



**NARTE Non-Academic Requirements for Teacher Education:
Perceptions of the NARTE forselection into initial teacher
education in Queensland, 2018-2020**

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NARTE

Non-Academic Requirements for Teacher Education

Perceptions of the NARTE for selection into initial
teacher education in Queensland, 2018-2020.

Research Team

The Queensland Council of Deans of Education (QCDE) conducted this research as a collaborative project to better understand the effectiveness of the NARTE for the selection of initial teacher education students. The research was led by Professor Donna Pendergast along with Professor Shelley Dole and Professor Romina Jamieson-Proctor, with the cooperation of all QCDE members over the years 2018-2020.

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Glossary and abbreviations

Term	Meaning
ACU	Australian Catholic University
AITSL	Australian Institute for Teaching and School Leadership
ATAR	Australian Tertiary Admission Rank
CHC	Christian Heritage College
CQU	CQUniversity
GPA	Grade Point Average
GU	Griffith University
HEP	Higher Education Provider
HSC	High School Certificate
ITE	Initial Teacher Education
JCU	James Cook University
LANTITE	Literacy and Numeracy Test for Initial Teacher Education Students
NARTE	non-academic requirements for teacher education
NSL	Non-school leaver
OP	Overall Position
PST	Preservice Teacher
QCAA	Queensland Curriculum and Assessment Authority
QTAC	Queensland Tertiary Admissions Centre
QUT	Queensland University of Technology
SCU	Southern Cross University
SL	School leaver
STEPS	Skills for Tertiary Education Preparatory Studies
TAFE	Technical and Further Education
TEMAG	Teacher Education Ministerial Advisory Group
TPA	Teaching Performance Assessment
UQ	University of Queensland
USC	University of Sunshine Coast
USQ	University of Southern Queensland
WA	Weighted average

Executive Summary

In 2017, all ten Higher Education Providers (HEP) delivering Initial Teacher Education (ITE) in Queensland and being members of the Queensland Council of Deans of Education (QCDE) collaborated with the Queensland Tertiary Admissions Centre (QTAC) to develop an instrument as partial requirement for selection to meet national standards for program entry. The instrument is known as the NARTE (Non-Academic Requirement for Teacher Education). The original NARTE required aspiring teachers to produce two written statements to demonstrate their motivation and personal capabilities for teaching. According to AITSL, the key non-academic capabilities associated with successful teaching identified in the research are: motivation to teach; strong interpersonal and communication skills; willingness to learn; resilience; self-efficacy; conscientiousness; organisational and planning skills. The NARTE was administered and assessed by QTAC at the point of application for a teacher education program in 2018. In 2020 the NARTE was modified by QTAC to include a ranking exercise, and this was completed by all aspiring teachers alongside the personal written statements. The ranking exercise mirrored requirements of the written exercise, with applicants required to determine the extent to which they agree or disagree with particular statements.

The QCDE conducted this research to investigate aspiring teachers' perceptions of the NARTE. An on-line survey was created by the QCDE. First year preservice teachers commencing ITE programs at their respective HEP were invited to participate. Data were collected over three years of intakes (2018, 2019 and 2020). The study yielded a total of 950 responses comprising 335 in 2018; 258 in 2019; and 357 in 2020. Of the 950 respondents, 75% identified as female and 25% identified as male. Each HEP sought participation in a range of ways so response rate is not representative of total population of new entrants to ITE programs. It must also be noted that as a new entry requirement in 2018, the 2018 cohort would have had no prior experience of the NARTE. Responses were categorised by age, with categories of <17 years of age, 18-21 years, 22-30 years, 30-39 years, and 40+. These age demarcations were used to evenly allocate responses to age categories.

Key findings:

- Respondents either Agreed or Strongly Agreed that the NARTE:
 - Enabled them to reflect on why they wanted to be a teacher (93.7%)
 - Enabled them to reflect on who/or what inspired them to become a teacher (93.3%)
 - Enabled them to think about why they feel that teaching is a good career choice (92.8%)
 - Enabled them to consider the skills and abilities they have that will make them a good teacher (92.3%)
 - Provided helpful supporting information (90.4%)
 - Was a positive step in raising the profile of teaching as a career choice (87.4%)

- Was easy to complete (87.3%)
 - Was a valuable activity for all people who aspire to become a teacher (84.8%)
 - Affirmed their commitment to wanting to be a teacher (83.8%)
- Respondents indicated that they found the NARTE Easy or Very Easy to enable them to demonstrate:
 - Commitment to learning (89%)
 - Conscientiousness (84%)
 - Resilience (83%)
 - Interpersonal and communication skills (89%)
 - Organisation and planning skills (85%)

Female respondents were more consistent in their perception of the ease of the NARTE to achieve this as compared to male respondents.

- Respondents (2020) Agreed or Strongly Agreed (78%) that the ranking exercise enabled them to reflect on why they wanted to be a teacher. Collectively, all three cohorts (2018-2020) Agreed or Strongly Agreed (93%) that the written response enabled them to reflect on why they wanted to be a teacher.
- The majority of participants (67%) did not receive assistance completing the NARTE; however, of those who did receive assistance, parents were the group most selected, with 60% of all assistance being provided by parents. Gender did not play a particular role in whether participants chose to receive help; however, school leavers did seek assistance at a higher proportion than their non-school leaver counterparts.
- Just over half of the participants found the NARTE to be Easy, regardless of the age group (51% - 54% response rate across age groups). Those who found the NARTE either Easy or Very Easy made up between 62% to 67% of responses across the age groups, with the 17 and underage group the lowest of this range. Approximately one third of participants found the NARTE to be Somewhat Difficult (28% - 36% across age groups), with only a small number of participants indicating they found the NARTE to be Very Difficult. Although the age group 40 and over had the highest proportion of responses across all age groups that answered the NARTE was Very Difficult (5%), they also had the highest proportion of responses indicating that the NARTE was Easy (54%).
- In terms of the personal value of the NARTE, 73% of respondents regarded it to be Valuable or Very Valuable, 16% indicated it was Not Valuable, and 5% reported it was Really Not Valuable.
- Respondents were invited to provide advice to future applicants for teacher education programs in Queensland in relation to completing the NARTE. The majority of

comments related to approaching the NARTE honestly and taking the time to think and reflect. Others suggested 'not overthinking it'. This illustrates the contemplative (yet intuitive nature) of the NARTE. No respondents suggested that the NARTE should be abolished.

The NARTE

Policy setting

In 2017, all ten universities delivering Initial Teacher Education (ITE) in Queensland and constituting the Queensland Council of Deans of Education (QCDE), collaborated with the Queensland Tertiary Admissions Centre (QTAC) to develop an instrument as partial requirement for selection to meet national standards for program entry. The developed instrument is now known as the NARTE (Non-Academic Requirement for Teacher Education). The NARTE is administered and assessed by QTAC at the point of application to a teacher education program. In order to gain entry to a program, a passing grade for the NARTE is used in conjunction with the specified academic requirements for separate programs at each university.

The NARTE was designed by the QCDE to meet the non-academic selection criteria requirements, as specified in the Australian Institute for Teaching and School Leadership (AITSL) *Guidelines for the accreditation of initial teacher education programs in Australia* (AITSL, 2016). The relevant standard specifically relates to Program Entry is Standard 3, element 3.2:

Providers apply selection criteria for all entrants, which incorporate both academic and non-academic components that are consistent with engagement with a rigorous higher education program, the requirements of the particular program and subsequent success in professional teaching practice (AITSL 2016, p. 18).

The aspects requiring verification are stated as:

- Academic and non-academic criteria
- The requirements for criteria to be applied to all entrants.

According to AITSL (n.d., p. 1)¹ in the *Selection Guidelines Factsheet*, the key non-academic capabilities associated with successful teaching identified in the research are:

1. motivation to teach
2. strong interpersonal and communication skills
3. willingness to learn
4. resilience
5. self-efficacy
6. conscientiousness
7. organisational and planning skills.

The NARTE was designed to provide insight into prospective applicants to ITE programs with respect to these capabilities (see Figure 1). As a result of the cooperation of the ten universities in Queensland collaborating to develop a single, common instrument,

¹ https://www.aitsl.edu.au/docs/default-source/default-document-library/selection-guidelines-factsheet.pdf?sfvrsn=e9f9ec3c_0

prospective ITE students in Queensland could satisfy the non-academic requirement through a single, consistent assessment process administered by a neutral organisation, QTAC. At the time of its development, all ten Queensland Higher Education Providers (HEP) utilised the NARTE as evidence of meeting Program Standard 3.2 with regard to the non-academic requirement, and this is embedded in formal accreditation processes mandatory to gain program accreditation from the Queensland College of Teachers (QCT) in order for graduates of programs to be registerable as teachers.



Figure 1 Non-academic capabilities for successful teaching

The benefits of a single, consistent approach for all universities in Queensland include the following:

For applicants to ITE programs

- A single non-academic capabilities task is completed and utilised for all program entry in Queensland rather than potentially completing individual and separate assessments for each program students apply to enter
- No cost to the applicant
- Efficient
- Reduces deterrent to apply for teacher education programs while serving as a barrier for those unable or unwilling to engage in the process successfully

For universities

- A single item to assess non-academic capabilities for all programs
- Minimising costs by sharing development, delivery and assessment processes in collaboration with QTAC
- Confidence

For the education sector

- A strong commitment to quality and consistency across all universities building confidence and efficacy
- Accreditation efficiencies and standardisation

The task

Prospective initial teacher education applicants complete two written personal statements each assessed on a 7-point scale and converted to a final rating as either Satisfactory or Unsatisfactory. Applicants draw upon relevant experiences and achievements to demonstrate how they meet the non-academic capabilities identified by AITSL as associated with successful teaching.

The tasks and criteria for assessment were developed by the collective QCDE in 2017. The tasks were designed to enable applicants to engage with and reflect upon two broad categories:

- Motivation and suitability to become a teacher
- Involvement in personal learning and leadership activities

The two tasks are stated as follows with the questions serving as prompts rather than individual questions to be answered:

- Your Motivation and Suitability to Become a Teacher
 1. Who or what has inspired you to become a teacher?
 2. Why is teaching a good career choice?
 3. Why are you interested in teaching children/young people?
 4. What subjects are you interested in and why?
 5. What does being a good teacher mean to you?
 6. What skills and abilities do you have that will make you a good teacher?
- Your Involvement in Personal Learning and Leadership Activities
 1. What learning activities have I been engaged in?
 2. What leadership activities have I undertaken?
 3. What activities of personal interest am I involved in?
 4. How long have I participated? How am I involved?
 5. What tasks or events have I planned and/or organised?
 6. How have I shown that I can work with others?
 7. What do I do to overcome obstacles, challenges or problems?

In 2019 an additional rankings exercise was added to determine its suitability for measuring similar capabilities.

This study

A short electronic survey was designed and administered to explore successful candidates' opinions on various aspects of the NARTE, their experiences in completing it, and whether it assisted them in self-evaluation regarding demonstrating the non-academic capabilities. Ethical clearance was first obtained at Griffith University and subsequently at all participating institutions, according to university guidelines.

The instrument

The survey was designed on the platform Survey Monkey to enable easy access by prospective participants.

The survey comprised 15 questions which had some minor refinements from 2018 to 2019 to reflect changes in the design of the NARTE. There were seven fixed response questions (Q 4, 10, 11, 12, 13, 14, 15) related to demographic characteristics, such as age, gender, university, program of study. A further five fixed response questions (1, 2, 3, 5, 7) used 4-point Likert Scales. Three separate scales were used depending on the question. The first scale included *Strongly Agree, Agree, Disagree, and Strongly Disagree*. The second 4-point scale ranged from *Very Easy* to *Very [Extremely] Difficult*. The final 4-point scale ranged from *Very Valuable, to Valuable, Not Valuable, and Really Not Valuable*. Finally, there were 3 open-ended response questions (Q 6, 8, 9) (see Appendix D). These questions generated both quantitative and qualitative data.

Administration

The survey was distributed to all first-year Education students in all Queensland Universities offering initial teacher education, viz: Australian Catholic University, Central Queensland University, Christian Heritage College, Griffith University, James Cook University, Queensland University of Technology, Southern Cross University, University of Queensland, University of Southern Queensland, and the University of Sunshine Coast, under the sponsorship of the Queensland Council of Deans of Education. The surveys were administered via email invitation separately by each organisation.

The instrument was administered three times: March 2018 ($n = 335$), March 2019 ($n = 258$), and February 2020 ($n = 357$), with total responses 950.

Analysis

Data and coding

All data from Survey Monkey were downloaded into separate spreadsheets. The data were collated, including ensuring that changes in questions were allowed for and thus data from renumbered questions matched. Descriptive statistics were generated from the quantitative data and thematic coding was utilised to identify themes in the qualitative responses.

Participants

Respondent demographics

Over the three years the survey was administered, there were a total of 950 participants (see Table 1). In 2018, there were 335 participants; in 2019 there were 258; and in 2020 there were 357. The majority of the respondents was under the age of 21. Across the three years the survey was administered, the age cohort sizes changed, with an increase in 22- to 29-year-olds responding to the survey (see Figure 2).

Age

Table 1 Age range of participants 2018, 2019, 2020

Age range	2018		2019		2020		2018–2020	
17 and under	103	31%	62	24%	76	21%	241	25%
18 to 21	95	28%	72	28%	100	28%	267	28%
22 to 29	46	14%	38	15%	78	22%	162	17%
30 to 39	47	14%	34	13%	46	13%	127	13%
40 and over	39	12%	26	10%	20	6%	85	9%
N/A (blank)	5	1%	26	10%	37	10%	67	7%
Total	335	100%	258	100%	357	100%	950	100%

*N/A = not answered

School leavers

Across the three years of the survey, 33.0% (314) indicated they were school leavers, 60.6% (576) non-school leavers, and 6.4% (60) did not share this information (see Table 2). There were four participants overall over the age of 22 who claimed to be school leavers.

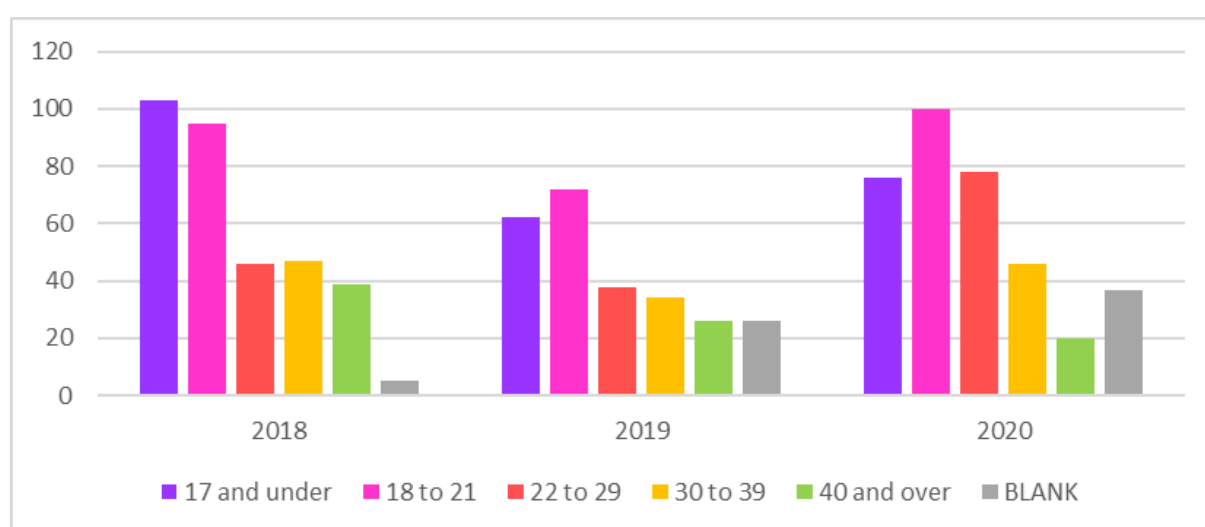


Figure 2 Age range of participants, 2018, 2019, 2020

Table 2 Demographics of participants 2018, 2019, 2020

Age & School Leaver Status	2018	2019	2020	Total
School Leavers (SL)				
17 and under	102	62	75	239
18 to 21	20	21	27	68
22 to 29		1	1	2
30 to 39		1		1
40 and over	1			1
Not answered (N/A)		1	2	3
SL Total	123	86	105	314
Non-School Leavers (NSL)	2018	2019	2020	Total
17 and under	1	0	1	2
18 to 21	75	51	73	199
22 to 29	46	37	77	160
30 to 39	47	33	46	126
40 and over	38	25	20	83
Not answered (N/A)		1	5	6
NSL Total	207	147	222	576
Not answered (N/A)				
N/A	5	24	30	59
40 and over		1		1
N/A Total	5	25	30	60
Grand Total	335	258	357	950

Gender

In every cohort and every age group, female participant numbers exceed males, with total female participants at 674 (75.8%) and total male participants at 215 (24.1%) (see Table 3).

Table 3 Age and gender of participants 2018, 2019, 2020

Year	Age group	Female	Male	(N/A*)	Total
2018	17 and under	91	12		103
	18 to 21	75	20		95
	22 to 29	29	17		46
	30 to 39	35	12		47
	40 and over	31	8		39
	(N/A*)			5	5
	Total	261	69	5	335
2019	17 and under	56	6		62
	18 to 21	56	16		72
	22 to 29	24	14		38
	30 to 39	28	6		34
	40 and over	17	8	1	26

	(N/A*)	1	1	24	26
	Total	182	51	25	258
2020	17 and under	60	16		76
	18 to 21	77	23		100
	22 to 29	46	32		78
	30 to 39	30	16		46
	40 and over	14	6		20
	(N/A*)	4	2	31	37
	Total	231	95	31	357
Grand Total	674	215	61	950	

*N/A = not answered

Figure 3 illustrates the change in proportion of gender and age with more males responding to the survey in 2020 than in other years, and 33.6% of these respondents were in the 22 to 29 age range.

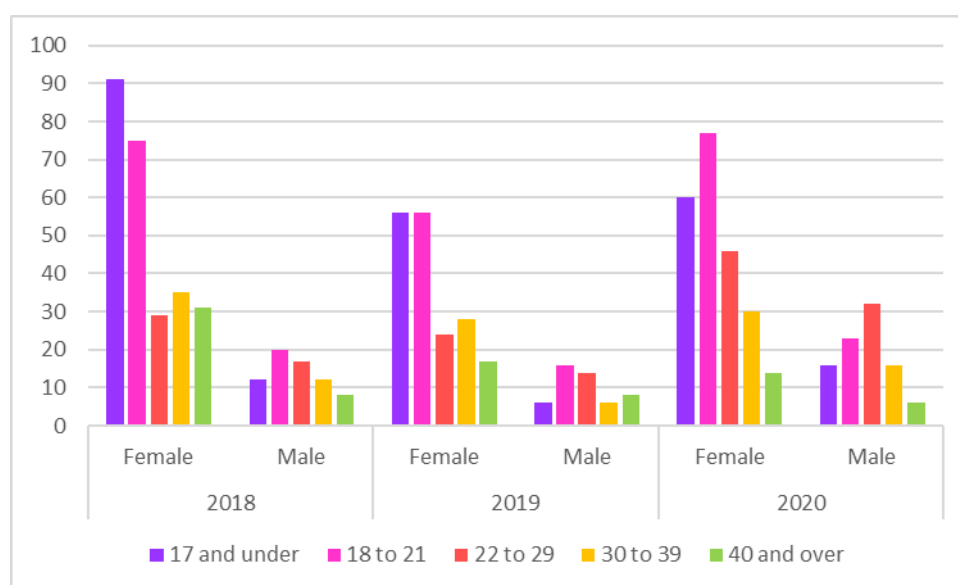


Figure 3 Distribution of age and gender across each year

University

Table 4 below shows the number of participants by university for each year. ACU had its highest response rate in 2018 and no responses in 2019. Griffith University had a large increase in responses in 2020, with 72% of all responses received in that year.

Table 4 Number of participants by university 2018, 2019, 2020

	2018	2019	2020	Total
ACU	28 82%	0%	6 18%	34

Queensland Council of Deans of Education

CQU	52	54%	18	19%	27	28%	97
CHC	6	15%	23	58%	11	28%	40
GU	39	15%	33	13%	183	72%	255
JCU	52	66%	21	27%	6	8%	79
QUT	57	56%	40	40%	4	4%	101
SCU	12	40%	3	10%	15	50%	30
UQ	29	24%	52	44%	38	32%	119
USQ	34	46%	38	51%	2	3%	74
USC	21	36%	4	7%	34	58%	59
(blank/not answered)	5	8%	26	42%	31	50%	62
Total	335		258		357		950

This is visually represented in the following graph (Figure 4).

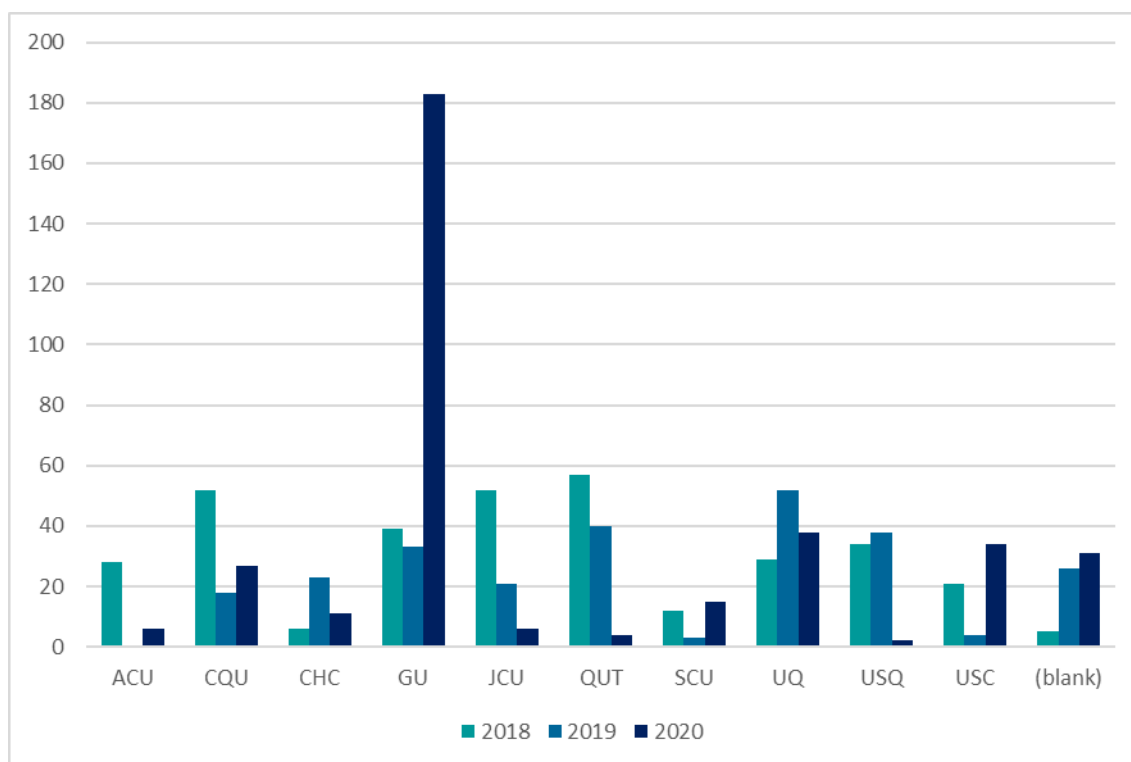


Figure 4 Number of participants by university 2018, 2019, 2020

Figure 5 shows the number of participants from each university in each age group. It shows the largest number of participants of these surveys was in the 18 to 21 age group across the three years.

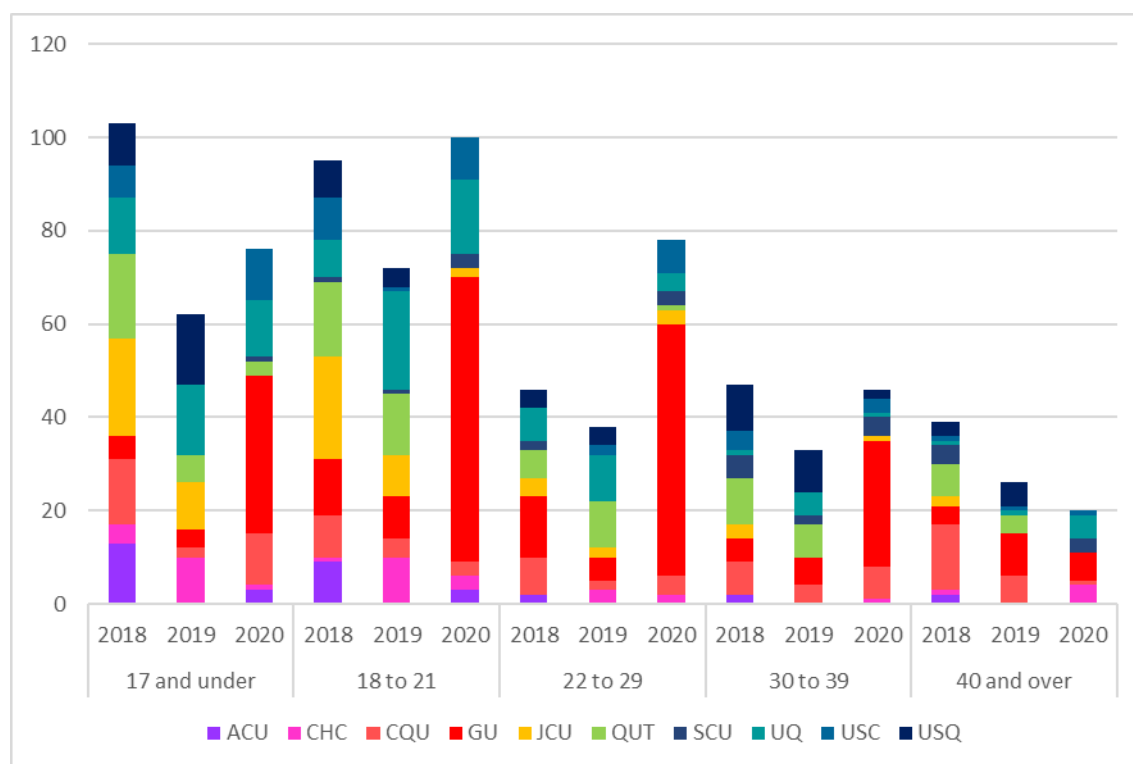


Figure 5 Participants by university and age 2018, 2019, 2020

Note: ACU did not participate in 2019

Table 5 Summary of totals in Table 4

	2018	2019	2020	Totals
ACU	28		6	34
CHC	6	23	11	40
CQU	52	18	27	97
GU	39	33	183	255
JCU	52	21	6	79
QUT	57	40	4	101
SCU	12	3	15	30
UQ	29	52	38	119
USC	21	4	34	59
USQ	34	38	2	74
Blank	5	26	31	62
Totals	335	258	357	950

Table 5 shows Griffith University had the most overall participants due to the high number of responses provided in 2020. Although 2020 saw the largest number of participants across the three years of the survey, some universities experienced declines in participant numbers compared to the two prior years. ACU, JCU, QUT and USQ all experienced a reduction in response numbers in 2020.

Program of study

Table 6 depicts the range of programs of the respondents and their home institution.

Table 6 University and program

Uni	Degree	2018	2019	2020	Totals
ACU	Bachelor degree	21		6	27
	Dual degree	4			4
	Master degree	3			3
CHC	Bachelor degree	5	23	3	31
	Dual degree	1		1	2
	Master degree			7	7
CQU	Bachelor degree	38	12	27	77
	Master degree	13	6		19
	Other	1			1
GU	Bachelor degree	21	16	117	154
	Master degree	18	17	66	101
JCU	Bachelor degree	52	21	6	79
QUT	Bachelor degree	32	21	3	56
	Dual degree		1		1
	Master degree	25	18	1	44
SCU	Bachelor degree	6	3	14	23
	Dual degree	2		1	3
	Master degree	4			4
UQ	Not answered			1	1
	Bachelor degree	10	19	9	38
	Dual degree	12	16	20	48
	Master degree	7	17	8	32
USC	Bachelor degree	15		30	45
	Dual degree	6	3	3	12
	Master degree		1	1	2
USQ	Bachelor degree	29	38		67
	Master degree	5		2	7
Not answered	Not answered	5	25	30	60
	Bachelor degree		1		1
	Master degree			1	1
Tot		335	258	357	950

Table 7 University, Year, Age, Gender

Uni	Year	17 and under		18 to 21		22 to 29		30 to 39		40 and over		Totals
		F	M	F	M	F	M	F	M	F	M	
ACU	2018	12	1	8	1	1	1	2		2		28
	2019	2	1	2	1							6
CHC	2018	4		1						1		6
	2019	7	3	5	5	1	2					23
	2020	1		2	1	1	1		1	4		11
CQU	2018	13	1	6	3	7	1	5	2	7	7	52
	2019	1	1	3	1	2		4		4	2	18
	2020		3	3		3	1	5	2	1		26
GU	2018	5		11	1	10	3	3	2	4		39
	2019	4		8	1	4	1	6		6	2	32
	2020	25	9	45	16	32	22	16	11	4	2	182
JCU	2018	16	5	17	5	2	2	3		2		52
	2019	10		8	1	2						21
	2020			2		2	1	1				6
QUT	2018	17	1	11	5	3	3	9	1	7		57
	2019	6		11	2	6	4	6	1	2	2	40
	2020	3				1						4
SCU	2018			1		1	1	2	3	4		12
	2019			1				1	1			3
	2020		1	3		1	2	3	1	1	2	14
UQ	2018	10	2	6	2	2	5	1		1		29
	2019	14	1	15	6	4	6	2	3	1		52
	2020	11	1	14	2	3	1			4	1	37
USC	2018	6	1	7	2			2	2	1		21
	2019			1		1	1				1	4
	2020	10	1	6	3	3	4	3			1	31
USQ	2018	8	1	7	1	3	1	8	2	3		34
	2019	14	1	4		4		8	1	4	1	37
	2020							2				2

Total participants in this table $n = 879$ because blanks have been removed

In every age group, females outnumbered male respondents, though the mid-twenties age group provided a closer gender balance (see Table 7).

Findings

1. Ease and value of the NARTE

Respondents were invited to respond to nine statements regarding various aspects of the NARTE. A four-point Likert Scale, ranging from Strongly Agree; Agree; Disagree to Strongly Disagree, provided a snapshot into the extent to which respondents agreed with the statement. The nine statements are:

- a) The NARTE was easy to complete.
- b) The supporting information on how to complete the NARTE was helpful.
- c) The NARTE enabled me to reflect on why I wanted to be a teacher
- d) The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher.
- e) The NARTE enabled me to think about why I feel that teaching is a good career choice.
- f) The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher.
- g) The NARTE is a valuable activity for all people who aspire to become a teacher.
- h) Completing the NARTE affirmed my commitment to wanting to be a teacher.
- i) The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice

Table 8 and 9 present collated numeric and percentage results for level of agreement for all sub-questions of Question 1. Table 10 and 11 show the results for each year.

Table 8 Agreement rates on nine1 statements (2018-2020)

	Q1A	Q1B	Q1C	Q1D	Q1E
Please provide your level of agreement with the following statements:	The NARTE was easy to complete.	The supporting information on how to complete the NARTE was helpful.	The NARTE enabled me to reflect on why I wanted to be a teacher.	The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher.	The NARTE enabled me to think about why I feel that teaching is a good career choice.
Strongly Agree	204	274	486	461	415
Agree	625	585	404	425	467
Disagree	103	70	42	47	58
Strongly Disagree	13	12	13	14	8
Blank	5	9	5	3	2
Total (n =)*	945	941	945	947	948
Strongly Agree	21%	29%	51%	49%	44%
Agree	66%	62%	43%	45%	49%
Disagree	11%	7%	4%	5%	6%
Strongly Disagree	1%	1%	1%	1%	1%

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Blank	1%	1%	1%	0%	0%
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*Note: Not all participants responded to all questions

Table 9 continued Q1 results collated over three years (2018-2020)

	Q1F	Q1G	Q1H	Q1I
Please provide your level of agreement with the following statements:	The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher.	The NARTE is a valuable activity for all people who aspire to become a teacher.	Completing the NARTE affirmed my commitment to wanting to be a teacher.	The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice.
Strongly Agree	385	302	357	383
Agree	492	504	439	447
Disagree	57	112	127	91
Strongly Disagree	14	28	24	27
Blank	2	4	3	2
Total (n =)*	948	946	947	948
Strongly Agree	41%	32%	38%	40%
Agree	52%	53%	46%	47%
Disagree	6%	12%	13%	10%
Strongly Disagree	1%	3%	3%	3%
Blank	0%	0%	0%	0%

*Note: Not all participants responded to all questions

Table 10 Q1 comparative results for 2018, 2019, 2020 (percentage based on yearly total, not total of three years)

Rank	Year	Q1A	Q1B	Q1C	Q1D	Q1E
		The NARTE was easy to complete.	The supporting information on how to complete the NARTE was helpful.	The NARTE enabled me to reflect on why I wanted to be a teacher.	The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher.	The NARTE enabled me to think about why I feel that teaching is a good career choice.
Strongly Agree	2018	21%	32%	49%	47%	42%
Strongly Agree	2019	24%	26%	50%	48%	45%
Strongly Agree	2020	20%	27%	54%	50%	44%
Agree	2018	64%	56%	43%	46%	49%
Agree	2019	64%	66%	42%	45%	47%
Agree	2020	68%	64%	43%	44%	51%
Disagree	2018	13%	10%	6%	6%	7%
Disagree	2019	9%	6%	5%	5%	7%
Disagree	2020	10%	6%	3%	4%	4%
Strongly Disagree	2018	1%	1%	2%	2%	1%
Strongly Disagree	2019	2%	1%	1%	2%	1%
Strongly Disagree	2020	1%	1%	1%	1%	0%
Blank	2018	0%	0%	0%	0%	0%
Blank	2019	1%	1%	2%	1%	1%

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Blank	2020	1%	2%	0%	0%	0%
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Table 11 continued Q1 comparative results for 2018, 2019, 2020 (percentage based on yearly total, not total of three years)

Rank	Year	Q1F	Q1G	Q1H	Q1I
		The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher.	The NARTE is a valuable activity for all people who aspire to become a teacher.	Completing the NARTE affirmed my commitment to wanting to be a teacher.	The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice.
Strongly Agree	2018	38%	34%	39%	43%
Strongly Agree	2019	43%	35%	38%	43%
Strongly Agree	2020	41%	27%	36%	36%
Agree	2018	52%	47%	42%	40%
Agree	2019	50%	50%	42%	43%
Agree	2020	53%	61%	53%	57%
Disagree	2018	7%	15%	15%	13%
Disagree	2019	6%	9%	16%	10%
Disagree	2020	5%	10%	10%	6%
Strongly Disagree	2018	3%	4%	4%	4%
Strongly Disagree	2019	1%	5%	3%	4%
Strongly Disagree	2020	1%	1%	1%	1%
Blank	2018	0%	0%	0%	0%
Blank	2019	0%	1%	1%	1%
Blank	2020	0%	1%	0%	0%

Figure 6 demonstrates the consistency in agreement for each of the three years for each of the options. Most participants either Agreed or Strongly Agreed with the statements. The lowest percent of Strongly Agree, Agree was 81%, and this was in 2018 for Questions 1G and 1H, in 2019 for 1H. For all of the questions across the three years, the questions that had a percent of negative responses exceeding 10% (Strongly Disagree or Disagree) follows in Table 13. For nearly every question, the respondents in 2020 were more positive than the previous years. Across the cohorts, the last three questions listed below, 1A, 1G and 1H received the most negative scores.

Table 12 Agree & Strongly Agree results for 2018 - 2020

Q #	Text	SA & A
1C	The NARTE enabled me to reflect on why I wanted to be a teacher.	93.7%
1D	The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher.	93.3%
1E	The NARTE enabled me to think about why I feel that teaching is a good career choice.	92.8%
1F	The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher.	92.3%
1B	The supporting information on how to complete the NARTE was helpful.	90.4%
1I	The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice.	87.4%
1A	The NARTE was Easy to complete.	87.3%

1G	The NARTE is a valuable activity for all people who aspire to become a teacher.	84.8%
1H	Completing the NARTE affirmed my commitment to wanting to be a teacher.	83.8%

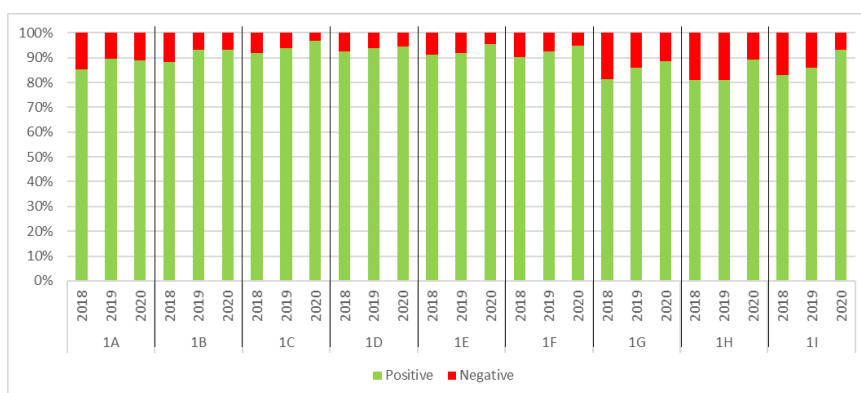


Figure 6 Positive or Neutral vs Negative responses for each of Q1 over 3 years

Table 13 Questions which had the highest negative responses (disagree, strongly disagree) over 3 years (10% +)

Q	Statement	2018	2019	2020
1A	The NARTE was easy to complete.	15%	10%	11%
1B	The supporting information on how to complete the NARTE was helpful.	12%	7%	7%
1F	The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher.	10%	7%	5%
1G	The NARTE is a valuable activity for all people who aspire to become a teacher.	19%	14%	11%
1H	Completing the NARTE affirmed my commitment to wanting to be a teacher.	19%	19%	11%
1I	The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice.	17%	14%	7%

* Highlighted percentages are 10% or larger

Gender

As female participants make up close to 75% of the respondents, the responses according to gender for the sub-questions of Question 1 were allocated a weighting and an average determined (4 = Strongly Agree to 1 = Strongly Disagree) to identify if there was gendered patterns in responses evident.

Table 14 is a heat map for male and female respondents across three years where the lower averages are highlighted by increasingly darker shades of red, and the higher averages are represented by increasingly darker shades of green. Sub-questions 1C, 1D, 1E and to an extent 1F tended to have higher levels of agreement with males and females. However, the responses for each gender, each year were not identical, and Table 15 shows the average response by male participants subtracted from the average response by female participants for each cohort year. The heat map colours here show the top and bottom 10% of averages. There are only two negative responses (both in 2020, 1B and 1I) indicating the only two sub-questions that males ranked more highly than females, across three years.

Table 14 Each year of average response to sub-questions 1 by gender

Year	Gender	1A	1B	1C	1D	1E	1F	1G	1H	1I
2018	F	3.06	3.21	3.41	3.41	3.38	3.28	3.16	3.21	3.30
2018	M	3.01	3.12	3.29	3.23	3.12	3.12	2.97	2.94	2.96
2019	F	3.21	3.25	3.48	3.43	3.41	3.42	3.23	3.27	3.32
2019	M	2.88	2.96	3.27	3.37	3.18	3.12	2.98	2.86	3.02
2020	F	3.10	3.17	3.51	3.46	3.45	3.36	3.17	3.27	3.27
2020	M	3.02	3.22	3.41	3.37	3.23	3.31	3.09	3.20	3.31

Table 15 Difference each year of M/F average response to sub-questions 1 by gender

Year	Gender	1A	1B	1C	1D	1E	1F	1G	1H	1I	Average
2018	F - M	0.05	0.10	0.12	0.18	0.26	0.17	0.19	0.27	0.34	0.19
2019	F - M	0.33	0.29	0.20	0.06	0.23	0.30	0.25	0.42	0.30	0.26
2020	F - M	0.07	-0.05	0.10	0.09	0.21	0.06	0.08	0.07	-0.03	0.19

Age

age range.

Table 16 reveals that sub-questions 1A and 1B have a lower level of agreement in general, and that sub-questions 1C and 1D reveal stronger levels of agreement. This table also shows that the 22 to 29 age group in 2018 were more likely to disagree or strongly disagree than any other age range.

Table 16 Average of each sub-question of Question 1 for all age groups 2018, 2019, 2020

Age Group	Year	1A	1B	1C	1D	1E	1F	1H	1G	1I
17 and under	2018	3.08	3.32	3.42	3.43	3.42	3.31	3.30	3.17	3.37
	2019	3.19	3.23	3.52	3.50	3.47	3.47	3.39	3.16	3.29
	2020	2.97	3.15	3.46	3.49	3.37	3.25	3.28	3.15	3.26
18 to 21	2018	3.00	3.22	3.41	3.38	3.29	3.20	3.11	3.07	3.21
	2019	3.19	3.27	3.46	3.48	3.41	3.40	3.13	3.14	3.35
	2020	3.06	3.19	3.48	3.46	3.36	3.31	3.25	3.08	3.27
22 to 29	2018	3.02	2.98	3.22	3.17	3.17	3.02	2.89	2.87	2.98
	2019	3.14	3.22	3.36	3.27	3.27	3.24	3.00	3.08	3.11
	2020	3.14	3.12	3.46	3.37	3.42	3.41	3.22	3.17	3.32
30 to 39	2018	3.21	3.19	3.47	3.47	3.40	3.36	3.17	3.15	3.15
	2019	3.06	3.03	3.26	3.24	3.15	3.15	3.06	3.26	3.15
	2020	3.26	3.33	3.54	3.39	3.41	3.48	3.26	3.30	3.30
40 and over	2018	2.95	3.05	3.36	3.33	3.21	3.33	3.18	3.33	3.26
	2019	3.08	3.08	3.50	3.54	3.46	3.38	3.31	3.38	3.35
	2020	3.00	3.32	3.55	3.50	3.45	3.40	3.35	3.25	3.40

Note. * Red-filled cells are in the bottom 10% and green-filled cells are in top 10% of all results (not results by year, age group or q#)

Table 16 shows all the responses to question 1 collapsed for all years. Sub-question 1A (The NARTE was easy to complete) remains consistently in disagreement while sub-questions 1C and 1D still have a higher level of agreement. The 22 to 29 year-old age group maintain disagreement for sub-questions 1H (Completing the NARTE affirmed my commitment to wanting to be a teacher) and 1G (The NARTE is a valuable activity for all people who aspire to be a teacher), and while the remainder of their weighed responses might be lower than other age groups, the results do not fall into the bottom 10%.

Table 17 Average of each sub-question of Question 1 for all age groups 2018 to 2020

Age group	1A	1B	1C	1D	1E	1F	1H	1G	1I
17 and under	3.08	3.24	3.46	3.47	3.41	3.33	3.32	3.16	3.32
18 to 21	3.08	3.22	3.45	3.44	3.35	3.30	3.17	3.09	3.27
22 to 29	3.11	3.10	3.37	3.29	3.32	3.26	3.07	3.06	3.17
30 to 39	3.19	3.20	3.44	3.38	3.34	3.35	3.17	3.24	3.20
40 and over	3.00	3.12	3.45	3.44	3.34	3.36	3.26	3.33	3.32

Note. * Red-filled cells are in the bottom 10% and green-filled cells are in top 10% of all results (not results by age group or q#)

Gender and age

Figure 7 illustrates the age and gender of respondents across the three years from the highest average response (Female, 40 and over = 3.34) to the lowest average response (Male 22 to 29 = 3.05)

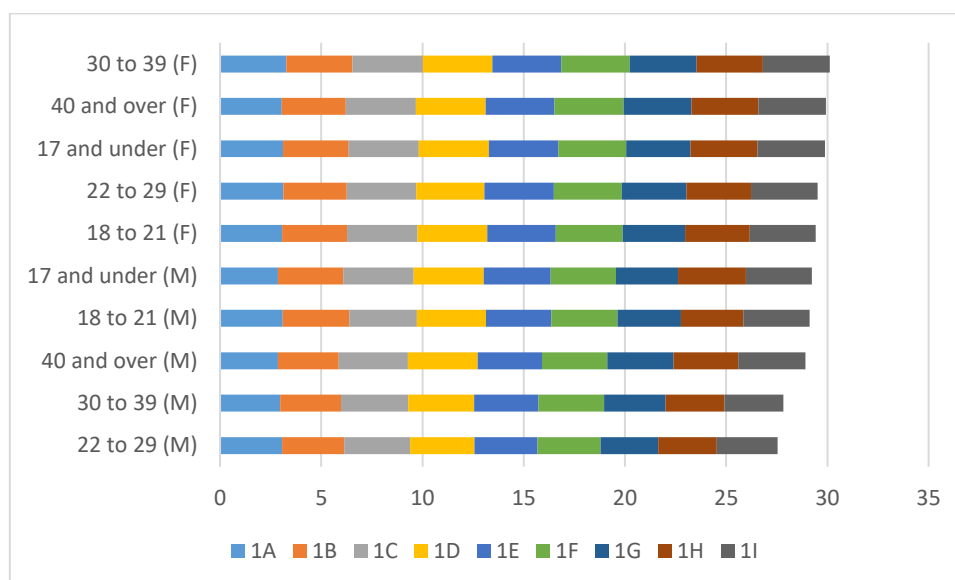


Figure 7 Question 1 comparison of average responses to statements by age and gender over the three survey years

The heatmap (Table 18) reveals age and gender responses to each question of the statements for all participants from 2018 to 2020. These figures reveal a greater disparity in agreement by male participants when compared to female participants.

The second part of Table 18 shows the average difference in score for each gender age-group (e.g., Females, 17 and under score minus Males, 17 and under). The orange cells are the smallest 10 percent of numbers (indicating males had a higher level of agreement for that age cohort than females did), and the green cells are the highest 10 percent of numbers (indicating females had a higher level of agreement for that age cohort). If a cell is blue, it means that there was no difference in the average score between genders for that age group cohort (i.e. both males and females, 17 and under scored an average of 3.24 on sub-question 1B). The fact that there are far more positive numbers than negative numbers in this part of the table indicates again that females scored higher than males and hence were more likely to be in agreement with the statements.

Table 18 Heatmap comparison of average responses to statements by age and gender 2018-2020

Gender	Age Group	1A	1B	1C	1D	1E	1F	1G	1H	1I
F	17 and under	3.11	3.24	3.46	3.47	3.43	3.35	3.18	3.31	3.32
F	18 to 21	3.07	3.21	3.48	3.44	3.38	3.30	3.08	3.19	3.26
F	22 to 29	3.13	3.12	3.43	3.36	3.44	3.35	3.19	3.19	3.28
F	30 to 39	3.27	3.27	3.48	3.42	3.40	3.39	3.31	3.27	3.31
F	40 and over	3.05	3.16	3.47	3.44	3.40	3.42	3.35	3.31	3.32
M	17 and under	2.85	3.24	3.47	3.47	3.29	3.24	3.06	3.35	3.26
M	18 to 21	3.10	3.28	3.34	3.41	3.22	3.27	3.14	3.09	3.29
M	22 to 29	3.06	3.06	3.26	3.18	3.11	3.11	2.85	2.89	3.00
M	30 to 39	2.97	3.00	3.32	3.26	3.18	3.24	3.03	2.91	2.91
M	40 and over	2.86	3.00	3.41	3.45	3.18	3.23	3.27	3.18	3.32
Female average score less male average score 2018 - 2020										
F - M	17 and under	0.26	0.01	-0.01	0.00	0.14	0.11	0.12	-0.04	0.06
F - M	18 to 21	-0.04	-0.07	0.14	0.03	0.16	0.03	-0.05	0.10	-0.03
F - M	22 to 29	0.07	0.06	0.17	0.19	0.33	0.24	0.34	0.30	0.28
F - M	30 to 39	0.30	0.27	0.16	0.15	0.22	0.15	0.28	0.36	0.40
F - M	40 and over	0.18	0.16	0.06	-0.02	0.22	0.19	0.08	0.12	0.00

School leavers and non-school leavers

Table 19 and Figure 8 present the agreement responses to the statements across all the years. School-leavers tended to agree with the statements at a higher rate than non-school-leavers, but only slightly. As in previous results, sub-question 1A (*The NARTE was easy to complete*) received the lowest agreement response, and sub-questions 1C (*The NARTE enabled me to reflect on why I wanted to become a teacher*) and 1D (*The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher*) the highest agreement.

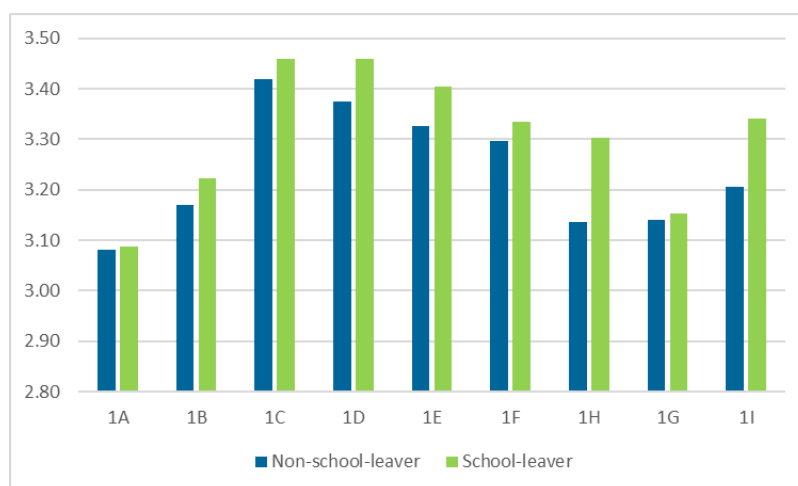


Figure 8 School-leavers vs non-school-leavers

Table 19 Average Question 1 Score for School-leavers, Non-school-leavers, Age group and gender

Demographics			n	1A	1B	1C	1D	1E	1F	1G	1H	1I
School-leavers	F	17 and under	205	3.11	3.25	3.46	3.47	3.44	3.35	3.18	3.31	3.33
		18 to 21	55	3.22	3.18	3.49	3.47	3.42	3.35	3.18	3.35	3.53
		22 to 29	2	2.50	2.50	2.50	2.50	3.00	3.00	2.50	2.50	2.50
		30 to 39	1	3.00	3.00	4.00	4.00	4.00	4.00	4.00	4.00	4.00
		40 and over	1	3.00	3.00	4.00	4.00	3.00	3.00	3.00	3.00	4.00
	F Average	264	3.13	3.23	3.46	3.47	3.43	3.35	3.18	3.32	3.37	
	M	17 and under	34	2.85	3.24	3.47	3.47	3.29	3.24	3.06	3.35	3.26
18 to 21		13	2.92	3.15	3.38	3.31	3.23	3.23	2.92	2.92	3.00	
M Average		47	2.87	3.21	3.45	3.43	3.28	3.23	3.02	3.23	3.19	
School-leavers Average			311	3.09	3.22	3.46	3.46	3.41	3.33	3.16	3.30	3.34
Non-school-leavers	F	17 and under	2	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00	3.00
		18 to 21	153	3.01	3.22	3.48	3.43	3.37	3.29	3.05	3.13	3.17
		22 to 29	97	3.14	3.13	3.45	3.38	3.45	3.36	3.21	3.21	3.30
		30 to 39	92	3.27	3.28	3.48	3.41	3.39	3.38	3.30	3.26	3.30
		40 and over	61	3.05	3.17	3.46	3.43	3.41	3.43	3.36	3.31	3.31
	F Average	405	3.11	3.20	3.47	3.41	3.40	3.35	3.19	3.20	3.25	
	M	18 to 21	46	3.16	3.31	3.33	3.44	3.22	3.28	3.20	3.13	3.38
		22 to 29	63	3.06	3.06	3.26	3.18	3.11	3.11	2.85	2.89	3.00
		30 to 39	34	2.97	3.00	3.32	3.26	3.18	3.24	3.03	2.91	2.91
		40 and over	21	2.86	2.95	3.43	3.43	3.14	3.19	3.24	3.14	3.29
M Average	164	3.04	3.10	3.32	3.30	3.16	3.20	3.04	2.99	3.12		
Non-School-leavers Average			569	3.09	3.17	3.42	3.38	3.33	3.30	3.15	3.14	3.22
Overall average			880	3.09	3.19	3.44	3.41	3.36	3.31	3.15	3.20	3.26

(This table does not include any participants who did not declare their age, gender or whether they had just finished school. This explains why the total number in this report is 880 not 950.)

Table 20 highlights some of the sub- groups and their responses to statements that warrant further enquiry. Males in the school-leaver group have a particularly low score for sub-question 1A: *The NARTE was easy to complete*. If this sub-group are avoiding entering teacher education because the non-academic entry requirements are challenging for them, regardless of their potential capacity for teaching, this may impact on attraction to teaching.

Sub-question 1B: *The supporting information on how to complete the NARTE was helpful* had lower average scores in all demographic categories than did sub-questions 1C, 1D, 1E, and 1F, suggesting that the supporting information was moderately helpful.

As noted above, the sub-questions 1C, 1D, 1E, and 1F (all of which begin with *The NARTE enabled me to*) have scored a greater degree of agreement than other statements.

Females were more likely to score sub-question 1G: *The NARTE is a valuable activity for all people who aspire to become a teacher* higher than males.

Table 20 Summary of previous Table

Demographics		n	1A	1B	1C	1D	1E	1F	1G	1H	1I
School-leavers	F	264	3.13	3.23	3.46	3.47	3.43	3.35	3.18	3.32	3.37
	M	47	2.87	3.21	3.45	3.43	3.28	3.23	3.02	3.23	3.19
Non-school-leavers	F	405	3.11	3.20	3.47	3.41	3.40	3.35	3.19	3.20	3.25
	M	164	3.04	3.10	3.32	3.30	3.16	3.20	3.04	2.99	3.12

Summary

Most participants either Agreed or Strongly Agreed with the statements (Table 8). There was a positive shift in agreement by respondents from 2018 to 2020 (Figure 6). The statements that received a lower rate of agreement included 1A, 1B, 1F, 1G, 1H and 1I, with 1G and 1H having the least agreement (Table 13).

The participants in this study were distributed approximately 75% females and 25% males. As shown in the overall results, statements 1C, 1D, 1E and 1F had the highest level of agreement for both males and females across all three years (Table 14). Females also tended to have greater agreement than males to the statements (Table 15).

When compared by age groups, statements 1A and 1B received less agreement for more age groups, and statements 1C and 1D received a higher degree of agreement. In 2018, the 22- to 29-year-old age group indicated less agreement for sub-questions 1F, 1H, 1G and 1I

When considering gender and age together over the three-year data collection, there is a trend for males to indicate less agreement with the statements compared to females. There were some exceptions:

- *Age group 17 and under males* were more likely to be in agreement with the statements than females in the same age group, however *School-Leaver males* were more likely to disagree with statement 1H than females in the same age group.

- *Age group 17 and under males* agreed with statement 1D at the same rate as females in that age group.
- *Age group 18 to 21 males* were more likely to agree with statements 1A, 1B and 1G than females in that age group. When the demographic group is changed to non-school-leaver males vs non-school-leaver females, the opposite is true.
- *Age group 40 and over males* were in agreement with females in the same age range for statement 1I.

Where males were in greater agreement with the statements than females (Table 18, bottom section), it was usually by a small margin (orange cells – highest difference = .07), whereas many of statements with greater agreement by females (green cells) were much higher (highest difference = .40).

School-leavers responded with more agreement to the statements than non-school-leavers, with the greater differences in 1H and 1I and the smallest in 1A and 1G (Figure 8).

2. Capability identification and the NARTE

Table 21 presents the overall frequency of responses for the second area of questioning in the survey. Respondents were asked to consider how effective the NARTE was in allowing them to identify specific capabilities that have been associated with highly effective teachers. Responses utilised a four-point Likert Scale ranging from very easy, easy, difficult, and extremely difficult. The capabilities respondents were asked to consider are:

- a. Commitment to learning
- b. Conscientiousness
- c. Resilience
- d. Interpersonal and communication skills
- e. Organisation and planning skills

Table 21 Overall findings, capability identification and the NARTE 2018, 2019 and 2020

Likert 4-point scale options	Commitment to learning	Conscientiousness	Resilience	Interpersonal and communication skills	Organisation and planning skills
Very Easy	193	145	162	243	201
Easy	656	647	622	594	603
Difficult	81	136	144	91	127
Extremely Difficult	15	16	15	16	14
Total	945	944	943	944	945
Very Easy	20%	15%	17%	26%	21%
Easy	69%	69%	66%	63%	64%
Difficult	9%	14%	15%	10%	13%
Extremely Difficult	2%	2%	2%	2%	1%

School leavers, age and gender

The following tables provide further details of responses from the perspective of a range of demographic characteristics. Numeric values were assigned to each item on the Likert Scale: Very Easy (4), Easy (3), Difficult (2), Extremely Difficult (1).

Table 22 Weighted response for capability display for School leavers and Non-school leavers by gender

School	Gender	n	Commitment to learning	Conscientiousness	Resilience	Interpersonal and communication skills	Organisation and planning skills	Av
School-leavers	Females	264	3.08	2.95	2.98	3.11	3.03	3.03
Non-school-leavers	Females	405	3.15	3.06	3.04	3.19	3.14	3.12
School-leavers	Males	47	2.96	2.83	2.87	3.04	2.89	2.92
Non-school-leavers	Males	164	3.02	2.89	2.96	3.10	2.94	2.98
Total / Averages		880	3.05	2.93	2.96	3.11	3.00	

The table reveals that males reported it was more difficult (red) for each of the capabilities when compared to female respondents, including school leavers and non-school leavers.

Table 23 Weighted response for capability display for School leavers and Non-school leavers by age group

School	Age Group	n	Commitment to learning	Conscientiousness	Resilience	Interpersonal and communication skills	Organisation and planning skills	Av
School-leavers	17 and under	239	3.04	2.90	2.97	3.10	2.99	3.00
	18 to 21	68	3.12	3.02	2.98	3.07	3.10	3.06
	22 to 29	2	2.50	2.50	2.00	2.50	2.50	2.4
	30 to 39	1	3.00	3.00	2.00	3.00	2.00	2.6
	40 and over	1	3.00	3.00	3.00	3.00	2.00	2.8
Non-school-leavers	17 and under	2	2.00	2.00	2.00	2.00	2.00	2
	18 to 21	199	3.07	2.97	2.99	3.12	3.06	3.05
	22 to 29	160	3.12	3.03	3.02	3.17	3.07	3.08
	30 to 39	126	3.11	3.03	3.02	3.23	3.13	3.11
	40 and over	82	3.18	3.07	3.06	3.12	3.08	3.10
Total / Averages		880	3.09	2.99	3.00	3.14	3.06	

Table 21 reveals that the easiest to most difficult capabilities the NARTE allowed participants to identify that have been associated with highly effective teachers in order are: *Interpersonal and communication skills; Commitment to learning; Organisation and planning skills; Resilience;* and the most difficult is *Conscientiousness*.

Table 23 also shows that non-school leavers aged 17 and under and school leavers who are in the age group 22 to 29 reported the most difficulty in utilising the NARTE to identify their capabilities.

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Table 24 Results over three years for Likert-scale questions 2, 3, 5, and 7

	Q2A	Q2B	Q2C	Q2D	Q2E	Q3A	Q3B	Q5	Q7			
	The following capabilities have been associated with highly effective teachers. For each one, rate how effective the NARTE was in allowing you to identify your specific capabilities aligned with each					About the ranking exercise (This was not part of the NARTE in the first year)			How difficult did you find the NARTE?	How valuable do you think the NARTE was for you personally?		
	Commitment to learning	Conscientiousness	Resilience	Interpersonal and communication skills	Organisation and planning skills		The ranking exercises enabled me to reflect on why I wanted to be a teacher	The written response exercises enabled me to reflect on why I wanted to be a teacher				
Very Easy	193	145	162	243	201	Strongly agree	158	264	Very Easy	120	Very valuable	173
Easy	656	647	622	594	603	Agree	303	294	Easy	466	Valuable	527
Difficult	81	136	144	91	127	Disagree	108	34	Somewhat difficult	298	Not valuable	154
Extremely difficult	15	16	15	16	14	Strongly disagree	24	7	Very difficult	18	Really not valuable	49
Total	945	944	943	944	945	Total	593	599	Total	899	Total	903
Very Easy	20%	15%	17%	26%	21%	Strongly agree	27%	44%	Very Easy	13%	Very valuable	19%
Easy	69%	69%	66%	63%	64%	Agree	51%	49%	Easy	52%	Valuable	58%
Difficult	9%	14%	15%	10%	13%	Disagree	18%	6%	Somewhat difficult	33%	Not valuable	17%
Extremely Difficult	2%	2%	2%	2%	1%	Strongly disagree	4%	1%	Very difficult	2%	Really not valuable	5%

Gender

The following two tables present the weighted scores of the sub-questions of Question 2. Table 25 includes participants who chose not to answer the gender question (61 participants across three years from a total of 950). The responses indicate the NARTE made the following capabilities more difficult to present: *Conscientiousness*, *Resilience* and *Organisation and Planning Skills*, which was also noted in the previous section (School leavers and non-school leavers). Again, male respondents in each year scored each of the capabilities as more difficult to portray than females except in 2018 when the male average for *Interpersonal and communication skills* was marginally higher than the female average.

Table 25 Weighted response for capability display and the NARTE by gender

Year	Gender	n	Commitment to learning	Conscientiousness	Resilience	Interpersonal and communication skills	Organisation and planning skills
2018	F	261	3.04	2.96	2.94	3.13	3.05
2018	M	69	3.00	2.86	2.91	3.17	3.03
2018	NA	5	2.80	2.60	2.80	2.80	2.60
2019	F	182	3.18	3.06	3.06	3.19	3.13
2019	M	51	2.92	2.79	2.84	3.00	2.82
2019	NA	25	3.12	2.88	2.84	3.04	2.96
2020	F	231	3.15	3.04	3.07	3.15	3.13
2020	M	95	3.05	2.94	3.00	3.05	2.91
2020	NA	31	3.00	2.90	2.87	3.03	3.00
2018	All	335	3.03	2.93	2.93	3.13	3.04
2019	All	258	3.13	2.99	2.99	3.14	3.05
2020	All	357	3.11	3.00	3.04	3.11	3.06
2018 - 2020	All	950	3.09	2.98	2.99	3.13	3.05

The weighted responses for males and females across each year is illustrated in Figure 9 demonstrating that in general, females scored each of the capabilities as easier to display using the NARTE than male respondents.

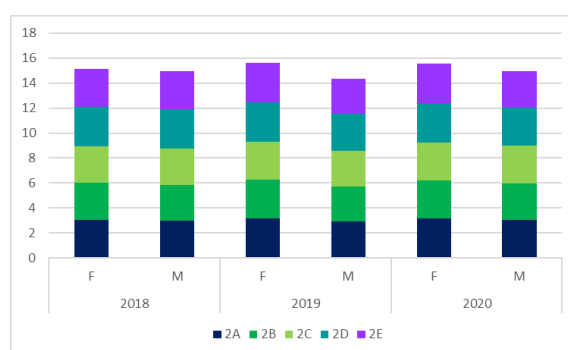


Figure 9 Stacked column of average scores for Capability display by gender and year

With the variations of the data in the previous tables, other combinations were examined to determine if there were any patterns reflected by the data. Figure 10 indicate the ease with which the NARTE made the following capabilities able to be presented for each age group for each of the capabilities. Consistent with previous analysis, *Conscientiousness* and *Resilience* were reported as being the most difficult capability to display through the NARTE.

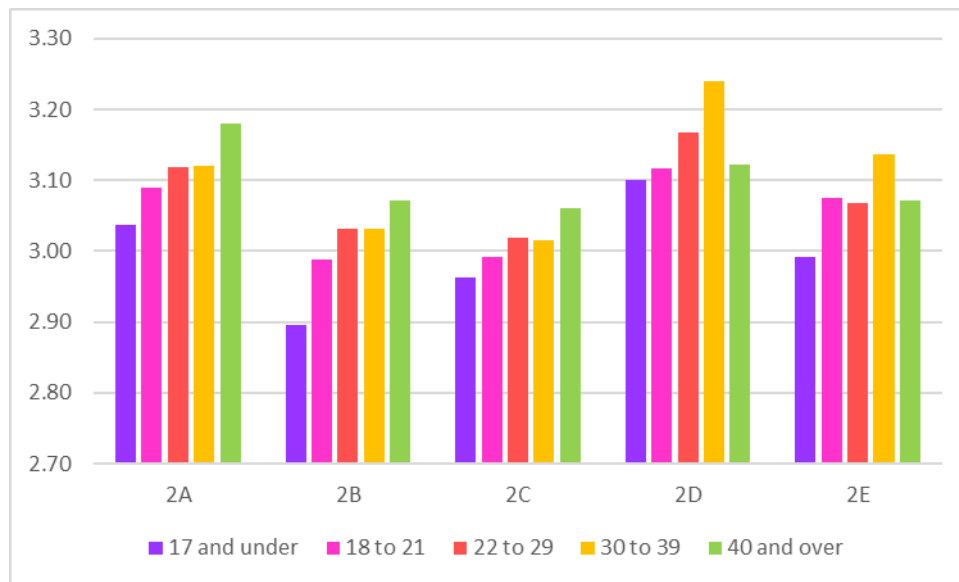


Figure 10 Average score for capability display by age groups

Summary

This analysis of the effectiveness of the NARTE to allow respondents to identify specific capabilities that have been associated with highly effective teachers reveals that the majority of respondents found this to be Easy or Very Easy to achieve, as evident in the percentages below:

- a. Commitment to learning (89%)
- b. Conscientiousness (84%)
- c. Resilience (83%)
- d. Interpersonal and communication skills (89%)
- e. Organisation and planning skills (85%)

Female respondents consistently pointed to the ease of the NARTE to achieve this, compared to male respondents.

When considering the variables of age and school leaver or non-school leaver status, the school leavers who were older (22 and above) rated the effectiveness of the NARTE lower than their non-school leaver counterparts when it came to identifying their specific capabilities aligned to *organisation and planning skills*. Although this trend can be seen in the heatmap in Table 23, the small numbers in these cohorts who rate lower must be considered.

3. Ranking Task

In 2019 an additional aspect was added to the NARTE. This ranking exercise was designed to reflect the key aspects of the NARTE but in a format that is less intensive for assessing procedures compared to the written components. Hence, in 2019 and 2020 an additional element was added to this survey; that is, questions about the effectiveness of the ranking exercise. Responses to the statements were presented on a four-point scale ranging from Strongly Agree, Agree, Disagree to Strongly Disagree. Participants in the survey were asked the following:

The NARTE required you to rank statements about the most important motivators for you to become a teacher, what you believe to be the most important outcomes of schooling, and provide written responses about your motivation and suitability for teaching and your involvement in learning and/or leadership activities. Thinking about these exercises, please provide your level of agreement with the following statements:

- a. The ranking exercises enabled me to reflect on why I wanted to be a teacher
- b. The written response exercises enabled me to reflect on why I wanted to be a teacher

Table 26 Overall data of agreement with the statements related to the effectiveness of the ranking compared to the effectiveness of the written responses, 2019-2020

Likert 4-point scale options	The ranking exercises enabled me to reflect on why I wanted to be a teacher	The written response exercises enabled me to reflect on why I wanted to be a teacher
Strongly Agree	158 (27%)	264 (44%)
Agree	303 (51%)	294 (49%)
Disagree	108 (18%)	34 (6%)
Strongly Disagree	24 (4%)	7 (1%)
Total	593	599

Table 26 reveals that the majority of participants (78%) either Agreed (51%) or Strongly Agreed (27%) the ranking exercise enabled them to reflect on why they wanted to be a teacher. An even stronger response to the written exercise revealed 93% of respondents Agreed (49%) or Strongly Agreed (44%) the written response enabled them to reflect on why they wanted to be a teacher.

Gender

Table 27 considers these statements by gender. The results indicate that both female and male participants generally agree with the statements - 77% of both female and male participants selected 'Strongly Agree' or 'Agree' with respect to the ranking exercises, while 93% of both female and male participants selected 'Strongly Agree' or 'Agree' to the written response exercises.

Table 27 Agreement with the statements related to the effectiveness of the ranking compared to the effectiveness of the written responses, 2019-2020 by gender

Likert 4-point scale options	The ranking exercises enabled me to reflect on why I wanted to be a teacher		The written response exercises enabled me to reflect on why I wanted to be a teacher	
	F	M	F	M
Strongly Agree	112	34	187	58
Agree	205	77	196	77
Disagree	78	23	23	8
Strongly Disagree	12	9	5	2
Total	407	143	411	145

Table 28 provides the weighted averages of the agreement with the statements according to reported gender for each year. Numeric values were assigned to each item on the Likert Scale: Strongly Agree (4), Agree (3), Disagree (2), Strongly Disagree (1).

Table 28 Weighted agreement with the statements related to the effectiveness of the ranking compared to the effectiveness of the written responses, 2019-2020 by gender

Year	Gender	n	The ranking exercises enabled me to reflect on why I wanted to be a teacher	The written response exercises enabled me to reflect on why I wanted to be a teacher
2019	F	181	3.01	3.38
2019	M	50	2.75	3.20
2019	UNKNOWN	18	3.16	3.16
2020	F	231	3.03	3.36
2020	M	95	3.05	3.37
2020	UNKNOWN	25	2.84	3.52
2019	All	249	2.97	3.33
2020	All	350	3.01	3.38
2019-2020	All	599	3.00	3.36

The results, presented as a heat map, indicate that the written exercises were more consistently regarded as enabling the respondents to reflect on why they wanted to become a teacher, compared to the ranking exercise.

Age

Figure 11 and Figure 12 reveal that all age groups were most likely to Agree that the ranking exercise enabling the respondents to reflect on why they wanted to become a teacher.

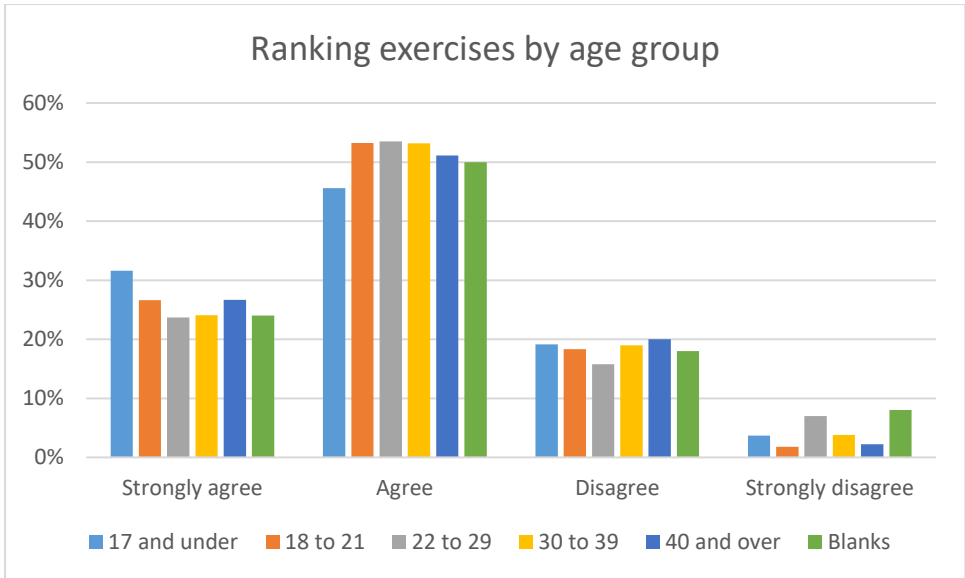


Figure 11 Effectiveness of the ranking exercise by age group

Figure 12 shows that the majority of participants from all age groups selected *Agree* or *Strongly Agree* in terms of the written exercises being effective.

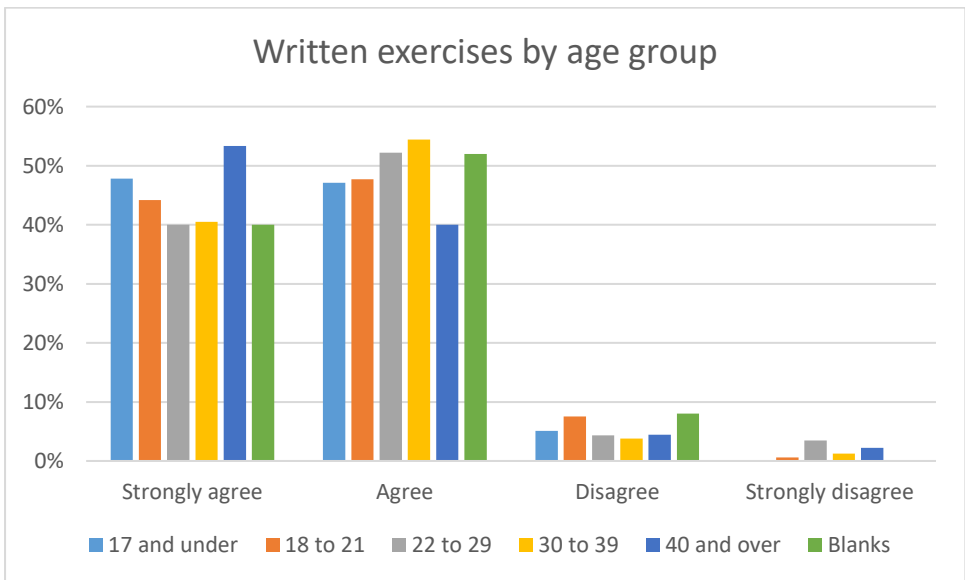


Figure 12 Effectiveness of the written exercise by age group

School leavers and non-school leavers

Figure 13 presents the proportion of participants who responded to the Ranking exercise in a positive (*Agree*, *Strongly Agree*) or in a negative (*Disagree*, *Strongly Disagree*) way based on whether they are school leavers or non-school leavers. The pie graphs in Figure 13 show that there are similar results for both groups; however, school leavers had fewer responses of ‘*Strongly Disagree*’ but slightly more ‘*Disagree*’ compared to non-school leavers.

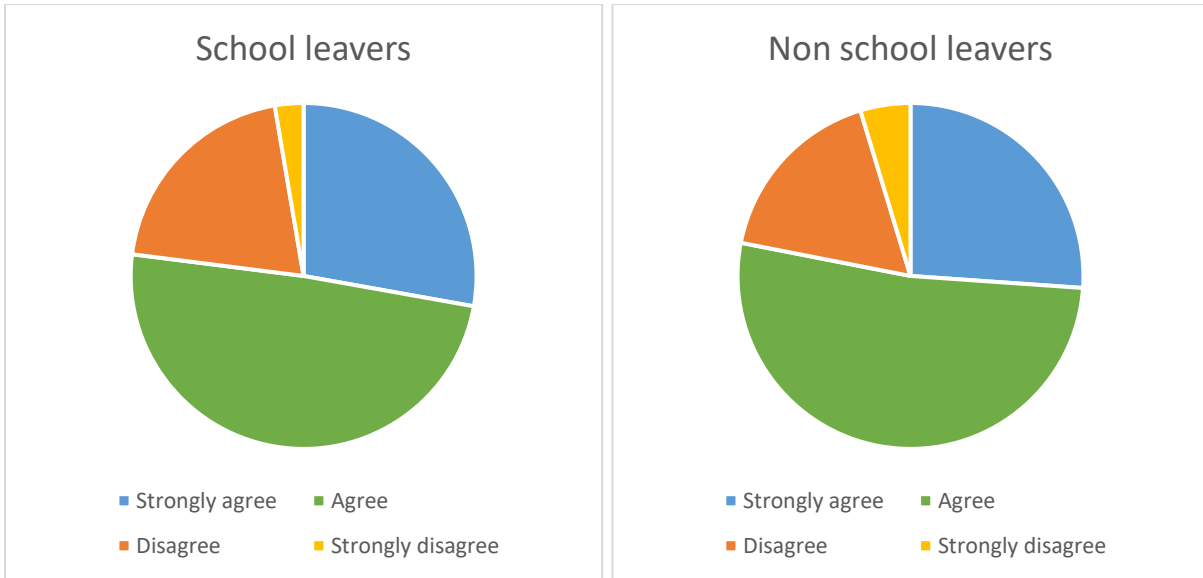


Figure 13 Effectiveness of the Ranking Exercise by school leaver and non-school leavers

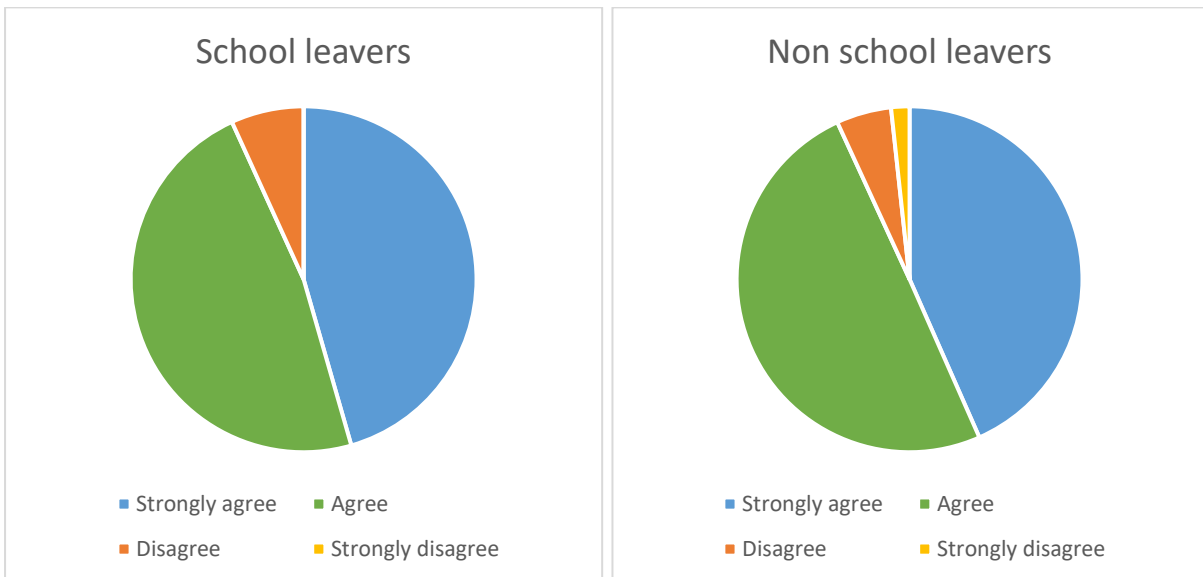


Figure 14 Effectiveness of the Written Exercise by school leaver and non-school leavers

Figure 14 indicates there are no school leavers who strongly disagreed with the effectiveness of the written exercise; however, the percentage of those who answered negatively (either disagree or strongly disagree) is the same across the two different groups (7%). Overall, across each of the groups, 93% 'Agreed' or 'strongly agreed' to the effectiveness of the written exercises.

Summary

Overall, the majority of participants (78%) either Agreed or Strongly Agreed the ranking exercise enabled them to reflect on why they wanted to be a teacher. An even stronger response to the written exercise revealed 93% of respondents Agreed or Strongly Agreed the written response enabled them to reflect on why they wanted to be a teacher.

4. Support to complete the NARTE

The survey asked participants if they received help from anyone to complete the NARTE, which is an online, non-invigilated task completed at the prospective students' own pace. A list of sources of potential assistance was also provided, these being: Parents, Other family, Teachers, University, Friends, Guidance counsellor, Partner/Spouse, Other.

Table 29 reveals that the majority of participants did not receive assistance. Based on the total number of participants who answered this question (899), this represents 66% of all responses. Of those who did receive help, parents were the most selected, particularly by those aged 21 and under who made up 80.2% of this response.

Table 29 Assistance provision to complete the NARTE by age

Age	No help	Parents	Other family	Teachers	University	Friends	Guidance counsellor	Partner/Spouse	Other
17 & under	125	83	11	46	6	22	11	1	1
18 to 21	170	63	10	25	21	21	4	10	2
22 to 29	121	22	9	7	3	9		8	1
30 to 39	101	6	9	6	4	2		5	3
40 and over	71	3	4	2	3	2		3	1
Unknown	11	5	1	3	2	1	1		
Total*	599	182	44	89	39	57	16	27	8

* Totals exceed sample size as participants were allowed to answer yes to one or more questions

Gender

Table 30 considers the provision of assistance from the perspective of gender. The findings indicate this is similar for females and males in terms of percentages of participants who did not receive help (56% for females, 59% for males) with parents most likely to provide assistance than other groups.

Table 30 Provision of assistance to complete the NARTE, and sources of assistance, by gender

Q4 response	Female	Male	UNKNOWN
No help	445 (56%)	145 (59%)	9 (60%)
Assistance - Parents	145 (18%)	34 (14%)	3 (20%)
Assistance – Other family	30 (4%)	14 (6%)	0 (0%)
Assistance - Teachers	70 (9%)	18 (7%)	1 (7%)
Assistance - University	30 (4%)	8 (3%)	1 (7%)
Assistance - Friends	44 (5%)	12 (5%)	1 (7%)
Assistance – Guidance counsellor	15 (2%)	1 (0%)	0 (0%)
Assistance – Partner/spouse	16 (2%)	11 (4%)	0 (0%)
Assistance - Other	6 (1%)	2 (1%)	0 (0%)
Total	801	245	15

School leavers vs non-school leavers

Table 31 reveals that school leavers were more likely to receive some form of assistance than non-school leavers. Only 40% of responses from school leavers indicated they did not receive help as opposed to 67% of non-school leavers.

Table 31 Provision of assistance to complete the NARTE, and sources of assistance, by school leaver and non-school leaver

Q4 response	School leaver	Non-school leaver	UNKNOWN
No help	160 (40%)	430 (67%)	9 (60%)
Assistance - Parents	105 (26%)	74 (12%)	3 (20%)
Assistance – Other family	15 (4%)	29 (5%)	0 (0%)
Assistance - Teachers	61 (15%)	27 (4%)	1 (7%)
Assistance - University	15 (4%)	23 (4%)	1 (7%)
Assistance - Friends	32 (8%)	24 (4%)	1 (7%)
Assistance – Guidance counsellor	13 (3%)	3 (0%)	0 (0%)
Assistance – Partner/spouse	4 (1%)	23 (4%)	0 (0%)
Assistance - Other	0 (0%)	8 (1%)	0 (0%)
Total	405	641	15

Summary

The majority of non-school leavers (67%) did not receive assistance with the NARTE. In contrast, the majority of school leavers did receive help (60%). In both groups, for those who did receive assistance, parents were the group most selected, with 56% of all assistance being provided by parents. Gender did not play a particular role in whether participants chose to receive help.

5. Difficulty of the NARTE

Participants were invited to consider how difficult they found the NARTE. Figure 15 provides an overview of the results. Participants were provided with the opportunity to add comments in an open response section which follows this quantitative analysis.

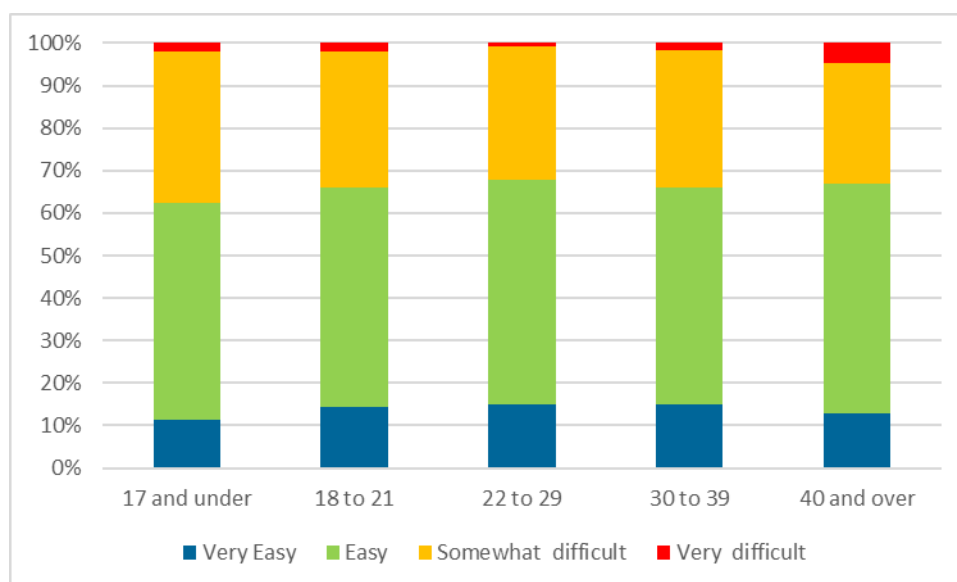


Figure 15 Difficulty of the NARTE by age over three years

Figure 15 shows that around half of participants found the NARTE was easy, regardless of the age group (51% - 54% response rate across age groups). Those who found the NARTE either Easy or Very Easy made up between 62% to 67% of responses across the age groups, with the 17 and under age group the lowest of this range.

Approximately one third of participants found the NARTE to be Somewhat Difficult (28% - 36% across age groups), with only a small number of participants indicating they found the NARTE to be Very Difficult. Although the age group 40 and over had the highest proportion of responses across all age groups that answered the NARTE was Very Difficult (5%), they also had the highest proportion of responses indicating that the NARTE was easy (54%).

Gender and age

Table 32 reveals that male participants found the NARTE to be Very Difficult (5%) at a greater proportion than females (1%) while a greater proportion of females (34%) found the NARTE to be Somewhat Difficult compared to male participants (29%). The proportions of male and female participants who found the NARTE to be Easy or Very Easy were fairly similar (67% and 65% respectively).

Table 32 Difficulty of the NARTE by age and gender percentage over three years

Gender	Age	Very difficult	Somewhat difficult	Easy	Very Easy	Total
Female	17 and under	0%	12%	15%	4%	31%
	18 to 21	0%	10%	16%	4%	31%
	22 to 29	0%	5%	7%	2%	15%
	30 to 39	0%	4%	7%	3%	14%
	40 and over	0%	3%	5%	1%	9%
Total	All females	1%	34%	51%	14%	100%
Male	17 and under	1%	4%	10%	1%	16%
	18 to 21	1%	9%	13%	5%	28%
	22 to 29	0%	8%	17%	5%	29%
	30 to 39	1%	6%	9%	1%	16%
	40 and over	1%	3%	5%	1%	10%
Total	All males	5%	29%	54%	13%	100%

Figure 16 shows the responses of No help and Assistance [received] from Q4, shown by age group and whether the participant found the NARTE Very Difficult, Somewhat Difficult, Easy, or Very Easy in Q5.

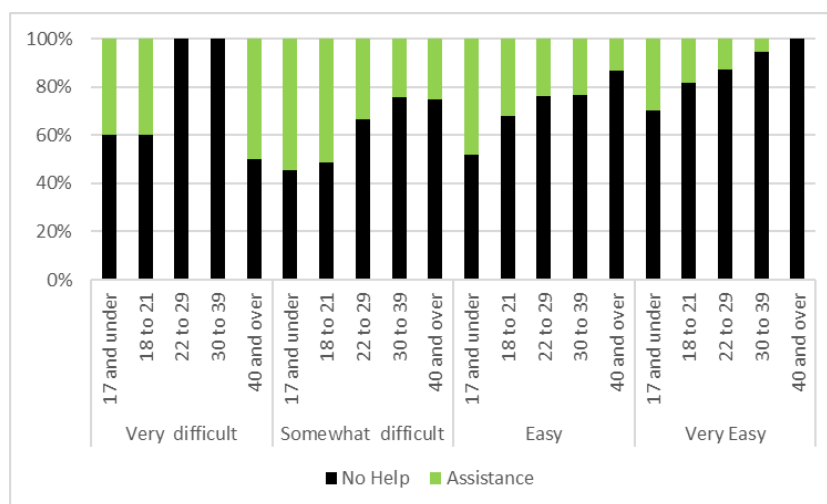


Figure 16 Difficulty of NARTE by assistance and age

The inquiry into the level of difficulty of the NARTE and whether participants received assistance is of interest here. It is difficult to determine, by visual inspection, if Figure 16 shows a relationship between the difficulty of the NARTE and whether assistance was received or not. If we only look at the responses Somewhat difficult, Easy and Very Easy, there are more participants who received assistance in every age group when they answered Somewhat difficult and the number of participants who received assistance reduces as they move towards the answer Very Easy.

However, by calculating the correlation coefficients for the level of difficulty² and number of participants who answered No help, as well as the correlation coefficient for the level of difficulty and the number of responses with answers of assistance it shows that the correlation is only -0.41 and -0.09 respectively. This implies that there is not a strong correlation between how difficult a participant found the NARTE and whether they received help.

Comments from participants who ranked the NARTE as *Very difficult*

As can be seen in Table 32, most of the participants who ranked the NARTE as '*Very Difficult*' were male. Few of the females who ranked the NARTE as '*Very Difficult*' wrote comments. Some example comments from participants follow:

Many of the questions were ill-suited and very confusing. Sometimes the questions wouldn't even make sense. For example, one question asked me to place teachers I knew on a scale, with two different extremes at each end. The problem was, often these extremes didn't correlate with each-other (such as one being how personable they were, and the other being how much knowledge of the subject a teacher had). This made it very confusing and had to rank teachers, as I had many who were both personable and knowledgeable. (A better way to do this would be to do a graph). NARTE also lacked professionalism, with many questions having spellings mistakes that sometimes even made it hard for me to understand the questions that was being asked. [Participant 11358276089, 17, male, help from parents, Average Likert 1.61]

It made no sense to use a system that requires you to rank how effective people were relevant to each other. Teaching has different methods and allows for all students across a variety of learning styles to learn. I understand it's meant to be a reflection but that isn't clear. It seems to be more focused on comparing then allowing a reflection of styles. [Participant 11371927384, 21, male, no assistance, Average Likert 2.00]

I spent a long time reflecting on the questions the NARTE, questioning my capability, suitability and desire to work as a professional teacher. [Participant 6856575998, 26, male, no assistance, Average Likert 2.69]

The expectation for each item and question was not Easy to explain and answer. I would have preferred an interview over the questions. [Participant 10613008839, 39, male, no assistance, Average Likert 3.39]

Assessment criteria were not given. The assessment form (essay and online questionnaire) tests engagement with this format rather than ability or desire to teach students. [Participant 11355098376, 51, male, no assistance, Average Likert 2.28]

Because it's hard to be reflective about what you're good at and what would make you a good teacher. I found it a valuable process, but I still struggled with writing something that didn't sound naff. [Participant 6861710237, 41, female, no assistance, Average Likert 3.25]

It was the first time in a very long time that I have sought to reflect upon applying my personal attributes, skills and knowledge to a new area of study / career. [Participant 6853945288, 41, male, help from family, Average Likert 3.56]

² Level of difficulty is categorized numerically as 4= very difficult, 3=somewhat difficult, 2=Easy 1=very Easy for the purpose of calculating the correlation coefficients.

From the comments such as those provided, the themes around ranking teacher traits on an opposite scale as well as the process of reflection were reoccurring, highlights two areas of the NARTE that participants found difficult to engage with.



Figure 17 Word cloud Why did you find the NARTE as Easy or as difficult

Figure 17 shows the words that are largest are the most frequently used words in response to why respondents found NARTE to be Easy or Difficult. Although the frequency of words themselves do not provide too much context for the overall analysis of the comments, there can be some inferring, such as with the words ‘long’, ‘lot’ and ‘hard’ which may infer some of the reasons why participants may have found the NARTE more difficult, while words such as ‘easy’, ‘clear’ and ‘good’ may infer responses that positively reinforced the ease of the NARTE.

Summary

Around half of all participants found the NARTE to be ‘Easy’ across the three years and around one third of all participants found the NARTE to be ‘somewhat difficult’. This was consistent across the age groups. However, those who answered ‘Very Easy’ in the 17 and under age group were slightly less than any other age group.

Both female and male participants had similar results in terms of those who answered that the NARTE was ‘easy’. The difference in the responses lay in the proportion of females who found the NARTE to be very difficult, which was lower than the proportion of male participants. While the proportion of females who found the NARTE to be ‘somewhat difficult’ was higher than the proportion of male participants who answered with this response. This

illustrates that overall, there are similar proportions of females and males who found the NARTE either 'very difficult' or 'somewhat difficult' but the personal experiences of the participants led them to respond in varying degrees.

Overall, however, across all age groups and gender, there were around two thirds of participants who felt the NARTE was either 'Easy' or 'Very Easy'.

When looking at the correlation between the level of difficulty of the NARTE and whether participants sought assistance or not, it was found that there is only a weak correlation between these variables.

6. Personal value of the NARTE

Respondents were invited to provide a response about the personal value of the NARTE. A four-point Likert scale was utilised, ranging from Very Valuable, Valuable, Not Valuable, Really Not Valuable. All participants over the three-year period answered this question, with the majority of participants answering the NARTE was personally Valuable or Very Valuable (73%). These data are presented in Table 31.

Table 33 Personal value of the NARTE over the three years

Q5 response	
Very valuable	173 (18%)
Valuable	527 (55%)
Not valuable	154 (16%)
Really not valuable	49 (5%)
Blanks	47 (5%)
Total	950

Gender and Age

Table 34 shows the results of the question of personal value by age and gender over the three years. The majority of both female and male participants thought the NARTE was personally Valuable, with 59% and 56% selecting this option respectively. Although this result shows consistency across the gender and age groups, females tended to think the NARTE was Very Valuable at higher rates than males (20% vs 17% respectively).

Table 34 Personal value of the NARTE by age and gender percentage over three years

Gender	Age	Very valuable	Valuable	Not valuable	Really not valuable	Total
Female	17 and under	19%	58%	18%	4%	31%
	18 to 21	20%	56%	19%	6%	31%
	22 to 29	17%	65%	13%	5%	15%
	30 to 39	23%	58%	13%	6%	14%
	40 and over	24%	66%	8%	2%	9%
Total	All females	20%	59%	16%	5%	100%
Male	17 and under	18%	65%	9%	9%	16%
	18 to 21	20%	54%	22%	3%	28%
	22 to 29	10%	54%	29%	8%	29%
	30 to 39	12%	59%	21%	9%	16%
	40 and over	36%	45%	9%	9%	10%
Total	All males	17%	55%	21%	7%	100%

The larger proportion of females who thought the NARTE was Very Valuable was made up by the age group 22 to 39, when comparing this same age group of males. Males tended to think the NARTE was Not Valuable at higher rates than females (21% vs 16% respectively). Interestingly, the proportion of females in the age group 17 and under that found the NARTE Not Valuable, was higher than males in the same age group.

School leavers and non-school leavers

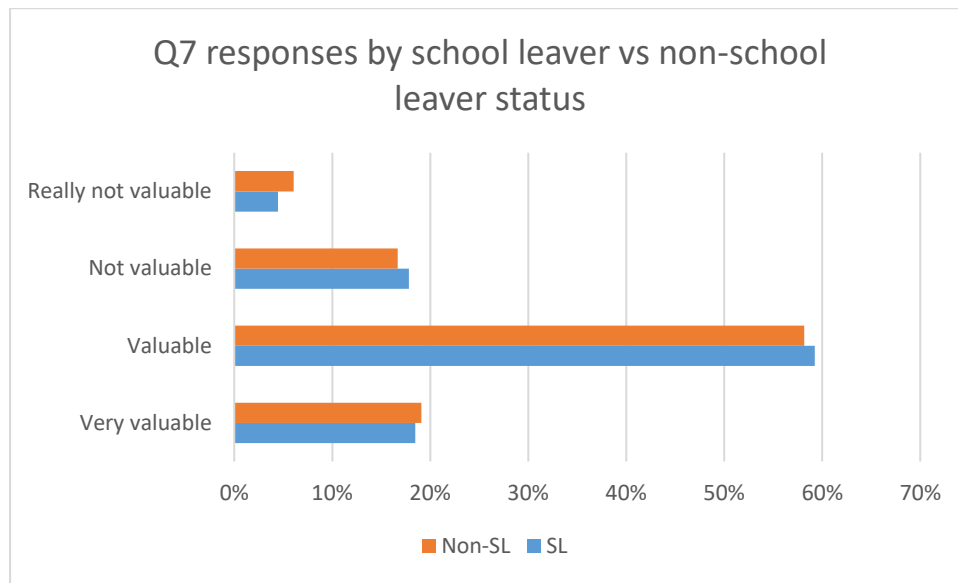


Figure 18 Personal value of the NARTE by School leavers vs non-school leavers

Both school leavers and non-school leavers also chose options in similar proportions, with again 58-59% of participants thinking the NARTE was Valuable for them personally (Figure 18).

Comments from participants who thought the NARTE was valuable/very valuable

By far the largest positive sentiments were around the NARTE's value in identifying or reaffirming the reasons why the participant wanted to become a teacher. The following are examples of comments reflecting this.

Allows you to step back and realise what influences your own life and how you can change for the better of others around you. (17 and under, Male)

Even though it was quite an effort, I do believe completing the NARTE statement was valuable for my own identification of the attributes needed to be a 'good' teacher, and what skills/qualities I need to aim to attain and hone in preparation for teaching. (17 and under, Female)

Good practice, and externalising internal thoughts and ideas. (18 to 21, Female)

It really makes you think about your future and knowing that you had to construct this statement meant that students were not applying for education just to get into university. (18 to 21, Female)

Because it helps people understand it is difficult to become a teacher, there's a lot more work than just teaching ABCs (18 to 21, Female)

I think it is definitely valuable but is probably more so valuable once students have completed their first placement. It gives students time to reflect on what they have learned and encourages them to continue on this path. (18 to 21, Female)

It gave me reassurance as to why I want to be a teacher and reminded me of the importance of educators for the success of children. (18 to 21, Male)

I felt like actually verbalising why I wanted to be a teacher helped me to justify my career change. (18 to 21, Male)

Teaching is a very reflective profession. This style of entry requirement sets you up as a pre-service teacher to tap into this way of thinking when applying. (22 to 29, Female)

It allowed me to note the mentors throughout my life. (22 to 29, Male)

Self-reflection is such an important tool both professionally, socially and personally. It is basically one big self-reflection tool that you can share with your applied university. (22 to 29, Male)

I really valued the opportunity to state my motivations. The process gave me a voice and made me feel like I had some input into the selection outside of numbers and grades etc. I think it is also very important to be able to answer these questions prior to starting. (30 to 39, Female)

Understanding and reaffirming what I value in an area that I think is of vital importance for the future of our society and wellbeing (30 to 39, Male)

It gives the university a chance to get to know students before they are accepted (30 to 39, Male)

It gave me an opportunity to get to know about myself, the inside of me and how these characters can be applied to school as a teacher. It also gave me a chance to ask myself whether I am good enough to be a teacher, what qualities do I have, what skills or knowledge do I need to improve or learn from the Master of Teaching so that I can implement them at school. (40 and over, Female)
It opened my eyes to things in my life and past experiences that I had not realised had a significant impact on who I am. (40 and over, Male)

Comments from participants who thought the NARTE was Not Valuable or Really Not Valuable

Many of the comments relating to why the NARTE was not valuable were because participants already knew they wanted to be a teacher and so the NARTE did not explore anything new, but just added extra pressure.

I don't think it is valuable as I believe people can just get someone else to do the statement for them and it can just be stressful on the person as they believe if they do not write it correctly they may not get accepted into the degree. (17 and under, Female)

I had already chosen teaching as a career for a few years prior, so I knew I wanted to do teaching. Writing the statement was during times when I had assessments due and sporting carnivals (which I was focusing on more) as they had an impact on my OP and overall statement. (17 and under, Female)

My ATAR score was so much higher than the degree required. I already know I have some kind of aptitude for teaching. This test did nothing but waste my time and make me question the value of a teaching career. (18 to 21, Female)

No feedback was given nor was any info given about it so I believe that it was so stressful Instead of helpful (18 to 21, Female)

I believe action speaks louder than words, so I prefer having a placement or lectures. (18 to 21, Female)

I was never really sure till I started my course why I wanted to teach, so I just made up some stuff as to why I wanted to be a teacher and it didn't really help me (18 to 21, Female)

A lot of it is very subjective and its uncomfortable to be marked on subjective responses especially in the ranking values questions because I wanted to explain my answers but couldn't because it was just ranking not short (18 to 21, Female)

While I articulated my values, the NARTE didn't help me discover them. (18 to 21, Male)

I think it was actively harmful to my self-esteem. I felt like an impostor trying to justify why I should be accepted. (22 to 29, Male)

I was very practical when I considered teaching as a career option so I felt that I didn't need to reflect on my decisions. (22 to 29, Female)

I was already perfectly aware of my teaching strengths and interests and cramming them into an arbitrary document was pointless for me. (30 to 39, Female)

I already knew with my whole being that I wanted to teach. It was just added stress and pressure. (30 to 39, Male).

Although it was important the reasons for teaching, there ought to be other psychometric testing required. (40 and over, Female)

Because I believe the results to pass or fail is subjective to the person assessing the submission and not an accurate indication of how effective a person will be as a teacher. (40 and over, Male).

Figure 19 reveals the most frequent words used in response to why respondents regarded the NARTE to be of personal value. Although these words by themselves do not provide context to the comments around why the NARTE was or was not valuable to the participant, the sentiments around many of the high frequency words show they are positive. For instance, 'think', 'good', 'enabled', 'help', 'skills', and 'right' all have positive sentiments. The results reveal that the majority of participants thought the NARTE was personally Valuable or Very Valuable (73%) and therefore the majority of the comments reinforce the perceived value of the NARTE.

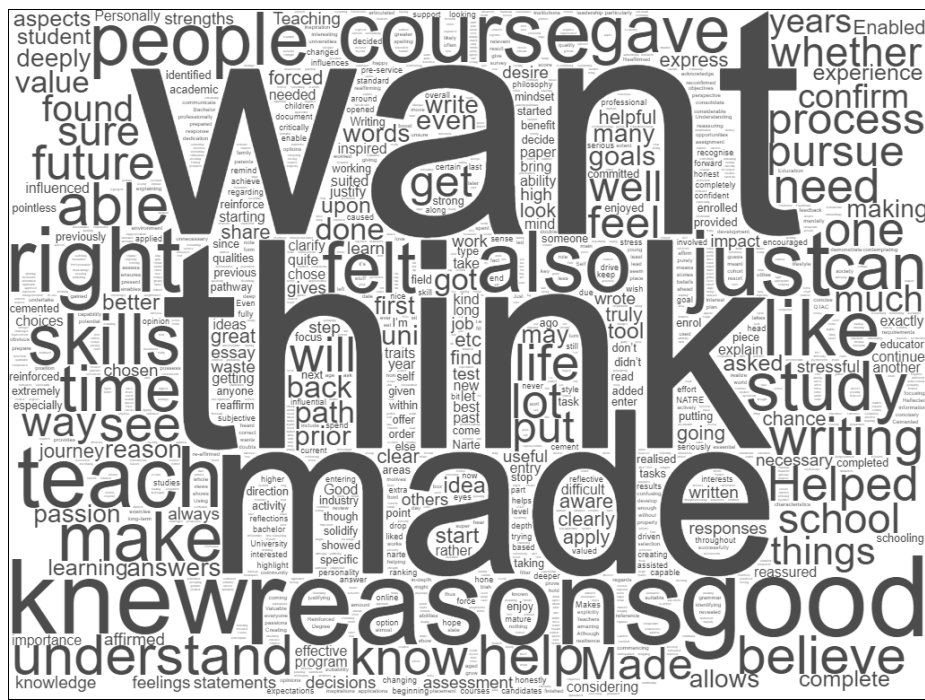


Figure 19 Word cloud of the personal value of the NARTE

Summary

Regardless of age, gender or school leaver/non-school leaver status, the majority of participants thought the NARTE was personally valuable, with an overall response of 55% for this category. However, depending on the age group and gender, there was some variation in the answers provided for those who found it 'Very Valuable' and those who found it 'Not Valuable'.

7. Advice for future applicants

The final, open-ended question on the survey invited respondents to provide advice to future applicants for teacher education programs in Queensland in relation to completing the NARTE.

The majority of comments were about approaching the NARTE honestly and taking the time to really think and reflect. Others also talked about not overthinking it, which illustrates the contemplative yet intuitive nature of the NARTE. Although some didn't take it seriously, others were much more aware of the value it can provide.

Be honest, speak the truth, say what you feel. Don't stress about the structure, just talk about your life and answer the outlined questions and you will be fine. (17 and under, Female)

Don't stress about it. Be yourself and be truthful. (17 and under, Female)

Really look deep inside yourself when answering the questions and don't rely on superficial answers. (17 and under, Male)

It will help you to decide whether this is the career path for you and make you reflect on why it is you want to be a teacher (18 to 21, Female)

Don't over think the task, it is simple. The word limit is lengthy, but if you really want to be a teacher, you will have more trouble cutting down the statement than putting more in it. (18 to 21, Female)

Breathe. Get it over with. (18 to 21, Male)

Be in the right headspace before completing it. (22 to 29, Female)

Read the prompts, leave and give it some thought, come back a day later. (22 to 29, Male)

Have passion for what you want to achieve. (22 to 29, Female)

Do it seriously as it can be a useful tool for reflection. Some people may not do it properly however they then will not benefit from the experience. (30 to 39, Female)

Just make anything up. Get your word count quota and send it off. There are so many hoops aspiring teachers have to jump through just to finish their degree, this is just another one of those 'tick the box' moments. (30 to 39, Male)

Embrace the opportunity to understand your own motivation before beginning a profession. (30 to 39, Male)

Put your heart on your sleeve and show the assessors what you've got to offer. Sell yourself. (40 and over, Female)

Prepare for the de-personalised nature of modern teaching and learning (40 and over, Male)

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Appendix A. How to write your statement

HOW TO WRITE YOUR STATEMENT

for entry into an Initial Teacher Education Course



MOTIVATION TO TEACH

In no more than 500 words, write about your **motivation** and **suitability** for teaching.



TIPS

- Who or what has **inspired** you to become a teacher?
- Why is teaching a good career **choice**?
- Why are you **interested** in teaching children/young people?
- What subjects are you **interested** in and why?
- What does being a good teacher **mean** to you?
- What **skills** and **abilities** do you have that will make you a good teacher?



LEARNING & LEADERSHIP

In no more than 500 words, write about your involvement in **learning** and/or **leadership** activities.



TIPS

- What **learning** activities have I been engaged in?
- What leadership activities have I **undertaken**?
- What **activities** of personal interest am I involved in?
- How long have I **participated**? How am I involved?
- What **tasks** or events have I planned and/or organised?
- How have I shown that I can **work** with others?
- What do I do to **overcome** obstacles, challenges or problems?

QTAC

CHOOSE
THE FUTURE



Figure 21 QTAC's Fact Sheet to NARTE

Appendix B. QTAC update – NARTE November 2018

This year QTAC introduced an online questionnaire to capture the personal statement responses for applicants applying to an Initial Teacher Education Course (ITE). The questionnaire includes a series of forced ranking type questions, along with the requirement for two written essay responses of approximately 300-500 words each.

As at 28 November 2018, we can report:

- 4,181 applicants have a teacher education program as their first preference. This is higher than at the same time last year, see the graph below.
- 98%, are for Semester 1 2019 entry.
- QTAC has received a higher submission rate through the online tool, in comparison to the same time last year.
- 3,566 NARTE assessments have been completed.
- The majority of applicants who have completed the tool have satisfied the NARTE requirement (96%).
- On average, there is 3 day turnaround between completion of the tool and assessment being finalised.
- The average number of days between a QTAC application being lodged and the tool being completed is 20 days.
- QTAC is continuing to engage with applicants who have not yet completed the questionnaire through outbound campaigns.

Appendix C. Ethics

Information Sheet



Non-academic requirement for teacher education (NARTE) Queensland survey 2018 Information Sheet for Consenting Adults (GU Ref No: 2018/253)

Who is conducting the research

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Why is the research being conducted?

The project is being conducted by Griffith University in conjunction with Australian Catholic University, Christian Heritage College, CQUniversity, James Cook University, Queensland University of Technology, Southern Cross University, The University of Queensland, University of Southern Queensland and the University of the Sunshine Coast to discover how the implementation of the Non-academic requirement for teacher education (NARTE) program entry helps students entering teacher education programs to define and enhance their motivation for becoming a teacher.

What you will be asked to do

You will be asked to complete a survey which should take no more than 10 minutes of your time about your experience with the Non-academic Requirement for Teacher Education (NARTE) assessment instrument for entry into a teacher education program in 2018.

The basis by which participants will be selected or screened

All first year preservice teacher students in Queensland will be contacted by their educational institution.

The expected benefits of the research

The benefits of the research will provide valuable information to all Queensland universities that used the QTAC administered Non-academic Requirement for Teacher Education (NARTE) assessment instrument for entry into teacher education programs in 2018.



Risks to you

Risks to participants are negligible. The survey is anonymous and online.

Your confidentiality

Your confidentiality is highly valued. The survey is anonymous and no identifying data is collected. Data retention for this project is five years. All data will be stored in secure locations with password protection access. Your educational institution will not be able to match your survey with any of your student records.

Your participation is voluntary

Your participation in this project is completely voluntary. You have the right to withdraw at any time without penalty or comment. You are free to refuse to complete the survey without having to justify that decision. Your decision will in no way impact upon your relationship with your educational institution.

Questions / further information

If you have any questions regarding this research, please contact Professor Donna Pendergast via telephone (07) 3735 1082 or email d.pendergast@griffith.edu.au.

The ethical conduct of this research

Griffith University conducts research in accordance with the *National Statement on Ethical Conduct in Human Research*. If potential participants have any concerns or complaints about the ethical conduct of the research project they should contact the Manager, Research Ethics on 07 3735 4375 or research-ethics@griffith.edu.au.

Feedback to you

If you would like to review the results of this study once completed, please do not hesitate to contact the Research Team (contact details above).

Completion of this survey will be taken as your consent to participate in the research.

Consent form



Non-academic requirement for teacher education (NARTE) Queensland survey 2018 Consent Form for Consenting Adults (GU Ref No: 2018/253)

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By completing the survey at this link: <https://www.surveymonkey.com/r/27QVVFC>, I confirm that I have read and understood the information provided and consent to participate in the project and to the inclusion of my anonymised personal information in publications or reporting of the results from this research.

In particular:

- I understand that completion of this survey will be taken as my consent to participate in the research.
- I understand that my involvement in this research will involve completing an online survey that will take approximately 10 minutes;
- I understand the survey is anonymous;
- I understand that participation in the project is voluntary and that I am free to withdraw at any time without explanation or penalty;
- I understand the risks involved;
- I understand that de-identified data will be securely stored for a period of five years and will then be destroyed;
- I understand that my confidentiality will be protected, and my data will be de-identified;
- I understand that the risks to participants are negligible.
- I understand that the benefits of the research will provide valuable information to all Queensland universities that used the QTAC administered Non-academic Requirement for Teacher Education (NARTE) assessment instrument for entry into teacher education programs in 2018;



- I understand that my participation in this research is voluntary and that my decision whether to participate or not will in no way impact on my relationship with my educational institution;
- I understand that I am free to withdraw at anytime without explanation or penalty;
- I have had any questions answered to my satisfaction but understand that I can contact Professor Donna Pendergast on (07) 373 51082 or d.pendergast@griffith.edu.au if I have further questions;
- I understand that I can contact the Manager, Research Ethics at Griffith University Human Research Ethics Committee on (07) 3735 4375 or research-ethics@griffith.edu.au if I have any concerns about the ethical conduct of the research.

Appendix D. Survey instrument and answer types

Question and sub-questions	Answer options
<p>1. Please provide your level of agreement with the following statements:</p> <ul style="list-style-type: none"> a. The NARTE was Easy to complete. b. The supporting information on how to complete the NARTE was helpful. c. The NARTE enabled me to reflect on why I wanted to be a teacher. d. The NARTE enabled me to reflect on who and/or what has inspired me to become a teacher. e. The NARTE enabled me to think about why I feel that teaching is a good career choice. f. The NARTE enabled me to consider the skills and abilities I have that will make me a good teacher. g. The NARTE is a valuable activity for all people who aspire to become a teacher. h. Completing the NARTE affirmed my commitment to wanting to be a teacher. i. The inclusion of the NARTE for entry to teacher education programs is a positive step in raising the profile of teaching as a career choice. 	<p>Likert 4-point scale options: Strongly agree, Agree, Disagree, Strongly disagree,</p>
<p>2. The following capabilities have been associated with highly effective teachers. For each one, rate how effective the NARTE was in allowing you to identify your specific capabilities aligned with each.</p> <ul style="list-style-type: none"> a. Commitment to learning b. Conscientiousness c. Resilience d. Interpersonal and communication skills e. Organisation and planning skills 	<p>Likert 4-point scale options Very Easy, Easy, Difficult, Extremely difficult,</p>
<p>3. The NARTE required you to rank statements about the most important motivators for you to become a teacher what you believe to be the most important outcomes of schooling and provide written responses about your motivation and suitability for teaching your involvement in learning and/or leadership activities. Thinking about these exercises, please provide your level of agreement with the following statements:</p> <ul style="list-style-type: none"> a. The ranking exercises enabled me to reflect on why I wanted to be a teacher b. The written response exercises enabled me to reflect on why I wanted to be a teacher 	<p>Likert 4-point scale options Strongly agree, Agree, Disagree, Strongly disagree</p>
<p>4. Did you receive support to complete the NARTE? Tick as many as apply to you:</p> <ul style="list-style-type: none"> a. No b. Parents c. Other family d. Teachers e. University f. Friends g. Guidance counsellor h. Partner/spouse i. Other (please specify: open-ended option) 	<p>Multiple choice plus open-ended other</p>
<p>5. How difficult did you find the NARTE?</p>	<p>Likert 4-point scale options Very Easy, Easy, Somewhat difficult, Very difficult</p>
<p>6. Why?</p>	<p>Open-ended text response.</p>
<p>7. How valuable do you think the NARTE was for you personally?</p>	<p>Likert 4-point scale options Very valuable, Valuable, Not valuable, Really not valuable</p>
<p>8. Why?</p>	<p>Open-ended text response.</p>
<p>9. What advice would you give future applicants for teacher education programs in Queensland in relation to completing the NARTE?</p>	<p>Open-ended text response</p>

Question and sub-questions	Answer options
10. Age in years on 1 January THIS YEAR	Fixed type response 2 digit numerical response
11. Gender	Fixed type response Male or female
12. Home Postcode	Fixed type response 4 digit numerical response
13. Did you complete school in PREV YEAR?	Fixed type response Yes or No
14. University in which you are enrolled in THIS YEAR? <ul style="list-style-type: none"> o Australian Catholic University o Central Queensland University o Christian Heritage College o Griffith University o James Cook University o Queensland University of Technology o Southern Cross University o University of Queensland o University of Southern Queensland o University of Sunshine Coast 	Fixed type response Multiple choice
15. Program in which you are enrolled in THIS YEAR? <ul style="list-style-type: none"> o Bachelor degree o Dual degree o Master degree o Other – Open-ended response 	Multiple choice plus open-ended other

