



# Seminar

**Wednesday, 8 September 2006, 1–2 pm**

Clayton Campus  
Building 6, Room G25

## **Profiles of beginning teachers' professional engagement and career development aspirations: A person-centred and mixed-methods study**

**Drs Paul Richardson & Helen Watt  
(equal first authors)**

Teacher educators, policy makers, and employing authorities have for too long overlooked the values, beliefs and motivations of those entering teacher education programs and insufficiently explored how these shape beginning teachers' aspirations for professional engagement and career development. We explore "types" of beginning teachers having shared profiles of aspirations for professional engagement and career development based on longitudinal data on 510 teachers who completed graduate-entry primary and secondary teacher education courses in three Australian universities. Questions on satisfaction with the choice of teaching as a career were included at entry and exit from the course, permitting exploration of how changes in satisfaction may relate to beginning teacher profiles. The analyses show distinct "types" of beginning teachers with different planned career trajectories. Qualitative analyses were then framed *within* clusters. For many, teaching as a career has been influenced by the changing nature of work and shifts in assumptions about the nature of career structures, employee loyalty, and the psycho-social meaning of work. Our findings invite re-examination of recruitment efforts, aspects of teacher education programs, and current models of career induction and mentoring.

Helen has previously held positions at the University of Michigan, University of Western Sydney, University of Sydney, and Macquarie University. Her interests include motivation, mathematics education, gendered educational and occupational choices, motivations for teaching and teacher self-efficacy. She has received national and international dissertation and early career researcher awards, attracted substantial external funding, and published in leading international journals.

Paul returned to Monash in July from the University of Michigan where he worked as a Research Scientist on an NICHD-funded study: *Social and Cultural Influences on Adolescent Literacy Motivation and Development*. His research focuses on adolescent identity development, teaching and learning in higher education, motivations for teaching and teacher self-efficacy.

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