



MANZ Census 2014 Summary

Teachers in Montessori primary plus

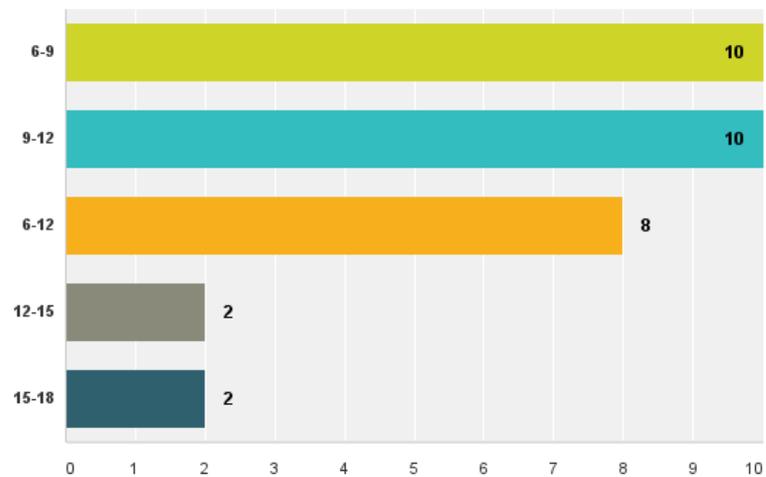
1. Number of teachers who replied to census - 36
2. Most respondents were from Wellington – 50%
3. The majority of respondents were classroom teachers.

Position in school	Number
Principal	12.12% 4
Assistant principal	9.09% 3
Lead or head classroom teacher	39.39% 13
Classroom teacher	60.61% 20
Classroom co-teacher	24.24% 8
Specialist curriculum teacher	9.09% 3
Total Respondents: 33	

4. There were an equal number of respondents teaching in 6-9 and 9-12 classes

Q3 What age group do you currently teach ?

Answered: 32 Skipped: 4

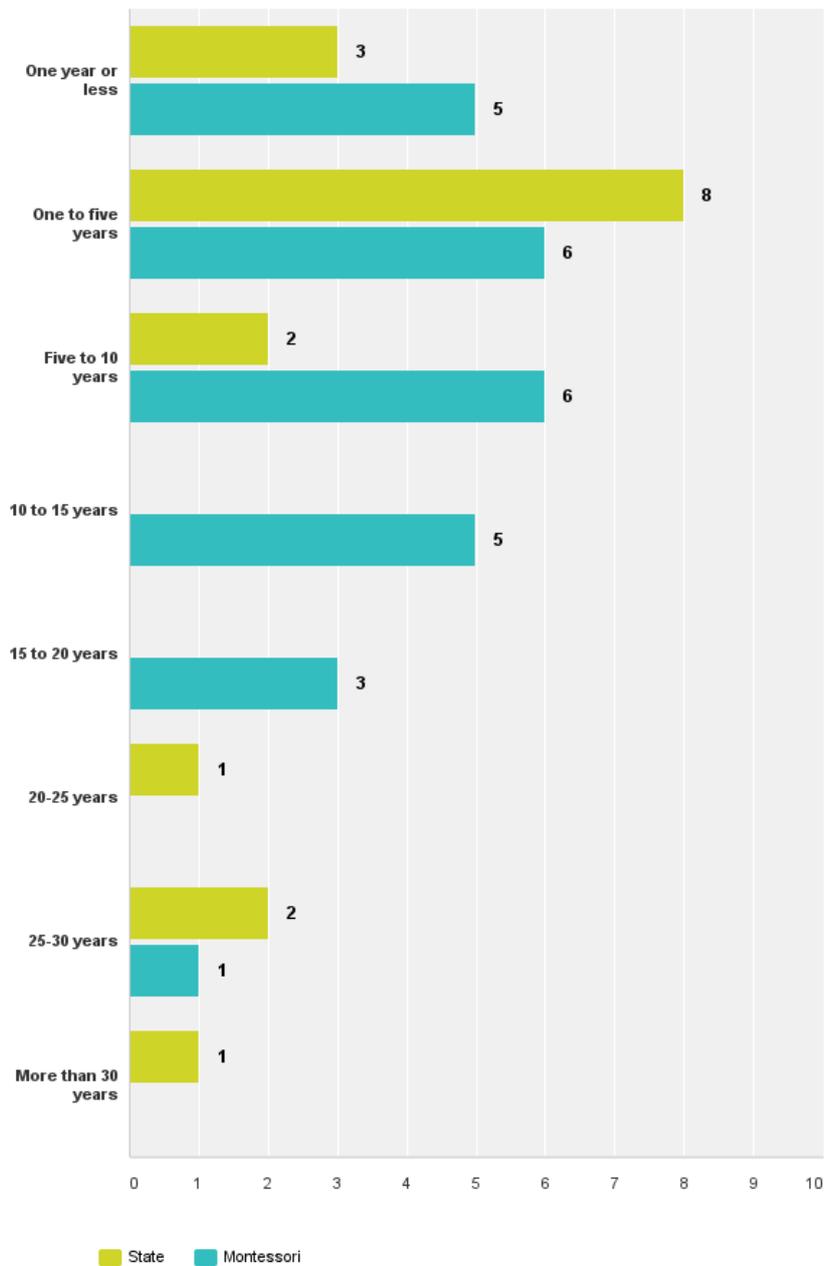


5. 70% (17/25) of teachers had less than 10 years experience and 44% (11/25) had less than five years experience in Montessori primary plus.

NB: Green is in state schools, blue in Montessori primary plus

Q5 How many years experience do you have teaching in state or Montessori primary or high school settings?

Answered: 32 Skipped: 4



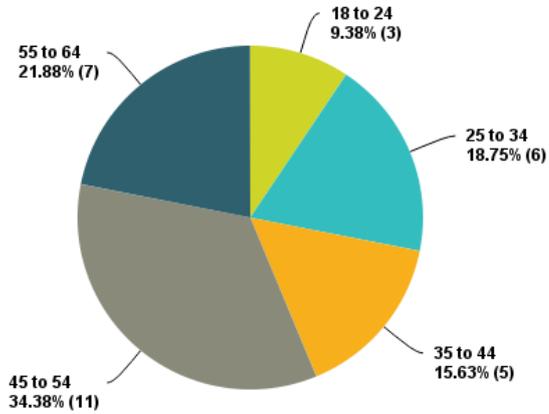
6. Length of time teachers had been in current school
 55.6% had been in current school less than four years.

Length of time in current school	%
<1 year	16.13%
1-2 years	29.03%
3-4 years	9.68%
5-6 years	16.13%
7-8 years	3.23%
9-10 years	6.45%
11-12 years	6.45%
13-14 years	3.23% 1
15-16 years	0.00%
17-18 years	3.23%
19-20 years	0.00%
More	6.45%
Total	31

6. Majority of teachers (50%) were aged 35-54 years. There was slightly higher % primary teachers in 18-34 age group (28%) than in Montessori early childhood (22%)

Q8 What is your age?

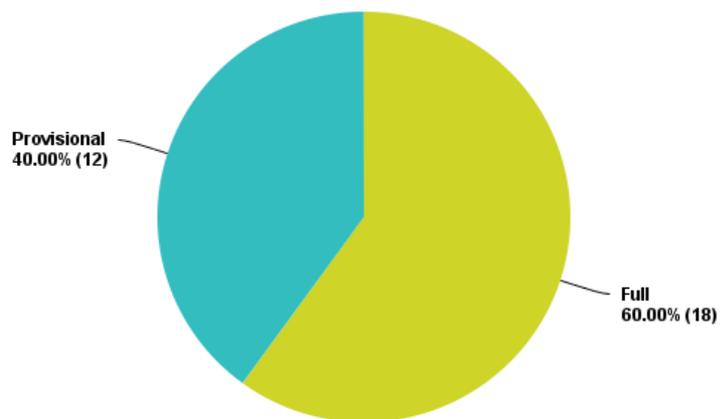
Answered: 32 Skipped: 4



7. Teachers in Montessori primary plus held full or provisional NZ teacher registration (6 teachers skipped this question)

Q11 Do you currently hold full or provisional teacher registration ?

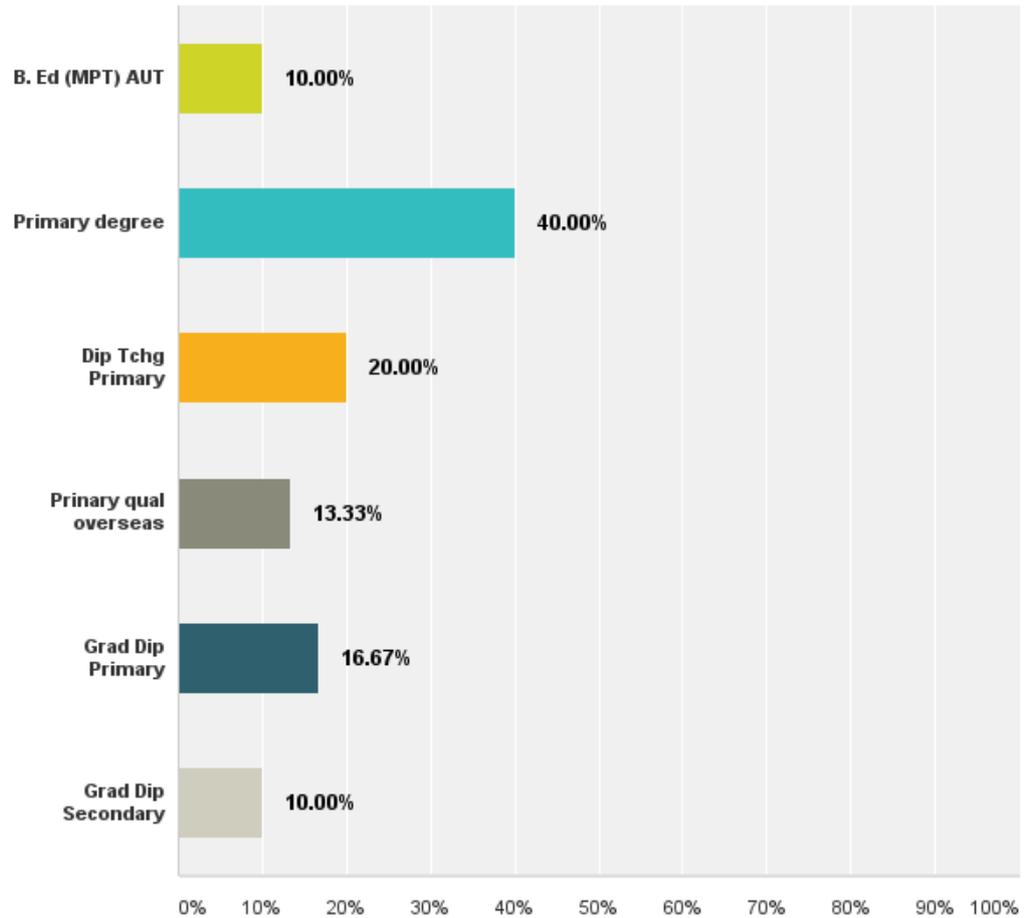
Answered: 30 Skipped: 6



8. Most commonly held qualification that led to NZ teacher registration was a primary teaching degree from a NZ university, followed by primary teaching diploma then a Grad Dip (Primary). 10% held B.Ed (MPT) from AUT.

Q12 What qualifications do you currently hold that led to NZ teacher registration ?If you hold a BEd (MPT) from AUT this qualification is included here.

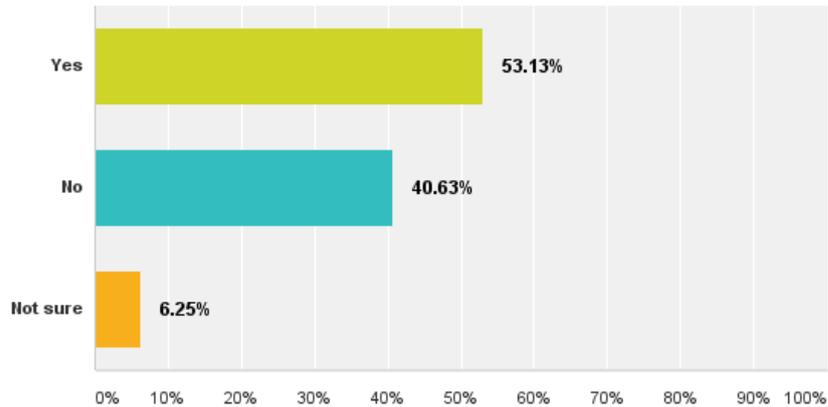
Answered: 30 Skipped: 6



9. Just over 50% respondents reported that their school required teachers to hold a Montessori qualification.

Q9 Does your school have a requirement that teachers hold a Montessori primary or adolescent diploma or qualification ?

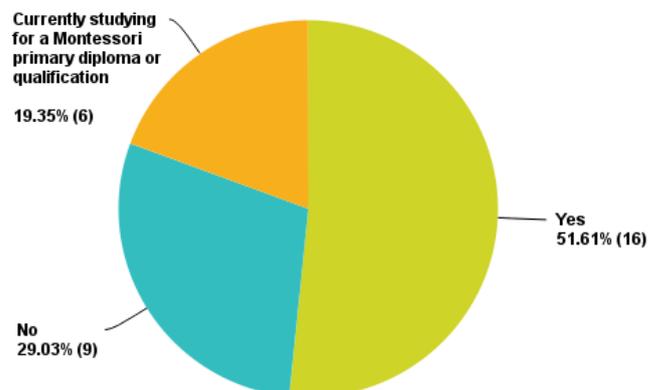
Answered: 32 Skipped: 4



10. 51% teachers in Montessori primary plus reported holding a Montessori diploma or qualification and a further 19% are currently studying.

Q15 Number of teachers with Montessori diploma or qualification

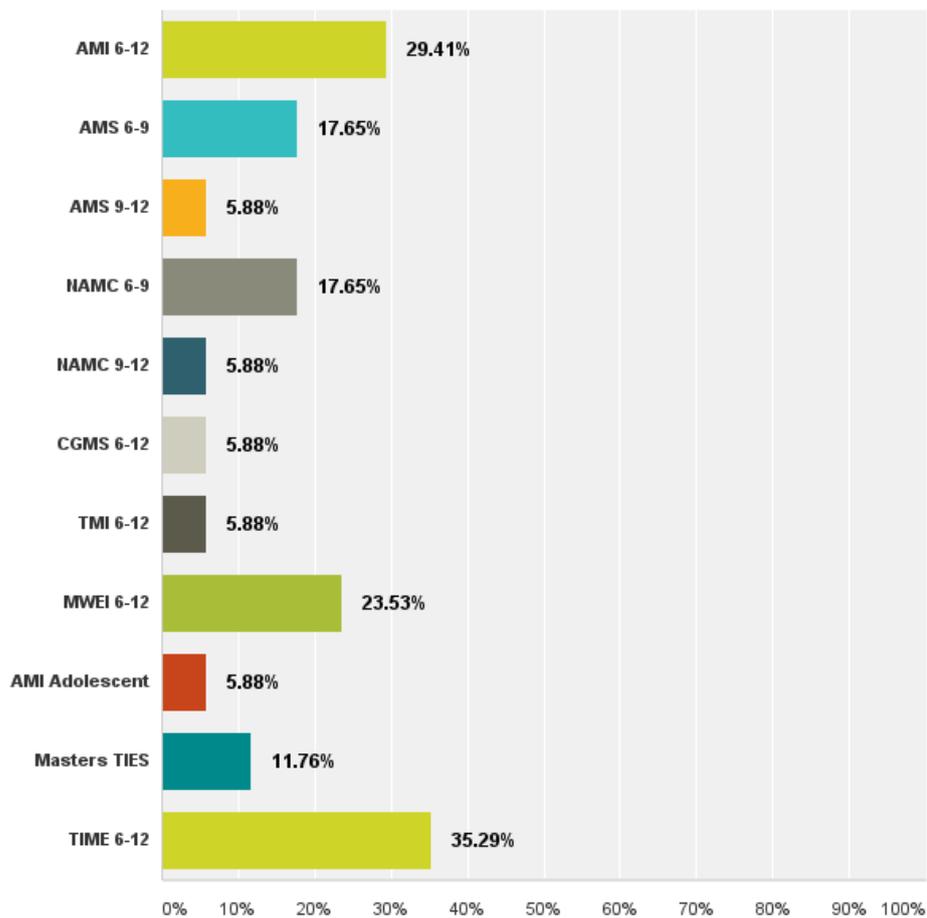
Answered: 31 Skipped: 5



11. Montessori diplomas or qualifications held by teachers in Montessori primary plus. NB: Some teachers hold more than one qualification. Majority hold TIME 6-12 (35.3%), followed by AMI 6-12 (29.4%), MWEI (23.5%).

Q16 Montessori diplomas or qualifications held by teachers

Answered: 17 Skipped: 19



CGMS – Centre for Guided Montessori Studies

NAMC – North American Montessori Centre

AMS – American Montessori Society

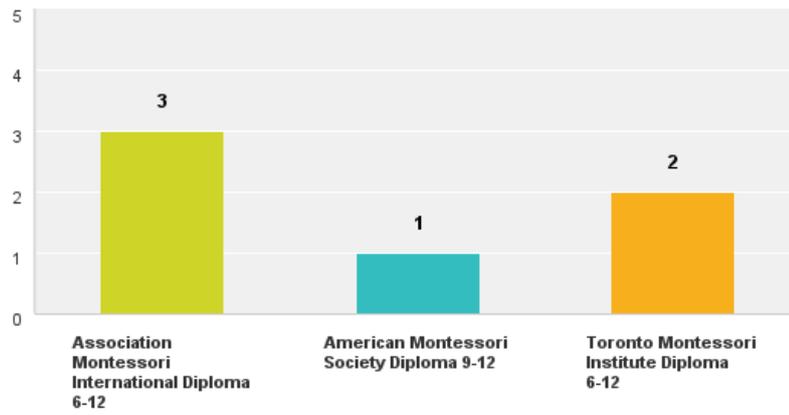
TIME – The Institute of Montessori Education (ran for a few years in Chch offering 6-12 for NZ teachers)

TIES – Masters of Montessori Integrative Learning

12. Some teachers were currently studying for Montessori qualifications (6 teachers).

Q17 What Montessori diploma(s) or qualification are you currently studying for ?

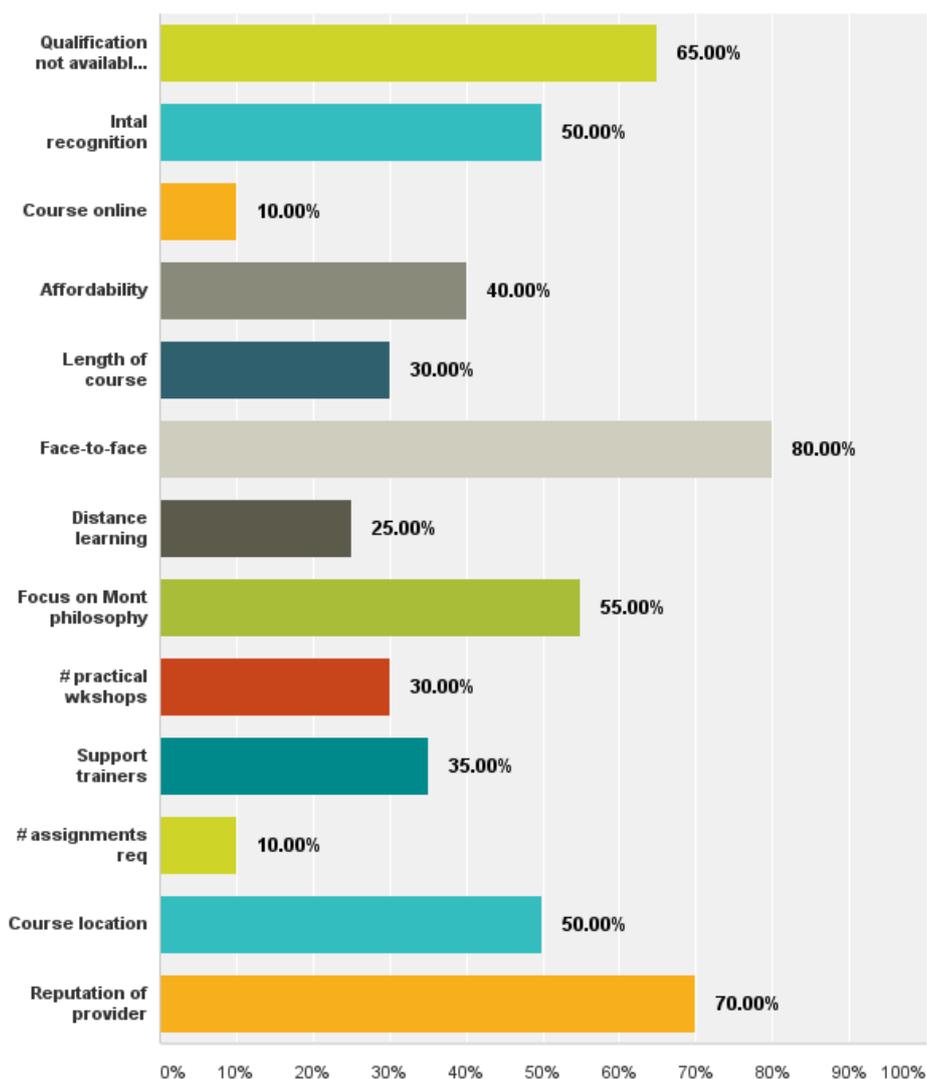
Answered: 6 Skipped: 30



12. The top influences on choice of qualification were face-to-face component of qualification (80%), reputation of provider (70%) and the qualification not being available in NZ (65%).

Q19 Indicate all the factors that influenced your choice of Montessori diploma or qualification ?

Answered: 20 Skipped: 16



(NB: Compare this to Montessori ece teachers who listed distance learning and affordability as two top influences on their choice of Montessori qualification, followed by focus on Montessori and reputation of provider – and all four were very closely ranked).

13. Respondents shared what support their school or trust provided for teachers to gain Montessori qualifications:

Pays for around 25K. Does not pay for accommodation and quite a number of smaller costs. Bonded for 1 year per 5K

Full financial support (no contract/ bond)

Our trust pay for most expenses for our teachers to gain a Montessori expenses. This includes air fare, accommodation, course fees / expenses / and their salary.

All our teachers are being financially supported in their training. Some of this is an investment for the trust, some is tied to the commitment of the teacher to remain with the school for a period of time following completion of training. There is room here for schools to share some of these costs to spread them year-to-year, or to have agreements of cost-adoption if a teacher does leave prior to the fulfilling their commitment for any reason.

Paid assistance to attend training courses

Teachers are fully supported to undergo training. This includes course fees, accommodation expenses, & travel costs to attend the lectures (may not include required observations in other schools)

Payment of fees 50% school, 50% trust Partial payment of travel and accommodation (on case by case basis) - 50/50

Some financial support - fees, travel and accommodation.

Optional overseas and local professional development opportunities including AMI accreditation.

School pays for flights and course fees, teacher is bonded to school (1 year for each \$5000 spent). Teacher pays for their own text books, course materials, accommodation, etc

Time off of work to go to training centre

They are giving me the paid leave and covering my class during my absence.

It is hard as the unit needs to be run...one cannot run the unit and be away to study successfully. The school spoke about it being a requirement to undertake training at their expense when I took on this position, but it took 9 years to agree to actually support it due to the lack of suitable teachers to support the unit while the study was happening. In my case, the unit suffered so greatly while I was away, that other staff resigned.

The support is whatever each individual teacher needs. This could be financial, time off, support staff, mentoring, weekly meetings, registration etc

They are very happy to support teachers to undertake training. They will pay all tuition, accommodation and travel costs as well as pay for a reliever. |

Payment, family support flexible working hours

It depends on the school's current budget.

The trust have a yearly budget for professional development for each teacher and support us in the development we choose to do. They also work to provide extra funding

as necessary.

MANZ conference. No other offers of professional development at this stage.

Montessori primary plus respondent suggestions for the development of a sustainable Montessori workforce in New Zealand

Comments have been grouped into themes.

Affordability

NB: Unlike the Montessori ece teachers and employers no comments on affordability.

Accessibility

Quality face-to-face training (e.g. AMI or AMS) that is closer to home and therefore more affordable and easier to access.

NZ based training centre.

Support

An internship to introduce people to Montessori subsidised by MANZ would be good - especially to get more male Montessori teachers!

Support non-trained local staff who have the drive to make Montessori Education sustainable.

Support for schools with a relieving work force so they can send teachers on training.

Support for the Sydney AMI course to sustain it,

An allowance for teachers training/mentoring new teachers as we need to build the workplace but cannot put more load on the existing teachers.

Support to grow and or develop new schools

Collective professional development opportunities to extend. Funded opportunities for teachers to have Professional development. Support to develop more pre-schools within schools to enable the best start for Montessori students.

Provision of training that works for teachers already working with some expectation that they would be able to take time out of their classrooms to attend (like the Australian AMI 6-12 training)

National approach

New Zealand based training or support for teachers wanting to train in Montessori.

It would help to have a pool of relievers or student teachers in training (may not be fully Montessori trained but have had some experience or currently learning about Montessori) to tap whenever our school needs relievers. Our school heavily relies on the existing Montessori teacher and if that teacher leaves, or is away, the programme falls apart.

A pool contribution toward regular training candidates could be considered. This might be done on a regional level to ensure equitable realisation. MANZ could invest in "employing" a suitably qualified and experienced consultant as mentor/coach for trainees in NZ. This would increase the hands-on/practical application of learning, strengthen practice in classrooms. If this was available to individual schools with training teachers, the cost per school would be reduced, and the value to the visiting consultant would be higher.

Montessori PLD

Inservices in the South Island would be GREAT!

Offer a Montessori 101 course that could get someone up to speed in 2 weeks until they got more formal qualifications. It could be run by more experienced teachers in the target teachers' classroom.

Raise profile of Montessori education

More information about the philosophy to be given to the public through the media.

More info/education so more parents are committed to Montessori for their children beyond 5 or 6 years.

More media coverage, letters to editors, inviting MPs to Montessori schools, etc to increase public recognition of what Montessori is and why it's so beneficial for children and families. There are still too many people who know we're different but don't know anything else, or who have not heard of Montessori at all. We need to change this, as we have a lot of the answers to current questions and concerns about NZ's education system.

Increase the profile of Montessori in NZ schools to the general public to show the merits of the alternative offering of Montessori.

Offer Montessori workshops to the entire NZ teaching community, not just to Montessori teachers - as a way of increasing ALL teachers' knowledge of Montessori approaches and stimulating their interest.

I also think going back to some of the ideas of Binda would be good e.g. how about offering universities Montessori teachers to go in and talk about their classes/philosophy to teaching students?

Collective advertising of Montessori as a career option

Other ideas

Being integrated in an NZ state school makes it very challenging for the teachers in the Montessori unit to run the programme according to the Montessori philosophy. Ideally the curriculum leaders/ school management are Montessori trained, but if not, it would help if they at least attend a regular PD to help them with their understanding of the Montessori philosophy.

Montessori Journey to Excellence

Many of these suggestions may be met through the development of the Montessori Journey to Excellence inquiry community being proposed by MANZ.

Opportunities for collaboration and observation between schools. More chances to connect with like-minded Montessori educators- like the Big Work workshop last year.

Discussions around how to support schools based on a mainstream school site to increase their level of Montessori and develop their philosophy. Information and resource sharing sites. Even just forums or coffee groups to chat about Montessori!

Carry on with the with Journey to Excellence and ensuring the quality of Montessori is maintained, it is hard to teach in a state Montessori and the more MANZ can back these schools to make changes the more likely it will be that teachers will be able to teach what they are trained to do and stay in employment rather than seek it elsewhere.

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Continue MJ2Ex and sharing learnings. Continue promoting networking between schools.
Establish a mentor system.

A network for teachers to share lessons, resources etc especially in the adolescent programme.

An accreditation programme could be considered to ensure standards in both preschools and primaries were clear and aspired to.

MJ2EX could provide a platform for improving the sustainable workforce but a very slow process.