"FIT" to Teach:

Highlights from the longitudinal FIT-Choice project

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Presentation and discussion

In a first large-scale longitudinal study of beginning teachers in Australia, our Factors Influencing Teaching Choice project continues to track the experiences of initially 1,651 future teachers from the time they commenced teacher education (2002/3; Phase 1), through to completion of their teaching degrees (Phase 2), into early career teaching experiences (up to 7 years; Phase 3) and now during mid-career (8-15 years teaching; Phase 4). The initial sample included secondary, primary and early childhood future teachers from undergraduate Bachelor and graduate-entry programs (see Richardson & Watt, 2006). In this presentation, we concentrate on three sets of highlights based on a mix of previous and new findings from our overall program of research:

1. Which expectancies, values and goals are relevant for future teachers? (How) do they matter?
2. What happens to initial motivations for different types of beginning teachers?
3. How do beginning teachers cope? What are the risks for their effectiveness and wellbeing?

Paul W. Richardson, PhD, is Professor and Associate Dean (Research), previously Associate Dean (Teaching), in the Faculty of Education at Monash University, Australia. He has worked at the University of Sydney, the Gippsland Institute of Advanced Education, and the University of Michigan. He is engaged in a longitudinal study of the career choice motivations of teachers, teacher self-efficacy, and the career trajectories of different types of beginning and mid-career teachers. This investigation has attracted substantial research funding from three sequential Australian Research Council grants (2006-2016). He has begun work on theorising the career motivations of early career university academics. He has edited books including *Teacher motivation* (Routledge 2014) and *Global perspectives on teacher motivation* (CUP 2017).

Helen M. G. Watt, PhD, is Professor at Monash University (until commencing at the University of Sydney, October 2017) and Australian Research Council Future Fellow 2017–2021. She previously served at the Universities of Michigan, Western Sydney, Sydney, and Macquarie. Her interests include teacher motivation and development, STEM motivation and participation, gendered educational and occupational choices, and quantitative analyses for developmental data. Her longitudinal programs have implications for supporting career development of beginning teachers, and redressing gender imbalances in STEM fields. Helen is Associate Editor for *AERA Open* and on editorial boards of *International Journal of Quantitative Research in Education, Contemporary Educational Psychology* and *Australian Journal of Education*. She has edited books including *Teacher motivation* (Routledge 2014); *Global perspectives on teacher motivation* (CUP 2017); *Gender and occupational outcomes* (APA 2008) and founder of Network Gender & STEM