

## 3 Teachers and teaching

### 3.1 National developments

Several key national developments took place in 1997 in regard to teacher supply and demand and the quality of teaching. MCEETYA agreed that its Standing Committee (Schools) should monitor teacher supply and demand and report to the Council annually. CESCEO (Conference of Education System Chief Executive Officers) established a working party, which included representatives of the Commonwealth Department of Employment, Education, Training and Youth Affairs (DEETYA), to advise on this.

Ministers also established a taskforce to develop a National Teacher Recruitment Strategy which could be adapted by State governments to suit local conditions. The taskforce comprised members from each State and the Commonwealth, and was chaired by South Australia.

A study entitled *Secondary School Teacher Supply and Demand* was released by DEETYA during 1997. The study found that at that stage the supply of secondary school teachers generally was in balance with demand or that they were in over-supply, although there were shortages in some specialities such as mathematics, science and Asian languages.

The Australian Council of Deans of Education (ACDE) continued its work on developing the National Standards and Guidelines for Initial Teacher Education. Its intention was to develop national guidelines; to consider the role of guidelines in supporting high standards of teacher education and promoting quality entry into teaching; and to foster partnerships to enhance the quality of initial teacher education. This project was chaired by Professor Kym Adey, former Chair of the ACDE, and was supported with Commonwealth funding.

In April 1997, the Commonwealth Schools Minister announced that a new body comprising expert teachers would be established to advise the Commonwealth Government on key education policies, and nominations were subsequently sought from the ten national level teacher groups.

### 3.2 Staff numbers and characteristics

In 1997, 207,059 full-time equivalent (FTE) teachers were employed in Australian schools, making up 79 per cent of the total school staff of 261,940 FTE persons. Of teachers employed in schools in Australia in 1997, Table 3A indicates that:

- 70.3 per cent of Australia's teachers were teaching in government schools in 1997, 53.4 per cent of their number at primary level and 46.6 per cent at secondary;
- as had been the case in 1996, 50.1 per cent of all teachers were teaching in primary schools in 1997; and
- 35 per cent of those teaching in Australia in 1997 were males (down from 35.6 per cent in 1996); males comprised 34.7 per cent of teachers in government schools and 35.5 per cent of teachers in non-government schools.

The number of teachers employed in Australian schools increased by a total of 3,087 FTE persons, or 1.5 per cent, from 1996 to 1997. Teacher numbers increased in all eight States, but the extent of those increases varied from State to State. The 3.6 per cent growth in teacher numbers in Queensland was the most marked increase over the year and the 0.5 per cent growth in Victoria was the smallest. The number of teachers grew in both government and non-government schools, although the increase in overall teacher numbers was less in the government sector (a 1996–1997 growth rate of 1.1 per cent), than in the non-government sector (a 1996–1997 growth rate of 2.5 per cent).

The increases which occurred from 1996 to 1997 in numbers of both teachers and non-teachers were accompanied by an increase of just 0.9 per cent in the total number of full-time students in the same period. Figure 3A documents percentage changes in the numbers of full-time students, teachers and non-teaching staff from 1996 to 1997, by school sector.

In 1997, the number of non-teaching staff grew by 1,028 FTE persons or 1.9 per cent compared with 1996 levels. Overall numbers of non-teaching staff grew in six States and fell in two, with numbers of non-teaching staff increasing in government schools in five States and in non-government schools in all States. Non-teaching staff comprised a marginally greater percentage of total staff in 1997 than in the previous two years.

**Table 3A. FTE (a) of school staff, by area of activity, gender, category of school and major function, Australia, 1997**

<i>Major function</i>	<i>Primary</i>			<i>Secondary</i>			<i>Total</i>		
	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>	<i>Males</i>	<i>Females</i>	<i>Persons</i>
<b>Government</b>									
Teaching	18,367	59,290	77,657	32,190	35,690	67,879	50,557	94,979	145,536
Special support	593	1,974	2,567	894	1,341	2,234	1,487	3,315	4,801
Administrative & clerical (including teacher aides)	588	15,348	15,936	1,027	11,358	12,385	1,615	26,707	28,322
Building operations, general maintenance & other	2,046	157	2,202	1,367	159	1,527	3,413	316	3,729
<b>Total</b>	<b>21,594</b>	<b>76,769</b>	<b>98,362</b>	<b>35,478</b>	<b>48,548</b>	<b>84,026</b>	<b>57,072</b>	<b>125,316</b>	<b>182,388</b>
<b>Catholic</b>									
Teaching	3,360	14,178	17,538	8,808	10,979	19,787	12,168	25,157	37,325
Special support	18	140	158	145	288	433	163	428	591
Administrative & clerical (including teacher aides)	96	3,094	3,190	556	3,346	3,901	652	6,440	7,092
Building operations, general maintenance & other	286	166	452	855	302	1,157	1,141	468	1,609
<b>Total</b>	<b>3,760</b>	<b>17,578</b>	<b>21,338</b>	<b>10,364</b>	<b>14,915</b>	<b>25,278</b>	<b>14,124</b>	<b>32,493</b>	<b>46,617</b>
<b>Independent</b>									
Teaching	2,250	6,328	8,579	7,410	8,209	15,620	9,661	14,538	24,198
Special support	44	212	257	150	288	437	194	499	694
Administrative & clerical (including teacher aides)	303	1,924	2,227	806	3,064	3,869	1,109	4,988	6,096
Building operations, general maintenance & other	532	133	665	1,072	211	1,282	1,603	344	1,947
<b>Total</b>	<b>3,130</b>	<b>8,597</b>	<b>11,727</b>	<b>9,437</b>	<b>11,771</b>	<b>21,208</b>	<b>12,567</b>	<b>20,369</b>	<b>32,935</b>
<b>Non-government</b>									
Teaching	5,611	20,506	26,117	16,218	19,189	35,406	21,828	39,695	61,523
Special support	63	352	414	294	576	870	357	927	1,284
Administrative & clerical (including teacher aides)	399	5,018	5,417	1,362	6,409	7,771	1,761	11,428	13,188
Building operations, general maintenance & other	818	300	1,117	1,927	513	2,439	2,744	812	3,557
<b>Total</b>	<b>6,890</b>	<b>26,176</b>	<b>33,066</b>	<b>19,800</b>	<b>26,686</b>	<b>46,486</b>	<b>26,690</b>	<b>52,862</b>	<b>79,552</b>
<b>All schools</b>									
Teaching	23,978	79,796	103,774	48,407	54,878	103,285	72,385	134,674	207,059
Special support	655	2,326	2,981	1,188	1,916	3,105	1,844	4,242	6,085
Administrative & clerical (including teacher aides)	987	20,366	21,354	2,389	17,768	20,156	3,376	38,134	41,510
Building operations, general maintenance & other	2,863	456	3,320	3,294	672	3,966	6,157	1,128	7,285
<b>Total 1997</b>	<b>28,483</b>	<b>102,944</b>	<b>131,428</b>	<b>55,278</b>	<b>75,234</b>	<b>130,512</b>	<b>83,762</b>	<b>178,178</b>	<b>261,940</b>
<b>1996</b>	<b>28,901</b>	<b>100,873</b>	<b>129,774</b>	<b>54,824</b>	<b>73,227</b>	<b>128,051</b>	<b>83,725</b>	<b>174,100</b>	<b>257,825</b>
<b>1995</b>	<b>28,557</b>	<b>99,923</b>	<b>128,482</b>	<b>54,767</b>	<b>72,346</b>	<b>127,114</b>	<b>83,324</b>	<b>172,270</b>	<b>255,594</b>

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of component items and totals.

Sources: ABS Cat. 4221.0, *Schools, Australia*, 1997, 1996, 1995.

Table 3B. FTE (a) of school staff (teaching and non-teaching) (b) (c), by category of school and level of education, by State, 1997

	NSW	Vic.	Qld	SA	WA	Tas.	NT	ACT	Australia	Males	Females
<b>Government</b>											
<b>Teaching</b>											
Primary	25,248	16,985	15,633	6,954	8,035	2,208	1,405	1,190	77,657	18,367	59,290
Secondary	24,155	17,170	11,087	4,974	6,300	2,129	684	1,381	67,879	32,190	35,690
Total	49,403	34,154	26,720	11,928	14,335	4,337	2,089	2,571	145,536	50,557	94,979
<b>Non-teaching</b>											
Primary	5,993	3,561	5,071	2,170	2,400	731	406	373	20,705	3,227	17,479
Secondary	5,166	3,344	3,258	1,331	1,883	580	272	312	16,146	3,288	12,858
Total	11,159	6,905	8,330	3,501	4,282	1,311	678	686	36,852	6,515	30,337
<b>Total</b>	<b>60,562</b>	<b>41,059</b>	<b>35,049</b>	<b>15,429</b>	<b>18,617</b>	<b>5,648</b>	<b>2,766</b>	<b>3,257</b>	<b>182,388</b>	<b>57,071</b>	<b>125,316</b>
<b>Catholic</b>											
<b>Teaching</b>											
Primary	5,981	4,917	2,845	1,222	1,626	362	184	401	17,538	3,360	14,178
Secondary	7,352	5,498	3,028	1,131	1,669	429	134	546	19,787	8,808	10,979
Total	13,333	10,415	5,873	2,353	3,295	791	318	947	37,325	12,168	25,157
<b>Non-teaching</b>											
Primary	955	812	791	285	699	99	100	62	3,800	400	3,400
Secondary	1,704	1,601	946	341	549	121	68	163	5,491	1,556	3,936
Total	2,659	2,413	1,737	626	1,248	220	168	225	9,292	1,956	7,336
<b>Total</b>	<b>15,992</b>	<b>12,826</b>	<b>7,611</b>	<b>2,979</b>	<b>4,542</b>	<b>1,010</b>	<b>485</b>	<b>1,172</b>	<b>46,617</b>	<b>14,124</b>	<b>32,493</b>
<b>Independent</b>											
<b>Teaching</b>											
Primary	2,550	2,182	1,548	986	880	225	92	119	8,579	2,250	6,328
Secondary	4,522	4,832	2,870	1,125	1,475	386	141	270	15,620	7,410	8,209
Total	7,072	7,014	4,418	2,109	2,354	610	233	389	24,198	9,661	14,538
<b>Non-teaching</b>											
Primary	832	744	723	294	390	84	57	28	3,149	879	2,269
Secondary	1,348	1,854	1,082	413	599	129	64	104	5,588	2,028	3,563
Total	2,178	2,596	1,804	707	987	213	121	132	8,737	2,906	5,831
<b>Total</b>	<b>9,250</b>	<b>9,610</b>	<b>6,222</b>	<b>2,816</b>	<b>3,340</b>	<b>823</b>	<b>354</b>	<b>520</b>	<b>32,935</b>	<b>12,567</b>	<b>20,369</b>
<b>All schools</b>											
<b>Teaching</b>											
Primary	33,779	24,083	20,026	9,160	10,541	2,795	1,680	1,710	103,774	23,978	79,796
Secondary	36,029	27,499	16,984	7,230	9,443	2,944	960	2,197	103,285	48,407	54,878
Total	69,807	51,582	37,010	16,391	19,984	5,739	2,640	3,907	207,059	72,385	134,674
<b>Non-teaching</b>											
Primary	7,779	5,116	6,585	2,748	3,488	914	562	463	27,654	4,506	23,148
Secondary	8,216	6,797	5,287	2,085	3,028	829	404	579	27,226	6,871	20,356
Total	15,995	11,913	11,872	4,833	6,516	1,743	966	1,042	54,881	11,376	43,504
<b>Total all schools</b>											
<b>1997</b>	<b>85,802</b>	<b>63,495</b>	<b>48,882</b>	<b>21,224</b>	<b>26,500</b>	<b>7,482</b>	<b>3,606</b>	<b>4,949</b>	<b>261,940</b>	<b>83,762</b>	<b>178,178</b>
<b>1996</b>	<b>84,880</b>	<b>62,988</b>	<b>47,644</b>	<b>20,544</b>	<b>25,888</b>	<b>7,414</b>	<b>3,531</b>	<b>4,937</b>	<b>257,825</b>	<b>83,725</b>	<b>174,100</b>
<b>1995</b>	<b>84,068</b>	<b>61,479</b>	<b>47,189</b>	<b>21,051</b>	<b>25,512</b>	<b>7,455</b>	<b>3,477</b>	<b>4,965</b>	<b>255,594</b>	<b>83,324</b>	<b>172,270</b>

(a) Since FTE figures have been rounded, discrepancies may occur between the sums of component items and totals.

(b) As from 1990, staff employed in special schools have been allocated to either primary or secondary education on a pro-rata basis.

(c) Teaching staff are staff who spend the majority of their time in contact with students and have teaching duties, that is, are engaged to impart the school curriculum or are engaged in the provision of services for the direct benefit of students. Non-teaching staff include specialist support staff (eg. counsellors); teacher aides and assistants; administrative and clerical staff; and building operations, general maintenance and other services staff.

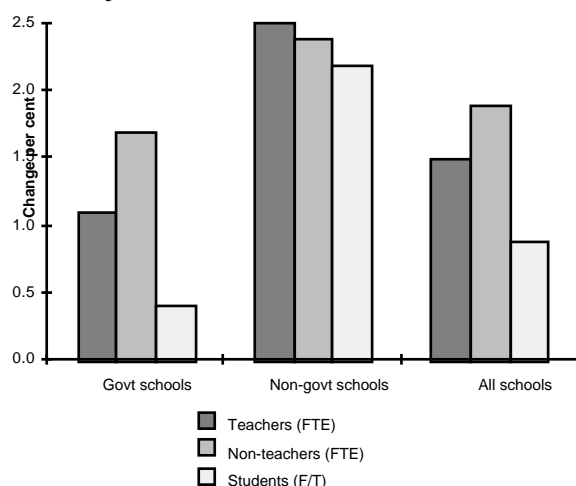
Sources: MCEETYA, *National Schools Statistics Collection*, 1995, 1996, 1997

**Table 3C. Non-teaching staff as a percentage of total staff, by sector, 1995–97**

	1995	1996	1997
Government schools	20.2	20.1	20.2
Non-government schools	22.3	22.7	22.7
All schools	20.8	20.9	21.0

Sources: ABS Cat. No. 4221.0 *Schools, Australia*, 1995, 1996, 1997

**Figure 3A. Percentage change in staff and student numbers, by sector, 1996–97**



Source: ABS Cat. No. 4221.0 *Schools, Australia*, 1997

As in 1996, the growth in non-teaching staff numbers was most evident in the non-government sector, where non-teacher numbers increased by 2.4 per cent. In government schools, the non-teaching staff numbers grew by 1.7 per cent. From 1996 to 1997, increases occurred in the number of specialist support staff (9.7 per cent growth) and in administrative and clerical staff (1.6 per cent growth). The number of building operations, general maintenance and other staff actually fell by 2.1 per cent in the year.

Changes in teacher and student numbers in the different States and the different schooling sectors resulted in minor changes to the full-time student/teaching staff (FTE) ratios in some States and sectors. Table 3D presents those ratios for each of the States in 1997 and provides limited trend data for the period 1995–97.

Such variations in ratios among jurisdictions are evident in Table 3E, which includes all staff in schools and presents the full-time student/total staff (FTE) ratios in the different States. Full-time student/total staff ratios were generally lower in independent schools than in either government or Catholic schools. Ratios in government schools were

generally lower than those in Catholic schools. In most States there was little or no change in overall ratios from 1996 to 1997.

### 3.3 Teacher education

Initiatives were in place in several States to promote teaching as a career, enhance professional development opportunities for teachers and set new directions in pre-service teacher education. For example:

- in New South Wales, the Ministerial Advisory Council on the Quality of Teaching (MACQT) provided advice on issues related to teacher education, from initial teacher education and induction to ongoing professional development;
- in Queensland, Education Queensland developed an advertising campaign aimed at promoting the teaching profession and encouraging greater representation in the primary sector;
- in Victoria, a report on the cost of a strategy for teacher recruitment, including the commissioning of market research and an initial promotion campaign aimed at year 12 students, was in preparation; and
- in Western Australia, a teaching scholarship scheme was established to encourage more high-achieving Tertiary Entrance Examination students and more Indigenous students to enter teacher education courses.

Pre-employment courses of teacher education, as well as post-graduate courses for those already possessing initial teacher qualifications, are conducted through universities in each of the States. Courses tend to be specialised, aiming to best prepare students for roles in particular fields or levels of teaching. These formal, tertiary courses represent the most concentrated phase of the professional education of teachers in Australia.

Table 3F provides an overview of the participation of Australian tertiary students in teacher education courses, including basic data about the participation of those who had self-identified as Indigenous students or students from non-English speaking backgrounds. From this Table and from a comparison of its contents with comparable data reported in 1996, it can be noted that:

- there were a 62,252 enrolments in teacher education courses in Australia in 1997, an increase of 2,221 (3.7 per cent), reversing the decline in enrolments in teacher education courses which was reported in 1996;

- enrolments in initial teacher education courses grew by more than double that occurring from 1995 to 1996; 3,475, or 8.9 per cent compared with 1996, a growth rate

**Table 3D. Full-time student/teaching staff (FTE) ratios (a) (b), by level of education, category of school (and non-government affiliation), by State, 1997**

<i>Level of education</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Australia</i>
<b>Government</b>									
Primary	17.9	17.9	17.1	17.1	18.1	16.2	14.5	18.5	17.6
Secondary	12.8	12.4	13.4	11.6	12.9	12.8	11.6	12.7	12.7
<i>Total</i>	<i>15.4</i>	<i>15.2</i>	<i>15.5</i>	<i>14.8</i>	<i>15.8</i>	<i>14.5</i>	<i>13.5</i>	<i>15.4</i>	<i>15.3</i>
<b>Catholic</b>									
Primary	20.1	20.6	19.2	20.0	19.2	20.2	19.6	21.6	20.0
Secondary	13.7	13.8	13.9	13.7	13.6	13.8	10.5	14.1	13.7
<i>Total</i>	<i>16.5</i>	<i>17.0</i>	<i>16.5</i>	<i>17.0</i>	<i>16.3</i>	<i>16.7</i>	<i>15.8</i>	<i>17.3</i>	<i>16.7</i>
<b>Independent</b>									
Primary	16.3	14.7	16.8	17.6	15.5	15.5	15.4	16.5	16.0
Secondary	10.9	11.1	13.0	12.5	12.0	11.7	12.4	12.3	11.6
<i>Total</i>	<i>12.8</i>	<i>12.2</i>	<i>14.3</i>	<i>14.9</i>	<i>13.3</i>	<i>13.1</i>	<i>13.6</i>	<i>13.6</i>	<i>13.2</i>
<b>Total non-government</b>									
Primary	19.0	18.8	18.3	19.0	17.9	18.4	18.3	20.5	18.7
Secondary	12.6	12.5	13.4	13.1	12.8	12.8	11.4	13.5	12.8
<i>Total</i>	<i>15.3</i>	<i>15.1</i>	<i>15.5</i>	<i>16.0</i>	<i>15.0</i>	<i>15.1</i>	<i>14.8</i>	<i>16.2</i>	<i>15.3</i>
<b>All schools</b>									
Primary	18.2	18.2	17.4	17.5	18.0	16.6	15.1	19.1	17.9
Secondary	12.7	12.5	13.4	12.1	12.8	12.8	11.6	13.0	12.7
<b>Total</b>	<b>1997</b>	<b>15.4</b>	<b>15.1</b>	<b>15.5</b>	<b>15.1</b>	<b>15.6</b>	<b>14.7</b>	<b>13.8</b>	<b>15.7</b>
	<b>1996</b>	<b>15.4</b>	<b>15.1</b>	<b>15.9</b>	<b>15.3</b>	<b>15.6</b>	<b>15.0</b>	<b>13.7</b>	<b>15.9</b>
	<b>1995</b>	<b>15.4</b>	<b>15.1</b>	<b>15.8</b>	<b>15.1</b>	<b>15.5</b>	<b>15.3</b>	<b>13.7</b>	<b>15.5</b>

Note: These ratios are not measures of class size.

- (a) Full-time student/teaching staff (FTE) ratio was calculated by dividing the number of full-time students by the FTE of total teaching staff.
- (b) Teaching staff includes principals, deputy principals, librarians and senior teachers mainly involved in administrative duties together with some guidance, counselling and careers advisers.

Sources: ABS Cat. No. 4221.0 *Schools, Australia*, 1997 and earlier related publications

**Table 3E. Full-time student/total school staff (FTE) ratios, by level of education, category of school (and non-government affiliation), by State, 1997**

<i>Level of education</i>	<i>NSW</i>	<i>Vic.</i>	<i>Qld</i>	<i>SA</i>	<i>WA</i>	<i>Tas.</i>	<i>NT</i>	<i>ACT</i>	<i>Australia</i>
<b>Government</b>									
Primary	14.5	14.8	12.9	13.0	13.9	12.1	11.2	14.1	13.9
Secondary	10.6	10.4	10.3	9.2	9.9	10.1	8.3	10.4	10.3
<i>Total</i>	<i>12.6</i>	<i>12.6</i>	<i>11.8</i>	<i>11.4</i>	<i>12.1</i>	<i>11.1</i>	<i>10.2</i>	<i>12.2</i>	<i>12.2</i>
<b>Catholic</b>									
Primary	17.3	17.7	15.0	16.2	13.4	15.9	12.7	18.8	16.5
Secondary	11.1	10.7	10.6	10.5	10.2	10.8	6.9	10.8	10.7
<i>Total</i>	<i>13.8</i>	<i>13.8</i>	<i>12.7</i>	<i>13.4</i>	<i>11.8</i>	<i>13.1</i>	<i>10.3</i>	<i>14.0</i>	<i>13.4</i>
<b>Independent</b>									
Primary	12.3	11.0	11.4	13.6	10.7	11.3	9.5	13.4	11.7
Secondary	8.4	8.0	9.4	9.1	8.5	8.8	8.5	8.9	8.5
<i>Total</i>	<i>9.8</i>	<i>8.9</i>	<i>10.2</i>	<i>11.2</i>	<i>9.3</i>	<i>9.7</i>	<i>8.9</i>	<i>10.1</i>	<i>9.7</i>
<b>Total non-government</b>									
Primary	15.7	15.4	13.6	15.0	12.5	14.0	11.6	17.5	14.8
Secondary	10.0	9.4	10.0	9.8	9.4	9.8	7.7	10.1	9.7
<i>Total</i>	<i>12.3</i>	<i>11.7</i>	<i>11.6</i>	<i>12.3</i>	<i>10.8</i>	<i>11.6</i>	<i>9.7</i>	<i>12.8</i>	<i>11.8</i>
<b>All schools</b>									
Primary	14.8	15.0	13.1	13.5	13.5	12.5	11.3	15.0	14.1
Secondary	10.4	10.0	10.2	9.4	9.7	10.0	8.1	10.3	10.1
<b>Total</b>	<b>1997</b>	<b>12.5</b>	<b>12.3</b>	<b>11.8</b>	<b>11.7</b>	<b>11.2</b>	<b>10.1</b>	<b>12.4</b>	<b>12.1</b>
	<b>1996</b>	<b>12.6</b>	<b>12.3</b>	<b>11.9</b>	<b>12.0</b>	<b>11.9</b>	<b>11.4</b>	<b>10.1</b>	<b>12.2</b>
	<b>1995</b>	<b>12.6</b>	<b>12.4</b>	<b>11.8</b>	<b>11.6</b>	<b>11.8</b>	<b>11.4</b>	<b>10.0</b>	<b>12.2</b>

Note: Full-time student/total staff (FTE) ratio is calculated by dividing the number of full-time students by the FTE of total school staff.

Source: ABS Cat. No. 4221.0, *Schools, Australia*, 1997 and earlier related publications.

- there were again fewer people undertaking post-initial teacher education programs in 1997, student numbers declining in this instance by 1,254 persons or 6.0 per cent;
- primary teaching and secondary teaching remained the two most commonly chosen initial teacher education courses in Australian universities in 1997, each again enrolling more than one-third of all students taking courses at this level;
- general teacher education courses were again the most in demand of the courses of post-initial teacher education, attracting 49.9 per cent of students at this level;
- among students undertaking initial teacher education, the numbers of enrolments in several course categories grew from 1996 to 1997, the greatest change evident in the number of participants in general teacher education courses, where enrolments grew by 23.4 per cent;
- the enrolments in initial teacher education courses in 'other' areas, which include TAFE teaching, fell by 361 persons or 25.7 per cent in twelve months, reversing the 21.5 per cent growth reported a year before;
- 31.6 per cent of all students in teacher education courses were undertaking post-initial teacher training, a decrease from the 34.8 per cent in 1996; and
- self-identified Indigenous students comprised 2.1 per cent of enrolments in teacher education programs in 1997, while those from non-English speaking backgrounds comprised 1.5 per cent of teacher education students.

**Table 3F. Number of enrolments in teacher education courses, by level of course and field of study, Australia, 1997**

<i>Area of specialisation</i>	<i>Higher degree (a)</i>	<i>Other post-graduate (b)</i>	<i>Bachelor (c)</i>	<i>Other (d)</i>	<i>Total</i>	<i>Total Indigenous (e)</i>	<i>Total NESB (f)</i>
<b>Initial teacher education (g)</b>							
General	15	230	2,681	322	3,248	316	23
Early childhood	8	195	5,441	145	5,789	211	87
Primary	12	796	13,722	19	14,549	303	112
Secondary	1	3,413	11,263	2	14,679	119	301
Special	0	1	319	38	358	3	3
Other (i)	15	882	2,563	520	3,980	184	60
<i>Total</i>	<i>51</i>	<i>5,517</i>	<i>35,989</i>	<i>1,046</i>	<i>42,603</i>	<i>1,136</i>	<i>586</i>
<b>Post-initial teacher education (h)</b>							
General	3,741	1,709	4,349	1	9,800	104	162
Early childhood	92	252	932	0	1,276	17	21
Primary	12	323	2,246	8	2,589	15	54
Secondary	90	237	137	0	464	1	26
Special	609	948	473	0	2,030	13	25
Other (i)	1,037	1,846	606	1	3,490	22	54
<i>Total</i>	<i>5,581</i>	<i>5,315</i>	<i>8,743</i>	<i>10</i>	<i>19,649</i>	<i>172</i>	<i>342</i>
<b>Total enrolments</b>	<b>5,632</b>	<b>10,832</b>	<b>44,732</b>	<b>1,056</b>	<b>62,252</b>	<b>1,308</b>	<b>928</b>

(a) Includes Higher Doctorate, Doctorate by research, Doctorate by course work, Master's by research and Master's by course work.

(b) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma and graduate certificate.

(c) Includes Bachelor's graduate entry, Bachelor's honours and Bachelor's pass.

(d) Includes diploma, associate diploma, other award, enabling courses and non-award courses.

(e) Students included in this category had self-identified as Indigenous students at the time of enrolment.

(f) Students included in this category had indicated the short duration of their residence, as well as the speaking of another language at home, at the time of enrolment.

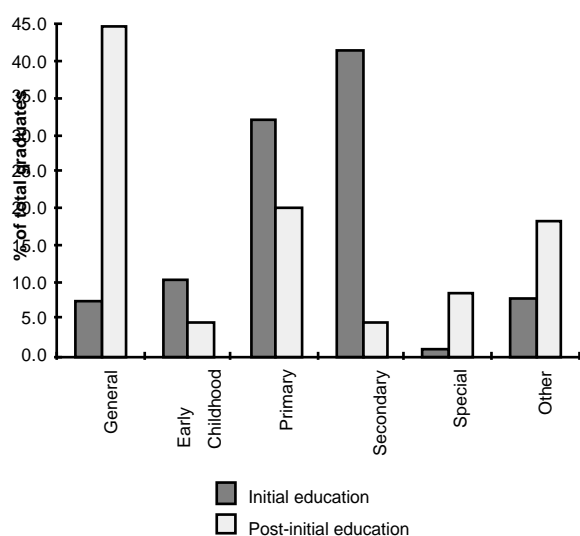
(g) Refers to people not previously qualified as teachers.

(h) Refers to people already holding teaching qualifications and seeking further teaching qualifications.

(i) Includes TAFE.

Source: Commonwealth DEETYA

**Figure 3B. Areas of specialisation of graduates from teacher education courses, Australia, 1997**



Source: Commonwealth DEETYA

Table 3G moves beyond enrolments in teacher education courses to focus on persons graduating from those courses. It also presents information about the number of graduates who had self-identified as Indigenous students or as students from non-English speaking backgrounds. Table 3G also shows how the number and course backgrounds of graduates from those courses has changed. It indicates, for example, that in respect of the population graduating in 1997 after completing courses in 1996:

- the total number of students graduating from courses of teacher education in 1997 fell by 1,324 persons, or 6.7 per cent, relative to the graduate totals of a year earlier, a fall almost double that evident from 1995 to 1996;
- the number of graduates from initial teacher education courses again fell, in this instance by 868 persons, or 8.1 per cent, while the number graduating from post-initial teacher education reversed the growth evident a year earlier and fell by 456 persons, or 5.0 per cent;

**Table 3G. Number of persons graduating in teacher education courses, by level of course and field of study, Australia, 1997**

Area of specialisation	Higher degree (a)	Other post-graduate (b)	Bachelor (c)	Other (d)	Total	Total Indigenous (e)	Total NESB (f)
<b>Initial teacher education (g)</b>							
General	1	304	387	33	725	10	12
Early childhood	2	77	924	17	1,020	17	15
Primary	0	362	2,658	110	3,130	59	17
Secondary	0	1,975	2,085	0	4,060	20	100
Special	0	4	76	6	86	4	0
Other (i)	0	254	474	41	769	77	39
<b>Total</b>	<b>3</b>	<b>2,976</b>	<b>6,604</b>	<b>207</b>	<b>9,790</b>	<b>187</b>	<b>183</b>
<b>Post-initial teacher education (h)</b>							
General	1,077	908	1,889	0	3,874	20	81
Early childhood	25	121	254	0	400	4	3
Primary	4	307	1,392	30	1,733	37	23
Secondary	11	299	84	0	394	5	15
Special	142	364	214	0	720	2	11
Other (i)	327	1,043	234	0	1,604	11	24
<b>Total</b>	<b>1,586</b>	<b>3,042</b>	<b>4,067</b>	<b>30</b>	<b>8,725</b>	<b>79</b>	<b>157</b>
<b>Total persons graduating</b>	<b>1,589</b>	<b>6,018</b>	<b>10,671</b>	<b>237</b>	<b>18,515</b>	<b>266</b>	<b>340</b>

- (a) Includes Higher Doctorate, Doctorate by research, Doctorate by course work, Master's by research and Master's by course work.
- (b) Includes postgraduate qualifying or preliminary and graduate/postgraduate diploma, graduate certificate.
- (c) Includes Bachelor's graduate entry, Bachelor's honours and Bachelor's pass.
- (d) Includes diploma, associate diploma, other award, enabling courses and non-award courses.
- (e) Graduates included in this category had self-identified as Indigenous students at the time of enrolment.
- (f) Graduates included in this category had indicated the short duration of their residence, as well as the speaking of another language at home, at the time of enrolment.
- (g) Refers to people not previously qualified as teachers.
- (h) Refers to people already holding teaching qualifications and seeking further teaching qualifications.
- (i) Includes TAFE.

Source: Commonwealth DEETYA



- there was an increase of 10.5 per cent in the number graduating with a higher degree (continuing from the 16.1 per cent growth a year earlier), although the total graduating with some form of post-graduate qualification was virtually unchanged from 1996; and
- the number of those receiving lower level qualifications such as diplomas or associate diplomas continued to fall, with a drop of 54.9 per cent in the number graduating with this type of qualification, which now represented only 1.3 per cent of 1997 graduates.

The pre-service education of teachers also involved significant planning and input from schooling providers in a number of States.

In New South Wales government schools, internship programs provided opportunities for over 1,000 student teachers to take on many of the responsibilities of a full-time professional for a sustained period, supported by school-based mentors as well as university staff.

Education Queensland undertook a program of offering teaching scholarships in identified priority areas within the secondary education sector.

In Victoria, extensive consultations occurred with key stakeholders in respect of pre-service teacher education, with a draft discussion paper focussing on areas such as requirements for entry to teacher education courses, the amount of time trainees should spend in schools, the greater involvement of practising teachers in supervising and mentoring beginning teachers and the encouragement of innovative training courses and action research projects.

Structured induction programs for teachers in their first year of teaching were identified as key contributors to the success of teachers early in their careers.

In Queensland, the Board of Teacher Registration, in conjunction with Education Queensland, James Cook University and elements of the Catholic education sector conducted a trial of beginning teacher induction programs.

Much of the reporting from States in respect of teacher education, however, focussed on the continuing programs of in-service training, which impacted on the professional lives of all members of the profession in all States. Across all States and sectors, in-service training programs provided the means for authorities and schools to secure lasting changes in curriculum focus, classroom management and the practical issues of improved curriculum delivery. For many schools this form of teacher education was favoured as the most effective means of providing relevant programs

which can deliver practical benefits. Programs could be innovative or modular in design, were generally of short duration, provided flexibility and were generally developed in response to expressed teacher need.

At the individual teacher level, in-service training and development programs enabled teachers to develop, maintain or re-focus knowledge, learn and hone professional skills and raise awareness of key issues in education. The goal of all in-service training was to improve the quality of both teaching and learning.

Each State has established significant infrastructure aimed at delivering, managing and providing funding to support the efficient delivery of appropriate in-service programs. Program delivery was undertaken by system-based trainers, by experienced personnel within schools and by expert practitioners from universities, subject associations, TAFE and other sources external to both individual schools and their systems. Although much of the training occurred during school hours, States also reported teacher commitment to undertaking at least part of their ongoing professional development outside of school hours.

Participation in professional development activities was strongly encouraged by system and school authorities, and in some instances was an annual requirement of all teachers. In Western Australia's government schools, for example, agreements commit teachers and administrators to meeting an annual target of personal commitment to professional development, which for 1997 was 30 hours – half in school time and half in the individual's own time. Similarly, teachers in Tasmanian government schools were required to undertake five days of school-based professional development during the year.

In the Australian Capital Territory, professional development of teachers in government schools was given a major boost through the 1996–98 Enterprise Agreement. All teachers now participate in a minimum of five days of staff development including four days in their school holiday breaks.

In South Australia, teachers are required to maintain the currency of their training in specific areas such as Mandatory Notification and Protective Behaviours.

The focus for much professional development and training in 1997 was the support of individual teachers and groups in professional activities related to school or system priorities. Among the training areas identified by States, the following were noted by a number as being among their 1997 priorities:

- information technology;
- the teaching, monitoring and assessment of literacy and numeracy skills, with children in primary years a special focus;
- developing curriculum for and the teaching of gifted and talented students;
- helping to develop the skills of those working with children with learning difficulties or identified as being at educational risk; and
- initiatives in post-compulsory schooling and vocational education.

In-service training was available for the benefit of teachers in government schools, as well as those in Catholic and independent schools. Programs were offered to address the needs of newly appointed teachers and those with many years of experience, across the full range of subject areas and to assist teachers of students at all levels. Commitment to professional development programs also extended to assisting other members of school communities.

The principal difficulties in offering or accessing in-service professional development programs related to time availability, the cost of replacing teachers who were temporarily absent and, in the case of isolated schools, the distances to be covered to access courses in major centres.

### 3.4 Issues affecting teaching in Australia

#### Teacher supply and demand

Among the key issues affecting teaching in Australia in 1997 were the efforts being made nationally to address concerns over teacher supply and demand, which occurred alongside a continued striving for improved quality of teachers and teaching. The national approach taken to the issue of teacher supply and demand was an outcome of a range of concerns within States and sectors, including the large percentage of teachers in older age groups and the need to appropriately plan for their replacement; and the difficulty in maintaining the desired gender balance of staff through a lack of available male teachers to fill places in primary schools.

For some providers the focus of concern was due to potential overall teacher shortages. Reporting on the government schools sector in Victoria, on the other hand, indicated that workforce numbers and attrition to the year

2002 are expected to remain relatively stable. A number of Catholic systems also reported overall adequate availability of qualified teachers, but difficulties in teacher supply were reported from many independent schools.

Difficulties clearly existed, however, for a number of States, affecting each of the schooling sectors, in adequately and appropriately staffing schools in isolated areas or, in some instances, simply in locations beyond major urban centres. As well as problems in attracting sufficient staff, country schools often reported difficulty in attracting teachers in specialist areas such as LOTE, technology, year 11 or 12 mathematics and science, and special education. Difficulties in recruiting suitable staff were compounded by the additional costs of relocating teachers to country areas or in obtaining appropriate housing for them in those remote localities. Inadequate access to staff to fill short-term vacancies was also reported as a major difficulty for many country schools across both States and sectors.

A number of States also reported difficulties in meeting the level of demand for teachers in key subjects areas, unrelated to the location of the schools experiencing the shortages. For many independent schools, for example, a shortage of teachers of LOTE, particularly of Asian languages, as well as technology and vocationally-oriented subjects, gave schools the greatest challenges.

#### Quality of teachers and teaching

The achievement of the high quality educational outcomes expected of Australian schools depends on the teachers in schools and the quality of their teaching. Quality issues were addressed from many perspectives, with attention on areas from initial teacher training, to induction programs, ongoing professional development and teacher re-training.

Although all States and systems had a strong focus on improving the quality of their programs and of the educational outcomes experienced by students, some initiatives were reported which addressed quite specifically the quality of teachers and of their teaching. Some of the key events and developments reported during 1997 which had an impact on issues of quality included:

- the report *Initial Teacher Education*, commissioned by the ACDE, was prepared using a national consultation process, and addressed issues related to the quality of teaching graduates, educational programs and organisations;
- the release of three major reports by the MACQT in New South Wales relating to the quality of teachers and

teaching, and addressing specifically the areas of computer proficiency, raising the standing of teachers and teaching and vocational education and training;

- Education Queensland's Tertiary Inservice Support which provided teachers with HECS reimbursement and teacher release funding to undertake study in priority areas of workforce shortfall. Districts across the State nominate priority areas and advertise for teachers prepared to upskill in the identified areas;
- a focus on teacher re-training opportunities in South Australia, aimed at supporting country teachers to re-train in high priority curriculum areas, assisting teachers to return to teaching from periods of extended leave, or establishing school-based programs for a limited number of teachers with significant re-skilling needs; and
- the introduction in Western Australia of a competency-based structure for classroom teachers, based on the National Competency Framework for Beginning Teaching and having a focus on encouraging and recognising a high level of competence in teaching and learning in the classroom and across the school.

## Other issues affecting teaching

The central school management issue in 1997 was the need to manage for and in the context of change. Changes to curriculum, community expectations of schooling, approaches to personnel management and a range of industrial issues challenged those managing schools and those teaching in them.

The educational climate within which these issues were being addressed was characterised by exceedingly rapid changes in the nature of knowledge and the capacity for it to be accessed through technology. There were ever-increasing demands facing an already crowded curriculum and there was an expectation that teachers would somehow master the changes demanded of them by expanding their skills.

Issues related to personnel practices were more widely reported than others which could impact on teaching, this area having been addressed by a number of States. Several States detailed steps taken towards the greater school-level management of staffing. Changes introduced assisted schools to respond better and more rapidly to altered community expectations, but also to more closely address the professional and personal needs of teachers and enabled schools to provide high quality teaching and learning, which is both more flexible and more responsive in meeting students' needs.

The reporting of other issues with direct impact on teaching included:

- developing ways of delivering school programs to accommodate outcomes-based learning challenged teachers more attuned to content-based approaches;
- industrial issues such as enterprise bargaining, workplace agreements and teacher workloads, which were less generally reported than in 1996, but were clearly still a focus for many teachers; and
- the introduction of new or changed legislation affecting teachers and students.