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**Department of Education,
Science and Training**

Survey of Final Year Teacher Education Students

Surveys & Workforce Analysis Section

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Executive summary

The main purpose of the final year teacher education students survey was to gather information on the profile and destinations of aspiring teachers, their reasons for undertaking an education course, their future career intentions, and to gauge their perceptions of their education experience.

Methodology

The office of the then President of the Australian Council of Deans of Education facilitated contact about the survey, on behalf of DEST, with the Deans and Heads of Schools of Education/Teaching Faculties. The contacts were asked for input on the draft survey, and to indicate whether they would be willing to have their students participate. Those who agreed to their students' participation then nominated the dissemination method that best suited them - email distribution of the questionnaire's online address or an electronic copy of the survey, or in-class or prepaid mail distribution of hard-copies of the survey.

The target population for this pilot survey was all final year education students who enrolled in courses for 'Initial Teacher Training' at Australian higher education institutions in 2005. A total of 1875 responses were received from a finite target population of 16,000. As data for the survey were collected from students at universities who had agreed to their students' involvement, responses were not subject to randomisation.

The survey found the following:

Characteristics of respondents

- The majority (80 per cent) of respondents are female.
- Less than one per cent of respondents were from Indigenous backgrounds, and less than one tenth (9 per cent) were from non-English speaking backgrounds.
- Over half of the respondents were aged between 20 and 24. Females in this age group represented 47 per cent of the total respondents.
- Over half of the respondents (59 per cent) were enrolled in Bachelor level courses and 39 per cent were enrolled in Graduate courses.
- The main areas of study were Primary (44 per cent) and Secondary (43 per cent), with the remainder focussing on Middle Schooling (2 per cent), Early Childhood (9 per cent) and Combined (2 per cent).
- Over half of the respondents indicated that they would be qualified to teach a specific subject specialisation as a result of their studies.
- At Primary level, only 28 per cent of respondents indicated that they had a specific subject specialisation. Of those with subject specialisations, almost one quarter (23 per cent) were in the Key Learning area of Personal Development, Health and Physical Education.
- At Secondary level, just over one-fifth (20.3 per cent) of respondents with subject specialisations indicated that their first subject was in the Key Learning area of Studies of Society and the Environment (SOSE). Almost one-quarter (24.2 per cent) listed

SOSE as their second subject specialisation. Nearly one-fifth (16.9 per cent) listed a Science subject as their first subject, with a similar proportion (18.9 per cent) listing Science as their second subject.

- The majority of final year teacher education students were full-time students (90 per cent).
- One third of respondents had been working prior to undertaking their current course, with a similar proportion (31 per cent) 'attending school'.

Attractions to teaching course

- Respondents listed 'wanted to make a difference' (87 per cent), 'wanted to teach/work with children' (82 per cent) and 'wanted to work in an area of specialisation/interest' (74 per cent) as their top three factors in attracting them to their current course of study.

Financial support while studying

- The most frequent means of financial support for final year teacher education students was part-time or casual work' (59.9 per cent of respondents), followed by 'Centrelink allowance' (45.3 per cent), 'Support/loan from family or partner' (40.1 per cent) and 'Savings' (28.8 per cent). Multiple selections were allowed for this question.

The university experience

- Respondents were most positive about the 'value of the practicum' when asked for their opinion on their teacher education experience. The vast majority (91 per cent) rated the value of the practicum as 'above average' or 'excellent'.
- The majority (95 per cent) of respondents undertook 'blocks of teaching practice where they spent all week in a school/classroom environment' for the practical experience component of their teaching courses. Over half (56 per cent) undertook 'formal observation sessions' during their first year, and 31 per cent undertook regular formal observation sessions throughout their course, often during the first week of a practicum 'block'.
- Practicum arrangements varied significantly according to institution. Almost two-thirds had their first experience of delivering a classroom lesson during their first year. Some students had their first classroom experience in the fourth year of their course.
- Respondents identified 'experienced and enthusiastic supervising teachers and mentors who have been well-informed on their roles and responsibilities' as the most important factor in gaining practical experience. Other factors such as 'practicum blocks each semester' and 'a mix of observation and teaching days at schools throughout the course' were also regarded as very important.
- The majority of students indicated that they had undertaken units in which the major subject area was Using ICT (71 per cent), Literacy (67 per cent), Special Needs students (66 per cent) and Behaviour Management (64 per cent).

Post-graduation and career intentions

- The majority of respondents (89 per cent) intended to find a teaching job within 12 months of graduating or were intending to teach overseas.
- Almost half of the respondents (47 per cent) indicated they had no preference regarding schooling sectors in which they wished to teach. Just over a quarter (27 per cent) indicated a preference for government schools, and 20 per cent preferred non-government schools.
- The majority of final year teacher education students (80 per cent) indicated that they would consider teaching in rural/remote or hard-to-staff schools. The most significant factors in convincing them to take such a teaching job were 'additional professional development to deal with issues specific to the area' (59 per cent), 'subsidised accommodation' (57 per cent) and 'additional salary/superannuation' (56 per cent).
- The majority of respondents (89 per cent) intended to spend at least some time working as a classroom teacher. Over two-thirds (70 per cent) intended to work as a teacher for over five years.
- At the time of the survey, the majority of respondents had not been offered a teaching position after graduating. Of the 355 respondents who had been offered jobs, 40 per cent had undertaken practicums in the school making the offer.

Ideal teaching job

- The top factors in describing an 'ideal teaching job' were 'Fulfilment' (94 per cent), 'Opportunity to work with children/young adults' (91 per cent), 'Contribution to community' and 'Permanency/Job security' (each 89 per cent).

Support sought

- Respondents regarded guidance on curriculum and classroom planning, a network for assistance, professional development and thorough induction as the most important support mechanisms for new teachers.

Opinions on current school/teaching issues

- The majority of respondents supported 'national standards for teachers and school leaders', 'national school qualifications' and 'nationally consistent curriculum'. They were less supportive, however, of 'knowledge and skills-based pay for teachers' and 'performance-based pay'.

Knowledge about professional education bodies

- While three-quarters of respondents knew at least a 'moderate amount' about their State/Territory's Department of Education, two-thirds knew 'nothing' about the Australian College of Educators and the National Institute for Quality Teaching and School Leadership (NIQTSL).

Introduction

This paper reports the findings of the *Survey of Final Year Teacher Education Students* which was conducted by the Department of Education, Science and Training (DEST) in collaboration with the Australian Council of Deans of Education, during 2005.

The main purpose of this survey was to gather information on the profile and destinations of aspiring teachers, their reasons for undertaking an education course, their future career intentions, and to gauge their perceptions of their education experience.

While data on the number of applications, enrolments, commencements and completions in teacher education students is available from the Australian Vice Chancellors Committee (AVCC) and the Department of Education, Science and Training Higher Education Statistics, it is difficult to gain definitive research on the number of graduating students who intend to become classroom teachers.

The Review of Teaching and Teacher Education Final Report, *Australia's Teachers: Australia's Future - Advancing Innovation, Science, Technology and Mathematics* suggested that anecdotally, it appeared that up to 25 per cent of teachers left the profession within five years of starting¹.

According to the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) report, *Demand and Supply of Primary and Secondary Teachers in Australia in 2002*, around 32 per cent of teacher qualified persons were working in industries outside education².

The Graduate Careers Council of Australia (GCCA) Graduate Destination Survey³ also provides some general data on this subject, but it is a broad survey of students with a range of general questions, and the sample of teacher education students may be quite small. It is therefore of limited value in analysis of the outcomes of teacher education courses.

The *Survey of Final Year Teacher Education Students* was designed to collect the following information about final year education students:

- Usual demographic details such as age, gender, etc;
- Subject specialisations;
- Attractions to the teaching profession;
- Post-Graduation intentions;

¹ Dept of Education, Science and Training (DEST), *Australia's Teachers: Australia's Future - Advancing Innovation, Science, Technology and Mathematics, Main Report, p87*, Committee for the Review of Teaching and Teacher Education, October 2003, is available from the DEST website <http://www.dest.gov.au/schools/teachingreview/default.htm>

² Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) (2002), *Demand and Supply of Primary and Secondary School Teachers in Australia in 2002, Part C, p65*, is available from the MCEETYA website <http://www.curriculum.edu.au/mceetya/public/demand.htm>

³ Details about the survey are available at the GCCA's website <http://www.gradlink.edu.au>

- What makes an “ideal” teaching job:
- Preferences regarding school sector in which to teach upon completing their studies;
- Receipt of financial support from current/future employers;
- Opinions on their teacher education experience;
- What support they would like as a beginning teacher;
- Their career intentions in the teaching profession;
- Awareness of professional education bodies; and
- Details of a position offered as a teacher (if any).

Methodology

The office of the then President of the Australian Council of Deans of Education at the University of Newcastle (Professor Terry Lovat) facilitated contact about the survey, on behalf of DEST, with the Deans and Heads of Schools of Education/Teaching Faculties. These contacts were asked for input on the draft survey, and to indicate whether they would be willing to have their students participate. They were also asked to nominate the dissemination method that best suited them:

- Email distribution of the online questionnaire’s address, <http://www.zoomerang.com/survey.zqi?p=WEB224LL7P63SW>;
- Email distribution of an electronic copy (e.g. RTF or Text) of the survey;
- In-class distribution of hard-copies of the survey; or
- Pre-paid mail distribution of hard-copies of the survey.

A copy of the survey questionnaire is at Attachment A.

Scope and sample size

The target population for this pilot survey was all final year education students who enrolled in courses for ‘Initial Teacher Training’ at Australian higher education institutions in 2005.

The total of 1875 responses from a finite target population of 16,000 achieves a 99 per cent confidence interval of (0.528, 0.472) and facilitates a Random Standard Error (RSE) of 2.17 per cent.

Caveats on the data

Data for the survey were collected from students at universities who had agreed to their students’ involvement.

Responses, therefore, were not subject to randomisation.

Findings

Characteristics of final year education students

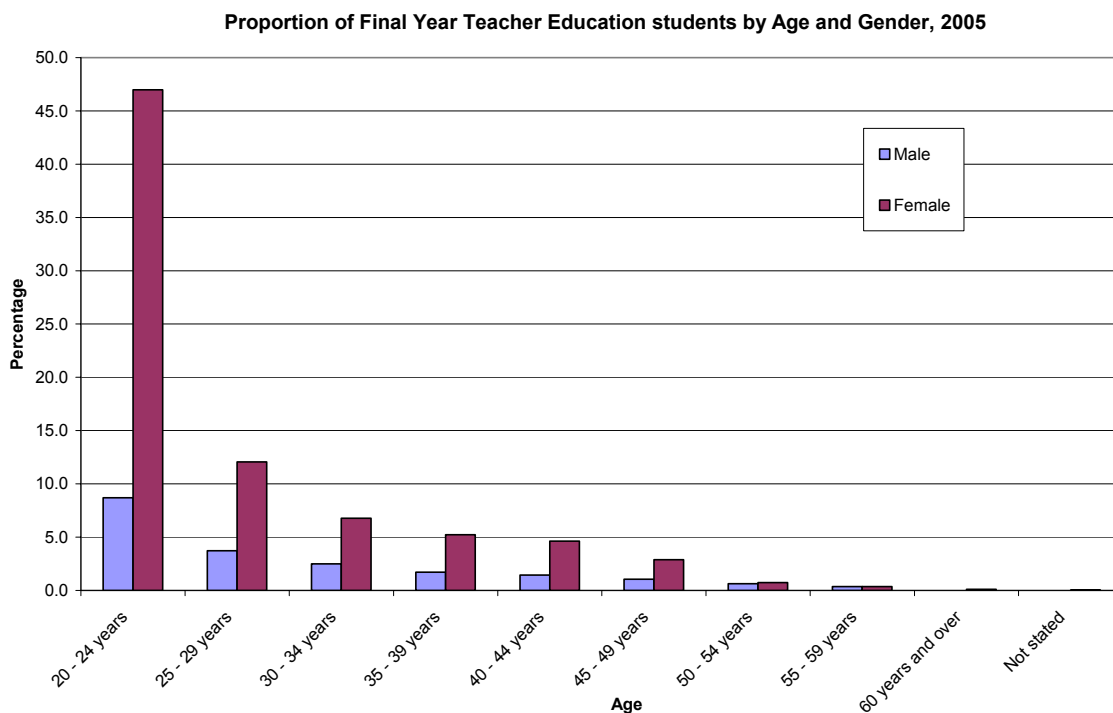
Demographics

Of the 1,875 final year education students who participated in the survey, 80 percent (1497) were female and 20 per cent (378) were male. A significantly larger proportion of female student responses was expected, as the most recent university data show that of completing students in courses for 'Initial Teacher Training' in 2003, 75 per cent were females.⁴

The vast majority of respondents were domestic students (97 per cent). Less than 1 per cent of domestic students were from Indigenous backgrounds and 9 per cent were from non-English speaking backgrounds.

Chart 1 shows that over half of the total respondents were aged between 20 and 24. Females in this age group represented 47% of the total respondents.

Chart 1



Source: Final Year Teacher Education Students Survey, DEST, 2005

The State/Territory distribution of the participants' institutions was as follows (based on 1,875 responses):

- New South Wales, 17.4 per cent (compared to 30.5 per cent of continuing Initial Teacher Training students enrolled in institutions in New South Wales⁵);

⁴Department of Education, Science and Training (DEST) *Students 2004 (Full Year): Selected Higher Education Statistics*: at http://www.dest.gov.au/sectors/higher_education/publications_resources/profiles/students_2004_selected_higher_education_statistics.htm

⁵ Department of Education, Science and Training (DEST) *Students 2004 (Full Year): Selected Higher Education Statistics*: at

- Victoria, 33.3 per cent (compared to 14.5 per cent of continuing Initial Teacher Training students enrolled in institutions in Victoria);
- Queensland, 9.1 per cent (26.9 per cent);
- Western Australia, 9.6 per cent (11.5 per cent);
- South Australia, 5.1 per cent (6.7 per cent);
- Tasmania, 2.9 per cent (1.8 per cent);
- Northern Territory, 0.3 per cent (0.8 per cent);
- Australian Capital Territory, 2.7 per cent (1.6 per cent); and
- Multi-State, 19.6 per cent (5.7 per cent).

The survey participants were asked a series of questions about their courses, such as level, main area, specialisations, and mode of attendance. A number of questions were the same as those asked in the pilot survey, undertaken on a limited scope during 2004. For those questions, the results were consistent.

Level of courses

Over half the participants (59 per cent) were enrolled in 'Bachelor' level courses. Of the remainder, 39 per cent were enrolled in 'Graduate' level courses (including Post Graduate Diploma, Post Graduate Bachelor, Masters and Graduate Certificate), 2 per cent in 'Combined' courses (including Concurrent Bachelor/Dip Ed and Double Degree courses). Less than 1 per cent of respondents were enrolled in 'Other' courses or did not state their course level.

Main area of study

Almost half of the respondents (44 per cent) indicated that the main area of their course was 'Primary'. A similar number (43 per cent) concentrated on 'Secondary' education, with the remainder focussing on Middle Schooling (2 per cent), Early Childhood (9 per cent), Combined - "K to 10" or "K to 12" (2 per cent).

Subject specialisations

Survey participants were asked whether they would be qualified to teach any specific subjects as a result of their studies. Those with subject specialisations were asked to name a maximum of two subjects. Responses were varied in the degree of detail offered. Some provided their specialisation at a broad Key Learning Area (KLA) level, while others provided specific subject details such as "Junior Science", "Ancient History", etc. This data was subsequently classified according to broad KLA to aid consistency in analysis.

Over half (59 per cent) of the respondents indicated that they would be qualified to teach specific subjects as a result of their studies. At Primary level, over one-quarter (27.7 per cent) of respondents indicated that they would be qualified to teach specific subjects.

The proportions for Combined, Middle Schooling and Secondary levels were much higher (97.4, 89.2 and 100 per cent respectively.)

Of those with subject specialisations at Primary level, almost one-quarter (23 per cent) were in Personal Development, Health and Physical Education subjects. Nearly one-fifth (19.5 per cent) had a specialisation in Visual and Performing Arts. The majority of respondents at Primary level with specialisations (62.8 per cent) had them in a single Key Learning Area.

Table 1

Teacher Education Students (Primary) by First and Second Key Learning Area Specialisations (%)

First Specialisation (KLA)	Second Key Learning Area (Specialisation)												Total
	No 2nd Specialisation	English	Literacy	LOTE	Maths	PD/H/PE	Religious Ed	Science	SOSE	Special Ed	Tech	VPA	
Early Childhood	1.8	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.8
English	1.3	0.0	0.0	0.0	0.9	1.3	0.4	0.0	2.2	0.0	0.4	0.4	7.1
LOTE*	8.0	0.0	0.0	0.0	0.0	0.4	2.2	0.0	0.0	0.0	0.4	0.0	11.1
Mathematics	1.3	0.0	0.0	0.0	0.0	0.9	0.4	0.9	0.0	0.0	0.9	0.0	4.4
PD/H/PE*	16.8	0.4	0.0	0.0	0.0	1.8	0.9	0.0	0.4	0.4	1.3	0.9	23.0
Religious Ed	9.7	0.0	0.4	0.0	0.0	0.9	0.0	0.0	0.4	0.4	0.0	0.9	12.8
Science	2.7	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.9	0.0	4.0
SOSE*	1.3	0.4	0.0	0.0	0.0	0.4	1.3	0.4	0.0	0.0	0.4	0.4	4.9
Special Ed	4.9	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.4	5.8
Technology	2.7	0.0	0.0	0.0	0.9	0.0	0.4	0.0	0.0	0.9	0.0	0.4	5.3
VPA*	12.4	0.4	0.0	0.4	0.0	1.8	0.4	0.4	0.4	0.9	0.0	2.2	19.5
Literacy	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.0	0.0	0.4
Total	62.8	1.3	0.4	0.4	1.8	8.0	6.6	1.8	3.5	3.1	4.4	5.8	100.0

(N=226)

*Note

LOTE - Languages other than English

PD/H/PE - Personal Development, Health and Physical Education

SOSE - Studies of Society and the Environment

VPA - Visual and Performing Arts

At Secondary level, less than one-fifth (16.7 per cent) of respondents indicated that they had one speciality subject, or did not provide details of a second. Just over one-fifth (20.3 per cent) of respondents nominated a subject in the Key Learning Area of Studies of Society and the Environment (SOSE) as their first specialisation. Almost one quarter (24.2 per cent) listed SOSE as their second specialisation. Nearly one-fifth (16.9 per cent) listed a Science subject as their first specialisation; a similar proportion (18.9 per cent) listed Science as their second specialisation. Other common first specialisations were English (14.2 per cent) and Personal Development, Health and Physical Education (13.0 per cent).

Table 2

Proportions of Teacher Education Students (Secondary) by First and Second Key Learning Area Specialisations (%)

First Specialisation (KLA)	Second Key Learning Area													Total
	No 2nd KLA/Not Stated	Career Education	English	Librarian	LOTE	Maths	PD/H/PE	Religious Ed	Science	SOSE	Special Ed	Technology VET	VPA	
Not stated	1.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	1.0
English	1.8	0.1	0.0	0.0	0.6	0.1	0.1	0.5	0.1	6.6	0.9	0.1	3.1	14.2
Librarian	0.0	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.4
LOTE	0.1	0.0	0.1	0.0	0.6	0.1	0.1	0.0	0.4	1.4	2.6	0.1	0.1	5.8
Mathematics	1.5	0.0	0.1	0.0	0.1	0.0	0.0	0.3	4.1	1.4	0.0	1.9	0.0	9.4
PD/H/PE	3.9	0.0	0.3	0.0	0.1	0.9	0.4	0.3	4.0	2.4	0.0	0.9	0.0	13.0
Religious Ed	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.0	0.0	0.1	1.1
Science	1.0	0.0	0.1	0.0	0.1	3.0	0.6	0.5	9.0	1.3	0.4	0.8	0.1	16.9
SOSE	0.6	0.1	4.0	0.1	1.0	0.3	0.4	1.9	1.0	8.5	1.4	0.3	0.8	20.3
Special Ed	0.0	0.0	0.3	0.0	0.3	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.3	1.1
Technology	0.5	0.0	0.0	0.1	0.4	0.8	0.0	0.4	0.1	0.8	0.0	1.5	0.4	4.9
VPA	6.1	0.0	1.8	0.0	0.0	0.1	0.1	0.5	0.0	1.0	0.3	0.3	1.6	11.8
Total	16.7	0.3	7.2	0.3	3.3	5.3	1.8	4.3	18.9	24.2	5.5	5.9	6.5	100.0

*Note

LOTE - Languages other than English

PD/H/PE - Personal Development, Health and Physical Education

SOSE - Studies of Society and the Environment

VPA - Visual and Performing Arts

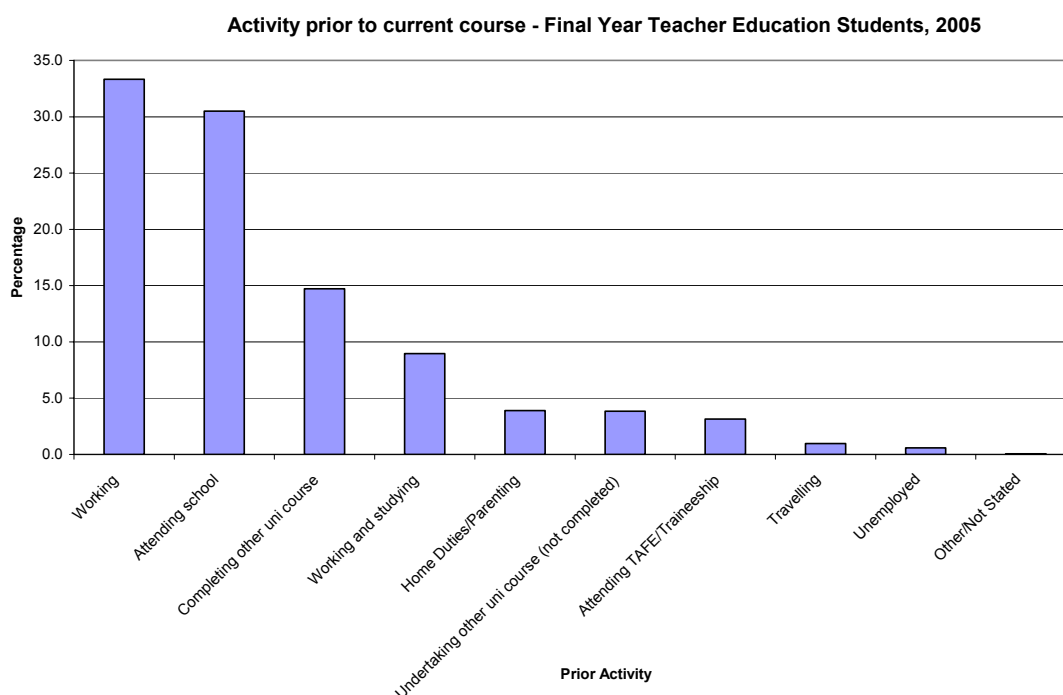
Study load

The vast majority of participants were 'Full-time' students (90 per cent). 'Part-time' students and 'External/Correspondence' students (each 5 per cent) accounted for the remainder.

Activities prior to studying

The survey also sought information on the activities undertaken by respondents prior to their current course of study. One-third (33.3 per cent) were 'working', while 31 per cent were 'attending school'. Other activities reported were 'attending TAFE/Traineeship' (3 per cent), 'undertaking other university course - not completed' (4 per cent), 'completing other university course' (15 per cent), 'working and studying' (9 per cent), 'home duties/parenting' (4 per cent) and other responses (1 per cent). (See Chart 2 below.)

Chart 2



Source: Final Year Teacher Education Students Survey, DEST, 2005

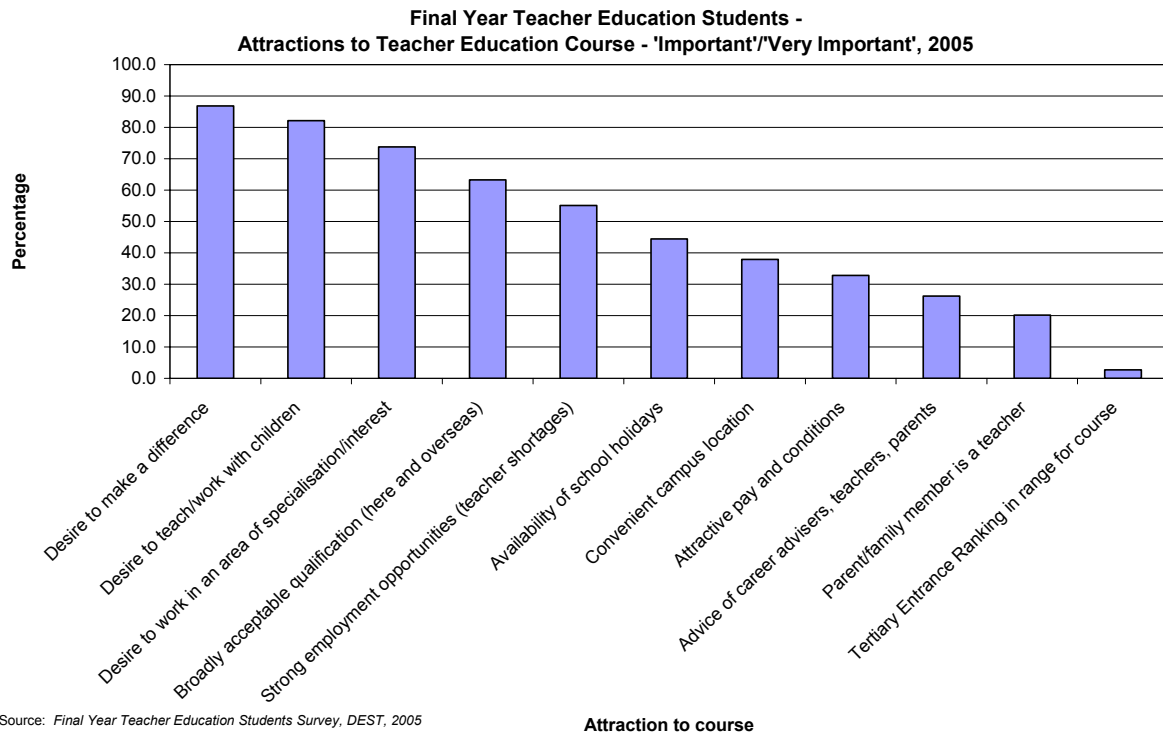
Attractions to teaching course

Survey participants were asked to rate a series of factors on what attracted them to their current course of study on a scale of 1 to 5, where 1 was 'unimportant' and 5 was 'very important'.

The results show that altruistic factors were very important. The top three important/very important responses were 'wanted to make a difference' (87 per cent), 'always wanted to teach/work with children' (82 per cent) and 'wanted to work in an area of specialisation or interest' (74 per cent). Similar results were recorded in the MCEETYA National Survey of Teachers 2002, where teachers were asked to nominate the biggest motivation behind their decisions to become a teacher. The top response, nominated by almost one-third of

respondents (30.7 per cent) was “enjoy working with children”, ahead of “desire to teach” (22 per cent).⁶

Chart 3

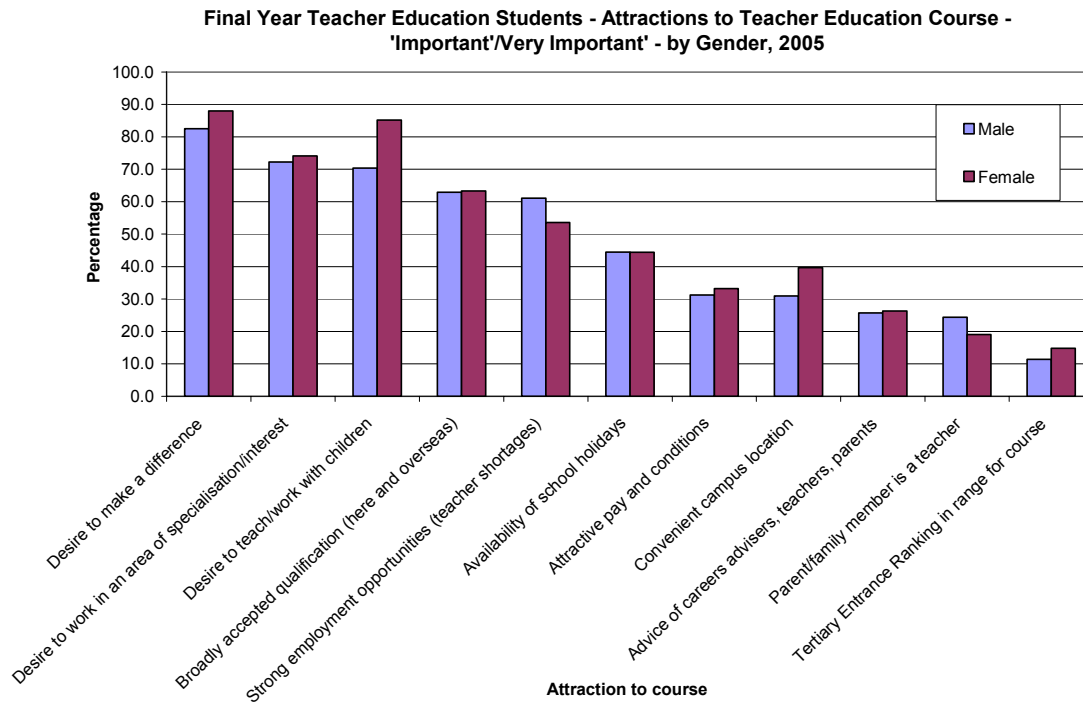


The results were generally similar when distributed by gender. The most significant differences in the important/very important attractions were in:

- Desire to teach/work with children - a difference of almost 15 percentage points (Male 70.4 and Female 85.2 per cent);
- Convenience of campus location - a difference of almost 9 percentage points (Male 31 and Female 39.7 per cent); and
- Strong employment opportunities - a difference of almost 8 percentage points (Male 61.1 and female 53.6 per cent). (See Chart 4 below.)

⁶ p29, *Demand and Supply of Primary and Secondary School Teachers in Australia, Part Ei, National Survey of Teachers, MCEETYA, 2003*, at <http://www.mceetya.gov.au/public/demand.htm>

Chart 4



Source: Final Year Teacher Education Students Survey, DEST, 2005

Other significant attractions to teacher education courses included ‘qualification broadly accepted here and overseas’ (63 per cent) and ‘strong employment opportunities due to teacher shortages’ (55 per cent).

Additional comments by respondents suggest a degree of dissatisfaction about the advice/information they had received regarding perceived teacher shortages. Many entered teaching believing that jobs would be easy to come by. Unfortunately, they appear to have been unaware that recruitment difficulties in the teaching profession are not universal, and are often limited to hard-to-staff (often rural/remote areas) locations and/or particular secondary specialisations such as Mathematics, Science, Information Technology and Languages Other than English⁷.

As one respondent commented *“If there really is a shortage of teachers, why do the employers mess us about by only offering contracts and relief positions? If I don’t get a permanent offer I will return to my industry where the pay is better for less hours”*.

Other responses indicating misinformation about the scale of teacher employment opportunities include:

“... You get out into the workforce with the best rating achievable, a fabulous grade point average and a positive attitude, to find out you can’t get a job unless you want to work in ... the middle of nowhere. Fabulous... very glad I became a teacher.”

“I feel quite cheated that I have undertaken the study, along with hundreds of others, and there are no jobs. To not teach my first year out will deplete a lot of my confidence.”

⁷ Demand and Supply of Primary and Secondary School Teachers in Australia, MCEETYA, 2001, 2003, 2005, at <http://www.mceetya.gov.au>

“There is not (employment opportunity due to teaching shortages). Everyone keeps saying there is or will be but not yet! Teachers aren’t retiring.”

“More awareness does need to be given to people who are “tricked” into thinking they should study education because “there is a shortage of teachers”. This is how majority have thought, and is not so true.”

The majority of respondents did not regard factors such as ‘advice of careers advisers/teachers’ (28 per cent) and ‘tertiary entrance ranking in range for this course’ (15 per cent) as important or very important.

Analysis of the first subject specialisation (by Key Learning Area) of those training to be secondary school teachers against their degree of attraction to their course on the basis of employment opportunities due to teacher shortages is interesting in the context of reported recruitment difficulties. In recent years, the MCEETYA *Demand and Supply of Primary and Secondary School Teachers in Australia* reports have identified significant recruitment difficulties in the secondary key learning areas of Science, Mathematics, Technology and Languages other than English.⁸ A significant majority of those students with first subject specialisations in the key learning areas of Mathematics (73.3 per cent), Science (71.9 per cent) or Technology (71.0 per cent) indicated that employment opportunities due to teacher shortages were ‘important’ or ‘very important’ attractions to their course of study. Conversely, less than half of the respondents with first secondary specialisations in Languages other than English (46.8 per cent) regarded employment opportunities due to teacher shortages as a significant attraction to their course. Almost two-thirds (63.6 per cent) of respondents with a first subject specialisation in Studies of Society and the Environment (SOSE) regarded employment opportunities as a significant attraction to their course of study.

At primary level, the most recent MCEETYA reports concluded that there was an adequate supply of generalist primary teachers, although recruitment difficulties were experienced in some geographic locations. Recruiting specialist primary teachers of Languages other than English (LOTE) and Special Education was proving difficult. Despite this, half of the primary respondents (50.6 per cent) indicated that employment opportunities due to teacher shortages were a significant attraction to their course of study. Of those primary respondents with LOTE specialisations, less than half (44 per cent) regarded employment opportunities as a significant attraction to their course.

⁸ See MCEETYA reports published in 2005 (<http://www.mceetya.edu.au/public/demand.htm>) and 2003 (<http://www.mceetya.edu.au/public/demand2003.htm>)

The university experience

Financial support

Survey respondents were asked how they had supported themselves financially while undertaking their studies. For this question, respondents were allowed to choose more than one answer.

Table 3

Sources of financial support while undertaking teacher education course, 2005

Source	Proportion (%)
Work part-time/casual	59.9
Centrelink allowance	45.3
Support/loan from family/partner	40.1
Savings	28.8
Work full-time during holidays and part-time during semester	15.5
Work full-time	5.3
Other bursary/scholarship from University	3.4
Other loan	3.4
Bursary/scholarship from State Education Department or Non-Government School	1.7

The most frequently reported means of financial support, nominated by almost two-thirds (59.9 per cent) of respondents was 'part-time or casual work'. The next most frequent means of financial support were 'Centrelink allowance' (45.3 per cent), 'Support/loan from family or partner' (40.1 per cent) and 'Savings' (28.8 per cent). Just over five per cent indicated they received bursaries or scholarships from teacher employers (such as Education Departments) or Universities.

A number of respondents highlighted the financial struggles while undertaking practicum. For example:

"Student teachers cannot work much during practicum, this means needing to work all weekend or A.H. to earn money to live, making the practicum and working a 7-day week for many of us. This is tough on us financially, physically and mentally... Being paid while on work experience (like everyone else is) would be highly beneficial and make life easier all around, especially for those of us who are not receiving any study allowance or any other financial support."

"I believe there needs to be greater recognition of the pressure teaching students are under, e.g. financial difficulties - having to work evenings and weekends while on teaching placement is dangerous!"

"I had an 8 week final prac (continuous) which worked really well – although I am very upset that we couldn't get paid for this - even petrol money would help. Think about it – I couldn't even work my part time job while I was at this school for so long – so I was doubling losing money. It's too much of a burden."

"... should provide some support for students who need to give-up their regular jobs for extended periods of time e.g. 6 weeks/ no pay). Work experience students in Year 10 even get a minimum of \$5 per day."

Opinions on teacher education

The survey sought respondents' opinions (on a scale of 1 to 5, where 1 was 'poor' and 5 was 'excellent') on their teacher education experience in areas such as university support, practicum, content and resources.

The highest ratings by respondents were in relation to the 'value of the practicum', with 91 per cent of respondents regarding it as above 'average/excellent'. A 2003 survey of beginning teachers by the Australian Secondary Principals Association, found that over 80 per cent of respondents rated their experiences in schools during their pre-service training as good or better.⁹

Almost two-thirds of respondents (65 per cent) rated 'level of mentoring during practicum at the school' as above average/excellent, followed by 62 per cent on the 'preparedness to begin teaching' and 61 per cent on 'access to resources within the university'. With the exception of 'value of the practicum', at least one-quarter of respondents rated each factor as 'average'. Less than fifteen per cent of respondents gave poor ratings against any of the factors. The least positive opinions ('poor' or 'below average') were recorded in relation to 'level of university support during practicum' (18 per cent), 'content of the teacher education course' (14 per cent), 'teaching and learning activities throughout the course' and 'range of schools in which to undertake practicum' (each 13 per cent). With the exception of 'value of practicum', the 'poor/below average' ratings ranged between 9 and 18 per cent of responses for all options in this question.

Table 4

Respondents' ratings of their teacher education experience (%)

Aspect of teacher education experience	Poor	Below Average	Average	Above Average	Excellent	Not Stated
Level of university support during practicum	6	12	40	28	14	0
Level of mentoring during practicum at the school	3	7	27	37	26	0
Range of schools in which to undertake practicum	5	8	29	36	22	0
Value of the practicum	0	1	7	26	65	0
Content of the teacher education course	4	10	34	38	12	0
Teaching and learning activities throughout the course	3	10	33	41	12	0
Access to resources within the university	4	8	28	37	24	0
Preparedness to begin teaching	2	7	28	44	18	0
Insights provided on the diversity of teacher roles and responsibilities	2	7	32	40	19	1

Elements of practical experience

Respondents were asked to nominate the elements which made up the practical experience components of their teaching courses. The majority (95 per cent) indicated that they undertook 'blocks of teaching practice where they spent all week in a school/classroom environment'.

⁹ p3. Australian Secondary Principals' Association, *Survey of Beginning Teachers (1st, 2nd, 3rd Years) - August 2003*, ASPA, at <http://www.aspa.asn.au/surveys/2003%20Beginning%20Teachers%20-%20Media%20release.pdf>

Over half (56 per cent) undertook 'formal observation sessions during their first year', and 31 per cent undertook regular formal observation sessions throughout their course, often during the first week of a practicum 'block'. Just over one-third (34 per cent) indicated that they undertook periods where they spent at least one day per week in a school. Over one-quarter (29 per cent) undertook a final year internship.

Practicum arrangements varied significantly according to institution. Almost two-thirds of the students made their way into the classroom in the first year of their course (46.2 per cent in first semester, 16.4 per cent in second semester). Some students had their first classroom experience in the fourth year of their course.

Teacher Education Students - First experience taking a lesson in the classroom

First teaching experience	Proportion (%)
Year 1, Semester 1	46.2
Year 1, Semester 2	16.4
Year 2, Semester 1	16.7
Year 2, Semester 2	8.4
Year 3, Semester 1	6.5
Year 3, Semester 2	1.8
Year 4, Semester 1	3.2
Year 4, Semester 2	0.6
Not stated	0.1

Important aspects of practical experience during course

Respondents were asked to rate the factors they believed were important when gaining practical experience. The rating scale covered 1 (unimportant) to 5 (very important). The most important (rated as important/very important) factors were 'experienced and enthusiastic supervising teachers and mentors who have been well-informed on their roles and responsibilities' (97 per cent), 'practicum blocks each semester' (90 per cent) and 'a mix of observation and teaching days at schools throughout the course' (82 per cent).

The importance of supervising teachers was reinforced by comments, such as:

"I believe that mentor teachers should be trained and prepared for student teachers. It seems to me that many take advantage of the fact that they are given extra pay or other incentives in 'undertaking' a student teacher. These are our lives they are judging, not theirs. They should be qualified and willing to have a student teacher."

"Important to have supervising teachers who actually WANT prac students!"

"I think that the supervisors should be more carefully chosen, with more attention paid to what they are presenting to the student teachers ... Supervisors lie in assessment to cover their own inadequacies!!"

"Having a supportive, inspiring and positive supervisor ... has given me a lot of strength and confidence to believe in myself as a teacher."

"If practical, Prac mentors should be 'accredited' (or only be head teachers) to ensure a high standard of quality."

"One practicum was particularly beneficial and I am very grateful to the support teacher concerned for her expertise and encouragement. She modelled several mini-lessons for me, covering things that I refer to as 'nuts and bolts', including a handwriting lesson, delivering phonics practice, the weekly spelling focus, using appropriate questioning to

encourage inquiry and investigation, little valuable things like having a news roster, classroom jobs, the plan for the day, etc... essential equipment and resources like a whistle, timer, magnets for the whiteboard... She shared files with me and copied these to a memory stick, shared behaviour management strategies, e.g. promoting positive behaviour through a class raffle, encouraged packing up at the end of the day with a mystery job reward; demonstrated how to arrange parent-teacher interviews and parent help, budgeting and working with the allocated resources."

The practicum requirements for State/Territory registration as a teacher are:

- ACT: a minimum of 6 weeks (30 days) supervised school teaching practice¹⁰;
- VIC: a minimum of 45 days supervised teaching practice¹¹ ;
- NSW: no legal minimum but the Department of Education strongly advises a minimum of 20 days for a Diploma of Education (one year fulltime) qualification and a minimum of 80 days for a four year teaching qualification. The NSW Institute of Teachers is currently developing a new policy statement which will make a definitive recommendation on this;¹²
- NT: The Teacher Registration Board requires a minimum of 45 days practice teaching, or appropriate teaching experience for registration¹³;
- WA: a minimum of 45 days supervised teaching practice in an English language environment;¹⁴
- QLD: Professional Standards recommend not less than 100 days professional experience, with a minimum of 80 days in schools and other equivalent education settings;¹⁵
- SA: no stated minimum requirement but the approved teacher education program must include a practical student teaching component undertaken at a school or pre-school.¹⁶ The usual for a South Australian graduate is 80 to 100 days but the minimum for an overseas trained teacher is prescribed at 40 days. New legislation is being prepared on this;¹⁷
- TAS: no stated minimum requirement but the Tasmania Teachers Registration Board looks at equivalence with University of Tasmania Faculty of Education requirements, which are 45 days.¹⁸

¹⁰ ACT Department of Education and Training, Conditions of Service,

<http://www.decs.act.gov.au/department/conditionsofservice.htm#qualifications>, Accessed 24 January 2006

¹¹ Victoria Institute of Teaching, http://www.vit.vic.edu.au/content.asp?Document_ID=133, also confirmed by phone 2 December 2005

¹² NSW Institute of Teachers, confirmed by phone 2 December 2005

¹³ Teacher Registration Board, Northern Territory, Registration, <http://www.trb.nt.gov.au/registering/>, Accessed 24 January 2006.

¹⁴ Western Australia College of Teaching, on their website at

http://www.collegeofteaching.wa.edu.au/member_policy.html, Membership Policy Part 2,

¹⁵ Queensland Board of Teacher Registration Professional Standards for Graduates and Guidelines for Preservice Teacher Education Programs, on their website at <http://www.btr.qld.edu.au/pdf/standard.pdf>

¹⁶ Teachers Registration Board, <http://www.trb.sa.edu.au/>, Registration

¹⁷ South Australia Teachers Registration Board, confirmed by phone 2 December 2005

¹⁸ Tasmania Teachers Registration Board, confirmed by phone 2 December 2005

Subjects covered during teacher education

The participants were asked to identify whether they had undertaken units as part of their teacher education courses in which the major subject area was:

- Indigenous students/culture
- Conflict resolution
- Behavioural management
- Students from Non-English speaking backgrounds
- Students with special needs
- Literacy
- Numeracy
- Using Information and Communications Technology
- Counselling/advice.

The majority of respondents indicated that they had undertaken units in Using ICT (71 per cent), Literacy (67 per cent), Special Needs students (66 per cent) and Behaviour Management (64 per cent). Positive responses in relation to Special Needs students, Literacy and Numeracy were particularly strong for those students enrolled in Primary, Middle Schooling, Early Childhood and Special Education courses.

Less than 50 per cent of respondents indicated they had undertaken units where the major subject area was Indigenous students, and only one-quarter (26 per cent) of students had undertaken units on teaching students from non-English-speaking backgrounds. A similar number (23 per cent) identified as having undertaken units in conflict resolution.

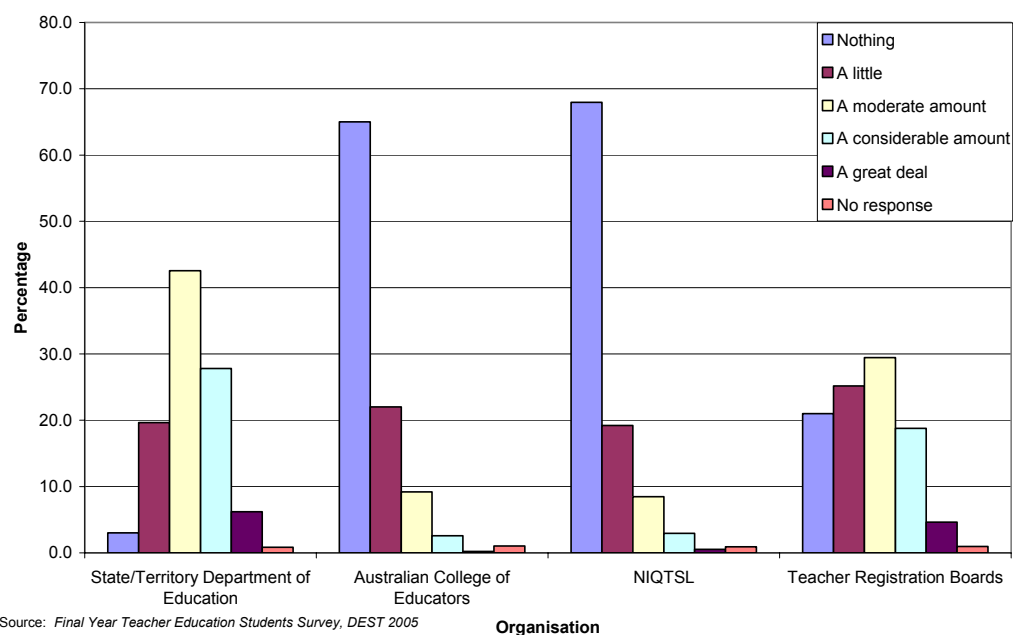
These results do not necessarily mean that teacher education students have not undertaken studies in these subject areas. As a number of respondents commented, these subjects were often incorporated in other units during their course.

Awareness of professional education bodies

The participants were asked to rate their knowledge of professional education bodies on a scale of 1 to 5, where 1 was 'nothing' and 5 was 'a great deal'.

Chart 5

Final Year Teacher Education Students' knowledge of professional education organisations (%), 2005



Three-quarters of respondents (76 per cent) knew at least a 'moderate amount' (3 on the scale) about the Department of Education in their State or Territory. Just over half (53 per cent) knew at least a moderate amount about 'Teacher Registration Boards or Institute/College of Teaching in your State/Territory'. At the other end of the scale, however, only 12 per cent knew at least a moderate amount about the Australian College of Educators and/or the National Institute of Quality Teaching and School Leadership (NIQTSL). In both instances, about two-thirds indicated they knew 'nothing' about the Australian College of Educators (65 per cent) and NIQTSL (68 per cent).

A teaching career?

Post-Graduation intentions

Survey participants were also asked what they intended to do within the twelve months after graduating from their current course of study. The majority intended to 'find a teaching job' (88 per cent). Another 1 per cent specified that they were intending to 'teach overseas'. Of the remainder, 5 per cent had 'Other' intentions (such as travel), 4 per cent intended to 'undertake further study', and 2 per cent intended to 'find a job in another field'.

Of those respondents with intentions other than finding a teaching job, 87 per cent indicated that they intended to look for a teaching job 'some time in the future'.

Preferred school sector in which to teach

Respondents were asked to indicate in which sector they would prefer to teach upon completion of their Education courses. Almost half of the respondents (47 per cent) indicated 'Either Government or Non-Government'. Just over a quarter (27 per cent) indicated a preference for 'Government schools', 20 per cent for 'non-government schools', and 7 per cent were 'unsure' or did not provide a response.

Table 5

Schools sector in which respondents would prefer to teach	
Sector	Proportion (%)
Government	26.3
Non-Government	20.1
Either	46.6
Unsure	5.7
Not Stated	1.4

Factors associated with the 'ideal' teaching job

Survey respondents were asked to rate the importance on a scale of 1 to 5 (where 1 is 'unimportant' and 5 is 'very important') of a series of factors relative to an 'ideal teaching job'. Three of the top four responses could be categorised as "altruistic factors". The top response, 'Fulfilment' (94 per cent), was followed by 'Opportunity to work with children/young adults' (91 per cent), 'Contribution to community' and 'Permanency/job security' (each 89 per cent). The ratings of factors associated with an "ideal teaching job" are listed below:

Table 6

Proportion of Final Year Teacher Education Students rating factors in an ideal teaching job as 'important' or 'very important', 2005

Factors in an "ideal" teaching job	Proportion (%)
Fulfilment	93.9
Work with children and/or young adults	90.8
Permanency/job security	89.0
Contribution to community	88.9
Good pay and working conditions	70.9
Proximity to family/friends	68.5
Opportunity to work overseas	50.2
Metropolitan school location	44.3
Receipt of financial incentives from employer	34.1
Non-metropolitan school location	18.1

Teaching in rural/remote or hard-to-staff schools

The question was also posed as to whether final year teacher education students would be prepared to teach in a rural/remote or hard-to-staff school. Just under 80 per cent (Yes - 41 per cent, Maybe - 37 per cent) indicated that they would at least consider teaching in rural/remote or hard-to-staff schools.

Respondents who answered 'yes' or 'maybe' were then asked to rate the significance of a range of factors in convincing them to take a teaching job in a rural/remote or hard-to-staff school. Many of the factors are current incentives offered by State/Territory Education Departments to encourage teachers to work in these schools.

The three most significant (very significant or extremely significant) factors in convincing respondents to take a teaching job in rural/remote or hard-to-staff schools were 'additional professional development to deal with issues specific to the area' (59 per cent), 'subsidised accommodation' (57 per cent) and 'additional salary/superannuation' (56 per cent). Respondents indicated that incentives like 'guarantees of permanency after two years' (43 per cent), 'guaranteed move after two years' (34 per cent) and 'additional leave' (38 per cent) were less significant. These results suggest that it is the less formal aspects that might encourage beginning teachers to take on jobs in rural/remote or hard-to-staff schools - perhaps aspects such as having the opportunity to meet with staff and checking out the school/community before committing to taking the job. A number of respondents from rural/remote or hard-to-staff areas suggested that many of these incentives were not relevant to them if they returned to their own communities to teach (e.g. they didn't need accommodation subsidies, they weren't interested in guaranteed moves, etc.).

Students who had undertaken professional experience in rural/remote schools provided supportive comments about the experience.

"I loved my practicum, and especially the rural practicum that I attended as a scholarship winner from the Education Department."

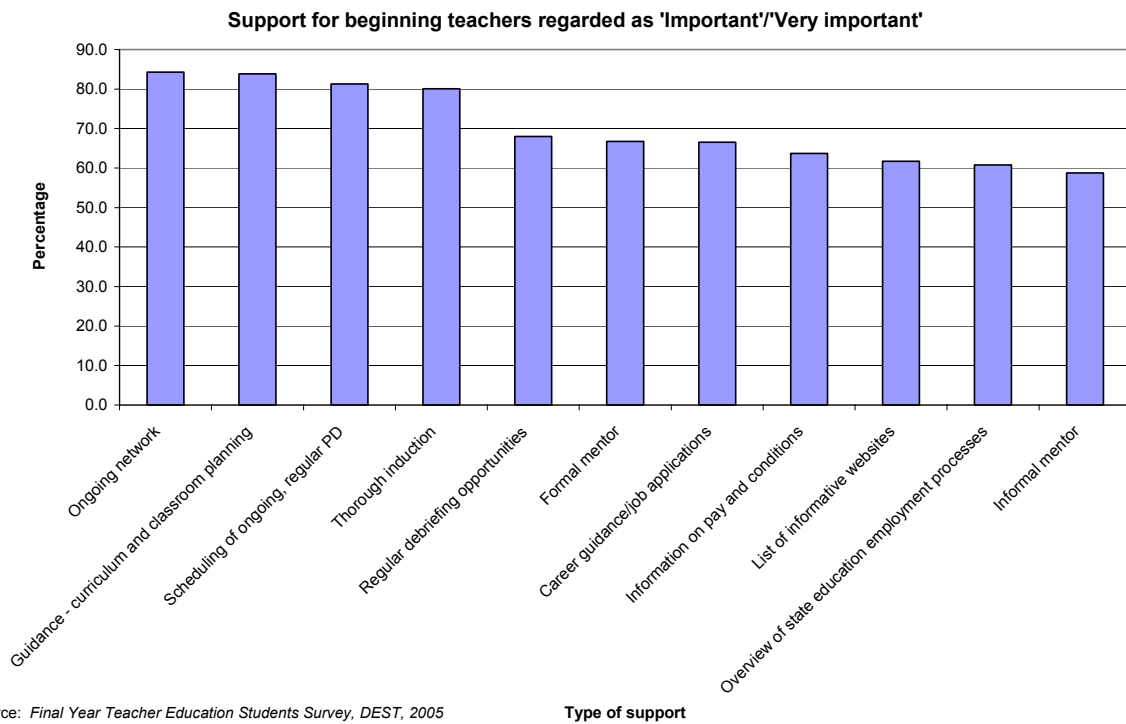
"I attended a rural school for my third placement and loved it! I would love to be employed in a rural area."

Opinions on type of support for a beginning teacher

The participants were also asked to rate the type of support that they would like to receive as a beginning teacher on a scale of 1 to 5, where 1 was 'unimportant' and 5 was 'extremely important'.

The majority of responses were in the 3 to 5 range (from 'important' to 'extremely important'). The top five very important/extremely important support mechanisms for beginning teachers were 'guidance on curriculum and classroom planning' and 'ongoing network for support/help' (each 84 per cent), 'ongoing and regular professional development scheduled' (81 per cent), 'thorough induction including specifics on the particular work environment' (80 per cent) and 'regular debriefing opportunities' (68 per cent). The clear message is that final year teacher education students would like as much support as can be offered when they start their careers in the classroom.

Chart 6



Offers of teaching employment

The survey sought information from respondents on whether they had been offered any teaching positions.

The majority (81 per cent) had not been offered a position. Of the 355 (19 per cent) respondents who had been offered jobs, over one-third (40 per cent) had undertaken practicums in that school. Of the teaching positions offered, over half (59 per cent) were permanent, almost one-quarter (24 per cent) contract, 12 per cent casual or relief. Six per cent of respondents had been offered more than one type of position.

Of those who had been offered jobs, 39 per cent were in the government sector. Over half (59 per cent) of the offered positions were in the non-government sector. The remainder had been offered jobs in both sectors, or did not state the origin of the teaching job offer.

Career intentions

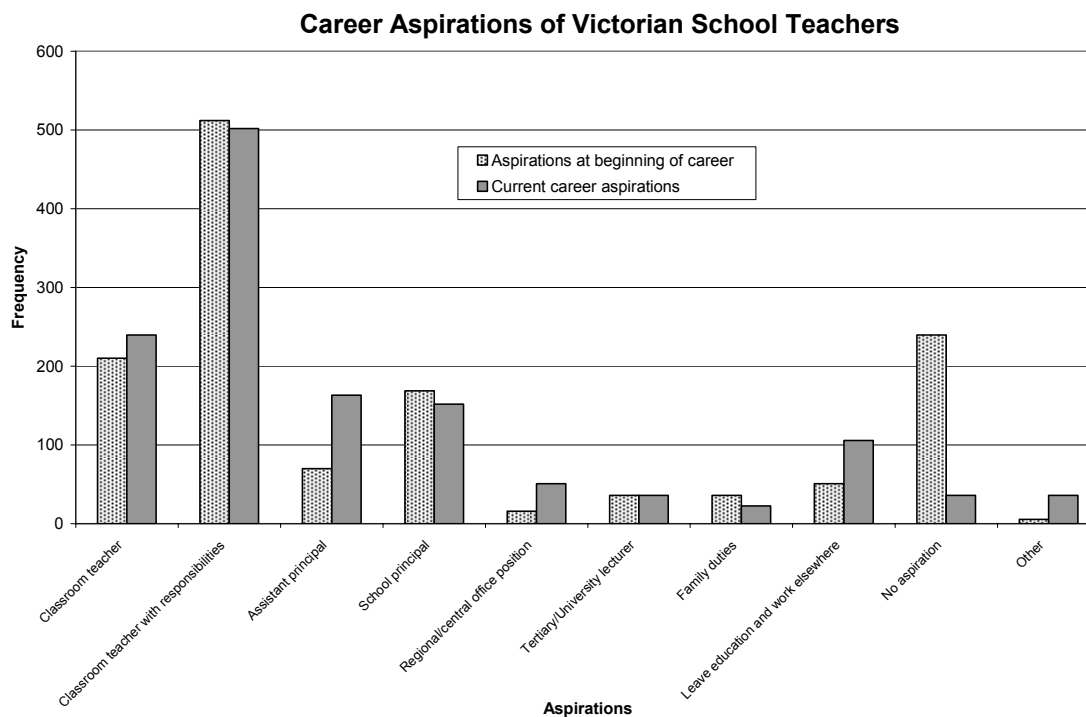
The survey included questions about the participants' future career plans. The majority (89 per cent) intended to spend at least some time working as a classroom teacher, with 60 per cent intending a career as a classroom teacher, 21 per cent intending to advance to educational administration (principal, deputy principal) after working as a teacher, and 9 per cent intending to work as a teacher before moving into a different career. The responses showed that the vast majority intended to work in education-related fields (including teaching, research and policy, prior-to-school settings and vocational education and training), with only 2 per cent indicating an intention to 'move into a different career (other than teaching)'.

Almost one-third of male respondents (29.4 per cent) indicated an intention to work as a classroom teacher before advancing to educational administration. Less than one-fifth (18.4 per

cent) of female respondents had similar aspirations. This is consistent with other research about potential school leaders.

A recent survey of 1,344 Victorian teachers reviewed participants' leadership aspirations at the beginning of their careers and at the time of the survey. The data indicate that only a small proportion of participants aspired to leadership careers, and the proportion declined with career experience. The majority of teachers, both at the beginning of their career, and well into their careers, only aspired to class teaching positions. Key results from the survey are presented in Chart 7 below.

Chart 7



Source: Kathy Lacey, Right Angles Consulting (2002) *Understanding Principal Class leadership Aspirations; Policy and Planning Applications*, p.6

As a result, the potential school leadership pool is small with only a small proportion of beginning teachers aspiring to become school principals, (although a similar proportion did aspire to deputy principal positions) and this pool shrunk slightly with further career experience. More females (39 per cent) than males (21 per cent) wished to remain in teaching positions.¹⁹ The outcomes of Lacey's research are consistent with work by Draper and McMichael reported by Mulford which notes that "Generation X" teaching recruits do not see teaching, let alone leadership, as part of their long term career aspirations²⁰.

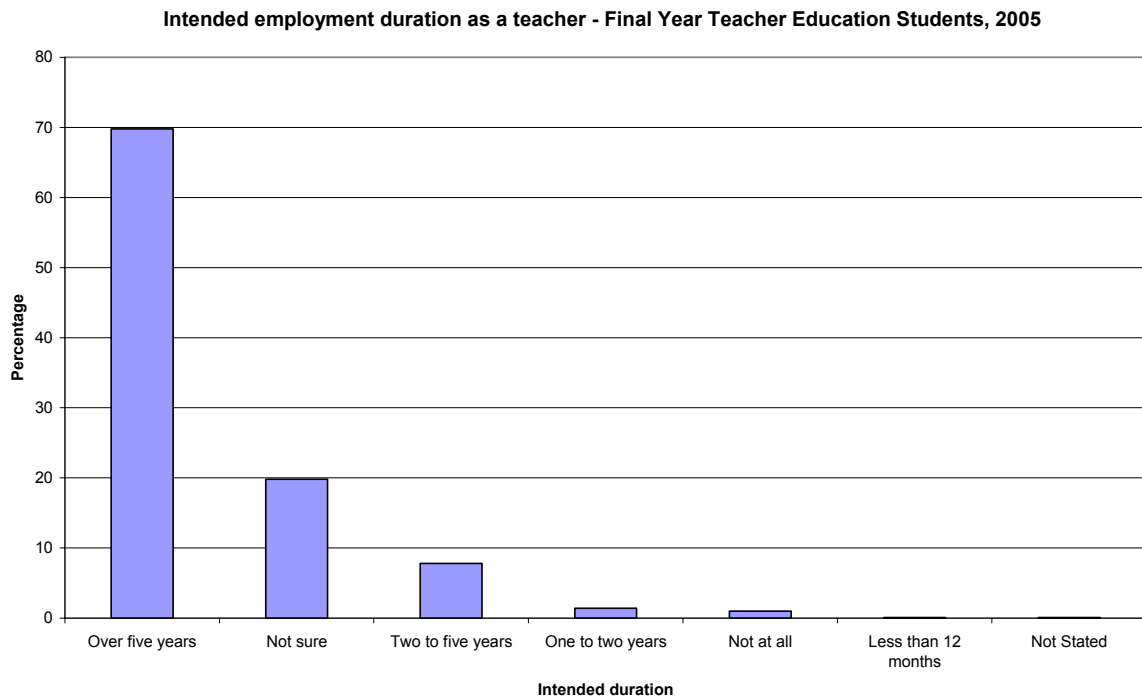
Respondents were also asked about the duration of their intended employment as a teacher. Over two-thirds (70 per cent) indicated an intention to work as a teacher for over five years. Less than two percent indicated that they intended to be employed as a teacher for 'less than

¹⁹p.6, Lacey, K., Right Angles Consulting, *Understanding Principal Class leadership Aspirations; Policy and Planning Applications*, 2002

²⁰p.31, Mulford B., (2003) *School leaders: emerging roles and impact on teacher and school effectiveness*, OECD commissioned paper, 2003

twelve months' or 'not at all'. One-fifth (20 per cent) were unsure how long they would work as a teacher.

Chart 8



Source: Final Year Teacher Education Students Survey, DEST, 2005

Views on current teaching issues

Respondents were asked their opinions on a range of current education/teaching issues. The scale ranged from 1 (strongly oppose), through 3 (indifferent) to 5 (strongly support). The majority of respondents (79 per cent) supported or strongly supported 'national standards for teachers and school leaders', followed by 'national school qualifications' (70 per cent) and 'nationally consistent curriculum' (68 per cent).

Respondents were, however, less supportive of 'knowledge and skills-based pay for teachers', with just over half (57 per cent) indicating support or strong support. 'Performance-based pay' was even less popular, with less than half (42 per cent) indicating some level of support, and one-third (33 per cent) indicating a level of opposition. These results are consistent with those of the Skilbeck and Connell study of teachers in their first ten years. Forty-six per cent of respondents believed that professional and career advancement should be based on merit and performance. Concern, however, was expressed about how and by whom professional appraisal would be achieved.²¹

²¹ p.15, Bonser, Stewart, *Data Source 2: Evidence from the Field - Report on the Questionnaire Survey of Teachers in their First Ten Years of Teaching*, MCEETYA, TQELT, September 2004 at <http://www.mceetya.edu.au/pdf/teachersforthefuture.pdf>

Additional comments reflected the range of views. For example:

“The idea of a national curriculum is to say that every child regardless of their learning environment will require the same education, no questions asked. There is no consideration for the individual.

“Consistent meaning comparable but not standardised - education must be relevant to the learner and their context. National standards is a politically motivated nonsense. Australia outperforms USA + England in most KLAs and those countries, which both score poorly in comparison with rest of industrialised nations, obsess about standards. Finland, on the other hand, at the top of the ratings, rejects standards. Why follow the losers?!”

“I say ‘Bring in the national standard’ especially for independent schools.”

Comments on teacher education experience

Respondents were asked if they wished to comment on their teacher education experience - particularly their experiences of Practicum, and their views on course content and the linkages between the two. These comments have been classified according to the subject and positive/negative nature of the comment.

Of those who commented about their course content, a significant majority had negative comments, with many responses expressing dissatisfaction with the amount of theory they were expected to study. Of those who had specific comments on the balance between theory and practice, again, the majority had negative views. This seems to be a common outcome, as evidenced by Skilbeck and Connell’s comments in their recent research of teachers in their first 10 years of teaching for the MCEETYA Teacher Quality and Educational Leadership Taskforce:

At present, most teachers in their first ten years do not perceive the relevance of much of their formal study at university. They generally - on the evidence of this project - show little readiness to relate research evidence and systematic educational knowledge (‘theory’) to their practice. In their minds, at least, initial training has not succeeded in demonstrating a relevant, convincing ‘theory of practice’ (as distinct from on-the-job learning) which conjoins the various components of preparation to teach: general education, subject specialisation, curriculum studies, learners and learning, pedagogy, school experience and personal evaluation.²²

Next Phase

Survey respondents were asked to provide contact details if they were interested in being involved in a follow-up survey. Approximately 64 per cent of respondents provided contact details. The survey will seek information on the experiences of these new teachers in the labour market, and their initial experiences in the classroom, and attempt to discover whether their experiences in the teacher labour market have changed their perceptions of their teacher education experience. The survey will be undertaken in the first half of 2006.

Conclusion

The survey was designed to gather information on the profile and destinations of aspiring teachers, their reasons for undertaking an education course, their future career intentions, and to gauge their perceptions of their education experience.

²² p.50, Skilbeck, Malcolm and Connell, Helen, *Teachers for the Future: The changing nature of Society and Related Issues for the Teaching Workforce*, TQELT, MCEETYA, September 2004, at <http://www.mceetya.edu.au/pdf/teachersforthefuture.pdf>

The results are consistent with those of the pilot survey undertaken in 2004, and with a number of other studies on teachers, demonstrating that the majority of teacher education students undertook their courses because they wanted to make a difference or wanted to teach/work with children.

Final Year Teacher Education students were overwhelmingly positive about the value of their practicum experience, but more critical about the content of their courses. Many felt that there was too much focus on theory.

The majority intended to find a teaching job after graduation, with plans to work as a teacher for over five years.

With approximately 64 per cent of respondents having provided contact details to enable a follow-up survey in 2006, it will be interesting to discover whether these intentions remain after their initial experience of the teacher labour market.

Appendix: Survey Questionnaire



Australian Government

Department of Education, Science and Training

Survey of Final Year Education Students

In collaboration with the Australian Council of Deans of Education (ACDE), the Australian Government Department of Education, Science and Training (DEST) is conducting a survey of **Final Year Education Students** to assess the profile and destinations of aspiring teachers, their reasons for undertaking an education course as well as to gauge the perceptions of their education experience and future career intentions.

We would appreciate your contribution to this research. Detailed information on future teachers is not collected through any other survey. This survey is being conducted in accordance with the requirements of the Commonwealth Privacy Act. Any personal details collected in this survey will be used for research purposes only. All responses are confidential and individual responses will not be separately identified. Data will be used in aggregated form only.

The survey involves up to 50 questions and should take 10 to 15 minutes to complete. For each question, please circle your response or mark it with a cross, unless other instructions are given. For "Other" responses, please provide a brief text response. Unless otherwise directed complete all questions. Some questions may be less relevant for Post Graduate Diploma Students.

If you have any questions about the questionnaire contact Warwick Gibbons on (02) 6211 6324 or email teachersupply@dest.gov.au

Q1. What is your age?

1	20-24
2	25-29
3	30-34
4	35-39
5	40-44
6	45-49
7	50-54
8	55-59
9	60 years or over

Q2. What is your gender?

1	Male
2	Female

Q3. Are you a domestic student or an overseas student?

1	Domestic	Next Question
2	Overseas	Continue at Q8

Q4. Are you of Aboriginal or Torres Strait Islander origin?

1	No
2	Aboriginal
3	Torres Strait Islander
4	Both Aboriginal and Torres Strait Islander

Q5. Are you from a Non English speaking background?

1	Yes
2	No

Q6. Do you live away from your home location to access your teaching studies?

1	No	Continue at Q8
2	Yes	Next Question

Q7. What was your home postcode before study?

Q8. What is your current residential postcode?

Q9. At which institution are you currently studying?

1	Avondale College	23	Griffith University
2	Charles Stuart University	24	James Cook University
3	Macquarie University	25	Queensland University of Technology
4	Southern Cross University	26	The University of Queensland
5	The University of New England	27	University of Southern Queensland
6	The University of New South Wales	28	University of the Sunshine Coast
7	The University of Newcastle	29	Curtin University of Technology
8	The University of Sydney	30	Edith Cowan University
9	University of Technology, Sydney	31	Murdoch University
10	University of Western Sydney	32	The University of Notre Dame Australia
11	University of Wollongong	33	The University of Western Australia
12	Deakin University	34	The Flinders University of South Australia
13	La Trobe University	35	The University of Adelaide
14	Marcus Oldham College	36	University of South Australia
15	Monash University	37	University of Tasmania
16	RMIT	38	Batchelor Institute of Indigenous Tertiary Education
17	Swinburne University of Technology	39	Charles Darwin University
18	The University of Melbourne	40	The Australian National University
19	University of Ballarat	41	University of Canberra
20	Victoria University of Technology	42	Australian Catholic University
21	Bond University	43	Other (please specify below)
22	Central Queensland University		

Q10. What is the level of the course in which you are currently enrolled?

1	Bachelor
2	Post Graduate Diploma
3	Other e.g. Combined (please specify)

Q11. What is the MAIN area of your current course of study? (Select ONE)

1	Primary
2	Middle Schooling
3	Secondary
4	Early Childhood
5	Special Education
6	Other (please specify)

Q12. Will you be qualified to teach any specific subjects as a result of your studies?

1	No	Continue at Q14
2	Yes	Next question

Q13. What are your (maximum TWO) Subject specialisations?

1	
2	

Q14. What is your MAIN attendance mode for your current course of study?

1	Full time	
2	Part time	
3	External/Correspondence	
4	Other (please specify)	

Q15. What were you doing prior to your current course of study? (Select ONE)

1	Attending school	
2	Attending TAFE	
3	Undertaking university course (not completed)	
4	Completing other university course	
5	Working	
6	Working and studying	
7	Other (please specify)	

Q16. On a scale of 1 - 5 (1 = unimportant, 2 = less important, 3 = neither, 4 = important, 5 = very important), what attracted you to undertake a teacher education course? (Please rate EVERY option according to the scale)

1	Always wanted to teach/work with children	
2	Advice of Careers Advisers/Teachers or Parents	
3	Tertiary entrance ranking in range for this course	
4	Location of campus is convenient	
5	Wanted to make a difference	
6	Wanted to work in an area of specialisation or interest	
7	Qualification is broadly accepted here and overseas	
8	Availability of school holidays	
9	Attractive pay and conditions	
10	Strong employment opportunities due to teacher shortages	
11	Parent/family member is a teacher	

Q17. What are your intentions after you finish your current course of study (within 12 months of graduating)? (Select ONE)

1	Undertake further study	Next question
2	Find a job in another field	Continue at Q20
3	Find a teaching job	Continue at Q22
4	Other (for example travel) (please specify)	Continue at Q21

Q18. What course do you intend undertaking? (Select ONE)

1	Another Bachelor's degree
2	Post-Graduate studies
3	TAFE course
4	Other

Q19. Is this further study related to your teaching career?

1	No	Continue at Q21
2	Yes	

Q20. If "Find a job in another field": In what other field will you seek employment?

	Next question
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Q21. Do you intend to look for a teaching job sometime in the future?

1	No	Continue at Q24
2	Yes	

Q22. On a scale of 1 – 5 (1 = unimportant, 2 = less important, 3 = neither, 4 = important, 5 = very important) how would you rate the importance of these factors in an “ideal” teaching job? (Please rate EVERY option according to the scale)

1	Permanency/job security	
2	Close to family/friends	
3	Metropolitan school location	
4	Non-Metropolitan school location	
5	To receive financial incentives from employer for teaching (e.g. in hard-to-staff schools or subject areas)	
6	Fulfilment	
7	Contribution to community	
8	Opportunity to work with children and/or young adults	
9	Good pay and good working conditions (meal breaks, school holidays)	
10	Opportunity to work overseas	

Q23. In which sector would you prefer to teach upon completing your studies? (Select ONE)

1	Government
2	Non-Government
3	Either
4	Unsure

Q24. How have you supported yourself while undertaking this course? (Select ALL that apply)

1	Working full-time
2	Working full time during holidays and part time during semester
3	Working part-time/casual
4	Receiving a Centrelink allowance
5	Support/loan from family, partner
6	Other loan
7	Bursary/scholarship from a State Education Department or Non-Government School
8	Bursary/scholarship from University
9	Savings

Q25. On a scale of 1 – 5 (1 = poor, 2 = below average, 3 = average, 4 = above average, 5 = excellent), how would you rate your teacher education experience on the following points? (Please rate EVERY option according to the scale)

1	Level of university support during practicum	
2	Level of mentoring during practicum at the school	
3	Range of schools in which to undertake practicum	
4	Value of the practicum	
5	Content of the teacher education course	
6	Teaching and learning activities throughout the course	
7	Access to resources within the university (e.g. staff, library, computers)	
8	Preparedness to begin teaching	
9	Insights provided on the diversity of teacher roles and responsibilities	

Q26. Q26. Which of the following elements made-up the practical experience components of your teaching course? (Please indicate ALL that apply)

1	Formal observation sessions (where you were not required to take a class) in first year
2	Regular formal observation sessions throughout the course
3	Blocks of teaching practice where you spent all week in a school/classroom environment
4	Regular teaching days where you spent at least one day per week teaching in a school
5	Final year internship/traineeship

Q27. How often did you undertake these "blocks" of teaching practice? (Select ONE)

1	Every semester including first semester
2	Every semester excluding first semester
3	At least once each year
4	At least once each year, excluding first year
5	Other (please specify)
6	Not Applicable (i.e. did not do "blocks")

Q28. How long was each of these blocks of teaching practice? (Select ONE)

1	Under 10 days
2	11 – 20 days
3	21 – 30 days
4	31 – 40 days
5	more than 40 days
6	Not Applicable

Q29. How often did these regular teaching days occur? (Select ONE)

1	Every semester including first semester
2	Every semester excluding first semester
3	At least once each semester of each year
4	At least once each semester of each year, excluding first year
5	Other (please specify)
6	Not Applicable

Q30. On a scale of 1 - 5 (1 = unimportant, 2 = less important, 3 = neither, 4 = important, 5 = very important), which of the following aspects do you believe are important in gaining practical experience?

(Please rate EVERY option)

1	Regular day/s in the classroom throughout the course	
2	Practicum blocks each semester	
3	A mix of observation and teaching days at schools throughout the course	
4	A traineeship/internship in final year	
5	Practical and/or observation sessions commencing at the start of the 1 st year	
6	Flexibility to choose field experience school/s	
7	Experienced and enthusiastic supervising teachers and mentors, who have been well-informed on their roles and responsibilities	
8	Practicum blocks of more than 6 continuous weeks	
9	Practicum blocks of less than 6 continuous weeks	
10	Recent practicum experience of lecturers in school/classroom environments (i.e. other than university)	

Q31 At what stage of your teacher education course did you take your first lesson in the classroom?

(Select ONE)

1	1 st year First semester
2	1 st year Second semester
3	2 nd year First semester
4	2 nd year Second semester
5	3 rd year First semester
6	3 rd year Second semester
7	4 th year First semester (or First semester, Diploma of Education)
8	4 th year Second semester (or Second semester, Diploma of Education)

Q32. Would you be prepared to teach in an Australian school in a rural/remote or hard-to-staff area?

1	Yes	Go to Q33
2	No	Go to Q34
3	Maybe	Go to Q33

Q33. On a scale of 1 – 5 (1 = not at all significant, 2 = not significant, 3 = significant, 4 = very significant, 5 = extremely significant), how significant would the availability of the following be in convincing you to take a teaching job in an Australian rural/remote or hard-to-staff area? (Please rate EVERY option according to the scale)

1	Undertaking a professional experience placement in a rural/remote location during your teacher education course	
2	Additional support (e.g. extra free periods, small classes)	
3	School-specific induction	
4	Additional professional development to deal with issues specific to the area	
5	Guarantee of permanency after two years	
6	Guaranteed move after two years	
7	Additional leave	
8	Subsidised accommodation	
9	Additional salary/superannuation	
10	More speedy career advancement	

Q34. As part of your teacher education course have you undertaken units in which the major subject matter is? (Please indicate all that apply)

1	Indigenous students/culture
2	Conflict resolution
3	Behavioural management
4	Students from Non English speaking backgrounds
5	Students with special needs
6	Literacy
7	Numeracy
8	Using Information and Communication Technology
9	Counselling/advice
10	None of these

Q35. On a scale of 1 – 5 (1 = not at all important, 2 = not important, 3 = important, 4 = very important, 5 = extremely important), how important would the following type of support be if offered to you as a beginning teacher? (Please rate EVERY option according to the scale)

1	Thorough induction, including specifics on the particular work environment	
2	Formal mentor arrangement	
3	Informal mentor arrangement	
4	Ongoing network for support/help	
5	Guidance on curriculum and classroom planning	
6	Ongoing and regular professional development scheduled	
7	List of informative and relevant websites	
8	Information on pay and conditions	
9	Overview of state education employment processes	
10	Career guidance/job applications	
11	Regular debriefing opportunities	

Q36. What are your career intentions? (Select ONE)

1	A career as a classroom teacher	Continue at Q39
2	To work as a teacher before advancing to a career as an educational administrator (deputy principal, principal)	
3	To work as a classroom teacher before moving into a different career	Next question
4	To work as a teacher in a prior-to-school setting (early childhood, preschool)	Continue at Q39
5	A career as a Vocational Education & Training or On-the-job trainer	
6	To move into an educational policy/research field	Next question
7	To move into a different career (other than teaching)	

Q37. If "To move into a different career": What career do you intend to enter?

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Q38. Why do you want to move into a different career?

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Q39. How long do you intend to be employed as a teacher? (Select ONE)

1	Not at all
2	Less than 12 months
3	One to two years
4	Two to five years
5	Over five years
6	Not sure

Q40. On a scale of 1 – 5 (1 = nothing, 2 = a little, 3 = a moderate amount, 4 = a considerable amount, 5 = a great deal), how much do you know about these professional education bodies?**(Please rate EVERY option according to the scale)**

1	The Department of Education in your State/Territory	
2	The Australian College of Educators	
3	The National Institute of Quality Teaching and School Leadership	
4	Teacher Registration Board or Institute/College of Teaching in your State/Territory	

Q41. Have you been offered a position as a teacher when you graduate?

1	No	Continue at Q46
2	Yes	Next question

Q42. Did you undertake a practicum in this school?

1	No
2	Yes

Q43. What type of teaching position is this?

1	Permanent
2	Contract
3	Casual or Relief
4	Various (i.e. more than one type of position offered)

Q44. In which sector is this position?

1	Government	Continue at Q46
2	Non Government	
3	Both Sectors	Next question

Q45. If you have been offered a job in the Non Government Sectors: what type school is this position in?

1	Catholic
2	Others (please specify)

Q46. Have you accepted or do you intend to accept a teaching job offer?

1	No
2	Yes

Q47. On a scale of 1 – 5 (1 - strongly oppose, 2 - oppose, 3 - indifferent/don't care 4. support 5. strongly support): How do you feel about? (Please rate EVERY option according to the scale)

1	Nationally consistent curriculum	
2	National school qualifications	
3	National standards for teachers and school leaders	
4	Knowledge and skills-based pay for teachers	
5	Performance-based pay	

Q48. Do you have any comments to make on your teacher education experience - particularly your experience of Practicum, and your views on course content and the linkages between the two?

We would also like to contact you to participate in a follow-up survey in the middle of 2006, to find out about your experiences of the workforce. If you would be prepared to participate, please provide us with your contact details below. These details will be used only to contact you about the follow-up survey. They will not be used for any other purpose, nor will they be used in the analysis of the survey.

Q49. Please provide your full name and email address, or

Q50. Your full name and postal address where we will be able to contact you mid 2006

THANK YOU FOR COMPLETING THE SURVEY