

## ASPA Submission to the Review into Teaching and Teacher Education

### 1 Introduction

This report is based on two on-line surveys hosted by the Australian Secondary Principals' Association (ASPA), completed by teachers who have less than three years of teaching experience. The first survey was completed in August 2003 by 604 respondents, and the second in May 2005 (to gather information relating to the House of Representatives Inquiry into Teacher Education) by 459 respondents.

In this report the responses of the teachers to the questions are provided as well as some analysis of those responses.

At various points in the survey teachers were asked to comment and these comments are provided as an appendix to this document in an unedited form.

There are three sections to this report. The first section profiles the teachers, where they are teaching, their experience and the nature of their work.

The second section examines their response to particular Terms of Reference of the enquiry, viz: numbers 7 (i) – (viii) and 8.

The appendix contains the unedited comments of the teachers to the questions.

### 2 Executive Summary

In the Terms of Reference Paragraph 7 deals with the preparation of primary and secondary graduates to teach. The survey results, which include direct reference to Paragraph 7, are covered in section 2 of this document.

They indicate that in all areas related to the profession of teaching that beginning teachers feel that their preparation was at best satisfactory. In several areas it is clear that they felt that they were significantly under-prepared.

Paragraph 8 of the Terms of Reference deals with the role of schools and their staff to the preparation of trainee teachers and is addressed in Section 3 of this document.

A series of similar questions were asked relating to their pre-service experience in schools and in university. The two responses to these questions are shown in the same graph. In all cases the responses related to their school experience was more positive than that related to their university experience. In many cases this difference was marked.

Data was included from two surveys one conducted in August 2003 and one in May 2005. The graph summarises the teachers' experience and again shows that the preparation received by teachers in schools is viewed by the teachers as significantly better than that received through their university preparation.

## **ASPA Submission to the Review into Teaching and Teacher Education**

### **Recommendations**

#### *ASPA recommendations:*

- Improve the quality of teacher training by placing a greater emphasis on conducting teacher education in schools eg: an internship model.

- Money currently provided to universities to support the teaching practicum must be spent on the practicum.

#### *ASPA recommendations:*

- School career structures should include recognised and funded positions for preservice teacher training and beginning teacher induction.

- Make more targeted teacher training places available in areas of teacher shortage.

#### *ASPA recommendations:*

- NIQTSL to provide support for beginning teachers undertaking leadership positions.

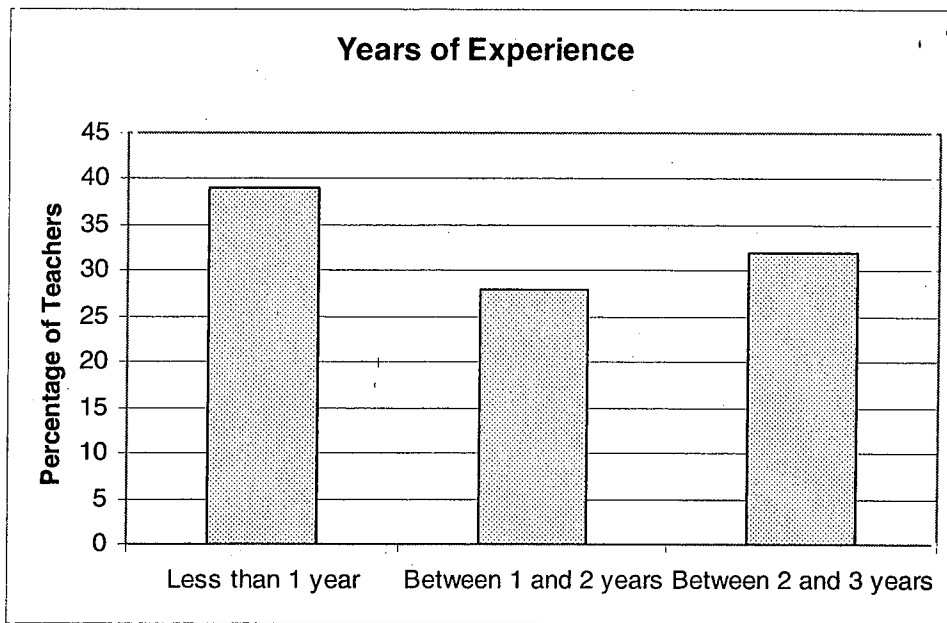
- NIQTSL to provide support for teachers undertaking teacher training and mentoring roles in schools.

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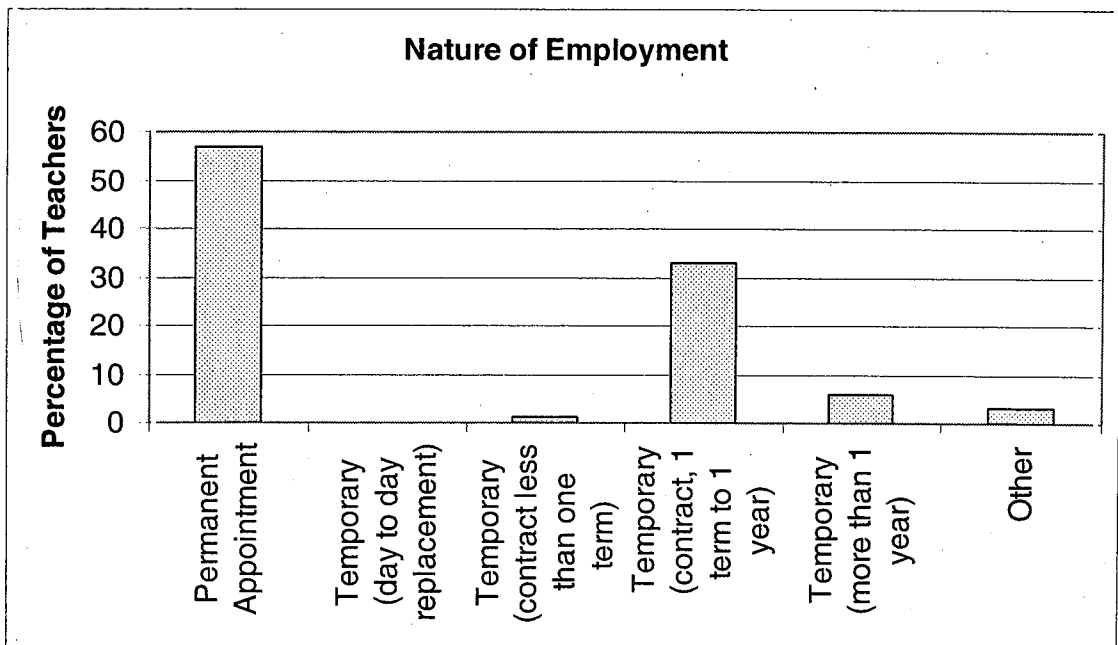
## 3 Survey Results

### Section 1 The Profile of the Teachers

Question 1 How many years of teaching experience do you have?

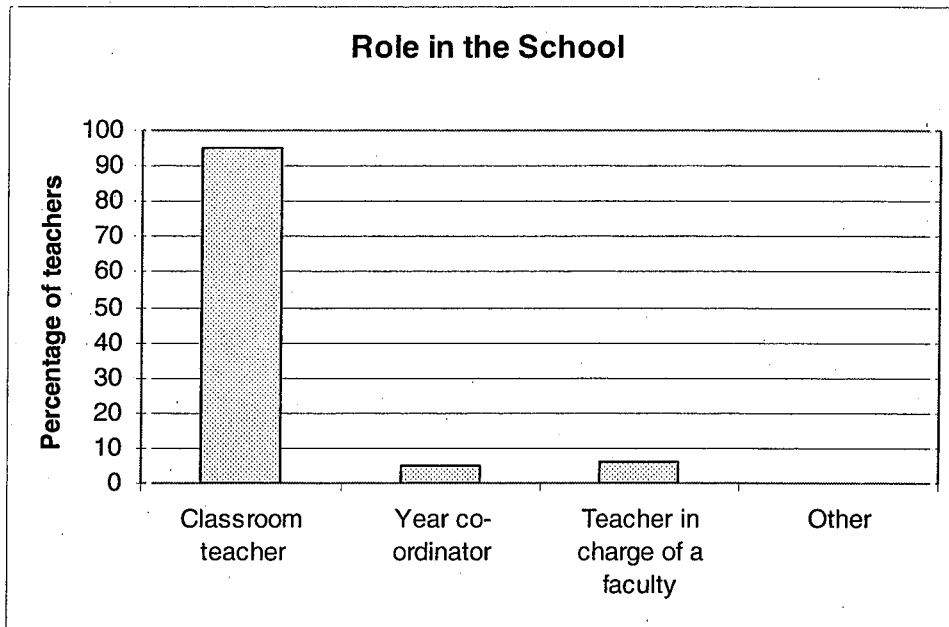


Question 2 What is your current employment status?

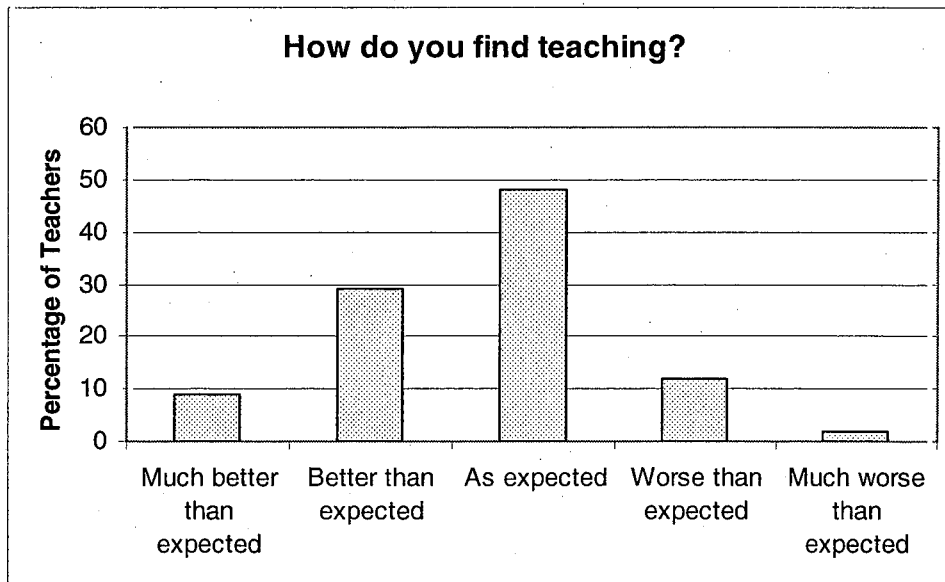


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Question 3 What is your role in the school (you may select more than one answer)?



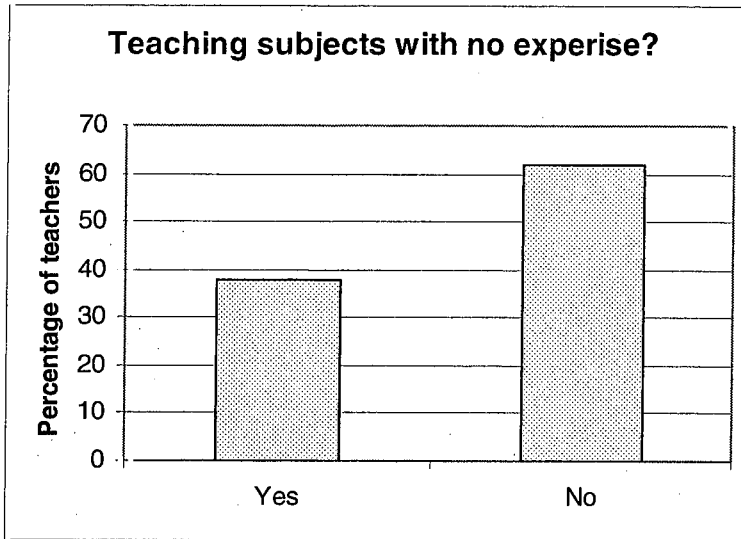
Question 4 How do you find teaching?



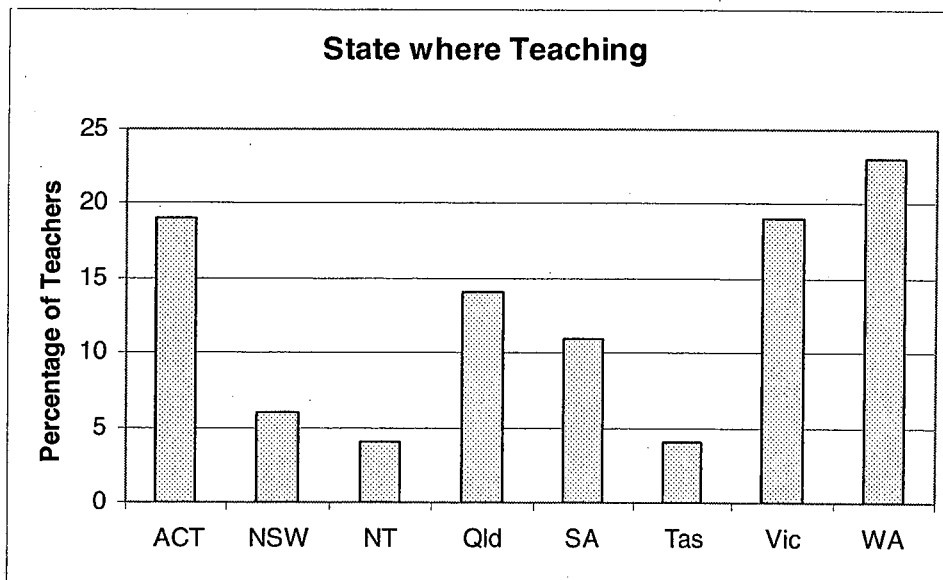
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Question 5 This question requested comments which are reported in the appendix.

Question 6 Are you presently teaching any subjects for which you lack subject expertise?



Question 11 In which state or territory are you now located?

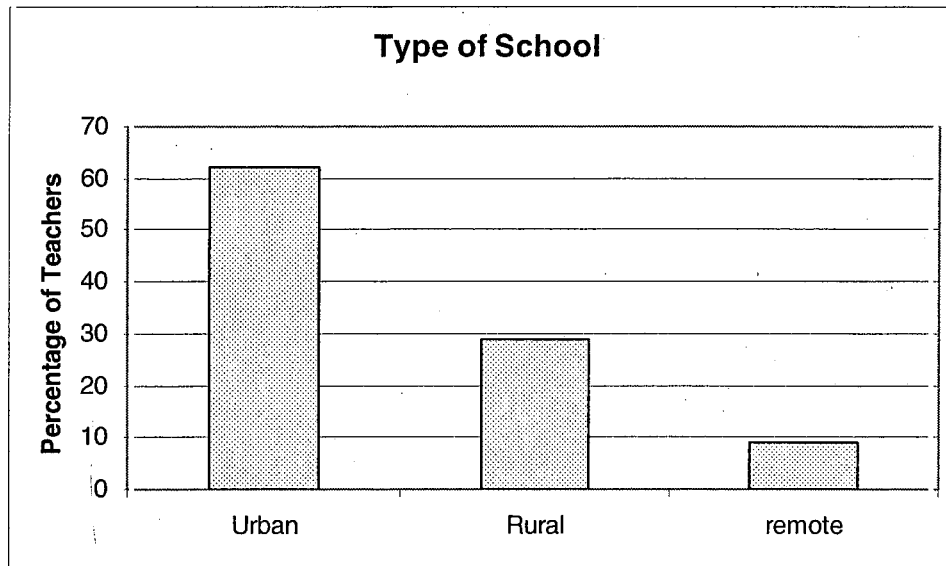


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The following table is extracted from the survey data and shows the relationship between where teachers completed their training and where they are now working. It shows that teachers overwhelmingly work in the State where they trained.

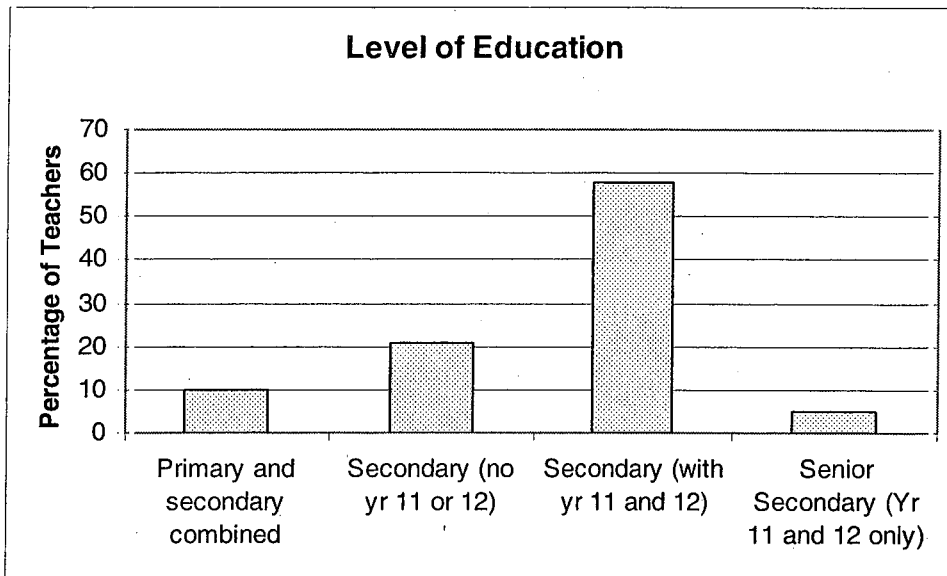
In which state or territory are you now located?:										
	Total	In which state/territory is the institution that provided your pre-service teacher training located?								
		ACT	NSW	NT	Qld	SA	Tas	Vic	WA	Other. Please specify
<b>Total</b>	461	61	56	6	72	53	18	92	103	10
<b>ACT</b>	87	61	17	1	6	1	1	2	2	3
<b>NSW</b>	28		26							1
<b>NT</b>	17		5		3			3	1	1
<b>Qld</b>	66		3		62					1
<b>SA</b>	53		0			50		1		2
<b>Tas</b>	18		1				17			
<b>Vic</b>	87		1		1	1		83		
<b>WA</b>	105		3			1		1	98	2

Question 12 In which kind of area is your present school located?



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Question 13 What level of education does your present school deliver?



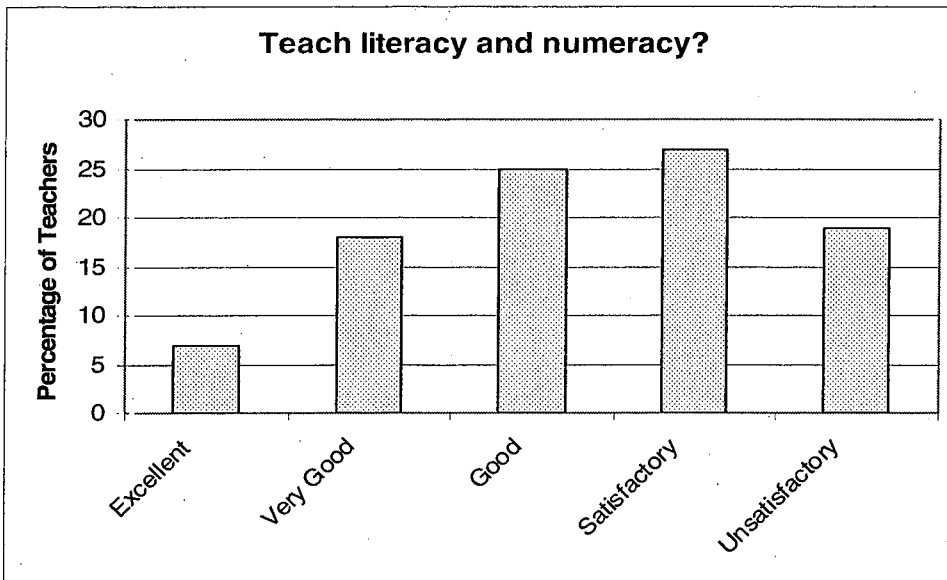
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## Section 2 Addressing the Terms of Reference

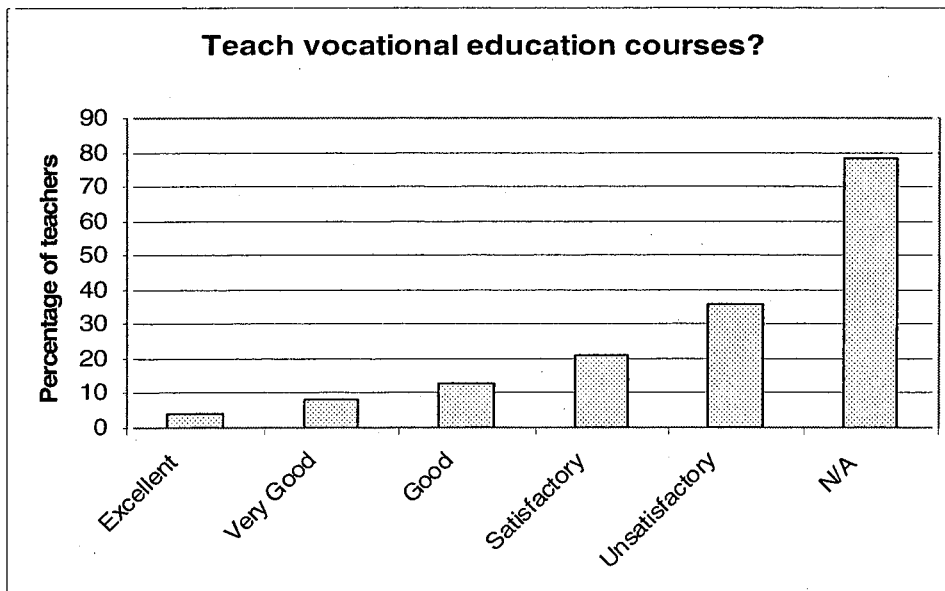
Term of Reference Number 7 (i) – (viii):

**Examine the preparation of primary and secondary teaching graduates to: (addressed in survey Question 16 which asked “How would you rate your university pre-service experience in preparing you to: )**

- (i) teach literacy and numeracy:



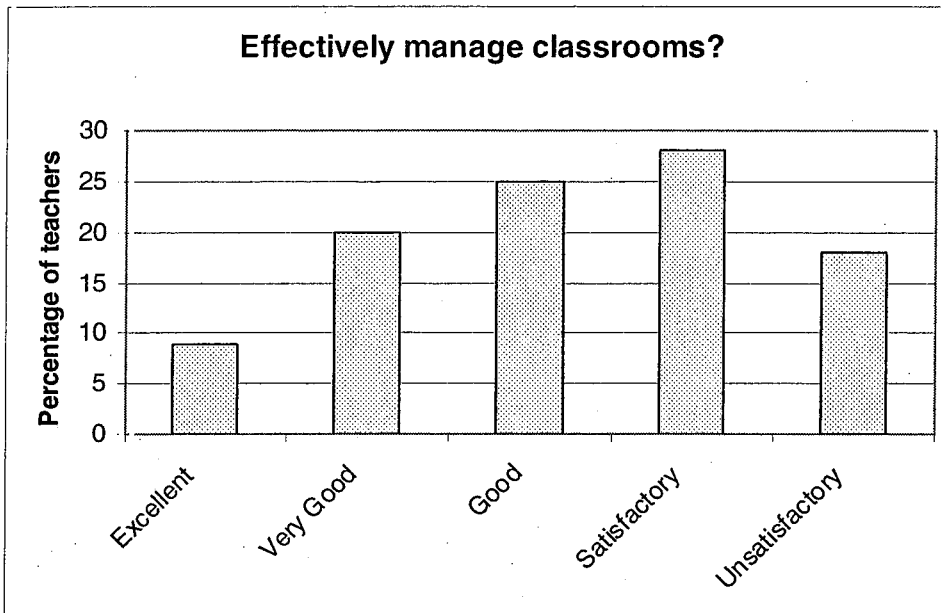
- (ii) teach vocational education courses



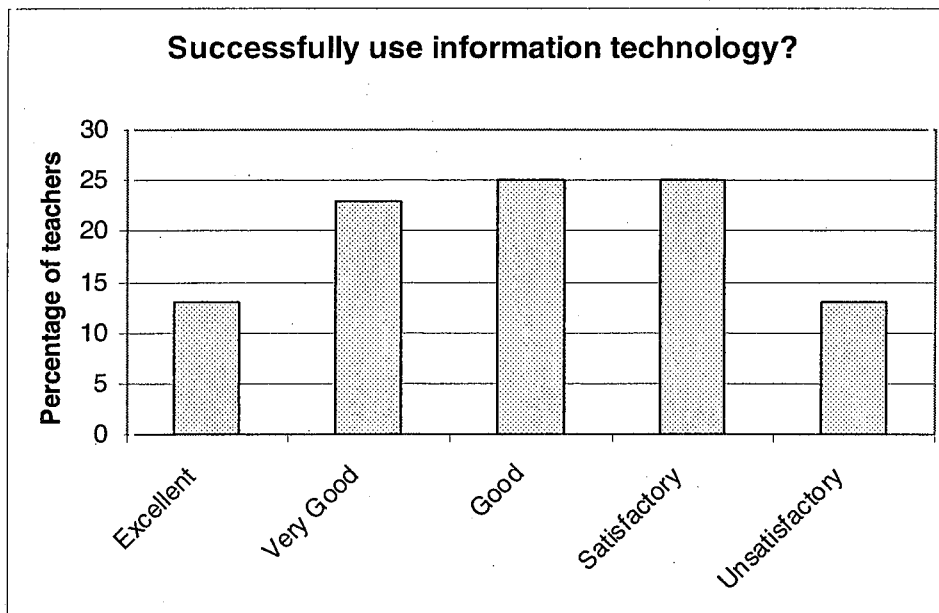


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(iii) effectively manage classrooms

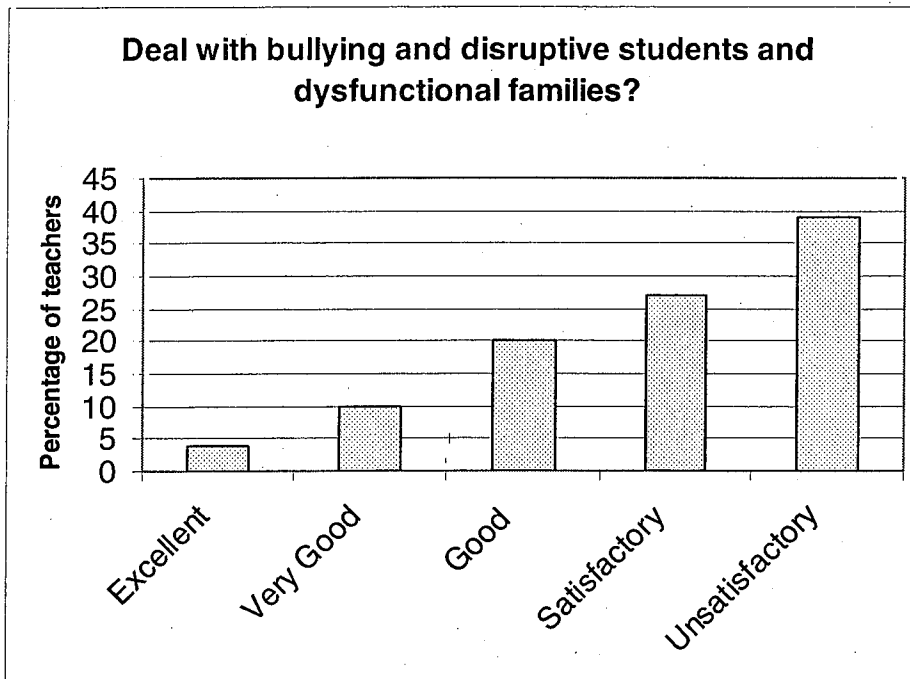


(iv) successfully use information technology

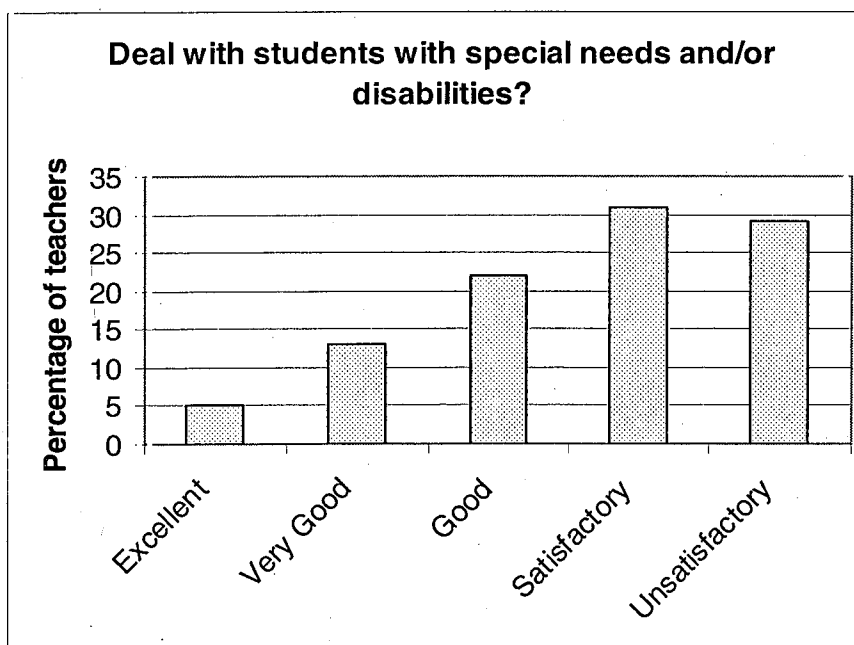


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- (v) deal with bullying and disruptive students and dysfunctional families

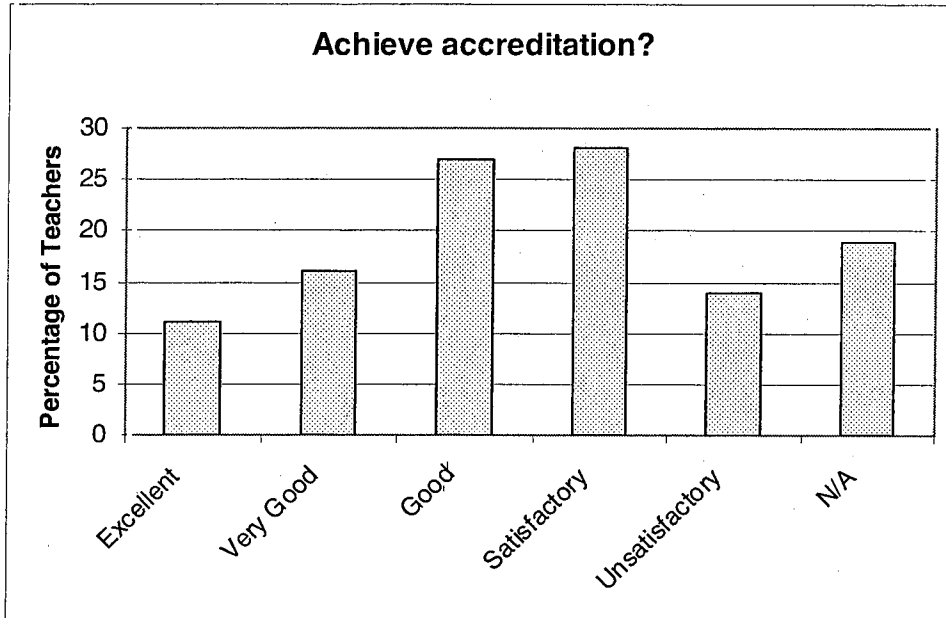


- (vi) deal with children with special needs and/or disabilities

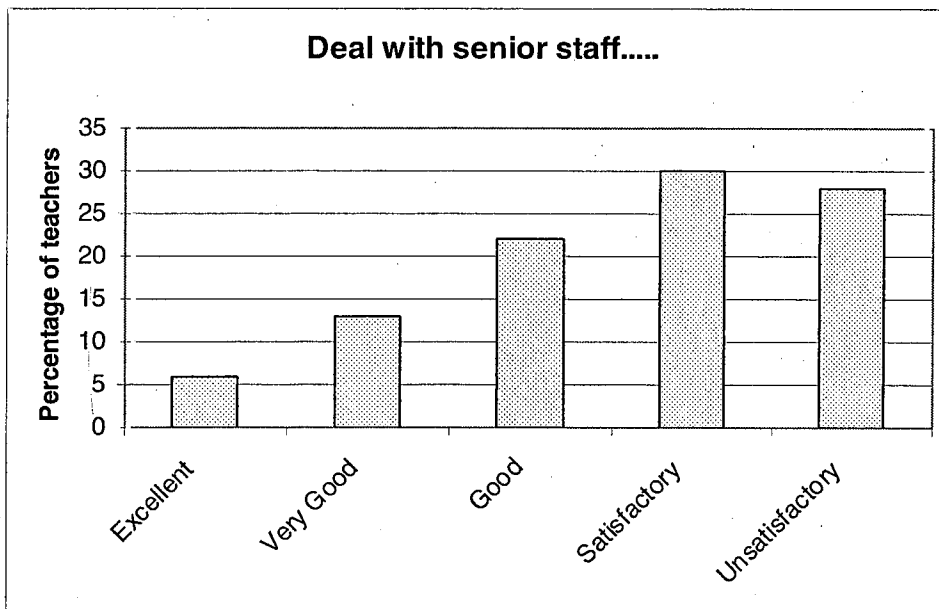


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(vii) achieve accreditation

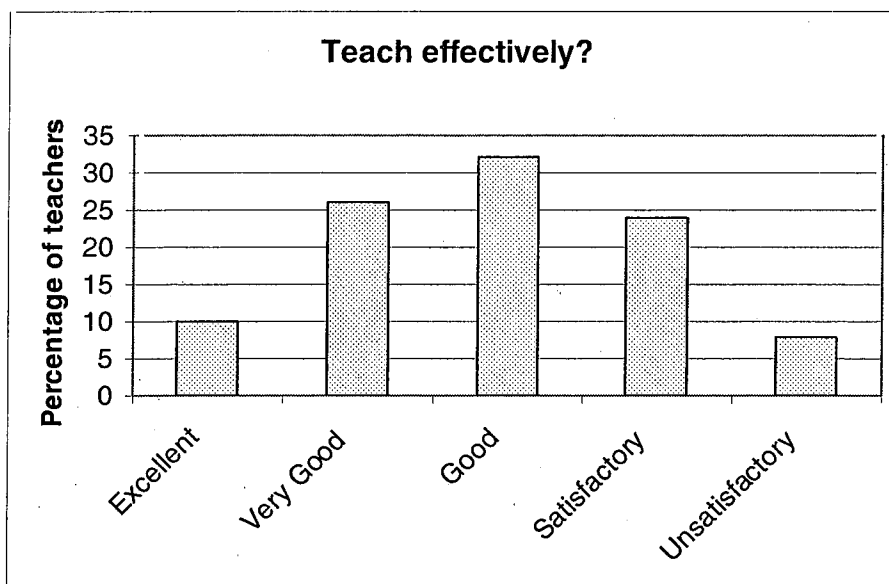


(viii) Deal with senior staff, fellow teachers, school boards, education authorities, parents, community groups and others



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As a summary question, the survey asked new teachers how effectively they thought universities prepared them to: **teach effectively**



Comments related to this set of questions are included in the appendix.

This question was correlated with the university the teacher attended. Many universities were represented by only a few responses. The following table shows a grade point average response for all universities where there were more than 10 teachers represented in the survey. All other data was deleted as the sample set was too small. A response of "Excellent" was scored 5, and a response of "Unsatisfactory" was scored 1.

### **Term of Reference No. 8:**

**Examine the role and input of schools and their staff to the preparation of trainee teachers.**

Respondents were asked similar questions related to the preparation they received in their university education and in their school experience. The next series of graphs show the response to the university and school experience in the same graph.

The questions asked were:

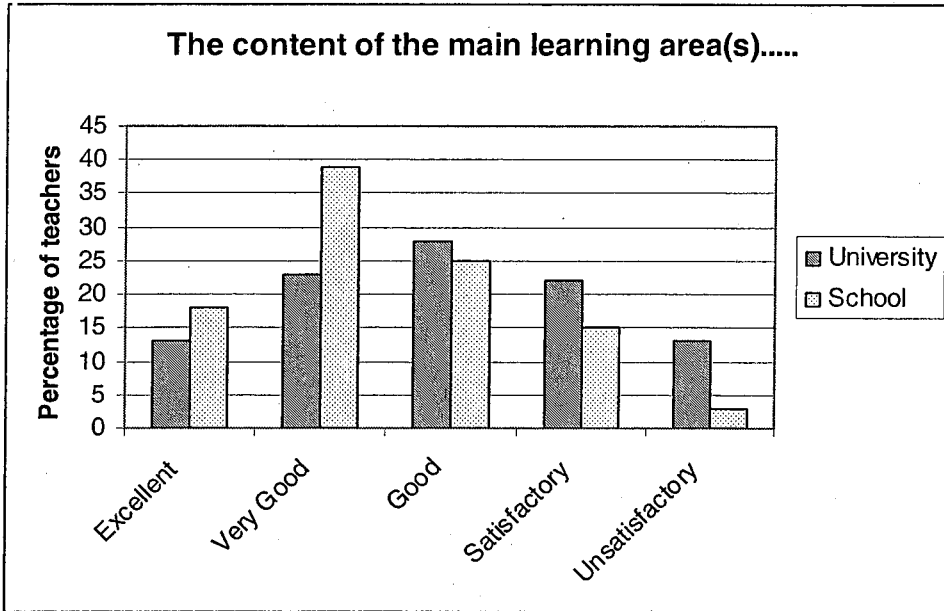
"Question 14 How would you rate your university pre-service preparation in relation to:"

And

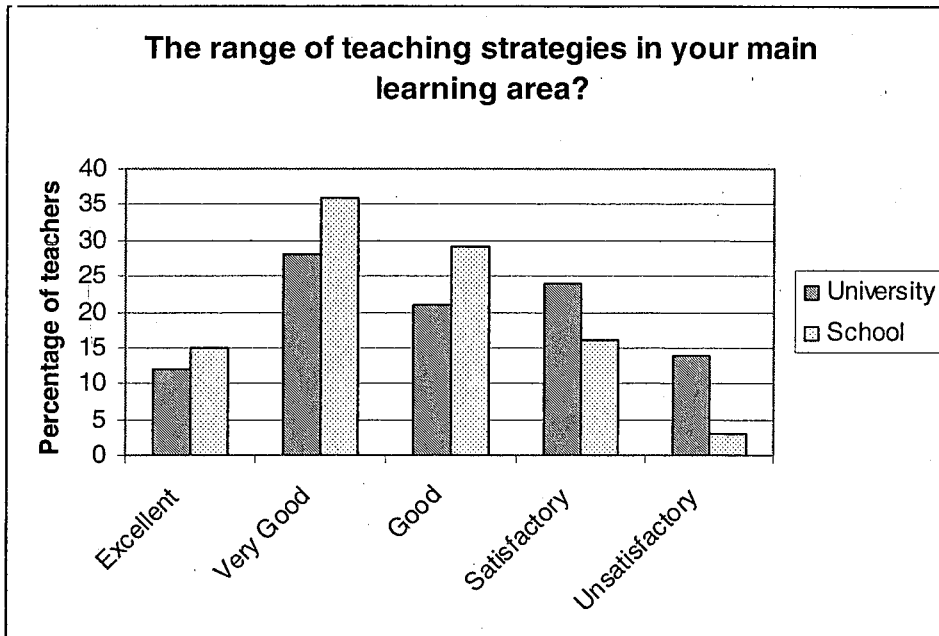
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“Question 18 How would you rate your experiences in schools during your pre-service training in relation to:”

1. The content of the main learning area(s) in which you are accredited to teach?

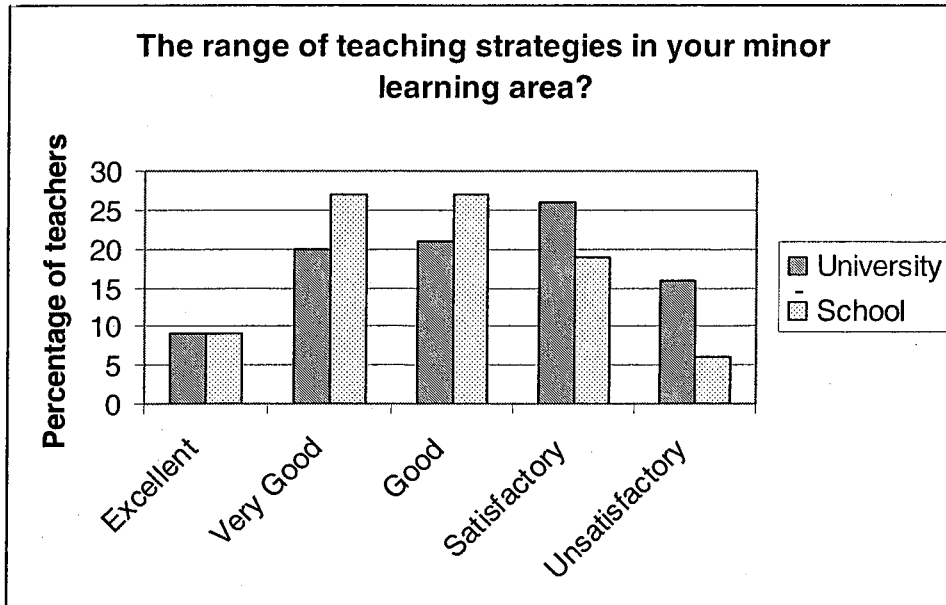


2. The range of teaching strategies in your main learning area?

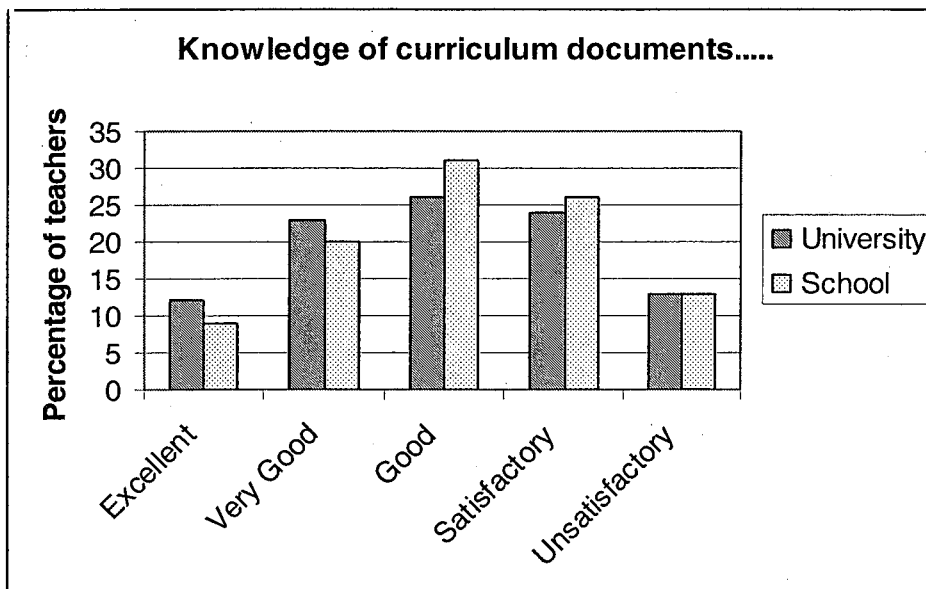


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3. The range of teaching strategies in your minor learning area?

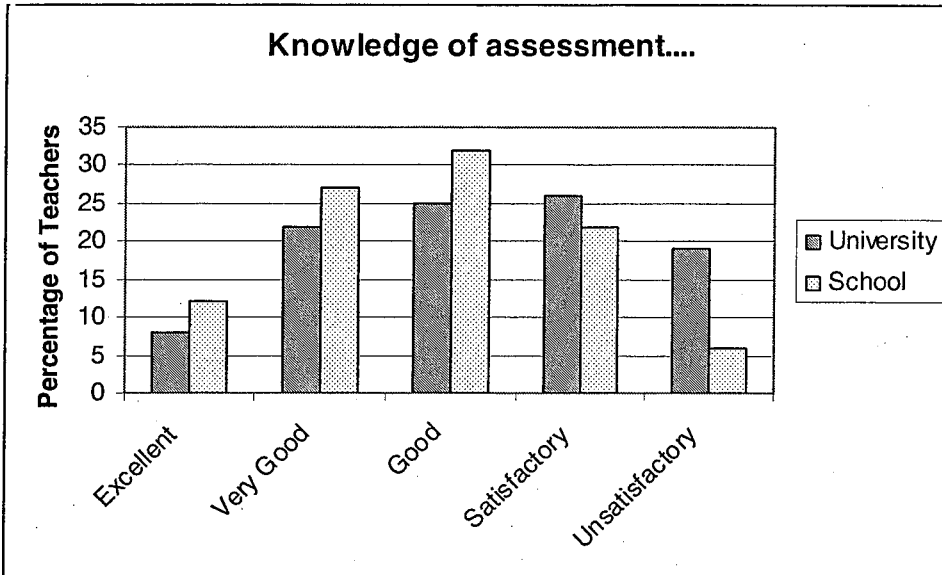


4. Gaining a knowledge of State/Territory curriculum documents?

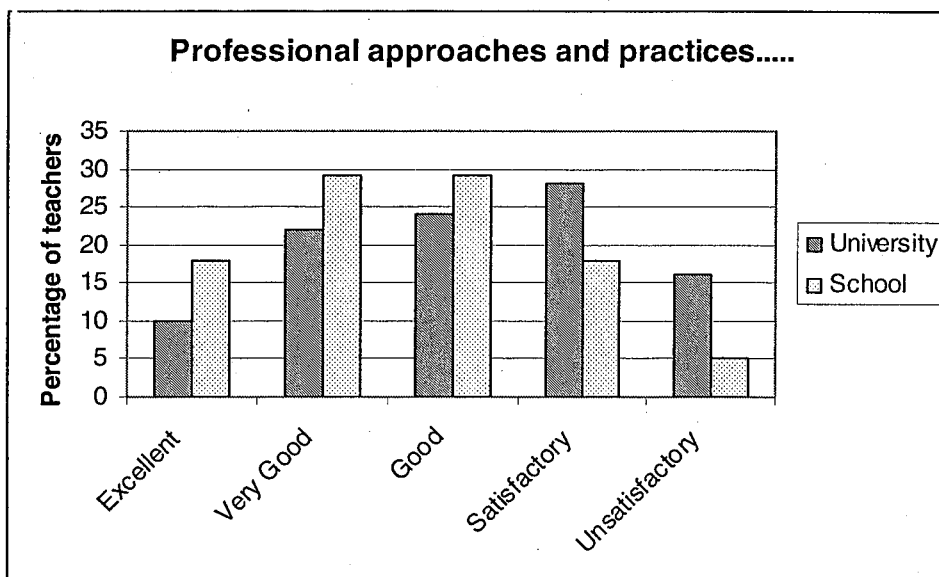


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5. Gaining a knowledge of assessment strategies and standards?

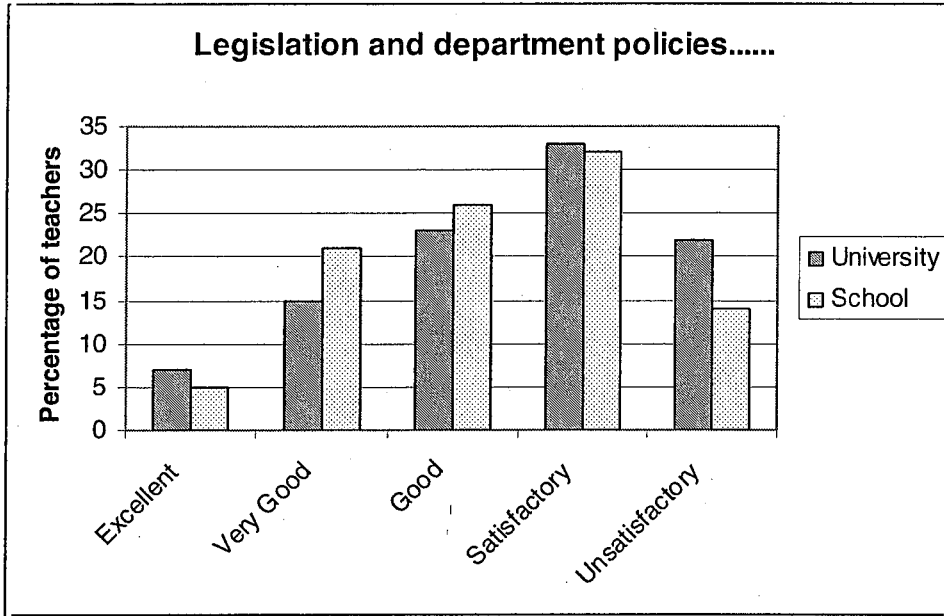


6. Gaining a knowledge of professional approaches and practices required of you as a staff member?



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7. Gaining a knowledge of requirements of legislation and department policies?



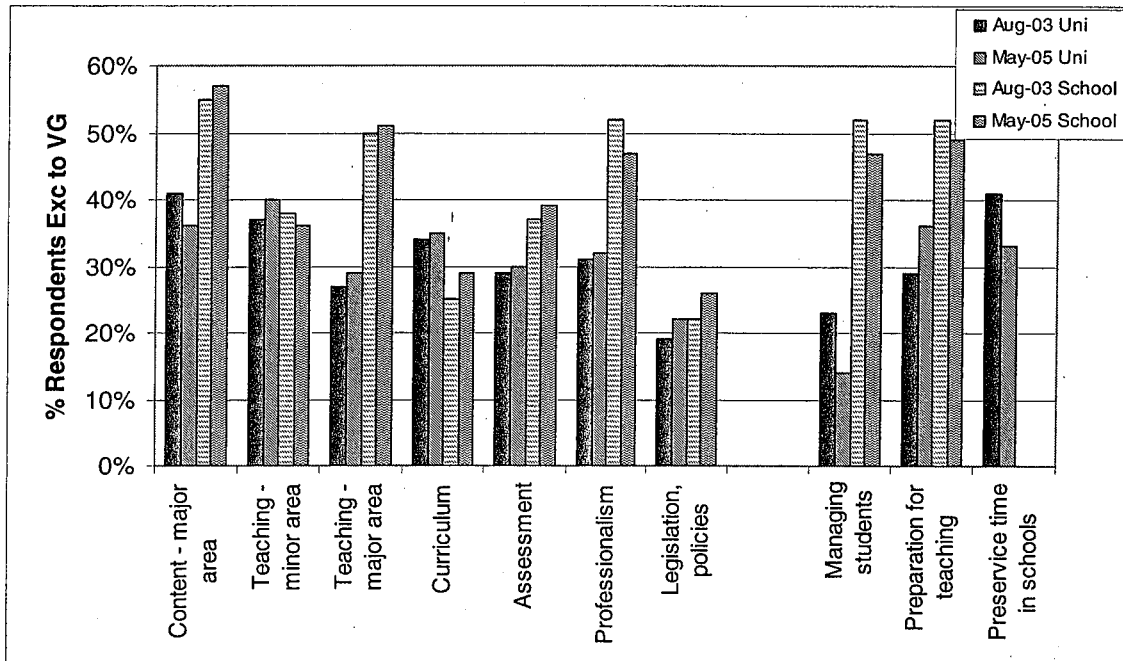


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The graph below compares the preparation for teaching experienced by beginning teachers in their university studies and in their early experience in schools.

Each of the bars in the graph represents the percentage of teachers who indicated that their preparation was either “excellent” or “very good”


As the survey was conducted in August 2003 and May 2005 the data from both surveys is included.



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Teachers were asked which university they attended, and in a different question were asked to rate the preparation they received to teach effectively. The following table cross-correlates these responses. The score is a grade-point average, where an "Excellent" response is scored as 5, and an "Unsatisfactory" is scored as 1. All universities with less than 10 graduates were deleted from this table.

University	Number of teachers	Grade-point average
Central Queensland University	12	3.2
Charles Sturt University	13	3.0
Curtin University of Technology	15	3.1
Deakin University	21	3.0
Edith Cowan University	56	2.9
Flinders University of South Australia, The	18	2.9
Griffith University	13	2.8
La Trobe University	17	2.7
Monash University	16	3.0
Murdoch University	15	2.4
Queensland University of Technology	26	3.5
University of Adelaide	21	2.7
University of Canberra	58	2.8
University of Melbourne	20	3.3
University of New England	13	3.8
University of Queensland	10	3.1
University of South Australia	13	2.8
University of Tasmania	18	3.2
University of Western Australia	18	3.0



### ASPASurveys

**Ted Brierley**  
President, ASPA

**Wendy Teasdale-Smith**  
Vice -President, ASPA  
Principal, Aberfoyle Park High School

**John See**  
ASPAs Canberra Representative,  
Principal, Lake Tuggeranong College, Canberra

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### Surveys

- **Teacher Supply and Demand**
  - Approximately 500 responses /year
  - Approximately 1200 schools in Australia
  - Surveys in 2003, 2004, 2005
- **Teachers in their 1st, 2nd and 3rd Year**
  - 1000 responses over 2 surveys
  - 2003, 2005

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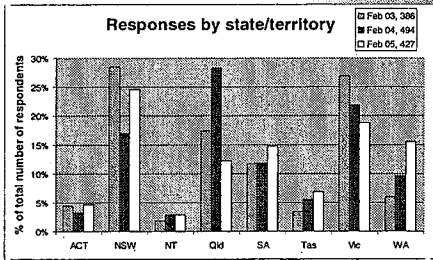
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### Teacher Supply and Demand

**Responses by state/territory**



State/Territory	Feb 03, 386	Feb 04, 494	Feb 05, 427
ACT	~2%	~2%	~2%
NSW	~25%	~25%	~25%
NT	~2%	~2%	~2%
Qld	~28%	~28%	~28%
SA	~12%	~12%	~12%
Tas	~5%	~5%	~5%
Vc	~18%	~18%	~18%
WA	~10%	~10%	~10%

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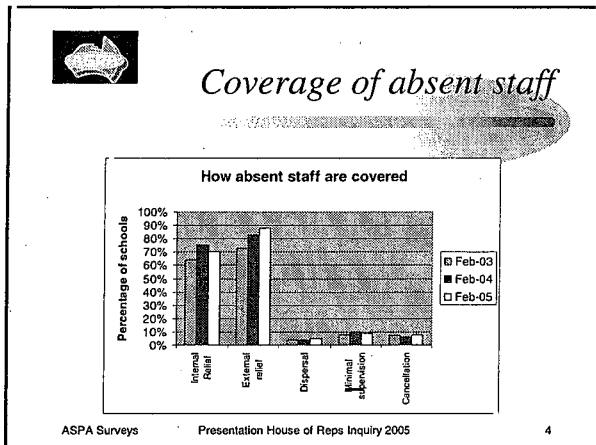
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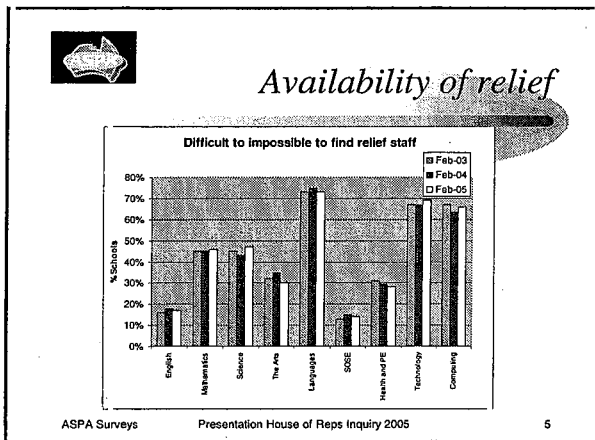
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**Teaching outside of area of subject expertise**

- Such a teacher is one who
  - has no training in teaching the subject area
  - or
  - did not pass that subject at the second year level in their degree

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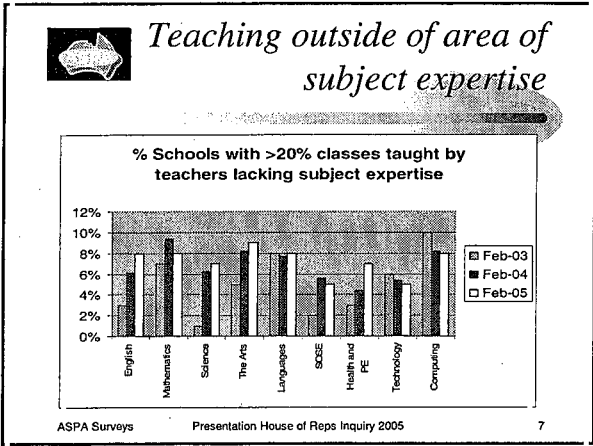
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**Middle School Practice**

- Do you have a deliberate policy of using teachers without subject expertise for Middle School purposes?
- The responses for 2004 and 2005 were identical.
  - Yes 41%
  - No 59%

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**Middle School Practice - comments**

- “I prefer to select a teacher who can teach children over a subject specialist who has not been able to demonstrate the appropriate teaching methodologies or develop the appropriate relationships.”

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### Middle School Practice - comments

- “Many subject areas are being watered down e.g. mathematics and history. As there is a lack of expertise and a love of teaching the subject, this often means that students don’t elect to continue with studies in those areas”

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### Middle School Practice - comments

- “Often in country areas you have no choice. You make do with what you are given. It is improvisation.”

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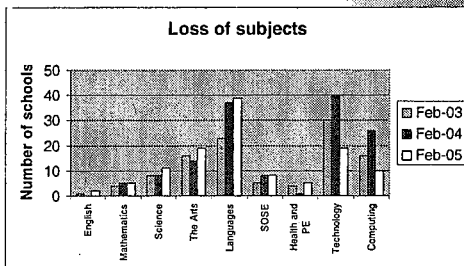
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### Curriculum Culling



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### Curriculum Culling - comments

- “Two years of searching and still no second Technical Studies Teacher”
- “We are frequently using Primary trained teachers.”
- “LOTE has not been offered for several years now.”

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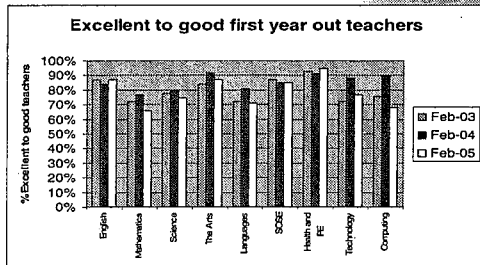
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### Quality of 1st year teachers




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### Comment from end of the survey

- “Almost impossible to get supply of teachers anywhere near an acceptable standard – have to take warm & vertical (barely breathing is OK). This has a huge effect on the school.”

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### Beginning Teacher Survey

- Similar structure to Teacher Quality and Supply
  - 20 questions, multiple choice,
  - rating scales, comments, etc
  - 604 respondents 2003,
  - 459 in 2005

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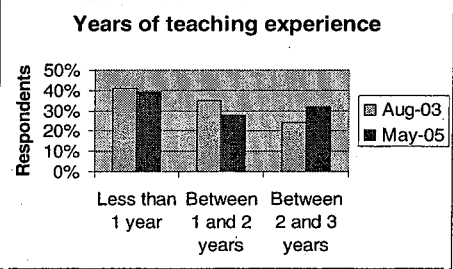
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### Respondents

#### Years of teaching experience



Years of teaching experience	Aug-03	May-05
Less than 1 year	~40%	~38%
Between 1 and 2 years	~35%	~28%
Between 2 and 3 years	~25%	~32%

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### Teaching outside of subject expertise

- Are you presently teaching any subjects for which you lack subject expertise?
 

	2003	2005
• Yes	44%	38%
• No	56%	62%

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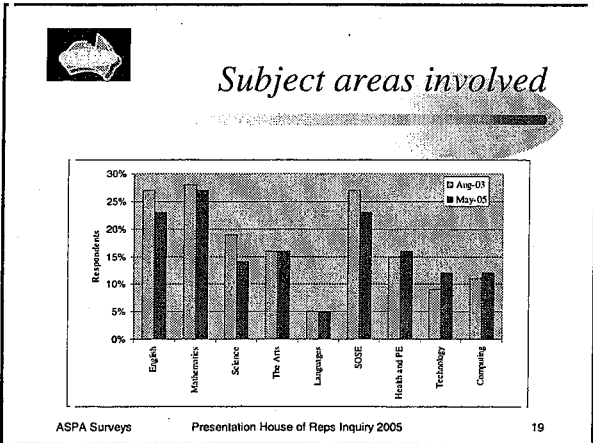
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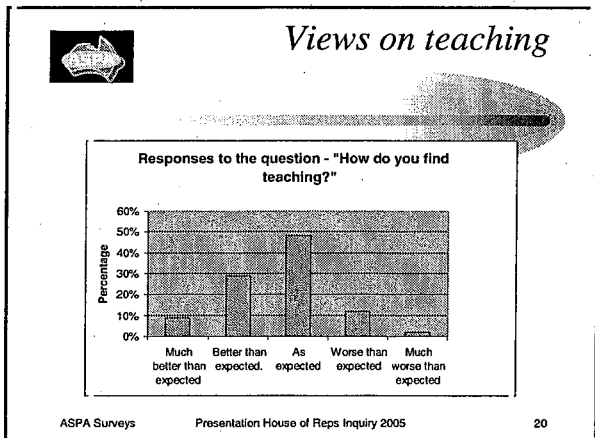
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**Comments about teaching**

- "It is an enjoyable job which is never boring. I find it rewarding, fast paced and ever changing, and very scary if I don't keep up with all aspects of the job."

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### Comments about teaching (cont'd)

- “The highs are higher than I thought they’d be, but the lows are much lower and I’ve really struggled with some of the ‘realities’ of bureaucracy and student ability combined with the multiple demands of a teaching day....”

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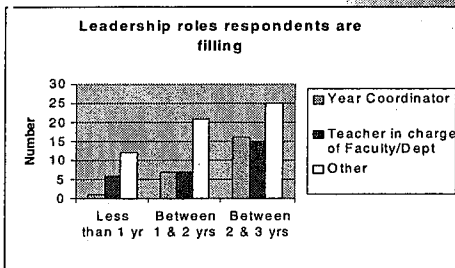
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### Leadership roles of new teachers



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### Types of “other” responsibilities

- o School Sports Coordinator
- o Sole faculty member, all planning and budgeting
- o At risk kids program coordinator
- o IT Admin
- o Teacher Librarian
- o Staffing Officer
- o Boys in Education Coordinator
- o Coordinator student inclusion and wellbeing

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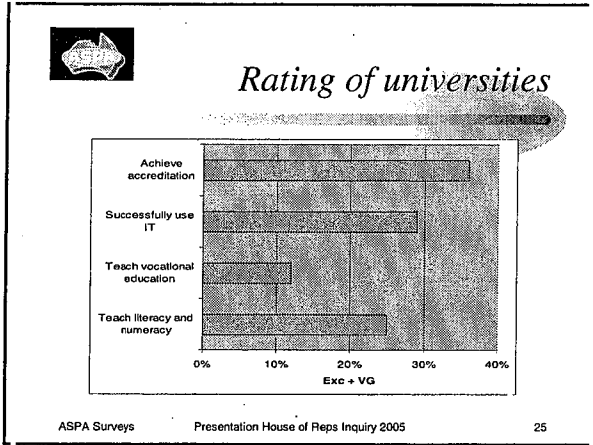
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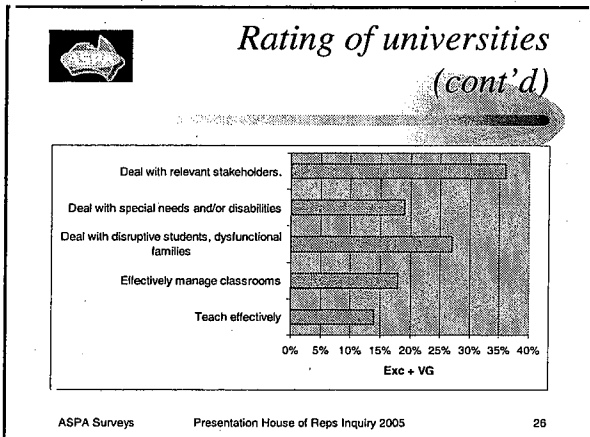
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**Rating of universities - comments**

- “My degree was very poor preparation for my career. To learn these things I have relied on the kindness of workplace mentors.”

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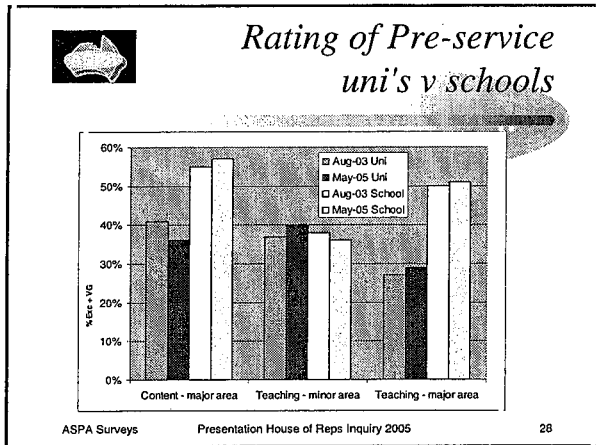
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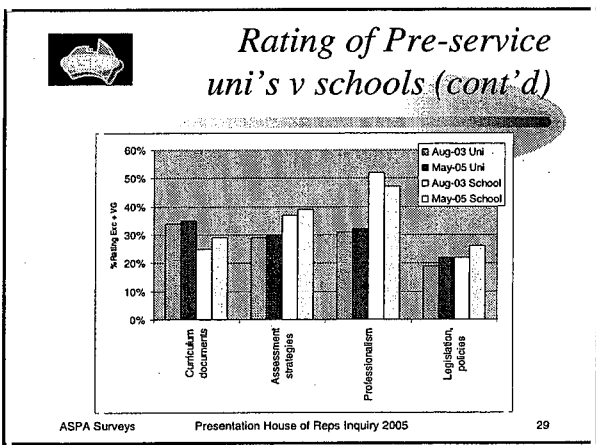
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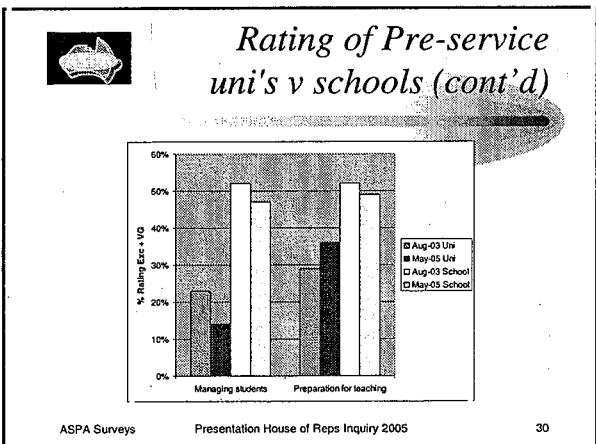
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### Rating of preservice - comments

- “If it wasn't for [school based] prac, then most of my fellow students would have left the degree, as this was the only hands on part of the course that really did prepare us for the ‘real world’.”

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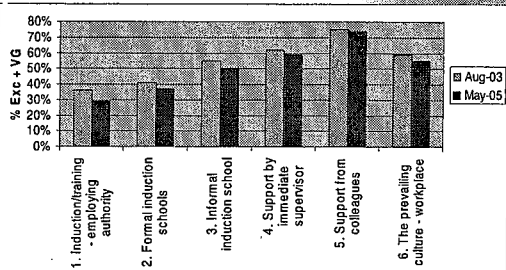
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### Induction, early employment experiences



Category	Aug-03 (%)	May-05 (%)
1. Induction/training - employing authority	35	25
2. Formal induction schools	40	35
3. Informal induction school	55	50
4. Support by immediate supervisor	65	60
5. Support from colleagues	75	70
6. The prevailing culture - workplace	60	55

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### Induction - comments

- “I have benefited greatly from the support and patience offered by the staff at my present school. This has made it a less daunting experience and made my first year of teaching a pleasure.”

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### *Induction - comments*

- “The universities taken no interest in us once they have taken our money, pumped us out into a field (sic)..... and prepares us so little for what really happens out here. (sic)”

ASPA Surveys

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### *Unexpected outcomes*

- Retention - a concerning number already thinking of leaving the profession.
- Ill-prepared for the leadership roles they were undertaking.
- Unprepared for teaching in rural and remote locations.
- Overwhelmed by the bureaucracy and reality of student behaviour management.

ASPA Surveys

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### *ASPA recommendations:*

- Improve the quality of teacher training by placing a greater emphasis on conducting teacher education in schools eg: an internship model.
- Money currently provided to universities to support the teaching practicum must be spent on the practicum.

ASPA Surveys

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*ASP recommendations:*

- School career structures should include recognised and funded positions for preservice teacher training and beginning teacher induction.
- Make more targeted teacher training places available in areas of teacher shortage.

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*ASP recommendations:*

- NIQTSL to provide support for beginning teachers undertaking leadership positions.
- NIQTSL to provide support for teachers undertaking teacher training and mentoring roles in schools.

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*Finish*

- Survey reports, media releases at

[www.aspa.asn.au](http://www.aspa.asn.au)

John K. See Wendy Teasdale-Smith

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## **Appendix Representative Teacher Comments**

This appendix contains representative comments made by the teachers made to some of the questions.

Typical responses to the questions are shown below and a short summary of the trend of the responses is also given. Many comments have been deleted as they repeat the sentiments shown in the comments below. However, the comments themselves have not been edited. They have been extracted from the survey results and included with all of the errors that may be expected on an on-line entry form.

A notable feature of these comments is the remarkable consistency of opinion. An overwhelming majority of comments indicate that teachers felt that the university preparation they received was inadequate to cope with the wider responsibilities they were expected to carry.

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### **Question 4 How do you find teaching? (219 responses in all)**

Overwhelmingly teachers comment on very high workloads, much higher levels of student management issues than expected and much higher levels of administrative duties than expected.

1. The teacher training did not prepare me enough to deal with the classroom issues. Hence so far, i am having some trouble with classroom dicipline.
2. Didnt think that there would be so much contact with parents, but love the job
3. I knew it was going to be hard but I underestimated the strains this profession places on my personal life.
4. So far, a very enjoyable experience - gets busier every week though.
5. It is an enjoyable job which is never boring. I find it rewarding, fastpaced and ever changing, and very scary if I don't keep up with all aspects of the job.
6. I didn't expect it to be so enjoyable, and so consuming
7. Was not aware of the associated work including all the out of school commitments.
8. Some days are extremely stressful due to student motivation, attitude, behaviour and rudeness. There seems to be much less respect for teachers, especially female from male students. Teachers aren't paid to get abused on a daily basis, I feel this a growing problem in secondary schools that needs to be addressed.



9. University is out of touch. I learnt more in my first teaching contract than I did the four years I was at uni
10. class room sizes make teaching difficult. I find graduate diplomas an insult to the teaching profession.
11. Lack of student responsibility for their learning, environment or behaviour.
12. yes - the highs are higher than I thought they'd be, but the lows are also much lower - and I've really struggled with some of the 'realities' of bureaucracy and student ability, combined with the multiple demands of a teaching day (Much less a teaching career!)
13. Its much less professional than I thought ie:teacher planning in morning and putting little effort into extending students Little support amongst teachers for each other and continual complaining takes up so much time and energy.
14. teaching itself is as expected. all the other jobs and preparation far exceed my expectations
15. Much heavier workload in preparing lessons than expected. Pastoral care role much more demanding than expected
16. hard to staff = hard to teach
17. I find that I just do not have enough time to teach most of the time! It seems that I spend most of my time marking, or following up admin tasks.
18. Students are more challenging than I had expected in both their behaviour and emotionally
19. It is harder than anticipated. More administrative duties than expected. Would like to be in the classroom more.
20. I am really enjoying the job and finding it busy but rewarding
21. just a massive amount of work. It took me a while to get used to working 70 hours a week.....nights and weekends are mostly used for work.
22. Extra workload, yet same amount of teaching requirement Also having to complete a beginning teacher program for the third time because nobody filled out the forms
23. Teaching is good but tiring. Behaviour Management and student motivation are the main issues.
24. My ATP was a completely unrealistic experience that made me question my chosen profession. ATP placements need to be reviewed.

25. There are highs and lows but the hardest is keeping up with the paperwork, planning and marking
26. i get amazing new experiences every day
27. I had a good idea of what my role would be as a music teacher, as I took part in lots of observations and work experience of other music teachers.
28. The emotional, verbal, and even physical abuse we are subjected to daily has been shocking to me.
29. I am pleased to find that I actually enjoy coming to school, and working with students, rather than seeing it as 'just a job', or even a burden, as were my worst fears!!
30. The amount of paperwork that must be duplicated and triplicated is greater than expected. I am surprised at how much time is taken up with this and how it gets in the way of teaching the subject
31. The administrative side of things is tiresome
32. Other occupations do not understand the demands on teachers.
33. You could have had "Not what I expected" as an option.
34. It's a good as I expected.
35. Slowly the workload is becoming more manageable, but the students aren't.
36. I am a primary trained teacher who is working in a high school due to a shortage in the Science area. I spend 80% of my time on behaviour management and not on teaching.
37. Classroom Behaviour worse than expected. Not covered in depth at Uni (to busy trying to make us feel guilty about being white in our 'diversity' subject which dealt ONLY with Aboriginal Aust.) Love Kids. Love the job, but the behaviour management issues are difficult. Plus having to drive across town from home is not great fun either.
38. The key to teaching is behaviour management. This was something I was not expecting.
39. At times it is worse than expected, because on prac you're relatively sheltered, in that you don't have as many responsibilities as a real teacher (e.g. extra-curricular involvement, developing new work programs etc.)
40. I am finding it a lot easier in my third year of teaching than i did in the first two. The first two years were very stressful, and I am only now beginning to feel confident about teaching and my ability.

41. Behaviour of students. The options schools have to take actions against persistently badly behaved students seems very limited.
42. I expected to be constantly fighting an oppressive and unjust system
43. Fortunate to be employed in a school that provides great opportunities, support and resources for a first year teacher. Has made the experience so far a rewarding, interesting and extremely enjoyable one.
44. Having worked in the real world. I find that teaching is an extremely rewarding job, that is what you make it.
45. very hectic work load, can be exhausting
46. I absolutely love teaching, should have done it much sooner. It is the best job I have ever had and the most personally rewarding.
47. The job gets easier the longer you teach
48. Bad options for Q4. Much worse than expected for time resources and stress levels especially related to lack of time to do the job properly. Better than expected for job satisfaction when you have the time to do the job properly.
49. As time goes by the constant pressure to perform, the constant pressure of behavioural issues and the problems with administration have caused morale problems with staff. The lack of spiritual values is sad and the problems students have in this school are can be very serious.
50. Didn't think it would be so stressful. Especially in relation to behavioural management.
51. I am continually appalled by the inability of the Department to assist schools in addressing serious behavioural problems.
52. The workload is much more than I expected as far as reporting, feedback and parent-teacher interaction goes.
53. I always knew that teaching was going to be a challenge and this has been confirmed in my first 16 months teaching...however this has not dulled my enthusiasm for the job or the students
54. Not what I expected.
55. The workload is very large, as expected, but the opportunity to impact student lives for the better is a privilege and a challenge, and very worthwhile.
56. more paper work, more legalities, less time for a life!

57. Very overwhelming first term. Very hard to put into practice everything you are taught at uni...It's about keeping your head above water
58. I find the teaching load and work as expected but the paper work side of the job takes up alot more time than expected
59. Whilst I hate the paperwork, I love my job.
60. I am better at it than I thought I would be
61. lack of support from leadership/other teachers surprising. kids are better behaviour wise than i expected in the country, but have a lack of respect which other teachers simply put up with.
62. I Enjoy it more than I thought I would. Very rewarding.
63. The Universtiy course I completed was highly inadequate in preparing me for the daily reality of the teaching profession.
64. I find the working with and helping students great but have an avg of about 80 hr minimum for 2 years now would like to be paid by hour, also think some of the pressure from govt and community to work miracles is incredible.
65. Teaching is great however i did not envisage myself becoming a pencil pusher and the paperwork really detracts from the best part of teh job,teaching!
66. The expectations placed on beginning teachers are enormous. There are no concessions made in terms of paper work/ deadlines, etc. Additional burdens are placed on us such as panels, probation expectations, outside school hours PD, interviews, reviews, etc as well as in-school requirements such as prof pathways, ILPs, student at-risk reports. Teachers are poorly prepared through teacher training to walk into a classroom fully funstional.
67. Very rewarding and challenging job. Never constant. Always different
68. It gets better with time and when you have built a relationship with the students.
69. Have really enjoyed my teaching experiences in Queensland and Northern Territory.
70. I was placed into a very supportive department and school which allowed me to grow as a teacher.
71. Very stressful first year out, but progressively better with each year.
72. I am teaching in a particularly difficult school. Preparation and discipline has to be especially well planned.

73. The first year is a big learning experience
74. I thought it would be fantastic and it is.
75. More overtime than expected (assessment, lesson planning etc)
76. It has been fun so far
77. It's a lot of hard work, as I expected. Because it is my first year I really wanted to be 'eased' into teaching by having 0.6 / 0.8 of of teaching load. However I'm teaching full-time and have 6am starts (and not getting to sleep until after 10pm) each weekday. I know I'm lucky to have a full-time metropolitan placement though.
78. I expected that it would be stressful, especially in terms of behaviour managment which I am finding causes most of my stress!
79. The staff in your faculty area have a big influence.
80. Student welfare - little responsiblity is placed on the students and parents - no real consequences. IT resources are a joke and we are expected to fix these with extremely little extra time given and no extra funding. Lack of teachers and class sizes. Lack of professional development in teaching areas provided by the department. Seems to be very little support about welfare issues from the department. Funding provided to schools to run courses. No PD for teachers teaching out of area. Working in a small school is not recognised as having a bigger workload and more teachers needed to do the same jobs at a larger school(where it can be spread out between teachers). Most students do not value their education. Workplace conditions (buildings, furniture, etc). Very little support and information for specialised areas (OH&S in the technology workshop etc)
81. Some older staff not supportive of new methodologies, pedagogies and behavioural management strategies.
82. I teach at MacRob, so academically it's challenging, but otherwise it's pretty cruisy :)
83. The enjoyment gained through witnessing student success is most rewarding. However, the disappointment and frustration associated with working with students who do not want to help themselves can be disheartening. The workload can at times be consuming. Time to pursue personal interests has been affected dramatically.
84. I have found the work a lot harder than I thought it would be, however a lot more rewarding
85. a challenge, improving all the time, need more time to prepare

86. I thought classroom management would be far harder. I thought the actual work we had to teach would also be far harder - sometimes I'm bored!!
87. Depends on the school
88. the only things i dont like are kids who speak to me disrespectfully, answer back, tell me what they should/shouldn't be able to do and kids who do whatever they want regardless of what i say. i dont like this as i feel that i have little power to give them negative consequences that will influence their choices of behaviour.
89. I started my teacher career twelve years ago. I did one year and then left due to my pregnancy. I have only just come back fulltime after this and have found the immense changes to be beneficial. I really like outcomes learning as it takes the pressure of students. They now are compared to criteria instead of each other. As a parent and a teacher I like this process.
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**Question 14 How would you rate your university pre-service preparation?  
(153 responses)**

Overwhelmingly teachers were critical of the academic preparation they received. In particular they criticized the lack of practical preparation, the lack of practical understanding of administrative requirements, assessment requirements and construction of assessment instruments and preparation for dealing with difficult students.

Of 153 responses most were negative and only 3 comments were unequivocally positive.

1. Universities need to recognise that 6 units of literary studies does not prepare you to be an English teacher. We need to learn about how to teach sentence construction and other basic skills. There is an assumption that by secondary kids already know the basics but they don't, and secondary trained teachers are unprepared for teaching basic reading and writing skills.
2. I studied three methods, Technology, SOSE, and Art, the first two were very well and comprehensively taught. Art was really badly taught, it had way too much emphasis on the official documentation and no where near enough practical information about teaching and learning strategies in the KLA.
3. I still think pre service teachers need to be apprenticed to a teacher for a few months initially to improve and fast track experience and effectiveness.
4. Due to doing an Arts degree followed by post graduate entry into a teaching degree(resulting in 2 years of teacher training) I feel I have a better understanding of my learning areas and a greater core base of knowledge than those who went through the four year teacher training.

5. I did not feel that my education major tutorials prepared me for the 'real world of teaching' Teaching rounds are a great learning curve, but it's not until you stand in front of your own class, you realise the extent of your responsibilities
6. It would have been great to have learnt how to fill in government forms and SSABSA forms
7. Training in one state and then teaching in another obviously affects knowledge of curriculum and assessment as these standards differ from state to state. However, I felt under prepared in all areas outside my 2 areas of expertise, I had little or no knowledge of curriculum and assessment and limited teaching strategies in these areas. If teachers are going to be required to teach a range of subjects, possibly rarely teaching in their areas of expertise perhaps universities should prepare us better for this unfortunate reality.
8. Better training is required for new coming teachers especially in a diploma of education courses. I have learnt more on the job than in my education diploma
9. SACSA framework came out when I graduated from uni so I didn't learn how to use them at uni
10. I found that my university training left me under prepared for the profession.
11. Schools vary so much that it is impossible for one uni to really make you feel prepared to face the reality of teaching. The fact is; you learn the bulk of it on your feet, as you go, with uni not much more than an introduction to the theory of what you're doing.
12. I have been given extremely little assistance in my first 2 years of teaching and have had to listen to people criticise me afterwards. There needs to be a formal mentoring strategy across all sectors as I gave up teaching after 2 years due to the lack of support from senior staff and principals. I have recently returned but battle this continually and have to scream out for any help.
13. most of my method and strategies I have learnt during my professional teaching not at uni.
14. Have found the state curriculum documents constantly under review and therefore any detailed knowledge would be out of date by now anyway - my teaching methods rely on text books and assume the text book is based on state curriculum requirements, so detailed knowledge in this area is not required.
15. I would like to have received more practical training for my major area.
16. The main hassle that I have had is lack of time in my new school to do my job properly I don't think that this actually has much to do with my training rather the conditions once you start working.
17. none of this material is covered at university it all happens whilst holding a position

18. i generally thought the Grad Dip was a waste of a year and didn't actually give me any assistance with teaching strategies
19. the program at James cook gives very little knowledge. It's all theories
20. I completed a Graduate Diploma of Education. I found it to be lacking in relevant classroom management/learning strategies as well as information on the CSF and assessment. We were being taught by lecturers who openly admitted they had little to no classroom experience or hated teaching in schools which is why they were teaching in a university.
21. There was not enough information in relation to major or minor subject area teaching.
22. I felt we need to be taught how to teach - this was not covered adequately. Assessment and reporting procedures were also lacking.
23. Monash provided ten weeks of teacher training in my final year. The first three years were solely observation rounds. I feel I would have benefited greatly from having four years of 'field' experience, especially in relation to classroom management (for which little is taught, as most is learned on the job!).
24. I wanted more detail on exactly how kids learn maths. The First Steps material is fantastic because it shows exactly what concepts kids need to grasp and the order in which this is expected to happen. Wish I'd seen it then.
25. Practicum occurs when all the skill content has already been taught, therefore not making you have to teach skills until your ATP.
26. Very little input from supervising teachers. A lot from UNE
27. When I went through uni there was a lack of consistency between lectures and the methods of implementing outcome education
28. Little to no input from university about variety of Employers. Eg, no information concerning Religious or non Government schools available from the Education Faculty.
29. Dip Ed was virtually a waste of time
30. Little in the way of behaviour management - considering the amount of class contact time that takes up, this is unusual.
31. I did a one year dip ed so I was pretty unprepared for everything
32. UWA was a bit too involved in using theory and relying on us to adapt it once we start teaching. This is a valid view but at least a core of practical responses to Behaviour management, possible assaults etc and a clearer view of what teaching,



esp in a country school (like many graduates will be teaching at) is actually like. Instead of just saying it is "challenging and rewarding"

33. When I first began teaching I was told by line managers that the background knowledge I have for my major learning area was insufficient. Subsequently, I have had to spend a lot of time doing extra study and professional development courses. As a first year out, I barely had time to prepare lessons, do my marking and integrate myself into the school system without having to worry about having to do all this extra study to catch up. Although complaints about the tutor/teacher taking us at University were made, I have recently spoken to prac students doing the same course who have said nothing has changed - he is still teaching them the same pointless material. This has to be amended otherwise there is going to be a number of clueless teachers in our system.
34. More experience in assessing student's work would be beneficial. Beginning teaching it is a bit of a shock sometimes with the amount of time taken to plan, prepare assessment and mark assessments. This is not really shown through university courses.
35. Had some 'out of touch' education lecturers which wasted valuable time and money (HECS fees)
36. There was only really one tutor at uni who actually told us what to expect when you first go to a new school (particularly if it is a new town as well) and the basic things, like not what to wear etc. I can remember asking one lecturer how do we teach a certain topic and their response was 'that's what your prac is for'. One of the most practical subjects I did for maths, certain people couldn't weren't allowed to do it by the faculty their double degree was under. Most of my business curriculum subjects were SOSE subjects which we were joined with.
37. Requirements of a teacher other than classroom programs need to be address more thoroughly such as setting up a budget, accountability reports and other admin related tasks.
38. Much of the theory based component of the course did not prepare you for the many and varied eventualities of the classroom. This could have been better managed by doing 2 days inclass with 3 days at uni.
39. having completed tertiary quals at two universities, i found Uni of Canberras Grad Dip in Ed to be excellent and really prepared me well for teaching
40. No, very happy with the training I recieved.
41. At the moment i think that universities as a whole are not helping teachers with an emphasis on theory as opposed to the pratical aspects of teaching. A person can quote the curriculum guidelines back to front and be accepted as a teacher which is

comparable to reading moby dick and assuming that you can sail a ship. There are a lot of teachers who quite simply cannot teach and are not being shown how to teach.

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**Comments related to Question 16 "How would you rate your university pre-service experience in preparing you to: teach literacy and numeracy, teach vocational education courses.....**

**(128 responses)**

A consistent theme in all of the questions is how poorly prepared teachers felt to handle the practical aspects of teaching. Many comments concerned the distance of university lecturers from current school conditions.

1. My degree was very poor preparation for my career. To learn these things I have relied on the kindness of workplace mentors.
2. There is not enough behaviour management studies incorporated in uni courses at present
3. My IT skills I have developed informally. My ability to manage a classroom and work with parent, senior staff, community groups etc is due to my own interpersonal skills and initiative.
4. i FEEL A LOT OF THE STUDYING IN THE EDUCATION MAJOR IS A WASTE OF TIME. MORE SHOULD BE SPENT ON ACTUALLY TEACHING, LIKE AN APPRENTICESHIP. A LOT OF TUTORIAL TIME IS TAKEN WITH WRITING ESSAYS SIMPLY TO GAIN A DEGREE. PRE-SERVICE TEACHERS SHOULD BE DOING PRACTICAL THINGS SUCH AS MORE TEACHING, LEARNING TO MARK AND REPORT WRITING SKILLS, ALONG WITH CLASS MANAGEMENT TRAINING.
5. Training did not prepare me for the politics that occur within a school and departments.
6. Not enough practical examples.
7. insufficient behaviour management practices were taught at uni and psch counselling were not considered important
8. I was dissatisfied with the way I was dealt with and the lack of staff with adequate knowledge of procedure etc.
9. Again, there are a range of skills - eg information technology, communication skills - and a range of theoretical knowledges - eg the theory behind bullying or what disabilities students might have - but when it comes down to it, you learn to deal with these things by DOING IT, and if you have good professional and collegial support around you (and, admittedly, you know your theory and have developed your basic skills) then you survive. maybe you even prosper...

10. We were not made aware of any support groups, curriculum association etc
11. despite advice and feedback universities are not making any changes because the old staff running the programs are still stuck in old fashioned ways who have not held a teaching position for a number of years
12. Most of the things in question 16 are the issues with which I have problems. I feel that uni is so far removed from the real world of teaching, that when you leave uni and finally get a job, you have no practical idea of how to deal with these situations. Thus, it is different from anything, so uni really does not prepare you in any satisfactory way for the actual job.
13. My university course was 5 years in length. In that time I recieved plenty left wing reasons as to why I teach but no information or very little of how Im supposed to teach
14. I don't feel that I was shown what standards to expect from each year group. I also had NO training on how to teach students who are far below normal standards, even though this is a situation I have to deal with daily.
15. The most important information a new teacher needs to learn is how to manage a classroom. Behaviour management should be top priority at University because it is the first thing you have to deal with in the class room. If class room management is not brought under control it doesn't matter what the content is.
16. Most especially special ed - our ed system is supposed to be 'integrating' students into mainstream classrooms, however, we have so little knowledge of their needs and learning styles.... and can we really know ALL that as well as the subject content, manage behaviour, deal with a curriculum structure that allows students across 4-5 levels of achievement to be in one classroom!
17. university staff had frequently not taught in a school or if they had done - not for a very long time. Often their perception of what was going on in the vast majority of schools was way off the mark. Preparation for classroom teaching was aimed at the upper end of the socio - economic spectrum. Very little was discussed as to how to deal with difficult/ hostile children, families etc. who do not value the education system
18. I feel that the general school-related classes (as opposed to the specific method-classes) could have been much more focussed on more 'survival' knowledge, such as report writing, record keeping, achieving VIT accreditation, dealing with parents and senior staff etc. I found that there was a lot of theoretical talk that is only occasionally useful.
19. Teaching can only be taught to a certain extent. Nothing can replace experience and mentoring.

20. I believe it is vital for universities to address issues such as dealing with other senior staff, etc. As at times it could be a little alienating when there is no support in place once you leave uni.
21. The relevance of theory has not yet proven to have a good link with teaching experiences to date.
22. The strategies provided by the university were sound and are more useful to me now that I feel a little more experienced as a teacher; but are unable to be implemented when the students you teach do not have basic literacy or social skills.
23. There was almost no useable classroom management info and little or no info on DNI students needs and dealing with emotional disturbed students
24. great we had units specifically dealing with these.
25. This is way too much to cover in a one year dip ed
26. Where I was trained, there may have been less study of local req'ts & more emphasis on subject excellence.
27. My university studies attempted to engage me in the practice of becoming an effective teacher. However when given practical experiences in school, new teachers are often socialised into poor teaching practice by senior prac teachers. The result of this is that to gain an S1 rating a teacher may have to engage in practices that constitute poor teaching but seen as good teaching by those in control of your grade. Behaviour management styles is a key example of this.
28. Learning about specific learning disabilities and behavioural problems would be very valuable. I have never had the opportunity to have specific literacy training.
29. I was taught about English and SOSE but nothing about teaching it in the classroom.
30. Some of these questions are bizarre. Again, they may have been touched upon but the theory bears no relationship to their practical application in a Government School. As for the last question. Well, a person can't make an objective decision on whether or not they are an effective teacher or not. I would say that I am ok but it's down to my personality and the support I get from staff and colleagues at my school. It's got bugger all to do with La Trobe University Dept of Education!
31. No one or course can teach you how to deal with people. These people, are parents, fellow colleagues, general public. You can never learn that from a course
32. Most of the above was learnt in the practicums from mentor teachers rather than during lectures at uni.
33. As I did the Bachelor of Adult and Vocational Education, I did not gain any experience as a High School Teacher (no placements).

34. University, as a general rule is very theoretical. This means that there is lots of on the job learning. A medicine style internship would be a great way of solving this problem.
35. Most of the practical things like dealing with staff and parents etc, I have learned on the job. I was lucky to have a fantastic final prac, where those teachers went through some of that with me.
36. As above - more prac time in the class room on a regular basis, eg 2 days a week
37. with special needs students integating into elective areas in most schools, there is a need to cover this for all teachers not just those that elect to specialise in it. Bullying & violence area of huge need. Cultural awareness essential but not mandatory for my course.
38. More actual teaching time and less theoretical clap-trap would have been great. Educational psychology is a little more than worthless, as is the History and Education Context stuff taught. More attention to teacher resources and teaching strategies is needed
39. My course definitely didn't spend enough time (in fact none at all) on classroom management. A big shortcoming!
40. There was only one behaviour management course of which the lecturer, although having completed a degree in education, had never stepped foot inside a classroom to actually teach.
41. I feel that the year at University did not teach me anything i did not know already. I would like to see successful teachers lecturing at the University and assisting with the transition from student teacher to teacher. Student teachers are not giving enough information nor experience and do not follow through with the course or change their mind.
42. I feel I needed more support and training in terms of bullying, harrassment, classroom management strategies. I think this should occur once a teacher is in a school so advice can be sought and given in relation to specific incidences, rather than abstract examples.
43. I believe that i was taught what to teach but not how to teach it
44. I was happy with the quality of my pre-service training, but nothing truly prepares you for actually teaching.
45. Dealing with parents, community, etc depends on own skills and personality. This was not covered by the DipEd course - how I relate to others comes from my own experience and skills.
46. I don't know how Unis are going to teach teachers to better deal with parents, disruptive students, other work colleagues, kids with dysfunctional situations etc. This is really something your life experience teaches you. However a counselling

- and more intensive first aid course for teachers (this may add on an extra year or 6 months) I believe, would be an excellent idea. We're also changin from a culture where parents 'taught' their kids a lot of the 'do's and 'don'ts of societal expectations and where
47. parents/grandparetns/families taught their kids a value system - now, I believe, many parents are expecting schools to do this - and I've spoken and worked with heaps of teachers in my 10 years in O Ed. about this. It can often be harder at Private Schools where one teacher told me he had a parent say to him "My kid's got a problem, I pay you, you fix it!" Unblievable, but true. When are the teaching profession going to put more responsibilities back to the parents/families and when are the families going to accept more responsibility in 'growing up' their children? There are a lot of big issues here to be dealt with.
  48. For teaching the University of New England is spot on with the support and opportunities it offers. I was able to chose electives working with indigenous education, behavioural managment, special needs/disabilities and through this receiving grades,you were recognised. The prac offered you great opportunity to plan, organise and reflect on your own teaching practice. It was valuable.
  49. Imparting literacy and numeracy skills was not involved in my degree (Dip Ed). I now have an ESL (English as a Second Language) class of year 8 indigenous of which I have no training.
  50. Too much questionable theoretical background with too little practical experience we were told those that did well in prac., interview, exams etc. would be more likely to get jobs than those that did poorly - not true!! people who didn't do well got jobs when people who did really well didn't.
  51. I was very pleased with Griffith University and their program, by far the leader in SE Qld.
  52. As a mature age student I have previous work experience that contributed greatly to my ability to deal with the issues raised above
  53. Teaching is a skill which seems to be linked to both theory and practice with an element of personality thrown in. I think that the initial slection process need sot be far more stringent - a marks based system is useless, also having people enter teacher training directly from school is not much use either - no experience.

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**Question 18 How would you rate your experiences in schools during your preservice training (106 responses)**

There were many more comments than those below to the effect that what mattered was time in schools with good mentors. There was not one comment indicating that more or better university preparation was what was required.

1. More practicum would help. The more experience you gain as a teacher before getting out there and doing it as a job helps with gaining confidence and feeling an authority when you're standing before a class and having to teach them without the safety net of having another teacher within the room.
2. More is learnt about teaching in a three week school placement than in one semester of university.
3. I was thrown in and expected to swim for Australia
4. Preservice teaching is an orchestrated environment, where you, the supervisor, and the students know that you won't be there for long; nor are you the holder of the powers of a 'normal' teacher (I think you'll understand what I mean!) I don't think that anything can really prepare you for the responsibility - and the freedom - of having 'your own' class.
5. I have found that many experienced teacher do very little annotating and record collecting as it gives them more work and instead just write something to cover themselves in this regard
6. I feel that most of my learning was done in pre-service teaching, although, many teachers in city schools have little knowledge of the WA curriculum Framework.
7. Just giving a teacher \$80 or whatever it is a week does not actually provide them with more time to help teachers who are there on Prac. I think that some of the big schools in the city should have teachers who have a line off so that they can always be a mentor for prac teachers and really have the time to answer the questions they need. Looking at it from a teacher in a school I don't feel that I could ever actually give a prac teacher the time they need, not because I don't want to but because I don't have the time.
8. In my personal experience, as the only probationary teacher at my school, I did not have a mentor or many meetings about being a first year, but I have two very supportive HODs and the senior staff in my staffroom were also great in making sure that I was coping, and in sharing all their resources, and giving tips for coping with the various situations I encountered. Thus, my first year (or even 6 months) of teaching taught me more than my entire uni degree.
9. If more of the course had been prac work then I might have been more prepared when I first started teaching.
10. Your own self efficacy, the students knowledge that you are a 'student teacher' and the input and control held by the teacher you are working with all affect your ability

to BE a teacher or know what teaching is really like when you are only a student teacher. It's easier and gives you a false sense of confidence and a false sense of what it's really like to teach full time on your own

11. I feel that I would have been better prepared for teaching if i had been given the chance to experience the classroom atmosphere for longer periods of time. My practicums were only for three week periods and by the end of each practicum,I was only finding my feet.
12. Schools are full of Bad teachers! In fact, the chances of getting a good teacher as a prac supervisor is very slim. Prac then becomes about getting on with your supervisor rather than demonstrating any real proficiency in your vocation. I believe that universities should have more control over their prac students so that students can demonstrate the skills learned at university rather than have to replicate the poor teaching taking place in most schools.
13. my degree and my teaching were two different areas. Never the twain shall meet. The degree needs to be changed dramatically to incorporate more classroom procedure.
14. Basically here you could have asked; 'How much do you learn formally, how much do you learn informally - which has been the most use to you?'. I learn by asking questions of colleagues in my Dept and sometimes the VP. I neither ask nor receive anything from the Victorian Impediment to Teaching whose very presence in my career I resent enormously. I wish they would just fuck off and fill out their Centrelink unemployment forms and seek proper employment if you must know.
15. All one of my cooperative teachers could talk about was the male teacher at her school that she was having an affair with - then at the end she gave me an outstanding report!! Go figure.
16. I was lucky to have a very proactive supervising teacher who showed me through action, discussion and observation how to be an effective teacher.
17. Gaining skills, particularly in behaviour management seems to have to happen by osmosis. The AEU here in SA is the only place that has offered a practical approach to SBM thus far.
18. More should be taught in areas relating to legislation and department policies as well as teacher entitlements, how transfers work etc.
19. The staff in schools help you more than any one 'mentor' or the VIT. If it wasn't for collegiality the whole system would collapse. This school is excellent. Again, some of these questions seem ill conceived as the answer can only be made by a third party observer. also, in the last question the compiler has split the infinitive. Clearly not an English teacher...
20. I learnt more on prac than i did at uni for four years



21. The most effective tool in preparing you to teach is most definitely getting into a classroom and applying the learning to real life situations.
22. the term placement that NSW uses is an excellent way to learn all about schools and teaching. The shorter pracs were not as beneficial
23. Supervising teachers need to be very carefully chosen in order to ensure that pre-service teachers in training are supported and shown what is considered contemporary best-practices.
24. Gaining appropriate/adequate skills and knowledge through pracs in very much hit and miss. If your mentor is not particularly skillful then you miss out big time. Similarly for having relief teachers in charge of your pre-service training much of the time.
25. See what I've written above in question 17, however, one other thing I'd add, it that a lot of this is up to the individual, their life experience and how they've been schooled. If they have been 'spoon fed' right through school and Uni then they're not going to, generally speaking, have much initiative to actively go and seek out information they need to; alternatively, if someone has good research skills and initiative, they're going to make an effort to learn about school policies and culture and find out about the State/Territory curric docs off their own bat. I'm not trained in ESL for Indigenous Students so I've put my hand up for every ESL PD I can get to, I've gone and stayed out at communities and talked with the families I've worked with etc. I knew I wanted to work with Aboriginal kids years ago so I took a course at Melb Uni doing Aboriginal & Koorie History when it first ran etc.
26. Unfortunatley went to private schools for Prac. Which is great but have worked in government schools which is completely diferent. So even though had an excellent Prac supervisor he informed me that the hard yards were at a government schools.
27. Training comes in two forms, the underpinning theoretical and the essential practical skills. However, too many educator trainers see the theoretical underpinning as the primary goal of pre-service training. I suggest it should be an important adjunct to the critical development of people skills, practical classroom skills, assessment regimes, curriculum standards.

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**Question 22 How easy was it to find employment?  
(150 responses)**

**There were many comments critical of the States' employment processes. The other main area of comment was the divide between rural and urban employment. Several teachers felt that having accepted a rural position they had few opportunities to transfer to urban positions. Several teachers felt they had been "tricked" into accepting rural jobs.**

1. In both 2003, 04 I received last minute offers of 4 term contracts. Spending the entire holidays facing the prospect of unemployment was particularly difficult after a year's experience. My second school was very supportive in my attempts to gain permanency and half way through 04 I was offered permanency.
2. I had several job offers, presumably due to a shortage of teachers in my subject methods.
3. I had to wait three years to gain permanency.
4. Felt as if i was tricked into taking a rural position and did not receive enough support info
5. I was prepared to go to a rural area, so that made me easier to place. Other students who graduated with me had very specific - and urban- wish lists, and were, in the main, disappointed.
6. It is difficult to move between the public and private sectors.
7. I think that Principals should have more say in who they hire. I had no problems getting a job but I hated the uncertainty and the weighting period. I also know of lots of people who wanted to work in the public system but they wanted to know where they would be working before Dec/Jan so they got jobs in the Private Sector.
8. once sent to a rural school and obtained permanency it is almost impossible to transfer back into an urban area because schools are hiding casual staff to avoid the risk of having to teach in a rural area there are a great many teachers who have not taught in a rural area whereas those that do the right thing by the department get stuck in a place for long period of time, which has several effects, 1. The quality of teaching diminishes 2. Health problems - stress, etc 3. Does not allow many to sustain a healthy relationship with their partners, family etc
9. At the induction of our degree in 2001 we were told there would be ample jobs for when we graduate. We only had approx 6 end up with permanency, the rest are still waiting to pick up a contract. At the completion of our degree the ACT Dep spokesperson who came to UC assured us there would be in jobs by week two of term one. Perhaps they were a little to optimistic.
10. i believe the teacher registration through the VIT is the biggest rort ever invented. I would like to know what exactly i am receiving for my \$60 and also would like to see where the millions of dollars in teacher registration is going.
11. Interview during Dip Ed at UC - offer from ACT and NSW Depts. Easy process.
12. I put in my application in with help from my university lecturer, and had been contacted by a staffing officer for the rural area in which i currently work before I had even finished my final exams. Thus, that experience was great, but I had no interaction with either other option.

13. Moving teachers around the state in remote locations every couple of months is cruel and unusual torture. Mentally it is damaging and the age and experience of people sent out is completely ignored in the process.
14. There is a difficulty in the lack of English/S.O.S.E positions. Similarly, it is disappointing that very few schools take into consideration teachers with young families. I have an 18 month old daughter, and was extremely lucky to gain employment at a school that offered me a 0.7 position. However, there are very few schools that do cater for young teachers with families. It is nice to have a day and a half off and spend some time with my baby. I feel as though the governemnt should look at considering more pert-time teacher employment, especially taking into account mothers/fathers.
15. Made an appointment to see Principal and walked out with 12 months work!
16. after working in a small town it was very hard to get a position in the city!!
17. The impression received is that unless you go to a rural or remote school, you will not be able to find employment in government schools in the city.
18. When I filled out my preference form I entered all country schools (more than 100) I was given my last preference as a job.
19. There was quite a good article in the Melbourne Age about this situation written by Lisa Mitchell in the Eduacation section. I think that said it all for me as well. Basically the urban areas prefer their Graduate terachers from the prestigious Unis, the urban schools like to employ the people they know and/or the 54/11's and the remote schools take anyone.
20. Everytime I called "The Dept." I was fobbed off. I was so stressed at not getting a job, I rang Alan Carpenters office(Minister for Ed. at the time) and complained bitterly about the treatment. I was placed a few days later!!
21. I felt that the Victorian process made it easy to arrange a rural/remote place in Victoria, but I felt that there was a serious lack of information about opportunities, procedures, requirements, etc. outside of Vic. The Victorian (online) system is very good. (for me, a Victorian candidate) Also, many of my past DipEd colligues who were less well qualified than me - or who were unable to leave the urban areas - were not employed. Two of these have now gone overseas - lost to Australia. The persistant attitude of the Ed Dept to ignore such people who are unable to move due to family or whatever is clearly one that will have a very high long-term price in terms of lost candidates. The same can also be said for the consequences of persisting with the very high proportion of contract positions relative to permanent jobs - this also discourages people from staying in the profession.
22. It is easy to get employment, and I still get calls from schools from two years ago asking if I might be available for work. However the ACT government is an

absolute pain in the arse for its yearly re-application for permanency and bureaucratic justify my job paperwork.

23. Treated very badly by the ACT dept. I moved back to Australia on basis of permanent job offer and after giving them details of the problems in completing my education qualification. After offering me permanency they then took away the position because of incomplete teacher training credentials of which they had previously been informed. They did keep the offer of permanency open until I had done effectively another Dip Ed. This contributed an enormous amount of stress and if I had not been so dedicated to public school teaching, I would have left.
24. In the Catholic system it was very hard and was knock back continually, I had to try very hard but the hard work paid off in a scholarship.
25. The experience of applying within NSW and ACT (public) was vastly different. ACT was very professional while NSW were difficult to communicate with in terms of pre-interview, interview and post-interview stages. Perhaps this is because their system is far too large to cater for the individuals going through it.
26. Urban. Up against the Metropolitan University applicants. Rural. Up against Do we know you? - are you in the same Church, Social Group, Rotary Sports whatever...very cliquy. Rural. Take anyone, will call you and interview over the phone. They take people whose applications have been rejected for interview by other schools. So, lose out on an interview for a Bendigo (Vic) school but gain a job in a crappy wee school in St. Arnaud 'cos they are desperate.
27. There's a close network between rural schools- if you make a good impression at one interview, others are likely to contact you.
28. I found my experience with the WA education department to be very haphazard and disorganised. In contrast, I have recently joined the ACT ED dept and have been impressed with the procedures and personal interest eg interviews etc. In WA it is virtually impossible to get permanency in urban areas.
29. the recruitment process of the ACT and NSW's depts of Ed started at the end of 1st term and was promoted by our uni. it was the easiest way to get a job that I could imagine.
30. My husband and I were looking to teach in a rural or remote area as new graduates but did not want to be separated. We were unable to seek employment in these areas as schools could not take this into consideration. Since there is a teacher shortage in these areas I think provisions should be put in place to ensure teachers willing to teach in remote locations are able to do so without disadvantaging their partners chance of employment. For this reason we are now both teaching in Melbourne.
31. The ACTDET stuff me around a lot in my employment process. I have felt that the way they handled themselves for very unprofessional.

32. It was easy only because I knew someone working at the school.
33. i was drunk when someone applied for me- it was great - until i sobered up
34. As a mature age student who is married with a mortgage, I was not in a position to move to the country to take up a graduate position. I felt that the Department was not particularly interested in my extensive skills built up in industry as I was not prepared to move to the country.
35. Some schools did not tell you if you were up against some one at the school and they had all read decided that person was to have the job. And I was their only as interview filler.
36. i HAVE REAL PROBLEMS WITH THE QLD SYSTEM OF RATING GRADUATES (eg: 1,2,3,4) the system is somewhat flawed in that the variables are far ranging. Needs to be changed ASAP.
37. Permancy is easier to achieve the more rural and remote you travel.
38. There was no guidance on interview techniques from UNE which other universities offered students.
39. The system seems a joke! Hardworking and dedicated young teachers are pushed to outer areas where the kids are the worst. Gaining a job could be through merit and the principals should have the right to select teachers that they feel would benefit their schools the most. Many young teachers choose the unstable position of working in a school on a temporary basis as they are either too scared to teach in a rough school to begin with, have left a rough school as they cannot cope with demands ( due to inexperience) or cannot get a job within a reasonable travelling distance. It is not beneficial to students either as many schools have older teachers who will not shift schools as once they get into a good one they will never move, this decreases the diversity of teachers and also can bring down a department as new teaching ideas and concepts can often be rejected by older members of staff.
40. WACOT and DET weren't working together - which meant conflicting information from both and doubling up of requirements in terms of documentation. Despite uni results being available online, DET wouldn't accept them until they were in official hard copy, and for some reason mine didn't come out at the same time as everyone else - my application was then held up until I could chase up the uni when they reopened after Christmas. Uncertainty of employment prospects - other employers would not give you a job 'in case' you were eventually given a placement, but no-one knew if they would. My initial contract was one month, then I could have been unemployed again. At the end of the year, I may not have a job again. The current contract was only achieved by accident - I rang the department on the day a vacancy had arrived, and they hadn't done a search for prospective employees yet.
41. The department tends to want to force new teachers to remote areas.

42. I was given accurate advice on how to find employment from teachers that I did work experience and contract work with.
  43. I am still waiting for my registration to teach in NSW. It is now wekk 3 of term 2 and they still have not given me my approval. That is the reason why i left NSW. I did not do 4 yrs training to sit around and wait for them to get organised. I had teaching approval in 3 weeks in the NT.
  44. The department has not helped find emplyment - as a temp it's up to you
  45. We did not hav eto search for a posistion were simply given one. However the system seems too removed from the individual and more about filling gaps. People are frequently placed inappropriately and/or in positions they did not apply for. B emore vigilant about placing people and ensuring their requests are being met.
  46. i am not exactly sure where to look for jobs in urban areas [apart from the paper]. i think that a website that constantly shows open positions should exist [it may currently exist]. i also hate the current eddept website - it is confusing and clicking on teachers gets you nowhere.
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**Question 23 Regarding your induction into the profession, how would you rate the quality of your experience (110 responses)**

**These responses show a large variability in the quality of the induction process in schools. How well the new teachers did is very largely due to the relationships they were able to form and the support they received from the school staff in general. It is clear that the expectations of the new teachers was also widely variable.**

1. I have answered these questions as it was for my position when I first began teaching. I never saw my supervisor, she was always too busy promoting her own career. I worked within a toxic staffroom where there was a high level of unprofessionalism and a prevailing attitude of "let's be horrid to the new person and see how long she lasts". It was awful. I drove to work every day praying for key absences amongst staff and came home exhausted and battle weary. Because I was only on contract there was no pd support provided by the school. Their quote was that they couldn't justify the "investment".
2. The administrative team at this school tends to have their head in the sand as regards staff wellbeing issues. I find them both uncommunicative and unsupportive. The rest of the staff are very supportive and helpful to new teachers, but administrative issues are sometimes ignored or only dealt with in a token way. Crisis support from administration is often inadequate and the teachers involved get the feeling that they are being blamed for an issue arising even if it was not the case.
3. When I began work at my current site there had not been an induction process as the staff had not changed over for 8 years. An induction process was put together for me and I was then a part of the review to help improve the process. The staff (generally) were very set in their ways and unaccommodating of new members and neglected to
4. my school is extremely supportive of graduate teachers
5. My first 2 year there was very little support from my HOD, however, in my 3rd year the support from my HOD and colleagues has been outstanding, considering I'm no longer teaching in my major learning area; however, still qualified.
6. I had no formal induction at school level, nor did I have a supervisor. In fact, at no time did any other staff member come into my classroom with specific intent to provide me with feedback. Nor were my planning documents or lesson plans scrutinised in my first year. The first time the principal looked at my planning was April of my second year. I am aware that this is a vastly different scenario than other graduates experienced! Since I was also teaching out of my studied area and acting as Head of that subject area, this was somewhat daunting. However, the informal support of colleagues was very good, and I did not hang back when it came

- to asking questions or for help or clarification on issues. There were times I wish the initiative had come from admin, however.
7. nobody has enough time to give others, everyone already has a work load that is too demanding
  8. Beginning in a school with a high staff turn-over ensured an excellent emphasis on induction and ability to accomodate accreditation procedures being implemented. My second (current) school has a low staff turn over so if I had to answer the above questions in relation to them my answers would be very different because induction processes were not satisfactory. I am not aware of any induction other than from schools.
  9. My immediate supervisors in my first and second years have been very unsupportive. I feel that rural schools have a shortage of people to put into promotional positions and we have to put up with sub-standard, incompetant head of departments despite the fact that there are a large number of graduates who need extra support.
  10. schools with ageing staff members such as many city schools have a poor culture because many are set in their ways, have no knowledge about new educational concepts and theories, do not create an inducive environment for young staff to demonstrate their skills effectively
  11. Both the primary school and the senior secondary I am currently in were/are fantastic in the support I was given as a new staff member and the on going support in my teaching.
  12. I have a fantastic support network within my staffroom, and could not ask for more.
  13. My line manager has been very helpful and is always available when I need help.
  14. both private and public systems were equally appalling regarding induction and support of new teachers!
  15. I have been lucky to come back to the school that I attended as a student, and knowing the culture already has been a huge benefit. The school and staff have been extremely supportive and welcoming.
  16. Not a lot of support comes from the department which is not satisfactory.
  17. I have deferred my VIT registration and will continue to defer it for as long as possible. The last thing I want do is A) Basically repeat my last year at Universtity and B) have a bunch of Government spivs and stooges following me around, asking me to pre-plan and account for everything I do. I have seen what it does and robs teachers of spontaneity, diverse teaching methods and styles.
  18. My school is FANTASTIC!



19. I'll say. I was offered my job (advertised) but I did not get my Lines until the last day of term. Basically I just got my orders and was left to get on with it - which I did. I went up during the holidays and got my passwords and laptop arranged, looked at what I was meant to be teaching and then got on with it. It was great. I didn't bother anyone with any stupid questions and I learned very quickly the various protocols, procedures and tricks etc. But you see, I have not been a teacher before - I come from somewhere else and if you have had a really hard job this is pretty easy. The whingers in this trade just aren't pulling their weight as far as I can see. You try working for News International, now that's a professional environment. The VIT are looking so inept with their stance of forcing people to think a certain way about the teaching profession and what's worse die-stamping this pre-formed idea of the Holy Grail of a 'good teacher' on the public and the profession. This image of happy, apple-cheeked cherubic matrons going about their daily teaching business, finding the time to win prizes and awards, go to Sports Days and generally do great things like in some great Soviet makes me want to puke. I am so glad I am having fuck all to do with those tossers out there in Melbourne and I'll tell you what if this portfolio crap goes on I will join the Royal Australian Army Educational Corps where I can earn a third more starting salary and make Major in 11 years. Plus I get all my expenses including Laundry etc. I don't see why after an LL.B an M.A. and a Dip Ed, I should have to ponce around repeating what is basically my last year at Uni as well as having to fill out a big pile of forms that just kills any enthusiasm I have for going into the classroom. They can keep their record-keeping and shove it.
20. Working cross faculty is very difficult. While the informal induction in the faculty in which I have my desk was excellent, there was very little provided by the other faculty.
21. 1st year is very tough in the pressures of dealing with classes and staff.
22. I would highly recommend the Beginning Teacher's Seminar that was run mid-year. It was informing, interesting and most of all, motivating. I only wish it was run earlier in the year.
23. My HOD was a nice old bloke, but out of his depth regarding running a department. Performance management was glossed over. I'm at my second school now which is vastly better.
24. I don't have a mentor- my school doesn't see this as a priority. I was told during my first week it would be sorted out but it's now term 2 and I'm still waiting. The principals think holding frequent and boring induction meetings is sufficient when really this isn't the case. All we do is discuss school policy and they check to make sure we're coping.
25. Probationary year was totally unsatisfactory in regards to supervision/mentoring. Just as well I had enough life experience to fall back on handle the lack with no detriment to myself and students
26. school exec fantastic except for immediate supervisor

27. Country schools are used to graduates - very supportive. Had an excellent principal
28. I find compulsory induction workshops offered by the department just repeat things I recently covered at university.
29. teachers at the school are very helpful and are great for keeping up morale.
30. I think teachers in their first year should not be given a fuul-load. They should be given .8 or .9
31. The department provided little induction at the beginning of my placement. I was given one day's notice prior to the commencement of my placement and received no formal or informal induction from the department or school in the weeks following the start of work. Without the support of my immediate colleagues and supervisor, I would not have felt as comfortable or confident in my position as a beginning teacher.
32. unless you begin as a permanent it is unlikely that you will have a formal induction

**Question 25 Do you have further comments relating to matters surrounding this survey?  
(76 responses)**

The responses are varied, but three themes emerge. Teachers feel underprepared for their first position and desperately need support, both emotional and professional. Teachers feel somewhat swamped by the administrative work load, believe that the beginning teacher workload is too high and are unsupported by the Education departments. There seem to be some vocal Victorian teachers.

1. Being new to teaching is tough and having generous workplace mentors is the most crucial thing that helps determine whether you will experience success or not. Supportive colleagues who lend you their wisdom and freely assist you to plan units are worth their weight in gold. Collaborative planning and teaching really assists new teachers to find their feet.
2. my teacher traing was completely inadequate. dealing with the imberciles at the department has bought me no end of frustrations, there aren't words that describe how useless and unhelpfull DECS has been to me. Thank goodness for the AEU
3. In most other proffessions you earn less when you start because you have less responsibility. With teachers you earn less when you start but you have the same responsibilities and workloads as teachers who have taught for 5, 10, 20 years. Yes people who are coordinators etc have more responsibility, but there are plenty of expereinced teachers who have the same responsibilities as new teachers. I think that all new teachers contract and perm. should have a significantly reduced work load in their first 2-3 years. Schools should be subsidised for this and a new teacher should not count the same as an expereinced teacher on the census. Eg, 1st year out

have 2 lines off all year - this would enable a lot of observation and also provide enough time to prepare quality classes so that you wouldn't have as many SBM problems. 2nd year out 1 line off all year. When you start you don't have anything prepared, I have been working insane hours just to stay on top of things. Everyone I speak to says yeah your first few years are the worst, mine were really hard too etc. But why should they be so bad, I frequently think of changing professions but I don't think it would be like that if you were led into your job in a similar manner to someone doing an apprenticeship. I do not believe that new teachers should have to have the same work load and responsibilities as experienced teachers - it equals disaster on so many levels: break downs and heaps of behaviour management problems. We get paid less so we should have less responsibility also this may mean that less people leave after not many years. PS sorry about my typing it is pretty bad, hope you can understand despite the spelling mistakes etc.

4. More needs to be done to ensure that new teachers are properly trained and that they are assigned mentors who are committed to that role.
5. I have found teaching to be a rewarding experience but unfortunately find that more and more of my time is to be taken up with administrative type roles, or extra curricular type roles. I understand that while this is necessary it leaves little time for quality preparation.
6. I submit that Teacher Training is woefully inadequate and fails to take account of the real world of teaching. The methods area is hopeless. No teacher needs to know the Curriculum because we have no part in it. If you are lucky enough to get a job you will be told what you are to teach, the dates the DLA's and Assessments have to be handed in by and you will be provided with a marking criteria. Anything extra will come via the KLA. You can forget putting into practice all the extra nice and creative things you thought up and did at UNI as there is simply no time to implement it. You just teach the what you are given. This is industrial, assessment driven teaching under any government and behind the skirts of a piss weak union. Plus you have the VIT scum hovering in the background with their facile policies, pathetic newsletter, and gutless advocacy (i.e. there isn't any) in the face of an arrogant Minister Kosky. So it's a complete and utter waste of time studying the Curriculum and basically anything else. Teaching is a matter of personality. you either have the character to carry it through and find out what's what or you don't. I will leave if something comes along that suits me.
7. Personally I would not suggest any first year teacher come to the school I am at unless they are a sports star, or went to the school themselves and are a local.
8. I vented my spleen. But seriously, take note. You are losing good teachers all the time because of bureaucracy and petty politics, and who loses? Why the Students... Think on McDuff.
9. Graduate Teacher's go through an emotional rollercoaster. 1. The euphoria of (finally) graduating. 2. The excitement of looking forward to their first teaching

position. 3. The disillusionment when being fobbed off by Education Dept. people who couldn't care less - and show it!!

10. Teaching is a fabulous occupation, but my experience as a mature age (40's) student was pretty rough. The academic learning was straight forward, but there was an apprenticeship culture about classroom practice, where you had to jump through set hoops at a prescribed rate, without regard for experience or knowledge you may bring. It was at times a humiliating experience. A mentoring approach would probably work better for mature entrants.
11. I can imagine that the process of beginning to teach for someone who progressed straight from Year 12 to Uni & then the workplace would be completely overwhelming. Adequate mentoring/induction processes should go some way to meeting the needs of beginning teachers. Mentoring a beginning teacher is a complex and time consuming process when it is done properly, & should be recognised with appropriate release from face to face teaching duties for both mentor & protegee.
12. There is no special consideration given to beginning teachers. They have extra calls on their time with induction etc, let alone the extra time required for preparation etc as beginning teachers. Most experienced teachers acknowledge that there is way more work to do and responsibilities given to teachers now compared to when they start. But there is no consideration given to beginning teachers with respect to time. They have extra calls on their time with induction etc. I strongly believe that there should be a reduced workload for beginning teachers as there was in the past when the overall work load was lighter. Also, consideration should be given to beginning teachers with respect to subjects taught and the rooms in which they have to teach.
13. Once again I would like to stress that the work load is far too taxing for beginning teachers and even more stressful for teachers who have to relocate as well for their position at the school. Please help.
14. Just to say that I increasingly look upon my class time as 'sanctuary' - that is to say, time away from bureaucracy, form filling, planning, the tyranny of assessing, being assessed and wasteful PD days which needn't take all day. At least in the class it's just me and 25 students and nobody else - until 'they' start putting spy cameras in! But you know, the classroom, it's where I want to be and everything else just gets in the way. Also, I must say that neither myself nor many of my contemporaries are not that much enamoured of the VIT. Their onerous and pretentious impositions I for one resent. I realise individual VIT staff probably do want to help but boy do they have an image problem. So heavy handed, bossy and arrogant. It's not fair that we have to go through a registration process after all the work we have already done. Some of us have three and four degrees. We should be like lawyers and be 'given' or moved 'admission' to registration and then have it removed if we fail to live up to the standards or fall foul of them. I won't leave teaching because of the VIT but they would be a contributing factor. hope you can make use of this

information and I hope you can use your influence to get the VIT to change it ways.

15. Much more focus on people skills is needed in pre-service training. Managing a class is essentially impossible without basic communication and motivational skills for younger people. Pre-service training has little focus on this. Teaching is about people, teachers need to be excellent people people.
16. As a recent graduate i would have liked to have been lectured by a successful teacher and i am in a position where i assist graduate students know and the feedback i recieve is positive. They too express the same concerns. I suppose i was lucky that i have had previous employment with various companies and i love what i do now. Universities need passionate people with real life experiences and the knowledge to make it more effective. YOUNGER PEOPLE IN LECTURING.
17. worried that prac was the only opportunity to practise skills relating to classroom management but we had not had enough training at uni first. i learnt everything on the job. the professional groups i am now member to, are the most productive and effective in improving my teaching skills and strategies as well as introducing me to wonderful resources.
18. Will my contribution be of any importance?