

## TERMS OF REFERENCE

On the 20 June 1996 the following matter was referred to the Employment, Education and Training References Committee for inquiry and report on or before the last sitting day of the Autumn session 1998:

The status of teachers and the development of the profession during the next five years. In particular the Committee will:

1. Describe community attitudes towards teachers and the ways in which schools operate. This should include examination of:
  - the perceived relevance, to young people, of school and its links to vocational training and employment
  - what is expected of schools in relation to meeting the needs of young people without appropriate family or personal support
  - any differences in the perceptions of urban and rural communities concerning schools.
2. Examine the expectations of teachers regarding their careers and identify those issues which bear most significantly upon job satisfaction, stress and their ability to carry out their work efficiently and effectively.

Possible issues might include:

- new patterns of work organisation and the relationships between teaching and non-teaching staff in schools
- impact of communications technology on the role of the teacher and the management of schools
- changes to school funding practices, such as the emergence of private fundraising
- systems organisation and its impact on work practices and career development

- social factors influencing the expectations and attitudes of school students, and especially the impact on teachers of 'at risk' and violent behaviour from students.
3. Develop a national profile of Australia's teachers according to age, gender, qualifications, experience, salary levels and career history.
  4. Assess the levels of supply and demand which should guide the workforce planning for teachers in the context of demographic and other changes affecting schools into the next century.
  5. Examine the tertiary entrance levels of teacher trainees and the research literature on the quality of Australian teacher education programs, and identify those features which bear significantly upon the quality of classroom practice.
  6. Describe best practice in the induction of newly-trained teachers into schools, and identify any significant shortcomings in induction or on-going professional development which require urgent attention.

# TABLE OF CONTENTS

|  |            |
|--|------------|
| COMMITTEE MEMBERSHIP .....   | IV         |
| TERMS OF REFERENCE.....  | VI         |
| TABLE OF CONTENTS .....  | VIII       |
| LIST OF RECOMMENDATIONS .....  | X          |
| <b>OVERVIEW .....</b>  | <b>1</b>   |
| <b>CHAPTER 2 TAKING TEACHING SERIOUSLY .....</b>   | <b>5</b>   |
| REGISTRATION OF TEACHERS - THE WAY FORWARD .....   | 15         |
| STANDARDS OF PROFESSIONAL TEACHING PRACTICE .....  | 16         |
| <b>CHAPTER 3 STATUS AND PROFESSIONALISM.....</b>   | <b>23</b>  |
| THE CONCEPT OF PROFESSIONALISM .....   | 23         |
| THE CONCEPT OF STATUS .....  | 28         |
| <i>Professional vs industrial</i> .....  | 35         |
| <b>CHAPTER 4 PERCEPTIONS OF TEACHERS' STATUS.....</b>  | <b>41</b>  |
| COMMUNITY PERCEPTIONS .....  | 41         |
| PARENTS' PERCEPTIONS .....   | 50         |
| <i>Improving Links with Parents</i> .....  | 61         |
| STUDENTS' PERCEPTIONS .....  | 64         |
| TEACHERS' PERCEPTIONS.....   | 71         |
| <i>The Countervailing View</i> .....   | 75         |
| <b>CHAPTER 5 ... THE OUTSIDE SCHOOL ENVIRONMENT - FACTORS AFFECTING TEACHERS' MORALE, PROFESSIONALISM AND STATUS .....</b> | <b>79</b>  |
| GOVERNMENT FUNDING TO SCHOOLS .....  | 79         |
| THE POLITICISATION OF EDUCATION.....   | 95         |
| <i>Politicisation of the Bureaucracy</i> .....   | 102        |
| <i>Conclusion</i> .....  | 104        |
| THE IMPACT OF THE MEDIA.....   | 105        |
| TEACHERS' CAREER STRUCTURE.....  | 111        |
| <i>Teachers' Salaries</i> .....  | 111        |
| <i>The Salary Structure</i> .....  | 112        |
| <i>Feminisation and the Career Structure</i> .....   | 119        |
| <i>Casualisation and the Career Structure</i> .....  | 123        |
| <b>CHAPTER 6 .. THE SCHOOL ENVIRONMENT - FACTORS AFFECTING TEACHERS' MORALE, PERFORMANCE AND STATUS .....</b>              | <b>127</b> |
| WORK LOAD .....  | 127        |
| <i>The 'Overcrowded Curriculum'</i> .....  | 127        |
| <i>Lack of Control over the Curriculum</i> .....   | 128        |
| <i>The Pace and Scope of Change in Schools</i> .....   | 130        |
| <i>The Time Devoted to Non Core Teaching Tasks</i> .....   | 132        |
| <i>The Requirement to Teach Unfamiliar Subjects</i> .....  | 134        |
| <i>Vocational Education</i> .....  | 135        |
| The Committee's view .....   | 136        |
| <i>The Impact of the Inclusive Classroom</i> .....   | 137        |
| <i>Class Size</i> .....  | 138        |
| <i>Other Factors Contributing to Teacher Work Load</i> .....   | 140        |
| <i>Teacher Work Load - Conclusions</i> .....   | 142        |
| THE IMPACT OF TECHNOLOGY .....   | 143        |
| <i>The Impact on Teachers</i> .....  | 143        |
| <i>The Impact on Students</i> .....  | 147        |
| <i>The Impact on Schools</i> .....   | 149        |
| ORGANISATIONAL STRUCTURE - THE IMPACT AT SCHOOL LEVEL .....  | 152        |

|  |              |
|--|--------------|
| <i>The Case for Devolution</i> .....   | 152          |
| <i>The Reality of Devolution</i> .....   | 154          |
| CHANGES TO SCHOOL FUNDING PRACTICES .....  | 159          |
| WORKING CONDITIONS .....   | 164          |
| <b>CHAPTER 7 TEACHER RECRUITMENT AND TRAINING.....</b>   | <b>169</b>   |
| TEACHER RECRUITMENT.....   | 169          |
| <i>Supply and Demand</i> .....   | 169          |
| <i>Declining Academic Qualifications of New Teachers</i> .....   | 169          |
| <i>Reasons for Decline in Number and Quality of New Entrants</i> .....   | 174          |
| More career options for women .....  | 174          |
| Men's fear of litigation .....   | 175          |
| The impact of university fees and charges .....  | 175          |
| Uncertain job prospects.....   | 176          |
| <i>Expanding Teacher Recruitment</i> .....   | 176          |
| Recruitment Campaigns .....  | 177          |
| Scholarships .....   | 178          |
| Changes to HECS fees .....   | 178          |
| Raising TER scores .....   | 179          |
| INITIAL TEACHER TRAINING .....   | 179          |
| <i>The Current Position</i> .....  | 179          |
| <i>The Quality and Appropriateness of Teacher Training - Weaknesses</i> .....  | 182          |
| <i>The Quality and Appropriateness of Teacher Training - the Positive View, Including Some Examples of Good Practice</i> ..... | 192          |
| <i>The Way Forward</i> .....   | 199          |
| TEACHER INDUCTION .....  | 203          |
| <i>Existing Induction Arrangements - the Negatives</i> .....   | 204          |
| <i>Existing Induction Arrangements - the Positives</i> .....   | 210          |
| <i>The Way Forward</i> .....   | 215          |
| PROFESSIONAL DEVELOPMENT .....   | 217          |
| <i>Professional Development - Inadequacies of Current Practice</i> .....   | 218          |
| <i>Quality Professional Development</i> .....  | 223          |
| <i>The Way Forward</i> .....   | 227          |
| <b>CHAPTER 8 SUPPLY AND DEMAND .....</b>   | <b>229</b>   |
| THE PRESTON REPORT .....   | 229          |
| <i>Objections to Preston's projections</i> .....   | 230          |
| FACTORS INFLUENCING SUPPLY AND DEMAND.....   | 233          |
| <i>Patterns of School Enrolment</i> .....  | 234          |
| <i>Teacher Training, Graduation and Employment</i> .....   | 236          |
| <i>Ageing and Retirement</i> .....   | 239          |
| <i>Devolution of Staffing Decisions to School Level</i> .....  | 241          |
| VARIATIONS IN SUPPLY AND DEMAND .....  | 243          |
| <i>Differences between States</i> .....  | 243          |
| <i>Differences between Regions</i> .....   | 243          |
| <i>Differences between Subject Disciplines</i> .....   | 245          |
| <i>Proposed Remedies</i> .....   | 246          |
| <b>GOVERNMENT SENATORS' REPORT .....</b>   | <b>251</b>   |
| <b>APPENDIX ONE A NATIONAL PROFILE OF AUSTRALIAN TEACHERS.....</b>   | <b>III</b>   |
| <b>APPENDIX TWO INFORMATION ON TEACHERS SALARY RATES .....</b>   | <b>VII</b>   |
| <b>APPENDIX THREE SUBMISSIONS TO THE INQUIRY .....</b>   | <b>XVIII</b> |
| <b>APPENDIX FOUR LIST OF PUBLIC HEARING WITNESSES .....</b>  | <b>XXIX</b>  |