

**Submission
No 40**

INQUIRY INTO INQUIRY INTO THE RECRUITMENT AND TRAINING OF TEACHERS

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Date Received: 20/02/2005

Theme:

Summary

Standing Committee on Social Issues
Legislative Council
Parliament House
Macquarie St
Sydney NSW 2000

Dear Chairperson

Inquiry into Recruitment and Training and Training of Teachers.

Please find attached a personal submission I wish to present to the Inquiry into Recruitment and Training and Training of Teachers being conducted by the Standing Committee on Social Issues of the Legislative Council.

The submission has three distinct sections:

- a combined summary and table of contents,
- the body of the submission; and
- recommendations.

The submission contains 39 pages including this covering letter.

I wish the committee well in this important matter and look forward to reading the findings and recommendations that emerge.

Yours faithfully

Geoffrey Hogan

**SOCIAL ISSUES COMMITTEE OF INQUIRY INTO THE RECRUITMENT AND
TRAINING OF TEACHERS: SUBMISSION BY GEOFFREY HOGAN**

SUMMARY AND TABLE OF CONTENTS

TOPIC	PAGE
Covering Letter	1
Summary and table of contents	2
Introductory remarks and my personal details <ul style="list-style-type: none"> • Brief introductory statement • Writer's educational involvement, experience and qualifications 	5
TERMS OF REFERENCE 1: The best means of attracting quality teachers to NSW Public Schools and meeting the needs of school communities <ul style="list-style-type: none"> • The roles of the Department of Education and Training (DET) and the political establishment. • The disconnection of teachers, DET and universities, particularly in relation to: initial teacher education, ongoing professional development, teacher morale • The importance of subject disciplines and in secondary education • Some problems within the TAS KLA for Industrial Arts • General issues that may influences school students and others in considering teaching as a career choice. 	6
Term of Reference 2: the effectiveness and efficiency of current means of recruiting teachers to NSW Public Schools, including: recent graduates, career change teachers <ul style="list-style-type: none"> • General comments on quality of recent recruits • Brief comparison of DET recruitment with that of the non-government sector. • Reflection on retention of some teachers beyond five years. • Overseas trained teachers. • Retrained teachers. 	11

<ul style="list-style-type: none"> • Teachers who have completed accelerated training programs. • Teacher competence: the need to improve assessment of entry competence and provide improved and more diverse orientation and bridging programs. 	
<p>Term of Reference 3: Differences and similarities between primary and secondary school recruitment needs</p> <ul style="list-style-type: none"> • Changes in administration within DET since the late 1980's and the impact on relationships with teachers and accountability and support systems. • Relationship between Industrial Arts teachers in schools and those in universities. • Subject disciplines, subject integrity and the importance of these concepts in secondary education, particularly within Industrial Arts subjects, and in disciplines at the tertiary level of education be it in universities or TAFE. • The application of KLAs and anomalies between KLAs: with reference to the Industrial Arts discipline within the TAS KLA, teacher education, and accreditation. • Issues regarding beginning and retrained teachers in secondary schools. • Positive impact of NSWPC reference may be an example to follow in setting up subject discipline based reference groups to liaise with DET. 	15
<p>Term of Reference 4: existing initiatives and programs of the Department of Education and Training, including: Teach NSW and scholarships for undergraduates.</p> <p>Teach NSW</p> <ul style="list-style-type: none"> • Assessment of TeachNSW materials with reference to Industrial Arts. <p>Scholarships for undergraduates.</p> <ul style="list-style-type: none"> • These are supported and DET should encourage professional associations to promote this initiative. 	19

<ul style="list-style-type: none"> • Reimbursement of the HECS debt, while teachers remain employed with DET. • Payment of fees for teachers who undertake appropriate postgraduate study. 	
<p>Term of Reference 5: the role of the NSW Institute of Teachers and its accreditation and endorsement requirements.</p> <ul style="list-style-type: none"> • Understanding of the Institute of Teachers' role by the teaching profession. • The Institute will need to demonstrate that it is of real value to teachers. • Need for meaningful dialogue between teachers professional associations, teachers and the Institute of Teachers to achieve the purposes of all stakeholders. 	20
<p>Term of Reference 6: the role, distribution and effectiveness of university pre-service teacher education.</p> <ul style="list-style-type: none"> • Outcomes of teacher education programs. • Concerns with current TAS KLA teacher education programs accreditation criteria for potential Industrial Arts teachers. • Retraining programs by further part-time study. • A number of issues specifically related to Industrial Arts teacher training programs, associated facilities and locations are discussed. 	21
<p>Term of Reference 7: Any other matter arising from these terms of reference</p> <p>Exhibitions and displays of student work</p> <ul style="list-style-type: none"> • Exhibitions of outstanding student work • The National Occupational Health and Safety Commission (NOHSC) • School sport. 	26
<p>APPENDIX A. KLA's: Comparative analysis of TAS KLA teacher education guidelines.</p>	29
<p>RECOMMENDATIONS</p>	34

SUBMISSION TO THE SOCIAL ISSUES COMMITTEE OF INQUIRY INTO

THE RECRUITMENT AND TRAINING OF TEACHERS

BODY OF SUBMISSION

Introductory remarks and my personal details.

The former Minister is to be congratulated in commissioning this inquiry into the recruitment and training of teachers. I note that the Federal minister has just announced a similar inquiry. I wish the Social Issues Committee (SIC) well in this important task and I look forward to reading its findings and any recommendations that may emerge.

This inquiry is both timely and appropriate. There are many issues related to the terms of reference that warrant investigation. A particular concern relates to the information and advice provided to universities by the Department of Education and Training (DET) and the processes involved in the development and communication of this. During the latter part of 2004, I was a member of a group trying to obtain information on these matters as they related to Industrial Arts. We were aware of the Teacher Qualifications Advisory Panel (TQAP), but were unable to gain insight into the consultative processes regarding undergraduate teacher training programs and how secondary teachers, who actually taught, and teacher professional associations, could have input into the deliberations of this panel, particularly in relation to secondary subject discipline related teacher education programs.

While some comments in this submission are critical of some DET policies and DET administration, I need to state that I hold in high regard the competence and commitment of many DET officials, but there are some policies and practices that I believe are misguided, damaging and need to be corrected. I also valued the access and assistance given, to representatives of Industrial Arts teachers, by Education Ministers; John Aquilina and John Watkins. The following comments reflect my experience as a secondary school principal who has maintained links with my subject discipline and who was also involved in the community.

I have interpreted each term of reference widely in order to draw attention to some underlying problems that require adjustment. I also point out that I assisted the team preparing the Industrial Arts submission for this inquiry and, some of my comments, in this submission, may have a degree of similarity to some comments made in the Industrial Arts submission.

I provide the following personal details to give the committee an indication of my background. I commenced teaching in 1971, as an Industrial Arts teacher, and retired in February 2005 after 11 years as a high school principal. I was active in Industrials teachers' professional associations and committees and served on syllabus and curriculum committees from the mid-1980's to the early 1990's. I was actively involved with the NSW Secondary Principals' Council (NSWSPC), serving on a number of reference groups and was a convenor of one reference group. I also represented the NSWSPC on a number of Department of Education and Training (DET) committees and at many meetings. I have also been involved in the process of interviewing final year undergraduates for employment in DET and teacher applicants for retraining programs. I relieved as a consultant in the 1980's and as a Chief Educational Officer (Student Assessment and School Accountability) between September 2002 and May 2003. As well as my qualifications as an Industrial Arts teacher, I have a BA (majors in Psychology and Education) and a MEd (Admin). I am currently undertaking further study at a post-graduate level. I have been active in my school and the wider community. For example I was a member of Rotary for many years and was made a Rotary Paul Harris Fellow in 2004.

TERMS OF REFERENCE 1: The best means of attracting quality teachers to NSW Public Schools and meeting the needs of school communities

The leadership of the Department of Education and Training (DET) and the political establishment have key roles in establishing an environment, policies, procedures and programs that will cause teaching, in the public school sector, to be an attractive career option. They have many other roles that impact on this. They need to develop policies, administrative structures and arrangements that aim to deliver the curriculum in the best possible way, that have credibility and which will motivate and enable teachers and other educational workers to achieve these aims. The leadership of DET also has

the responsibility of responding to the policies (educational, social, financial, etc.) of the NSW Government and incursions, into educational policy, by the Federal Government. These roles and associated processes do not always align, sometimes diverge and are not without their tensions.

It is my opinion, since the late 1980's, the relationship between the educational bureaucracy, the political establishment and teachers has evolved dysfunctional characteristics when compared with that which existed during most of the 1980's. The factors that have contributed to this situation are complex, but they impact significantly on issues related to this and other terms of reference. They need to be remedied, or their adverse impact minimised, as dysfunctional and stressful environments are unattractive to possible recruits, teachers, parents, students and the wider community.

The arrangements that existed prior to the late 1980's, fostered a more positive relationship between secondary school teachers and the educational bureaucracy, through subject discipline related support and involvement networks. These have been dissolved; particularly in Industrial Arts, since the establishment of Key Learning Areas (KLAs). There have been conflicts between subject related teacher associations and the educational bureaucracy¹ and concerns about their impact on what may be called teaching and subject integrity.² These conflicts were not of an industrial nature, but alienated many influential and dedicated school-based teachers, particularly head teachers, from the educational bureaucracy. These teachers were often active in their subject-based teacher professional associations and were influential and well regarded among their colleagues. I also understand that research shows that morale in the teaching profession is the lowest at head teacher level. I also understand that there has been a reduction in the number of applicants for head teacher positions in recent years.

Secondary teachers relate strongly to their subject area and in high schools, a considerable source of support for beginning teachers is the subject-based head teacher and other teachers in that subject

¹ Fiona Hilferty. (University of Sydney) *Subject associations: Tribal cliques or unifying networks?* Paper presented at AARE Conference, Sydney, December 2000. <http://www.aare.edu.au/00pap/hil00044.htm> viewed 9 February 2005

department. School students, who may consider teaching as a career, could be influenced by the morale, and general ambience of subject departments in their schools. Students and the community may also be influenced by the intended and unintended messages communicated about teaching as a career choice by teachers. The absence of any encouragement of students to consider teaching as a career choice could also have a negative impact on students, parents and the community.

The once close relationships that existed between teachers in secondary education and tertiary teacher educators have also dissolved in many subject areas. This is particularly the case in Industrial Arts.

In the subject area of Industrial arts, a fundamental problem emerges from the inappropriate application of the Technological and Applied Studies (TAS) Key Learning Area (KLA) and the breakdown of the relationship that once existed between school-based Industrial Arts teachers, some DET personnel, and teacher education institutions. (TAS KLA issues are discussed more fully under Term of Reference 3 and in Appendix A). These concerns within the Industrial Arts discipline are at the core of many problems impacting on Industrial Arts in many ways: individual teachers in schools, teacher training, retention, curriculum support and others. They need to be corrected with urgency.

The above discussion, I believe, reflects the findings of Ramsey who claims in part that:

“schools, employers and universities were disconnected from each other in the provision of initial teacher education and ongoing professional development.”³

These factors have contributed to lower teacher morale, in some areas of secondary education, which in turn is manifested in the external environment and may present teaching as an unattractive career choice, particularly as the NSW Department of Education and Training (DET) is the major employer of teachers in NSW.

² Catherine Harris, (Deakin University): Key Learning Area (KLA) versus the single subject: How has the introduction of Human Society and Its Environment (HSIE) impacted on the work of History teachers in NSW? AARE Conference – 2004 <http://www.aare.edu.au/04pap/abs04.htm#04764> viewed 13 February 2005

³ Dr Gregor Ramsey's report, Quality Matters <https://www.det.nsw.edu.au/teachrev/welcome.htm> viewed on January 9 2005

Having made some negative points, I point to a positive relationships that evolved, in recent years: the relationship between DET, the New South Wales Secondary Principals' Council (NSWSPC) and principals' reference groups. I also believe that research suggests morale in the teaching profession is highest among principals and with principals' connecting with their communities.

At a more general level, I believe the following factors impact on an individual's decision to enter and continue in teaching.

- Salaries. This is not the only factor or necessarily the prime factor, but salaries need to be commensurate with other professional occupations that require a first or second university degree for entry.
- Opportunities for career development and training and development (T&D) must be readily available, fully supported and adequately funded by the employer.
 - ◇ Teachers must also have professional input into the nature and methods of their T&D
 - ◇ In recent years very few teachers, other than principals, had the opportunity to attend conferences or regularly meet with colleagues, doing similar work in other locations, or to address development needs they perceived should be addressed.
 - ◇ Such T&D opportunities that existed for classroom teachers and head teachers were usually imposed by DET, addressed DET's agendas and were developed by DET officials or were of a generic nature provided locally by schools and districts. In Industrial Arts, the only meaningful subject related T&D is being conducted by Industrial Arts teachers with little support or input from DET (e.g. CAD courses).
 - ◇ Some changes to the allocation of T&D funds in the last eighteen months may alter this, but has not impacted on the perception of classroom teachers.
- Physical facilities that many teachers have to endure do not compare favorably with the working environments of many other professionals or increasing comforts in modern homes. Teachers

often work in poorly maintained buildings, cramped staffroom accommodation with almost no air-conditioning.

- Frequently new responsibilities and policies are imposed on teachers without adequate resources, training or consultation. Some are seen as reactive. Most change is imposed in a top down manner, by a system of leadership that has little recent teaching experience, and increasingly, no teaching qualifications. This adds to dysfunctional relationships and impacts on teacher morale.
- Teachers who have low morale are unlikely to promote teaching as a desirable career choice to their family, friends or students.
- The continuing burden of a HECS debt and no allowance could mitigate against some quality career change aspirants.
- Teachers in secondary disciplines are unlikely to promote teacher education programs of which they have no recent knowledge. I remember a time when Industrial Arts teachers trained at Sydney CAE, Newcastle CAE and the UNSW were proud of their training programs, actively promoted entry to them and maintained contact with their lecturers through professional development programs etc. This has largely disappeared.
- Rapid change and some self-focus, exists in today's culture. Within school young people are told that, unlike the previous generation, they will change jobs frequently and change occupations. Teaching as a profession may need to be arranged to suit a variety of occupational patterns - those in it for life, those who enter late, those who move in and out of the profession or those, while remaining in the profession, move frequently between states, systems and countries.
- Teaching does not have associated occupations such as those co-existing with some other professions. Consideration could be given to para-professional support workers in education, with articulated pathways to full professional status which would include part-time study.

Term of Reference 2: the effectiveness and efficiency of current means of recruiting teachers to NSW Public Schools, including: (a) recent graduates, (b) career change teachers

Recent graduates appointed to the school in which I was principal.

I have been impressed, in general terms, with the quality of many newly employed graduate teachers in most subject areas, who entered teacher training soon after completing their secondary education in recent years. However a number of these teachers gained employment through the targeted graduate program. (This program has had different names over time).

There are anecdotal suggestions that the private sector has more flexible means of selecting recent graduates than does DET. This is be illustrated by graduates from the program that prepares teachers with some Industrial Arts specialisation at the Australian Catholic University. The majority of students in this program had attended public schools yet, due to the recruitment practices utilised by catholic and private schools, many students from this program manage to secure offers of employment well before DET starts its recruitment processes. As a result, very few of these graduates become available for employment in public secondary schools. I understand this pattern is repeated in other universities. Salaries, working conditions, fringe benefits, etc that some private schools now offer also make employment by DET unattractive.

On the issue of retention; it has been my experience that the many young teachers, whose mode of training had been undergraduate study after completing secondary education, leave DET within five years of initial employment. Many of these have been competent teachers and enjoyed teaching, but they were interested in exploring other options. Some left teaching for other occupations; some took up teaching positions in other systems, interstate and overseas; and some left teaching to travel and, while doing so, took up whatever employment was available. I am unaware of how many of these teachers sought reemployment with DET after a period of absence.

Overseas Trained Teachers.

My experience indicates that there are disproportionate numbers of overseas trained teachers who experience difficulties and have their efficiency challenged. (This is not a major issue in Industrial Arts). The problems do not relate particularly to language skills but rather to pedagogy, student management and, in some cases, knowledge of subject content. I know this was a concern of the NSWSPC, but I understand that revised procedures were being developed to address this issue. I have sometimes reflected on the processes (assessment, directly supervised practice, training / orientation, etc.) that overseas graduates in other professions needed to undergo, before they were allowed to enter full professional practice, compared with teaching. In the classroom, there is no difference in the expectation of students and parents of a beginning teacher, an overseas trained teacher or an experienced teacher. They all work in the classroom with little or no direct supervision. Induction programs and procedures for the assessment of teacher efficiency exist, but such procedures exist with other professions, but with more rigorous provisions and restrictions on unsupervised practise at initial stages of entry to the profession. I actually see the employment of overseas trained teachers in positive terms as there can be some benefits in this,⁴ but there are issues with a significant number of teachers in this group that need to be addressed. Any inquiry into only teacher training in Australia will miss issues related to overseas trained teachers. This inquiry wisely includes recruitment.

Career Change Teachers: Retrained Teachers

I need to complement DET personnel; I have had contact with, who have managed retraining programs. They genuinely seek to involve principal representatives and practising teachers, through subject based teacher professional associations representatives, in the processes associated with these programs and have responded to suggestion that have emerged from these consultations. However they are not always able to accept the advice offered because of resource and other factors.

⁴ *Jinghe Han (University of Western Sydney). Teacher shortages and transnationals labour mobility www.uws.edu.au/about/acadorg/caess/seecs/research/educationresearchconference2003, (published2004) viewed 9 January 2005,*

There are benefits and problems in retraining programs. Some programs are essential. I believe that it is highly desirable that potential school counsellors, ESL teachers, STLD teachers, and teacher librarians, have a successful period of classroom teaching, prior to being accepted into training programs for those specialities.

Retraining programs, where teachers move to new teaching accreditation in areas of supply shortage, need to ensure that graduates have the opportunity to (and in fact) develop the same level of competency, in the subject discipline based skills and knowledge, as teachers graduating from a full teacher education program in that discipline. In Industrial Arts, I doubt that this can be achieved in a twelve week retraining program even if the re-trainee has well developed skills and knowledge related to some Industrial Arts subjects prior to entry into the program. In my opinion some teachers entering Industrial Arts teacher retraining programs have such skills but some others do not.

Within schools, there can be a positive benefit for class allocation and timetable development; if a retrained teacher is genuinely committed to and competent in teaching within the new subject area and is also competent and willing to teach subjects related to their entry accreditation. There is also a human dimension to be considered, in that teachers in areas of oversupply have the opportunity to gain employment as a teacher, albeit in an area that was not their original choice.

There also needs to be a pathway where graduates from retraining programs can undertake part-time, after school-hours programs to further develop their skills and knowledge in the discipline for which they have had only a brief orientation in retraining programs. These do not exist, to my knowledge, in many areas in which retraining programs have been conducted and do not exist in Industrial Arts, again to the best of my knowledge.

There are some anecdotal claims that graduates from Industrial Arts retraining programs have adequate and sometimes good generic teaching skills and knowledge, but many are lacking in Industrial Arts skills and knowledge, and in matters relating to occupational health and safety (OHS). There are further anecdotal accounts claiming that there are a disproportionately greater number of

accidents in classes conducted by these teachers. I need to stress that I have no research or data to support this claim, but it needs to be tested.

In my view these programs should not be the dominant or preferred mode of teacher training for Industrial Arts teachers. DET should have planning in place to ensure that the typical mode of entry to Industrial Arts and other secondary subject teaching positions is by the completion of a full BEd (discipline based) degree or equivalent.

Career Change Teachers: Accelerated Trainees

I personally see some benefit in these programs, providing those selected clearly have pre-existing skills and qualities that will enable them to attain the equivalent level of academic performance and teaching competence as those who undertake a full teacher training program in the particular discipline and in fact achieve these. Advantages include: bringing into teaching a group of people with a different range of skills and work experiences and providing opportunities for people who in later life decided to enter teaching while giving them credit for prior learning. However there are anecdotal claims of some disorganisation in the management of these programs and insufficient flexibility to enable students to concentrate on areas in which they lack skills and knowledge. Many graduates from these programs are also from an older age group and have little recent knowledge of schools and carry misconceptions related to the contemporary context of schools, the curriculum, student management and differential local community expectations of schools and teachers.

Further Comment

While DET has managed to recruit teachers to fill vacancies in NSW government schools, teachers now entering secondary schools, particularly in Science, Mathematics and Technology related disciplines, do so from a greater range of backgrounds: cultural and English language skills, life experience and prior learning. It is likely that this will continue. The induction and development needs of these teachers are diverse. There is a need to redevelop, better coordinate and resource the selection processes, induction programs and on-going professional development opportunities and requirements

for teachers new to NSW DET, be they new graduates, retrained or overseas trained. There is also a need to improve aspects of retraining and accelerated training programs in Industrial Arts.

Teachers must be competent to teach in our schools. Teachers; locally or overseas trained, retrained or trained in an undergraduate program; who lack adequate skills, strike at the core of a teacher's role and create difficulties for students, other teachers and school communities. They deflect the energies and time of those in leadership positions in schools from other important duties and cause all involved stress, even distress. They do not present positive role models for students who may be considering teaching as a career choice, nor do they engender community support for teachers and schools. The above points may be statements of the obvious, but they need to be applied, with rigor, in teacher education programs, pre-employment assessment, and the selection of applicants for retraining and accelerated training programs.

Term of Reference 3: Differences and similarities between primary and secondary school recruitment needs.

The restructuring of administration within DET, since the late 1980's, has produced fundamental changes in how the curriculum is presented and supported, and how standards are achieved and monitored. Accountability systems have increased while support systems have diminished. In some secondary subject areas there are virtually no ongoing curriculum support systems in place or readily accessible.

The accumulation of skills and knowledge into subject disciplines which reflects the notion of subject integrity is important in secondary education, particularly within Industrial Arts subjects, and in disciplines at the tertiary level of education, be it in universities or TAFE. Some people argue for a more generic or integrated curriculum in secondary schools, similar to that in primary education. There are dangers in this as secondary education does have, as a part of its role, the preparation of students for the challenges they will face in the post-school environment.

The pattern for secondary education, providing for the notion of teaching disciplines, would seem to be in alignment with some of the points made in a report launched at the 1998 MACQT Conference *Professional Standards: Quality Teaching*⁵, which, in part, claimed that effective teachers:

- *have mastery of the content and discourse of the discipline(s) from which the subjects (or curriculum areas) they teach are derived*
- *manage the classroom and other teaching sites in exemplary ways*
- *are accomplished in assessing and reporting the learning outcomes of their students.*

Previous methods of curriculum and administrative support, professional development and teacher accreditation recognised and aligned with this idea of teaching disciplines and subject integrity. Unfortunately, structures since the late 1980's and current administrative structures that are aimed at supporting the curriculum and the development of teachers in secondary education, particularly in Industrial Arts, are less than adequate, and virtually non-existent, by comparison to those which previously existed. I suspect this is not an issue, to the same extent, in primary education.

Previously (eg during the 1970's and 1980's) in secondary education, teachers had access to a range of support personnel within their particular disciplines. There existed consultants, committees, and subject inspectors who frequently and systematically interacted with practising teachers. This was particularly the case in Industrial Arts. There was also a close relationship with those in tertiary institutions, particularly within the Industrial Arts discipline. These processes, relationships, formal and informal infrastructures and networks, and the culture they developed provided the means by which standards were established, communicated, monitored and further developed. These also assisted schools and teachers to deliver a high quality of education and impacted on the tertiary sector to produce quality teacher education programs. These support mechanisms and structures no longer exist, or exist at significantly reduced levels. I again draw attention to Ramsey's findings:

⁵ <https://www.det.nsw.edu.au/research/completedprojects/ptsnsw.htm> January 9 2005.

“schools, employers and universities were disconnected from each other in the provision of initial teacher education and ongoing professional development.”⁶

In this respect the SIC could look at the application of the current structure for the delivery of the curriculum in secondary education through KLA's, and the application of KLA's to teacher education requirements particularly in relation to Industrial Arts within the TAS KLA.

There are anomalies between KLA's which disadvantage the Industrial Arts discipline within the TAS KLA. The categorisation factors within the TAS KLA have long been opposed and resented by Industrial Arts teachers along with the application of these to teacher training and accreditation. *(Please see appendix A for a detailed explanation of these matters)*. I also draw attention to recent criticism of the Human Society and its Environment (HSIE) KLA and its reported adverse impact on the teaching of History.⁷ I suspect that these are not issues of concern in primary education.

Beginning and retrained teachers in secondary schools need to be supported by people who have expertise both in generic skills and in the skills and content of the particular discipline. It is acknowledged that DET has some programs in place to support beginning and retrained teachers, but these do not adequately address this need and tend to be inconsistent and a bit “hit and miss”. I could discuss the shortcoming of the current provision but rather I suggest that:

- beginning and retrained teachers should not have the same teaching load as other teachers in the first year of teaching,
- a suitable within school mentor having both discipline and generic skills should be given a period allocation and allowance to mentor each beginning and retrained teacher in their first year of teaching, and

⁶ Dr Gregor Ramsey's report, *Quality Matters* <https://www.det.nsw.edu.au/teachrev/welcome.htm> viewed on January 9 2005

⁷ Catherine Harris, (Deakin University): *Key Learning Area (KLA) versus the single subject: How has the introduction of Human Society and Its Environment (HSIE) impacted on the work of History teachers in NSW?* AARE Conference – 2004 <http://www.aare.edu.au/04pap/abs04.htm#04764> viewed 13 February 2005

- beginning teachers be placed in schools which can provide such support and development opportunities and have supervisors specifically trained in teacher efficiency processes and the provision of improvement programs where this becomes necessary.

Beginning Industrial Arts teachers have been appointed to remote central school in which he or she has been the only Industrial Arts teacher, or the only other Industrial Arts staff member is a recent graduate. Support and appropriate mentoring in these circumstances is difficult. Such appointments should no longer be an option in the staffing operation. I accept that this may be idealistic and perhaps impractical, given the locations where vacancies arise and other requirements and restraints imposed on staffing processes, but it at least should be a consideration in the appointment of teachers to schools.

There is a need for ongoing and meaningful dialogue between the DET and its teachers that is accessed by a large number of teachers both through their subject related professional associations and at local and school levels. This should be aimed at developing a functional relationship and mutual understanding and support between teachers and the bureaucracy which can withstand times of stress. These processes need to be inclusive and not limited to those who are aligned with the thinking of DET officials. Such a relationship exists, in my opinion with the NSWSPC and DET and existed in many districts between principals and district superintendents. This has been a particular problem for Industrial Arts teachers in secondary education and in the processes, policies, practices, advice and attitudes emanating from some DET personnel, relating to secondary education, curriculum, liaison with universities in relation to undergraduate teacher education programs, training and development, and teaching resources and facilities.

Urgent action needs to be taken to correct this. A possible approach may be to establish subject discipline based reference groups similar to that which exists with the NSWSPC. In the TAS KLA this should not be a TAS reference group but one for each of the discrete disciplines e.g. Industrial Arts; Computing; Food , Textiles and related Technologies; and Agriculture , Marine Technologies, etc.

Term of Reference 4: existing initiatives and programs of the Department of Education and Training, including: Teach NSW and scholarships for undergraduates.

Teach NSW

The material, in the Teach NSW package and on DET's website under Teach NSW⁸, contain considerable amounts of information and is professional in its layout. It does not, in my opinion, do much to motivate those who may be just interested or curious about entering teaching or seeking employment in DET. The material also reflects the pattern I have criticised in the discussion of the TAS KLA under Term of Reference 3 and in Appendix A. There is no reference to undergraduate Industrial Arts teacher training programs for school leavers. However there is mention of Industrial Arts teacher retraining programs. However the discrete disciplines in the CA KLA are mentioned.⁹ I wonder if this is related to the oversupply of Visual Arts teachers; many of whom, in order to be employed as teachers, undertake retraining programs to become Industrial Arts teachers.

A rhetorical question jumps to mind: does DET only want to attract teachers already trained in other disciplines to retrain as Industrial Arts at a considerable cost to DET, but discourage school leavers and others from entering Industrial Arts teaching via normal undergraduate programs funded by normal university arrangements? I suspect that the answer is "No", but one could argue the alternative by examining the material produced in the Teach NSW package and website.

Scholarships for undergraduates.

I support the provision of scholarships that cover fees and pay some form of living allowance. I entered teacher education under such a scheme. I understand HECS fees and a yearly allowance of \$1500 is paid to undergraduate scholarship holders in particular disciplines. DET should gain the support of teacher professional associations in supporting and promoting this program.

I note that those teachers undertaking retraining programs attract the payment of fees and a living allowance, but those students undertaking the accelerated teaching programs attract the payment of HECS fees but not a living allowance. A number of potential adult accelerated

⁸ <https://www.det.nsw.edu.au/employment/teachnsw/index.htm> viewed 30 January 2005

⁹ <https://www.det.nsw.edu.au/employment/teachnsw/teacherqual.htm> Viewed 3 February 03.

trainee applicants may not qualify for AUSTUDY. I suspect that this could be a disincentive. An additional incentive to recruitment and retention might be an offer to pay teachers the annual HECS debt repayment whilst they remain employed with DET. A further incentive to aid retention and promote further development would be to offer to pay fees for existing teachers who undertake appropriate postgraduate study.

Term of Reference 5: the role of the NSW Institute of Teachers and its accreditation and endorsement requirements.

I believe that there is a degree of ambivalence among existing teachers regarding this body. It will need to demonstrate that it is of real value to teachers in developing their professionalism and putting realistic process in place to achieve this, involve them in consultation and decision making and win their support. It would be unfortunate if it became just another bureaucratic overlay of use to other bureaucracies but not to practising teachers, students or school communities and seen as irrelevant or, even worse, resented by them. A positive start has been made in that the person appointed to lead this new body is well regarded.

There is a need to develop structures for ongoing and meaningful dialogue between teachers, through their professional associations and at a local level, with the aim of developing a functional relationship between teachers, their employers (DET and other systems) teacher training personal and institutions. The Institute of teachers may be well placed to put in place structures and processes to achieve this and to ensure that all stakeholders have an input into the development of the professional status of teachers and associated accreditation processes. I suggest that the following issues be given an early priority by the Institute of teachers.

- The adequacy of current teacher education programs in particular disciplines.
- The accreditation of teacher education programs in particular disciplines. This would include the accreditation of the specialist facilities utilised in delivering these programs. (It seems odd that

TAFE programs and facilities are assessed against a standard, but this is not required of university programs that have a clear vocational purpose, albeit professional).

- Research into improving teaching practice and sharing knowledge of interstate and international developments.
- The promotion of opportunities and structures for professional dialogue between stakeholders, particularly in relation to teacher accreditation, and teacher in-service training and development and the funding of such programs.
- The Institute in requiring teachers to demonstrate ongoing professional development needs to ensure practicing teachers, through their associations have input into the development or accreditation of related programs and processes. Issues related to OHS may need to be considered here as well.

Term of Reference 6: the role, distribution and effectiveness of university pre-service teacher education.

The fundamental outcome of a teacher education program should be the production of an appropriately confident, knowledgeable and competent beginning teachers. In secondary education this confidence and competence must include a particular emphasis on the knowledge and skills required in the subject discipline, e.g. Industrial Arts, Visual Arts, Mathematics, etc. I believe the current TAS KLA teacher education program accreditation criteria compromise this outcome for potential Industrial Arts teachers. There is also a need for graduates from these programs to be able to manage students in particular learning environments and engaging in particular learning activities. This is particularly important in Science, PD/H/PE, Industrial Arts, Sport (*Please refer to comments in Term of Reference 7 related school Sport*), and some other areas. In Industrial Arts and Science; safety issues, maintaining a safe working environment, applying safe practices and compliance with OHS regulations and *Chemical Safety in Schools* requirements are essential skills and knowledge. Many concerns relate to the adequacy of the skill and knowledge base of teachers emerging from some

teacher education and retraining programs to meet these OHS requirements. *(Please refer to comments in Term of Reference 7 related to The National Occupational Health and Safety Commission).*

I again draw attention to the report launched by the former Minister for Education and Training at the 1998 MACQT Conference *Professional Standards: Quality Teaching*¹⁰ which claimed in part that effective teachers:

- *have mastery of the content and discourse of the discipline(s) from which the subjects (or curriculum areas) they teach are derived*
- *manage the classroom and other teaching sites in exemplary ways*
- *are accomplished in assessing and reporting the learning outcomes of their students.*

These points relate to the notion of “subject integrity” which is particularly important in secondary education and also the issues related to safety and sport mentioned above.

The concept of subject integrity need not conflict with basic and generic skills (eg literacy, numeracy problem solving, planning) or the notion of integration and transfer of knowledge and skills across disciplines and contexts. Holistic qualities are also identified in The MACQT Conference report *Professional Standards: Quality Teaching*¹¹ which also points out that effective teachers:

- *are committed to their students and their holistic development*
- *are reflective practitioners and embody the qualities of the educated person and exemplary citizen*
- *are leaders of learning communities.*

I am of the opinion that the specialist discipline based components of secondary teacher education programs must clearly reflect the subject integrity of the particular discipline and subjects within them.

I also am of the opinion that there has been pressure to dilute the strength of subject integrity in

¹⁰ <https://www.det.nsw.edu.au/research/completedprojects/ptsnsww.htm> January 9 2005.

teacher education programs for potential Industrial Arts teachers since the implementation of “*Excellence and Equity*”. Generically focused courses would also need to be undertaken. Aspects of these discipline based courses and generic courses could be brought together in what is sometimes called “method” courses and in practicums.

I understand that there are funding problems, caused by the Federal Government provisions, that impact on teacher education programs and Industrial Arts related teacher education programs in particular. Funding for practiums are one general issue. More specifically, related to Industrial Arts related teacher education programs and others which have a high resource / specialist facilities requirement, are the funding levels they attract. I understand that these programs are funded at the lower Arts rates. I understand this is a problem within the university sector and is a matter that the SIC could discuss with the universities.

The basic model for a four year undergraduate degree to prepare secondary teachers could take a number of forms, but must ensure the points made earlier are addressed. The models could be, but not limited to one of the following patterns.

1. An integrated Bachelor of Education in a particular discipline.
2. A Bachelor’s degree in a relevant discipline (eg BSc) with a Dip Ed, BTeach or MTeach.
3. An alternative model could be a Bachelor of Education degree with a common first year program for all prospective teachers. This year would then be followed by three years of courses tailored to the specialty discipline and generic courses adapted to the primary or secondary education requirements where necessary. This gives undergraduates the opportunity to consider what teaching discipline they really wish to follow. It may also encourage graduates from other disciplines into teaching who may be studying first year programs such as psychology, sociology, etc. It also gives students the opportunity to decide if teaching is really their preference.

¹¹ <https://www.det.nsw.edu.au/research/completedprojects/ptsnsww.htm> January 9 2005.

There also needs to be the provision for teachers who have completed teacher re-training programs to obtain an appropriate major, or equivalent, by further part-time study. This was once available for two and three year trained Industrial Arts teachers through the old ASTC and Dip. I.A. Ed. programs at Sydney Technical College and the three year to four year trained conversion at both Sydney and Newcastle CAEs. Prior to the 1980s a number of teachers in other disciplines obtained accreditation as Industrial Arts teachers through these programs.

There needs to be strong Industrial Arts teaching degree program at Sydney and non-Sydney based universities. Industrial Arts discipline subjects in these programs should mainly be conducted by fulltime academics with Industrial Arts qualifications and recognisable expertise. The specialist Industrial Arts facilities should be of a high standard and be available to students for non-timetabled access in a way that library and computer facilities are available.

There is a need for flexible delivery Industrial Arts teacher education courses which can be completed through part-time study in the evening or via distance education with some supervised "hands-on" workshop components. This would enable non-teachers in remote areas to train to become an Industrial Arts teacher, as well as allowing existing teachers to retrain as Industrial Arts teachers without having to undertake full time study. This ought to exist for other disciplines as well.

As an Industrial Arts teacher, I regret the abandonment of the undergraduate Industrial Arts teacher education programs at The University of Sydney and the University of Newcastle. The replacement program at Newcastle, in my view, does not meet the same standards that were achieved by the previous program. Unfortunately the replacement programme at the University of Sydney, to the extent that it may be claimed that one exists, is even less satisfactory.

Programs have been established at Charles Sturt and at Southern Cross Universities. These programs may have potential but, on the anecdotal information given to me, these have not met the standard of the programs that once ran at both Sydney and Newcastle Universities. I have no information on the program running at the University of Western Sydney other than that available in the UAC handbook

and I know of no one who has had any connection with the program. While I have no personal association with the Charles Sturt program, given its location, in rural NSW, it ought to be strongly supported as it may attract student from country areas and its graduates may be more inclined to be appointed to schools in rural NSW, which present some staffing problems.

The Australian Catholic University, is the only Sydney based university providing a teacher education program that has some of the Industrial Arts features that I would endorse, but it runs on a small scale and its specialised facilities have been in temporary accommodation and somewhat remote from the main campus. Some lecturers from the Australian Catholic University program have regularly engaged in dialogue with Industrial Arts teachers, with a view to developing their programme to meet the needs of curriculum delivery that actually exists in schools. However it needs to be noted that most of the Australian Catholic University graduates do not seek employment with the government sector.

There is a need to appoint additional full-time, tenured (long-term) academics qualified in the Industrial Arts discipline in universities to deliver Industrial Arts discipline programs as once existed at the University of Sydney and the University of Newcastle, and currently exist, to an extent, at Australian Catholic University. These academics could be supplemented with teachers seconded from schools. I am opposed to the contract system of employment of lecturers adopted by the University of Sydney to deliver DET funded Industrial Arts teacher re-training programs. I am also of the opinion that there is not a critical mass of Industrial Arts trained academics to provide the research, development and promote information exchange, dialogue and professional leadership that were once provided by Industrial Arts lecturers at Newcastle and Sydney Universities (and the colleges the universities amalgamated with under the "Dawkins" reforms).

As an Industrial Arts teacher, I regret the abandonment of almost all of the high standard specialised Industrial Arts training facilities formerly existing at the University of Sydney (inherited from Sydney CAE) and the University of Newcastle (inherited from Newcastle CAE). While the Australian Catholic University has some facilities I have no direct knowledge of the specialist facilities existing at other universities offering technology based teacher education programs.

There needs to be recognition that the disciplines present within the TASKLA also comprise areas that are a part of Design and Technology and Technology (Mandatory) courses. Thus a person trained to teach Design and Technology and Technology (Mandatory) may not be sufficiently skilled and knowledgeable across all areas of study. There needs to be a reconsideration, in consultation with teachers through technology related professional associations, of the centrality given to Design and Technology and the Stage 4 mandatory Technology course in all teacher education programs in the TAS KLA at the expense of the study of the discrete disciplines.

I also regret the fact the many graduates from Industrial Arts teacher education programs (under various names) are not accredited to teach Engineering Studies.

There are issues related to level of funding of undergraduate, HECS funded, Industrial Arts related teacher education programs that also contribute to problems in this area, but these are matters that are best left to personnel in universities to explain.

Term of Reference 7: Any other matter arising from these terms of reference

Exhibitions of student work

There are many exhibitions which promote the achievements of students. In Creative Arts there is ARTEXPRESS for visual Arts, ENCORE for music, On Stage for Drama and (I believe) something for Dance. Thus all disciplines within the CAKLA have exhibitions supported by either DET or Board of Studies (BOS). In the TAS KLA there is DesignTECH display for HSC Design and Technology works and the Ministers Young Designers Award (MYDA) for younger students. Specific Industrial Arts subjects such as Industrial Technology have no exhibition organised or funded by DET or BOS. It is a pity that Industrial Arts subjects are not recognised and promoted though such exhibitions funded and organised either by DET or BOS. Is there a purpose in this or just an oversight?

Student involvement, the publicity and prestige these exhibitions attract, provide positive orientation to these subjects and increases commitment by teachers. They also tend to promote the impact of good teaching. These exhibitions should be utilised as opportunities for promoting teaching as a career.

Support for Industrial Arts subjects by such exhibitions may increase the standing and appeal of these subjects and could encourage students to undertake undergraduate Industrial Arts teacher education programs and even promote students selecting engineering programs and skilled trades as career options, which face shortages from time to time.

These latter comments do not apply to MYDA. While MYDA attracts some regional publicity, participation is low and last year, despite the exhibition being open for a couple of weeks, I understand only one school visited and only very small number of individuals. During the previous year, I understand, nobody visited. There are other issues such as rate of participation and method of recognition. Given that this scheme bears the word "Minister's" in its title, its continuation in its current form, needs to be critically reviewed and perhaps abandoned with the funds being re-directed to an Industrial Arts exhibitions.

To overcome the lack of support, at an official level, for the achievement of students in Industrial Arts subjects, Industrial Arts teachers conduct the InTECH exhibition of outstanding students' Industrial Technology projects in conjunction with the very well attended Working With Wood Show in June each year at the Moore Park showgrounds. I was on long service leave in 2004 and volunteered to look after the exhibit on a Friday. I was delighted with the number and quality of student projects exhibited and amazed at the number and range of people who attend the show, who were also very interested in and impressed by the work of school students in the exhibition. I also thought that this would also be an excellent venue to promote entry to Industrial Arts teacher education programs. I did informally pass my thoughts onto a person I knew in DET who had been involved in managing the Industrial Arts teacher retraining programs. I am unaware of DET acting on this.

The InTECH exhibition is excellent but, is of a very small scale compared to those exhibitions funded and supported by DET and BOS. It relies on the good will of the organisers of the Working With Wood Show, who make available a exhibition area free of charge, a few Industrial Arts teachers to organise and supervise the display and of retired Industrial Arts teachers who are available to supervise the exhibition during week days. Industrial Arts teachers also meet the incidental costs of

organising, setting up and conducting the display. There is no official recognition, support or financial contribution from DET. The BOS allows Industrial Technology examiners to identify suitable student projects for the exhibition.

DET and the BOS should provide financial and logistical support to the InTECH exhibition featuring student work from Industrial Arts subjects and also actively promote an Industrial Arts teaching career and teacher education opportunities at these exhibitions.

The National Occupational Health and Safety Commission (NOHSC)

I understand that NOHSC, which provides strategic leadership and coordination of national efforts to improve OHS performance, is currently developing strategies to overcome an identified problem in OHS related to 15-24 year-olds, and is currently trying to develop an agreed set of nationally consistent outcomes. I also understand that NOHSC suspects that teachers' expertise and training/retraining could be a major issue that needs to be assessed.

Training of teachers for their role in school sport.

Another area of concern is Sport. All secondary teachers can be required to "take" students for sport. While some schools have moved to an arrangement called "Integrated Sport" taken by PD/H/PE teachers and others with demonstrated skills and interest in sport, this is not the general case. I suspect many beginning teachers; trained in Australia and overseas, do not have, in my opinion, the necessary skills or even interest in sport. Many beginning teachers have received no training in this aspect of the duties required of them regarding Sport, nor are they required to demonstrate any competence or even genuine interest in this requirement at a pre-employment interview. I have conducted a number of these interviews for DET and my recollections are that this issue was never included in the interview protocols. In my training as an Industrial Arts teacher at the former Newcastle Teachers' College, I was required to undergo training in school sport and have my competence in this assessed.

APPENDIX A. KLA's

Secondary teachers, unlike primary teachers, are trained within particular disciplines and not in all curriculum areas. Secondary schools are also expected to provide learning experiences and “content rigour” that will enable students to move from school into further discipline based education, training and work. Some of the educational options in secondary education are clearly vocationally based. However, secondary schools are still expected to build on basic skills and develop a range of knowledge and skills that will enable young people to function in and adapt to an increasingly complex world that they will enter as citizens, students and workers. In the last two years of secondary school a number of students are already engaged in employment and learning in TAFE colleges. Some students however are clearly focused on particular professional options and University programs and have selected subjects in Stage 6 accordingly.

Qualification Requirements for Classification as a Primary School Teacher and the Qualification Requirements Senior Years of Schooling in the NSW Department of Education and Training¹² reflect these differences, but there is a need to examine some aspects of these requirements as they impact on Industrial Arts teachers and Industrial Arts teacher education.

Within the secondary sector in NSW, Industrial Arts as a discipline was adversely affected by the implementation of the “*Schools Renewal*” and “*Excellence and Equity*” initiatives of the late 1980’s and early 1990’s. As a consequence of this there were inappropriate changes to teacher training programs in Industrial Arts.

The processes and outcomes of the McGaw Report “*Shaping Their Future*” and the Government’s White Paper on reforms for the HSC “*Securing Their Future*” was widely supported and particularly by Industrial Arts teachers. The abolition of the curriculum Key Learning Area (KLA) categorisation of subjects in Stages 6 was particularly welcomed by Industrial teachers.

In discussing aspects of Professor McGaw’s process Dr Jim McMorrow claimed.

*“The reform process has produced a strong information base for under pinning decisions. It has been an open process; informed but not captured by interest groups. It has been characterised by consultation, investigation, reflection and where necessary, further investigation”.*¹³

I endorse McMorrow’s comments but would add they could not be made of the processes that led to the establishment of KLA’s in “*Excellence and Equity*”. But the McGaw initiatives applied only to the final two years of secondary education. KLA’s remain in other years and the Technological and Applied Studies (TAS) KLA nomenclature had been, and continues to be, applied in sometimes inappropriate and damaging ways elsewhere; particularly in relation to Industrial Arts.

It is interesting to examine the way in which the TAS KLA nomenclature has been applied when contrasted with other KLA’s. These points are related to a number of the terms of reference of this inquiry.

- Many KLA’s; English, Mathematics, Science (for example) contain subjects that are seen to be from the same discipline or very closely related disciplines.
- Within some other KLA’s there are subjects from separate disciplines. A good example of this is in the Creative Arts (CA) which contains Visual Arts, Music and Drama. The “UNDERGRADUATE DEGREE REQUIREMENTS FOR TEACHING IN NSW PUBLIC SCHOOLS”¹⁴ of the Teach NSW website. No mention of the CA KLA is made. The separate disciplines of Visual Arts, Drama, Music, and Dance are listed as discrete areas unlike TAS.
- In Human Society and its Environment (HSIE) KLA, the various disciplines within it are seen as separate; e.g. History, Economics/Commerce and Geography.

¹² <https://www.det.nsw.edu.au/employment/recruit/index.htm> viewed on 9 January 2005

¹³ Dr Jim McMorrow. *WHO’S DRIVING THE SCHOOL BUS? Address to the Australian College of Education NSW Chapter Conference convened by the North Harbour Regional Group 1 May 1998*
<http://www.austcolled.com.au/state.php?id=305> viewed 9 January 2005

¹⁴ <https://www.det.nsw.edu.au/employment/teachnsw/teacherqual.htm> viewed 3 February 2005

- Yet within the TAS KLA there has been pressure to deconstruct natural disciplines within the KLA (e.g. Industrial Arts) and replace them with the more generic TAS or Design and Technology designation.

The damaging application of the TAS KLA nomenclature for Industrial Arts exists in DET Policy regarding teacher training expressed in Teach NSW¹⁵ and in DET's Qualification Requirements Senior Years of Schooling in the NSW Department of Education and Training.¹⁶

To illustrate this I provide the following to contrast of the requirements for the TAS KLA¹⁷ with the HSIE KLA.¹⁸

Method 1 for teacher accreditation of this policy provides for the

“Completion of appropriate university studies endorsed by the Department of Education and Training for employment purposes.”¹⁹

Within the HSIE KLA the history example states:

“Completion of a Bachelor of Education (history) through a higher education institution will qualify a teacher to teach history.”²⁰

A further example for the HSIE KLA is given which recognises subject integrity.

Yet within Method 1 for the TAS KLA, central importance is given to TAS and Design and Technology. There is no reference to Industrial Arts or other disciplines that in fact were assigned to the TAS KLA.

Further, the issue of an “underlying philosophy” is raised within the TAS KLA in section 2.

“The TAS KLA contains a diversity of subjects which are united by an underlying philosophy.”²¹

¹⁵ <https://www.det.nsw.edu.au/employment/teachnsw/index.htm> viewed 30 January 2005

¹⁶ <https://www.det.nsw.edu.au/employment/recruit/index.htm> viewed 9 January 2003

¹⁷ <https://www.det.nsw.edu.au/employment/recruit/index.htm> Page 3 Method 1 Example 1. Viewed on 9 January 2005

¹⁸ <https://www.det.nsw.edu.au/employment/recruit/index.htm> Page 8 Method 1 Example 1. Viewed on 9 January 2005

¹⁹ <https://www.det.nsw.edu.au/employment/recruit/index.htm> Page 2 Method 1 Example 1. Viewed on 9 January 2005

²⁰ <https://www.det.nsw.edu.au/employment/recruit/index.htm> Page 8 Method 1 Example 1. Viewed on 9 January 2005

There is no claim of an underlying philosophy in the sections dealing with other KLA's, but the claimed “*underlying philosophy*” within the TAS KLA remains unstated and does not cite any authoritative source for such a claim.

Industrial Arts teachers reject that a consensus position exists on the nature or acceptance of any “underlying philosophy” amongst practitioners within the so-called TAS KLA. I agree that there is a diversity of subjects, but a number of them fit neatly within the Industrial Arts discipline; others do not and have little similarity in terms of knowledge, skills, materials, processes, etc. to Industrial Arts subjects.

I believe that this is an indicator of an attempt to undermine subject integrity and eliminate, by a process of deconstruction and reconstruction, the traditional disciplines that were lodged within the TAS KLA. This process was not carried out in other KLA's.

All of this has been very damaging to:

- Industrial Arts teacher self concept and morale;
- the content and availability of Industrial Arts Teacher education programs;
- the number of full-time university staff employed to deliver Industrial Arts related courses in universities and the consequent diminution of research, development and professional dialogue emanating from universities in Industrial Arts education.
- the number of school leavers who may have considered becoming Industrial Arts teachers through information supplied by DET in teacher recruitment, e.g. Tech NSW²² and to university personnel conducting undergraduate teacher training programs in Industrial Arts; and
- meeting the valid demand for subject integrity and rigour in subject content in secondary education within the Industrial Arts discipline

^{21 21} <https://www.det.nsw.edu.au/employment/recruit/index.htm> Section 2.1 Page 3 viewed January 9 2006

²² <https://www.det.nsw.edu.au/employment/teachnsw/index.htm> viewed 30 January 2005

I believe that pressure to misapply the TASKLA nomenclature still emanates from some areas within DET and in the advice that DET provides to teacher training institutes and their academics. Industrial Arts teachers have resisted this and, where they have been able to have direct input, they have been able to argue the case for Industrial Arts discipline type courses, e.g. in the DET funded retraining programs.

Further the once close and symbiotic relationship between classroom Industrial Arts teachers and tertiary lecturers engaged in Industrial Arts teacher training now only exists in isolated pockets. A similar breakdown is also apparent elsewhere and in relation to ongoing professional development for existing teachers in the area of Industrial Arts.

My own experience and anecdotal sources reflect the findings of Ramsey's that

“schools, employers and universities were disconnected from each other in the provision of initial teacher education and ongoing professional development.”²³

I believe that the inappropriate application of the TASKLA nomenclature and disconnection, identified by Ramsey, are adversely impacting on the morale and functioning of Industrial Arts teachers, the promotion and selection of Industrial Arts teaching as a career choice and the quality of Industrial Arts teacher training programs within the secondary education sector. I see no evidence of DET officials recognising this let alone addressing these issues or even discuss them other than those involved in retraining programs.

²³ Dr Gregor Ramsey's report, *Quality Matters* <https://www.det.nsw.edu.au/teachrev/welcome.htm> viewed on January 9 2005

**SUBMISSION TO THE SOCIAL ISSUES COMMITTEE OF INQUIRY INTO THE
RECRUITMENT AND TRAINING OF TEACHERS**

RECOMMENDATIONS.

1 Take action to improve the relationship between Department of Education and Training (DET), teachers, and the political process.

- a. Establish networks for genuine consultation, feedback and input with school-based teachers through teacher associations such as The Institute of Industrial Arts Technology Education, the NSW Industrial Arts State Equipment Committee and the NSWTF Industrial Arts Special Interest Group.
- b. Ensure teachers' salaries and working conditions, physical and other, are commensurate with those professions whose professional education and experiences parallels that of teachers.
- c. Take action to ensure strong, viable, ongoing and accessible professional development programs are developed, resourced and implemented for teachers. School based teachers, through their professional associations and locally, must have an integral role in the planning and implementation of these programs. Such programs must enable teachers to maintain and expand their knowledge/expertise base and ensure that they are always at the forefront of knowledge and skills in their discipline.

2. Take action to improve the inappropriate application of the Technological and Applied Studies (TAS) Key Learning Area (KLA) as it applies to curriculum, management, professional development and teacher education programs.

- a. The KLA concept in Stages 4 and 5 of secondary education should be abandoned, as it has been for Stage 6. However, as a minimum, the anomalies between KLAs, which work to the disadvantage of the Industrial Arts discipline within the TAS KLA be corrected and the disciplines within the TAS KLA should be recognised as separate entities and that this be carried through into DET structures, procedures, policy and advice given by DET to schools, universities, etc.

- b. The present Industrial Arts/TAS teacher education accreditation criteria should be reviewed in conjunction with the NSWTF, professional technology related teacher subject associations and DET to specifically provide for Industrial Arts undergraduate programs as is provided for History in the HSIE KLA.
- c. DET staffing recognise that a person may be qualified to teach Design and Technology, and Technology (Mandatory); however, they may not necessarily be competent to teach other Industrial Arts subjects which schools may require. This may also apply to subjects in other disciplines within the TAS KLA.

3 Action to improve TeachNSW, teacher recruitment programs and scholarships for undergraduates

- a. Correct promotional material for undergraduate entry to teacher education by specifying disciplines e.g. Industrial Arts rather than the generic TAS or Design and Technology focus that currently exist.
- b. DET must gain the support of professional teacher associations to actively encourage their teacher members to promote teaching as a career choice to school students.
- c. Extend scholarships that cover fees and pay an allowance in excess of the current \$1500 allowance.
- d. Reimburse annual HECS debt repayment whilst teachers remain employed with the DET.
- e. Pay the fees for existing teachers who undertake appropriate postgraduate study as an incentive to promote retention and further professional learning.
- f. DET utilise exhibitions of outstanding students' works to promote teaching as a career choice and provide financial and logistical support for an exhibition of student work within the Industrial Arts discipline such as the InTECH exhibition.

4 Take action to improve the staffing and provision of Industrial Arts Departments in universities

- a. Establish formal arrangements whereby the NSWTF and Industrial Arts professional teacher associations have direct input into improving teacher education programs.
- b. Establish a critical mass of academics by the appointment of additional full-time, tenured Industrial Arts lecturers in universities to deliver Industrial Arts discipline courses, provide research, development, information exchange, dialogue and professional leadership.
- c. Ensure that high standard specialised Industrial Arts facilities exist in all universities delivering Industrial Arts teacher education programs. Students must have access to these facilities during non-formal contact times, in a way that they have access to library, computers and other facilities.

5 Teacher education with particular emphasis on Industrial Arts

- a. The fundamental outcome of a teacher education program should be graduates who are appropriately confident, knowledgeable and competent beginning teachers. In secondary education this confidence, knowledge and competence must include a significant emphasis on and mastery of a subject discipline, e.g. Industrial Arts, Visual Arts, Mathematics, etc. The current TAS KLA teacher education program accreditation criteria compromise this outcome for potential Industrial Arts teachers and need to be corrected in consultation with Industrial Arts teachers and their professional association.
- b. Act to ensure that teacher education programs, at undergraduate, retraining and professional development levels develop skill and knowledge, sufficient to ensure, graduates and participants are competent and appropriately confident in matters relating to safety generally in school practical classrooms and workplaces and also in the application and conduct of Occupational Health and Safety (OHS) requirements.

- c. Support the provision of Industrial Arts teaching degree programs at both Sydney and non-Sydney based universities that have sufficient places and actual intake of student to meet medium and long term needs of NSW schools both public and private.
- d. Establish flexible delivery Industrial Arts teacher education programs, which can be completed through part-time study or via distance education (with some practical workshop components). This would provide a mechanism for non-teachers, as well as teachers, in remote areas to complete Industrial Arts teacher education studies without having to undertake full time study. This should also be available in other disciplines.
- e. Review the accelerated teacher training and the teacher retraining programs for prospective Industrial Arts teachers in consultation with the NSWTF and Industrial Arts teacher professional associations to ensure that graduates from these programs meet the requirements raised in points 5a and 5b above.
- f. Provision needs to be made for teachers who have completed the Industrial Arts teacher retraining program to obtain an Industrial Arts major, or equivalent, by part-time study at university, including provision made for in point 5d above.
- g. Review the membership and consultation processes of the Teacher Qualifications and Assessment Panel, or any body that replaces it, to ensure that classroom based practicing teachers opinions are reflected in its deliberations and decisions. Further that when matters related to secondary based teacher training programs or degrees are being considered, that the relevant subject based teacher professional associations are involved and consulted.

6 Take action to improve teacher supply, selection and induction processes

- a. Initiate planning and other action to ensure that the major source of teachers recruitment is from those who have completed a “normal” four-year university undergraduate program, it equivalent or these with additional levels of achievement.

- b. Review selection processes to ensure teachers selected to teach in DET schools have the appropriate skills and knowledge to adapt to situations, needs and requirements that currently exist or are likely to exist in these schools in the near future.
- c. Develop and introduce bridging and refresher programs for applicants who are assessed as lacking required skills and knowledge and who may benefit by such programs. Sport, OHS and pedagogical methods appropriate to NSW schools are areas of possible need that should be considered. Such courses may be beneficial to some overseas trained teachers and teachers returning to teaching after some years of absence.
- d. Ensure appropriate induction and orientation programs are put in place that are adapted to the particular needs of particular groups of newly employed teachers. Overseas trained teachers may have different needs to a recently employed retrained teacher or a beginning teacher who was a student in a NSW school a few years previously. These programs should not be left to the school. School programs should be focused on factors related to the school: its students, local community, programs and procedures.

7 Take action to improve the support for beginning teachers and procedures to promote retention.

- a. Beginning teachers in secondary schools need to be supported by people who have expertise both in generic skills and in the skills and content of their discipline.
- b. Beginning teachers should not have the same teaching load as other teachers and should have a suitable within school mentors, having both subject specific and generic skills. Mentors should be given a period allocation and financial allowance.
- c. Beginning teachers should be placed in schools that can provide support and development opportunities.

8 The NSW Institute of Teachers

- a. Accreditation and endorsement procedures should encourage active participation of teachers with their professional association at a local level.
- b. Develop a functional relationship between teachers, educational bureaucracies, teacher education personnel and universities. Issues needing to be addressed include:
 - i. adequacy of current teacher education programs in particular disciplines,
 - ii. accreditation of teacher education programs in particular disciplines and the facilities available,
 - iii. professional development and further formal educational opportunities for teachers; and
 - iv. research into improving teaching practice and sharing knowledge of interstate and international developments.
- c. See also recommendation 6 c above regarding bridging and refresher programs.

The end of submission documents

Geoffrey Hogan

18 February 2004