
© Copyright Commonwealth of Australia reproduced by permission.
The Formal Preparation of TAFE Teachers in Australia

A REPORT TO THE COUNCIL BY THE STAFF DEVELOPMENT ADVISORY COMMITTEE

AUGUST 1978
The formal preparation of TAFE teachers in Australia: a report to the council by the staff development advisory committee.
TERTIARY EDUCATION COMMISSION
TECHNICAL AND FURTHER EDUCATION COUNCIL

THE FORMAL PREPARATION OF TAFE TEACHERS
IN AUSTRALIA

A Report to the Council by the Staff Development Advisory Committee

August 1978

AUSTRALIAN GOVERNMENT PUBLISHING SERVICE
CANBERRA 1978
The formal preparation of TAFE teachers in Australia.

Chairman: P.W.I. Fleming.
ISBN 0 642 91625 x

1. College teachers, Training of - Australia.
1. Fleming, Peter William Irving, 1942-.
II. Title.

370.7124'0994

© Commonwealth of Australia 1978
This report has been prepared for the Technical and Further Education Council by the Staff Development Advisory Committee. The Council has decided to circulate the report to interested parties for discussion and response before formulating recommendations to the Tertiary Education Commission.
MEMBERSHIP OF THE COMMITTEE

Peter Fleming: Director, Staff Development, Department of the Public Service Board of South Australia, and member of the Technical and Further Education Council

Kathleen Holmes: Personnel Administration Manager, Unilever Australia Pty Ltd

Donald McKenzie: Educational Services Officer, State College of Victoria at Hawthorn

Norman Pyle: Staff Inspector, Technical Education Branch, Queensland Department of Education

Edward Richardson: Principal, Newcastle College of Advanced Education
The Staff Development Advisory Committee presents for the consideration of the Technical and Further Education Council a report on the nature and development of formal preparation programs for full-time TAFE teachers in Australia. The report was initially undertaken at the request of the former Technical and Further Education Commission.

The Committee's recommendations are directed necessarily to a range of authorities, institutions and organisations in both the advanced education and TAFE sectors. Although the majority of States have assigned the responsibility for preparing TAFE teachers to the advanced education sector, the Committee believes that the TAFE sector generally should more actively oversee and contribute to the preparation of its teaching staff.
On behalf of the Committee I wish to record appreciation of the services rendered by two persons during the Committee's inquiries: Mr P R Goodwin of the Victorian Education Department who was a member of the Committee until August 1976, and Mr E Twigg of the Huddersfield Polytechnic, England, who acted as research officer to the Committee from March to May 1978. I wish also to thank the members of the TAFE Council Secretariat who have assisted the Committee to carry out its visits, hold its meetings and prepare its report.

Finally, the Committee records its appreciation of the willingness with which employers have granted members the time to carry out this important task.

Yours sincerely,

[Signature]

P W I Fleming
(Committee Chairman)

K E Holmes

D A McKenzie

N T Pyle

E Richardson

A Stuart
(Committee Secretary)
<table>
<thead>
<tr>
<th>Chapter</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Background to the report</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Overview of TAFE in Australia</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Some characteristics of full-time TAFE teachers</td>
<td>11</td>
</tr>
<tr>
<td>4</td>
<td>Issues in TAFE teacher preparation</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>Major considerations in formal coursework</td>
<td>45</td>
</tr>
<tr>
<td>6</td>
<td>Conclusions and recommendations</td>
<td>75</td>
</tr>
<tr>
<td>A</td>
<td>TAFE teacher education programs in Australia</td>
<td>107</td>
</tr>
<tr>
<td>B</td>
<td>TAFE teaching streams and fields</td>
<td>143</td>
</tr>
<tr>
<td>C</td>
<td>Summary of recommendations</td>
<td>147</td>
</tr>
</tbody>
</table>
I: BACKGROUND TO THE REPORT

1.1 Following a recommendation by the Australian Committee on Technical and Further Education in April 1974 that a special inquiry into the formal preparation of TAFE teachers be jointly arranged by the Commission on Advanced Education and the proposed Technical and Further Education Commission, a Committee on Technical Teacher Education (COTTE) was appointed for this purpose. The Committee's report was tabled in the Commonwealth Parliament in November 1975. The need for the then Government to act on the report was overtaken by the wider decision to defer for one year the normal triennial planning period which was due to begin in 1976. The report was subsequently referred to the Commission on Advanced Education and the Technical and Further Education Commission (TAFEC) for their joint consideration in connection with reports for a 1977-79 triennium.

1.2 TAFEC assumed the greater responsibility for following up the work of COTTE and in its 1977-79 triennial report of July 1976 the Commission gave notice that it had begun its own investigations into the teacher education needs of TAFE and would be reporting separately to the Government on this matter. The Commission had assigned a very high priority to staff development, and so would have instigated an inquiry into TAFE teacher education whether or not it had been asked to consider and build on the COTTE Report.

1.3 COTTE, in preparing its report, had been handicapped by both a time constraint and a lack of detailed information on the size and nature of the gaps and deficiencies in TAFE teacher preparation. TAFEC was critical of COTTE's acceptance of the status quo and its decision not to concern itself with the content of courses, two factors which in the Commission's view had contributed to the lack of depth in the report. It also appeared to TAFEC that COTTE's funding recommendations were largely an exercise in obtaining, in the latter
stages of the advanced education expansion, an influx of Commonwealth funds for the purpose of accelerating existing programs without change so that students could finish courses in minimum time.

1.4 TAFEC asked its Staff Development Sub-Committee to seek the additional information it felt was required to assist the Commonwealth to develop sound future funding policies for TAFE teacher education. The Sub-Committee, whose function was to investigate and recommend proposals for the improvement of both teaching and non-teaching staff resources in TAFE, received direction from the Commission to concentrate its attention in the short term on the induction and preparation of full-time teachers.

1.5 The Sub-Committee carried out two main tasks. The first was to conduct study visits to each State between April 1976 and April 1977 during which members held discussions with State personnel on issues relating to TAFE teacher induction and preparation. Persons interviewed included representatives of the State TAFE authorities, officials of TAFE teacher associations, teachers undergoing formal preparation programs, and representatives of advanced education authorities and the advanced education institutions concerned with TAFE teacher preparation. The second initiative was to institute a survey of full-time teachers in TAFE in order to obtain a basic data base for the eventual report on TAFE teacher preparation. Questionnaires were distributed through TAFE authorities and the processing of responses was begun in May 1977 by the TAFEC Secretariat. A cut-off date for responses was set at 9 September 1977. A national response rate of slightly less than 60 per cent was obtained. Data from the teacher survey and from annual and triennial statistical collections conducted by the TAFE Council and its predecessor bodies form the basis of Chapter 3 which contains a brief summary of the characteristics of the full-time TAFE teaching force in Australia.
1.6 The information gained from the former Sub-Committee's discussions with State personnel would have enabled its members, now comprising a Committee of the TAFE Council, to proceed immediately with a general type of report which would canvass, analyse and pronounce on the major issues in the field of TAFE teacher induction and preparation. However, it was felt that certain follow-up activities had to take place before a deeper, more objective report, which the Committee considered preferable to a general one, could be prepared.

1.7 To add to the statistical data which would be gleaned from the TAFE teacher survey, the Committee recommended that there be carried out a systematic examination and analysis of the syllabuses of all basic preparation courses offered to TAFE teachers in the States and the Australian Capital Territory. It suggested that an experienced curriculum analyst, who preferably (for reasons of neutrality) would normally be employed outside the Australian TAFE sector but would have sympathy for and knowledge of TAFE, be sought to undertake this project and thereby assist in verifying the accuracy of any assertions made in the Committee's final report as to the relevance of preparation courses to the realities of TAFE teaching.

1.8 The course survey was considered necessary because the Staff Development Sub-Committee had not actively inquired into the details of TAFE teacher preparation courses during its study visits to the States, preferring to confine its discussions on courses to matters such as course attendance patterns, course status and accreditation, responsibility for course conduct, and only broad reactions to course content. The Sub-Committee had earlier decided that a detailed analysis of courses should be a separate exercise for an expert at a later date.
1.9  The Committee considered a number of persons from both Australia and overseas who might have proved suitable for the project. It very strongly concluded that an expert in TAFE and TAFE teacher education from the United Kingdom should be sought, for three reasons: first, because the Committee was unable to nominate an Australian who would fully meet its requirements; secondly, because a British TAFE teacher educator would not only be conversant with the same kinds of issues and problems which the former Sub-Committee encountered during its State visits but would be seen to be a neutral observer of the various teacher education arrangements in Australia; and thirdly, because an overseas person would be able to make a complete break from normal duties while undertaking the project. Mr Eric Twigg, Head of Further Education Staff Development, Huddersfield Polytechnic, Yorkshire, England, was nominated as the Committee's first choice. Mr Twigg accepted the TAFE Council's brief for the project and carried out the course survey between 17 March and 25 May 1978. The project was commissioned and funded under the Council's research and investigation grants scheme.

1.10  Mr Twigg's valuable oral and written advice to the Committee has influenced several sections of this report, particularly Chapter 5 in which curricular issues in Australian TAFE teacher education are raised, and the Appendix in which present and proposed TAFE teacher education programs are outlined.

1.11  In order to provide a background to the specific subject of this report, the Committee has included an overview of the Australian TAFE sector in the following chapter. It is against this background that the Committee has considered existing TAFE teacher education courses and the policies and attitudes relating to them.
2: OVERVIEW OF TAFE IN AUSTRALIA

2.1 This report would not be complete without a brief overview of TAFE in Australia. The material in this chapter adds to the context against which the Committee has reached its conclusions and recommendations. TAFE has always constituted a very substantial part of the tertiary education system and, as the Committee explains in other parts of this report, a thorough understanding of its scope and nature is an essential precursor to the development of preparation programs for its teachers.

2.2 It is essential to understand that for many years TAFE has been the most diverse sector of post-school education. It has provided a wider range of courses for more people than other sectors and has done this in institutions which are widely spread in location and size. The following paragraphs seek to illustrate TAFE's diversity.

TAFE administration

2.3 In four of the six States, the major responsibility for the administration of TAFE currently rests with a government Education Department which also administers primary and secondary education in the State. In New South Wales and South Australia, however, separate Departments have been created with special responsibility for the administration of TAFE. In the Australian Capital Territory, the administration of TAFE is the responsibility of the Commonwealth Department of Education, while in the Northern Territory the administration of TAFE is shared by the Commonwealth Department of Education and the Darwin Community College.
In addition to these major government authorities for TAFE, a number of other bodies participate in the provision of technical and further education in Australia. TAFE vocational courses are conducted by certain colleges of advanced education and also by agricultural colleges in several States. A large number of bodies participate in the provision of adult education programs; examples are the Board of Adult Education in New South Wales and the Council of Adult Education in Victoria, a number of long-established voluntary agencies such as the Workers' Educational Association, and a multitude of smaller voluntary groups, both formal and informal, which have acted to extend the scope of available educational opportunities to meet community needs.

TAFE institutions

The diversity of TAFE is brought out in statistics for the year 1977. TAFE courses provided by the major government Departments/Divisions of TAFE in 1977 were conducted in a network of 196 major institutions known variously as colleges and schools of technical and further education, of which almost a half were outside the major urban areas. After taking into account the various branches and annexes of major institutions, TAFE is provided in over 1,000 separate geographic locations. This wide geographical dispersion of provision makes TAFE the most accessible of all forms of post-secondary education available to the Australian population.

Institutions vary greatly in size and in the scope of their educational provision. Metropolitan institutions have the largest individual enrolments, ranging up to nearly 39,000 in the case of Sydney Technical College, and offer a comprehensive range of courses which, in the case of some of the larger institutions, comprise up to 400 separate offerings. Many smaller institutions operate on a part-time basis only, often utilising the facilities of primary and secondary schools and other community centres for the conduct of a specialised range of evening classes.
TAFE courses

2.7 While TAFE institutions in Australia vary greatly in terms of size and type, the range of course provision in TAFE is similarly diverse. TAFE institutions have no uniform formal examination requirement for admission, but offer opportunities to people with a wide variety of educational backgrounds and life experience. Among their students are some who have had only minimal or even no secondary education, some who have proceeded to the end of secondary education and some who are graduates of other tertiary institutions. TAFE offers courses to young people preparing for initial employment, experienced workers, administrators and managers, and those pursuing interests which may bear little or no relation to their vocation.

2.8 While the balance of course offerings differs from State to State, nationally about one fifth of TAFE courses provide apprenticeship or related trade training. However, a growing number of courses are offered in areas other than those customarily associated with the 'tech'. Numerous skilled vocational courses are provided for persons not indentured in a trade, including many certificate courses for prospective technicians and persons engaged in other para-professional occupations, and a wide range of courses designed to supplement previous training or to provide specialised instruction in particular aspects of job skills. Other courses of increasing importance in TAFE are those providing pre-vocational training to persons prior to their first entry into employment, and preparatory or bridging instruction to persons whose educational experience is not sufficient to permit direct entry to a chosen vocational course. The comprehensiveness of TAFE inevitably makes it a major provider of adult education courses of the personal interest, leisure or general enrichment kind.
TAFE students

2.9 Considered in terms of the absolute size of its student population, TAFE is by far the largest of the three major sectors of formal post-school education in Australia. More than half a million persons currently undertake some form of technical and further education during the course of a teaching year - or about twice the combined total of students in universities and colleges of advanced education. Gross enrolments (including those of persons taking more than one course) at government-administered TAFE institutions in the States numbered 784,989 in 1977.

2.10 The importance of TAFE in the provision of post-school educational opportunities for young persons is substantial. Of 18-year-olds in the Australian population, more than 50,000 were undertaking vocational or pre-vocational studies at a TAFE institution in 1976. This represents more than 30 per cent of males and 10 per cent of females in the entire 18-year-old age-group. At age 19 - the age at which enrolments peak in both universities and colleges of advanced education - TAFE students account for approximately half of all students still engaged in any form of education, or some 16 per cent of all persons in that population age-group.

2.11 The significance of TAFE is not confined to the provision it makes for young people. Of all participants in TAFE in 1976 about 64 per cent were aged 20 or more; in vocational and preparatory courses, some 59 per cent were 20 years or older. Students aged 20-29 who were undertaking vocational and preparatory courses in TAFE approximated in number the total of all other persons in that age-group undertaking any form of tertiary education. For those aged 30 and above, TAFE is the predominant provider of post-school education.
2.12 Courses of vocational and preparatory orientation (Streams 1 to 5 of the six-stream TAFE course classification) accounted for about 72 per cent of all enrolments recorded by TAFE institutions in 1977. Within this broad category, enrolments were fairly evenly divided between para-professional courses (28 per cent), trade courses (25 per cent), preparatory courses (19 per cent) and other courses of specific vocational orientation (27 per cent); a small number of professional level courses account for the remaining 1 per cent of enrolments in this category.

2.13 Interstate differences occur in the resources devoted to equivalent numbers of enrolments, even within the same broad course category. Different States place markedly different emphasis on particular course categories involving widely varying institutional loads. For these reasons, enrolments in TAFE cannot be regarded as a direct measure of institutional load.

2.14 It is therefore difficult to make an accurate comparison between estimated student load in TAFE, as measured in equivalent full-time students, and loads in the other two sectors of post-school education, the universities and colleges of advanced education. However, even if available data are interpreted conservatively, and the different bases on which EFTS estimates are calculated in each sector are taken into account, it can be argued that TAFE is meeting rather more than 40 per cent of the total institutional load of post-secondary education.

2.15 Despite an expanded provision of full-time courses in recent years - particularly in the pre-employment and pre-apprenticeship areas but also in middle-level programs - part-time enrolments (internal and external) accounted for some 95 per cent of all TAFE enrolments in 1977. Although small in gross numerical terms, the 39,515 students undertaking full-time studies in TAFE institutions contributed substantially to the total demand on the resources available to TAFE authorities.
2.16 TAFE-administered correspondence courses represent the major part of all post-secondary external study programs currently provided through government-administered educational agencies in Australia. In 1977 there were 57,641 external students in TAFE correspondence schools.

2.17 For most of its student population, then, TAFE is either the educational complement to current employment or the means of changing that employment. The responsibility of the TAFE teaching force is to ensure that these aspects of TAFE are fully realised.

TAFE teachers

2.18 The following chapter deals specifically with the characteristics of the full-time teaching force in TAFE as illustrated by data obtained from Commonwealth statistical surveys and the questionnaire survey carried out during 1977 at the instigation of the Committee.
3: SOME CHARACTERISTICS OF FULL-TIME TAFE TEACHERS

3.1 As mentioned previously in paragraph 1.5, a questionnaire survey of full-time TAFE teachers in the six States and the two Territories was conducted in 1977 as part of the present inquiry. The national response rate to the questionnaire was about 59 per cent. Since respondents had been asked to indicate where their annual salaries lay among thirteen salary ranges, it was possible to weight the respondent population in each range so that it corresponded with the known population as reported by the TAFE authorities. The total number of teachers employed full-time in TAFE by the major government TAFE authorities at 30 June 1977 was 9,645. It has been estimated that by 30 June 1978 this total had increased to 10,993.

3.2 The Committee stresses that the results of the survey suffer from a number of limitations. First, because not all TAFE teachers responded to the questionnaire, any estimates obtained from the survey may differ from those which would have been obtained from a census of the whole full-time TAFE teaching population. Secondly, the survey is subject to the usual reservations which apply to surveys which rely on self-description by respondents. In the present case, TAFE teachers were asked to place their principal teaching stream and field and their qualifications within predetermined classifications. As many TAFE teachers are involved in more than one stream and field, there was scope for arbitrary decisions by respondents. The Committee also admits that the classifications offered to respondents were not without their deficiencies, another factor which may have encouraged some misplacements by respondents. Thirdly, the questionnaire itself contained one or two questions whose wording, on hindsight, offered opportunity for misinterpretation by respondents. All in all, however, the Committee is satisfied that the data obtained from the survey are indicative of the characteristics and experience of the full-time TAFE teaching force in 1977.
Maturity of TAFE teachers

3.3 Maturity, as a characteristic of TAFE teachers, is of great relevance to the structure and conduct of formal teacher preparation programs. Tables 3.A and 3.B outline the age ranges of TAFE teachers as indicated by weighted responses to the questionnaire. It should be noted that teachers enrolled in TAFE teacher preparation programs are almost all from Streams 2 and 3—the Para-professional and Trades Streams—within which most vocational teaching in TAFE is carried out. An outline of the teaching streams and fields used first by ACOTAFE and thereafter by the TAFE Commission and the TAFE Council is included as Appendix B to this report.

Table 3.A Full-time TAFE teachers by age and by stream of teaching

<table>
<thead>
<tr>
<th>Age</th>
<th>1/2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>Not given</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20 - 24</td>
<td>51</td>
<td>10</td>
<td>55</td>
<td>12</td>
<td>55</td>
<td>1</td>
<td>184</td>
</tr>
<tr>
<td>25 - 29</td>
<td>392</td>
<td>335</td>
<td>102</td>
<td>109</td>
<td>39</td>
<td>6</td>
<td>983</td>
</tr>
<tr>
<td>30 - 34</td>
<td>696</td>
<td>970</td>
<td>103</td>
<td>213</td>
<td>57</td>
<td>20</td>
<td>2,059</td>
</tr>
<tr>
<td>35 - 39</td>
<td>597</td>
<td>628</td>
<td>79</td>
<td>119</td>
<td>36</td>
<td>35</td>
<td>1,694</td>
</tr>
<tr>
<td>40 - 44</td>
<td>459</td>
<td>654</td>
<td>93</td>
<td>52</td>
<td>24</td>
<td>37</td>
<td>1,319</td>
</tr>
<tr>
<td>45 - 49</td>
<td>431</td>
<td>623</td>
<td>85</td>
<td>63</td>
<td>22</td>
<td>51</td>
<td>1,275</td>
</tr>
<tr>
<td>50 - 54</td>
<td>370</td>
<td>502</td>
<td>52</td>
<td>58</td>
<td>32</td>
<td>54</td>
<td>1,068</td>
</tr>
<tr>
<td>55 - 59</td>
<td>181</td>
<td>371</td>
<td>50</td>
<td>35</td>
<td>12</td>
<td>40</td>
<td>689</td>
</tr>
<tr>
<td>60 and over</td>
<td>49</td>
<td>38</td>
<td>5</td>
<td>11</td>
<td>6</td>
<td>27</td>
<td>186</td>
</tr>
<tr>
<td>Not given</td>
<td>68</td>
<td>81</td>
<td>22</td>
<td>15</td>
<td>2</td>
<td>-</td>
<td>188</td>
</tr>
<tr>
<td>Total</td>
<td>3,294</td>
<td>4,462</td>
<td>646</td>
<td>687</td>
<td>285</td>
<td>271</td>
<td>9,645</td>
</tr>
<tr>
<td>Average**</td>
<td>39.7</td>
<td>41.2</td>
<td>45.8</td>
<td>37.6</td>
<td>35.9</td>
<td>47.2</td>
<td>40.7</td>
</tr>
</tbody>
</table>
*In all tables in this chapter, stream numbers refer to the six-stream TAFE course classification: 1 - Professional, 2 - Para-professional, 3 - Trades, 4 - Other skilled, 5 - Preparatory, 6 - Adult education. Because of the small number of teachers in Stream 1, and the similarity in age ranges between teachers in Streams 1 and 2, Streams 1 and 2 have been combined.

**Averages have been calculated without reference to respondents who did not give their age.

Table 3.B  **Full-time TAFE teachers by age on entry to TAFE teaching and by stream of teaching**

<table>
<thead>
<tr>
<th>Age on entry</th>
<th>Stream of teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/2</td>
<td>3</td>
</tr>
<tr>
<td>Less than 20</td>
<td>12</td>
<td>13</td>
</tr>
<tr>
<td>20 - 24</td>
<td>305</td>
<td>191</td>
</tr>
<tr>
<td>25 - 29</td>
<td>909</td>
<td>1,516</td>
</tr>
<tr>
<td>30 - 34</td>
<td>751</td>
<td>1,177</td>
</tr>
<tr>
<td>35 - 39</td>
<td>487</td>
<td>745</td>
</tr>
<tr>
<td>40 - 44</td>
<td>356</td>
<td>412</td>
</tr>
<tr>
<td>45 - 49</td>
<td>243</td>
<td>203</td>
</tr>
<tr>
<td>50 - 54</td>
<td>114</td>
<td>82</td>
</tr>
<tr>
<td>55 - 59</td>
<td>34</td>
<td>17</td>
</tr>
<tr>
<td>60 and over</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Not given</td>
<td>79</td>
<td>102</td>
</tr>
<tr>
<td>Total</td>
<td>3,294</td>
<td>4,462</td>
</tr>
</tbody>
</table>

Average*             | 33.6 | 32.8 | 31.6 | 32.7 | 31.5 | 34.0       | 33.0 |

*Averages have been calculated without reference to respondents who did not give their age.*
3.4 Tabulated weighted survey data indicate that the average age of TAFE teachers at the time of the survey was about 41 years, somewhat higher than the average age of schoolteachers in the government systems which in mid-1977 was about 32 years. The average age of TAFE teachers on recruitment, and hence on entering teacher preparation programs, seems to be about 33 years, with about 59 per cent of beginning teachers being 30 years of age or more. The majority of persons enrolling for the first time in school-level teacher preparation programs are, of course, school-leavers in their late teens.

Previous employment experience of TAFE teachers

3.5 Data set out in Table 3.0 indicate that 5,702 persons, or about 59 per cent of the full-time TAFE teaching force, reported previous non-teaching employment experience related to their teaching field in TAFE. An average of more than 12 years of non-teaching experience was reported by these teachers, with the averages for Streams 1/2 and 3 being more than 11 and 14 years respectively. The high level of non-teaching employment experience reported in the Trades Stream is not unexpected, since TAFE authorities normally insist that beginning trade teachers have had a minimum of five years in a relevant trade. About 96 per cent of trade teachers who responded positively to the survey question indicated that they had had a trade background of five years or more. In comparison, about 81 per cent of respondents in the Professional and Para-professional Streams who reported relevant non-teaching experience indicated that it had been at least five years in length. This difference in data would seem to suggest that TAFE authorities do not always insist on as much relevant employment experience among teachers in Stream 1/2 as they do among teachers in Stream 3.
Table 3.C  Full-time TAFE teachers by length of previous non-teaching employment experience relevant to their teaching field and by stream of teaching

<table>
<thead>
<tr>
<th>Years of employment</th>
<th>Stream of teaching</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/2</td>
<td>3</td>
</tr>
<tr>
<td>Nil</td>
<td>1,170</td>
<td>1,596</td>
</tr>
<tr>
<td>Less than 3</td>
<td>208</td>
<td>72</td>
</tr>
<tr>
<td>3 - 4</td>
<td>187</td>
<td>41</td>
</tr>
<tr>
<td>5 - 6</td>
<td>214</td>
<td>105</td>
</tr>
<tr>
<td>7 - 8</td>
<td>217</td>
<td>205</td>
</tr>
<tr>
<td>9 - 10</td>
<td>240</td>
<td>464</td>
</tr>
<tr>
<td>11 - 14</td>
<td>355</td>
<td>715</td>
</tr>
<tr>
<td>15 - 19</td>
<td>303</td>
<td>617</td>
</tr>
<tr>
<td>20 and over</td>
<td>380</td>
<td>620</td>
</tr>
<tr>
<td>Not given</td>
<td>20</td>
<td>27</td>
</tr>
<tr>
<td>Total</td>
<td>3,294</td>
<td>4,462</td>
</tr>
<tr>
<td>Average* length of employment in years</td>
<td>11.7</td>
<td>14.4</td>
</tr>
</tbody>
</table>

*Averages relate only to respondents who indicated that they had had employment experience, and have been calculated without reference to respondents who did not give the length of that experience.
3.6 Of the 3,943 persons who indicated no relevant non-teaching employment experience, 2,346, or 24 per cent of the full-time TAFE teaching population, were persons who on entry to TAFE teaching held teaching education qualifications and of whom all but 331 had had previous full-time teaching experience in a sector other than TAFE. Most persons with previous teaching experience were former schoolteachers employed in TAFE in preparatory, remedial or general enrichment courses, or in general studies or elective elements of vocational courses.

3.7 This leaves approximately 1,928 persons who, on the basis of the survey, would appear to have had neither teaching nor relevant non-teaching employment experience before entering TAFE teaching. However, while a small number of persons would have entered TAFE teaching direct from pre-service teacher education programs or other programs of formal study, the Committee believes that the above figure is a gross overstatement of the number of full-time teachers who had had no employment experience appropriate to their teaching in TAFE. The relevant question in the survey was obviously misinterpreted by many teachers who, judging from their responses elsewhere in the questionnaire, must have had considerable relevant previous non-teaching experience. Other teachers probably interpreted the question too literally by not counting experience which, while not directly related to their teaching, could be viewed as forming an appropriate basis for their recruitment to TAFE teaching. Some may have been employed part-time in a relevant occupation. Others may have changed the direction of their teaching since entering the teaching service so that their current duties were no longer directly related to their employment before recruitment. It is the Committee's view that no more than a small fraction of TAFE teachers in 1977 were never employed full-time in a teaching or non-teaching occupation relevant to their current teaching.
Non-teaching qualifications held by TAFE teachers

3.8 Survey data have confirmed the wide diversity in qualifications held by TAFE teachers. In Table 3.D are outlined the highest non-teaching qualifications related to their teaching which were held by teachers in 1977. It would appear that about 8,515 teachers, or some 88 per cent of the full-time TAFE teaching force, held appropriate non-teaching qualifications. The predominant highest qualification in Stream 1/2 was the bachelor's degree (held by about 31 per cent of teachers in this stream), while the majority of teachers in Stream 3 (about 59 per cent) held a trade or post-trade certificate as their highest qualification. The bachelor's degree is the most common qualification again in Stream 5, in which about 60 per cent of teachers (many being former schoolteachers) held that qualification. The two-year full-time tertiary certificate or diploma (or its part-time equivalent), gained at any recognised post-school institution, was the main qualification in Stream 4 (held by about 12 per cent of teachers), while the three-year (or longer) full-time tertiary certificate or diploma was the most prevalent in Stream 6 (held by about 22 per cent of teachers).

3.9 Of the whole full-time teaching force, about 30 per cent of teachers held a trade or post-trade certificate as their highest non-teaching qualification, about 14 per cent a tertiary certificate or diploma of two full-time years in length, about 13 per cent a tertiary certificate or diploma of three or more full-time years in length, about 17 per cent a bachelor's degree, about 4 per cent a postgraduate diploma or a higher degree, and about 10 per cent other qualifications. Nearly 12 per cent of teachers would appear not to have a relevant non-teaching qualification. The Committee assumes that most of these teachers came to TAFE teaching with considerable experience and demonstrable skill appropriate to a field of TAFE teaching. In the Trades Stream, for example, there would be persons who have obtained tradesman status without having undertaken a formal
training course. The Committee understands that about 15 per cent of persons working as tradesmen in Australia have been recognised as such on the basis of experience and skill. Again, some trade teachers may not have received any recognisable award following their trade training and hence did not indicate a qualification. A lack of recognisable award probably also influenced some of the negative responses of teachers in other streams, while some teachers other than trade teachers would also have been recruited on the basis of experience and skill rather than formal qualification. Furthermore, a number of negative responses would have come from holders of composite qualifications such as teaching diplomas and education degrees. For some teachers these caused problems of classification since they include both teaching and non-teaching studies.

3.10 The survey also indicated that about 2,704 teachers, or about 31 per cent of all full-time teachers holding relevant non-teaching qualifications, in 1977 had gained their highest such qualifications after their recruitment to TAFE teaching. The largest group of these qualifications were trade and post-trade certificates (about 31 per cent), while about 22 per cent were two-year full-time tertiary certificates or diplomas, about 13 per cent were three-year (or longer) full-time tertiary certificates or diplomas, about 10 per cent were bachelor's degrees, about 5 per cent were postgraduate diplomas and higher degrees, and about 19 per cent were other qualifications. The predominance of post-trade and technician-level qualifications in the studies completed after recruitment has no doubt been influenced by the promotion requirement of TAFE authorities that trade teachers upgrade their technical qualifications beyond the level at which they are teaching.
Table 3.D  Full-time TAFE teachers by highest subject-related
non-teaching qualification and by stream of teaching

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Stream of teaching</th>
<th>Total</th>
<th>Per cent of all teachers</th>
<th>Qualifications gained after entry to TAFE teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Trade or post-trade certificate</td>
<td>132</td>
<td>2,649</td>
<td>47</td>
<td>8</td>
</tr>
<tr>
<td>Two-year tertiary certificate or diploma</td>
<td>511</td>
<td>691</td>
<td>77</td>
<td>17</td>
</tr>
<tr>
<td>Three-year tertiary certificate or diploma</td>
<td>763</td>
<td>260</td>
<td>64</td>
<td>66</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>1,027</td>
<td>47</td>
<td>29</td>
<td>413</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>85</td>
<td>5</td>
<td>7</td>
<td>12</td>
</tr>
<tr>
<td>Higher degree</td>
<td>163</td>
<td>8</td>
<td>10</td>
<td>56</td>
</tr>
<tr>
<td>Other qualification</td>
<td>347</td>
<td>307</td>
<td>263</td>
<td>21</td>
</tr>
<tr>
<td>Total qualified</td>
<td>3,028</td>
<td>3,967</td>
<td>497</td>
<td>593</td>
</tr>
<tr>
<td>Per cent of all teachers</td>
<td>31.4</td>
<td>41.1</td>
<td>5.1</td>
<td>6.2</td>
</tr>
<tr>
<td>No qualification</td>
<td>266</td>
<td>495</td>
<td>149</td>
<td>94</td>
</tr>
<tr>
<td>Total</td>
<td>3,294</td>
<td>4,462</td>
<td>646</td>
<td>687</td>
</tr>
</tbody>
</table>

Qualifications gained after entry to TAFE teaching

|                                      | 724 | 1,574 | 190 | 95 | 21 | 100 | 2,704 |

- 19 -
Teaching qualifications held by TAFE teachers

3.11 Evidence from the survey is that about 6,432 TAFE teachers, or 67 per cent of the full-time teaching force, held recognised teacher education qualifications in 1977. Of these, 4,086 had gained their highest such qualification after entering TAFE teaching, which suggests that 2,346 persons entered TAFE teaching with some kind of qualification in teaching or education, as previously stated in paragraph 3.6. All but about 357 of this latter group would have been former schoolteachers, who therefore seem to have constituted about 21 per cent of the full-time TAFE teaching force in 1977.

3.12 A feature of the weighted data in Table 3.E is the large number of teachers who indicated that their highest teacher education qualification did not fall within the five major categories suggested by the Committee. Of the 4,184 who made this response, 3,341 reported that they had completed their qualification after recruitment to TAFE teaching. Most teachers in this group would have been graduates of the various TAFE teacher preparation programs, past and present, which have been less than two full-time years in length and have not led to an advanced education award. Some, in fact, have not led to an award at all. As many as 35 per cent of all TAFE teachers in 1977 appeared to have successfully completed one of these TAFE teacher education programs, a number of which have now been superseded by advanced education diploma programs. Two-year and three-year diplomas of teaching and postgraduate diplomas in education, the levels of program being offered increasingly to TAFE teachers, were in the minority in 1977. Many of the advanced education qualifications reported would have been, of course, held by former schoolteachers, meaning that graduates of the newer TAFE teaching diploma programs were comparatively few in number in 1977.
### Table 3.2: Full-time TAFE teachers by highest teaching qualification and by stream of teaching

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Stream of teaching</th>
<th>Total</th>
<th>Per cent of all teachers</th>
<th>Qualifications gained after entry to TAFE teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1/2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Two-year tertiary certificate or diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>129</td>
<td>245</td>
<td>92</td>
<td>34</td>
</tr>
<tr>
<td>Three-year tertiary certificate or diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>263</td>
<td>197</td>
<td>45</td>
<td>44</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>127</td>
<td>4</td>
<td>5</td>
<td>84</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>394</td>
<td>25</td>
<td>32</td>
<td>262</td>
</tr>
<tr>
<td>Higher degree</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>44</td>
<td>3</td>
<td>-</td>
<td>13</td>
</tr>
<tr>
<td>Other qualification</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1,250</td>
<td>2,322</td>
<td>295</td>
<td>129</td>
</tr>
<tr>
<td>Total qualified</td>
<td>2,207</td>
<td>2,787</td>
<td>469</td>
<td>566</td>
</tr>
<tr>
<td>Per cent of all teachers</td>
<td>22.9</td>
<td>28.9</td>
<td>4.9</td>
<td>5.9</td>
</tr>
<tr>
<td>No qualification</td>
<td>1,087</td>
<td>1,675</td>
<td>177</td>
<td>121</td>
</tr>
<tr>
<td>Total</td>
<td>3,294</td>
<td>4,462</td>
<td>646</td>
<td>687</td>
</tr>
<tr>
<td>Qualifications gained after entry to TAFE teaching</td>
<td>1,244</td>
<td>2,404</td>
<td>227</td>
<td>119</td>
</tr>
</tbody>
</table>
Teacher education studies by TAFE teachers

3.13 Examination of weighted data in Table 3.F suggests that about 1,382 TAFE teachers who did not have teacher education qualifications on recruitment were studying towards such qualifications in 1977. Information supplied by teacher education institutions (see paragraph 5.44) indicates that about 2,160 persons (mostly TAFE teachers but some training officers) were enrolled on an in-service basis in the various TAFE teacher preparation programs in 1978. Because the majority of the 59 respondents in 1977 who indicated that they were enrolled in bachelor's and master's programs would probably not be undertaking their first teacher education program, the number in TAFE teacher preparation programs in 1977 as suggested by the survey data would be a little more than 1,323.

3.14 Of teachers currently enrolled in teacher preparation programs, perhaps about 39 per cent were studying in 1977 towards three-year diplomas of teaching, while up to 19 per cent were enrolled in postgraduate diploma programs in education. Because of accreditation movements at the time of the survey, some teachers appeared uncertain as to the name and level of the program in which they were enrolled. About 271 teachers indicated that they had discontinued their studies towards teaching qualifications, some in one State after completing sufficient of the program to satisfy promotion requirements.

3.15 Table 3.F data also suggest that about 603 of the teachers who entered TAFE teaching with teacher education qualifications had continued study towards further such qualifications, about 159 having completed a program since recruitment. Some 331 were currently enrolled in a program of study, while about 113 had discontinued their studies. A total of about 1,743 teachers qualified on entry had not in 1977 commenced any formal post-basic teacher education studies since they began their service in TAFE.
Table 3.F  Full-time TAFE teachers by study towards the first teacher education qualification undertaken since entry to TAFE teaching and by whether a teacher education qualification was held on entry

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Study undertaken since entry</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
</tr>
<tr>
<td>Qualified on entry</td>
<td></td>
</tr>
<tr>
<td>Two-year tertiary certificate</td>
<td>12</td>
</tr>
<tr>
<td>or diploma</td>
<td></td>
</tr>
<tr>
<td>Three-year tertiary certificate</td>
<td>14</td>
</tr>
<tr>
<td>or diploma</td>
<td></td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>49</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>18</td>
</tr>
<tr>
<td>Higher degree</td>
<td>26</td>
</tr>
<tr>
<td>Other qualification</td>
<td>40</td>
</tr>
<tr>
<td>Nil</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>159</td>
</tr>
</tbody>
</table>
Table 3.F (continued)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Study undertaken since entry</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Completed</td>
<td>Discontinued</td>
<td>In progress</td>
<td>Not commenced</td>
<td>Total</td>
</tr>
<tr>
<td><strong>Not qualified on entry</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year tertiary certificate or diploma</td>
<td>257</td>
<td>50</td>
<td>146</td>
<td>-</td>
<td>453</td>
</tr>
<tr>
<td>Three-year tertiary certificate or diploma</td>
<td>320</td>
<td>98</td>
<td>544</td>
<td>-</td>
<td>962</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>3</td>
<td>37</td>
<td>48</td>
<td>-</td>
<td>88</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>158</td>
<td>31</td>
<td>269</td>
<td>-</td>
<td>458</td>
</tr>
<tr>
<td>Higher degree</td>
<td>7</td>
<td>16</td>
<td>11</td>
<td>-</td>
<td>34</td>
</tr>
<tr>
<td>Other qualification</td>
<td>3,341</td>
<td>39</td>
<td>364</td>
<td>-</td>
<td>3,744</td>
</tr>
<tr>
<td>Nil</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1,560</td>
<td>1,560</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,086</td>
<td>271</td>
<td>1,382</td>
<td>1,560</td>
<td>7,299</td>
</tr>
</tbody>
</table>

- 24 -
Table 3.F (continued)

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Completed</th>
<th>Discontinued</th>
<th>In progress</th>
<th>Not commenced</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overall total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Two-year tertiary certificate or diploma</td>
<td>269</td>
<td>61</td>
<td>151</td>
<td>-</td>
<td>481</td>
</tr>
<tr>
<td>Three-year tertiary certificate or diploma</td>
<td>334</td>
<td>98</td>
<td>591</td>
<td>-</td>
<td>1,023</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>52</td>
<td>62</td>
<td>142</td>
<td>-</td>
<td>256</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>176</td>
<td>56</td>
<td>324</td>
<td>-</td>
<td>556</td>
</tr>
<tr>
<td>Higher degree</td>
<td>33</td>
<td>65</td>
<td>88</td>
<td>-</td>
<td>186</td>
</tr>
<tr>
<td>Other qualification</td>
<td>3,361</td>
<td>42</td>
<td>417</td>
<td>-</td>
<td>3,840</td>
</tr>
<tr>
<td>Nil</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3,303</td>
<td>3,303</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4,245</td>
<td>384</td>
<td>1,713</td>
<td>3,303</td>
<td>9,645</td>
</tr>
</tbody>
</table>
3.16 The survey data have revealed a large number of teachers who had entered TAFE teaching without teacher education qualifications and who had not commenced a teacher education program at the time of the survey. A total of 1,560 such teachers, or about 16 per cent of the full-time TAFE teaching force, is suggested.

3.17 Table 3.G conveys an impression of the number of years of study towards teacher education qualifications which had been completed at the time of the survey by full-time teachers who had entered TAFE teaching without such qualifications. The data includes periods of study towards bachelor's and higher degrees which would not normally constitute work towards an initial qualification, while some of the enrolments at postgraduate diploma level would also not have involved a basic program in teaching or education. Allowing for teachers who were studying towards a second qualification, it would appear that between a half and two thirds of TAFE teachers enrolled in teacher preparation programs in 1977 were in their first two years of study.

3.18 Of greater relevance to the present inquiry is the significant proportion of teachers who reported that they had been studying for more than two years. While some would not have been enrolled in basic programs, the majority of the 33 per cent of teachers who reported periods of study greater than two years would have been so enrolled. Of the 801 teachers in the two-year and three-year undergraduate teacher education programs, 342, or about 43 per cent, reported more than two years of study. It is clear that many of these teachers were those enrolled in advanced education diploma programs involving obligations in the technical and liberal studies areas which some teachers are able to meet in minimum time, while others take a number of additional years. A small but significant proportion of teachers appear to discontinue their studies and so never obtain a formal teaching qualification. If there are no changes in the structure of some of the present TAFE teacher preparation programs in colleges of advanced education or in study-release
Table 3.6  Full-time TAFE teachers who held no teacher education qualifications on entry, and who were studying towards such qualifications in 1977, by number of years of study completed

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Less than 2</th>
<th>2-3</th>
<th>4-5</th>
<th>6-7</th>
<th>8-9</th>
<th>10 and over</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two-year tertiary certificate or diploma</td>
<td>112</td>
<td>40</td>
<td>20</td>
<td>2</td>
<td>4</td>
<td>1</td>
<td>179</td>
</tr>
<tr>
<td>Three-year tertiary certificate or diploma</td>
<td>347</td>
<td>164</td>
<td>44</td>
<td>28</td>
<td>10</td>
<td>29</td>
<td>622</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>134</td>
<td>45</td>
<td>14</td>
<td>6</td>
<td>-</td>
<td>2</td>
<td>201</td>
</tr>
<tr>
<td>Postgraduate diploma</td>
<td>263</td>
<td>88</td>
<td>5</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>356</td>
</tr>
<tr>
<td>Higher degree</td>
<td>23</td>
<td>16</td>
<td>2</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>41</td>
</tr>
<tr>
<td>Other qualification</td>
<td>370</td>
<td>75</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>5</td>
<td>466</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,249</strong></td>
<td><strong>428</strong></td>
<td><strong>95</strong></td>
<td><strong>40</strong></td>
<td><strong>16</strong></td>
<td><strong>37</strong></td>
<td><strong>1,865</strong></td>
</tr>
<tr>
<td><em>Per cent of total</em></td>
<td><em>67.0</em></td>
<td><em>22.9</em></td>
<td><em>5.1</em></td>
<td><em>2.1</em></td>
<td><em>0.9</em></td>
<td><em>2.0</em></td>
<td><em>100.0</em></td>
</tr>
</tbody>
</table>
arrangements in some TAFE systems, it is very likely that many of the teachers presently in their first two years of study will not complete programs in minimum time.

3.19 Table 3.1 outlines the length of service of the 1,560 or so teachers who in 1977 had not commenced a teacher education program since entering TAFE teaching. It can be seen from the table that about 1,349, or 87 per cent, of these teachers had been teaching for more than two years. More than a half had been teaching for eight or more years. It would be unlikely that teachers with these lengths of service were under any obligation to begin a teacher education program. However, in response to a question in the survey, some 883, or 57 per cent, of teachers who had not begun study towards a teaching qualification indicated that they would be willing to do so provided that access to an appropriate program was facilitated.

Table 3.1 Full-time TAFE teachers who in 1977 had never commenced a teacher education program, by number of years of service

<table>
<thead>
<tr>
<th>Years of service</th>
<th>Total</th>
<th>Per cent of total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 2</td>
<td>211</td>
<td>13.5</td>
</tr>
<tr>
<td>2 - 3</td>
<td>162</td>
<td>10.4</td>
</tr>
<tr>
<td>4 - 5</td>
<td>150</td>
<td>9.6</td>
</tr>
<tr>
<td>6 - 7</td>
<td>219</td>
<td>14.0</td>
</tr>
<tr>
<td>8 - 9</td>
<td>140</td>
<td>9.0</td>
</tr>
<tr>
<td>10 and over</td>
<td>678</td>
<td>43.5</td>
</tr>
<tr>
<td>Total</td>
<td>1,560</td>
<td>100.0</td>
</tr>
</tbody>
</table>
General study patterns of TAFE teachers

3.20 Table 3.1 illustrates the general study patterns of TAFE teachers in 1977 in programs related either to teaching or education or to their field of teaching competence. It will be noted that the majority of teachers undertaking the latter type of programs were in the Trades Stream, in which stream also were the greatest number of teachers studying teacher education and subject-related programs concurrently. Technical studies components of TAFE teacher preparation programs, together with promotion requirements, would be major reasons why about 754, or 17 per cent, of Stream 3 teachers were enrolled in subject-related study programs. The survey has also suggested that about 6,619, or 69 per cent, of teachers in 1977 were undertaking no formal study related in some way to their teaching.

3.21 About 465 teachers were studying in programs leading to qualifications in fields unrelated to their teaching. These teachers are represented in each qualification category in Table 3.1.
Full report on the TAFE teacher survey

3.22 The Committee understands that it is the TAFE Council's intention to publish in due course a comprehensive report on the TAFE teacher survey which will analyse the survey data in much greater detail than in the present chapter. Certain cross-tabulations not available to the Committee at the time of writing this report will appear in the Council's report.

3.23 The purpose of this chapter has been simply to highlight the maturity and the diversity of full-time TAFE teachers, as well as to indicate their current study patterns. It is axiomatic that the design of teacher preparation programs for this heterogeneous professional group must take account of the kind of data presented in the previous paragraphs and tables.
4.1 Reference is made in paragraph 1.5 to the visits to each State made in 1976 and 1977 by the Staff Development Sub-Committee of the former Technical and Further Education Commission. During these visits members held discussions with State personnel on matters relating to the induction and preparation of full-time TAFE teachers. Persons interviewed included representatives of the State TAFE authorities, officials of TAFE teacher associations, TAFE teachers undergoing formal preparation programs, and representatives of advanced education authorities and the advanced education institutions concerned with TAFE teacher preparation.

4.2 Despite the quite different arrangements for TAFE teacher preparation existing in the six States, the Committee encountered during these discussions a number of recurring issues. These issues are presented in this chapter in the form of questions, with brief outlines of current practices and the views of various groups on these practices and their recommendations as to desirable changes in policy. It is stressed that these views and recommendations were expressed at the time of the Committee's visits and so may not fully reflect the current situation. The Committee's comments and conclusions on the matters raised are recorded in Chapter 6.
4.3 Should TAFE teachers be expected to undergo formal preparation programs?
The Committee had expected a greater wish to discuss the relationship between TAFE teachers and other teachers within the post-school sector, particularly as TAFE and advanced education teachers are employed alongside each other in a number of post-school institutions in Australia. However, administrators and teachers in all States tended to consider that the requirements of teaching in TAFE have more in common with the requirements of teaching in schools than they have with those of teaching in colleges of advanced education and universities. The present or past links which TAFE systems have or have had with administrations also responsible for school systems seem to have encouraged an unquestioning support for formal teacher preparation among TAFE personnel.

4.4 One of the central requirements of persons recruited to teach in any of the three tertiary education sectors in Australia is competence with the subject-matter to be taught. However, universities and colleges of advanced education, in contrast with TAFE authorities, have never expected teaching staff to undergo formal preparation programs, although in recent years there have been opportunities for them to voluntarily increase their teaching skills. The TAFE representatives interviewed by the Committee were of the view that the university and advanced education sectors should move towards TAFE in regard to teacher education requirements, and not the reverse. During the discussions no TAFE group appeared to see the need to justify the formal initial preparation of TAFE teachers. Nevertheless the Committee encountered a diversity of views as to the form or forms that this preparation should take and the awards, if any, that should be granted on its completion.
4.5 To what extent should the TAFE authorities contribute to the preparation of their full-time teaching staff?

Current practice in Australia indicates that the States differ in their policy towards the involvement of the TAFE sector in the preparation of its staff. In three States (New South Wales, Victoria and South Australia) the formal responsibility for teacher preparation lies with the advanced education sector, with the respective TAFE authorities making certain selective inputs (for example, through induction, special methods tutoring and field counselling of beginning teachers, and through membership of policy committees and boards of studies). The Committee encountered in these States no serious support for the TAFE authorities to become further involved in the preparation process, such as through the conduct of formal course units. However, there were fairly general calls for improvement in the supervision and counselling of beginning teachers in their home colleges, consideration of ways to facilitate the secondment or transfer of experienced TAFE staff to lecture in college of advanced education teacher preparation programs and, in general, greater dialogue and co-ordination between the TAFE and advanced education sectors. In the last regard it did seem to the Committee that in the three States the TAFE sector was not exercising adequate influence on the content and mode of presentation of TAFE teacher education courses operated within the advanced education sector.

4.6 In the other three States the TAFE authorities are much more active in the preparation process. In Queensland there is an advanced education course being conducted for beginning TAFE teachers, but the TAFE authority is making a strong contribution to the program, providing an extensive full-time induction course at its staff development centre and the services of teacher preparation co-ordinators appointed to TAFE institutions to counsel and guide teachers in their first two years of teaching. The TAFE authority's ten-week foundation program attracts credit points towards the college of advanced education award. All Queensland groups interviewed by the Committee favoured the development of a joint TAFE-advanced education preparation program. In Tasmania also there is co-operation between
the TAFE authority and the college of advanced education through a special agency which facilitates the formal education of practising teachers in both schools and TAFE colleges. The present course for beginning TAFE teachers leads to a TAFE authority award, but there is wide support for the development of an advanced education course. The remaining State, Western Australia, is the only one where the TAFE authority conducts an initial preparation program without the involvement of a college of advanced education. The Committee heard arguments from the TAFE authority why it should retain sole responsibility for teacher preparation, while teacher representatives, at that stage, and advanced education authorities favoured some involvement of at least one college of advanced education in a joint program with the TAFE authority.

4.7 **What should be the nature and length of induction programs conducted for incoming full-time TAFE teachers?**

In recent years all States have provided induction for newly recruited TAFE teachers, but the nature and length of programs have varied and not all new teachers have participated, either because they have been recruited separately from major teacher intakes or because they are qualified teachers from another sector of education. Queensland and South Australia carry out the most extensive induction, which includes an introduction to both the TAFE system and teaching methodology. Queensland also provides new teachers with a solid preparation for forthcoming formal study by offering remedial and study skills programs. The other States conduct shorter programs, most of which are less ambitious than those of Queensland and South Australia which begin three and four weeks before new teachers assume responsibility for classes. Where colleges of advanced education are involved in TAFE teacher preparation, they are associated with the induction. In Victoria the college of advanced education has complete responsibility for the program.
4.8 The Committee was informed that teacher association policy was to seek a three-month induction period, although most beginning teachers interviewed considered this too long and would have preferred a lengthy period of release from teaching later in their first or even in their second year of teaching. While a range of views were put forward on the scope of induction, most groups in all States were in favour of induction of at least two weeks, and for this induction to include some introductory teaching and study preparation as well as the usual kind of introduction to TAFE administrative procedures.

4.9 Is there a course attendance pattern which is most suitable for TAFE teacher preparation?
Apart from pre-service programs for prospective TAFE teachers in secretarial studies and fashion in New South Wales and home economics in South Australia, most TAFE teachers in Australia enter preparation programs under various in-service arrangements. Five States have instituted day-release or partial day-release programs for full-time teachers in their first two years of service, while Queensland has introduced a block-release sandwich pattern. Under this sandwich arrangement beginning teachers spend a total time of ten weeks at the TAFE authority's staff development centre and two full semesters at a college of advanced education as full-time students, interspersed with periods as full-time teachers under guidance.

4.10 The Committee found little support in the States for pre-service programs, despite the presence of such options for several groups of teachers in two States as mentioned in the previous paragraph. There were calls for increased day-release and also for a combination of day-release and block-release during the first two years of service, the latter proposal not necessarily increasing the number of days of release. In general, TAFE administrators and teachers seemed to favour some form of internship during which every effort is made to minimise the conflict between teaching and study commitments. In one State concern was expressed about the deleterious effect on the study programs of beginning teachers on day-release arrangements of the requirement that they teach overtime during their
first two years of service and/or accept teaching commitments on the
days of study release.

4.11 Much discussion was centred on course attendance patterns
because of their link with the heavy demands on the time of TAFE
teachers during formal preparation. Course attendance patterns are
important because they are in-service and in all States but one are
not full-time for any significant period. It was pointed out many
times to the Committee that if new teachers are to cope successfully
with a teaching workload combined with teacher education course
attendance and study, the concessional attendance and study time
granted to them must be more realistic than is presently the case in
most States. In particular, it was emphasised that it should be
possible for the average teacher to complete the qualification course
in reasonable time, say two or three years. This would mean that
remission from teaching duties must be of appropriate length and in
usable blocks, and the course not unduly prolonged by the inclusion of
extraneous subjects.

4.12 It was stressed many times to the Committee that the
transition to teaching involves a change of life-style for most new
TAFE teachers. The change of occupation, the return to formal study
and the development of new horizons and peer groups and a new
self-image combine to place the teacher, and his family, under great
pressure. It was argued, therefore, that beginning TAFE teachers must
be given effective guidance and counselling services and a general
work and study environment which is as supportive as possible.

4.13 Should preparation courses cater for the whole range of
TAFE teachers or should there be more than one kind of course catering
for different groups of TAFE teachers?
The range of TAFE teachers provided for in preparation courses varies
from State to State. In Queensland all incoming TAFE teachers enter
the same undergraduate advanced education course regardless of their
educational backgrounds. In South Australia there are undergraduate
advanced education courses available to all teachers, but some
teachers with university or advanced education degrees or diplomas are
being encouraged to enrol in postgraduate courses at several higher education institutions, including the one offering the undergraduate program. The Committee was informed that a number of institutions whose present courses do not have any particular emphasis on TAFE or TAFE teaching have expressed interest in conducting postgraduate diplomas specifically for TAFE teachers. The Departmental programs in Western Australia and Tasmania are entered by all beginning teachers without teaching qualifications, but in Western Australia those without a university or advanced education degree or diploma must carry out additional studies, including selected subjects in their fields of competence. New South Wales and Victoria each have a two-tier arrangement involving undergraduate and postgraduate courses which either have been registered nationally at the advanced education level or will be considered for national registration. Since the completion of the visits to the States, the Committee has learnt that the policy in the Australian Capital Territory is to place all teachers in the same undergraduate course, in this instance at the UG3 level.

4.14 The Committee found general support for the design of TAFE teacher preparation courses to accommodate the whole range of TAFE teachers in each State where such courses are operating, with the exception of South Australia which seems committed to separate courses for incoming teachers with university or advanced education qualifications. While the concept of placing all TAFE teachers within the one course was accepted in several States, it was still acknowledged that within a common course both course content and teaching methods must take sufficient account of the diverse backgrounds, ages and abilities of teachers.

4.15 On the other hand, in the States where a binary course arrangement exists, a strong criticism was made of the separation of TAFE teachers undergoing preparation into two main groups - those who teach middle-level courses and those who teach trade courses - and the devising of separate preparation courses of different status for these groups. It was acknowledged that pressures external to TAFE had been
largely responsible for this decision. Opponents of a two-tier system considered the arrangement to be divisive within the teaching ranks, but feared that national course registration suggested a finality which might tend to inhibit any change in policy. Three arguments for single courses were put forward: the first was that all incoming TAFE teachers without formal teaching qualifications should be considered to be at the undergraduate level in the field of teaching and hence should enter an undergraduate teaching course; the second was that all incoming TAFE teachers should be considered as being graduates in their teaching specialisations and hence should enter a postgraduate course; the third was that the advanced education accreditation and registration system, with its emphasis on entry requirements and different graduation levels, is not appropriate to TAFE teacher preparation and hence another system favouring single courses should be established to deal with this unique area of teacher education. The Committee was told repeatedly that the absence of formal educational qualifications did not necessarily indicate a lack of capacity to undertake formal study. Maturity, experience and a strong motivation to succeed are acknowledged predictors of success in any course. All TAFE teachers have these characteristics of the successful mature-aged student, and so all can effectively study the same course. An alternative proposal encountered by the Committee was to accept the inevitability of a two-level course arrangement but to reduce its potential for divisiveness by establishing as many common units and classes as possible.

4.16 What status should be accorded to TAFE teacher preparation courses and awards?
As previously indicated, TAFE teachers are presently enrolled in a wide range of courses leading to an equally wide range of awards. Some awards are recognised nationally through course registration by the Australian Council on Awards in Advanced Education, while others are recognised only at the State level because the courses are conducted by or on behalf of TAFE authorities. The awards for some courses are not yet determined pending national advanced education registration.
4.17 In the States where the decision has been made to involve the advanced education sector in TAFE teacher preparation there are varying trends emerging in the kinds of awards to be gained by TAFE teachers. Nationally registered advanced education courses are currently available to teachers in New South Wales, Victoria and South Australia. The New South Wales model involves two courses - an undergraduate diploma (UG2 level) in teaching and a postgraduate diploma (PG1 level) in education, entry to a course being determined by the level of the educational qualifications held by a beginning TAFE teacher. In South Australia there are two levels of undergraduate diploma available - a UG3 associate diploma and a UG2 diploma in teaching, the associate diploma serving both as a terminal and intermediate qualification. A PG1 diploma has been recently introduced. Victoria has indicated that it will follow New South Wales in seeking the registration of two courses, the PG1 course having been registered but the UG2 course being still under review. Queensland is seeking registration of a UG2 diploma.

4.18 Neither Western Australia nor Tasmania appears to have any definite proposals to achieve advanced education status for initial TAFE teacher preparation programs, although both administrators and teachers in those States indicated to the Committee that they favoured such recognition. In Western Australia there was some debate whether or not it was necessary to involve a college of advanced education in any move to upgrade the present internal course to at least UG3 diploma level.

4.19 In several States, then, there continues to exist some uncertainty in regard to the status and accreditation of TAFE teacher education courses. The Committee was informed by teachers that this uncertainty is affecting morale among teachers. While it was clear from discussions that TAFE teachers are seeking recognition of their teaching studies to gain both professional parity with teachers in other sectors of education and improved conditions of service and career prospects, their representatives also stressed to the Committee the importance of TAFE teaching qualifications being nationally
recognised so that their holders were free to move from their home States to interstate teaching posts if they so wished. Teachers countered the claim by administrators that interstate mobility of TAFE teachers is low by saying that the present uncertainty over the status of courses in several States is inhibiting many teachers from seeking interstate positions.

4.20 What are the desirable approaches to and content of preparation courses for TAFE teachers?

The Committee did not inquire in depth into the details of TAFE teacher preparation courses during its study visits to the States, preferring to confine its discussions on courses to matters such as course attendance patterns, course status and accreditation, responsibility for course conduct, and only broad reactions to course content. An independent analysis of course content was carried out by a research officer after the completion of the Committee's general discussions with State personnel, and the results of this analysis are contained in Chapter 5.

4.21 The Committee nevertheless did encounter during the general discussions many criticisms of the format and characteristics of courses. A common complaint was that teaching methodology and educational psychology elements are not sufficiently relevant to persons preparing to teach a student population which is mainly adult, part-time and employed. The Committee several times heard the opinion that some of the courses being offered, despite handbook descriptions which indicate a bias towards TAFE and TAFE teaching, are merely the gleanings of courses designed to prepare primary and secondary teachers and are inadequately meeting the preparation needs of TAFE teachers. While both teachers and administrators agreed that courses for TAFE teachers must include an emphasis on basic, practical teaching issues and techniques as well as on the broader aspects of education, a further criticism of course content encountered by the Committee in several States was that excessive attention is being given to theoretical education studies at the expense of the basics of teaching. Comment was made that the teaching methodology promoted
within TAFE teacher preparation courses tends to be oriented towards the traditional classroom without sufficient reference to other possible techniques such as self-paced learning. Generally speaking, the Committee found there to be in each State some criticism of the course or courses operating and a perceived need for further course evaluation and development before the needs of TAFE teachers will be fully met.

4.22 What backgrounds and personal characteristics are appropriate for lecturers in TAFE teacher preparation courses?

Only a relatively small number of lecturers presently involved in TAFE teacher education programs have had experience in TAFE teaching. The Committee consistently heard complaints from TAFE personnel that too few TAFE teacher educators have a sound appreciation of the TAFE system. While the point was made that past experience in TAFE was not essential for course lecturers provided that they understand the complexities of TAFE and the needs of its teaching staff, critics in several States claimed that some present lecturers are clearly unwilling or unable to gain that understanding. There was support for the secondment of suitably experienced and qualified personnel to the colleges of advanced education in order to increase the awareness of TAFE within preparation programs, although a number of administrative barriers to staff transfer were pointed out. Because it was admitted that there are few persons in TAFE with appropriate qualifications, there was some support for the Committee's proposal that there be instituted a long-term staff development scheme aimed at developing a small pool of potential teacher educators within TAFE.

4.23 How best should beginning teachers be supervised and counselled in their home colleges?

The States have evolved various systems of supervising and counselling new teachers using experienced teachers. Special methods tutoring is frequently carried out by practising teachers, either at TAFE or advanced education colleges. Teacher representatives, and some administrators, told the Committee that they were most concerned that the practical teaching element of teacher preparation programs is
often quite uneven in its quality and organisation and is paid lip-service by many who are involved in it. It was claimed that supervisors are in some cases unsuitable as mentors and some are not carrying out the duties to the extent expected of them. The method of rewarding mentors and tutors was raised in several States, with the majority view being that a time allowance is preferable to a money payment. Two States, Queensland and South Australia, have formalised assistance for recruits by appointing college staff development co-ordinators. The Queensland appointees are specifically looking after beginning teachers, while the South Australian co-ordinators are responsible for staff development in general. The Committee heard claims that teacher educators in colleges of advanced education in several States need to involve themselves more regularly in the field counselling of teachers undergoing preparation.

4.24 What action should be taken concerning the pool of TAFE teachers who either have never received teacher preparation or have undergone previous non-accredited programs?

The number of established TAFE teachers who have never taken part in a teacher education program varies from State to State. Queensland, for example, has a large pool of teachers without formal preparation of whom, it was claimed, many are anxious to enter the new preparation program. In other States, such as New South Wales where until recently there have been no recognised awards granted for successful completion of preparation programs, there appears to be a considerable demand for conversion courses which is being only partially met. While it was agreed that the States' primary efforts should be directed at recruits, there was support for a definite program seeking to meet the needs of experienced teachers who express interest in gaining teaching qualifications. Evening classes and external studies were two suggested short-term solutions to the problem, but some saw study release as necessary in any program devised for established teachers. The Committee also was informed that in one or two States there were delays in some newly recruited teachers entering a formal course of teacher education. In Victoria members learnt that autonomous council-controlled TAFE colleges and the TAFE components of
colleges of advanced education have a policy of withholding new teachers from the preparation program in their first year of teaching. It is understood that in Western Australia the TAFE authority allows unqualified teachers on short-term contracts to undertake full-time teaching duties without the benefit of concurrent formal teacher preparation.

4.25 Do incoming TAFE teachers need any refreshment of their vocational or academic specialities concurrent with their teacher preparation?

Persons recruited to TAFE teaching from industry, commerce, the professions and the public service are expected to have had considerable employment experience in the field in which they propose to teach, a minimum of five years in the case of prospective trade teachers and a similar but sometimes shorter period in the case of middle-level teachers. However, in several States some beginning teachers told the Committee that they considered that because of absence from study, and also as a result of specialisation in their employment, they were deficient in some of the areas of vocational theory and practice they are expected to teach. It was claimed that such deficiencies were often most apparent with beginning trade teachers, but that middle-level teachers could also benefit from some additional study within their areas of competence. The teacher associations denied that this problem is very significant and that vocational refreshment is more often necessary for trade teachers than other teachers. Despite this view, there was some support for opportunities within teacher preparation programs for beginning teachers to update their technical competence, perhaps through the avenue of electives. However, the balance of opinion was clearly against the inclusion of technical studies in a TAFE teacher preparation program. The continuous updating of technical competence was nevertheless regarded as a vital component of a separate staff development program.
4.26 As previously indicated, the following chapter examines what the Committee considers to be the major curricular issues in TAFE teacher preparation programs. Some of these issues have already been alluded to in the present chapter since they were raised during the Committee's visits to the States.
5: MAJOR CONSIDERATIONS IN FORMAL COURSEWORK

5.1 A survey of the curricula of TAFE teacher programs was undertaken in April and May 1978 on behalf of the Committee by a specially appointed research officer, Mr Eric Twigg. Mr Twigg spent a week in each institution currently offering a program for TAFE teachers. During each visit an outline summary of the structure and content of each curriculum was prepared from official documents, and accepted by the institution. These summaries are included as an appendix to this report, to provide an acceptable but necessarily brief description of the formal coursework being undertaken in TAFE teacher education at the time of Mr Twigg's visit.

5.2 Having established an acceptable program summary, the research officer then spoke with course administrators, lecturing staff and TAFE teachers undertaking the program, as well as to senior staff and administrators in TAFE who were able to contribute to his investigation of formal coursework.

5.3 To provide a framework for studying the curricula of TAFE teacher preparation programs and related issues, extensive use was made of the 1975 Report of the Committee on Technical Teacher Education (COTTE) which until this report was the only detailed statement on TAFE teacher education in Australia. The COTTE Report suggested that programs of preparation for beginning teachers should be provided in each State, and that wherever possible a college of advanced education should be involved. It recommended that the programs should lead to a suitable award recognised by all relevant Australian teaching authorities for the purpose of employment. COTTE also suggested an outline prescription for the design of programs; on page 12 of its report it recommended that programs should be designed to develop an awareness of the nature, aims and organisation of TAFE,
and include principles, techniques and foundations of teaching; specialist curriculum studies; teaching experience based on an internship arrangement; and activities designed to contribute to the personal development of the teacher. This outline was the most comprehensive published statement of the requirements of a TAFE teacher preparation program, and so was adopted as a format for the investigation. The research officer's findings are therefore reported under headings derived from elements of the outline.

5.4 It was evident from discussions with program designers that no conscious and deliberate attempt had been made to use the COTTE Report as a blueprint. Nevertheless the survey of program content shows that most States in a very short time have gone a considerable way towards implementing ideas broadly in line with that report. Though colleges offering diploma programs have had to gain the approval of a State advanced education board by specifying their program content in some detail, none claimed that the curriculum and approaches to it had been defined in any final or conclusive way. All the teacher educators consulted said that their programs were evolving and that they were much preoccupied with course development and were interested in alternative approaches being used by others.

The lengths of programs and levels of awards

5.5 The COTTE Report did not make any precise recommendations about the lengths of programs or the levels and titles of awards. On page 12 there was a general comment that 'looked at in broad outline, such a program (for TAFE teachers) does not appear to differ from the generality of teacher education programs'. However, the report did go on to stress that 'although the principles of teacher education are the same in all areas, the content and presentation will differ between areas'. On page 16 the report was more specific when it commented that 'of a total program of initial teacher preparation, the portion spent under the direction of a teacher education institution should not exceed the equivalent of one academic year of full-time study ... (but) in exceptional cases the course might be extended by up to one semester'.

- 46 -
5.6 The survey of programs shows that colleges have tended to choose the same model for courses and awards as that used for schoolteachers, namely the Diploma of Education (PG1) for university or advanced education graduates and the Diploma of Teaching (UG2) for non-graduates. The one year of full-time study required for a PG1 course is in line with the COTTE view, but some colleges are developing programs for non-graduates longer than COTTE envisaged. Table 5.A has been compiled from the summaries of program content agreed to by college staff. It indicates the total time allocation in class contact hours of study for each program presently offered. It can be seen that more recently developed programs tend to be at diploma level which entails substantial amounts of formal coursework.
### Table 5.A  Types and levels of awards and hours of class contact

<table>
<thead>
<tr>
<th>College</th>
<th>Program</th>
<th>Total hours of class contact</th>
<th>Induction not credited towards program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Diploma - Teaching (UG2)*</td>
<td>912</td>
<td></td>
</tr>
<tr>
<td>Newcastle</td>
<td>Diploma - Education (PG1)</td>
<td>450</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Diploma - Teaching (UG2)</td>
<td>450</td>
<td>10 days</td>
</tr>
<tr>
<td>Sydney</td>
<td>Diploma - Education (PG1)</td>
<td>540</td>
<td>10 days</td>
</tr>
<tr>
<td></td>
<td>Diploma - Teaching (UG2)</td>
<td>540</td>
<td>10 days</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Diploma - Education (PG1)</td>
<td>390</td>
<td>15 days</td>
</tr>
<tr>
<td></td>
<td>Diploma - Teaching (UG2)*</td>
<td>630</td>
<td>15 days</td>
</tr>
<tr>
<td>Tasmania</td>
<td>Certificate - Teaching</td>
<td>180</td>
<td></td>
</tr>
<tr>
<td>Torrens</td>
<td>Assoc Diploma - Education (UG3)</td>
<td>478</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma - Teaching (UG2)</td>
<td>862</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma - Education (PG1)</td>
<td>414</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Degree - Education (UG1)</td>
<td>1402</td>
<td></td>
</tr>
<tr>
<td>Western Australia</td>
<td>Certificate - Teaching</td>
<td>387</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Diploma - Teaching</td>
<td>737</td>
<td></td>
</tr>
<tr>
<td>Canberra</td>
<td>Assoc Diploma - Teaching (UG3)*</td>
<td>624</td>
<td>No induction</td>
</tr>
<tr>
<td></td>
<td>Degree - Arts (UG1)*</td>
<td>1072</td>
<td></td>
</tr>
</tbody>
</table>

*Advanced education course for TAFE teachers which is not yet accredited and/or nationally registered.
5.7 Table 5.A cannot be used to draw accurate comparisons between the various programs. A number of course components, such as technical or subject-matter studies, liberal studies, special teaching methodology and supervised teaching practice, are present in each program. However, both the amounts of these components and the credit given for them in the awards vary significantly from institution to institution and within each institution.

5.8 However, even allowing for these variations, an analysis does show that there are considerable differences in hours of class contact study between programs of the same award level. At Mount Gravatt, for instance, a graduate must undertake 912 hours tuition, while his counterpart at Hawthorn receives 390 hours plus 90 hours of induction. A non-graduate at Mount Gravatt is required to successfully complete the same program of 912 hours of study. Most students are able to complete the Mount Gravatt course within their first two years of teaching. At Newcastle and Sydney, the equivalent programs for non-graduates are 450 hours and 540 hours respectively, but a teacher is not awarded a diploma until the technical studies component of the award is complete. Only a few qualify for an award at the end of the two-year program by completing technical studies; others take many years and some may never obtain the award. A similar difficulty exists in South Australia where at Torrens College it is common for teachers to take eight years or more to complete the award, and equally common for people to withdraw from the program before completion. The industrial award for TAFE teachers in South Australia allows teachers to drop out of the long program of study without penalty.

5.9 A number of teacher education personnel suggested that a national program and award for TAFE teachers was desirable so that there would be a uniform length, content and standard. It was suggested that the arrangement would not only give teachers an award with a national currency, but it would also allow course developers from different States to collaborate, which would save money and effort and enhance the quality of the program. Some other teacher
education personnel would not go so far. Like the COTTE Report they would prefer each college to be responsible for its own awards, but they appreciate the need for interstate co-operation and comparability of standards. Whatever view is held on these issues, the provision of lengthy programs is a very costly operation for the community and demanding for the teacher, and perhaps for these reasons more than any others the length and content of programs and the level of awards require further consideration. During the investigation it was seen that many teachers were under considerable pressure because of the combined demands of their new roles as TAFE teachers and as students on a teacher preparation program. Whatever the level of the existing award, some teachers complained of pressure, but the pressures were greatest where UG2 awards were undertaken by non-graduate beginning teachers.

The effects of the UG2 diploma model on aims, objectives and contents of programs

5.10 In determining the aims, objectives and contents of programs, some course designers admit to being influenced more by the amount of release time available and the academic standards required by the advanced education board for a UG2 diploma level award than by the immediate practical needs of teachers. Only at Rawthorn College has a detailed job analysis of TAFE teachers been undertaken, and an attempt made to modify existing courses in the light of this analysis.

5.11 According to some teacher education personnel, the adoption of a UG2 award as an initial qualification for non-graduates has a number of adverse effects. It has caused many programs to be lengthened because of the inclusion of technical or subject-matter studies for TAFE teachers. These studies appear to have been included for the same reasons as they are included in diplomas for schoolteaching. A diploma award in schoolteaching also requires student teachers to continue their personal education and this is usually catered for by the inclusion of liberal studies courses. Many TAFE teachers perceive this type of course as irrelevant for mature
students. The charge of irrelevance is also levelled by TAFE teachers at the professional studies core of their preparation programs because the need to achieve sufficient academic rigour in these studies has led to many programs having a high theoretical content in education and method studies without a perceived balance of practical applications to teaching in TAFE. It was therefore claimed that the development of TAFE teacher education programs in Australia has tended towards the achievement of academic standing by placing emphasis on highly theoretical studies without the essential complementary practical considerations. Some teacher educators pointed to such developments as competency-based teacher education as one way academic rigour can be seen to be applied to practical issues.

5.12 Criticisms from teachers have caused some teacher educators to question the policy of adopting for TAFE teachers the same diploma model used for schoolteachers. They argue that students recruited straight from school with matriculation qualifications need to acquire teaching content knowledge and to continue their personal education as well as to develop the professional knowledge and skills required in schoolteaching. Their recent experience at school has equipped them for an academic approach which diploma in teaching programs continue. In contrast many TAFE teachers left school early and acquired subject-matter knowledge by both study and work experience. Technical or subject-matter studies ought not therefore to be required in the TAFE teachers' diploma program. In Queensland one year's credit has been granted for previous work experience and study, and so the diploma program is not cluttered by the need to satisfy a technical studies component. Critics of the inclusion of technical studies in courses elsewhere doubt whether TAFE teachers have the time in their first two years of teaching to undertake a proper professional preparation program as well as a program of upgrading their technical knowledge and skills. These critics point out that the selection of TAFE teachers is always stated to be on the basis of their having extensive vocational experience and competence. The critics go on to say that if TAFE authorities insist both on a high level of technical qualifications and the achievement of teaching qualifications at UG2
diploma level in the early years of teaching, they should either demand satisfactory technical qualifications on appointment or require teachers to acquire them by further study not linked with, and preferably after, the teaching diploma program.

5.13 Considerable misgivings are also expressed about the way in which the developers of advanced education teaching diploma programs have devised a substantial diet of liberal studies as a response to the notion (advocated by authorities such as COTTE) that TAFE teachers need to broaden their personal education. Critics argue that for a teacher with trade or technician qualifications the subject of education which involves study of psychology, sociology, philosophy and history should be sufficiently liberalising to render superfluous the inclusion of liberal studies courses in TAFE teacher preparation programs.

5.14 If the arguments in the previous two paragraphs are accepted, and technical or subject-matter studies and liberal studies are removed from diploma programs, these programs could then be concentrated on the professional studies which colleges are best equipped to offer and which COTTE acknowledged teachers need most. On page 13 of its report that Committee commented that 'on entry to TAFE, they (the teachers) are likely to be limited in their awareness of contemporary educational methodology and of modern communication skills applicable to education'. The main problem that would then remain with the existing pattern of professional preparation would be the demands made on TAFE teachers to complete their program of study during the release periods allowed by the TAFE authorities. Release periods vary considerably, the arrangements being total release for semesters, or one or two full days per week, or some hours during the week.
5.15 Some teacher educators and beginning teachers were critical of the teaching loads being imposed on new TAFE teachers. It appears that heavy teaching loads are required of some new teachers during the period when they are not only undertaking a rigorous study program, but are also adjusting to a new vocation. Comment was made in New South Wales and especially in South Australia that study release arrangements were not conducive to the new teachers being able to devote sufficient time to the studies required in the program.

5.16 Because of the present problem of pressure on teachers in the first year of service, some teacher educators suggested that teacher preparation should be arranged in stages. This would not only relieve the pressure on the beginning TAFE teachers, but would allow them to derive more benefit from their studies. It appears that one or two TAFE systems have begun to think along these lines by instituting associate diploma programs which may be at a later date upgraded either to a full diploma or a degree. Such a progression is not compulsory. In practice the length of time to acquire a first award by stages would not differ very much from the present situation in some States. In Victoria and New South Wales, for instance, many teachers take years to complete the technical studies component and obtain the diploma award, and in South Australia non-graduates who wish to obtain the diploma attend for at the very least six years. Also a staged model is similar to the existing practice of conversion programs for TAFE teachers. Teachers attending conversion programs completed a certificate level program some years ago, and at a later stage attend appropriate courses or modules to extend their award to diploma level.

Studies in principles, techniques and foundations of teaching

5.17 Existing diploma programs attempt to cover the principles, techniques and foundations of teaching mentioned in the COTTE Report by providing induction courses, general method courses and courses in education studies. To enable basic principles to be derived to provide guidance to the Committee in making its recommendations, the research officer drew heavily on the existing and proposed UG3 and UG2
diploma programs in four States and the Australian Capital Territory. The principles stated and comments made in the following paragraphs of this chapter are equally valid for postgraduate diploma programs and the Departmental programs in Western Australia and Tasmania.

Induction courses

5.18 Induction, introduction or orientation courses are offered sometimes as a recognised part of a formal course and so count towards an award, and sometimes only as a preliminary. They vary in length from two weeks, which is most common, to four weeks. One facet of all induction courses is that they provide an opportunity for new teachers to meet personnel from the TAFE authority and from TAFE colleges so that they can learn something of the administrative and organisational aspects of TAFE. There is a common feeling among teachers that this kind of activity should be limited at this early stage. It might usefully be distributed over the first term, and as well much of the detail could be included in a handbook. This would supplement lectures on these subjects and provide staff with a permanent record to which they could refer when necessary. Items in the handbook could include college organisation, administrative procedures, college financial matters, educational and media services available, conditions of employment and service, emergency procedures, and information about student organisations.

5.19 Teachers regard teaching method as a much more urgent priority, and welcome the opportunity to practice speaking to groups, and to prepare and teach practice lessons to their peers. When videotaping facilities are available, teachers are appreciative of the opportunity for self-criticism. A frequent comment from teachers was that not enough time is devoted to these useful activities, and there were pleas for them to continue into the formal preparation period. There was a unanimous agreement among teachers that at the early stage of induction, lectures on topics such as the Kangan Report, programmed learning and educational research could be left to a more appropriate
time. Induction courses may usefully provide opportunities for the development of study skills to assist teachers to acquire or revise the techniques of effective assignment preparation, library research, reading, listening and notetaking skills, particularly where programs lead to diploma awards. A most extensive and impressive provision of study skills material has been devised at the Queensland Teacher Preparation Centre. The exercises, materials and activities have been carefully evaluated over several years during which teachers have completed pre-tests and post-tests in various skills. Much duplication of effort would be avoided if this could be made available to other colleges interested in providing courses in study skills.

5.20 The better induction courses conducted in Australia appear to be where all the parties to the preparation of TAFE teachers - the TAFE authority, the TAFE colleges and the teacher education institution - take a positive attitude to the need for induction and participate fully in the induction program.

General method courses

5.21 All teachers consulted acknowledge that method studies are of most immediate relevance, and all programs contain the usual major components such as planning for teaching, teaching-learning strategies and resources, and assessment and evaluation techniques. The terminology for method and method-related studies varies considerably, but the summary in Table 5.13 indicates time allocations and the titles of courses related to method work contained in UG3 and UG2 programs for TAFE teachers.
Table 5.B Method and method-related courses in UG3 and UG2 teaching diploma programs

<table>
<thead>
<tr>
<th>College</th>
<th>Year 1 Course titles</th>
<th>Hours</th>
<th>Year 2 (or subsequent years) Course titles</th>
<th>Hours</th>
<th>Total hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Studies in TAFE</td>
<td>64</td>
<td>Evaluation</td>
<td>64</td>
<td>336</td>
</tr>
<tr>
<td></td>
<td>Teaching Strategies in TAFE</td>
<td>64</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies in TAFE I</td>
<td>32</td>
<td>Curriculum Studies in TAFE II</td>
<td>80</td>
<td></td>
</tr>
<tr>
<td></td>
<td>General Principles of Education</td>
<td>32</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Newcastle</td>
<td>Professional Preparation I</td>
<td>90</td>
<td>Professional Preparation II</td>
<td>45</td>
<td>240</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Professional Preparation III</td>
<td>45</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Curriculum Development</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identification and Assessment of Objectives</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Sydney</td>
<td>Theory and Practice of Teaching</td>
<td>120</td>
<td>Educational Procedures</td>
<td>60</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>Teaching Skills Workshop</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies</td>
<td>60</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Principles and Methods of Teaching I</td>
<td>120</td>
<td>Principles and Methods of Teaching II</td>
<td>90</td>
<td>330</td>
</tr>
<tr>
<td></td>
<td>Syllabus Studies</td>
<td>120</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Torrens</td>
<td>Basic Skills of Teaching</td>
<td>90</td>
<td>Further Education Method II and III</td>
<td>48</td>
<td>262</td>
</tr>
<tr>
<td></td>
<td>Teaching Investigation</td>
<td>16</td>
<td>Curriculum Development</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Audio Visual Aids</td>
<td>48</td>
<td>Introduction to Technical Investigation</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Further Education Method I</td>
<td>-</td>
<td>Technical Investigation</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>Canberra</td>
<td>Theory and Process of Teaching (TAFE) I and II</td>
<td>96</td>
<td>Advanced Teaching Techniques (TAFE)</td>
<td>48</td>
<td>256</td>
</tr>
<tr>
<td></td>
<td>Practice of Teaching (TAFE) I</td>
<td>16</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Studies I and II</td>
<td>96</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: Special method support available in TAFE colleges is not included. In some cases, as at Sydney, this is considerable.
5.22 In most programs a greater amount of time is devoted to method studies in the first year when teachers need practical guidance than in the second year. All programs have a method content in the second year, but the courses often tend towards more theoretical studies on aspects such as curriculum development. A possible danger is that topics such as 'educational objectives' can be replicated in a number of courses such as curriculum and evaluation, especially when the courses are taught by different lecturers. Some teachers complained of this replication, and colleges would be well advised to be aware of this inherent problem.

5.23 Only Hawthorn College seems to have sufficient staff to provide within the college a full range of courses in special method which are specifically related to the teaching of particular subjects or vocational areas. At Hawthorn the specialist tutors also offer 'syllabus studies' which enable teachers to revise and extend their subject-matter competence as well as receive instruction in teaching methodology. This is a very considerable advantage, since other colleges have to rely on a variety of arrangements to provide special method support in the TAFE colleges. It would be sensible if, because of its resources, Hawthorn could undertake developmental work in this special method area, and some arrangements are made to inform other institutions of progress.

5.24 A number of shortcomings were identified in paragraph 4.23 about the provision of special method in TAFE colleges. Three factors are of vital importance. First, the program of activities in the general method course at the teacher education institution should be in phase with the sequence of activities in the special method course in TAFE colleges. Secondly, the special method course should be specified in considerable detail so that all parties are aware of what is required. Thirdly, the special method tutors should be carefully chosen and given a training program, regular contact with the course lecturers and participation in program planning and development.
5.25 In discussion it was evident that where day-release arrangements exist, not all method courses are fully exploiting the potential of the day-release pattern for supporting beginning teachers. For instance, some colleges are setting method exercises of a type requiring the teacher to prepare items such as lesson plans, visual aids, teaching exercises and tests which cannot be related to the classroom. The day-release system should enable the teacher to relate such assignments to particular classes he or she is teaching. A real and effective evaluation could then be carried out, and the result discussed with the method tutor. At Sydney attempts are made to give extra realism to the course and support to the teacher in two main ways: first, by providing teacher resource material in the teacher education institution which teachers can borrow for use in their lessons; and secondly, by providing workshop facilities, materials, time and opportunity each week for teachers to prepare lesson material. To finance the scheme teachers, usually with support from their TAFE college, purchase tickets which allow them to draw materials from Sydney Teachers College.

5.26 Most programs are making some use of microteaching, and teachers testify to its value. Two lecturers in Sydney have spent substantial amounts of time in the United States studying microteaching, especially in connection with competency-based teaching developed at Ohio State University, and they intend to adapt the Ohio material for use in preparing TAFE teachers in Australia. There would be widespread interest among teacher educators in the evaluation of such a project, since the need to identify teaching competencies and methods to develop them is important and urgent.

Courses in education studies

5.27 COTTE commented on page 7 of its report that: '... there are some basic principles taught in courses in the psychology of learning which apply to learning at all levels, from kindergarten to university. However, the presentation of these principles and the ways in which they are implemented will differ from one age level to
another and therefore courses need to be planned to meet specific needs'. An analysis of the components of the UG3 and UG2 programs for TAFE teachers shows that all colleges have included in their programs specialist courses in psychology, as outlined in Table 5.C.

Table 5.C Psychology components of UG3 and UG2 teaching diploma programs

<table>
<thead>
<tr>
<th>College</th>
<th>Course titles</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Educational Psychology I</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology II</td>
<td>64</td>
</tr>
<tr>
<td></td>
<td>Diagnosis and Remediation of Learning Difficulties</td>
<td>32</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Psychology of Adolescents and Adults</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>Cognitive Processes</td>
<td>30</td>
</tr>
<tr>
<td>Sydney</td>
<td>Educational Psychology</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>Personality and Development (elective)</td>
<td>60</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Educational Psychology I</td>
<td>20</td>
</tr>
<tr>
<td></td>
<td>Educational Psychology II</td>
<td>40</td>
</tr>
<tr>
<td>Torrens</td>
<td>Teaching of Adults</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Core unit of Studies in Education</td>
<td>36</td>
</tr>
<tr>
<td>Canberra</td>
<td>Component of Theory and Process of Teaching I and II</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Nature of Adult Learning</td>
<td>48</td>
</tr>
</tbody>
</table>
The aims of psychology components in program submissions can be classified under two broad headings:

(a) those which suggest educational psychology should serve as a foundation for understanding classroom behaviour and learning situations;

(b) those which state the intention of introducing some major areas of study in psychology and methods relevant to them.

In comparing the content of different programs, the topics used to achieve aims in category (a) appear to be more common. Most courses include models of learning and teaching, theories of motivation, individual differences in intelligence and personality, the relative influence of heredity and environment, social psychology of groups, psychological and educational testing, perception, attitude formation and language acquisition. The content associated with aims in category (b) varies considerably, including a study of anxiety and its implications, mental health, organisational theory and leadership, industrial psychology and ergonomics. This kind of aim and content is probably the consequence of programs striving for the academic rigour required in attaining diploma accreditation and registration.

Teachers expect to study psychology and many do so with enjoyment and benefit. However, the subject does attract more than its share of adverse comments, mainly relating to lack of relevance to teaching, strong theoretical approaches, preoccupation with child psychology, undue concentration on detail, and exaggerated criticism of concepts such as personality and intelligence. Many teachers were concerned about coursework dealing with experimental methods of the T-group or encounter group type, which can be disturbing for some people. Many claims are made for the value of such experimental techniques, but their place in a course of teacher education needs careful thought, particularly if it is to be a compulsory element. The leader must be adequately trained and experienced in the techniques.
The work of some lecturers in psychology is valued more than others, and discussion with teachers suggests that the qualities most valued are:

- a recognition that educational psychology and not psychology is the subject of study in compulsory courses;
- an ability to pitch the subject at the 'right level' rather than as it would be treated in a psychology major of a degree course;
- a readiness to select from a vast subject those parts which help teachers to understand teaching, and to avoid in the early part of the course anything that is inappropriate by its being complicated, controversial or speculative;
- a capacity to involve the whole class rather than to engage in protracted and esoteric conversations with graduates, with the non-graduates eavesdropping;
- an overt demonstration of awareness that most beginning trade teachers are unfamiliar with psychological terms and concepts, but they can be helped to master them;
- a facility for entering into easy rapport with TAFE teachers of all backgrounds and for making them feel valued as adult learners in a difficult discipline.

Philosophical issues are bound to arise in any serious study of education, and the writers of current diploma submissions have treated them in various ways. Some submissions deal with such issues as they arise in the context of curriculum studies, social philosophy, contemporary social issues and the development of TAFE. On the other hand, time is allocated in some submissions to formal courses in the philosophy of education.
Table 5.D  Philosophy of education components of UG3 and UG2 teaching diploma programs

<table>
<thead>
<tr>
<th>College</th>
<th>Course titles</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Philosophical Foundations of Education</td>
<td>48</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Component of Principles of TAFE</td>
<td>6 (estimated)</td>
</tr>
<tr>
<td>Sydney</td>
<td>Component of Foundations of TAFE</td>
<td>15 (estimated)</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Component of Education and Society</td>
<td>20 (estimated)</td>
</tr>
<tr>
<td>Torrens</td>
<td>Elective unit of Studies in Education</td>
<td>36</td>
</tr>
<tr>
<td>Canberra</td>
<td>Component of Basic Issues in TAFE</td>
<td>16 (estimated)</td>
</tr>
</tbody>
</table>
5.32 The aims of philosophy of education studies in TAFE teaching diploma programs can be classified into two broad categories. First, there are those that take an historical view, and present teachers with selections from the educational ideas of great philosophers. The most frequently included thinkers are Plato, Aristotle, Aquinas, Comenius, Locke, Rousseau, Owen, Herbart and Dewey. Some course designers would argue that this kind of approach has little to commend it in a preparation program for TAFE teachers, except perhaps as an optional study for the enthusiastic. The second category of aims examine some key concepts in education, and especially in TAFE, with a view to enabling teachers to think analytically about education, to become aware of the intrusion of value positions, and to consider their own fundamental presuppositions. Common topics include learning and teaching, education and training, education and indoctrination, a comparison of the aims and nature of liberal and vocational education, knowledge and the curriculum, democracy and the curriculum, the role of authority in education, and modern technology and educational change. Course designers generally have fewer reservations about this kind of approach than they have with an historical approach.

5.33 Courses in the sociology of education usually seek to examine the extent to which society's educational provision is derived from considerations of a socio-economic and political nature, and to show how the formal structures, teaching practices and curricular content is responsive to such considerations. As Table 5.2 indicates, all UG3 and UG2 teaching diploma programs have a formal allocation of time for this subject. The general studies or elective element in programs often contains additional courses on sociological aspects.
<table>
<thead>
<tr>
<th>College</th>
<th>Course titles</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Sociological Foundations of Education</td>
<td>64</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Sociology of Education</td>
<td>30</td>
</tr>
<tr>
<td>Sydney</td>
<td>Component of Foundations of TAFE</td>
<td>15 (estimated)</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Component of Education and Society</td>
<td>20 (estimated)</td>
</tr>
<tr>
<td>Torrens</td>
<td>Core unit of Studies in Education</td>
<td>36</td>
</tr>
<tr>
<td>Canberra</td>
<td>Component of Basic Issues in TAFE</td>
<td>16 (estimated)</td>
</tr>
</tbody>
</table>
5.34 The content of sociology components varies a good deal among institutions, but some of the more common topics include educational developments in societies of various kinds - advanced or developing, capitalist or socialist; social organisation of educational institutions; social groups in Australian society; and the sociology of industry and the impact of technological change, often with special reference to apprenticeship, technician education and adult education. There was general support for topics of this kind. Occasional concern was expressed that some lecturers tended to go into too much detail on theoretical sociology and sociologists.

5.35 Teaching diploma programs invariably contain compulsory courses in English and/or communication studies, with usually the possibility of further options. Table 5.F shows the existing provision. Most courses aim at helping teachers to understand the communication process, to improve the communication skills required in their various roles as teacher, student and staff colleague, and to extend their appreciation of language arts.
Table 5F  English/communications components of UG3 and UG2 teaching diploma programs

<table>
<thead>
<tr>
<th>College</th>
<th>Course titles</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>Communication Studies I</td>
<td>32</td>
</tr>
<tr>
<td></td>
<td>Communication Studies II</td>
<td>48</td>
</tr>
<tr>
<td>Newcastle</td>
<td>Effective Communication (elective)</td>
<td>45</td>
</tr>
<tr>
<td>Sydney</td>
<td>English Studies 1</td>
<td>60</td>
</tr>
<tr>
<td></td>
<td>English Studies 2 (elective)</td>
<td>60</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Communication Studies</td>
<td>60</td>
</tr>
<tr>
<td>Torrens</td>
<td>Electives in Liberal Studies</td>
<td>36 each</td>
</tr>
<tr>
<td>Canberra</td>
<td>Communication Skills</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>Language and Communication in the Classroom</td>
<td>48</td>
</tr>
</tbody>
</table>
5.36 Without exception the non-graduate teachers consulted during the investigation found the English/communications course very helpful. They were especially appreciative of oral work at the beginning of the course which gave them confidence and developed their skills in the classroom. Later in diploma programs, which have to cater for the vast range of individual needs, two broad approaches are employed. If numbers permit, optional courses are offered on aspects such as basic technical writing, advanced technical writing, improving reading skills, speech, debate and discussion, mass media, and literature studies of various kinds. If numbers are small and separate options cannot be devised, lecturers usually ascertain students' individual needs by means of a questionnaire. A common course is then constructed and taken by the group as a whole, with individual assignments on the aspects requested. In those programs where both graduates and non-graduates are enrolled, graduates sometimes had reservations about communications studies, except in the early stages of the course when the emphasis is on oral work.

Teaching experience based on an internship arrangement

5.37 Reference has already been made in paragraph 5.15 to the heavy demands the internship arrangement makes on the TAFE teacher. Some teachers believe that they are not receiving the guidance in teaching they need and expect. It is important for college of advanced education lecturers to undertake regular visits to TAFE colleges, not only for the guidance they can give to beginning teachers, but also to extend their own knowledge of the TAFE system. The in-service nature of the teaching and the wide range of specialist subjects involved means that the management of teaching experience programs for TAFE teachers is more complicated than those for student schoolteachers. Contributions to the programs are often made by advanced education staff involved in TAFE teacher education, by State TAFE head office staff and by TAFE college staff, particularly special method associates and teaching practice co-ordinators. As well as contributing to the teaching and organisation of programs, all should be involved in planning and evaluation. Evaluation is especially important as colleges of advanced
education do not have external examiners because of the considerable expense which would be required in a country the size of Australia. Some efficient means needs to be found to enable all parties to make an effective contribution to teaching practice and its supervision and evaluation. Perhaps the Queensland model of a program advisory committee with all parties represented is a useful one to consider as having the potential to provide for an integrated approach to the vital element of teaching experience as part of a preparation program.

Activities designed to contribute to the personal development of the teacher

5.38 COTTE commented on the need for activities to contribute to the personal development of the teacher, without indicating what they might be. Colleges have tended to follow the same practice adopted in diploma programs for schoolteachers, and so TAFE teaching diploma programs for non-graduates include elective courses of general or liberal studies. In some colleges TAFE teachers attend optional courses designed for student schoolteachers, which results in the range of options for TAFE teachers being enlarged. The descriptions of programs for each college indicate the kind of topics available, and a composite list of them all would be very long indeed. The investigation showed some topics not listed were also offered at two colleges. These included such diverse subjects as cookery, food appreciation and golf. In discussions some teachers said they enjoyed optional courses 'especially when no reading and writing is involved'. However, many teachers doubted the relevance and benefit of liberal studies. At one college a teacher explained that a course on the Australian Aboriginal was extremely popular with most teachers, not because they taught Aboriginals and the course was useful, but because the study brought considerably more credit points than other studies which to them seemed more relevant. From many similar discussions with teachers it is evident that liberal studies are not highly valued, and if teachers' views are to be considered when programs are being designed, then liberal studies courses would be omitted. As was stated in paragraph 5.13, for many teachers the subject of education is sufficiently broadening.
The organisation of programs

5.39 Most programs are a collection of courses taught by different colleagues at different points in the program. This organisation presents no difficulties with the general studies/elective courses, but when the core of method, psychology, philosophy, sociology and communications is organised as discrete courses, then problems do arise. Teachers often find it difficult to relate or connect the subjects, and lecturers operating within a program made up of discrete elements find it difficult to co-ordinate their teaching with that of their colleagues. A course design which attempts closer integration would reduce these problems.

5.40 At Hawthorn College a team approach is being tried and evaluated. The teaching team is multidisciplinary and consists of specialist lecturers in the principles of education, special method, psychology, sociology and communications. The team works with a particular group of teachers studying a particular program, such as electrical trades teachers in the two-year program, and the intention is to attempt an integration of educational theory with educational practice, or at least to ensure some interrelation and connection between the different subjects taught. The team meets regularly each week to plan the program in consultation with the teachers. One advantage already apparent is that the multidisciplinary nature of the team allows topics or problems to be tackled as they arise. The experiment deserves careful attention, and other colleges should be advised of the results of the evaluation.

Staffing of programs

5.41 On page 13 of its report COTTE emphasised that 'the people preparing and giving the courses in teacher education should themselves be aware of the underlying philosophy of TAFE; they should understand the world of work and life and have a good working knowledge of the tasks the TAFE teacher will have to perform, and a sound grasp of the teaching-learning processes appropriate to adults'. Teacher education
lecturers who have taught in TAFE colleges are more likely to display these characteristics than those who have not, but most lecturers can acquire them if they are given the opportunity to specialise in TAFE teacher education.

5.42 The number of lecturing staff spending the whole of their teaching time on TAFE teacher programs varies considerably:

Table 5.G Lecturing staff engaged full-time on TAFE teacher education

<table>
<thead>
<tr>
<th>Programs</th>
<th>Full-time TAFE teacher education staff</th>
<th>Total full-time teacher education staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mount Gravatt</td>
<td>2 (Departmental officers)</td>
<td>120</td>
</tr>
<tr>
<td>Newcastle</td>
<td>1</td>
<td>161</td>
</tr>
<tr>
<td>Sydney</td>
<td>34</td>
<td>193</td>
</tr>
<tr>
<td>Hawthorn</td>
<td>20</td>
<td>115 (includes Departmental secondments)</td>
</tr>
<tr>
<td>Tasmania</td>
<td>2 (Departmental officers)</td>
<td>2 (Departmental officers)</td>
</tr>
<tr>
<td>Torrens</td>
<td>6</td>
<td>138</td>
</tr>
<tr>
<td>Western Australia</td>
<td>6 (Departmental officers)</td>
<td>6 (Departmental officers)</td>
</tr>
<tr>
<td>Canberra</td>
<td>2</td>
<td>51*</td>
</tr>
</tbody>
</table>

*School of Teacher Education staff only.*
At Mount Gravatt, Newcastle and Torrens, lecturers whose main concern is with schoolteacher programs contribute extensively to programs for TAFE teachers. At Hawthorn most staff lecture to groups comprising beginning TAFE teachers and beginning technical schoolteachers. Many Victorian teachers are being prepared to teach at both the secondary and post-secondary levels.

5.43 In discussion with lecturers there was unanimous agreement that in education and method studies it is desirable to specialise in programs for teachers in one sector only. This enables lecturers to concentrate their effort on becoming knowledgeable about that sector, and prepare specialist material related to the needs of the teachers in that sector. Where lecturers in subjects such as psychology have been required to teach in programs for all sectors, there has been much criticism from TAFE teachers that the material has been school-oriented and of little direct relevance to their teaching.

5.44 No doubt as the scale of TAFE enlarges, colleges of advanced education will have the opportunity to appoint staff with specialist interest, experience and expertise in TAFE. At present the number of teachers in the TAFE system is increasing each year, and while the rate of recruitment in TAFE may vary in the future, there will always be a significant demand for TAFE teacher education. There is also a foreseeable demand for preparation programs for adult educators, industrial and commercial training officers and nurse educators. If teacher education institutions regard all these demands for preparatory courses for adult entrants to teaching and training as requiring similar expertise, mainly the ability to educate teachers of adults effectively, and all such students are placed in the same division or department of the college, there will be a powerful case for appointing new staff to teach the programs or retraining existing lecturers. Present numbers of TAFE teachers and industrial training personnel studying in TAFE teacher education programs in 1978 are:
In addition, there are in total 268 pre-service students at Newcastle, Sydney and Torrens, about half of whom will become TAFE teachers on completion of teaching diploma programs.

5.45 While the overall student-staff ratio for colleges of advanced education is about 12:1, TAFE and advanced education authorities should realise that TAFE teacher education is demanding of lecturing staff in at least two major respects. First, there are many functions to be performed, some of which are presently being neglected. Among them are course development, research, staff development, teaching practice supervision, and the writing and supervision of programs for external students who are not allowed to attend on a day-release basis. The second great demand on staff time is lecturing, and it should be understood that to rely almost exclusively on lecturing to large groups is inappropriate in TAFE teacher education because of the wide span of individual differences. Secondary schoolteachers in training form a reasonably homogeneous group, but TAFE groups are very heterogeneous. For example, in New South Wales young women of 20 years of age preparing to teach fashion subjects frequently study with trade teachers of an average age in excess of 30. Enormous differences also exist in educational attainment, previous work experience, innate ability, self-image, and attitudes to life and teaching, all of which necessitate individual attention from staff. If guidance, counselling and tutoring functions are to be performed adequately, student-staff ratios need to be reduced.
Program development

5.46 During the investigation lecturing staff responsible for developing programs frequently expressed their interest in developments in programs in other colleges. There seems to be a need for a standing panel of TAFE teacher educators and other persons concerned with the preparation of TAFE teachers whose functions would be to monitor and influence developments in TAFE teacher education, and to facilitate co-operation and information-sharing. Another important function that a national panel might encourage would be various research and development projects aimed at improving the capacity of Australian States and Territories to prepare their TAFE teaching staff effectively. A number of suggestions have been put forward in this chapter which such a panel could investigate. Also there seems to be a need for conferences on a number of specific topics. These could be arranged on an ad hoc basis, or by the panel. TAFE teacher education is relatively new and very complex, and will need considerable research and development if programs are to be improved. An essential part of program development is the professional growth of staff involved in designing and implementing programs for TAFE teachers, and more opportunities need to be provided for staff development.

Educational materials

5.47 An effective preparation program needs adequate library resources, especially if lecturing is not to be the main medium of instruction. All the colleges of advanced education visited have spacious and purpose-built library accommodation, but in some the supply of books and journals on TAFE and TAFE teacher education was inadequate. There were complaints from students that in some cases the library did not possess all the books on reading lists. It is clear that colleges need to commit funds to increase library resources for TAFE teachers. Such resources must necessarily include substantial amounts of non-book materials.
There is a demonstrable lack of knowledge among TAFE teacher educators as to the existence and availability of educational materials suited to TAFE teacher education. A project aimed at compiling a national catalogue of Australian and overseas materials would be a useful first step towards improving the holdings of libraries as recommended in the previous paragraph.
6: CONCLUSIONS AND RECOMMENDATIONS

6.1 While carrying out its investigations the Committee has found evidence that existing approaches to TAFE teacher education in Australia bear too heavy an imprint of policies and practices more relevant to the preparation of schoolteachers. The Committee is convinced that the TAFE and advanced education sectors must work together to devise new administrative and academic models which will provide for more appropriate preparation of TAFE teachers.

6.2 This conclusion has been reached for two reasons. First, the Committee feels that there is insufficient recognition in Australia that the teaching of TAFE students, the majority of whom are adult, part-time and employed, is a process which shares with the teaching of schoolchildren at least as many differences as it does similarities. Since the teaching of adults, and near-adults who have left the school environment, often requires different techniques and specialisations, then so should the formal preparation of the teachers. Secondly, the Committee believes that the maturity and experience of TAFE teachers should influence the nature of teacher preparation programs. TAFE teachers, by virtue of their previous qualifications and work experience, do not need to undertake some of the studies that are appropriate for inexperienced school-leavers who enter preparation courses for schoolteaching.

6.3 The belief that both TAFE teaching and TAFE teachers are different in many ways from their school-level counterparts has influenced the Committee's conclusions and recommendations. The Committee considers it essential that a small number of higher education institutions in Australia seek to develop an excellence in the theory and practice of the teaching of adults. TAFE teaching must be the main focus of this activity because TAFE teachers are the
largest group of adult educators who are undertaking preparation programs. Reference is made in paragraph 5.44 to other types of adult teaching for which effective preparation programs are being sought.

A suggested model for formal preparation programs

6.4 The Committee believes that an appropriate model for TAFE teacher preparation would include at least three elements. These are:

1. an induction course of at least two weeks full-time duration, emphasis being placed on communication skills, basic teaching skills and lesson planning;
2. a program aimed at meeting the beginning teacher's immediate needs by:
   a. developing the practical skills of both vocational and non-vocational teaching;
   b. further improving personal communication skills;
   c. introducing techniques for the planning, preparation, implementation and evaluation of teaching and learning strategies, including applications to particular teaching specialities, and integration of TAFE students' work experience with their college coursework;
   d. developing skills in the use of basic educational equipment and materials, and introducing the techniques of self-paced and individualised learning;
   e. providing an understanding of the teaching and learning process (without the need for an in-depth study of psychology);
3. a wider and deeper study of education with specific reference to TAFE and the needs of the TAFE teacher.
Such a program should be compulsory, and organised so that it provides a firm foundation for a teacher's long-term professional development. The Committee believes that the program normally should be completed by a TAFE teacher within two years of entering the education service, and that a formal award should be granted on its successful completion.

6.5 Since studies in education are themselves liberalising, and because of the maturity and experience of TAFE teachers, the Committee sees no need for a TAFE teacher preparation program to include further formal liberal studies components aimed only at broadening the teacher's personal development. While the Committee accepts that some TAFE teachers will need to add to or refresh their technical knowledge, it does not consider that this should be a part of their teacher preparation courses. Employers should make separate arrangements to meet this need where it exists, through study programs specific to each TAFE teacher concerned.

6.6 Accordingly the Committee makes the following recommendation concerning the nature of TAFE teacher preparation programs:

**Recommendation 1**

*All beginning TAFE teachers in Australia should undertake a teacher preparation program designed primarily to impart the skills and knowledge required to enable them to become effective practitioners.*

(a) *Preparation programs must therefore include a carefully designed and implemented component to develop satisfactory teaching practices in the individual.*

(b) *Well-designed professional education studies should be sufficiently broadening for all TAFE teachers, and so programs should not include 'liberal studies'.*
(c) Neither should they include advanced technical studies related to personal teaching specialities. Should such studies be a requirement of employing authorities, they should be arranged separately from teacher preparation studies and should have no bearing on the eligibility of teachers to be granted a formal teaching qualification.

Awards in TAFE teacher education

6.7 While the Committee does not wish to be prescriptive about the level of award or awards that should be available to TAFE teachers after a preparation program, it does feel that it must comment on the various awards that may be appropriate.

6.9 As a preliminary to its consideration of awards in TAFE teacher education, the Committee had to consider whether courses should cater for the whole range of TAFE teachers or whether separate courses should be available for those teachers who enter with university or advanced education graduate qualifications or their equivalents.

6.9 In terms of professional studies the Committee believes that there is no significant difference between the needs of graduates and non-graduates that would warrant their having to undertake separate programs and receive different awards. However, the Committee recognises that some PG1 diploma programs for graduates already exist, and appear to be successful. The Committee accepts that where separate programs in TAFE teaching for graduates are viable, they could be offered, mainly to attract graduates who are seeking a PG1 level award and who may otherwise wish to undertake more traditional diplomas in education more applicable to school teaching.

6.10 The Committee devoted considerable attention to the central problem of determining a minimum level of award appropriate for teachers in the TAFE systems. A number of possibilities were considered. It was suggested to the Committee that a new national award should be devised for all TAFE teacher preparation courses. It
was claimed that existing frameworks of courses and awards in advanced education are not applicable to TAFE teacher preparation because of the differences between TAFE teaching and the other sectors of the teaching service. While accepting that many differences exist and that a case might be made for a separate award, the Committee feels that it might take time for such an award to become established and recognised by other tertiary institutions, particularly those at which some TAFE teachers may wish to continue their studies and seek credit for part or all of their initial TAFE teacher education program. Hence the Committee does not recommend any moves towards a special award for TAFE teacher education courses.

6.11 The Committee examined the relationship between TAFE teacher education programs and prevailing advanced education course levels and nomenclature. There are, of course, a number of TAFE teacher education awards already registered nationally within the advanced education sector. Despite their existence, the Committee is of the firm belief that the structure and content of some of the courses leading to these awards should be reviewed in the light of its recommendation that liberal and technical studies should be removed from TAFE teacher education programs at undergraduate level.

6.12 Since UG2 diploma courses for schoolteachers include both liberal and subject-matter studies, acceptance of the Committee's recommendations on course structure would necessitate some rethinking and course redevelopment should a UG2 diploma be regarded as a basic award in TAFE teacher education. Alternatively an undergraduate course for TAFE teachers consisting only of professional studies and teaching practice might be thought more appropriately to attract UG3 diploma status in the first instance. In this way the associate diploma course would be recognised as serving a purpose similar to the existing postgraduate diploma course which is offered to graduate TAFE teachers in some States and which includes no liberal or technical studies.
6.13 The Committee has noted that a UG3 level award for TAFE teachers is already available in South Australia and that one is proposed in the Australian Capital Territory. Both programs leading to the associate diploma are devised either to stand in their own right or serve as an intermediate stage of a higher award, in one case a diploma of teaching and in the other an arts degree in TAFE obtained by the addition of academic studies not in teaching or education. The Committee is attracted to the concept of an associate diploma in TAFE teaching which may be utilised as either a terminal or intermediate award. This concept is acceptable to the Australian Council on Awards in Advanced Education, since that Council has registered a number of associate diplomas which may lead to higher awards, such as those of the Canberra College of Advanced Education which prepares TAFE teachers in the Australian Capital Territory, and the associate diploma course for TAFE teachers conducted by the Torrens College of Advanced Education in South Australia.

6.14 The Committee notes that there are two kinds of associate diploma which have received ACAAE registration: those which serve as terminal awards for persons preparing for para-professional or middle-level careers, and those which are basic but not necessarily final awards for those persons who are equipping themselves for professional careers. The latter type of award seems to the Committee quite appropriate for the majority of TAFE teachers as a recognition that they have obtained a basic grounding in their profession by completing a compulsory teacher preparation program. The Committee expects that as their career needs and aspirations become clearer some TAFE teachers would wish to build on this basic grounding by specialising in such professional areas as TAFE-related curriculum development, educational administration, educational research, student counselling and remedial education.

- 80 -
6.15 While the Committee has criticised some components of existing initial courses at the UG2 diploma level offered to TAFE teachers, it recognises that this level of course is considered by some as the appropriate basic award. Proponents of this view argue that a full diploma is necessary to gain recognition of TAFE teachers as being professionals having parity with schoolteachers. However, the Committee believes that it is unfair to expect some teachers to study for a number of years beyond their first two years of teaching without receiving a basic formal teaching qualification. The Committee argues, therefore, that if the UG2 level is considered the appropriate first teaching qualification for most TAFE teachers, it is incumbent on the authorities concerned to offer to those teachers adequate remission from teaching duties so that they may complete their studies within a reasonable time. Despite the fact that these programs would be at UG2 level, their content should not be broader than that outlined in Recommendation 1. Nevertheless, the Committee's strongly held view that TAFE teachers are different from schoolteachers leads it to suggest that it may be inappropriate to expect beginning TAFE teachers to follow the schoolteaching model and have to complete part or whole of a UG2 teaching diploma simply to pass salary barriers and meet promotional requirements and teacher registration conditions. The Committee cannot state too forcefully that the content of a teacher preparation program is much more important than the award to which the program leads, and prefers to see programs devised which can be completed by all TAFE teachers within the initial period of study release. These should attract a formal award.

6.16 The Committee makes the following recommendation:

**Recommendation 2**

*Every TAFE teacher who fulfils the requirements of a teacher preparation program, usually carried out in his or her first two years of teaching, should receive a formal award. This award should be a nationally recognised advanced education award, at a minimum level of associate diploma.*
6.17 The Committee wishes to express its concern about the different decisions made by advanced education accrediting authorities on matters such as levels of awards and credit granted to TAFE teachers for their previous educational and employment experience. While recognising the autonomy of accrediting authorities, the Committee firmly believes that a national consensus on the accreditation of TAFE teacher education courses must be attained if current difficulties being experienced by colleges of advanced education in seeking accreditation are to be eliminated.

6.18 The Committee urges that new programs be devised or existing programs modified to allow for a qualification to be awarded at the end of the initial period. This will require close consultation among employing, providing and accrediting authorities. In Western Australia and Tasmania steps should be taken to develop a UG3 program and, if numbers allow, a PG1 program. In New South Wales and Victoria existing or proposed courses should be re-examined in order to allow teachers to be awarded a teaching qualification in a time period consistent with the Committee's Recommendation 2. In these States, and in South Australia where a UG3/UG2/PG1 framework has been established, attention should be given to the Committee's comments on the present inclusion of liberal and technical studies in existing courses. Queensland's decision to provide significant remission from teaching duties will enable TAFE teachers in that State to complete a course of professional studies at the UG2 level within their first two years of service. The initial UG3 course proposed in the Australian Capital Territory appears to be suitable, but the provision of some follow-up studies in TAFE teaching should be considered. Indeed, all institutions conducting basic programs for TAFE teachers should examine such studies.

6.19 In paragraph 6.14 the Committee made reference to post-basic studies. During its discussions with TAFE teachers and their representatives the Committee was made aware of a demand for short-term modular programs which are directed at specific career needs and which do not necessarily lead towards formal awards. The Committee urges a
change in funding policy which would allow colleges of advanced education offering initial programs for TAFE teachers to also offer follow-up programs which contain both award and non-award elements. It believes that present Commonwealth Government guidelines in the advanced education sector do not allow colleges to make any worthwhile contribution to the continuing education of TAFE teachers by offering non-award courses, including courses in partnership with TAFE authorities. The Committee considers that TAFE teacher educators should maintain an interest in the professional development of teachers who have completed preparation programs. Although the Committee suggests that the immediate priority within the participating colleges is to strengthen their efforts in the initial programs for TAFE teachers, account should be taken of the need to design preparation courses so that they link easily with follow-up studies or activities. Consideration might also be given to using modular non-award programs to introduce qualified schoolteachers who enter TAFE teaching to the philosophy and characteristics of TAFE, as well as the theories and techniques associated with the teaching of older students. Such non-award studies could, of course, be based on components of basic preparation programs.

Study release arrangements

6.20 The Committee has noted that the amount of release for study granted to teachers on preparation programs not only varies considerably from one TAFE authority to another, but also may vary within one authority in respect to individual teachers. Often teachers find themselves teaching extremely long hours on the days in their TAFE college in order to make up for the time spent undertaking the teacher education program. As mentioned in paragraph 4.10, some teachers are expected to teach on the days they attend their preparation program. In effect, the so-called time-off is often illusory.
6.21 In paragraphs 4.10 to 4.12 the Committee has drawn attention to a number of problems experienced by beginning teachers stemming from a lack of precision in the way employers specify study release arrangements. The Committee commends the precision with which the Western Australian and Queensland TAFE authorities have clearly set out and administered teaching and course attendance requirements so that senior staff in TAFE colleges know exactly what teaching programs they can expect of teachers undergoing preparation. Irrespective of whether release patterns are day-release or block-release in nature, as apply respectively in Western Australia and Queensland, the Committee believes that beginning teachers must be given adequate release time to prepare themselves properly for their new professional career.

6.22 The Committee commends the concept of extended block-release as has been introduced in Queensland. While other authorities may not wish or be able to offer beginning teachers remission from teaching duties for a whole semester as in Queensland, the Committee urges these authorities to consider some period or periods of block-release during the preparation period. Both day-release and block-release study arrangements have their advantages and disadvantages, but the Committee can see benefits in a combination of the two during the formal preparation of TAFE teachers. Whereas teachers on day-release attendance may be able to see immediately the relevance and application of principles and methods outlined in their teacher education program when they return to teaching in their home TAFE college, the same teachers may appreciate a period or periods free of teaching, perhaps in the second year of service, when they are required to undertake reading and assignments in the more demanding theoretical components of the program.

6.23 Naturally the provision of additional study release for beginning teachers has considerable financial and staffing implications. The Committee therefore wishes to draw the attention of both the TAFE authorities and the TAFE Council to the consequences of the need to improve the study arrangements for many TAFE teachers undergoing preparation. The Committee is convinced that a general
improvement in such arrangements will require a priority in recurrent expenditure commitment. An increased demand for properly prepared full-time teaching staff, at least in the foreseeable future, will clearly follow from the substantial State and Commonwealth capital works program in TAFE. The modern design of teaching-learning areas in new colleges, which will allow new and varying teaching strategies, increases the demands likely to be placed on teachers. Hence the Committee makes the following recommendation:

Recommendation 3

(a) Each TAFE employing authority should examine the existing study arrangements for its full-time teaching staff undergoing preparation. If necessary, such arrangements should be revised so that teachers normally obtain their initial teaching qualification within two years, and during that period enjoy a manageable balance between their teaching and study commitments.

(b) The burden of substantial release programs should be borne jointly by the State and Commonwealth Governments on the basis of a formula to be devised following the receipt by the TAFE Council of detailed submissions from each State.

Resources for TAFE teacher preparation

6.24 The Committee has concluded that, in general, not nearly enough human and material resources are being allocated to the formal preparation of full-time TAFE teachers in Australia. Like TAFE's image within tertiary education at the time of the Kangan Committee's investigations in 1973 and 1974, TAFE teacher education is presently subordinate, neglected and little understood within the field of teacher education. The Committee has already referred to the tendency in most centres to develop and conduct TAFE teacher education courses along lines more appropriate to the preparation of schoolteachers.
Where TAFE teachers are prepared within the advanced education sector, by and large the institutions concerned appear to be placing a proportionately lesser effort on TAFE teacher education than that being directed towards the preparation of teachers for schools. Even though the number of TAFE teachers enrolled in preparation courses is small in relation to that of students preparing to be schoolteachers, the Committee is convinced that TAFE teacher education programs are receiving insufficient support and encouragement for them to function with full effect.

Staffing

6.25 The level and effectiveness of the present lecturing effort in TAFE teacher education programs conducted in colleges of advanced education are of major concern to the Committee. There would appear to be inadequacies for two reasons: first, in most colleges there are too few lecturers who devote their full-time effort to TAFE teacher education; and secondly, there are not enough lecturers who have an adequate appreciation of TAFE as a system and consequently of the needs of TAFE teachers. In short, there is an Australia-wide shortage of professional teacher educators who are committed to a full-time career in the preparation of TAFE teachers.

6.26 While the Committee appreciates that teacher education in general is undergoing a process of restraint and review, it argues strongly that TAFE teacher education must receive greater staffing resources. The current ratio of students to academic staff within TAFE teacher education is too high to permit the following urgent essential developments in every institution:

(a) the production of learning materials appropriate to the preparatory needs of TAFE teachers;
(b) the provision of more individual or small-group contact appropriate to the diversity of TAFE teachers, as opposed to the present heavy reliance on generalised lecturing to large groups in most TAFE teacher education programs;

(c) more regular and systematic supervision of practical teaching by college of advanced education staff, an activity very demanding of staff time because of the in-service nature of the preparation programs, and the necessity to apply a number of different supervisory techniques to cope with the diverse backgrounds and teaching responsibilities of TAFE teachers;

(d) more opportunities for research into TAFE by college staff involved in TAFE teacher education programs who should be especially suited to carry out such research if given the opportunity;

(e) increased numbers of college staff who can specialise in the hitherto unrecognised and underdeveloped field of TAFE teacher education.

6.27 It seems to the Committee that there are a number of mechanisms by which more adequate staffing resources might be made available to TAFE teacher education. The first might be a deliberate reordering of priorities within the advanced education sector which would enable colleges to increase staff levels for TAFE teacher education within the limits of their present budgets. This would, of course, necessitate some readjustment of their efforts in other areas of teacher education or other fields of study. Such a change in emphasis would follow from a recognition that TAFE teachers enrolled in in-service preparation programs place demands on lecturing staff far in excess of those exerted by most other kinds of part-time enrolments in advanced education. Staffing levels based on a formula for notional...
part-time students would then be seen as inappropriate for TAFE teacher education.

6.28 While the colleges of advanced education might take the first step in a review of the quantity and quality of TAFE teacher education staffing, the TAFE authorities should also examine the existing formal preparation programs much more closely than most are now doing. The Committee is convinced that the TAFE authorities, as the employers of TAFE teachers, have a clear obligation to work with the teacher education institutions to provide preparation programs which are both relevant and adequately staffed. Unfortunately the Committee has detected some reluctance on the part of some TAFE authorities and TAFE teacher associations to take a closer interest in the content and staffing of TAFE teacher education programs. In the Committee's opinion, direct and positive interest from the TAFE sector is a second and equally essential mechanism which would lead to more effective course provision. As part of this collaboration, it may be possible for the TAFE authorities to assist the colleges of advanced education to improve the quality and quantity of staffing of courses through short-term or long-term secondments of suitable TAFE staff. These secondments will become particularly appropriate as courses become more closely related to TAFE situations, thereby requiring lecturing staff with more knowledge and understanding of TAFE. The Committee recognises that a number of seconded TAFE staff have already become involved in college of advanced education programs, but the number is disappointingly low throughout Australia.

6.29 A third mechanism by which increased staffing and other resources in TAFE teacher education might be achieved would be the introduction of a special developmental vote for program materials and the recruitment of specialist TAFE teacher educators. In the past, stimulative grants have especially assisted colleges of advanced education to mount courses in the fields of pre-school teacher education, special education, social work and recreational leadership. The decisions to make such grants available arose out of the previous Commonwealth Government's education and social welfare policies. It
would seem to the Committee that a special developmental vote for TAFE teacher education would flow naturally from the present Government's policy of promoting the development of the TAFE sector. There would be certain advantages in the earmarking of funds for TAFE teacher education in that it would increase awareness of this important educational activity and would ensure the close attention of authorities and institutions by their having to make submissions for specific funding.

6.30 The Committee believes that all three mechanisms — redirection of existing resources, use of people from TAFE, and special developmental grants — are essential for the next few years at least, if the institutions concerned are to be adequately staffed by career TAFE teacher educators and properly supported with appropriate resources. Furthermore, the combination of these mechanisms guards against the danger of the increased effort in TAFE teacher education being met by makeshift resource rearrangements.

6.31 Since the qualities and experience needed by TAFE teacher educators are such that persons suited to this work are few in number, a professional development program will have to be mounted not only to assist in the development of staff already lecturing in the programs, but also to provide for a pool of persons, probably now employed in TAFE but not necessarily so, to be prepared as specialist TAFE teacher educators. The Committee would, however, warn against the wholesale transfer of surplus primary and secondary teacher educators to TAFE teacher education programs. There is no doubt that some would be able to make the transition, but they would have to be highly motivated and prepared to undertake a redevelopment program. The temptation will be great for colleges and co-ordinating authorities to solve problems of redundant staff, which are expected because of possible cuts in the numbers of student schoolteachers, by transferring such staff directly to TAFE teacher education. Direct transfers must be firmly resisted. If not resisted, they will result in the aggravation of many of the problems of curricular irrelevance and inappropriate lecturing strategies mentioned earlier in this report.
6.32 The Committee is aware of the views on advanced education staff development held by the Tertiary Education Commission's Working Party on Study Leave. In paragraph 8.11 of its draft report the Working Party has recommended that existing staff development leave provisions be revised so that participants are chosen on a merit basis, and that release from teaching duties should primarily be granted for activities related to the maintenance of professional and vocational knowledge; where possible these activities should be carried out in Australia. The Working Party goes on to suggest that release from teaching duties for the purpose of improving formal qualifications should be provided for under separate arrangements.

6.33 This Committee urges advanced education co-ordinating authorities and institutions to give special attention to the needs of TAFE teacher education staff when any changes to existing provisions are considered. There remains much scope for professional development within this group of staff who are responsible for courses still in the process of evolution.

6.34 Since TAFE teacher education programs leading to substantial awards are generally in their infancy, there is an understandable lack of experience and expertise in most colleges of advanced education which are or will be involved in this work. The Committee regards staff exchanges of various kinds as a useful way of enlarging experience and thereby increasing effectiveness. There is also a need for formal study programs. While both these types of activity may be carried out with some benefit within Australia, the evolutionary state of TAFE and TAFE teacher education in this country will necessitate planned involvement with overseas educational systems and institutions.

6.35 TAFE teacher educators should have the opportunity of exchanging with staff from TAFE authorities, particularly staff development or similar officers from specialist staff development centres and TAFE colleges. These exchanges need not be full-time. As well, because of the present uneven development of TAFE teacher education programs throughout Australia, the Committee can see
advantage in staff exchanges between the various teacher education institutions in order to allow more experienced staff to assist in the development of less experienced colleagues and to contribute to course development. TAFE teacher educators would also benefit from industrial experience programs from which they would gain a greater understanding of the vocational environment from which TAFE students and their teachers have come.

6.36 As indicated in paragraph 6.34, the Committee is fully in support of some overseas contact and experience for the purposes of TAFE teacher education staff development. For example, the similarities between the Australian and British TAFE systems, and therefore between the needs of TAFE teacher education in the two systems, should encourage authorities in both countries to promote staff exchanges. The Committee has been informed that several exchanges with British further education teacher training colleges are being sought on an individual basis. An organised international visitation and exchange scheme would be a worthwhile contribution. Salary differences between countries would, of course, be a major problem to which compensatory funding would need to be applied. Such an international scheme for professional development would require negotiations at a high level between participating countries.

6.37 The Committee feels that TAFE teacher educators as a small specialised group in Australia must be given opportunities to improve their formal qualifications, especially in the academic study of TAFE and TAFE teaching. One potential avenue within Australia would be to widen the basis on which the master's degree program in vocational and technical education is made available through Macquarie University. In addition to the present part-time offering, full-time, sandwich and external study arrangements might be considered. While postgraduate opportunities within Australia need to be expanded, some TAFE teacher educators need to have access to study programs overseas such as those at the British institutions which offer postgraduate study in further education, and the American centres specialising in vocational and technical education. Opportunities for formal study should be made
available to both existing and potential TAFE teacher educators, perhaps through a scholarship scheme which might be associated with the international visitation and exchange scheme suggested in the previous paragraph.

6.38 The Committee has concluded that a review of staffing resources, both academic and ancillary, in TAFE teacher education is a most urgent task. It makes the following recommendation:

**Recommendation 4**

(a) Commonwealth and State advanced education authorities should improve staff-student ratios in TAFE teacher education.

(b) There should be a permanent nucleus of lecturing staff in each participating institution whose sole function is TAFE teacher education.

(c) Three special mechanisms should be adopted for the purpose of building up resources in TAFE teacher preparation programs:

(i) redirection of existing resources in participating colleges towards their TAFE teacher preparation programs;

(ii) secondment of appropriately trained and experienced TAFE staff to work in these teacher preparation programs;

(iii) availability of special developmental grants through the Advanced Education Council to participating colleges for the recruitment of specialist TAFE teacher educators and the acquisition of program materials and equipment appropriate to TAFE teaching.
Guidelines for specific schemes for the professional development of TAFE teacher educators should be prepared and such schemes implemented at the earliest possible time.

Library and other educational resources

6.39 The Committee's survey of preparation programs has revealed that some institutions are failing to make adequate provision of print and non-print resource materials to support TAFE teacher education. The Committee feels that in general the colleges concerned show greater care in providing library materials for students preparing for schoolteaching. It appears that library and academic staff are not generally aware of the range of literature and other reference materials which is available and should be acquired for TAFE teachers. The Committee considers it vital that teachers from the TAFE sector be exposed during their initial preparation to a wide range of resource materials relevant to TAFE, not only to make their preparation program as rich and meaningful as possible but also to ensure that they become enthusiastic about the provision and use of learning resources in their home colleges.

6.40 As a first step towards the preparation and maintenance of a national catalogue of materials from which college library resource centres might select, the Committee proposes the mounting of a research project to produce resource lists of Australian and overseas materials relevant to TAFE teacher education. It makes the following recommendation:
Recommendation 5

(a) The TAFE Council, with the co-operation of the National Library of Australia, the Library Association of Australia, the Australian Advisory Council on Bibliographical Services and interested schools of librarianship, should commission a research project aimed at identifying print and non-print resource materials relevant to TAFE teacher education. A project advisory committee should be appointed as soon as practicable. This committee should include membership from, and consult closely with, TAFE authorities and the colleges of advanced education concerned with TAFE teaching.

(b) The findings of this research project should be used as a basis for the acquisition of resource materials as mentioned in Recommendation 4(c)(iii).

6.41 In addition to library resources, it has been especially brought to the Committee's attention that TAFE teacher education centres are lacking curriculum preparation facilities where TAFE teachers are able to develop various teaching aids, including audio-visual media, kits and models, which they need to produce and then use during their teaching practice. Such areas would have to accommodate various pieces or parts of heavy machinery and so would be somewhat different from the usual facilities available for student teachers preparing for teaching practice in schools. While curriculum preparation facilities are a specific need, the Committee is concerned to see a general improvement in the accommodation and facilities provided for TAFE teacher education, and makes the following recommendation:
Recommendation 6

The special accommodation needs of TAFE teacher education programs in both colleges of advanced education and TAFE institutions should be assessed, particularly in regard to curriculum preparation facilities. When these needs have been determined, appropriate allocations of funds should be made as a matter of urgency.

Obligations of the TAFE authorities

6.42 The Committee believes that the TAFE authorities should have a significant influence on the preparation of beginning TAFE teachers. As the employers of persons who commence a new career as fully employed and paid teachers, the TAFE authorities are committed to considerable expenditures in releasing their new teachers to undertake preparation programs, as well as providing other support services in the preparatory period. It is therefore understandable that they require their beginning teachers to undertake reasonable teaching loads concurrently with teacher preparation programs. It should also follow that the large financial stake which the TAFE authorities have in the preparation of full-time teaching staff should encourage them to monitor all aspects of the program. In the following paragraphs the Committee raises a number of matters additional to study release arrangements which it believes TAFE authorities should examine.

6.43 One peculiar attribute of the beginning TAFE teacher is that he or she is an employee on full salary who is usually on probation while attending a teacher preparation program. The Committee suggests that TAFE authorities should give careful consideration to the effects of probationary periods on the new teacher. Most probationary periods are less than the usual two-year period during which release is given for studies in preparation courses. The Committee acknowledges that beginning teachers who do not satisfactorily meet probationary requirements should be allowed to return to industry or commerce as soon as possible, but nevertheless there appear to be considerable
disparities between the probationary periods and the length of the periods during which release for study is given. Therefore the Committee suggests that TAFE authorities, as the employing agencies, should give serious consideration to whether or not the probationary periods should be the same as the periods at the end of which beginning teachers are expected to complete a formal teaching qualification.

6.44 The Committee cannot stress too highly the importance of all beginning TAFE teachers attending a teacher preparation program of the kind suggested in paragraph 6.4. The Committee believes that the TAFE authorities should have regard for the capacity of teachers they employ to complete teacher preparation programs in the first two years or so of service. Where necessary, the authority and the teacher preparation institution should ensure that any supplementary skills teachers need are provided for them during the early stages of their teacher preparation program. The Committee supports the existence of an organisation within each TAFE authority to provide support to beginning teachers. This organisation should provide study skills assistance, counselling and other support services.

6.45 In earlier paragraphs, the Committee has drawn attention to the need for appropriate amounts of release time for study and formal coursework. The Committee believes that TAFE authorities should examine their regulations to ensure that they enable teachers to undertake adequate preparation. In particular, the Committee is concerned about regulations which state that a beginning teacher can move on to higher salaries if he or she completes portion of a teacher preparation program. The Committee suggests that if the preparation of TAFE teachers is to be taken seriously, and is seen to be taken seriously, it would be more appropriate for TAFE authorities to include clauses in their regulations to the effect that beginning TAFE teachers must complete the full basic program for the purpose of passing salary barriers, and that adequate release periods are given to enable this to be achieved.

- 96 -
6.46 The Committee holds a strong view that the preparation of beginning TAFE teachers cannot be fully effective without arrangements for properly programmed and supervised periods of teaching in TAFE colleges. No amount of preparation in colleges of advanced education will be successful unless there is a complementary guided program of teaching. The Committee commends to TAFE authorities the concept of staff development/teacher preparation staff being located in each of the co-operating TAFE colleges, with the major responsibility of facilitating the guidance and preparation of beginning TAFE teachers in complementary programs which ensure that there is direct relevance between study and work carried out in the college of advanced education and teaching requirements in the TAFE college. Two States already have such college-based co-ordinators and the Committee observes that the use of these officers is highly beneficial.

6.47 The Committee would therefore encourage TAFE authorities to give careful consideration to the establishment of guidelines so that the supervision of teaching in all TAFE colleges is adequately carried out by both their own staff and those from the college of advanced education. The Committee would like to see the college of advanced education set up training programs for TAFE college staff who are asked to carry out supervision of teaching.

6.48 The Committee has already recommended that all beginning TAFE teachers undertake a course of teacher education which should commence at the time of their recruitment. During its visits to the States the Committee was made aware that some beginning teachers are recruited at times other than regular teacher intakes, while others are appointed initially to colleges remote from the centre where teacher preparation courses are conducted. In Victoria, as noted in paragraph 4.24, those TAFE teachers whose immediate employers are the council-controlled colleges are withheld from the preparation program in their first year of teaching. All these practices lead to a number of persons taking up teaching duties for a short time, and potentially for a long time, before they commence a teacher preparation program.
While the Committee appreciates that TAFE authorities often feel obliged to recruit staff to meet particular demands, which may arise at any time during the teaching year and at any college in the system, it nevertheless urges them to consider the consequences for both the newly recruited teachers and their students of expecting staff to teach without the concurrent benefit of a teacher preparation program. In making this comment the Committee is aware of Queensland's staffing policy which is to recruit only at two specific times in the year and to make appointments only in the metropolitan area, thus enabling all beginning teachers to enter the teacher preparation program without delay. This State has, therefore, been prepared to bear short-term staffing problems in order to gain long-term advantages.

6.49 The Committee has already referred to the advantages to be gained from, inter alia, the seconding of TAFE staff to lecture in teacher preparation programs, the teaching of components of such programs by staff of the TAFE authority, the involvement of the TAFE authority in the joint preparation of curricula, and the provision of co-ordinated support services to beginning teachers by the TAFE authority. While it believes that the formal responsibility for the provision of TAFE teacher preparation programs in each State or Territory should lie with a college or colleges of advanced education, the Committee has no doubt as to the benefits teachers undergoing preparation can gain from the sharing of resources and the establishment of joint working arrangements between TAFE authorities and teacher education institutions. The existing arrangements in Western Australia and Tasmania, where teacher preparation is conducted by the TAFE authority, lend themselves readily to the development of forms of joint endeavour which embrace the features to which the Committee has referred. Care should be taken to ensure that the established expertise of departmental TAFE teacher education staff is made use of in any advanced education program formulated.
6.50 The Committee therefore makes the following recommendation which it addresses particularly to TAFE authorities:

**Recommendation 7**

TAFE authorities and colleges of advanced education involved in TAFE teacher preparation should consult with a view to increasing the scope and intensity of joint arrangements for the preparation of TAFE teachers. As part of this sharing of responsibility the TAFE authorities should:

(a) review their present policies and regulations relating to the preparation of full-time teaching staff to ensure that there are no impediments to staff undertaking preparation programs;

(b) provide co-ordinated support services to beginning teachers;

(c) contribute to lecturing in the formal teacher preparation courses.

**Relevance of courses**

6.51 The general lack of relevance in TAFE teacher education courses at present seems to have arisen partly because of the makeshift approach to lecturing staff recruitment and development in relation to such courses, and partly because attempts to devise courses which closely relate to the functions and activities of TAFE teachers have been frustrated by an inadequate body of knowledge and data in the field of TAFE teaching. Until the differences between school teaching and TAFE teaching are accepted, the Committee believes that there will be no significant improvement in the relevance of TAFE teacher education programs. The Committee therefore makes the following recommendation:
Recommendation 8

The provision of Commonwealth support for TAFE teacher education courses should be conditional on such courses being based on an objective assessment of the functions of all categories of TAFE teachers and the knowledge and skills necessary for the efficient and effective performance of these functions. This assessment should be carried out continuously by both colleges of advanced education and TAFE authorities.

6.52 It is clear that only a small number of advanced education institutions will be needed to conduct programs in TAFE teacher education. The Committee would argue against any move towards the unrestricted involvement of colleges of advanced education in TAFE teacher education. The number of TAFE teachers requiring preparation will be such that, except in New South Wales and possibly Victoria, only one college of advanced education in each State or Territory should offer TAFE teacher education. Only by restricting the institutions involved will it be possible to have viable programs which can attract sufficient able staff in the variety required for effective teaching. While the colleges presently offering courses may remain the focus of activity, along with several other colleges expected to enter the field, continued involvement of individual colleges of advanced education in TAFE teacher education should be dependent on their ability to develop and maintain effective courses. In this regard, the assistance of TAFE authorities is essential if individual colleges are to be able to provide an adequate service.

Recommendation 9

The number of higher education institutions in the States and Territories conducting courses in TAFE teacher education, either of a preparatory or continuing nature, should be kept to a minimum. The Committee recommends this
policy of restriction to ensure that scarce financial, physical and human resources are not dissipated because of an unlimited expansion into this developing sector of teacher education.

6.53 At the national level the Committee can see benefits in formal co-operation between the various TAFE teacher education institutions. It is aware that informal links between colleges and between individual lecturers from colleges have already been established, but it feels that a standing working party, representative of each college, would ensure a balanced development of programs. Reference has been made in Chapter 5 to local efforts in the areas of study skills, special method and competency-based teacher education. These and other developments should be encouraged and results of evaluation disseminated to other institutions. A standing working party would be able to act as a facilitating agency. It would be available to provide advice on TAFE teacher education to State and Commonwealth authorities.

Recommendation 10

A standing working party consisting of representatives of TAFE teacher education institutions should be convened to devise a program to share information on existing practices, and determine whether a co-operative approach to developmental work is feasible.

6.54 The Committee suggests that a second national arrangement which would assist the development of TAFE teacher education would be an expert national panel on which Boards of Advanced Education may draw for their assessment panels for TAFE teacher education course proposals. The variety of decisions taken by assessment committees to date indicates the need for consistency in assessment across all States and Territories. These decisions show that there are some major differences between the attitudes of the various assessing and accrediting bodies. The Committee believes that these differences stem
from some lack of understanding of the needs of beginning TAFE teachers, and a belief in some States that associate diploma courses should only be terminal. The number of persons well enough versed in the requirements of TAFE teacher education is limited, and such persons should be identified and included in a panel. Since the Committee has recommended that a number of registered courses be reviewed, and since there are several new courses likely to be proposed in the near future, there does seem to be ample scope for an expert panel to be established to ensure comparability and continuity of courses.

6.55 Many of the difficulties with the accreditation of new courses have arisen from the inflexibility of the advanced education sector in its recognition of the previous educational and vocational experience of TAFE teachers, and its concern more with entry qualifications than the knowledge, skills and attitudes of students at the end of a course of TAFE teacher education. Acceptance of the Committee's recommendation that 'liberal studies' and technical studies be removed from TAFE teacher education courses would, of course, transfer the attention of assessment panels from matters like entry qualifications to the more important question of the relevance of professional studies to the realities of TAFE teaching. The Committee makes the following recommendation in relation to the assessment of course proposals:

**Recommendation 11**

The Australian Council on Awards in Advanced Education should identify a group of persons from whom States may draw for some members of assessment panels they form to examine TAFE teacher education course proposals.
Summary

6.56 Throughout the investigations and discussions which have led to this report the Committee has been acutely aware that many of the decisions which would result in the betterment of TAFE teacher education throughout Australia must be made outside the TAFE Council and even outside the TAFE sector. However, it has willingly accepted from the TAFE Council the task of conducting an inquiry into TAFE teacher education with the firm conviction that the preparation of full-time TAFE teachers is vital to the balanced and co-ordinated development of the provision of TAFE in Australia. This is the major focus of the advice the TAFE Council provides to the Tertiary Education Commission and the Commonwealth Government.

6.57 While it has been obliged to make many criticisms of current policies and practices, the Committee has tried at the same time to be supportive of the dedicated administrative, academic and support staff who are doing their best for TAFE teacher education with often limited resources and encouragement.

6.58 The Committee believes that a number of improvements in the induction and formal preparation of TAFE teachers should be achievable in the short term more by a redirection of funds and effort in the advanced education and TAFE sectors than by an increase in funds. In some areas of concern, improvements would be gained simply by a change in attitudes and more attention to teacher preparation at the operational level. Where additional allocations of finance are required, the Committee hopes that it has indicated some directions in which action might be taken.

6.59 The Committee, its research officer and the TAFE Council Secretariat are most appreciative of the co-operation and information they have received from individuals and organisations in each State and the Australian Capital Territory.
6.60 In conclusion, the Committee wishes to restate briefly the main areas or aspects of TAFE teacher preparation which it feels warrant close attention by each party concerned, either as an individual or a co-operative effort as applicable. Obviously many areas of concern will require joint action by all or most of the parties involved. However, as a guide, the Committee has summarised the most important issues it feels should be faced by individual authorities, institutions and organisations.

**TAFE authorities**

- study release arrangements
- other employment conditions relating to teacher preparation
- induction
- supervision of teaching
- special methods tutoring and other support services
- use of professional development centres and staff
- co-operation with teacher education institutions
- content and staffing of preparation courses

**Teacher education institutions**

- course relevance
- staffing, including staff development
- accommodation and facilities
- educational resource facilities and materials
- course evaluation
- field guidance and counselling of teachers
- co-operation with TAFE authorities
- research into TAFE and TAFE teaching
- post-basic studies
Advanced education co-ordinating authorities

consensus on suitable courses and awards
credit for previous educational and vocational experience
national assessment panel

Teacher associations

course effectiveness
attitudes to appropriate awards
support for beginning teachers

State and Commonwealth Governments

more priority for TAFE teacher education
developmental funding
national standing working party
national assessment panel
international visitation and exchange scheme
research project on resource materials

6.61 This report is submitted to the TAFE Council with the recommendation that, should it accept the tenor of the Committee's findings, it refers the report to the Advanced Education Council for its consideration. The Committee recommends further that the TAFE Council ask the TAFE Directors to consider discussing the report at their November 1978 Conference to which TAFE Councillors have been invited. It is suggested that it would be appropriate for the Principals of the participating colleges of advanced education also to be present during the consideration of the report in November. As well it would be desirable for some members of the Committee to attend that section of the Conference. Following this suggested period of comment and discussion, it is hoped that the TAFE and Advanced Education Councils will be able to advise the Commonwealth Government, through the Tertiary Education Commission, as to the appropriate actions which should be taken by the Commonwealth to stimulate the balanced development of TAFE teacher preparation in Australia.
A: TAFE TEACHER EDUCATION PROGRAMS IN AUSTRALIA

A.1 In this appendix, the Committee provides a brief description of each TAFE teacher preparation program currently being undertaken in Australia. The information contained in each section of the appendix was prepared by the Committee's research officer after discussion with senior staff of each college of advanced education and/or TAFE authority as appropriate, and was accepted as a brief, factual description of each program.

A.2 Because TAFE teacher preparation is in the process of development or redevelopment in most States and the Australian Capital Territory, some of the descriptions necessarily refer to programs which are not yet fully accredited and registered, but are being undertaken now or will be undertaken in the immediate future. The sequence of descriptions follows the order in which the research officer visited institutions.

A.3 The Committee wishes to record its appreciation of the assistance given to its research officer by staff at all levels in both advanced education and TAFE in the preparation of the following program descriptions.
A.4 In April 1978 a submission was accepted by the Board of Advanced Education in Queensland for one program for all TAFE teachers, both graduate and non-graduate, leading to the award of Diploma in Teaching - TAFE (UG2).

A.5 Applicants for teaching posts in Queensland are interviewed by a selection panel comprising officers from the Recruitment Section of the Technical Education Branch of the Department of Education and senior staff of TAFE institutions. The panel evaluates the educational background and work experience of applicants, and assesses whether they would be likely to succeed in the diploma program. Formal entry requirements are a minimum of twenty Grade 11 and 12 semester units approved by the Board of Secondary School Studies. A maximum of one year's credit is granted for previous experience. The program allows for provisional entry of TAFE teachers who lack formal entry requirements. In practice, careful selection means that most teachers will complete the UG2 diploma program during their first two years of teaching. All beginning teachers attend and enter the course either in January or June, a typical intake being 50 teachers.

A.6 An important feature of the program is the close co-operation between the Technical Education Branch of the Department of Education and the three institutions which contribute, namely the Branch's Teacher Preparation Centre, each participating TAFE college in Brisbane and Mount Gravatt College of Advanced Education. During the first semester a period of 14 weeks practical teaching is arranged in local colleges, supported by short periods of attendance amounting to seven weeks at the Teacher Preparation Centre. The second semester is located at Mount Gravatt where the time is devoted to formal coursework. During the third semester a further 18 weeks of practical teaching is arranged, plus three weeks attendance at the Teacher Preparation Centre. A fourth semester of coursework at Mount Gravatt completes the program.
The Teacher Preparation Centre supports and reinforces the practical teaching taking place in TAFE colleges during the first semester. Teachers attend the centre for two periods of two weeks and one period of three weeks. Courses undertaken are as follows:

(a) Studies in Technical and Further Education (64 hours)

- TAFE systems in Australia
- Principles and practice of teaching
- The learning process
- Classroom organisation
- Evaluation

(b) Teaching Strategies in TAFE (64 hours)

- Review and use of microteaching
- Class teaching techniques, such as demonstrations, assignments and laboratory and workshop exercises
- Small-group techniques such as discussion, role play and case study
- Strategies for remedial teaching and learning
- Teacher observation and rating schedules
- Observation visits to TAFE colleges
- Audio-visual techniques

(c) Communication Studies I (32 hours)

- Communication skills
- Preparation and presentation of talks
- Small-group leadership
- Written communication skills
- Basic communication problems
(d) **Study skills** (32 hours)

Opportunities are provided for the development of study skills to assist teachers to acquire or revise the techniques of effective assignment preparation, library research, reading, listening and notetaking skills. Although credit in the diploma program is not given for this course, it is regarded as being very important, and Mount Gravatt staff participate, particularly in assessing any remedial action necessary in literacy and numeracy.

The approach to content is based on a teaching-learning process which integrates the four course strands outlined above and is supported by personal and professional counselling at the Teacher Preparation Centre and in the TAFE colleges. This process continues throughout the four semesters.

A.8 During the third semester the Teacher Preparation Centre organises a course entitled Curriculum Studies in TAFE II (80 hours) which requires teachers individually or in groups to design and prepare a module for a course they will teach. To assist this preparation, visits are arranged to TAFE colleges, business and industrial training facilities, secondary schools and resource centres, and workshops are organised for the production of teaching and learning materials to be used in the module.

A.9 At Mount Gravatt College during the second and fourth semesters, teachers are occupied full-time with formal coursework. There are two main types of courses: those concerned mainly with teachers' professional education and others designed to continue general education.
(a) **In Semester 2**

(i) **Professional Education**

- Curriculum Studies in TAFE I
- Philosophical Foundations of Education
- General Principles of Education
- Educational Psychology I

(ii) **General Education**

- Communication Studies II
- English I
- Australian Citizenship and Political Institutions
- Elective

(b) **In Semester 4**

(i) **Professional Education**

- Sociological Foundations of Education
- Evaluation
- Educational Psychology II
- Diagnosis and Remediation of Learning Disabilities
- Innovation in TAFE

(ii) **General Education**

- English II
- Elective
As elective studies TAFE teachers select from options available to students in the Diploma courses in primary and secondary education. Examples are Art and Craft, English Literature, Australian Literature, French, German, Music, Mathematics, Chemistry, Biology, Physics and Geography.

A.10 Teacher Preparation Co-ordinators have been appointed to metropolitan TAFE colleges where beginning teachers are appointed during their first two years of service. Each Co-ordinator is appointed at Senior Technical Teacher, Division I, level and is responsible to the Principal of his TAFE college. A co-ordinator receives initial and continuing training, and his full-time responsibility is to provide professional support and counsel for all beginning teachers appointed to his college, regardless of their teaching specialities. His main tasks are:

(a) to observe lessons taught by beginning teachers and to give advice;

(b) to arrange a program of special subject methodology for each beginning teacher with the appropriate senior subject specialist within the college;

(c) to maintain close liaison with the Teacher Preparation Centre and the College of Advanced Education and help the teacher apply what is being learnt there.

A.11 Responsibility for the conduct of the program and the maintenance of academic standards rests with the award-granting institution which is Mount Gravatt College of Advanced Education. However, a Program Advisory Committee requires all parties involved in the diploma program to meet and consult at least four times a year. The Committee's functions are defined in detail and members represent Mount Gravatt College, the Technical Education Branch of the Department of Education, the Teacher Preparation Centre, the Principals of TAFE
colleges, senior teachers from TAFE colleges, the teachers enrolled in the program and the Teacher Preparation Co-ordinators.

A.12 For the future a number of new developments are under active consideration:

(a) an upgrading course to enable former Certificate students, and those with no formal teacher preparation, to acquire the Diploma in Teaching - TAFE. The course will be offered by external studies only to all experienced teachers who also may attend vacation schools at Mount Gravatt College.

(b) several programs at diploma and degree levels in education and educational administration specifically relating to TAFE.

New South Wales

Newcastle College of Advanced Education

A.13 Before January 1977 the only programs of TAFE teacher preparation in New South Wales were conducted at Sydney Teachers College. Programs were established at Newcastle College of Advanced Education to meet the needs of newly appointed TAFE teachers in the Hunter Valley catchment area who would otherwise have to travel to Sydney. Two programs are offered, leading to the awards of Diploma in Teaching (TAFE) (UG2) and Diploma in Education (TAFE) (PG1).

A.14 The programs are taught together because the teachers concerned have much in common, though differ in terms of previous educational achievement. Applicants for admission to the Diploma in Education must either have qualified for an appropriate degree at a university or college of advanced education, an appropriate diploma at an approved tertiary institution, or hold qualifications approved as
equivalent such as membership by examination of a professional association for which a degree qualification is a normal requirement. Applicants for a Diploma in Teaching must possess recognised specialist technical qualifications suitable as a basis for teaching in post-secondary institutions, such as:

- a trade certificate
- a certificate of the technician or middle-level kind of the New South Wales Department of Technical and Further Education
- an associate diploma (UG3)
- completion of a three-year full-time technical course based on a School Certificate or Higher School Certificate.

Technical teachers who previously completed preparation programs at Sydney Teachers College prior to the introduction of diploma awards are admitted to both Newcastle programs with advanced standing. At present 22 such teachers are undertaking the Diploma in Teaching program and 6 the Diploma in Education.

A.15 The College also provides, on a pre-service basis, the Diploma in Teaching (TAFE) for Newcastle students of the School of Fashion. Students join the teacher education program at the end of the second year of the four-year Fashion Certificate course so that their preparation for teaching is done in conjunction with the attainment of their vocational qualification. For much of the time the students attend the same classes as TAFE teachers. The College has also enrolled 13 officers from the State Department of Youth and Community Services who are employed as instructors in Youth Training Centres. In part of the diploma program both fashion students and youth instructors satisfy the teaching practice requirements of the Professional Preparation component of the program by taking classes at regional technical colleges in and near Newcastle. However, this teaching experience does not guarantee them employment in the TAFE system after they receive their diploma award.
A.16 Enrolments in 1978 are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PGC</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>UG2 (TAFE teachers)</td>
<td>28</td>
<td>14</td>
</tr>
<tr>
<td>UG2 (Fashion students)</td>
<td>29</td>
<td>24</td>
</tr>
<tr>
<td>UG2 (Youth instructors)</td>
<td>13</td>
<td>-</td>
</tr>
</tbody>
</table>

A.17 The two diploma programs are similar in structure since few participants are expected to have had extensive experience in education, and for most of the time the programs are conducted jointly. However, Diploma in Education candidates are expected to read more widely and to demonstrate a more critical evaluation of theories and research evidence. This distinction is implicit in how coursework is assessed in each program. In addition, some modules are extension topics to be undertaken by Diploma in Education candidates only.

A.18 Both programs are preceded by an induction course of two weeks duration which introduces beginning teachers to the TAFE system and their teaching role within it. The course is planned and conducted jointly by the staff of the College of Advanced Education and the Technical College. Advanced education staff contribute units on lesson planning, microteaching, the use of audio-visual equipment and the development of study skills.
A.19 After this induction course teachers begin the diploma programs at the College of Advanced Education and are required to attend for a two-year period, one day per week (5 hours) in the first year and two days per week (10 hours) in the second year. Both programs require teachers to complete a core program designed as three consecutive units of study. In addition, Diploma in Education candidates attend elective studies in educational subjects, while Diploma in Teaching candidates attend electives in general studies.

A.20 The first core unit is taught during the first year and consists of:

(a) Psychology of Adolescents and Adults 30 hours  
(b) Professional Preparation I 90 hours  
(c) Cognitive Processes 30 hours

The second core unit is taught during the first semester of the second year and consists of:

(a) Curriculum Development 30 hours  
(b) Identification and Assessment of Objectives 30 hours  
(c) Professional Preparation II 45 hours  
(d) Electives 45 hours

The third core unit is taught during the second semester of the second year and consists of:

(a) Sociology of Education 30 hours  
(b) Principles of TAFE 30 hours  
(c) Professional Preparation III 45 hours  
(d) Electives 45 hours
A.21 For the elective studies components of their courses TAFE teachers select from a wide variety of subjects available to all students in the College, including those preparing to teach in primary and secondary education.

(a) Diploma in Education candidates are required to select one of the following courses of educational studies:

(i) Personality Development and Mental Health
(ii) Introduction to Organisational Theory or Leadership
(iii) Behavioural Engineering
(iv) An approved reading course or project concerned with principles and issues in TAFE.

(b) Diploma in Teaching candidates are required to select two general content courses. The course in Effective Communication is highly recommended for beginning teachers. Examples of other electives are:

(i) Aboriginal Studies I and II
(ii) Asian Studies I and II
(iii) Basics of Remedial Teaching in Mathematics
(iv) Contemporary Australian Society I and II
(v) Development of Technology
(vi) Economics for the Citizen.

A.22 Both programs follow a modular pattern tied to credit point allocation. Successful completion of a program requires 108 credit points. Approximately one half of the credit points are obtained from successful completion of courses at the College of Advanced Education, but a diploma cannot be awarded until a teacher obtains the remaining credits from subject-content studies related to the candidate's field of teaching. Graduates or graduate equivalents are deemed to have
satisfied this requirement on entry. In practice the content of these subject-content studies coincides with the requirements of the New South Wales Department of Technical and Further Education for promotion. For teachers of trade courses, this usually implies obtaining a certificate qualification or its equivalent. In circumstances where such courses are not easily available (for example, due to location), teachers may propose a program of study which requires the approval of the College Academic Board and the Department.

A.23 Teaching practice for TAFE teachers takes place at their own TAFE college, which for most means Newcastle Technical College. The pre-service fashion students are given a three-hour per week placement in a number of colleges in the immediate vicinity of Newcastle. In their second year a four-week block is organised.

A.24 Special method is closely related to practice teaching and the College of Advanced Education relies on the Newcastle Technical College to provide this component in the various subject specialisations.

A.25 Possible future developments at the College of Advanced Education include a Bachelor of Education degree for TAFE teachers and courses for industrial training officers.

Sydney Teachers College

A.26 The Technical Teacher Education Division of the College has been offering programs for over 40 years to TAFE teachers on an in-service basis, and more recently on a pre-service basis for a limited number of students. In 1976 the provision culminated in programs leading to the awards of Diploma of Teaching (Technical) (UG2) and Graduate Diploma in Education (Technical) (PGL). The two programs are taught separately. Conversion programs are available for some experienced TAFE teachers who completed their teacher education before the granting of these awards, in order that they may obtain the appropriate diploma.
A.27 A two-week induction course is conducted in conjunction with officers from the Staff Development Division of the Department of Technical and Further Education who cover the organisational and administrative aspects of the Department's work. Thirty hours of the program is located at the Technical Teacher Education Division, where an intensive program aims at providing the new teacher with basic instructional skills appropriate to initial classroom experience.

A.28 For the Graduate Diploma in Education (Technical), candidates must have a university degree or other appropriate tertiary qualification. For the Diploma of Teaching (Technical), candidates must possess recognised specialist technical qualifications suitable as a basis for teaching in TAFE. For both programs TAFE teachers attend on a day-release basis over a two-year period, two days per week in the first year and one day per week in the second. Pre-service teacher education is offered to suitable applicants from both the Schools of Fashion and Secretarial Studies who undertake technical studies concurrently with their teaching studies. Both the fashion and secretarial studies groups follow the Diploma of Teaching program.

A.29 Enrolments in 1978 are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>PG1</td>
<td>76</td>
<td>56</td>
</tr>
<tr>
<td>UG2 (TAFE teachers)</td>
<td>213</td>
<td>172</td>
</tr>
<tr>
<td>UG2 (Fashion students)</td>
<td>78</td>
<td>63</td>
</tr>
<tr>
<td>UG2 (Secretarial Studies students)</td>
<td>28</td>
<td>22</td>
</tr>
<tr>
<td>UG2 Conversion</td>
<td></td>
<td>43</td>
</tr>
<tr>
<td>PG1 Conversion</td>
<td></td>
<td>112</td>
</tr>
</tbody>
</table>
A.30 The Graduate Diploma in Education (Technical) consists in the first year of a compulsory professional core:

(a) Philosophy of Education 15 hours
(b) Educational Psychology 60 hours
(c) Sociology of Education 15 hours
(d) Post-school Education in Australia 60 hours
(e) The process of Teaching 30 hours
(f) Developing Skills in Teaching 90 hours
(g) Developing Interpersonal and Communication Skills 30 hours

During the second year, teachers must choose two courses from Elective Studies A and two from Elective Studies B.

(a) **Elective Studies A** courses are each of 90 hours duration:

(i) Education Measurement
(ii) Vocational Curriculum Development
(iii) Individualising Instruction
(iv) Planning in TAFE
(v) Research Procedures in TAFE

(b) **Elective Studies B** courses are each of 30 hours duration:

(i) Developmental Psychology
(ii) Human Factors and the Work Force
(iii) History of Educational Thought
(iv) Comparative Studies in Occupational Education and Training
(v) Education and the Work Force
The Diploma of Teaching (Technical) is organised on a unit basis which requires teachers to complete 30 units from 3 schedules.

Schedule I: Professional Studies (12 units)

First year: Theory and Practice of Teaching 120 hours
Curriculum Studies 60 hours
Educational Psychology 60 hours

Second year: Foundations of TAFE 60 hours
Educational Procedures:
(i) Curriculum Construction 60 hours
(ii) Self-paced Learning
(iii) Educational Measurement

(b) Schedule II: General Studies (6 units)

Because of the differing needs of teachers a variety of options is offered to provide an opportunity for teachers to follow interests into fields of general education, essentially for personal development. Each elective is of 60 hours duration. There are three groups of courses, from which three courses must be undertaken:

Group A: English Studies 1 (compulsory)
English Studies 2;
Literature and Society
Special Authors Study

Group B: Architecture and Town Planning
Australian History
Biology
Geography
Geology
Mathematics
Personality and Development

- 121 -
(c) Schedule III: Technical Studies (12 units)

The purpose of the Technical Studies component is to complement and broaden the teacher's knowledge and skills within his or her field of specialisation to a level beyond that at which he or she is required to teach.

A.32 In both programs, in the process of developing teaching skills, teachers receive help from co-operating tutors who are experienced teachers in the teacher's own subject area. These special method tutors are employed by Sydney Teachers College as part-time tutors for 2 hours per week. The tutors provide assistance in the interpretation of syllabuses, the setting of behavioural objectives, the planning of individual lessons and block programs of lessons, and the selection of appropriate strategies. The method tutors also assist with teaching practice, but the bulk of supervision is undertaken by the staff of Sydney Teachers College who endeavour to visit students twice per term.

A.33 By 1981 it is proposed to offer a range of postgraduate and associate diplomas. These will include:
(a) Postgraduate Diploma in Advanced Technical Teaching, which will enable selected students who have obtained the Diploma of Teaching to achieve graduate status and admission to master's programs

(b) Postgraduate Diploma in Adult Education, which will provide professional training for graduates employed as teachers in industry and higher education

(c) Postgraduate Diploma in Remedial Adult Education

(d) Associate Diploma for industrial training officers.

Victoria

State College of Victoria at Hawthorn

A.34 The College currently offers programs of professional education and training to men and women who have been selected by an employing authority to be teachers at the secondary and/or TAFE levels in technical schools and colleges, or in institutions undertaking similar work. The programs for TAFE teachers lead to the advanced education award of Graduate Diploma in Education (PG1), and the following awards of the State Education Department: Trained Technical Teacher's Certificate, Trained Technician Instructor's Certificate and Trained Trade Instructor's Certificate.

A.35 Applicants with qualifications at degree, advanced education diploma or associate diploma, or higher technician level follow a one-year program during which they spend three days per week at Hawthorn and two days in technical schools and colleges. Those with degree or diploma qualifications are awarded the Graduate Diploma in Education, those with associate diploma qualifications receive the Trained Technical Teacher's Certificate, and those with higher technician qualifications preparing to teach middle-level TAFE courses receive the Trained Technician Instructor's Certificate. Entrants with
trade or trade technician qualifications follow a two-year program involving two days at Hawthorn and three days in technical schools or colleges each week, after which they are awarded the Trained Trade Instructor's Certificate.

A.36 The College has two intakes per year in February and June, consisting of students and teachers who will teach solely TAFE courses or secondary technical school courses, or both. As well there are a number of students who come from industrial and commercial training organisations.

A.37 Enrolments in 1978 of persons who will teach TAFE courses or work in training organisations are:

<table>
<thead>
<tr>
<th>Program</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma in Education</td>
<td>250</td>
</tr>
<tr>
<td>Trained Technical Teacher's Certificate</td>
<td>22</td>
</tr>
<tr>
<td>Trained Technician Instructor's Certificate</td>
<td>14</td>
</tr>
<tr>
<td>Trained Trade Instructor's Certificate</td>
<td>190</td>
</tr>
</tbody>
</table>

A.38 The College expects to replace the certificates awarded by the State Education Department with a Diploma of Technical Teaching (UG2). A major component of the proposed diploma will be a program virtually identical with that described below in paragraph A.41.

A.39 Both the one-year and two-year programs begin with an Orientation Course of about 10 days duration to enable the teachers to adjust to their new role as trainee and teacher, to introduce them to the work of schools and colleges, to overview their teacher preparation program, and to develop social contact both among fellow students and between students and staff which will facilitate subsequent developments in the program.
Enrolled in the one-year program are teachers of many different specialities, including Engineering, Mathematics and Science, Home Economics, Physical Education, Business Studies, Art, Music, Fashion, Humanities and Social Science. For studies in Principles and Methods of Teaching, those who will teach exclusively at middle level are grouped separately, but all the others are grouped according to their teaching speciality. All other courses of the College curriculum are taught in heterogeneous groups. The program comprises:

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Methods of Teaching</td>
<td>210</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>60</td>
</tr>
<tr>
<td>Education and Society</td>
<td>60</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>60</td>
</tr>
<tr>
<td>Teaching Practice</td>
<td></td>
</tr>
</tbody>
</table>

2 days per week

(a) **Principles and Methods of Teaching**

This component is taught by a team of College lecturers, some specialising in special method and others in general curriculum design. Students are grouped according to teaching speciality.

(b) **Educational Psychology**

In term one, all teachers take an Introductory Course, but in terms two and three there is one appropriate optional study chosen each term from:

- Individual Development
- Understanding Personality and Behaviour
- Adolescence
- Counselling
- Analysis of Interpersonal Behaviour
- Psychology of Learning
- Cognitive Development
- Visual Perception
- Educational Psychology for Middle-Level TAFE
(c) **Education and Society**

Those preparing to be middle-level TAFE teachers spend two terms studying a core unit called Issues in TAFE, and in the remaining term choose an option from:

- Alternatives in Education
- Technical Education in Australia
- Technical Education Overseas
- Foundations of Western Education
- Modern Educational Thought
- Philosophy of Education
- Change Processes in Schools
- Group Processes in Classroom and School
- Home and School
- Immigrants in Education
- School and Community
- Socialisation and Schools
- Sociology of Education

(d) **Communication Studies**

Teachers are offered a wide choice:

- Communication I and II
- Visual Communication
- Studies in the Mass Media
- Film, Language and Society
- Language, Thought and Communication
- The Australian Language
- Fantasy, Creativity and the Unconscious
- Music, Culture and Society
- Theatre
- Workshops in Drama, Theatre and Writing
- Communications Studies and the TAFE Teacher
A.41 Trade teachers follow the two-year program which has two main components: a core program consisting mainly of professional studies undertaken in both years, and a complementary component consisting of specialist subject-matter studies. The latter studies may have been wholly or partly completed prior to admission, or may be undertaken or completed after the core program. The core program consists of:

<table>
<thead>
<tr>
<th>Course</th>
<th>Year 1</th>
<th>Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principles and Methods of Teaching</td>
<td>120 hours</td>
<td>90 hours</td>
</tr>
<tr>
<td>Syllabus Studies</td>
<td>120 hours</td>
<td>-</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>20 hours</td>
<td>40 hours</td>
</tr>
<tr>
<td>Education and Society</td>
<td>-</td>
<td>60 hours</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>60 hours</td>
<td>-</td>
</tr>
<tr>
<td>Language and Use of Number</td>
<td>-</td>
<td>30 hours</td>
</tr>
<tr>
<td>Understanding Science</td>
<td>-</td>
<td>30 hours</td>
</tr>
<tr>
<td>Elective from:</td>
<td>-</td>
<td>60 hours</td>
</tr>
<tr>
<td>Contemporary Social Issues</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Australian Society</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Society and the Individual through Literature</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A.42 Each year all students enrolled for Teaching Practice are required to undertake a number of supervised teaching experiences. The supervisor - either a College lecturer or an experienced teacher in the student's school or college who has been allotted this responsibility - writes a constructively critical report on each session supervised.

A.43 Future developments could include:

(a) Graduate Diplomas in Student Welfare, Literacy and Numeracy, and Mathematics Education

(b) Bachelor of Education or Bachelor of Teaching degrees for TAFE teachers
(c) Conversion courses for former certificate students to acquire a diploma

Tasmania

Centre for Continuing Education of Teachers

A.44 The Education Department's Centre for Continuing Education of Teachers organises a three-year program for the formal preparation of TAFE teachers and offers them at centres in Hobart, Launceston, Burnie and Devonport. The program is validated by the Tasmanian College of Advanced Education and leads to the award of Technical Instructor's Certificate. About 70 teachers are enrolled in the program in 1978.

A.45 The program comprises three main elements:

Year 1 : Foundations of Teaching I (Classroom Interaction) 60 hours

Year 2 : Foundations of Teaching II (Psychology in Technical Education) 60 hours

Year 3 : Foundations of Teaching III (Ideas and Issues in Contemporary Technical Education) 60 hours

A.46 In their first three years of teaching, TAFE teachers are granted four hours per week remission from teaching duties for teacher preparation. Two hours are spent in formal attendance at the program, as set out in the previous paragraph. The other two hours per week are devoted to study and the preparation of assignment material, since the program is conducted by means of weekly tutorials based on previous
reading or activity. The sessions are designed to maximise student participation in discussions, and a systematic record is required of each tutorial. A log of reading, together with the student's comments, has to be submitted for assessment at the end of each year.

A.47 A one-week induction course is held in February.

A.48 The Classroom Interaction element includes a study of:

(a) Presentation Skills and the Teaching Process
(b) Language and Communication
(c) Planning and Execution of Teaching Objectives
(d) A Major Assignment of 3,000-5,000 words on an aspect of teaching in a technical college relevant to the teacher's needs, submitted towards the end of the course
(e) Teaching Practice - teachers are advised to undertake three or four visits to observe the teaching of experienced colleagues, before they are visited on teaching practice themselves. Microteaching is also used.

A.49 The psychology in Technical Education element involves a study of:

- Inherited and Learnt Behaviour Patterns
- Physical and Social Bases of Personality
- Experimental Method
- Psychological and Educational Testing
- Application of Learning Theories to Teaching
- Perception
- Motivation
- Attitude Formation
- Group Behaviour
Emphasis is placed on the study of the behaviour of older adolescents and adults. Time is also devoted to the study of man in an industrial environment. Consideration is given to topics such as ergonomics, frustration, leadership, labour relations, and motivation and communication in industry. Especially designed reading kits are supplied to teachers at all the centres, some of the material having been specially written by tutors to meet the needs of TAFE teachers.

The Ideas and Issues in Contemporary Technical Education element includes a consideration of the role of TAFE in the overall public provision of education; a review of the teacher's work in curriculum organisation, planning, sequencing and evaluation; an analysis of underlying assumptions about values and knowledge; and a study of authority, freedom and responsibility as they apply to TAFE.

Future developments may include the provision of a diploma level program to enable progression from the certificate program for those who wish to continue their studies.

South Australia

Torrens College of Advanced Education

Four programs are offered at Torrens College for the preparation and development of TAFE teachers and industrial training officers, leading to the awards of Associate Diploma in Further Education (UG3), Diploma of Teaching (TAFE) (UG2), Bachelor of Education (In-service) (UG1), and Graduate Diploma in Further Education (PG1).

The Associate Diploma requires two years full-time study or the part-time equivalent, and is intended for industrial training officers and TAFE teachers with trade qualifications who are either not sufficiently well qualified to enter directly into the Diploma of Teaching or who do not choose to do so. At the completion of the
Associate Diploma those who wish can enter the Diploma of Teaching. Direct entry to the Diploma of Teaching is at technician certificate level, or at post-trade certificate level plus a specially designed 'technical investigation' in the teacher's main subject area which is undertaken during the teacher preparation program. The program is of three years duration full time or its part-time equivalent. The Graduate Diploma in Further Education is restricted to graduates, diplomates or those with recognised equivalent qualifications who are engaged in the education and training of adolescents and adults. The program is organised on a two-year part-time basis.

A.54 The majority of students are teachers employed in TAFE who, in addition to up to 24 hours of teaching per week, attend Torrens College for 5 hours per week for four years. This study leave provision is under review. In order to progress beyond a salary bar, teachers must attain the Professional Studies component of the Associate Diploma or the Diploma, or complete the Graduate Diploma, or undertake study at another institution which is deemed equivalent by the State Department of Further Education.

A.55 Enrolments in 1978 are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate Diploma in Further Education</td>
<td>42</td>
</tr>
<tr>
<td>Diploma of Teaching (TAFE)</td>
<td></td>
</tr>
<tr>
<td>Internal Students</td>
<td>277</td>
</tr>
<tr>
<td>External Students</td>
<td>111</td>
</tr>
<tr>
<td>Bachelor of Education</td>
<td>40</td>
</tr>
<tr>
<td>Graduate Diploma in Further Education</td>
<td>29</td>
</tr>
</tbody>
</table>
In addition, there are 24 pre-service home economics students being prepared for teaching in TAFE.

A.56 Teachers enrolled in the Associate Diploma and Diploma of Teaching programs are taught in the same classes.

A.57 Whatever the programs, all teachers attend an induction course of three weeks full-time duration which forms the 'Basic Skills' component of each program. The course is organised and taught by three agencies: the Training and Development Branch of the Department of Further Education, staff development officers in TAFE colleges, and the staff of Torrens College. The course concentrates on methodology and the skills of teaching. Most teachers attend the course in January, but it is repeated in May and September for those who are recruited during the academic year.

A.58 The Associate Diploma program has three main components: Professional Studies, Liberal Studies, and Main Study Area.

(a) **Professional Studies**

(i) **Theory and Practice of Teaching**

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction/Basic Skills of Teaching</td>
<td>90</td>
</tr>
<tr>
<td>Audio Visual Aids</td>
<td>48</td>
</tr>
<tr>
<td>Teaching of Adults</td>
<td>48</td>
</tr>
<tr>
<td>Further Education Method I (lesson observations)</td>
<td>90</td>
</tr>
<tr>
<td>Teaching Investigation (written project)</td>
<td>16</td>
</tr>
</tbody>
</table>

(ii) **Studies in Education**

Core 1: Further Education Teachers -

<table>
<thead>
<tr>
<th>Component</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their Role in Australian Society</td>
<td>36</td>
</tr>
</tbody>
</table>

- 132 -
Core 2: Further Education Students -
The Psychology of Their Learning 36 hours

Core 3: Further Education Institutions -
Theories, Functions and Development 36 hours

An elective selected from: 36 hours
- Comparative Education
- Philosophy of Education
- Great Educational Thinkers
- Sociology of Educational Institutions
- Education and Community
- Educational Administration
- Politics and Education
etc.

(b) Liberal Studies: 72 hours

Two electives from:

- History, Social Science, Asian Studies,
- Aboriginal Studies, Earth Science,
- Communications, Art, Drama, Languages,
- Music, Psychology, Mathematics

(c) Main Study Area

The main aim is to complement the teacher's technical knowledge and ability to teach. Courses are:

- Introduction to Technical Investigation 36 hours
- Technical Investigation 24 hours
- Independent Study of Special Subject -
A.59 The Diploma of Teaching (TAFE) also consists of three main components: Professional Studies, Liberal Studies, and Main Study Area.

(a) **Professional Studies**

(i) **Theory and Practice of Teaching**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction/Basic Skills of Teaching</td>
<td>90</td>
</tr>
<tr>
<td>Teaching Investigation</td>
<td>16</td>
</tr>
<tr>
<td>Audio Visual Aids</td>
<td>48</td>
</tr>
<tr>
<td>Teaching of Adults</td>
<td>48</td>
</tr>
<tr>
<td>Further Education Method I (lesson observations)</td>
<td>-</td>
</tr>
<tr>
<td>Further Education Method II</td>
<td>-</td>
</tr>
<tr>
<td>Curriculum Development</td>
<td>48</td>
</tr>
<tr>
<td>Further Education Method III</td>
<td>-</td>
</tr>
</tbody>
</table>

(ii) **Studies in Education**

Core 1: Further Education Teachers -

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their Role in Australian Society</td>
<td>36</td>
</tr>
</tbody>
</table>

Core 2: Further Education Students -

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Psychology of Their Learning</td>
<td>36</td>
</tr>
</tbody>
</table>

Core 3: Further Education Institutions -

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theories, Functions and Development</td>
<td>36</td>
</tr>
</tbody>
</table>
(b) **Liberal Studies**

Electives, mainly offered by the School of Community Studies 192 hours

Free choice of topic from components (a), (b) and (c) 144 hours

(c) **Main Study Area**

The main aim is to complement the teacher's technical knowledge and ability to teach. Courses are:

- Introduction to Technical Investigation 36 hours
- *Technical Investigation* 24 hours
- Independent Study of Special Subject

(*See the note for Technical Investigation for the Associate Diploma program.)

**A.60** The Graduate Diploma in Further Education is organised on a two-year part-time basis:

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills of Teaching and Microteaching</td>
<td>90 hours</td>
</tr>
<tr>
<td>Perspectives in Continuing Education</td>
<td>48 hours</td>
</tr>
<tr>
<td>Educational Technology</td>
<td>48 hours</td>
</tr>
<tr>
<td>Elective 1</td>
<td>48 hours</td>
</tr>
<tr>
<td>Methodology and Observation</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Psychology of Adult Learning</td>
<td>48 hours</td>
</tr>
<tr>
<td>Elective 2</td>
<td>48 hours</td>
</tr>
<tr>
<td>Curriculum Development and Evaluation</td>
<td>48 hours</td>
</tr>
<tr>
<td>Research and Development Project</td>
<td>24 hours</td>
</tr>
</tbody>
</table>
Electives in the Graduate Diploma program are as follows:

- Comparative Further Education
- Organisational Behaviour
- Group Dynamics and Interpersonal Relationships
- Industrial Training
- History and Sociology of Further Education
- Philosophy of Further Education

A.61 Each major TAFE college in Adelaide has a Senior Lecturer appointed to organise staff development activity within the college. His duties include counselling beginning teachers and visiting their classrooms to observe teaching.

A.62 Torrens College offers an external study program for the Diploma of Teaching (TAFE) to students in both South Australia and elsewhere. As indicated in paragraph A.55, there are presently 111 external enrolments.

A.63 Future developments could include a Master of Education degree by the early 1980s.

Western Australia

Teacher Training Section of the Technical Extension Service

A.64 The Western Australian Education Department offers two programs for TAFE teachers lacking recognised teaching qualifications, leading to the awards of Teachers Certificate (Technical) and Diploma for Technical Teachers. The programs are conducted by a special section of the Department's Technical Extension Service.

A.65 Graduates or those with equivalent qualifications attend the Certificate program and are granted 6½ hours remission from teaching per week in the first year and 4½ hours per week in the second year.
Other teachers attending a concurrent Certificate and Diploma program receive 12½ hours remission per week from teaching in the first year and 8½ hours per week in the second year. The Diploma for Technical Teachers may be taken over two or three years. Three-year trained status is achieved by obtaining either the Diploma for Technical Teachers or a Technical Education Diploma (in subject-matter to be taught) plus the Teachers Certificate (Technical). Some TAFE teachers take a Bachelor of Education degree to obtain four-year trained status.

A.66 Enrolments in 1978 are:

<table>
<thead>
<tr>
<th>Programs</th>
<th>First year</th>
<th>Second year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers Certificate (Technical)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(a) Metropolitan area</td>
<td>74</td>
<td>67</td>
</tr>
<tr>
<td>(b) Country areas (by correspondence)</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>Diploma for Technical Teachers</td>
<td>49</td>
<td>50</td>
</tr>
</tbody>
</table>

A.67 The programs are organised and taught by the Teacher Training Section in close collaboration with TAFE colleges. The content and organisation of the Certificate program is as follows:

(a) **Induction Course** of two weeks duration at the beginning of the program.

(b) **Modules** offered by the Teacher Training Section:

- 137 -
Year 1
Learning Theory
Classroom and Workshop Management 12 hours
Course and Lesson Planning 15 hours
Educational Media (Production) 24 hours
Introduction to Computers 9 hours
Presentation Methods 12 hours
Individualised Instruction 9 hours
Groups and Leadership Styles 12 hours
Teaching Skills 21 hours
Educational Testing 15 hours
Use of Educational Media 6 hours
Human Development 10½ hours

Year 2
Psychology II 52 hours
History of Educational Thought 37 hours
Comparative Technical Education 37 hours
Educational Sociology 18 hours
Elective, chosen from:

   Educational Law 52 hours
   Measurement and Evaluation
   Educational Media (advanced level)

(c) Local Training given in TAFE colleges in Year 1:

Catering for Individual Differences 10 hours
Special Methods 32 hours
Administrative Procedures 27 hours

A.68 Teachers studying for the Diploma attend additional courses:

Communications I 70 hours
English Expression II 70 hours
Group Dynamics 70 hours
Approved Divisional Subjects 140 hours

- 138 -
Approved Divisional Subjects are extra studies in subject-matter which trade teachers are required to take to improve their knowledge in their teaching speciality. The program of study is often undertaken at a local TAFE college, but it has to be approved by the Technical Education Division.

A.69 Future developments will be influenced by the question of whether TAFE teacher preparation should be retained within the Technical Education Division or be offered conjointly with a college of advanced education. This question will be considered by the Western Australian Post-Secondary Education Commission.

*Australian Capital Territory*

**Canberra College of Advanced Education**

A.70 In July 1977 the College began offering programs to TAFE teachers in the Territory who lack formal teaching qualifications. The programs are designed to lead to the following awards for which approval is presently being sought: Associate Diploma of Teaching (TAFE) (UG3) and Bachelor of Arts (TAFE) (UG1). Previously Sydney Teachers College programs were made available to teachers in Canberra.

A.71 The programs are organised on an in-service basis and are available to full-time and part-time teachers, irrespective of their formal qualifications, employed by the Commonwealth Teaching Service.

A.72 Enrolments are 28, comprising 16 teachers from the July 1977 intake and 12 teachers from the March 1978 intake. All are employed at Canberra or Bruce Colleges of TAFE.
A.73 Teachers at technician level teach for 11 hours per week, have 7 hours allotted for classroom preparation, and attend the teacher education program for 12 hours per week during their first year of service. Other teachers teach for 13 hours. During the second year, 6 hours are devoted to teacher education, but this is being reviewed with a view to extending it.

A.74 Both the associate diploma and degree programs comprise three components, each made up of a number of units:

<table>
<thead>
<tr>
<th>Components</th>
<th>Number of units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Assoc Dip (TAFE)</td>
</tr>
<tr>
<td>Education units</td>
<td>12</td>
</tr>
<tr>
<td>Elective Education units</td>
<td>-</td>
</tr>
<tr>
<td>General Study units</td>
<td>2</td>
</tr>
<tr>
<td>Totals</td>
<td>14</td>
</tr>
</tbody>
</table>

The programs do not include main/technical/subject-matter studies, and the associate diploma, in conjunction with appropriate trade-related qualifications and experience, currently meets promotion eligibility requirements at all levels.
Education units in the Associate Diploma of Teaching (TAFE) are in common with those in the Bachelor of Arts (TAFE). They are as follows:

- **Theory and Process of Teaching (TAFE) I** 48 hours
- **Curriculum Studies (TAFE) I** 48 hours
- **Communication Skills**
- **Practice of Teaching (TAFE) I – tuition** 16 hours
  - (plus requirement to teach of 10 hours per week)
- **Theory and Process of Teaching (TAFE) II** 48 hours
- **Language and Communication in the Classroom** 48 hours
- **Practice of Teaching (TAFE) II**
- **Curriculum Studies (TAFE) II** 48 hours
- **Nature of Adult Learning (TAFE)** 48 hours
- **Basic Issues in TAFE** 48 hours
- **Advanced Teaching Techniques (TAFE)** 48 hours

*either* **Educational Management and Leadership** 48 hours

*or* **Education Project (TAFE)** 48 hours

General Studies (electives) in the Associate Diploma can be any two units of 64 hours duration each, either at the College of Advanced Education in such subjects as Literary Studies I, Computers and Computing, Educational Media I and II, Economics, Physics, Statistics, Administration and Law, or at the Australian National University in appropriate fields of study.

For teachers who have completed the Associate Diploma, the equivalent of one year full-time study will allow them to convert to a Bachelor of Arts (TAFE). To do this a further 7 units of General Studies are required and this must include a six-unit major. For the majority of teachers the Bachelor of Arts (TAFE) would take longer than the minimum time to complete.
A.77 Future developments proposed include the provision of a 'conversion' course to enable teachers who attended previous teacher education programs in Canberra, which were provided by Sydney Teachers College, to upgrade their qualifications.
In an attempt to provide a common framework for course data collection between the States and Territories, the Australian Committee on Technical and Further Education (ACOTAPE) introduced in its first report in 1974 a six-stream and ten-field classification of TAFE courses. The classification has been used since with some success by the TAFE Commission and the TAFE Council in subsequent annual and triennial data collections.

Full-time TAFE teachers responding to the Committee's questionnaire survey in 1977 were asked to nominate their principal teaching stream and field according to the classification. Following are definitions of the six streams and ten fields of study/teaching in TAFE as they appeared in the survey booklet.

**Streams of study/teaching:**

**Stream 1 (Professional)** - Courses which lead to professional status (including teacher education) or which enable professionals to update their technology or to specialise.

**Stream 2 (Para-professional)** - Courses provided for those preparing to enter or progress within middle-level or technician occupations. Includes a wide range of certificate courses and some special courses which are similar in complexity and purpose. Includes also short courses designed to enable para-professionals to update their technology or to specialise.

**Stream 3 (Apprenticeship Trades)** - Apprenticeship, pre-apprenticeship and pre-employment courses in apprenticeable trades; post-trade and other courses for advanced skills of a non-technician nature.
Stream 4 (Other Skilled) - All other skilled trade and vocational courses relevant to basic principles, skills or knowledge but which are not included in Stream 3. Includes short training courses in additional on-the-job skills.

Stream 5 (Preparatory) - All courses which can be broadly described as preparatory (matriculation and diploma entrance courses), remedial (mathematics, English for migrants, etc.), and courses with vocational orientation not classified elsewhere.

Stream 6 (Adult Education) - All courses in home handicrafts, hobbies, self-expression and cultural appreciation.

B.4 Fields of study/teaching:

Field 1 (Applied Science) - Includes physics, chemistry, chemical technology, ecology and life sciences, meteorology, mathematics, materials technologies and laboratory services.

Field 2 (Art and Design) - Includes fine and graphic arts; architecture and town planning; materials and media studies (art metalwork, gold and silver smithing, etc.); broadcasting, film making and photographic technology.

Field 3 (Building) - Includes building construction technologies; carpentry and woodwork and timber technology; furniture and furnishings; plumbing, water supply and sewerage courses.

Field 4 (Business Studies) - Includes accounting, banking and financial studies, data processing; management and supervision; marketing and sales, secretarial services and other business studies.
Field 5 (Engineering) - Includes air conditioning; automotive technology; aircraft technology; civil and structural drafting; communication technology; civil engineering; electrical and electronic engineering and drafting; foundry engineering and practice; hydraulic and pneumatic systems and engineering; instrument engineering and making; mechanical engineering and drafting, etc.; mining technology; marine technology and shipbuilding; non-ferrous metal technologies; production engineering; plant operation; refrigeration trades; surveying; and motor body building and design.

Stream 6 (Rural and Horticultural) - Includes agriculture, farm management and sheep and wool studies; horticulture and soil sciences; fisheries, wild life and veterinary services.

Field 7 (Music) - Includes composition, instrumental music, orchestral groups; choral singing; and music theory.

Field 8 (Paramedical) - Includes audiometry; dental laboratory mechanics and services; medical laboratory and services; pharmacy and pharmaceutical services; hospital procedures; and optical fitting and surfacing.

Field 9(a) (Industrial Services not elsewhere classified) - Includes aircraft and marine operations; clothing, textile and footwear trades and techniques; food processing; printing; watch and clock making.

Field 9(b) (Personal Services not elsewhere classified) - Includes food presentation; hairdressing; waiter and waitress training; library studies; home economics; physical education.

Field 10 (General Studies) - Includes drama, speech and languages; school subjects taken as part of course not classifiable elsewhere; sociological studies; humanities.
Recommendation 1

All beginning TAFE teachers in Australia should undertake a teacher preparation program designed primarily to impart the skills and knowledge required to enable them to become effective practitioners.

(a) Preparation programs must therefore include a carefully designed and implemented component to develop satisfactory teaching practices in the individual.

(b) Well-designed professional education studies should be sufficiently broadening for all TAFE teachers, and so programs should not include 'liberal studies'.

(c) Neither should they include advanced technical studies related to personal teaching specialities. Should such studies be a requirement of employing authorities, they should be arranged separately from teacher preparation studies and should have no bearing on the eligibility of teachers to be granted a formal teaching qualification.

Recommendation 2

Every TAFE teacher who fulfils the requirements of a teacher preparation program, usually carried out in his or her first two years of teaching, should receive a formal award. This award should be a nationally recognised advanced education award, at a minimum level of associate diploma.
Recommendation 3

(a) Each TAFE employing authority should examine the existing study arrangements for its full-time teaching staff undergoing preparation. If necessary, such arrangements should be revised so that teachers normally obtain their initial teaching qualification within two years, and during that period enjoy a manageable balance between their teaching and study commitments.

(b) The burden of substantial release programs should be borne jointly by the State and Commonwealth Governments on the basis of a formula to be devised following the receipt by the TAFE Council of detailed submissions from each State.

Recommendation 4

(a) Commonwealth and State advanced education authorities should improve staff-student ratios in TAFE teacher education.

(b) There should be a permanent nucleus of lecturing staff in each participating institution whose sole function is TAFE teacher education.

(c) Three special mechanisms should be adopted for the purpose of building up resources in TAFE teacher preparation programs:

(i) redirection of existing resources in participating colleges towards their TAFE teacher preparation programs;

(ii) secondment of appropriately trained and experienced TAFE staff to work in these teacher preparation programs;
(iii) availability of special developmental grants through the Advanced Education Council to participating colleges for the recruitment of specialist TAFE teacher educators and the acquisition of program materials and equipment appropriate to TAFE teaching.

(d) Guidelines for specific schemes for the professional development of TAFE teacher educators should be prepared and such schemes implemented at the earliest possible time.

Recommendation 5

(a) The TAFE Council, with the co-operation of the National Library of Australia, the Library Association of Australia, the Australian Advisory Council on Bibliographical Services and interested schools of librarianship, should commission a research project aimed at identifying print and non-print resource materials relevant to TAFE teacher education. A project advisory committee should be appointed as soon as practicable. This committee should include membership from, and consult closely with, TAFE authorities and the colleges of advanced education concerned with TAFE teaching.

(b) The findings of this research project should be used as a basis for the acquisition of resource materials as mentioned in Recommendation 4(c)(iii).

Recommendation 6

The special accommodation needs of TAFE teacher education programs in both colleges of advanced education and TAFE institutions should be assessed, particularly in regard to curriculum preparation facilities. When these needs have been determined, appropriate allocations of funds should be made as a matter of urgency.
Recommendation 7

TAFE authorities and colleges of advanced education involved in TAFE teacher preparation should consult with a view to increasing the scope and intensity of joint arrangements for the preparation of TAFE teachers. As part of this sharing of responsibility the TAFE authorities should:

(a) review their present policies and regulations relating to the preparation of full-time teaching staff to ensure that there are no impediments to staff undertaking preparation programs;

(b) provide co-ordinated support services to beginning teachers;

(c) contribute to lecturing in the formal teacher preparation courses.

Recommendation 8

The provision of Commonwealth support for TAFE teacher education courses should be conditional on such courses being based on an objective assessment of the functions of all categories of TAFE teachers and the knowledge and skills necessary for the efficient and effective performance of these functions. This assessment should be carried out continuously by both colleges of advanced education and TAFE authorities.
Recommendation 9

The number of higher education institutions in the States and Territories conducting courses in TAFE teacher education, either of a preparatory or continuing nature, should be kept to a minimum. The Committee recommends this policy of restriction to ensure that scarce financial, physical and human resources are not dissipated because of an unlimited expansion into this developing sector of teacher education.

Recommendation 10

A standing working party consisting of representatives of TAFE teacher education institutions should be convened to devise a program to share information on existing practices, and determine whether a co-operative approach to developmental work is feasible.

Recommendation 11

The Australian Council on Awards in Advanced Education should identify a group of persons from whom States may draw for some members of assessment panels they form to examine TAFE teacher education course proposals.