

THE QUALIFICATIONS OF AUSTRALIAN TEACHERS

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Background to the Study

In 1963 and 1979 the Australian College of Education sponsored census studies to develop profiles of the Australian teaching force. Given the central role assigned to education, training and schooling in the current social and economic reconstruction of Australia it was considered timely: (i) to update the 1979 profile in order to provide planners and policy makers information on selected quantifiable characteristics of the nation's school teachers in a single source; and (ii) to chart shifts in the composition and qualifications of the teaching force over twenty-five years and (iii) to identify trends in nominal and professional characteristics. To those ends the current study was designed to collect data from a representative sample of government, catholic and other non-government school personnel on: current position, preservice teaching qualifications, professional qualifications, teaching experience, further professional development, and membership of community and professional associations. The study was sponsored by a consortium of agencies - The Australian College of Education, the Brisbane College of Advanced Education, the Department of Employment, Education and Training and The University of Queensland. A team of researchers from higher education and government and non-government schooling sectors was formed to carry out the research. This team has developed diachronic and synchronic profiles of the Australian teaching force using the data from this study together with those from the 1979 and 1963 studies. A full report will be completed by March, 1990.

This paper is based on the data collected through the eight items on the questionnaire concerned with award and non-award inservice education activities undertaken by teachers¹ during 1987 - 1988 (see Appendix 1 for a description of the items in question). Information was gathered on aspects of enrolment in award courses at higher education institutions, and aspects of non-award activities: location, focus, special topics, timing, locus of responsibility and total participation time. The data are presented in tabular form followed by a brief comment on significant points. A discussion section draws out implications for the policy and practice of professional development. Since no data were collected on inservice education in the 1963 study, which is a significant comment in itself, comparisons in this paper are possible only with the 1979 study.

Methodology

In order to maintain the comparative dimension to the study, the quantitative census methodology of the 1963 and 1979 studies was repeated. Data were gathered by questionnaire from a national sample of teachers drawn by the Australian Council for Educational Research (ACER). The sample (N = 9895) was drawn attending to State and Territory, levels of schooling and types of schools. The respondent sample (N=6519, response rate 65.88%) consisted of 2545 primary and 3697 secondary school teachers from 232 government, 105 catholic and 90 other non-government primary (294) and secondary (133) schools².

The questionnaire was designed and trialled by the research team in conjunction with the Prentice Computer Centre at the University of Queensland. It included items replicated from the 1979 and 1963 studies and extension items designed to collect information on issues of current interest. The replicated items enabled the composition of diachronic profiles and the identification of trends within the profession on professional qualifications, membership of the teaching service from marginalized groups within Australian society, teaching and work experiences, inservice education experiences, and demographic characteristics such as age and gender. The extension items provided information on issues of current concern: periods of service in teaching appointments, immediate career intentions and special training related to nominated priorities.

Schools in the sample were invited to participate. Those which agreed were sent a package of questionnaires on the basis of one per staff member. Those schools which elected not to participate were replaced with corresponding schools from a substitute list. Responses from the returned questionnaires were entered for processing at the Computer Centre. The initial processing on which this paper is based has been limited to cross tabulations, frequency counts and calculation of percentages³.

Presentation and Analysis of the Data on Further Professional Development

Eight items (numbers 36-43) on the questionnaire sought responses on teacher participation in award and non-award bearing further professional development activities. Items replicated from the 1979 study were: formal award enrolment (#36), location of non-award bearing activities (#37), main focus of activity (#38), in whose time activities were conducted (#40) and the party responsible for initiating activities (#41). Extension items sought responses on participation in inservice activities coupled to nominated priority programs (#39), the total number of days spent on inservice education activities during 1987 - 1988 and the location and duration of educational study tours overseas. The

data from each item follows with a short comment on significant points and comparisons where appropriate with the 1979 study. No data on inservice education was collected in 1963.

a) Participation in Award Bearing Activities by Teachers in 1987 -1988

The data returned by item #36 on recent formal study undertaken by teachers after completion of their pre-service preparation is displayed in Table 1.

TABLE 1.
PARTICIPATION IN FORMAL AWARD COURSES OF IN-SERVICE EDUCATION (1987-88)

	Doctorate Totals		Master		Bachelor		Associate		Postgraduate		Certificate		Licentiate	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Government	8	0.50	100	6.73	354	23.83	21	1.41	205	13.80	63	4.24	-	
-	751	50.57												
Catholic	5	0.33	47	3.16	202	13.60	14	0.94	144	9.69	40	2.69	3	
0.20	455	30.63												
Other Non-Government	3	0.20	54	3.63	117	7.87	6	0.40	75	5.06	24	1.61	-	
-	279	18.78												
Frequency Total	16		201		673		41		424		137		3	
1485														
% of sample	0.25		3.08		10.32		0.63		6.5		1.95			
0.05	22.78													

The results displayed show that in-service education formal award study is dominated by participation in Bachelor Degree programs (10.32%) with Post Graduate Diplomas second in popularity (6.50%). Of those studying almost half (45.31%) were involved in Bachelor Degree programs. Doctoral (0.25%) and Master Degree programs (3.08%) involved only a small number of teachers in 1987-88. Of the total sample, 22.78% of teachers were undertaking study during the period in question, a figure significantly higher than that recorded in 1979 (13%). The variations between sectors are as follows: Government schools, 22.77%, Catholic Schools 32.71% and Other Non-Government schools, 24.30%. The proportion of the sample of catholic teachers studying formal award courses has increased since the 1979 survey which reported only marginal difference across the sectors.

Table 2 presents information on enrolment in formal award activities by sector and gender.

TABLE 2
PARTICIPATION IN FORMAL AWARD COURSES OF IN-SERVICE EDUCATION BY SCHOOL SECTOR AND GENDER (1987-88)

Government (N=3697)		Catholic (N=1558)		Other Non-Government (N=1248)							
MALE (N=1370)	FEMALE (N=1928)	MALE (N=484)	FEMALE (N=907)	MALE (N=434)	FEMALE (N=714)	f	%	f	%	f	%
266	19.41	407	21.10	163	33.68	242	26.68	99	22.81	152	21.28

Table 2 shows a similarity in participation in formal award study between Government (20.40%) and Other Non-Government schools (21.86%) with the Catholic sector recording a higher rate of participation (29.11%). Participation by both male and female in the Government and Other Non-Government sector schools was some 20% and the respective figures for the Catholic sector were males (33.68%) and females (26.68%). The proportion of male (23.08%) and female (22.56%) participation in award studies continues to be approximately equal as was the case in 1979.

A third set of data from item 36 presented in Table 3 refers to the nature of enrolment in award bearing courses. Respondents were asked to indicate whether their studies were full time or part-time, internal or external.

TABLE 3
NATURE OF ENROLMENT IN AWARD BEARING IN-SERVICE EDUCATION COURSES (1987-88)

	FULL TIME				PART TIME			TOTALS		f	%
	Internal	External		%	Internal	External	%				
GOVERNMENT	56	47	(103)	6.71	276	387	(663)	43.22	766	49.93	
CATHOLIC	44	33	(77)	5.01	178	229	(407)	26.53	484	31.55	
OTHER NON-GOVERNMENT	28	14	(42)	2.73	134	108	(242)	15.77	284	18.51	
Frequency Total	128	94	(222)	14.47	588	724	(1312)	85.52	1534		
% of total sample	1.96%	1.44%		9.02%	11.11%	23.53%					

In their award bearing studies, the majority of teachers is enrolled part-time (85.52%) with a small number of full-time students. There are less internal (44.81%) than external (55.18%) part-time enrolments. The 1979 study reported in terms of the total sample that part-time attendance was 8%, external studies 6% and full-time study 'quite uncommon 1%'. This last fact is noteworthy in that while numbers continue to be small, there has been a threefold increase in the full-time study mode reported in 1989.

Table 4 presents further data from item 36 on the nature of enrolment in formal award bearing courses by age and gender.

TABLE 4
NATURE OF ENROLMENT IN AWARD BEARING IN-SERVICE EDUCATION COURSES BY AGE AND GENDER (1987-88)

		FULL TIME		PART TIME		INTERNAL		EXTERNAL		Total students	% of	% of
		INTERNAL	EXTERNAL	INTERNAL	EXTERNAL	Frequency	Age Range Studying	Age by gender				
		f	f	f	f	f	f	f	f			
Less than 20	Male	-	-	-	-	-	1	-	1	2.7%	16.67%	
	Female	-	-	-	-	-	-	-	-	-		
21-30	Male	20	7	(27)	53	42	(95)	122	22.32%	26.24%		
	Female	37	15	(52)	104	101	(205)	257	-	23.49%		
31-40	Male	13	14	(27)	105	124	(239)	356	28.08%	35.56%		
	Female	17	21	(38)	112	157	(269)	307		26.28%		
41-50	Male	6	10	(16)	43	72	(115)	131	19.91%	21.48%		
	Female	17	15	(32)	88	106	(194)	226		23.66%		
51-60	Male	2	4	(6)	5	18	(23)	29	14.67%	15.76%		
	Female	6	3	(9)	16	27	(43)	52		18.18%		

The figures in table 4 show that there is a notable proportion of teachers studying across the full age range 20 to 60 years. In the two years 1987-1988, about a fifth of the teaching population independent of their career placement engaged in formal study. The highest proportion (28.08%)

is in the age range 31-40 years and the lowest in the age ranges 21-30 (22.32%) and 51 - 60 age range (14.67%) Of those teachers studying, the proportion of females to males is marginally higher in the 21-30 (26.24%, 23.49%) with the figures reversed in the 41-50 range (21.48%, 23.66%) and the 51-60 (15.76%, 18.8%). In the 31-40 year age range, the respective figures are male (35.56%) and female (26.28%). In summary, the table shows that proportionally slightly more females than males are engaged in study in mid and late stages of their careers.

Data on participation in formal award courses by primary and secondary teachers are presented in Table 5.

TABLE 5
NATURE OF ENROLMENT IN FORMAL AWARD COURSES OF
IN-SERVICE EDUCATION BY SCHOOL SECTOR (1987-88)

SCHOOL SECTOR	FULL TIME			PART TIME			Total External by Sector	% of %	Frequency	Teachers
	Internal	External	%	Internal						
PRIMARY 55	39	(94) 3.69%	249	337	(586) 23.03%	680	26.72%			
SECONDARY	71	53 3.35%	(124)	316	360 18.29%	(676)	800	21.64%		

The trend towards more participation by primary teachers than secondary teachers in formal award courses noted in 1979 has developed further with 26.72% of primary teachers reporting enrolment and 21.64% of secondary teachers doing likewise.

The final set of data from item 36 displayed in Table 6 provides information on whether studies were completed or in progress during 1987-88.

TABLE 6
CURRENT STATUS OF FORMAL AWARD COURSE (1987-88)

	COMPLETED f	IN PROGRESS f
Government	333	422
Catholic	219	268
Other Non-Government	137	154
Total Frequency	689	844
% of Sample	10.57%	12.95%

Table 6 shows that the proportion of teachers who had completed their formal award course (10.57%) and those whose studies were still in progress (12.95%) compares favourably with the 1979 figures of 4% and 9% respectively.

b) Participation in Non-Award Bearing Activities by Teachers in 1987 - 1988

Tables 7 to 14 present data on facets of the delivery and organization of non-award in-service education courses conducted during the two years 1987-88.

The first of these tables reports the preferred location of in-service education activities by primary and secondary teachers from a list of given sites (item 37): own school, neighbouring school, teachers/education centre and university/CAE with Conference Centre added to the 1979 list.

TABLE 7

LOCATION OF A NON-AWARD INSERVICE ACTIVITIES (1987-88)

SCHOOL SECTOR	OWN SCHOOL		NEIGHBOURING SCHOOL		TEACHER/ED. CENTRE		C.A.E.	UNIVERSITY CENTRE		CONF		OTHER	
	f	%	f	%	f	%		f	%	f	%	f	%
PRIMARY (N=4917)	1654	33.57	1040	21.10	1235	25.06	219	4.44	635	12.88	144	2.92	
SECONDARY (N=5892)		1841	31.24	810	13.74	1413	23.98	542	9.19	1006	17.07	280	4.75
TOTALS (N=10819)	3495	32.30	1850	17.09	2648	24.47	761	7.07	1641	15.16	424	3.91	

The teacher's own school (32.30%) was the most commonly nominated site for in-service education followed by Teachers Centres (23.47%) and neighbouring schools (17.09%). Approximately a seventh (15.16%) of teachers said that they had attended activities at a Conference Centre and 7% a tertiary institution. Secondary teachers continue to utilise tertiary institutions (8.19%) more than their primary counterparts (4.44%). While the use of Teacher Centres and Tertiary Institutions has remained constant since 1979 the location of activities in the teacher's own school has increased.

Item 38 asked respondents to identify the focus of their inservice education activities from a nominated list: new subject matter, teaching processes, evaluation and assessment, administration, counselling, classroom management, curriculum design and development. The data are displayed in Table 8.

TABLE 8
MAIN FOCUS OF IN-SERVICE ACTIVITIES IN WHICH TEACHERS PARTICIPATED (1987-88)

Sector	Subject Matter		Teaching Process		Evaluation/Assessment		Administration Management Development		Counselling Design &		Classroom		Curriculum	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
Government (N=7825)	1507	19.25%	1992	25.45%	1440	18.40%	1120	14.31%	541	6.91%	433	5.53%	792	10.12%
Catholic (N=3354)	704	20.98%	886	26.41%	587	17.50%	527	15.71%	243	7.24%	172	5.12%	235	7.00%
Other Non-Government (N=2390)	484	20.25%	645	26.98%	476	19.91%	365	15.27%	134	5.60%	134	5.60%	143	5.98%
Total Frequency (N=13560)		3523		2503		2012		918		739		1170		
% of Responses	25.97%	18.45%	14.83%	6.76%	5.44%	8.68%	19.87%							

Table 8 reports a strong focus on topics associated with classroom teaching. The four most frequently reported focuses for in-service education activities were subject matter (25.99%), curriculum design and development (19.87%), teaching process (18.45%) and evaluation and assessment (14.83%). In the main, the pattern of attention to the above topics is relatively even across the three schooling sectors.

Item #39 sought data on inservice activity in areas of national interest. The policy themes community relations, and multiculturalism surveyed in 1979 were extended to include aboriginal education, computer education, disadvantaged students, gender equity, geographically isolated students, giftedness, migrant education, multicultural education, parent involvement, post-compulsory curriculum, preparing students for work, school improvement, school and work links and staff performance appraisal. Table 9 presents these data.

TABLE 9
PARTICIPATION IN NON-AWARD IN-SERVICE EDUCATION PROGRAMS CENTRE ON POLICY AREAS (1987-88)

	Aboriginal Parent Education Involvement		Post Compulsory Education		Computer Education		Preparing Disadvantaged Students		School Equity Imp.		Gender School Equally		Geograph- & Work Performance Isolated		Giftedness Education Links		Migrant Multicult- ural Educ- Appraisal		
	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	f	%	
Government (N=5424)	215 1.76	288 2.19	3.98 5.30	1231 393	22.69 7.24	332 292	6.12 5.38	418 263	7.70 4.84	71 804	0.27 14.82	269 233	4.95 4.29	96					
Catholic (N=2119)	64 1.98	114 13.26	3.02 5.37	486 184	22.93 8.68	124 92	5.85 4.34	84 97	3.96 4.57	16 339	0.75 15.99	110 86	5.19 4.05	42					
Other non-Government (N=1324)	23 0.69	46 10.80	1.73 3.47	292 92	22.05 6.94	72 75	5.43 5.66	57 89	4.30 6.72	12 187	0.90 14.12	173 54	13.06 4.07	9					
Total (N=8867)	302 147 943	448	2009 669	528 459	559 449	99 1330	552 373												
% of Responses	3.40% 4.20%	22.65% 10.63%	5.95%	6.30%	1.11%	6.22%		1.65%	5.05%	7.54%	5.17%	5.06%	14.99%						

Programs recording the highest participation were computer education (22.65%), school improvement (14.99%), staff performance appraisal (10.63%) and parent involvement (7.54%). Aboriginal Education (3.40%), migrant education (1.65%) and geographically isolated students (1.11%) filled the last three places on the list. Attention to multicultural education has remained relatively stable (5.05%) since the 1979 study. The emphasis on the cluster of work related and post-compulsory education programs is significant (14.20%).

The attention given to the priority areas by each sector follows a similar pattern. Differences occurred in the giftedness programs where Other Non-Government school teachers led participation (13.86%), and staff performance appraisal programs where the Catholic schools' participation

(13.26%) was higher than in the other two sectors. Government school teachers recorded the highest participation in gender equity activities (7.70%).

In item 40 respondents were asked to report whether the majority of in-service activities they attended were conducted in or outside school time. The results are reported in Table 10.

TABLE 10
WHEN THE MAJORITY OF NON-AWARD IN-SERVICE ACTIVITIES WERE CONDUCTED (1987-88) BY SCHOOL SECTOR

SCHOOL SECTOR	IN SCHOOL TIME		OUTSIDE SCHOOL TIME		TOTALS
	f	%	f	%	
PRIMARY	753	50.77	730	49.22	1483
SECONDARY	1068	55.22	866	44.77	1934
%	1821	53.29	1596	46.70	3417

The 1987-88 data show that just over half of the activities were conducted in school-time. In 1979 the responses were calculated as a percentage of the total sample. On that formulae the 1989 and 1979 figures respectively are in school-time (27.93%, 54%) and out of school-time (24.48%, 18%). Teachers are now spending more of their own time on in-service activities than a decade ago. Secondary teachers participate proportionately in more activities in school time than their primary colleagues whereas in 1979 the pattern of attendance by both populations was similar.

Table 11 records responses to item 40 which asked respondents to nominate, from the following list, who was responsible for organizing most of the non-award in-service education activities they attended: own school, inspectors/superintendents, State or Regional Office, Denominational Central Office, Subject Association/Professional Association, Teachers Federation or Union, CAE, University, Teachers/Education Centre, and the teacher him/herself.

TABLE 11
RESPONSIBILITY FOR ORGANISING NON-AWARD IN-SERVICE ACTIVITIES ATTENDED (1987-88)

AUTHORITY	OWN UNI SCHOOL EDUCATION		INSPECTOR TEACHERS SUPERINTENDANT OFFICE		STATE OR SELF REGIONAL CENTRAL IONAL		DENOMINATIONAL UNION OFFICE ASSOCIATION		SUBJECT/ PROFESSIONAL FEDERATION		TEACHERS		CAE CENTRE	
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
	f	%	f	%	f	%	f	%	f	%	f	%	f	%
GOVERNMENT N = 2430	958 0.53	39.42 7	81 0.28	3.33 366	617 15.06	25.39 2.55	19	0.78	271	11.15	6	0.24	13	
CATHOLIC N = 1018	463 0.68	45.45 4	10 0.39	0.98 77	131 7.56	12.86 5.59	192	18.86	76	7.46	1	0.09	7	
OTHER NON-GOVERNMENT N = 816	309 1.47	37.86 14	4 1.71	0.49 55	78 6.74	9.55 7.35	24	2.57	255	31.25	5	0.61	12	

Total Frequency	1730	95	826	235	602	12	32
	25	498	209				
N =	4274						
% of Respondents	40.57%	2.22%	19.37%	5.51%	14.18%	0.28%	
	0.75%	11.67%	4.90%				

This table reports information which contrasts sharply with data from the 1979 study in a number of places. Comparative figures for the four highest and four lowest reported sponsors for in-service education activities are presented below.

	1979	1989
State or Denominational Regional Offices	24	*
Own School	23	41
Subject/Professional Association	20	14
Teachers/Education Centre	20	12
State/Denominational Central Office	6	*
CAE	4	1
University	2	1
Teachers Federations/Unions	2	0

(Note *Comparative figures for these two items cannot be reported due to a change of wording in the 1989 survey).

Of note are the figures for own school where there has been a shift from 23% to 41%, subject association sponsorship 20% to 14% and teachers/education centres 20% to 12%.

Significant differences occur in the synchronic profiles of the three schooling sectors. While the emphasis on school based initiation is characteristic of all three, it is most common in the Catholic sector (45.45%). Systemic structures other than the school are major inaugurators of inservice education for government school teachers: state or regional office (25.39%), teachers centres (15.06%) and inspector or superintendent (3.33%). The Catholic systemic schools follow a similar pattern in respect to programs initiated by a central office, either denominational (18.86%) or government (12.86%) but make less use of teachers centres than Government teachers (7.56%). Like their Catholic counterparts, teachers from Other Non-Government schools attend programs offered by the government sector (9.55%) but use the subject associations (31.25%) some three times more than teachers from government schools (11.15%) and more than four times more than Catholic school teachers (7.46%). Teachers in Other Non-Government schools (3.18%) also make greater use of the higher education institutions than their Government (0.81%) or Catholic (1.07%) sector colleagues.

In item 42 respondents stated the total number of days they had attended inservice activities in 1987 - 1988. Table 12 reports these results.

TABLE 12
TOTAL NUMBER OF DAYS SPENT ON NON-AWARD IN-SERVICE EDUCATION
ACTIVITIES (1987-88)

AUTHORITY	1 Day		2-3 Days		4-5 Days		6-10 Days		More than 10		Total
	f	%	f	%	f	%	f	%	f	%	
Government N=3008	203	5.49	804	21.74	847	22.91	691	18.69	463	12.52	81.36
Catholic N=1278	44	2.82	279	17.90	334	21.43	336	21.56	285	18.92	82.28
Other Non- Government N=989	65	5.20	280	22.41	253	20.27	235	18.83	156	12.50	79.24

Total Frequency 312 5.91 1363 25.83 1434 27.18 1262 23.92 904 17.13
N=5275

% 4.79% 20.91% 22.00% 19.36% 13.87% 80.92%

Table 12 illustrates that four out of five teachers reported participating in some form of inservice education during 1987-1988 with some 76% reporting a total attendance of between two and 10 days. No significant differences appears to exist in the attendances across the three employing systems. Teachers from catholic schools were more likely to have participated in inservice activities for more than 10 days (18.92%) than government (12.52%) or other non-government teachers (12.50%). Approximately 25% of teachers reported participation in inservice activities of one day (4.79% or less (19.08%).

TABLE 13

TOTAL NUMBER OF DAYS SPENT OF NON-AWARD
IN-SERVICE EDUCATION ACTIVITIES BY SCHOOL SECTOR (1987-88)

School Sector	1 Day		2-3 Days		4-5 Days		6-10 Days		More than 10		Total %		
	f	%	f	%	f	%	f	%	f	%			
Primary	85	1.67	449	8.81	534	10.53	580	11.44	476	9.39	2124	41.90	
Secondary		217	4.28	862	17.00	846	16.68	630	12.42	390	7.69	2945	58.09

Of the teachers attending inservice education there were proportionally more secondary school teachers in each category except in the final category of 10 or more days total participation.

The final table, based on item 43 displays information on the location and duration of educational study tours undertaken overseas by teachers.

The final item on inservice education asked respondents to record the country of destination and the duration of organized educational study tours they had undertaken.

TABLE 14

LOCATION AND DURATION OF OVERSEAS EDUCATIONAL STUDY TOURS

Country	Duration					f		
	Up to 5 days	5 - 10 days	11 - 28 days	1 - 3 months	More than 3 months			
Africa	2	3	6	3	4	18		
Eire	2	1	1	6	8	18		
Europe	10	18	27	62	30	147		
Mainland Asia	6	5	5	37	4	4	56	
New Zealand	11	11	11	21	23	26	100	
North America	19	12	12	18	5	1	47	
Pacific Island	6	12	12	25	-	1	44	
Papua New Guinea		2	-	-	2	3	-	7
South America	1	1	1	2	2	2	8	
S.E. Asia	5	5	11	21	11	5	53	
United Kingdom	25	7	7	22	23	26	103	
Other	8	7	29	15	7	66		
Frequency	99	99	88	211	157	114	667	

Of the respondents 10.23% stated that they had been overseas on an organized study tour. Europe, the United Kingdom and North America accounted for nearly 60% of the responses and Asia for almost one fifth.

The paper now turns to a general analysis and discussion of the results.

Discussion

At this stage of the study only preliminary analysis has been completed. Consequently discussion is limited to major trends that appear to be emerging. Consistent with the presentation of the data above, these trends are discussed in terms of their relevance to participation in award and non-award in-service activities.

1. Participation in Award Bearing In-service Education Activities.

The 1979 report stated that "the degree of Bachelor of Education is in fact held by only a minority of teachers either as a first or second degree." (Bassett 1979, 81). In 1989 there is evidence of growth in participation by teachers in award bearing in-service education over the last decade principally in the Bachelor Degree and Post Graduate Diploma programs so that now a baccalaureate is the most commonly held education qualification by Australian school teachers. The threefold increase in enrolment in higher degree studies is encouraging. While the number of teachers engaged in these studies (master and doctorate) continues to be low, the proportion of teachers pursuing formal studies has increased so that now about one-eighth of the total teaching force can be expected to be enrolled in a tertiary institution in any given year. As in the past, the majority of them are part-time students but there is an indication of an increase in the number of people enrolling full-time. The compilation of inservice education profiles for lawyers, doctors and accountants later in the study will give some indication of the relative commitment of teachers as continuing learners.

Factors which influence participation might include monetary reward, status, opportunity to specialise and interest in tertiary study. Of these, the significance of monetary reward should not be underestimated. This may also be an explanatory factor in the low participation of teachers in higher degree studies. Also, with proportionally more teachers in the service with degree qualifications, there may be greater pressure on diplomates to raise the level of their qualifications. Moreover, it is possible that the increase in non-award bearing in-service education offerings over the last decade, particularly as part of the Commonwealth Government's Professional Development Program, has had the effect of stimulating teachers to further tertiary study.

The data for the participation of teachers in award bearing in-service education by age and gender, indicate that while more males than females in the age group 21 to 40 engage in award studies the position is reversed in the age range 41 to 60. This may be due to a variety of factors but it is in line with career trends established by adult development psychologists who suggest that while men become more concerned with nurturance around the age of 40, at about the same age, professional women pursue their careers with assertiveness, enthusiasm and self-motivation.

Overall, however, the pattern of participation favours males (34.99%), with proportionally more of them undertaking study than females (22.56%). This may be because males see that study provides them with a potential competitive edge in career advancement in a system which has traditionally favoured males for appointment to administrative leadership positions. Finally, the data show that award bearing study is spread consistently across the age ranges but individual career long participation patterns are not available from this survey.

As in 1979, part time external and evening study are still the most popular modes of participation in award bearing in-service education programs. While in 1979 full time study was described as "quite uncommon" at 1%, in 1988, that proportion had more than trebled. The increase may be due to a willingness by employing authorities to release teachers for paid or unpaid study leave or in the offer by some authorities to pay the Higher Education Contribution (the tax on students who participate in tertiary study) when teachers show that they can complete their study programs through full time attendance.

At a more specific level, the data on participation in award bearing in-service education contain some inconsistencies across the sectors and between sexes. Almost 30% of Catholic school teachers participate in award bearing programs of study while the figure is somewhat less for government and other non-government teachers. In addition, Catholic males have a higher rate of participation than their female colleagues. The apparent emphasis on participation in award bearing programs by Catholics is puzzling. Further analysis of the data will establish whether this sector contains proportionally more two and three year trained teachers than do the government and other non-government sectors. Whether there is a greater professional emphasis on award bearing study in Catholic schools is unknown. Follow-up data is needed to explain this phenomenon.

In summary, whatever the reasons for participation, enrolment in formal award bearing programs indicates a commitment to tertiary study as one means for further professional development. Capitalising on this commitment requires tertiary institutions to develop programs which respond to teachers' career interests and needs. There are also some pointers which suggest that participation in higher degree studies will increase as a result of the expanded pool of graduates. Strengthening teachers' participation in higher degrees could lead to more intense research into schooling practices.

2. Participation in Non-Award Bearing In-service Education

The profile of teachers' participation in non-award bearing in-service education activities drawn

from this study, reflects the influence of the Karmel Report and the professional development program of the Commonwealth Schools Commission. Social equity issues first identified as part of Federal government policy in the 1970's still attract teachers' attention. Aboriginality, gender, socio-economic disadvantage, multiculturalism, geographic isolation and giftedness continue on the inservice agenda. However, the data indicate that inservice education is responsive to the technical and vocational priorities of the 1980's such as computer education and school to work links. Accountability has been added to these concerns. This is evident in the comparatively higher participation rates in programs such as those associated with staff performance appraisal and the involvement of parents and community members in school improvement.

The 1979 Report (Bassett 1979, 86) argued that inservice education should recognise the interdependence of school and individual improvement. The 1989 data suggest that this linkage may be evolving. Since schools are the major site for the delivery of inservice education, school improvement concerns are more likely to be the focus of professional development activities conducted within them. This reflects growing recognition of the efficacy of mounting programs addressing job related issues as the vehicle for both school and individual growth.

The data on initiation reflect the trend towards the localisation of delivery of in-service education. However, central authorities still retain a significant role in sponsoring programs. The fall in the incidence of sponsorship by teacher controlled organisations, such as Teacher Education Centres, Unions and Associations, is of concern. This may be a byproduct of the termination of the Commonwealth Government's Professional Development Program (1974-86). The low incidence of initiatives by higher education institutions is disquieting.

Despite the evidence of greater activity at the school level, the degree of control teachers are exercising over their own professional development may be less than the localisation thesis implies. While the data appear to support greater teacher control through local decision making, it would be naive to underestimate the influence of Federal and State Government policies on local in-service education initiation.

Teachers' participation in non-award in-service education has remained stable since 1979 but they are now spending more of their own time on their professional learning. Two contributing factors in this development are the abolition of tied Commonwealth government grants which maintained the principle of funding some teacher relief for in-service education and the shift in policies towards "time sharing" between employers and employees.

Although approximately one third of teachers has undertaken six or more days of inservice education over the two years 1987-88, only 17% are even approaching the nominated standard of ten days recommended by the Schools Council of the National Board of Employment, Education and Training (Teacher Quality: 1989; 56). It is also disturbing that over a two-year period, one quarter of the teaching force reported participation in in-service education activities of only one day or less. This may be due to a lack of incentives, difficulty of access, career plateauing, inappropriate programs or lack of vocational commitment. If the political drive to strengthen Australia's schools by improving its teaching service is serious, then the learning needs, aspirations and motivations of this group of teachers must be addressed.

The analysis of the data from this section of the survey leaves a strong impression of the seminal influence of the Karmel Report on the policy and practice of in-service education in Australia. The continuation and further development of the non-award sector owes much to the directions set in that report and practices established during the life of the Commonwealth Schools Commission. There, priorities for school community participation, school practice as a focus for in-service education, attention to social policy affecting marginalised groups and the financial role of the Commonwealth Government were established. While these priorities still maintain a firm place on the in-service education agenda, the dryer policies of economic rationalists are beginning to gain a foothold.

Conclusion

The general impression from the study is one of considerable activity in both the award and non-award in-service education fronts. That activity is characterised by the commitment of time by both employing authorities and teachers, and the localisation of endeavours across the three schooling sectors.

Three issues call for further attention: the degree to which inservice initiatives stemming from the local context are the product of central based policy; the control teachers are exercising over their own professional development within the current restructuring of Australian education; and the number of teachers who continue to have limited participation in inservice education activities.

End Notes

1. Note that "teachers" is used generically to describe both classroom teachers and school

administrators.

2. Note the balance of 277 respondents not accounted for in the sample of primary and secondary teachers probably includes consultants and other staff working across sectors.

3. At this stage the data have not been weighted for differences between the sample and the respondent populations.

References

Bassett, G.W. (1980) Teachers in Australian Schools 1979. ACER, Melbourne.

DEET (1989) Teacher Quality: An issues paper prepared by the School Council of NBEET, Canberra.

APPENDIX. QUESTIONNAIRE ITEMS DESIGNED TO GATHER DATA ON INSERVICE EDUCATION

36. Indicate your participation in FORMAL award courses of inservice education in the two years 1987 and 1988. (e.g. C.A.E. and University courses taken after pre-service training)

[145-147]

(a) Title of Award [145]

(Tick ONE only)

Doctorate	[1]	Post-Graduate Diploma	[5]
Master Degree	[2]	Certificate	[6]
Bachelor Degree	[3]	Licentitate	[7]
Associate Diploma	[4]	Other	[8]

(b) Nature of Enrolment [146]

(Tick ONE only)

Full-time internal	[1]	Part-time internal	[3]
Full-time external	[2]	Part-time external	[4]

(c) Current Status [147]

(Tick ONE only)

Completed	[1]	In Progress	[2]
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37. Indicate the place or places at which you attended non-award inservice activities during 1987-188. (Tick as appropriate) [148-153]

Own school	[148]	University/CAE	[151]
Neighbouring School	[149]	Conference Centre	[152]
Teachers/Education Centre	[150]	Other*	[153]

*(Please specify) _____

38. Indicate the main focus of the inservice education activities in which you have participated during 1987 and 1988.

(Tick as appropriate) [154-160]

Subject matter	[154]	Counselling	[158]
Teaching process	[155]	Classroom management	[159]
Evaluation/assessment	[156]	Curriculum design	[160]
Administration	[157]	and development	

39. Indicate your participation in non-award inservice education programs centred on the following policy areas. (Tick as appropriate) [161-174]

Aboriginal education	[161]	Multicultural education	[168]
Computer education	[162]	Parent involvement	[169]
Disadvantaged students	[163]	Post-compulsory curriculum	[170]
Gender equity	[164]	Preparing students for work	[171]
Geographically isolated students	[165]	School improvement	[172]
Giftedness	[166]	School and work links	[173]
Migrant education	[167]	Staff performance appraisal	[174]

40. Were the majority of activities conducted: (Tick ONE only) [175]

In school time?	(1)	outside school time?	(2)
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41. Who was responsible for organising MOST of the NON-AWARD inservice activities you attended? (Tick ONE only) [176-177]

Your own school	(1)	C.A.E.	(7)
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Inspectors/Superintendents	(2)	University	(8)
State or Regional Office	(3)	Teachers/Education Centre	(9)
Denominational Central Office	(4)	Self	(10)
Subject association/ Professional association	(5)	Other *	(11)
Teachers' Federation or Union	(6)	*(Please specify)	

42. Indicate the total number of days you spent on non-award inservice education activities during 1987-88.
(Take a day to mean approximately 6 hours of activity).
(Tick ONE only)[178]

1 day	(1)	6-10 days	(4)
2-3 days	(2)	More than 10 days	(5)
4-5 days	(3)		

43. Indicate the location and duration of any organized educational study tour(s) you have undertaken overseas.
(Tick as appropriate)[179-180]

Location	Duration				
	Up to 5 days	5-10 days	11-28 days	1-3 months	More than 3 months
	(1)	(2)	(3)	(4)	(5)

Africa
Eire
Europe
Mainland Asia
New Zealand
North America
Pacific Island Nation
(other than new Zealand)
Papua New Guinea
South America
South East Asia
United Kingdom
Other*

*(Please specify) _____