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# **Accessing Teacher Education Professional Experience Placements**

A report on a project investigating the impact of field experience requirements on tertiary institutions and pre-service teachers.

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## Executive Summary

This research project gathered data on behalf of the NSW Teacher Education Council (TEC) on pre-service professional experience teacher education programs from member tertiary institutions and their students. The project was initiated by the TEC to examine the issues of access and equity in teacher education professional experience faced by tertiary institutions, from the perspective of the pre-service teacher and the tertiary institution.

The research reports on the organisation and supervision constraints managed by each institution between 2008 and 2009. Both quantitative and qualitative data are gathered to inform this large-scale research project detailing the specifics of the professional experience placements.

An approximate total of 17,819 pre-service teacher placements were administered in 2008 by 13 tertiary institutions from Early Childhood, Early Childhood/Primary, Primary and Secondary teacher education programs in NSW. In 2006 the 11 publicly funded NSW universities required 17,935 places for their students enrolled in pre-service programs (Nicholson, 2007, pg.8). In 2008 these had been reduced by about 4.5% (787) for the 11 universities involved in the 2006 data collection and by 0.65% (116) for all institutions over the 2006 figure. Furthermore, this figure reflects a 21.08% reduction in Primary education places and an increase of 40.41% for Secondary places.

Of the professional experience placements, 71% were in government schools; 17% in Catholic systemic and Catholic Independent schools; 8% in Independent schools and 4% were unsure of the type of school.

The tertiary institution is predominately responsible for school placements. 75% of the professional experience placements were organised and administered by the tertiary institution and 22% were arranged by the pre-service teacher in their own time, drawing on personal and professional connections. One institution routinely did not place their students for professional experience.

Overall, the supervision models used are eclectic in approach with an emphasis on collaborative and immersed practice in the school context — ‘community of practice circles’ and ‘peer learning circles’ are some of the terms chosen to declare a framework of social practice used to develop authentic professional experience requirements. A high percentage of the students’ responses noted that the tertiary institution representative was a positive factor in their professional experience. 23.2% of students noted that there were no visits from the tertiary institution.

Overall the frequency of the visits was a contributing factor to the quality of engagement between the tertiary supervisor and the pre-service teacher.

68% of pre-service teachers surveyed claimed that the quality of the in-school supervisor was effective and a positive contributor to developing an effective professional experience placement. 32% stated that the in-school supervisor was ineffective and/or contributed negatively to their professional experience placement.

Nine institutions indicated that there are no provisions made for promotional recognition for staff involved in the supervisory process during professional experience placements. Many tertiary institutions claimed that staff involvement was valued by the Head of School and the Dean of the Faculty, but not by the wider university context.

Students experience additional costs in order to participate in the professional experience component of their course. 1,106 pre-service teacher education students from 13 universities and higher education providers indicated that more than 49% experienced a reduction in their weekly income of \$100 or more during their professional experience period. 21% reported that their income was reduced by \$200 or more.

When the figure for reduced income is combined with increased child care costs, accommodation and travel, participation in the field experience components of the program becomes prohibitive. Family and employer support were two of the key factors that assisted pre-service teachers to manage interrupted work and financial changes during their placements. Government subsidies had little or no representation.

### **Recommendations**

There is significant need to support pre-service teacher professional learning during in-school teacher education programs. This support needs to be both professional and financial to cover the costs of extended periods of unpaid work during field experience periods

The issues around availability of support for professional experience placements, especially at the higher levels of the National Professional Standards for Teachers are also imperative considerations in addressing the needs of professional learning.

The current consultation on the national system for pre-service teacher education program accreditation and the National Professional Standards for Teachers provides an opportunity to embed these considerations in policy development and

formation and to bring to the foreground the impact of professional experience to both pre-service teachers and tertiary institutions.

Cross-sectoral planning is needed to ensure the availability of a professionally prepared teaching workforce that meets the demands of population growth, flexible employment practices and curriculum changes, while managing graduate employment expectations.

## **1. Introduction**

The current federal reforms to implement the recommendation of the Review of Australian Higher Education (Bradley et al, 2008) present opportunities for a renewed injection of funds into higher education. Universities are currently adjusting their strategic plans to ensure that their organisations are well-positioned to meet the challenges in the dynamic context. This may or may not include pursuing a major growth in undergraduate cohorts. However, this decision on the part of some universities will impact on the others.

A key outcome of the Bradley recommendations is the setting of “a national target of at least 40 percent of 25-34 year olds having attained a qualification at bachelor level or above by 2020” (Recommendation 2). Further, Recommendation 4 suggests that “the Australian Government set a national target that, by 2020, 20 percent of higher education enrolments at undergraduate level are people from low socio-economic status backgrounds” (pg. xviii).

For Education Schools and Faculties, there are a number of challenges that need to be addressed in the current growth context. Particular concerns include the adequacy of existing resources, potential increased demand on these existing resources and the adequacy of the policy and processes to ensure equitable access for all students. A further complexity emerges from workforce planning linked to university Compact agreements with the federal government in an attempt to deliver state-based employment targets.

## **2. Background**

The aspiration for higher education is that 40% of 25-35 year olds by 2020 will have a bachelor level qualification. Currently the percentage is 29% (Review of Higher Education Final Report, 2008). The recommended strategies highlighted in the *Higher Education Final Report* provide students with options to take learning entitlements, where they choose, and where the institution has vacancies. This increased demand within the community for higher education places will undoubtedly have an impact on university communities, programs and resources. A projected growth of 2% per annum until 2021 from the 2006 base across the sector was suggested by Birrell and Edwards (2009) to attain this increase (*Table 1*). Participation rates, however, grew by 10% in 2010 which suggests that the

projected levels of participation may be reached prior to 2021, placing even greater pressure on the existing resources within universities.

**Table 1 Growth in Higher Education Sector in NSW**

Location	Enrolment Increase 2006-2021			
	Scenario 1 Current growth		Scenario 2 2% per annum	
Sydney	20,334	12.2%	61,212	36.8%
Rest of NSW	3,371	4.8%	19,399	27.8%
Total	104,217	14.5%	284,034	39.6%

Birrell and Edwards (2009)

## 2.1 Student participation rates

It is interesting to note the existing patterns of university participation rates within Sydney. The current participation rate of 18-20 year olds from Outer Western Sydney, Gosford/Wyong and Outer South-Western Sydney is between 13-21 %. The rate is slightly higher for areas such as Blacktown at 21-27%, Liverpool/Fairfield at 27-33% and Canterbury-Bankstown at 27-33%.

Research in 2004 conducted by the Department of Education, Science and Training and James Cook University found that “low SES and rural and regional students were more likely to consider teaching as an attractive option rather than high and middle SES students in metropolitan areas” (Top of the Class 2007, pg.49). The potential growth in higher education enrolment from areas of traditionally low participation in higher education may put disproportionate pressure on Education faculties and schools.

Understandably not all higher education increases will be in Education courses. However, it is anticipated that universities will want increased enrolments in teacher education as it is currently identified as a National priority area. In 2008 the Education load was 7% of undergraduate enrolments (DEEWR, 2008). A projected growth of 40% would translate to an additional 6,300 teacher education places in NSW based on the 2% per annum increase projections by 2021.

To accommodate these increases there will be challenges around plant and equipment, student support services, teaching staff and field placements. Currently one in four teachers

in NSW is needed for our professional experience placements to accommodate the demand from pre-service teacher education courses (Nicholson, 2007). The sustainability of existing models will also need to be reviewed, due to increased research expectations on academic staff and limited promotional recognition for lecturer engagement in the process.

The challenges faced by students participating in field experience placements, in particular, may also impact on retention rates. Ross (2010) reports that one of the reforms suggested by Henry (2010) is the provision of income contingent loans for income support. Sarah Hanson-Young, Greens Education spokesperson, comments;

“We know that students are struggling to cover living costs, and this is not helped by a rising rental process, particularly in metropolitan areas. This forces students to stay in cramped and inappropriate accommodation, which is likely to lead to poorer educational outcomes.”

Campus Review, Vol 20 No. 9, 11 May 2010, pg 4.

Living costs are even more problematic for students in tertiary programs that have extended professional experience periods in which normal paid employment is reduced to accommodate the extended unpaid professional experience periods.

## **2.2 Funding Levels**

Additional funding has been committed to support equity programs to encourage students from areas with traditionally low participation rates to perceive a university degree as both desirable and achievable. Birrell and Edwards (2009) suggest that the proposed enrolment increase will be the equivalent of 20 new universities with enrolments around 14,000 (pg 10).

As Education and Nursing are current National priority areas there will be increased incentives with HECS/Fee Help repayment reductions. This may encourage universities to increase the number of students into teacher education programs. These incentives coincided with an increase in the cluster funding (*Table 2*) and the ability for universities to extend the student contribution to \$5,310 from 2010 (*Table 3*)



**Table 2 Funding Allocations for 2010**

Item	Funding Cluster	Commonwealth Contribution Amount
1	Law, Accounting, Administration, Economics, Commerce	\$1,765
2	Humanities	\$4,901
3	Mathematics, Statistics, Behavioural Science, Social Studies, Computing, Built Environment, Other Health	\$8,670
4	Education	\$9,020
5	Clinical Psychology, Allied Health, Foreign Languages, Visual and Performing Arts	\$10,662
6	Nursing	\$11,903
7	Engineering, Science, Surveying	\$15,156
8	Dentistry, Medicine, Veterinary Science, Agriculture	\$19,235

**Table 3. Maximum Student Contribution Amounts for Places in 2010**

Item	Funding Cluster	The maximum student contribution is:
1	Law, Accounting, Administration, Economics, Commerce	\$8,859
2	Humanities	\$5,310
3	Mathematics, Statistics, Behavioural Science, Social Studies, Computing, Built Environment, Other Health	a) Pro-rata for a unit in Computing, Built Environment or Other Health—\$7,567 or b) Pro-rata for a unit in Behavioural Science or Social Studies—\$5,310 or c) Pro-rata for a unit in Maths or Stats—\$4,249
4	Education	Pro-rata for a unit in Education—\$5,310 (for commencing students only )
5	Clinical Psychology, Allied Health, Foreign Languages, Visual and Performing Arts	a) Pro-rata for a unit in Clinical Psychology, Foreign Languages or Visual and Performing Arts—\$5,310 or b) Pro-rata for a unit in Allied Health—\$7,567
6	Nursing	Pro-rata for a unit —\$5,310
7	Engineering, Science, Surveying	a) Pro-rata for a unit in Engineering or Surveying—\$7,567 or b) Pro-rata for a unit in Science—\$4,249
8	Dentistry, Medicine, Veterinary Science, Agriculture	a) Pro-rata for a unit in Dentistry, Medicine or Veterinary Science—\$8,859 or b) Pro-rata for a unit in Agriculture—\$7,567

The increased amount of funding per student is inclusive of the previously separate practicum funding. This funding is for the institution and no practicum component is guaranteed for School or Faculty funding. While 2009 cluster funding represents an increase in funding to the institution over 2008 levels it may not translate to funding for the teacher education program.

In NSW we also have an agreed number of days for professional experience, with the majority of these being supervised professional experience and covered by the current award. In summary, the requirements are 80 days for four year programs, 60 days for two year programs and 45 days for one year programs. These expectations are currently under

review in the consultation phase of the national system for accreditation of pre-service teacher education programs (AITSL, 2010) with the expectation that 80 days will be required for undergraduate programs and 60 days for graduate programs. This could mean an increase in days for some teacher education programs.

These placement days need to be met, regardless of funding to the institution and availability of places to meet student enrolments in teacher education places. In fact, this makes higher education providers vulnerable if insufficient places can be found for their students.

### **2.3 Accreditation**

The development of the pre-service teacher education accreditation process and requirements will have a specific reference to professional experience. On 15 April, 2010 at the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA) meeting, a list of recommendations was adopted which are reflected in the consultation paper prepared by the Australian Institute for Teaching and School Leadership. These are:

- prerequisites for Mathematics and English and English language requirements;
- course content requirements (including Secondary subject content and Primary subject content); and content addressing assessment and use of assessment data;
- special education, Aboriginal education, classroom management and ICT;
- professional experience requirements;
- consideration of strengthened assessment of graduating students in core areas; and
- information standards.

Currently consultation around the system for Pre-service teacher accreditation has highlighted the need for partnerships between higher education providers and schools. This is to ensure sufficient placements are available as well as quality supervisory and professional experience support to pre-service students. In 2006 the 11 publicly funded NSW universities required 17,935 places for their students enrolled in pre-service programs (Nicholson, 2007, pg.8) (*Table 4*).

**Table 4 Summary of Field Placements (All Locations) in 2006 for 11 Universities**

Course Type	Placements in Sydney	Placements in Rural/Remote	Placements in Other	Total
Early Childhood	800	433	285	1,518
Early Childhood/Primary	305	0	134	439
Primary	4,398	2,493	1,720	8,611
Primary/Secondary	326	592	199	1,117
Secondary	3,295	1,374	1,581	6,250
<b>Total</b>	<b>9,124</b>	<b>4,892</b>	<b>3,919</b>	<b>17,935</b>

Nicholson (2007)

## 2.4 Workforce Planning

Recently, attempts to link the state government's workforce planning needs with the Compact agreements between universities and the Commonwealth Government have emerged. Included in the determination of the meeting of MCEEDYA on 15 April, 2010 were the following recommendations:

- b) that AITSL provide advice to Ministers on a mechanism to make information on initial teacher education courses public (including, as minimum entry standards, student and employer satisfaction and employment rates in the teaching profession following graduation);
- c) that AITSL provide advice to Ministers on steps that can be taken to strengthen the professional experience placement and improve the alignment with workforce supply;
- d) that AEEYSOC, through the National Goals on Schooling Working Group, work with AITSL in providing advice to Ministers; and
- e) that the Commonwealth considers revising the reference to the Productivity Commission to accelerate work on the Early Childhood and school workforces.

Recognition that data collection and analysis is integral to improvements in the quality of education for Australian students was highlighted in *Staff in Australia's Schools*, a report by Owen, Kos and McKenzie (2008). The report also highlighted the need for:

“a highly diversified and decentralised system of teacher preparation and employment, (in which) individual decision makers have the data they need to make the best possible decisions for their circumstances . . . and there needs to be greater collaboration on

workforce planning matters across Australia because of the common issues affecting teachers no matter where they work” (pg 10).

Ross (2010) refers to the former Vice-Chancellor of the University of Melbourne and expert panel chair, Professor Kwong Lee Dow, who indicated that “Compacts were about aligning universities’ activities with national priorities” (pg 9). “It is equally important to align institutional activity with the ‘sub-national’ level to reflect regional and state needs and priorities.” (pg 9).

In NSW similar positions were reflected in the NSW Tertiary Education Plan released for consultation in June 2010 - Under Priority 6 *Working with the Commonwealth to ensure NSW priorities are addressed in tertiary education reform.*

The NSW Government values the introduction of funding Compacts for universities as a way of allowing for better differentiation amongst higher education institutions in their strategic directions and the range and depth of their teaching, learning and research capabilities.

We welcome the Commonwealth’s willingness to take account of the State’s priorities and strategic needs in the Compact development process. Compacts provide an opportunity to bring about a closer alignment of the strategic interests of the State, university capabilities and Commonwealth policy directions for the higher education sector. NSW would like to engage closely with the Commonwealth to ensure that this kind of alignment can be achieved through the Compacts process. (pg.23-24)

## **2.5 Summary**

The challenge for the sector is to provide sufficient quality professional experience/practicum places for an increasing number of pre-service students as the rates of participation from low SES students increase in teacher education. Sufficient funding to support students during professional placements should be linked with reliable and timely workforce planning data to inform course development and student recruitment. This highlights the need for reciprocity between the various stakeholders in providing significant, equitable and effective professional experience placements. The current AITSL-led consultation to develop a national system for the accreditation of pre-service teacher education programs is an opportunity to identify issues of the number of places needed,

the resourcing provided by universities and the challenges faced by students when accessing their professional experience placement.

### **3. Project Description**

#### **3.1 Aims of the Project**

This research project gathered data on pre-service professional experience teacher education programs from tertiary institutions in NSW – tertiary institutions are members of the NSW Teacher Education Council (TEC). The project was initiated by the TEC to examine the issues of access and equity in teacher education professional experience faced by tertiary institutions from the perspective of the pre-service teacher and the tertiary institution.

#### **3.2 Research Project: Definition of terms**

The access and equity agenda underpins social and cultural entities where human capital is involved (Bourdieu 1998; 1999). In the area of professional experience in teacher education programs the formation of access and equity is delivered through constraints and delimitations. In this report the determinants of *access* are explained through the process of admission and permission to complete; the right to, and the quality of, approachability; to be able to reach a goal, acquire, obtain or receive professional experience requirements. *Equity* is considered as the even-handedness, quality of fairness, impartiality and justness in managing the requirements of field experience in teacher education programs.

The decision to apply the term, 'Tertiary Institutions' rather than 'Universities' is due to the representation of Institution participants who do not necessarily fall under the category of University but are Institutions who offer teacher education programs. By the use of the term, 'Tertiary Institutions', all institutions which offer accredited teacher education programs in NSW are represented.

'Professional Experience' will be used rather than 'Field Experience' or 'Practicum' when referring to professional experience requirements of any teacher education program. This distinction is made to set up a consistency, as many institutions, due to history and discourse representation, take up various cognates of the term 'Professional Experience'.

### **3.3 Research Design and Methodology**

The research reports on the organisation and supervision constraints managed by each institution between 2008 and 2009. Both quantitative and qualitative data are gathered to inform this large-scale research project detailing the specifics of the field experience placements in order to inform future policy modifications.

The project has two distinctive phases:

- 1) Data collection through surveys and phone interviews, which focus on organizational information regarding professional experience requirements with nominated representatives from tertiary institutions that offer Teacher Education Programs.
- 2) Pre-Service Teacher Online Survey administered by Australian Catholic University to gather data from ALL students in each Teacher Education Program from each represented institution. The survey focuses on quantitative and qualitative data to examine issues that impact on pre-service teachers undertaking professional experience requirements. An ethics application was submitted and approved through the Australian Catholic University Human Research Ethics office.

#### **3.3.1 Tertiary Survey and Instrument**

In collaboration with representatives from the Professional Experience offices in each tertiary institution, a spreadsheet was used to gather quantitative data to document: numbers of students; the length of each professional experience block; the regions and types of schools utilised; and interstate and international placements for each teacher education program. Qualitative data was also gathered through a survey and phone interviews regarding the arrangements made in implementing professional experience placements — who is involved; the level of involvement; the implementation of a model of field experience; how is the model of supervision recognised in promotional pathways within the tertiary institution; placement organisation; and supervision requirements.

#### **3.3.2 Pre-service Teacher Survey and Instrument**

The online survey was administered through the LimeSurvey Tool. Participants were advised that:

“This survey is anonymous. The record kept of your survey responses does not contain any identifying information about you unless a specific question in the survey has asked for this. If you have responded to a survey that used an identifying token to allow you to

access the survey, you can rest assured that the identifying token is not kept with your responses. It is managed in a separate database, and will only be updated to indicate that you have (or have not) completed this survey. There is no way of matching identification tokens with survey responses in this survey.”

All sixteen represented tertiary institutions had access to the survey. Pre-service teachers from each teacher education program were advised of their input and the survey was accessed through the NSWTEC website and completed online.



## 4. Results

### 4.1 Results of Tertiary Surveys

Initially there were sixteen institutions prepared to participate in this project; thirteen of the sixteen took part in both the institution and pre-service teacher data collection.

#### 4.1.1 Limitations of the Tertiary Data

Due to a range of methods in which data was gathered and stored by each institution and the amount of time needed in some cases to go through hard copy documentary evidence to examine the participation records of the professional experience, there are some inconsistencies in the data collection. Participation numbers are well-represented. However, the distribution of pre-service participation in each allocated professional experience placement is difficult to determine and extract precise figures. The following institutions provided responses to the Tertiary Institution survey:

- University of New South Wales
- University of Sydney
- University of Technology, Sydney
- Charles Sturt University
- University of Wollongong
- University of Notre Dame Australia
- University of New England
- University of Newcastle
- Wesley College
- Southern Cross University
- University of Western Sydney
- Australian Catholic University
- Macquarie University

#### 4.1.2 Placement Requirements and Placement Locations

An approximate total of 17,819 pre-service teacher placements were administered in 2008 by thirteen tertiary institutions from Early Childhood, Early Childhood/Primary, Primary and Secondary teacher education programs in NSW (*Table 5; Figure 1*).

**Table 5 Numbers Placed in 2008 in each Program Cluster**

Course Type	13 Universities
Early Childhood	1,075
Early Childhood/Primary	633
Primary	7,136
Secondary	8,975
Total	17,819

Figure 1

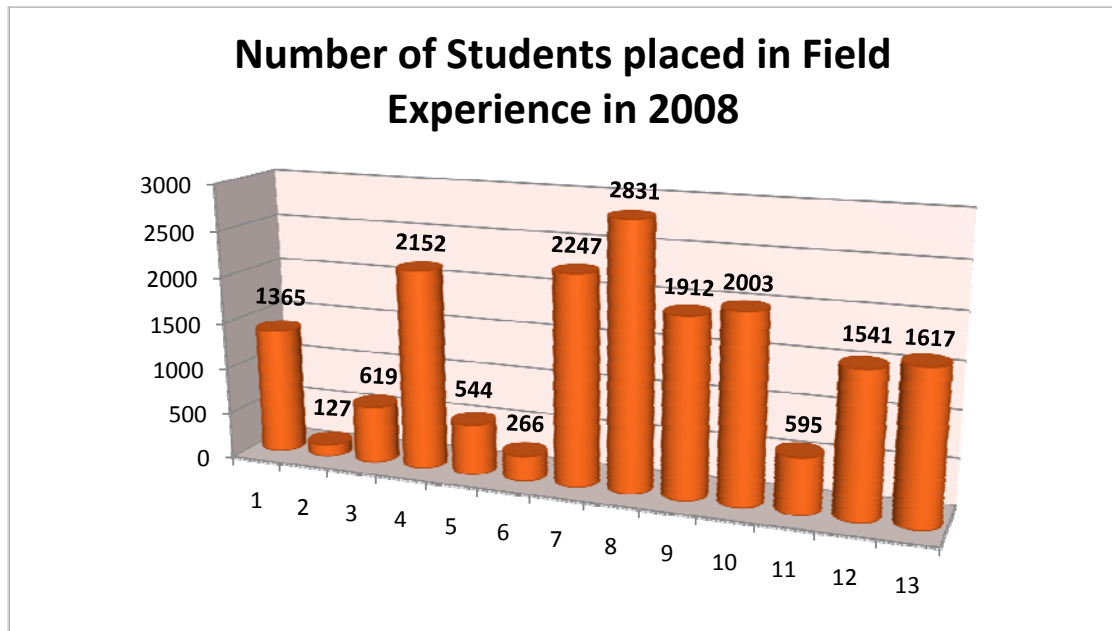
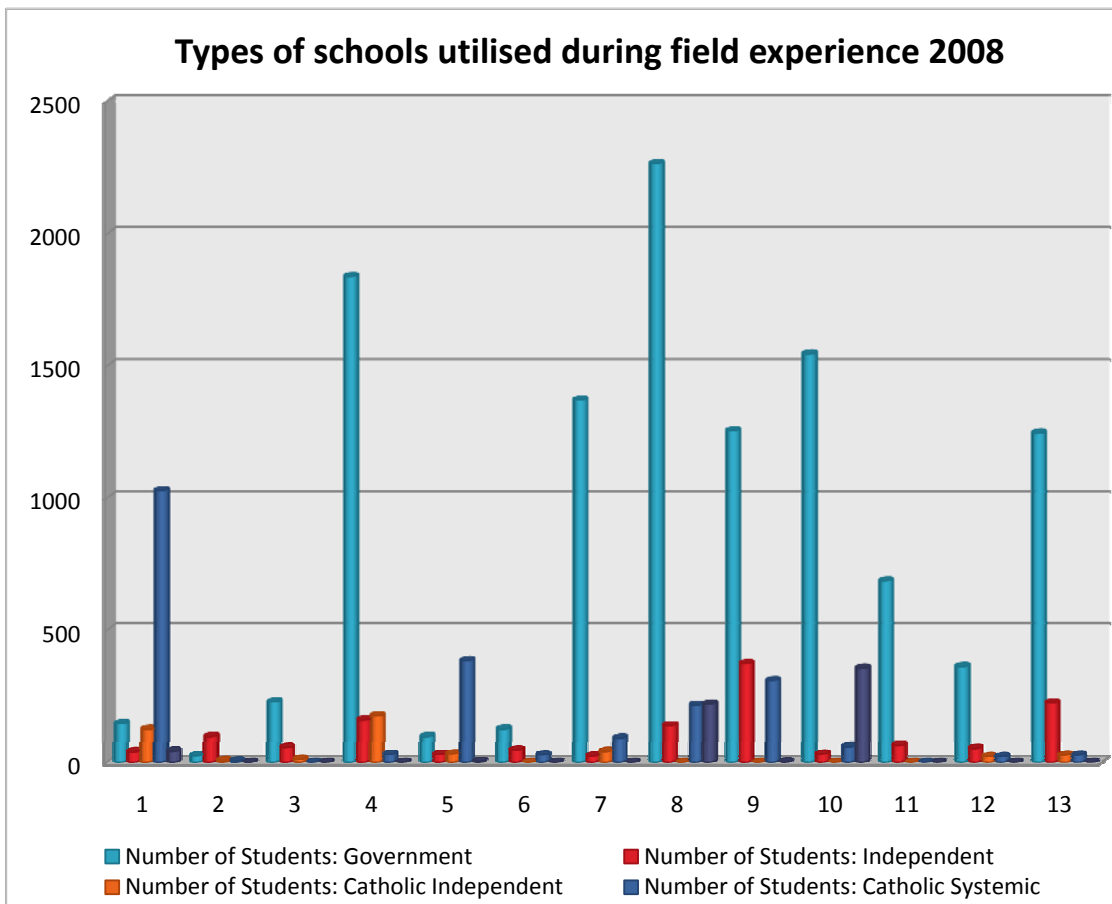
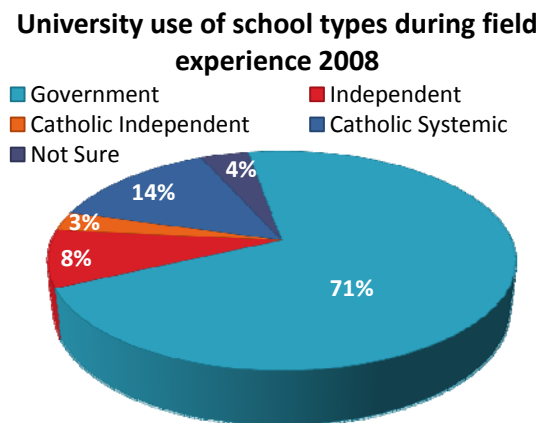


Figure 2



These professional experience placements were: 71% in government schools; 17% in Catholic systemic and Catholic Independent schools; 8% in Independent schools and 4% were unsure of the type of school as per these configurations (*Figures 2 and 3*). However, the 4% represented as 'unsure' needs to account for the placement of Early Childhood centres that may hold a large part of this representation.

**Figure 3**



#### **4.1.3 Professional Experience Placements: Roles and Responsibilities**

Most tertiary institutions have a Professional Experience office or administrative section that makes all arrangements for school placements. The administrative office is made up of between one and five administrative staff in full-time and part-time capacities. An academic professional experience coordinator is allocated for either particular programs or program clusters. Their role is to oversee the professional experience program and have some responsibility in administering placements — their focus is to liaise with the students and the schools before, during and after the professional experience placements. Two of the thirteen institutions employ a liaison officer whose role is to meet relevant staff in schools to develop partnerships and thus increase placement opportunities for future pre-service teacher placements. One tertiary institution indicated that an online system is used to place students. All institutions set up preference systems for pre-service teachers to allocate a top three preference for their school placement for a given professional experience block.

The supervision requirements and processes are managed by full-time academic staff — including, in two institutions, the Dean of Education, selected casual lecturers, volunteers from within the school and separately employed school teachers and ex-principals.

#### **4.1.4 Models of Supervision**

Overall, institutions claimed a ‘hands on’ approach to professional experience supervision processes — where allocated university supervisors worked closely with the school and the pre-service teacher during the placement to provide constructive feedback and support to both the pre-service teacher and school staff. One of thirteen institutions also had online communication portals where supervisors and pre-service teachers have opportunities to exchange discussions. The ‘models’ are described as ‘practice-based’ with the pre-service teacher being immersed in the context of the school. Some tertiary institutions that deal with distance or off campus teacher education programs place sole responsibility with a supervising teacher within the school who has direct links to professional experience coordinators from within the university. Overall, the supervision models used are eclectic in approach with an emphasis on collaborative and immersed practice in the school context — ‘community of practice circles’ and ‘peer learning circles’ are some of the terms used to declare a framework of social practice used to develop authentic professional experience requirements.

Some institutions declare the ‘cluster model’, where schools are geographically grouped into clusters and pre-service teachers are placed within the cluster. Each cluster is assigned a university supervisor or advisor. One tertiary institution indicated specific elements of applied behavioural approaches and Gitlin’s model of horizontal supervision are specifically used in developing the professional experience supervision model. Similarly, Siedentop’s approach is also declared by this institution — as the means from which defined sets of teacher competencies are used in the teaching and observation activities. Largely, theories of ‘practice’ are described as the focus of applied supervisory models that formalise activities and requirements for the completion of the professional experience.

The fundamental difficulty in implementing a model of supervision is the complexities in meeting the needs of every school context, pre-service teacher, supervisory approaches

and school and university expectations. Particular issues were declared as challenging when supervisory responsibilities were shared or solely administered by nominated school representatives. Overall, the challenges are set within the complexities of providing pre-service teachers opportunities to immerse themselves in the practice of teaching and simultaneously meeting the needs of the tertiary students — the heavy administrative responsibilities are challenging issues for all institutions.

#### **4.1.5 Promotional Recognition**

Three of the thirteen institutions indicated that promotional recognition is given to staff involved in the model of supervision or placement requirements for the professional experience program. Nine institutions indicated that there are no provisions made for promotional recognition if staff are involved in the supervisory process during professional experience placements. Many tertiary institutions claimed that staff involvement was valued by the Head of School and the Dean of the Faculty, but not by the wider university context. Most institutions included staff involvement during the professional experience, particularly supervision activities, as part of their workload.

#### **4.1.6 Cost**

Principally the cost constraints in implementing professional experience placements are embedded within salary structures and university administrative structures for the day-to-day functioning of professional experience offices. Largely the costs per student during a professional experience placement are charged to the tertiary institution at about \$20 - \$25 per day per pre-service teacher — these estimates are predominately for costs to in-school teacher supervision. Additionally, some institutions are also charged with remunerating in-school coordinators \$1 - \$2 per student per day. Travel and accommodation expenses for university representatives are additional costs. Most institutions incorporate the university supervisor costs within the workload structure. In some cases a flat rate of between \$50 - \$66 for each pre-service teacher placement is allocated for university academic staff on top of the workload requirements. *Table 6* provides a summary for one university's cost for professional experience placements.

A number of additional costs are not indicated in *Table 6*. These are travel expenses, accommodation, and management of portfolio, qualifications and records of supervision. The summary reports a difference in costs per student when sessional staff are employed as university field supervisors (\$1,156.09 per student) and continuing university staff (\$1,984.84 per student) excluding the additional cost which are consistently applied regardless of staffing source.

**Table 6** An example of one university's professional experience costs

Program	Number of Students	Administration Costs	Payment to Colleague Teachers and Mentors	University Supervision Costs	Total	Cost per Student
Secondary	627		\$388,057.50	\$94,206.75^ (7.46 FTE)	\$482,264.25	\$769.92*
Primary	386*		\$241,852.50	\$57,996.50^ (3.44 FTE)	\$299,822.49	\$776.74*
Indigenous Away from Base	115		\$178,231	\$74,999.99# (0.72 FTE)	\$253,230.99	\$2,202.00*
Total	1,128	\$268,754.28	\$808,141	\$227,203.24	\$1,304,071.9	\$1,156.09
Total for full-time university staff	1,128	\$268,754.28	\$808,141	\$1,162,000.00 (11.62 FTE)	\$2,238,895.2	\$1,984.84

# Internal staff supervisors (12 Secondary students or 16 Primary students) 48 hours staff load (15% annual load allocation)  
 ^ External supervisors 4 hours x \$28.62 (3 week practicum), 5 hours x \$28.62 (4-5 weeks), 6 hours x \$28.62 (Internship) per student.

\* Professional Experience university administration not included

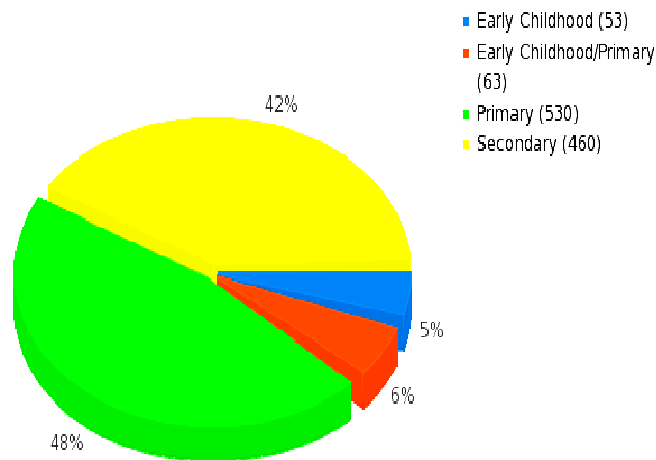
## 4.2 Results of Pre-service Teacher Surveys

The following institutions were represented by pre-service teachers in the online survey:

- Australian Catholic University
- Australian College of Physical Education
- Charles Sturt University
- Macquarie University
- Southern Cross University
- University of Newcastle
- University of New England
- University of Notre Dame Australia
- University of Sydney
- University of Technology, Sydney
- University of Western Sydney
- University of Wollongong
- Wesley College
- University of Notre Dame Australia

The online survey was made available to approximately 12,000 pre-service teachers. 1,106 completed responses were processed with respondents from 13 universities and higher education providers. Of the 1,106 completed responses, 53 responses came from pre-service teachers from an Early Childhood program, 63 from an Early Childhood/Primary program, 530 from a Primary program and 460 from a Secondary program (*Figure 4*).

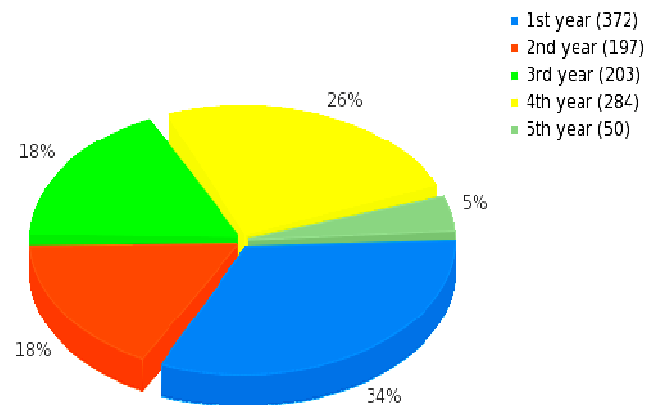
**Figure 4 Teacher Education Program Enrolled in 2009**



The majority of responses came from the first (34%) and the fourth year (26%) academic program (*Figure 5*). Pre-service teachers were asked to identify the amount of block placements set as a requirement for completion of their program — for the particular academic year undertaken in 2009. For the purpose of this report the data is based on the

716 responses identified as 'Practicum 1' responses. This is due to the fact that most of the data is fundamentally comparable to the other professional experience block placements noted as 'Practicum 2' or 'Practicum 3'.

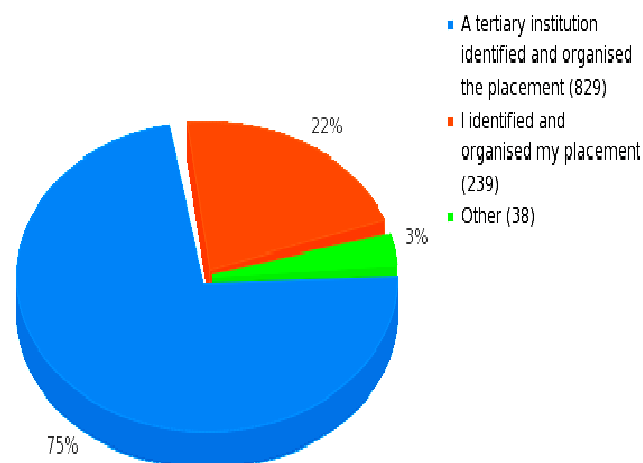
**Figure 5 – Academic year of the program in 2009**



#### 4.2.1 Organisation of Professional Experience Placements

The tertiary institution is predominately responsible for school placements for each consecutive block placement. *Figure 6* shows that 75% of the professional experience placements were organised and administered by the tertiary institution and 22% were arranged by the pre-service teacher at their own time, drawing on personal and professional connections.

**Figure 6 – Organisation of placements**





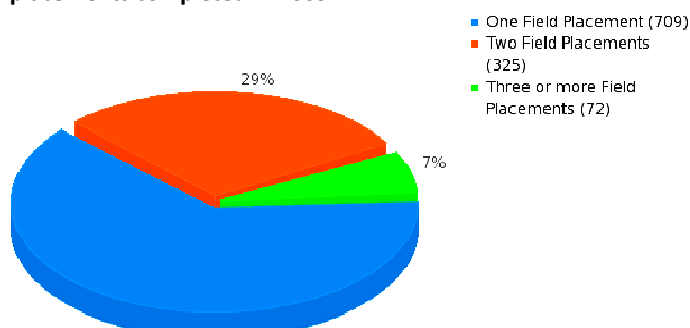
Of the 239 responses that indicated they identified and organised their own placements, 183 responses were from one Tertiary Institution (Institution J). Table 7 provides a breakdown of the responses corresponding to each tertiary institution.

**Table 7 Percentage and number of responses per tertiary institution**

Tertiary Institutions	Organisation of Placements			Total
	Tertiary institution identified and organised the placement	I identified and organised my placement	Other	
A	4	4	2	10
	40.0%	40.0%	20.0%	100.0%
B	26	7	0	33
	78.8%	21.2%	0%	100%
C	117	4	7	128
	91.4%	3.1%	5.5%	100.0%
D	0	1	1	2
	0.0%	50.0%	50.0%	100%
E	1	0	0	1
	100.0%	0%	0%	100.0%
F	100	8	4	112
	89.3%	7.1%	3.6%	100.0%
G	2	0	0	2
	100.0%	0%	0%	100.0%
H	49	0	1	50
	98.0%	0%	2.0%	100.0%
I	168	8	4	180
	93.3%	4.4%	2.2%	100.0%
J	47	183	5	235
	20.0%	77.9%	2.1%	100.0%
K	38	16	4	58
	65.5%	27.6%	2.9%	100%
L	138	1	6	145
	95.2%	0.7%	4.1%	100.0%
M	139	7	4	150
	92.7%	4.7%	2.7%	100%
TOTAL	829	239	38	1,106

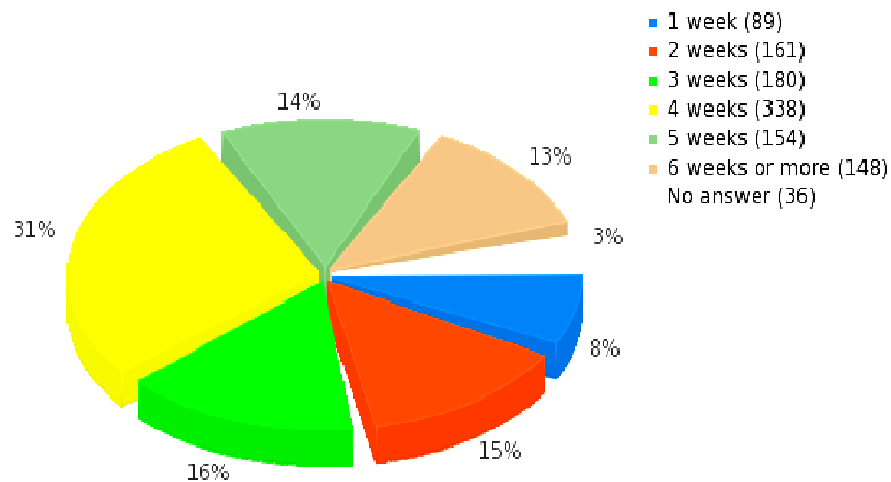
There were 12,000 pre-service students requiring over 17,000 placements in 2008, indicating that a number of students have multiple placements during a year. Responses from the students in 2009 reflect the multiple placements (*Figure 7*). In the year 2009, 64% of the respondents identified one professional experience requirement, 29% indicated two field experience placements and 7% noted three or more.

**Figure 7 – Number of school placements completed in 2009**



The length of each placement ranged from one week (8%) to six weeks (13%); the largest percentage of the placements was four weeks in duration (31%). On average, pre-service teachers indicated the commitment to one professional experience placement that ranged from four to six weeks in the year of 2009 (*Figure 8*).

**Figure 8 – Length of first professional experience**



#### 4.2.2 Location and Types of Schools

95% of the placements were within NSW (1,050 schools); 2% in Queensland (23 schools); and 1% from Victoria, ACT and South Australia (five schools each). (*Figure 9*)

**Figure 9 – Australian state in which professional experience was completed**

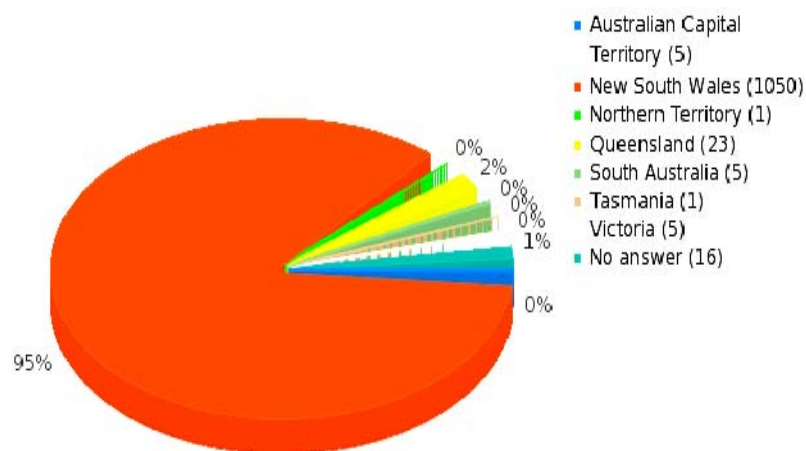
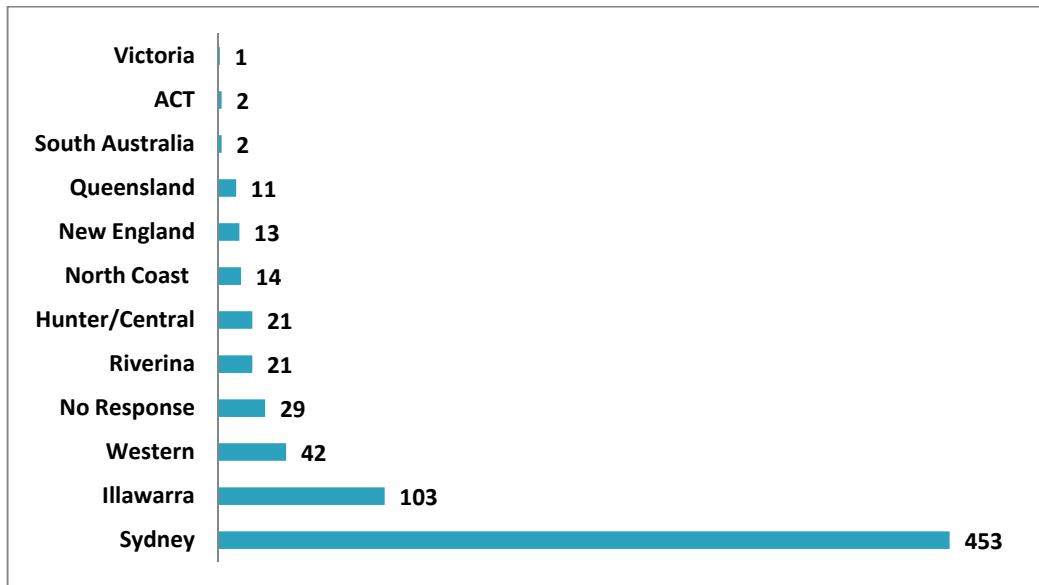


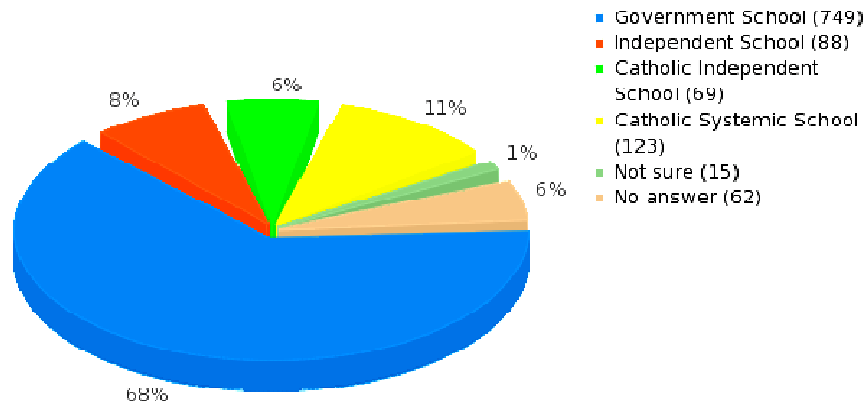
Figure 10 - Practicum 1 placement location (N=712)



Schools in which pre-service teachers were placed during their professional experience were predominately government schools (68%). Other school placements were in Catholic systemic and Catholic Independent schools (17%) and Independent schools (8%). However, 12% were unsure or provided no response (*Figure 11*).

It has to be mentioned that there were no provisions set up for pre-service teachers in Early Childhood and Early Childhood/Primary programs to indicate the 'type' of Early Childhood centre.

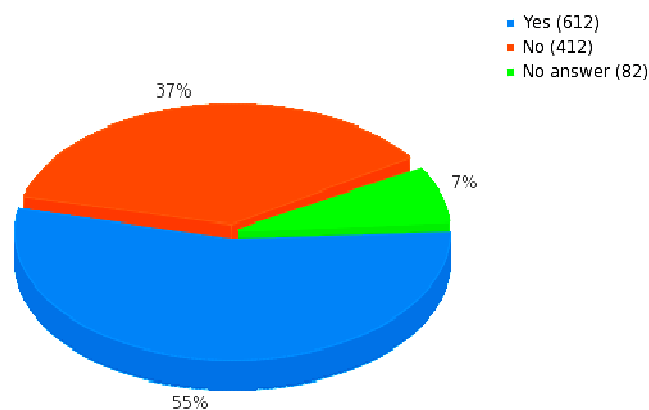
**Figure 11 – Type of school used for first professional experience placement in 2009**



#### **4.2.3 Paid Work and Income Distribution**

The impact of professional experience requirements to paid work interruptions and disrupted income distributions are highlighted in *Figure 12*; *Figure 13*; *Figure 14*; and *Figure 15*.

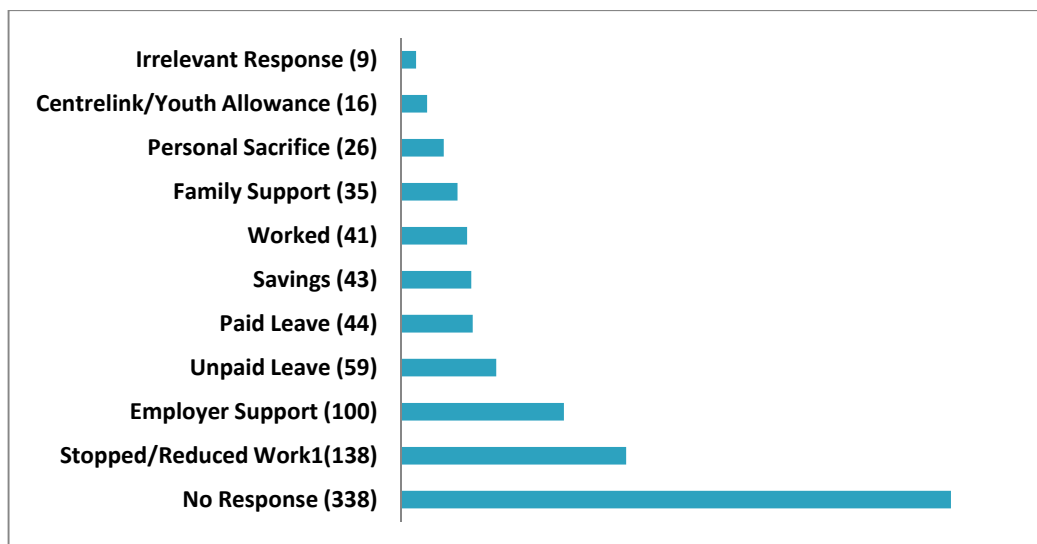
**Figure 12 – Interruption of paid work undertaking professional experience requirements**



55% indicated a level of interruption to paid work during this period, 37% indicated no interruption with 7% providing no response. 16.3% of respondents who indicated an interruption to paid work accommodated the interruptions by stopping work or reducing work requirements during the professional experience placement period; 11.8% indicated a

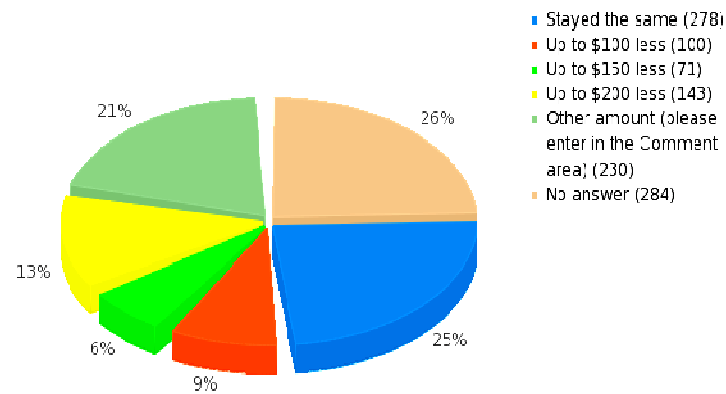
level of employer support; 6.9% undertook unpaid leave; 5.2% took paid leave alternatives; 5.1% utilised savings that were predetermined for the professional experience placement; 4.8% continued to work and undertook employment commitments without making any changes; 4.1% indicated family support through financial and/or accommodation facilities being provided; 3.1% indicated a personal sacrifice during this period, particularly utilising personal savings to complete the placement requirements; and 1.9% had youth allowance as a form of financial assistance. These interruptions were fundamentally organised and to be solved by the pre-service teachers themselves. The level of earnings from paid work during the professional experience placements varied in financial distribution:- 25% indicated that financial earnings remained the same with 9% indicating up to \$100 less was earned during this period; 21% indicated \$150 less and 13% up to \$200 less earnings during this period. The 25% of respondents who indicated that financial earnings remained the same also fall into the category of other support given during the placement requirements.

**Figure 13 – How did you accommodate these interruptions to your paid work during Practicum 1?**

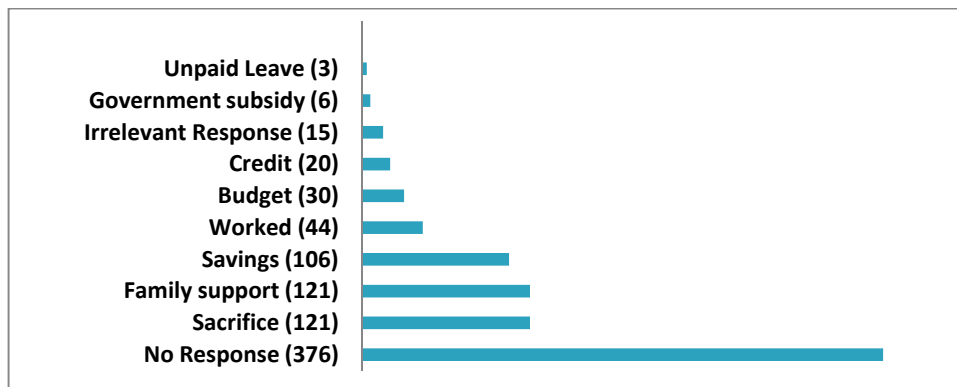


Data shows that the loss of income during the professional experience placement was managed similarly to interruptions to paid work. However, the increase of family support and personal sacrifice was highlighted, (*Figure 15*).

**Figure 14 – Paid work earned during professional experience**



**Figure 15 – Management of loss of income**



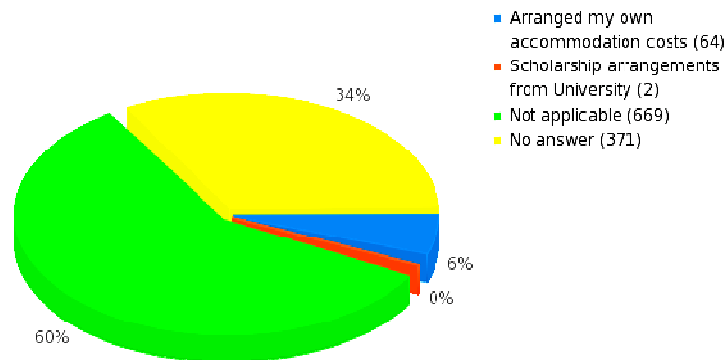
14.4% suggested personal sacrifices were made with particular reference to ‘going without’ as a repeated statement; equally 14.4% designated family support as an imperative to managing the loss of income; 12.6% indicated utilising personal savings; 5.2% worked more before or after the professional experience placement; 3.6% lived within a structured budget that took into consideration the loss of income; 2.4% took out a loan or lived from the use of credit cards and other credit facilities; and only 0.7% had a form of government subsidy.

The distinction between paid work interruptions and loss of income during the professional experience placement was separated as two distinct issues in the survey to examine if the two are related. Family and employer support were two of the key factors that assisted pre-service teachers during their placements to help manage interrupted work and financial changes (*Figure 13* and *Figure 15*). Government subsidies had little to no representation.

#### 4.2.4 Accommodation Requirements for Rural/Remote Placements

From the data gathered there was little representation of rural or remote professional experience placements. *Figure 15* shows this was not applicable for 60% of the pre-service teachers; 34% did not answer the question; and 6% had a rural or remote placement.

Figure 16 - Rural or remote area placements - accommodation arrangements

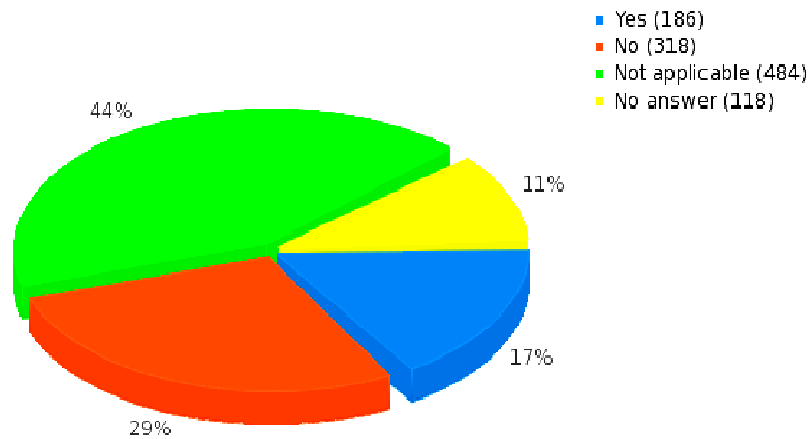


Of the pre-service teachers who were placed in a rural context they had to make their own accommodation arrangements and cover all the costs to complete the professional experience placement.

#### 4.2.5 Childcare and Other Care Arrangements

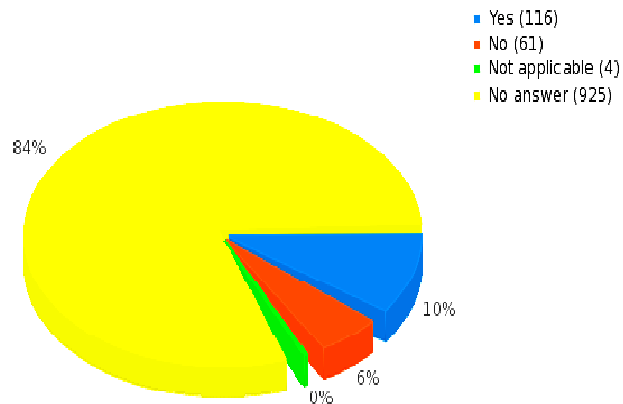
Only 17% of pre-service teachers indicated that care commitments and arrangements were made during placements. The issue of care arrangements was not applicable to 44% of the respondents and 29% indicated no arrangements were made (*Figure 17*).

**Figure 17 – Childcare or other care arrangements**



Of the 17% who indicated child-care and other care commitments:- 84% suggested that these increased commitments amplified financial obligations during the placement period (Figure 18).

**Figure 18 - Childcare or care arrangements increase financial commitments**

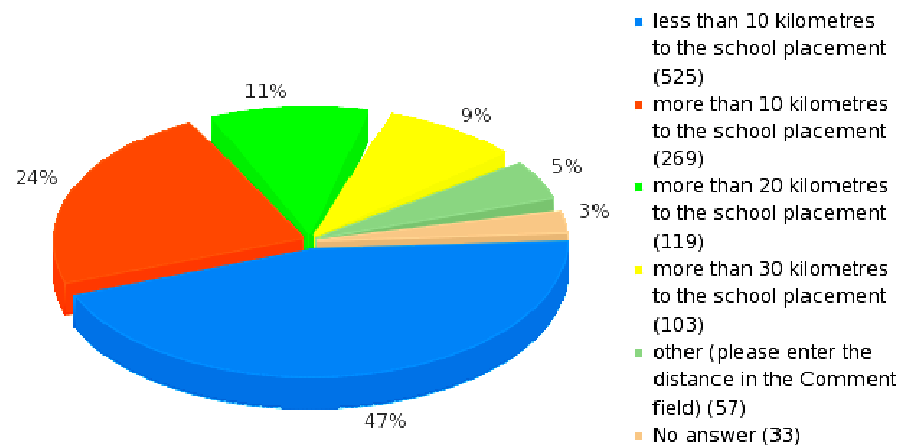


#### **4.2.6 Travel**

Travel constraints impacted on pre-service teachers during the professional experience placements. Figure 19 shows that:- 47% indicated that the travel distance from home to school placements was less than 10 kilometres; 24% claimed more than 10 kilometres travel; 11% indicated more than 20 kilometres; 9% indicated more than 30 kilometres; 5% indicated that distance was determined by the rural/remote placement which exceeded over 30 kilometres in these areas.

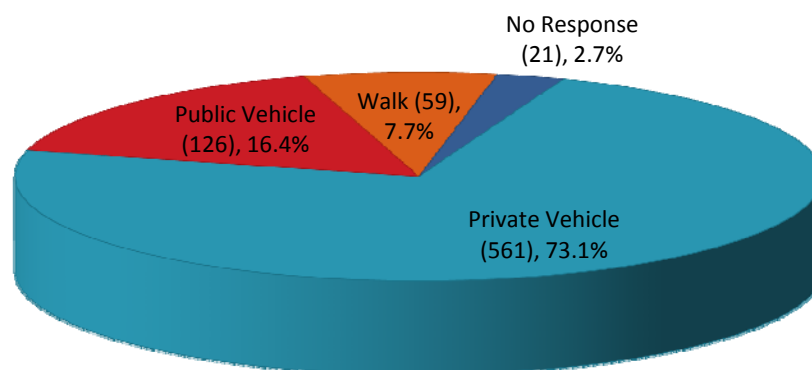


**Figure 19 - Travel distance during placements**



The modes of transport were:- 73% private vehicle; 16% public transport; and 8% walked from home to school placements (*Figure 20*).

**Figure 20 – Mode of Transport used during placement**



#### **4.2.7 Quality of Professional Experience**

This section of the survey, for the purpose of the research project, is used to set up a platform from which pre-service teachers can identify the value of the professional experience to the level of engagement and sacrifices they have made to meet the requirements. It is beyond the scope of this research investigation to determine intricate connections between levels of effectiveness in teacher education professional experience. Rather, this section of the survey is used as an impetus for further investigation. Similarly it

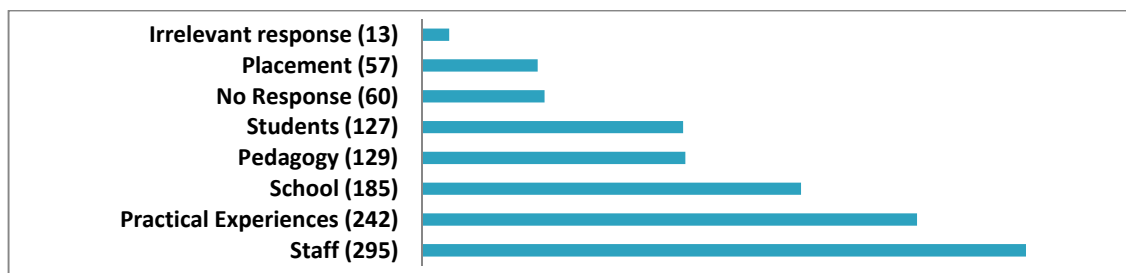
is a way in which the respondent can indicate the value systems at play in understanding concepts of quality in professional experience placements. The survey questions were framed to allow for interpretation of quality and effectiveness. Questions such as: “What were the best features of your professional experience?” “What did you find challenging during your professional experience placement?” “Please comment on the frequency of visits from the university representative and the quality of the engagement.” “Please comment on the quality of your in-school supervisor(s).”

#### 4.2.7.1 Best Features

Fundamentally, the responses indicate that the professional context and the accessibility to professional staff were valued highly in understanding quality in professional placements. *Figure 20* indicates that 26.6% of respondents determined ‘best features’ as the quality of school and the quality of university staff who were involved during the professional placement.

The following excerpt illustrates similar views represented in the survey where the school and the tertiary institution were identified as valuable, yet different in the roles and expertise they provided to the pre-service teacher: *“Extremely knowledgeable and supportive supervising teachers and the university supervisor gave me different ways to look at and apply my ideas — they were all different and fantastic.”*. 22% of pre-service teachers determined the best features of their placement as ‘practical experiences’ illustrating the value of immersing in ‘practices’ of the profession that are not always transparent and identifiable, but are presented by the field — the school, students and practices of pedagogy (*Figure 21*).

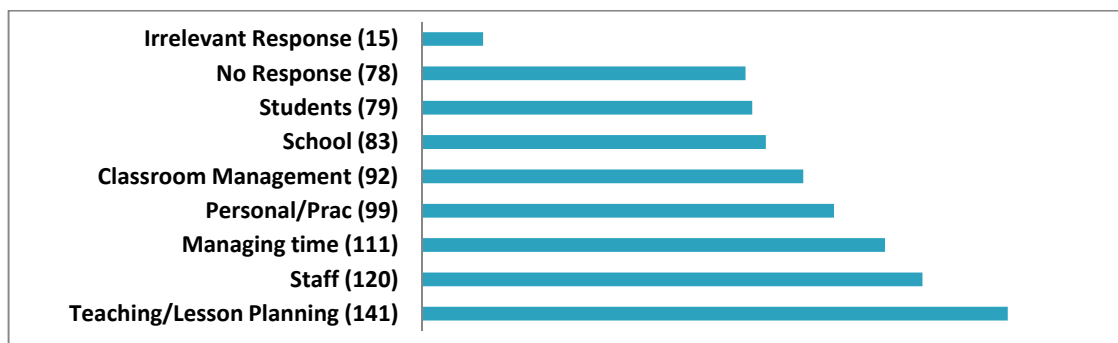
**Figure 21– Best features of the placement**



#### 4.2.7.2 Challenging Features

Figure 22 demonstrates that 17.2% of respondents found that managing teaching and planning requirements difficult and time-consuming; 15% were challenged by the nuances and complexities of working with other staff; 26% were confronted with managing work time, personal time and professional experience requirements - the work/study/life balance featured as a particular challenge in the survey. Furthermore, 26% of respondents also found that the loss of income during the professional experience to be a challenging factor in completing the placement requirements.

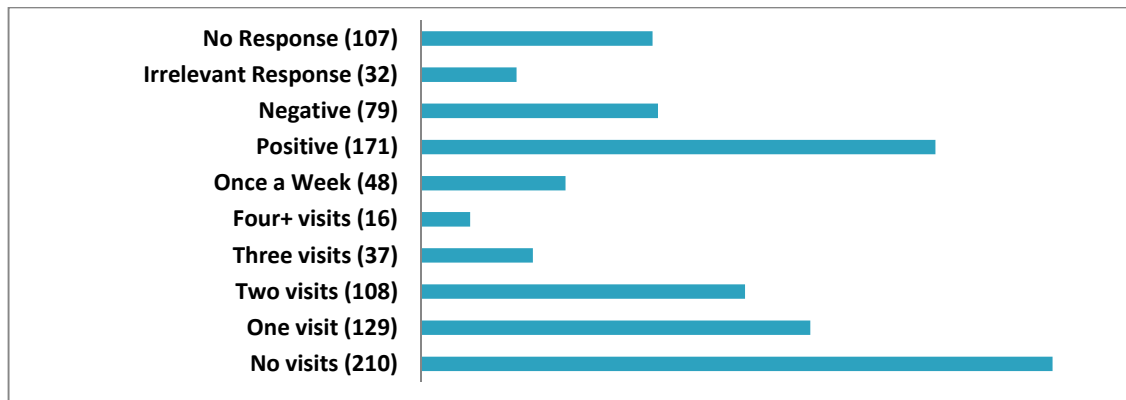
Figure 22 – Challenging features of the placement



#### 4.2.7.3 Quality of Engagement with the Tertiary Institution Representative and School Supervisors

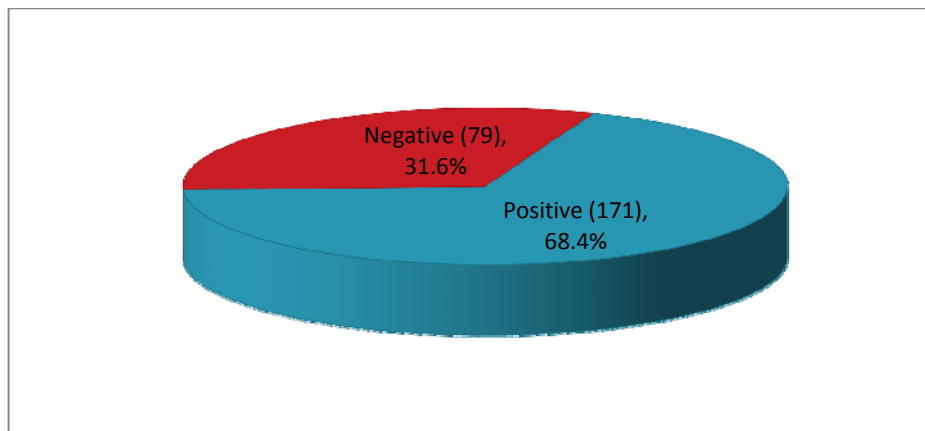
A high percentage of the responses noted that the tertiary institution representative was a positive factor in their professional experience. Similar statements and links were made to pedagogical and mentoring practices as addressed in the issues regarding 'best features'. 23.2% noted that there were no visits from the tertiary institution. Overall the frequency of the visits was a contributing factor to the quality of engagement between the tertiary supervisor and the pre-service teacher (Figure 23).

**Figure 23 – Frequency and quality of visits by tertiary institution representative**



68% claimed that the quality of the in-school supervisor was effective and a positive contributor to developing an effective professional experience placement. 32% stated that the in-school supervisor was ineffective and/or contributed negatively to their professional experience placement (*Figure24*).

**Figure 24 – Quality of school supervisor**



## 5. Discussion

In 2006 the 11 publicly funded universities were surveyed to assess the number of placements required, their location and program type. In 2008 an additional two tertiary institutions have provided this information, as well as students from these institutions in 2009 (*Table 7*). All data have been reported collectively. However, there are differences across tertiary institutions in terms of program availability, student numbers and professional experience requirements.

**Table 7. Institutions involved in data gathering 2006 and 2008-2009**

2006	2008 and 2009
<ul style="list-style-type: none"><li>• Australian Catholic University</li><li>• Charles Sturt University</li><li>• Macquarie University</li><li>• Southern Cross University</li><li>• University of Newcastle</li><li>• University of New England</li><li>• University of New South Wales</li><li>• University of Sydney</li><li>• University of Technology, Sydney</li><li>• University of Western Sydney</li><li>• University of Wollongong</li></ul>	<ul style="list-style-type: none"><li>• Australian Catholic University</li><li>• Charles Sturt University</li><li>• Macquarie University</li><li>• Southern Cross University</li><li>• University of Newcastle</li><li>• University of New England</li><li>• University of New South Wales</li><li>• University of Notre Dame Australia</li><li>• University of Sydney</li><li>• University of Technology, Sydney</li><li>• University of Western Sydney</li><li>• University of Wollongong</li><li>• Wesley College</li></ul>

The following sections review the findings and indicate implications for the current context, particularly the development of a national system for the accreditation of pre-service teacher education programs.

### 5.1 Participation

With increased emphasis on participation more likely to encourage low SES, rural and regional students, rather than high and middle SES students in metropolitan areas to consider teaching as an attractive option (Top of the Class 2007, pg.49), the issues of equity and participation that go beyond the initial enrolment process apply disproportionate pressure on education faculties, schools, and students.

55% of students reported that in order to participate in professional experience they experienced a loss of income, with 14.4% suggesting personal sacrifices were made with

particular reference to 'going without' as a repeated statement. Equally 14.4% designated family support as an imperative to managing the loss of income; 12.6% indicated utilising personal savings; 5.2% worked more before or after the professional experience placement; 3.6% lived within a structured budget that took into consideration the loss of income; 2.4% took out a loan or lived from the use of credit cards and other credit facilities; only 0.7% had a form of government subsidy. When travel, accommodation and child care are added to the cost burden for students, lengthy unpaid professional experience will impact on the potential for some students within the targeted participation group to successfully complete their course. Therefore, in developing and designing access programs and university participation requirements, it is necessary to scrutinise the figures that expose the hidden economic structures that support students during professional experience placements.

## **5.2 Funding**

As indicated, in NSW there are an agreed number of days for professional experience with the majority of these being supervised professional experience and covered by the current award. These expectations are currently under review as part of the consultation phase of the national system for accreditation of pre-service teacher education programs (AITSL, 2010). With the expectation that 80 days be required for undergraduate programs and 60 days for graduate programs, this could mean an increase for some programs which will increase the costs for students and institutions. Income contingent loans for income support, similar to the current Commonwealth Supported Place and Fee Help for tuition costs could provide a way to support student participation.

Funding to universities needs to reflect the cost associated with placement and quality models of supervision. One example of cost to universities is the difference in costs per student when sessional staff (\$1,156.09 per student) and continuing university staff (\$1,984.84 per student) are employed as university field supervisors. This is excluding the additional costs such as travel expenses, accommodation, management of portfolio, qualifications and records of supervision. These are consistently applied regardless of staffing source.

Recent Centres for Excellence initiatives as a National Partnership strategy have not necessarily resulted in increased professional experience places for partner universities which have encountered increased costs to participate in the Centres - with no National Partnership funding being assigned to the universities for their involvement.

### Recommendation 1

There is significant need to support pre-service teacher professional learning during teacher education programs. This support needs to be both professional and financial to cover the costs of extended periods of unpaid work during field experience periods.

### 5.3 Accreditation

Currently consultation around the system for pre-service teacher accreditation has highlighted the need for partnerships between higher education providers and schools. This is to ensure sufficient placements are available, as well as the supervisory and professional experience support to pre-service students. In 2006 the 11 publicly funded NSW universities required 17,935 places for their students enrolled in pre-service programs (Nicholson, 2007, pg.8). In 2008 these places had been reduced by about 4.5% (787) for the 11 universities involved in the 2006 data collection and by 0.65% (116) for all institutions over the 2006 figure (*Table 8*).

**Table 8. Comparison of field placements (all locations) between 2006 and 2008**

Course Type	2006 11 universities	2008 13 universities/HEI	2008 11 Universities
Early Childhood	1,518	1,075	1,075
Early Childhood/Primary	439	633	502
Primary	8,611	7,136	6,795
Primary/Secondary	1,117	0	0
Secondary	6,250	8,975	8,776
Total	17,935	17,819	17,148

In 2008 there were 238,725 students and 15,602 teachers in 583 Catholic schools in NSW (Statistics 2008 Extract, NSW Catholic Schools, Catholic Education Commission, New South Wales, August Census 2008) and more than 2,200 government schools. These figures are consistent with the 2006 reported data (*Table 9*).

**Table 9. Numbers of Schools and Teachers - 2005-2006\* (Nicholson, 2007, pg.8)**

Category(NSW)	Schools	Teachers
Government	2,246 (69%)	58,528
Catholic Education Commission	585 (18.07%)	13,029
Association of Independent Schools	428 (14.05%)	12,000
Total	3,259	83,557

\*Sources: NSW Department of Education and Training 2006 Annual Report, [www.schools.nsw.edu.au](http://www.schools.nsw.edu.au), [www.cecsw.catholic.edu.au](http://www.cecsw.catholic.edu.au), [www.aisnsw.edu.au](http://www.aisnsw.edu.au)

Both the government (71%) and Catholic systemic (14%) and non-systemic (3%) schools are identified as providing a proportional number of professional experience places. The number of places provided by the non-catholic Independent schools is 8%, which is around half the number of places that sector should be providing to provide pro rata support for the profession (*Figure 25*). The 'Not Sure' figure of 4% reflects the uncertainty of some field placement staff in the identification of Catholic systemic and non-systemic schools.

A high percentage of the students' responses noted that the tertiary institution representative was a positive factor in their professional experience. It is important to note that 23.2% of pre-service teachers reported that there were no visits from the tertiary institution. Overall the frequency of visits was a contributing factor to the quality of engagement between the tertiary supervisor and the pre-service teacher. Given the positive value placed on university supervision by both the student and school partners this remains a contested issue in the current university resourcing context.

Similarly, nearly 70% of pre-service teachers surveyed claimed that the quality of the in-school supervisor was effective and a positive contributor to developing an effective professional experience placement. 32% stated that the in-school supervisor was ineffective and/or contributed negatively to their professional experience placement. Student responses confirmed the importance of quality tertiary supervisors and in-school supervision for the effectiveness of the experience.

The challenge to provide diverse professional experience is associated with cost of placement for the pre-service teachers and the quality of supervision able to be provided by the university. For the pre-service teacher survey more than 63% of the placements were



completed in the Sydney Metropolitan area (*Table 10*). This is not surprising considering the number of students living in the Sydney Metropolitan area who are enrolled in rural institutions and studying in distance/online modes. This imbalance will continue and possibly increase without financial support to provide a professional experience outside the main metropolitan areas. This will be a lost opportunity in terms of diverse experience for pre-service teachers.

There are also increased university costs to support rural and remote placements. One institution estimates that the cost to support rural placements is \$2,202 per student, compared to \$769 for a student based in the metropolitan area (*Table 6*). The cost in some locations may be prohibitive even though university supervision is valued for professional experience.

22% of students reported finding their own professional experience placement. This tended to reflect the policy of the institution with two or three institutions being significantly reported as not providing the place for their students. The reliance on students to find their own placements may place pressure on the available placements, diminish the establishment of partnerships between universities and schools as well as reduce the diversity of the experiences.

The current consultation on the national system for pre-service teacher education program accreditation and the National Teaching Standards provides an opportunity to embed the need to support pre-service teacher professional learning and the availability of professional experience placements, especially at the higher levels. This strategy has the potential to enhance the quality of the pre-service teachers' professional learning, as well as that of the supervising teacher.

Figure 25

## University use of school types during field experience 2008

Government Independent Catholic Independent  
Catholic Systemic Not Sure

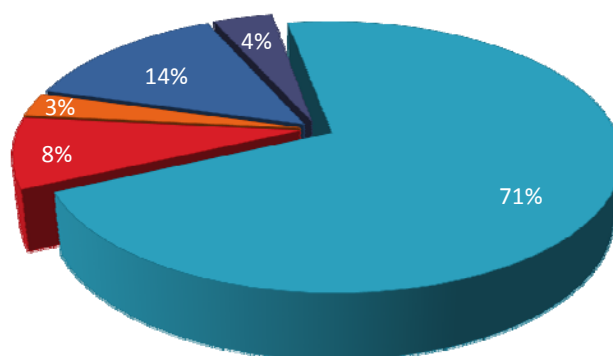


Table 10. Comparison of field placements (all locations) 2006 for 11 Universities

Year	Placements in Sydney	Placements in Rural/Remote	Placements in Other	Total
2006 (University data) n = 17,935	50.87%	27.28%	21.85%	100%
2009 (Student data) n = 712	63.42%	12.92%	23.66%	100%

### Recommendation 2

The issues around availability of support for professional experience placements, especially at the higher levels of the National Professional Standards for Teachers are also imperative considerations in addressing the needs of professional learning.

### **Recommendation 3**

The current consultation on the national system for pre-service teacher education program accreditation and the National Professional Standards for Teachers provides an opportunity to embed these considerations in policy development and formation and bring to the forefront the impact of professional experience to both pre-service teachers and tertiary institutions.

### **5.4 Workforce Planning**

Recently attempts to link the state government's workforce planning needs with the Compact agreements between universities and the Commonwealth Government have emerged. Given the 4.5% reduction in overall placement requirements for the 11 universities established in NSW there is some indication that the workforce planning needs articulated in 2006 have been heeded. Furthermore, this figure reflects a 21.08% reduction in Primary education places and an increase of 40.41% for Secondary places (*Table 8*).

The challenge of accurate and timely workforce data has been identified by many commentators, including Owen et al., (2008) and more recently in the AITSL (2010) consultation process. There is a tension between a reductionist position on: the value of an undergraduate degree being solely linked to employment; the lengthy lead time in universities for course development and approval; the workforce management practices of the various sectors; and global financial factors. These factors impact on the rhetoric of intellectual inquiry and the explorative nature of higher education which are so readily referenced to highlight progress whilst constraining factors impact on the reality of higher education completions.

In a context of perceived oversupply the motivation to engage with the provision of professional experience placements could be reduced. In turn, teacher education programs in the future, may become more reductive than expansive as the increases affect both individuals and institutional structures.

**Recommendation 4**

Cross-sectoral planning is needed to ensure the availability of a professionally prepared teaching workforce that meets the demands of population growth, flexible employment practices and curriculum changes, while managing graduate employment expectations.

## 6. Conclusion

This research initiative provides a platform from which data from within teacher education programs and pre-service teacher experiences indicate complex relationships that impact on funding structures and equitable participation in professional experience. The information gathered highlights a number of challenges faced by the sector in the development of a national system for the accreditation of pre-service teacher education programs, with particular reference to the professional experience component and cross-sector partnerships.

It is fundamental for any teacher education provider to examine the monetary limitations and life-balance factors that affect both pre-service teachers and education faculties. With the anticipated increase in enrolments from low SES, rural and remote areas in teacher education programs, the reality of equity and quality access to professional experience is an actuality rather than a rhetorical statement. Placement initiatives are not just a matter of geography, but have real life implications that may be a silenced reality for pre-service teachers as they struggle through economic limitations. Therefore formation of equity and access in professional experience participation needs to be examined by teacher education providers, governments and policy makers to ensure factors that perhaps remain silenced through lack of ownership can be addressed with the aim to be inclusive.

Availability of placements and the viability of quality engagement are directly connected to the ways in which economic and social factors are linked to higher education access. The responsibility to meet the requirements for teacher education completion is both an individual, structural, political and systematic concern that associates access and equity to quality completions of professional experience requirements in teacher education.

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