



Australian Government

Quality Teacher Programme

**TEACHER SECONDMENTS AND
PLACEMENTS
to UNIVERSITY EDUCATION FACULTIES**

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List of Acronyms

ACER	Australian Council for Educational Research
ASISTM	Australian School Innovation in Science, Technology and Mathematics
B.A.	Bachelor of Arts
B. ECS.	Bachelor of Early Childhood Studies
B. Ed.	Bachelor of Education
B.LM.	Bachelor of Learning Management
B. Sc.	Bachelor of Science
B. Teach.	Bachelor of Teaching
CE	Catholic Education
CEC	Catholic Education Commission
CEO	Catholic Education Office
CQU	Central Queensland University
DEST	Department of Education Science and Training
DET	Department of Education and Training
DETA	Department of Education, Training and the Arts
DECS	Department of Education and Children's Services
DOCS	Department of Community Services
EC	Early Childhood
Ed.D.	Doctor of Education
ESL	English as a Second Language
Grad. Dip. Ed.	Graduate Diploma of Education
Grad. Dip. Teach.	Graduate Diploma of Teaching
HE	Higher Education
HECE	Higher Education Contract Employment Award (1998)
HR	Human Resources
HSC	Higher School Certificate
ICT	Information and Communication Technologies
ITE	Initial Teacher Education
JCU	James Cook University
KLA	Key Learning Area
LLM	Lead Learning Manager
MERI	Melbourne Education Research Institute (University of Melbourne)
MOTE	Models of Teacher Education
MOU	Memorandum of Understanding
M.Teach.	Master of Teaching
OFSTED	Office for Standards in Education
NSW	New South Wales
PD	Personal Development
PDHPE	Personal Development, Health and Physical Education
PDS	Professional Development Schools
PGCE –	Post Graduate Certificate in Education
Ph.D.	Doctor of Philosophy
PISA	Programme for International Student Assessment
SCITT	School-Centred Teacher Training Initiative
TAFE	Technical and Further Education

TAS	Technology and Applied Studies
UNE	University of New England
UniSA	University of South Australia
UWS	University of Western Sydney
VET	Vocational Education and Training

EXECUTIVE SUMMARY

One issue which has always been strongly implicated in the general international debates around teacher education is the role of school teachers in the delivery of these programs. The objective of the project commissioned by the DEST “Research on Teacher Secondments and Placements to University Education Faculties” was to document and analyse the extent and success of school teacher placements and secondments to university Education Faculties in Australia. This project investigated, in the first instance, the range of modes through which teacher placements currently operated within teacher education. Potentially these placements can vary from full-time block release and relocation to a university for teaching and/or research, through to additional casual after hours involvement in course delivery.

Two key terms in the project brief were ‘secondments’ and ‘placements’. The research team took the view that ‘secondments’ could potentially refer to:

- situations in which a teacher is employed and paid jointly by both the University Education Faculty/ School/ Department and an education authority such as a state Department of Education. The teacher thus works both at the university and with the education authority – the latter usually in schools. These are referred to here as **joint appointments**.

- situations in which a teacher is on leave from teaching in schools for the purpose of teaching temporarily, but usually full-time in a university Education Faculty / School / Department. These are referred to here as **secondments**.

In addition, as stated above, the research gathered data on a third category, viz:

- situations in which a teacher has a position in the university usually in addition to being a school teacher, usually after school hours and is not seconded to the Education Faculty/ School/ Department. These are referred to as **casual/sessional** lecturers or tutors.

The research team has taken a broader view of the research brief term ‘placements’, however, to include a range of roles which teachers might have in teacher education, such as possible adjuncts to the Faculty through delivering some coursework in schools, or

through particular kinds of roles in specific partnership arrangements. Initial discussion of the project showed that it was too simplistic to discuss the roles that teachers might play within Education Faculties/ Schools/ Departments unless account was also taken of such partnerships.

The project brief is premised on an assumption that the quality of teacher education is likely to be enhanced by the effective inclusion of current school teachers in its planning and delivery. High quality input from skilled and well-regarded practicing teachers can contribute greatly to the quality of such programmes in the field. The research design aimed to produce a comprehensive scan of the field of teacher education and to develop rich descriptions of effective partnerships between universities and school teachers.

Teacher education has often been debated in the literature in terms of the balance between ‘theory’ and ‘practice’ but any discussion that characterises teachers as lacking ‘theory’ and university courses as too ‘theoretical’ at the expense of being ‘practical’ is simplistic. While recognising that these terms are problematic, it is nevertheless the case that each field is cognisant of both ‘theory’ and ‘practice’. Literature also emphasises that in recent years schools and universities have each increasingly recognised the value of partnerships in pre-service teacher learning. However, while schools and universities share perspectives and influence on the education of pre-service teachers, their institutional cultures can make the development of partnerships a complex issue. The locations and arrangements that bring university educators and school teachers together around teacher education are becoming increasingly diverse and imaginative, for example the development of professional development schools. The professional literature suggests that excising the inherent complexities of the relationships within and between partners will reduce insights into quality teacher education, specifically into the role of seconded teachers who simultaneously live in both worlds.

The project entailed two phases of data collection.

Phase 1 In this phase, a telephone survey of approximately 30 minutes was conducted with key personnel, viz:

- University Heads of programme – Early Childhood/ Primary/ Middle school/ Secondary and/or their nominees
- Representatives of Educational authorities/systems

Thirty-one Education Faculties / Schools / Departments took part in the research. In addition, 9 systems representatives were interviewed (7 from state public systems, 2 from CEOs).

Phase 2 aimed for depth through a case study approach wherein a selection of sites, identified through data collection in *Phase 1*, were examined in close detail. These case studies were conducted to document the dimensions and characteristics of diverse practices which successfully incorporate school-based educators into teacher education. Heads of Education Faculties/ Schools/ Departments at each university were contacted about seconded/casual/ joint appointees working in their teacher education programs. In some case studies school teachers were contacted through the university.

In *Phase 1*, it was discovered that the vast majority of university Education Faculties/ Schools/ Departments use some school teachers in the delivery of their programmes and the major employment pattern of currently practising school teachers is as casual sessional staff across all programmes and sectors. It can also be reasonably surmised that the numbers of casual staff within each Faculty/ School/ Department strongly outweighs the number of seconded positions or joint appointments.

The biggest advantage which university staff perceived in using teachers was the currency of practice teachers bring to their courses. This was discussed partly in terms of teaching practice, but also in terms of bringing knowledge of the current policy context. Students were said to greatly appreciate the balance which using teachers created in their education. Universities also saw significant advantages for the teachers themselves. While the advantages which universities saw in having teachers involved in the delivery of their programmes were overwhelmingly to do with the nature of the teaching content – i.e. teachers bringing currency of practice to their courses – the disadvantages were almost always structural and to do with the ‘temporary’ nature of teacher employment. Universities were overwhelmingly positive about the advantages for themselves, the teachers and Education authorities in having teachers involved in the delivery of their courses. Moreover, specifically casual appointments allowed the university to match staff to their needs without the complexities of formal arrangements with education authorities. When teachers are employed by Faculties/ Schools/ Departments, there is a collegial process of course development.

Education systems provided a variety of policy scenarios for the employment of their teachers by universities. They saw very similar advantages for the university in these arrangements as the universities themselves did. They spoke of the advantages of having current teachers in initial teacher education (ITE) supplementing university perspectives with current experience, and as bringing a closer relationship between the two. The importance of 'context' and 'local situations' as part of that experience were emphasised. Education authorities also saw advantages for themselves. Most commonly, they talked about the potential for expertise to be brought back to the system through the professional development of staff. Teacher placements in universities also helped develop a close relationship between the education authority and the universities that facilitated each doing their job better as well as targeting research areas. They saw mutual benefit and a sharing of 'deep knowledge'. Some systems saw this as particularly relevant to the development of future leaders.

In addition, universities reported on a range of interesting programmes which sought to engage teachers in the delivery of pre-service teacher education through their work in schools, including through interesting practicum arrangements. These arrangements formed part of the rationale in choosing case study sites.

Case studies in *Phase 2* were conducted in eight university sites. Eight criteria are suggested for the conduct of successful teacher appointments in universities:

- a) Matching teacher experience, skills and personality to the Education Faculty/ School/ Department needs
- b) Providing professional learning opportunities for teachers, specifically in relation to teaching in tertiary education
- c) Providing on-going mentoring and support
- d) Including teacher appointees in all activities of the university teaching team
- e) Ensuring teachers pay and conditions are maintained
- f) Providing time, resources and support for research and higher degree study
- g) Opportunities to continue the relationship after the first year to consolidate learning and experience
- h) Maintaining and building on links with the teachers' own school and other local schools

Overwhelmingly, the roles that teachers play in teacher education programmes were seen as positive. The extent to which casual sessional lecturers are employed in Education Faculties/ Schools/ Departments reflects, undoubtedly, pragmatic realities in the need for finding expertise and sheer numbers of lecturers/tutors not currently in the university, but it also reflects a principled position. The evidence for the principled position is reflected in the number of partnerships set up between universities and schools and which are still being sought out. Students see the positive benefits of having school teachers involved in the programs. Universities endorse this view and the appointees themselves are appreciative of the opportunity, in some cases taking seconded positions even when these are disadvantageous financially or in terms of other employment benefits.

The diversity of relationships ought to be viewed as a positive thing and the complexities that exist around the role of teachers appear to be largely successfully negotiated. Such complexities, however, should preclude simplistic scenarios around the relationships between teachers and universities. They include employment arrangements; conflicting internal needs within each of the university and school contexts; conflicting needs between the two contexts; the problematic nature of the 'theory'/'practice' divide; the importance of taking time to build relationships well and the importance of local contexts.

INTRODUCTION

To say that there has been considerable debate about teacher education in Australia would be an understatement. The current House of Representatives inquiry, for example, follows separate inquiries in NSW and Victoria in the last two years alone. Despite international PISA assessment data which rates Australian students among the world's highest performing and thus attests to the quality of Australia's teaching force, Cameron and Baker's (2004) assessment of the situation in New Zealand reflects that of Australia:

Unlike preparation programmes for other professions, initial teacher education has suffered from low status and has been an on going target of critique.... As Michael Fullan...has pointed out "teacher education still has the honour of being simultaneously the worst problem and the best solution in education" (p.13)

In the general international debates around teacher education, which this trend reflects, one issue which has always been strongly implicated is the role of school teachers in the delivery of teacher education programs. The objective of DEST's project "Research on Teacher Secondments and Placements to University Education Faculties" was to document and analyse the extent and success of school teacher placements and secondments to university Education Faculties in Australia

Initial pre-service teacher education across Australia is delivered in both undergraduate (e.g. B.Ed or as double/ concurrent degrees) and graduate entry or postgraduate programmes (B.Teach., Grad.Dip.Ed., M.Teach.). An initial internet search identified 37 universities in Australia (see Appendix 5) currently delivering pre-service teacher education through a variety of programmes across Australia. The focus of this project was on initial pre-service teacher education, that is, on the base qualification that enables graduates to seek full teacher registration with their respective state and territory education authority or teacher registration authority. While this focus was not at the exclusion of gathering data on university-delivered post-initial training courses, the data showed a minimal role for teachers in this latter group. Further, the research focused on Early Childhood, Primary, Secondary and Middle School (where applicable) settings. Special Education was also included in the research where survey respondents discussed it – as were potentially any other programmes in which teachers might have been involved in delivering courses.

University Education Faculties/Schools/Departments differ in terms of course delivery ranging from full-time on-site face-to-face delivery on a university campus through to largely external or web-based modes of delivery. In some instances, particular characteristics of location or cohort have led to the design of unique programmes to meet local needs. Each of these variables provides opportunities and obstacles for the inclusion of school/early childhood teachers as key personnel in pre-service teacher education. Different programmes within the same tertiary Education Faculty/School/Department are likely to use such teachers quite differently. Heads of programme in one area may not be aware of relationships with school-based personnel in other sectors and programs. A comprehensive study of the interaction of teachers with university pre-service teacher education required a research design that respected this diversity.

This project investigated in the first instance the range of modes through which teacher placements currently operated within teacher education. Potentially these placements can vary from full-time block release and relocation to a university for teaching and/or research, through to additional part-time after hours involvement in course delivery. Secondments and related placements may be supported by both the initial employing authority (school) and the tertiary institution. Support might involve such elements as time release or salary contributions. Such projects often arise through mutually beneficial and mutually negotiated institutional partnerships based on formal community or research agreements. Where teacher involvement in teacher education is part-time additional work on top of regular duties in a school and where teachers are paid as casual academics, these arrangements cannot be characterised as authentic secondments. However, data were collected for casual arrangements so that the full extent of teacher involvement in teacher education programmes could be accurately assessed.

Two key terms in the project brief were ‘secondments’ and ‘placements’. The research team took the view that ‘secondments’ could potentially refer to:

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The team has taken a broader view of the research brief term ‘placements’, however, to include a range of roles which teachers might have in teacher education, such as possible adjuncts to the faculty through delivering some coursework in schools, or through particular kinds of roles in specific partnership arrangements. Initial discussion of the project showed that it was too simplistic to discuss the roles that teachers might play within Education Faculties/Schools/Departments unless account was also taken of such partnerships.

In some cases, staff located predominantly outside schools (curriculum consultants, district office personnel) may have been involved in the delivery of teacher education. These were included in our surveys. However, in seeking some precision of definition, we did not feel that retired or former teachers who may have a role in Education Faculties/Schools/Departments were part of the focus of the research, which was on teachers who were either currently classroom practitioners or were on a defined period of leave from teaching for the very purpose of working in this Faculty/School/Department.

The current House of Representatives Inquiry into Teacher Education aims to evaluate the responses of universities to the changing needs and conditions of school based education across Australia. This related project is premised on an assumption that the quality of teacher education is likely to be enhanced by the effective inclusion of current school teachers in these programmes. High quality input from skilled and well-regarded practicing teachers can contribute greatly to the quality of such programmes in the field. The research design elaborated in the following section aims to produce a comprehensive scan of the field of teacher education and to develop rich descriptions of effective partnerships between universities and school teachers.

REVIEW of LITERATURE

The literature review which follows draws on trends and themes arising from research on the role of such teachers and particularly uses work from the UK, the USA, New Zealand and Australia.

‘Theory’ and ‘practice’

The respective roles of university-based teacher educators and school teachers in the preparation of pre-service teachers have often played out in a dichotomy between ‘theory’ and ‘practice’:

The Committee found that achieving the right balance between the theoretical and practical components of teacher education is one of the most important challenges currently facing those involved in the design, delivery and accreditation of teacher education. (Parliament of Victoria Education and Training Committee, 2004: xii).

This distinction – which is necessarily reflected in this literature review – is often (indeed is usually) presented somewhat simplistically as an unproblematic ‘given’. This situation does an injustice to both the school and the university in presenting classroom teachers as atheoretical (as if their work did not every day reflect theories about subject matter, about their students and about pedagogy) and presenting university teacher education programmes as ‘out of touch’ (as if they were not centrally focused on classroom practice). Some of this dichotomy has the status of professional folklore – as Cameron and Baker (2004) argue, “Teacher educators have traditionally been employed because of their reputation as successful, experienced teachers” (p.33) – yet as they enter the academy, they become criticised as being remote from practice.

Part of this ‘theory’/‘practice’ issue may reflect “a lack of consensus about what the specialised body of knowledge and skills for initial teacher education should be, who has the right to say what it is, and how it can be recognised and validly assessed” (Cameron & Baker, 2004: 14). Nevertheless, increasingly, the literature is making claims about the distinctive sets of knowledge bases provided by classroom teachers and university-based teacher educators. Shulman’s (1986) categorisation of subject matter content knowledge, pedagogical content knowledge and curricular content knowledge as part of the specific knowledge base of teachers, for example, is well known. What has been referred to as

teacher's expert 'craft knowledge' (Hagger, 1997; Gendall, 1997; Cope & Stephen, 2001; Grudnoff & Tuck, 2002) is characterised by McIntyre as "the use of contextualised knowledge (of individual pupils, of established relationships with classes, of resources and their availability in schools, customs and procedures)" (McIntyre, 1991a: 141). Brown and McIntyre (1993) describe 'craft knowledge' as the way in which teachers are able to respond to particular sets of conditions by using a repertoire of routines in order to maintain desired states of pupil activity and progress.

On the other hand, Lawson (1998) found that university lecturers presented a larger range of teaching methodologies to students than did school teachers with whom the students worked. Burn (2006) compared the advice given by teacher-mentors and university tutors to teacher education students – in this case, interns. It was empirically shown that the distinctive contribution of university knowledge in teacher education was in three areas.

The extent to which:

- university tutors are able to focus exclusively on the interns as learners;
- university tutors' procedural advice is underpinned by research-based knowledge of teachers' expertise, and of student teachers' learning; and
- interns are urged to look critically at the major sources of knowledge cited by the university tutors.

University tutors break down planning, for example, into various components, analyse the demands of each, and consider ways in which they might be re-assembled. However, teacher-mentors, do not have the time to do this. Their priority, as classroom teachers, is to their pupils' learning rather than to that of interns and as Edwards and Protheroe (2004) illustrate, teacher-mentors do not always have the clarity of focus to do this. In effect, from an-intern-as-learner perspective, the university tutors offered *more* 'practical' advice than teachers, because they are able to focus procedural advice on *how* to plan and evaluate, while for teachers such explicit advice was incidental to engagement in those processes. Hagger and McIntyre (2000) also support these findings. University tutors also encouraged interns to read additional information and research alternative approaches to those they suggested, indicating there may be a different way to solve a particular problem. In contrast, teachers rarely gave advice about the limitations of their main source of knowledge – their own teaching experience (Burn, 2006: 249-253).

Burn's work follows earlier work by Furlong which highlighted precisely this contribution of higher education in "subjecting all ideas to open and critical scrutiny" (Burn, 2006: 244, Furlong, 1996) – and also by McIntyre (1990, 1991b) who again highlighted the distinctive source of the knowledge offered by universities arising from thorough understanding of theoretical and research literature, and considered analysis of the assumptions and values implicit in different practices. Williams and Soares' (2000) extensive national survey of teachers, university tutors and graduates in the UK had also endorsed the peculiar and effective role of the university in terms of "theoretical contributions, of critical reflection, of breadth of perspective, of level of analysis" (p. 53). Burn concludes:

Without the university's distinctive contribution any commitment to critical scrutiny would remain weak and access to research-based findings extremely limited... As the inspection agency, OFSTED, has recognised, it is not enough to have teachers who meekly comply with models of pedagogy set out in the national strategies. We need teachers with the 'confidence to modify [them] as appropriate' (OFSTED, 2005). Such modification requires careful analysis of the specific context, interpretation and professional judgement. If that judgement is not to be ill-informed and idiosyncratic, we need teachers who are used to subjecting their own practices and the assumptions on which they are based to critical scrutiny, and who are similarly capable of critiquing and testing the validity of new professional knowledge offered to them ... Without (the contribution of universities) there is little prospect of creating a ... teaching force ... which encompasses a 'far wider range of expertise, with ... improved skills in innovation, data handling and use of research knowledge and the ability to adopt and adapt teaching strategies designed for diverse learners and purposes' (Bentley, 2003, p. 14). This is a contribution that only higher education can make to ITE (pp. 255-257).

Furlong et al's important Models of Teacher Education (MOTE) research in the UK also found a view which countered the usual discourse around the alleged dichotomy of 'theory' and 'practice'. They found that recently graduated teachers did see the university as providing 'theory', but what they meant by 'theory' was "something ... professionally focused and practical", such as subject knowledge and knowledge of curriculum – which they did not see as well covered in schools – and concluded that "by the mid-1990s, work undertaken in higher education as well as school-based work was overwhelmingly practical" (Furlong et al, 2000: 132, 139). Furlong et al's respondents – recently graduated teachers – saw the university's particular contribution to their preparation as teaching them to:

- use a range of teaching strategies (75%);
- plan lessons for continuity and progression (69%);
- select and use appropriate teaching materials (69%); and

- use ICT (65%).

The university was also the major contributor to their 'professional understandings' as well as 'competences'. The university exposed them to a broad range of practice not available in one school and for many students university provided a vision of what good teaching actually was (Furlong et al, 2000: 128-35).

McIntyre argued that the conjunction of two different forms of knowledge – the more systematised, abstract knowledge of university tutors and the highly contextualised craft knowledge of experienced classroom practitioners – and the different criteria by which each was evaluated, would facilitate the rigorous questioning and critical scrutiny that he expected of student teachers (Burn, 2006: 244-45). The notion of 'craft knowledge' is not, however, itself unproblematic (Snook, 2000; Dyson, 2003). What needs to be considered are the ways in which teaching is a 'craft' – in either the school or the university context – and how the metaphor of 'craft' intersects with the theory/practice binary.

More focused involvement of teachers in teacher education programmes – such as through direct employment by the university, through adjunct roles, through university-school partnerships or through enhanced practicum arrangements – has been increasingly sought as a way of gaining most advantage from these different kinds of knowledge. Cope and Stephen (2000), for example, discuss a Teacher Fellow scheme at their university, which means that

Practising teachers make significant inputs to the program within the HE institution as well as during students' placements in schools. Teacher Fellows work with university teacher educators on the design and delivery of teacher education for students in specific school subjects (p. 914).

Teachers are recruited through normal university recruitment methods and are initially appointed for three years to work on the programme for up to one day per week. Each subject area has a lead Teacher Fellow who works on the programme for a full day per week, and others work on an after school basis. In the former case, the university pays schools for the cost of replacement teachers and in the latter case the teachers themselves are paid for their time. Teacher Fellows work with the students in microteaching, and in the subject seminars which focus on issues such as the methodology and curriculum of specific subject areas, the assessment of pupils, and classroom management and control.

Each subject area typically has both university lecturers and Teacher Fellows working together to plan the subject specific strand of the course and carry out about one quarter of the strand as co-operative teaching. Both university lecturers and Teacher Fellows visit students on their practicum (Cope & Stephen, 2000). Cope and Stephen see a number of advantages in locating the work of teachers within the university, which “allows a more consistent approach to quality assurance of professional contributions than can be obtained when these are located solely in a wide range of professional placements” (p. 922) – and provides a way of accessing the important knowledge of teachers without resorting to simplistic apprenticeship models of teacher education. (With regard to the latter, Her Majesty’s Inspectorate found that the Articled Teacher scheme, which had adopted such an apprenticeship model and operated in the UK from 1989-1994, produced graduates “the overwhelming majority (of whom) were not considered to be significantly better than students trained on a conventional PGCE course” [Furlong et al, 2000: 53]. Such schemes were largely dropped in the mid-90s in the UK because of their cost).

Evidence from the literature therefore confirms the value of the roles which both sectors bring to the education of pre-service teachers, while nevertheless seeing these contributions as different and distinctive.

Partnerships between Education Faculties/Schools/Departments

A recent Australian Council for Educational Research (ACER) evaluation of the Bachelor of Learning Management (BLM) at Central Queensland University – with a strong in-school Internship component – found that teachers from the BLM reported greater levels of preparedness across almost all areas of teaching compared with graduates from other programs. In terms of in-school experience, they had greater opportunities to develop clear links between theoretical and practical aspects of the course and to receive quality supervision (Ingvarson, Beavis, Danielson, Ellis, & Elliott, 2005: 52-53). Crucially, the researchers in this project did not stress the role of one partner over another in the school-university relationship, but rather the importance of the partnership itself:

It would be a mistake to assume that this study provides support for simply increasing the amount of time future teachers spend in schools during their training, or, worse, for moving responsibility for teacher education ... into the schools ... (a key finding) is to ensure that the preparation of teachers is genuinely based on a partnership between the profession, employers and the universities, one that is reflected both in decision making and allocation of funding for teacher education (Ingvarson, Beavis, Danielson, Ellis, & Elliott, 2005: 84)

Their findings are further confirmed in related research by Ingvarson, Beavis, and Kleinhenz (2005).

Ingvarson et al's work confirms the importance of the increasing trend in accessing the distinctive and important knowledges which schools, teachers and universities bring to the education of future teachers through the development of school-university partnerships. The best-known of such partnerships in the Anglo-Australian context is undoubtedly the Oxford Internship Scheme, which has sought to place equal value on research and theoretical argument and on the ideas embedded in the practice of experienced teachers (Benton, 1990; Hagger, 1997: 102; McIntyre, 1991a: 114; Furlong et al, 2000: 13).

Cameron and Baker refer to Langdon's (2000) research on principal's perceptions of how initial teacher education programmes contribute to the development of attributes for beginning teachers. All the principals proposed a closer collaboration between schools and providers of programmes of initial teacher education. While none wanted to move to a model of school-based teacher education they identified benefits for student-teachers, practising teachers, children, and schools in building and developing collaborative approaches to initial teacher education (Cameron & Baker, 2004: 52). This view was strongly repeated in the recent Victorian inquiry into teacher education (Parliament of Victoria Education and Training Committee, 2005).

In the UK, Furlong et al's (2000) MOTE research present three models of partnership:

- *complementary* The school and the university are seen as having separate and complementary responsibilities, but there is no systematic attempt to bring the two into dialogue;
- *collaborative* The Oxford Internship Scheme, for example, in which the school and the university are seen as having equally legitimate but different bodies of professional knowledge and students are expected and encouraged to use what they learn from each domain to critique the other, thus building their own body of professional knowledge; and
- *university (HEI)-led* The aim is to use the school as a resource in setting up learning opportunities for students; the school is asked to make particular opportunities available for students with quality control is a high priority.

The vast majority of partnerships in the UK MOTE research were in the ‘university (HEI)-led’ category largely because “schools were unwilling to take on a more substantial role” (Furlong et al, 2000, p. 96). Even the SCITT (School-Centred Teacher Training Initiative) scheme, highlighted by Parliament of Victoria Education and Training Committee (2005: 79-80) had by 2000 trained only 1.5% of students because of the reluctance of schools to be involved.

Teacher involvement through partnerships in Professional Development Schools

One type of school-university partnership devised since the late 1980s, to increase the role of teachers in the delivery of pre-service teacher education, has been the development of “professional development schools” (PDSs). These serve as settings in which novice teachers work with expert practitioners, who in turn assume new roles as mentors and university adjuncts and in which teachers and university staff engage jointly in research and re-thinking practice (Darling-Hammond, 1994: 1; also see Ridley et al, 2005). PDS have become a significant trend in teacher education, especially in the USA (Rice, 2002), and there is considerable debate in the literature about their effectiveness. They potentially reduce the so-called ‘theory’/‘practice’ gap already alluded to (Russell & McPherson, 2001; Korthagen et al, 2001), by increasing pre-service teacher education students’ experience in schools. Ideally, learning by all participants in the collaboration is an outcome (Darling-Hammond, 2006) and future cohorts of pre-service teacher education students are offered enhanced opportunities as a consequence of ongoing teacher professional development (Watson & Steele, 2006). A PDS pre-service teacher education cohort was compared to a non PDS cohort by Ridley et al (2005) who found that PDS prepared teachers scored significantly higher on teacher effectiveness. Castle et al (2006) reported that a teacher cohort trained in PDSs scored significantly higher than a non-PDS cohort in areas of management, instruction and assessment. In sum, there is evidence that PDSs are an effective addition to teacher education programs, (Darling Hammond, 2006), though there appears to be a ‘threshold’ level of effectiveness and that when there are large groups of students, PDSs become very difficult to manage.

A meta-ethnography of 20 case studies of PDS collaborations between 1990 and 1998 (Rice, 2002) identified some of the challenges in PDS development. This study found that schools and universities were often reluctant to abandon traditional roles. Relations within the

partnership often became strained, with issues such as loss of funding, lack of formal agreements and differences in goals emerging and causing conflict. Such conflicts in school-university collaboration have been reported elsewhere (Borthwick, et al, 2003), although resolving the issues can lead to improved understanding and more effective collaboration (Grossman et al, 2001). The literature suggests that success in developing PDSs depends on context and each partnership has to work toward shared goals and effective communication (Borthwick et al, 2003; Rice, 2002).

In order to overcome problems generated by a PDS approach to teacher learning, the formation of professional learning communities within the PDSs have been proposed (Snow-Gerono, 2004; Watson 2005). However, developing a learning community requires time, and the PDS may be unsustainable without external funding to release teachers and university staff from their other commitments (Borthwick et al, 2003; Watson & Steele, 2006). As Sandholtz and Finan (1998) recognise in summarising the literature themselves, “the process of creating professional development schools is a complex enterprise, particularly because it involves combining institutions with distinctive and possibly conflicting missions, organizational structures and cultures. These distinctions lead to a variety of challenges such as defining roles and responsibilities ... resolving conflicting fundamental interests ... establishing interinstitutional authority and fiscal responsibility ... and providing long term rewards” (p.13).

Nevertheless, in a review of 20 years of PDSs, Teitel (2004) argues that these partnerships have come in from the margins and are now accepted as contributing to effective teacher education. He notes that early issues of equity have been addressed and partnerships are more effective. Teitel continues to advocate PDSs as a means of joining teacher education with school reform.

Conditions for teachers as adjuncts to Education Faculties/ Schools/ Departments

‘Clinical faculty’ or teachers employed by universities to run PDS-type partnerships often identify their high visible workload and low research status, compared with tenured university staff, as problems within the partnership (Fullan et al, 1996; Bullough et al, 1997). Some of these problems have been overcome, to some extent in some sites, by involving ‘clinical faculty’ in some of the less visible aspects of work, like research,

though there is still a tendency for ‘clinical faculty’ to have little chance of career advancement through research (Bullough et al, 2004; Beck & Kosnick, 2003). Beck and Kosnick report on the general trend that “staff with a limited-term appointment, whether full-time or part-time, are being used increasingly in teacher education today” (p187). The three reasons for this trend are:

- financial;
- that recent experience of schooling is a factor in programs; and
- the shortages of tenured positions.

Recognising that contract staff “can make a great contribution to pre-service education” (Beck & Kosnick, 2003: 198), the University of Toronto initiated specific strategies to reduce the gap between tenured and contract staff. Contract teachers in this Faculty believed that tenured staff:

- were part of a welcoming community and did not feel isolated or unsupported;
- had a valuable contribution to make; and
- the teacher education programme was effective.

A continuing negative aspect of the programme in Toronto for contract teachers, however, was that they had little chance for career advancement or research in the university. Russell and Chapman’s (2001) New Zealand study showed that clinical faculty were very satisfied with their experience. However, like Beck and Kosnick’s teachers, these teachers felt they occupied a position of low status within the university. Most of Russell and Chapman’s participants were not in the university long enough to become part of the research culture. Most were thinking of making a career change but were expecting to have to return to schools because there was a shortage of jobs in universities and they lacked suitable qualifications. Nevertheless, “overall, participants found that teaching in a pre-service teacher education programme was a very valuable experience and that it enhanced their ability to support student teachers more effectively” (p.235).

Professional Development Schools in the Australian context

Over the last decade there has been increasing support for school-university collaborations in Australia (Brady, 2006). For example, the Australian federal government devised and funded the Innovative Links Project in which 14 universities worked with over 100 schools on action learning activities aimed at whole-school change (Grundy, 2001; Peters,

2002). A number of partnerships between schools and universities have focused on the area of pre-service teacher education, in particular professional experience components of teacher education programmes (Cooper & Jasman, 2002). In a study of three professional experience programmes in three universities conducted in collaboration with schools, Cooper and Jasman (2002) found that such links increased visibility of university educators in schools but there were many structural barriers to extending the role of the school in teacher education.

Brady (2006) detailed his own experience of the challenges and rewards in establishing a partnership arrangement between the University of Technology, Sydney (UTS) and a primary school that had long supported the university's practicum program. In the first two years enthusiastic support from school and university personnel saw many strategies implemented. However, over time five constraints were identified.

- There were structural barriers to overcoming cultural differences.
- There were excessive workloads for both partners.
- There were considerable interruptions to teachers' classroom work.
- There was a lack of time (arguably the greatest constraint).
- There was a turnover in leadership which caused it own set of problems.

Overall, Brady (2006) found that considerable learning resulted from the partnership, especially for himself as a teacher educator. However, maintaining the partnership proved difficult, especially when school staff, who had been part of the development of the partnership, were replaced by others who were supportive but had no ownership of the PDS.

One long-term effort to increase the integration between university and schools is the Knowledge Building Community project implemented by the University of Wollongong. A selected cohort of students was placed in a setting that facilitated engagement in 3 possible modes of learning:

- Community learning
- School-based learning
- Problem-based learning (Cambourne, Kiggins & Ferry, 2003).

Students are made responsible for their own learning and expected to contribute to the collaboration. The collegiality created between students in the cohort was seen as a strength of the program. After four years in operation, and evolutionary changes to the design this program, it was evaluated by the teacher educators responsible for it as having “tangible and intangible benefits that make it preferable to the traditional mainstream mode of delivery” Cambourne et al (2003, p 47).

These studies indicate that links between schools and universities in Australia are evolving and growing. Brady (2006) suggests criteria for successful partnerships, many of which underpin later models such as that proposed by Watson (2005). In general, the Australian experience accords with reported outcomes of PDSs elsewhere. Such collaborations have the potential to benefit the triad partnership identified by Cambourne et al (2003), namely, pre-service teacher education students, school-based teachers and university-based teacher educators.

Summary

This brief literature review demonstrates that although teacher education has been debated in terms of the balance between theory and practice, any discussion that characterises teachers as lacking theory and university educators as too theoretical at the expense of being practical, is simplistic. The reality is, university lecturers consider practice in their application of theory and teachers incorporate theory in their practice. In recent years school and university have increasingly recognised the value of partnerships in pre-service teacher learning. However, while schools and universities share perspectives and influence on the education of pre-service teachers, their institutional cultures can make the development of partnerships a complex issue. The locations and arrangements that bring university educators and school teachers together around teacher education are becoming increasingly diverse and imaginative, for example the development of professional development schools. Excising the inherent complexities of the relationships within and between partners will reduce insights into quality teacher education, specifically into the role of seconded teachers who simultaneously live in both worlds.

METHODOLOGY

Initially, all universities with Initial Teacher Education (ITE) programmes were contacted through Faculty Deans/Heads of School/Heads of Department in order for the research team to ascertain protocols within the university for conducting the research. During this period a small number of universities reported that they did not presently employ any currently practising teachers in ITE and that any interview would yield no data. One university agreed to involvement too late to be included. In addition, representatives of education authorities in each state – from both State and Catholic systems – were also contacted to take part in the research. Once again, some education authorities reported that they either did not have, or were not aware of, any arrangements, often because these were negotiated directly between universities and schools or between universities and regions. All other systems were interviewed in detail as part of the data collection. The project employed a Reference Group, members of whom are listed in Appendix 4.

From there, the project entailed two phases of data collection. *Phase 1* consisted of a survey questionnaire and aimed for breadth of coverage of sites, of programmes and of models of inclusion of school teachers across Australia. *Phase 2* aimed for depth through a case study approach wherein a selection of sites, identified through data collection in Phase 1, were examined in close detail.

Phase 1 In this phase, a telephone survey of approximately 30 minutes was conducted with key personnel, viz:

- University Heads of programme – EC/ Primary/ Middle school/ Secondary and/or their nominees
- Representatives of Educational authorities/systems

These surveys were conducted by trained research assistants under the supervision of academic chief investigators. The survey was conducted during July 2006. A telephone questionnaire was used in order to maximise the collection of data. This instrument also provides an opportunity for clarifications that are often lacking from self-administered postal surveys. Telephone questionnaires can also yield a more significant response rate than a self-administered postal survey. In the event, 31 Education Faculties / Schools / Departments took part in the research, which is an 84% response rate. In addition, nine

systems representatives were interviewed (seven from state public systems, two from CEOs). The telephone questionnaire for universities is attached as Appendix 1 and for Education authorities as Appendix 2.

In *Phase 2*, on-site case studies were conducted to document the dimensions and characteristics of diverse practices which successfully incorporate school-based educators into teacher education. Three days were allocated for each case study, and all were conducted within the period July-October 2006. Heads of Education Faculties/Schools/Departments at each university were contacted about seconded/casual/joint appointees working in their teacher education programs. In some case studies school teachers were contacted through the university. All interviews were conducted on site, and followed the questionnaire attached as Appendix 6. All interviewees were provided with an information statement and a consent form. Notes were taken and used as the basis of the final case study report.

Issues/problems encountered

While the phone survey was effective in achieving a high return rate, some limitations to this methodology became apparent during the study. Appointments were made before respondents were contacted for the survey, but in most cases the responses were assembled 'on-the-spot'. In contrast to a situation where respondents fill out a paper-based questionnaire, the participants in this study were being asked to process a number of complex definitions and provide detailed information which may not have been readily available to them. There is evidence from some small discrepancies between information derived via survey and case studies, that some survey questions were problematic for these reasons. For example, the questionnaire listed a number of categories of appointee, including joint, seconded and casual. Respondents had to both understand these definitions rapidly and have a considerable knowledge of the conditions of appointment of school teachers working in their programmes to be able to assign employees to these categories. This problem may have been exacerbated by the different usages of terms such as seconded, sessional and joint appointments in different university and state settings. While this confusion is observed as limited discrepancies between Table 1 and case study findings, we believe that, overall, Table 1 accurately reflects the employment of school teachers in teacher education programs.

This study had a short time frame. This became a limitation in that case studies had to be conducted during a period of time that did not necessarily suit the university timetable. While every effort was made to contact relevant staff, in some cases significant partnership activities were not being taught that semester, or pivotal contacts were not on campus at the time of the study.

FINDINGS

Phase 1 – Telephone survey of key university personnel

Part A: School teachers delivering coursework at the university

The range of types of employment of school teachers analysed from the surveys of university personnel is contained in **Table 1**.

Column J represents Joint Appointments

Column S represents Secondments

Column C represents casual/sessional lecturers or tutors

Curriculum Method areas refers to those areas of the Teacher Education Curriculum concerned with teaching specific discipline areas (e.g. English, Maths etc)

Professional Studies refers to all other – more generic – areas of the Teacher Education Curriculum (such as Learning and Teaching, Special Education, Classroom Management etc).

TABLE 1 : The range of types of employment of school teachers

University	Program	J	S	C	Main teaching areas
1	Across programs			Y	Curriculum method areas.
2	Across programs	Y	Y	Y	Curriculum method areas and Professional Studies
3	Across programs	Y	Y	Y	Curriculum method areas and Professional Studies
4	Undergraduate Bachelor of Education			Y	Curriculum method areas.
5	Grad DipEd (Primary)			Y	Curriculum method areas and Professional Studies
	BEd			Y	Curriculum method areas.
	Undergrad double degree	Y	Y	Y	Curriculum method areas.
6	Double degrees / Postgrad (Secondary)			Y	Curriculum method areas.
	Campus A – across programs			Y	Curriculum Method areas.
	Campus B – across programs			Y	Curriculum Method areas.
	Campus C – Postgrad Primary			Y	Professional Studies

University	Program	J	S	C	Main teaching areas
7	Postgrad Technology, Vocational, Adult Education			Y	Curriculum Method areas and Professional Studies.
8	Across programs		Y	Y	Mainly curriculum Method areas; some tutoring in Professional Studies (eg Learning and Teaching)
9	Across programs		Y	Y	Curriculum Method areas and Professional Studies.
10	Across programs			Y	Mainly curriculum Method areas across Secondary, Primary and Early Childhood; some Professional Studies
11	Across programs			Y	Curriculum Method areas and Professional Studies.
12	Across programs		Y	Y	Curriculum Method areas and Professional Studies.
13	Primary programs	Y		Y	Curriculum Method areas and Professional Studies.
	Early Childhood programs	Y	Y	Y	Curriculum Method areas
14	POSTGRAD: BTeach (Prim) BTeach (Sec) Grad DipEd	Y		Y	Varies from year to year – mostly Curriculum Method areas and some Professional Studies (eg Teaching and Learning)
	UNDERGRAD: BEd (Prim)	Y		Y	Professional Studies
	Combined degrees (Sec)		Y		Professional Studies
	BTeach (EC, 3 rd and 4 th Years)			Y	Curriculum Method areas and Professional Studies.
15	Undergraduate BA/BEd (Primary)			Y	Curriculum Method areas and Professional Studies.
	Postgrad DipEd/Double degrees (Secondary)			Y	Curriculum Method areas
16	Across programs			Y	Curriculum Method areas and Professional Studies.
17	Across programs			Y	Curriculum Method areas and Professional Studies
18	Early Childhood			Y	Curriculum Method areas and Professional Studies.
	Secondary			Y	Mainly across curriculum Method areas; some

University	Program	J	S	C	Main teaching areas
					tutoring in Professional Studies when there is need
19	Grad DipEd (Prim)		Y	Y	Mainly across curriculum Method areas; some tutoring in Professional Studies when there is need
	Grad DipEd (Sec)		Y	Y	Mainly across curriculum Method areas.
	Across other programs	Y		Y	Mainly across curriculum Method areas; some tutoring in Professional Studies when there is need
20	Grad DipEd			Y	Varies across semesters.
21	Secondary Undergraduate		Y	Y	Curriculum Method areas and Professional Studies.
	Campus A : Undergraduate	Y		Y	Curriculum Method areas and Professional Studies.
	Campus B: Postgraduate			Y	Curriculum Method areas and Professional Studies dependent on need.
22	Across programs	Y	Y	Y	Across curriculum Method areas; some Professional Studies.
23	Across programs			Y	Curriculum Method areas and Professional Studies.
24				Y	Curriculum Method areas and Professional Studies.
25	Undergraduate Primary and Middle School			Y	Curriculum Method areas and Professional Studies.
26	Early Childhood			Y	Curriculum Method areas and Professional Studies.
	Primary/Middle School		Y	Y	Curriculum Method areas and Professional Studies.
	Grad DipEd (Secondary)			Y	Most heavily used in Professional Studies with some use in curriculum Method areas.
	Bachelor of Education (Secondary)			Y	Professional studies and PE
27	BEEd (Primary) Grad DipEd, Master of Educational Leadership			Y	Curriculum Method areas and Professional Studies.

As discussed earlier in the Methodology section, one of the limitations which became obvious during the research was that not every respondent had access to data on the numbers of teachers employed, especially numbers of casual/sessional lecturers/tutors.

This reality, combined with the amount of variation from semester to semester in the needs of Education Faculties/Schools/Departments meant that **Table 1** could not indicate how many teachers might belong in each column for any particular program/university. The description given by one of the interviewees at The University of Melbourne in a case study detailed later in this report that casual staff are “everywhere” in “armies” highlights this situation. Such staff were too abundant to be able to number. It thus follows that **Table 1** gives no indication of the variation in number from one Faculty/School/Department to another, although the case studies do give a sense of the small numbers involved in seconded positions or joint appointments. For casual staff, there was significant variation in numbers from one site to another.

Nevertheless **Table 1** reveals two distinct patterns:

- the vast majority of university Education Faculties/Schools/Departments use some school teachers in the delivery of their programmes and
- the major employment pattern of currently practising school teachers in ITE is as casual sessional staff across all programmes and sectors.

Given the data collected in the case studies in Phase 2, it can also be reasonably surmised that the numbers of casual staff within each Faculty/School/Department outweighs the number of seconded positions or joint appointments.

Advantages of these arrangements

University co-ordinators talked about needing to fill vacancies from semester to semester in areas where the university Faculty/School/Department lacked expertise in that particular semester. The biggest advantage which university staff perceived in using teachers was the currency of practice teachers bring to their courses. This was discussed partly in terms of teaching practice, but also in terms of bringing knowledge of the current policy context. Students were said to greatly appreciate the balance which using teachers created in their education.

For the appointees themselves, university staff saw an almost equal balance of advantages in:

- the teacher's own professional development through developing new skills, developing an understanding of adult learners, broadening their vision and reflecting on their practice
- teachers gaining a realistic sense of ITE
- the satisfaction of helping to develop the next generation of teachers
- opening career opportunities through having had the experience
- opportunities for research collaboration

Professional development for staff was also perceived to be the biggest advantage for the education systems, as well as the opportunity to build links to the university.

Disadvantages of these arrangements

While the advantages which universities saw in having teachers involved in the delivery of their programmes were overwhelmingly to do with the nature of the teaching content – i.e. teachers bringing currency of practice to their courses – the disadvantages were almost always structural and to do with the 'temporary' nature of teacher employment. Chief among these were:

- less accessibility of casual staff to students and to permanent staff
- lack of continuity and the need for repeated inductions of new staff
- related issues of induction – these being either time-consuming when done well or inadequate when not
- ensuring consistent standards across assessments and, above all,
- the sheer amount of work involved in co-ordinating and administering casual staff.

Disadvantages which the universities saw for teacher appointees were largely to do with conditions of employment, in particular social and cultural isolation as casuals, the amount of work involved on top of their regular jobs – and lower incomes at university, disruption to career and loss of conditions when seconded or joint appointees. Universities felt that for the education authorities, a disadvantage was temporary loss of their most capable staff.

It has to be said, however, that universities were overwhelmingly positive about the advantages for themselves, the teachers and education authorities in having teachers involved in the delivery of their courses.

Reasons for the predominance of casual/sessional arrangements

Given the strong response in favour of advantages, it was interesting to note why universities did not employ more teachers in seconded or jointly funded positions (five respondents, in fact, noted that they used to have such arrangements, but no longer did).

Although twelve respondents noted that they would not employ joint or seconded staff from schools, this does not contradict stated commitments to the value of including current teachers in teacher education programs. Two principal reasons for not making joint or seconded appointments were high cost and reduced flexibility. Eight participants commented that they would like to employ teachers but would/could not due to financial constraints within the university environment. Two also mentioned financial disadvantage to the appointee relative to their school salaries. Experienced teachers are usually paid at a higher salary than the university is able to pay for someone without a PhD or research experience. Two universities alluded to the complexities of joint appointments, arrangements they had previously entered into with the local DET. In their view, such joint arrangements had not worked for either partner. Recent changes to conditions by their local education authorities which removed certain conditions such as accumulation of long-service leave and holiday pay, or right of return for the joint appointee, made the arrangement financially disadvantageous for appointees.

Two respondents commented that they preferred casual appointments to joint or seconded arrangements because casual arrangements allowed for flexibility. Another of the participants regarded joint appointments as unnecessary because they already had a close relationship with local schools. Problems with getting principals to release teachers were also noted by one respondent. These findings suggest that casual appointments allowed the university to match staff to their needs without the complexities of formal arrangements with education authorities.

Those who said they would like to have joint or seconded arrangements even though they did not currently have them, largely repeated the advantages given above for wanting such appointments, viz: the importance of practitioner input and the building of bridges to the systems. One respondent also stressed the importance of succession planning within the Faculties/Schools/Departments themselves.

The extent to which teachers are responsible for course development

The degree of input which teachers had into the development of university programmes is represented in **Table 2**.

TABLE 2: Teacher involvement in university programme development

1 Type of appointment	2 No input into program	3 With academic colleagues	4 Complete autonomy	5 Sometimes with colleagues/ sometimes autonomous
Joint		7 Faculties / Schools/ Departments		5 Faculties / Schools/ Departments
Secondment	2 Faculties / Schools/ Departments	6 Faculties / Schools/ Departments		3 Faculties / Schools/ Departments
Casual	8 Faculties / Schools/ Departments	30 Faculties / Schools/ Departments	1 Faculty / School/ Department	7 Faculties / Schools/ Departments

As **Table 2** indicates, some respondents answered this question by marking two squares, indicating that appointees were both part of a team and had complete autonomy. This apparently contradictory choice was made for one of two reasons. In some cases the interviewee was speaking on behalf of a number of appointees and some had autonomy and others did not, for example, specialists in Drama and Dance may have been the only ones with expertise in their areas, or longer term employees had been given increased responsibility. Alternatively, respondents interpreted ‘autonomy’ in relation to one component of the program. For example, a number commented that appointees collaborated in course design and had autonomy in delivery. However, if the question is interpreted as intended, many of these ‘both’ answers can be regarded as belonging in the ‘with academic colleagues’ category. This would suggest that fewer appointees had

complete autonomy in the design and delivery of the programme than the table above might indicate.

Overwhelmingly, though, when teaches are employed by Faculties/Schools/Departments, there is a collegial process of course development. What is notable is that there was little difference between casual and other types of appointees. Casual employees were frequently involved in course design as part of a team. In only 8 cases did they have no involvement in course design. Appointing staff on joint or seconded arrangements did not appear to increase the likelihood that appointees would have complete autonomy in programme design. However, it should be noted that the numbers are very small, and these figures would have to be regarded as indicative only.

Phase 1(contd.) – Telephone survey of key education authority personnel

In response to the issue of allowing/supporting/encouraging joint appointments between universities and schools, 6 of the 9 systems personnel interviewed said their system did – or would – encourage such arrangements. In addition, 7 of the 9 said they did – or would – allow/support/encourage secondments.

In terms of how the conditions of such appointments were determined, there was some variety of approach. This variety is captured in the following selection of policy scenarios:¹.

SYSTEM 1

Decisions are made between university, the school and the individual. Appointments are made mainly for teaching (tutors) but can be research or anything else. Secondments are usually paid for by (education authority) and the university at 50% each but there can be different percentages. Universities usually contact the school and the individual directly. Secondments proceed when the school teaching position can be ‘backfilled’ - usually paid for at an hourly rate. They did not know how many secondments exist because secondments are not centrally determined or recorded. They are negotiated at a school level.

¹ This selection of scenarios was chosen because they represent a range across states and Catholic systems, while at the same time not duplicating information. The systems not represented here pursue similar policies to one or more systems which are already included.

SYSTEM 2

(Education authority) sponsors the full salary of Religious Education lecturers in the Education Faculty. The teachers become part of the university staff and teach the university programmes in Religious Education. The lecturers have backgrounds as teachers, priests and principals. It varies from appointment to appointment. The appointments are made by joint panels consisting of university and (education authority) personnel. Appointments have been for 3 to 10 years. Seconded staff have to be experts in Religious Education. In the past those appointed have had PhDs. The programmes the seconded lecturers teach in range from graduate certificates to PhDs. Seconded teachers usually return to (their education authority) as principals or to other senior positions. Another example is that the (education authority) has a relationship with (university) whereby they work together to enable them to employ a speech pathologist. The speech pathologist works for both organisations.

SYSTEM 3

Decisions about joint appointments are made on an individual basis dependent upon funding. Such appointments are made for specific projects with funding from the projects. Secondments are usually for 6 months or a year and are only made when funding is available and both the university and the state education authority will benefit. This is the main consideration. The actual person seconded is a secondary consideration. Staffing consultants decide on placement. If the selected teacher can have their teaching position 'backfilled' then the secondment proceeds. If a backfilling replacement cannot be found, the secondment does not take place. After leave without pay is approved, then additional approval has to be given for the teacher to work in another industry while on leave. This is a separate process. Thus secondments have to be approved by two departments, industrial relations and the staffing office of the state education authority.

SYSTEM 4

The Department of Education and Training (DET) has a policy on secondments to universities, which involves a two-part differentiated process: if the secondment is felt to be of benefit to the teacher only, they take it as Leave Without Pay, with no benefits accruing. If the secondment is felt to be of benefit to the university and to DET more broadly, then that comes under a longer-term process in which there is a Memorandum of

Understanding (MOU) between the university and the DET in which the university pays DET through an invoicing arrangement and the teacher is retained as a DET employee for the period of secondment. Under this arrangement, the teacher does extra service for the DET such as running seminars for teachers, up-dating teachers on research etc. Thus, in this version of the policy the secondment is well supported by DET and DET benefits. The university may also give other in-kind support. The actual logistics of this arrangement are decentralised to the regions.

SYSTEM 5

Secondments are for a specified project and/or period and do not exceed three years. The university pays for the secondee, plus associated on-costs. The secondee will accrue leave and related entitlements with the university. The secondment does not break continuity of service with (education authority).

Summary of responses from system level interviews

Education authorities saw very similar advantages for the university in these arrangements as the universities themselves did. They spoke of the advantages of having current teachers in initial teacher education (ITE) supplementing university perspectives with current experience, and as bringing a closer relationship between the two. The importance of 'context' and 'local situations' were emphasised. The authorities also highlighted the fact that such relationships carried over into research.

Advantages for the teachers which were enumerated again reflected those advantages listed by the universities. These included:

- opportunities for teachers to access 'deep knowledge'
- keeping teachers up-to-date with current research
- opportunities for teachers to experience alternative career pathways
- opportunities for teachers to experience different perspectives in teaching
- giving teachers 'time out' to reflect on their own teaching
- giving the individual a sense of fulfilment
- more ability for the teacher to extend their work within the department, eg to then work as consultants who work with other staff and pass on their knowledge and experience.

Education authorities also saw advantages for themselves. Most commonly, they talked about the potential for expertise to be brought back to the system through the professional development of staff. Teacher placements in universities also helped develop a close relationship between the education authority and the universities that facilitated each doing their job better as well as targeting research areas. They saw mutual benefit and a sharing of 'deep knowledge'. Some systems saw this as particularly relevant to the development of future leaders.

As outlined above and in the case studies following, some of the teacher-university linking scenarios came in the form of the practicum or as teachers having co-teaching roles outside of having secondments to the university itself. One education authority spoke of encouraging partnerships between institutions and schools and between institutions and systems – including encouraging practising teachers to be involved in delivering teacher education both off-site and on-site through the practicum. This authority encouraged two-way movement between schools and universities. This same system runs a very large programme which gives up to 10 weeks paid leave to teachers to undertake research or some other developmental activity that will have a positive effect on learning activities for students. There are opportunities for university Faculties/Schools/Departments to have some engagement in these. Another authority has developed a programme with (the University) that involves school teachers co-teaching with university lecturers. The aim is to embed good practice in the school systems and to blend 'theoretical' and 'practical' learning. This programme involves mentoring by school teachers, which gives students a point of contact when they go into schools on practicum. The staff involved tend to be subject co-ordinators. This partnership is working effectively for the system, the teachers and the university.

One of these education authorities recognised that suspending superannuation and long service leave entitlements during such placements was a huge disadvantage and disincentive for teachers to be involved in secondments or joint appointments.

Finally, it has to be said that, in a very small number of cases, there was some discrepancy between the information about the extent of teacher secondments and placements gained from universities compared to the information obtained from the local education authority.

It could be surmised that this may be the result of decentralisation of the authority’s responsibilities for such arrangements.

Parts B/C: Aspects of programmes taught in schools, including by school teachers / the practicum

It was clear, from the large degree of overlap in responses, that many respondents did not necessarily differentiate the factor “teachers delivering coursework in schools”, from the involvement of teachers in the practicum. In these circumstances, disaggregation of the practicum from “teacher delivery in schools” did not yield any crucially different information, so both are reported in **Table 3**. While not every single programme is detailed, **Table 3** gives a sense of the range of interesting programmes which seek to engage teachers in the delivery of pre-service teacher education through their work in schools, including through interesting practicum arrangements. The numbers which represent the universities in **Table 3** correspond to those numbers in **Table 1**.

TABLE 3: School based arrangements for teacher pre-service education

ID	Interesting programmes involving school based teachers in pre-service teacher education	
3	Double degree in Design and Technology area has some content being taught directly in school.	
4	One campus has specialist units (eg technology) taught in schools outside school hours with teachers acting as tutors. In another program, students participate as volunteers for half day in schools under the supervision of teacher mentors. In a third program, student teachers mentor youth at risk by assisting in the classroom with teachers. Demonstration lessons are given by teachers in Visual Arts and Music curriculum.	
5	One programme has Maths students attached to a group of schools in which they are partnered with teachers to do some Maths research. Another unit entitled “Teaching in the Middle Years” has students placed in groups of 3 with one teacher to assist with class teaching. In another program, students undertake diagnostic testing of Maths in primary schools and work closely with teachers in the interpretation of the data. There are demonstration lessons in Science curriculum.	
6	Campus A	Two units have direct involvement of teachers. The course meets at schools for tutorials and pre-service students micro teach. Students in Primary Mathematics, Science and Language and Literacy units attend a school consistently throughout a semester while university staff hold workshops at the

ID	Interesting programmes involving school based teachers in pre-service teacher education	
		<p>school focusing on curriculum issues and learning activities. Students then work with small groups of school students and later reflect on the implications of the teaching session.</p> <p>Most units have school-based participation in a variety of schools.</p>
	Campus B	Some curriculum methods units are school-based, eg Visual Arts and Science in the primary program.
	Campus C	There are partnerships with six schools in which students undertake an inquiry-based project.
7	Has a programme in which one whole subject (“Studies in Technology”) is taught in school by a teacher.	
8	A specific Science runs in both primary and secondary. In secondary, academics take Science students into schools and the students work in teams. There is a partnership with a further four schools in Professional Studies/Foundations areas.	
11	Whole subjects are taught in schools where teachers conduct workshops for student teachers.	
13	Has one programme linked to a demonstration school in which teachers are video-taped while teaching. The Early Childhood programme has demonstration lessons in schools in the Personal Development, Health, and Physical Education (PDHPE) area. They also run an internship model of practicum.	
14	In Early Childhood courses delivered through distance education, students are already working in child care centres and they have a high degree of autonomy in practicum placement and practicum activities. This entails an important role for supervising teachers, including in the assessment of student teachers. Practicum in one unit involves closely working with a centre director. Early Childhood content is developed with a big range of stakeholders: Indigenous people, Primary teachers, Department of Community Services (DOCS) etc. Early Childhood also has strong links with local child-care workers through a “Summer Institute” PD program.	
15	In Secondary Languages some small class groups are placed and taught in schools.	
18	There are strong partnership school programmes in Secondary Science/Maths/Technology and in the Early Childhood programmes – and hence close links with the teachers in these schools/centres. A small Secondary cohort is trained in a school setting three days per week	
19	Uses demonstration schools. In addition, Curriculum Methods are taught in schools in an area of the Secondary Diploma in Education program.	
21	One “lighthouse” programme uses an internship model of ITE entailing close links with teachers in the schools.	
24	One campus locates some teaching in schools. There are other partner schools linked to specific programs.	
26	Some PDHPE units in the Primary programme are located in schools. There are a small number of demonstration lessons in some Methods areas.	
27	Some units are taught in schools by teachers because of resource location eg film and television.	

Twelve universities reported that they provided training in practicum supervision for supervising teachers. Most universities which run an internship model of practicum reported training the supervising teachers. Some others reported running workshops for supervising teachers. However, other universities reported that the cost of teacher release did not make training feasible, especially as – in some cases – there are very large numbers of students to place. This would remain the case even if teachers were able to make the time for training. In addition, if students are studying through distance education, training of supervisors is not practicable. One university reported use of a website for training – the best they could do because of the large numbers of students they needed to place. In any case, universities tread a tightrope between making demands on their supervising teachers and simply getting enough school placements for students. In this context, it is often difficult to make extra demands of teachers.

Twenty-six universities reported using ex-teachers as part-time university supervisors of the practicum. Four universities offer credit towards higher degrees for teacher involvement in the practicum

Phase 2 – Site visits to tertiary locations

Appendix 3 contains a set of matrices which were used to determine the range of sites to be visited in Phase 2 of the research. The aim was to achieve a range of sites representing a maximum spread across variables such as programme type, university location, nature of secondments, etc. Universities were chosen so that a range of states, regional and metropolitan contexts were represented. Selection was also designed to encompass a range of Early Childhood, Primary and Secondary programmes (Special Education did not emerge from Phase 1 as warranting separate inclusion). In addition, account was taken of universities where interesting teacher involvement was located in the practicum or similar arrangements as detailed in Table 3. Sometimes these latter complemented the direct employment of teachers in programs; in some cases, the kinds of teacher involvement represented in Table 3 warranted inclusion in its own right. Thus, not every university which reported, say, joint appointments, was included if it was not felt that the extent or nature of these was sufficiently different from another site which may have more extensive or interesting involvement of teachers. This was particularly so in the light of the attempt already discussed to achieve a range of programme types, university locations,

etc. Members of the Reference Group were consulted on the choice of locations for Phase 2 of the research. It was decided that nine universities on the matrix provided the desired range. One was not willing to take part in Phase 2, and so the university education Faculties/ Schools/ Departments which formed the case studies for Phase 2 were from the following eight universities:

University of Melbourne

The University of Melbourne reported two seconded teachers and dedicated funds to employ recent professionals, resulting in a number of individual contracts. In addition, they have a *Science in Schools* programme which is delivered partly in schools.

University of South Australia

The University of South Australia reported a relatively large number of seconded/joint appointments in all programs, which was corroborated by data from South Australian Department of Education and Children's Services (DECS). They also have a Design and Technology programme which is delivered partly in schools.

Flinders University

Flinders University reported a number of seconded/joint appointments across programmes and across subjects.

James Cook University

James Cook University (JCU) reported joint appointments across subject areas and the use of teachers in remote area programs. The delivery of distance education is also a factor in JCU.

Central Queensland University

Central Queensland University (CQU) reported joint appointments with the local Catholic Education Office. It also has a partnership arrangement on one campus in which students spend an extra day a week in schools where the university co-ordinator delivers the course alongside teachers. CQU also delivers the Bachelor of Learning Management which includes significant school-based components facilitated by teachers as school-based 'learning managers'.

University of Wollongong

The University of Wollongong has joint appointments or seconded staff in a number of subjects. They use two demonstration schools in Primary education and have a 'Knowledge Building Schools' mentoring programme in Science and Creative Arts.

University of New England

The University of New England teaches current workers in early childhood education who have a strong input into their own course design. The course is designed in collaboration with the industry in a number of ways and, because of a strong distance education component students are largely taught in their workplace setting. The university also employs a number of seconded teachers and Department of Education and Training (DET) consultants to fulfill specific needs in the teacher education programs, such as Special Education.

University of Western Sydney

Early childhood students at the University of Western Sydney work in clusters of community practice alongside current teachers. Equality of partnership involvement is stressed. Maths, Science and Technology and Applied Studies (TAS) Method students in a cluster of high schools are part of a partnership between the university and school in the delivery of aspects of their program.

Detailed Case Studies

Research Methods

Each site was visited by a chief investigator for up to three days. During this time extended interviews were held with key personnel such as Heads of School, Deans of Education, relevant academic staff, current school teachers and system consultants involved in secondments or placements, and representatives of the education authority. In addition, relevant documents were collected and general observation of the organisation of the Education Faculties/ Schools/ Departments was carried out. All interviews were tape recorded to supplement hand-written notes, which were used to develop rich detailed case studies of each university. The case studies which follow detail the results of these interviews as well as the local policy, geographical and administrative contexts in which teacher placements occur. Such local contexts framed decisions made by both the university and the education authorities. In some cases, we discovered slight discrepancies between the information gathered in Phase 1 and that gathered in Phase 2. These were usually matters of emphasis. If a site was chosen, for example, because it had *both* a number of joint appointments and/or secondments *and* interesting teacher involvement of the sort detailed in Table 3, we may have discovered in Phase 2 that one of these aspects was far more important than the other. Again, **as discussed in the Methodology section**, this is partly a limitation resulting from the voluntary nature of participation and the simple reality that more people were interviewed on-site than were interviewed for each site in Phase 1.

University of Melbourne

Background/ Context

The University of Melbourne is the second oldest university in Australia and remains one of the largest. In line with the university's positioning as a major research institution, and the Faculty of Education's claims of "leadership of educational research in this country," the Melbourne Educational Research Institute (MERI) was created in 2006 and houses an extensive range of postgraduate coursework and research specialty programs. The call for "relevant, original and contemporary research [that] plays a critical role in shaping successful educational practice"² reverberates through the marketing for all programmes including pre-service teacher education in Early Childhood Studies, Primary and Secondary Education.

The inner city Parkville campus is the main site for teaching, though components of some subjects are delivered online. In addition there are "one-off" programmes where portions of the course are delivered in schools. The most outstanding of these is "Science in schools" which is discussed in the final section of this case study.

The University of Melbourne currently offers the Bachelor of Early Childhood Education and a Bachelor of Education (Primary) as four year undergraduate degrees. Students who have previously completed undergraduate degrees can opt for the one year Diploma of Education (Dip. Ed.) or the two-year Bachelor of Teaching, specialising in Secondary or Primary Teaching.

From 2008, the Dip. Ed. will no longer be available and enrolments will shift towards the new Master of Teaching program. This will entail increased time in schools. It was felt that the one year course did not provide enough scope for quality practicum experiences. In the new course, student practicum will increase from 45 days to 60 days with 20 days of practicum required in each of the first three semesters. Students will then be deemed "ready to teach," half way through their second year and can complete their final semester as an internship. Students who exit before the final

² These quotations are from the generic introduction in all brochures advertising Education courses at the university.

semester, at the “ready to teach” point, will be awarded a Postgraduate Diploma of Teaching.

There are over 5000 students, including postgraduate students, currently enrolled in the Faculty of Education at the University of Melbourne. Numbers of cohorts within each course are large, for example the one year Dip. Ed. has 550 enrolments.

Approximately 80 full-time staff and 40 part-time staff are attached to the Faculty and an additional “army” of casual staff, numbering in the hundreds, teach across the courses on offer. Casual staff are “everywhere”, and include retired teachers and those who are currently working as consultants. There are no joint appointments; however there are two current school teachers on fixed term appointments in the Faculty who are the subjects of this case study.

The Faculty relies on almost 500 schools to provide pre-service teacher practicum places. Relationships with schools are described as “friendly but distant”. The Faculty would like to develop closer relationships with schools but acknowledges that this is difficult. More robust partnerships are dependent on robust resourcing. Although Principals speak positively and say they want to work with the university, when “the crunch comes, they don’t want to give it to us for nothing”. The Stanford University model was mentioned as an interesting approach to ensuring quality practicum experiences, where faculty observe and evaluate supervising teachers in their own classrooms to identify “outstanding” practitioners before pre-service teachers are assigned to them. However the numbers of students in this programme at Stanford are low, as is the ratio of university staff to students, and the supervising teachers see their selection for pre-service teacher mentoring as prestigious and desirable.

An extensive report into pre-service teacher training in Victoria was conducted through 2005 by the State Department of Education and Training. The “Step Up, Step In, Step Out” report is critical of many elements of teacher education and expresses the view that standards of teacher education need to be raised. The Report delivers 44 recommendations about areas of pre-service teacher preparation including accreditation and accountability, flexible design and delivery, course content, and the teaching practicum. Most of the recommendations are directed towards the work of the Victorian Institute of Teaching. Nevertheless, the University of Melbourne is operating

within a local climate where the major education employing authority has stated categorically how it views teacher education. Course redesign, such as that outlined for the Master of Teaching which increases practicum time significantly and allows flexible exit points, appears to be moving in some ways towards the ideals recommendations by the “Step Up, Step In, Step Out” report. However, it was noted that the Victorian Institute of Teaching does not necessarily see themselves as having the role that the DET would like them to have. In addition the requirements that the state government would like to mandate are not funded by the state government and no additional funding has been offered to make these feasible. For example, the report recommends (R. 5.3) a minimum of 130 days of supervised teaching practice in an undergraduate degree and 80 days in a postgraduate degree. In addition they suggest that pre-service teachers should complete at least 20 additional days of field experience in an undergraduate degree and 10 in a postgraduate degree (R. 5.11). These large increases would increase the cost of practicum supervision for universities to prohibitive levels. Another set of recommendations involves the use of current school teachers in course delivery with the aim of providing a “balanced mix of academic staff and outstanding practicing teachers” (R. 4.4). The University of Melbourne has sought out and appointed two such practitioners on fixed term contracts to ensure this mix is attainable.

Nature of placements at the site

The teachers who are discussed in this section have been appointed to the Faculty on fixed term contracts as Lecturers in Primary Language and Literacy. Each has been granted leave without pay by their employing authority the Department of Education and Training or the Catholic Education Office (DET and CEO) for that time. Both contracts began in July 2006, when a previous incumbent on a fixed term contract left part way through her contract. One contract of 18 months runs until December 2007, while the other began as a six month contract but is likely to extend for another year as other staff take long service leave. The 18 month period of leave ensures that the teachers have right of return to their current schools and it also meets the conditions of the HECE Award (Higher Education Contract of Employment Award, 1998). This Award has reshaped the conditions for contract employment at universities generally. It allows temporary fixed term appointments only in specific circumstances, including recent professional practice. Both of the appointees teach predominantly in the primary

program, where the university has found it difficult to find new high quality lecturers for some time. full-time ongoing primary lecturer positions have been advertised and not appointed on a number of occasions. In addition, anticipated course changes at the end of 2007 will have staffing implications that are best served by flexible and temporary appointments in the interim.

The university priority was to seek “outstanding” practitioners. One of the appointees responded to an advertisement in *The Age* and went through subsequent rounds of written application and interview. The other was approached more directly and invited to apply. She had been studying a coursework Masters part-time with her classroom teaching partner back at school, and they had co presented their action research project on reading in the middle years of primary school during that course. The presentation was very well received and she felt that it had been instrumental in faculty suggesting that either her teaching partner or herself would be excellent candidates for a fixed term appointment at the university and approaching them directly with the suggestion that one of them might apply. The principal at this school was very supportive, stressing that this was something the teacher “needed to do”, that she “owed to herself,” even though it required the principal to find another teacher at short notice.

One teacher was from the state system and one from the Catholic system. Conditions of employment were clear and equitably applied. The salary offered to each teacher was one step above their current salary, placing them within the Lecturer B band. They each noted that superannuation entitlements are “much better” than those they had as school teachers but that salary advantages are offset by loss of school holidays and, for one of the teachers, by more lengthy and expensive travel. As is the case with any extended leave, appointments may impact upon long service leave accrual with their normal employer but the CEO teacher pointed out that the principal’s discretion enables such entitlements to be unaffected in special arrangements that do not extend beyond 18 months. Long hours were mentioned, particularly by one who is appointed at 0.8 of a full-time load (as she was in her school) but estimates that she is working 50-60 hours per week.

The teaching responsibilities of each of the appointees are also clearly delineated. Both appointees were just halfway through their first semester of working at the university

at the time of the onsite visit. They work with undergraduate B.Ed students in Primary and Early Childhood programs. The job descriptions for the positions specified teaching only with no research or general administrative components. Appointees arrived at the university the week before teaching began to find that Unit Outlines were complete, and the schedules and titles of lectures were ready to be printed out. Each of the appointees is involved in presenting some of the lectures for each subject in which they teach as well as a number of tutorials. They are both acutely aware that their expertise lies in their knowledge of classroom practice. In one subject one of the appointees was invited to choose which two of the lectures she would prefer to deliver. She chose the topics which seemed to her most oriented towards classroom practice, where she sees her expertise as lying. In her other subject, she describes her role in lectures as “minor” as she is working alongside a very experienced lecturer and she tends to step in and deliver the language and literacy sections of lectures where they pertain to classrooms. In another subject an appointee delivers half the lectures, takes half the tutorial groups and is designated as co-coordinator of the subject, though she feels that the more experienced member of the teaching team currently takes most of this responsibility.

Special features of this site

Special features of the site relate both to the inclusion of current practitioners as teaching faculty and to a particular program, commonly known as “Science in Schools,” where much of the teaching is located in school sites.

In the first instance, the University of Melbourne has been able to secure two very experienced and recent classroom practitioners on fixed term appointments in a context where it has been difficult for the university to fill advertised ongoing positions. Between them they have experience in rural, remote and urban schools, CEO and state schools, culturally and ethnically diverse teaching contexts and across all years of primary schooling. They have had additional responsibilities as Maths and Literacy coordinators in their schools and one has been a Reading Recovery teacher for 6 years. The other is part of an active Middle Primary years literacy network that operates across a number of schools. They have each taught for around 20 years. One has completed additional training in English as a Second Language (ESL) teaching and both are now completing Masters degrees, one by research and one by coursework.

They provide a wealth of experience that students, and their Faculty peers, recognise and draw upon.

A number of advantages of the appointments are apparent. The university sought these appointees for their unique and valuable recent experience. One of the appointees stressed that she sees her role as “building a bridge between theory and practice” for students. She can speak from her own experience about what is currently happening in schools and students appreciate this. The university stressed that the main advantage for Faculty is that the people who are brought in are up to date with classrooms and the profession. One of the appointees acknowledged that although she is confident in her knowledge of what is happening in schools, she also realizes that her experience is limited to just one system and only to those few schools in which she has worked. The university spokesperson noted that although classroom teachers bring in particular kinds of expertise based on their experience of teaching 5 days a week, lecturers who visit many schools see a wider range of current practices than the teacher who has been embedded in just one school and one classroom.

The advantage for the employing authorities in facilitating leave to enable teachers to work at the university depends entirely on whether or not they return. The university spokesperson suggested that there are few advantages for the employing authority, considering the trouble that schools must go to in replacing such experienced staff. Inevitably, those who do return take back a different perspective on their work as teachers. One of them noted that she will take back with her a degree of professionalism that she didn't know she had prior to leaving school. She will take back greater knowledge of language and literacy and will bring “some of the theory” back into the school and to her wider professional network. The other incumbent notes that on return she will seek a position that entails higher duties such as coordinating literacy at a school or as Assistant Principal – options which would provide her with better opportunities to use the skills that she has acquired and the “big picture stuff” about the teaching of education and of literacy that is she is enjoying in the university.

The appointees also discussed the likelihood of further study. One of the appointees is completing a Masters degree by coursework and does not intend to pursue a research career. The other is currently writing up her Masters research thesis and is keeping her

options open. She did not state one way or the other whether or not she could see herself working at the university beyond this appointment. She did note that if she does enroll in a doctorate, it would not be until after next year. Both of the current appointees noted that they work alongside a number of part-time sessional tutors who are completing doctorates, some of whom intend to pursue careers in university teaching.

The teachers identified a range of personal benefits accruing from their appointments. These included the “big bonus” of developing expertise in the technologies required to design and present effective multimedia lectures, and developing the confidence to address much larger groups of people than had ever been required of her before. One appointee noted that it was good to be in an environment “where there is lots going on”. Although in school she felt informed in other ways, at the university she feels informed in a way that she wouldn’t be in school. She loves to hear what other people are doing and feels that she is becoming a part of it, although thus far her input has been limited to her small teaching teams. The other appointee said she is still “overwhelmed to be here” and see the experience as a marvelous opportunity for constant professional development. Though it may be perceived as “a step up,” she knows that the position is limited, and still sees herself predominantly as a primary school teacher who will be taking back a range of enriching experiences to school that she can build on. This she suggests is a “healthy outlook” to have. Thus far, she says that the experience has consolidated her own theories about teaching and she appreciates the opportunity to step back and reflect on her practice to an extent that is rarely available in classrooms.

The university recognises that the placements also meet some of the personal needs of the applicants. They tend to be very good teachers with a desire to contribute more broadly and to influence others. They have “a vision that extends beyond their own classrooms”. For these sorts of people, an appointment can facilitate career progression after their return where the claim “I was a lecturer at the University of Melbourne” can assist with moves into educational bureaucracies or tertiary teaching faculty.

Disadvantages are felt at the level of the particular school rather than the employing authority. Both of the teachers have close ties with the community beyond and within

their schools. They knew many of the parents very well and their own children have attended the schools within which they worked. The principal had stressed to the other teacher that although she was supportive, she was sorry to be losing such a “big resource”, someone that they had “relied on” for the knowledge and skills that she had built up over many years at the school and in the community. This person noted that within the context of the “global budget” that Victorian schools now have to manage, her departure would be financially advantageous to the school. New graduates are much cheaper than experienced teachers, and the school might get “two classes for the price of one” and thus could advertise lower staff student ratios. She noted that her school is currently advertising nine positions for next year.

The appointees both named a number of disadvantages for the Faculty of Education. In particular one of them noted that her theoretical knowledge was not as strong as that of her colleagues who are able to “speak of theorists as easily as I can click my finger.” She needs to look things up and there have been times when students have questioned her and she has had to say “I’ll go and find out.” Students are appreciative that she does follow through and that she admits that she needs to. The other appointee noted that it has taken time to get up to speed on work practices and policies at the university but that colleagues in her teaching team have been very supportive in guiding her through the “day to day stuff.” She also asked them if she could come in and watch tutorials and lectures and stresses that people did help her in this way when she asked but she suggested that a more systematic induction into “the craft” of teaching at university level would have been of great benefit. Although the practice of observing each others’ teaching is commonplace in primary schools, it seemed to her to be less common at the university. From the university point of view induction is time consuming and more “ad hoc” than it might be but senior lecturers have taken on that responsibility. More significant for the university is the impact on research. Appointees do no research and thus do not contribute to the research quantum of the faculty. They do not attract research funding. This was also recognized by one of the appointees who differentiates herself from her teaching colleagues with the comment: “they’ve all been involved in research and I haven’t - it’s a grey area to me”.

The main disadvantages for the individuals involved were that the appointments are short term and there is no clear career progression entailed in them. They are also hard

work. The appointees agree that the University of Melbourne is “a nice place to work.” Although it’s a large workplace they have each felt like valued members of a team because of their Faculty colleagues. Although one of the teachers said that she sometimes feels that “all these people are so clever and know so much”, they have been very supportive and they have different expectations of her.

The second special feature of this site with regard to its inclusion of schools and school teachers in university teaching relates to the “Science in Schools” programs. A school-based approach to Science pedagogy has been central to course delivery for primary and secondary courses for more than 20 years, despite numerous restructures and contractions of funding. Between four and eight secondary schools and a similar number of primary schools are involved in the program. In the secondary Dip. Ed. approximately 180 Science Method pre-service teachers are involved. Teams of ten are located in each participating classroom during Semester One. In Semester Two the programme continues but pre-service teachers work in teams of five and can choose to work in Maths rather than Science classrooms. Pre-service teachers spend a morning each week in a school teaching Science. Inside the classes, groups of five school students are paired with two pre-service teachers in the first semester, and in the second semester each pre-service teacher is responsible for five students on their own. The effects on the school students are clear. The programme produces “extremely happy and excited kids” who love coming to their Science classes. Typically, the participating schools are large (eg 1500 students) urban schools that provide rich and complex learning environments for pre-service teachers. There may be 60 students allocated to a single school with six Science classes involved. Often schools self-nominate when graduates of the same programme contact the university lecturer several years after graduation to ask if their own school can join the program.

The justification for the programme lies in the pedagogy it promotes. The emphasis is on enabling peer based learning through “scaffolding for talk” in Science, with a focus on “artifacts and language” and how they might enhance disciplinary learning. In a typical week, pre-service teachers will each bring in an item relevant to the topic that is currently under investigation in the classroom and develop group activities based on these artifacts. The pre-service teachers take over and teach the topic for the duration of the lesson. This provides a very sophisticated supervision model for science

practicum and although the school teachers in those classes are not involved in delivering content they are deeply involved in cooperative evaluation of the developing pre-service teacher's skills and pedagogy. In addition the university supervisor, their Science Methods lecturer, gets to see each of his students teaching ten times across each semester. Each morning begins with an on-site briefing for pre-service teachers with their supervising teachers and university lecturer before school begins, and ends with another meeting after the teaching session for debriefing. Videotaping in the classroom and joint presentations during those sessions provide opportunities for critical reflection with supervising and pre-service teachers in a context that promotes reciprocal learning.

In the final semester of the B. Ed. primary programme approximately 120 students also complete a "Science in Schools" unit where they work in teams in a small number of classes and schools on Science topics negotiated with the schools.

Although classroom teachers are officially only involved as practicum supervisors, and thus the programmes are beyond the scope of this research, the programmes do represent a vehicle that enriches relationships between schools and the university and ensures that current best practice is at the heart of course delivery at the university. However, as the university respondent noted, the programmes are reliant on individual university faculty members with particular interest and expertise who organize and deliver them, often above and beyond their normal workload.

Summary

The University of Melbourne has taken advantage of the possibility of fixed term appointments for professionals allowed under the Higher Education Contract Employment (HECE) Award (1998) to meet needs that arise from other contexts. Impending course changes discourage full-time tenured appointments and problems in appointing quality candidates have been met in part by the creation of fixed term designated appointments for classroom practitioners. Like many other universities, the University of Melbourne uses large numbers of casual/ sessional staff to deliver elements of their courses but these people often have limited contact with students and do not have ongoing presence in the Faculty unless they are also research students. The two current appointees inhabit their new dual roles as primary teachers *and* university lecturers proudly and publicly and students in particular appreciate their presence. The Faculty is also appreciative of the skills and experience they bring with them but for such a research-focused university, there are strong disincentives in terms of the impact on research measures when some staff members are designated as 'teaching only'. The "Science in Schools" programmes at the University of Melbourne also demonstrates how the inclusion of good practice in school teaching can be integrated into the university curriculum in other ways than the importation of school teachers into universities, however it is reliant on good will and good relationships between all parties.

University of South Australia

Background / Context

The School of Education at the University of South Australia (UniSA) offers the largest breadth of teacher education courses in South Australia. The School has grown in recent times. The short-term goal of the School is to increase the number of students nominating UniSA their university of first choice for teacher education. This is in addition to attracting an increasing number of international full-fee paying students, particularly from China and India. The School of Education has approximately 3,800 students, 86 full-time staff, three part-time staff, approximately 155 casual staff and four joint appointments³. The School of Education is growing in response to demand and anticipates meeting its increasing teaching load by employing more part-time teachers.

The School of Education offers five undergraduate single degree courses; four Bachelor of Education degrees covering primary and middle-school as well as design and technology and workplace learning. The fifth undergraduate degree is a Bachelor of Early Childhood. There are two double degree undergraduate courses delivering specialist teachers in Science and PDHPE. There are four graduate entry Bachelor of Education courses range across early childhood, primary, middle-school and secondary education. There are postgraduate Masters coursework and research degrees and there is a PhD and professional doctorate.

The School of Education is distributed across Adelaide from central city to Mawson Lakes, north east of the city. There is also a tradition of offering the Anangu Tertiary Education programme to Anangu students living on the Yankunytjatjara Lands in the northwest of South Australia, Yalata on the west coast of South Australia, as well as Oak Valley in the Maralinga Tjarutja Lands. The courses offered include a Diploma of Education and Diploma of Teaching.

The relationship between the School of Education and the Department of Education and Children's Services (DECS) and Catholic Education (CE) was described as excellent by

³ In South Australia such joint appointments are referred to as 'secondments', but for consistency of terminology this report will continue to use the terms 'joint appointment' and 'secondment' as previously defined.

those interviewed. Schools actively participate in practicum placements, mentoring programmes and research projects in large numbers and in a variety of ways. Although the interactions between the School of Education and the local education authorities was said to be “huge”, the time students spend in schools as part of formal practicum is being reduced. This is because the number of placement opportunities is proportionally less and teachers find it more difficult to accommodate students on practicum. The School of Education at the University of South Australia has maintained a high degree of student interaction with schools via special programs. These vary from course to course and from school to school. The School of Education is thinking more strategically in using “existing school programmes to provide in school experience to complement the formal practicum required for accreditation.”

The School of Education at the University of South Australia has a diverse range of relationships with school teachers from joint appointments and secondments to casual teachers either teaching in schools or on leave from teaching. However, the School of Education has a large number of interesting and innovative in-school associations with schools that integrate as part of course subjects. The full range of relationships is described in this report although the relationship with jointly appointed teachers is the main focus with some of the in-school relationships described in detail as well.

Joint faculty and local education authority appointments

At the University of South Australia there are four jointly appointed staff – one from DECS and the other three from CE. Details of these teacher relationships were not generally known by staff, however, most staff spoken with knew that there were jointly appointed staff teaching in the School. The Dean and other senior staff did know about the details of these staff. There has been a long history of such teachers working for the School of Education but their numbers have been decreasing with time due to increasing costs. In the past, such staff have been appointed for many years at a time – up to ten. These appointments have been driven by the need for local education authorities to staff programmes they require rather than the university’s desire to fill holes in its staffing, although the relationships benefit both parties. The positions range from half to almost full-time load at the university.

The positions are managed by the university and local education authority with joint responsibility for advertising, panel selection and equity arrangements. Selection is merit based, meeting standard human resources requirements for both the university and the local education authority. The teacher retains their full salary plus entitlements, as paid by the local education authority. The university does not enter these arrangements lightly because the overall cost is always greater than employing a member of staff for the same teaching load. This is because on-costs have to be paid to the local education authority as well as the normal salary.

These appointments are initiated by local education authorities and reflect their interests in teacher education. The employment of such teachers is not viewed as an efficient use of resources by the university and is only undertaken when a local education authority has a specific need. For example, DECS has a number of staff completing a professional doctorate and so has seconded a teacher to the university to coordinate this program. The coordination role includes both staff and students. The teacher is responsible for teaching some of the research methods subjects and attracting suitable candidates to the program. He also helps candidates with their research proposals and is an associate supervisor for one candidate.

There are three appointments from Catholic Education who teach Religion across a number of programmes where Religious Education is an elective. In addition, these staff teach a Graduate Certificate of Catholic Education. In South Australia there is no Catholic University, so the University of South Australia offers religious education subjects so that graduates are qualified to teach for Catholic Education. The teachers are appointed by a joint panel with the local education authority taking responsibility for advertising. Appointees need to meet the requirements of both the university and the local education authority in terms of equity and merit. In the case of Catholic Education a priest or religious educator is sometimes appointed rather than a teacher. Nevertheless, appointees need to meet the position requirements and the appointee is paid their usual salary along with their usual entitlements such as superannuation. The employed teachers can be given coordination responsibilities but are employed at a level appropriate to the coordination responsibility expected so they are not disadvantaged. This arrangement has been in operation for over 20 years with some appointments lasting ten years.

The advantage of a joint appointment is that the local education authority is able to “influence university courses and make graduates more attractive to either DECS or Catholic Education. It is a win/win for both of us”. The local education authority is able to “tailor the course” or programme to suit their needs and the university is able to run a strand within its courses and programmes to attract a greater number of students. For joint appointments the teacher or religious staff are not disadvantaged because they retain the salary and benefits they had before they were employed by the university. Joint appointments are viewed as providing the specific expertise required for a specified task. The staff cited the freedom they had to come and go so long as they did their job. They also said they did not have to worry about research and that this was “a real advantage.”

The disadvantages were that the appointee usually did not have a doctorate and so lowered key performance indicators for the School of Education and reduced the “field from which applicants could be selected.” This was because appointees had to meet criteria set across two organisations. The teachers said that missing out on information was a problem and at times they did not feel as if they were part of the university. This is because the teachers knew they would be returning to their local education authority at some stage.

These teachers were of benefit to both DECS and Catholic Education because they were able to influence teacher education in universities and what happened in schools. This was especially the case for teachers who were appointed for long periods of time. The teachers had weekly meetings with supervisors of both employers and were able to influence both systems. They were in the enviable position of “having a foot in both camps.”

Teachers on short-term leave from teaching and teaching at university

In the School of Education at the University of South Australia this type of appointment occurred reasonably often – about five or six times each year. In the case of an employee on leave from a local education authority, they were regarded as “sessional staff, although their contracts were longer and they had a higher teaching load”. Those interviewed preferred to view them as full-time sessional staff and they were treated in that way. “They are appointed the same way as sessional staff and I suppose the advantages and disadvantages would be about the same as for sessional staff.” Just like sessional staff they were appointed to fill staffing gaps rather than the specific purposes for which joint appointments were made. Teachers on leave are sought and employed under contract if

most of the required teaching is during school hours and/or is close to full-time. Each year five or six staff are employed by the school while they are on leave from local education authorities and are employed for either a semester or a year.

Teachers, teaching at university as casuals

Teachers who teach at university mainly do so as casual or sessional teachers. The School of Education employs a very large number of teachers in this way using professional associations, network contacts and relationships with schools and school principals to access suitable staff. Sometimes advertising is used to establish eligibility lists. However, the teaching community in Adelaide is small enough so that established networks prove to be effective sources of casual or sessional staff. They often teach after school hours in a particular area, such as a Key Learning Area (KLA) specialisation, for a few hours each week during semester. However, at the University of South Australia many casual teachers teach at university during school hours. There are a variety of arrangements that permit this. In some instances the school timetable is organised so teachers have a block of time off in which they can teach at university. In other cases, staff have their university commitment timetabled into their school teaching load and the school invoices the university for their time. Under these circumstances the school invoices the university and payment goes to the school rather than the teacher. There are a number of principals who deliver lectures during the day under these arrangements.

Another group of teachers are part-time in schools and part-time at university. This practice is reasonably common in South Australia and is seen as an acceptable way of earning a living particularly for postgraduate PhD students. The advantage for these teachers is that they can organise a flexible workload that accommodates study and work commitments. The advantage for the university is that it has a flexible workforce that may eventually become full-time members of staff. The advantage for DECS and Catholic Education is that such teachers are often quality teachers who are able to bring back fresh ideas to the classroom.

There were many advantages cited for employing casual staff. Casual staff were seen as filling teaching gaps. Even though such an employment strategy was short-term it did solve emergency problems and was financially efficient and effective. Pre-service teachers appreciated the “recent classroom experience of school teachers because they brought a

balance of theory and practice” to tutorials. They were seen as “new blood with new ideas.” At the same time sessional staff were able to “see how the other-half live” and appreciate that “theory has a place in education ... that academics do live in the real world” and apply their ideas to classrooms. Casual staff were also seen as an “inexpensive workforce”. Casual teaching staff liked the additional income and thought “working at uni is good professional learning.” The local education authorities encouraged their teachers to tutor at university because it provided “access to research ideas and helped ... pick up tips particularly with ICT”.

University staff cited some disadvantages with employing casual staff. “You can’t plan future staff succession, you can’t see the younger staff coming on like we used to.” Casual staff were not seen as having a “breadth of knowledge ... they are here for a specific job and that’s it ... there is a narrow perspective”. Student contact was thought to suffer with “(full-time) staff taking on additional responsibility when casuals are not around”. Follow-up of student questions was seen as a problem because “students often have to wait a week for answers”. It was also difficult to obtain casual contracts for more than six months and “qualifications are usually below the level of casuals in other Schools”. This was also noted as a problem by casual staff who said the work was not reliable and you had to sign a contract each semester. They also saw any pathway to full-time academic work as “long, low-paid and hard to get”. Casual staff are not permitted to coordinate subjects as subject coordination can only be delegated to full-time members of staff.

Teachers and the practicum – and other in-school experience

At the University of South Australia, apart from the usual practicum arrangements, there is also a “huge” range of in-school experience undertaken by pre-service teachers. These programmes range from students working in schools delivering reading programmes to school principals delivering lectures either at the university or in schools to small groups of students. These arrangements are so numerous and diverse that no one member of the university staff was aware of all of them including the Dean who said “You’re kidding – there are hundreds of them.”

In the past, about 90 days were allocated to practicum or formal professional experience in schools. However, recently, the cost of such programmes has become prohibitive and has coincided with a reduction in the number of practicum places available in schools.

Consequently, the number of practicum days is being reduced to meet placement and budget constraints. This trend is in opposition to “what students need”. The result is that there is now a mushrooming variety of subjects in courses that require students to work with schools in a variety of ways ranging from reading programmes to action research projects. These occur across different year levels and start early in the semester “often after only four or five weeks in class”. It is up to lecturers and students to find places in schools but this is not usually a problem provided the student is helping the school in some way. The programmes are usually “devised by the school, not by the university ... they already exist and don’t have to be created”. Often students work together in groups and so one project can accommodate a number of students. These types of programmes are not

“constrained by payment but are just as valuable in teaching students about how schools work ... in this way we are not abusing schools we are working with them ... we just can’t get the schools for prac like we use to.”

Students working in such programmes are often brought together for a seminar once a week where they share experiences and talk about the issues confronting schools. A specific project may be working with a school to organise an arts festival or science week. Schools sort out the details and organise the students. Sometimes teachers are appointed as adjuncts to the university. They participate in reviewing programmes and assist with accreditation. Sometimes they are part of a research project and may act as a research assistant. They do not get paid for their adjunct status but they get a university email access and the right to cite their university affiliation. This also works for the university because it is like free advertising. Good teachers are recognised as being associated with the university.

When details of other similar projects were requested, the response was that there were so many that people were not aware of them and that they were a daily part of studying education at the University of South Australia. This mode of university/school interaction was seen to be ‘the way forward’. However, quality control was seen to be an issue that needed to be addressed.

Summary

The School of Education at the University of South Australia has a range of relationships with teachers in schools. Joint appointments are viewed as being initiated by local education authorities rather than the university to meet specific course requirements of the local authority. Although the university recognises these as an expensive staffing option, it accommodates this option because additional costs are offset by increased enrolments. The period of appointment is often longer than with other universities with staff renewing their appointments. The University of South Australia has an extensive range of interesting relationships with schools that provide access for students to schools outside the traditional practicum. The specific nature of these relationships is determined by schools, which seems to promote greater engagement of schools in providing in-school learning experiences for pre-service teachers.

Flinders University

Background / Context

The School of Education at Flinders University is a major provider of teacher education in South Australia. The School has grown significantly over the last few years to almost triple its size from approximately 400 students to between 1,100 and 1,200 students. The School of Education offers a total of 22 study patterns in its only undergraduate degree, Bachelor of Education (B. Ed.), across Early Childhood, Primary, Middle-school and Secondary education. Some study patterns support double degree programmes while others are specialist programmes for particular key learning areas such as PDHPE, Languages and Special Education. As well as four year B. Ed. degrees, some patterns of study are graduate entry, while others convert three year qualifications to four years. Nevertheless, all programmes are Bachelor of Education degrees. There are some postgraduate degrees such as Masters and PhD but these are not large programs.

The School of Education is sited on one campus and employs 34 full-time staff, one part-time member of staff and between 20 and 30 casual or sessional staff. There are also three jointly appointed⁴ teachers. The relationship between the School of Education and the Department of Education and Children's Services (DECS) was described as good by all who were interviewed. Schools actively participate in practicum placements, mentoring programmes and research projects although school practicum placements are becoming harder to secure as the demand for student placements goes up and the demand placed on teacher time increases. Consequently, practicum time is being reduced to the minimum required for accreditation. The School of Education at Flinders University has a range of pathways through its programmes to cater for the large Lutheran population in South Australia with some programmes having a Lutheran strand so that graduates are able to teach in Lutheran schools.

The School of Education has a diverse range of relationships with school teachers from joint appointments to seconded teachers to casual teachers who also teach in schools. In

⁴ In South Australia such joint appointments are referred to as 'secondments', but for consistency of terminology this report will continue to use the terms 'joint appointment' and 'secondment' as previously defined.

addition, the School of Education has some interesting practicum or in-school experience programmes with schools. These relationships are all described in this report although the relationship with the jointly appointed teachers is the main focus.

Joint faculty and local education authority appointments

There has been a long history of jointly appointed teachers working for the School of Education at Flinders University for nearly 30 years. Such relationships have been with a large number of different people over this time, as well as with the same people having multiple appointments although with different arrangements each time. The positions have been driven exclusively by the need for the university to fill holes in its staffing in a way that ensures the teachers are not disadvantaged in terms of salary or benefits such as superannuation. The appointments have ranged from full-time work at the university, although this is rare, to 0.2 of a workload at the university with the balance in schools.

The appointments are initiated by the university but negotiated by all parties involved including the Dean, DECS, the appointed teacher and the supervisor of the appointed teacher – usually a school principal. The principle always adhered to is that no person or organisation should be disadvantaged in the arrangement. This translates to the teacher retaining their full salary plus all entitlements and DECS being able to ‘backfill’ the teaching position before the teacher can take up the position. The university does not enter these arrangements lightly because the overall cost is always greater than employing a lecturer for the same teaching load.

The employment of these teachers is not viewed as an efficient use of resources so this way of filling staffing gaps is only used when a particular person or a particular skill is required and the university is prepared to pay a premium for that person or skill. For example, the School of Education at Flinders University has a reputation in special education and so is prepared to pay for a teacher to ensure high standards continue to be met. Two Special Education teachers are lecturing at Flinders University at present. Another such appointment is also current in ICT. This is because the expertise required is high and not easily obtained especially when a part-time lecturer (0.2) is required.

Coordinators of programmes or patterns of study report their staffing needs to the Dean and Associate Dean who then decide on the type of appointment. Discussion about

appointments, including the conditions of appointments and the names of possible appointees are discussed at School of Education Board Meetings but the Dean is responsible for making all appointments. This is the case for all staff appointments but particularly joint appointments. These are viewed as a way of maintaining standards and obtaining the best staff available but at a cost. Because the education community in South Australia, particularly Adelaide, is so small, staff are aware of people who would be interested and be suitable for employment. Appointees are not usually given coordination responsibilities.

The advantage of such a position is that it helps validate the program, “injects new ideas, keeps us on our toes and generally questions what and why we are doing something. It brings in what is happening in the field.” As well, the teacher can take back to the school new research. The student teachers benefit because they are able to “hear stories about up-to-date things happening in schools – what works and doesn’t work because things are always changing.” The teacher “get(s) a break from school and go(es) back renewed and refreshed but DECS don’t get any benefit if I don’t go back.” However, the greatest advantage of secondment appointments for the appointee was the continuity of salary and benefits. All the relevant teachers interviewed cited this benefit.

The disadvantages are “not being able to go to meetings and missing out on information ... the social stuff like shared meals because I am at DECS when these happen. Without them it becomes just a job, more than a job because two half-time jobs are more than full-time.”

Jointly appointed teachers found it difficult to juggle two jobs and saw this as a challenge. They also said the contact with students was a problem because “you are just not around when they want to see you, you have to talk to them by phone a lot ... you lose some of the teacher stuff.” You also “never understand the university processes properly. I have been doing this on and off since 1981 and I still don’t know lots of things.” But, the greatest disadvantage is “knowing you can never get a full-time academic job. You need a PhD and your teaching load is too high to find the time. I thought about it once ... it’s just not possible as a (seconded) teacher. ... you can’t even do any proper research because you have your DECS job as well.”

These teachers, who knew they were going back to their teaching job, saw mutual benefit in the joint appointments. They could take back what was happening in research and the latest ideas from what they had read in the library (“I spend half a day a week in the library reading”), what they had learnt about the latest technology and about the benefits of cross-curriculum perspectives – “something you just don’t get to experience in schools.” The Dean also said that they were of benefit to DECS in particular because through such teachers they were able to influence teacher education in universities. Because the teacher moved between both systems they were able to act as a conduit for ideas. For both systems there is a delay in implementing the latest ideas. Such staff can be used to cut through this process. At Flinders, DECS is helping university staff develop a new early childhood course. “There is a pool of expertise across a number of staff. We have seconded the equivalent of 0.5 staff for one year. People take turns working with us. In this way we can take advantage of their thinking in developing our courses.” So, the network of connections with joint appointments is viewed as an advantage.

Teachers on short-term leave from teaching and teaching at university

In the School of Education at Flinders University this type of secondment did not occur very often. At present there was one such appointment in educational leadership. The advantage of this appointment is the appointee is able to participate in research and is more available to students. So, there are advantages for the university. However, they usually experience a drop in salary and conditions which is a disadvantage for the individual. These appointees are often senior school staff and their university salary, compared with the salary they receive in schools, is less because of their academic qualifications.

Other advantages and disadvantages of this type of appointment are generally the same as those for joint appointments teachers. However, they are more likely to enrol in postgraduate degrees and move towards a more permanent relationship with the university. They are more likely to seek extensions of contracts and therefore less likely to return to schools. For this reason, the advantage of these appointments is less of an advantage for DECS.

Teachers, teaching at university as casuals

Teachers who teach in schools mainly do so as casual or sessional teachers. They often teach after school hours, however, at Flinders a number of casual teachers teach at university during school hours. There are a variety of arrangements that permit this. In some instances the school timetable is organised so teachers have a block of time off in which they can teach at university. In other cases, staff have their university commitment timetabled into their school teaching load and the school invoices the university for their time.

Another group of teachers are part-time in schools and part-time at university. This practice is reasonably common in South Australia and is seen as an acceptable way of earning a living particularly for postgraduate PhD students. The advantage for these teachers is that they can organise a flexible workload that accommodates study and work commitments. The advantage for the university is that it has a flexible workforce that may eventually become full-time members of staff. The advantage for DECS is that such teachers are often quality teachers who are able to bring fresh ideas to the classroom.

Pre-service teachers appreciate casual teachers because they bring a balance of classroom experience and theoretical perspectives to their teaching. An advantage of casual teachers working in the university but based in school systems was that “the school systems suffer from inertia. Even when they come across a good idea they often do nothing about it. Even DECS has come to realise this in recent years. Consequently, both the Catholic system and DECS encourage teachers to become involved in research projects particularly action research. The systems are encouraging teachers to think about what they are doing in terms of teaching pedagogy and methodology.”

The local school authorities encourage teachers to teach casually at Flinders University because they see that they will eventually see better classroom practice as teachers transfer theory to practice. It was also stated that that is why the school systems facilitate teachers taking university classes during the day. This is the time when most academic staff are at work and available to talk with sessional staff and so influence them.

Teachers and the practicum

At Flinders University, apart from the usual practicum arrangements, there is also an extensive mentoring programme called the INSPIRE peer mentoring program. Teacher education students act as mentors to school students, supporting them and encouraging their success in their school studies creating an environment where school students see further study as a real option. Schools increase their student retention rates and partner organisations that support the programme increase their public profile and standing within the community.

Each student teacher works with school students as part of a project negotiated with the school and/or partner organisation. Mentor and students collaborate to meet predetermined goals and outcomes. Teachers act as collaborators and keep an eye on activities. A community is established which centres on achieving outcomes that are determined by the project. This in-school experience is in addition to the usual practicum experience and is an example of the special arrangements that Flinders has with teachers in schools.

Summary

The School of Education at Flinders University has developed a range of relationships with teachers in schools. Among these relationships secondments can be singled out as being initiated by the university to meet its staffing needs in areas where it wishes to gain the services of the best available staff. Although the university recognises this as an expensive option, it is prepared to invest in quality staff when needed. Joint appointments are expensive because, unlike other means of plugging staffing gaps, they ensure equity in terms of salary and conditions of seconded staff. This is necessary because a negative aspect of such positions is that teachers feel they work in an environment where it is difficult for them to aspire to a full-time academic appointment without an extended period of being financially disadvantaged. When the teacher moves back into schools after the appointment, all those involved seem to be advantaged.

James Cook University

Background and Context

James Cook University (JCU) is Australia's leading tropical research university. JCU is a multi-campus university with the main sites located in the tropical Queensland cities of Townsville and Cairns. Smaller sites are located in Mount Isa, Mackay and Thursday Island. JCU courses are also delivered in partnership with education providers in Sydney and Melbourne. Offshore facilities and partnerships continue to grow, for example in Singapore.

The Faculty of Education offers a Bachelor of Education Primary, Bachelor of Education Secondary and Bachelor of Education Early Childhood Education, with twenty-five majors available plus honours. The post-graduate programmes include a Graduate Diploma in Education (one year), a fast track graduate Bachelor of Education, and the Master of Teaching (two years). There is also a combined degree option for secondary students, which leads to a B. Sc or BA and Bachelor of Teaching. All courses are certified by the Board of Teacher Registration and recognised nationally and internationally.

The B. Ed is the largest programme with 500 students in the first year. These are split across the Townsville (approx. 300) and Cairns campuses (approx. 200). Overall the numbers taking up the B. Ed are declining. Staff in the Faculty of Education number 46 full-time staff. There were two seconded posts filled by teachers offered and those teachers chose to take leave without pay to be employed by the University.

The telephone interview data highlighted joint, seconded and casual positions at JCU. The on-site interviews revealed one joint appointment in the area of assessment and two secondments in the area of professional practice.

Nature of other relationships/ partnerships with teachers

The Faculty members visit schools and work hard to keep good relationships. They try to be relevant to the local community and do undertake some research working with local schools.

Education Queensland was developing a Professional Development Package for teachers to encourage them to re-engage with learning.

The University practicum office staff particularly appreciate the work of the Remote Area Teacher Education Project organised by Education Queensland to support indigenous teaching students. Teacher co-ordinators are organised in regional areas to support students in their area through their university study and teaching practice. This programme and the support teachers are the key to these students getting their degree.

Teachers are also employed on casual contracts after school, during maternity leave, and early retirement, to support curriculum areas. The curriculum specialists rely on these teachers to supply recent and relevant experience; up to date specialist knowledge, and current examples of how things work in practice.

Nature of secondments and placements at the site

The levels of casual employment, fixed term contracts, and secondments have increased in recent years to allow flexibility and responsiveness to changing enrolments and staff turnover. It is difficult to attract staff to far North Queensland and so employers are unwilling to lose staff to the university.

There is currently one joint appointment and two three year secondments in the Faculty, plus casual school teachers employed to visit students on practicum. (One of the 'seconded' teachers interviewed had actually given up her teaching post to take up the job at the University because she was unaware that it was available as a secondment).

A joint appointment was organised between the University and the Department of Education, Training and the Arts (DETA), each of which pays half a salary for three years, in order to fill a specialist position. The University wanted to recruit a specialist Professor of Assessment from the UK and the DET agreed to help fund the post in the first instance; the University will take over full payment of the salary after the first three years.

Special features of this site

In order to support local schools and the community a decision was taken to employ two school teachers in the practicum office. They were looking for people with current teaching experience and preferably early career teachers, who could be looking for a change of career to work in the University.

The key reasons for employing seconded teachers are that the arrangement allowed the Faculty to recruit people to fill posts for a specific purpose. They brought with them the recent experience and local contacts and networks, which are particularly invaluable in the Practicum office. The importance of the contacts brought with them by these school teachers cannot be underestimated for the ability to promote 'cohesion in the local community'. Secondments also enable the staff of the School to engage with new ideas.

The Head of School successfully argued to make the secondments for three years, which gives people time to settle in, contribute to the wider work of the School, and become proficient in the organisation of practical experience for teachers. The seconded staff have been able to visit schools during students' practical experience and to build relationships between schools and teachers.

They facilitate quarterly school-based teacher educator forums in localities convenient to clusters of schools, rather than expecting them to come to the university. This is particularly important as the schools are geographically dispersed and the university wants to demonstrate the value it places on the contribution they make to training new teachers. They also run information sessions for principals and host a principals' breakfast once a term. In addition, there are two lunches each year organised to bring the school professional experience co-ordinators into the university to discuss best practice. These events enable the seconded teachers to get an overview from the school and the university perspective of teacher education.

For the individual teachers the secondment gave them the opportunity to 'expand/improve/prove their own ability'. They appreciate the way they are treated by university colleagues, which boosts their self esteem, gives credibility to their work, and for one gave her the opportunity to return to an environment where she had been successful as a student. The teachers find their personal working conditions greatly improved at the

university and appreciate being treated like a professional with high degrees of personal trust.

One of the disadvantages of seconded posts is that in order to meet their school teachers' salary, these people had to be employed at level B. The Head of School had to make a special case to employ people for their professional skills rather than academic qualifications. Also, the fact that teachers are asked to take leave without pay to take up the secondment has an impact on their employment benefits.

Another disadvantage relates to the culture change between schools and universities and the time it takes for staff to adjust to working with adults. There appears to be a lack of Professional Development (PD) for new staff to help them 'elevate their skills to teach students'. In short or fixed term contracts there is often a heavy workload and little time for reflection or personal and professional development.

One of the seconded teachers felt there was more pressure on her professionalism; that she needed a wider variety of personal and interpersonal skills.

Summary

James Cook University has recruited people to seconded posts to fill specialist positions. These arrangements have been positive for the Faculty and for the individual teachers and both have benefited from sharing skills and knowledge. The only drawbacks relate to how teachers are employed and the differential between school teacher and tertiary salaries, which mean the seconded teachers, have to be employed at a Level B, where they do not meet the usual recruitment criteria.

Central Queensland University: Rockhampton & Pomona, Queensland

Background/ Context

Central Queensland University (CQU) is a regional university that offers a comprehensive range of teacher education courses from early childhood through primary and secondary education to postgraduate studies through the School of Education. The school has experienced a decrease in student numbers over recent years and this trend is predicted to continue. The short-term goal of the School is to try and maintain student numbers through innovative programmes that have site-based school education as the focus of innovation. The School of Education has campuses at Mackay, Emerald, Rockhampton, Gladstone, Bundaberg and Pomona (near Noosa). The two campuses that are the focus of this study are Pomona and Rockhampton. The Pomona Campus was studied because it is the campus at which a site-based innovation involving seconded teachers was conceptualised and implemented while the Rockhampton campus is where this innovation was transferred. The reason CQU was selected as a case study was because it was a regional university that had a seconded teacher programme as well as interesting relationships with schools. It also happens that secondments and interesting relationships with schools are interrelated.

There are approximately 360 students studying at the Pomona campus with five full-time staff, two part-time staff and approximately 30 casual staff. All the full-time and part-time staff are on short-term (from one to three years) leave from the Queensland Department of Education, Training and the Arts (DETA) although the innovation started with two jointly appointed staff in 2001. The 360 students have grown from an initial intake of 60 in 2001. This growth has been in response to the success of the site-based programme on offer at the Pomona Campus. The Rockhampton Campus has approximately 1,500 students with between 50 and 60 full-time staff, 30 to 40 part-time and casual staff and six seconded staff. During 2006 the Rockhampton Campus lost about 30% of its education student enrolment across all years and all courses. The reasons for such a large decrease in student population centre on poor employment prospects for teachers compared with other employment opportunities such as mining. This loss in student numbers on the Rockhampton Campus is a continuing trend and the introduction of the site-based

programme from the Pomona Campus is one strategy used in an attempt to retain student numbers.

The School of Education offers a number of initial teacher education qualifications including an Associate Degree of Learning Management and a Bachelor of Learning Management (BLM) which is the main degree. The BLM covers early childhood, primary, secondary and vocational education. The primary, secondary and vocational education degrees are offered as undergraduate courses and as graduate entry. There are some graduate certificate and diploma courses, Masters courses as well as a Doctor of Education and PhD.

The relationship between the School of Education, Department of Education, Training and the Arts (DETA) and the Catholic Education Commission (CEC) was described differently by those on each campus. The staff on the Pomona Campus described the relationship as excellent – “but then again it has to be if this programme is to work.” However, staff at the Rockhampton Campus said the relationships between the university and local authorities were “getting better. It has been a ‘them and us’ model. We are now doing some professional development with schools and they are learning they have to pay. But, we still do some gratis – we have to cement relationships”.

Schools participate in practicum placements, but “it is becoming more difficult to get placements”. Teachers are less willing to supervise student teachers because they are seen as more work. Teachers are also reluctant to teach at university for any length of time as either a joint appointment or on leave without pay because it is held against them when they return to schools. “We are seen as traitors or something. I don’t know what it is but one year is OK, any more is a problem.” This is in sharp contrast to the opinions expressed by staff at the Pomona Campus.

Joint faculty and local education authority appointments

The School of Education at CQU is revisiting the way it employs teachers. Originally, on the Pomona Campus, teachers were employed jointly by the Department of Education, Training and the Arts (DETA) but worked for the university almost full-time. The fact that the university campus was on a school site and the teacher education programme was highly integrated with the school meant that teachers working for the university “appeared

to be working for both organisations simultaneously”. Similarly, teachers at the Rockhampton Campus, although originally joint appointments, were now on leave from their local education authority. They also spent a reasonable amount of time in schools but were made to feel they worked for the university when they went into schools. They said that in schools a “clear distinction is made between us (university staff) and teachers”. All staff interviewed at CQU knew who these teachers were and were familiar with their working conditions. The idea of a teacher working as an academic seemed to be well known and an accepted part of the system. On the main campus at Rockhampton, the Head of School (acting) had been a joint appointment from TAFE and was now on leave from TAFE. On the Pomona Campus the Associate Head of School (Campus Head) was once a joint-appointment principal but was now on leave from DETA.

In 2001, when the Pomona Campus introduced site-based teacher education, two joint appointments were employed to implement and coordinate the program. In 2006 there are no joint appointments. Teachers who now coordinate the program, including the Associate Head of School, who was once one of the joint appointments, have taken leave from the Department and are employed by the university. The university no longer has joint appointments in this programme because the cost is too high. Subsequently, teachers are employed as lecturers at a lower salary and some entitlements have been reduced or lost. In addition, the Department only allows a maximum of three years leave without pay. For the Associate Head of School the end of this year will see him either resign from the Department to take up a lower paid contract position with the university or return to the Department. He was a school principal when he left in 2001 but is unlikely to return in this capacity. “I am lucky, I am studying for a PhD and when I finish I will apply for promotion to a higher salary but until then it will be tough”.

At Rockhampton there are six teachers employed while on leave without pay. Although the site-based programme was introduced to this campus in 2006, these teachers from both the Department and the CEC were employed for different reasons. One has already returned to the Department because she saw no future in working for the university, four were returning to the Department or the CEC as soon as their appointment was over because they had no desire to either continue their appointment or apply for an academic job while the sixth teacher was considering applying for a full-time academic position. He

was relatively young, had been given a coordination role – “no one else would take it” – and was doing a PhD.

Those who were returning to the Department or CEC said their teaching loads were too high to study for a Doctorate in Education (PhD or EdD) and a contract academic position attracted too low a salary at their present qualifications. They also said that teaching at the university was frowned upon by other teachers and it was difficult to return to schools in a promotion position. One of these teachers was a Principal with the CEC. He said that when he went into schools he was not treated very well by staff except at the school where he was principal. “I found this unsettling and it has helped me decide not to continue here (university) for another year.” It was generally thought by teachers that working at the university was a worthwhile experience provided you “decided to return to schools and harboured no ambition to become an academic”. The CEC principal summed it when he said “If you did (want to stay at university), you could look forward to a lower salary, higher workload, less superannuation, a lot more study and less standing in the teaching community”.

Central Queensland University now only employs full-time teachers who are on leave without pay. This means “there are problems getting Lecturer B status without a PhD”. This was not the case when “teachers were employed by the previous Dean to fill staffing gaps, but now the whole thing is run by HR and we have to follow university policy”. This is why there has been a shift towards leave without pay appointments. There has also been a “drift in relationships with DETA and CEC. Teachers are no longer hand picked” and the appointment is usually for one year with an extension of another year – it is possible to be appointed for a maximum of three years. Teachers are not given credit for the work they do at university: “No one in schools sees it”.

The employment of such teachers is now viewed as a more efficient use of resources. However, specific teachers can no longer be targeted and selected by the university to fill specific teaching requirements. With merit based selection this is no longer possible and teachers can only be selected from those on leave who apply. These teachers can be given coordination responsibilities but are given an allowance.

Teachers thought that working for the university did have the advantage that they could learn new skills and encounter new resources to aid their teaching. They said they grew as a professional and were able to expand their networks. They also said they learnt about employment contracts. They said the School of Education acquired currency of practice when employing them because, “We know the syllabus well, we know what is happening in schools and we have access to current networks”. They were also enthusiastic and said the university could “burn us out and return us to schools with little lasting effects because we would feel renewed anyhow.” The benefits to the local education authority would be to help cement relationships and to inject a local education authority perspective into the university. This was particularly the case with secondary/vocational education and training (VET) courses which were developed by a TAFE teacher who became the Head of School (Acting). These teachers cited the freedom they had in their job. In this way they felt like professionals who were trusted.

The main disadvantage of a joint appointment was that with the appointee not having a doctorate, they were difficult to justify to the university system because they would leave after a relatively short time and take their skills with them. The university rarely benefited by research output which was becoming increasingly important. Such teachers said they did not have time to develop effective research skills and even if they did, they would go back to a work environment that did not value research. They said the local education authority benefited from the return of staff with a broader perspective: “We learn to see the bigger picture.”

Teachers on short-term leave from teaching and teaching at university

At the Pomona Campus all the full-time staff were employed by the School of Education while on leave without pay from DETA. The maximum period for leave without pay is three years and the Regional Director of DETA has developed a particularly strong relationship with the university and university staff over the life of the site-based teacher education programme and facilitates maximum leave approval. Together the university, academic staff, schools and DETA work as one in a true partnership. Each demonstrates the interconnections required to develop a community of practice in a way that integrates ‘theory’ with ‘practice’. Lectures and tutorials are held in schools and teachers are paid to participate in the teacher education programs. The university lecturers coordinate the programme and also deliver lectures and tutorials. School staff are integrated into the

programme and employed as casual staff. Their salary is paid to the school directly or to the teacher depending on the individual arrangements negotiated between the individual teachers, school and the university.

The advantages to staff contracted to the university while on leave are that they have time to conduct research, integrate technology with their teaching, for example video podcasting and interactive whiteboards, and they can share their classroom stories with students and bring a sense of “classroom reality to lectures, tutorials and workshops – there is no impostor syndrome.” There is a real sense of credibility that extends to all involved in the partnership: “New ideas are shared and what is happening in schools and classrooms are used as everyday fodder for learning. The whole experience is psychologically embedded in what everyone sees as genuine” The main advantage for DETA is that the value of research is communicated to the system and to teachers. “Academic work is seen and valued because it is seen. There is no ‘tall poppy syndrome’ because no tall poppies are created. Everyone is part of one system.” Academics are not seen as removed from ‘the system’. They are seen to be just another part of a continuous system. The link between theory and practice is lived and not just talked and written about.

The disadvantages of being teachers on leave are that “there is no sense of permanency and it takes you ages to work out the system.” It takes a while to “learn the ropes and you make mistakes while learning because YOU have to learn – there is no one to teach you – you learn by osmosis or you don’t learn.” As individuals, teachers on leave said they felt insecure, isolated and without a sense of belonging. There was very little team work and they missed the collegiality of schools. They also struggled with the volume of marking. This was the most difficult thing to cope with. The disadvantages to the system were less apparent but the main disadvantage was that the system may lose a particular teacher. At the very least, a teacher was lost from the system while they were on leave but that loss could become more permanent if the teacher left the system altogether.

Teachers as casuals

Teachers who teach at CQU mainly do so as casual or sessional teachers. They often teach after school hours, however, at CQU many casual teachers teach at university during school hours especially at the Pomona Campus. There are a variety of arrangements that

permit this. In some instances the school timetable is organised so teachers have a block of time off in which they can teach at university. In other cases, staff have their university commitment timetabled into their school teaching load and the school invoices the university for their time. Under these circumstances, the school invoices the university and payment goes to the school rather than the teacher.

At the Pomona Campus this is usual since the campus is located in the school grounds. In fact, the university campus is part of the school. It is possible for casual teachers to walk from a school classroom to a tutorial or workshop for pre-service teachers. Often the school will choose the teacher who will be the tutor for a particular cohort of students. Decisions are made on the basis of timetabling as well as the suitability of the teacher. This arrangement generally works well because quality tutorials and workshops are outcomes sought by the school as well as the university. At Rockhampton, a similar arrangement is possible. However, the pre-service teachers who may have been at one school will simply get in their cars and drive to a nearby school where a tutorial or workshop will take place. A particular school becomes a casual site for the university with students converging on it from surrounding schools.

There were many advantages cited for employing casual staff. Casual staff were seen as filling teaching gaps. At the Pomona Campus casual staff were used almost exclusively to deliver the bulk of the teaching program. This was because it was financially efficient and effective. The whole programme for 360 students across four years of study was delivered in schools, using only five full-time and two part-time staff in conjunction with approximately 30 casual staff. Pre-service teachers appreciated the “recent classroom experience of school teachers because they brought a balance of theory and practice” to tutorials. Casual staff were seen as an “inexpensive workforce”. Casual teaching staff liked the additional income and thought they were contributing to the development of the profession by teaching the next generation of teachers. Because CQU is a regional university, many of the pre-service teachers will become colleagues of the casual teachers who teach them after a relatively short period of time. So, the whole model reinforces a practice where it is in the best interests of the community to produce quality outcomes for its own benefit – a Darwinian win/win situation. The local education authorities encourage and facilitate the whole process. As student numbers have grown, the CEC has become involved to meet the growing need for student placements in schools and casual staff.

University staff cited some disadvantages with employing such a large number of casual staff. Quality control was an issue especially when the university was not responsible for the selection of casual staff but relied on a combination of the school timetable and school principals. The moderation and standardisation of marking is thus a problem. In addition, the majority of the workload of full-time staff centred around coordination of casual staff rather than actually teaching. Full-time staff became administrators rather than teachers. The problem cited by schools was that if they did not do their job well, the quality of the next generation of teachers they employed became their responsibility. Therefore, there was an inbuilt, extra layer of responsibility passed onto schools that was not overtly recognised.

Teachers and the practicum – and other in-school experience

The teacher education programme that has evolved on the Pomona Campus involves the usual block practicum as well as a much larger number of single days in schools.

University staff deliver their lectures, tutorials and workshops on site at school. It is difficult to characterise this mode of “teaching as ‘in school’ or ‘at university’ because the university is in the school. It would be interesting to ask the students how they feel”.

Sometimes the university staff take a session and at other times teachers from the schools take them. The important thing is that it is not who teaches the pre-service teachers but how they are taught. Teaching revolves around a ‘portal task’. This is where “theory and practice come together – this is the crux of the whole site-based approach”. Everyone is involved, lecturers, teachers, pre-service teachers and the context of the classroom. This is a “research based pedagogical framework that helps develop a learning community.

Theory rubs off on teachers and they begin to implement this theory in their classrooms. A whole community of practice develops”.

In this way the pre-service teachers are regarded as ‘classroom ready’. However, when the teacher has “poor pedagogical practice, then this is transferred to students and there can be huge problems. We have experienced this and it is very hard to remove from the system, particularly as the numbers (of students) grow and we (university) lose control over staff selection”.

Each school is managed by a ‘Lead Learning Manager’ (LLM) who is a school teacher – usually a Deputy. They manage everything that happens at the school and are paid an allowance by the university. If they teach in the programme as well they are paid, like other teachers, for their teaching. This is at the standard university rate for tutors. A university staff member moves around schools and liaises with the LLM and checks that everything is working as it is supposed to. Over time, selected LLMs are encouraged to apply for the university appointments. However, they often prefer to stay in the school system as “the long term advantage may not be worthwhile”.

This is seen to be a cost effective model and CQU plans to “roll it out across all campuses. There was a Federal Government (ACER) study done on the model. It looked at the quality of our graduates ... they were better than those from other models on just about all measures. ... the study did not look at the learning outcomes for kids. That would be an interesting study.”

It is very apparent that the partnership at the Pomona Campus is well developed and is working effectively. The partnership has the good will of key stakeholders at a personal level. The university lecturers were all once local senior teachers or principals who have developed close networks over a long period of time that they can draw on. The Regional Director of DETA facilitates the whole process, approving what is needed because he has had a long professional association with the university coordinators of the programme and encouraged them to develop the model in the first place. The university facilitates the programme because it sees it as able to deliver a quality teacher education programme in a cost effective way. However, this very strength was cited by one person interviewed as a possible weakness. If the relationships are not firmly established or break down, the whole model may collapse. “I am not sure how it will go at Rockhampton if they have not paved the way thoroughly first”.

Summary

Central Queensland University (CQU) has moved away from joint appointments as a way of filling staffing gaps. Joint appointments were not economically sustainable and have been replaced by teachers taking leave from their local education authority and taking up an appointment at the university. This is a more viable option for the university but can disadvantage teachers in terms of salary and work entitlements. CQU seems to be moving

towards models of teacher education that involve teachers very heavily. Although this has been shown to be successful, problems of quality control can become an issue as programmes expand and staffing becomes a function of school timetables and staff availability rather than rigorous selection mechanisms. Moreover, as the Australian Council for Educational Research (ACER) report evaluating the programme itself concluded:

It would be a mistake to assume that this study provides support for simply increasing the amount of time future teachers spend in schools during their training, or, worse, for moving responsibility for teacher education ... into the schools ... (a key finding) is to ensure that the preparation of teachers is genuinely based on a partnership between the profession, employers and the universities, one that is reflected both in decision making and allocation of funding for teacher education (Ingvarson, Beavis, Danielson, Ellis, & Elliott, 2005: 84).

Such models of teacher education are dependent both on partnerships and good relationships within partnerships and so attention has to be paid to these relationships if they are to be successful.

University of Wollongong

Background/ Context

The Faculty of Education at the University of Wollongong is a major provider of teacher education in the southern part of NSW. The Faculty is highly valued inside the university and the region. It offers a suite of undergraduate and graduate programmes for teacher training.

Undergraduate degrees include the Bachelor of Teaching (Primary Education) and Bachelor of Teaching (Early Childhood Education) both of which entail three years of full-time study. These are the last three year degrees offered in NSW and the Bachelor of Teaching (Primary) is currently being phased out. Both of these degrees allow for a one year Bachelor of Education to be added that qualifies graduates for four year trained status, enabling them to work in all sectors and interstate. The Bachelor of Primary Education and Bachelor of Early Childhood Education (four years) are amongst those currently submitted for accreditation with the NSW Institute of Teachers. Currently there are approximately 180 students in the Primary degree and 40 in the Early Childhood degree.

The four year Bachelor of Education degree specialising in Physical and Health Education is a particular strength of Faculty offerings and is promoted as applicable to community and outdoor education settings beyond schools. There are currently approximately 75 students taking this degree. Four year Bachelor of Education degrees in secondary Mathematics Education and Science Education at the Loftus Campus are also on offer. Enrolments vary between 25 and 50 students for these programs.

Graduate Diplomas of Education are offered in both Secondary and Primary Education. There are approximately 220 students in the Graduate Diplomas of Education across both Primary and Secondary programs.

Staff in the Faculty of Education number 50 full-time staff and more than 30 casual teaching staff.

Nature of other relationships/ partnerships with teachers

The Faculty employs school teachers as casual teaching staff in both primary and secondary pre-service teacher training across all courses on offer. These staff work in Secondary Method areas and in some Key Learning Areas in primary education. Expertise in areas such as Aboriginal Education is also utilised via casual appointments. Casuals tend to work after school hours and are responsible for delivery and marking of student work in the subjects within which they are teaching, under the supervision of full-time faculty staff as Coordinators. They are on campus for teaching duties only. Casuals are employed to fill gaps but they bring particular expertise with them, such as experience in HSC marking, which is highly valued by the Faculty.

Teachers are also involved in supporting practicum programs. The university employs a number of retired teachers and principals on a casual basis as university practicum supervisors. In the 'Knowledge Building Communities' project, which enables students in the Primary undergraduate programme to spend more time in schools for one semester of each year, experienced teachers are designated as mentoring teachers and are responsible for mentoring four to six students in each of the nine partner schools. However these teachers are not involved in teaching any of the university curriculum, and are not located on university campus for any of the time they are involved in this program.

There are also two "Demonstration" DET primary schools at Mt Keira and Fairy Meadows that have been associated with teacher education in the Wollongong area since the days of the Wollongong Teachers College. These schools provided opportunities for students to observe exemplary lessons and focus on microteaching skills. Usually there will be at least one visit per week to each of the schools with different cohorts of students. School teachers from these schools do not teach in the university programme in any formal way, but the opportunity to observe them at work enriches pre-service teachers' understandings of exemplary and current classroom practice.

Nature of secondments and placements at the site

The University of Wollongong also has five current school teachers seconded on a long term and substantial basis to the Faculty. These secondments are the characteristic that makes this Faculty of particular interest in this study. These five make up 10% of the Faculty staff and make significant contributions to the effectiveness of the Faculty. The Faculty would like to maintain this level of involvement or to increase it by one or two more positions but this is constrained by inequitable wage differentials.

Appointments can be made in areas where there is not enough work for a full-time academic load, but there is enough for a three-quarter load. This entails incumbents learning to teach outside their KLA specialisations. Both the specialist Creative Arts and PDHPE teachers have taught in general units on pedagogy. Appointments are also made for positions where the university is not yet ready to create and fill a full-time Faculty position. However although secondment appointments are made in part “to fill holes”, the opportunity to work with these appointees is seen as professionally enriching for university staff as well as being valuable for the teachers themselves.

The circumstances which led to these appointments vary considerably but the experience and effects are reported very positively by both incumbents and Faculty colleagues. Appointments are generally made on recommendation rather than through open advertising. Primarily good practitioners are sought. Secondments are dependent on good relationships at the local level between the university and the education authorities. Whilst working at the university the seconded school teachers continue to be paid by their employers, which include both the NSW Department of Education and Training and the Catholic Education Office. The university is invoiced for these salaries. Accordingly salaries vary as the seconded staff are at different salary levels in their school positions. They continue to accrue leave entitlements and superannuation with their usual employer. Some ambiguity was noted around elements such as union membership and leave entitlements which both differ in the university context. The assumption remains however that the teachers will return to their designated schools and teaching positions after the negotiated period of secondment is completed.

Levels of responsibility held by incumbents varied but in general, teaching is their core responsibility. Seconded teachers are not expected nor required to conduct research. They tend not to be coordinating or developing subjects, at least in their first semester,

and tend to be tutoring rather than lecturing in the subjects within which they are teaching. They are not required to sit on committees but they receive normal allocations for attendance at Faculty meetings. Relative to other staff, their teaching and marking loads are high. They also have heavy responsibilities in terms of practicum supervision. However, Faculty efforts to compensate for lack of access to travel and conference funds were appreciated.

Special features of this site

The University of Wollongong is notable for the success with which they have managed to maintain a programme of teacher secondments. The Faculty has had a number of different teachers take up these opportunities. Periods of secondment usually begin with one year but have often been extended by six months or another year and several people have subsequently moved into full-time Faculty positions, usually via a research degree. One of the incumbents is on his second secondment with a stint back in his school in between. Despite the potential loss of staff, the Wollongong District Office of the Department of Education and Training has been supportive of these secondments. This has been attributed to the good relationship the University has established with the current Regional Director.

Incumbents named several advantages that these placements potentially have for their employers. Secondments provide “better quality professional development” which ripples widely back through presentations and workshops offered at conferences (eg. Beginning Teachers, Head Teachers, state curriculum conferences) as seconded teachers increase their confidence and skills in adult education. Another teacher explained he would now be more inclined to initiate and deliver professional development, for example an afternoon course in printmaking, than to wait for someone from District Office. Broader professional networks are established. Secondments serve as “catalysts” for a range of possibilities. One teacher whose secondment is coming to an end detailed the qualities that he would be taking back to school with him. He has acquired a “fresh perspective” and feels “energized.” He has new organizational and information technology skills, and access to a wider range of resources. He also has a better awareness of the university’s expectations of teachers. University staff also noted that secondments are a way of providing quality professional development and that teachers tend to return to school “rejuvenated”.

The environment in the Faculty of Education at the University of Wollongong has been welcoming and encouraging for all teachers. One reported that staff had told him he was a “breath of fresh air.” Another asserted that it is a “lovely place to work” and that “if you make the effort people here do start to listen.” Another stressed that he has “never felt like he was just a secondment”. Mutual respect was experienced by incumbents. One teacher commented on the “integrity” of Faculty staff, describing them as “nice people, not stuffy or stuck up” and explained that this might be because “there is still lots of ‘teacher’ in the lecturers here” in terms of the way they care for students.

Transitions remain problematic with secondments. The movement of talented teachers into university Faculties has various impacts on schools in the district. As long as secondments are for less than two years, staff have tended to retain “right of return” to the same position. With one Head Teacher in a secondary school, this meant that he was replaced by less experienced ‘acting’ staff and that his Faculty and HSC students continued to contact him for advice and guidance after he had begun working at the university. When a teacher who had been responsible for school musical productions began a university secondment, the school decided to move to biannual rather than annual productions. When his secondment was extended, other staff took on responsibilities they had left to him in previous years. One of the current seconded teachers has the same part-time load (0.6) at the university that she had as a teacher, and sometimes works in schools on the remaining days. Since starting at the university, she has had various requests to provide in-service on Language and Literacy in other schools in her sector.

Each of the seconded teachers reported that they had gradually taken on more responsibility at the university. In his second semester, one teacher took on responsibility for coordinating subjects, increasing numbers of lectures and supervising casual staff. This person is currently writing a textbook for tertiary students with other Faculty members, based on research literature so it will “count” as a research outcome, and has begun a Masters degree. Both of these are seen as strategic moves towards the possibility of a future career in the university sector. Another seconded teacher is currently working on a PhD proposal and hopes to secure a scholarship to enable

continued study and part-time teaching at the University. Despite the guarantee of a right of return, seconded teachers may not return to schools. One teacher reported that previous incumbents who did return to schools had rapidly succeeded to Head Teacher or consultant positions that took them away from their original locations.

The seconded teachers each reported the experience as immensely rewarding professionally. Advantages of involvement with the university included increased opportunities, broader networks and more contacts. They also include scope for critical reflection on one's own practice. One teacher reported a shift in his thinking from 'what' to teach to 'how' to teach it. The textbook project would not have occurred to him when he was located in a DET school. He notes his realisation that teachers often focus on those students who do not necessarily need their attention most, and that he has less interest now in his discipline area than in teaching itself, and in the teaching of teachers. If school students are to have better outcomes, it is necessary to influence pre-service teachers. Another seconded teacher reported that the opportunity to develop a broader understanding of how adults learn has been "fantastic." Here she is better positioned to share ideas she had tried to share in her schools with a wider and more responsive group. The experience of teaching at the university level has generated an "immense amount of self-worth" according to another incumbent, who is currently completing his second secondment. The university has given him the chance to talk about and look at the attributes of teaching in ways that are not generally available in school. In addition, realising that "you really do know so much," and "that you have very professional answers for them" has been "heartening" and "validating." Though the opportunity to have a break from the school environment and to work with professional and interesting people has been appreciated, he is looking forward to returning to his school. He loves working with kids and finds there is more interaction and creative opportunity for him in working with children. It is a "long road to a PhD" and then to a job and these are not of interest to him. In considering where he is best utilised, he has decided that it is with primary kids and teachers rather than at the university level. The university spokesperson also notes that the opportunity to step back and reflect on practice is appreciated by the teachers, and that learning more about the "theoretical side" of teaching provides valuable professional development for them.

There are a number of advantages for the university in the secondments. Incumbents saw themselves as bringing a “fresh view” into the university, of the attitudes and values of teachers, parents and community. They bring recent experience working with current Syllabuses, and diverse and practical classroom experience. Overall their involvement facilitates closer ties between the university and what is happening in schools. The university spokesman also sees the secondments as “very positive,” noting that the teachers bring “up to date knowledge” and that they “model good practice.” In addition, they are flexible, positive, enthusiastic and energetic.

Some disadvantages were also noted by the people interviewed. Continuity is a problem with standard 12 month secondments, and incumbents generally seek extensions of six months at a time. Each new person requires orientation and time to learn university processes. The university has a tendency to respond very late in confirming appointments and allocating resources. The start of a secondment can be very hard, one person noted. She had made a transition from research student at the university to seconded lecturer, but there was no one to explain the “culture and logistics” apart from the research supervisor she already knew. Although seconded teachers might have “not much of a voice” in the larger faculty, they could have some impact in smaller teaching teams. The impact of losing staff to the university, particularly in small schools, can be dramatic. This is also the case in larger schools, where for example, Head Teachers in secondary schools move to the university. This impact is exacerbated when appointees, with university support, seek longer terms. Despite extensions, seconded teachers are not part of the long term culture of the Faculty whilst they have that status. For the university, a major difficulty is the disparity between university and school teaching salaries. Who comes in depends in part on their salary. The salary of a Head Teacher in a high school, for example, is too high for the university to match. This was also a problem when the university tried to bring in current teachers for single days, where the combined cost of relief and payment are prohibitive.

Summary

The Faculty of Education at the University of Wollongong has been successful in negotiating conditions which allow school teachers to work on secondments in a range of courses and curriculum areas. These secondments have been professionally rewarding for the incumbents, and are seen by some of them as part of a route towards a tertiary teaching career. Placements have been initiated in different ways and depend on the right person being available at the right time and in the right curriculum area. Sometimes teachers who already have a foot in the university, for example by enrolment in a research degree, will approach the university and their employer. On other occasions, particular individuals are sought by the university. In PDHPE, several secondments have followed each other and seem to be part of the current structure of the program. Secondments depend on the willingness of employing authorities both regionally (DET and CEO) and at the school level (Principals) to allow teachers to take up these opportunities when they arise. Their success is also dependent on the university creating conditions that are conducive to good experiences. At the University of Wollongong these have been particularly due to the collegial relationships and professional encouragement that the seconded teachers have enjoyed.

The main obstacle to a more extensive programme of secondments is inequitable salaries. Experienced teachers in schools can be on higher salaries than research active academics with PhDs. This makes them prohibitively expensive for the university when it is required to match salaries. At the same time, many of the subjects taught by seconded teachers can also be taught by university staff. Most academics in Faculties of Education have also been school teachers, continue to be involved in professional associations and curriculum development, and also contribute to the research quantum of the Faculty. On the other hand perhaps the heavy teaching loads that seconded teachers carry, free up full-time faculty for a wider range of activities.

University of New England

Background/ Context

The University of New England (UNE) is a rural university in the north of NSW. The university dominates the local town and is a major employer in the area. It caters for students from the local area and also has substantial numbers of external students from geographically diverse locations. The distance learning programmes attract up to 15,000 students, which makes UNE one of the largest providers of external awards. The Faculty of Education is a major provider of teacher education in the northern part of NSW. It offers a suite of undergraduate and post-graduate programmes for teacher education.

The Faculty of Education, Health and Professional Studies offers a Bachelor of Education Primary, Bachelor of Education Secondary and Bachelor of Education Early Childhood Education (fourth year of distance study). The early childhood programme builds on previous early childhood study, which includes a primary pathway option via elective units and professional experience (practica) selections. NSW Institute of Teachers and NSW DET approve of this primary pathway. The post-graduate programmes for internal students and external students include the Bachelor of Teaching Primary, Secondary and Early Childhood, and Graduate Diploma in Education. The Bachelor of Teaching Early Childhood is the third year of a distance learning course for people with previous study (usually a TAFE Diploma), previous work experience with young children, and for most, a full-time job in the industry. In addition there are several specialist Certificate and Diploma level programs, Masters, and Doctoral Degree options. There is also a combined degree option for secondary students, which leads to a B. Sc or BA and Bachelor of Teaching.

The B. Ed Primary is the largest internal programme with 500 students across the four years. In previous years there have been 200 students in the new intake, whereas this year, due to increased competition, the first year has only 130 students. External programmes also have substantial enrolments, for example, the external mandatory Special Education programme caters for 380 primary students and 275 in the secondary cohort. The B. Teach Early Childhood has almost 600 students enrolled and the B. Ed Early Childhood

has increasing numbers, standing at 100 currently. The latter is an approved primary pathway for the NSW DET and the Queensland College of Teachers.

There are two schools within which education courses are delivered; the first is the School of Education and the second is the School of Professional Development and Leadership (this is where early childhood education is located). Staff in the School of Education number 70 full-time staff, four secondees, and casual staff to support teaching and particularly marking.

This site was selected based on the telephone interview data because of its interesting practice in the early childhood programmes and for its involvement of joint and seconded staff in professional studies units. On-site interviews revealed that the majority of posts were actually secondments of staff who hold DET positions, rather than joint appointments paid by the DET and university. The early childhood practicum arrangements are detailed below.

Nature of other relationships/ partnerships with teachers

There are a few teachers who are employed as casual teaching staff but this type of involvement is limited at this university because of its geographical position; there is simply a very small pool of prospective staff. For the same reason it is difficult for school staff to visit schools and to supervise teaching practice due to the long distances that would have to be travelled. Many students do their block practice in their home areas to minimise costs, which means the university relies heavily on school staff to supervise students. School staff felt that relationships with local schools were unlikely to be affected by the seconded positions at the university.

However, staff do have good relationships with local schools and close links with many of the current teaching cohort, who are likely to have studied at the university. One course coordinator explained that there are a lot of very experienced teachers in the local schools and not much movement or changes to staffing. This is obviously of benefit when asking them to supervise students on teaching practice but also means that there are few positions for new teachers, and some of the established practitioners are more reticent about involvement with the university.

The School is trying to change its model of professional experience to make the emphasis more one of partnership, rather than the university asking schools to support their students. Soliman (2001) has discussed the challenges of collaboration with schools in this specific context. The School of Education is aiming to create a two way process with more emphasis on teacher professional development and a focus on what schools and teachers need from the university. The Early Childhood team already works with a partnership model, as their students are all employed in local childcare centres, preschools or family day care schemes; and have to arrange their own practicum in a centre other than where they work or have worked in the past. This student self-arranging responsibility includes a leadership unit of study where UNE students plan for shadowing, observing and working side-by-side with a leader/manager/director/coordinator; also, this person becomes the focus of a leadership profile assessment task undertaken during the semester.

The university employs a large team of casual markers to support the Faculty. Advertisements were placed in the local press and generated applications from all four states. This illustrates the interest that teachers have in becoming involved in the work of tertiary institutions.

Nature of secondments and placements at the site

Historically there has been a culture of secondment to particular units of the Faculty, primarily in the areas of pedagogy and especially in the special education area. All current secondees are primary teachers. They did advertise for a secondary English secondment, but had no applicants.

The Faculty has always had a large number of students and not enough academics to teach them. They relied on colleagues in schools to support the marking of students' work. Several years ago a decision was taken to formalise the arrangements and to bring some teachers into the university where they would work as part of a subject team. The idea was conceptualised as a one year secondment to enable the teams to increase their connections to schools and the individual secondee to gain experience of working in tertiary education. This arrangement worked very well for a number of years. The individual would be seconded from the DET; they would have a transfer of duty but still be on the staff of their school, just working at a different site. All of their pay and conditions would be maintained.

However, the new arrangement preferred by the DET is that the school teacher takes leave without pay and is then employed on a contract by the university. The positive aspect of this arrangement is that teachers can be placed at the university for up to three years. The drawback to that is that teachers can only have the right to return to their substantive position if they are away for one year or less. They also do not accrue long service leave and some find their superannuation frozen.

One of the issues relates to the differential in the pay scales for school teachers and tertiary staff. The university tries to meet teachers' salaries, which is possible at lecturer B level, but much more difficult for more senior teachers. The problem is that in order for senior level school teachers to maintain their standard of living they would need to be paid at higher university levels (senior lecturer), which under university employment policy require the applicant to have a higher degree (doctorate) and publishing record. This policy is starting to create challenges to teams that want to employ people with specific skills or local knowledge and networks. An example of the limitations of this policy was given in relation to the school practicum office. They wanted to employ an academic manager with local knowledge to help develop the new focus on partnership in teacher education. However, as this position was at senior lecturer level, it precluded most local teachers from applying, and they recruited an academic from the United States of America.

The university still values these positions and tries to make the employment issues secondary to a positive experience of working at UNE. A key faculty member commented, 'I would like to think that secondments send a positive message to the schools that we take seriously the business of involving people from schools in teacher education'.

In the future the university will not support secondments unless there are very special circumstances. One of the units that has always employed seconded teachers has had to advertise for permanent positions. This will overcome some practical difficulties but the Faculty will have to find alternative strategies for maintaining contact with the schools.

Special features of this site

The Faculty of Education at UNE, and specifically the Learning and Teaching Research and Teaching Group, made a policy decision to employ seconded teachers to teach on their programs. They wanted to involve good practitioners in their teaching team who would bring freshness to their teaching with a current connection to schools. They wanted people who would make a positive contribution to undergraduate teaching as well as developing their own learning and experience. Ideally, they would be interested in post-graduate study themselves and would welcome the opportunity to interact with academics.

The decision about where to employ people is both 'pragmatic and philosophic'. That is, pragmatic as a solution to difficult to fill posts (it is difficult to attract permanent staff to Armidale) and philosophic, because current teachers are seen to enrich teaching and promote Faculty contact with the profession.

There are four teaching and research groups in the Faculty and all staff are nominally a member of one of these. The Learning and Teaching Research Group is coordinated by the same person who coordinates the special education programmes and he could see that both areas would benefit from a 'really great practitioner' who could teach across both areas. They would bring an expertise in special education as well as excellence in teaching in mainstream classrooms that would benefit all undergraduate teachers.

Seconded teachers are basically employed to teach. They do not undertake research or service, the other components of a Faculty members load – although, they could be enrolled in a higher degree by research and may be involved in some practicum supervision as a form of service. They are not generally expected to coordinate units, which generally means that a smaller number of permanent staff members have a larger number of units to coordinate. The seconded teachers do have very high teaching loads, although that has reduced this year due to the new enterprise bargaining agreement. In one case a teacher was asked to stay on for a second year in order to coordinate a specific teaching and learning unit. In this specific case the teacher's salary was maintained at her school teachers' level when she moved from a secondment to a one year contract. This is particularly significant in the context of secondments, as this teacher was in a senior position in an independent school and would have reduced her salary significantly if she had to take up a university position. The School of Education needed her expertise but she

does not have a higher degree, so she could not be offered any other form of employment (permanent or fixed term). This person is relishing the opportunity the secondment offers her but questions the impact on her career advancement and conditions of employment. All of the secondees interviewed felt that the policy of taking leave without pay and one year fixed term contracts at the university could be a disincentive to people taking up secondments in the future.

These secondment opportunities offer many advantages for the Faculty and the individual. These include:

- Teachers, whether from school based positions or system level posts, having the opportunity to re-engage with learning, new knowledge and to generally re-focus on the broader picture of education. School teachers are able to clarify areas of professional interest, which in turn allows them to contribute to their school in a more focused way on their return.
- Teachers having the chance to reflect on practice. The change of scene gives them a new stimulus. Some secondees relished the opportunity to write and several were considering enrolling in doctoral level programs.
- The importance of contact with students to their enjoyment of their new position. They were particularly pleased to see the calibre of the students in the B. Ed programmes and were very optimistic about their future prospects.
- The system gaining back reinvigorated staff. New ideas and strategies are taken back into the classrooms that teachers engage with in the future.
- Greater understanding of the work of universities and what it is that academics do. One secondee felt that this might help to make the system view of university staff and students more positive.
- Teachers with higher degrees when they begin a secondment finding it easier to contribute to unit development; they already know how academic work is organised and what is expected.

- The university, faculty members and students all gaining the benefit of decades of teaching experience in a range of settings when they take on a seconded teacher. Secondees often receive very positive student evaluations; students appreciate the recent classroom experience and possibly the freshness of the school teachers. Students like the ‘story telling’ classroom teachers bring to their lectures, which brings the classroom alive for them. One secondee felt this impacted on students, helping them develop their learning and confidence. Another said that students had benefited from her links with the DET and knowledge of personnel and policies.
- The overall experience providing considerable professional development opportunities for the university staff as well as the secondee. One secondee described how she had been overwhelmed by the reception she had received at the university, being treated as an equal even though she does not have a PhD. She said, ‘What I have to contribute has been appreciated and actively sought’. This particular teacher was specifically encouraged by the previous unit coordinator who identified her to take over the unit from him when he retired.

There are some disadvantages to employing people on one year contracts, not least the lack of continuity and the fact that the secondee is always on a very steep learning curve with no opportunity to consolidate learning experiences. Other disadvantages are listed below:

- A key concern of the DET may be, ‘How are we going to fill this position?’, that is of the person being seconded from a DET school to the University. There was some discussion of this issue and it was felt that it might be easier to replace a member of a district team than a specialist full-time classroom teacher. One unit coordinator thought this could be a problem: “In a small school it is a really ‘big ask’ because you are saying I want the best teacher you have and I want them over here for a year.” This obviously values the person and their skills but is difficult for the school. One of the secondees from the DET described how the special project she had been working on just did not go ahead in the year she was on

secondment. This is obviously an issue for the DET if they are going to offer secondment opportunities to people in specialist positions.

- One of the seconded teachers had ‘no false illusions’ that anything she had done ‘might be valued’ at school. A senior academic observed that the work of secondees does not seem to be of sufficient value to their schools for them to want feedback. This only serves to reinforce the different cultures in schools and tertiary education institutions.
- One of the interviewees had conducted a small scale research project to gather feedback from secondees once they had returned to their schools. The general consensus was that from the individual perspective the experience appears to be positive at the university. The response from their schools could be more dismissive, with comments such as ‘How was your holiday?’ and ‘Get back to the real world’. The perception of people in schools is that universities just want people to take on assessment marking. Partly, this could be a lack of knowledge and understanding of the role of higher education and partly due to the historic relationship of the university advertising for casual markers. Some of the secondees felt that the university benefits more than the schools and that maybe this needs to be more of a reciprocal arrangement. There was a general feeling from all interviewees that relationships between schools and the university were not fully developed and that some opportunities were being missed.
- Professional judgment and corporate knowledge takes time to develop and it is quite difficult for secondees to pick up in a year and fully understand what is expected of them. This forces the full-time staff to be very clear about expectations and to clearly define assessment criteria, for example, what a good quality critical assignment looks like. The unit coordinators need to spend more time with seconded staff to ensure they fully understand what they are being asked to do. This challenges unit coordinators to think about their own practices and judgments in order to explain and justify them to someone else. Some of those things can only be taught once the person is in the midst of the work, such as marking.

- Some secondees felt that they did not receive adequate induction or any sort of support for their development of teaching strategies for tertiary education. At least two seconded teachers indicated that this was partly due to them starting late in the term due to administrative issues around their contracts.
- Some secondees have problems in ‘relating to tertiary level students as distinct from relating to primary aged students.’
- Another disadvantage to the Faculty is that the employment of seconded teachers has limited their ability to involve other school teachers in delivery of content. The university takes the view that the team is already paying a secondee, so why should they pay someone else to come in to contribute current knowledge?
- The seconded teachers do not really see what university life is like, as the majority of them are heavily loaded with teaching but are not expected to take part in other activities that form part of a permanent position. One secondee did say she was starting to feel the pressure to research, which was overwhelming and incredibly hard with a maximum teaching load. For other teachers the culture in university was difficult to adjust to and some found the nature of their position isolating.
- For the individual, there is the question of how a secondment to the university will affect their career trajectory. Some secondees were unsure of what lay ahead for them. Some schools remain suspicious of the university and think lecturers are out of touch, which could impact on an individual’s future prospects.

Summary

The University of New England has supported the School of Education in the inclusion of seconded teachers in teaching teams. These positions have been created to fill niche roles, such as in Special Education, or to bring new insights to teaching and learning. Both seconded teachers and Faculty members benefit from the relationship and all find the experience rewarding and re-energising. Students at the university appreciate the current experience, knowledge and ‘stories’ that seconded teachers bring.

Two major issues were highlighted by all interviewees. The first one relates to the conditions under which secondments can be negotiated and the impact of teachers taking leave without pay to take up one year contracts at the university. Teachers will need to have a guarantee that their pay and conditions will be maintained at their leaving salary level if secondment is to remain an attractive option for them and that on return to their school they will have maintained their salary level in relation to their peers (i.e. including pay rises awarded whilst they were away). The second, and related, issue highlighted by this case study was the impact of university recruitment policies on the ability to employ permanent or fixed term contract staff for their skills and knowledge, rather than higher level qualifications.

University of Western Sydney

Background/ Context

The University of Western Sydney (UWS) is a relatively new university, created under the Dawkins reforms of the 1980s from a network of former Colleges of Advanced Education in Western Sydney. It consists of six campuses: Campbelltown, Hawkesbury, Parramatta, Penrith, Blacktown and Bankstown, which are spread throughout the growing and diverse Greater Western Sydney region. The university has a strong commitment to community engagement, noting in its 'pocket profile' on the website that most students live in Greater Western Sydney and that its mission is to work with developing enterprises in the region.

UWS offers education programmes in Primary, Secondary and Early Childhood. Early Childhood students undertake a three year foundational Bachelor of Early Childhood Studies (BECS) program. Full teacher qualification is gained in a further one year Master of Teaching (Early Childhood) course. On one campus, the BECS programme is structured to add on to the TAFE Diploma of Community Services course. Primary programmes are currently being restructured. Historically primary programmes were integrated B. Ed courses in which students began teaching experience in the first year. The university has moved to an entirely graduate entry model in which students study towards a generalist degree (eg BA or B. Sc) for the first three years then gain teacher qualification through a Master of Teaching program. The Secondary teacher education programmes follow the same graduate entry model – a model which is much more traditional in Secondary education. The university also offers a five year (part-time) Bachelor of Education (Primary) programme that is only open to Aboriginal and Torres Strait Islander students.

As detailed previously, in choosing sites for Phase 2, account was taken of universities where interesting teacher involvement was located in the practicum or similar arrangements as detailed in Table 3. Sometimes these latter complemented the direct employment of teachers in programs; in some cases, the kinds of teacher involvement represented in Table 3 warranted inclusion in its own right. UWS was one of the latter sites. UWS employs numbers of teachers as casuals, particularly in the Secondary program, but it was the kinds of teacher involvement represented in Table 3 which the

team felt was sufficiently interesting to warrant inclusion. The research team were cognisant of the issues involved in choosing their own university as a site for Phase 2, but ultimately felt this was warranted in terms of the attempt to achieve a range of programme types, university locations, etc. UWS as a whole has a strong commitment to engagement with its community and the approaches to practicum, which are continuing to be developed, reflect this engagement. It is one of the universities in this study which attempts to involve teachers in ways that complement their direct employment as, say, casual staff.

Within the School of Education there is an emphasis on preparing teachers to deal with working in schools in highly disadvantaged areas. A number of programmes have developed strategies to increase contact between students and the community in which they will be teaching. A subset of these community partnerships, two approaches to practicum that involve clusters of partnership schools, are the focus of this case study. Two other community engagement programmes undertaken by the School of Education are also briefly summarised below.

Nature of secondments and placements

Early childhood (EC) programmes employ some current practitioners as casual staff, mainly in Method areas, such as Literacy and Science curriculum subjects. The reason for employing casual staff is to meet shortfalls in staffing. The appointments are made on a casual basis because there are not enough hours of teaching in these areas to justify full-time employment. The advantages of employing casual staff include building capacity in the teaching force and adding balance and currency to the EC programme by bringing in current teachers/childcare workers. The disadvantages highlighted are that casual staff require training and the administrative workload is increased for the permanent staff who manage the program.

When asked about the balance between advantages and disadvantages the opinion given by one staff member was that “casual staff are an important component of the program, but at the moment it is too big a component”. The pool of suitably qualified teachers is small, and there is an issue of quality, finding enough suitable casual staff to enhance the program. In the past EC programmes had employed some staff who were seconded from EC centres but these arrangements have been discontinued. One interviewee suggested

that the reason was that the EC centres had found that their seconded staff resigned and moved into other employment.

The coordinator of a secondary programme reported that casual staff were employed to take classes particularly in Curriculum method areas, and occasionally in areas of Professional Studies. Casual staff include very highly placed people in both state and national professional associations. They are valued by students and staff and “do a terrific job”. However, the Head of programme believed that employment of casual staff needed to be complemented by particular partnerships if links with schools or education systems were to be sustained. He mentioned the role of the NSW Department of Education and Training (DET) consultant who managed the *Classmates* programme which is outlined below as a special case. Although this person was not employed by UWS they acted as a teacher educator in that program, and the existence of the position was indicative of strong links between the university and the education system.

In general, although casual staff are employed to teach sections of the teacher education courses, the commitment throughout all programmes is to move toward school-based partnerships. Two examples of such partnerships, one in EC and one in Secondary are described in detail in the following section.

Two partnership models of teacher education

While there is some similarity between the models detailed below, they arose independently. Both have been evaluated as successful, and are now in a process of evolutionary change. Modifications are being implemented as a result of reflection on what worked, and the models are being adapted to other areas of the teacher education programme at UWS.

Early Childhood- Community of Practice Hubs

In response to concerns about the quality of practicum experience in traditional EC programs, staff at UWS developed a new approach based on ‘communities of practice’. In a formal report of progress in the pilot year the aims of the project are listed as:

- a collaborative model of professional experience to reinvigorate practice in the field and in academic teaching

- enriched student learning, facilitating links between theory and practice and contributing to the development of professional networks
- positive student dispositions toward work in the prior-to-school sector.

Thus the intention of the project was learning for all stakeholders. The model was developed through collaboration with EC practitioners in the field. Participating centres form ‘hubs’ each of which has a university staff member as coordinator. Students are placed in groups of three per centre, and attend two days per week for the whole semester as well as a one week block experience at the end of semester. Each centre in the hub is paid for three supervisory teachers, and this money forms a pool that enables relief from face-to-face teaching. This relief time is used for gathering teachers, students and university staff at workshops, the cornerstone of ‘community of practice’ development.

In this model, EC centre staff are regarded as field-based teacher educators and given responsibility for teaching rather than supervision. Attendance at workshops, compulsory within the terms of the partnership, enables all stakeholders to develop their understanding of practice. One example given related to assessment practices. By conducting student evaluation within the workshop on site, a student was able to discuss experiences that were amenable to dissection by an informed audience. This was different to writing a report saying they had tried strategies *a*, *b* or *c*, the veracity of which went unchecked. In evaluating students, the centre staff learned about their own practice. University staff were reassured of the quality of the supervision of their students and were able to contribute suggestions that related to that practicum experience in that centre at that time.

According to one university staff member interviewed, teachers have said that “It has raised the bar on the sites with regard to professional behaviour”. Teachers also commented that it had re-ignited a spark of enthusiasm for their work. Specific advantages that were reported to university staff by teachers included that:

- having three students meant they were supported and worked together to contribute more effectively
- being in one place for the whole semester made the student contribution more effective
- they liked the opportunity to network with other centres in the hub
- they were able to behave as colleagues rather than teacher and student.

University based educators were equally enthusiastic about the value to their students. The advantages to the students, they felt, were that they were less isolated, and less pressured while on the practicum. They appreciated being treated as professionals. In some cases they formed strong bonds within the cohort that supported them. However, this could also be a disadvantage, as some groups have been unwilling to join a new pairing in the following semester.

University based educators also gained from this practicum model. They reported that they had more time to get to know each student and learned from being able to visit the centres. Rather than sending casual staff out to monitor progress on practicum, as had often been necessary in previous years, university staff had increased contact with the field. All involved in the pilot programme enjoyed the experience and were enthusiastic to continue. The project is being submitted for a university excellence award, and the pilot evaluation report is very positive about the value of the 'community of practice' approach to practical experience in teacher education.

One issue that may be looming is sustainability. The programme began with a small cohort and a small number of hubs. As the programme grows it may not be possible to maintain a permanent university staff member in each hub. The organisers of the programme hope to develop a training programme that would allow field based educators to manage the hubs. There are also issues of funding when large education systems, such as the NSW DET, are to have schools included in the hubs. The model relies on the ability of the field based educators to join the community of practice circles during school hours. Administratively, such arrangements may be more difficult to organise with systems partners such as NSW DET.

Secondary partnerships

The UWS campus at Blacktown is part of the 'Nirimba' education precinct. A cluster of eight schools, located on or near the campus were partners with UWS in pilot study, begun in 2004, of a model of teacher education focused on learning through community. The aim of the programme was learning for all stakeholders.

The model was developed by Dr Kevin Watson, and a full description of the theoretical basis can be found in Watson (2005). In essence the programme was based on a Professional Development School model. Initially, school principals and head teachers met with the university educators and agreed to trial the program. In 2004 a cohort of eight

students were placed in eight schools. This group of students spent one day a week in schools as well as the usual block practicum. Teachers, university educators and students participated in number of activities designed to create a sense of community, including workshops, informal lunchtime discussions, and debriefing sessions for student demonstration lessons. It was anticipated that student teachers would model specific pedagogies and the collaborative evaluation of these lessons would promote teacher professional development.

The pilot study was evaluated at the end of the first year. Teachers and students were interviewed and the findings reported in Watson & Steele (2006). In summary, it was found that pre-service teachers who participated in the pilot programme were highly regarded, both by university educators and their eventual employers. Students reported that they enjoyed and valued the opportunity. Being in the classroom each week familiarised them with the staff and students and greatly assisted their learning from the block practicum. Within the cohort, there was strong mutual support. Geographical proximity and the shared activities allowed them to form relationships beyond those normally encountered through a traditional practicum model.

The pilot project was less successful at encouraging teachers to see themselves as part of a community of practice. While they endorsed the value of the project for the student teachers, they did not necessarily regard it as an opportunity for professional development. Despite efforts to involve teachers in workshops and discussions they continued to attend activities only when their student was presenting. One problem appeared to be the need to hold meetings outside of working hours. Another problem may have been a lack of communication with teachers. Even though university educators visited this group of students more frequently than would be the case on traditional practicum placements, the time spent in each school was still short. The time and energy devoted by the university educators was also extensive.

In the second year the programme was increased to 22 students in 11 schools. This put even greater strain on the goodwill of both teachers and university supervisors. It was recognised that there was a need for change if the programme was to be continued. While it had been hoped that the partnership would be sustainable without outside funding, this hope was found to be unrealistic. In 2006 the partnership was supported by funding from the Australian School Innovation in Science, Technology and Mathematics (ASISTM)

Project and extended to the subject areas of Maths and Technology and Applied Studies (TAS). Funding enabled a coordinator to be appointed who could be based in the precinct and oversee the running of the partnership, for example coordinating workshops. The funding also allowed teachers to be given relief from face-to-face teaching so that they could attend workshops and meetings held during school hours.

In the revised model, workshops have been given a much greater role, allowing staff from all schools and subject specialties to work together. There were two key themes to the revised partnership and its associated professional learning – these were the integration of literacy in Science, Maths and TAS and the role of ICT in these same subject areas. The project paid for electronic whiteboards for each participating school, and students are required to devise lessons using the whiteboard as part of their course work. This offers an opportunity for current teachers to learn from the student teachers. Teachers gain new respect for student teachers as colleagues, and learning is reciprocal rather than occurring in only one direction.

This project illustrates a process of evolution that has been noted as being essential in many Professional Development Schools (PDS)-type initiatives. All stakeholders have learned from the experience. With hindsight, it may have been better to increase the consultation with stakeholders before the pilot project. However, in practice this was difficult as access to busy teachers working in DET or CEO schools is not easy to obtain. The process has been more challenging than the designers originally envisaged. With perseverance, the model has adapted to the needs of students and teachers. It is too early to evaluate the latest version, but indications are that the programme has the potential to benefit both student teachers and schools.

A related program, offered for the first time in 2006 is *Classmates*, which has students spend three days of the week of every week in schools. The intention of this programme is to give students experience in working in disadvantaged schools, or schools with a substantial cultural diversity. A staff member employed through DET oversees the program. Students are immersed in the school, shadowing the teacher, and university classes are delivered in an intensive mode, often in the school site itself. The programme is currently the subject of evaluation.

Summary

There are some interesting parallels between the two partnership models developed within the different programmes at UWS. In both cases there were immediate gains for the student teachers, in being situated within schools and regarded as colleagues. Student collegiality was strengthened. The programmes were evaluated as improving learning outcomes for the pre-service teachers involved, and regarded as worth continuing.

The pilot study of the EC programme was more successful in engaging teachers. As the organisers noted, they had the advantage that teachers had to attend the workshops. In the Secondary program, in which workshops were held out of school hours, teacher attendance was low, and engagement in the programme was low. The preliminary indications are that teachers need to be brought together within school hours if learning through a community of practice is to be the outcome. When such communities can be formed, considerable teacher professional development is observed and teachers take up a more engaged role in pre-service teacher education.

Funding may be critical to the long term viability of partnership programs. As the cohort involved becomes larger, staff have to be employed to manage the program, and more funds have to be devoted to release time. In the early phase when the programme was small the university educators appreciated the chance to spend greater time in schools. As the numbers increase, casual staff may replace university teacher educators. Thus, while this approach to teacher education has proven to be effective, it may also be expensive. This was the experience in the US PDSs, which appear to lose a lot of their advantages as a threshold level of student numbers is reached.

In the future UWS is committed to extending the partnership model in EC, Primary and Secondary teacher education programs. Both Primary and Secondary programmes in 2007, for example, will be operating versions of the EC 'hubs'. It will be interesting to observe the sustainability of these initiatives, and to discover whether they can demonstrate gains to student learning in schools.

DISCUSSION

Summary of Criteria for Successful Secondments/Joint Appointments

In sum, the following eight criteria seem to emerge from the case studies as important in successful secondments/joint appointments of teachers who teach aspects of the teacher education programme directly within the university:

a) Matching teacher experience, skills and personality to the Education Faculty/School/ Department needs

Ironically, some of the evidence for this came from responses to the question of why universities were not taking up joint appointments and secondments in the same numbers as casual appointments. These responses suggest that casual appointments allowed the university to match staff to their needs without the complexities of formal arrangements with education authorities. When one of the case study universities expressed a need to employ a person who could teach across both Special Education and more general learning and teaching subjects, to highlight exemplary inclusive learning for all students, the people suggested from local education authorities were almost always solely Special Education specialists who were not necessarily able to teach across the broader units on teaching and learning. On the other hand, other case study universities sought out specific people and invited them to apply. The situation also works in reverse as partnerships are being built in particular contexts – as in the case of the University of South Australia, which teaches the Graduate Certificate of Catholic Education using staff from the Catholic Education authority.

b) Providing professional development for teachers, specifically in relation to teaching in tertiary education

c) Providing on-going mentoring and support

d) Including secondees in all activities of a teaching team

These issues are related. Some secondees felt that they did not receive adequate induction to tertiary education. Sometimes this was due to late starting dates. This was occasionally expressed as unfamiliarity with the needs and demands of adult learners and the university

policies for staff-student interactions. Some seconded teachers were also concerned with the mechanics of teaching using certain technologies with which they were unfamiliar and methods for addressing large groups in lecture theatres. While universities see the need for induction – and indeed see repeated inductions as one of the demands of having temporary staff – it was occasionally seen as ‘ad hoc’. In one instance a new secondee joined some technical and presentation courses before she started teaching to boost her own confidence in her teaching skills. Some of the teachers saw themselves as having a narrower experience than their permanent colleagues and this needs to be something of which the universities are aware. As we have seen, it is also reflected in the literature on the status of ‘clinical faculty’. On the other hand, many teachers felt that day-to-day ongoing support within the university was a real strength of their time in the university. Some interviewees were clearly treated as one of the teaching team in their department and shared in all discussions and decisions.

e) Ensuring teachers pay and conditions are maintained

This raises the issue of the conditions under which such staff are employed. It is a complex issue which involves university recruitment policies and financial constraints, as well as Education authority policies. It is usual for permanent positions in Education Faculties / Schools / Departments to require school teaching accreditation, school teaching experience and a PhD – the latter in order to advance the university’s research funding requirements. Thus, permanent staff have dual teaching and research roles and are usually expected to have been successful school teachers. Seconded or temporary positions in which school teachers are desired may or may not have a PhD requirement. If the temporary position is paid at a comparable salary to, say a Secondary Faculty Head in a school, the equivalent salary at a university would normally belong to quite a senior position. If the position does not require a PhD, then special arrangements may have been made to vary the usual university requirements. If the position does require a PhD, it is unlikely to be filled by a teacher. Thus, the demands on the university to meet a research agenda and the desire for practising teachers might be at odds. Where funds are put towards ‘teaching only’ positions for secondees, the research agenda then falls more heavily on permanent staff. Moreover, university salaries are usually less attractive than school salaries for the level of position which may not require a PhD, unless the special arrangements already mentioned are made. School teachers on secondment or joint appointment thus become part of a complex set of conflicting demands. This complexity was also evident in the case studies reported in this

research. The issue is further exacerbated by policies within education authorities which might entail loss of benefits to the appointee – a situation which varies from state to state and from system to system across Australia.

f) Providing time, resources and support for research and higher degree study

This is potentially of benefit to the appointee, the university and to the system from which the appointee comes. Not all appointees were interested in this option, seeing it as additional work, but others were encouraged and sought the opportunity to undertake higher degree research. Several interviewees were undertaking higher degrees by research but admitted that they were finding it difficult to find time for research whilst focusing on a new post with a heavy teaching load. For some of these people a higher degree is part of their route into a more permanent university position. The key point is that the universities ought to consider this opportunity being made available. In addition, opportunities for other research could also be enabled for those interested.

g) Opportunity to continue relationship after the first year to consolidate learning and experience

Many seconded teachers find the first few months at university challenging as they learn the culture, procedures and specific duties of a university lecturer. They are necessarily on a 'very steep learning curve' and take time to develop relationships, learn how things work in their department and plan and teach new parts of units for which they are responsible. The university, faculty and teaching team of which they are a part also contribute to their learning and development. Although a series of one- year placements can be of benefit in some programmes to building diverse knowledge and introducing current experience to the teaching, in some instances the opportunity to continue into a second year would consolidate the learning that has occurred and would be of benefit to the seconded teacher, the university and the students who benefit from the experience. Some secondees were given this opportunity and benefited from the chance to build on their learning and experience in the second year. Of course this is possibly less of a benefit to the system from which the teacher has been seconded. It would be an interesting area for further research to follow some of the case study teachers back into schools to investigate how their practices have been altered by their university experience.

h) Maintaining and building on links with teachers' own school and other local schools

The degree to which universities are seeking out partnerships suggests their desire to continue to engage deeply with the profession of which they are, after all, a part. It would seem an opportune route to developing such partnerships to make use of the links created by the employment of teachers. From the appointee's point of view, the skills which they strongly attest to gaining in the university environment are also skills from which the university could continue to gain as well as the schools/systems to which the appointee returns.

Other aspects of placements

Throughout this study, the research team has taken a view of the research term 'secondments' as referring to specific employment arrangements, which we have categorised as 'joint appointments' or 'secondments' and added the category of 'casual/sessional lecturers/tutors'. This formed the basis of Table 1. The team has taken a broader view of the research term 'placements', however, to include a range of roles which teachers might have in teacher education, such as possible adjuncts to the Faculty through delivering some coursework in schools, or through particular kinds of roles in specific partnership arrangements. Initial discussion of the project and the way the data played out meant that it was too simplistic to discuss the roles that teachers might play within Education Faculties/Schools/Departments unless account was also taken of such partnerships. This approach provided the data for Table 3.

Hence, discussion of the research findings also needs to take into account the breadth of data beyond only discussing criteria for successful secondments/joint appointments. This section contains that discussion.

Overwhelmingly, the roles that teachers play in teacher education programmes were seen as positive. The extent to which casual sessional lecturers are employed in Education Faculties/Schools/Departments reflects, undoubtedly, pragmatic realities in the need for finding expertise and sheer numbers of lecturers/tutors not currently in the university, but it also reflects a principled position. The evidence for the principled position is reflected in the number of partnerships set up between universities and schools – which are still being sought out – and some of which are detailed in Table 3. Students see the positive benefits

of having school teachers involved in the programs. Universities endorse this view and the appointees themselves are appreciative of the opportunity, in some cases taking seconded positions even when these are disadvantageous financially or in terms of other employment benefits.

There are, however, a large number of complexities in the role of teachers within teacher education which militate against any simple arguments about increasing one kind of employment arrangement over another. One layer of complexity is obvious in responses to Phase 1 of the research, in which the advantages declared to come from having teachers involved in programmes were usually regardless of the type of employment arrangements.

Nevertheless, employment arrangements create another layer of complexity because of universities' own conflicting needs. This has already been alluded to in the previous discussion about teachers' pay and conditions. Often, as we have seen, the desire of the university for a teacher runs counter to the university's need for research active staff. Teachers with the experience which the university wants will probably be facing a drop in pay without PhDs. Even if this issue is overcome through special arrangements and a teacher is hired, when such a position is designated 'teaching only', then financial constraints force greater research loads onto other staff because of the university's need to perform for research quantum. When those permanent staff take up that research load, they are often then accused of becoming "out of touch". If a university – as we have suggested in the discussion on "Criteria for Successful Secondments/Joint Appointments" – makes room for the teacher to engage in research, it may then face the prospect of taking that teacher away from some of the very work for which his/her expertise was desired.

Just as universities do, schools and systems too have conflicting needs in sustaining a role for teachers in teacher education. While casual university staffing may not impinge on a school when teachers teach at university outside of school hours, secondments and joint appointments do impinge on staffing and expertise. A number of respondents from all sectors commented on the loss of expertise from schools and we were told stories in the case studies of seconded teachers who were still trying to fulfil a role in their former schools, so that former students and colleagues were not disadvantaged. On the other hand, as some respondents showed in expressing a desire to move onto higher position

within the system on leaving the university, schools are continually beset by a degree of instability anyway as staff are promoted, transfer or resign.

The status of teacher education is another complicating factor. Both the education authorities and the teachers saw advantages in secondments and joint appointments. Despite the folklore about the university being removed from 'practice', education authorities and seconded teachers talked strongly of the advantages for them of teachers gaining experience in the university in terms of: dealing with adult learners; gaining a 'bigger picture' on education from that which is available in one school; opportunities to be exposed to research on teaching practice and, above all, opportunities to reflect on their own practice. It is worth re-visiting in this context the 'theory/practice' binary as part of appreciating the complexity of the issue of employing teachers which has been discussed in the Review of Literature. Teachers are usually employed specifically to teach, but employment practices in Education Faculties/Schools/Departments mean that permanent staff are also experienced teachers. Universities value good practitioners in their programs, schools value good practitioners in their schools, yet there is a sense in which a former teachers' employment at the university is regarded as 'de-practising' them, particularly if they are permanent staff. At what point, how fast and under what circumstances does a teacher in the path from school to university lose the status of 'practitioner' in the terms of the theory/practice binary? If a teacher pursues research does this preclude them in the eyes of some in the profession from being no longer interested – or competent – in the 'practice' of teaching? Are universities themselves implicated in this? In what sense is the temporary nature/'rollover' of seconded teacher employment a reflection of this? To what extent is this binary driving current practices? Seconded teachers who came into the universities believing that the 'chalkface' was 'real' sometimes expressed surprise that the university was also 'real'.

There is almost a belief that teachers possess an 'X' factor as 'practitioners' which they lose as 'academics'. Yet, as Burn's (2006) research shows, it is academics that have a greater sense of the needs of adult learners and, as Lawson (1998) and Furlong et al (2000) show, appears to be academics who present a greater range of teaching practices to their students. It seems important to some extent, then, for the successful 'practice' of teacher education that 'teachers' take on some of the knowledge and practices of 'academics'.

Just as there are internal complexities within both the university and the school sector, so too there are some conflicting demands between the sectors. Such conflicting demands manifest themselves when education authorities are understandably reluctant to lose good teachers. Alternatively – as in one case study site – the university’s need for a teacher who could teach across a number of areas could not be met by the local education authority who were focused on finding a specialist teacher only. This issue may explain what seems to be a predominance of secondments and joint appointments in Primary and Early Childhood programs, where the ability to teach across a number of areas is greater relative to Secondary.

Despite both education authorities and teachers seeing great advantages in teachers’ roles in the university, administrative/logistical problems do exist. These are further complicated by some disjunction between what some education authorities say they value and what they are willing to enable. Recently, some authorities have moved towards policies which make it disadvantageous for teachers to move temporarily into university positions. This is discussed in the previous section “Criteria for Successful Secondments/Joint Appointments”. Such practices can make it difficult to recruit seconded positions when universities see these as desirable. ‘Local knowledge’ can also be a factor in recruitment over and above the official policies of the education authorities. This is not necessarily either good or bad, but it is another complicating factor. Moreover, while these are all structural complications, when teachers feel that they need to continue a role in their schools after hours while seconded to the university, some of the pressures can be seen as ‘moral’ as well as ‘structural’.

A further layer of complexity is that large numbers of casual staff (“armies” in Melbourne, for example), while they might reflect a university need for flexibility in staffing, might also suit individuals who already have a full-time job. This trend cannot necessarily be seen as a reflection of the increasing “casualisation” of the Australian workforce in general and of the academic world in particular, since the casual staff in this study are usually already employed full-time. That they do reflect a need for flexibility in university staffing was attested to by some respondents in Phase 1 who argued that teachers as casual staff can be paid for the hours they teach, while teachers as seconded staff might have periods of time when they were not fully employed if they were not involved in research – not a situation that would pertain to permanent staff.

Moreover, as Parts B/C of the questionnaire used in Phase 1(Appendix 1) – and reflected in Table 3 shows – university employment of casual staff needs to be seen in the context of a commitment to relationships with schools. Employment of teachers as casual staff may reflect many things about Education Faculty/ Department needs, including employment needs, but they clearly do not reflect a lack of interest in engaging with the profession. Casual employment of teachers is, in effect, complemented by the push for partnerships.

As the experience of all of our case studies shows, relationships themselves are complex entities that take time to build. ‘Relationship’ or ‘partnership’ is not a pre-existent given which can be just brought into being. Negotiations around contexts are important and often experience shows that the context changes as programmes themselves grow. The University of Western Sydney and Central Queensland University are just two examples of the work that goes into building successful partnerships, with the latter exemplifying also the complexity that arises when trying to transplant a successful programme to a new context. Our case studies suggest that often local contexts and local connections are more important than state authorities – both for enabling relationships (by dealing with potential institutional barriers) and sometimes for discouraging them (such as the strong impact on small schools of losing staff).

Finally, it is worth reiterating the positive benefits which arise from the placement of teachers in teacher education programs, for teacher education students, for universities and for the teachers themselves and their systems employers. The diversity of relationships ought to be viewed as a positive thing and the complexities that exist around the role of teachers appear to be largely successfully negotiated. Nevertheless, such complexities should serve to warn against simplistic solutions to the question of interaction between teachers and university Education Faculties/ Schools/ Departments.

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Appendix 1

Telephone Questionnaire for Universities

Teacher Secondments and Placements in University Education Faculties Telephone Questionnaire

Complete this section after the first phone call, but confirm the details as an introduction to the questionnaire:

Institution:
Name of organisational unit (e.g. School of Education):
Course Title:
Level of course: Post graduate Under graduate
Position of Respondent (e.g. Head of Program, Course Adviser):

Read the introductory paragraph, confirm the details above and then ask the questions in Part A

PART A: School teachers delivering coursework at the university

1) Do you have any school teachers directly teaching in any parts of your programmes at the university?

Yes No

IF "NO":

Is there a reason why not? (*write in interviewees answer*)

THEN GO TO PART B

Ask all of the following questions first. For 'no' answers, go on to ask if they would like to have such arrangements and ask why they would or would not like to have them.

For 'yes' answers, then go on to ask the supplementary questions that relate to the yes answers in sections 2 to 5.

IF "YES":

	YES	NO	If you do not have such appointments would you like them?	Please state the reason for your answer:
Are they Joint appointments in your Faculty with local education authorities? If yes ask question 2			Y / N	
Are they Teachers on short-term leave from school teaching in order to be seconded to your Faculty? If yes ask question 3			Y / N	
Are they Current school teachers, but not seconded to your Faculty (eg Do you have teachers as casual staff?)? If yes ask question 4			Y / N	
Are they Teachers on short-term leave from school teaching but not seconded to your Faculty (eg Do you have Departmental/system consultants as casual staff?)? If yes ask question 5			Y / N	
Do you have any other arrangements with school teachers, teaching at the university, that we have not already mentioned? Please specify: If they specify an answer here ask the supplementary questions in section 4				

2) Joint appointments in your Faculty with local education authorities in which school teachers directly teach parts of the programme at the university.

2.1 In which parts of the programme are these people teaching?

	Tutorial / Workshop	Lecture
Curriculum Method areas Name:		
Foundations/ professional studies Name:		
Other, please specify:		

2.2 Under what conditions are such appointments made?

	F/T	P/T
Contract		
Permanent		
Other, please specify:		

2.3 At what level(s) are these people employed?

Lecturer level A

Lecturer level B

Lecturer level C

Lecturer level D

Other Please specify:

2.4 To what extent are they responsible for course/subject development?

Not at all

With academic colleagues

Complete autonomy

Other, please specify:

2.5.1 What advantages, if any, have these appointments had for your Faculty?

2.5.2 For the appointee?

2.5.3 For the education authority?

2.6.1 What, if any, disadvantages have there been for the Faculty?

2.6.2 For the appointee?

2.6.3 For the education authority?

3) Teachers on short-term leave from school teaching directly seconded to your Faculty to teach parts of the programme at the university.

3.1 In which parts of the programme are these people teaching?

	Tutorial / Workshop	Lecture
Curriculum Method areas Name:		
Foundations/ professional studies		

Name:		
Other, please specify:		

3.2 What are the details/conditions of the secondment?

3.3 At what level(s) are these people employed?

Lecturer level A

Lecturer level B

Lecturer level C

Lecturer level D

Other Please specify:

3.4 To what extent are they responsible for course/subject development?

Not at all

With academic colleagues

Complete autonomy

Other, please specify:

3.5.1 What advantages, if any, have these secondments had for your Faculty?

3.5.2 For the appointee?

3.5.3 For the education authority?

3.6.1 What, if any, disadvantages have there been for the Faculty?

3.6.2 For the appointee?

3.6.3 For the education authority?

4) Current school teachers teaching in your program, at the university, but not seconded to your Faculty.

4.1 In which parts of the programme are these people teaching?

	Tutorial / Workshop	Lecture
Curriculum Method areas Name:		
Foundations/ professional studies Name:		
Other, please specify:		

4.2 In what capacity are they employed?

	YES	NO
a) Casual after school hours?		
b) Casual during school hours?		
c) Other, please specify:		

4.2.2 If the answer to b) is "YES", under what arrangement are they able to undertake work during school hours?

4.3 At what level(s) are these people employed?

Lecturer level A

Lecturer level B

Lecturer level C

Lecturer level D

Other Please specify:

4.4 To what extent are they responsible for course/subject development?

Not at all

With academic colleagues

Complete autonomy

Other, please specify:

4.5.1 What advantages, if any, have these positions had for your Faculty?

4.5.2 For the appointee?

4.6.1 What, if any, disadvantages have there been for the Faculty?

4.6.2 For the appointee?

5) Teachers on short-term leave from school teaching but not seconded to your Faculty (eg departmental consultants) directly teaching parts of your programme at the university.

5.1 In which parts of the programme are these people teaching?

	Tutorial / Workshop	Lecture
Curriculum Method areas Name:		
Foundations/ professional studies Name:		
Other, please specify:		

5.2 What are these people's regular daily employments?

	YES	NO
Consultants employed within education authorities		
Higher degree research students on leave from teaching		
Other, please specify:		

5.3 In what capacity are they employed?

	YES	NO
a) Casual after school hours?		
b) Casual during school hours?		
c) Other, please specify:		

5.3.1 If the answer to b) is "YES", under what arrangement are they able to undertake work during school hours?

5.4 At what level(s) are these people employed?

Lecturer level A

Lecturer level B

Lecturer level C

Lecturer level D

Other Please specify:

5.5 To what extent are they responsible for course/subject development?

Not at all

With academic colleagues

Complete autonomy

Other, please specify:

5.6 What advantages, if any, have these positions had for your Faculty?

5.6.2 For the appointee?

5.6.3 What, if any, disadvantages have there been for the Faculty?

5.6.4 For the appointee?

PART B

School teachers delivering coursework in schools

Are any aspects of your course delivered directly in schools in partnership with current school teachers?

Yes No

Can you describe these arrangements?

7) Do you have arrangements with any teachers in providing demonstration lessons?

Yes No

Can you describe these arrangements?

PART C

School Teachers and the Practicum

Does your Faculty have any special arrangements with teachers involved in the practicum?

For example:	YES	NO
a) Training teachers to be supervisors		
b) Practising or ex-teachers as part-time university supervisors		
d) Credit towards higher degrees for involvement in practicum		
Other, please specify:		

PART D

Other Involvement

9) Do you have any teachers involved in teaching other programmes such as Masters coursework etc?

Yes

No

If yes, please describe their involvement.

10) Is there anything else you would like to tell us about the involvement of school teachers with your programme or Faculty?

Thank you for taking the time to take part in this survey.

Appendix 2

Telephone Interview Questionnaire for Education Authorities

Teacher Secondments and Placements to University Education Faculties

Organisation

Position of Respondent

PART A

School Teacher Placements

Does your organisation encourage/allow any of the following arrangements between teachers and Education Faculties in universities:

- joint appointments with Education Faculties in which school teachers directly teach parts of the university program

- teachers on short-term leave from school teaching directly seconded to Education Faculties to teach parts of the program

If “YES”

How and why were decisions made about conditions of appointment/secondment?

Can you elaborate on the advantages, if any, these appointments have for your system?
For the appointee? For the Education Faculty?

If “NO”, why not?

PART B

School Teachers and the Practicum

Do you know of any interesting arrangements between schools and universities for the conduct of practicum?

Can you elaborate on the advantages, if any, these appointments have for your system? For the appointee? For the Education Faculty?

PART C

Other

Is there anything else you can tell us about the involvement of school teachers with university Education Faculties?

Appendix 3

Matrices to determine Case Study Interviews

Location	Purpose		
	Ongoing Staffing Partnership	Short-term Staffing Shortage	Specific Project
Distant			
Regional			
Metropolitan			

Program	Purpose			
	Teaching	Professional Experience (Prac)	Special Training Program	Research
Secondary				
Primary				
Early Childhood				
Special Education				

Appendix 4

List of university Education Faculties/ Schools/ Departments which took part in the research

Reference Group Membership

Education Faculties/Schools/Departments which took part in this phase of the research were from the following universities (organised by State and Territory):

Australian Catholic University National	Royal Melbourne Institute of Technology
University of Canberra	Victoria University
James Cook University	Monash University
University of Southern Queensland	University of Melbourne
Queensland University of Technology	LaTrobe University
University of Queensland	Deakin University
Central Queensland University	University of Ballarat
Bond University	University of Tasmania
University of Wollongong	University of South Australia
University of Western Sydney	Flinders University
University of Technology, Sydney	Adelaide University
Southern Cross University	Curtin University of Technology
University of NSW	Murdoch University
University of New England	University of Western Australia
Newcastle University	Charles Darwin University.
Charles Sturt University	

Not all of these universities appear in **Table 1**, since they answered “No” to Question 1 on the questionnaire in Appendix 1: *Do you have any school teachers directly teaching in any parts of your programmes at the university?*

Reference Group Membership

The project employed a Reference Group consisting of nominees of particular organisations, viz:

Teaching Australia – Ms Susan Gazis

Australian Teacher Educators Association – Dr Simone White

Australian Education Union – Mr Roy Martin

Australian Council of Deans of Education – Professor Shirley Grundy

Appendix 5

Universities offering pre-service teacher education in Australia (organised by State and Territory):

Australian Catholic University National	Charles Sturt University
University of Canberra	Royal Melbourne Institute of Technology
James Cook University	Victoria University
University of Southern Queensland	Monash University
Queensland University of Technology	University of Melbourne
University of Queensland	LaTrobe University
Central Queensland University	Deakin University
Griffith University	University of Ballarat
Bond University	University of Tasmania
University of the Sunshine Coast	University of South Australia
University of Wollongong	Flinders University
University of Sydney	Adelaide University
University of Western Sydney	Edith Cowan University
University of Technology, Sydney	Curtin University of Technology
Southern Cross University	Murdoch University
University of NSW	Notre Dame University
University of New England	University of Western Australia
Macquarie University	Charles Darwin University
Newcastle University	

Appendix 6

Case study Interview Questionnaire

Teacher Secondments and Placements to University Education Faculties

Institution

Course

Position of Respondent (Head of Program, Course Adviser etc)

PART A

School Teachers Directly Teaching in Programs

With regard to the joint appointments in your Faculty with local education authorities and in which school teachers directly teach parts of the program:

How and why were decisions made about the parts of the programme in which these people are teaching?

How and why were decisions made about conditions of appointment?

How and why were decisions made about their level of responsibility for course/subject development?

Can you elaborate on the advantages, if any, these appointments have for your Faculty? For the appointee? For the education authority?

Can you elaborate on the disadvantages, if any, these appointments have for your Faculty? For the appointee? For the education authority?

With regard to teachers on short-term leave from school teaching directly seconded to your Faculty to teach parts of the program:

How and why were decisions made about the parts of the programme in which these people are teaching?

How and why were decisions made about conditions of secondment?

How and why were decisions made about their level of responsibility for course/subject development?

Can you elaborate on the advantages, if any, these appointments have for your Faculty? For the appointee? For the education authority?

Can you elaborate on the disadvantages, if any, these appointments have for your Faculty? For the appointee? For the education authority?

With regard to current school teachers teaching in your program, but not seconded to your Faculty:

How and why were decisions made about the parts of the programme in which these people are teaching?

How and why were decisions made about conditions of appointment?

How and why were decisions made about their level of responsibility for course/subject development?

Can you elaborate on the advantages, if any, these appointments have for your Faculty?
For the appointee? For the education authority?

Can you elaborate on the disadvantages, if any, these appointments have for your Faculty?
For the appointee? For the education authority?

With regard to teachers on short-term leave from school teaching but not seconded to your Faculty (eg departmental consultants) directly teaching parts of your program:

Can you elaborate on the relationship between these people's regular daily employments (eg consultants employed within education authorities, higher degree research students on leave from teaching) and their work with the Faculty?

How and why were decisions made about the parts of the programme in which these people are teaching?

How and why were decisions made about their level of responsibility for course/subject development?

Can you elaborate on the advantages, if any, these appointments have for your Faculty?
For the appointee? For the education authority?

Can you elaborate on the disadvantages, if any, these appointments have for your Faculty?
For the appointee? For the education authority?

With respect to any aspects of your course delivered directly in schools in partnership with current school teachers:

Can you elaborate on the nature of these arrangements?

With respect to arrangements with teachers in providing demonstration lessons

Can you elaborate on the nature of these arrangements?

PART B

School Teachers and the Practicum

Can you elaborate on the nature of the arrangements which you have for school supervising teachers on the practicum?

PART C

Other

Is there anything else you can tell us about the involvement of school teachers with your programme or Faculty?