

FINAL REPORT

For the

VICTORIAN INSTITUTE OF TEACHING

*The Victorian Institute of Teaching's
Accreditation Survey 2008*



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1. Executive Summary

The *Accreditation Survey 2008* aimed to measure how well graduate teachers were prepared for teaching by their pre-service teacher education program.

The survey used the Standards for Graduating Teachers as a basis for constructing the questionnaire, which was developed through consultation with a working party of the Accreditation Committee.

Newly graduated teachers were invited through email contact to participate in the online survey. The response rate was 21%, with a total of 1058 responses received.

1.1 Themes

Teachers were asked to indicate a level of agreement with a number of statements, all grouped according to a series of themes. These themes were used as a basis for the survey format and this report.

1.1.1 Pedagogy

The average response to all statements across the sample was to agree with the statements about Pedagogy. This indicates that on the whole, the graduates felt prepared by their pre-service teacher education programs with a basis for building knowledge of theory and research, of how students learn and how to engage them, and how to identify influences on student learning.

1.1.2 Knowing Students

Levels of agreement with the statements about knowing students were lower than with those about pedagogy, but the responses indicated that for the most part, graduates felt quite positive about how well prepared they were to understand and cater for their students. Managing and establishing a safe and challenging learning environment had the lowest agreement levels of all the statements.

1.1.3 Content and Resources

Teachers indicated that they felt prepared by their pre-service programs with knowledge of the areas they were qualified to teach, of integrating learning, how to access and use resources and technologies, and with an awareness of strategies to make content relevant.

1.1.4 Curriculum, Assessment and Reporting

Responses about how well prepared graduates felt in the areas of curriculum, assessment and reporting demonstrated that teachers felt well prepared to design curriculum, to establish learning goals for their students, evaluate student responses, provide feedback to students and gather evidence for reporting purposes.

1.1.5 Ongoing Learning, Collegiality and Engagement

The graduates continued to respond positively in the section about ongoing learning, collegiality and engagement. They indicated that they felt they had been equipped to identify areas to continue professional learning, work collaboratively



with others and contribute to a professional learning community. They also responded with agreement that their pre-service program had provided them with understanding and awareness of strategies to work cooperatively and to build effective relationships, of the importance of being a reflective practitioner and of engaging in discussions around education research and issues.

1.1.6 Legal and Ethical

On the most part, the responses to the statements about legal and ethical issues were very positive. But slightly lower agreement levels were apparent with the statements about how well prepared the graduates felt for teaching with an awareness of the duties and expectations of teachers, and whether teachers were aware of stakeholders, industrial structures, career opportunities and regulatory requirements.

1.2 Scales

The responses to each of the statements under each theme were found to correlate very closely to one another and therefore a number of scales were developed for each of the themes. These proved to be a useful analytical tool to further understand any statistically significant relationships or effects of the themes with any of the other information that was collected about the graduates.

A comparison of the scales is included in Table 1 below.

KEY: 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree, 5=Strongly Agree

	Pedagogy Scale	Knowing Students Scale	Content & Resources Scale	Curriculum, Assessment & Reporting Scale	Ongoing Learning, Collegiality & Engagement Scale	Legal & Ethical Scale
Median	4.00	3.75	4.00	4.00	4.00	4.00
25 th Percentile	3.43	3.25	3.25	3.43	3.33	3.40
75 th Percentile	4.29	4.25	4.25	4.29	4.17	4.20

Table 1: Scales' statistics

1.3 Summary of statistically significant relationships

1.3.1 The length of the pre-service program

Four of the six themes were found to have a relationship with the length of the pre-service program. These were the *Pedagogy Scale*, *Knowing Students Scale*, *Ongoing Learning, Collegiality and Engagement Scale*, and the *Legal and Ethical Scale*.

All of these relationships found that the more positive responses came from the graduates of the 2 and 4 year programs. Graduates of the 1 year postgraduate programs had the lowest levels of agreement.

This is a strong indication that the length of the university preparation has a direct impact on how well prepared a new entrant to the profession feels.



1.3.2 Four year undergrad program

The *Content & Resources Scale* had a statistically significant effect with which of the 4 year undergraduate programs had been completed. It highlighted that the Graduates of the Bachelor of Education (P-12), Double Degree (Secondary) and Bachelor of Education (Early Childhood and Primary) all recorded lower levels of agreement than the Bachelor of Education (Primary).

1.3.3 One year post graduate

The *Curriculum, Assessment & Reporting Scale* also had an effect on the 1 year postgraduate courses, with the Graduate Diploma (Secondary) and Graduate Diploma (P-12) having slightly higher medians than the Graduate Diploma (Primary). Additionally, the spread of responses from the Secondary and P-12 graduates was greater than the Primary graduates.

1.3.4 When the teacher graduated

The teachers who graduated at the end of 2007 responded more optimistically to the statements about Ongoing Learning, Collegiality and Engagement and Legal and Ethical issues than those who graduated at the end of 2006 or the middle of 2007. This would be an interesting area to further investigate in future survey projects.

1.3.5 The level of employer support

The higher the level of support a graduate teacher felt that they had received in their initial roles as teachers, the higher they rated their pre-service programs in *all* areas of the survey. This was a consistent effect and often was highly significant.

1.3.6 The type of employment situation

Those who specified they had been predominantly in permanent employment had more positive results on the *Legal and Ethical Scale*. An interesting addition to this information was that those in more permanent employment and short term contracts identified as having experienced greater supports from their employer than Casual Relief/Emergency Teachers.

1.4 Key Findings

The key findings of this report are that the longer pre-service teacher education programs produced graduates who felt more prepared for teaching.

Secondly, the more supported the teacher felt in their first teaching roles, they were more likely to rate their teacher preparation positively – clearly indicating that the experiences of the workplace have an effect.

Most promising is the high level of agreement with nearly all areas of this survey and the clear indication of these results of the good work of all Victorian Universities in preparing teachers for this challenging profession.



2. Background

Under the Institute's key functions, the Accreditation Branch is "to assess and approve courses that will lead to qualifications and competencies in teaching that satisfy the requirements for registration as a teacher."¹

The first phase of this project was to research the options that have been used nationally and internationally that may be suitable for benchmarking pre-service teacher education courses in Victoria. ACER presented a report in August 2007 they had been commissioned to deliver of approaches the Institute might consider.

The policy for course approval in Institute policy is:

1. A panel of the Accreditation Committee is convened
2. Tertiary institutions forward formal submissions to the panel
3. The panel considers the written submission documentation and may conduct a site visit of the institution
4. The panel makes a recommendation report to the Accreditation Committee
5. The Accreditation Committee makes a decision
6. The Accreditation Committee chairperson informs the tertiary institution of the outcome and the Institute Council is notified of the decision
7. Qualification is approved for the purposes of registration with the Institute

Paragraph 53 of *Preparing Future Teachers* states that: "The Institute will undertake a survey... to inform the process of review. Results of the survey will be used to provide regular feedback to tertiary institutions on the effectiveness of their pre-service teacher education programs and how they might be improved²."

2.1 Project Aims

This 2008 survey aimed to provide data about teachers' perceptions of how well the courses have prepared the graduates in terms of the Standards for Graduate Teachers. The survey results will be used to provide feedback to the Accreditation Committee, Accreditation Review Panels and tertiary institutions.

The survey used the Standards for Graduating Teachers as a basis for constructing the questionnaire. It aimed to measure how effective the graduates felt their pre-service teacher education program had been in preparing them for teaching.

The Standards for Graduating Teachers "specify what graduating teachers should know and be able to do as a result of their pre-service course³" and are a level of minimum expectation. The standards are made up of eight standards which describe the "essential elements of teaching⁴."

¹ The Victorian Institute of Teaching (2007) "The Standards, Guidelines and Process for the Accreditation of Pre-Service Teacher Education Courses" Victoria p.2

² Ibid p.17

³ Ibid p.5

⁴ Ibid p.5

2.2 Methodology / Data Collection

Two online surveys were established – the first for newly graduated teachers and the second for supervisors of newly graduated teachers.

Using the Institute's database to identify newly registered teachers that were known to have graduated from their pre-service teacher education programs in 2006 and 2007, email invitations were sent to first year teachers.

The method of inviting the supervising teachers and mentors was not as direct. An email was sent to principals of all schools inviting them to forward to teachers who they knew had been working closely with new graduates.

2.3 Responses

The graduate's survey had response rate of 21%. There were 1058 responses from 5025 email invitations (not including the 527 undelivered and bounced email invitations).

The Supervising Teacher's survey logged 61 responses from the general invitation email sent to all principals of schools.

The low number of responses deemed the survey of Supervising Teachers unreliable as an analysis tool in the same way the graduates' survey was used in this report. It was also difficult to compare the responses of the overall samples considering the variation in the sizes of the two survey samples. For these reasons, this report does not include detailed analysis of the responses from the Supervising Teachers survey.

2.4 Report Format

This report initially analyses the demographic information gathered from the respondents.

Following this, the responses to the themes the questions were grouped under are examined. A scale was then developed for each theme and these are used as tools to detect any statistically significant relationships with the demographic information gathered.

2.5 Glossary

Following are definitions of terms used throughout this report.

2.5.1 Frequency

Frequency is the number of responses received.

2.5.2 Percent

Percent refers to the percentage of responses to the question.



2.5.3 Valid Percent

When the missing data (those who skipped the question) are not included in the percentage calculations, the *valid* percent is the percentage of responses to the question (i.e. it is the percent of responses not including those who didn't respond to the question).

2.5.4 Median

The median is the middle value in a group of numbers which have been arranged in increasing order. Therefore, 50% of the cases will fall below the median and 50% will fall above it.

2.5.5 Percentile

A percentile is a way of describing a sample of data and comparing the responses with one another. For example, if 45% of the responses were below yours, then your response would be in the 45th percentile.

The 50th percentile is the same as the median.

The 25th percentile is the bottom 25% of the population, with the 75th percentile representing the bottom 75% of the population.

2.6 Reading the graphs used in this report

2.6.1 Box Plots

Box plot graphs illustrate the distribution of the responses received.

The box itself illustrates the middle 50% of the data, with the length of the box representing the 25th and 75th percentiles. The length of the box shows how well spread the data is (the larger the box, the greater the spread of data).

The line in the box is the median value of the data. If the distribution of the responses is not normally distributed (i.e. in a bell curve), then the median will not appear exactly in the middle of the box and the data is said to be skewed.

The box then has "whiskers", with a lowest and highest line. These are the lowest and highest values recorded in the data which are not an "extreme" or "outlier". Once again, if the whiskers are not equal in length, this is an indication of skewed data (data which is not normally distributed).

An "outlier" is a circle which appears outside of the box and whisker, and is an unusual case – data which is between 1.5 to 3 box lengths from the 75th or 25th percentile. An "extreme" is more unusual; being a cross marked outside of the box and is a value which is more than 3 box lengths from the 75th or 25th percentile.

3. Demographics

3.1 University attended

Teachers were asked about which university and course they had completed in order to become qualified. Table 1 includes these initial responses, which are ranked in order of the greatest number of responses to the least number of responses.

Respondents were also asked about which campus they had completed their program. Details of these responses are contained in Appendix Two.

		Frequency	Percent	Valid Percent
	Deakin University	190	18.0%	18.1%
	Monash University	183	17.3%	17.5%
	La Trobe University	182	17.2%	17.4%
	The University of Melbourne	155	14.7%	14.8%
	ACU	81	7.7%	7.7%
	RMIT University	72	6.8%	6.9%
	Victoria University	68	6.4%	6.5%
	University of Ballarat	63	6.0%	6.0%
	Other	35	3.3%	3.3%
	Charles Sturt University	19	1.8%	1.8%
	Total	1048	99.1%	100.0
Missing	System	10	.9	
Total		1058	100.0	

Table 2: University attended

3.2 University Course Length

The majority of graduate respondents (49%) had completed a 1 year postgraduate program. The next most popular category was a 4 year undergraduate program (39%) and then a 2 year postgraduate program (12%).

The breakdown of the course length according to university is shown in Table 3, where the total number of responses is shown.

		4 year undergradua te program	2 year postgraduate program	1 year postgraduate program
		Count	Count	Count
At which university did you complete your pre-service teacher education course?	ACU	39	18	24
	Charles Sturt University	13	4	1
	Deakin University	99	63	28
	La Trobe University	36	9	135
	Monash University	60	5	117
	RMIT University	23	0	49
	The University of Melbourne	39	19	97
	University of Ballarat	35	1	26
	Victoria University	43	5	20
	Other	16	6	13

Table 3: Course length according to university

Figure 1 illustrates the overall percentages of each of the university samples according to which pre-service program they had completed (4, 2 or 1 year programs). This chart is useful to refer back to when considering the analysis later in this report.

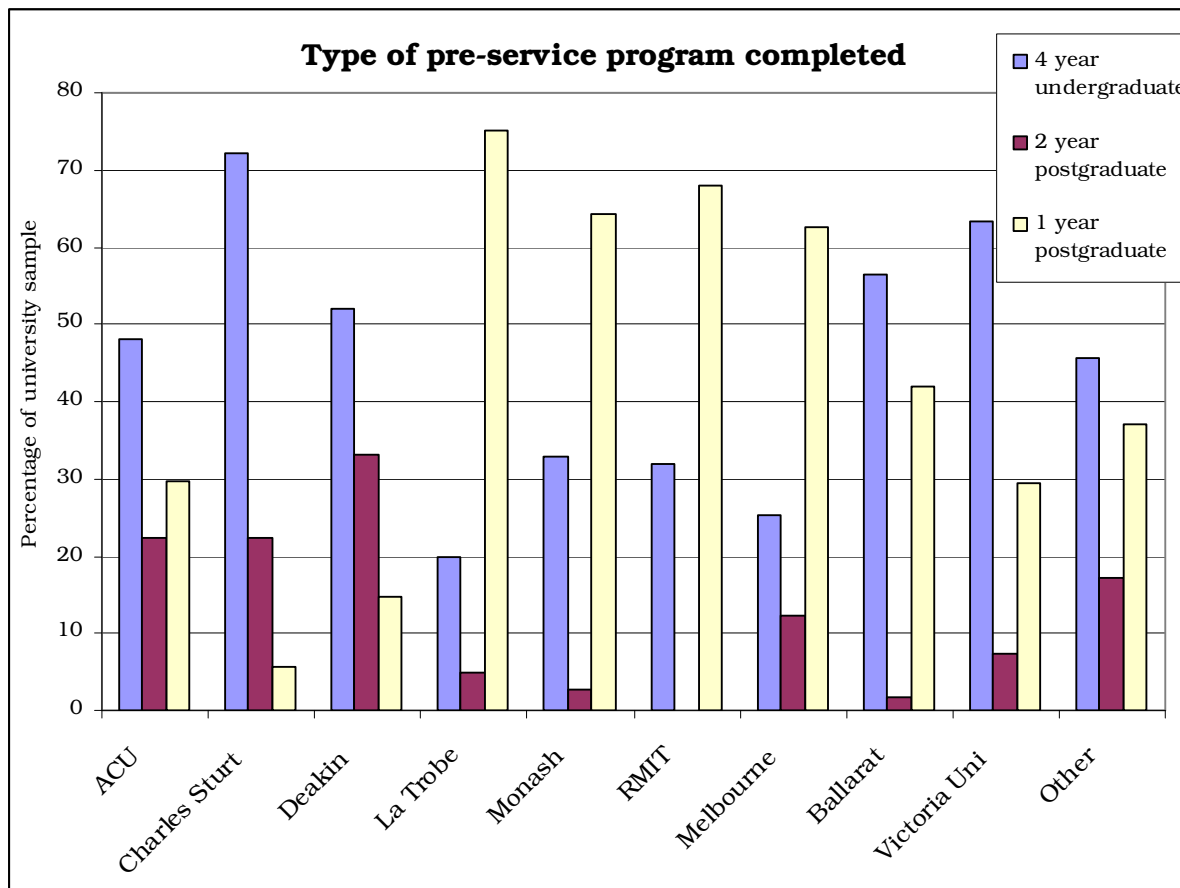


Figure 1: Chart of course length according to university attended

3.3 University Course Detail

Once the length of the pre-service teacher education program had been identified, respondents were then asked to further specify details of their course.

Tables 4,5 and 6 display the number of responses for each of the options (frequency), the percent (of the overall sample) and the valid percent (percent of the responses to this question).

Of those who indicated they had completed a 1 year program, 64% of this group (30% of the whole sample) was from the Graduate Diploma (Secondary) and 27% (12% of the whole sample) were from the Graduate Diploma (Primary).

The highest number of responses from those in a 2 year program had finished a Bachelor of Teaching (either Primary or Secondary) –73% of this group and 9% of the total sample.

The 37% of the total sample who had graduated from a 4 year program were predominantly made up of graduates of a Bachelor of Education (Primary) – 49% of this group (18% of the total sample).

	Frequency	Percent	Valid Percent
Graduate Diploma of Education (Secondary)	328	30	64
Graduate Diploma of Education (Primary)	137	12	27
Graduate Diploma of Education (Applied Learning)	18	2	4
Graduate Diploma of Education (P-12)	20	2	4
Other	7	1	1
Total	510	46	100
<i>Missing</i>	<i>588</i>	<i>54</i>	

Table 4: Description of 1 year post graduate teaching qualification

	Frequency	Percent	Valid Percent
Bachelor of Teaching (Primary and Secondary)	95	9	73
Other	23	2	18
Graduate Diploma in Technology Education	8	1	6
Bachelor of Technology Education	4	0	3
Total	130	12	100
<i>Missing</i>	<i>968</i>	<i>88</i>	

Table 5: Description of 2 year post graduate teaching qualification

	Frequency	Percent	Valid Percent
Bachelor of Education (Primary)	200	18	49
Bachelor of Education (P-12)	50	5	12
Double Degree (Secondary)	45	4	11
Bachelor of Education (Early Childhood and Primary)	25	2	6
Double Degree (Primary)	17	2	4
Other	15	1	4
Bachelor of Education (Secondary)	14	1	3
Bachelor of Education (Early Childhood)	14	1	3
Bachelor of Physical Education	14	1	3
Bachelor of Education (K-12 Middle Schooling)	3	0	1
Bachelor of Physical and Outdoor Education	4	0	1
Bachelor of Applied Science (Physical Education)	6	1	1

Bachelor of Physical and Health Education	1	0	0
Total	408	37	100
Missing	690	63	

Table 6: Description of 4 year undergraduate teaching qualification

3.4 Year of graduation

Teachers were asked when they had graduated from their pre-service teacher education program.

The majority of responses were from those who graduated at the end of 2007 (55%), 39% had graduated at the end of 2006 and 4% were mid-year graduates in 2007. Two percent said they didn't fit into these categories of graduation.

3.5 Teaching experience since graduation

Teachers were asked to identify how much teaching experience they had since they graduated.

Four categories were offered as options, with the following results:

- 47% had more than 6 months and less than one year of teaching experience;
- 38% with more than one year of teaching experience;
- 13% with less than 6 months of teaching experience; and
- 3% with no teaching experience.

3.6 Employment and employer support

In order to gauge how well supported the new graduates felt by their employers, a question was asked of them to indicate the level of support they felt they had experienced.

Responses were that;

- 57% said they'd been well supported
- 37% said that there had been some supports for them in place
- 6% had experienced little or no support
- 5% felt that it was 'Not applicable'

Of the 47 graduates who responded that Employer Support was 'Not applicable', 21 had not yet been employed as a teacher and 21 others were Casual Relief Teachers (with 2 on Short Term Contracts and 3 in ongoing / permanent employment). Further investigation of these respondents established that 20 indicated they had no teaching experience, 16 had less than 6 months, 3 had more than 6 months and less than a year's teaching experience and 8 had more than a year's teaching experience.

In addition to this, teachers were also asked to select an employment category which reflected the majority of teaching they'd done since graduation.

Responses to this question indicated that;

- 8% had been in Casual Relief / Emergency Teaching situations
- 47% were on Short Term Contracts
- 42% were in Ongoing / Permanent Employment
- 3% said they not yet been employed as a teacher.

As would be expected, there was a relationship between the type of employment situations the new graduates were in and the level of support they identified as having received. Those in more permanent employment and short term contracts identified as having experienced greater supports from their employer than Casual Relief / Emergency Teachers.

4. Themes

The survey questions were grouped under a number of themes. These questions and themes were developed by a working party of representatives from the Accreditation Committee, who used the Standards for Graduating Teachers as a basis for the questionnaire.

4.1 Pedagogy

Seven questions were asked about Pedagogy. The responses to all questions indicated a high level of agreement with how well the graduates felt their pre-service teacher education programs had prepared them with a basis for building knowledge of pedagogy. Table 7 details all questions and responses, including a total percentage of the sample that chose to agree with the statements.

	DISAGREE		Un decided (3)	AGREE		Total Agreed
	Strongly Disagree (1)	Disagree (2)		Agree (4)	Strongly Agree (5)	
Did your pre-service teacher education program prepare you for teaching with a basis for building knowledge of...						
...current learning theories, contemporary research, models of pedagogy, and the relationship of learning and teaching?	1%	5%	5%	60%	29%	89%
...how students learn and strategies to engage students actively in learning?	1%	10%	9%	55%	25%	80%
...the role of language and literacy in learning?	3%	13%	13%	50%	21%	71%
...of the conceptual, cognitive or developmental steps students make?	3%	13%	18%	50%	16%	66%
As a result of your pre-service teacher education program, do you know how to...						
...identify factors such as social and cultural influences which can impact on students' learning?	1%	7%	10%	59%	24%	83%
...identify the prior knowledge, the learning strengths and weaknesses of students?	1%	10%	13%	55%	21%	76%
...use a range of teaching approaches which foster independent and cooperative learning and cater for different learning needs?	2%	10%	12%	52%	25%	77%

Table 7: Summary of responses to questions about Pedagogy

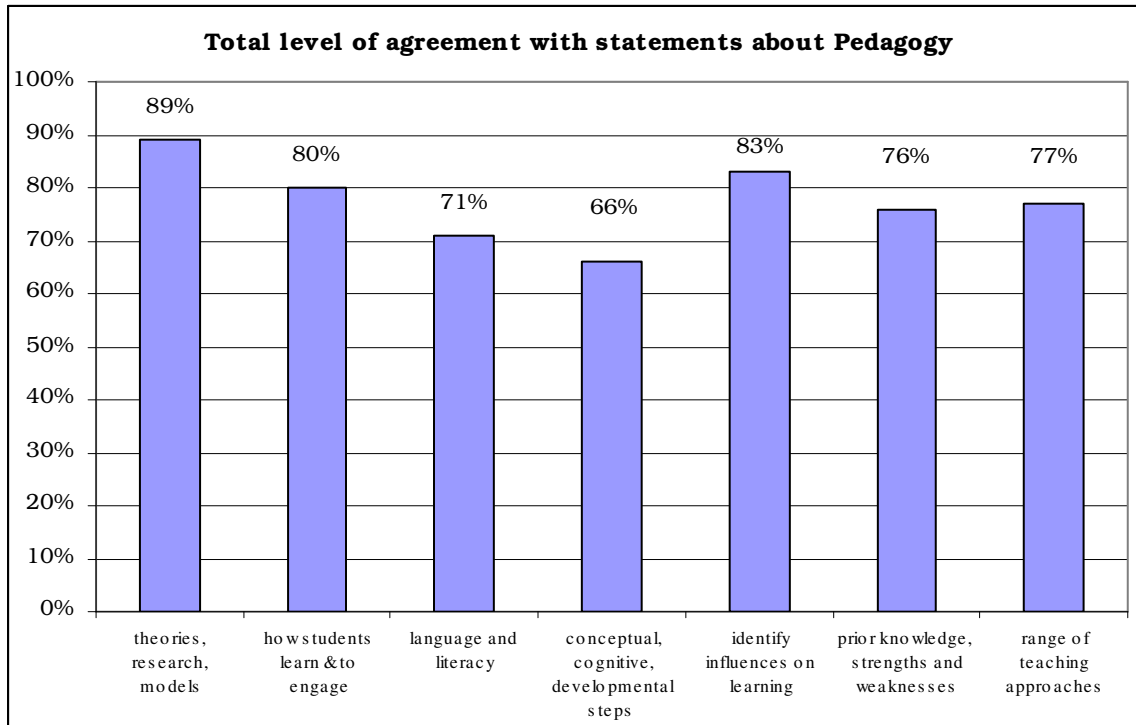


Figure 2: Chart of total levels of agreement with statements about Pedagogy

There were very high levels of agreement with the statements about how well the teacher education programs prepared teachers with a basis for building knowledge of theory and research (89%), and of how students learn and how to engage them in learning (80%). Respondents also felt confident that they knew how to identify influences which impacted on student learning (with 83% overall agreement).

Lower levels of agreement were apparent with the statement about being prepared by their program with a basis for building knowledge of the conceptual, cognitive or developmental steps students make, although it was still over 50% - with 66% agreeing.

4.1.1 Pedagogy Scale

In order to further understand any patterns to do with the responses to this theme, the items were analysed using Factor Analysis, with only one factor present. Therefore, all Pedagogy items were combined to establish the *Pedagogy Scale* (found to be highly reliable with a Cronbach Alpha of .859).

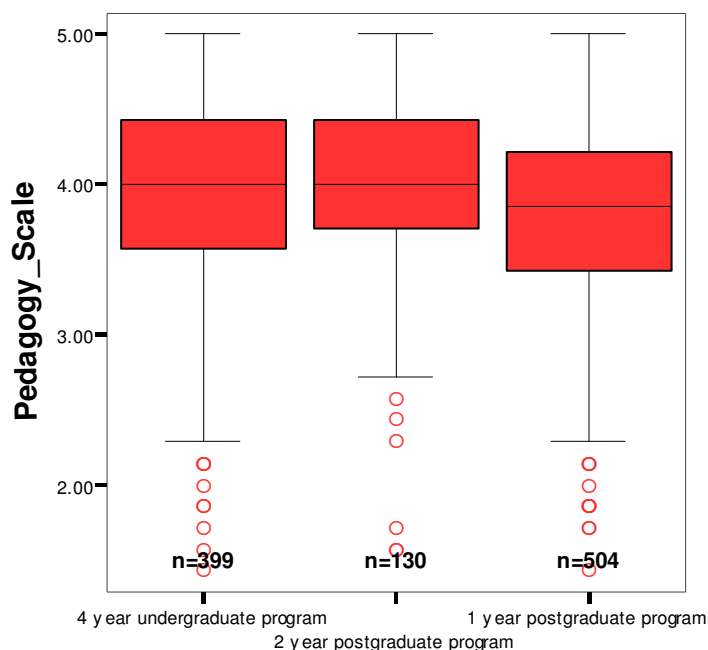
The median for the *Pedagogy Scale* was 4.00, with the 25th Percentile at 3.43 and the 75th Percentile at 4.29.

		Pedagogy Scale
N	Valid	1038
	Missing	60
Median		4.00
Percentiles	25	3.43
	50	4.00
	75	4.29

Table 8: Pedagogy Scale Statistics

There were a number of significant relationships found between the *Pedagogy Scale* and other information collected about the respondents.

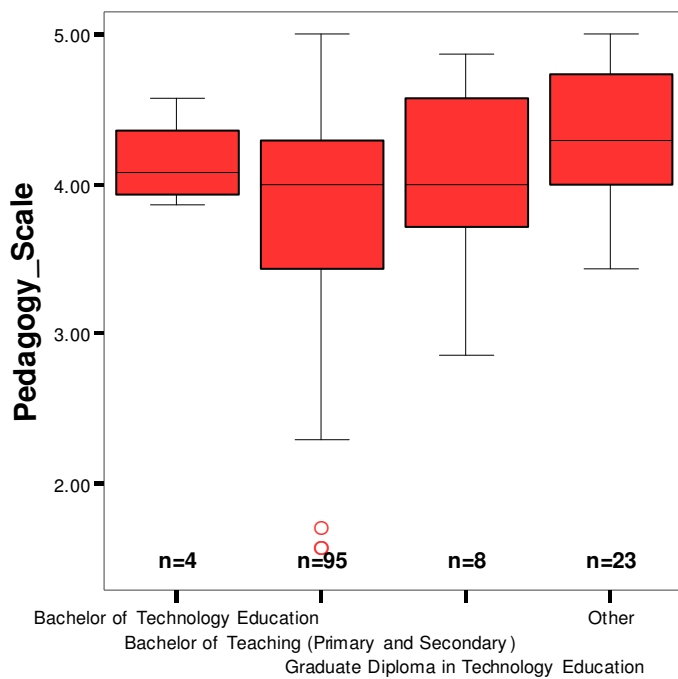
A highly significant relationship existed between the *Pedagogy Scale* and what type of pre-service teacher education program was completed ($\rho = -.128, p < 0.01$). The 1 year program rated lower in responses about Pedagogy than the 2 and 4 year programs, indicating that the length of the course had a direct effect on how well prepared the graduates felt in this area. This is visually represented in the box plot graph in Figure 3.



	Median	25 th	75 th
4 year undergrad. program	4.00	3.57	4.43
2 year postgrad. program	4.00	3.71	4.43
1 year postgrad. program	3.86	3.43	4.22

Figure 3: Box plot graph of Pedagogy Scale and type of pre-service teacher education program

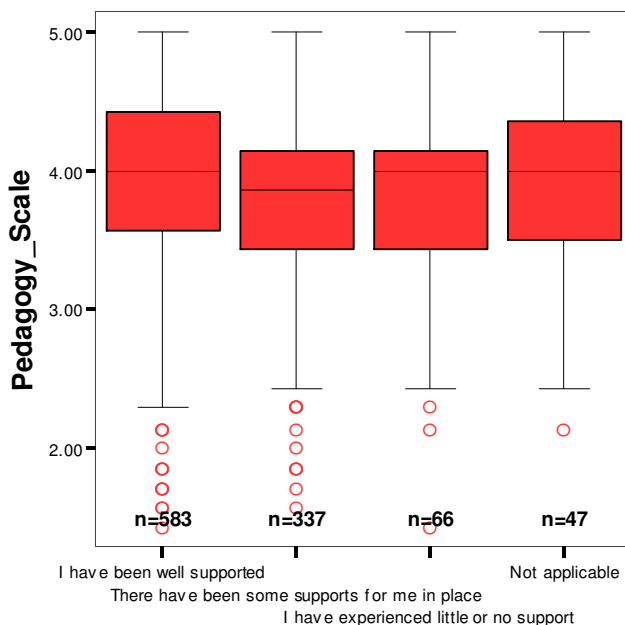
The type of 2 year pre-service teacher education program the respondent indicated they had completed and the *Pedagogy Scale* were also found to be statistically significant ($\rho = .220, p < 0.05$). This relationship is shown in Figure 4, but as the number of responses is quite low for two of the four options and 23 chose 'Other', it is difficult to place too much emphasis on the interpretation of these results.



	Median	25 th	75 th
Bachelor of Technology Education	4.07	3.93	4.36
Bachelor of Teaching (Primary and Secondary)	4.00	3.43	4.29
Graduate Diploma in Technology Education	4.00	3.71	4.57
Other	4.29	4.00	4.75

Figure 4: Box plot graph of Pedagogy Scale and 2 year post graduate teaching qualification

Also highly statistically significant was the relationship between the *Pedagogy Scale* and the level of employer support the teachers identified that they had received in their first employment as teachers ($\rho = -.130, p < 0.01$). Figure 5 shows that a higher rating on the responses about Pedagogy was more likely from those who said they had been well supported.



	Median	25 th	75 th
Well supported	4.00	3.57	4.43
Some supports	3.86	3.43	4.14
Little or no	4.00	3.43	4.14
Not applicable	4.00	3.43	4.43

Figure 5: Box plot graph of Pedagogy Scale and Employer Support

4.1.2 Pedagogy Summary

Very high levels of agreement were registered from the graduates with the statements about how well their teacher education programs had prepared them with a basis for building knowledge of pedagogy.

The median for the *Pedagogy Scale* was 4.00, with the 25th Percentile at 3.43 and the 75th Percentile at 4.29.

Significant relationships were found between the *Pedagogy Scale* and what type of pre-service teacher education program was completed and the level of employer support.

The 1 year pre-service teacher education program rated lower in responses about Pedagogy than the 2 and 4 year programs. Therefore it can be concluded that in general, the longer the pre-service teacher education program the more prepared the graduates felt in the area of pedagogy.

The relationship between the *Pedagogy Scale* and the level of employer support the teachers self identified that they had received in their first employment experiences showed that a higher rating on the responses about Pedagogy was more likely from those who said they had been well supported by their employer.

4.2 Knowing Students

The responses to all questions about knowing students indicated that in general, there was a high level of agreement with how well the pre-service teacher education programs had prepared their graduates in this area.

There were 74% of graduates who agreed that their pre-service teacher education course had prepared them for teaching by equipping with the skills to use a range of teaching strategies and 71% agreed that they felt they had an awareness and understanding of cultural, religious diversities and socio-economic factors of their students. Slightly lower levels of agreement (68% and 65%) were with the statements about classroom management – establishing behaviour expectations and managing the materials, resources and space.

Table 9 details the percentages of responses for each question across all options offered, as well as the figures for the total level of agreement with each statement. Figure 6 shows the total agreement levels in a chart.

	DISAGREE			AGREE		Total Agreed
	Strongly Disagree (1)	Disagree (2)	Un decided (3)	Agree (4)	Strongly Agree (5)	
Do you think your pre-service teacher education program prepared you for teaching by equipping you to...						
...establish clear expectations of students' behaviour for a safe learning environment for all students?	5%	15%	12%	48%	20%	68%
...manage the materials, resources and physical space within the school to ensure a safe and challenging learning environment?	4%	15%	16%	49%	16%	65%
...use a range of teaching strategies to establish a positive and inclusive learning environment where all students can learn and are challenged?	2%	11%	13%	52%	22%	74%
Did your pre-service education program prepare you for teaching with an understanding and awareness of...						
...cultural and religious diversities and socio-economic factors of the students you teach?	3%	12%	14%	49%	22%	71%

Table 9: Summary of responses to questions about Knowing Students

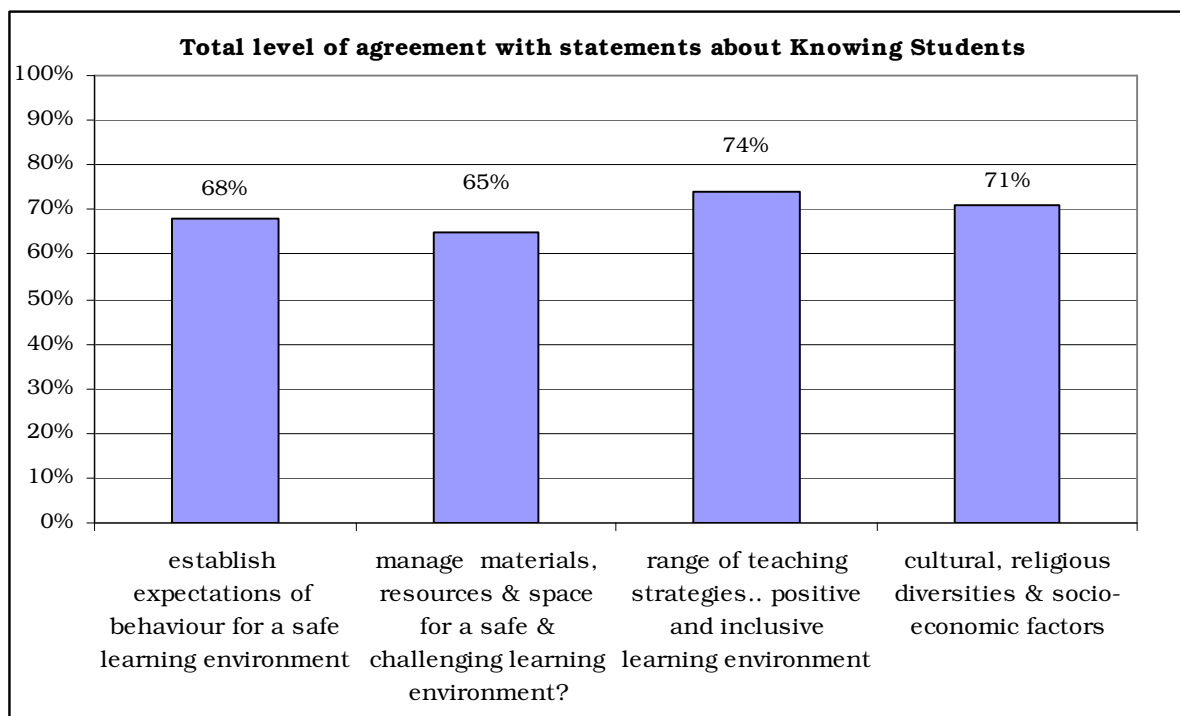


Figure 6: Chart of total levels of agreement with statements about Knowing Students

4.2.1 Knowing Students Scale

Factor analysis of the four items in this section of the survey identified only one factor, with a Cronbach Alpha of .813 indicating its reliability as a scale.

		<i>Knowing Students Scale</i>
N	Valid	1030
	Missing	68
Median		3.75
Percentiles	25	3.25
	50	3.75
	75	4.25

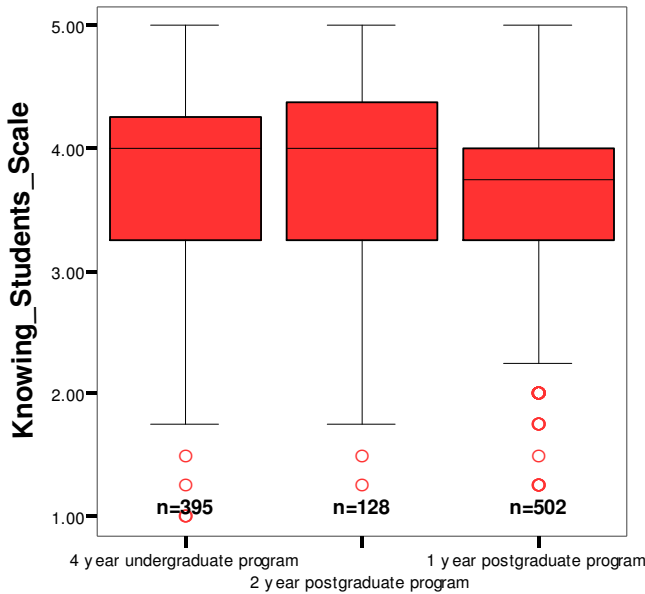
Table 10: Knowing Students Scale Statistics

The median for the *Knowing Students Scale* was 3.75, with the 25th percentile at 3.25 and the 75th percentile at 4.25. These were lower than the statistics for the *Pedagogy Scale*.

Correlations of the *Knowing Students Scale* and other information gathered about the graduates found three statistically significant relationships.

A highly statistically significant effect was found between the *Knowing Students Scale* and what type of pre-service teacher education program was completed ($\rho = -.098$, $p < 0.01$). The 2 and 4 year programs had slightly higher medians than the 1 year program, with all having the same 25th percentile. The 75th percentile showed

the greatest differences between the 3 types of programs, with the 2 year having the highest followed by the 4 year program. These results indicate that the longer programs resulted with slightly more positive reporting of the graduates' feelings of preparedness in the area of knowing students than those who had completed a 1 year program.

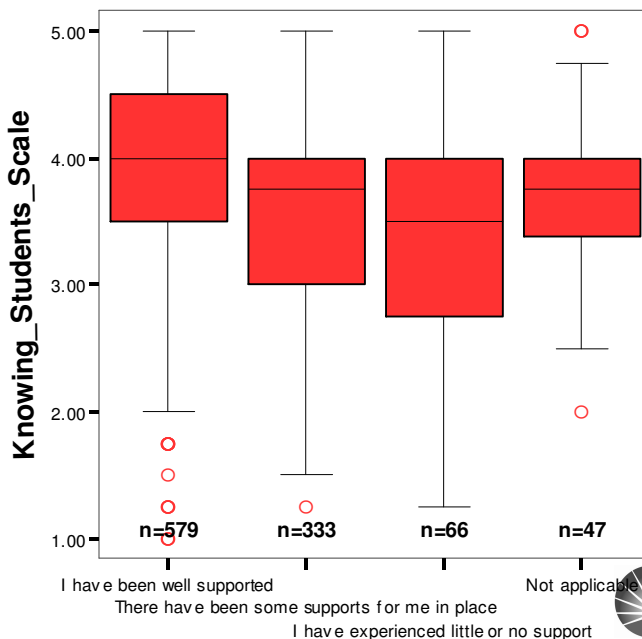


	Median	25 th	75 th
4 year undergrad. program	4.00	3.25	4.25
2 year postgrad. program	4.00	3.25	4.38
1 year postgrad. program	3.75	3.25	4.00

Figure 7: Box plot graph of *Knowing Students Scale* and type of pre-service teacher education program

Another highly statistically significant relationship was found between the scale and the level of employer support the new teachers felt they'd received ($\rho=-.201$, $p<.01$).

The relationship of the *Knowing Students Scale* and employer support is illustrated in Figure 8, which shows that there was a direct relationship of more positive responses about knowing students when the graduate nominated that they had been well supported by their employer.



	Median	25 th	75 th
Well supported	4.00	3.50	4.50
Some supports	3.75	3.00	4.00
Little or no	3.50	2.75	4.00
N/A	3.75	3.25	4.00

Figure 8: Box plot graph of *Knowing Students Scale* and Employer Support

4.2.3 Knowing Students Summary

The scale median reflected that the levels of agreement with the statements about knowing students were lower than with those about pedagogy (Pedagogy = 4.00, Knowing Students = 3.75). But the responses indicated that on the whole, graduates felt quite positive about how well prepared they were to understand and cater for their students. The lower levels of agreement were with the statements about classroom management.

Once again, a highly statistically significant effect was found between the *Knowing Students Scale* and what type of pre-service teacher education program was completed, with the 2 and 4 year programs having slightly higher medians than the 1 year program. The 2 year program had the highest 75th percentile – meaning that they were more likely to rate their responses about knowing students higher than graduates from either of the other programs.

Also repeating was the highly statistically significant relationship between the scale and the level of employer support the new teachers felt they had received - a direct relationship of more positive responses about knowing students when the graduate nominated that they had been well supported by their employer.

4.3 Content and Resources

Four questions in the surveys asked teachers whether they felt their pre-service education program had prepared them for teaching with a basis for building knowledge of content and resources.

The questions canvassed issues such as whether the teachers were prepared with knowledge of the areas they were qualified to teach, of integrating learning, how to access and use resources and technologies, and with an awareness of strategies to make content relevant. A summary of all responses is included in Table 11.

	DISAGREE			AGREE		
	Strongly Disagree (1)	Disagree (2)	Un decided (3)	Agree (4)	Strongly Agree (5)	Total Agreed
Did your pre-service education program prepare you for teaching with a basis for building knowledge of...						
...the key concepts, structure and developments in the areas you are qualified to teach?	3%	11%	14%	54%	18%	72%
...integrating learning and assisting students' understanding across a number of areas?	3%	11%	16%	54%	17%	71%
...how to access and use resources and technologies to support student learning?	2%	12%	17%	51%	18%	69%
Did your pre-service education program prepare you for teaching with an understanding and awareness of...						
...strategies to make the content you are teaching accessible and relevant?	2%	10%	19%	56%	14%	70%

Table 11: Summary of responses to questions about Content and Resources

Responses showed a very similar level of agreement for all four questions, with approximately 70% of the sample agreeing with all statements.

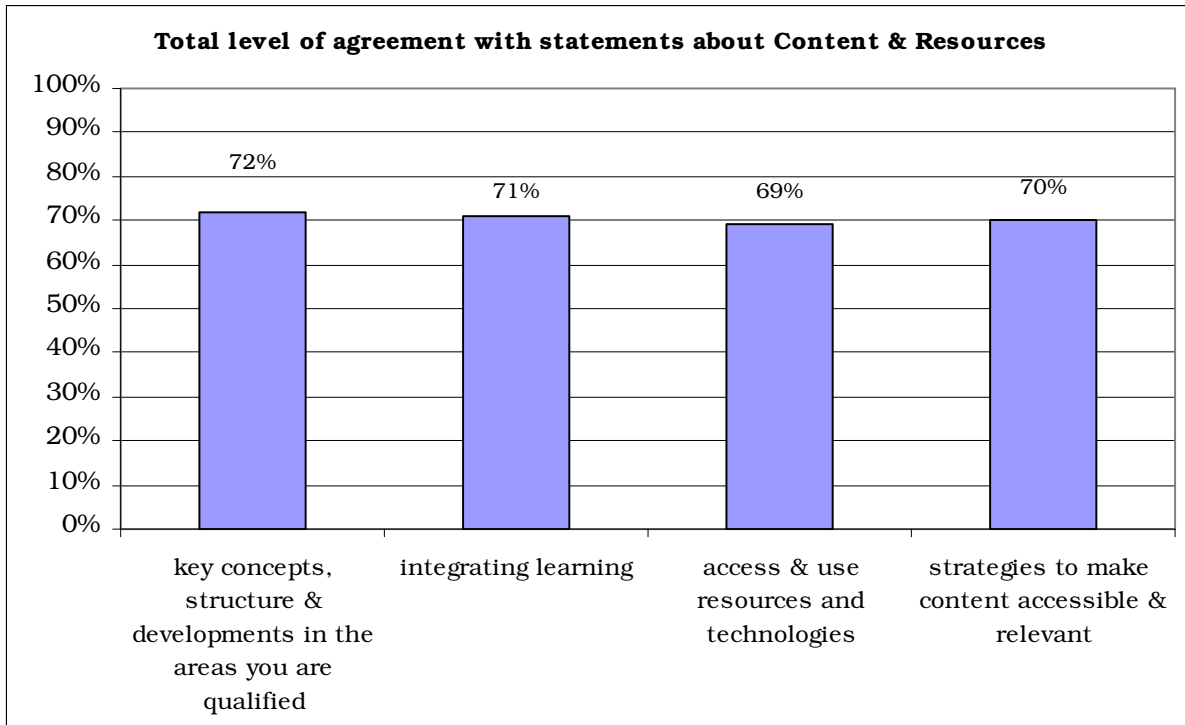


Figure 9: Chart of total levels of agreement with statements about Content & Resources

4.3.1 Content and Resources Scale

Using the same methodology as was established under the other themes and sections of this survey, a *Content & Resources Scale* was developed. It combined the four items in this section of the questionnaire. The Cronbach Alpha for this scale was .820, indicating another highly reliable scale.

The median for the *Content & Resources Scale* was also 4.00, with the 25th percentile at 3.25 (lower than the other scales) and 75th percentile at 4.25.

		Content & Resources Scale
N	Valid	1024
	Missing	74
Median		4.0000
Percentiles	25	3.2500
	50	4.0000
	75	4.2500

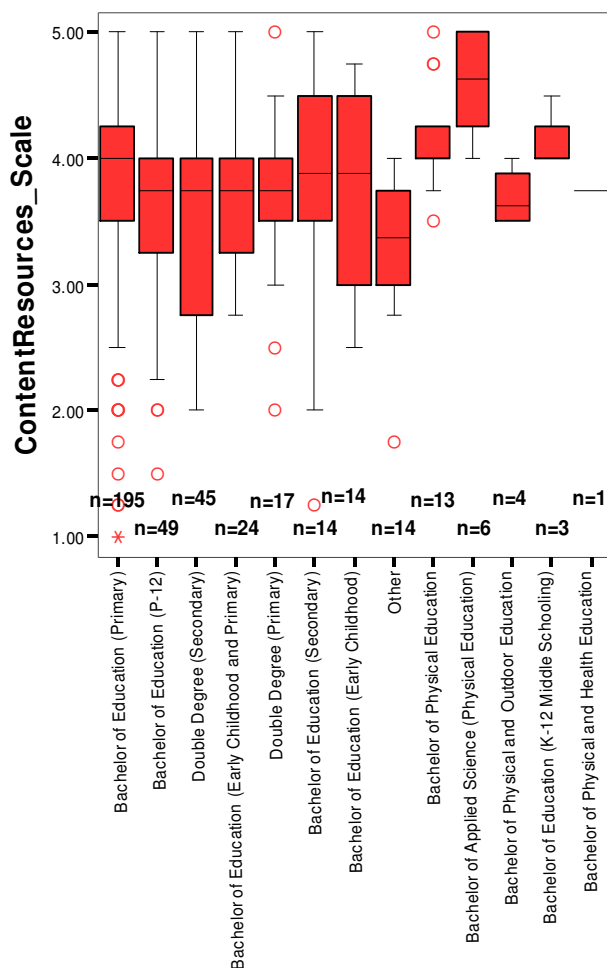
Table 12: Content & Resources Scale Statistics

Correlation testing of this scale uncovered some statistically significant relationships.

A relationship between the *Content & Resources Scale* and the type of 4 year undergraduate teaching qualification ($\rho = -.122, p < 0.05$) was discovered.

There were varying response levels for each of the programs within the 4 year category. Figure 10 identifies the programs ordering them according to the greatest number of responses.

Of those programs with greater than 20 responses, the Bachelor of Education (Primary) returned the more favourable levels of agreement with the statements about Content and Resources, followed by the Bachelor of Education (P-12), the Double Degree (Secondary) and then the Bachelor of Education (Early Childhood and Primary).

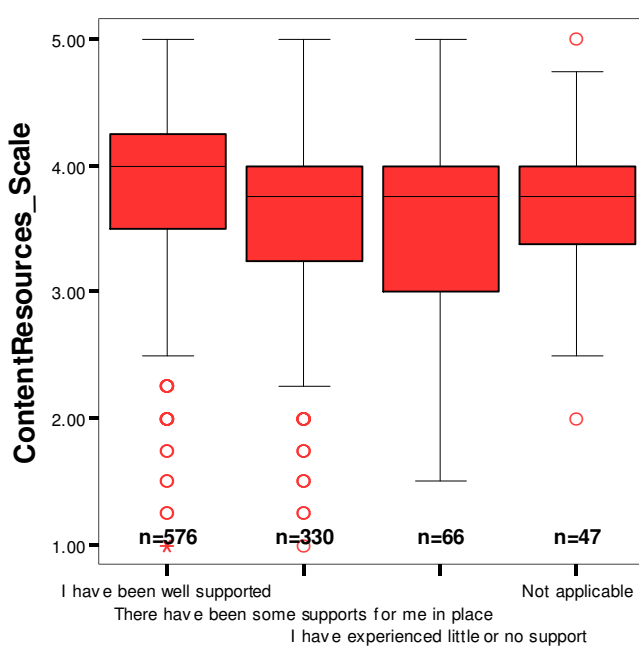


4 year undergraduate teaching qualification

Figure 10: Box plot graph of Content & Resources Scale and 4 year programs

Another highly statistically significant relationship was found between the *Content & Resources Scale* and the level of employer support the graduate teachers identified as having received in their first experiences of employment as teachers ($\rho = -.129, p < .01$).

Figure 11 shows that once again, those who felt that they had been supported by their employer also agreed that their pre-service teacher education programs had prepared them for teaching in the area of content and resources.



	Median	25 th	75 th
Well supported	4.00	3.50	4.25
Some supports	3.75	3.25	4.00
Little or no support	3.75	3.00	4.00
N/A	3.75	3.25	4.00

Figure 11: Box plot graph of relationship between Content & Resources Scale and Employer Support.

4.3.2 Content & Resources Summary

The responses to the statements about whether the teachers felt prepared with knowledge of the areas they were qualified to teach, of integrating learning, how to access and use resources and technologies, and with an awareness of strategies to make content relevant showed a similar level of agreement for all four questions, with approximately 70% of the sample agreeing with all statements. This was a slightly lower level of agreement than was recorded in the other areas and themes covered by the survey.

Having said this, the median for the *Content & Resources Scale* was still 4.00 but the 25th percentile was the equal lowest at 3.25 (the same as *Knowing Students Scale*).

A statistical effect was found with those who had completed a 4 year undergraduate teaching qualification, with the Bachelor of Education (Primary) returning the more favourable levels of agreement with the statements about Content and Resources. Graduates of the Bachelor of Education (P-12), Double Degree (Secondary) and Bachelor of Education (Early Childhood and Primary) all recorded lower levels of agreement with the *Content & Resources Scale*.

Another highly statistically significant relationship was found between the *Content & Resources Scale* and the level of employer support the graduate teachers identified as having received in their first experiences of employment as teachers. Once again, those who felt that they had been supported by their employer also had higher levels of agreement.

4.4 Curriculum, Assessment and Reporting

Six questions were asked of teachers about whether they knew about curriculum, assessment and reporting as a result of their pre-service teacher education program.

Levels of agreement with these statements indicated that overall, teachers felt well prepared to design curriculum which corresponded to frameworks used in schools (81%) and to establish learning goals for their students (75%). Although levels of agreement were slightly lower for the statements about evaluating student responses (72%), providing feedback to students (70%) and gathering evidence for reporting purposes (67%), these were still positive endorsements for pre-service teacher education programs about how well prepared the graduates feel to do the core work of a teacher.

	DISAGREE		Un decided (3)	AGREE		Total Agreed
	Strongly Disagree (1)	Disagree (2)		Agree (4)	Strongly Agree (5)	
As a result of your pre-service teacher education program, do you know how to...						
...design curriculum and assessment that allows judgments about whether successful learning has taken place?	1%	10%	13%	56%	20%	76%
...plan learning sequences which are consistent with curriculum statements, frameworks and assessment structures commonly used in schools?	1%	8%	10%	56%	25%	81%
...establish, clear, challenging and achievable learning goals for students as individuals and groups?	1%	11%	13%	56%	19%	75%
...evaluate student responses and work samples to make assessments of learning, and to then use these in your plans for future teaching and learning activities?	1%	12%	15%	54%	18%	72%
...monitor and record student learning and provide appropriate feedback to students on their progress and how to improve?	2%	12%	15%	54%	16%	70%
...gather evidence for the purposes of reporting?	4%	16%	14%	51%	16%	67%

Table 13: Summary of responses to questions about Curriculum, Assessment and Reporting

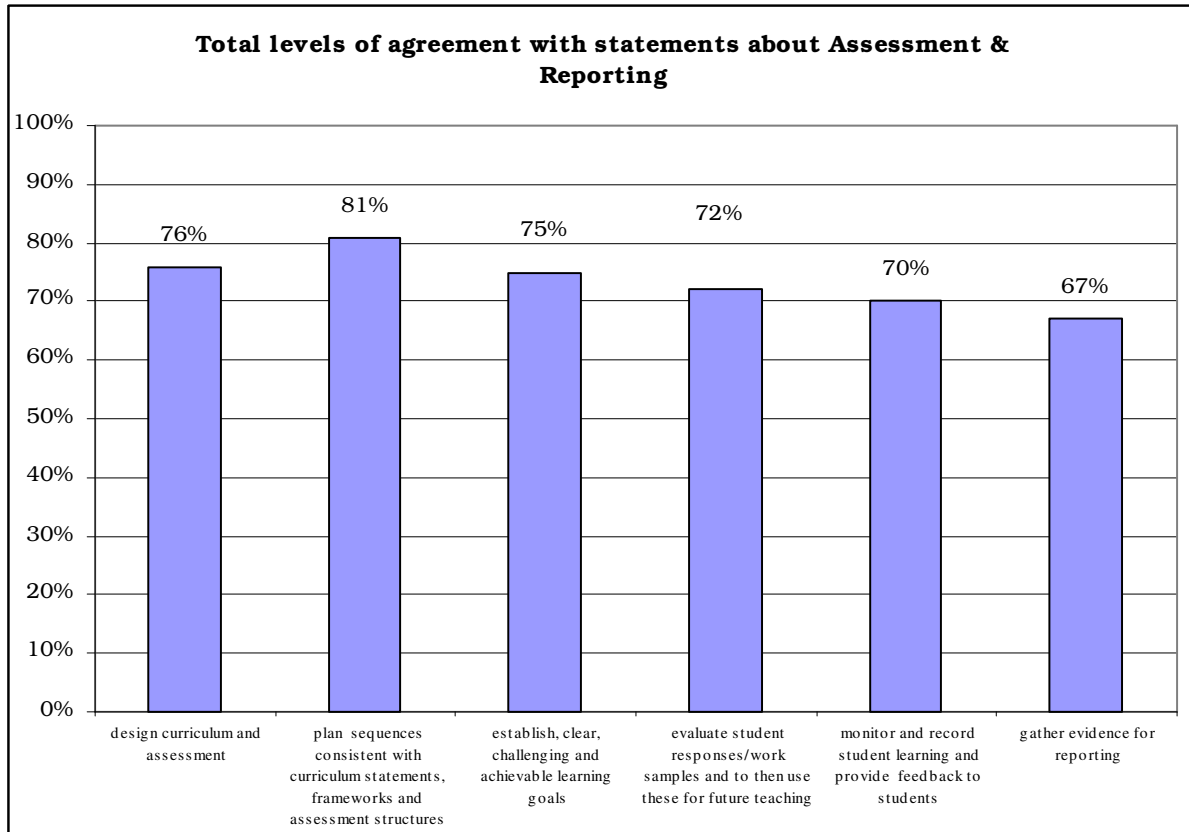


Figure 12: Chart of total levels of agreement with statements about Curriculum, Assessment and Reporting

4.4.1 Curriculum, Assessment and Reporting Scale

As with the other scales developed in this report, all items in this section were analysed using Factor Analysis to establish a scale. The *Curriculum, Assessment & Reporting Scale* had a Cronbach Alpha of .892 showing that it was highly reliable.

The *Curriculum, Assessment & Reporting Scale* had a median of 4.00, with the 25th percentile at 3.33 and 75th percentile at 4.17.

		Curriculum, Assessment & Reporting Scale
N	Valid	1015
	Missing	83
Median		4.00
Percentiles	25	3.33
	50	4.00
	75	4.17

Table 14: Curriculum, Assessment & Reporting Scale Statistics

The *Curriculum, Assessment & Reporting Scale* was analysed against the demographic information collected, with two statistically significant relationships found.

The first was between the *Curriculum, Assessment & Reporting Scale* and the 1 year post graduate teaching qualification graduates ($\rho=.108$, $p<0.05$), illustrated in Figure 13.

The Graduate Diploma (Secondary) and Graduate Diploma (P-12) had slightly higher medians than the Graduate Diploma (Primary). In addition to this, the Secondary and P-12 graduates were more likely to rate lower and higher than the Primary graduates.

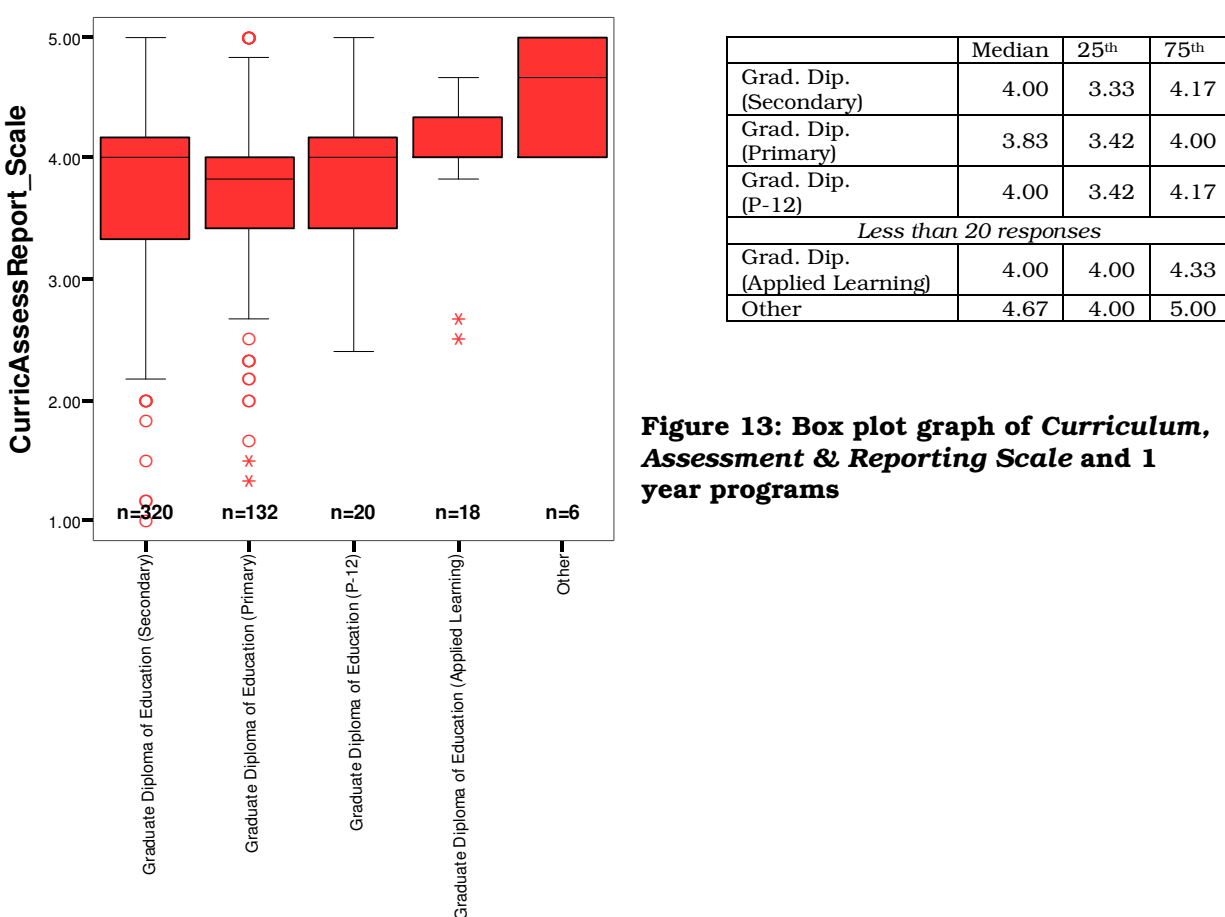
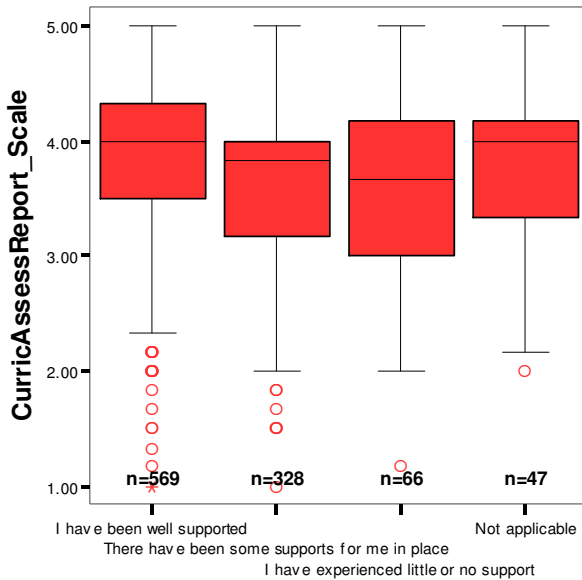


Figure 13: Box plot graph of Curriculum, Assessment & Reporting Scale and 1 year programs

A highly statistically significant relationship was also found between the *Curriculum, Assessment and Reporting Scale* and the level of employer support the graduates indicated they had experienced in their first teaching roles ($\rho=-.145$, $p<0.01$).

As was now an established pattern, the more supported the graduate indicated they had been by their employer, the more likely they were to agree with the statements

about how prepared they felt their pre-service teacher education program had made them.



	Median	25 th	75 th
Well supported	4.00	3.50	4.33
Some supports	3.83	3.17	4.00
Little or no	3.67	3.00	4.17
N/A	4.00	3.33	4.17

Figure 14: Box plot graph of Curriculum, Assessment & Reporting Scale and Employer Support

4.4.2 Curriculum, Assessment and Reporting Summary

Overall, teachers felt well prepared to design curriculum, to establish learning goals for their students, evaluate student responses, provide feedback to students and gather evidence for reporting purposes.

Statistically significant effects were found between the *Curriculum, Assessment and Reporting Scale* and the 1 year post graduate teaching qualification and once again, the perception of the graduates of the level of employer support they had experienced.

The Graduate Diploma (Secondary) and Graduate Diploma (P-12) had slightly higher medians than the Graduate Diploma (Primary). In addition to this, the spread of responses from the Secondary and P-12 graduates was greater than the Primary graduates.

4.5 Ongoing Learning, Collegiality and Engagement

Three questions were asked of teachers regarding whether they felt they had been equipped to identify areas to continue professional learning, work collaboratively with others and contribute to a professional learning community.

A further four questions were posed about whether their pre-service program had provided them with understanding and awareness of strategies to work cooperatively and to build effective relationships, of the importance of being a reflective practitioner and of engaging in discussions around education research and issues.

	DISAGREE		Un decided (3)	AGREE		Total Agreed
	Strongly Disagree (1)	Disagree (2)		Agree (4)	Strongly Agree (5)	
Did your pre-service teacher education program prepare you for teaching by equipping you to...						
...identify areas to continue your professional learning?	2%	15%	17%	50%	17%	67%
...work collaboratively with colleagues and other professionals in the workplace?	2%	7%	11%	52%	29%	81%
...contribute to a professional learning community, in a school and in the profession?	1%	9%	13%	53%	24%	77%
Did your pre-service education program prepare you for teaching with an understanding and awareness of...						
...strategies to work cooperatively and purposefully with colleagues and other professionals who share responsibility for the learning and welfare of your students?	1%	11%	15%	53%	19%	72%
...strategies for building effective relationships with students, parents and colleagues?	2%	16%	16%	49%	17%	66%
...the importance of regularly reflecting, evaluating and improving your practice?	1%	2%	6%	54%	38%	92%
...the importance of engaging in discussions of contemporary issues and research in education?	1%	8%	13%	54%	23%	77%

Table 15: Summary of responses to questions about Ongoing Learning, Collegiality and Engagement

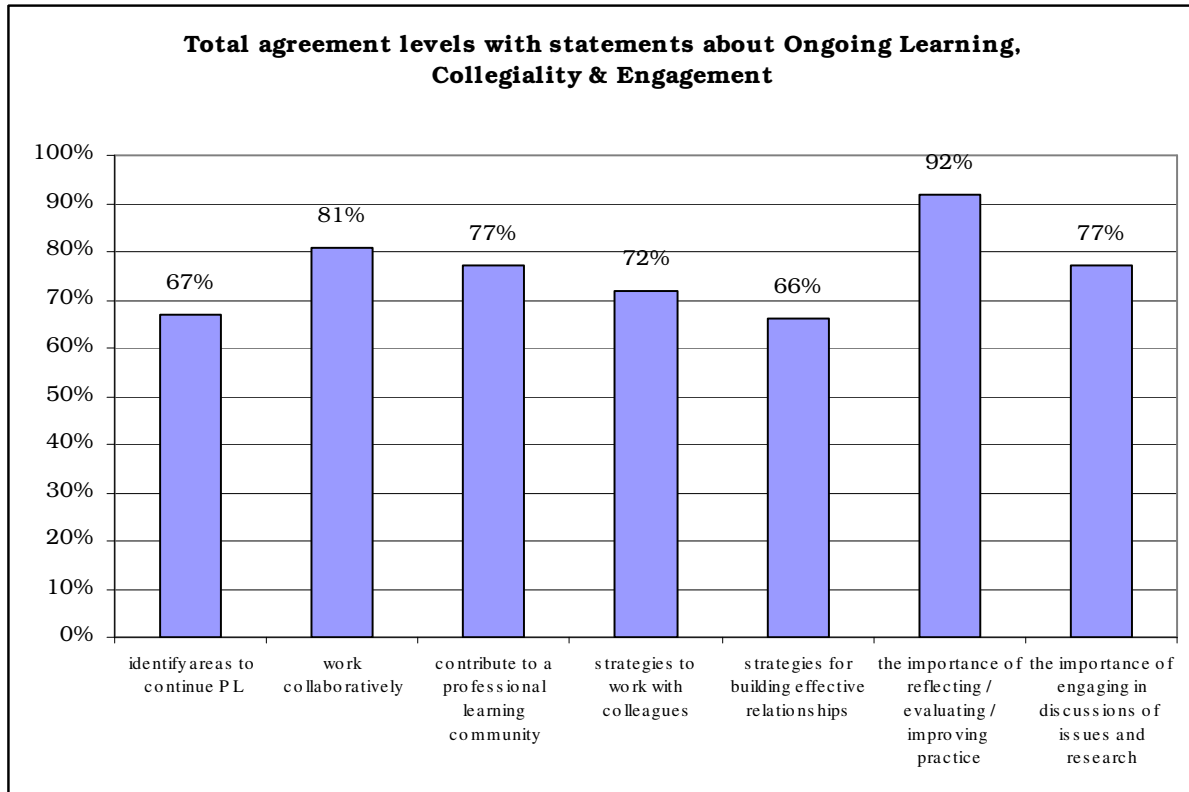


Figure 15: Chart of total levels of agreement with statements about Ongoing Learning, Collegiality and Engagement

The responses indicated a very high level of agreement (92%) with the statement about the importance of being a reflective practitioner. The graduates also signalled that they felt equipped to work collaboratively in the workplace (81%).

Fewer agreed with the statements about having an understanding and awareness of relationship building strategies (66%) and being equipped to identify areas for professional learning (67%).

4.5.1 Ongoing Learning, Collegiality and Engagement Scale

The Factor Analysis of the responses in this section correlated closely, and the scale reliability testing returned results which established the *Ongoing Learning, Collegiality and Engagement Scale* as being highly reliable (Cronbach Alpha = .886).

		<i>Ongoing Learning, Collegiality & Engagement Scale</i>
N	Valid	1009
	Missing	89
Median		4.00
Percentiles	25	3.43
	50	4.00
	75	4.29

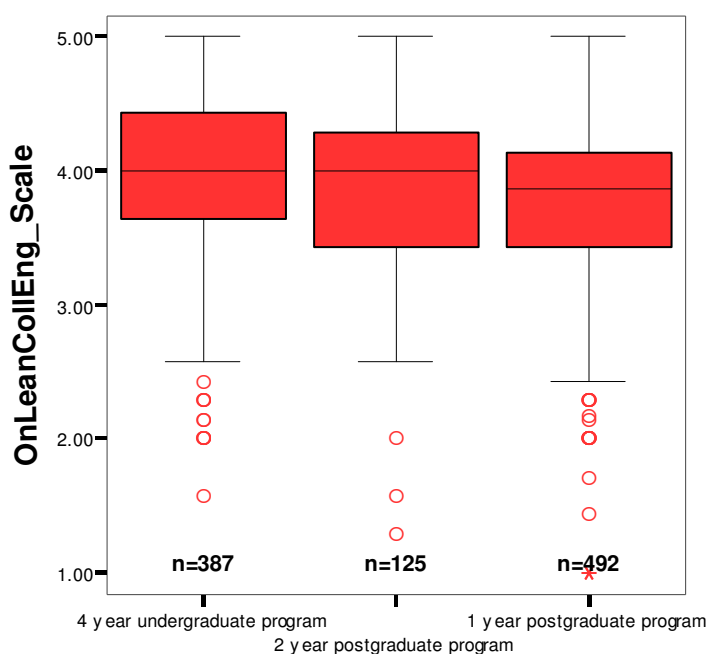
Table 16: Ongoing Learning, Collegiality & Engagement Scale Statistics

The *Ongoing Learning, Collegiality & Engagement Scale* had a median of 4.00, with the 25th percentile at 3.43 and the 75th percentile at 4.29.

Statistically significant relationships were found between the *Ongoing Learning, Collegiality & Engagement Scale* and the type of pre-service program completed, when the teacher had graduated from their program and once again, employer support.

An highly statistically significant relationship existed between the *Ongoing Learning, Collegiality & Engagement Scale* and what type of pre-service teacher education program was completed ($\rho = -.128, p < 0.01$).

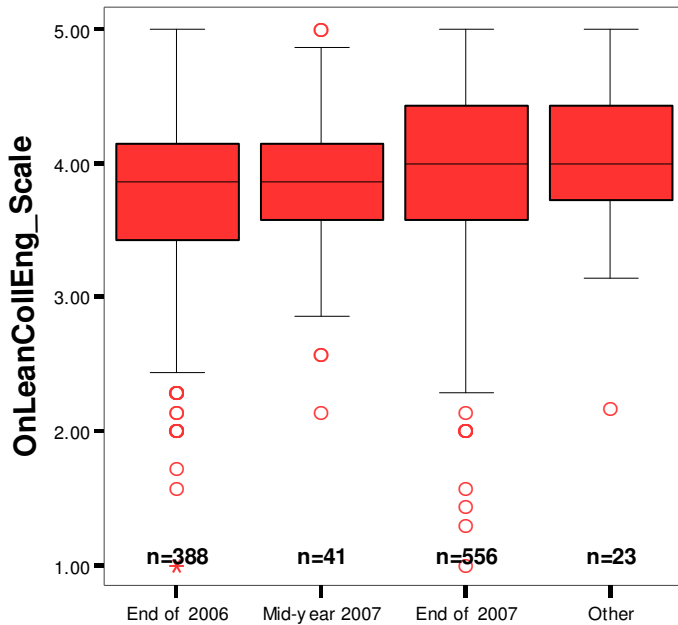
The level of agreement from the graduates of these programs showed that the 4 year trained teachers were the most likely to agree with statements, closely followed by the 2 year trained teachers. The teachers who had completed 1 year of pre-service teacher education returned a lower median than the 2 or 4 year programs, as well as lower 25th and 75th percentiles.



	Median	25 th	75 th
4 year undergraduate program	4.00	3.57	4.43
2 year postgraduate program	4.00	3.43	4.29
1 year postgraduate program	3.86	3.43	4.14

Figure 16: Box plot graph of *Ongoing Learning, Collegiality and Engagement Scale* and type of pre-service program

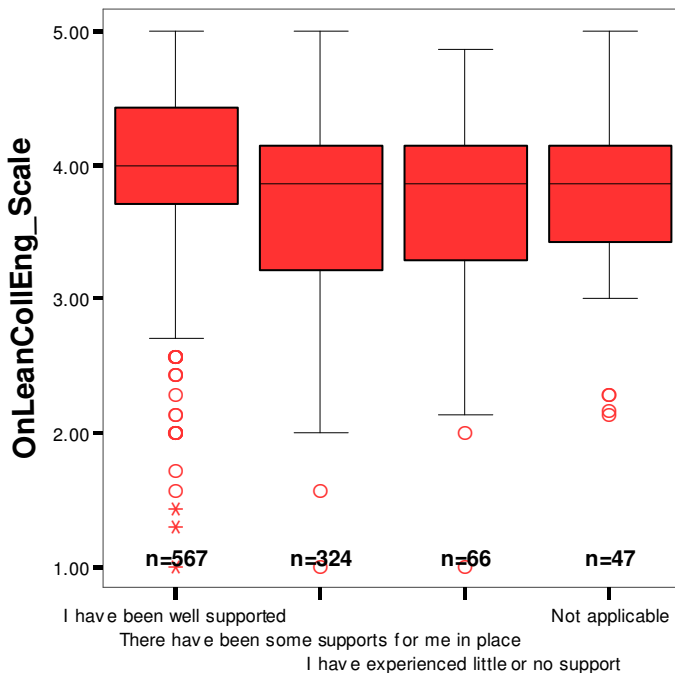
Another highly statistically significant relationship was found with the *Ongoing Learning, Collegiality and Engagement Scale* and when the teacher graduated from their program ($\rho = .109, p < 0.01$). The group of teachers who graduated at the end of 2007 responded more positively with the statements than those who graduated at the end of 2006 or the middle of 2007.



	Median	25 th	75 th
End of 2006	3.86	3.43	4.14
Mid-year 2007	3.86	3.57	4.14
End of 2007	4.00	3.57	4.43
Other	4.00	3.71	4.57

Figure 17: Box plot graph of Ongoing Learning, Collegiality and Engagement Scale and when teacher had graduated

Finally, the level of employer support the graduate teachers had experienced in their early teaching roles was highly statistically significant with the *Ongoing Learning, Collegiality and Engagement Scale* ($\rho = -.176$, $p < 0.01$). Those who reported being well supported had higher levels of agreement with this set of statements than those who indicated they had either had some supports or little or no support. Those who indicated that some supports had been in place were actually more undecided than choosing to agree. Previously, the level of support tended to influence the level of agreement.



	Median	25 th	75 th
Well supported	4.00	3.71	4.43
Some supports	3.86	3.22	4.14
Little or no support	3.86	3.29	4.14
Not applicable	3.86	3.43	4.14

Figure 18: Box plot graph of Ongoing Learning, Collegiality & Engagement Scale and Employer Support

4.5.2 Ongoing Learning, Collegiality and Engagement Summary

Teachers responded with high levels of agreement to the statements about whether their pre-service program had prepared them for teaching by equipping them with an understanding and awareness of the importance of being a reflective practitioner and equipping them to work collaboratively with others. They felt positively about whether they felt they had been equipped to identify areas to continue professional learning, strategies to work with others and contribute to a professional learning community. Areas of slightly lower agreement were with statements about whether they felt they had an understanding and awareness of relationship building strategies and being equipped to identify areas for professional learning.

A statistically significant effect was discovered between the *Ongoing Learning, Collegiality & Engagement Scale* and the type of pre-service program completed, where the 4 year trained teachers had the strongest level of agreement with these statements, closely followed by the 2 year trained teachers. Graduates of 1 year of pre-service teacher education had the lower levels of agreement.

Secondly, time of graduation was established that as statistically significant – with the group of teachers who graduated at the end of 2007 responding more positively with the statements than those who graduated at the end of 2006 or the middle of 2007.

The level of employer support was also highly statistically significant with the *Ongoing Learning, Collegiality and Engagement Scale*, with those who had been well supported with higher levels of agreement. But a slight change in the established pattern was evident, with those who indicated that some supports had been in place actually being more towards ‘undecided’ than choosing to ‘agree’. Previous scales’ relationships to employer support were that the level of support tended to influence the level of agreement.

4.6 Legal and Ethical

The final section of the survey asked questions around how well equipped the graduates were with skills to work within the legal and ethical framework of teaching, to articulate the role of teachers and teaching. Three questions were also asked about whether the teachers were prepared for teaching with an understanding and awareness of the duties of a teacher, the *Code of Ethics* and the surrounding structures which impact on the teaching profession.

	DISAGREE		Un decided (3)	AGREE		Total Agree
	Strongly Disagree (1)	Disagree (2)		Agree (4)	Strongly Agree (5)	
Do you think your pre-service teacher education program prepared you for teaching by equipping you with the skills to...						
...work within the legal and ethical framework expected of all teachers and maintain appropriate and professional relationships?	1%	7%	7%	56%	29%	85%
...articulate a vision or philosophy of the role of a teacher generally, and of their work specifically?	1%	6%	11%	55%	27%	82%
Did your pre-service education program prepare you for teaching with an understanding and awareness of...						
...the professional responsibility, duties and common administrative expectations of teachers?	4%	15%	13%	49%	18%	67%
...the <i>Code of Ethics</i> and the relationships which underpin the work of a teacher?	2%	8%	13%	54%	23%	77%
...stakeholders, industrial structures, career opportunities and regulatory requirements which impact on the teaching profession?	5%	18%	22%	41%	13%	54%

Table 17: Summary of responses to questions about Legal and Ethical

High levels of agreement were registered with the initial statements about whether the teacher education programs had prepared teachers with skills to work within the legal and ethical framework expected of teachers (85%) and to articulate the role of teachers and their work (82%).

Seventy-seven percent of teachers felt they had an understanding of the *Code of Ethics*.

There were 67% of teachers who felt they had been prepared with an awareness of the duties and expectations of teachers, and a lower level of agreement (54%) with the question of whether teachers were aware of stakeholders, industrial structures, career opportunities and regulatory requirements.

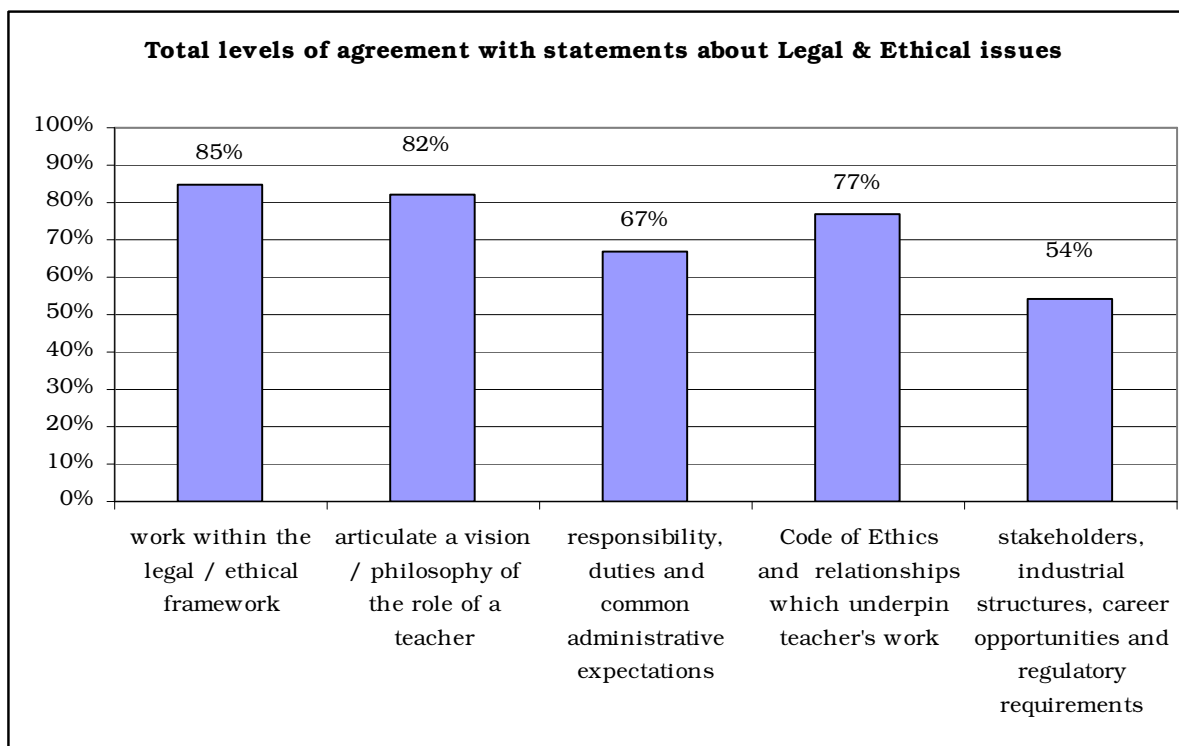


Figure 19: Chart of total levels of agreement with statements about Legal and Ethical issues

4.6.1 Legal and Ethical Scale

Using the same methodology as in the development of all other scales in this report, a scale was developed using all items in this section. Reliability tests found that the *Legal & Ethical Scale* had a Cronbach Alpha of .844, proving it to be highly reliable.

		<i>Legal & Ethic Scale</i>
N	Valid	1002
	Missing	96
Median		4.00
Percentiles	25	3.40
	50	4.00
	75	4.20

Table 18: Legal & Ethical Scale Statistics

The *Legal & Ethical Scale* had a median of 4.00, with the 25th percentile at 3.40 and the 75th percentile at 4.20.

A number of statistically significant relationships were found with the *Legal & Ethical Scale*.

Firstly, what type of pre-service teacher education program was completed ($\rho=-.062$, $p<0.05$) was a significant relationship with the *Legal & Ethical Scale*. This relationship once again found that the 1 year teacher trained graduates had lower levels of agreement with the statements about their preparedness for teaching with knowledge and understanding about legal and ethical issues than the 2 and 4 year graduates.

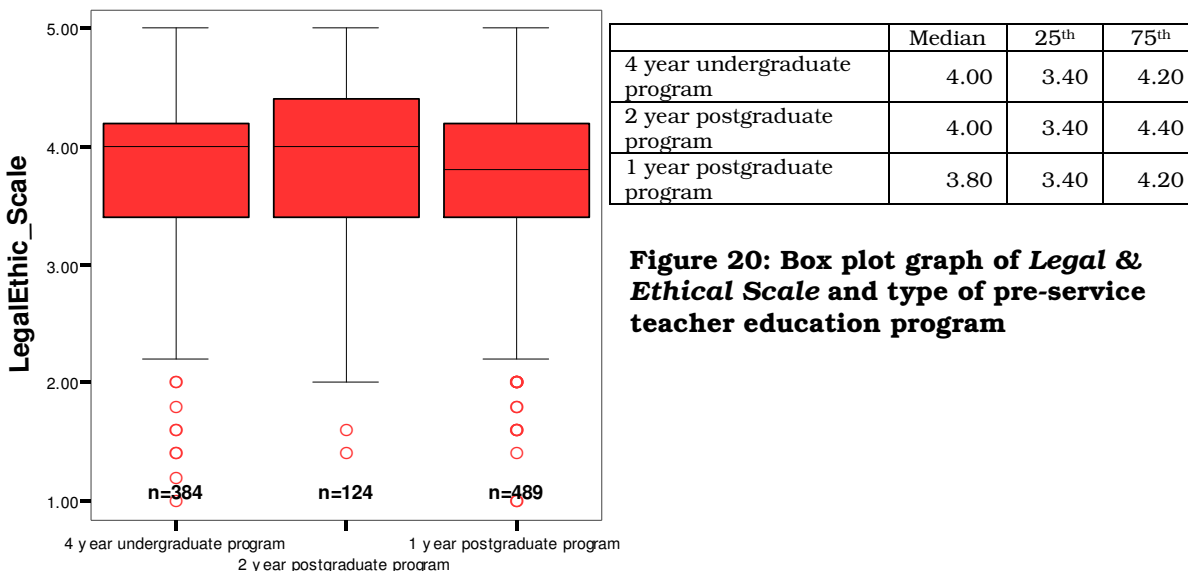


Figure 20: Box plot graph of *Legal & Ethical Scale* and type of pre-service teacher education program

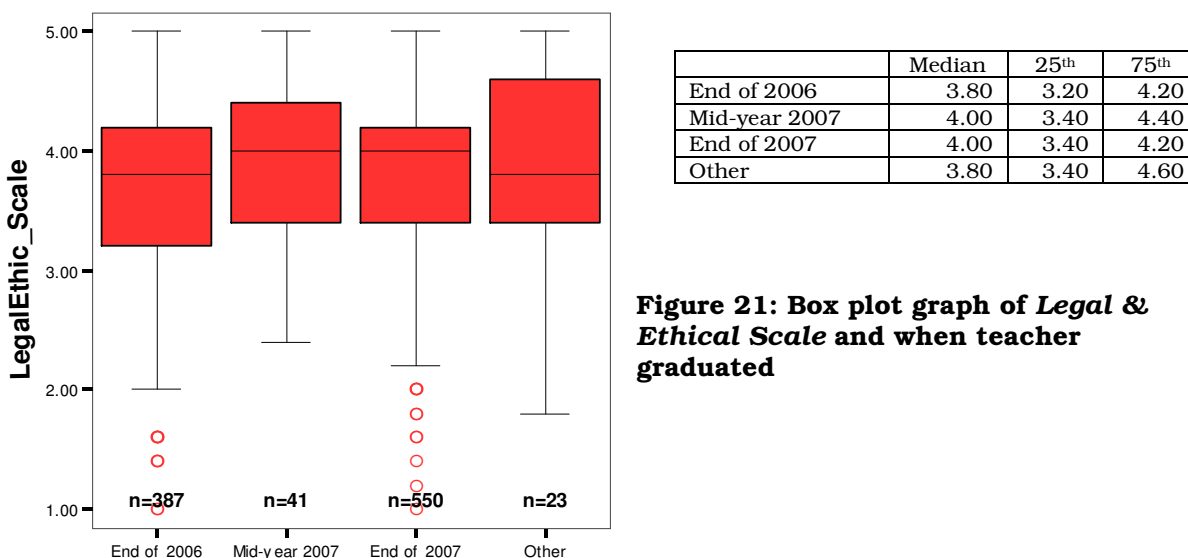
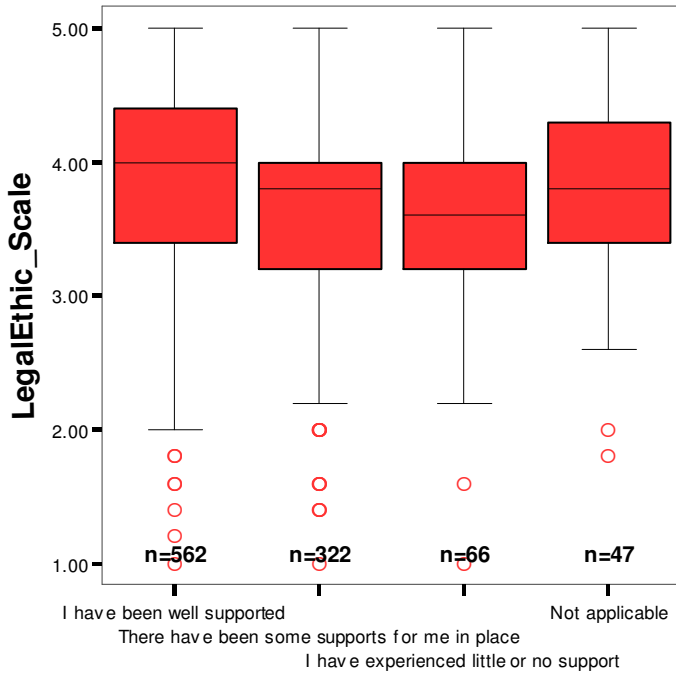


Figure 21: Box plot graph of *Legal & Ethical Scale* and when teacher graduated

Highly statistically significant was the relationship between the *Legal & Ethical Scale* and the level of employer support the graduates felt they had received ($\rho=-.119$, $p<0.01$).



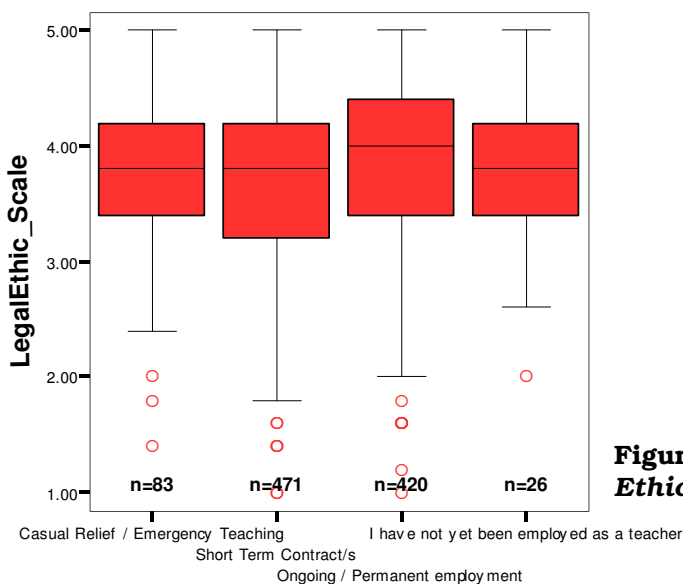
	Median	25 th	75 th
I have been well supported	4.00	3.40	4.40
There have been some supports for me in place	3.80	3.20	4.00
I have experienced little or no support	3.60	3.20	4.00
Not applicable	3.80	3.40	4.40

Figure 22: Box plot graph of Legal & Ethical Scale and Employer Support

The more supported the teacher indicated they had been by their employer, the higher the level of agreement with the statements about legal and ethical issues.

Finally, the type of employment situation the teacher categorised the majority of teaching they had done since graduation and the *Legal & Ethical Scale* was statistically significant ($\rho=.077$, $p<0.05$).

Those who indicated they had been primarily in ongoing / permanent employment had the highest median, 25th and 75th percentiles.



	Median	25 th	75 th
Casual Relief / Emergency Teaching	3.80	3.40	4.20
Short Term Contract/s	3.80	3.20	4.20
Ongoing / Permanent employment	4.00	3.40	4.40
I have not yet been employed as a teacher	3.80	3.40	4.20

Figure 23: Box plot graph of Legal & Ethical Scale and employment category

4.6.2 Legal and Ethical Summary

This section canvassed issues such as whether the graduates felt their pre-service program had equipped them with skills to work within the legal and ethical framework of teaching, to articulate the role of teachers and teaching, and whether the teachers were prepared with an understanding of a teacher's duties and the 'surrounding structures' that impact on teaching.

The *Legal & Ethical Scale* had a slightly lower 75th percentile than the majority of the other scales – due in part to lower levels of agreement with statements about the graduate's feelings about how well prepared they were for teaching with an awareness of the duties and expectations of teachers, and a 54% total agreement with whether teachers were aware of stakeholders, industrial structures, career opportunities and regulatory requirements.

The type of pre-service teacher education program completed was also significant with the *Legal & Ethical Scale*. And once more, the 1 year teacher trained graduates had lower levels of agreement than the 2 and 4 year graduates.

The 2007 graduates also continued to be more optimistic about their pre-service course's level of preparation than 2006 graduates.

The more supported the teacher indicated they had been by their employer, the higher the level of agreement with the statements about legal and ethical issues.

Finally, another new relationship was found between the type of employment situation the teacher categorised the majority of teaching they had done since graduation and the *Legal & Ethical Scale*. Those who stipulated they had been predominantly in ongoing / permanent employment had the highest median, 25th and 75th percentiles.

5. The “overall effectiveness” of the teacher education programs

One of the final questions in the survey asked respondents to rate the “overall effectiveness” of their teacher education program. The teachers were given a 5-point scale, with the markers *Very effective*, *Effective*, *Somewhat effective*, *Somewhat ineffective* and *Not at all effective* to choose from.

Of the 992 responses from graduates to this question, 91% felt their teacher education program had been effective. This is an encouraging endorsement for Victorian pre-service teacher education programs.

		Frequency	Percent	Valid Percent
Valid	Very effective	218	20	22
	Effective	434	40	44
	Somewhat effective	250	23	25
	Somewhat ineffective	73	7	7
	Not at all effective	17	2	2
	Total	992	90	100
Missing	System	106	10	
Total		1098	100	

Table 19: Graduate teacher responses to the "overall effectiveness" of teacher education programs

Table 19 details the full responses to this question, including the missing data and valid percent (the percentage of those who chose to respond to the question).

A breakdown of the responses to this question according to University is included in the Appendix 1.

Appendix 1. Individual University Responses

The results collected in these surveys are reported in this section in reference to the university identified as the institution the teacher graduated from.

It is important to clarify that at no time in the previously reported analysis of responses was the university found to be a statistically significant effect. This means that whilst the below discussion does report some differences in medians and percentiles, these differences are not significant in their effect and can only be interpreted with great caution. The demographic information about each of the university's population which is discussed in Section 3 of this report is useful to consider in reference to the following information.

There were universities with greater numbers of respondents from the longer programs (i.e. Deakin, Ballarat, Victoria University – all with over 50% of respondents from 4 year programs) who had slightly higher responses in all scales than those universities with the greater number of students from the 1 year programs (i.e. Monash and Melbourne – who both had over 60% of their respondents from graduates of 1 year programs).

Table 20 includes all the university median results for each of the scales developed in this report. Table 21 gives the overall median and percentiles for each of the scales.

	Pedagogy Scale	Knowing Students	Content & Resources	Curriculum, Assessment & Reporting	Ongoing Learning, Collegiality & Engagement	Legal & Ethical
OVERALL MEDIAN	4.00	3.75	4.00	4.00	4.00	4.00
ACU	3.86	3.75	4.00	4.00	3.86	4.00
Charles Sturt	4.00	4.00	4.00	3.83	4.00	4.00
Deakin	4.00	4.00	4.00	4.00	4.00	4.00
La Trobe	4.00	4.00	4.00	4.00	4.00	4.00
Monash	3.86	3.75	3.75	3.83	3.86	3.80
RMIT	4.00	4.00	4.00	4.00	4.00	4.00
Melbourne	3.79	3.50	3.75	3.75	3.71	3.60
Ballarat	4.00	4.00	4.00	4.00	4.00	4.00
Victoria	4.00	4.00	4.00	4.00	4.14	4.10
Other	4.00	4.00	4.00	3.92	4.00	4.00

Table 20: Scale medians – overall and for all Universities

	Pedagogy Scale	Knowing Students Scale	Content & Resources Scale	Curriculum, Assessment & Reporting Scale	Ongoing Learning, Collegiality & Engagement Scale	Legal & Ethical Scale
Median	4.00	3.75	4.00	4.00	4.00	4.00
25 th Percentile	3.43	3.25	3.25	3.43	3.33	3.40
75 th Percentile	4.29	4.25	4.25	4.29	4.17	4.20

Table 21: All scale statistics - Median and Percentiles

To further illustrate the spread of responses according to each university and the scales used in this report, box plot graphs for each scale are also included.

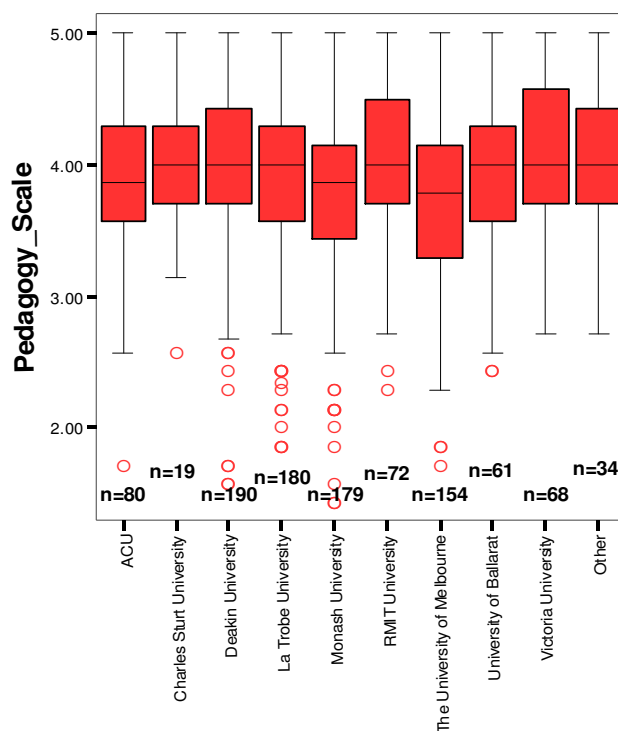


Figure 24: Box plot graph of Pedagogy Scale and University

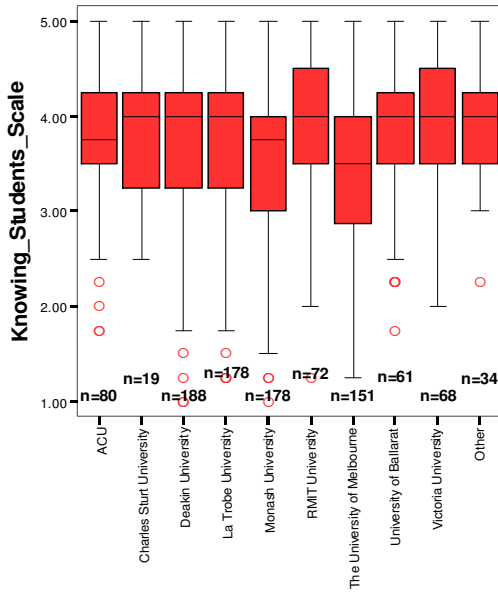


Figure 25: Box plot graph of *Knowing Students Scale* and University

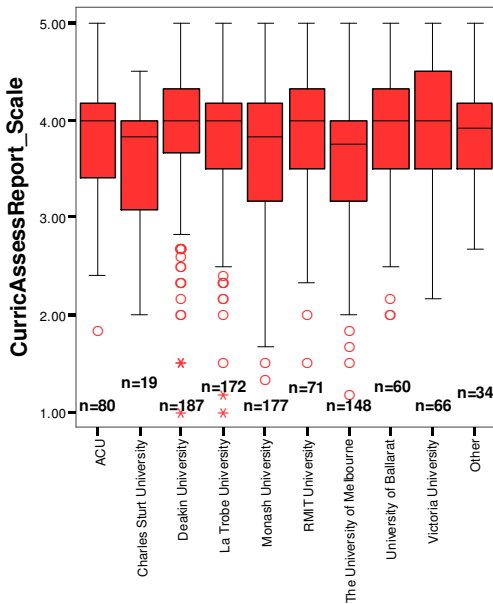


Figure 26: Box plot graph of *Content & Resources Scale* and University

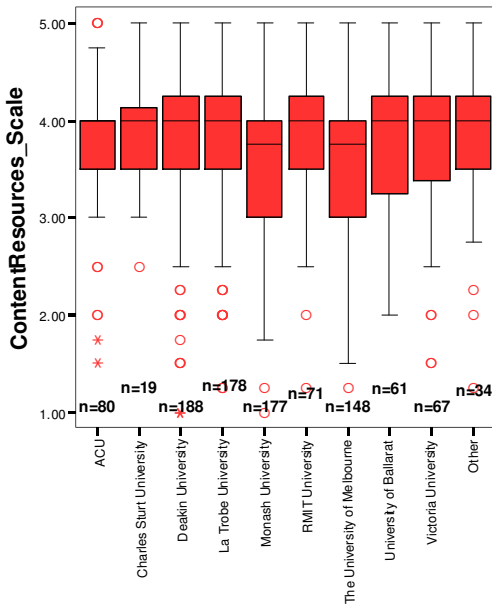


Figure 27: Box plot graph of Curriculum, Assessment & Reporting Scale and University

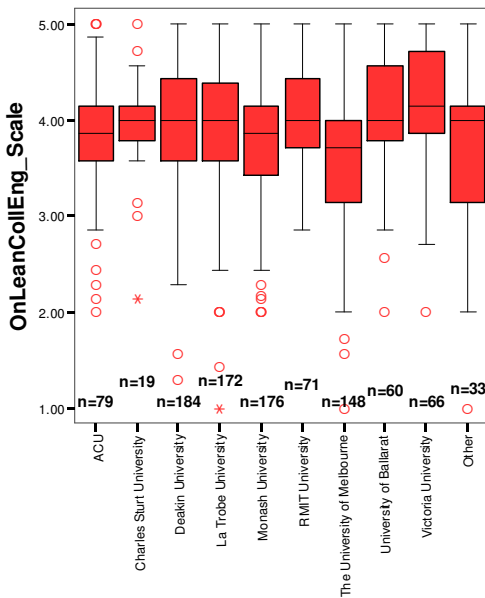


Figure 28: Box plot graph of Ongoing Learning, Collegiality & Engagement Scale and University

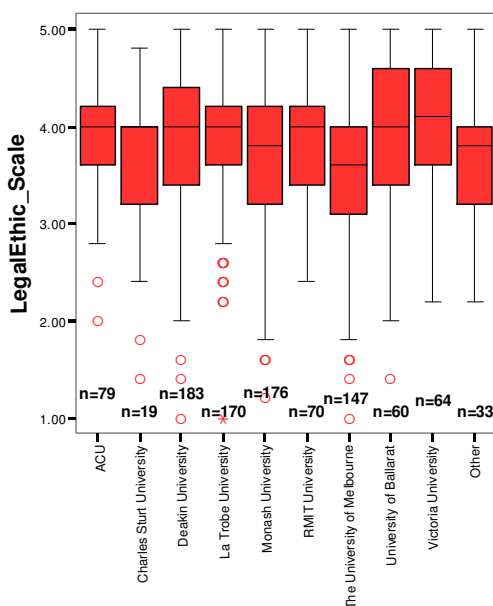


Figure 29: Box plot graph of *Legal & Ethical Scale* and University

	ACU		Charles Sturt		Deakin University		La Trobe University		Monash University	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Very effective	22	28%	2	11%	54	30%	32	19%	24	14%
Effective	36	46%	12	63%	74	41%	84	49%	71	41%
Somewhat effective	19	24%	5	26%	38	21%	37	22%	51	30%
Somewhat ineffective	1	1%	0	0%	13	7%	14	8%	21	12%
Not at all effective	1	1%	0	0%	2	1%	3	2%	5	3%

	RMIT University		The University of Melbourne		University of Ballarat		Victoria Uni		Other	
	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%	<i>N</i>	%
Very effective	21	30%	19	13%	18	31%	19	30%	6	18%
Effective	27	39%	64	44%	20	34%	30	48%	16	48%
Somewhat effective	17	24%	49	34%	16	27%	11	17%	7	21%
Somewhat ineffective	5	7%	9	6%	4	7%	2	3%	4	12%
Not at all effective	0	0%	4	3%	1	2%	1	2%	0	0%

Table 22: All responses to “overall effectiveness” according to University attended

Appendix 2. University Campus Detail

At which university did you complete your pre-service teacher education course?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	ACU	81	7.4	7.7	7.7
	Charles Sturt University	19	1.7	1.8	9.5
	Deakin University	190	17.3	18.1	27.7
	La Trobe University	182	16.6	17.4	45.0
	Monash University	183	16.7	17.5	62.5
	RMIT University	72	6.6	6.9	69.4
	The University of Melbourne	155	14.1	14.8	84.2
	University of Ballarat	63	5.7	6.0	90.2
	Victoria University	68	6.2	6.5	96.7
	Other	35	3.2	3.3	100.0
	Total	1048	95.4	100.0	
Missing	System	50	4.6		
Total		1098	100.0		

ACU NATIONAL UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Ballarat campus (Aquinas)	21	2.0	25.9
	Melbourne campus (St Patrick's)	55	5.2	67.9
	Notre Dame College, Shepparton	2	.2	2.5
	Other	3	.3	3.7
	Total	81	7.7	100.0
Missing	System	977	92.3	
Total		1058	100.0	

CHARLES STURT UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Albury / Wodonga campus	11	1.0	57.9
	Other	8	.8	42.1
	Total	19	1.8	100.0
Missing	System	1039	98.2	
Total		1058	100.0	

DEAKIN UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Geelong campus (Waurrn Ponds)	58	5.5	30.2
	Melbourne campus (Burwood)	96	9.1	50.0
	Warrnambool campus	12	1.1	6.3
	Off campus	26	2.5	13.5
	Total	192	18.1	100.0
Missing	System	866	81.9	
Total		1058	100.0	

LA TROBE UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Albury - Wodonga campus	22	2.1	12.2
	Bendigo campus	51	4.8	28.2
	Bundoora campus	86	8.1	47.5
	Mildura campus	11	1.0	6.1
	Shepparton campus	10	.9	5.5
	Other	1	.1	.6
	Total	181	17.1	100.0
Missing	System	877	82.9	
Total		1058	100.0	

MONASH UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Clayton	94	8.9	51.4
	Peninsula	46	4.3	25.1
	Gippsland	40	3.8	21.9
	Other	3	.3	1.6
	Total	183	17.3	100.0
Missing	System	875	82.7	
Total		1058	100.0	

RMIT UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Bundoora	72	6.8	100.0
Missing	System	986	93.2	
Total		1058	100.0	

THE UNIVERSITY OF MELBOURNE

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Parkville	154	14.6	99.4
	Other	1	.1	.6
	Total	155	14.7	100.0
Missing	System	903	85.3	
Total		1058	100.0	

UNIVERSITY OF BALLARAT

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Mt Helen	63	6.0	100.0
Missing	System	995	94.0	
Total		1058	100.0	

VICTORIA UNIVERSITY

Please specify the campus at which your program was completed:

		Frequency	Percent	Valid Percent
Valid	Footscray	32	3.0	47.1
	Park			
	Melton	25	2.4	36.8
	Sunbury	8	.8	11.8
	Other	3	.3	4.4
	Total	68	6.4	100.0
Missing	System	990	93.6	
Total		1058	100.0	

OTHER

Please enter the university and campus details of your pre-service teacher education program:

	Frequency	Percent	Valid Percent
Valid	1022	96.6	96.6
Avondale College – (Cooranbong)	1	.1	.1
University of Tasmania (Sandy Bay Campus)	1	.1	.1
Central Queensland University (External)	1	.1	.1
Central Queensland University (Rockhampton)	1	.1	.1
Charles Darwin University	1	.1	.1
Flinders University	1	.1	.1
Flinders University (Sturt Campus)	1	.1	.1
Griffith University (Gold Coast Campus)	2	.2	.2
Griffith University (Brisbane, Queensland)	1	.1	.1
Macquarie University (Sydney)	1	.1	.1
Massey University (Palmerston North NZ)	1	.1	.1
McMaster University (Hamilton, Ontario, Canada)	1	.1	.1
Murdoch University	2	.2	.2
Open University (England)	1	.1	.1
Queensland University of Technology	3	.3	.3
Tabor Adelaide College	1	.1	.1
University Of Adelaide	2	.2	.2
University of Canberra	1	.1	.1
University of New England (Armidale)	5	.5	.5
University of New England (Off-Campus)	1	.1	.1
University of Newcastle (Callaghan campus)	1	.1	.1
University of Newcastle, NSW	1	.1	.1
University of South Australia	1	.1	.1
University of Tasmania	3	.3	.3

University of Western Sydney (Bankstown)	1	.1	.1
Total	1058	100.0	100.0