

UDC 378.2

TEACHING STAFF TRAINING IN THE AUSTRALIAN HIGHER EDUCATION SYSTEM

O. Doronina, N. Kalashnyk

ПІДГОТОВКА ПЕДАГОГІЧНИХ ПРАЦІВНИКІВ У СИСТЕМІ ВИЩОЇ ОСВІТИ АВСТРАЛІЇ

О. В. Дороніна, Н. Г. Калашник

The article aims at presenting the system of teaching staff training in Australia's system of higher education. In Australia, as in the rest of the world, the teaching staff is aging. In this context, the training of new staff alongside their continuous professional development is considered as the key to maintaining educational standards at the proper level. It was revealed that teacher training in Australia is a continuous system aimed at training all kinds of teaching staff. Initial teacher education is acquired at universities at the bachelor's level at the faculties of education, with a future opportunity to get the qualifications of a Master or Doctor of Education. Australian universities offer quality teacher training programs and a wide range of courses. A further selection of staff is carried out following national standards for the professional development of teachers: after obtaining a qualification, a novice teacher applies for accreditation to conduct the professional activity. The research results show that future teaching staff receives high-quality knowledge and skills for further professional activity regarding children, students in HEIs, disabled people, older persons, and people with special needs. The quality of future teachers is dependent on their initial training and further continued development. The novelty of the results presents stages of teacher staff training in Australia and highlighting that this is a multilevel and flexible system with high standards.

Keywords: Australian universities, higher education, teacher staff training, educational programs.

Стаття має на меті презентувати систему підготовки педагогічних працівників у системі вищої освіти Австралії. Зважаючи на глобальне старіння, в Австралії, як у всьому світі, відбувається старіння педагогічного персоналу. Разом із цим, міжнародні інституції наголошують на нестачі вчителів як світовій проблемі. У цьому контексті, підготовка нових педагогічних працівників та їх постійний професійний розвиток вважається актуальними для підтримки освітніх стандартів країни. Було визначено, що підготовка педагогічних працівників в Австралії є безперервною системою, що спрямована на підготовку всіх видів педагогічних працівників. Початкова освіта вчителів здобувається в університетах (ступінь бакалавра) на факультетах освіти, із майбутньою перспективою отримання ступенів Магістра або Доктора Освіти. Австралійські університети пропонують якісні програми підготовки вчителів. Подальший розвиток відбувається згідно з національними стандартами професійного розвитку вчителів: після отримання кваліфікації, вчителі-початківці повинні отримати

акредитацію для здійснення професійної діяльності. Робиться висновок, що майбутні вчителі в Австралії отримують якісні знання та навички для подальшої роботи зі дітьми дошкільного віку, школярами, студентами, людьми з особливими потребами, людьми похилого віку. Педагогічна компетентність учителя є прямо залежною від якісної початкової освіти та подальшого професійного розвитку. Новизна отриманих результатів полягає у презентації етапів підготовки педагогічного персоналу в системі вищої освіти Австралії та висвітленні того, що це система з високими стандартами.

Ключові слова: австралійські університети, вища освіта, підготовка вчителів, освітні програми.

At the UNESCO World Conference on Higher Education in 2009, its participants addressed numerous strategic imperatives regarding higher education as a major force in creating an inclusive and diverse knowledge society and to advance research, innovation, and creativity (UNESCO, 2009). It was emphasized that to reach the set goals the global education agenda should reflect sustainable development and progress which include Education for All (EFA).

It was reported that the ability to realize the goals of EFA is contingent upon the ability to address the worldwide shortage of teachers. It was acknowledged that higher education had to scale up teacher education, both pre-service (training) and in-service, with curricula that equip teachers to provide individuals with the knowledge and skills they need in the twenty-first century. Furthermore, the Conference's attention was drawn to the quality of higher education in different countries. It was concluded that the training offered by higher education institutions ought to respond to and envisage the needs of society, which should include technical and vocational training and programs for lifelong learning. Fostering lifelong learning supposes providing all learners, including adults, older people, people with special needs, with access to quality educational services and is a feature and mandatory core component of the development of society and fighting ageism.

Australia is one of the fastest aging societies in the world. According to the Australian Bureau of Statistics (ABS), the number of people older than 65 will have exceeded the number of children under 14 by 2025 (ABS, 2011). Therefore, in Australia, as in the rest of the world, the teaching staff is aging. In this context, the training of new staff alongside their continuous professional development is considered as the key to maintaining educational standards at the proper level.

The issues of the development of higher pedagogical education in Australia are relevant today, because due to the globalization of education, the

content of teacher education and student training is becoming more complex, and it is important to maintain world standards of quality in education. The paper **aims** at presenting the system of teacher education within the system of higher education in Australia. The research outlines the system of higher education in Australia, key features of teacher staff training, and presents programs of training of teaching staff for kindergarten and preschool, primary school, high (secondary) school, special and inclusive education.

The analysis of the scientific literature shows that the issues of teacher training in Australia have been a focus of attention of many researchers since the past two decades have witnessed a debate about how different approaches to teacher training and support make a difference. The most commonly addressed issues relevant to our research include the following: the lack and quality of teachers are critical in this modern era of social change (J. Coolahan, L. Darling-Hammond, K. Lane, E. Hanushek, T. Lovat, S. Rivkin, K. Rowe, R. Turner); the most important factor influencing the quality of education is the quality of teacher training (Cuttance, Barber & Mourshed) – the only way to improve learning outcomes is to improve teacher training; the study of theory for people preparing to teach is not enough in their subsequent career and should be complemented by practical part (D. Meyer, B. Olsen, P. Symons) regarding the complexity of teacher training programs at universities; the key features of the system of teacher education in Australia are the complexity and diversity due to national characteristics and social conditions of development of this country (S. Aras, Ch. Sim, G. Yaremko, T. Semenchenko). It should be noted that teacher training in Australia has always been given a lot of attention as it is considered one of the important directions of the country's development. Australian political leaders recognize the need to train highly qualified teachers to create a competitive country which is outlined in national development strategies.

The research required a case-oriented strategy in which a single country (Australia) is examined systematically. Furthermore, during the study, we used typical methods for scientific research in the field of pedagogy and theory of education. The study applied the following general research methods as observation, analysis, and synthesis. The initial system of teaching staff training within Australia's system of higher education was presented and structured. The key literature on teacher training in Australia was reviewed. Teacher training programs of The University of Australia, Deakin University, Royal Melbourne Institute of Technology were examined to present the process of training of

teachers for kindergarten and preschool, primary school, high (secondary) school, special and inclusive education with the practical presentation of career outcomes after earning a degree.

The recent decades have shown that the issue of shortage of teachers was a worldwide agenda, and Australia was one of the countries exposed to the lack of trained teacher staff at the beginning of the new century.

Back in 2002, in its report to the Australian Senate, Employment, Workplace Relations, and Education References Committee stated a forthcoming crisis in the teaching staff supply and recent projections of teacher supply and demand confirmed the likelihood of the serious future teacher shortage predicted earlier (Parliament of Australia, 2002). It was revealed that there would be a loss of experienced general and specialist teachers as they reach retiring age. The Committee recognized that the basic theoretical and practical knowledge which future teachers needed to receive at university had to cover a wide field and be presented in university education programs. The Committee recommended that all university teacher training courses included a compulsory unit on educating non-typical students e.g. education of indigenous population (Parliament of Australia, 2002).

Considering the sector of special and inclusive education, it was highlighted that the shortage of trained staff could affect all schools. P. Symons suggested that at the initial stage of basic teacher training there had to be a sufficiently large component where future teachers could be taught to interact with disabled students implying dissatisfaction with the existing training programs. As Mr. P. Symons noted, “that will leave an enormous gap in expertise because the training programs for teachers are not currently there across Australia. There is no initial training so teachers come out with no skills...” (Parliament of Australia, 2002b).

Dr. Ch. Sim (2006) suggests that the success of our society and economy is connected with quality teaching for good student learning, and the starting point to achieve this priority starts with high-quality teacher education.

Presently, Australia is one of the leaders in the international education market. Australian HEIs are regularly ranked among the top best universities in the world: in 2018, the Australian National University was ranked 20th, and the University of Melbourne was 41st in the ranking of the authoritative portal QS World University Rankings, whose experts assess universities on such indicators as teaching, scientific activity, opinion of employers and career prospects,

undergraduate and postgraduate programs in at least two subject areas, such as social sciences (QS World University Rankings, 2018).

In general, Australia's education system is divided into three stages: primary, secondary, and higher (tertiary) education. Australia's higher education system includes both public and private universities. Australian affiliates of overseas universities, and other non-university higher education institutions. The higher education system is made up of vocational education institutions (colleges) and higher education institutions (universities).

The Australian Government is the major funder of higher education. Total funding provided by the Government in 2014 was around \$15.4 billion – with grant payments of approximately \$10 billion and student loan payments (Higher Education Loan Program) of approximately \$5.5 billion (Australian Government, 2015). Apart from the state, educational grants are also provided by universities and professional organizations. Usually, students are trained on a contractual basis, except in cases of receiving a grant or scholarship. The Australian higher education system is made up of around 170 higher education providers, including 43 universities. These are registered by the national regulator, Tertiary Education Quality and Standards Agency (TEQSA).

Providers of higher education in Australia are classified into different categories:

- Australian universities: each university is established under its legislation, accredits its courses and degrees, does both teaching and research in a range of fields;
- Australian university of Specialization: a self-accrediting university that does both teaching and research in a specific field (such as The University of Divinity in Melbourne);
- Overseas universities: a university established in a foreign jurisdiction with a branch in Australia;
- Other higher education providers: this category includes all providers that do not fit into any of the above categories; they accredit their courses and awards, but most of them are subject to course accreditation by TEQSA (Universities Australia, 2019).

The distinctive feature of the Australian education system is that standards of educational qualifications are determined by the Australian Qualification Framework (AQF). The AQF system covers secondary, vocational, and tertiary education and offers 10 skill levels that make the transition between levels of flexible education. Each qualification is associated with a national code as an

indicator of recognition throughout Australia (Australian Qualification Framework, 2020).

Table 1.

Higher education AQF levels

Education level	AQF level	Qualification
Technical/vocational	Level 5	Diploma
	Level 6	Advanced Diploma; Associate Degree
Higher	Level 7	Bachelor's Degree
	Level 8	Bachelor Honours Degree; Graduate Certificate; Graduate Diploma
	Level 9	Master's Degree
	Level 10	Doctorate

During the research, it was found that in Australia, students are increasingly choosing a double-degree (dual) program or a combination of bachelor's degree programs, after which they can earn two bachelor's degrees. It is common in areas such as humanities, natural sciences, law, and business administration. Usually, one can earn a bachelor's degree after three years of study. In double-degree programs, there is a need to study for 5–6 years.

Teacher training in Australia has undergone significant changes over the past decades. Unlike the days where teacher training was more like a course with some general theoretical knowledge, these days encompass both theoretical and practical parts and (with some exceptions) require at least four years of specialized university education. Once the Bachelor of Education degree was introduced, it led to meaningful development of the academic component of initial teacher training and new patterns of practical experience as it provides a solid basis in both theory and practice.

Nowadays the Australian teacher education is argued to be a multilevel and flexible system. It is a clear transition from one educational level to another that demonstrates the opportunity to receive quality training in any specialty. G. Yaremko (2013) emphasizes that Australia has a high-quality system of continuing teacher education that meets modern requirements. The teaching profession is prestigious and highly paid, and the selection of personnel is

carried out following national standards for the professional development of teachers.

Teacher education in Australia is a continuous system intended for the preparation of all kinds of teaching staff. There are various paths to become a teacher in Australia. In 2020, there were 350 different programs on the Australian Institute for Teaching and School Leadership's list accredited by the teacher regulatory authority in each state/territory. The programs are offered by 46 Australian higher education institutions (AITSL, 2019).

Initial teacher training is obtained at universities at the bachelor's level (Bachelor of Education or Bachelor of Arts degree) in the faculties of education, followed by the master's and doctoral degrees. In most states (territories) training programs take four years. It is also possible to enter the university as sophomores or third-year students after receiving a graduation certificate from a college or institution that provides technical and further education.

Strengthening initial teacher training is among the benefits of the national approach. Teacher training programs tend to organize the training of quality teachers based on pedagogical knowledge; subject area content knowledge; skills and attitudes required for effective teaching, a clear understanding of a child's growth and development, effective communication skills, a strong sense of ethics. The definition of a quality teacher is the same in all educational institutions across the country. Discussions on the national framework development are consistent with these elements (Ch. Sim, 2006).

To become a *kindergarten (or preschool) teacher*, you need to earn a bachelor's degree: early childhood teachers play an integral role in the child's language and vocabulary skills development, numeracy, and social skills. The National Quality Framework (NQF) sets the national standard of children's care for age under five years who are not enrolled in school, or for primary school children enrolled in out-of-school. According to the NQF, you must have an approved diploma level qualification in education to work in a kindergarten or preschool.

Education programs in the field of early education offer such degrees: Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Early Childhood and Primary) (Honors), Bachelor of Education (Early Childhood and Primary Studies), Master of Education. Career examples include a daycare educator, a preschool teacher, an outdoor education teacher, an early childhood liaison officer, an early childhood center director, etc. (The University of Newcastle, 2019).

Primary school teachers in Australia teach from kindergarten preparatory school/Year 1 to 6, with children typically between the age of 5 and 12. Primary school teachers must complete a four-year teaching degree, such as a Bachelor of Education (Primary), or if your bachelor's degree is not teaching related, one will need to complete a Master's degree, such as a Master's in Teaching (Primary). The teaching qualification must include the equivalent of one year of full-time study in one of the key learning areas, which include: English, mathematics, science and technology, human society and its environment, personal development, health, and physical education, creative arts, and practical arts.

The training program for primary school teachers was considered on the example of the Royal Melbourne Institute of Technology. We conclude that this course prepares students to become qualified primary school teachers who can meet the learning requirements of the twenty-first century. Students receive qualifications in primary education with elective options specializing in language teaching, health and physical education, pedagogy, and indigenous education. The course focuses on modern approaches to teaching and learning. Subjects contribute to the development of literacy and numeracy, perception of diversity, understanding of twenty-first-century schools, fact-based decision-making, and reflective practice. Students study a discipline-specific curriculum, general pedagogical studies, and professional experience. Students are also required to complete a minimum of 100-day supervised practical training in a variety of educational institutions, including at least one that focuses on the use of information and communication technologies to facilitate learning.

Standard entry requirements include:

- Victorian Certificate of Education Units 3 and 4: a study score of at least 30 in English (EAL), or at least 25 in English other than EAL;
- Units 3 and 4: a study score of at least 20 in any Mathematics.

This program is accredited by the Victorian Institute of Teaching and the Australian Institute for Teaching and School Leadership. Through reciprocal arrangements between the registration authorities, graduates can teach at national and international levels (Studies in Australia, 2019).

Education programs in the field of primary education offer the following degrees: Bachelor of Education (Early Childhood and Primary), Bachelor of Education (Early Childhood and Primary) (Honors), Bachelor of Education (Primary), Bachelor of Education (Primary) (Honors), Master of Teaching (Primary), Master of Teaching (Primary Studies). Career examples include a

primary teacher, a curriculum officer, a home school liaison officer, a school librarian (The University of Newcastle, 2019).

High school teachers (secondary teachers) are responsible for teaching students in Years 7 to 12, with children typically aged between 12 and 18. Secondary school teachers teach, educate, and empower students at a critical time in their development. Regardless of which state or territory you plan to teach in, you need to complete a bachelor's degree and an accredited teaching degree, such as a Master's Degree in Teaching (high school). In some cases, you can accelerate your studies with a combined undergraduate and graduate course (Deakin University, 2019).

T. Semenchenko notes that every future teacher in Australia must be a specialist at least in two scientific fields. The government considers it economically inappropriate to train secondary school teachers in one specialty (Semenchenko, 2016). Therefore, students need to be registered for enough courses to fully meet the teaching requirements of two different subjects.

The training program for secondary school teachers was considered on the example of the Royal Melbourne Institute of Technology. The secondary program of the University of Southern Queensland is designed for students who are fully prepared to teach students in grades 7–12. The program includes the following courses: the basics of working with young children, the basics of the indigenous population education, speech development, teaching literacy and mathematics at an early age, etc.

A key feature is the practical opportunity to gain 100 days of professional experience at any school in Queensland or elsewhere, including rural educational institutions, as well as students enrolled in the Distance Education School. Gaining professional experience is also possible overseas (Studyportals Bachelor, 2019).

Education programs in the field of secondary education offer the following degrees: Bachelor of Education (Secondary), Bachelor of Education (Secondary) (Honors), Master of Education, Master of Leadership and Management in Education, Master of Special and Inclusive Education, Master of Teaching (Primary), Master of Teaching (Secondary). Career examples include a high school teacher, a special/inclusive education teacher, a community educator, an educational researcher, an education publication writer or editor, a curriculum developer (The University of Newcastle, 2019).

A degree in *special and inclusive education* prepares teachers or healthcare professionals to work with students with disabilities or additional

needs. Skilled specialists in special and inclusive education fulfill many extremely rewarding roles both within and outside the school. As a practical part, trainee students learn to work together with parents and other professionals to provide learning opportunities and outcomes for learners in both inclusive and specialized learning environments. Education programs in the field of secondary education offer the following degrees: Bachelor of Education (Primary), Bachelor of Education (Primary) (Honors), Bachelor of Education (Secondary), Bachelor of Education (Secondary) (Honors), Master of Special and Inclusive Education. After graduation, you can work as a special education teacher, a home school liaison officer, a learning and support teacher, a learning and development consultant (The University of Newcastle, 2019).

One of UNESCO's strategies lies in regulatory and quality assurance mechanisms that create conditions for the completion of studies and should be put in place for the entire higher education sector (UNESCO, 2009). In Australia, to ensure that literacy and numeracy standards are met for all Australian teachers, all students enrolling in an education or teacher qualification program must complete the national Literacy and Numeracy Test for Initial Teacher Education before graduation. After completing a teaching qualification, one will need to apply for teacher registration or accreditation. This occurs within a given state or territory authority (Deakin University, 2019).

In Australia, teacher candidates are required to have initial teacher education, practical experience, and ongoing professional education for their consistent development. If teachers carry on their professional development, they can be more effective in improving student skills and meeting different needs of students in the process of learning.

The issues of the development of higher pedagogical education in Australia are relevant today, because due to the globalization of education, the content of teacher education and student training is becoming more complex, and it is important to maintain world standards of quality in education, especially regarding issues of special education (disabled people, older persons and indigenous population). Teacher staff training in Australia is a continuous system. The initial teacher education is acquired at universities at the bachelor's level at the faculties of education, with a future opportunity to get the qualifications of a Master or Doctor of Education. The research shows that Australian universities offer quality teacher training programs and a wide range of courses that encompass theoretical and practical units. Trainee teachers receive high-quality knowledge, skills, and abilities for future professional

activity. A further selection of staff is carried out following national standards for the professional development of teachers. The quality of future teachers is dependent on their initial training and further continued development.

REFERENCES

- ABS. (2011, June). 3101.0–Australian Demographic Statistics. Retrieved from: <https://www.abs.gov.au/AUSSTATS/abs@.nsf/allprimarymainfeatures/C521664B22CEE131CA2579CF000F9AF4?opendocument>
- AITSL. (2019). *Accredited programs list*. Retrieved from: <https://www.aitsl.edu.au/deliver-ite-programs/apl>
- Australian Government. (2015). Department of Education, Skills and Employment. *Higher Education in Australia: A review of review from Dawkins to today*. Retrieved from: <https://www.dese.gov.au/higher-education-publications/resources/higher-education-australia>
- Australian Qualifications Framework Council. (2013). *Australian Qualification Framework. Second Edition. 2013*. Retrieved from: <https://www.aqf.edu.au>
- Deakin University. (2019). *How to become a teacher*. Retrieved from: <https://www.deakin.edu.au/how-to-become-a-teacher>
- Parliament of Australia. (2002a). Employment, Workplace Relations and Educational References Committee. Education of students with disabilities. Retrieved from: https://parlinfo.aph.gov.au/parlInfo/search/display/display.w3p;query=Id%3A%22publications%2Ftabledpapers%2FHSTP05430_2002-04%22;src1=sml
- Parliament of Australia. (2002b). *Teacher Training and Professional Development: Report*. Retrieved from: https://www.aph.gov.au/~media/wopapub/senate/committee/eet_ctte/completed_inquiries/2002_04/ed_students_withdisabilities/report/c05_pdf.ashx+&cd=2&hl=uk&ct=clnk&gl=ua
- QS World University Rankings. (2018). *Top 10 Universities in the World*. Retrieved from: <https://www.topuniversities.com/university-rankings/world-university-rankings/2018>
- Semenchenko, T. (2013). The structure of the higher education system in Australia. *Professional education in Russia and abroad*, 4(12), 123-127.
- Sim, Ch. (2006). A National Overview of Teacher Education in Australia. In G. Renstra, A. Gonczi (Eds.). *Entry to the Teaching Profession: Preparation, Practice, Pressure and Professionalism: College Year Book 2006* (pp. 1-5). Queensland, Australia: Griffith University; Australian College of Teachers. Retrieved from: <http://hdl.handle.net/10072/11601>
- Studies in Australia. (2019). *Courses in Australia*. Retrieved from: <https://www.studiesinaustralia.com/courses-in-australia/rmit-university/courses/bachelor-of-education-primary-education?p=12/>
- Studyportals Bachelor. (2019). *Secondary Education*. Retrieved from: <https://www.bachelorsportal.com/studies/69194/education-secondary.html/>
- The University of Newcastle. (2019). *School of Education*. Retrieved from: <https://www.newcastle.edu.au/school/education>
- UNESCO. (2009). *Communique of the 2009 World Conference on Higher Education: The New Dynamics of Higher Education and Research for Societal Change and Development (UNESCO, Paris, 5-8 July 2009)*. Retrieved from: <https://unesdoc.unesco.org/ark:/48223/pf0000183277>

Universities Australia. (2019). *Australian higher education*. Retrieved from:
<https://www.universitiesaustralia.edu.au/policy-submissions/teaching-learning-funding/australian-higher-education/>

Yaremko, G. (2013). Structural and functional characteristics of the modern system of continuing teacher education in Australia. *Comparative professional pedagogy*, 2, 139-147.

Дороніна Ольга

Викладач кафедри англійської мови, Харківський національний університет імені В. Н. Каразіна; аспірантка кафедри початкової та професійної освіти, Харківський національний педагогічний університет імені Г. С. Сковороди.
Тел. +38(097) 010 89 52
ORCID ID: 0000-0003-3470-4172
e-mail: o.v.doronina@karazin.ua

Doronina Olha

Lecturer, Department of English Language, V. N. Karazin Kharkiv National University; PhD student, H. S. Skovoroda Kharkiv National Pedagogical University, Department of Primary and Professional Education, Ukraine
Tel. +38(097) 010 89 52
ORCID ID: 0000-0003-3470-4172
e-mail: o.v.doronina@karazin.ua

Калашник Наталія

доктор педагогічних наук, професор, Національний університет «Чернігівський колегіум імені Т. Г. Шевченка»
ORCID ID: 0000-0003-0314-6091
e-mail: nataliia.kalashnyk@gmail.com

Kalashnyk Nataliia

Doctor of Pedagogical Sciences, Professor, National University "Chernihiv Collegium" named after T. G. Shevchenko
ORCID ID: 0000-0003-0314-6091
e-mail: nataliia.kalashnyk@gmail.com