

# **Claiming a voice**

**The First Thirty-Five Years of the Australian  
Teacher Education Association**



by

**Josephine May**

**Allyson Holbrook**

**Alison Brown**

**Greg Preston**

**Bob Bessant**

*Publication Details*

Josephine May, Allyson Holbrook, Alison Brown, Greg Preston and Bob Bessant,  
*Claiming A Voice: The First Thirty-Five Years of the Australian Teacher Education  
Association*

*Published by the Australian Teacher Education Association, 2009.*

*ISBN*

## TABLE OF CONTENTS

Publication Details	ii
Contents	iii
President's Message	iv
Foreword	v-vi
Authors' Preface	vii-viii
Acknowledgements	ix
List of Illustrations	x
Chapter 1 Historical Background	1
Chapter 2 The 1970s Establishment and Expansion	16
Chapter 3 The 1980s Consolidation and Challenge	39
Chapter 4 1990-1997 Years of Activism	64
Chapter 5 1998-1999 Living the Mission	91
Chapter 6 Journal Research Directions	107
Chapter 7 ATEA in the 21 <sup>st</sup> Century: New Challenges	117
Bibliography	139
Appendices	147

## ATEA President's message

*Claiming a Voice* provides a rich set of insights into the history of the Australian Teacher Education Association. This book is an extremely important document for the Association. It rightly recognises the contributions of those who have worked to develop and sustain the Association, and also details the ways in which the Association has enhanced research and practice pertaining to teacher education in Australia. More broadly, *Claiming a Voice* provides a major contribution to an understanding of the history of teacher education in Australia.

On behalf of Australian Teacher Education Association I wish to thank the writing team, Josephine May (Project leader), Allyson Holbrook, Alison Brown, Greg Preston and Bob Bessant, for their outstanding work in preparing this document.

I also wish to acknowledge the good judgement of past president Richard Bates, and the ATEA executive at the time, for commissioning this work.

Jane Mitchell

ATEA President 2009

## Foreword

ATEA, like teacher education in general, has had its ups and downs, its periods of vitality and its periods of quiescence, as this history of the Association makes clear. But it is an important organisation and, apart from the Australian Council of Deans of Education (which has a somewhat different function) is very much the voice of the profession of teacher education in Australia. As such it has shown considerable interest in both policy and practice in teacher education and, through its conferences, its journal, its international affiliations and its lobbying activities, has attempted to keep members and policy makers abreast of key issues affecting teacher education and to give its members a voice in policy as well as practice.

However, on assuming the Presidency of ATEA some five years ago, it immediately became apparent that the Association had little in the way of archives or much in the way of documentation of its activities since its foundation (as NATE) in 1971. Moreover, many of the key figures in the Association's past were retiring or, indeed were no longer with us. If the achievements of the past were to ever be acknowledged it seemed, therefore, that an attempt should be made to assemble a history of the Association from what records and memories were available before they disappeared forever.

Given the work that SORTI had done in writing a history of the AARE, and given their expertise more generally in the history of education in Australia it seemed appropriate to approach them to undertake a history of our association. They accepted our invitation and the ATEA Executive set aside a small amount of money to commission the project. It was, I think, a more difficult project than was originally envisaged, but Josephine, Allyson, Alison, Greg and Bob have produced a coherent account of the first thirty five years of the Association. Moreover, it is an account set within a summary history of teacher education in Australia: one that provides a context for the Association's activities and its ups and downs.

The history reflects the periods of buoyancy and hope as well as the periods of low morale in the Association and in teacher education more generally. It shows clearly the importance of the journal and the central importance of several critical

conferences in the continuance (if not resurrection) of the Association. It is clearly presented and readable as an account of an important Association and its achievements. It is a history that every member of ATEA can be proud of.

Richard Bates

(President 2005-6)

## authors' preface

In 2006 the Australian Teacher Education Association (ATEA) commissioned a team of researchers from the Centre for the Study of Research Training and Impact (SORTI) at the University of Newcastle to write the history of the Association from its inception in 1971 as the National Association for Teacher Education (NATE). The formation of ATEA was a coming together of a scholarly community in order to provide leadership to a significant group of formerly disconnected professionals vitally concerned in all aspects of education: the teacher educators. ATEA is a unique academic professional organisation since it combines traditional aspects of an academic association in terms of structure, processes and the production of knowledge, with the advocacy, support and practice-sharing of other teacher organisations. This makes not only a community united in researching and theorising their professional domain, but also in exploring and sharing aspects of practice as teacher educators. ATEA allows teacher educators to claim a public voice in promoting, encouraging and advocating on behalf of teacher education. Its message is ongoing regeneration of this group of professionals so vital to the nation's well being.

In the chapters that deal directly with the history of the association, two decisions taken for the writing should be noted: first, where the abbreviation 'ATEA' is employed, no definite article is given. The definite article is only used when the full name of the association is given. Thus when the acronym is used in the sentence: 'The Australian Teacher Education Association held annual conferences' it becomes: 'ATEA held annual conferences'. This decision was based on observation of the way members spoke about the association in the oral history interviews and the usage of the association's website. The second decision was to periodise the material in terms of decades. This seemed to offer the best chance for handling the complexity of contexts and the types of data we were addressing. Additionally this seemed to be the approach taken by key historical ATEA participants. For example, there were many reports, papers and discussions using the transitions from one decade to the next for reflection, summations and looking ahead at prospects. We have included a variety of text boxes containing interesting or unusual material from the record, as well as tables. There are also a number of detailed lists as appendices that we hope will help to preserve the names of former officers and fellows of the association for posterity.

A major problem for the authors has been the dearth of sources about ATEA. The Association's records are very poor: we were supplied with two small boxes. For example, we did not have access to any significant run of minutes for ATEA's Executive or even for Annual General Meetings. Only a very few of the issues of the ATEA newsletter, which apparently began publication in 1977-78, have survived. The extant numbers hint at a richness of material unavailable to the project. In terms of oral history interviews, we are very grateful to those members who agreed to talk to us. Finally, we employed a wide variety of other sources to try to capture and contextualise the history of the association as much as possible.

We hope that current and future members of ATEA find this publication interesting and instructive. The association's past has much to tell about the road travelled by teacher educators in the last third of the twentieth and the early years of the twenty-first centuries. Many of the themes and debates have urgent currency over these decades, despite radical educational changes. Teacher education emerges ever more strongly over the years as a complex, contested and vital domain of professional work in which ATEA has an essential role.

Josephine May  
Allyson Holbrook  
Alison Brown  
Greg Preston  
Bob Bessant

SORTI  
January 2009

## Acknowledgements

*We would like to acknowledge gratefully all those who assisted us during the preparation of this manuscript. Many thanks especially to those members of ATEA who volunteered to be interviewed for the project. Thank you to Professor (Emeritus) Alan Barcan for his careful reading of the historical chapters on the 1970s and 1980s; and to those former and serving officers of ATEA who responded to our emails. To Katie McDowell, Australian Education Directory, and other librarians at so many institutions who tried to help us find back copies of ATEA's newsletter and other records, we are grateful for your help. We would like to offer a special vote of gratitude to the staff of SORTI, especially Hedy Fairbairn and Melanie Ball, and to Graham May. Finally, we acknowledge our excellent research assistant and co-author, Ms Alison Brown. Alie's help has been invaluable in finding, cataloguing, and transcribing for us, all in remarkable good humour and a spirit of collegiality.*

## List of Figures and Tables

*As they appear in the text with page numbers. Tables and figures are numbered separately with the first numeral taken from the chapter and the second for their order of appearance. For example, Figure 2.1 appears as the first figure in Chapter 2.*

List of Figures		page
Figure 2.1	Members of the SPATE Executive for 1977/78	24
Figure 2.2	Other SPATE activities in the 1970s	35
Figure 3.1	Topics of Conference Papers 1980	46
Figure 3.2	1982 Conference Report by conference organiser Noel Gough	48
Figure 3.3	A TEA Newsletter & the name change from SPATE to NATE	51
Figure 4.1	Geographic origins of 218 A TEA members in February 1996	71
Figure 4.2	Professor John Braithwaite & Professor Michael Dunkin 1996	72
Figure 4.3	A TEA Mission Statement presented in August 1996	76
Figure 4.4	Three A TEA Presidents celebrate 25 years of conferences	80
Figure 4.5	1988-1995 SPJTE Editorial Consultants	83
Figure 4.6	Design-winning cover of the Journal	83
Figure 4.7	Institutional sales of the journal by Carfax at July 199	85
Figure 5.1	A TEA Strategic Plan 1997 – 1999	92
Figure 5.2	A TEA Executive July 1997/June 1998	96
Figure 5.3	A TEA Executive July 1998/June 1999	99
Figure 5.4	Breakdown of A TEA Memberships 1998 by sex	101
Figure 5.5	Breakdown of A TEA Memberships 1998 by Qualifications or Title	101
Figure 5.6	Institutional sources of A TEA Memberships 1998	102
Figure 5.7	Breakdown of A TEA Memberships 1998 by University	102
Figure 6.1	Proportion of articles by topic area	112
Figure 7.1	A TEA Executive July 2002- June 2003	122
Figure 7.2	A TEA Executive July 2005- June 2006	124
Figure 7.3	At the 2007 A TEA annual conference	134
List of Tables		
Table 2.1	Papers devoted to various conference themes	31
Table 2.2	Major Themes of the 1977 Conference Papers	34
Table 3.1	Geographic origins of 96 new members 1982	42
Table 3.2	Institutional origins of 96 new members 1982	42
Table 3.3	1982/83 SPATE Executive roles and responsibilities	43
Table 3.4	1980 Conference registration by country	45
Table 3.5	Geographic origins: 204 members 30 June 1988	57
Table 3.6	Sex of presenters at various A TEA conferences in the 1980s	58
Table 4.1	Geographic origins of 218 A TEA members, February 1996	71
Table 6.1	Location of first author by institution	109
Table 6.2	Focus of article topic by educational level	110
Table 6.3	Main focus of the articles	111-112
Table 6.4	Education level by topic of paper	113-114
Table 6.5	Topic of paper by education level	114
Table 7.1	Manuscripts received by the APJTE in 2005 by country	127

## Chapter 1

### Background

#### *A brief history of Australian teacher education*

In universities across the nation, teacher educators today prepare teachers for the three vital first levels of schooling that operate in every Australian state and territory: early childhood education, primary education and secondary education, including all of the attendant specialties within these three levels from Special Education to Physical Education. The work of teacher educators thus underpins the effective transmission of knowledge, skills and values across the Australian population, and underwrites not only Australia's competitive economic performance through the excellence of its workforce's educational attributes, but also the cohesiveness of its culture, the strength and effectiveness of its citizenry, and the health, harmony and vibrancy of its society. The task for teacher educators was clear over a decade ago, as Sachs commented in 1997: 'The challenge for education faculties is to prepare teachers for the future who are able to negotiate the complexities of ... a knowledge society ... education will become the centre of a knowledge society, and the school its key institution.'<sup>1</sup> Further, while teacher educators now occupy a recognizable and increasingly significant place in the national university sector in Australia, it was not always the case: only very recently in the history of Australian teacher education have teacher educators been university academics.

The history of the Australian Teacher Education Association (ATEA) given in the chapters that follow begins with a discussion of the overarching historical development of teacher education in Australia from 1788 until the early 1970s when ATEA was established, and beyond. This wider history helped to shape the climate of ATEA's foundation, and in many ways continues to shape its concerns and agenda. Issues of preservice preparation, inservice development, demands of new curricula, the often troubled relationship between theory and practice, apprenticeship models, and the idea of educators as professionals, and the desire to be seen in this light by external bodies, are not new.

## **Australian Teacher Educators – a brief historical background**

The following then provides a brief history of teacher education in Australia from 1788. It traces the gradual but sure evolution of the preparation of teachers into a specialized and discreet domain presided over by the academic teacher educator. This history can be divided into five roughly chronological but overlapping phases. The first phase, until approximately 1850, was the unregulated phase. The second phase which centred on the apprenticeship model through the pupil-teacher system, lasted into the twentieth century. The third phase consists of the gradual hegemony of the teachers colleges, while the fourth phase concerns the entry of the Commonwealth into teacher education with the creation of the Colleges of Advanced Education (CAEs). The fifth phase, not covered in this introduction but discussed throughout the work, began in the late 1980s with the creation of the Unified National System in Australia whereby teacher educators were taken inside of the universities as academics in Faculties of Education.

It is argued that ATEA was born out of the fourth phase of the development of teacher education in Australia with the creation of the CAEs whereby teacher educators were lifted out of the closer relational and disciplinary structures of the state educational regimes, into the beginnings of a national system. This enabled teacher educators in Australia to form national and international linkages; to create the ‘invisible college’ necessary to generate disciplinary knowledge<sup>2</sup>; to assert their status as a professional group; and to claim a space for the teacher educators’ voice to be heard at a time of the changeover from the old industrial economy to the new demands of the knowledge society in which they would play a central role. This work continues.

### **The Unregulated Phase: 1788-1850**

The British colonisation of land belonging to Australian Aboriginal peoples began in 1788 with the establishment of a gaol without walls at Sydney Cove in New South Wales. One aim of this mission was to render some of the numerous male and fewer female convicts in British gaols useful to the Crown by their labour as the founding population. The convicts transported to New South Wales were officially encouraged to form families and to have children. The administrators of the growing colonies believed from the start that the children of the convicts – and then those of the free

settlers as they came - should be placed in schools as soon as possible, to render them useful also, to inculcate them with Christian (Protestant) values, and to inoculate the society against disorder. Lacking respectable school teachers such as those who existed in British schools, they turned first to the clergy to staff schools. The pedagogy of the pulpit was deemed to be of the same order as required in the early colonial classroom. The demands of the growing colonies created problems of teacher supply from the start. By 1825 for example, a three month training course for teachers in Anglican schools was established by Archdeacon Scott - unsuccessfully.<sup>3</sup>

As well, the intrinsic utilitarianism which underlay the early educational arrangements included allowing other types of people to teach in a more or less unregulated manner. For example, ex-convicts were employed as teachers. The first school teacher in Newcastle was a convict. His name was Henry Wrensford, a former soldier convicted of fraud, who opened a school in 1816 with eight girls and nine boys. Wrensford had no training as a teacher.<sup>4</sup> Andrew Higgins, a convict, set up a school for Catholic children in Sydney in 1822. The Governor of the day agreed to support the school to the tune of a penny per week for every child 'for the encouragement of education among children of the lower orders [as long as the] daily class rolls [were] open to public inspection during the hours of instruction in his schoolroom.'<sup>5</sup> Funding came at the price of official surveillance, then as now.

Further in the period until just before 1850 and beyond, females of genteel breeding and men who had perhaps gained a university education in Britain, opened private establishments for the sons and daughters of people with the means to educate their children. Governesses and private tutors of varying abilities and educational accomplishments also plied their trade. This unregulated situation began to change in the 1830s when Governor Bourke, in order to cater for children of all religious denominations in the increasingly polyglot colonies, introduced a common school system along the lines of the Irish National System that he had witnessed as effective across religious boundaries in Ireland. This was further reinforced in 1847 when Governor Fitzroy set aside funds for government schools and in 1848 set up the National School Board.

Teacher education in Australia in a formal sense began in 1850 when the Fort Street Model School was established in order to provide new teachers with models for their practice. The training was very short in duration and at first teachers left the model school after just one month. Relying on the pupil-teacher scheme so popular in Britain, such endeavours set the tone of teacher education in Australia for the next one hundred years in three important ways. The ventures were almost invariably state funded and the states controlled the curriculum and entry requirements. They were seen as separate from other educational enterprises, and they were predominately conservative in nature.

### **The Apprenticeship Phase 1850-1900**

The second phase of the development of teacher education in Australia saw the establishment of a more regulated system of elementary, and later some secondary, education. During this phase the preparation of most new teachers took the form of apprenticeship, either as monitors or pupil-teachers.<sup>6</sup> For example, Aspland has noted that the first pupil-teacher in Queensland was employed at the Brisbane Girls' National School in 1860. On the recommendation of the Head Teacher, these pupil teachers were recruited from promising students aged 13 or 14 years. In Queensland their training was *ad hoc* but in the southern colonies, some pupil teachers experienced four years of training and examinations.<sup>7</sup> The emphasis in this type of teacher preparation was on practical aspects of classroom management and survival in the often rough and ready frontier communities in which many teachers were destined to work.

The introduction of the free, compulsory and secular Education Acts in all of the Australian colonies in the last quarter of the nineteenth century ushered in an expansion of primary education. Lovat and McLeod assert that these acts established a new revolutionary societal role for mass education and for teachers: that of 'a social agency of change and a maker of difference for all citizens ... ideally from infancy to adulthood'.<sup>8</sup> The training of teachers to cater for the needs of a system of mass education required a more systematic response. Although pupil-teacher programs persisted beyond the Australian Federation in 1901, increasingly teachers were prepared through purpose-built institutions: the teachers colleges.<sup>9</sup> As Nuttall and

others observed, these colleges: ‘were state-controlled institutions with no expectations that they would do research.’<sup>10</sup>

### **Phase Three: The era of the Teachers Colleges until the 1970s**

The era of the teachers colleges for teacher preparation lasted from the establishment of the Adelaide Teachers College in 1876, the first in Australia, until the 1970s. The end of the 19<sup>th</sup> century saw a rising influence of the ‘New Education’, typified by the work of Pestalozzi and Froebel, which stressed the importance of the ‘psychology’ of education.<sup>11</sup> New measures of teacher training were required to meet these needs and by the early years of the twentieth century, each state had a teachers college as part of the state education system. There were also teachers colleges created for the Catholic Church system of schools. Course length and curriculum varied and was predominantly state controlled, with shorter more “practical” courses, sometimes as short as six weeks, for those destined for small schools and the primary sector. The colleges were often established close to a university so that students who were being prepared for secondary schools had access to university courses.

By the 1920s many accepted the proposition that ‘good teachers were made, not born’. Each state had its own training program and a teachers college, although not all teachers attended. In all states, Cleverley commented, ‘there were places for the untrained.’<sup>12</sup> Drastic repercussions occurred in schools and colleges during the 1930s Depression years. Western Australian Teacher College, Bendigo and Ballarat Teachers Colleges in Victoria were closed and other State colleges were severely curtailed. In the 1930s there were two different systems favoured for the training of primary teachers. The New South Wales trainees entered teacher colleges after an Intermediate or Leaving Certificate and undertook a one or two year course. There was a commonly held belief that a gap existed between college theory and actual school practice. In other states the pupil system survived where students over fifteen years remained in the school. The head teacher and other teachers taught the pupil teacher who in most cases began almost immediately as a teacher in the classroom.

Apart from the brief elevation of education into the national spotlight brought about by the New Education Fellowship (NEF) Conference in 1937,<sup>13</sup> the period between the wars saw education relegated to the political backwaters. For the politicians,

administrators and inspectors, the school system in the latter days of the nineteenth century and the early years of the twentieth century were seen as quite satisfactory - 'it is good enough for us'. A review of two newspapers, the *Argus* and the *Age*, found that education was seldom mentioned, except for teachers' salaries and school buildings. If there were any problems, they were screened from the public - schools and the universities were even more secretive than the education departments.

As with many social and cultural traditions, the model for education came from Britain - the direction, management and government following the British as far as it could be done. The higher administrators in each state were expected to know what was going in Britain and sometimes they had a trip across the seas to visit the mother country. This was seen as an important part of the elaborate efforts to reproduce a British society in Australia, so faraway and so different in its background and geographical setting from the old country. British intellectual and cultural influence was still vital. British models could be seen everywhere in Australia. Furthermore this inspired the uniform pattern of Australian education in its administration, organisation, its systems of schools, its curriculum and its methods of instruction, which in turn led to bureaucratic and centralised government control. The important matters, and in many cases even some of the solutions to the most simple, local problems, were controlled by the head office in each state often many miles away.<sup>14</sup>

When the American educator, Professor R. Freeman Butts from the Teachers' College Columbia University, USA, spent some time in Australia in 1954, he noted that 'efficiency' was the major goal for educators, 'a somewhat narrowly conceived educational requirement', and he made rather ruthless comments on the inspectorial autocrats who made decisions which were based on efficiency, avoiding other problems such as the growth of pupils and development of their creative powers.<sup>15</sup> One of his observations was that preparation of teaching professionals required academic investigation and that in Australia, research on teacher preparation was neglected.<sup>16</sup>

Many educational ideas were discussed in the early part of the century including secondary schools for all, more funding for schools, and teacher training scholarships. The Great Depression had led to cuts in every part of education, and during World

War Two the nation had other priorities. Victoria, for example, ceased public secondary teacher training which did not begin again until 1950.<sup>17</sup>

In the early post-Second World War years, however, expansionary conditions prevailed. While there was a sharp increase in the number of pupils, there were insufficient numbers of trainee teachers who had come from the 1930s when birth rates were low. In 1945 there were about 1,100,000 enrolments in Australian primary and secondary schools (government and private) but by 1963, the figure had grown to 2,301,000.<sup>18</sup> Coupled with the increasing homegrown population, further pressure on schools was created by the massively increased postwar immigration program, and the fact that school leaving ages were going up to 15 or 16 years. Thus, in the fifties and the sixties, there was plenty of work for the professions and those in industry, and while they experienced rising standards and wages, teachers had to face lower salaries and large classes often in old buildings with poor facilities. In each state one departmental officer devoted his attention to teacher training recruitment. More teachers colleges were opened and by 1958 there were 23 teachers colleges with just over 11,000 students, having risen from seven in 1940 with just two and half thousand students.<sup>19</sup> Further there were recruiting campaigns including a drive for teachers in Britain to come to Australia despite the similar demand for teachers there.

The education departments were desperate to recruit trainee teachers for they knew that by the 1950s, the postwar population bubble would create a demand for more secondary schools and more secondary school teachers. Scholarships were offered for students who had the Leaving Certificate, with governments providing all costs of teachers colleges, all university fees, and a living allowance. The trainee was obliged, via a bond, to teach in schools for up to three years. This idea of bonding was well entrenched in teacher training for many years and it was said that the Victorian scholarships were the richest in the British Empire. Many talented students from poorer families took the opportunity to receive a university education and a career via the teachers college scholarship.

The immediate post-war period therefore saw a proliferation of new teachers colleges. For example, in NSW there were four new colleges established between 1946 and 1951. The teachers colleges were placed near a university where it was possible that

some teachers could take university subjects during their courses. On the other hand there was a strong attitude against university student teachers, especially from administrators who wanted good, sound, practical trainees, with a strong commitment to the current system, rather than for those who saw beyond the classroom and acquired knowledge unnecessary for a primary teacher. These attitudes continued for a long period after the Second World War. Indeed the aims of the primary teacher colleges were stated many times from various departmental committees from 1932 to the 1950s. It was believed that the teachers college should aim to develop the student's 'personality, character, and general education'. L. W. Shears, later to become Director of Education in Victoria, wrote in 1958 that in the preparation of the student teacher:

He [*sic*] should be given an understanding of the physical, social, mental and moral development of children; he should be given the opportunity of acquiring of the scope and content of the matter to be taught as well as the skills essential in developing attitudes and imparting knowledge ... The college must play its parts not only to see that the student is fitted socially, culturally and intellectually to take his place in society but he is imbued with ideals of service and leadership.<sup>20</sup>

There were conflicts of opinion though as to whether the teachers colleges should be centres of research for in-service education and for the dissemination of modern educational ideas among teachers in the field. There was no suggestion that once the student teacher had finished his or her two years training, they would be fully trained for the remainder of their career as a teacher.

The length of preparation courses was also the subject of debate. According to L. W. Shears again, a two year course was too little to cover the work required. He suggested three to four years was necessary so that students had a selection of courses. This was not to happen in the fifties because of the desperate need for primary teachers. He noted that students were coming in at a lower academic level than most university undergraduates, and that they were predominantly girls without matriculation. He also made it clear that it was very unlikely that State departments would relinquish their power and training authority. C. R. McRae, Director of

Education in Victoria, said that it would be an impossibility for student teachers to undertake university degrees. They 'would not have the academic interest necessary to pass'. Shears pointed out that except in the capital cities, the teachers colleges were not strong enough to stand as large and influential institutions in their own right.<sup>21</sup>

The 1960s saw a surprising number of activities related to education in schools, colleges and universities. This did not arise first in Australia, but was sweeping across Europe and North America. The Cold War and the Space Race had placed a new focus on educational systems. The Russians had shown the world that they had made significant steps ahead of the West in key areas of science and technology. There was a sense in both political and popular opinion that this was the fault of the scientists and all others who were related to education. The lack of attention to schools, colleges and universities in America and Australia, especially in the years between the wars, came to the attention of the Americans and all of their allies including Australia. Thus, by the sixties there had been a reorganisation of secondary schools in most states. This was accompanied by an increased interest from parents and the media in the educational process compared with the pre-war period. Education was envisaged as an important part of the new social structure by many sectors of Australian society.

Similarly, by the sixties, politicians and administrators had developed a myth about the wonderful new education system. It was declared that all students had the opportunity to progress up the ladder to the limits of each person. Parents of the many who dropped off the ladder were re-assured that their offspring would be 'good citizens'. Others were provided a solid course of general education in primary and secondary schools and 'exciting' vocational preparation perhaps to the teachers colleges, the technical colleges and the universities. Maclaine and Selby Smith, both from universities, wrote:

This myth is sometimes thought to be the Australian tradition in education. In a sense this is true; it is the tradition of expectation. The myth does not present reality; it is an expression of the way in which most educators for perhaps of the last 100 years would like to see Australian education develop. Considerable progress has undoubtedly been made during this period, but realization is still far ahead.<sup>22</sup>

Importantly however, education was on both the political and social agenda.

Likewise, the early sixties was a time when teachers were clearly dissatisfied that they were not seen by the public as professionals. The professions of law, medicine and the clergy were the illustrious callings, not all educated in universities, but for the public they were associated with the universities, especially in Australia. Academics in universities - not to be described as teachers - enjoyed a higher status than their counterparts in colleges, especially because teachers were public servants. In 1972, Phillip Hughes, Head of School of Teacher Education at Canberra College of Advanced Education, saw that 'teaching is placed well down on any prestige occupations. It tends to be a second, or lower, choice for many of those who enter in. Even for many teachers it is not a profession they recommend to their best students'.<sup>23</sup>

In the early 1960s there also seemed to be little prospect of teacher education becoming entirely associated with the universities. Apart from the belief in many universities that teachers colleges would denigrate the universities, there was a genuine issue with the magnitude of the numbers involved. Existing universities would have had great difficulty in meeting requirements in the demand for teachers.

#### **Phase Four: The Colleges of Advanced Education**

As the outline of the 1960s given above suggests, education moved towards the centre of the national government's concerns both because of the rising expectations of their constituents for the education of their children and because of internal and external political pressures to modernize in the often fraught postwar climate. It was no accident then that the Robbins Committee in Britain and the Martin Committee of Australia were both convened in 1961. The Australian Federal Government appointed a committee under the leadership of scientist, Professor Sir Leslie Martin, Chairman of the Australian Universities Commission, because of the need to establish 'colleges of advanced education' as 'the second way' to widen the field for degree courses. Since the Murray Committee (1957) there had been many grants for universities. However, with the rapidly increasing number of students and the shortage of staff, it became imperative to find the best way of using the available resources. In an early statement of the 'knowledge economy', the emphasis in the Murray Committee was on the functional economic importance of higher education:

Education should be regarded as an investment which yields direct and significant economic benefits through increasing the skill of the population and through accelerating technological progress.<sup>24</sup>

The Martin Report (1964-1965) developed the idea of setting up a body called Institutes of Colleges in each State as autonomous bodies to develop a binary system of higher education. Students in 'advanced education' were those who were qualified to take advanced courses for work in teaching, commerce, industry and government, leading to diplomas, but not to degrees. The Federal Government made this very clear: advanced courses were not to lead to degrees. The government looked after the universities, in order to keep away second-rate students who were seen to be a rung lower on the ladder. The colleges were to be 'a different kind' of institution from the universities. This was not quite what happened however in spite of the government's endeavours.<sup>25</sup>

Both the Martin and the later Wark Committee (1965-1971) saw the colleges as the lesser part of the binary tertiary system to be established in each state. Their assumption was that there were two types of students – the practically minded and the academically minded. All students were more or less fitted in the two moulds by the universities and colleges. The universities were seen as esoteric institutions which were not really concerned with the everyday problems of society, while the colleges were to be the practical, down to earth institutions for those who were 'good with their hands'. Indeed, there were real differences in prestige and scholastic level which many in the community and the federal government sought to preserve. Nigel Bowen, Federal Minister for Education and Science, in 1970 summed up the position:

Let us be clear from the outset, that it is the States who have the responsibility for the 'control and direction' of colleges ... We simply have views, and ideas, but not policies in this governmental sense.<sup>26</sup>

By 1973, there were 27,625 student teachers in Australian teachers colleges and CAEs.<sup>27</sup>

The Martin Report proved to be a watershed in Australian tertiary education. The establishment of the Commonwealth Advisory Committee on Advanced Education paved the way for the beginning of the separation of teacher education from the direct control of the employing state bodies. The Commonwealth funding available saw teacher education transformed, either through the transition of existing Teachers Colleges into Colleges of Advanced Education or through the inclusion of teacher education courses in CAE programs of study.<sup>28</sup> In either case the focus of teacher education had, by necessity, become more national in its approach. While there is little doubt most teacher education courses remained unchanged for considerable periods, the groundwork had been completed for the integration of teacher education into the wider Australian tertiary education system.

Thus by the early 1970s the issues for teacher education and teacher educators were clear. To a certain extent they remained those of earlier periods. There was a growing need from the point of view of teacher practitioners for the establishment of bodies which could drive the educational changes that were imminent. Teachers, and specifically teacher educators, had a developing sense of their own identity and the importance of their cognitive domain. The political changes which had led to the establishment of the dual tertiary system had emboldened educators to articulate the importance of the educator in the process of education. The teacher preparation institutions were now in a position to be more reflective on the systems that they were no longer directly employed by. The time was right for the development of a national organisation with teacher educators at its centre.

#### **Phase Five: 'Academization' 1989-**

The fifth phase of the development of teacher education in Australia is the result of a process labelled 'academization' by Alan Barcan, that is, the movement 'from exclusively teacher education colleges to exclusively teacher education in universities.'<sup>29</sup> This phase began in 1989 with the creation of the Unified National System (UNS) by John Dawkins, Minister for Employment, Education and Training in the Hawke Labor Government. The UNS involved ending the brief existence of CAEs and teachers colleges through a series of forced amalgamations with universities. Despite differential experiences and impacts of these amalgamations across the nation, Preston has commented that overall this led to a reduction in

infrastructure for the preparation of Australian teachers. The national reduction for student teacher intakes was 33%, while New South Wales incurred only a 22% reduction compared to Victoria where numbers were reduced by 50%.<sup>30</sup> The result according to longstanding ATEA member Ken Eltis is that: ‘teacher educators have found themselves in the midst of huge educational reform.’<sup>31</sup> The quest for professional status by teacher educators throughout this period has been called a ‘study in persistence’,<sup>32</sup> of which the history of ATEA is an important part.

This chapter has provided an overview of the history of teacher education in Australia in five sequential phases. It has shown that the importance of teacher educators and teacher education has grown over time, and that governments, especially after the 1850s, have sought to establish effective state regulated, teacher preparation throughout Australia. The increasing recognition of the role of teachers in the wellbeing of the nation at all levels has since been reflected in almost constant discussion, reporting and re-structuring of the work of teacher educators. In forming their own national association in 1970-1971, teacher educators claimed the right to voice their views in the debates that accompanied the intensification of the scrutiny of their work in all its complexity. In the ensuing chapters ATEA’s first thirty-five years are chronicled. The analysis is chronological, and now turns to the 1970s when teacher educators reached out to one another across the state boundaries which had previously divided them.

## Chapter 2 The 1970s

### Establishment and Innovation

The formation of the Australian Teacher Education Association (ATEA) was a tacit recognition that the education of teachers is a collaborative enterprise that begins with teacher educators themselves.<sup>1</sup> It was also an important step in the professionalisation of Australian teacher educators. Swept up in the galvanising mood of change and optimism in the early 1970s in Australia, and globalising trends internationally, ATEA in its first decade was an outward looking association of teacher educators intent on sharing research, ideas and practices across the nation, the South Pacific region and the wider international community. The contraction of the Australian economy and the threat of an oversupply of teachers towards the end of the decade however presented challenges which ATEA, determined to establish itself as the peak organisation for teacher educators in Australia and the Pacific, met with some energy, especially through its two main activities – its journal, called at the time *The South Pacific Journal of Teacher Education*, and its annual conferences.

#### **The Context for Formation: Crisis of the Old and Optimism for the New**

ATEA began life as the National Association of Teacher Education (NATE) in 1971. The establishment of ATEA, at the widest level, can be positioned within global conditions marked by intensified, and intensifying, international, transnational and multinational linkages sponsored by advances in information and other technologies. These conditions were especially marked in advanced capitalist societies like Australia.<sup>2</sup> Further, they constituted the first concerted movements in the creation of the knowledge society characterised by contraction of state apparatuses, increasing marketisation and managerialism, as well as the need for lifelong learning to service the knowledge economy. The publication of UNESCO's Faure Report, *Learning To Be*, in 1972, articulated this new attitude to learning. The authors of the Report stressed above all two fundamental ideas: 'lifelong education and the learning society'. They continued:

If all that has to be learned must be continually reinvented and renewed, then teaching becomes education and, more and more, learning. If learning involves all of one's life, in the sense of both time-span and diversity, and all of society, including its social and economic as well as its educational resources, then we must go even further than the necessary overhaul of 'educational systems' until we reach the stage of a learning society. For these are the true proportions of the challenge education will be facing in the future.<sup>3</sup>

This shift, predicated on increasing demands of their professionalism and self-education, would affect educational professionals most markedly.

These changes, it is argued, led to the proliferation of professional associations in the late 1960s and early 1970s, especially among teachers, a profession at the social coalface of the shift in the nature, distribution and acquisition of knowledge. McGaw *et al* list twenty-one professional educational associations that published a peer reviewed journal forming in the 1960s (seven) and 1970s (fourteen). This compares with two in the 1950s and two in the 1980s.<sup>4</sup> For example, in Australia, as well as ATEA, the Australian Association for Research in Education (AARE),<sup>5</sup> Australian New Zealand Comparative and International Education Society (ANZCIES)<sup>6</sup> and the Australian New Zealand History of Education Society (ANZHES),<sup>7</sup> were formed in the early seventies. Nor was this phenomenon of growing professional communities in Australian education in the period unique: the Universities Council for the Education of Teachers (UCET)<sup>8</sup> and the History of Education Society<sup>9</sup> were created in 1967 in Britain, and the bilingual Canadian Society for the Study of Education (CSSE), an umbrella organization that included CATE (the Canadian Association of Teacher Education) was formed in 1972. Each with their own agendas, these and like organisations shared a set of similar features that impacted on the formation of ATEA.

The establishment of a professional association is a work of both continuity and change characterised by activities that encompass replication and originality. Firstly, professional organisations, in order to claim support from their target membership and assert their legitimacy more widely, are established using a set pattern of rules, values, structures and requirements that constitute a 'broad institutional script'.<sup>10</sup> The script

for an association that aspires to academic legitimacy includes the creation of a democratic structure with an elected executive via a constitution, opportunities for the membership to communicate indirectly including newsletters, bulletins and peer reviewed journals, and opportunities for the membership to meet and interact directly, especially via conferences, seminars, and workshops. These latter two opportunities enable what Karseth and Nerland have stated is the main reason for the establishment of a professional association: they claim that ‘professional organisations are actualised as critical agents of knowledge’.<sup>11</sup> Dissemination of this knowledge is a central task, and directly related to establishment of legitimacy:

The legitimacy of professions as expert communities as well as the qualities of their services depends upon their ability to manage a certain domain of knowledge. Thus, the internal knowledge work becomes a critical task that implies both caring for the collective knowledge base as such, and seeing to the ways in which knowledge is applied and used to guide professional practice.<sup>12</sup>

Abbott added that the claim to a professional jurisdiction ‘lies partly in the prestige and power of its academic knowledge.’<sup>13</sup> It should also be noted that such organisations are formed to promote, not to regulate, professional quality in a collegiate atmosphere that supports the autonomy of members. Discussing Australian professional teacher associations, Will Morony commented that these associations form the third side of a triangle of support for teachers’ work - the other two being their initial or preservice preparation and their employers. This third side he claimed: ‘is inherently democratic and empowering for teachers – they are in control. It also gives teachers a ‘voice’ and contributes to their overall professional standing.’<sup>14</sup> Thus while they are about maintaining and protecting territory, and socialising ‘their tribes’ – essentially acts of conservatism - professional associations are also about launching proactive and reactive progressive arguments for change.

The Australian context for the formation of ATEA was shaped by two contrasting historical trends in the 1960s and early 1970s. The first was ‘a sense of crisis’ in the mid 1960s regarding the educational system as a whole.<sup>15</sup> Barcan for example has claimed that there was a decline in teaching as a profession at this time and that a

slow but steady deterioration in the state teaching services was underway.<sup>16</sup> The second trend was a general mood of optimism, and this included the enthusiasm for educational research noted by Bessant and Holbrook in their history of the AARE.<sup>17</sup> Further, from the general historical literature on Australian society at the time and from previous work on educational associations and teacher education, it is clear that the early 1970s were watershed years in almost all areas of Australian life. The rise of protest movements, coalescing in Australia around the anti-Vietnam War movement, reflected and enacted both aspects of crisis and optimism. Released from what some have characterised as the sun-drenched torpor of the Menzies years,<sup>18</sup> great social changes were afoot and there was a climate of confidence and iconoclasm in Australian society. Again Barcan wrote that there was also a '[g]eneral restlessness in schools, colleges and universities in the late 1960s and early 1970s' and a 'remarkable outburst of militancy amongst teachers, university students and secondary school pupils which heralded the new education. This was a symbolic rejection of traditional administrative and intellectual authority.'<sup>19</sup> Spaul and Bessant, writing in 1972, said that 'the present troubles', alluding to teacher radicalism, 'were more sustained, more widely based, and occur[red] during more favourable economic conditions' than previous upswings in teacher activism.<sup>20</sup> No doubt the formation of a plethora of teacher associations at this time, including a national association of teacher educators, was a result of this rise in activism throughout Australian society.<sup>21</sup>

The move towards educational reform and innovation was another factor contributing to the desire, and ability, to form a national teacher education association at this time. The sense of change and possibility was epitomised by the campaign leading up to the victory of a Federal Labor Government in 1972. E. G. Whitlam, a moderniser, had swept to power intent on injecting funds into education and expanding the tertiary sector. 'Tellingly', writes Macintyre, 'when asked to give an example of how he understood equality, [Whitlam] replied that "I want every kid to have a desk, with a lamp, and his own room to study."' The light on the desk had replaced the light on the hill.<sup>22</sup> Once in power the Whitlam Labor Government implemented reform at an 'impetuous tempo' that was 'exhilarating to some, threatening to others.'<sup>23</sup> Furthermore from this time, schools and teachers - and therefore educators of teachers - were placed under greater pressure to change, and to produce measurable outcomes for the economy, than ever before. The Cohen Report, examining teacher education at

the time, regarded 1973-1975 as a 'transitional triennium', stating that it did not use the word 'transitional' lightly, and claiming that 'this is genuinely a time of change'.<sup>24</sup> The report's words were echoed by Mervyn Dunkley, in his report on the 1975 South Pacific Association of Teacher Education (SPATE) conference, when he wrote: 'teacher education in our region is in a period of transition and change.'<sup>25</sup>

Another vital factor in the establishment of NATE at this time was the increasing demands placed on teacher educators by the growth in the number of teacher education students. Between 1968 and 1973, the number of student teachers in the Teachers' Colleges almost doubled, rising from 15,751 to 27,625.<sup>26</sup> At the same time, to cope with the demand, the number of teacher education lecturers also increased. Alongside the Teachers' Colleges, vocational and teaching oriented Colleges of Advanced Education (CAEs) were created, following recommendations of the Martin Report in 1964 and ushering in the fourth phase of the history of Australian teacher education as argued in Chapter 1. While the old Teachers' Colleges had been administered by the states through the various Departments of Education, and their staff associations were affiliated with the local unions, teacher educators in the new CAEs were relatively autonomous. They constituted a new breed of teacher educator: freed from state bureaucracies in an unprecedented way, these teacher educators could broaden their horizons and conceptualise themselves as a national grouping, and form their own national association. Further, once the Commonwealth assumed the funding for teacher education, a national association was advisable in order to deal with issues in teacher education, which had been repositioned as a Commonwealth issue.<sup>27</sup>

Finally, reflecting the idea that ATEA came into being as a result of globalising forces and the creation of the 'knowledge society' enabled by changes in information technologies, it took a World Assembly of the International Council on Education for Teaching (ICET) held in August 1970 in Sydney to start the ball rolling for a national teacher education association in Australia. The ICET meeting was attended by about 120 delegates from the South Pacific area and they set up a planning committee to formulate proposals for such a body.<sup>28</sup>

## **Foundation: 1971-1972**

The National Association of Teacher Education (NATE) was first mooted in 1970 when Jack Meredith, a delegate at the ICET Conference from Macquarie University and later a member of staff at Sydney Teachers College, addressed the ICET Assembly's final plenary session to seek the establishment of an Australian association of teacher educators that would affiliate formally with ICET. The subsequent planning committee for this Australian association was convened by Mervyn Dunkley, who was then Director of Teacher Education Programme at Macquarie University, with Jack Meredith as secretary.<sup>29</sup> The planning committee considered a number of models for such a grouping and their first strategic move was to hold a founding conference.<sup>30</sup>

NATE was formally established at a founding conference in Canberra in July 1971 and this tradition of a July conference has been maintained to the present day. Foundation Head of the School of Teacher Education at Canberra College of Advanced Education from 1970 until 1980<sup>31</sup>, Phillip Hughes, was also the foundation NATE President, and Mervyn E. Dunkley, an expert in mathematics teacher education, became the second. One of the authors in the first issue of the Association's journal, launched in 1973, A.R. Crane, historian and Principal of Armidale Teachers College in New South Wales, noted that in teacher preparation at the time when NATE was created, there was 'a sense of crisis that has in some places already reached the magnitude of a veritable revolution [that included] ferment of thought and experimentation'.<sup>32</sup> In this climate, NATE attracted a significant membership from the start.

In July 1972 the First Annual Conference was held at Canberra College of Advanced Education, itself established only a few years before in 1967. The conference theme was one that would continue to circulate in discussions about teacher education right up to the present day: 'The Relation of Theory to Practice in Teacher Education'. Dean Pierides commented on the perennial nature of this theme when he wrote recently:

Tensions in the theory and practice binary have been discursively constructed in and by teaching, teacher education, and policy. Conceptions of what it

means to “learn teaching” and to “teach,” set up at the very beginning of teacher education in Australia, have been contested ever since.<sup>33</sup>

The organisers aimed high from the beginning, epitomised by the first distinguished conference keynote, Professor Robert Rosenthal, Professor of Social Psychology at Harvard University, USA. He presented a public lecture on the opening night of the conference and the after-dinner address at the conference dinner. Further at this conference, the membership decided that, in order ‘to include in the Association’s activities those engaged in teacher education activities in the other South Pacific areas’, the name of the Association should be changed to the South Pacific Association of Teacher Education or SPATE.<sup>34</sup> It was to retain this title until 1988. After the name change to SPATE, the association described itself as:

a regional association of teacher educators in Australia, Papua New Guinea, New Zealand and the island groups of the South Pacific. It is a member organisation of the International Council on Education for Teaching (ICET). Membership is open to all educators with an interest in pre-service and continuing preparation of teachers.<sup>35</sup>

This widening of the ambit of the association was to cause a prolonged debate well into the 1980s about its role, purpose and identity. Ted Booth, who joined the Association in about 1976, recalled that at this time for him the South Pacific focus was important because, after teaching at the Riverina College at Wagga Wagga for three years, he went to Fiji for another three years. He said:

And the whole notion about the South Pacific Association for Teacher Education was actually quite important. But in many ways the ‘Pacific’ part was often very much in name only. And I was a bit peeved when they changed the association’s name, many years later... Because I’d worked at USP [University of the South Pacific] and I’d worked then throughout the Pacific and then subsequently went back and had some relationships with colleagues in New Zealand.<sup>36</sup>

The change in the geographic scope of the association will be returned to later. It is important to note, however, that the SPATE Executive moved to enact the regional Pacific focus at this time in a number of ways. For example, the 1976/1977 Executive co-opted Rose Kekedo who was then Assistant Secretary for Teacher Education in the Papua and New Guinea Department of Education in Port Moresby. The Executive further agreed to pay for her attendance at two executive meetings in Australia in the 1976/1977 financial year. In addition the Executive discussed ‘the effective involvement of countries other than Australia’ in SPATE activities. The idea of regional seminars was supported, and a subcommittee was established to examine provisional invitations already received from Papua New Guinea and Fiji.<sup>37</sup>

The new executive of 1977-1978 was significant because for the first time the Association had a woman as president in Elizabeth MacDonald from the State College of Victoria (SCV). As far as can be established, no other woman became

*Figure 2.1 Members of the SPATE Executive for 1977/78*

<b>The South Pacific Association of Teacher Education Members of the Executive for 1977/78</b>		
<b>President</b>	<b>Elizabeth McDonald</b>	<b>State College of Victoria</b>
<b>Past President</b>	<b>Ron Traill</b>	<b>Canberra College of Advanced Education</b>
<b>President Elect</b>	<b>Cliff Turney</b>	<b>University of Sydney</b>
<b>Secretary/Treasurer</b>	<b>Paul Gunning</b>	<b>Sturt College of Advanced Education</b>
<b>Journal Editor</b>	<b>Robert Teasdale</b>	<b>Flinders University</b>
<b>Members</b>	<b>John Barrett</b>	<b>Macquarie University</b>
	<b>Marjorie Carss</b>	<b>University of Queensland</b>
	<b>Carole Deagan</b>	<b>Nursery School Teachers College</b>
	<b>Mervyn Dunkley</b>	<b>Macquarie University</b>
	<b>Kevin Eagan</b>	<b>State College of Victoria</b>
	<b>Marie Kelleher</b>	<b>Catholic College of Education</b>
	<b>John Lake</b>	<b>WA Institute of Technology</b>
	<b>John Rudolf</b>	<b>State College of Victoria</b>
	<b>Neil Russell</b>	<b>Canberra College of Advanced Education</b>
	<b>Tony Townsend</b>	<b>Frankston State College</b>

president until the early nineties. The role of secretary was occupied by men until 1993, when Dr Chris Perry from Deakin University accepted the post. The Executive also consisted of three ordinary members from the previous executive (Marjorie

Carss, Mervyn Dunkley and Neil Russell). The President Elect was Professor Cliff Turney and Paul Gunning remained Secretary/Treasurer.

Overall SPATE was in a sound condition at the end of the decade. The financial state of the organisation was healthy. At June 1979 the Association had \$1521.62 in the bank, with total receipts for the financial year at \$18045.94 and total expenditure at \$16,589.32. Meanwhile the membership of SPATE grew quickly. In 1974-75 the membership was 233, increasing to 408 in the following year, and 463 in 1976-77. The annual subscription was raised to \$20 for 1976-77.<sup>38</sup>

### **The Association's Journal, 1973-1979**

Another of the features of the 1970s optimism and activism in educational circles was the establishment of great number of high quality journals set up by professional associations. While there were six such journals set up in the 1960s, seventeen were established in the 1970s.<sup>39</sup> SPATE was one of these associations and members worked fast to establish a peer-reviewed journal to cement the association's claim to professional legitimacy as a producer and disseminator of academic knowledge. The first number of the association's journal, the *South Pacific Journal of Teacher Education* (SPJTE), was published in 1973; three issues appeared per annum, in April, July and October. The foundation editor was Warren Lett from the Centre for the Study of Teaching at La Trobe University. Arthur Duckers from the same Centre at La Trobe was the inaugural Book Reviews Editor. As will be shown, La Trobe provided the powerhouse of research for the journal in its early years.

It is clear that, from the start, ATEA members were aware of the importance of the journal for establishing academic legitimacy and for offering leadership to a constituency sometimes not engaged in research as a core activity. For teacher educators in the early 1970s, mainly in Colleges of Advanced Education and teachers colleges, academic success rested on quality teaching and service, and research was not viewed as essential to a successful career.<sup>40</sup> Thus considerable thought was given to the structure and to the topics to be covered in each issue. In essence the planners set up a research agenda when they decided that at the outset, the journal would adopt a thematic approach. The first theme was, predictably enough, a type of situation report on the state of the field of teacher education in the region, under the title

‘Teacher Education - Where are we?’ The issue featured seven articles from the eastern seaboard of Australia (Queensland, New South Wales and Victoria) as well as one each from New Zealand and Papua New Guinea. Four authors came from universities, two from teachers colleges and one from the Queensland Department of Education. The issue covered all levels of teacher education from pre-school through to teacher preparation programs. The journal also contained a section entitled ‘Innovations and Practice’ with its own editor, the first of whom was Terry Hore, from Monash University. Other themes explored in the first issues were:

- Volume 1, number 2: Preparing Teachers – For What?
- Volume 1, number 3: Evaluating Initial Teacher Education Programs
- Volume 2, number 1: Feeder Disciplines, Theory of Education and Teacher Preparation
- Volume 2, number 2: Open Schools, Open Classrooms and the Challenge of Teacher Education
- Volume 2, number 3: Innovations in Teacher Education
- Volume 3, number 1: Preparing Teachers Around the Pacific
- Volume 3, number 2: Teachers, programmes and Training Children with Special Needs

After it was successfully launched and consolidated, the Journal moved from Victoria to South Australia in 1975.

The new editorial team took over from Volume 3, number 2, 1975, and remained in the role until 1980. Robert Teasdale from the School of Education at Flinders University became the new Editor. The new committee was an all South Australian affair and included as Associate Editors, Robert Brown from Adelaide College of Advanced Education, Paul Gunning, SPATE Secretary from Sturt College of Advanced Education, and Alan Russell from the School of Social Sciences at Flinders University. The new editorial team listed a Reviews Editor, Dr Peter O’Brien, of Flinders University, from 1977. Editor Teasdale gave tribute to Warren Lett’s ‘competence, insight and hard work in getting the journal off to a strong start, and hinted that the first issues of the journal were produced ‘despite initial setbacks’. While Teasdale also assured members that the new editorial committee would not

make any substantial changes to previous policies and practices, he did flag that the previous tight thematic focus of the journal would be softened to include symposia and general articles of ‘an empirical or theoretical nature’. The first Symposium was entitled ‘The Role of the Expressive Arts in Teacher Education’ and featured the former journal editor, Dr Warren Lett, as special editor. One previous section, ‘Innovations and Practice’, was to receive more prominence and a new section entitled ‘News and Notes’ was included.<sup>41</sup> The health of the journal even at this early stage can be gauged by the large number of copies printed, 870 in all, for Volume 3.<sup>42</sup>

The journal went from strength to strength in the middle years of the 1970s. It had settled into its publishing routine. It was published originally in 1973 by Angus and Robertson and moving through a number of publishers, including Pergamon, until finally settling with a Melbourne-based publisher, Australian International Press and Publications, from mid 1975. The journal had been printed throughout its life so far by Watson, Fergusson and Company, of Brisbane. The price for three issues for a non-member rose steadily throughout the decade, starting at \$5 in 1973, then \$6 and \$7.50 in 1975, to \$8.50 in 1976. SPATE members received their journal in the price of their membership subscription of \$20. Another indication of the strength of the journal’s performance was that at the Association’s Annual General Meeting in 1977, it was decided to become a quarterly publication and the four numbers each year would cost \$10 to non-members. The Associate Editors’ List had been expanded from four to seven in 1976 and for the first time a woman, once again Elizabeth McDonald of the SCV, was included. The design of the journal’s cover suggested a wave, fittingly for an association of island members in the South Pacific. This emblem of the wave also suggested the sense of being gathered up in rising energy and forward movement – a fine image for the new publication. The bold colours spoke to the palette of a more extrovert age.

The wider and regional focus of SPATE was reflected in the journal, supported by Editor Teasdale, who was at the time interested in the wider Pacific region.<sup>43</sup> Another feature was the use of Guest Editors. Three of the four issues in 1977 had guest editors. Under Guest Editor, Allen H. Miller, then at the Office for Academic Methods at the Australian National University, for example, the journal turned its gaze to the preparation of tertiary teachers in volume 5, number 1, 1977. This number contained

papers about the University of the South Pacific (USP), as well as from the University of Otago. Moreover the following number, 5 (2), consisted of papers not only sourced from Australia, but also from Papua New Guinea, USP, Louisiana State University, the United Kingdom Education Department in Devon, University College Cardiff, UK., and University of British Columbia. This trend – an externally oriented international and regional focus - continued throughout 1977 with just over 20% (seven out of 32) of the papers in the first three issues from international, mainly South Pacific, researchers, although volume 5 (4) demonstrated the editorial stance of exploring all areas of teacher education within Australia by presenting a symposium centred on Catholic Education in Australia, with Guest Editor Sister Marie Kehoe, from the Institute of Catholic Education in Ascot Vale, Victoria. In 1978 the number of internationally focused papers rose to over 40%, largely due to an entire issue devoted to teacher education in Fiji (volume 6, number 2).

A gradual shift to a gloomier tone, discussed below as starting with the conference of 1976, emerged in the journal from about 1977. In his 1977 conference report, published in the first number of 1978, ATEA President, Ron Traill, began by reflecting that the 1977 conference had provided an opportunity for teacher educators to consider the implications that a possible over-supply of teachers had for cutbacks in teacher education programs.<sup>44</sup> In the third number for 1978, Editor Teasdale published an unprecedented editorial entitled ‘Inquiries and Teacher Education in Australia: A Profession Under Siege?’ with a disclaimer that the views expressed were his own. The editorial critiqued the number of governmental educational inquiries, especially for the post secondary and teacher education sectors. He commented that the latest of these inquiries, the national Carrick Inquiry into Teacher Education did not even consult ‘the major professional association for teacher educators in Australia – The South Pacific Association for Teacher Education ... an oversight that still rankles with some members despite Senator Carrick’s apology when addressing their annual conference in Melbourne in May 1978.’<sup>45</sup> He further criticised the lack of teacher educators on the Carrick Committee, and the unusual positioning of the Inquiry’s secretariat, not in the Tertiary Education Commission, but within the federal Department of Education, ‘an authority not normally associated in any direct way with teacher education.’ Enunciating the bleak outlook, he went to say that:

Many teacher educators believed the profession faces a prolonged state of siege, with reducing enrolments, the merging of institutions, continuing cutbacks in funding, and the likely retrenchment or redeployment of personnel.<sup>46</sup>

Teasdale concluded by calling on teacher educators not to develop a siege mentality or to retreat into individualism and mediocrity. He exhorted them to see future reduction in the quantity of student teachers as an opportunity to shift the emphasis to quality especially through four strategies: greater cooperation among themselves; extending the understanding of teacher education to include interacting schools and tertiary institutions, and pre and in service provision; providing more school-based programs, especially for Aboriginal and multicultural teachers and students; and finally by imposing more rigorous self-evaluation of programs. He finished by hoping that SPATE members would take up this challenge as individuals and as a professional group.

Certainly under Robert Teasdale the journal was an energetic forum for teacher education research. A number of changes were introduced to the journal in 1978 that had been decided at the 1977 conference. 'New and Notes' was dropped and the Association's Newsletter began to be published and distributed separately.<sup>47</sup> Furthermore a concerted effort was made to disseminate the research presented at the annual conferences by publishing conference abstracts, although the venture only lasted two years. However Teasdale's editorship was coming to a close. In 1979 and 1980, only two issues were produced both containing two numbers, and the second issue for 1979 and the first in 1980 were supervised by acting editors Alan Russell and Colin Power. In the final issue for 1980, Teasdale noted that the journal was moving to Sydney under the editorship of Professor Cliff Turney, with a team of Sydney-based associate editors. Once the journal editorial team moved to Sydney, the journal became a much more lean publication and concentrated only on publishing papers and book reviews.

From its beginnings in 1973, *The South Pacific Journal of Teacher Education* had made good strides in academic knowledge production and dissemination for

Australian and South Pacific teacher educators. Its good work was, of course, reinforced by lively annual conference programs.

### **SPATE Conferences 1973-1979**

While the conference proceedings and other records of the second and third SPATE conferences held in 1973 and in 1974 have proven elusive, the 1975 conference held at Macquarie University in Sydney, and jointly hosted with Kuring-gai College of Advanced Education from 10 to 14 July 1975, is well documented. The theme for the

*We have seen our Association become well established and can now look forward to it playing a prominent role in all aspects of the professional development of teachers.*

**Mervyn Dunkley, SPATE President, 1975 Conference Proceedings**

conference was ‘The Professional Development of Teachers’. 350 delegates attended from all Australian states, New Zealand, PNG, Fiji and other countries. Keynote addresses were given by Professor Robert Howsam from the University of Houston, Tony Light from the United Kingdom Schools Council, and Dr Ken McKinnon, Chair of the Australian Schools Commission. The social functions, a marked feature of SPATE/ATEA conferences, included a cocktail party, a night at the Sydney Opera House to see *The*

*Importance of Being Earnest* (for \$6), the conference dinner (for \$10) as well as a number of other opportunities to explore Sydney and surrounds, especially on Monday, the final day, including:

1. A tour of Sydney Harbour by Hydrofoil - \$2 plus fare;
2. A tour of historic Sydney and Southern beaches - \$2;
3. A tour of the Opera House and The Rocks - \$2.50;
4. Harbour Highlights - \$2;
5. Katoomba and the Blue Mountains - \$4.50 plus lunch;
6. Hunter Valley and Vineyards tour – \$8 plus lunch.

An innovation at this conference was the creation of a conference guide and a daily newsletter during the conference. Mervyn Dunkley, SPATE President for that year, in his conference report outlined the four recommendations made at the concluding plenary regarding future research. This proposed research agenda concerned the

articulation of pre-service and in-service education for teachers. The recommendations were that research was needed:

1. 'to identify how most effectively pre-service education will interact with in-service education;
2. to show how varying the "experience" component improves the student's understanding of the theoretical courses;
3. to determine the most effective in-service component for beginning teachers;
4. to help improve the effectiveness of the role of supervising teachers.'<sup>48</sup>

The 1976 Conference in Brisbane picked up on the first and third recommendations from the 1975 conference to frame its theme of 'Preservice and Inservice Education'. In all, 77 papers were presented in 1976, eight of which originated in the South Pacific (see Table 2.1 for a breakdown by topic and source area). Over 300 delegates also attended.

*Table 2.1: Papers devoted to various conference themes<sup>49</sup>*

	Pre-Service		In-Service		Induction		General		Total	
	<i>Aust</i>	<i>Sth Pac</i>	<i>Aust</i>	<i>Sth Pac</i>	<i>Aust</i>	<i>Sth Pac</i>	<i>Aust</i>	<i>Sth Pac</i>	<i>Aust</i>	<i>Sth Pac</i>
<b>Tertiary Courses:</b>										
General	10	2	3	3	-	-	-	-	13	5
Pre-School	-	-	-	-	-	-	1	1	1	1
Primary	3	-	-	-	1	-	-	-	4	
Secondary	1	1	1	-	-	-	1	-	3	1
TAFE	3	-	4	-	1	-	-	-	8	
Tertiary	1	-	1	-	-	-	-	2	2	2
<b>School Based Programmes:</b>										
General	5	-	8	-	1	-	-	-	14	
Primary	2	-	2	-	-	-	-	-	4	
Secondary	3	-	-	-	-	-	-	-	3	
<b>System Based Activities:</b>										
General	-	-	2	-	-	-	-	-	2	
Pre-School	-	-	1	-	-	-	-	-	1	
Teachers' Centres	-	-	1	-	-	-	1	-	2	
Planning Needs Assessment	-	-	2	-	-	-	6	1	8	1
General	-	-	1	-	-	-	3	1	4	1
<b>TOTAL</b>	<b>28</b>	<b>3</b>	<b>26</b>	<b>3</b>	<b>3</b>	<b>-</b>	<b>12</b>	<b>5</b>	<b>69</b>	<b>11</b>

Rumblings of current and future constraints and challenges for teacher educators

permeated the 1976 conference report by Glen Evans, SPATE President for 1975-1976. Setting his remarks within a growing political and social conservatism in the Australian community, Evans wrote that four major constraints confronted teacher educators in the years ahead. The first would be economic constraints on educational spending. This constraint was flagged in the conference keynote address by Liberal Senator John Carrick who in 1975 was appointed as Federal Minister for Education as part of the Fraser Government, elected in the wake of the controversial dismissal of Whitlam Labor by Sir John Kerr. The second was the emerging problem of supply and demand. For example, Evans suggested that there could well be a demand to reduce numbers of students in the teachers' colleges by up to 40% to 'avoid a large pool of unemployed teachers by 1981'.<sup>50</sup>

The third constraint was that the community was increasingly critical of the quality of students' literacy and numeracy skills – and thus of teachers' work. Finally he said that teachers needed to receive continual education to confront these challenges. The policy, funding, design, structure and outcomes of pre- and in-service teacher education discussed at the conference brought the old pedagogical problematic of the divide between theory and practice into sharp relief.

Presaging a future trend in the Association, he suggested that perhaps SPATE 'itself should take a much more active role in helping frame government and departmental policies in teacher education.'<sup>51</sup> He reiterated that the Association was seen by the members at the AGM 'for the first time, as having a legitimate interest in the top level planning of teacher education and a responsibility to let its views be known to other groups.'<sup>52</sup> Clearly by this time the Association was becoming more confident in its ability as a legitimate generator of experiential and research knowledge about teacher education that gave it a mandate to speak with authority on the matter. The question of its regional identity however continued to rankle with some members.

In the final section of his 1976 conference report, Evans addressed the future of SPATE and the conference. The issue of the geographic identity of the Association was first on his list for future consideration. Reflecting on the small (but significant) number of papers from the South Pacific, he said that 'the centre of gravity of the

conference was overwhelmingly Australian' and that a number of participants had questioned if the 'South Pacific' in the title of the Association was justified. He added:

The sheer geographical size of the SPATE region, as well as economic imbalances, poses important problems for the Association which may not have been fully anticipated at its inception. At the very least, there will need to be planned a series of regional meetings to provide proper forums for discussion of problems and issues in the various regions.<sup>53</sup>

This statement hints at the tensions at work in SPATE at this time. It can, for example, be contrasted with the outward looking, regionally focused policy of the association's journal under editor Teasdale Australian Association for Research in Education. This included a South Pacific correspondent, a role filled until 1976 by Professor Ian Stewart from the University of the South Pacific (USP) and then by Tony Hopkin, an active member of SPATE and a senior lecturer at USP. Evans' report can also be contrasted with the statement by Colin Power in his note on the preparations for the 1976 conference in which *inter alia* he hoped that 'SPATE will become even more South Pacific in orientation.' Power also said that negotiations were already underway with colleagues in PNG to forge closer ties with Australian teacher educators.<sup>54</sup>

Other items for future consideration by SPATE conference organisers suggested by Evans included the problem of the wide variety of constituencies covered within the Association. He mentioned two in particular: Technical and Further Education (TAFE) and those interested in school-based research. He suggested that future conferences need to cater for these groups in more extended themed workshops and seminars. He also suggested that the membership base of SPATE should be broadened further to include those who were not staff of colleges or universities, and that the formation of regional and special interest groups, and more meetings between annual conferences, might be ways in which SPATE could improve its service to its members.

If Ron Traill's presidential conference report is anything to go by, the 1977 conference was also framed within a growing sense of 'crisis' in teacher education. The conference theme was Accountability in Teacher Education. The three keynotes

were all from the United Kingdom, a fact that had been questioned by some members. They were: Professor W.J. Taylor, Director of the Institute of Education, University of London; Mr James Porter, Director of Bulmershe College of Higher Education in Reading, UK; and Professor Jack Wrigley, Professor of Education, University of Reading. Each keynote brought sad tidings of problems in teacher education in the UK and warnings about too close attention to accountability in lieu of other issues. Porter in particular observed that the merging of teacher education in higher education had been a ‘savage’ process. Thus, according to Traill, the reasons for the choice of keynotes became more obvious. He wrote:

However as the conference went along, the significance of what had happened in the U.K. for the Australian scene became more apparent ... Comments on falling birthrates, drops in school populations, over-supply of teachers and reductions in student teacher places in teacher education programmes made parallels between the U.K. scene of the present and the Australian scene of the not very distant future appear quite ominous.<sup>55</sup>

In reviewing 45 of the other papers at the conference, Traill noted that the conference theme called forth a wide variety of topics, as seemed ‘to be the regular pattern at SPATE conferences’. He summarised them in the following manner, given here in a table:

*Table 2.2 Major themes of the 1977 conference papers*

<i>Theme</i>	<b>Number of Papers</b>
<b>Processes utilised in teacher education</b>	<i>10</i>
<b>The curriculum in teacher education</b>	<i>9</i>
<b>Field experiences in teacher education</b>	<i>7</i>
<b>The professionalisation of teachers</b>	<i>6</i>
<b>Teacher education in a particular age group</b>	<i>5</i>
<b>Values and communication</b>	<i>3</i>
<b>Miscellaneous themes</b>	<i>5</i>
<b>Total</b>	<i>45</i>

Over half of the papers were focussed on teacher education practice which indicated to him ‘that many of the teacher educators had come to the conference with the specific intention of discussing with colleagues the kind of day-to-day issues which concerned them in their programmes’. Maxine Cooper, who joined SPATE in 1972,

recalled that, for her, conferences were very important for her identity as a young teacher educator:

I guess it was, to me, a sense of belonging to a group, and feeling that the ideas I was exploring were important for, you know, critique and challenge, and also to share with others, not only what I was doing, but to compare and contrast [what] others were doing. It was an Association that welcomed that sort of thing, for young new people into teacher education at the time.

Aside from the papers, the final day of the 1977 conference was devoted to Sectional Interest Groups. One group recommended that the next SPATE conference should draw a list of key issues for teacher educators; another wanted SPATE as a peak body to be more involved in public discussions about teacher education. Finally it was agreed at the final conference plenary that Sectional Interest Groups would meet early in the next conference.

The planning for the 1978 Conference reflected the vibrant response of SPATE as a peak body for teacher educators to the challenges that were increasingly coming into view. The program included the consideration of eleven critical issues and was organised around separate committees who met for the whole conference, and who provided a written account of their deliberations for the journal. Aside from these committees there were three Australian keynotes: celebrated historian of education, Emeritus Professor Bill Connell, who had retired from University of Sydney in 1977; R. Rawlinson and Ian Burnard from the Education Research and Development Committee (ERDC)<sup>56</sup> who were conducting research on student selection practices, and Minister John Carrick who returned to give the after dinner address. All stressed that teacher educators should be involved in public debate about teacher education, while Minister Carrick asked for teacher educators to assist his committee of inquiry 'to diagnose the current situation and propose sensible agendas.' This medical terminology suggested that the current situation was not well at all and needed to be cured. This agenda of the ill system would lead to rather drastic 'surgery' in the 1980s and an endemic state of 'crisis' in teacher education and in the tertiary sector more widely.

*Figure 2.2 Other SPATE activities in the 1970s*

**OTHER SPATE ACTIVITIES IN THE 1970s**

- **SPATE gave a grant of \$250 to the Nursery School Teachers College at Newtown in Sydney to run a regional conference in November 1975 entitled ‘Directions in Teacher Education for Early Childhood Education. 40 delegates attended from NSW and it was decided to hold the conference annually.**
- **At the July 1975 Executive meeting, guidelines and conditions were adopted for the award of Research and Special Project Grants, not normally to exceed \$250 in any one calendar year.**
- **Mervyn Dunkley inspired the affiliation of SPATE with ICET during his term as President 1974-1975. Subsequently in July 1976 he attended the World Assembly of ICET in Washington USA as the official SPATE representative. He was supported financially by the Association. Dunkley was there elected to the ICET Board of Directors.**
- **The 1976/1977 Executive supported a SPATE special interest seminar on the preparation of teachers for remedial reading in Melbourne during 1977.**
- **SPATE contributed to the Twenty-third World Conference of the International Society for Education through the Arts (INSEA), held in Adelaide in August 1978.**

**Conclusion: claiming a voice**

By the end of the 1970s, SPATE had successfully launched and established itself as a professional association for teacher educators in Australia in the South Pacific. In terms of continuities, founding members had incorporated the organisational structures, processes and values of similar professional academic educational associations, thereby allowing for the greatest possible claims to the recognition of its legitimacy and authority as the organisation representing teacher educators in Australia and the South Pacific region. At the same time, new characteristics, unique to SPATE, had emerged largely from its profile as a representative group of researcher/practitioners who regularly dealt with schools, trainee teachers, in-service professionals, and government departments. Teacher education was, as Vick has stated, an inescapably collaborative task. Questions of practice therefore were addressed and welcomed by members. The Association had a strong community

focus, and as it gained strength, it began to demand its place at the policy table as a vital producer of expert research and privileged experiential knowledge on the multi-faceted and vital area of teacher education.

## Chapter 3 The 1980s

### Consolidation and challenge

*On the evidence, there seemed little doubt that the expansion and innovation which had characterised the 1970s was to be replaced by contraction and accountability in the 1980s.'*

John Lake, SPATE President, 1979/1980<sup>1</sup>

#### **The 1980s: 'the politics of contraction'**<sup>2</sup>

The 1980s dawned in a political and professional climate for teacher educators characterised by change, and rumours of change. This climate was comprehensively established in 1979 when there were at least seven major State and Federal reports on teacher education, often highly critical, and it continued throughout the 1980s with a slew of Australian reports on teacher education: over thirty for the decade (see Appendix 9). The education of the nation's teachers had moved to centre stage and become a nodal point for wider systemic educational critique which can now be understood in terms of the pressure to globalise via marketisation of the higher educational system, and re-orientation of the nation's skills base for the 'information revolution'. At the time though, according to Dyson in his review of teacher education reports, the critique was configured around the concept of quality of teacher education, especially within the Colleges of Advanced Education (CAEs), and within the context of a looming over-supply of teachers.<sup>3</sup> All this reporting can also be seen as tacit recognition of the case that SPATE was later to argue (and the truth of which ATEA still argues): that teachers and teaching, and therefore the teacher educators, are central *inter alia* to national productivity, the health of the polity and to social harmony. This recognition of the vital importance of teacher education was no doubt difficult to see at the time.

The period was one of financial stringency and cutbacks in all sectors of higher education under the rhetorical guise of 'efficiency and effectiveness'.<sup>4</sup> According to Ken Eltis, in the inaugural SPATE Yearbook published in 1987, the implementation of the *Report of the Commonwealth Review of Commonwealth Functions* (the 'Razor Gang' report) of 1981 led to a series of amalgamations. The number of CAEs was reduced from 68 to 45, and three CAEs were linked with universities.<sup>5</sup> At the same

time government was demanding greater equity, quality and accountability in education. All this resulted in a reduction in ‘innovatory activity and research’ that particularly affected the SPATE journal (itself an ‘innovation’ of the 1970s),<sup>6</sup> and kept teacher educators uncomfortably guessing about their likely futures.

The greatest challenge of the 1980s, however, was issued in 1988/1989 with the Dawkins Green and White papers. The blueprint for radical change by John Dawkins, Minister for Employment, Education and Training (1987-1991) in the Hawke Labor Government, ushered in the Unified National System of tertiary education in Australia and another round of amalgamations and rationalisations that would dismantle the newly created binary system of universities and colleges of advanced education. Knight, Bartlett and McWilliam, discussing at the time the changes in Australian education from 1987-1992, give a sense of the impact of the Dawkins changes. They wrote: ‘in all aspects of Australian education, [these developments] are of a magnitude exceeded only by the introduction of free, compulsory and secular education in the second half of the nineteenth century.’<sup>7</sup> Teacher educators struggled to be heard amid the outraged din from the whole tertiary sector that followed these proposals for a radical re-orienting of Australia’s university system, including a user pays system of student fees called the Higher Education Contribution Scheme (HECS).<sup>8</sup> Further, in this revolution, many teacher educators, having been moved without consultation into the university system, were expected to upgrade their qualifications and develop a commitment to research and publication.<sup>9</sup> In these threatening and more restrictive conditions, SPATE entered into a period of consolidation and spirited advocacy.

Under the policy pressure described above, and in the light of the records that exist, this chapter examines the association at the beginning of the 1980s and at the end (1988-1989) of the decade in order to show how SPATE finally surrendered its South Pacific focus and became the Australian Teacher Education Association (ATEA). It did so in order to calibrate more finely its responses to the challenging Australian conditions and to maximise its chances of being heard as the premier *Australian* association for teacher educators. This issue of the association’s identity, especially around the notion of geographic reach, followed from the earliest years of the association into the 1980s and would not be resolved until the radical political climate

for teacher educators brought on by the Dawkins revolution in higher education forced members' hands on the matter. SPATE, recast as an Australian association, was poised to become active politically. This chapter not only discusses the identity of the Association, but also addresses scholarship at the start and end of the 1980s about the identity of teacher educators. First though, the movement towards a more activist posture can be seen in the work of the Association's executive in the early 1980s.

### **The early 1980s: SPATE Consolidates**

The start of the 1980s was a time of review and refinement for the SPATE executive, as well as increasing workload demands. In 1981/1982 the executive, via a working party consisting of Bill Tattersall, Bill Young, Bob Teasdale and Ian Lang, undertook a review of the SPATE constitution. The objectives of the association in the new constitution signalled an activist framework, and were stated as:

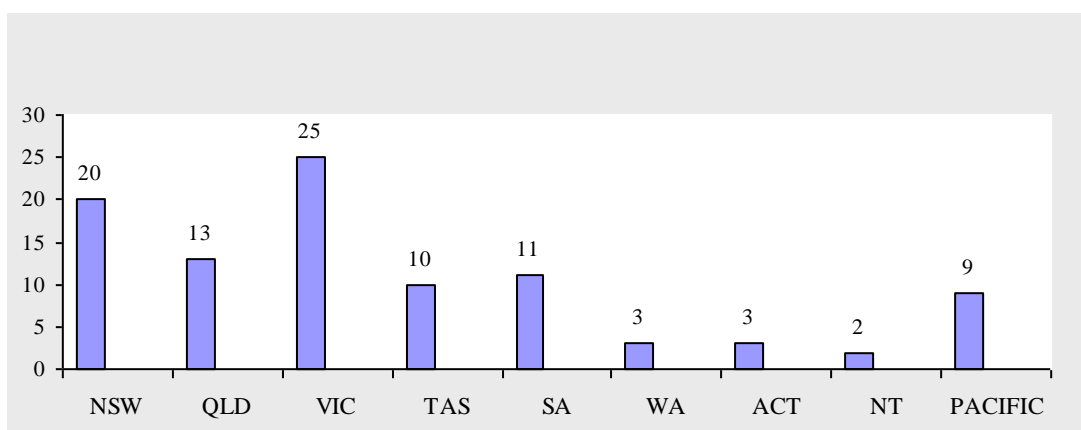
- 2.1.1 To search for and when appropriate promote ideas and practices which are relevant to the education of teachers;
- 2.1.2 To seek clarification of objectives in teacher education;
- 2.1.3 To encourage and promote research, innovation and evaluation in all aspects of teacher education;
- 2.1.4 To provide members with means for exchange of information relevant to teacher education;
- 2.1.5 To speak and act on matters related to teacher education;
- 2.1.6 To speak and act on matters related to the professional status and welfare of teacher educators;
- 2.1.7 To cooperate with other organisations on matters concerned with teacher education;
- 2.1.8 To promote cooperation among teacher educators within the South Pacific region and throughout the world.<sup>10</sup>

Alongside the constitutional review, the association had been through the process of incorporation. This was an important step and a clear recognition that SPATE was an established entity expected to endure. It was also noted ruefully at the time that incorporation was a cause of much relief to the SPATE President, Geoff Beeson, because he was no longer liable personally for the finances of the association.<sup>11</sup> At this

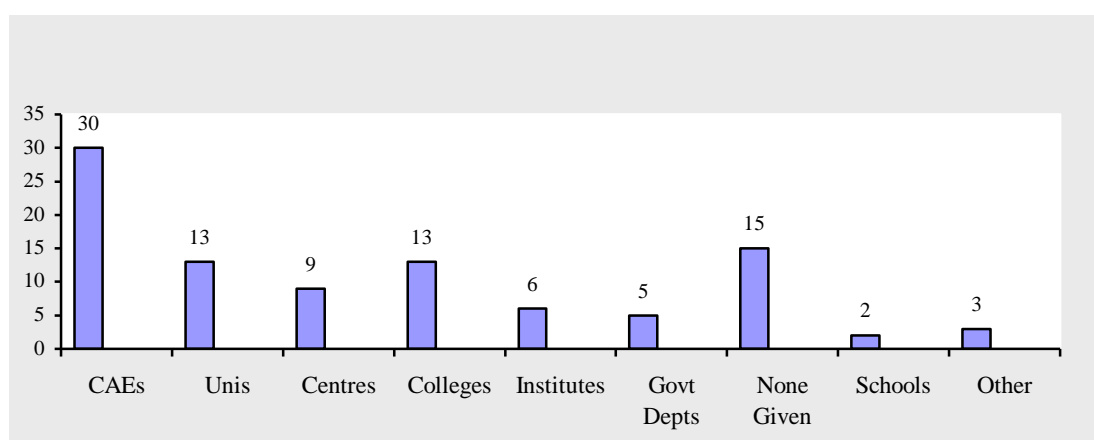
time too the annual membership subscription fee was increased from \$20 (where it had been for some time) to \$25 dollars. This was carried at the 1982 Annual General Meeting on the basis that the annual SPATE membership had stabilised at around 360 members and that the association's minimum expenses per annum were approximately \$9,000.<sup>12</sup>

There were 96 new members listed in the newsletters for 1982 and a snapshot of them in the following tables show that the eastern states contributed the most new members, with a significant proportion coming from the Pacific, including Papua New Guinea, Fiji, New Zealand and Indonesia (see Table 3.1 below) and that the Colleges of Advanced Education provided the largest number of new members (see Table 3.2).

**Table 3.1 Geographic origins of 96 new members 1982**



**Table 3.2 Institutional origins of 96 new members 1982**



In the following year, 1982/83, it was decided that executive meetings would need to be two days in duration in order to better handle the increasing complexities of running a peak professional body covering diverse areas across the nation and the region. ‘Areas of Special Responsibility’ and State and Regional Representatives were also assigned to executive members. These were:

**Table 3.3 1982/83 SPATE Executive roles and responsibilities**

<i>Role</i>	<i>Name</i>	<i>State &amp; Regional Representatives</i>	<i>Areas of Special Responsibility</i>
President	Dr David Price		The Practicum & Cooperation with other associations
Immediate Past President	Dr Geoff Beeson		
President-Elect	Neil Russell		
Secretary	John A. Henry		The Practicum; Cooperation with other associations; Newsletter; Regional Reps; nominated members.
Treasurer	Bill Tattersall		
Journal Editor	Professor Cliff Turney	New South Wales	Journal Business Manager
1983 Conference Secretary	Dr Ian MacPherson		
Executive Member	David Carter	Western Australia	
Executive Member	Jack Howe		Education Centres
Executive Member	Ian Lang	South Australia & Northern Territory	In-service
Executive Member	Neil Russell	South Pacific	
Executive Member	Brian Ungerer	Queensland	
Executive Member	Tony Townsend	Victoria	Travel Arrangements
Executive Member	Noel Gough		Curriculum
Executive Member	Rex Kerrison	Tasmania & New Zealand	
Executive Member	Dr Jan Pettman	Australian Capital Territory & Papua New Guinea	Regional Issues
Executive Member	Margaret Swindell		
Executive Member	Bill Young		Research
Others	Don Thew		TAFE liaison
	Ron Traill		Public Officer

Further, other Executive members were preparing discussion papers on the following issues:

- Research initiatives in teacher education (J. Henry)

- Additional SPATE publications (G. Beeson)
- Teacher Education Awards (L. Cairns)
- Name change for SPATE (D. Price and various Queensland Executive members)
- SPATE Action 1982/83 (J. Henry and various Executive members)
- Coordination of staff exchanges (B. Young)

It is interesting to see here that the identity issue surrounding the name of the association, and therefore its geographic representation, was on the list at this early stage of the decade, as was the production of a SPATE action plan for the year.

On the back of these consolidations and innovations, the early 1980s marked a new determination by the SPATE executive to claim a public voice in all matters to do with teacher education. This was first seriously mooted in the late 1970s as the climate of forced amalgamations and financial cutbacks gathered momentum, but no doubt was spurred by the wide-ranging Williams Report (1979), and the Auchmuty Report (1980) into teacher education, as well as the work of the Fraser Liberal Government's 'Razor Gang'. A positive start was made when Neil Russell was appointed SPATE representative to go to Canberra, with members of the New South Wales Institute for Educational Research, and meet with government over funding for research. The Education Research and Development Committee (ERDC), which from 1971 had initiated and coordinated educational research with its limited funding of approximately one million dollars, was abolished in 1981.<sup>13</sup> This move had caused great consternation in the educational research community since there was no other mechanism in place to evaluate and distribute funds for educational research projects.<sup>14</sup> Coupled with the effective closure of the Curriculum Development Centre,<sup>15</sup> and the general contraction in government funding for education, the situation appeared bleak. In response SPATE showed increasing confidence and chose positive action over despondent reaction. The conferences at the time demonstrate this new determination to press the case for teacher educators.

### Early Conferences 1980 and 1982<sup>16</sup>

The 1980 conference is another example of the vigour of the association at the end of its first decade of existence. The conference theme was, appropriately for the start of new decade, ‘Teacher education in the 1980s, reflections and prospects’. According to SPATE President at the time, John Lake, from the School of Teacher Education at the Western Australian Institute of Technology (Curtin University after 1987), the association was strong enough and ‘sufficiently well established to leave the eastern states’ and hold their conference in Perth for the first time. He further noted that the founding members of NATE/SPATE could ‘reflect with some satisfaction’ on their creation of a decade ago. With miscellaneous day visitors, over 230 people attended the conference and there was a sizeable international contingent that supported SPATE’s internationalist stance. Lake gave a table, reproduced below, that shows in detail the national and international origins of delegates.<sup>17</sup>

**Table 3.4 1980 Conference registration by country**

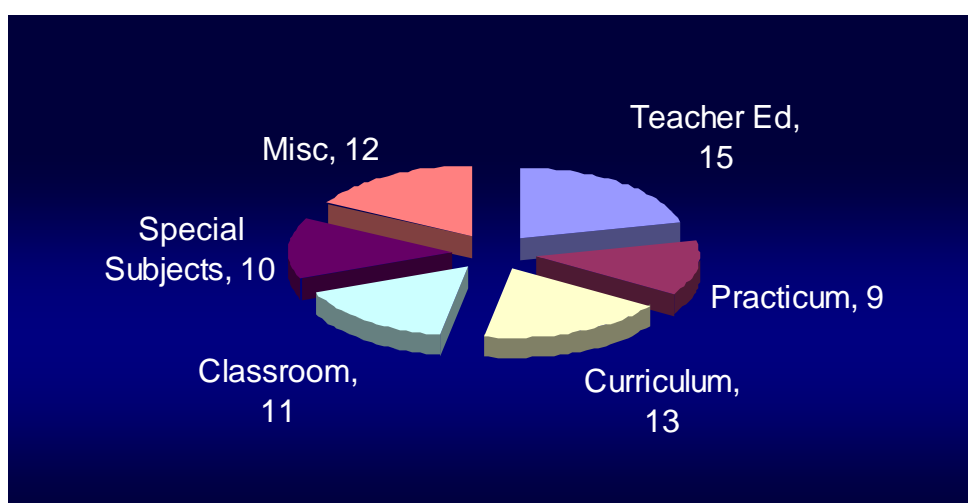
<i>Country - Australia</i>	<i>Attendance</i>	<i>Country-International</i>	<i>Attendance</i>
Western Australia	95	Papua New Guinea	7
New South Wales	33	Kenya	2
Victoria	32	New Hebrides	2
Queensland	14	Singapore	2
South Australia	9	Sri Lanka	2
Australian Capital Territory	8	United States of America	2
Tasmania	3	Fiji	1
Northern Territory	3	Kiribati	1
		United Kingdom	1
<b>Totals</b>	<b>197</b>		<b>20</b>

The conference followed a similar pattern to those already held – keynote plenaries, elective sessions and Special Interest Groups (SIGS) – but also incorporated two innovations: pre-conference workshops and informal seminars with the keynotes. As with most previous conferences, the keynotes hailed from overseas, two from the United Kingdom and one from the United States. Kevin Ryan, Professor of Education at Ohio State University, and an expert on moral education, gave his opening keynote on ‘Teacher Education and the Fair Society’. According to Ryan, the layering of more and more demands on the curriculum (that he likened to onion skins), time constraints, and technological changes, were keeping teachers from their core task of educating students for moral values. The second keynote was Eric Hoyle, Professor of

Education at Bristol University, who discussed ‘Innovation and Teacher Education’. As a way to circumvent what he referred to as ‘innovation fatigue’, he recommended an ‘extended professionalism’ (rather than the ‘restricted professionalism’ of classroom expertise) through school-based, amply supported, professional development programs. Professor of Psychology from University of Arizona, David Berliner, explored the central concepts that needed to be monitored by teachers in the classroom, for example, monitoring time on the basis that time spent on a subject roughly correlated to positive learning outcomes in the students. He maintained that teachers needed executive training in managing time and others. He further explored this theme of time in his informal session.

These informal seminars with the keynotes proved to be very popular and so well attended, that they were, according to Lake, just like keynotes, only interactive.<sup>18</sup> Controversially Hoyle challenged the delegates with the idea that ‘the special knowledge claimed by the teaching profession is a hoax and its functions are mystification, aggrandisement of the profession and the future model is the barefoot teacher who is low on knowledge and high on commitment.’ He suggested that there was room for achievement in *partial* professional status! In the remainder of the 1980 program 70 papers were presented. The breakdown of conference paper topic areas is represented in the following chart (Figure 3.1):<sup>19</sup>

**Figure 3.1 Topics of Conference Papers 1980**



The last words on the 1980 conference go to John Lake who commented hopefully on the apparent shift in attitude revealed in the conference papers compared to those of 1979 conference:

Together, the papers convey the diversity of interests and concerns in Australian teacher education in 1980. They reflect the increasing strength of the research base for teacher education activities and a pervading concern for the improvement of teacher education practices. Of interest was the apparent shift in emphasis from 1979 to 1980. In 1979 both the papers [and] the formal and informal discussions seemed to reflect the sense of an embattled profession, a profession over scrutinised and under attack. In 1980, on the other hand, while the sense of contraction and decreasing support was still evident, the dominant theme was one of forward movement to meet the challenges of the 1980s.<sup>20</sup>

By 1982 however, this upbeat mood had changed again, although battle weary participants could find time for levity amid the gloom (see Figure 3.2 below).

### **The 1982 Conference: ‘the fruit of a cold hard winter in teacher education’**

In the preface to the 1982 SPATE conference publication, editors Noel Gough and Geoff Beeson noted that the conference, held from 6 to 9 July in a regional centre (Frankston, Victoria) for the first time, revealed the ‘dampened spirits’ and ‘low morale’ of teacher educators due to economic gloom, dwindling resources and curtailment of research. The conference papers were thus ‘the fruit of a cold hard winter in teacher education’. Continuing the metaphor, Gough and Beeson said that the papers nevertheless contained the ‘seeds of optimism’. The keynotes – Professor Gene Ball (University of Texas, Austin) who addressed key issues in teacher education; Lawrie Shears (Coordinator General of Education in Victoria) who examined practical problems of coordination; and Professor Peter Musgrave (Education, Monash University) who provided an historical perspective on teacher education - had provided ‘inspiration and leadership.’<sup>21</sup> SPATE members had demanded that conference keynotes include Australian researchers and in this Geoff Beeson, SPATE President and conference organiser, recognised their greater confidence.<sup>22</sup>

*Figure 3.2 1982 Conference report by conference convenor, Noel Gough*

**SNAPSHOT IN TIME:  
IT WASN'T ALL DOOM AND GLOOM.  
(EXCERPT FROM HIS 1982 REPORT TO CONFERENCE  
BY SPATE '82 CONVENOR, NOEL GOUGH)**

There is a tendency among conferees not to take final plenary sessions terribly seriously. I am going to attempt to reverse that trend by demonstrating that I have taken this session very seriously indeed. In fact, on Tuesday evening, immediately following the Civic Reception lavished upon us by Frankston City Council, I commenced work on a new publication: The SPATE Book of Lists.

My first entry was:

**4 Ways to Mispronounce the Name of the SPATE President**

(for the curious, these were, in order of overhearing: Geoff Benson, Geoff Betson, Geoff Beeston and You Beast.)

The above entry was quickly followed by a contribution from our opening speaker, Hugh Hudson:

**13 Depressing Facts About Teacher Education**

But it was the first of our keynote speakers, Gene Hall, who got into lists with a vengeance. In fact, I compiled a list of 8 Aspects of Teacher Education that Gene Hall listed:

**11 Deficiencies of Teacher Education commencing with the prefix 'un-' (Gene in fact listed 12 deficiencies but he made his 'un-' series discontinuous by inserting 'discontinuous' into it)**

**5 Societal Factors Affecting TE**

**4 Things About TE We Can Be Happy About**

**8 Small Steps for Teacher Educators**

**5 Unifying Themes**

**5 Wild Ideas**

**5 Strategies**

**9 Characteristics of a PTC**

After this tour de force I was rather thankful that neither Lawrie Shears nor Peter Musgrave were into lists. However, two other entries in the forthcoming book must be mentioned:

**12 Authenticated Examples of Outrageous Behaviour in a Public Place (viz. John Hancock's Theatre Restaurant) by a Distinguished Professor of Education**

**8 anagrams of SPATE (The latter is to keep restive members of this audience occupied.)**

In his report on the conference symposium 'The Future of Teacher Education', Beeson outlined the directions he thought that SPATE should set in five major areas. The first of these was the encouragement of program development in teacher

education, especially regarding innovations. Second, in a climate of declining funding and the disbanding of the ERDC, he maintained that SPATE had ‘an important role to play in acting as a stimulus’ to research by focusing interest on priority areas; providing a communication network; publishing research reports; considering requests for small grants as research assistance; and identifying new sources of funding. The third major area was that SPATE must act as an advocate. This, he said, ‘was an area we cannot afford to neglect any longer.’<sup>23</sup> Fourth SPATE must monitor educational changes, and lastly, that the association needed to look toward the future.

In reports on these two conferences of the early eighties, a growing concern over changes in teacher education and a commitment to activism can be discerned. While it is impossible to give an account of all meetings and conferences held by SPATE/A TEA in the 1980s - such an undertaking would take more words and more sources than are available for this time period - it is worth looking at some of the events of the last two years of the decade to show the changes that had been wrought from the start to the end of the decade. The final two conferences, of 1988 and 1989, occurred during momentous changes in both the association’s history and in the wider story of higher education and teacher education in Australia, and will be discussed after a brief survey of the intervening years, 1983-1987.

These middle years of the decade show a number of advances for the association. For example, SPATE sponsored two new publications which aimed to connect teacher educators as a professional group and reflect their activities in a comprehensive way. The first was *The Australian and South Pacific Directory of Applied Research and Innovation in Teacher Education* published in June 1984 and compiled by Project Manager, William Young from the South Australian CAE. The second was the *Yearbook on Teacher Education* written by ATEA member Ken Eltis, and published in 1987.<sup>24</sup> The provision of small amounts of funding for ‘Action Projects’ was another advance that made its first appearance as an item in the association’s financial records in the 1980s. The record shows that Dr Ross Telfer was granted \$261 in the 1983-84 financial year for an action project. The association would continue to award small grants throughout the 1980s to further research in aspects of teacher education. Making linkages was also a feature of SPATE activity. In June 1981 a SPATE representative attended a meeting to discuss the possible formation of a

national society for the study of education, and cooperation between Australian educational associations, although it appears nothing eventuated for the rest of the decade.<sup>25</sup> International linkages were also actively sought. For example, SPATE had been in contact with the Association for Teacher Education in Europe and exchanged information and news with them which it printed in the SPATE newsletter. Other SPATE members regularly reported at length on their Overseas Study Leave in the newsletter as well. Indeed the newsletter was a lively forum for communication with the membership at this time. It also was the vehicle that announced to the membership the name change of the association from SPATE to ATEA (see Figure 10 below), the movement for which gathered momentum towards the end of the 1980s.

### **1988-1989: From SPATE to ATEA**

The decision to change the association's name had been building momentum for some

**On the ICET/SPATE '88 Conference.**  
**The global concept became so obvious one morning riding on the bus from**  
**the Hilton to Macquarie University when I could hear seven different**  
**languages being spoken by some 30 people.**  
**Our common language was not English:**  
**it was teacher education.**  
*John North,*  
*Eastern Illinois University, Charleston, USA*

time. As has been noted in the previous chapter on the 1970s, the then President, Glen Evans, said that a number of 1976 SPATE conference participants had questioned whether the 'South Pacific' title of the Association should stay. It was also noted above that the association's executive had been actively considering the issue of the name change from the start of the 1980s. The adoption of the name Australian Teacher Education Association (ATEA) was finally taken symbolically in the Australian Bicentennial year, at the Annual General Meeting (AGM), held on 21 July 1988 during the annual conference. SPATE '88 was the 18th Annual SPATE Conference and it was held in conjunction with the 35<sup>th</sup> World Assembly of the International Council on Education for Teaching (ICET) at Macquarie University in Sydney.

*Figure 3.3 ATEA Newsletter announcing the name change from SPATE to NATE. The palm trees denoted the Townsville conference for 1989 rather than the relationship with the Pacific.*



The conference theme was 'Progress and Promise in Teacher Education'. There were 300 delegates in attendance with about 160 of them from SPATE. John Braithwaite, the SPATE '88 Conference organiser, was unsure if the joint conference format was successful. There had been feedback that the overseas presentations were too short,

although there was widespread agreement that it was validating and enriching to hear the work of international researchers. Maurice Hale, a long time member of SPATE, who was the last Principal of Wollongong Teachers College before it became an Institute, and one remembered by Ted Booth as a great one for asking incisive comments, wrote that the conference lacked a wash-up session, and that it 'rather faded' at the end.<sup>26</sup> It is interesting to note that the previous ICET meeting in Australia in 1970 had coincided with, and prompted the formation of NATE/SPATE in the first place, and here it was again in 1988, context for another important change: the name change to the Australian Teacher Education Association (ATEA).<sup>27</sup>

The 1988 AGM was attended by SPATE President, Professor Cliff Turney, and 42 members. The motion to change the name from SPATE to ATEA was moved by former President (1982-1983), David Price, and seconded by Len Cairns. Bill Young, President of ATEA after the AGM, reported that the decision was taken 'with the Commonwealth White Paper on restructuring of Australian Tertiary Education poised for release at the time'.<sup>28</sup>

In the August ATEA newsletter, Bill Young wrote that the decision to change the association's name was important for two reasons. The first was that it underscored the determination of the association 'to be more responsive to changes proposed in teacher education'. The ATEA Executive had formed a type of war council in which every state was represented. They would conduct regional and state forums to educate members about the consequences of proposed changes for teacher educators in the Dawkins plan. The second reason was that the name change was 'designed to support the formation of the Asia-Pacific Conference on Teacher Education. Pacific educators would also be invited to form a Special Interest Group with ATEA'.<sup>29</sup> A further and more pragmatic reflection on the decision was given in the December 1988 ATEA Newsletter (edited out of Victoria by Maxine Cooper, William Gill, Chris Perry and Maureen Ryan):

Although the association has every intention of maintaining its good ties with teacher educators throughout the South Pacific region, it was felt the relatively small numbers of Association members and conference attendees from outside Australia was insufficient to retain 'South Pacific' in the association's title...<sup>30</sup>

Finally, of this move to an Australian focus for the association, the journal editors, John Williamson and Barry Fraser in Western Australia, stated that ‘more importantly’ it was taken:

at a time when there are so many proposals relating to changes in higher education in Australia, [and] it was felt that the inclusion of ‘Australian’ would place it in a better position to speak authoritatively to governments on behalf of Australian teacher educators.<sup>31</sup>

There is a sense of circling the wagons in this statement as the Dawkin’s revolution began to gather momentum.<sup>32</sup>

The 1988 AGM minutes also record that SPATE had been in contact with Minister Dawkins with the association’s comments on the Green Paper on Higher Education and that he had responded. Furthermore, at the SPATE ‘88 conference, the incoming (ATEA) Executive was charged with making a formal response to the Dawkins White Paper on Higher Education. This submission would incorporate the views of teacher educators gathered at the planned forums throughout Australia. By December 1988, forums had been held in Townsville, Brisbane, Wagga Wagga and Adelaide, with plans for forums in Melbourne, Hobart, Sydney and Perth. The submission was duly written. It contained seventeen key recommendations,<sup>33</sup> not able to be located for this research. However some issues that emerged were noted in the December 1988 newsletter, these included: the impact of the Higher Education Contribution Scheme on teacher education courses; concern over decreased quality in externally provided teacher education courses; that there was no proposed teacher education representative on the Australian Research Council (and that Education was going to be included in the Humanities and Social Sciences); that funding for teacher education per student was the same as a Humanities and Social Science even though there were special costs involved with professional placements and so on; and the lack of funding for short non-award courses. Further the Queensland teacher educator forums recommended that Government:

1. recognise the importance of teacher education;

2. draw attention to the contribution teachers make and work at raising their status;
3. note and alleviate the lack of funding to teacher education;
4. give Education proper representation on the Australian Research Council;
5. recognise the importance of teacher education to future educational quality;
6. upgrade the three year degree plus one year diploma model to a four year degree;
7. provide more inservice professional development for teachers;
8. exempt inservice training from the 'graduate tax';
9. strongly oppose the White Paper policies for external studies on educational grounds, stressing the needs of adult learners in general, and of teachers taking higher education courses in particular;
10. support summer terms but with adequate resources and staffing;
11. promote and support the development of consultative mechanisms to draw together all parties in teacher education; and
12. seek opportunities to collaborate with other professional bodies to develop a more effective educational lobby.<sup>34</sup>

1988-1989 proved to be an exacting year for the executive. Along with the joint conference with ICET, the state forums and the submission to the Dawkins White Paper, the profile of the association was growing in other ways. For example, the President, Bill Young, was contacted by the Head of the School Policy Branch of the Commonwealth Department of Employment, Education and Training (DEET), to ask that the association provide a speaker and paper for the Organisation for Economic Cooperation and Development (OECD) Conference 'Teacher Training for Basic Education' in October 1988 in Novistad in the former Yugoslavia. DEET 'was not in a position to meet travel costs' however. Still the President thought it important an ATEA member go, since the association was the only one contacted by DEET – a mark of its peak professional status. The association's journal editor, John Williamson, was able to raise the funds through his university (Curtin) and he attended on behalf of ATEA. Lastly the decision was taken at this time to create an honorary award of Fellow of the Australian Teacher Education Association to be conferred on members who had made a significant and sustained contribution to Australian teacher education. The first of these ATEA Fellowships were awarded to

Professor Cliff Turney and Professor Ron Traill at the ATEA Conference in Townsville.<sup>35</sup>

The *ATEA Newsletter* also recorded a lengthy ATEA Notice of Motion to make *all* initial teacher education courses be four years in duration and that all initial students to be awarded a degree.<sup>36</sup> Finally Geoff Beeson, taking up the reins as ATEA President for 1989-1990, proposed that there needed to be three areas for focussed effort by ATEA in the coming year: increased political representation on behalf of teacher educators; the active encouragement of research and publication among teacher educators; and increased and improved services to members. The journal of course was central to the second and third of these efforts and it had charted a difficult path in the 1980s.

### **The Journal 1980-1989**

The journal at 1980 was very much reduced after its initial burst of growth in the 1970s. Volume 8 consisted of two issues, each containing two numbers and contained just over 140 pages in total. While editor Teasdale had established a pattern of inviting Guest Editors for issues on special topics, there were no Acting Editors until the last two numbers of volume 7, 1979, also published as one issue, and they oversaw the production until Volume 8, numbers 3 and 4 when editor Teasdale returned to signal the end of his stewardship at Flinders, and hand over the editorship to Professor Cliff Turney at Sydney University.<sup>37</sup> As has already been noted, Bob Teasdale was involved with a working party to revise the association's constitution and this might account for the appointment of Acting Editors for this interregnum. Still a publishing tradition had been set up with varied types of journal submissions that reflected the research mix of its contributors. The analysis of the 621 journal articles over time in a later chapter delves more deeply into the research concerns of contributors to the journal overall, however it can be briefly stated that at this time, submissions reflected a practical/utilitarian orientation within the teacher educator community. The journal thus routinely presented 'general' papers of 5,000 words, research reports of 2,000 words and 'Innovations and Practices' reports of between 500 and 1,000 words. The journal required contributors to use Australian Government Publication Style (AGPS).

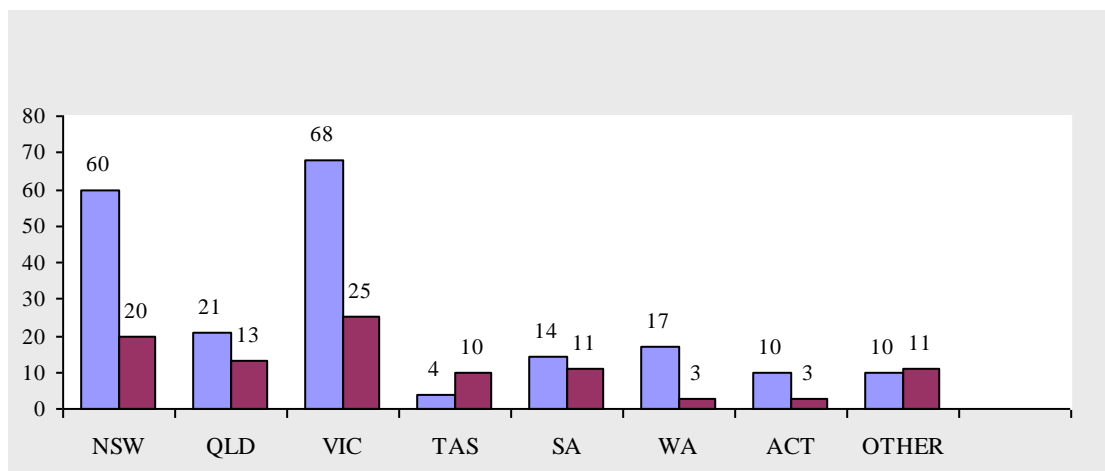
The general mood of embattlement noted by many in the teacher education community, and the curtailment of funding for education research, provided the context within which submission of articles to the journal started to fall off in the early 1980s. Because of this, the number of issues had been reduced to two per year and the new editor Turney made calls on three occasions to the effect that the journal needed contributions. For example, in April and November 1986, he wrote in the journal that: ‘After clearing a backlog of articles over the past two years, the Journal again has a strong need for contributions.’<sup>38</sup>

The journal remained in Sydney until volume 15, number 2, 1987, after which it moved to Curtin in Western Australian under the joint editorship of John Williamson and Barry Fraser. Williamson and Fraser revamped the editorial committee and included overseas teacher educators as editorial consultants in order not only to acknowledge that exciting work was being carried out overseas, but also to ‘enhance the Journal’s reputation and readership overseas.’ They also commented that in the context of the Dawkins Green Paper, they believed that: ‘During this flux in teacher education [the journal] has the potential to play a vital role in contributing to the ongoing debate about, and ultimate improvement of, teacher education in Australia.’<sup>39</sup>

### **Aspects of the ATEA Membership**

Membership of the association also grew at this time from 174 paid up members in 1988, to 204 at 30 June 1988, and then 336 members in 1989.<sup>40</sup> Perhaps this growth in numbers can be explained by the need for solidarity as the serious implications for many teacher educators of the Federal Government’s plans for a unified national system of tertiary education became apparent.<sup>41</sup> This increase occurred even though the membership subscription rose from \$35 to \$45 per annum from 1 July 1989.<sup>42</sup> A breakdown of the representation of members from various states and territories was given in the minutes of the 1988 AGM. As Table 3.5 shows there is a rough correlation to that given for 1982, represented by the red bars. The eastern states still dominate but the western states have improved.

**Table 3.5 Geographic origins: 204 members 30 June 1988 (blue columns) compared with 96 new members in 1982 (red columns)**

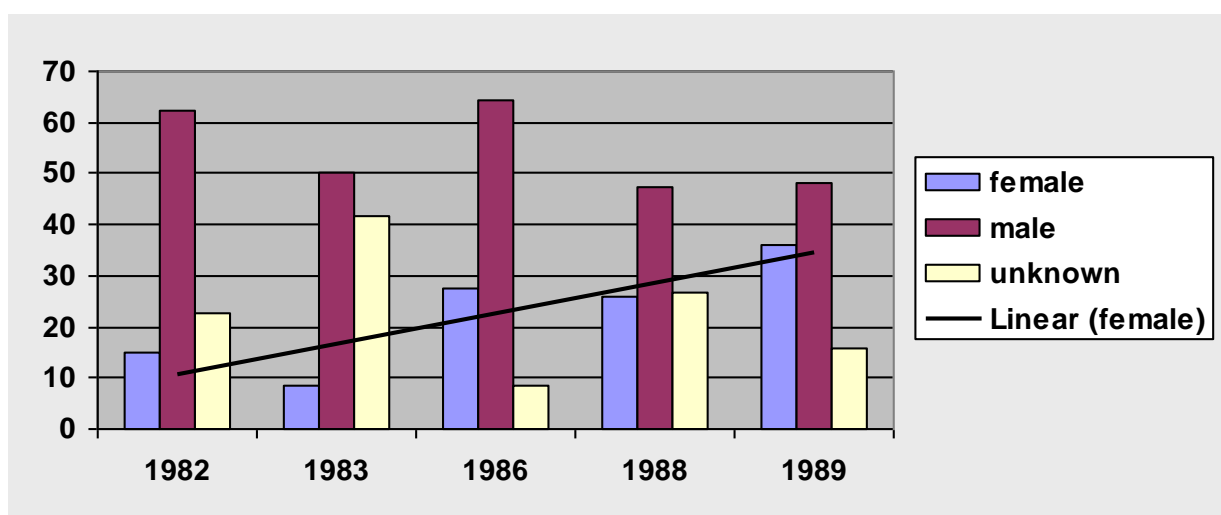


It can also be observed that there were linkages at this time between various professional educational associations. For example, in the challenging times, the Australian Association for Research in Education (AARE) was seeking other associations as allies in representations about educational policy and research. In 1987 Glen Evans was AARE President and had also been a previous President of the ATEA (see Appendix 2). Leo Bartlett, also a prominent member of ATEA and AARE, ‘believed there was a need for national organisations directly involved in education research to be associated in some form of loose federation. The establishment of the Federation of Associated Social Science Organisations (FASSO) seems to have pre-empted this.<sup>43</sup> These interlocking memberships were productive because they promoted cross fertilisation and sharing of research projects, but may also have acted as a break on growth, especially for ATEA which served teacher educators almost exclusively, rather than the full gamut of educational researchers, policymakers and interested parties who joined AARE.

Although there are no membership lists for the 1980s, some observations can be made about the gender profile of the association at this time. Firstly in the first two decades of the association, the representation of women was always less than that of men at the executive level, reflecting no doubt the overwhelmingly male identity of teacher educators at this time, discussed later. Nevertheless Elizabeth McDonald from the State College of Victoria at Hawthorn was SPATE President in 1977-1978, having been made President Elect in 1976-1977. The Australian Association for Research

Education elected its first female President in 1979 when Millicent Poole took office, although there was talk of tokenism.<sup>44</sup> Furthermore in the 1976-1977 SPATE Executive, there were five women out of twelve executive members: Narelle Carey from Catholic College of Education, Castle Hill in Sydney, Marjorie Carss from University of Queensland, Carole Deagan from the Nursery School Teachers College in Sydney and Joy Peletier, Melbourne State College. Women continued to be represented at the executive level. Still, the 1988/1989 ATEA executive contained three women from a possible thirteen members. They were: Maggie Marks from the Riverina-Murray Institute of Higher Education in Wagga Wagga, Maxine Cooper from Melbourne CAE and Nerida Blair, a co-opted member from North Sydney, who was interested in starting an Aboriginal Interest Group.<sup>45</sup>

**Table 3.6 Sex of presenters (charted as percentages) at various ATEA conferences in the 1980s with trendline for female presenters**



*Note: All presenters listed in the published proceedings were counted. If a person gave more than one paper, they were counted as many times as they appeared in the program. This gave a clearer indication of the gendered terrain of the voices heard at conference. The 'Unknown' category consists of people named by their initials only.*

Another way to measure the extent of women's 'voices' heard in the association at this time is to examine the number of (discernible) female presenters of papers at the annual conferences in the 1980s, taken from lists of presenters given in the published conference proceedings (See Table 3.6 above). This shows that while male voices were dominant, the trendline for the number of female presenters (expressed as percentages) shows that the female 'voice' at SPATE/ATEA conferences increased

over the decade. It remains to ask how did this mainly masculinist profile fit the ATEA as it transited through the difficult and challenging 1980s into similar conditions to the 1990s. Some groundbreaking studies in the 1980s will help shed light on this question.

### **Teacher Educators in the 1980s**

While teachers were often the subject of teacher educator research in the 1970s and 1980s, there was little attempt to turn the research gaze on teacher educators themselves. However, in the 1980s, a number of groundbreaking studies were carried out on this topic.<sup>46</sup> This section reports on just two concerted attempts made to report on the question: who were the Australian teacher educators? The first of these occurred in 1980 when Beswick, Harman, Elseworth, Fallon and Woock undertook a national study of teacher educators.<sup>47</sup> They surveyed twenty-two institutions including five universities, ten Colleges of Advanced Education (CAEs) for Teacher Education only, seven multi-purpose CAEs, and they covered all states.<sup>48</sup> They found that there was general level of job satisfaction among respondents, who were mainly male and in their forties, with only 7% dissatisfied or very dissatisfied. Most, 70%, believed that their institution was 'about right'.<sup>49</sup> Worryingly for associations such as SPATE, less than 50% of staff from all types of institutions were members of professional associations, or attended conferences and workshops, although university staff more likely to do so.<sup>50</sup> Other features the survey found were:

- a lack of ethnic diversity in the sample
- the great majority had some experience in schools (8-10 years)
- over half had Masters or Doctorate degrees
- one third were engaged in higher degree studies
- they were working well in excess of 40 hours
- they did not think the quality of their students was declining
- they held a 'personal development orientation' about education
- they wanted parents and educationalists to increase their influence on public policy
- University education staff tended to hold more socially activist opinions and were less traditional than those of college staff.<sup>51</sup>

The researchers also surveyed three institutions to discover attitudes towards education as a discipline. They found that members of other faculties were suspicious about the place of education as an academic discipline in universities and CAEs, and that further, in ‘all three institutions [there were] considerable tensions between education schools and subject departments ... and little effective liaison.’<sup>52</sup>

Just as Beswick *et al* were exploring teacher educator identity at the start of the decade, so did Turney and Wright publish their study, *Where the Buck Stops*, at the end of the 1980s.<sup>53</sup> They found substantially as Beswick and colleagues had found. Teacher educators were mainly middle aged male, Anglo, urban, experienced former teachers and fairly satisfied that they were competent at their work. In 1986 69% were men and 66% of teacher educators worked in CAEs.<sup>54</sup> More female teacher educators were pursuing higher degrees: 37% of the women to 21% of the men.<sup>55</sup> All suffered from the ‘double bind’ in that they were too pragmatic and were regarded as not scholarly enough by academics in other disciplines and too theoretical by teachers in schools.<sup>56</sup> The major handicaps in their work that they perceived were:

1. lack of time for research (75%);
2. lack of time for preparation (74%);
3. lack of student interest (65%); and
4. too many contact hours (50%).<sup>57</sup>

Nevertheless, they had a widespread commitment to change in teacher education.<sup>58</sup>

On an issue vital to the ATEA in the 1980s, teacher educators as researchers were: ‘not only criticised for their perceived ambivalent attitude towards research, but also for the actual quality of the research they engage in.’ The research of teacher educators was thought variously to be fragmented, narrow, particularistic, and lacking in theoretical basis.<sup>59</sup> In the early 1990s, Elizabeth Hatton would confirm these results in her own survey of Australian teacher educators. By the late 1980s it had been established in research that teacher educators in Australia – as in the USA and the UK – occupied the lowest status in academia; according to Eltis, they were ‘the misfits’ in academe.<sup>60</sup>

## **Conclusion**

During the 1980s, ATEA let go of its regionally focused name and embraced its Australian identity. The move from SPATE to ATEA had, according to a future ATEA President, Elizabeth Hatton, caused ATEA to lose members. She commented on an interview with one of her informants, that it was 'like the threads have got lost' in the move from SPATE to ATEA. She found that some of her informants did not know that SPATE was ATEA and vice versa.<sup>61</sup> The name change had been implemented not out of lack of commitment to the South Pacific but because it made good sense to the majority of members to focus attention inside Australia where rapid changes were being imposed by governments of all persuasions and at all levels. Report after report decried teacher education as lacking in the quality required to position Australia in a globalising world, and the criticism did not show signs of abating. In ten months from 1989 to 1990, there were three substantial reports on reform in teacher education: *Teacher Quality: An Issues Paper*, Schools Council, November 1989; *Discipline Review of Teacher Education in Mathematics and Science* by Dr G Speedy, DEET October 1989; and *Teacher Education in Australia* by Dr F. Ebbeck, AEC Working Party, July 1990. The teacher educators themselves were by turns embattled and activist. ATEA had weathered serious conditions in the 1980s, and had, it was thought, come through them in fine style, increasing the membership and heightening the profile of both the association and of teacher educators. Research output though had suffered. The challenge for ATEA was to continue to develop the research base in the field, act as an advocate for teacher educators, and maintain the esprit de corps of their membership and wider constituency. As will be shown, the late 1990s, despite the best efforts of committed executives and members, would test the ATEA almost to the point of extinction.

## Chapter 4 1990-1997

### Years of Activism

ATEA achieved a new, proactive level of activism between 1990 and 1997. This activism, based on ideals in action,<sup>1</sup> manifested itself not only in the maintenance of its membership and regular activities of conference and journal production, but also in producing a range of policy statements, multiple representations at the highest echelons of policy-making, and cultivation of lateral connections to like organisations, all in defence of its constituency. This proactive stance was called forth by the powerful conjunction of public policy-making and the professional experience of teacher educators all over the country as the Hawke Federal Labor Government went about creating the Unified National System of higher education. Therefore, before giving an account of the multiple and vigorous ways in which ATEA sought to lead teacher educators from 1990 to 1997, this chapter turns to the policy context and its consequences for teacher educators. The years 1998 to 2001 have a different caste, in which ATEA falters, and they will be covered in the next chapter.

#### **The context of the early 1990s: amalgamations and ‘post amalgamation fatigue’**

By the early 1990s it was clear that the thrust of Commonwealth educational policy, and therefore of administration, reform, and funding of the tertiary sector, was premised on the instrumentalism of both research and teaching.<sup>2</sup> That is, the relevance of education to the economy shaped educational policy discourse, framed by economic rationalism and human capital theory: universities provided advances in knowledge and highly skilled professional labour, both necessary for economic growth. This policy thrust required a stronger regulatory framework to align the outcomes of education more closely to national economic imperatives, and this was enabled by the creation of the Unified National System.<sup>3</sup> As the following discussion shows, among higher education staff, teacher educators were especially affected by these trends.

In a report to the Federal Minister in 1997, Dr Tiemin Wu noted the key features of Australian higher education staff in the period 1988-1996. Because of the amalgamations that created the Unified National System, the overall number of

university staff had grown considerably, with academic positions increasing by 31 per cent. Of particular relevance to teacher educators, the report noted that there had been a shift in academic staff from 'teaching only' positions to those with 'teaching and research' or 'research only' functions. Meanwhile staff members were aging: proportions who were over 45 years of age had increased steadily over the period. In 1996, around half of all academic staff members were over 45 years of age. Casualisation also gathered pace: full-time staff had declined constantly from 84 per cent in 1988 to 79 per cent in 1996. Finally, due to the changing shape of women's reproductive and productive lives, the number of female staff had grown faster than the number of male staff, although their representation was still less than 50 per cent of all staff.<sup>4</sup>

The amalgamations of the CAEs and the universities, and the subsequent staff cuts, had especially affected Education Faculties within the universities. ATEA member Ken Eltis observed that:

Undoubtedly these amalgamations have created difficulties for those who work in all Faculties but especially those in Faculties of Education. Some teacher educators are probably suffering from chronic post amalgamation fatigue.<sup>5</sup>

Speaking on an ABC radio program, Richard Bates, Dean of the Faculty of Education at Deakin University, and future President of ATEA, explained the drastic staff reductions in his Faculty in 1996:

The Faculty of Education at Deakin of course, was the largest Faculty in the University following the amalgamations of the early '90s. That meant that we had a student population in the Faculty of some 5,000, [that is] 2,900 full-time equivalent students. We now have 1600 full-time equivalent students, and instead of 300 academic staff, we now have 80 and we'll be reducing that to 60 in the near future.<sup>6</sup>

This experience was not isolated. Indeed Neil Tuckwell called the years 1985 to 1994, 'The Watershed' at Edith Cowan University (itself amalgamated with the WACA in

1991) that incurred a 17% reduction in students and a 30.5% reduction in staff. Of the 270 staff in the Faculty of Education at the WACAE in 1985: 55 retired; 17 resigned; 56 redeployed (32 to teaching elsewhere in the university; 24 to administrative roles); and 13 secondments. He observed that while ‘the majority of the faculty have embraced the “new” culture of teaching and research and evidenced a new professionalism’, many of the staff from before 1987 had been under constant pressure to change, and that some believed that ‘not only [had] the baby been thrown out with the bath water ... but that we may indeed all be going down the gurgler as a consequence.’<sup>7</sup> In fact many teacher educators did not find it easy to adjust to the new demands, especially for research.<sup>8</sup> In a monograph that arose from a policy seminar at the ATEA Conference Brisbane in 1994, editor Kerry Kennedy noted that, for teacher educators after the Dawkins reforms: ‘[t]he academic/professional tension must now take place in the context of university-based teacher preparation.’<sup>9</sup> Thus as the Dawkins revolution bit home, the early 1990s was a fraught time for teacher educators across the country.

### **The ATEA Executive takes the lead**

The minutes of the ATEA Executive from 1990 to 1997 provide evidence for the view that ATEA was responsive in a purposeful manner to the ever-changing, challenging and multiple contexts within which teacher educators were required to work. Although Mary Welsh has pointed out that the Federal Government was strategic in the way it developed relationships for policy-making in the educational sector – that indeed it was ‘somewhat sporadic and selective in the way it involved different groups in policy and program initiatives to promote quality’ in education – ATEA was consistently represented at the highest level in government reports and inquiries throughout the decade.<sup>10</sup> This type of activity suggests that ATEA, in the light of its determination to have a voice in matters affecting teacher education, was also strategic in cultivating communication with Government. Policy making can be, and was at the time, at least putatively, a two-way street. It also underscores the findings of Holbrook and others that professional organisations like ATEA function as linkage and change agents between the worlds of research and practice. Further their members, ‘because of their interest and commitment ... have an influence on educational decision-making disproportionate to their numbers.’<sup>11</sup>

Throughout the early 1990s, ATEA, especially through its Executives and even more especially through its Presidents, worked to represent the teacher educator profession, and provide leadership and research on teacher education – all on a voluntary basis. Although this section mainly discusses the activities of Presidents and Executives from 1994, for which there are minutes and other records, we know from other sources that earlier Presidents were also active in representing ATEA and assisting in the formulation of policy and research agendas for teacher education, even though in the very early 1990s ATEA may have been struggling both to retain members and to find a coherent philosophy.<sup>12</sup> For example, Professor Geoff Beeson, ATEA President in 1990, was ATEA's representative on the Reference Group that advised a strategic review of research in education for the Australian Research Council.<sup>13</sup> This type of activity assisted in research evaluation and knowledge diffusion about teacher education.

ATEA records that have survived date from the 1994 Annual General Meeting that took place during the ATEA Conference at Gardens Point Campus, Queensland University of Technology, on Tuesday, July 5. In her report to the meeting President Maureen Ryan commented that 1993-1994 had been a 'very active' one for the association. She began by itemising a number of important projects in which ATEA had been involved. The first of these was the National Project on the Quality of Teaching and Learning (NPQTL). Since the NPQTL was established by the federal government as 'a watershed project for teacher professional development and school renewal',<sup>14</sup> it was appropriate for ATEA to be one of the key associations to take part. The NPQTL was important in that it led to a National Framework for Beginning Teachers in 1996, and because it also had initiated three working parties. The working parties in turn created two major reform projects: the National Schools Project (later the National Schools Network), and the National Professional Development Project (NPDP). These programs funded the Innovative Links between Schools and Universities Project for Teacher Professional Development, widely known simply as 'Innovative Links'.

ATEA was also active in the implementation of the National Professional Development Program (NPDP) which had been established in 1993. The NPDP was designed to provide additional professional development activities for teaching staff

in Australian schools. The program ran from 1994 to 1996 and ATEA's part in it is recounted below. ATEA was also involved in the National Education Forum (NEF), the Teacher Education Reference Group of the Australian Vice Chancellors Committee on Credit Transfer, the Survey of Initial Teacher Education in Australia Project, and in the inauguration of the Australian Teaching Council (ATC).<sup>15</sup> All of these projects were fundamentally, as Groundwater-Smith and Sachs have commented, about 'reinventing and renewing teacher professionalism.'<sup>16</sup>

Other items on the 1994 AGM agenda included the continued production of ATEA policy statements. The most recently completed at the time was the Policy Statement on the Practicum. Another, the Policy Statement on Research in Teacher Education, was in the process of being written under the leadership of Professor Brian Hansford. The ATEA Policy on the Practicum, written by Professor Michael Duncan, Dr Barbara McLean and Dr Roy Killen, survives in the archive.<sup>17</sup> This policy statement distilled ATEA's views into twelve points, and given the contentious nature of the topic,<sup>18</sup> was a model of brevity in just two pages of text. The policy emphasised the centrality of the practicum as a formal, integrated and compulsory part of the pre-service education of teachers that should be fully funded, planned in consultation with schools, and regarded as a developmental activity for pre-service teachers. Supervisors should be trained in their work, while pre-service teachers should be thoroughly briefed going in and on emerging from their practicum experience. The policy suggested a minimum guideline of 75 days of undergraduate pre-service practicum and 50 days in graduate pre-service courses.<sup>19</sup> The volunteer production of policy statements by already busy members underlined ATEA's preparedness to lead through pro-active positioning in the field of teacher education.

Ordinary members were also driving changes. In the motions from the floor of the 1994 AGM, Len Cairns suggested that the President's term be extended to two years (taken up from 1997<sup>20</sup>); Graeme Hall presented three motions on the national registration of teachers, including that ATEA consult with the ATC on the matter: Rex Kerrison wanted the executive to develop guidelines for accreditation of pre-service teacher courses 'worthy of recognition and acceptance by the association'.<sup>21</sup> This latter suggestion had echoes of the exclusivity once practised by the AARE.

The 1994-1995 Executive, under the presidency of Mick Dunkin from Macquarie University, was just as active as those it followed. ATEA seemed to be stretched across a great number of external and internal undertakings at this time. External projects included those mentioned already that were ongoing. The February 1995 Executive Meeting minutes, for example, contain a report from Chris Perry on ATEA's partnership in two successful projects under the NPDP: one with the Association of Independent Schools of Victoria (AISV) in School-Based Curriculum Renewal, where ATEA developed and produced a video of the partnership model of professional development. The other NPDP project was with Macquarie University within the Teacher Release to Industry Program.<sup>22</sup> Further President Dunkin reported that there was to be a teleconference on the national guidelines for teacher education.<sup>23</sup> This collaborative project to produce a draft set of national guidelines for initial teacher education was, as noted by Adey, the basis of the 1998 report *National Standards & Guidelines for Initial Teacher Education*. The project included the Australian Council of Deans of Education (ACDE), the Australian Teaching Council (ATC), the Australian Teacher Education Association (ATEA), the Queensland Board of Teacher Registration (QBTR) and the Teachers Registration Board of South Australia (TRBSA).<sup>24</sup>

Indeed the forest of acronyms for the educational bodies, projects and groups with which relationships were being forged by ATEA continued to grow. For example, the collected papers of the 1994 ATEA Conference Symposium on *Reshaping Teacher Education: Faculty Renewal or Organisational Downsizing?*, edited by Professor Kerry J. Kennedy, was published by ACSA (Australian Curriculum Studies Association) in 1994. Maxine Cooper agreed to monitor and provide ATEA with information on AIDAB (Australian International Development Assistance Bureau) and UNESCO. And finally Professor Dunkin reported on 'The Chalk Circle Dialogue on Teacher Education', chaired by ATEA member Professor Kym Adey from the ACDE. The Chalk Circle included the education unions, the ATC, employers and universities in its discussions. *The Chalk Circle Report* stated that: 'the emphasis on partnerships for reform of teacher education at initial and continuing levels ... was overwhelmingly supported in submissions to the Chalk Circle.'<sup>25</sup> Brady has examined the growth of the Australian partnership model within the international context and concluded that Australian policy-making in the 1990s was more closely aligned to the

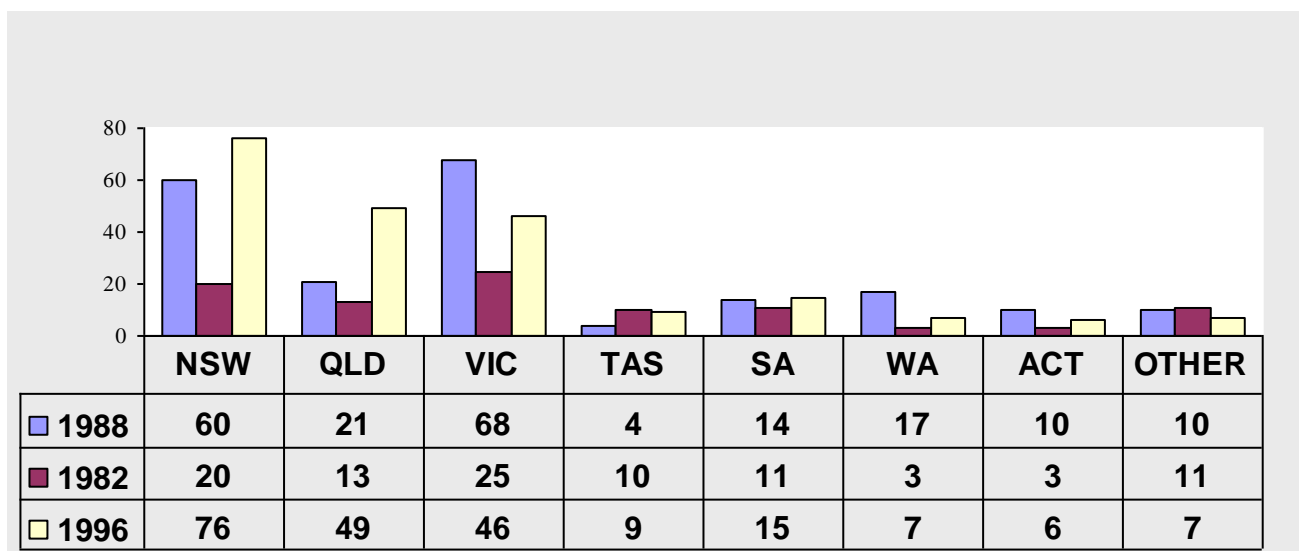
US model because of its emphasis on collaboration.<sup>26</sup> ATEA had adopted this collaborative model where possible, while research in teacher education in the 1990s by teacher educators was ‘characterised by “collaboration” and “partnerships” and researching with, rather than for, the profession.’<sup>27</sup>

Internal matters dealt with by the ATEA Executive in 1994-1995 included the decisions to: extend the presidency to two years; raise the subscription from \$65 to \$75 in 1996-1997; finalise the Policy Statement on Research in Teacher Education and produce two more on first, Registration and Accreditation, and second, on Teacher Educators, the latter to be written by a group convened by Roy Killen. ATEA Conferences were planned three years out and modest honorariums provided for office bearers. The journal was given a new name, as will be discussed further on in this chapter.

The 1995-1996 Executive, under the leadership of Professor John Braithwaite of the University of Tasmania in Launceston, worked steadily at various projects including construction of an ATEA Research Database which had been discussed by the President with the AARE Executive. Neville Fry of the Queensland Board of Teacher Registration was instrumental in re-activating the Research Database that had been started by the Board in 1986/1987 as a Queensland-only survey of educational research, and then began again in 1991 with ATEA seed funding as a national project. By 1994 the database had 525 entries from 34 universities. Fry had suggested that ATEA might want to house the database at its website as a companion database to the AARE database of abstracts of its conference papers, and that both ATEA and AARE might want to contribute to funding its transfer to the ATEA website, assisted with some financial assistance from the Board.<sup>28</sup> As far as can be found, nothing came of this promising proposal. Another task considered by the executive was promotion of the ATEA Research Awards, which were not as well patronised as they could be, and in maintaining the many relationships with other professional groups that the association had built up over the years. It was noted that the relationship with the ATC seemed to be in some difficulty and in need of re-negotiation, according to Maureen Ryan, as a more ‘equitable working relationship’.<sup>29</sup>

The executive though had other weighty matters to consider at the time, especially around ATEA’s financial viability in the years ahead. In July 1995 the treasurer, Trevor Hutchins, reported that the membership of the association had declined to 289 from 293 in 1994, and that ATEA had traded at a loss of \$6,569.66 largely due to the late submission of conference profits.<sup>30</sup> While the outgoing treasurer concluded ATEA was in a ‘reasonably sound’ financial condition, by June 1995 the new treasurer T.A. Simpson was concerned that, while the cost to service individual members was \$131, the subscription was \$65. In the past he added, the shortfall had been made up out of conference earnings. These earnings had been severely eroded because host institutions did not provide their services free as they previously had.<sup>31</sup> In October 1995 he was signalling his ‘grave concerns’ to the President and recommending a subscription rate of at least \$97, preferably \$117, and suggesting a possible levy in 1996/1997 of the membership, which numbered 218 in February 1996, mainly recruited from the more populous eastern states, a trend in previous years (see Figure 4.1 below with geographic distributions from three membership lists).<sup>32</sup>

***Figure 4.1 Geographic origins of 218 ATEA members in February 1996, with comparison of Geographic Origins of 204 Members 30 June 1988, and 96 new members in 1982.***



The President wrote to the ATEA Secretariat to acquaint it with ATEA’s financial difficulties. The Secretariat had been set up some time before, and was managed by Michael Tabart of The Learning Centre in Canberra. The Learning Centre had been offering a range of services to ATEA even though it was, according to Tabart, not ‘cost

effective' for it to do so. Tabart's suggestion for a cost saving in his letter in reply was that he not travel to the next Executive meeting usually held in Melbourne, but instead 'attend' by telephone. As a member of ATEA he concluded with his view of the association's predicament:

Basically I consider that ATEA needs to have a major overhaul and look carefully at what it is offering. We have been struggling for a number of years now with a declining membership base and any remedies to alleviate this have all been stop-gap measures in my opinion.<sup>33</sup>

These concerns over finances would echo throughout the late 1990s and one result was that, thanking Tabart for his services over the years, ATEA discontinued its use of the Secretariat at the end of the financial year in June 1996.<sup>34</sup> The financial year of the association was altered to commence on 1 January and end at 31 December each year (rather than 1 July to 30 June), and the balance sheet and audit were to be carried before the following 31 January.

***Figure 4.2 Professor John Braithwaite (left) congratulates Professor Michael Dunkin at the 1996 Annual Conference in Launceston on his election by the Executive as a Fellow of the Australian Teacher Education Association. By so doing, the Association recognises his 'sustained and significant contribution'.<sup>35</sup>***



President Braithwaite presided over his final ATEA Executive meeting on 3 July 1996 during the Launceston ATEA Conference. In his presidential report, he emphasised the role of ATEA ‘in many recent national developments’ and stressed the importance of redevelopment of the Association’s profile in relation to the ‘proposed demise of the ATC and the establishment of a National Forum of Teacher Professional Associations’. The framing of the strategic plan that was underway, and the development of ATEA policies, as well as the establishment of a webpage, would assist with these goals.<sup>36</sup> One item on the agenda, a report on the image and profile of the ATEA in the 1990s written by President Elect Elizabeth Hatton, is of special interest for this study.

In order to inform future ATEA strategic planning, Hatton had been granted \$2000<sup>37</sup> to assist with her survey of 103 male and 81 female teacher educators both in and out of the ATEA, as well as interviewing twenty men and ten women. Overall she presented evidence that ATEA had failed to thrive because of its history and the long shadow cast by the AARE. In terms of membership numbers, she found that compared to AARE, with its 935 members, ATEA with 218 members was poorly representative of teacher educators, given their great numbers overall in the tertiary sector. She noted also a marked elitism in the way ATEA’s image and profile were understood. Where AARE was known as exclusive, rigorous, first-rate and exacting, with a wide brief to investigate educational issues, ATEA was thought to be ‘second-rate’, ‘down market’ and narrow.<sup>38</sup>

Hatton further found that the wider educational, as well as ATEA’s own, history had obscured the image and profile of the association. ATEA was associated with the old CAEs and teachers colleges, rather than with the universities; and the name change from SPATE to ATEA had not been sufficiently publicised. As has been mentioned in the previous chapter, some of her respondents regarded SPATE and ATEA as two separate associations, and potential members had been lost because of this. Finally ATEA research, and therefore its conferences, was associated with practice rather than theory; with ‘soft’ qualitative methodologies; and that it was regarded by many, if it was known about at all, as a *de facto* curriculum studies association. This was damning critique.

As President from 1996-1998 (the first of the two year term Presidents) Elizabeth Hatton worked busily to combat this negative image, and to raise the profile of ATEA. She reported at the end of her first year as president that her 'thinking was strongly influenced by the small study I conducted'. Her first year she said was about 'rebuilding/rethinking ATEA to ensure its viability into the future.'<sup>39</sup> A brief assay of her activities supports this view. For example, she represented ATEA on the seven person 'stakeholder' panel that met on 6 and 7 August 1996, called together by the then Liberal Federal Minister of Education, Dr David Kemp, to discuss the possibility of a national body of teacher professional associations. This panel eventually wrote a consultation paper entitled *Enhancing Teacher Professionalism: Towards a New National Body for Teacher Professional Associations*, published in October 1996.<sup>40</sup> What is interesting about this paper is that it also outlined in summary form trends in teacher organisations that were affecting ATEA as well. The first of these was commercialisation. Because of the difficulty of rising costs, the 'marketisation' of education, and volunteer burn-out, associations were forced increasingly to seek sponsorships and employ other staff or organisations, for example, publishers for journals. An example of this type of activity occurred in 1990 when the association's journal was moved to Carfax Publishing, which among the benefits it promised, assisted with editorial funding.<sup>41</sup> The volunteer burn-out factor may have been responsible for the failure of the Hatton-led 1997 ATEA executive, not for want of trying, to secure conference locations and committees for the years 1999 and 2000 (to be discussed in a later chapter). While the second trend, coalescence, did not affect ATEA, the third trend, politicisation, had become an important aspect of ATEA activity, clearly exemplified by Elizabeth Hatton's activities.

President Hatton represented ATEA directly on two other important occasions. First, representing ATEA, AARE and TERG (Teacher Education Research Group) at the same time, she appeared as a witness and wrote the joint AARE/ATEA Submission to the Senate Inquiry that produced the report entitled *A Class Act* in 1997.<sup>42</sup> Her evidence concerned mainly her work with TERG on rural teachers, and this research was cited in the final report. *A Class Act* claimed to be 'the first serious attempt to articulate a comprehensive national planning statement aimed at ensuring the quality of our new teachers and the learning they facilitate.'<sup>43</sup> It outlined the 'crisis among teachers and their low morale' that in turn affected the quality of teaching and it stated

that 'teaching needs to be accepted as a profession'.<sup>44</sup> Hatton was also a part of the Advisory Committee, under the leadership of Professor Kym Adey, charged with the responsibility to 'develop standards and guidelines for initial teacher education'<sup>45</sup> to be discussed more fully in the next chapter. Hatton also replaced Maureen Ryan as ATEA's representative on the National Education Forum.<sup>46</sup>

Aside from taking the active lead in policy areas and in cultivating relationships with other educational bodies, ATEA during Hatton's presidency made several innovations. In terms of self-definition, an important factor in both image and profile, the executive produced a strategic plan which outlined the association's mission and its strategic directions (see Figure 4.3).<sup>47</sup> To advance its role as a producer and disseminator of knowledge about teacher education, the executive instituted two grants of up to \$1500: a Teaching Development Grant for projects that involved the creation or development of 'innovative material to improve the quality of teacher education' (where the executive would 'look favourably' on collaborative projects); and a New Researcher Grant to assist new researchers to gain a track record. The Research Initiatives Grant of up to \$500 continued. After some debate about use of the term 'Fellows', it was decided to invite nominations for ATEA Incorporated Fellowships for members who had made a 'sustained and significant contribution' to teacher education and to ATEA.<sup>48</sup>

At this time too ATEA maintained an encouraging gender balance in its executive. ATEA had three female presidents in the 1990s – Maxine Cooper (1991/1992), Maureen Ryan (1993/1994) and Elizabeth Hatton (1996/1998). The association also had a woman secretary (Chris Perry), and a female treasurer (Rosemary Mulraney) came a little later in 1998. As well as these office bearers, women became increasingly represented at the Executive level: for example, the 1995/1996 executive had five women: Maureen Ryan, Chris Perry, Barbara McLean, Maxine Cooper and Suzanne McChesney.<sup>49</sup> Nevertheless, in the evaluation of the 1997 Conference, outlined more fully below, ATEA was described by at least one participant as a 'white, middle-class, male organisation.'<sup>50</sup>

*Figure 4.3 ATEA Mission Statement presented in August 1996*

***The Mission of ATEA is to:***

Promote the preservice and continuing education of teachers in all forms and contexts, and promote the centrality of teacher education in the educational enterprise of the nation.

*To achieve this mission ATEA seeks to:*

- 1. Improve initial teacher education:**
  - share best practice
  - promote ongoing debate about best practice
- 2. Be an advocate for teacher education on all peak bodies:**
  - form ongoing links with ACDE, AARE, State and Federal governments, national forum, AERA, ATEE, ISATT, NSDC.
  - write submissions when called on
  - formulate policy papers on issues of central concern to all forms of teacher education
- 3. Promote and support the continuous improvement of the teaching profession.**
  - create a database on contemporary developments in teacher education
  - formulate policy papers on issues central to teacher education
- 4. Form collaborative links between university and school based teacher educators**
  - continue and consolidate existing partnerships and arrangements
  - ATEA contribution to state DSE journals
  - Advertise annual conference to teachers
- 5. Foster collaboration between individuals and institutions in areas related to changes in education**
  - develop collaborative projects which reflect links with professional partners
  - support work place learning in a variety of contexts
- 6. Improve the nature quality and availability of professional development**
  - support members promoting professional dev
  - encourage evaluation of pd
  - promote research grants
- 7. Promote and disseminate research ideas and practices, innovation and evaluation on teacher education through the:**
  - publication of its journal, newsletter, and occasional papers
  - sponsoring thematic research
  - support research on educational practice 'the wisdom of practice'.

### **The Conferences 1990-1997**

While only a few of the collected papers for the ATEA conferences during the early 1990s could be found, a number of reports by individuals exist that enable an overview of conference activities, if filtered through individual analyses. For example, Elizabeth Hatton gave a content analysis of the July 1991 ATEA Conference papers in

a footnote to an article she had written on the same lines about papers presented at the 1991 AARE Conference on the Gold Coast.<sup>51</sup> Using three categories - research on rural, multicultural, and gender education - that arose from the work of Turney and Wright on teacher educators reviewed in the previous chapter - she stated that, of the 110 abstracts in the ATEA Conference Program, there were no abstracts relating to rural education, two papers only on multiculturalism and education, and one paper and one roundtable on gender. These issues had yet to make a significant mark in ATEA conference knowledge production.

According to historian of Australian education, Alan Barcan, in his 1992 ATEA conference report, the event, held at Ballina, was 'pervaded by an atmosphere of gloom'. Even Professor Geoff Beeson in his opening address recounted his nightmare in which the next ATEA conference, scheduled in 1993 to be held in Perth, would be its last. This nightmare seemed strange since the 1992 event was very well attended with 250 participants and 115 papers, double the number expected. Barcan mused on three possible reasons for this increase, all associated with the creation of the Unified National System via amalgamations: first, there was funding for conferences in the university sector, unlike the CAEs; second, it was perhaps a product of the 'pressure on academics to attend conferences, prepare research papers, and publish articles' filtering through to teacher educators; and finally, the greater attendance may have been spurred by the 'crisis' in teacher education. He said that 'a dominant theme' was that it was now time for teacher educators 'to make their voice heard' regarding the reorganisation of 'teacher training'.<sup>52</sup>

Barcan discerned three broad themes in the 1992 conference program: competency, policy, and mentors. The first theme was addressed in the opening speech by Professor MacLeod of the University of New England. MacLeod warned against the competency movement in teacher education as old fashioned, proving his point by quoting a 1917 US Army manual that espoused the technique of competency training, as well stating that such methods had gone out of vogue in the USA in the 1960s and 1970s. MacLeod reportedly attacked educational research as often trivial, with shonky techniques, seduced by natural science methodologies and multiple regression analysis, as well as often tainted by being published more than once. Finally, underlining the openness of the ATEA conference for self-critique, he suggested that

there were only about 30 out of the 115 papers that were worth attending. Perhaps he asked, the main value of the conference would be as a social occasion? The competency movement was also addressed in a symposium, the papers from which were published as Volume 12, number 1, 1992 of the *Journal of Teaching Practice* edited by ATEA member, Len Cairns. A free copy of this publication was distributed to all registrants at Ballina.<sup>53</sup>

Both the 1993 and 1994 conferences were reported on at length by an unnamed representative of the Queensland Board of Teacher Registration. Even though the tyranny of distance involved in the venue for the 1993 ATEA conference in Fremantle, Western Australia, may have worked against it, and despite Geoff Beeson's 1992 nightmare, the event attracted over two hundred participants. Aside from the three keynotes (one each from Australia, USA and UK, see Appendix 9) the conference was opened by the Chief Executive Officer of the Western Australian Ministry of Education.<sup>54</sup> The program contained over one hundred papers and twenty-one workshops and symposia. The social program, always a highlight of the ATEA conference, included the 'traditional' Presidential welcome reception, the conference dinner, and a 'Great Debate' on the topic 'Teacher education in universities must go', the outcome of which is not recorded. Lorraine Ling provided 'a light-hearted finale' with her poem 'Reflections of ATEA 1993'.

The 1994 conference on the theme of 'Empowering the professional', held at the Gardens Point Campus of the Queensland University of Technology, was an important conference for reinforcing the active stance being undertaken by the ATEA Executive. Once again, there were over two hundred registrants, and a 'record number of presentations'<sup>55</sup> with 120 papers, a plenary symposium, eight workshops and two round tables. The program was clearly organised into the three sub-themes - 'politics, policy and practice' – each with its own keynotes. The conference was important because it led directly to a publication, already mentioned above (*Reshaping Teacher Education: Faculty Renewal or Organisational Downsizing?*), in which teacher educators researched their predicament created by the imposition of the Unified National System. In the symposium, chaired by Leo Bartlett, keynote speaker Dr John Knight called for teacher educators to be more proactive: to this end he thought that ATEA should have a permanent national secretariat (not knowing perhaps that they

already did), and raised the ‘possible role for ATEA in the accreditation of teacher education or of teacher educators.’ It was also noted that ATEA only had about 300 members and that this figure should be much higher given, no doubt, the numbers of teacher educators in the Australian higher education system. (For example, in 1995, there were 2,396 fulltime Education academics working in higher education.<sup>56</sup>)

The refrain about ATEA and teacher educator activism reverberated throughout the conference. Terry Simpson commented in his introduction to the collected keynote papers that the majority of the papers at the conference were about practice, and this situation could not continue. He said:

‘Progressively, more attention will need to be paid to becoming more politically proactive if we wish to exert the influence that we see as desirable.’<sup>57</sup> In her a lively report on the 1994 conference Kay Martinez wrote in agreement that few papers ‘made even superficial links to the [conference] themes.’ She recommended that conferences be limited to a smaller number of thematically aligned papers, with plenty of time for discussion. Then she observed that attendees could reach consensus and ‘so be a more political voice.’<sup>58</sup> In his

***‘New and old friends in old and new ways.’***

*I know why I continue to go. The externally imposed deadlines for conference papers force me to withdraw from the all-consuming busyness, and drive me back to the library, and so I experience again the joy of writing, for just a snatched time. And the joys of the people – even if old! New people – for me, usually just one or two special new contacts, and reconnections with old friends too.*

Kay Martinez  
1994 Conference Response<sup>17</sup>

witty and erudite closing plenary remarks, historian Alan Cumming warned that: ‘The battleground for teacher educators is just outside the door and we had better enjoy it for the sake of our children.’<sup>59</sup>

Little is known about the next two conferences. The 25<sup>th</sup> ATEA conference, complete with celebratory cake (see Figure 4.4 below) was held at McKillop Campus of Australian Catholic University in July 1995. Its theme was ‘The Challenge of Change’ and it was opened by the Vice Chancellor of ACU, Professor Peter Drake.<sup>60</sup> The brief mention in the ATEA Executive minutes comes from the conference convenor, Barbara McLean, who said that the number of participants was down compared to other ATEA conferences. She also wrote in the *ATEA Newsletter* in May 1995 that the conference committee had placed 100 papers into twelve sessions.<sup>61</sup> One

other member is recorded as not surprised that ATEA was having difficulty financially after the ‘poor showing in Sydney’.<sup>62</sup>

*Figure 4.4 Three ATEA Presidents celebrate 25 years of continuous conferences.*<sup>63</sup>



**Presidents!!!**  
John Braithwaite, Maureen Ryan and Mick Dunkin  
Celebrating at the 25th Annual Conference of ATEA  
(ACU, Sydney, 1995)

The 1996 conference on the theme ‘Making Connections: Theory and Practice’ was held at the Country Club Casino in Launceston. Steve Jessup was the convenor.<sup>64</sup> The conference abstracts reveal a number of features. Of the 135 presenters, 61 were female and 62 male, with 12 unable to be classified for this study. There were 65 papers, seven symposia, three workshops and, aside from the Presidential Address by Professor John Braithwaite, three keynote presentations. The words ‘practice’

appeared in fourteen titles, and nine of those included 'theory and practice'. The thematic phrase, 'making connections', only occurred once. There was one paper on indigenous issues, one on a rural topic, and seven each on international and information technology themes.

The 1997 conference theme was 'Diversity, Difference, Discontinuity : (Re)Mapping Teacher Education for the Next Decade' and was held at Capricorn International Resort, Yeppoon, Queensland. It attracted 135 participants. The conference lost money and the deficit (\$1771.26) was met by the host, Central Queensland University. Chair of the Organising Committee, Leo Bartlett thought that the cost was worth the benefits which he thought 'considerable'.<sup>65</sup> Overall, according to the evaluations given by Convenor Bartlett in his thorough report to the executive, the 1997 conference was very well received.

Still, three criticisms of the 1997 Conference stand out. First, a number of people commented on the absence of female keynote speakers. Others lamented the absence of papers on indigenous issues and more particularly of indigenous speakers, especially because, as one respondent put it, they felt 'discomfort at the conference venue being on contested Aboriginal land.'<sup>66</sup> Nevertheless conference participants showed that they were concerned about the plight of Indigenous student teachers by unanimously passing a resolution that opposed the planned reduction in modest special allowances to support Aboriginal education under the Abstudy scheme. The meeting resolved that:

the Association write to the Minister for Employment, Education, Training and Youth Affairs to express grave concerns about the tragic impact that changes to Abstudy are likely to have on special programs in teacher education for indigenous Australians, and to request that the changes not be implemented.<sup>67</sup>

The third criticism of the conference concerned the lack of effective pedagogical skills displayed by many presenters, considered especially lamentable given their profession as teacher educators.

From the early 1990s many in ATEA were expecting the association's conferences to fail because of dwindling attendance, and yet they did not. Indeed ATEA continued up until 1998, as will be shown in the next chapter, to hold occasions successful on a number of fronts: for the generation of useful knowledge about teacher education; for knowledge transfer between groups from all over the country; and more modestly, internationally. These conferences also continued to provide a place for conviviality, collegiality and the building and maintaining of professional networks. These informal meetings between colleagues should not be underestimated in their importance. They constitute one of the important means by which 'the invisible college' is invoked and maintained.

In the 1990s the rapid uptake of the internet by academics allowed for the extension of the 'invisible college' via the widespread use of email, websites and online sources. Amid this extension of informal scholarly contacts, the role of the association's journal became even more important as a flagship for its four chief functions: the dissemination of knowledge; quality control through the peer review process; maintenance of the scholarly archive of the teacher education research it published; and as a place for authors to establish and build their reputations.<sup>68</sup> The association's journal, under new leadership from 1988, underwent a number of key changes that repositioned it for years ahead. From 1990-1997, the journal had two editors, changed its name and thereby widened its geographic focus, changed its publisher, and produced its first online version.

### **The Journal: From the South Pacific to the Asia Pacific**

The editors manifested different styles. As has been noted in the previous chapter, the association's journal remained in Sydney until 1987, after which time it moved to Curtin University in Western Australia under the joint editorship of John Williamson and Barry Fraser. Williamson and Fraser steered the journal through the gloomy early years of the 1990s during the reorganisation brought about by the Unified National System. They strove to maintain the journal's quality as well as repositioning it for the changes it was to adopt in the following years. While the previous Editorial Board had consisted of mainly Australian, and indeed Sydney-based, personnel, with only one member, Konai Thaman, representing the South Pacific, they now expanded the Board to include international consultants, as Figure 4.5 shows.

*Figure 4.5 1988-1995 SPJTE Editorial Consultants*

<b>Neville Bennett</b>	<b>School of Education, University of Exeter, England</b>
<b>Len Cairns</b>	<b>Gippsland Institute of Advanced Education, Victoria</b>
<b>Walter Doyle</b>	<b>College of Education, University of Arizona, USA</b>
<b>Maurice Galton</b>	<b>School of Education, University of Leicester, England</b>
<b>Tom Good</b>	<b>Centre for Research in Social Behaviour, University of Missouri, USA</b>
<b>Kerry Kennedy</b>	<b>Curriculum Development Centre, ACT</b>
<b>Jillian Maling</b>	<b>Nepean College of Advanced Education, NSW</b>
<b>Cliff Turney</b>	<b>Faculty of Education, University of Sydney, NSW</b>

A bright spot was that the journal won a design excellence award in 1993 from 167 entries (see inset image Figure 4.6).<sup>69</sup> However, the journal did not publish more than two issues per year in the early nineties. One of the editors reported to the 1992 Ballina conference that the acceptance rate of the journal in 1991 was 23 out of 100 submissions.<sup>70</sup> Reflecting on their period as editors, Williamson and Fraser commented that the big picture issues of their period were: design of teacher education programs; the nature and organisation of practicum; the characteristics of

*Figure 4.6 Design-winning cover of the Journal*



teacher educators; teacher supply; teacher quality; articulation of all phases of teachers' professional education and development; and TAFE teacher education.<sup>71</sup> The next editor, Max Walsh, at the University of Tasmania, presided over momentous changes, including the change of the journal's name.

Under its first name, *South Pacific Journal of Teacher Education*, the journal had produced 23 volumes, but after lengthy deliberation and consultation with the membership and the Executive,<sup>72</sup> it was decided to change its name in 1995 to *Asia Pacific Journal of Teacher Education*. The Editor, echoing the often cited view of the then Prime Minister Paul Keating

(1991-1996),<sup>73</sup> explained:

The new name recognises the geographic place of Australia as situated on the south western rim of the Pacific Ocean, adjacent to the land masses of Asia in the north, and linked through all of the Pacific Island communities to the USA and Canada.<sup>74</sup>

He hoped for expansion of the readership to include more Asian regions. The name change, always a risky undertaking when serving conservative academia, signalled a new confidence. This was underlined in the mid nineties by an increase of submissions to the journal, and the number of issues went from two to three per annum - as it had been at the very start in 1973.

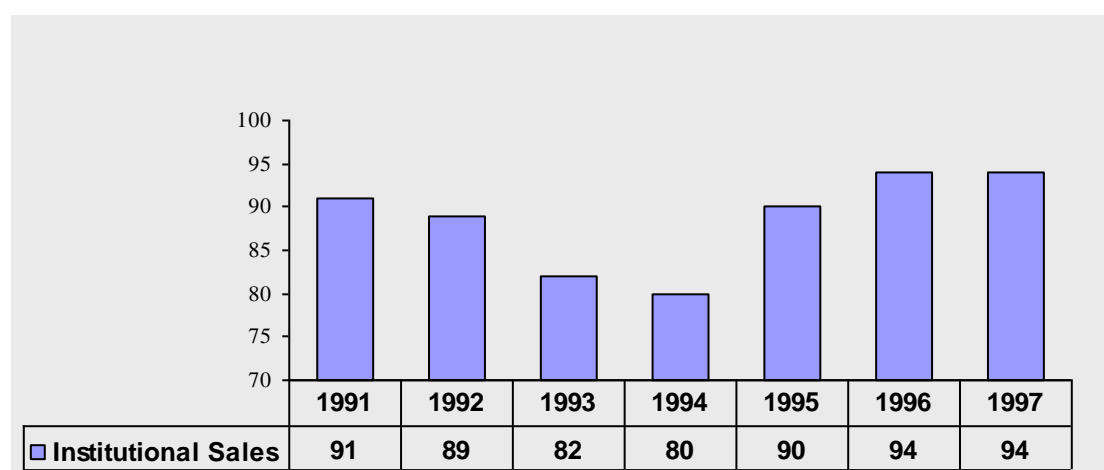
At this time, the journal reflected the active posture embraced by the ATEA Executive during these years by outlining the dilemma teacher educators as researchers faced within the scholarly and wider community. Editor Walsh wrote:

Teacher education is still under pressure in Australia, partly because there is a persistent perception that the public research profile of teacher educators does not fit closely enough to the conventional academic model, and also because teacher education continues to be singled out as a primary target to bear the brunt of higher education belt tightening.<sup>75</sup>

In a later editorial, after he had attended a UNESCO/ Asia-Pacific Centre of Educational Innovation for Development (ACEID) conference on 'Re-engineering Education for Change: educational Innovation for development' in December 1996, Walsh suggested that, in the light of the coming technological changes inspired by internet technologies in particular, the time might be ripe for teacher educators to consider 're-engineering teacher education' as a theme for future conferences.<sup>76</sup> The journal meanwhile in 1996 was re-engineered for online format by its publisher Carfax Publishing Limited, thereby joining 75 percent of academic journals by the turn of the century that had made the historic transformation from, in some cases, the previous 340 years of print production to digital presence.<sup>77</sup>

Publishing arrangements in the period came under discussion in 1997 after the journal went digital. After ten years at Southwood Press in Sydney, the journal had moved offshore when the Executive signed an agreement with Carfax, a London-based academic publisher, in 1989.<sup>78</sup> By 1997 the Executive, as part of its review of all policies and procedures of ATEA, began to investigate its contract with Carfax. Carfax in return gave an overview of its stewardship of the journal. It showed that it had not increased the cost of the journal from £7.15 per copy to ATEA over its eight years as publisher. Further the institutional sales of the journal had never reached the heights that Carfax had desired (See Table 4.6 below), although the change of name of the journal ‘had some effect’ and it looked like they would reach one hundred subscribers by the end of 1997.

*Figure 4.7 Institutional sales of the journal by Carfax until July 1997<sup>79</sup>*



According to marketing reports later furnished to ATEA, between February 1996 and September 1998, Carfax had carried out 37, 278 ‘mailings’ about the journal to USA, UK, Europe, Korea and UNESCO. Between March 1996 and December 1997, they had taken nine half and full page advertisements out about the journal in various publications, and between January 1996 and December 1997, they had represented the journal (along with their other products) at 81 conferences: 46% (37) of the conferences were in the UK (where Carfax was based); 19% (15) were in various countries in Europe; 13% (11) were in the USA and Mexico; 11% (9) in Australia; 6% (5) in Asia, and 2.5% (2) each in Africa and Unknown.<sup>80</sup>

One problem flagged by Carfax was that copy for the journal was not always supplied in time to meet their production schedule.<sup>81</sup> This matter had already come to the attention of the executive when an academic complained that they had no news of an article that they had submitted to the journal for some time. Editor Walsh, whose term was due to end in July 1998, had lately taken up a position in Asia, and ATEA wrote to ask him for a full situation report on the journal.<sup>82</sup>

By December 1997 ATEA had come to an agreement with Carfax that they would provide ATEA with an annual amount of \$2,000 (Australian) to assist with editorial functions, and that financial assistance would be renegotiated every year after 1998. Further once subscriptions reached 150, ATEA would receive a 10% royalty of the Journal's net income. In return ATEA agreed to internationalise further the Editorial Board and that timely, strictly refereed copy, would be provided. In the final agreement, Carfax gained an extension of their role as publisher until 2002. Carfax, part of the Routledge group, was taken over by Taylor and Francis in 1998.

The journal had grown and, if not prospered, had made its way in the world of academic knowledge production from 1990 to 1997. In many ways it operated as a separate entity, and ATEA President Elizabeth Hatton's study of the image and profile of ATEA had confirmed that there were many who did not know that the journal belonged to ATEA. There was more work to do in establishing it as the journal of first rank for matters to do with teacher education. This was difficult when already overworked volunteers drove both association and the journal, and straightened academic departments asked more of their staff. The story of the newsletter is instructive in this regard.

The editor of the association's newsletter for most of the 1990s was David Nance (1993-1997). In his July 1997 report, Nance recalled how he had taken on the role of editor at the Fremantle Conference in mid 1993, and how his institution, the University of Melbourne, had given him a good deal of support to produce it. However as time went on, 'and funding cuts have bitten deeply, that support [had] dwindled dramatically.' He advised that ATEA had to think very clearly about its future 'information path': 'Whatever the form ... consideration has to be given to the tight budgets within all tertiary departments nowadays.'<sup>83</sup> The newsletter had carried

information around the country about ATEA's activities and offerings, but the next few years would prove challenging for it to continue doing so.

## **Conclusion**

It was widely agreed at the end of 1997 that there was insufficient research on teacher educators, and 'how they set about their work'.<sup>84</sup> Elizabeth Hatton said that there were commonly held beliefs that worked against the professional role of the teacher educator, including 'teachers were born, not made' or that pedagogy was best learnt from discipline specialists. These beliefs then led to the idea that teacher education did not require university status. In Part 4 on 'Teacher Educators and Teacher Education' of the 1997 Report 'Raising the Standing of Teachers and Teaching' the authors, Mark McFadden and Bob Meyenn of Charles Sturt University, came to the same conclusion as Hatton and others. They stated that there was a 'lack of information about who teacher educators are and the role they play in teachers' professional lives from initial training through induction to their role in providing ongoing professional support.'<sup>85</sup> Anne Jasman, Lesley Payne, Shirley Grundy, and Adrianna Del Borrello further commented that:

This lack of research on teacher educators may in part follow from the marginalised position of education faculty. It would appear that neither the academy nor the teaching profession values the knowledge of teacher educators.<sup>86</sup>

The 1990s had witnessed a movement in both educational policy and educational research 'towards policy-relevant goals' as part of global trends in which research became an 'instrument of governance'.<sup>87</sup> Teacher educators were caught up in the contractions that followed from this greater scrutiny and economic accountability, although little was known about the teacher educators themselves. ATEA however did know what was happening and tried to represent teacher educators as far as it could.

Sally Gregory Kohlstedt maintains that institutions 'represent ideals in operation'.<sup>88</sup> During the years 1990-1997 ATEA formulated and enacted its ideals to give leadership to teacher educators and to be the voice of teacher education in Australia. The various executives worked diligently to accomplish these tasks. They made numerous submissions to government committees and projects, connected with

numerous other stakeholders, ran conferences and maintained the association's journal. The following chapter will show how closely the health of ATEA was dependent on the effective forward planning of conferences in order to generate its income, but more importantly, to retain and recruit its members, the 'invisible college' on which it rested.

## Chapter 5 1998 -1999

### *Living the Mission*

This chapter looks closely at ATEA in the years 1998 and 1999. This brief period is rich in documentation in the association's archive and it is clear from the record that these years constituted a type of prelapsarian heyday, an apotheosis of almost thirty years of growth, before the association stumbled, and almost ceased. The story of ATEA in these years is one of action. At this time the promising forward momentum of the earlier 1990s was maintained with vigour and there seemed to be no reason why the association would not continue to grow strongly. However, as will be discussed, this was not the case and the association effectively ceased to operate sometime after the middle months of 1999, and did not resume full operation until 2001. The chapter begins though, when this circumstance was not even considered as a possibility, and when ATEA was making great strides in its mission to 'speak and act'<sup>1</sup> on behalf of Australian teacher educators.

The Strategic Plan 1997 – 1999 laid out a busy program of activities under eight key priorities, with strategies to achieve them (see Figure 5.1), and evaluation criteria. The overall aims were to promote: 'preservice and continuing education of teachers in all forms and contexts; teacher education as central in the educational enterprise of the nation; and research on teacher education as a core endeavour.'<sup>2</sup> The strategic plan was to be judged successful if ATEA reached a membership base of 300 by Christmas 1997. As will be shown, in the years under discussion, and by its own priorities, strategies and criteria, the two executives of the 1997/1999 period achieved all of their strategic goals – except one: the first executive (1997/1998) could not secure venues and organisers for future conferences after 1998 with drastic consequences. The successful implementation of the strategic plan can be demonstrated by comparing actions against the key priorities. One of the priorities was to act as a national advocate for teacher education, and to that end, ATEA made important submissions to a number of government enquiries, beginning with its submission on multicultural Australia.

*Figure 5.1 ATEA Strategic Plan 1997 – 1999*

Key Priorities	Strategies
1. To engage in national advocacy for teacher education	Taking a proactive stance and deliberately forging links with key peak bodies; advocate ATEA's potential in the accreditation of teacher education programs; invitations to play a role in the annual conference; Contributing to national and international forums and conferences; writing submissions for national inquiries/reports; have the President participate in as many national consultations as possible; media statements about teacher education.
2. To foster improvement of initial teacher education	Sharing best practice Promote ongoing debates about theory, practice and reflection through: an annual conference; journal; ATEA Web page; ATEA Bulletin Board encouraging research in initial teacher education by research grants for new researchers
3. To promote and support the teaching profession	Formulating policy papers on central issues concerning teacher education; Financially supporting a database on contemporary developments in teacher education; Promoting the registration of teachers by lobbying; contributing to international, national conferences and forums.
4. To form and support collaborative links between university and school based teacher educators	Continuing to support and consolidate existing partnerships and initiate new links; Promoting the active collaborative involvement in teacher education of school based teacher educators through our policy initiatives; Supporting school based teacher educators in their key role in school experience programs through the inclusion of this dimension in our school experience policy.
5. To form strong links with individuals and organisations involved in educational change	Developing collaborative projects which reflect links with professional partners; Supporting workplace learning in a variety of contexts through: working with groups for Professional Development Programs; policy development on support for school based teacher educators.
6. To improve the nature, quality and availability of professional development for teacher educators	Supporting members promoting professional development through: conference; research training workshops at the conference; encouraging the evaluation of professional development programs through evaluation of the conference and pre-conference workshops.
7. To promote and disseminate research ideas and practices, innovation and evaluation in teacher education	Promoting such activities; Fostering thematic, collaborative research through: a database of researchers' interests; Supporting a focus on researching educational practice through the provision of a research grant of \$1000 to \$1500; and holding an annual conference.
8. To increase the membership base of ATEA	a recruitment poster; place the mission and key priorities on the net; an "ATEA needs you" message on the net; mail out letter; executive recruitment endeavours.

**Key Priority: To engage in national advocacy for teacher education**

**1998: Three Submissions**

Although President Leo Bartlett was later to describe 1998 as a ‘quiet’ one for ATEA,<sup>3</sup> the year in fact witnessed several important means by which ATEA sought to inject the influence of Australian teacher educators into wider national social and political arenas. ATEA was responsible for two written submissions direct to government, and another submission was made through membership of an important national committee on the development of national Australian standards and guidelines for teacher education. These three interventions will be dealt with chronologically.

The first written submission to government, entitled ‘Multicultural Australia: ways forward in the management of cultural diversity and racial intolerance’, was made on 27 February 1998 to the National Multicultural Advisory Council (NMAC). Over 9,000 words in length with two pages of bibliography, the submission argued a powerful case for a pluralist, non-racist, non-sexist Australian society. While applauding the review of policies for managing population diversity by the NMAC, the authors pulled no punches in their introduction when they wrote that, although a multicultural society with democratic structures, Australia was also:

a multi-racist, patriarchal and class-based society in which racial intolerance, prejudice and bigotry jostle with sexism and misogyny to win the hearts and minds of people facing the psychological and financial distresses borne of continuing, long-term economic crises, popularly labelled global restructuring. Moreover, some Australian governments at different levels continue to act in ways which seem to sanction the racist vilification of Indigenous peoples, Australians of Asian backgrounds and immigrant groups generally.<sup>4</sup>

ATEA’s submission covered four main areas. The first stated ATEA’s concerns about racial intolerance and canvassed some of the main barriers to social cohesion. The second provided a review of the previous thirty years of policies for managing diversity. The third examined the processes of globalisation, and the fourth proposed a ‘democratic prospectus for managing cultural diversity and racial intolerance’. In all ATEA proposed sixteen recommendations, the headings for which indicate both the flavour and the scope of the submission: 1) Racial intolerance, prejudice, bigotry and

discrimination; 2) Questionable values; 3) Attacks on the advances that have been made; 4) Lack of distinctiveness; 5) Lack of leadership and vision; 6) Questioning policies; 7) Mainstreaming; 8) Inclusion; 9) Repressive tolerance through avoidance; 10) “Guilt-tripping” strategy; 11) “Education compensating for society” mode; 12) No “one best” policy thus the need for generating multiple scenarios; 13) Australia’s global embeddedness; 14) Ensuring a voice for Indigenous and ethnic minority groups; 15) Supporting the socio-cultural conditions for freedom; 16) Eliminating disadvantages and alleviating vulnerability.<sup>5</sup> As these headings show, at a time when the *Bringing Them Home Report* on the stolen Aboriginal generations, released in 1997, was reverberating through Australian society and culture; when revisionist versions of Australia’s past were being labelled as ‘black armband’ by a resurgent conservative commentariat; and when Pauline Hanson had launched the One Nation Party on to the national scene with a proposal to abolish the policy of multiculturalism,<sup>6</sup> ATEA’s voice on this issue was unequivocal and demonstrated a strong adherence to principles of social justice and equity at the national level at a time when these values seemed to be under sustained attack in the political and social realms.

Another way in which ATEA contributed to national debates and policy development at this time was through active Advisory Committee membership of the National Standards and Guidelines for Initial Teacher Education Project, through written submission to the project, and as one of the few organisations which responded to the limited circulation of the draft standards and guidelines.<sup>7</sup> Federal funding for this important project to develop national standards and guidelines for initial teacher education had been approved in 1996, and the Australian Council of Deans of Education (ACDE) managed the project. Member of the ACDE, and ATEA member, Professor Kym Adey, chaired the Advisory Committee made up of representatives of ‘the major stakeholders in initial school teacher education.’<sup>8</sup> It was a measure of how far the association had established itself since its inception as the peak Australian professional body for teacher educators that it was one of only three professional associations represented on the Committee (the other two were the National Education Forum and the Australian Council of Deans). ATEA President, Associate Professor Elizabeth Hatton, was the ATEA representative on the twelve-person Committee. As she remarked in her report to ATEA, the ‘Standards and Guidelines’ project was ‘an

attempt to draft a professionally driven framework for teacher education before an interventionist government takes advantage of the notorious lack of specificity about what worthwhile teacher education might consist in', as indeed governments had in other Anglophone countries, for example England, Wales and New Zealand.<sup>9</sup> The final report of just on fifty pages was launched in March 1998. The guidelines were 'intended to be used for the external review of initial school teacher education programs for the purposes of approval or accreditation.'<sup>10</sup> The report did not have a direct policy outcome, and according to Weber, has not been 'implemented in any kind of on-going or uniform way ... [and] there has been a kind of diffusion of the discourses of competencies and criteria having varying degrees of impact on Teacher Education courses.'<sup>11</sup>

The third ATEA submission to government in 1998 was made to the Senate inquiry into the status of the teaching, chaired by Australian Labor Party Senator Rosemary Crowley. This joint submission for ATEA and AARE, written by Elizabeth Hatton, was entitled 'Status of Teaching: A Joint Submission to the Senate Inquiry on the Status of Teaching from the Australian Association for Research in Education (AARE) and the Australian Teacher Education Association (ATEA)'. ATEA/AARE's submission asserted that Australian teachers had very low morale, poor self perception and that their status had been seriously eroded in the community. This was a result of several main factors: increasing community expectations, heightened complexity in the work, poor pay and conditions, and the developing 'culture of derision'. It argued that teachers needed to be given more time to reflect critically on their work, that there needed to be at least two years of initial preparation for teachers, and that a national body should be set up to monitor the newly developed national guidelines and standards of teacher preparation.<sup>12</sup> In *A Class Act*, the final report by the Crowley Committee, the majority report recommended that a national professional standards and registration board be established using the National Standards and Guidelines for Initial Teacher Education report as a basis. The minority report recommended the uptake of the 'Standards and Guidelines' in the establishment of state registration boards such as already existed in Queensland and South Australia.

*Figure 5.2 ATEA Executive July 1997- June 1998*

<b>President</b>	<b>Elizabeth Hatton</b>	<b>Charles Sturt University</b>
<b>Secretary</b>	<b>Ross Brooker</b>	<b>Queensland University of Technology</b>
<b>President Elect</b>	<b>Trevor Hutchins</b>	<b>Deakin University (Burwood)</b>
<b>Treasurer</b>	<b>Terry Simpson</b>	<b>Queensland University of Technology</b>
<b>Journal Editor</b>	<b>Max Walsh</b>	<b>PROBE, Manilla</b>
<b>Members</b>	<b>Rosemary Dobbins</b>	<b>University of South Australia</b>
	<b>Kay Martinez</b>	<b>James Cook University</b>
	<b>Michael Singh</b>	<b>Central Queensland University</b>
	<b>David Tripp</b>	<b>Murdoch University</b>
	<b>Vivienne White</b>	<b>National Schools Network</b>
<b>Newsletter Editor</b>	<b>Alison Mander</b>	<b>Charles Sturt University</b>
<b>Conference Convenor</b>	<b>Rosemary Mulraney</b>	<b>Victoria University of Technology</b>

These three activities discussed above show how the hardworking Executive at the time (see Figure 5.2 above), led by Elizabeth Hatton, promoted ATEA at the highest levels of government. Further they had undertaken a review of ATEA's policies and procedures, and formed a strategic plan for 1997-1999 discussed above.

**Key Priority:  
To promote  
and support  
the teaching  
profession**

**Draft Policy Statements**

Another activity that was undertaken in 1997 and 1998 was the revision of the Draft Policy Statements written in the late 1980s. These original and revised documents covered issues such as Initial Teacher Education, The Practicum, ATEA Partnerships, Research, and Teacher Registration. A brief comparison of two of these policy statements – on the Practicum and on Initial teacher Education - reveals some interesting features. First, in the policy on the Practicum, while both asserted the centrality of the Practicum in teacher preparation, the major change between the original and the revised document was the increase in the number of Practicum days required from 75 days for preservice undergraduate courses in the earlier document to 100 days in the latter. In other ways there are only cosmetic variations. Second, in terms of the statement on Initial Teacher Education, there is a vast difference in tone and content between the first statement, adopted at the Townsville conference in 1989, and that of 1997. The difference in tone reflected the great changes in the wake of the implementation of the Unified National System. The earlier statement is

suffused with the resentments and sense of embattlement as the Dawkins model was being unveiled, and its full implications were becoming apparent, including that teacher educators were being forced to reconceptualise their roles and their established ways of operating. On the other hand, the latter statement is made on behalf of an academic group now at home in, if not feeling particularly valued by, the universities. The 1997 statement also discusses, as matters of priority, the technological preparedness of teachers, the need for quality applicants, as well as for partnerships between schools, universities, teachers and employing authorities. It furthermore endorses variety in the delivery of programs across the sector, encourages research, and supports the idea of national guidelines. Interestingly what both policy statements agree on is the need for a minimum of four years of training and the basic qualification of a degree for all levels of practising teachers.<sup>13</sup>

**Key Priority:  
To form strong  
links with  
individuals and  
organisations**

Then 1997/1998 Executive also began to approach likely bodies with which ATEA might form partnerships at this time. For example, Secretary Brooker wrote to both the Queensland (QLD) and the South Australian (SA) Ministers for Education asking if it would be possible to have a representative of ATEA on the Boards of Teacher Registration in those states. Neither Ministers Quinn (QLD) nor Buckby (SA) was able to oblige at that time.<sup>14</sup> One other noteworthy change made by this Executive was to rename the award of ATEA ‘Fellow’, which, as has been mentioned was the subject of some previous debate, to ‘Distinguished Teacher Educator’. The first (and only) award under this name was conferred on Professor Maureen Ryan, which she duly accepted.<sup>15</sup> The diligence of the executive was mirrored too in the widely acknowledged excellence of the 1998 Conference.

**Key Priority:  
To foster  
improvement of  
initial teacher  
education**

**The 1998 Conference in Melbourne**

The 1998 ATEA conference was a resounding success according to the records that have survived and, as one of the 36 delegates who wrote conference evaluations commented, the ‘conference organisation was simply the best – thorough and imaginative preparation, great result’.<sup>16</sup> Held at the Hilton on the Park in Melbourne, July 4 to 7, the theme was ‘Teacher Education: Creativity and Challenge’. The event opened with the Wurundgeri Welcome Ceremony. There was both a ‘best paper’ award of \$300

sponsored by Monash University, won by Dr Kay Martinez, and a keynote speaker's award which was presented to Rosalie Kngwarraye, Veronica Perrule, and Marilyn Woolley for their presentation on the 'The Intelyape-Lyape Project. A Case Study of Indigenous Teacher education in Australia'. There were 149 conference registrations, 11 invited participants, and International delegates accounted for 26% of registrants.<sup>17</sup> One notable absence from the conference was that of long-time SPATE/ATEA supporter, Maurice Hale (mentioned earlier in Chapter 3), who had written to President Hatton to convey his apologies and those of his wife Audrey. The cost of the conference for two and a half days was \$400 and one delegate reported that they thought the conference fee was 'pricey' and that there was a 'need to keep costs down'. The conference managed to have a final surplus of \$15, 756.30, not including a first instalment payment to the Hilton venue of \$1500 or the \$3000 advance from the ATEA Executive.

*Maurie would regularly come to ATEA conferences at his own expense, probably for the better part of ten or twelve years, maybe fifteen years after he retired. He was gone from [Wollongong Teachers College] when I came. But I was one of the young ones who ... went to ATEA conferences and because I was ex-Wollongong, he'd always sit next to me. And he'd be so assiduous and incisive in his questions, without favour and new presenters would come in and say, 'oh that old white-haired bastard is here' because he had a reputation of asking questions that really got underneath.*

**Ted Booth on Maurice Hale.**

A feature of the 1998 conference was a series of four symposia by senior education academics aimed at keeping teacher educators abreast of the important discussions in which policy makers and ATEA were engaged. Professors Richard Bates, Leo Bartlett and Mary Kalantzis presented a symposium entitled 'Societal Contexts for Change in Teacher Education'; Professors Adey and Bates, and Barbara Preston reported on 'Preparing a Profession – the Future of the Report of the National Standards and Guidelines for Initial Teachers Education Project.' Professors Bates and Bartlett teamed up again to present two further symposia: 'Teacher Education and the EdNA Service Directory' and 'Praxis in the Reform of Contemporary Initial Teacher Education.' Aside from these symposia and the regular program of refereed and unrefereed conference papers (which were all published at the new ATEA website) there were also three pre-conference workshops: 'Schooling the Violent Imagination', 'Calling Classroom Action: Commentary as an Observational Strategy' and

‘Introduction to the SCOPE Program’. This program spoke to the vibrant nature of the research community that had grown up within and around ATEA.

Unfortunately for the association, the 1998 conference was to be the last ATEA annual conference until 2001. Through the secretary, Ross Brooker, the 1997/1998 Executive had, it was clear, tried to arrange at first a conference, and then a ‘forum’ to be held in Brisbane in 1999, but this was unsuccessful.<sup>18</sup> Nevertheless a forum was held at the Toorak Campus of Deakin in July that year, sponsored by AARE and the ACDE.<sup>19</sup> There was also an ATEA event held inside the AARE 2000 conference held in Sydney, but the absence of a full conference meant that the association was not able to hold an Annual General meeting of members, or to elect a new Executive. Still the new Executive of 1998/1999 started its term in July 1998 with high hopes.

*Figure 5.3 ATEA Executive July 1998- June 1999*

<b>President</b>	<b>Leo Bartlett</b>	<b>Central Queensland University</b>
<b>Secretary</b>	<b>Ross Brooker</b>	<b>Queensland University of Tech.</b>
<b>President Elect</b>	<b>Trevor Hutchins</b>	<b>Deakin University (Burwood)</b>
<b>Treasurer/ Newsletter Ed</b>	<b>Alison Mander</b>	<b>No institution given.</b>
<b>Journal Editor</b>	<b>Elizabeth Hatton</b>	<b>Edith Cowan University</b>
<b>Members</b>	<b>Jennifer Sumison</b>	<b>Macquarie University</b>
	<b>Graeme Hall</b>	<b>Eatons Hill State School</b>
	<b>David Tripp</b>	<b>Murdoch University</b>
	<b>Teresa De Fazio</b>	<b>Victoria University of Technology</b>
	<b>Terry Lovat</b>	<b>University of Newcastle</b>

### **The New Executive from the July 1998 AGM**

The new Executive, reduced in number by two, included some new faces. The new President was Professor Leo Bartlett of the University of Central Queensland. Immediate Past President Elizabeth Hatton had won the editorship of the journal, while Ross Brooker stayed on as secretary (see Figure 5.3 above). The previous treasurer, and long-time ATEA member, Terry Simpson, had retired in the previous May and the Executive thanked him for his ‘outstanding’ service to the association. When Rosemary Mulraney resigned too, Alison Mander assumed the role of treasurer, as well as taking on the editorship of the ATEA newsletter. Teresa De Fazio from Victoria University of Technology took up the task of devising a promotional strategy

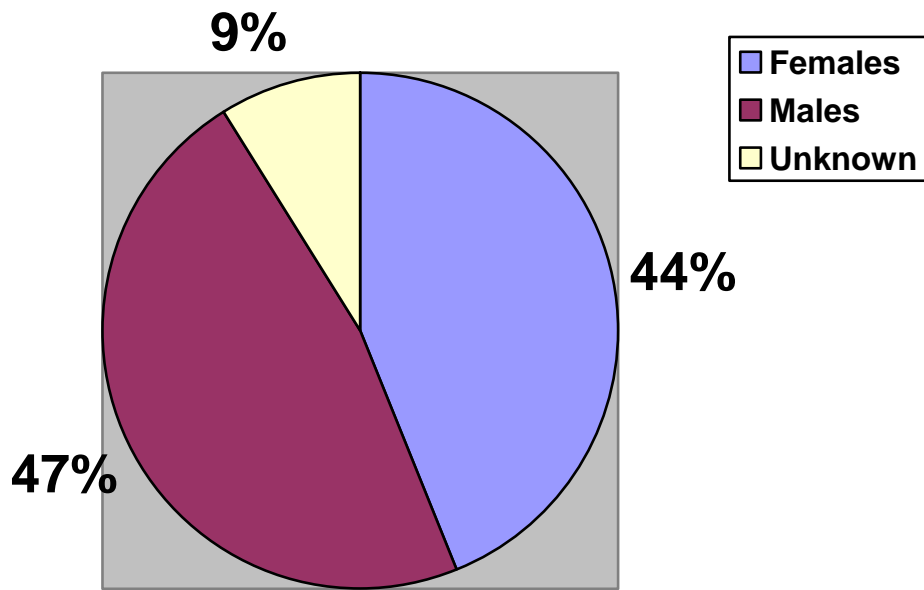
for ATEA. In February 1999 she presented a thirty page report entitled ‘Report on Strategies for Promoting ATEA’. The report included updated fliers, membership forms, sample posters, survey instruments, lists of key people to contact to assist in promotion, advertising strategies, and a timetable for implementation. Other ATEA members were busy on the association’s behalf. For example, several key long serving ATEA members – Kym Adey, Graeme Hall, Rosie LeCornu and Kay Martinez – were approached in January 1999 to act as ATEA ambassadors at the ICTED Conference in Hong Kong in February. Professor Leo Bartlett represented ATEA on the National Education Forum at this time. The committed and enthusiastic voluntary activity of the previous Executive looked set to continue. Nevertheless, without a full conference, usually held in July, the association floundered in 1999. Before looking more closely at what can be pieced together about what actually happened, it is worthwhile examining the characteristics of the ATEA membership, since the one full list of members that survives from the decade of the 1990s was for 1998.

**Key Priority:  
To increase the  
membership  
base of ATEA**

#### **A Closer Look at the Membership – 1998**

According to the 1998 list of financial members, there were 734 financial members in 1998 when the membership fee was \$105.<sup>20</sup> In terms of sex, there were 322 females or 44%, 346 males (47%) and 66 (9%) were unable to be allocated, including several under the name of ‘Principal’ or ‘Director’ (Figure 5.4 below). ATEA’s strategic goal was said to be achieved if the organisation had 300 members by Christmas 1997, and the plan seems to have been a resounding success in this area. In terms of qualifications and academic titles, the list shows that just over 49% of the membership possessed doctorates, and in the same list 20.5% were either Professors (11%) or Associate Professors (9.5%) (Figure 5.5 below). This can be compared to 59% of members in the AARE with a doctoral qualification in 1994.<sup>21</sup> The second characteristic that can be noted is that the universities provided the vast majority of the membership, and private providers, the least number (Figure 5.6). Drilling down even further among the universities themselves, Deakin, Melbourne, Queensland and the Australian Catholic Universities were strongholds for ATEA, while Flinders, Swinburne and Ballarat were the least represented (see Figure 5.7 on the 1998 membership by university).

*Figure 5.4 Breakdown of ATEA Memberships 1998 by sex*



*Figure 5.5 Breakdown of ATEA Memberships 1998 by percentage of Qualifications or Academic Title*

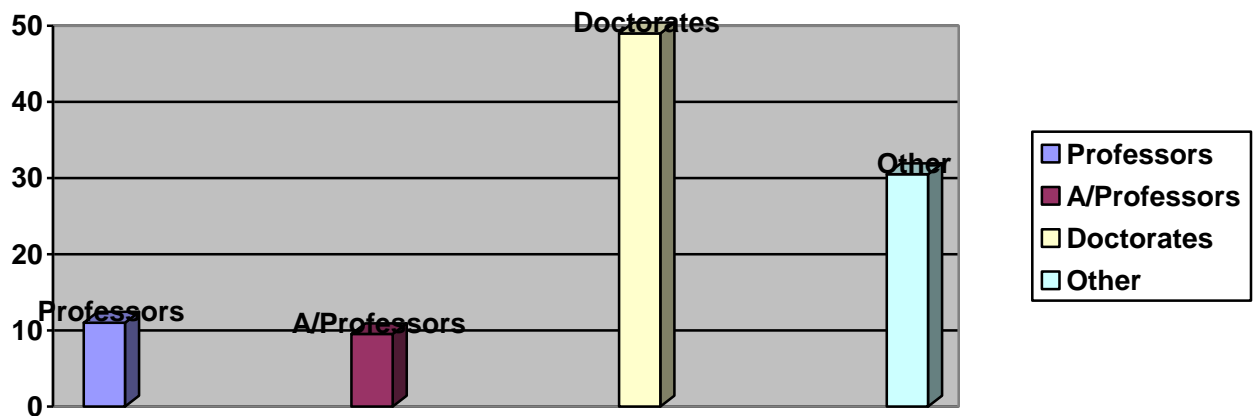


Figure 5.6 Institutional sources of ATEA Memberships 1998

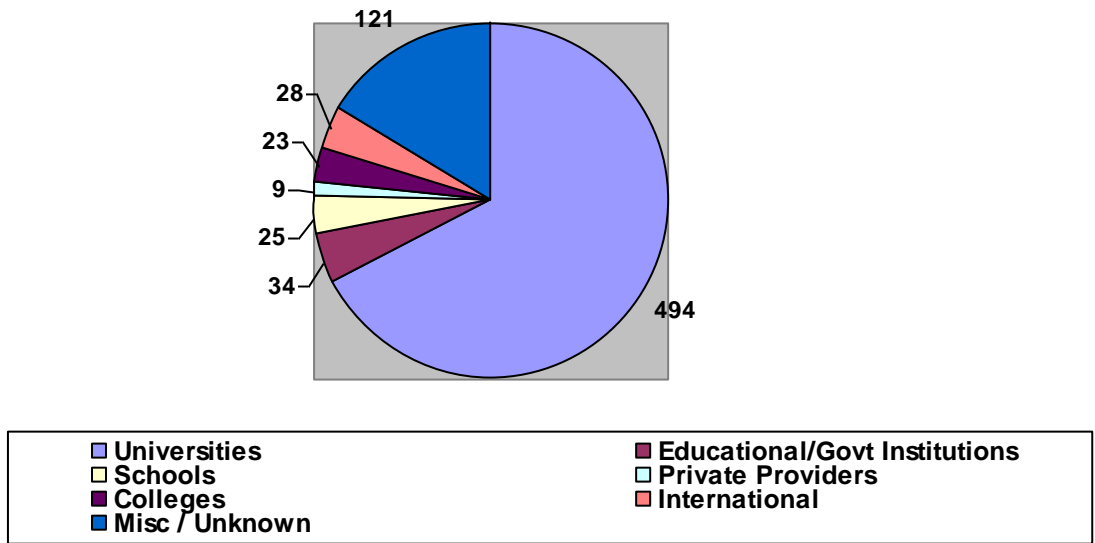
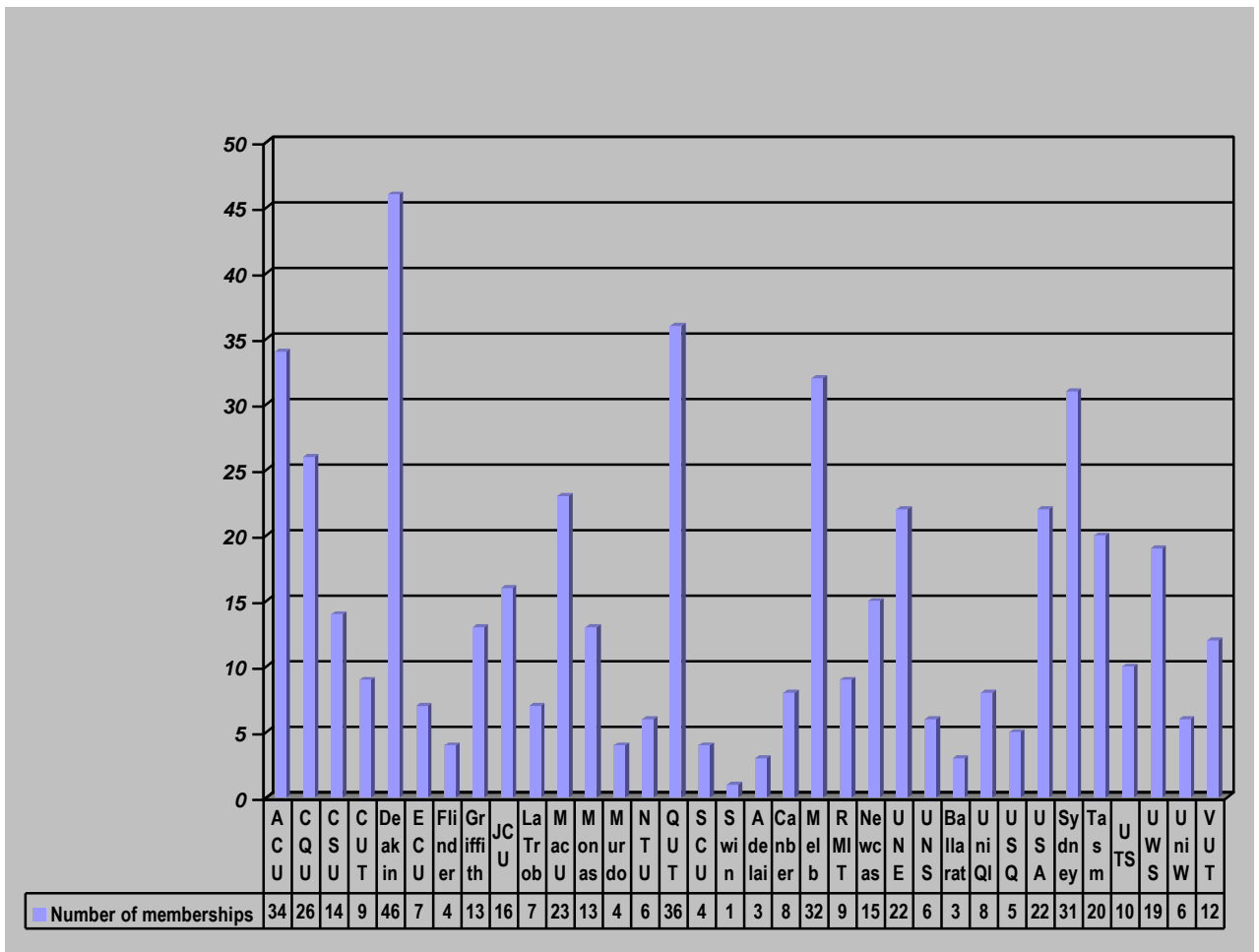


Figure 5.7 Breakdown of ATEA Memberships 1998 by University



## **Almost the End of ATEA**

After all of this success and purposeful activity, the events that created the conditions for the decline, and relative extinction, of ATEA from mid to late 1999 and all of 2000 are difficult to discern from the documents that exist in ATEA's archive and from other sources. As usual, in early 1999, the Secretary sent out the call for nominations for office bearers for the year 1999/2000 to be returned by 7 May. There were a number of nominations received, but without a conference where an Annual General Meeting could be held, they simply languished. There are hints in the record that all was not well by March, when President Bartlett wrote in his newsletter 'Comments' column that the 'different membership' of the new Executive 'had resulted in some discontinuity' and that it was not possible in 1999 to discuss the important issues in Initial Teacher Education (ITE) at the annual conference 'due to a prior decision of the previous Executive not to schedule the event'.<sup>22</sup> In June the Secretary replied to a 'cranky' letter in the same vein that a 'breakdown in conference linked processes put in place by the previous executive made it impossible to hold a traditional conference this year'.<sup>23</sup> By July the hints of trouble in the association multiply. For example, one member withdrew her nomination to the Executive due to other and work commitments – but thanked President Bartlett for his 'perceptive leadership during this difficult time'. On this letter is a notation to 'cc' the 'outgoing association secretary'.<sup>24</sup>

Further, a member of the 1998/1999 Executive wrote a long confidential memo to the ATEA Executive entitled 'Why continue the ATEA?' in which the author stated that there no use in going on until the Executive had acquired an itemised budget as a matter of urgency. The writer claimed that the contract with the journal's publisher Carfax needed to be ended as the cost of the journal per member per issue was placing unrealistic demands on ATEA's budget. ATEA was paying Carfax a fee per issue per member, and with membership subscriptions only \$105, this left ATEA with little money to carry out all of its other tasks, including produce the newsletter three time per year, the latter costing about \$12 per member. Even with 100 members, and the author noted that the Association had nowhere near that number, ATEA was in financial difficulty before attempting any activities. Clearly, something had to change. Was the association to continue or was it to wind-up in June 2000? The author's

recommendation was to make the journal an ejournal and to abandon the print form, and Carfax, although the author acknowledged President Bartlett's concerns about the proper conduct of 'business' with the publisher.<sup>25</sup> In relation to finances, other areas needing attention were membership and conferences. The author wrote: 'We've always seen them as connected of course, but we've only just learned exactly how intimately connected they are.' Conferences had not been as financially beneficial as they had in the past (this had been noted by others arising from the fact that economy-conscious universities were charging hefty fees for their facilities and this was eating into the slim margins upon which voluntary academic associations like ATEA operated). Local meetings were suggested as a way 'to get the association moving again'. Thus after mid 1999, there were signs that ATEA was in trouble. Despite the claims above though, the journal seemed to continue seemingly unaware of the strain it was causing.

### **The Journal**

Evidence that the journal had a life of its own above and beyond the association that ran it, and upon which it occasioned a great financial outlay, can be inferred from the fact that the languished state of ATEA in the latter part of 1999 did not cause the journal to falter in these troubled years. As has been noted in the previous chapter, in 1997, Secretary Brooker had communicated to Carfax that ATEA had decided, as long as Carfax agreed to six new conditions, that the association would extend its contract with the publisher until 2002. Carfax agreed. The contract with Carfax was to come under further scrutiny in 1998 when the editorship of the journal changed hands.

Max Walsh's editorship gave way to that of Elizabeth Hatton, with his final issue the first number of volume 26 in 1998. Walsh wrote: 'I enjoyed the task as editor, onerous though it was. The journal will continue in new hands and will continue to grow in distribution and status.'<sup>26</sup> Acting Editor Hatton in the next issue wrote, in thanking Editor Walsh for his term over the previous seven years, that he had 'experienced difficulties in continuing his Editorship from the Philippines, where he is currently undertaking a new and demanding role for the Project on Basic Education (PROBE).'

<sup>27</sup> After submissions from herself and one other candidate for the editorship, ATEA's Executive awarded Hatton the role. She assumed the full mantle at an interesting time,

when its publisher Carfax was under a takeover from Taylor and Francis. This led to a minor flurry of activity.

In late November 1998 the Journals Commissioning Editor of academic publishers Blackwell, in the wake of news that Carfax was about to be taken over by Taylor and Francis, and hoping that her approach was not ‘inappropriate for any reason’, wrote to Hatton sounding ATEA out on a possible take over of the journal.<sup>28</sup> Then on 2 March 1999 publisher Jerry Mayer, on behalf of Taylor & Francis, Routledge and Carfax, wrote to ATEA to invite them to a ‘round table’ at the Sydney Hilton to discuss the ramifications of the take-over for their imprints. Jennifer Sumison attended the round table on ATEA’s behalf. Today this arrangement with Taylor and Francis continues.

## **Conclusion**

This chapter has shown that the importance of the annual conference as a generator of membership, research and engagement cannot be underestimated in the life of a voluntary professional association. This importance is underscored by the difficult years for ATEA as the millennium approached when the annual conference effectively ceased to be held for two years. The 1997 executive had tried to plan for future conferences. In anticipation of the normal procession of the association’s calendar, it had produced a document called ‘General Guidelines for Conference Organisers’.<sup>29</sup> Further the planning for the 1998 conference in Melbourne was proceeding well and the 1997/1998 Executive projected hopefully that the 1999 event would to be held in Canberra and the 2000 conference in Sydney. When the latter venue fell through, the Executive thought that Brisbane might hold it.<sup>30</sup> In the end, full conferences did not occur in either 1999 or 2000, and while smaller events were mooted and held, 1998 witnessed the last Annual General Meeting of the ATEA until a re-grouping occurred in 2001. Before moving on to explore the history of ATEA in 2000s, the analysis of the journal continues in an expanded form in the next chapter.

Chapter 6  
the journal 1973-2007  
research directions

It became the pattern from a very early period that professional bodies in the academic discipline of Education, and especially those with academic membership, set up their own journals. These were typically produced in-house and their reach was limited to members, although institutional libraries could subscribe. In Australia in the 1970s and 1980s the Association journal was both a badge of privilege and a testament to the ambition and vision of Education academics given there were so few journals devoted to educational research at the time. Most Association journals developed during those decades, and many still exist, but are now typically located with commercial publishers and available to an extended readership (even though an Association might host the journal and provide the editorship). They have morphed from the humble and homespun, through to high quality hardcopy and increasingly into the fluid and instantly accessible space of the internet. The latter development has typically led to back copies of journals being scanned and in effect revived for modern knowledge consumption. This is in fact the story and trajectory of the ATEA journal. Currently known as the *Asia-Pacific Journal of Teacher Education* (from 1995), it was set up in a modest way in 1973, and was taken on by Carfax Publishing in 1989. The journal then became available online in 1996. In 1998 Carfax was taken over by Taylor and Francis and continues to publish the journal in both electronic and hard copy format.<sup>1</sup>

In that first year of its existence as the *South Pacific Journal of Teacher Education* most of the articles were intended for a much different purpose and audience than the conceptually sophisticated, internationally savvy articles of the 21<sup>st</sup> century. For one thing they were directed at the basics. Under Warren Lett, who was located at LaTrobe University in Victoria, the very first articles focussed on what was happening in teacher education and were aimed at building a ‘new’ academic community and encouraging interest in undertaking research and sharing information about teacher education. Interest in the professional standing of teacher educators and their programs was as strong then as it is now, however, in the 1970s the system

was structurally diverse and primarily driven by the demands of State Departments, whereas today it is primarily located in universities and subject to a greater range of external ‘forces’, including those associated with new technologies, globalisation and research competition. Such pressures have all been canvassed in one form or another in recent journal editorials including the need for teacher educators to engage in research. As noted in previous chapters this last has not occurred without resistance, as is evident in Hatton’s final editorial: ‘The notion that teacher-educators can get by merely by being consumers and synthesizers of the knowledge produced by others demeans both teacher educators and their students’.<sup>2</sup> Throughout its history, the journal was the chief vehicle through which ATEA both encouraged and enacted commitment to knowledge creation and dissemination in the professional domain of Australian teacher education.

To gain some sense of the growth and development of the journal as a vehicle for new research knowledge, the following provides an analysis of a total of 621 articles from 1973-2007. The articles were coded for year and issue; location of main editor; location and number of authors; level of education with which authors were concerned; and main topic focus of the article. Content was analysed on the basis of title and keywords (excluding review articles and items that were clearly not intended as formal articles). The keywords (in the form of primary and secondary descriptors) were extracted from the Australian Education Index (AEI) entries and checked against the actual article if the main focus or level was not clear. Also because a number of volumes from the earliest years were not indexed, descriptors were developed and applied to these articles based on both a reading of them and the descriptor groups identified for later volumes.

To assist in the analysis the material was entered into SPSS software, generating frequencies and percentages, and enabling cross-tabulation where pertinent. If results were statistically significantly different ( $P \geq 0.05$ ), then that is indicated in the discussion below.

### **The number and location of authors**

For the 621 articles included in this investigation there were exactly 900 authors. The extent to which there was multiple authorship showed a change over time. In a

decadal analysis (1970s, 1980s, 1990s, 2000s) the differences were significant. In the 1970s the average number of authors per article was a little more than one, then increased in the 1980s continuing through the 1990s until by the 2000s it was two. While the number of authors ranged from one to eight, very large numbers of authors were rare. While a number of authors were published twice or more this was not typical. Most articles (63%) had one author, 24.5% had two, 8% had three, 2.7 % had four, 1% had 3 and, as indicated above, one had 8.

**Table 6.1 Location of first author by institution**

Australia	First author % of total N=621	% of all authors N=900	Other Country/ International	First author % of total N=621	% of all authors N=900
ACT	2.6	2.3	Canada	1.6	2.0
NSW	26.2	27.9	China	0.8	1.1
Qld	18.2	20.3	Fiji	1.6	1.1
SA	6.6	6.2	New Zealand	3.4	3.0
TAS	1.3	1.7	PNG	0.8	1.0
VIC	16.9	17.0	Singapore	1.3	2.1
WA	6.9	7.6	UK	2.1	2.0
Other Aus.	3.1	3.9	USA	2.4	2.8
			Other	4.2	1.1
	<b>81.8</b>	<b>86.9</b>		<b>18.2</b>	<b>16.2</b>

As Table 6.1 shows, of the 900 Authors, 188 or 21% did not give their location as an Australian institution and are referred to in the table above as ‘international’. Authorship is grouped under Australian and international and percentages are given for all first authors (N = 621) and total authors (N = 900). The institution or other location of 3% of first authors and 3.9% of all authors was not given (for example some national institutions were multi campus and the campus was not reported). The Northern Territory was not represented among authors.

Over 9% of the international first authorship of articles came from New Zealand, the countries of the United Kingdom, United States of America and Canada. The ‘Other’ group comprise Brunei, France, Hong Kong, Israel, Jordan, Malta, Netherlands, Pakistan, Philippines, Portugal, Taiwan and Turkey.

First authorship in Australia is dominated by NSW institutions. When consideration of the location of all authors is taken into account there is little change in the pattern of authorship location for Australian and international authorship over time? The only minor change is a slightly higher percentage of Australian authors overall suggesting that authors located in Australia were included in teams whose first author was not located in Australia.

### **Educational level and topic of articles**

Given the focus of the journal and the scope and size of pre-service education, it is hardly surprising that just over 49% of articles focussed on ‘pre-service’ education (see Table 6.2 below), with another 3.7% devoted to developing the beginning teacher during their induction period. A further 27.2% of articles focussed more generally on teaching and students in ‘school’ without specific reference to trainee teachers. Again without specific reference to pre-service, a number of articles (11.6%) looked at teaching and students in higher education contexts or other facets of activity (for example, government policy) in relation to higher education. TAFE teacher training specifically or the TAFE system generally was the subject of three articles. In summary, the journal stayed close to core business.

*Table 6.2 Focus of article topic by educational level*

<b>Educational Level</b>	<b>%</b>
Beginning teacher	3.7
Higher education	11.6
In-service	7.7
Pre-service	49.3
School	27.2
TAFE	0.5

Without specifically suggesting a relationship it is worth noting that during the period of two editors, Lett (Victoria, 1973-1975) and Walsh (Tasmania 1994-1997), there was more emphasis on topics at ‘pre-service level’ (65%) , while Teasdale (SA, 1976-

1980) oversaw a greater proportion of Higher Education based articles than other editors (32%). Editor Turney (NSW, 1981-1987) and Williamson and Fraser (WA 1998-1993) meanwhile drew on more in-service level articles (12-15%). From the editorship of Green (NSW) onward (that is, from mid 2004) there was a slightly greater emphasis on articles that focussed on schools and school systems more generally. There is significantly more about 'school' in more recent years and less in the category 'higher education' than previously. So while early issues tended to have an emphasis on pre-service related topics, this emphasis became more diffused in later years but prominent nonetheless.

Table 6.3 below presents 16 coding categories used to identify key themes in the 621 articles. Initially each article was coded at three categories (including a code representing level and 2 topic codes), some 70 codes were then refined to the 16 as shown below, sufficient it is argued to give a strong sense of topic thrust over the period. Where decisions had to be made about multiple topics or levels it still proved possible to determine the predominant thrust.

**Table 6.3 Main focus of the articles**

<b>Category</b>	<b>Title</b>	<b>Descriptive note about article topic thrust</b>
1	Administration	Captures administration, leadership, principal's role
2	Cultural	Captures cultural differences and intercultural experiences
3	Big Picture	Captures big picture discussions on policy, national programs of education and major trends and changes and influences e.g. social on a large scale
4	History/Philosophy	Captures History and Philosophy of education
5	Practicum	Captures supervision and mentoring of pre-service teachers, partnerships with schools and classroom observation
6	Program	Captures teacher education program and curriculum
7	Profession	Captures issues such as socialisation, professional

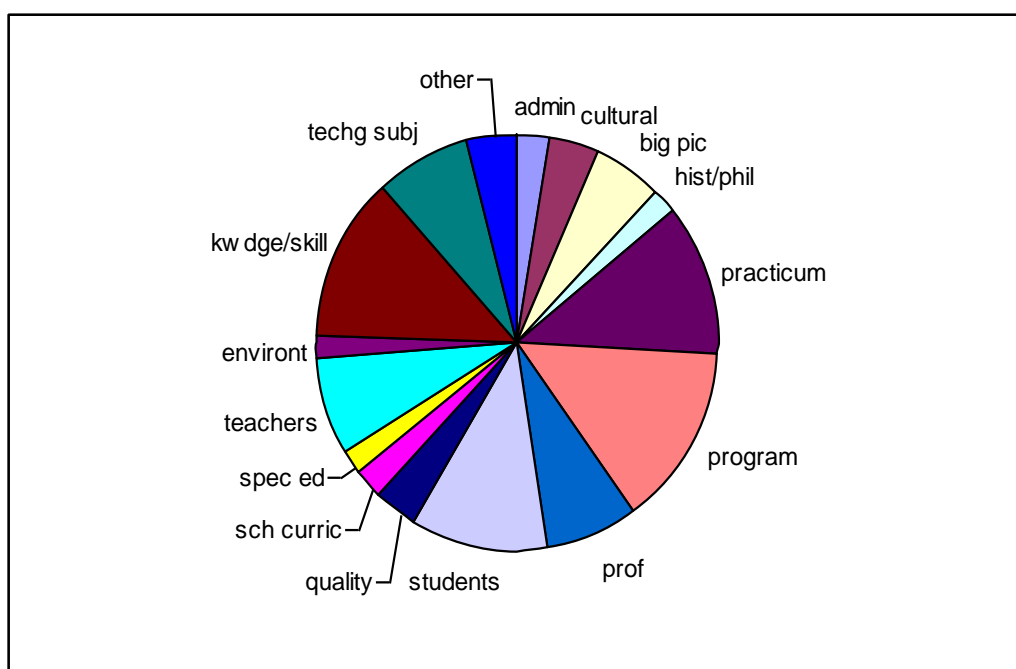
		development and the nature of the teaching workforce
8	Students	Captures student behaviour, attitudes, characteristics and beliefs
9	Quality	Captures program evaluation and teacher effectiveness, standards
10	School Curriculum	Captures curriculum and development
11	Special Education	Captures Special Education, special needs
12	Teachers	Captures teacher behaviour (includes student teachers) attitudes, characteristics and beliefs
13	Environment	Captures teaching and educational (typically school) environments
14	Knowledge/Skills	Captures teacher knowledge, skills and where the focus is on specific teaching practices
15	Subject	Captures articles where the focus is the nature of the teaching subject
16	Other	

Figure 6.4 (based on the final column of Table 6.5 below) provides information about topic by level. It shows that the main topic focus is 'program' (14.2%), followed by 'knowledge and skills' (12.9%) 'practicum' (11.8%) and 'students' (10.8%). Some 7% of articles focussed primarily on 'teaching subject', 'teachers and the 'teaching profession' respectively.

No relationship between location of first author and topic was discovered in the analysis.

Secondly, in more recent issues there were more articles about 'administration', culturally focussed issues and practicum (the finding was significant for these last two topics), whereas there were significantly fewer about program. There was also a decline in topics focussing on school subject but this was not statistically significant.

**Figure 6.4 Proportion of articles by topic area**



The next two tables provide a breakdown by topic and level. The first, Table 6.6, focuses on topic. It shows for example that 14.2% of all papers are about program. If focussing on pre-service related articles alone, 20.6% are about program, in general higher education context 14.7% and in School, 5.8%. In School focussed articles the greatest proportion is about the teaching profession, and in Higher Education are about students. Almost all administration studies are at School level.

**Table 6.5 Education level by topic of paper**

TOPIC	EDUCATION LEVEL			
	Pre-service N (%)	School N (%)	Higher Educ. N (%)	TOTAL
Program	63 (20.6%)	14 (5.8%)	11 (14.7%)	88 (14.2%)
Knowledge/skills	43 (14.1%)	28 (11.7%)	9 (12.0%)	80 (12.9%)
Practicum	57 (18.6%)	14 (5.8%)	2 (2.7%)	73 (11.8%)
Students	33 (10.8%)	22 (9.2%)	12 (16.0%)	67 (10.8%)
Teaching subject	28 (9.2%)	18 (7.5%)	2 (2.7%)	48 (7.7%)

Teachers	21 (6.9%)	21 (8.8%)	4 (5.3%)	46 (7.4%)
Profession	5 (1.6%)	35 (14.6%)	6 (8.0%)	46 (7.4%)
Big picture	8 (2.6%)	18 (6.7%)	10 (13.3%)	34 (5.5%)
Cultural	15 (4.9%)	8 (3.3%)	2 (2.7%)	25 (4.0%)
Quality	10 (3.3%)	11 (4.6%)	2 (2.7%)	23 (3.7%)
Administration	2 (0.7%)	14 (5.8%)	1 (1.3%)	17 (2.7%)
School curriculum	1 (0.3%)	12 (5.0%)	1 (1.3%)	14 (2.3%)
Special education	6 (2.0%)	6 (2.5%)	0 (0.0%)	12 (1.9%)
Environment	2 (0.7%)	9 (3.8%)	1 (1.3%)	12 (1.9%)
History/philosophy	4 (1.3%)	5 (2.1%)	3 (4.0%)	12 (1.9%)
<i>Other</i>	8 (2.6%)	7 (2.9%)	9 (12.0%)	24 (3.9%)
<b>TOTAL</b>	306 (100%)	240 (100%)	75 (100%)	621 (100%)

The next table (Table 6.7 over) shows that nearly 72% of articles about program were also about pre-service, 16% at School level and 11% focussed on Higher education. Articles focussed on ‘teachers’ quality’ and ‘special education’ were limited primarily to pre-service and school contexts. Practicum based articles were mostly in pre-service context, whereas school curriculum was similarly almost exclusively presented in the school context

There were some patterns in topic by location of editor but only two were significant. There were significantly fewer articles on practicum when the editorship was located in SA and Victoria, and significantly more on program when the editor was Victorian. Strictly speaking editorship affected pattern of topics very little, as did state of origin of author. The impact of decade was slightly more pronounced.

### **Journal quality and standing**

Throughout the late 1990s but certainly by the turn of the century, ‘research quality’ had become the watchword of many governments where higher education was primarily publicly funded. The Research Assessment Exercise based on peer review of research articles and academic esteem measures was well-established in the UK by that time, and primed by a recent NZ exercise, the Australian government was

**Table 6.6 Topic of paper by education level**

TOPIC	EDUCATION LEVEL			
	Pre-service N (%)	School N (%)	Higher Educ. N (%)	TOTAL (100%)
Program	63 (71.6%)	14 (15.9%)	11 (12.5%)	88
Knowledge/skills	43 (53.8%)	28 (35.0%)	9 (11.2%)	80
Practicum	57 (78.1%)	14 (19.2%)	2 (2.7%)	73
Students	33 (49.3%)	22 (32.8%)	12 (17.9%)	67
Teaching subject	28 (58.3%)	18 (37.5%)	2 (4.2%)	48
Teachers	21 (45.7%)	21 (45.7%)	4 (8.7%)	46
Profession	5 (10.9%)	35 (76.1%)	6 (13.0%)	46
Big picture	8 (23.5%)	18 (47.1%)	10 (29.4%)	34
Cultural	15 (60.6%)	8 (32.0%)	2 (8.0%)	25
Quality	10 (43.5%)	11 (47.8%)	2 (8.7%)	23
Administration	2 (11.8%)	14 (82.4%)	1 (5.9%)	17
School curriculum	1 (7.1%)	12 (85.7%)	1 (7.1%)	14
Special education	6 (50.0%)	6 (50.0%)	0 (0.0%)	12
Environment	2 (16.7%)	9 (75.0%)	1 (8.3%)	12
History/philosophy	4 (33.3%)	5 (41.7%)	3 (25.0%)	12
<i>Other</i>	8 (33.3%)	7 (29.2%)	9 (37.5%)	24
<b>TOTAL</b>	306 (49.3%)	240 (38.6%)	75 (12.1%)	621

looking for a system of its own. During 2006- 2007, academics were called on to rank research journals for the Australian Research Quality Framework (RQF) exercise. For some time up to that point the Government had audited academic publications, giving a class C1 to ‘peer reviewed journals’ and the ATEA journal was on the list of such journals. Further examination for the RQF indicated just how many peer reviewed journals existed in education, over a thousand, with more appearing weekly, while others lapsed. It became clear the world of journal publishing was dynamic at the edges and stable at the core, and the *Asia-Pacific Journal of Teacher Education (APJTE)* was situated at that core. Moreover, it had achieved a high status, and was accorded a position in the top 20% of journals internationally by Australian academics.

There are 54 numbers of the journal concerned with teacher education, and *APJTE* was ranked second in that ranking exercise, a finding that confirmed the journal's growing reputation in recent years. In their editorial, the editors noted:

The regard with which *APJTE* is held is evident in the regular enquiries we receive from prospective guest editors, and the encouraging response we have received to our annual call for expressions of interest for special issues.<sup>3</sup>

Teacher education and research into teacher Education receives constant public scrutiny. As *APJTE* editors also noted in the November issue in 2007 the Australian House of Representatives *Top of the Class Report* documented 'no fewer than 100 inquiries, reports and political investigations of both teaching and teacher education' over a 20 year period. The concern echoes Hatton's comment presented above that teacher education research requires serious consideration by all educators. The November issue is devoted to 'Researching Teacher Education in New Times', acknowledging the current challenge of diversity in classrooms and the importance of this in shaping the future research agenda, a challenge also noted by Cochran-Smith and Zeichner as 'the demographic imperative' in the USA.<sup>4</sup>

## Chapter 7

### ATEA IN THE 21ST CENTURY

#### New Challenges

From the nadir of 1999 when no membership subscriptions were collected,<sup>1</sup> when no annual ATEA conference was convened, and no Annual General Meeting held, ATEA has performed a minor miracle in its revival. Membership numbers have increased, there has been steady growth in the profile of the annual conferences held since 2001, and it is now recognised as the premier voice of teacher educators in Australia. At the same time, the association's journal has seen a resurgence in the number of articles published and, since 2007, an increase in the number of issues from three to four each year. From the brink of collapse, this chapter details the course of ATEA's revival. As well as documentary evidence, the chapter utilises the oral history interviews of ATEA members collected for the study. It shows how the pressures on teacher educators in the 21st century have provided an opportunity for reflection on the organisation's main areas of interest, and impetus for the organisation's growth in profile within education research. While some themes are seemingly eternal, others are specific to teacher educators in a globalised environment. Issues of ATEA's response to government policy, strategic positioning and growth, as well as the changes the organisation has undergone, were reflected on by members. The nature of ATEA's responses to these pressures and conflicts will determine its ability to position itself in a climate of growing complexity during the 21st century.

#### **'A chair in the middle of the room': ATEA is revived**

After the twilight years of 1999 and 2000, radical action needed to be taken to restore ATEA to its position as the premier organisation representing teacher educators in Australia and the Asia-Pacific. That opportunity, according to interviewees, came at an AARE forum held in Melbourne in 2000. In the records for 1998, there was some discussion of a

*What has happened to ATEA? Can you enlighten me, what is the position (or the history of its being wound up) please?*

**Maurice Hale to  
Ross Brooker in**

joint ATEA/AARE forum to be held in 1999. However, since there are no ATEA records for the latter part of 1999 and all of 2000, and since there were in fact two AARE-sponsored forums in Melbourne in 2000, it is difficult to assert the exact forum to which interviewees refer.<sup>2</sup> What appears to have happened though is that the planned 1999 ATEA/AARE forum did not eventuate until 2000. In July 2000, Bob Lingard, the President of the AARE, reported to members that: ‘This year AARE is supporting an ATEA Teacher Education strand of paper presentations in the [AARE] Conference, as well as two ATEA Forums.’ One of the forums was a conference on standards in teacher education jointly sponsored by ACSA and ACE and AARE. It was called the Professional Teaching Standards Conference and was held in Melbourne on 24-25 February 2000. The AARE President noted that AARE was:

also very mindful that a large number of our members are heavily involved in teacher education and are doing research to do with teacher professional standards, accreditation and so on (eg Laurence Ingvarson, Judyth Sachs, Elizabeth Hatton).<sup>3</sup>

The Conference on standards by all accounts was a success and received quite a bit of publicity including in *The Australian* on 28 February 2000, with a reproduction of an edited version of keynote address by Jim Keily. There was another forum entitled ‘Rethinking Teacher Education’, held at Deakin University on 5 and 6 October 2000, convened by Jill Blackmore and facilitated by Marie Brennan and Viv White.<sup>4</sup> In all likelihood, this is the forum at which the decision was taken to revive ATEA, led by Graeme Hall. Kay Martinez recalled:

it was a forum that had been called and Marie Brennan was one of the people who called it, [at] one of these crisis moments in teacher education that we’ve now all forgotten. Gone onto bigger and better crises now. There was Basil Varghese, there was you [Richard Bates], Graeme Hall, and me, Michael Seymour? We looked around and thought: whatever happened to ATEA? We need ATEA at moments like this, we need a voice and none of us was prepared to take it on as teacher educators. And here is Graeme Hall, principal

of a very complex school, not even involved as a university teacher educator saying ‘well, I’ll give it a go’ and took it on. And that’s pretty bloody gutsy.<sup>5</sup>

Of this pivotal moment, Graeme Hall recalled that some of the ATEA members were sitting together at lunch during the forum and that:

[S]omebody like Rosie Le Cornu said ‘well, you know, this is just like an ATEA conference, it’s the same people’ ... we hadn’t had a meeting, we didn’t have an executive and ATEA had no members, and obviously had no money ... [so I stood] up on a chair in the middle of the room ... and we said ‘anybody who’s interested in kick-starting ATEA again come and we’ll see what we can do’... And that’s how I ended up [ATEA] President actually, from then until it started going again. I always have to tell them [about it] ... it was sort of like ‘Eureka’ or one of those historic days.”<sup>6</sup>

Hall had taken up the challenge to lead the attempt to breathe new life into the organisation. He recalled his excitement about the process of reinvigorating ATEA, particularly with regard to the challenges of revitalising a seemingly dormant organisation. It is significant that Hall’s contribution to the revitalisation of ATEA has been noted by most interviewees as a turning point in the organisation’s history. Equally noteworthy is the fact that he represented the teaching profession, rather than academics. ATEA may be seen as a unique participant in teacher education, an organisation which provides an open forum for teacher practitioners and teacher educators to share research and interests with each other. While ATEA may not yet have had the research profile of AARE, the contact between its members and the wider teaching profession has been critical in encouraging former teachers to enter academia. Simone White, current ATEA Secretary and a senior lecturer in education at Deakin University, reflected on her decision to join ATEA in 2000: ‘When I [became a lecturer after teaching in schools] I immediately saw myself as a teacher educator so I looked around for an association that I believed would represent ... teacher education.’<sup>7</sup> In Simone White’s mind, the presidency of Graeme Hall at this time was to be expected. In an organisation of teacher educators, it made sense that a principal

*Graeme [Hall]  
has been a rock  
for ATEA through  
very troubled  
times.*

**Richard Bates**

should be in charge. Unlike other tertiary sector professional organisations, ATEA has constantly sought to maintain strong links with its practitioner base and create a mutually supportive learning environment.

After Graeme Hall's rousing action, successful moves were made to reinvent ATEA. By 2001 ATEA was in a position to convene monthly Executive meetings and to hold a conference, discussed below. Throughout 2001 the journal was a constant topic. Since Editor Hatton's period of appointment had expired, it was resolved to contact her with regard to the state of future editions regarding journal articles; to seek her future intentions; and to advise that the process of selection for a new editor would be implemented. The Executive learned that the journal was progressing well in terms of submissions to fill its editions and that Editor Hatton was available to continue. In a lengthy and wide ranging discussion on ATEA's future directions at the June 17 Executive meeting, the journal was also discussed in terms of its brief, and suggested that it should address two areas: academic issues and policy debates. Overall though for ATEA, the key questions were:

- What is happening in teacher education?
- How is ATEA's voice to be heard?
- What practical strategies are required to move ATEA forward?<sup>8</sup>

These issues were taken up at the first Annual General Meeting since 1998, held on 26 September 2001 also in Melbourne, with forty people in attendance and five apologies. Those attending created an agenda for the association to move forward including the following: to affirm the role of ATEA as a 'National Voice for Teacher Education'; to involve all states in conferences and on the Executive; to pursue coalitions and alliances with other powerful voices; to increase the appeal of ATEA beyond traditional education boundaries; and to establish links with NZ teacher education. Further President Hall reported to the meeting on various matters including once again on the journal. It was decided that the association would take 'affirmative action' to encourage content from the Asian region.<sup>9</sup> Interestingly, given the discussion regarding the naming of the association and journal throughout the early years of ATEA, culminating in the change of the association's name from SPATE to ATEA in 1988, and the journal's title from the *South Pacific Journal of Teacher*

*Education to the Asia Pacific Journal of Teacher Education* in 1995, there is a note in the 2001 minutes that ‘future discussion [is] to be held about the name of the association and the journal’.<sup>10</sup> Clearly the issue of correct nomenclature was still not resolved in the minds of some and this speaks to the unsettled nature of ATEA’s identity.

The most important item for this AGM was the election of office bearers for the first official Executive since 1998/1999, the group charged with the continuation of the work of revival. Graeme Hall remained as President, Anne Jasman from University of Melbourne, was voted President Elect, and five members were elected to the Executive: Michelle McGill (University of Tasmania), Dianne Mayer (University of Queensland), Michelle Reed (University of Southern Queensland), Ian Macpherson (Queensland University of Technology) and Richard Bates (Deakin University). The AGM amended the Constitution to make

*But there’s a group of people who, they were the people we also mentioned, Ross Brooker, Ian McPherson, who were the people who really just did the quiet work behind the scenes and kept it all going through that patch.*

**Kay Martinez**

the accounting year from 1 July to June 30 and to have annual membership coincide with that cycle. Finally, in order that ATEA fulfil its lapsed obligations under the Associations Act (ACT), a financial audit was carried out for the 1998/1999, 1999/2000 and 2000/2001. This audit report was accepted by the meeting and a Public Officer urgently sought. Barbara Preston was to be approached, and in due course, she became ATEA’s Public Officer.<sup>11</sup> The audit showed that the journal had placed some financial strain on the organisation, costing \$12, 730 in 1999; and, because of the reduction in the number of members, \$9,110 in 2001. The conference in 2001 paid its way and yielded a modest surplus of just over \$3,000. ATEA was solvent throughout the 2000s, but modestly so in the early years.

What the record for 2001 does show was that, despite monthly executive meetings, careful minuting and action sheets, few of the Executive’s ambitions were realised in the time frames allotted to them. For example, the first newsletter, mooted throughout 2001 and early 2002, did not materialise until October 2002. Despite receiving three expressions of interest for the Editorship of the Journal in 2001, the position remained unchanged until 2004. The Executive had wanted Bill Green to edit a special edition

out of the 2001 Challenging Futures Conference, to be published in 2002. Bill Green did edit a special edition, but it was the third issue in 2004. Despite this almost inevitable lag in the proposed timeframes for actions imposed by volunteerism, heavy workloads and shrinking budgets, ATEA did go from strength to strength after a faltering start.

*Figure 7.1 ATEA Executive July 2002- June 2003*

<b>President</b>	<b>Anne Jasman</b>	<b>University of Sydney</b>
<b>Immediate Past President</b>	<b>Graeme Hall</b>	<b>Queensland</b>
<b>Treasurer</b>	<b>Michelle McGill</b>	<b>University of Southern Queensland</b>
<b>Secretary</b>	<b>Ross Brooker</b>	<b>University of Tasmania</b>
<b>Members</b>	<b>Ian MacPherson</b>	<b>Queensland University of Technology</b>
	<b>Evelyn Johnson</b>	<b>Deakin University</b>
	<b>Joanne Reid</b>	<b>Charles Sturt University</b>
	<b>Alison Mander</b>	<b>University of Southern Queensland</b>
	<b>Kay Martinez</b>	<b>James Cook University</b>
	<b>Richard Bates</b>	<b>Deakin University</b>
	<b>Mary Klein</b>	<b>James Cook University</b>
<b>Public Officer</b>	<b>Barbara Preston</b>	<b>ACT</b>

One way in which the association was very effective was in injecting itself in the national policy debates of the 2000s, starting off briskly in 2002 with a Response to the Commonwealth Review of Teaching and Teacher Education, written by Anne Jasman and Kay Martinez, and dated October 2002. The ATEA response was carefully framed to advance ATEA's mission, role and function as the specific national voice of teacher educators. It argued that two years was the minimum length for a program of study that 'equips beginning teachers with enough knowledge and capability with respect to pedagogy, curriculum and assessment practices and sufficient opportunity to implement these within a variety of field contexts.'<sup>12</sup> The authors reflected on the aging profile of the teacher/teacher education workforce over the ensuing five to ten years.<sup>13</sup> This matter had been outlined the year before in Barbara Preston's work, and presented inter alia at the National Education Forum in 2001.<sup>14</sup> Commenting on avenues for professional development of teachers, ATEA's submission also discussed the reduction in activities of teacher professional associations as one of the traditional structures for professional development in much of Australia and suggested that this was another area ripe for research. They might too have been reflecting on the recent

lapse of ATEA itself when they wrote: ‘One can speculate about low morale, work intensification, change fatigue, and resistance to system-imposed change’ as the causes of this reduction in activities.<sup>15</sup>

Jasman and Martinez used the submission as an opportunity to highlight the work of members of the association and to promote ATEA’s conference and its journal. They asserted that papers in the 2002 issues of the journal reflected:

a rich and innovative development of teaching practices within teacher education and a developing evidence-base to support effective teaching practices for improved outcomes within teacher education.<sup>16</sup>

The ATEA annual conference provided opportunities for participants to share existing practices and address particular issues relevant to teacher education. They recommended the association’s website to the committee of inquiry, where conference papers could be found that showcased the diversity of ‘issues and practices’ which ‘would benefit from increased financial support to enable dissemination and further research and development.’<sup>17</sup>

In 2005 ATEA’s views were being advanced to yet another Federal Government inquiry, the House of Representatives Inquiry into Teacher Education. President Bates began the submission by stating that for over thirty years ATEA had been involved in teacher education and that the association regarded the inquiry ‘as a significant moment in the development of pre-service teacher education’.<sup>18</sup> He observed though that this was just one of many such inquiries, dating especially from the 1980 Auchmuty Report, and that none of the many recommendations from these reports had been implemented. He gently admonished the Inquiry for concentrating on initial teacher preparation in their terms of reference when ATEA clearly understood teacher education (not ‘training’) ‘as a continuum from initial education through induction and into continuing advanced professional development.’<sup>19</sup> He reminded the Committee that ATEA had supported the Report of the National Standards and Guidelines for Initial Teacher Education Project in 1998 (discussed in chapters 4 and 5), and that successive governments had allowed the plethora of standards throughout

Australia to emerge. President Bates referred also to the problem of supply of teachers highlighted by Preston, mentioned above.

*Figure 7.2 ATEA Executive July 2005- June 2006*

<b>President</b>	<b>Richard Bates</b>	<b>Deakin University</b>
<b>Secretary</b>	<b>Tania Aspland</b>	<b>University of the Sunshine Coast</b>
<b>President Elect</b>	<b>Maxine Cooper</b>	<b>Griffith University</b>
<b>Treasurer</b>	<b>Michelle McGill</b>	<b>University of Southern Queensland</b>
<b>Journal Editor</b>	<b>Jennifer Sumison</b>	<b>Macquarie University</b>
<b>Members</b>	<b>Maggie Clark</b>	<b>University of Western Sydney</b>
	<b>Graeme Hall</b>	<b>Queensland Dept Education and Arts</b>
	<b>Simone White</b>	<b>Deakin University</b>
	<b>Brenda Cherednichenko</b>	<b>Victoria University</b>
	<b>Graeme Lock</b>	<b>Edith Cowan University</b>
<b>Webmaster</b>	<b>Muriel Wells</b>	<b>Deakin University</b>
<b>Conference Convenor</b>	<b>Jan Gray</b>	<b>Edith Cowan University</b>

The problem as ATEA saw it, was not lack of advice, but lack of action.<sup>20</sup> Asserting the broad base of ATEA’s membership and their expertise, Bates wrote regarding the Committee’s fifth term of reference to ‘Examine the educational philosophy underpinning teacher training courses’ that:

As our annual conferences and journals demonstrate, it is doubtful whether there is an agreed philosophy of teacher education either across or within institutions. Indeed, this may be one of the strengths of teacher education in Australia as it provokes continual argument, debate and improvement in teacher education.<sup>21</sup>

**Interviewee:** He affirmed the impact of Australian teacher education research, most of which was conducted by teacher education staff, was considerable, as was noted by the Federal report on *The Impact of Educational Research*.<sup>22</sup>

**Interviewee:** ATEA’s Executive moved to implement its plan to reach out to other organisations, nationally and internationally, in pursuit of common purpose and shared interests. For example, Graeme Hall became ATEA’s representative on the National Education Forum in 2001,<sup>23</sup> and he was succeeded by Anne Jasman (ATEA as Chair) in 2003<sup>24</sup>, Jo-Anne Reid in 2003, Richard Bates in 2004, and Simone White

was co-opted to the Forum in 2006. Further, ATEA became a member of the Teaching Australia Network of Associations. By June 2007 Teaching Australia developed a proposal for a national system for the accreditation of teacher preparation programs, so long an issue of discussion by ATEA members.<sup>25</sup> ATEA also conducted meetings with ACDE and AARE with regard to advancing the Quality research agenda in 2005.<sup>26</sup> International linkages have also been actively sought and formed. As former ATEA President and member since 1972, Maxine Cooper commented of her recent experience on the association's executive:

**Interviewee:** We've organised ourselves with some teacher education associations in Europe and America and more globally. So, at the moment they're trying to set up a global federation of teacher education associations, and that's been quite exciting.

Aside from constructing national and global linkages, and making submissions to government, it remains to comment on two other vital areas for ATEA's ongoing operation and effectiveness: its constitution and its journal.

### **The ATEA Constitution at 1998 and 2006**

The association's executive has also moved in recent years to update the constitution, and bring it onto a firmer, more professional basis as a platform for its operations, and its serious intentions as the peak professional body for teacher educators. The ATEA Constitution was amended in September 2001 as noted above and has been revised completely since then.<sup>27</sup> The current constitution was established in 2006. It has features from the old document, but includes many of the suggested sections from the model rules for an association, available now from various government departments. The new longer constitution has a mission statement, not in the old constitution, with two items taken from the 1996 ATEA Mission Statement (given in chapter 4), as well an item on the promotion of research as a core endeavour. The 2006 document has new rules on all facets of membership; for example, there is now a long section on disciplining members, not included in the earlier constitution. The duties and powers of the Executive are more clearly and carefully delineated. The current constitution reflects the needs of a large and diverse Australia-wide association.

## **The Journal**

After her long enthusiastic stewardship of the association's journal, Elizabeth Hatton in her final editorial in July 2004 took the opportunity to reflect on the proletarianisation of teacher educator's work, especially commenting on its intensification over recent years. She suggested three areas where teacher educators could respond creatively to their predicament – through postgraduate supervision, through research and through teaching. She discussed how her own personal predicament of temporarily losing her sight, caused her to re-evaluate the disembodied discourse of researchers in the academy (specifically in her field of sociology). Her final words were ones of warning that teacher educators must take care to set goals for their students, not just try to achieve goals set by external agencies, else they will abdicate their roles as educators and become merely technicians'.<sup>28</sup>

For the first time in the journal's history in 2005, the official editorship of the journal passed to a team, rather than to an individual. The new editorial team consisted of Jennifer Sumsion, Colin Symes, David Saltmarsh and Anne McMaugh, all based at Macquarie University. In their editorial in the first issue of 2005 the new editors acknowledged Elizabeth Hatton's contribution to the journal, and her assistant at the time, Dr Mary Bastable: 'for the fine contribution they have made in shaping the journal since July 1998.'<sup>29</sup> They also acknowledged Editor Hatton's work in encouraging new researchers to publish in the journal. They would continue to sponsor generational change. Aside from this aim, they intended to broaden the journal's appeal and range of contributors, and to develop its scholarly standing. In stating this latter intention they called for papers 'that were characterized by a theoretical depth and a critical appraisal of the issues under consideration'. This tacitly acknowledged that research in teacher education had been criticised as possessing 'a relatively weak epistemological base [consisting of] small-scale and isolated studies, and variable research quality.'<sup>30</sup> Rejecting the bifurcation of theory and practice, they stated that practitioner concerns were important and would be catered for in the journal. Reflecting on the journal's remit in its name, the new editors conceptualised the journal as a site 'where east meets west in an exciting mix of cultures and traditions.'<sup>31</sup>

The editors returned to the issue of geography in their editorial in the second issue of 2006. There they posed the question: what does it mean for a journal to be international?<sup>32</sup> In order to demonstrate the geographical breadth of submissions to the journal, they published a table in which they showed that the journal (see Table 7.1 below) attracted a wide variety of international submissions that were accepted or rejected on the basis of their suitability and the quality of their research scholarship. They suggested that research in teacher education was now globalised and that concern about geography was irrelevant.<sup>33</sup> A sign of the growing international status of the journal at this time was that its publisher, Routledge/Farmer, was convinced, under the leadership of Jennifer Sumison and after some concerted lobbying by Richard Bates, to increase the issues from three to four per year from 2007.<sup>34</sup>

***Table 7.1 Manuscripts received by the Asia-Pacific Journal of Teacher Education in 2005 by country (institutional location) of the first named author and compiled by the Journal's Editors. N=93.***<sup>35</sup>

<b>Author location</b>	<b>Submissions received</b>	<b>Author location</b>	<b>Submissions received</b>
Australia	33	New Zealand	12
Barbados	1	Nigeria	1
Brunei	3	Oman	1
Canada	2	Pakistan	1
China	13	Philippines	1
Finland	1	PNG	1
France	1	Singapore	3
Indonesia	1	Taiwan	2
Malaysia	1	Turkey	8
Mauritius	1	USA	2
Japan	1	Unknown	3

The current editors must indeed be gratified that their editorial strategies have been validated in the latest draft Australian Government ERA Journal Rankings where the journal possesses an A+ ranking. This clearly reflects on the success of the mission of ATEA to raise the position and profile of Australian teacher educators. The chapter now turns to this topic and foregrounds the memories of ATEA members in the discussion.

## **Position and profile**

**Interviewee:** A major element of the difficulty ATEA has experienced over time has been its status within the wider context of tertiary education. As has been explored in previous chapters, teacher education, coming as it did from a background of practice within Teachers Colleges and Colleges of Advanced Education, suffered from a lack of prestige in the tertiary sector, especially when set against higher status faculties which were primarily engaged in research.<sup>36</sup> Former ATEA President, Richard Bates, surmises in his interview that there is a pecking order even within the field of education, and that the preparation of teachers is: ‘at the lowest of the hierarchy... way below philosophy and sociology [of education]’.<sup>37</sup> In this regard ATEA’s fluctuating attempts to gain profile and recognition arose out of the prolonged lack of status accorded to teacher educators generally, and to teachers as a homogenous group.<sup>38</sup> Maxine Cooper commented:

**Interviewee:** The influence among teacher educators and other spheres ... has [had] its ebb and flow ... To me it’s always been fairly crucial to my professional life but for some, obviously there has been times when it’s been more important and times when it hasn’t had quite the influence. I remember being very aware when I was on the Executive [when] they went through the discussions about the name change, and the idea of ATEA was important because it needed to have a voice in Australia nationally.

It can be argued that overcoming this lack of recognition of teacher educators has required more energy and commitment of ATEA members than is required in other types of professional associations whose status is well established.

This problem of professional status has been complicated in the past by ATEA’s perceived lack of recognition as a producer of highly valuable and theoretically sophisticated research. As Nuttall and others have commented:

Overall, there is a kind of circularity to the set of circumstances in which teacher education researchers find themselves at present: weak

epistemological bases and limited funding and opportunities, which lead to criticisms of research quality, which lead to limited funding, further weakening empirical bases and reducing professional standing, both within and beyond the academy.<sup>39</sup>

Indeed, Terry Lovat identified the Australian Association for Research in Education (AARE) as the predominant educational research organisation for Australia, particularly as it had its origins in the university sector; that is; prior to the amalgamations of the late 1980s. ATEA, on the other hand, has been traditionally perceived as situated within the 'CAE culture'<sup>40</sup> and, despite the amalgamations of universities and CAE occurring in the late 1980s, the problems of perception and culture continued for the next decade. It is apparent that AARE has been able to maintain this position to the present day, while ATEA's concerns have been often within pre, initial, and post-qualification teacher education. This focus on practice provides ATEA with strong links to its past but has also been a barrier to the organisation presenting itself as the 'go-to organisation for teacher educators'.<sup>41</sup> In the 2000s, through its increased emphasis on growing its membership, its academically rigorous journal and conference publications; and its responses to government reports, ATEA has once again been making a serious and sustained attempt to reposition the organisation within the focus of policy makers and educational administrators on the national stage.

Representation of teacher educators as a focus, rather than as a secondary consideration, has also been prominent in recollections from interviewees. Interviewed at the 2007 conference in Wollongong, Graeme Hall considers this is ATEA's strength:

There's no other professional association for [teacher educators] to share their work and their research about their work... [you can attend] AARE, sure, but at ATEA that's what it's all about... this is the only conference that's really for [teacher education] practitioners.<sup>42</sup>

Maintenance of purpose in such uncertain times has required the Executive and journal editors to adapt to many of the changes that have occurred within education

faculties more generally. Starting with the amalgamations under Dawkins, these transformations have included university level administrative changes where stand-alone education schools or departments have been subsumed into larger generalist faculties, adjustments to a 'client' model of education, and subsequent modification to course delivery including technological changes.

In terms of technological advances, ATEA is at the forefront of such changes. ATEA's current website includes electronic copies of past conference papers, details on membership options, and has recently established web-based networking opportunities.<sup>43</sup> While ATEA's website has been subject to many and varied changes, recent growth in membership numbers has provided the opportunity for improved service delivery and information to members and prospective members alike. Additionally, ATEA has regularly been requested by governments to participate and comment on major policy initiatives concerning teacher education. This has occasionally been seen as surprising by non-members, who may not have been aware that ATEA has been seen by government as a peak body representing teacher education in Australia. While government may not have always heeded ATEA's recommendations, the fact that the organisation was invited to submit position papers indicates the regard in which it is held by policy makers.<sup>44</sup>

### **Women at the top**

A recurring theme of the interviews conducted for this history has been the growth of women's representation at the top levels of ATEA's executive. Maxine Cooper noted for example that: 'there's been quite a gender shift and it mirrors also, the shift of women in teaching as well as in teacher education.' She recalled that when she was first elected to the executive, it was aside from herself, all-male, but that today the executive is mostly female.<sup>45</sup> Indeed, other interviewees were quick to offer this as a positive change that they had observed during their membership. For example Ted Booth observed that: 'there's an increasing number of women... they're energetic and they're strong... it speaks well for the future of this organisation.'<sup>46</sup>

Teaching has been historically constructed as a feminine occupation, and is generally placed within the social context of a lesser status occupation than, for example, science or engineering.<sup>47</sup> For some interviewees, there appear to be strong links

between conceptions of gender identification and the dominant academic structure of major universities, particularly in the two decades since the Dawkins revolution. As Kay Martinez observed:

Within teacher education there was this hierarchy... [where] the real people who were after research [were in AARE] and teacher education was about the practitioners ... [within university faculties ATEA] rarely [has] people above the rank of senior lecturer.<sup>48</sup>

This hierarchy then reflects not only powerful status differentials of academic and knowledge domains, but also historical gender structures where teacher education institutions are seen as primarily practice based, often staffed (though rarely headed) by women, and concerned with the production of teachers, again generally women. Male teachers, while in the minority amongst entrants and graduates, are significantly over-represented in executive non-teaching roles in both primary and secondary education across Australia. It is not surprising that this situation is replicated in other contexts, and, while the terminology might be different, the effect is the same.<sup>49</sup> ATEA however, now regularly goes against the status quo by appointing women to the presidency and executive. The fact that five out of the last seven Presidents have been women is testament to the significant role played by women in the 21<sup>st</sup> century incarnation of ATEA.<sup>50</sup>

### **Conferences 2001 to 2007**

It remains to discuss ATEA's conferences in the 21st century, which have experienced the same resurgence as the parent organisation. It is apparent that, from the number of papers delivered at the first conference of the 21st century, Teacher Education: Change of Heart, Mind and Action, named specifically for the ATEA resurgence,<sup>51</sup> and held in Melbourne, that members were becoming reinvigorated through the vision of members such as Graeme Hall, Kay Martinez, Richard Bates, Jo-Anne Reid, Ross Brooker, Maxine Cooper and so on. Over these years, conferences have been held in regional and capital cities, with good attendances at successive conferences. The use of Information and Communication Technology (ICT) assisted with the dissemination of materials, with conference proceedings becoming available freely through ATEA's website. It is clear however that the resurgence and increased attendance has not

detracted from what many believe is the core of the ATEA conference experience, that is, the sense of community and regard for each other's work. Many of the interviewees referred to this aspect of their ATEA experience, and it appears to be a highlight of the academic year for some teacher educators. Kaye Martinez recalls that for her, coming from a regional university, the conference allowed her to feel 'connected with the national community.'<sup>52</sup> Brian Cambourne likes the fact that ATEA conferences are places where 'people get together and network with each other' and that ATEA has avoided the cult of personality that he has observed at other professional associations' conferences. There are tribes instead of personalities who dominate. On this he commented:

**Interviewee:**

**Interviewee:** I think the cult of the personality is a bit of a worry sometimes and it's often associations conferences can just become a platform for so-called personalities to practice their personality on. I think it's a good sign that ATEA hasn't, well in my memory, I can't think of anybody that's stood out like that and commandeered and become 'a personality'. I think there are lots of different personalities that come to the ATEA conferences and you know, I love meeting them. You know, here's the Charles Sturt mob, good to see you all again, there's the Deakin mob.<sup>53</sup>

The inclusive nature of ATEA's conference is further shown by the variation in locations for the conferences of the first decade of the 21<sup>st</sup> century (see Appendix 11 for a map of the Locations of ATEA Conferences 1971-2007).<sup>54</sup> While capital cities such as Melbourne have been prominent, the domination of the east coast was broken by conferences in Bathurst and Western Australia in 2004 and 2006 respectively. Interestingly, Queensland hosted conferences in 2002, 2005 and 2008, perhaps reflecting its reputation for innovative pre- and in- service education and a lasting legacy to Graeme Hall as President at the turn of the millennium.

As was the case on other important occasions such as the birth of NATE in 1972, and the renaming of SPATE to ATEA in 1988, ICET (International Commission on Education for Teaching) came to Australia in the early years of ATEA's re-emergence. The combined ATEA/ICET conference, entitled 'Teachers as Leaders:

Teacher Education for a Global Profession', held in 2003, was an important avenue for cementing ATEA's international relationships with sister organisations. The conference included six international keynotes, ten special presentations, three symposia, two plenary panels and almost 150 papers from over twenty-five countries. It was, as one of the convenors, Tony Townsend, commented 'a truly "global" experience'.<sup>55</sup> The other convenor was Richard Bates who certainly thought that this conference was:

important in getting us up and running again. It was important financially because it was a financial success ... We had this really *international* conference and I thought that was very important in breaking ATEA out of its rather introspective view.<sup>56</sup>

The conference also led to a significant publication. A select group of 48 conference papers, edited by convenors Tony Townsend and Richard Bates, was published as the *Handbook of Teacher Education: Globalisation, Standards and Professionalism in Times of Change*. ATEA played a major part in both the conference and the publication, and thus continued to extend its contribution to the international discussion on teacher education.<sup>57</sup> President Joanne Reid, in her letter of August 20, 2003, to all 'old/new/established/lapsed and aspiring members of ATEA' wrote:

We are still on a high from the International Teacher Education conference organised by ATEA and ICET in Melbourne at the end of July ... and attracted delegates from all around the world – every continent in fact (except Antarctica)!

Further, as befits the outward looking nature of ATEA, the 21<sup>st</sup> century conferences are notable by attention to international trends in teacher education. Conference papers from academics from countries as diverse as New Zealand (2001), Oman (2003), The Netherlands (2004), Turkey (2005) and the United Kingdom (2006) have been presented, to name just a few. Many of these papers report on trends which have implications for teacher education in Australia, such as curriculum and learning, ICT and government policy. Comparisons of the requirements of international teacher education programs are often presented and these can provide insight into both

positive and negative implications for teacher educators in Australia, particularly with regard to educational policy development.

Many of the interviewees have commented on the collegial quality of conferences. Ted Booth notes that the collaborative nature of conference presentations did not come at the expense of theory, but that the theory was grounded in a strong focus on “teacher education ... and the role of beginning teachers in professional development”.<sup>58</sup> Other participants expressed similar sentiments. This appears to have been a significant change for the organisation, as prior to the revival of ATEA in late 2000, the conferences did not have the high status reputation such as held by AARE conferences.<sup>59</sup> Recent ATEA conferences have redressed that balance to a large extent, and it is apparent from the interviews that there is a deep desire from the current Executive to strategically position ATEA as a high level research organisation.<sup>60</sup>

The resurgence in status of ATEA over recent years can be demonstrated by the increasing numbers of papers presented since 2001. However, increased workload pressure on teacher educators has also been noted by members, as universities have reacted to the various and weighty government efficiency demands. In short, the trend in universities towards teaching more students with fewer academic staff is having a negative impact on these academics’ ability to attend conferences.<sup>61</sup> One member stated teacher educators have:

corporate responsibilities ... deadlines ... 200 students that they’ve got in this group for lectures, the amount of marking ... they just haven’t got time to take a few days out and [come to the conference].<sup>62</sup>

It is a testament to the enthusiasm and passion of the ATEA Executive and the willing convenors and their committees that the annual conference takes place at all and is growing in popularity and influence since 2001, and that slowly the status of teacher educators in educational research is beginning to recognise that:

*Figure 7.3 2007 ATEA annual conference (left to right) Keynote Speaker, Vicki Kubler, Mills College USA, Garry Hoban, Brian Cambourne, Maxine Cooper (ATEA President), Conference co-convenors Lisa Kervin and Julie Kiggins.<sup>63</sup>*



teacher education is not only a complex practical activity, it's also a very complex theoretical construction. There's absolutely no reason why it should be the bottom of the pecking order because the complexity it deals with is infinitely more complex than some of the traditional disciplines that have higher status.<sup>64</sup>

## **Conclusion**

Throughout the first half of the 2000s, ATEA has concentrated on playing to its strengths: a geographically diverse membership; a focus on its primary interest areas of teacher education and preparation; and a commitment to improving the status of both ATEA and teacher educators generally through a quality journal, a welcoming annual conference, increasing linkages and making its views known in the policy context. In addition, ATEA has maximised its position strategically through continuing its tradition of collegiality, setting itself apart from other bodies that operate in the same sphere. It should be noted that, in yet another report on teacher education in 2007 entitled *Top of the Class*, the work of teacher educators was belatedly acknowledged for the excellent outcomes that Australian teachers achieve.

The report also reiterated what ATEA had been saying for years: that there was inadequate funding for teacher education, for research about teacher education, for forging meaningful partnerships, and for the practicum; and that teacher education was a continuum that did not cease at graduation.

The *Top of the Class* report came at the end of a long period of conservative government. Whether the current government heeds ATEA's longheld views that it is not reports that are needed any longer, but concerted action based on research-based evidence, is yet to be seen. For over 35 years ATEA's members have been engaged in, and will continue to be engaged in, the production of such evidence through its conferences, its journal, its special reports to government, and through its partnerships with a wide variety of Australian and international organisations with similar interests to its own. ATEA, having claimed a voice in teacher education, is poised to continue to exercise its role as the premier body speaking on behalf of Australian teacher educators, who are finally starting to be recognised as central to the well-being of Australia in the challenging decades ahead.

## Chapter 1 Historical Background Notes

- <sup>1</sup> Judyth Sachs, 'Revisioning teacher education', *Unicorn* volume 23 (2) July 1997: 46-56, p. 47.
- <sup>2</sup> D. Crane, *Invisible Colleges: Diffusion of Knowledge in Scientific Communities*, Chicago University Press, Chicago, IL. 1972, cited in Fitton Rowland, 'Print Journals: Fit for the Future?' *Ariadne*, Issue 7, January 1997, <http://www.ariadne.ac.uk/issue7> [accessed January 2008]
- <sup>3</sup> Tania Aspland, 'Changing Patterns of Teacher Education', *Educational Research and Perspectives* volume 33 (2) 2006: 140-163, p.143.
- <sup>4</sup> E. J Braggett, *From Convict Era to Modern Times: Newcastle East School 1816-1966*, Newcastle: Newcastle East Public School Parents and Citizens' Association, 1966. The school that Wrenford established is known as Newcastle East Public School and is the oldest continuously operating school in Australia.
- <sup>5</sup> Frank Murray, '1820s NSW - early education of the Irish emancipists' currency lads and lasses', *Descent*, volume 38 (2) June 2008: 78-82, p.79.
- <sup>6</sup> Malcolm Vick, 'Building "Professionalism" and "Character" in the Single-purpose Teachers College, 1900-1950', *Australian Journal of Teacher Education* volume 28 (1) May 2003: 40-50, p.40.
- <sup>7</sup> Tania Aspland, 'Changing Patterns of Teacher Education', 2006, p. 145.
- <sup>8</sup> Terry Lovat, and Julie McLeod, 'Fully Professionalised Teacher Education: An Australian study in persistence', *Asia-Pacific Journal of Teacher Education*, volume 34 (3) 2006: 287 – 300, pp. 288-289.
- <sup>9</sup> Vick, 'Building "Professionalism"', 2003, p.40.
- <sup>10</sup> Joce Nuttall, Sally Murray, Terri Seddon, and Jane Mitchell, 'Changing Research Contexts in Teacher Education in Australia: Charting new directions', *Asia-Pacific Journal of Teacher Education*, volume 34 (3) 2006: 321 - 332, p.332.
- <sup>11</sup> See Willard, *British Research in Education; Some Aspects of its Development* in H. J. Butcher, H. B. Pont, *Educational in Britain*, London: University of London, 1973, pp.13,16.
- <sup>12</sup> John Cleverley in .A.D. Spaul, *Australian Teachers: From Colonial Schoolmasters to Militant Professionals* Melbourne: Macmillan, 1977, pp. 84-85.
- <sup>13</sup> The NEF Conference was organised by Australian Council for Educational Research (ACER) itself founded in 1930 by an American philanthropic organisation, the Carnegie Corporation, that also sponsored the conference. The speakers came mainly from North America and Europe, including some of the leading educationists of the period. It was the largest conference in Australia with over 8600 individual enrolments with 300 papers from speakers who traveled around the country. Dr. K.S. Cunningham, Director of the ACER, declared that it received remarkable newspaper publicity, and education became the topic around the country, never known in Australia, for a short time.
- <sup>14</sup> A.G. MacLaine, *Australian Education. Progress, Problems and Prospects*, Sydney: Novak, 1971, pp.4-5.
- <sup>15</sup> W.E. Anderson, 'To See Ourselves...' -Australian Education as Viewed by Overseas, *Australian Journal of Education*, volume 10 (3), October 1966: 235-7.
- <sup>16</sup> Di Gardiner and Tom O'Donoghue, 'Robert George Cameron: the First Professor of Education at UWA, 1927-1954, University of Western Australia', *Australian Journal of Teacher Education*, volume 28 (1) May 2003: 1-14, p.12.
- <sup>17</sup> B. Bessant, *Schooling in the Colony and the State of Victoria*, La Trobe University: Centre for Comparative and International Studies in Education, 1983, p.106.
- <sup>18</sup> Gerald Burke and Andrew Spaul 'Australian Schools: Participation and Funding 1901 to 2000' *Year Book Australia*, 2001 <http://www.abs.gov.au/Ausstats>.
- <sup>19</sup> Ivan S. Turner in .A.D. Spaul, *Australian Teachers*, p.106.
- <sup>20</sup> L.M. Shears, 'The Training of Teachers for Primary Schools', *Australian Journal of Education*, volume 2 (3), November 1958: 185-192.
- <sup>21</sup> *Ibid.*, pp.186-8.
- <sup>22</sup> A.G. MacLaine and R. Selby Smith (eds), *Fundamental Issues in Australian Education. A Book of Essays and Readings*, Sydney: Novak, 1971, pp.6-8
- <sup>23</sup> *The Age* newspaper, on 28 August 1972 noted that 'a substantial public opinion survey to measure of the rating of 135 occupations in Australia placed the doctor, university professor, solicitor and architect at the top of the scale. The secondary school teacher was ranked 27th... primary school teacher...45th place, with much the same status as a social worker, air hostess and radio announcer'.
- <sup>24</sup> MacLaine and Selby, pp. 323-4.
- <sup>25</sup> *Ibid.*
- <sup>26</sup> B. Bessant and A. Spaul, *Politics of Schooling*, Carlton Victoria: Pitman Publishing, 1976, p.156.
- <sup>27</sup> Dean Pierides, 'Teacher education and its policies in Australia: Making space for a new Urban Education project', *Penn GSE Perspectives on Urban Education* volume 4 (1) 2006: 1-8, p.2.

<sup>28</sup> B.K. Hyams, 'Teacher Education in Australia: Historical Development' in J.J. Auchmuty, *National Enquiry into Teacher Education (Australia)*, AGPS: Canberra, 1980, p.259

<sup>29</sup> Kerry J. Kennedy, ed. *Reshaping Teacher Education: Faculty Renewal or Organisational Downsizing?* Canberra: Australian Curriculum Studies Association, 1994, p.6.

<sup>30</sup> Barbara Preston, 'Issues concerning Teacher supply and demand to 2005: projections and context', Notes for a presentation to the National Education Forum ACT, 3 March 2001, p.4.

<sup>31</sup> In Kennedy, *Reshaping Teacher Education*, p.17.

<sup>32</sup> Terry Lovat and Julie McLeod, 'Fully Professionalised Teacher Education: An Australian study in persistence', *Asia-Pacific Journal of Teacher Education*, volume 34 (3), November 2006: 287-300.

## Chapter 2 1970s Notes

<sup>1</sup> Malcolm Vick, "'It's a Difficult Matter": Historical perspectives on the enduring problem of the practicum in teacher preparation', *Asia-Pacific Journal of Teacher Education*, volume 34 (2), 2005: 181-198, p. 186. Vick describes teacher education as 'fundamentally and inescapably a collaborative task' that involves many stakeholders, especially teacher educators and the schools.

<sup>2</sup> Jo May, 'A child of change: the establishment of the Open Foundation Programme in 1974', *History of Education Review*, volume 34 (1) 2005: 51-62, p.52.

<sup>3</sup> Edgar Faure and others, UNESCO, *Learning To Be*, Rome, 1972, p.xxxiii. available at <http://unesdoc.unesco.org/images/0000/000018/001801e.pdf>

<sup>4</sup> B. McGaw, D. Boud, M. Poole, R. Warry, and P. McKenzie, *Educational Research in Australia*. Report of the Review Panel, Strategic Review of Research in Education. Canberra: AGPS, 1992, p.23.

<sup>5</sup> W.F. Connell, *Australian Council for Educational Research 1930-1980* Melbourne: ACER, 1980, pp. 225-226. The AARE established in 1970 'out of a desire for a national organisation.' The first conference was held in Sydney in November 1970 and was organised by Macquarie University. One hundred people attended. M.J. Dunkin the first Secretary of the AARE.

<sup>6</sup> Formed in 1972, see the ANZCIES website, [www.anzcies.org](http://www.anzcies.org) (14 August 2006)

<sup>7</sup> John McMahon, 'ANZHEs The First Twenty-Five Years' downloaded from the ANZHEs website (14 August 2006).

<sup>8</sup> See the UCET website <http://www.ucet.ac.uk> (accessed 27 November 2006). The North American association is much older however: the Association of Teacher Educators (ATE) was founded in 1920. See Allen D Patterson, Dorothy M. McGeoch, Hans C. Olsen, *A Brief History of the Association of Teacher Educators, 1920-1990*, second edition, Association of Teacher Educators, Reston, Virginia, USA, 1990.

<sup>9</sup> Gary McCulloch, 'Forty Years On: Presidential Address to the History of Education Society, London, 4 November 2006', *History of Education*, volume 36 (1), 2007: 1 – 15, p.3.

<sup>10</sup> Edith A. Rusch and Catherine Wilbur, 'Shaping Institutional Environments: The Process of Becoming Legitimate', *The Review of Higher Education* volume 30 (3), Spring 2007: 301–318.

<sup>11</sup> Berit Karseth, and Monika Nerland, 'Building professionalism in a knowledge society: examining discourses of knowledge in four professional associations', *Journal of Education and Work*, volume 20 (4), 2007: 335 – 355, p.336.

<sup>12</sup> *Ibid.*, p. 349.

<sup>13</sup> *Ibid.*, p. 350.

<sup>14</sup> Will Morony, 'Teacher professional associations as key contributors to the effectiveness of teachers work', paper presented at the Fifth UNESCO\_ACEID International Conference, Reforming Learning, Curriculum and Pedagogy: Visions for the New Century' Bangkok, Thailand 13-16 December, 1999, p.2. [available online via ERIC]

<sup>15</sup> Bob Bessant and Allyson Holbrook, *Reflections on Educational Research in Australia: A History of the Australian Association for Research in Education*, Coldstream: AARE, 1995, p.19.

<sup>16</sup> Alan Barcan in A.D. Spaul Australian Teachers. *From Colonial Schoolmasters to Militant Professionals* Melbourne: Macmillan, 1977, pp.150-151.

<sup>17</sup> Bessant and Holbrook, *Reflections on Educational Research*, p. 23.

<sup>18</sup> Clive James, once wrote that 'in 1949 Menzies was elected, then nothing happened.' in Greg Pemberton "'Old dead tree" is overtaken by change' *The Weekend Australian*, January 2/3, 1993.

<sup>19</sup> Alan Barcan *A History of Australian Education* Melbourne: Oxford University Press, 1980, p. 346.

<sup>20</sup> A.D. Spaul & Bob Bessant, *Teachers in Conflict* Melbourne: Melbourne University Press, 1972, p. v.

<sup>21</sup> W.F. Connell, *Reshaping Australian Education 1960-1985* Melbourne: ACER, 1993, p. 404.

<sup>22</sup> Stuart Macintyre *The Cambridge History of Australia* Melbourne: Cambridge University Press, 1999, p. 231.

- <sup>23</sup> Patricia Grimshaw, Marilyn Lake, Ann McGrath & Marian Quartly, *Creating a Nation*, Penguin Books 1996, p.305.
- <sup>24</sup> The Cohen Report on Teacher Education 1973-1975, p. xi.
- <sup>25</sup> M. Dunkley, '1975 Conference Report' *South Pacific Journal of Teacher Education* volume 3 (3) 1975, p.45.
- <sup>26</sup> Dean Pierides, 'Teacher education and its policies in Australia: Making space for a new Urban Education project' Penn GSE *Perspectives on Urban Education* volume 4 (1), 2006, p.2.
- <sup>27</sup> Dr Kim Jackson, Analysis and Policy, Social Policy Group, 'Higher Education Funding Policy', E-Brief: Online Only, issued December 2000; updated 2 July 2003 [accessed 17 February 2008].  
The *States Grants (Advanced Education) Act 1966* introduced Commonwealth grants for CAEs, while the *States Grants (Teachers Colleges) Act 1967* provided Commonwealth grants for these institutions. In 1971 the Australian Advanced Education Commission was established. In 1974 the Commonwealth assumed full responsibility for funding the higher education sector.
- <sup>28</sup> Welcome: From the President of S.P.A.T.E.' South Pacific Association for Teacher Education, *1975 Conference Guide: The Professional Development of Teachers*, Macquarie University, North Ryde, 1975, p.1.
- <sup>29</sup> 'Welcome: From the President of S.P.A.T.E.', p.1. According to the UNESCO website, the International Council on Education for Teaching (ICET) has members from more than 80 countries. It is 'dedicated to global development through education'. One of its major publications, in collaboration with UNESCO, is the UNESCO-ICET World Directory of Teacher Training Institutions. <http://portal.unesco.org/education> [accessed January 2008].
- <sup>30</sup> John Lake, 'Teacher Education in the 1980s, Reflections and Prospects: A Review of the 1980 Conference' *South Pacific Journal of Teacher Education* volume 8 (3&4), 1980: 77-86, p.77.
- <sup>31</sup> See Professor Phillip Hughes profile at <http://cedam.anu.edu.au/people/professor-phillip-hughes> (accessed 9 July 2009).
- <sup>32</sup> A. R. Crane, 'The Case of the Primary Teacher' *South Pacific Journal of Teacher Education* volume 1 (1), 1973: 11-21, p.11.
- <sup>33</sup> Dean Pierides, 'Teacher education and its policies in Australia: Making space for a new Urban Education project' Penn GSE *Perspectives on Urban Education* volume 4 (1), 2006: 1-8, p.5.
- <sup>34</sup> O'Sullivan and Traill, eds, *The Relation of Theory to Practice*, p.1.  
The Association's name remained SPATE until 1988 when the present title was adopted.
- <sup>35</sup> Inside front cover notes, *The South Pacific Journal of Teacher Education*, volume 5 (1), 1977.
- <sup>36</sup> Interview with Ted Booth, 4 July 2007, by J. May.
- <sup>37</sup> Author Unknown, 'News & Notes', *South Pacific Journal of Teacher Education*, volume 5 (1), 1977, pp.74-76.
- <sup>38</sup> Author Unknown, 'News & Notes', *South Pacific Journal of Teacher Education*, volume 4 (3), 1976, p.69.
- <sup>39</sup> McGaw *et al*, *Educational Research in Australia*, p.52.
- <sup>40</sup> For an American example of this, see Rusch and Wilbur, 'Shaping Institutional Environments', especially p.308.
- <sup>41</sup> Robert Teasdale, 'Editorial Note' *South Pacific Journal of Teacher Education*, volume 3 (2), 1975, p.4.
- <sup>42</sup> SPATE Financial Records 1975-1990, Green Accounts Ledger, SPATE Archive.
- <sup>43</sup> Interview with Ted Booth, 4 July 2007, by J. May.
- <sup>44</sup> Ron Traill, 'Accountability in Teacher Education: Reflections on the 1977 Conference', *South Pacific Journal of Teacher Education*, volume 6 (1), 1978: 9-16.
- <sup>45</sup> R. Teasdale, 'Editorial: Inquiries and Teacher Education in Australia: A Profession Under Siege?' *South Pacific Journal of Teacher Education*, volume 6 (3), 1978: 180-182, p.181.
- <sup>46</sup> *Ibid.*
- <sup>47</sup> 'Activities of SPATE', *South Pacific Journal of Teacher Education*, volume 6 (4), 1976, inside cover.
- <sup>48</sup> Dunkley '1975 Conference Report', p.45.
- <sup>49</sup> Glen Evans, Table of papers devoted to various conference themes from 'The Continuous Education of Teachers: Reflections on the 1976 Conference', *South Pacific Journal of Teacher Education*, volume 4 (3), 1976: 192-204.
- <sup>50</sup> *Ibid.* p. 195.
- <sup>51</sup> *Ibid.*, p. 197.
- <sup>52</sup> *Ibid.*, p. 204.
- <sup>53</sup> *Ibid.*, p. 203.
- <sup>54</sup> Colin Power, 'News & Notes', *South Pacific Journal of Teacher Education*, volume 4, (1), 1976, p.84.
- <sup>55</sup> Ron Traill, 'Accountability in Teacher Education', p.11.

<sup>56</sup> Education Research and Development Committee (ERDC) operated from 1971 and funded research in education until 1981.

### Chapter 3 1980s Notes

<sup>1</sup> John Lake, 'Teacher Education in the 1980s, Reflections and Prospects: A Review of the 1980 Conference' *The South Pacific Journal of Teacher Education*, volume 8 (3), 1980: 77-86, p.77.

<sup>2</sup> N. P. Gough & G. W. Beeson eds, *Change, Cooperation and Coordination in Teacher Education* (based on proceedings of the Twelfth Annual Conference of the SPATE, Frankston Victoria, 6-9 July 1982), Melbourne: SPATE, 1982, p. 82. Professor Hedley Beare, University of Melbourne, claimed that it was clear from the time of the Martin Report (1964) that a system of nationally funded teacher education was coming.

<sup>3</sup> M. Dyson, 'Australian Teacher Education: Although reviewed to the eyeballs is there evidence of significant change and where to now?' *Australian Journal of Teacher Education*, volume 30 (1), February 2005: 37-54, p.44.

<sup>4</sup> Rob Baker and John Williamson, eds, *Excellence in Schooling and Teacher Education: The 16<sup>th</sup> Annual SPATE Conference*, Perth: Curtin University of Technology, 1987: pp. 67-68.

<sup>5</sup> K. J. Eltis, *Australian Teacher Education in Review. Inaugural Yearbook of the South Pacific Association of Teacher Education*, Bedford Park, South Australia: South Australian College of Advanced Education, 1987, p. x.

<sup>6</sup> Eltis, *Australian Teacher Education in Review*, p.xi.

<sup>7</sup> J. Knight, L. Bartlett, E. McWilliam (eds) *Unfinished business: reshaping the teacher education industry for the 1990s*. Rockhampton Qld: University of Central Queensland Press, 1993, p. iv.

<sup>8</sup> Minister Dawkins commissioned former NSW Labor Premier Neville Wran to chair a review of higher education funding. The Wran Committee (1988) recommended that students be required to pay for one third of the cost of their course via an income tax levy, deferrable until they were earning an income.

<sup>9</sup> E. Hatton, 'The state of field experience in Australia', ERA/AARE Joint Conference Educational Research Association (Singapore) Conference, 1996. [www.aare.edu.au/96pap/hatte96311.txt](http://www.aare.edu.au/96pap/hatte96311.txt) [2007].

<sup>10</sup> 'Revised Draft of the Constitution' *SPATE Newsletter*, volume 5 (2), May 1982, pp.1-2.

<sup>11</sup> 'Executive News' *SPATE Newsletter*, volume 5 (2), May 1982, p.1. One of the principal reasons for incorporation is to gain the benefits of limited liability. Section 27 of the Act provides that a member of an incorporated association 'is not liable ... to contribute towards the payment of the debts and liabilities of the association.' [www.consumer.tas.gov.au/business\\_affairs/incorporated\\_associations/why\\_incorporate](http://www.consumer.tas.gov.au/business_affairs/incorporated_associations/why_incorporate) [accessed 11.1. 2008]

<sup>12</sup> *Ibid.*

<sup>13</sup> B. McGaw, D. Boud, M. Poole, R. Warry, and McKenzie, P. *Educational Research in Australia*. Report of the Review Panel, Strategic Review of Research In Education. Canberra: AGPS, 1992, p.22.

<sup>14</sup> 'Funding Educational Research: paying the piper and calling the tune' *SPATE Newsletter*, volume 5 (3), October 1982, p.7.

<sup>15</sup> The CDC was not exactly abolished because it remained a statutory body. It was however much reduced and taken inside of the Commonwealth Department of Education as a unit for 'special projects'.

<sup>16</sup> There are as far as could be ascertained no available records for the 1981 SPATE conference held in Adelaide from 22-26 July.

<sup>17</sup> John Lake, 'Teacher Education in the 1980s', p.78.

<sup>18</sup> *Ibid.*, p.82.

<sup>19</sup> *Ibid.*, based on data given on p. 84.

<sup>20</sup> *Ibid.*, p.84.

<sup>21</sup> N. P. Gough & G. W. Beeson eds, *Change, Cooperation and Coordination*, p.v.

<sup>22</sup> *Ibid.*, p.79.

<sup>23</sup> *Ibid.*, pp. 80-81.

<sup>24</sup> K. J. Eltis, *Australian Teacher Education in Review*.

<sup>25</sup> Bob Bessant and Allyson Holbrook, *Reflections on Educational Research, in Australia: A History of the Australian Association for Research in Education*, Coldstream: AARE, 1995, pp. 180-182.

<sup>26</sup> See *ATEA Newsletter* volume 11 (3): August 1988.

<sup>27</sup> *ATEA Newsletter* volume 11 (3), August 1988, p. 4.

<sup>28</sup> 'From the President' *ATEA Newsletter*, volume 11 (3), August 1988, p.1.

<sup>29</sup> *Ibid.*

<sup>30</sup> *ATEA Newsletter* volume 11 (4), December 1988.

<sup>31</sup> John Williamson and Barry Fraser, 'Editorial' *South Pacific Journal of Teacher Education* volume 16 (2), November 1988.

<sup>32</sup> John Dawkins was the Minister for Employment, Education and Training from 1987 to 1991. He was the author of the 'unified national system' of tertiary education that included mergers of universities and colleges of advanced education, and the re-introduction of university fees. Teacher educators were particularly affected by the 'revolution'.

<sup>33</sup> 'President's Report 1988-1989', *ATEA Newsletter* volume 12 (3): August 1989, p. 5.

<sup>34</sup> *ATEA Newsletter* volume 11 (4), December, 1988.

<sup>35</sup> *ATEA Newsletter* volume 12 (3), August 1989.

<sup>36</sup> *Ibid.*, pp. 9-11

<sup>37</sup> Turney wrote the first monograph on Australian Teacher Educators entitled *Where the Buck Stops: The Teacher Educators* Sydney: Sydmac Academic Press, 1990.

<sup>38</sup> In volume 12 (1), April 1984; volume 14 (1), April 1986; volume 15 (1), April 1987.

<sup>39</sup> 'Editorial' *The South Pacific Journal of Teacher Education*, volume 16 (1), 1988, unspecified page.

<sup>40</sup> SPATE/ATEA Financial Records, ATEA Archive, 1 box, currently held at SORTI, University of Newcastle, NSW.

<sup>41</sup> See Kerry J. Kennedy, ed. *Reshaping Teacher Education: Faculty Renewal or Organisational Downsizing?* Canberra: Australian Curriculum Studies Association, 1994, pp.36-38.

<sup>42</sup> 'Minutes of the SPATE Annual General Meeting' *ATEA Newsletter* volume 11 (3): August 1988, p. 7.

<sup>43</sup> Bob Bessant and Allyson Holbrook, *Reflections on Educational Research*, pp. 81-82.

<sup>44</sup> *Ibid.*, p. 79.

<sup>45</sup> SPATE/ATEA Financial Records, ATEA Archive.

<sup>46</sup> Eltis, *Australian Teacher Education in Review*, p. 193. There are number of studies listed here, see for example, G.E. Hall & V.A. Koehler, *National Agenda for Research and Development in Teacher Education 1977-1984*, Austin Texas: Research Development Centre for Teacher Education, 1984. and P. M. Correy, chair, *Teachers for Tomorrow (The Correy Report)*, Sydney: AGPS, 1980.

<sup>47</sup> D.G.Beswick, G.S Harman, G.R Elsworth, B.J Fallon, and R.R. Woock, *Australian teacher educators and education policy : a national study of the views and characteristics of academic staff and practising teachers who contribute to teacher education* Parkville, Vic. : Centre for the Study of Higher Education, University of Melbourne, 1980.

<sup>48</sup> *Ibid.*, p.1.

<sup>49</sup> *Ibid.*, p.12.

<sup>50</sup> *Ibid.*, p.16.

<sup>51</sup> *Ibid.*, p.55.

<sup>52</sup> *Ibid.*, pp.102-103.

<sup>53</sup> C. Turney and R. Wright, *Where the buck stops: the teacher educators: a study of the characteristics, roles and effects of teacher educators, with special reference to those who work in Australian tertiary institutions*. St Ives NSW: Sydmac Academic Press, 1990.

<sup>54</sup> *Ibid.*, p.58.

<sup>55</sup> *Ibid.*, p.62.

<sup>56</sup> *Ibid.*, p.20.

<sup>57</sup> *Ibid.*, p.71.

<sup>58</sup> *Ibid.*, p.87.

<sup>59</sup> *Ibid.*, p.41.

<sup>60</sup> K. J. Eltis, *Australian Teacher Education in Review*, p.196.

<sup>61</sup> Elizabeth Hatton, 'Image and profile of Australian Teacher Educators' Association (ATEA) in the 1990's', Paper presented at the 1996 ATEA conference, available online <http://www.atea.schools.net.au/ATEA/96conf/96confprog.html> [accessed June 2006].

## Chapter 4 1990-1997 Notes

<sup>1</sup> S. Gregory Kohlstedt, 'Institutional History' *Osiris*, 2nd Series, Volume 1, *Historical Writing on American Science*. 1985: 17-36, p.36.

<sup>2</sup> Mary Welsh, 'Inputs to Outcomes? Perceptions of the Evolution of Commonwealth Government Policy Approaches to Outcomes-Based Education (1985-1996)', Paper presented at the Australian Association for Research in Education and New Zealand Association for Research in Education Conference, Melbourne, 29 November - 2 December 1999.

<http://www.aare.edu.au/99pap/wel99232.htm> [accessed 2 February 2008].

- <sup>3</sup> John McCollow, 'Fausa and the rise and fall of the binary system of higher education in Australia' *Australian Universities Review*, issue 2, 1994: 34-40, p.39. McCollow wrote that the Unified National System revealed two apparently contradictory features: regulation and deregulation. These two features he prophesied are likely to reinforce inequalities and reassert elitism within the system of higher education in Australia.
- <sup>4</sup> Dr Tiemin Wu, principal author, Department of Employment, Education, Training and Youth Affairs, *Higher Education Staff In Australia: Time Series*, Higher Education Division, Commonwealth of Australia, December 1997.
- <sup>5</sup> Kerry J. Kennedy, ed. *Reshaping Teacher Education: Faculty Renewal or Organisational Downsizing?* Canberra: Australian Curriculum Studies Association, 1994, p.24.
- <sup>6</sup> 'The status of Faculties of Education within Universities', Transcript, Education Report, ABC Radio National, Wednesday, 6th November 1996. ABC Radio National - Education Report Transcript 6 November 1996.htm [accessed 28 September 2006]
- <sup>7</sup> Kerry J. Kennedy, ed. *Reshaping Teacher Education*, pp.37-40.
- <sup>8</sup> Anthony J Koop, 1994, 'Empowering Teacher Educators', Paper Presented at the Annual Conference of the ATEA 1994.
- <sup>9</sup> Kerry J. Kennedy, 'Introduction: Institutional Contexts and Change in Teacher Education', in Kerry J. Kennedy, ed. *Reshaping Teacher Education*, p. 7.
- <sup>10</sup> Mary Welsh, 'Methodological Perspectives on Researching Recent Policy History in Australian Schooling' *History of Education Review*, volume 32 (2), 2003: 1-14, p.14.
- <sup>11</sup> Department of Education, Training and Youth Affairs *The Impact of Educational Research*, Research Evaluation Programme, Higher Education Division, AGPS, December 2000, p.165.
- <sup>12</sup> Richard Bates in Josephine May, Interview with Kay Martinez and Richard Bates, 5 July 2007.
- <sup>13</sup> B. McGaw, D. Boud, M. Poole, R. Warry, and P. McKenzie, *Educational Research in Australia*. Report of the Review Panel, Strategic Review of Research In Education. Canberra: AGPS, 1992.
- <sup>14</sup> Susan Groundwater-Smith & Judyth Sachs 'Rethinking Professional Knowledge: Learning Work, Intellectual Work, Hard Work' Paper presented at the Joint ERA/AARE Conference – Singapore, 1996, <http://www.aare.edu.au/96pap/grous96278.txt> [accessed 2 February 2008]. See NPQTL, *Report of the National Conference on Options for a National framework for Teachers' Qualifications and Professional Standards*, DEET: Canberra, 1993.
- <sup>15</sup> ATEA AGM Minutes, 7 July 1994 (ATEA files on disk).
- <sup>16</sup> Groundwater-Smith & Sachs, 'Rethinking Professional Knowledge'.
- <sup>17</sup> ATEA Newsletter Volume 17 (2), 1994 (September), p.3.
- <sup>18</sup> According to Furlong (1992) the practicum is 'the most contested area of initial teacher education.' Cited in Laurie Brady 'Directions and Priorities in Teacher Education' *Australian Journal of Teacher Education* volume 25 (1), 2000: 1-9, p. 5.
- <sup>19</sup> ATEA Executive Minutes, 1994 (electronic files).
- <sup>20</sup> ATEA Executive Minutes, 18 February 1995 (ATEA files on disk).
- <sup>21</sup> ATEA AGM Minutes, 7 July 1994 (ATEA files on disk).
- <sup>22</sup> See also Chris Perry, 'Report on ATEA and National Professional Development Programs for 1995', Document in Folder A, 1995-1999. ATEA Archives.
- <sup>23</sup> Australian Council of Deans of Education (ACDE) was established in 1991. See Alan Barcan, 'Teacher Educators in Search of a Future', *Education Monitor*, Spring 1992: 12-13, p.13.
- <sup>24</sup> See K. L. Adey (chair), National Standards and Guidelines for Initial Teacher Education Project (Australia), *Preparing a Profession: Report of the National Standards and Guidelines for Initial Teacher Education Project*, Australian Council of Deans of Education, Canberra, 1998.
- <sup>25</sup> Cited in John Braithwaite, 'Rethinking Teacher Development to Promote Learning Communities', Presidential Address to the Australian Teacher Education Association Conference, 1996, p.24.
- <sup>26</sup> Brady 'Directions and Priorities', p.1.
- <sup>27</sup> Maxine Cooper, Maureen Ryan, Jan Gray and Chris Perry 'Responding Creatively to Challenges in Teacher Education: four women teacher educators tell their stories', *Asia Pacific Journal of Teacher Education*, volume 27 (2), 1999: 143-158, p.145.
- <sup>28</sup> Letter from Neville Fry, Queensland Board of Teacher Registration, 8 November 1995, Folder A, ATEA Archive.
- <sup>29</sup> ATEA Executive Meeting 3 July 1996 (ATEA files on disk).
- <sup>30</sup> Balance Sheet and Auditor's Statement 1994-1995, Trevor Hutchins, 7 July 1995. Folder A, ATEA Archive.
- <sup>31</sup> ATEA Newsletter volume 19 (2), 1996 (December), p.5.
- <sup>32</sup> Letter to John Braithwaite from Terry Simpson, 2 October 1995, Folder A, ATEA Archive.

- <sup>33</sup> Tabart to Braithwaite, 19 October 1995.
- <sup>34</sup> ATEA Executive Meeting 2-3 February 1996, Item 6.6 *Executive Minutes*, (ATEA files on disk).
- <sup>35</sup> Photograph by J. May of the original, *ATEA Newsletter* Volume 19 (2), 1996 (December), p.1.
- <sup>36</sup> ATEA AGM Meeting 4 July 1996 (ATEA files on disk).
- <sup>37</sup> ATEA Executive Meeting 2-3 February 1996, Item 6.8.
- <sup>38</sup> E Hatton, 'Image and profile of Australian Teacher Educators' Association (ATEA) in the 1990s' Paper presented at the 1996 ATEA Conference, Launceston, 3-6 July 1996.
- <sup>39</sup> Elizabeth Hatton 'Presidential Report' 1996-1997, Folder B, ATEA Archive.
- <sup>40</sup> Department of Employment, Education, Training and Youth Affairs (DEETYA), *Enhancing Teacher Professionalism: Towards a New National Body for Teacher Professional Associations. A Consultation Paper*, Commonwealth of Australia, October 1996.
- <sup>41</sup> DEETYA, *Enhancing Teacher Professionalism*, p.10.
- <sup>42</sup> Employment, Education & References Senate Committee: Status of Teachers, Friday 29 August 1997, Official Hansard Report, Canberra. Hatton asked that ATEA be listed with the AARE as co-authors of the submission (Official Number 214) to which she was asked to talk. The submission was published in full in volume 21 (1) of the *ATEA Newsletter* February 1998.
- <sup>43</sup> Australian Parliament, Senate Employment, Education and Training References Committee, *A Class Act: Inquiry into the Status of the Teaching Profession*, Canberra: AGPS, 1998, p.4.
- <sup>44</sup> M. Dyson, 'Australian Teacher Education: Although reviewed to the eyeballs is there evidence of significant change and where to now?' *Australian Journal of Teacher Education*, volume 30 (1), February 2005: 37-54, p.50.
- <sup>45</sup> 'Terms of Reference' in K. Adey, Chair, *National Standards & Guidelines for Initial Teacher Education*. A collaborative project funded by the Commonwealth Department of Employment, Education, Training and Youth Affairs, Australian Council of Deans of Education: Canberra, February 1998.
- <sup>46</sup> ATEA Letter to Maureen Ryan 16 August 1997, Folder A, ATEA Archive.
- <sup>47</sup> Attachment, *ATEA 1996 Executive Minutes*, 24 August 1996, (ATEA files on disk).
- <sup>48</sup> *ATEA Newsletter* Volume 21 (1), 1998 (February), p.5.
- <sup>49</sup> *ATEA 1994 Executive Minutes*, (ATEA files on disk).
- <sup>50</sup> 1997 ATEA Conference Report, 13 October 1997, from Leo Bartlett to Elizabeth Hatton, Folder A, ATEA Archive.
- <sup>51</sup> E. Hatton, 'Shaping Australian teacher education: Teacher Educators' AARE research interests', *The Australian Educational Researcher*, volume 19 (1): 29-44.
- <sup>52</sup> Barcan, 'Teacher Educators in Search of a Future', p.12.
- <sup>53</sup> Len Cairns and Les Regan, 'Editorial', *Journal of Teaching Practice*, volume 12 (1), 1992.
- <sup>54</sup> Author Unknown, Queensland Board of Teacher Registration, 'Report on ATEA Annual Conference, 11-14 July 1993: "Enhancing Quality in Practice: Working in Partnerships"', copy, ATEA History Project Archive.
- <sup>55</sup> *ATEA Newsletter* volume 17 (2), 1994 (September), p.1.
- <sup>56</sup> Australian Bureau of Statistics, *Series 4102.0 Australian Social Trends, 1997: Education & Work: Academics*, <http://www.abs.gov.au/ausstats> [accessed 9 February 2008].
- <sup>57</sup> Merv Fogarty & Lisa Ehrich eds, *Empowering the professional: Politics, Policy and Practice. Keynote Addresses*, ATEA/QUT, 1994, p.v.
- <sup>58</sup> *ATEA Newsletter* Volume 17 (2), 1994 (September), p.9.
- <sup>59</sup> Fogarty & Ehrich eds, *Empowering the professional*, pp.95-96.
- <sup>60</sup> ATEA Letter of Thanks to Professor Peter Drake, 20 July 1995. (ATEA files on disk).
- <sup>61</sup> *ATEA Newsletter* volume 18 (1), 1995 (May), p.12.
- <sup>62</sup> Tabart to Braithwaite, 19 October 1995.
- <sup>63</sup> *ATEA Newsletter* volume 18 (3), 1995 (December), p.18.
- <sup>64</sup> *ATEA Newsletter* volume 19 (2), 1996 (December), p.2.
- <sup>65</sup> Covering Letter from Leo Bartlett to Elizabeth Hatton, 13 October 1997, with the full 7 page conference report, Folder A, ATEA Archive.
- <sup>66</sup> 1997 ATEA Conference Report, 13 October 1997.
- <sup>67</sup> Resolution and letter, Folder B, ATEA Archive.
- <sup>68</sup> F. Rowland 'Print Journals: Fit for the Future?' *Ariadne*, Issue 7, January 1997, p.1. <http://www.ariadne.ac.uk/issue7> [accessed January 2008]
- <sup>69</sup> *ATEA Newsletter* volume 18 (1), 1994 (May), p.28.
- <sup>70</sup> Barcan, 'Teacher Educators in Search of a Future', p.13.

- <sup>71</sup> J. Williamson and B. Fraser 'Editorial Note' *South Pacific Journal of Teacher Education (SPJTE)*, volume 22 (2), 1994:
- <sup>72</sup> *ATEA AGM Minutes*, 7 July 1994 (ATEA files on disk).
- <sup>73</sup> Paul John Keating was Prime Minister of Australia from 20 December 1991 until 11 March 1996 As Prime Minister Paul Keating outlined plans for Australia in the Asia-Pacific region, for Aboriginal reconciliation and for the creation of an Australian republic.' See [www.pm.gov.au/your\\_pm/pms/keating](http://www.pm.gov.au/your_pm/pms/keating) [accessed 28 November 2006].
- <sup>74</sup> M. Walsh, 'Editorial', *SPJTE*, volume 23 (2) 1995, p.131.
- <sup>75</sup> *Ibid.*, p. 133.
- <sup>76</sup> 'Editorial', *Asia-Pacific Journal of Teacher Education (APJTE)*, volume 25 (1), 1997: 5.
- <sup>77</sup> J. Willinsky, 'The Nine Flavours of Open Access Scholarly Publishing' *Journal of Postgraduate Medicine*, volume 49, 2003:263-267, p.263.
- <sup>78</sup> The first publisher from 1973 for volumes 1-8 was the printer Watson, Ferguson and Co, Brisbane Australia.
- <sup>79</sup> Letter from Graham Hobbs, 1 September 1997.
- <sup>80</sup> Carfax Marketing Report on the APJTE, March 1999, Folder B, ATEA Archive. Percentages were tabulated by J. May.
- <sup>81</sup> Letter from Graham Hobbs, Publisher at Carfax, to Ross Brooker, ATEA Secretary, 1 September 1997, Folder A, ATEA Archive.
- <sup>82</sup> Letter from Ross Brooker, ATEA Secretary, to Dr Max Walsh, 16 August 1997, Folder A, ATEA Archive.
- <sup>83</sup> David Nance 'Newsletter Report' to ATEA Executive, July 1997, Folder B, ATEA Archive.
- <sup>84</sup> E. Hatton 'Diversity, Difference and Discontinuity: (Re)Mapping Teacher Education for the Next Decade', Presidential Address to the ATEA Annual Conference, Yeppoon, 1997, p.4.
- <sup>85</sup> Mark McFadden and Bob Meyenn, 'Part 4: Teacher Educators and Teacher Education' from the 1997 Report: 'Raising the Standing of Teachers and Teaching, August 1997, Ministerial Advisory Council on the Quality of Teaching', [accessed 12 October 2006].
- <sup>86</sup> A. Jasman, L. Payne, S. Grundy, A. Del Borrello, 'Uncovering the knowledge construction of university based teacher educators: what we learn from/with school based practitioners' Paper presented at the Australian Association for Research in Education Annual Conference, Adelaide, 30 November - 4 December, 1998. <http://www.aare.edu.au/98pap/jas98305.htm> [accessed 17 July 2006]
- <sup>87</sup> J. Nuttall, S. Murray, T. Seddon, J. Mitchell 'Changing Research Contexts in Teacher Education in Australia: Charting new directions', Monash University, Australia [downloaded 21 Jan 2008]
- <sup>88</sup> S. Gregory Kohlstedt, 'Institutional History' p.36.

## Chapter 5 1998-1999 Notes

- <sup>1</sup> ATEA Constitution, Amended 1996-1997, Folder B, ATEA Archive.
- <sup>2</sup> Author Unknown, ATEA Strategic Plan 1997-1999, Folder B, ATEA Archive.
- <sup>3</sup> Leo Bartlett 'President's Comments' *ATEA Newsletter* volume 22 (1) 1999 (February-March), p.1.
- <sup>4</sup> ATEA submission to the National Multicultural Advisory Council, 'Multicultural Australia: Ways forward in the management of cultural diversity and racial intolerance' February 27, 1998, <http://www.atea.schools.net.au/publications/multicult1.html> [accessed 18 January 2008] p.2.
- <sup>5</sup> ATEA submission, 'Multicultural Australia', *passim*.
- <sup>6</sup> The literature on the 'History Wars' and the rise and fall of Pauline Hanson's One Nation Party is by now vast. See for example, Stuart Macintyre and Anna Clark *The history wars* Carlton, Victoria: Melbourne University Press, second edition, 2004.
- <sup>7</sup> Australian Council of Deans of Education (ACDE), *Preparing a Profession. Report of the National Standards and Guidelines for Initial Teacher Education Project* Canberra: Australian Council of Deans, July 1998
- <sup>8</sup> ACDE, *Preparing a Profession*, p. ii.
- <sup>9</sup> E. Hatton, 'Editorial', *Asia-Pacific Journal of Teacher Education*, volume 26 (2) 1998: 93-95.
- <sup>10</sup> ACDE, *Preparing a Profession*, p. 8.
- <sup>11</sup> Wendy Crebbin 'Criteria, competencies and cleft sticks' *Reform forum*, volume 13, January 2001: 16-23, p.19.
- <sup>12</sup> The full joint ATEA/AARE submission can be found in the *ATEA Newsletter* volume 21 (2) 1998 (June), pp. 2-4 & 7. Hatton was disappointed that ATEA did not get a mention in the report of the Crowley Committee, with the short title of *A Class Act* Canberra: Commonwealth of Australia 1998.

<sup>13</sup> These original and revised documents still exist in the archive: 1. ATEA Draft Policy Statement on Initial Teacher Education (original author not named; revised by Trevor Hutchins, October 1997). 2) ATEA Draft Policy Statement on The Practicum (original author not named; unnamed revision, no date). 3) Draft Policy Statement on ATEA Partnerships (original author not named; David Tripp February 1998). 4) ATEA Draft Research Policy (Terry Simpson, original author; author not named, February 1998). 5) ATEA Draft Policy Statement on Teacher Registration (original author not named; revised by David Tripp, July 1998). See Folder B, ATEA Archive.

<sup>14</sup> See letters April 1998 from Ross Brooker to the Ministers, Folder A, ATEA Archive. See the Ministers' replies – Quinn, 1 May 1998; Buckby, 2 June 1998.

<sup>15</sup> ATEA Annual General Meeting, July 1998, Folder B, ATEA Archive.

<sup>16</sup> 1998 ATEA Conference Report, 9 December 1998, by Rosemary Mulraney, Folder A, ATEA Archive. See also the letter of thanks from the 1998/1999 Executive to Rose Mulraney and the 1998 Conference Committee, letter 25 September 1998, Folder A, ATEA Archive.

<sup>17</sup> '28<sup>th</sup> Annual Conference' *ATEA Newsletter* volume 22 (1) 1999 (February-March), p.3.

<sup>18</sup> See letters 17 April 1998 from Ross Brooker, Folder A, ATEA Archive.

<sup>19</sup> Minutes, 1998 ATEA Annual General Meeting, Folder B, ATEA Archive.

<sup>20</sup> 'List of Financial Members 1997/1998', Folder B, ATEA Archive. Although the list is not entitled 'ATEA List of Financial Members 1997/1998', it is almost certainly an ATEA list. First it was in the ATEA archive. Second, the members' names were often familiar to the researcher as long serving members of ATEA. Still the caveat must be made that the list does not have 'ATEA' written anywhere on it. One of the conundrums of this period is that by July the following year, low membership was an issue.

<sup>21</sup> Bob Bessant and Allyson Holbrook, *Reflections on Educational Research in Australia: A History of the Australian Association for Research in Education*, Coldstream: AARE, 1995, p.296.

<sup>22</sup> 'President's Comments', *ATEA Newsletter* volume 22 (1) 1999 (February-March), p.1.

<sup>23</sup> Facsimile reply to letter from member to Ross Brooker, 21 June 1999, Folder B, ATEA Archive.

<sup>24</sup> Letter from member to Leo Bartlett, 30 July 1999, Folder A, ATEA Archive.

<sup>25</sup> David Tripp, Confidential Memo, 'Thoughts Arising from ATEA Executive Teleconference 27 August 1999. Confidential to ATEA Executive.' 29 July 1999. [Author's Note: There is an anomaly in the dates here that is not easily reconciled unless some of the document was written before the teleconference and then labelled for transmission in August.]

<sup>26</sup> Max Walsh, 'Editorial', *Asia-Pacific Journal of Teacher Education*, volume 26 (1) 1998, no page.

<sup>27</sup> Elizabeth Hatton, 'Note', *Asia-Pacific Journal of Teacher Education*, volume 26 (2) 1998, p.96.

<sup>28</sup> Letter from the Journals Publishing Editor, Blackwell Publishers, to Elizabeth Hatton, 25 November 1998, Folder A, ATEA Archive.

<sup>29</sup> These Guidelines have been preserved in the ATEA Archive.

<sup>30</sup> ATEA Executive Meeting Minutes 5 July 1997.

## Chapter 6 Journal 1973-2007 Notes

<sup>1</sup> Taylor & Francis. 'Our History' <http://www.taylorandfrancisgroup.com/about/history.asp> accessed 1 January 2008.

<sup>2</sup> Elizabeth Hatton, 'Editorial', *Asia-Pacific Journal of Teacher Education*, 32 (2), 2004: 67 – 80.

<sup>3</sup> 'Editorial' *Asia-Pacific Journal of Teacher Education* volume 36 (1) 2008, p. 2.

<sup>4</sup> Marilyn Cochran-Smith and Kenneth Zeichner, *Studying Teacher Education: The Report of the AERA Panel on Research and Teacher Education*, New York: Routledge, 2005, p.41.

## Chapter 7 ATEA in the 21<sup>st</sup> Century Notes

<sup>1</sup> John Baker CPA, ATEA Financial Audit 1999-2000-2001, Folder B, ATEA Archive.

<sup>2</sup> It is recorded that there was indeed to be a joint AARE/ACDE/ATEA forum proposed by ATEA for 1999 and it was being organised in 1998 with the assistance of ATEA Executive member and President Elect, Trevor Hutchins. However, Hutchins withdrew as President Elect at the 1998 Annual General meeting in July when he also reported the forum was going ahead. 1998 ATEA AGM Minutes, Folder B, ATEA Archive.

<sup>3</sup> AARE News, [www.aare.edu.au/news/0003main.htm](http://www.aare.edu.au/news/0003main.htm) [accessed 19 January 2009]

<sup>4</sup> Bob Lingard, President's Report, AARE News number 31, July 2000 [accessed 19 January 2009] <http://www.aare.edu.au/news/0007news.htm> see also Jill Blackmore's Report on the conference held at Deakin University 5 & 6 October, 2000 at the AARE website.

- <sup>5</sup> Josephine May, Interview with Kay Martinez and Richard Bates, 5 July 2007.
- <sup>6</sup> May, Interview with Graeme Hall.
- <sup>7</sup> Josephine May, Telephone Interview with Simone White, 2007.
- <sup>8</sup> Minutes, ATEA Executive Meeting, 17 June 2001, Folder B, ATEA Archive.
- <sup>9</sup> Minutes, ATEA Annual General Meeting, 26 September 2001, Folder B, ATEA Archive.
- <sup>10</sup> Minutes, ATEA Annual General Meeting, 26 September 2001, Folder B, ATEA Archive.
- <sup>11</sup> Under Associations Incorporation Act (ACT) where ATEA is registered, the Public Officer is responsible for compliance with the Act. <http://www.actcoss.org.au/oik/infosheets/governance/rolepublicofficer.html>.
- <sup>12</sup> Anne Jasman and Kay Martinez, ATEA Response to the Commonwealth Review of Teaching and Teacher Education, October 2002. Submission Number RTTE 942002, p.9; See also Mary Kalantzis, President ACDE Response to the Commonwealth Review of Teaching and Teacher Education, 2002.
- <sup>13</sup> Jasman and Martinez, ATEA Response, Submission Number RTTE 942002, p.13.
- <sup>14</sup> Barbara Preston, 'Issues concerning Teacher supply and demand to 2005: projections and context', Notes for a presentation to the National Education Forum ACT, 3 March 2001.
- <sup>15</sup> Jasman and Martinez, ATEA Response, Submission Number RTTE 942002, p. 9.
- <sup>16</sup> Jasman and Martinez, ATEA Response, Submission Number RTTE 942002, pp.10-11.
- <sup>17</sup> Jasman and Martinez, ATEA Response, Submission Number RTTE 942002, pp.10-11.
- <sup>18</sup> R. Bates, ATEA Submission to the House of Representatives Inquiry into Teacher Education', 2005, copy supplied by R. Bates to the ATEA History Project, and now in the ATEA Archive, p.3.
- <sup>19</sup> R. Bates, ATEA Submission, 2005, pp.3-4.
- <sup>20</sup> R. Bates, ATEA Submission, 2005, p.5.
- <sup>21</sup> R. Bates, ATEA Submission, 2005, p.8.
- <sup>22</sup> Department of Education, Training and Youth Affairs *The Impact of Educational Research, Research Evaluation Programme*, Higher Education Division, AGPS, December 2000.
- <sup>23</sup> Meeting Minutes, National Education Forum, Stepney SA, Saturday 2 June 2001 [available online].
- <sup>24</sup> Meeting Minutes, National Education Forum, Melbourne, Saturday 14 June 2003 [available online].
- <sup>25</sup> See the Teaching Australia website at [www.teachingaustralia.edu.au](http://www.teachingaustralia.edu.au).
- <sup>26</sup> Associate Professor Trevor Gale President's report AARE NEWS No. 49 March 2005 [online].
- <sup>27</sup> It should be noted that ATEA's constitution has been under constant revision over the year. In particular it was amended in 1981/82 when the Association went through the process of incorporation. Further amendments were made in February 1993, July 1996 and July 1997.
- <sup>28</sup> Elizabeth Hatton, 'Editorial', *Asia-Pacific Journal of Teacher Education*, 32 (2), 2004: 67 – 80, p.79.
- <sup>29</sup> Jennifer Sumsion, Colin Symes, David Saltmarsh and Anne McMaugh, 'Generational and situational change' *Asia-Pacific Journal of Teacher Education* 33 (1) 2005: 1-3, p.1.
- <sup>30</sup> Joce Nuttall, Sally Murray, Terri Seddon, and Jane Mitchell, 'Changing Research Contexts in Teacher Education in Australia: Charting new directions', *Asia-Pacific Journal of Teacher Education*, 34 (3) 2006: 321-332, p.325. The authors specifically commented on Australian Research into Initial Teacher Education 1995-2004.
- <sup>31</sup> Sumsion, Symes, Saltmarsh and McMaugh, 'Generational and situational change' 2005, p.3.
- <sup>32</sup> David Saltmarsh, Jennifer Sumsion, Anne McMaugh, and Colin Symes, 'The Geography of a Teacher Education Journal', *Asia-Pacific Journal of Teacher Education*, 34 (2) 2006: 139-141, p.139.
- <sup>33</sup> Saltmarsh, Sumsion, McMaugh, and Symes, 'The Geography of a Teacher Education Journal', 2006, p.140.
- <sup>34</sup> Email Communication, Richard Bates to Josephine May, 4 March 2009.
- <sup>35</sup> Table reproduced from Saltmarsh, Sumsion, McMaugh, and Symes, 'The Geography of a Teacher Education Journal', 2006, p.140. The editors further noted that: 'Of these 93 submissions 13 have been accepted, seven are currently being revised or are under consideration by reviewers and the remaining 73 have been rejected.'
- <sup>36</sup> Zelda F. Gamson, 'The Stratification of the Academy' *Social Text* 15 (2) 1997: 67-73.
- <sup>37</sup> May, Interview with Kay Martinez and Richard Bates.
- <sup>38</sup> Suze Rice, 'You Don't Bring Me Flowers Anymore: A Fresh Look at the Vexed Issue of Teacher Status,' *Australian Journal of Education* 49 (2) 2005: 182-96. Page 184 contains a reference to a Conference Keynote delivered in 1950 which shows the historical basis for this perceived lack of status.
- <sup>39</sup> Nuttall, Murray, Seddon, and Mitchell, 'Changing Research Contexts in Teacher Education in Australia' 2006, p.327.
- <sup>40</sup> Josephine May, Interview with Terry Lovat, Newcastle: University of Newcastle, 2007.
- <sup>41</sup> May, Telephone Interview with Simone White.

- <sup>42</sup> May, Interview with Graeme Hall.
- <sup>43</sup> Australian Teacher Education Association, "Collaborative Online Tools & Special Interest Groups," 4 October 2008, [http://atea.edu.au/index.php?option=com\\_content&task=view&id=27&Itemid=74](http://atea.edu.au/index.php?option=com_content&task=view&id=27&Itemid=74). [accessed 3 November 2008].
- <sup>44</sup> May, Interview with Graeme Hall; May, Telephone Interview with Simone White.
- <sup>45</sup> Josephine May, Telephone Interview with Maxine Cooper, 2007.
- <sup>46</sup> Josephine May, Interview with Ted Booth, Wollongong: University of Wollongong, 2007.
- <sup>47</sup> Jerry A. Jacobs, 'Gender Inequality and Higher Education' *Annual Review of Sociology* 22, 1996: 153-85.
- <sup>48</sup> May, Interview with Kay Martinez and Richard Bates.
- <sup>49</sup> M. Elizabeth Tidball, 'Of Men and Research: The Dominant Themes in American Higher Education Include Neither Teaching nor Women,' *The Journal of Higher Education* 47 (4) 1976: 373-89.
- <sup>50</sup> See Appendix 1 for a full list of presidents.
- <sup>51</sup> Paper presented at the Teacher Education: *Change of Heart, Mind and Action*, Melbourne, 24-26 September 2001.
- <sup>52</sup> May, Interview with Kay Martinez and Richard Bates.
- <sup>53</sup> Josephine May, Interview with Brian Cambourne, Wollongong: University of Wollongong, 2007.
- <sup>54</sup> ATEA has indeed been scrupulously 'national' in the distribution of the locations of its annual conference. Literally mapping the data showed that the Association met in conference in every Australian state and territory, except the Northern Territory, over its conferences 1972-2007 while to date only the locations of one conference, that held in 1974, is not yet known.
- <sup>55</sup> Program, Teachers as Leaders Teacher Education for a Global Profession, ICET/ATEA Annual Meeting 20-25 July 2003, p.3.
- <sup>56</sup> May, Interview with Kay Martinez and Richard Bates.
- <sup>57</sup> T. Townsend & R. Bates eds *Handbook of Teacher Education: Globalisation, Standards and Professionalism in Times of Change* The Netherlands: Springer, 2006.
- <sup>58</sup> May, Interview with Ted Booth.
- <sup>59</sup> May, Interview with Terry Lovat.
- <sup>60</sup> May, Telephone Interview with Simone White.
- <sup>61</sup> May, Interview with Graeme Hall.
- <sup>62</sup> May, Interview with Kay Martinez.
- <sup>63</sup> *Reprinted with the permission of the Media Unit, University of Wollongong.*
- <sup>64</sup> May, Interview with Richard Bates.