



The higher education research and teaching workforce in Education

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Briefing paper at www.acde.edu.au/index.html

Early Childhood Teacher Education

Students (FTE)

500 new places for each of next three years

4500 EFT with pipeline in four years (4 year teaching qual)

Additional staff needed (FTE)

At sector SSR (20:1) 225

Even at Teacher Ed SSR 25:1 180

From where will they come?

“[Education] is clearly one of the oldest major subject areas in Australian universities.

<i>Teacher education</i>	<i>62.8% are over 50 years</i>
<i>General education</i>	<i>60.4%</i>
<i>Agriculture</i>	<i>60.0%</i>
<i>Curriculum and education studies</i>	<i>58.6%</i>
<i>Human welfare studies</i>	<i>57.6%</i>
...	
<i>Nursing</i>	<i>51.3%</i>
...	
<i>Dental</i>	<i>42.3%</i>
...	
AVERAGE	40.0%
...	
<i>Pharmacy</i>	<i>25.3%”</i>

Hugo, G. 2008, *The Demographic Outlook For Australian Universities’ Academic Staff*, Occasional Paper for Council of the Humanities and Social Sciences (CHASS)



Workforce over	50yrs	55yrs
Total workforce	?	15%
Universities (T&R)	40%	27%
Teacher education (T&R)	61%	38%

(2005-6)

“[I]t is readily evident that few academics in [Teacher Education] are aged less than 40. Over the next 15 years more than a half of them will have left because of retirement, even if a significant number stay on beyond the age of 65.

This is of particular significance given the fact that there will be a significant demand for school teachers in many areas over the next 15 years. This is because the school teacher age profile in Australia also has a disproportionate number of people in the baby boom ages who will retire during this period.”

Hugo, G. 2008, *The Demographic Outlook For Australian Universities' Academic Staff*, Occasional Paper for Council of the Humanities and Social Sciences (CHASS)

Few Honours Students in Education

11.7% of all domestic students are in Education, but only 1.6% of honours students are in Education.

In 2005, there were only 175 honours students in Education across Australia.

This means that the typical route to the doctorate is the Masters degree

As a professional field ...

The majority of Education research students need professional experience prior to or alongside further study and would find it difficult to gain employment in Schools and Faculties of Education without the credibility of professional experience.

Research in education is typically applied research that requires the research student to be familiar with a broad range of professional issues, and to grasp the complex interface between theory and contexts of policy formation and professional practice.

Postgraduate students ...

Education postgraduate students are likely to be older, mid career and have significant family and financial commitments around which they fit the timing and financing of their study.

- Few are in high income brackets**
- There are few incentives to upgrade qualifications**
- The costs are considerable.**

Few scholarships are available for postgraduate coursework qualifications and those that are, generally are not available for part time students.

They cannot meet their commitments on the stipends that come with full time scholarships.

Few doctoral students enrol full-time

- 8.7% of all domestic doctoral research students are in the field of Education, but**
- they comprise only 3.7% of full time research doctoral students**
 - some 77% of them being enrolled part time**

The journey to the Higher Education workforce

The choice	Science	Science/Educ
The journey	BSc honours (4 yrs) PhD (3-4 yrs)	BSc/BEd or BScGradDip (4 yrs) Teach — often 3-5 yrs prior to further study Masters with honours-like research thesis (1.5 FTE but probably 3-4 yrs part time) PhD (3-4 FTE but pro 7-8 yrs part time)
Time	7-8 yrs	8.5-9.5 yrs
Time span	7-8 yrs	14-16 yrs (+ 4 years teaching without study)
Cost	4 x HECs HDR fee free Scholarship	4 x HECS + 1.5 x (mostly) full fees HDR fee free No scholarship because part time
HEd workforce	25-26 yrs of age	38+yrs of age if started as school leaver

Teacher Education students commence later

Undergraduate courses (2004)

25+ years **34%**

30+ years **23%**

Graduate entry (2004)

25+ years **64%**

30+ years **41%**

So add 7-12 years to the 38+

Source: DEST Statistical Collection data element number 312

Older doctoral students

Of all commencing research doctorate students (2005)

Education	70% are 40+
	27% are 50+

All fields	31% are 40+
	12% are 50+

Almost all (>90%) Education doctoral students are 40+ years old

The average age of graduation is in the fifties.

What does all of this mean for

... our capacity to provide (high quality) education?

... our capacity to produce (high quality) educational research?

... our capacity to afford the renewal and expansion of the academic workforce

Faculties and Schools of Education produce the majority of educational research and scholarship on educational issues.

Australia produces 5.4% of all the educational research publications created around the world — almost double the proportion of research publications produced by Australia generally (around 2.9%).

This currently places Education first in all Fields of Research in Australia (followed by Plant and Animal Sciences (5.30%) and Geosciences (5.02%) (ARC 2007, p 56).



BUT

Our capacity to continue this is seriously at risk

We produce a lot but perhaps not the sustained and programmatic research that systematically advances the body of knowledge in the field of Education.



What are the implications for the progressive advancement of knowledge if the typical doctoral student in Education is over 50 years of age upon graduation?



What are the implications for the dissemination of ‘research based’ knowledge (that is, for professional education in Education), if the typical doctoral student in Education is over 50 years of age upon graduation?



And can we sustain the investment in producing a qualified research and teaching academic in Education if they spend the majority of their post doctoral period as an early career researcher.



To produce the research and research informed education of professionals that will advance knowledge and practice in the field of Education, we need

- more well prepared and talented people choosing to enter the academic workforce and**
- more of them able to enter at an earlier age so that they can make sustained and substantial contributions over their lifetime.**