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## Employment of Interns Completing the University of South Australia's Diploma in Education Course in 1992-1993.

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teacher education courses so as to maintain the diversity of sources of teachers.

To conclude with a personal observation, in both the concurrent and end-on courses at Edith Cowan University the students work harder, in higher quality courses, than did the students I taught when I first entered teacher education a quarter of a century ago.

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## EMPLOYMENT OF INTERNS COMPLETING THE UNIVERSITY OF SOUTH AUSTRALIA'S DIPLOMA IN EDUCATION COURSE IN 1992-93

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Adey and Speedy (1993) describe the University of South Australia's intern-based Diploma in Education in which the university, four participating secondary schools and the Education Department formed a partnership allowing students to spend the majority of their time in the four schools and a home base in one of the schools.

Practising teachers are selected serve as mentors. The dominant mode of teaching and learning is student inquiry and reflection. Adey and Speedy (1993, p.39) make the point that following the initial evaluation of the course in its foundation year, 1992, there will be a need to monitor the progress of graduates in the employment market in order to evaluate the efficacy of the program. While it is early in the day to be doing this (with the second cohort now only in their first half-year of employment) the signs are excellent. On the last day of First Term 1994, 33 out of the 36 graduates from the two cohorts were employed, 29 in teaching roles. This represents an employment rate of 92%.

The relatively small number of interns involved in the program, which has an intake of 22 each year, means that it is easy to follow their careers through personal contacts. The following table indicated the areas where the graduates from the two cohorts are working. Of those who have so far gained permanent positions as school teachers, three are in metropolitan Adelaide, four in rural South

Australia and two interstate. Altogether eight graduates are working interstate and two overseas. Of those in the category 'Contract or Regular Relief Teaching', nine were involved in contracts of at least half a school year on the census date (six were on twelve months contracts).

The 'Other Teaching' category includes graduates working in further education, staff training in industry and language teaching in the private sector. Two graduates have formed a business which offers pre-vocational training courses under contract to Government agencies. In general the graduates have proved themselves to be imaginative and tenacious job-seekers, and are widely spread both geographically and among the various educational and other employment sectors.

This spread appears to support the course planners' intentions that the program was not exclusively for people intending to teach in secondary schools. The second half of the year, especially the practicum contained in it, is viewed as an opportunity for the interns to search widely for a placement (and general experience) that suits their career aspirations at the time. It also appears to justify the attempt to put them in contact with a range of people and situations who can advise them in their search for employment among other things. This is done through the large number of visitors to the course and the many contacts that are made during the preparation for and presentation of the University High School section of the course.

In their closing section, 'Wider Use of this Approach', Adey and Speedy say (p.39) that the University High School component 'while not essential, has proved to be of such value that the inclusion of something akin to it should be considered.' While recognising that with larger groups of interns it might not be possible to conduct University High School quite as is done in this course, we would want to claim that it is, for us, essential. It should be clear that University High School, which will have about 170 students in 1994 involves the interns in designing and running a school which has to have everything found in a "real" school. This means that they have to

	1992	1993
Permanent School Teaching	3	6
Contract or Regular Relief Teaching	4	9
Other Teaching Employment	5	1
Other Employment	1	3
Further Study	0	1
<b>Total Employed</b>	<b>13</b>	<b>20</b>
<b>Total Number of Graduates</b>	<b>15</b>	<b>21</b>

Table 1: Employment pattern for graduates from 1992 and 1993 cohorts

establish and maintain a wide range of professional relationships in local schools and the community, as well as do the planning and organisational work which are needed to make the project a success.

The University High School part of the course is treated as the third practicum, with interns receiving a detailed report on their work. Needless to say, the component is approached with great seriousness. We believe that this component of the course is crucial to the production of graduates who know the policies, procedures and realities of educational institutions. It is crucial, therefore to their employment prospects.

In November 1994 the first two cohorts of graduates will be contacted regarding their reflection on their professional preparation as part of a general evaluation of the course.

**Reference:**

Adey, K.L., and Speedy, G. (1993). End-on innovation: A school-based approach to secondary teacher education, *Australian Journal of Teacher Education*, 18, (2), 34-39.