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# Career aspirations of pre-service graduates in a university faculty of education: a descriptive report

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## Abstract

This descriptive report is drawn from a survey of 341 graduates from a three year Bachelor of Teaching, four year Bachelor of Education and a one year Graduate Diploma of Education in a large metropolitan Faculty of Education. The survey covered background details, including paid employment whilst studying in the course; career aspirations; the extent to which the course was preparation for teaching or other employment; and the graduates' plans for future studies. The description includes the nature of the differences between the Bachelor of Education and Bachelor of Teaching graduates combined, and those taking the Graduate Diploma of Education as well as a comparison of the graduates from the three strands of the courses viz early childhood, primary and secondary.

## Introduction

This study reports the aspirations of 1994 graduates from a four-year Bachelor of Education (BEd) or a one-year, Graduate Diploma of Education (Grad Dip) following a three-year degree in a discipline relevant to teaching. In the BEd, early childhood and primary students undertake their professional and general discipline studies concurrently and school experience is an integral course component throughout the course; whilst secondary students do two years of discipline studies, followed by two years of professional studies. In the Grad Dip, students have already engaged in three years of general discipline studies, so the focus of the end-on fourth year is professional studies and school experience. As with the BEd, the Grad Dip graduates have the opportunity to select different patterns of studies that combine to form three major course strands - early childhood, primary and secondary. In addition, at the time of the survey, there were also some students enrolled in a three-year Bachelor of Teaching (BTeach) course that was in the process of being phased out. For the purposes of this study, these students are combined with the four-year BEd graduates.

Little is known about the career aspirations of graduates from these various courses and strands. In contrast to the advocacy, not many years ago, for teachers to be given opportunities for work experience in areas other than teaching (Hook, 1980), there is a growing concern among teacher educators that student teachers are currently engaged in outside paid employment to an extent that it is detrimental to their responsibilities in full-time study (Berthelsen, 1995).

What are the work commitments of final year student teachers? What are their career aspirations? Have these changed since their entrance to the course? Are they interested in pursuing employment outside of teaching? To what extent has their course prepared them for such options? Are they interested in further study? These were some of the questions which instigated the present investigation. There was interest in determining the nature of any differences between BEd and Grad Dip students, and between graduates from the early childhood, primary and secondary course strands, in their responses to such questions.

## Survey instrument

A Graduate Aspirations Survey instrument (Appendix A) was developed. This consisted of 22 questions that fell into four categories - graduate background details; career aspirations; preparation for employment; and further study. In the first section, graduates were asked to identify the course and strand in which they were enrolled and whether or not they entered directly from Year 12. They indicated whether they had dependent children or not and whether they were single, married or living with a partner. They were asked whether they were currently in paid employment and, if so, the number of jobs they held, the weekly hours worked, and the nature of this employment. They also identified whether they were male or female and recalled if, at the time of entry to their present course, they had seen teaching as their long term career goal.

In the Career Aspirations section of the survey, graduates indicated whether or not their present hopes were to teach and, if so, whether their preferred employment was as a full-time, contract, permanent part-time or supply teacher. They were asked to designate the levels for which they would apply - early childhood, primary and secondary. If applying for a secondary school position, graduates listed their two discipline teaching areas and primary teaching applicants listed their preferences for upper, middle and lower school or for specialisations in music, physical education or LOTE. They identified the system/s for which they were applying - State, Independent, Church or Other and whether or not they were prepared to teach anywhere in the State. Graduates not prepared to teach anywhere in Queensland were asked to list the factors that influenced this decision. They were asked if they were considering interstate or overseas teaching positions. They also listed what they perceived to be their employment options outside of teaching. Finally, graduates noted whether or not their present aspirations were similar to those they held on entry to their course and, if not, how these had changed and what had caused such changes.

In the Preparation for Employment section, graduates were asked to judge both the extent to which their course had prepared them for teaching and for employment outside of teaching - none, a little, some or a lot. They also advised whether or not they had actively started searching for employment other than teaching.

In the final section concerned with Further Study, graduates noted whether or not they planned to study next year. If they were, they were asked to indicate whether this would be on a full-time or part-time basis and to record the title or provide a description of their proposed course.

Graduates completed the survey instrument in November during the last week of their university classes. Thus, they were as close as possible to meeting all their requirements for graduation.

## Respondents

All respondents were final year teacher education students from a Faculty of Education in a large university. Almost all were about to graduate. The graduate sample included 218 Bachelor of Education (BEd) students, 94 enrolled in an end-on Graduate Diploma of Educa-

tion (Grad Dip) and 29 graduates of the Bachelor of Teaching (BTeach) course. Table 1 shows the distribution of respondents by course strand.

For the purpose of data analysis, respondents were divided into two

	Early Childhood	Primary	Secondary	Totals
BEd	42	63	113	218
Grad Dip	30	31	33	94
BTeach	29	-	-	29
Totals	101	94	146	341

groups - those undertaking an initial degree of concurrent professional and discipline studies and Grad Dip students enrolled in a final year of professional studies. The latter had all entered their present course after completion of a university degree. A little more than half (51%) of the former group had entered their present course directly from Year 12.

Within both graduate groups, women predominate. Thus, 72% of Grad Dips and 87% of BEd students were female. This predominance is even more marked within certain strands. Thus, only 1% of the early childhood graduates were male. In the primary strand, 15% of the graduates were men, while almost one in every four (24%) of the secondary strand graduates were male.

Grad Dip students were much more likely to be married or living with a partner than were BEd students. This was the situation for almost half (44%) of the Grad Dip respondents, whereas only one graduate in every five (21%) from the BEd course was married or living with a partner. There was also some difference between strand graduates in this regard, with primary graduates (35%) more likely than either secondary graduates (23%) or early childhood graduates (27%) to be married or to be living in a permanent relationship.

Relatively few of the graduate respondents had dependent children - 14% of the Grad Dip group and only 6% of the BEd group. These figures reflect the relatively low incidence of being either married or having a partner reported by BEd students. There was little difference between strand graduates on relative numbers with dependent children. Thus 12% of the primary group, 9% of secondaries and only 5% of early childhood graduates reported having dependent children.

## Survey findings

For the purpose of convenience, the following discussion of the major findings is broken down into a number of sub-headings.

**Paid employment.** A majority of students were engaged in paid employment at the same time as they were trying to meet the university and practising school responsibilities of the final year of their teacher preparation course. This was the case for 2 out of every 3 students (66%) enrolled in the BEd and for almost half (45%) of Grad Dip students. Strand enrolment made little difference to the need for student teachers to engage in paid employment. Thus, 58% of early childhood, 63% of primary and 60% of secondary teacher education students reported that they were employed in outside work.

A wide range of jobs were nominated as areas of employment by these students. A number of early childhood students were employed in course-related occupational areas such as child care, but jobs such as waitering and sales assistant were also frequently mentioned. Several of the primary and secondary student teachers also listed areas of employment closely related to their discipline strengths, such as child care, gymnastics or swimming coach, and part-time teachers of dance, music and drama. Others were employed in areas such as sales, hospitality, office work, cleaning and waiting at tables.

Most students held down one or two jobs, although a small number reported employment in three or four different positions. The average number of hours worked each week varied from 1 to 40, but relatively few students fell at the extremes of this range. BEd students, on average, worked 16 hours (SD = 7.9) per week, while Grad Dip

students, on average, worked 11 hours (SD = 6.8) each week. These course differences disappeared when the mean hours/week worked were examined by course strand. Early childhood students reported working, on average, 16 hours per week, secondary students 15 hours and primary students 14 hours each week.

**Long term career goals.** More than 4 out of every 5 students viewed teaching as their long term career goal at the time of entry to their university studies. There was no difference between courses with 84% of BEd students and 82% of Grad Dips listing teaching as their long term career goal. There was also little difference in course strands with primary students (89%) having the strongest commitment to teaching at the time of entry to their course, followed by early childhood students (82%) and secondary student teachers (81%). However, within the Grad Dip course, primary graduates (97%) expressed a much greater long term commitment to teaching than did either the secondaries (76%) or the early childhood graduates (73%). These strand differences in commitment did not occur within the BEd.

**Hopes to teach.** At the point of exit from their programs, 98% of Grad Dips and 92% of BEd graduates expressed a hope to teach immediately. Hopes to teach were also high when examined from the perspective of the course strands with 98% of primaries, 94% of early childhood students and 90% of secondaries saying that they wish to teach. Overall, only 1 student in every 16 was not applying for a teaching position immediately after completion of their present course.

**Preferred employment status.** There was little difference between courses in the preferred employment status of graduates seeking a teaching position. There was a strong preference for full-time employment as a teacher with 88% of BEd students and 85% of Grad Dips seeking permanence in their appointment. Next most popular (with 10% of Grad Dips and 4% of BEds) was a permanent part-time position, followed by supply teaching (5% of BEd students and 2% of Grad Dips) and teaching contracts (only 3% of students in each group). Thus, the recent, apparently widespread practice in many of the Department of Education Regions of offering graduates contract positions is not in accord with the very strong preference of graduates for permanent positions in teaching, particularly on a full-time basis.

Examination of the data on preferred employment status by course strand reinforces the finding that most graduates would prefer a full-time teaching position. This was the case for 91% of early childhood graduates, 87% of primary students and 85% of secondaries. Relatively few graduates were interested in permanent part-time, supply or contract teaching positions. Thus, only 5% of secondary graduates, 3% of primary students and no early childhood graduates had a preference for employment on a teaching contract. Overall, in both courses, for every 100 graduates seeking employment as a teacher, 87 opted for full-time positions, 6 for permanent part-time teaching, 4 for supply teaching, and only 3 for a teaching contract.

**Preferred Teaching Levels.** There was an expected tendency within both courses for graduates from the different strands to apply for a teaching situation directly related to their strand specialisation. However, there was also some movement of graduate preferences across the early childhood, primary and secondary levels. Thus, while almost all early childhood strand graduates applied for positions in teaching contexts such as pre-schools, kindergartens and child care centres, a number (37%) also applied for positions in the lower primary school reflecting that their course strand prepares them for teaching children from birth to 8 years. Two early childhood students also applied for specialist teaching positions in the primary school in the areas of music and LOTE, while one Grad Dip student also applied for a position as a secondary teacher of geography and economics.

With one exception, all primary graduates applied for positions in a primary school, either as general classroom teachers or specialist teachers of music, PE or LOTE. The exception applied for a physical education specialist position in a secondary school. However, 15% of primary graduates also sought positions in early childhood teaching settings.

Almost all secondary strand graduates applied for appointment to secondary schools as classroom teachers in two discipline areas. Three secondary graduates indicated they were also applying for positions at

the early childhood level, while a small number (11%) also applied for primary school positions as specialist teachers of LOTE, music or PE, or as general classroom teachers.

**System preference.** Most graduates applied for teaching positions in more than one system. Overall, in both courses, more than 8 out of every 10 graduates applied for a position with the State Department; 6 out of every 10 also applied for a position within the Independent System; and 4 out of every 10 sought positions with the Church System. Other systems, such as Private Child Care Centres, TAFE, International Schools and Business Colleges were an option for 17% of the graduates.

There was little difference between the courses, with both BEd and Grad Dip students following the above pattern of system preferences. However, when the data were examined by course strands, two trends emerged. The first was that, in both courses, secondary graduates were more likely than others to apply for a wider range of systems. The second was that primary graduates (97%) and secondaries (93%) were much more likely than early childhood graduates (56%) to apply for a position with the State Department. The latter were more likely to apply for a position in the Independent System (72%) or another system such as Private Child Care or the Creche & Kindergarten sector (37%). Overall, primary graduates (6%) and secondary graduates (10%) were much less likely than early childhood graduates (37%) to apply for a position outside the school system.

**Geographical preference.** Overall, only a little more than half of the graduates (55%) said that they were prepared to teach anywhere in the State. Primary graduates (71% in Grad Dip and 57% in BEd) were generally more prepared than their counterparts to teach anywhere, although this willingness was shared by secondary graduates (75%) in the BEd. However, secondary Grad Dip students (42%) were much less willing to do so, and only 1 in 3 (33%) of early childhood graduates indicated they were prepared to teach anywhere in Queensland.

A variety of factors were listed by graduates as affecting their being prepared to teach anywhere in the State. Many of these related to family commitments - partner's work situation, children's education, parents' age and location of family home. Other factors included imminent marriage plans, financial considerations, quality of city life, recreational and sporting interests, and commitment to a current relationship. A few graduates indicated they would be prepared to teach in the country in the future when their personal circumstances changed.

**Overseas/interstate teaching.** Fewer than half of Grad Dips (45%) and BEd (40%) students had considered applying for teaching positions either interstate or overseas. Primary graduates (51%) appeared to be somewhat more likely to consider these options than either secondary students (38%) or early childhood graduates (37%).

**Employment options outside teaching.** As reported earlier, many graduates were working for a considerable number of hours each week in outside paid employment. As there were so few teaching positions available in the State, pre-service courses had also changed in an attempt to produce graduates with more generic knowledge and skills relevant to a wider range of career possibilities. Despite these changes in context, however, almost all graduates aspired to obtain a teaching position immediately.

When given an opportunity to list other career options they perceived as possibilities, if they were to be unsuccessful in their quest for a teaching post, 1 in every 4 graduates (26%) said they had no other career options. There was little difference between courses, with 27% of BEd graduates and 23% of Grad Dips stating they had no options other than teaching. Strand differences were more marked with early childhood graduates (36%) more likely to see their career choice confined to teaching than either secondary (23%) or primary graduates (20%). It would be interesting to know if these views of graduates are related in any way to the state of the teaching labour market. Thus, at the time of the survey, job prospects in areas such as secondary mathematics and science and LOTE were good, while there was an over supply in most other areas. However, this issue was not explored in the present study.

Graduates who perceived they did have career options other than

teaching listed a wide range of career positions. Many of these were teaching related, for example, child care worker, nanny, tutor, coach, corporate training officer and gym instructor. Thus, it appears that some early childhood graduates saw working in child care as employment "outside teaching", while others saw working in such centres as "teaching". Other graduates saw a possible future in the health and welfare area - nurse, counsellor, youth leader, social worker and community health worker. Positions within the hospitality, tourism and recreation industries were also frequently mentioned. Other career options more frequently perceived by graduates included sales assistant; office worker including secretarial, receptionist and administrative positions; police officer; public service; laboratory technician; banking; management positions; and establishing own business.

**Changes in aspirations.** Length of time since course commencement may be a factor affecting graduates' perceptions of change in their career aspirations. Thus, 81% of Grad Dips reported there had been no change in their aspirations in the year since they commenced their course. Only 60% of BEd graduates said there had been no change in their career aspirations since their course commencement four years ago. Given a longer time period, it may be that graduates' career aspirations are more prone to change.

Graduates from the early childhood strand (76%) were most likely to maintain their initial career aspirations. Secondary student teachers (68%) and primary graduates (64%) were somewhat less likely to hold aspirations at the time of graduation which are congruent with those they held on entry to their course. Overall, almost one third (30%) of students surveyed reported changes to the aspirations they held at the commencement of their course.

A wide range of reasons were given by graduates for these changes to their career aspirations. Change resulted from both positive and negative experiences. Thus, one graduate noted, "Confidence has increased and career opportunities and options have widened." Another noted, "A total change of beliefs and aspirations from when I started the course at the young age of 17. My whole outlook on life has changed and I do not think I wish to teach in the formal sense in an educational institution anymore." Another found her original commitment strengthened and commented, "A few of our lecturers are inspirational and, as a result of becoming more knowledgeable through studying, I am more interested in the profession. Opportunity as advocate for children - they're so great!"

However, negative influences also caused career aspiration changes. One graduate noted, "I have been put off teaching by the job prospects and the amount of work teachers actually have to do and the little respect and money you get especially in Child Care where you don't even get good holidays." Lack of job opportunities was frequently mentioned as a factor in changed aspirations. As one graduate stated, "I only thought of being a teacher, but lack of full-time teaching appointments makes me aware I can do more with my degree." Course experiences, including practice teaching, were another influence causing change. Thus, a secondary Grad Dip student commented, "Knowing how much extra work / obligations / calls on teachers outside of teaching has shattered a lot of illusions. It's a job poorly rewarded money-wise for the work, responsibility and dedication required, and one year of teacher training outside the context of school (prac is not realistic) is not enough preparation for the real thing."

**Adequacy of course as preparation for teaching.** Grad Dip students (61%) were generally happier than BEd graduates (42%) that their course had prepared them "a lot" for teaching. This result is surprising given the frequent questioning of the adequacy of a one-year course of professional preparation in the end-on model. The complete data are presented in Table 2. Overall, 97% of Grad Dips and 92% of BEd graduates reported that their course had prepared them for teaching "to some extent" or "a lot".

Primary graduates in both courses were generally more satisfied with their courses. Overall, 58% of primary graduates stated their course had done "a lot" to prepare them for teaching. Relatively fewer early childhood (46%) and secondary graduates (40%) rated their courses at this level.

**Adequacy of course as preparation for employment outside**

	None %	A little %	Some %	A lot %
Grad Dip	0	3	36	61
BEd	1	7	50	42
ECE	0	9	45	46
Primary	0	3	39	58
Secondary	2	6	52	40
Total	1	6	46	47

**teaching.** Course developer hopes that the newer teacher education programs would produce graduates able to compete for places in a range of employment options outside of teaching were not generally shared by the graduates themselves. Thus, more than half (52%) of graduates believed their courses had prepared them “not at all” or only “a little” for employment outside teaching (Table 3).

As might be expected with the heavy professional emphasis in the

	None %	A little %	Some %	A lot %
Grad Dip	18	45	29	8
BEd	11	36	42	11
ECE	21	43	30	6
Primary	14	42	35	9
Secondary	8	33	45	14
Total	13	39	38	10

one-year program, Grad Dips (63%), in particular, reported that their course did “little” or “nothing” to prepare them for employment other than teaching. A little less than half (47%) of the BEd graduates saw their course doing little or nothing to prepare them for employment outside teaching.

Within the course strands, secondary graduates (59%) were most likely to perceive that their course had prepared them “a lot” or “to some extent” for employment outside teaching. Fewer primary graduates (44%) saw their courses having these outcomes, and even fewer early childhood graduates (36%) shared these perceptions of their courses. Thus, almost 2 of every 3 early childhood graduates reported their course did “little” or “nothing” to prepare them for employment in an area other than teaching.

**Actively searching for employment outside teaching.** The number of graduates who were actively searching for employment outside teaching reflect the data presented above on their beliefs about course adequacy as a preparation for employment other than teaching. Only a little more than one-quarter (26%) of Grad Dips and one-third (38%) of BEd graduates indicated they were actively seeking positions outside teaching.

Again, it was the secondary graduates (43%) who were more likely than either their primary (28%) or early childhood (28%) counterparts to be actively pursuing employment options outside teaching. However, even here, more than half (57%) of graduating secondary student teachers had done nothing to seek employment outside teaching. It may be, of course, that many graduates are not inclined actively to seek employment outside teaching until after the first round of teaching offers has been made and they find out they have missed out on a position. It needs to be remembered also that many graduates are

already in paid, part-time employment and this is likely to be a factor determining numbers seeking employment outside teaching.

**Further study next year.** Further study was not in the immediate plans of most teacher graduates. While secondary (20%) and primary graduates (14%) indicated they were more likely to undertake further study next year than did early childhood students (9%), fewer than 1 in 5 students (15%) overall said they planned to continue their studies immediately. A small number of graduates (3%) were unsure about immediate study plans, with some indicating that a decision in this area was related to whether they were successful in their pursuit of employment or not. One student echoed the view of a number of graduates for her lack of motivation to undertake further study when she stated, “Four years of university with little prospect of a teaching job is enough to put anyone off study.”

Both full-time and part-time courses were popular with the small number of graduates who said they were interested in continuing with their studies next year. A number listed an interest in the MEd, others nominated a Grad Dip in a specific area, while others expressed interest in undertaking another Bachelors degree in areas such as Business, LOTE and Justice Studies.

## Summary and conclusions

In this type of survey, it is impossible to do justice to the aspirations of individual graduates. This important caveat needs to be kept in mind in the following discussion of the general trends that are evident in the data.

Most graduates are engaged in outside paid employment, as well as in their full-time university courses. Many find employment in teacher-related positions as instructors, tutors or as workers in areas such as child care. Others find employment in areas of the workforce closely related to their discipline strengths. Some work as casuals in non-professional types of employment. Whatever the nature of the employment, the average graduate spends around 15 hours each week in outside, paid work. This usually exceeds the hours of scheduled, class contact time at the university.

At the time of entry to their courses, most graduates saw teaching as their long-term career goal. Even greater numbers expressed a hope to teach at the point of graduation. Thus, the findings suggest that most graduates enter their teacher education program with a strong commitment to teach in that they view teaching as their long-term career goal and even greater numbers of graduates express a desire to teach immediately after graduation. The dominant preference is for a permanent, full-time position in teaching and there is little interest in either supply teaching or in contract positions. Thus, the growing tendency of State Departments to offer graduates contract positions is not in line with graduates’ own aspirations about teaching. Most graduates apply for teaching positions in a number of educational systems, the most popular being the State Department of Education, followed by the Independent System and Denominational schools. There is only an even chance that a graduate will be prepared to teach anywhere in Queensland and family commitments is the most frequently cited reason given for this lack of willingness or ability to teach in more remote areas. There is even less chance that a graduate will be interested in teaching interstate or overseas.

Many graduates see teaching as their only career option. Initial career aspirations tend to be maintained, although both negative and positive experiences were mentioned by some as powerful forces causing change to aspects of these aspirations. Such factors included particular university and practising school experiences during their course, a critical shortage of teaching positions available at the point of graduation, and a growing awareness of the heavy responsibilities, work-load and dedication required of teachers in today’s classrooms and schools.

Primary graduates, in particular, are generally happy with their preservice course as a preparation for teaching. Grad.Dip students are considerably more satisfied than their B.Ed counterparts with the adequacy of their course as a preparation for teaching. Perhaps this reflects the heavy emphasis on professional studies and experience in

the one-year, end-on programs. More than half of the graduates see their course doing little or nothing to prepare them for employment outside teaching. Few plan to continue to study next year. Those who do, express interest in enrolment in a second degree, a Masters program, or a Graduate Diploma in a particular specialisation.

More BEd graduates than Grad Dip students are likely to be engaged in paid employment and also for more hours each week. However, the latter are more likely than BEd graduates to maintain their initial career aspirations, to be happy with their course for its adequacy in preparing them to teach, and to believe that their course did little to prepare them for employment other than teaching.

There is little difference between early childhood, primary and secondary graduates in the types of outside employment pursued, the number of jobs held, or the average hours worked each week. Most early childhood graduates are likely to apply for teaching positions in early childhood settings, such as pre-schools, kindergartens or the lower classes of primary schools. They are more likely than their primary and secondary counterparts to apply for positions in the Independent System and to see their career options confined solely to teaching. They are also more likely to maintain their initial career aspirations, although relatively fewer early childhood graduates are prepared to teach anywhere in the State. They are also much less likely than primary and secondary graduates to see their courses contributing much to employment options outside teaching and they express less interest in undertaking further study next year.

Graduates in the primary strand, especially those in the Grad Dip, are most likely at the point of entry to their course to view teaching as their long-term career goal. Most apply for positions in primary schools as general classroom teachers or as specialist teachers of music, LOTE and physical education, although a number also apply for teaching posts in early childhood settings. While they are matched by BEd secondaries, primary graduates are more likely than other graduates to be prepared to teach anywhere in the State. They also express a greater interest in teaching interstate and overseas and are more satisfied with their courses as a preparation for teaching.

Most secondary graduates apply for positions as teachers of selected disciplinary areas in secondary schools, though a small number also apply for specialist positions in primary schools. Secondary students are more likely than other graduates to apply for a wide range of educational systems and to perceive that their courses have prepared them for employment in areas other than teaching.

The network of family and social relationships and the outside work and university study contexts in which student teachers find themselves appear to be important factors influencing the formation, maintenance, or change in many facets of their career aspirations. Students enter their pre-service courses with a strong commitment to teaching and exit from their programs with high aspirations to teach immediately. However, their aspirations about teaching are also frequently changed and shaped in new directions by factors such as the lack of career opportunities in teaching, a growing awareness of the onerous and complex responsibilities within the profession, and both positive and negative experiences encountered within their university classes and practising schools. It is important to continue to map the nature of graduate aspirations and their perceptions of the changing complexity of forces which influence them. Universities have both a moral and educative responsibility to take such an interest in their own graduates.

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## Appendix A

### Graduate Aspirations Survey

Thank you for completing this survey. Your responses will help in future course planning.

Instructions: Place a X in the appropriate boxes or write response

#### A. BACKGROUND DETAILS

##### Q1. Course:

1.  B.Ed.                      2.  Grad.Dip.Ed.                      3.  B.Teach

##### Strand:

1.  Early Childhood                      2.  Primary                      3.  Secondary

##### Q2. Entrance to course.

Did you enter  Directly from Year 1                       Other

##### Q3. Sex                      Male                      Female

- Q4. 1.  Single                      2.  Married/Partner                      3.  Dependent child/children

##### Q5. Present Paid Employment. (If no go to Q6.)

No. of Jobs \_\_\_\_\_ Hours/week \_\_\_\_\_ Type of employment \_\_\_\_\_

##### Q6. When you entered your present course did you perceive teaching as your long term career goal.

- Yes                       No

#### B. CAREER ASPIRATIONS

##### Q7. At this point of completion of your current course, do you hope to teach?

1.  Yes                      2.  No (If No, go to Q14)

##### Q8. Preferred employment status (Place X in one box only)

1.  Full-time                      3.  Permanent part-time

2.  Contract                      4.  Supply

##### Q9. What levels are you applying to teach at?

1.  E.C.E.                      2.  Primary                      2.1  Upper  Middle  Lower

- 2.2  Music                       PE                       LOTE

##### 3. Secondary (Please list discipline areas)

- 3.1 \_\_\_\_\_ 3.2 \_\_\_\_\_

##### Q10. In which system/s?

1.  State Department                      3.  Church (Denominational)

2.  Independent                      4.  Other (please specify) \_\_\_\_\_

##### Q11. Are you prepared to teach anywhere in the State?

- Yes                       No

##### Q12. If no, what factors influence this decision?

##### Q13. Are you considering interstate or overseas teaching positions?

1.  Interstate                      2.  Overseas                      3.  No

##### Q14. List your employment options outside of teaching?

##### Q15. Are the above aspirations similar to those you had on entry to your course?

1.  Yes (If Yes, go to Q18)                      2.  No

##### Q16. How have they changed?

##### Q17. What has caused these changes to your aspirations?

#### C. PREPARATION FOR EMPLOYMENT

##### Q18. To what extent has the course prepared you for teaching?

1.  None                      2.  A Little                      3.  Some                      4.  A Lot

##### Q19. To what extent has the course prepared you for employment outside of teaching?

1.  None                      2.  A Little                      3.  Some                      4.  A Lot

##### Q20. Have you actively started searching for employment other than teaching?

1.  Yes                      2.  No

#### D. FURTHER STUDY

##### Q21. Do you plan to undertake further study next year?

1.  Yes                      2.  No

##### Q22. If yes, please provide details:

1.  Full-time                      2.  Part-time

Course Title / Description: \_\_\_\_\_

##### Thank you for completing this survey.

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