TEACHER EDUCATION IN AUSTRALIA

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ABSTRACT

In this study, the researcher describes about the landscape of teacher education in Australia as a developed country and the issues that arise in the implementation of teacher education in that country. In addition, the researcher also briefly inserts the relevance of history, geography and culture in the current of education in general and the influence of teacher education in particular. Through several previous studies, the researcher briefly explains that education in Australia is also influenced by various factors in determining its landscape as well as its practices. The formation of the education system in a country also involves historical influences involving colonial intervention, diverse cultural values, ethnicity and the position of a country. The discussion of this review article is expected to provide a brief overview to the next researcher related to teacher education in Australia.

Keywords: comparative education, review article, teacher education, Australia education

I. INTRODUCTION

Education around the world is undergoing significant changes due to various factors especially related to the rapidity of technology and also the economic development of the country (Abdul Jalil et al., 2021; Mohd Noh et al., 2021; Mustafa et al., 2021; Roszi et al., 2021; Tumisah et al., 2021). At a time when the world is interconnected, teacher education is becoming increasingly challenging as contained in the Australian government report, they now have 255,000 teachers nationwide. They adhere to the principle of changing the current needs of society. Teacher education in Australia is managed by the Ministerial Council on Education, Employment, and Training. Youth Affairs (MCEETYA). As shown in Figure 1 below, its role is in providing the Teacher Curriculum Framework, training, teacher education and also teacher development.

![Diagram](Figure 1: Conducting Teacher Education in Australia)
Several issues and considerations are raised in teacher education in Australia. Teacher education programs generally tend to promote quality teacher development across pedagogical knowledge, knowledge of learning content, in addition, a teacher’s attitude and good skills are also emphasized (Irma et al., 2021; Suzana et al., 2021; Rohanida et al., 2021; Nazrah et al., 2021; Shahrulliza et al., 2021). Moreover, what is also important is the knowledge of child development as well as how to communicate effectively because teachers are an important medium in change (Mohd Arafat et al., 2021; Sumaiyah et al., 2021; Hifzan et al., 2021; Shahrul et al., 2021; Helme et al., 2021). Figure 2 shows the analytical aspects of teacher education issues in Australia.

II. LITERATURE REVIEW

Australia is a multi-racial country as its citizens. This situation results in the existence of a unique multiculturalism in society through the influence of colonialism (Kay, 2005). These plural values do not prevent its people from living in peace and harmony. Nevertheless, this diversity also gives rise to communication debates as well as the influence of educational implementation (Farah et al., 2021; Syahrul et al., 2021; Quah et al., 2021; Ahmad Syarifuddin et al., 2021; Jumiah et al., 2021; ). In addition to its unique history related to the migration of people from various countries to Australian soil after the Second World War, Australia also has a very conducive and attractive climate. Australia has five seasons like most European countries. According to Andrew (2007), the rapid pace of technology and economic development in Australia is moving in tandem and balanced. As a developed country, the circulation of economy, politics and technology influences the practice of education in their country. (Library of Congress, 2015). The perspective of education also changes from time to time according to the circulation. Education also needs to move forward just like the economic and political movements in Australia. This is shown in Figure 3 below.

III. DISCUSSION

Like the issues and some of the considerations that occur in many countries in the world, Australia is also not immune to the question. An issue that often arises is how to determine the quality of a teacher before they are released to school to start a career. (Susan, 2006). In the current system, it is the faculty from the university
where the prospective teachers themselves determine the direction and formulation of their curriculum. Each university has their own standards.

**Non-Standard Teacher Education Curriculum**

All teacher education development plans are approved by various boards and institutions. In fact, each university or related institution has to prepare their own curriculum standards such as mentoring and so on in order to produce a quality teacher (Heirdsfield, Ann M. and Walker, Sue and Walsh, Kerryann M. Wills, & Lynn A., 2008). As such, there is a debate about the overlap of responsibilities between ministries in determining teacher education standards. In order to provide the same standards in each institution, cooperation is needed to determine these objectives. Thus, as a result of this collaboration, there is a National Framework for Teaching Professional Standards to provide the basis for agreement and preparation for the Establishment of national standards. According to Cranston (2010), the federal government tries to intervene in the conduct of education in each state. The policy document recognizes States and Territories are in the best position to implement the process, or assist in the development of teacher education. Table 1 below shows some of the other issues that arise in teacher education in Australia.

<table>
<thead>
<tr>
<th>No</th>
<th>Teacher Education Issues</th>
<th>Notes</th>
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<tbody>
<tr>
<td>1.</td>
<td>Non-standard teacher education curriculum</td>
<td>Each institution has its own varied curriculum</td>
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<tr>
<td>2.</td>
<td>High dropout of prospective teachers</td>
<td>Many students stop studying due to the difficult curriculum and various pressures.</td>
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<tr>
<td>3.</td>
<td>The irrelevance of teacher production with the market</td>
<td>Teachers sent to school are unable to adapt their skills and knowledge while in the institution.</td>
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</tbody>
</table>

Table 1: Education Issues in Australia

**High Dropout of Prospective Teachers**

Another issue that arises is the dropout rate of education students who are referred to as prospective teachers is high in some universities due to inequality of quality content in each institution (Ahmad Shafarin et al., 2021; Junaidah et al., 2021; Farah Adibah et al., 2021; Ahmad Shakani et al., 2021; Muhamad Amin et al., 2021). Imagine if potential teachers dropped out of school and were unable to pursue a career. this is very detrimental to the education industry in the country (Santibuana et al., 2021; Nor Diana et al., 2021; Zarina et al., 2021; Khairul et al., 2021; Rohani et al., 2021). Many of them quit halfway because of ever-changing demands and pressures on them (Badaruddin et al., 2021; Abdul Rasid et al., 2021).

**IV. CONCLUSION**

In addition, teacher education in Australia also experiences issues where preparatory courses at their educational institutions are irrelevant to the current realities taking place in the world of their education in schools. Teachers face high challenges in rural areas. According to Susan (2006), communication styles, emotions and many other aspects are very different by region in Australia. This is acknowledged by several researchers who have conducted their studies in recent years.

There are several initiatives such as development courses are also conducted from time to time or while on duty in order to achieve this objective (Jo-Anne Louise Ferreira, Lisa Ryan & Daniella Tilbury, 2007). Because educational change occurs too rapidly, and even varies by state, theory alone is not sufficient in teacher preparation. Professional Training has replaced Practicum to achieve this purpose. This effort is to enable prospective teachers to experience real life in their education.

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