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SOUTH AUSTRALIA'S CONTRIBUTION
TO 1000 TEACHERS BY 1990 --
NEW TARGETS FOR THE YEAR 2000 ?

*Joe Lane

Preparation and support programs for teacher trainees were instituted in South Australia in 1978. By that time, only thirteen Aboriginal/Islander people had ever graduated as teachers in South Australia. Since that time, and by the end of this year, over one hundred awards will have been completed in South Australia, eighty percent by people who had been prepared and enrolled through special entry preparation and support programs such as ATEP (Aboriginal Teacher Education Program) at Underdale and the Magill Early Childhood Education Program. Graduates now work across the range from pre-school to tertiary education. Around seventy percent of graduates are in classrooms, with another fifteen percent otherwise involved in education. Very few, if any, are employed.

The following tables demonstrate clearly that something like an explosion has occurred in the area of teacher graduation. South Australia should reach its share of the target set in 1980 by Dr Paul Hughes and Eric Willmott of one thousand teachers by the year 1990, a share of one hundred and twenty, by the end of next year. Considering that it takes some years to graduate, and at least a year to inaugurate a preparation/support program, the Hughes-Willmott proposal could not be responded to effectively until the mid-eighties, leaving only some five or six years in which to create a national total of some eight hundred graduates, a tall order in anybody's language. Aboriginal/Islander people can be justifiably proud that such a daunting target will be reached barely a year beyond the date set a decade ago. In fact, an eight-fold increase in graduate numbers in only ten years must surely be something of a record, rarely surpassed in the history of education.

Recently, Senator Gareth Evans, speaking for the Prime Minister, Mr Hawke, at a conference in New York on the

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Rights of Children, declared that there should be parity for Aboriginal/Islander people in employment and education opportunities by the year 2000. This statement could be interpreted to mean that both job opportunities, from unskilled work to the highest levels of professional occupations, and educational opportunities, to the highest levels of tertiary study, would be open to Aboriginal/Islander people to the extent that one and a half percent of positions in employment and education, comparable to the Aboriginal/Islander proportion of the Australian population, would be made available to Aboriginal/Islander people. If the improvement in opportunities is genuine, then this must represent massive encouragement to Aboriginal/Islander people, particularly young people. With innovative programs such as the Aboriginal and Islander Tertiary Aspirations Program in Queensland and elsewhere, and in conjunction with preparation and support programs around Australia, the possibility is definitely raised of an unprecedented increase in the numbers of Aboriginal and Islander graduates, across the entire field of expertise: trades, professions and other areas. The time may be opportune to begin planning for equally ambitious targets for the year 2000, equal in ambition - and audacity - to what the Hughes-Willmott proposal must have seemed, but far broader in scope and range. Whether the future will witness a more autonomous situation for Aboriginal/Islander people, or one in which Aboriginal/Islander people and others form a more integrated society, or some combination of these, in any case, expertise and skills will be required, both by Aboriginal/Islander communities and by individuals, across the entire spectrum of occupations, and therefore trade and professional study areas, in both TAFE and tertiary institutions, mainstream or specific.

But how may teachers do the Aboriginal/Islander community or population require? How many nurses? Doctors? Rangers and park managers? Community workers, organisers, managers? Accountants? Pilots? Mechanics? The time may be ripe to think seriously about these and to set targets for educational programs - and Aboriginal/Islander students -- to aim for.

Of course, the figures in the following tables are impressive, but they do not reveal the toil and tears that have been expended in the battle to achieve them. Parity in

education and employment opportunities will not come easily or even soon, but the more determined and serious we are about reaching it, the sooner we can get down to business and map out targets in all fields. At Salisbury campus, for example, with its specialisations in Conservation and Park Management, Community Work and Recreation Management, we look forward to graduating, by the year 2000, totals of:

- 50 - 75 Conservation/Environmental Managers
- 50 - 75 Community Workers/Organisers
- 30 - 40 Recreation Managers

as well as graduates in other fields, especially Secondary Science Teaching. These targets will be easier to reach within the framework of overall, national targets. We anticipate already that all of these graduates will be employed as soon as they graduate, even if the current situation persists. With possibly two thousand graduates (two-year awards and above) across Australia at present, it is likely that the end of the century will see three and four times as many.

That's something to work towards.

S.A. : ABORIGINAL/ISLANDER GRADUATES
BY INSTITUTION & DISCIPLINE

DISCIPLINE: EDUCATION/TEACHING

YEAR	AWARDS COMPLETED	INSTITUTION		END-OF-YR CUMULATIVE TOTALS (all awards)
		SACAE (& forerunners	Other	
	(NB:Data before 1970 may be inaccurate)			
1957	Teacher's Certificate (Kindergarten)	1		1
1958	Teacher's Certificate (Kindergarten)	1		2
1960	Teacher's Certificate (Primary)	1		3
1964	Teacher's Certificate (P)	1		4
1965	Teacher's Certificate (P)	2		6

YEAR	AWARDS COMPLETED	INSTITUTION		END-OF-YR CUMULATIVE TOTALS (all awards)
		SACAE (& forerunners	Other	
1967	Teacher's Certificate (Secondary)	1		7
1970	Teacher's Certificate (Kindergarten)	1		8
1973	Diploma of Teaching (ECE)	1		9
1974	Diploma of Teaching (Sec.)	1		
	Adv. T. Cert. (P)	1		11
1977	Dip.T. (P)	2		13
1978	Dip.T. (JP-ECE)	1		14
1979	Dip.T. (JP-ECE)			
	Dip.Ed. (P/S)		1 (Flinders)	16
1980	Dip.T. (P)	1		17
1981	Dip.T. (ECE)	1		
	Dip.T. (P)	4	1 (Lutheran TC)	
	B.Ed. (Sec.)	1		
	B.Ed. (P)	1		
	Grad. Dip. TESL	1		26
1982	Dip. T (P)	6		
	B.Ed. (P)	2		
	B.Ed. (S)	1		35
1983	Dip. T (ECE)	6		
	Dip. T. (P)	1		
	B.Ed. (P)	1		43
1984	Dip.T. (ECE)	2		
	Dip.T. (P)	3		
	B.Ed. (P)	1		49
1985	Dip.T. (ECE)	2		
	Dip.T. (P)	5		56
1986	Dip.T. (ECE)	6		
	Dip.T. (P)	6		
	Dip.T. (F.Ed.)	1		
	B.Ed. (P)	1		
	B.Ed. (S)	1		71

	AWARDS COMPLETED	INSTITUTION		END-OF-YEAR CUMULATIVE
		SACAE (& forerunners)	Other	TOTALS (all awards)
1987	Dip.T. (ECE)	3		79
	Dip.T. (P)	3		
	B.Ed. (S)	1		
	Dip.Ed. (P/S)		1 (Flinders)	
1988	Dip.T. (ECE)	2		89
	Dip.T. (P)	5		
	B.Ed. (ECE)	1		
	B.Ed. (S)	1		
	Dip.Ed. (P/S)		1 (Flinders)	
1989	Dip.T. (ECE)	7		102
	Dip.T. (P)	2		
	Dip.T. (F.Ed.)	1		
	B.Ed. (ECE)	1		
	B.Ed. (P)	2		
1990	Dip.T. (ECE)	4		122
	Dip.T. (ECE-pending)	5		
	Dip.T. (P-pending)	5		
	B.Ed. (Sec. pending)	2		
	Dip.Ed. (P/S pening)		1 (Flinders)	
	Ph.D.		1 (Flinders)	

SUMMARY OF AWARDS COMPLETED 1957-1990
BY AWARD

Teacher's Certificate (Kindergarten)	3
Teacher's Certificate (Primary)	4
Teacher's Certificate (Secondary)	1
Advanced Teacher's Certificate (P)	1
Diploma of Teaching (Secondary)	1
Diploma of Teaching (ECE)	41

AWARDS COMPLETED	INSTITUTION	
	SACAE (& forerunners)	Other
Diploma of Teaching (Primary)	43	1
Diploma of Teaching (Further Ed.)	2	
Diploma of Education (Ab.Sch: P/S)		4
Bachelor of Education (ECE)	2	
Bachelor of Education (Primary)	10	
Bachelor of Education (Secondary)	7	
Graduate Diploma in TESL	1	
Doctor of Philosophy		1
TOTALS BY INSTITUTIONS	116	1 (Lutheran T.C.) 5 (Flinders Uni.)

SUMMARY OF AWARDS - BY YEAR

1957-1969	7
1970-1979	9
1980	1
1981	9
1982	9
1983	8
1984	6
1987	7
1986	15
1987	8
1988	10
1989	13
1990	20