

'Treat our casuals well, they are gold': Supporting casual beginning teachers of health and physical education

Ann McCormack - The University of Newcastle, New South Wales, Australia

COPY MADE ON

30 OCT 2007

University of Sydney
Fisher Library

Casual teaching for many graduates provides the first opportunity for employment as a newly qualified teacher. Currently schools across NSW rely heavily on the availability of these casual teachers and this demand is likely to increase as both new and experienced permanent teachers make choices about their careers in teaching. The issue of teacher retention is important for the future of education and requires an understanding of the factors which shape beginning teachers' career choices and professional development. This paper reports the experiences and concerns of graduates from a New South Wales university who entered the teaching profession as casual teachers. These issues are considered by focus groups of casual beginning teachers and school executives as they offer suggestions for improving the workplace conditions and enhancing the development of casual beginning teachers of health and physical education.

Background

Each year hundreds of new health and physical education graduates begin their teaching careers in Australian schools. Research has shown that regardless of their initial teacher education preparation, the initial year of employment has been recognised as an important segment of a beginning teacher's career, having long term implications for teacher effectiveness, job satisfaction and career length. Gold (1996) states that 'few experiences in life have such a tremendous impact on the personal and professional life of a teacher as does the first year of teaching' (p.548). As these teachers make this transition into schools they encounter many new challenges, responsibilities and must find a professional place within the school culture (Herbert & Worthy, 2001).

Whether by choice or necessity, many beginning teachers make the transition into the workforce by way of casual, temporary or relief teaching whereby they can teach in several schools for periods ranging from days to a term or even yearly blocks of time with the responsibility of teaching another teacher's class. Casual beginning teachers have attracted very little research in contrast to the other areas of teaching (Galvez-Martin, 1997; Tromans, 2001). Shilling (1991) reviewed the 'modest' amount of research on casual/temporary/relief teachers and after examining the sociological aspects of casual teaching concluded that it was seen to be a highly demanding form of teaching, sub-

stantially different from regular teaching and characterised by lack of continuity, status or support. This lack of literature was also identified by Galloway (1993) who found that casual teaching occupied a low priority in academic research, government policy documents or reports. There is a parallel dearth of literature available relating to casual beginning teachers of health and physical education.

At present in the NSW Department of Education and Training (DET) there are 30,000 teachers with casual teaching status (NSW Labour Party, 2003). Although it is difficult to get a percentage of these who are beginning health and physical education teachers, we know that in 2003 there were nine NSW tertiary institutions who offered teacher education courses in health and physical education producing approximately 450 graduates. Anecdotal evidence from staff and student surveys suggests that approximately 30% of these graduates gained permanent employment in government, catholic or independent schools in NSW in 2004 with the remainder, who chose to teach, beginning their careers as casual teachers. Recent reviews into education in NSW (Ramsey, 2000; Vinson, 2002) highlighted the relative large size of the casual teacher component of the profession and the importance of preparing teachers who may be required to undertake such work for long periods while awaiting permanent employment. Ramsey (2000) highlighted the need for a range of approaches to be developed to meet the induction needs of

casual teachers, about whom unrealistic expectations are often made by employers and schools.

For the majority of casual beginning teachers who work in a number of schools, induction programs are not made available to them and there is no mandated formal program provided by the DET or Catholic system at district or school level (Williams, 2002). The DET has, in the past year, developed an early career teacher website which has information and suggestions for casual teachers and the university has directed final year students to this site as part of their professional preparation program and to assist their induction into the workforce. Rolley (2001) states that induction is the point at which the issue of quality teaching can be addressed in the most fundamental and practical way to prevent beginning teachers from leaving the profession or 'stumbling forward without any feedback as to whether their practice is effective or not' (p.40).

Research conducted by Macdonald & Kirk (1996) with beginning physical education teachers in Australia found that 50% of the teachers they interviewed 'planned to leave teaching due to lowly status, boredom, lack of autonomy and collegiality' (p.62). This current pattern of early attrition of beginning teachers means these casual beginning health and physical education teachers may have a significant role to play as both future permanent and casual employees and therefore their development and retention is vital to the maintenance of our teacher workforce.

Purpose of the study

The specific aims of the study were to:

1. Determine reasons why beginning health and physical education teachers undertake casual teaching
2. Explore the nature of casual beginning health and physical education teacher experiences
3. Review the major problems confronting beginning health and physical education teachers working as casuals
4. Explore the support offered to casual beginning health and physical education teachers
5. Provide suggestions to improve the transition into and development of casual beginning teachers of health and physical education in schools

Method

The participants in this study were graduates of a large regional university in the Hunter Region of NSW from a double degree program, the Bachelor of Teaching/Bachelor of Health & Physical Education. Eighteen known graduates who were working as casual teachers in the Hunter Region of NSW in secondary schools of varying sizes in both rural and city settings were approached and invited to take part in a series of focus group discussions relating to their teaching experiences. These graduates ranged from those with less than one year of teaching experience up to those with four years of casual teaching experience (N= 1 yr - 6, 2 yr - 4, 3 yr - 3, 4 yr - 5). All of these teachers were keen to share their experiences and agreed to be participants in the study. The group consisted of six males and twelve female teachers with an average age of 26 years. All participants completed a questionnaire which sought information relating to the casual beginning teachers'

experiences, induction and concerns during their early years of teaching.

After the questionnaire data were collated and analysed, three focus group discussions of a two hour duration were held with groups of five participants. These followed a semi-structured format to clarify areas relating to the teachers' experiences identified in the responses to the questionnaires and focused on the factors that influence a beginning teacher to teach casually; advantages and disadvantages of casual teaching; the format and nature of casual teaching experiences and differences between schools and types of casual teaching positions; major concerns and problems faced and ways to manage these; suggestions for areas and types of support for casual beginning teachers. It also gave the participants an opportunity to discuss sensitive issues or concerns and allow for comparative data across subjects. Two focus group discussions were also conducted with invited school executives (N= Head Teacher - 3, Deputy Principal - 5, Principal - 2) from schools in the Hunter Region all of whom had backgrounds as health and physical education teachers. The areas discussed in these focus groups included the role and expectations of casual teachers; specific faculty expectations of casual teachers; support for those beginning teachers without specialist backgrounds; administrative, professional support and development given to casual beginning teachers; preparation of beginning teachers to work as casual teachers in teacher education courses; and advice for gaining work as a casual in their schools. These discussions provided the opportunity to explore further the issues raised by the casual teachers and gain suggestions on ways to support and improve these early career experiences of casual beginning health and physical education teachers.

The questionnaire data were analysed and the focus group discussions were audio-taped and transcribed. The open-ended response data from the questionnaire and the transcripts from the interviews were reviewed for common thematic elements across the groups. When presenting the qualitative data the participants comments were identified by referring to their gender and position: for example F, T represents a casual beginning female teacher and M, E represents a male executive teacher.

Results and Discussion

Reasons and need for casual teaching

Casual teachers traditionally are employed to replace a teacher who is absent on some form of leave or attending a school supported activity such as a professional development course, excursion or sporting event (Vinson, 2002). In more recent times the growing shortage of permanent teachers in NSW schools in the areas of maths, science, English, special education and technology has seen many casual teachers with varying backgrounds employed to teach these classes. Research has shown that the reasons individuals choose casual teaching are varied with the most common cited as flexibility for family commitments, facilitating a career change, re-entering the workforce, or as a short term way to earn extra money without major ongoing responsibility (Crittenden, 1994; Webb, 2002).

All of the participants in this study supported these findings citing similar reasons as 'a lifestyle choice' allowing them to combine domestic duties, sporting activities and

teaching in the local area. One young male teacher explained his choice:

I think for me the reason I casual teach is more a fact of lifestyle rather than anything else... I have other things locally that I want to be involved in such as sport and I don't want to move away and with there not being any permanent jobs locally that is the way I have chosen to work. (M, T)

However, a large number of casual beginning teachers use this form of employment to gain experience while searching for their first full-time teaching position (Crittenden, 1994; Shilling, 1991). As these teachers continue to teach there appears to be a change in their approach to casual teaching. The teachers in this study reported that as time went by and they did not gain permanent employment, they chose to teach at a select number of schools and across all specializations rather than move from school to school. Many teachers interviewed who sought permanent positions in catholic or independent schools reported that becoming known through casual teaching was the way positions were secured in these schools.

Ultimately this can have the effect of preventing some schools in the 'more difficult areas' finding casual teachers to employ and these schools historically have the greatest need for casual teachers (Williams, 2002). This shortage of casual teachers has been well documented (Hagger, 2002; Watkins, 2002; Webb, 2002). In 2002 NSW schools had approximately 52,000 permanent teachers in over 2200 public schools with the average teacher taking 7.5 sick days each year, however, training and other forms of leave have often boosted this to 25 days leave (Watkins, 2002). To assist this situation the DET created the Casual Teacher Plan to assist public schools find casual teachers. This plan involves a website with advice relating to all aspects of casual teaching and contact with Casual.Direct, a fully automated casual staffing system and the establishment of the Teacher Relief Scheme which aims to engage temporary teachers to assist schools to cover longer term temporary vacancies (Watkins, 2002). The school executive teachers in this study supported the importance of casual teachers to the functioning of their schools, however, they emphasised the continued difficulty in employing casuals in times of need and in 'hard to staff schools'. One deputy principal in a school with 60 staff expressed the importance of casual teachers by stating:

Casuals are absolutely vital to the functioning of our school. Some days we have 15 to 20 staff absent and if you didn't have casual teachers to fill those positions and provide some sort of structure we would have massed supervision in the playground. There is mayhem on the occasions this does occur. On the best days we would have probably 5 or 6 teachers absent. (F, E)

Nature of casual beginning health and physical education teacher experiences

The working life of casual teachers can be radically different from their permanent colleagues and can be 'a highly demanding form of teaching' (Shilling, 1991). Most casual teachers have to be very flexible, and adaptable as they are expected to take charge of new classes and teach across many subject areas (Ewing, 2001; Webb, 2002). They have to deal with the expectations of different teachers and become familiar with the routines of a number of schools.

These expectations are often without the support given to permanent staff or preparation time as they are regularly expected to undertake additional duties during their teaching day such as playground duty. Students, especially in the secondary school setting, usually rejoice when a casual teacher enters the room. They try to exploit the situation in an attempt to do as little work as possible while making the task of teaching as difficult as possible (Webb, 2002). Earlier research by Webb (1996) stated that there traditionally has been little information available to support casual teachers and few courses which provide specific training to help them cope personally and professionally. Anecdotal evidence indicates that 'problems' are widespread but are accepted as inevitable.

Most of the teachers in this study had very few problems getting casual teaching and secured positions through contacts from previous practicums and internships, placing resumes in schools, having their names on DET casual teacher lists and making appointments with the appropriate staff who employ the casuals. One teacher explained his approach as:

I think I went to about seventeen high schools around the Newcastle area just after graduation and over the next year I probably only got work at three or four of those seventeen. But they seem for some reason to ring on a fairly regular basis but I never heard from the other dozen or so. (M, T)

At most schools a member of the school executive is the person who contacts the casual teacher and keeps a list of suitable teachers in each specialisation who are available for casual teaching at the school. Most of the casual teachers in the focus group voiced their preference for teaching blocks of time such as weeks or terms and at a few schools, however, many describe the need to work day to day teaching in up to five different schools a week in order to get work. This latter category of teachers are more likely to be beginning teachers and are often expected to teach across specializations and undertake additional activities such as roll call, playground duty and bus supervision.

The casual health and physical education teachers highlighted that teaching day to day has the advantages of giving them flexibility, a lack of responsibility and not having to return to a school if they chose to teach elsewhere. The following comment explains:

By working day to day as a casual my work day starts at 8.57am and finishes at 3.10pm and I don't have to take anything home or even work the next day if I choose. I'm doing further study, and I can put all of my time into that and do not have to bring home marking and paperwork... so I have more time personally. (M, T)

However, many expressed the personal frustration at the lack of reliable ongoing work which leads to financial insecurity and a lowering of self esteem and morale.

It is hard when you want to work and you don't get a call, particularly in terms one and four. So you can be up at 7am showered, dressed and ready to go to work and no one calls. That's the biggest downside of casual teaching and if it continues it is very deflating. (M, T)

Another feature of casual teaching is what the teachers in this study termed 'overuse or abuse'. This occurred when they were required to teach a large number of lessons across

many specializations in addition to undertaking extra duties as roll call and playground duty in a single day or on multiple days. Many felt reluctant to speak out as they needed the work and wanted to return to the school so accepted what was given to them.

Problems confronting casual beginning health and physical education teachers

Shilling (1991) describes casual teachers as working in 'a marginal situation without the knowledge, status or respect given to permanent staff and often, instead of support from senior teachers they can receive thinly veiled warnings' (p.5) about their teaching competence, which provide very little direction or assistance. Casual beginning teachers faced with these situations, together with the lack of continuity and the unpredictable nature of casual work, can experience decreased motivation, self-esteem and sense of belonging, increased stress levels, loss of confidence and ultimately disillusionment with teaching as a career (Tromans, 2001; Webb, 2002).

Classroom management and discipline problems were common concerns faced by most of the casual teachers in this study. For many this was exacerbated when they taught in different schools each day as they did not have the opportunity to get to know students, staff or school procedures. These teachers often received 'mixed messages' from the school staff. At times the message was 'just survive the day the best way you can' which was interpreted by the casual teacher as 'babysitting' rather than teaching. At other times the message was to ensure students complete work left or don't expect to be called back to teach at the school again. In many instances, casual teachers report being told to keep the students in the room, quiet, entertained and under control. These situations often presented conflicting situations for casual teachers who perceived that the requirement of quiet classrooms rather than productive learning was used to judge the casual teacher's level of competence. However, when the school executives in this study were asked what attributes were important for a casual teacher to possess, they mentioned others such as:

I think good confidence in their relationship and rapport with kids and it also has to do with preparation and organisation. I have to say in PDHPE beginning casual teachers there is a very diverse range from those who are fantastic to those who walk in with a lunch box and expect everything to be given to them and they have nothing prepared in terms of what they are going to do if there is nothing there for them. (F, E)

Research by Shilling (1991) found that casual teachers often mitigate these problems of their work by teaching in a single school or limited number of schools, enabling them to establish some sort of relationship with the school executive, staff and students, thereby increasing the respect and status they are afforded. However, the school executive acknowledged the need to show respect and 'nurture' beginning casual teachers who are unfamiliar with the school but highlighted the busy nature of schools and explained that often the late engagement of a casual teacher means a lack of time prevented this initial assistance being given in the way it should. A deputy principal explained:

Because you've only got a few minutes as they are coming

into the school before heading off to a class there is little time for us to nurture them. You go down and make sure they are surviving the day but they don't get that formal support that beginning teachers get in a permanent position. So as much as you are aware that you would like to support them all in reality it doesn't happen and it is left to their colleagues (F, E)

Teaching outside their area of specialisation was another common concern expressed by the casual teachers in this study. All reported spending only 30-40% of their time teaching health and physical education classes. The school executives highlighted the fact that there was a larger number of casual beginning health and physical education teachers available for employment than other specialisations and that they were more flexible in their ability to adapt to teaching in different situations and had very little difficulty in moving across specialisations. However, the casual teachers themselves raised concerns that by continued teaching outside their specialisation they were at risk of becoming 'de-skilled' or losing their specialist content knowledge and skills. Although they coped with most situations given to them felt they provided limited learning opportunities for the students taught.

A final area of concern for these casual beginning teachers of health and physical education was the lack of feedback and evaluation they received during their work in schools. They felt there was a lack of status for casual teachers in most schools and most would have appreciated some form of appraisal or feedback from their colleagues or the school on their professional development as a teacher. These teachers commented that this was often coupled with a lack of respect from both teachers and students which had the effect of lowering their self confidence and sense of self worth. Many also reported the frustration of working beside permanent teachers and other casuals who displayed unprofessional behaviour and little commitment to the job.

Support for casual beginning health and physical education teachers

Induction for beginning teachers has been recognised as a crucial part of the transition into the school and classroom (Dowding, 1998; Ramsey, 2000). Casual beginning teachers not only experience what is commonly identified as 'reality shock' as they enter the workforce but this is often coupled with the uncertainty of ongoing employment, a feeling of isolation and not belonging. Ideally induction programs should provide a period of learning and professional support for all beginning teachers. However, Khamis (2000) states that induction is often misconstrued as just orientation to the school, implying a brief administrative process rather than a properly planned and implemented process of ongoing professional development and support. The beginning casual health and physical education teachers in this study reiterated the need for administrative and organisational support together with specialist subject advice to assist their transition into a school. In health and physical education access to a spare set of keys, equipment or to worksheets for the appropriate units to be taught makes the role of the casual teacher easier and more professionally satisfying. An example of useful assistance was highlighted by one casual teacher when he explained how this occurred for him at a school:

One school that I turned up to work for gave me a survival pack which was in the form of a manual called **Casual Teaching - Where do I go now?** It had details about staff details, rooms, maps, bell times, code of conduct procedure, suggestions for lessons if work was not set based on current affairs, newspapers, quizzes and word challenges that could be given to a class. This really helped me to be successful that day and subsequent casual teaching days at the school. (M, T)

The school executives in this study relied on the head teachers in their schools to provide the specialist lesson support in terms of content, rolls, resources and follow up to classroom management problems. Most executives agreed where possible casual teachers were invited to join in staff meetings and in-school staff development activities but stated limited funds prevented these casual staff undertaking major professional development and induction programs offered to permanent beginning teachers. Collegiate support was also seen as important and staff members were encouraged to assist casual teachers. One school executive who is in 'a difficult to staff' school explained her approach to the casual staff:

Every morning at the briefing session I conduct with the whole school staff before classes begin my statement is 'Treat our casuals well, they are gold, we want them back!' It helps make the casuals feel wanted and reminds staff of the important part they play in our school. (F, E)

Suggestions to improve the transition and development of casual beginning teachers of health and physical education in schools

When the casual beginning teachers in this study were asked the advice they would give to new graduates beginning to casual teach they listed the importance of personal contact by 'meeting and greeting' the people who employ in schools; act, look and dress in a professional manner and be prepared with 'a box of tricks' - whiteboard pen, chalk, whistle and lesson ideas. These teachers noted the need to be proactive in seeking advice, directions and communicating with other staff at the schools. They cautioned against 'taking over in the staffroom', adopting an arrogant approach and relaying gossip between schools. One casual teacher explained his approach and advice as:

I go into each new class at a new school and pretend I am starting a permanent position. I try to learn as much as I can about the staff, the processes of the school and use that in the class so the kids know I have confidence in the system of the school ... try to keep to the same routine as much as you can and you will have a better class and day and hopefully you will get called back the next day. (M, T)

Another common strategy advocated by the casual beginning teachers was after completing a teaching placement leaving behind a summary of content taught to each class and any issues or follow-up required by the regular class teacher. A visit to the employing executive member before leaving the school coupled with a thank you often lead to further days being negotiated as did regular telephone calls to schools not heard from recently.

When the school executives were asked for suggestions to assist casual teachers in their development and transition into schools they mentioned the importance of having self

confidence in their role as a casual and building their own respect in the position. They stated this can be done by making themselves aware of school policies and procedures, approaching their classes with confidence and providing clear expectations in order to set standards. One deputy principal explained his ideas:

I think beginning teachers can do things for themselves by going into classrooms with confidence and set the tone for the lesson at the start by saying what they expect, the consequences of not cooperating and consistently reinforce the standard throughout. (M, E)

They advised casual teachers to be well organised, show enthusiasm and use initiative in the school setting to find people who can assist them and be friendly, ask questions and communicate with the other teachers without being a burden or dominating. One head teacher explained his views as:

Be prepared and have some sort of generic teaching kit that you have constructed and will be confident in using if work is not left for you. Also most important is to bring your own coffee mug, coffee and milk! (M, E)

The school executives agreed for need to provide specialist staff development courses for both casual beginning teachers and experienced casual teachers to ensure they retain their specialist skills and be updated on contemporary issues and teaching ideas. It was suggested that these courses could occur on the same days as the pupil free staff development days when casual staff are not required and they recommended that attendance at these should be compulsory for employment each year. This supports calls from other researchers who advocate the provision of paid access to professional development for casual teachers as a means of keeping the entire teacher workforce at the forefront of quality teaching developments and resources (Dowding, 1998; Ewing, 2001; Hagger, 2002; Webb, 1996).

Both the executives and beginning teachers highlighted the need not to take issues encountered with the staff or students personally and if concerns arise speak to a school executive member for advice. It is important that casual teachers develop confidence in themselves and their contribution to schools because as one executive teacher stressed:

You are a teacher, not a casual, a teacher full stop!! (M, E).

Conclusion

Governments across Australia are increasingly facing major teacher shortages and are attempting to overcome these by trying to raise the profile and status of the teaching profession to attract a high calibre of students only to find, in recent years, 'alarming attrition rates of early career teachers, with 20% and in some areas up to 50%, choosing to end their careers in the first three to five years of service' (Manuel, 2003, p.139). Therefore, not only are the processes of recruitment and preparation of teachers important but the induction and retention of beginning teachers are major issues in developing a strong teacher workforce for the future.

Several recommendations for assisting and improving casual beginning teachers emerged from this study involving a united approach from the teachers, school

executives and districts cooperating and supporting together. These recommendations were ideas considered during the focus group discussions and while many may not be feasible, whether for financial or management reasons, they do deserve further consideration. Suggestions for improving the support from system employers are:

1. A professional development program which focuses on the specific concerns of this group held on designated student free staff development days at the beginning of each term when casuals are not required.
2. Provision of specifically trained teachers in schools to provide advice, mentoring and support for beginning casual teachers.
3. The appointment of a district consultant to support the needs of the casual teachers and development of communication for casual teachers through a system of newsletters, regular meetings, district website, schools data base.
4. A number of permanent casual teachers appointed to each school annually thereby overcoming the problem of lack of familiarisation and non acceptance by students and staff.

Finally, at school level the casual teachers in this study indicated their best teaching experiences were in schools with a strong support system led by the principal and school executive. For this to occur schools need:

1. A school wide approach to casual teachers with well known policies and procedures; high expectations for student behaviour; and a clearly articulated, consistent communication and support structure for managing students.
2. Principals who ensure that casual beginning teachers employed are given the same opportunity for induction and linkage to mentors as their permanent peers.
3. Professional development for school executive to raise awareness of casual teacher induction needs and support.
4. The requirement for permanent teachers, when absent, to leave meaningful lesson plans, resources and information to assist casual teachers. This would be further assisted by allowing time for casual teachers familiarise themselves with these before entering the classroom.

From the results of this study we can conclude that casual beginning teachers of health and physical education undertake a difficult job in circumstances where they are often seen as babysitters and given little feedback or the same professional support given to permanent beginning teachers. However, as a shortage of teachers looms and the demands of teaching increases, the value and role of casual teachers is becoming more apparent (Vinson, 2002). Casual beginning teachers are an important yet largely untapped workforce where many of our future permanent teachers will be recruited from. Therefore, the need to nurture and support these teachers in their time of uncertainty as they make the transition into the workplace is important for the future of school education and the ongoing development of the teaching profession.

Author Note

Dr Ann McCormack is a lecturer in the Faculty of Education and Arts, School of Education, The University of

Newcastle. She lectures in the area of pedagogy, curriculum and professional preparation of beginning secondary teachers. She can be contacted at

Ann.McCormack@newcastle.edu.au

References

- Crittenden, A. (1994). Evaluation of the relief teaching program in government primary schools in Western Australia. *Issues in Educational Research* 4 (2): 81-93.
- Dowling, G. (1998). Beyond survival. Supporting beginning teachers through effective induction. *The Practising Administrator* 20 (7): 18-20.
- Ewing, L.A. (2001). Relief teaching in Western Australian primary schools. Unpublished masters thesis, University of Western Australia.
- Galloway, S. (1993). Out of sight, out of mind: A response to the literature on supply teaching. *Educational Research* 35 (2): 159-169.
- Galvez-Martin, M. (1997, February). What are the needs of substitute teaching to be effective? Paper presented at the Annual Meeting of the Association of Teacher Educators, Washington DC.
- Gold, Y. (1996). Beginning teacher support: Attrition, mentoring, and induction, in J. Sikula (Ed.) *Handbook of Educational Research on Teacher Education*. New York: Simmon & Shuster Macmillan.
- Hagger, C. (2002). Relief situation highlights shortage. *ACT Teacher* 2 (4): p.19-25.
- Herbert, E. & Worthy, T. (2001). Does the first year of teaching have to be a bad one? A case study of success. *Teaching and Teacher Education* 17 (8): 897-911.
- Khamis, M. (2000). The Beginning Teacher. In Dinham, S. & Scott, C (Eds.) *Teaching in Context*. Camberwell, Australia: Australian Council of Educational Research.
- Macdonald, D., & Kirk, D. (1996). Private Lives, Public Lives: Surveillance, Identity and Self in the Work of Beginning Physical Education Teachers. *Sport, Education & Society* 1 (1): 59-74.
- Manuel, J. (2003). 'Such are the ambitions of youth': exploring issues of retention and attrition of early career teachers in New South Wales. *Asia-Pacific Journal of Teacher Education* 31 (20): 139-151.
- New South Wales Labor Party (2003). *Casual teaching. Labor's plan to meet the demand for casual teachers*. Published by the Australian Labor Party.
- Ramsey, G. (2000). *Quality Matters, Revitalising Teaching: Criticisms, critical choices*. Report of the Review of Teacher Education, NSW. Sydney: NSW Department of Education and Training.
- Rolley, L. (2001). Another cry in the wilderness? *Unicorn* 27 (3): 37-41.
- Shilling, C. (1991). Supply teachers: Working on the margins. A review of literature. *Educational Research* 33 (1): 3-11.
- Tromans, C. (2001). A lifejacket with holes: a case of 'temporary engagement', a strategy used by Education Queensland to employ beginning secondary teachers. Unpublished master theses, University of Technology, Queensland.
- Vinson, A. (2002). *Inquiry into the provision of public education in NSW: First Report, May 2002*. Sponsored by the NSW Teachers Federation and the Federation of P&C Associations.
- Watkins, J. (2002, April 28). Watkins announces plan to cut NSW casual teacher shortages. *Minister for Education and Training press release*.
- Webb, P. (1996, July). Relief Teaching: Visible problems, invisible teachers. Paper presented at the Annual Conference of Australian Teacher Education Association, Sydney.
- Webb, P. (2002, September). The substitute teaching perspective: A crucial new view on education. Paper presented at the Annual Conference of the British Educational Research Association, Exeter, UK.
- Williams, C. (2002). *Interview with Cheryl Williams*, Academic Associate Teacher for the University of Newcastle and the Department of Education and Training.