
Australian Teacher Workforce Data National Teacher Workforce Characteristics Report

December 2021



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Table of Contents

From the Chair	5
About the ATWD	6
Key Findings	7
Chapter 1 Discussion of findings	12
Profiling the teacher workforce in 2018	12
Factors affecting teacher supply	23
Critical teacher cohorts	27
The way forward	32
Chapter 2 The ATWD Teacher Workforce Data	33
The ATWD initiative	33
The data	34
Chapter 3 All Registered Teachers	37
Characteristics of registered teachers	39
Deployment of registered teachers	40
Chapter 4 The Teaching Workforce	41
Summary	42
Teaching characteristics	43
Demographic characteristics	46
Chapter 5 Employment Arrangements	51
Summary	52
Contractual arrangements	53
Working hours and tasks	61
Employment gaps	71
Chapter 6 Qualifications and Professional Learning	74
Summary	76
Qualifications	76
Professional learning	84
Teaching in-field	88
Chapter 7 Career Intentions	90
Summary	92
Intentions to leave	92
Reasons for considering leaving teaching	107
Chapter 8 Early Career Teachers	115
Summary	117
Teaching characteristics	118
Demographic characteristics	123
Employment arrangements	127
Qualifications and professional learning	140

Induction	149
Career intentions	151
Chapter 9 Leaders and Leadership Roles	154
Summary	156
Prevalence of leaders and leadership positions	157
Registration	162
Demographic characteristics	164
Leadership pathways	169
Employment arrangements	174
Qualifications and professional learning	183
Career intentions	191
Chapter 10 Aboriginal and Torres Strait Islander Teachers	196
Summary	198
Teaching characteristics	199
Demographic characteristics	204
Employment arrangements	207
Qualifications and professional learning	213
Career intentions	216
Chapter 11 Not Working in Schools or Early Childhood Services	219
Summary	220
Registration	221
Demographic characteristics	222
Qualifications	226
Registered teachers on extended leave	229
Registered teachers not working in schools or early childhood services	231
Appendices	233
Appendix A: List of tables	233
Appendix B: List of figures	234
Appendix C: Acronyms and abbreviations	238
Appendix D: Bibliography	239
Appendix E: ATWD key data definitions and glossary	241
Appendix F: ATWD initiative	245
Appendix G: Data model for the ATWD	247
Appendix H: ATWD Teacher Survey – Non-response bias analysis	250
Appendix I: ATWD Oversight Board members	254
Appendix J: ATWD Technical Working Group members	255

From the Chair



Education is central to Australia's success as a nation – and there is conclusive evidence that teaching and school leadership are the key in-school variables that influence student outcomes. Enhancing and supporting the teaching profession is therefore of vital benefit to all Australian children.

As Laureate Professor John Hattie says, what teachers know, do, and care about is very powerful in the 'learning equation'. It is so important to understand the teaching workforce – who they are, where they work, and what the critical workforce issues of concern are to our current and future teachers.

The Australian Teacher Workforce Data is a nationally agreed data linkage project that, in an Australian first, connects national data on initial teacher education (ITE) and teacher workforce data from each state and territory. It provides consistent, longitudinal data and information about our teachers – across all states and territories, systems and sectors.

The ATWD allows us to gain a better understanding of the lifecycle of the modern teaching career: to identify trends in teacher education, the supply pipeline and the teacher workforce in Australia. It provides valuable insights that will help inform national policy and programs to support the profession and improve student outcomes.

Building on the National Initial Teacher Education Pipeline: ATWD Report 1 released in November 2020, I am pleased to introduce the National Teacher Workforce Characteristics: ATWD Report 2.

The Workforce Report is shaped by data from several sources that are linked and made available through the ATWD:

- ITE data from the Australian Government, collected annually between 2006 and 2017
- teacher registration data collected by teacher regulatory authorities in 2018
- data collected directly from our teachers, through the ATWD Teacher Survey in 2018.

I would like to sincerely thank all the teachers and leaders who participated in the ATWD Teacher Survey. Your experiences are now reflected in the national picture we are building of the profession. Importantly, this provides us with greater understanding of the career pathways and work experiences of teachers across Australia.

The Workforce Report contains detailed analysis of the characteristics of individuals who are registered with teacher regulatory authorities in participating states and territories. It focuses on their registration and employment details during 2018 as well as other key information gathered through the ATWD Teacher Survey, including induction experience, professional learning and qualifications.

Implementation of the ATWD is well underway and proceeding nationally. Data will be uploaded annually to provide longitudinal insight into the trends of the teaching workforce. This will support workforce modelling and planning, and help us identify and address critical issues.

As the ATWD matures and participation grows, future reports will present a truly national picture of the teaching workforce.

A handwritten signature in black ink that reads "L. Rodgers".

Ms Lisa Rodgers

Chair

Australian Teacher Workforce Data Oversight Board

Director General

Department of Education Western Australia

About the ATWD

The ATWD initiative

Developed as part of the national initial teacher education reforms, the Australian Teacher Workforce Data (ATWD) initiative is a national project, jointly funded by the Australian Government and all state and territory governments.

The ATWD is delivering comprehensive national data that will identify trends in teacher education, the teacher supply pipeline and the teacher workforce in Australia, and help inform national policy on how to better support the profession and strengthen the impact our teachers have on the lives of the children and students they teach.

The ATWD is governed by the Australian Education Senior Officials Committee (AESOC) through the ATWD Oversight Board, which consists of representatives from Commonwealth, state and territory governments, the non-government school sector, teacher regulatory authorities, initial teacher education providers, and AITSL.

Acknowledgements

The ATWD Oversight Board acknowledges the traditional custodians of the land, sea country and waterways from across Australia. We honour and pay our respects to their Elders past, present and future.

The ATWD Oversight Board, through the ATWD delivery team, has worked closely with education stakeholders in the development and implementation of the ATWD initiative. These include the state and territory education departments, the non-government education sectors, the state and territory teacher regulatory authorities, initial teacher education (ITE) providers and the Australian Government Department of Education, Skills and Employment.

The expert contribution of the Australian Institute of Health and Welfare (AIHW) has been critical. The ATWD Oversight Board also thanks key partners in the ATWD Technical Working Group.

About AITSL

The Australian Institute for Teaching and School Leadership (AITSL) was formed to provide national leadership for Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership, with funding provided by the Australian Government.

AITSL works to ensure that Australia has a high-quality education community in which teachers and school leaders have the greatest impact on the educational growth and achievement of every student. AITSL works in partnership with governments, jurisdictions, sectors and agencies to improve professional practice through evidence-based policies, standards and resources.

In December 2016, AITSL was tasked with the implementation of the ATWD initiative by Education Council, including delivery of the data model, data analysis and reporting.

Key Findings

The following key findings are drawn from the first wave of the ATWD undertaken in 2018. This data was obtained through linkage of workforce data from the ATWD Teacher Survey (n = 17,729)¹ and state and territory regulatory authority data, with initial teacher education data from the Higher Education Student Data Collection (HESDC) for teachers registered in South Australia, the Northern Territory and New South Wales. For 2018, workforce data from the Victorian regulatory authority only was linked to the ITE data.²

Workforce Segments at a glance

Registered teachers – individuals who are registered with a regulatory authority

Teacher workforce – registered teachers in schools or early childhood settings

Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Classroom teachers – the largest part of the teaching workforce, face-to-face teachers who do not have leadership responsibilities and are not leaders

Leadership – school or early childhood leaders and teachers with leadership responsibilities

Leaders – the part of the teacher workforce whose main role is as a leader

Non-teacher workforce – registered teachers not working in schools or early childhood services

Workforce deployment, roles and responsibilities

- Of registered teachers in 2018, 89% were working in a teaching or leadership role in schools or early childhood services (the 'teacher workforce'):
 - 83% of registered teachers were working in schools.
 - 6% of registered teachers were working in early childhood services.
- Of registered teachers, 82% were actively teaching in the classroom at least some of the time (the 'teaching workforce'):
 - 59% of registered teachers were exclusively classroom teachers.
 - 11% of registered teachers were teachers who also held leadership responsibilities; this means that one-in-six teachers with their main role as a classroom teacher, also carry additional leadership responsibilities (16%).
- Of the teacher workforce, 17% were school or early childhood leaders, as defined by their main role; this means that four-in-five of those with their main role as a leader, also held face-to-face teaching responsibilities (81%).
 - 13% of the teacher workforce were leaders who also held teaching responsibilities.
 - 3% of the teacher workforce were in leader only roles, with no face-to-face teaching responsibilities.
 - School leaders holding more senior positions were least likely to have face-to-face teaching responsibilities: 91% of middle leaders (e.g., head of department) had face-to-face teaching roles, as did 75% of deputies, and 25% of principals.

¹ The 2018 ATWD Teacher Survey is the largest survey of registered teachers in Australia, and the data collected in each state was representative of teachers registered with each regulatory authority (an overview of non-response bias is presented in **Appendix I**, with full details in the **Technical Report**). Analysis of the data was therefore not weighted, meaning that the contribution of data from each jurisdiction was in proportion to the number of respondents; as such New South Wales and South Australia have an almost equal influence on the data, and contribute more data to the pattern of results than the Northern Territory.

² Victorian teachers participated in the ATWD Teacher Survey from 2019.

- A greater proportion of the teacher workforce in early childhood services were leaders (early childhood: 30% of the workforce with a known role; schools 18%) or held a teaching role with additional leadership responsibilities (early childhood: 16% of the workforce with a known role, schools 12%) compared with the teacher workforce in schools.³
 - A similar proportion of the teacher workforce in early childhood services (5% of the workforce with a known role) and schools (4%) held leader only roles.
- Of registered teachers, 11% were not employed in schools or early childhood services (the 'non-teacher workforce').

Demographics of the Teaching workforce

- The average and median age of the teaching workforce (teachers who teach in classrooms) was 46 years.
- Three-quarters of teachers (73%) were aged between 30 and 59 years, with even distribution across each age bracket such that around one-quarter were aged 30 to 39 years, 40 to 49 years, and 50 to 59 years respectively.
- Three-quarters of early career teachers were in their twenties (47%) or thirties (28%).
- One-in-six (16%) of the teaching workforce were approaching retirement age (aged over 60 years).
- Men made up only 22% of the teaching workforce, but this varied across learner levels; just 1% of early childhood teachers were men, compared to 16% of primary teachers, and 33% of secondary teachers.
- While most teachers work in schools or early learning services in metropolitan areas (67%), the proportion of the teaching workforce who work in remote or very remote locations matches the proportion of the Australian population who live in these areas.
- 6% of the teaching workforce self-identified as having a disability; this is a lower rate than within the Australian workforce overall (9%).
- 17% of the teaching workforce and 15% of leaders were born overseas; this is a smaller proportion to that in the working age Australian population (33.6%).

Qualifications and training

- A Bachelor degree was the most common level of ITE qualification held in the teaching workforce (64%); postgraduate ITE qualifications were evenly split between Masters degrees (17% of the teaching workforce) and other postgraduate degrees (19%).
- Secondary teachers were more likely to have completed tertiary studies in addition to ITE (53%) than primary teachers (43%) but this may relate to greater rates of postgraduate ITE qualifications in secondary teaching (44%).
- One-in-ten members of the teaching workforce (10%) were undertaking tertiary studies in addition to their ITE qualification.
- Almost all members of the teaching workforce reported undertaking some professional learning during 2018 (95%), with an average of 38.8 hours undertaken – twice the 20 hours per year typically required to maintain registration.
- Teachers who delivered English and Science classes were the least likely to be teaching out-of-field (28% and 29% respectively).
- Mathematics was taught by out-of-field teachers 40% of the time.

³ These are percentages of teachers with a known role.

Employment

- Most of the teaching workforce taught in schools (93%), with 7% teaching in early childhood services.
 - The teaching workforce was more likely to work in Government schools (65%) and primary schools (41%).
 - 3% of teachers worked at special schools.
 - 15% worked in Catholic schools and 19% in independent schools.
 - 31% worked in secondary schools and 25% in combined schools.
- Most of the teaching workforce was employed on a full-time basis (59%). Full-time employment rates varied across learner levels. Almost two-thirds of secondary teachers were employed full-time (64%), followed by just over one-half of primary teachers (55%), and less than one-half of early childhood teachers (46%).
- The average FTE of the teaching workforce was 0.86 across respondents registered in New South Wales, South Australia, and the Northern Territory. There were some differences across jurisdictions (New South Wales: 0.87, South Australia: 0.84, the Northern Territory: 0.93).
- Younger teachers in the school teaching workforce were less likely to be permanently employed. This was not the case for teachers in early childhood services:
 - Younger teachers, aged under 30 years, were less likely to be employed on a permanent basis (39%) than teachers aged 30 to 40 years (63%), and over 40 years (71%).
 - Younger teachers, aged under 30 years, were more likely to be employed on a short fixed-term contract of between one and four terms (46%) than teachers aged 30 to 40 (28%), and those aged over 40 years (17%).
 - Almost two-thirds of younger teachers in early childhood services (64%) were employed on a permanent basis; this was almost the same as early childhood teachers across all age-groups (66%).
- Despite having lower rates of full-time employment, early childhood teachers were as likely to be permanently employed (66%) as those of all learner levels (66%), suggesting greater rates of permanent part-time employment.
- 10% of teachers were employed as casual/relief teachers (CRTs).
 - Few CRTs worked full-time hours (7%).
 - One-third of CRTs (35%) indicated that they were working as CRTs because they were unable to secure an ongoing or contract role. Among early career teachers, this was considerably higher, at 57%.
- In the teaching workforce, teachers employed on short fixed-term contracts were not less likely to be full-time (51%) than ongoing contracts (68%).

Working hours and tasks

- Most of the full-time teaching workforce reported working unpaid over-time during a typical week (95%).
 - 42% of the full-time teaching workforce reported working for 60 hours or more during a typical week.
- The part-time teaching workforce was more likely to report working unpaid over-time when contracted to work more hours: 96% of those working 31-35 hours per week reported unpaid over-time in a typical week, compared to 87% of those working 21–25 hours per week, and 77% of those working 11–15 hours per week.
- The full-time teaching workforce in schools reported an average of 23 face-to-face teaching hours each week; classroom teachers reported slightly more face-to-face hours (25 hours).

- Full-time early childhood teachers reported more face-to-face hours each week than those in schools (29 hours).
- Full time-time members of the teaching workforce spent on average, 1.5 times as many hours on non-teaching tasks as they did on face-to-face teaching. Those working part-time tended to spend the same amount of time on non-teaching and face-to-face teaching tasks.
- The main non-teaching tasks performed by full-time members of the teaching workforce were planning lessons (26% of non-teaching time), marking/assessing student work (17%), and general administrative work (15%).

Leaving the profession

- One-in-four members of the teacher workforce reported that they intended to leave the profession before they retired (25%).
 - Over half of those intending to leave the profession (56%) intended to leave in under ten years.
 - The greatest proportion of teachers intending to leave the profession before retirement were teachers aged 30 to 39 years (38%). One-in-three teachers aged under 30 years (34%) and 40 to 49 years (32%) intended to leave, with lower rates among 50 to 59 year-olds (18%) and those aged over 60 years (8%).
- Intention to leave and reasons for doing so did not change with the level of face-to-face teaching responsibility. Classroom teachers held almost identical intentions and timelines for leaving (26% intended to leave; 56% of those within 10 years) as did the teaching workforce as a whole (25% intended to leave; 56% of those within 10 years).
- Across the teacher workforce, nine-in-ten (87%) of those intending to leave the profession cited reasons related to workload and coping as a reason for leaving. Rates were high across all age groups, but were significantly more pronounced in younger teachers ($p < .001$).
 - 'The workload is too heavy' (71%).
 - 'I am finding it too stressful/it is impacting my wellbeing or mental health' (68%).
 - 'To achieve a better work/life balance' (61%).
- Insufficient pay was cited by 29% of the teacher workforce as a reason for intending to leave.
- Issues with managing student behaviour was selected by 26% of those intending to leave the profession.
- Some gender differences existed in reasons given for intending to leave the profession:
 - Women were even more likely than men to cite workload and coping as reasons for considering leaving, (e.g., 'to achieve a better work/life balance': women 70%, men 61%).
 - Men were more likely to cite 'dissatisfaction with performance appraisal processes' (women 13%, men 21%) and 'changes imposed on the school from outside (e.g. from government)' (women 48%, men 55%) as key reasons for intending to leave.

Leaders

- The average age of leaders, identified from their main role, (48 years old) was slightly higher than the teaching workforce (46 years old).
 - Across schools and early childhood services, teachers (main role) with leadership responsibilities were on average slightly younger than leaders (45 years), but older than classroom teachers (44 years).

- School leaders with more senior positions were older; the average age of school principals was 54 years.⁴
- Leaders were highly experienced members of the teacher workforce before reaching their current leadership role. The average principal had taught for 21 years prior to becoming a principal; the average deputy principal had taught for 16 years; and the average other leader had taught for 11 years prior.
- School leaders who were men were promoted to their positions in fewer years after they commenced teaching than were leaders who were women. This was the case in each type of main leadership position, ranging from 1.5 (deputy position) to 2.7 years earlier (principal position).
- Men were overrepresented as leaders (31%) relative to the proportion of men among classroom teachers (21%).
- Among school leaders (15%), but not early childhood leaders (10%), there were higher rates of currently undertaking additional tertiary studies compared to the teaching workforce (10%).
- When compared to classroom teachers, leaders tended to report that professional learning was better aligned to their professional needs and those of their educational setting, and that they had greater opportunities to implement and reflect⁵ on their professional learning (schools: leaders 12 percentage points higher than classroom teachers on average; early childhood: leaders 7 percentage points higher than classroom teachers on average).

Early Career Teachers

- Nearly one-in-five (18%) of the teaching workforce in 2018 were early career teachers (within their first five years in the workforce).
- The proportion of early career teachers who were men was slightly lower than in the teaching workforce overall (early career: 19%, teaching workforce: 22%).
- Early career teachers are more likely to be employed in government schools (72%) than the broader teaching workforce (65%).
- Early career teachers were far less likely to hold a permanent role (37%) than the broader teaching workforce (66%). This was even more pronounced during years one to three (29%).
- 63% of early career teachers reported receiving induction.
 - For those who received induction, early career teachers reported receiving helpful targeted professional learning opportunities (58%), helpful mentoring or coaching (53%) and helpful orientation programs (52%) as part of their induction.

Aboriginal and Torres Strait Islander Teachers

- The number of Aboriginal and Torres Strait Islander teacher respondents was small, and as such the present findings, while important and indicative, should be treated as preliminary pending verification in future rounds of the ATWD Teacher Survey.
- 2% of the teacher workforce identified as Aboriginal and/or Torres Strait Islander; for these respondents two of the most notable findings were as follows:
 - Aboriginal and Torres Strait Islander teachers were more likely to be employed full-time (64%) and on an ongoing basis (74%).
 - Of teacher workforce segments discussed in this report, Aboriginal and Torres Strait Islander teachers were the most likely segment to intend to leave the profession in under 10 years (21%; 36% intend to leave before retirement, and 58% of those who intend to leave intend to do so within 10 years).

⁴ Seniority of leadership positions was not examined for leaders in early childhood services.

⁵ Not asked of teachers in early childhood services in 2018.

Chapter 1 Discussion of findings

Teachers are the most critical in-school influence on educational outcomes of young Australians.⁶ Understanding the characteristics of, and pipeline into, the Australian teaching workforce is essential to understanding the trends in supply and demand for teachers.

The *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report 2021* (ATWD Teacher Workforce Report) focuses on the teacher's professional journey: their entry into the profession, career trajectory and work experiences, which in turn enables the identification of challenges and opportunities for teachers, teacher employers, workforce planning and policy makers.

Beginning in this report with data on four jurisdictions (New South Wales, South Australia, Northern Territory, and Victoria) from 2018, over time ATWD Teacher Workforce Reports will provide national data and valuable insights into supply in and the nature of the Australian teaching workforce across local and national labour markets.⁷

Profiling the teacher workforce in 2018

New South Wales, the Northern Territory, South Australia and Victoria

A note on the ATWD 2018 data

The ATWD collects and links data on all individuals registered to teach by regulatory authorities. The registered teacher cohort includes those who work in schools, in early childhood services and elsewhere, as well as those not in schools or early childhood services. In this report, this includes all registered teachers in New South Wales, the Northern Territory, South Australia and Victoria, comprising 65% of all registered teachers in 2018.⁸

The ATWD Teacher Survey, linked to ITE and regulatory authority data, provides a voice for Australian teachers on employment arrangements, working hours, time spent on face-to-face teaching and non-teaching tasks, and intentions to remain in the profession. Given the large sample, the distinct voices of different critical cohorts within the profession, such as early career teachers and leaders, can be explored to understand critical work experiences and challenges faced by teachers at different career points, across all learning levels and employer sectors.

The ATWD Teacher Survey for 2018 analysed data from a large sample of 17,729 registered teachers in New South Wales, the Northern Territory and South Australia.⁹ A full non-response bias analysis statistically determined that this data was representative within jurisdictions.¹⁰ The sample included 15,780 teachers and leaders working in schools and early childhood services. Analyses of the data delivers critical insight into teachers' workplace experiences in 2018, across these jurisdictions participating in the ATWD Teacher Survey.

6 Hattie, J 2003, 'Teachers make a difference: What is the research evidence?', ACER Research Conference – Building Teacher Quality: What does the research tell us, Melbourne, Australia, October 2003, http://research.acer.edu.au/research_conference_2003/4/.

7 Note – the next ATWD Teacher Workforce Report, due in mid-2022, will include data from all states and territories for 2019 and 2020. The third ATWD Teacher Workforce Report, due at the end of 2022, will include 2021 data and introduce a timely turnaround reporting cycle.

8 Based on teacher regulatory authority (TRA) registration data for participating states and territories, and the number of registered teachers reported in 2017/18 TRA annual reports for non-participating states and territories.

9 Analysis of the data was therefore not weighted, meaning that the contribution of data from each jurisdiction was in proportion to the number of respondents; as such New South Wales and South Australia have an almost equal influence on the data, and contribute more data to the pattern of results on the Northern Territory.

10 See **Appendix I** for an overview of the non-response bias analysis and the **Technical Report** for further details.

Due to the representative nature of the survey respondents, the ATWD Teacher Survey provides the best available data on the teacher workforce. The insights delivered are based on analysis of the respondents from the participating jurisdictions and their linked data. The variety of participating jurisdictions means that the current results are likely indicative of what is happening in non-participating jurisdictions. However, this will be confirmed in future waves of the ATWD which will include national data.

Analysis of the data has delivered critical insight into teachers' workplace experiences in 2018, across the jurisdictions participating in the ATWD Teacher Survey.

The ATWD 2018 data has provided in-depth insight into the following important teacher workforce cohorts:

- Registered teachers – individuals who are registered with a regulatory authority.
- Teacher workforce – registered teachers in schools or early childhood settings.
- Teaching workforce – registered teachers engaged in face-to-face teaching.
 - Teaching workforce in schools – registered teachers engaged in face-to-face teaching in primary, combined, secondary or special schools.
 - Teaching workforce in early childhood services – registered teachers engaged in face-to-face teaching in early childhood services.
- Classroom teachers – the largest part of the teaching workforce, face-to-face teachers who do not have leadership responsibilities and are not leaders.
- Leadership – school or early childhood leaders and teachers with leadership responsibilities.
- Leaders – the part of the teacher workforce whose main role is as a leader even if they also hold teaching responsibilities.
 - For leaders in schools, the positions of principal, deputy principal and other leader (e.g., head teacher) are considered separately.
- Early career teachers – registered teachers who joined the teacher workforce less than five years ago.
- Aboriginal and Torres Strait Islander teachers – registered teachers identified as Aboriginal and/or Torres Strait Islander in either the ATWD Teacher Survey or to a regulatory authority.¹¹

Structure of the teacher workforce across participating jurisdictions

With data from the largest ATWD Teacher Survey of registered teachers in Australia to-date, linked to initial teacher education (ITE) and registration data from teacher regulatory authorities, the ATWD allows us to build a picture of the structure of, and the supply stresses in, the teacher workforce in 2018 and – as the data set builds out over time – nationally.

In the jurisdictions who provided registration data on their workforce in 2018 (New South Wales, the Northern Territory, South Australia and Victoria), at least 335,771¹² individuals were registered to teach; 268,617 (81%) held full registration and 63,796 (19%) held provisional or conditional registration.¹³ Based on the data from the ATWD teacher survey, the structure map of the workforce in 2018 is presented in **Figure 1-1**.

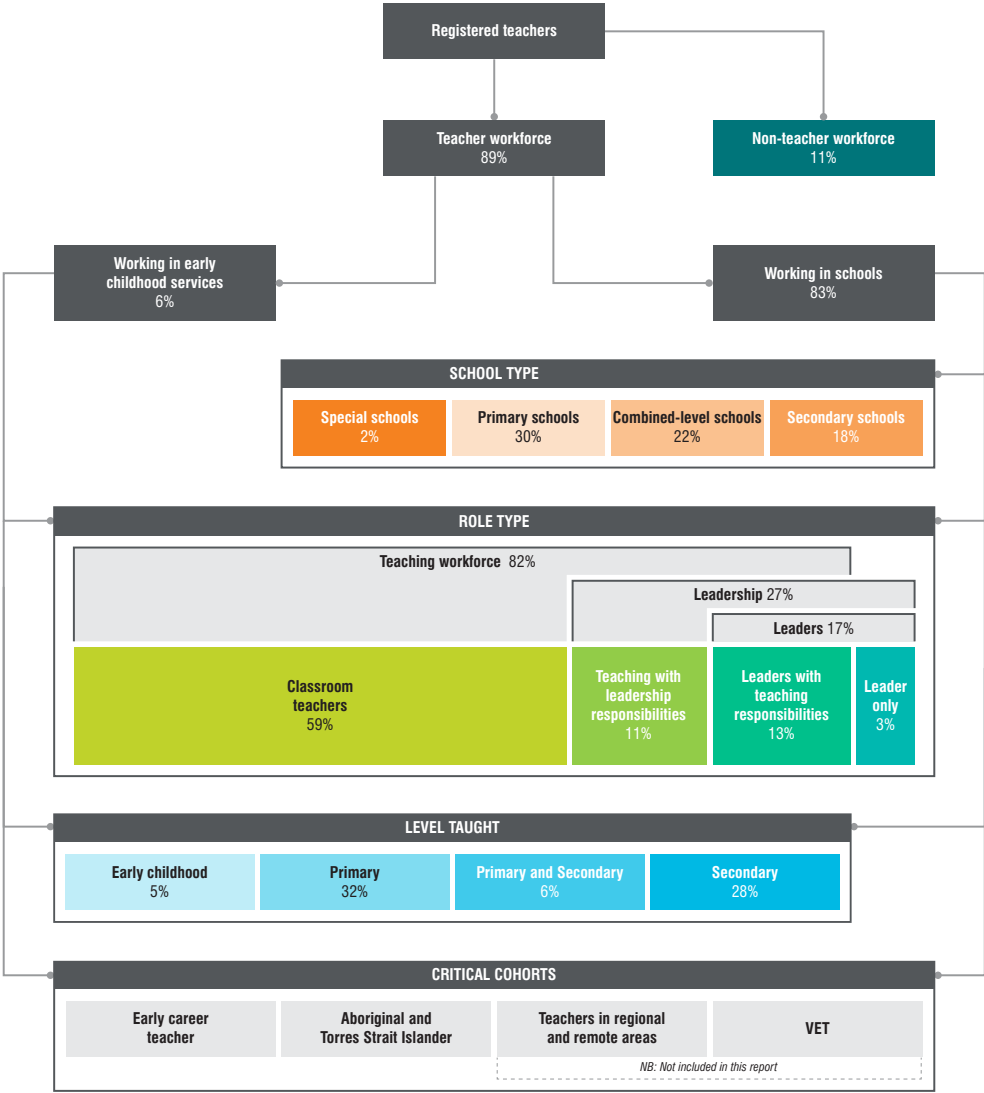
As national data grows with consecutive reports from the ATWD, this structure map will be extended from providing proportional representation of teacher cohorts and will include estimates of actual numbers of teachers in each workforce cohort enabling analysis of trends and changes in the registered teacher workforce at a national level.

¹¹ This segment has a small sample in 2018, and results are interpreted as preliminary only.

¹² Note that data on non-practicing teachers in Victoria was incomplete for 2018 and likely underestimates the overall size of the registered teacher cohort by 9% (around 30,000 teachers) (based on incidence of non-practicing teachers in the ATWD Teacher Survey)

¹³ While this represents a census of registered teachers in these states and territories, and 65% of all registered teachers nationally, these proportions may differ from those at the national level.

Figure 1-1: Proportional structure of the registered teaching workforce by data segment



Proportions derived from the ATWD Teacher Survey 2018 sample of 17,729 registered teachers

Teachers in schools and early childhood services

Responses to the ATWD Teacher Survey suggest that, by far, the majority of registered teachers work in schools and early childhood services (the 'teacher workforce').

Of those working in schools or early childhood services, almost all (92%) deliver at least some face-to-face teaching ('teaching workforce'); two-thirds (66%) work exclusively as 'classroom teachers' without a leadership role.¹⁴

While 31% of the teaching workforce hold leadership roles or responsibilities, most of these were dual positions with both teaching and leading elements; only 4% in the workforce were exclusively leaders in schools or early childhood services.¹⁵

¹⁴ These percentages are different from those in **Figure 1-1**, which are a percentage of the ATWD Teacher Survey sample (encompassing the teacher and non-teacher workforces), not the 'teacher workforce'

¹⁵ These percentages are different from those in **Figure 1-1**, which are a percentage of the ATWD Teacher Survey sample (encompassing the teacher and non-teacher workforces), not the 'teaching workforce'

Workforce deployment

Based on the responses from registered teachers in the ATWD Teacher Survey, in 2018, of all registered teachers in New South Wales, South Australia and the Northern Territory (ATWD Teacher Survey sample, n=17,729):

- Of registered teachers, 89% (15,780) worked in schools or early childhood services as teachers, leaders or both (the 'teacher workforce') (**Figure 1-1**).
 - 83% of registered teachers worked in schools (94% of the teacher workforce)
 - 6% of registered teachers worked in early childhood services (6% of the teacher workforce).
- Of registered teachers, 82% (14,615) delivered face-to-face teaching in school classrooms and early childhood services (the 'teaching workforce'). The teaching workforce comprised 93% of the teacher workforce across schools and early childhood services (**Figure 4 1**).
 - 59% of registered teachers were classroom teachers who exclusively held a teaching role (66% of the teacher workforce).
 - 27% of registered teachers held leadership positions (31% of the teacher workforce).
 - 11% were classroom teachers with leadership responsibilities (12% of the teacher workforce).
 - 17% were leaders, as defined by their main role (19% of the teacher workforce)
 - 13% were main role leaders who also undertook face-to-face teaching (15% of the teacher workforce).
 - 3% held leadership positions that did not include face-to-face teaching (4% of the teacher workforce).

Of the teacher workforce who **worked in schools** in New South Wales, South Australia and the Northern Territory (14,820):

- 67% were classroom teachers.
- 30% were leaders or held leadership responsibilities.
 - 12% were teachers who held leadership responsibilities.
 - 18% were leaders, as defined by their main role.
 - 14% were leaders who also held teaching responsibilities.
 - 4% were leaders only, and did not hold a position that required face-to-face teaching.

Of the teacher workforce who **worked in early childhood services** in New South Wales, South Australia and the Northern Territory (960):

- 51% were classroom teachers.
- 46% were leaders or held leadership responsibilities.
 - 16% classroom teachers with leadership responsibilities.
 - 30% were leaders, as defined by their main role.
 - 26% were leaders who also held teaching responsibilities.
 - 5% were leaders only, and did not hold a position that required face-to-face teaching.

School type and sector

In 2018, two-in-five teachers in the teaching workforce worked in primary schools (41%), with around another one-in-four working in each of combined-level (22%) and secondary schools (28%). Two percent (2%) worked in special schools, and 6% in early childhood services (**Figure 4-3**).

Of those in the teaching workforce who worked in schools, two-in-three teachers (65%) in 2018 worked in the government sector, with 19% in the independent sector and 16% in the Catholic sector (**Figure 4-5**).

Residential and workplace location

Almost seven-in-ten teachers in the teaching workforce lived (68%) and worked (67%) in major cities. One-third (33%) worked in schools in regional or remote locations, including up to 4% who worked in remote or very remote schools (**Figure 4-11**). Among school leaders, 66% worked in major cities. This was comparable to the distribution of students; in the participating jurisdictions, 26% of students attended schools in regional or remote areas.¹⁶ The regionality of the schools in which teachers worked was similar across the different learning levels (**Figure 4-12**).

Given data from the ATWD Teacher Survey was only available from teachers registered in three states and territories for 2018, the sample size was not sufficient for a dedicated chapter analysing the voice of teachers who work in remote or very remote schools. This data will be available, on a national basis, in the second ATWD Teacher Workforce Report.

Registration and qualifications

Registered teachers in New South Wales, the Northern Territory and South Australia in 2018 were tertiary qualified, and most held full registration. Around one-in-ten members of the teacher workforce were pursuing additional tertiary qualifications across all learning levels in each jurisdiction; with school leaders being somewhat more likely to be doing so than other workforce segments.

Registration

Of all the teaching workforce, 87% held full registration, while 13% held provisional registration.

Both New South Wales and South Australia have introduced registration requirements for early childhood teachers in recent years. Given this, as would be expected, in schools 87% of teachers held full registration and 13% held provisional registration, while among early childhood teachers 84% held full registration and 16% held provisional registration (**Figure 4-2**).

Initial teacher education

Analysis of linked ITE data from HESDC indicated that around three-in-five (64%) held a Bachelor degree, and more than one-in-three (35%) held postgraduate qualifications, including 17% who had completed a Masters degree as their ITE qualification (**Figure 6-1**).¹⁷

Postgraduate ITE qualifications were more common among secondary teachers (secondary: 44%; primary: 28%). However, a Masters degree level ITE qualification was held by similar proportions of primary and secondary teachers (17% secondary, 18% primary) (**Figure 6-3**). Early childhood teachers were the most likely (88%) to hold an undergraduate ITE qualification (**Figure 6-2**).

Other tertiary study and training

In 2018, more than half (56%) of the teaching workforce held, or were studying for, tertiary qualifications in addition to ITE (**Figure 6-5**); two-in-five (40%) likely pursued further tertiary study to upskill from earlier vocational study in education, or to build upon their ITE qualification by specialising in a field of education (**Figure 6-8**). Leaders were more likely to hold, or be studying for, tertiary qualifications in addition to ITE (67%) (**Figure 9-24**).

¹⁶ Australian Curriculum, Assessment and Reporting Authority 2021, *School Profile 2008-2020*, ACARA, Sydney, <<https://www.acara.edu.au/contact-us/acara-data-access>>.

¹⁷ The data presented here relating to ITE qualifications links ATWD teacher survey data with data captured via the Higher Education Student Data Collection (HESDC). The HESDC is compiled by the Australian Government Department of Education through the Higher Education Information Management System (HEIMS). Data from the HESDC is collected by higher education providers (HEPs) and submitted through the HEIMS.

One-in-ten teachers (10%) were undertaking tertiary study in addition to their ITE qualification in 2018 across early childhood (7%), primary (9%), and secondary learning levels (12%) (**Figure 6-5**). Leaders were more likely to be undertaking ITE, with 11% of early childhood leaders undertaking tertiary study, and 15% of school leaders (**Figure 9-24**).

Diversity

At a first glance, the teaching workforce appears to be somewhat non-diverse; the teaching workforce in 2018 was predominantly comprised of women (78%) and people born in Australia (83%). Classroom teachers are evenly split between those aged 30 to 39 years, 40 to 49 years, and 50 to 59 years; with a total of 75% in this age range, and approximately one quarter in each decade of life. These broad characteristic profiles were consistent across primary, secondary and early childhood workforces.¹⁸

The teaching workforce is not, however, homogenous with a broad array of demographic characteristics evident among teachers.

Country of birth

In general, the teaching workforce and leaders are less likely to have been born overseas than the overall or working age Australian population¹⁹.

Almost one-in-five (17%) of the teaching workforce across New South Wales, South Australia and Northern Territory in 2018 had been born overseas, compared to 29% of the Australian population (**Figure 4-10**). This was true both within schools (secondary: 19%; primary: 16%) and early childhood services (17%); and among school (15%) and early childhood leaders (16%). When compared to the Australian population born overseas and of working age, the low proportion of teachers born overseas is more marked – according to the ABS, 33.6% of working age Australians (15 to 64 years) had been born overseas in 2020.²⁰

This was the case across the teaching workforces of New South Wales and South Australia, but not the Northern Territory. In 2018, 30% of the working age population (15 to 64 years) in New South Wales had been born overseas, compared with 15% of the teaching workforce; in South Australia, 25% of the population was born overseas, compared with 17% of the teaching workforce. By contrast, in the Northern Territory, 23% of the population was born overseas, compared with 27% of the teaching workforce.

Most notably, ABS data from 2018 suggests that the incidence of people born overseas in the community is trending up, increasing proportionally by 1.7% overall and in New South Wales and South Australia from 2016 to 2018. In the Northern Territory, the proportion born overseas has increased by 3.7% over the same period. When early career teachers were compared to the broader teaching workforce, there was little overall evidence of a relative trend upward in the proportion of teachers born overseas. The early career teacher cohort reflected the general teacher population, with 16% of early career teachers born overseas (**Figure 8-10**). At a jurisdictional level New South Wales and the Northern Territory appeared to be on an upward trajectory, with 18% of early career teachers born overseas in New South Wales (3% more than the total teaching workforce), and 31% of early career teachers in the Northern Territory (1 percentage point more than the teaching workforce). South Australia showed the opposite trend (14% of early career teachers, 3 percentage points lower than the teaching workforce).

¹⁸ With the exception of gender among early childhood teachers, where teachers were 99% women.

¹⁹ Data relating to the Australian population, and state/territory population, is derived from the Australian Bureau of Statistics (ABS) publication *Migration, Australia*, ABS, Canberra, <<https://www.abs.gov.au/statistics/people/population/migration-australia/latest-release>>

²⁰ Australian Bureau of Statistics 2021, 'Graph 4.1 Population structures for Australian-born and overseas-born – at 30 June 2020, *Migration, Australia*, ABS, Canberra, <<https://www.abs.gov.au/statistics/people/population/migration-australia/latest-release>>

Analysis of country of birth is just one part of understanding cultural diversity within the profession. Other important considerations include measuring cultural identity and languages spoken. Examining the experiences of teachers from different cultural groups, especially with regards to their intentions to remain or leave the profession, will become available in the ATWD in future, and will provide insight into our understanding of cultural safety in schools for students and teachers of different cultural groups.

Age

Almost three-quarters of the teaching workforce (73%) were aged between 30 and 59 years, with an even spread of teachers aged 30 to 39 years (24%), 40 to 49 years (28%) and 50 to 59 years (25%). This was consistent across early childhood (77%), primary (74%) and secondary learning levels (73%) (**Figure 4-6**). The average and median age of the teaching workforce was 46 years (**Table 4-1**).

The average age of the teaching workforce is high, when compared with other professions that also require professional registration and continuing professional development. The average age of registered nurses is 43 years,²¹ of accountants is 38 years,²² and of architects is 39 years.²³

Gender

While men were 50% of the adult population²⁴ and male students 51% of the school student population²⁵ in Australia in 2018, men made up just 22% of the teaching workforce in schools and early childhood services. Leaders were, however, more likely to be men (31%).

Gender disparity is most evident among those teaching younger learners. Almost all early childhood teachers were women, with only 1% of this cohort being men. The incidence of men teaching primary learners was greater (16%) but substantially lower than among those teaching secondary learners (33%) (**Figure 4-7**).

Aboriginal and Torres Strait Islander teachers

Regulatory authority data on Aboriginal and Torres Strait Islander teacher status was not complete in 2018. There is a priority on a process for improvement for future waves of data collection for the ATWD. The data that could be obtained is reported in **Chapter 10**.

The proportion of teachers who identified as Aboriginal or Torres Strait Islander in the ATWD Teacher Survey sample for 2018 was 2% after combining self-reports of identification obtained from both the linked survey data and regulatory authority data. This is comparable to other surveys in the education sector. It is expected that our understanding of the proportion of Aboriginal and Torres Strait Islander teachers, their employment and challenges will become more accurate with methodological improvements in future waves of data collection.

21 National Skills Commission n.d., *Job Outlook – Registered Nurses*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2544>>.

22 National Skills Commission n.d., *Job Outlook – Accountants*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2211>>.

23 National Skills Commission n.d., *Job Outlook – Architects and Landscape Architects*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2321>>.

24 Australian Bureau of Statistics 2019, 'Table 5.1 Population, by sex – States and territories', *Australian Demographic Statistics*, Jun 2019, ABS, Canberra, <<https://www.abs.gov.au/AUSSTATS/abs@.nsf/DetailsPage/3101.0Jun%202019?OpenDocument>>.

25 Australian Curriculum, Assessment and Reporting Authority 2021, *School Profile 2008-2020*, ACARA, Sydney, <<https://www.acara.edu.au/contact-us/acara-data-access>>.

Teachers with disability

The proportion of the teacher workforce with a disability was somewhat lower than the proportion of working Australians who identify as having a disability. In 2018, 6% of the teaching workforce, 5% of early career teachers, and 6% of leaders self-identified as having a disability (**Figure 4-8, Figure 8-9**). By contrast, 9% of employed Australians report a disability.²⁶

Registered teachers not permanently deployed in a school or early childhood service

The COVID-19 pandemic of 2020–21 has promoted discussion of a potential support workforce – those who may become available to teach or support teachers at relatively short notice or in response to exigent circumstances.

Excluding those currently not in paid employment, or attached to schools on leave arrangements, this data suggests that the pool of teachers not working in schools but who held teacher registration and may have potentially been available at short notice to take a teaching role in 2018 was, at best, 6% of registered teachers. Assuming that all were available and qualified to teach, this would translate at most to a potential 7% increase to the size of the teacher workforce.

A workforce segment with arguably more potential to be readily available for deployment if required is casual/relief teachers (CRTs) who are currently registered and actively teaching in casual roles, but who are more likely to be under-employed in the workforce.

The non-teacher workforce

Eleven per cent (11%) of registered teachers were not actively working in an Australian school or early childhood service in 2018.

As a proportion of registered teachers, the non-teacher workforce had a variety of employment circumstances:

- 3% were still attached to schools or early learning through extended leave arrangements.
- 9% were not currently deployed in Australian schools or early childhood services and were:
 - working in education sector services, governance or policy roles (5%)
 - working outside of the education sector (1%) or in a teaching role overseas (<1%)
 - not employed (3%).

Among registered teachers not working in schools or early childhood services, but working in the education sector (5%):

- 38% were employed in state or federal education departments.
- 18% were employed in Catholic and independent sector education organisations, peak bodies and associations or regulatory authorities.
- 16% were employed in higher education.
- 29% were involved in education support areas such as education technology, tutoring and other education services.

Further information is necessary to accurately assess the investment required to convert a non-teaching workforce to a teaching workforce, including years of experience in teaching, maintenance of professional learning, registration

²⁶ Calculations based on data in Australian Institute of Health and Welfare 2020, *People with disability in Australia*, AIHW, Canberra, <<https://www.aihw.gov.au/reports/disability/people-with-disability-in-australia/contents/people-with-disability/prevalence-of-disability>>: 13% of people aged 15–64 years have a disability. The labour force participation rate for people with a disability is 53%, and employment rate is 48%. Given this, it would seem that around 6.9% of the Australian population with a disability is currently working or searching for work, and around 6.2% are currently working. By comparison, 87% of the population does not have a disability and 80% of this group is employed. This means that 8.9% of workers have a disability.

requirements to convert from non-practicing to practicing, and willingness to return to schools or early childhood services.

The non-teacher workforce was more likely to hold provisional registration than the teaching workforce (27% non-teacher workforce; 13% teaching workforce) presenting associated challenges with conversion to the teacher workforce (**Figure 11-2**). There appear to be at least two distinct groups in the non-teacher workforce who may need different acquisition strategies. First, those employed in the education sector but not in schools or early childhood services were more likely to be older, and in turn, later in their careers. Second, registered teachers working outside of the education sector were more likely to be aged under 50 years and male, and while this group may hold potential interest in changing their career to one in teaching, this would need to be better understood (**Figure 11-5, Figure 11-7**).

Casual and relief teachers

Ten percent (10%) of teachers were employed as casual/relief teachers (CRTs) (Figure 5-1). Of those with a CRT role, few worked full-time hours (7%) (**Figure 5-14**) despite over one-third (35%) having indicated that the reason they were employed as a CRT was because they were unable to secure either a permanent position or contract (**Figure 5-11**).

Recently, in response to periods of online learning and teaching due to the COVID-19 pandemic, state governments in Victoria and New South Wales have implemented programs to deliver small-group teaching and intensive learning support, which sourced this latent workforce for tutor roles.^{27 28}

Further analysis of the data over time will be able to track the impact of this and other similar strategies to access a 'latent' workforce relative to their teaching experience, impact on the availability of CRT teachers to relieve teachers during absences, and impact on student learning.

CRTs as a cohort will be the focus of future ATWD reports, as the sample size of the cohort expands (Wave 2 onwards), and the collection of data on their contractual and teaching arrangements is better aligned with their experiences (Wave 4 onwards).

Employment arrangements for the teaching workforce

A predominantly full-time, permanent workforce

The majority of the teaching workforce across New South Wales, the Northern Territory and South Australia worked full-time or near full-time, with an average FTE of 0.86 across the teaching workforce (New South Wales 0.87, South Australia: 0.84, the Northern Territory: 0.93). Most reported being contracted on a permanent or ongoing basis.

For both men and women, almost three-in-five teachers delivering face-to-face teaching in schools or early childhood services reported being employed full-time in 2018 (59%), at 36 to 40 contracted hours per week. Those working with older learners were more likely to indicate working full-time, with those teaching at secondary level most often engaged on a full-time basis (64%), followed by those teaching at primary levels (55%), and those teaching early childhood learners having the lowest rates of reported full-time employment (46%) (**Figure 5-13**).

Permanent roles were held by two-in-three (66%) members of the teaching workforce (**Figure 5-14**), and by four-in-five school leaders (82%) **Figure 9-19** and three-in-four early childhood leaders (77%) (**Figure 9-21**). In the teaching workforce, those on permanent or ongoing contracts, or contracts of a duration of more than one year, were more likely to indicate being employed full-time (68% and 73%, respectively)

27 Andrews, D (Premier) 2020, *Thousands of tutors to bring students up to speed*, media release, Premier of Victoria, <<https://www.premier.vic.gov.au/thousands-tutors-bring-students-speed>>

28 Berejiklian, G (Premier), Perrottet, D (Treasurer), Mitchell, S (Minister for Education and Early Childhood Learning) 2020, *Free tutoring to support students*, media release, New South Wales Treasury, <<https://www.treasury.nsw.gov.au/media-releases>>

(Figure 5-14). The likelihood of permanency was unrelated to the learning levels taught, but inversely related to teacher age, with peak rates of permanency among those aged 50 to 59 years.

In the teaching workforce, the younger the teacher, the more likely they were to report holding a non-permanent teaching position. Of teachers aged under 30 years, only 39% reported holding a permanent position **(Figure 5-3)**, except in early childhood services, where 64% held a permanent position **(Figure 5-4)**. Almost half (46%) were engaged on a contract of one year or less. In contrast, among teachers aged 50 to 59 years, 76% held a permanent position. Only 12% indicated they were engaged on a contract of one year or less.

Taken together, this data suggests that although early childhood teachers are more likely to be employed on a permanent ongoing basis, with these contracts being available to even younger teachers; these contracts are more likely to be permanent part-time rather than permanent full-time.

The prevalence of short fixed-term, part-time contracts

Short, fixed-term contracts, particularly of one year or less, were reportedly held by 19% of the teaching workforce, with short-term contracts particularly common among young teachers and those in primary schools.

Almost one-in-five (19%) teachers delivering face-to-face teaching in schools and early childhood services indicated working on fixed contracts of one year or less in duration in 2018 **(Figure 5-1)**. Those teaching at the primary level were more likely to be employed on these short contracts (22%) than those teaching secondary (17%) or early childhood (17%) learners **(Figure 5-2)**.

The teaching workforce, aged under 30 years was:

- 1.8 times less likely than their older peers to report holding a permanent position, with fewer than two-in-five holding permanent ongoing positions (under 30 years mean: 39%; over 40 years: 71%) **(Figure 5-3)**.
- 2.7 times more likely to report holding a fixed term contracts of one year or less compared to older teachers (over 40 years mean: 17%; under 30 years: 46%) **(Figure 5-3)**.

By 30 years of age, the prevalence of reported permanency doubled – rising to 63% of teachers aged 30 to 39 years. However, one-in five teachers (19%) aged 30 to 39 years still held one-year fixed contracts **(Figure 5-3)**.

A broad array of contractual arrangements may also be a key retention tool providing flexibility to match the working preferences of teachers. While the extent to which working part-time is a choice or a function of employment availability is not clear from this data, the deployment of part-time workers is instructive. The majority of part-time teachers were employed on permanent ongoing contracts or fixed-term contracts of over one year duration (54%), with the remainder equally spread between short fixed-term contracts (23%) and those on casual contracts (23%).

Although working part-time was associated with contracts of shorter duration, teachers who reported being employed on fixed-term contracts of one year or less in duration were still as likely to be employed part-time (49%) as they were full-time (51%).

Working hours and time spent on teaching and non-teaching tasks

Face-to-face teaching hours, often governed by state-based industrial agreements, were relatively consistent across the teaching workforce at an average of 23 hours (full-time teachers) and about 60% of paid hours **(Table 5-3)**.

Uniformly, across the variety of hours the teaching workforce is contracted to work, teachers who responded to the ATWD Teacher Survey reported working an average 140 to 150% of their paid hours (**Table 5-1**). The largest proportion of non-face-to-face teaching time was spent on teaching preparation and assessment tasks, followed by administrative tasks.

Hours worked

The teaching workforce provided data on time spent on face-to-face teaching and non-face-to-face teaching tasks in a 'typical working week'. While self-reported, the pattern of working more than one's contracted hours was present across all participating jurisdictions, as well as for all segments of the teacher workforce: classroom teachers, teachers with leadership responsibilities, and leaders.

For the teaching workforce, the more a teacher's reported contracted hours increased, the more likely they were to work more hours than they were paid (**Figure 5-18**); while 95% of teachers contracted for 31 to 40 hours each week worked more than their paid hours, this fell to 86% of those contracted for 21 to 30 hours per week, 74% of those contracted for 11 to 20 hours per week, and 53% of those contracted for less than 10 hours per week.

Most notably, across all ATWD Teacher Survey respondents, as an average the proportion of contracted hours that teachers worked was consistently elevated, at 139 to 152% of paid time across all contracted hour segments (**Table 5-1**). For full-time teachers, this number was 142% with some variation across state of registration (New South Wales: 150%, the Northern Territory: 149%, South Australia: 132%). Across the full-time and part-time teaching workforce this number was 144%,²⁹ again, with some variation across state of registration (New South Wales: 152%, the Northern Territory: 151%, South Australia: 133%).³⁰

On average, the full-time teaching workforce across New South Wales, the Northern Territory and South Australia who were paid to work 36 to 40 hours per week, reported working for 56.8 hours a week; this was an average of at least an extra 16.8 hours a week above what they were paid to work (44% more than contracted). This was more pronounced for teachers in schools, with primary and secondary full-time teachers reporting working an average 57 hours per week, and early childhood teachers reporting 50.6 hours per week (**Table 5-2**).

There was no evidence that full-time classroom teachers working in schools (56 hours) or early childhood services (50 hours) worked appreciably fewer hours than teachers with leadership responsibilities (58 hours, 49 hours, respectively) (**Table 9-7**). Moreover, there was no evidence that these working hours were inflated by including early career teachers, as early career teachers (57 hours) reported the same hours worked as the whole teaching workforce (57 hours). The trend for teachers to work an additional 40 to 59% more than contracted hours was apparent across all paid contractual hours segments; for example, those who were paid to work 21 to 25 hours reported working an extra 10 hours per week (44% more than contracted).

In the teaching workforce, almost all full-time teachers (95%) worked hours beyond those that they were contracted to perform (**Figure 5-18**); with half (53%) of all full-time teachers working between 41 and 59 hours each week. A further two-in-five reported that they actually worked 60 hours or more in a typical working week (42%). Understanding the characteristics of, and pressures faced by, this group working more than 150% of their paid hours, and whether they are at an increased risk of leaving the profession due to burnout, are critical questions for future ATWD reporting.

²⁹ This data is weighted in accordance with each teacher's contribution to total workforce FTE, it is not a simple average of proportion of contracted hours worked unpaid – although this does yield similar results in the current data.

³⁰ Data is tied to the jurisdiction a teacher responded to the ATWD Teacher Survey from, not the state or territory in which they work.

Time spent on face-to-face teaching

Teachers in the teaching workforce who were working full-time, or on part-time contracts of 31 to 35 hours per week (near full-time), reported engaging in the same amount of face-to-face teaching (23 hours per week) (**Table 5-3**). For full-time teachers, this was an average of 61% of their paid hours and 41% of their worked hours; for part-time teachers (31 to 35 hours per week) this was an average of 67% of their paid hours and 44% of their worked hours (**Table 5-2**).

Face-to-face teaching hours were highest for teachers working with younger learners. Among full-time teachers, early childhood teachers engaged in 29 hours of face-to-face teaching on average each week, primary teachers 24 hours and secondary teachers 21 hours. Classroom teachers in schools engaged in slightly more face-to-face teaching (25 hours) than teachers with leadership responsibilities (24 hours) (**Table 9-9**).

Time spent on non-teaching tasks

In the teaching workforce, full-time teachers in schools³¹ spent 1.5 times more hours on non-teaching tasks than on face-to-face teaching across both primary and secondary levels. By contrast, part-time teachers in schools spent, on average, an equal amount of time on non-teaching tasks as face-to-face teaching.

Full-time teachers reported spending an average of 34 hours on non-teaching tasks (face-to-face teaching: 23 hours). Student and teaching related tasks consumed 43% of the time spent on non-teaching tasks, comprised of planning lessons (26%) and marking/assessing student work (17%). General administrative work consumed 15% of time spent on non-teaching tasks (5 hours) (**Table 5-4**). The proportion of time spent on each type of task was very similar for part-time teachers (**Table 5-6**).

Factors affecting teacher supply

This report presents a snapshot of the workforce at a point in time and is an indication of potential supply pressures only. Questions of supply and demand are inherently temporal in nature, and a greater understanding will rely on longitudinal analysis of trends over time as data in the ATWD builds out annually.

Analysis of the ATWD 2018 data, while preliminary and not yet national, suggests that there may be a number of challenges to future supply in the teaching workforce. These include intentions to leave across the workforce, supply and retention of teachers who are men, retirement attrition, supply of teachers in primary schools, and the impact of classroom experiences on leaving – even for experienced teachers and leaders who are also teaching.

Taken together, these findings suggest that there are potential cumulative and interactive stresses on the workforce, which are likely to require complex and nuanced retention strategies. Current national and jurisdictional policy and programs are, or are looking to, address many of these. The ATWD, once national and longitudinal, will monitor trends and have the potential to evaluate the short-term and long-term impacts of these policy changes.

Intentions to leave across the workforce

Attrition intentions in the teacher workforce suggest that there is a potential for the loss of around 14% of teachers due to reasons other than retirement across the entire teaching workforce over the next ten years.³² Of most note is the consistency of this proportion across most segments of the teacher workforce, including classroom teachers.

³¹ Data on non-teaching tasks was not collected from early childhood teachers for 2018

³² 25% intend to leave the profession before retirement (**Figure 7-1**), and 56% of this group intends to do so in 1-9 years (**Figure 7-2**); giving 14% who intend to leave within 10 years.

'Intentions' data does not linearly translate into attrition behaviour. It can, however, be a good barometer of current perceptions and the mindset in a population. The data collected on reasons for leaving highlight areas that may be of particular interest to policy makers. As it progresses, the ATWD will be able to provide actual attrition data and understand its relationship to behavioural intentions and causal factors. Similarly, as national data is achieved, to fully understand this data, further information will be sought on the residual levels of intention to leave in similar workforces, particularly with regard to career mobility and change for workers into the future and how that compares with teachers.

Rates and timing

In the teacher workforce, one-in-four respondents intended to leave the profession before they retired (25%) and of these, 56% intended to leave within ten years (14% of the teacher workforce). This same pattern was seen in the teaching workforce, with 25% intending to leave the profession before retirement and of these, 56% intended to leave within ten years. Under half of the current teacher workforce in New South Wales, the Northern Territory and South Australia indicated that they intended to stay in the profession until retirement (41%), while one-in-three were unsure if they would stay (34%) (**Figure 7-1, Figure 7-2**).

To compare, a 2016 national survey of 3,000 Australian nurses and midwives suggests that the two professions do not differ greatly when it comes to overall intended attrition; some 25% reported they were either likely or very likely to seek to leave the nursing and midwifery profession.³³ However, of considerable interest to retention strategies in teaching is the consistency of this intended attrition across the workforce and the segments most at risk of loss.

Intention to leave within ten years was largely consistent across all segments of the teacher and teaching workforces. Classroom teachers, teachers with leadership responsibilities, early childhood teachers, primary teachers, secondary teachers, women, those aged 50 to 59 years, and teachers in major cities, outer regional areas, and remote and very remote areas all had attrition intentions within ten years that were at similar levels and fell within +/- 1% (i.e., 13–15%). School leaders were less likely to report an intention to leave within ten years, but this was still the intention of 12% of school leaders.

Segments of the teacher workforce more likely to have reported plans to leave within ten years included: men (16%), early career teachers (18%), teachers aged under 30 years (16%), aged 30 to 39 years (17%) and aged 40 to 49 years (18%), teachers in inner regional areas (17%) and Aboriginal and Torres Strait islander teachers (21%).

Reasons

Teachers intending to leave the profession reported the reasons that are motivating them, and could report more than one reason.

A broad category of reasons related to coping with workload demands was the predominant category of issues reported to underlay intentions to leave and was selected by 87% of the teacher workforce. Within that category, a heavy workload was the most common reason indicated for wanting to leave the profession. It was reported by 70% of the teacher workforce and 71% of classroom teachers.

Insufficient pay was selected by 29% of those intending to leave the profession. The broader category of issues relating to reward and recognition was selected by 68% of the teacher workforce intending to leave the profession.

33 Holland, P, Tham, TL & Gill, F 2016, *What nurses & midwives want: Findings from the National Survey on Workplace Climate and Well-being*, Monash University, Melbourne, <https://www.monash.edu/_data/assets/pdf_file/0009/909288/what-nurses-and-midwives-want-findings-from-the-national-survey-on-workplace-climate-and-well-being-2016.pdf>.

Student behaviour was selected by 26% of those intending to leave the profession. The broader category of issues relating to classroom factors was selected by 48% of the teacher workforce intending to leave the profession. Teachers intending to leave within the next 12 months were significantly more likely to identify classroom factors as well as school culture as a key determinant.

Age and retirement replacement

Initial supply figures from 2018 would suggest that the current supply across teachers aged under 60 years and from the ITE pipeline will not be sufficient to replace retirement loss over the next five to ten years.

Almost three-quarters of teachers (73%) were aged between 30 and 59 years, with an even spread of teachers aged 30 to 39 years (24%), 40 to 49 years (28%) and 50 to 59 years (25%). This was consistent across early childhood (77%), primary (74%) and secondary learning levels (73%). The average and median age of the teaching workforce was 46 years.

However, 16% of teachers are aged over 60 years and are likely to retire in the next five to ten years across all learning levels. At the other end of the spectrum, 18% of the teacher workforce in 2018 were early career teachers (**Figure 8-7**), and 10% of the teaching workforce is aged under 30 years (**Figure 4-6**).

Younger teachers are more likely to intend to depart the profession in the next ten years than the teacher and teaching workforces. The segment of younger teachers often overlaps with early career teachers, though early career teachers (18%) (**Figure 8-35, Figure 8-36**) are more likely to intend to leave than those aged under 30 years (16%) (**Figure 7-8, Figure 7-9**). Early career and younger teachers face distinct challenges, including short-term and casual employment.

Younger teachers intending to leave the profession cite reasons associated with 'workload and coping with workload' and 'reward and recognition' as the main reasons they wish to leave, with younger teachers reporting these reasons even more often than older teachers. Teachers aged under 30 years of age also reported that they were significantly more likely to be having issues with the classroom (class size, support staff, student behaviour). This pattern was not found specifically for early career teachers as a cohort, however as seven-in-ten teachers under 30 years were early career, it is likely that this impacts the early career group, and the role of these factors in intentions to leave deserves further exploration with greater sample sizes.

Teacher workload

Almost all (95%) full-time teachers work more than their contracted hours in a typical teaching week. Across full-time teachers and all ranges of part-time employment, teachers reported working an average of 140% to 150% of their paid hours. The main reason for intending to leave related directly to workload.

While also the most commonly selected reasons given by all segments of the teaching workforce, of those planning to leave the profession, almost nine-in-ten (87%) indicated one or more factors related to workload and coping; including that 'the workload is too heavy' (71%), 'I am finding it too stressful/it is impacting my wellbeing or mental health' (68%), or 'to achieve a better work/life balance' (61%) (**Figure 7-21**).

There was also evidence of the impact of what has become known as 'red tape' and administrative demands on teachers' professional wellbeing. The fourth most frequently selected reason by the teacher workforce, and consistently in the top five reasons of all workforce segments, was that 'the demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (52%). Interestingly, statistically, this reason was equally associated with the 'workload and coping' reasons, and with the 'reward and recognition' reasons, suggesting that this reason for leaving the profession impacts both teachers' perceptions of their workload and also their perceptions of the reward for effort in tasks above face-to-face teaching.

Teaching out-of-field

Data on in-field and out-of-field teaching is focused on the proportion of those teaching in a given subject who are out-of-field, rather than the overall proportion of face-to-face teaching conducted by those who are in-field.

Defining and understanding the extent of out-of-field teaching is critical to supply and workforce management. However, there are current policy questions about how to best measure teachers' preparedness to teach specific subjects.

At its most strict definition, teachers are considered out-of-field if their ITE content and pedagogy studies would not have met the requirements as set out under the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures) to teach a subject. That is, given their ITE studies and specialisations, they would not meet formal requirements for registration to teach a specific subject.³⁴ However, it can be argued that ITE studies cover a range of content and that there is value in broadening the definition of out-of-field to more closely reflect teacher training and include only those teachers whose ITE studies were in no way related to the subject they are required to teach as out-of-field. The ATWD allowed us to explore the incidence of out-of-field teaching under this broader definition. Given the data provided, teachers who had completed at least one semester of tertiary study in both content and pedagogy in a subject that was taught were classified as potentially in-field.

Using this expanded definition of in-field, the ATWD Teacher Survey data in 2018 indicates that over 28% of teachers of each subject are teaching out-of-field.³⁵

Out-of-field teaching occurs in high rates across all subjects, although the rates for some subject areas are higher than others. There is no subject with low rates of out-of-field teaching, which suggests that there are supply challenges across all subjects.

The lowest rates of out-of-field teaching occurred in English (28%), Science (29%) and Creative Arts (31%). Teachers of subjects in the Humanities, Languages other than English, Mathematics, Special Education and PDHPE were out-of-field between 36% and 46% of the time. In all of these subject areas, early career teachers were between one percentage point (Science and Humanities) and nine percentage points (Creative Arts) more likely to be out-of-field than the teaching workforce overall.

Notably, VET teachers were out-of-field the most often (84%). However, this may be partially explained by the fact that specialisation for many VET subjects does not occur in the ITE context (e.g., a teacher of VET welding is unlikely to undertake content area specialisation in their ITE degree, whereas a teacher of VET business studies may have undertaken content area specialisation in their ITE degree). Consistent with VET subject content being learned outside of ITE, more VET teachers completed only one semester of content or pedagogy for VET during ITE (50%; $\leq 16\%$ in other subject areas), and this was more common for pedagogy (37% completed one or more pedagogy area courses, 13% completed one or more content area courses). A move toward a more nuanced understanding of in-field teaching will look to capture all the sources of subject area specialisation of relevance to VET teachers.

Future waves of data collection for the ATWD will provide an even more nuanced understanding of the expertise of out-of-field teachers, which recognises that despite formally being out-of-field, some teachers will have expertise in teaching a subject area that could be derived from courses taken during non-ITE tertiary studies, minors and other content subjects taken during ITE, professional learning, and on the job experience.

³⁴ Noting that registration usually does not specify by subject but rather assesses whether studies in a ITE have met the Standards and Procedures thresholds.

³⁵ This does not necessarily indicate that 28% of classes are taught by out-of-field teachers. It would only indicate this if in-field and out-of-field teachers contribute equally to the teaching load of a subject.

Critical teacher cohorts

Primary teachers

The data highlights challenges that should be monitored for ensuring a stable supply of primary teachers into the future.

Primary teachers are less likely to report having permanent employment arrangements (62%) than the teaching workforce (66%), and the most likely to be transiently employed. Almost one-in-five primary teachers indicated they were on contracts of one-year compared to one-in-eight in secondary and early childhood (primary: 19%; secondary: 12%; early childhood: 12%). These patterns were more pronounced among women and younger teachers. Women who taught at the primary level were slightly more likely to indicate holding contracts of one year or less (23%) compared to primary teachers who were men (20%) (**Figure 5-7**). One-in-three (34%) younger primary teachers aged under 30 years reported holding permanent ongoing contracts, compared to 64% of early childhood and 44% of secondary teachers. Primary teachers aged under 40 years were proportionately 10% less likely to hold a permanent position (**Figure 5-5**).

Primary teachers are just as likely to intend to leave within the next ten years as all teachers in the teacher workforce, and those teaching at other learning levels (13 to 15%). However, while the most commonly selected type of reason among the teacher workforce were those related to 'workload and coping' (87% of the teacher workforce provided one or more 'workload and coping' reason), primary teachers reported these types of reasons significantly more often than early childhood teachers ($p < .001$) and secondary teachers ($p < .001$). The larger sample size and longitudinal data available for future reports will allow analysis of the extent to which less secure employment trends in primary teaching may be contributing to their workplace stress and challenges with coping.

The other challenge facing primary teachers was evident in the set of reasons they provided for intending to leave. Although not a commonly selected reason overall, primary teachers cited 'classroom factors' as impacting on their retention intentions more often than teachers of secondary and early childhood.

Further examining the selection of student behaviour as a reason for leaving across teachers of different learning levels reveals an interesting profile of workplace stressors which varies with the ages of students taught. Most notably, almost three-in-ten (28%) primary teachers reported classroom factors, such as student behaviour, a lack of support staff, and class sizes as reasons they planned to leave. While this was higher than among secondary teachers (23%), it was not as common a reason for primary teachers as it was for secondary teachers exclusively teaching the early secondary years (34%). This would suggest that the role of classroom management in negatively impacting teachers' workforce experiences deserves further study, in particular, in relation to the challenges in teaching younger children.

On the supply side, ITE qualifications among those teaching primary learners may indicate supply strain. Most teachers teach at the learning level they were prepared to teach through their ITE qualification, but variation occurs more often at the primary level. For example, while 58% of primary teachers had primary level ITE qualifications, 13% held a secondary level ITE qualification and 9% held an early childhood level ITE qualification. Critically, this modest rate of alignment is not seen in other learning levels³⁶, suggesting that primary-trained teachers are doing little teaching of other learners, but non-primary trained teachers are required to fill the shortfall in primary-trained teachers.

³⁶ Among secondary teachers, 88% have secondary ITE qualifications or have completed a mixed program, while 6% were qualified to teach at the primary level. More than four-in-five early childhood teachers (85%) had completed an early childhood ITE qualification, while 8% held a primary level ITE qualification (**Figure 6-4**).

Men in the classroom

While retention strategies will be important across the profession, there is evidence of a particular challenge in encouraging men to enter the profession, especially at early childhood and primary levels, and retaining them both in the classroom and the profession more broadly.

Men make up 22% of all teachers providing classroom teaching in schools. Gender disparity is most evident among teachers working with younger learners. A lower incidence of men was evident for primary teachers, where 16% of teachers were men. Almost all early childhood teachers were women, with only 1% of this cohort being men (**Figure 4-7**).

Not only are men at higher risk of leaving the profession (16% intend to leave within 10 years; women: 13%), as teaching careers progress, men are proportionately more likely to become school leaders compared to women (31% school leaders, 21% classroom teachers). Although leaders are an important part of the teaching workforce, they are less likely to engage in face-to-face teaching and perform fewer hours of face-to-face teaching.

Gender equity trends in teaching and leadership require longitudinal data and analysis. However, what is clear is that in the current workforce context, to even maintain men in face-to-face teaching at current levels, a greater proportion of early career teachers would need to be men in order to offset what appears to be a greater likelihood of men no longer being in the classroom as they get older (3 percentage point greater attrition within 10 year attrition intentions; 10 percentage point greater rates of being in leadership).

In 2018, the proportion of early career teachers who were men was slightly lower than in the teacher workforce (early career: 19%, teaching workforce: 22%). While this is only a small difference, men were also slightly more likely to intend to leave the profession before retirement (men: 28%, women: 24%). While 13% of women intended to leave the profession inside the next ten years, 16% of men anticipated that they will leave on the same timeline. This gender difference is further exacerbated among primary teachers, where 18% of men intended to leave inside ten years (**Figure 7-17, Figure 7-18**).

The trends in gender in the ITE population suggest that the proportion of men who are teachers is not likely to increase in the short-term at the early childhood and primary levels. While women still outnumber men in the teaching workforce and supply pipeline for teachers at secondary levels, secondary program enrolments in 2017 showed more promise for improved gender equity in secondary school teachers in the future.

The *National Initial Teacher Education Pipeline: ATWD Report*³⁷ indicated that in 2017, early childhood commencements were 97% women, enrolments were 97% women, and women comprised 97% of all completions; primary program commencements were 77% women, enrolments were 79% women, and women comprised 82% of all completions. By contrast, commencements in secondary programs in 2017 were 42% male, enrolments were 43% male, and completions were 38% male. In addition, growth in postgraduate ITE programs may support the supply pipeline of men into teaching at secondary levels.

Gender differences in the reasons for considering leaving the teacher workforce provide insight into potential areas for targeted policy initiatives to focus to retain men in the profession. Statistical significance testing indicated two types of concerns that were commonly found in men planning to leave the profession. First, men experienced greater dissatisfaction with conditions and pay in the profession and were more affected by the negative community perceptions of the value of teachers

37 Australian Teacher Workforce Data 2020, *National Initial Teacher Education Pipeline: ATWD Report 1*, Australian Institute for Teaching and School Leadership, Melbourne, <<https://www.aitsl.edu.au/research/australian-teacher-workforce-data/atwdreports>>.

and teaching. Second, men experienced more issues with school culture and as a result were less likely to be enjoying working in schools. Whether these specific frustrations translate from dissatisfaction into teachers departing the profession can be investigated with longitudinal data.

Men are a segment at risk; primary teachers are a segment at risk; and male primary teachers are likely facing an accumulative impact of these risks. In addition to the accumulated risk, there are some unique challenges for retaining male primary teachers. Male primary teachers appear to be experiencing greater career discontent: 30% of men teaching at the primary level who intended to leave the profession selected a lack of recognition as a reason for leaving, compared to 23% of women in primary schools. By contrast, in secondary schools, this was 30% compared to 28%. Alongside this career discontent, men at the primary level were relatively more likely than women to indicate that they planned to search for a non-school role in education.

Early career teachers

Employment of early career teachers in 2018 was characterised by the experience of lower job security, patchy early career support and similar intentions to leave the profession as seen in the wider teaching workforce

The profile of early career teachers, while younger, otherwise reflected that of the wider teaching workforce: Three-quarters of early career teachers were in their twenties (47%) or thirties (28%). They were slightly less likely to be men, and about as likely to be people with a disability, to reside in remote areas and be born outside of Australia as was the profession as a whole. However, more early career teachers were employed in government schools (72%), compared to the teaching workforce (65%).

Rates of casual employment and short-term contracts were high among early career teachers. While job security in the form of permanent and full-time employment was greater for early career teachers with four to five years of experience than one to three years of experience; early career teachers often worked with lower job security:

- Those in the first three years of teaching (29%) were 2.3 times less likely to report holding an ongoing contract than the whole teaching workforce (66%) (**Figure 8-14**).
- Those with four to five years of experience (47%) were 1.4 times less likely to report holding an ongoing contract than the whole teaching workforce (66%) (**Figure 8-14**).
- Early career teachers (36%) were 2.4 times more likely than the whole teaching workforce (15%) to report being employed on fixed term contracts of one year duration (**Figure 8-13**), and those in the first three years of teaching (14%) were also 3.5 times more likely than the whole teaching workforce (4%) to be on a contract of one to three terms in duration (**Figure 8-14**).
- The challenge of finding stable teaching employment is further highlighted by the fact that those with one to three years of experience (17%) are more than 1.4 times more likely to be employed as casual/relief teacher than the whole teaching workforce (10%) (**Figure 8-14**); with early career casual/relief teachers being 1.7 times more likely to report that this was due to being unable to find a permanent or ongoing role (early career: 57%, teaching workforce: 35%) (**Figure 8-15**).

This trend may reflect anecdotal concerns about casualisation of the teaching workforce, particularly for those entering the profession. The impact of short-term contracts on job satisfaction, life opportunities and career attrition, particularly among early career teachers, will also require further research. As the data builds, the ATWD will monitor and compare these arrangements, and determine the effects they have on retention, between jurisdictions and sectors.

Exacerbating the challenge of finding stable employment, many early career teachers reported an introduction to the teaching workforce which did not appear to be well supported. Just under two-thirds of early career teachers reported receiving an induction (63%) (**Figure 8-32**); and on average they work just as many hours as more established teachers (full-time early career teachers: 57 hours; full-time teaching workforce: 57 hours per week).

A notable difference was that early career teachers were somewhat less likely to be teaching learners in Years 11 and 12 during the first three years of their career, however, 26% were still teaching year 12, and 33% teaching year 11. Moreover, compared to the teaching workforce as a whole, early career teachers were as likely, and even a little more likely to be engaged in out-of-field teaching.³⁸

Despite half of all early career teachers who received an induction reporting that their induction included a reduced face-to-face workload (48%); there was no evidence of this in the face-to-face teaching hours reported by full-time early career teachers. Full-time early career teachers, including those in their first three years of teaching, reported spending just as many hours on face-to-face teaching (25 hours) as classroom teachers (25 hours). Moreover, they spent just as much time engaged in lesson preparation and planning and marking and assessing student work (14 hours) compared to classroom teachers (14 hours).

Early career teachers were 1.8 times less likely than the teacher workforce to intend to remain in the profession until retirement (early career: 23%, teacher workforce: 41%) (**Figure 8-35**). Among those who did intend to leave, the challenges they reported facing mirrored those reported in the profession more broadly, and centred around workload and coping.

Aboriginal and Torres Strait Islander teachers

While it should be noted that data on Aboriginal and Torres Strait Islander teachers is in the process of being improved for future data collections, in this initial data there are several trends of note for policy that are aimed at strengthening and supporting the Aboriginal and Torres Strait Islander teaching workforce.

Seventy-four per cent (74%) of Aboriginal and Torres Strait Islander teachers in the sample in the ATWD 2018 data (n=229) were employed on an ongoing or permanent basis, compared to 66% of the teaching workforce; 64% had secured full-time employment, compared to 59% of the teaching workforce (**Figure 10-14**). While potentially a positive finding, differences are not so large that they cannot conceivably be explained by differences in employing sectors and school types within this small sample. As the ATWD matures to include national data, it will become possible to further monitor and explain these trends.

However, Aboriginal and Torres Strait Islander teachers were the most likely segment to plan to leave the profession in the next one to nine years (21%), when compared with the other critical cohorts discussed in this report. While it was not possible to statistically compare differences due to sample size, patterns in the reasons for leaving given by Aboriginal and Torres Strait Islander teachers are of interest for further research, particularly with regard to the challenges involved in creating schools that are culturally safe for Aboriginal and Torres Strait Islander peoples. Aboriginal and Torres Strait Islander teachers were 2.1 times more likely to select 'unsatisfactory relationships with other staff' (23%) than all teachers in the teacher workforce (10%), and 1.4 times more likely to select 'insufficient professional recognition within the school' (39%) than all teachers in the teacher workforce (27%) (**Figure 7-21, Figure 10-23**).

³⁸ The classification of in-field teaching used here is 'probably in-field'; the teacher undertook both content and pedagogy courses in the subject area during their tertiary studies, but it is not known how many courses they had undertaken. Future linkages to the HEIMS records will allow a more precise determination of in-field to be made.

Leaders

School and early childhood leaders are a highly experienced portion of the teacher workforce, but are more likely to be men relative to the proportion of men in the teacher workforce as a whole. Most interestingly, many leaders in early childhood and school settings (across all levels of seniority) retain some connection to the classroom; with around half of school principals and three-quarters of deputy principals reporting teaching as part of their duties, while nine-in-ten middle leaders reported teaching.

Leaders were highly experienced in the profession. The average principal first entered teaching 30 years ago, the average deputy 23 years ago, and the middle leader (such as a head teacher) 22 years ago. Before becoming a middle leader, the average classroom teacher has 11 years of experience.

Although they tend to be slightly older than the teaching workforce, a similar proportion of leaders and classroom teachers are approaching retirement age (schools: 17% aged over 60 years, early childhood: 14% aged over 60 years).

Men tend to be over-represented among leaders and teachers with leadership responsibilities; they were 1.5 times as likely to be a leader (31%) than working as a classroom teacher (21%); and were 1.3 times as likely to be in the position of principal (35%) than a deputy principal (26%) (**Figure 9-11, Figure 9-10**). Moreover, for each type of main leadership role, men were promoted in fewer years after they first commenced teaching (ranging from 1.5 to 2.7 years earlier, depending on the role).

Although leadership is associated with working more hours among full-time staff (leaders: 59 hours, teachers with leadership responsibilities: 58 hours) than classroom teachers (56 hours), the difference is small. Teachers with leadership responsibilities and middle leaders worked an average of two hours more each week than classroom-focused teachers, while deputy principals work four hours extra, and principals five hours extra – at an average of 61 hours per week (**Table 9-6**).

Understandably, principals (39% of working hours) and deputy principals (32% of working hours) spent more of their time on administrative and leadership tasks and meetings than other tasks – but this still only amounted to around one-third of their work time on average.

Those in a middle leadership (23%) or deputy principal positions (23%) were 1.1 times less likely than classroom teachers (26%) to intend to leave the profession before retirement, whereas principals (15%) were 1.5 times less likely than middle leaders and deputy principals to intend to leave (**Figure 9-30, Figure 9-31**). Nonetheless, for those who did intend to leave, the challenges faced mirrored those reported in the profession more broadly and centred around workload and coping.

The way forward

A rich data set is just the first step in creating valuable insights for stakeholders and policy makers. In addition to national and annually longitudinal data, the future of the ATWD will allow greater understanding and insights, moving beyond description and adopting more nuanced statistical analysis and data modelling.

The future of reporting for the ATWD will be through a combination of digital products providing immediate access to data trends for users of the data, accompanied by shorter written reports that together allow further examination of data trends and in-depth analysis of critical policy questions. Enabling a national view of teacher availability and supply and demand is important, however, as it develops, the supply issues and questions will also be identified at the jurisdictional level and for local and sectoral labour markets.

With longitudinal data and increasing sample sizes, it will become possible to engage in more fine-grained geospatial modelling of the ATWD Teacher Survey and subject specialisation data. This modelling will allow us to answer the critical policy question of “where will there be enough teachers who teach specific subjects to satisfy demand in the future?” at a meaningful regional, part-of-state and national level.

As it becomes national, the ATWD data will provide in-depth understanding of the supply side of the supply-demand equation. The availability of longitudinal ATWD Teacher Survey data will enable modelling of the regional variation in patterns of teacher retirement, attrition, re-location, and attractiveness to early career teachers. When this modelling is referenced against data from the Australian Curriculum Assessment and Reporting Authority (ACARA) on the current and historic distribution of teachers across the country, ABS forecasts of population and the numbers of learners in different regions, and data from the Higher Education Student Data Collection (HESDC) on those who will be joining the profession in the future, it will be possible to forecast trends in teacher supply against population and student demand.

Chapter 2 The ATWD Teacher Workforce Data

The *National Teacher Workforce Characteristics: ATWD Report* (the ATWD Teacher Workforce Report) complements the ATWD ITE Pipeline Report³⁹ and provides in-depth data on the characteristics of supply in the Australian Teacher workforce.

This ATWD Teacher Workforce report delivers comprehensive teaching workforce data for teachers in New South Wales, South Australia, the Northern Territory and Victoria, derived from the first data in the ATWD obtained in 2018.

Separate state profile reports are available for each participating state and territory.

The ATWD initiative

The ATWD initiative is the first data linkage project of its kind in Australia. It offers new insights into the characteristics and lifecycle of the Australian teacher and enables a deeper understanding of national and local workforce challenges and opportunities. The ATWD will be a valuable resource in supporting effective responses to emerging trends and issues affecting the workforce.

The ATWD provides a picture of the national initial teacher education pipeline and the teaching workforce by drawing on linked de-identified unit record data uniting workforce data from teacher regulatory authorities, teacher workforce experiences from the ATWD Teacher Survey to initial teacher education data drawn from the Higher Education Student Data Collection (HESDC), and the Quality Indicators of Learning and Teaching (QILT).⁴⁰

The ATWD is governed by an Oversight Board consisting of representatives from across education in Australia (see **Appendix F**) under the auspices of the Australian Education Senior Officials Council (AESOC).

The ATWD data model and the use of data in this report complies with all Commonwealth, state and territory privacy legislation. It includes only de-identified data, and individual teachers or ITE students are not identifiable. All reported data are presented as aggregated statistics. Data is expertly transformed by the ATWD project team to ensure the data is consistent, fit for purpose and that it meets the objectives of the ATWD. The AIHW has been appointed as the Commonwealth Integrating Authority for the ATWD and is responsible for data linkage, privacy and security.

More information about the ATWD data model and data sources is available in **Appendix G**. Further information about the governance and privacy protection is available in **Appendix F** and on the **ATWD website** (www.aitsl.edu.au/atwd)

Appendix G – about the ATWD data model, data sources and data linkage

Appendix F – about the ATWD initiative, including privacy and security

³⁹ Australian Teacher Workforce Data 2020, *National Initial Teacher Education Pipeline: ATWD Report 1*, Australian Institute for Teaching and School Leadership, Melbourne, <<https://www.aitsl.edu.au/research/australian-teacher-workforce-data/atwdreports>>.

⁴⁰ Note: In 2018, data was only available for New South Wales, South Australia, Victoria and the Northern Territory. As of 2020, the ATWD initiative collects national data.

The data

Workforce data on registered teachers

Workforce data on the population of teachers registered with the regulatory authorities in New South Wales, South Australia, the Northern Territory, and Victoria in 2018 is provided in **Chapter 3**.

Workforce data from the ATWD Teacher Survey

Teacher workforce characteristics and employment experiences across the teacher workforce and important workforce segments are reported **for all ATWD Teacher Survey respondents** in **Chapters 4-11**.

This data draws on linked data on ITE from HESDC, regulatory authorities and the ATWD Teacher Survey for teachers who responded to the ATWD Teacher Survey across South Australia, New South Wales and the Northern Territory.⁴¹

The ATWD Teacher Survey is distributed through regulatory authorities to all teachers registered in a jurisdiction. As such it provides a sample of respondents from across the population of all teachers in participating jurisdictions.

A total of 17,729 teachers participated in the ATWD Teacher Survey 2018 across all three participating jurisdictions. Non-response bias analysis indicated that the respondents from each jurisdiction were representative of the teachers registered within the jurisdiction (see **Appendix I** and **Technical Report**). The linked data from these ATWD Teacher Survey respondents is used in this report. Employment information collected through the ATWD Teacher Survey was compared with publicly available data to derive important information relating to workplace location and regionality, school sector and school type in accordance with accepted and agreed definitions.

Definitions used in this report are available in the Glossary (see **Appendix E**). Further in-depth information on the derivation and definitions of variables is contained in the **Technical Report**.

Additional information about the data definitions, derivations and interpretation is provided in the 'About the data' section of each chapter.

Appendix H – about the ATWD data model, data sources and data linkage

Appendix I – Overview of assessment of sample representativeness through non-response bias analysis

Technical Report in-depth information about data specifications, methods, derivations, data transformations, data quality analysis and data analysis

Workforce segments

Workforce segments were identified for teachers who participated in the ATWD Teacher Survey using employment and role information⁴². A registered teacher's reported main role was used to identify whether they worked as a teacher or a leader. When a segment is defined as having teaching or leadership responsibilities this indicates that these duties come from a role held in addition to main roles.

The workforce segments referred to in this report were defined as follows:

- Registered teachers – individuals who are registered with a regulatory authority (**Chapter 3**)
- Teacher workforce – registered teachers in schools or early childhood settings (**Chapter 3, Chapter 7**)

⁴¹ Note – Victorian teachers responded to the ATWD Teacher Survey from 2019

⁴² As all respondents responded to the same survey, comparison between segments and cohorts is supported.

- Teaching workforce – registered teachers engaged in face-to-face teaching (**Chapters 4–8**)⁴³
 - Teaching workforce in schools – registered teachers engaged in face-to-face teaching in primary, combined, secondary or special schools (**Chapters 4–8**).⁴⁴
 - Teaching workforce in early childhood services – registered teachers engaged in face-to-face in early childhood services (**Chapters 4–8**).
- Classroom teachers – face-to-face teachers who do not have leadership responsibilities and are not leaders (discussed within chapters)
- Leadership – school or early childhood leaders and teachers with leadership responsibilities (**Chapter 9**).
- Leaders – the teacher workforce whose main role is as a leader even if they also hold teaching responsibilities (**Chapter 9**).
 - For leaders in schools, the positions of principal, deputy principal and other leader (e.g., head teacher) are considered separately.

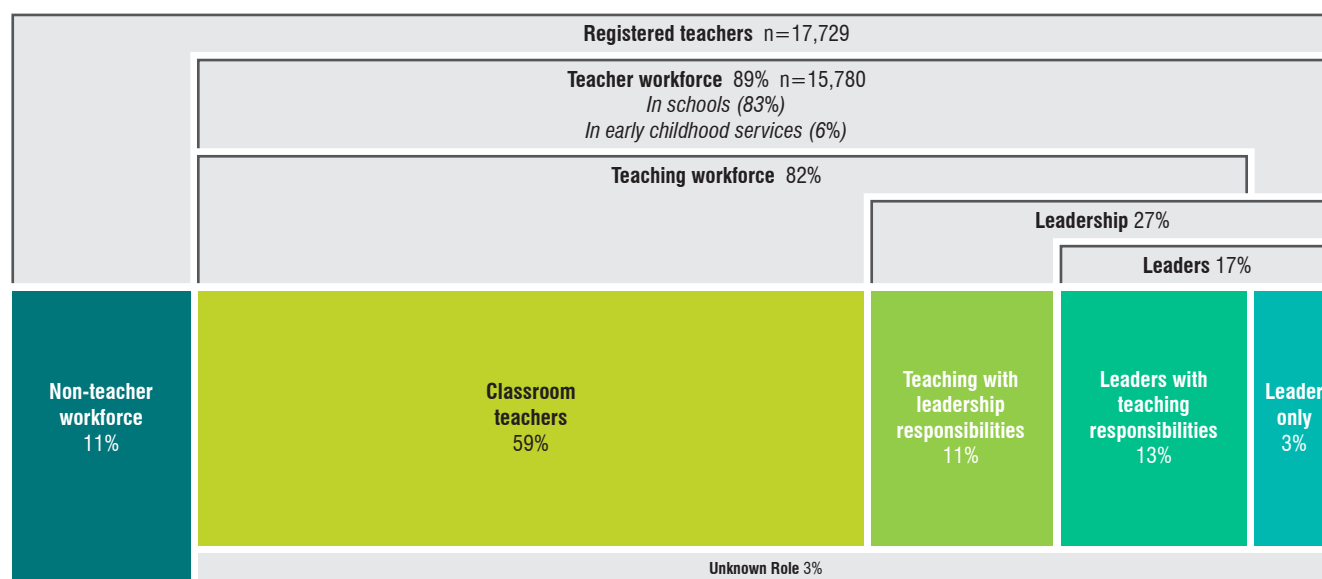
The interrelationships between these segments are shown in **Figure 2-1**.

Full definitions of these and other segmentations are found in the Glossary (see **Appendix E**).

The segments discussed in each chapter are visually indicated at the beginning of the chapter.

Appendix E – key data definitions and glossary of terms

Figure 2-1: Segments of registered teachers in the ATWD Teacher Survey



⁴³ Note – this includes all teachers and leaders who conduct any face-to-face teaching allowing for definition of the characteristics of all student facing teachers. Further information on the policy context for this definition is provided in 'About the data' in Chapter 4.

⁴⁴ In future ATWD Teacher Workforce Characteristics reports, the sample size will allow a specific chapter for each of these workforce segments

Workforce cohorts

Workforce characteristics data has been provided separately on two critical cohorts in this report: **early career teachers** are those within 5 years of commencing teaching; while **Aboriginal and Torres Strait Islander teachers** were identified through the linkage of teacher self-report in the ATWD Teacher Survey and the regulatory authority data. The experiences of early career teachers are the focus of **Chapter 8**; while the experiences of Aboriginal and Torres Strait Islander teachers are the focus of **Chapter 10**.

Information on **Early childhood teachers, VET teachers, casual/relief teachers, and rural and remote teachers** appears throughout the report within **Chapters 3–9**, where the sample size allowed for reporting. As the ATWD becomes national, separate findings for these cohorts will be provided in future ATWD reports.

Definitions for and processes for the identification of these cohorts is available in the 'About the data' section of the chapter and further detailed in the **Technical Report**.

Data reporting in brief

All reported data are presented as aggregated statistics to ensure data privacy. To be included in this report, aggregated data must meet minimum cell size criteria. In summary, in the report, data for segments with fewer than 50 respondents is not presented to preserve privacy, and is reported as n.p.. When there are fewer than 5 respondents in a segment who gave a specific response, the response category is noted as either n.p. or combined with responses from an adjacent category. Discussions of how sample size adequacy was confirmed are described in the **Technical Report**.

As the data for 2018 was not yet national, descriptive statistics have been prioritised to reflect the exploratory purpose of Wave 1. Where statistical modelling and significance tests facilitated understanding they have been applied and described in the 'About the data' section of each chapter and the **Technical Report**. National data in the ATWD from 2019/20 will be of sufficient quality and depth for the application of advanced statistical modelling techniques.

Percentages in figures may not sum to 100% due to rounding.

Chapter 3 All Registered Teachers

All teachers must be registered to teach or hold alternative authorisation to teach if they are employed in schools. To register as a teacher, individuals must be qualified with an accredited ITE qualification and meet the relevant requirements in accordance with the Australian Professional Standards for Teachers.⁴⁵ However, registered teachers may be working in schools, employed elsewhere in education, be employed outside of the education sector or may not be participating in the workforce at all.

This chapter provides data on the characteristics of the population registered to teach in each of New South Wales, the Northern Territory, South Australia and Victoria in 2018, whether working in schools or not.

Graduates of accredited ITE programs in Australia are eligible to apply for provisional registration in the Northern Territory, South Australia and Victoria and for provisional accreditation in New South Wales. As these early career teachers gain experience and are able to demonstrate evidence of performance at the Proficient career stage of the Australian Professional Standards for Teachers, they are able to apply for full registration (which includes Proficient accreditation in New South Wales).

In New South Wales, pre-service teachers who are in their final year of their ITE qualification, or who have completed a non-teaching Bachelor degree and have an offer of employment as a teacher in a New South Wales school, can apply for conditional accreditation. Those with conditional accreditation are encouraged to apply for provisional accreditation within a twelve-month period.

In all states and territories, alternative authorisation to teach under limited circumstances can be provided by regulatory authorities to individuals who do not meet the requirements for registration.

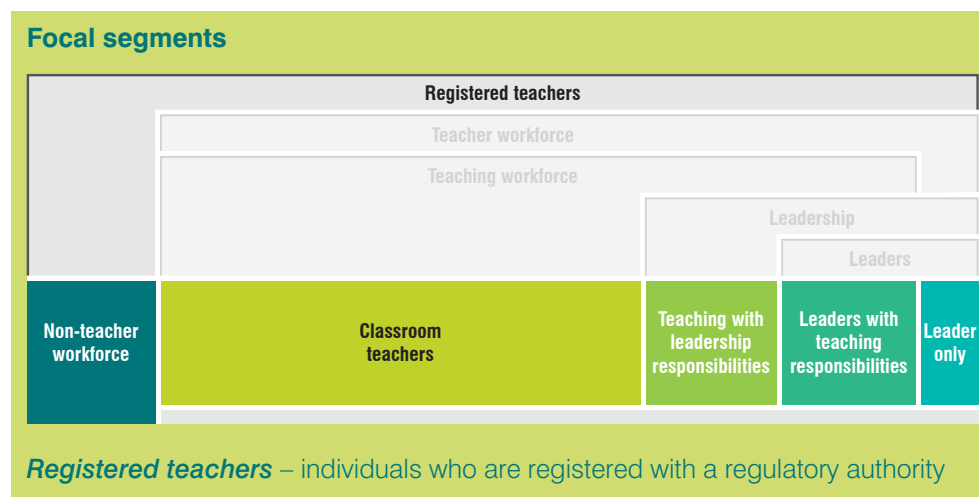
The registration requirements for early childhood teachers varies in different states and territories:⁴⁶

- In New South Wales, early childhood teachers working in approved centre-based settings must be accredited.
- In the Northern Territory, registration is not required for all early childhood teachers. However, where early childhood services are attached to schools, registration is required as a condition of employment.
- In South Australia, all early childhood teachers are required to be registered.
- In Victoria, all early childhood teachers employed or engaged in the role of an early childhood teacher in an early childhood and care service must be registered.

⁴⁵ Australian Institute for Teaching and School Leadership 2011, *Australian Professional Standards for Teachers*, AITSL, Melbourne, <<https://www.aitsl.edu.au/teach/standards>>.

⁴⁶ Australian Children's Education & Care Quality Authority n.d., *Early childhood teacher registration and accreditation*, ACECQA, Sydney, <<https://www.acecqa.gov.au/qualifications/early-childhood-teacher-registration-and-accreditation>>.

About the data



Data relating to all registered teachers in New South Wales, the Northern Territory, South Australia and Victoria in 2018 was provided by the respective regulatory authorities. It provides census data on all registered teachers in these jurisdictions, which account for approximately 66% of teachers registered across all regulatory authorities.⁴⁷

Not all educators in early childhood services are registered teachers. Data in the ATWD is collected only for the registered teaching workforce and therefore provides insight into the pool of registered early childhood teachers, but not the total early childhood workforce.

Data about individuals with 'alternative authorisation to teach' was not collected from all participating jurisdictions as part of the first wave of data collection in 2018. The incidence and characteristics of these teachers is not included in this report. The data in this chapter applies only to that population of individuals who are eligible for registration and does not provide insight into the set of individuals working in schools with alternative forms of authorisation. Data on these individuals has been collected in subsequent annual ATWD data and will be reported upon in future.

Data from the Victorian teacher regulatory authority did not include teachers who were registered but not practising, and so the size of this pool may be underestimated in that state. Regulatory authority data for each participating jurisdiction is provided separately, in the state profiles of this report.

In this report, place of employment was drawn from responses to the ATWD Teacher Survey as place of employment data could not be collected in a complete, consistent and harmonised format from the regulatory authorities for 2018. As such, place of employment data is from a sample of registered teachers rather than census data. From 2020 onwards, this data will progressively become available for all registered teachers from the regulatory authorities.

Accordingly, data on the relative incidence of teachers and leaders, area of employment, type of employment and sector of employment are all drawn from sample data for New South Wales, the Northern Territory and South Australia. Given the size and validity the sample achieved for the ATWD Teacher Survey in 2018, employment data provides useful insight, but can only provide estimates of the size of any employment-based segment in the overall workforce across these jurisdictions.

⁴⁷ Based on total numbers of teachers registered in each state and territory as reported in teacher regulatory authorities' annual reports. and other public documents for states and territories that did not participate in the first wave of data collection for the ATWD.

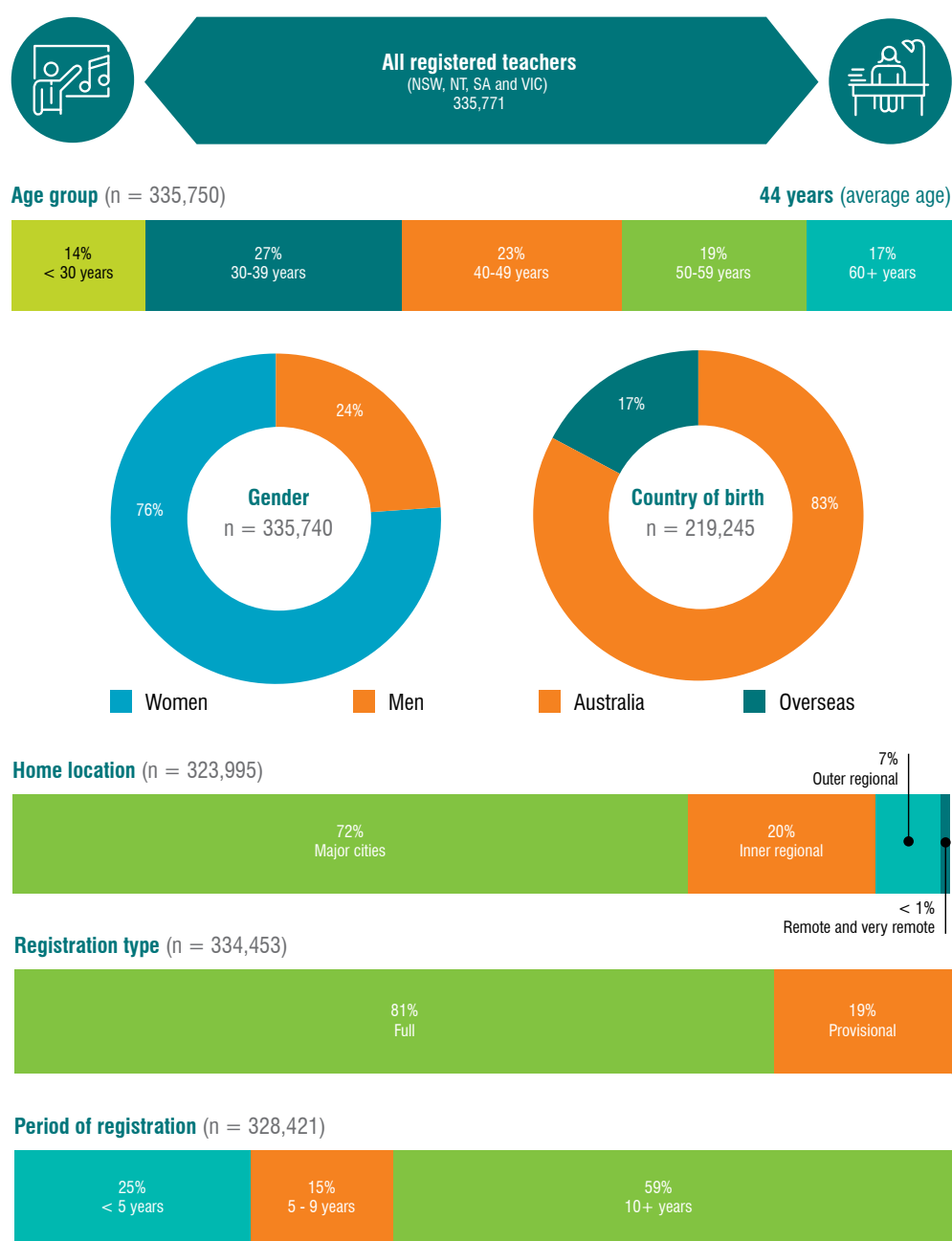
The pathway from ITE through to registration is not included in this report. A detailed analysis of this stage of the teacher workforce pipeline will be included in the second National Initial Teacher Education Pipeline Report, and will include the registration pathway for graduates in all states and territories.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Characteristics of registered teachers

The total number of registered teachers across all four-participating jurisdictions – New South Wales, the Northern Territory, South Australia and Victoria – was 335,771. The demographic characteristics of all registered teachers in these jurisdictions is provided in **Figure 3-1**.

Figure 3-1: All registered teachers



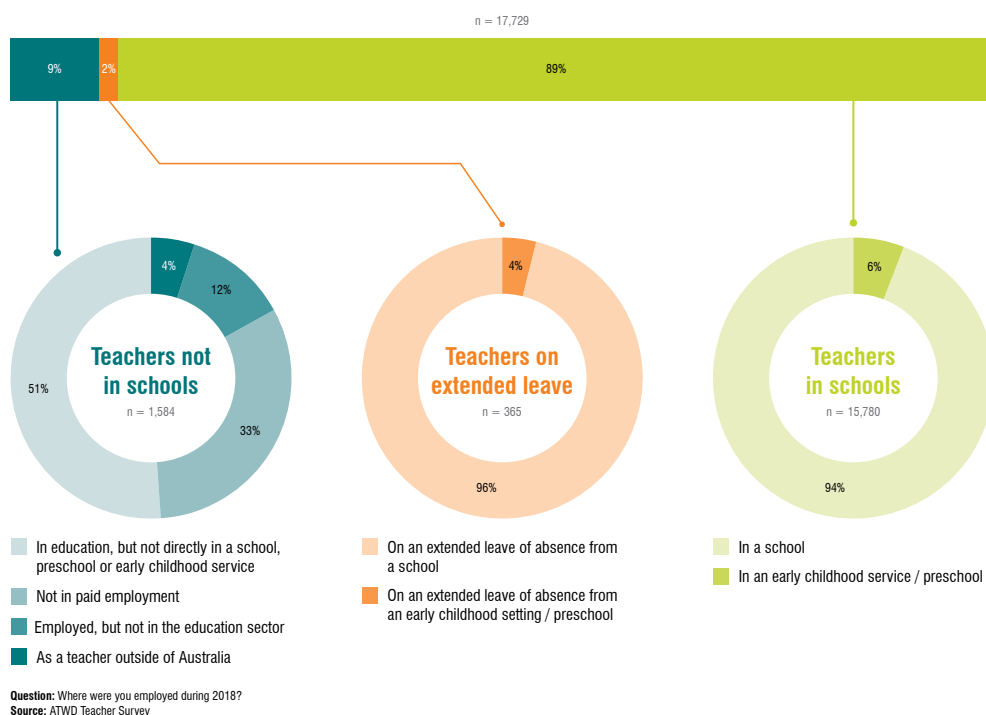
Source: Teacher regulatory authorities

Deployment of registered teachers

In 2018, 89% of ATWD Teacher Survey respondents were part of the teacher workforce, and actively working in an Australian school or early childhood service (n=15,780) as classroom teachers, leaders or in both roles (94% in schools; 6% in early childhood services) (**Figure 3-2**).

An additional 11% of respondents were part of the non-teacher workforce, and not actively working in an Australian school or early childhood service in 2018 (n=1,949). Information about this cohort is provided in **Chapter 11**.

Figure 3-2: Deployment of registered teachers



Chapter 4 The Teaching Workforce

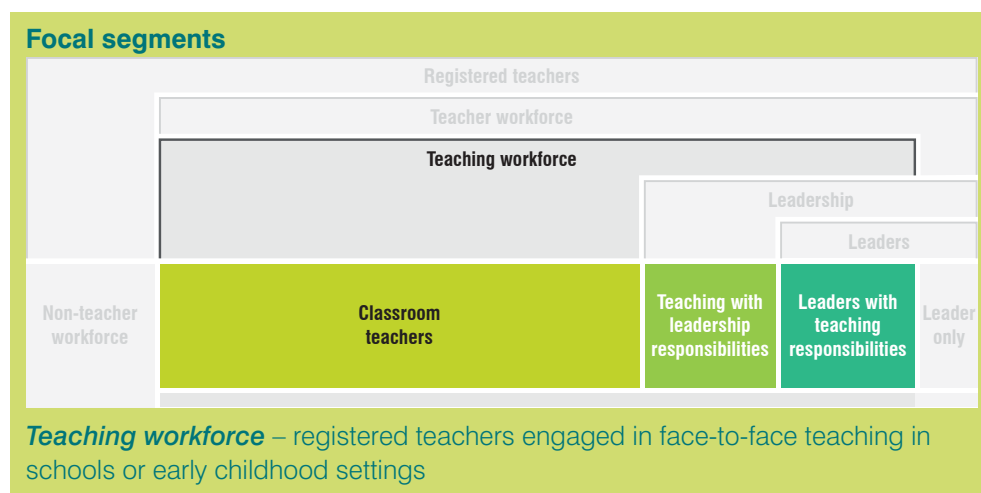
The characteristics of the cohort of registered teachers who provide classroom teaching to Australian students is of critical interest in workforce policy and planning. A number of bodies have identified a need for a shared and robust national data base on the Australian teacher workforce in recent years, including the Teacher Education Ministerial Advisory Group,⁴⁸ the Productivity Commission,⁴⁹ and the Review to Achieve Educational Excellence in Australian Schools.⁵⁰

For the first time, the ATWD is providing consistent data on the demographic and teaching characteristics of registered teachers across Australia. This chapter includes data on classroom teachers who worked in schools or early childhood services in New South Wales, the Northern Territory and South Australia in 2018.

State profiles provide the same demographic and teaching characteristics data, but separately for each of New South Wales, the Northern Territory and South Australia. Data is also reported by school sector.

Forthcoming ATWD reports from 2022 will provide a comprehensive picture of the Australian teacher workforce across all states and territories.

About the data



The data in this chapter is drawn from the linkage of 2018 teacher registration data (from regulatory authorities) to data from the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

Data is provided by learning levels taught (early childhood, primary or secondary). Learning levels taught were derived from ATWD Teacher Survey responses to questions about where a teacher worked (in a school or early childhood service), and the year levels at which respondents indicated that they were teaching. For 2018, place of employment was obtained from responses to the ATWD Teacher Survey.

48 Craven, G (Chair) 2014, *Action Now: Classroom Ready Teachers*, Teacher Education Ministerial Advisory Group, Canberra, <<https://docs.education.gov.au/node/36783>>.

49 Productivity Commission 2016, *National Education Evidence Base: Report no. 80*, Productivity Commission, Canberra, <<https://www.pc.gov.au/inquiries/completed/education-evidence/report/education-evidence.pdf>>.

50 Gonski, D (Chair) 2018, *Through Growth to Achievement: Report of the Review to Achieve Educational Excellence in Australian Schools*, Department of Education and Training, Canberra, <<https://www.dese.gov.au/download/4175/through-growth-achievement-report-review-achieve-educational-excellence-australian-schools/18692/document/pdf>>.

Where this chapter refers to 'teachers', it refers to the teaching workforce; this includes everyone in the teaching workforce who held provisional or full registration in New South Wales, the Northern Territory and South Australia and has a role or responsibility through which they deliver face-to-face teaching in schools or early childhood services. A total of 14,751 survey respondents indicated that they delivered classroom teaching in a school or early childhood service in 2018.

Residential locations for teachers in the sample were drawn from regulatory authority data, using the postcodes provided by teachers during registration. School locations where teachers were employed were drawn from respondents' answers to ATWD Teacher Survey questions.

Data on individuals who worked in schools but whose only role was as a leader (and who therefore did not routinely work in the classroom) are **not included** in this chapter – this applies to 4% of the teacher workforce. Leaders, as a cohort, are discussed in **Chapter 9**.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Summary

The average age of the respondents to the ATWD Teacher Survey in 2018 was 46 years old, but respondents came from across the working age population. In line with the gender distribution of registered teachers, most respondents were women. Although the majority of respondents were born in Australia, many were born overseas. Respondents lived and worked across a variety of remoteness areas; like the majority of the population, most respondents were based in major cities. Most teachers worked in government schools.

The teaching workforce was mostly comprised of women (78%). The gender difference in the workforce was most pronounced within the early childhood teaching workforce, of whom 99% were women, followed by primary teachers, of whom 84% were women.

There were only slight differences in the age of teachers based on the learning levels taught. Across the board, three-quarters of teachers (73%) were aged between 30 and 59 years, with approximately one-quarter aged 30 to 39 years, 40 to 49 years, and 50–59 years.

In total, 6% of teachers self-identified as having a disability; 17% of teachers had been born overseas, with only slight differences based on the learning levels taught.

Two-third of teachers lived (68%) in major cities. Correspondingly, almost one-third of teachers (29%) worked in schools in regional areas, and 3% worked in remote or very remote locations.

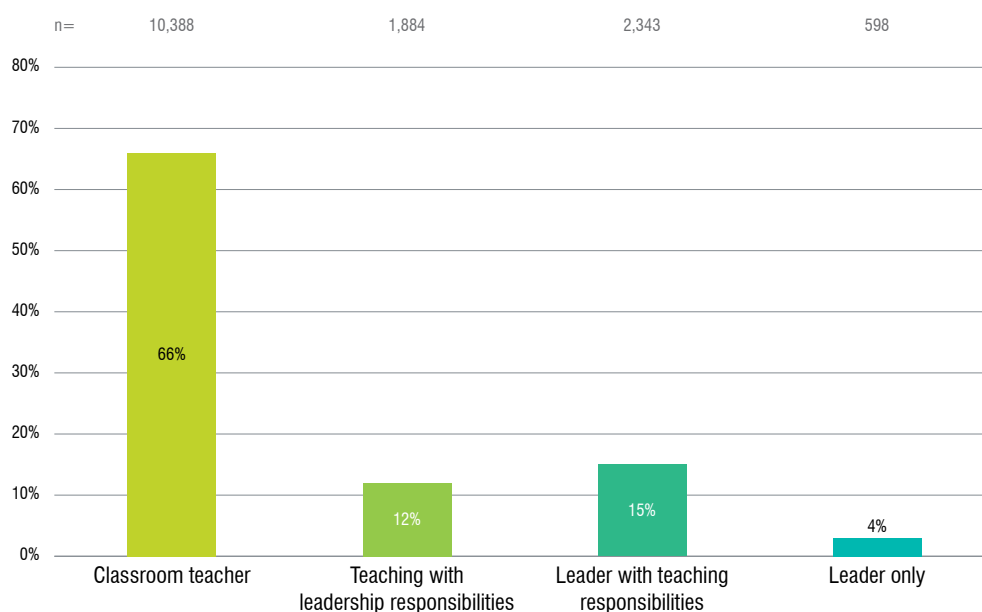
The distribution of locations where teachers worked followed the distribution of where they lived. Most teachers worked in government schools (65%), and primary schools were the most common school type (41%). Three percent (3%) of teachers worked at special schools.

Teaching characteristics

Roles and responsibilities

A total of 14,615 (93%) of ATWD Teacher Survey respondents who were part of the teacher workforce (i.e., employed in a school or early childhood service) indicated that they delivered classroom teaching. This group is referred to as the 'teaching workforce' and encompasses all those who teach either as their 'main role' or as part of another role in addition to their main role. This includes all those whose main role is teaching (be they classroom teachers or teachers with leadership responsibilities) (n = 12,272, 78%) and those whose main role was as a leader, but who also have classroom teaching responsibilities (n = 2,343, 15%) (**Figure 4-1**).⁵¹

Figure 4-1: Roles in schools and early childhood services, teacher workforce⁵²



Question: Which of the following best describes your main role & Select any other roles you had in 2018?
Source: ATWD Teacher Survey

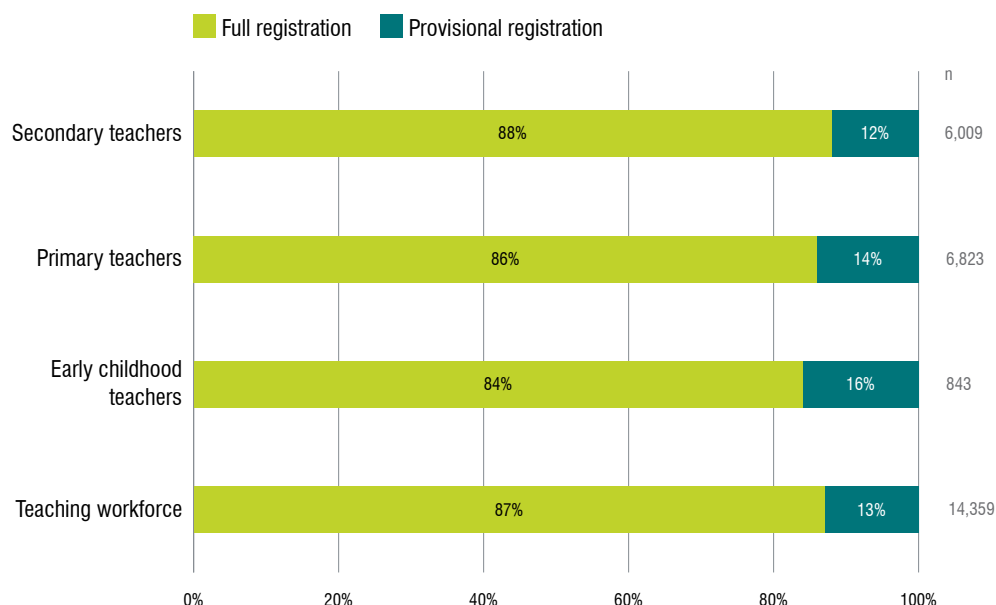
Registration

Most of the teaching workforce in schools and early childhood services hold full registration (87%). Teachers' registration type varied very little across the different learning levels; however, early childhood teachers were slightly more likely to have had provisional registration (16%) than all teachers in the teaching workforce (13%) (**Figure 4-2**).

⁵¹ These percentages refer to the 'teacher workforce', while the remainder of the chapter analyses the 'teaching workforce'.

⁵² Four percent of respondents did not provide information about their roles in schools or early childhood services.

Figure 4-2: Registration type, teaching workforce, by learning levels taught



Question: Select the learner levels you taught.
Source: Linked Registration and ATWD Teacher Survey

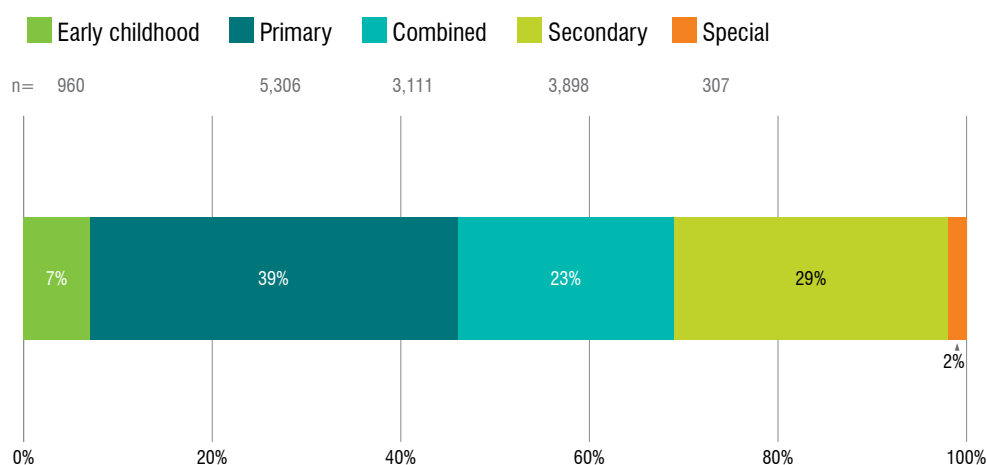
School type, learning levels taught and sector

Among teachers in New South Wales, the Northern Territory and South Australia, the majority worked in a setting that delivered primary education (39% primary schools; 23% combined schools). More than one-in-four (29%) worked in a secondary school, while 7% worked in early childhood services and 2% worked in special schools (Figure 4-3).

Of those teaching in schools, 49% taught learners at the primary level and 44% taught learners at the secondary level exclusively, with a further 8% teaching a combination of primary and secondary learners (Figure 4-4).

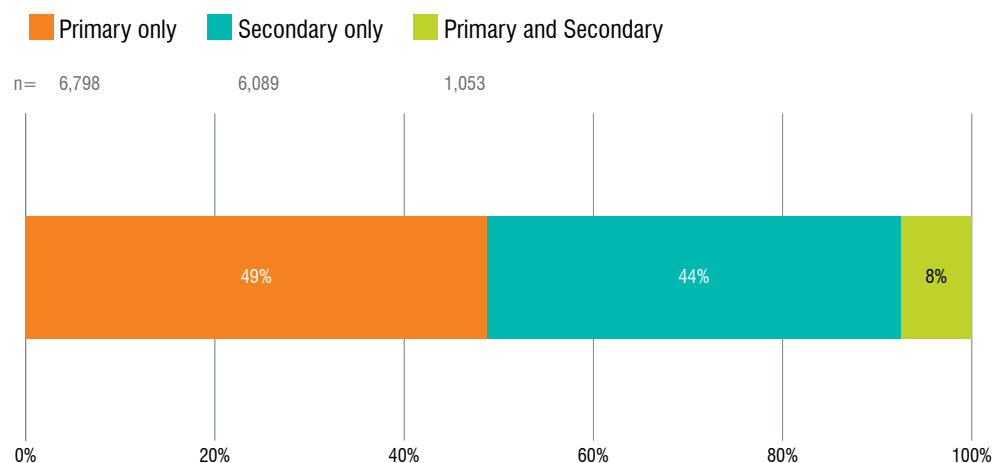
Among teachers working in schools, a large majority of teachers (65%) worked in government schools, while 19% worked in independent schools and 15% worked in the Catholic sector (Figure 4-5).

Figure 4-3: School or service type, teaching workforce



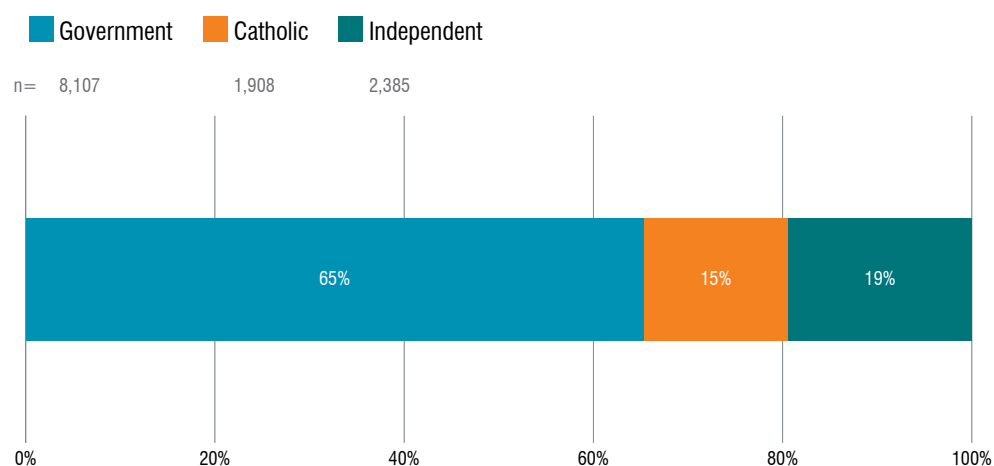
Question: Select the name of the school or early childhood service where you were last employed & Select learner levels taught from a list.
Note: The proportions are of those who provided school or service data only.
Source: ATWD Teacher Survey and ACARA School Profile

Figure 4-4: Learning levels taught, teaching workforce in schools



Question: Select learner levels taught from list.
Source: ATWD Teacher Survey

Figure 4-5: School sector, teaching workforce in schools



Question: Select the name of the school or early childhood service where you were last employed.
Source: ATWD Teacher Survey with ACARA School Profile

Demographic characteristics

Age

In 2018, almost three-quarters (73%) of respondents to the ATWD Teacher Survey who were working as teachers were aged between 30 and 59 years (**Figure 4-6**). The mean, as well as the median, age of teachers in the teaching workforce was 46 years (**Table 4-1**).

To compare with other highly skilled professions that also require professional registration and continuing professional development, the average age of registered nurses is 43 years,⁵³ of accountants is 38 years,⁵⁴ and of architects is 39 years.⁵⁵ A higher median age among teachers may reflect the fact that older teachers are able to maintain employment as a casual/relief teacher while they transition to retirement.

The spread of teachers' ages differed only slightly across learning levels taught (**Figure 4-6**). Secondary teachers were slightly more likely to be aged over 50 years compared to primary and early childhood teachers (secondary teachers >50 years: 42%; primary teachers >50 years: 38%; early childhood teachers >50 years: 39%).

Figure 4-6: Age distribution, teaching workforce, by learning levels taught

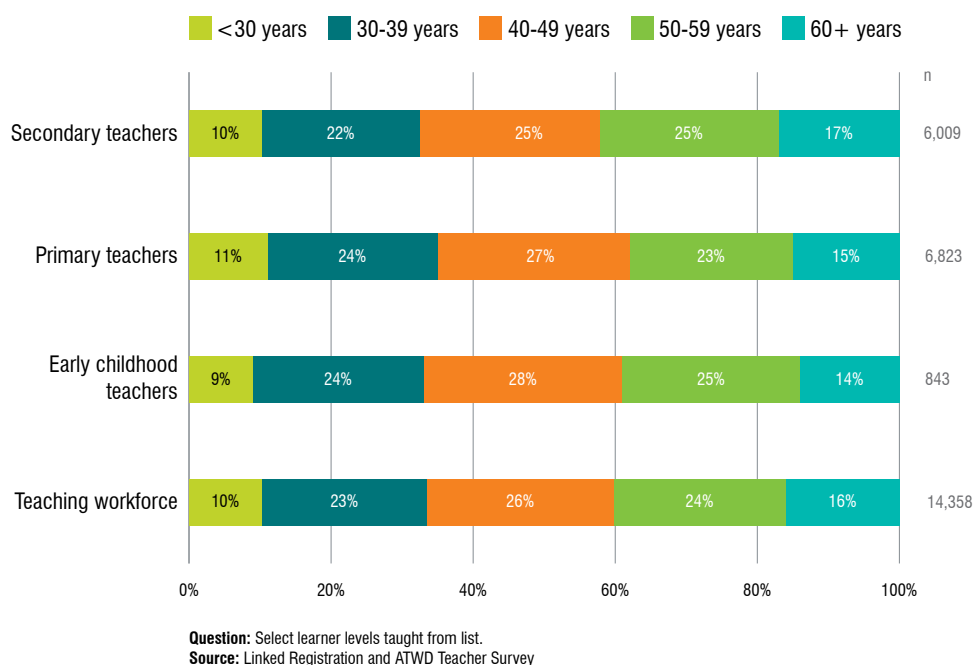


Table 4-1 Average and median age, teaching workforce, by learning levels taught

	Mean Age (Years)	Median Age (Years)
Early childhood teachers (n=843)	45.9	46
Primary teachers (n=6,823)	45.5	45
Secondary teachers (n=6,009)	46.7	47
All (n=14,358)	46.0	46

⁵³ National Skills Commission n.d., *Job Outlook – Registered Nurses*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2544>>.

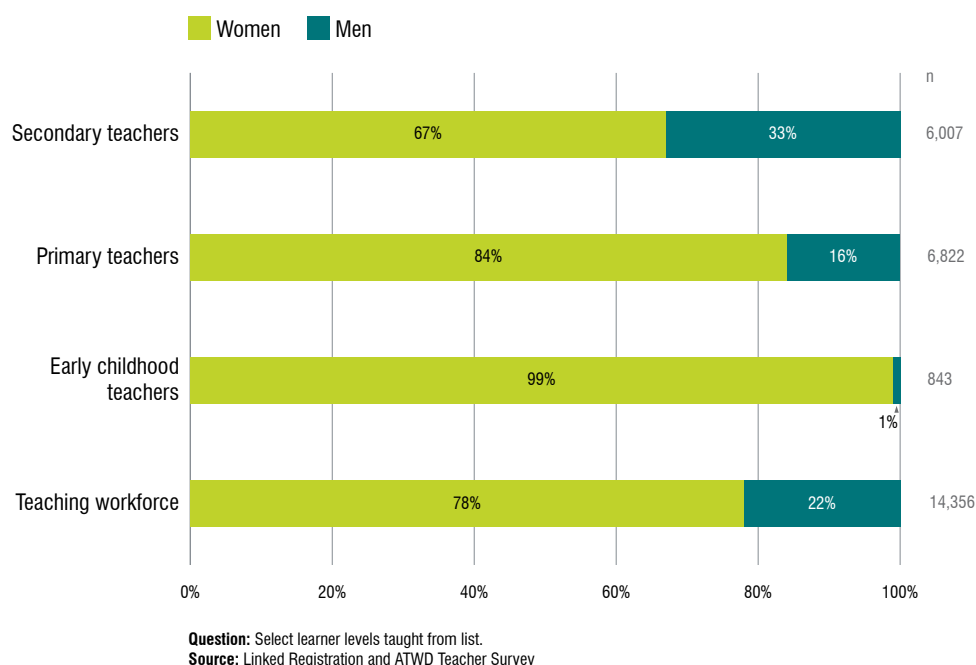
⁵⁴ National Skills Commission n.d., *Job Outlook – Accountants*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2211>>.

⁵⁵ National Skills Commission n.d., *Job Outlook – Architects and Landscape Architects*, Department of Education, Skills and Employment, Canberra, <<https://joboutlook.gov.au/occupations/occupation?occupationCode=2321>>.

Gender

The majority of teachers in the teaching workforce were women (78%); 22% of all teachers providing classroom teaching in schools were men. A lower incidence of men was evident for primary teachers, where 16% of teachers were men. Almost all early childhood teachers were women, with only 1% of this cohort being men (**Figure 4-7**).

Figure 4-7: Gender, teaching workforce, by learning levels taught ⁵⁶



Disability

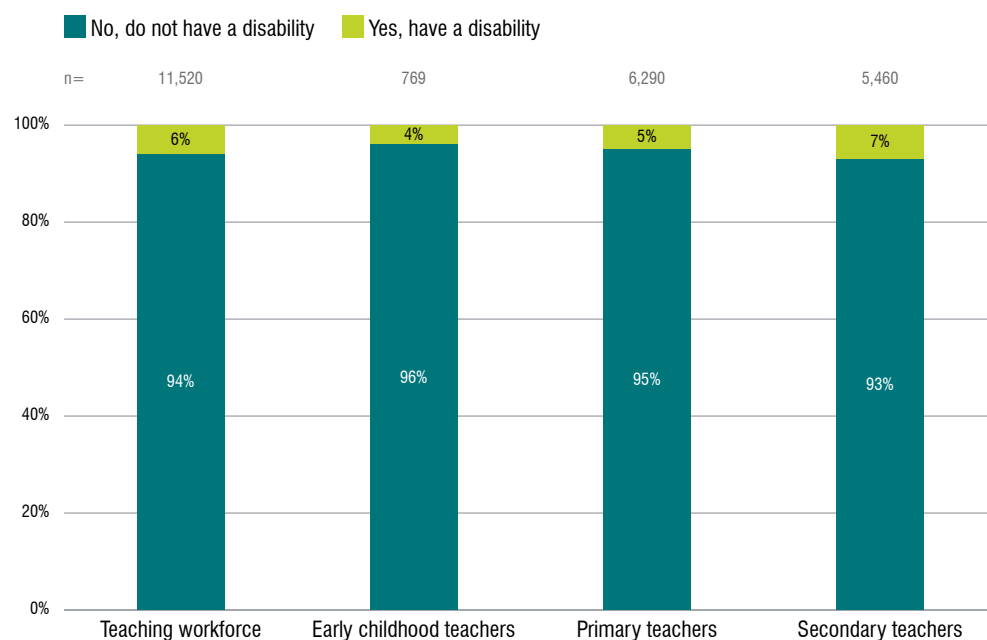
In total, 6% of teachers self-identified as having a disability. This was similar across all learning levels (**Figure 4-8**). This was lower than the rate of people with a disability in the broader Australian workforce (8.8%), but greater than the rate in the Australian Public Service (3.1%).⁵⁷

Most teachers with a disability (49% – multiple responses) indicated that their disability was of a 'medical' nature (**Figure 4-9**).

⁵⁶ The relative standard error for 'Early childhood teachers' for the category 'Men' is between 25% and 50%, and this data should be used with caution.

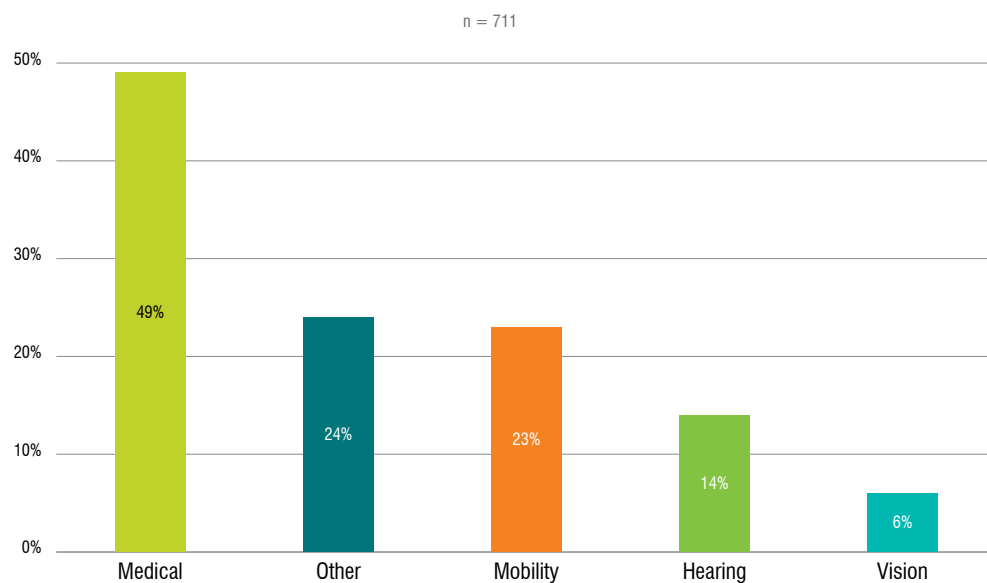
⁵⁷ Disabled People's Organisations Australia 2018, *Factsheet: Employment of persons with a disability*, DPOA, Sydney, <<https://dpoa.org.au/factsheet-employment>>.

Figure 4-8: Disability status, teaching workforce, by learning levels taught



Question: Do you have a disability, impairment or long-term medical condition? & Select learner levels taught from list.
Source: ATWD Teacher Survey

Figure 4-9: Reported nature of disability, teachers with disability



Question: Indicate the area/s of impairment (multiple choice).
Source: ATWD Teacher Survey

Aboriginal and Torres Strait Islander status

Information about Aboriginal and Torres Strait Islander teachers and leaders is provided separately in **Chapter 10**.

Country of birth

Most teachers (83%) had been born in Australia and 17% had been born overseas. This differed only slightly between learning levels taught.

To compare, in 2018, 29% of the total Australian population had been born overseas, however, this varied across age groups,⁵⁸ with 33.6% of working age Australians (15 to 64 years) born overseas in 2020.⁵⁹ As such, although there is definite variation in the country teachers in the teaching workforce were born, the number diverges from the working age Australian population (**Figure 4-10**).

Figure 4-10: Country of birth, teaching workforce, by learning levels taught



Regionality

Across New South Wales, the Northern Territory and South Australia, most teachers (68%) lived in major cities (**Figure 4-11**). One-third of teachers (33%) worked in schools in regional or remote locations, including 4% who worked in remote or very remote schools. The regionality of the schools and services in which teachers worked was similar across the different learning levels (**Figure 4-12**).

Understandably, the location of the schools in which teachers work reflects the distribution of the locations where they live (**Figure 4-11**).

⁵⁸ Australian Bureau of Statistics 2021, 'Table 5.1 Estimated resident population, by country of birth, Australia, as at 30 June, 1996 to 2020', *Migration, Australia*, ABS, Canberra, <https://www.abs.gov.au/statistics/people/population/migration-australia/latest-release>.

⁵⁹ Australian Bureau of Statistics 2021, 'Graph 4.1 Population structures for Australian-born and overseas-born – at 30 June 2020', *Migration, Australia*, ABS, Canberra, <https://www.abs.gov.au/statistics/people/population/migration-australia/latest-release>.

Figure 4-11: Residential and school or service location, teaching workforce

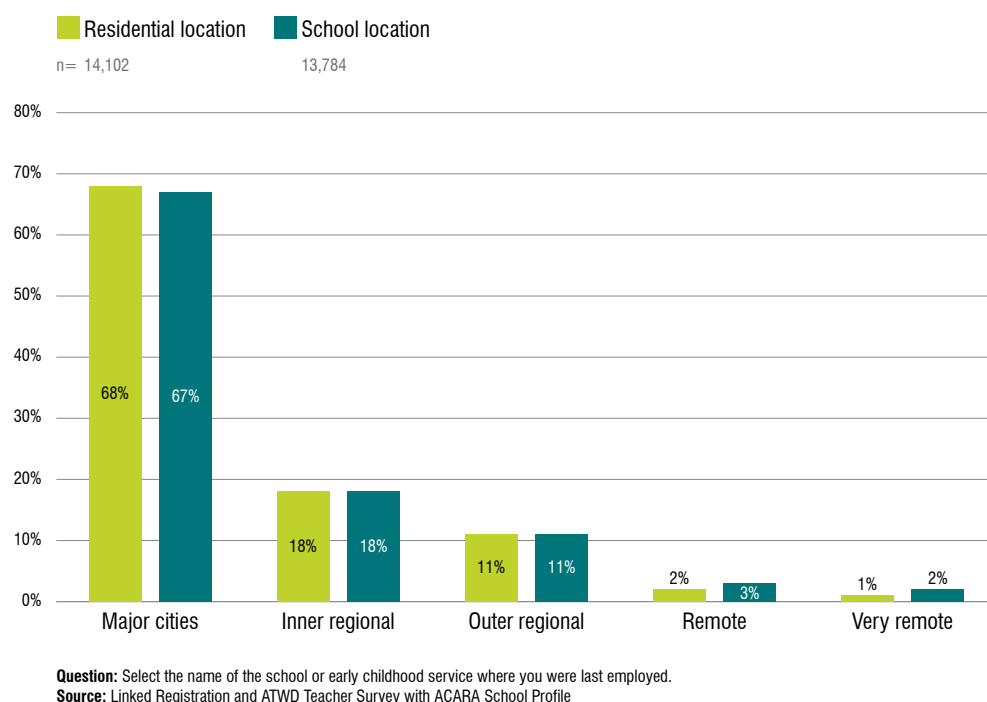


Figure 4-12: School or service location, teaching workforce, by learning levels taught⁶⁰



⁶⁰ As the sample size for early childhood teachers in remote and very remote locations is too small to report separately, early childhood teachers in these regions have been combined with those in outer regional areas.

Chapter 5

Employment Arrangements

The employment arrangements of teachers can have a significant impact on individuals' decisions to pursue a teaching career, and to remain in the profession long-term. These arrangements vary considerably across jurisdictions and sectors, and incorporate factors including working hours, workplace conditions, career progression opportunities and remuneration.

Anecdotal evidence indicates that casualisation, short-term employment arrangements, and casual relief teaching are becoming more prevalent, particularly as a form of entry into the profession for early career teachers. However, there has not previously been a mechanism to compare these arrangements, and determine the effects they have on retention, between jurisdictions and sectors.

This chapter provides data on the employment arrangements of registered teachers who are employed in the teaching workforce, in schools or early childhood services including their contractual arrangements, casual/relief teaching, and gaps in employment.

It also provides insights into the number of hours teachers report working in comparison to hours they report being paid to work, and into the amount of time teachers report spending both on face-to-face teaching with students and on other teaching and non-teaching tasks.

Over time, data in the ATWD will be able to demonstrate whether differences in contractual arrangements have an impact on the length of time a teacher remains in the profession, and provide valuable insights to inform efforts to attract and retain high-quality teachers.

The state supplements will accompanying this report also provides data about employment arrangements, but separately for each of New South Wales, the Northern Territory and South Australia.

About the data



The data in this chapter is drawn from the linkage of 2018 teacher registration data (from teacher regulatory authorities) and the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

The data in this chapter relates to the teaching workforce, that is, all teachers in the sample who delivered teaching in the classroom, including leaders who also held teaching responsibilities. A total of 14,615 survey respondents indicated that they delivered classroom teaching in a school or early childhood service in 2018.

Data on respondents whose only role was as a leader (and who therefore did not routinely work in the classroom) are not included in this chapter. Leaders, as a cohort, are discussed in **Chapter 9**.

Respondents to the ATWD Teacher Survey provided self-reported data across several aspects of working hours including:

- Paid working hours
- Total hours worked
- Face-to-face teaching hours
- Task time allocation (of non-face-to-face teaching hours).

Data on task time allocation of non-face-to-face teaching hours was only collected from respondents who were working in schools (i.e., this data was not collected from early childhood teachers). Where teachers worked across both primary and secondary learning levels, their responses were included in data presented for each of these groups, but were included only once in the overall data for the teaching workforce.

Considerable consultation was undertaken to ensure that the question format was relevant and could be answered accurately by teachers across different sectors and jurisdictions, with different employment contexts. Recognising the potential that some respondents might nevertheless not be familiar with reporting their working hours in the format of the ATWD Teacher Survey, cross-checks were undertaken to help identify whether respondents correctly understood the questions and responded accurately.

These cross-checks suggested a high degree of consistency, with 98% of respondents providing consistent responses: that is, the total number of hours worked corresponded with data provided separately on paid hours and face-to-face teaching hours. Further information is provided in the **Technical Report** that supplements this report and is available separately.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Summary

Overall, two-thirds of the teaching workforce across schools or early childhood services (66%) were employed on an ongoing, permanent basis. This overall statistic masks the large and systematic variation in permanency. Just 39% of teachers in schools aged under 30 years held a permanent position, compared to 76% of those aged 50 to 59 years. However, low rates of permanency were not found among younger early childhood teachers.

Almost one-in-four teachers were employed under fixed term contracts (23%), of which 83% had a duration of one year or less. One-in-ten teachers were engaged as casual/relief teachers. This number varied only slightly with gender, learning levels taught, and with age among those up to 59 years old. Teachers aged 60 years or over were twice as likely to be working as casual/relief teachers.

Most teachers were paid to work full-time (59%), or an equivalent number of hours (36 to 40 hours per week). Full-time employment was most common among those teaching at secondary level (64%) and least common at the early childhood level (46%). Almost every teacher employed on a full-time basis (95%) reported working

more than 40 hours per week during ordinary weeks; almost half (42%) of teachers who worked full-time reported working 60 hours or more in an ordinary week.

The tendency for teachers to have engaged in a large amount of unpaid work was also true among part-time employees. Most part-time teachers reported working an extra 40% of their paid hours in an unpaid capacity.

On average, full-time teachers spent around 23 hours per week on face-to-face teaching, with teachers at the early childhood level reporting more face-to-face hours (early childhood: 29.3; primary: 23.9; secondary: 21.3). Around one quarter of teachers' non-teaching time was spent on class planning and preparation, 17% on marking and assessing, and 15% each on general administration and supervision and counselling.

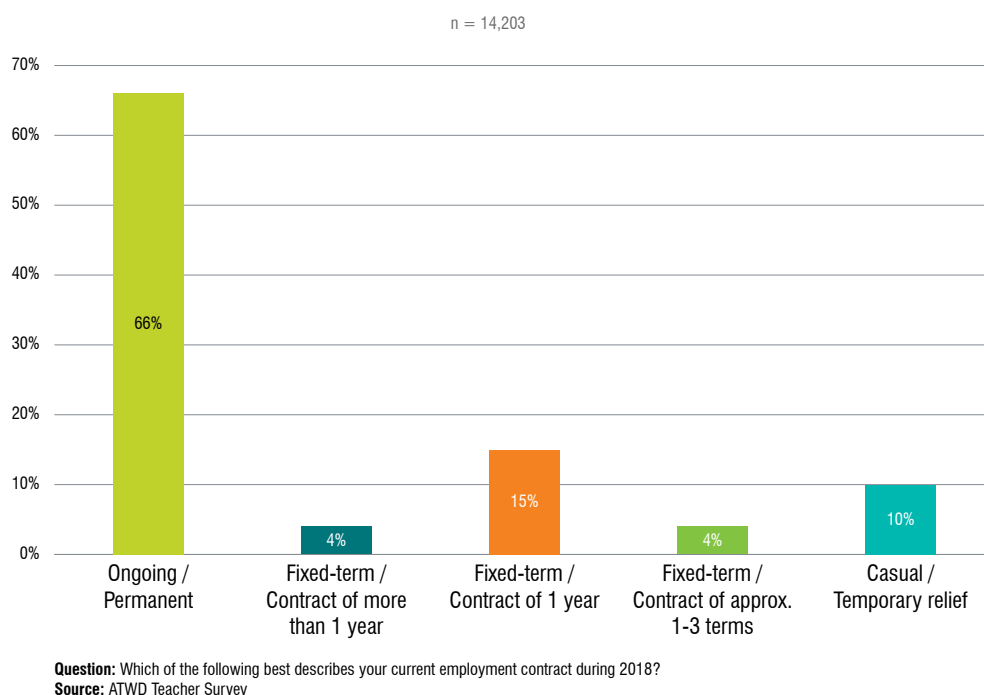
Half of the teaching workforce have experienced a gap of one or more school terms in their employment. Career gaps were more likely among women than men, and tended to be of a longer duration.

Contractual arrangements

In 2018, two-thirds (66%) of teachers working in school classrooms or early childhood services across New South Wales, the Northern Territory and South Australia reported that they were employed under an ongoing, permanent arrangement.

One third (34%) of teachers reported that they were not permanently employed, including 15% on short-term contracts of one year, and 4% on short-term contracts of one to three school terms. A further 10% were employed as casual/relief teachers (*Figure 5-1*).

Figure 5-1: Employment contract types, teaching workforce



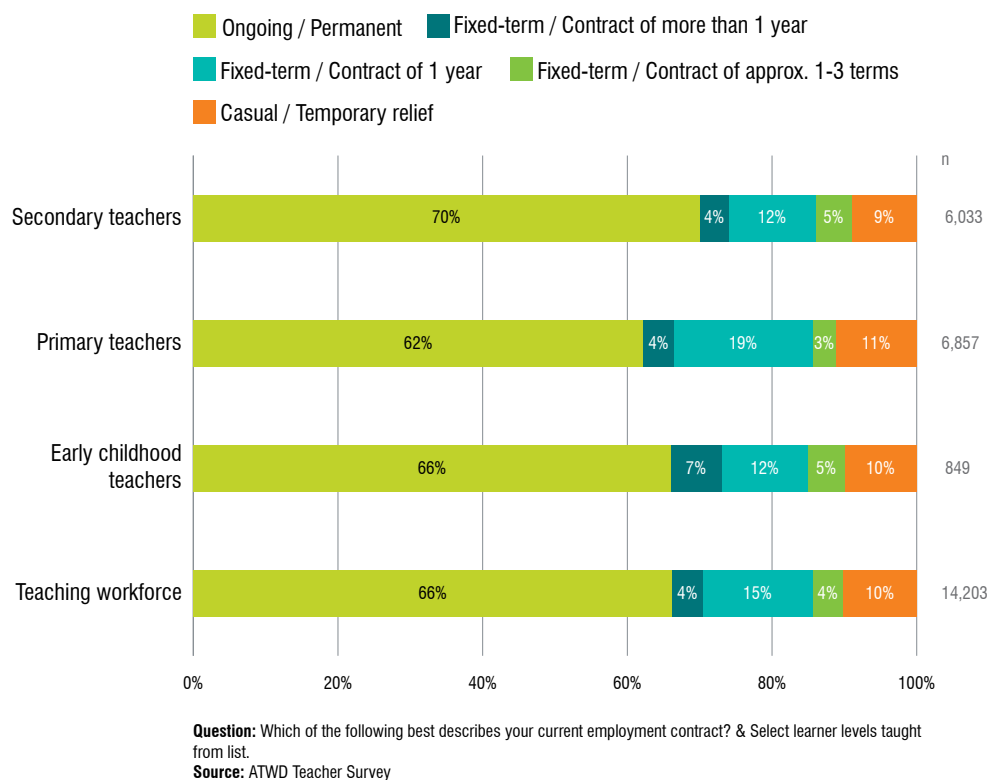
Learning levels

Secondary teachers were slightly more likely to be employed on permanent contracts than those working in early childhood services, and moderately more likely to be employed on permanent contracts than those working in primary schools (secondary: 70%, early childhood: 66%, primary: 62%).

One-year contracts were the most common fixed-term contract length in the teaching workforce across all learning levels (15%).

Those teaching at primary levels were slightly more likely to be engaged on fixed-term contracts of one year or less (22%) compared to secondary teachers (17%) and early childhood teachers (17%). These were more likely to be of one-year duration, with almost one-in-five primary teachers on contracts of one-year (primary: 19%; secondary: 12%; early childhood: 12%) (**Figure 5-2**).

Figure 5-2: Employment contract types, teaching workforce, by learning levels



Age

The likelihood of having a permanent role was inversely related to teacher age – the younger the teacher, the more likely they were to hold a non-permanent teaching position.

Teachers aged 40 to 60 years were almost twice as likely to hold permanent ongoing positions than younger teachers (40 to 60 years mean = 73%; under 30 years = 39%). Teachers aged under 30 years were over three times more likely to hold fixed-term contracts of one year or less compared to older teachers (over 50 years, mean = 13%; under 30 years = 46%).

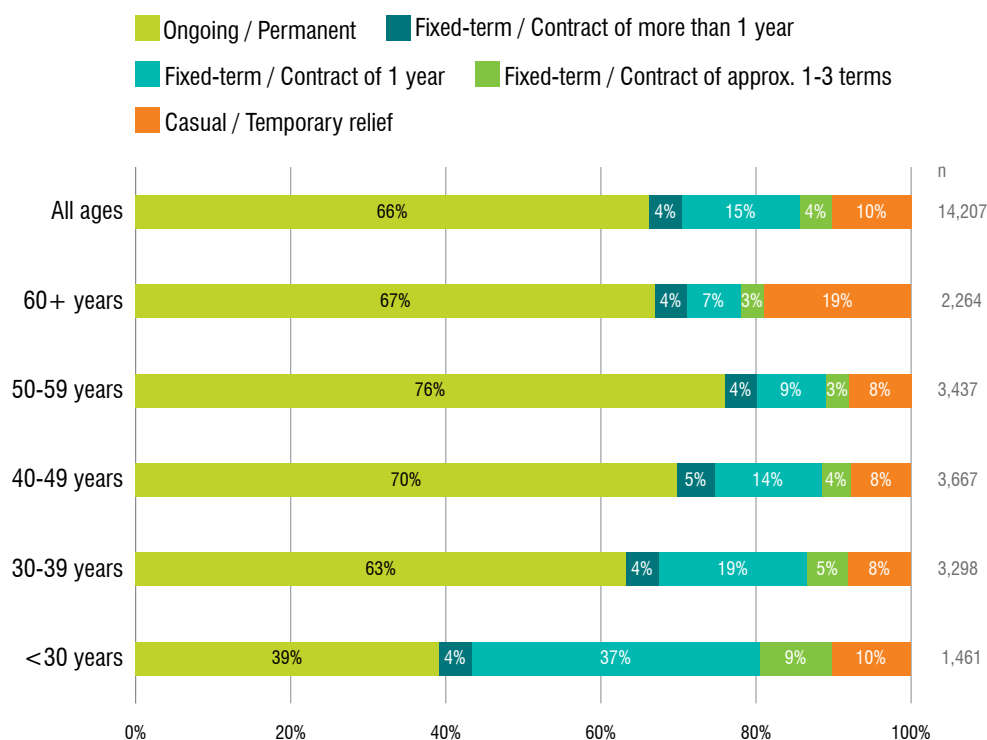
Of teachers aged under 30 years, only 39% held a permanent position; almost half (46%) were engaged on a contract of one year or less. In contrast, among teachers aged 50 to 59 years, 76% held a permanent position. Only 12% were engaged on a contract of one year or less (**Figure 5-3**).

The employment contract conditions of a teacher of any age were influenced by the learning level at which they taught. Early childhood teachers aged under 40 years were considerably more likely to have a permanent role than teachers of the same age teaching at primary or secondary levels (**Figure 5-4**).

Younger primary teachers were the most likely to be employed under fixed term contracts of one year or less compared to their age peers teaching at secondary level. Primary teachers under 40 years were proportionately 10% less likely to hold a permanent position (**Figure 5-5**).

At every age, those teaching at secondary levels were consistently more likely to have a permanent role than those of the same age teaching at primary levels (**Figure 5-6**).

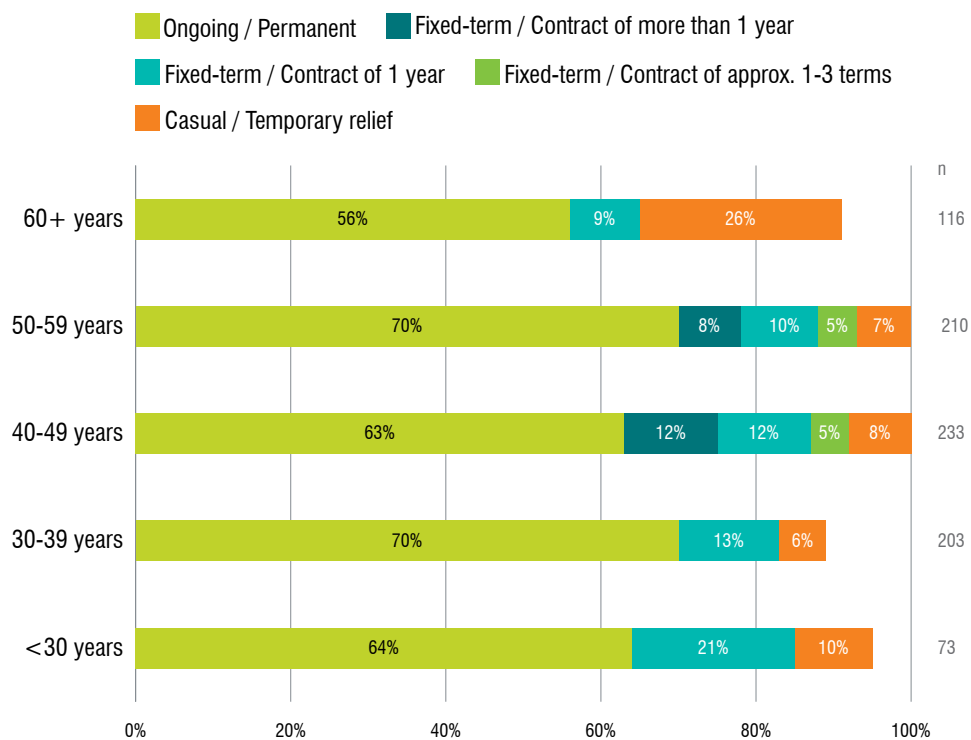
Figure 5-3: Employment contract types, teaching workforce, by age



Question: Which of the following best describes your current employment contract during 2018?

Source: Linked Registration and ATWD Teacher Survey

Figure 5-4: Employment contract types, early childhood teachers, by age



Question: Which of the following best describes your current employment contract during 2018?

Source: ATWD Teacher Survey

Figure 5-5: Employment contract types, primary teachers, by age

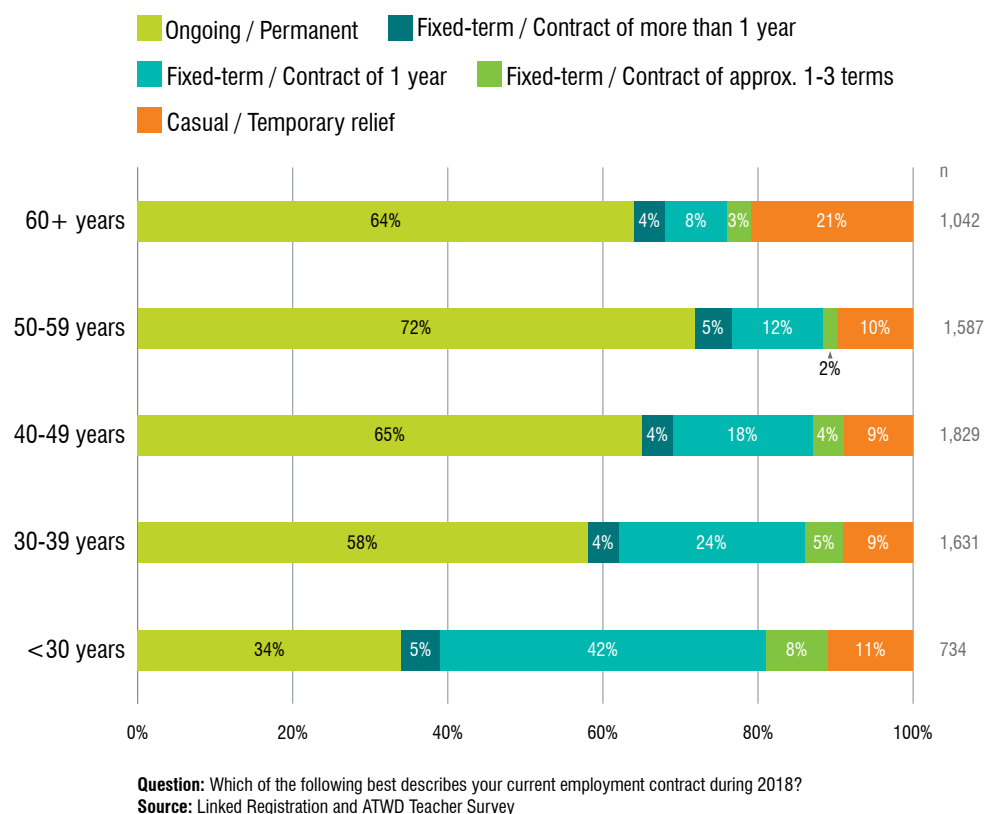
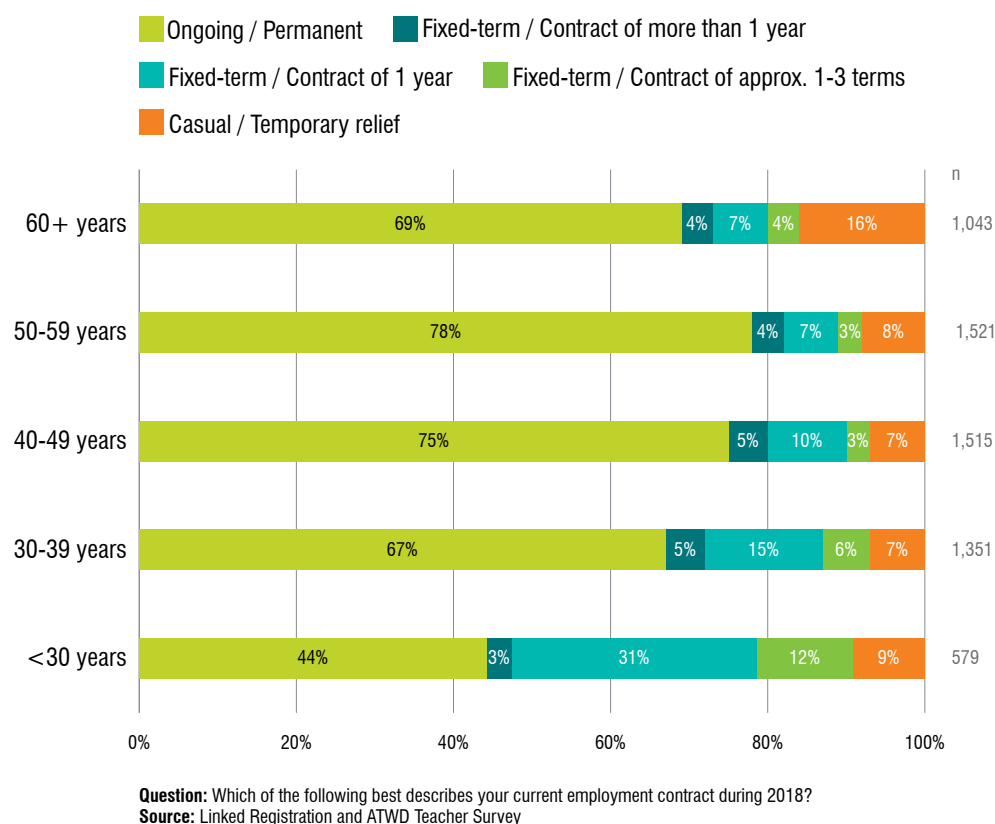


Figure 5-6: Employment contract types, secondary teachers, by age



Gender

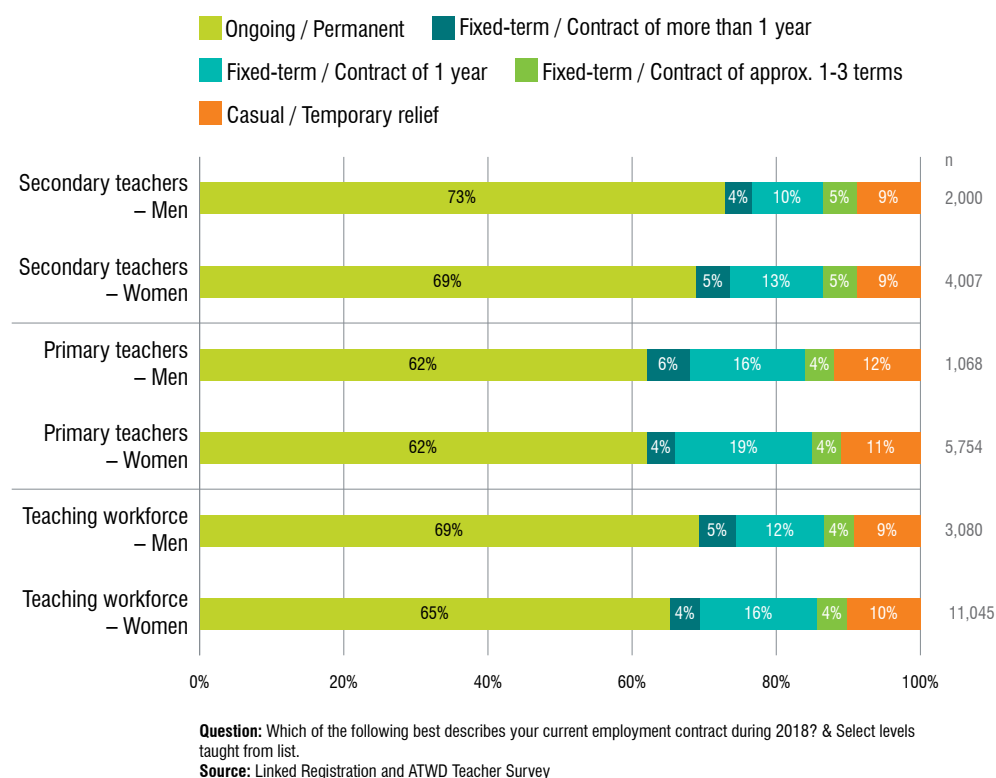
Gender had less of a relationship to employment contract types than teachers' age and learning level taught. Overall, men were only slightly more likely than women to hold permanent or ongoing teaching roles (men 69%, women 65%) (**Figure 5-7**).

Among secondary teachers, 73% of men held a permanent role, compared to 69% of women. At the primary level, however, men and women were equally likely to hold permanent roles (62% men; 62% women). Also at the primary level, women were slightly more likely to be employed on a fixed-term contract of one year (16% men; 19% women) but slightly less likely to be employed on a fixed-term contract of more than one year (6% men; 4% women) (**Figure 5-7**).

Women who were aged 49 years or younger were more likely to hold contracts of one year compared with men in those age groups (13%, compared with 10% overall) (**Figure 5-7**).

Data for early childhood teachers has not been reported separately as only 1% of early childhood teachers were men, providing a sample size too small for sub-segmentation. This cohort is, however, included in the data for the teaching workforce.

Figure 5-7: Employment contract types, teaching workforce, by gender and learning levels taught



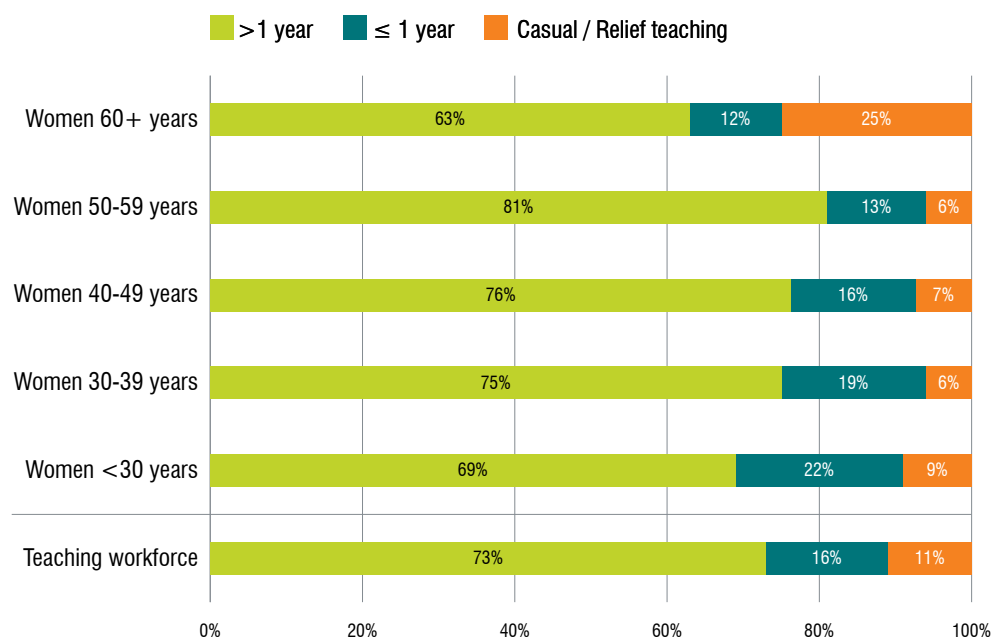
Impact of age, gender and learning levels on contract length

Primary teachers aged up to 59 years, across all age groups, were considerably less likely than early childhood and secondary teachers to be on contracts of longer than one year (early childhood: 77%; primary: 65%; secondary: 75%). For those aged over 60 years, early childhood teachers had the high casual/relief teaching profile typically seen in men (but not women) teaching at primary and secondary levels (**Figure 5-8**).

Among teachers under 30 years, primary teachers were moderately less likely to be on contracts longer than one year than secondary teachers, regardless of gender (primary: 39%; secondary: 47%) (**Figure 5-9**). Among primary teachers aged 30 to 59 years, women were slightly less likely to be on contracts of longer than one year; this did not vary across age groups (women: 68%, men: 72%). Among primary teachers over 60 years, women were moderately less likely than secondary teachers to be on contracts of longer than one year (primary: 70%; secondary: 78%), and men were considerably more likely to be casual than women (women: 19%; men: 29%).

Among teachers at the secondary level (**Figure 5-10**), across all age and gender combinations, women were slightly less likely to be on contracts over one year (women: 73%; men: 76%). The degree of difference was constant for those aged up to 59 years. The prevalence of casual contracts was similar for men and women aged under 30 years (men: 8%; women: 9%), but among teachers aged 30 to 59 years was slightly more common among women than men (women: 8%, men: 4%). Women aged over 60 years teaching at the secondary level were considerably more likely to be on contracts of longer than one year (women: 78%; men: 65%), and men almost twice as likely to be casual (men: 23%; women: 12%).

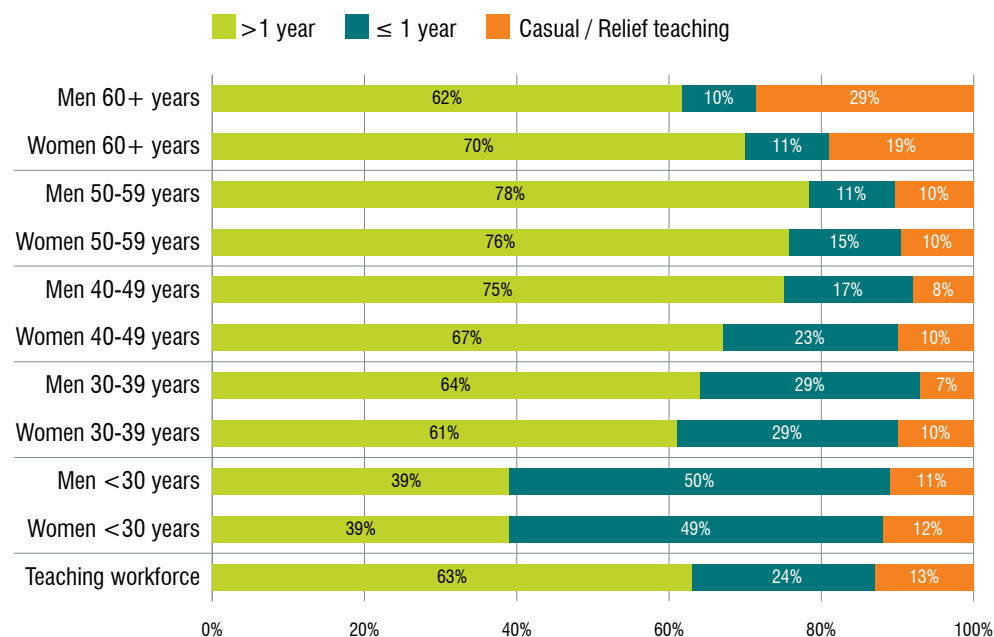
Figure 5-8: Contract length, early childhood teachers, by age and gender⁶¹



Source: Linked Registration and ATWD Teacher Survey

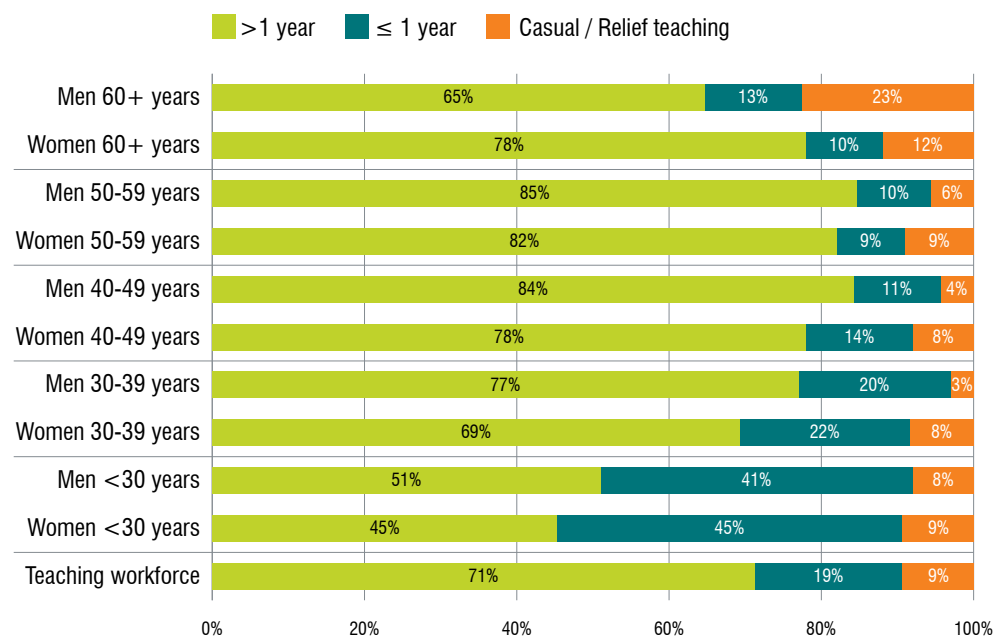
⁶¹ Data for men teaching at the early childhood level has not been presented because the relevant sample was too small.

Figure 5-9: Contract length, primary teachers, by age and gender



Source: Linked Registration and ATWD Teacher Survey

Figure 5-10: Contract length, secondary teachers, by age and gender



Source: Linked Registration and ATWD Teacher Survey

Casual and relief teachers

A casual/relief teacher (CRT) is a qualified teacher employed to cover the temporary absences of permanent or fixed contract teaching staff.

In total, based on the ATWD Teacher Survey data, 10% (n=1,406) of teachers working in schools or early childhood centres were employed as casual/relief teachers (see also **Figure 5-1**, page 53).

This proportion, of 10%, was similar between men and women, and across all learning levels.

A higher proportion of teachers aged 60 years or over (19%) reported that they were employed as casual/relief teachers compared to 8% to 10% of teachers in other age groups – possibly as they transition to retirement (see also **Figure 5-3**, page 55).

Most teachers who reported being employed as a CRT (93%) worked on a part-time basis (see also **Figure 5-14**, page 62).

Of those with a CRT role, over one-third (35%), indicated that the reason they had that role was because they were unable to secure either a permanent position or contract; this equates to 3% of the teaching workforce. Moreover, this was more likely to be the reason cited by younger teachers (**Figure 5-11**).

For teachers 60 years or older, most cited ‘other’ reasons that were not associated with professional, personal or employment reasons. These ‘other’ reasons may well be due to transitioning to retirement.

Teachers aged between 50 and 59 years were as likely to work as CRTs due to personal circumstances, as because they were unable to secure a permanent role.

However, 44% of CRTs aged 30 to 49 years indicated that they had been unable to secure a contract or permanent position, as did over half (59%) of the CRTs aged under 30 years.

Figure 5-11: Reasons for working on a casual contract, CRTs, by age



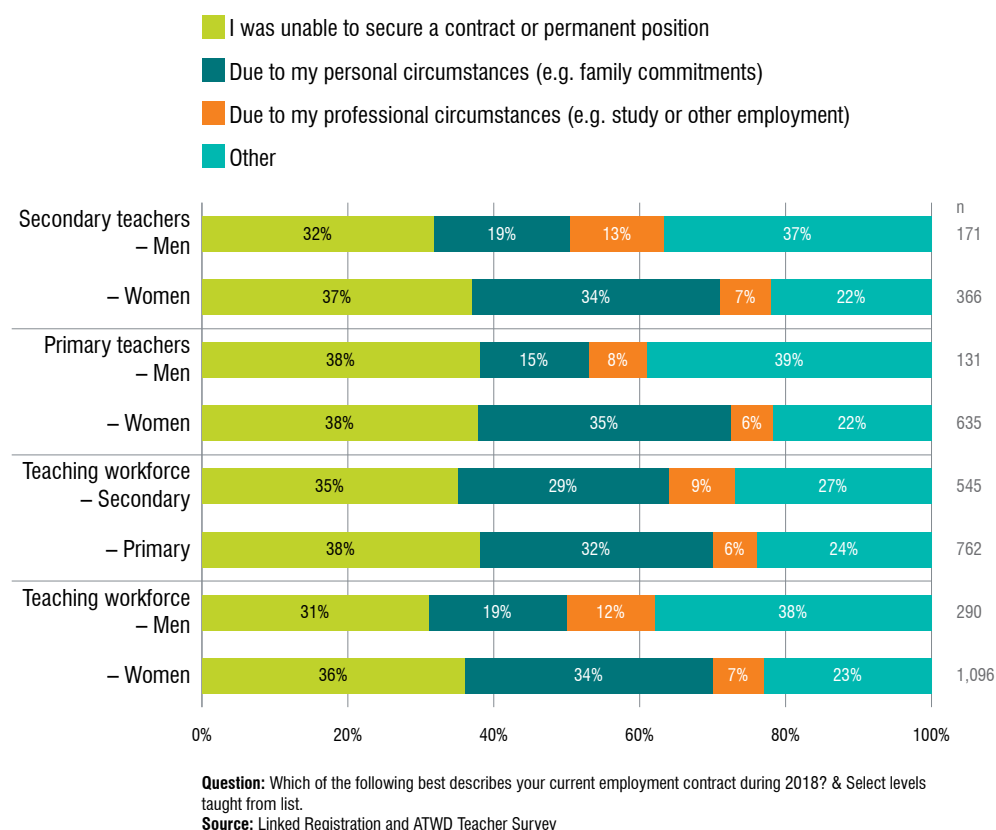
Question: Why are you working as a casual / relief teacher?
Source: Linked Registration and ATWD Teacher Survey

Across all CRTs, women were considerably more likely than men to indicate that the reason they had a CRT role was because of personal circumstances (34% women; 19% men).

Women teaching at secondary level were slightly more likely than men to indicate that the reason they had a CRT role was because they were unable to secure either a permanent position or contract (37% women; 32% men) (**Figure 5-12**).

At the primary levels, however, women and men were equally likely to be working as a CRT because they were unable to secure a contract or permanent position (38% women; 38% men).

Figure 5-12: Reasons for working on a casual contract, CRTs, by gender and learning levels taught⁶²



Working hours and tasks

Paid working hours

Almost three-in-five teachers working in schools or early childhood services (59%) were employed full-time. Those teaching at secondary levels were most often engaged on a full-time basis (64%), followed by those teaching at primary levels of whom 55% were engaged full-time. Early childhood teachers were more likely to be part-time workers, with 54% working part-time and 46% working full-time (**Figure 5-13**).

⁶² The relative standard error for 'Primary teachers – Men' for the category 'Due to my professional circumstances' is between 25% and 50%, and this data should be used with caution.

Teachers with ongoing permanent contracts or contracts of over one year were more likely to be working full-time (68% and 73%, respectively) than teachers on one-year fixed contracts, of whom 54% worked full-time and 46% worked part-time. Conversely, teachers on fixed contracts of one to three terms' duration were more likely to be working part-time (61%). A large proportion of casual/relief teachers (93%) worked part-time hours (**Figure 5-14**).

Figure 5-13: Paid working hours summary, teaching workforce, by learning levels taught

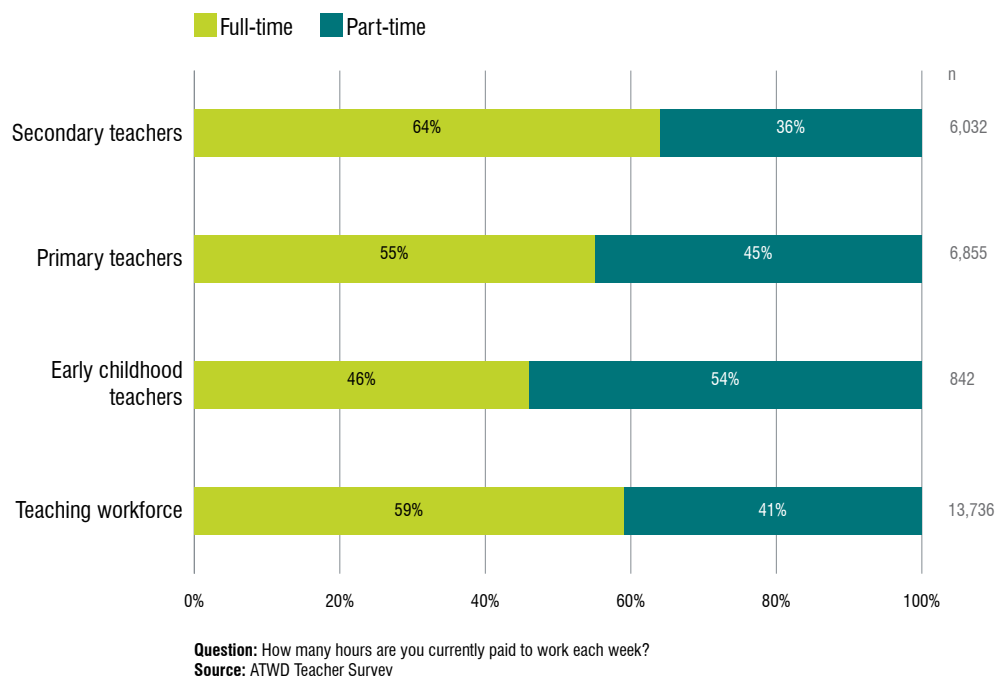
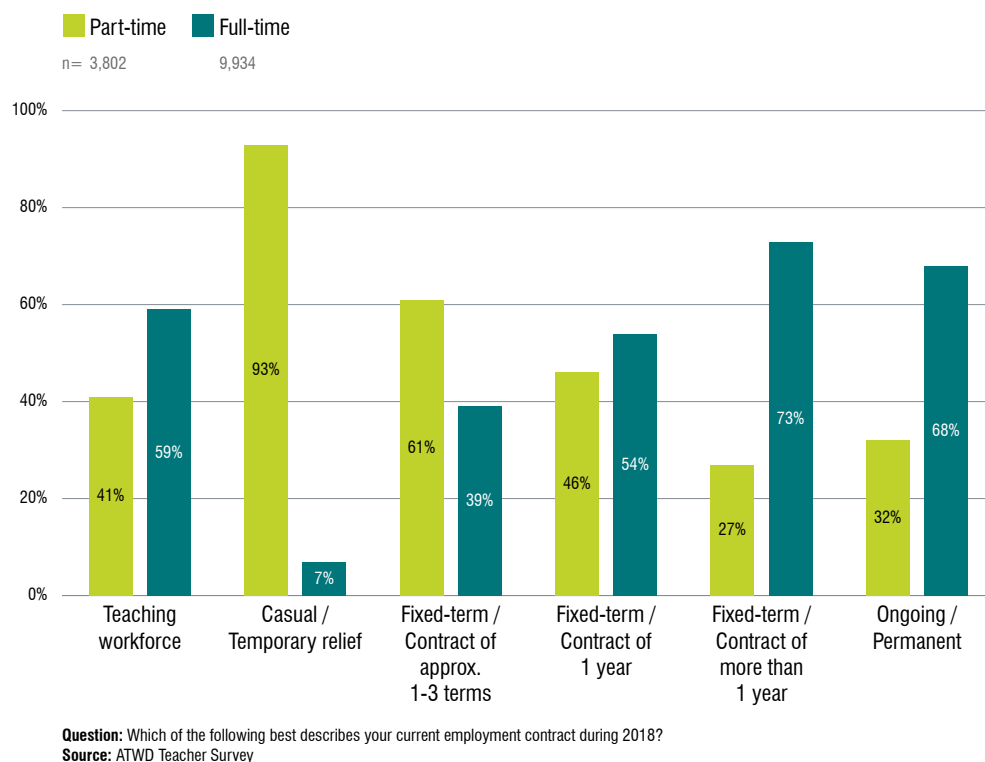


Figure 5-14: Paid working hours summary, teaching workforce, by employment contract



Of teachers who were engaged to work part-time, one-third (33%) were paid to work just under full-time at 31 to 35 hours per week (**Figure 5-15, Figure 5-16**).

Working these slightly reduced hours was considerably more common for secondary and primary teachers (37% and 33% respectively) than for early childhood teachers (19%). Part-time early childhood teachers were more likely to report working 21 to 25 hours per week (30%).

Figure 5-15: Paid working hours, teaching workforce, by learning levels taught

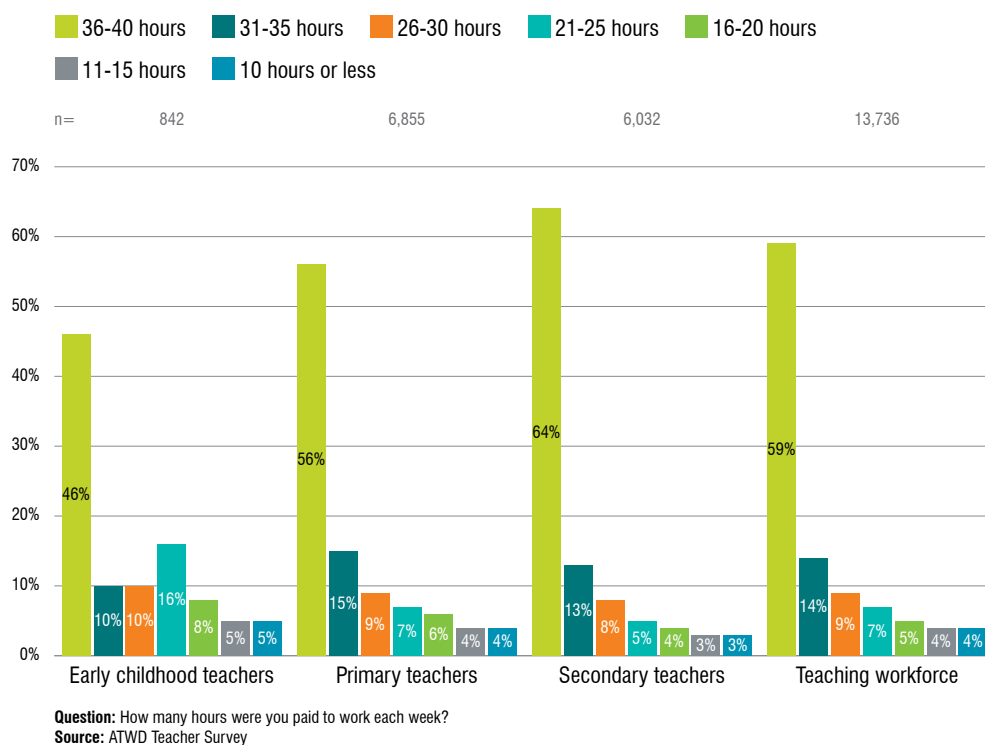
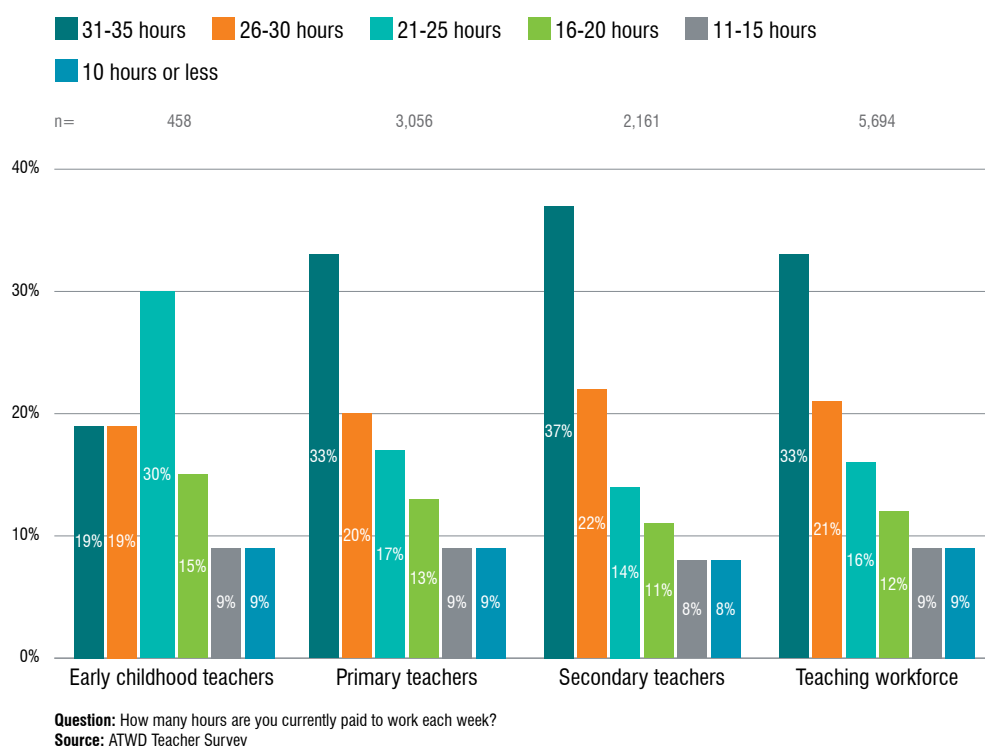


Figure 5-16: Paid working hours, part-time teachers, by learning levels taught



Total hours worked

In addition to indicating the number of hours for which they were contractually engaged to work, teachers were asked the number of hours they actually worked in a typical working week. A typical working week was defined as a week “that is not shortened by breaks, public holidays, sick leave etc.”

Most teachers who worked full-time (95%) reported working 41 hours or more per week, with 42% of all full-time teachers working 60 hours or more per week (**Figure 5-17**).

Across the jurisdictions participating in the ATWD Teacher Survey in this wave of data, full-time teachers reported that they worked an average of 16.8 hours above their paid hours. Part-time teachers reported that they worked between 4.1 and 18.1 hours more than they were paid to work in a typical week, with the total hours worked decreasing in direct relation to the number of hours paid to work (**Table 5-1**). There is some variability in working hours across the states, and the analyses in each state appear in the state profile. As a result, it is unclear the extent to which the prevalence of unpaid overtime is occurring in the states and territories which did not participate in Wave 1 of the ATWD Teacher Survey.

Of teachers who were paid to work full-time (36–40 hours per week), 95% reported working more hours than they were paid to work. Apart from teachers who worked for 10 hours or less in a typical working week, more than 70% of part-time teachers in each paid work category reported working more hours, in total, than they were paid to work, with the proportion of teachers working hours above their paid hours increasing as the hours paid to work increased (**Figure 5-18**).

Figure 5-17: Total hours worked in a typical working week, full-time teachers

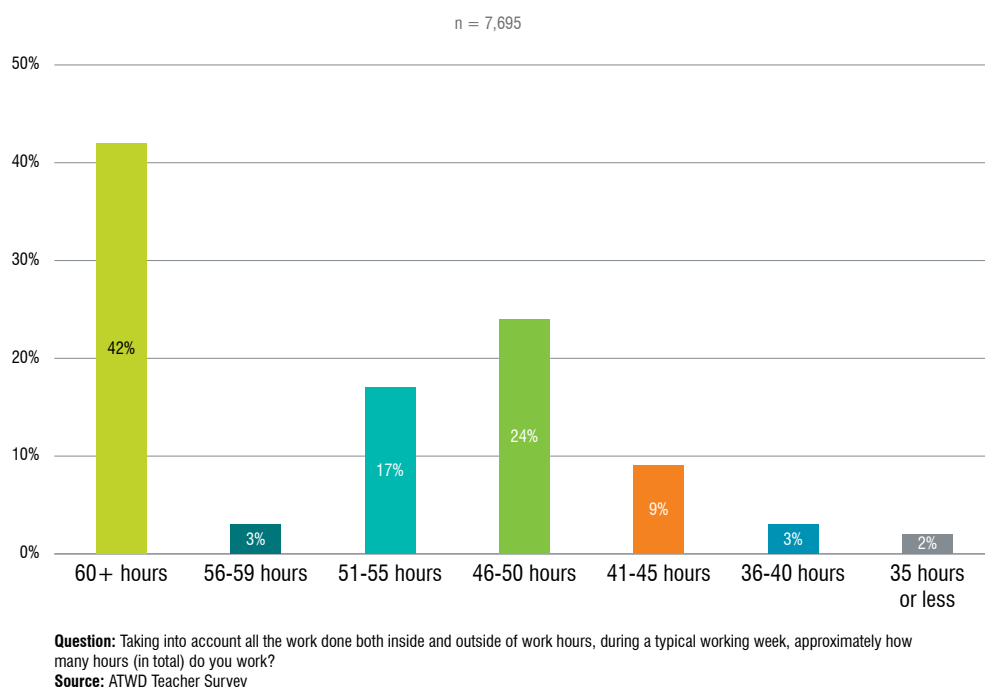
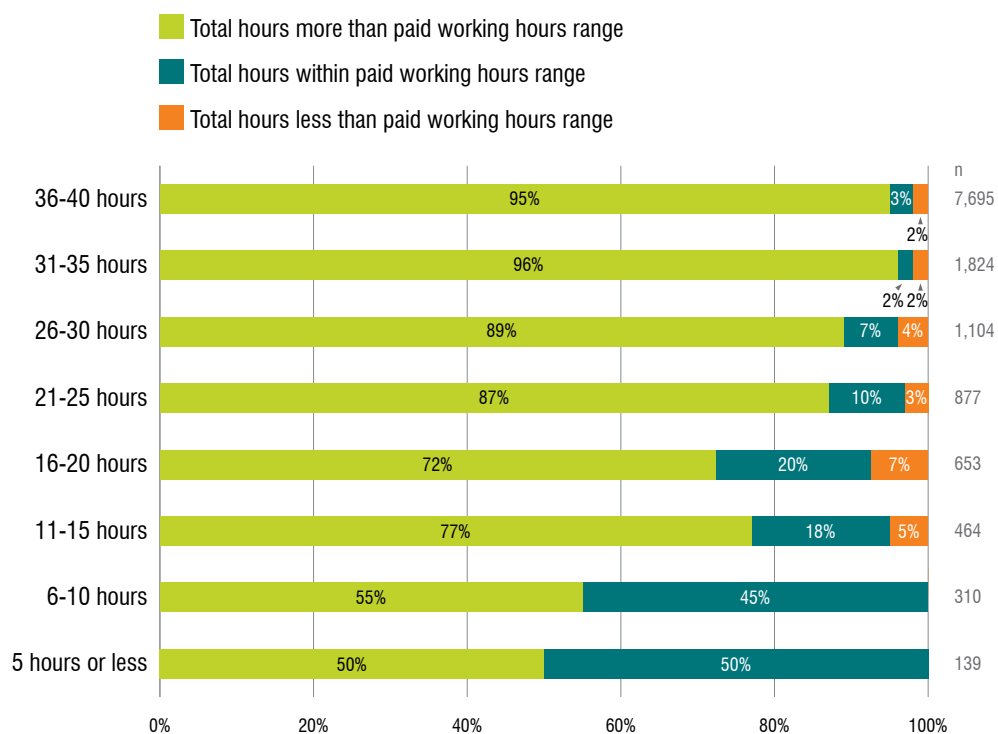


Table 5-1: Average hours worked above paid hours, teaching workforce⁶³

Full-time/ Part-time	Paid hours	Average total hours worked	Total hours in excess of maximum paid working hours	Hours worked as percentage of contracted hours
Full-time	36 – 40 hours	56.8	16.8 (n=7,695)	142%
Part-time	31 – 35 hours	53.1	18.1 (n=1,824)	152%
	26 – 30 hours	43.5	13.5 (n=1,104)	145%
	21 – 25 hours	45.2	10.2 (n=877)	141%
	16 – 20 hours	27.8	7.8 (n=653)	139%
	11 – 15 hours	21.5	6.5 (n=464)	143%
	10 – 5 hours	14.1	4.1 (n=310)	141%
	5 hours or less	10.4	5.4 (n=139)	208%

Figure 5-18: Total hours worked compared to hours paid to work, teaching workforce



Question: Taking into account all the work done both inside and outside of work hours, during a typical working week, approximately how many hours (in total) do you work?

Source: ATWD Teacher Survey

⁶³ Difference is based on the top end of paid hours working range.

Average hours worked by learning level

Full-time early childhood teachers reported working an average of 50.6 hours per week, primary teachers reported 57.0 hours per week and secondary teachers reported working an average of 57.1 hours per week (**Table 5-2**).

On average, full-time primary and secondary teachers worked a similar number of hours above their paid working hours (17.0 and 17.1 hours respectively). Although full-time early childhood teachers also reported working hours (10.6 hours) above what they were paid to work, their average hours above paid working hours were lower than for full-time primary and secondary teachers (**Table 5-2**).

This trend was consistent across all categories of part-time work over 16 hours per week. The sample was not sufficient to consider part-time work under 16 hours a week. Generally, part-time primary and secondary teachers worked similar number of hours above paid working hours (ranging from 5.9 to 19.2 hours for part-time primary teachers, and 7 to 17.2 hours for part-time secondary teachers). Part-time early childhood teachers' hours worked were between 3 to 10 hours less than their primary and secondary counterparts.

Table 5-2: Average total working hours, teaching workforce, by paid working hours and learning levels taught

Hours paid to work		Average total working hours			
		Early childhood teachers	Primary teachers	Secondary teachers	Teaching workforce
Full-time	36 – 40	50.6 (n=372)	57.0 (n=3,795)	57.1 (n=3,871)	56.8 (n=7,695)
Part-time	31 – 35	44.0 (n=83)	54.2 (n=1,002)	52.2 (n=795)	53.1 (n=1,1824)
	26 – 30	38.3 (n=80)	43.4 (n=602)	44.5 (n=468)	43.5 (n=1,104)
	21 – 25	30.3 (n=129)	36.2 (n=509)	35.5 (n=307)	35.2 (n=877)
	16 – 20	25.9 (n=64)	28.7 (n=387)	27.1 (n=244)	27.8 (n=653)
	11 – 15	n.p.	n.p.	n.p.	21.5 (n=464)
	5 – 10	n.p.	n.p.	n.p.	14.1 (n=310)
	5 hours or less	n.p.	n.p.	n.p.	10.4 (n=139)

Face-to-face teaching hours

Over two-thirds of full-time teachers (68%) engaged in 16 to 30 hours of face-to-face teaching per week, with 16% of full-time teachers engaging in 31 hours or more and 17% of full-time teachers engaging in 15 hours or less of face-to-face teaching per week (**Figure 5-19**).

On average, full-time teachers reported spending 23.1 hours per week on face-to-face teaching. Face-to-face teaching hours were considerably higher for full-time early childhood teachers than full-time primary and secondary teachers. Full-time early childhood teachers reported delivering, on average, 29.3 hours of face-to-face teaching per week. Full-time primary teachers reported delivering 23.9 hours of face-to-face teaching, and full-time secondary teachers reported delivering 21.3 hours (**Table 5-3**).

Generally, for part-time teachers, face-to-face teaching hours decreased as paid working hours decreased across all learning levels. However, part-time early childhood teachers reported having slightly more face-to-face teaching hours than part-time primary or secondary teachers across many of the paid working hour categories. Face-to-face teaching hours for those paid to work 31 to 35 hours were moderately higher for part-time early childhood teachers (27.3 hours) than their secondary and primary counterparts (21.6 hours and 24.5 hours respectively) (**Table 5-3**).

Figure 5-19: Face-to-face teaching hours in a typical working week, full-time teachers

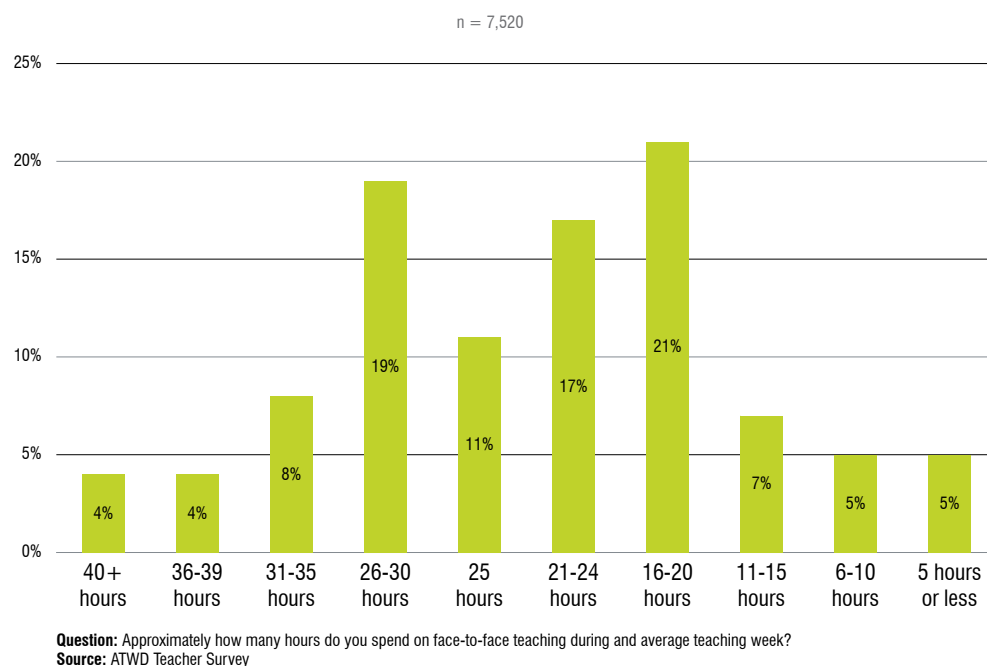


Table 5-3: Average face-to-face teaching hours, by hours paid to work, by learning levels taught

Hours paid to work		Average face-to-face teaching hours			
		Early childhood teachers	Primary teachers	Secondary teachers	Teaching workforce
Full-time	36 – 40	29.3 (n=371)	23.9 (n=3,798)	21.3 (n=3,871)	23.1 (n=7,520)
Part-time	31 – 35	27.3 (n=82)	24.5 (n=1,001)	21.6 (n=795)	23.5 (n=1,794)
	26 – 30	22.1 (n=80)	20.5 (n=602)	19.3 (n=469)	20.1 (n=1,066)
	21 – 25	17.7 (n=129)	17 (n=509)	16.4 (n=307)	16.9 (n=856)
	16 – 20	15.8 (n=64)	14.9 (n=387)	14.4 (n=244)	14.7 (n=632)
	11 – 15	n.p.	n.p.	n.p.	11.9 (n=452)
	5 – 10	n.p.	n.p.	n.p.	8.6 (n=303)
	5 hours or less	n.p.	n.p.	n.p.	6.5 (n=135)

Task time allocation for teachers in schools

Data on task time allocation of non-face-to-face teaching hours was only collected from respondents who were working in schools (i.e., this data was not collected from early childhood teachers).

Where teachers worked across both primary and secondary learning levels, their responses were included in data presented for each of these groups, but included only once in the overall data for the teaching workforce.

Full-time teachers

In addition to face-to-face teaching, full-time teachers reported spending an average of 33.7 hours per week on a range of non-face-to-face teaching tasks (**Table 5-4**).

On average, teachers working full-time reported spending 26% of their non-face-to-face teaching time (8.7 hours on average per week) on lesson planning or preparation and a further 32% of their time (around 11 hours per week) marking or assessing student work (5.6 hours per week), and student supervision and counselling (5 hours per week). An additional 12% of time was spent in teamwork and dialogue with colleagues (4.1 hours per week).

On average a further 10 hours per week was spent on other tasks including communicating with parents and carers (2.5 hours), general administrative work (5.3 hours) and extracurricular activities (2.5 hours).

Table 5-4: Average time spent on non-face-to-face teaching tasks, full-time teachers

Task	Full-time teachers	
	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	8.7 (n=5,658)	26%
Marking/assessing of student work	5.6 (n=5,643)	17%
Student supervision and counselling	5.0 (n=5,600)	15%
Other teamwork and dialogue with colleagues	4.1 (n=5,635)	12%
Communication with parents or carers	2.5 (n=5,631)	7%
Engaging in extracurricular activities	2.5 (n=5,622)	7%
General administrative work	5.3 (n=5,641)	15%
Total hours on all tasks (average)	33.7	

Learning levels

Time spent on non-face-to-face teaching tasks was consistent for all full-time teachers across both primary and secondary levels. Full-time secondary teachers reported spending an average of 34.4 hours per week on non-face-to-face teaching tasks compared to 33.1 hours per week for full-time primary teachers (**Table 5-5**).

Overall, both primary and secondary full-time teachers spent similar proportions of time on each of the categories of non-face-to-face teaching tasks, with the highest proportion of time spent on lesson planning or preparation (27% and 25% for primary and secondary teachers, respectively), followed by marking or assessing student work (primary: 16%, secondary: 17%), student supervision and counselling (primary: 16%, secondary: 14%), general administrative work (primary: 15%, secondary: 17%), and in teamwork and dialogue with colleagues (12% for both primary and secondary).

Table 5-5: Average time spent on non-face-to-face teaching tasks, full-time primary and secondary teachers

Task	Full-time primary teachers		Full-time secondary teachers	
	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	8.8 (n=2,834)	27%	8.5 (n=2,854)	25%
Marking/assessing of student work	5.3 (n=2,827)	16%	6 (n=2,844)	17%
Student supervision and counselling	5.3 (n=2,811)	16%	4.8 (n=2,821)	14%
Other teamwork and dialogue with colleagues	4.1 (n=2,827)	12%	4.1 (n=2,838)	12%
Communication with parents or carers	2.4 (n=2,831)	7%	2.5 (n=2,834)	7%
Engaging in extracurricular activities	2.3 (n=2,828)	7%	2.8 (n=2,826)	8%
General administrative work	5 (n=2,830)	15%	5.7 (n=2,847)	17%
Total hours on all tasks (average)	33.1		34.4	

Part-time teachers

In addition to face-to-face teaching, teachers working part-time reported spending an average of 24 hours per week on non-face-to-face teaching tasks (**Table 5-6**).

On average, teachers working part-time reported spending 26% of their non-face-to-face-teaching time (6.3 hours on average per week) on lesson planning or preparation, similar to teachers working full-time. A further 16% of part-time teachers' time was spent marking or assessing student work (3.9 hours per week) and 16% on general administrative work (3.8 hours). An additional 14% of time was spent on student supervision and counselling (3.4 hours), and 13% in teamwork and dialogue with colleagues (3 hours). A smaller proportion of their time was spent communicating with parents or carers (1.8 hours) and in extracurricular activities (1.7 hours). Overall, full- and part-time teachers spent similar proportions of time on each of the categories of non-face-to-face teaching tasks.

Table 5-6: Average time spent on non-face-to-face teaching tasks, part-time teachers

Task	Part-time teachers	
	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	6.3 (n=4,529)	26%
Marking/assessing of student work	3.9 (n=4,510)	16%
Other teamwork and dialogue with colleagues	3.0 (n=4,492)	13%
Student supervision and counselling	3.4 (n=4,435)	14%
Communication with parents or carers	1.8 (n=4,453)	8%
Engaging in extracurricular activities	1.7 (n=4,443)	7%
General administrative work	3.8 (n=4,466)	16%
Total hours on all tasks (average)	24	

Learning levels

Part-time secondary teachers reported spending an average of 24.4 hours per week on non-face-to-face teaching tasks compared to part-time primary teachers, who reported spending 22.9 hours per week (**Table 5-7**).

Overall, both part-time primary and secondary teachers spent similar proportions of time on each of the categories of non-face-to-face teaching tasks, with the highest proportion of time spent on lesson planning and preparation (primary: 27%, secondary: 25%), followed by marking or assessing student work (primary: 16%, secondary: 18%), student supervision and counselling (primary: 15%, secondary: 14%), general administrative tasks (primary: 15%, secondary: 16%), and in teamwork and dialogue with colleagues (primary: 13%, secondary: 13%).

Table 5-7: Average time spent on non-face-to-face teaching tasks, part-time primary and secondary teachers

Task	Part-time primary teachers		Part-time secondary teachers	
	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	6.1 (n=2,753)	27%	6.2 (n=1,991)	25%
Marking/assessing of student work	3.6 (n=2,744)	16%	4.3 (n=1,979)	18%
Other teamwork and dialogue with colleagues	2.9 (n=2,733)	13%	3.1 (n=1,977)	13%
Student supervision and counselling	3.5 (n=2,700)	15%	3.3 (n=1,953)	14%
Communication with parents or carers	1.7 (n=2,717)	7%	1.7 (n=1,954)	7%
Engaging in extracurricular activities	1.6 (n=2,712)	7%	1.9 (n=1,955)	8%
General administrative work	3.5 (n=2,721)	15%	4 (n=1,967)	16%
Total hours on all tasks (average)	22.9		24.4	

Employment gaps

Around half of the teaching workforce (51%) reported an employment gap of at least one term over their career.

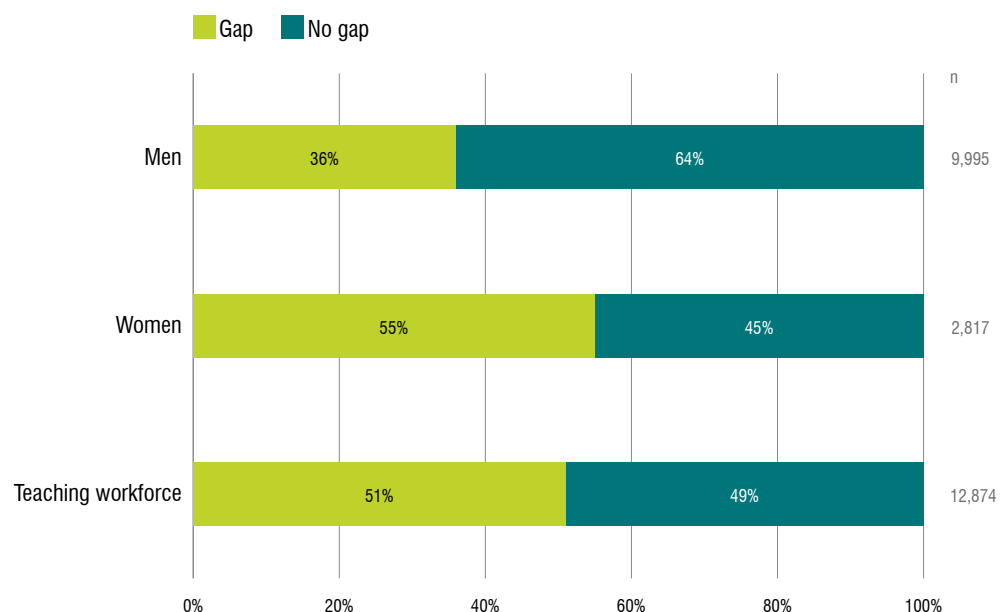
Women were more likely to have a gap in their employment over the course of their careers than were men, and the duration of the gap taken was longer. More than half (55%) of all women reported an employment gap, compared to one-third (36%) of men (**Figure 5-20**).

Among teachers who reported an employment gap, 38% of men reported that the gap lasted for only one or two school terms, compared with 25% of women, and two-thirds (67%) of women had taken a year or more away from the teaching workforce, compared to 55% of men (**Figure 5-21**).

Early childhood teachers and primary teachers were slightly more likely to report having had an employment gap (**Figure 5-22**). This is likely due to the higher proportions of women teaching at early childhood and primary levels.

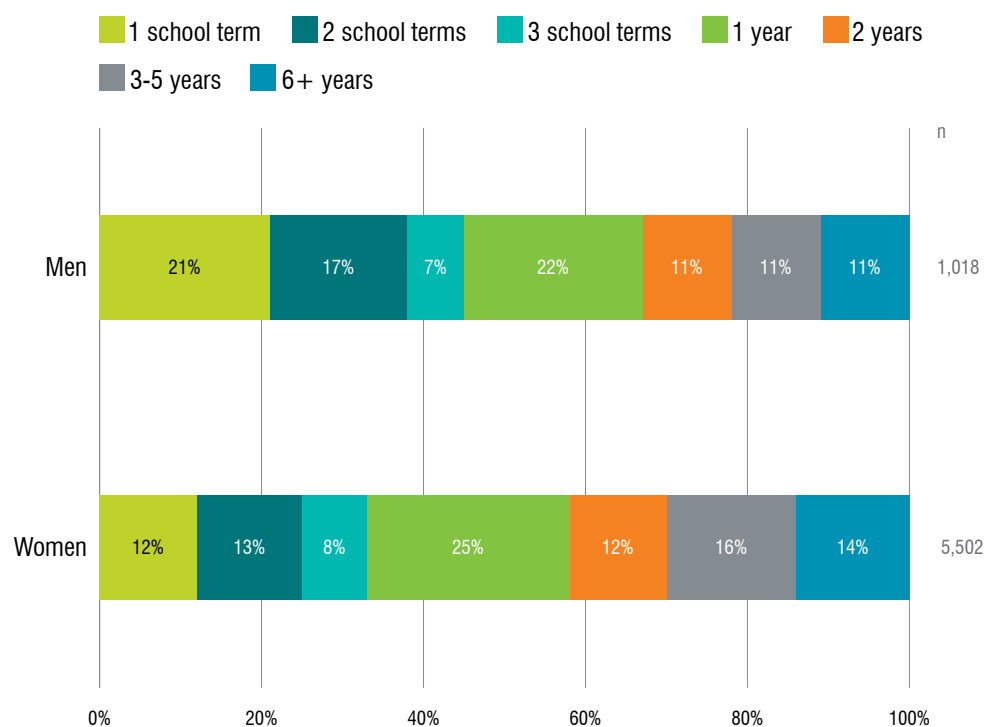
Of those who reported an employment gap, the most common gap length was for one year (25%) although 14% of teachers had an employment gap of six years or more. This was similar across all learning levels (**Figure 5-23**).

Figure 5-20: Employment gaps, teaching workforce, by gender



Question: Since you started teaching, have you ever had a gap of at least one school term to continuous employment?
Source: Linked Registration and ATWD Teacher Survey

Figure 5-21: Employment gap length, teachers with an employment gap, by gender



Question: About how long was (or is) that gap?
Source: Linked Registration and ATWD Teacher Survey

Figure 5-22: Employment gaps, teaching workforce, by learning levels taught

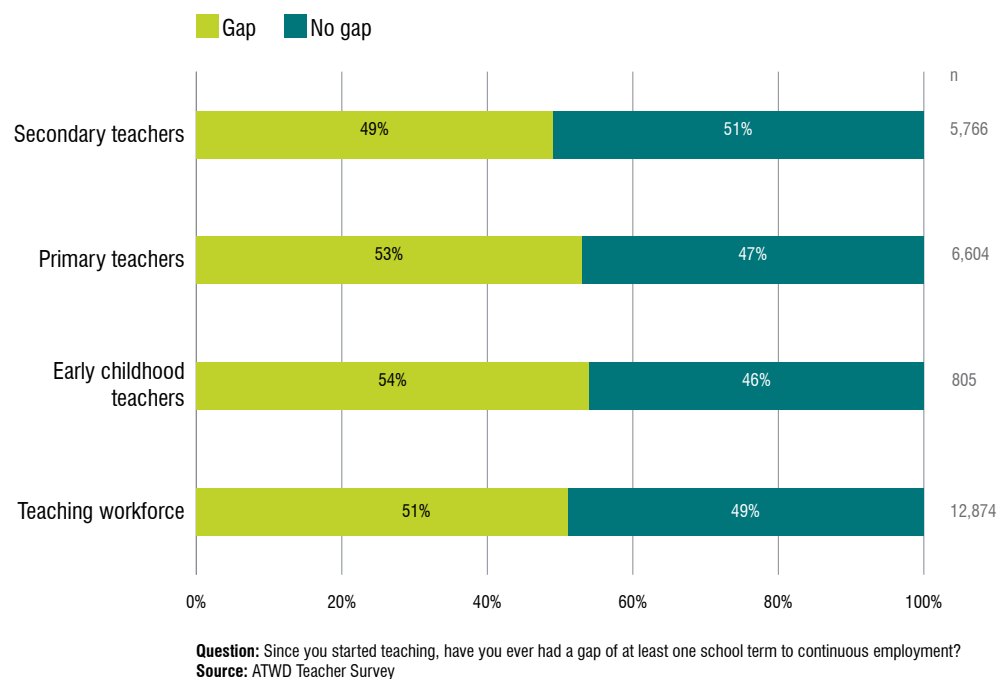
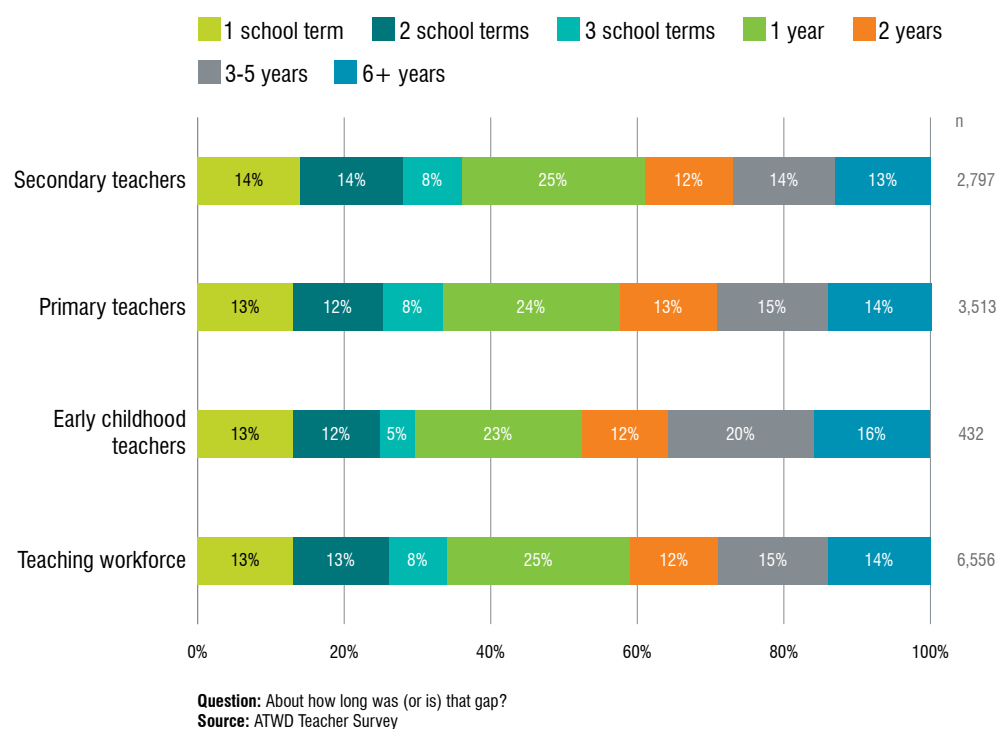


Figure 5-23: Employment gap length, teachers with an employment gap, by learning levels taught



Chapter 6 Qualifications and Professional Learning

In order to register as a teacher, individuals must first complete an accredited initial teacher education (ITE) program delivered by an Australian higher education provider, or hold an overseas qualification which has been assessed as equivalent to an accredited ITE program.

In response to recommendations of the Teacher Education Ministerial Advisory Group, the *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (Standards and Procedures) were updated in 2015 to specify that ITE programs must comprise at least two years of full-time professional studies in education, and be structured so that a graduate has completed four years or longer of full-time study in higher education.⁶⁴

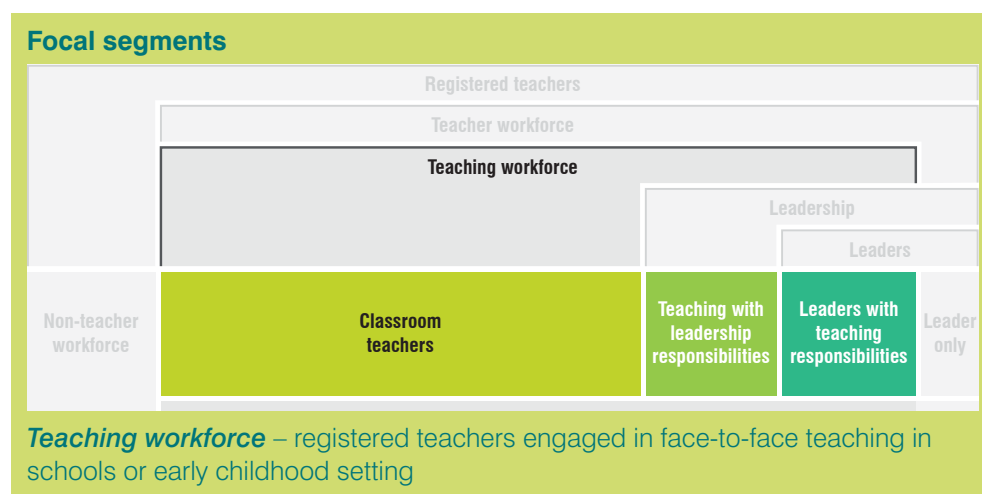
These reforms have seen the removal of the one-year Graduate Diploma of Education (typically referred to as a 'DipEd') as a pathway into the teaching profession. Most ITE programs are now typically delivered as either a four-year Bachelor of Education, or a two-year Master of Teaching (requiring an undergraduate degree for admission). Other combined degrees and alternative pathways are available, but are less common.

Registered teachers are required to complete professional learning on an ongoing basis in order to ensure they maintain their content and pedagogy knowledge, and to strengthen their teaching practice. Teacher regulatory authorities in most states and territories require teachers to complete either 20 hours of professional learning per year, or 100 hours over five years, to maintain full registration.

The *Australian Charter for the Professional Learning of Teachers and School Leaders* highlights that effective professional learning is a shared responsibility between all of levels of the education system, including teachers, school leaders, system leaders and policy makers.⁶⁵

This chapter presents data on the qualifications and professional learning arrangements of registered teachers who are employed in the teaching workforce in schools or early childhood services including their ITE, additional tertiary education, professional learning and the prevalence of out-of-field teaching.

About the data



⁶⁴ Australian Institute for Teaching and School Leadership 2015, *Accreditation of initial teacher education programs in Australia*, AITSL, Melbourne, <<https://www.aitsl.edu.au/docs/default-source/national-policy-framework/accreditation-of-initial-teacher-education-programs-in-australia.pdf>>.

⁶⁵ Australian Institute for Teaching and School Leadership 2012, *Australian Charter for the Professional Learning of Teachers and School Leaders*, AITSL, Melbourne <<https://www.aitsl.edu.au/tools-resources/resource/australian-charter-for-the-professional-learning-of-teachers-and-school-leaders>>.

The data in this chapter is drawn from the linkage of teacher registration data from regulatory authorities, ITE data from the Australian Government, and the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

The data in this chapter relates to the teaching workforce – including those whose main role was primarily teaching, encompassing classroom teachers without leadership responsibilities and classroom teachers who also held leadership responsibilities, as well as leaders (as a main role) who also held teaching responsibilities. Individuals whose only role was as a leader (and who therefore did not routinely work in the classroom) are not included in this chapter. Leaders, as a cohort, are discussed in **Chapter 9**.

When looking at other tertiary study, the emphasis of this data collection was on the incidence of further study other than ITE qualifications. Respondents to the ATWD Teacher Survey indicated if they were undertaking or had completed tertiary study other than ITE. The ATWD Teacher Survey did not collect data on whether the additional study was undertaken before or after the respondents' ITE study, or whether the additional tertiary study was related to their professional learning as a teacher, or pursued for other reasons such as an earlier career, a future career change, or out of personal interest. This will be determined in future ATWD data collections.

The data on in-field and out-of-field teaching is focused on the proportion of those teaching in a given subject who are in-field, rather than the overall proportion of face-to-face teaching conducted by those who are in-field. Teachers were identified as teaching out-of-field if they had not completed any tertiary study in a subject they teach in schools, or if they had only completed at least one semester of tertiary study in content or pedagogy in the subject, but not both.

Teachers who had completed at least one semester of tertiary study in both content and pedagogy were classified as potentially in-field. While this would not necessarily meet the requirements set out in the Standards and Procedures⁶⁶, it provides a reasonable basis on which to assess whether a teacher is appropriately prepared to teach in a given subject. The ability to differentiate those for whom a subject area is a specialisation, and are therefore definitely teaching in-field, versus those with some tertiary training in content and pedagogy will be possible in future waves of the ATWD.

Data on out-of-field teaching is preliminary only. There was some inconsistency in data reported in different jurisdictions and so this section reports only on the data that is available for all three of South Australia, New South Wales and the Northern Territory, and focuses on an analysis of teachers' subject-specific training in ITE or other tertiary study (consistent data across all jurisdictions).

For the purposes of this report, 'professional learning' was defined to include formal professional learning or continuing professional development both inside and outside of the educational setting, not including any additional tertiary study undertaken.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Additional data about subject-specific professional learning is provided in the state profile relating solely to New South Wales and to the Northern Territory.

66 Australian Institute for Teaching and School Leadership 2011, *Australian Professional Standards for Teachers*, AITSL, Melbourne, <<https://www.aitsl.edu.au/teach/standards>>.

Summary

A Bachelor degree was the most common level of ITE qualification (64%), and almost one-fifth of teachers (17%) had completed a Masters degree as their ITE qualification across all learning levels. The balance of undergraduate and postgraduate ITE qualifications varied substantially across secondary and primary teachers, with 70% of primary teachers holding a Bachelor degree compared to 53% of secondary teachers. Consistent with these pathways through ITE, more secondary teachers had completed tertiary studies in addition to their ITE (53%) than had primary school teachers (43%).

For teachers who had completed or were undertaking tertiary study in addition to their ITE qualification, education (non-ITE) was the main subject area studied (40%). This was particularly pronounced among teachers at the early childhood level (71%).

Teachers are typically required to complete an average of 20 hours of professional learning each year. In 2018, the average respondent to the ATWD Teacher Survey reported completing nearly twice as many hours as required (38.8 hours). Nearly all teachers in the teaching workforce (95%) reported undertaking professional learning activities in 2018, and for those undertaking any professional learning, the average number of hours completed was 40.8.

The ATWD Teacher Survey for 2018 provided a lower-bound estimate of the proportion of teachers who are teaching out-of-field. Teachers who delivered English and Science classes were the least likely to be teaching out-of-field (28% and 29%, respectively), whereas those delivering Mathematics, Personal Development, Health and Physical Education (PDHPE) and Design and Technology classes were out-of-field 40% or more of the time. Those teaching out-of-field were more likely to have completed no tertiary study in subject content or pedagogy at all, than some study in either the content or pedagogy for that subject.

Qualifications

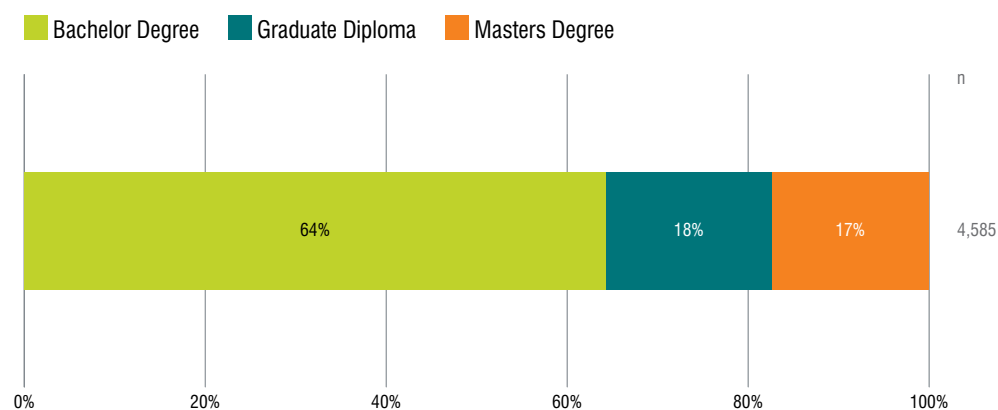
Initial teacher education

Based on responses to the ATWD Teacher Survey for 2018 which could be linked to records in the Higher Education Student Data Collection (HESDC), almost two-thirds (64%) of teachers in New South Wales, the Northern Territory and South Australia held a Bachelor degree as their ITE qualification (**Figure 6-1**).

Early childhood teachers were the most likely (88%) to hold an undergraduate degree as their ITE qualification, and secondary teachers the least likely (53%) (**Figure 6-2**).

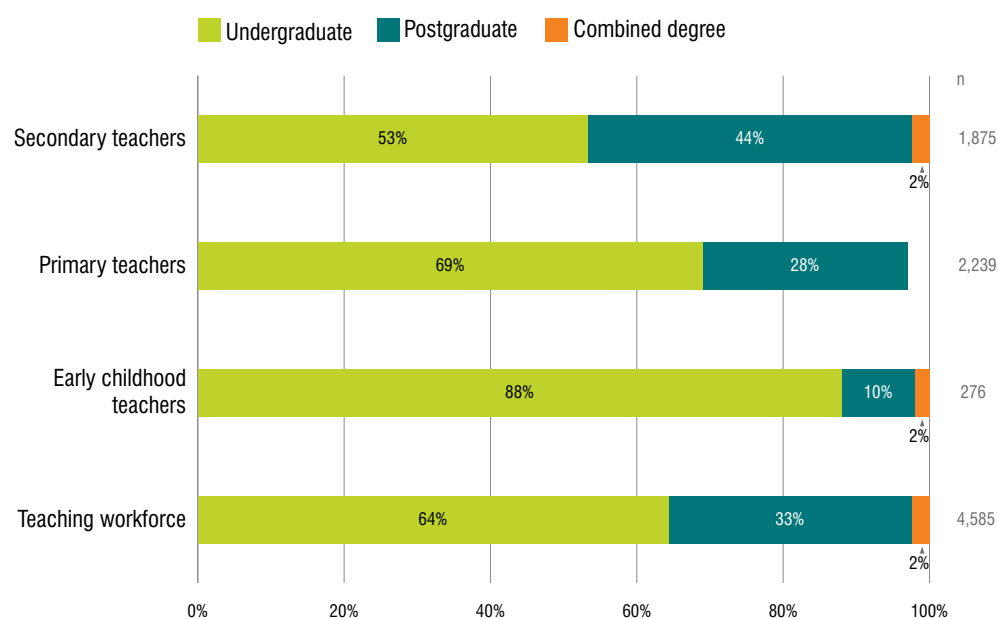
While postgraduate ITE qualifications were more common among secondary teachers, these teachers more often held Graduate Diplomas than did primary teachers (29% secondary, 12% primary). A Masters degree level ITE qualification was held by similar proportions of primary and secondary teachers (17% secondary, 18% primary) (**Figure 6-3**).

Figure 6-1: Detailed level of ITE qualification, teaching workforce⁶⁷



Source: Linked HESDC and ATWD Teacher Survey

Figure 6-2: Level of ITE qualification, teaching workforce, by learning levels taught⁶⁸

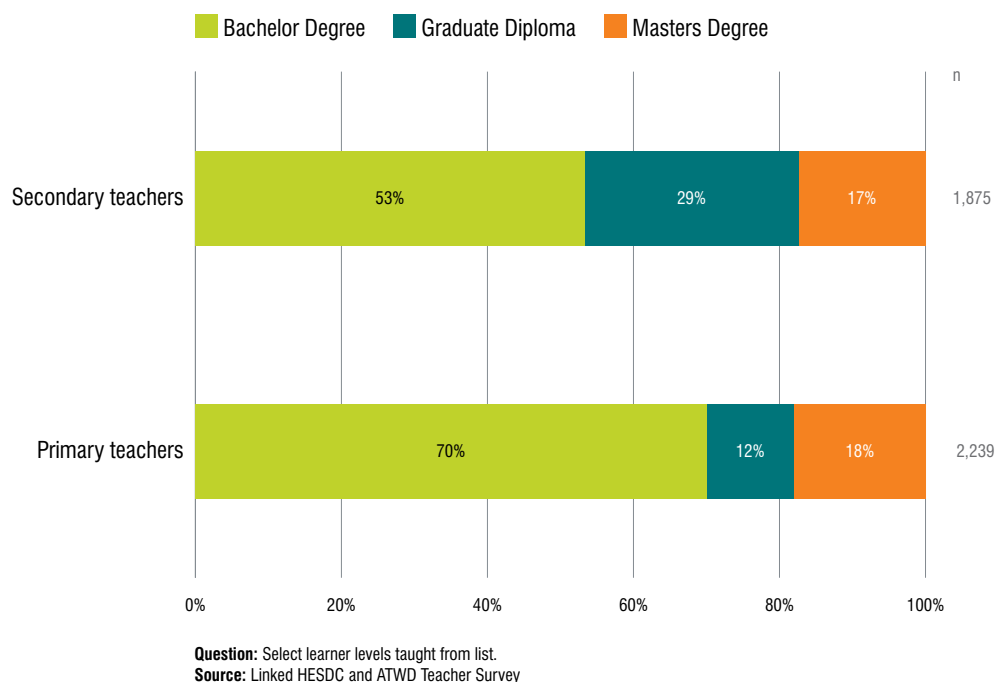


Question: Select learner levels taught from list.
Source: Linked HESDC and ATWD Teacher Survey

⁶⁷ The category 'Bachelor degree' includes Bachelor Pass, Bachelor Honours, and Bachelor Graduate Entry.

⁶⁸ The relative standard error for 'Early childhood teachers' for the category 'Combined degree' is between 25% and 50%, and this data should be used with caution.

Figure 6-3: Detailed level of ITE qualification, teaching workforce in schools, by learning levels taught



Relationship between ITE and learning levels taught

By linking responses to the ATWD Teacher Survey to ITE data in HESDC, it is possible to analyse the settings teachers are working in relative to the learning level they were prepared to teach through their ITE program. Data in HESDC is available for all higher education students who completed ITE in Australia from 2005.

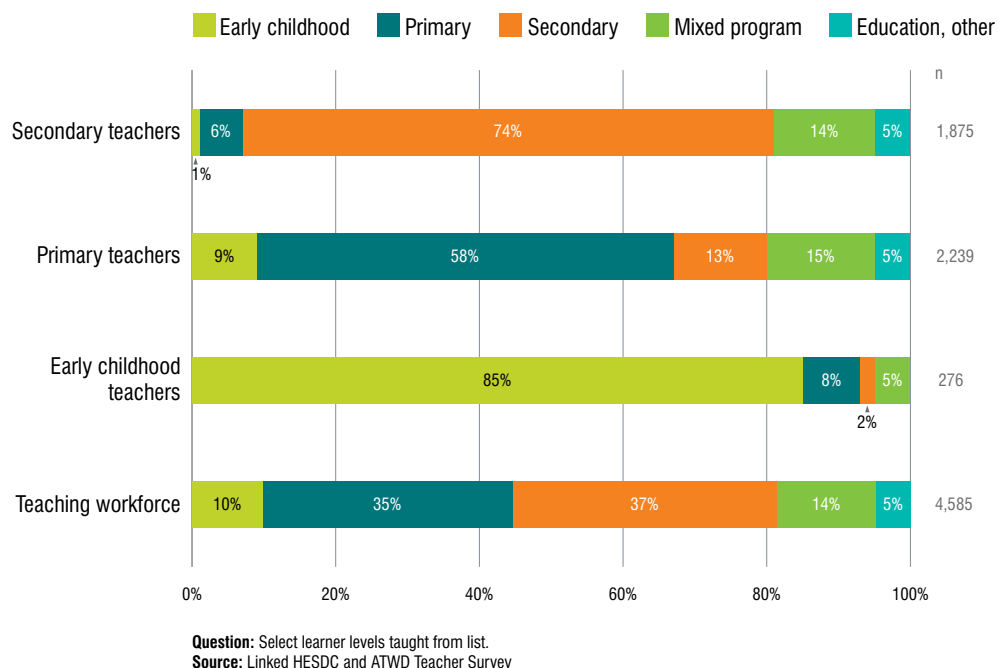
Teachers who completed ITE qualifications which prepare graduates for teaching across multiple learning levels, such as early childhood and primary, fall into the 'mixed program' category.

Most teachers do teach at the level they were trained to teach, but variation occurs more often at the primary level (**Figure 6-4**). For example, while 58% of primary teachers had primary level ITE qualifications, 13% held a secondary level ITE qualification and 9% held an early childhood level ITE qualification.

Among secondary teachers, 88% have secondary ITE qualifications or have completed a mixed program, while 6% were qualified to teach at the primary level. More than four-in-five early childhood teachers (85%) had completed an early childhood ITE qualification, while 8% held a primary level ITE qualification.

'Education, other' programs refer to ITE programs where the detailed field of education is not specified (for example, general education) or that could not be identified as early childhood, primary, secondary or mixed programs.

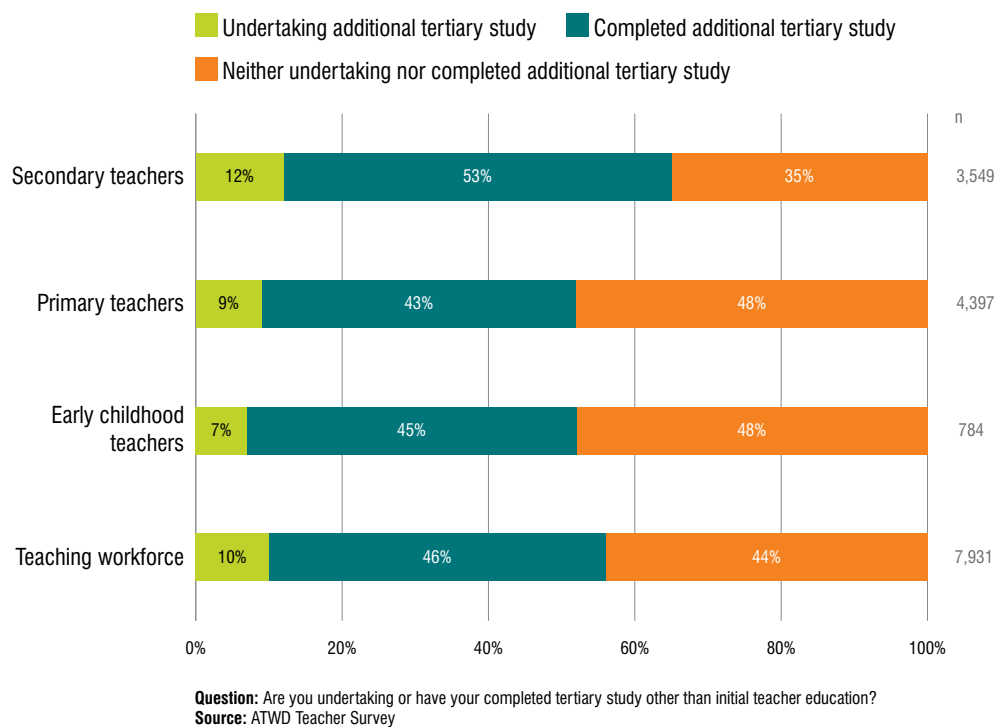
Figure 6-4: Detailed field of ITE qualification, teaching workforce, by learning levels taught



Other tertiary study and training

In 2018, 56% of the teaching workforce had, or were undertaking, tertiary qualifications in addition to their ITE. Most had completed their studies (46%) while 10% were currently studying (**Figure 6-5**). This was largely consistent across all learning levels.

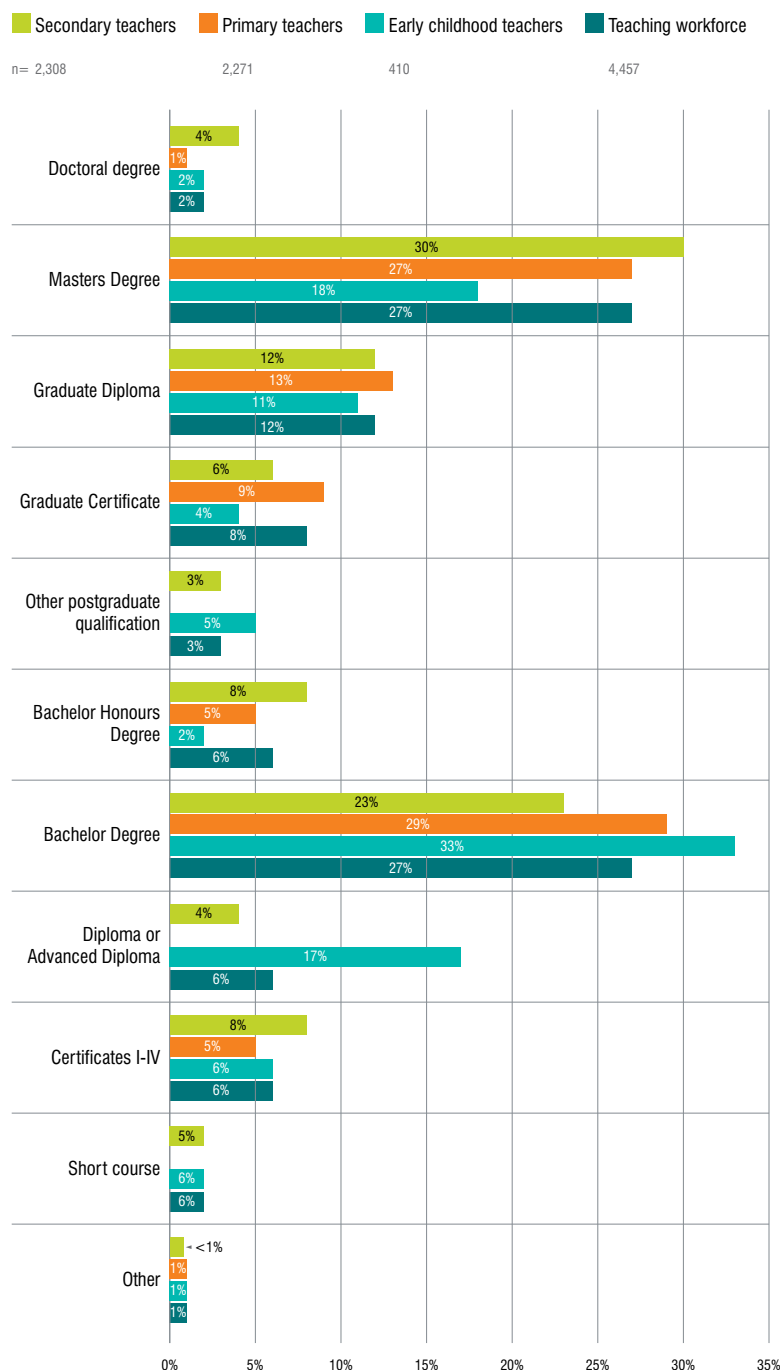
Figure 6-5: Tertiary study other than ITE, teaching workforce, by learning levels taught



Highest level of other tertiary study

Those teaching at the secondary level were most likely to have completed or to have been undertaking a Masters or Doctoral degree in addition to their ITE qualification (**Figure 6-6**). Those teaching at the early childhood level were most likely to have completed or to have been undertaking a Bachelor degree in addition to their ITE qualification; they were also considerably more likely than other teachers to have completed or to have been undertaking a Diploma or Advanced Diploma.

Figure 6-6: Highest level of tertiary study other than ITE, teaching workforce, by learning levels taught^{69 70}



Question: What is / was the highest level of that tertiary study?
Source: Linked HESDC and ATWD Teacher Survey

⁶⁹ Data includes qualifications that respondents reported having completed or been undertaking at the time of the Survey.

⁷⁰ The relative standard error for 'Early childhood teachers' for the categories 'Doctoral degree', 'Bachelor Honours degree', 'Short course' and 'Other' is between 25% and 50%, and this data should be used with caution.

Highest level of other tertiary study relative to ITE qualification

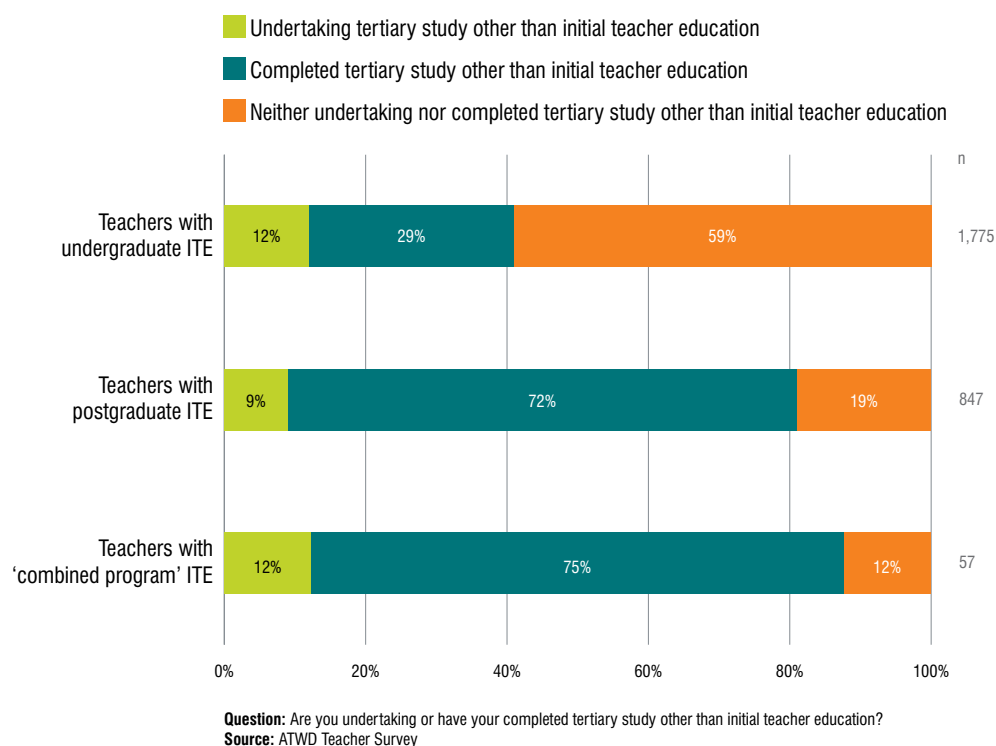
The ATWD Teacher Survey for 2018 did not collect data on the timing of non-ITE tertiary study – specifically, whether it was completed before or after the individual's ITE qualification – and therefore for 2018, did not clearly indicate whether this additional tertiary education was:

- separate and additional to an ITE qualification (and therefore did not play a role in the individual's admission to ITE) or;
- part of the admission requirements for a graduate entry ITE qualification (as would be the case for those who undertake postgraduate ITE).

To further understand this data, responses were segmented by undergraduate and postgraduate ITE (**Figure 6-7**). As expected, teachers with postgraduate ITE qualifications were much more likely to have completed tertiary study in addition to ITE (72% of teachers with postgraduate ITE; 75% of teachers with combined degree ITE). It is likely therefore that these teachers completed an undergraduate degree before completing their postgraduate ITE.

Almost half (41%) of teachers with an undergraduate ITE qualification go onto, or hold further tertiary study or qualifications. Almost one-in-three teachers (29%) with an undergraduate ITE qualification hold another tertiary qualification in addition.

Figure 6-7: Tertiary study other than ITE, teaching workforce, by level of ITE qualification



Field of other tertiary study relative to ITE qualification

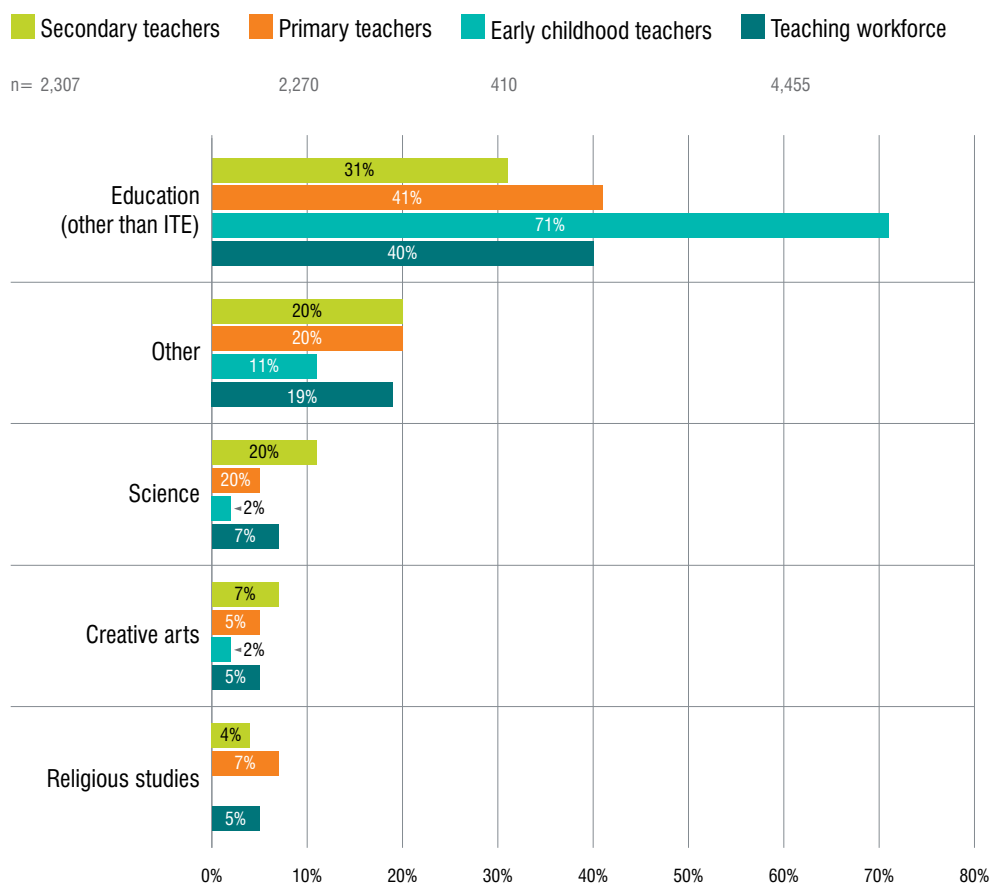
Analysis of the field of other tertiary study, through segmenting this data by undergraduate and postgraduate ITE qualifications, offers further insights.

Of the 56% of teachers who had completed, or were undertaking, tertiary study in addition to ITE, 40% overall had completed or were undertaking qualifications in Education (other than ITE) (**Figure 6-8**). This seems to indicate that the majority (at least 77%) of those who had completed or were undertaking further tertiary study were either:

- upskilling following prior study in education (for example, to qualify as a teacher after first qualifying as an early childhood educator or teachers' aide); or
- building on their original ITE qualifications and enhancing their professional development (for example, to specialise in a field such as educational leadership or inclusive education).

Early childhood teachers were the most likely (71%) to have undertaken additional tertiary study in the field of Education (other than ITE), compared to 31% of secondary teachers, 41% of primary teachers and 40% of the teaching workforce. This is consistent with the fact that most teachers with early childhood level ITE qualifications have completed undergraduate programs.

Figure 6-8: Most common fields of tertiary study other than ITE, teaching workforce, by learning level taught ^{71 72}



Question: In what field of study is / was the qualification?

Source: ATWD Teacher Survey

⁷¹ Data includes qualifications that respondents reported having completed or been undertaking at the time of the survey.

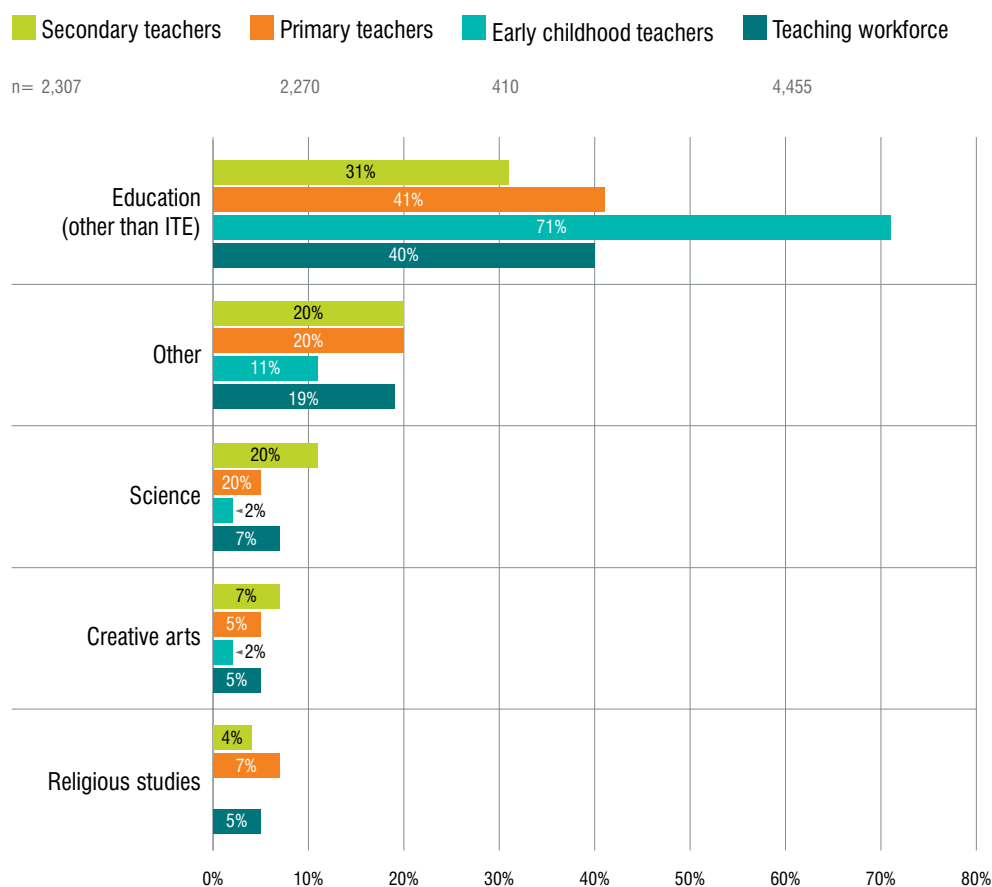
⁷² The relative standard error for 'Early childhood teachers' for the categories 'Science' and 'Creative Arts' is between 25% and 50%, and this data should be used with caution.

Those teachers with undergraduate ITE qualifications were the most likely (36%) to have undertaken additional tertiary study in the field of Education (other than ITE) (**Figure 6-9**).

Among teachers with postgraduate ITE, it is likely that other tertiary study reported in the ATWD Teacher Survey relates to the undergraduate qualification completed prior to gaining entry to a postgraduate ITE program, and therefore reflects their area of teaching specialisation. However, this cannot be definitively ascertained using this data alone.

In future, the ATWD will explore whether additional tertiary study was undertaken before respondents moved into ITE and the teaching profession, during their teaching career as professional learning, or to reskill before leaving the profession.

Figure 6-9: Most common fields of tertiary study other than ITE, teaching workforce, by level of ITE study⁷³



Question: In what field of study is / was the qualification?
Source: ATWD Teacher Survey

⁷³ Data includes qualifications that respondents reported having completed at the time of the survey.

Professional learning

'Professional learning' was defined to include formal professional learning or continuing professional development both inside and outside of the educational setting, not including any additional tertiary study undertaken. The minimum number of professional learning hours required to maintain full registration is 20 hours per year or 100 hours over five years, in most states and territories.

Nearly all teachers in the teaching workforce (95%) reported undertaking professional learning activities in 2018.⁷⁴ This was consistent across all learning levels (**Figure 6-10**).

Figure 6-10: Professional learning, teaching workforce, by learning levels taught



Time spent on professional learning

Most teachers (63%) reported spending over 20 hours undertaking professional learning activities in 2018. In total, 67% of those teaching at primary levels spent more than 20 hours on professional learning, compared to 58% of those teaching at secondary levels and 46% of those teaching in early childhood services (**Figure 6-11**).

Overall, teachers spent, on average, 40.9 hours undertaking professional learning activities during 2018 (**Table 6-1**).

⁷⁴ During the inaugural ATWD Teacher Survey, early childhood teachers in South Australia were not asked about professional learning activities, so the information provided in this section does not include that cohort. In all subsequent surveys, this cohort was asked about professional learning activities.

Figure 6-11: Professional learning hours, teaching workforce, by learning levels taught

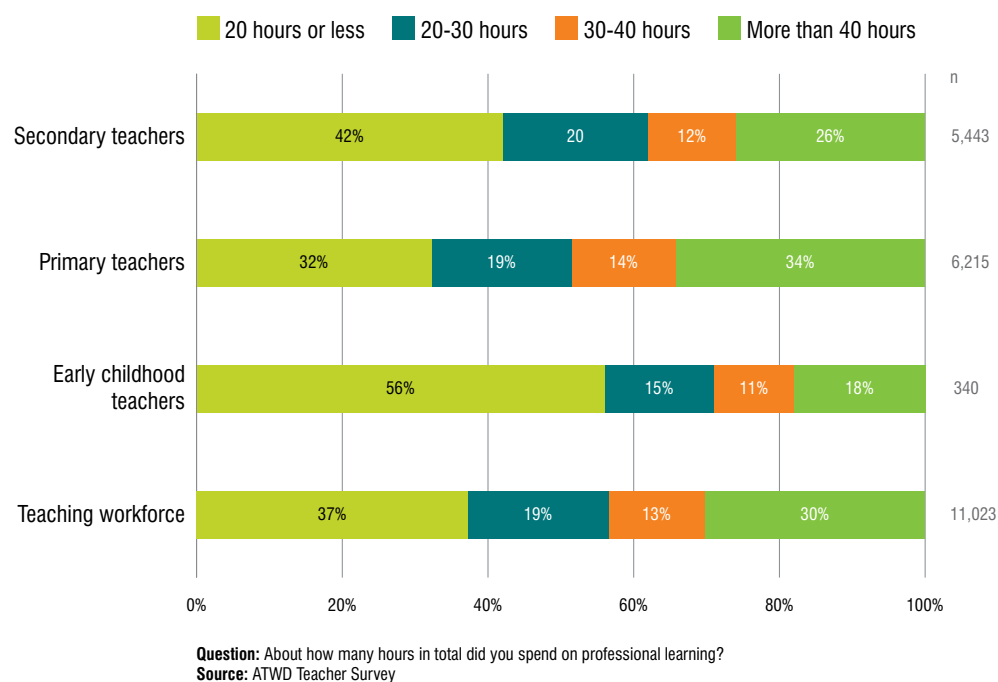


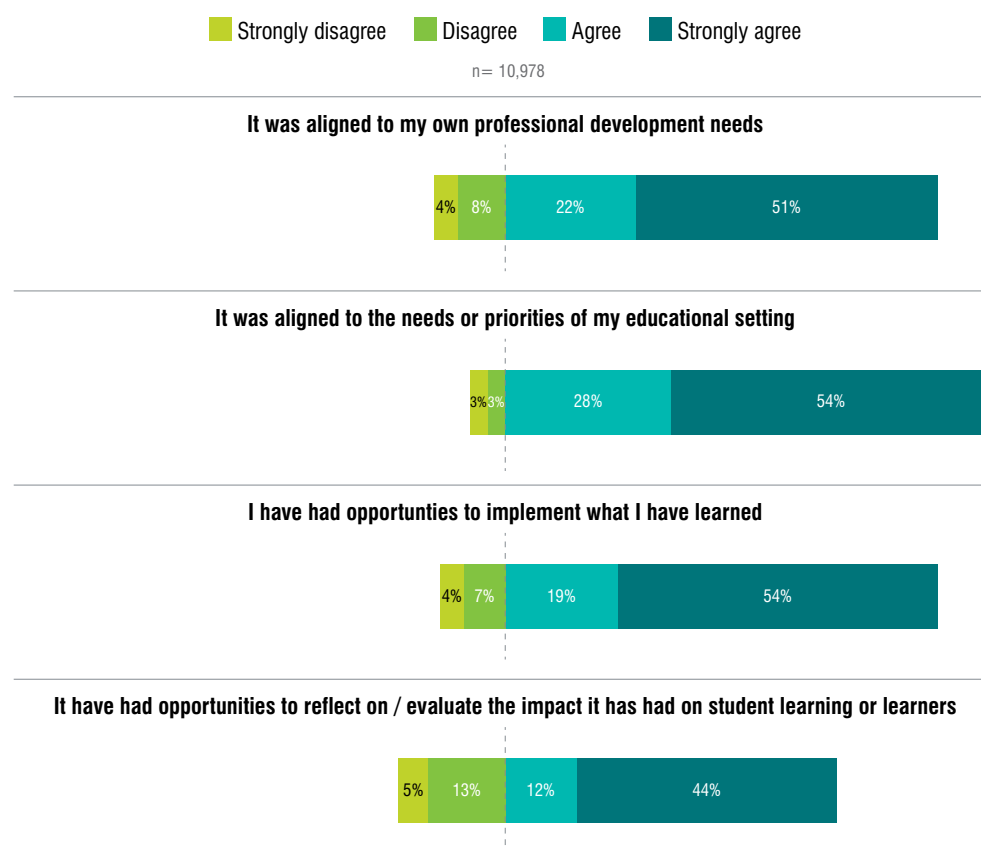
Table 6-1: Average professional learning hours, teaching workforce, by learning levels taught

	Primary	Secondary	Early childhood	All
Average professional learning hours	30.8 (n=340)	44 (n=6,215)	39.4 (n=5,443)	40.9 (n=11,023)

Perceived value of professional learning

Most teachers (82%) agreed that the professional learning activities they had undertaken were aligned to the needs or priorities of their educational setting. Most teachers were also likely to agree that it was aligned to their individual needs (73%) or that they were able to be implement it into practice (73%). More than half (56%) of teachers agreed that they had the opportunity to evaluate the impact of their professional learning on students (**Figure 6-12**).

Figure 6-12: Reflections on value of professional learning, teaching workforce



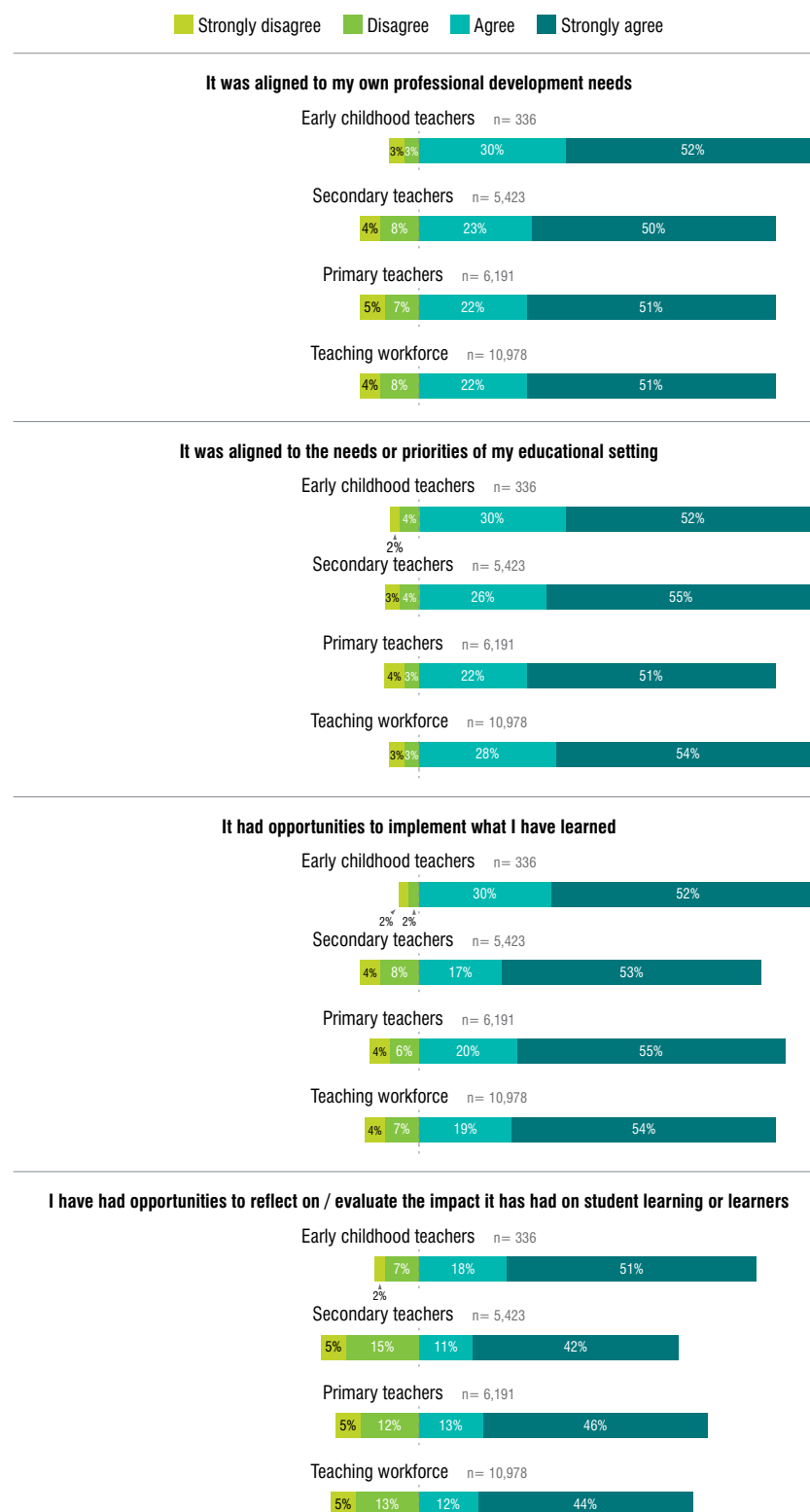
Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Neutral not depicted)

Source: ATWD Teacher Survey

Early childhood teachers tended to be the most likely to agree that their professional learning activities were aligned to their own professional development needs (82% early childhood; 73% of teaching workforce). Early childhood teachers were also the most likely to agree that they had opportunities to reflect on and evaluate the impact of their professional learning on student learning (69% early childhood; 56% teaching workforce) (**Figure 6-13**).

Teachers at all levels, however, were equally likely to agree that their professional learning activities were aligned to the needs and priorities of their educational setting (82% teaching workforce).

Figure 6-13: Reflections on value of professional learning, teaching workforce, by learning levels taught⁷⁵



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Neutral not depicted)
Source: ATWD Teacher Survey

⁷⁵ The relative standard error for 'Early childhood teachers' for the categories 'Disagree' and 'Strongly Disagree', for all statements, is between 25% and 50%, and this data should be used with caution.

Teaching in-field

Teachers are said to be 'teaching in-field' when they are teaching subject areas in which they have been trained to teach. That training ordinarily takes the form of tertiary education in both subject-specific content and pedagogy.

The definition of 'out-of-field teaching' is complex. Teachers can have completed some subject-specific content or pedagogy study as part of their ITE qualification (including in an undergraduate qualification used to gain admission to a graduate-entry ITE program), or may undertake further education or professional learning to enhance their skills in teaching a subject after joining the teaching workforce. The extent to which teachers are said to be 'teaching out-of-field' when they are teaching a subject area which they have not formally been trained to teach, but for which they have undertaken professional learning, is of interest in workforce planning.

Over time, the ATWD will collect longitudinal data on ITE, linked to the HESDC, as well as additional data on subjects taught and tertiary education, that will allow more thorough investigation of out-of-field teaching. For 2018, this data was collected through the ATWD Teacher Survey by examining teachers' responses about what they were trained to teach and what they were teaching, across all participating states and territories. In New South Wales and the Northern Territory, data was also collected on subject-specific professional learning. This data is provided in the sections devoted to these jurisdictions in the state profiles accompanying this report.

The data provided for 2018 is preliminary only, and provides insight into those teachers who are potentially teaching in-field. Based on the definition used in this report, teachers who are teaching a subject for which they have not completed both subject-specific tertiary study in both content and pedagogy are considered to be teaching out-of-field (though they may have completed subject-specific professional learning).

Secondary teachers of English (72%), Science (71%) and Creative Arts (69%) were the most likely to be potentially teaching in-field, with approximately 70% having tertiary education in both content and pedagogy for the subject (**Figure 6-14**). With the exception of VET, most other subject areas had teachers who were potentially in-field between 54% and 64% of the time.

The classification of out-of-field teaching provides a good estimate of the minimum proportion of out-field teaching, but it may be an under-estimate given respondents were only asked if they had completed one semester of subject-specific study in content or pedagogy.

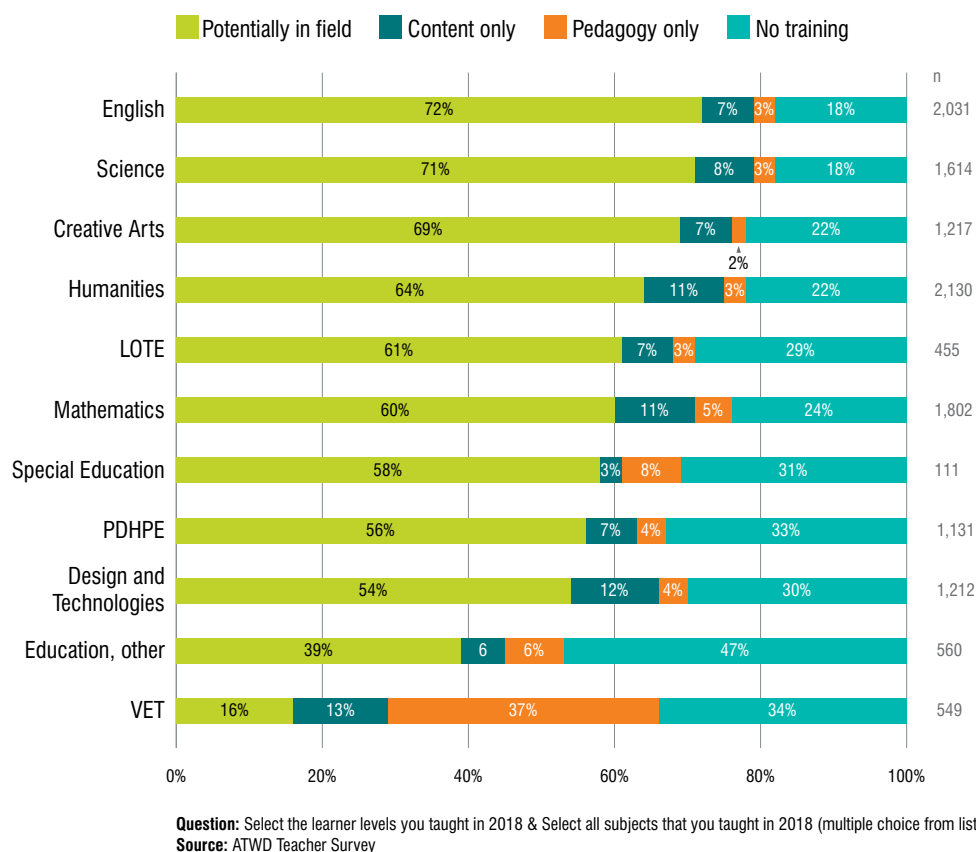
Of the subjects for which data was available for over 1,000 teachers (i.e., excluding LOTE, Special Education, VET and other subjects):

- Around one-in-five teachers are teaching out-of-field across all subjects, with up to a third of teachers teaching out-of-field in PDHPE.
- In the best-case scenario, 18% of teachers of English were teaching out-of-field, and in the worst-case scenario 28% were teaching out-of-field.
- In the best-case scenario, 34% of teachers of Design and Technology were teaching out-of-field, and in the worst-case scenario 46% were teaching out-of-field.

A typical teacher who was teaching out-of-field, as defined in this report, was more likely to have completed no tertiary study in the subject than they are to have had even some tertiary study. Between 18% and 34% of those teaching each subject had not completed tertiary education in the subject area they were teaching, while between 9% and 16% (50% for VET) reported undertaking at least some tertiary education in either the subject content or pedagogy.

It is not unexpected that a lower proportion of teachers in VET subjects have completed tertiary study in subject content, given it is not a requirement to have completed formal training or to hold a qualification in the subject being delivered – only to demonstrate sufficient vocational competency to the level being delivered, and to have current and relevant industry skills.

Figure 6-14: Subject-specific tertiary study, secondary teachers ^{76 77}



⁷⁶ Reporting only curriculum areas where there were more than 50 respondents.

⁷⁷ PDHPE – Personal Development, Health and Physical Education. LOTE – Languages Other Than English. VET – Vocational Education and Training.

Chapter 7 Career Intentions

The size of the available teacher workforce is determined not only by supply (through ITE and migration) but also by retention. Some individuals will leave a profession due to retirement, and this can be forecast by analysing the age distribution. Others will leave prior to retirement, and this is where understanding career intentions is critical.

Understanding the intentions of teachers to stay in the profession until retirement provides important insights into how teachers view the long-term sustainability of their own personal teaching career, and the analysis of their reasons why they intend to leave highlights factors which could be addressed to increase retention.

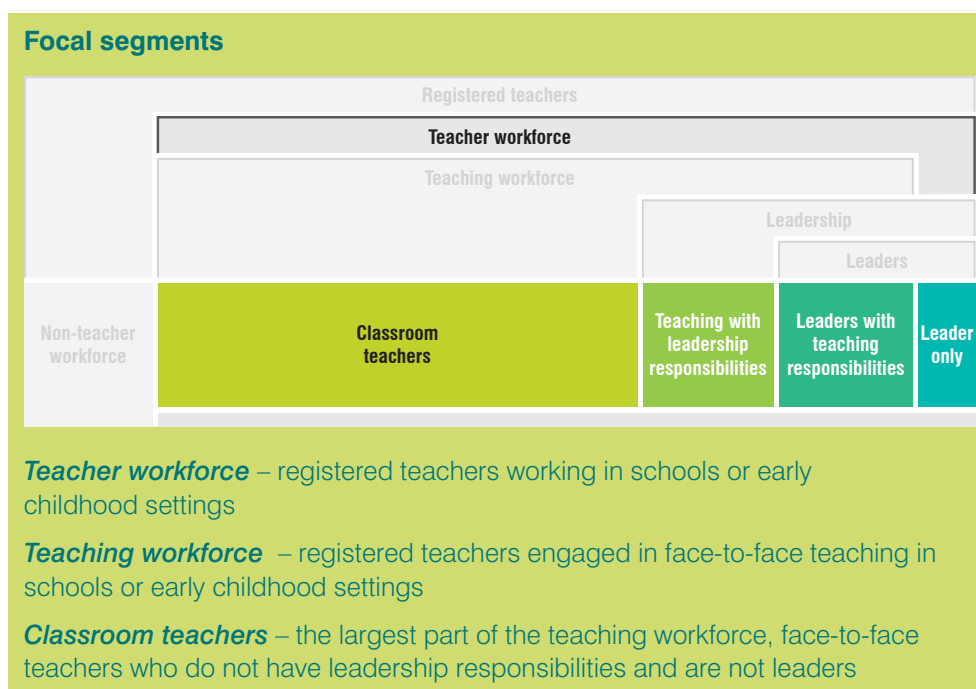
This chapter explores teachers' intentions to remain in the profession and, if they are considering leaving, their reasons for doing so. In the present data, only intentions are examined. It is important to acknowledge that not all teachers who intend to leave will leave, and that some teachers who do not intend to leave nevertheless do. However, understanding the proportion of teachers intending to leave the profession is an important factor for helping to predict changes in the future size of the teacher workforce.

There are both short-term and long-term triggers for attrition in a workforce. The reasons people give for their intentions to leave are more likely to reflect the longer-term challenges teachers face. Rapid triggers that are strongly associated with leaving the profession immediately (for example, a personal reason such as a severe medical diagnosis) are not the focus of this chapter, as they tend to be unplanned and not part of a person's career intentions.

When longitudinal data becomes available, it will become possible to measure how well intentions predict teachers' actual attrition from the profession. Additionally, it will become possible to monitor attrition longitudinally – identifying the characteristics and timing of those who leave the profession as well as identifying and investigating career pathways, including movement between schools and sectors.

This chapter commences with an overview of the intentions of those in the teacher workforce, before examining the intentions to stay or leave the profession across a number of demographic and teaching characteristics. Information about career intentions of early career teachers, leaders and Aboriginal and Torres Strait Islander teachers are provided, respectively, in the chapters about those cohorts.

About the data



The data in this chapter is drawn from linked 2018 teacher registration data (from teacher regulatory authorities) and responses to the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018. This chapter examines intentions to leave across the full profession.

A total of 12,750 of survey respondents provided data on their intentions to stay in the profession until they retired. Analysis of career intentions data focused on intentions of survey respondents who were not already of retirement age, and so excluded responses from any teachers aged 68 years or older. A data harmonisation process was used to ensure responses were consistent with this inclusion criteria.

Analyses in this chapter are restricted to the 'teaching workforce' when the data is segmented by learning levels. Some analyses in this section use the categorisation 'classroom teacher', referring to classroom teachers without leadership responsibilities in their school or early childhood service. This distinction was made to ensure that leadership responsibilities were not driving any career intentions identified.

A principal components analysis was used to reduce respondents' reasons for leaving into a number of meaningful sets. To guide interpretation, significance testing is used in this section. The testing approach is conservative, correcting for multiple comparisons, to mitigate the risk of inappropriate conclusions due to the volume of comparisons which might otherwise be able to be made. For further information, please refer to **Technical Report** which accompanies this report.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Summary

Just over two-in-five teachers (41%) reported that they intended to stay in the profession until they retired. A further 34% reported they were unsure about whether or not they would stay, and 25% reported intending to leave the profession before they retired.

Teachers aged under 40 years – those with the longest potential teaching careers ahead of them – were much less likely to have indicated an intention to stay in the profession until retirement (under 30 years: 20%; 30 to 39 years: 21%).

Of those teachers who reported an intention to leave the profession, 56% intended to leave within ten years, while 21% did not intend to leave for another ten years or more. A further 23% were unsure about when they might leave.

Those who indicated they intended to leave the career sooner typically selected a greater number of reasons for leaving from the options provided.

Six sets of reasons were identified. Eighty-six percent (86%) of those who reported intending to leave the profession provided one or more of the set of reasons 'workload and coping', which includes the management of stress, work/life balance and mental health. The other sets of reasons were identified as 'reward and recognition' (67%), 'classroom factors' (49%), 'school culture' (41%), 'a break from teaching' (32%), and 'teaching as a job, not a career' (21.7%).

Even though the frequency of the workload and coping reasons was high across the teacher workforce, women were even more likely than men to cite these as reasons for considering leaving. By contrast, men were more likely to cite reward and recognition than women.

Intentions to leave

Teacher workforce

Almost two-thirds (59%) of the teachers from New South Wales, the Northern Territory and South Australia who responded to the ATWD Teacher Survey for 2018 indicated that they either intended to leave the profession before they retire, or were unsure if they would stay until retirement (**Figure 7-1**).

While 25% indicated they intended to leave the profession before they retired, another 34% were unsure about whether or not they would continue to work in schools until retirement. Over one-third of the teacher workforce (41%) reported that they intended to stay in the profession until they retired.

Of those teachers who indicated an intention to leave the profession, 56% intended to leave within ten years; this is equivalent to 14% of the teacher workforce intending to leave the profession within ten years. While 21% reported they did not intend to leave for another ten years or more, 23% were unsure about when they might leave (**Figure 7-2**).

Classroom teachers

The overall analysis examined the teacher workforce working in schools and early childhood services. However, the subset of 'classroom teachers' is of interest, as this group may have distinct career intentions.

There were only very small differences between the attrition intentions of the teacher workforce working in schools and early childhood services and the attrition intentions of classroom teachers; with 39% of classroom teachers reporting that they intended to stay in the profession until retirement, 35% being unsure, and 26% intending to leave the profession.

Considering those who intended to leave the profession before retirement, there were only very small differences between the teacher workforce, and classroom teachers; with 56% of classroom teachers reporting intending to leave within ten years, 24% being unsure, and 20% who did not intend to leave for another ten years or more.

Figure 7-1: Intentions to remain in the profession, teacher workforce

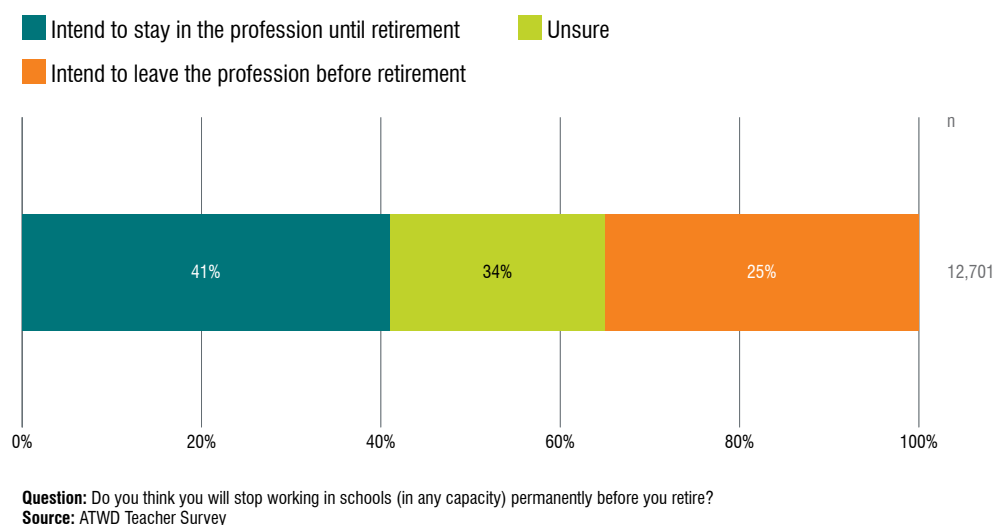
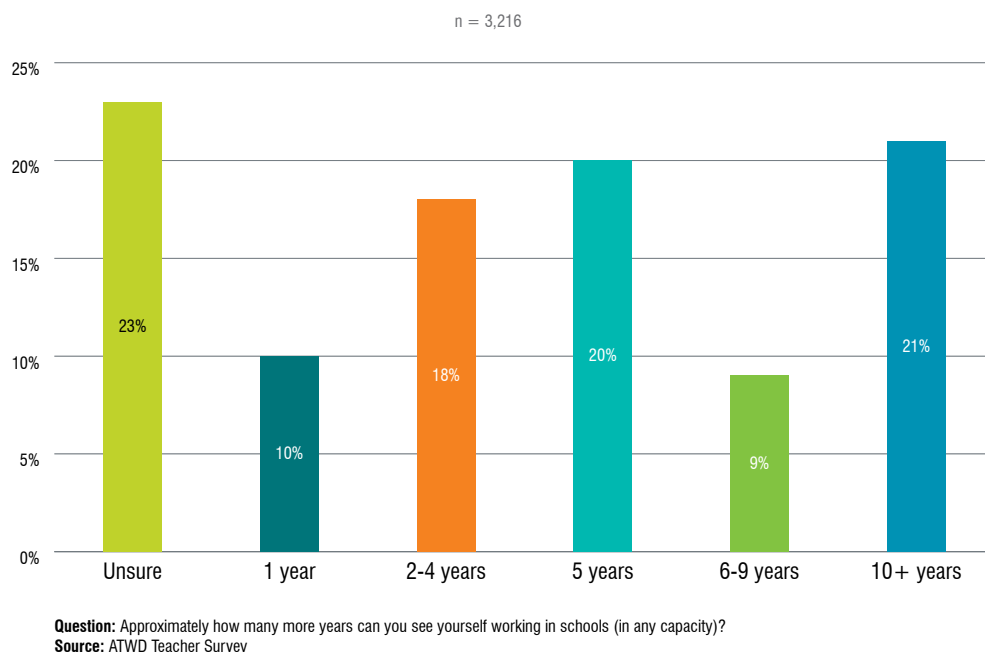


Figure 7-2: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching



Teaching and demographic characteristics

Learning levels taught

The analysis of learning levels taught applies to the teaching workforce. The teaching workforce could teach across multiple learning levels (refer to **Chapter 2** for more information).

Secondary and primary teachers were more likely to indicate that they intended to leave the profession before retirement compared to early childhood teachers. More than one-in-four (27%) secondary teachers reported intending to leave the profession before retirement, as did 26% of primary teachers and 20% of early childhood teachers (**Figure 7-3**).

Early childhood teachers were less likely to indicate they intended to leave the profession, but those who did plan to leave intended to do so sooner. Of those teachers who indicated an intention to leave before retirement, early childhood teachers were least likely to plan to continue in the profession for ten or more years (12% early childhood teachers; 22% primary teachers; 22% secondary teachers).

Among those who indicated an intention to leave before retirement, around one-in-five teachers were unsure of how long they would continue to work in schools or early childhood services across all learning levels (20% early childhood teachers; 23% primary teachers; 22% secondary teachers) (**Figure 7-4**).

Figure 7-3: Intentions to remain in the profession, teaching workforce, by learning levels taught

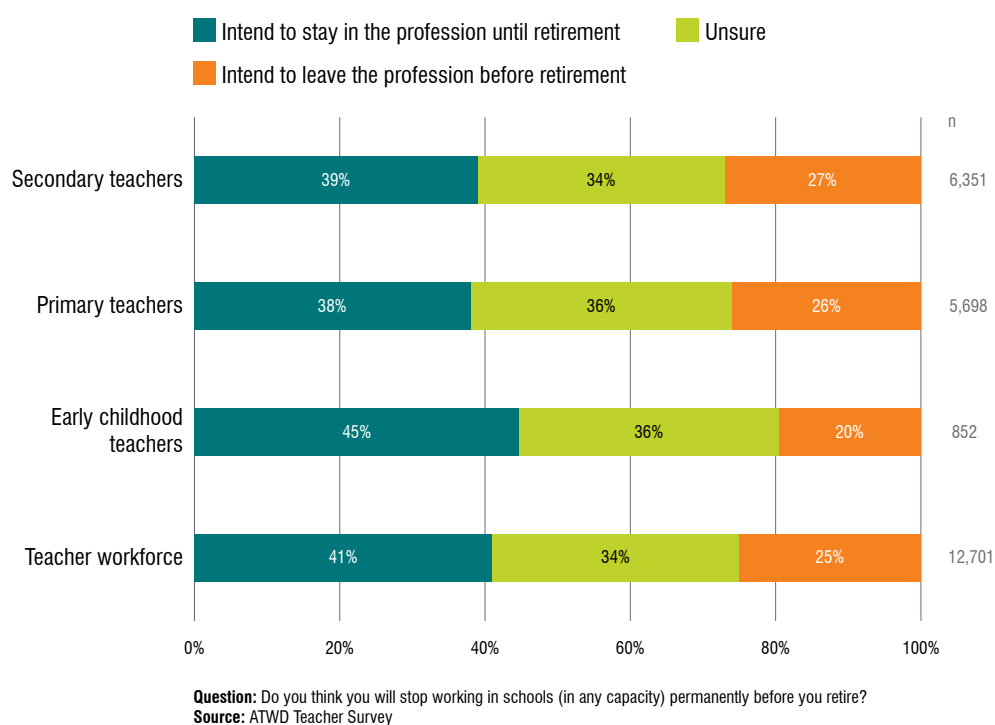
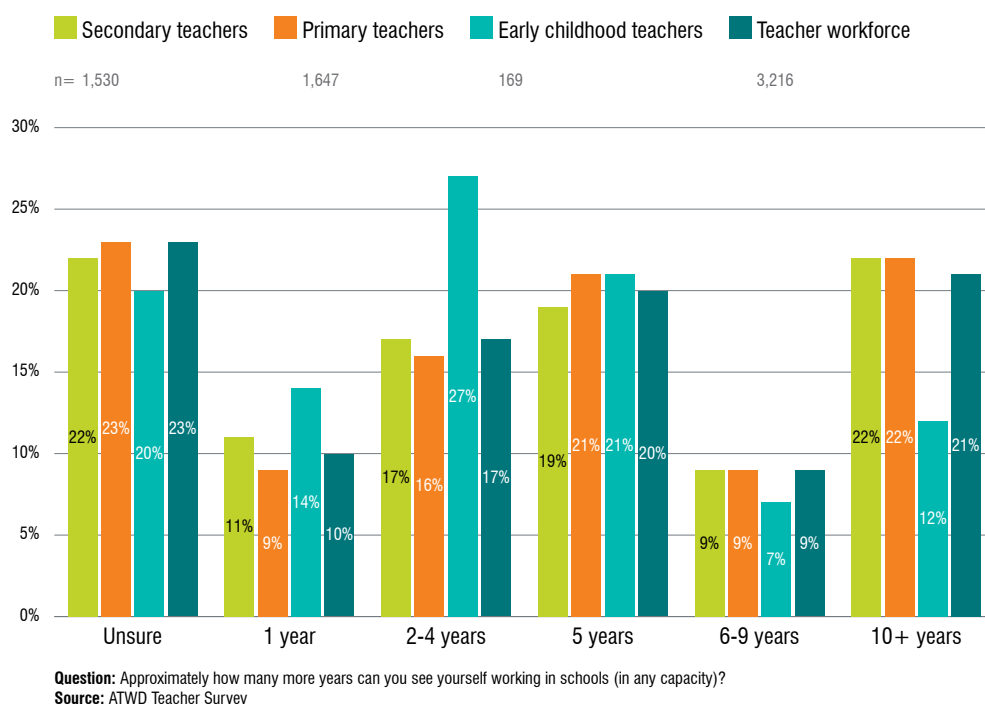


Figure 7-4: Estimates of years remaining working in schools or early childhood services, teaching workforce, by learning levels taught ⁷⁸



Secondary teachers

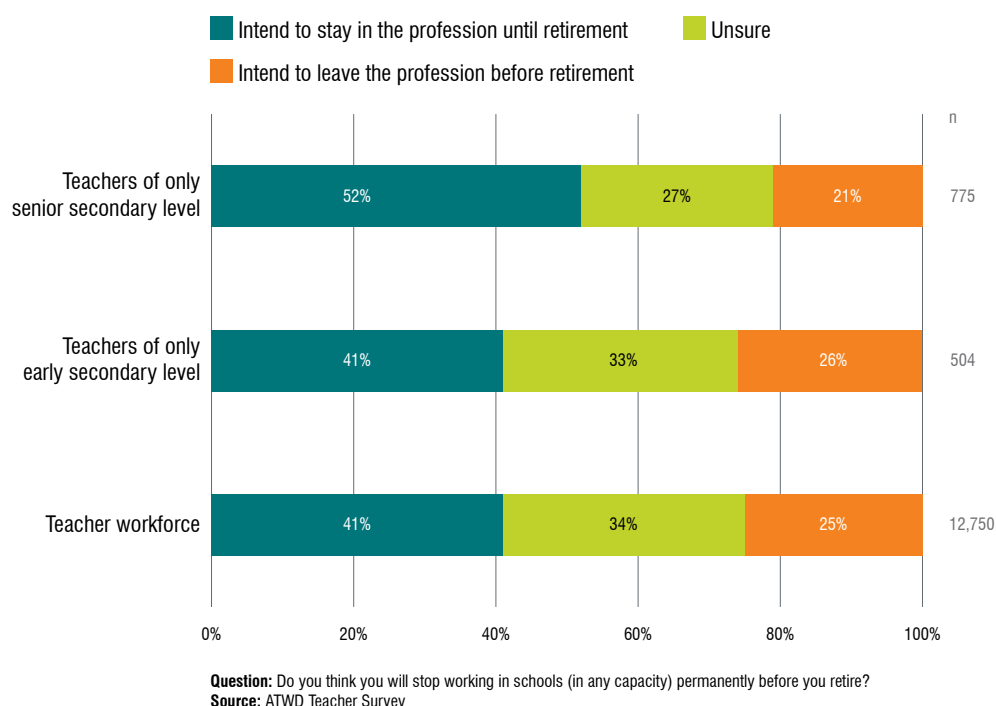
Among secondary teachers, those exclusively teaching at the early secondary (Years 7 to 10 in New South Wales and the Northern Territory, Years 8 to 10 in South Australia) or senior secondary (Years 11 and 12) levels were compared. Although younger teachers were more likely to teach across Years 7 to 12, older teachers were just as likely to be teaching only at the early secondary level as they are only at the senior secondary level.

Those teaching exclusively at the senior secondary level were considerably more likely to have indicated intending to stay in the profession until retirement (52%) than those teaching exclusively at the early secondary level (41%) (**Figure 7-5**). As older teachers in the teaching workforce are just as likely to be teaching at the early secondary level as they are senior secondary, this difference is not due to those teaching senior secondary being closer to retirement age.

Estimates of years remaining working in schools or early childhood services have not been reported for those teaching at exclusively early or senior secondary levels due to small cell sizes.

⁷⁸ The relative standard error for 'Early childhood teachers' for the category '6-9 years' is between 25% and 50%, and this data should be used with caution.

Figure 7-5: Intentions to remain in the profession, secondary teaching workforce, by year levels taught ⁷⁹



Gender

Men were more likely to intend to leave the profession than women, and also intended to leave sooner.

In the teacher workforce, women and men were equally likely to have reported intending to remain in the teaching profession until they retired (41% women; 41% men). However, women were more likely to report being uncertain of their intentions than men (35% women; 31% men), whereas men were more likely to have reported intending to leave (28% men; 24% women) (**Figure 7-6**).

Among teachers who reported intending to leave the profession before retirement, men were more likely to intend to leave within five years (men 49%; women 47%), while women were slightly more likely to be unsure about how long they would stay in the profession (23% women; 20% men).

Among both women and men, around one-in-five of those who indicated they intended to leave the profession before retirement in fact intended to stay for at least another ten years (21% women; 24% men) (**Figure 7-7**).

⁷⁹ Senior secondary – Years 11 and 12. Early secondary – Years 7-10 (New South Wales & the Northern Territory) and Years 8-10 (South Australia). Year 7 is delivered in primary schools in South Australia.

Figure 7-6: Intentions to remain in the profession, teacher workforce, by gender

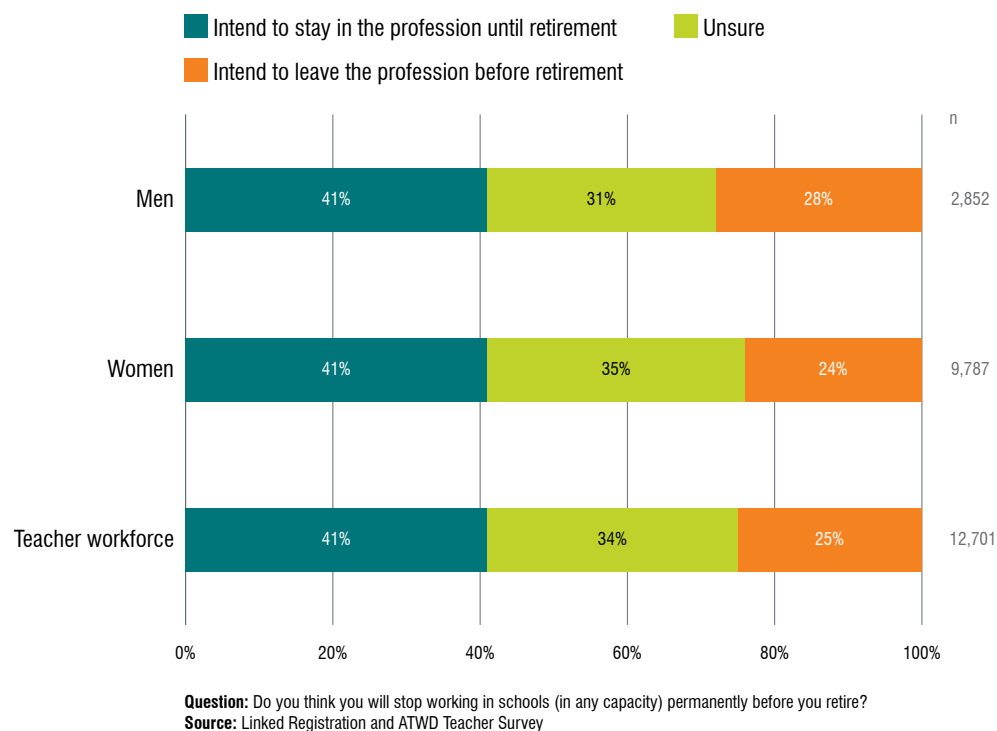
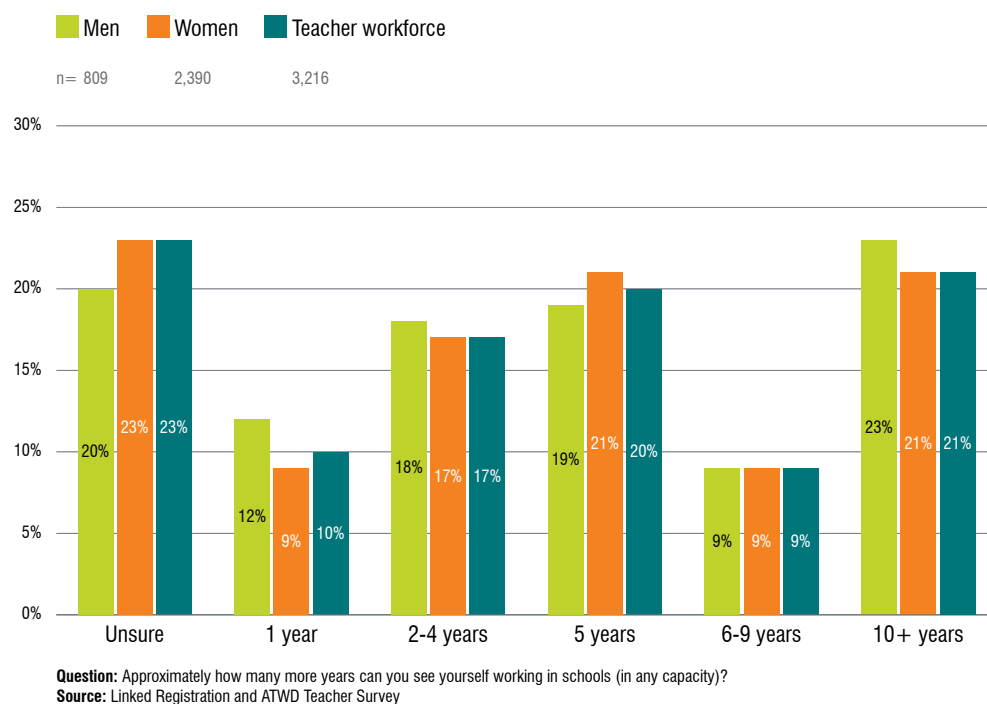


Figure 7-7: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by gender



Age

Older teachers were more likely to have indicated an intention to remain in the profession until retirement, but those who did plan to leave intended to do so sooner. The proportion of the teacher workforce who reported intending to leave teaching before retirement is similar among those aged under 50 years, but is lower in age groups closer to retirement.

Around a third of teachers in all age groups under 50 years indicated that they intended to leave the profession before retirement. Younger teachers, aged under 30 years, were as likely to indicate they intend to leave the profession as those in their thirties and forties (34% aged under 30 years; 38% aged 30 to 39 years; 32% aged 40 to 49 years) (**Figure 7-8**).

While the proportion of teachers who reported intending to leave was similar across all age groups, the period of time they intended to remain working in schools or early childhood services decreased with age – that is, although younger teachers were just as likely to have reported an intention to leave the profession, they planned to teach for longer before leaving the profession.

Almost one-third of younger teachers (aged under 39 years) indicated that while they did intend to leave the profession before they retired, they did not intend to do so for at least another ten years (30% aged under 30 years; 29% aged 30 to 39 years).

Among teachers who indicated an intention to leave before retirement aged 40 to 49 years, more than half (56%) intend to leave within 5 to 10 years, and among those aged 50 to 59 years, almost two-thirds (63%) intend to leave within 5 years (**Figure 7-9**).

The number of years a teacher intended to remain was not examined for those aged over 60 years, as it is strongly confounded with the number of years to retirement.

Figure 7-8: Intentions to remain in the profession, teacher workforce, by age

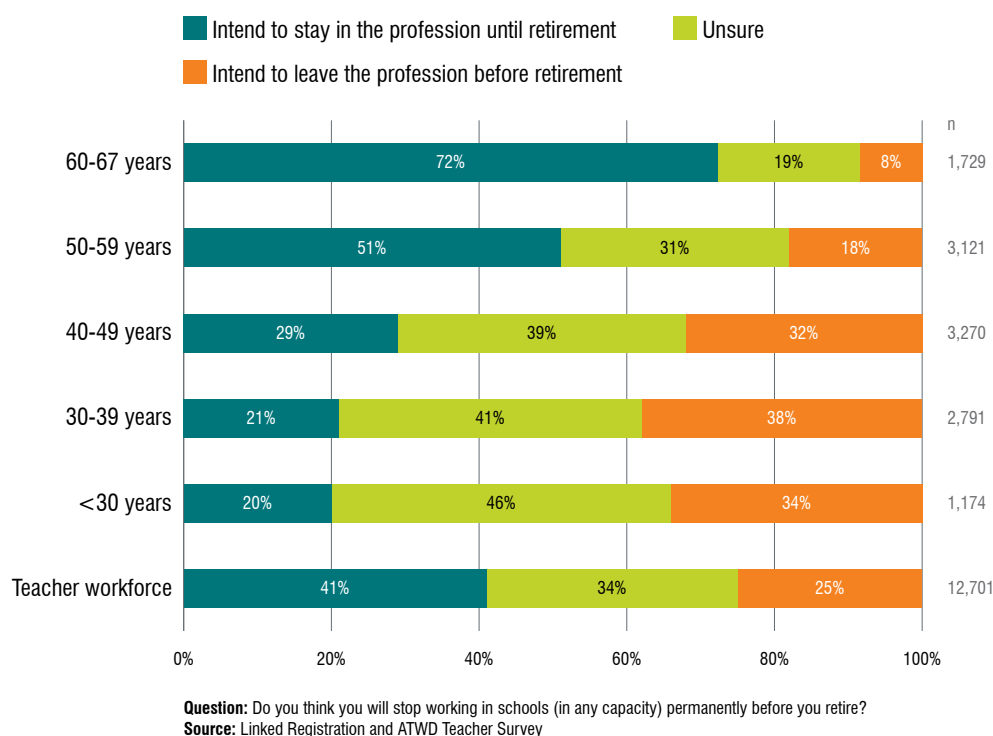
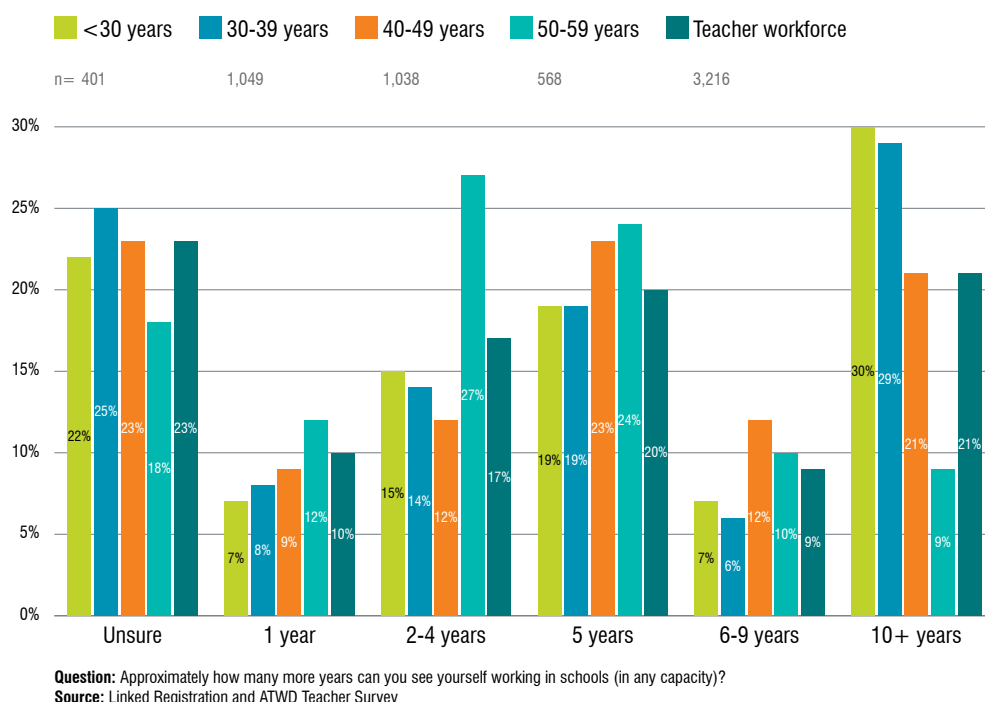


Figure 7-9: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by age



Age and gender

Overall, men were slightly more likely to intend to leave the profession than women. This pattern was observed in all age groups (**Figure 7-10**).

Among teachers who reported an intention to leave the profession before retirement, women were more likely to indicate being unsure about when they would leave than men. This pattern was observed in all age categories apart from teachers aged 40 to 49 years, where men and women were similarly likely to be unsure (**Figure 7-11**).

Figure 7-10: Intentions to remain in the profession, teacher workforce, by age group and gender

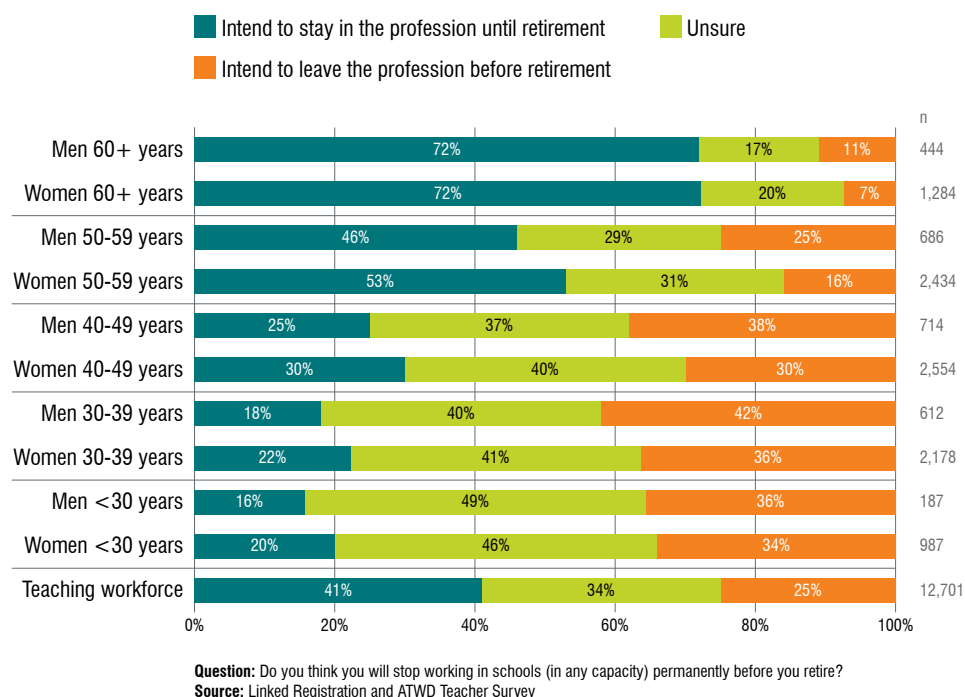
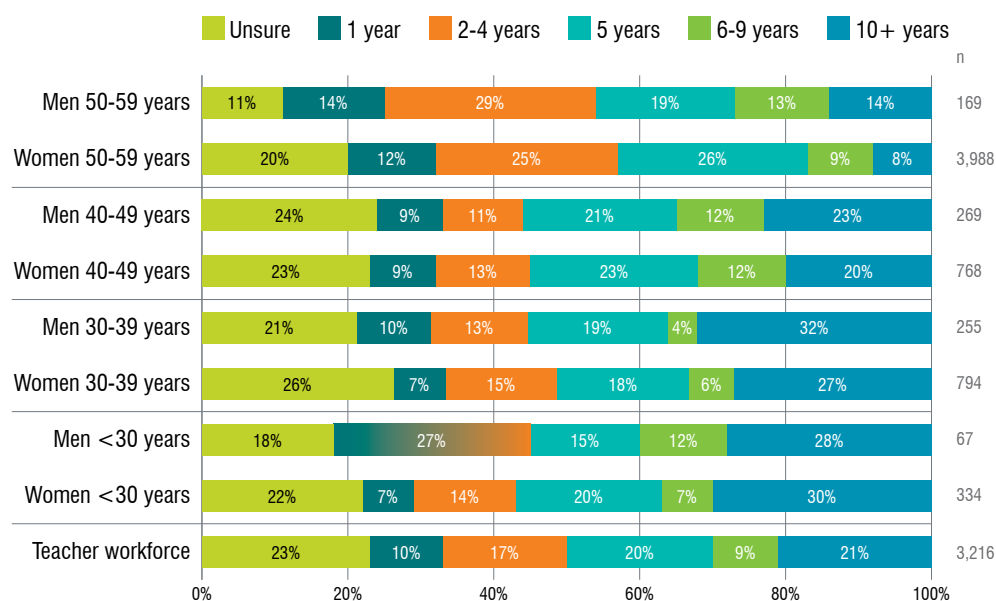


Figure 7-11: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by age and gender⁸⁰



Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
Note: Only those intending to leave profession before retirement
Source: Linked Registration and ATWD Teacher Survey

Age and learning levels taught

Classroom teachers aged over 50 years were less likely to intend to leave the profession before retirement. This pattern was seen across all learning levels.

Primary teachers (**Figure 7-13**) and secondary teachers (**Figure 7-14**) were generally more likely to report that they intend to leave the profession than early childhood teachers (**Figure 7-12**). However, this difference was especially pronounced for teachers in the teaching workforce within the '40 to 49 years' age category.

Within all age groups, primary and secondary teachers who reported intending to leave the profession largely intend to stay for similar periods of time (**Figure 7-15**, **Figure 7-16**).

Early childhood teachers were not included in the analysis of estimates of years remaining working in schools or early childhood services due to small sample sizes.

⁸⁰ For men aged under 30 years, the responses for the categories '1 year' and '2-4 years' have been combined due to small cell sizes in one of these categories.

Figure 7-12: Intentions to remain in the profession, early childhood teachers, by age

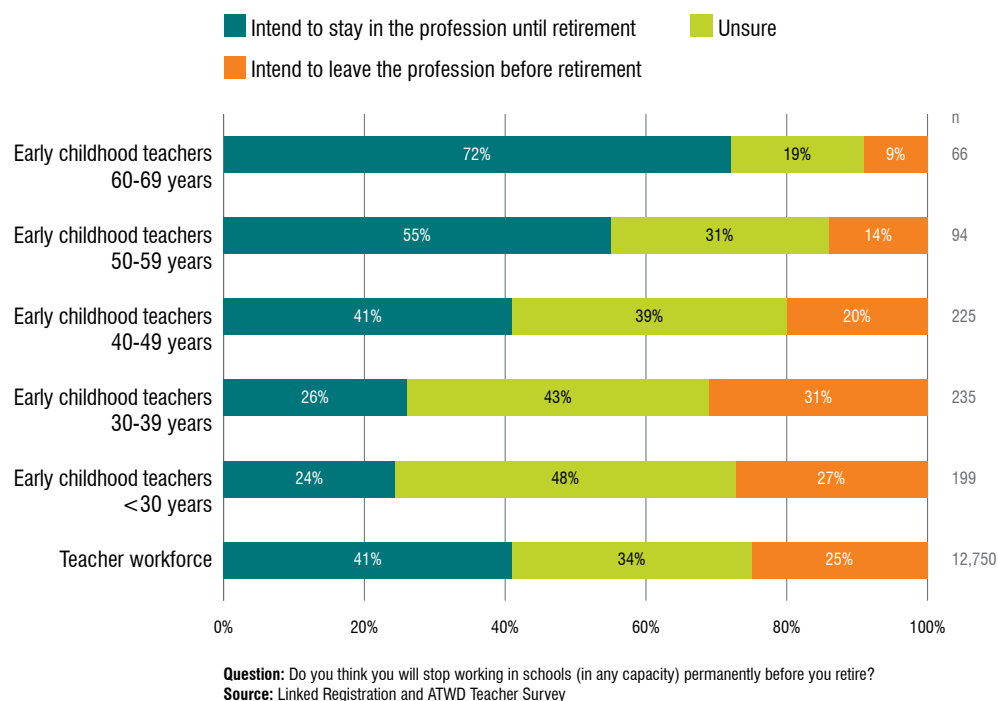


Figure 7-13: Intentions to remain in the profession, primary teachers, by age

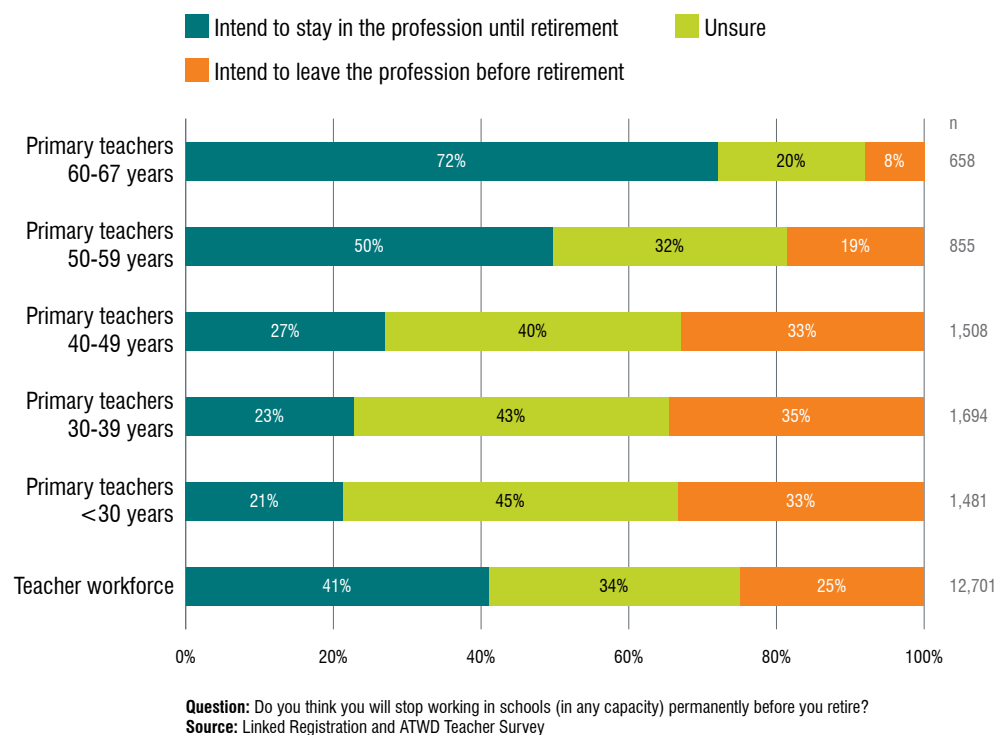


Figure 7-14: Intentions to remain in the profession, secondary teachers, by age

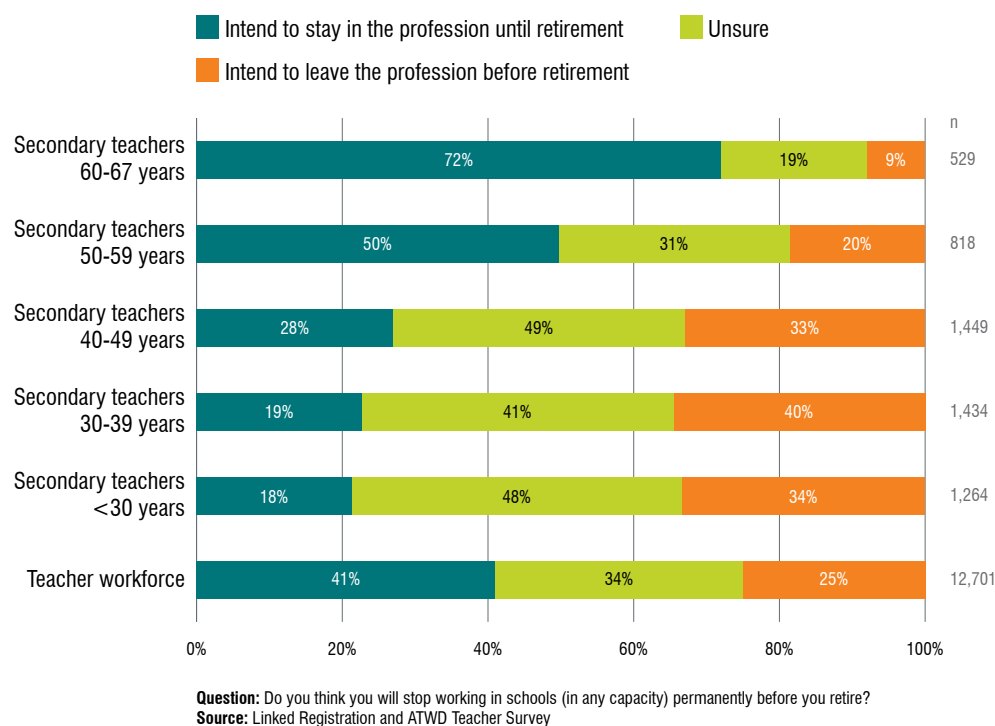


Figure 7-15: Estimates of years remaining working in schools or early childhood services, primary teachers considering leaving teaching, by age

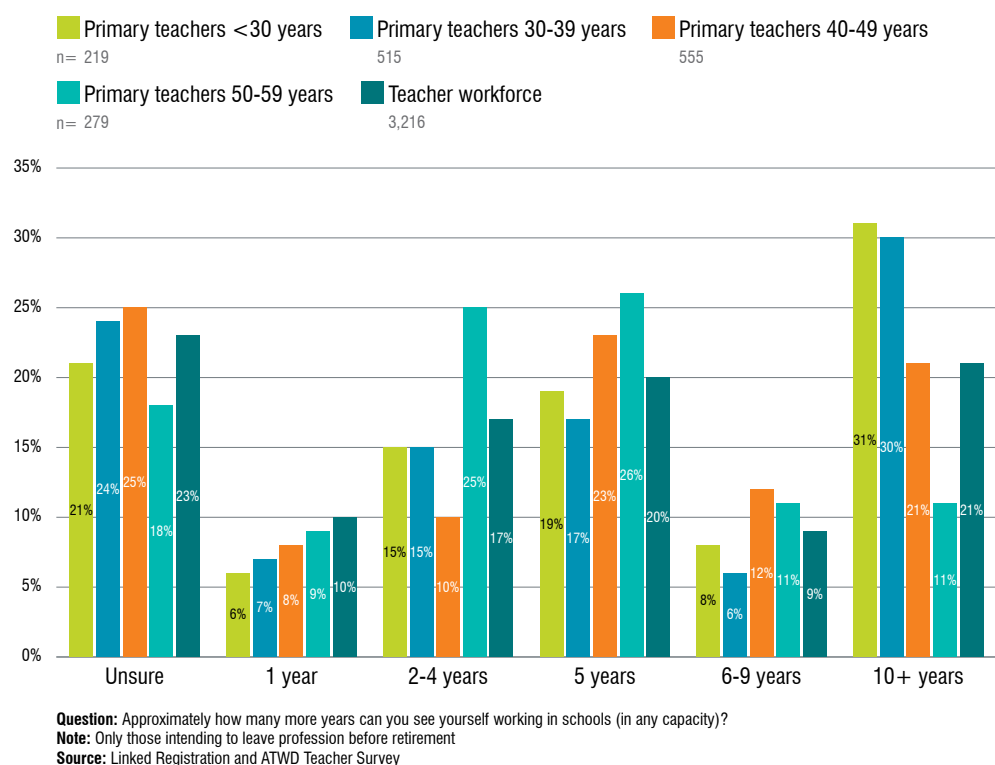


Figure 7-16: Estimates of years remaining working in schools or early childhood services, secondary teachers considering leaving teaching, by age



Gender and learning levels taught

Overall, men were more likely to have reported intending to leave than women among both primary and secondary teachers; however, this was even more likely among men working as primary teachers.

Among primary teachers, men were 6 percentage points more likely to report an intention to leave (and 5 percentage points less likely to intend to remain), though among secondary teachers they were 3 percentage points more likely to intend to leave (and equally as likely to intend to remain) (**Figure 7-17**).

Of the teachers in the teaching workforce who indicated they intend to leave the profession before retirement, the group most likely to report their intention to leave within five years were women teaching at the early childhood level (61%). For men and women teaching primary and secondary levels, this number ranged between 48% and 51% (**Figure 7-18**).

Men teaching at early childhood level were excluded from the analysis due to a small sample size.

Figure 7-17: Intentions to remain in the profession, teaching workforce, by gender and learning levels taught

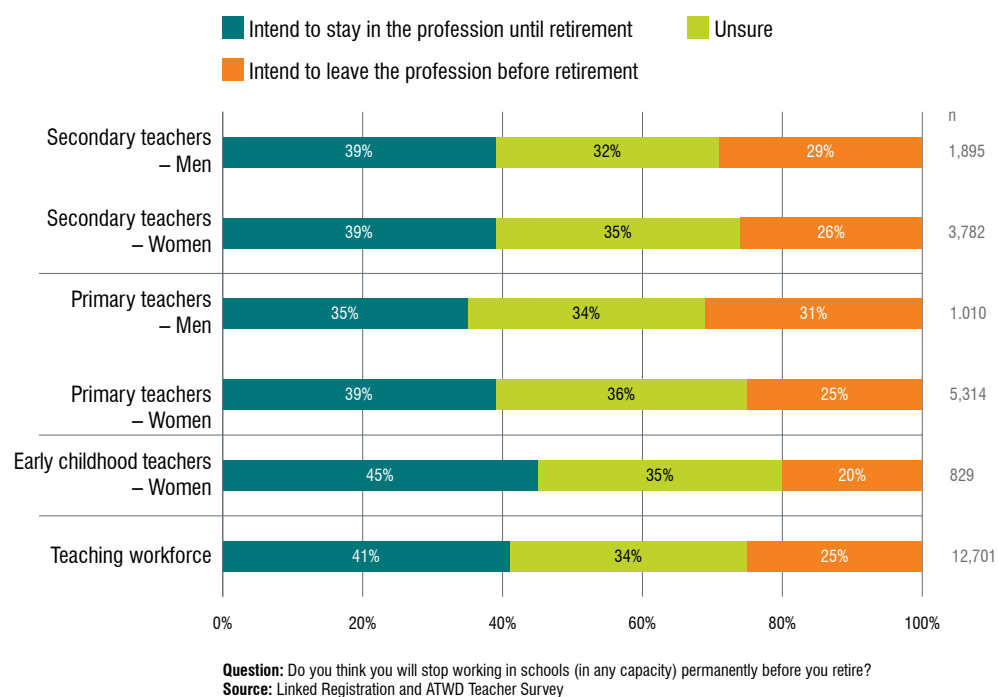
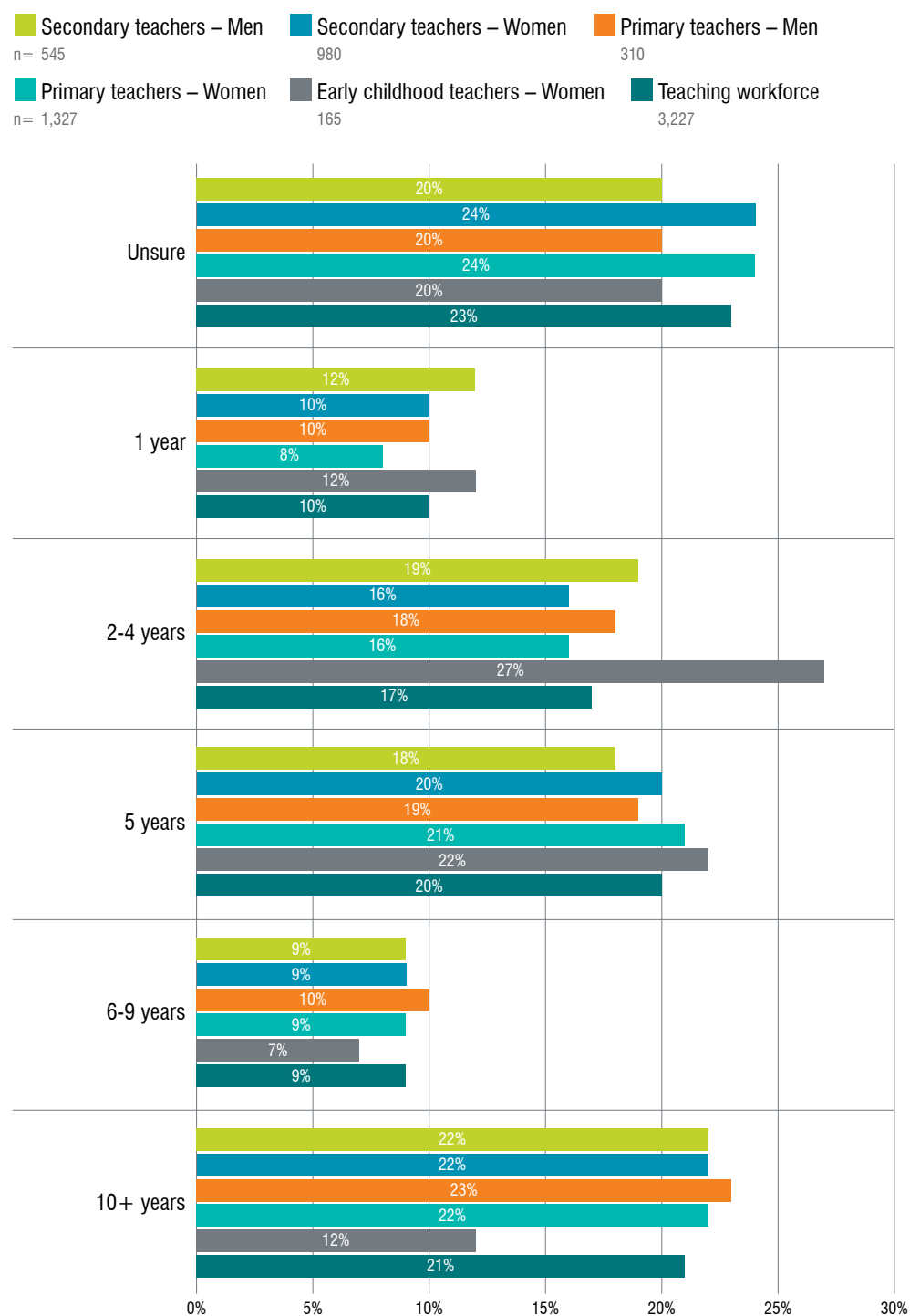


Figure 7-18: Estimates of years remaining working in schools or early childhood services, teaching workforce considering leaving teaching, by gender and learning levels taught



Question: Approximately how many more years can you see yourself working in schools (in any capacity)?

Note: Only those intending to leave profession before retirement

Source: Linked Registration and ATWD Teacher Survey

Regionality

Teachers in more remote areas were less likely to indicate an intention to leave the profession, but those who did plan to leave intended to do so sooner.

Teachers working in very remote schools or early childhood services were more likely to have reported intending to remain in the profession than those working in major cities, regional areas, and remote locations. Almost half of the teacher workforce in very remote locations (48%) reported an intention to remain in the profession until they retired (**Figure 7-19**). Notably, those working in very remote locations also tended to have spent the longest time in the profession.

Despite those in remote and very remote areas having been the most likely to indicate they intended to remain in the profession until retirement, among those who did report an intention to leave, they were the least likely to intend to remain working in schools for ten or more years (20%) (**Figure 7-20**).

Figure 7-19: Intentions to remain in the profession, teacher workforce, by school or early childhood service regionality

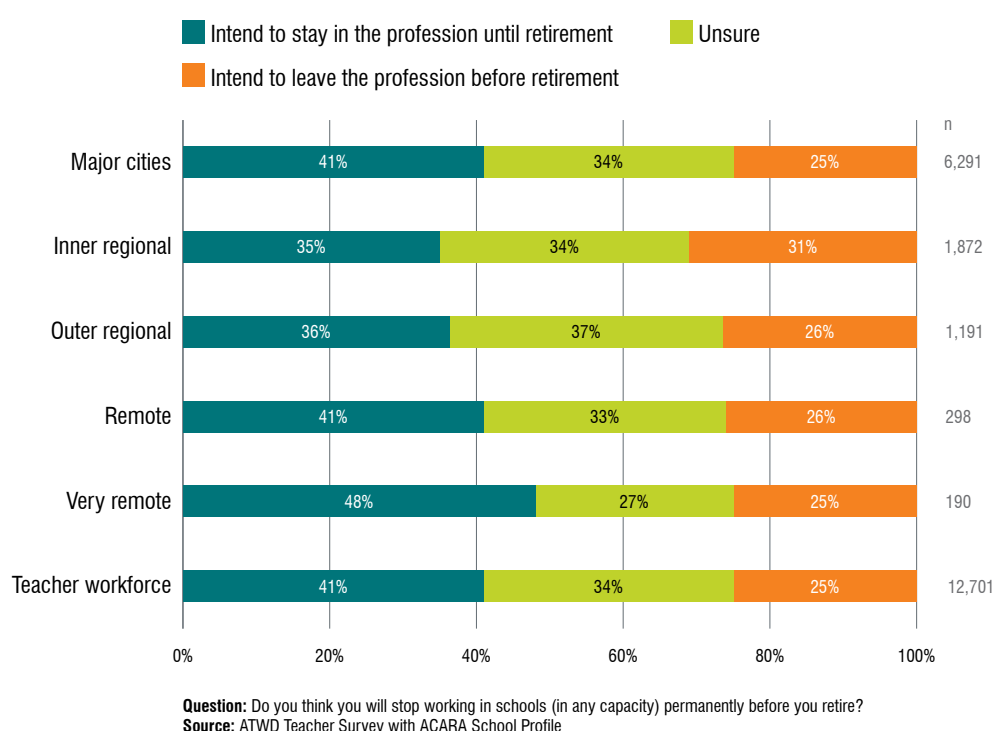
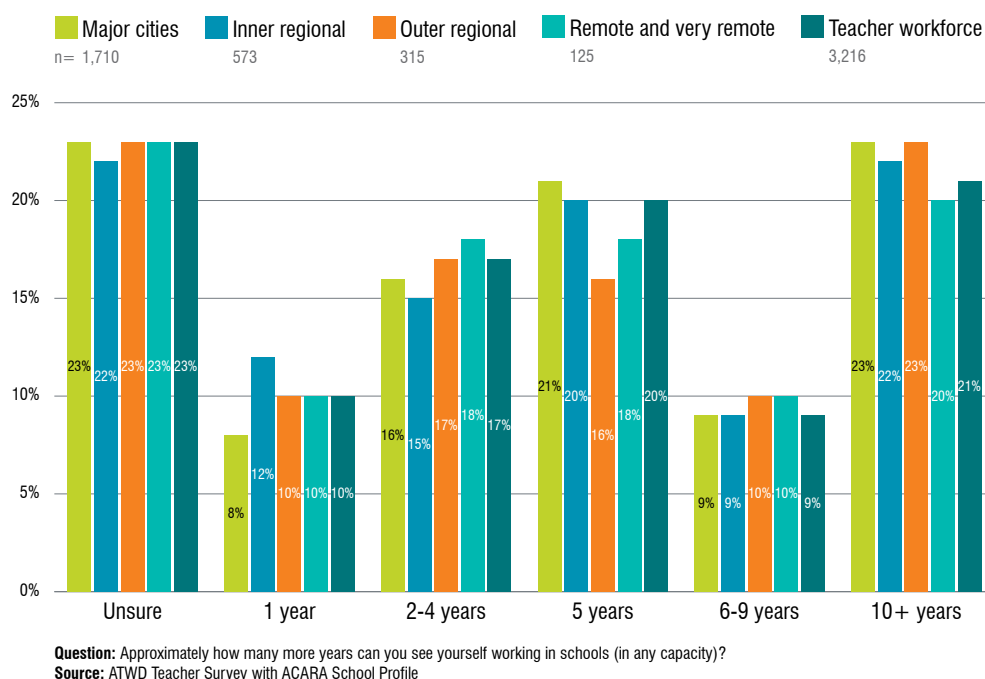


Figure 7-20: Estimates of number of years remaining working in schools or early childhood services, teacher workforce, by school or early childhood service regional⁸¹



Reasons for considering leaving teaching

All teachers in the teacher workforce who indicated an intention to leave the profession before retirement (25%) were asked about their reasons for considering leaving, and could select as many of the 19 available response options as were applicable.

The most common reasons for intending to leave and the relative importance did not differ between the teacher workforce and classroom teachers. For each response option, the percentage of the teacher workforce who selected that reason is presented in **Figure 7-21**.⁸²

The five most common reasons for intending to leave across the teacher workforce and classroom teachers were:

- 'The workload is too heavy' (70% of the teacher workforce, 71% of classroom teachers)
- 'To achieve a better work/life balance' (67% of the teacher workforce, 67% of classroom teachers)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (60% of the teacher workforce, 62% of classroom teachers)
- 'The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (51% of the teacher workforce, 54% of classroom teachers)
- 'Changes imposed on schools from outside (e.g. from government)' (49% of the teacher workforce, 50% of classroom teachers).

⁸¹ Data for 'Remote' and 'Very remote' is combined, because the 'Very remote' group was too small to allow for segmentation.

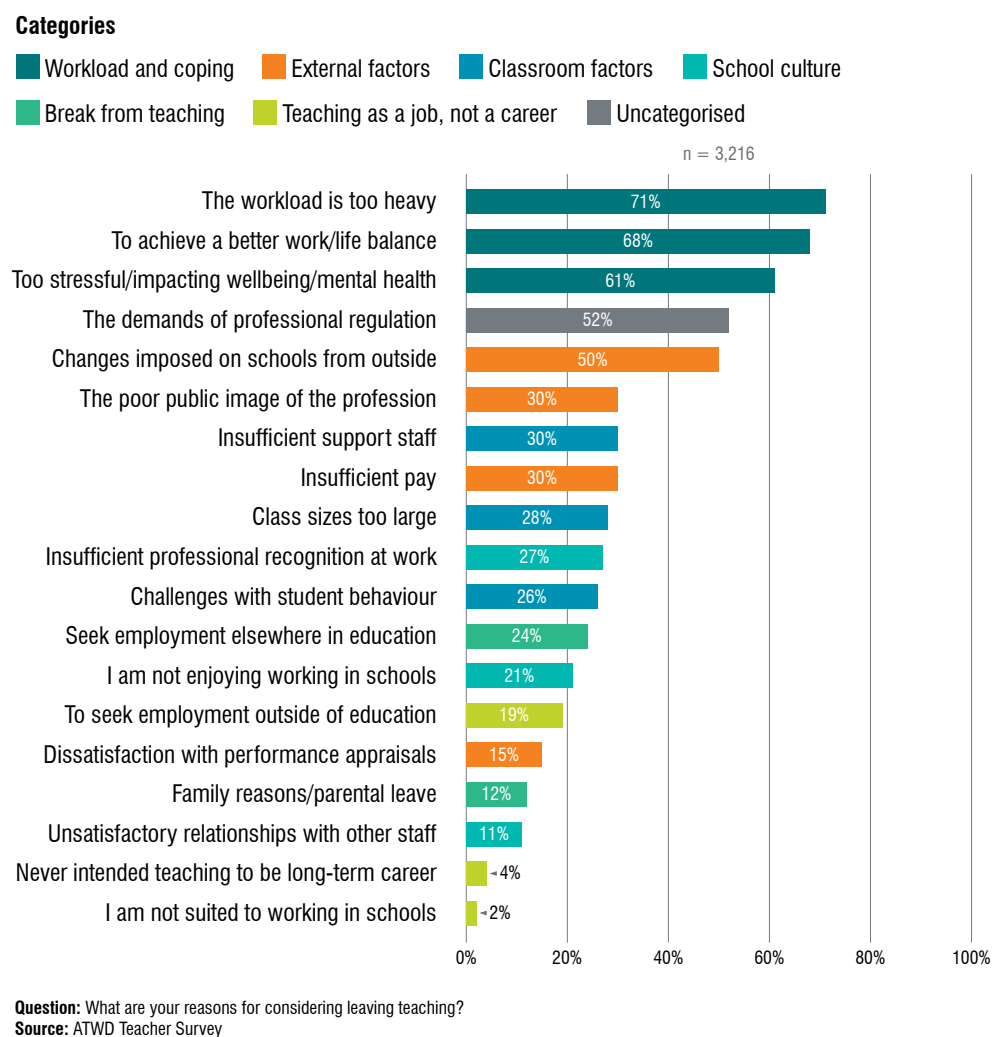
⁸² Although an 'other reason' category was presented to respondents, the qualitative responses to this question have only been used to identify, and filter out, the responses of individuals who are planning to leave due to retirement.

It is also important to examine the reasons that were not being provided frequently, notably:

- 'I never intended teaching to be a long-term career' (3.9% of the teacher workforce, 4.3% of classroom teachers)
- 'I am not suited to working in schools or early childhood education' (1.9% of the teacher workforce, 2.5% of classroom teachers).

Taken together, these two reasons suggest that the teaching profession is successfully attracting people who accurately believe that they will enjoy working in the profession long-term.

Figure 7-21: Reasons for considering leaving, teacher workforce considering leaving teaching



Types of reasons

As multiple reasons could be selected, a quantitative clustering of reasons was performed using principal components analysis⁸³ to identify sets of reasons which were likely to co-occur. This analysis provides insight into which reasons are likely to be selected together and are therefore likely to increase or decrease in frequency together.

Reasons that were frequently cited together are indicated using coloured bars in **Figure 7-21**.

Set 1: Workload and coping

A significant majority (86.7%) of respondents selected one or more workload and coping factors as a reason for considering leaving teaching. Responses included in this set were:

- 'The workload is too heavy'
- 'I am finding it too stressful/it is impacting my wellbeing or mental health'
- 'To achieve a better work/life balance'.

These three reasons were the most commonly selected reasons overall. As most teachers provided one or more of these three reasons, it is likely that workload and coping was a critical issue for the portion of the teaching workforce that reported they were considering leaving the profession.

Set 2: Recognition and reward

Two-thirds (67.7%) of respondents selected one or more recognition and reward factors. Responses included in this set were:

- 'Changes imposed on schools from outside (e.g. by government)'
- 'Insufficient pay'
- 'Dissatisfaction with performance appraisal processes'
- 'The poor public image of the profession'.

The elements in this set relate to dissatisfaction with the conditions and personal perceptions around the teaching profession, and together express a general dissatisfaction with community perceptions of the value of teachers and teaching.

Set 3: Classroom factors

Almost half (48.2%) of the teacher workforce (including both teachers and leaders) who were considering leaving the profession selected one or more classroom factors as a reason. Responses included in this set were:

- 'Insufficient support staff'
- 'Class sizes too large'
- 'I'm facing challenges with student behaviour management'.

Reasons which affect the classroom experience of teachers tended to co-occur with each other. This may indicate that it was not simply that some teachers had class sizes which were too large, while others had to manage student behaviour issues; but rather, those teachers who reported large class sizes were the ones more likely to also report issues with student behaviour.

⁸³ The principal components analysis with varimax rotation is described in the *Technical Report*.

Set 4: School culture

More than two-in-five (41.3%) teachers considering leaving the profession gave one or more school culture factor as a reason. Responses included in this set were:

- 'I am not enjoying working in schools'
- 'Unsatisfactory relationships with other staff'
- 'Insufficient professional recognition within the school'.

One-in-five (20.6%) teachers who were considering leaving reported that they did not enjoy working in schools. This reason tended to co-occur with 'insufficient professional recognition within the school' and 'unsatisfactory relationships with other staff', suggesting that the experience of school culture had a key impact on these teachers.

Set 5: Teaching as a job, not a career

More than one-in-five (22.0%) teachers considering leaving the profession selected one or more reasons that suggested they saw teaching as a job, rather than as a career. Responses included in this set were:

- 'To seek employment outside of education'
- 'I never intended teaching to be a long-term career'
- 'I have found that I am not suited to working in schools'

Teachers who planned to leave education entirely tended to be the same teachers who never planned to have a long-term career in the sector. Those who offered these as their reasons for considering leaving may be the hardest group to retain in the profession long-term.

Set 6: A break from teaching

Almost one-third (32.4%) of teachers considering leaving indicated that they may be likely to take a break from teaching, rather than leave the profession permanently. Responses included in this set were:

- 'To seek employment elsewhere in education'
- 'Parental/family reasons'

Supplementary analyses of this association indicated that parental and family reasons tended to be largely independent of those in Sets 1 to 4; that is, those who cited these reasons for leaving tended to be less concerned with reward and recognition, workload, classroom or school culture issues. Compared to others who indicated they intend to leave the profession before retirement, the reasons for considering leaving are narrower among this group.

Role of professional regulation

Interestingly, the reason associated with regulation of the teaching profession – 'the demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' – was related to both Sets 1 and 2, but statistically did not clearly fall within either set. It was fourth most frequently cited reason for planning to leave overall.

Reasons and planned years remaining

There was a clear difference in the reasons selected for considering leaving when analysed by teachers' estimates of the number of years they would remain in the profession.

Teachers in the teacher workforce intending to leave within one year or less were more likely to select reasons relating to classroom factors (Set 3; $p = .002$) and school culture (Set 4; $p < .001$), and were also more likely to select responses indicating that teaching was not their long-term career plan (Set 5; $p < .001$).

By contrast, teachers who indicated that they were planning to stay for at least ten more years were less likely to select options across all sets of reasons ($p \leq .002$) and provided fewer reasons for considering leaving overall ($p < .001$)⁸⁴, suggesting that they were potentially less impacted by current circumstances, and may instead simply anticipate a change later in their careers.

Teaching and demographic characteristics

A repeated measures logistic regression⁸⁵ was used to analyse the data, and the results are reported such that a p-value of less than .05 indicates a statistically significant difference in how often teachers with different characteristics selected the sets of reasons.

The proportion of teachers selecting individual reasons are also sometimes reported descriptively to clarify or contextualise the findings for the categories.

Classroom teachers

Classroom teachers were compared to teachers with leadership responsibilities, and to leaders. Classroom teachers were more likely to select reasons related to classroom factors (Set 3) than teachers with leadership responsibilities ($p = .004$) or those who were leaders ($p < .001$).

Learning level taught

In the teaching workforce, teachers at each learning level were compared to the teacher workforce, with supplementary analyses comparing the teaching workforce at each learning level when patterns were identified. Overall, primary teachers appeared to provide the most distinctive set of reasons for leaving:

- Early childhood teachers were less likely than the teacher workforce to select workload and coping (Set 1; $p < .001$), and classroom factors (Set 3; $p = .006$).
- Primary teachers did not differ significantly from the teacher workforce; their main reasons were related to workload and coping, reward and recognition, and professional regulation.
- Secondary teachers were more likely than the teacher workforce to select reasons indicating that teaching was never a long-term career choice (Set 5; $p < .001$).
- Secondary teachers were less likely than the teacher workforce to select workload and coping (Set 1; $p < .001$), and classroom factors (Set 3; $p = .032$).

Early childhood and secondary teachers were both less likely to select workload and coping and classroom factors than primary teachers.

Primary teachers

A targeted supplementary analysis was undertaken to determine if primary teachers differed from early childhood and secondary teachers, and was implemented by comparing teachers in the teaching workforce who only taught at one learning level. Further information is provided in the **Technical Report** that supplements this report and is available separately.

This analysis indicated that primary teachers were more likely to select workload and coping reasons (Set 1) and classroom factors reasons (Set 3) than those teaching at either the early childhood (Set 1: $p < .001$; Set 3: $p = .018$) or secondary level (Set 1: $p < .001$; Set 3: $p = .049$).

⁸⁴ See **Technical Report** for a description of the Poisson regression analysis.

⁸⁵ This statistical analysis allowed the multiple reasons teachers selected for considering leaving the profession to be analysed simultaneously. See **Technical Report** for further information.

Secondary teachers

Secondary teachers who taught across all secondary year levels were compared to those who were only teaching early secondary (Years 7–10 in New South Wales and the Northern Territory, Years 8–10 in South Australia) and senior secondary (Years 11 and 12). Those teaching at the early secondary level were then compared to those teaching at the senior secondary level.

For those secondary teachers who taught only at early secondary or only at senior secondary levels, teachers who taught only at early secondary levels were more likely to report classroom factors as their reason for intending to leave (Set 3; $p = .006$).

Gender

Although many men and women provided similar reasons, there were differences in the proportions of men and women selecting four of the six types of reasons.

Women were more likely than men to select workload and coping reasons (Set 1; $p = .001$) and reasons indicating a career break (Set 6; $p < .001$). Women's reasons for considering leaving the profession were also more likely to include all reasons associated with workload and coping (Set 1) than men:

- 'To achieve a better work/life balance' (women 70%, men 61%)
- 'The workload is too heavy' (women 72%, men 67%)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (women 61%, men 58%)

Men were more likely than women to select recognition and reward reasons (Set 2; $p < .001$) and reasons related to school culture (Set 4; $p = .009$), most notably:

- 'Dissatisfaction with performance appraisal processes' (women 13%, men 21%)
- 'Changes imposed on the school from outside (e.g. from government)' (women 48%, men 55%)
- 'The demands of professional regulation' (women 50%, men 56%)

Age

Age groups were analysed to determine if reasons for considering leaving the profession changed as age increased, and if there were specific reasons that applied for the youngest teachers (aged under 30 years) and the oldest teachers (aged 60 to 67 years).

As the age groups increased, respondents were less likely to select reasons associated with workload and coping (Set 1; $p < .001$), classroom factors (Set 3; $p < .001$), and a break from teaching (Set 6; $p < .001$). These reasons were especially likely to be given by teachers aged under 30 years (all p -values $< .05$) with those aged under 30 years also being more likely to select recognition and reward reasons (Set 2; $p = .035$), and particularly unlikely to be given by those aged over 60 years (all p -values $< .05$, with the exception of Set 3, $p = .321$).

Consistent with the broad effects of age across many sets of reasons, as age increased, respondents were likely to provide fewer reasons than other teachers ($p < .001$; under 30 years, 6.3 reasons on average; 60–67 years, 4.8 reasons on average). Although teachers aged over 60 years may report fewer issues than younger teachers, this pattern may also suggest that as teachers get older, those who had many reasons to leave have already left the profession; or that in older age groups, people are (or have become) more tolerant of issues within the profession.

Teachers aged under 30 years were more likely to select reasons related to classroom factors (Set 3) as their motivations to leave. Compared to those aged 30 to 39 years, teachers aged under 30 years were more likely to select each reason related to the classroom:

- Class sizes were too large (35% vs 28%)
- Insufficient support staff (36% vs 31%)
- Issues with behaviour management (29% vs 24%).

Although early career teachers are more likely to be represented in those aged under 30 years, the early career teacher analyses do not return this same finding for Set 3. As such, it would be wrong to assume that these effects are necessarily related to early career teacher status.

It is important to retain young teachers in the profession, not least because they have the largest number of potential years remaining in the profession. From this perspective, there may be particularly large benefits to prioritising additional classroom support for younger teachers beyond their induction into the profession. One possibility is that teachers receive additional support as part of their induction into the profession, which initially buffers against these reasons. The career intentions and induction experiences of early career teachers are discussed further in **Chapter 8**.

Age and gender

The reasons given by older teachers were similar among men and women, and the reasons given by men and women were consistent in each age group.

Across both men and women, younger respondents were more likely to report reasons related to workload and coping (Set 1), recognition and reward (Set 2), classroom factors (Set 3), and career breaks (Set 6).

Across all age groups, women were more likely than men to select reasons relating to workload and coping (Set 1), school culture (Set 4), and indicate that teaching was never a long-term career choice (Set 5); while men were more likely than women to select recognition and reward reasons (Set 2) and reasons indicating a career break (Set 6).

Gender, age and learning levels taught

There were interesting differences in the likelihood of selecting individual reasons by men and women teaching at different learning levels. Across men and women, as well as younger and older teachers in the teaching workforce, primary teachers were more likely to select workload and coping reasons (Set 1) and classroom factors reasons (Set 3).

A descriptive inspection of the individual items, however, revealed some notable differences between men and women teaching at the primary level:

- 28% of men teaching at the primary level selected a lack of recognition as a reason for considering leaving the profession, compared to 23% among women (a +7 percentage point difference). By contrast, among secondary teachers, this was 28% for men compared to 31% for women (a +3 percentage point difference).
- The two response options in Set 6 did not show the same patterns as each at the primary level. Men teaching at the primary level were relatively more likely than women to indicate their intention to seek employment elsewhere in education as a reason for considering leaving teaching. By contrast, there was no gender difference among secondary teachers.
- Men teaching at the primary level (6%) were less likely to select family and parental reasons than women (14%). By contrast, this gender difference was weaker among secondary teachers (13% men, 8% women).

School regionality

Teachers' selection of reasons related to reward and recognition (Set 2) varied with school regionality:

- Teachers in major cities were more likely than others to select recognition and reward (Set 2; $p = .004$) as their reasons for considering leaving the profession compared to teachers in schools across regional and remote areas.
- Teachers in remote and very remote areas were less likely than others to select recognition and reward as their reasons for considering leaving compared to the teacher workforce located across major cities and regional areas (Set 2; $p = .024$).

School sector

The reasons given for considering leaving the teaching profession by teachers in government schools were compared to those of the teacher workforce in non-government schools.

The current data is not yet suitably representative of Catholic and independent school sectors to justify examining quantitative analysis of the different kinds of non-government schools.

Care must be taken in interpreting these findings due to the diversity of these schools across jurisdictions. However, differences between government and non-government schools, which the current data suggests might be more attributable to teachers in the sample working in Catholic or independent schools, are noted.

Teachers in government schools were more likely than those at non-government schools to select reasons associated with recognition and reward (Set 2; $p < .001$), classroom factors (Set 3; $p < .001$) and school culture factors (Set 4; $p = .001$). Across non-government schools in New South Wales and South Australia, reasons associated with classroom factors appear to be selected less frequently in independent schools.

Chapter 8 Early Career Teachers

The Organisation for Economic Cooperation and Development (OECD) and international research on early career teachers typically define ‘early career’ as being within the first two to five years employed as a teacher.⁸⁶ Early career teachers are, in this report, defined as those who had been working in the teaching profession for up to five years.

It is widely recognised that this period is a critical time for teachers beginning in the profession, and that supports must be built around the early career teacher for success – including quality induction that includes practice-focused mentoring and time allocated for professional learning and observation of practice.^{87 88} However, according to the 2018 Teaching and Learning International Survey (TALIS), while higher than the overall OECD average of 22%, only 37% of Australia’s early career teachers report having a mentor.⁸⁹ Improved data on the incidence and nature of induction and mentoring activities experienced by early career teachers can provide valuable insights that shape workforce policy and planning in the future.

Beginning with a demographic overview, and comparing the characteristics of early career teachers to the teaching workforce, this chapter provides information about early career teachers in New South Wales, the Northern Territory and South Australia with regard to:

- demographic and teaching characteristics
- employment and contractual arrangements
- working hours and tasks
- qualifications and professional learning
- induction experiences
- career intentions.

The same information about early career teachers is also provided in the state supplements, separately for New South Wales, the Northern Territory and South Australia – comparing the early career teachers from each jurisdiction to all early career teachers.

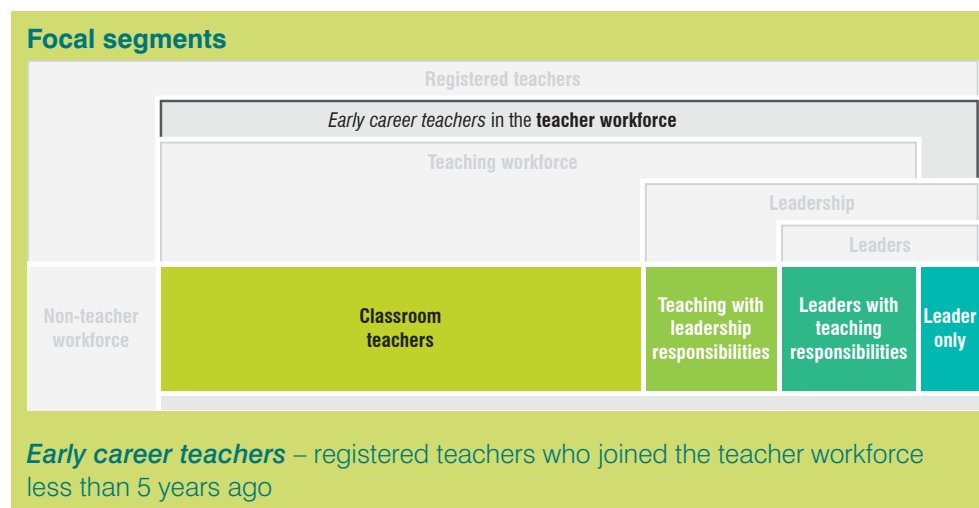
⁸⁶ Paniagua, A & Sánchez-Martí, A 2018, ‘Early career teachers: Pioneers triggering innovation or compliant professionals?’, *OECD Education Working Papers*, No. 190, OECD Publishing, Paris, <<https://doi.org/10.1787/4a7043f9-en>>.

⁸⁷ Department for Education 2021, *Early Career Framework: Core induction programme*, UK Government, London, <<https://www.early-career-framework.education.gov.uk>>.

⁸⁸ Australian Institute for Teaching and School Leadership 2016, *Graduate to Proficient: Australian guidelines for teacher induction into the profession*, AITSL, Melbourne, <<https://www.aitsl.edu.au/tools-resources/resource/graduate-to-proficient-australian-guidelines-for-teacher-induction-into-the-profession>>.

⁸⁹ Organisation for Economic Cooperation and Development 2019, *TALIS 2018 Results (Volume I): Teachers and School Leaders as Lifelong Learners*, OECD Publishing, Paris, <<https://doi.org/10.1787/1d0bc92a-en>>.

About the data



The data used in this chapter is drawn from the ATWD Teacher Survey and has been linked to registration data from teacher regulatory authorities and initial teacher education (ITE) data drawn from HEIMS. The ATWD Teacher Survey was completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

An early career teacher is identified as a teacher who had begun teaching in the last five years. Data in this chapter refers to all respondents to the ATWD Teacher Survey who indicated that they had a face-to-face teaching role (either as their main role or in addition to a leadership role) and had begun teaching no earlier than 2014.

This report draws upon data provided in the ATWD Teacher Survey for 2018, so early career teachers are those who began their teaching careers in 2014, 2015, 2016, 2017 or 2018. Eighteen per cent (18%) of the teacher workforce identified in the ATWD Teacher Survey were identified as being early career teachers ($n=2,602$).

For New South Wales and the Northern Territory, 'early career' was calculated using the first year an individual worked in Australia. This distinction was not available for data from South Australia and early career was calculated using the first year worked in general (regardless of whether it was in Australia or overseas).⁹⁰ Given this, the number of early career teachers in South Australia may be marginally overestimated.

Residential locations for teachers in the sample were drawn from regulatory authority data, using the postcodes provided by teachers during registration. School locations where teachers were employed were drawn from respondents' answers to ATWD Teacher Survey questions.

In the ATWD Teacher Survey, questions about induction asked in the South Australia survey were expanded for greater clarity in New South Wales and the Northern Territory.

South Australian teachers were presented with a list of induction activities and asked which they had been provided since they began teaching. In contrast, teachers registered in New South Wales and the Northern Territory were first asked whether they received a formal induction process when they began as a newly graduated teacher, then only those who indicated that they had received a formal induction were asked to respond to the list of induction activities.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

⁹⁰ Survey improvements were applied for New South Wales and the Northern Territory, based on responses to the South Australia survey.

Summary

Half (51%) of early career teachers held provisional registration, with this registration status being more prevalent among teachers who had joined the profession in the previous three years. Most early career teachers (72%) worked in the government school sector, and were similarly likely to work across the range of school or service types as all teachers in the teaching workforce.

Early career teachers taught across all year levels at the primary level at a similar proportion to the teaching workforce, but at the secondary level were slightly more likely to teach Years 7 to 9, and slightly less likely to teach Years 11 and 12. However, by the time they have four or five years' experience, early career teachers are similarly likely to be teaching Year 11 and 12 as teachers in the teaching workforce.

Almost half (47%) of early career teachers were under 30 years of age, compared to 10% of the teaching workforce. The average age of early career teachers was 33.8 years, and the median age was 30 years. Early career teachers were similarly likely to report having a disability (5%) as the teaching workforce, as well as to have been born in Australia (84%). Most early career teachers (69%) lived in major cities.

Just over one-third (37%) of early career teachers with less than five years' experience had an ongoing or permanent role, compared to 66% of the teaching workforce. They were considerably less likely to hold ongoing or permanent positions within the first three years of their careers (29%).

Early career teachers were slightly more likely than the teaching workforce to be employed as casual/relief teachers (CRTs), however were considerably more likely (57%) to have indicated that this was because they were unable to secure a contract or permanent position compared to all CRTs (35%).

Early career teachers were similarly likely as the teaching workforce to report working more hours than they were paid to work. Full-time early career teachers reported that they worked, on average, 16.8 hours per week above what they were paid to work, as did all full-time teachers. Part-time early career teachers reported working between 3.3 and 18.5 hours more than they were paid to work in a typical week, similar to all part-time teachers. Early career teachers consistently reported working, on average, slightly more face-to-face teaching hours than the teaching workforce.

The distribution of early career teachers' ITE qualifications across learning levels largely reflected that in the teaching workforce. Early career teachers, particularly within the first three years of teaching, were moderately more likely to hold a Masters degree as their ITE qualification than all teachers in the teaching workforce, and less likely to hold a Graduate Diploma, reflecting changes to ITE program offerings since 2015.

Almost all (98%) early career teachers reported having undertaken professional learning in 2018, and more than half (56%) reported having completed 20 hours or more. Across all subjects, early career teachers were proportionately less likely than other teachers to be teaching in-field.

A majority (63%) of early career teachers received some form of formal induction to the teaching profession. Early career teachers reported finding targeted professional learning opportunities (58%), being mentored or coached (53%) and orientation programs (52%) as the most helpful induction activities.

Early career teachers were moderately more likely than the teaching workforce to indicate they intended to leave the profession, or be unsure about whether they would stay in the profession until retirement. Over one-third (34%) of early career teachers indicated that they intended to leave the profession before retirement. The most commonly selected reasons for considering leaving were those related to workload and coping.

Teaching characteristics

Registration

Just over half (51%) of early career teachers with up to five years' experience held provisional registration status. Provisional registration was more often held by early career teachers in their first three years of teaching (70%). This dropped to 27% of those who had been teaching for four or five years (**Figure 8-1**).

Some early career teachers who had been working for under five years had been registered for longer than five years. For example, in New South Wales, 'conditional accreditation' is available to those in their final year of an accredited undergraduate or graduate entry ITE qualification, or who have completed a non-teaching Bachelor degree and have an offer of employment as a teacher in a New South Wales school. Similarly, regulatory authorities in some jurisdictions grant 'permission to teach' to individuals while they are still completing their ITE through alternative pathways into the profession.

While 89% of early career teachers had been registered for five years or fewer, 11% of early career teachers who had been teaching for five years or fewer had nevertheless been registered for six years or more (**Figure 8-2**).

Figure 8-1: Registration type, early career teachers

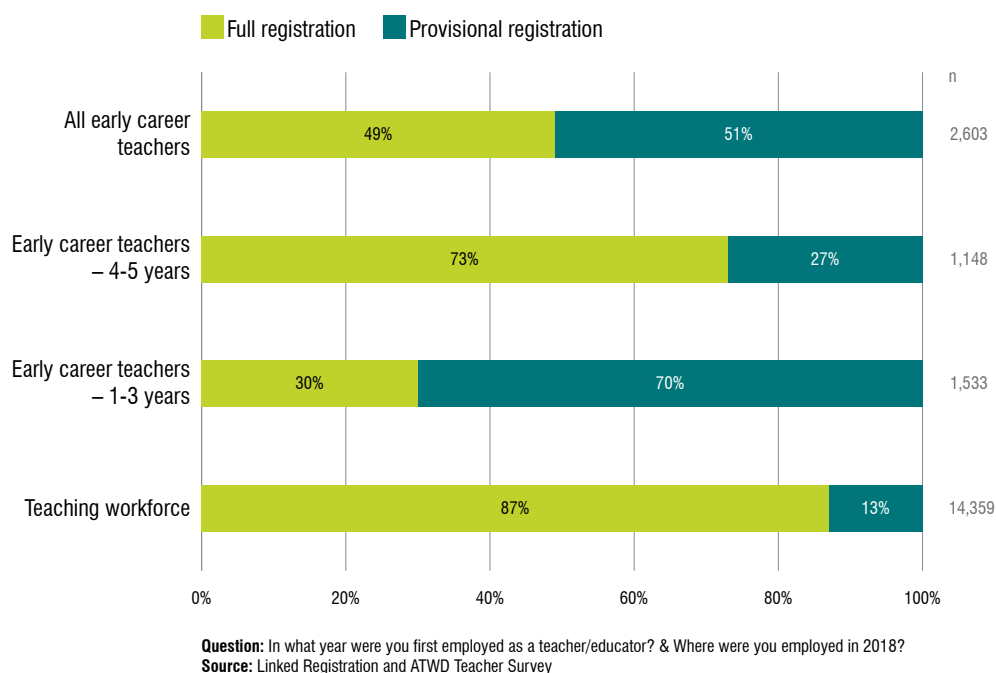
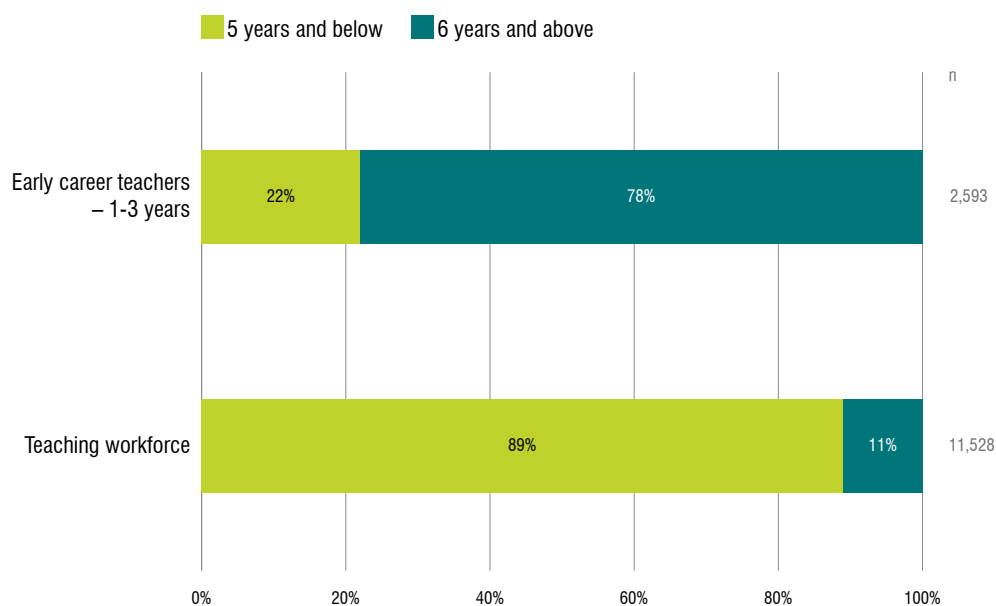


Figure 8-2: Years registered, early career teachers



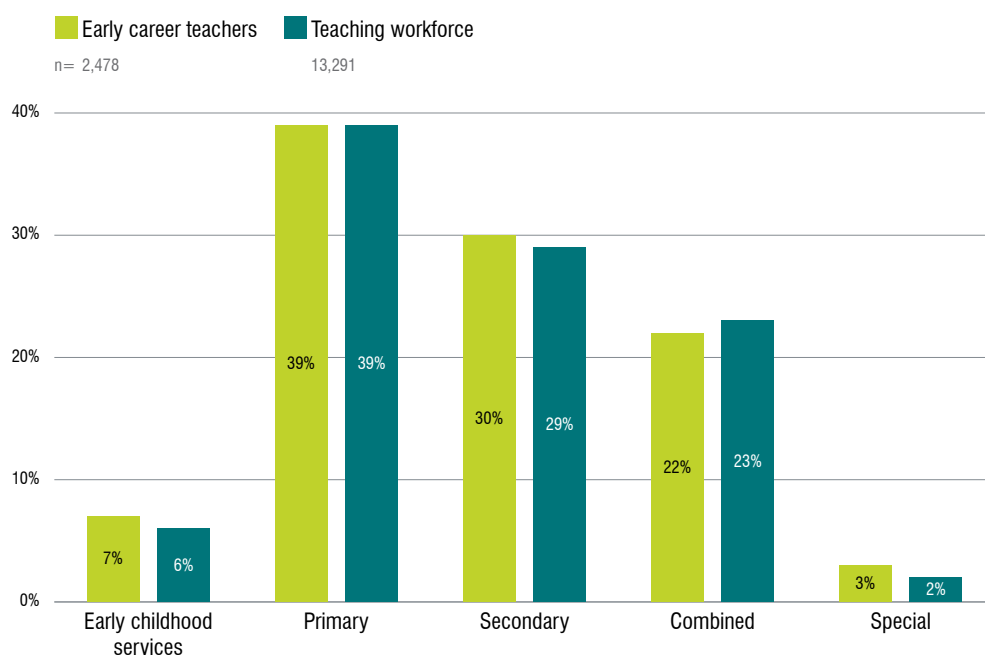
Source: Linked Registration and ATWD Teacher Survey

School type and sector

The distribution of early career teachers across different types of schools was similar to that found in the wider teacher population. Early career teachers were similarly likely to work in an early childhood service, primary school, secondary school, combined level school or special school as the teaching workforce (**Figure 8-3**).

As was the case across the whole teacher workforce, most early career teachers (72%) worked in the government sector. However, early career teachers worked more often in government schools and less often in the Catholic sector compared to the overall teaching workforce (**Figure 8-4**). The state supplements accompanying this report provides early career data for each state, including additional sector-based comparisons.

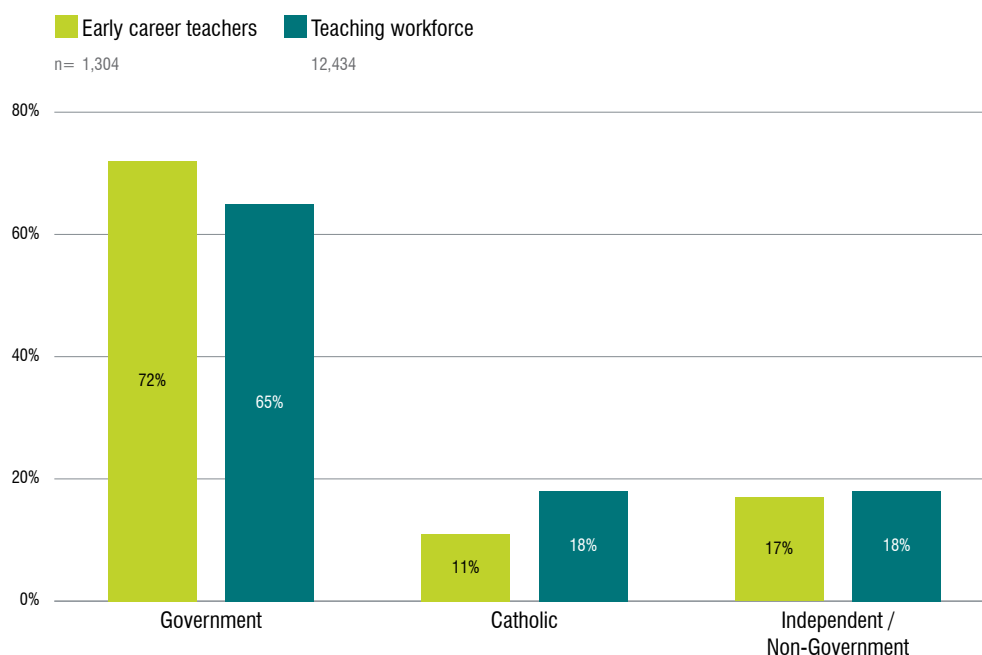
Figure 8-3: School or service type, early career teachers



Question: Select the name of the school / early childhood service / preschool where you are currently employed.

Source: ATWD Teacher Survey with ACARA Profile

Figure 8-4: School sector, early career teachers in schools



Question: Select the name of the school / early childhood service / preschool where you are currently employed.
Source: ATWD Teacher Survey with ACARA Profile

Year levels taught

Early career teachers were not less likely to teach later primary levels than other teachers, and many early career teachers teach at Years 11 and 12.

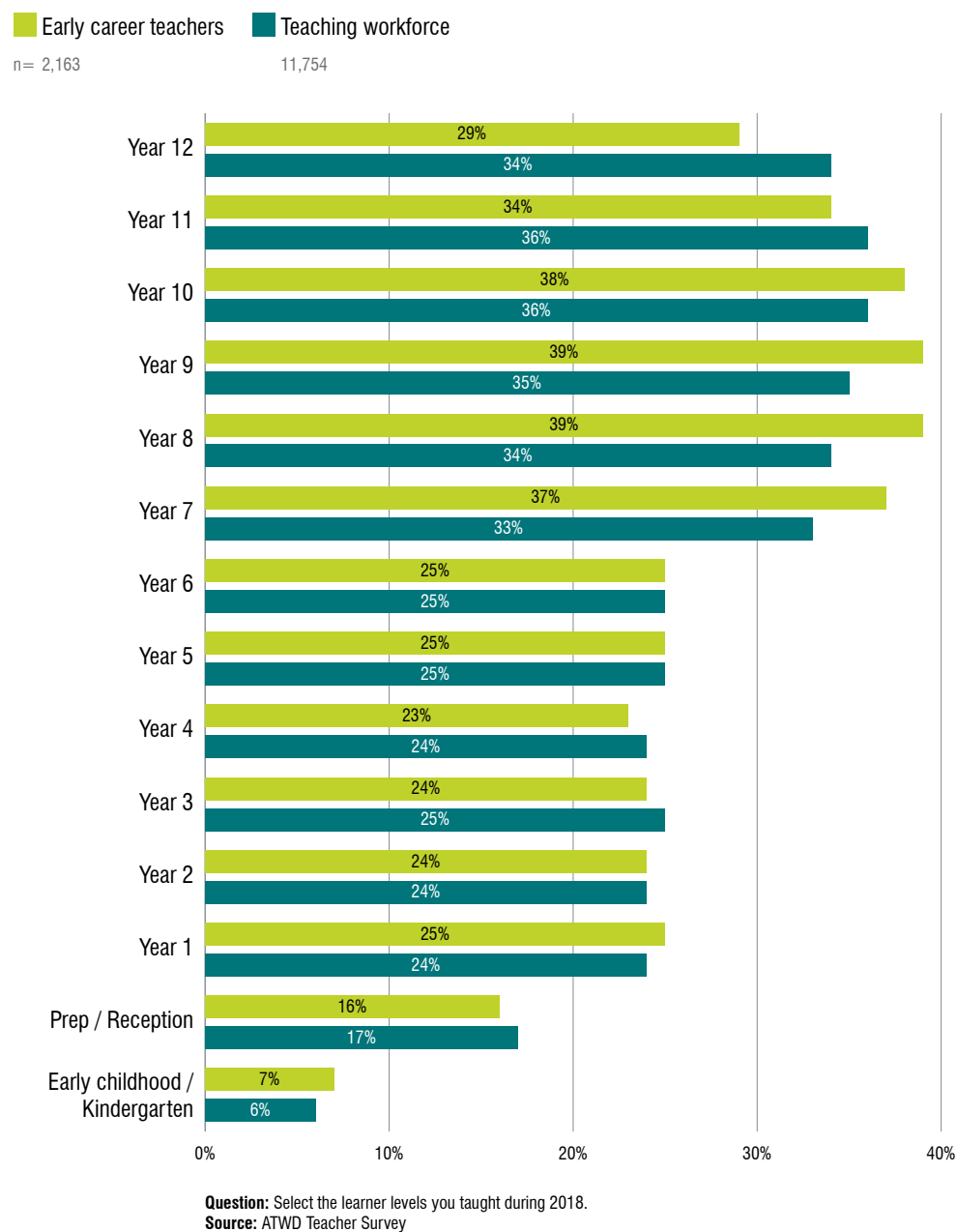
Early career teachers in primary schools were distributed across Years 1 to 6 in the same proportions as primary teachers overall (**Figure 8-5**).

Early career teachers in secondary schools taught across all year levels, with early career teachers more likely to teach Years 7 to 9 compared to the teaching workforce. Proportionately, while they were 5 percentage points less likely to teach Year 12 than all teachers in the teaching workforce, almost one-third of early career teachers were teaching at Year 11 (34%) and Year 12 levels (29%) (**Figure 8-5**).

While teaching Year 11 and 12 was more common among early career teachers with four or five years' experience (Year 12: 33%; Year 11: 36%), 26% of early career teachers with three years' experience or less taught at Year 12 level and 33% taught Year 11 (**Figure 8-6**).

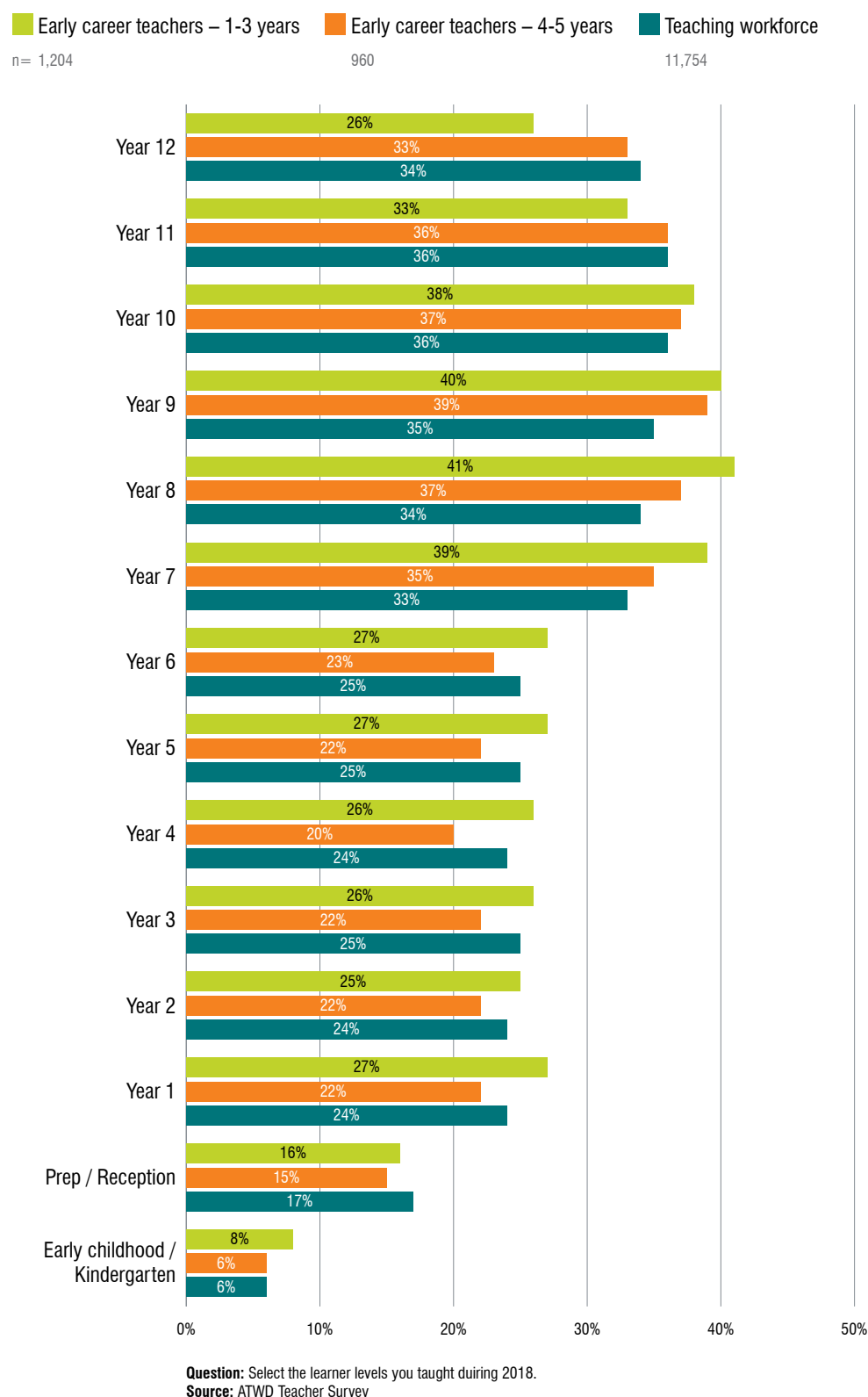
By the time they have four or five years' experience, early career teachers are similarly likely to be teaching Year 11 and 12 as the teaching workforce (**Figure 8-6**).

Figure 8-5: Year levels taught, early career teachers in schools ⁹¹



⁹¹ Respondents could select multiple year levels.

Figure 8-6: Year levels taught, early career teachers in schools, by years since first started teaching ⁹²



⁹² Respondents could select multiple year levels.

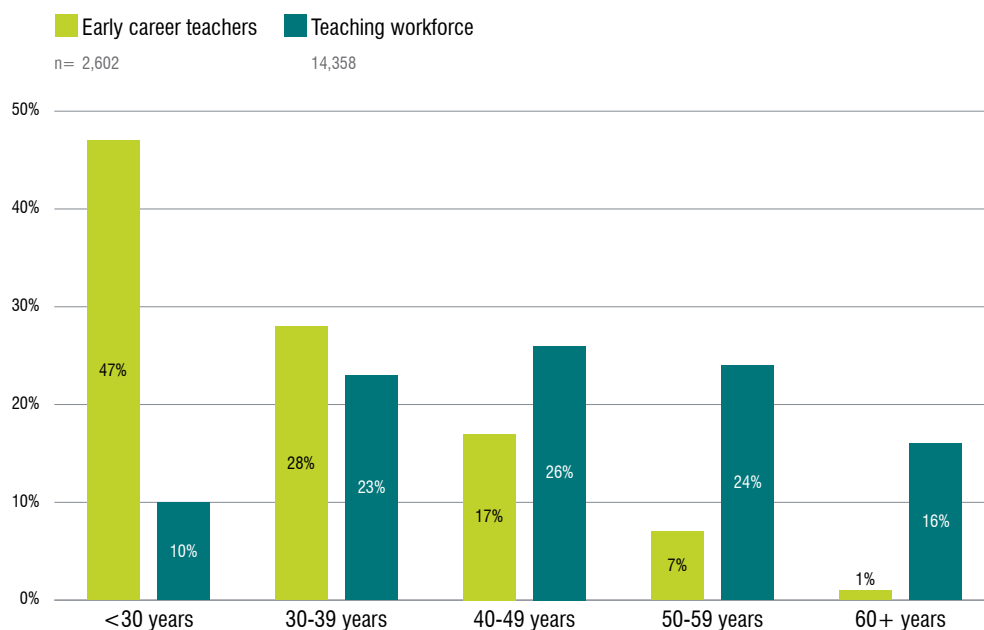
Demographic characteristics

Age

Understandably, early career teachers were considerably more likely to be aged under 30 years than were all teachers in the teaching workforce. Almost half (47%) of early career teachers were under 30 years of age, compared to 10% of all teachers (*Figure 8-7*).

The average age of early career teachers was 33.8 years, and the median age was 30 years. The average, as well as the median, age of the teaching workforce was 46 years (see also *Table 4-1*).

Figure 8-7: Age distribution, early career teachers

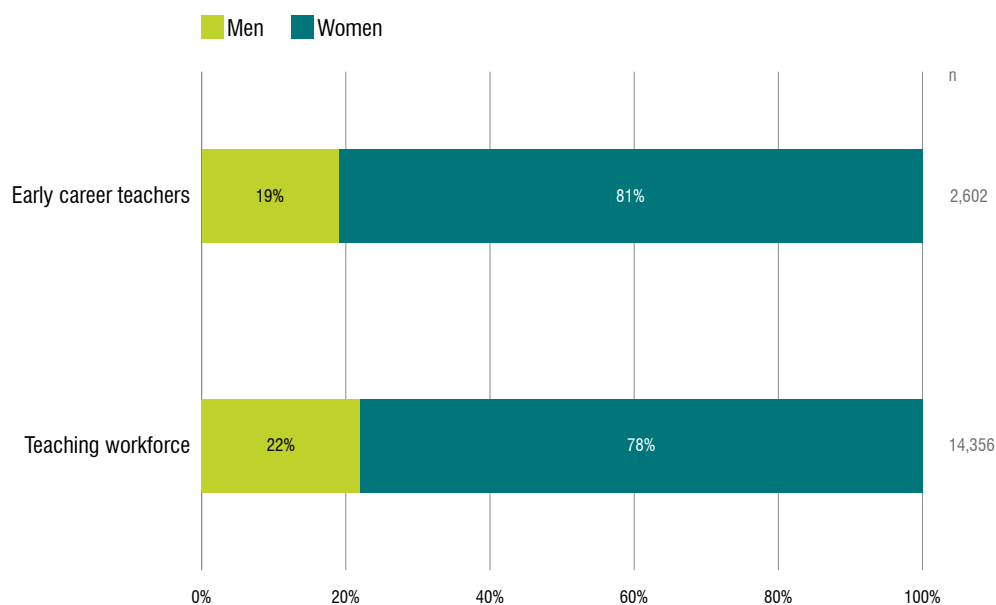


Source: Linked Registration and ATWD Teacher Survey

Gender

Early career teachers were slightly more likely to be women than the teaching workforce, with 81% being women, compared to 78% of the teaching workforce (**Figure 8-8**).

Figure 8-8: Gender, early career teachers

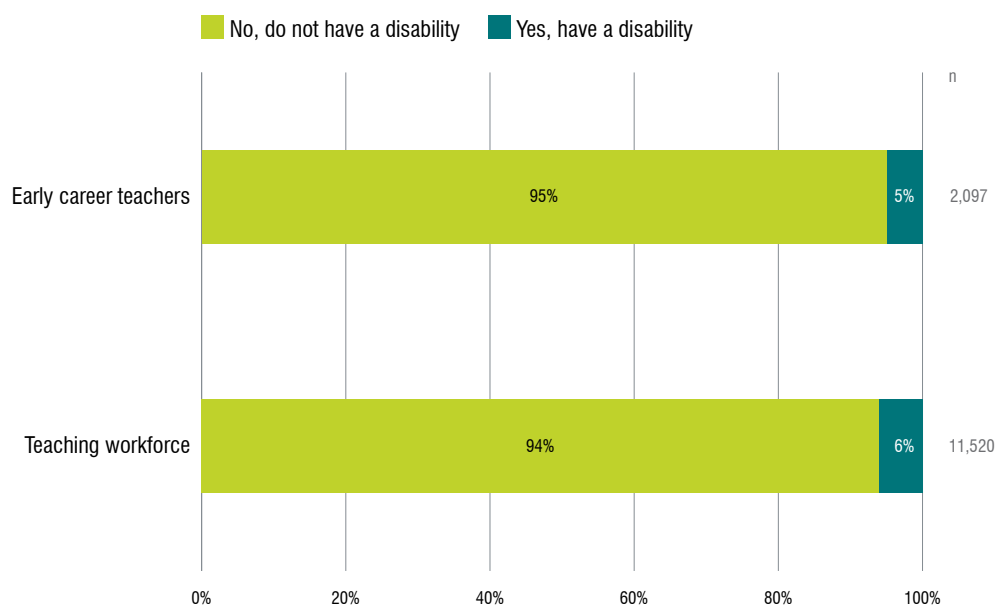


Source: Linked Registration and ATWD Teacher Survey

Disability

Early career teachers (5%) were similarly likely as the whole teaching workforce (6%) to have self-identified as having a disability (**Figure 8-9**).

Figure 8-9: Disability status, early career teachers



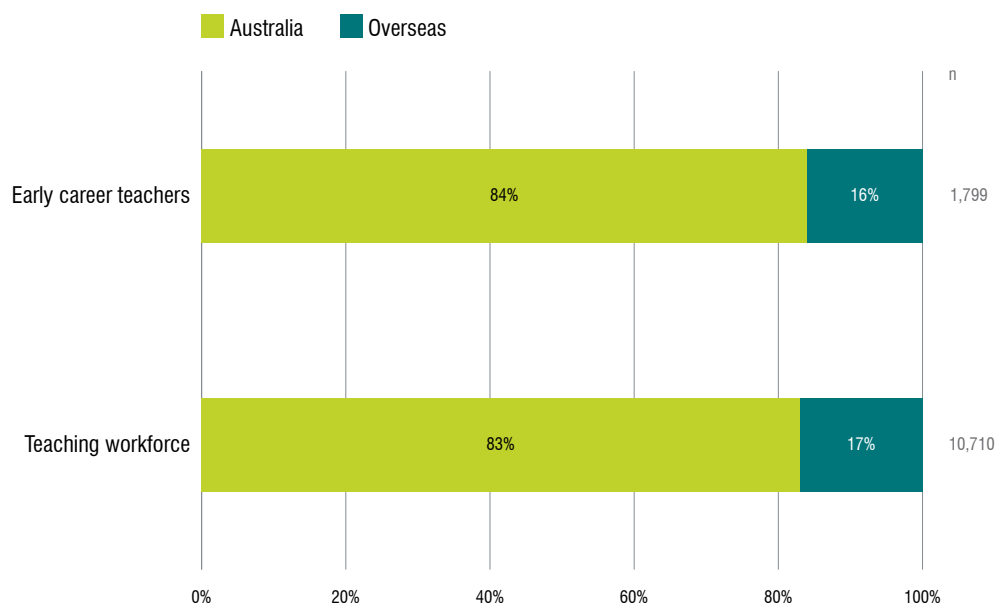
Question: Do you have a disability, impairment or long-term medical condition? Select from list.

Source: Linked Registration and ATWD Teacher Survey

Country of birth

Early careers teachers (16%) were similarly likely as the whole teaching workforce (17%) to have been born overseas (**Figure 8-10**).

Figure 8-10: Country of birth, early career teachers



Source: Linked Registration and ATWD Teacher Survey

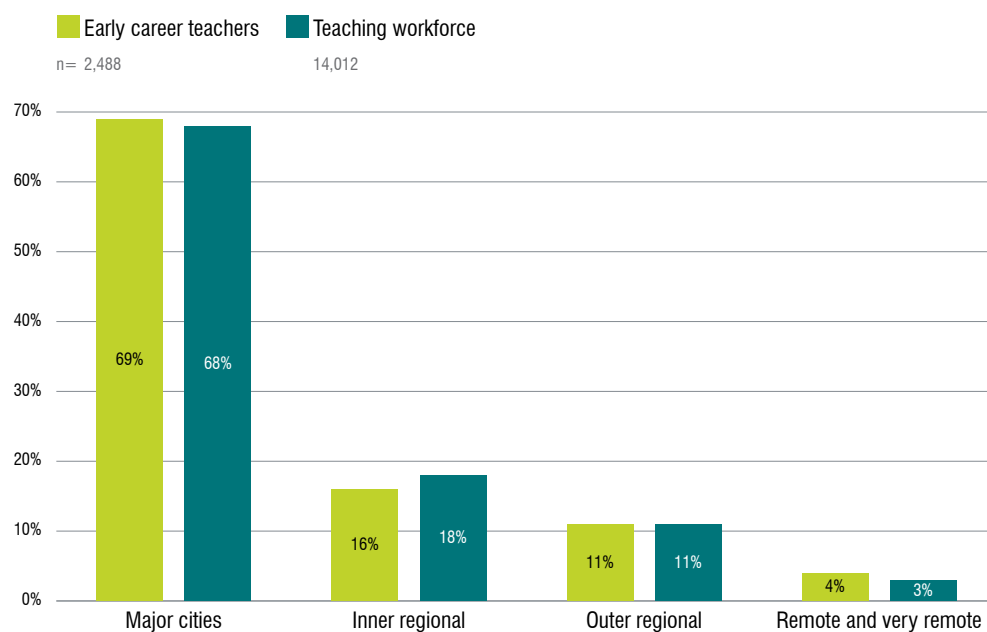
Regionality

Most early career teachers lived in major cities (69%). Early career teachers were similarly likely to live in remote and very remote areas as the teaching workforce (early career teachers 4%; teaching workforce 3%) (**Figure 8-11**).

Most early career teachers worked in major cities (67%) as did 67% of the teaching workforce. Early career teachers were similarly likely to work in remote and very remote areas as the teaching workforce (early career teachers: 6%; teaching workforce: 4%) (**Figure 8-12**).

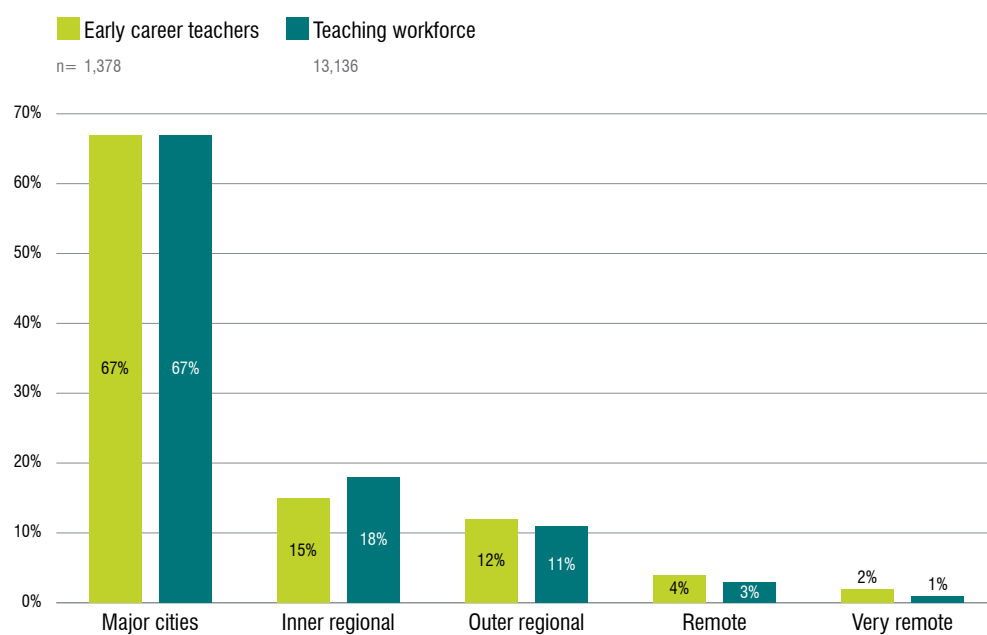
As in the teaching workforce, the distribution of early career teachers' residential locations was similar to that for their workplace locations.

Figure 8-11: Residential location, early career teachers



Source: Linked Registration and ATWD Teacher Survey

Figure 8-12: Workplace location, early career teachers



Question: Please select the name of the school / early childhood service / preschool where you are currently employed.

Source: ATWD Teacher Survey with ACARA School Profile

Employment arrangements

Contractual arrangements

In 2018, just over one-third (37%) of early career teachers with less than five years' experience reported they had an ongoing or permanent role, compared to 66% of the teaching workforce (**Figure 8-13**).

Another third (36%) of early career teachers reported they had a fixed-term employment contract of one year, compared to 15% of the teaching workforce, and a further 10% were employed on fixed-term contracts of less than one year (compared to 4% of the teaching workforce).

Early career teachers were considerably less likely to report holding ongoing or permanent positions within the first three years of their careers (29%). Even so, fewer than half (47%) of those who had been teaching for four or five years indicated they had an ongoing or permanent role (**Figure 8-14**).

Among early career teachers with three years' experience or less:

- less than one-third were (29%) on permanent ongoing contracts.
- around half (52%) held fixed-term contracts of one year (38%) or less (14%).

Among early career teachers who had been working for four or five years:

- almost half (47%) reported they held a permanent ongoing contract
- fixed-term contracts of one year or less were only slightly less common, with 40% of those with four or five years' experience reporting they were contracted in this way. However, this was largely due to fewer of these teachers reporting being employed on contracts under one year (fixed-term/contract of approx. 1 to 3 terms, early career teachers (1 to 3 years): 14%; early career teachers (4 to 5 years): 6%)

Figure 8-13: Employment contract types, early career teachers

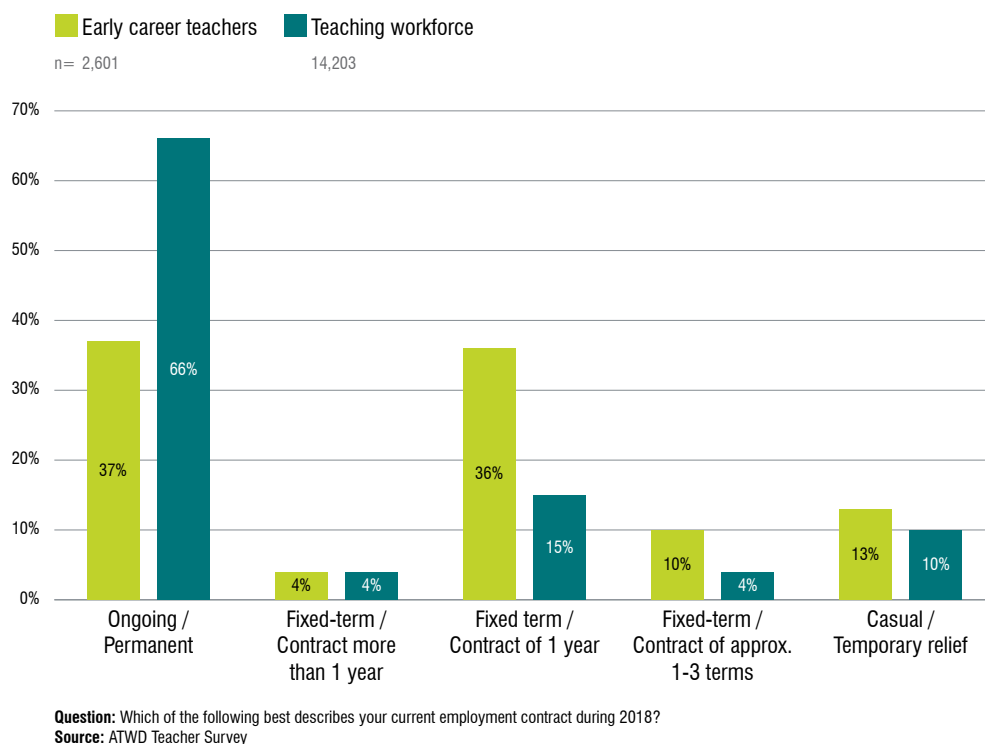
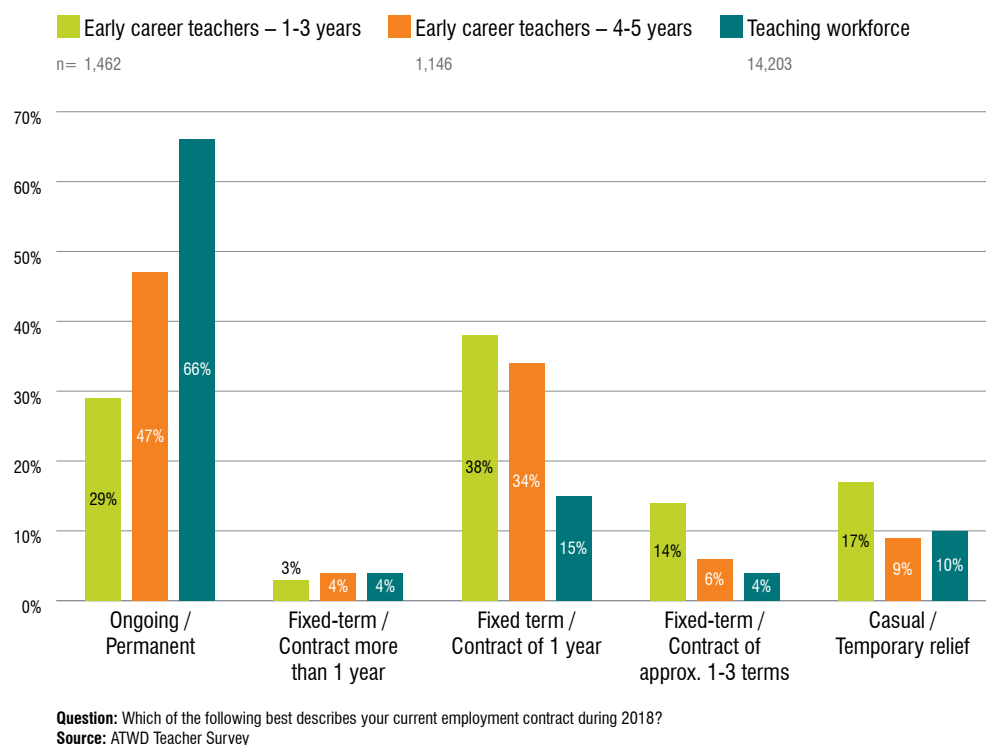


Figure 8-14: Employment contract types, early career teachers, by years since first started teaching



Casual and relief teachers

Early career teachers were slightly more likely than the teaching workforce to report being employed as casual/relief teachers (CRTs) (**Figure 8-13**).

Of the 13% of early career teachers who reported being employed as CRTs, over half (57%) indicated that it was because they were unable to secure a contract or permanent position, compared to around one third (35%) of all CRTs (**Figure 8-16**). This remained true even for those who had been working for four or five years.

Of the early career teachers employed as CRTs who had been working for less than three years, 59% indicated that they were CRTs because they were unable to secure a contract or permanent position. This was similarly the reason given by over half (53%) of CRT teachers who had been working for four or five years (**Figure 8-16**).

Figure 8-15: Reasons for working on a casual contract, early career CRTs

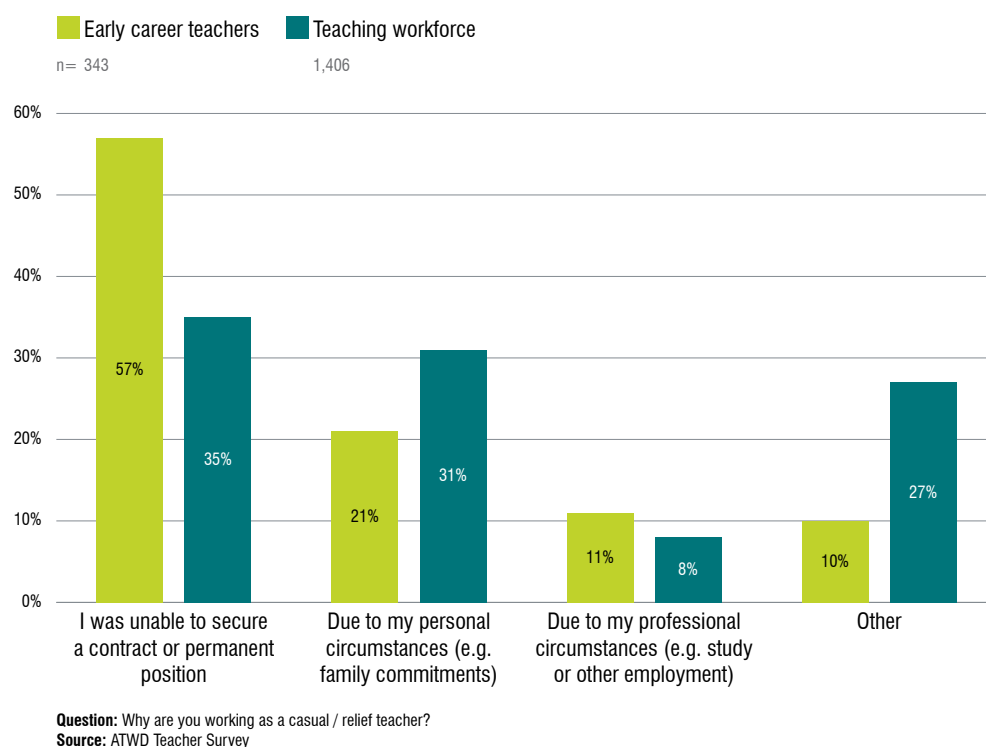
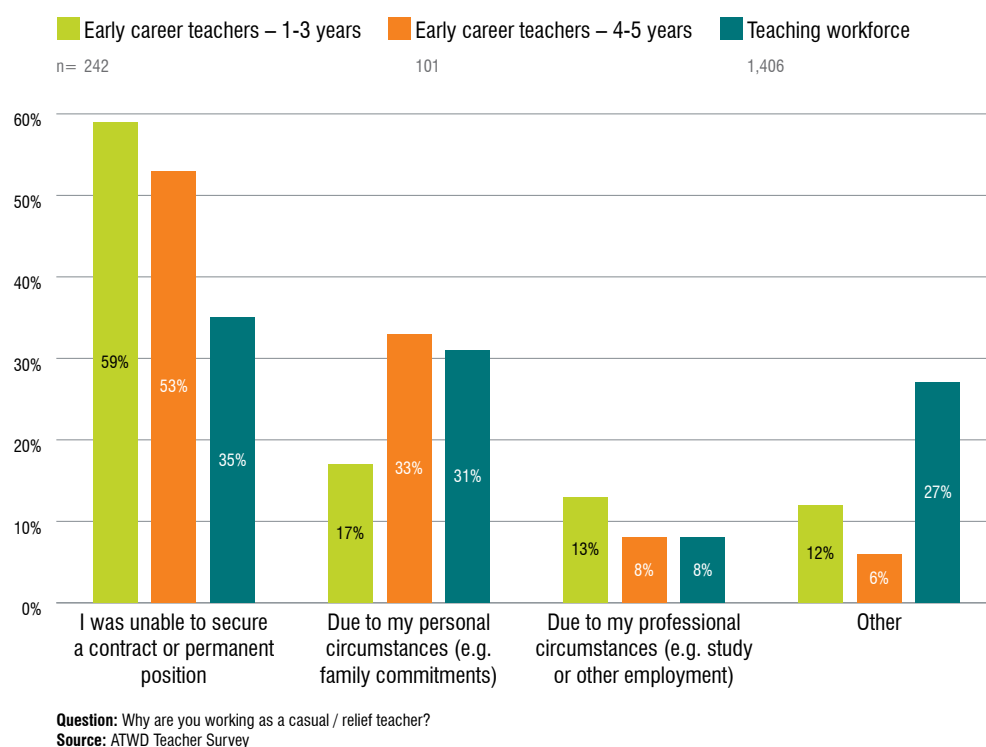


Figure 8-16: Reasons for working on a casual contract, early career CRTs, by years since first started teaching



Working hours and tasks

Paid working hours

Early career teachers who had been working for four or five years more often reported being engaged on a full-time basis (63%) than those who had been working for three years or less (55%) (**Figure 8-17**).

Of most interest were differences in the number of hours worked by teachers employed part-time. Of the early career teachers who reported working part-time, almost half (47%) worked close to full-time hours (31 to 35 hours per week). Working slightly reduced hours relative to full-time work was the case for 33% of all teachers in the teaching workforce (**Figure 8-18**).

Figure 8-17: Paid working hours summary, early career teachers, by years since first started teaching

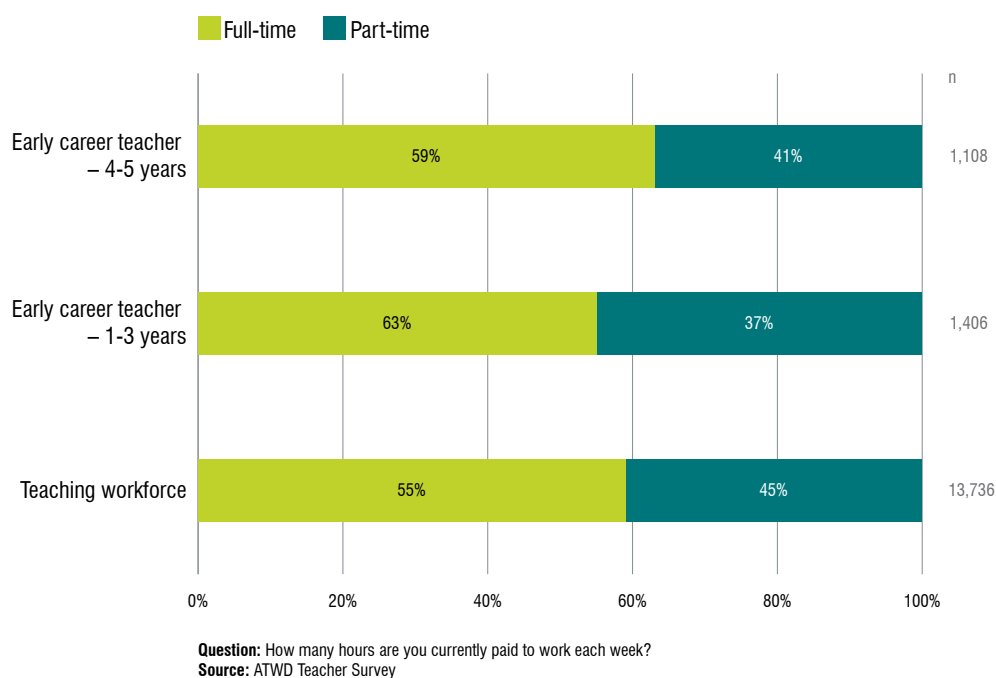
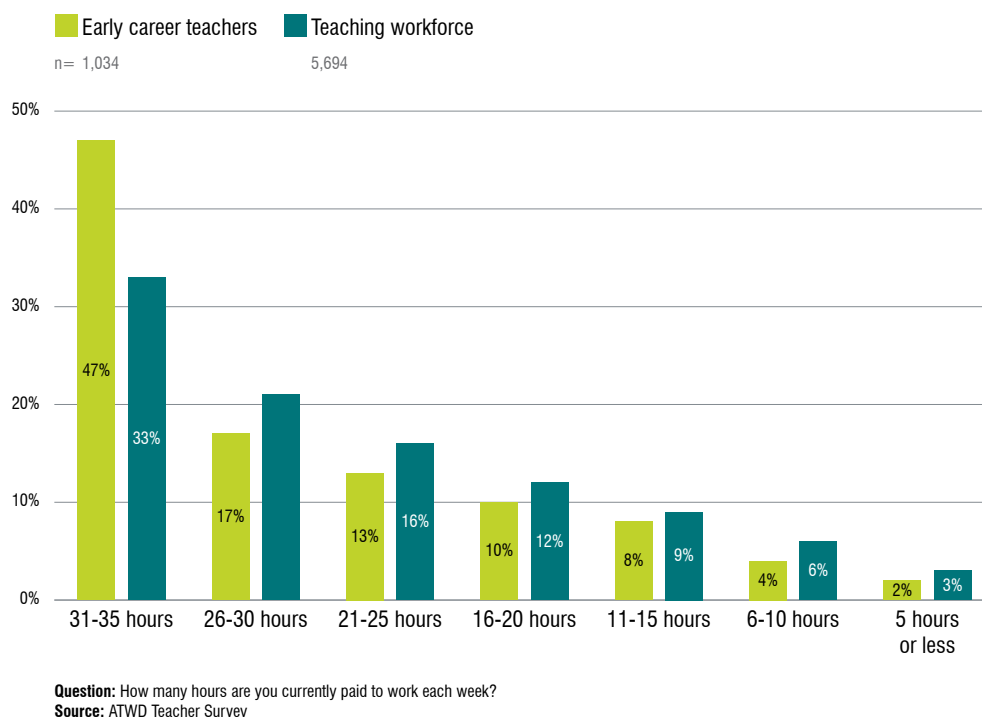


Figure 8-18: Paid working hours, part-time early career teachers ⁹³



Total hours worked

Teachers reported the number of hours they actually worked in a typical working week, in addition to the number of hours for which they were contractually engaged to work. A typical working week was defined in the ATWD Teacher Survey as a week “not shortened by breaks, public holidays, sick leave etc”.

Full-time early career teachers reported working an average of 56.8 total hours per week, which is the same as reported by all teachers in the teaching workforce. Reported average total hours worked were similar between early career teachers who had been working in the profession for three years or less, and four or five years (57 hours and 56.2 hours respectively) (**Table 8-1**).

Full-time early career teachers reported that they worked, on average, 16.8 hours per week above what they were paid to work, as did all full-time teachers (**Table 8-5**). However, full-time early career teachers at the early childhood level reported working slightly lower hours on average (48.8 hours) than all full-time early childhood teachers (50.6 hours), and considerably lower hours than full-time early career teachers at the primary and secondary levels (57.5 hours and 57.1 hours) (**Table 8-3**).

Overall, part-time early career teachers across the paid work categories reported working a similar number of hours in a typical working week as their part-time teacher counterparts (**Table 8-2**). Part-time early career teachers reported working between 3.3 and 18.5 hours more than they were paid to work in a typical week, similar to all part-time teachers (**Table 8-5**). However, part-time early career teachers working in each of early childhood, primary and secondary levels reported working slightly higher average hours than part-time teachers overall (**Table 8-4**).

⁹³ The relative standard error for ‘Early career teachers’ for the category ‘5 hours or less’ is between 25% and 50%, and this data should be used with caution.

Table 8-1: Average total working hours, full-time early career teachers, by years since first started teaching

	Early career teachers (1–3 years)	Early career teachers (4–5 years)	Early career teachers (1–5 years)	Teaching workforce
Number of teachers	755	683	1,433	7,695
Average total working hours	57	56.2	56.8	56.8

Table 8-2: Average total working hours, early career teachers, by paid working hours

	Paid hours	Average total hours by early career teachers	Average total hours worked by teaching workforce
Full-time	36 – 40 hours	56.8 (n=1,433)	56.8 (n=7,695)
Part-time	31 – 35 hours	53.5 (n=474)	53.1 (n=1,824)
	26 – 30 hours	43.5 (n=167)	43.5 (n=1,104)
	21 – 25 hours	34.4 (n=125)	35.2 (n=877)
	16 – 20 hours	28.2 (n=104)	27.8 (n=653)
	11 – 15 hours	20.5 (n=77)	21.5 (n=464)
	6 – 10 hours	n.p.	14.1 (n=310)
	5 hours or less	n.p.	10.4 (n=139)

Table 8-3: Total working hours, full-time early career teachers, by learning levels taught

	Total working hours		
	Early childhood	Primary	Secondary
Early career teachers	48.8 (n=94)	57.5 (n=725)	57.1 (n=668)
Teaching workforce	50.6 (n=372)	57 (n=3,795)	57.1 (n=3,871)

Table 8-4: Total working hours, part-time early career teachers, by learning levels taught

	Total working hours		
	Early childhood	Primary	Secondary
Early career teachers	34.4 (n=70)	42.2 (n=571)	41.2 (n=409)
Teaching workforce	31.2 (n=434)	39.2 (n=3,056)	39.7 (n=2,160)

Table 8-5: Average hours worked above paid working hours, early career teachers

		Early career teachers (1–5 years)	Teaching workforce
	Paid hours	Average hours worked above paid hours	Average hours worked above paid hours
Full-time	36 – 40 hours	16.8 (n=1,433)	16.8 (n=7,695)
Part-time	31 – 35 hours	18.5 (n=474)	18.1 (n=1,824)
	26 – 30 hours	13.5 (n=167)	13.5 (n=1,104)
	21 – 25 hours	9.4 (n=125)	10.2 (n=877)
	16 – 20 hours	8.2 (n=104)	7.8 (n=653)
	11 – 15 hours	5.5 (n=77)	6.5 (n=464)
	6 – 10 hours	n.p.	4.1 (n=310)
	5 hours or less	n.p.	5.4 (n=139)

Face-to-face teaching hours

Full-time early career teachers consistently reported working, on average, slightly more face-to-face teaching hours than all teachers in the teaching workforce.

Full-time early career teachers reported working an average of 25.4 face-to-face teaching hours per week, regardless of how many years they had been teaching. This is 2.3 hours per week higher than for all full-time teachers (**Table 8-6**).

The face-to-face teaching load was greater for early childhood teachers compared to those teaching other learning levels (**Table 8-7; Table 8-8**):

- Full-time early career early childhood teachers reported working, on average, 3.3 more face-to-face teaching hours than all full-time early childhood teachers.
- Part-time early career early childhood teachers reported working, on average, 3.8 more face-to-face teaching hours than all part-time early childhood teachers.
- Full-time early career primary teachers reported working, on average, 1.9 more face-to-face teaching hours than all full-time primary teachers.
- Part-time early career primary teachers reported working, on average, 2.1 more face-to-face teaching hours than all part-time primary teachers.
- Full-time early career secondary teachers reported working, on average, 2.2 more face-to-face teaching hours than all full-time secondary teachers.
- Part-time early career secondary teachers reported working, on average, 1.8 more face-to-face teaching hours than all part-time secondary teachers.

Table 8-6: Average face-to-face teaching hours, full-time early career teachers, by years since first started teaching

	Early career teachers (1-3 years)	Early career teachers (4-5 years)	Early career teachers (1-5 years)	Teaching workforce
Number of teachers	728	669	1,394	7,520
Average face-to-face hours	25.4	25.3	25.4	23.1

Table 8-7: Average face-to-face teaching hours, full-time early career teachers, by learning levels taught

	Average face-to-face teaching hours		
	Early childhood	Primary	Secondary
Early career teachers	32.6 (n=93)	25.8 (n=726)	23.5 (n=668)
Teaching workforce	29.3 (n=371)	23.9 (n=3,798)	21.3 (n=3,871)

Table 8-8: Part-time early career teachers' average face-to-face teaching hours, by learning levels taught

	Average face-to-face teaching hours		
	Early childhood	Primary	Secondary
Early career teachers	22.6 (n=70)	20.7 (n=571)	19.5 (n=409)
Teaching workforce	18.8 (n=433)	18.6 (3,055)	17.7 (n=2,161)

Further analysis of average face-to-face teaching hours by hours paid to work indicates that, similar to all part-time teachers, part-time early career teachers' teaching hours decreased as paid working hours decreased. Although profiles for part-time teaching hours per week were similar overall for early career teachers and the teaching workforce, early career teachers who were contracted to work 26 to 35 reported working slightly more hours than their counterparts overall (**Table 8-9**).

Sample sizes were too small to examine part-time teaching hours by learning levels taught for early career teachers.

Table 8-9: Average face-to-face teaching hours, early career teachers, by paid working hours

Hours paid to work		Average face-to-face teaching hours	
		Early childhood teachers	Primary teachers
Full-time	36 – 40 hours	25.4 (n=1,394)	23.1 (n=7,520)
Part-time	31 – 35 hours	24.6 (n=395)	23.5 (n=1,794)
	26 – 30 hours	21.7 (n=134)	20.1 (n=1,066)
	21 – 25 hours	17.0 (n=90)	16.9 (n=856)
	16 – 20 hours	16.1 (n=63)	14.7 (n=632)
	11 – 15 hours	12.3 (n=51)	11.9 (n=452)
	6 – 10 hours	n.p.	8.6 (n=303)
	5 hours or less	n.p.	6.5 (n=135)

Task time allocation for teachers in schools

Full-time early career teachers

In addition to face-to-face teaching, full-time early career teachers reported spending an average of 33.2 hours per week on a range of other tasks, similar to all full-time teachers (33.7 hours) (**Table 8-10**).

On average, early career teachers working full-time reported spending 27% of their non-teaching time (9 hours on average per week) on lesson planning or preparation, and a further 30% of their time (around 10 hours per week) marking or assessing student work (5.4 hours per week) and student supervision and counselling (4.5 hours per week). An additional 12% of time was spent in teamwork and dialogue with colleagues (4 hours per week).

On average, a further 10.2 hours per week was spent on other tasks including general administrative work (5.1 hours), extracurricular activities (2.7 hours) and communicating with parents and carers (2.4 hours).

Overall, full-time early career teachers reported spending a similar proportion of time on each of the categories of non-face-to-face teaching tasks as all full-time teachers.

Table 8-10: Average time spent on non-face-to-face teaching tasks, full-time early career teachers

	Early career teachers		Teaching workforce	
Task	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	9 (n=1,102)	27%	8.7 (n=5,658)	26%
Marking/assessing of student work	5.4 (n=1,100)	16%	5.6 (n=5,643)	17%
Student supervision and counselling	4.5 (n=1,095)	14%	5 (n=5,600)	15%
Other teamwork and dialogue with colleagues	4 (n=1,099)	12%	4.1 (n=5,635)	12%
Communication with parents or carers	2.4 (n=1,099)	7%	2.5 (n=5,631)	7%
Engaging in extracurricular activities	2.7 (n=1,098)	8%	2.5 (n=5,622)	7%
General administrative work	5.1 (n=1,100)	15%	5.3 (n=5,641)	15%
Total hours on all tasks (average)	33.2		33.7	

Full-time early career teachers in their first three years in the profession reported spending a greater proportion (29%) of their non-face-to-face teaching time on lesson planning or preparation (average 9.3 hours per week) and a smaller proportion (12%) of their time on student supervision and counselling (3.9 hours). By proportion, this is slightly higher than full-time early career teachers in their fourth or fifth year in the profession, who spent 26% of their time on lesson planning or preparation (8.8 hours) and 15% on student supervision and counselling (5.1 hours) (**Table 8-11**).

Sample sizes were too small to examine early career teachers' task time allocation by learning levels.

Table 8-11: Average time spent on non-face-to-face teaching tasks, full-time early career teachers, by years since first started teaching

Task	Early career teachers (1–3 years)		Early career teachers (4–5 years)	
	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	9.3 (n=507)	29%	8.8 (n=592)	26%
Marking/assessing of student work	5.2 (n=506)	16%	5.5 (n=594)	16%
Other teamwork and dialogue with colleagues	3.8 (n=507)	12%	4.3 (n=592)	13%
Student supervision and counselling	3.9 (n=503)	12%	5.1 (n=592)	15%
Communication with parents or carers	2.4 (n=506)	8%	2.4 (n=593)	7%
Engaging in extracurricular activities	2.5 (n=506)	8%	2.8 (n=592)	8%
General administrative work	4.8 (n=505)	15%	5.4 (n=595)	16%
Total hours on all tasks (average)	32		34.2	

Part-time early career teachers

In addition to face-to-face teaching, part-time early career teachers reported spending an average 25.4 hours per week on non-face-to-face teaching tasks compared to 24 hours for all part-time teachers (**Table 8-12**).

On average, early career teachers working part-time reported spending 28% of their non-teaching time (7 hours on average per week) on lesson planning or preparation, which is slightly higher than all part-time teachers, who reported spending 26% of their time on this task (6.3 hours per week). This was followed by 16% of their time marking or assessing student work (4.1 hours per week) and 15% on general administrative work (3.9 hours).

An additional 13% of time was spent on student supervision and counselling (3.3 hours), and 13% in teamwork and dialogue with colleagues (3.2 hours). A smaller proportion of their time was spent communicating with parents or carers (1.9 hours) and in extracurricular activities (2 hours).

Overall, part-time early career teachers reported spending similar proportions of time on non-face-to-face-teaching tasks as all part-time teachers.

Table 8-12: Average time spent on non-face-to-face teaching tasks, part-time early career teachers

Task	Early career teachers		Teaching workforce	
	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	7 (n=706)	28%	6.3 (n=4,529)	26%
Marking/assessing of student work	4.1 (n=704)	16%	3.9 (n=4,510)	16%
Other teamwork and dialogue with colleagues	3.2 (n=703)	13%	3 (n=4,492)	13%
Student supervision and counselling	3.3 (n=692)	13%	3.4 (n=4,435)	14%
Communication with parents or carers	1.9 (n=697)	7%	1.8 (n=4,453)	8%
Engaging in extracurricular activities	2 (n=698)	8%	1.7 (n=4,443)	7%
General administrative work	3.9 (n=696)	15%	3.8 (n=4,466)	16%
Total hours on all tasks (average)	25.4		24	

On average, part-time early career teachers in their first three years in the profession reported spending 25.7 hours per week on non-face-to-face teaching tasks, which was similar to part-time early career teachers in their fourth or fifth year in the profession (25.1 hours) (**Table 8-13**).

However, part-time early career teachers in their first to third year reported spending a slightly greater proportion of their non-face-to-face teaching time on lesson planning and preparation (30%) than those in their fourth or fifth year (26%). For other non-face-to-face teaching tasks, the reported proportion of time spent was similar across early career teachers regardless of their years in the profession.

Table 8-13: Average time spent on non-face-to-face teaching tasks, part-time early career teachers, by years since first started teaching

	Early career teachers (1–3 years)		Early career teachers (4–5 years)	
Task	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	7.6 (n=369)	30%	6.5 (n=337)	26%
Marking/assessing of student work	4 (n=367)	16%	4.2 (n=337)	17%
Other teamwork and dialogue with colleagues	3.1 (n=368)	12%	3.3 (n=335)	13%
Student supervision and counselling	3.1 (n=359)	12%	3.5 (n=333)	14%
General administrative work	3.9 (n=362)	15%	3.9 (n=334)	16%
Communication with parents or carers	1.9 (n=362)	8%	1.9 (n=335)	8%
Engaging in extracurricular activities	2 (n=364)	8%	2 (n=334)	8%
Total hours on all tasks (average)	25.7		25.1	

Employment gaps

Only 23% of early career teachers reported having had an employment gap, compared to 51% of all teachers in the teaching workforce (**Figure 8-19**). Of the early career teachers who did have a gap, the largest group (38%) reported a gap of one school term (**Figure 8-20**).

Figure 8-19: Employment gaps, early career teachers

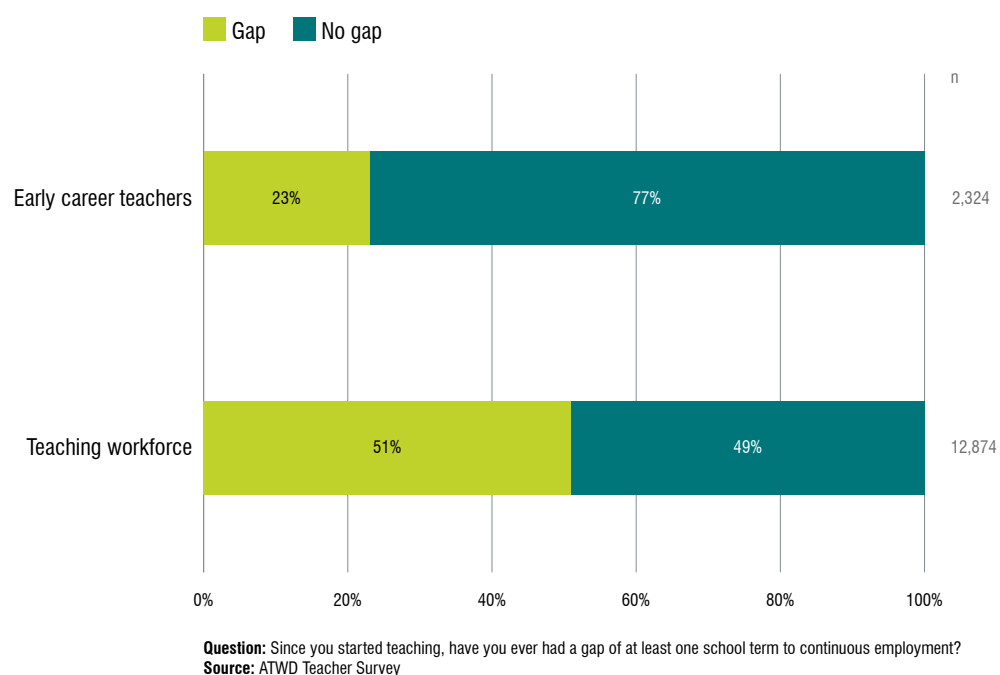
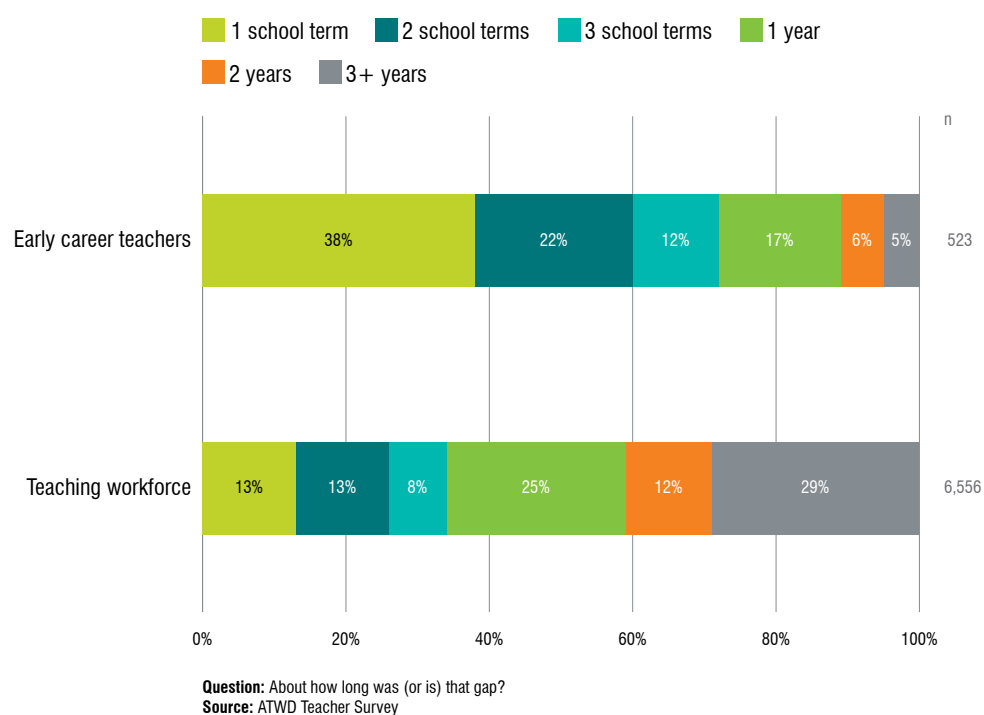


Figure 8-20: Employment gap length, early career teachers with an employment gap



Qualifications and professional learning

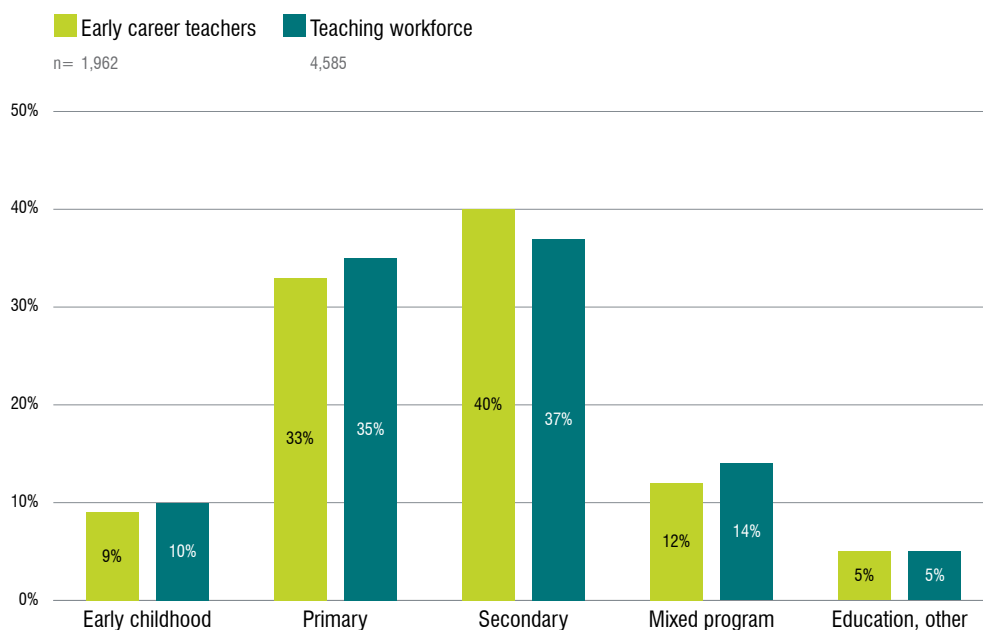
Initial teacher education

The distribution of early career teachers' ITE qualifications across learning levels largely reflected that in the teaching workforce, with the sample of early career teachers only slightly more likely to be qualified to teach at secondary levels (40%) compared to the teaching workforce (37%) (**Figure 8-21**).

The incidence of Masters-level ITE qualifications is increasing in the early career cohort, in line with increases in uptake of this type of ITE program. One-quarter of early career teachers who had been in the profession for three years or less (25%) had a Masters degree as their ITE qualification, compared to 22% of those in the profession for four or five years and to 17% of all teachers in the teaching workforce (**Figure 8-22**).

Notably, there is a clear reduction in the proportion of early career teachers with a Graduate Diploma ITE qualification in line with changes in course offerings by ITE providers since 2015. While 18% of early career teachers with four or five years' experience (and of teachers overall) held Graduate Diplomas, this was the case for only 12% of early career teachers who had been teaching for three years or less.

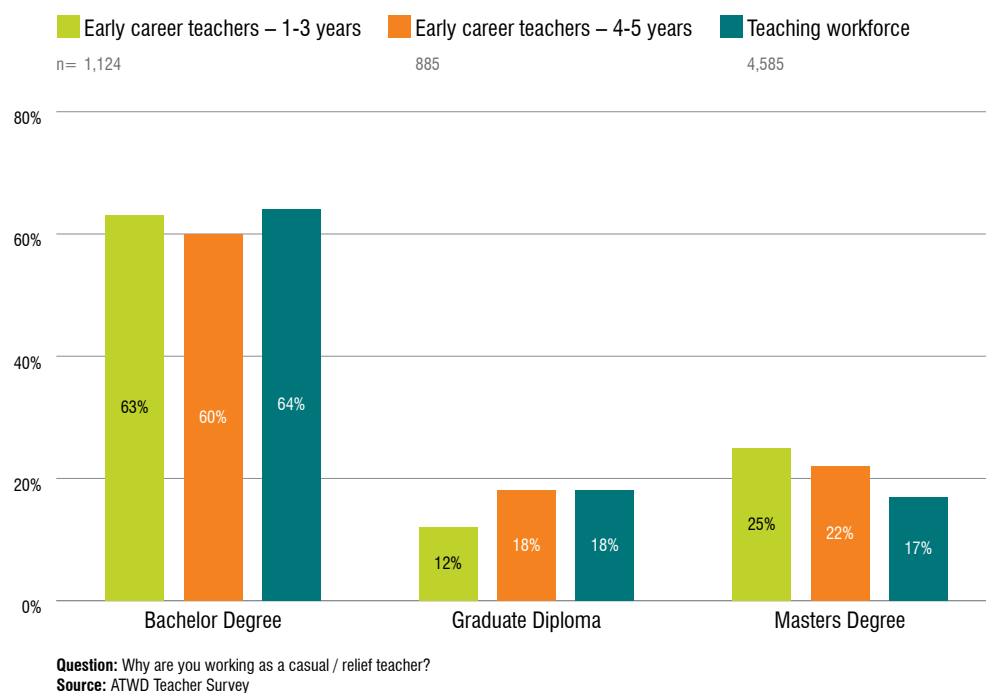
Figure 8-21: Detailed field of ITE qualification, early career teachers ⁹⁴



Source: Linked HESDC and ATWD Teacher Survey

⁹⁴ Note that teachers who completed an ITE program that qualified them to teach across multiple learning levels fall into the 'mixed program' category. 'Education, other' programs refer to ITE programs where the detailed field of education is not specified (for example, general education) or that could not be identified as early childhood, primary, secondary or mixed programs.

Figure 8-22: Detailed level of ITE qualification, early career teachers, by years since first started teaching ⁹⁵



Other tertiary study and training

In total, 49% of early career teachers had, or were studying, tertiary qualifications in addition to ITE. This additional tertiary study could have been undertaken either before or after their ITE program (**Figure 8-23**).

As expected, early career teachers with postgraduate ITE qualifications were much more likely to have completed tertiary study in addition to ITE (76%); that is, these teachers likely completed an undergraduate degree before completing their postgraduate ITE program (**Figure 8-24**).

⁹⁵ Bachelor degree includes Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry.

Figure 8-23: Tertiary study other than ITE, early career teachers

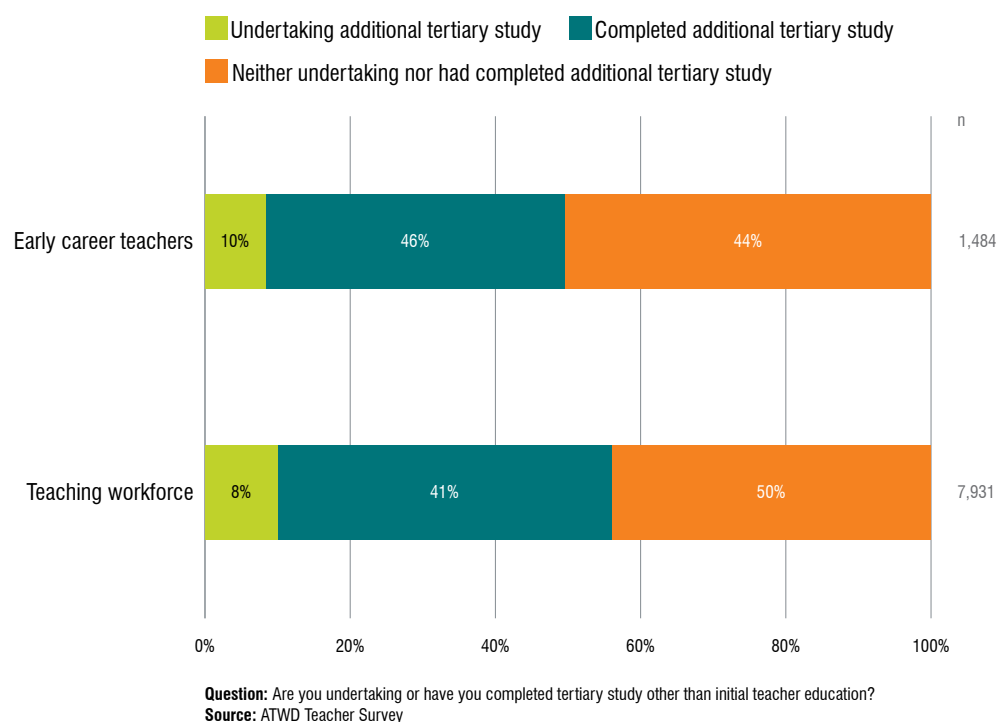
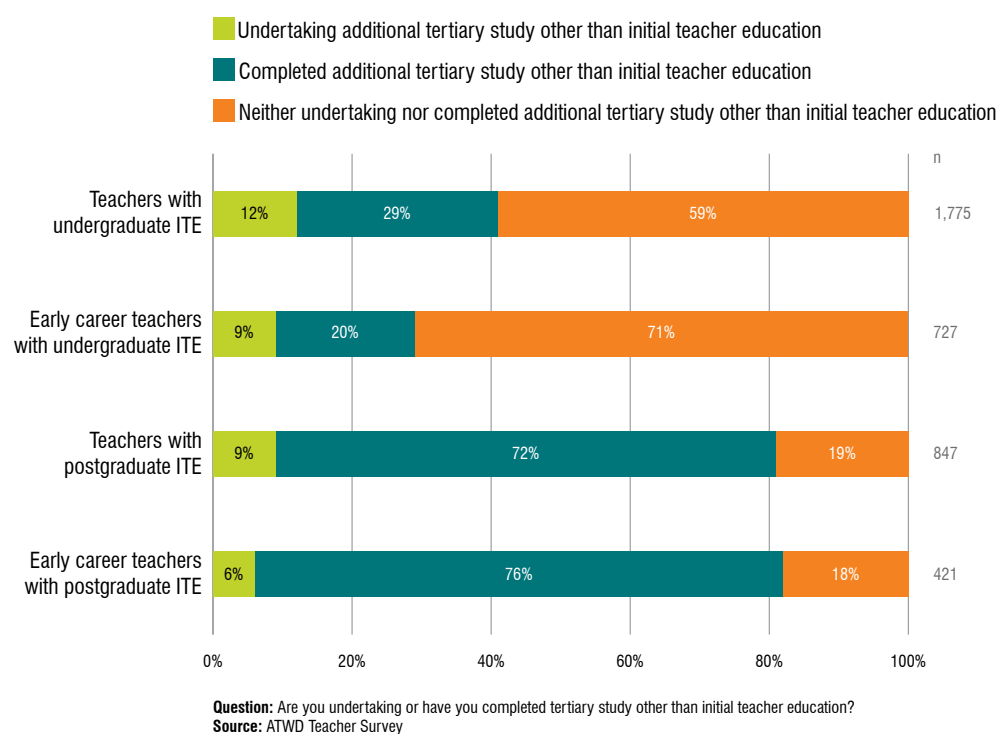


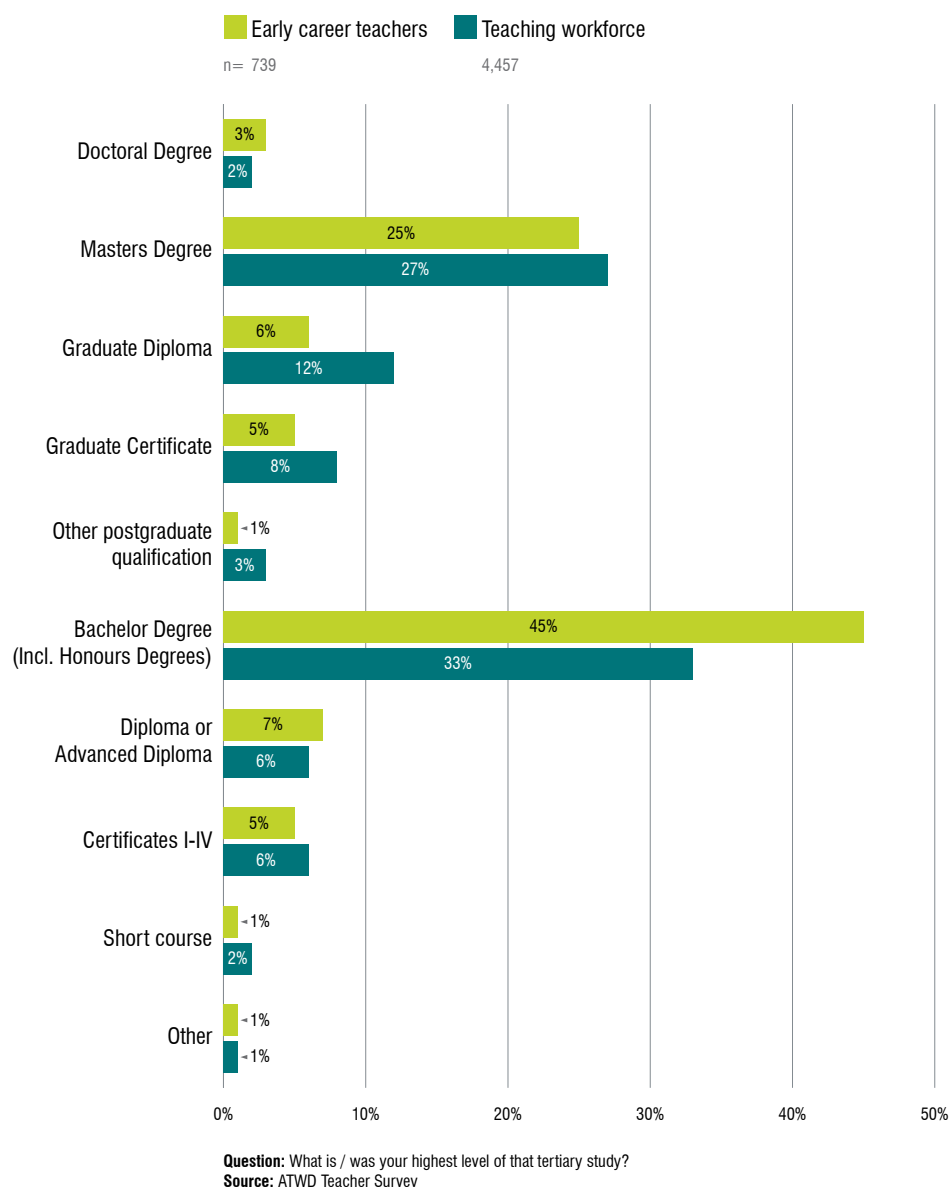
Figure 8-24: Tertiary study other than ITE, early career teachers, by level of ITE qualification



Of the 49% of early career teachers who had, or were studying, tertiary qualifications in addition to ITE, over one-third (36%) of these studies were for a Bachelor degree, rising to 45% of early career teachers once Bachelor (Honours) degrees were included.

Early career teachers were, however, slightly less likely to hold a Masters degree in addition to ITE (25%), compared to all teachers in the teaching workforce (27%) and moderately less likely to hold a Graduate Diploma (6% early career; 12% teaching workforce) (**Figure 8-25**).

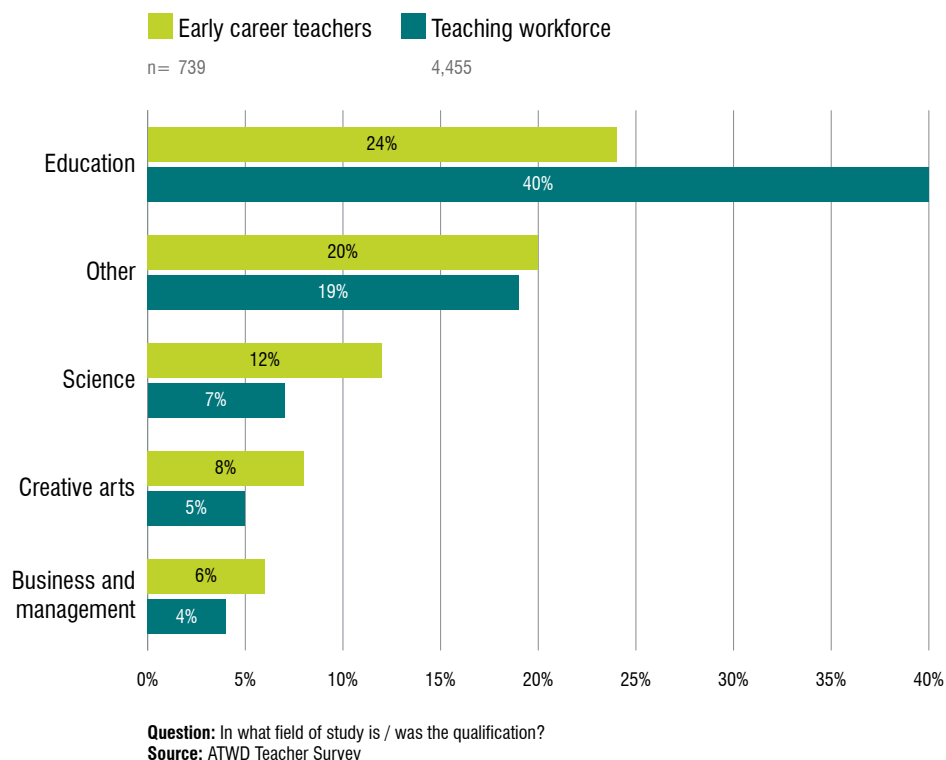
Figure 8-25: Highest level of tertiary study other than ITE, early career teachers



Of the 49% of early career teachers who had, or were studying, tertiary qualifications in addition to ITE, 24% gained qualifications in Education. This may indicate that this group were building on their original ITE qualifications and enhancing their professional development by specialising after entering the teaching profession (Figure 8-26).

Other fields of tertiary study undertaken by early career teachers may also have been undertaken for purposes of professional development; however, it is also possible that the study was undertaken before respondents moved into ITE and the teaching profession, out of personal interest, or to reskill before leaving the profession.

Figure 8-26: Most common fields of tertiary study other than ITE, early career teachers



Professional learning

In 2018, 93% of early career teachers reported having undertaken professional learning activities, as did 95% of all teachers in the teaching workforce (**Figure 8-27**). In this context, 'professional learning' was specified to include formal professional learning (or continuing professional development) both inside and outside of the respondents' educational setting, but not any tertiary study they might have undertaken.

Of teachers who had been registered for one to three years, 90% reported having undertaken professional learning activities, while 96% of teachers who had been registered for four to five years had done so (**Figure 8-28**).

Figure 8-27: Professional learning, early career teachers



Figure 8-28: Professional learning, early career teachers, by years since first started teaching



Of the early career teachers who reported having undertaken professional learning activities, 56% spent 20 hours or more in undertaking professional learning, in total, compared to 63% of all teachers in the teaching workforce (**Figure 8-29**).

Most early career teachers (80%) agreed that their professional learning activities were aligned to the needs or priorities of their educational setting. However, only half (52%) agreed that they had opportunities to reflect on or evaluate the impact of their professional learning on student learning or learners (**Figure 8-30**).

Figure 8-29: Professional learning hours, early career teachers

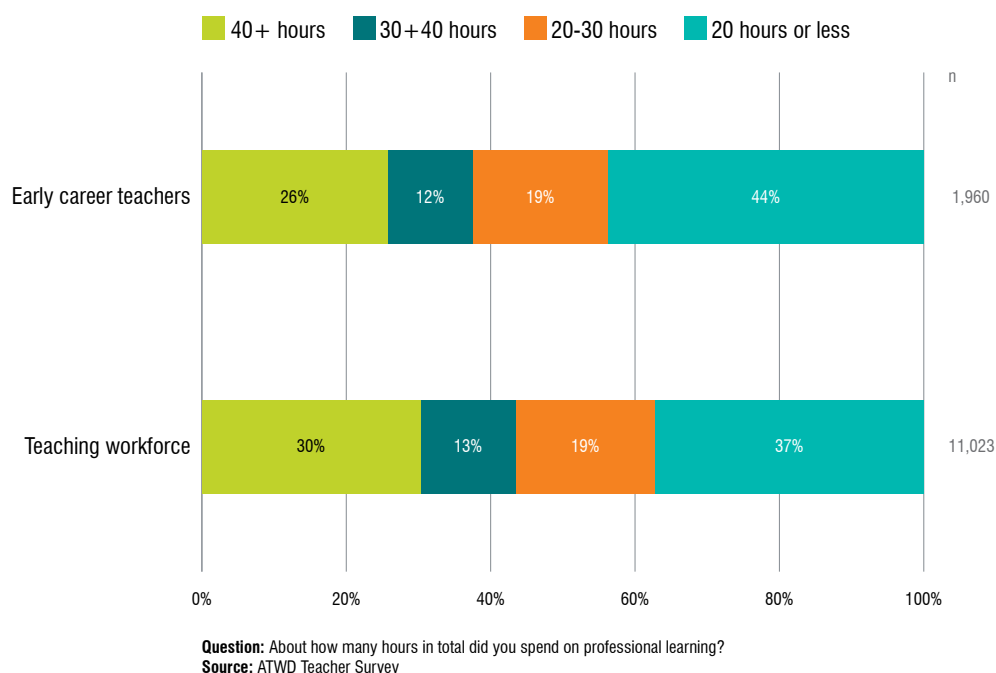
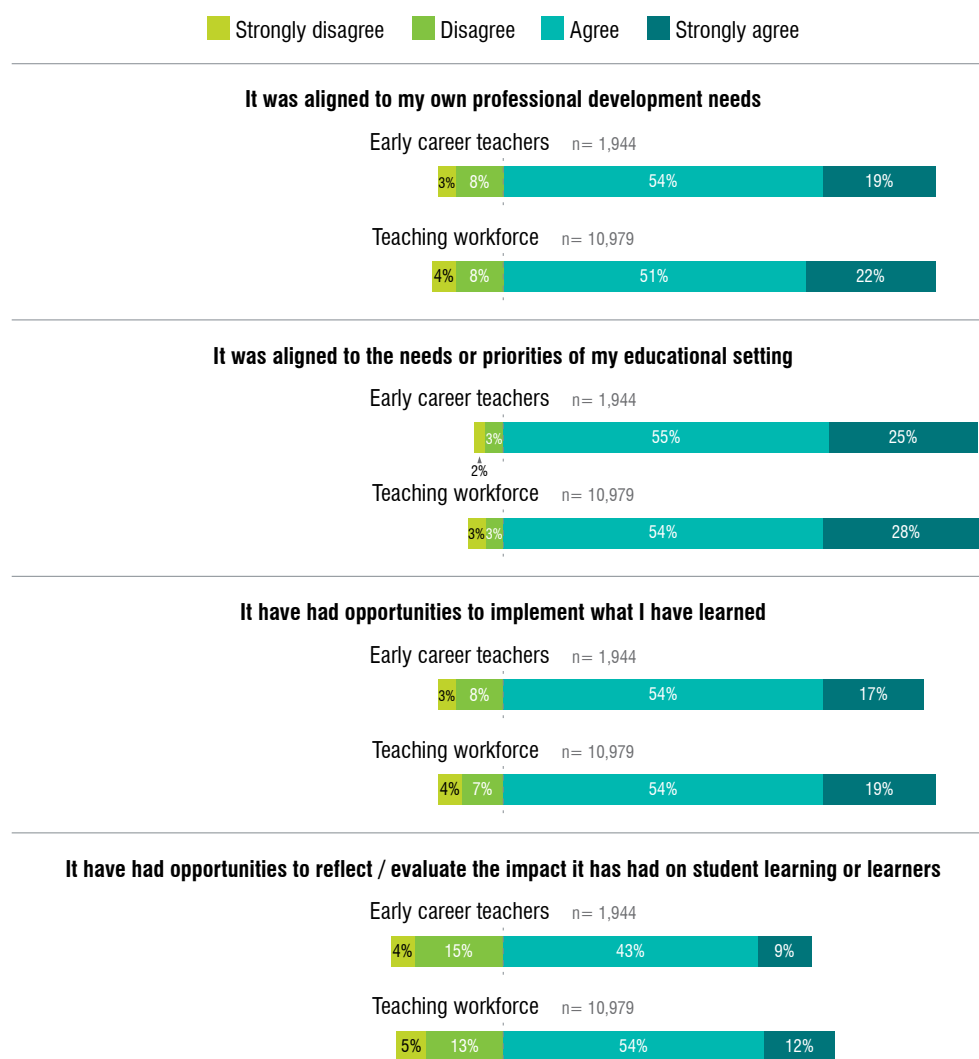


Figure 8-30: Reflections on value of professional learning, early career teachers



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Neutral not depicted)
Source: ATWD Teacher Survey

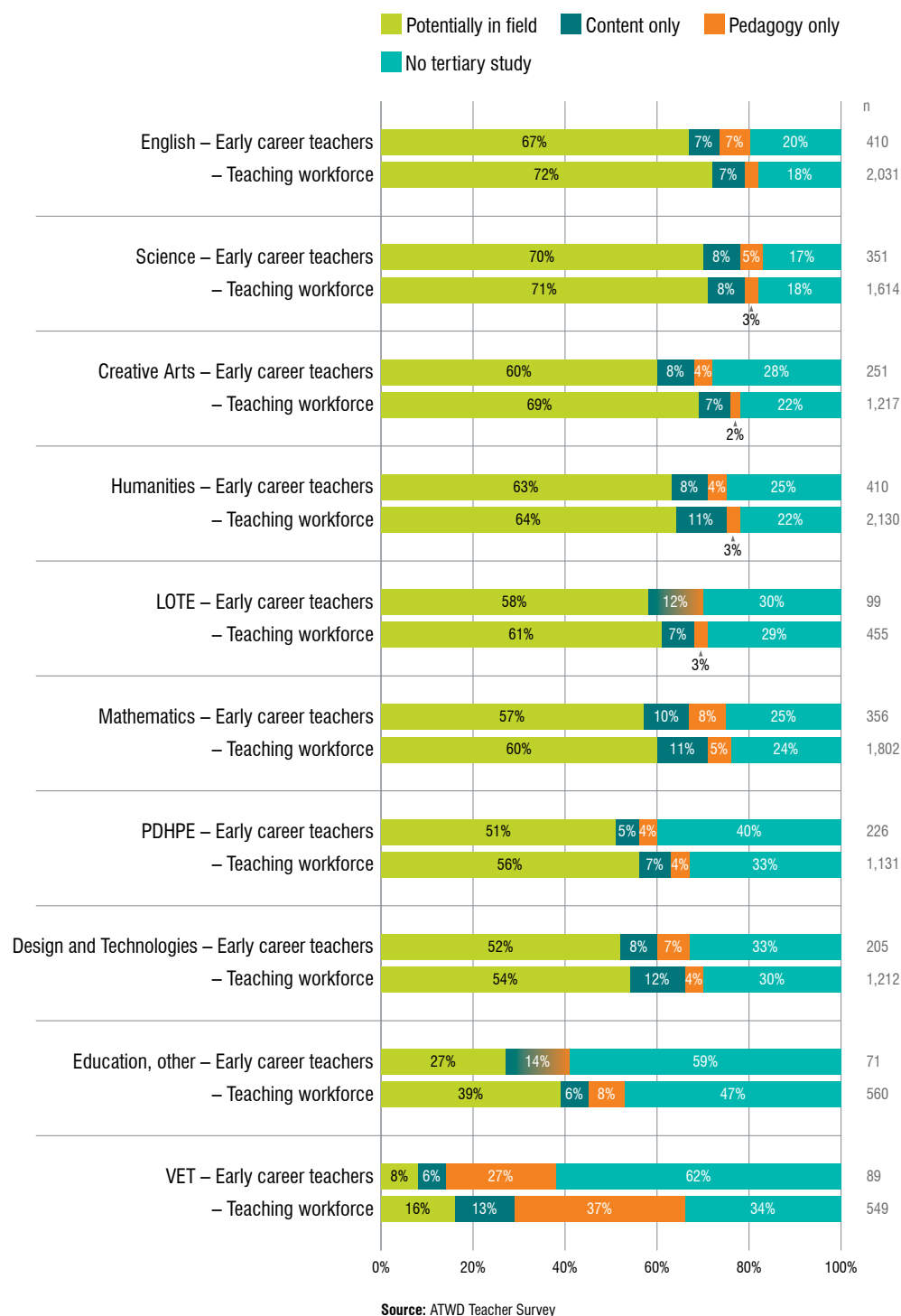
Teaching in-field

Among early career teachers, secondary teachers of Science (70%) and English (67%) were the most likely to be potentially teaching in-field, having reported completing tertiary education in both content and pedagogy for the subject (**Figure 8-31**). With the exception of VET and 'other subjects', most other subject areas had early career teachers who were potentially in-field between 51% and 63% of the time.

Across all subjects, early career teachers were proportionately less likely than other teachers to report having completed tertiary study in both content and pedagogy for the subject, with the greatest discrepancies observed among teachers of Creative Arts (9%) and English (5%).

Early career teachers who were teaching out-of-field were more likely to report having completed no tertiary study in the subject than they are to have had even some tertiary study.

Figure 8-31: Subject specific tertiary study, early career secondary teachers^{96 97 98}



96 PDHPE – Personal Development, Health and Physical Education. LOTE – Languages Other Than English. VET – Vocational Education and Training.

97 Among teachers of LOTE and other subjects, teachers with tertiary study in only one of either content or pedagogy have been collapsed into a single category as cell sizes were too small to report separately.

98 Teachers of VET who have not completed tertiary study in subject content may still be teaching in-field. Refer to **Chapter 6** for further information.

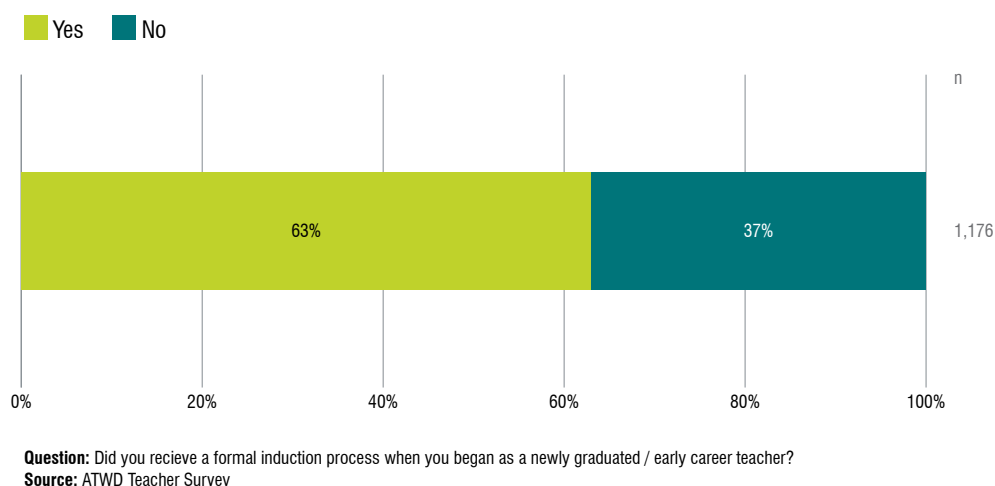
Induction

There is broad agreement around the value of induction for early career teachers. While frameworks such as AITSL's *Graduate to Proficient: Australian guidelines for teacher induction into the profession*⁹⁹ have contributed to improved consistency and quality of induction practice in Australian schools, delivery of induction activities can still vary between jurisdictions, sectors and individual schools. Data collected from early career teachers around the value of particular induction activities provides an opportunity to reflect on the effectiveness of induction practice and support future improvements.

A majority (63%) of early career teachers received some form of formal induction to the teaching profession (**Figure 8-32**). Early career teachers were most likely to have reported experiencing an orientation program (73%), targeted professional learning opportunities (64%), and being mentored or coached (62%) as part of their induction as an early career teacher (**Figure 8-33**).

The induction activities received and experienced as helpful by early career teachers were most often targeted professional learning opportunities (64% received activity; 58% received and found helpful), being mentored or coached opportunities (62% received activity; 53% received and found helpful) and orientation programs (73% received activity; 52% received and found helpful). Just 5% reported receiving helpful 'follow up from ITE providers' (**Figure 8-34**).

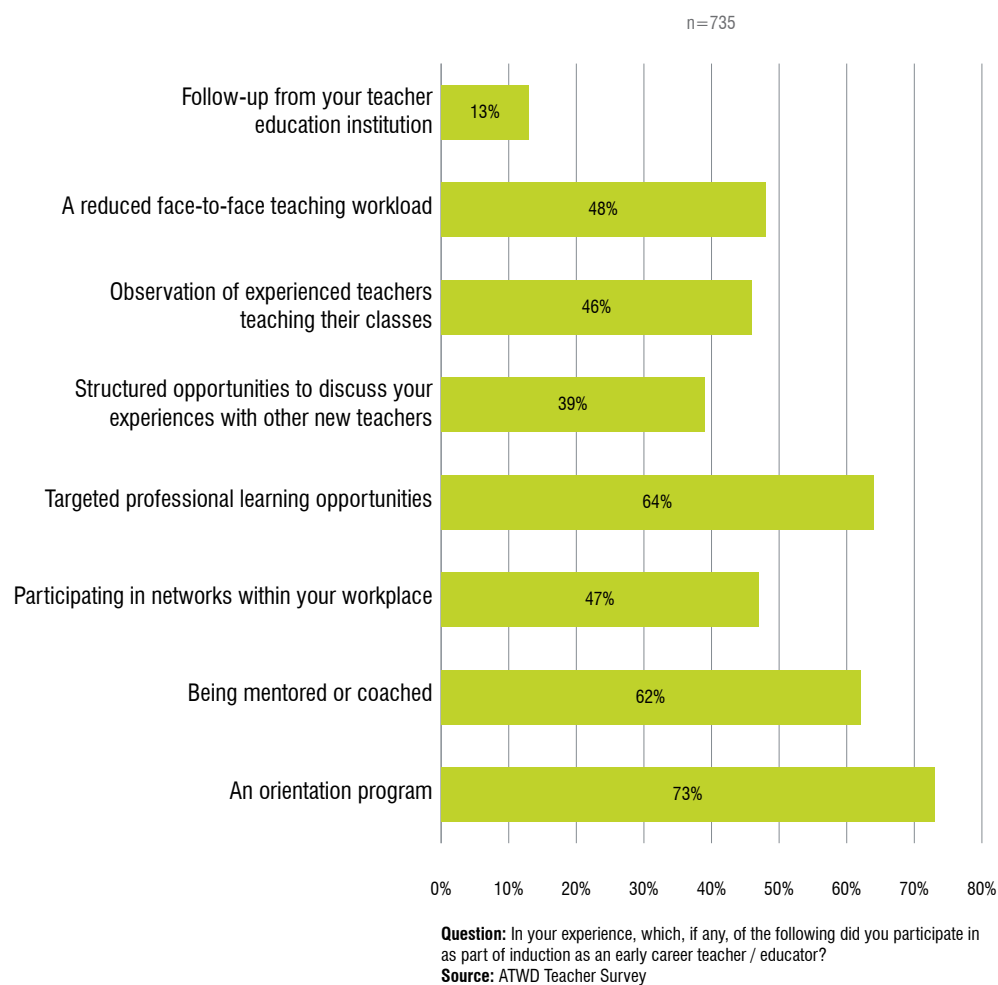
Figure 8-32: Incidence of induction, early career teachers ¹⁰⁰



⁹⁹ Australian Institute for Teaching and School Leadership 2016, *Graduate to Proficient: Australian guidelines for teacher induction into the profession*, AITSL, Melbourne, <<https://www.aitsl.edu.au/tools-resources/resource/graduate-to-proficient-australian-guidelines-for-teacher-induction-into-the-profession>>.

¹⁰⁰ Note: Respondents in South Australia were asked about induction activities in a different form to teachers in New South Wales and the Northern Territory. Refer to 'About the data' for this chapter for further information.

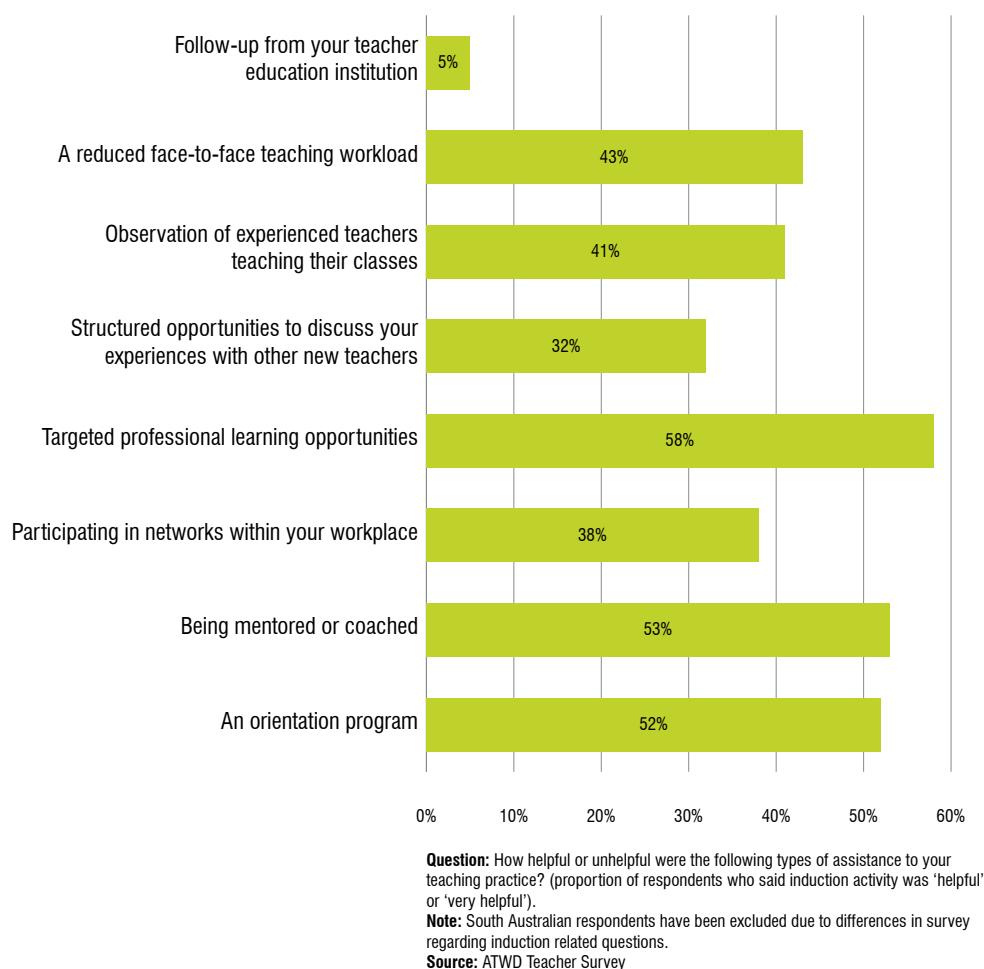
Figure 8-33: Incidence of induction activities, early career teachers ¹⁰¹



¹⁰¹ Respondents could select more than one activity.

Figure 8-34: Reflections on helpfulness of induction activities, early career teachers

n=735



Career intentions

Intentions to leave

Early career teachers were more likely to indicate their intention to leave the profession before they retired (33%), in comparison to all teachers in the teaching workforce (25%), and were also more likely to be unsure about their intentions to leave (43% for early career, 34% teaching workforce) (**Figure 8-35**).

Of those who indicated that they did intend to leave the profession before they retired, early career teachers were slightly more likely to see themselves still working in schools in ten years' time (26%) than the teacher workforce (21%) (**Figure 8-36**).

Figure 8-35: Intentions to remain in the profession, early career teachers

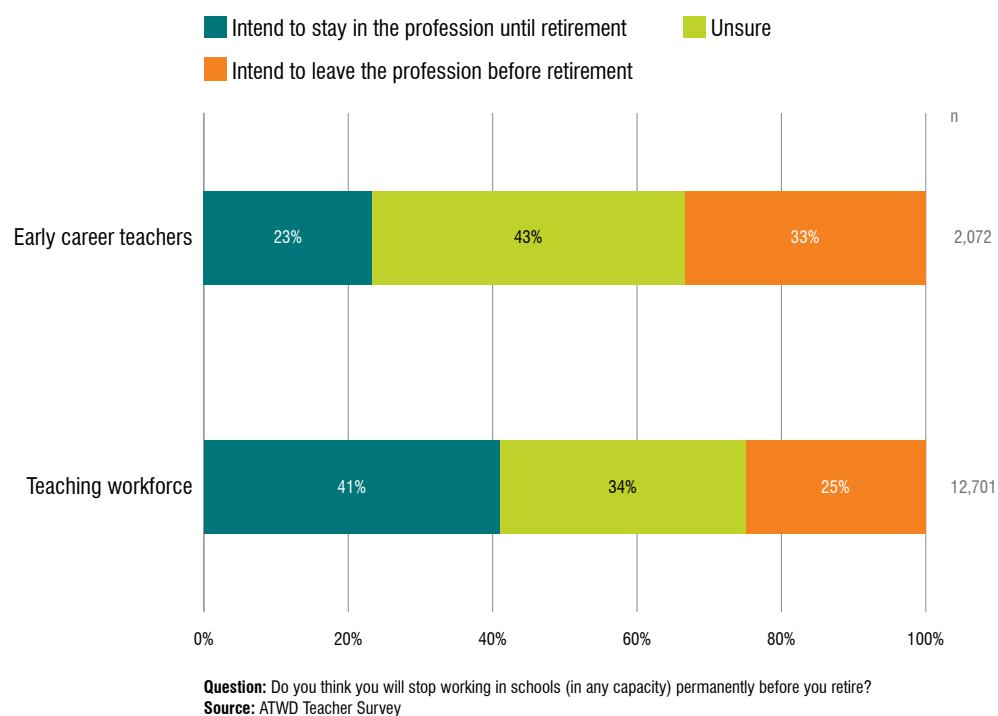
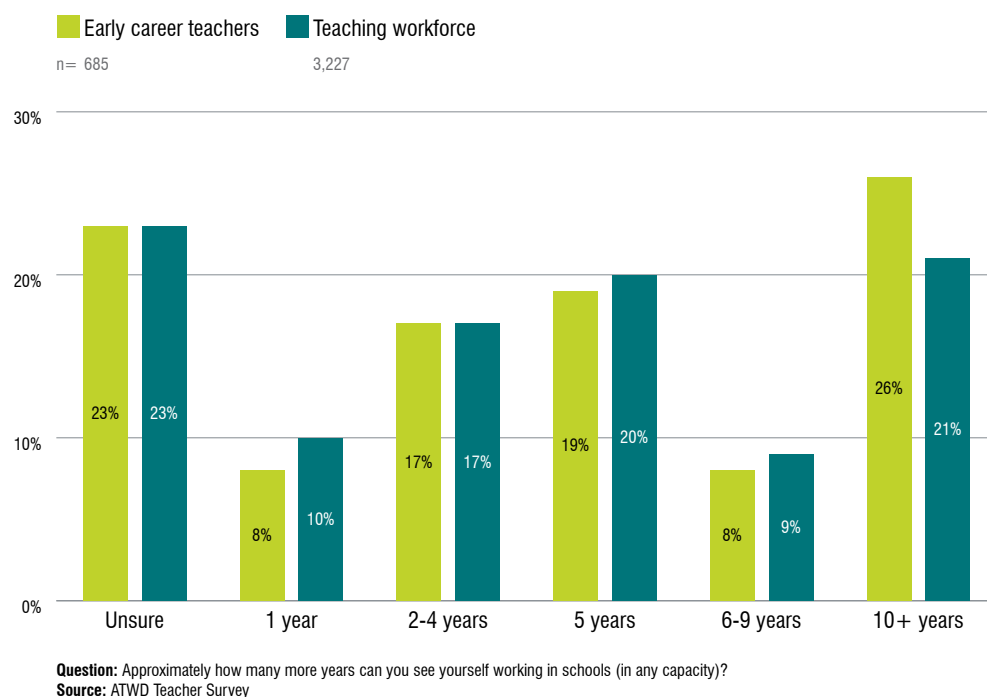


Figure 8-36: Estimates of years remaining working in schools or early childhood services, early career teachers considering leaving teaching



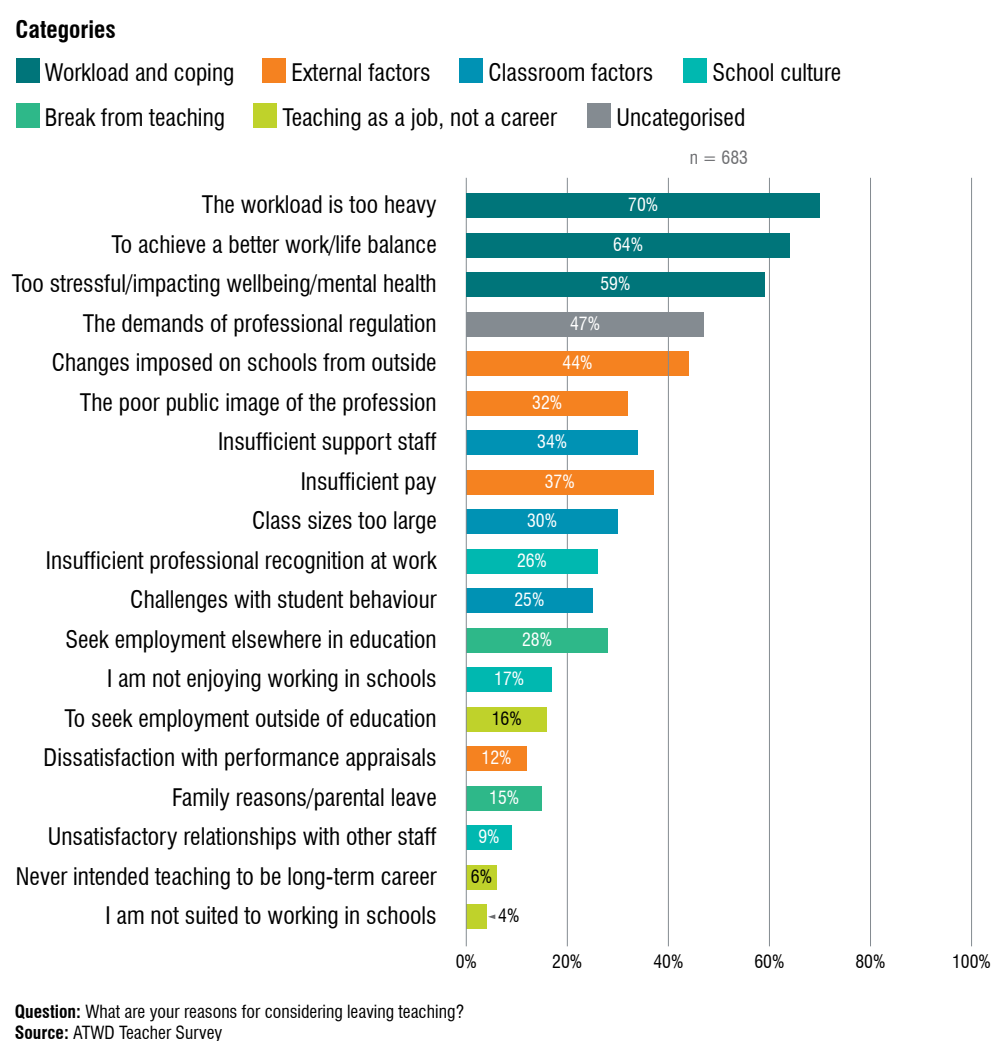
Reasons for considering leaving teaching

The five most common reasons given by early career teachers for considering leaving teaching were the same as those reported by the teacher workforce (see **Chapter 7**).

The three most commonly selected reasons were those related to 'workload and coping' (Set 1). All reasons in this category were selected by early career teachers between 59% and 70% of the time (**Figure 8-37**).

Using the analytic framework described in **Chapter 7**, early career teachers were found to be more likely to select 'career break' reasons (Set 6; $p < .005$) than the teacher workforce. There was no statistically significant difference in early career teachers' selection of classroom factor reasons ($p=0.457$), which is a notable non-significant finding because this was identified as a more common reason among younger teachers (see **Chapter 7**).

Figure 8-37: Reasons for considering leaving, early career teachers considering leaving teaching



Chapter 9 Leaders and Leadership Roles

Across all educational settings, leaders play an important role in ensuring high-quality teaching and learning, building positive organisational culture, and supporting continuous improvement. They are responsible for instructional leadership, leading and developing teachers and support staff, engaging with the local community, and overseeing the administration and operation of a school or early childhood service.

Leaders can hold a variety of positions from middle leaders (such as heads of department) to senior leaders (such as principals, deputy principals and service directors). Leaders are typically experienced teachers, and may continue to hold a teaching position alongside their leadership role or responsibilities.

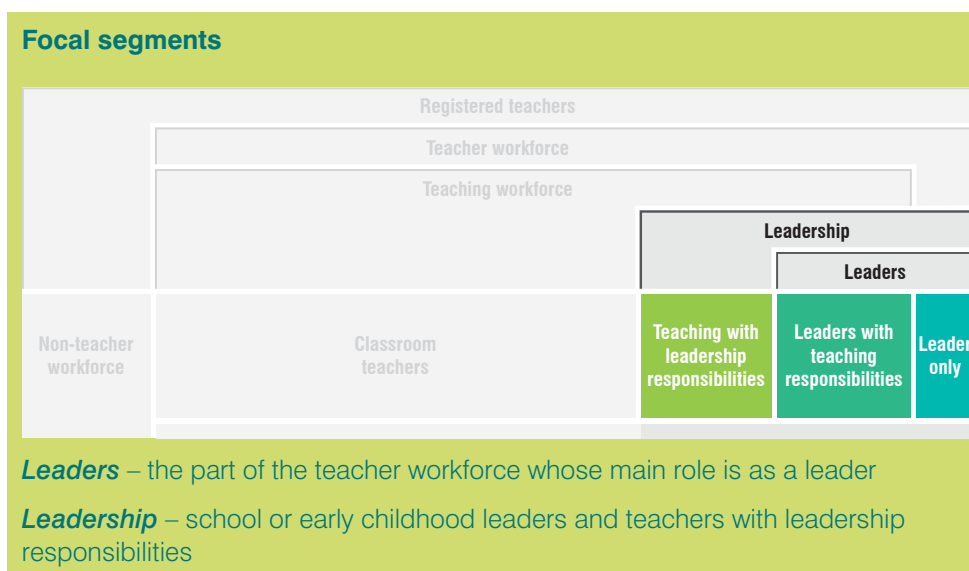
This chapter provides the demographic characteristics of the leadership cohort across New South Wales, the Northern Territory and South Australia in 2018, comparing the characteristics of those whose main role is as a lead, to teachers with formal leadership responsibilities, and classroom teachers without formal leadership responsibilities. It includes data on:

- the prevalence of different types of leadership roles in different types of schools
- pathways to leadership and leader characteristics
- employment and contractual arrangements, reported working hours, and task time allocation
- leaders' career intentions.

In this chapter, comparisons are presented on the basis of role seniority in schools; principals, deputy principals and other leaders are compared.

The same information about early childhood service and school leaders is then provided, separately, for New South Wales, the Northern Territory and South Australia in the state profiles.

About the data



The data in this chapter is drawn from the linkage of teacher registration data (from teacher regulatory authorities) and the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

A leader in this chapter is a respondent to the ATWD Teacher Survey who reported that their main role in 2018 was either:

- a principal or deputy/assistant principal in a school
- a principal, director, coordinator or educational leader in an early childhood service
- an 'other leader' including any other formal position such as head of department, head of school curriculum, etc.

Registered teachers whose main position was as a principal or deputy/assistant principal in a school, or as a principal, director, coordinator or educational leader in an early childhood service are labelled as having the role of 'leader'. Any additional role held by a teacher or leader is described as 'teaching responsibilities' or 'leadership responsibilities', where leading is the main role of those with 'teaching responsibilities', and teaching is the main role of those with 'leadership responsibilities'.

Registered teachers whose main role was as a classroom teacher, but who also held a leadership position, were classified as 'teachers with leadership responsibilities', while classroom teachers who did not report a leadership role were classified as 'classroom teachers'.

Due to sample size considerations, leaders who also engage in classroom teaching are not differentiated from those who do not. Data on leaders who also engage in classroom teaching is incorporated into chapters on teaching in this report.

Analysis by the type of leadership role, such as principal, deputy principal or 'other school leader' has only been undertaken for those working in schools, and only where sample sizes were sufficient to allow segmentation. This will be the focus of analysis as the size of the ATWD data base increases, and includes data from teachers in all states and territories.

Throughout this chapter, school types are used in preference to learning levels as the focus is on leaders, and not all leaders engage in teaching.

While there are limitations due to sample size as discussed above, these findings are consistent with the structure found in schools. Schools providing secondary education (including combined schools) are likely to have many teachers in other leadership roles, due to the provision of subject specialisations in secondary education and these subjects often having a head of department (for example, Head of English). Secondly, schools with fewer students, such as primary schools, tend to have a lower ratio of deputies to principals (for example, a small school may only need one deputy principal, whereas a larger school may require two or more deputy principals). Primary and special schools tend to have far fewer staff (full-time equivalent) than combined-level schools, which have somewhat fewer than secondary schools.¹⁰²

Time to leadership was calculated for respondents' current leadership role only. This calculation involved calculating the difference between the year a leader first started working as a registered teacher and the year the leader commenced working in their current type of role (for example, as a principal). Leaders working as principals or deputy principals in schools were asked the year they first commenced in their current level of leadership role. In South Australia, this was also asked of main role leaders with an 'other leadership role'. In New South Wales and the Northern Territory, this question was also asked of leaders working in early childhood services.

¹⁰² Australian Curriculum, Assessment and Reporting Authority 2021, *School Profile 2008-2020*, ACARA, Sydney, <<https://www.acara.edu.au/contact-us/acara-data-access>>.

In the 'Pathway to leadership' section, data for time in leadership and years since commencing teaching are only reported for those leaders who reported when they commenced their leadership position. Employment gap durations were reclassified from the six categories reported elsewhere in this report to durations of under one year, one to two years, and three or more years, due to an insufficient sample size within some roles.

As most respondents in leadership roles worked full-time, the reported analyses of total hours worked and task-time allocation only considered those working full-time.

Task-time allocation was collected in different ways in the Northern Territory and New South Wales compared to South Australia. Teachers in the Northern Territory and New South Wales were asked to report their time spent on task in time ranges of 0, 1-4 hours, 5-9 hours, or 10+ hours; while the South Australian sample were able to type in the number of hours on each task. This data was aligned using mean imputation to allow cross-comparison of the samples.¹⁰³

Combined, an average of 60 of the 61.3 hours worked by principals in schools and 56.4 of the 60.0 hours worked by deputy principals in schools could be accounted for by face-to-face teaching and the six specific types of non-face-to-face teaching tasks asked about in Wave 1 of the ATWD Teacher Survey. This suggests that the non-face-to-face teaching tasks listed provide extensive coverage of all tasks that principals (97.8% coverage of hours worked) and deputy principals (94.0% coverage of hours worked) might perform.

Analysis of career intentions data excluded responses from any teachers aged 68 years or older, as described in **Chapter 7**.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Summary

Across schools, 3% of ATWD Teacher Survey respondents were principals, 6% deputy principals, 10% worked in other leadership positions, and 12% were teachers with formal leadership responsibilities as part of their duties.¹⁰⁴ Main role leaders in primary schools and special schools were characterised by a relatively greater number of principals and deputies, in comparison to combined and secondary schools which had more other leaders.

Main role leaders were more likely to be men, older, have full registration, have been registered for more than ten years, and to have been undertaking or have completed tertiary study other than ITE than both teachers with leadership responsibilities and classroom teachers. Examination of time taken to achieve leadership positions reflected these trends – women were teaching for 1.5 to 2.7 years longer than men before reaching each leadership position.

In schools, leaders (96%) and teachers with leadership responsibilities (89%) were more likely than to be on contracts of over one year than classroom teachers (61%). The same pattern was seen in early childhood services (leaders 93%, teachers with leadership responsibilities 81%, and classroom teachers 62%).

Leaders (82%) were more likely than teachers with leadership responsibilities (70%) to be contracted on a full-time basis across both early childhood services and different school types, and both were more likely to be working full-time than classroom teachers (52%). A similar pattern was seen for leadership seniority among leaders in schools, with 92% of principals employed full-time, compared to 84% of deputies, and 80% of other leaders.

¹⁰³ For further information, refer to the **Technical Report** which accompanies this report.

¹⁰⁴ These are percentages of the teacher workforce with a known role.

The average principal reported working 5.1 hours more each week than a classroom teacher, while a deputy principal worked 3.8 hours more, and other leaders worked 1.2 hours more. Understandably, principals (39% of working hours) and deputy principals (32% of working hours) spent more of their time on administrative and leadership tasks and meetings than other tasks – but this still only amounted to around one-third of their work time on average.

Both leaders and teachers with leadership responsibilities reported undertaking substantially more professional learning than classroom teachers. Principals reported undertaking 73.4 hours, deputy principals 55.6 hours, other leaders 46.3 hours, and teachers with leadership responsibilities 42.6 hours. In general, leaders believed that this professional learning was more aligned to their professional needs (leaders in schools: 82%; leaders in early childhood services: 85%), those of their educational setting (leaders in schools: 90%; leaders in early childhood services: 85%), and that they had an opportunity to implement (leaders in schools: 82%; leaders in early childhood services: 87%) and subsequently reflect on their professional learning (leaders in schools: 67%). This was even more pronounced with leadership seniority in schools.

Main role leaders (22%) were somewhat less likely to report that they intended to leave the profession before retirement than teachers with leadership responsibilities (27%) and classroom teachers (26%), however, this trend was largely driven by principals, of whom just 15% intended to leave the profession before retirement. Main role leaders were less unsure of their intentions and more likely to report that they intended to stay in the profession until retirement (principals: 62% plan to remain; leaders: 49%; classroom teachers: 39%).

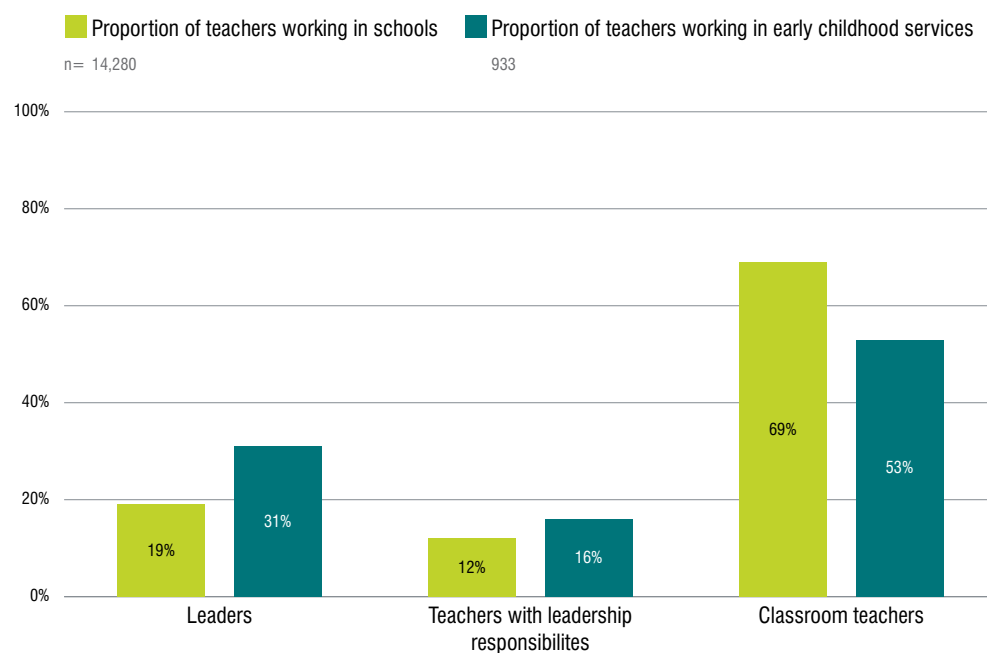
Consistent with this, among those who reported intending to leave the profession before retirement, leaders were less uncertain about when they would leave, and more likely to report that it was at least ten years away (leaders: 26%; classroom teachers: 20%). Although leaders were less likely to intend to leave, and more likely to intend to remain longer before leaving, the five most common reasons they cited for considering leaving were the same as given across the whole teacher workforce: workload and coping, recognition and reward, and professional regulation are key issues for all segments of the teacher workforce.

Prevalence of leaders and leadership positions

Leadership main roles were more common among early childhood teachers. Almost one-in-five (19%) of the teacher workforce in schools had a main role as a leader, while almost one-in-three (31%) of the teacher workforce in early childhood services were leaders. Twelve percent (12%) of the teacher workforce in schools had leadership responsibilities but were not main role leaders; this equates to 15% of all classroom teachers in schools holding leadership responsibilities. By contrast, 16% of all early childhood teachers were not main role leaders but had leadership responsibilities; equating to 24% of all classroom teachers in early childhood services also holding leadership responsibilities (**Figure 9-1**).¹⁰⁷

The ATWD collects and collates data only on registered teachers. Early childhood services employ both registered early childhood teachers and unregistered early childhood educators. A registered kindergarten teacher, for example, may be supported in the classroom by one or more educators. The higher proportion of leadership positions held by registered early childhood teachers may indicate that registered early childhood teachers are more likely to have leadership roles than unregistered early childhood educators.

Figure 9-1: Prevalence of leadership roles, schools and early childhood services¹⁰⁵



Source: ATWD Teacher Survey

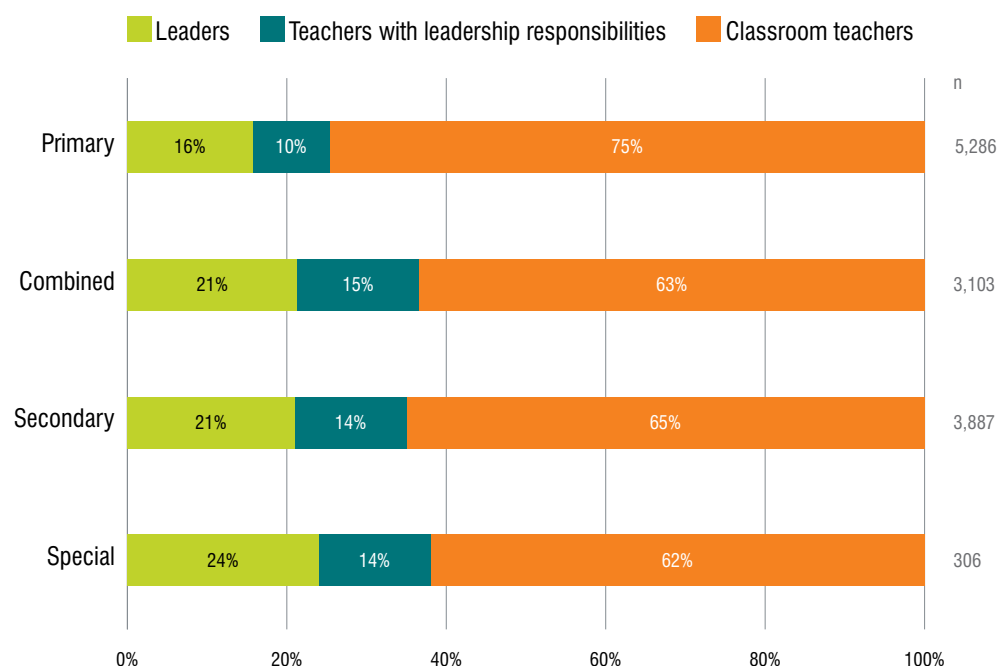
Leadership prevalence by school type

In primary schools, those in the teacher workforce were least likely to hold leadership roles. While differences in the prevalence of leaders and teachers with leadership responsibilities across secondary, combined, and special schools were typically small, there were moderate differences in the incidence of leaders and teachers with leadership responsibilities among those working in primary schools compared to secondary, combined and special schools.

Only 16% of the teacher workforce in primary schools were leaders (compared to secondary: 21%; combined: 21%, special schools: 24%), and only 10% were teachers with leadership responsibilities (compared to combined: 15%; secondary and special schools: 14%) (**Figure 9-2**).

¹⁰⁵ Proportion of the teacher workforce with a known role, this diverges from **Figure 1-1**, **Figure 2-1**, and **Figure 3-2** which includes those with an unknown role

Figure 9-2: Prevalence of leadership positions in schools, by school type



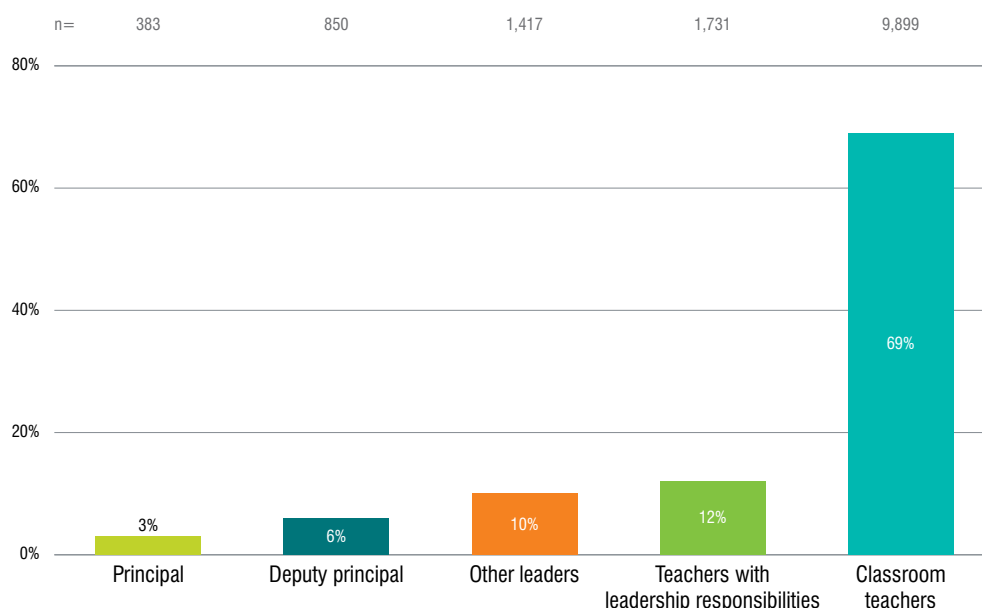
Source: ATWD Teacher Survey with ACARA School Profile

Type of leadership position

Three percent (3%) of the teacher workforce in schools were principals (14% of leaders), 6% were deputy principals (32% of leaders), and 10% held other formal leadership positions such as head of department (53% of leaders) (**Figure 9-3**).¹⁰⁸

Among leaders in schools, more than half of school principals were working as a leader only (55%), while the remainder reported that their role included classroom teaching. This was substantially greater than for other types of leaders. Around one-quarter of deputy principals were working as a leader only (24%), whereas one-in-ten other leaders reported being a leader only (10%).

Figure 9-3: Type of leadership role and position, school leaders, as a proportion of the teacher workforce in schools¹⁰⁶



Source: ATWD Teacher Survey

Type of leadership role across school type

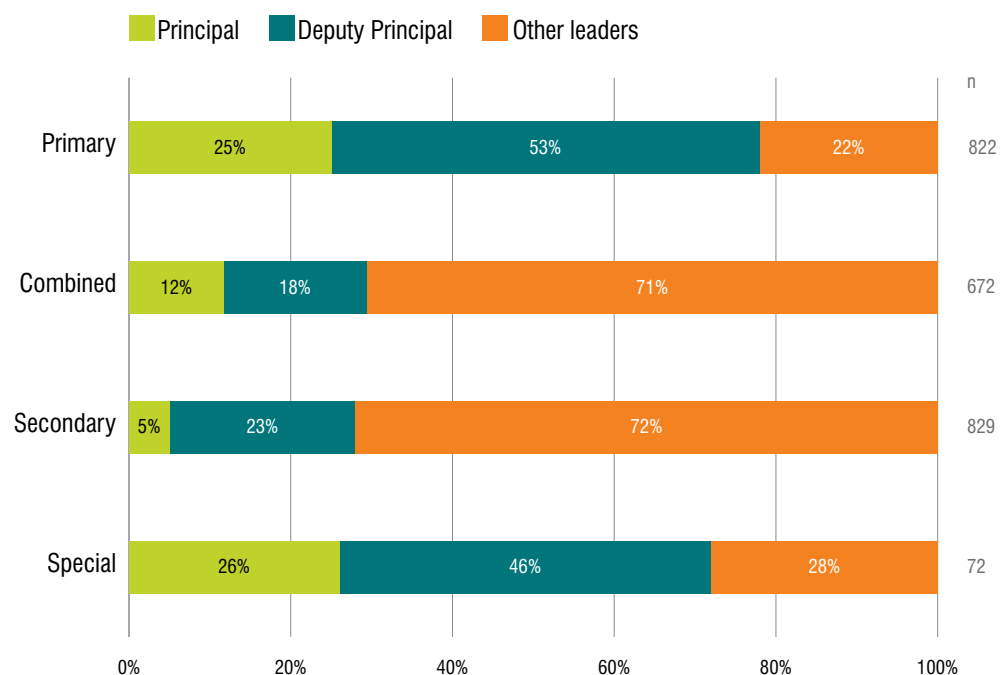
There was considerable variation in the distribution of leadership roles between school types. Main role leaders were far more likely to have the role of principal within primary schools (26%) and special schools (25%) than they were in combined schools (12%) or secondary schools (5%). Similarly, leaders were far more likely to be in the role of deputy principal in primary schools (53%) and special schools (46%) than they were in combined schools (18%) and secondary schools (22%). Over 70% of leaders in combined and secondary schools were in another type of leadership role (**Figure 9-4**).

The relative proportion of leaders who responded to the ATWD Teacher Survey who work in each type of school is reflected when principals, deputy principals and other leaders are reported separately (**Figure 9-5**).

Over half of the principals (59%) and deputy principals (56%) were working in primary schools. Outside of primary schools, principals were more likely to be working in combined-level schools (23%) than secondary schools (15%), while deputy principals were more likely to be working in secondary schools (24%) than combined-level schools (15%). Conversely, other leaders were more likely to be working in secondary schools (49%) or combined-level schools (39%) than primary schools (10%).

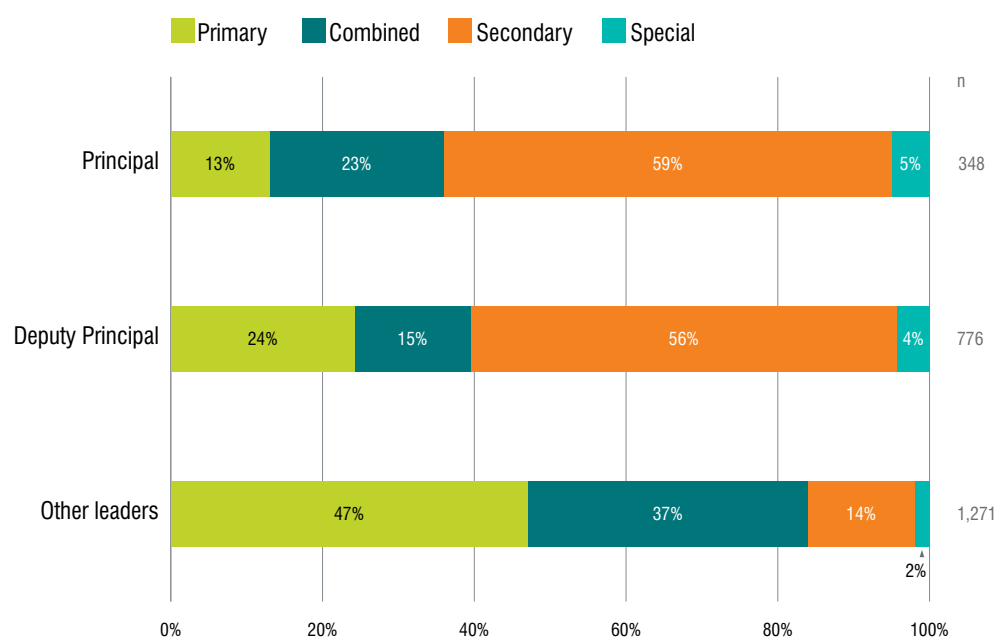
¹⁰⁶ Proportion of the teacher workforce with a known role, this diverges from **Figure 1-1**, **Figure 2-1**, and **Figure 3-2** which includes those with an unknown role

Figure 9-4: Type of leadership position, leaders in schools, by school type



Source: ATWD Teacher Survey with ACARA School Profile

Figure 9-5: School type, leaders in schools, by type of leadership position



Source: ATWD Teacher Survey with ACARA School Profile

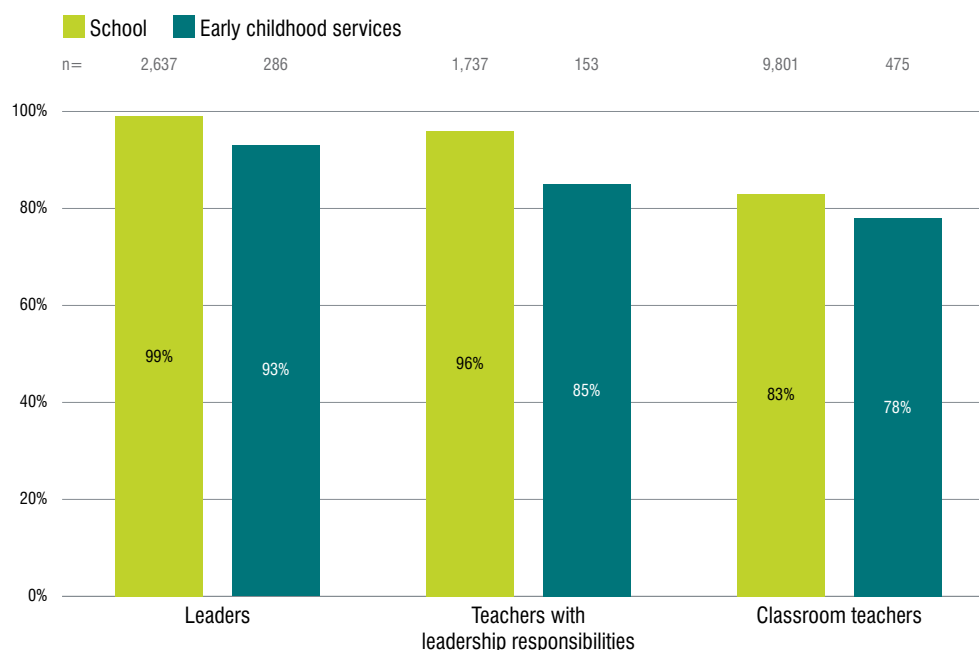
Registration

Almost all leaders in schools (99%) held full registration; this was moderately higher than among leaders in early childhood services (93%) (**Figure 9-6**). In schools, 81% of leaders had been registered for over ten years, compared to 68% of teachers with leadership responsibilities and 53% of classroom teachers (**Figure 9-7**).

Those with leadership responsibilities in schools and early childhood services were both more likely than classroom teachers to have full registration (**Figure 9-6**).¹⁰⁷ Rates of registration for over ten years were between 32% and 38% for leaders, teachers with leadership responsibilities, and classroom teachers in early childhood services (**Figure 9-7**). As registration of early childhood teachers in certain settings has only recently been introduced in South Australia (2014) and New South Wales (2016), the numbers of years registered for a leader were expected to be more similar to the number of years registered across all early childhood teachers.¹⁰⁸

Principals were the most likely type of school leader to have been registered for over ten years, with 88% reporting that they had been registered for this long. This was only slightly different to deputy principals at 85%, but decreased to 76% for other leadership positions (**Figure 9-8**).

Figure 9-6: Proportion of leaders with full registration, schools and early childhood services

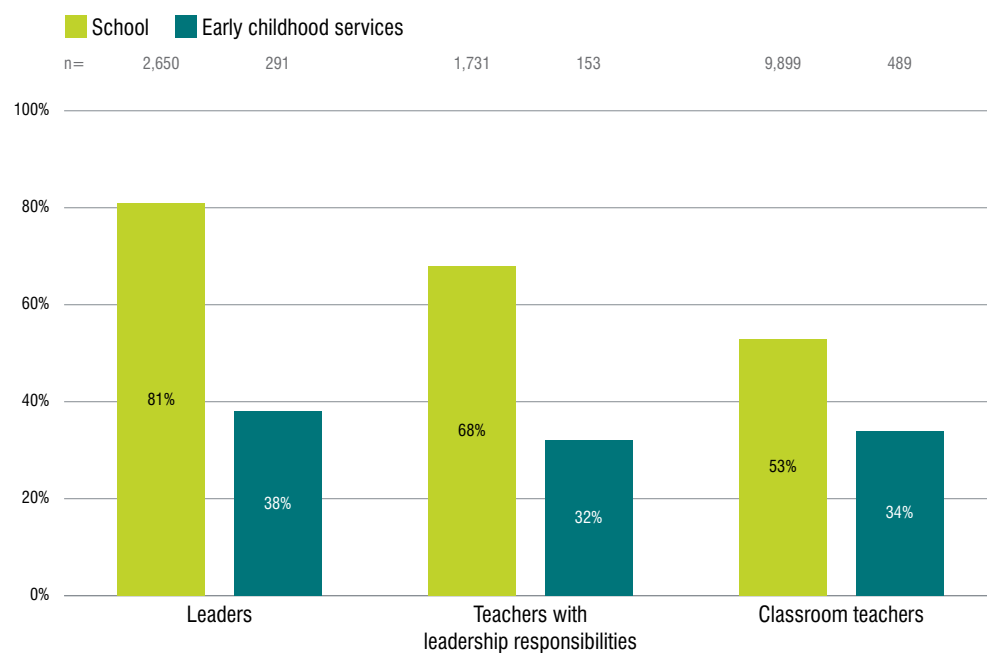


Source: Linked Registration and ATWD Teacher Survey

¹⁰⁷ Data about leaders' registration status was drawn from the linked data from teacher regulatory authorities.

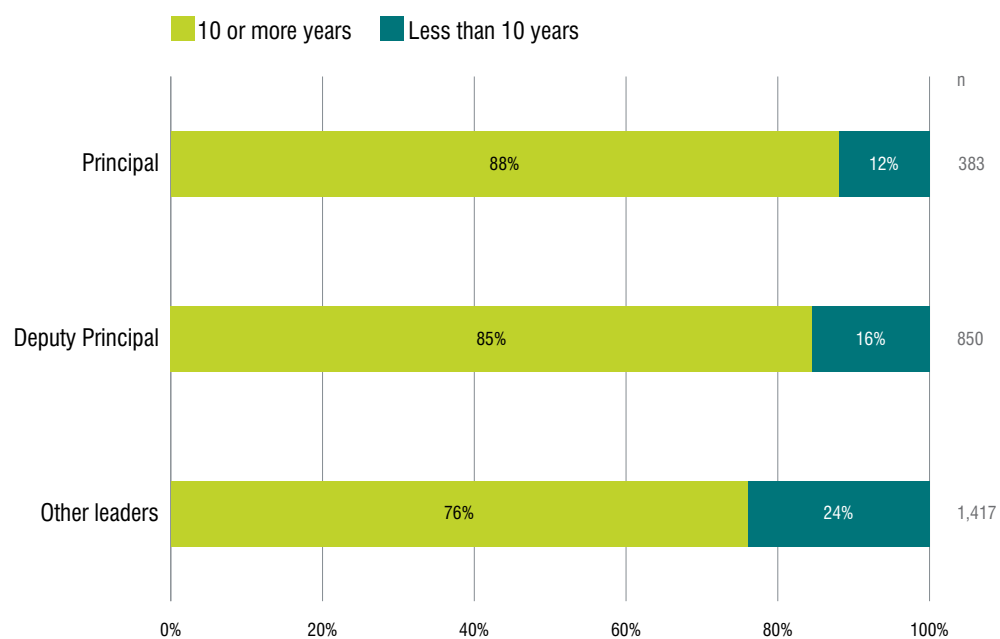
¹⁰⁸ Australian Children's Education & Care Quality Authority n.d., *Early childhood teacher registration and accreditation*, ACECQA, Sydney, <<https://www.acecqa.gov.au/qualifications/early-childhood-teacher-registration-and-accreditation>>.

Figure 9-7: Proportion of leaders registered for over ten years, schools and early childhood services



Source: Linked Registration and ATWD Teacher Survey

Figure 9-8: Years registered, school leaders, by type of leadership position



Source: Linked Registration and ATWD Teacher Survey

Demographic characteristics

Age

The majority of leaders in schools (61%) (**Figure 9-9**) and early childhood services (64%) (**Figure 9-10**) were aged 40–59 years. The average age of a leader in both schools and early childhood services was 48.1 years.

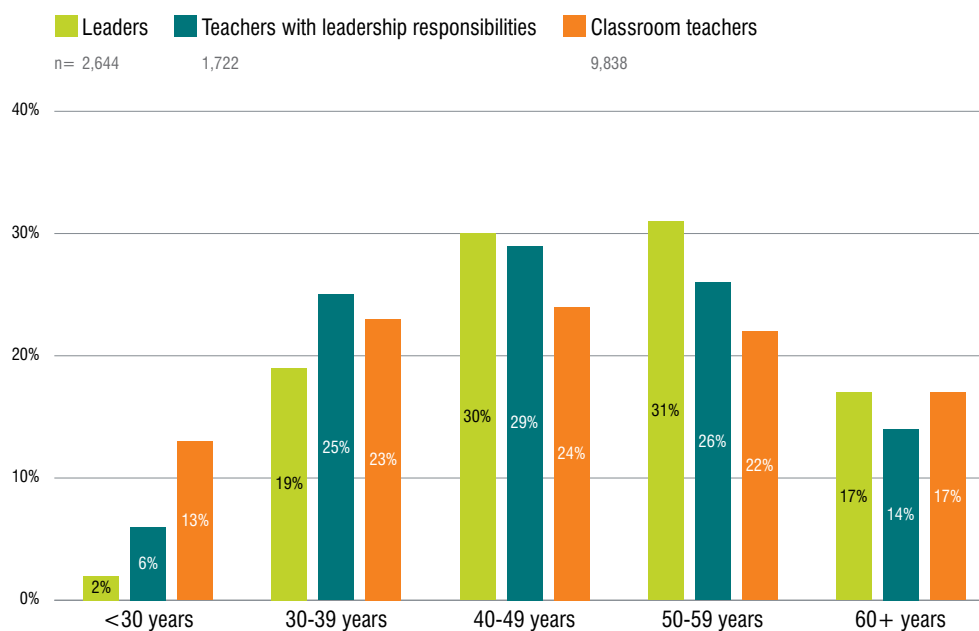
Overall, leaders tended to be moderately older than teachers with leadership responsibilities across both schools and early childhood services. In schools, the average age of principals (54.0 years) was moderately higher than that of deputy principals (48.3 years) and other leaders (47.9 years) (**Table 9-1**).

Teachers with leadership responsibilities were also commonly found among those aged 30–39 years. Very few leaders were aged under 30 years in either schools (2%) or early childhood services (3%).

Table 9-1: Average age, leaders, schools and early childhood services

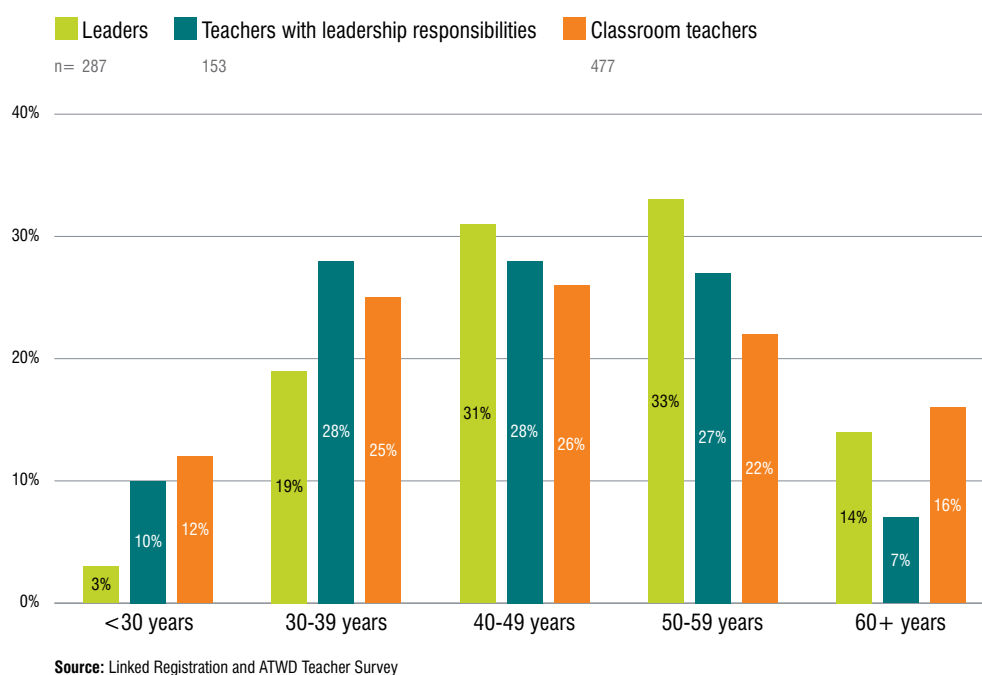
			Average age	
			Schools	Early childhood services
Leaders	Total		48.1 (n = 2,644)	48.1 (n = 287)
	Position	Principal	54.0 (n = 381)	Not collected
		Deputy principal	48.3 (n = 850)	
		Other leaders	47.9 (n = 1,413)	
Teachers with leadership responsibilities			45.3 (n = 1,722)	44.0 (n = 153)
Classroom teachers			44.1 (n = 9,838)	45.1 (n = 476)

Figure 9-9: Age distribution, school leaders



Source: Linked Registration and ATWD Teacher Survey

Figure 9-10: Age distribution, early childhood service leaders



Gender

In schools, most teachers are women, while men are over-represented in leadership. Almost one-third (31%) of leaders were men, which was slightly higher than the proportion of teachers with leadership responsibilities that were men (27%). Leaders and teachers with leadership responsibilities were moderately more likely to be men compared to classroom teachers (21%) (**Figure 9-11**).

Among leaders, principals were moderately more likely to be men (35%) than were deputy principals (26%). However, there was no difference in the proportion of principals who were men compared to the proportion of other leaders who were men (33%) (**Figure 9-12**). This is likely attributable to combined-level and secondary schools accounting for 88% of other leaders, and the fact that teachers working in these school types have a much higher prevalence of men than in primary schools. In future ATWD waves, more data will be available to stratify leadership positions within school types.

Figure 9-11: Gender, school leaders, by main role

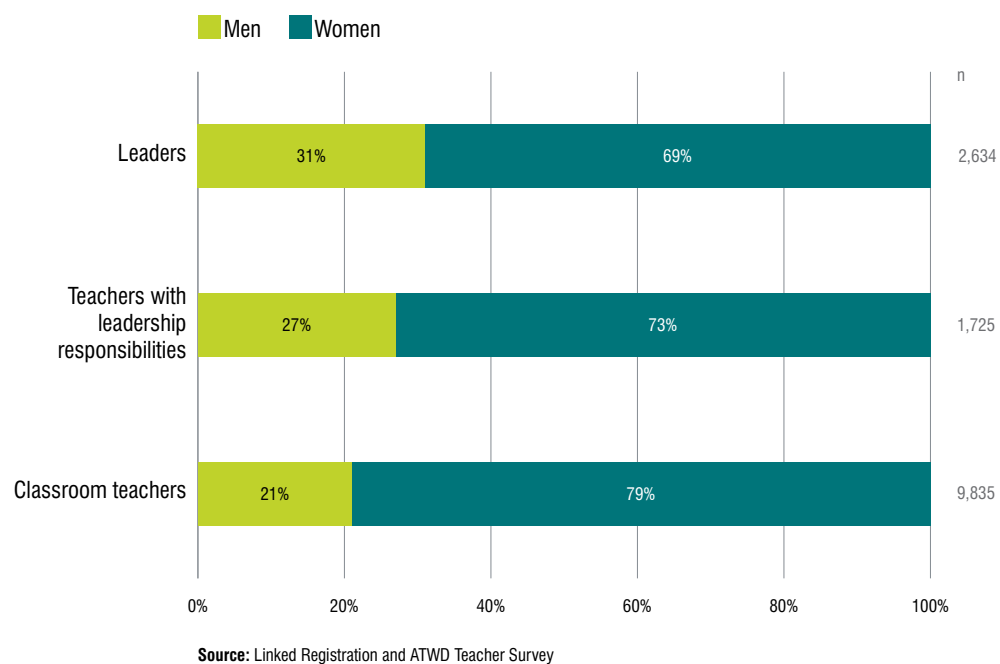
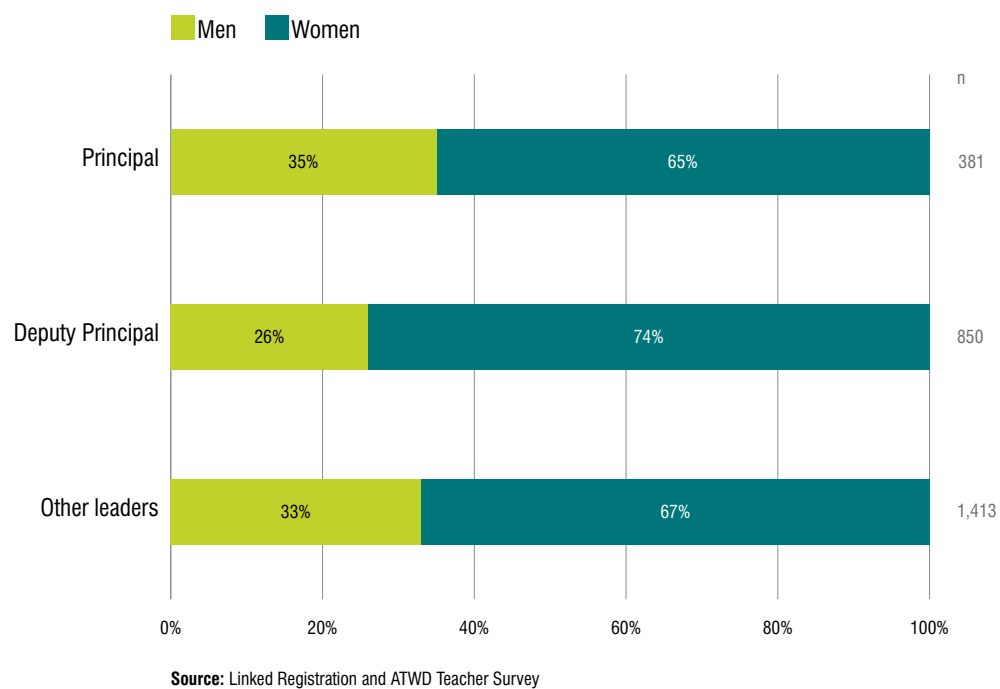
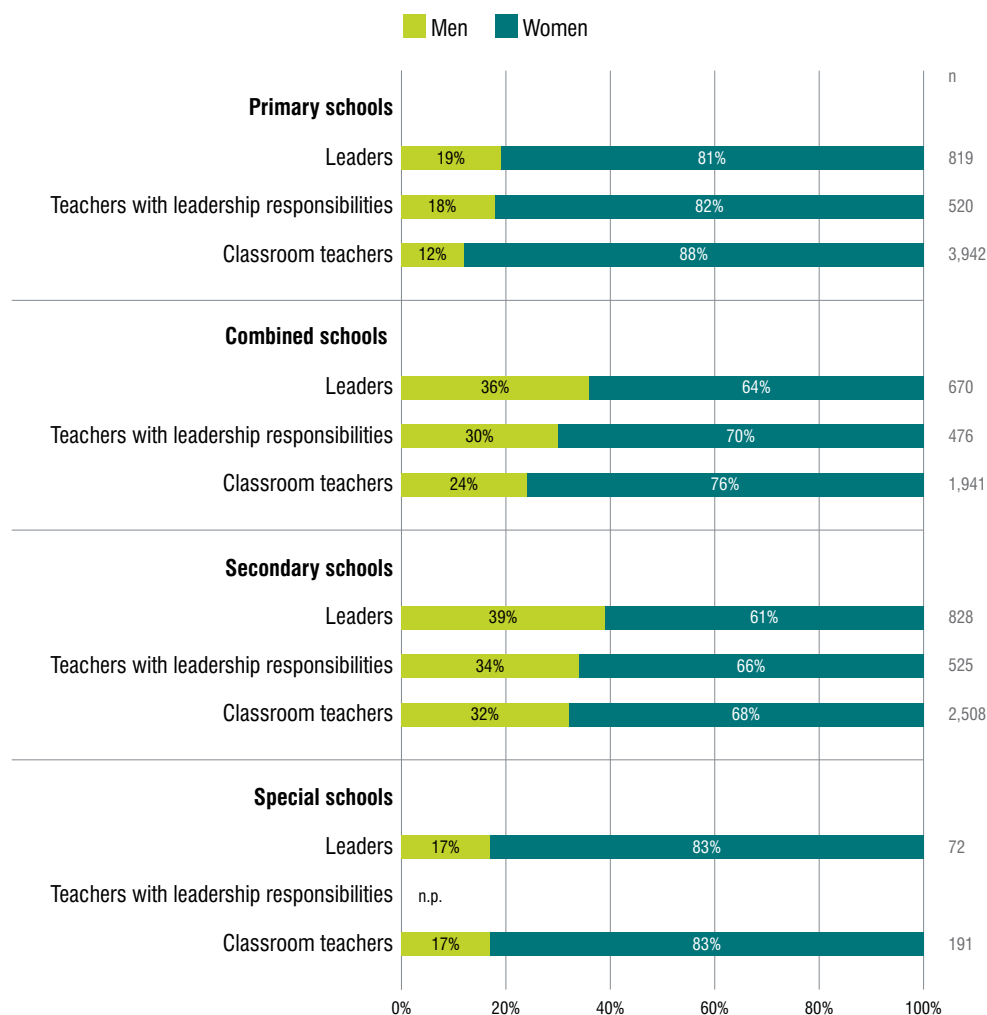


Figure 9-12: Gender, leaders in schools, by type of leadership position



Leaders were disproportionately more likely to be men in every type of school, except for special schools. It was somewhat less apparent in secondary schools (39% of leaders were men; 32% of classroom teachers were men) and slightly more apparent in schools delivering primary education, including primary schools (19% of leaders were men; 12% classroom teachers were men) or combined-level schools (36% of leaders were men; 24% classroom teachers were men) (**Figure 9-13**).

Figure 9-13: Gender, school leaders, by main role and school type ¹⁰⁹



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

Disability

Within schools, leaders were similarly likely to self-identify as having a disability¹¹⁰ (5.7%) as teachers with leadership responsibilities (6.6%) and classroom teachers (6.1%).

Within early childhood services, leaders were also similarly likely to self-identify as having a disability (5.6%) when compared to teachers with leadership responsibilities (5.1%). However, both leaders and those teachers with leadership responsibilities in early childhood services were slightly more likely to identify as having a disability than classroom early childhood teachers (3.2%).

¹⁰⁹ The sample size was insufficient to report teachers with leadership responsibilities in special schools.

¹¹⁰ In this context, a disability was specified to mean a disability, impairment or long-term medical condition impacts daily activities, communication and/or mobility and has lasted or is likely to last six months or more.

Aboriginal and Torres Strait Islander leaders

Information about Aboriginal and Torres Strait Islander leaders is provided separately, in **Chapter 10**.

Country of birth

Within schools, 14.6% of leaders and 14.7% of teachers with leadership responsibilities had been born overseas; this was slightly lower than among classroom teachers (16.9%).

Within early childhood services, 16.4% of leaders had been born overseas, which was moderately higher than the 13.1% of teachers with leadership responsibilities, but slightly lower than the 18.9% of classroom teachers.

Regionality

This chapter focuses on the proportion of leaders working in major cities and inner regional areas, as outer regional, remote and very remote areas had to be combined due to insufficient cell counts.

Overall, 66% of leaders working in schools did so in major cities. Similarly, 66% of teachers with leadership responsibilities worked in major cities, as did 67% of classroom teachers. The proportions of leaders (16%), teachers with leadership responsibilities (19%) and classroom teachers (18%) who worked in inner regional areas differed only slightly.

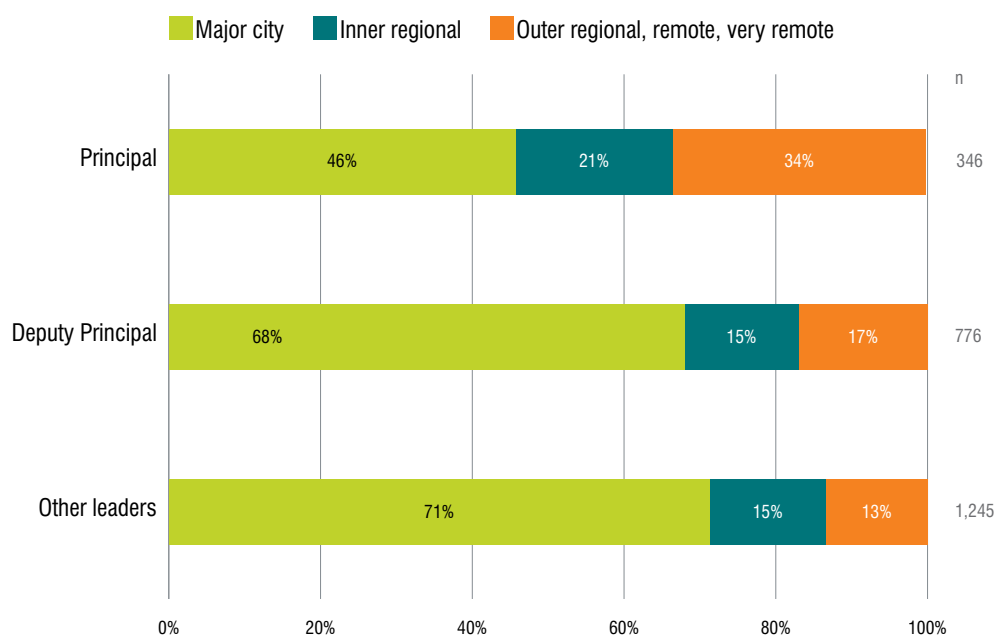
There were interesting variations across leadership positions (**Figure 9-14**). Among respondents to the ATWD Teacher Survey, principals were more likely to work in non-metropolitan schools than other leaders, while deputy principals and those in other leadership positions were more likely to be working in schools in metropolitan locations. Principals were far less likely to work in a major city (46%), compared to deputy principals (68%) and other leaders (71%). While somewhat more likely to be working in inner regional areas (principals: 21%; deputy principals: 15%; other leaders: 15%), principals were more likely to be working in outer regional, remote, or very remote areas (34%) compared to deputy principals (17%) and other leader types (13%).

These results are not unexpected. In 2018, 54% of schools were in major cities, 24% in inner regional areas and 22% in outer regional, remote or very remote areas¹¹¹. Given that there is usually one principal in any school, principals are more likely to be distributed as per the distribution of schools. By contrast, all other leadership positions in schools may be held by more than one person, and because there are more schools in major cities than regional and rural areas, this leads to an over-representation of teachers with that role in the more frequently occurring urban areas.

Please refer to **Chapter 4 (Figure 4-11, Figure 4-12)** for further details about teachers' residential and workplace locations.

¹¹¹ Australian Curriculum, Assessment and Reporting Authority 2021, *School Profile 2008-2020*, ACARA, Sydney, <<https://www.acara.edu.au/contact-us/acara-data-access>>.

Figure 9-14: School location, school leaders, by type of leadership positions



Source: ATWD Teacher Survey with ACARA School Profile

Leadership pathways

Time to leadership

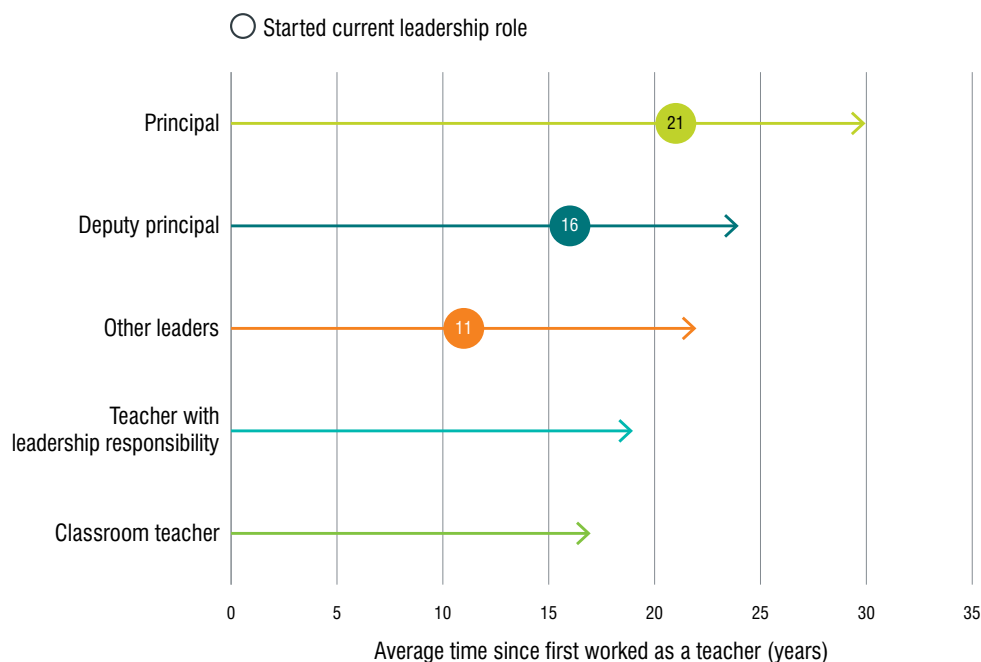
The time taken by leaders since entering the profession to reach their current type of leadership position was examined separately for school and early childhood service leaders.

School leaders

The time taken until a teacher commenced their leadership role varied with role seniority; more senior leadership roles were typically not commenced until further into the teachers' career. The average principal had taught for 20.8 years prior to becoming a principal; the average deputy principal had taught for 16.1 years; and the average other leader had taught for 11.1 years prior.

The average principal commenced their role after teaching for longer than the average classroom teacher has been in the profession. By contrast, the average deputy principal and other leader commenced their current type of leadership positions after fewer years working than classroom teachers with leadership responsibilities and classroom teachers had been working overall (**Figure 9-15**).

Figure 9-15: Timeline of role commencement relative to years worked, school leaders, by type of leadership role ¹¹²



Source: ATWD Teacher Survey

Early childhood service leaders

Among leaders in early childhood services, the average amount of time after becoming a registered teacher to reach a leadership role was 9.5 years (**Table 9-2**).

Seven percent (7%) of leaders in early childhood services reached their leadership role prior to being registered as a teacher. It is assumed that these individuals held leadership positions prior to recent changes to early childhood teacher registration in New South Wales and South Australia.

Table 9-2: Time to and in leadership roles, leaders in early childhood services

	Early childhood leaders
n =	142
Years since commencing teaching	20.4
Years before a leadership role	9.5
Years in a leadership role	10.9

Time in leadership

School leaders

Although other leaders tended to commence their leadership positions moderately more early in their career than deputy principals, current career length was similar across these types of main leadership positions (deputy principals: 23.5 years, other leaders: 21.9 years). Longitudinal data will be needed to understand the shifts between levels of school leadership seniority. This longitudinal data will also enable an understanding of the progression from being a classroom teacher with leadership responsibilities to a leadership main role.

¹¹² Data for other leaders comes only from leaders in South Australia.

Early childhood service leaders

Early childhood leaders had spent about half (53%) of their career since first being registered as a registered teacher in a leadership role.

Time to and in leadership by gender

For each type of school leadership position, women reported that it took 1.5 to 2.7 years longer on average to attain their current type of leadership position than men. The difference in the time taken to reach each type of leadership position occurred despite similar levels of experience at each level of leadership among both men and women.

Due to small sample sizes, it was not possible to analyse gender differences in time taken to reach leadership among early childhood service leaders.

Principals

Among principals, men reached the role an average of 2.7 years sooner than women (**Table 9-3**). Due to the similar career lengths of men (29.4 years) and women (30.2 years), the average number of years' experience as a principal is 1.9 years lower among women.

Table 9-3: Principal career timelines, by gender ¹¹³

	Women	Men	Overall
n =	239	126	367
Years since commencing teaching	30.2	29.4	29.9
Years before becoming a principal	21.7	19.0	20.8
Years as a principal	8.5	10.4	9.1

Deputy principals

Men who were deputy principals reached the role an average of 1.5 years before women (**Table 9-4**). Due to men (23.3 years) and women (23.6 years) having the same career lengths, the average number of years' experience as a deputy principal is 1.2 years lower among women.

Table 9-4: Deputy principal career timelines, by gender

	Women	Men	Overall
n =	605	216	821
Years since commencing teaching	23.6	23.3	23.5
Years before becoming a deputy principal	16.5	15.0	16.1
Years as a deputy principal	7.1	8.3	7.4

¹¹³ Some principals are only included in the overall column because no gender information was available.

Other leaders

Men who were other leaders reached the role an average of 1.9 years before women (**Table 9-5**). While men (20.9 years) and women (22.4 years) had slightly different career lengths, the number of years' experience as an other leader is similar among men (11.1 years) and women (10.6 years).

Table 9-5: Other school leader career timelines, by gender

	Women	Men	Overall
n =	469	230	699
Years since commencing teaching	22.4	20.9	21.9
Years before becoming an other leader	11.7	9.8	11.1
Years as an other leader	10.6	11.1	10.8

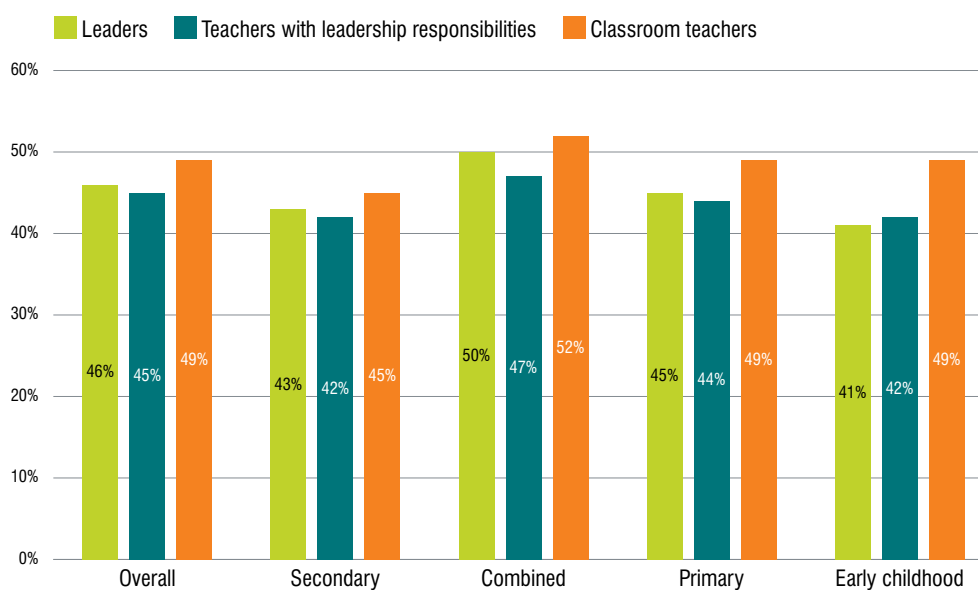
Employment gaps

Overall, leaders and teachers with leadership responsibilities were slightly less likely to have had employment gaps than classroom teachers, and these gaps were typically shorter.

Forty-six percent (46%) of leaders and 45% of teachers with leadership responsibilities had experienced an employment gap, compared to 49% of classroom teachers. This difference was largest among those working in early childhood services (leaders: 49%, teachers with leadership responsibilities: 42%, classroom teachers: 41%) and primary schools (leaders: 49%, teachers with leadership responsibilities: 45%, classroom teachers: 44%) (**Figure 9-16**).

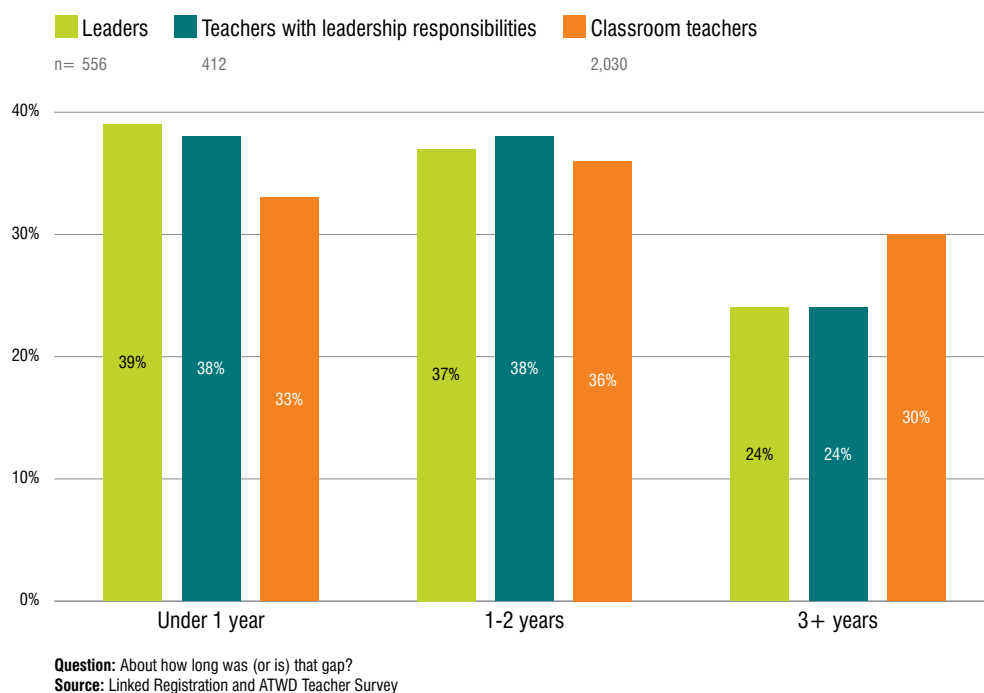
Among those who had experienced a gap, 39% of leaders and 38% of teachers with leadership responsibilities had an employment gap of under one year, compared to 33% of classroom teachers. Conversely, classroom teachers were more likely to have had longer employment gaps, with 30% experiencing a gap of three or more years, compared to 24% of leaders and 24% of teachers with leadership responsibilities (**Figure 9-17**).

Figure 9-16: Employment gaps, leaders, by school or service type



Question: Since you started teaching, have you ever had a gap of at least one school term to continuous employment?
Source: ATWD Teacher Survey with ACARA School Profile

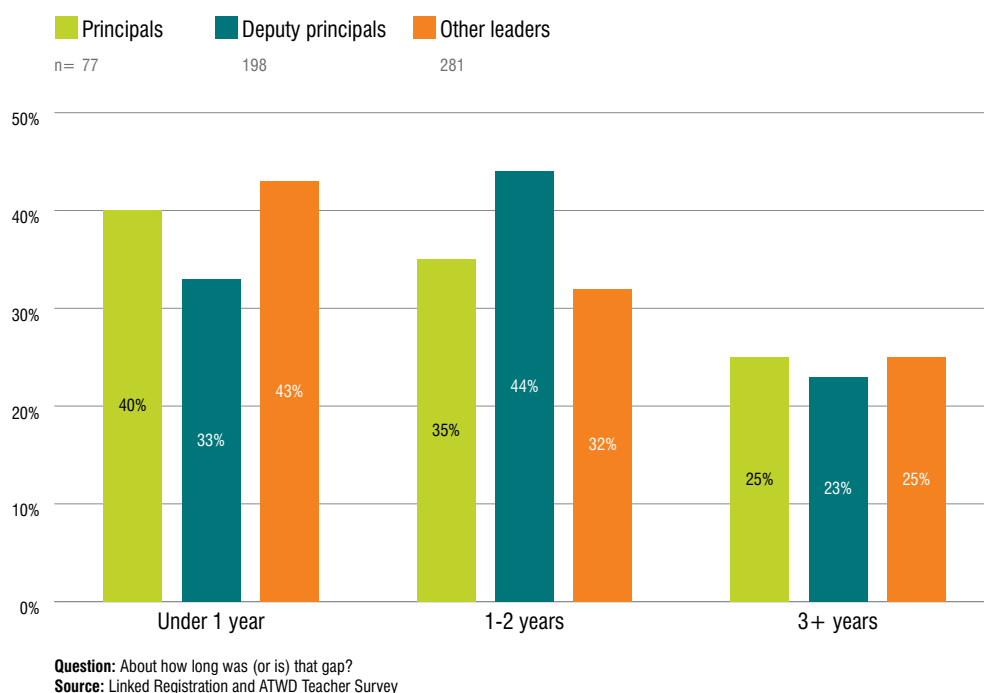
Figure 9-17: Employment gap length, leaders with an employment gap



There was some variation in employment gap length among school leaders based on their roles. Deputy principals experienced somewhat longer gaps in employment than principals or other leaders.

Where principals (40%) and other leaders (43%) were more likely to experience a gap duration of under one year (deputy principals: 33%), deputy principals (44%) were most concentrated at a gap duration of one to two years (principals: 35%, other leaders: 32%). There were no large or systematic differences across leadership positions in long employment gaps of three or more years (**Figure 9-18**).

Figure 9-18: Employment gap length, school leaders with an employment gap, by type of leadership position



Employment arrangements

Contractual arrangements

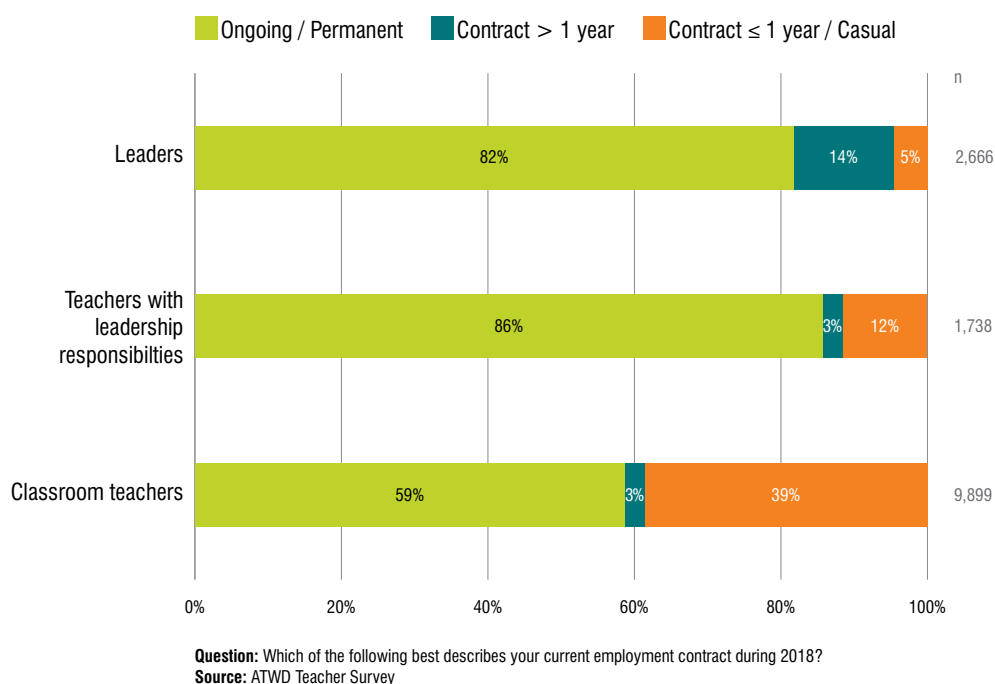
Overall, leaders and teachers with leadership responsibilities were considerably more likely than classroom teachers to have had ongoing or permanent roles.

Schools

Within schools, 82% of leaders and 86% of teachers with leadership responsibilities had an ongoing or permanent contract, compared to 59% of classroom teachers.

Although less common than an ongoing position, leaders were also much more likely than teachers to have fixed-term contracts of more than one year duration (**Figure 9-19**).

Figure 9-19: Employment contract types, school leaders



Contractual arrangements by type of leadership position

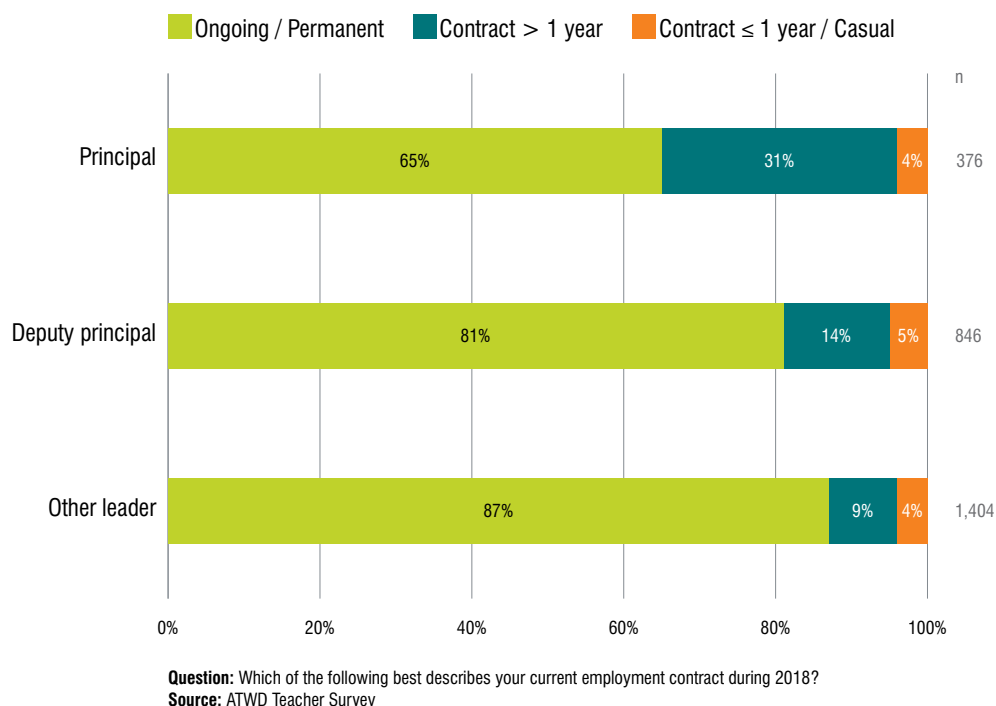
The most secure positions in schools appear to be other leaders (87%), such as heads of department, and teachers with leadership responsibilities (86%). Principals and deputy principals more often work under time-limited contracts, with principals under shorter contractual arrangements.

Four percent (4%) of leaders were engaged on fixed-term contracts of one year or less or on a casual basis; and this was similar across all main leadership positions. However, leadership positions varied on the ratio of ongoing contracts to fixed-term contracts of over one year duration.

The contractual arrangements of principals differed substantially from those of deputy principals and other leaders; 65% of principals held an ongoing position, compared to 81% of deputy principals and 87% of other school leaders.

Around one-third of principals (31%) were employed on fixed-term contracts of over one year, which is substantially greater than the 14% of deputy leaders, and 9% of other school leaders (**Figure 9-20**).

Figure 9-20: Employment contract types, school leaders, by type of leadership position

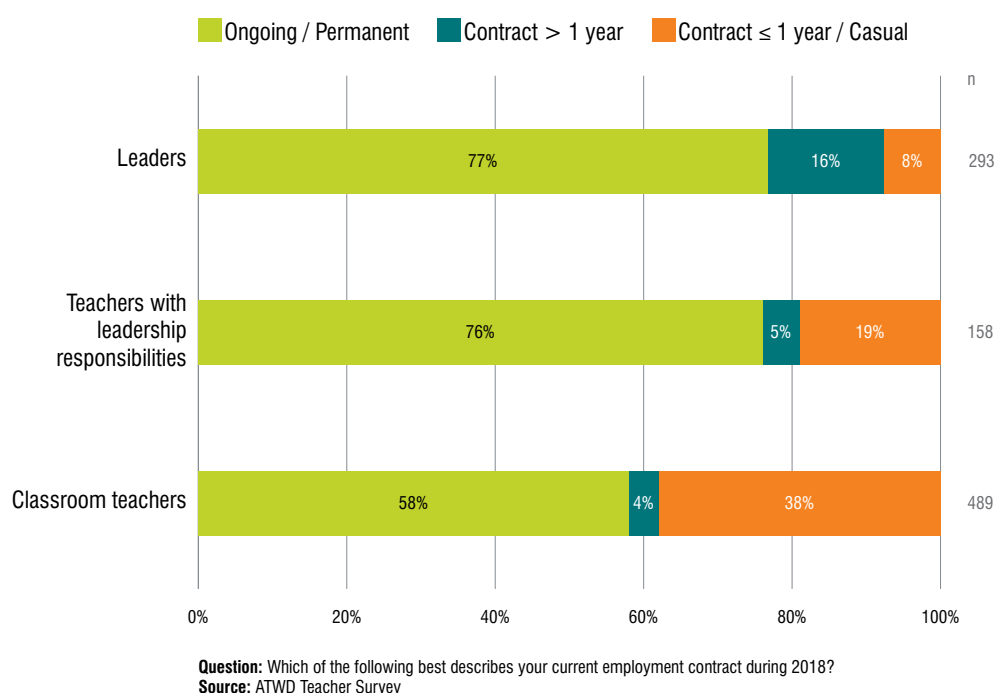


Early childhood services

Compared to schools, the contractual arrangements of leaders in early childhood services were less secure (early childhood: 77% ongoing; schools: 82% ongoing), as were those of teachers with leadership responsibilities (early childhood: 76% ongoing; schools: 86% ongoing).

The overall pattern of contractual arrangements for leaders within early childhood services was similar to that found in schools; 77% of leaders and 76% of teachers with leadership responsibilities had an ongoing contract, compared to 58% of classroom teachers (**Figure 9-21**).

Figure 9-21: Employment contract types, early childhood service leaders



Full-time employment

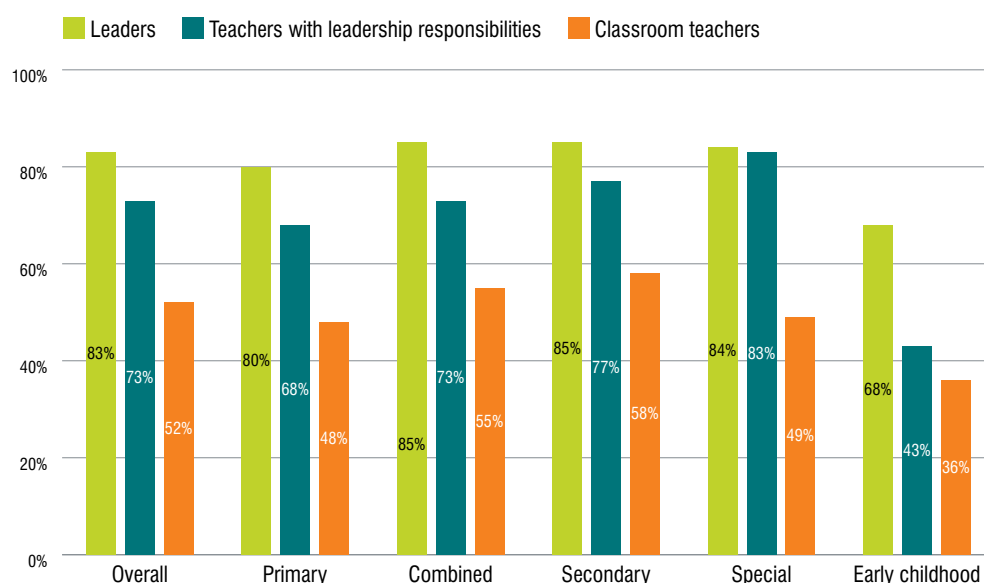
Across all types of schools, leaders were employed full-time at least 80% of the time; this was considerably higher than the proportion of full-time leaders in early childhood services (68%). Rates of full-time employment were slightly lower in primary schools (80%), than combined, secondary, and specials schools (84 to 85%) (**Figure 9-22**).

In general, across schools and early childhood services, leaders were more likely to be working full-time (83%) than teachers with leadership responsibilities (73%). The difference in full-time employment was greatest in early childhood services (leaders: 68%, teachers with leadership responsibilities: 43%), primary schools (leaders: 80%, teachers with leadership responsibilities: 68%) and combined schools (leaders: 85%, teachers with leadership responsibilities: 73%). The difference was moderate in secondary schools (leaders: 85%, teachers with leadership responsibilities: 77%), and there was no notable gap among leaders working in special schools (leaders: 84%, teachers with leadership responsibilities: 83%).

Teachers with leadership responsibilities were more likely to be working full-time (70%) than classroom teachers (52%). The difference was only moderate in early childhood services (teachers with leadership responsibilities: 43%; classroom teachers: 36%), but was considerable in:

- primary schools (leadership responsibilities: 68%; classroom: 48%)
- combined schools (leadership responsibilities: 73%; classroom: 55%)
- secondary schools (leadership responsibilities: 77%; classroom: 58%), and
- special schools (leadership responsibilities: 83%; classroom: 49%).

Figure 9-22: Proportion of leaders in full-time employment, by school or service type

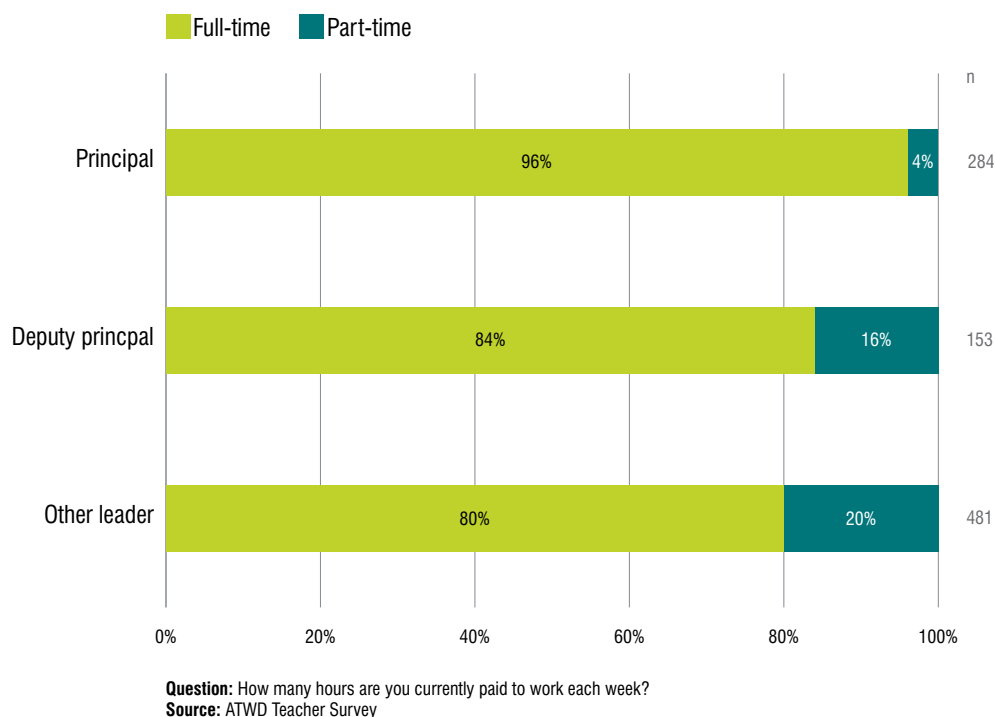


Question: How many hours are you currently paid to work each week?
Source: ATWD Teacher Survey with ACARA School Profile

Leaders in schools

Among leaders in schools, there was variation in rates of full-time employment across leadership position. Almost all principals were employed full-time (96%). By comparison, deputy principals were employed full-time 84% of the time, and other leaders 80% of the time (**Figure 9-23**).

Figure 9-23: Paid working hours summary, school leaders, by type of leadership position



Working hours and tasks

Total hours worked

All teachers in the teacher workforce were asked the number of hours they actually worked in a typical working week. A typical working week was defined as a week “that is not shortened by breaks, public holidays, sick leave etc”. As most leaders are employed full-time, only the working hours of full-time staff were examined; the sample size is not sufficient to explore the working hours of part-time leaders.

Those working in schools worked moderately longer hours than those working in early childhood services. Across leaders, those working in schools worked moderately more hours each week on average (58.8 hours) than those in early childhood services (52.7 hours) (**Table 9-6**).

In addition, teachers with leadership responsibilities in schools worked considerably longer hours each week than those in early childhood services (schools: 58.3 hours; early childhood services: 48.6 hours).

Both leaders (58.8 hours) and teachers with leadership responsibilities (58.3 hours) in schools tended to work longer hours than classroom teachers (56.2 hours). As leadership positions became more senior, the number of hours leaders worked increased, with principals working the longest hours per week (61.3 hours).

In early childhood services, there were only slight variations in the number of hours worked by leaders and classroom teachers.

Table 9-6: Average total working hours, full-time leaders, by type of leadership position

			Average total working hours	
			Schools	Early childhood services
Leaders	Total		58.8 (n = 2,012)	52.7 (n=187)
	Position	Principal	61.3 (n = 322)	Not collected
		Deputy principal	60.0 (n = 653)	
		Other leaders	57.4 (n = 1,037)	
Teachers with leadership responsibilities			58.3 (n = 1,167)	48.6 (n = 63)
Classroom teachers			56.2 (n = 4,632)	49.7 (n = 170)

Total hours worked, by school type

There were only slight differences in hours worked across school leaders with a main role working in different types of schools (leaders' hours, primary: 59.4; combined: 58.6; secondary: 58.6; special: 58.4), as well as for school teachers with leadership responsibilities based on school type (**Table 9-7**).

The general trend for leaders and teachers with leadership responsibilities to work a similar number of hours held true in most types of schools. The one exception was in primary schools, where leaders worked slightly more hours each week (59.4 hours) than did teachers with leadership responsibilities (57.9 hours).

The general trend for teachers with leadership responsibilities to work slightly more hours than classroom teachers also held true in most types of schools. However, this difference was slightly greater in combined-level schools (teachers with leadership responsibilities: 58.3 hours; classroom teachers: 55.6 hours) and secondary schools (teachers with leadership responsibilities: 58.9 hours; classroom teachers: 56.5 hours), than it was in primary schools (teachers with leadership responsibilities: 57.9 hours; classroom teachers: 56.7 hours). This may reflect the higher prevalence of other leadership positions in combined schools and secondary schools.

Table 9-7: Average total working hours, full-time leaders, by school or service type

	Average total working hours		
	Leaders	Teachers with leadership responsibilities	Classroom teachers
Primary	59.4 (n = 605)	57.9 (n = 335)	56.7 (n = 1,750)
Combined	58.6 (n = 528)	58.3 (n = 333)	55.6 (n = 997)
Secondary	58.6 (n = 664)	58.9 (n = 381)	56.5 (n = 1,324)
Special	58.4 (n = 55)	n.p.	52.5 (n = 87)
All schools (total)	58.8 (n = 2,012)	58.3 (n = 1,167)	56.2 (n = 4,632)
Early childhood	52.7 (n = 187)	48.6 (n = 63)	49.7 (n = 170)
Overall	58.3 (n = 2,199)	57.9 (n = 1,230)	56.0 (n = 4,802)

Face-to-face teaching hours

Full-time leaders had a lower number of face-to-face teaching hours per week across all school and service types (overall mean 13.9 hours). Notably, teachers with leadership responsibilities (24.2 hours) maintained similar face-to-face teaching loads as classroom teachers (25.5 hours).

There were at most only slight differences in the face-to-face hours of school leaders across different types of schools (12.1 hour to 13.7 hours). However, leaders in early childhood services worked moderately more face-to-face hours than those in all types of schools (mean 22.2 hours).

There were small differences in the average face-to-face hours of teachers with leadership responsibilities and classroom teachers in combined-level schools (teachers with leadership responsibilities: 22.7 hours; classroom teachers: 24.7 hours), and secondary schools (teachers with leadership responsibilities: 23.0 hours; classroom teachers: 24.3 hours).

Interestingly, teachers with leadership responsibilities worked moderately more face-to-face hours in early childhood services than classroom teachers (teachers with leadership responsibilities: 34.7 hours; classroom teachers: 32.4 hours), and similar hours in primary schools (teachers with leadership responsibilities: 25.3 hours; classroom teachers: 26.2 hours). In school types with younger students, adding leadership responsibilities appears to increase the number of face-to-face hours taught (**Table 9-8**).

When examining the average number of face-to-face hours worked by leaders based on their leadership position in schools, it is clear that senior leaders work fewer face-to-face teaching hours. The average principal delivers 5.5 hours of face-to-face teaching per week, the average deputy principal 11.3 hours per week, and the average other leader 16.6 hours per week (**Table 9-9**).

Table 9-8: Average face-to-face teaching hours, full-time leaders, by school or service type

	Leaders			Teachers with leadership responsibilities			Classroom teachers		
	Face-to-face hours	% of average hours	n	Face-to-face hours	% of average hours	n	Face-to-face hours	% of average hours	n
Primary	12.1	20%	591	25.3	44%	332	26.2	46%	1702
Combined	13.4	23%	517	22.7	39%	320	24.7	44%	968
Secondary	13.7	23%	643	23.0	39%	379	24.3	43%	1702
Special	12.4	21%	54	n.p.			24.7	47%	1298
All schools (total)	13.1	22%	1,961	23.6	40%	1,144	25.3	45%	4,519
Early childhood	22.2	42%	187	34.7	71%	63	32.4	65%	168
Overall	13.9	24%	2,148	24.2	42%	1,207	25.5	46%	4,687

Table 9-9: Average face-to-face teaching hours, full-time school leaders, by position

	Face-to-face hours	% of hours	n
Principals	5.5	9%	318
Deputy principals	11.3	19%	635
Other leaders	16.6	29%	1,008
All school leaders	13.1	22%	1,961

Task-time allocation

School leaders in principal or deputy principal position were asked about the time they spend on a variety of non-face-to-face teaching tasks related to leadership.

Other leaders were not asked about these leadership tasks¹¹⁴, but were asked about their face-to-face teaching, and the other tasks reported by classroom teachers, which are presented in **Chapter 4**.

Principals

Principals working full-time in schools reported spending an average of 54.5 hours a week across six types of non-face-to-face teaching tasks (**Table 9-10**). As outlined in **Table 9-9**, principals also reported spending an average of 5.5 hours per week on face-to-face teaching.

Combined, principals indicated that an average of 60 of the 61.3 hours in total worked by school principals could be accounted for by face-to-face teaching and the six specific types of non-face-to-face teaching tasks asked about the ATWD Teacher Survey, while 1.3 hours were spent on undefined tasks. Given this, principals spend 89% of their time on non-face-to-face teaching, 9% on face-to-face teaching tasks and 2% of their time on other undefined tasks¹¹⁵.

Together, administrative and leadership tasks and meetings accounted for two-fifths (39%) of a principals' working hours. Instructional leadership-related tasks (15% of working hours) and student interactions (15% of working hours) were the other non-face-to-face teaching tasks frequently performed by principals.

¹¹⁴ With the exception of those in South Australia.

¹¹⁵ The alignment of face to face and non-teaching task numbers with overall working hours is a good indicator of the integrity of data collection about working hours through the ATWD Teacher Survey. This is discussed further in 'About the data'.

Table 9-10: Average time spent on non-face-to-face teaching tasks, full-time principals

Task	Average hours per week	Relative time on specific tasks	Number of responses
Administrative and leadership tasks and meetings	24.2	44%	318
Instructional leadership-related tasks	9.0	17%	318
Student interactions	9.4	17%	318
Parent or carer interactions	6.0	11%	318
Interactions with local and regional community, business and industry	2.9	5%	316
Professional learning for school staff	2.9	5%	318
Total hours on non-face-to-face teaching tasks (average)	54.5		

Deputy principals

Deputy principals working full-time in schools reported spending an average of 45.1 hours a week across six types of non-face-to-face teaching tasks (**Table 9-11**). As outlined in **Table 9-9**, deputy principals also reported spending an average of 11.3 hours per week on face-to-face teaching.

Combined, deputy principals indicated that an average of 56.4 of the 60.0 hours worked by deputy principals could be accounted for by face-to-face teaching and the six specific types of non-face-to-face teaching tasks asked about in the ATWD Teacher Survey, while 3.6 hours were spent on undefined tasks. Given this, deputy principals spend 75% of their time on non-face-to-face teaching tasks, 18% of their time on face-to-face teaching and 6% of their time on other undefined tasks.

Together, administrative and leadership tasks and meetings accounted for one-third (32%) of a deputy principals' working hours. Instructional leadership-related tasks (12% of working hours) and student interactions (17% of working hours) were the other non-face-to-face teaching tasks frequently performed by deputy principals.

Table 9-11: Average time spent on non-face-to-face teaching tasks, full-time school deputy principals

Task	Average hours per week	Relative time on specific tasks	Number of responses
Administrative and leadership tasks and meetings	19.2	43%	633
Instructional leadership-related tasks	7.3	16%	626
Student interactions	10.1	22%	629
Parent or carer interactions	4.5	10%	630
Interactions with local and regional community, business and industry	2.0	4%	626
Professional learning for school staff	2.0	4%	628
Total hours on non-face-to-face teaching tasks (average)	45.1		

Differences across leadership position

Principals (24.2 hours per week) spend moderately more time engaged in administrative and leadership tasks and meetings than do deputy principals (19.2 hours per week). They also spend slightly more time engaged in instructional leadership-related tasks (principals: 9.0 hours per week; deputy principals: 7.2 hours per week) and parent or carer interactions (principals: 6.0 hours per week; deputy principals: 4.5 hours per week) (**Table 9-12**).

Table 9-12: Average time spent on non-face-to-face teaching tasks, full-time principals and deputy principals

Task	Principals	Deputy principals
Administrative and leadership tasks and meetings	24.2	19.2
Instructional leadership-related tasks	9.0	7.3
Student interactions	9.4	10.1
Parent or carer interactions	6.0	4.5
Interactions with local and regional community, business and industry	2.9	2.0
Professional learning for school staff	2.9	2.0
Total hours on non-face-to-face teaching tasks (average)	54.5	45.1

Qualifications and professional learning

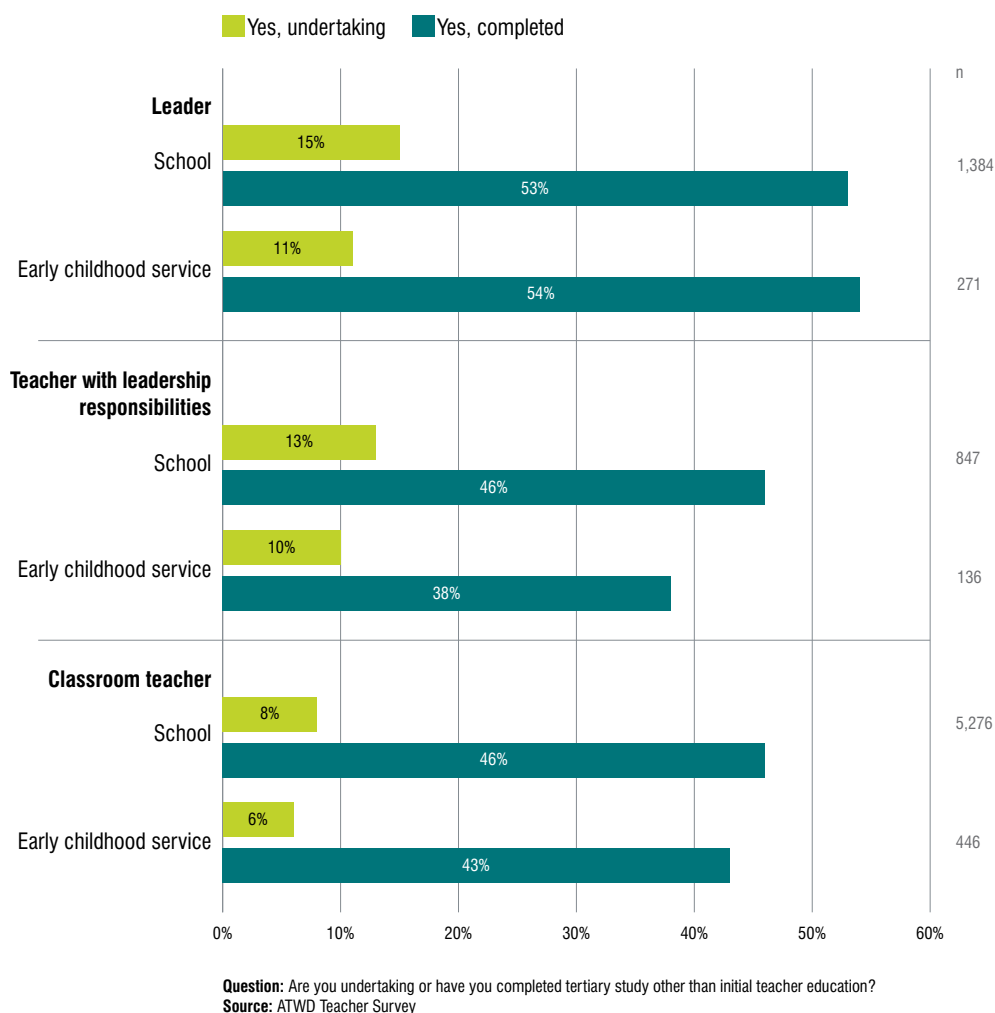
Tertiary study and training

Leaders were more likely than teachers with leadership responsibilities and classroom teachers to have completed tertiary study in addition to their ITE qualifications.¹¹⁶

Fifty-three percent (53%) of leaders in schools had completed additional tertiary study, as had 53% of leaders in early childhood services. There was no evidence that teachers with leadership responsibilities (46%) were more likely to have other tertiary qualifications than classroom teachers (46%). In schools, teachers with leadership responsibilities were slightly more likely to be currently undertaking further tertiary study (13%) than classroom teachers (8%) and were similarly likely as leaders (15%) to be doing so (**Figure 9-24**).

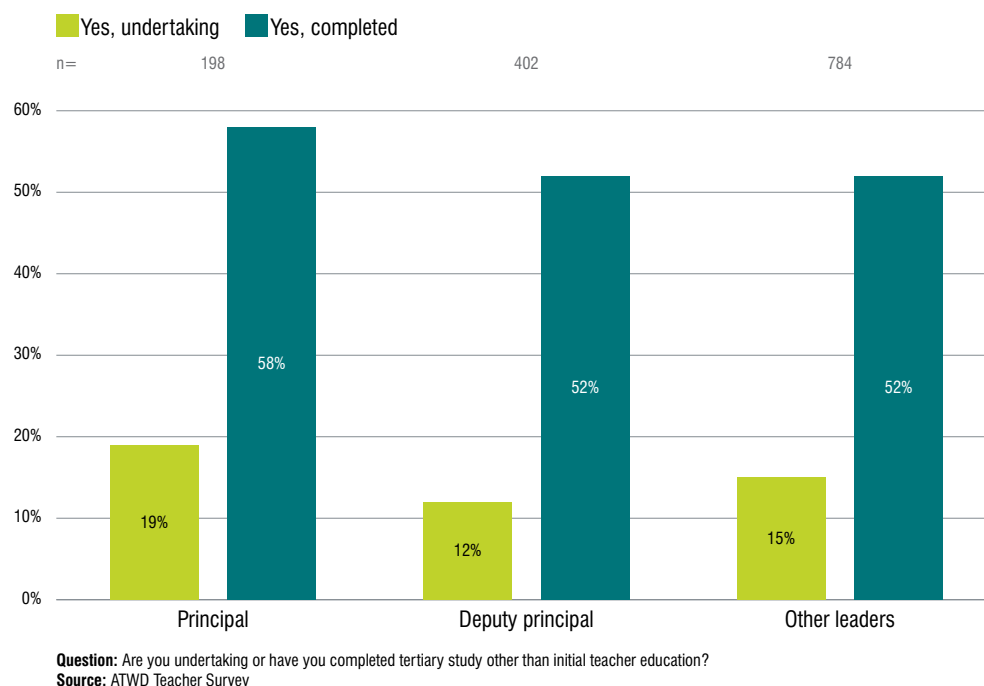
Among school leaders, when other tertiary study was examined by type of leadership position, principals were the most likely to have other tertiary qualifications (58%), and the most likely to currently be undertaking further studies (19%) (**Figure 9-25**).

Figure 9-24: Tertiary study other than ITE, leaders



¹¹⁶ Data was not collected on whether the additional study was undertaken before or after ITE study, or whether the additional tertiary study was related to their professional development.

Figure 9-25: Tertiary study other than ITE, school leaders, by type of leadership position



Professional learning

Time spent on professional learning

Nearly all (99%) leaders in schools undertook professional learning activities in 2018, as did 97% of teachers with leadership responsibilities. Between 98.7% and 99.7% of those in each school leadership position undertook professional learning. In early childhood services, 95% of leaders undertook professional learning activities in 2018 (**Figure 9-26**).

For those who completed professional learning in 2018, the average number of professional learning hours completed by leaders in schools (53.4 hours) was substantially higher than teachers with leadership responsibilities (42.6 hours). This was not the case when comparing leaders in early childhood services to early childhood teachers with leadership responsibilities. Those in more senior school leadership positions tended to complete more hours of professional learning, with the average principal reporting undertaking 73.4 hours (**Table 9-13**).

Figure 9-26: Professional learning, leaders ¹¹⁷

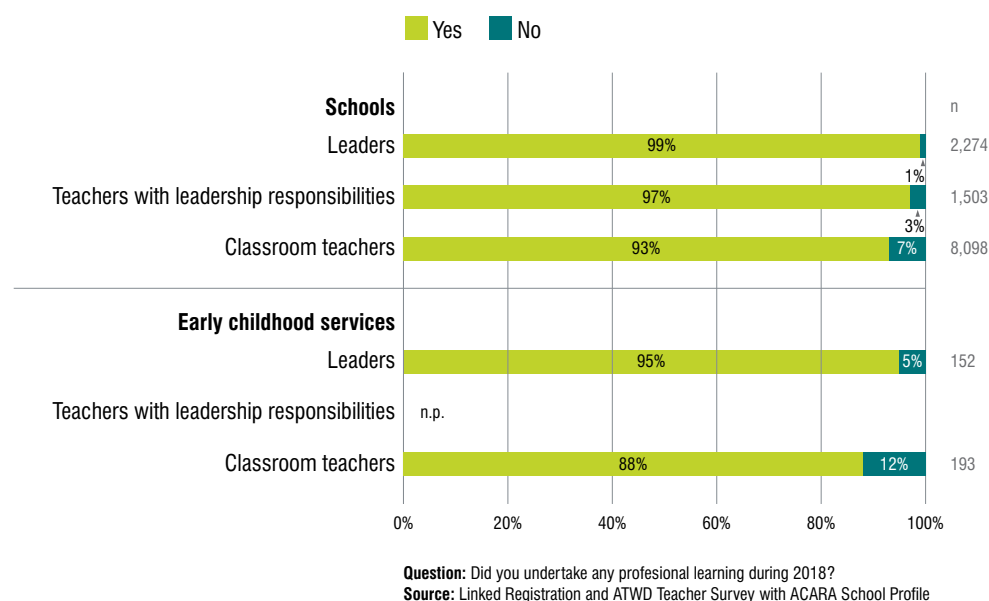


Table 9-13: Average professional learning hours, full-time leaders, by type of leadership position

			Average professional learning hours	
			Schools	Early childhood services
Leaders	Total		53.4 (n = 2,248)	37.2 (n = 144)
	Position	Principal	73.4 (n = 336)	Not collected
		Deputy principal	55.6 (n = 723)	
		Other leaders	46.3 (n = 1,189)	
Teachers with leadership responsibilities			42.6 (n = 1,455)	41.6 (n = 68)
Classroom teachers			38.7 (n = 7,547)	25.3 (n = 169)

Perceived value of professional learning

Leaders working in early childhood services were more likely than those working in schools to agree that their professional learning was aligned with their own professional development needs (in schools: 85%; early childhood services: 82%) and that they had opportunities to implement what they learned (in schools: 87%; early childhood services: 82%).

School leaders were more likely to agree that professional learning was aligned to the needs or priorities of their educational setting than classroom teachers (leaders: 90%; teachers with leadership responsibilities: 85; classroom teachers: 80%).

Detailed reporting of agreement compared to strong agreement, for both school leaders and early childhood service leaders, is presented below.

¹¹⁷ Sample size was insufficient to report professional learning of teachers with leadership responsibilities in early childhood services.

School leaders

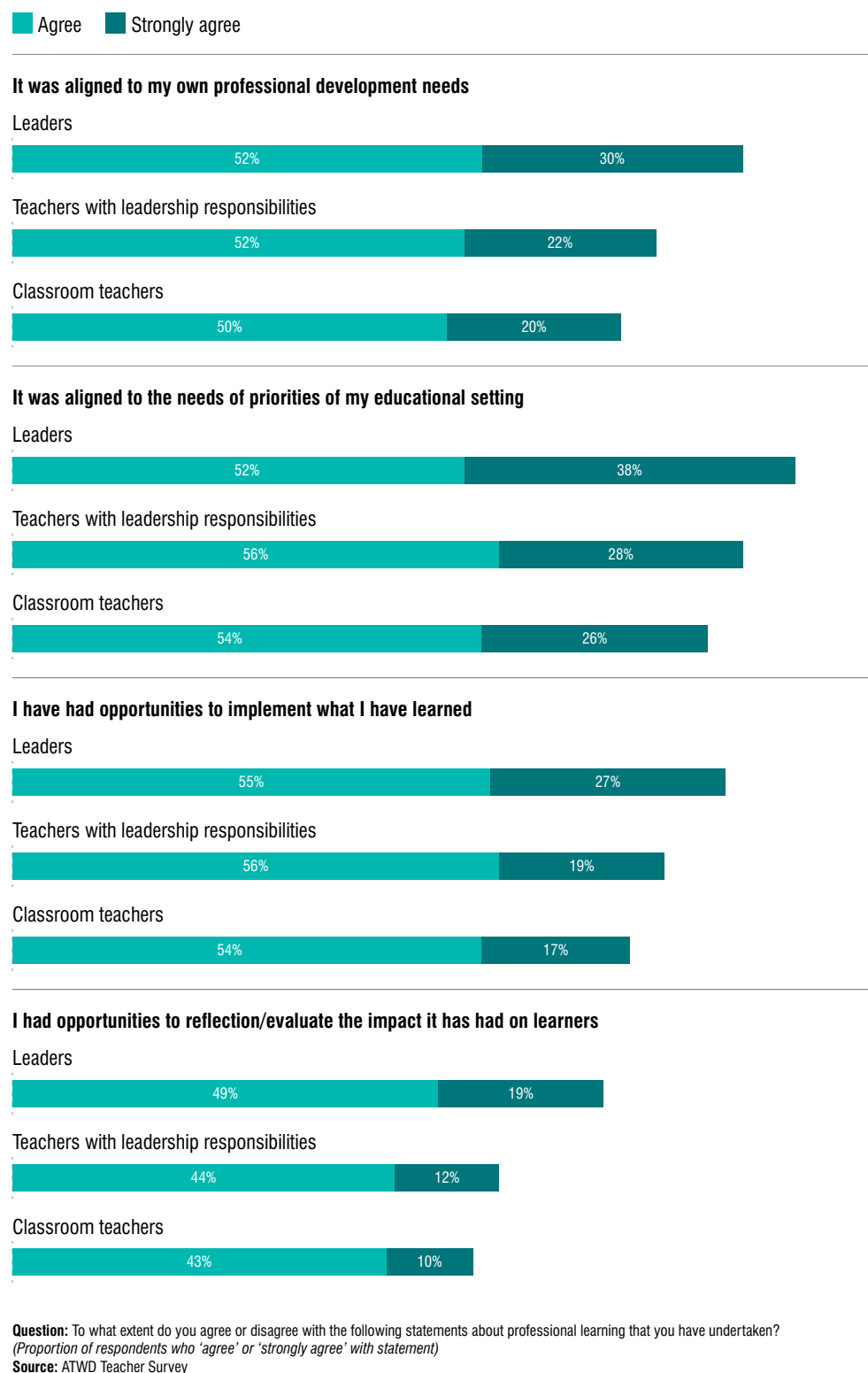
School leaders (82%) were more likely than teachers with leadership responsibilities (74%) and classroom teachers (71%) to have agreed that professional learning was aligned with their own professional development needs. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 30%; teachers with leadership responsibilities: 22%; classroom teachers: 20%).

School leaders (90%) were also more likely than teachers with leadership responsibilities (84%) and classroom teachers (80%) to have agreed that professional learning was aligned to the needs or priorities of their educational setting. These differences were again due to a higher proportion of leaders strongly agreeing with this statement (leaders: 38%; teachers with leadership responsibilities: 28%; classroom teachers: 26%).

School leaders (82%) were more likely than teachers with leadership responsibilities (75%) and classroom teachers (71%) to have agreed that they have had opportunities to implement what they learned. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 27%; teachers with leadership responsibilities: 19%; classroom teachers: 17%).

School leaders (67%) were more likely than teachers with leadership responsibilities (56%) and classroom teachers (53%) to have agreed that they have had opportunities to reflect on or evaluate the impact their professional learning had on learners. Unlike the previous questions, this difference was accounted for by higher rates of both strong agreement (leaders: 19%; teachers with leadership responsibilities: 12%; classroom teachers: 10%) and agreement (leaders: 49%; teachers with leadership responsibilities: 44%; classroom teachers: 43%) (**Figure 9-27**).

Figure 9-27: Reflections on value of professional learning, school leaders



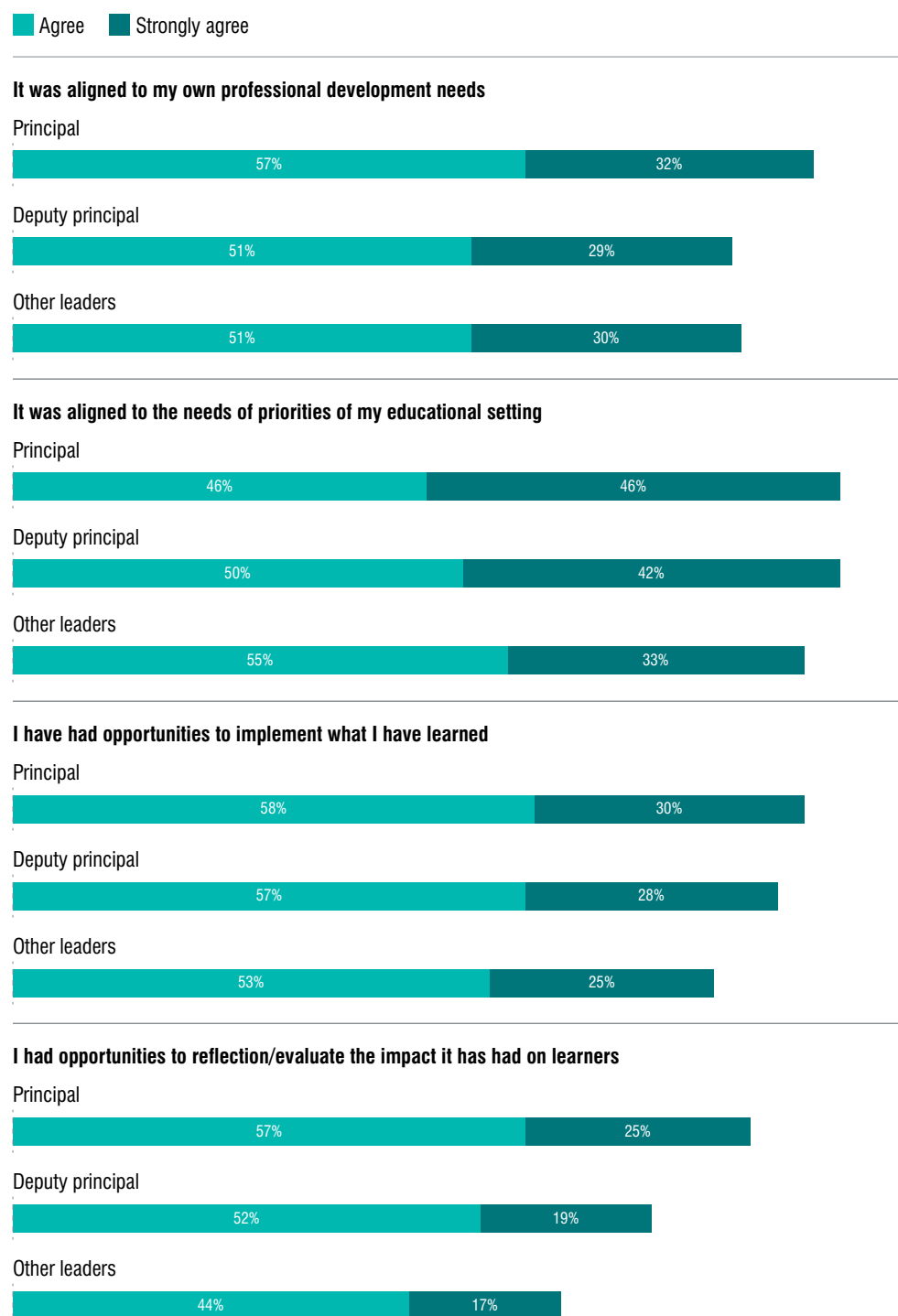
School leaders, by type of leadership position

Principals (89%) were more likely than deputy principals (80%) and other leaders (81%) to have agreed that professional learning was aligned with their own professional development needs.

Principals (92%) and deputy principals (93%) were similarly likely to have agreed that professional learning was aligned with the needs or priorities of their educational setting, which was higher than among other leaders (88%). However, principals (46%) were more likely to strongly agree than were deputy principals (42%),

More senior leaders were likely to agree or strongly agree that they had opportunities to implement what they had learned in their professional learning, with 88% of principals agreeing or strongly agreeing with the statement. Similarly, more senior leaders were likely to agree that they had opportunities to implement what they had learned in their professional learning, with 80% of principals agreeing or strongly agreeing with the statement (**Figure 9-28**).

Figure 9-28: Reflections on value of professional learning, school leaders, by type of leadership position



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

Early childhood service leaders

Leaders in early childhood services (85%) and early childhood teachers with leadership responsibilities (84%) were more likely than classroom early childhood teachers (77%) to have agreed that professional learning was aligned with their own professional development needs. These differences were due to a higher proportion of leaders, and those with leadership responsibilities, strongly agreeing with this statement (leaders: 32%; teachers with leadership responsibilities: 33%; classroom teachers: 27%).

Leaders in early childhood services (85%) were more likely than teachers with leadership responsibilities (81%) and classroom teachers (79%) to have agreed that professional learning was aligned to the needs or priorities of their educational setting. There were similar rates of strong agreement across all groups, with the differences largely attributable to higher rates of agreement among leaders (leaders: 55%; teachers with leadership responsibilities: 51%; classroom teachers: 51%).

Leaders in early childhood services (87%) were more likely than teachers with leadership responsibilities (82%) to have agreed that they have had opportunities to implement what they learned, who were, in turn, more likely to agree or strongly agree with this statement than classroom teachers (79%). Leaders were more likely to strongly agree (leaders: 34%; teachers with leadership responsibilities: 25%; classroom teachers: 20%) but moderately less likely to agree (leaders: 53%; teachers with leadership responsibilities: 57%; classroom teachers: 58%) (**Figure 9-29**).

Those working in early childhood services were not asked about their opportunities to reflect on or evaluate the impact of professional learning on their learners in Wave 1 of the ATWD Teacher Survey.

Figure 9-29: Reflections on value of professional learning, early childhood service leaders

Agree Strongly agree

It was aligned to my own professional development needs

Early childhood leaders



Teachers with leadership responsibilities



Classroom teachers



It was aligned to the needs of priorities of my educational setting

Early childhood leaders



Teachers with leadership responsibilities



Classroom teachers



I have had opportunities to implement what I have learned

Early childhood leaders



Teachers with leadership responsibilities



Classroom teachers



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

Career intentions

Intentions to leave

Leaders were slightly less likely to intend to leave the profession before retirement compared to classroom teachers – both classroom teachers and teachers with leadership responsibilities. Around one-in-five leaders (22%) indicated an intention to leave, compared to 27% of teachers with leadership responsibilities and 26% of classroom teachers (**Figure 9-30**).

There were no differences in the intentions of deputy principals and other leaders, with about half (47%) intending to stay in the profession until retirement. By contrast, almost two-thirds of principals (62%) intended to stay in the profession until retirement, and just 15% intended to leave the profession before retirement (**Figure 9-31**).

Figure 9-30: Intentions to remain in the profession, leaders

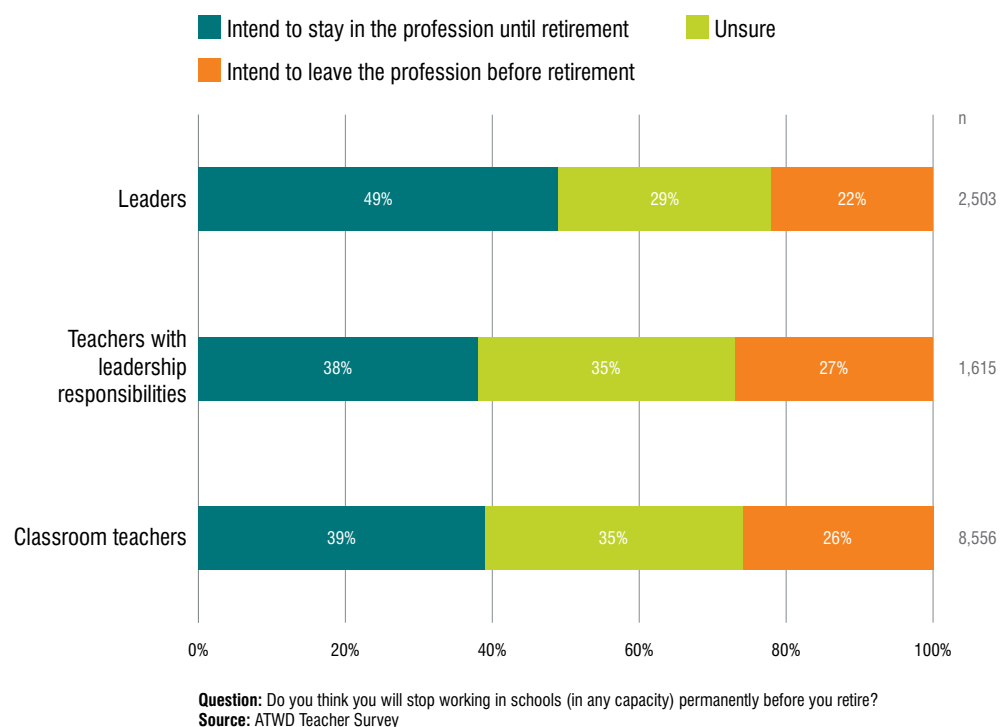
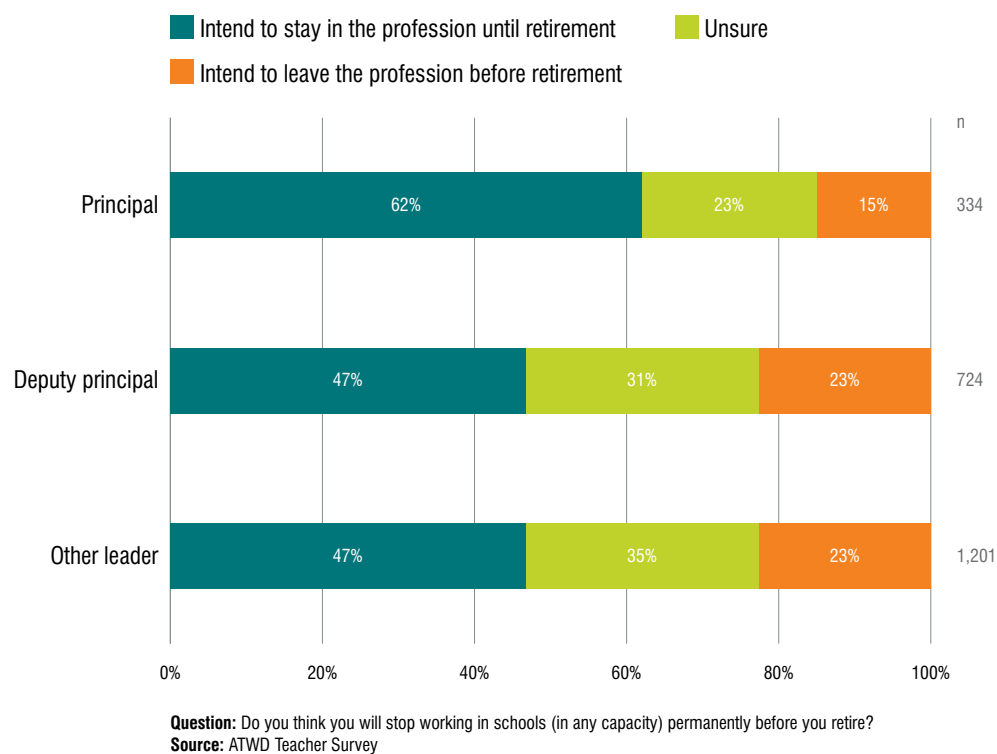


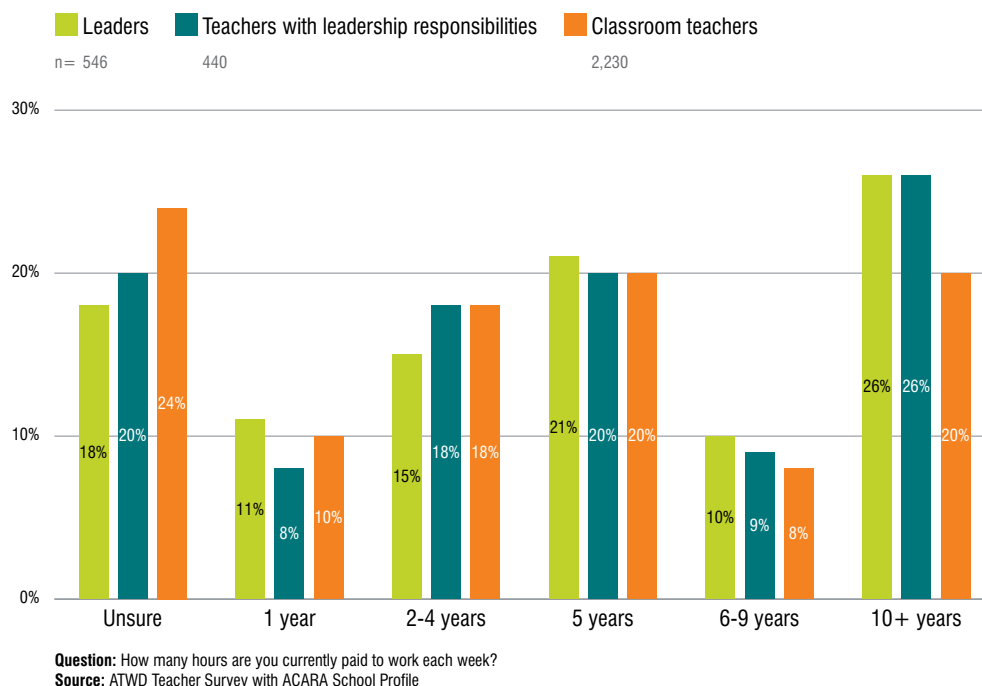
Figure 9-31: Intentions to remain in the profession, school leaders, by type of leadership position



Of those who indicated that they did intend to leave the profession before they retired, leaders and teachers with leadership responsibilities were more likely to see themselves continuing to work in schools for ten years or more, with 26% of leaders and 26% of teachers with leadership responsibilities indicating they would remain in the profession for more than ten years, compared to 20% of classroom teachers (Figure 9-32).

There were complementary reductions in the proportion of leaders and teachers with leadership responsibilities who were uncertain. Due to the sample size, it was not possible to compare how long different types of school leaders intended to continue working in schools before leaving.

Figure 9-32: Estimates of years remaining working in schools or early childhood services, leaders considering leaving teaching



Reasons for considering leaving teaching

All teachers in the teaching workforce intending to leave the profession before retirement could select an unlimited number of reasons for leaving from a list provided. These were compared with the reasons reported by classroom teachers, and all classroom teachers as presented in **Chapter 7**.

For leaders, the most common reasons selected belonged to the 'workload and coping' set:¹¹⁸

- 'To achieve a better work/life balance' (70% of leaders)
- 'The workload is too heavy' (68% of leaders)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (56% of leaders).

The next most commonly selected reasons were from the 'reward and recognition' set, or were related to both workload and coping and external factors, but not clearly a member of either:

- 'Changes imposed on schools from outside (e.g. from government)' (50% of leaders)
- 'The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (44% of leaders).

¹¹⁸ The extraction of these sets of reasons is outlined in **Chapter 7**.

There were interesting differences in the reasons for intending to leave the profession between different types of school leaders and teachers.

The most critical differences between leaders and classroom teachers were that leaders were less likely to indicate that professional regulation was a reason they intended to leave. Although it was the fifth most common reason given by leaders (44%), this was moderately less than among teachers with leadership responsibilities (50%) and classroom teachers (54%).

Given that leaders spend relatively less time on face-to-face teaching than classroom teachers, it is perhaps unsurprising that the reasons in the 'classroom factors' set (i.e., insufficient support staff, class sizes being too large, challenges with student behaviour) were between five and 12 percentage points less likely to be selected by leaders than classroom teachers; and between two and seven percentage points less likely to be selected by teachers with leadership responsibilities than classroom teachers:

- Class sizes: leaders 18%; teachers with leadership responsibilities 23%; classroom teachers 30%
- Student behaviour: leaders 17%; teachers with leadership responsibilities 22%; classroom teachers 29%
- Support staff: leaders 25%; teachers with leadership responsibilities 29%; classroom teachers 31%.

Leaders (30%) were more likely than teachers with leadership responsibilities (26%) and classroom teachers (22%) to indicate an intention to seek employment in the education sector outside of schools or early childhood services (**Figure 9-33**).

Figure 9-33: Reasons for considering leaving, leaders considering leaving teaching



Question: What are your reasons for considering leaving teaching?
Source: ATWD Teacher Survey

Chapter 10 Aboriginal and Torres Strait Islander Teachers

While estimates vary, research and available data consistently suggest that Aboriginal and Torres Strait Islander peoples are under-represented in the teaching profession.

In 2013, the Staff in Australia's Schools (SIAS) survey found that 1% of teachers and less than 1% of school leaders identified as Aboriginal and/or Torres Strait Islander.¹¹⁹ According to the Australian Bureau of Statistics, in 2016, 3.3% of the Australian population¹²⁰ and 5.5% of Australian school students¹²¹ identified as Aboriginal and/or Torres Strait Islander. Based on census data from that same year, 2% of teachers in Australia identified as Aboriginal and/or Torres Strait Islander, a growth from 1.17% in 2011.¹²²

The recent background paper on issues for the teacher workforce, *Teaching Futures*, noted that analysis undertaken by Ernst and Young of 2015 workforce data identified that the proportion of Aboriginal and Torres Strait Islander people employed in the teacher workforce was "well below the proportion of Aboriginal and Torres Strait Islander people in the overall student population". Moreover, it also identified a considerably higher rate of attrition of Aboriginal and Torres Strait Islander teachers relative to the overall workforce, and a clear need to better understand and act upon the factors that contribute to attracting, supporting and retaining Aboriginal and Torres Strait Islander teachers.¹²³

This chapter presents data on what is known of the representation of Aboriginal and Torres Strait Islander teachers in the teaching workforce in New South Wales, the Northern Territory and South Australia in 2018, including their:

- registration, teaching characteristics and leadership roles
- demographic characteristics
- employment arrangements
- qualifications and professional learning activities
- career intentions.

While this data is useful and informative, it is acknowledged that it is also partial and inadequate to fully understand the representation of Aboriginal and Torres Strait Islander teachers in the Australian teaching workforce. There is much work to be done to ensure the integrity and usefulness of this data and there is currently national commitment to improving the quality of this data as a priority action for the roll out of the ATWD.

119 McKenzie, P et al. 2014, *Staff in Australia's Schools 2013: Main report on the survey*, Australian Council for Educational Research, <<https://www.dese.gov.au/information-schools/resources/sias-2013-main-report>>.

120 Australian Bureau of Statistics 2018, *Estimates of Aboriginal and Torres Strait Islander Australians*, ABS, Canberra, <<https://www.abs.gov.au/statistics/people/aboriginal-and-torres-strait-islander-peoples/estimates-aboriginal-and-torres-strait-islander-australians/jun-2016>>.

121 Australian Bureau of Statistics 2020, 'Table 42b Number of Full-time and Part-time Students by Affiliation, Sex, Grade, Age and Indigenous Status, States and Territories, 2006-2020', Schools, 2020, ABS, Canberra, <<https://www.abs.gov.au/statistics/people/education/schools/latest-release>>.

122 Australian Institute for Teaching and School Leadership 2019, *Spotlight: Diversity in school leadership*, AITSL, Melbourne, <<https://www.aitsl.edu.au/docs/default-source/research-evidence/spotlight/spotlight-diversity-in-school-leadership.pdf>>.

123 Australian Institute for Teaching and School Leadership 2021, *Teaching Futures: Background paper*, AITSL, Melbourne, <[https://www.aitsl.edu.au/docs/default-source/research-evidence/ait1793_teaching-futures_fa\(web-interactive\).pdf](https://www.aitsl.edu.au/docs/default-source/research-evidence/ait1793_teaching-futures_fa(web-interactive).pdf)>.

About the data

Focal segments



Aboriginal and Torres Strait Islander teachers – registered teachers reporting they identified as Aboriginal and/or Torres Strait Islander in either the ATWD Teacher Survey or to a regulatory authority

For this chapter, information about the numbers of registered Aboriginal and Torres Strait Islander teachers in 2018 was drawn from two sources:

- ATWD Teacher Survey. Respondents to the ATWD Teacher Survey were given the opportunity to identify as Aboriginal and/or Torres Strait Islander. In the ATWD Teacher Survey, n=183 identified as Aboriginal and/or Torres Strait Islander.
- Registration data. Where possible, data from teachers who responded to ATWD Teacher Survey has been linked to registration data across the New South Wales, the Northern Territory and South Australia teacher regulatory authorities.¹²⁴ An additional 46 respondents were identified as Aboriginal and/or Torres Strait Islander.

Using the linked data, for this report a respondent was determined to have identified as Aboriginal or Torres Strait Islander if they had indicated such in either the regulatory authority data or in the ATWD Teacher Survey. This provided a total sample size of 229 respondents (2%) who had identified as Aboriginal and/or Torres Strait Islander. Unless otherwise indicated, the findings reported below relate only to responses to the ATWD Teacher Survey by that sample cohort (n=229).

Data about early childhood teachers who identify as Aboriginal and Torres Strait Islander has not been provided in this chapter because analysis has only been undertaken where sample sizes were sufficient to allow segmentation. To allow appropriate comparisons to the teaching workforce, Aboriginal and Torres Strait Islander teachers are compared to the teaching workforce in schools, referred to in this chapter as 'school teachers'.

Analysis of career intentions data excluded responses from any teachers aged 68 years or older.

¹²⁴ Teacher registration data on Aboriginal and/or Torres Strait Islander status is not necessarily collected from all registered teachers, as this data field is voluntary.

In some jurisdictions, regulatory authorities started collecting data about Aboriginal and Torres Strait Islander teacher registrants relatively recently and it is currently only a voluntary field. Improved collection of this data is now seen as a priority and will be reflected in subsequent reporting of this data. When combined with the ITE and workforce characteristics data made available through the ATWD, the data will enable new insight into the supply and employment characteristics of Aboriginal and Torres Strait Islander teachers and leaders.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Summary

Aboriginal and Torres Strait Islander teachers (86%) were similarly likely to have had full registration status as school teachers (87%). More than half of Aboriginal and Torres Strait Islander teachers had been registered for fewer than ten years (54%).

Aboriginal and Torres Strait Islander teachers (49%) were moderately more likely to work in primary schools than school teachers (42%). Four-in-five (81%) Aboriginal and Torres Strait Islander teachers worked in government schools, compared to 65% of school teachers. Over one-in-five (21%) Aboriginal and Torres Strait Islander teachers held a leadership role, compared to 15% of school teachers.

In this sample, Aboriginal and Torres Strait Islander teachers had the same median age as school teachers (46 years), but were proportionately more likely to be men (Aboriginal and Torres Strait Islander teachers: 28%; school teachers 23%) and to self-identify as having a disability, impairment or long term medical condition (Aboriginal and Torres Strait Islander teachers: 11%; school teachers 6%).

A total of 49% of Aboriginal and Torres Strait Islander teachers lived and worked in outer regional, remote and very remote locations, compared to one-third of school teachers (where 32% were resident; and 33% were working).

Among Aboriginal and Torres Strait Islander teachers, 74% had ongoing or permanent roles, compared to 66% of school teachers. Almost two-thirds (64%) of Aboriginal and Torres Strait Islander teachers were employed on a full-time basis, compared to 59% of school teachers.

Full-time Aboriginal and Torres Strait Islander teachers reported working 59.4 hours per week, compared to 56.8 for school teachers. They also reported delivering 24.3 hours of face-to-face teaching per week, compared to 23.1 among school teachers.

Aboriginal and Torres Strait Islander teachers were moderately less likely to have had an employment gap (46%) than school teachers (51%), and these gaps were typically shorter.

Most Aboriginal and Torres Strait Islander teachers (78%) indicated that their ITE qualification was a Bachelor degree, compared to 63% of school teachers. More than half (52%) of Aboriginal and Torres Strait Islander teachers trained to teach at primary level, compared to one-third (36%) of school teachers.

Aboriginal and Torres Strait Islander teachers were moderately more likely than school teachers to be undertaking additional tertiary study other than ITE, but were considerably less likely to have already completed additional study.

Aboriginal and Torres Strait Islander teacher respondents were considerably more likely to intend to leave the profession before they retired (36%), in comparison to the teacher workforce (25%). For Aboriginal and Torres Strait Islander teachers, reported reasons for considering leaving were most often related to 'workload and coping' and 'reward and recognition'. Aboriginal and Torres Strait Islander teachers were also more likely to select reasons associated with 'school culture' than the teacher workforce.

Teaching characteristics

Registration

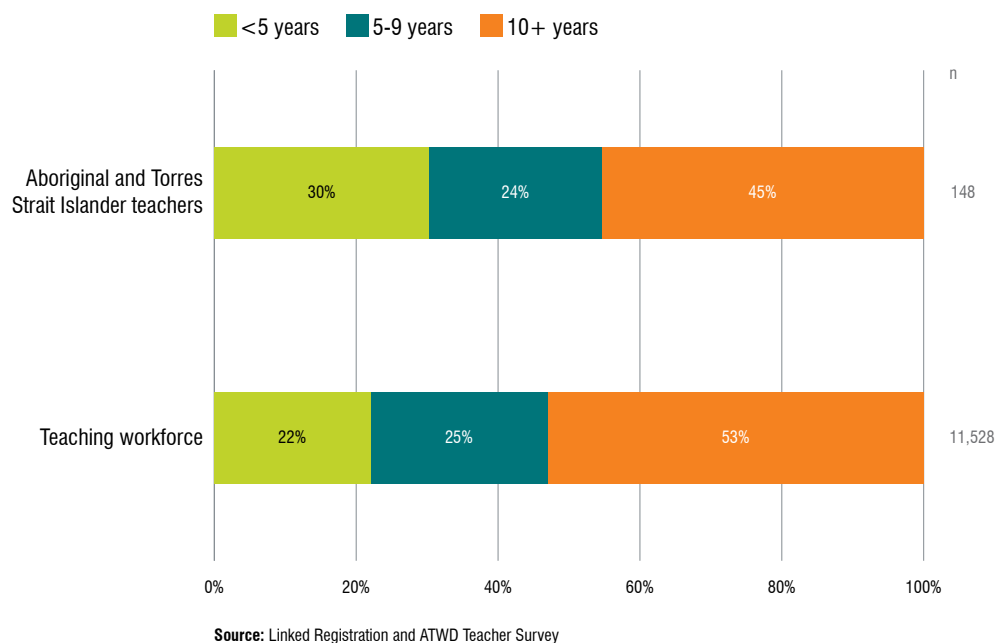
Aboriginal and Torres Strait Islander teachers (86%) were similarly likely to have had full registration status as school teachers (87%) (**Figure 10-1**).

More than half of Aboriginal and Torres Strait Islander teachers had been registered for fewer than ten years (54%), and 30% had held registration for fewer than five years, compared to 20% of school teachers (**Figure 10-2**).¹²⁵

Figure 10-1: Registration type, Aboriginal and Torres Strait Islander teachers



Figure 10-2: Years registered, Aboriginal and Torres Strait Islander teachers



¹²⁵ This data may reflect the fact that some regulatory authorities have started collecting data about Aboriginal and Torres Strait Islander teacher registrants only relatively recently.

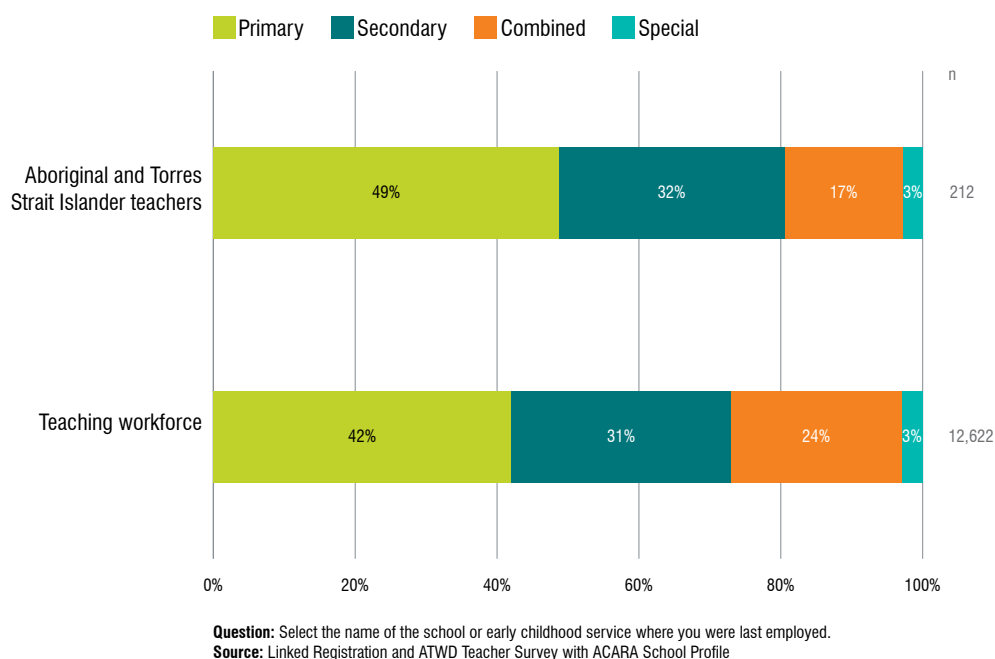
School type and sector

Aboriginal and Torres Strait Islander teachers (49%) were moderately more likely to work in primary schools than school teachers (42%), and less likely to work in combined-level schools (Aboriginal and Torres Strait Islander teachers 17%; school teachers 24%) (**Figure 10-3**).

Four-in-five (81%) Aboriginal and Torres Strait Islander teachers worked in government schools compared to 65% of school teachers; 8% worked in independent schools, compared to 20% of school teachers; and 12% worked in Catholic schools, compared to 15% of school teachers (**Figure 10-4**).

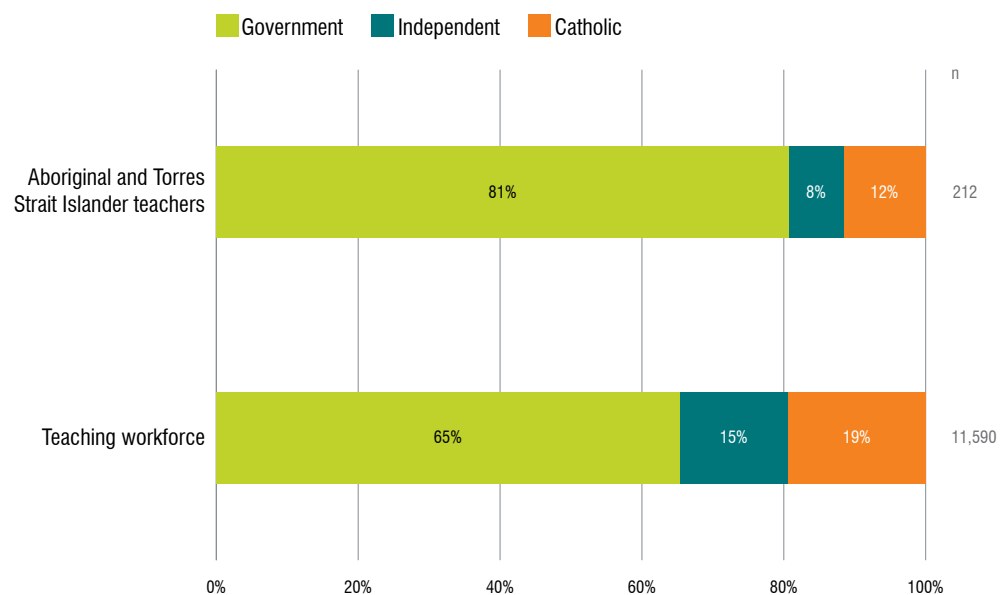
This data may reflect the fact that Aboriginal and Torres Strait Islander teachers are more likely to work in outer regional and remote locations (refer to **Figure 10-11**), and that government schools are more likely to be found in those locations.¹²⁶

Figure 10-3: School type, Aboriginal and Torres Strait Islander teachers



¹²⁶ For New South Wales, Northern Territory and South Australia, 51% of government schools are in major cities, compared to 65% of Catholic schools and 68% of independent schools. Source: Australian Curriculum, Assessment and Reporting Authority 2021, *School Profile 2008-2020*, ACARA, Sydney, <https://www.acara.edu.au/contact-us/acara-data-access>.

Figure 10-4: School sector, Aboriginal and Torres Strait Islander teachers

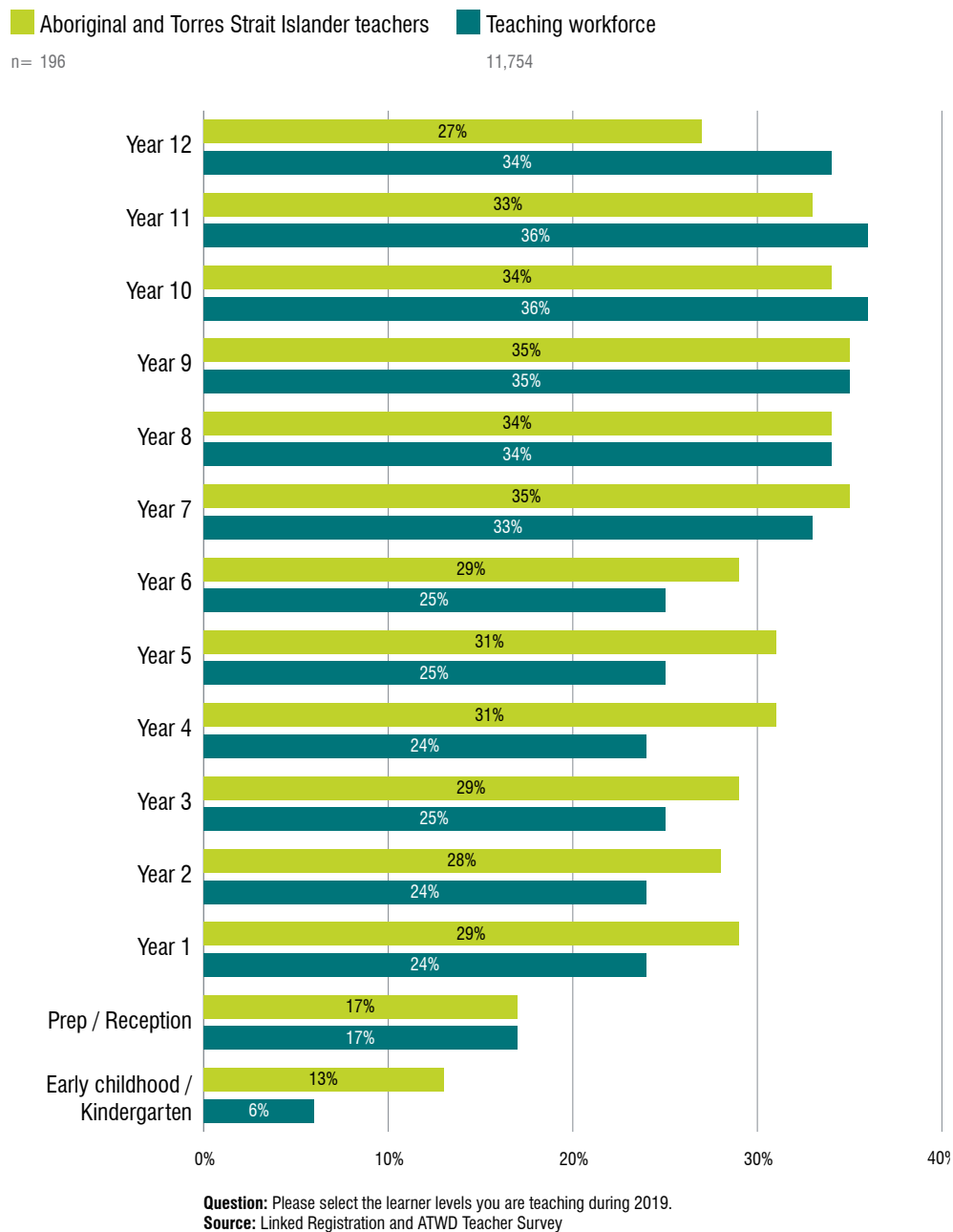


Question: Select the name of the school or early childhood service where you were last employed.
Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

Learning levels taught

Data about year levels taught reflect the relative prevalence of Aboriginal and Torres Strait Islander teachers in primary schools. Aboriginal and Torres Strait Islander teachers were more likely than school teachers to teach at the primary learning level, and less likely to teach learners at the senior secondary level (**Figure 10-5**).

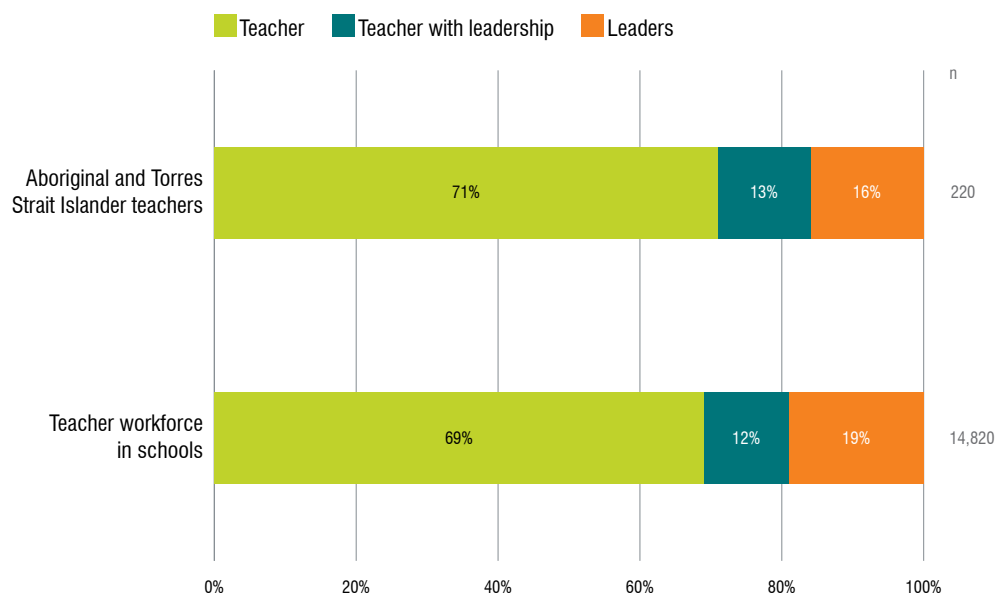
Figure 10-5: Year levels taught, Aboriginal and Torres Strait Islander teachers



Leadership roles

In total, 13% of Aboriginal and Torres Strait Islander teachers had leadership responsibilities compared to 12% of the teacher workforce in schools. A further 16% had leader only positions compared with 19% of the teacher workforce in schools (Figure 10-6)¹²⁷.

Figure 10-6: Leadership position, Aboriginal and Torres Strait Islander teachers



Question: Select the name of the school or early childhood service where you were last employed. & Which of the following best describes your main role? & Select any other roles you had in 2018. & Do you identify as being of Aboriginal or Torres Strait Islander origin?
Source: Linked Registration and ATWD Teacher Survey

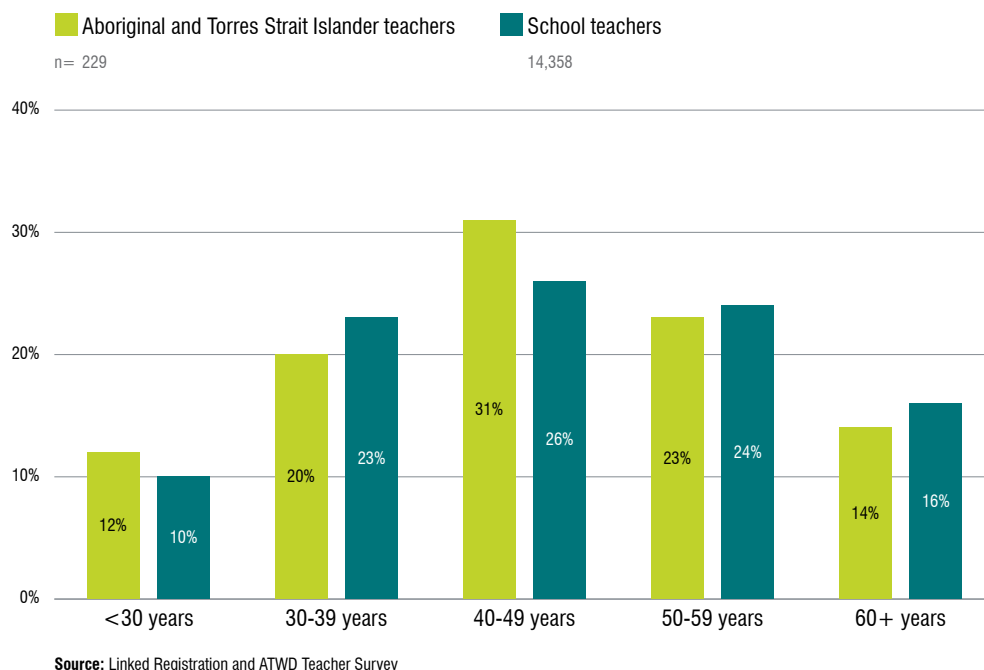
¹²⁷ Note that the number of Aboriginal and Torres Strait Islander leaders are too small to segment into specific positions of leadership.

Demographic characteristics

Age

Aboriginal and Torres Strait Islander teachers in this sample had an average age of 45.6 years, compared to the average age of 46.2 among school teachers. The median age for Aboriginal and Torres Strait Islander teachers and school teachers was 46 years (**Figure 10-7**).

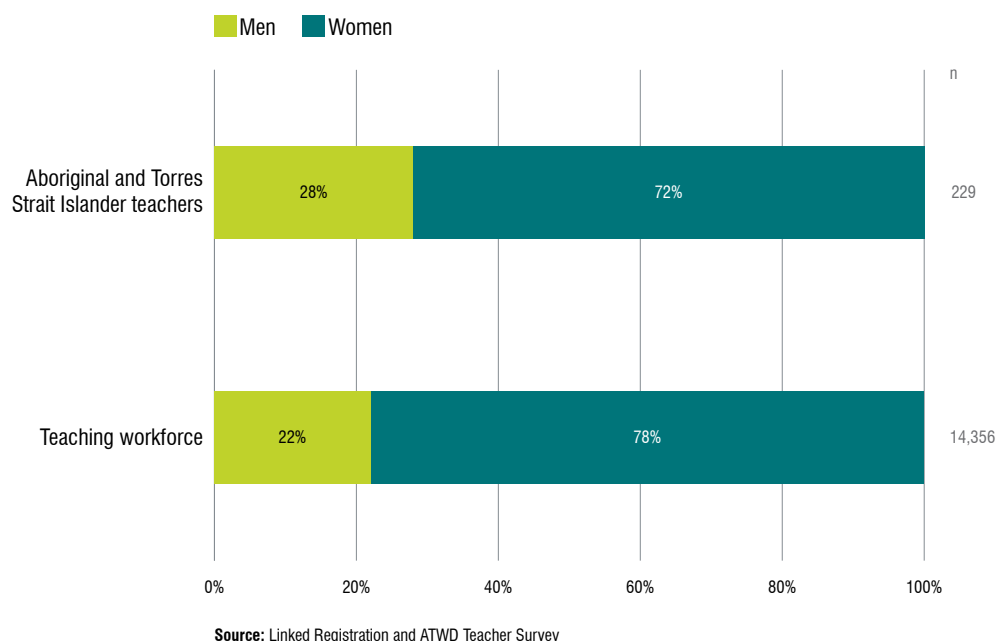
Figure 10-7: Age distribution, Aboriginal and Torres Strait Islander teachers



Gender

Most Aboriginal and Torres Strait Islander teachers were women (72%), as were 77% of school teachers (**Figure 10-8**).

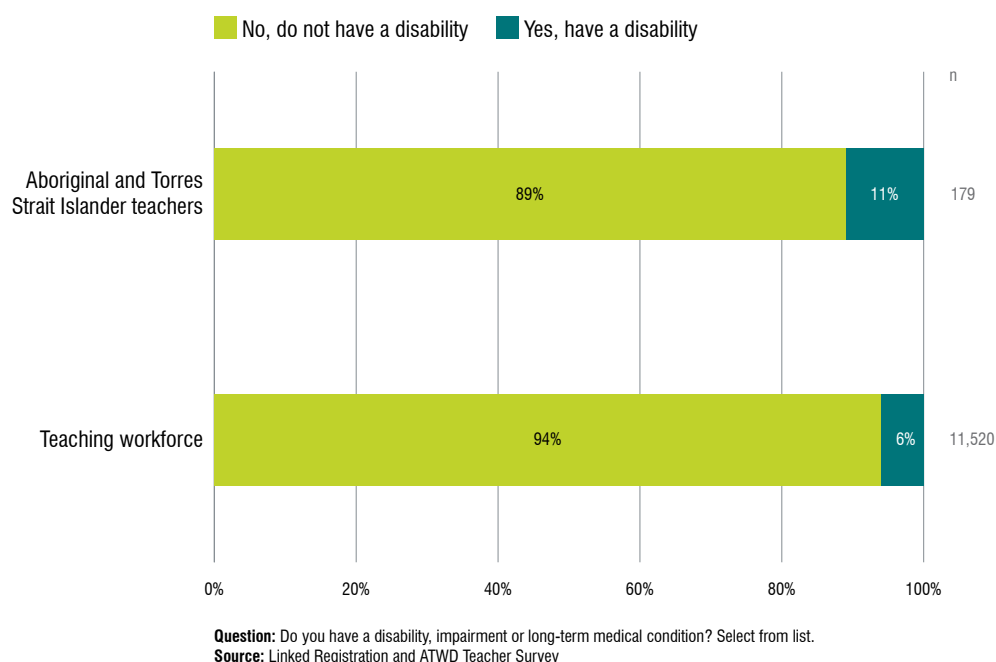
Figure 10-8: Gender, Aboriginal and Torres Strait Islander teachers



Disability

Among Aboriginal and Torres Strait Islander teachers, 11% self-identified as having a disability compared to 6% of school teachers (**Figure 10-9**).

Figure 10-9: Disability status, Aboriginal and Torres Strait Islander teachers



Regionality

In defining the five categories of regionality, this report draws upon the Australian Statistical Geography Standard (ASGS). Note that within the ASGS, the Northern Territory is deemed to contain only three categories of regionality: outer regional, remote, and very remote. Darwin, for example, is classified as outer regional. For further details please refer to **Chapter 2**.

Just over half of Aboriginal and Torres Strait Islander teachers (51%) lived and worked in major cities, though they were considerably more likely than all school teachers to live and work in inner and outer regional, remote and very remote locations (**Figure 10-10**). A total of 49% of Aboriginal and Torres Strait Islander teachers lived and worked in outer regional, remote and very remote locations, compared to one-third of school teachers (where 32% were resident; and 33% were working) (**Figure 10-11**).

Figure 10-10: Residential location, Aboriginal and Torres Strait Islander teachers¹²⁸

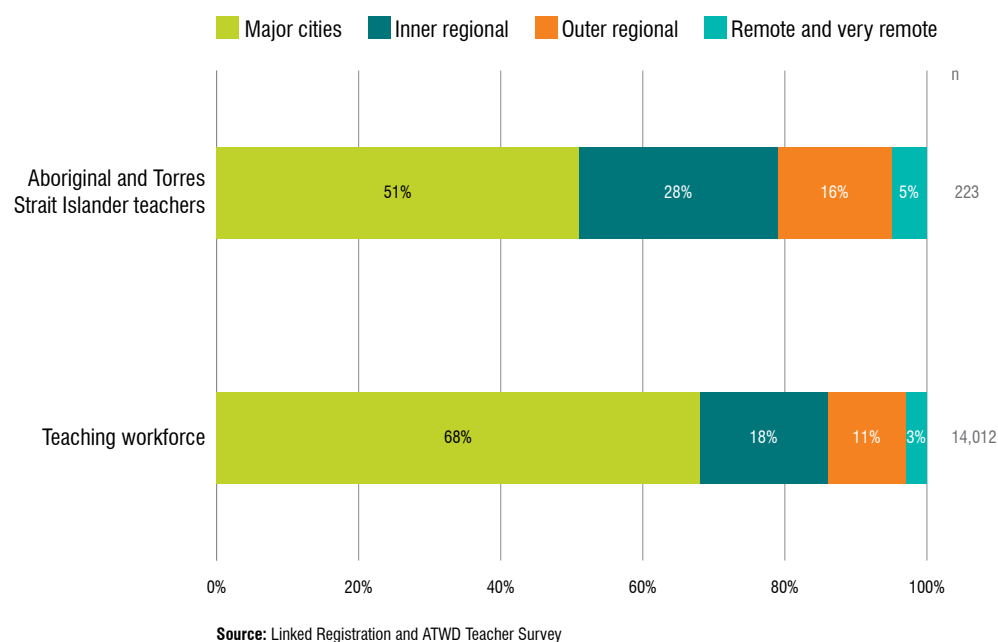
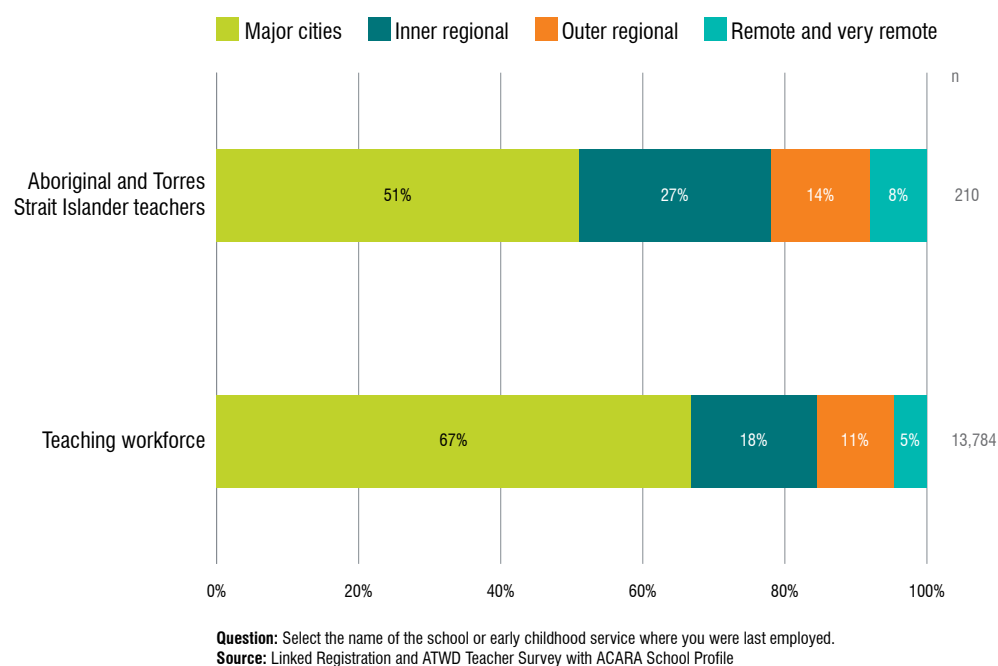


Figure 10-11: Workplace location, Aboriginal and Torres Strait Islander teachers



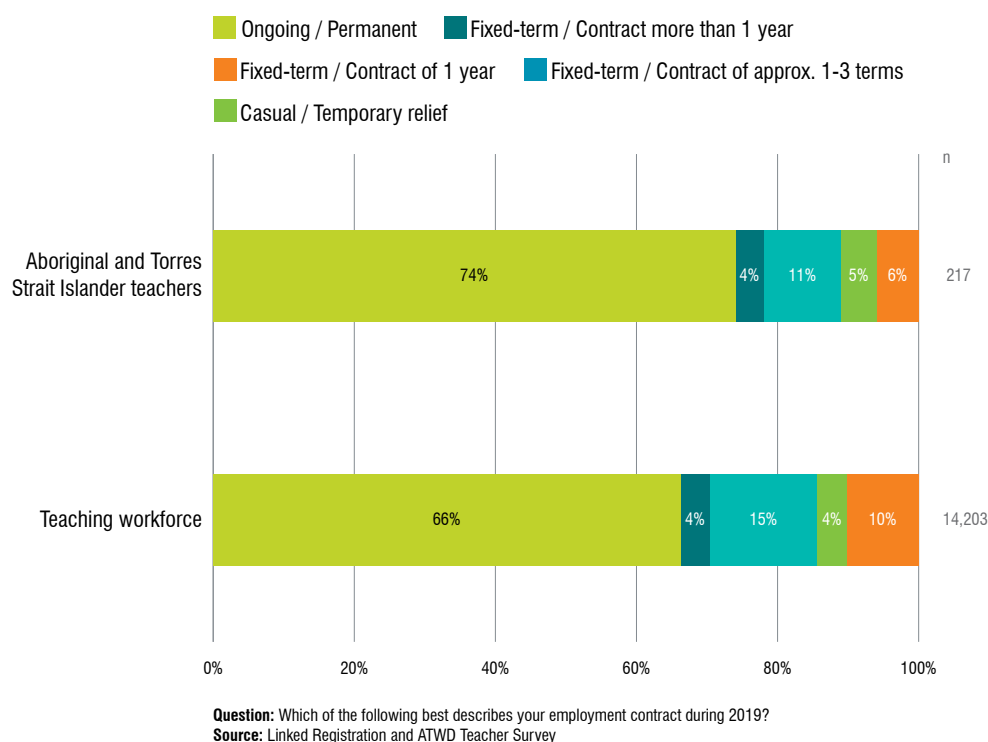
¹²⁸ The relative standard error for 'Aboriginal and Torres Strait Islander teachers working in schools' for the category 'Remote and Very Remote' is between 25% and 50%, and this data should be used with caution.

Employment arrangements

Contractual arrangements

Among Aboriginal and Torres Strait Islander teachers, 74% had ongoing or permanent roles, compared to 66% of school teachers (**Figure 10-12**). Almost two-thirds (64%) of Aboriginal and Torres Strait Islander teachers were employed on a full-time basis, compared to 59% of school teachers (**Figure 10-13**).¹²⁹

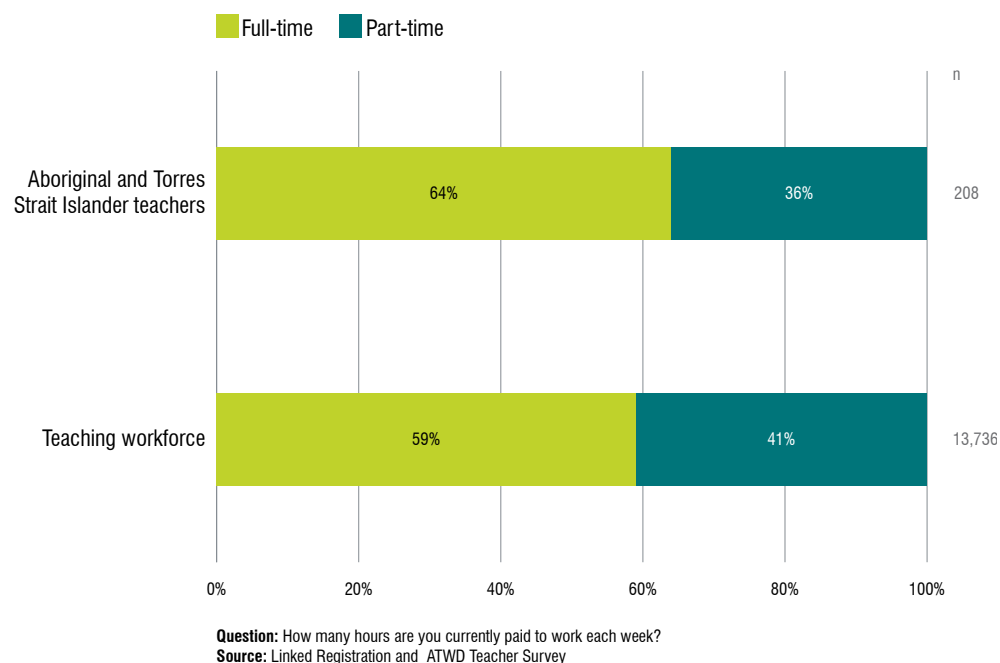
Figure 10-12: Employment contract types, Aboriginal and Torres Strait Islander teachers in schools¹³⁰



¹²⁹ Part-time hours for Aboriginal and Torres Strait Islander teachers not provided because analysis has only been undertaken where sample sizes were sufficient to allow segmentation

¹³⁰ The relative standard error for 'Aboriginal and Torres Strait Islander teachers working in schools' for the categories 'Fixed-term/Contract more than 1 year' and 'Fixed-term/Contract of approx. 1-3 terms' is between 25% and 50%, and this data should be used with caution.

Figure 10-13: Paid working hours summary, Aboriginal and Torres Strait Islander teachers in schools



Working hours and tasks

Total working hours

Full-time Aboriginal and Torres Strait Islander teachers reported working 59.4 hours per week, compared to 56.8 for all full-time school teachers (**Table 10-1**).

Analysis of working hours for Aboriginal and Torres Strait Islander teachers by learning level could only be performed if part-time and full-time teachers were combined.¹³¹ Among Aboriginal or Torres Strait Islander teachers, those teaching at the primary level reported working more total hours, on average, than their secondary counterparts (**Table 10-2**).¹³²

Table 10-1: Average total working hours, full-time Aboriginal and Torres Strait Islander teachers

	School teachers	Aboriginal and Torres Strait Islander teachers
Total working hours	56.8 (n=7,695)	59.4 (n=132)

Table 10-2: Average total working hours, Aboriginal and Torres Strait Islander teachers, by learning levels taught

	Average total working hours		
	Primary	Secondary	All learning levels
Aboriginal and Torres Strait Islander teachers	57.9 (n=116)	53.9 (n=88)	56.6 (n=205)

¹³¹ As Aboriginal or Torres Strait Islander teachers are moderately more likely to be employed full-time than school teachers, no comparison is made to all school teachers, as differences in rates of full-time employment may inflate the average total hours worked by Aboriginal or Torres Strait Islander classroom teachers relative to all classroom teachers.

¹³² Higher rates of full-time employment among Aboriginal and Torres Strait Islander teachers of primary learners compared to secondary learners could account for this difference.

Face-to-face teaching hours

Full-time Aboriginal and Torres Strait Islander teachers reported working 24.3 face-to-face teaching hours per week, compared to 23.1 hours for school teachers (**Table 10-3**).

Analysis of working hours for Aboriginal and Torres Strait Islander teachers by learning level could only be performed if part-time and full-time teachers were combined. Aboriginal or Torres Strait Islander teachers who taught at the primary level reported delivering more face-to-face teaching on average, than their secondary counterparts (**Table 10-4**).

Table 10-3: Average face-to-face working hours, full-time Aboriginal and Torres Strait Islander teachers

	School teachers	Aboriginal and Torres Strait Island teachers
Face-to-face teaching hours	23.1 (7,695)	24.3 (n=131)

Table 10-4: Average face-to-face teaching hours, Aboriginal and Torres Strait Islander teachers, by learning levels taught

	Average face-to-face teaching hours		
	Primary	Secondary	All learning levels
Aboriginal and Torres Strait Islander teachers	24.7 (n=116)	21.8 (n=88)	23.6 (n=204)

Task time allocation

In total, full-time Aboriginal and Torres Strait Islander teachers reported spending 37.3 hours per week on non-face-to-face teaching tasks, which was approximately three and a half hours more than what was reported by school teachers (3.7 hours) (**Table 10-5**).

Overall, part-time Aboriginal and Torres Strait Islander teachers reported spending seven hours more on non-face-to-face teaching tasks than school teachers (**Table 10-6**).

There would appear to be increased expectations on Aboriginal and Torres Strait Islander teachers to engage in extracurricular activities with their students. While Aboriginal and Torres Strait Islander teachers employed full-time reported spending, on average, a similar amount of time on planning and preparing lessons as all school teachers (full-time Aboriginal and Torres Strait Islander Teachers: 9 hours; full-time teaching workforce: 8.7 hours), this was a relatively smaller proportion of their non-face-to-face teaching time due to a slightly greater proportion of their non-face-to-face teaching time being spent on extracurricular activities (10%) when compared to the teaching workforce (7%).

The same trend was seen among part-time Aboriginal and Torres Strait Islander teachers, who also reported spending around the same amount of time on average as school teachers on lesson planning, but a relatively smaller proportion of their time on this (21%) due to a greater proportion of time on extracurricular activities (11%) when compared to all part-time school teachers, who reported spending 26% of time on lesson planning and 7% on extracurricular activities.

Table 10-5: Average time spent on non-face-to-face teaching tasks, full-time Aboriginal and Torres Strait Islander teachers

	Aboriginal and Torres Strait Islander teachers		School teachers	
Task	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	9.0 (n=102)	24%	8.7 (n=5,658)	26%
Marking/assessing of student work	4.9 (n=101)	13%	5.6 (n=5,643)	17%
Student supervision and counselling	5.8 (n=100)	16%	5 (n=5,600)	15%
Other teamwork and dialogue with colleagues	4.6 (n=101)	12%	4.1 (n=5,635)	12%
Communication with parents or carers	3.0 (n=102)	8%	2.5 (n=5,631)	7%
Engaging in extracurricular activities	3.6 (n=101)	10%	2.5 (n=5,622)	7%
General administrative work	6.3 (n=101)	17%	5.3 (n=5,641)	15%
Total hours on all tasks (average)	37.3		33.7	

Table 10-6: Average time spent on non-face-to-face teaching tasks, part-time Aboriginal and Torres Strait Islander teachers

	Aboriginal and Torres Strait Islander teachers		School teachers	
Task	Average hours per week	Proportion of time spent on tasks	Average hours per week	Proportion of time spent on tasks
Planning or preparation of lessons either at school or out of school	6.6 (n=66)	21%	6.3 (n=4,529)	26%
Marking/assessing of student work	4.7 (n=66)	15%	3.9 (n=4,510)	16%
Other teamwork and dialogue with colleagues	3.9 (n=66)	13%	3 (n=4,492)	13%
Student supervision and counselling	4.8 (n=65)	15%	3.4 (n=4,435)	14%
Communication with parents or carers	2.7 (n=64)	9%	1.8 (n=4,453)	8%
Engaging in extracurricular activities	3.3 (n=63)	11%	1.7 (n=4,443)	7%
General administrative work	5.1 (n=65)	16%	3.8 (n=4,466)	16%
Total hours on all tasks (average)	31.1		24	

Employment gaps

Aboriginal and Torres Strait Islander teachers were moderately less likely to have had an employment gap (46%) than school teachers (51%) (**Figure 10-14**).

Of the Aboriginal and Torres Strait Islander teachers who had an employment gap since they started teaching, 51% reported it being one full year or more. In comparison, 66% of school teachers reported an employment gap for one full year or more (**Figure 10-15**).

Figure 10-14: Employment gaps, Aboriginal and Torres Strait Islander teachers

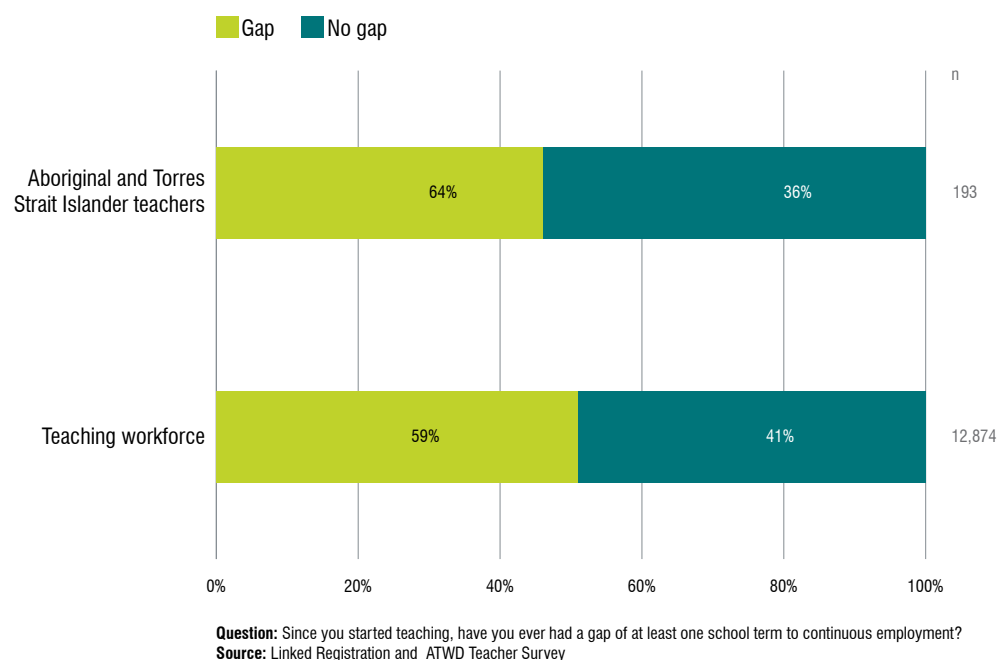
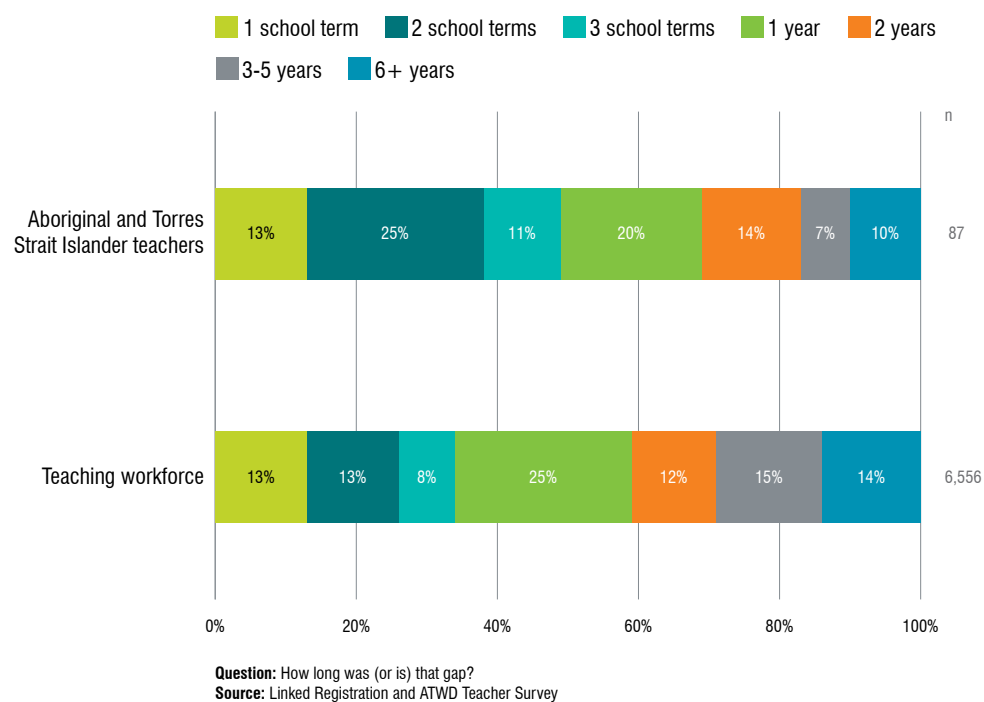


Figure 10-15: Employment gap length, Aboriginal and Torres Strait Islander teachers with an employment gap¹³³



¹³³ The relative standard error for 'Aboriginal and Torres Strait Islander teachers working in schools' for the categories '3-5 years' and '6+ years' is between 25% and 50%, and this data should be used with caution.

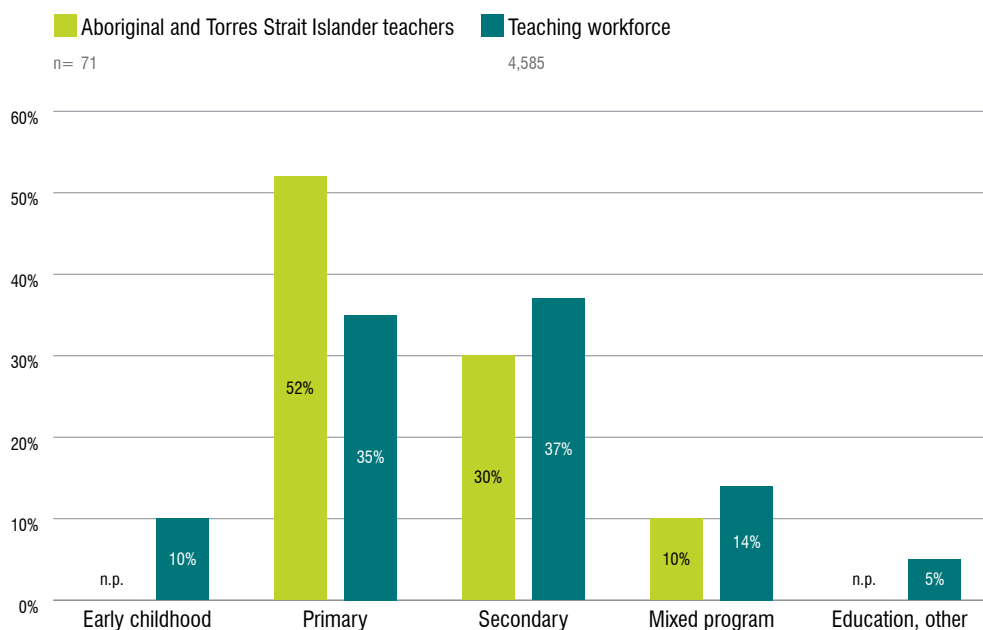
Qualifications and professional learning

Initial teacher education

Most Aboriginal and Torres Strait Islander teachers (78%) indicated that their ITE qualification was a Bachelor degree, compared to 63% of school teachers.^{134 135}

More than half (52%) of Aboriginal and Torres Strait Islander teachers trained to teach at primary level, compared to one-third (36%) of school teachers (**Figure 10-16**).

Figure 10-16: Detailed field of ITE qualification, Aboriginal and Torres Strait Islander teachers¹³⁶



Source: Linked HESDC and ATWD Teacher Survey

Other tertiary study and training

As reported in the ATWD Teacher Survey, Aboriginal and Torres Strait Islander teachers were moderately more likely than school teachers to be undertaking additional tertiary study other than ITE. One-in-six (17%) Aboriginal and Torres Strait Islander teachers were undertaking additional studies in 2018, compared to 10% of school teachers (**Figure 10-17**).

However, Aboriginal and Torres Strait Islander teachers were also considerably less likely to have already completed additional tertiary study. One-third (33%) of Aboriginal and Torres Strait Islander teachers had completed additional studies, compared to 46% of school teachers. This may reflect the relative prevalence of undergraduate ITE qualifications among Aboriginal and Torres Strait Islander teachers.

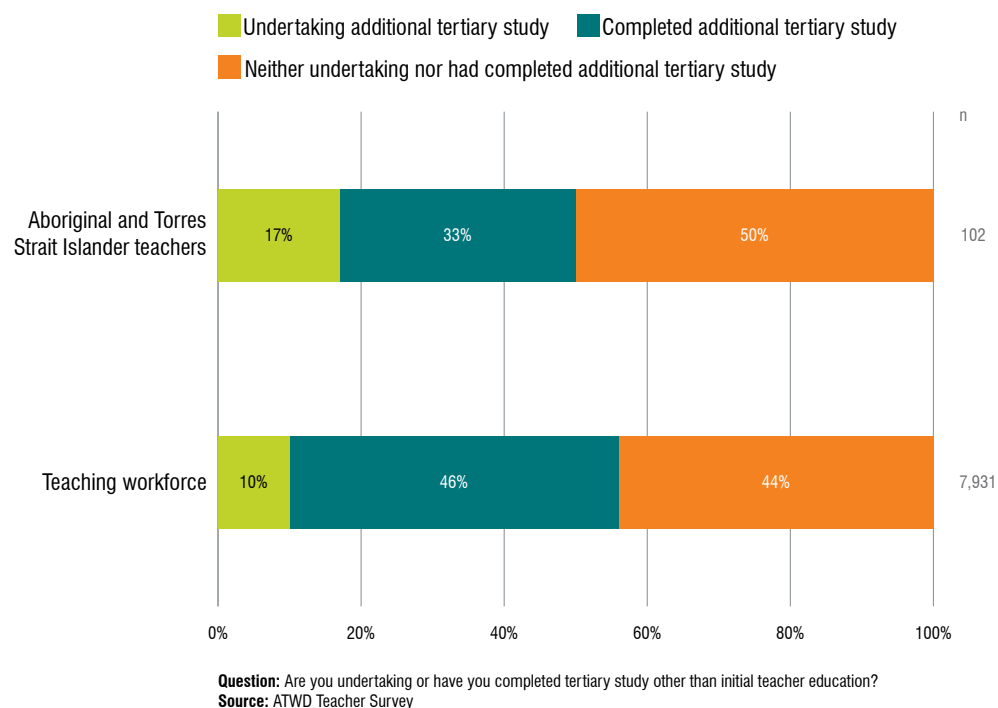
Data relating to the levels of qualification, and areas of study, that were undertaken by Aboriginal and Torres Strait Islander teacher in addition to their ITE qualification is not reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

¹³⁴ Note: Only survey respondents in New South Wales and the Northern Territory were asked this question (n=81).

¹³⁵ Other ITE qualifications held by Aboriginal and Torres Strait Islander teachers are not reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

¹³⁶ The relative standard error for 'Aboriginal and Torres Strait Islander teachers working in schools' for the category 'Mixed program' is between 25% and 50%, and this data should be used with caution.

Figure 10-17: Tertiary study other than ITE, Aboriginal and Torres Strait Islander teachers



Professional learning

Nearly all (93%) Aboriginal and Torres Strait Islander teachers undertook professional learning activities during 2018, as did 95% of school teachers (**Figure 10-18**).

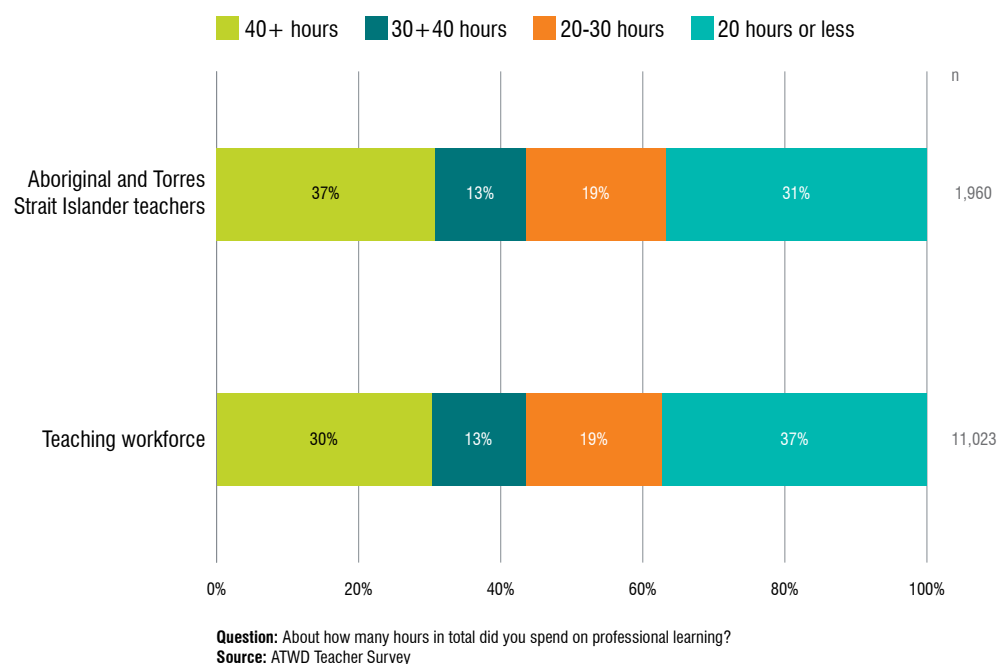
A total of 69% of Aboriginal and Torres Strait Islander teachers undertook 20 hours or more of professional learning activities, compared to 62% of school teachers (**Figure 10-19**).

Figure 10-18: Professional learning, Aboriginal and Torres Strait Islander teachers¹³⁷



¹³⁷ The relative standard error for 'Aboriginal and Torres Strait Islander teachers working in schools' for the category 'No professional learning' is between 25% and 50%, and this data should be used with caution.

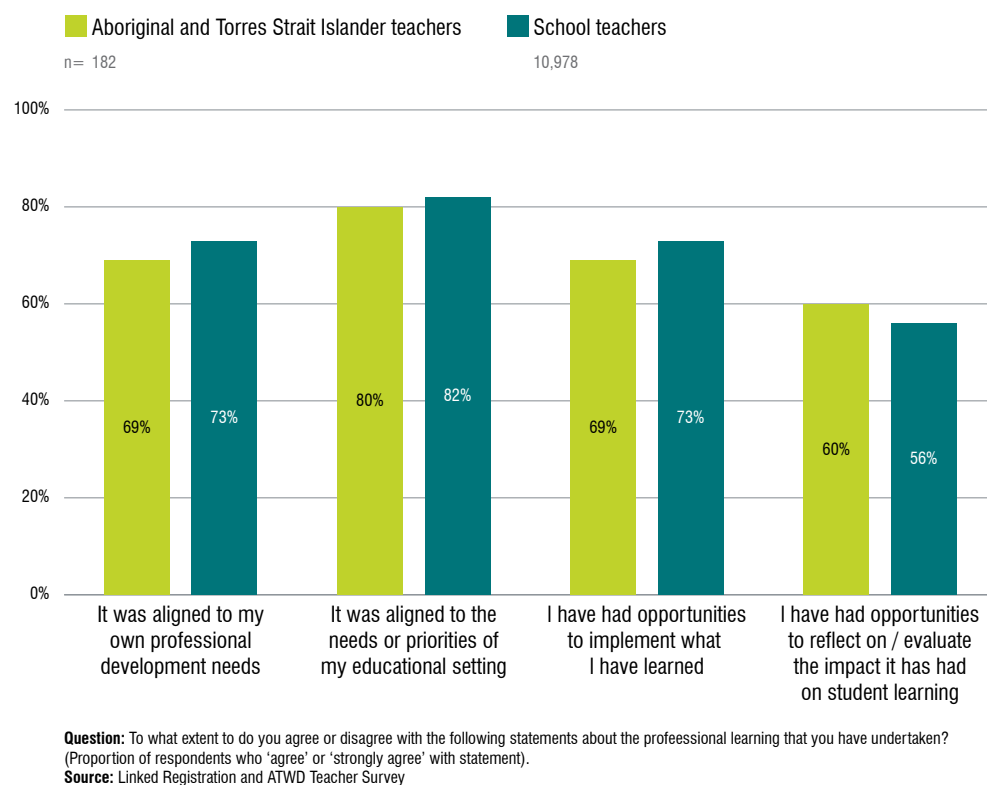
Figure 10-19: Professional learning hours, Aboriginal and Torres Strait Islander teachers



Aboriginal and Torres Strait Islander teachers were slightly less likely to report finding that professional learning was aligned to their professional development needs (Aboriginal and Torres Strait Islander teachers: 69%; school teachers: 73%) or that they had opportunities to implement what they had learnt (Aboriginal and Torres Strait Islander teachers: 69%; school teachers: 73%).

However, Aboriginal and Torres Strait Islander teachers (60%) were slightly more likely to report that they had opportunities to reflect on or evaluate the impact it had on student learning than school teachers (56%) (**Figure 10-20**).

Figure 10-20: Reflections on value of professional learning, Aboriginal and Torres Strait Islander teachers



Career intentions

Intentions to leave

Aboriginal and Torres Strait Islander respondents were considerably more likely to intend to leave the profession before they retired (36%), in comparison to the teacher workforce (25%) (**Figure 10-21**).

Of the Aboriginal and Torres Strait Islander teachers who indicated an intention to leave the profession prior to retirement, 23% were unsure about when they might leave. Among Aboriginal and Torres Strait Islander teachers who indicated an intention to leave the profession before retirement, 19% planned to stay for at least another ten years, compared with 21% of the teacher workforce (**Figure 10-22**).

Figure 10-21: Intentions to remain in the profession, Aboriginal and Torres Strait Islander teachers

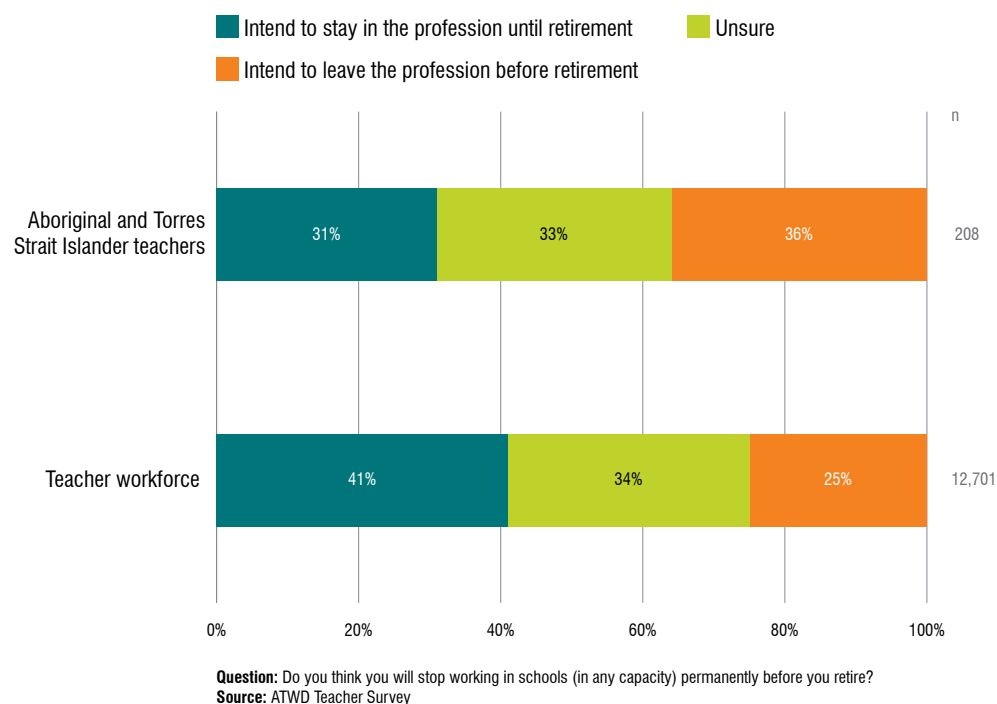
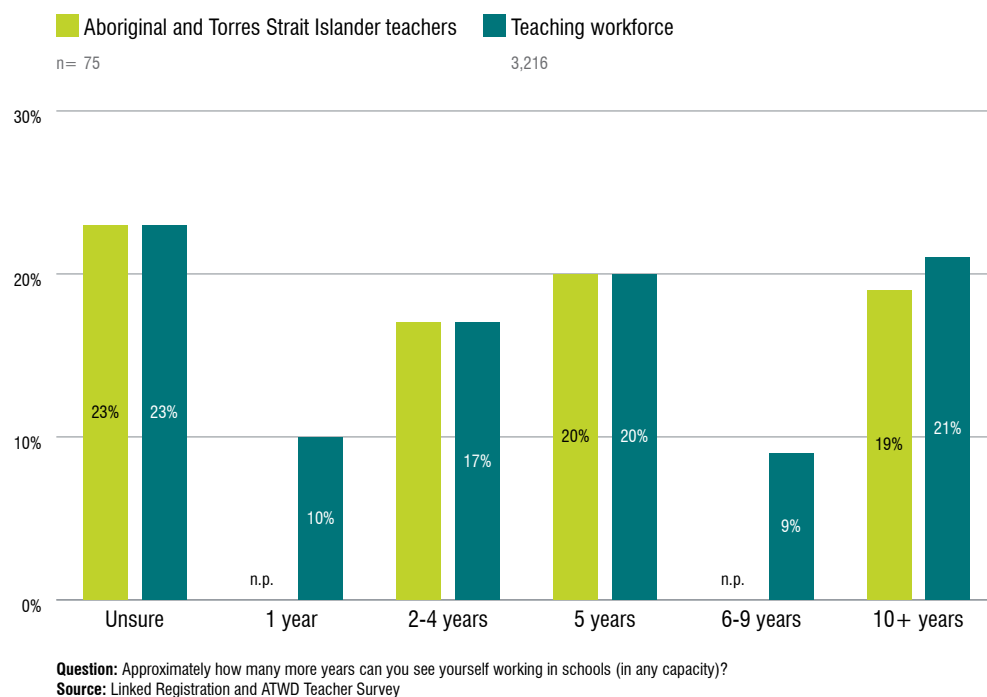


Figure 10-22: Estimates of years remaining working in schools or early childhood services, Aboriginal and Torres Strait Islander teachers considering leaving teaching



Reasons for considering leaving teaching

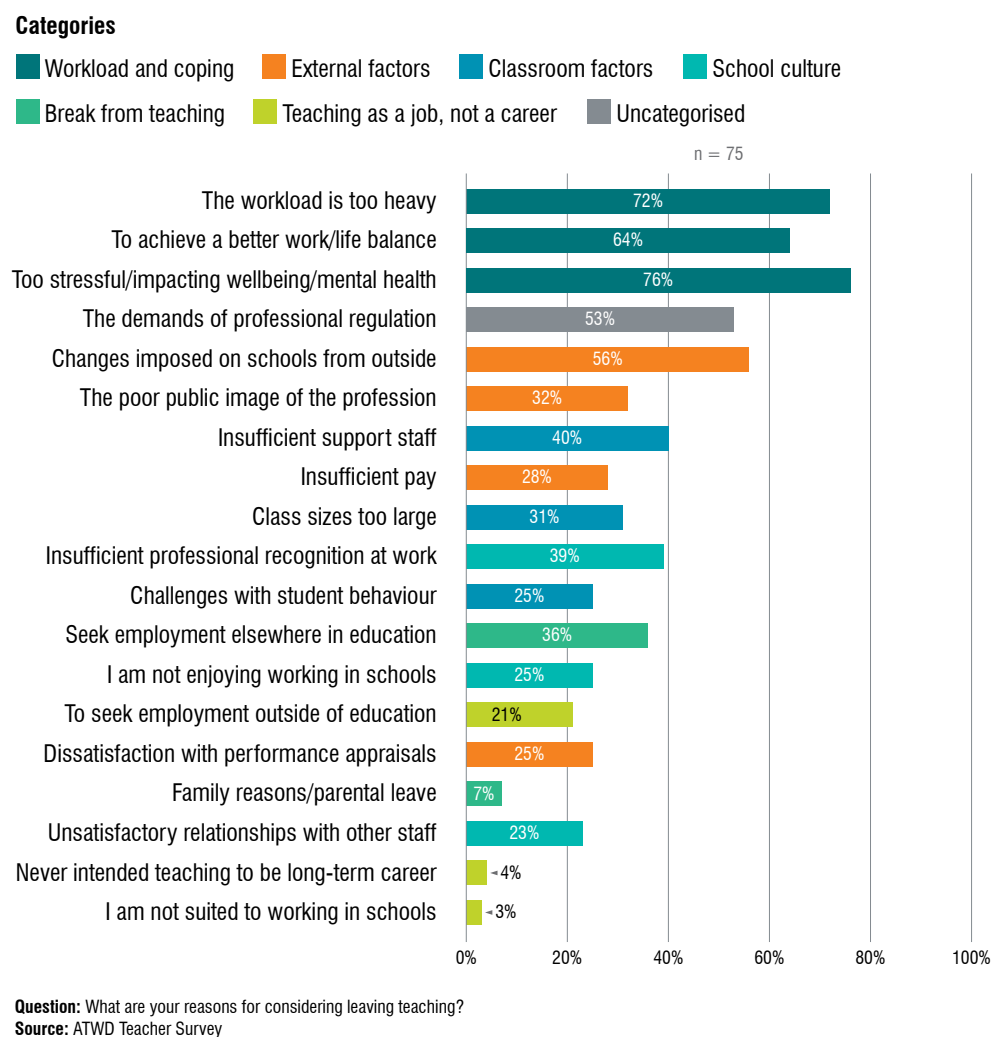
For Aboriginal and Torres Strait Islander teachers, reported reasons for considering leaving reflected those expressed by those in the teacher workforce, and were most often related to 'workload and coping' and 'reward and recognition' (**Figure 10-23**). The most common reasons selected were:

- 'I am finding it too stressful/impacting my wellbeing or mental health' (76%)
- 'The workload is too heavy' (72%)
- 'To achieve a better work/life balance' (64%).

However, reasons from the 'school culture' set were reported more often by Aboriginal and Torres Strait Islander teachers:

- 'Insufficient professional recognition at work' (39%; compared to school teachers: 27%)
- 'Unsatisfactory relationships with other staff' (23%; compared to school teachers: 10%)
- 'I am not enjoying working in schools' (25%; compared to school teachers: 21%).

Figure 10-23: Reasons for considering leaving, Aboriginal and Torres Strait Islander teachers considering leaving teaching



Chapter 11 Not Working in Schools or Early Childhood Services

Not all registered teachers work in schools or early childhood services. While all ATWD Teacher Survey respondents were registered teachers, some were on extended leave from their ordinary employment in a school or early childhood service, others were not currently employed, and some maintained their registration while working in other organisations – both inside and outside of the education sector.

For some, maintaining teacher registration may indicate an intention to return to teaching in the future, while for others it is a mark of professional recognition – particularly while continuing to work in education-related organisations such as education departments, higher education providers and teacher regulatory authorities.

This chapter provides demographic data on registered teachers who were on extended leave from a teaching position, as well as employment and demographic information for registered teachers who are working in organisations other than schools or early childhood services.

The chapter also provides data on the registration status of teachers not working in schools and early childhood services, as well as their initial teacher education (ITE) qualifications and other tertiary study.

About the data



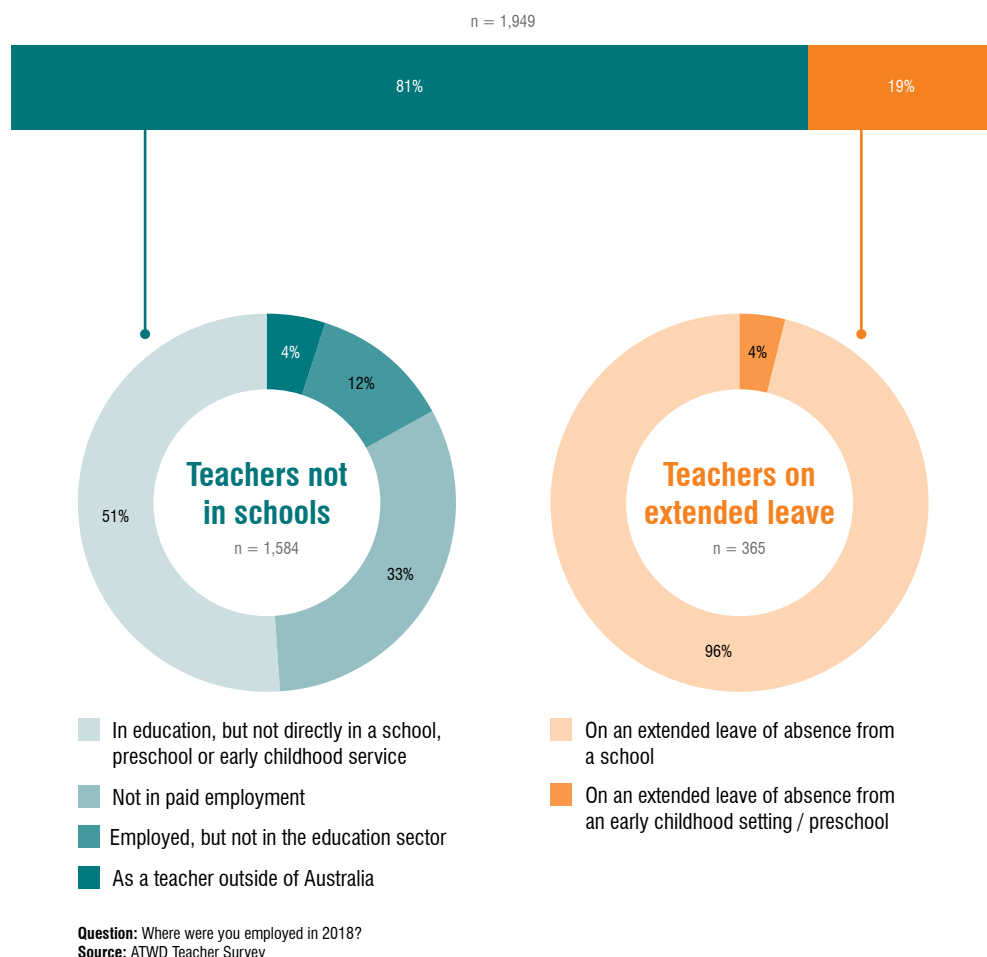
The information in this chapter is drawn from linked data from regulatory authorities and from the ATWD Teacher Survey, completed by registered teachers in New South Wales, the Northern Territory and South Australia, who provided information relating to 2018.

In total, 11% of registered teachers were not working in an Australian school or early childhood service in 2018 (n=1,949). Of those not currently working in an Australian school or early childhood service, 19% were on extended leave (2% of surveyed registered teachers). The remaining 81% (9% of surveyed registered teachers) were employed outside of schools or early childhood services, or were not in paid employment (**Figure 11-1**).

In this chapter, data relating to teachers on extended leave are analysed and presented first, followed by data relating to teachers not employed by schools or early childhood services. Data relating to respondents employed as a teacher outside of Australia were not available.

Refer to **Appendix E** for definitions used in this report and **Appendix G** for detailed information about the data sources.

Figure 11-1: Registered teachers not working in schools or early childhood services



Summary

Registered teachers who were not working in a school or early childhood service tended to be older than the teaching workforce. Almost two-thirds (61%) were aged 50 years and above. This cohort were similarly likely to be men (24% not working in a school; 22% of teaching workforce) and were similarly likely to have had a disability (6%) as the teaching workforce (6%).

Of registered teachers who were not working in a school or early childhood service, 21% had been born overseas, compared to 17% of the teaching workforce, and most (72%) lived in major cities. They were considerably more likely to have had provisional registration status (27%) than all teachers in the teaching workforce (13%).

A total of 79% of registered teachers who were not working in a school or early childhood service had, or were studying for, tertiary qualifications in addition to ITE, compared to 56% of the teaching workforce. This cohort were more likely than all teachers in the teaching workforce to hold, in addition to their ITE qualification, a Doctoral degree (9%, compared to 2%) or a Masters degree (38%, compared to 27%).

Of the 2% of registered teachers on extended leave from a school or early childhood service (n=364), 39% were on parental leave. Teachers on extended leave were more likely to be women (86% on extended leave; 77% in the teaching workforce) and were more likely to have had a disability (13% on extended leave; 6% in the teaching workforce).

Of those employed in education but not directly in a school or early childhood service, almost half (49%) worked in a state, territory or federal education department, or a non-government education sector organisation. A further 5% reported working for an education sector peak body or association. Sixteen percent (16%) worked in higher education and 2% reported working for a regulatory authority.

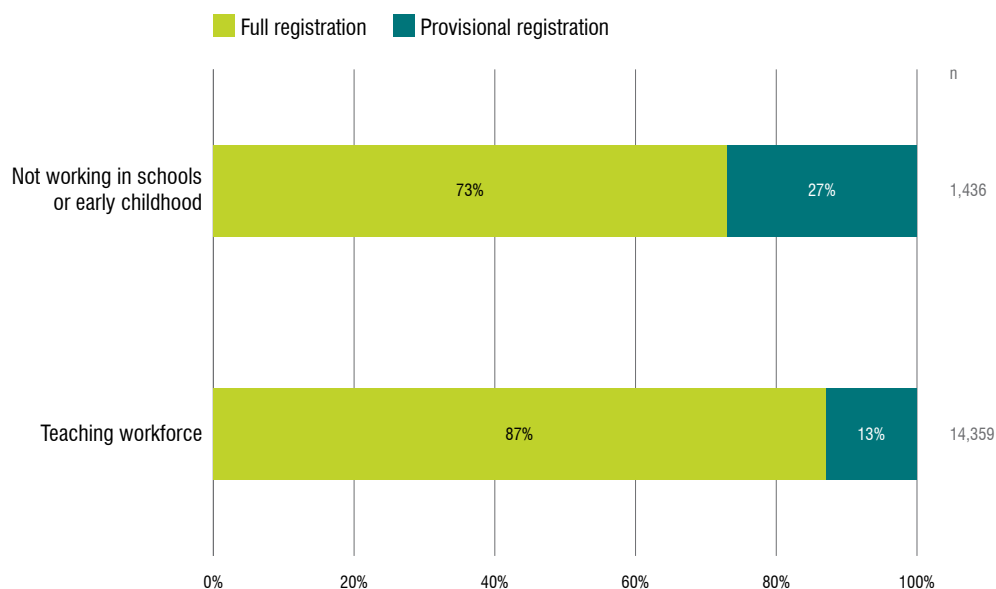
Registration

Registered teachers who were not working in, or on extended leave from, a school or early childhood service were considerably more likely to have had provisional registration status (27%) than teachers working in a school or early childhood service (13%) (**Figure 11-2**).

However, despite being more likely to have held provisional registration, registered teachers who were not working in, or on extended leave from, a school or early childhood service were also considerably more likely to have been registered for 10 years or more (67%) than all teachers in the teaching workforce (53%) (**Figure 11-3**).

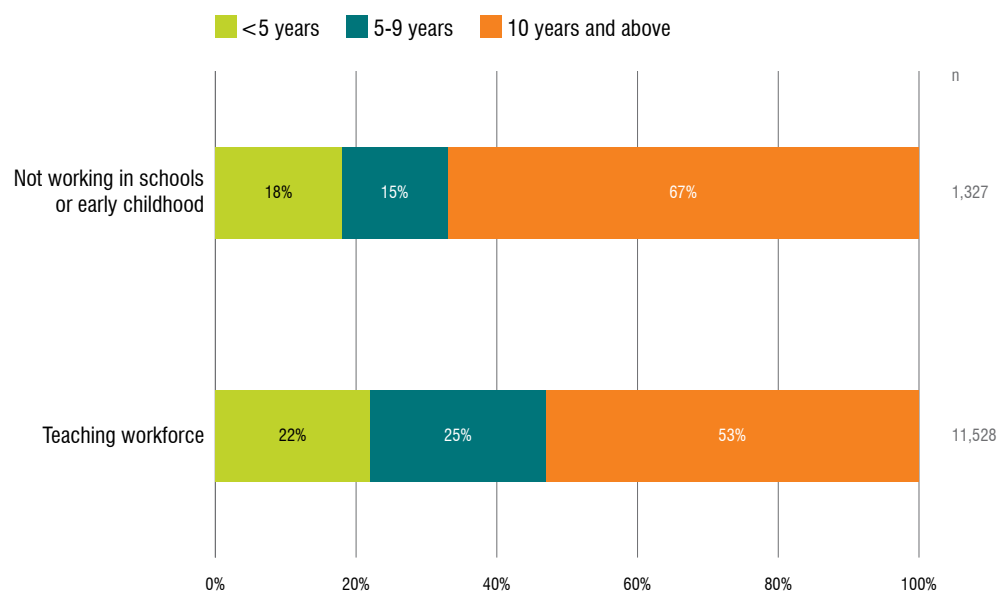
Of those with full registration status, 83% had been registered for 10 years or more. Of those with provisional registration status, 30% had also been registered for 10 years or more (**Figure 11-4**).

Figure 11-2: Registration status, registered teachers not working in schools or early childhood services



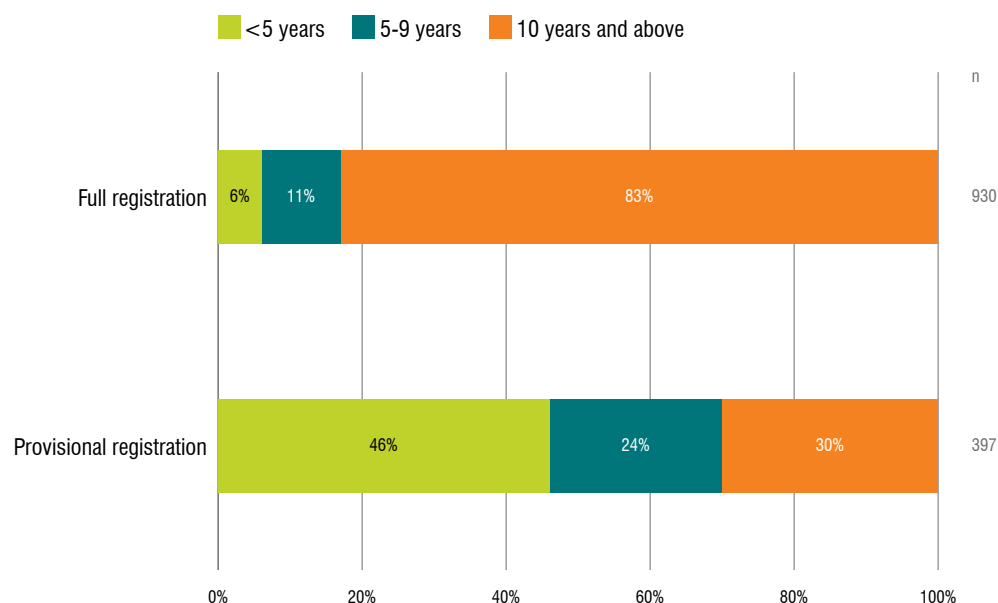
Source: Linked Registration and ATWD Teacher Survey

Figure 11-3: Years registered, registered teachers not working in schools or early childhood services



Source: Linked Registration and ATWD Teacher Survey

Figure 11-4: Years registered, registered teachers not working in schools or early childhood services, by registration status



Source: Linked Registration and ATWD Teacher Survey

Demographic characteristics

Age

Overall, the 9% of registered teachers who were not working in, or on leave from, a school or early childhood service tended to be older than teachers working in schools or early childhood services. Almost two-thirds (61%) were aged 50 years and above, compared to 40% of the teaching workforce (**Figure 11-5**).

However, this would seem to be due largely to a cohort of older, still registered teachers no longer in paid employment and likely retired (**Figure 11-6**). There was a tendency for those not employed in the education sector to be younger (64% were under 50 years of age) than those still employed in education but not in schools or early childhood services (45% were under 50 years) or not in paid employment (32% were under 50 years of age).

Figure 11-5: Age distribution, registered teachers not working in, or on leave from, schools or early childhood services

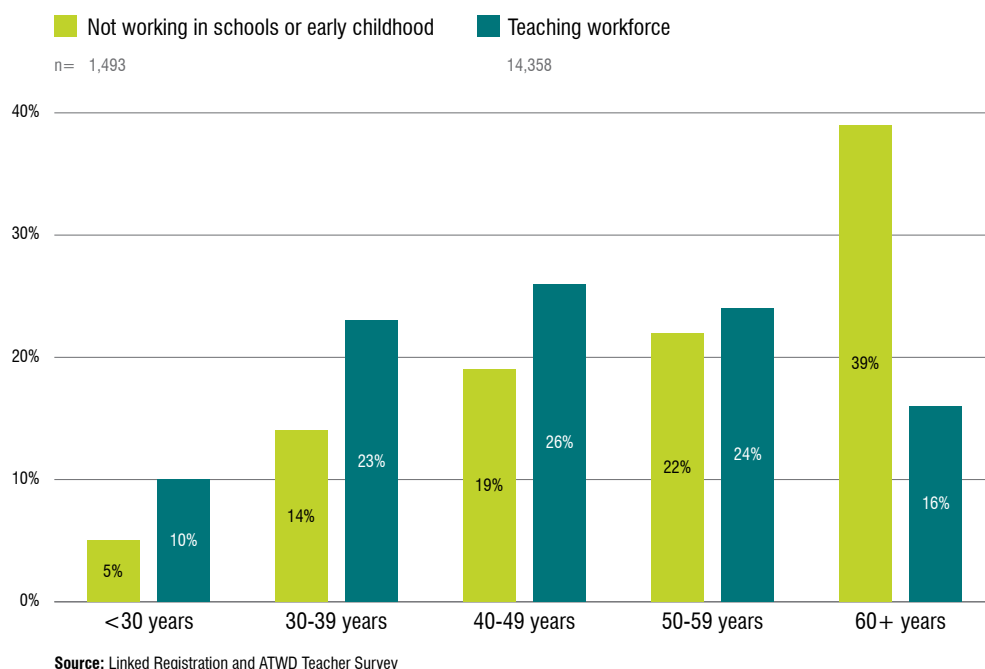
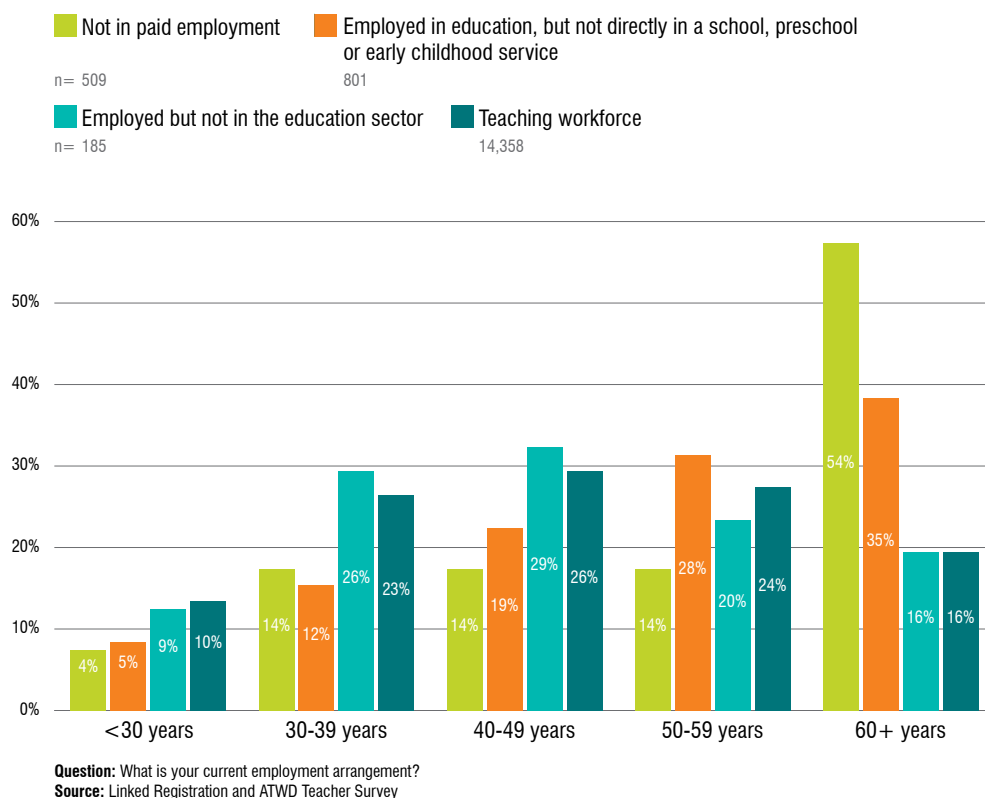


Figure 11-6: Age distribution, registered teachers not working in schools or early childhood services, by employment status

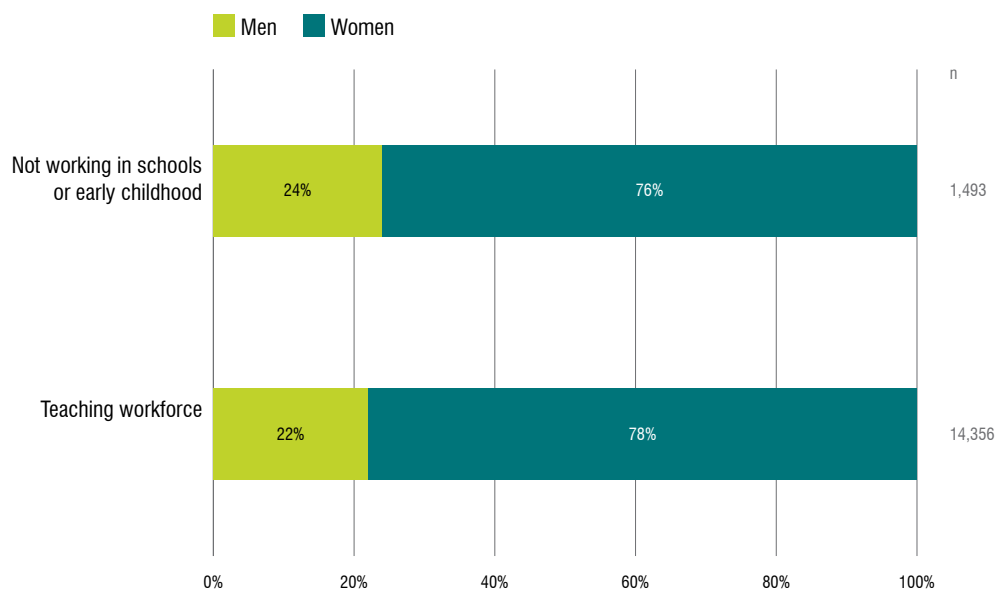


Gender

The gender proportions for registered teachers who were not working in, or on leave from, a school or early childhood service were similar to the gender proportions for teachers who were working in schools or early childhood services (**Figure 11-7**).

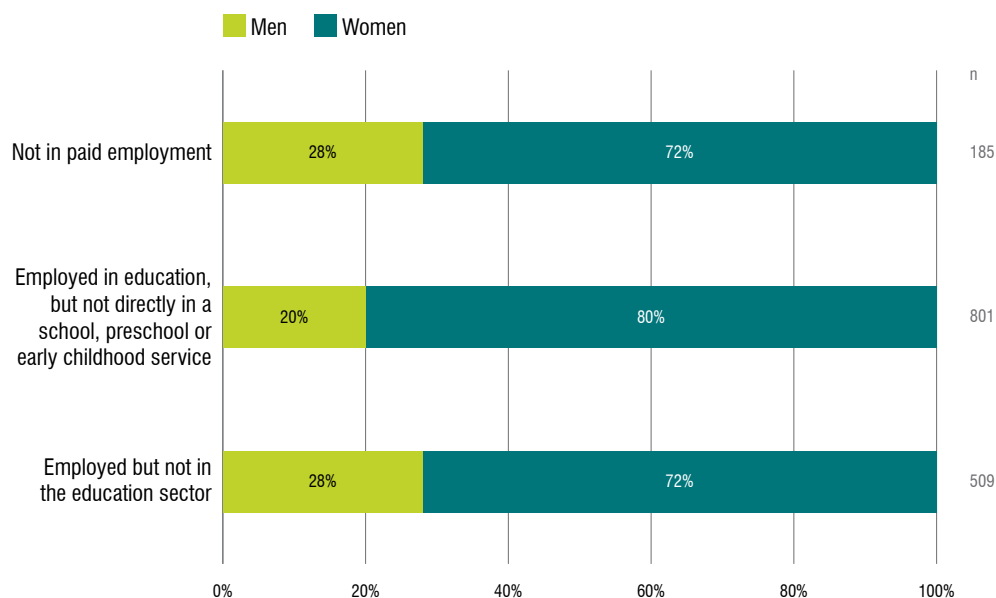
Men who were registered teachers but were not working in, or on leave from, a school or early childhood service were least likely to be employed in the education sector (20%) (**Figure 11-8**).

Figure 11-7: Gender, registered teachers not working in schools or early childhood services



Source: Linked Registration and ATWD Teacher Survey

Figure 11-8: Gender, registered teachers not working in schools or early childhood services, by employment status



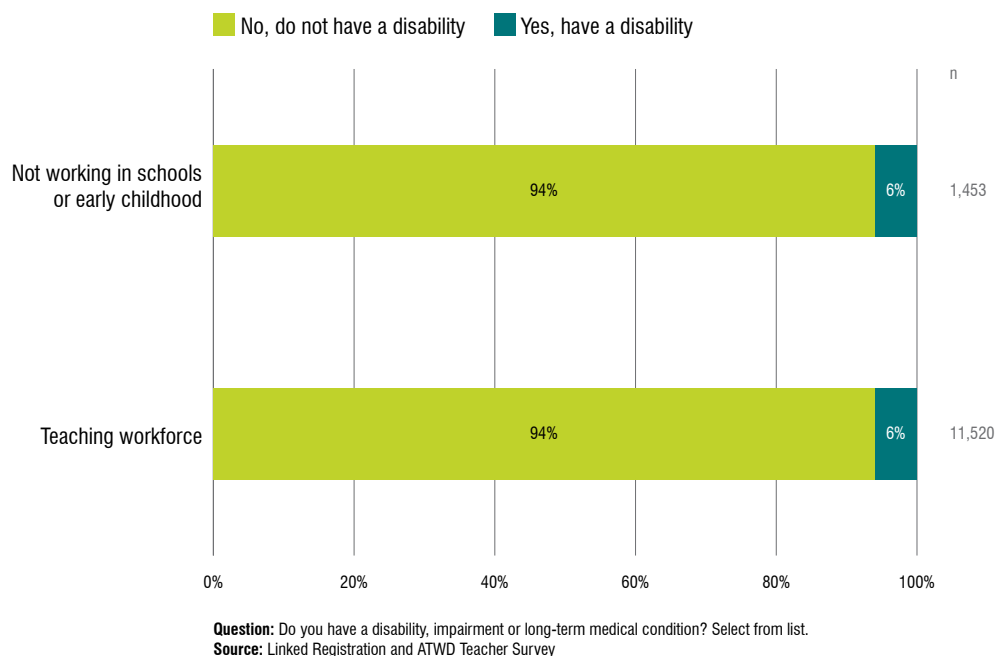
Question: What is your current employment arrangement?

Source: Linked Registration and ATWD Teacher Survey

Disability

Registered teachers who were not working in a school or early childhood service were equally as likely to have had a disability (6%) as the teaching workforce (6%) (**Figure 11-9**).

Figure 11-9: Disability status, registered teachers not working in schools or early childhood services



Country of birth

In total, 21% of registered teachers who were not working in a school or early childhood service had been born overseas, compared to 17% of the teaching workforce (**Figure 11-10**).

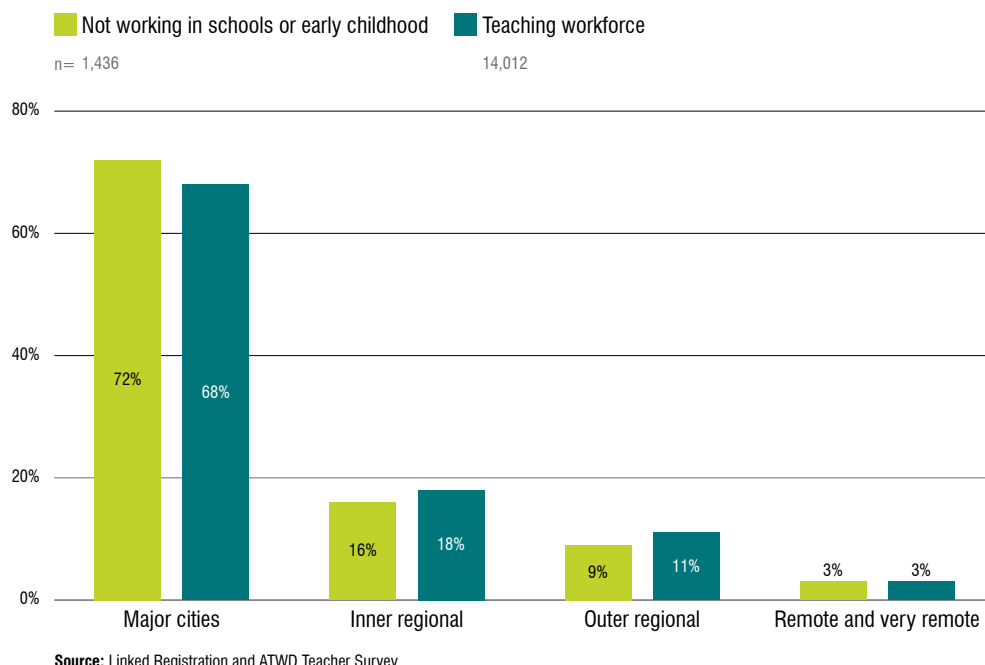
Figure 11-10: Country of birth, registered teachers not working in schools or early childhood services



Regionality

Teachers who were not working in, or on extended leave from, a school or early childhood service were slightly more likely to live in a major city (72% not working in schools; 68% teaching workforce) (**Figure 11-11**).

Figure 11-11: Residential location, registered teachers not working in schools or early childhood services



Qualifications

Initial teacher education

In total, 42% of registered teachers who were not working in, or on extended leave from, a school or early childhood service had trained to teach at secondary level, compared to 37% of the teaching workforce (**Figure 11-12**). However, 10% had trained to teach 'Education, other', compared to 5% of all respondents.¹³⁸ This may be due to the fact that registered teachers who were not working in schools or early childhood services tended to be older, and details of their original ITE program remain unspecified.

Of the registered teachers not working in, or on extended leave from, a school or early childhood service, 55% reported that their ITE qualification was a Bachelor or Masters degree, compared to 82% of teachers working in schools. Teachers not working in schools were considerably more likely to report their ITE qualification as either a Graduate Diploma or 'other' qualification (46%) compared to teachers working in schools (18%) (**Figure 11-13**).

¹³⁸ 'Education, other' includes graduates who completed a program where the detailed field of education was not specified.

Figure 11-12: Detailed field of ITE qualification, registered teachers not working in schools or early childhood services

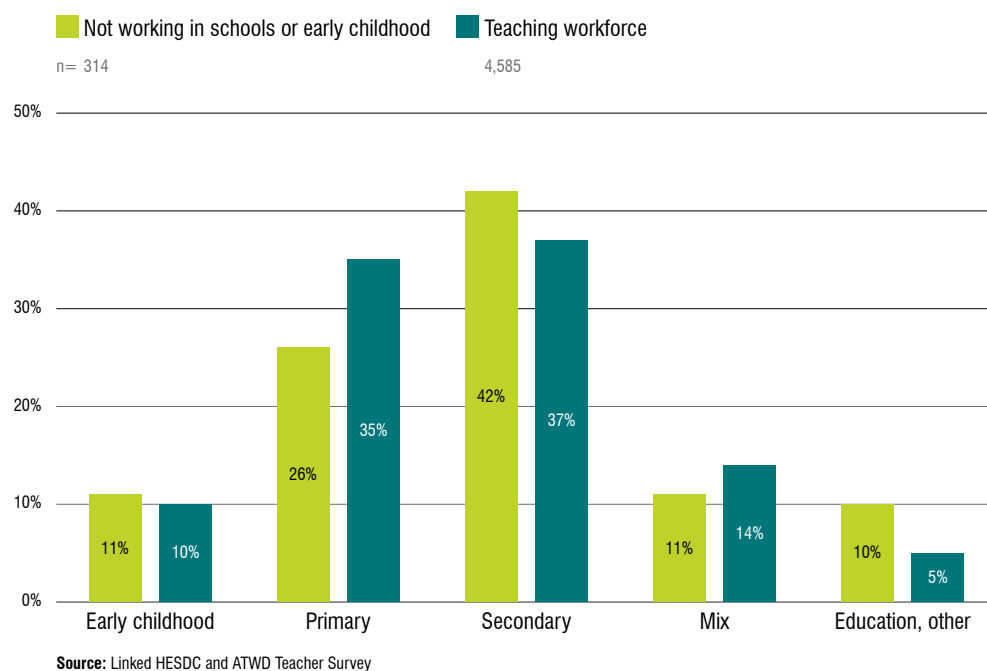
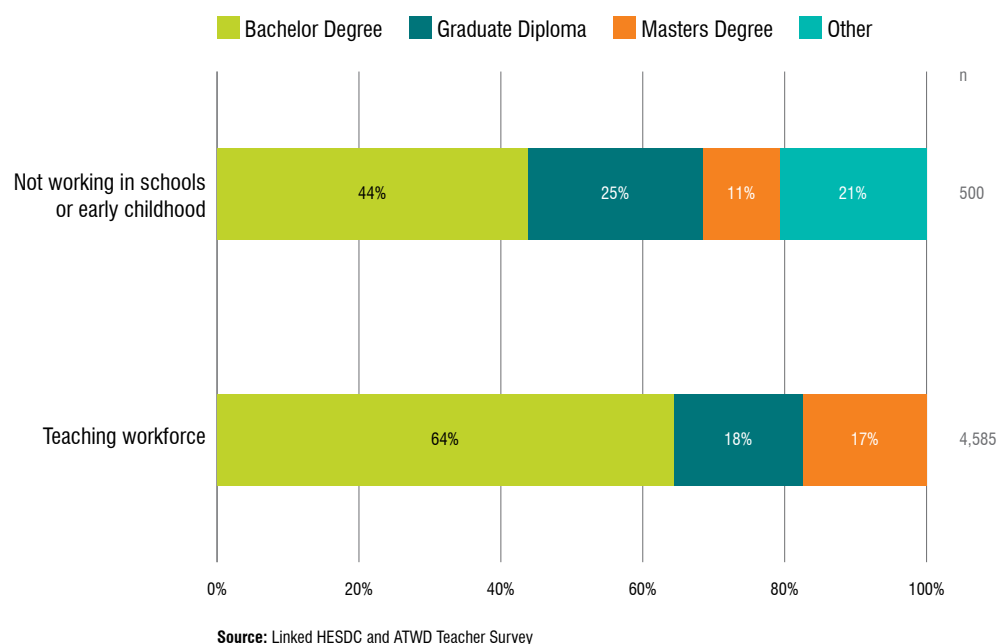


Figure 11-13: Detailed level of ITE qualification, Registered teachers not working in schools or early childhood services



Other tertiary study and training

A total of 79% of registered teachers who were not working in, or on extended leave from, a school or early childhood service had, or were studying, tertiary qualifications in addition to ITE, compared to 56% of the teaching workforce. This additional tertiary study could have been undertaken either before or after their ITE course (**Figure 11-14**).

Registered teachers who were not working in schools or early childhood services were more likely than all teachers in the teaching workforce to hold, in addition to their ITE qualifications, a Doctoral degree (9%, compared to 2%) or a Masters degree (38%, compared to 27%). However, this cohort were moderately less likely to hold an additional Bachelor degree than were the teaching workforce (21%, compared to 27%) (**Figure 11-15**).

Figure 11-14: Tertiary study other than ITE, registered teachers not working in schools or early childhood services

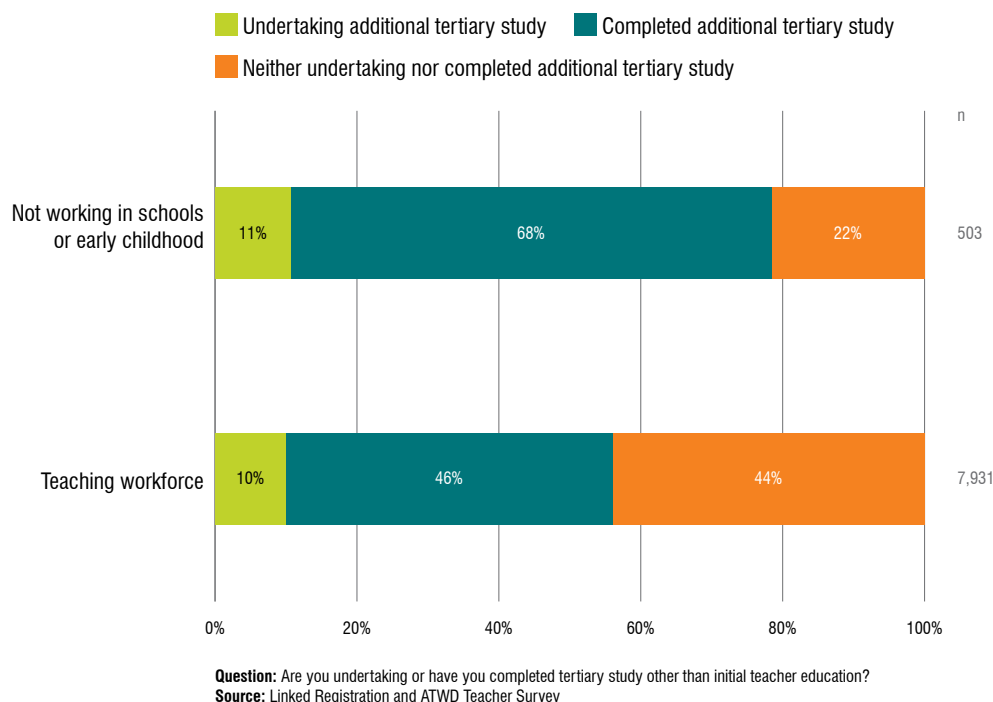
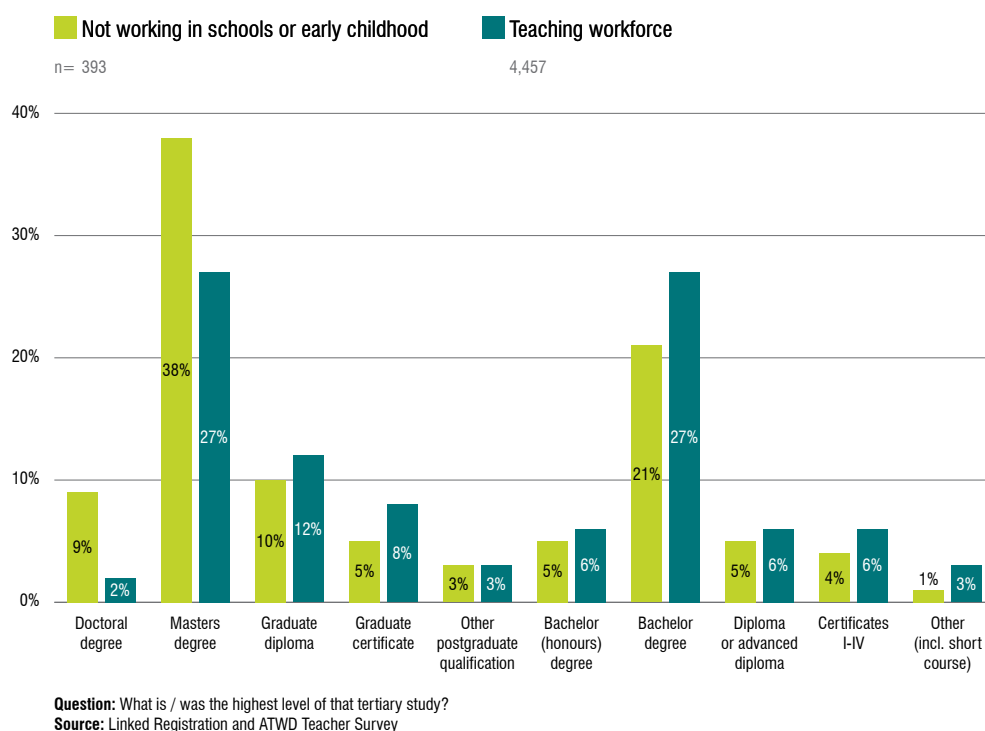


Figure 11-15: Highest level of tertiary study other than ITE, registered teachers not working in schools or early childhood services ¹³⁹



¹³⁹ The relative standard error for 'Not working in schools or early childhood services' for the category 'Other' is between 25% and 50%, and this data should be used with caution.

Registered teachers on extended leave

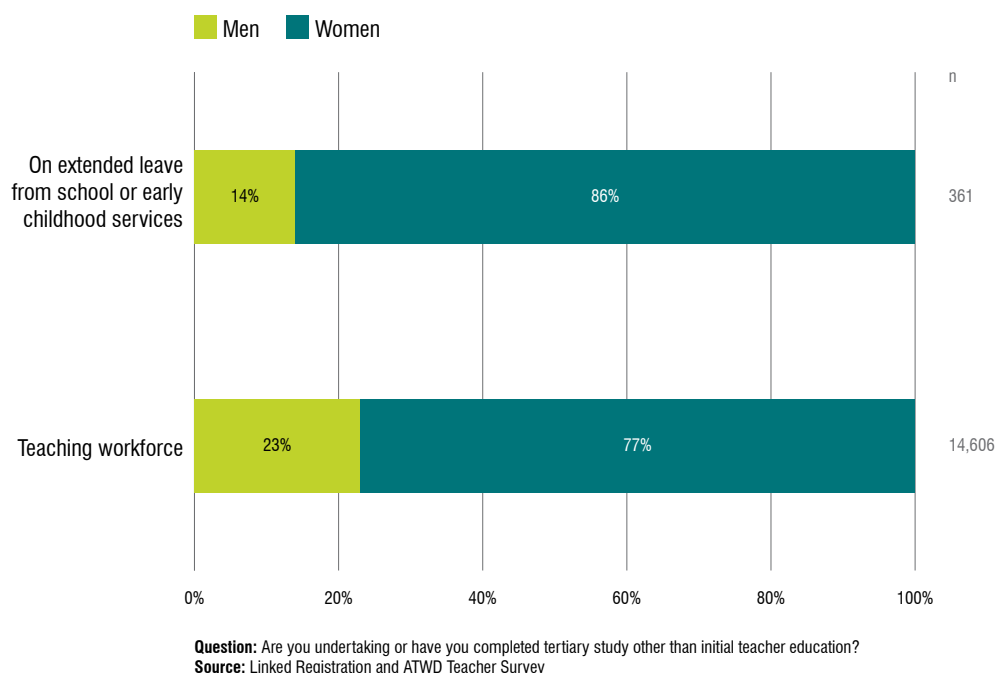
A total of 2% (n=365) of the surveyed registered teachers indicated that they were on extended leave from their place of employment.¹⁴⁰ Of those, the majority (96%) had taken extended leave from a primary or secondary school employer.

Women were, proportionately, more likely to be on extended leave than men. In total, 86% of those on extended leave were women compared to 77% of the teaching workforce (**Figure 11-16**).

Teachers on extended leave were most likely to either be aged in their thirties (36%), or in their sixties (31%) (**Figure 11-17**).

Teachers on extended leave were twice as likely to have had a disability, compared to the teaching workforce. Some 13% of respondents on extended leave had a disability, compared to 6% of the teaching workforce (**Figure 11-18**).

Figure 11-16: Gender, registered teachers on extended leave



¹⁴⁰ This cohort on extended leave includes classroom teachers as well as school or early childhood service leaders.

Figure 11-17: Age distribution, registered teachers on extended leave

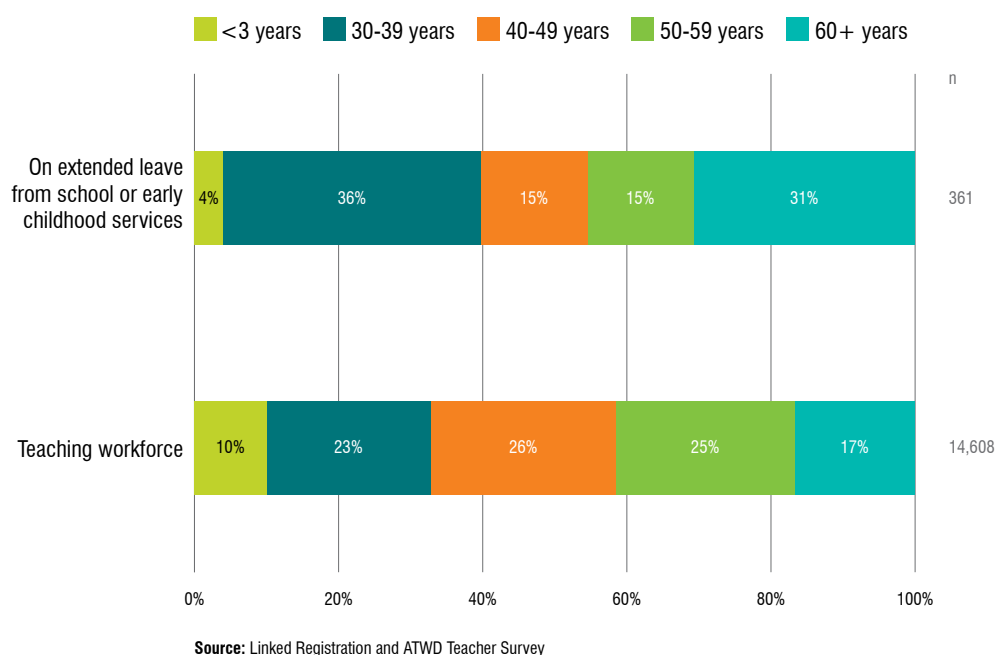
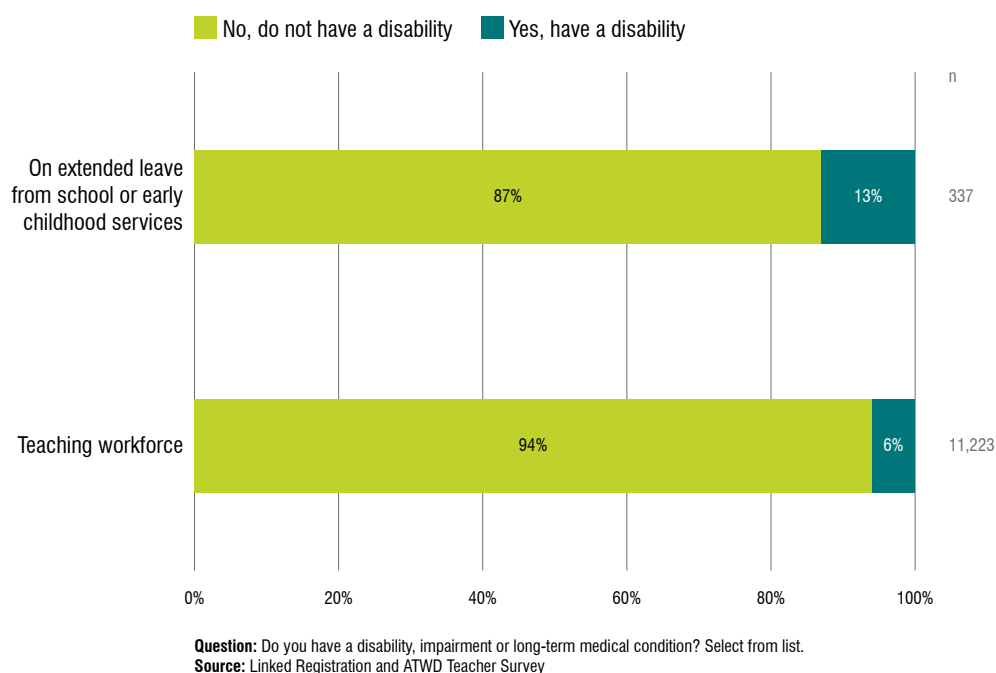


Figure 11-18: Disability status, registered teachers on extended leave

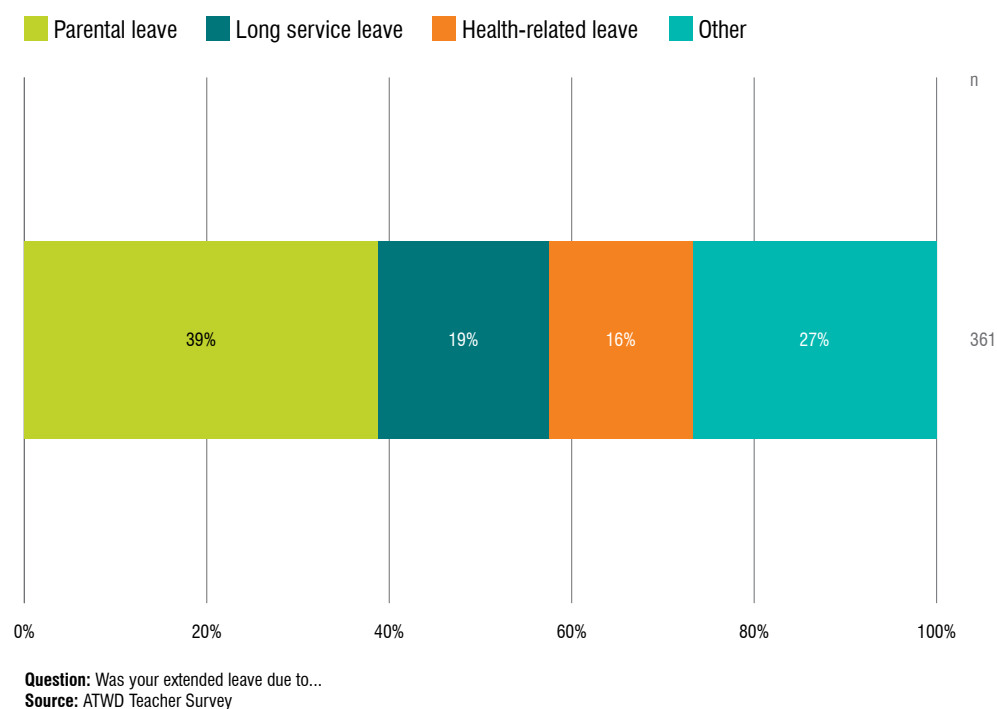


Reasons for extended leave

In line with the age and gender characteristics of these teachers, parental leave was the form of leave taken by most teachers on extended leave, followed by long service, health-related leave and 'Other' leave (**Figure 11-19**).

Of the 27% (n=92) who provided an 'Other' reason for taking leave, 28% were taking leave without pay, 20% were working elsewhere, 10% were retiring or planning for retirement. The remaining 42% (n=39) provided reasons such as travelling, caring responsibilities, or study as the main reasons for taking extended leave.

Figure 11-19: Reasons for extended leave, registered teachers on extended leave



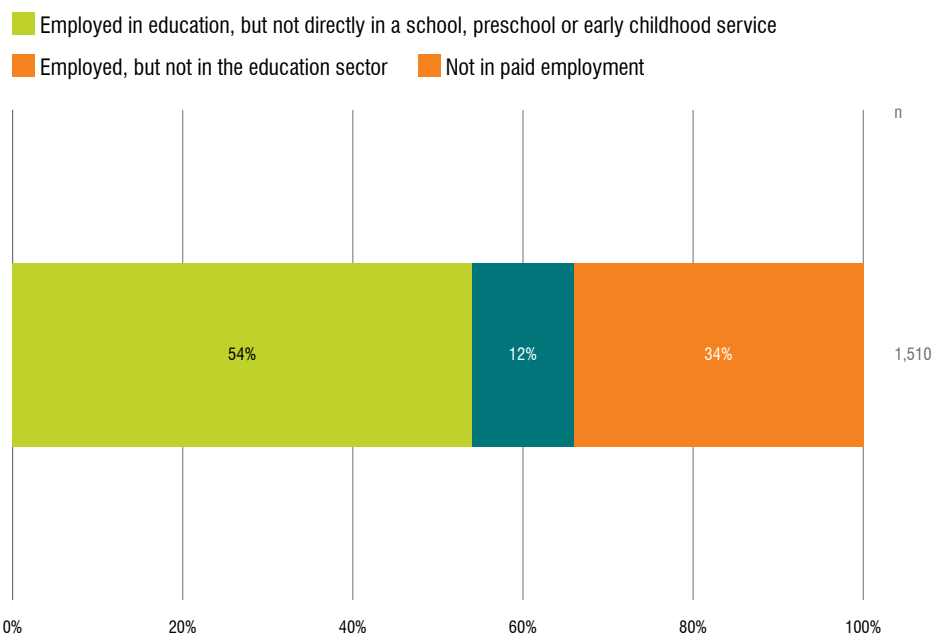
Registered teachers not working in schools or early childhood services

In total, 9% of ATWD Teacher Survey respondents reported that they were not working directly in Australian schools or early childhood services, and were not on extended leave from an Australian school or early childhood service.

Employment status

Of these, one-third (34%) were not in paid employment (3% of surveyed registered teachers) (**Figure 11-20**). More than half (54%) were employed in education but not directly in a school or early childhood service (5% of surveyed registered teachers).

Figure 11-20: Employment status, registered teachers not working in schools or early childhood services



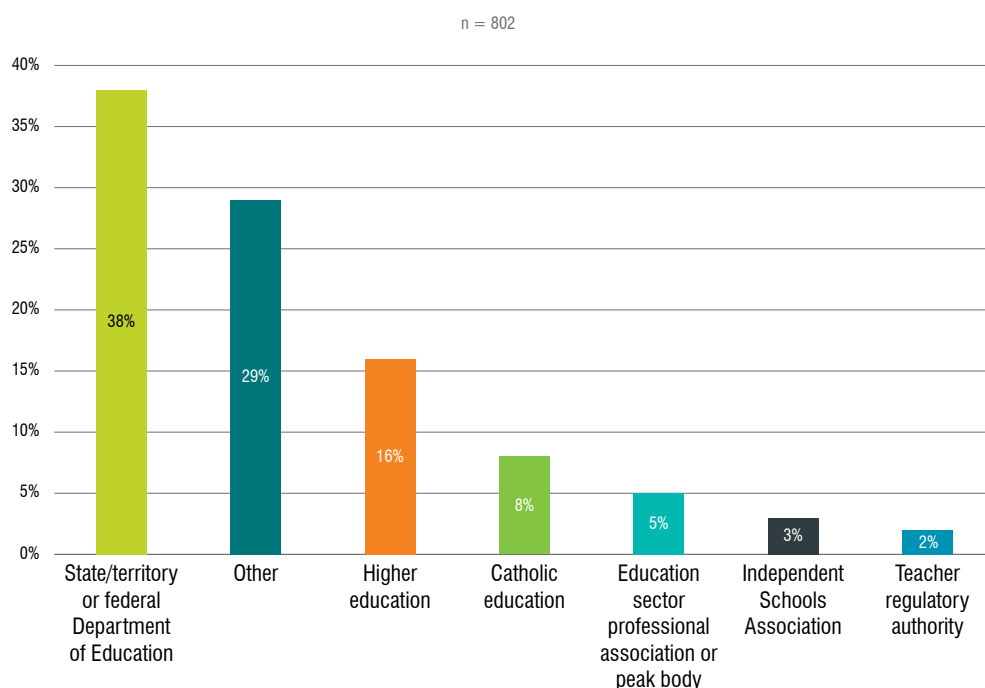
Question: Where are you currently employed?

Source: ATWD Teacher Survey

Employment in the education sector

Of those employed in the education sector but not directly in a school or early childhood service, almost half (49%) worked in a state, territory or federal education department, or a non-government education sector organisation. A further 5% reported working for an education sector peak body or association. Sixteen percent (16%) worked in higher education and 2% reported working for a teacher regulatory authority (**Figure 11-21**).

Figure 11-21: Type of employer, registered teachers working in education other than schools or early childhood services



Question: Which of the following best describes your current employer?

Source: Linked Registration and ATWD Teacher Survey

Appendices

Appendix A: List of tables

Table 4-1	Average and median age, teaching workforce, by learning levels taught	46
Table 5-1:	Average hours worked above paid hours, teaching workforce	65
Table 5-2:	Average total working hours, teaching workforce, by paid working hours and learning levels taught	66
Table 5-3:	Average face-to-face teaching hours, by hours paid to work, by learning levels taught	67
Table 5-4:	Average time spent on non-face-to-face teaching tasks, full-time teachers	68
Table 5-5:	Average time spent on non-face-to-face teaching tasks, full-time primary and secondary teachers	69
Table 5-6:	Average time spent on non-face-to-face teaching tasks, part-time teachers	70
Table 5-7:	Average time spent on non-face-to-face teaching tasks, part-time primary and secondary teachers	71
Table 6-1:	Average professional learning hours, teaching workforce, by learning levels taught	85
Table 8-1:	Average total working hours, full-time early career teachers, by years since first started teaching	132
Table 8-2:	Average total working hours, early career teachers, by paid working hours	132
Table 8-3:	Total working hours, full-time early career teachers, by learning levels taught	132
Table 8-4:	Total working hours, part-time early career teachers, by learning levels taught	132
Table 8-5:	Average hours worked above paid working hours, early career teachers	133
Table 8-6:	Average face-to-face teaching hours, full-time early career teachers, by years since first started teaching	133
Table 8-7:	Average face-to-face teaching hours, full-time early career teachers, by learning levels taught	134
Table 8-8:	Part-time early career teachers' average face-to-face teaching hours, by learning levels taught	134
Table 8-9:	Average face-to-face teaching hours, early career teachers, by paid working hours	134
Table 8-10:	Average time spent on non-face-to-face teaching tasks, full-time early career teachers	135
Table 8-11:	Average time spent on non-face-to-face teaching tasks, full-time early career teachers, by years since first started teaching	136
Table 8-12:	Average time spent on non-face-to-face teaching tasks, part-time early career teachers	137
Table 8-13:	Average time spent on non-face-to-face teaching tasks, part-time early career teachers, by years since first started teaching	138
Table 9-1:	Average age, leaders, schools and early childhood services	164
Table 9-2:	Time to and in leadership roles, leaders in early childhood services	170
Table 9-3:	Principal career timelines, by gender	171
Table 9-4:	Deputy principal career timelines, by gender	171
Table 9-5:	Other school leader career timelines, by gender	172
Table 9-6:	Average total working hours, full-time leaders, by type of leadership position	178
Table 9-7:	Average total working hours, full-time leaders, by school or service type	178
Table 9-8:	Average face-to-face teaching hours, full-time leaders, by school or service type	179
Table 9-9:	Average face-to-face teaching hours, full-time school leaders, by position	180
Table 9-10:	Average time spent on non-face-to-face teaching tasks, full-time principals	181
Table 9-11:	Average time spent on non-face-to-face teaching tasks, full-time school deputy principals	182
Table 9-12:	Average time spent on non-face-to-face teaching tasks, full-time principals and deputy principals	182
Table 9-13:	Average professional learning hours, full-time leaders, by type of leadership position	185
Table 10-1:	Average total working hours, full-time Aboriginal and Torres Strait Islander teachers	208
Table 10-2:	Average total working hours, Aboriginal and Torres Strait Islander teachers, by learning levels taught	208
Table 10-3:	Average face-to-face working hours, full-time Aboriginal and Torres Strait Islander teachers	209
Table 10-4:	Average face-to-face teaching hours, Aboriginal and Torres Strait Islander teachers, by learning levels taught	209
Table 10-5:	Average time spent on non-face-to-face teaching tasks, full-time Aboriginal and Torres Strait Islander teachers	210
Table 10-6:	Average time spent on non-face-to-face teaching tasks, part-time Aboriginal and Torres Strait Islander teachers	211
Table AH-1:	Overall response rates and sample size, ATWD Teacher Survey for 2018	250
Table AH-2:	Characteristics of registered teachers and survey respondents, 2018	251

Appendix B: List of figures

Figure 1-1:	Proportional structure of the registered teaching workforce by data segment	14
Figure 2-1:	Segments of registered teachers in the ATWD Teacher Survey	35
Figure 3-1:	All registered teachers	39
Figure 3-2:	Deployment of registered teachers	40
Figure 4-1:	Roles in schools and early childhood services, teacher workforce	43
Figure 4-2:	Registration type, teaching workforce, by learning levels taught	44
Figure 4-3:	School or service type, teaching workforce	45
Figure 4-4:	Learning levels taught, teaching workforce in schools	45
Figure 4-5:	School sector, teaching workforce in schools	46
Figure 4-6:	Age distribution, teaching workforce, by learning levels taught	47
Figure 4-7:	Gender, teaching workforce, by learning levels taught	48
Figure 4-8:	Disability status, teaching workforce, by learning levels taught	48
Figure 4-9:	Reported nature of disability, teachers with disability	49
Figure 4-10:	Country of birth, teaching workforce, by learning levels taught	49
Figure 4-11:	Residential and school or service location, teaching workforce	50
Figure 4-12:	School or service location, teaching workforce, by learning levels taught	50
Figure 5-1:	Employment contract types, teaching workforce	53
Figure 5-2:	Employment contract types, teaching workforce, by learning levels	54
Figure 5-3:	Employment contract types, teaching workforce, by age	55
Figure 5-4:	Employment contract types, early childhood teachers, by age	55
Figure 5-5:	Employment contract types, primary teachers, by age	56
Figure 5-6:	Employment contract types, secondary teachers, by age	56
Figure 5-7:	Employment contract types, teaching workforce, by gender and learning levels taught	57
Figure 5-8:	Contract length, early childhood teachers, by age and gender	58
Figure 5-9:	Contract length, primary teachers, by age and gender	59
Figure 5-10:	Contract length, secondary teachers, by age and gender	59
Figure 5-11:	Reasons for working on a casual contract, CRTs, by age	60
Figure 5-12:	Reasons for working on a casual contract, CRTs, by gender and learning levels taught	60
Figure 5-13:	Paid working hours summary, teaching workforce, by learning levels taught	62
Figure 5-14:	Paid working hours summary, teaching workforce, by employment contract	62
Figure 5-15:	Paid working hours, teaching workforce, by learning levels taught	63
Figure 5-16:	Paid working hours, part-time teachers, by learning levels taught	63
Figure 5-17:	Total hours worked in a typical working week, full-time teachers	64
Figure 5-18:	Total hours worked compared to hours paid to work, teaching workforce	65
Figure 5-19:	Face-to-face teaching hours in a typical working week, full-time teachers	67
Figure 5-20:	Employment gaps, teaching workforce, by gender	72
Figure 5-21:	Employment gap length, teachers with an employment gap, by gender	72
Figure 5-22:	Employment gaps, teaching workforce, by learning levels taught	73
Figure 5-23:	Employment gap length, teachers with an employment gap, by learning levels taught	73
Figure 6-1:	Detailed level of ITE qualification, teaching workforce	77
Figure 6-2:	Level of ITE qualification, teaching workforce, by learning levels taught	77
Figure 6-3:	Detailed level of ITE qualification, teaching workforce in schools, by learning levels taught	78
Figure 6-4:	Detailed field of ITE qualification, teaching workforce, by learning levels taught	79
Figure 6-5:	Tertiary study other than ITE, teaching workforce, by learning levels taught	79
Figure 6-6:	Highest level of tertiary study other than ITE, teaching workforce, by learning levels taught	80
Figure 6-7:	Tertiary study other than ITE, teaching workforce, by level of ITE qualification	81
Figure 6-8:	Most common fields of tertiary study other than ITE, teaching workforce, by learning level taught	82
Figure 6-9:	Most common fields of tertiary study other than ITE, teaching workforce, by level of ITE study	83
Figure 6-10:	Professional learning, teaching workforce, by learning levels taught	84
Figure 6-11:	Professional learning hours, teaching workforce, by learning levels taught	85
Figure 6-12:	Reflections on value of professional learning, teaching workforce	86
Figure 6-13:	Reflections on value of professional learning, teaching workforce, by learning levels taught	87
Figure 6-14:	Subject-specific tertiary study, secondary teachers	89

Figure 7-1:	Intentions to remain in the profession, teacher workforce	93
Figure 7-2:	Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching	93
Figure 7-3:	Intentions to remain in the profession, teaching workforce, by learning levels taught	94
Figure 7-4:	Estimates of years remaining working in schools or early childhood services, teaching workforce, by learning levels taught	95
Figure 7-5:	Intentions to remain in the profession, secondary teaching workforce, by year levels taught	96
Figure 7-6:	Intentions to remain in the profession, teacher workforce, by gender	97
Figure 7-7:	Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by gender	97
Figure 7-8:	Intentions to remain in the profession, teacher workforce, by age	98
Figure 7-9:	Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by age	99
Figure 7-10:	Intentions to remain in the profession, teacher workforce, by age group and gender	99
Figure 7-11:	Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, by age and gender	100
Figure 7-12:	Intentions to remain in the profession, early childhood teachers, by age	101
Figure 7-13:	Intentions to remain in the profession, primary teachers, by age	101
Figure 7-14:	Intentions to remain in the profession, secondary teachers, by age	102
Figure 7-15:	Estimates of years remaining working in schools or early childhood services, primary teachers considering leaving teaching, by age	102
Figure 7-16:	Estimates of years remaining working in schools or early childhood services, secondary teachers considering leaving teaching, by age	103
Figure 7-17:	Intentions to remain in the profession, teaching workforce, by gender and learning levels taught	104
Figure 7-18:	Estimates of years remaining working in schools or early childhood services, teaching workforce considering leaving teaching, by gender and learning levels taught	105
Figure 7-19:	Intentions to remain in the profession, teacher workforce, by school or early childhood service regionality	106
Figure 7-20:	Estimates of number of years remaining working in schools or early childhood services, teacher workforce, by school or early childhood service regionality	107
Figure 7-21:	Reasons for considering leaving, teacher workforce considering leaving teaching	108
Figure 8-1:	Registration type, early career teachers	118
Figure 8-2:	Years registered, early career teachers	119
Figure 8-3:	School or service type, early career teachers	119
Figure 8-4:	School sector, early career teachers in schools	120
Figure 8-5:	Year levels taught, early career teachers in schools	121
Figure 8-6:	Year levels taught, early career teachers in schools, by years since first started teaching	122
Figure 8-7:	Age distribution, early career teachers	123
Figure 8-8:	Gender, early career teachers	124
Figure 8-9:	Disability status, early career teachers	124
Figure 8-10:	Country of birth, early career teachers	125
Figure 8-11:	Residential location, early career teachers	126
Figure 8-12:	Workplace location, early career teachers	126
Figure 8-13:	Employment contract types, early career teachers	127
Figure 8-14:	Employment contract types, early career teachers, by years since first started teaching	128
Figure 8-15:	Reasons for working on a casual contract, early career CRTs	129
Figure 8-16:	Reasons for working on a casual contract, early career CRTs, by years since first started teaching	129
Figure 8-17:	Paid working hours summary, early career teachers, by years since first started teaching	130
Figure 8-18:	Paid working hours, part-time early career teachers	131
Figure 8-19:	Employment gaps, early career teachers	139
Figure 8-20:	Employment gap length, early career teachers with an employment gap	139
Figure 8-21:	Detailed field of ITE qualification, early career teachers	140
Figure 8-22:	Detailed level of ITE qualification, early career teachers, by years since first started teaching	141
Figure 8-23:	Tertiary study other than ITE, early career teachers	142
Figure 8-24:	Tertiary study other than ITE, early career teachers, by level of ITE qualification	142
Figure 8-25:	Highest level of tertiary study other than ITE, early career teachers	143

Figure 8-26:	Most common fields of tertiary study other than ITE, early career teachers	144
Figure 8-27:	Professional learning, early career teachers	145
Figure 8-28:	Professional learning, early career teachers, by years since first started teaching	146
Figure 8-29:	Professional learning hours, early career teachers	146
Figure 8-30:	Reflections on value of professional learning, early career teachers	147
Figure 8-31:	Subject specific tertiary study, early career secondary teachers	148
Figure 8-32:	Incidence of induction, early career teachers	149
Figure 8-33:	Incidence of induction activities, early career teachers	150
Figure 8-34:	Reflections on helpfulness of induction activities, early career teachers	151
Figure 8-35:	Intentions to remain in the profession, early career teachers	152
Figure 8-36:	Estimates of years remaining working in schools or early childhood services, early career teachers considering leaving teaching	152
Figure 8-37:	Reasons for considering leaving, early career teachers considering leaving teaching	153
Figure 9-1:	Prevalence of leadership roles, schools and early childhood services	158
Figure 9-2:	Prevalence of leadership positions in schools, by school type	160
Figure 9-3:	Type of leadership role and position, school leaders, as a proportion of the teacher workforce in schools	161
Figure 9-4:	Type of leadership position, leaders in schools, by school type	161
Figure 9-5:	School type, leaders in schools, by type of leadership position	161
Figure 9-6:	Proportion of leaders with full registration, schools and early childhood services	162
Figure 9-7:	Proportion of leaders registered for over ten years, schools and early childhood services	163
Figure 9-8:	Years registered, school leaders, by type of leadership position	163
Figure 9-9:	Age distribution, school leaders	164
Figure 9-10:	Age distribution, early childhood service leaders	165
Figure 9-11:	Gender, school leaders, by main role	166
Figure 9-12:	Gender, leaders in schools, by type of leadership position	166
Figure 9-13:	Gender, school leaders, by main role and school type	167
Figure 9-14:	School location, school leaders, by type of leadership positions	169
Figure 9-15:	Timeline of role commencement relative to years worked, school leaders, by type of leadership role	170
Figure 9-16:	Employment gaps, leaders, by school or service type	172
Figure 9-17:	Employment gap length, leaders with an employment gap	173
Figure 9-18:	Employment gap length, school leaders with an employment gap, by type of leadership position	173
Figure 9-19:	Employment contract types, school leaders	174
Figure 9-20:	Employment contract types, school leaders, by type of leadership position	175
Figure 9-21:	Employment contract types, early childhood service leaders	175
Figure 9-22:	Proportion of leaders in full-time employment, by school or service type	176
Figure 9-23:	Paid working hours summary, school leaders, by type of leadership position	177
Figure 9-24:	Tertiary study other than ITE, leaders	183
Figure 9-25:	Tertiary study other than ITE, school leaders, by type of leadership position	184
Figure 9-26:	Professional learning, leaders	185
Figure 9-27:	Reflections on value of professional learning, school leaders	187
Figure 9-28:	Reflections on value of professional learning, school leaders, by type of leadership position	189
Figure 9-29:	Reflections on value of professional learning, early childhood service leaders	191
Figure 9-30:	Intentions to remain in the profession, leaders	192
Figure 9-31:	Intentions to remain in the profession, school leaders, by type of leadership position	192
Figure 9-32:	Estimates of years remaining working in schools or early childhood services, leaders considering leaving teaching	193
Figure 9-33:	Reasons for considering leaving, leaders considering leaving teaching	195
Figure 10-1:	Registration type, Aboriginal and Torres Strait Islander teachers	199
Figure 10-2:	Years registered, Aboriginal and Torres Strait Islander teachers	199
Figure 10-3:	School type, Aboriginal and Torres Strait Islander teachers	200
Figure 10-4:	School sector, Aboriginal and Torres Strait Islander teachers	201
Figure 10-5:	Year levels taught, Aboriginal and Torres Strait Islander teachers	202
Figure 10-6:	Leadership position, Aboriginal and Torres Strait Islander teachers	203
Figure 10-7:	Age distribution, Aboriginal and Torres Strait Islander teachers	204

Figure 10-8: Gender, Aboriginal and Torres Strait Islander teachers	204
Figure 10-9: Disability status, Aboriginal and Torres Strait Islander teachers	205
Figure 10-10: Residential location, Aboriginal and Torres Strait Islander teachers	206
Figure 10-11: Workplace location, Aboriginal and Torres Strait Islander teachers	206
Figure 10-12: Employment contract types, Aboriginal and Torres Strait Islander teachers in schools	207
Figure 10-13: Paid working hours summary, Aboriginal and Torres Strait Islander teachers in schools	208
Figure 10-14: Employment gaps, Aboriginal and Torres Strait Islander teachers	212
Figure 10-15: Employment gap length, Aboriginal and Torres Strait Islander teachers with an employment gap	212
Figure 10-16: Detailed field of ITE qualification, Aboriginal and Torres Strait Islander teachers	213
Figure 10-17: Tertiary study other than ITE, Aboriginal and Torres Strait Islander teachers	214
Figure 10-18: Professional learning, Aboriginal and Torres Strait Islander teachers	214
Figure 10-19: Professional learning hours, Aboriginal and Torres Strait Islander teachers	215
Figure 10-20: Reflections on value of professional learning, Aboriginal and Torres Strait Islander teachers	216
Figure 10-21: Intentions to remain in the profession, Aboriginal and Torres Strait Islander teachers	217
Figure 10-22: Estimates of years remaining working in schools or early childhood services, Aboriginal and Torres Strait Islander teachers considering leaving teaching	217
Figure 10-23: Reasons for considering leaving, Aboriginal and Torres Strait Islander teachers considering leaving teaching	218
Figure 11-1: Registered teachers not working in schools or early childhood services	220
Figure 11-2: Registration status, registered teachers not working in schools or early childhood services	221
Figure 11-3: Years registered, registered teachers not working in schools or early childhood services	222
Figure 11-4: Years registered, registered teachers not working in schools or early childhood services, by registration status	222
Figure 11-5: Age distribution, registered teachers not working in, or on leave from, schools or early childhood services	223
Figure 11-6: Age distribution, registered teachers not working in schools or early childhood services, by employment status	223
Figure 11-7: Gender, registered teachers not working in schools or early childhood services	224
Figure 11-8: Gender, registered teachers not working in schools or early childhood services, by employment status	224
Figure 11-9: Disability status, registered teachers not working in schools or early childhood services	225
Figure 11-10: Country of birth, registered teachers not working in schools or early childhood services	225
Figure 11-11: Residential location, registered teachers not working in schools or early childhood services	226
Figure 11-12: Detailed field of ITE qualification, registered teachers not working in schools or early childhood services	227
Figure 11-13: Detailed level of ITE qualification, Registered teachers not working in schools or early childhood services	227
Figure 11-14: Tertiary study other than ITE, registered teachers not working in schools or early childhood services	228
Figure 11-15: Highest level of tertiary study other than ITE, registered teachers not working in schools or early childhood services	228
Figure 11-16: Gender, registered teachers on extended leave	229
Figure 11-17: Age distribution, registered teachers on extended leave	230
Figure 11-18: Disability status, registered teachers on extended leave	230
Figure 11-19: Reasons for extended leave, registered teachers on extended leave	231
Figure 11-20: Employment status, registered teachers not working in schools or early childhood services	232
Figure 11-21: Type of employer, registered teachers working in education other than schools or early childhood services	232
Figure AF-1: The first two ATWD Reports	245
Figure AG-1: Data model for the ATWD	247

Appendix C: Acronyms and abbreviations

Acronym	Term
ABS	Australian Bureau of Statistics
ACARA	Australian Curriculum, Assessment & Reporting Authority
AESOC	Australian Education Senior Officials Committee
AIHW	Australian Institute of Health and Welfare
AITSL	Australian Institute for Teaching and School Leadership
ATWD	Australian Teacher Workforce Data
AQF	Australian Qualifications Framework
CRT	Casual/relief teacher
ESS	Employer Satisfaction Survey
GOS	Graduate Outcomes Survey
HEIMS	Higher Education Information Management System
HEP	Higher education provider
HESDC	Higher Education Student Data Collection
ITE	Initial teacher education
LOTE	Language/s Other Than English
NQF	National Quality Framework
NSW	New South Wales
NT	Northern Territory
QILT	Quality Indicators for Learning and Teaching
SA	South Australia
SES	Socio-economic status
SES	Student Experience Survey
SOSE	Studies of Society and Environment
STEM	Science, Technology, Engineering, Mathematics
TEMAG	Teacher Education Ministerial Advisory Group
TWG	Technical Working Group
VET	Vocational education and training
VIC	Victoria

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Appendix E: ATWD key data definitions and glossary

Term	Definition
Alternative authorisation to teach	Alternative authorisation to teach is granted by a state or territory teacher regulatory authority. Alternative authorisations to teach are made available, in clearly defined circumstances and under specified conditions, for persons who are not eligible for registration to be employed in roles that would otherwise require registration.
Early childhood service	Early childhood services, in this report, are centres and preschools which are not part of a school.
Educational institution type	The ATWD Workforce Characteristics report identifies two key educational institution types: - early childhood services – excluding those located in a school. Where these services are offered as part of a school, they are defined as schools - schools (including primary, secondary, combined and special). Where sample sizes permit, analysis in this report commonly disaggregates information about registered teachers who are working in key educational institution types: - early childhood services - primary schools - secondary schools - combined-level schools - special schools.
Educator	Regulatory authorities provided data about registered teachers and the ATWD Teacher Survey was completed only by registered teachers. However, early childhood services employ registered early childhood teachers as well as unregistered early childhood educators. A kindergarten teacher, for example, may be supported in the classroom by one or more educators. The data in this report does not include information about unregistered educators in early childhood education.
Leadership	A person in the teacher workforce is defined as a respondent to the ATWD Teacher Survey who reported that in 2018 that either: - their main role was in a leadership position including principal, deputy/assistant principal; or 'other' school leader (for example, a formal position such as head of department, head of school curriculum, etc.) or - their main role was a teacher, and they also held a secondary role in a formal leadership position including as a principal; deputy/assistant principal or 'other' school leader (for example, formal position such as head of department, head of school curriculum, etc.). A leader can also be a teacher.
Leader, early childhood service	An early childhood service leader is a respondent to the ATWD Teacher Survey who: - reported that in 2018 they worked at an early childhood service, and - reported that in 2018 either - their main role was principal/director/coordinator/educational leader; or - another role they had was principal/director/coordinator/educational leader. An early childhood service leader can also be a teacher.
Leader	The part of the teacher workforce whose main role is as a leader. A leader is a respondent to the ATWD Teacher Survey who: - reported that their main role was principal/director/coordinator/educational leader, or - their main role was principal; deputy/assistant principal; or other school leader (school-based leaders).

Term	Definition
Leader only	A leader who reported that they did not have another role which involved face-to-face teaching.
Leader with teaching responsibilities	A leader who reported that they did have another role which involved face-to-face teaching.
Leader, school	A school leader is a respondent to the ATWD Teacher Survey who: - reported that in 2018 they worked at a school, and - reported that in 2018 either - their main role was principal; deputy/assistant principal; or other school leader (school-based leaders) or - another role they had was principal; deputy/assistant principal; or other school leader (school-based leaders) A school leader can also be a teacher.
Learning levels	Learning levels refer to the year levels that teachers teach. - Early childhood learning levels are those prior to prep/reception - Primary learning levels include prep/reception to Year 6 (Year 7 in South Australia) - Secondary learning levels include Year 7 (Year 8 in South Australia) to Year 12. Where teachers teach more than one year level (for example Years 8, 9 and 10) data relating to learning levels will include each level taught by a single teacher.
Location	Respondents' overall state or territory was determined by the state or territory in which they were registered, not by their residential location or the school in which they worked. If teachers are registered in more than one state, they will be counted each time they appear in the state or territory total but only once in the 'all' total. In the few instances where residential locations are analysed, these were drawn from data provided by regulatory authorities, using the residential postcodes provided by teachers during registration. School locations where teachers and leaders were employed were drawn from respondents' answers to ATWD Teacher Survey questions.
Professional learning	Defined to include formal professional learning or continuing professional development both inside and outside of the educational setting, not including any additional tertiary study undertaken.
Region	The ABS Australian Statistical Geography Standard identifies five 'Regions' of Australia, in increasing order of remoteness: - major cities of Australia - inner regional Australia - outer regional Australia - remote Australia - very remote Australia. The ABS maps each Australian postcode to one of these regions. This report allocates a registered teacher to: - a residential region based on their residential postcode per their teacher regulatory authority data, and - a school region based on the postcode of their school per their response to the ATWD Teacher Survey.
Registration, full	Full registration is achieved when a teacher has met the Proficient career stage of the Australian Professional Standards for Teachers and all other requirements for teacher registration.

Term	Definition
Registration, provisional	Usually, a teacher is initially granted provisional registration. This indicates that they meet the Graduate career stage of the Australian Professional Standards for Teachers. A teacher whose registration has lapsed because they did not fulfil the requirements for full registration, or who anticipates that they will not meet the requirements in the specified time period, may reapply for provisional registration.
Registered teachers	Individuals who are registered with a regulatory authority.
School	A school includes primary, secondary, combined-level (for example, K-12, P-12, R-12, K-6, etc.) and special schools. See also individual school definitions, below.
School, primary	A school (see above definition) that teaches one or more year levels from either kindergarten or prep/reception to Year 6 (to Year 7 in South Australia).
School, secondary	A school (see above definition) that teaches one or more learning levels from Year 7 to Year 12 (from Year 8 in South Australia)
School, combined	A school (see above definition) that teaches two or more learning levels from prep to Year 12, across the typical school year ranges (for example, K-12, P-12, R-12, K-6, etc.)
School, special	A school (see above definition) for children with disabilities, health-related conditions or learning difficulties, providing specialised learning outside the standard Australian school curriculum.
School sector	This report provides data about three school sectors: government, Catholic and independent. A school may be operated by the government of a jurisdiction, or may be a non-government operated school. Non-government operated schools are, in this report, defined as Catholic or independent.
State	Unless otherwise specified, this report allocates a registered teacher to a state based on their residential postcode per their teacher regulatory authority.
Teaching workforce	Registered teachers engaged in face-to-face teaching in schools or early childhood settings. A teacher in the teaching workforce is a respondent to the ATWD Teacher Survey who: • reported that in 2018 they worked at either • an early childhood service, or • a school, and • reported that in 2018 either • their main role was as a teacher, or • another role they had was as a teacher. Those in the teaching workforce can also be a leader.
Teacher workforce	Registered teachers in schools or early childhood settings.
Teacher, casual/relief	Teachers in Australia who do not work under a fixed-term or permanent/ongoing contract are referred to variously as 'casual', 'relief', 'supply', or 'temporary' teachers. They are found in all school sectors across Australia. In this report, the term 'casual/relief teachers' or 'CRTs' is used to capture all teachers who do not work under a fixed-term or permanent/ongoing contract.
Classroom teachers	The largest part of the teaching workforce. Teachers who do not have leadership responsibilities and are not leaders.

Term	Definition
Teacher with leadership responsibilities	Part of the teaching workforce. <i>Main role</i> teachers who also have leadership responsibilities.
Teacher, early career	A teacher in the teaching workforce (see above definition) that in the ATWD Teacher Survey indicates they first worked as a teacher within the most recent five years relative to the survey year (i.e. 2014, 2015, 2016, 2017 or 2018). - For New South Wales and Northern Territory registered teacher respondents: first worked in Australia - For South Australia registered teacher respondents: first worked (no differentiation of Australia or overseas).
Teacher, early childhood	A teacher in the teaching workforce (see above definition) that, in the ATWD Teacher Survey, reported that in 2018 they worked at an early childhood service (see also early childhood service, above).
Teacher, primary	A teacher in the teaching workforce (see above definition) that, in the ATWD Teacher Survey, identifies that in 2018 they: - worked at a school, and - taught at least one learning level that is considered primary school: - prep/reception to Year 6 (Year 7 in South Australia) - includes kindergarten if taught at a school.
Teacher, school	A teacher in the teaching workforce (see above definition) that, in the ATWD Teacher Survey, reported that in 2018 they worked at a school. If a school teacher ceased completion of the ATWD Teacher Survey prior to providing information about the learning levels they taught, they were not sub-classified as primary teacher and/or secondary teacher.
Teacher, secondary	A teacher in the teaching workforce (see above definition) that, in the ATWD Teacher Survey, reported that in 2018 they: - worked at a school, <i>and</i> - taught at least one learning level that is considered secondary school: - Year 7 (Year 8 in South Australia) to Year 12.

Appendix F: ATWD initiative

Background

The Teacher Education Ministerial Advisory Group (TEMAG) report, *Action Now: Classroom Ready Teachers* (2014),¹⁴¹ identified the compelling need for better national research and workforce planning as one of the five key approaches to improving education outcomes through initial teacher education (ITE). It found that a lack of consistent and timely national teacher data 'hinders both continuous improvement, and workforce planning, including the ability to address shortages in specialist subject areas'.

The ATWD initiative was established to unite and connect ITE data and teacher workforce data from around Australia to provide a comprehensive picture of the teacher workforce nationally, across all systems and sectors, from entry into the profession to end of teaching career.

Purpose

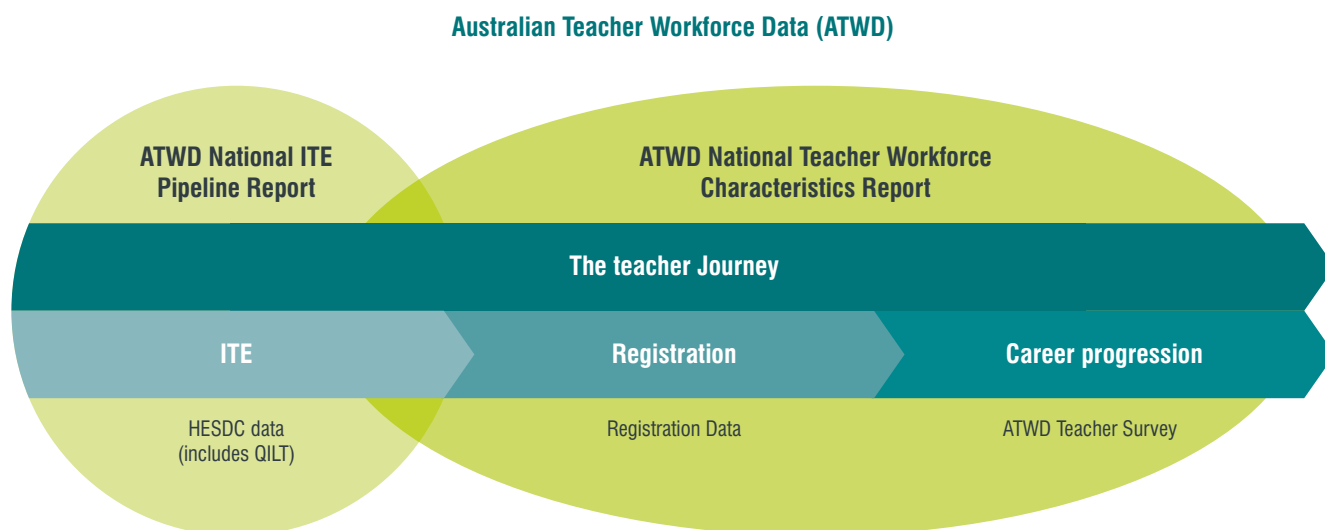
The ATWD initiative is the first data linkage project of its kind in Australia. It offers new insights into the characteristics and lifecycle of the Australian teacher and enables a deeper understanding of national and local workforce challenges and opportunities. The ATWD will be a valuable resource in supporting effective responses to emerging trends and issues affecting the workforce.

The ATWD was established in 2017, and reporting commenced in 2020. The [Australian Teacher Workforce Data National Initial Teacher Education Pipeline Report](#) (the ATWD ITE Pipeline Report) was released in November 2020. It provides a detailed analysis of the characteristics of and trends in students who are learning to become teachers, as well as insights into the supply 'pipeline' of teachers from 2006 to 2017.

This report, the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report* (the ATWD Teacher Workforce Report) is the second report to be produced by the ATWD and complements the ATWD ITE Pipeline Report by reporting on the teaching workforce in New South Wales, the Northern Territory, South Australia and Victoria. It provides an important new understanding of the profile and demographics of these Australian teachers.

The diagram in **Figure AF-1** outlines the scope of these two reports.

Figure AF-1: The first two ATWD Reports



¹⁴¹ Craven, G (Chair) 2014, *Action Now: Classroom Ready Teachers*, Teacher Education Ministerial Advisory Group, Canberra, <<https://docs.education.gov.au/node/36783>>.

Implementation and governance

AITSL is managing the delivery of the ATWD initiative (including implementation, data integrity, data analysis and reporting) under the auspices of the ATWD Oversight Board, with governance through the Australian Education Senior Officials Committee on behalf of the Education Ministers Meeting.

AITSL engages with stakeholders throughout Australia to facilitate the national commitment to the ATWD initiative. AITSL also develops, implements and manages privacy conformity and data access, data integrity, nationally consistent data standards, data quality and transformation, analysis and reporting, and delivery of the national ATWD Teacher Survey.

The ATWD Oversight Board is responsible for overall governance of the ATWD including data management, data access and reporting protocols, and approval of the publication of data and reports. The Oversight Board includes representatives from ITE providers, teacher regulatory authorities (TRAs) and teacher employers.

A list of members of the ATWD Oversight Board is at **Appendix I**.

The ATWD Technical Working Group comprises representatives from all data sources including AITSL, all state and territory TRAs, and the Australian Government Department of Education, Skills and Employment. It provides advice to the ATWD Oversight Board on technical matters related to the ATWD and is working towards achieving national consistency and continuous quality improvement in data that is provided for the ATWD. A list of members of the ATWD Technical Working Group is provided at **Appendix J**.

Privacy, data security and integrity

The ATWD and the use of data in this report complies with all Commonwealth, state and territory privacy legislation. Data is collated by the ATWD in accordance with the legislation under which it was collected by the data source owners.

The Australian Institute of Health and Welfare (AIHW) has been appointed as the Commonwealth Integrating Authority for the ATWD. The AIHW provides end-to-end management of the data collation, storage and linkage, and ensures the data is handled in accordance with the *Australian Institute of Health and Welfare Act 1987*, the *Privacy Act 1988* and the ATWD Data Access and Reporting Protocols, which are endorsed by the ATWD Oversight Board.

The AIHW receives data annually, from each of the sources discussed below, and links it both at point-in-time and longitudinally using common identifiers. All personal information is removed. The linked and de-identified data is then transferred into the ATWD. The linkage process provides data from which we can accurately follow the teaching journey, gaining information about ITE graduates and their progression into and through the teaching profession.

The ATWD includes only de-identified data, and individual teachers or ITE students are not identifiable. Data is expertly transformed by the ATWD project team to ensure the data is consistent, fit for purpose and that it meets the objectives of the ATWD. All reported data are presented as aggregated statistics.

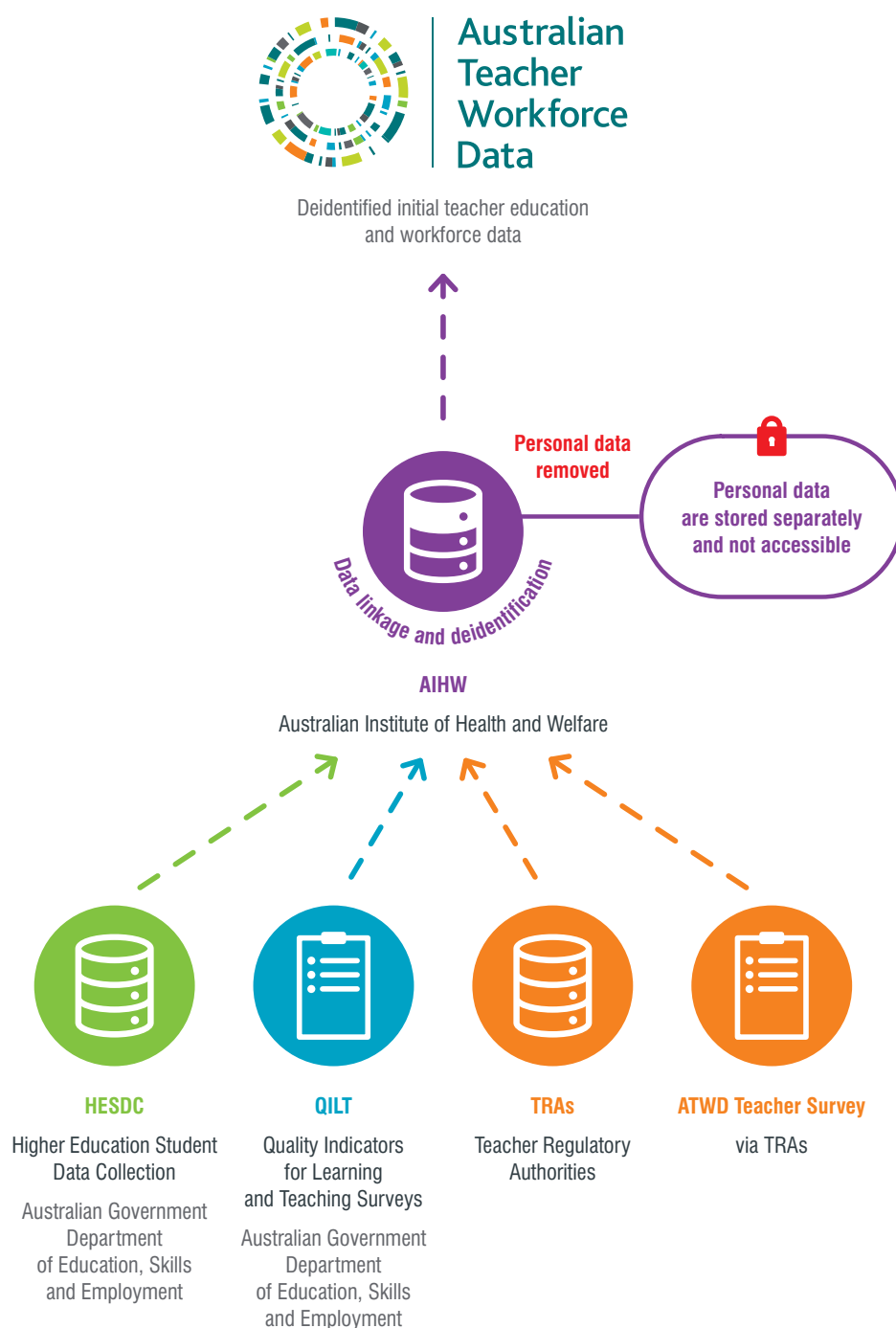
Appendix G: Data model for the ATWD

The ATWD is a data linkage project that unites and connects initial teacher education data, teacher registration data, and data provided by teachers through the ATWD Teacher Survey. The ATWD model is illustrated in **Figure AG-1** and draws data from the following linked data sources:

- ITE data from the Australian Government Department of Education, Skills and Employment
- registration data from state and territory regulatory authorities
- the ATWD Teacher Survey.

The set of data collected for the ATWD via these sources is detailed in an Agreed National Data Set (ANDS).¹⁴² Each data source is discussed in more detail below.

Figure AG-1: Data model for the ATWD



¹⁴² The list of items that make up the ANDS are included in the accompanying **Technical Report** and on the ATWD website.

Data sources

Initial teacher education data

Data for all students who had enrolled in an ITE program at an Australian tertiary provider between 2005 and 2017 (inclusive) has been sourced from the Higher Education Student Data Collection (HESDC) managed by the Australian Government Department of Education, Skills and Employment.

HESDC and QILT data are uploaded to AIHW according to an agreed data collection manual.

Only HESDC data linked to a Teacher Survey respondent is presented in this report. Full reporting of this data can be found in full in the ATWD ITE Pipeline Report.

The HESDC is a census of administrative and statistical information on higher education students in Australia. Data are collected by higher education providers (HEPs) and submitted to the Australian Government Department of Education, Skills and Employment through the Higher Education Information Management System (HEIMS) under the *Higher Education Support Act 2003*. HESDC includes data on enrolments, units of study, programs, and completions for students attending higher education who are eligible for Commonwealth assistance. Full and detailed specifications for all HESDC data fields are available on the Department of Education, Skills and Employment [HEIMSHelp](#) Data Element Dictionary website.

The Quality Indicators for Teaching and Learning (QILT) surveys are conducted by the Social Research Centre on behalf of the Department of Education, Skills and Employment. They are a set of voluntary surveys that are completed annually by students and include the Student Experience Survey and the Graduate Outcomes Survey. A third survey that is completed by employers of graduates, the Employer Experience Survey, is also included. The QILT surveys from students who are enrolled in or have completed ITE programs are included in the ATWD. Details about the surveys and survey methodology are documented on the [QILT](#) website.

Teacher registration data

Teacher regulatory authorities are the state and territory bodies responsible for teacher registration in Australia. They are key partners in the ATWD, providing important workforce registration information that covers teachers across all sectors, states and territories.

Agreements on data consistency and standards are undertaken by the Technical Working Group and collected through the Validata™ platform to optimise data consistency and quality. The ATWD project team, in consultation with the Technical Working Group, works closely with AIHW in an ongoing quality improvement process, to develop data consistency and harmonisation.

The data in this report relates to 2018 – the first wave of data collection for the ATWD initiative. At that time, data from regulatory authorities was only available to the ATWD from New South Wales, the Northern Territory, South Australia and Victoria. This represents 66% of Australian registered teachers in that year.¹⁴³

For 2018, data from regulatory authorities included the type and date of registration as well as demographic information for each registrant. When linked to ITE data, this information allows us to understand each teacher's progress through the ITE pipeline to registration and into the workforce. Longitudinally, this data will also allow us to accurately understand the time elapsed before leaving the profession and any mobility trends of teachers of varying demographic profiles, between sectors, states and territories.

For 2018, teacher registration data was collected from regulatory authorities in New South Wales, the Northern Territory, South Australia and Victoria. Regulatory authorities in the remaining jurisdictions across Australia will provide data for future ATWD reports, as their respective internal and legislative arrangements are finalised. The ATWD will then deliver a fully national analysis of teacher registration data.

A comprehensive **Technical Report**, showing the data items used and how the data was harmonised transformed to support cross-jurisdictional analysis and insights, supplements this report and is available separately.

¹⁴³ Based on the number of teachers reported in 2018 annual reports issued by regulatory authorities in remaining jurisdictions.

ATWD Teacher Survey

The ATWD Teacher Survey is an online survey fielded to all registered teachers, including those working in schools and early childhood services, as well as registered teachers who were not working in schools or early childhood services distributed to all registered teachers in each participating state and territory by the respective teacher regulatory authority.

This report draws on responses to the ATWD Teacher Survey, which collected data relating to 2018 work experiences from registered teachers in the Northern Territory and South Australia, and accredited teachers in New South Wales.¹⁴⁴

After development and piloting of the ATWD Teacher Survey, the survey was initially distributed in South Australia to test the feasibility of the ATWD Data Model. Having established feasibility, the survey was subsequently distributed to teachers in New South Wales and the Northern Territory. Some minor questionnaire refinements occurred between these two delivery points, and a small number of new questions were added.

Participation in the survey is voluntary and required approximately ten minutes to complete. Questions presented to respondents could vary based on information provided about their characteristics, workforce experiences and intentions in earlier questions (i.e., not all questions were relevant for all respondents). Not all questions required a response, and not all respondents answered all questions. As a result, the total sample size varies for each question and is indicated in the relevant charts and/or accompanying text.

¹⁴⁴ Although the terminology 'accredited' is used in New South Wales, where this report refers to 'registered teachers' it includes accredited teachers.

Appendix H: ATWD Teacher Survey – Non-response bias analysis

An analysis of non-response bias was undertaken to assess whether respondents to the ATWD Teacher Survey in 2018 were representative of teachers registered in each jurisdiction. There was no strong evidence of issues of non-response bias for any particular segment.

ATWD Teacher Survey sample

The online ATWD Teacher Survey was distributed to all registered teachers in each participating state and territory by their respective teacher regulatory authority. The overall response rates for the ATWD Teacher Survey were 9% of registered teachers in participating jurisdictions, with 17,970 survey completions from 17,729 unique teachers.¹⁴⁵ Response rates varied within each participating jurisdiction and are provided in **Table AH-1** below.

Table AH-1: Overall response rates and sample size, ATWD Teacher Survey for 2018

	New South Wales	Northern Territory	South Australia	Total
ATWD Teacher Survey responses ¹⁴⁶	8,881	860	8,322	17,970
Registered teachers invited to complete surveys	169,307	5,737	36,318	211,362
Overall response rate	5%	15%	23%	9%

The ATWD Teacher Survey 2018 is the largest sample of Australian teachers in educational research to date, receiving a total of 17,790 respondents, with sample sizes of 8,881 (New South Wales), 860 (Northern Territory) and 8,322 (South Australia). The responses yielded a useable sample of 17,729 registered teachers.

As a result of tailoring the question set to the type of teacher, the total sample size varies for each question and is indicated in the relevant charts and/or accompanying text.

Respondent representativeness and sample validity

Respondents to the ATWD Teacher Survey for 2018 provided a sample of each TRA's registered teachers. To examine the extent to which these samples were representative of the populations from which they were drawn, the characteristics of each sample were compared to their population (**Table AH-2**).

¹⁴⁵ Some teachers are registered in more than one state or territory, some teachers commenced the survey but did not provide enough data for inclusion in analyses.

¹⁴⁶ Includes surveys that were started but not all possible questions completed.

Table AH-2: Characteristics of registered teachers and survey respondents, 2018

	New South Wales		Northern Territory		South Australia	
	All accredited teachers	Survey respondents	All registered teachers	Survey respondents	All registered teachers	Survey respondents
n =	169,307	8,927	5,737	860	36,318	8,324
Proportion of respondents matched to TRA data		99.0%		92.8%		100%
Relative proportions comparing population and sample ¹⁴⁷						
Age group	169,287	8,787	5,736	860	36,318	8,322
< 30 years	15%	12%	9%	4%	14%	9%
30 to 39 years	27%	35%	26%	24%	25%	30%
40 to 49 years	23%	16%	22%	19%	22%	14%
50 to 59 years	18%	25%	22%	32%	19%	23%
60+ years	16%	13%	20%	21%	21%	24%
Average age (years)	43.88	45.02	46.59	50.36	45.53	47.96
Median age (years)	43	45	46	52	45	48
Gender	169,284	8,785	5,737	860	36,318	8,322
Women	76%	78%	75%	78%	74%	78%
Men	24%	22%	25%	22%	26%	22%
Aboriginal and Torres Strait Islander status	60,491	4,202	198	25	75	14
Aboriginal and/or Torres Strait Islander	3%	3%	N/A	N/A	N/A	N/A
Country of birth	60,605	4,170	5,706	855	36,318	8,322
Australia	85%	85%	78%	75%	84%	82%
Overseas	15%	15%	22%	25%	16%	18%
Home remoteness	159,836	8,411	4,831	676	36,067	8,296
Major Cities	72%	69%	13% ¹⁴⁸	9% ¹³	74%	73%
Inner Regional	21%	23%	9% ¹³	7% ¹³	13%	14%
Outer Regional	6%	7%	53%	57%	10%	10%
Remote	< 1%	< 1%	16%	19%	3%	3%
Very Remote	< 1%	< 1%	8%	8%	< 1%	< 1%
Registration type	169,307	8,788	5,735	860	36,318	8,322
Full	77%	84%	81%	88%	78%	86%
Provisional/conditional	23%	16%	19%	12%	22%	14%

¹⁴⁷ Population size and proportions are based on available data from regulatory authorities.

¹⁴⁸ There are no postcodes within the Northern Territory which are classified as major cities or inner regional areas. All teachers falling in these categories are registered in the Northern Territory, but reside interstate.

	New South Wales		Northern Territory		South Australia	
	All accredited teachers	Survey respondents	All registered teachers	Survey respondents	All registered teachers	Survey respondents
Period of registration	169,307 ¹⁴⁹	5,204	5,710	856	36,318	8,322
< 5 years	25%	24%	30%	22%	18%	12%
5+ years	75%	76%	70%	78%	82%	88%
Mean registration duration (years)	Not calculated		8.4	9.6	18.4	20.2

Representativeness

Representation was assessed by statistically comparing respondent demographic profiles with the population data from regulatory authorities. Additionally, representativeness compared to the population of teachers working in schools was assessed by comparing the sample with data from the Australian Curriculum, Assessment and Reporting Authority (ACARA) for teachers working in schools.

The distribution of respondents in each participating state and territory was compared to the total teacher population registered in that jurisdiction using chi-square analysis on the following characteristics:

- Demographic characteristics – age groups, gender, Aboriginal and Torres Strait Islander status (for teachers registered in New South Wales only), country of birth, home country, and residential location (regionality)
- Registration characteristics – registration status (full or provisional) and length of registration
- Employment characteristics – school type (primary, secondary, combined or special), school sector (government, Catholic or independent) and location (regionality).

The ATWD Teacher Survey for 2018 provided representative data on the teacher workforce registered in each of the participating jurisdictions. Within each jurisdiction, respondents were representative to within a defined degree of tolerance on all measured characteristics dimensions. This tolerance was defined as the sample distribution not being statistically different from the population distribution at an α of .05.

No significant statistical difference was observed between the distribution in the ATWD Teacher Survey sample and the total population in each state across all demographic, registration or employment variables (all p-values were greater than 0.05), indicating a low probability of non-response bias across all variables except age. Samples were sufficiently large enough for valid statistical analysis of each age segment.

While an α of .05 is a conventional criterion when testing for differences, it is important to emphasise that 'representative of' is very different to 'the same as'; the absence of statistically significant differences does not mean that the sample has the same characteristics as the population. Indeed, across jurisdictions, despite respondents age groups not being statistically different from the populations age groups, respondents did tend to be a few years older. Moreover, the samples may differ from all registered teachers on attributes which are unmeasured.

¹⁴⁹ Date of first registration is not available for 38% of teachers who were teaching prior to 2004. The mean registration time has not been calculated for teachers in New South Wales.

When data for all states and territories becomes available in future waves, and the ATWD is reporting on the whole Australian teacher workforce, weights will be used to correct for under-or over-representation of groups within the sample.

The jurisdiction-level samples reported in the state profiles are demographically representative of the teachers registered within each jurisdiction, but not necessarily the teachers working within each jurisdiction. National data, which will become available in future rounds of the ATWD Teacher Survey, is required to draw conclusions about the extent to which respondents are representative of a jurisdiction's workforce. Due to the differences in response rates across states, the data reported in the state profiles is representative of the teachers registered within each jurisdiction, but not necessarily representative of the three jurisdictions combined. As such, the data in this report should be seen as descriptive of the respondents who are Australian teachers, rather than descriptive of all Australian teachers.

Data can only provide valid population inferences when it is representative, but representation is not sufficient to establish validity; the questions must also be measuring what they were designed to measure. The validity of the data will be testable in the future by examining the convergence of data collected through self-report in the ATWD Teacher Survey and the linked administrative records of regulatory authorities and data from HEIMS. Where question design limits the conclusions that can be drawn (for example, questions about out-of-field teaching), validity will be addressed through careful and nuanced interpretation, and any concerns with validity of the data are made explicit in the discussion.

Tables showing the detailed non-response bias analyses are included in the accompanying **Technical Report**.

Appendix I: ATWD Oversight Board members

Representing	Member	Nominated by
Chair	Ms Lisa Rodgers Director General Department of Education Western Australia	AESOC
Deputy Chair	Professor Bill Loudon Emeritus Professor of Education University of Western Australia	
State and territory Education Departments	Mr David Robinson A/g Executive Director, Early Childhood and School Education Reform Department of Education and Training Victoria	
	Ms Jodee Wilson Deputy Secretary, Support and Development Department of Education Tasmania	
	Mr Damien Stewart Executive Director, Workforce Department of Education Western Australia	
	Mr Dion Coghlan Assistant Director-General, Human Resources Department of Education and Training Queensland	
Australian Government	Ms Jessica Mohr Assistant Secretary, Teaching Policy and Standards Branch Department of Education, Skills and Employment	Australian Government
Non-government sector	Ms Josephine Wise Director, Education Services Independent Schools Queensland	Independent Schools Australia
	Ms Yvonne Ries Director, Education Queensland Catholic Education Commission	National Catholic Education Commission
Teacher regulatory authorities	Ms Maree Garrigan Director Teachers Registration Board of the Northern Territory	Australasian Teacher Regulatory Authorities
	Mr David Cranmer Director, Teacher Policy and Professional Conduct NSW Education Standards Authority	
Initial teacher education providers	Professor John Williamson Emeritus Professor, Faculty of Education University of Tasmania	Australian Council of Deans of Education
	Mr Mike Teece Policy Director, Academic Universities Australia	Universities Australia
AITSL	Mr Chris Wardlaw PSM OLY Deputy Chair and Non-Executive Director Australian Institute for Teaching and School Leadership (AITSL)	AITSL Board

Appendix J: ATWD Technical Working Group members

Member	Representing
Ms Amanda Stevenson (Chair) Director, Evidence and Impact	Chair Australian Institute for Teaching and School Leadership (AITSL)
Mr Angus Harding Statistical Team Leader, Justice and Education Team	Deputy Chair Australian Institute of Health and Welfare (AIHW)
Ms Toni Mercuri Principal, ATWD	Australian Institute for Teaching and School Leadership (AITSL)
Mr Wayne Shippley Director, University Statistics Team	Australian Government Department of Education, Skills and Employment
Mr Michael Plenty Director, Strategic Data and Digital Services	ACT Teacher Quality Institute
Mr Sean Conkey Senior Data Officer	NSW Education Standards Authority
Mr Jason Rees Manager, IT Services	Queensland College of Teachers
Ms Jackie Crawley Senior Registration Officer	Teacher Registration Board of the Northern Territory
Ms Susan Gallina Communications and Media Officer	Teachers Registration Board of South Australia
Ms Julie Herbert Manager, Registration and IT Systems	Teacher Registration Board Tasmania
Mr Graham Grossman Manager, Registration	Teacher Registration Board of Western Australia
Mr Geoff Coates Corporate Legal Counsel, Governance & Council Secretariat	Victorian Institute of Teaching
Dr Siwei Goo (observer) Senior Economist	Universities Australia
Mr Anthony Flint (observer) Acting Director, Teacher Workforce Data and Analysis	Australian Government Department of Education, Skills and Employment



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