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STAFF IN AUSTRALIA'S SCHOOLS 2007

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This report outlines the results of the *Staff in Australia's Schools* survey. The survey was commissioned by the former Australian Government Department of Education, Science and Training (DEST), which has since become the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The assistance of DEEWR, Advisory Committee members, ACER and ACE colleagues, school authorities and teacher and principal professional associations from around Australia is gratefully acknowledged. Particular appreciation is due to all the teachers and school leaders who completed the survey questionnaires. The views expressed in the report are those of the authors and not necessarily of DEEWR or any other individual or organisation.



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ACRONYMS

ABS	Australian Bureau of Statistics
ACE	Australian College of Educators (formerly Australian College of Education)
ACER	Australian Council for Educational Research
ACDE	Australian Council of Deans of Education
ACT	Australian Capital Territory
AEU	Australian Education Union
AJCPTA	Australian Joint Council of Professional Teaching Associations
APPA	Australian Primary Principals Association
ASPA	Australian Secondary Principals Association
DEEWR	Department of Education, Employment and Workplace Relations
DEST	Department of Education, Science and Training
FTE	Full-time equivalent
ISCA	Independent Schools Council of Australia
IT	Information Technology
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
NCEC	National Catholic Education Commission
NSW	New South Wales
NT	Northern Territory
OECD	Organisation for Economic Co-operation and Development
QLD	Queensland
SOSE	Studies of Society and the Environment
SA	South Australia
TAS	Tasmania
VIC	Victoria
WA	Western Australia

EXECUTIVE SUMMARY

OBJECTIVES AND SAMPLE DESIGN

This report forms part of the *Staff in Australia's Schools* project commissioned by the former Australian Government Department of Education, Science and Training (DEST). The project used an online survey of a large national sample to provide a detailed picture of the Australian teacher and school leader workforces, and to gather information to assist in future planning. The survey ran from October 2006 to April 2007.

The survey was structured around four populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. 'Leaders' were defined as Principals, Deputy/Vice Principals, and their equivalents in the different school systems. The design meant that all eligible teachers in Australia had an approximately equal probability of selection.

Final survey responses were received from 5209 primary teachers (final response rate 30%), 5394 secondary teachers (33%), 1116 primary leaders (35%) and 1393 secondary leaders (37%). All possible steps were taken to examine and minimise the potential impact of non-response bias.

DEMOGRAPHIC CHARACTERISTICS

Age

Teachers: The average age for primary teachers is 43 years and secondary teachers 44 years. Teachers in remote schools are 4-5 years younger than in metropolitan and provincial schools. The age distribution of primary and secondary teachers is similar: 16-18% are aged less than 30 years. The modal age band is 51-55 years, which includes 19% of teachers. A further 12% of primary teachers and 14% of secondary are aged more than 55 years. Overall, nearly a third of teachers are aged 51 years or more. Although the proportion of teachers aged more than 50 has increased markedly in recent years, the average age of teachers appears to have increased only slightly, which suggests that large numbers of younger people are joining the profession.

A higher proportion of female teachers are aged less than 30 years than are male teachers, while a higher proportion of male teachers than females are aged more than 50 years.

Leaders: On average, school leaders are aged 50 years. The modal age band is 51-55 years (29% of primary leaders and 31% of secondary leaders). A further 25% of both primary and secondary leaders are aged more than 55 years. Overall, more than half the leaders are aged 51 years or more.

Gender

Teachers: Teaching has a high proportion of females (79% of primary teachers, and 56% of secondary, are female). The proportion of females has increased slightly in recent years.

Leaders: Females hold 57% of the leadership positions in primary schools, while males hold 59% of leadership posts in secondary schools. The proportions of females holding leadership positions are much lower than the proportions of female teachers. Females comprise higher proportions of Deputy Principal than Principal posts.

Country of Birth

The large majority of teachers were born in Australia: 86% of primary teachers and 81% of secondary, and these proportions have increased slightly in recent years. The next largest group were those born in England (5%). The proportion of Australian-born school leaders was slightly higher; less than 5% of leaders had been born in a non-English speaking country.

Indigenous Origin

Only 1-2% of primary teachers and primary school leaders, and less than 1% of secondary teachers and school leaders identified as being of Indigenous origin. These proportions are much lower than in the Australian population as a whole (3%).

QUALIFICATIONS AND CURRENT STUDY

Qualifications in Education and non-Education Fields

Teachers: Teachers on average hold two qualifications each. Most primary (79%) and secondary (88%) teachers hold a Bachelor or honours degree, or a Diploma, in *Education*. A little over 40% of primary teachers and 80% of secondary hold a qualification in *non-Education* fields. Around 6% of primary teachers either hold a Masters or PhD in *Education*, as do 9% of secondary teachers. However, very few hold higher degrees in *non-Education* fields. The proportions of teachers holding a Bachelors or honours degree have risen over time.

Between a quarter (27% of secondary) and one-third (35% of primary) of teachers completed their qualification in *Education* outside capital city areas, while a small proportion of primary (4%) and secondary (7%) teachers completed their qualifications overseas.

Quite large proportions of primary teachers have completed some tertiary study in specialist teaching areas e.g. 20% in Physical Education, 18% in Literacy and 17% in Numeracy (but only 7% in LOTE). Among secondary teachers the most commonly held qualifications are in English (17%), History (15%) and Mathematics (14%).

Leaders: School leaders on average hold 2.5 qualifications each. A significant proportion hold higher degrees: about 30% of primary leaders and 40% of secondary have a Masters or PhD.

Current Study

A small proportion of primary (6%) and secondary (8%) teachers are currently studying for a qualification, as are slightly higher proportions of leaders (9% primary and 13% secondary).

REASONS FOR JOINING THE PROFESSION

Teachers: The most important factors in the decision to become a teacher were largely intrinsic and often altruistic (i.e. 'personal fulfilment', 'desire to work with young people', 'personal enjoyment of subject area' and 'making a worthwhile social contribution'). Extrinsic factors such as salary, status of teaching and career advancement were much less important. However, remuneration and status may be more important factors for those who choose not to teach.

Leaders: The most important factors in the decision to take up a school leadership role were 'I wanted challenges other than classroom teaching', 'I was encouraged and supported by my school leaders' and 'I was confident in my ability to do the job'. The least important factors were 'Salary and other financial benefits' and 'The high standing of school leaders in the community'.

CURRENT POSITION AND WORK

Basis of Current Employment

Teachers: Full-time employment is most common for both primary (73%) and secondary teachers (82%). Females and primary teachers are more likely to be employed part-time than males or secondary teachers. Most teachers are employed on an on-going/permanent basis, with a higher proportion of primary teachers on contracts of 3 years or less (17%) than secondary teachers (10%). The greater preponderance of part-time employment and contract work among

primary teachers suggests that their career path is likely to be quite different from secondary teachers.

Leaders: Virtually all Principals and Deputies are employed full-time. Lower proportions of leaders than teachers are employed on an on-going/permanent basis: around 60% of Principals and 70% of Deputies have an on-going position; 30% of Principals have a fixed-term contract.

Role in the School

Teachers: The most common role was 'mainly classroom teaching' (66% primary; 57% secondary). Around 13% of primary teachers and 6% of secondary teachers classify their role as 'mainly providing specialist support to students', while 12% of primary and 28% of secondary teachers combine classroom teaching and management.

Leaders: Nearly half (48%) of the primary leaders are Principals, as are 36% of secondary leaders. On average, primary schools had 2.4 leaders per school (1 Principal and 1.4 Deputies), and secondary schools tend to have a larger leadership team (average of 1 Principal and 2.6 Deputies).

Length of Time at Current School

On average, primary teachers have been at their current school for 7 years, and secondary teachers 8 years. Primary principals have been at their current school for an average of 6 years, which is slightly less than deputies (8 years, on average). Secondary principals and deputies have been at their current school for slightly longer on average (7 years and 10 years, respectively). Over 40% of school leaders have been in their current position at the school for less than 3 years.

Salary

Teachers: The most common gross teacher salary ranges are \$60,001– \$70,000 (35% primary, 36%; secondary) and \$50,001– \$60,000 (24% primary, 21%; secondary). The former salary range includes the top salary increment for most states and territories in 2006. Secondary school teachers tend to have higher salaries than primary school teachers, with 22% of secondary teachers and 11% of primary teachers earning above \$70,000.

Leaders: Nearly half (48%) of primary principals reported an annual salary between \$90,001 and \$110,000. Secondary principals earn a somewhat higher annual salary with 43% recording between \$100,001 - \$120,000.

Supervision of Pre-Service Trainee Teachers

Thirty per cent of teachers had supervised a pre-service trainee teacher in the previous 12 months, for an average of 27 days. Only a small proportion received a reduction in their regular workload.

Workload

Teachers: On average, full-time primary school teachers spent 48 hours per week on all school-related activities, and secondary teachers 49 hours. Full-time primary teachers report an average of 24 hours per week of face-to-face teaching, and secondary teachers 20 hours.

School leaders: On average, full-time primary leaders reported spending an average of 55 hours per week on all school-related activities, and secondary leaders 59 hours. Primary leaders reported taking 7 hours regular face-to-face teaching each week, and secondary leaders an average of 4 hours (nearly half the leaders undertook some face-to-face teaching).

Teaching Areas, Experience and Professional Learning

Primary teachers: It is estimated that there are 121 000 primary teachers (excluding leaders). Most primary teachers (69% or an estimated 83 100 teachers) are engaged in general classroom teaching, with the others as mainly primary specialist teachers and pre-primary teachers. Among the specialist

areas, the largest numbers are teaching Literacy (an estimated 15% or 17 500 teachers), Numeracy (13% or 15 100), Special Needs (10% or 12 600) and Computing (10% or 12 000).

The proportion of primary teachers who have more than 5 years teaching experience in general classroom teaching is slightly greater than the proportion currently teaching in that aspect, which suggests a depth of experience. However, for some specialist areas (Literacy, Numeracy, Computing, Technology and Special Needs), the proportions of those with 5 years experience was less than the proportions actually teaching in those areas. Nearly all of these areas though, are also characterised by a significantly high level of professional learning activities undertaken during the past 12 months.

Secondary teachers: The areas in which the largest number of secondary teachers are currently working are Society and Environment Studies (an estimated 23% or 28 200 teachers), Mathematics (21% or 24 700 teachers), English (20% or 24 000 teachers) and Science (19% or 22 700 teachers). In most of the secondary curriculum areas the proportion of teachers with more than 5 years teaching experience is close to or larger than the proportion currently teaching in the area. Exceptions, however, include English, Mathematics, and some Science subjects. Participation in professional learning activities over the past 12 months is closely related to the areas in which secondary teachers are currently teaching.

Extent to which teachers are qualified

An important issue underlying teacher shortages is the extent to which teachers are qualified in the areas they are currently teaching. Data was collected on four aspects relevant to assessing this issue: years of tertiary study, whether teaching methodology training was undertaken, years of teaching experience, and professional learning undertaken in the previous 12 months.

Primary teachers: There is evidence of ‘out-of-field’ teaching in some primary specialist areas. About half (49%) of those teaching LOTE have at least 1 year of tertiary education in the area and only about 39% have 3 or more years. Further, only 37% have undertaken teaching methodology in LOTE. However, 56% have more than 5 years teaching experience in the area, and 55% have undertaken professional learning in LOTE in the past 12 months.

A similar situation exists with teachers specialising in teaching Special Needs. About 44% of those teaching Special Needs have at least 1 year of tertiary education in the area and only 31% have 3 or more years. However, over half the teachers (53%) have been teaching Special Needs for more than 5 years, and two-thirds (66%) have undertaken professional learning in the past 12 months.

Secondary teachers: Detailed analyses were undertaken of four areas in which concerns have been expressed about teacher shortages: Mathematics, Physics, Chemistry and Information Technology (IT). The majority of teachers teaching in these areas have at least 3 years of tertiary education in the area concerned, with the exception of IT. In relation to those teaching *senior secondary* (Years 11 & 12), broad indicators of out-of-field teaching are as follows:

- 87% of those currently teaching Mathematics, 94% of those teaching Physics and 95% of those teaching Chemistry have completed at least 1 year of tertiary education in those areas (the respective proportions for at least 3 years of tertiary education are 68%, 60% and 73%).
- Around three quarters have completed teaching methodology training in the area(s) concerned.
- Nearly three quarters have more than 5 years experience in the area and more than half have engaged in professional learning activities in the area in the past 12 months.

The incidence of ‘out-of field’ teaching is more significant for *senior secondary* IT teachers. Only 60% have completed at least 1 year of tertiary education and 40% have completed at least three years, while less than half (46%) have completed teaching methodology training in IT. Just 60% have greater than 5 years IT teaching experience and 64% have engaged in professional learning activities in IT in the past 12 months.

Among the selected curriculum areas, lower proportions of those teaching in Years 7/8-10 have completed 3 years of tertiary education or teaching methodology in the area concerned than those teaching in Years 11-12.

- In relation to Mathematics teachers in Years 7/8-10, nearly three quarters have completed at least 1 year of tertiary education in mathematics, while just half have completed at least three years, and 60% have completed teaching methodology training in the area. Two-thirds have greater than 5 years teaching experience in mathematics while 58% have engaged in professional learning activities in the area in the past 12 months.
- In relation to IT teachers in Years 7/8-10, 43% have completed at least 1 year of tertiary education in IT, while only 24% have completed at least three years, and 26% have undertaken teaching methodology training in IT. Just over half have greater than 5 years teaching experience in IT, and 56% have engaged in IT professional learning activities in the past 12 months.

Despite their generally high levels of qualifications and extensive experience, quite high proportions of teachers currently teaching in areas such as Mathematics and Physics feel that they need more opportunities for professional learning in content or subject matter and methods for engaging students in the subject matter.

PROFESSIONAL LEARNING ACTIVITIES

Participation

On average, teachers reported that they spent 9-10 days in professional learning over the previous 12 months, and leaders spent an average of 12-13 days.

Perceived Benefits

The majority of teachers reported that the professional learning activities over the past 12 months had been beneficial in improving their skills and knowledge. Around 60-70% indicated that they had increased their skills and capacity to perform their school role to a major or moderate extent.

Around 20% of primary teachers and 16% of secondary teachers engaged in professional learning over the past 12 months that involved developing their capacity to teach in a different curriculum area from their regular teaching.

Perceived Needs for More Professional Learning

In most areas at least one-third of primary teachers and more commonly more than half, expressed either a moderate or major need for professional learning. The areas of greatest need were in 'making more effective use of computers in student learning' (66%), 'methods for assessing student learning and development' (65%), and 'developing activities relevant to my students' (57%). Nearly two-thirds of secondary mathematics and science teachers indicated a need for professional learning on effective methods for engaging students in subject matter.

Preparation of School Leaders

Most (85%) current school leaders report that they have undertaken preparatory training for the leadership role. The most common form (for 67% of primary leaders and 59% of secondary leaders) was a leadership development program organised by their employer. More than half the leaders found all of these activities helpful or very helpful. However, the majority of leaders did not feel well prepared for their *first* leadership post.

In terms of how well leaders *currently* feel prepared for different aspects of the job, more than half to three quarters feel either well prepared or very well prepared. The areas which they considered to be less prepared for included 'managing school budgets and finance', 'School

accountability’ and ‘Stress management’. The findings suggest that there is great diversity in school leaders’ professional learning needs.

CAREER PATHS IN TEACHING

Age of Starting Teaching

The majority of teachers started teaching in the age band 21-25 years: 58% of primary teachers and 63% of secondary teachers. School leaders commenced their careers at slightly younger ages than teachers, on average.

Length of Teaching Experience

On average, teachers have been teaching for 17 years. On average, teachers working in remote schools have 5-6 years less experience than teachers in metropolitan and provincial schools. On average, school leaders have been teaching for 25 years.

Mobility

Teachers: Teachers are fairly mobile in their career. Among primary teachers, 84% reported that they have taught in more than one school and secondary 79%. On average, primary teachers who have worked in more than one school have taught in 5 schools, and secondary teachers 4 schools.

There seems to be considerable movement of teachers between school sectors, and to a lesser extent states and territories. Of those primary school teachers who have worked in more than one school, 29% are currently working in a different school sector from their first school, as are 40% of secondary teachers. Most movement has been from government to non-government schools.

Around 10% of teachers who have moved schools are currently teaching in a different state or territory from their first school. For around 6-9% of the teachers who are working in a different school, their first school was overseas.

Leaders: School leaders tend to be in their late 30s and early 40s when first appointed to formal leadership positions. On average it takes around 15-20 years to first gain a leadership post. Just over half the primary leaders and two-thirds of the secondary leaders were in their current position for the first time.

Among those school leaders who have held more than one appointment at their current level, the average time spent in their first leadership post was 5 years. Few school leaders transfer between school sectors once they have been appointed to a leadership post: inter-sectoral mobility generally happens earlier in the career. Only small numbers report that the first school where they held a leadership appointment was in another state or territory or overseas.

EARLY CAREER TEACHERS

Early career teachers were defined as those who had been teaching for less than 5 years (17% of primary teachers in the sample, and 19% of secondary).

Helpfulness of pre-service teacher education

More than half the early career teachers felt that their course had been helpful or very helpful in preparing them for: ‘reflecting on my own teaching practice’, ‘teaching the subject matter I am expected to teach’, ‘working effectively with other teachers’, ‘instructional methods for diverse student needs’, ‘assessing student performance’, and ‘selection and adaptation of curriculum material’. Early career teachers felt that their pre-service course had been least helpful in preparing them for ‘teaching students from Indigenous backgrounds’ and ‘teaching students with learning difficulties’. Early career secondary teachers appeared to rate their pre-service teacher education a little more highly than did early career primary teachers.

Types of assistance provided

Three-quarters of early career primary teachers had been provided with one of various forms of support. The most commonly provided form of assistance was 'a designated mentor' (67%), and the second most common was 'an orientation program designed for new teachers' (64%). Both forms of assistance were rated highly by early career teachers. The least commonly experienced form of assistance was 'follow up from your teacher education institution' (29%). Assistance for early career secondary teachers seems to be more commonly provided than for primary teachers.

ACTIVITIES OUTSIDE TEACHING

Main activity at the time of deciding to become a teacher

Most teachers decided to become teachers when studying at either secondary school (62% of primary and 39% of secondary) or tertiary education (10% and 24%, respectively). Only 11% of primary teachers and 17% of secondary teachers indicated that their main activity was employment at the time they made the decision. However, these proportions were higher among more recent entrants: around 22% of early career primary teachers and 29% of early career secondary teachers were working in other occupations when they made this decision.

Extended Leave and Resignations

Movement back into teaching is a potentially important source of recruits to the profession. Quite large numbers in the current workforce have taken extended leave (of more than 12 months) from teaching: around 30% of primary teachers and 25% of secondary teachers. Around one in five current teachers have actually resigned at some stage and returned to teaching. The data suggest that there is substantial movement out of and back into teaching.

FUTURE CAREER INTENTIONS

Intentions to Leave Teaching

Teachers: On average, primary and secondary teachers intend to continue working in schools for another 12 years, implying that most intend to remain until retirement. However, around one-half of the teachers are unsure how much longer they intend to continue working in schools. This suggests that career intentions are somewhat fluid, and difficult to predict with certainty. Particularly high proportions of early career teachers are unsure about how long they will keep teaching (68% primary and 59% secondary), indicating a lot of uncertainty about whether teaching will be a long-term career.

Around 10% of teachers intend to leave teaching permanently prior to retirement while around half do not. However, about one-third are unsure about their intentions in this regard. Among primary teachers, males are more likely (16%) to indicate that they intend to leave teaching than females (7%). The most important factors for leaving prior to retirement are 'dissatisfaction with teaching' and 'better opportunities outside of schools'. The findings suggest that the most influential factors came into play after people had started teaching.

Around 6% of primary teachers intend to leave within 3 years, as do 8% of secondary teachers. These proportions were slightly higher among male teachers than female teachers, and were particularly high (17%) among early career teachers in secondary schools. Around half of those who intend to leave teaching in the next 3 years plan to retire from active employment, while around 20% intend to seek employment outside of Education, and 10% to seek employment elsewhere in Education but not directly in schools.

Leaders: On average, primary and secondary leaders intend to continue working in schools for another 9 years, and 11 years respectively. However, around one-third of the leaders are unsure as to how much longer they intend to continue working in schools. Higher proportions of leaders

than teachers intend to leave teaching within 3 years: 14% of primary leaders and 12% of secondary leaders, which reflects the fact that leaders are closer to retirement age, on average.

Intentions of those staying in teaching

Teachers: Of those teachers who intend to work in schools for more than 3 years:

- around three-quarters intend to continue in their current position at their current school;
- around a quarter intend to seek promotion within their current school;
- about 25% intend to move to another school;
- less than 10% intend to change school sectors; and
- around 10% intend to train to teach in either another subject area or another stage of schooling.

(Teachers were able to indicate more than one intention, so the percentages sum to more than 100.)

There is quite a deal of change and movement within the profession, although this is more evident for a minority of teachers.

Leaders: Of those school leaders intending to work more than 3 years:

- around three quarters intend to stay in their current position;
- around a fifth intend to seek promotion at their current school and 35% at another school; and
- a quarter intend to move to a similar position at another school.

Teachers' Intentions Regarding Leadership Positions

Only around 10% of teachers intend to apply for either a Deputy Principal or Principal position within the next 3 years, with males much more likely to apply than females. The most important factors for such teachers were confidence in their own ability to do the job and 'I want to lead school development'. Salary and financial benefits, and the 'high standing of school leaders in the community' were not strong factors in their intention.

In the main, teachers who intend to apply for a leadership position in the next 3 years feel well prepared. The major exception was in regard to 'managing school budgets and finances', where only 40% of primary teachers and 60% of secondary felt well prepared or very well prepared.

The main factors for teachers who do not intend to apply for a leadership position within the next 3 years, are 'I would have difficulty maintaining a satisfactory work/life balance', 'the time demands of the job', and the desire to continue working in the classroom.

Intentions of Deputy Principals

Only around 20% of Deputies indicate that they intend to apply for a Principal position within the next 3 years (and about 20% are unsure of their intentions in this regard). The main factors for not intending to apply include workload and maintaining a work/life balance, family circumstances, and desire to remain in their current position.

VIEWS ON TEACHING AND LEADERSHIP

Job Satisfaction

Teachers: Overall, about 80% of teachers indicated that they were either satisfied (about 60%) or very satisfied (20%) with their current job. The highest level of satisfaction was in relation to 'your working relationships with your colleagues', and 'your working relationships with parents/guardians'. The areas of least satisfaction were 'the value society places on teachers' work' and 'the amount of non-teaching work you are expected to do'.

Leaders: Around 90% of school leaders are satisfied or very satisfied with their job. The greatest levels of satisfaction were in relation to working relationships with colleagues and parents, and influencing student learning and development. The only aspect in which more than half were dissatisfied was the balance between work and private life.

Retaining Teachers in the Profession

The majority of teachers believe that schools as a whole have difficulty in retaining teachers in the profession – 66% of primary teachers and 73% of secondary teachers. Over 85% either agree or strongly agree that more support staff, smaller class sizes, fewer student management issues, reduced workload, fewer changes imposed on schools and a more positive public image of teachers would help to retain people in the profession. Around 70% agreed or strongly agreed that higher pay based on competence or extra qualifications would retain teachers. Around a quarter (25% of primary and 30% of the secondary teachers) agreed or strongly agreed that ‘higher pay for teachers whose students achieved higher goals’ would retain teachers.

Views on Professional Teaching Standards

Over 80% of teachers either agreed or strongly agreed that teacher professional standards should be used to guide initial teacher education and in-service teacher education, and around 75% that standards should be used in any performance appraisal process. A lower proportion, about 45%, agreed that teacher professional standards be used as the basis for teachers’ pay.

The Attractiveness of School Leadership Positions

Despite the fact that most school leaders express a high level of job satisfaction, only about 50% believe that school leadership positions are attractive or very attractive to qualified applicants. The strategies that were most strongly supported to retain school leaders were reduced workload, more support staff, a more positive public image of the leadership position, and fewer changes imposed on schools. Around 70% considered greater autonomy, and higher pay for leaders who demonstrate advance competence, would help retain leaders, while around 50% of the leaders felt that higher pay for extra qualifications and amendments to superannuation arrangements would help to retain leaders. Only 21% of primary leaders and 28% of secondary leaders agreed or strongly agreed that providing higher pay for leaders whose students achieve specified goals would help to retain leaders in the profession.

SCHOOL STAFFING ISSUES

Principals’ Authority for School Staffing

There are marked sectoral differences in principals’ authority for staffing matters. A greater proportion of Independent principals indicated extensive authority in more areas than principals from Government or Catholic schools. Nevertheless, less than half of principals from all sectors indicated they had extensive authority in relation to varying salaries or conditions to recruit teachers or financially rewarding high performing teachers.

Teacher Vacancies

Principals confirmed the incidence of teacher shortages in specialist areas, such as LOTE and Special Needs in primary schools, and mathematics, science and LOTE in secondary schools. However, data suggested shortages in a broader range of other specialist areas, and in some cases (e.g. English, and creative and performing arts) of similar magnitude to the more publicised areas of shortage.

Primary: About 10% of primary school principals indicated that they had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2006, and 9% in late 2006, which suggests that the staffing position did not improve greatly during the year. There were an estimated 1 300 unfilled vacancies for General Classroom Teachers across Australia in late 2006.

In terms of specialist teaching areas in primary schools, the highest unfilled teacher vacancies in late 2006 were in Special Needs (6% of primary schools for a total of about 600 teachers), Languages Other than English (5% of primary schools for about 400 teachers), and Library (5% of schools for about 400 teachers).

Secondary: In secondary schools the highest rates of unfilled vacancy were reported in Mathematics, with 10% of secondary principals reporting at least one unfilled teacher vacancy at the beginning of 2006, 13% at the end of 2006, and 18% reporting that they had re-advertised vacancies in Mathematics during 2006. It is estimated that around 350 schools had at least one unfilled vacancy for a secondary Mathematics teacher in late 2006 (an estimated 400 teachers).

Other curriculum areas in which secondary principals reported relatively high unfilled vacancy rates in late 2006 were Science (11% of secondary schools, for an estimated total of 300 teachers), English (6% of schools for an estimated 200 teachers), LOTE (5% of schools for an estimated 150 teachers), and SOSE (5% of schools for an estimated 150 teachers).

Principals' Perceptions of Staffing Difficulties

Primary: Nearly half (47%) the principals reported moderate or major difficulty in suitably filling vacancies during the past 12 months, although only 5% reported major difficulty. A third (34%) indicated moderate or major difficulty in retaining suitable staff, although only 4% indicated major difficulty.

Secondary: Two-thirds (68%) of secondary principals reported moderate or major difficulty in suitably filling vacancies, during the past 12 months although only 9% indicated major difficulty. Attracting staff tended to be more of a major difficulty for provincial and remote schools. Higher proportions of principals in the government sector reported staffing difficulties.

Over half (59%) indicated moderate or major difficulty in retaining suitable staff, although only 3% indicated major difficulty. Retention of staff though was a smaller problem for remote schools than others – their main concern seems to be attracting suitable staff in the first place.

Overall there seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff. Nevertheless, the difficulties of retaining suitable staff seem to be more evident in secondary schools than primary schools, and in government rather than non-government schools.

Strategies for Dealing with Staffing Shortages

Teacher shortages are often 'hidden' as schools and school systems use a variety of strategies to ensure that classes are not left without a teacher. Half of the secondary principals and about 40% of primary principals undertook strategies to deal with teacher shortages. The most common strategies are to combine classes across year levels, require teachers to teach outside their field of expertise, recruit less qualified teachers, share programs with other schools, or reduce the curriculum. In particular, 43% of secondary principals required teachers to teach outside their field of expertise. On average, principals in government schools, and in non-metropolitan locations, were more likely to report a need to use various strategies to deal with staffing shortages.

Teacher Departures and Arrivals

Overall, 42% of primary principals indicated that at least one teacher at their school had retired in the past 12 months and 35% that at least one teacher had resigned from teaching. Staff turnover was higher in secondary schools, with 74% of secondary principals indicating that at least one teacher had retired and 60% that at least one teacher had resigned. Among the more specialist primary teaching areas, the departures were most common in Early Childhood and Special Needs. In secondary schools, the largest areas concerned were English, Mathematics, Science and SOSE.

Teacher arrivals in schools come from a wide range of sources. New graduates from teacher education represent the most frequent arrival (56% of primary principals and 82% of secondary principals indicate at least one teacher joined as a new graduate). The second most common source of new arrivals was teachers transferring from another school in the same sector and state/territory. Overall, there seemed to be proportionately more teacher movement into secondary than primary schools.

The Preparation of Recent Teacher Graduates

About half the primary principals reported that recent teacher graduates were either very well prepared or well prepared in ‘understanding the subject matter they are expected to teach’ ‘knowing about how students learn and understand new concepts’ and ‘using effective strategies to help students learn’. Secondary principals were more positive on average than primary principals.

Salary Structures

Classroom teachers are most commonly employed on a salary structure that is incremental with progression based largely on years of experience. There is greater variety in the salary structures for leadership positions. Only about one in three principals rated their school’s salary structure as either effective or very effective in attracting or retaining teachers. Non-government sector principals, though, tended to be more positive than government principals in their assessment.

In terms of possible financial strategies for attracting and retaining teachers, the three most highly ranked were extra pay based on higher qualifications, extra pay based on years of teaching service, and successful completion of professional learning activities. Less than half considered extra pay based on performance assessed against professional standards would be effective, and less than 20% considered that extra pay based on gains in student learning, would be effective in either attracting or retaining teachers. However, around one-fifth of principals indicated they were unsure about whether the strategy concerned would be effective, which suggests this is a policy area in which there is considerable uncertainty among school principals.

1. INTRODUCTION AND OBJECTIVES

1.1 Overview of the project

This report forms part of the *Staff in Australia's Schools* project. The project was commissioned by the former Australian Government Department of Education, Science and Training in June 2006. It was conducted by the Australian Council for Educational Research (ACER) in collaboration with the Australian College of Educators (ACE).

The project is intended to provide a detailed picture of the Australian teacher workforce, and to gather information to assist in future planning of the workforce.

The work was supported by an Advisory Committee that included representatives from DEEWR, government education authorities from all states and territories, the National Catholic Education Commission (NCEC), the Independent Schools Council of Australia (ISCA), the Australian Bureau of Statistics (ABS), Teaching Australia (including the Australian Primary Principals Association, the Australian Secondary Principals Association, and the Joint Council of Professional Teaching Associations) and the Australian Council of Deans of Education (ACDE). Committee members are listed in Appendix 1.

This report presents the results of a key component of the project, the *Staff in Australia's Schools* (SiAS) survey. This was a large-scale survey of random samples of Government, Catholic and Independent school teachers and leaders from all States and Territories. The SiAS survey was designed to help fill key data gaps and to more fully characterise the teaching profession in Australia. The survey ran from 11 October 2006 to 30 April 2007.

The second major component of the project examined longer-term approaches to teacher workforce data collections and planning processes in Australia. That component was based on extensive consultations with stakeholder groups in all States and Territories between September and December 2006. The results of the consultations are included in a separate report: *Teacher Workforce Data and Planning Processes in Australia* (Owen, Kos & McKenzie, 2007). That report complements the present report by discussing:

- the current availability of research and data on Australian teacher and school leader characteristics;
- current processes and data used for school teacher and leader workforce planning;
- approaches to teacher workforce planning and data taken in international organisations and other countries;
- approaches to workforce planning and data taken in other professions in Australia; and
- recommendations on longer-term national collaborative approaches to obtain data to support Australian teacher and school leader workforce planning.

The current report refers only briefly to issues and material that are covered in the other report.

1.2 Objectives

The project is intended to improve the quality of the data available to support teacher workforce planning in Australia. Teacher workforce issues are high on policy agendas in Australia as elsewhere (Organisation for Economic Co-operation and Development, 2005). However, despite the widespread importance accorded to teacher policy issues, the OECD review noted that most countries lack detailed information regarding the nature and severity of teacher shortages, out-of-

field teaching assignments, teacher attrition and retention, reasons for entry and leaving, and the potential supply of graduates, entrants from other careers, or re-entrants to teaching.

Similar concerns about the inadequacy of current data have been expressed by a number of Australian reports (e.g. DEST, 2003; Skilbeck & Connell, 2003; and the Australian Secondary Principals Association, 2003). The 2003 review *Australia's Teachers Australia's Future - Advancing Innovation, Science, Technology and Mathematics* concluded that teacher workforce projections are often based on data at highly aggregated levels and that these can mask areas of particular need:

[d]ata limitations and inadequacies make analysis and forecasting supply and demand difficult ... and called for [c]omprehensive statistics relating to teachers, teacher workforce trends and teacher education [to] be consistently, reliably and regularly collected on a national and collaborative basis (DEST 2003, Agenda for Action, Action 10).

Similarly, the MCEETYA report (2005) identified areas of data improvement needed for supply and demand analyses, including:

- Recruitment difficulties information including by subject area and location;
- Data about the specialisation of teachers and graduates, including the characteristics of teachers in the non-government sector;
- Inflows and outflows from teaching; and
- Practices used by education systems to adjust to recruitment difficulties.

There have been a number of data collections on different aspects of the Australian teacher and school workforces in recent years. These include surveys and data analyses organised by MCEETYA, DEEWR, the Australian Council of Deans of Science, ASPA, ACDE, and state and territory school authorities.¹ Such data collections have often focused on one part of the teacher workforce or have not been designed to address longer-term workforce planning issues. Some of the surveys have also lacked sufficient size to enable very detailed analyses.

Perhaps the most comprehensive national data collections on the teacher workforce have been the surveys conducted by the Australian College of Educators (formerly Australian College of Education) in 1963, 1979, 1989 and 1999. The 1999 survey *Teachers in Australian Schools* was commissioned by the former Australian Government Department of Education, Training and Youth Affairs (DETYA). The sample comprised primary and secondary schools and teachers from government and non-government schools in all states and territories. About 10 000 teachers completed the survey, which collected data regarding the demographic profile of the teaching profession, current position, professional qualifications, career intentions, further professional development and membership of organisations (ACE, 2001).

The present survey offered an opportunity to update and extend the 1999 ACE data collection, and to provide information at a greater level of disaggregation. For example, the ACE report presented results in terms of the teacher workforce as a whole. However, in a number of aspects of teaching, including demographic background, qualifications and organisation of work, there are likely to be important differences between teachers in primary and secondary schools. Such differences are explored in SiAS, which was structured around four populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. For the purposes of the survey, 'Leaders' were defined to comprise Principals, Deputy/Vice Principals, and their equivalents in the different school systems.

¹ The main data collections and analyses are discussed in Chapter 3 of Owen, Kos and McKenzie (2007).

This survey also had a separate questionnaire for school leaders (Principals and Deputy/Vice Principals), whereas the ACE surveys had just a few additional questions for Principals (on school organisation), and the workforce issues were not reported separately for teachers and leaders. In the chapters that follow, the survey results for teachers and school leaders are presented and discussed in turn, due to the need for a more fine-grained analysis of the school workforce.

The report does not include all the potential analyses arising from the survey, but rather concentrates on the main findings. The detailed data set is available for further analysis by other analysts.

1.3 Organisation of the report

This report has an Executive Summary and 12 further chapters.

Chapter 2 discusses the methodology used in the SiAS survey, including questionnaire development, sample design, survey administration, and achieved response rates. The response rates, which ranged from 30% (for Primary Teachers) to 37% (Secondary Leaders), were substantially lower than intended. It has therefore been necessary to explore the potential impact of non-response bias, and to detail the cautions needed in interpreting the results. These issues are discussed in the methodological chapter.

Chapters 3 to 12 present the results from the survey. These chapters are organised to follow the main sections of the questionnaires:

Chapter 3: Demographic Background

Chapter 4: Qualifications and Current Study

Chapter 5: Reasons for Joining the Profession

Chapter 6: Current Position and Work

Chapter 7: Professional Learning Activities

Chapter 8: Career Paths in Teaching

Chapter 9: The Experiences of Early Career Teachers

Chapter 10: Activities Outside Teaching

Chapter 11: Future Career Intentions

Chapter 12: Views on Teaching

Chapter 13: School Staffing Issues

The appendices provide further information about the study, including copies of the *Teacher* questionnaire (Appendix 2) and the *Leader* questionnaire (Appendix 3).

2. QUESTIONNAIRE DESIGN, SAMPLING AND RESPONSE RATES

2.1 Questionnaire development

The project commenced in June 2006 and the survey needed to be implemented in schools by October. The project brief indicated that the broad purpose of the surveys was to provide:

- a descriptive picture of current school teachers and leaders, including demographic information such as gender, age, school sector and level, workload and qualifications;
- information to assist governments in planning for the future of the school sector, such as information from current teachers and leaders about their employment intentions and career plans that could inform analysis of future demand and potential shortages; and
- specific workforce data on teachers and leaders, as well as perceptions of initial preparation, professional learning needs, working conditions and job satisfaction. This was intended to enhance understanding of the factors influencing the attraction of the teaching career, and retention and attrition in the teaching profession.

Discussions at the Advisory Committee in July 2006 led to the following decisions about the questionnaire design parameters:

1. Provide separate questionnaires for Teachers and School Leaders: although there was intended to be a great deal of commonality in the questionnaire items for the two groups, it was felt that separate questionnaires would be less cumbersome than a single questionnaire that tried to address both groups.
2. As far as possible, use questions that would enable comparison with other surveys, especially the 1999 ACE survey, and use definitions and data items consistent with the *ABS Dictionary of Standards for Education and Training Statistics* (ABS, 2004).
3. As far as possible, use concepts and definitions that are relevant to teachers and leaders working in different states and territories, and in different school sectors.
4. Ensure that the questionnaires could be administered online.
5. Ensure that the questionnaires could be completed in less than 30 minutes.

In consultation with DEEWR and the Advisory Committee, the project team developed draft questionnaires for field testing in August and September 2006, along with the operational aspects of the survey. A brief report on the field testing is provided in Appendix 4. The mean time reported for completing the Teacher survey was 28 minutes. The mean time reported for completing the Leader survey by Principals was 31 minutes and by Deputy Principals 21 minutes. These times were judged to be acceptable. Minor modifications were made to the questionnaires, the survey administration and the online system as a result of the field test.

The Teacher survey covered the following topics:

- Basic demographics (including age, sex, country of birth and Indigenous status);
- Qualifications and current study;
- Motivation for becoming a teacher;
- Current teaching position (including basis and length of employment, levels and areas taught, salary and workload);
- Professional learning activities (including number of activities engaged in, the impact of those activities, and desired areas for future development);

-
- Career in teaching (including pathway to teaching, past occupations, length of time as a teacher, and if relevant, amount of time spent working in different school sectors and jurisdictions);
 - Early career teachers were asked questions about their perceived readiness for teaching and the usefulness of the programs that were available to them once commencing work as a teacher;
 - Future career intentions (including intentions and motivations for promotion within schools or leaving the profession);
 - Job satisfaction; and
 - Views on strategies to enhance attracting and retaining teachers.

The Leader survey covered the following:

- Basic demographics (including age, sex, country of birth and Indigenous status);
- Qualifications and current study;
- Motivation for becoming a teacher and a leader;
- Current leadership position (including basis and length of employment, salary and workload);
- Professional learning activities (including number of activities and preparation for the leadership role);
- Career in teaching (including pathway to teaching, past occupations, length of time as a teacher and leader, and if relevant, amount of time spent working in different school sectors and jurisdictions);
- Future career intentions (including intentions and motivations for promotion within schools and leaving the profession);
- Job satisfaction;
- School staffing (including areas of decision-making authority, salary structures, vacancies, retention, and attrition), to be completed by the Principal
- Preparedness of recent graduates;
- Views on attracting and retaining staff.

A copy of the Teacher questionnaire is included in Appendix 2 and the Leader questionnaire in Appendix 3. About 40 per cent of the items are common to the two questionnaires.

2.2 Sample design

It was intended that the sample for the SiAS survey would be representative of primary and secondary teachers in all States and Territories and sectors of schooling (Government, Catholic and Independent) across Australia. The sample design was a two-stage cluster design in which schools were selected with probability proportional to estimated number of teaching staff and then a fixed number of teachers (usually 15) was randomly selected within the school, and invited to take part in the Teacher survey. If a school had fewer than 15 teachers all were invited to take part. Replacement schools were allowed at the first stage of sampling.

The two-stage approach was used for the following reasons: it is not possible to construct a population frame of eligible teachers for some of the sectors and state and territories; a sampling of schools facilitates communication and follow-up of non-respondents; and it reduces the response load on the overall school system since a smaller number of schools will be involved than in a single-stage design. However, the two-stage sampling design required a larger number of teachers to be sampled than if it had been possible to draw a simple random sample from a population frame of teachers. This is because teachers from the same school tend to be similar to each other, relative to teachers as a whole.²

² If it had been possible to conduct a one-stage sample, the sample size for the Primary and Secondary Teacher populations would have been around 3000 each rather than about 12 000 each.

The two-stage cluster design meant that all eligible teachers in Australia had an approximately equal probability of selection into the sample.³

Population definitions

The within-school selection was conducted by ACER from a list supplied by the Principal of staff who met the following criteria:

1. the staff member was qualified and employed as a teacher, including in non-classroom teaching roles;
2. the teacher was employed at the school for at least one day per week in the term concerned (either Term 4 in 2006 or Term 1 in 2007); and
3. the teacher was not on long-term leave during the term concerned.

Teachers of pre-primary children were specifically excluded from the population definition except in Western Australia (WA), where the pre-primary teachers cannot be readily distinguished from primary teachers. In WA up to 17 teachers were sampled per school.

The criteria for including Leaders were that the staff: (a) satisfied the criteria for inclusion as a Teacher; (b) were members of the school's executive leadership i.e. the Principal and his or her immediate deputies; and (c) were classified as a Principal or Deputy/Vice or Associate Principal.⁴ Principals were asked not to identify as leaders for the survey's purposes those teachers in 'middle management' roles, such as heads of year levels or subject departments, unless they met these criteria.

Within each sampled school the Principal and any Deputy Principals were invited to take part in the Leader survey.

The sample was designed to provide appropriate estimates for:

1. primary school Teachers within each State and Territory;
2. secondary school Teachers within each State and Territory;
3. primary school Teachers within each school sector (across Australia);
4. secondary school Teachers within each school sector (across Australia);
5. primary school Leaders across Australia; and
6. secondary school Leaders across Australia.

The required sample sizes of schools and teachers per school were estimated to yield effective sample sizes in excess of 400. This effective sample size leads to 95% confidence bounds of ± 0.1 standard deviations for means of continuous variables, at most $\pm 5\%$ for percentage estimates, and ± 0.1 for correlation coefficients. The major relevant assumptions in making these estimates were: that of the schools approached, 85% would agree to participate; that of the teachers approached, 67% would participate. These assumptions produced an overall minimum target response rate of 57%.

³ With the exception of teachers in very small schools, who were under-sampled as discussed in Appendix 4.

⁴ To simplify expression in this report, the senior executive positions equivalent to Deputy/Vice/Associate Principals will be referred to as Deputy Principals.

The sample frames

The ACER Sampling Frame was used for the selection of schools at the first stage of sampling. ACER maintains an up-to-date data set of all Australian schools by State and Territory and sector, with enrolment numbers by gender and year level, as well as location and contact details. It is developed annually by ACER by coordinating information from multiple sources, including the ABS and Commonwealth, State and Territory education department databases.

Two sampling frames were constructed, one with all schools containing primary students, and the other with all schools containing secondary students. Some schools (e.g. combined primary and secondary schools) appeared on both frames, and a small number of these were independently (i.e. coincidentally) selected for both primary and secondary samples. Combined primary-secondary schools were treated as separate schools for the purposes of drawing the samples: such schools were asked to identify the level of schooling at which the staff members concerned spent the majority of their time. Special Schools were included on the primary schools sample frame, as the Advisory Committee wanted to ensure that some teachers from special schools were sampled.

The sample frames excluded the following types of educational institutions:

- Correctional facilities
- Distance education
- Hospital schools
- Environmental schools
- Language schools
- Mature age institutions
- Immigrant language centres

An estimated number of teachers in each school was calculated using ABS data on student-teacher ratios by state/territory and school sector (government, Catholic and Independent).

Both the primary and secondary school sample frames were initially explicitly stratified by state/territory. An analysis of the proportion of small and very small schools within each explicit stratum was undertaken and extra strata were constructed where necessary (see Appendix 4).

Replacement schools

Up to two replacement schools were designated in the sample frame for each originally sampled school. Where participation could not be secured from the originally sampled school for the teachers to be approached to participate, a designated replacement school was approached. Replacements were schools immediately preceding or following the sampled schools on the school frame within the same explicit stratum, provided that these schools were not themselves sampled. The theory behind replacement is that, since the neighbouring schools on the frame are similar to the original sampled school in terms of those characteristics determining the stratification, the replacement of one by the other should result in only minimal bias.

2.3 Survey administration

The first step involved seeking permission from all government and non-government school authorities in Australia to conduct the survey in their schools. Approval was also required from the ABS Statistical Clearinghouse because the survey involved contacting more than 50 non-government schools.

Once permission to approach schools was obtained, an invitation package was sent to each school Principal in the sample. The package contained a letter, permission from the relevant authority for ACER to approach schools, an information sheet on the survey, and instructions for completing and returning the list of teachers and school leaders to ACER. Details were also provided on sources for additional assistance: a freecall 1800 number; the SiAS email address; and the SiAS website.⁵

The contacts with schools and teachers emphasised that all responses to the survey are strictly confidential, and that no schools or individuals will be identified in any resulting datasets or reports. Schools were informed that they would be sent a summary of the main results.

Once the school returned the list of teachers and school leaders who met the criteria for inclusion, ACER randomly sampled up to 15 teachers to participate in the survey. All Principals and Deputy Principals were invited to take part.

Following the drawing of the teacher and leader sample, ACER sent an invitation letter via the school to those selected to take part in the survey. The letter included information about the study, a unique identifier, and details on how to log on to the survey website. Participants were also offered the option of contacting ACER for a print copy of the questionnaire for return in a free-post envelope.

The key dates in the survey administration were as follows:

- 11 October 2006: Main Survey went online and first invitations to School Principals posted
- 25 October 2006: first follow-up phone calls start of non-responding schools
- 31 October 2006: first invitations posted to Teachers and Leaders sampled from schools that agreed to take part; first Replacement schools drawn for schools that declined to participate
- 10 November 2006: first follow-up letters to non-responding Teachers and Leaders start
- 15 December 2006: final school and staff follow-up contacts for the 2006 school year; online survey kept open over the summer school holidays
- 22 December 2006: minor changes to the relevant questions in the *Teacher* and *Leader* surveys agreed with DEEWR in order to reflect responses being provided in Term 1 2007, rather than Term 4, 2006
- 8 January 2007: the updated versions of the questionnaires incorporated on the SiAS website
- 13 February 2007: New rounds of school invitations commenced
- 30 April 2007: online survey closed

Throughout the period there was an on-going process of school and staff contact, follow-up of non-respondents, and drawing of replacement schools when original schools declined to participate or no response was received within a reasonable period. Former school principals were employed for the purposes of telephoning schools to encourage participation and answer any queries about the survey. On average, each non-responding school or staff member received at least two additional communications from ACER.

⁵ The SiAS website (<http://sias.acer.edu.au>) enabled participants to complete the survey via a secure ID log-in. The site also provided information about the survey's purposes, operations and outputs. The survey section included a Help Desk component to assist respondents who experienced technical difficulties in completing the questionnaire online. Over 90% of participants used the online option.

The SiAS survey was extensively promoted by ACER and ACE through their own publications, media releases, and information sheets distributed to school authorities in the states and territories, Advisory Committee members, and to professional associations of teachers and school leaders. In addition, a number of authorities and organisations prepared their own promotional materials and distributed them to schools. The promotion of the survey by all these groups is gratefully acknowledged.

2.4 Response rates

Teacher response rates

The overall school response rates for the Teacher survey are reported in Table 2.1. There were 1320 schools containing primary teachers originally sampled. Of these, 460 responded. Following replacement of non-responding sampled schools, a total of 749 schools responded. However, because non-response bias within schools is increasingly likely as the within-school response rate decreases, it was decided to treat all schools where 25% or fewer teachers responded to the survey as a non-responding school. After this reduction, a total of 683 schools participated (the reduction led to the omission of 154 primary teacher responses and 107 primary leader responses). The final school response rate for teachers at the primary level was 52%.

There were 1070 schools containing secondary teachers originally sampled. Of these, 467 responded. Following replacement of non-cooperating sampled schools, a total of 612 secondary schools responded. Using the same process as at the primary level, a reduction to the number of schools participating was made to offset the high likelihood of non-response bias in schools where 25% or fewer teachers responded to the survey. After this reduction, a total of 589 schools participated (the reduction led to the omission of 54 secondary teacher responses and 48 secondary leader responses). The final school response rate for teachers at the secondary level was 55%.

Table 2.2 records the final school and teacher response rates for Australia. After excluding the responses from teachers where the within-school teacher response rate was less than 25%, 5209 primary teachers were classified as having responded (a within-school response rate of 58%) and 5394 secondary teachers (60%). After multiplying together the school and within-school response rates, Table 2.2 shows that the final response rate for primary teachers was 30% and for secondary teachers 33%.

Table 2.3 presents the final school and teacher response rates by state and territory. The final teacher response rate varies widely. At Primary school level the final teacher response rate ranged from 51% (Victoria) to 19% (ACT and Tasmania). At Secondary school level the Teacher response rates ranged from 46% in Victoria to 18% in the Northern Territory.

In terms of school sector (Table 2.4), the Teacher response rates were highest in the Independent sector (38% for Primary schools and 39% for Secondary) and lowest in the Government sector (29% and 30%, respectively).

Leader response rates

The final school and leader response rates are shown in Table 2.5. These were calculated by following a similar process to that detailed above for teacher response rates. In the case of the Leader survey, however, the criterion for not including responses was where the within-school Leader response rate was 25% or less. After following this process, the final school response rate for the Leader survey was 47% at Primary level, and 51% at Secondary level. A total of 1116 Primary Leaders were classified as having responded (a within-school response rate of 74%) and 1393 Secondary Leaders (72%).

By multiplying the school and within-school response rates together, the final Leader response rate was 35% at Primary level and 37% at Secondary level. These were higher than the final Teacher response rates (see Table 2.2). As was the case with teachers, the response rates for Leaders were highest in Victoria and in the Independent sector (the final state and sector response rates for Leaders will be included in the final report.)

Table 2.1: School Response Rates for Australia, Before Replacement, After Replacement and After Reduction for Low Within-School Response Rate

LEVEL	Number of schools sampled	Number of schools responded (before replacement)	School response rate (before replacement)	Number of schools responded (after replacement)	School response rate (after replacement)	Number of schools responded (after reduction for low-within school response)	Final school response rate (after reduction for low-within school response)
Primary	1320	460	35%	749	57%	683	52%
Secondary	1070	467	44%	612	57%	589	55%

Table 2.2: Final School and Teacher Response Rates for Australia

LEVEL	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	Final teacher response rate
Primary	1320	683	52%	9051	5209	58%	30%
Secondary	1070	589	55%	9009	5394	60%	33%

Table 2.3: Final School and Teacher Response Rates by State and Territory

LEVEL	State	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	Final teacher response rate
Primary	ACT	112	35	31%	461	279	61%	19%
Primary	NSW	200	83	42%	1064	543	51%	21%
Primary	NT	85	39	46%	493	259	53%	24%
Primary	QLD	193	99	51%	1339	742	55%	28%
Primary	SA	203	138	68%	1801	1043	58%	39%
Primary	TAS	128	46	36%	543	286	53%	19%
Primary	VIC	198	138	70%	1812	1317	73%	51%
Primary	WA	201	105	52%	1538	737	48%	25%
Secondary	ACT	42	18	43%	296	171	58%	25%
Secondary	NSW	176	108	61%	1586	885	56%	34%
Secondary	NT	45	16	36%	241	124	51%	18%
Secondary	QLD	181	89	49%	1387	802	58%	28%
Secondary	SA	163	100	61%	1605	1002	62%	38%
Secondary	TAS	98	42	43%	604	391	65%	28%
Secondary	VIC	176	120	68%	1821	1216	67%	46%
Secondary	WA	189	96	51%	1469	795	54%	27%

Table 2.4: Final School and Teacher Response Rates by School Sector

LEVEL	Sector	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	Final teacher response rate
Primary	Government	951	476	50%	6389	3639	57%	29%
Primary	Independent	137	83	61%	978	609	62%	38%
Primary	Catholic	232	124	53%	1684	961	57%	31%
Secondary	Government	643	333	52%	4857	2791	57%	30%
Secondary	Independent	216	128	59%	2118	1381	65%	39%
Secondary	Catholic	211	128	61%	2034	1222	60%	36%

Table 2.5: Final School and Leader Response Rates for Australia, After Reduction for Low Within-School Response

LEVEL	Number of schools sampled	Number of schools responded (after reduction)	Final school response rate (after reduction)	Number of Leaders sampled (after reduction)	Number of Leaders responded (after reduction)	Within-school Leader response rate (after reduction)	Final Leader response rate (after reduction)
Primary	1320	615	47%	1505	1116	74%	35%
Secondary	1070	545	51%	1941	1393	72%	37%

2.5 Sample weighting

Sample weighting ensures that the resulting data reflect the design of the sample. Weighting adjustments are made to account for the numeric effects of non-response, and the proportional effect of differential non-response across known populations. However, it should be carefully noted that while weighting the data may ameliorate variations in non-response patterns across subcategories of the population, it does not remove the potential for non-response bias, for example from low response rates.

The details of the sample weighting in SiAS are included in Appendix 4.

2.6 Reporting and interpreting the survey data

While the number of responding Teachers and Leaders across Australia is very substantial, the overall response rates of 30% for Primary Teachers, 33% for Secondary teachers, 35% for Primary Leaders and 37% for Secondary Leaders, while comparable with other Australian surveys⁶, are lower than was intended. The sample design was based on securing a response rate of 57% per survey (85% of schools responding and then 67% of sampled teachers or leaders within schools).

Relatively low response rates were evident at both stages of the sample design: (1) when schools were invited to take part (e.g. 57% of Primary schools and Secondary schools in the Teacher survey responded with valid teacher lists); and (2) when teachers were sampled within schools (e.g. 54% of sampled Primary Teachers responded and 58% of sampled Secondary Teachers). The response rates also varied by gender, state and territory, and school sector.

It is important to make a judgement about the impact of these low and variable response rates on the quality of the survey data.

Low response on its own is not necessarily a problem if there is no response bias, that is, if there are likely to be no differences between responding teachers and non-responding teachers with respect to the outcome variables. However, non-response bias is increasingly likely the more response rates fall below 100%. The likelihood of non-response bias in the SiAS data was examined by analysing the pattern of responses and by comparing the data with other available data on teachers (see Appendix 4). It is not possible to be definitive about the likely potential bias in SiAS due to the low response rates.

Despite excluding data from schools with very low within-school response rates, and calculating non-response adjustments, the risk of non-response bias still calls into question the suitability of making rigorous statistical comparisons among the data. For this reason standard errors and confidence intervals around statistics are not reported, since they require assumptions about non-response that may not be met in these data.

The survey was planned and conducted in a rigorous manner designed to yield representative samples of Australian teachers and school leaders at highly disaggregated levels. The steps involved in the survey are fully documented to assist users in reporting and interpreting the data. All possible steps were taken to examine and minimise the potential impact of non-response bias. With the large numbers of responding teachers and leaders at the national level, and the data exclusions and weighting steps detailed in this report, the data quality is likely to be at least equal to the quality of other teacher surveys conducted to date in Australia.

⁶ Where data are provided on response rates in 'voluntary' (i.e. non-mandated) surveys of teachers and principals in Australia, the reports indicate that response rates are typically in the range from 25% to 45%. See Chapter 3 in Owen, Kos & McKenzie (2007).

The report provides results at the national level, given the greater variability of response rates at state and territory levels. It also includes results for some variables at national level for school sector, and school geographic location (metropolitan, provincial, and remote).

3. DEMOGRAPHIC BACKGROUND

3.1 Introduction

This chapter presents the results from Section A of the Teacher and Leader questionnaires, *Your Background*. The section was identical in both questionnaires, and was based on the equivalent questions asked in the 1999 ACE Survey. The data relate to the demographic variables of age, gender, country of birth and Indigenous origin.

To provide a context for the discussion, Table 3.1 summarises the distribution of the teacher sample by school sector, and by school location. At primary level, government school teachers comprised 71% of the final weighted sample, Catholic school teachers 19% and Independent school teachers 10%. Government school teachers were a lower proportion of teachers at secondary school level (61%) and Catholic school teachers (23%) and Independent teachers (16%) were higher.

One of the innovations of the survey is the reporting of a number of staffing issues according to the geographic location of the school. School postcode was used to classify the location of schools according to the *Australian Standard Geographical Classification* (ABS, 2005), and then to group the geographic locations into three broad classifications based on the *Geographical Location Classification for Reporting Purposes* (MCEETYA, 2001). Three classifications were used; metropolitan; provincial; and remote, and Table 3.1 reports the distribution of teachers in the sample among these locations. The majority of teachers (72% primary and 68% secondary) were teaching in metropolitan schools. Just under one-quarter of the primary teachers (24%) and 30% of secondary teachers were in schools in provincial locations. Only small proportions of teachers were in remote schools (4% primary and 2% secondary).

Table 3.1: Distribution of the Teacher sample, by school sector and geographic location

	Primary %	Secondary %
<i>School sector</i>		
Government	71	61
Catholic	19	23
Independent	10	16
	100	100
<i>School location</i>		
Metropolitan	72	68
Provincial	24	30
Remote	4	2
	100	100

Note: Weighted data.

3.2 Age

The age distribution of the teacher workforce is important information for planning. The higher the proportion of teachers in their 50s, the greater the likely demand for replacement teachers in the near future as teachers retire. The age profile can also have budgetary implications, since there is a broad link between pay and years of teaching experience (although teacher salary scales in Australia do peak relatively early). It can also provide an indication of the range of teachers working in schools, the recency of their pre-service education, the likely demands for professional learning and so on.

Table 3.2 reports the distribution of teachers' age in five-year bands. The age distribution of primary and secondary teachers is quite similar. About 18% of primary teachers are aged less than 30 years, and 16% of secondary teachers. The modal age band is 51-55 years, which includes 19% of primary and secondary teachers. A further 12% of primary teachers are aged more than 55 years, as are 14% of secondary teachers. The relatively large numbers of teachers aged over 50 years suggests that large numbers of teachers will need to be recruited in the next few years to replace teachers who retire.

The age distribution varies somewhat by gender. A higher proportion of female secondary teachers (20%) are aged less than 30 years than are male teachers (9%). Correspondingly, a higher proportion of male teachers are in the older age brackets e.g. 38% of male secondary teachers are aged more than 50 years, compared to 30% of female secondary teachers. Around 90% of the primary teachers aged less than 25 years are female, which implies that the proportion of female teachers is likely to increase over time.

On average, primary teachers are slightly younger (43 years) than secondary teachers (44 years). The data suggest a slight upward increase in the average age of teachers since the 1999 ACE survey, which showed a national mean for all teachers of 41 years.⁷ The ACE survey indicated that 18% of teachers were aged more than 50 years in 1999. Table 3.2 shows that this proportion is now substantially higher at about 30% for both primary and secondary teachers.

The fact that the proportion of teachers aged more than 50 has increased markedly since the 1999, and yet the average age of teachers appears to have increased only slightly, suggests the need for caution in assessing the age profile of the teaching workforce and the resulting impact of future teacher retirements, as teachers enter and leave the profession at a wide variety of ages.

Table 3.2: Proportions of male and female teachers by age

Age band	Primary teachers			Secondary teachers		
	Male %	Female %	Persons %	Male %	Female %	Persons %
21-25	4	6	6	2	7	5
26-30	14	12	12	7	13	11
31-35	12	10	10	10	9	10
36-40	11	10	11	11	11	11
41-45	11	12	12	13	14	14
46-50	17	18	17	17	17	16
51-55	19	19	19	21	17	19
56-60	10	8	9	13	10	11
61-65	2	3	3	3	3	3
66 +	<0.5	<0.5	<0.5	1	<0.5	1
Missing data	2	1	2	1	1	1
	100	100	100	100	100	100
Average age	43	43	43	46	43	44

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 3.3 examines the differences in teachers' average age by school location, and by school sector. On average, teachers working in remote schools are 4-5 years younger than teachers in metropolitan and provincial schools. There are only slight differences in the average age of teachers in the Government, Catholic and Independent sectors. On average, government primary teachers are 2 years older than those in non-government schools, and secondary teachers in Independent schools are 2 years older than those in the other two sectors.

⁷ The ACE survey results included Principals and Deputy Principals in the estimates of the teacher population. Since the SiAS teacher data exclude these school leaders, the results are only broadly comparable. School leaders are likely to be older on average than other teachers.

Table 3.3: Teachers' average age, by school location, and school sector

	Primary (av. age)	Secondary (av. age)
<i>School location</i>		
Metropolitan	43	44
Provincial	43	44
Remote	39	39
<i>School sector</i>		
Government	44	44
Catholic	42	46
Independent	42	44

Note: Weighted data.

Table 3.4 reports the distribution of school leaders' age in five-year bands. The modal age band for school leaders is 51-55 years (29% of primary leaders and 31% of secondary leaders). On average, school leaders are aged 50 years, which is about 6-7 years higher than the average age of teachers. Over half the school leaders are aged over 50 years which suggests that large numbers will need to be replaced in the next few as they retire.

A higher proportion of female leaders are aged less than 35 years than are male leaders, and at secondary level a slightly higher proportion of female leaders are aged over 60 years. On average, male school leaders are slightly older than female school leaders.

Table 3.4: Proportions of primary and secondary leaders by age

Age band	Primary leaders			Secondary leaders		
	Male %	Female %	Persons %	Male %	Female %	Persons %
21-25	--	--	--	--	--	--
26-30	<0.5	3	2	--	2	1
31-35	3	7	4	2	6	3
36-40	8	11	9	6	5	6
41-45	13	8	10	9	16	12
46-50	19	25	23	25	18	23
51-55	31	27	29	31	30	31
56-60	20	17	19	20	18	20
61-65	5	5	5	4	4	4
66+	<0.5	1	1	<0.5	<0.5	<0.5
Missing data	<0.5	<0.5	<0.5	<0.5	<0.5	<0.5
	100	100	100	100	100	100
Average	50	49	50	51	50	50

Note: Weighted data; the proportions may not add to 100 due to rounding

3.3 Gender

Teaching has a high proportion of females in the profession. As Table 3.5 indicates, 79% of primary teachers and 56% of secondary teachers are female. The 1999 ACE survey indicated that 65% of all teachers were female, so the SiAS data suggest that the proportion of females in the profession has increased slightly in recent years.⁸ The gender composition of teachers is similar across the schooling sectors.

⁸ Data from ABS *Schools Australia 2006* indicates that the proportion of FTE primary teachers who are female rose from 76% in 1996 to 80% in 2006; the proportion of FTE secondary teachers who are female increased from 53% in 1996 to 56% in 2006 (ABS, 2007b).

Table 3.5: Proportions of female and male teachers

	Females %	Males %	Missing data %	
Primary teachers				
Government	80	20	1	100
Catholic	80	20	1	100
Independent	80	20	1	100
	79	20	1	100
Secondary teachers				
Government	57	43	1	100
Catholic	56	44	1	100
Independent	56	44	1	100
	56	43	1	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 3.6 provides another perspective on the age and gender composition of the teacher workforce. It expresses the proportion of all teachers by age band and gender. The table indicates that in primary schools there are substantially more female than male teachers in each age band, and that the difference tends to be greater among younger primary teachers. For example, 5% of primary teachers are females aged less than 25 years, whereas only 1% of primary teachers are males aged less than 25. Among secondary teachers there are also more females than males among the younger age bands, although to a lesser extent than in primary schools. There are at least as many male secondary teachers in the 51-60 age band as there are females, which suggests that proportion of female teachers in secondary schools is likely to increase in coming years, presuming that male and female teachers retire or resign at similar rates.

Table 3.6: Proportions of teachers by age and gender

Age band	Primary teachers			Secondary teachers		
	Male %	Female %	Persons %	Male %	Female %	Persons %
21-25	1	5	6	1	4	5
26-30	3	10	12	3	7	11
31-35	2	8	10	4	5	10
36-40	2	8	11	5	6	11
41-45	2	10	12	6	8	14
46-50	3	14	17	7	9	16
51-55	4	15	19	9	9	19
56-60	2	7	9	6	5	11
61-65	<0.5	2	3	1	2	3
66+	<0.5	<0.5	<0.5	<0.5	<0.5	1
Missing	<0.5	1	2	<0.5	1	1
	20	79	100	43	56	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 3.7 reports the gender composition of school leaders as indicated by the SiAS survey. Females hold 57% of the leadership positions in primary schools, and 41% of leadership posts in secondary schools. These proportions are much lower than the proportions of female teachers at the two levels of schooling (79% and 56%, respectively). At primary school level there are higher proportions of female leaders in non-government schools than in government schools. At secondary level, Independent schools have the highest proportion of female leaders (44%) followed by Government (42%) and Catholic schools (37%).

Table 3.7: Proportions of female and male school leaders

	Females %	Males %	Missing data %	
Primary leaders				
Government Schools	54	45	1	100
Catholic Schools	60	39	2	100
Independent Schools	63	37	0	100
	<i>57</i>	<i>42</i>	<i>1</i>	<i>100</i>
Secondary leaders				
Government Schools	42	58	<0.5	100
Catholic Schools	37	64	<0.5	100
Independent Schools	44	57	0	100
	<i>41</i>	<i>59</i>	<i><0.5</i>	<i>100</i>

Note: Weighted data; the proportions may not add to 100 due to rounding

As Table 3.8 shows, females comprise higher proportions of Deputy Principal than Principal posts at school leadership level. In primary schools, although females comprise the majority (57%) of leadership posts they hold a higher proportion of Deputy Principal positions (65%), and than Principal posts (49%). In secondary schools females comprise the minority of both Deputy Principals (46%) and Principals (32%).

Table 3.8: Proportions of female and males among Principals and Deputy Principals

	Females %	Males %	Missing data %	
Primary				
Principal	49	51	<0.5	100
Deputy Principal	65	35	<0.5	100
All Leaders	57	43	<0.5	100
Secondary				
Principal	32	68	<0.5	100
Deputy Principal	46	54	<0.5	100
All Leaders	41	59	<0.5	100

Note: Weighted data; the proportions may not add to 100 due to rounding

3.4 Country of Birth

Almost one-quarter (24%) of the Australian population was born overseas (ABS, 2007a). The teacher workforce has a lower proportion of overseas-born people than the country as a whole.

The country of birth of Australian teachers is detailed in Table 3.9. The countries included are those which have supplied the largest numbers of immigrants to Australia. They are listed in descending order of the numbers of immigrants in the current Australian population.

The large majority of Australian teachers were born in Australia: 86% of primary teachers and 81% of secondary teachers. The next largest group were those born in England (5%), which is close to the proportion of English-born people in the Australian population as a whole. The other countries generally had a lower proportion of teachers born in that country than their respective proportion of the Australian population. The proportion of Australian-born teachers appears to have increased a little from the 1999 ACE survey (81%). Table 3.9 indicates that the Catholic sector has a higher proportion of Australian-born teachers than Government or Independent schools.

Table 3.9: Proportion of teachers by country of birth, across level and sector of schooling

	Primary (%)				Secondary (%)			
	Govern	Cath	Indep	Total	Govern	Cath	Indep	Total
Australia	86	91	79	86	81	84	79	81
England	5	2	6	5	5	4	6	5
New Zealand	1	1	2	1	1	1	1	1
Italy	<0.5	1	<0.5	<0.5	1	1	<0.5	<0.5
Scotland	1	<0.5	<0.5	1	1	1	1	1
India	<0.5	1	<0.5	<0.5	1	1	1	1
Other	7	4	13	7	10	10	11	10
Missing data	<0.5	1	<0.5	<0.5	1	1	<0.5	1
Total	100	100	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

The proportion of Australian-born school leaders was slightly higher than the teacher data: 86% of primary school leaders were born in Australia, as were 87% of secondary school leaders. The proportionate distribution of the country of birth of school leaders (not shown here) was similar to that of teachers. After the Australian-born, the second largest group was those born in England: 5% of primary school leaders and 7% of secondary leaders. Less than 5% of school leaders had been born in a non-English speaking country.

It would appear that the majority of overseas-born teachers had immigrated to Australia as children. Table 3.10 explores the number of years that overseas-born teachers had lived in Australia. Only 20% of the overseas-born primary teachers had lived in Australia for less than 10 years, and 21% of the overseas-born secondary teachers. On average, overseas-born primary teachers had lived in Australia for 28 years, and overseas-born secondary teachers for an average of 26 years.

Table 3.10: Proportion of overseas-born teachers by number of years lived in Australia

Years	Primary	Secondary
	%	%
<1 - 5	11	12
6-10	9	9
11-15	6	6
16-20	9	12
21-25	10	10
26-30	87	8
31-35	10	10
36-40	14	12
41-45	10	9
46-50	8	5
51-55	3	4
56-60	3	2
Missing data	<0.5	<0.5
Total	100	100
Average years	28	26

Note: Weighted data; the proportions may not add to 100 due to rounding

The pattern of the length of time spent living in Australia by overseas-born school leaders is similar to that shown in Table 3.9 for overseas-born teachers. Only 2% of overseas-born school leaders had lived in Australia for less than 10 years, which suggests that very few immigrated to Australia and took up a leadership position shortly thereafter. On average, overseas-born primary school leaders had lived in Australia for around 35 years.

3.5 Indigenous Origin

About 3% of the Australian population identifies as being of Aboriginal or Torres Strait Islander origin (ABS, 2006). However, as Table 3.11 indicates, much lower proportions of the SiAS samples identified as of Aboriginal or Torres Strait Islander origin: 1-2% of primary teachers and primary school leaders, and less than 1% of secondary teachers and school leaders.

The 1999 ACE survey had indicated that 2% of teachers identified as an Aborigine or Torres Strait Islander. However, the data in Table 3.11 should not necessarily be interpreted as a decline from 1999 in the proportion of Indigenous teachers since the small numbers of Indigenous teachers and their distribution among schools can make it difficult to obtain a representative sample. The data do suggest, however, that there is unlikely to have been growth in the proportion of Indigenous teachers since 1999, a period in which total teacher numbers have increased by about 10%.

Table 3.11: Proportions of teachers and school leaders by Indigenous status

Identification of origin	Teachers		School leaders	
	Primary %	Secondary %	Primary %	Secondary %
Non-Indigenous	98	99	98	100
Aboriginal	1	<0.5	1	<0.5
Torres Strait Islander	<0.5	<0.5	1	<0.5
Missing data	1	1	<0.5	<0.5
Total	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

4. QUALIFICATIONS AND CURRENT STUDY

4.1 Introduction

This chapter presents the results from Section B of the Teacher and Leader questionnaires, *Your Background*. Around half the questions were identical in both questionnaires, namely those based on formal qualifications, and current study. These questions are similar to those asked in the 1999 ACE Survey. Teachers were then asked a more detailed question about the scope of their tertiary study in terms of curriculum areas and stages of schooling. The intention was to be able to relate such information to their current teaching activities.

4.2 Qualifications at Tertiary Level

Table 4.1 presents information on the qualifications in Education held by teachers and leaders. Respondents were asked to indicate each qualification that they hold. On average, teachers hold 1.5 Education qualifications each. Leaders have 2 Education qualifications each on average.

A Bachelor degree is the most common qualification held by teachers, with 62% of primary teachers holding either a Bachelor degree or honours degree in Education, 57% of secondary teachers, 66% of primary leaders and 61% of secondary leaders (secondary teachers hold proportionately more Bachelor degrees than primary teachers in fields other than Education).

In terms of higher degrees, around 6% of primary teachers either hold a Masters or PhD in Education, as do 9% of secondary teachers. Higher degrees are more frequently held by school leaders, with 26% of primary leaders holding a Masters in Education, and 34% of secondary leaders. Around 1-2% of school leaders hold a PhD in Education.

Table 4.1: Percentages of teachers and leaders who hold qualifications in Education

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Certificate (non university)	8	7	9	6
Diploma (non university)	19	8	24	9
Certificate (university)	3	3	5	5
Diploma (university)	27	25	37	35
Bachelor degree	59	53	64	55
Bachelor degree with honours	3	4	2	6
Graduate certificate	4	7	6	8
Graduate diploma	17	31	30	34
Masters degree	6	8	26	34
Doctoral degree	<0.5	1	1	2
Other	3	4	6	4

Note: Respondents were asked to indicate all the qualifications they hold in Education, and could indicate more than one qualification. The percentage applies to each cell in the table e.g. 8% of primary teachers hold a certificate (non-university) -- and therefore 92% do not (not shown). Weighted data.

Table 4.2 presents information on qualifications in fields other than Education. Respondents were asked to indicate each qualification that they hold. A little over 40% of primary teachers hold a qualification in fields other than Education, as do 80% of secondary teachers. The latter reflects the fact that a degree in an area such as Arts, Science or Commerce tends to be a more common part of the initial preparation of secondary teachers than primary teachers.

However, Table 4.2 indicates that relatively few teachers or leaders hold higher degrees in fields other than Education. It seems that post-graduate work is focused in the Education field itself.

When the data from Tables 4.1 and 4.2 are combined, it seems that primary teachers on average hold around 2 tertiary qualifications each, secondary teachers 2.3, primary leaders 2.4 and secondary leaders 2.7.

The level of qualifications has risen over time: the 1999 ACE survey reported that for 44% of teachers their highest qualification was a Bachelor degree, and 30% held qualifications in a field other than Education. The current survey indicates that around 60% of teachers hold a Bachelor or Honours degree in Education, and that 15% of primary teachers and about 45% of secondary teachers hold a Bachelor or Honours degree in a field other than Education. This growth in the proportion of degree holders reflects the requirement from the late 1970s in most systems that new teachers have a minimum of four years of accredited higher education study, and the introduction of a unified higher education system in the late 1980s that meant that all institutions awarded degrees.

Table 4.2: Percentages of teachers and leaders who hold qualifications in fields other Education

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Certificate (non university)	12	13	9	8
Diploma (non university)	4	5	3	2
Certificate (university)	1	1	1	1
Diploma (university)	2	3	2	3
Bachelor degree	13	36	11	29
Bachelor degree with honours	2	7	2	7
Graduate certificate	1	1	1	1
Graduate diploma	2	4	3	3
Masters degree	1	4	2	6
Doctoral degree	<0.5	1	<0.5	1
Other	7	6	7	5

Note: Respondents were asked to indicate all the qualifications they hold in fields other than Education, and could indicate more than one qualification. The percentage applies to each cell in the table e.g. 12% of primary teachers hold a certificate (non-university) – and therefore 88% do not (not shown). Weighted data.

4.3 Location of Pre-service Qualifications

Respondents were asked to indicate the geographic location of the institution where they gained their main pre-service teacher qualification. The results are reported in Table 4.3.

Just on 7% of secondary teachers reported that their main pre-service qualification was gained overseas, as did 4% of primary teachers. The 1999 ACE survey indicated that about 8% of teachers had gained their main pre-service education in an overseas country.

Table 4.3 also records whether the main pre-service teacher education qualification was gained in an institution located in a capital city. The preparation of primary teachers and leaders looks to be slightly less based in the capital cities, with 35% of primary staff having trained outside a capital city, compared to around one-quarter of secondary staff. There are indications, however, that proportionately more secondary than primary teachers work in non-metropolitan schools, especially in provincial cities (see Table 3.1).

The locations of pre-service education by state and territory (not shown here) are broadly in line with the population distribution of teachers. For example, NSW was the location of the main pre-

service teacher education for 29% of primary teachers and 34% of secondary teachers. It would seem that proportionately smaller numbers of teachers received their training in the Northern Territory or ACT, which implies that reasonably large numbers in those territories are likely to have trained elsewhere (a finding also evident in the 1999 ACE survey).

Table 4.3: Location of the institution where teachers and leaders gained their main pre-service teacher qualification

Location of institution	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<i>In Australia or overseas?</i>				
In Australia	93	92	95	96
Overseas	4	7	4	4
Missing data	2	1	1	1
	100	100	100	100
<i>In a capital city?</i>				
Yes	62	71	64	80
No	35	27	35	19
Missing data	2	2	2	1
	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

4.4 Qualifications in Areas of Schooling

In an attempt to better relate teachers' qualifications to the areas in which they are currently working, the survey asked teachers a detailed question about the highest number of years of tertiary study they had completed in a wide range of possible areas, as well as whether they had been trained in teaching methodology in the area(s) concerned.⁹ Table 4.4 reports the proportions of primary teachers concerned, and Table 4.5 provides estimates of the numbers of teachers with qualifications in the various areas. Tables 4.6 and 4.7 provide corresponding estimates for secondary teachers.

Table 4.4 indicates that 59% of primary teachers reported that they had at least three years of tertiary study relevant to general classroom teaching of Years 0-3, and 64% for Years 4-6/7.¹⁰ The survey included some pre-primary teachers in the primary sample, especially in Western Australia, and 15% indicated that they had completed at least three years tertiary study in pre-primary education. Quite large proportions of primary teachers have completed some tertiary study in specialist teaching areas e.g. 20% in Physical Education, 18% in Literacy and 17% in Numeracy.

It is noteworthy, however, that in the priority area of Languages other than English (LOTE), only 7% of primary teachers report that they have undertaken some LOTE studies at tertiary level, and only 5% have received training in teaching methodology for LOTE. Only 7% have received training in teaching methodology for Computing.

⁹ This question, and a similar one in Section D about curriculum teaching areas, was based partly on a survey used by the Queensland Department of Education.

¹⁰ Teachers could indicate more than one area, and it is likely that most primary teachers indicated at least three years of tertiary study for general classroom teaching at both groups of year levels.

Table 4.4: Primary teachers: proportions by tertiary study by highest year level completed and teaching methodology

Area of schooling	Highest year level of tertiary study completed			Total with some tertiary study %	Training in teaching methodology %
	1 year %	2 years %	3+ years %		
<i>Pre-primary</i>	3	2	15	19	15
<i>Primary – General Classroom Teaching¹</i>					
Years 0 to 3	3	3	59	65	55
Years 4 to 6/7	4	3	64	71	59
<i>Primary – Specialist Teaching</i>					
Art	4	2	9	16	11
English as a Second Language	3	1	3	7	6
Languages other than English	1	1	3	5	3
Library	2	1	3	6	4
Literacy	3	2	13	18	15
Music	5	2	8	15	11
Numeracy	2	2	13	17	14
Computing	4	2	6	11	7
Technology	3	1	5	9	5
Physical education	5	3	13	20	15
Religious studies	2	1	6	9	7
Special needs	4	1	8	13	10
Other	1	1	4	6	5

Note: Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology, and could indicate more than one area. The percentage figure in each cell relates just to that cell e.g. 3% of primary teachers have studied pre-primary education at tertiary level for one year only - and therefore 97% have not (either because they have not studied pre-primary education at all, or have studied it for more than one year. Weighted and rounded data.

1. Teachers could indicate qualifications in general classroom teaching in more than one group of year levels of primary schooling.

Some primary teachers are also qualified to teach at secondary level, mainly in Years 7/8-10 e.g. about 3% in English, 3% in General Science, 3% in Music, and 3% in Special Needs. It is possible that some such teachers are located in combined primary-secondary schools and teaching at both levels.

Table 4.5: Primary teachers: estimated number of teachers by tertiary study by highest year level completed and teaching methodology

Area of schooling	Highest year level of tertiary study completed			Total with some tertiary study	Training in teaching methodology
	1 year %	2 years	3+ years		
<i>Pre-primary%</i>	3 600	2 400	18 200	23 000	18 200
<i>Primary – General Classroom Teaching¹</i>					
Years 0 to 3	3 600	3 600	71 400	78 700	66 600
Years 4 to 6/7	4 800	3 600	77 400	86 000	71 400
<i>Primary – Specialist Teaching</i>					
Art	4 800	2 400	10 900	19 400	13 300
English as a Second Language	3 600	1 200	3 600	8 500	7 300
Languages other than English	1 200	1 200	3 600	6 000	3 600
Library	2 400	1 200	3 600	7 300	4 800
Literacy	3 600	2 400	14 500	21 800	18 200
Music	6 000	2 400	9 700	18 200	13 300
Numeracy	2 400	2 400	15 700	20 600	16 900
Computing	4 800	2 400	7 300	13 300	8 500
Technology	3 600	1 200	6 100	10 900	6 100
Physical education	6 100	3 600	15 700	24 200	18 200
Religious studies	2 400	1 200	7 300	10 900	8 500
Special needs	4 800	1 200	9 700	15 700	12 100
Other	1 200	1 200	4 800	7 300	6 100

Note: Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology, and could indicate more than one area. The estimated numbers of teachers currently teaching in each area was derived by applying the proportions from the SiAS sample separately to the estimated numbers of primary teachers in Australia (i.e. teachers minus those in the Leader sample of Principals and Deputy Principals). On this basis it is estimated that there are 121 000 people working as primary teachers (an estimated 140 000 persons in the primary teacher workforce minus 19 000 defined as Leaders). As the estimates exclude primary Leaders, they underestimate the actual number of teachers with qualifications in the various areas. Weighted and rounded data.

1. Teachers could indicate qualifications in general classroom teaching in more than one group of year levels of primary schooling.

Table 4.6 examines secondary teachers' qualifications in terms of a detailed listing of curriculum areas designed to reflect the programs offered in secondary schools throughout the country, and Table 4.7 estimates the numbers of secondary teachers concerned. In terms of having completed at least three years of tertiary study, the most commonly held qualifications are in English (17% of secondary teachers), History (15%) and Mathematics (14%).

Smaller proportions of secondary teachers have received training in teaching methodology in individual curriculum areas than have studied the subject at tertiary level. For example, while 11% of secondary teachers report some tertiary study in Computing, only 6% indicate that they have been trained in teaching methodology in Computing. This suggests that in Computing and other areas listed in Table 4.6, it may be possible to help overcome shortages by encouraging teachers to undertake or complete training in teaching methodology in the area(s) concerned.

Table 4.6: Secondary teachers: proportions by tertiary study by highest year level completed and teaching methodology

Area of schooling	Highest year level of tertiary study completed			Total with some tertiary study	Training in teaching methodology
	1 year %	2 years %	3+ years %	%	%
English	3	3	17	23	19
<i>English as a Second Language</i>	2	<0.5	2	5	5
<i>Languages other than English</i>	1	1	6	8	6
Mathematics	4	4	14	22	16
Science					
Biology	3	2	10	15	10
Chemistry	4	3	8	16	9
Earth sciences	2	1	3	6	3
Environmental sciences	1	1	3	5	2
Physics	5	3	5	13	7
Psychology/Behavioural studies	2	1	3	7	2
Science – General	2	2	9	13	13
Society and Environment Studies					
Accounting	1	<0.5	3	4	2
Business studies	1	1	3	5	3
Economics	2	1	5	8	5
Geography	2	2	8	11	8
History	3	3	15	20	15
Legal studies	1	1	2	4	2
Politics	2	1	2	5	2
Religious studies	2	1	3	5	4
Social studies	2	1	5	8	7
The Creative and Performing Arts					
Art	1	<0.5	5	6	5
Dance	<0.5	<0.5	1	1	1
Drama	1	1	3	5	3
Music	1	<0.5	4	5	4
Technology					
Computing	4	2	5	11	6
Food technology	<0.5	<0.5	5	5	4
Graphic communication	1	<0.5	3	4	3
Information technology	2	1	3	6	4
Media studies	1	<0.5	1	2	1
Textiles	<0.5	1	4	5	4
Wood or Metal technology	1	1	5	7	5
Health and Physical Education					
Health	1	1	8	10	8
Outdoor education	1	1	3	5	4
Physical education	1	1	11	12	10
Special Needs	3	1	2	6	4
Learning Support	1	<0.5	1	3	2
Behaviour Management	2	1	2	5	4
Career Education	1	<0.5	1	2	1
Vocational Education and Training	1	1	3	5	3
Other	1	1	3	4	3

Note: Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology. The percentage figure in each cell relates just to that cell e.g. 3% of primary teachers have studied English at tertiary level for one year only – and therefore 97% have not (either because they have not studied English at all, or have studied it for more than one year. Weighted and rounded data.

Table 4.7: Secondary teachers: estimated numbers by tertiary study by highest year level completed and teaching methodology

Area of schooling	Highest year level of tertiary study completed			Total with some tertiary study	Training in teaching methodology
	1 year	2 years	3+ years		
English	3 600	3 600	20 500	27 700	22 900
English as a Second Language	2 400	300	2 400	6 000	6 000
Languages other than English	1 200	1 200	7 200	9 600	7 200
Mathematics	4 800	4 800	16 900	26 500	19 300
Science					
Biology	3 600	2 400	12 100	18 100	12 100
Chemistry	4 800	3 600	9 600	19 300	10 800
Earth sciences	2 200	1 200	3 600	7 200	3 600
Environmental sciences	1 200	1 200	3 600	6 000	2 400
Physics	6 000	3 600	6 000	15 700	8 400
Psychology/Behavioural studies	2 400	1 200	3 600	8 400	2 400
Science – General	2 400	2 400	10 800	15 700	15 700
Society and Environment Studies					
Accounting	1 200	300	3 600	4 800	2 400
Business studies	1 200	1 200	3 600	6 000	3 600
Economics	2 400	1 200	6 000	9 600	6 000
Geography	2 400	2 400	9 600	13 300	9 600
History	3 600	3 600	18 100	24 100	18 100
Legal studies	1 200	1 200	2 400	4 800	2 400
Politics	2 400	1 200	2 400	6 000	2 400
Religious studies	2 400	1 200	3 600	6 000	4 800
Social studies	2 400	1 200	6 000	9 600	8 400
The Creative and Performing Arts					
Art	1 200	300	6 000	7 200	6 000
Dance	300	300	1 200	1 200	1 200
Drama	1 200	1 200	3 600	6 000	3 600
Music	1 200	300	4 800	6 000	4 800
Technology					
Computing	4 800	2 400	6 000	13 300	7 200
Food technology	300	300	6 000	6 000	4 800
Graphic communication	1 200	300	3 600	4 800	3 600
Information technology	2 400	1 200	3 600	7 200	4 800
Media studies	1 200	300	1 200	2 400	1 200
Textiles	300	1 200	4 800	6 000	4 800
Wood or Metal technology	1 200	1 200	6 000	8 400	6 000
Health and Physical Education					
Health	1 200	1 200	9 600	12 100	9 600
Outdoor education	1 200	1 200	3 600	6 000	4 800
Physical education	1 200	1 200	13 300	14 500	12 100
Special Needs	3 600	1 200	2 400	7 200	4 800
Learning Support	1 200	300	1 200	3 600	2 400
Behaviour Management	2 400	1 200	2 400	6 000	4 800
Career Education	1 200	300	1 200	2 400	1 200
Vocational Education and Training	1 200	1 200	3 600	6 000	3 600
Other	1 200	1 200	3 600	4 800	3 600

Note: Respondents were asked to indicate all the schooling areas in which they had studied at tertiary level and/or undertaken training in teaching methodology, and could indicate more than one area. The estimated numbers of teachers with qualifications in each area was derived by applying the proportions from the SiAS sample to the estimated number secondary teachers in Australia (i.e. teachers minus those in the Leader sample of Principals and

Deputy Principals). On this basis it is estimated that there are 120 500 persons working as secondary teachers (130 000 persons in the secondary teacher workforce minus 9 500 defined as Leaders). As the estimates exclude Leaders, they underestimate the actual number of secondary teachers with qualifications in the various areas. Weighted and rounded data.

Some secondary teachers report that they have also studied for primary-level teaching eg 10% for general primary classroom teaching, and 2% in teaching methodology for each of primary literacy, music and numeracy. A number of such staff are likely to be teaching in combined primary-secondary schools, and would be well placed to contribute to the growing interest in provision for the middle years of schooling.

4.5 Current Study

Table 4.8 indicates that 6% of primary teachers are currently studying for a tertiary qualification, as are 8% of secondary teachers, 9% of primary leaders and 13% of secondary leaders. These proportions are broadly comparable with the 1999 ACE survey which indicated that around 10% of teachers had participated in formal study in the previous two years (although that survey did report some concerns with apparent double-counting).

Table 4.8: Proportions of teachers and leaders currently studying for a tertiary qualification

Current studying for a tertiary qualification?	Teachers		Leaders	
	Primary	Secondary	Primary	Secondary
Yes	6	8	9	13
No	91	90	90	86
Missing data	3	2	<0.5	1
	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Over 40% of the teachers who are currently studying and over 70% of the leaders report that they are studying for a Masters or PhD degree (Table 4.9). It should be noted, however, that these are proportions of the relatively small numbers of teachers and leaders who report that they are currently studying for a tertiary qualification.

Table 4.9: Teachers and leaders currently studying for a tertiary qualification, by type of qualification

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Certificate (non university)	8	10	2	11
Diploma (non university)	3	5	2	3
Certificate (university)	5	9	3	2
Diploma (university)	2	1	1	<0.5
Bachelor degree	11	8	8	3
Bachelor degree with honours	2	1	5	<0.5
Graduate certificate	15	11	4	8
Graduate diploma	8	8	6	5
Masters degree	36	37	53	53
Doctoral degree	5	9	18	18
Other	2	2	<0.5	<0.5
	100	100	100	100

Note: These proportions are based on those who are currently studying – see Table 4.6. Weighted data; the proportions may not add to 100 due to rounding

As well as the type of current study, respondents were asked to indicate the main focus in terms of level of schooling and curriculum area. The results are reported in Table 4.10. It is noteworthy that quite high proportions (34% of primary teachers and 22% of secondary teachers) indicate that their study is focusing on the Middle Years.

In terms of areas, the most commonly reported fields were Special Needs (14% of primary teachers and 7% of secondary teachers who are currently studying), English (6% of primary and secondary teachers who are studying), along with 8% of secondary teachers involved in each of Computing and Technology.

The largest group of those studying are focusing on Educational Management and Leadership: around 13% of teachers and over 50% of leaders.

Table 4.10: Teachers and leaders currently studying for a tertiary qualification, by main focus of study

Main focus of study	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<i>Level of schooling</i>				
Pre-Primary	5	1	6	1
Early Primary Years (Years 0-3)	25	1	11	1
Middle Years (Years 4-10)	34	22	25	20
Senior Secondary Years (Years 11-12)	43	31	1	19
<i>Curriculum area</i>				
English	6	6	6	2
Languages other than English	3	1	<0.5	<0.5
Mathematics	2	5	5	<0.5
Science	1	6	6	1
Society and Environment Studies	<0.5	5	<0.5	1
The Creative and Performing Arts	4	5	5	1
Computing	4	8	<0.5	2
Technology	2	8	7	4
Health and Physical Education	<0.5	1	5	<0.5
Special Needs	14	7	1	<0.5
Vocational Education and Training	1	5	<0.5	2
Educational Management and Leadership	14	12	53	53
Other ¹	37	39	30	39

Note: Respondents could indicate more than one focus of their current study. The percentage figure in each cell relates just to that cell e.g. 5% of primary teachers who were currently studying indicated that Pre-Primary Education is a major focus of their study -- and therefore 95% did not. Weighted data.

1. A large number of different areas were listed under 'Other'; the most frequent for teachers were religious education/theology (5%) and psychology (3%), and for leaders religious education/theology (8%), counselling (6%) and psychology (6%).

The reasons that teachers give for undertaking their study are examined in Table 4.11 for primary teachers and Table 4.12 for secondary teachers. The pattern is quite similar for both groups of teachers. The most important reason that the teachers give is 'to do my current job better' (77% of primary teachers and 76% of secondary teachers rate this as either very important or important), followed by 'general interest' (64% of primary teachers and 73% of secondary rating this highly).

Table 4.11: Primary teachers currently studying for a tertiary qualification: reasons for study (% importance)

Reason for current study	Very important	Important	Of some importance	Not at all important	Missing	
To do my current job better	51	26	11	8	5	100
To teach in another subject area or stage of schooling	27	19	19	25	11	100
To prepare for promotion	24	16	18	30	11	100
To prepare for Education employment outside of schools	17	12	14	44	13	100
To prepare for employment outside of Education	13	89	16	50	12	100
General interest	37	27	16	9	10	100
Other	7	2	1	6	85	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 4.12: Secondary teachers currently studying for a tertiary qualification: reasons for study (% importance)

Reason for current study	Very important	Important	Of some importance	Not at all important	Missing	
To do my current job better	52	24	14	7	4	100
To teach in another subject area or stage of schooling	24	15	17	34	11	100
To prepare for promotion	18	15	27	28	12	100
To prepare for Education employment outside of schools	17	16	18	37	11	100
To prepare for employment outside of Education	17	10	17	46	10	100
General interest	38	35	9	9	9	100
Other	9	1	1	4	86	100

Note: Weighted data; the proportions may not add to 100 due to rounding

The reasons that leaders give for undertaking their study are examined in Table 4.13 for primary leaders and Table 4.14 for secondary leaders. The pattern of their responses is similar to that of teachers, with ‘to do my current job better’ and ‘general interest’ being rated most highly. Compared to teachers, however, much smaller proportions of leaders report that they are studying to prepare for employment in Education outside of schools, or outside of Education.

Table 4.13: Primary leaders currently studying for a tertiary qualification: reasons for study (% importance)

Reason for current study	Very important	Important	Of some importance	Not at all important	Missing	
To do my current job better	68	17	7	6	2	100
To teach in another subject area or stage of schooling	13	12	24	43	8	100
To prepare for promotion	24	23	15	31	7	100
To prepare for Education employment outside of schools	3	6	25	59	7	100
To prepare for employment outside of Education	43	4	26	62	6	100
General interest	32	38	20	5	4	100
Other	3	<0.5	7	11	79	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 4.14: Secondary leaders currently studying for a tertiary qualification: reasons for study (% importance)

Reason for current study	Very important	Important	Of some importance	Not at all important	Missing	
To do my current job better	67	19	9	43	2	100
To teach in another subject area or stage of schooling	7	15	14	56	8	100
To prepare for promotion	24	21	13	38	4	100
To prepare for Education employment outside of schools	5	10	18	59	8	100
To prepare for employment outside of Education	2	8	13	68	8	100
General interest	28	48	15	6	3	100
Other	3	1	16	19	61	100

Note: Weighted data; the proportions may not add to 100 due to rounding

5. REASONS FOR JOINING THE PROFESSION

5.1 Introduction

This chapter reports the results from Section C of the Teacher questionnaire, *Reasons Why You Became a Teacher*, and Section C of the Leader questionnaire, *Reasons Why You Became a Teacher and Leader*. Teachers and leaders were asked the same question to ascertain the factors important in their decision to become a teacher. Leaders were also asked a question to determine the factors important in their decision to take up a school leadership role.

5.2 Reasons for Becoming a Teacher

Tables 5.1 to 5.4 present information on the importance of various factors in the respondent's decision to become a teacher. The tables present the information separately for primary and secondary teachers and primary and secondary school leaders, respectively.

Table 5.1 shows that for primary school teachers, the most important factors in the decision to become a teacher were 'personal fulfilment' and 'desire to work with young people' – with 87% and 85% of primary teachers, respectively, rating these factors as very important or important. For secondary school teachers, the most important factors in the decision to become a teacher were 'I enjoy my subject area/s' and 'personal fulfilment' – with 92% and 82% of secondary teachers, respectively, rating these factors as very important or important (see Table 5.2). There were also a number of other factors that over 70% of teachers regarded as very important or important in their decision to become a teacher (see Tables 5.1 and 5.2 for further detail).

Table 5.1: Primary teachers: factors in the decision to become a teacher (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
Personal fulfilment	56	31	7	1	4	100
Desire to work with young people	52	33	9	2	4	100
Teaching makes a worthwhile social contribution	45	36	12	3	4	100
I enjoy my subject area/s	43	38	12	3	5	100
I am passionate about education	42	36	14	3	5	100
Teaching is suited to my abilities	38	41	11	5	5	100
Desire to pass on knowledge	32	40	19	45	5	100
Security of employment	30	34	19	12	4	100
I enjoyed school	24	32	25	15	4	100
High likelihood of gaining employment	23	29	22	20	5	100
Influence of past teacher/s	22	30	29	14	5	100
Working conditions (e.g., flexibility, leave)	17	36	29	13	5	100
Family role model/s	15	26	20	34	5	100
I was awarded a bursary or scholarship	12	8	8	66	6	100
Future opportunities for career advancement	7	22	35	31	5	100
Status of teaching profession in the community	7	22	34	31	5	100
Salary for experienced teachers	6	20	33	35	6	100
Opportunity to work overseas	5	10	25	54	6	100
Starting salary	4	17	38	36	5	100
Other	3	1	1	5	91	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 5.2: Secondary teachers: factors in the decision to become a teacher (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
I enjoy my subject area/s	69	23	4	1	3	100
Personal fulfilment	47	35	12	2	4	100
Teaching makes a worthwhile social contribution	42	37	14	4	4	100
Desire to work with young people	36	40	16	45	4	100
Desire to pass on knowledge	37	40	15	4	4	100
Teaching is suited to my abilities	34	43	15	5	4	100
I am passionate about education	33	39	19	5	4	100
Security of employment	30	35	20	12	3	100
Influence of past teacher/s	26	33	25	12	4	100
High likelihood of gaining employment	24	33	20	19	4	100
I enjoyed school	22	34	24	16	4	100
Working conditions (e.g., flexibility, leave)	21	37	24	14	4	100
Family role model/s	14	22	20	39	5	100
I was awarded a bursary or scholarship	13	9	8	66	5	100
Future opportunities for career advancement	7	22	33	34	4	100
Salary for experienced teachers	7	20	33	37	4	100
Status of teaching profession in the community	6	19	33	38	4	100
Opportunity to work overseas	6	13	23	54	5	100
Starting salary	4	17	36	39	4	100
Other	4	1	1	7	88	100

Note: Weighted data; the proportions may not add to 100 due to rounding

The finding that intrinsic factors played an important role in decisions to become a teacher is consistent with other research (OECD, 2005; MCEETYA, 2005). The finding that more secondary school teachers rated enjoyment of subject area/s as important is noteworthy, and indicates that somewhat different factors are likely to come into play in influencing secondary teachers to be attracted to, and retained in, teaching.

However, when analysed separately by gender, a slightly different pattern emerges, particularly among secondary school teachers. For example, while the most important reasons for both male and female secondary school teachers were the same - 'I enjoy my subject area/s' (90% of males selected very important or important; as did 93% of females), and 'personal fulfilment' (80% of males and 85% of females), other important factors differed between the genders. Male secondary school teachers also reported 'desire to pass on knowledge' as particularly important in their decision, whereas female secondary school teachers noted that 'desire to work with young people' and 'teaching is suited to my abilities' as quite important.

These gender differences in motivation for becoming a teacher were also evident in the findings reported in MCEETYA (2005) and Dinham and Scott (1996). The latter found that teachers' reasons for entering teaching centred on altruism, although women were higher on these reasons than men, whose reasons for entering teaching were more 'calculative'. Men were also more likely to say that teaching was not their first choice of career.

'Starting salary', 'salary for experienced teachers', 'opportunity to work overseas' and 'status of teaching profession in the community' were four factors that both primary and secondary teachers reported as not being highly important in their decision to become a teacher (see Tables 5.1 and 5.2 for further information). This is in line with MCEETYA (2005), which reported that remuneration was ranked as the least important motivation for becoming a teacher. However, this does not necessarily mean that remuneration is not significant in teacher recruitment -- it may be

an important factor for those who choose not to teach. Dinham and Scott (2002) found that, while salary was not a major factor in attracting teachers to teaching, the status of teachers (which is partly reflected in salary) was a major source of dissatisfaction. A review of research (DEST, 2006) showed that extrinsic factors such as remuneration, workload, employment conditions and status are the most significant factors influencing people not to choose teaching, and to leave the profession.

Table 5.3 shows that for primary school leaders, the four most important (very important or important) factors in the decision to become a teacher were ‘personal fulfilment’ (90%), ‘Desire to work with young people’ (86%), ‘I am passionate about education’ (86%) and ‘teaching makes a worthwhile social contribution’ (85%). For secondary school leaders, the most important factors were ‘I enjoy my subject area/s (89%), ‘personal fulfilment’ (88%) and ‘desire to work with young people’ (83%; see Table 5.4).

Table 5.3: Primary leaders: factors in the decision to become a teacher (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
Personal fulfilment	58	32	7	2	1	100
Desire to work with young people	53	33	11	2	1	100
I am passionate about education	52	34	10	3	1	100
Teaching makes a worthwhile social contribution	51	34	9	5	1	100
Teaching is suited to my abilities	41	40	12	6	2	100
I enjoy my subject area/s	39	39	15	6	2	100
Security of employment	28	37	21	13	2	100
I enjoyed school	28	33	24	14	1	100
Influence of past teacher/s	26	31	27	15	2	100
Desire to pass on knowledge	26	43	22	7	2	100
High likelihood of gaining employment	22	32	23	21	2	100
I was awarded a bursary or scholarship	19	16	11	52	2	100
Working conditions (e.g., flexibility, leave)	17	37	29	16	1	100
Family role model/s	13	20	23	42	2	100
Future opportunities for career advancement	12	27	34	26	2	100
Status of teaching profession in the community	9	24	32	34	2	100
Opportunity to work overseas	2	9	18	68	3	100
Salary for experienced teachers	2	20	35	40	3	100
Starting salary	1	15	42	40	2	100
Other	6	1	<0.5	8	85	100

Note: Weighted data; the proportions may not add to 100 due to rounding

As with teachers, primary and secondary leaders reported that ‘starting salary’, ‘salary for experienced teachers’, ‘opportunity to work overseas’ and ‘status of teaching profession in the community’ were the least likely to be a motivating factor in their decision to become a teacher (see Tables 5.3 and 5.4 for further information).

Table 5.4: Secondary leaders: factors in the decision to become a teacher (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
I enjoy my subject area/s	59	30	7	2	2	100
Personal fulfilment	52	36	9	2	2	100
Desire to work with young people	50	33	13	2	2	100
I am passionate about education	47	34	13	4	2	100
Teaching makes a worthwhile social contribution	45	40	11	3	2	100
Teaching is suited to my abilities	33	43	15	6	3	100
Influence of past teacher/s	31	33	24	11	2	100
I enjoyed school	30	32	25	12	2	100
Desire to pass on knowledge	28	44	21	5	2	100
Security of employment	24	34	23	17	2	100
High likelihood of gaining employment	22	29	22	25	2	100
I was awarded a bursary or scholarship	21	13	11	53	2	100
Working conditions (e.g., flexibility, leave)	13	30	31	25	2	100
Family role model/s	9	16	19	53	2	100
Future opportunities for career advancement	6	25	33	34	2	100
Status of teaching profession in the community	4	21	35	38	2	100
Salary for experienced teachers	3	12	35	48	3	100
Opportunity to work overseas	3	6	17	72	2	100
Starting salary	1	10	37	49	2	100
Other	3	1	1	9	86	100

Note: Weighted data; the proportions may not add to 100 due to rounding

5.3 Reasons for Taking up a School Leadership Role

Both primary and secondary school leaders indicated that the most important factors in the decision to take up a school leadership role were ‘I wanted challenges other than classroom teaching’ (87% for primary leaders and 84% for secondary), ‘I was encouraged and supported by my school leaders’ (83% for both primary and secondary) and ‘I was confident in my ability to do the job’ 90% and 88%, respectively). Tables 5.5 and 5.6 provide details for primary and secondary school leaders. There were also a number of other factors that were very important or important for over 70% of leaders in their decision to take up a leadership role.

For both primary and secondary school leaders, the factors least likely to be a very important motivating force behind the decision to take on the leadership role were ‘salary and other financial benefits’ (40% of primary leaders and 35% of secondary leaders) and ‘the high standing of school leaders in the community’ (33% and 27%, respectively) – see Tables 5.5 and 5.6.

There were no marked differences by school sector in the relative importance of the reasons for taking up a school leadership role.

Table 5.5: Primary leaders: factors in the decision to take up a school leadership role (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
I wanted challenges other than classroom teaching	54	33	9	4	1	100
I was encouraged and supported by my school leaders	50	33	11	5	1	100
I was confident in my ability to do the job	48	42	8	1	1	100
I wanted to lead school development	46	34	16	2	2	100
I was encouraged and supported by colleagues	45	39	11	4	1	100
I was at the right stage of my career to apply	40	38	15	6	1	100
I had successful experience of leadership in other roles	35	35	19	10	1	100
I had helpful prior preparation and training	16	29	35	19	2	100
The salary and other financial benefits	12	28	37	22	2	100
The high standing of school leaders in the community	8	25	39	27	2	100
Other	4	1	<0.5	7	88	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 5.6: Secondary leaders: factors in the decision to take up a school leadership role (% importance)

Factor	Very important	Important	Of some importance	Not at all important	Missing	
I wanted challenges other than classroom teaching	56	28	12	3	2	100
I was encouraged and supported by my school leaders	52	31	11	5	2	100
I was confident in my ability to do the job	48	40	10	1	2	100
I wanted to lead school development	45	36	15	3	2	100
I was encouraged and supported by colleagues	45	36	14	4	2	100
I was at the right stage of my career to apply	34	40	16	9	2	100
I had successful experience of leadership in other roles	35	39	16	9	2	100
I had helpful prior preparation and training	13	29	34	23	2	100
The salary and other financial benefits	8	27	37	25	2	100
The high standing of school leaders in the community	6	21	38	33	2	100
Other	3	<0.5	<0.5	7	89	100

Note: Weighted data; the proportions may not add to 100 due to rounding

6. CURRENT POSITION AND WORK

6.1 Introduction

This chapter reports the results from Section D of both the Teacher and Leaders questionnaires, *Your Current Position*. Teachers and leaders were asked various questions about the basis of their current employment, current salary, and workload.

6.2 Basis of current employment

Table 6.1 provides details on the proportions of teachers on two measures of the basis of their employment: time fraction; and type of position held. Full-time employment is the most common time fraction for both primary teachers (73%) and secondary teachers (82%). However, there are some notable gender differences in time fractions: in both primary and secondary schools females are much more likely to be employed part-time than are male teachers.

Most teachers are employed on an on-going/permanent basis, and this is slightly more common among secondary (81%) than primary teachers (72%). There are no noticeable gender differences in regard to this aspect of teacher employment. It is noteworthy that a higher proportion of primary teachers are employed on contracts of 3 years or less (17%) than are secondary teachers (10%). The greater preponderance of part-time employment and contract work among primary teachers suggests that their career path is likely to be quite different from secondary teachers.

Table 6.1: Teachers: basis of current employment

Basis of employment	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
<i>Time fraction</i>						
Full-time	86	70	73	91	75	82
Part-time	9	25	22	7	22	15
Missing data	5	5	5	3	3	3
	100	100	100	100	100	100
<i>Type of position</i>						
On-going/Permanent	73	72	72	82	80	81
Fixed-term/Contract < 1 year	10	12	12	6	9	7
Fixed-term/Contract 1–3 years	4	5	5	3	4	3
Fixed-term/Contract > 3 years	3	2	2	2	1	2
Casual/Relief	1	3	2	1	2	2
Missing data	10	6	7	6	5	6
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Table 6.2 examines school leaders' employment position. Virtually all Principals and Deputy Principals are employed full-time, with generally only small numbers of Deputies (2-4%) reporting that they are employed part-time. Interestingly, though, lower proportions of leaders are employed on an on-going permanent basis than are teachers. Around 60% of Principals and 70% of Deputies have an on-going position. Around 30% of Principals are employed on a fixed-term contract.

Table 6.2: Leaders: basis of current employment

Basis of employment	Primary		Secondary	
	Principal %	Deputy Principal %	Principal %	Deputy Principal %
<i>Time fraction</i>				
Full-time	100	96	99	97
Part-time	1	4	1	2
Missing data	<0.5	<0.5	<0.5	1
	100	100	100	100
<i>Type of position</i>				
On-going/Permanent	61	74	61	71
Temporary/Acting	7	6	4	7
Fixed-term/Contract <3 years	4	4	2	3
Fixed-term/Contract 3-5 years	13	8	21	11
Fixed-term/Contract >5 years	11	4	9	5
Missing data	4	5	3	3
	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

6.3 Role in the school

Table 6.3 indicates that of the primary school leaders as defined by the SiAS survey, 48% are in Principals, as are 36% of the secondary school leaders. On average, the primary schools sampled in the survey had 2.4 leaders per school (i.e. 1 Principal and 1.4 Deputies), whereas the secondary schools were generally larger and had a bigger leadership team – an average of 3.6 leaders per secondary school (1 Principal and 2.6 Deputies).

Table 6.3: School leaders: proportions holding a Deputy Principal or Principal position

	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Deputy Principal	42	59	52	58	70	63
Principal	57	40	48	41	28	36
Missing data	1	1	1	1	2	1
	100	100	100	100	100	100

Note: Weighted data.

Table 6.3 indicates that there are some marked gender differences in the extent to which males and females hold Principal and Deputy Principal positions. In both primary and secondary schools male leaders are much more likely to be Principals than are female leaders, whereas females are much more likely to be Deputies. This finding is a further illustration of the gender differences within teaching.

Teachers were asked to indicate the role that best characterises their current position in the school. The findings are provided in Table 6.4, and show that the most common role for both primary and secondary teachers was ‘mainly classroom teaching’ (66% primary; 57% secondary). Around 14% of primary teachers classify their role as ‘mainly providing specialist support to students’, and 12% combine classroom teaching and management. The former proportion is lower in secondary schools (6%), but the latter is higher, with 28% of secondary teachers indicating that their position is ‘a combination of classroom teaching and management’.

Table 6.4: Teachers: nature of current position in the school

Nature of position	Primary			Secondary		
	Males	Females	Persons	Males	Females	Persons
	%	%	%	%	%	%
Mainly classroom teaching	62	71	66	55	61	57
Mainly managing an area or department	8	4	5	9	6	7
Mainly specialist support for students	14	14	14	4	7	6
Classroom teaching & management	16	11	12	32	26	28
Missing data	3	3	4	3	3	3
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

There are some gender differences evident in the type of role that characterises teachers' work, with higher proportions of females than males reporting that they are mainly involved in classroom teaching, and lower proportions in management roles.

6.4 Length of time at the current school

Table 6.5 shows the proportion of teachers by the length of time at their current school. About one-third of teachers have been at their current school for two years or less (33% of primary teachers and 31% of secondary teachers), while about 20% of teachers have been at their current school for 6-10 years. On average, primary school teachers have been at their current school for 7 years, and secondary school teachers have been at their current school for 8 years.

Table 6.5: Teachers' length of time at current school, in years

Years	Primary	Secondary
	%	%
<1	11	10
1	12	11
2	10	9
3	8	8
4	7	6
5	7	6
6-10	20	19
11-15	11	10
16-20	6	9
21-25	2	5
26-30	1	2
31-35	1	1
Missing data	5	4
	100	100
Average years	7	8

Note: Weighted data; the proportions may not add to 100 due to rounding

The 1999 ACE survey reported that 42% of teachers had been at their current school for 3 years or less. The data in Table 6.4 show that 41% of primary teachers and 39% of secondary teachers have been at their current school for 3 year or less. This suggests that there has been little change in this aspect of teachers' work.

Table 6.6 shows the proportions of principals and deputy principals according to the length of time at their current school, and in their current position at the school. On average, primary principals have been at their current school for 6 years, which is slightly less time than deputy principals (8 years, on average). Secondary principals and deputy principals have been at their current school for slightly longer on average (7 years and 10 years, respectively). The data imply

that fairly high numbers of principals and deputy principals have been promoted from within the school.¹¹ Over 40% of school leaders have been in their current position at the school for less than 3 years.

Table 6.6: Leaders' length of time at current school and length of time in current position at the school

Years	Worked at current school				Worked in current position at current school			
	Primary		Secondary		Primary		Secondary	
	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %	Principal %	Deputy %
<1	12	8	7	7	16	18	13	16
1	16	10	9	9	18	15	12	16
2	13	6	17	8	12	11	19	14
3	7	9	7	7	9	14	8	11
4	7	6	9	6	9	9	9	8
5	6	12	8	6	7	11	8	8
6-10	22	26	24	20	21	14	20	20
11-15	9	9	9	13	7	5	6	5
16-20	5	11	5	11	2	3	3	1
21-25	3	2	2	8	1	<0.5	<0.5	<0.5
26-30	<0.5	2	1	4	<0.5	<0.5	2	<0.5
>30	<0.5	1	2	2	<0.5	<0.5	<0.5	<0.5
Missing data	1	<0.5	<0.5	1	1	<0.5	<0.5	1
	100	100	100	100	100	100	100	100
Average years	6	8	7	10	5	4	5	4

Note: Weighted data; the proportions may not add to 100 due to rounding

6.5 Salary

Table 6.7 provides information on teachers' current salary. The most common salary ranges are \$60,001– \$70,000 (35% primary, 36%; secondary) and \$50,001– \$60,000 (24% primary, 21%; secondary). Secondary school teachers tend to have higher salaries than primary school teachers, with 22% of secondary teachers and 11% of primary teachers earning above \$70,000.

Table 6.7: Teachers: current salary

	Primary %	Secondary %
<\$40,000	8	4
\$40,001–\$50,000	17	14
\$50,001–\$60,000	24	21
\$60,001–\$70,000	35	36
\$70,001–\$80,000	10	15
>\$80,000	1	7
Missing data	4	3
	100	100

Note: Gross salary; excluding employer superannuation contributions. If teachers worked part-time they were asked to express as full-time equivalent salary. Respondents include those teachers who hold senior positions in schools, other than Principals and Deputy Principals (who are included in the Leader sample). Therefore some respondents have responsibility and promotion supplements in their salaries on top of the classroom teacher salary scales. This is a key reason as to why about 11% of primary teachers and 22% of secondary teachers are recorded as having gross salaries above \$70,000, along with the fact that in late 2006/early 2007 the government schools classroom teaching salary scale ranged to just over \$70,000 in the Northern Territory and NSW. Weighted data; the proportions may not add to 100 due to rounding.

¹¹ Career paths in teaching are explored in more detail in Chapter 8.

There were some differences evident in teacher salary by school sector. Among primary teachers, 6% of those in Independent schools reported earning more than \$80,000 per year, compared to 1% in government and Catholic schools. At secondary school level, there were also higher proportions of Independent teachers (11%) earning more than \$80,000 per year than government (7%) or Catholic teachers (6%).

Table 6.8 provides information on leaders' current salary. Principals usually earn higher salaries than Deputy Principals, and secondary school leaders tend to earn more than primary school leaders. About 90% of primary school deputy principals earn less than \$90,000, with 51% of them earning between \$70,001 and \$80,000. Primary school principals more commonly earn between \$90,001 and \$110,000 (48%). The majority (76%) of secondary school deputy principals earn between \$70,001 and \$100,000, and 56% of secondary school principals earn between \$100,001 and \$140,000.

Table 6.8: Leaders: current salary

	Primary %		Secondary %	
	Principal	Deputy Principal	Principal	Deputy Principal
<\$70,000	4	15	7	9
\$70,001–\$80,000	16	51	3	24
\$80,001–\$90,000	19	23	7	22
\$90,001–\$100,000	24	6	14	30
\$100,001–\$110,000	24	3	23	9
\$110,001–\$120,000	5	<0.5	20	3
\$120,001–\$140,000	4	1	13	2
\$140,001–\$160,000	<0.5	2	3	1
\$160,001–\$180,000	2	1	3	<0.5
>\$180,000	2	<0.5	8	<0.5
Missing data	<0.5	<0.5	<0.5	<0.5
	100	100	100	100

Note: Gross salary; if leaders worked part-time they were asked to express as full-time equivalent salary. Weighted data; the proportions may not add to 100 due to rounding.

6.6 Supervision of pre-service trainee teachers

Table 6.9 provides information about those teachers who supervised a pre-service trainee teacher during the past 12 months. Thirty per cent of teachers had supervised a pre-service trainee teacher. The number of days engaged in this supervision activity varied from 1 to more than 60 days, with an average of 27 days for both primary and secondary teachers. The vast majority of teachers (98%) reported that they did not have their regular workload reduced to allow for their time spent supervising.¹²

¹² This finding needs some care in interpretation. It is possible that some teachers may have time allowances for supervision already built into their regular workload.

Table 6.9: Teachers: supervision of pre-service teacher trainees

Aspect of supervision	Primary %	Secondary %
<i>Have you supervised a pre-service trainee teacher this year?*</i>		
Yes	30	30
No	67	67
Missing data	4	3
	100	100
<i>If 'yes', how many days were involved in this supervision activity?</i>		
1 – 5	6	6
6-10	10	10
11-15	15	15
16-20	19	18
21-25	12	13
26-30	13	15
31-35	3	2
36-40	8	7
40-45	2	2
46-50	6	5
51-55	1	<0.5
56-60	3	3
>60	4	3
Missing	<0.5	<0.5
Average days spent supervising in year	27	27
	100	100
<i>Did your school reduce your regular workload to allow for the time you spent supervising?</i>		
Yes	2	2
No	98	98
Missing data	<0.5	<0.5
	100	100

Note: *Respondents in the 2007 survey wave were asked 'Did you supervise a pre-service trainee teacher last year?' Weighted data; the proportions may not add to 100 due to rounding.

6.7 Workload

Information on teachers' and leaders' workloads is shown in Table 6.10. The data are only reported only for full-time staff because the time fractions worked by part-time teachers vary so widely.

On average, full-time primary school teachers report that they spent 48 hours per week on all school-related activities, and secondary teachers an average of 49 hours per week. Full-time primary teachers report an average of 24 hours per week of face-to-face teaching, and secondary teachers 20 hours.

On average, full-time primary leaders reported spending an average of 55 hours per week on all school-related activities, and secondary leaders 59 hours. Over half the school leaders report that they have regular face-to-face teaching each week, for an average of 7 hours in primary schools and 4 hours in secondary schools.

Table 6.10: Teachers and leaders: hours per week on all school-related activities by full-time staff

In a typical week how many hours do you spend on all school-related activities?	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
1 - 30	10	8	5	2
31-35	2	2	1	<0.5
36-40	9	9	5	1
41-45	14	17	5	4
46-50	29	25	20	16
51-55	13	13	19	17
56-60	14	16	24	29
61-65	4	3	9	10
>65	6	6	11	21
Missing data	<0.5	<0.5	<0.5	<0.5
	100	100	100	100
Average total hours	48	49	55	59
Average hours on face-to-face teaching	24	20	7 ^a	4 ^b

Note: Includes only full-time staff. Weighted data; the proportions may not add to 100 due to rounding.

- The average hours refers to all primary leaders. In the survey 60% of primary leaders reported that they have timetabled face-to-face teaching responsibilities, for an average of 13 hours per week.
- The average hours refers to all secondary leaders. In the survey 61% of secondary leaders reported that they have timetabled face-to-face teaching responsibilities, for an average of 7 hours per week.

6.8 Teaching areas, teaching experience and professional learning

Table 6.11 provides detailed information on primary teachers' teaching experience, current areas of teaching, and professional learning across various year levels and curriculum areas.

Most primary teachers are engaged in general classroom teaching – 41% are teaching in Years 0-3, 41% in Years 3-6/7, and that overall 69% are general classroom teachers (i.e. only counting once those who are teaching in both the lower and upper primary year levels). The data indicate that a slightly higher proportion of primary teachers have more than 5 years teaching experience in General Classroom Teaching than are currently teaching in that aspect of primary schooling. This suggests that there is a depth of experience in primary schools. Around one-third of primary teachers report that they have engaged in professional learning activities related to General Classroom Teaching in the past 12 months.

There were some sectoral differences in the proportions of primary teachers with more than 5 years teaching experience in general classroom teaching. In Catholic schools, 49% of primary teachers reported at least 5 years experience in general classroom teaching at Years 0-3, and 49% at Years 4-6/7. The equivalent proportions among government primary teachers were a little lower (45% and 43%, respectively) and lower still in Independent primary schools (30% and 33%). A lower proportion of teachers in Independent primary schools also reported that they had engaged in professional learning activities related to general classroom teaching in the previous 12 months (20% at Years 0-3 and a similar proportion at Years 4-6/7) than in either government or Catholic primary schools (35% at each of the year level groupings).

Table 6.11: Primary teachers: proportions by teaching experience, current teaching, and professional learning, by area

Area of schooling	Have >5 years teaching experience %	Currently teaching %	Engaged in professional learning activities in past 12 months %
<i>Pre-Primary</i>	11	6	6
<i>Primary – General Classroom Teaching</i>			
Years 0 to 3	45	41	33
Years 4 to 6/7	43	41	33
<i>Primary – Specialist Teaching</i>			
Art	6	6	3
English as a Second Language	4	3	23
Languages other than English	3	3	2
Library	5	5	3
Literacy	11	15	20
Music	6	7	4
Numeracy	9	13	16
Computing	7	10	12
Technology	6	8	7
Physical education	8	9	5
Religious studies	4	4	4
Special needs	8	10	11
Other	3	4	5

Note: Respondents were asked to indicate all the schooling areas in which they had more than 5 years teaching experience, or were currently teaching, or had engaged in professional learning in the past 12 months; respondents could indicate more than one area in each column. The percentage figure in each cell relates just to that cell e.g. 11% of primary teachers have more than 5 years of teaching experience in Pre-Primary Education – and therefore 89% do not (either because they have not taught Pre-Primary or have done so for <5 years). Those who report having teaching experience or having engaged in professional learning are not necessarily also currently teaching in the area concerned. Weighted data.

There were also differences in teachers' experience in different geographic locations. For example, a smaller proportion of primary teachers in remote locations (34%) had more than 5 years experience in general classroom teaching at Years 0-3 than in metropolitan (43%) or provincial locations (53%). On the other hand, primary teachers in remote and provincial schools were more likely (about 40%) to report participation in professional learning activities related to general classroom teaching in Years 0-3 in the past 12 months than teachers in metropolitan schools (30%).

The most common area of specialist teaching among primary teachers is Literacy, with 15% reporting that they are currently teaching in this field. It is also a high priority for professional learning, with 20% of primary teachers reporting that they have engaged in professional learning on Literacy in the past 12 months. On the other hand, only 11% of primary teachers report that that they have more than 5 years experience in teaching Literacy as a specialist area. Numeracy is the next most commonly taught specialist area, with 13% of primary teachers reporting that they currently have some specialist teaching in this field. Numeracy is another area of priority for professional learning, with 16% of primary teachers reporting that they have engaged in professional learning activities in Numeracy in the past 12 months. However, only 9% of primary teachers report that they have more than 5 years teaching experience in Numeracy as a specialist area. Computing (10%) and Special Needs (10%) are other areas in which reasonably large numbers of primary teachers report that they currently have specialist teaching responsibilities. Overall, an estimated 40% of primary teachers are currently teaching in at least one specialist area.

Table 6.12 provides detailed information on secondary teachers' teaching experience, current teaching areas and professional learning activities over the past 12 months. A large range of different curriculum areas are evident in secondary teachers' work.

The largest single areas in which secondary teachers are currently teaching are Mathematics (18% of secondary teachers report that they are teaching Mathematics in Years 7/8-10, and 13% in Years 11-12) and English (18% and 12%, respectively). In most of the secondary curriculum areas in Table 6.12, the proportion of with more than 5 years teaching experience is close to or larger than the proportion currently teaching in the area concerned. This suggests that there is considerable depth of teaching experience in secondary schools. The final column of Table 6.12 also indicates that participation in professional learning activities over the past 12 months is closely related to the areas in which secondary teachers are currently teaching. (The relationship between qualifications, experience and current teaching responsibilities is explored in more detail in Box 6.1 for selected curriculum areas.)

There were no sectoral differences in the proportions of secondary teachers with more than 5 years teaching experience in the two largest areas of English or Mathematics, or in the proportions who had engaged in professional learning activities in these subject areas over the past 12 months, and only slight differences among schools in different locations -- e.g. a smaller proportion of teachers in remote schools had more than 5 years teaching Mathematics (12%) than in metropolitan or provincial schools (17%). In general, it would seem that there are fewer differences among secondary schools in the extent of teaching experience and participation in professional learning activities than there are among primary schools.

Table 6.12: Secondary teachers: proportions by teaching experience, current teaching, and professional learning, by area

Area of schooling	Have >5 years teaching experience %	Currently teaching		Engaged in professional learning activities in past 12 months %
		Years 7/8 -10 %	Years 11-12 %	
<i>English</i>	16	18	12	13
<i>English as a Second Language</i>	3	2	2	2
<i>Languages other than English</i>	5	4	3	3
<i>Mathematics</i>	17	18	13	13
<i>Science</i>				
Biology	6	4	4	3
Chemistry	6	3	4	3
Earth sciences	2	2	<0.5	1
Environmental sciences	2	3	1	1
Physics	5	3	3	3
Psychology/Behavioural studies	1	1	2	1
Science – General	12	13	3	6
<i>Society and Environment Studies</i>				
Accounting	2	1	1	1
Business studies	4	2	3	2
Economics	3	1	1	1
Geography	8	8	2	3
History	10	10	5	5
Legal studies	3	1	2	2
Politics	1	1	<0.5	<0.5
Religious studies	5	5	3	4
Social studies	6	6	1	3
<i>The Creative and Performing Arts</i>				
Art	4	4	3	3
Dance	1	1	1	1
Drama	3	3	2	2
Music	3	3	2	2
<i>Technology</i>				
Computing	8	6	4	6
Food technology	4	5	3	2
Graphic communication	3	3	2	2
Information technology	5	4	3	5
Media studies	1	1	1	1
Textiles	3	3	1	1
Wood or Metal technology	5	5	3	2
<i>Health and Physical Education</i>				
Health	6	8	3	4
Outdoor education	3	3	2	1
Physical education	8	9	5	5
<i>Special Needs</i>	3	4	3	5
<i>Learning Support</i>	2	3	2	4
<i>Behaviour Management</i>	3	3	2	7
<i>Career Education</i>	3	2	3	3
<i>Vocational Education and Training</i>	5	1	6	5
<i>Other</i>	5	5	5	5

Note: Respondents were asked to indicate all the schooling areas in which they had more than 5 years teaching experience, or were currently teaching, or had engaged in professional learning in the past 12 months; respondents could indicate more than one area in each column. Weighted data.

Table 6.13 uses the proportions from Tables 6.11 and 6.12 of those teaching in various areas of schooling to estimate the total numbers of teachers currently working in those fields. These estimates are approximations only, and as teachers commonly teach in more than one area, the total numbers in Table 6.13 exceed the size of the primary and secondary teacher workforces. However, the estimated numbers per area provide information useful for planning future workforce needs, including the provision of places in teacher education, and professional learning activities.

Table 6.13: Estimated numbers of teachers currently teaching by area

Area of schooling	Proportion of teachers currently teaching in the area %	Estimated number of teachers currently teaching in the area
Primary		
Pre-primary	6	7 000
Primary General Classroom Teaching		
In Years 0-3 only	28	33 800
In Years 4-6/7 only	27	33 100
In both Years 0-3 and 4-6/7	13	16 200
Total General Classroom Teaching	69	83 100
Primary Specialist Teaching		
Art	6	7 400
English as a Second Language	3	3 300
Languages other than English	3	3 100
Library	5	6 300
Literacy	15	17 500
Music	7	7 800
Numeracy	13	15 100
Computing	10	12 000
Technology	8	9 300
Physical education	9	10 800
Religious studies	4	4 800
Special needs	10	12 600
Other	4	5 000
Teaching at least one specialist area	40	48 400
Secondary		
English	20	24 000
English as a Second Language	3	3 300
Languages other than English	5	5 700
Mathematics	21	24 700
Science	19	22 700
Society and Environment Studies	23	28 200
The Creative and Performing Arts	12	13 900
Technology	18	22 200
Health and Physical Education	12	14 100
Special Needs	5	5 800
Learning Support	3	3 900
Behaviour Management	3	3 700
Career Education	4	4 200
Vocational Education and Training	6	7 600
Other	7	7 800
Total no. secondary teachers		120 500

Note: The proportion is based on the number of teachers in the primary and secondary samples who indicated that they are currently teaching in the area concerned. The individual subjects that comprise the secondary curriculum areas are listed in Table 6.11. Double-counting was avoided e.g. if a teacher indicated that they are teaching English at both Years 7/8-10 and Years 11-12 they are only counted once as teaching English for the purposes of this table. Similarly, a teacher was only counted once as teaching in Science if they indicated that they are teaching both Biology and

Chemistry. Teachers could indicate that they are teaching in more than one curriculum area, and so the proportions sum to more than 100%. On average, secondary teachers indicated that they are currently teaching in 1.5 broad curriculum areas. The estimated numbers of teachers currently teaching in each area was derived by applying the proportions from the SiAS sample separately to the estimated numbers of primary and secondary teachers in Australia (i.e. teachers minus those in the Leader sample of Principals and Deputy Principals). On this basis it is estimated that there are 121 000 people working as primary teachers (an estimated 140 000 persons in the primary teacher workforce minus 19 000 defined as Leaders), and 120 500 persons working as secondary teachers (130 000 persons in the secondary teacher workforce minus 9 500 defined as Leaders). As the estimates exclude Leaders who have classroom teaching responsibilities they slightly underestimate the actual number of people teaching in the various areas. Weighted and rounded data.

At primary school level, an estimated 83 100 teachers are currently engaged in General Classroom Teaching. Among the primary specialist teaching areas, the largest numbers of teachers are currently teaching in Literacy (an estimated 17 500 teachers), Numeracy (15 100), Special Needs (12 600) and Computing (12 000). To put these numbers into perspective, Australia has around 7 700 primary schools (including the primary component of combined primary-secondary schools) which suggests that on average each primary school has around 11 general classroom teachers, 2 teachers who do some specialist teaching in Literacy and so on. Of course, behind these averages lies a very wide range of staffing provision as primary schools vary so widely in enrolment size.

At secondary school level, the areas in which the largest number of teachers are currently working are Society and Environment Studies (an estimated 28 200 teachers), Mathematics (an estimated 24 700 teachers), English (24 000) and Science (22 700). As Australia has around 2 700 secondary schools (including the secondary component of combined primary-secondary schools), these estimates suggest that on average secondary schools have around 11 teachers currently teaching SOSE, 9 teaching Mathematics and so on. However, a very wide range of school sizes and levels of staffing provision lie behind these averages. Furthermore, the actual amount and focus of specialist teaching is likely to vary substantially among teachers – some teachers may have only a small proportion of their teaching in a particular field while for others the area would be all of their teaching load.

Box 6.1: Teaching Areas, Qualifications and Experience

This section examines in more detail selected curriculum areas and the qualifications and experience of the teachers currently teaching in those fields. Six areas have been selected for analysis because of concerns about the difficulties of filling vacancies and therefore needing to rely on teachers who are either not fully qualified or have extensive experience. The areas selected for analysis are Special Needs and LOTE at primary school, and Chemistry, Information Technology (IT), Mathematics and Physics at secondary school. The analyses for IT and Mathematics are presented separately for Years 7/8-10 and Years 11-12 since these areas are generally taught throughout the secondary school years, whereas Chemistry and Physics are usually taught as separate subjects only in Years 11-12.

The analyses are reported in Table 6.14. At primary school level, only 39% of those teaching LOTE have 3 or more years of tertiary education in the area, and only 37% have undertaken teaching methodology in LOTE. On the other hand, over half (56%) of the primary LOTE teachers have more than 5 years teaching experience in the area, and 55% have undertaken professional learning in LOTE in the past 12 months. A smaller proportion (31%) of the primary teachers specialising in teaching Special Needs have at least 3 years tertiary education in the area, which may partially reflect the lack of courses in this field. Over half the teachers (53%) have been teaching Special Needs for more than 5 years, and two-thirds (66%) have undertaken professional learning in the past 12 months.

Table 6.14: Teachers teaching in selected areas: qualifications, experience and professional learning activities

Area currently teaching	Years of tertiary education in the area (%)				Methodology training in the area?	>5 years teaching experience in the area?	Professional learning in past 12 months in the area?
	1	2	3+	Total with at least 1 year	Yes (%)	Yes (%)	Yes (%)
Primary							
LOTE	6	4	39	52	37	56	55
Special Needs	9	4	31	44	37	53	66
Secondary							
Chemistry 11-12	8	14	73	94	74	70	58
IT 7/8-10	12	7	24	42	26	52	56
IT 11-12	7	13	40	60	46	60	64
Maths 7/8-10	9	11	53	73	60	67	58
Maths 11-12	6	13	68	87	75	77	72
Physics 11-12	19	16	60	94	72	72	55

Note: Weighted data.

At secondary school level, the majority of teachers teaching in the selected areas have at least 3 years of tertiary education in the area concerned, with the exception of Information Technology. As Table 6.14 indicates, only 24% of those teaching IT in Years 7/8-10 have at least 3 years tertiary education in IT, and 40% of those teaching IT in Years 11-12. As well, unlike Chemistry, Mathematics and Physics, only a minority of IT teachers have more than 5 years teaching experience in the field. By contrast, at least 70% of Years 11-12 Chemistry teachers have at least 3 years tertiary education in Chemistry, have received training in teaching methodology in Chemistry and have more than 5 years teaching experience in the field.

Table 6.14 indicates that those teaching IT or Mathematics at Years 11-12 have completed more years of tertiary study, and have more teaching experience, than those teaching Years 7/8-10. Almost 70% of teachers who are currently teaching Mathematics in Years 11-12 have at least three years tertiary education in Mathematics, as do 53% of those teaching Mathematics at Years 7/8-10. The large majority (87%) of Years 11-12 Mathematics teachers have completed at least one year of tertiary study in mathematics, compared to 73% of those teaching Mathematics in Years 7/8-10. A relatively high proportion of secondary school Mathematics teachers have greater than 5 years experience in teaching Mathematics (77% of those teaching in Years 11-12 and 67% of those in Years 7/8-10). Well over one-half of current Mathematics teachers have engaged in professional learning activities in Mathematics in the past 12 months, especially those teaching in Years 11-12 (72%).

Sixty per cent of the teachers who are currently teaching Physics in Years 11-12 have undertaken at least 3 years tertiary study in the field, and 94% have completed at least one year of tertiary education in Physics. Of those secondary school teachers who are current teaching Physics in Years 11-12, 72% have undertaken training in the methodology of teaching Physics. A high proportion of those teaching Physics in Years 11-12 have more than five years teaching experience in the field (72%), and professional learning activities in Physics have been undertaken by 55% of the Years 11-12 Physics teachers in the past 12 months.

Based on the data for selected areas in Table 6.14, it would seem that high proportions of those teaching LOTE and Special Needs in primary schools do not have either extensive tertiary qualifications or teaching experience in those fields. In secondary schools high proportions of those teaching Information Technology, and to a lesser extent Years 7/8-10 Mathematics, seem to lack extensive qualifications or experience in the fields.

Nevertheless, even those teachers currently teaching in areas such as Mathematics and Physics – areas where high proportions of teachers seem to be well qualified and experienced -- quite high proportions of teachers feel that they need more opportunities for professional learning in content or subject matter and methods for engaging students in the subject matter (see Table 6.15).¹³ Around 35% of those currently teaching Mathematics feel that they have either a moderate or major need for professional learning in the content or subject matter knowledge they are expected to teach, as do 28% of those currently teaching Physics.

Furthermore, just over 60% of those teaching Mathematics and Physics indicated that they feel a major or moderate need for more opportunities for professional learning in effective methods for engaging students in the subject matter. About 25-30% of these teachers felt they had a minor need for such development and only a small proportion of teachers felt they had no need.

Table 6.15: Secondary teachers of Mathematics and Physics: perceived needs for professional learning

	Currently teaching in:	
	Mathematics	Physics
I need professional learning in¹:		
<i>Knowledge of content area or subject matter I am expected to teach</i>		
Major need	10	8
Moderate need	26	20
Minor need	36	41
No need	27	28
Missing data	2	3
	100	100
<i>Effective methods for engaging students in the subject matter</i>		
Major need	22	16
Moderate need	40	45
Minor need	29	24
No need	8	13
Missing data	1	2
	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

1. It should be noted that many teachers teach in different subject areas, and the data do not allow for a differentiation of perceived need by subject area.

¹³ These data relate to the analysis of professional learning in Chapter 7. It should be noted that many teachers teach in different subject areas, and the current data do not allow for a differentiation of perceived need by subject area.

7. PROFESSIONAL LEARNING ACTIVITIES

7.1 Introduction

This chapter reports the results from the Teacher questionnaire Section E (*Professional Learning Activities*) and the Leader questionnaire Section E (*Professional Learning and Preparation for the Leadership Role*). The questions examined the extent of participation in professional learning activities over the past 12 months, perceived benefits, and areas of need for future professional learning. Leaders were also asked specific questions about how well prepared they felt they were for the school leadership role.

7.2 Extent of participation in professional learning

Teachers and leaders were asked how many days that they had spent in professional learning activities in the past 12 months. The results are recorded in Table 7.1. On average, teachers reported that they spent 9-10 days in professional learning, and leaders spent an average of 12-13 days. The responses from those in primary and secondary schools were very similar. Around 20% of primary and secondary teachers spent 3 days or less on professional learning activities in the past 12 months, and only around 2% reported that they spent more than 30 days. The responses were largely bunched in the range 5-15 days.

Analyses by school sector and location indicated that there were no differences among primary teachers in the average number of days spent in professional learning activities over the past 12 months: primary teachers in government and non-government schools, and in metropolitan and non-metropolitan locations all averaged 10 days. Among secondary teachers there were only slight differences in the average number of professional learning by school sector (10 in Catholic secondary schools, 9 in government and 8 in Independent) and no differences in the average number of days among teachers in different geographic locations.

Table 7.1: Teachers and leaders: number of days engaged in professional learning activities over the past 12 months

Days	Primary	Secondary	Primary	Secondary
	%	%	%	%
<1	2	2	<0.5	<0.5
1	2	3	<0.5	<0.5
2	4	8	1	3
3	8	9	3	4
4	7	10	5	5
5	13	15	8	11
6-10	36	32	39	39
11-15	10	8	21	17
16-20	6	4	13	11
21-25	2	1	4	3
26-30	1	1	3	2
>30	2	2	3	3
Missing data	5	4	1	2
	100	100	100	100
Average days	10	9	13	12

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data; the proportions may not add to 100 due to rounding.

The 1999 ACE survey reported that over 80% of respondents had spent 4 or more days in in-service education over the two-year period 1997 and 1998, and 13% had participated in 2-3 days. That survey focused on in-service education rather than professional learning more broadly defined, so the results are not strictly comparable, although they show a similar spread of participation among teachers.

The 1999 national survey of professional development, *PD 2000* (McRae *et al.*, 2001) used a conception of professional development that was closer to the definition used in the current survey. That survey reported that 60% of teachers participated in 2-5 days of professional development within school hours in 1999, and nearly 50% participated in more than 4 days in out-of-school professional development activities. These numbers suggest that, if anything, there has been some overall increase in the extent of participation in professional learning since 1999.

7.3 Perceived benefits of professional learning

The majority of teachers reported that the professional learning activities that they engaged in over the past 12 months had been beneficial in improving their skills and knowledge. As Table 7.2 shows for primary teachers, and Table 7.3 for secondary teachers, around 60-70% indicated that the professional learning had increased their skills and capacity to perform their role at the school to a major or moderate extent. On most items less than 5% of primary teachers and 10% of secondary teachers felt that their skills and knowledge had not been improved at all.

Table 7.2: Primary teachers: perceived benefits of professional learning activities (% rating)

To what extent have the professional learning activities you have engaged in over the past 12 months increased:	Major extent	Moderate extent	Minor extent	Not at all	Missing	
The effectiveness of the methods you use to promote student learning	28	48	15	2	8	100
Your capacity to meet the learning needs of your students	27	48	14	2	8	100
Your capacity to provide effective feedback to your students	15	43	28	6	8	100
Your access to useful teaching materials and resources	22	43	23	4	9	100
Your capacity to engage students in worthwhile learning activities	32	44	13	2	8	100
Your capacity to perform your role at school	27	44	18	3	8	100

Note: Professional learning activities are defined in the note to Table 7.1. Weighted data; the proportions may not add to 100 due to rounding.

Table 7.3: Secondary teachers: perceived benefits of professional learning activities (% rating)

To what extent have the professional learning activities you have engaged in over the past 12 months increased:	Major extent	Moderate extent	Minor extent	Not at all	Missing	
The effectiveness of the methods you use to promote student learning	18	47	23	6	6	100
Your capacity to meet the learning needs of your students	19	47	22	5	7	100
Your capacity to provide effective feedback to your students	14	38	31	10	7	100
Your access to useful teaching materials and resources	25	40	21	7	7	100
Your capacity to engage students in worthwhile learning activities	23	45	20	5	7	100
Your capacity to perform your role at school	24	40	23	7	7	100

Note: Professional learning activities are defined in the note to Table 7.1. Weighted data; the proportions may not add to 100 due to rounding.

One possible response to teacher shortages is to encourage current teachers to develop expertise in teaching in different areas of the curriculum and in different levels of schooling. Table 7.4 indicates that 20% of primary teachers and 16% of secondary teachers engaged in professional learning over the past 12 months that involved developing their capacity to teach in a different curriculum area from their regular teaching.¹⁴

Among primary teachers, the most common such areas were English (33% of those who did professional learning in a different area), Mathematics (28%) and Computing (26%). These proportions represent about 5-6% of all primary teachers. Among secondary teachers the most common such areas for professional learning were Computing (19%), Technology (16%), English (15%) and SOSE (15%). These proportions represent about 3% of all secondary teachers.

Table 7.4 indicates that slightly smaller proportions of teachers engaged in professional learning during the past 12 months that involved developing their capacity to teach in a different stage of schooling from their regular teaching: 18% of primary teachers and 14% of secondary teachers. The area of the Middle Years (Years 4-10) was nominated most frequently by both primary teachers (69% of those who did professional learning to develop their capacity to teach in a different stage of schooling) and secondary (65%), which presumably reflects growing interest in this phase of schooling. These proportions indicate that about 12% of all primary teachers, and 8% of secondary teachers, engaged in some form of professional learning over the past 12 months that involved developing their capacity to teach in the Middle Years.

¹⁴ These proportions are will be discussed further in Chapter 13 in light of the numbers of schools reporting teacher shortages in different curriculum areas.

Table 7.4: Teachers: extent to which professional learning activities involved developing capacity to teach in different curriculum areas or stages of schooling

Focus of professional learning	Primary %	Secondary %
<i>Did any of the professional learning activities you engaged in over the past 12 months involve developing your capacity to teach in a <u>different curriculum area</u> from your regular teaching?</i>		
Yes	20	16
No	73	78
Missing data	7	6
	100	100
<i>If 'Yes', indicate the area/s involved¹</i>		
English	33	15
Languages other than English	2	3
Mathematics	28	10
Science	9	7
Society and Environment Studies	10	15
The Creative and Performing Arts	12	5
Computing	26	19
Technology	18	16
Health and Physical Education	10	6
Special Needs	17	14
Vocational Education and Training	2	14
Other	18	19
<i>Did any of the professional learning activities you engaged in over the past 12 months involve developing your capacity to teach in a <u>different stage of schooling</u> from your regular teaching?</i>		
Yes	18	14
No	75	80
Missing data	7	6
	100	100
<i>If 'Yes', indicate the stage/s of schooling involved²</i>		
Pre-Primary	13	2
Early Primary Years (Years 0-3)	45	7
Middle Years (Years 4-10)	69	65
Senior Secondary Years (Years 11-12)	6	48
Other	5	6

Note: Professional learning activities are defined in the note to Table 7.1. Weighted data; the proportions may not add to 100 due to rounding.

1. Respondents could indicate more than one curriculum area. The percentage figure in each cell in this section relates just to that cell e.g. 33% of the primary teachers who had engaged in professional learning to develop their capacity in a different area from their regular teaching did so in English.

2. Respondents could indicate more than one stage of schooling. The percentage figure in each cell in this section relates just to that cell e.g. 13% of the primary teachers who had engaged in professional learning to develop their capacity in a different stage from their regular teaching did so in Pre-Primary Education.

7.4 Perceived needs for professional learning

Table 7.5 reports on the areas in which primary teachers feel that they need more professional development. In most areas at least one-third of primary teachers and more commonly more than half, expressed either a moderate or major need for professional learning. The areas of greatest need appear to be in 'making more effective use of computers in student learning' (66% indicated either a major or moderate need), 'methods for assessing student learning and development' (65%), and 'developing activities relevant to my students' (57%).

Table 7.5: Primary teachers: perceived needs for more professional learning (% rating)

In which of the following areas do you feel you need more opportunities for professional learning?	Major need	Moderate need	Minor need	No need	Missing	
Knowledge of the content or subject matter I am expected to teach	9	31	37	15	7	100
Effective methods for engaging students in the subject matter	14	40	30	9	7	100
Planning worthwhile learning goals for my students	11	42	31	9	7	100
Developing learning activities relevant to my students	17	40	29	7	7	100
Broadening the range of areas I am able to teach	12	32	33	16	7	100
Knowledge of the cultural heritage of my students	7	26	42	18	7	100
Knowledge about how my students learn	14	37	35	8	7	100
Managing student behaviour	15	31	35	13	7	100
Methods for assessing student learning and development	23	42	24	4	7	100
Communicating with parents/guardians	5	21	44	22	7	100
Reporting to parents/guardians	11	30	36	15	7	100
Analysing and reflecting on feedback about my teaching	7	35	41	11	7	100
Building a collaborative professional work culture with colleagues	10	28	38	17	7	100
Making more effective use of computers in student learning	29	37	21	6	7	100
Providing educational leadership to colleagues	13	28	37	15	7	100
Other	1	1	1	4	92	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 7.6 reports the equivalent information for secondary teachers. In most areas there were fewer secondary teachers than primary teachers who expressed either a moderate or major need for professional learning, although the proportions are still quite substantial. The three areas of greatest need among secondary teachers are the same three areas as for primary teachers, although in a different order: ‘developing activities relevant to my students’ (72%); ‘making more effective use of computers in student learning’ (60%); and ‘methods for assessing student learning and development’ (55%).

Table 7.6: Secondary teachers: perceived needs for more professional learning (% rating)

In which of the following areas do you feel you need more opportunities for professional learning?	Major need	Moderate need	Minor need	No need	Missing	
Knowledge of the content or subject matter I am expected to teach	12	28	35	19	56	100
Effective methods for engaging students in the subject matter	19	40	28	8	5	100
Planning worthwhile learning goals for my students	13	37	33	12	5	100
Developing learning activities relevant to my students	20	42	26	7	5	100
Broadening the range of areas I am able to teach	12	25	30	28	5	100
Knowledge of the cultural heritage of my students	7	22	40	26	5	100
Knowledge about how my students learn	15	38	32	10	5	100
Managing student behaviour	15	26	36	18	5	100
Methods for assessing student learning and development	16	39	32	8	5	100
Communicating with parents/guardians	5	20	43	27	5	100
Reporting to parents/guardians	7	23	41	24	6	100
Analysing and reflecting on feedback about my teaching	7	29	44	15	5	100
Building a collaborative professional work culture with colleagues	12	27	38	19	5	100
Making more effective use of computers in student learning	24	36	25	11	5	100
Providing educational leadership to colleagues	13	30	34	17	5	100
Other	3	1	1	4	91	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

7.5 Preparation of school leaders

Tables 7.7 and 7.8 indicate that 16% of primary leaders and 16% of secondary leaders report that they have not undertaken any preparatory training for the leadership role. The most common form of leadership preparation (for 67% of primary leaders and 59% of secondary leaders) was a leadership development program organised by their employer. Around 75% of the participants in such programs found that preparation to be helpful or very helpful. The next most common preparation was a regional/district program with other new principals (participated in by 57% of primary leaders and 49% of secondary leaders), which was reported as helpful or very helpful by about 60-65% of participants. The activity that was generally rated as the least helpful was leadership orientation programs with colleagues at the same school.

Table 7.7: Primary leaders: professional learning for the leadership role (% participation and rating)

Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?	<i>Undertaken</i>	<i>Very helpful</i>	<i>Helpful</i>	<i>Of some help</i>	<i>Not at all helpful</i>	
	%	%	%	%	%	%
Leadership development program organised by your employer	67	35	40	21	6	100
Structured mentoring by an experienced colleague	47	40	26	26	8	100
Regional/District program with other new leaders	57	24	43	23	11	100
Leadership orientation program with colleagues at your school	40	14	36	30	20	100
Leadership program organised by a professional association	48	29	36	22	13	100
Post-graduate study in education	44	32	29	20	20	100
Other assistance ¹	13	57	23	8	12	100
<i>I have not undertaken any preparatory training</i>	16					

Note: Weighted data; the proportions may not add to 100 due to rounding.

1. A large number and variety of 'other' forms of other assistance were reported, none of which involved more than 1% of primary leaders.

Table 7.8: Secondary leaders: professional learning for the leadership role (% participation and rating)

Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?	<i>Undertaken</i>	<i>Very helpful</i>	<i>Helpful</i>	<i>Of some help</i>	<i>Not at all helpful</i>	
	%	%	%	%	%	%
Leadership development program organised by your employer	59	32	40	22	6	100
Structured mentoring by an experienced colleague	43	37	28	20	15	100
Regional/District program with other new leaders	49	20	40	28	13	100
Leadership orientation program with colleagues at your school	38	21	37	25	16	100
Leadership program organised by a professional association	47	28	42	19	12	100
Post-graduate study in education	46	39	30	17	15	100
Other assistance ¹	12	66	18	4	13	100
<i>I have not undertaken any preparatory training</i>	15					

Note: Weighted data; the proportions may not add to 100 due to rounding.

1. A large number and variety of 'other' forms of other assistance were reported, none of which involved more than 1% of secondary leaders.

Table 7.9 indicates that around 40% of leaders hold some form of formal leadership accreditation or qualification. The most commonly held such accreditation or qualifications are those issued by a university (24% of secondary leaders and 16% of primary leaders) or by their employing authority (18% of primary leaders and 11% of secondary leaders). Around 6-7% of leaders report that they hold leadership accreditation or a qualification issued by a professional association.

Table 7.9: Formal leadership accreditation or qualification

Do you have a formal leadership accreditation or qualification?	Primary leaders	Secondary leaders
	%	%
Yes – issued by your employer	18	11
Yes – issued by a professional association	6	7
Yes – issued by a university	16	24
Yes – another form of qualification	4	2
No	62	60

Note: Leaders could indicate that they hold more than one form of leadership accreditation or qualification, and therefore the responses do not add to 100%. Weighted data.

Despite the generally high levels of participation in leadership development programs, and that they were generally seen as helpful, the majority of leaders did not feel well prepared for their first leadership post (Table 7.10). Among primary leaders, 55% reported that they felt only somewhat prepared or poorly prepared, as did 52% of secondary leaders. These findings were also reflected in the case study work reported by Dinham et al. (2000).

Table 7.10: Leaders: perceptions of how well prepared for first leadership post

Overall, how well prepared did you feel for your first post in a school leadership role?	Primary %	Secondary %
Very well prepared	9	10
Well prepared	35	36
Somewhat prepared	43	42
Poorly prepared	12	10
Missing data	1	2

Note: Weighted data; the proportions may not add to 100 due to rounding.

In terms of how well primary leaders currently feel prepared for different aspects of the job, the large majority feeling either well prepared or very well prepared (Table 7.11). The areas of greatest need appear to be in ‘managing school budgets and resources’ (48% feel only somewhat prepared or poorly prepared) and ‘stress management’ (46%). Dinham et al (2000) also reported that leaders were least well prepared for inter-personal and people management issues.

Table 7.11: Primary leaders: perceptions of how well prepared for different aspects of the school leadership role

How well prepared do you currently feel in the following aspects of the school leadership role?	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared	Missing	%
	%	%	%	%	%	
School goal-setting and development	32	49	17	2	1	100
School curriculum and assessment	34	49	16	1	1	100
Change management	26	45	26	3	1	100
Managing human resources	32	50	17	1	1	100
Managing physical resources	28	42	25	5	1	100
Managing school budgets and finances	18	34	36	12	1	100
School accountability requirements	18	48	30	4	1	100
Student welfare and pastoral care	47	43	9	<0.5	1	100
Relationships with families & school community	51	39	8	1	1	100
Assessing teacher performance	25	48	23	3	1	100
Conflict resolution	21	47	27	4	1	100
Time management	24	45	26	4	1	100
Stress management	12	41	36	10	1	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 7.12 reveals a similar pattern of responses among secondary principals, with the large majority feeling either well prepared or very well prepared for most aspects of the leadership role. As was the case with primary leaders, the greatest needs among secondary principals appear to be in ‘managing school budgets and resources’ (46% feel only somewhat prepared or poorly prepared) and ‘stress management’ (41%).

Table 7.12: Secondary leaders: perceptions of how well prepared for different aspects of the school leadership role

How well prepared do you currently feel in the following aspects of the school leadership role?	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared	Missing	%
	%	%	%	%	%	
School goal-setting and development	32	49	17	1	2	100
School curriculum and assessment	36	49	13	1	2	100
Change management	30	46	20	2	2	100
Managing human resources	35	45	18	1	2	100
Managing physical resources	29	42	23	5	2	100
Managing school budgets and finances	18	34	32	14	2	100
School accountability requirements	20	46	27	4	2	100
Student welfare and pastoral care	54	36	8	<0.5	2	100
Relationships with families & school community	52	36	10	<0.5	2	100
Assessing teacher performance	25	48	22	3	2	100
Conflict resolution	28	47	19	4	2	100
Time management	28	42	24	4	2	100
Stress management	18	39	32	9	2	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Overall the findings reported in Tables 7.11 and 7.12 suggest that there is great diversity in school leaders' professional learning needs, and that a tailored approach is needed -- 'one-size fits all' leadership development programs are unlikely to be effective.

8. CAREER PATHS IN TEACHING

8.1 Introduction

This chapter reports responses to the *Your Career in Teaching* section of the Teacher questionnaire (Section F) and *Your Career in Schools* of the Leader questionnaire (Section F). Most of the questions are the same for both groups, with additional questions focusing on school leaders' movement into leadership positions. The issues addressed include the age at which people started teaching, the number of different schools worked in, movement between states and territories and school sectors, and reasons behind the decision to join their current school.

8.2 Age of Starting Teaching

Table 8.1 records the age at which teachers and leaders reported that they had started teaching. There was a very wide range reported – from 18 to 62 years among teachers, and from 18 to 52 years among school leaders. The majority started teaching in the age band 21-25 years: 58% of primary teachers and 63% of secondary teachers. School leaders commenced their careers in slightly greater numbers when they were in the 21-25 age range: 59% of primary leaders and 76% of secondary leaders.

The fact that reasonably large proportions reported that they commenced teaching at age 20 or earlier (e.g. 20% of primary teachers and 27% of primary leaders) presumably reflects the numbers among older groups of teachers who may have counted their start from having taken on a teaching scholarship. Alternatively, they may have done a relatively short teaching course at that time.

Overall, among the current teacher and school leader workforce groups, people started their teaching career quite young, with the average starting age of between 22 (primary leaders) and 25 years (secondary teachers). Only around 6-7% of teachers and 4-5% of leaders commenced teaching after the age of 35 years.

This question was not asked in the 1999 ACE survey, but it is likely that in recent years the proportions of beginning teachers aged in their thirties and beyond has grown (ACDE, 2006).

Table 8.1: Proportions of teachers and school leaders by age commenced teaching

Age	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
18-20	20	8	27	13
21-25	58	63	59	76
26-30	8	12	8	5
31-35	3	5	3	2
36-40	3	4	3	2
41-45	2	2	<0.5	<0.5
46-50	1	1	<0.5	<0.5
50+	<0.5	<0.5	<0.5	<0.5
Missing data	6	5	1	2
	100	100	100	100
Average	24	25	22	23

Note: Weighted data; the proportions may not add to 100 due to rounding

8.3 Length of Teaching Experience

Table 8.2 reports the total number of years that current teachers and school leaders have been teaching (including working in a leadership position for the latter group). On average, primary and secondary teachers have been teaching for 17 years. The survey indicated that 6% and 8% of secondary teachers were in their first year of teaching, and that between 30-35% of teachers have been teaching for 10 years or less. Around one in ten primary teachers (9%) and one in six secondary teachers (16%) had been teaching for more than 30 years.

On average, leaders have been teaching for longer than teachers, namely 25 years. Only 5% of current school leaders have been teaching for less than 10 years. The majority of primary leaders (57%) have been teaching for over 25 years, as have half the secondary leaders.

Table 8.2: Proportions of teachers and school leaders by years of teaching experience

Years	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
0-1	6	8	--	--
2-5	15	11	--	1
6-10	14	13	4	4
11-15	12	10	6	11
16-20	13	13	19	11
21-25	12	13	24	23
26-30	13	12	28	25
>30	9	16	19	25
Missing data	6	5	<0.5	2
	100	100	100	100
Average	17	17	25	25

Note: Weighted data; the proportions may not add to 100 due to rounding

This question was not asked in the 1999 ACE survey in this form, so it is not possible to indicate any trends in the length of overall teaching experience. However, as noted in Section 3.2 of the present report, there does appear to have been a slight increase in the average age of teachers since the 1999 survey, which suggests that there may have also been an increase in the length of teaching experience.¹⁵

It was reported in Chapter 3 that teachers in non-metropolitan schools are younger on average than teachers in other schools, especially at secondary school level. This difference by school location is also evident in terms of average teaching experience. Table 8.3 examines the differences in teachers' average length of teaching experience by school location, and by school sector.

¹⁵ The average age of beginning teachers also appears to have increased in recent years (ACDE, 2006), and the average length of teaching experience has probably increased by a smaller amount than the increase in teachers' average age.

Table 8.3: Teachers' average length of teaching experience, by school location, and school sector

	Primary (av. teaching experience in years)	Secondary (av. teaching experience in years)
<i>School location</i>		
Metropolitan	17	17
Provincial	17	16
Remote	11	12
<i>School sector</i>		
Government	17	17
Catholic	17	17
Independent	14	17

Note: Weighted data.

On average, teachers working in remote schools have 5-6 years less teaching experience than teachers in metropolitan and provincial schools. Table 8.3 indicates that there is little difference in the average length of teachers' experience in the Government, Catholic and Independent sectors, except that primary teachers in Independent schools have 3 years less experience on average than primary teachers in the other sectors.

8.4 Schools worked in

Is this the first school?

Teachers and leaders were asked whether their current school was the first school they had worked in. Table 8.4 reports the results. Among primary teachers 16% reported that they were currently teaching in their first school; among secondary teachers the proportion was slightly higher (21%). Not surprisingly, much lower proportions of school leaders (7%) were currently in the school where they first started teaching. Those who become school leaders have predominantly taught in more than one school.

Table 8.4: Proportions of teachers and school leaders who are currently teaching in their first school

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
Yes	16	21	7	7
No	78	75	92	91
Missing data	6	4	1	2
	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

This question was not asked in the 1999 ACE survey so it is not possible to indicate any trends.

Length of time in the first school

The teachers and leaders who were not currently working at their first school were asked how long they had taught at their first school (Table 8.5). The typical experience seems to have involved spending only a short time at their first school. Among primary teachers 42% spent less

than two years at their first school, as did 40% of secondary teachers. The proportions among those who are currently school leaders were slightly lower (27% of primary leaders and 22% of secondary leaders). On average, teachers who have worked in more than one school spent 3 years at their first school. Only around 5% of teachers and leaders who had moved schools had spent more than 10 years at their first school.

Table 8.5: Proportions of teachers and leaders who had worked in more than one school by number of years taught in their first school

Years	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<1	14	16	4	4
1	28	24	23	18
2	19	18	20	19
3	14	14	16	14
4-5	12	13	15	17
6-10	8	9	13	16
>10	4	6	4	7
Missing data	1	1	5	4
	100	100	100	100
Average	3	3	4	5

Note: Weighted data; the proportions may not add to 100 due to rounding

This question was not asked in the 1999 ACE survey so trend data are not available.

Sector and Location of the First School

Another perspective on teacher mobility was provided by questions that asked whether teachers' current school was in the same school sector and state and territory as their first school, and whether it was located in a capital city. The results are recorded in Table 8.6.

The data in Table 8.6 indicate considerable movement of teachers and school leaders between school sectors, and to a lesser extent between states and territories. Of those primary school teachers who have worked in more than one school, 29% are currently working in a different school sector from their first school, as are 40% of secondary teachers who have worked in more than one school. The most marked movement has been from the government to the non-government school sector, accounting for about 70% of those teachers who have moved sectors.

Movement across school sectors is also evident among those who are currently working as school leaders, although to a slightly smaller extent than among teachers. As Table 8.6 indicates, 26% of current school primary leaders are working in a different sector to their first school, as are 37% of current secondary school leaders. Around three-quarters of this inter-sectoral mobility was from government to non-government schools. Note that most of this mobility does not seem to have involved moving from a leadership position in a government school to an equivalent position in a non-government school (see Section 8.5 below).

Table 8.6 shows that at least 80% of teachers and leaders who have moved schools are currently teaching in the same state or territory as their first school. Around 10% of teachers have changed state or territory. The more detailed data (not shown here) suggest that interstate mobility is most evident for teachers currently working in the smaller states and territories.

It appears that for around 6-9% of the teachers who are working in a different school from their first school, their first school was in another country.

Table 8.6 indicates that for just over 50% of the teachers and leaders who have worked in more than one school, their first school was located outside a capital city.

Table 8.6: Proportions of teachers and school leaders who had worked in more than one school, by the sector and location of their current and first schools

Was the first school in:	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<i>The same school sector?</i>				
Yes	71	60	74	63
No: a Government school	20	28	19	29
No: a Catholic school	5	6	5	6
No: an Independent school	4	6	2	2
Missing data	<0.5	<0.5	<0.5	<0.5
	100	100		
<i>The same state/territory?</i>				
Yes	85	81	88	80
No: another state/territory	9	10	7	15
No: another country	6	9	5	5
Missing data	<0.5	<0.5	1	<0.5
	100	100	100	100
<i>A capital city?</i>				
Yes	45	48	47	48
No	55	52	54	52
Missing data	<0.5	1	<0.5	<0.5
	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding

Number of schools worked in

Table 8.7 records the average number of different schools worked in by those who have taught at more than one school. For primary teachers the average is 5 schools, and secondary teachers 4 schools. School leaders have taught in a slightly larger number of schools on average, which reflects the fact that they generally have more teaching experience: an average of 6 schools per primary school leader and 5 schools for secondary leaders.

Table 8.7: Average number of schools worked in by teachers and leaders who have worked in more than one school

Teachers		Leaders	
Primary	Secondary	Primary	Secondary
5	4	6	5

Note: Excludes periods of relief or short-term contract teaching of less than one month duration; weighted data

Reasons for Joining Current School

Table 8.8 indicates that among primary teachers who have worked in more than one school, the most important factors in joining their current school were ‘a more convenient school location’ (47% rated this as very important or important), ‘positive school ethos and values’ (39%),

‘professional learning opportunities’ (29%), and ‘more opportunities to teach in my preferred areas’ (26%). One in five primary teachers who had changed schools indicated that ‘end of contract at the former school’ (20%) was a very important or important factor, as was ‘dissatisfaction with my former school’ (19%). Extrinsic factors such as ‘better pay and conditions’ (7%) or ‘taking up a promotion’ (7%) were rated as very important or important by relatively few of those who had changed schools.

Table 8.8: Primary teachers: factors in the decision to join their current school among teachers who have worked in more than one school (%)

	Very important	Important	Of some importance	Not at all important	Not applicable	Missing	
Dissatisfaction with my former school	12	7	10	23	49	2	100
End of contract at the former school	15	5	4	11	66	2	100
Better pay and conditions	3	4	5	20	67	2	100
Taking up a promotion	4	3	3	18	72	2	100
More opportunity to teach in my preferred areas	15	11	9	15	51	2	100
Positive school ethos and values	22	17	15	12	34	2	100
Professional learning opportunities	12	17	16	19	37	2	100
A more convenient school location	31	16	13	14	26	2	100
Mandated school mobility requirements	7	3	5	17	68	3	100
Other factors	9	1	<0.5	1	9	81 ^a	100

Note: Weighted data; the proportions may not add to 100 due to rounding

a. This indicates that relatively few teachers provided a response to the ‘Other factors’ category.

Table 8.9 records the responses for secondary teachers who have changed schools. The pattern is similar to that for primary teachers. Secondary teachers who have worked in more than one school rated the most important reasons for joining their current school as ‘a more convenient school location’ (46% indicated this as a very important or important factor), ‘positive school ethos and values’ (43%), ‘more opportunities to teach in my preferred areas’ (32%), and ‘professional learning opportunities’ (26%). ‘Dissatisfaction with the former school’ (21%) or ‘the end of contract at the school’ (18%) were rated as very important or important by about one in five secondary teachers who had changed schools, and ‘better pay and conditions’ (12%) or ‘taking up a promotion’ (11%) by about one in ten.

Table 8.9: Secondary teachers: factors in the decision to join their current school among teachers who have worked in more than one school (%)

	Very important	Important	Of some importance	Not at all important	Not applicable	Missing	
Dissatisfaction with my former school	13	8	13	22	44	1	100
End of contract at the former school	13	5	3	10	69	1	100
Better pay and conditions	6	6	8	20	61	1	100
Taking up a promotion	7	4	4	18	67	1	100
More opportunity to teach in my preferred areas	19	13	10	14	44	1	100
Positive school ethos and values	22	21	15	12	30	1	100
Professional learning opportunities	10	16	18	20	37	1	100
A more convenient school location	29	17	12	16	27	1	100
Mandated school mobility requirements	6	3	5	17	70	2	100
Other factors	9	2	<0.5	<0.5	8	81 ^a	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

a. This indicates that relatively few teachers provided a response to the ‘Other factors’ category.

8.5 School leaders' careers

Some aspects of school leaders' career paths have been discussed earlier in this chapter: the age at which they started teaching (Section 8.2); length of teaching experience (Section 8.3); and the time spent in their first school, the sector and location of their first school, and the number of schools they have worked in (Section 8.4). This section focuses more directly on school leaders by analysing the period from when they first obtained their leadership position.

Age at First Appointment to a Leadership Position

School leaders tend to be in their late 30s and early 40s when first appointed to formal leadership positions (Table 8.10). On average, primary Deputy Principals are first appointed to that position when aged 39 years, and primary Principals are first appointed at age 41 years. On average, secondary leaders are first appointed at a slightly greater age: 41 years for Deputy Principals and 44 years for Principals.

School leaders typically start their teaching career in their early 20s (see Table 8.1), and so on average it takes school leaders around 15-20 years to first gain a Deputy Principal or Principal position in schools.

Table 8.10: School leaders: age of first appointment to their current leadership level

Age (years)	Deputy Principal		Principal	
	Primary %	Secondary %	Primary %	Secondary %
<25	1	<0.5	6	--
25-29	13	5	9	2
30-34	16	13	11	5
35-39	15	16	16	18
40-44	20	25	20	35
45-49	20	25	25	29
50+	13	14	14	13
Missing data	1	1	1	1
	100	100	100	100
Average age	39	41	41	44

Note: Weighted data; proportions may not add to 100 due to rounding.

Currently in the First Leadership Position?

School leaders were asked whether their current position is the first time that they have been either a Deputy Principal or Principal. Their responses are recorded in Table 8.11. In this sample just over half of the primary school leaders (53%) and two-thirds of the secondary leaders (67%) were holding the level of their current position for the first time.

Table 8.11: School leaders: proportion currently in their first position

Current leadership position is for the first time?	Primary %	Secondary %
Yes	53	67
No	46	31
Missing data	2	2
	100	100

Note: Weighted data; proportions may not add to 100 due to rounding.

Length of Time in First Leadership Appointment at Current Level

Among those school leaders who have held more than one appointment at their current level (i.e. one-half of primary leaders and one-third of secondary leaders) the average time spent in their first appointment was 5 years (Table 8.12). Around one-third of such leaders (30% in primary schools and 35% in secondary) spent less than 3 years in their first appointment at their current level. Only around 10% of the leaders who had held more than one appointment at their current level spent more than 10 years in the first position.

Table 8.12: School leaders: length of time spent in the first appointment at their current level

Years in first position at current level	Primary %	Secondary %
< 2	19	23
2	11	12
3	13	16
4	10	10
5	13	10
6	11	6
7	5	3
8	4	4
9	2	2
10-14	7	6
15-19	2	3
20+	2	1
Missing data	3	7
	100	100
Average	5	5

Note: The data only apply to school leaders who have held more than one appointment at their current level. Weighted data; proportions may not add to 100 due to rounding.

The next two sections focus on leaders who have held more than one position at their current level.

Leadership Mobility between School Sectors and States and Territories

Those school leaders who had held more than one appointment at their current level were asked to compare their current school's sector and location with the school where they first held an appointment at their current level. The results are recorded in Table 8.13.

Most leaders who have held more than one post at their current level are working in the same school sector as their first appointment: 90% among primary leaders and 86% among secondary leaders. It was noted earlier in this chapter (Table 8.5) that 27% of the current primary school leaders and 37% of current secondary leaders were working in a different school sector from where they were first appointed as a teacher; most such movement seemed to be from the government to the non-government sector. However, the data in Table 8.13 indicate that relatively few school leaders transfer between school sectors once they have been appointed to a leadership post: inter-sectoral mobility generally happens earlier in the career.

Table 8.13 shows that at least 90% of leaders who have held more than one post at their current level are currently working in the same state or territory where they were first appointed to that level. Only small numbers report that the first school where they held the level of appointment was in another state or territory (4% of primary leaders and 6% of secondary leaders) or in another country (3% and 4%, respectively).

Table 8.13 indicates that for just over one half of the leaders who have held more than one post at their current level, their first school at that level was located outside a capital city (53% for primary and 54% for secondary). This suggests that an initial appointment to a leadership position in a non-metropolitan school is a common feature of leaders' career paths.

Table 8.13: Proportions of school leaders who have held more than one appointment at their current level, by the sector and location of their current and first schools at that level

Was the first school in:	Primary %	Secondary %
<i>The same school sector?</i>		
Yes	90	86
No: a Government school	6	6
No: a Catholic school	2	5
No: an Independent school	2	3
Missing data	2	<0.5
	100	100
<i>The same state/territory?</i>		
Yes	94	90
No: another state/territory	4	6
No: another country	3	4
Missing data	<0.5	<0.5
	100	100
<i>A capital city?</i>		
Yes	48	45
No	53	54
Missing data	<0.5	1
	100	100

Note: The data only apply to school leaders who have held more than one appointment at their current level. Weighted data; proportions may not add to 100 due to rounding.

Pathway to their Current Position

School leaders were asked about the pathway to their current position. The results are reported in Table 8.14. The most common pathway was promotion (77% for primary leaders and 80% for secondary) rather than movement from a similar position at the same level (22% for primary leaders and 18% for secondary). Among primary leaders, 36% were promoted from another school in the same sector in the same state or territory, and 33% were promoted from within the same school. Among secondary leaders it was more common to be promoted from within the

same school (41%) than from another school in the same school system (29%). This difference may reflect the fact that secondary schools are generally larger than primary schools, and hence a greater number of leadership posts are likely to be available for internal applicants.

For those leaders who have moved from a position at a similar level, the most common path was from within the same school system: 17% of primary leaders and 14% of secondary leaders. Only very small proportions of current school leaders had moved to their current position from another school sector or state/territory.

Table 8.14: School leaders: pathway to their current position

Pathway to current leadership position	Primary %	Secondary %
<i>Promoted from...</i>		
Within the same school	33	41
Another school in the same school sector and state/territory	36	29
Another school in the same sector in a different state/territory	2	4
Another school in a different sector in the same state/territory	3	2
Another school in a different sector in a different state/territory	<0.5	1
Other	2	3
	77	80
<i>Moved from a similar position in...</i>		
The same school sector and state/territory	17	14
The same school sector in a different state/territory	1	1
A different school sector in the same state/territory	1	2
A different school sector in a different state/territory	<0.5	<0.5
Other	2	2
	39	18
Missing data	1	2
	100	100

Weighted data; proportions may not add to 100 due to rounding.

9. EARLY CAREER TEACHERS

9.1 Introduction

This chapter reports the results from Section G of the Teacher questionnaire, *Early Career Teachers*. For the purposes of the survey, early career teachers were defined as those who had been teaching for less than 5 years. In the primary school teacher sample, 17% had been teaching for less than 5 years. Among secondary school teachers, 19% were in this category.

The questions asked for respondents' perceptions on the helpfulness of their pre-service teacher education course, the types of assistance they have received early in their career, and how helpful that assistance has been.

9.2 Helpfulness of pre-service teacher education

The questions sought early career teachers' perceptions of the helpfulness of their pre-service teacher education course in preparing them for a range of different aspects of teaching.¹⁶ Teacher education courses vary widely in structure and length and this needs to be borne in mind when interpreting the results.

Table 9.1: Early career primary teachers: perceptions of the helpfulness of their pre-service teacher education course

	Very helpful	Helpful	Of some help	Not at all helpful	Missing	
How helpful was your pre-service teacher education course in preparing you for:	%	%	%	%	%	%
Reflecting on my own teaching practices	22	48	24	5	1	100
Working effectively with other teachers	16	37	33	12	1	100
Developing students' numeracy skills	13	43	32	11	1	100
Developing students' literacy skills	11	39	36	13	1	100
Teaching the subject matter I am expected to teach	11	35	36	17	1	100
Handling a range of classroom management situations	11	35	37	15	2	100
Using teaching standards to improve my teaching practices	10	34	39	16	1	100
Using a variety of instructional methods for diverse student needs	9	37	43	10	1	100
Selecting and adapting curriculum and instructional materials	8	33	46	12	1	100
Assessing students' performance	7	31	46	15	1	100
Working effectively with parents/guardians	7	22	38	32	1	100
Teaching students with learning difficulties	7	22	44	26	1	100
Teaching students from different cultural backgrounds	6	25	46	23	1	100
Teaching students from Indigenous backgrounds	5	20	43	31	1	100

Note: Early career teachers are those with <5 years teaching experience (17% of the primary sample). Weighted data; the proportions may not add to 100 due to rounding.

¹⁶ In Chapter 13, principals' views on the preparation of recent teacher education graduates in a number of these areas are discussed.

There were 14 different aspects of teaching canvassed in the survey. As Table 9.1 shows, early career primary teachers rated ‘reflecting on my own teaching practice’ as the aspect that pre-service teacher education was most helpful in preparing them for (70% indicated either helpful or very helpful). The next two most highly ranked aspects were ‘developing students’ numeracy skills’ (56%), and ‘working effectively with other teachers’ (53%). Early career primary teachers felt that their pre-service course had been least helpful in preparing them for ‘teaching students from Indigenous backgrounds’ (25%) and ‘teaching students with learning difficulties’ (29%). Overall, less than half of the early career primary teachers felt that their course had been helpful or very helpful in preparing them for 10 of the 14 aspects of teaching canvassed by the survey.

Table 9.2 records the perceptions of early career secondary teachers on the helpfulness of their pre-service teacher education course in preparing them for the same 14 aspects of teaching. Overall, the pattern of responses was similar to that for primary teachers, although generally the secondary teachers appeared to rate their pre-service teacher education a little more highly. More than half of the early career secondary teachers felt that their course had been helpful or very helpful in preparing them for 6 of the 14 aspects canvassed by the survey (compared to 4 for primary teachers). The most helpful aspects were in preparing for ‘reflecting on my own teaching practice’ (72%), ‘teaching the subject matter I am expected to teach’ (65%), and ‘working effectively with other teachers’ (55%).

Table 9.2: Early career secondary teachers: perceptions of the helpfulness of their pre-service teacher education course

How helpful was your pre-service teacher education course in preparing you for:	Very helpful	Helpful	Of some help	Not at all helpful	Missing	%
	%	%	%	%	%	
Teaching the subject matter I am expected to teach	30	35	27	8	1	100
Reflecting on my own teaching practices	29	43	22	6	1	100
Working effectively with other teachers	21	34	29	15	1	100
Using a variety of instructional methods for diverse student needs	16	38	35	11	1	100
Selecting and adapting curriculum and instructional materials	13	39	36	10	2	100
Handling a range of classroom management situations	14	30	36	19	1	100
Assessing students’ performance	12	40	35	13	1	100
Using teaching standards to improve my teaching practices	10	39	35	15	1	100
Teaching students with learning difficulties	9	19	46	25	1	100
Teaching students from different cultural backgrounds	7	19	49	24	1	100
Developing students’ literacy skills	6	26	40	28	1	100
Working effectively with parents/guardians	6	19	37	37	1	100
Developing students’ numeracy skills	6	18	38	38	1	100
Teaching students from Indigenous backgrounds	6	15	38	40	1	100

Note: Early career teachers are those with <5 years teaching experience (19% of the secondary sample). Weighted data; the proportions may not add to 100 due to rounding.

An interesting difference between early career primary and secondary teachers is that primary teachers rated the helpfulness of pre-service teacher education in developing students’ literacy and numeracy skills much more highly than did secondary teachers.

9.3 Types of assistance provided

The survey asked early career teachers whether they had been provided with any of six different forms of assistance, and how helpful they had been. Table 9.3 records the results for early career primary school teachers, and Table 9.4 for secondary school teachers.

Among primary early career teachers the most commonly provided form of assistance was ‘a designated mentor’ (67%), and the second most common was ‘an orientation program designed for new teachers’ (64%). Both forms of assistance were rated highly, with around 70% reporting that they had been either helpful or very helpful. The least commonly experienced form of assistance was ‘follow up from your teacher education institution’ (29%). Such assistance was rated as helpful or very helpful by about 30% of those to whom it had been provided.

Three-quarters (76%) of the early career primary teachers indicated that they had been provided with at least one of the forms of assistance surveyed.

Table 9.3: Early career primary teachers: types of assistance provided and perceptions of their helpfulness

Which of the following types of assistance have you been provided with and how helpful was it?	<i>Been provided</i>	<i>Very helpful</i>	<i>Helpful</i>	<i>Of some help</i>	<i>Not at all helpful</i>	
	%	%	%	%	%	%
A designated mentor	67	49	26	15	10	100
An orientation program designed for new teachers	64	27	41	23	9	100
Structured opportunities to discuss your experiences with other new teachers	45	30	31	25	13	100
A reduced face-to-face teaching workload	40	41	28	16	15	100
Follow-up from your teacher education institution	29	10	19	22	49	100
Other assistance	4	42	24	16	18	100
<i>Total provided with at least one such form of assistance</i>	76	-	-	-	-	

Note: Early career teachers are those with <5 years teaching experience (17% of the primary sample). Respondents were asked to focus on activities provided by their school or employer, rather than those initiated themselves. Weighted data; the proportions may not add to 100 due to rounding.

Table 9.4 indicates that assistance for early career secondary teachers seems to be more commonly provided than for primary teachers. The large majority (86%) of secondary teachers indicated that they had been provided with at least one of the forms of assistance canvassed. The two most common forms of assistance provided to early career secondary teachers were ‘an orientation program designed for new teachers’ (77%), and ‘a designated mentor’ (73%). Both were rated as either helpful or very helpful by two-thirds of the participants. All of the forms of assistance were rated positively, with the exception of ‘follow-up from your teacher education institution’ (which was experienced by 32% of the early career secondary teachers, and rated as helpful or very helpful by 27% of the participants).

Table 9.4: Early career secondary teachers: types of assistance provided and perceptions of their helpfulness

Which of the following types of assistance have you been provided with and how helpful was it?	<i>Been provided</i>	<i>Very helpful</i>	<i>Helpful</i>	<i>Of some help</i>	<i>Not at all helpful</i>	
	%	%	%	%	%	%
An orientation program designed for new teachers	77	31	37	28	5	100
A designated mentor	73	39	27	27	7	100
Structured opportunities to discuss your experiences with other new teachers	55	25	37	28	10	100
A reduced face-to-face teaching workload	52	43	27	21	9	100
Follow-up from your teacher education institution	32	9	18	24	49	100
Other assistance	7	51	9	10	30	100
<i>Total provided with at least one such form of assistance</i>	86	-	-	-	-	

Note: Early career teachers are those with <5 years teaching experience (19% of the secondary sample). Respondents were asked to focus on activities provided by their school or employer, rather than those initiated themselves. Weighted data; the proportions may not add to 100 due to rounding.

Further analyses of early career teachers as a group are provided in Chapter 10 (activities outside teaching) and Chapter 11 (career intentions).

10. ACTIVITIES OUTSIDE TEACHING

10.1 Introduction

This chapter reports the results from the Teacher questionnaire Section H (*Your Activities Outside Schools*), and the Leader questionnaire Section G (*Your Activities Outside Schools*). These questions are intended to provide some further background information on the people who join the teaching profession, as well as those who have returned to teaching after having either resigned or taken long-term leave.

10.2 Main activity at the time of deciding to become a teacher

Table 10.1 records the main activity (study, employment or home duties) that people were engaged in at the time they decided to become a teacher. The single most common activity was that of secondary school student, comprising 62% of primary teachers and 39% of secondary teachers. There were more secondary teachers (24%) than primary teachers (10%) who indicated that they made this decision when they were a tertiary student or recent tertiary graduate (6% and 2%, respectively). Overall, the impression from Table 10.1 is that most teachers decided to become teachers when studying: only 11% of primary teachers and 17% of secondary teachers indicated that their main activity was employment at the time they made the decision. On average, most such people had been employed for 5-10 years when they made the decision to become a teacher.

Table 10.1: Teachers' main activity at the time they decided to become a teacher

Which of the following best describes your main activity at the time you decided to become a teacher? For how long was it your main activity?	Primary		Secondary	
	Main activity %	Average no. years	Main activity %	Average no. years
School student	62	12	39	12
Tertiary student	10	4	24	4
Recent tertiary graduate	2	5	6	4
Home duties (including caring for children)	4	8	3	8
Unemployed	<0.5	2	1	2
	<hr/> 78		<hr/> 72	
Working as a:				
Manager	1	10	1	9
Professional	1	8	6	8
Associate professional	1	6	2	8
Tradesperson	1	10	3	13
Clerical or service worker	5	5	4	5
Production or transport worker	<0.5	6	<0.5	3
Labourer	1	6	1	3
	<hr/> 11		<hr/> 17	
Other activity ^a	4	5	5	6
Missing data	7		6	
	<hr/> 100		<hr/> 100	

Note: Weighted data; the proportions may not add to sub-totals and to 100 due to rounding.

a. The majority of activities recorded under 'other' were various forms of employment.

Such questions were not asked in the 1999 ACE survey. However, similar questions were asked of the 2000 teachers in the 2002 national survey conducted by DETYA (MCEETYA, 2003). Among that group, 81% reported that they did not have another career before entering teaching, which is broadly comparable to the data in Table 10.1. That survey also found that secondary teachers were more likely (24%) to have had another career than primary teachers (15%), which also reflects the general pattern in Table 10.1.

Table 10.2 presents the equivalent data for those who are now leaders in schools. The pattern is broadly similar to that for teachers: the majority of leaders made the decision to become a teacher when they were either school students (63% among primary leaders and 58% among secondary) or tertiary students (15% and 23%, respectively). If anything, the leaders were more likely to have made this career decision at an earlier age than teachers, and with less experience working in other areas.

Table 10.2: Leaders' main activity at the time they decided to become a teacher

Which of the following best describes your main activity at the time you decided to become a teacher? For how long was it your main activity?	Primary Leader		Secondary Leader	
	Main activity %	Average no. years	Main activity %	Average no. years
School student	63	13	58	13
Tertiary student	15	4	23	4
Recent tertiary graduate	2	3	3	3
Home duties (including caring for children)	3	7	3	7
Unemployed	<0.5	2	<0.5	1
	<u>83</u>		<u>87</u>	
Working as a:				
Manager	1	6	1	4
Professional	2	3	4	5
Associate professional	2	3	1	3
Tradesperson	<0.5	8	1	7
Clerical or service worker	6	4	2	2
Production or transport worker	1	2	<0.5	2
Labourer	1	2	1	2
	<u>11</u>		<u>9</u>	
Other activity	5	3	2	3
Missing data ^a	2		2	
	<u>100</u>		<u>100</u>	

Note: Weighted data; the proportions may not add to sub-totals and to 100 due to rounding.

a. The majority of activities recorded under 'other' were various forms of employment.

Part of the difference between the teacher and leader responses may be due to the fact that leaders have typically been working longer in education than teachers, and therefore entered the profession when the most common route was direct from tertiary study. Table 10.3 provides another perspective on the backgrounds of teachers by looking just at those teachers in the early parts of their careers (i.e. teaching for <5 years). It seems that the most recent entrants to the profession are more likely than earlier generations to have been working in other jobs when they first decided to become a teacher. As Table 10.3 shows, 22% of early career primary teachers and 29% of early career secondary teachers were working in other occupations when they made this decision, compared to 10% and 16% respectively of teachers as a whole (Table 10.1). Although the numbers are not large, the early career teachers on average reported considerable periods in those other occupations e.g. an average of 10-12 years for those who have been working as managers, and 12-20 years for those who had been a tradesperson.

Table 10.3: Early career teachers' main activity at the time they decided to become a teacher

Which of the following best describes your main activity at the time you decided to become a teacher? For how long was it your main activity?	Primary		Secondary	
	Main activity %	Average no. years	Main Activity %	Mean Years
School student	44	11	23	11
Tertiary student	13	3	25	4
Recent tertiary graduate	4	3	6	3
Home duties (including caring for children)	6	8	4	8
Unemployed	1	1	2	4
	68		60	
Working as a:				
Manager	4	12	2	10
Professional	4	9	10	10
Associate professional	1	8	3	7
Tradesperson	2	12	5	20
Clerical or service worker	10	6	7	6
Production or transport worker	<0.5	7	1	3
Labourer	1	9	1	4
	22		29	
Other activity	9	6	9	6
Missing data ^a	2		3	
	100		100	

Note: Early careers teachers are those who have been teaching <5 years: 17% of primary teachers in the sample, and 19% of secondary teachers. Weighted data; the proportions may not add to sub-totals and to 100 due to rounding.

a. The majority of activities recorded under 'other' were various forms of employment.

10.3 Teachers who have ever taken extended leave or resigned from teaching

Movement back into teaching is a potentially important source of recruits to the profession. Those who have been teaching but have left the job form part of the reserve pool which could be potentially tapped to help fill vacancies. To help better understand this area, the survey asked current teachers and leaders about whether they had ever taken extended leave or resigned and, if so, the reasons for their return.

Table 10.4 shows that quite large numbers in the current workforce have taken extended leave (of more than 12 months) from teaching: around 30% of primary teachers and 25% of secondary teachers. The proportions of those who are currently leaders and who have taken extended leave are slightly lower, but still substantial: 22% of primary leaders and 20% of secondary leaders.

The data in Table 10.4 also indicate that around one in five current teachers (19% of primary teachers and 18% of secondary teachers) have actually resigned at some stage and returned to teaching. The proportions for current school leaders are slightly lower at about one in six (17% of primary leaders and 16% of secondary leaders), but still considerable. The data suggest that there is substantial movement out of and back into teaching.

Table 10.4: Proportions of teachers and leaders who have ever taken extended leave or resigned from school teaching

	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<i>Have you ever taken extended leave (>12 months) from school teaching?</i>				
Yes	29	24	22	20
No	65	71	76	78
Missing data	7	5	2	3
	100	100	100	100
<i>Have you ever resigned from school teaching to take up another activity?</i>				
Yes	19	18	17	16
No	75	78	82	82
Missing data	6	5	2	2
	100	100	100	100

Note: Weighted data; the proportions may not add to sub-totals and to 100 due to rounding.

Table 10.5 examines in detail the group that had resigned, and the reasons they gave for returning to teaching. Across the four populations in the survey, the most common reason was ‘changed personal or family circumstances’, which was nominated by 70% of primary teachers, 61% of secondary teachers, 50% of primary leaders and 41% of secondary leaders. The large number of returning teachers who nominated this reason implies that it may be quite difficult to plan for recruitment from former teachers, except to the extent of providing flexible employment opportunities that enable people to come back to teaching when their circumstances change.

It is also noteworthy that the intrinsic aspects of teaching that were noted in Chapter 5 as key aspects of the job’s appeal when people first start teaching were also important in the decision to return. Between 32% and 37% nominated ‘I missed teaching’ as a reason for the decision to return, and between 23% and 27% nominated ‘I missed the students’. Only relatively small proportions of the teachers who had returned nominated that teaching’s relative salary or working conditions were factors in the decision to return.

Table 10.5: Teachers and leaders who had resigned: reasons for their return to school teaching

Why did you return to teaching? (<i>tick all that apply</i>)	Teacher		Leader	
	Primary %	Secondary %	Primary %	Secondary %
I missed teaching	37	32	32	38
I missed the students	27	23	24	26
I returned from extended travel	12	16	27	16
The other job/activity was not what I had expected	13	14	13	18
Teaching salary is higher than the salary I was getting	12	14	7	12
Teaching working conditions are better	8	13	8	9
Teaching gives more opportunity for personal growth	14	15	11	15
Changed personal or family circumstances	70	61	50	41
Other	10	10	15	20

Note: Respondents could indicate more than one reason and so the percentages do not sum to 100. Weighted data.

11. FUTURE CAREER INTENTIONS

11.1 Introduction

This chapter reports the results from Section I of the Teacher questionnaire, *Future Career Intentions* and Section H of the Leader questionnaire, *Your Future Career Intentions*.

The questions canvassed how likely teachers and school leaders were to remain in teaching, and the factors influencing their decisions. Teachers were also asked about their interest in applying for leadership positions, and how well prepared they feel for such roles. Deputy Principals were asked about their likelihood of applying for a Principal post, and the factors in their decision. The questions were intended to inform decisions about the numbers of teachers and leaders who will need to be replaced in schools in coming years, and to improve understanding of the factors involved.

11.2 Intentions to leave teaching

Table 11.1 indicates that 9% of primary teachers and 11% of secondary teachers intend to leave teaching permanently prior to retirement. Around half the teachers indicated that they do not intend to leave teaching prior to retirement. Of note is that about one-third of primary and secondary teachers are unsure about their intentions in this regard. Among primary teachers, males are more likely (16%) to indicate that they intend to leave teaching than females (7%) but there are no marked gender differences in intentions to leave among secondary teachers.

Table 11.1: Proportions of teachers who intend to leave teaching permanently prior to retirement

Do you plan to leave teaching permanently prior to retirement?	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Yes	16	7	9	12	11	11
No	48	58	52	54	50	49
Unsure	32	35	33	35	39	35
Missing data	7	7	7			5
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

As Table 11.2 indicates, younger teachers are more likely to indicate that they intend to leave teaching permanently before retirement, or that they are unsure about their career intentions. Only about one-third of primary teachers and one-quarter of secondary teachers aged 35 years or less indicate that they do not intend to leave teaching permanently before retirement. Around one-half of the teachers in this age band are unsure of their career intentions, which implies difficulties in projecting the number of replacement teachers that will be needed. On the other hand, by the time teachers reach their 50s it appears that few intend to leave before retirement or are unsure of their intentions.

Table 11.2: Proportions of teachers who intend to leave teaching permanently prior to retirement, by age band

Do you plan to leave teaching permanently prior to retirement?	Primary			Secondary		
	≤35 years %	36-50 %	≥51 years %	≤35 years %	36-50 %	≥51 years %
Yes	13	8	5	17	10	7
No	34	52	70	27	47	69
Unsure	46	34	18	50	38	19
Missing data	8	8	8	6	6	6
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

There are few differences among sectors in the proportions who indicate that they intend to leave before retirement, or to stay in teaching, or who are unsure about their intentions (see Table 11.3). If anything, the proportions who indicate that they are unsure are a little lower in government schools, but the differences are small. The various school sectors seem to face similar issues in regard to the intentions of the teacher workforce.

Table 11.3: Proportions of teachers who intend to leave teaching permanently prior to retirement, by school sector

Do you plan to leave teaching permanently prior to retirement?	Primary			Secondary		
	Gov %	Cath %	Ind %	Gov %	Cath %	Ind %
Yes	8	9	10	11	10	11
No	54	48	47	51	48	44
Unsure	31	36	38	34	36	39
Missing data	7	7	6	5	6	5
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 11.4 indicates that teachers in remote schools are slightly more likely than other teachers to intend to resign, or are unsure about their career intentions.¹⁷ This may be related to the fact that teachers in remote locations are younger on average than those working in metropolitan areas or provincial cities (see Chapter 3). The proportions of primary teachers who indicate that they are unsure about their career intentions are similar in the three geographic locations. Among secondary teachers, those working in remote locations appear to be less likely to indicate that they will leave teaching or are unsure about their intentions.

Table 11.4: Proportions of teachers who intend to leave teaching permanently prior to retirement, by school location

Do you plan to leave teaching permanently prior to retirement?	Primary			Secondary		
	Metro %	Prov %	Remote %	Metro %	Prov %	Remote %
Yes	9	7	18	10	12	11
No	53	51	36	49	51	40
Unsure	32	36	39	36	32	44
Missing data	7	7	7	5	5	5
	100	100	100	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

¹⁷ These estimates need to be treated with caution due to the small numbers teaching in remote locations.

Of those teachers who are sure that they will leave teaching permanently prior to retirement, the most important factors are ‘dissatisfaction with teaching’ (rated as either important or very important by 64% of primary teachers in this category – see Table 11.5, and 59% of secondary teachers – see Table 11.6), and ‘better opportunities outside of schools’ (59% of primary teachers and 64% of secondary teachers). ‘I never intended teaching to be a long-term career’ was rated as either important or very important by only 30% of the primary teachers and 26% of the secondary teachers who intend to leave, which implies that the most influential factors came into play after they had started teaching.

Table 11.5: Primary teachers who intend to leave teaching permanently prior to retirement: main factors: importance of different factors

How important are the following factors in your decision to leave teaching permanently prior to retirement?	Very important	Important	Of some importance	Not at all important	Missing	%
	%	%	%	%	%	
Dissatisfaction with teaching	40	24	16	12	8	100
Better opportunities outside of schools	33	26	14	20	7	100
Family reasons	23	20	17	33	6	100
I never intended teaching to be a long-term career	12	18	14	48	8	100
Superannuation benefits from leaving teaching early	10	10	14	57	10	100
Other	10	<0.5	<0.5	2	87 ^a	100

Note: Only those respondents who answered ‘Yes’ about whether they intended to leave teaching permanently prior to retirement (9% of the primary sample) are included in this table, and therefore the estimates need to be treated with caution. Weighted data; the proportions may not add to 100 due to rounding.

a. This indicates that relatively few teachers provided a response to the ‘Other factors’ category.

Table 11.6: Secondary teachers who intend to leave teaching permanently prior to retirement: importance of different factors

How important are the following factors in your decision to leave teaching permanently prior to retirement?	Very important	Important	Of some importance	Not at all important	Missing	%
	%	%	%	%	%	
Better opportunities outside of schools	37	27	10	20	6	100
Dissatisfaction with teaching	37	22	20	17	4	100
Family reasons	15	17	22	40	6	100
I never intended teaching to be a long-term career	11	15	21	47	5	100
Superannuation benefits from leaving teaching early	6	4	14	69	6	100
Other	13	1	<0.5	3	82 ^a	100

Note: Only those respondents who answered ‘Yes’ about whether they intended to leave teaching permanently prior to retirement (11% of the secondary sample) are included in this table, and therefore the estimates need to be treated with caution. Weighted data; the proportions may not add to 100 due to rounding.

a. This indicates that only 18% of the eligible teachers provided a response to the ‘Other factors’ category.

There were some gender differences in the importance accorded to different factors associated with the intention to leave teaching. For example, among secondary teachers who intended to leave, ‘family reasons’ were rated as either very important or important by more female teachers (39%) than male teachers (23%). On the other hand, ‘better opportunities outside of schools’ were rated as very important or important by higher proportions of male secondary teachers who

intend to leave (71%) than by female teachers (58%). Similar gender differences in the weighting of different factors are evident among primary teachers.

Table 11.7 examines the relationship between primary teachers' age and the relative importance of factors in the intention to leave teaching.¹⁸ Among teachers aged 35 years and under, 'better opportunities outside of schools' and 'I never intended teaching to be a long-term career' are more important factor than for older teachers, whereas 'dissatisfaction with teaching' seems to be a particularly important factor among teachers aged 36-50 years who intend to leave. Among teachers aged 51 and over, the superannuation benefits from leaving teaching early are rated more highly than for younger teachers, but almost half of the older teachers also indicate that 'dissatisfaction with teaching' is an important factor in their intention to leave.

Table 11.7: Primary teachers who intend to leave teaching permanently prior to retirement: proportions who rate factors as 'very important' or 'important', by age band

How important are the following factors in your decision to leave teaching permanently prior to retirement? (% rating as either 'very important' or 'important')	≤35	36-50	≥51	All
	years	years	years	teachers
	%	%	%	%
Dissatisfaction with teaching	59	68	48	64
Better opportunities outside of schools	67	55	39	59
Family reasons	44	41	37	43
I never intended teaching to be a long-term career	34	28	15	30
Superannuation benefits from leaving teaching early	18	15	39	20

Note: Only those respondents who answered 'Yes' about whether they intended to leave teaching permanently prior to retirement (9% of the primary sample) are included in this table, and therefore the estimates need to be treated with caution. Weighted data; the proportions may not add to 100 due to rounding.

On average, primary and secondary teachers intend to continue working in schools for another 12 years, primary leaders for 9 years, and secondary leaders for 11 years (Table 11.8). Given the average age of teachers discussed in Chapter 3 (around 43-44 years for teachers and 50 years for leaders) this implies that most teachers and leaders intend to remain working in schools until retirement. However, of note in Table 11.8 is that around one-half of the teachers and one-third of the leaders are unsure as to how much longer they intend to continue working in schools. This suggests that teachers' career intentions are somewhat fluid, and difficult to predict with certainty.

There were only small differences among the school sectors in the average number of years that teachers intend to keep teaching (e.g., 12 years for Government primary teachers, and 13 years for primary teachers in the Catholic and Independent sectors). There were no marked differences by school geographic location in the number of years that teachers intend to keep teaching.

Table 11.8 indicates that around 6% of primary teachers intend to leave within 3 years, as do 8% of secondary teachers. These proportions were slightly higher among male teachers (9% primary and 10% secondary) than female teachers (6% and 7%, respectively), which suggest that teaching has more difficulties in retaining males in the profession. Interestingly, only 2-3% of teachers aged less than 35 years indicated that they intended to work in schools for 3 more years or less (compared to 15-20% of those aged 51 and over), although much higher proportions of the younger teachers (around 70%) indicated that they were unsure about how much longer than intended to work in schools, and even about 35-40% of the teachers aged 51 and over were unsure of their career intentions.

¹⁸ The relationship between career intentions and age is similar for secondary teachers.

Higher proportions of leaders intend to leave teaching within three years: 13% of primary leaders and 11% of secondary leaders (Table 11.12), which may well reflect the fact that leaders are closer to retirement age, on average. This is also reflected in the fact that a lower proportion of leaders (about 35%) are unsure about how much longer they will continue working in schools than are teachers (50%).

Table 11.8: Teachers and leaders: number of years they intend to continue working in schools

How much longer do you intend to work in schools? (<i>No. of years</i>)	Teachers		Leaders	
	Primary %	Secondary %	Primary %	Secondary %
<1	1	1	1	2
1-3	5	7	12	9
4-6	8	9	16	12
7-9	4	4	8	7
10-15	12	13	16	22
16-20	1	2	2	2
>20	11	10	7	9
Unsure	53	49	36	35
Missing data	8	6	2	3
	100	100	100	100
Average number of years ^a	12	12	9	11

Note: Weighted data; the proportions may not add to 100 due to rounding.

a: Excluding those who indicated they were unsure about how much longer they intended to continue teaching.

On average, primary leaders intend to continue working in schools for another 9 years and secondary leaders for another 11 years. There were no marked gender differences in leaders' intentions except that a slightly higher proportion of female leaders were unsure about how much longer they would continue working in schools. There was a clear relationship between leaders' age and the number of years that they intend to keep working: for example, only around 2% of the leaders aged 36-50 years intend to leave teaching within the next 3 years compared to about 20% of those aged over 50. A higher proportion of leaders in government schools (12-15%) indicated that they were likely to leave teaching within the next 3 years than leaders in non-government schools (5-8%), which suggests that government schools will have a proportionately greater need for replacement leaders in the next few years. There were only small differences in leaders' intentions in terms of the geographic location of their school.

Box 11.1 analyses the career intentions of early career teachers in detail.

Box 11.1: Early Career Teachers: Career Intentions

This section reports on the career intentions of those early in their teaching career. This is clearly an important group for the future of the teaching workforce; whether they are likely to stay in teaching, and for how long, indicates much about the attractiveness of teaching.

'Early career teachers' were defined as those who had been teaching for five years or less. In the survey this group comprised 17% of primary teachers and 19% of secondary teachers. Table 11.9 reports on whether they intend to leave teaching permanently prior to retirement. It indicates that only a slightly higher proportion of early career teachers intend to leave teaching permanently prior to retirement (11% of primary early career teachers, and 15% of secondary early career teachers) than do teachers as a whole (9% and 11%, respectively – see Table 11.1). However, higher proportions of early career teachers are unsure about their plans in this regard (43% primary, 48% secondary) than were teachers overall (33% and 35%, respectively.) This suggests that a large number of early career teachers have not yet committed to teaching as a career.

The data indicate some gender differences in career intentions. At primary school level, higher proportions of male early career teachers indicate that they are likely to leave teaching, and a lower proportion are unsure about their intentions. At secondary level, a slightly higher proportion of female teachers indicate either that they are likely to leave teaching, or they are unsure about their career intentions.

Table 11.9: Proportions of early career teachers who intend to leave teaching permanently prior to retirement

Do you plan to leave teaching permanently prior to retirement?	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Yes	16	9	11	13	16	15
No	44	44	44	41	33	36
Unsure	38	45	43	45	50	48
Missing data	2	2	2	1	1	1
	100	100	100	100	100	100

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 17% of primary teachers and 19% of secondary teachers in the sample. Weighted data; the proportions may not add to 100 due to rounding.

Table 11.10 examines the importance of various factors among early career primary teachers who indicated that they are likely to leave teaching permanently prior to retirement; Table 11.11 provides equivalent information for early career secondary teachers. The most significant factors seem to be 'better career opportunities outside of schools' (rated as very important or important by over 70% of the teachers concerned) and 'dissatisfaction with teaching' (around 60%). The relative importance of these factors is similar to those for teachers as a whole (Tables 11.5 and 11.6).

Table 11.10: Early career primary teachers who intend to leave teaching permanently prior to retirement: importance of different factors

How important are the following factors in your decision to leave teaching permanently prior to retirement?	Very important	Important	Of some importance	Not at all important	Missing	% ^a
	%	%	%	%	%	
Dissatisfaction with teaching	35	25	23	12	5	100
Better opportunities outside of schools	44	27	15	8	6	100
Family reasons	20	23	20	31	7	100
I never intended teaching to be a long-term career	14	21	25	33	7	100
Superannuation benefits from leaving teaching early	2	9	19	60	9	100
Other	10	1	<0.5	1	87 ^a	100

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 17% of primary teachers in the sample. Only those respondents who answered 'Yes' about whether they intended to leave teaching permanently prior to retirement (11% of the primary early career teachers) are included in this table, and therefore the estimates need to be treated with caution. Weighted data; the proportions may not add to 100 due to rounding.

a. This indicates that relatively few teachers provided a response to the 'Other factors' category.

Table 11.11: Early career secondary teachers who intend to leave teaching permanently prior to retirement: importance of different factors

How important are the following factors in your decision to leave teaching permanently prior to retirement?	Very important	Important	Of some importance ^e	Not at all important	Missing	%
	%	%	%	%	%	
Better opportunities outside of schools	37	41	10	9	3	100
Dissatisfaction with teaching	34	23	19	21	3	100
Family reasons	19	18	25	37	2	100
I never intended teaching to be a long-term career	18	23	28	30	2	100
Superannuation benefits from leaving teaching early	2	4	16	74	4	100
Other	14	2	<0.5	2	83 ^a	100

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 19% of primary teachers in the sample. Only those respondents who answered 'Yes' about whether they intended to leave teaching permanently prior to retirement (15% of the secondary early career teachers) are included in this table, and therefore the estimates need to be treated with caution. Weighted data; the proportions may not add to 100 due to rounding.

a. This indicates that relatively few teachers provided a response to the 'Other factors' category.

Table 11.12 reports on the number of years that early career teachers intend to work in schools. A wide range of responses were reported, from 1-2% who intend to leave almost immediately to around 4% who intend to keep teaching for over 20 years. Only 4% of the primary early career teachers indicated that they intend to leave within 3 years, which is similar to primary teachers as a whole (6%, see Table 11.8). However, 17% of secondary early career teachers intend to leave within 3 years, which is much higher than for secondary teachers overall (8%). This suggests that secondary schools are likely to experience more staff turnover than primary schools in the next few years. Among those who nominated a period of time, on average early career primary teachers indicate that they intend to keep teaching for 9 years, and early career secondary teachers for an average of 7 years. Both figures are lower than for teachers as a whole (12 years).

It is noticeable that high proportions of early career teachers are unsure about how long they will keep teaching (68% primary and 59% secondary). This indicates a lot of uncertainty among this group of teachers, and that the quality of their early experiences is likely to have major implications for the number of replacement teachers who will need to be recruited in coming years.

Table 11.12: Early career teachers: number of years they intend to continue working in schools

How much longer do you intend to work in schools? (No. of years)	Teachers	
	Primary %	Secondary %
<1	1	4
1-3	3	13
4-6	10	9
7-9	1	3
10-15	10	8
16-20	<0.5	<0.5
>20	4	4
Unsure	68	59
Missing data	3	<0.5
	100	100
Average number of years ^a	9	7

Note: 'Early career teachers' are those who have been teaching for 5 years or less – 17% of primary teachers and 19% of secondary teachers in the sample. Weighted data; the proportions may not add to 100 due to rounding.

a. Excluding those who indicated they were unsure about how much longer they intended to continue teaching.

11.3 Intentions of those who intend to stay in teaching

Those who intend to stay in teaching for more than 3 years, or who are unsure about their intentions, were asked about their intentions in schools within the next 3 years. The results are reported in Table 11.13 for primary and secondary teachers.

Table 11.13 indicates that of those teachers who intend to work in schools for more than 3 years, around three-quarters intend to continue in their current position at their current school. Further, around 20% of primary teachers and 30% of secondary teachers intend to seek promotion within their current school. About 25% of those who intend to keep teaching indicate that intend to move to another school, with less than 10% intending to change school sectors. Around 10% of teachers report that they intend to train within the next 3 years to enable them to teach in either another subject area or another stage of schooling. A further 10% intend to change from full-time to part-time employment, and a slightly lower proportion to change from part-time to full-time employment. The data in Table 11.13 indicate quite a deal of change and movement within the profession, although this is more evident for a minority of teachers; the majority indicate that they intend to stay in their current school within the next 3 years.

Table 11.13: Career intentions of teachers who intend to work in school for more than three years

	Primary			Secondary		
	Yes %	No %	Missing data %	Yes %	No %	Missing data %
Within the next 3 years do you intend to:						
Continue in your current position at this school	76	20	4	77	19	4
Seek promotion in this school	19	71	9	30	64	7
Move to a similar position at another school	26	65	9	26	67	7
Seek promotion to another school	16	75	9	21	71	8
Train to enable you to teach in another subject area	12	79	9	15	77	8
Change from full-time to part-time employment	13	78	10	12	80	8
Train to enable you to teach in another stage of schooling	10	81	10	8	83	8
Change from part-time to full-time employment	8	82	10	7	84	9
Move to work in another school sector (eg, govt to Catholic)	7	84	10	10	82	8
Take extended leave (12 months or more)	11	79	10	12	80	8

Note: This table includes those respondents who indicated that they intended to teach for >3 years or who were unsure about their intentions (94% of the primary teacher sample and 92% of the secondary sample). Respondents were asked to answer 'Yes' or 'No' to each question, and so the responses sum to 100 across the page. The data indicate that some respondents have several career intentions within the next 3 years. Weighted data; the proportions may not add to 100 due to rounding.

Among primary teachers there are gender differences evident in the career intentions of those who intend to continue teaching. Male teachers indicate that they are more likely to seek promotion either in their current school (24%) or to another school (25%) than were female primary teachers (18% and 14%, respectively). Female primary teachers indicated that they were more likely (14%) to change from full-time to part-time employment than were male primary teachers (6%). Gender differences in such intentions were not evident among secondary teachers, which implies that male and female secondary teachers are more similar in their career intentions than are male and female primary teachers.

Table 11.14 examines differences in career intentions among those in different age bands. Among those who intend to continue teaching, younger teachers indicate higher levels of prospective career mobility than do older teachers. Teachers aged 35 years or less indicate that they are more likely to seek promotion, train to enable them to teach in another subject area or

level of schooling, or to change schools or sectors than are older teachers, especially those aged 51 and over.

Table 11.14: Career intentions of teachers who intend to work in school for more than three years, by age band

Within the next 3 years do you intend to:	Primary			Secondary		
	≤35 years 'Yes' %	36-50 years 'Yes' %	≥51 years 'Yes' %	≤35 years 'Yes' %	36-50 years 'Yes' %	≥51 years 'Yes' %
Continue in your current position at this school	70	76	83	70	78	84
Seek promotion in this school	27	21	8	41	30	16
Move to a similar position at another school	33	28	15	36	26	15
Seek promotion to another school	21	17	8	28	22	12
Train to enable you to teach in another subject area	17	11	6	25	14	7
Change from full-time to part-time employment	17	9	14	14	9	17
Train to enable you to teach in another stage of schooling	14	11	5	13	7	4
Change from part-time to full-time employment	8	11	3	8	8	3
Move to work in another school sector (eg. govt to Catholic)	11	7	3	17	9	4
Take extended leave (12 months or more)	18	7	8	20	11	6

Note: This table includes those respondents who indicated that they intended to teach for >3 years or who were unsure about their intentions (94% of the primary teacher sample and 92% of the secondary sample). The data indicate that some respondents have several career intentions within the next 3 years. Weighted data; the proportions may not add to 100 due to rounding.

Table 11.15 indicates that 70% of primary leaders and 80% of secondary leaders who intend to work in schools for more than 3 years intend to continue in their current position at the school for at least the next 3 years. A little over 25% intend to move to a similar position at another school, and around 33% to seek promotion at another school. Very few leaders (2% primary, and 4% secondary) indicate that they intend to move to work in another school sector.

It is noteworthy that 10% of the primary leaders and 6% of secondary leaders who responded to this question intend to step down from a leadership post but continue teaching, 8% of primary and 6% of secondary leaders intend to move from full-time to part-time employment, and around 7% of each group to take extended leave. Thus, although such leaders are not necessarily leaving the profession, their positions would need to be filled in whole or part within the next 3 years. The relatively large numbers of leaders in these categories suggest that without their inclusion in planning scenarios, the replacement demand leadership for leadership posts is likely to be underestimated.

Table 11.15: Career intentions of leaders who intend to work in school for more than three years

Within the next 3 years do you intend to:	Primary			Secondary		
	Yes %	No %	Missing data %	Yes %	No %	Missing data %
Continue in your current position at this school	70	21	8	80	15	5
Seek promotion to another school	33	52	15	32	56	12
Move to a similar position at another school	28	57	15	26	62	13
Seek promotion in this school	12	70	18	18	69	13
Step down from the leadership post but continue teaching	10	72	18	6	80	14
Change from full-time to part-time employment	8	73	19	4	83	14
Take extended leave (12 months or more)	7	74	19	6	79	15
Move to work in another school sector (eg. govt to Catholic)	2	79	19	4	82	14
Change from part-time to full-time employment	1	80	19	<0.5	85	15

Note: This table includes those respondents who indicated that they intended to teach for >3 years or who were unsure about their intentions (87% of the primary leader sample and 89% of the secondary sample). Respondents were asked to answer 'Yes' or 'No' to each question, and so the responses sum to 100 across the page. The data indicate that some respondents have several career intentions within the next 3 years. Weighted data; the proportions may not add to 100 due to rounding.

There were no marked gender differences in the intentions of leaders who intend to remain in teaching, apart from higher proportions of female primary leaders indicating that they intended to either step down from their leadership post but continue teaching (13% of female leaders compared to 10% of male leaders) or change from full-time to part-time employment (11% and 4%, respectively). Interestingly, such intentions were more likely to be expressed by leaders aged less than 35 years than those in older age groups.

11.4 Teachers' intentions regarding leadership positions

Only around 10% of teachers intend to apply for either a Deputy Principal or Principal position within the next 3 years (Table 11.16). The proportions who intend to apply are slightly higher in the primary sector (12%) than among secondary teachers (9%). The relatively high proportion of missing data on this question (13-14%) may suggest some uncertainty about leadership aspirations.

Table 11.16: Teachers' intentions to apply for a leadership position during the next three years

Within the next 3 years do you intend to:	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Apply for a Deputy Principal position	18	8	10	12	5	8
Apply for a Principal position	9	1	2	2	1	1
Not apply for either position	60	78	75	72	80	77
Missing data	13	13	13	14	14	14

Note: This table includes those respondents who indicated that they intended to teach for >3 years or who were unsure about their intentions (94% of the primary teacher sample and 92% of the secondary sample). Weighted data.

There are noticeable gender differences among teachers in regard to their intentions about applying for leadership positions within the next 3 years, with much higher proportions of male teachers indicating such intentions (Table 11.16).

There were no marked differences between teachers' intentions towards applying for leadership posts in terms of either the school sector in which they worked or the geographic location of the school.

Among the small proportion of teachers who do intend to apply for a leadership position within the next 3 years, a wide range of factors was rated as important or very important in their decision (Table 11.17).¹⁹ The pattern was similar for primary and secondary teachers. Almost all such teachers (97%) indicated that confidence in their own ability to do the job was an important or very important factor, as was 'I want to lead school development' (over 90%). Only 35-40% indicated that 'the high standing of school leaders in the community' was an important or very important factor.

Table 11.17: Teachers who intend to apply for a leadership position in the next three years: factors influencing the decision

How important are the following factors in your intention to apply for a Deputy Principal or Principal position?	Primary					Secondary				
	Very important	Important	Of some importance	Not at all important	Missing	Very important	Important	Of some importance	Not at all important	Missing
	%	%	%	%	%	%	%	%	%	%
I am confident in my ability to do the job	61	36	2	<0.5	1	65	32	1	<0.5	1
I want to lead school development	53	38	8	1	<0.5	52	40	6	1	2
I want challenges other than classroom teaching	54	34	8	3	<0.5	53	32	10	5	1
I have had successful experience in other leadership roles	53	30	14	3	<0.5	58	35	4	1	2
I have had encouragement and support from my school leaders	41	37	13	9	<0.5	38	34	18	8	2
I am at the right stage of my career to apply	40	37	16	7	<0.5	46	32	17	3	2
I have had encouragement and support from colleagues	37	38	16	8	<0.5	36	41	16	6	2
The salary and other financial benefits	34	31	24	10	<0.5	31	32	26	9	2
I have had helpful prior preparation and training	23	37	26	14	<0.5	27	30	29	12	2
The high standing of school leaders in the community	12	27	28	31	1	14	21	39	24	2
Other	2	1	<0.5	3	95 ^a	3	1	1	2	93 ^a

Note: Weighted data; the proportions may not add to 100 due to rounding.

a. This reflects the fact that few teachers responded to the 'Other factors' category.

In the main, teachers who intend to apply for a leadership position in the next 3 years feel well prepared for the job. The survey assessed feelings of preparedness across 13 different aspects of leadership, and generally over 70% of teachers in this category feel that they are either well prepared or very well prepared (Table 11.18).²⁰ The major exception was in regard to 'managing school budgets and finances', where only 40% of the primary teachers and 60% of the secondary teachers felt well prepared or very well prepared.

¹⁹ These estimates need to be treated with caution due to the small numbers of teachers involved.

²⁰ These estimates need to be treated with caution due to the small numbers of teachers involved

Table 11.18: Teachers who intend to apply for a leadership position in the next three years: perceptions of how well they feel prepared

How well prepared do you feel in the following aspects of school leadership?	Primary					Secondary				
	Very prepared	Well prepared	Somewhat prepared	Poorly prepared	Missing	Very prepared	Well prepared	Somewhat prepared	Poorly prepared	Missing
	%	%	%	%	%	%	%	%	%	%
School goal-setting and development	24	49	25	2	<0.5	30	46	20	2	2
School curriculum and assessment	25	52	21	2	<0.5	34	48	14	2	2
Change management	22	48	26	3	<0.5	33	45	18	2	2
Managing human resources	29	43	25	3	<0.5	38	42	16	2	2
Managing physical resources	20	46	29	5	<0.5	38	36	19	5	2
Managing school budgets and finances	16	25	39	21	<0.5	27	33	31	7	2
School accountability requirements	16	31	41	10	2	18	42	34	5	2
Student welfare and pastoral care	44	39	16	1	<0.5	47	41	9	2	2
Relationships with families and the school community	51	37	11	1	<0.5	41	44	12	1	2
Assessing teacher performance	26	46	25	2	<0.5	31	49	15	2	2
Conflict resolution	30	41	25	4	<0.5	33	48	16	1	2
Time management	33	47	17	3	<0.5	41	44	13	1	1
Stress management	29	40	25	7	<0.5	26	44	25	2	3

Note: Weighted data; the proportions may not add to 100 due to rounding.

The large majority of teachers did not intend to apply for a leadership position within the next 3 years, and the factors involved are examined in Table 11.19. The pattern of responses is similar for primary and secondary teachers. Among the factors canvassed, ‘I would have difficulty maintaining a satisfactory work/life balance’ was rated as important or very important by 70% of primary teachers and 66% of secondary teachers, and ‘the time demands of the job’ by 67% of primary teachers and 64% of secondary teachers. Leadership positions are clearly seen as very demanding. There was also a large group of teachers for whom continuing to work in the classroom was an important or very important factor in their intention not to apply (75% of primary teachers and 66% of secondary teachers).

Table 11.19: Teachers who do not intend to apply for a leadership position in the next three years: factors influencing the decision

How important are the following factors in your intention <u>not</u> to apply for a Deputy Principal or Principal position in the next 3 years?	Primary					Secondary				
	Very important	Important	Of some importance	Not at all important	Missing	Very important	Important	Of some importance	Not at all important	Missing
	%	%	%	%	%	%	%	%	%	%
I would have difficulty maintaining a satisfactory work/life balance	48	22	13	15	2	44	22	13	18	2
The time demands of the job are too high	48	19	14	17	2	44	20	13	22	2
I want to remain working mainly in the classroom	51	24	11	12	2	40	26	17	16	2
I am not at the right stage of my career to apply	34	14	11	39	2	34	15	12	38	2
My personal or family circumstances	34	16	11	35	3	29	17	14	38	3
The position requires too much responsibility	32	22	21	23	3	26	21	21	30	2
I do not have appropriate prior preparation and training	27	19	18	33	3	27	19	19	32	2
The salary is not sufficient for the responsibilities	29	18	20	31	2	25	17	20	35	2
I have a lack of prior leadership experience	27	21	20	30	2	25	19	20	34	2
I do not feel confident in my ability to do the job	20	17	21	39	3	17	16	23	42	3
I have concerns with the selection process	13	11	18	56	3	11	11	17	58	3
I have not had encouragement and support from my school leaders	9	10	17	61	3	8	10	18	61	3
I have not had encouragement and support from colleagues	7	10	17	63	3	7	10	18	62	3
I have applied unsuccessfully in the past	2	2	3	90	4	1	2	4	90	3
Other	3	1	1	7	89 ^a	5	1	1	8	86 ^a

Note: Weighted data; the proportions may not add to 100 due to rounding.

a. This reflects the fact that few teachers responded to the 'Other factors' category.

11.5 Intentions of those who intend to leave teaching

Around half of those who intend to leave teaching in the next 3 years plan to retire from active employment (Table 11.20). Around 20% intend to seek employment outside of Education, and 10% to seek employment elsewhere in Education but not directly in schools. About 5% intend to take extended leave. However, there are marked gender differences in these intentions. Male teachers who intend to leave teaching are much more likely than female teachers to indicate that they intend to seek employment outside Education and, among primary teachers at least, to indicate that they will seek employment elsewhere in Education but not directly in schools or to take study leave. Among primary teachers females who intend to leave are more likely to indicate that they will retire from active employment.

Table 11.20: Teachers who intend to leave schools within the next three years: career intentions

If you intend to leave schools within the next 3 years, what do you intend to do? (<i>more than one response is possible</i>)	Primary			Secondary		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Seek employment elsewhere in Education, but not directly in schools	27	7	11	10	16	11
Seek employment outside of Education	36	18	19	23	16	17
Take study leave	13	2	4	4	2	3
Take extended leave from teaching (12 months or more)	7	6	5	3	11	6
Retire from active employment	29	72	48	63	54	50
Other	5	11	7	13	18	13

Note: Respondents could indicate more than one activity. Weighted data.

Table 11.21 analyses the career intentions of those who intend to leave teaching in the next 3 years plan by age band. Among both primary and secondary teachers, those in the youngest age band (35 years or less) are more likely than the older groups to intend seeing employment elsewhere in Education outside of schools, to seek study leave, or to take extended leave from teaching. On the other hand, those in the 36-50 age bracket who intend to leave teaching are more likely than either the younger or older teachers to seek employment outside of Education. Not surprisingly, teachers over the age of 51 years who intend to leave within the next 3 years are much more likely than other teachers to intend to retire from active employment.

Table 11.21: Teachers who intend to leave schools within the next three years: career intentions

If you intend to leave schools within the next 3 years, what do you intend to do? (<i>more than one response is possible</i>)	Primary			Secondary		
	≤35 years %	36-50 %	≥51 years %	≤35 years %	36-50 %	≥51 years %
Seek employment elsewhere in Education, but not directly in schools	40	36	6	45	28	7
Seek employment outside of Education	38	60	15	47	59	12
Take study leave	45	8	<0.5	15	10	1
Take extended leave from teaching (12 months or more)	27	11	3	21	18	4
Retire from active employment	2	15	73	<0.5	3	72
Other	14	17	7	22	19	15

Note: Respondents could indicate more than one activity. Weighted data.

There were no marked differences across school sectors in the career intentions of those who intend to leave teaching within the next 3 years with the exception that teachers in non-government schools were more likely to indicate that they intended to seek employment

elsewhere in Education but not directly in schools. This was also more evident among teachers working in remote schools, although the small number of teachers concerned suggests caution in interpreting the results. Those in remote schools were also more likely to indicate that they intended to seek either study leave or extended leave than were teachers working in metropolitan or provincial schools.

11.6 Intentions of Deputy Principals

Table 11.22 examines whether current Deputies who intend to work in schools for 3 years or more (or who are unsure about the length of time) intend to apply to become a Principal within the next 3 years. A little over one in five Deputies (22% primary and 21% secondary) express this intention, with just under one-half (47%) indicating that they will not apply. Around 20% are unsure of their intentions in this regard. Male Deputies indicate that they are more likely to apply than are female Deputies.

There is a clear relationship between age and Deputies' intentions about applying for a Principal post. Deputies in the 36-50 age band indicate a higher likelihood of applying than either older or younger Deputies. Among primary Deputies 29% of those aged 36-50 indicate an intention to apply for a Principal post within 3 years, compared to 12% of those aged less than 35 years, and 14% of those aged 51 and over. Among secondary Deputies, the equivalent proportions are 25%, 10% and 17%.

School sector is also related to Deputies' intentions, with higher proportions in government schools indicating an intention to apply for a Principal position in the next 3 years than in non-government schools. There was no apparent relation between school geographic location and Deputies' likelihood to apply for promotion.

Table 11.22: Deputy Principals: intentions to apply for a Principal position within the next three years

Within the next 3 years do you intend to apply to become a Principal?	Primary Deputies			Secondary Deputies		
	Males %	Females %	Persons %	Males %	Females %	Persons %
Yes	33	16	22	24	17	21
No	32	55	47	43	53	47
Unsure	22	16	18	24	20	22
Missing data	13	13	13	10	10	10
	100	100	100	100	100	100

Note: The question was answered by Deputies who intend to work in schools for 3 years or more, or who are unsure about how long they intend to continue teaching. Weighted data; the proportions may not add to 100 due to rounding.

Table 11.23 examines the factors in the decision of primary Deputy Principals who do not intend to apply for a Principal position in the next 3 years; Table 11.24 provides equivalent information for secondary Deputies. Few Deputy Principals report that a lack of encouragement and support from either their colleagues or Principal is an important factor in their decision not to apply: only 12-15% rate this as an important or very important consideration. Only about one-third felt that they were not at the right time of their career to apply. The most important considerations seemed to be 'the time demands of the job are too high' (77% of primary Deputies indicated this was an important or very important factor, and 74% of secondary Deputies), 'I would have difficulty maintaining a satisfactory work/life balance' (76% primary, 72% secondary), 'I want to remain working mainly in my current role' (71%), and 'my personal or family circumstances' (68% primary and 63% secondary).

Table 11.23: Primary deputy principals who do not intend to apply for a principal position within the next three years: factors in the decision

How important are the following factors in your intention not to apply for a Principal decision in the next 3 years?	Very important	Important	Of some importance	Not at all important	Missing	%
	%	%	%	%	%	
I would have difficulty maintaining a satisfactory work/life balance	58	18	15	6	1	100
The time demands of the job are too high	56	21	15	6	1	100
I want to remain working mainly in my current role	47	27	11	14	1	100
My personal or family circumstances	44	24	11	20	2	100
The position requires too much responsibility	39	30	18	11	2	100
The salary is not sufficient for the responsibilities	24	21	19	35	1	100
I have a lack of experience acting in the principal role	24	23	24	27	2	100
Dealing with the demands of authorities outside the school	19	29	22	28	2	100
I am not at the right stage of my career to apply	23	8	19	48	2	100
I do not feel confident in my ability to do the job	21	12	22	43	2	100
I do not have appropriate prior preparation and training	15	22	24	37	2	100
Positions are often located in areas I do not want to work in	10	15	14	57	2	100
Difficulties with managing staff at school	8	18	33	39	2	100
I have concerns with the selection process	7	13	18	60	2	100
I have not had encouragement and support from my principal	6	6	19	67	2	100
I have not had encouragement and support from colleagues	6	5	19	69	2	100
I have applied unsuccessfully in the past	<0.5	1	9	87	2	100
Other	1	<0.5	<0.5	3	94 ^a	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

a. This reflects the fact that few Deputies responded to the 'Other factors' category.

Table 11.24: Secondary deputy principals who do not intend to apply for a principal position within the next three years: factors in the decision

How important are the following factors in your intention not to apply for a Principal decision in the next 3 years?	Very important	Important	Of some importance	Not at all important	Missing	%
	%	%	%	%	%	
I would have difficulty maintaining a satisfactory work/life balance	54	18	14	12	1	100
The time demands of the job are too high	52	22	11	14	1	100
I want to remain working mainly in my current role	41	30	15	14	1	100
My personal or family circumstances	40	23	15	21	1	100
The position requires too much responsibility	30	21	28	19	2	100
The salary is not sufficient for the responsibilities	25	15	23	36	2	100
I have a lack of experience acting in the principal role	22	24	20	33	2	100
I am not at the right stage of my career to apply	19	15	11	53	2	100
Dealing with the demands of authorities outside the school	16	19	21	41	2	100
I do not have appropriate prior preparation and training	14	17	22	45	2	100
I do not feel confident in my ability to do the job	15	12	27	45	2	100
Positions are often located in areas I do not want to work in	14	17	12	55	2	100
I have concerns with the selection process	9	7	15	67	2	100
Difficulties with managing staff at school	6	19	27	46	2	100
I have not had encouragement and support from my principal	4	9	16	69	2	100
I have not had encouragement and support from colleagues	5	5	18	70	2	100
I have applied unsuccessfully in the past	1	3	4	89	3	100
Other	4	2	<0.5	5	90 ^a	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

a. This reflects the fact that few Deputies responded to the 'Other factors' category.

12. VIEWS ON TEACHING AND LEADERSHIP

12.1 Introduction

This chapter reports the results from Section J of the Teacher questionnaire, *Your Views on Teaching* and Section I of the Leader questionnaire, *Your Views on the Leadership Role*. The questions assessed teachers' satisfaction with various aspects of their job, their views on strategies to attract and retain teachers in the profession, and their views on the use of professional teaching standards. School leaders were asked about their job satisfaction, their views on the attractiveness of school leadership positions, and strategies to help retain leaders in the profession.

12.2 Teachers' job satisfaction

Teachers were asked about the extent of their satisfaction with 15 different aspects of their job, and for an overall satisfaction rating. The results for primary teachers are reported in Table 12.1, and for secondary teachers in Table 12.2.

Overall, about 80% of teachers indicated that they were either satisfied (60%) or very satisfied (20%) with their job. Of the 15 areas canvassed, over two-thirds of teachers indicated that they were either satisfied or very satisfied with 10 of them. The highest ratings (with over 80% of primary and secondary teachers reporting that they were either satisfied or very satisfied) were 'your working relationships with your colleagues', and 'your working relationships with parents/guardians'. The areas of least satisfaction were 'the value society places on teachers' work' (29% for primary, 28% for secondary) and 'the amount of non-teaching work you are expected to do' (39% primary, 44% secondary).

Table 12.1: Primary teachers' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	Missing	%
	%	%	%	%	%	%	
Your working relationships with your colleagues	38	48	5	1	<0.5	8	100
Your working relationships with your Principal	32	48	8	4	1	8	100
Your working relationships with parents/guardians	28	58	4	1	1	8	100
What you are currently accomplishing with students	24	58	9	1	1	8	100
The amount of teaching you are expected to do	23	57	8	4	<0.5	8	100
Your freedom to decide how to do your job	23	51	14	5	1	8	100
Your opportunities for professional learning	19	51	16	5	1	8	100
The resources at your school	16	48	22	6	<0.5	8	100
Student behaviour	11	50	21	10	<0.5	8	100
Your opportunities for career advancement	10	56	15	6	6	8	100
Feedback on your performance	9	56	19	6	2	8	100
The balance between working time and & private life	8	43	27	14	1	8	100
The amount of non-teaching work expected to do	7	32	31	20	1	8	100
Your salary	6	46	28	11	1	8	100
The value society places on teachers' work	3	26	39	23	2	8	100
<i>Overall, how satisfied are you with your current job?</i>	<i>20</i>	<i>58</i>	<i>10</i>	<i>3</i>	<i>1</i>	<i>8</i>	<i>100</i>

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 12.2: Secondary teachers' job satisfaction

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	Missing	
How satisfied are you with the following aspects of your job?	%	%	%	%	%	%	%
Your working relationships with your colleagues	36	51	5	1	<0.5	6	100
Your working relationships with your Principal	28	51	9	4	2	6	100
Your freedom to decide how to do your job	23	55	10	6	1	6	100
Your working relationships with parents/guardians	20	66	6	1	2	6	100
What you are currently accomplishing with students	19	59	13	2	1	6	100
Your opportunities for professional learning	19	51	18	6	1	6	100
The resources at your school	13	48	24	9	1	6	100
Your opportunities for career advancement	11	54	16	8	4	6	100
Student behaviour	11	47	23	12	1	6	100
The balance between working time and & private life	9	46	26	12	1	6	100
Feedback on your performance	8	58	20	6	3	6	100
The amount of non-teaching work expected to do	7	37	29	20	1	6	100
Your salary	5	44	31	14	1	6	100
The value society places on teachers' work	3	25	39	26	2	6	100
The amount of teaching you are expected to do	20	59	12	3	1	6	100
Overall, how satisfied are you with your current job?	18	60	12	3	2	6	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Teachers' job satisfaction varied slightly according to the sector and location of the school they worked in. Table 12.3 reports these differences for secondary teachers on their overall assessment of job satisfaction. Secondary teachers in Government schools were less likely to report that they were very satisfied (14%) than teachers in non-government schools (21% in Catholic schools and 25% in Independent schools). Secondary teachers working in remote locations were less likely to report that they were very satisfied with their job (9%) than teachers in provincial (18%) or metropolitan (19%) schools.

Table 12.3: Secondary teachers' job satisfaction, by school sector and location

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	Missing	
Overall, how satisfied are you with your current job?	%	%	%	%	%	%	%
<i>School sector</i>							
Government	14	62	13	3	2	6	100
Catholic	21	57	11	2	2	7	100
Independent	25	59	9	2	1	5	100
<i>School location</i>							
Metropolitan	19	61	11	3	2	6	100
Provincial	18	59	12	3	1	6	100
Remote	9	70	13	3	1	6	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

12.3 Retaining teachers in the profession

The majority of teachers believe that schools as a whole have difficulty in retaining teachers in the profession – 66% of primary teachers and 73% of secondary teachers (Table 3.4).

Table 12.4: Proportion of teachers who perceive that schools currently have difficulty in retaining teachers in the profession

In your opinion do schools as a whole currently have difficulty in retaining teachers in the profession?	Primary %	Secondary %
Yes	66	73
No	27	21
Missing data	7	6
	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Teachers who felt that schools have difficulty in retaining teachers in the profession are clear in the strategies that they feel would help to retain teachers: over 90% either agree or strongly agree that more support staff, smaller class sizes, fewer student management issues, and a more positive public image of teachers would help to retain people in the profession (see Tables 12.5 and 12.6). Among the strategies canvassed in the survey, ‘higher pay for teachers whose students achieve specified goals’ was the least well supported: 25% of the responding primary teachers and 30% of the secondary teachers agreed or strongly agreed that this would help to retain teachers.

Table 12.5: Primary teachers’ views on strategies to help retain teachers in the profession

To what extent do you agree that the following would help retain teachers in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Unsure	Missing	
	%	%	%	%	%	%	%
Smaller class sizes	69	27	3	<0.5	<0.5	1	100
Fewer student management issues	66	27	5	<0.5	1	1	100
A more positive public image of teachers	65	30	4	1	1	1	100
More support staff	60	35	4	<0.5	1	1	100
Fewer changes imposed on schools	56	34	6	<0.5	2	1	100
Reduced workload	52	36	8	1	2	1	100
Higher pay for teachers who demonstrate advanced competence	39	28	20	9	3	1	100
Higher pay for teachers who gain extra qualifications	36	35	20	6	2	1	100
Amendments to superannuation to encourage teachers to work longer	27	27	26	5	13	1	100
Higher pay for teachers whose students achieve specified goals	13	11	34	37	3	1	100
Other changes	9	1	<0.5	<0.5	3	87	100

Note: This question was directed to the 66% of primary teachers who felt that schools currently have difficulty in retaining teachers in the profession. Weighted data; the proportions may not add to 100 due to rounding.

Table 12.6: Secondary teachers' views on strategies to help retain teachers in the profession

To what extent do you agree that the following would help retain teachers in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Unsure	Missing	%
	%	%	%	%	%	%	
Smaller class sizes	61	33	4	<0.5	1	<0.5	100
Fewer student management issues	62	32	5	<0.5	1	<0.5	100
A more positive public image of teachers	59	35	4	<0.5	1	<0.5	100
Fewer changes imposed on schools	51	36	9	1	4	<0.5	100
Higher pay for teachers who demonstrate advanced competence	44	26	16	10	4	1	100
More support staff	44	45	8	<0.5	3	1	100
Reduced workload	44	42	11	1	2	1	100
Higher pay for teachers who gain extra qualifications	35	30	22	9	4	<0.5	100
Amendments to superannuation to encourage teachers to work longer	24	29	28	7	12	1	100
Higher pay for teachers whose students achieve specified goals	13	14	35	32	4	1	100
Other changes	11	1	<0.5	<0.5	3	85	100

Note: This question was directed to the 73% of secondary teachers who felt that schools currently have difficulty in retaining teachers in the profession. Weighted data; the proportions may not add to 100 due to rounding.

12.4 Views on professional teaching standards

Over 80% of teachers either agreed or strongly agreed that teacher professional standards should be used to guide initial teacher education and in-service teacher education, and around 75% that standards should be used in any performance appraisal process. The details are provided in Table 12.7 for primary and secondary teachers separately. Using teacher professional standards as the basis for teachers' pay was less widely supported – by 43% of primary teachers and 46% of secondary teachers. There were no noticeable differences in the pattern of teachers' responses on the potential role of teaching standards by either school sector or school geographic location. The relatively high proportions of 'unsure' responses and missing data on these questions suggest that this is a policy area in which there is some uncertainty among teachers.

Table 12.7: Teachers' views on professional teaching standards

Do what extent do you agree with the following statements about professional teaching standards?	Strongly agree	Agree	Disagree	Strongly disagree	Unsure	Missing	
	%	%	%	%	%	%	
Primary teachers							
Teacher professional standards should be used to guide initial teacher education	32	52	2	1	5	8	100
Teacher professional standards should be used to guide in-service teacher education	30	52	4	1	5	8	100
Teacher professional standards should be used in any performance appraisal process	24	50	8	3	7	8	100
Teacher professional standards should provide the basis for teachers' pay	13	30	24	15	11	8	100
Secondary teachers							
Teacher professional standards should be used to guide initial teacher education	32	52	3	1	7	6	100
Teacher professional standards should be used to guide in-service teacher education	29	53	4	1	7	6	100
Teacher professional standards should be used in any performance appraisal process	24	50	9	3	8	6	100
Teacher professional standards should provide the basis for teachers' pay	14	32	22	15	11	6	100

Note: Teacher professional standards were defined as specifying the skills and behaviours expected of beginning/graduate, experienced/competent and accomplished/advanced teachers. Weighted data; the proportions may not add to 100 due to rounding.

12.5 Leaders' job satisfaction

Over 80% of school leaders report that they are either satisfied or very satisfied with their jobs. Tables 12.8 and 12.9 provide the details for primary and secondary leaders, respectively. As was discussed earlier in the chapter for teachers, leaders report high levels of job satisfaction with most of the aspects canvassed in the survey. The major exceptions were in regard to 'the balance between working time and private life' (less than 50% indicated that they were either satisfied or very satisfied with this aspect), 'the value society places on the leadership position' (55-60%), and 'your salary' (55-65%).

Table 12.8: Primary leaders' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	Missing	%
	%	%	%	%	%	%	
Your working relationships with your teaching colleagues	44	51	3	<0.5	<0.5	2	100
Your opportunity to influence student learning and development	37	54	6	<0.5	<0.5	2	100
Your working relationships with parents/guardians	35	60	2	<0.5	<0.5	2	100
Your opportunities for professional learning	28	54	15	2	<0.5	2	100
Currently accomplishing with the school	27	63	8	1	1	2	100
Your freedom to decide how to do your job	27	57	12	<0.5	<0.5	2	100
The clarity of your responsibilities and authority	26	60	9	2	1	2	100
Your opportunities for further career advancement	18	60	14	4	2	2	100
Feedback on your performance	18	59	17	3	1	2	100
The support you receive from your employer	17	52	19	8	2	2	100
The physical resources at your school	12	45	30	11	1	2	100
The staffing resources at your school	10	47	33	7	1	2	100
The value society places on the leadership position	8	45	29	13	3	2	100
Your salary	8	49	31	9	1	2	100
The balance between working time & private life	6	40	35	17	1	2	100
<i>Overall, how satisfied are you with your current job?</i>	<i>26</i>	<i>63</i>	<i>7</i>	<i>1</i>	<i>2</i>	<i>2</i>	<i>100</i>

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 12.9: Secondary leaders' job satisfaction

How satisfied are you with the following aspects of your job?	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure	Missing	%
	%	%	%	%	%	%	
Your working relationships with your teaching colleagues	42	52	3	<0.5	1	3	100
Your freedom to decide how to do your job	38	49	9	2	<0.5	3	100
Your opportunities for professional learning	36	51	9	1	<0.5	3	100
Your working relationships with parents/guardians	34	59	3	1	2	3	100
Your opportunity to influence student learning and development	33	57	7	1	<0.5	3	100
The clarity of your responsibilities and authority	31	55	10	1	<0.5	3	100
The support you receive from your employer	28	46	16	6	1	3	100
Currently accomplishing with the school	26	62	8	1	1	3	100
Your opportunities for further career advancement	21	58	11	3	4	3	100
Feedback on your performance	17	55	20	4	2	3	100
The physical resources at your school	17	42	25	12	1	3	100
The staffing resources at your school	14	47	28	7	1	3	100
Your salary	9	54	25	8	<0.5	3	100
The value society places on the leadership position	10	50	25	8	3	3	100
The balance between working time & private life	6	41	35	15	1	3	100
<i>Overall, how satisfied are you with your current job?</i>	<i>30</i>	<i>61</i>	<i>6</i>	<i>1</i>	<i>1</i>	<i>3</i>	<i>100</i>

Note: Weighted data; the proportions may not add to 100 due to rounding.

12.6 The attractiveness of school leadership positions

Despite the fact that most school leaders express a high level of job satisfaction, only about 50% believe that school leadership positions are attractive to qualified applicants (Table 12.10). Around 35-40% of leaders believe that such positions are unattractive, and about 5% that the positions are very unattractive.

Table 12.10: Leaders' perceptions of the attractiveness of school leadership positions

How attractive do you think school leadership positions are to qualified applicants?	Primary %	Secondary %
Very attractive	3	4
Attractive	51	49
Unattractive	34	39
Very Unattractive	7	3
Other	2	3
Missing	2	3
	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

The survey canvassed leaders' views on 10 possible changes that would help to retain leaders in the profession (see Tables 12.11 and 12.12 for primary and secondary leaders). The strategies that were most strongly supported were similar to those reported for teachers earlier in the chapter: reduced workload, more support staff, a more positive public image of the leadership position, and fewer changes imposed on schools. Around 50% of the leaders felt that amendments to superannuation arrangements would help to retain leaders. Only around 20% of primary leaders and 30% of secondary leaders agreed or strongly agreed that providing higher pay for leaders whose students achieve specified goals would help to retain leaders in the profession.

Table 12.11: Primary leaders' views on strategies to help retain leaders in the profession

To what extent do you agree that the following changes would help to retain quality leaders in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Unsure	Missing	
	%	%	%	%	%	%	%
More support staff	53	38	5	<0.5	1	2	100
Fewer changes imposed on schools	49	39	8	<0.5	1	2	100
A more positive public image of the leadership position	51	39	7	1	1	3	100
Reduced workload	45	43	9	1	1	2	100
Fewer student management issues	39	45	12	1	1	2	100
Higher pay for leaders who demonstrate advanced competence	40	33	17	45	3	2	100
Higher pay for leaders who gain extra qualifications	26	33	31	6	3	2	100
Greater autonomy	20	53	21	1	3	2	100
Amendments to superannuation to encourage leaders to work longer	21	32	30	4	11	2	100
Higher pay for leaders whose students achieve specified goals	6	15	43	31	2	2	100
Other changes	4	<0.5	<0.5	4	8	92	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 12.12: Secondary leaders' views on strategies to help retain leaders in the profession

To what extent do you agree that the following changes would help to retain quality leaders in the profession?	Strongly agree	Agree	Disagree	Strongly disagree	Unsure	Missing	%
	%	%	%	%	%	%	
More support staff	44	46	6	<0.5	2	3	100
A more positive public image of the leadership position	42	42	10	1	2	3	100
Fewer changes imposed on schools	42	41	11	1	3	3	100
Higher pay for leaders who demonstrate advanced competence	40	34	16	4	4	3	100
Reduced workload	39	46	10	1	2	3	100
Fewer student management issues	32	39	22	2	2	3	100
Greater autonomy	20	49	23	1	4	3	100
Higher pay for leaders who gain extra qualifications	21	29	33	8	5	3	100
Amendments to superannuation to encourage leaders to work longer	20	31	30	6	12	3	100
Higher pay for leaders whose students achieve specified goals	9	19	42	23	5	3	100
Other changes	5	1	<0.5	<0.5	4	90	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

13. SCHOOL STAFFING ISSUES

13.1 Introduction

This chapter reports the results from the Leader questionnaire Section J (*Staffing Your School*). This section was completed by school Principals only.

The chapter examines a variety of issues to do with school staffing: principals' authority for staffing issues; staffing vacancies and any difficulties faced in filling vacancies or retaining teachers; strategies for responding to teacher shortages; the numbers and types of teachers leaving or joining the school; perceptions of how well prepared are recent teacher graduates; the nature and effectiveness of the school's salary structure; and principals' views on different approaches to financial rewards for teachers. As school governance and funding arrangements differ so much across school sectors, a number of the analyses are presented separately for Government, Catholic and Independent schools.

13.2 Principals' authority for school staffing

Table 13.1 reports on the extent to which principals in Government schools report that they have authority for different aspects of school staffing. Table 13.2 reports the equivalent data for Catholic schools, and Table 13.3 for Independent schools. The discussion concentrates on the proportions who indicated that they had 'extensive authority' in the various staffing aspects, since this seems to be the clearest indicator of autonomy. Table 13.4 summarises those data.

Table 13.1: Government school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing?	Extensive authority	Some authority	Little authority	No authority	Missing	
	%	%	%	%	%	
<i>Government primary principals</i>						
Determining the school staffing profile	18	22	33	26	1	100
Reviewing teachers' performance	47	48	4	<0.5	1	100
Recruiting teachers	23	31	32	13	1	100
Recruiting non-teaching staff	39	42	13	6	1	100
Acting as the direct employer of teachers	14	25	24	37	1	100
Acting as the direct employer of non-teaching staff	21	35	17	24	3	100
Determining length of employment contract for teachers	14	25	20	41	1	100
Varying salary/conditions to recruit teachers in short supply	3	5	23	69	1	100
Determining priorities for teachers' professional learning	24	60	12	4	1	100
Financially rewarding high performing teachers	1	5	20	73	1	100
Dismissing teachers	2	11	37	48	2	100
<i>Government secondary principals</i>						
Determining the school staffing profile	24	28	34	13	1	100
Reviewing teachers' performance	39	50	9	1	1	100
Recruiting teachers	25	33	28	13	1	100
Recruiting non-teaching staff	35	37	22	4	2	100
Acting as the direct employer of teachers	12	21	20	45	1	100
Acting as the direct employer of non-teaching staff	22	30	17	30	1	100
Determining length of employment contract for teachers	14	26	21	38	1	100
Varying salary/conditions to recruit teachers in short supply	<0.5	9	18	71	2	100
Determining priorities for teachers' professional learning	30	53	12	4	1	100
Financially rewarding high performing teachers	--	7	19	73	1	100
Dismissing teachers	1	10	39	48	2	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

In general, the pattern of responses from primary school principals within each of the three sectors was similar to that of secondary principals. However, secondary principals generally reported more authority for staffing matters than primary principals. For example, 24% of Government secondary principals reported that they had extensive authority for determining the school staffing profile, compared to 18% of Government primary principals. In the Catholic sector, 87% of secondary principals reported extensive authority for recruiting teachers compared to 69% of primary principals. The apparently higher levels of staffing authority reported by secondary principals may reflect the generally larger and more varied staffing complements of secondary schools, as well as the possibility that in combined primary-secondary schools the principal of the secondary component is responsible for staffing across the whole school.

Table 13.1 indicates that 24% of Government school secondary principals have extensive authority for determining the school staffing profile (the numbers, type and level of staff). This proportion is higher (59%) in Catholic secondary schools (Table 13.2), and higher still (74%) in Independent secondary schools (Table 13.3). These marked sectoral differences are evident in almost all aspects of staffing examined in the survey. For example, 25% of Independent secondary principals report that they have extensive authority for varying salary or conditions to recruit teachers in short supply, compared to 12% of Catholic principals and almost no Government principals.

Table 13.2: Catholic school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing?	Extensive authority	Some authority	Little authority	No authority	Missing	%
	%	%	%	%	%	
<i>Catholic primary principals</i>						
Determining the school staffing profile	23	40	20	14	3	100
Reviewing teachers' performance	57	33	8	--	2	100
Recruiting teachers	69	27	2	--	2	100
Recruiting non-teaching staff	89	8	--	--	2	100
Acting as the direct employer of teachers	56	21	9	12	2	100
Acting as the direct employer of non-teaching staff	61	20	6	11	2	100
Determining length of employment contract for teachers	21	26	24	27	2	100
Varying salary/conditions to recruit teachers in short supply	2	6	15	75	2	100
Determining priorities for teachers' professional learning	31	58	8	1	2	100
Financially rewarding high performing teachers	1	6	14	77	2	100
Dismissing teachers	7	25	34	31	3	100
<i>Catholic secondary principals</i>						
Determining the school staffing profile	59	15	13	12	--	100
Reviewing teachers' performance	60	28	12	--	--	100
Recruiting teachers	87	12	2	--	--	100
Recruiting non-teaching staff	92	8	--	--	--	100
Acting as the direct employer of teachers	60	16	6	17	--	100
Acting as the direct employer of non-teaching staff	67	16	2	15	--	100
Determining length of employment contract for teachers	36	26	23	16	--	100
Varying salary/conditions to recruit teachers in short supply	12	17	18	54	--	100
Determining priorities for teachers' professional learning	41	53	5	--	--	100
Financially rewarding high performing teachers	5	9	18	68	--	100
Dismissing teachers	20	32	20	24	4	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

The data in Tables 13.1 to 13.3 indicate that the labour market for teachers is differentiated, as are the basic terms of teachers' employment. In Government schools, about 12-14% of principals report that they have extensive authority as the direct employer of teaching staff, compared to 56-60% of Catholic principals and 58-82% of Independent principals. The varying extent of principal autonomy is particularly evident in regard to dismissing teachers: 53% of Independent secondary principals report that they have extensive authority in this regard, compared to 20% of Catholic secondary principals and less than 0.5% of Government secondary principals. Smaller, although still substantial, sectoral differences are also evident in regard to principals' authority for reviewing teachers' performance and determining priorities for teachers' professional learning.

Table 13.3: Independent school principals' authority for school staffing

To what extent do you as the Principal have authority for the following aspects of school staffing?	Extensive authority	Some authority	Little authority	No authority	Missing	%
	%	%	%	%	%	
<i>Independent primary principals</i>						
Determining the school staffing profile	73	13	14	--	--	100
Reviewing teachers' performance	83	17	--	--	--	100
Recruiting teachers	83	17	<0.5	--	--	100
Recruiting non-teaching staff	76	21	4	<0.5	--	100
Acting as the direct employer of teachers	58	31	1	9	--	100
Acting as the direct employer of non-teaching staff	47	31	5	17	--	100
Determining length of employment contract for teachers	47	40	5	9	--	100
Varying salary/conditions to recruit teachers in short sup	19	29	33	19	--	100
Determining priorities for teachers' professional learning	67	30	3	--	--	100
Financially rewarding high performing teachers	13	12	37	37	1	100
Dismissing teachers	41	37	8	13	--	100
<i>Independent secondary principals</i>						
Determining the school staffing profile	74	24	2	--	<0.5	100
Reviewing teachers' performance	83	16	1	--	<0.5	100
Recruiting teachers	86	13	1	1	<0.5	100
Recruiting non-teaching staff	85	9	4	1	<0.5	100
Acting as the direct employer of teachers	82	9	7	2	<0.5	100
Acting as the direct employer of non-teaching staff	71	17	10	2	<0.5	100
Determining length of employment contract for teachers	67	16	14	2	<0.5	100
Varying salary/conditions to recruit teachers in short sup	25	44	20	11	<0.5	100
Determining priorities for teachers' professional learning	73	26	2	--	<0.5	100
Financially rewarding high performing teachers	20	32	19	29	<0.5	100
Dismissing teachers	53	44	2	1	<0.5	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 13.4: Areas in which principals report extensive authority for school staffing, by school level and sector

To what extent do you as the Principal have authority for the following aspects of school staffing? (% who report 'Extensive authority')	Primary			Secondary		
	Govt %	Cath. %	Ind. %	Govt %	Cath. %	Ind. %
Determining the school staffing profile	18	23	73	24	59	74
Reviewing teachers' performance	47	57	83	39	60	83
Recruiting teachers	23	69	83	25	87	86
Recruiting non-teaching staff	39	89	76	35	92	85
Acting as the direct employer of teachers	14	56	58	12	60	82
Acting as the direct employer of non-teaching staff	21	61	47	22	67	71
Determining length of employment contract for teachers	14	21	47	14	36	67
Varying salary/conditions to recruit teachers in short supply	3	2	19	<0.5	12	25
Determining priorities for teachers' professional learning	24	31	67	30	41	73
Financially rewarding high performing teachers	1	1	13	--	5	20
Dismissing teachers	2	7	41	1	20	53

Note: Weighted data; the proportions may not add to 100 due to rounding.

13.3 Teacher vacancies

One of the main objectives of the survey was to document the extent of unfilled teacher vacancies in schools at as disaggregated a level as possible. Principals were asked three questions in this regard: the number of unfilled teacher positions at the beginning of the 2006 school year; the number of unfilled vacancies mid-way through the final term of 2006; and the number of re-advertised vacancies.²¹ Tables 13.5 and 13.6 report the results from primary and secondary principals, respectively.

Table 13.5 indicates that 10% of primary school principals indicated that they had at least one unfilled vacancy for a General Classroom Teacher at the beginning of 2006. Around 9% of primary principals reported that they had at least one unfilled General Classroom Teacher in late 2006, which suggests that across primary schools as a whole the staffing position did not improve greatly during 2006.²²

²¹ An *unfilled position* was defined as any position vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever. A *re-advertised vacancy* was defined as any position which had been advertised more than once during 2006, with no appointment made after the first time advertised.

²² The schools that reported unfilled vacancies in late 2006 are not necessarily the same schools that had unfilled vacancies at the start of 2006 – the proportions refer to primary principals as a whole.

Table 13.5: Primary school Principals who indicate at least one unfilled teacher position and re-advertised vacancies

Staffing position	At least one unfilled position on First Day of Term 1, 2006 %	At least one unfilled position in mid-Last Term 2006 %	At least one re-advertised vacancy during 2006 %
Principal	<0.5	1	1
Deputy Principal	3	5	5
Early Childhood	1	2	1
Primary – General Classroom Teaching	10	9	5
Primary – Specialist Teaching			
Art	<0.5	-	1
English as a Second Language	<0.5	1	1
Computing	<0.5	-	-
Technology	<0.5	-	-
Literacy	-	<0.5	<0.5
Languages other than English	4	5	3
Music	2	1	1
Physical Education	1	2	1
Special Needs	5	6	2
Library	4	5	<0.5

Note: The table records the percentages of primary school Principals who indicated that their school experienced the staffing issue concerned e.g. 3% of Principals indicated an unfilled vacancy for a Deputy Principal on the first day of Term 1, 2006 – and therefore 97% did not. Weighted data.

Given that Australia has around 7 700 primary schools (including the primary component of combined primary-secondary schools) this suggests that about 700 primary schools had at least one unfilled vacancy for a General Classroom Teacher in late 2006. About 150 of the schools reported at least 3 unfilled vacancies for General Classroom Teachers. Based on the number of unfilled vacancies indicated by each school, there were around 1 300 unfilled vacancies for General Classroom Teachers across Australia in late 2006. Around 5% of primary principals reported that they had at least one re-advertised vacancy for a General Classroom Teacher during 2006.

In terms of specialist teaching areas in primary schools, Table 13.5 indicates that the highest unfilled teacher vacancies in late 2006 were in Special Needs (6% of primary schools indicated at least one unfilled vacancy, for a total of about 600 teachers), Languages Other than English (5% of primary schools for about 400 teachers), and Library (5% of schools for about 400 teachers).

Table 13.6 reports the unfilled vacancy data for secondary schools in terms of the curriculum areas provided by secondary schools. The highest rates of unfilled vacancy were reported in Mathematics, with 10% of secondary principals reporting at least one unfilled teacher vacancy at the beginning of 2006, 13% at the end of 2006, and 18% reporting that they had re-advertised vacancies in Mathematics during 2006.²³ As Australia has around 2 700 secondary schools (including the secondary component of combined primary-secondary schools), this suggests that around 350 schools had at least one unfilled vacancy for a secondary Mathematics teacher in late 2006 (for an estimated 400 teachers), and that almost 500 secondary schools had re-advertised vacancies for Mathematics teachers during 2006.

²³ The schools that reported unfilled vacancies in the various subject areas in late 2006 are not necessarily the same schools that had unfilled vacancies at the start of 2006 – the proportions refer to secondary principals as a whole.

Table 13.6: Secondary school Principals who indicate at least one unfilled teacher position and re-advertised vacancies

Staffing position	At least one unfilled position on First Day of Term 1, 2006 %	At least one unfilled position in mid-Last Term 2006 %	At least one re-advertised vacancy during 2006 %
Principal	<0.5	1	1
Deputy Principal	2	1	5
Secondary teaching			
English	8	6	12
English as a Second Language	1	<0.5	3
Health and Physical Education	3	3	4
Languages other than English	5	5	9
Mathematics	10	13	18
Science	8	11	8
Society and Environment Studies	5	5	7
Computing	4	3	3
Technology	6	3	6
The Creative and Performing Arts	4	3	8
Vocational Education and Training	3	2	3

Note: The table records the percentages of secondary school Principals who indicated that their school experienced the staffing issue concerned e.g. 2% of Principals indicated an unfilled vacancy for a Deputy Principal on the first day of Term 1, 2006 – and therefore 98% did not. Weighted data.

Other curriculum areas in which secondary principals reported relatively high unfilled vacancy rates in late 2006 were Science (11% of secondary schools had at least one unfilled vacancy, for an estimated total of 300 teachers), English (6% of schools for an estimated 200 teachers), LOTE (5% of schools for an estimated 150 teachers), and SOSE (5% of schools for an estimated 150 teachers).

The general conclusion from comparing Tables 13.5 and 13.6 is that unfilled teacher vacancies are more common in secondary schools than primary schools. However, because there are three times more primary schools than secondary schools, the total number of schools reporting at least one unfilled vacancy is higher in the primary sector.

Table 13.7 summarises the overall estimated number of vacancies in the areas in which the highest proportions of vacancies were reported in primary and secondary schools at the beginning of the 20006 school year, and mid-way through the final term in 2006. In most areas the estimated number of vacancies declined during the year, but generally only by a relatively small number. In two areas in primary schools (special needs and library) and two in secondary schools (mathematics and science) the number of vacancies is estimated to have increased slightly during the year.

Table 13.7: Indicative number of teacher vacancies in areas of schooling with the highest proportions of vacancies

Staffing position	No. vacancies in schools with at least one unfilled position on First Day of Term 1, 2006	No. vacancies in schools with at least one unfilled position in mid-Last Term 2006
Primary schools		
Primary – General Classroom Teaching	1 500	1 300
Primary – Specialist Teaching		
Languages other than English	500	400
Special Needs	500	600
Library	300	400
Secondary schools		
English	300	200
Languages other than English	150	150
Mathematics	300	400
Science	200	300
Society and Environment Studies	150	150

Note: The table records the estimated numbers of teacher vacancies per area based on the percentages of principals who indicated that their school experienced the staffing issue concerned, and the number of vacancies per school. Weighted and rounded data.

13.4 Principals' perceptions of staffing difficulties

To help provide another perspective on the vacancy rate data, principals were asked for a global assessment of the extent to which they had experienced difficulty during the past 12 months in filling staff vacancies across all areas of curriculum, and in retaining suitable staff. The results are reported in Table 13.8.

Table 13.8 indicates that 5% of primary principals and 9% of secondary principals reported major difficulty in suitably filling staff vacancies during the past 12 months. These proportions are broadly in line with the unfilled vacancy rates discussed in the previous section, and confirm that recruitment difficulties are generally more acute in secondary schools. A further 18% of primary principals reported a moderate difficulty in recruiting staff as did 31% of secondary principals.

There seem to be relatively fewer difficulties in retaining suitable staff than in recruiting staff in the first place. Around 15% of primary principals and 21% of secondary principals reported a major or moderate difficulty in retaining suitable staff during the past 12 months. Once again, the difficulties of retaining suitable staff seem to be more evident in secondary schools than primary schools.

Table 13.8: Principals' perceptions of staffing difficulties

Staffing concern	Primary %	Secondary %
<i>What degree of difficulty have you had in the past 12 months in <u>suitably filling</u> staff vacancies across all areas of curriculum?</i>		
Major difficulty	5	9
Moderate difficulty	18	31
Minor difficulty	29	37
No difficulty	46	23
Missing data	1	1
	100	100
<i>What degree of difficulty have you had in the past 12 months in <u>retaining</u> suitable staff across all areas of curriculum?</i>		
Major difficulty	4	3
Moderate difficulty	11	18
Minor difficulty	23	41
No difficulty	60	37
Missing data	2	1
	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 13.9 examines the extent to which principals' perceptions of staffing difficulties differ by school sector. Higher proportions of principals in the Government sector reported staffing difficulties than in the other two sectors. For example, 52% of Government secondary principals reported either a major or moderate difficulty in suitably filling staff vacancies in the past 12 months, compared to 29% of Catholic secondary principals and 22% of principals in Independent schools. The sectoral differences in staffing difficulties were smaller among primary schools. Around one in three (33%) Government secondary principals reported major or moderate difficulties in retaining suitable staff, compared to 13% of Catholic principals and just 5% of Independent school principals. Among primary schools, 18% of Government school principals reported major or moderate difficulties in retaining suitable staff, compared to 10% of Catholic primary principals and 5% of Independent primary principals.

Table 13.9: Principals' perceptions of staffing difficulties, by school sector

Staffing concern	Government %	Catholic %	Independent %
Primary principals			
<i>What degree of difficulty have you had in the past 12 months in <u>suitably filling</u> staff vacancies across all areas of curriculum?</i>			
Major difficulty	6	6	<0.5
Moderate difficulty	19	14	18
Minor difficulty	28	33	29
No difficulty	46	45	53
Missing data	1	2	<0.5
	100	100	100
<i>What degree of difficulty have you had in the past 12 months in <u>retaining</u> suitable staff across all areas of curriculum?</i>			
Major difficulty	4	5	1
Moderate difficulty	14	5	4
Minor difficulty	23	28	17
No difficulty	57	56	79
Missing data	1	5	<0.5
	100	100	100
Secondary principals			
<i>What degree of difficulty have you had in the past 12 months in <u>suitably filling</u> staff vacancies across all areas of curriculum?</i>			
Major difficulty	14	6	<0.5
Moderate difficulty	38	23	22
Minor difficulty	35	43	38
No difficulty	12	28	40
Missing data	2	<0.5	<0.5
	100	100	100
<i>What degree of difficulty have you had in the past 12 months in <u>retaining</u> suitable staff across all areas of curriculum?</i>			
Major difficulty	5	1	1
Moderate difficulty	28	12	4
Minor difficulty	41	40	43
No difficulty	25	47	53
Missing data	2	<0.5	<0.5
	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Differences in the extent of staffing difficulties are also evident for schools in different locations, although to a lesser extent than the differences among school sectors. Table 13.10 indicates that a lower proportion of principals in primary and secondary metropolitan schools report either major or moderate difficulties in filling staff vacancies (21% primary, 35% secondary) than in schools in provincial (25% primary, 45% secondary) or remote (35% primary, 50%) secondary areas. It appears that the major staffing issue faced by non-metropolitan schools is in attracting suitable staff, rather than in retaining them once they have arrived.

Table 13.10: Principals' perceptions of staffing difficulties, by school location

Staffing concern	Metro %	Provincial %	Remote %
Primary principals			
<i>What degree of difficulty have you had in the past 12 months in <u>suitably filling</u> staff vacancies across all areas of curriculum?</i>			
Major difficulty	3	8	11
Moderate difficulty	18	17	24
Minor difficulty	33	23	26
No difficulty	46	50	37
Missing data	<0.5	2	3
	100	100	100
<i>What degree of difficulty have you had in the past 12 months in <u>retaining</u> suitable staff across all areas of curriculum?</i>			
Major difficulty	3	5	5
Moderate difficulty	9	12	21
Minor difficulty	26	17	28
No difficulty	62	62	44
Missing data	<0.5	4	3
	100	100	100
Secondary principals			
<i>What degree of difficulty have you had in the past 12 months in <u>suitably filling</u> staff vacancies across all areas of curriculum?</i>			
Major difficulty	5	14	8
Moderate difficulty	30	31	42
Minor difficulty	42	30	27
No difficulty	23	23	13
Missing data	1	1	10
	100	100	100
<i>What degree of difficulty have you had in the past 12 months in <u>retaining</u> suitable staff across all areas of curriculum?</i>			
Major difficulty	3	3	4
Moderate difficulty	16	21	9
Minor difficulty	40	44	37
No difficulty	41	31	40
Missing data	1	1	10
	100	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

13.5 Strategies for dealing with staffing shortages

Teacher shortages are often 'hidden' and hard to measure in the sense that schools and school systems use a variety of strategies to ensure that classes are not left without a teacher, including reducing the curriculum on offer, employing less qualified teachers, or increasing class sizes (OECD, 2005). Table 13.11 reports on the strategies used by primary and secondary principals in the survey to deal with staffing shortages. Teacher shortages have qualitative as well as quantitative dimensions.

As reported by primary principals, the most common strategies are to combine classes across year levels (16% of principals), require teachers to teach outside their field of expertise (14%), recruit less qualified teachers (11%), share programs with other schools (10%), or reduce the

curriculum offered (9%). These strategies are also commonly used by secondary school principals, although to a much greater extent. For example, 43% of secondary principals indicate that they ask teachers to teach outside their field of expertise in response to shortages, and 22% recruit less qualified teachers, and 19% reduce the curriculum offered.

Table 13.11: Principals' strategies to deal with staffing shortages

Which of the following strategies do you use to deal with teacher shortages at your school? (>1 response possible)	Primary %	Secondary %
Reduce the curriculum offered	9	19
Reduce the length of classroom time for a subject	1	3
Combine classes within subject areas	4	18
Combine classes across subject areas	2	2
Combine classes across year levels	16	15
Require teachers to teach outside their field of expertise	14	43
Recruit less qualified teachers	11	22
Share programs with other schools	10	16
Other	5	4
Not relevant – no recent teacher shortages	60	48

Note: Principals could indicate >1 strategy. Weighted data.

Overall, and consistent with other data reported in this chapter, staffing difficulties seem to be more evident in secondary than primary schools. Just under half (48%) of the secondary principals report that the various strategies are not relevant because they have no recent teacher shortages, whereas 60% of primary principals report that this is the case. On average, principals in government schools, and in non-metropolitan locations, were more likely to report a need to use various strategies to deal with staffing shortages.

13.6 Teacher departures and arrivals

Table 13.12 reports data on the proportions of schools in which teachers left for different reasons in the past 12 months. Overall, about 42% of primary principals (about 3300 schools involving around 5000 teachers) indicated that teachers retired in the past 12 months and 35% (about 2700 schools, involving about 3800 teachers) that teachers resigned from teaching. Staff turnover in these regards seems to be higher in secondary schools, with 74% of secondary principals (about 2000 schools, involving about 4400 teachers) indicating that teachers retired and 60% (1600 schools, involving about 3000 teachers) that teachers resigned.²⁴ The majority of schools experienced teachers relocating to another school in the same sector in the same state/territory (61% of primary schools and 68% of secondary schools). Such relocations involved an estimated 8300 primary teachers and 5400 secondary teachers.

About 21% of primary principals reported that teachers relocated to another school sector in the same state/territory (involving an estimated 2300 teachers), 13% had at least one teacher move to teach interstate (1200 teachers) and 20% to teach overseas (an estimated 1900 teachers). These proportions were all higher for secondary schools: 45% of secondary principals reported at least one teacher changing school sector (involving an estimated 2000 teachers), 27% had teachers moving to teach interstate (1200 teachers), and 44% moving overseas to work as a teacher (involving an estimated 1600 teachers). Part of this would be due to the fact that secondary schools on average employ more teachers than primary schools, but part may also be related to a greater propensity of secondary teachers to change schools or leave the profession.

²⁴ As secondary schools employ more teachers on average than primary schools

Table 13.12: Proportion of principals who indicated that at least one teacher left the school in the past 12 months

Type of teacher departure	Primary % No. of teachers			Secondary % No. of teachers		
	1	2-5	>5	1	2-5	>5
Retirement	28	14	<0.5	26	47	1
Resignation from teaching	26	9	-	35	25	<0.5
Relocation to another school in the same school sector in the same State/Territory	37	24	2	21	47	8
Relocation to another school sector in the same State/Territory	17	3	1	30	15	-
Relocation to teach interstate	11	2	<0.5	17	10	-
Moved overseas to work as a teacher	17	3	-	35	9	-
Leave of >12 months	33	14	1	34	37	3

Note: The table records the percentages of Principals who indicated that their school had at least one teacher departure in the category concerned e.g. 28% of primary Principals indicated that 1 teacher retired during the past 12 months, and 14% of primary schools had 2-5 teachers retire. It only includes those teachers who were on-going or appointed for at least 12 months. Weighted data.

Table 13.12 also indicates that quite high proportions of principals indicate that at least one teacher took leave of more than 12 months: 48% of primary principals and 74% of secondary principals.

Table 13.13 looks in detail at the areas in which primary teachers who either retired or resigned were teaching. These data give a broad indication of the areas in which the stock of teachers needs to be replaced. As expected, the most commonly reported field was General Classroom Teaching, in which 41% of schools indicated at least one teacher had retired or resigned (for an estimated total of 5500 teachers). Among the more specialist teaching areas, the departures due to retirement or resignation were most common in Early Childhood (9% of schools and about 1000 teachers) and Special Needs (5% of schools or about 400 teachers).

Table 13.13: Primary teacher retirements or resignations in the past 12 months by area taught, as indicated by principals

Areas taught by primary teachers who retired or resigned in the past 12 months	No. of teachers		
	1 %	2 %	>2 %
Early Childhood	7	1	1
Primary – General Classroom Teaching	26	9	6
Primary – Specialist Teaching			
Art	1	-	-
English as a Second Language	1	-	<0.5
Computing	<0.5	-	-
Technology	<0.5	-	-
Literacy	<0.5	-	-
Languages other than English	1	-	-
Music	2	-	-
Physical Education	1	-	-
Special Needs	4	<0.5	<0.5
Library	2	-	-
Other areas	1	1	<0.5

Note: The table records the percentages of primary Principals who indicated that teachers from their school had either retired or resigned in the past 12 months, and the areas they taught in. For example, 7% of primary Principals indicated that 1 teacher retired or resigned who taught Early Childhood Education, and 1% had 2 such teachers retire or resign. Weighted data.

Table 13.14 presents data on the areas taught by secondary teachers who either retired or resigned in the past 12 months. The largest areas concerned were English (37% of secondary principals reported that at least one teacher retired or resigned from this area, for an estimated total of 1300 teachers), Mathematics (36% of schools for about 1200 teachers), Science (26% of schools for about 900 teachers) and Society and Environment Studies (22% of schools for about 700 teachers). Such data can help to determine priorities in the preparation and recruitment of new teachers.

Table 13.14: Secondary teacher retirements or resignations in the past 12 months by area taught, as indicated by principals

Areas taught by secondary teachers who retired or resigned in the past 12 months	No. of teachers		
	1 %	2 %	>2 %
<i>Secondary</i>			
English	28	7	2
English as a Second Language	2	1	-
Health and Physical Education	10	1	<0.5
Languages other than English	6	1	-
Mathematics	27	8	1
Science	20	5	1
Society and Environment Studies	16	4	2
Computing	5	1	-
Technology	9	1	<0.5
The Creative and Performing Arts	13	2	1
Vocational Education and Training	3	<0.5	-
Other areas	10	1	<0.5

Note: The table records the percentages of secondary Principals who indicated that teachers from their school had either retired or resigned in the past 12 months, and the areas they taught in e.g. 28% of secondary Principals indicated that 1 teacher retired or resigned who taught English, and 7% had 2 such teachers retire or resign. Weighted data.

Table 13.15 indicates that arrivals in schools come from a wide range of sources. New graduates from teacher education represent the most frequent type of arrival (56% of primary principals and 82% of secondary principals indicate at least one teacher joined as a new graduate from teacher education). The new graduates comprised an estimated 8800 primary teachers and 5500 secondary teachers. It is noteworthy that 10% of secondary schools and 2% of primary schools indicated that they had more than 5 new graduates join the school in the past 12 months. Such schools are likely to need to devote substantial resources to induction.

The second most common source of new arrivals was teachers transferring from another school in the same sector and state/territory (47% of primary schools, involving an estimated 7700 teachers and 69% of secondary schools, involving about 3600 teachers). There were also fairly large numbers moving from another school sector in the same state/territory (in 13% of primary schools, involving about 1500 teachers and 30% of secondary schools, involving about 1600 teachers), from interstate (6% of schools or about 600 teachers and 22% of schools or about 900 teachers, respectively) or from overseas (9% of primary schools involving about 1000 teachers, and 17% of secondary schools, involving about 800 teachers). Overall, there seemed to be proportionately much more movement of teachers into secondary schools than primary schools.

Table 13.15: Proportion of principals who indicated that at least one teacher joined the school in the past 12 months

Type of teacher arrival	Primary % No. of teachers			Secondary % No. of teachers		
	1	2-5	>5	1	2-5	>5
New graduate from teacher education	29	25	2	24	46	9
Re-entry by a teacher who had formerly resigned from teaching	11	1	-	17	6	-
Relocation from another school in the same school sector in the same State/Territory	23	22	2	18	38	10
Relocation from another school sector in the same State/Territory	10	3	<0.5	16	13	1
Relocation from teaching interstate	5	1	-	16	6	<0.5
Moved from overseas	7	2	-	11	6	-
Other	2	1	<0.5	2	1	<0.5

Note: The table records the percentages of Principals who indicated that their school had at least one teacher arrive in the category concerned e.g. 29% of primary Principals indicated that 1 teacher was a new graduate from teacher education, and 25% of primary schools had 2-5 teachers join from this source. It only includes those teachers who were on-going or appointed for at least 12 months. Weighted data.

It is also noteworthy that 23% of secondary principals and 12% of primary principals reported that at least one teacher was a re-entrant to teaching after having formerly resigned. The data in Table 13.13 provide another indication of a mobile profession, although the lack of comparable data from earlier surveys makes it difficult to judge whether such mobility has changed over time.

13.7 Perceptions of the preparation of recent teacher graduates

Principals were asked to assess how well recent teacher graduates were prepared in a range of aspects of teaching and other work in schools. Their responses are reported in Table 13.16.

Table 13.16: Principals' perceptions of the preparation of recent teacher graduates

In your experience, how well prepared are recent teacher graduates in regard to:	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared	Missing	%
	%	%	%	%	%	
<i>Primary principals' perceptions</i>						
Understanding the subject matter they are expected to teach	7	42	43	4	4	100
Using effective strategies to help students learn	7	39	43	7	4	100
Knowing about how students learn and understand new concepts	7	40	42	6	4	100
Understanding the differences among students and how to cater for them	4	21	57	14	4	100
Managing classroom activities effectively	5	28	50	13	4	100
Providing effective feedback to students to support their learning	4	33	51	8	4	100
Accessing and using teaching materials and resources effectively	7	45	41	4	4	100
Engaging students in learning activities	7	42	44	2	4	100
Collaborating with teaching colleagues	9	47	33	3	4	10
Communicating with parents/guardians	4	22	53	17	5	100
<i>Secondary principals' perceptions</i>						
Understanding the subject matter they are expected to teach	18	59	19	1	2	100
Using effective strategies to help students learn	8	49	37	4	2	100
Knowing about how students learn and understand new concepts	7	51	33	7	2	100
Understanding the differences among students and how to cater for them	4	34	47	13	2	100
Managing classroom activities effectively	4	33	51	10	2	100
Providing effective feedback to students to support their learning	3	43	46	6	2	100
Accessing and using teaching materials and resources effectively	13	54	29	1	2	100
Engaging students in learning activities	6	57	34	2	2	100
Collaborating with teaching colleagues	13	59	23	2	2	10
Communicating with parents/guardians	3	23	53	19	3	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

About half the primary principals responded that recent teacher graduates were either very well prepared or well prepared in 'understanding the subject matter they are expected to teach' (49%), 'knowing about how students learn and understand new concepts' (49%), and 'using effective strategies to help students learn' (46%). Secondary principals rated recent graduates as better prepared in these regards (77%, 57% and 58%, respectively).

Overall, primary principals rated recent graduates as best prepared in regard to 'collaborating with teaching colleagues' (56%), and least well prepared in 'communicating with parents/guardians' (26% indicated either well prepared or very well prepared). This pattern was also evident in the responses from secondary principals, although overall secondary principals gave more positive assessments of graduates' preparation than did primary principals. In most of the aspects surveyed, less than 10% of both groups of principals indicated that recent teacher graduates were poorly prepared.

13.8 Salary structures

Principals indicated that classroom teachers are most commonly employed on a salary structure that is an incremental scale with progression based largely on years of experience. As Table 13.17 records, 76% of primary principals felt that this best described the salary structure for the majority of classroom teachers, as did 78% of secondary principals. Just under 10% of principals indicated that the majority of classroom teachers are paid according to a fixed salary (i.e. no increments) and around 5-8% according to a scale with increments largely subject to performance assessment.

Table 13.17: Type of salary structure

Which category best describes the current salary structure for the majority of teachers?	Type of teacher	
	Classroom %	Leadership %
Primary		
Fixed salary (i.e., no increments)	9	31
Incremental salary scale with progression based largely on years of service	76	35
Incremental salary scale with progression largely subject to performance assessment	8	9
Salary bonus for high performance or specified tasks	1	4
Salary specified in an individual agreement	3	7
Other salary structure	<0.5	3
Missing data	3	11
	100	100
Secondary		
Fixed salary (i.e., no increments)	9	37
Incremental salary scale with progression based largely on years of service	78	32
Incremental salary scale with progression largely subject to performance assessment	6	8
Salary bonus for high performance or specified tasks	2	5
Salary specified in an individual agreement	4	11
Other salary structure	<0.5	1
Missing data	2	6
	100	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Table 13.17 indicates that there is greater variety in the salary structures for teachers in leadership positions, with only 35% of primary principals and 32% of secondary principals reporting that an incremental scale based largely years of service applies to the majority of such posts.

Principals were also asked to rate the effectiveness of their school's salary structure in attracting and retaining teachers and leaders. The results are reported in Table 13.18.

Table 13.18: Principals' perceptions of the effectiveness of the school's salary structure in attracting and retaining teachers

How effective is your school's salary structure in:	Very effective	Effective	Of some effectiveness	Not effective	Missing	
	%	%	%	%	%	
Primary principals						
Attracting teachers to mainly classroom teaching positions	5	26	41	22	6	100
Retaining teachers in mainly classroom teaching positions	6	23	42	23	6	100
Attracting teachers to leadership positions	4	15	39	35	7	100
Retaining teachers in leadership positions	4	20	37	33	6	100
Secondary principals						
Attracting teachers to mainly classroom teaching positions	3	32	46	18	2	100
Retaining teachers in mainly classroom teaching positions	2	30	47	18	2	100
Attracting teachers to leadership positions	4	20	44	31	2	100
Retaining teachers in leadership positions	5	23	43	28	2	100

Note: Weighted data; the proportions may not add to 100 due to rounding.

Fewer than one in three primary principals rated their school's salary structure as either effective or very effective in 'attracting teachers to mainly classroom teaching positions' (31%). These positive ratings were slightly lower among Government primary school principals (29% for attracting classroom teachers) than Catholic principals (31%), and both were lower than among Independent principals (48%).²⁵ A lower proportion of Catholic primary principals rated their salary structure as either effective or very effective in retaining teachers in classroom positions (24%) than did Government primary principals (28%); both were substantially lower than Independent primary principals (43%).

Table 13.18 indicates that only 19% of primary principals rated their school salary structure as effective or very effective in attracting teachers to leadership positions, as did 24% in retaining leaders. Only 35% of secondary principals felt that the salary structure was effective in attracting classroom teachers and 32% in retaining them. A higher proportion of secondary principals in both the Catholic sector (53%) and Independent sector (49%) rated the school's salary structure as effective or very effective in attracting classroom teachers than in the Government sector (23%).

Principals were also invited to comment on the likely effectiveness of various financial strategies in attracting and retaining teachers. The results are presented in Table 13.19 for primary principals, and in Table 13.20 for secondary principals. The pattern was broadly similar for primary and secondary principals.

²⁵ The detailed responses from principals in the three school sectors are not included in the report.

Table 13.19: Primary principals' perceptions of the likely effectiveness of various financial strategies in attracting and retaining teachers

In your opinion, would these be effective in attracting or retaining teachers?	Attracting teachers?			Retaining teachers?		
	Yes %	No %	Unsure %	Yes %	No %	Unsure %
<i>Extra pay based on:</i>						
Years of teaching service	61	19	16	71	13	11
Higher qualifications	69	13	14	63	20	11
Successful completion of professional learning activities	59	18	19	64	14	17
Performance against specified professional standards	43	33	21	44	33	18
Gains in students' learning	10	66	21	9	72	14
Individual performance against specified school or system goals	23	45	28	24	48	23

Note: Missing data is 3-5% per item. Weighted data; the proportions may not add to 100 due to rounding.

Among the six financial strategies considered for attracting teachers, the three most highly ranked were extra pay based on higher qualifications, which 69% of primary principals and 54% of secondary principals felt would be effective, extra pay based on years of teaching service (61% of primary principals and 53% of secondary principals) and successful completion of professional learning activities (59% of primary principals and 45% of secondary principals). The lowest ranked was extra pay based on gains in student learning, which only 10% of primary principals and 13% of secondary principals felt would be effective in attracting teachers.

In terms of financial strategies for retaining teachers, the pattern of responses was similar. The financial strategies that principals felt would be most effective for retaining teachers were extra pay based on years of service (71% of primary principals and 67% of secondary principals), successful completion of professional learning activities (64% of primary principals and 60% of secondary principals) and higher qualifications (63% of primary principals and 46% of secondary principals).

Of note is that around 15-25% of principals indicated that they were unsure about whether the financial strategy concerned would be effective in either attracting or retaining teachers. This suggests that this is a policy area in which there is considerable uncertainty among school principals.

Table 13.20: Secondary principals' perceptions of the likely effectiveness of various financial strategies in attracting and retaining teachers

In your opinion, would these be effective in attracting or retaining teachers?	Attracting teachers?			Retaining teachers?		
	Yes %	No %	Unsure %	Yes %	No %	Unsure %
<i>Extra pay based on:</i>						
Years of teaching service	53	25	19	67	14	14
Higher qualifications	54	22	20	46	28	22
Successful completion of professional learning activities	45	29	23	60	18	19
Performance against specified professional standards	35	38	24	39	33	24
Gains in students' learning	13	59	24	18	58	21
Individual performance against specified school or system goals	24	46	26	30	43	23

Note: Missing data is 3-5% per item. Weighted data; the proportions may not add to 100 due to rounding.

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APPENDIX 1: ADVISORY COMMITTEE MEMBERSHIP

Terry Blanchard	National Catholic Education Commission
Glenis Bray	Department of Education and Training, Western Australia (to May 2007)
Patrick Bryan	Department of Education, Training and the Arts, Queensland (from April 2007)
Cathy Crook	Department of Education and Training, Australian Capital Territory (from November 2006)
Chris Duncan	Australian Bureau of Statistics
Graham Gallas	Teaching Australia (to May 2007)
Brenton Holmes	Teaching Australia (from May 2007)
Warwick Gibbons	DEEWR
Kate Griffiths	Department of Education and Training, Western Australia (from May 2007)
Paul Hunt	DEEWR (Chair from November 2006)
Audrey Jackson	Independent Schools Council of Australia
Peter Johnson	Department of Education and Training, New South Wales
Christiana Knapman	DEEWR (from February 2007)
Scott Lambert	DEEWR (Chair to November 2006)
Andrew Mahoney	Department of Education, Tasmania (from October 2006)
Patrick McGrath	Australian Primary Principals Association (Teaching Australia)
Michelle Morthorpe	Australian Joint Council of Professional Teaching Associations (Teaching Australia)
Carol Penglase	Department of Employment, Education and Training, Northern Territory (from September 2006)
John See	Australian Secondary Principals Association (Teaching Australia)
Scott Smith	Department of Education, Training and the Arts, Queensland (to April 2007)
Jim Tangas	Department of Education, Victoria (from February 2007)
Barry Thompson	Department of Education and Childrens Services, South Australia
Diane Wasson	Department of Education and Training, New South Wales
Sue Willis	Australian Council of Deans of Education

Some Committee meetings were also attended by:

Martin Clifford	Department of Education and Training, Western Australia
Karen Collins	Australian Bureau of Statistics
Jane Evans	Department of Education, Tasmania (to September 2006)
Graham Gallas	Teaching Australia (to April 2007)
Carol Harris	Department of Education and Training, Australian Capital Territory (to September 2006)
David Hewitt	Association of Independent Schools of Western Australia
Marten Koomen	Department of Education, Victoria
Jeannie Mackinder	DEEWR
Sue Murphy	Department of Employment, Education and Training, Northern Territory (to September 2006)
Barbara Preston	Australian Council of Deans of Education
Alison Thorn	Australian Bureau of Statistics

APPENDIX 2: THE *TEACHER* QUESTIONNAIRE

This survey has been approved by the Australian Government Statistical Clearing House (Approval Number 01874-02)

Your Logon

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SIAS
Staff in Australia's Schools



This survey will be completed by school teachers across the country, so we have used generic terms throughout. If a term specific to your State/Territory is not used please choose the option which most closely resembles the term you would use.

All responses are confidential

A. YOUR BACKGROUND

1. What is your date of birth? ___ / ___ / _____

2. What is your sex? Male Female

3a. In which country were you born?

- | | |
|--|--|
| <input type="checkbox"/> a Australia | <input type="checkbox"/> g Greece |
| <input type="checkbox"/> b England | <input type="checkbox"/> h Germany |
| <input type="checkbox"/> c New Zealand | <input type="checkbox"/> i Philippines |
| <input type="checkbox"/> d Italy | <input type="checkbox"/> j India |
| <input type="checkbox"/> e Vietnam | <input type="checkbox"/> k Other (<i>please specify</i>) _____ |
| <input type="checkbox"/> f Scotland | |

3b. For how many years have you lived in Australia? _____ years

4. Are you of Aboriginal or Torres Strait Islander origin?

- a No
- b Yes, Aboriginal
- c Yes, Torres Strait Islander
- d Yes, both Aboriginal and Torres Strait Islander

B. YOUR QUALIFICATIONS

5. Indicate in the table below the tertiary qualifications you have been awarded in the field of Education, and the year the qualification was completed. (*You will be asked about your qualifications in other fields in the next question.*)

	Year completed
<input type="checkbox"/> a Certificate (non university)	□□□□
<input type="checkbox"/> b Diploma (non university)	□□□□
<input type="checkbox"/> c Certificate (university)	□□□□
<input type="checkbox"/> d Diploma (university)	□□□□
<input type="checkbox"/> e Bachelor degree	□□□□
<input type="checkbox"/> f Bachelor degree with honours	□□□□
<input type="checkbox"/> g Graduate certificate	□□□□
<input type="checkbox"/> h Graduate diploma	□□□□
<input type="checkbox"/> i Masters degree	□□□□
<input type="checkbox"/> j Doctoral degree	□□□□
<input type="checkbox"/> k Other (<i>please specify</i>)	□□□□

6. Indicate in the table below the tertiary qualifications you have been awarded in fields other than Education, and the year the qualification was completed.

	Year completed
<input type="checkbox"/> a Certificate (non university)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> b Diploma (non university)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> c Certificate (university)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> d Diploma (university)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> e Bachelor degree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> f Bachelor degree with honours	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> g Graduate certificate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> h Graduate diploma	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> i Masters degree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> j Doctoral degree	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
<input type="checkbox"/> k Other (<i>please specify</i>)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

7. Was the institution where you gained your main pre-service teacher qualification located in:

- a. a New South Wales f Tasmania
 b Victoria g Australian Capital Territory
 c Queensland h Northern Territory
 d Western Australia i Overseas
 e South Australia
- b. A capital city Yes No

8. In the table below, indicate the area/s you have studied at tertiary level, by ticking:

- (a) the highest year level completed; and
(b) if you studied teaching methodology for each of those area/s

	(a) Highest year level completed?			(b) Training in teaching methodology?
	1	2	3+	YES
PRE-PRIMARY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIMARY – General Classroom Teaching				
Years 0 to 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Years 4 to 6/7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIMARY – Specialist Teaching				
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (<i>please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SECONDARY

English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (<i>please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>				
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Science</i>				
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology/Behavioural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Society and Environment Studies (SOSE)</i>				
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Creative and Performing Arts</i>				
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Technology</i>				
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wood or Metal technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Health and Physical Education</i>				
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Education and Training (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

9. Are you currently studying for a tertiary qualification?

Yes

If Yes go to Question 9a

No

If No go to Question 11

9a. Please indicate the type of tertiary course/s you are studying.

- a Certificate (non university)
 b Diploma (non university)
 c Certificate (university)
 d Diploma (university)
 e Bachelor degree
 f Bachelor degree with honours
 g Graduate certificate
 h Graduate diploma
 i Masters degree
 j Doctoral degree
 k Other (*please specify*) _____

9b. What is the main focus of your current study? (please tick as appropriate)

- | | |
|---|--|
| <input type="checkbox"/> a Pre-Primary | <input type="checkbox"/> e English |
| <input type="checkbox"/> b Early Primary Years (Years 0-3) | <input type="checkbox"/> f Languages other than English (<i>please specify</i>) _____ |
| <input type="checkbox"/> c Middle Years (Years 4-10) | <input type="checkbox"/> g Mathematics |
| <input type="checkbox"/> d Senior Secondary Years (Years 11-12) | <input type="checkbox"/> h Science |
| | <input type="checkbox"/> i Society and Environment Studies (SOSE) |
| | <input type="checkbox"/> j The Creative and Performing Arts |
| | <input type="checkbox"/> k Computing |
| | <input type="checkbox"/> l Technology |
| | <input type="checkbox"/> m Health and Physical Education |
| | <input type="checkbox"/> n Special Needs |
| | <input type="checkbox"/> o Vocational Education and Training (<i>please specify</i>) _____ |
| | <input type="checkbox"/> p Educational Management and Leadership |
| | <input type="checkbox"/> q Other (<i>please specify</i>) _____ |

10. How important are the following reasons for your current studies? (please tick one box in each row)

	Very important	Important	Of some importance	Not at all important
a To do my current job better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b To equip me to teach in another subject area or stage of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c To prepare for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d To prepare for Education employment outside of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e To prepare for employment outside of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f General interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Other (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. REASONS WHY YOU BECAME A TEACHER**11. How important were the following factors in your decision to become a teacher? (please tick one box in each row)**

	Very important	Important	Of some importance	Not at all important
a Personal fulfilment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Desire to work with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I enjoyed school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Influence of past teacher/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Desire to pass on knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f	Teaching makes a worthwhile social contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	I am passionate about education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	I enjoy my subject area/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	Opportunity to work overseas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Teaching is suited to my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	I was awarded a bursary or scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	High likelihood of gaining employment after graduating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	Security of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	Status of teaching profession in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	Starting salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Salary for experienced teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	Future opportunities for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Working conditions (e.g., flexibility, leave entitlements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s	Family role model/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t	Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. YOUR CURRENT POSITION

12. Which of the following best describes the basis of your current employment? (please tick a box in both items a and b)

- a. Full-time
 Part-time (please specify the time fraction; eg. 0.5 for half-time) _____
- b. On-going/Permanent
 Fixed-term/Contract < 1 year
 Fixed-term/Contract 1–3 years
 Fixed-term/Contract > 3 years
 Casual/Relief

13. Which of the following best characterises your position in the school? (please tick one box)

- a Mainly classroom teaching
 b Mainly managing an area or department in the school
 c Mainly providing specialist support to students
 d A combination of classroom teaching and management

14. For how long have you been employed at your current school? _____ years _____ months

15. Which of the following best describes your current teaching salary? (please refer to your gross salary)

(If part-time, please express as full-time equivalent salary)

- a <\$40,000 d \$60,001–\$70,000
 b \$40,001–\$50,000 e \$70,001–\$80,000
 c \$50,001–\$60,000 f >\$80,000

Yes

No

16. Did you supervise a pre-service trainee teacher last year?

If Yes go to Question 16a

If No go to Question 17

16a. How many days were involved in this supervision activity? _____ days

16b. Did your school reduce your regular workload to allow for the time you spent supervising? Yes No

17. In a TYPICAL WEEK, how many hours do you spend on all school-related activities? (please include work days, evenings and weekends)

Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings, and professional learning

_____ hours in total

18. In a TYPICAL WEEK, how many hours do you spend face-to-face teaching? _____ hours

19. In which of the following curriculum areas and stages of schooling:

(a) do you have 5 or more years teaching experience? (Tick left column as appropriate)

(b) are you currently teaching? (Tick middle column as appropriate)

(c) have you engaged in professional learning activities within the past 12 months? (Tick right column as appropriate)

By professional learning activities we mean structured activities intended to develop your knowledge and skills as a teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

	a) > 5 years experience?	(b) Currently teaching?	(c) Professional learning in past 12 months?
PRE-PRIMARY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIMARY – General Classroom Teaching			
Years 0 to 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Years 4 to 6/7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PRIMARY – Specialist Teaching			
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Library	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
		Years 7/8 -10	Years 11-12
SECONDARY			
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science			
Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Psychology/Behavioural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Society and Environment Studies (SOSE)</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>The Creative and Performing Arts</i>				
Art	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Technology</i>				
Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wood or Metal technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Health and Physical Education</i>				
Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaviour Management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Career Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vocational Education and Training (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E. PROFESSIONAL LEARNING ACTIVITIES

Professional learning activities refer to structured activities intended to develop your knowledge and skills as a teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

20. How many days in total have you spent engaging in professional learning activities over the past 12 months?
(*please express in full-time equivalent days*) _____ days

21. To what extent have the professional learning activities you have engaged in over the past 12 months increased:*(Please tick one box in each row)*

	Major extent	Moderate extent	Minor extent	Not at all
a The effectiveness of the methods you use to promote student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Your capacity to meet the learning needs of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Your capacity to provide effective feedback to your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Your access to useful teaching materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Your capacity to engage students in worthwhile learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Your capacity to perform your role at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Did any of the professional learning activities you engaged in over the past 12 months involve developing your capacity to teach in a different curriculum area from your regular teaching? Yes*If Yes go to Question 22a* No*If No go to Question 23***22a. Please indicate the curriculum area/s concerned (tick as appropriate)**

- a English
- b Languages other than English (*please specify*) _____
- c Mathematics
- d Science
- e Society and Environment Studies (SOSE)
- f The Creative and Performing Arts
- g Computing
- h Technology
- i Health and Physical Education
- j Special Needs
- k Vocational Education and Training (*please specify*) _____
- l Other (*please specify*) _____

23. Did any of the professional learning activities you engaged in over the past 12 months involve developing your capacity to teach in a different stage of schooling (e.g., middle, senior) from your regular teaching? Yes*If Yes go to Question 23a* No*If No go to Question 24***23a. Please indicate the stage/s of schooling concerned (tick as appropriate)**

- a Pre-Primary
- b Early Primary Years (Years 0-3)
- c Middle Years (Years 4-10)
- d Senior Secondary Years (Years 11-12)
- e Other (*please specify*) _____

24. In which of the following areas do you feel you need more opportunities for professional learning?
(please tick one box in each row)

	Major need	Moderate need	Minor need	No need
a Knowledge of the content or subject matter I am expected to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Effective methods for engaging students in the subject matter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Planning worthwhile learning goals for my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Developing learning activities relevant to my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Broadening the range of areas I am able to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Knowledge of the cultural heritage of my students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Knowledge about how my students learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Methods for assessing student learning and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Communicating with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Reporting to parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Analysing and reflecting on feedback about my teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Building a collaborative professional work culture with colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Making more effective use of computers in student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Providing educational leadership to colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. YOUR CAREER IN TEACHING

25. At what age did you start teaching? _____ years

26. Is this the first school you have worked in?

(Do not include periods of relief or short-term contract teaching of less than one month duration)

Yes

No

If Yes go to Question 33

If No go to Question 27

27. For how long did you work in your first school? _____ years _____ months

28. Was the first school you worked in: (tick one box for each part of the question)

- a. In the **SAME SCHOOL SECTOR** as your current school? Yes No – a Government school
 No – a Catholic school
 No – an Independent school
- b. In the **SAME STATE/TERRITORY** as your current school? Yes No – in another State/Territory (please specify) _____
- c. In a **CAPITAL CITY**? Yes No – in another country (please specify) _____

29. How many schools have you worked in? _____ schools

(Do not include periods of relief or short-term contract teaching of less than one month duration)

30. How many years of your employment as a teacher has been spent:

In your current State/Territory? _____ years

In another State/Territory? _____ years

In another country? _____ years

31. How many years of your employment as a teacher in Australia has been spent:

In Government schools? _____ years

In Catholic schools? _____ years

In Independent schools? _____ years

32. How important were the following factors in the decision to join your present school? (please tick one box in each row)

	Very important	Important	Of some importance	Not at all important	Not applicable
a Dissatisfaction with my former school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b End of my contract at the former school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Better pay and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Taking up a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e More opportunity to teach in my preferred areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Positive school ethos and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Professional learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h A more convenient school location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Mandated school mobility requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Other factors (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

33. For how long have you been teaching in total? _____ years _____ months

If you have been teaching for less than 5 years please go to Question 34

If you have been teaching for 5 years or more please go to Question 36a

G. EARLY CAREER TEACHERS

34. How helpful was your pre-service teacher education course in preparing you for: (please tick one box in each row)

	Very helpful	Helpful	Of some help	Not at all helpful
a Handling a range of classroom management situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Teaching students with learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Teaching students from different cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Using a variety of instructional methods for diverse student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Teaching the subject matter I am expected to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Developing students' literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Developing students' numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Assessing students' performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Teaching students from Indigenous backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Selecting and adapting curriculum and instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Using teaching standards to improve my teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Reflecting on my own teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Working effectively with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Working effectively with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

35. Which of the following types of assistance have you been provided with and how helpful was it?*(Focus on activities provided by your school or employer, rather than those you initiated yourself)*

	How helpful was the assistance?			
	Very helpful	Helpful	Of some help	Not at all helpful
<input type="checkbox"/> a An orientation program designed for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> b A designated mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> c A reduced face-to-face teaching workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> d Follow-up from your teacher education institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> e Structured opportunities to discuss your experiences with other new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> f Other assistance (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> g I have not been provided with such assistance				

H. YOUR ACTIVITIES OUTSIDE TEACHING**36a. Which of the following best characterises your main activity AT THE TIME YOU DECIDED to become a teacher?***(Please tick one box only).*

- a School student
- b Tertiary student
- c Recent tertiary graduate
- d Home duties (including caring for children)
- e Unemployed
- f Manager
- g Professional (*e.g., scientist, engineer, architect*)
- h Associate professional (*e.g., technician*)
- i Tradesperson (*e.g., builder, electrician*)
- j Clerical or service worker (*e.g., secretary, shop assistant*)
- k Production or transport worker (*e.g., machine operator, bus driver*)
- l Labourer (*e.g., cleaner, factory labourer*)
- m Other (*please specify*) _____

36b. For how long was this your main activity? _____ years**37. Have you ever taken extended leave (more than 12 months) from school teaching?** Yes No**38. Have you ever resigned from school teaching to take up another activity?** Yes No*If Yes go to Question 39 If No go to Question 40***39. Why did you return to school teaching? (Please tick all that apply)**

- a I missed teaching
- b I missed the students
- c I returned from extended travel
- d The other job/activity was not what I had expected
- e Teaching salary is higher than the salary I was getting
- f Teaching working conditions are better
- g Teaching gives more opportunity for personal growth
- h Changed personal or family circumstances
- i Other (*please specify*) _____

I. FUTURE CAREER INTENTIONS

40. Do you plan to leave teaching permanently prior to retirement? Yes No Unsure
If Yes, go to Question 40a *If No or Unsure, go to Question 41*

40a. How important are the following factors in your decision to leave teaching prior to retirement?

	Very important	Important	Of some importance	Not at all important
a I never intended teaching to be a long-term career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Family reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Dissatisfaction with teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Better opportunities outside of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Superannuation benefits from leaving teaching early	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

41. How much longer do you intend to work in schools? _____ years Unsure

If you intend to work in schools for more than 3 years or you are unsure how much longer you intend to stay please go to Question 42
If you intend to work in schools for 3 years or less please go to Question 47

42. Within the next 3 years do you intend to: (Please tick one box in each row)

	YES	NO
a Continue in your current position at this school	<input type="checkbox"/>	<input type="checkbox"/>
b Seek promotion in this school	<input type="checkbox"/>	<input type="checkbox"/>
c Move to a similar position at another school	<input type="checkbox"/>	<input type="checkbox"/>
d Seek promotion to another school	<input type="checkbox"/>	<input type="checkbox"/>
e Move to work in another school sector (eg, govt to Catholic)	<input type="checkbox"/>	<input type="checkbox"/>
f Train to enable you to teach in another subject area	<input type="checkbox"/>	<input type="checkbox"/>
g Train to enable you to teach in another stage of schooling	<input type="checkbox"/>	<input type="checkbox"/>
h Change from full-time to part-time employment	<input type="checkbox"/>	<input type="checkbox"/>
i Change from part-time to full-time employment	<input type="checkbox"/>	<input type="checkbox"/>
j Take extended leave (12 months or more)	<input type="checkbox"/>	<input type="checkbox"/>

43. Within the next 3 years do you intend to?

	YES	NO
a Apply for a Deputy/Vice Principal position	<input type="checkbox"/>	<input type="checkbox"/>
b Apply for a Principal position	<input type="checkbox"/>	<input type="checkbox"/>

If Yes to either, go to Question 44. If No to both, go to Question 46

44. How important are the following factors in your intention to apply for a Deputy/Vice Principal or Principal position?
 (please tick one box in each row)

	Very important	Important	Of some importance	Not at all important
a I want challenges other than classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I have had encouragement and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I have had encouragement and support from my school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I want to lead school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I have had successful experience in other leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f I am confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g The salary and other financial benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h The high standing of school leaders in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i I have had helpful prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j I am at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

45. How well prepared do you feel in the following aspects of school leadership? (please tick one box in each row)

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
a School goal-setting and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b School curriculum and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Change management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Managing human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Managing physical resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Managing school budgets and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g School accountability requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Student welfare and pastoral care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Relationships with families and the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Assessing teacher performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please go to Question 48

46. How important are the following factors in your intention NOT to apply for a Deputy/Vice Principal or Principal position? (please tick one box in each row)

	Very important	Important	Of some importance	Not at all important
a The time demands of the job are too high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I have a lack of prior leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c The position requires too much responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I would have difficulty maintaining a satisfactory work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e The salary is not sufficient for the responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f I have not had encouragement and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g I have not had encouragement and support from my school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h I have concerns with the selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i I do not have appropriate prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j I do not feel confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k I want to remain working mainly in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l I am not at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m I have applied unsuccessfully in the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n My personal or family circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please go to Question 48

47. If you intend to leave schools within the next 3 years, what do you intend to do? (please tick as appropriate)

- a Seek employment elsewhere in Education, but not directly in schools
- b Seek employment outside of Education
- c Take study leave
- d Take extended leave from teaching (12 months or more)
- e Retire from active employment
- f Other (please specify) _____

Please go to Question 48

J. YOUR VIEWS ON TEACHING

48. How satisfied are you with the following aspects of your job? (please tick one box in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure
a The amount of teaching you are expected to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b The amount of non-teaching work you are expected to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Your freedom to decide how to do your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Your opportunities for professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Your opportunities for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f The balance between your working time and your private life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Your salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Feedback on your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j What you are currently accomplishing with your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k The resources at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Your working relationships with your colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Your working relationships with your Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Your working relationships with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o The value society places on teachers' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p Overall, how satisfied are you with your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. In your opinion, do schools as a whole currently have difficulty in retaining teachers in the profession?

Yes

No

If Yes go to Question 49a

If No go to Question 50

49a. To what extent do you agree that the following would help retain teachers in the profession?

(please tick one box in each row)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
a Reduced workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b More support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Smaller class sizes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Fewer student management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Higher pay for teachers who demonstrate advanced competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Higher pay for teachers who gain extra qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Higher pay for teachers whose students achieve specified goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h A more positive public image of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Fewer changes imposed on schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Amendments to superannuation to encourage teachers to work longer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Other changes <i>(please specify)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

50. To what extent do you agree with the following statements about teacher professional standards (that, for example, specify the skills and behaviours expected of beginning/graduate, experienced/competent and accomplished/advanced teachers)? (please tick one box in each row)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
a Teacher professional standards should be used to guide initial teacher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Teacher professional standards should be used to guide in-service teacher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Teacher professional standards should be used in any performance appraisal process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Teacher professional standards should provide the basis for teachers' pay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. IN CONCLUSION

51. We would value any additional comments you have about teaching and the future of the profession here.

**Thank you for taking the time to complete this questionnaire.
All responses are confidential.**

APPENDIX 3: THE LEADER QUESTIONNAIRE

This survey has been approved by the Australian Government Statistical Clearing House (Approval Number 01874-02)

Your Logon

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SIAS
Staff in Australia's Schools



This survey will be completed by Principals and Deputy/Vice Principals across the country, so we have used generic terms throughout. If a term specific to your State/Territory is not used please choose the term which most closely resembles the term you would use.

All responses are confidential

A. YOUR BACKGROUND

1. What is your date of birth? ___ / ___ / _____

2. What is your sex? Male Female

3a. In which country were you born?

- | | |
|--|--|
| <input type="checkbox"/> a Australia | <input type="checkbox"/> g Greece |
| <input type="checkbox"/> b England | <input type="checkbox"/> h Germany |
| <input type="checkbox"/> c New Zealand | <input type="checkbox"/> i Philippines |
| <input type="checkbox"/> d Italy | <input type="checkbox"/> j India |
| <input type="checkbox"/> e Vietnam | <input type="checkbox"/> k Other (<i>please specify</i>) _____ |
| <input type="checkbox"/> f Scotland | |

3b. For how many years have you lived in Australia? _____ years

4. Are you of Aboriginal or Torres Strait Islander origin?

- a No
- b Yes, Aboriginal
- c Yes, Torres Strait Islander
- d Yes, both Aboriginal and Torres Strait Islander

B. YOUR QUALIFICATIONS

5. Indicate in the table below the tertiary qualifications you have been awarded in the field of Education, and the year the qualification was completed. (*You will be asked about your qualifications in other fields in the next question.*)

	Year completed
<input type="checkbox"/> a Certificate (non university)	□□□□
<input type="checkbox"/> b Diploma (non university)	□□□□
<input type="checkbox"/> c Certificate (university)	□□□□
<input type="checkbox"/> d Diploma (university)	□□□□
<input type="checkbox"/> e Bachelor degree	□□□□
<input type="checkbox"/> f Bachelor degree with honours	□□□□
<input type="checkbox"/> g Graduate certificate	□□□□
<input type="checkbox"/> h Graduate diploma	□□□□
<input type="checkbox"/> i Masters degree	□□□□
<input type="checkbox"/> j Doctoral degree	□□□□
<input type="checkbox"/> k Other (<i>please specify</i>)	□□□□

6. Indicate in the table below the tertiary qualifications you have been awarded in fields other than Education, and the year the qualification was completed.

	Year completed
<input type="checkbox"/> a Certificate (non university)	□□□□
<input type="checkbox"/> b Diploma (non university)	□□□□
<input type="checkbox"/> c Certificate (university)	□□□□
<input type="checkbox"/> d Diploma (university)	□□□□
<input type="checkbox"/> e Bachelor degree	□□□□
<input type="checkbox"/> f Bachelor degree with honours	□□□□
<input type="checkbox"/> g Graduate certificate	□□□□
<input type="checkbox"/> h Graduate diploma	□□□□
<input type="checkbox"/> i Masters degree	□□□□
<input type="checkbox"/> j Doctoral degree	□□□□
<input type="checkbox"/> k Other (<i>please specify</i>)	□□□□

7. Was the institution where you gained your main pre-service teacher qualification located in:

- a. a New South Wales f Tasmania
 b Victoria g Australian Capital Territory
 c Queensland h Northern Territory
 d Western Australia i Overseas
 e South Australia

- b. A capital city Yes No

8. Are you currently studying for a tertiary qualification?

- Yes No
If Yes go to Question 8a *If No go to Question 10*

8a. Please indicate the type of tertiary course/s you are studying.

- a Certificate (non university)
 b Diploma (non university)
 c Certificate (university)
 d Diploma (university)
 e Bachelor degree
 f Bachelor degree with honours
 g Graduate certificate
 h Graduate diploma
 i Masters degree
 j Doctoral degree
 k Other (*please specify*)
-

8b. What is the main focus of your current study? *(Please tick as appropriate)*

- | | |
|---|--|
| <input type="checkbox"/> a Pre-Primary | <input type="checkbox"/> e English |
| <input type="checkbox"/> b Early Primary Years (Years 0-3) | <input type="checkbox"/> f Languages other than English <i>(please specify)</i> _____ |
| <input type="checkbox"/> c Middle Years (Years 4-10) | <input type="checkbox"/> g Mathematics |
| <input type="checkbox"/> d Senior Secondary Years (Years 11-12) | <input type="checkbox"/> h Science |
| | <input type="checkbox"/> i Society and Environment Studies (SOSE) |
| | <input type="checkbox"/> j The Creative and Performing Arts |
| | <input type="checkbox"/> k Computing |
| | <input type="checkbox"/> l Technology |
| | <input type="checkbox"/> m Health and Physical Education |
| | <input type="checkbox"/> n Special Needs |
| | <input type="checkbox"/> o Vocational Education and Training <i>(please specify)</i> _____ |
| | <input type="checkbox"/> p Educational Management and Leadership |
| | <input type="checkbox"/> q Other <i>(please specify)</i> _____ |

9. How important are the following reasons for your current studies? *(Please tick one box in each row)*

	Very important	Important	Of some importance	Not at all important
a To do my current job better	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b To equip me to teach in another subject area or stage of schooling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c To prepare for promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d To prepare for Education employment outside of schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e To prepare for employment outside of Education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f General interest	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Other <i>(please specify)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. REASONS WHY YOU BECAME A TEACHER AND LEADER**10. How important were the following factors in your decision to become a teacher?** *(Please tick one box in each row)*

	Very important	Important	Of some importance	Not at all important
a Personal fulfilment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Desire to work with young people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I enjoyed school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Influence of past teacher/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Desire to pass on knowledge	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Teaching makes a worthwhile social contribution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g I am passionate about education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h I enjoy my subject area/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Opportunity to work overseas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Teaching is suited to my abilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k I was awarded a bursary or scholarship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l High likelihood of gaining employment after graduating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Security of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n Status of teaching profession in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o Starting salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p Salary for experienced teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q Future opportunities for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r Working conditions (e.g. flexibility, leave entitlements)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
s Family role model/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
t Other <i>(please specify)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. How important were the following factors in your decision to take up a school leadership role?*(Please tick one box in each row)*

	Very important	Important	Of some importance	Not at all important
a I wanted challenges other than classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I was encouraged and supported by colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c I was encouraged and supported by my school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I wanted to lead school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e I had successful experience of leadership in other roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f I had helpful prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g I was confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h The high standing of school leaders in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i I was at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j The salary and other financial benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Other <i>(please specify)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

D. YOUR CURRENT POSITION**12. Which of the following best describes your current position?**

- Principal
 Deputy/Vice Principal

13. Which of the following best describes the basis of your current employment? (Please tick a box in both items a and b)

- a. Full-time
 Part-time *(please specify the time fraction; 0.5 for half-time)* _____
- b. On-going/Permanent
 Temporary: Acting
 Fixed-term/Contract < 3 years
 Fixed-term/Contract 3 – 5 years
 Fixed-term/Contract > 5 years

14. For how long have you been employed at your current school? _____ years _____ months**15. For how long have you worked in your current position at your current school?** _____ years _____ months**16. Which of the following best describes your current salary? (please refer to your gross salary)***(If part-time, please express as full-time equivalent salary)*

- | | |
|--|--|
| <input type="checkbox"/> a <\$70,000 | <input type="checkbox"/> f \$110,001–\$120,000 |
| <input type="checkbox"/> b \$70,001–\$80,000 | <input type="checkbox"/> g \$120,001–\$140,000 |
| <input type="checkbox"/> c \$80,001–\$90,000 | <input type="checkbox"/> h \$140,001–\$160,000 |
| <input type="checkbox"/> d \$90,001–\$100,000 | <input type="checkbox"/> i \$160,001–\$180,000 |
| <input type="checkbox"/> e \$100,001–\$110,000 | <input type="checkbox"/> j >\$180,000 |

17. In a regular school week do you have any timetabled face-to-face teaching responsibilities?

- Yes No

*If Yes, please go to 17a If No, please go to Question 18***17a.** If YES about how many hours of face-to-face teaching do you have in a regular week? _____ hours

18. In a TYPICAL WEEK, how many hours do you spend on all school-related activities? (Please include work days, evenings and weekends)

Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings, and professional learning

_____ hours in total

E. PROFESSIONAL LEARNING AND PREPARATION FOR THE LEADERSHIP ROLE

By professional learning activities we mean structured activities intended to develop your knowledge and skills as a leader and teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

19. How many days in total have you spent engaging in professional learning activities over the past 12 months? (Please express in full-time equivalent days) _____ days

20. Which of the following did you undertake to prepare or help you early in your career as a school leader, and how helpful was it?

	How helpful was the assistance?			
	Very helpful	Helpful	Of some help	Not at all helpful
<input type="checkbox"/> a Leadership development program organised by your employer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> b Structured mentoring by an experienced colleague	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> c Regional/District program with other new leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> d Leadership orientation program with colleagues at your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> e Leadership program organised by a professional association	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> f Post-graduate study in education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> g Other assistance (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> h I have not undertaken any preparatory training				

21. Overall, how well prepared did you feel for your first post in a school leadership role?

- a Very well prepared
- b Well prepared
- c Somewhat prepared
- d Poorly prepared

22. Do you have a formal leadership accreditation or qualification? (tick all boxes that are appropriate)

- a Yes – Issued by your employer
- b Yes – Issued by a professional association
- c Yes – Issued by a university
- d Yes – another form of qualification (please specify) _____
- e No

23. How well prepared do you currently feel in the following aspects of the school leadership role? (Tick one box in each row)

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
a School goal-setting and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b School curriculum and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Change management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Managing human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Managing physical resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Managing school budgets and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g School accountability requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Student welfare and pastoral care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Relationships with families and the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Assessing teacher performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. YOUR CAREER IN SCHOOLS

24a. At what age did you start teaching? _____ years

24b. For how long have you been teaching (including your time as a school leader) in total? _____ years _____ months

25. Is this the first school you have worked in?

(Do not include periods of relief or short-term contract teaching of less than one month duration)

Yes

No

If Yes go to Question 31

If No go to Question 26

26. For how long did you work in your first school? _____ years _____ months

27. Was the first school you worked in: (tick one box for each part of the question)

- a. In the SAME SCHOOL SECTOR as your current school? Yes No – a Government school
 No – a Catholic school
 No – an Independent school
- b. In the SAME STATE/TERRITORY as your current school? Yes No – in another State/Territory (please specify) _____
 No – in another country (please specify) _____
- c. In a CAPITAL CITY? Yes No

28. How many schools have you worked in? _____ schools

(Do not include periods of relief or short-term contract teaching of less than one month duration)

29. How many years of your employment as a teacher/leader has been spent:

In your current State/Territory? _____ years

In another State/Territory? _____ years

In another country? _____ years

30. How many years of your employment as a teacher/leader in Australia has been spent:

In Government schools? _____ years

In Catholic schools? _____ years

In Independent schools? _____ years

31. At what age were you first appointed to the position of: *(complete as appropriate)*

- a Deputy/Vice Principal _____ years
 b Principal _____ years

32. Is your current position the first time you have been a:

- Deputy/Vice Principal Principal
 Yes No Yes No

*If Yes go to Question 35 If Yes go to Question 35
 If No go to Question 33 If No go to Question 33*

33. For how long did you hold your first appointment at your current level? _____ years _____ months

34. Was the first school where you worked in this position: *(tick one box for each part of the question)*

- a. In the **SAME SCHOOL SECTOR** as your current school? Yes No – a Government school
 No – a Catholic school
 No – an Independent school
- b. In the **SAME STATE/TERRITORY** as your current school? Yes No – in another State/Territory *(please specify)* _
 No – in another country *(please specify)* _____
- c. In a **CAPITAL CITY**? Yes No

35. Which of the following best describes how you moved into your current position? *(tick one box)*

- | Promoted from... | Moved from a similar position in.... |
|---|---|
| <input type="checkbox"/> a Within the same school | <input type="checkbox"/> g The same school sector and State/Territory |
| <input type="checkbox"/> b Another school in the same school sector and State/Territory | <input type="checkbox"/> h The same school sector in a different State/Territory |
| <input type="checkbox"/> c Another school in the same school sector in a different State/Territory | <input type="checkbox"/> h A different school sector in the same State/Territory |
| <input type="checkbox"/> d Another school in a different school sector in the same State/Territory | <input type="checkbox"/> j A different school sector in a different State/Territory |
| <input type="checkbox"/> e Another school in a different school sector in a different State/Territory | <input type="checkbox"/> k Other <i>(please specify)</i> _____ |
| <input type="checkbox"/> f Other <i>(please specify)</i> _____ | |

G. YOUR ACTIVITIES OUTSIDE SCHOOLS

36a. Which of the following best characterises your main activity AT THE TIME YOU DECIDED to become a teacher?

(Please tick one box only)

- a School student
 b Tertiary student
 c Recent tertiary graduate
 d Home duties (including caring for children)
 e Unemployed
 f Manager
 g Professional *(e.g., scientist, engineer, architect)*
 h Associate professional *(e.g., technician)*
 i Tradesperson *(e.g., builder, electrician)*
 j Clerical or service worker *(e.g., secretary, shop assistant)*
 k Production or transport worker *(e.g., machine operator, bus driver)*
 l Labourer *(e.g., cleaner, factory labourer)*
 m Other *(please specify)* _____

36b. For how long was this your main activity? _____ years

37. Have you ever taken extended leave (more than 12 months) from school teaching? Yes No

38. Have you ever resigned from school teaching to take up another activity? Yes No
If Yes go to Question 39 If No go to Question 40

39. Why did you return to school teaching? (Please tick all that apply)

- a I missed teaching
 b I missed the students
 c I returned from extended travel
 d The other job/activity was not what I had expected
 e Teaching salary is higher than the salary I was getting
 f Teaching working conditions are better
 g Teaching gives more opportunity for personal growth
 h Changed personal or family circumstances
 i Other (please specify) _____

H. YOUR FUTURE CAREER INTENTIONS

40. How much longer do you intend to work in schools? _____ years Unsure

If you intend to work in schools for more than 3 years or you are unsure how much longer you intend to stay please go to Question 41
 If you intend to work in schools for 3 years or less please go to Question 44

41. Within the next 3 years do you intend to: (please tick either yes or no for each statement)

	Yes	No
a Continue in your current position at this school	<input type="checkbox"/>	<input type="checkbox"/>
b Seek promotion in this school	<input type="checkbox"/>	<input type="checkbox"/>
c Move to a similar position at another school	<input type="checkbox"/>	<input type="checkbox"/>
d Seek promotion at another school	<input type="checkbox"/>	<input type="checkbox"/>
e Move to work in another school sector (eg govt to Catholic)	<input type="checkbox"/>	<input type="checkbox"/>
f Step down from your leadership post but continue teaching	<input type="checkbox"/>	<input type="checkbox"/>
g Change from full-time to part-time employment	<input type="checkbox"/>	<input type="checkbox"/>
h Change from part-time to full-time employment	<input type="checkbox"/>	<input type="checkbox"/>
i Take extended leave (12 months or more)	<input type="checkbox"/>	<input type="checkbox"/>

Question 42-44 are for DEPUTY/VICE PRINCIPALS only. Principals please go to Question 45.

42. Within the next 3 years do you intend to apply to become a Principal?

- a Yes → Please go to Question 45
 b No → Please go to Question 43
 c Unsure → Please go to Question 45

43. How important are the following factors in your intention NOT to apply for a Principal position? (Tick one box in each row)

	Very important	Important	Of some importance	Not at all important
a The time demands of the job are too high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b I have a lack of experience acting in the principal role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c The position requires too much responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d I would have difficulty maintaining a satisfactory work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e The salary is not sufficient for the responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

f	I have not had encouragement and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	I have not had encouragement and support from my principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	I have concerns with the selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	I do not have appropriate prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	Dealing with the demands of authorities outside the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	Difficulties with managing staff at school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	I do not feel confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	I have applied unsuccessfully in the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	I am not at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	I want to remain working mainly in my current role	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	Positions are often located in areas I do not want to work in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
q	My personal or family circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r	Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please go to Question 45

44. If you intend to leave schools within the next 3 years, what do you intend to do? (tick as appropriate)

- a Seek employment elsewhere in Education, but not directly in schools
- b Seek employment outside of Education
- c Take study leave
- d Take extended leave (12 months or more)
- e Retire from active employment
- f Other (please specify) _____

I. YOUR VIEWS ON THE LEADERSHIP ROLE

45. How satisfied are you with the following aspects of your job? (Please tick one box in each row)

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied	Unsure
a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
n	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
o	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
p	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46. How attractive do you think school leadership positions are to qualified applicants? (Please tick one box only)

- a Very attractive
 b Attractive
 c Unattractive
 d Very unattractive
 e Other (please specify) _____

47. To what extent do you agree that the following changes would help to retain quality leaders in the profession? (Please tick one box in each row)

	Strongly agree	Agree	Disagree	Strongly disagree	Unsure
a Reduced workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b More support staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Fewer student management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Greater autonomy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Higher pay for leaders who demonstrate advanced competence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Higher pay for leaders who gain extra qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Higher pay for leaders whose students achieve specified goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h A more positive public image of the leadership position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Fewer changes imposed on schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Amendments to superannuation to encourage leaders to work longer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Other changes (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you are the PRINCIPAL please go to Question 48

If you are a DEPUTY/VICE PRINCIPAL please go to Question 60

J. STAFFING YOUR SCHOOL

48. To what extent do you as the Principal have authority for the following aspects of school staffing?

	Extensive authority	Some authority	Little authority	No authority
a Determining the school staffing profile (numbers, type, level)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Reviewing teachers' performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Recruiting teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Recruiting non-teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Acting as the direct employer of teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Acting as the direct employer of non-teaching staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Determining length of employment contract for teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Varying salary or conditions to recruit teachers in short supply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Determining priorities for teachers' professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Financially rewarding high performing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k Dismissing teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

49. Please record the number of unfilled teacher positions at the school in each of the following areas: (a) on the first day of Term 1 2006; and (b) mid-way through the final term 2006 (An unfilled position means any position vacant for 10 consecutive weeks or more which was not filled by a permanent teacher or long-term reliever).

(c) Of all of these teacher vacancies, please indicate how many were re-advertised in 2006 (A re-advertised vacancy is any position which had been advertised widely during 2006 more than once with no appointment being made after the first time advertised)

	(a) Number of unfilled positions <u>First Day of Term 1</u> <u>2006</u>	(b) Number of unfilled positions <u>Mid-Last Term</u> <u>2006</u>	(c) Number of re-advertised vacancies
Principal	_____	_____	_____
Deputy/Vice Principal	_____	_____	_____
Early Childhood	_____	_____	_____
Primary – General Classroom Teaching	_____	_____	_____
<i>Primary – Specialist Teaching</i>			
Art	_____	_____	_____
English as a Second Language	_____	_____	_____
Computing	_____	_____	_____
Technology	_____	_____	_____
Literacy	_____	_____	_____
Languages other than English	_____	_____	_____
Music	_____	_____	_____
Physical Education	_____	_____	_____
Special Needs	_____	_____	_____
Library	_____	_____	_____
<i>Secondary</i>			
English	_____	_____	_____
English as a Second Language	_____	_____	_____
Health and Physical Education	_____	_____	_____
Languages other than English	_____	_____	_____
Mathematics	_____	_____	_____
Science	_____	_____	_____
Society and Environment Studies (SOSE)	_____	_____	_____
Computing	_____	_____	_____
Technology	_____	_____	_____
The Creative and Performing Arts	_____	_____	_____
Vocational Education and Training	_____	_____	_____
Other areas (<i>please specify</i>) _____	_____	_____	_____

50. What degree of difficulty have you had in the past 12 months in suitably filling staff vacancies across all areas of curriculum?

in the past 12 months in suitably filling staff vacancies across all areas of curriculum?

- a Major difficulty
 b Moderate difficulty
 c Minor difficulty
 d No difficulty

51. What degree of difficulty have you had in the past 12 months in retaining suitable staff across all areas of curriculum?

- a Major difficulty
 b Moderate difficulty
 c Minor difficulty
 d No difficulty

52. Over the past three years have enrolment numbers at your school:

- a Risen
- b Remained stable
- c Declined

53. Which of the following strategies do you use to deal with teacher shortages at your school? (tick as appropriate)

- a Reduce the curriculum offered
- b Reduce the length of classroom time for a subject
- c Combine classes within subject areas
- d Combine classes across subject areas
- e Combine classes across year levels
- f Require teachers to teach outside their field of expertise
- g Recruit less qualified teachers
- h Share programs with other schools
- i Other (please specify) _____
- j Not relevant – no recent teacher shortages

54a. Please indicate the number of teachers who have left your school in the past 12 months in the following categories:

(Only include those teachers who were on-going or appointed for at least 12 months)

	Number of teachers
a Retirement	_____
b Resignation from teaching	_____
c Relocation to another school in the same school sector in the same State/Territory	_____
d Relocation to another school sector in the same State/Territory	_____
e Relocation to teach interstate	_____
f Moved overseas to work as a teacher	_____
g Leave of >12 months	_____
h Other (please specify) _____	_____

54b. Of those teachers who retired or resigned, how many taught in the following areas?

	Number of teachers
Early Childhood	_____
Primary – General Classroom Teaching	_____
Primary – Specialist Teaching	_____
Art	_____
English as a Second Language	_____
Computing	_____
Technology	_____
Literacy	_____
Languages other than English	_____
Music	_____
Physical Education	_____
Special Needs	_____
Library	_____
Secondary	_____
English	_____
English as a Second Language	_____
Health and Physical Education	_____
Languages other than English	_____
Mathematics	_____

Science	_____
Society and Environment Studies (SOSE)	_____
Computing	_____
Technology	_____
The Creative and Performing Arts	_____
Vocational Education and Training	_____
Other areas (<i>please specify</i>) _____	_____

55a. Please indicate the number of teachers who joined your school in the past 12 months in the following categories:
(Only include those teachers who were on-going or appointed for at least 12 months)

	Number of teachers
a New graduate from teacher education	_____
b Re-entry by a teacher who had formerly resigned from teaching	_____
c Relocation from another school in the same school sector in the same State/Territory	_____
d Relocation from another school sector in the same State/Territory	_____
e Relocation from teaching interstate	_____
f Moved from overseas	_____
g Other (<i>please specify</i>) _____	_____

55b. How many of teachers were on an employment list maintained by your education authority?

- a _____ (*please enter number of teachers*)
- b Unsure
- c Not applicable

56. In your experience, how well prepared are recent teacher graduates in regard to:

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
a Understanding the subject matter they are expected to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Using effective strategies to help students learn	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Knowing about how students learn and understand new concepts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Understanding the differences among students and how to cater for them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Managing classroom activities effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Providing effective feedback to students to support their learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g Accessing and using teaching materials and resources effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h Engaging students in learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i Collaborating with teaching colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j Communicating with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

57. Which category best describes the current salary structure for the majority of teachers in the following two groups?
(Please tick one box in each column)

	Teachers with mainly classroom responsibilities	Teachers with mainly leadership responsibilities
a Fixed salary (i.e., no increments)	<input type="checkbox"/>	<input type="checkbox"/>
b Incremental salary scale with progression based largely on years of service	<input type="checkbox"/>	<input type="checkbox"/>
c Incremental salary scale with progression largely subject to performance assessment	<input type="checkbox"/>	<input type="checkbox"/>
d Salary bonus for high performance or specified tasks	<input type="checkbox"/>	<input type="checkbox"/>
e Salary specified in an individual agreement	<input type="checkbox"/>	<input type="checkbox"/>
f Other salary structure (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>

58. How effective is your school's salary structure in: *(tick one box in each row)*

	Very effective	Effective	Of some effectiveness	Not effective
a Attracting teachers to mainly classroom teaching positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Retaining teachers in mainly classroom teaching positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Attracting teachers to leadership positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Retaining teachers in leadership positions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

59. People are debating different criteria for providing extra financial rewards to teachers. Some of these options are listed below. In your opinion, would these be effective in attracting or retaining teachers?

	<u>Attracting teachers</u>			<u>Retaining teachers</u>		
	Yes	No	Unsure	Yes	No	Unsure
a Extra pay based on years of teaching service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b Extra pay based on higher qualifications	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c Extra pay based on successful completion of professional learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d Extra pay based on performance against specified professional standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e Extra pay based on gains in students' learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f Extra pay based on individual performance against specified school or system goals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

K. IN CONCLUSION

60. We would value any additional comments you have about teaching, school leadership and the future of the profession here.

**Thank you for taking the time to complete this questionnaire.
All responses are confidential.**

APPENDIX 4: TECHNICAL DETAILS

A.1 FIELD TRIALS

The Field Trial (FT) was conducted to:

- Ensure that the survey questions are clearly expressed, use appropriate concepts and terminology, and provide useful data;
- Ensure that the procedures for administering the survey work effectively.
- Check how long it takes to complete the questionnaires.

The FT was limited to the four largest States: NSW; Queensland (Primary schools only); Victoria (non-government schools only); and Western Australia (Primary schools only). The first invitations to Principals were posted from ACER on 17 August. These were initially sent to Independent schools. The invitation packages were dispatched to the Government and Catholic schools as soon as permission was received from the relevant authority. The cut-off date for analysing the FT data was 6 October.

A total of 184 schools were invited to participate in the Field Trial and 52 (28%) agreed to participate and supplied the list of eligible teachers. Samples of teachers and leaders were drawn for the 52 schools and a total of 903 invitations to participate in the survey were dispatched, an average of 17.4 invitations per school.

By 6 October 227 questionnaires had been completed online, a response rate of 25%. The mean time reported for completing the Teacher survey was 28 minutes, 31 minutes for the Leader survey by Principals and 21 minutes by Deputy Principals. The completion times were within expectations, and were expected to reduce somewhat in the Main Survey.

Feedback on the FT questionnaire content was sought from a number of sources: technical analyses of the data entered by the FT respondents; Advisory Committee members and their colleagues; the ABS Statistical Clearing House; academic colleagues; and some of the people and organisations involved in the longer-term consultations.

The general feedback was that the questionnaires were attempting to collect important data and included questions that respondents found engaging. However, there were concerns expressed about the questionnaire length and complexity. Based on the analysis of the FT data and the other feedback, a number of changes were made to simplify the final questionnaires and improve the usability of the online versions.

A.2 SAMPLE STRATIFICATION

The sampling was designed so that all Australian teachers had a more or less equal probability of selection into the sample. The presence of a large number of small and very small schools in a sample frame is problematic as it can lead to variations in selection probabilities, and therefore variations in weights. To avoid this problem the number of small and very small schools was estimated and where found to be beyond certain thresholds such schools received special sampling treatment.

For the small schools analysis 'large' schools were those having an estimated number of teachers greater than or equal to the desired sample size (i.e. ≥ 15). Moderately small schools were defined as having between 8 and 14 estimated teachers. Very small schools were defined as having seven or fewer estimated teachers.

Within each explicit stratum (defined by State/Territory) where more than 1% of teachers were estimated to be in very small schools, an additional explicit stratum was formed for very small schools. Where more than 4% of teachers were estimated to be in moderately small schools, an additional explicit stratum was formed for moderately small schools.

The small schools analysis resulted in four additional strata being formed at the secondary level, and 14 additional strata being formed at the primary level.

Each explicit stratum was implicitly stratified, first by Sector (Catholic, Government, Independent) then by geographic location²⁶ and school type (primary, secondary, combined, special). Finally the schools were ordered by size of estimated number of teaching staff using a serpentine sorting across implicit strata: in the first implicit stratum they were ordered from largest to smallest; in the second, from smallest to largest; in the third, from largest to smallest; and so on.

Schools in strata containing large schools were sampled with probability directly proportional to size. Schools in strata containing only small and/or very small schools were sampled with equal probability. The equal probability sampling of small schools was also employed as a strategy to minimise weight variation.

For strata containing only very small schools, the schools were under-sampled by a factor of 4. This was to reduce the burden of contacting a larger number of first stage units (schools) with very little corresponding gain in second stage (teacher) yield. To compensate for this where it occurred, the number of large schools sampled was increased.

In the large schools strata, where a school was found to have an estimated number of teachers that was greater than the sample interval, the school was designated as a certainty school and removed into a separate stratum of certainty schools. The sample interval was then recalculated, and if any school was subsequently found to have an estimated number of teachers that was greater than the newly calculated sample interval, the school in question would be moved into the separate stratum for certainty schools. This process was repeated until no more schools were designated as certainty schools within the original large schools stratum. Certainty strata were necessary at both primary and secondary levels.

A.3 SAMPLE WEIGHTING

The school base weight

To reflect differences in the probability of school selection at the first stage of sampling a school base weight (*SBW*) is applied to the resulting data. The school base weight of school *i* is calculated as the inverse of the probability of selecting school *i* in the sample:

$$SBW_{(i)} = \frac{1}{PS_{(i)}}$$

Where $PS_{(i)}$ is the probability of selection of school *i* at the first stage of sampling.

²⁶ School postcode was used to classify the location of schools according to the *Australian Standard Geographical Classification* (ABS, 2005), and then to group the geographic locations according to the MCEETYA *Geographical Location Classification for Reporting Purposes* agreed to by Ministers in July 2001: Metropolitan Zone Mainland State Capital City regions; Metropolitan Zone Major Urban Statistical Districts; Provincial Zone Provincial City Statistical Districts 50,000 to 99,999; Provincial Zone Provincial City Statistical Districts 25,000 to 49,999; Provincial Zone Inner provincial areas; Provincial Zone Outer provincial areas; Remote Zone Remote areas; Remote Zone Very Remote areas.

The school non-response adjustment

To adjust for non-response at the first stage of sampling, sampled schools were grouped together and the school base weights of responding schools were adjusted to compensate for the missing schools and teachers in those schools. In SiAS each explicit stratum was used to form a non-response group. The school non-response adjustment factor (SNR) for school i was calculated as:

$$SNR_{(i)} = \frac{\sum NT_{(p)} + \sum NT_{(np)}}{\sum NT_{(p)}}$$

Where $NT_{(p)}$ is the number of teachers on the lists of participating schools and $NT_{(np)}$ is the estimated number of teachers in non-participating schools. These are summed within the non-response group (explicit stratum) in which school i appears.

Teacher base weight

The teacher base weight reflects the probability that a single teacher was selected from the list of total teachers within a school. The teacher base weight (TBW) of teacher j in school i is calculated as:

$$TBW_{(ij)} = \frac{NT_{(i)}}{CS_{(i)}}$$

Where $NT_{(i)}$ is the number of teachers on the list in school i and $CS_{(i)}$ is the cluster size (or number of teachers sampled) in school i .

Teacher non-response adjustment

To adjust for non-response at the second level of sampling, the teacher base weights of responding teachers were adjusted to compensate for the missing teachers within their schools. The teacher non-response factor (TNR) for teacher j in school i was calculated as:

$$TNR_{(ij)} = \frac{\sum T_{(i,np)}}{\sum T_{(i,p)}}$$

Where $T_{(i,p)}$ are sampled teachers who participated in school i , and $T_{(i,np)}$ are sampled teachers who did not participate in school i .

The full teacher weight

The full teacher weight (FTW) is the product of the school and teacher base weights and the corresponding non-response adjustments:

$$FTW = SBW \times SNR \times TBW \times TNR$$

Post-stratification Weighting Adjustment

The final stage in the weighting process was to compare the sum of the sample weights against known population totals, and adjust the weights to reflect the population totals where necessary. Population totals were available for teachers (not leaders) by State/Territory, Sector and gender. Because of variations in response rates by subgroups such as sector and gender, the sum of the sample weights differed from population totals across these dimensions and so the post-stratification process of raking was used to adjust the weights. Raking involves adjustments to the final weights to control totals across two or more dimensions, for example the distribution of the teacher population by gender and State. Population control totals were obtained from tables from

the ABS publication *Schools Australia* (ABS, 2007b). Wesvar 4.0 software was used to rake the data and a technical description of the raking process can be found in Westat (2002).²⁷

The results of the weighting process are summarised in Tables A.1 and A.2. These tables show that the weighted teacher samples accurately reflect the known population totals along the dimensions of State/Territory, Sector and gender.

Table A.1: Teacher sample, primary

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Aust.
Males									
Achieved Sample	35	65	31	101	158	48	218	90	746
Population Total	349	6943	338	5360	2244	592	5640	2716	24182
Weighted Sample	349	6943	338	5360	2244	592	5640	2716	24182
Females									
Achieved Sample	244	476	224	640	871	234	1091	637	4417
Population Total	1698	30425	1447	19683	7516	2218	22723	9903	95612
Weighted Sample	1698	30425	1447	19683	7516	2218	22723	9903	95612
Persons									
Achieved Sample	279	547	257	743	1044	284	1317	738	5209
Population Total	2071	37811	1806	25340	9876	2843	28700	12768	121215
Weighted Sample	2047	37851	1797	25176	9894	2831	28689	12931	121215

Note that the number of males and females in some states adds up to slightly less than the total number of persons. Gender figures have been proportionally adjusted because of the small number of respondents (46) who did not supply their gender.

	Catholic	Government	Independent	Australia
Achieved Sample	961	3639	609	5209
Population Total	22649	86369	12197	121215
Weighted Sample	22603	86438	12174	121215

²⁷ Westat (2002) *Wesvar® User's Guide. Software Manual*. Rockville, MD: Westat.

Table A.2: Teacher sample, secondary

	ACT	NSW	NT	QLD	SA	TAS	VIC	WA	Aust.
Males									
Achieved Sample	54	333	40	338	433	156	478	309	2141
Population Total	901	17691	464	8705	3740	1283	13301	4857	50943
Weighted Sample	894	17717	467	8733	3741	1276	13263	4855	50946
Females									
Achieved Sample	113	545	83	463	562	230	723	479	3198
Population Total	1405	22255	692	11795	4078	1623	18532	5923	66303
Weighted Sample	1394	22288	696	11834	4078	1614	18478	5920	66302
Persons									
Achieved Sample	171	884	124	804	1004	393	1218	796	5394
Population Total	2329	40348	1168	20706	7897	2935	32153	10888	118424
Weighted Sample	2329	40348	1168	20706	7897	2935	32153	10888	118424

Note that the number of males and females in some states adds up to slightly less than the total number of persons because gender figures have been proportionally adjusted to account for a small number of respondents (55) who did not supply their gender.

	Catholic	Government	Independent	Australia
Achieved Sample	1222	2791	1381	5394
Population Total	27493	71826	19105	118424
Weighted Sample	27450	71949	19026	118424

A.4 INVESTIGATIONS INTO POSSIBLE RESPONSE BIAS

Low or variable response rates on their own are not necessarily a problem if there is no response bias, that is, if there are likely to be no differences between responding teachers and non-responding teachers with respect to the outcome variables. However, non-response bias is increasingly likely to occur the more response rates fall below 100%, and as such the low response rates in the SiAS survey indicate that non-response bias cannot be discounted.

To investigate the likelihood of non-response bias at the school level, a logistic regression was carried out using Response as the dependent variable, and the States, Sectors and categories of geographic location as the independent variables. Table A.3 reports one logistic regression, for primary schools using NSW, Catholic and Metropolitan schools as the reference groups. Statistically significant figures are shown in bold. This regression shows that State and geographic location are factors that significantly predict response to the survey – for example, a

school in South Australia was two and a half times more likely to respond than one in New South Wales; and a school in a provincial area was 1.4 times more likely to respond than one in a Metropolitan area.

Using other reference groups the regression analyses (not shown) also suggest that Sector is a significant predictor of response: Independent schools were significantly more likely to respond than government schools.

Table A.3: Logistic regression of primary school level response

Independent variable	p-value	Exp(B)
Government	0.273	0.84
Independent	0.443	1.19
Provincial	0.013	1.42
Rural/remote	0.564	1.17
ACT	0.101	0.67
NT	0.793	0.92
QLD	0.188	1.31
SA	0.000	2.52
TAS	0.033	0.60
VIC	0.000	2.53
WA	0.010	1.70

Table A.4 reports one logistic regression, for secondary schools, again using NSW, Catholic and Metropolitan schools as the reference groups. This regression shows that Sector, State and geographic location are factors that significantly predict response to the survey – for example a Government school had a likelihood that was just over two-thirds the likelihood that a Catholic school would respond; a school in a provincial area was 1.7 times more likely to respond than one in a Metropolitan area; and a school in NSW was three times more likely to participate than one in Tasmania.

Table A.4: Logistic regression of secondary school level response

Independent variable	p-value	Exp(B)
Government	0.037	0.70
Independent	0.858	1.04
Provincial	0.001	1.69
Rural/remote	0.779	0.92
ACT	0.085	0.55
NT	0.040	0.44
QLD	0.056	0.66
SA	0.747	0.93
TAS	0.000	0.36
VIC	0.228	1.32
WA	0.069	0.67

To investigate the likelihood of non-response bias at the individual level, the gender of respondents and the known population of teachers was compared by State and by Sector (Tables A.5 and A.6).

Table A.5: Percentage of male teachers by level and state/territory

Level	State	SiAS	Population
		Male %	Male %
Primary	ACT	12.1	17.1
Primary	NSW	12.3	18.6
Primary	NT	12.1	18.9
Primary	QLD	13.7	21.4
Primary	SA	15.3	23.0
Primary	TAS	16.8	21.1
Primary	VIC	16.7	19.9
Primary	WA	12.6	21.5
Secondary	ACT	32.1	39.1
Secondary	NSW	37.8	44.3
Secondary	NT	32.3	40.1
Secondary	QLD	41.7	42.5
Secondary	SA	43.4	47.8
Secondary	TAS	40.4	44.2
Secondary	VIC	39.7	41.8
Secondary	WA	39.1	45.1

*Population data obtained from *ABS Schools Australia* Publication website 2006 data

Note: the ABS teacher population data include school leaders (Principals and Deputy/Vice Principals) whereas in SiAS they are in a different sample

Table A.6: Percentage of male teachers by level and sector

Level	Sector	SiAS	Population
		Male %	Male %
Primary	Government	13.7	20.2
Primary	Non-Government	16.1	20.2
Secondary	Government	41.5	43.1
Secondary	Non-Government	38.3	44.0

*Population data obtained from *ABS Schools Australia* Publication website 2006 data

Note: the ABS teacher population data include school leaders (Principals and Deputy Principals) whereas in SiAS they are in a different sample

The tables show considerable variation between the gender distribution of the population, and that of the responding sample. In the government sector for example, just over 20% of primary teachers are male. However, males represent just below 14% of the responding SiAS sample of primary teachers. Part of this difference is likely to be due to the fact that the SiAS teacher sample excludes school leaders, and this group is likely to have a larger proportion of males. The gender proportions between the SiAS sample and population are much closer for the secondary sector.

In summary, these analyses cannot discount the probability that non-response bias exists in the sample. Because differential response is evident across a range of independent variables at both

the school and individual levels of the sample, response bias will exist to the extent that the independent variables investigated relate to survey outcome variables.