



National Beginning Teacher Survey 2007 Results SUMMARY

This is the third year AEU Beginning Teacher Survey. 1732 teachers with one – three years experience participated in the survey nationally.

The survey results showed that:

PUBLIC EDUCATION CAREER

- **47.9%** believed they would **NOT be teaching in the public system in 10 years time**. This is despite 49.5% saying they had **CHANGED** careers to start teaching.
- **46.1% of first year teachers** (320) said they would **not stay teaching in the public system longer than 10 years**.
- **6.9%** of all responses (121) were from first year teachers who did not see themselves in the public system for more than 3 years.
- **55.5%** said they would leave the public system and would be **working in another industry**.

PRIORITY CONCERNS FOR BEGINNING TEACHERS

Beginning Teachers report these as their same top 4 concerns, in the same order, as the last 2 year's surveys:

[Workload]	60.4%
[Pay]	59.8
[Behaviour Management]	55.5
[Class Sizes]	54.8
[Professional Development]	31.7
[Tenure of Employment]	31.6
[Peer/Mentor Support]	28.2

- Workload stayed as most often cited and increased by 3%; Pay moved up above Behaviour Management which decreased 2%; and Class Sizes stayed same.
- Beginning teachers' areas of expertise broadly represented all areas of teaching, nevertheless **28%** reported they had been **asked to teach outside of their area** of expertise/qualifications.
- **38.2%** said that their participation in **FORMAL MENTORING** was provided by their school. **52.7%** said they have **never had formal mentoring** - 7% increase from 2006.
- **32.1%** said that their participation in an **ONGOING INDUCTION** process, (including time off from classroom teaching), was provided by their school. **55.3%** said they **have never been involved with an ongoing induction process**.
- **38.2%** said that their participation in professional learning around **BEHAVIOUR/CLASSROOM MANAGEMENT**, was provided by their school. **41.2%** said they have **never been involved with behaviour management** professional learning.

EMPLOYMENT STATUS

- Only **47.2%** had **On-going or permanent employment**.
- **44.7%** are employed on fixed term contracts of 6 weeks or more.
- **50%** had been teaching at their current school for 1 year or less,
- Just on half (**52.2%**) believed they were **NOT given adequate information** about teacher working conditions and rights upon employment.

PRE-SERVICE TEACHER EDUCATION

- **38.9%** rated their **pre-service teacher education as “Satisfactory”** in preparing them for the reality of teaching and 27.4% rated it less than satisfactory (being either ‘poor’ or ‘very poor’).
- Beginning teachers (**86.2%**) **did not think their training adequately prepared** them for dealing with difficult parents and colleagues
- **69.1%** felt their training did not provide and adequate grounding to teach particular groups of students, such as students with disabilities, students from non-English speaking backgrounds and students from dysfunctional backgrounds
- **45.89%** said they took part in **mandatory Indigenous Studies units** at university (up 4% from 2006) but **73.2% felt inadequately prepared to meet the needs of Indigenous students.**
- **39.2%** say they feel satisfactorily supported by the education system now but **35.3%** say they feel the needs of Indigenous students are *poorly or very poorly* supported now.

SURVEY RESPONDENTS

NSW	VIC	QLD	SA	ACT	TAS	WA	NT
31%	20.6%	20.7%	4.7%	4.7%	4.4%	12.84%	1.1%

- **42.3%** (732) respondents were in their first year of teaching
- The majority (**42.2%**) of respondents were 20-25 years old. More (**24.5%** up from 17.4%) were over 35 years in this year’s survey.
- Reflecting the teaching population, 78.1% of responses were from female beginning teachers.
- **35** (2%) of participants identified as Aboriginal or Torres Strait Islander
- The sector breakdown of responses were:
 - Primary** **49.5% (856)**
 - Secondary** **38.3% (663)**
 - Pre-School/Early Childhood** **6.8% (117)**
 - Senior College** **3.2% (56)**
 - Special School** **2.3% (39)**
- **42.6%** of responses were from teachers in Non-Metropolitan schools. 5.4% (93) from remotes further than 500km from their nearest capital/regional centre.