



AEU Beginning Teacher Survey Media Information – Key National Results

Number of Responses 1207 (921 union members; 286 non-members)

Does not include qualitative answers for questions around positives/negatives of teaching, what reasons they have for expected years teaching in public system, why/why not in union, and further professional support needed.

VIC	NSW	QLD	SA	WA	TAS	NT	ACT
360	260	140	141	129	103	28	46
29.8%	21.25%	11.6%	11.7%	10.7%	8.5%	2.3%	3.8%

Beginning Teacher Attributes

- 45% respondents were in their first year
- 47% respondents were in 20-25 years old; (8.6% 31-35 years old)
- 73% were female; 27% were male (higher males than whole teaching service)
- 0.7% (8) respondents identified as Aboriginal and Torres Strait Islander
- 85 (7%) responses were from BTs working further than 500km from capital/regional centre 42.40% (512) non-metro; 57.6% (695) metro

Teacher Supply/Demand

- 42.3% employed on a fixed term contract over 6 weeks but not permanent;
- 6% (73) were relief/supply only
- 44% had problems gaining permanency
- 9.5% (114) respondents have taught in the private system
- 55.4% respondents see themselves teaching for longer than 10 years; 12.4% only 1-3 year commitment.
- 19% respondents expect to be in another industry

Professional Issues/Pre-service Education

- respondents' most common top 4 professional concerns were
 - workload - 64%
 - behaviour management - 60%
 - pay - 56%
 - class sizes – 55%
 - (new IR laws - 35%)
- 44% were asked to teach outside their area of expertise/qualification
- 38% respondents were satisfied with their pre-service education;
- 40% rated their " " as preparing them "well" or "very well" for the reality of teaching;
- 22% rated it "poor" or "very poor"
- 70% respondents didn't feel their pre-service education prepared them for dealing with parents and colleagues
- 65% respondents didn't feel their pre-service education prepared them for dealing with the needs of students with disabilities or from low SES/NES backgrounds
- 60% respondents reported not having completed a mandatory unit in Indigenous Studies during their pre-service education
- 67% respondents didn't feel their pre-service education prepared them for supporting the needs of Indigenous students
- 52% however of respondents reported that the do feel supported now in dealing with the needs of Indigenous students
- 94% respondents reported receiving most professional support from school colleagues; 1.5% said university support; and 1.8% reported Departmental support.



SECTOR SPECIFIC (significant) Results

PRIMARY

Number of Responses 601

Beginning Teacher Attributes

- the gender balance of the Primary sector beginning teacher respondents, with 84% female and 15.6% male, is much more unbalanced than the Primary sector nationally (usually 79% : 21%).

Teacher Supply/Demand

- 64.7% respondents see themselves teaching for longer than 10 years – higher than average national response of 55.4%
- 18% had not longer than 5 years commitment; 80% more than 6 years (includes those over 10 years' commitment)

Professional Issues/Pre-service Education

- Primary beginning teachers' most common top 4 professional concerns were:
 - class sizes - 62.4% - 7.4% higher than average top 4
 - workload 61.6%
 - behaviour man. - 58.2% - lower rate of inclusion in top 4 concerns than average - pay 52.6%
- 1-3% in the Primary sector reported their qualifications as being in Secondary rather than Primary
- 28.6% were asked to teach outside their area of expertise/qualification – much lower than average result of 44% across whole survey.
- 53% respondents reported not having completed a mandatory unit in Indigenous Studies during their pre-service education – slightly lower, (i.e. greater access to) than for all respondents



SECTOR SPECIFIC (significant) Results

SECONDARY

Number of Responses 569

Beginning Teacher Attributes

- 48.5% respondents were in their first year
- 23.6% were over 35, higher than 8.6% for national result
- gender ratios in Secondary school beginning teachers, (60.6% were female; 38.8% were male), are more balanced than for other BTs though still reflect the average ratios in Secondary schools nationally. There is, however no indication of any further decrease in male numbers.

Teacher Supply/Demand

- a much lower percent were employed on a fixed term contact (37.96%) over 6 weeks but not permanent, with 57.47% reporting permanent employment and hence:
 - 37.79%, a much lower rate than the national result, reported problems gaining permanency.
- 24.6% respondents expect to be in another industry, similar to higher levels reported by non-union members.

Professional Issues/Pre-service Education

- Secondary teachers' most common top 4 professional concerns were in line with the national results however, a higher number, 39.9%, included the new IR laws in their top 4.
- 59.75%, highest of the sectors, were asked to teach outside their area of expertise/qualification, indicating a greater teacher shortage in Secondary.
- 66.4% (slightly higher than national result) of respondents reported not having completed a mandatory unit in Indigenous Studies during their pre-service education



SECTOR SPECIFIC (significant) Results

SPECIAL SCHOOL

Number of Responses 37

Beginning Teacher Attributes

- more Special School beginning teachers who responded, 37.8%, were in their 2nd to 3rd year of teaching, reflected in the slightly older ages of respondents with more (32.4%) being over 35 and 21.6% being 26-30 years old.

Teacher Supply/Demand

- 62.1%, a much higher number of Special School teachers reported permanent employment

Professional Issues/Pre-service Education

- Special School beginning teachers reported slightly different top 4 professional concerns, identifying much higher inclusion of workload (75.7%) in their top 4 concerns, the highest concern regarding pay (67.6%) along with a greater concern for professional development opportunities (56.8%). Though a lower level of concern for IR changes, (27%) was included in top 4 concerns.
- Special School beginning teachers had the highest confidence, 54%, in their pre-service education preparing them for dealing with the needs of students with disabilities or from low SES/NES backgrounds but report the lowest confidence, 40.5% in support for dealing the needs of Indigenous students currently.



SECTOR SPECIFIC (significant) Results

ABORIGINAL & TORRES STRAIT ISLANDER TEACHERS

Number of Responses 8

Beginning Teacher Attributes

- 62.5% Aboriginal and Torres Strait Islander BTs worked in Primary sector; 37.5% in Secondary and 0 in Special Schools
- 62.5% (5) of responses from Aboriginal and Torres Strait Islander BTs worked in NSW; 25% (2) worked in QLD; 12.5% (1) worked in TAS
- 50% of responses from Aboriginal and Torres Strait Islander BTs worked in metropolitan schools
- 12.5% (1) of responses were from Aboriginal and Torres Strait Islander BTs working further than 500km from capital/regional centre

Teacher Supply/Demand

- 75% of Aboriginal and Torres Strait Islander respondents had permanent employment
- 0 Aboriginal and Torres Strait Islander respondents expected to be teaching in the private system

Professional Issues/Pre-service Education

- respondents' most common top 4 professional concerns were
 - pay - 62.5% (5)
 - behaviour man. - 62.5% (5)
 - professional dev.- 62.5% (5)
 - new IR laws - 62.5% (5) *87.5% (7) union members
- 37.5% of Aboriginal and Torres Strait Islander respondents didn't feel their pre-service education prepared them for dealing with the needs of students with disabilities or from low SES/NES backgrounds.
- 50% of Aboriginal and Torres Strait Islander respondents reported not having completed a mandatory unit in Indigenous Studies during their pre-service education.
- 37.5% of Aboriginal and Torres Strait Islander respondents didn't feel their pre-service education prepared them for supporting the needs of Indigenous students.
- 75% of Aboriginal and Torres Strait Islander respondents reported that they do feel supported now in dealing with the needs of Indigenous students; however 2 (25%) said they did not.
- 87.5% respondents reported receiving most professional support from school colleagues; 1 respondent reported union providing them most professional support.



SECTOR SPECIFIC (significant) Results

REGIONAL/NON-METROPOLITAN

Number of Responses 512

119 – VIC
101 – NSW
81- SA
73 – WA
68 – QLD
57 – TAS
13 – NT
0- ACT

Beginning Teacher Attributes

- 41.70% of respondents were in their first year, and 53.90% respondents were in 20-25 years old possibly indicating the trend of beginning teachers starting their careers in non-metro schools.
- 58.9% (302) of respondents were less than 200km from capital/regional centre
26.5% (136) were 200 to 500km from capital/regional centre.
14.45% (74) were further than 500km from capital/regional centre.

Teacher Supply/Demand

- though 39.5% of non-metro beginning teachers were employed on a fixed term contract of over 6 weeks but not permanent, 41.4% of respondents had problems gaining permanent employment also a possible indication of tenure trends of beginning teachers in non-metro schools.

Professional Issues/Pre-service Education

- non-metro beginning teachers' included behaviour management, (66%) at the highest rates in their top 4 professional concerns and reported the second highest concern for class sizes behind the overall Primary Sector result.
- 47.7% were asked to teach outside their area of expertise/qualification also a possible indication of teachers shortages in non-metro schools.
- non-metro beginning teachers reported the least satisfaction with their pre-service education in preparing them for the realities of teaching, with 26.6% of respondents rating it "poor" or "very poor" and reported the lowest level of preparedness, (only 36% agreeing) for dealing with the needs of students with disabilities or from low SES/NES backgrounds.
- however 58.6% of non-metro beginning teachers reported that they do feel supported now in dealing with the needs of Indigenous students.
- slightly higher numbers of non-metro beginning teachers reported receiving most professional support from the union (2.4%) and the highest reported support from their Department (2.3%) was by non-metro beginning teachers compared with only 1.8% within the national results.