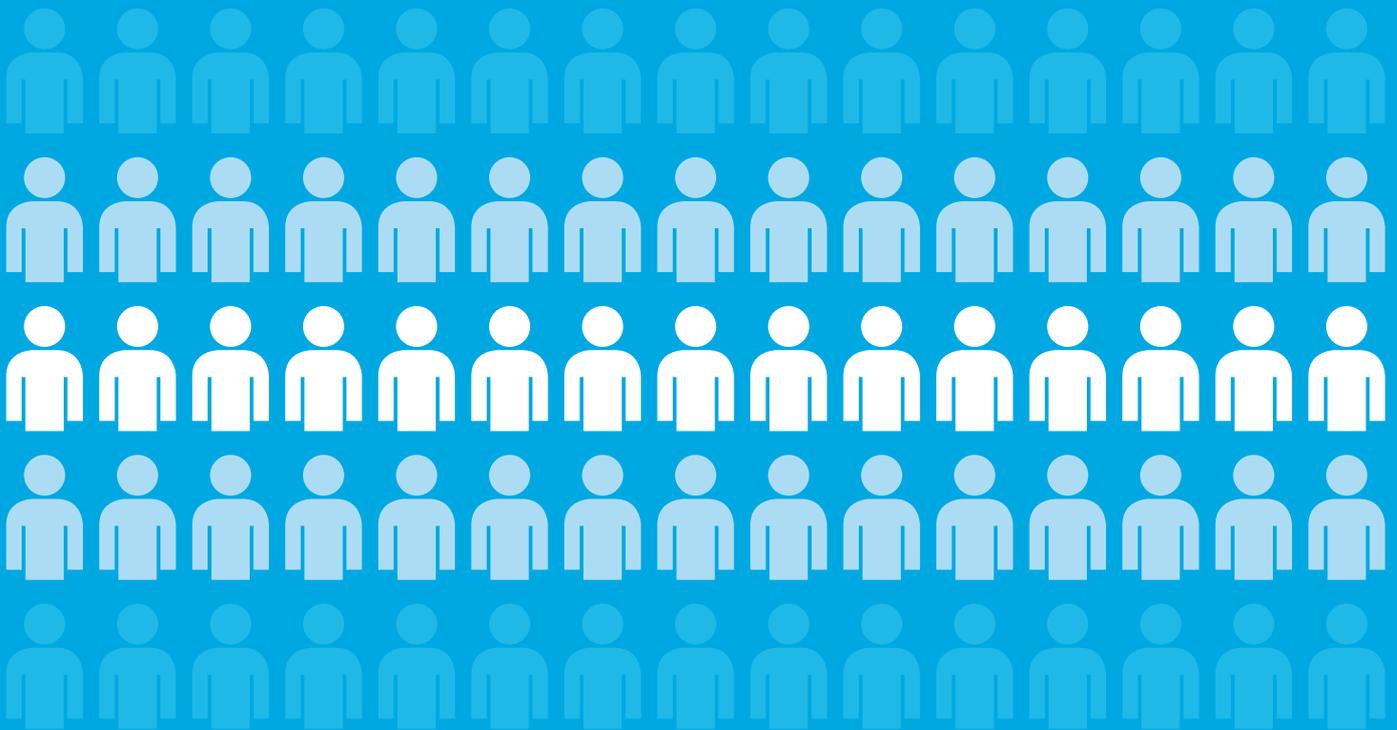


TEACHER PROFILE TEACHER PROFILE TEACHER PROFILE TEACHER PROFILE TEACHER PROFILE TEACHER PROFILE

# 2013 QUEENSLAND GRADUATE TEACHERS

## REPORT 2015



The Queensland College of Teachers (QCT) is the regulatory body for the teaching profession in Queensland. One of its responsibilities is accrediting and monitoring initial teacher education programs offered by Queensland higher education institutions for the purposes of teacher registration in the State. Graduates of initial teacher education programs accredited by the QCT are eligible for provisional registration with the QCT.<sup>1</sup>

Each year over 3,000 recent Queensland graduates are granted teacher registration by the QCT. The vast majority of beginning teachers in Queensland schools are drawn from this group.

Understanding more about these beginning teachers can help stakeholders to support and engage them during their important first year in the teaching profession. It can help employers develop workforce policies and strategies that reflect current reality rather than historical practices.

Assisting our teachers to fulfil their potential not only helps to improve student outcomes, but also means teachers have a more satisfying and rewarding career.

In October 2014, the QCT surveyed registered teachers who completed an accredited initial teacher education program in Queensland between 1 January 2013 and 31 December 2013.

## Data sources

This teacher profile report is a summary of data from the following sources:

### Existing data from the QCT database

The data drawn from the QCT database related to registered teachers who completed a QCT-accredited program of initial teacher education between 1 January 2013 and 31 December 2013. This data identifies age, gender, birth country, current location, type of registration, initial teaching qualification and other higher education qualifications.

### Online survey

Registered teachers who completed a QCT-accredited program of initial teacher education between 1 January 2013 and 31 December 2013 participated in an online survey conducted by the QCT in October 2014. Survey results comprise respondents' OP score (if applicable), occupation prior to undertaking teacher education, main reasons for wanting to become a teacher, qualification type, subject and/or teaching focus, mode of study, current location and employment situation, and their intention to remain in or seek employment in a Queensland school.

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## Database analysis results

As of 11 August 2014, when the data was drawn, 3,073 teachers who completed an accredited initial teacher education program in Queensland between 1 January 2013 and 31 December 2013 were registered with the QCT.

Of these 3,073 registered teachers, 77 per cent were female. Just over 68 per cent were under 30 years of age, 18 per cent were aged between 30 and 39 years old, 11 per cent were between 40 and 49 years and just under 3 per cent were aged 50 years or older.

The average age of these registered teachers on graduation from their initial teacher education was 28 years.

Eighty-five per cent of these teachers were born in Australia. Of those born overseas, a relatively large number (80) were born in Canada.<sup>2</sup>

The majority of the teachers (98 per cent) were residing in Australia and just under 2 per cent were living in Canada.

Of those living in Australia, 98 per cent were located in Queensland.

There are two categories of teacher registration in Queensland: provisional registration and full registration.

Provisional registration is intended to allow for a supported introduction to the teaching profession in Queensland. All new graduates registering with the QCT are given provisional registration. Teachers progress to full registration by teaching for 200 days and demonstrating that they are proficient teachers.

In this group of registered teachers, 99 per cent were provisionally registered at the time the data was drawn and 1 per cent had progressed to full registration.

For the purposes of teacher registration in Queensland, ten higher education institutions offer initial teacher education (ITE) programs accredited by the QCT.

They are:

- Australian Catholic University (ACU)
- Central Queensland University (CQU)
- Christian Heritage College (CHC)
- Griffith University (GU)
- James Cook University (JCU)
- Queensland University of Technology (QUT)
- Southern Cross University (Gold Coast campus) (SCU)
- University of Queensland (UQ)
- University of Southern Queensland (USQ)
- University of the Sunshine Coast (USC)

Of this group of registered teachers, nearly half (45 per cent) graduated from the two largest ITE providers, Queensland University of Technology and Griffith University. (see Table 1 below)

**Table 1**

Number and percentage of registered 2013 Queensland graduates per higher education institution

Higher education institution	Number of registered graduates	Percentage of registered graduates*
QUT	708	23%
GU	690	22%
USQ	454	15%
UQ	297	10%
USC	243	8%
CQU	242	8%
JCU	199	6%
ACU	198	6%
CHC	40	1%
SCU	2	<1%

\*Total less than 100% due to rounding

Fifty-nine per cent of this group completed a Bachelor level initial teaching qualification, 40 per cent completed a Graduate Diploma and 1 per cent had a Master degree as their

<sup>1</sup> Eligibility for registration is also subject to English language requirements where applicable and suitability to teach requirements.

<sup>2</sup> There are a number of graduate-entry initial teacher education programs in Queensland which have considerable numbers of Canadian students who completed their undergraduate degrees in Canada. The majority of these students return to teach in Canada soon after graduation and do not seek employment as teachers in Queensland schools. However, many apply for teacher registration with the QCT since holding registration in the jurisdiction in which they qualified as a teacher is one of the requirements for registration as a teacher in a number of Canadian provinces.

initial teaching qualification.

For 58 per cent of these registered teachers, their teaching qualification is their only qualification.

Of the 42 per cent who completed other qualifications before commencing their initial teacher education program, almost all completed their other qualifications in Australia.

### The survey

A survey was designed to gather further information about 2013 Queensland graduate teachers<sup>3</sup> who were currently registered with the QCT.

In total, 3,011 invitations to participate in the online survey were sent by email, 2,990 were delivered successfully and 376 complete responses were received, giving a response rate of 12.5 per cent.

The survey was open from 13 October to 3 November 2014.

Survey respondents answered questions about the following:

- The country (and if Australia, the State) in which they completed their secondary schooling
- What they were doing before starting their initial teacher education
- The levels of schooling and the subjects their initial teaching qualification focused on
- The delivery mode of their initial teaching qualification
- The main reasons they decided to become a teacher
- Current employment situation
- How likely they were to seek (or remain in) a permanent (full-time or part-time) teaching position in a Queensland school in the next two years.

### Survey results

#### Initial teacher education

Over half (52 per cent) of survey respondents completed their initial teaching qualifications at a Bachelor level and the remaining 48 per cent were qualified at a Graduate Diploma level.

Just under half of survey respondents (42.5 per cent) had been prepared as secondary teachers, 37 per cent were prepared as primary teachers and 15 per cent were prepared to teach early childhood and the early years of primary.

The middle years of schooling and special education each accounted for 2 per cent of survey respondents and 1.5 per cent had been prepared to teach adult and vocational education.

#### Subject specialisation

Respondents were given the opportunity to select up to three school curriculum subject areas that were included as part of their initial teacher education program.

Thirty-eight per cent of respondents selected 'multiple primary subject areas', 17 per cent selected English, 17 per cent selected 'early childhood subjects', 14 per cent selected mathematics, 11 per cent history and 10 per cent science.

#### Mode of study

Just under 70 per cent of respondents completed their initial teacher education program on campus, whilst 23 per cent completed their study off campus. This was either by distance education or through an online program. Seven per cent of respondents indicated that they had accessed both on campus lectures and online content.

Seventy-seven per cent of survey respondents completed their initial teacher education program on a full-time basis.

Fifteen per cent completed their study part-time and 8 per cent of respondents indicated they completed their study through a mixture of full and part-time studies.

#### Before teacher education

Survey respondents were asked to comment on what they were doing prior to commencing a QCT-accredited program of initial teacher education.

Fewer than 19 per cent commenced their teacher education program immediately after finishing their secondary schooling.

Of those respondents, all but three completed their secondary schooling in Queensland and were eligible to obtain an Overall Position (OP).<sup>4</sup>

OPs obtained by these respondents were within the range of 1 to 18, as shown in Table 2.

**Table 2**

OP scores obtained by survey respondents.

Overall Position (OP) Ranking	Number of survey respondents
1	4
2	0
3	1
4	2
5	1
6	3
7	9
8	3
9	9
10	2
11	3
12	6
13	5
14	9
15	1
16	4
17	1
18	3

Nine respondents had received bonus points towards their OP. Total bonus points awarded were between one and five.<sup>5</sup>

The 307 respondents who did not commence initial teacher education immediately after secondary school were mainly engaged in one of the following activities before their teacher education studies:

- Employed in a field outside of education (50 per cent)
- Completing other higher education study (18 per cent)
- Employed in the education sector but not in a school teaching or principal position (18 per cent).

The circumstances for the remaining 14 per cent varied. Many were stay-at-home parents, self-employed, travelling overseas or unemployed.

<sup>3</sup> Teachers who successfully completed an accredited initial teacher education program in Queensland between 1 January 2013 and 31 December 2013.

<sup>4</sup> The Overall Position (OP) is a tertiary entrance rank used in Queensland for selection into higher education institutions. Students are placed in one of 25 OP bands from OP1 (highest) to OP25 (lowest). <https://www.qcaa.qld.edu.au/630.html>

<sup>5</sup> Year 12 subject bonus schemes recognise achievement in a range of study areas and award bonus points for successful completion of specific subjects at school. Bonuses are awarded automatically on the basis of a Queensland Tertiary Admissions Centre (QTAC) application and are applied to the OP or the selection rank derived from the Year 12 qualification. <http://www.qtac.edu.au/Applying-SAS/Year12Bonus.html>

The 155 survey respondents who were employed in a field outside of education were employed in a wide range of fields including hospitality and tourism (14 per cent), retail and consumer products (9 per cent) and administration and office support (8 per cent).

Of the respondents who were completing other higher education qualifications, 75 per cent completed other qualifications at a Bachelor level.

The respondents who were employed in education but not in a school teaching or principal position were mostly employed in child care or as teacher aides, with very small numbers in other areas such as registered training organisations, technical and further education, or in the higher education sector.

**Current employment situation**

Of those recent Queensland graduates who responded to the questions regarding their current circumstances, 52 per cent were teaching in a Queensland school on a supply or contract basis and 28 per cent were teaching in a Queensland school on a permanent, full-time or part-time basis.

Two to four percent were engaged in each of the following:

- Teaching in Queensland in a location other than a school or special education centre
- Employed in education but not in a school teaching or principal position
- Teaching in a school that was outside of Queensland
- Employed in a field outside of education
- Seeking but not currently in paid employment.

Fewer than one percent were studying full-time. The remaining fifteen respondents were on maternity leave, teaching overseas or unable to work due to illness.

Fourteen percent of survey respondents had never held a teaching position in a Queensland school.

**Likelihood of remaining in or seeking a permanent teaching position in a Queensland school.**

Eighty-nine per cent of survey respondents indicated they were somewhat to very likely to remain employed or seek employment as a school teacher in Queensland in the next two years.

The main reasons given as to why the remaining respondents were unlikely to continue or seek employment as a school teacher in Queensland over the next two years were:

- I have made a permanent career change away from teaching and the education sector (21 per cent)
- I am teaching in a non-school setting (19 per cent)
- I am currently working elsewhere in the education sector and have no intention to return to the classroom in the next 2 years (9.5 per cent)
- I am currently working elsewhere in the education sector and have no intention to ever return to teaching in a school (9.5 per cent)
- I am not currently living in Australia and do not intend to return in the next two years (9.5 per cent)
- I have been away from teaching for too long and do not feel confident returning to the classroom (7 per cent)
- I am currently teaching in another Australian state or territory (5 per cent).

**Reasons for becoming a teacher**

The survey allowed respondents to select up to three reasons why they had decided to become a teacher.

The five most popular reasons for becoming a teacher were:

- I wanted to make a difference in children’s lives (selected by 60 per cent of respondents)
- I always wanted to be a teacher (40 per cent)
- I thought I would be a good teacher (31 per cent)
- I wanted to share my knowledge (25 per cent)
- I thought I would enjoy working with children (22 per cent).

