

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

REGISTERED TEACHERS | REPORT

not in a permanent teaching position in a Queensland school 2014



This report and the information video available on www.qct.edu.au form part of what will become a suite of research reports produced by the Queensland College of Teachers (QCT) profiling Queensland teachers.

Currently there are about 100,000 registered teachers in Queensland. Approximately two-thirds of all registered teachers in Queensland are known by the QCT to be employed in permanent teaching positions in Queensland schools.¹ The remaining third is the group of teachers the QCT recently focussed on to find out more about them.

In September 2014 the QCT surveyed registered teachers not currently employed in permanent teaching positions in Queensland schools and analysed available data about them.

This research helps to inform the QCT and its stakeholders about the available teaching workforce now and in the future, the number of registered teachers employed in the education sectors, but not in a school teaching position and the value teachers registered in Queensland place on their professional registration and the main reasons they maintain it.

Data sources

This research report collected and analysed data from two sources.

Existing data from the QCT database

Data on registered teachers not in a permanent teaching position in a Queensland school, excluding any who completed a QCT accredited program of initial teacher education between 1 January 2012 and 31 December 2013², was drawn from the register of teachers in Queensland. This data source was used to identify age, gender, country of birth and current location.

Survey of a random sample of registered teachers not in a permanent teaching position in a Queensland school

An online survey was sent to a random sample of registered teachers not in a permanent teaching position in a Queensland school. This was used to identify teaching qualifications, other higher education qualifications, previous teaching experience, current teaching and employment situation, likelihood to seek employment in a Queensland school in the next two years and professional and personal reasons they maintain their registration.

REGISTERED TEACHERS not in a permanent teaching position in a Queensland school

Database analysis results

There are approximately 34,000 registered teachers who are not permanently employed in a Queensland school.

There are two types of registration status in Queensland: provisional registration and full registration. In this group of registered teachers 82 per cent hold full registration and 18 per cent are provisionally registered.

Almost a quarter (24 per cent) of the target group are aged over 60 years and the average age of the group is 48 years. Seventy-seven per cent are female and 23 per cent are male.

In the group, male teachers tend to be older than their female counterparts, with 61 per cent of males being over the age of 50, compared to 43 per cent of females who are over 50 years of age.

Eighty per cent were born in Australia; however, 98 per cent now call Australia home, with 92 per cent of these currently living in Queensland.

The survey

An email invitation to participate in the survey was successfully delivered to 4,986 registered teachers. The survey was open for responses from 8 to 19 September 2014. There were 893 complete responses at the close of the survey period, giving an overall response rate of 17.9 per cent.

The survey participants were asked to comment on the following:

- The country (and if Australia, which state) in which they completed their initial teaching qualification;
- The levels of schooling and subjects their initial teaching qualification focussed on;
- Whether they had any higher education qualifications and if they were related to education/teaching;
- Their most recent teaching position and how long ago they last taught in Queensland;
- Their current employment situation;
- How likely they are to seek (or remain in) a permanent (full-time or part-time) teaching position in a Queensland school in the next two years;
- The levels of schooling and subjects they would likely seek employment in;
- The professional and personal reasons they maintain their teacher registration.

¹ The QCT's records regarding the employment of registered teachers are based on notifications from teachers themselves, regular data exchanges with the major employing authority and information obtained from schools via an annual census conducted by the QCT.

² These were excluded because the QCT conducted other targeted research in October 2014 to profile recent Queensland graduates.

34,000

registered teachers are not permanently employed
in a Queensland school

22%*

are working as contract or supply
teachers in Queensland schools

*of those respondents not currently teaching in a Queensland school or special education centre on a permanent (full-time or part-time) basis

Survey results

Initial teacher education qualification

More than 88 per cent of respondents completed their initial teacher education qualification in Australia. Those with initial teaching qualifications from the United Kingdom made up 3.5 per cent of those responding and just under 2.5 per cent were New Zealand trained teachers.

Of those respondents who completed their initial teacher education qualification in Australia, 80 per cent obtained their qualifications from a Queensland higher education institution.

Other higher education qualifications

Almost three-quarters (71 per cent) of all respondents had other higher education qualifications in addition to their initial teaching qualification.

Of those 637 respondents who held other higher education qualifications, 412 had additional qualifications that directly related to education and teaching, which is a total of 46 per cent of all respondents.

Levels of schooling and subject/teaching area specialisation

A number of respondents indicated that their initial teacher education program had focussed on more than one level of schooling and multiple subject areas.

Nearly half of the respondents (47 per cent) had been prepared as primary teachers and 45 per cent as secondary teachers. Fourteen per cent stated their initial preparation was for the early years of primary.

Regarding subject areas, 42 per cent were prepared to teach multiple primary subject areas, 16 per cent specialised in English,

16 per cent focussed on early childhood subjects, 14 per cent specialised in mathematics and 13 per cent in science.

Most recent teaching position

Respondents were asked to indicate their current employment situation. Some 9 per cent (81 respondents) stated they were currently teaching in a Queensland school or special education centre on a permanent (full-time or part-time) basis.

This indicates that these teachers had not updated their employment details with the QCT.³ The data and survey responses from these teachers are included in the profile results.

Of the 812 survey respondents not currently teaching in a Queensland school on a permanent (full-time or part-time) basis, 36 per cent had most recently been employed as a casual/supply teacher, 32 per cent were most recently employed on a permanent (full-time or part-time) basis, 22 per cent were employed on a contract (full-time or part-time) and 10 per cent had never been employed as a teacher in a Queensland school.

Of the 729 survey respondents who had previously taught in a Queensland school, 29 per cent had taught within the past month. Just over 11 per cent of respondents had taught in a Queensland school at some point during the past year and 27 per cent of respondents last taught between one and five years ago. For 15 per cent of respondents, it had been more than ten years since they last taught in a Queensland school.

³ Section 71 of the *Education (Queensland College of Teachers) Act 2005* requires an approved teacher to give notice to the College of a prescribed change in circumstances. This includes if the teacher is employed at a school on a permanent full-time or permanent part-time basis.

Current employment situation

The immediately available teaching workforce is small. Only 7 per cent of those respondents not currently teaching in a Queensland school or special education centre on a permanent (full-time or part-time) basis indicated they were currently seeking paid employment.

Of those registered teachers who responded to the question regarding their current circumstances:

- 22 per cent were working as contract or supply teachers in Queensland schools;
- 16 per cent advised that they had retired from teaching;
- 12 per cent were employed in a non-teaching role in education (mostly within the university sector or as part of an education employment authority);
- 9 per cent were employed in areas such as administration, office support and healthcare;
- 8 per cent were teaching in a school outside of Queensland; and
- 6 per cent were teaching in Queensland child care centres, kindergartens, universities, technical and further education centres or registered training organisations.

Other respondents indicated they were currently on maternity leave or long-term leave due to personal illness or disability.

Likelihood of seeking permanent teaching position in the next two years

Of the 893 respondents, 49 per cent indicated they were somewhat to very likely to seek a permanent teaching position within a Queensland school in the next two years.

16%*

advised that they had retired from teaching

7%*

indicated they were currently seeking paid employment

51%

of respondents were unlikely to seek a permanent position within a Queensland school in the next two years

More than half of those teachers (233 responses) were likely to seek employment as a secondary teacher and just under half (198 responses) would prefer employment as a primary teacher. When seeking teaching positions within Queensland schools, multiple subject areas for early years and primary are the most preferred specialisations with 36 per cent of respondents indicating this as their preference. English was the next most preferred specialisation (15 per cent), followed by multiple middle years subjects (14 per cent), mathematics (13 per cent), special education (11 per cent) and science (9 per cent).

Reasons given as to why the remaining 51 per cent of respondents were unlikely to seek permanent employment in the next two years varied. The majority (29 per cent) confirmed they had retired from teaching, 18 per cent were working elsewhere in the education sector, 9 per cent did not feel confident about returning to the classroom, 8.5 per cent were teaching in a non-school setting and 8 per cent had made a permanent career change away from teaching.

The value of professional teacher registration

Top reasons teachers maintain and value their professional teacher registration are:

- Because it helps with their employment;
- It forms part of their professional identity;
- Their skills are publicly recognised;
- They want to stay informed regarding the teaching profession in Queensland.

One teacher summed it up by saying – *“I have not taught in a Queensland school since 1982, however, I was gainfully employed at a Queensland TAFE campus from Sept 1985 until Aug 2013 for approximately 28 years with over 24 years being as a full-time permanent literacy and numeracy teacher. I was extremely proud to be identified as a teacher in these programs.... I have always been willing to identify my initial roots as a Primary School teacher. I have always maintained my registration as a teacher, as this is who I was and still am.”*

56-year-old, fully registered female survey respondent.

Conclusion

Although there are approximately 34,000 registered teachers not currently employed in permanent teaching positions within Queensland schools, it appears that at any one time there may only be about 7 per cent (2,380 based on current figures) available and possibly seeking employment in Queensland schools.

“...I have always maintained my registration as a teacher, as this is who I was and still am.”

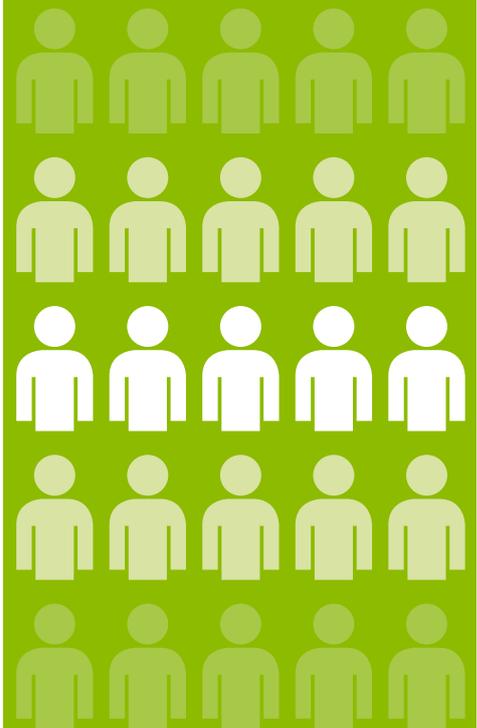
56-year-old, fully registered female survey respondent.

In addition, given that the geographical distribution of this group of registered teachers would likely be consistent with that of all registered teachers in Queensland, the majority of the available teaching workforce is likely to be in the southeast corner and small regional pockets of the state.

Based on current data, the immediate future scenario is that the ongoing availability of teachers to fill vacant and short-term positions within Queensland schools may contract further given that 16 percent of survey respondents not currently teaching in a Queensland school on a full-time or part-time basis have retired and it is an ageing population of teachers.

Employers may find that teachers available for employment are not necessarily located in the areas where the vacancies exist or prepared in the levels of schooling or specialisations that are required.

While this study provides some indication of the current situations and employment intentions of registered teachers who are not currently in permanent teaching positions in Queensland schools, the QCT acknowledges that the size of the achieved sample (i.e. the number of respondents), and the fact that statistical analysis have not been undertaken to determine the reliability of the data are limitations of the study.



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