
Australian Teacher Workforce Data National Teacher Workforce Characteristics Report

December 2021

New South Wales



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About State Profiles

The State Profiles provide state and territory level information as part of the overall picture of the teaching profession provided in the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report* (December 2021).

The profile for each jurisdiction provides descriptive statistics on the teaching workforce in that jurisdiction, compared with the results from across all participating jurisdictions for 2018.

For 2018, the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report* (December 2021) includes data from, and reports only on, the teacher workforce characteristics across New South Wales, the Northern Territory, South Australia and Victoria. From 2020 the ATWD will report on national workforce trends and include data from all states and territories.

Section numbering

The section numbers within the state profiles correspond to the chapter numbers in the main report.

New South Wales

2. About the data

The data in this State Profile is drawn from 2018 teacher registration data from the NSW Education Standards Authority (NESA), the state's teacher regulatory authority, and the linkage of that data to responses to the ATWD Teacher Survey, completed by registered teachers in New South Wales who provided information relating to 2018, and Higher Education Student Data Collection (HESDC) initial teacher education (ITE) data.

This data is presented in comparison to the overall data supplied by teacher regulatory authorities in New South Wales, South Australia, and the Northern Territory, linked to ATWD Teacher Survey responses from teachers in those states and territories. This data is reported overall in the *Australian Teacher Workforce Data: National Teacher Workforce Characteristics Report* (December 2021), which is referred to as the 'main report' in the State Profiles¹.

A total of 17,729 teachers responded overall to the ATWD Teacher Survey in 2018. Of those, 8,529 were accredited in New South Wales.

General methodological details can be found in the corresponding 'About the data' section of each chapter in the main report. Any methodological details specific to the State Profile are included below.

The teaching workforce 'in New South Wales' refers to the cohort of accredited (registered) teachers in New South Wales, and not to the state or residence in which they are employed. State of residence, state of employment and other demographic and employment characteristics are discussed with reference to this accredited cohort.

Workforce segments and cohorts

In the State Profiles, the workforce segments and cohorts definitions correspond to those used in the main report.

¹ Note: While the Victorian Institute of Teaching, the regulatory authority in Victoria, supplied workforce registration data, Victoria did not participate in the ATWD Teacher Survey until 2019.

Workforce Segments and Cohorts at a glance

Segments:

Registered teachers – individuals who are registered with a regulatory authority

Teacher workforce – registered teachers in schools or early childhood settings

Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Classroom teachers – the largest part of the teaching workforce, face-to-face teachers who do not have leadership responsibilities and are not leaders

Leadership – school or early childhood leaders and teachers with leadership responsibilities

Leaders – the part of the teacher workforce whose main role is as a leader

Non-teacher workforce – registered teachers not working in schools or early childhood services

Cohorts:

Early career teachers – registered teachers who joined the teacher workforce less than 5 years ago

Aboriginal and Torres Strait Islander teachers – registered teachers reporting they were Aboriginal and/or Torres Strait Islander in either the ATWD Teacher Survey or to a regulatory authority

Sector of employment

State Profiles include analysis of the data in accordance with the sector of employment – government schools and non-government schools (including, where available, Catholic and independent schools).

For 2018, the data on sector of employment was sample data. Respondents' school sectors were determined from responses to employment provided in the ATWD Teacher Survey using the Australian Schools List (ACARA, 2021²). Given this, and differences in non-government sectors across the participating jurisdictions, the data has been provided only for each jurisdiction.

From 2021, teacher regulatory authorities have agreed to provide employment data to the ATWD to increase the breadth of data on, and analysis of, characteristics of the workforce by sector.

² Australian Curriculum, Assessment and Reporting Authority 2021, Australian Schools List, ACARA, Sydney, <<https://asl.acara.edu.au/home>>.

Data reporting conventions

Data has been analysed in accordance with the analysis standards and processes applied to the data overall. These are discussed in the main report and the accompanying **Technical Report**.

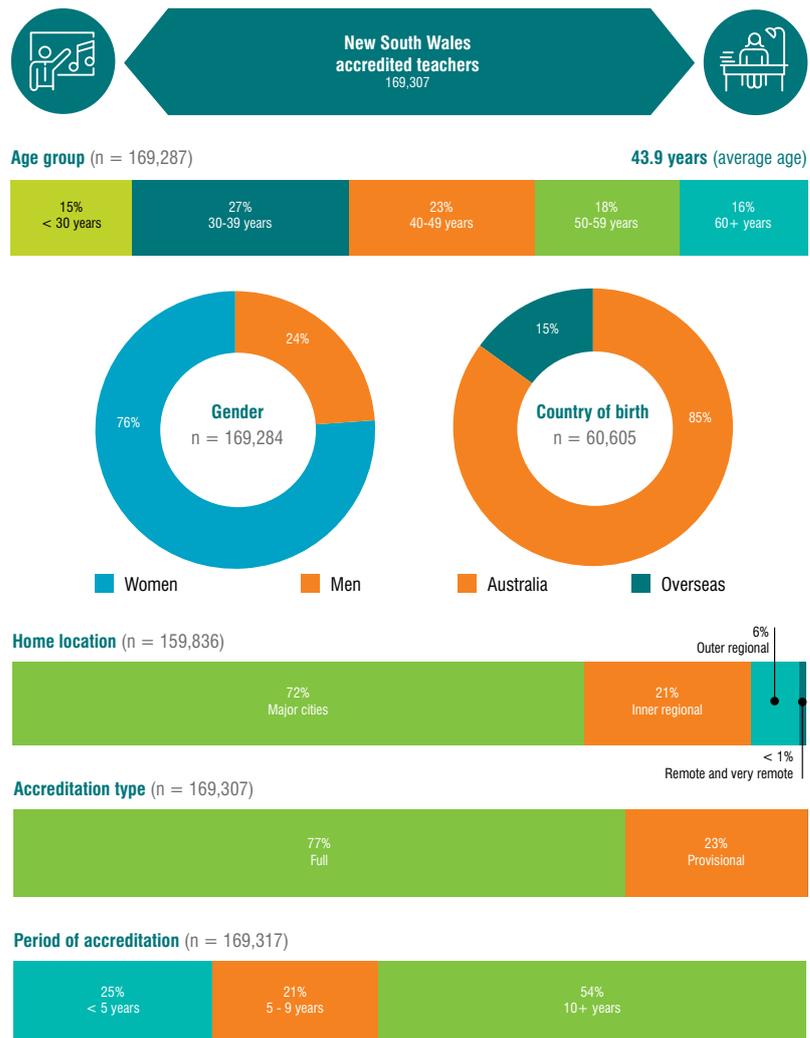
The one exception to this is the data on task-time allocation. As part of the iterative development of the data, the question posed to survey respondents was the same in all jurisdictions, but the response options differed in South Australia (typed numeric response) compared to New South Wales and the Northern Territory (selected between 0, 1–4 hours, 5–9 hours, or 10+ hours). While these responses were harmonised for consistency of reporting in the full report, in the State Profiles the data for task-time allocation is reported in the way it was collected for each jurisdiction.

Analysis has only been undertaken where sample sizes were sufficient to allow segmentation within the strict data privacy requirements of the ATWD. Where data cannot be reported because there was insufficient data for a jurisdiction, data relating to some categories are unavailable at the state and territory level.

3. All registered teachers

In 2018, the total number of teachers accredited with NESA was 169,307. Their demographic characteristics are provided in **Figure NSW-1**.

Figure NSW-1: All registered teachers in New South Wales, 2018



Source: Teacher Registration Authority

4. The teaching workforce

Focal segments

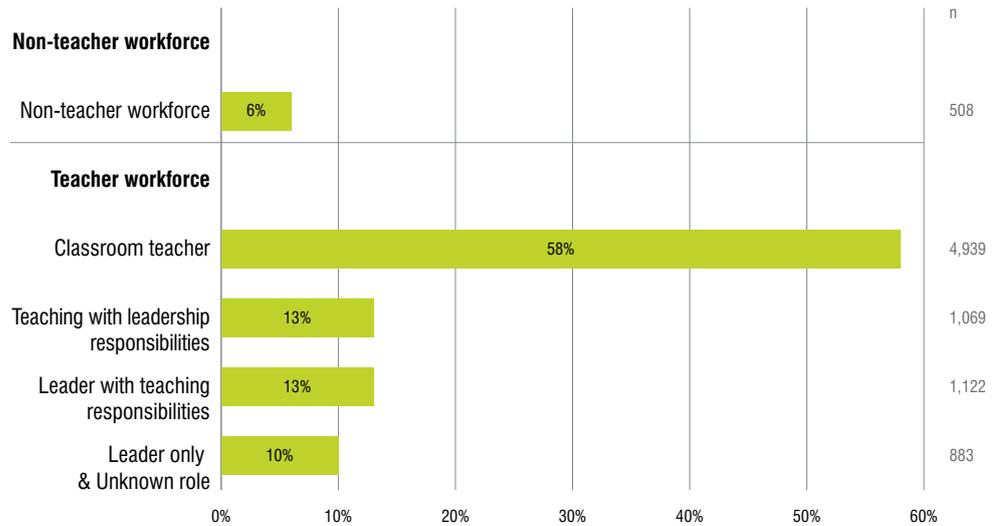
Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Teaching workforce characteristics

Roles and responsibilities

Most teachers accredited in New South Wales were in the teacher workforce (94%), with just 6% in the non-teacher workforce. A total of 7,137 ATWD Teacher Survey respondents registered in New South Wales were in the teaching workforce; that is, they were employed in a school or early childhood service and indicated that they delivered classroom teaching (90% of the teacher workforce, 84% of survey respondents). This encompasses all those who teach either as their 'main role' or as part of another role in addition to their main role. This includes all those whose main role is teaching (be they classroom teachers or teachers with leadership responsibilities) (75% of the teacher workforce) and those whose main role was as a leader, but who also have classroom teaching responsibilities (13% of the teacher workforce). Refer to **Figure NSW-2**.

Figure NSW-2: Roles in schools and early childhood services, proportion of NSW teacher workforce³



Question: Which of the following best describes your main role & Select any other roles you had in 2018?
Source: ATWD Teacher Survey

³ Ten percent of the teacher workforce were either in a leader-only role or did not provide information about their roles in schools or early childhood services. These cells are combined for privacy reasons.

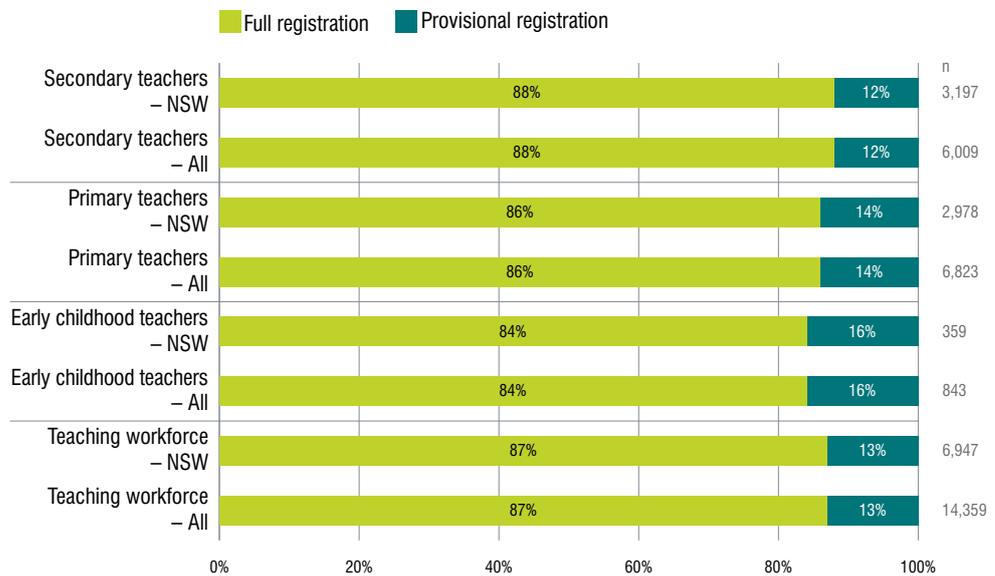
Registration

The teaching workforce in New South Wales were just as likely to hold full registration (87%) as the teaching workforce across all surveyed jurisdictions (87%). This was also true for teachers in New South Wales at each learner level (primary, secondary and early childhood) compared to teachers at different learner levels overall (**Figure NSW-3**).

For the teaching workforce, those in the government sector were slightly less likely to hold full registration (85%) compared to those in the Catholic sector (92%) and the independent sector (89%) (**Figure NSW-4**).

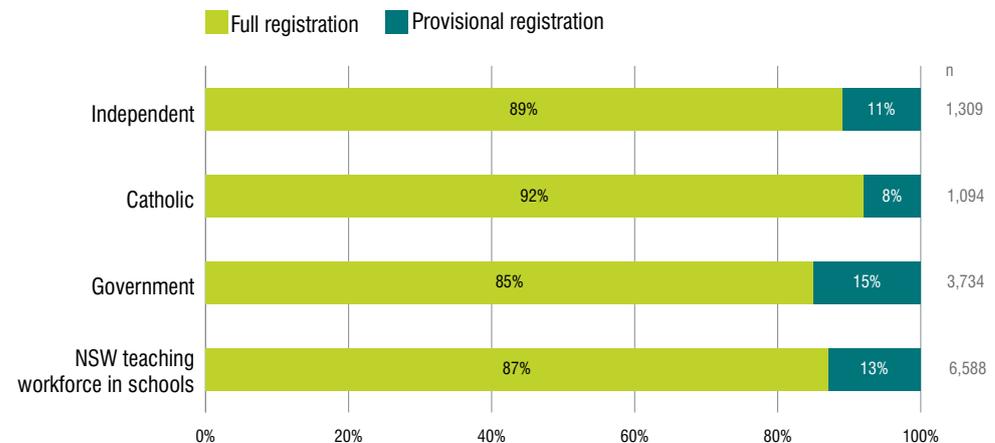
Almost all of the teaching workforce registered in New South Wales and teaching in Australia were teaching in New South Wales. Only 3% of the teaching workforce registered in New South Wales were teaching in schools outside of New South Wales (**Table NSW-1**).

Figure NSW-3: Registration type, teaching workforce, by learning levels taught, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-4: Registration type, teaching workforce in schools, by sector, NSW



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

Table NSW-1: Proportion working in each state and territory, teaching workforce registered in NSW

Proportion working in each state and territory								
n	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
6,946	< 1%	97%	n.p.	1%	< 1%	n.p.	< 1%	< 1%

School type and sector

The majority of the teaching workforce in New South Wales were employed in schools (94%), with 6% in early childhood services. In the New South Wales school teaching workforce, 60% worked in government schools, 21% worked in independent schools, and 17% worked in Catholic schools.

Two-in-five (40%) in the teaching workforce were employed in primary schools, 39% in secondary schools, 19% in combined-level schools, and 3% in special schools. Analysis of sector and school type together revealed that a large proportion of teachers in the independent sector worked in combined schools (71%) (Figure NSW-5).

Figure NSW-5: School type, teaching workforce in schools, by sector, NSW



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

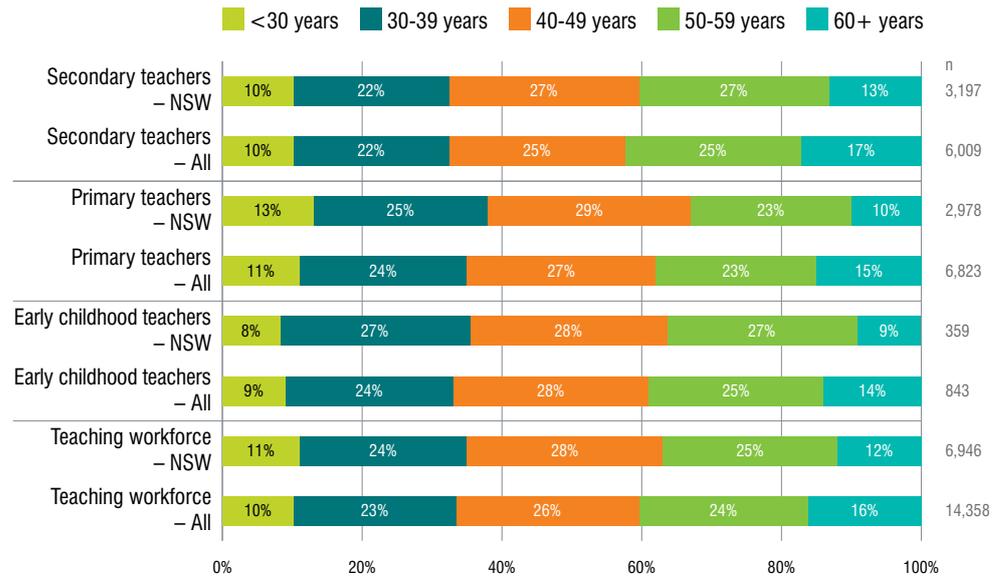
Demographic characteristics

Age

Twelve percent (12%) of the teaching workforce in New South Wales were aged 60 years or older, compared to 16% in all surveyed jurisdictions. Age profiles were consistent across all learning levels (Figure NSW-6).

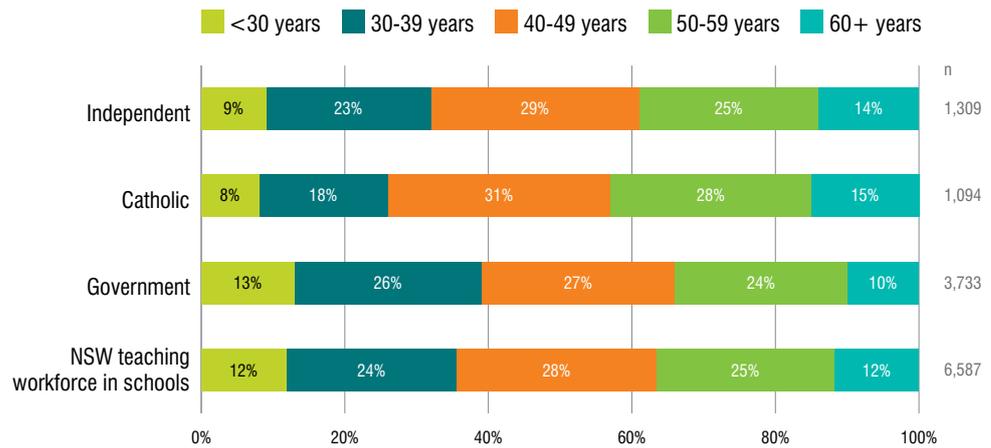
In New South Wales, the teaching workforce in government schools were more likely to be under 40 years of age than those in Catholic or independent schools; 39% of teachers in the government sector were aged under 40 years compared to 26% in Catholic schools and 32% in independent schools (Figure NSW-7).

Figure NSW-6: Age distribution, teaching workforce, by learning levels taught, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-7: Age distribution, teaching workforce in schools, by sector, NSW



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

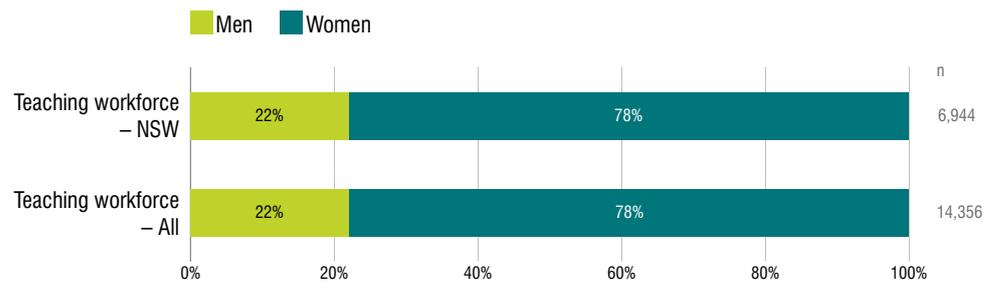
Gender

In total, 78% of the teaching workforce in New South Wales were women, as were 78% of the teaching workforce across all surveyed jurisdictions (**Figure NSW-8**).

In New South Wales, two-thirds (67%) of those teaching at the secondary level were women, while 87% of those teaching at the primary level were women (**Figure NSW-9**).

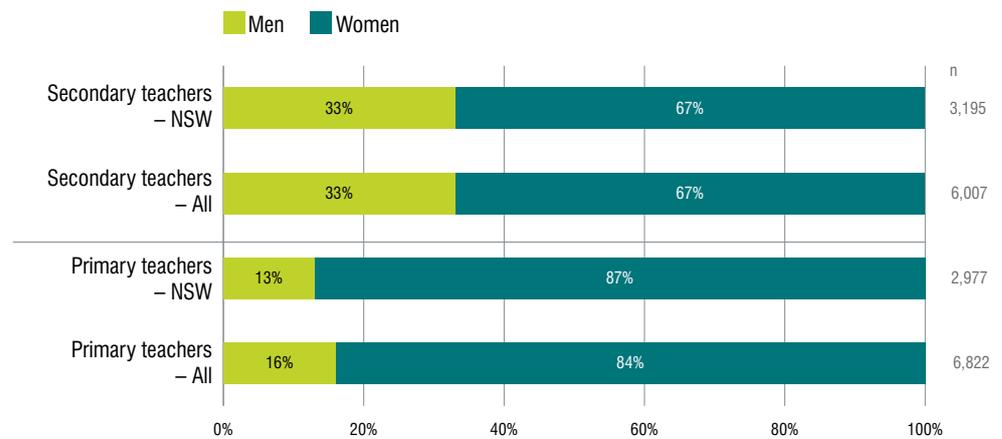
Respondents from independent schools were more likely to be men (27%) than respondents from Catholic (21%) or government schools (22%) (**Figure NSW-10**).

Figure NSW-8: Gender, teaching workforce, NSW



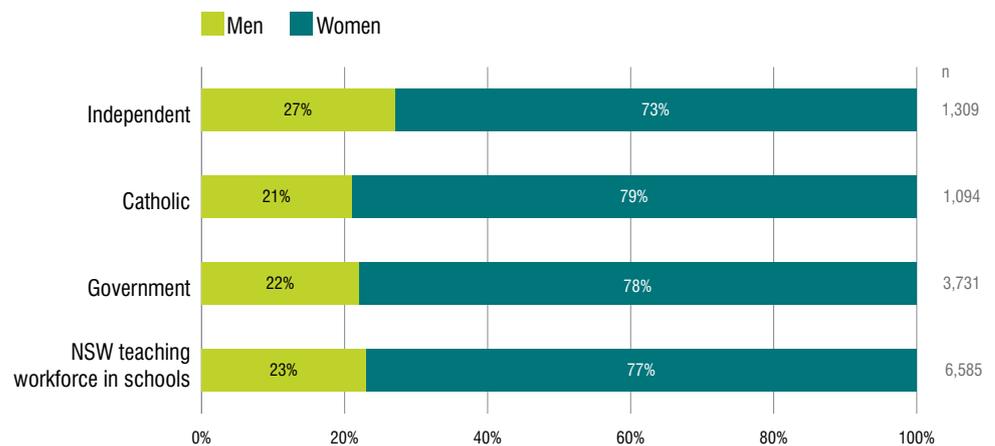
Source: Linked Registration and ATWD Teacher Survey

Figure NSW-9: Gender, teaching workforce in schools, by learning levels taught, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-10: Gender, teaching workforce in schools, by sector, NSW



Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

Disability

In total, 7% of the teaching workforce in New South Wales self-identified as having a disability, compared to 6% across all surveyed jurisdictions. This was consistent across learning levels, as well as across sectors for the teaching workforce in schools (Figure NSW-11, Figure NSW-12).

Figure NSW-11: Disability status, teaching workforce, by learning levels taught, NSW

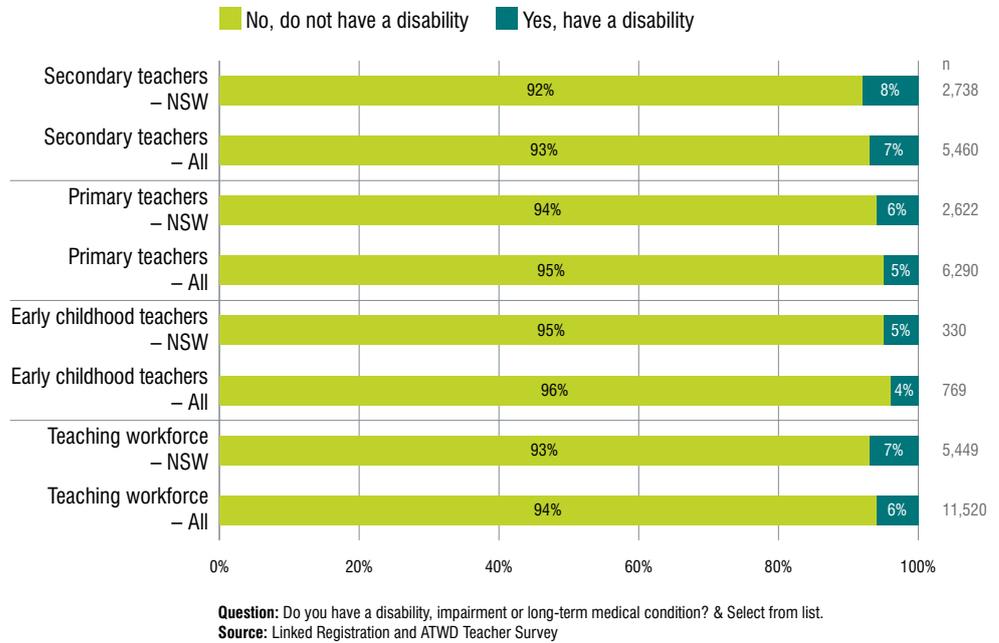
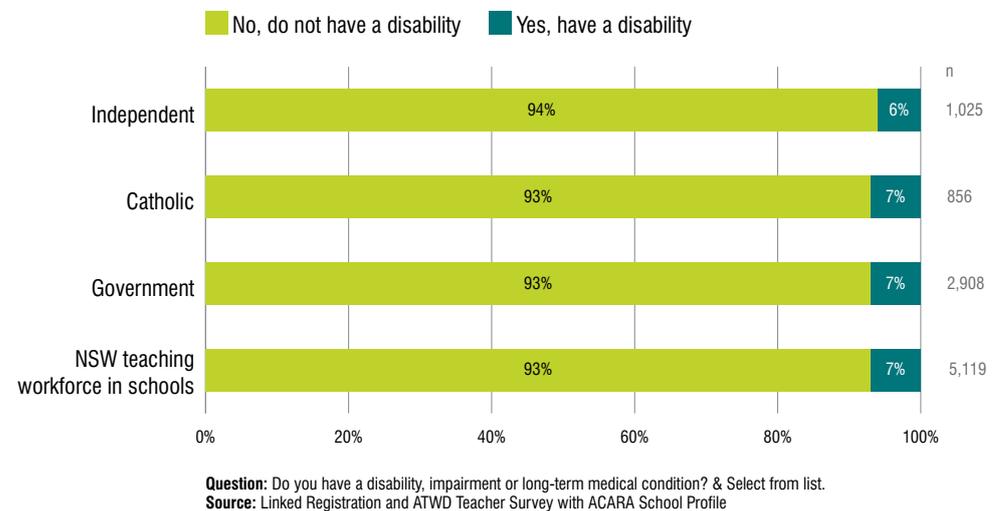


Figure NSW-12: Disability status, teaching workforce in schools, by sector, NSW



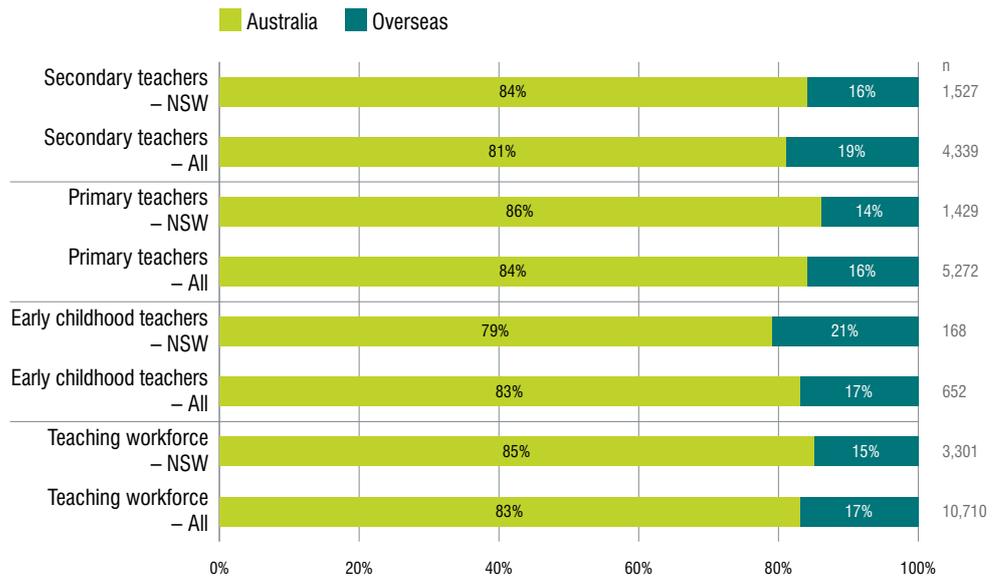
Country of birth

In total, 15% of the teaching workforce in New South Wales had been born overseas, compared to 17% across surveyed jurisdictions.

In New South Wales, early childhood teachers in the teaching workforce were moderately more likely to be born overseas (21%), compared to 14% of primary teachers and 16% of secondary teachers (**Figure NSW-13**).

For school teachers, when examined by sector, the teaching workforce in independent schools were moderately more likely to be born overseas (19%), compared to 12% of the teaching workforce in Catholic schools and 13% of the teaching workforce in government schools (**Figure NSW-14**).

Figure NSW-13: Country of birth, teaching workforce, by learning levels taught, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-14: Country of birth, teaching workforce in schools, by sector, NSW



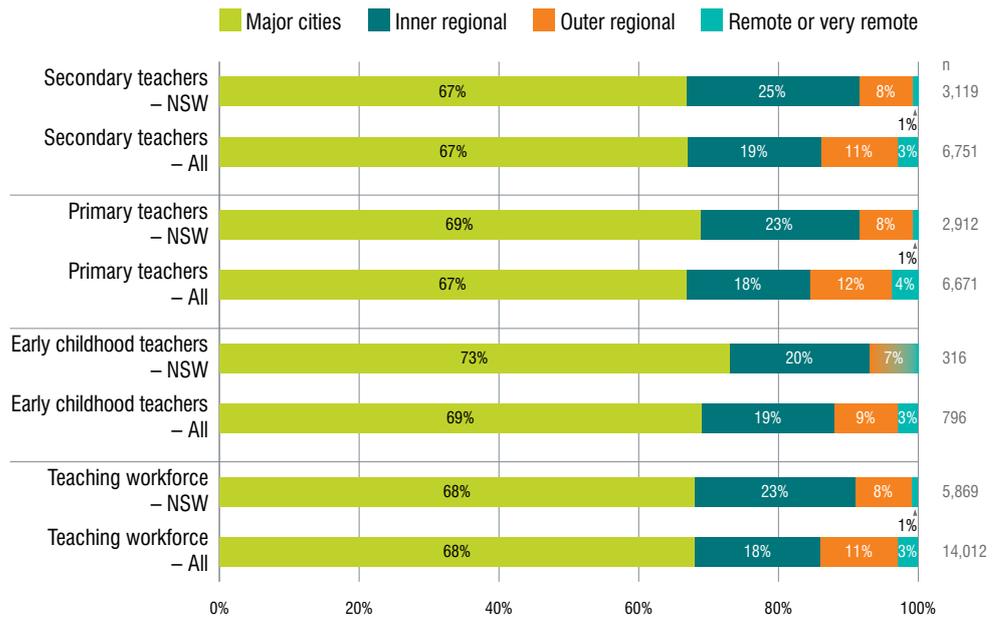
Source: Linked Registration and ATWD Teacher Survey with ACARA School Profile

Regionality

For teachers in the teaching workforce, those in New South Wales were just as likely to be residing in major cities as those in all surveyed jurisdictions.

Over two-thirds (68%) of the teaching workforce in New South Wales lived in major cities. However, the teaching workforce in New South Wales was slightly more likely to have resided in inner regional areas (23%) than the teaching workforce across all jurisdictions (18%). Correspondingly, the teaching workforce in New South Wales was less likely to be working in outer regional, and remote or very remote locations (9%) (**Figure NSW-15**).

Figure NSW-15: Residential location, teaching workforce, by learning levels taught, NSW



Source: Linked Registration and ATWD Teacher Survey

5. Employment arrangements

Focal segments

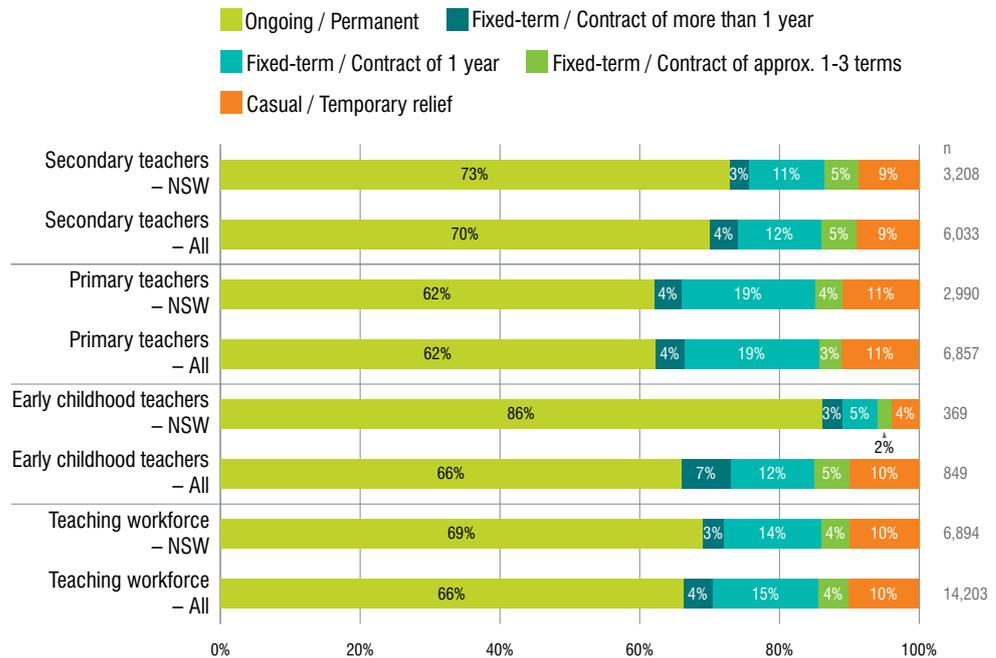
Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Contractual arrangements

Over two-thirds (69%) of the teaching workforce in New South Wales reported being engaged under a permanent or ongoing employment contract, compared to 66% of the teaching workforce across all surveyed jurisdictions. A further 18% of teachers in New South Wales reported being engaged under a fixed-term contract of one year or less, and 10% of teachers in New South Wales reported being engaged as casual/relief teachers (CRTs). These proportions were comparable to those found for the teaching workforce across all surveyed jurisdictions.

The teaching workforce employed in early childhood services were considerably more likely (86%) to report being engaged under an ongoing or permanent contract when compared to teachers of other learning levels in New South Wales (secondary: 73%; primary: 62%), and when compared to the teaching workforce in all surveyed jurisdictions (66%). Early childhood teachers in New South Wales were also moderately less likely (4%) to report being engaged as CRTs than early childhood teachers across all surveyed jurisdictions (10%) (**Figure NSW-16**).

Figure NSW-16: Employment contract types, teaching workforce, by learning levels taught, NSW⁴



Question: Which of the following best describes your current employment contract during 2018?
Source: ATWD Teacher Survey

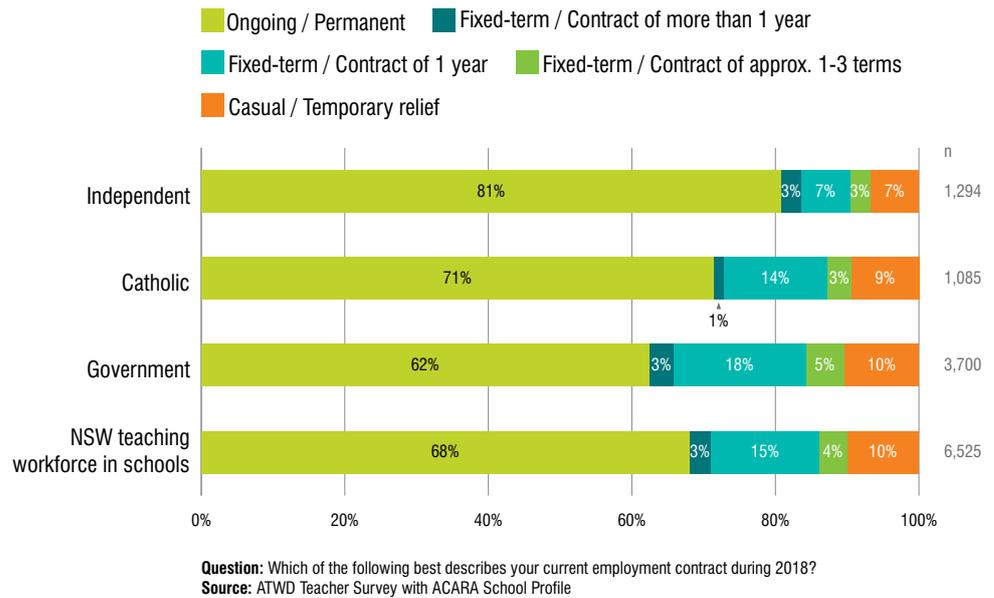
⁴ The relative standard error for 'early childhood teachers – NSW' for the categories 'Fixed-term/Contract of more than 1 year' and 'Fixed-term/contract of approx. 1–3 terms' is between 25% and 50%, and this data should be used with caution.

Contractual arrangements by sector

The teaching workforce in New South Wales and working in an independent school were more likely to have reported that they were contracted under an ongoing or permanent contract (81%), compared to 71% of the teaching workforce in Catholic schools and 62% of the teaching workforce in government schools.

While proportions of teachers working as CRTs were similar between sectors, teachers working in government schools more often reported being on fixed-term contracts, specifically on fixed-term contracts of a one year duration, than those working in independent schools (government: 18%; Catholic: 14%; independent: 7%) (**Figure NSW-17**).

Figure NSW-17: Employment contract types, teaching workforce in schools, by sector, NSW

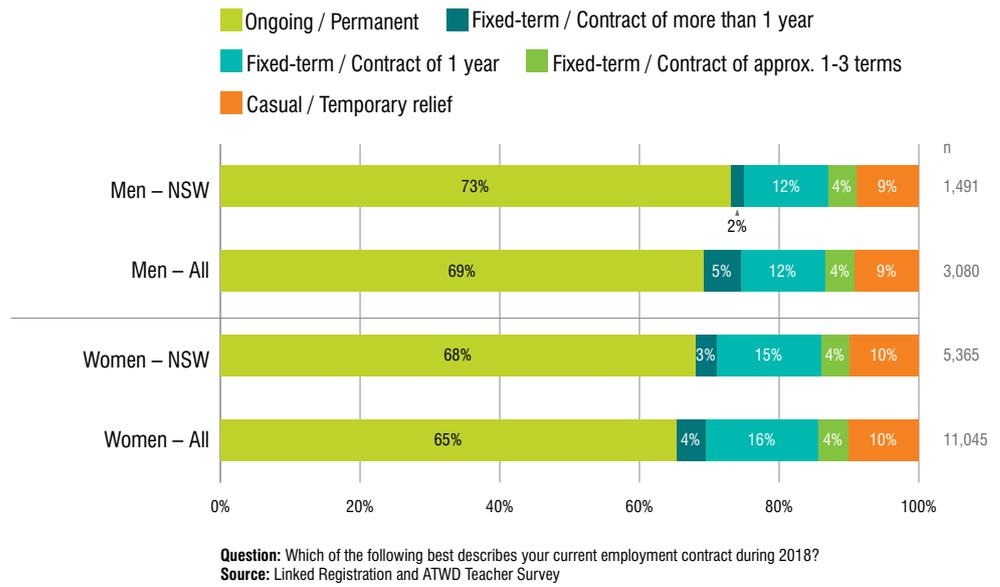


Contractual arrangements by gender

Among the teaching workforce in New South Wales, men were somewhat more likely to have held a permanent role (73%), compared to women in New South Wales (68%) and men across all surveyed jurisdictions (69%). Women in New South Wales in the teaching workforce were slightly more likely to hold a permanent contract (68%) when compared to those registered across all surveyed jurisdictions (65%).

As was the case across the teaching workforce for all surveyed jurisdictions, women in New South Wales were slightly more likely (15%) to hold a fixed-term contract of one year than men (12%), and the proportion of men and women working as CRTs was similar (men: 9%; women: 10%) (**Figure NSW-18**).

Figure NSW-18: Employment contract types, teaching workforce, by gender, NSW

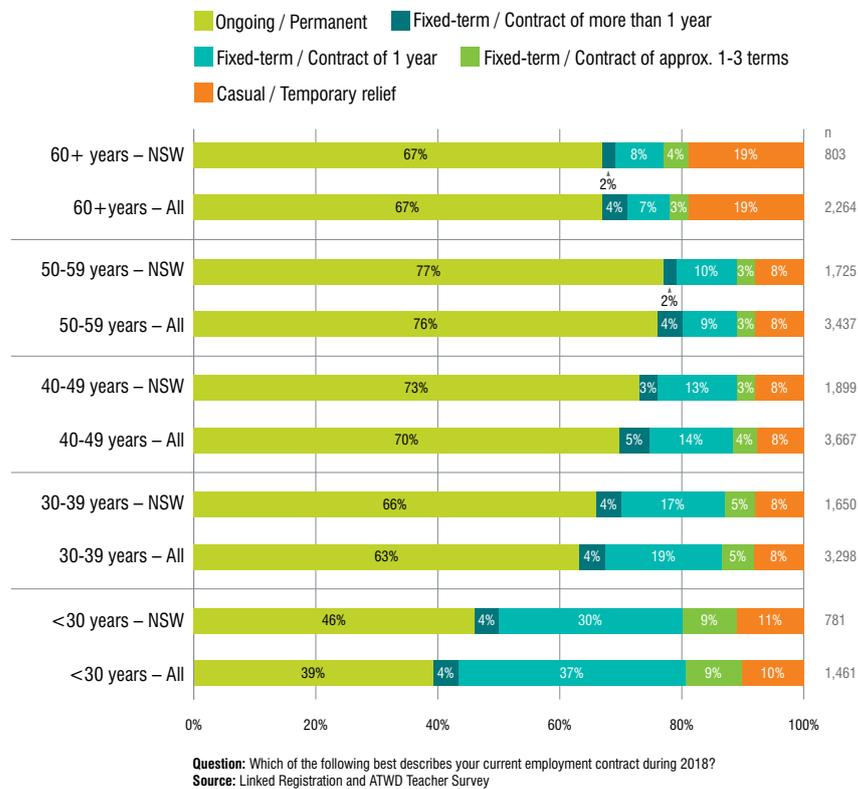


Contractual arrangements by age

Overall, the teaching workforce in New South Wales had similar contractual arrangements to those in all surveyed jurisdictions; one key exception to this was observed in the teaching workforce aged under 30.

In New South Wales, 46% of the teaching workforce aged under 30 years reported holding permanent roles, compared to 39% of the teaching workforce under 30 years of age in all surveyed jurisdictions (**Figure NSW-19**).

Figure NSW-19: Employment contract types, teaching workforce, by age group, NSW⁵



⁵ The relative standard error for '60+ - NSW' for the category 'Fixed-term/Contract of approx. 1-3 terms' is between 25% and 50%, and this data should be used with caution.

Casual and relief teachers

Around one-third (32%) of the teaching workforce in New South Wales, and working in a casual/relief teacher (CRT) role, indicated that the reason they were employed as a CRT was because they were unable to secure either a permanent position or contract for any form of ongoing employment; this was somewhat lower than reported across all participating jurisdictions (all CRTs: 35%). CRTs in New South Wales were somewhat more likely than those in all surveyed jurisdictions to report that the reason they were working as a CRT was due to their professional circumstances (NSW CRTs: 12%; all CRTs: 8%) (**Figure NSW-20**).

In New South Wales, for CRTs working in schools, those working in government schools were much more likely to have indicated that they had that role because they were unable to secure either a permanent position or contract role (39%), compared to 22% in Catholic schools and 19% in independent schools (**Figure NSW-21**).

Consistent with higher rates of ongoing appointments for those under 30 in New South Wales compared to all surveyed jurisdictions, those aged under 30 working as CRTs were much less likely than those in all surveyed jurisdictions to report that they were working in a CRT role because they could not secure a contract or permanent position (**Figure NSW-22**).

A difference in the reasons for working as a CRT was observed between men and women in New South Wales. While men in New South Wales were as likely to select personal circumstances as those in all surveyed jurisdictions (NSW CRTs: 19%; all CRTs: 19%), women in New South Wales were slightly more likely to select personal circumstances than those in all surveyed jurisdictions (NSW CRTs: 38%; all CRTs: 34%) (**Figure NSW-23**).

Figure NSW-20: Reasons for working on a casual contract, CRTs, NSW

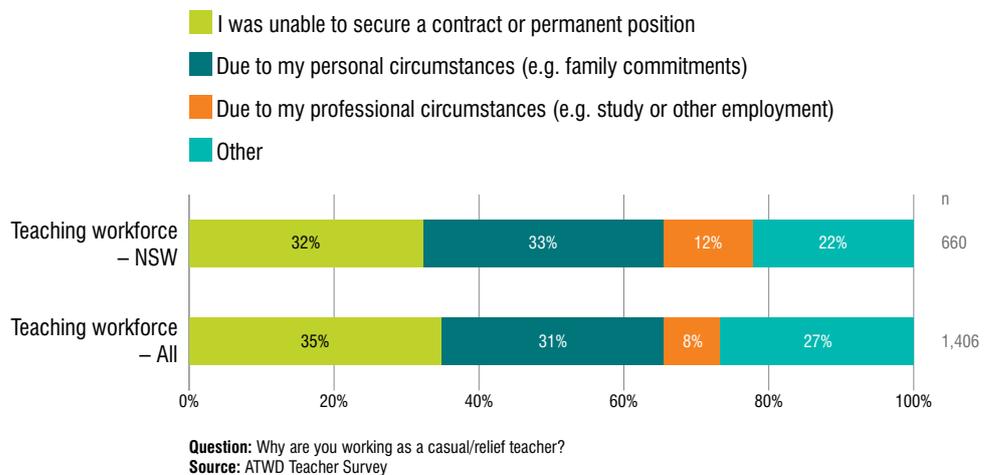


Figure NSW-21: Reasons for working on a casual contract, CRTs in schools, by sector, NSW

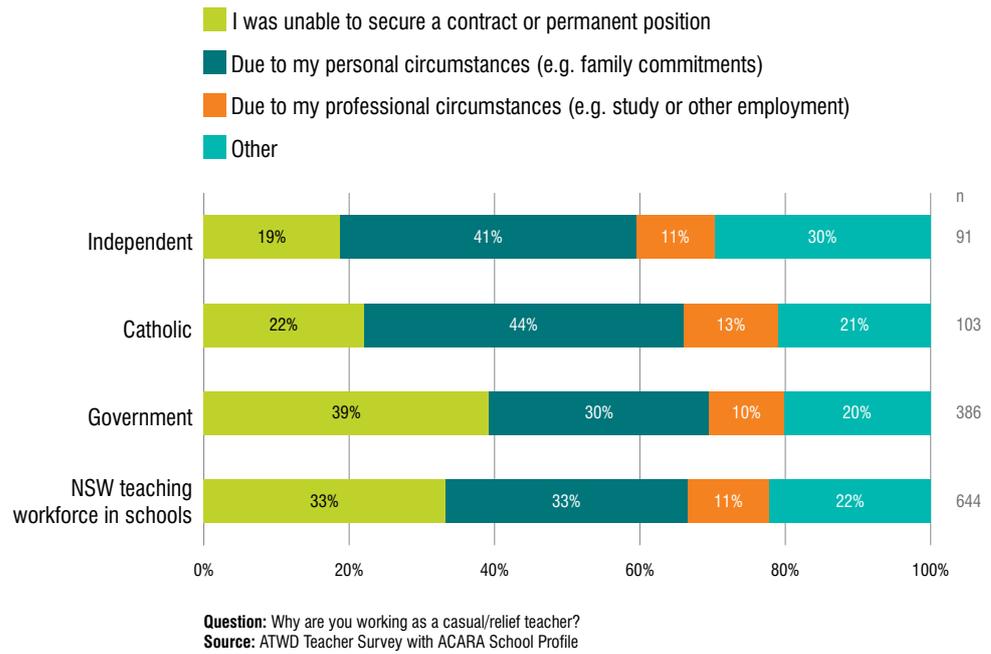
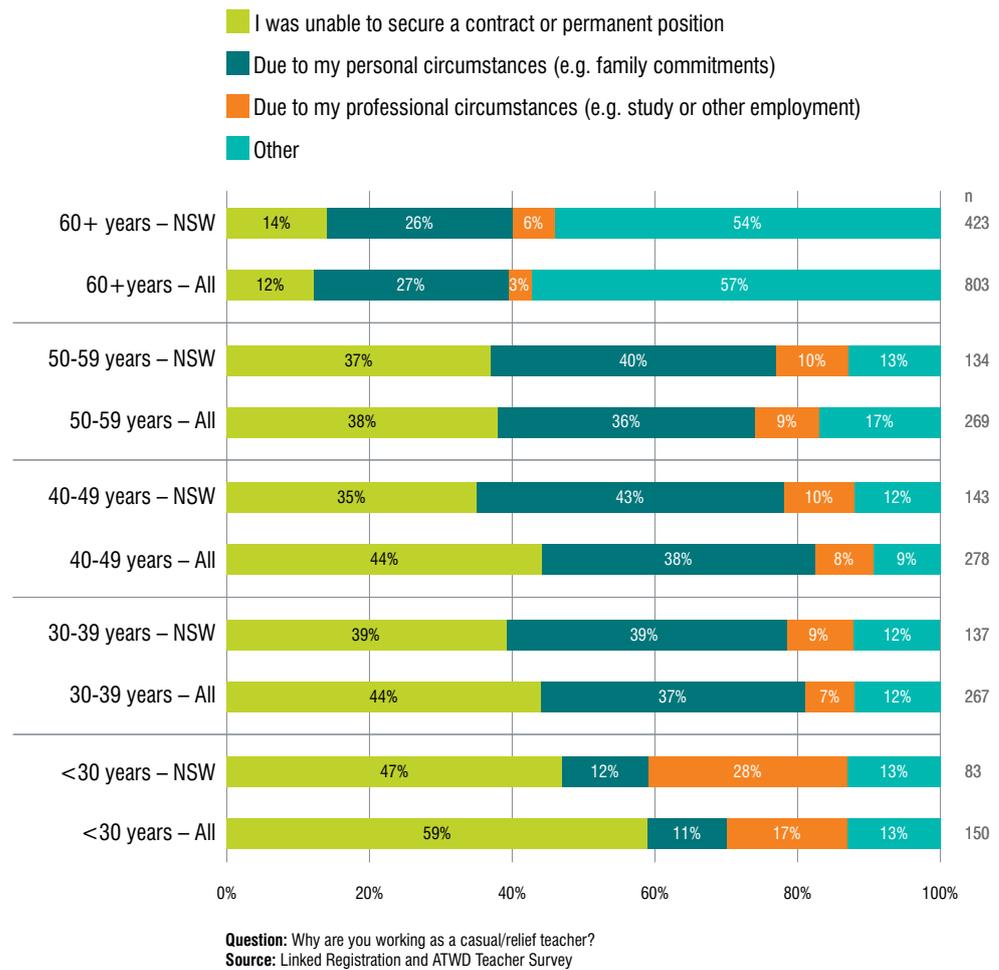


Figure NSW-22: Reasons for working on a casual contract, CRTs, by age group, NSW⁶



⁶ The relative standard error for the following categories is between 25% and 50%, and this data should be used with caution: NSW <30 - Due to personal circumstances; NSW <30 - Other; NSW 50-59 - Due to professional circumstances; NSW 60+ - Due to professional circumstances; All 30-39 - Due to professional circumstances; All 30-39 - Other; All 60+ - Due to professional circumstances.

Figure NSW-23: Reasons for working on a casual contract, CRTs, by gender, NSW



Working hours and tasks

Paid working hours

The teaching workforce in New South Wales were similarly likely to be contracted to work full-time (58%) as those in all surveyed jurisdictions (59%).

When examined by learning levels taught, the teaching workforce in New South Wales and teaching at the secondary level were more likely to be employed full-time (63%), than those teaching at the primary level (53%) or early childhood level (55%). The teaching workforce in early childhood services and in New South Wales were considerably more likely to work full-time (55%) than all early childhood service teachers across surveyed jurisdictions (46%) (**Figure NSW-24**).

When examined by sector, the teaching workforce in New South Wales and working in independent schools were considerably more likely to report full-time employment (70%) than those in government schools (56%) and Catholic schools (53%) (**Figure NSW-25**).

Figure NSW-24: Paid working hours summary, teaching workforce, by learning levels taught, NSW

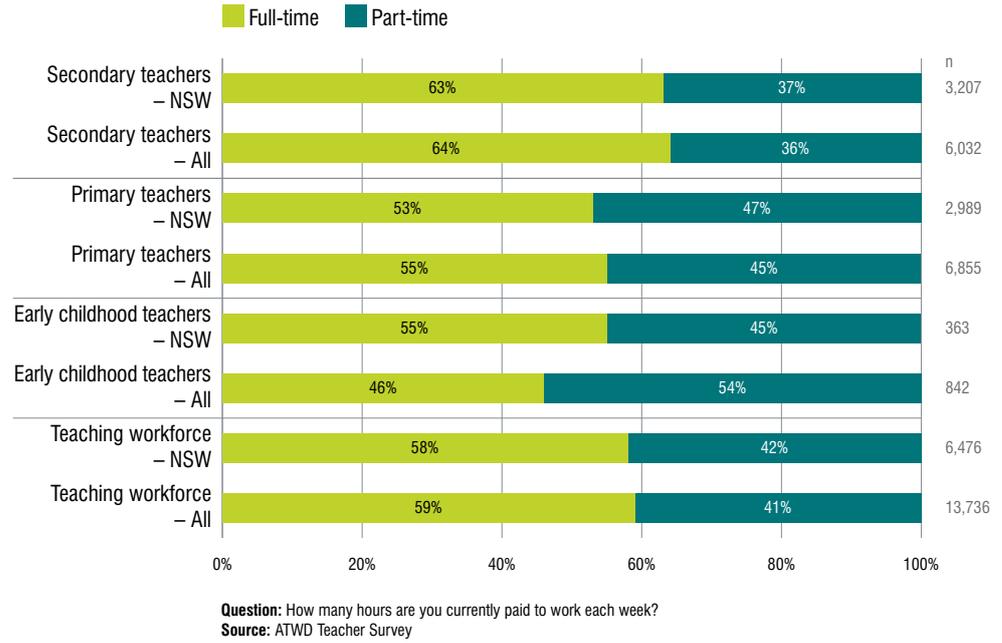
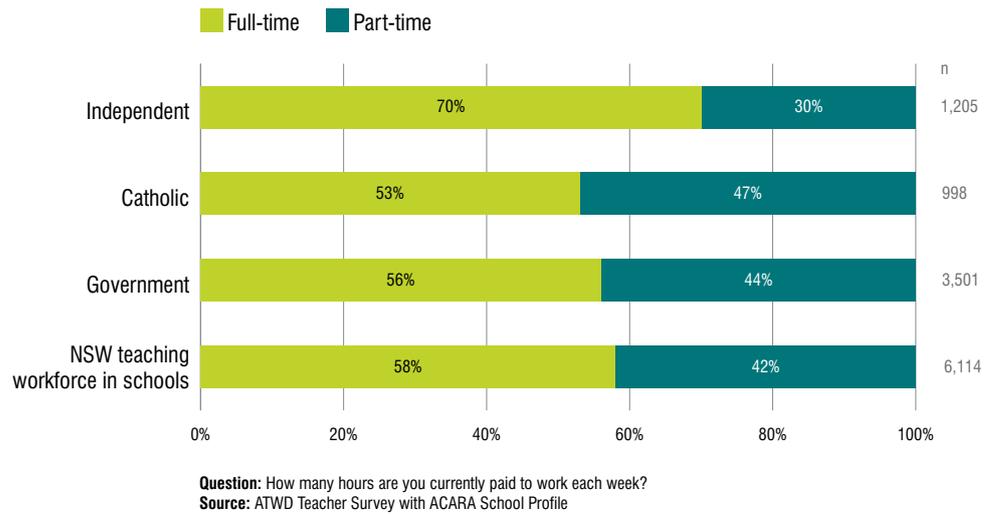


Figure NSW-25: Paid working hours summary, teaching workforce in schools, by sector, NSW

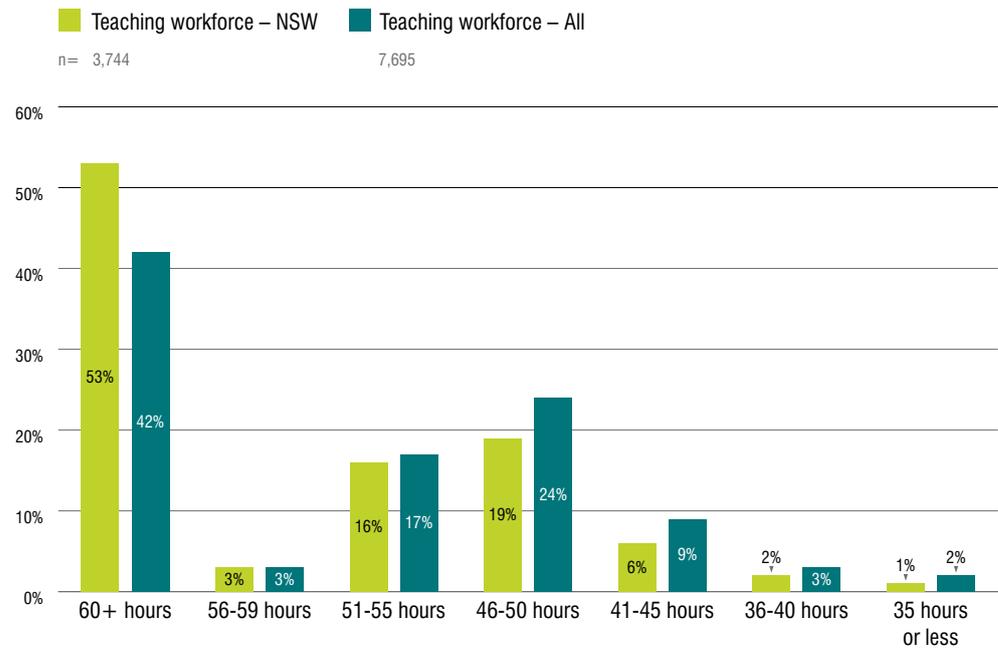


Total hours worked

On average, the teaching workforce in New South Wales (including teachers who worked part-time) reported working 53.3 hours per week, compared to an average 49.5 hours per week across surveyed jurisdictions.

For full-time teachers in the teaching workforce, 53% of those in New South Wales reported working an average of 60 hours or more per week, compared to 42% of those across all surveyed jurisdictions (**Figure NSW-26**).

Figure NSW-26: Total working hours, full-time teachers in the teaching workforce, NSW

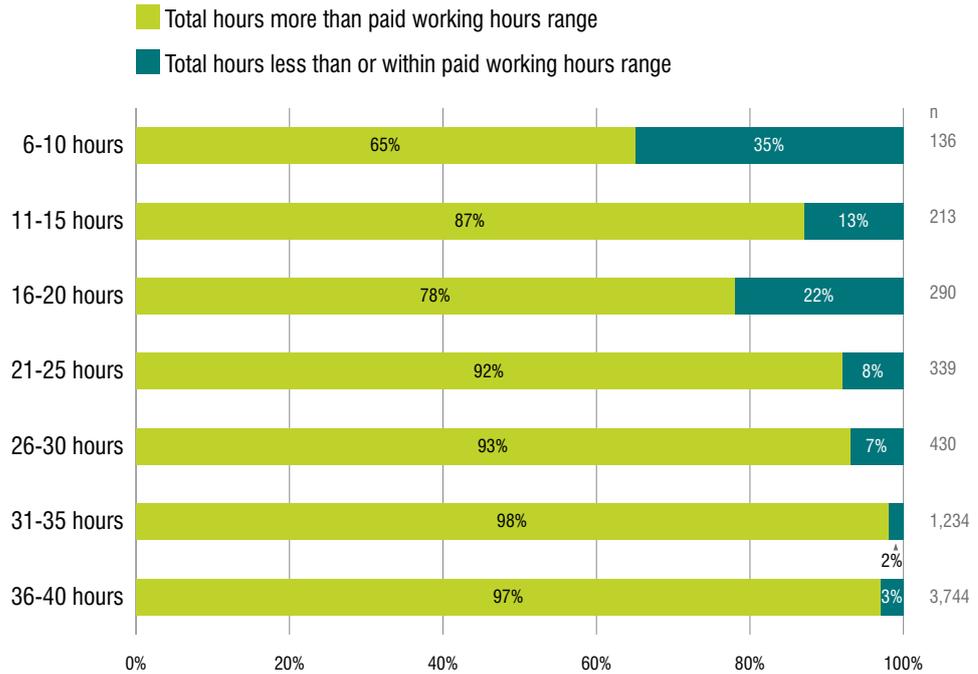


Question: Taking into account all the work done both inside and outside of work hours, during an average week, approximately how many hours (in total) do you work?
Source: ATWD Teacher Survey

Most of the teaching workforce in New South Wales reported working more hours, in total, than they were paid to work. Of teachers who were paid to work full-time, 97% reported working more hours than they were paid to work.

Among teachers who were paid to work 6–10 hours or fewer per week, around two-thirds (65%) reported working more hours than they were paid to work (**Figure NSW-27**).

Figure NSW-27: Total working hours, teaching workforce, by paid working hours, NSW⁷



Question: Taking into account all the work done both inside and outside of work hours, during an average week, approximately how many hours (in total) do you work? & How many hours were you contracted to work?
Source: ATWD Teacher Survey

The 6,428 teachers in the New South Wales teaching workforce, whose contractual arrangements and working hours are known, reported being contracted to work at an average FTE of 0.87 (equivalent to 5,622 full-time positions), but reported actually working at an average FTE of 1.33 (equivalent to 8,556 full-time positions).⁸

On average, the full-time teaching workforce in New South Wales who were paid to work 36–40 hours per week reported working 60.1 hours per week, or 150% of their contracted working hours. A similar pattern occurred for part-time teachers where cell sizes allowed analysis; part-time teachers reported working between 148% and 157% of their contracted hours (**Table NSW-2**).

Across all learning levels taught, the teaching workforce reported working more hours than they were paid to work, with secondary and primary teachers working full-time or contracted for 31–35 hours reporting working more hours than early childhood teachers (**Table NSW-3**).

⁷ Data for the category '5 hours or less' not shown, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

⁸ In all calculations, the upper limit of the contracted hours range has been used (e.g., 40 for 36-40, 15 for 11-15). This provides a more conservative set of estimates overall, with contracted FTE being very similar, but worked FTE being lower. Some information used in these calculations is not presented in the tables to prevent cells with insufficient sizes for reporting being derived from other reported data.

Table NSW-2: Average total working hours, teaching workforce, by paid working hours, NSW⁹

	36–40 hours	31–35 hours	26–30 hours	21–25 hours	16–20 hours	11–15 hours
Average total hours worked	60.1	55.1	46.3	39	29.6	22.3
Total hours in excess of max paid working hours	20.1	20.1	16.3	14	9.6	7.3
Hours worked as a percentage of contract hours	150%	157%	154%	156%	148%	149%

Table NSW-3: Average total working hours, teaching workforce, by paid working hours and learning levels taught, NSW¹⁰

Hours paid to work		Average total working hours			
		Early childhood teachers	Primary teachers	Secondary teachers	NSW teaching workforce
Full-time	36–40	51.5 (n=198)	61.4 (n=1,569)	59.9 (n=2,034)	60.1 (n=3,744)
Part-time	31–35	44.4 (n=51)	57.1 (n=624)	53.6 (n=565)	55.1 (n=1,234)
	26–30	n.p.	n.p.	n.p.	46.3 (n=430)
	21–25	n.p.	n.p.	n.p.	39 (n=339)
	16–20	n.p.	n.p.	n.p.	29.6 (n=290)
	11–15	n.p.	n.p.	n.p.	22.3 (n=213)

Teachers in all sectors generally reported working similar total hours per week, on average, proportionate to the hours they were paid to work.

Full-time teachers in government, Catholic, and independent schools reported working between 60 and 61 hours per week. Among those in New South Wales, there were more part-time teachers in the Catholic and government sectors (Catholic: 46%; government: 44%) than the independent sector (30%). There were only slight differences in working hours across sectors at each range of contracted part-time hours (**Table NSW-4**).

⁹ Data for the category '5 hours or less', and '6-10 hours' are not shown, to prevent revealing responses of groups where sample sizes were not sufficient to allow segmentation.

¹⁰ Data for the categories '26 - 30 hours' to '6-10 hours' is only presented for 'NSW Teaching Workforce' to prevent cells with insufficient sizes for reporting being derived from other reported data. Data for the category '5 hours or less' not shown, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

Table NSW-4: Average total working hours, teaching workforce in schools, by paid working hours and sector, NSW¹¹

Hours paid to work		Average total working hours			
		Government	Catholic	Independent	NSW teaching workforce in schools
Full-time	36–40	60.9 (n=1,956)	60.1 (n=532)	60.3 (n=835)	60.6 (n=3,546)
Part-time	31–35	56.1 (n=823)	54.4 (n=170)	54.5 (n=118)	55.6 (n=1,183)
	26–30	46.2 (n=204)	45.3 (n=94)	47.8 (n=83)	46.4 (n=408)
	21–25	40.2 (n=162)	39.9 (n=61)	40.1 (n=54)	40.1 (n=298)
	16–20	28.6 (n=133)	n.p.	n.p.	30.2 (n=263)
	11–15	22 (n=111)	n.p.	n.p.	22.3 (n=198)

Face-to-face teaching hours

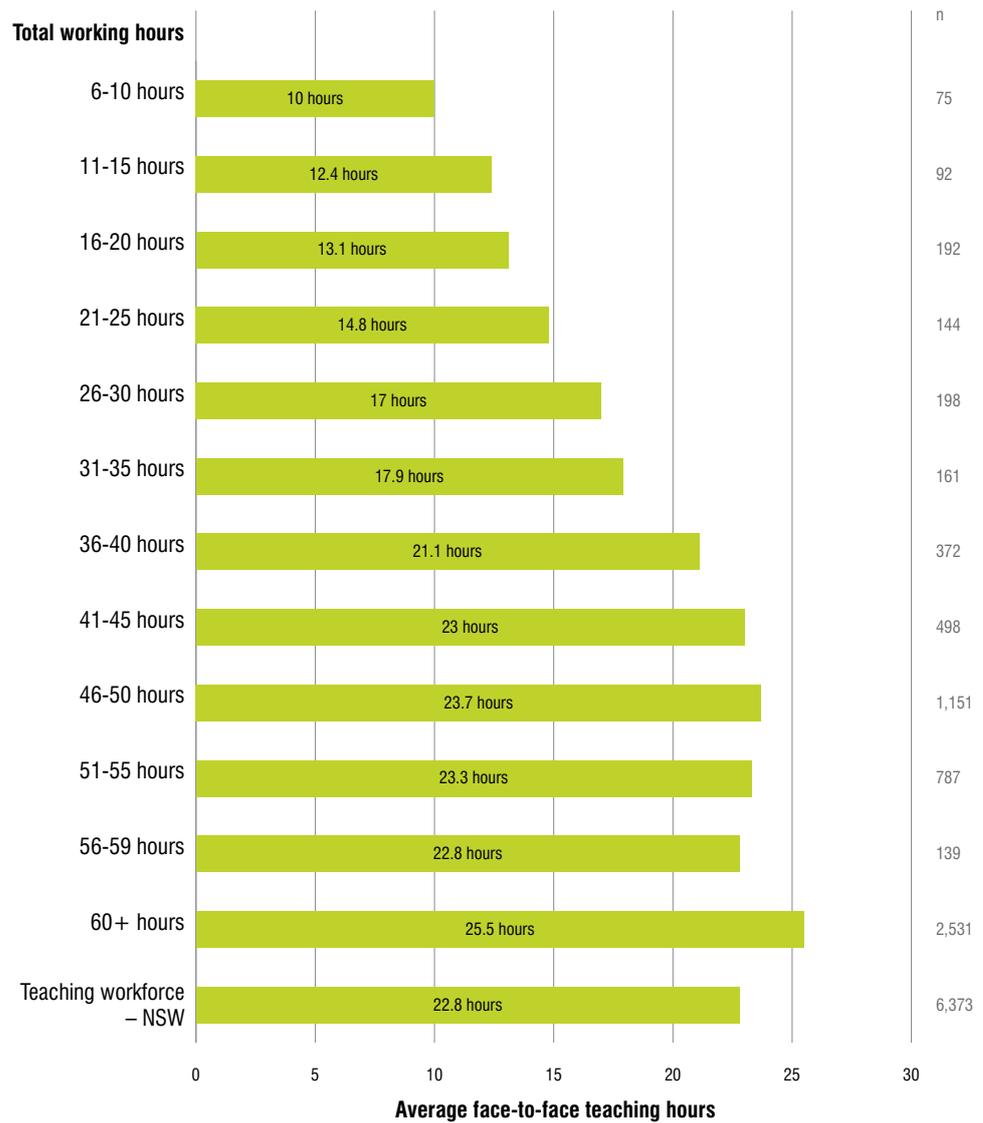
On average, across the teaching workforce in New South Wales, teachers reported spending 22.8 hours per week on face-to-face teaching, compared to an average of 21.2 hours of face-to-face teaching per week for the teaching workforce across all surveyed jurisdictions.¹²

For teachers who worked, in total, between 41 and 59 hours per week, the number of hours spent per week on face-to-face teaching changed very little (22.8 hours to 23.7 hours), although it increased slightly to 25.5 hours per week as the total number of hours worked rose beyond 60+ hours per week (**Figure NSW-28**).

¹¹ Data for the category '5 hours or less', and '6-10 hours' are not shown, to prevent revealing responses of groups where sample sizes were not sufficient to allow segmentation.

¹² This includes all full-time and part-time contracted teachers in the teaching workforce.

Figure NSW-28: Average face-to-face working hours, teaching workforce, by total working hours, NSW¹³

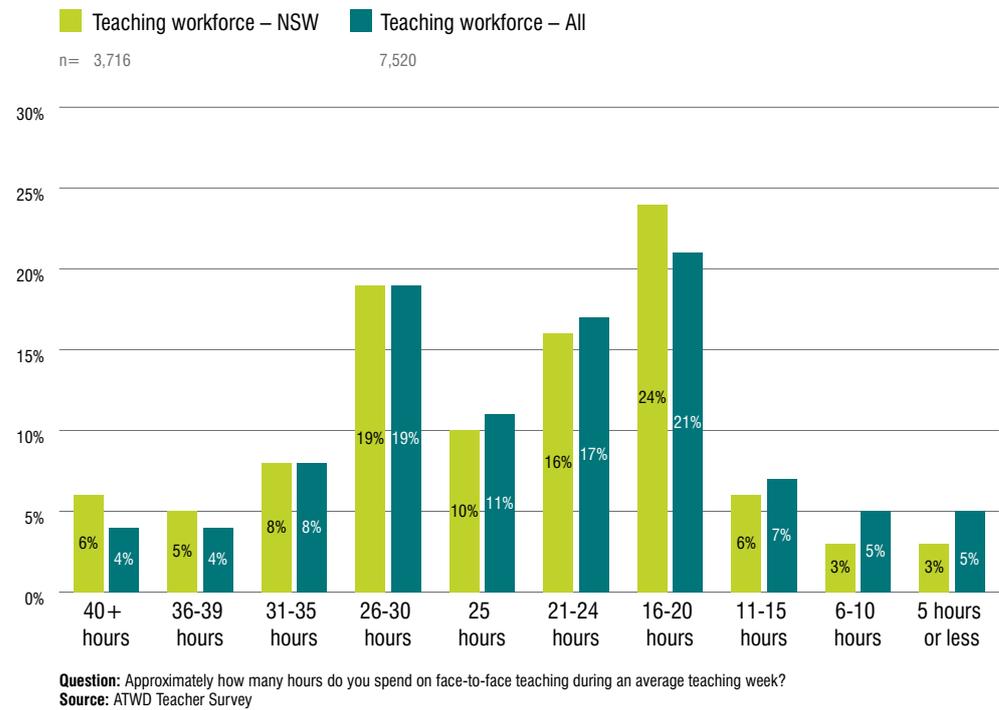


Question: Approximately how many hours do you spend on face-to-face teaching during an average teaching week?
 & Taking into account all the work done both inside and outside of work hours, during an average week, approximately how many hours (in total) do you work?
Source: ATWD Teacher Survey

¹³ Data for the category '5 hours or less' not shown, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

In total, 69% of the full-time teaching workforce in New South Wales reported engaging in 16–30 hours of face-to-face teaching per week, as did 68% across all surveyed jurisdictions (**Figure NSW-29**).

Figure NSW-29: Face-to-face teaching hours, full-time teaching workforce, NSW



The teaching workforce in New South Wales, and contracted for between 6 and 35 hours per week, engaged in face-to-face teaching in proportion to their paid working hours. Those contracted for 36–40 hours per week, however, did not teach more than those contracted for 31–35 hours per week (**Table NSW-5**).

The more hours a classroom teacher was paid to work, the more face-to-face teaching hours they reported delivering. For part-time teachers working less than 15 hours each week, the number of face-to-face teaching hours was in the range of or even exceeded their contracted hours. This suggests that any other work that is required beyond face-to-face teaching, is in addition to paid hours for part-time teachers working less than 15 hours (**Table NSW-5**).

Across all learning levels taught, secondary and primary teachers working full-time or contracted for 31–35 hours reporting more face-to-face teaching hours than early childhood teachers. This was most noticeable among those employed full-time, where early childhood teachers reported an average of 32.6 face-to-face hours, compared to 25.7 hours for primary teachers and 23.1 hours for secondary teachers. For primary and secondary teachers, there was no difference in face-to-face teaching for full-time teachers compared to those working 31–35 hours per week; whereas, early childhood teachers working 31–35 hours per week reported 5.6 hours less of face-to-face teaching on average (**Table NSW-5**).

Table NSW-5: Average face-to-face teaching hours, teaching workforce, by paid working hours and learning levels taught, NSW¹⁴

Hours paid to work		Average face-to-face teaching hours			
		Early childhood teachers	Primary teachers	Secondary teachers	All NSW teaching workforce
Full-time	36–40	32.6 (n=197)	25.7 (n=1,570)	23.1 (n=2,034)	24.8 (n=3,716)
Part-time	31–35	27 (n=50)	25.4 (n=624)	22.2 (n=565)	24.1 (n=1,225)
	26–30	n.p.	n.p.	n.p.	21.6 (n=424)
	21–25	n.p.	n.p.	n.p.	18.2 (n=335)
	16–20	n.p.	n.p.	n.p.	15.7 (n=287)
	11–15	n.p.	n.p.	n.p.	11.9 (n=211)
	6–10	n.p.	n.p.	n.p.	9.7 (n=134)

Among those in the teaching workforce contracted on a full-time basis, teachers in independent schools reported engaging in slightly less face-to-face teaching per week (23.4 hours per week), than those in government schools (24.5 hours) and Catholic schools (24.9 hours).

Across sectors, there were only slight differences between the number of face-to-face teaching hours delivered by part-time teachers employed for 31–35 hours per week (**Table NSW-6**).

Table NSW-6: Average face-to-face teaching hours, teaching workforce in schools, by paid working hours and sector, NSW¹⁵

Hours paid to work		Average face-to-face teaching hours			
		Government	Catholic	Independent	NSW teaching workforce in schools
Full-time	36–40	24.5 (n=1,939)	24.9 (n=531)	23.4 (n=828)	24.3 (n=3,519)
Part-time	31–35	24.2 (n=816)	23.6 (n=170)	22.6 (n=118)	24 (n=1,175)
	26–30	21.6 (n=204)	n.p.	n.p.	n.p.
	21–25	17.8 (n=160)	n.p.	n.p.	n.p.
	16–20	15.9 (n=131)	n.p.	n.p.	n.p.
	11–15	12 (n=109)	n.p.	n.p.	n.p.
	6–10	9.1 (n=74)	n.p.	n.p.	n.p.

¹⁴ Data for the categories '26-30 hours' to '6-10 hours' is only presented for 'All NSW teaching workforce' to prevent cells with insufficient sizes for reporting being derived from other reported data. Data for the category '5 hours or less' not shown, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

¹⁵ Data for the category '5 hours or less' not shown, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation. Data for the categories '26-30 hours' to '6-10 hours' is only presented for 'Government' to prevent cells with insufficient sizes for reporting being derived from other data.

Task time allocation

Full-time teachers

In addition to face-to-face teaching, the full-time teaching workforce in New South Wales and working in schools reported spending an average of 35.4 hours per week on a range of other tasks, compared to across all surveyed jurisdictions, where the teaching workforce reported spending 33.7 hours per week (**Table NSW-7**).

Those in the teaching workforce and working full-time reported spending 24% of their non-teaching time on class planning and preparation. A further 31% of their time (almost 11 hours on average, per week) was divided across student supervision and counselling and general administrative work. In addition, 28% of their time was divided across the tasks of marking or assessing student work and teamwork and dialogue with colleagues. The remaining 16% of their time (approximately 6 hours per week) involved communication with parents or carers or engaging in extracurricular activities.

Generally, these proportions are similar to those reported by the teaching workforce across all surveyed jurisdictions.

Table NSW-7: Average time spent on non-face-to-face teaching tasks, full-time teaching workforce in schools, NSW

Task	NSW teaching workforce in schools		All teaching workforce in schools	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	8.6 (n=2,839)	24%	8.7 (n=5,658)	26%
Marking/assessing of student work	5.5 (n=2,829)	16%	5.6 (n=5,643)	17%
Student supervision and counselling	5 (n=2,797)	14%	5 (n=5,600)	15%
Other teamwork and dialogue with colleagues	4.3 (n=2,825)	12%	4.1 (n=5,635)	12%
Communication with parents or carers	2.9 (n=2,823)	7%	2.5 (n=5,631)	7%
Engaging in extracurricular activities	3.3 (n=2,813)	9%	2.5 (n=5,622)	7%
General administrative work	5.9 (n=2,823)	17%	5.3 (n=5,641)	15%
Total hours on all tasks (average)	35.4		33.7	

Part-time teachers

In the part-time teaching workforce in New South Wales, lesson planning and preparation consumed 25% of their non-face-to-face teaching time. This was very similar to teachers registered in all surveyed jurisdictions (26%). For those in New South Wales, general administrative tasks took up a further 17%, and student supervision 14% (**Table NSW-8**).

Table NSW-8: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce in schools, NSW

Task	NSW teaching workforce in schools		All teaching workforce in schools	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	6.8 (n=2,307)	25%	6.3 (n=4,529)	26%
Marking/assessing of student work	4.2 (n=2,290)	15%	3.9 (n=4,510)	17%
Student supervision and counselling	3.8 (n=2,229)	14%	3.4 (n=4,435)	15%
Other teamwork and dialogue with colleagues	3.5 (n=2,279)	13%	3.0 (n=4,492)	12%
Communication with parents or carers	2.3 (n=2,247)	8%	1.8 (n=4,453)	7%
Engaging in extracurricular activities	2.5 (n=2,239)	9%	1.7 (n=4,443)	7%
General administrative work	4.6 (n=2,259)	17%	3.8 (n=4,466)	15%
Total hours on all tasks (average)	27.7		24	

Primary and secondary teachers

Full-time secondary teachers in New South Wales reported spending a similar number of hours on non-face-to-face teaching tasks each week (35.8 hours) as full-time primary teachers (35.3 hours) (**Table NSW-9**).

Part-time secondary teachers in New South Wales reported spending a similar number of hours on non-face-to-face teaching tasks each week (27.7 hours) as part-time primary teachers (27.1 hours) (**Table NSW-10**).

Table NSW-9: Average time spent on non-face-to-face teaching tasks, full-time teaching workforce in schools, by learning levels taught, NSW

Task	Primary teachers		Secondary teachers	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	8.8 (n=1,142)	25%	8.4 (n=1,635)	23%
Marking/assessing of student work	5.4 (n=1,139)	15%	5.6 (n=1,629)	16%
Student supervision and counselling	5.2 (n=1,126)	15%	5 (n=1,610)	14%
Other teamwork and dialogue with colleagues	4.3 (n=1,138)	12%	4.3 (n=1,623)	12%
Communication with parents or carers	2.9 (n=1,141)	8%	2.9 (n=1,619)	8%
Engaging in extracurricular activities	3.3 (n=1,139)	9%	3.4 (n=1,611)	9%
General administrative work	5.5 (n=1,139)	16%	6.3 (n=1,629)	18%
Total hours on all tasks (average)	35.3		35.8	

Table NSW-10: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce in schools, by learning levels taught, NSW

Task	Primary teachers		Secondary teachers	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	6.8 (n=1,247)	25%	6.7 (n=1,078)	24%
Marking/assessing of student work	4.1 (n=1,239)	15%	4.3 (n=1,067)	16%
Student supervision and counselling	3.9 (n=1,200)	14%	3.7 (n=1,044)	13%
Other teamwork and dialogue with colleagues	3.3 (n=1,229)	12%	3.6 (n=1,065)	13%
Communication with parents or carers	2.3 (n=1,217)	8%	2.2 (n=1,043)	8%
Engaging in extracurricular activities	2.4 (n=1,212)	9%	2.5 (n=1,046)	9%
General administrative work	4.3 (n=1,219)	16%	4.8 (n=1,043)	17%
Total hours on all tasks (average)	27.1		27.7	

Employment gaps

Just under half of the teaching workforce in New South Wales (47%) reported an employment gap of at least one term during their career. Early childhood teachers were less likely to have had an employment gap (44%) compared both to early childhood teachers (54%) and the teaching workforce (51%) across all surveyed jurisdictions (**Figure NSW-30**).

When analysed by sector, 43% of the teaching workforce in government schools reported an employment gap, compared to 56% of the teaching workforce in Catholic schools and 51% in independent schools (**Figure NSW-31**).

For the teaching workforce in New South Wales, 51% of women reported an employment gap, compared to 32% of men (**Figure NSW-32**).

Figure NSW-30: Employment gaps, teaching workforce, by learning levels taught, NSW

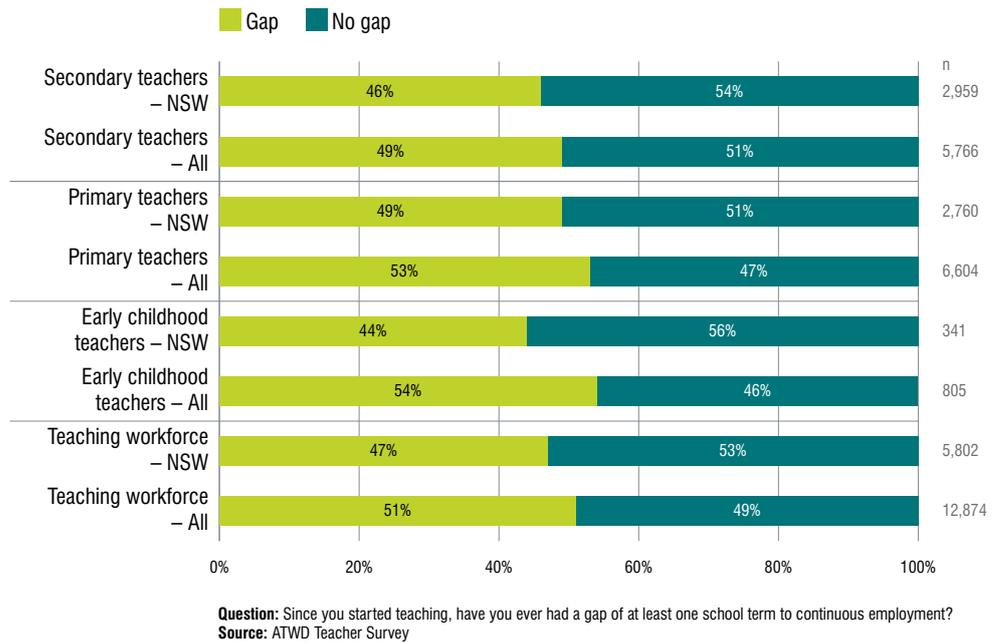


Figure NSW-31: Employment gaps, teaching workforce in schools, by sector, NSW

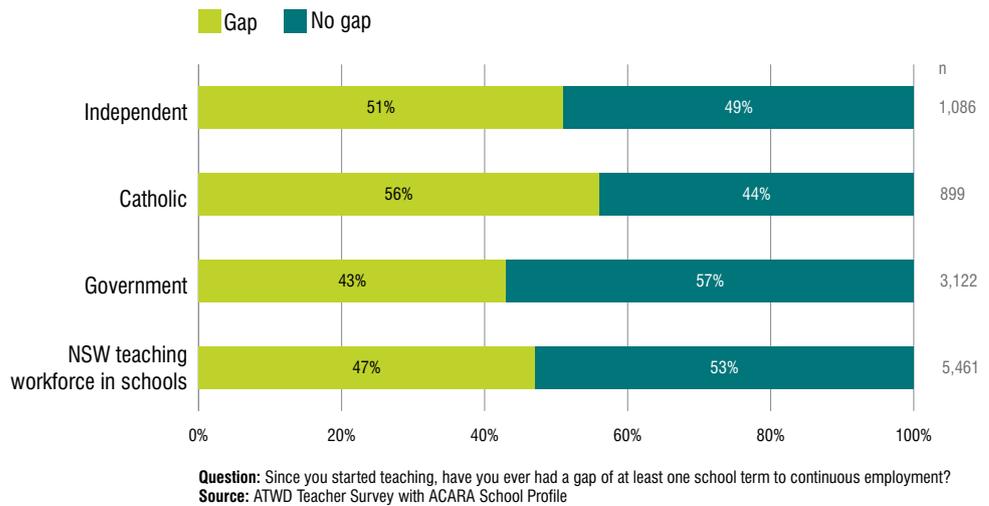
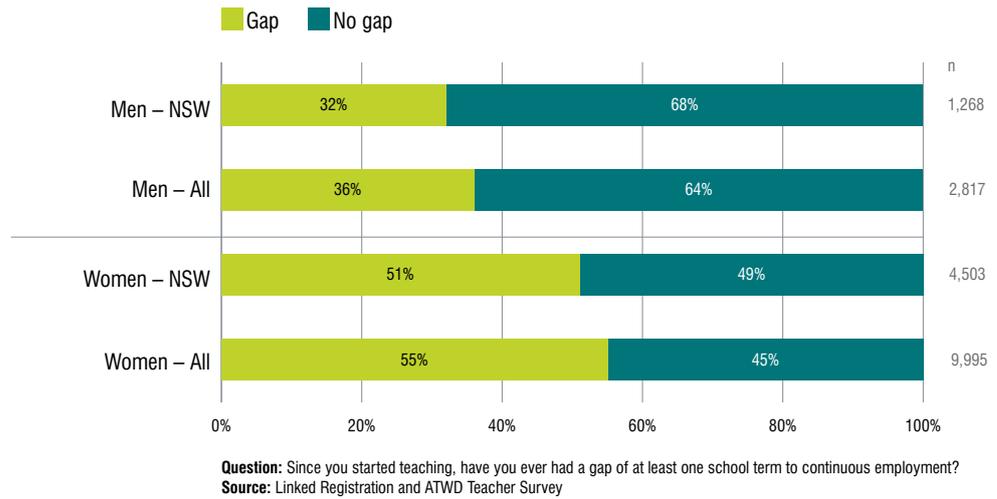


Figure NSW-32: Employment gaps, teaching workforce, by gender, NSW



Those in the teaching workforce in New South Wales reported employment gaps that were similar in length to the teaching workforce in all surveyed jurisdictions. The overall effect was consistent with findings at the primary and secondary learning levels. For early childhood teachers, gaps of one and two years were somewhat more likely among those in New South Wales than across all surveyed jurisdictions, while gaps of more than six years were somewhat less likely for those in New South Wales (**Figure NSW-33**).

When analysed by sector, the teaching workforce in Catholic schools were more likely to report an employment gap of one year (29%), than were those in government schools (25%) and independent schools (21%). Teachers in independent schools were more likely to experience gaps of three to five years (18%) and six or more years (15%) than in government schools (3–5 years: 15%; 6 or more years: 12%); and more likely to experience gaps of six or more years than in Catholic schools (11%) (**Figure NSW-34**).

Figure NSW-33: Employment gap length, teaching workforce, by learning levels taught, NSW

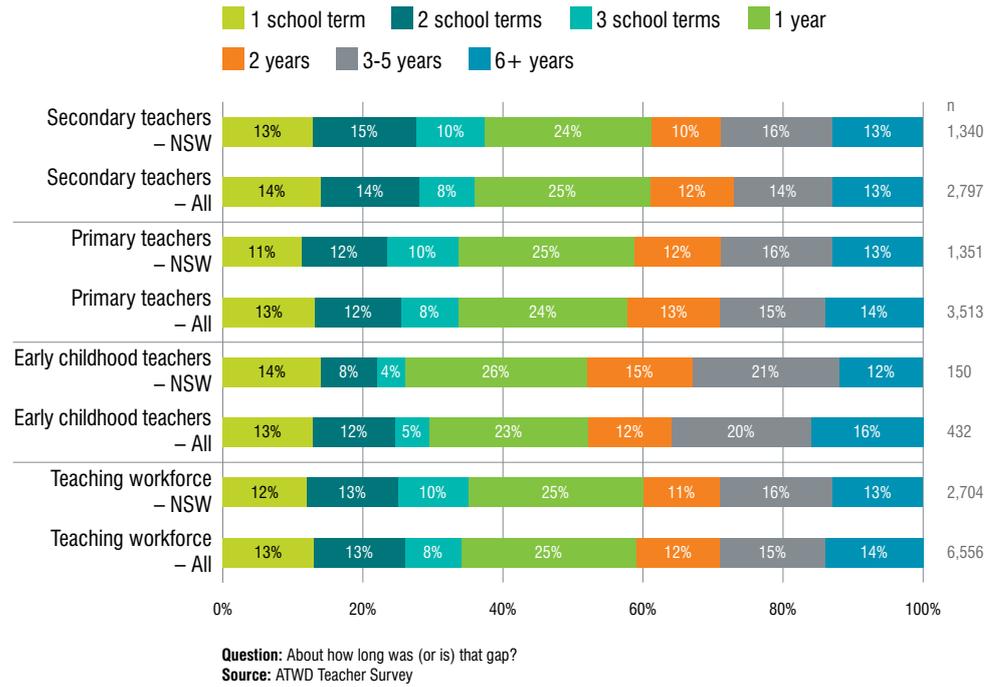
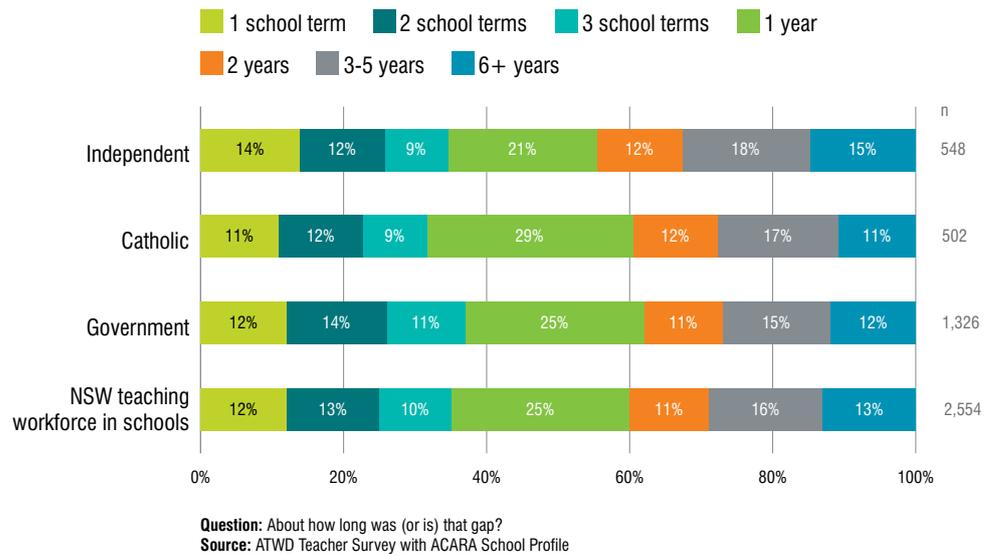


Figure NSW-34: Employment gap length, teaching workforce in schools, by sector, NSW



6. Qualifications and professional learning

Focal segments

Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Initial teacher education

Based on responses to the ATWD Teacher Survey for 2018 which could be linked to records in the Higher Education Student Data Collection (HESDC), the teaching workforce in New South Wales were similarly likely to hold two-year postgraduate ITE qualifications as in all surveyed jurisdictions. In total, 62% held a Bachelor degree as their ITE qualification, compared to 64% across surveyed jurisdictions and 21% held a Masters degree, compared to 17% across surveyed jurisdictions (**Figure NSW-35**).

In New South Wales, teachers in Catholic schools were the most likely to hold an undergraduate degree as their ITE qualification (63%) and teachers in independent schools were the most likely to hold a postgraduate degree as their ITE qualification (43%) (**Figure NSW-36**).

In New South Wales, 22% of teachers in independent schools held a Masters degree as their ITE qualification, as did 15% of teachers in Catholic schools and 24% of teachers in government schools (**Figure NSW-37**).

Figure NSW-35: Detailed level of ITE qualification, teaching workforce, NSW

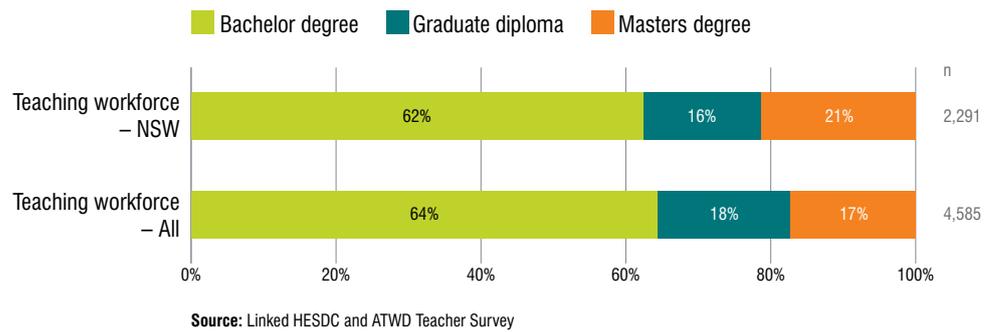
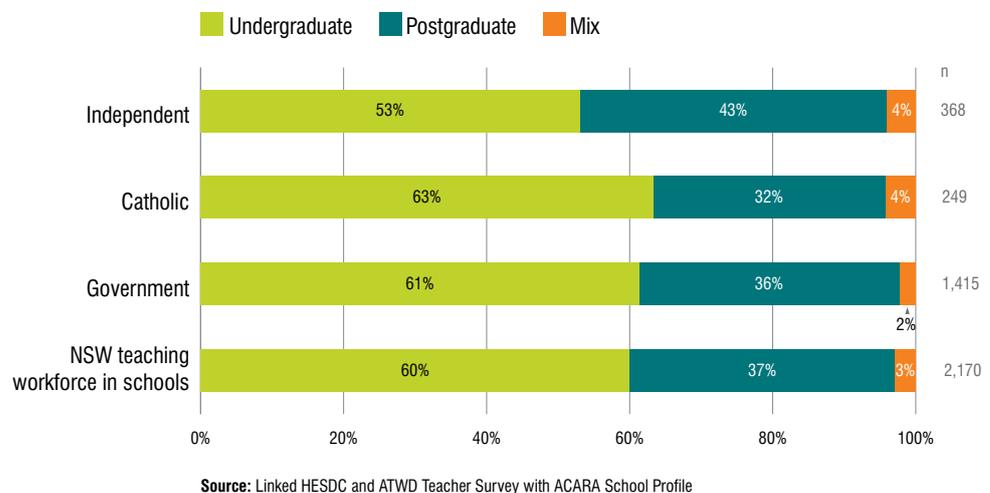
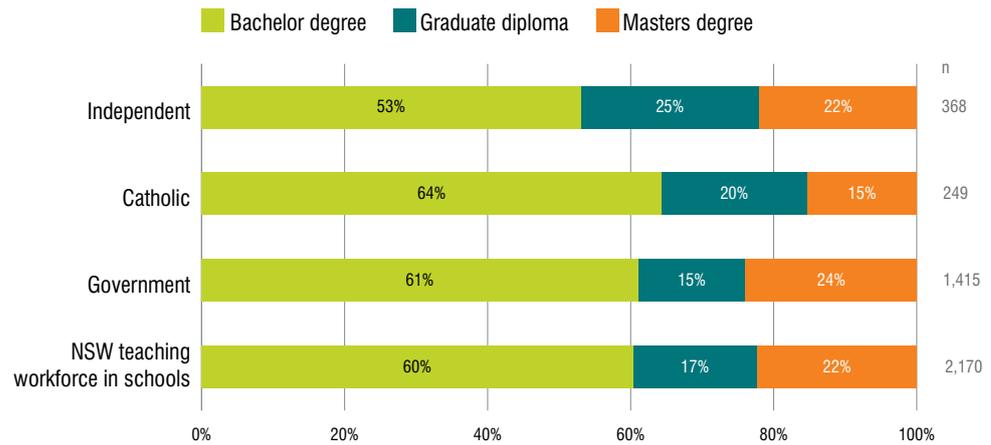


Figure NSW-36: Level of ITE qualification, teaching workforce in schools, by sector, NSW¹⁶



¹⁶ The relative standard error for 'Catholic' and 'Independent' for the category 'Mix' is between 25% and 50%, and this data should be used with caution.

Figure NSW-37: Detailed level of ITE qualification, teaching workforce in schools, by sector, NSW



Source: Linked HESDC and ATWD Teacher Survey with ACARA School Profile

Tertiary study in addition to ITE

Over half of the teaching workforce in New South Wales (58%) had completed, or were undertaking, tertiary study in addition to ITE, compared to 56% across surveyed jurisdictions. In New South Wales, as for all surveyed jurisdictions, those teaching at secondary level were the most likely to have had completed, or been undertaking, tertiary study in addition to ITE (NSW: 69%; all secondary teachers: 65%) **(Figure NSW-38)**.

In New South Wales, a total of 68% of teachers in independent schools had completed, or were undertaking, tertiary study in addition to their ITE, as had 65% of teachers in Catholic schools and 55% of teachers in government schools **(Figure NSW-39)**.

The ATWD Teacher Survey asked respondents if they were undertaking or had completed tertiary study other than initial teacher education. The survey did not collect data on whether the additional study was undertaken before or after the respondents' ITE study, or whether the additional tertiary study was related to their professional development. To further understand this data, responses were segmented by undergraduate and postgraduate ITE, on the assumption that undergraduate study would (usually) be undertaken prior to postgraduate ITE study.

Compared to teachers with postgraduate ITE qualifications across all surveyed jurisdictions, those in New South Wales were more likely to have completed tertiary study in addition to ITE (NSW: 74%; all: 72%) **(Figure NSW-40)**.

Of the 60% of New South Wales teachers who had completed, or were completing, tertiary study in addition to ITE, 37% gained qualifications in Education (other than ITE). This seems to indicate that this group had upskilled from earlier study or were building on their original ITE qualifications and enhancing their professional development by specialising **(Figure NSW-41)**. Please also refer to earlier discussion in **Chapter 6** in the main report.

For teachers in New South Wales who had completed tertiary study other than ITE, 28% held a Masters degree, as did 27% across surveyed jurisdictions. Similarly, 30% held a Bachelor degree, as did 27% across surveyed jurisdictions. The largest difference was for those whose highest level of tertiary study other than ITE was a Graduate Diploma, which was held by 7% of teachers in New South Wales, compared to 12% across surveyed jurisdictions **(Figure NSW-42)**.

Figure NSW-38: Tertiary study other than ITE, teaching workforce, by learning levels taught, NSW

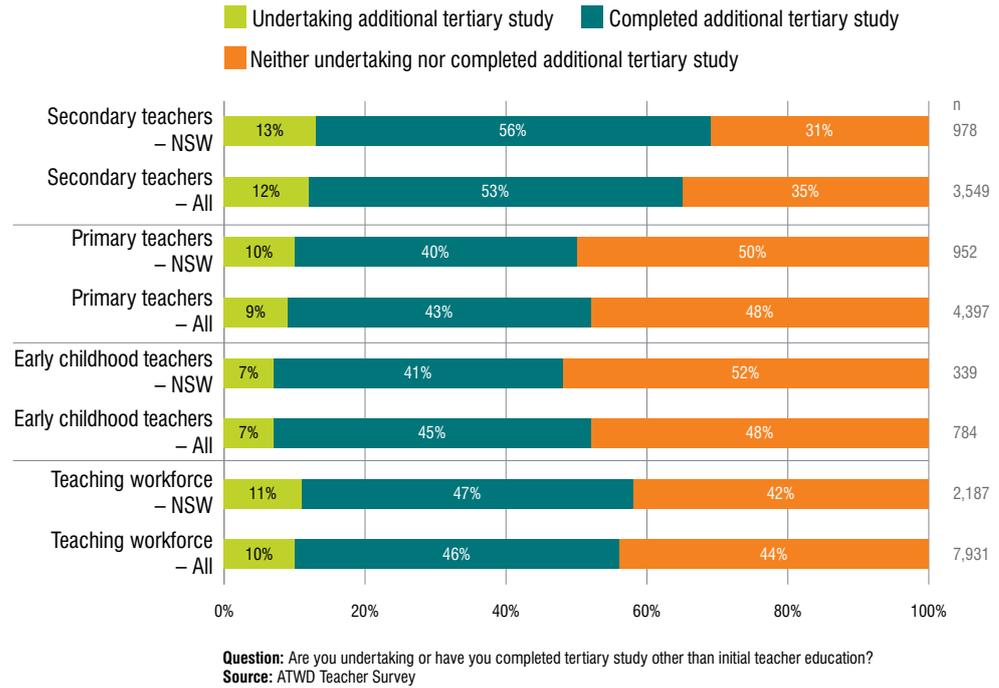


Figure NSW-39: Tertiary study other than ITE, teaching workforce in schools, by sector, NSW

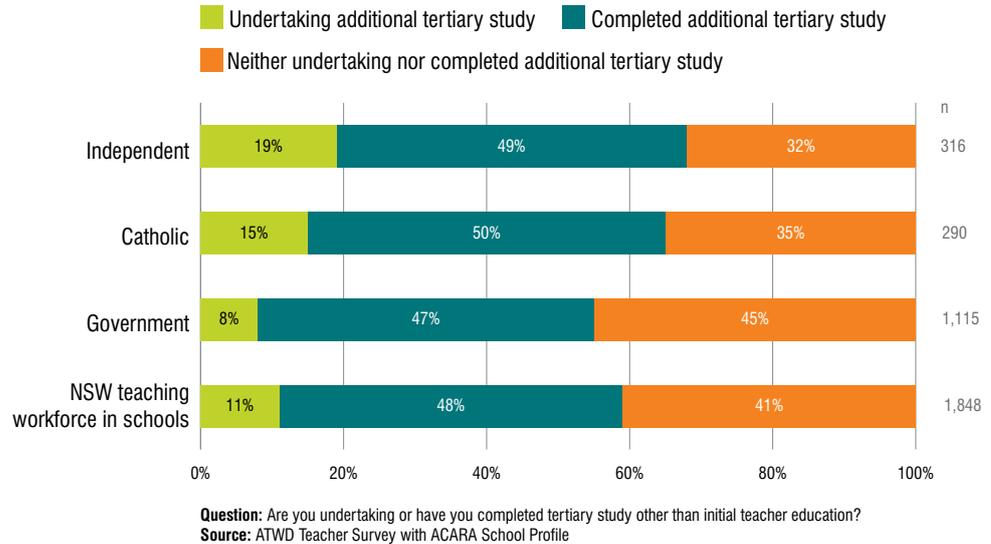


Figure NSW-40: Tertiary study other than ITE, teaching workforce, by level of ITE study, NSW

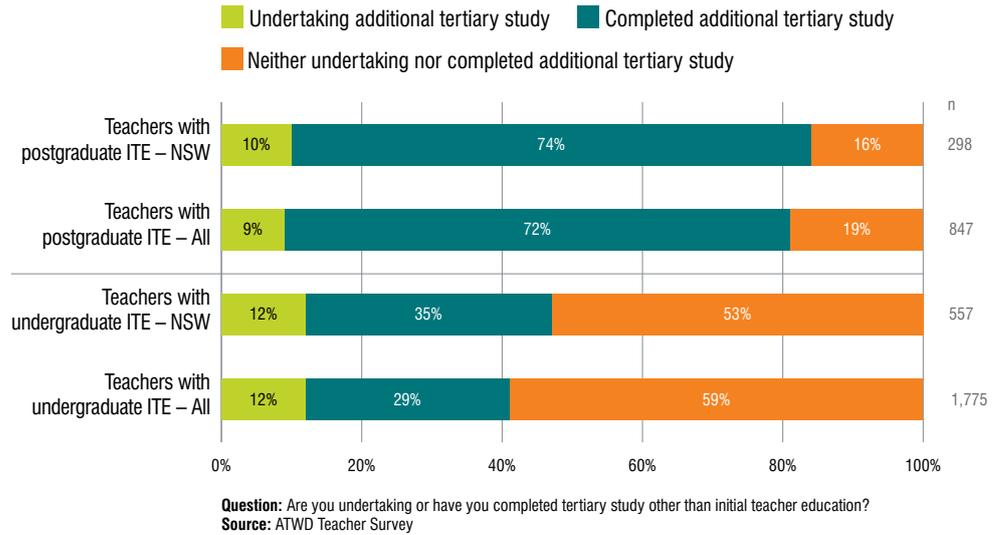


Figure NSW-41: Field of highest level of tertiary study other than ITE (undertaking and completed), teaching workforce, NSW

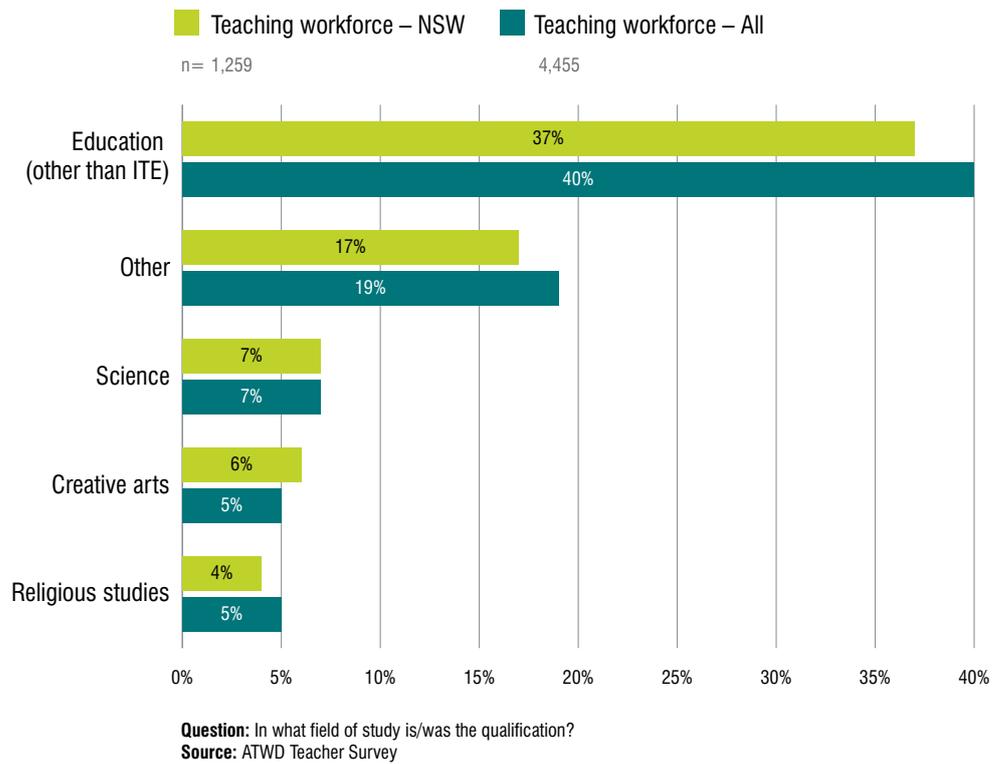
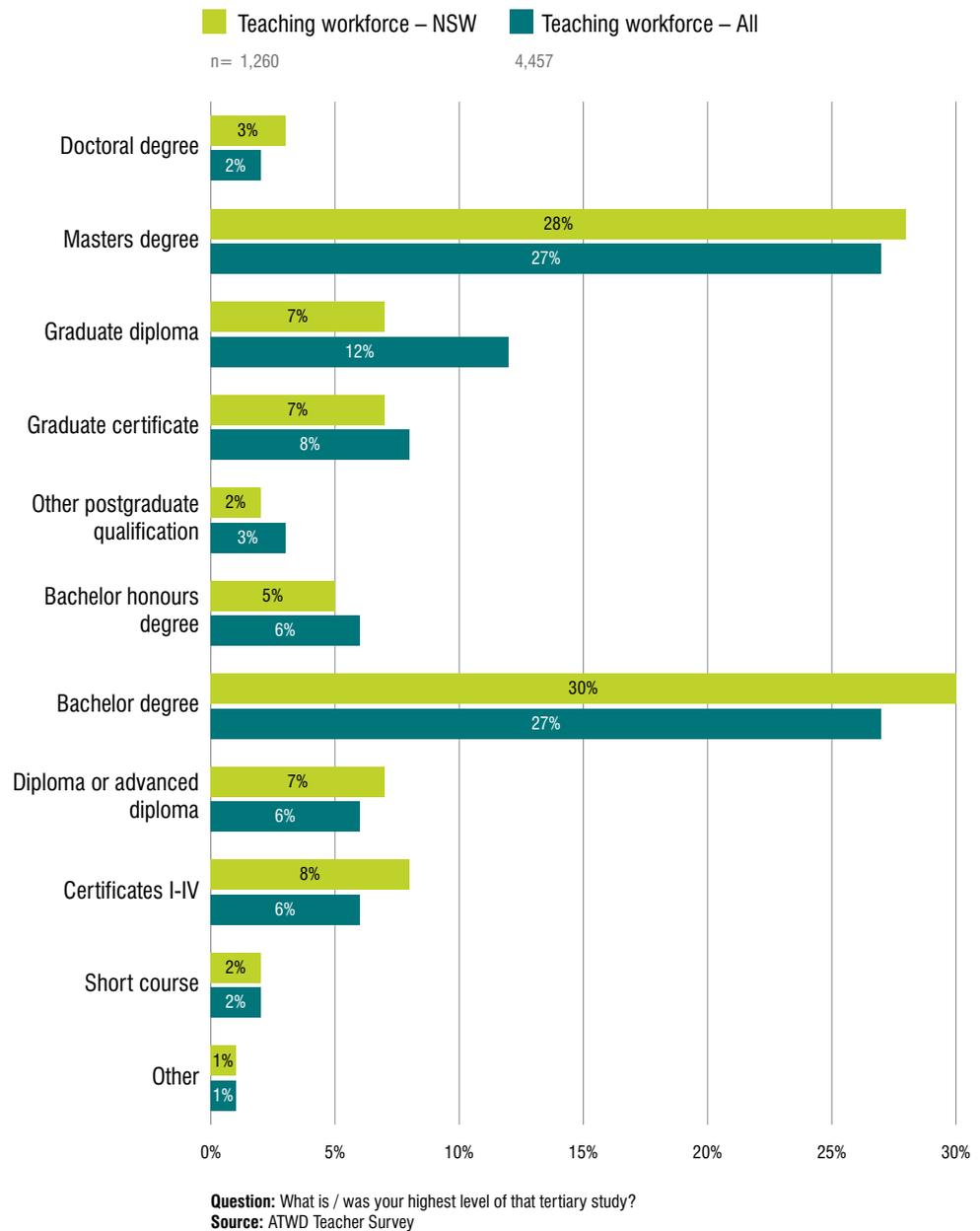


Figure NSW-42: Highest level of tertiary study other than ITE, teaching workforce, NSW¹⁷



Professional learning

Among the teaching workforce, nearly all secondary (93%) and primary teachers (93%) in New South Wales undertook professional learning activities in 2018 (Figure NSW-43).

When examined by sector, 94% of teachers in independent schools undertook professional learning activities, as did 93% of those in Catholic schools and 93% of those in government schools (Figure NSW-44).

¹⁷ The relative standard error for 'NSW' for the category 'Other' is between 25% and 50%, and this data should be used with caution.

Figure NSW-43: Professional learning, teaching workforce in schools, by learning levels taught, NSW



Figure NSW-44: Professional learning, teaching workforce in schools, by sector, NSW



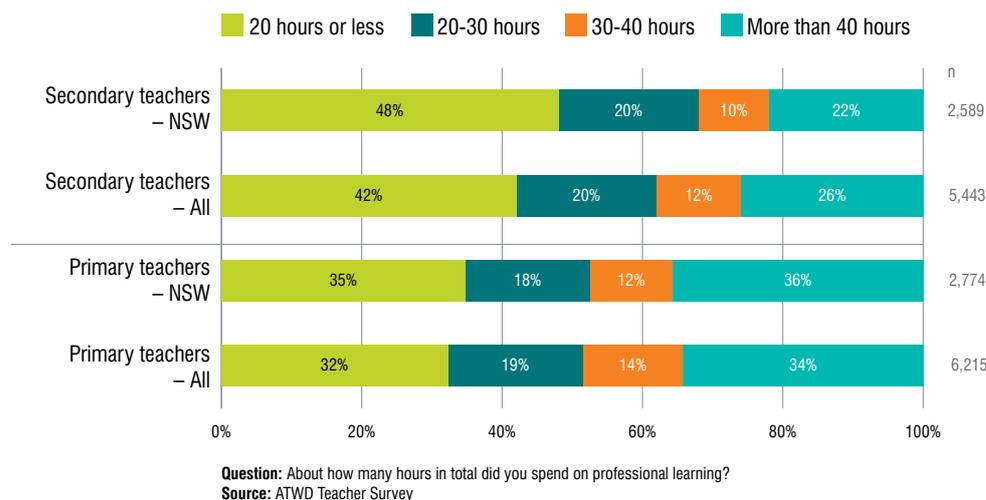
Secondary teachers in New South Wales spent an average 36.4 hours on professional learning activities during 2018, compared to an average 39.4 hours for secondary teachers in all surveyed jurisdictions. Primary teachers in New South Wales spent an average 42.5 hours on professional learning activities during 2018, compared to an average 44 hours for primary teachers in all surveyed jurisdictions (**Table NSW-11**).

Secondary teachers in New South Wales were somewhat less likely to spend 20 hours or more on professional learning (52%), than secondary teachers across all surveyed jurisdictions (58%). The proportion of primary teachers in New South Wales who spent 20 or more hours on professional learning was slightly lower (66%) than the proportion in all surveyed jurisdictions (68%) (**Figure NSW-45**).

Table NSW-11: Average professional learning hours, teaching workforce, by learning levels taught, NSW

	Average professional learning hours	
	Primary teachers	Secondary teachers
NSW teaching workforce	42.5 (n=2,589)	36.4 (n=2,774)
All teaching workforce	44.0 (n=6,215)	39.4 (n=5,443)

Figure NSW-45: Professional learning hours, teaching workforce in schools, by learning levels taught, NSW



When examined by sector, the teaching workforce in independent schools were less likely to have spent more than 20 hours or more on professional learning (53%), than the teaching workforce in Catholic schools (60%) or government schools (61%) (**Figure NSW-46**).

Consistent with the findings across all surveyed jurisdictions, the majority of teachers in New South Wales (81%) agreed that the professional learning activities they had undertaken were aligned to the needs or priorities of their educational setting. Fewer agreed that they undertook professional learning that suited their individual needs (69%), and 55% agreed that they have had the opportunity to reflect on and/or evaluate the impact of their professional learning activities on students (**Figure NSW-47**).

When examined by sector, the responses of the teaching workforce in schools were broadly very similar; although those in independent schools were slightly more likely to agree with each of the professional learning reflections (**Figure NSW-48**).

Figure NSW-46: Professional learning hours, teachers in schools, by sector, NSW

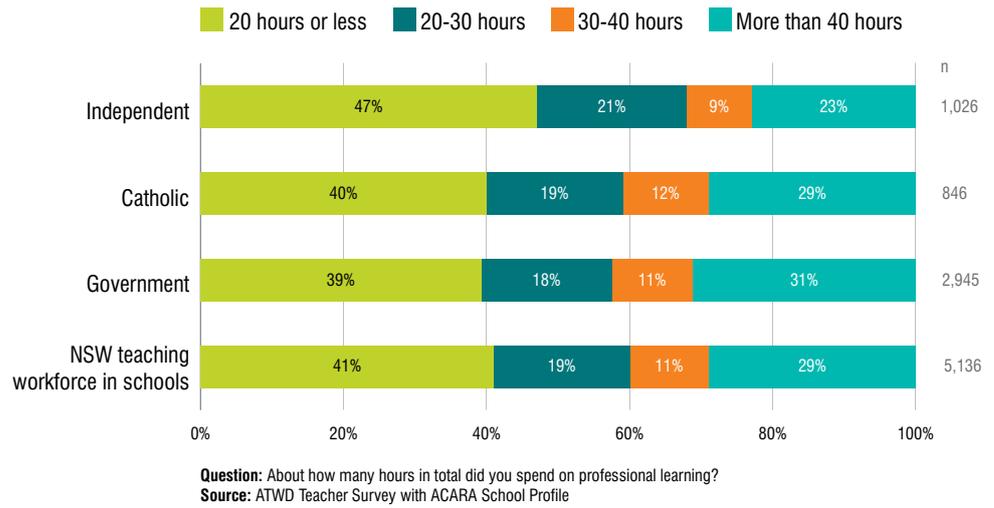
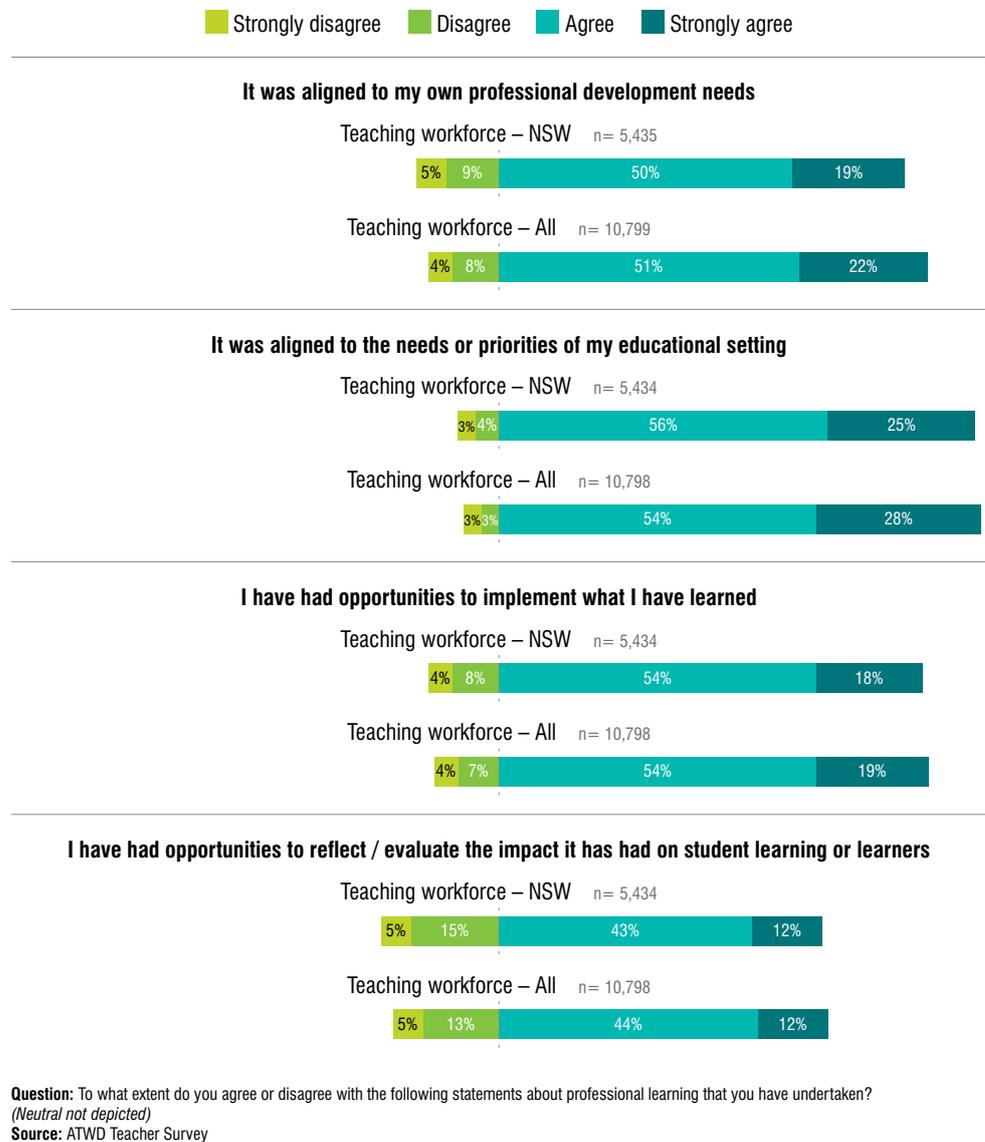
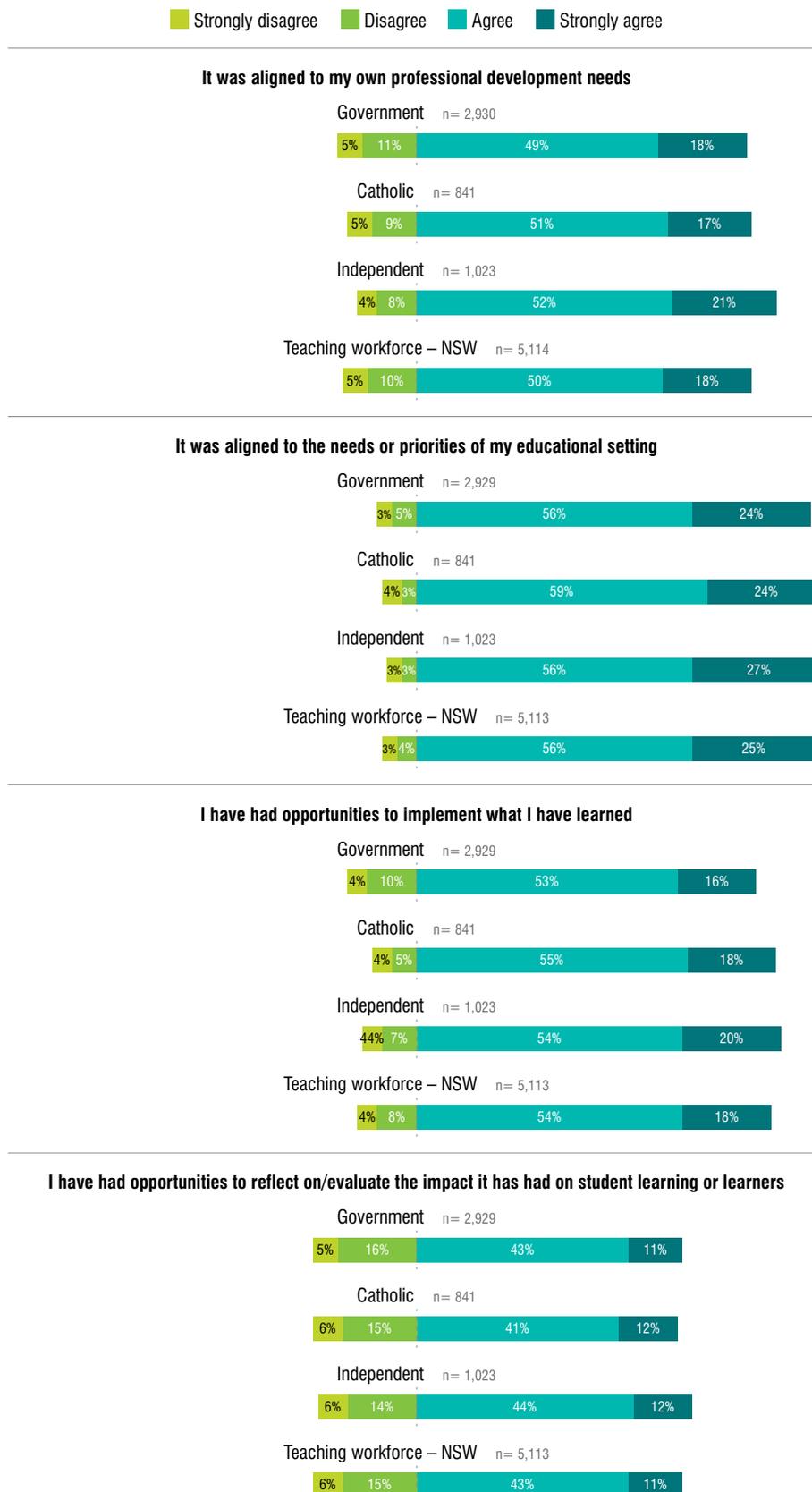


Figure NSW-47: Reflections on value of professional learning, teaching workforce, NSW¹⁸



¹⁸ Total number of responses for 'It was aligned to my own professional development' is one higher for both NSW and in all surveyed jurisdictions (5,435 and 10,799 respectively).

Figure NSW-48: Reflections on value of professional learning, teaching workforce in schools, by sector, NSW¹⁹



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken? (Neutral not depicted)
Source: ATWD Teacher Survey with ACARA School Profile

¹⁹ Total number of responses for 'It was aligned to my own professional development needs' n=2,930 (Government) and 5,114 (NSW teaching workforce)

Teaching in-field

About the data

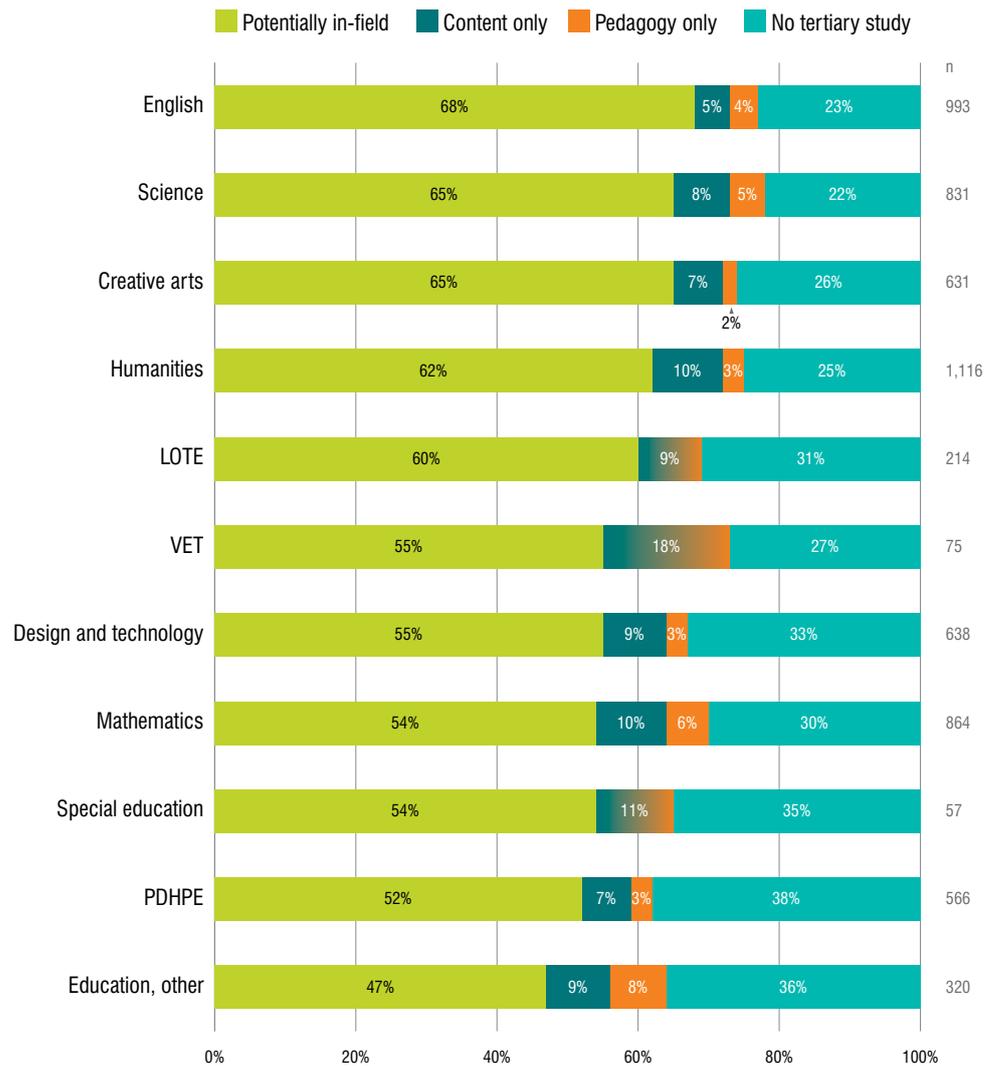
Teachers are said to be 'teaching in-field' when they are teaching subject areas in which they have been trained to teach. That training ordinarily takes the form of tertiary education in both subject-specific content and pedagogy.

The definition of 'out-of-field teaching' is complex. Teachers can have completed some subject-specific content or pedagogy study as part of their ITE qualification (including in an undergraduate qualification used to gain admission to a graduate-entry ITE program), or may undertake further education or professional learning to enhance their skills in teaching a subject after joining the teaching workforce. The extent to which teachers are said to be 'teaching out-of-field' when they are teaching a subject area which they have not formally been trained to teach, but for which they have undertaken professional learning, is of interest in workforce planning.

The data provides insight into the rates with which the teaching workforce are potentially teaching in-field. Based on the definition used in this report, teachers who are teaching a subject for which they have not completed subject-specific tertiary study in both content and pedagogy are considered to be teaching out-of-field.

For the teaching workforce in New South Wales, across all curriculum areas, between half (47%) and two-thirds (68%) of teachers were potentially in-field on the basis of tertiary study. However, more than one-fifth of teachers in each subject area had undertaken no tertiary study in the subject they were teaching. This was lowest among those teaching English (23%) and Science (22%) (**Figure NSW-49**). Although the teachers of English and Science were least likely to be teaching out-of-field in New South Wales, when compared to all surveyed jurisdictions (all: English – 18%, Science – 18%) these teachers were more likely to be out-of-field.

Figure NSW-49: Subject-specific ITE preparation, secondary teachers, NSW



Question: Select all subjects that you are teaching in 2018. & Did you complete at least one semester learning content knowledge or pedagogy in the following subject/s during your teacher education program or other tertiary study?
Source: ATWD Teacher Survey

7. Career intentions

Focal segments

Teacher workforce – registered teachers working in schools or early childhood settings

Just over one-third (35%) of the teacher workforce in New South Wales intended to stay in the profession until retirement, compared to 41% of the teacher workforce across all participating jurisdictions (**Figure NSW-50**).

Of those who indicated that they did intend to leave the profession before they retire, teachers in New South Wales were similarly likely to be unsure how long they would stay (NSW: 24%; all jurisdictions: 23%) as well as similarly likely to see themselves still working in schools in ten years' time (NSW: 19%; all jurisdictions: 21%). In total, almost half (49%) expected to leave within five years, which was similar to the teacher workforce across all jurisdictions (**Figure NSW-51**).

Figure NSW-50: Intentions to remain in the profession, teacher workforce, NSW

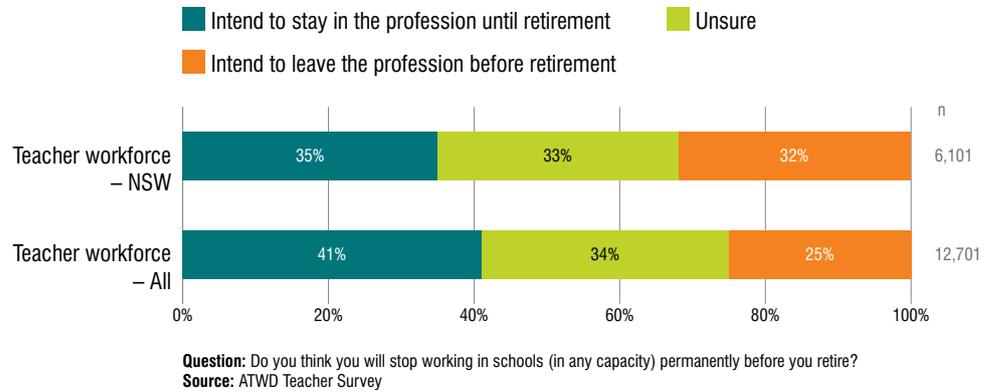
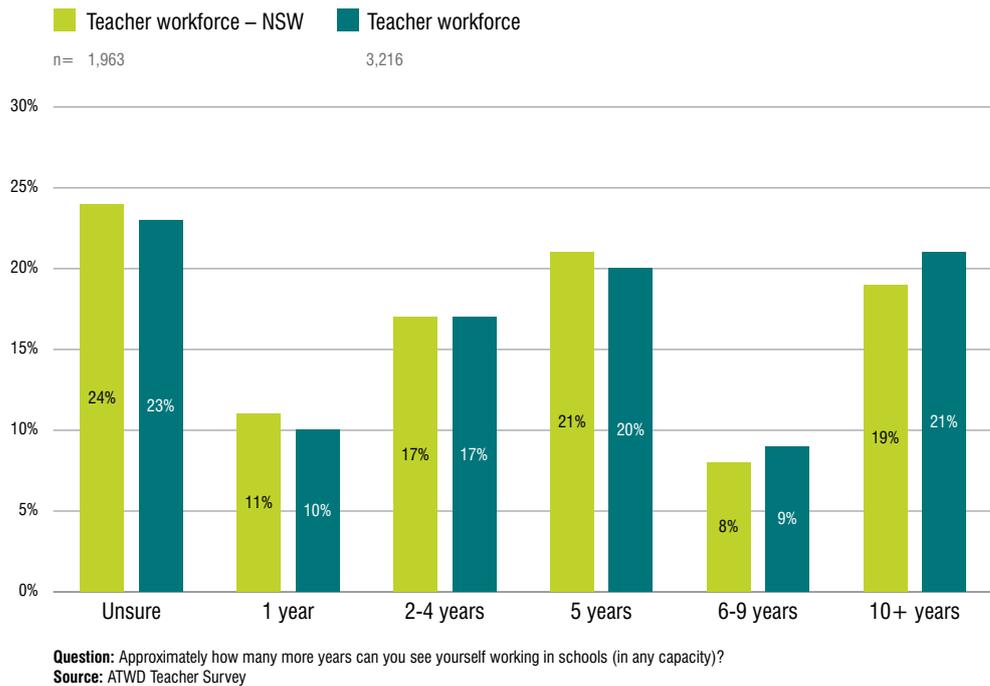


Figure NSW-51: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, NSW²⁰



²⁰ Includes only those intending to leave profession before retirement.

Teaching and demographic characteristics

Learning levels

When the intentions of the teaching workforce were analysed by learning levels taught, almost one-third (32%) of secondary teachers in New South Wales intended to leave the profession before retirement, compared to 27% of secondary teachers in all surveyed jurisdictions. Similarly, 34% of primary teachers in New South Wales intended to leave the profession before retirement, compared to 26% of all primary teachers. For early childhood teachers in New South Wales, 27% intended to leave the profession before retirement, compared to 20% of all early childhood teachers (**Figure NSW-52**).

In New South Wales, around one-third of teachers at all learning levels were unsure when or if they might leave (secondary teachers: 33%; primary teachers: 34%; early childhood teachers: 36%) and around one-third intended to stay in the profession until retirement (secondary teachers: 35%; primary teachers: 32%; early childhood teachers: 36%).

Of the teachers in New South Wales who indicated an intention to leave the profession, 18% of early childhood teachers; 24% of primary teachers; and 25% of secondary teachers were unsure when they might leave (**Figure NSW-53**).

Figure NSW-52: Intentions to remain in the profession, teaching workforce, by learning levels taught, NSW

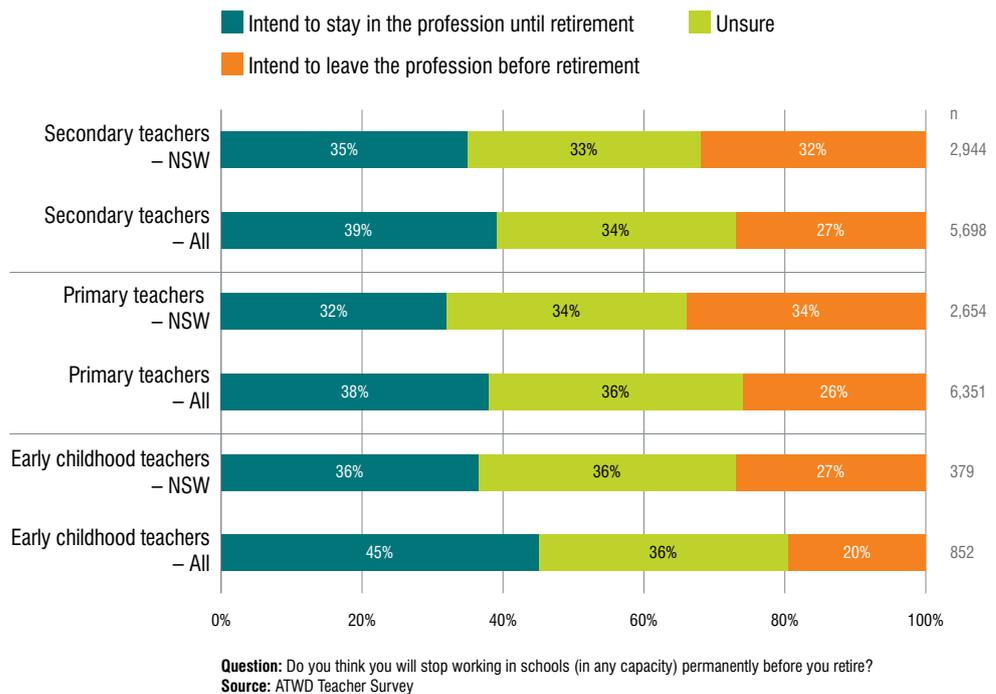
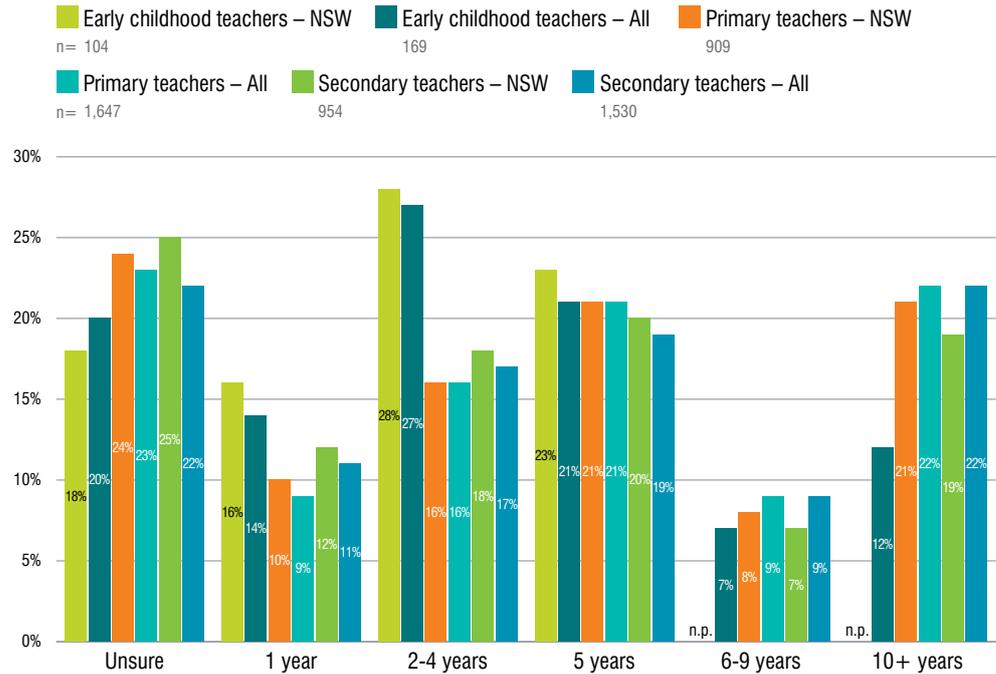


Figure NSW-53: Estimates of years remaining working in schools or early childhood services, teaching workforce considering leaving, by learning levels taught, NSW²¹



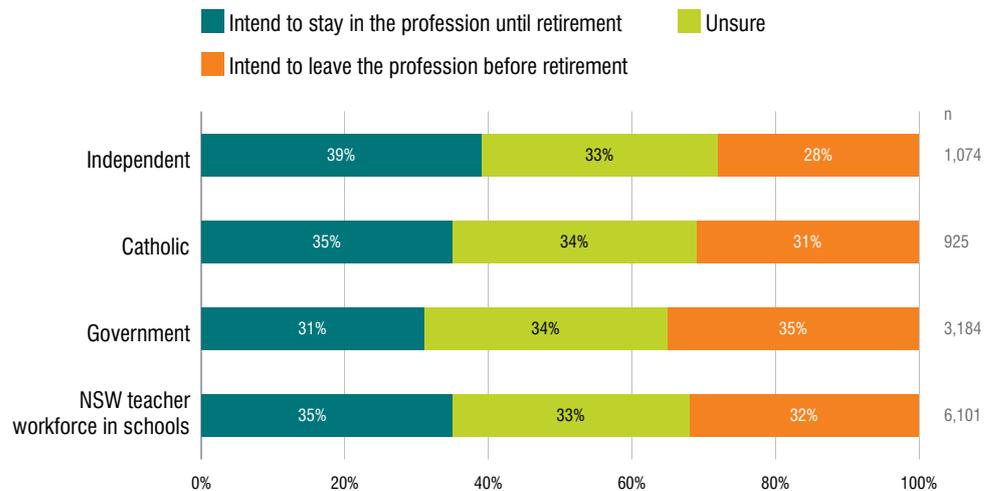
Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
Source: ATWD Teacher Survey

Sector

When analysed by sector, 39% of the teacher workforce in independent schools in New South Wales intended to stay in the profession until retirement, as did 35% of the teacher workforce in Catholic schools and 31% in government schools (**Figure NSW-54**).

Of the teacher workforce in New South Wales who indicated an intention to leave the profession, 25% of those in government schools; 24% of those in Catholic schools; and 23% of those in independent schools were unsure when they might leave (**Figure NSW-55**).

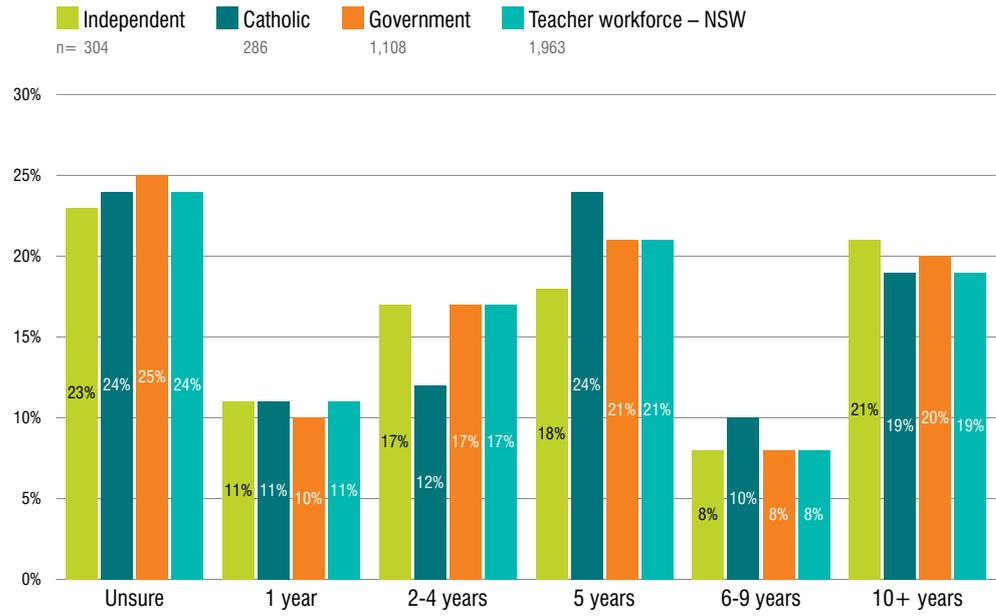
Figure NSW-54: Intentions to remain in the profession, teacher workforce in schools, by sector, NSW



Question: Do you think you will stop working in schools (in any capacity) permanently before you retire?
Source: ATWD Teacher Survey with ACARA School Profile

²¹ The relative standard error for 'Early childhood teachers – NSW' for the categories '6-9 years' and '10+ years' is between 25% and 50%, and use of these cells individually should be done with caution.

Figure NSW-55: Estimates of years remaining working in schools, teacher workforce in schools considering leaving the profession, by sector, NSW



Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
Source: ATWD Teacher Survey with ACARA School Profile

Gender

Among the teacher workforce in New South Wales, men and women were equally likely to report intending to stay in the profession until retirement (women: 33%; men: 31%) (**Figure NSW-56**).

For those in New South Wales who indicated that they intended to leave the profession before retirement, 19% of women intended to remain for 10 years or more, as did 19% of men (**Figure NSW-57**).

Figure NSW-56: Intentions to remain in the profession, teacher workforce, by gender, NSW



Question: Do you think you will stop working in schools (in any capacity) permanently before you retire?
Source: Linked Registration and ATWD Teacher Survey

Figure NSW-57: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving the profession, by gender, NSW



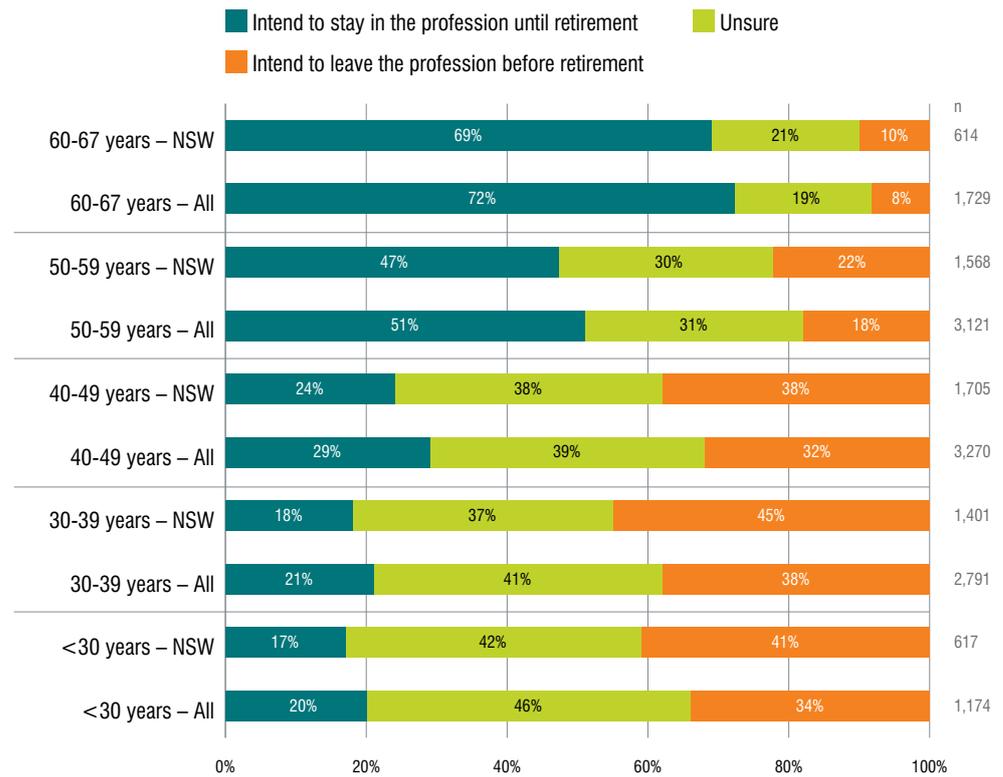
Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
Source: Linked Registration and ATWD Teacher Survey

Age

The closer teachers were to retirement age, the more likely they were to intend to remain in the profession until retirement. This was true among the teacher workforce in New South Wales and all surveyed jurisdictions. However, for all age groups, teachers in New South Wales were less likely to intend to remain in the profession until retirement (**Figure NSW-58**).

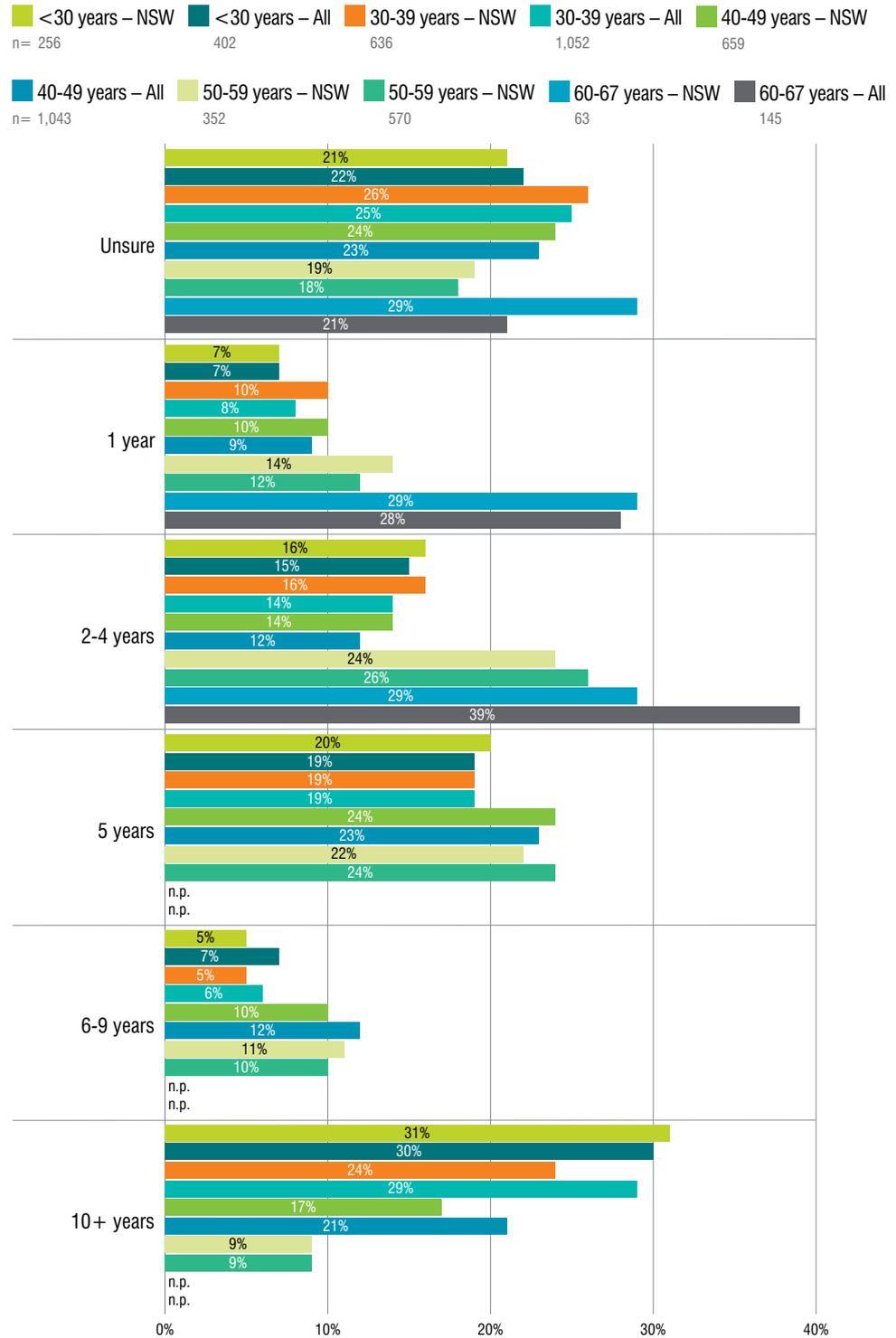
The proportion of the teacher workforce aged 30–39 and 40–49 who intended to leave the profession, but not do so for more than 10 years, was lower for those in New South Wales than in all surveyed jurisdictions. In New South Wales, 24% of those aged 30–39 intended to remain for 10 or more years compared to 29% across surveyed jurisdictions, while 17% of those aged 40–49 intended to remain for 10 or more years compared to 21% across surveyed jurisdictions (**Figure NSW-59**).

Figure NSW-58: Intentions to remain in the profession, teacher workforce, by age group, NSW



Question: Do you think you will stop working in schools (in any capacity) permanently before you retire?
Source: Linked Registration and ATWD Teacher Survey

Figure NSW-59: Estimates of years remaining working in schools or early childhood services, teacher workforce, by age group, NSW²²



Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
 Source: Linked Registration and ATWD Teacher Survey

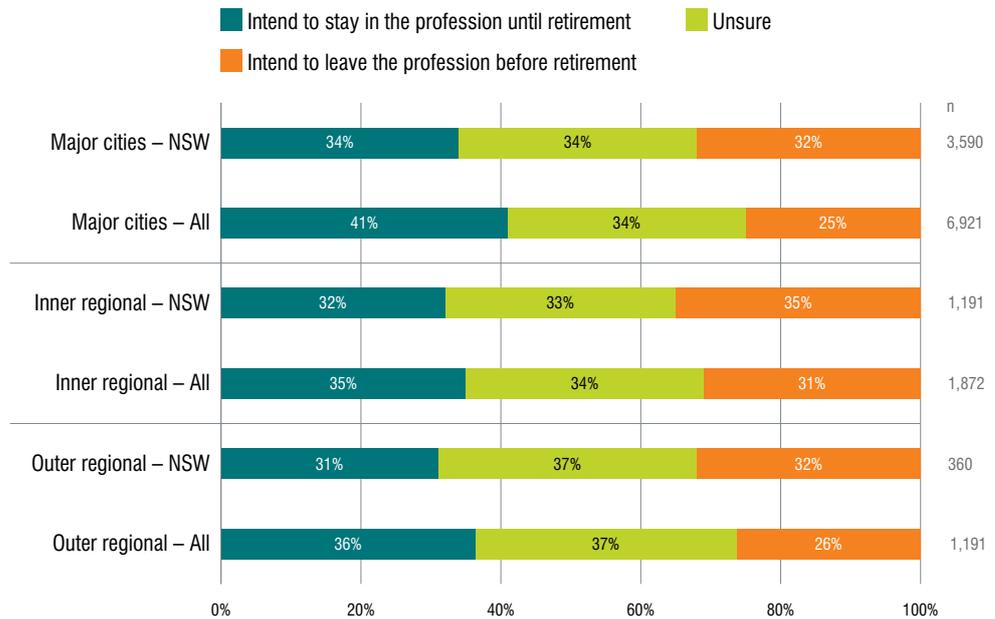
²² The relative standard error for '<30 years – NSW' for the category '6-9 years' is between 25% and 50%, and this data should be used with caution.

School location and regionality

In New South Wales, 34% of teachers working in schools in major cities intended to remain in the profession until retirement, compared to 41% of the teacher workforce in major cities across surveyed jurisdictions. Similarly, 32% of New South Wales teachers working in inner regional areas intended to remain in the profession, compared to 35% across surveyed jurisdictions. Finally, 31% of teachers working in outer regional areas intended to remain in the profession until retirement, compared to 36% across surveyed jurisdictions (**Figure NSW-60**).

Of those New South Wales teachers who indicated that they intended to leave the profession before retirement, 20% of the teacher workforce in schools in major cities intended to remain for ten years or more, as did 19% of teachers in inner regional areas and 22% of teachers in outer regional areas (**Figure NSW-61**).

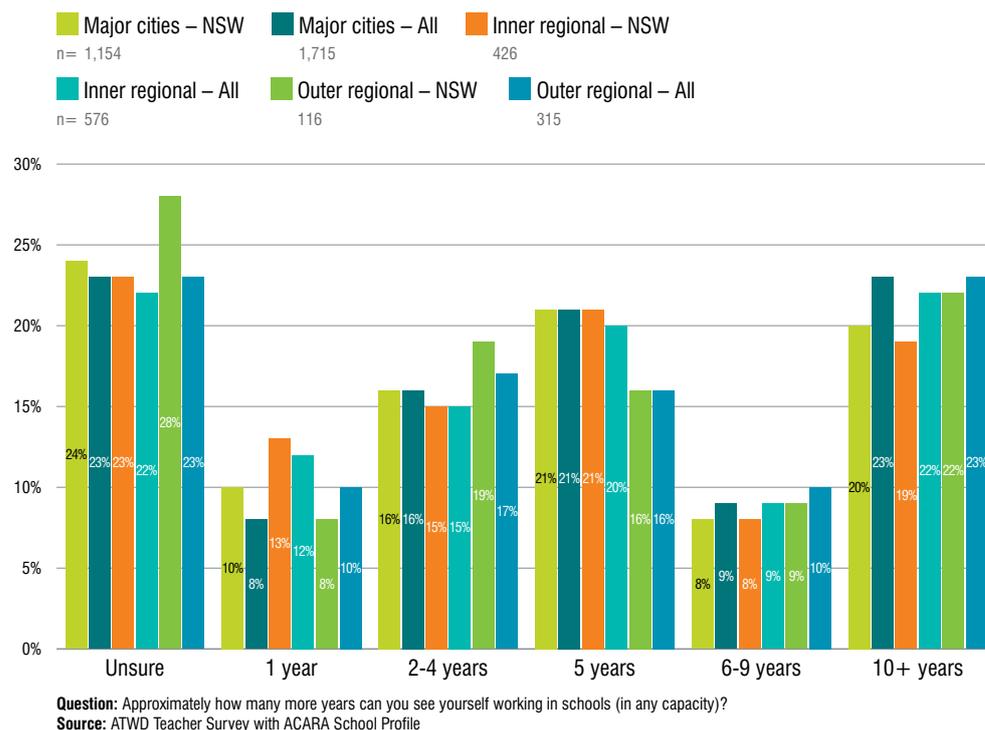
Figure NSW-60: Intentions to remain in the profession, teacher workforce in schools, by school regionality, NSW²³



Question: Do you think you will stop working in schools (in any capacity) permanently before you retire?
Source: ATWD Teacher Survey with ACARA School Profile

²³ Data for 'Remote' and 'Very remote' not provided because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

Figure NSW-61: Estimates of number of years remaining working in schools, teacher workforce in schools, by school regionality, NSW^{24 25}



Reasons for leaving

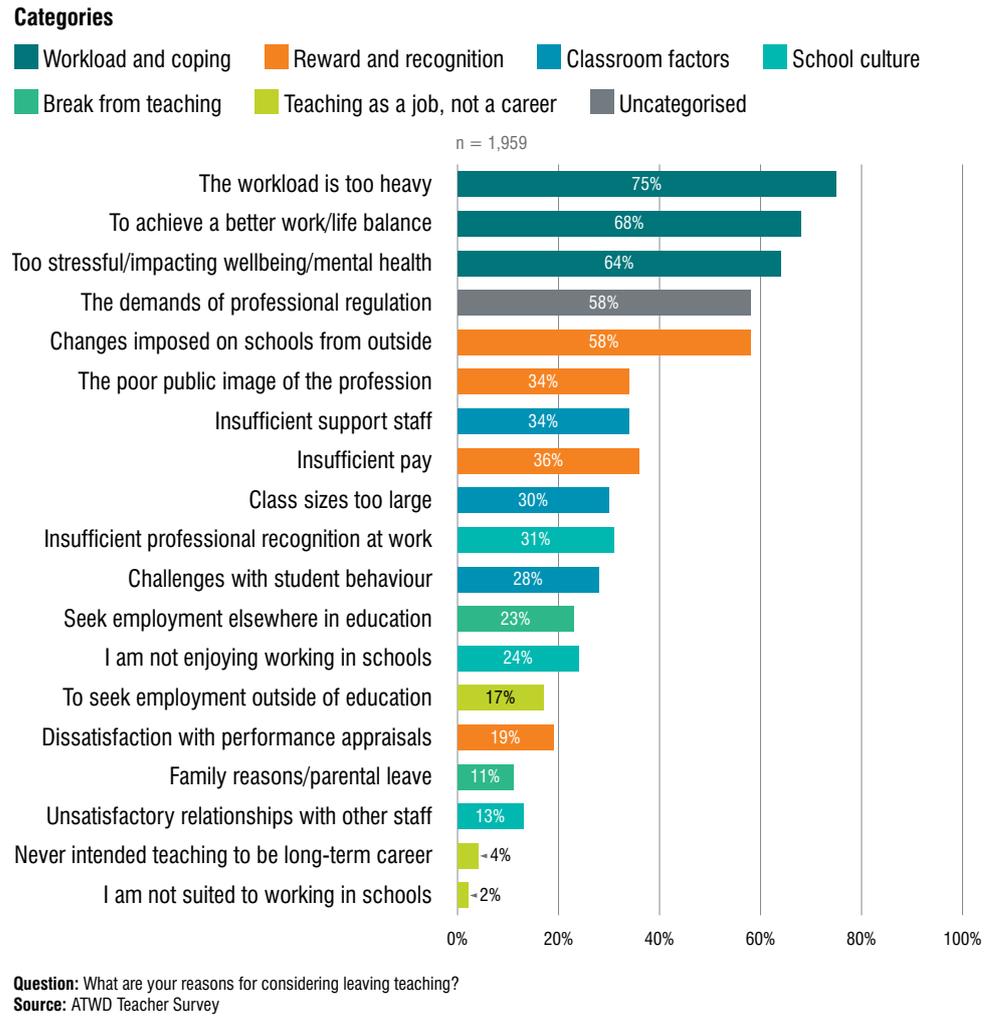
Teachers in New South Wales provided the same top five reasons for intending to leave the profession as were provided by the teacher workforce across the surveyed jurisdictions. When examining the relative frequency of each type of reason for the teacher workforce in New South Wales versus those in all surveyed jurisdictions, some types of reasons were selected more frequently by the teacher workforce in New South Wales (**Figure NSW-62**).

Workload and coping reasons were more likely to be selected by the teacher workforce in New South Wales (1 to 5 percentage points more likely), as were the demands of professional regulation (7 percentage points more likely), reward and recognition factors (4 to 9 percentage points more likely), and classroom factors (2 to 5 percentage points more likely).

24 Data for 'Remote' and 'Very remote' not provided because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

25 The relative standard error for 'Outer regional – NSW' for the categories '1 year' and '6-9 years' is between 25% and 50%, and this data should be used with caution.

Figure NSW-62: Reasons for considering leaving, teacher workforce considering leaving teaching, NSW



8. Early career teachers

Focal segments

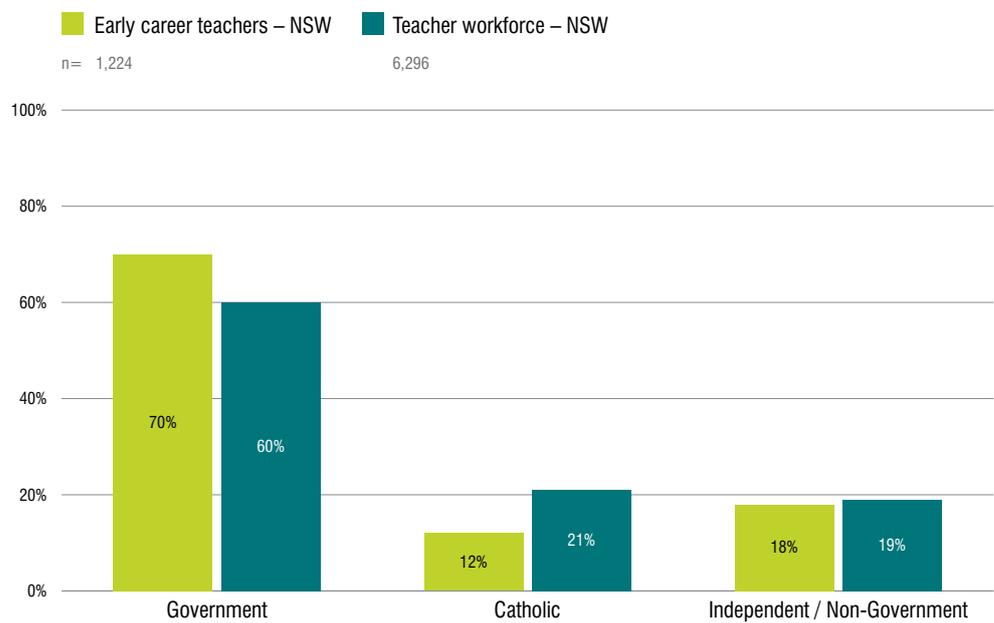
Early career teachers – registered teachers who joined the teacher workforce less than 5 years ago

Early career teachers were teachers who had been in the Australian teaching workforce for up to five years. There were 1,395 early career teachers in New South Wales who completed the ATWD Teacher Survey.

School sector

Early career teachers in New South Wales were most likely to work in government schools (70%) and least likely to work in Catholic schools (12%) (**Figure NSW-63**).

Figure NSW-63: School sector, early career school teachers, NSW



Question: In what year were you first employed as a teacher/educator? Select the name of the school where you are currently employed.
Source: ATWD Teacher Survey with ACARA School Profile

Registration

Just over half (52%) of early career teachers in New South Wales had provisional registration status (**Figure NSW-64**). Some early career teachers, as defined by the duration of time since commencing work, had been registered for longer than five years. This may occur when 'conditional accreditation' is available to those in their final year of an accredited undergraduate or graduate entry ITE qualification, or when there is a gap between obtaining initial accreditation and finding initial employment. Most early career teachers in New South Wales (89%) had been registered for five years or fewer (**Figure NSW-65**). Early career teachers in New South Wales in independent (57%) and Catholic schools (53%) were more likely to hold full registration than early career teachers in government schools (47%) (**Figure NSW-66**).

Figure NSW-64: Registration status, early career teachers, NSW

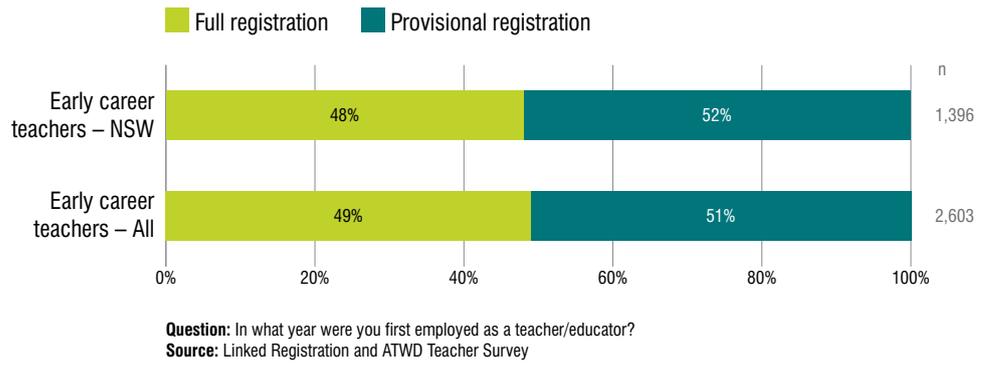


Figure NSW-65: Years registered, early career teachers, NSW

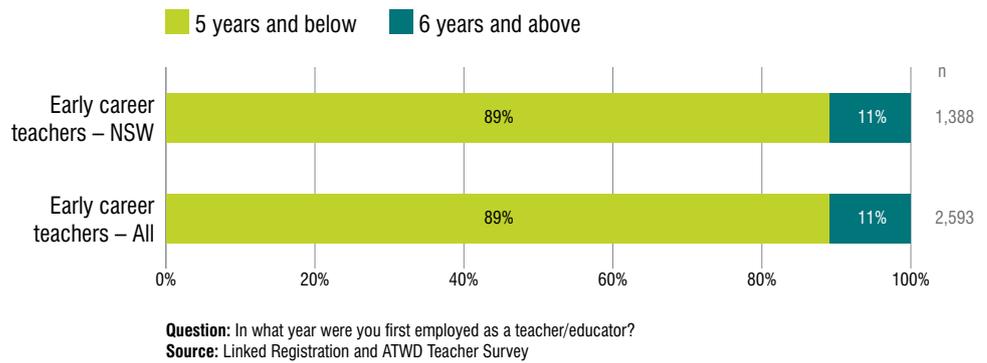
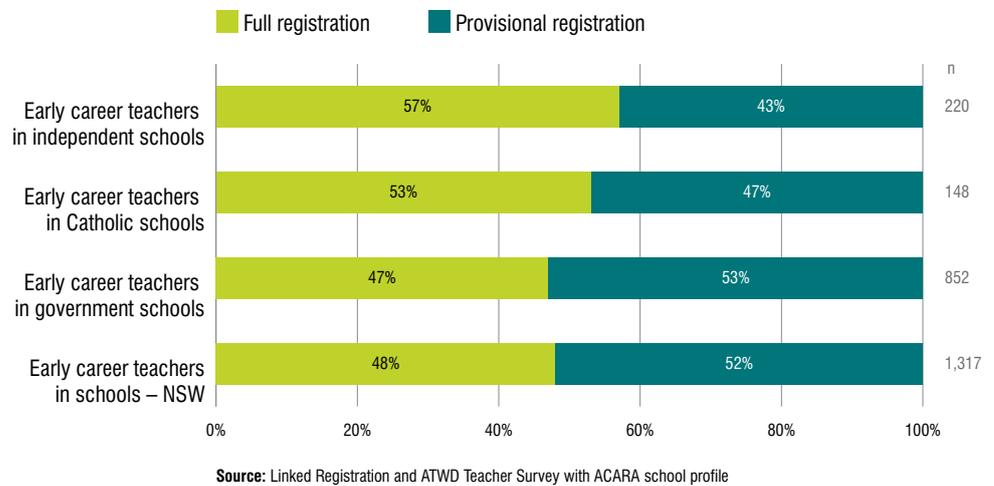


Figure NSW-66: Registration status, early career school teachers, by sector, NSW



Demographic and teacher characteristics

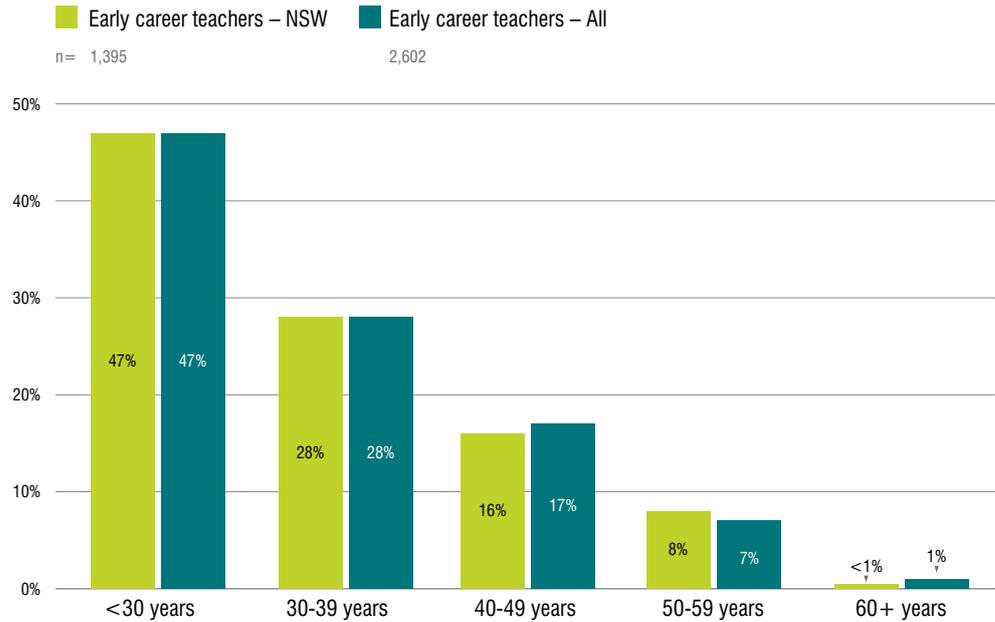
The proportions for age, gender, disability status and country of birth of early career teachers in New South Wales are similar to those for all early career teachers across all surveyed jurisdictions.

Age

The average age of early career teachers in New South Wales was 33.7 years (median 30 years), compared to 33.8 years (median 30 years) for all early career teachers (**Figure NSW-67**).

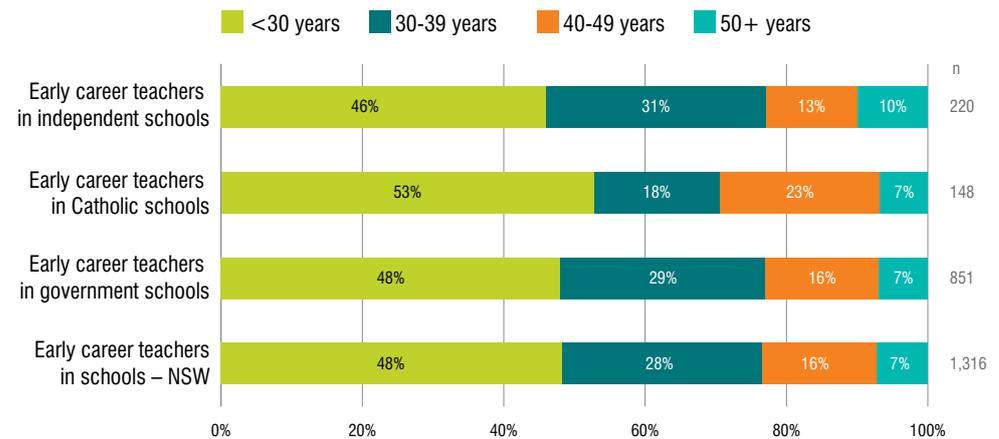
For early career teachers in New South Wales, average age was similar across sectors. For those working in government schools the average age was 33.4 years (median 30 years); in Catholic schools the average age was 33.6 years (median 29 years); and in independent schools the average age was 33.8 years (median 30 years) (**Figure NSW-68**).

Figure NSW-67: Age distribution, early career teachers, NSW²⁶



Question: In what year were you first employed as a teacher/educator? & Select the name of the school where you are currently employed.
Source: Linked Registration and ATWD Teacher Survey

Figure NSW-68: Age distribution, early career school teachers, by sector, NSW²⁷



Source: Linked Registration and ATWD Teacher Survey with ACARA school profile

26 The relative standard error for 'NSW early career teachers' for the category '60+' is between 25% and 50%, and this data should be used with caution.
 27 The relative standard error for 'NSW early career teachers in Catholic schools' for the category '50+' is between 25% and 50%, and this data should be used with caution.

Gender

Among early career teachers in New South Wales, 20% were men, compared to 19% of all early career teachers (**Figure NSW-69**). Similar patterns were seen across sectors, with 21% being men in government schools, 19% in Catholic schools, and 21% in independent schools (**Figure NSW-70**).

Figure NSW-69: Gender, early career teachers, NSW

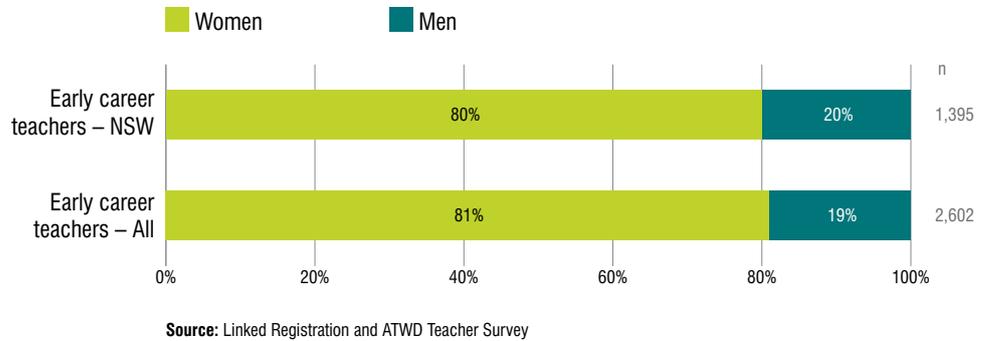
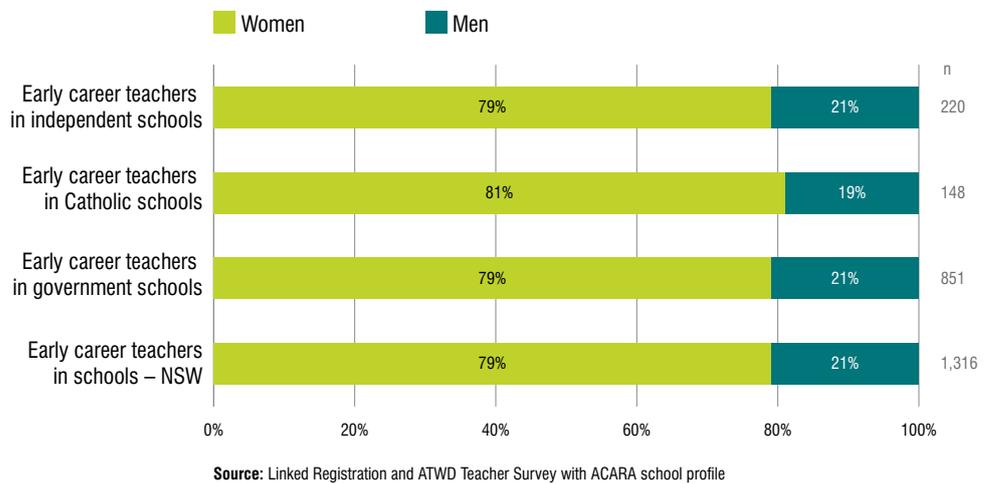


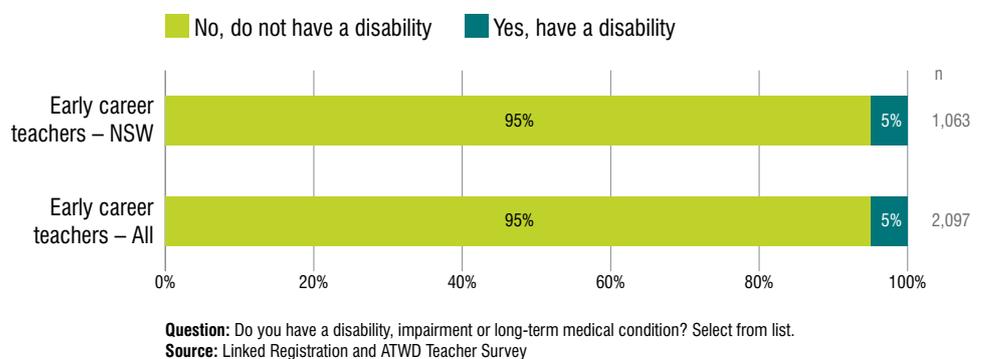
Figure NSW-70: Gender, school-based early career teachers, by sector, NSW



Disability

Five percent (5%) of early career teachers in New South Wales reported a disability, as did 5% of early career teachers across all surveyed jurisdictions (**Figure NSW-71**).

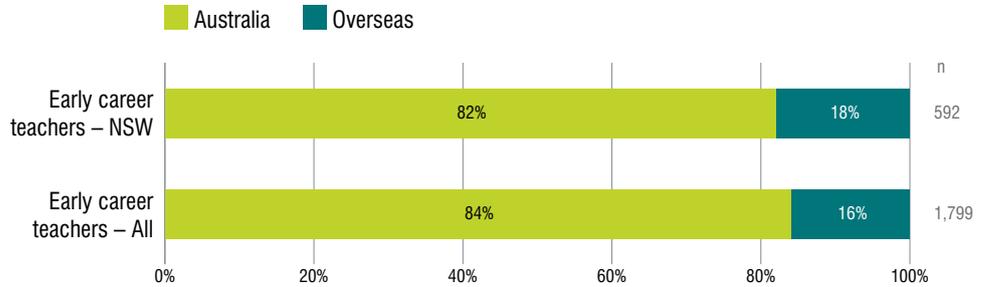
Figure NSW-71: Disability status, early career teachers, NSW



Country of birth

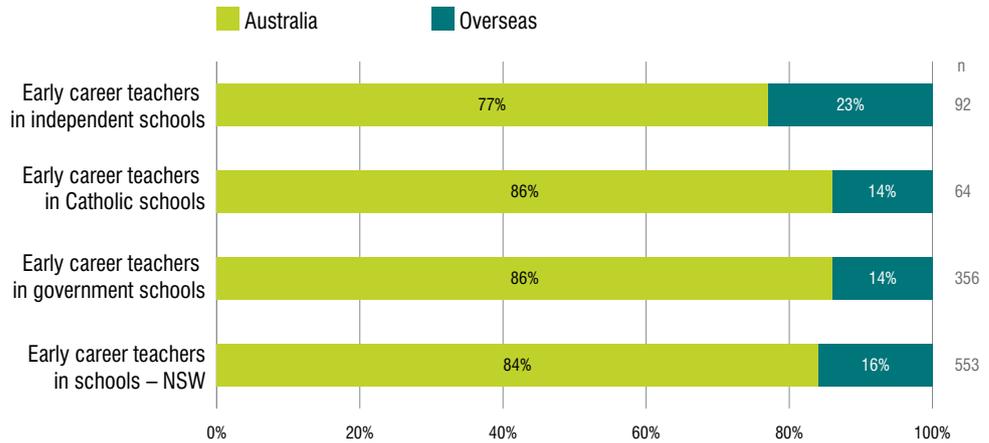
Eighteen percent (18%) of early career teachers in New South Wales had been born overseas, compared to 16% of early career teachers across all surveyed jurisdictions (**Figure NSW-72**). For New South Wales, those early career teachers working in independent schools were more likely to have been born overseas (21%) than those in government (14%) and Catholic schools (14%) (**Figure NSW-73**).

Figure NSW-72: Country of birth, early career teachers, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-73: Country of birth, early career school teachers, by sector, NSW²⁸



Question: In what year were you first employed as a teacher/educator?
 Source: Linked Registration and ATWD Teacher Survey with ACARA school profile

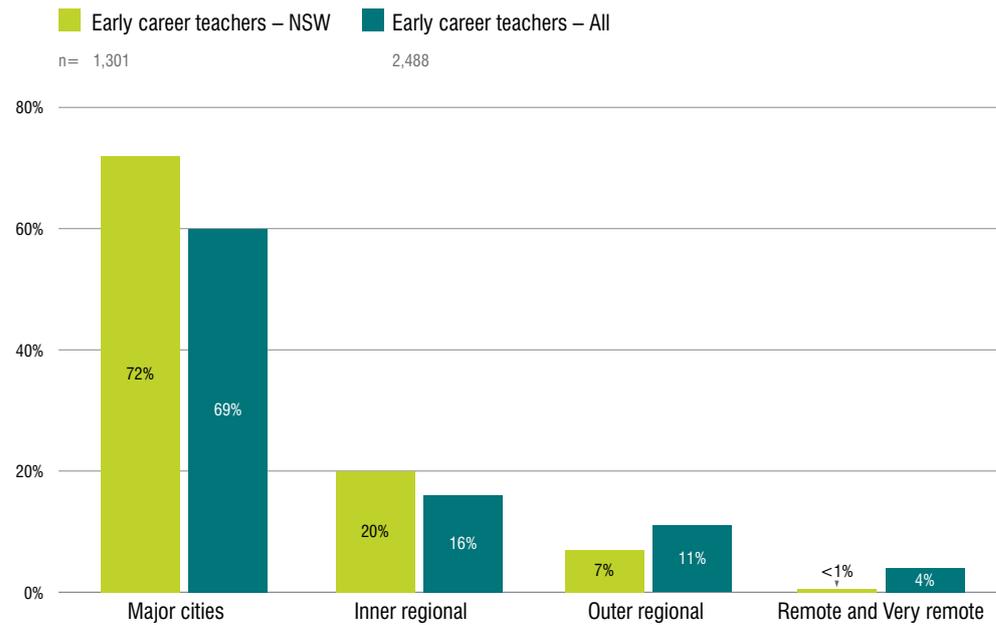
Regionality

Early career teachers in New South Wales were more likely to be residing in more urban areas. Early career teachers lived in major cities (72%) slightly more often than early career teachers across all surveyed jurisdictions (69%). Similarly, early career teachers lived in inner regional areas (20%) somewhat more often than early career teachers across all surveyed jurisdictions (16%) (**Figure NSW-74**).

Patterns of location remoteness for school location for early career teachers were similar to their residential locations (**Figure NSW-75**).

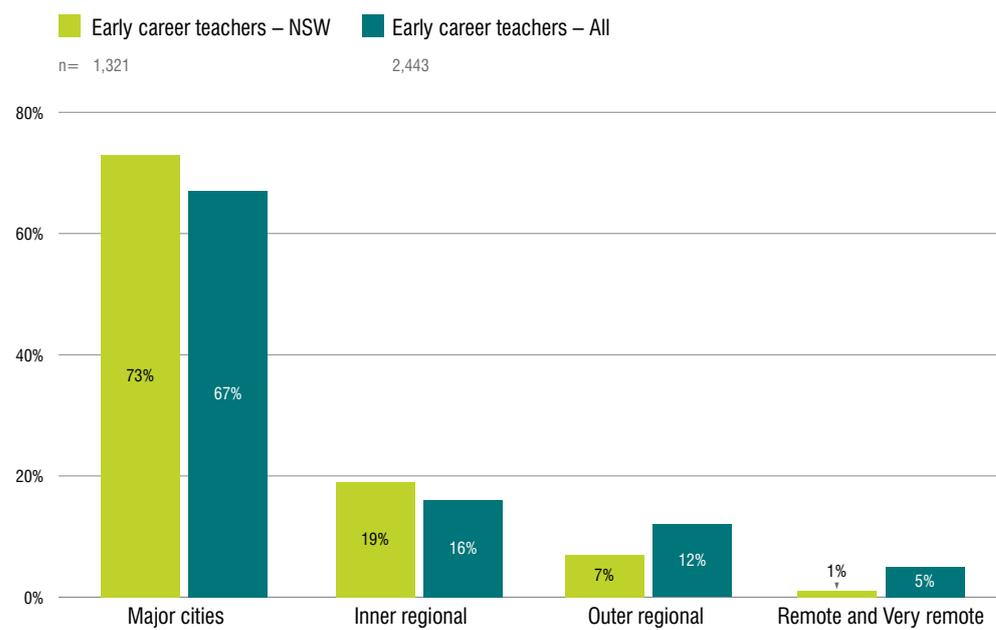
²⁸ The relative standard error for 'NSW early career teachers in Catholic schools' for the category 'Overseas' is between 25% and 50%, and this data should be used with caution.

Figure NSW-74: Residential location, early career teachers, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-75: School location, early career teachers, NSW²⁹



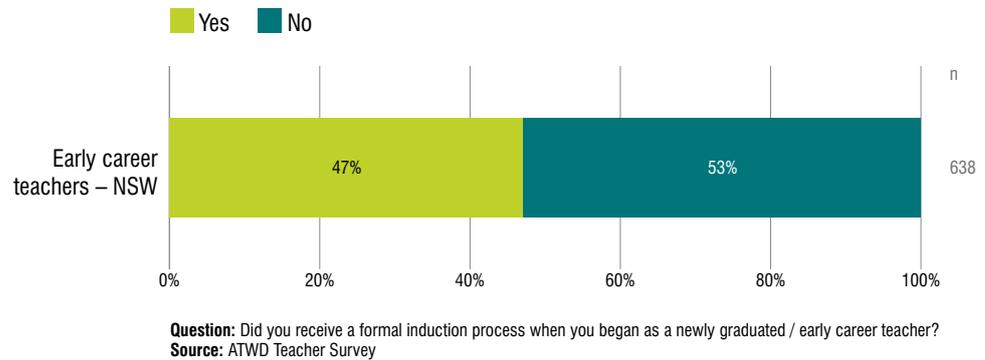
Question: Please select the name of the school / early childhood service / preschool where you are currently employed.
 Source: ATWD Teacher Survey and ACARA School Profile

²⁹ The relative standard error for 'NSW early career teachers' for the category 'Remote and Very Remote' is between 25% and 50%, and this data should be used with caution.

Induction

In New South Wales, 47% of early career teachers reported that they participated in formal induction processes (**Figure NSW-76**).³⁰

Figure NSW-76: Incidence of induction, early career teachers, NSW

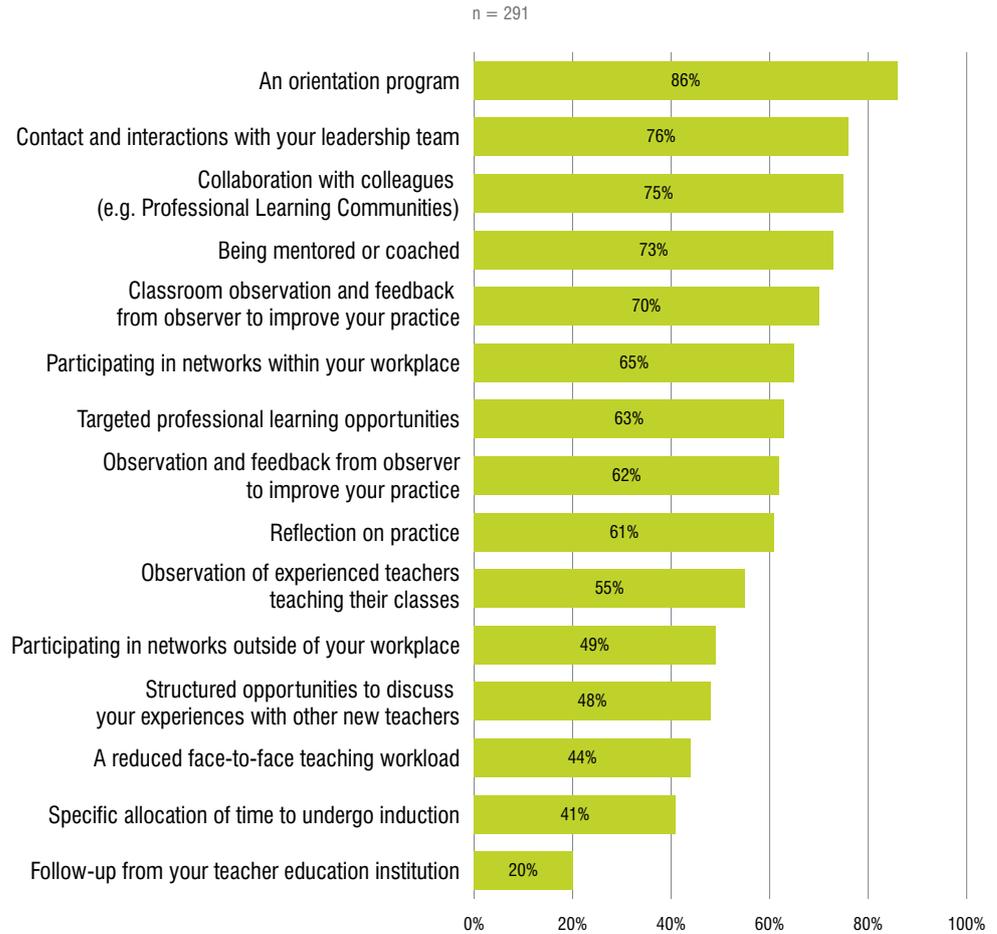


In New South Wales, early career teachers who participated in formal induction processes were most likely to experience the following induction activities in their first workplace (**Figure NSW-77**):

- an orientation program (86%)
- contact and interactions with the leadership team (76%)
- collaboration with colleagues (e.g. professional learning communities) (75%)
- being mentored or coached (73%)
- classroom observation and feedback from observer to improve your practice (70%).

³⁰ In the ATWD Teacher Survey, questions about induction were asked differently in South Australia to New South Wales and the Northern Territory. Because induction questions varied between states no comparison can be made with the total early career cohort. As a result, it is not meaningful to compare results for the 'early career teacher' cohort in New South Wales to all surveyed jurisdictions.

Figure NSW-77: First workplace induction activities, early career teachers who participated in formal induction processes, NSW³¹

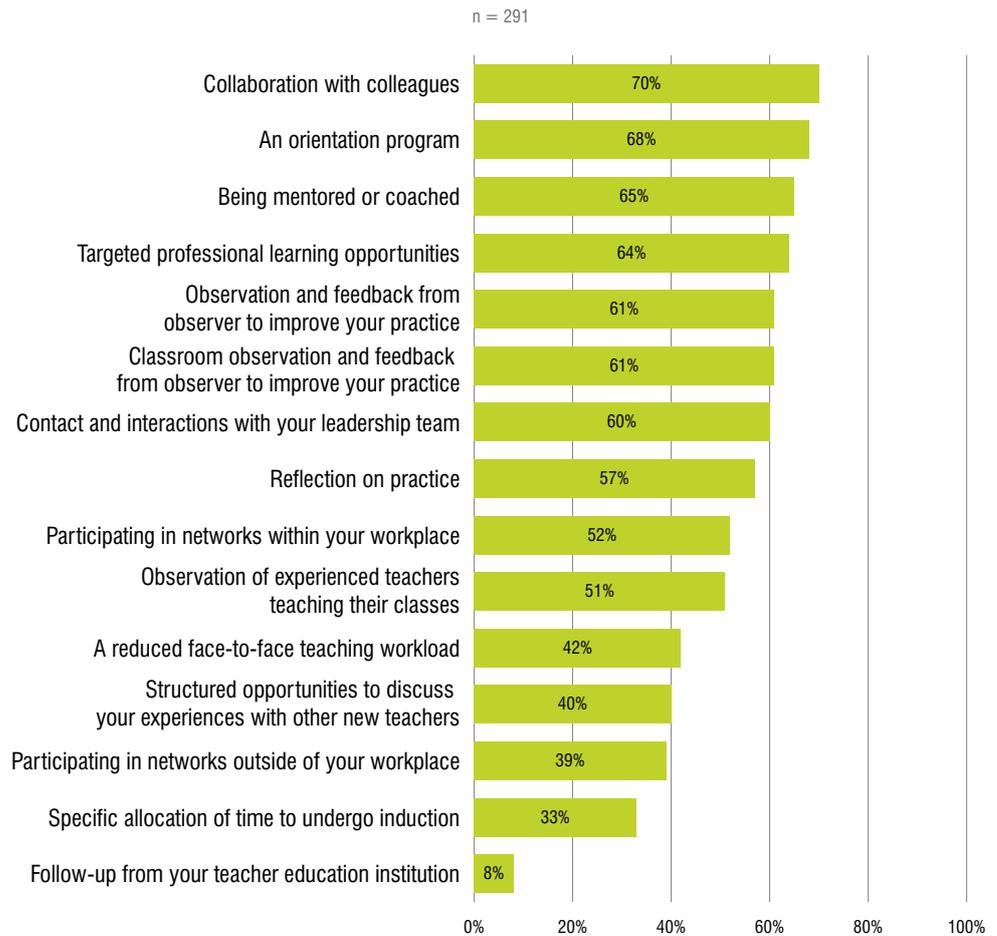


Question: In your experience, which, if any, of the following did you participate in as part of induction as an early career teacher?
Source: ATWD Teacher Survey

The induction activities received and experienced as helpful by early career teachers across their first or subsequent workplaces were most commonly collaboration with colleagues (70%), an orientation program (68%) and being mentored or coached (65%). Just 8% reported receiving helpful ‘follow up from ITE providers’ during their early career period (**Figure NSW-78**).

31 Respondents could select more than one activity.

Figure NSW-78: Reflections on helpfulness of induction activities, early career teachers who participated in formal induction processes, NSW



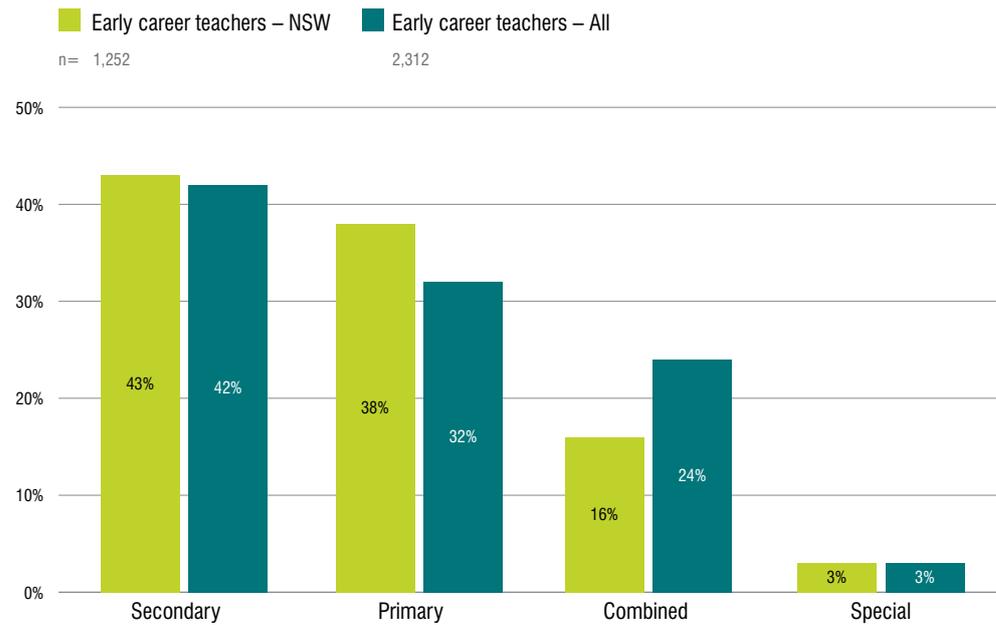
Question: How helpful or very helpful were the following types of assistance to your teaching practice?
Source: ATWD Teacher Survey

Learning levels and school types

School type

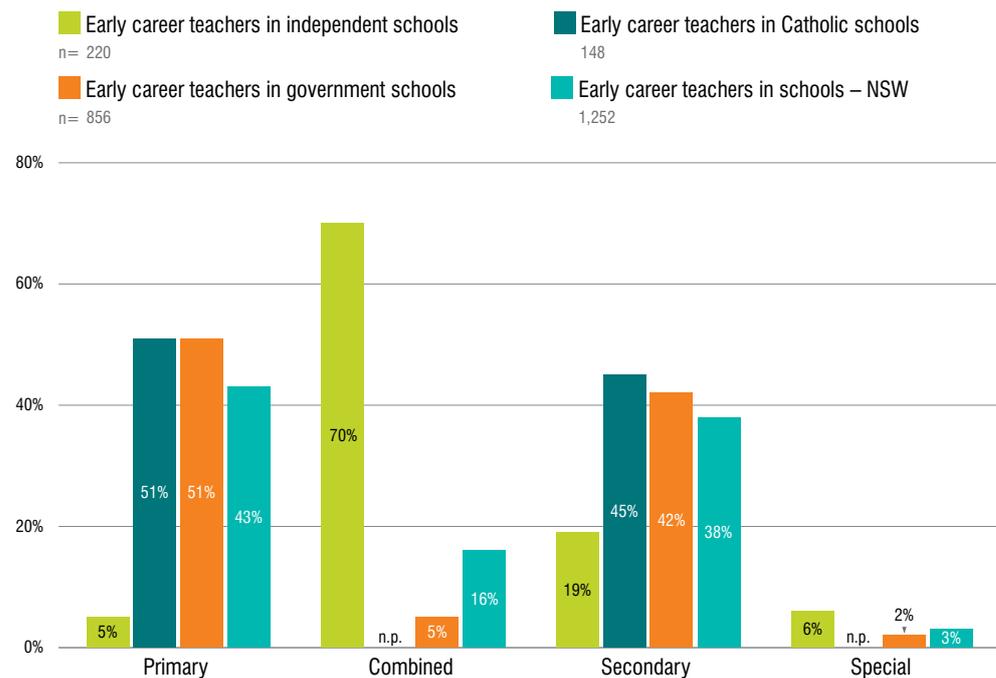
Early career teachers in New South Wales were moderately more likely (38%) to work in secondary schools than early career teachers across all surveyed jurisdictions (32%), and considerably less likely to work in combined schools (16%) than early career teachers across all surveyed jurisdictions (24%) (**Figure NSW-79**). However, of the early career teachers in New South Wales who did work in the independent schools sector, 70% worked in combined schools (**Figure NSW-80**).

Figure NSW-79: School type, early career teachers, NSW³²



Question: Please select the name of the school / early childhood service / preschool where you are currently employed.
Source: ATWD Teacher Survey with ACARA School Profile

Figure NSW-80: School type, early career teachers in schools, by sector, NSW



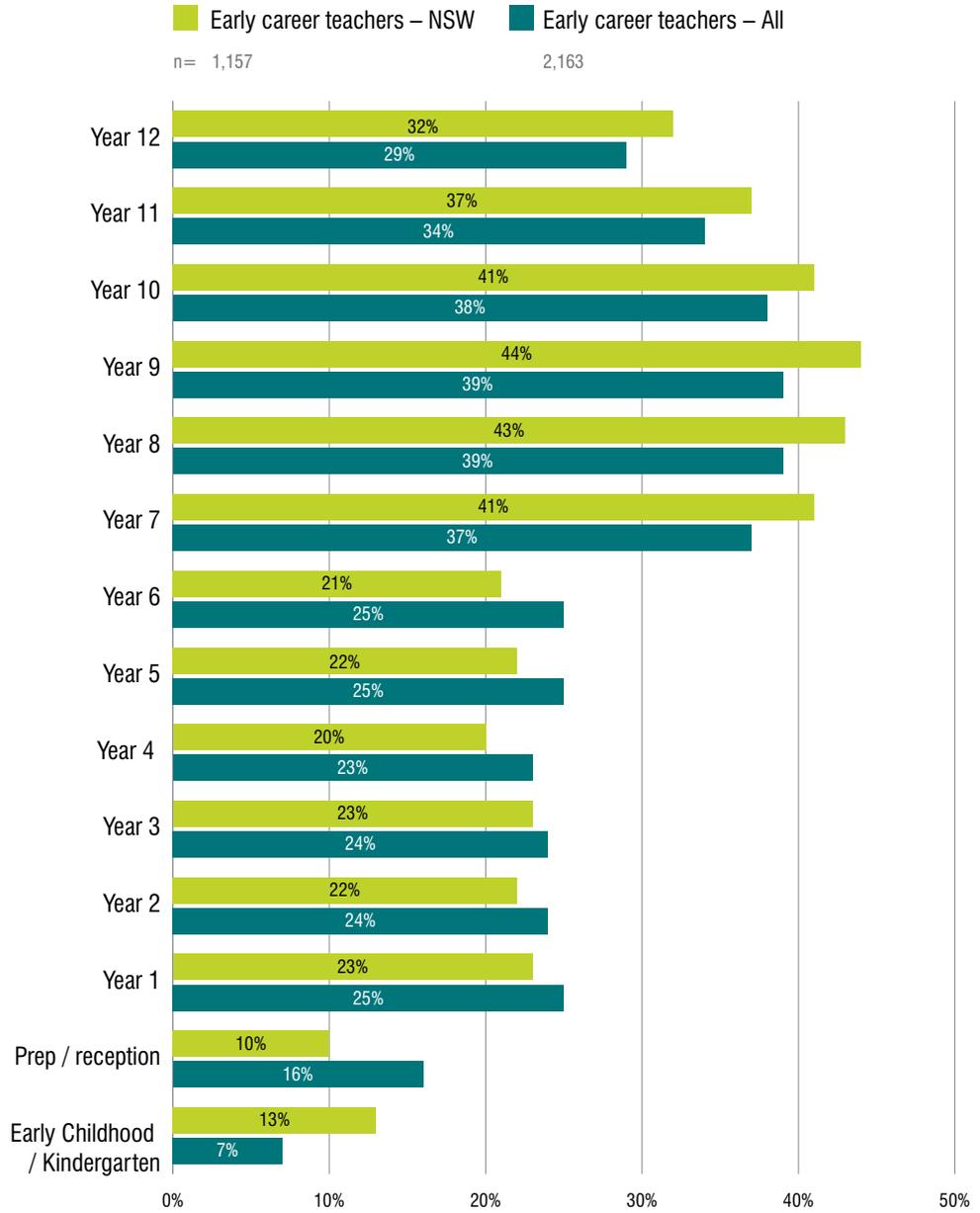
Question: Please select the name of the school where you are currently employed.
Source: ATWD Teacher Survey with ACARA School Profile

³² Early childhood services not included due to small sample size for early childhood teachers in some jurisdictions.

Year levels taught

Early career teachers in New South Wales were 3 to 4 percentage points more likely to be teaching secondary learners from Years 7 through 12 compared to early career teachers in all jurisdictions. They were somewhat less likely to be teaching Years 4 through 6, and slightly less likely to be teaching Years 1 through 3 (**Figure NSW-81**).

Figure NSW-81: Year levels taught, early career teachers, NSW

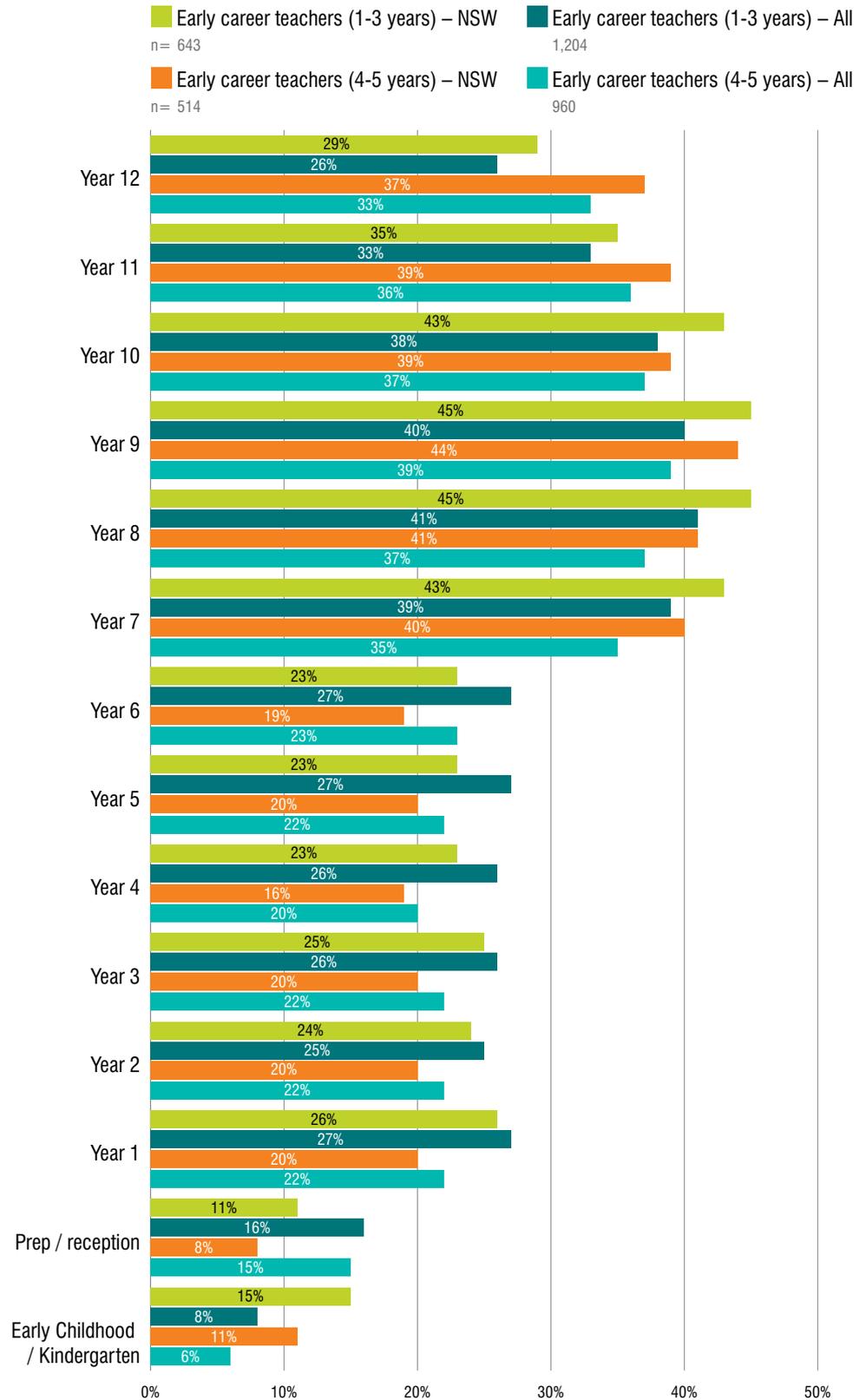


Question: Select the learner levels you taught during 2018.
 Source: ATWD Teacher Survey

Around one-third of early career teachers in New South Wales were teaching at each of Year 11 (37%) and Year 12 levels (32%) (**Figure NSW-81**). Early career teachers, in New South Wales in their first three years in the profession were less likely to teach Years 11 (35%) and 12 (29%) than those who had been teaching for 4–5 years (Year 11: 39%; Year 12: 37%) (**Figure NSW-82**).

Early career teachers in their first three years were more likely to teach junior secondary learners than those in all surveyed jurisdictions, but were less likely to be teaching at the primary level than those in all surveyed jurisdictions (**Figure NSW-82**).

Figure NSW-82: Year levels taught, early career teachers in schools, NSW



Question: Select the learner levels you taught during 2018.
 Source: ATWD Teacher Survey

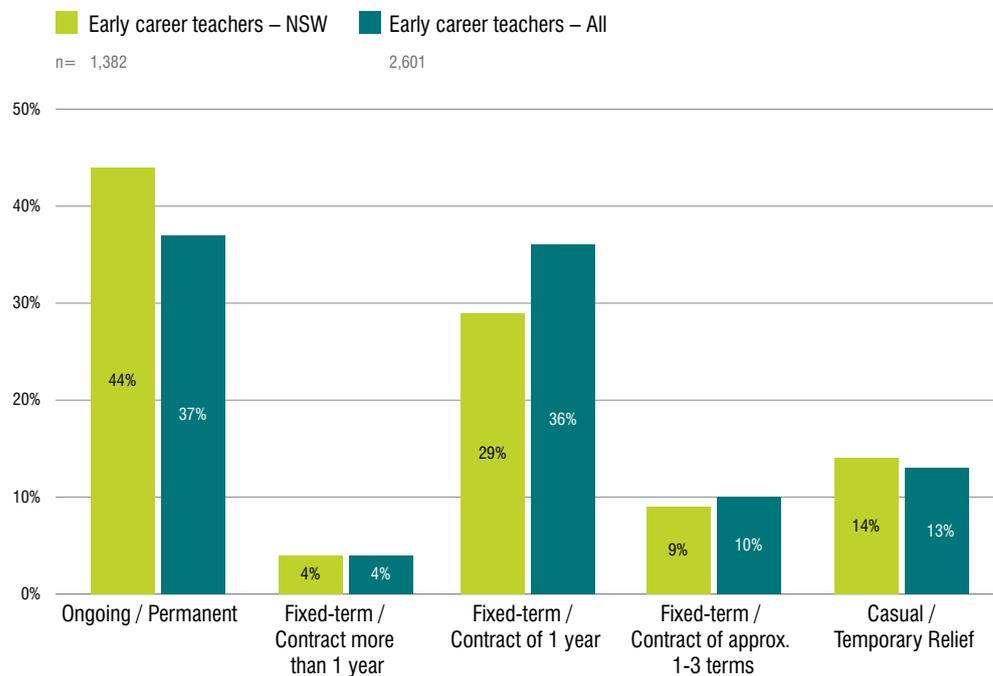
Contractual arrangements

A greater proportion of early career teachers in New South Wales (44%) reported being employed under a permanent or ongoing contract, compared to 37% of early career teachers in all surveyed jurisdictions (**Figure NSW-83**). By way of comparison, in 2018, two-thirds (66%) of the teaching workforce reported that they were employed under an ongoing, permanent arrangement (see also **Chapter 5** of the main report).

In New South Wales, 37% of early career teachers who had been registered for 1–3 years were employed under a permanent or ongoing contract, compared to 54% of those registered for 4–5 years with a corresponding drop in the percentage working on short contracts of under one year in duration and as casual/relief teachers (CRTs) (**Figure NSW-84**).

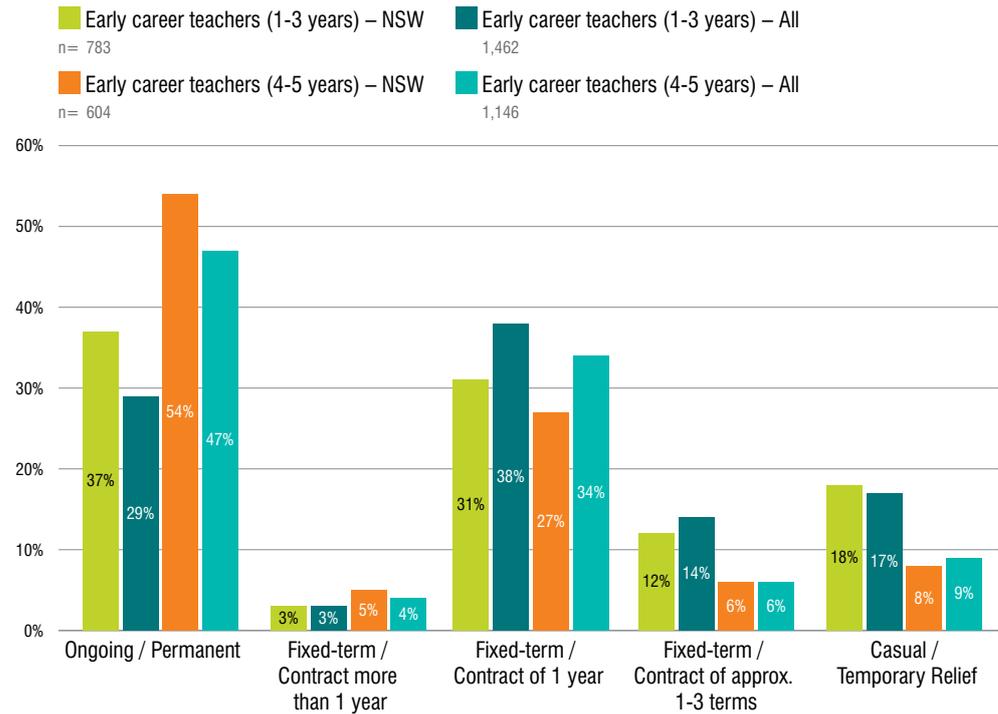
The 14% of early career teachers in New South Wales working as CRTs were less likely to cite that they were unable to secure a contract or permanent position as a reason (49%) than early career teachers across all surveyed jurisdictions (57%) (**Figure NSW-85**).

Figure NSW-83: Employment contract types, early career teachers, NSW



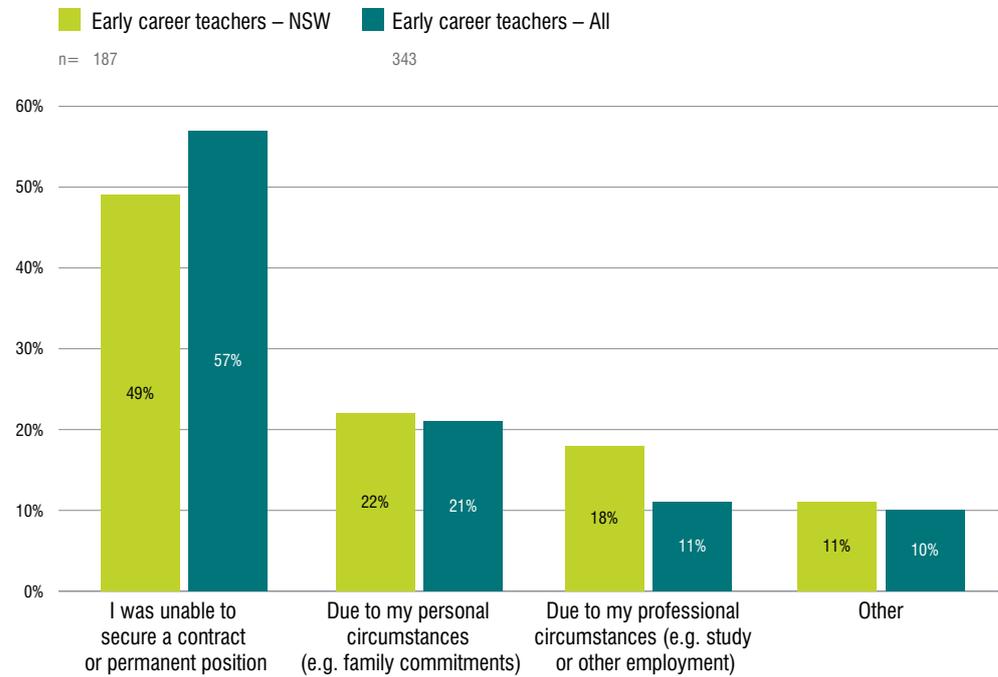
Question: Which of the following best describes your current employment contract during 2019?
Source: ATWD Teacher Survey

Figure NSW-84: Employment contract types, early career teachers, by years registered, NSW



Question: Which of the following best describes your current employment contract during 2019?
 Source: ATWD Teacher Survey

Figure NSW-85: Reasons for working on a casual contract, early career CRTs, NSW



Question: Why are you working as a casual / relief teacher?
 Source: ATWD Teacher Survey

Working hours and tasks

Over half (57%) of early career teachers in New South Wales worked full-time (36–40 hours), as did 59% of early career teachers across all registered jurisdictions (**Figure NSW-86**). This slight difference was consistent across those with both 1–3 years’ experience and 4–5 years’ experience (**Figure NSW-87**).

Of those who worked part-time, 58% of early career teachers worked 31–35 hours per week, compared to 46% of the teaching workforce in New South Wales, and 47% of early career teachers across all surveyed jurisdictions (**Figure NSW-88**).

Figure NSW-86: Paid working hours, early career teachers, NSW

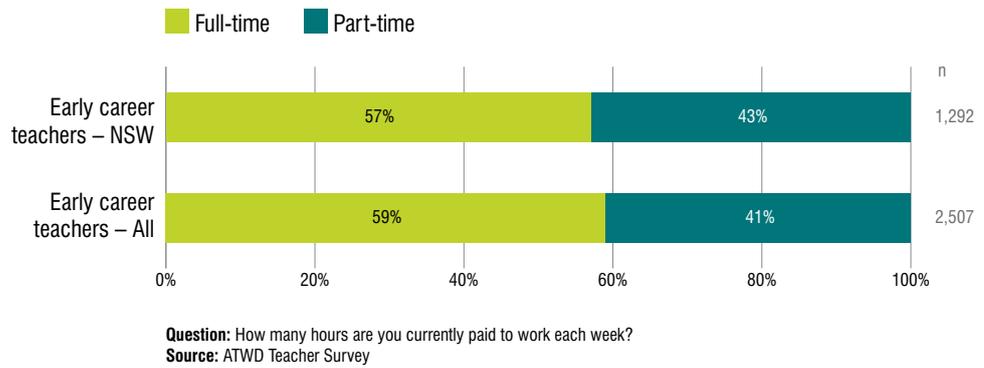


Figure NSW-87: Paid working hours, early career teachers, by length of time in the profession, NSW

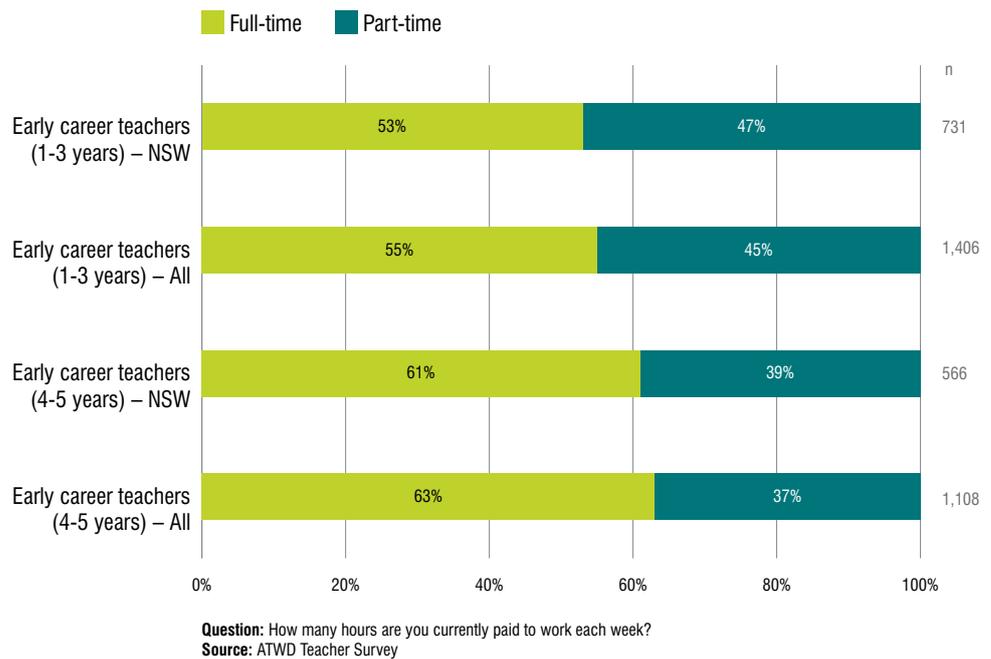
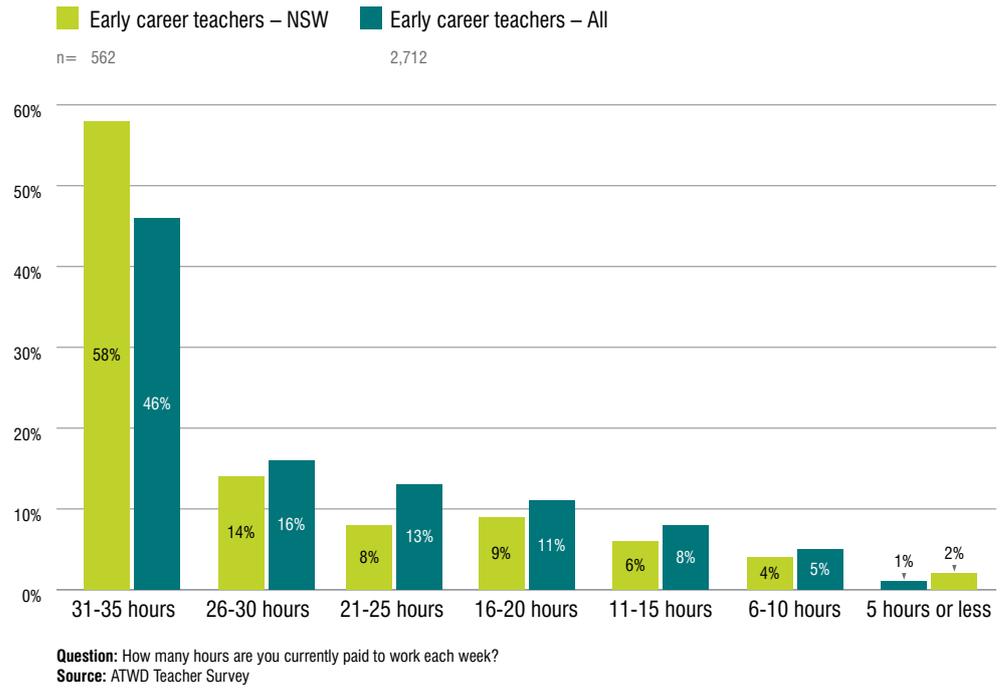


Figure NSW-88: Paid working hours, part-time early career teachers, NSW



Average total working hours

Full-time early career teachers in New South Wales reported working an average of 59.6 total hours per week, which was similar to the reported average for the full-time teaching workforce in New South Wales (60.1 hours per week). Those who had worked 1–3 years reported working 59.8 hours compared to an average of 59.4 hours for those who had worked 4–5 years (**Table NSW-12**).

Early career teachers consistently reported working a higher number of average total working hours than they were paid to work across all levels of full-time and part-time hours. Again, early career teachers reported working, on average, similar hours per week as the New South Wales teaching workforce (**Table NSW-13**).

Table NSW-12: Average total working hours, full-time early career teachers, NSW

	Early career teachers (1–3 years)	Early career teachers (4–5 years)	Early career teachers (1–5 years)	NSW teaching workforce
Number of teachers	380	344	721	3,744
Average total working hours	59.8	59.4	59.6	60.1

Table NSW-13: Average total working hours, early career teachers, by paid working hours, NSW³³

Hours paid to work		Average total working hours	
		NSW early career teachers (1–5 years)	NSW teaching workforce
Full time	36–40 hours	59.6 (n=721)	60.1 (n=3,744)
Part-time	31–35 hours	55.4 (n=325)	55.1 (n=1,234)
	26–30 hours	46.7 (n=76)	46.3 (n=430)
	21–25 hours	n.p.	39 (n=339)
	16–20 hours	30.2 (n=50)	29.6 (n=290)

When examined by learning levels taught, both full-time and part-time early childhood early career teachers reported working fewer total working hours on average per week than primary or secondary early career teachers (**Table NSW-14**).

Early career teachers of each learning level, working full-time, reported working similar hours to the full-time teaching workforce in New South Wales (**Table NSW-14**). However, among early career teachers in schools, teachers of primary and secondary learners who worked part-time reported slightly longer working hours than the part-time teaching workforce in New South Wales (**Table NSW-15**).

Table NSW-14: Average total working hours, full-time early career teachers, by learning levels, NSW

	Average total working hours		
	Early childhood teachers	Primary teachers	Secondary teachers
NSW early career teachers	50.4 (n=54)	62 (n=276)	59.3 (n=353)
NSW teaching workforce	51.5 (n=198)	61.4 (n=1,569)	59.9 (n=2,034)

Table NSW-15: Average total working hours, part-time early career teachers in schools, by learning levels, NSW

	Average total working hours	
	Primary teachers	Secondary teachers
NSW early career teachers	46.6 (n=271)	45.1 (n=240)
All NSW teaching workforce	44.4 (n=1,418)	43.5 (n=1,172)

Average face-to-face working hours

For teachers in New South Wales, early career teachers reported working an average of 26.5 face-to-face hours, with no difference based on how many years they had been teaching, compared to 24.8 face-to-face hours for the New South Wales teaching workforce (**Table NSW-16**).

Full-time early childhood early career teachers reported working, on average, considerably more face-to-face working hours than primary or secondary early career teachers (**Table NSW-17**).

³³ Under 5 hours, 6-10 hours, and 11-15 hours categories not presented due to insufficient sample size to calculate means for early career teachers.

For early career teachers in schools, both full-time (**Table NSW-17**) and part-time (**Table NSW-18**) primary and secondary teachers reported working more face-to-face working hours, on average, than the teaching workforce in New South Wales.

Table NSW-16: Average face-to-face working hours, full-time early career teachers, NSW

	Early career teachers (1–3 years)	Early career teachers (4–5 years)	Early career teachers (1–5 years)	NSW teaching workforce
Number of teachers	372	341	711	3,716
Average face-to-face hours	26.6	26.4	26.5	24.8

Table NSW-17: Average face-to-face working hours, full-time early career teachers, by learning levels, NSW

	Average face-to-face working hours		
	Early childhood teachers	Primary teachers	Secondary teachers
NSW early career teachers	34.4 (n=53)	26.8 (n=276)	24.8 (n=353)
NSW teaching workforce	32.6 (n=197)	25.7 (n=1,570)	23.1 (n=2,034)

Table NSW-18: Average face-to-face working hours, part-time early career teachers in schools, by learning levels, NSW

	Average face-to-face working hours	
	Primary teachers	Secondary teachers
NSW early career teachers	22.7 (n=271)	20.9 (n=240)
NSW teaching workforce	20.5 (n=1,418)	19.4 (n=1,173)

Task time allocation

In total, full-time early career teachers in New South Wales reported spending 34 hours per week on non-face-to-face teaching tasks, compared to 35.4 for the full-time teaching workforce in New South Wales (**Table NSW-19**). For part-time early career teachers, an average of 28.9 hours per week was spent on non-face-to-face teaching tasks, compared to 27.7 hours for the part-time teaching workforce in New South Wales (**Table NSW-20**). Across both full-time and part-time teachers, there was little difference in the way early career teachers and the teaching workforce in New South Wales spent their non-face-to-face teaching time.

Table NSW-19: Average task time allocation, full-time early career teachers, NSW

Task	NSW early career teachers		NSW teaching workforce	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	8.8 (n=558)	26%	8.6 (n=2,839)	24%
Marking/assessing of student work	5.1 (n=556)	15%	5.5 (n=2,829)	16%
Other teamwork and dialogue with colleagues	4 (n=555)	12%	4.3 (n=2,825)	12%
Student supervision and counselling	4.3 (n=553)	13%	5 (n=2,797)	14%
General administrative work	5.7 (n=556)	17%	5.9 (n=2,823)	17%
Communication with parents or carers	2.7 (n=555)	8%	2.9 (n=2,823)	7%
Engaging in extracurricular activities	3.4 (n=554)	10%	3.3 (n=2,813)	9%
Total hours on all tasks (average)	34		35.4	

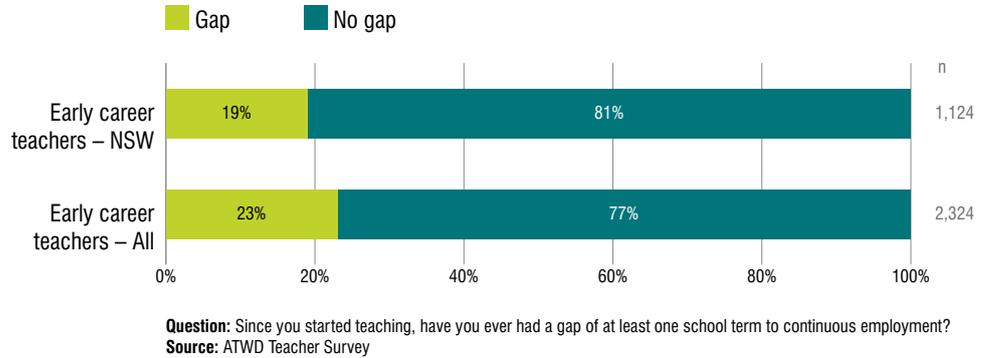
Table NSW-20: Average task time allocation, part-time early career teachers, NSW

Task	NSW early career teachers		NSW teaching workforce	
	Average hours per week	Proportion of time spent on task	Average hours per week	Proportion of time spent on task
Planning or preparation of lessons either at school or out of school	7.4 (n=403)	26%	6.8 (n=2,307)	25%
Marking/assessing of student work	4.4 (n=401)	15%	4.2 (n=2,290)	15%
Other teamwork and dialogue with colleagues	3.5 (n=401)	12%	3.5 (n=2,279)	13%
Student supervision and counselling	3.8 (n=393)	13%	3.8 (n=2,229)	14%
General administrative work	4.6 (n=396)	16%	4.6 (n=2,259)	17%
Communication with parents or carers	2.4 (n=397)	8%	2.3 (n=2,247)	8%
Engaging in extracurricular activities	2.7 (n=398)	9%	2.5 (n=2,239)	9%
Total hours on all tasks (average)	28.9		27.7	

Employment gaps

In New South Wales, 19% of early career teachers reported an employment gap, compared to 23% of early career teachers across all surveyed jurisdictions (**Figure NSW-89**).

Figure NSW-89: Employment gaps, early career teachers, NSW



Qualifications and professional learning

Tertiary education

In New South Wales, early career teachers were slightly less likely to have held ITE qualifications in the fields of early childhood education or mixed fields of education, and more likely to hold primary or secondary ITE qualifications than early career teachers in all surveyed jurisdictions (**Figure NSW-90**).

In New South Wales, early career teachers were slightly less likely than all early career teachers to hold a Bachelor degree as their ITE qualification, and moderately more likely to hold a Masters degree (**Figure NSW-91**).

Figure NSW-90: ITE qualification, early career teachers, by detailed field of education, NSW

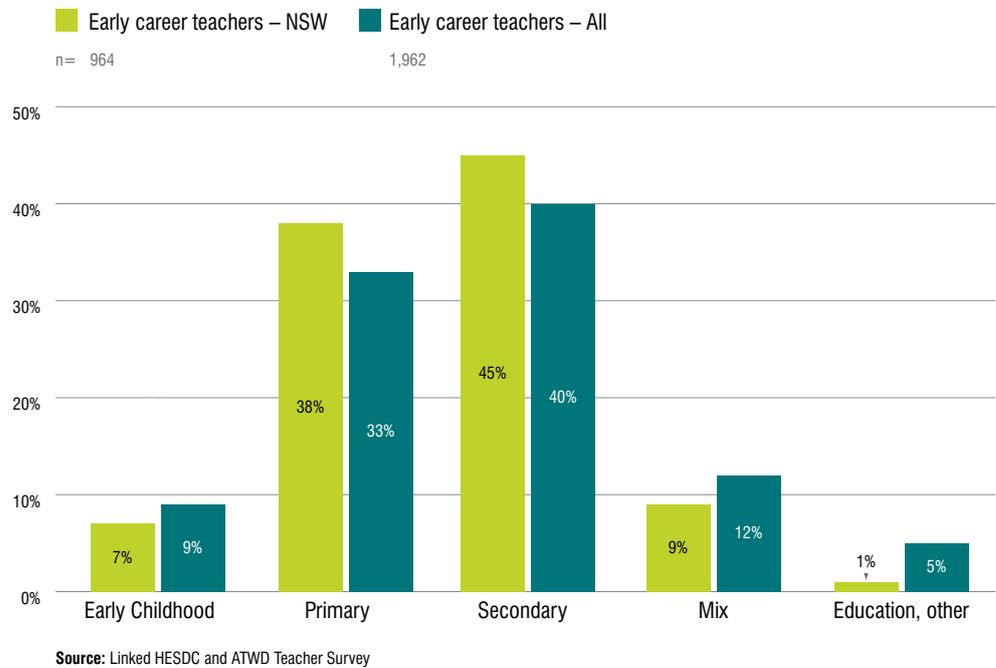
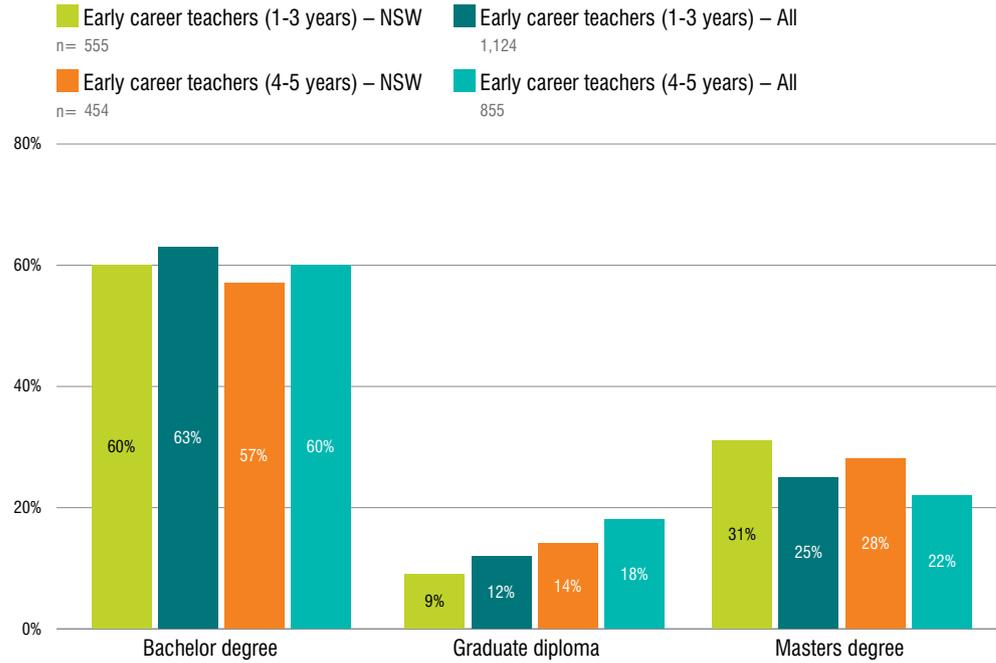


Figure NSW-91: Level of ITE qualification, early career teachers, by years since first started teaching, NSW³⁴



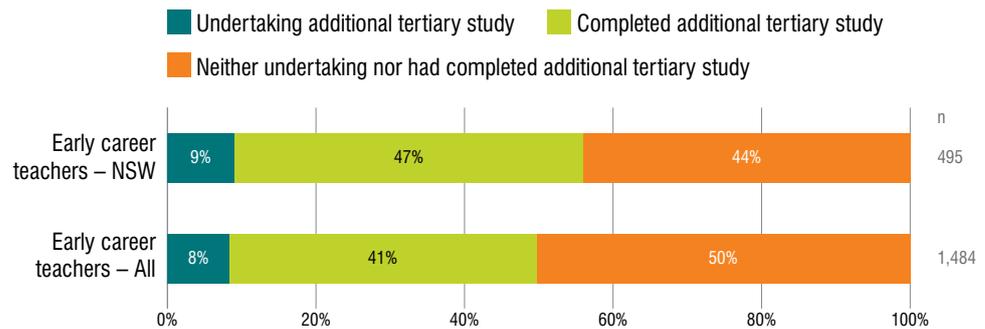
Source: Linked HESDC and ATWD Teacher Survey

Tertiary study in addition to ITE

In New South Wales, 56% of early career teachers had undertaken, or were undertaking, tertiary study in addition to ITE, compared to 49% of all early career teachers (**Figure NSW-92**).

Early career teachers in New South Wales and working in independent schools were the most likely to have undertaken, or to be undertaking, tertiary study in addition to ITE (67%).³⁵

Figure NSW-92: Tertiary study other than ITE, early career teachers, NSW



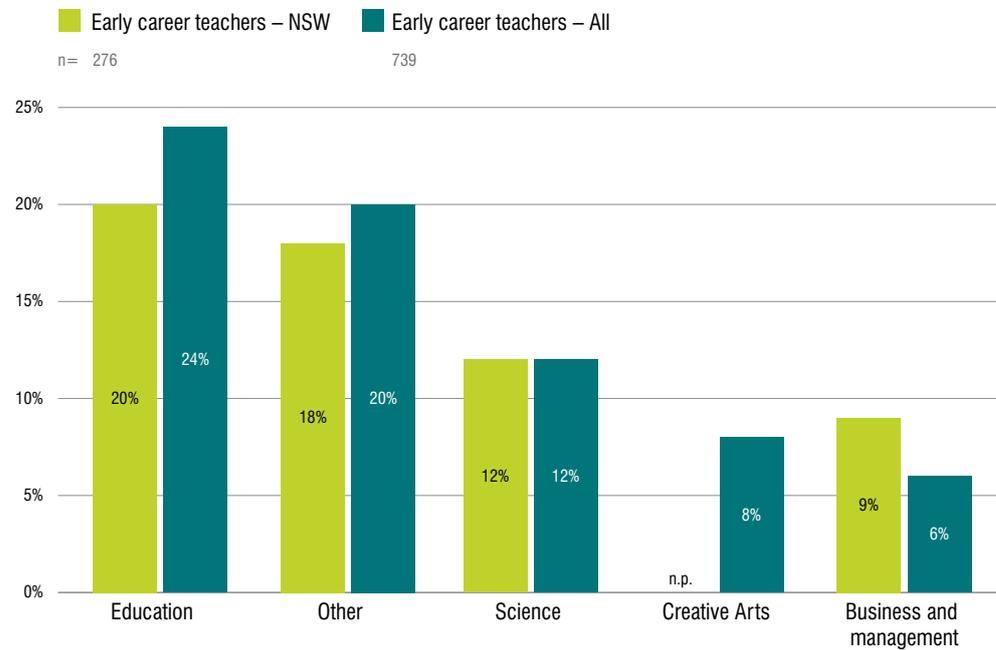
Question: Are you undertaking or have you completed tertiary study other than initial teacher education?
 Source: ATWD Teacher Survey

³⁴ Bachelor degree includes Bachelor Pass, Bachelor Honours and Bachelor Graduate Entry

³⁵ The ATWD Teacher Survey asked respondents if they were undertaking or had completed tertiary study other than initial teacher education. The survey did not collect data on whether the additional study was undertaken before or after the respondents' ITE study, or whether the additional tertiary study was related to their professional development.

Of the 56% of early career teachers in New South Wales who had, or were studying, tertiary qualifications in addition to ITE, 20% gained qualifications in Education (other than ITE). This may indicate that this group were building on their original ITE qualifications and enhancing their professional development (**Figure NSW-93**).³⁶

Figure NSW-93: Most common fields of tertiary study other than ITE, early career teachers, NSW

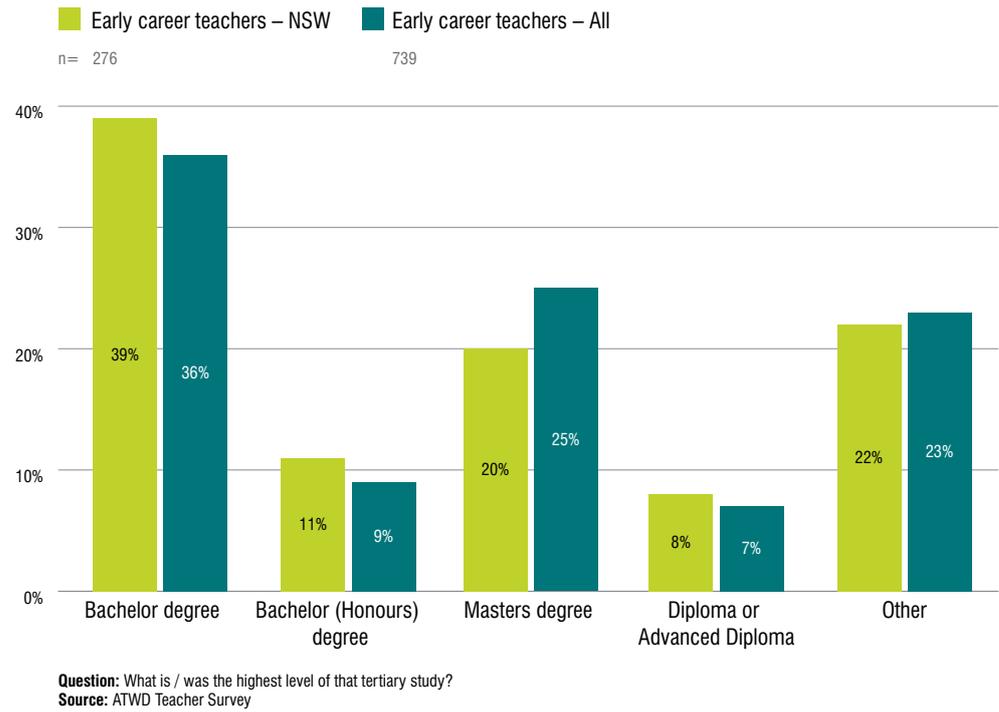


Question: In what field of study is / was the qualification?
Source: ATWD Teacher Survey

Of those early career teachers in New South Wales who had undertaken, or were undertaking, tertiary study in addition to ITE, 50% held a Bachelor degree, compared to 45% of early career teachers across all surveyed jurisdictions. In New South Wales, 20% of teachers reported having undertaken (or were undertaking) a Masters degree in addition to their ITE, compared to 25% of all early career teachers (**Figure NSW-94**).

³⁶ Additional data relating to other tertiary study is unavailable for early career teachers at the state and territory level because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

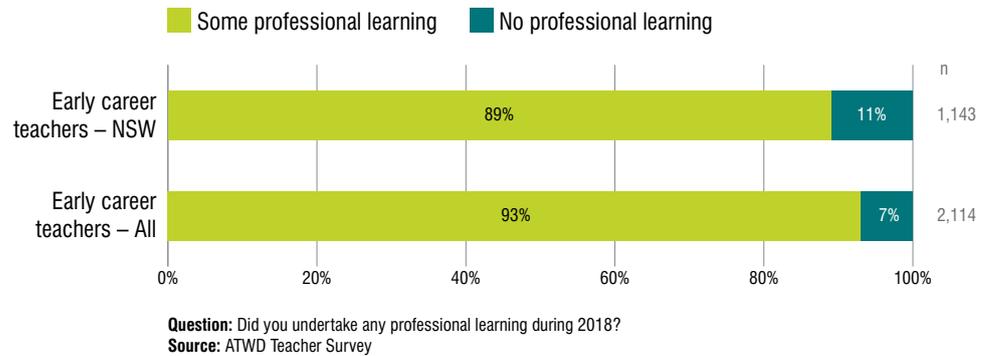
Figure NSW-94: Highest level of tertiary study other than ITE, early career teachers, NSW³⁷



Professional learning

In New South Wales, 89% of early career teachers undertook professional learning during 2018, compared to 93% of early career teachers across all surveyed jurisdictions (**Figure NSW-95**). The proportions are similar for early career teachers working in all school sectors.

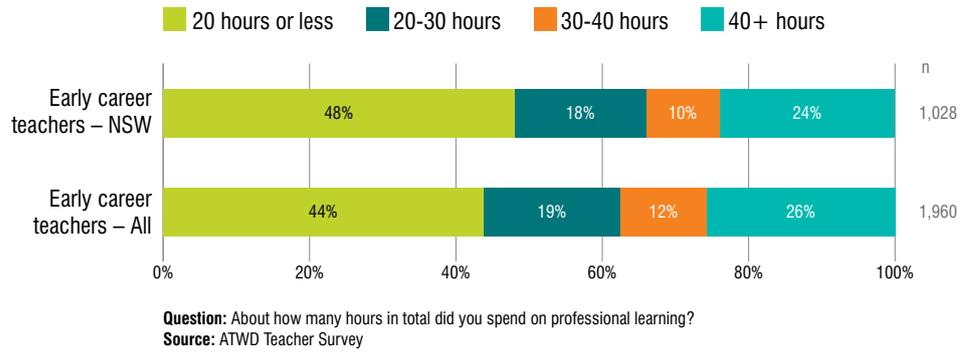
Figure NSW-95: Professional learning, early career teachers, NSW



³⁷ The relative standard error for 'NSW early career teachers' for the category 'Diploma or Advanced Diploma' is between 25% and 50%, and this data should be used with caution.

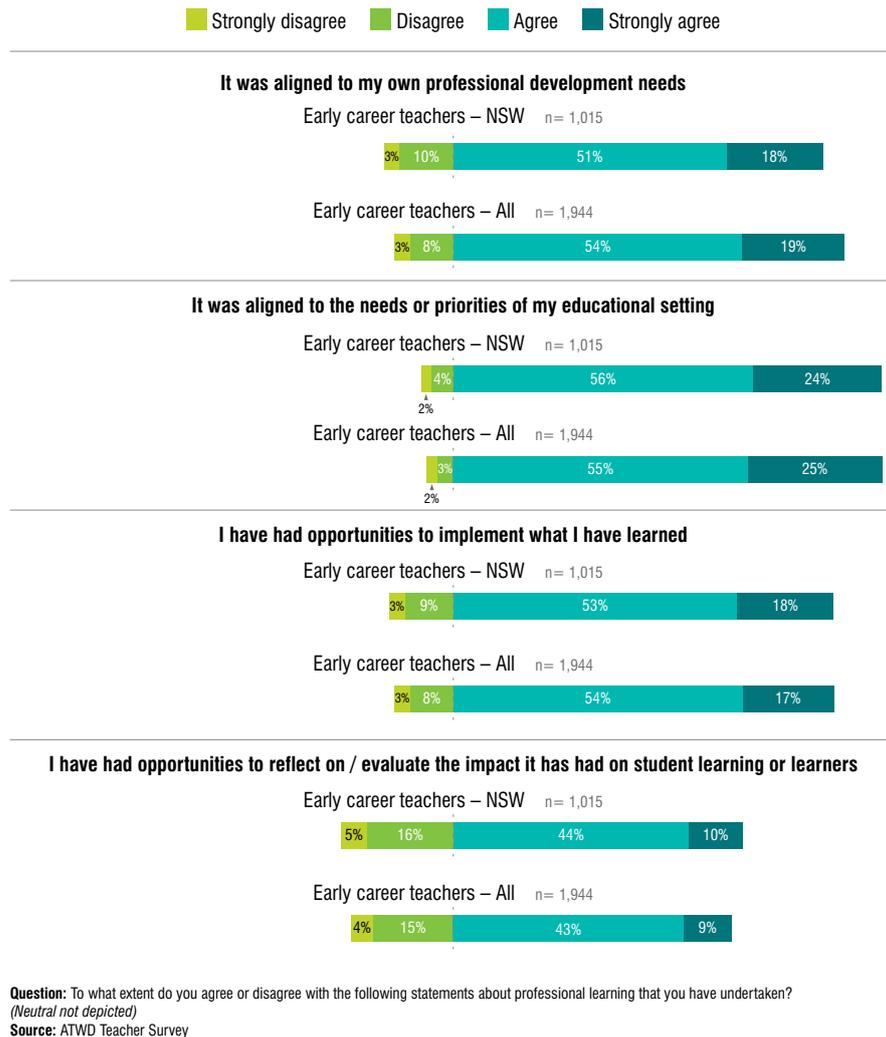
In New South Wales, 52% of early career teachers undertook 20 or more hours of professional learning during 2018, compared to 56% of early career teachers across all surveyed jurisdictions (**Figure NSW-96**).

Figure NSW-96: Professional learning hours, early career teachers, NSW



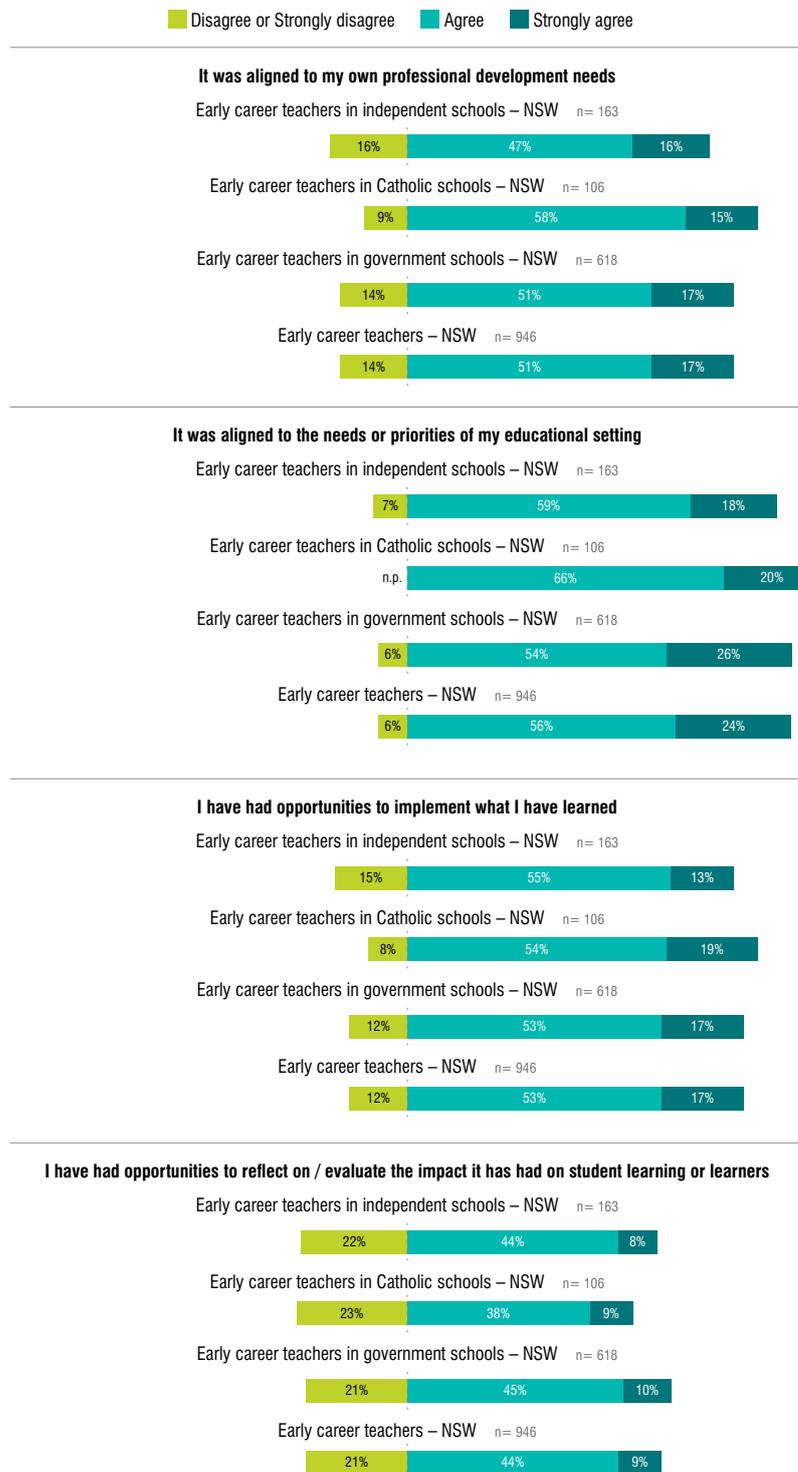
In New South Wales, 80% of early career teachers indicated that their professional learning activities were aligned to the needs or priorities of their educational setting, as did 80% of all early career teachers. Only half (54%) agreed, or strongly agreed, that they had opportunities to reflect on or evaluate the impact of their professional learning on student learning or learners. However, this is similar to what was reported by early career teachers across all surveyed jurisdictions (**Figure NSW-97**).

Figure NSW-97: Reflections on value of professional learning, early career teachers, NSW



Early career teachers in New South Wales and working in Catholic schools were the most likely to agree, or strongly agree, that their professional learning activities were aligned to the needs or priorities of their educational setting (86%), but were also slightly more likely to say that their professional learning was aligned to their professional development needs (73%). However, early career teachers in Catholic schools were also the least likely to agree, or strongly agree, that they had opportunities to reflect on or evaluate the impact of their professional learning on student learning or learners (47%) (**Figure NSW-98**).

Figure NSW-98: Reflections on value of professional learning, early career teachers in schools, by sector, NSW

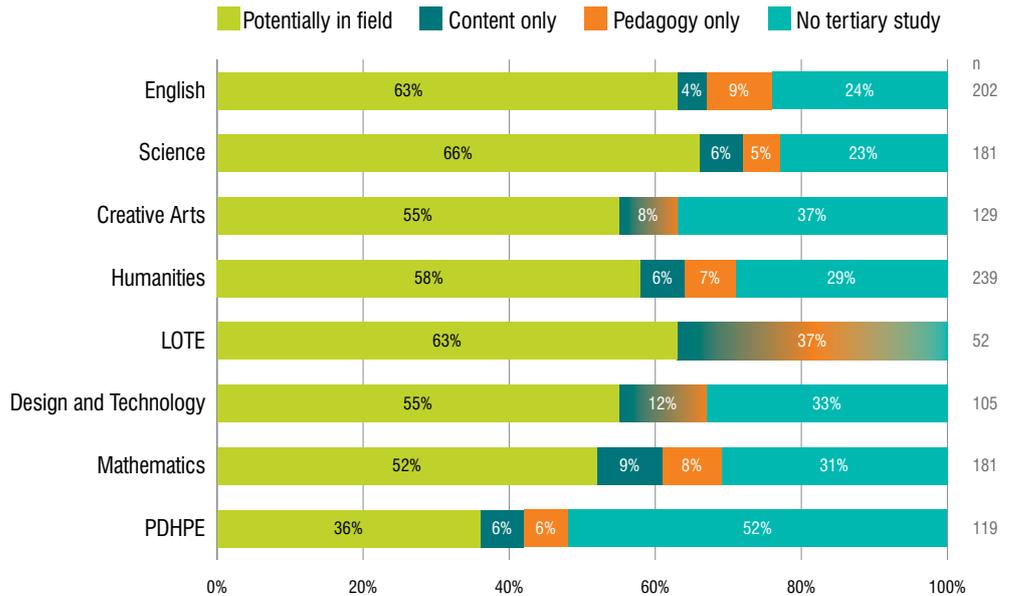


Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken? (Neutral not depicted)
Source: ATWD Teacher Survey with ACARA School Profile

Teaching in-field

For early career teachers in New South Wales and teaching in the core curriculum areas of humanities, English, mathematics and science, 52% or more of early career secondary teachers delivering those subjects received subject-specific ITE preparation in the form of both content and pedagogy. However, across most curriculum areas between one-quarter (23%) and one-third (37%) of early career secondary teachers undertook no tertiary study in the area they are teaching. The one exception to this is PDHPE, where more than half (52%) of the early career secondary teachers completed no tertiary study in this subject (**Figure NSW-99**).

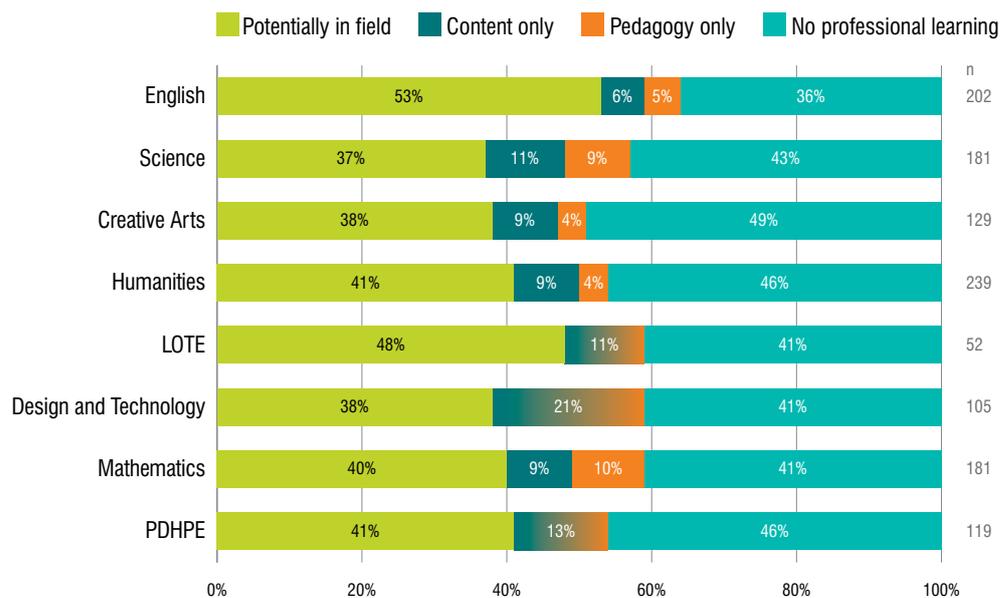
Figure NSW-99: Subject-specific ITE preparation, early career secondary teachers, NSW



Source: ATWD Teacher Survey

Teachers may also develop expertise by undertaking professional learning. Across most curriculum areas, around 40% of the early career secondary teachers in New South Wales had received subject-specific professional learning preparation in the form of both content and pedagogy (**Figure NSW-100**). Rates were higher for English (53%) and languages other than English (48%).

Figure NSW-100: Subject-specific professional learning preparation, early career secondary teachers, NSW



Source: ATWD Teacher Survey

Career intentions

Early career teachers in New South Wales were more likely to intend to leave the profession before retirement (41%) than early career teachers across all surveyed jurisdictions (33%) and the broader teacher workforce in New South Wales (32%) (**Figure NSW-101**).

Of those early career teachers in New South Wales who indicated that they intended to leave the profession before retirement, the years they intended to remain were similar to early career teachers across all surveyed jurisdictions. Compared to the teacher workforce in New South Wales (19%), however, early career teachers in New South Wales (25%) were more likely to intend to stay in the profession for 10 or more years (**Figure NSW-102**).

Figure NSW-101: Intentions to remain in the profession, early career teachers, NSW

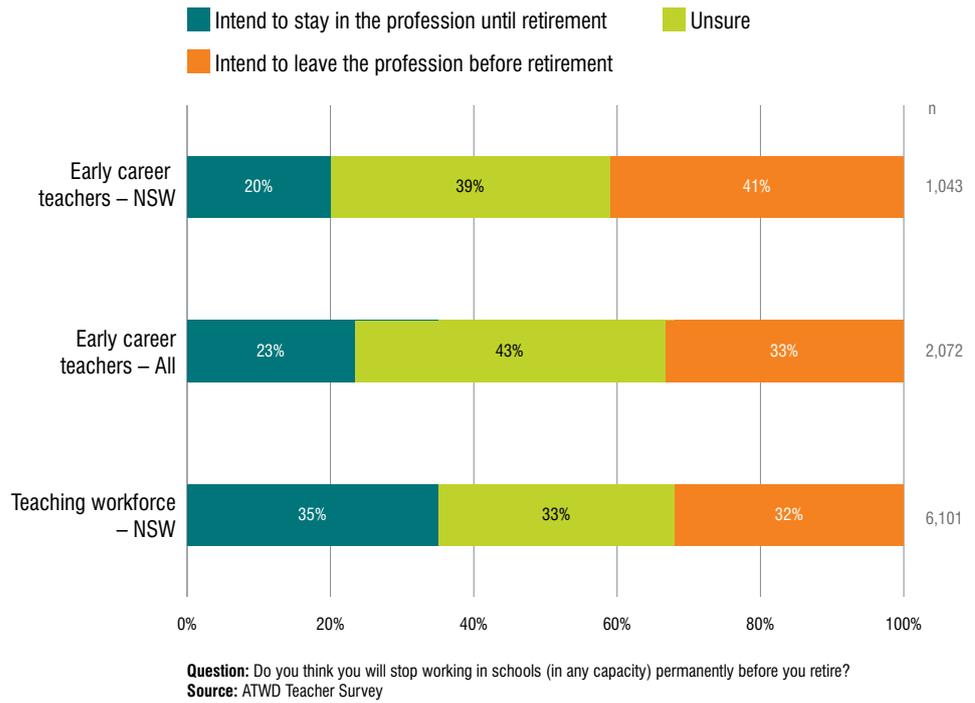
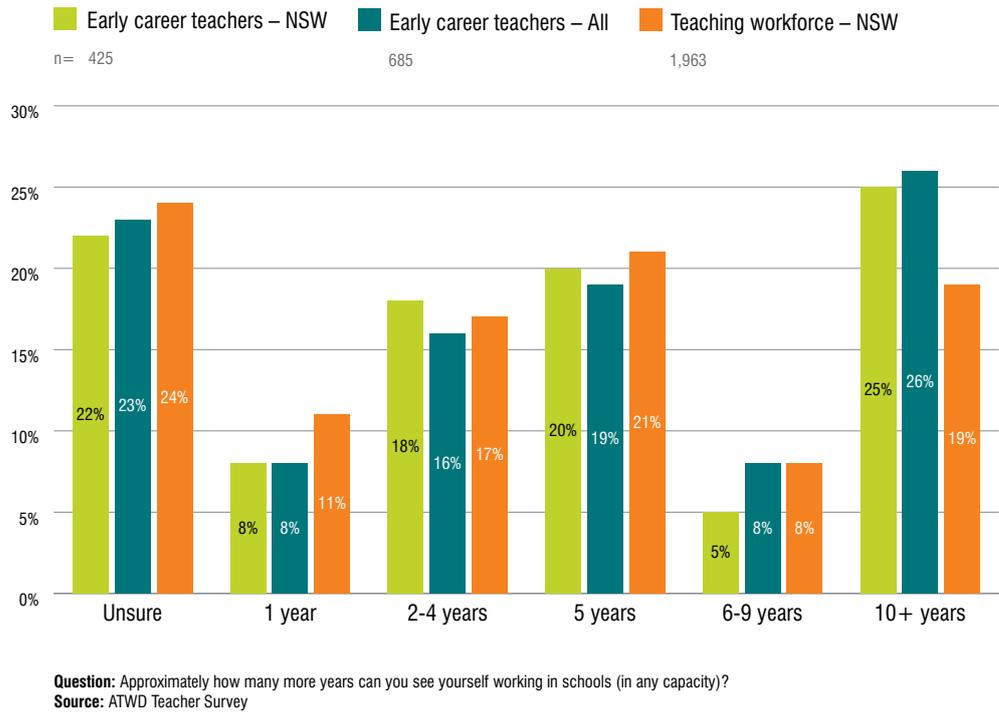


Figure NSW-102: Estimates of years remaining working in schools or early childhood services, early career teachers, NSW



Reasons for leaving

Early career teachers in New South Wales shared their top reasons for leaving the profession before retirement with early career teachers across all surveyed jurisdictions and the teacher workforce in New South Wales.

For early career teachers in New South Wales, the most common reasons selected belonged to the 'workload and coping category'³⁸:

- 'The workload is too heavy' (75%)
- 'To achieve a better work/life balance' (65%)
- 'I am finding it too stressful/impacting my wellbeing or mental health' (65%)

The next most commonly selected reasons were from the 'reward and recognition' category:

- 'Changes imposed on schools from outside (e.g. from government)' (53%)

Or were related to both workload and coping and external factors, but not clearly a member of either:

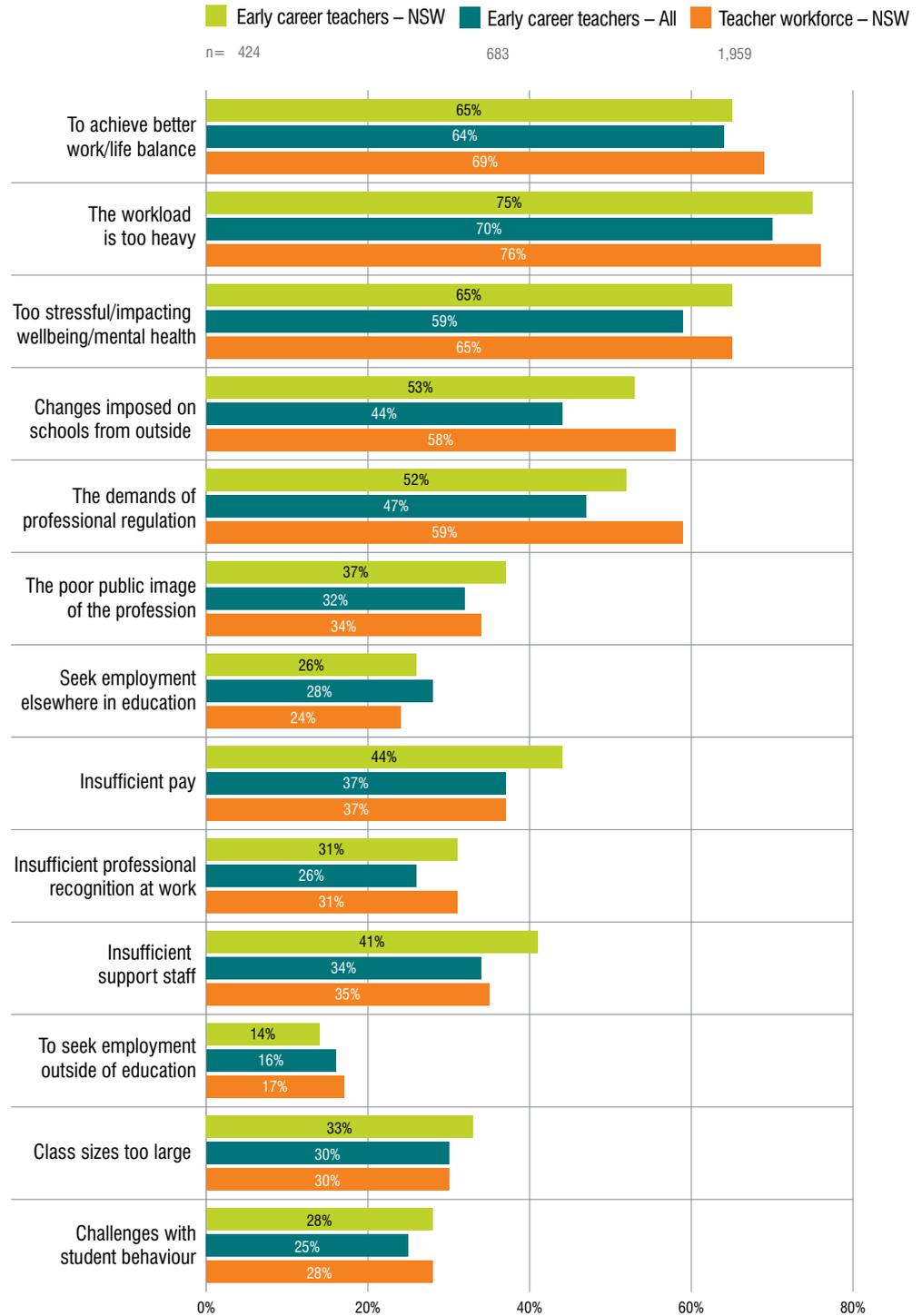
- 'The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy' (52%).

Despite these broad similarities, four reasons were more commonly given by early career teachers in New South Wales than both early career teachers across all surveyed jurisdictions and the teacher workforce in New South Wales. These reasons related to classroom factors and reward and recognition. The classroom factors more commonly reported by New South Wales early career teachers were insufficient support staff (NSW early career: 41%; all early career: 34%; all NSW teachers: 35%) and class sizes too large (NSW early career: 33%; all early career: 30%; all NSW teachers: 30%). The reward and recognition reasons more commonly reported by New South Wales early career teachers were insufficient pay (NSW early career: 44%; all early career: 37%; all NSW teachers: 37%) and the poor public image of the profession (NSW early career: 37%; all early career: 32%; all NSW teachers: 32%).

Compared to all early career teachers, early career teachers in New South Wales were also more likely to say that they intended to leave because "the demands of professional regulation are too heavy" (NSW early career: 52%; all early career: 47%), and because of "changes imposed on schools from outside" (NSW early career: 53%; all early career: 44%). However, in neither case were these reasons as frequently selected as they were by all New South Wales teachers (**Figure NSW-103**).

³⁸ The extraction of these sets of reasons is outlined in Chapter 7 of the main report.

Figure NSW-103: Reasons for considering leaving the profession, early career teachers, NSW



Question: What are your reasons for considering leaving teaching?
 Source: ATWD Teacher Survey

9. Leaders and leadership

Focal segments

Leaders – the part of the teacher workforce whose main role is as a leader

Leadership – school or early childhood leaders and teachers with leadership responsibilities

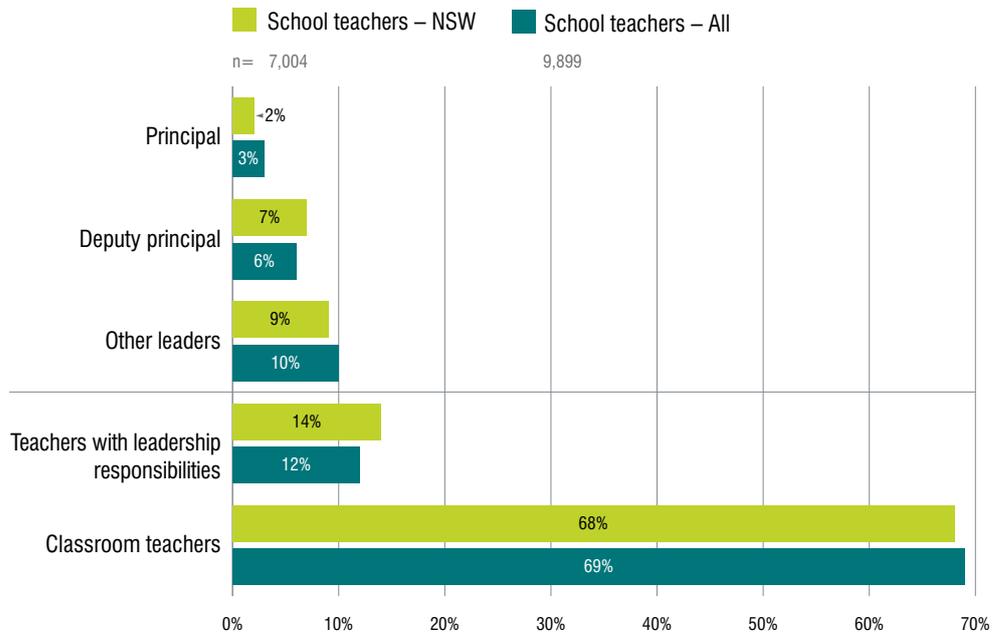
Note: Data on Leaders includes those who are leader only and leaders with teaching responsibilities. All leaders are in leadership; leadership additionally includes teachers with leadership responsibilities. The difference between 'leaders with teaching responsibilities' and 'teachers with leadership responsibilities' is whether leading or teaching is the individual's main role

Prevalence of leaders and leadership positions

Eighteen percent (18%) of the teacher workforce in New South Wales were leaders. Leadership positions and responsibilities had a similar frequency to those observed in all surveyed jurisdictions (**Figure NSW-104**).

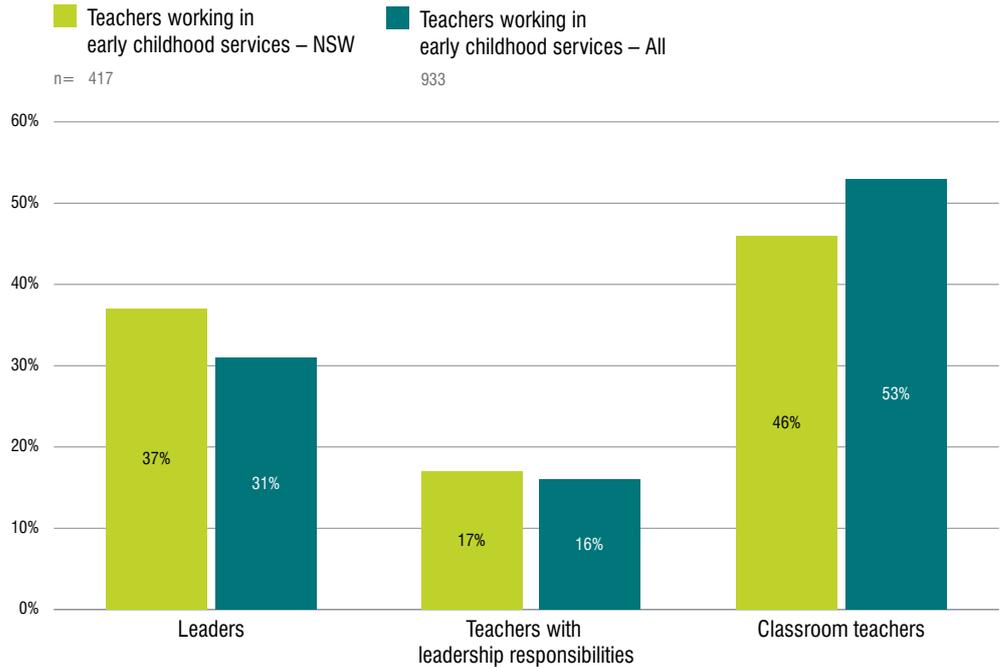
Thirty-seven percent (37%) of all early childhood teachers in New South Wales were leaders; this was higher than in all surveyed jurisdictions (31%) (**Figure NSW-105**).

Figure NSW-104: Prevalence of leaders and leadership in schools, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-105: Prevalence of leaders and leadership in early childhood services, NSW

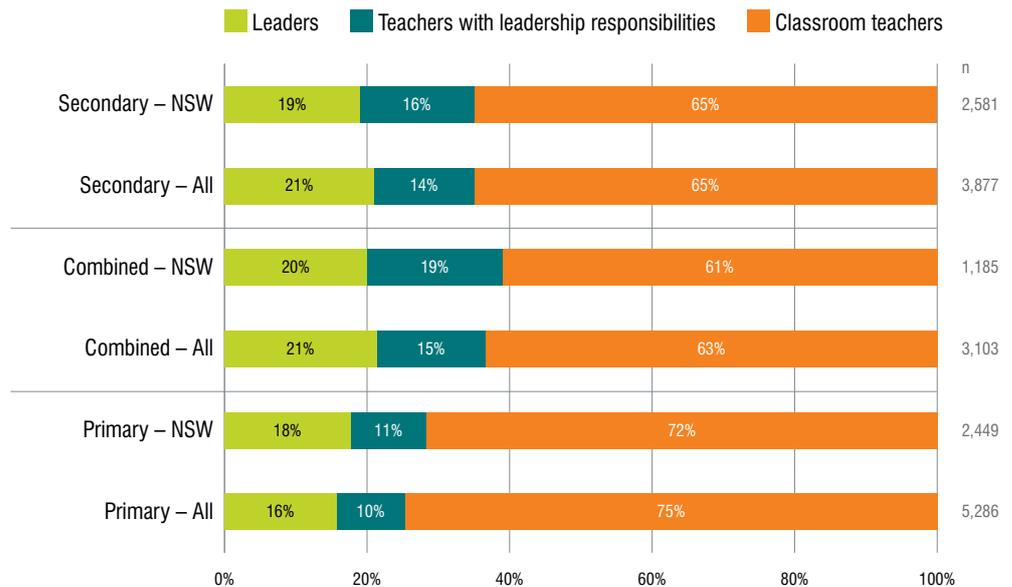


Source: Linked Registration and ATWD Teacher Survey

Leadership prevalence by school type

Within each type of school, teachers in New South Wales were similarly likely to have a leadership position or responsibility as those in all surveyed jurisdictions. For New South Wales, registered primary teachers were, however, no less likely to be leaders (18%) than those in combined (20%) and secondary schools (19%); this was not the case across all surveyed jurisdictions (primary: 16%; combined: 21%; secondary: 21%) (**Figure NSW-106**).

Figure NSW-106: Prevalence of leadership positions in schools, by school type, NSW



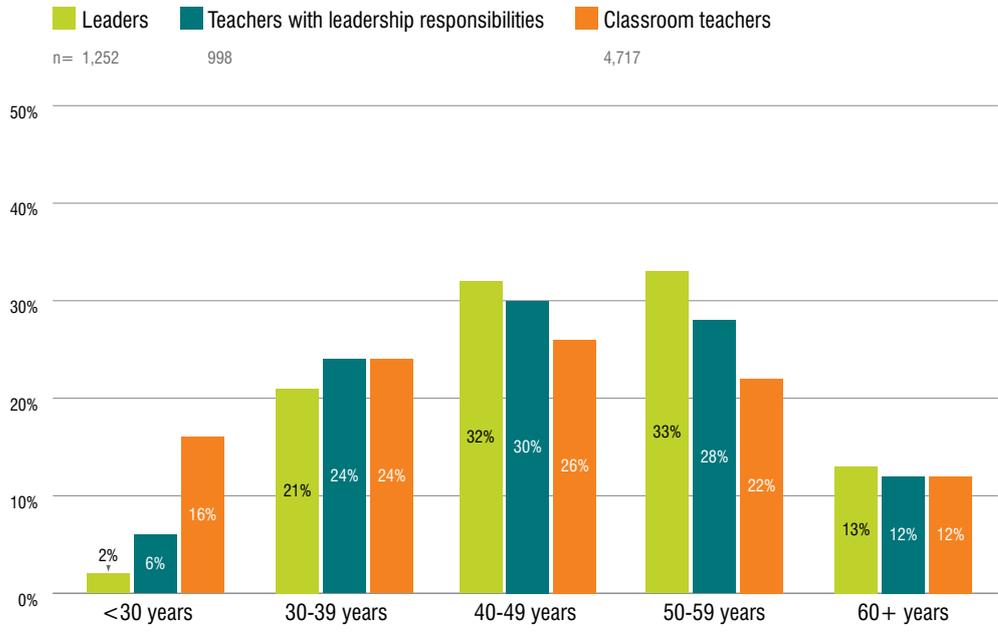
Source: ATWD Teacher Survey with ACARA School Profile data

Demographic characteristics

Age

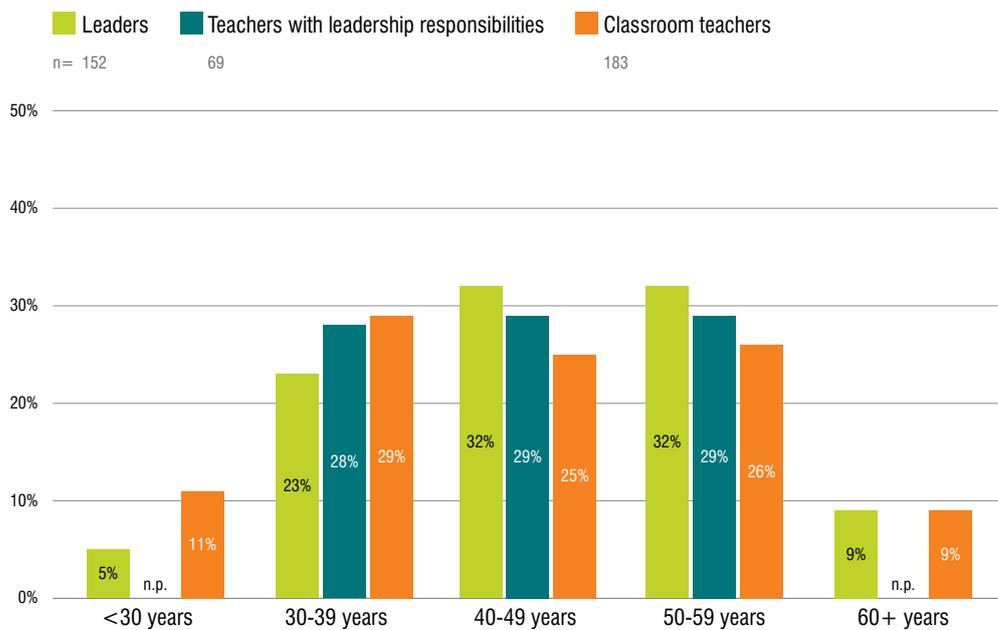
The majority of leaders in New South Wales and working in schools (65%) (**Figure NSW-107**) and early childhood services (64%) (**Figure NSW-108**) were aged 40–59, with the average age of a leader in a school being 48.0 years, and 46.1 years in early childhood services. Early childhood leaders in New South Wales were slightly younger than those registered across all surveyed jurisdictions (48.1 years).

Figure NSW-107: Age distribution, school leaders, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-108: Age distribution, early childhood service leaders, NSW



Source: Linked Registration and ATWD Teacher Survey

Overall, leaders tended to be moderately older than teachers with leadership responsibilities across both schools and early childhood services. In schools, the average age of principals (53.1 years) was moderately higher than that of deputy principals (46.8 years) and other leaders (47.8 years) (**Table NSW-21**). These patterns are consistent with those observed across all surveyed jurisdictions.

There were fewer leaders over age 60 in New South Wales (13%) compared to all surveyed jurisdictions (17%), but this pattern was equivalent to that found in classroom teachers (NSW: 12%; all classroom teachers: 17%).

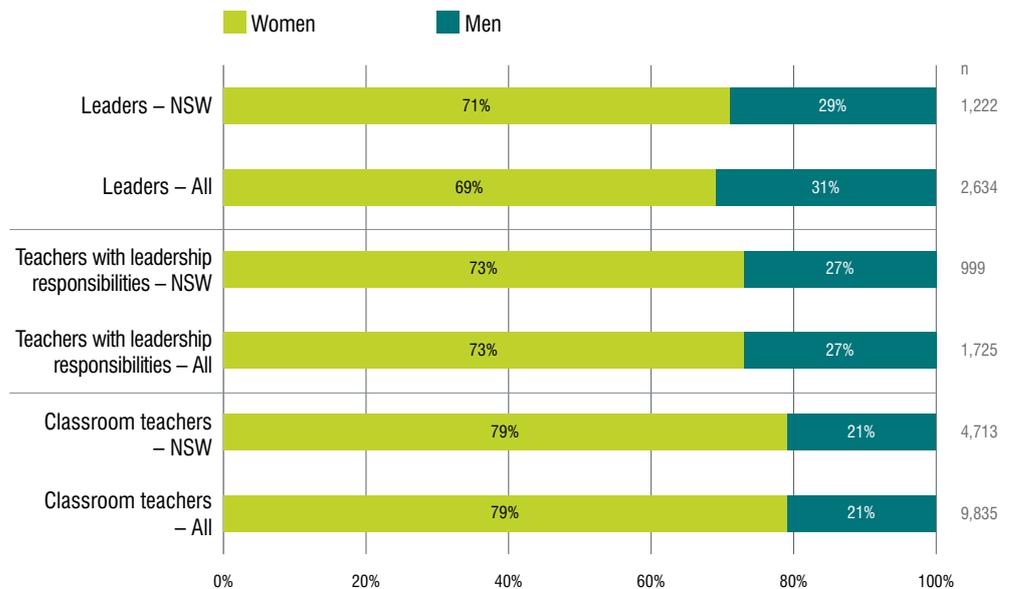
Table NSW-21: Average age, leaders, schools and early childhood services, NSW

		Average age		
		Working in schools	Working in early childhood services	
Leaders	Total	48.0 (n = 1252)	46.1 (n = 152)	
	Position	Principal	53.1 (n = 144)	
		Deputy	46.8 (n = 470)	Not collected
		Other leaders	47.8 (n = 638)	
Teachers with leadership responsibilities		46.2 (n = 998)	43.2 (n = 69)	
Classroom teachers		43.7 (n = 4,717)	43.9 (n = 183)	

Gender

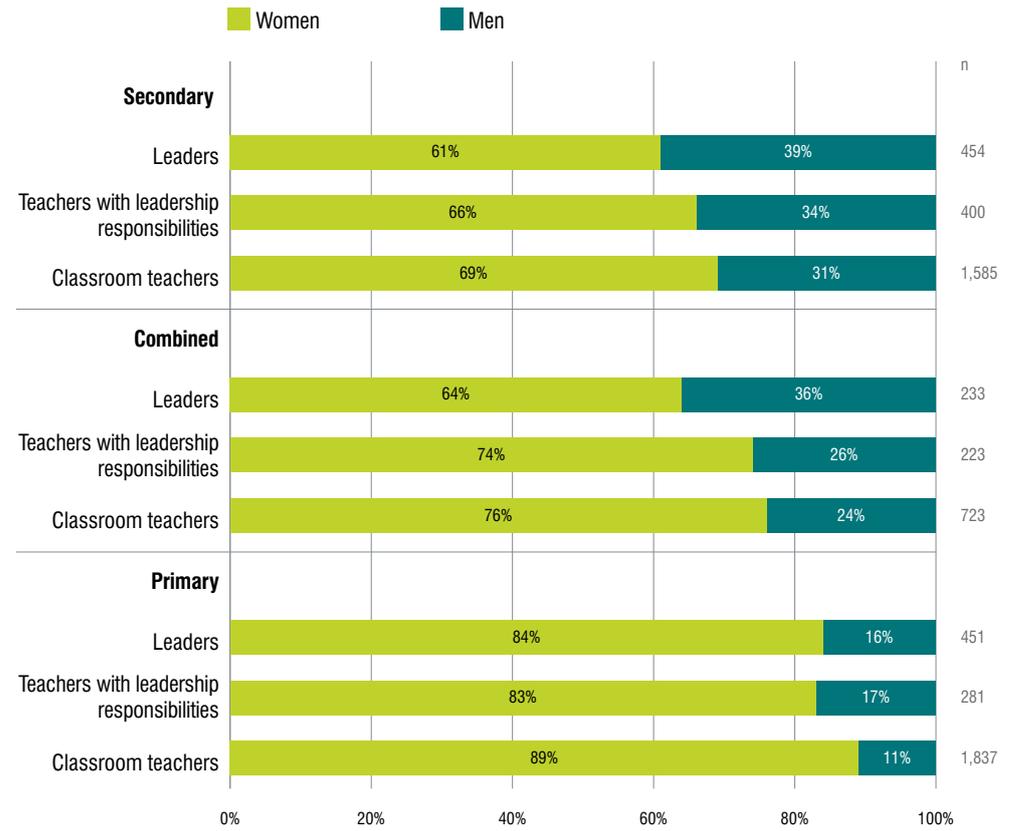
In schools in New South Wales, the teaching workforce is mostly women, while men were overrepresented in leadership; this was also true for all surveyed jurisdictions. A greater proportion of men (29%) were leaders than classroom teachers (21%) (**Figure NSW-109**). These patterns were true across school types (**Figure NSW-110**).

Figure NSW-109: Gender, leaders in schools, by main role, NSW



Source: Linked Registration and ATWD Teacher Survey

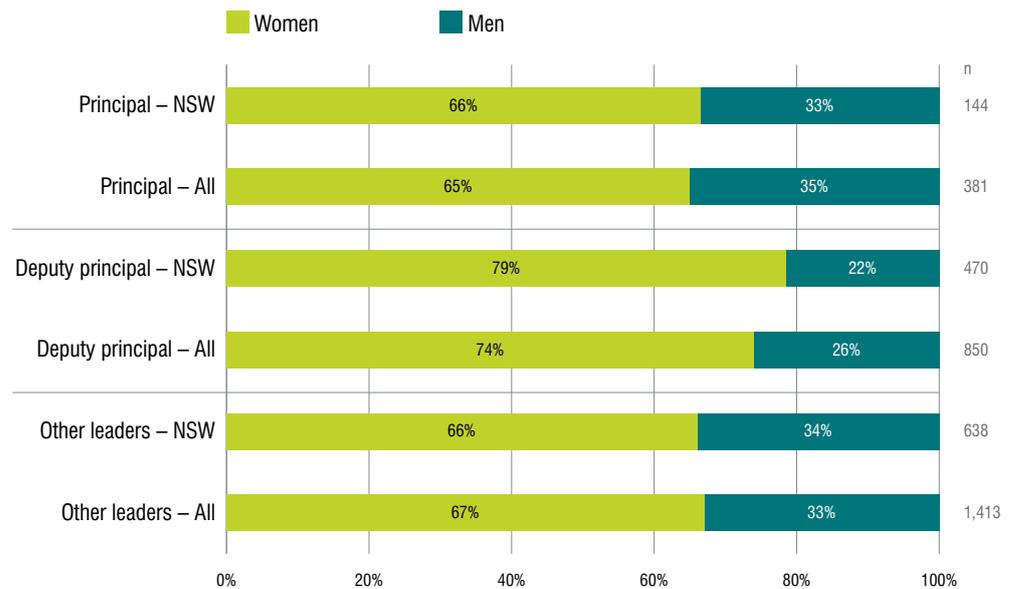
Figure NSW-110: Gender, leaders in schools, by main role and school type, NSW³⁹



Source: Linked Registration and ATWD Teacher Survey

Among leaders, principals were moderately more likely to be men (33%) than were deputy principals (22%). However, there was no difference in the proportion of principals who were men compared to the proportion of other leaders who were men (34%) (Figure NSW-111).

Figure NSW-111: Gender, leaders in schools, by type of leadership position, NSW



Source: Linked Registration and ATWD Teacher Survey

³⁹ The sample size is insufficient to report on teachers with leadership responsibilities in special schools.

Disability

Leaders were just as likely to self-identify as having a disability (7.3%) as teachers with leadership responsibilities (6.3%) and classroom teachers (6.2%).⁴⁰

Country of birth

Within schools, 12.6% of those who were leaders and 14.2% of teachers with leadership responsibilities had been born overseas; this was slightly lower than among classroom teachers (14.8%).

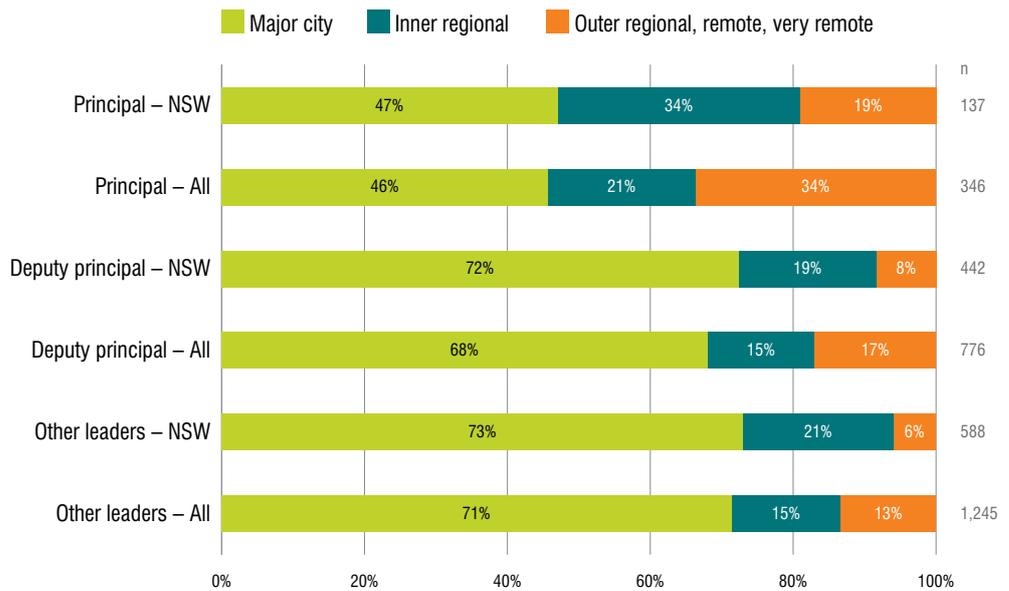
Within early childhood services, 17.7% of leaders had been born overseas, which was moderately lower than the 23.4% of classroom teachers.

Regionality

This report focuses on the proportion of leaders working in major cities and inner regional areas. Outer regional, remote and very remote areas are combined due to insufficient cell counts.

As was seen across all surveyed jurisdictions, principals in New South Wales were far less likely to work in a major city (47%), compared to deputy principals (72%) and other leaders (73%) (**Figure NSW-112**). Refer to **Chapter 9** of the main report for a discussion of this observation.

Figure NSW-112: School location, school leaders, by type of leadership position, NSW



Source: Linked Registration and ATWD Teacher Survey

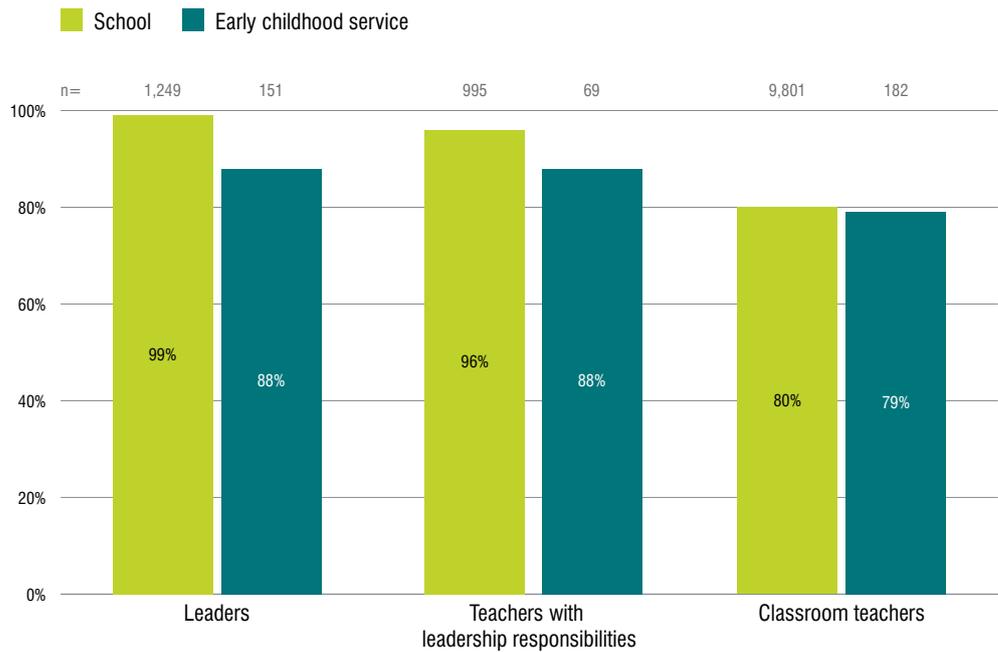
⁴⁰ In this context, a disability was specified to mean a disability, impairment or long-term medical condition that impacts daily activities, communication and/or mobility and has lasted or is likely to last six months or more.

Registration

Almost all leaders in schools (99%) in New South Wales had full registration; this was moderately higher than among leaders in early childhood environments (88%) (**Figure NSW-113**).

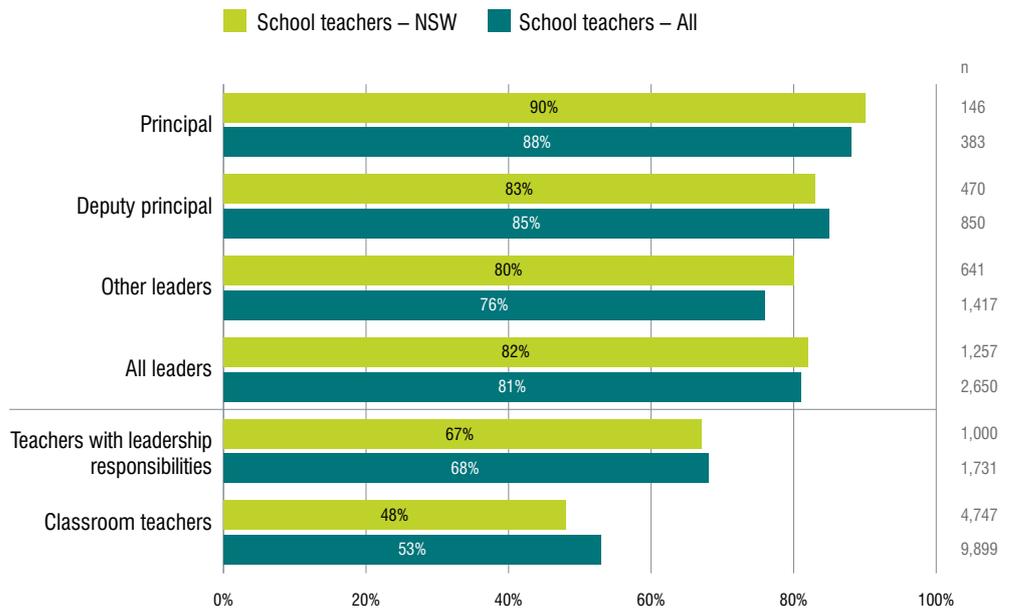
All school principals and deputy principals in New South Wales held full registration. Eighty-two percent (82%) of leaders in schools had been registered for over 10 years, compared to 67% of teachers with leadership responsibilities and 48% of classroom teachers. Other leaders in New South Wales were somewhat more likely to have been registered for more than 10 years (80%), compared to other leaders in all surveyed jurisdictions (76%) (**Figure NSW-114**).

Figure NSW-113: Proportion of school and early childhood leaders with full registration, NSW



Source: Linked Registration and ATWD Teacher Survey

Figure NSW-114: School leaders registered for over 10 years, by position, NSW



Source: Linked Registration and ATWD Teacher Survey

Pathway to leadership

Time to leadership by gender

Data on the time to leadership for principals and deputy principals was collected for leaders in New South Wales.

Principals

It was not possible to examine the gender differences in principals due to the low cell size of men in this position. Principals typically reached the position after 21.1 years in the profession, and have had an average of 7 years in the position.

Deputy principals

Men who became deputy principals reached the position an average of 1.2 years before women (**Table NSW-22**). Due to men (21.7 years) and women (22.1 years) having very similar career lengths, this means that the number of years' experience as deputy principal is 0.8 years lower in women.

Table NSW-22: Deputy principal career timelines, by gender, NSW

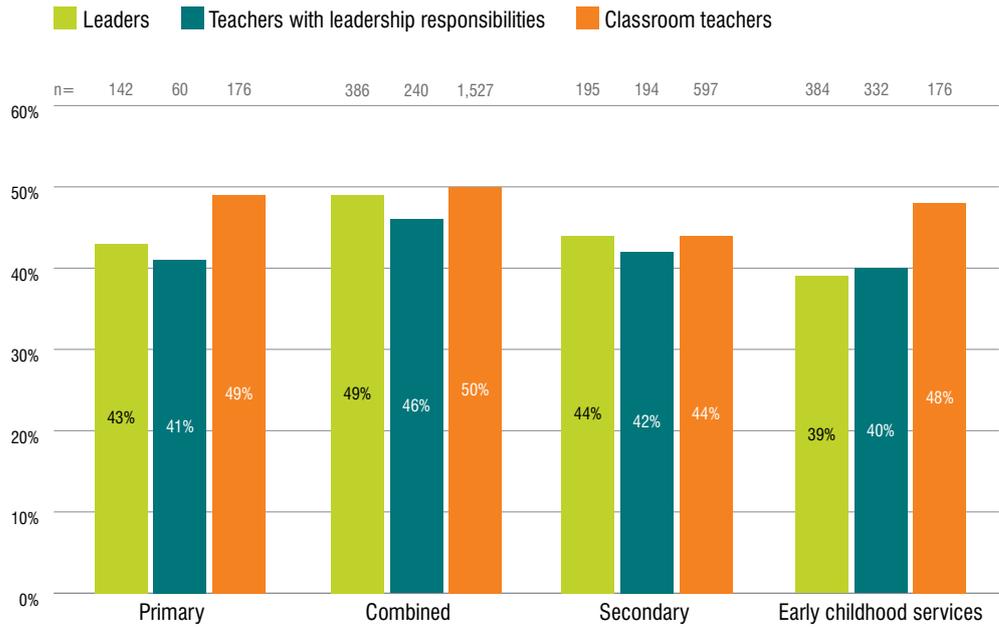
	Women	Men	Overall
n =	357	98	455
Years since commencing teaching	22.1	21.7	21.9
Years before becoming a deputy principal	15.2	14.0	14.9
Years as a deputy principal	6.9	7.7	7.6

Employment gaps

Among those in New South Wales, leaders and teachers with leadership responsibilities were slightly less likely to have had employment gaps than classroom teachers and their career interruptions were typically shorter. This difference was largest among those working in early childhood environments (leaders: 39%; teachers with leadership responsibilities: 40%; classroom teachers: 48%) and in primary schools (leaders: 43%; teachers with leadership responsibilities: 41%; classroom teachers: 49%) (**Figure NSW-115**).

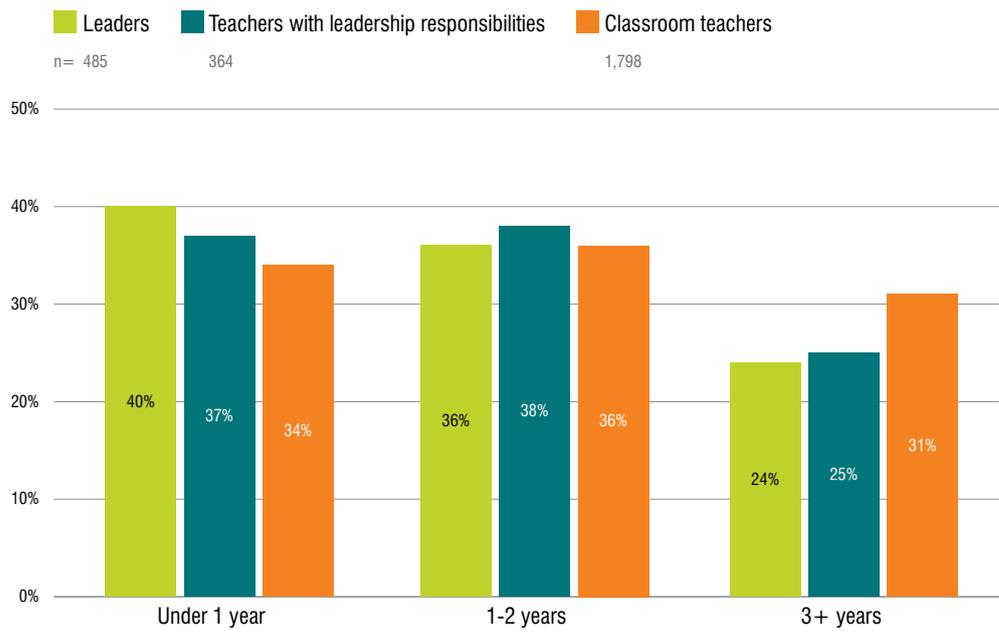
Forty percent (40%) of leaders and 37% of teachers with leadership responsibilities had an employment gap duration of under one year, compared to 34% of classroom teachers. Conversely, classroom teachers were more likely to have had an employment gap of 3+ years, with 31% experiencing a gap of either 3-5 years or 6+ years duration, compared to 24% of leaders and 25% of teachers with leadership responsibilities (**Figure NSW-116**).

Figure NSW-115: Employment gaps, leaders, by school or service type, NSW



Question: Since you started teaching, have you ever had a gap of at least one school term to continuous employment?
 Source: ATWD Teacher Survey

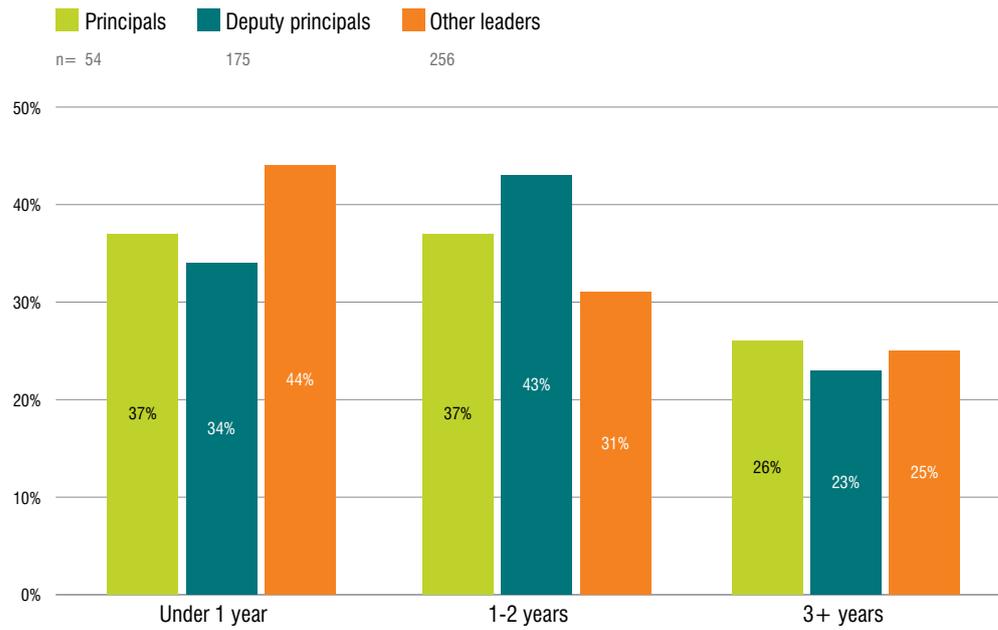
Figure NSW-116: Employment gap length, leaders with an employment gap, NSW



Question: About how long was (or is) that gap?
 Source: ATWD Teacher Survey

There was some variation in employment gap duration among school leaders based on their positions. Where other leaders (44%) were more likely to experience a gap duration of under one year (principals: 37%; deputy principals: 34%), deputy principals (43%) were more likely to have a gap duration of 1-2 years (principals: 37%, other leaders (31%). There were no large or systematic differences across leadership positions in long employment gaps of 3+ years (Figure NSW-117).

Figure NSW-117: Employment gap length, school leaders with an employment gap, by type of leadership position, NSW



Question: About how long was (or is) that gap?
Source: ATWD Teacher Survey

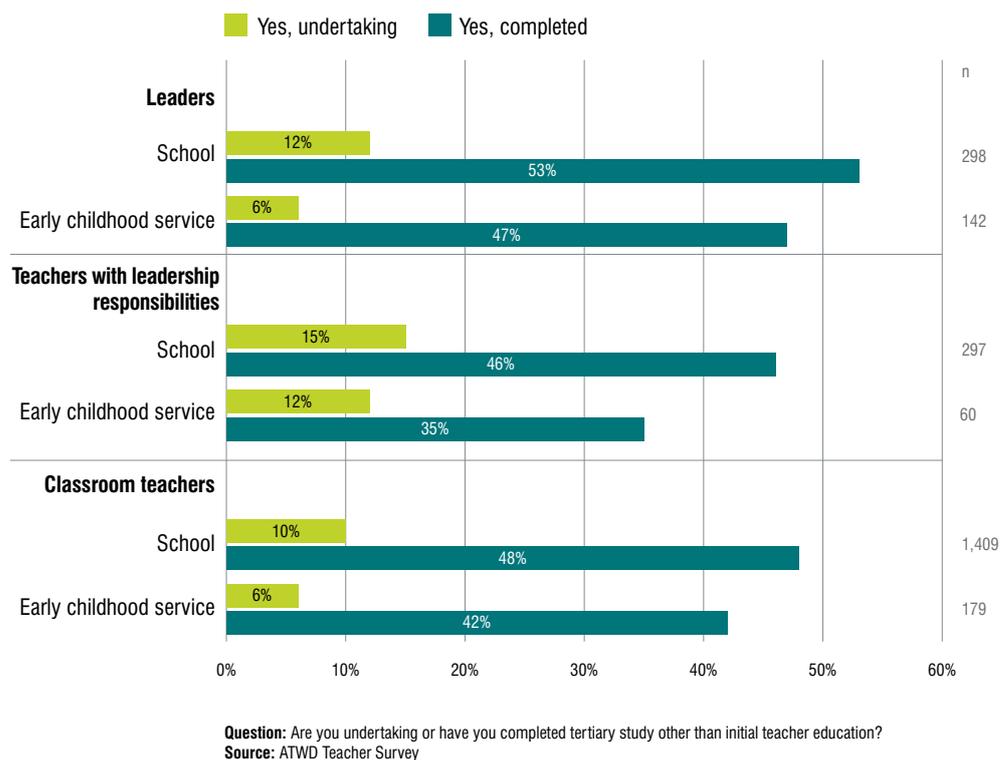
Qualifications and professional learning

Tertiary study in addition to ITE

Leaders in New South Wales were more likely than teachers with leadership responsibilities and classroom teachers to have completed tertiary study in addition to their ITE qualifications.⁴¹ Fifty-three percent (53%) of school leaders had completed additional tertiary study, as had 47% of early childhood leaders. For those in New South Wales, there was no evidence that teachers with leadership responsibilities (46%) were more likely to have other tertiary qualifications than classroom teachers (48%). School teachers with leadership responsibilities were, however, more likely to be currently undertaking further tertiary study (15%) than classroom teachers (10%), with leaders (12%) falling between these groups (**Figure NSW-118**).

⁴¹ Data was not collected on whether the additional study was undertaken before or after ITE study, or whether the additional tertiary study was related to their professional development.

Figure NSW-118: Tertiary study other than ITE, leaders, NSW



Professional learning

Time spent on professional learning

Nearly all (99%) leaders in schools undertook professional learning activities in 2018, as did 97% of teachers with leadership responsibilities. Between 99.5% and 97.8% of those in each school leadership position undertook professional learning (**Figure NSW-119**).

The proportion of early childhood leaders are not presented at the state-level due to small cell sizes for those who did not complete any professional learning.

Of the leaders who completed professional learning in 2018, the average number of professional learning hours completed by school leaders (52.0 hours) was substantially higher than teachers with leadership responsibilities (41.1 hours). This was not the case when comparing early childhood leaders to early childhood teachers with leadership responsibilities. Those in more senior school leadership positions tended to complete more hours of professional learning, with the average principal reporting undertaking 72.5 hours (**Table NSW-23**).

Figure NSW-119: Professional learning, school leaders, NSW

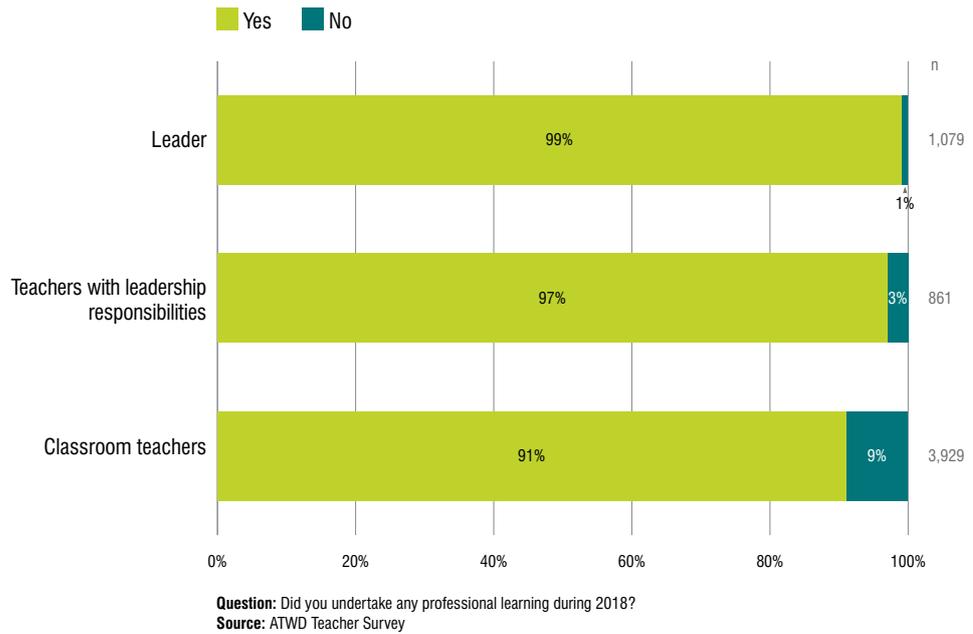


Table NSW-23: Average professional learning hours, full-time leaders, by type of leadership position, NSW

		Average professional learning hours		
		Working in schools	Working in early childhood services	
Leaders	Total	52.0 (n = 1,062)	37.2 (n = 144)	
	Position	Principal	72.5 (n = 130)	Not collected
		Deputy	56.2 (n = 400)	
		Other leaders	43.7 (n = 532)	
Teachers with leadership responsibilities		41.1 (n = 830)	38.9 (n = 64)	
Classroom teachers		35.4 (n = 3,558)	25.3 (n = 169)	

Perceived value of professional learning

Leaders working in early childhood were less likely than those working in schools to agree or strongly agree with the statements that professional learning was aligned with their own professional development needs (in schools: 85%; early childhood: 82%) and that they have had opportunities to implement what they learned (in schools: 87%; early childhood: 82%).

Leaders working in schools were more likely to agree or strongly agree that professional learning was aligned to the needs or priorities of their educational setting than classroom teachers (leader: 90%; teacher with leadership responsibilities: 85%; classroom teachers: 80%).

Detailed reporting of agreement compared to strong agreement, for school leaders and early childhood leaders, is presented below.

School leaders

School leaders in New South Wales held very similar opinions on professional learning to those in all surveyed jurisdictions. However, in all surveyed jurisdictions, teachers with leadership responsibilities agreed to a similar extent to classroom teachers, whereas, in New South Wales the views of teachers with leadership responsibilities were in between those of leaders and classroom teachers.

In New South Wales:

- School leaders (77%) were more likely than teachers with leadership responsibilities (72%) and classroom teachers (66%) to have agreed or strongly agreed that professional learning was aligned with their own professional development needs. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 25%; teachers with leadership responsibilities: 17%; classroom teachers: 17%) (**Figure NSW-120**).
- School leaders (89%) were more likely than teachers with leadership responsibilities (84%) and classroom teachers (79%) to have agreed or strongly agreed that professional learning was aligned to the needs or priorities of their educational setting. These differences were again due to a higher proportion of leaders strongly agreeing with this statement (leaders: 37%; teachers with leadership responsibilities: 25%; classroom teachers: 23%) (**Figure NSW-120**).
- School leaders (80%) were more likely than teachers with leadership responsibilities (75%) and classroom teachers (69%) to have agreed or strongly agreed that they have had opportunities to implement what they had learned. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 25%; teachers with leadership responsibilities: 17%; classroom teachers: 16%) (**Figure NSW-120**).
- School leaders (66%) were more likely than teachers with leadership responsibilities (55%) and classroom teachers (51%) to have agreed or strongly agreed that they have had opportunities to reflect on or evaluate the impact their professional learning has had on learners. Unlike the previous questions, this difference was due as much to higher rates of strong agreement (leader: 18%; teachers with leadership responsibilities: 11%; classroom teachers: 10% respectively) as it was to rates of agreement (leaders: 48%; teachers with leadership responsibilities: 44%; classroom teachers: 41%) (**Figure NSW-120**).

Figure NSW-120: Reflections on value of professional learning, school leaders, NSW

Agree Strongly agree

It was aligned to my own professional development needs

Leaders n= 1,059



Teachers with leadership responsibilities n= 826



Classroom teachers n= 3,539



It was aligned to the needs of priorities of my educational setting

Leaders n= 1,059



Teachers with leadership responsibilities n= 826



Classroom teachers n= 3,539



I have had opportunities to implement what I have learned

Leaders n= 1,059



Teachers with leadership responsibilities n= 826



Classroom teachers n= 3,539



I have had opportunities to reflect on / evaluate the impact it has had on learners

Leaders n= 1,059



Teachers with leadership responsibilities n= 826



Classroom teachers n= 3,539



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken? (Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

School leaders, by position

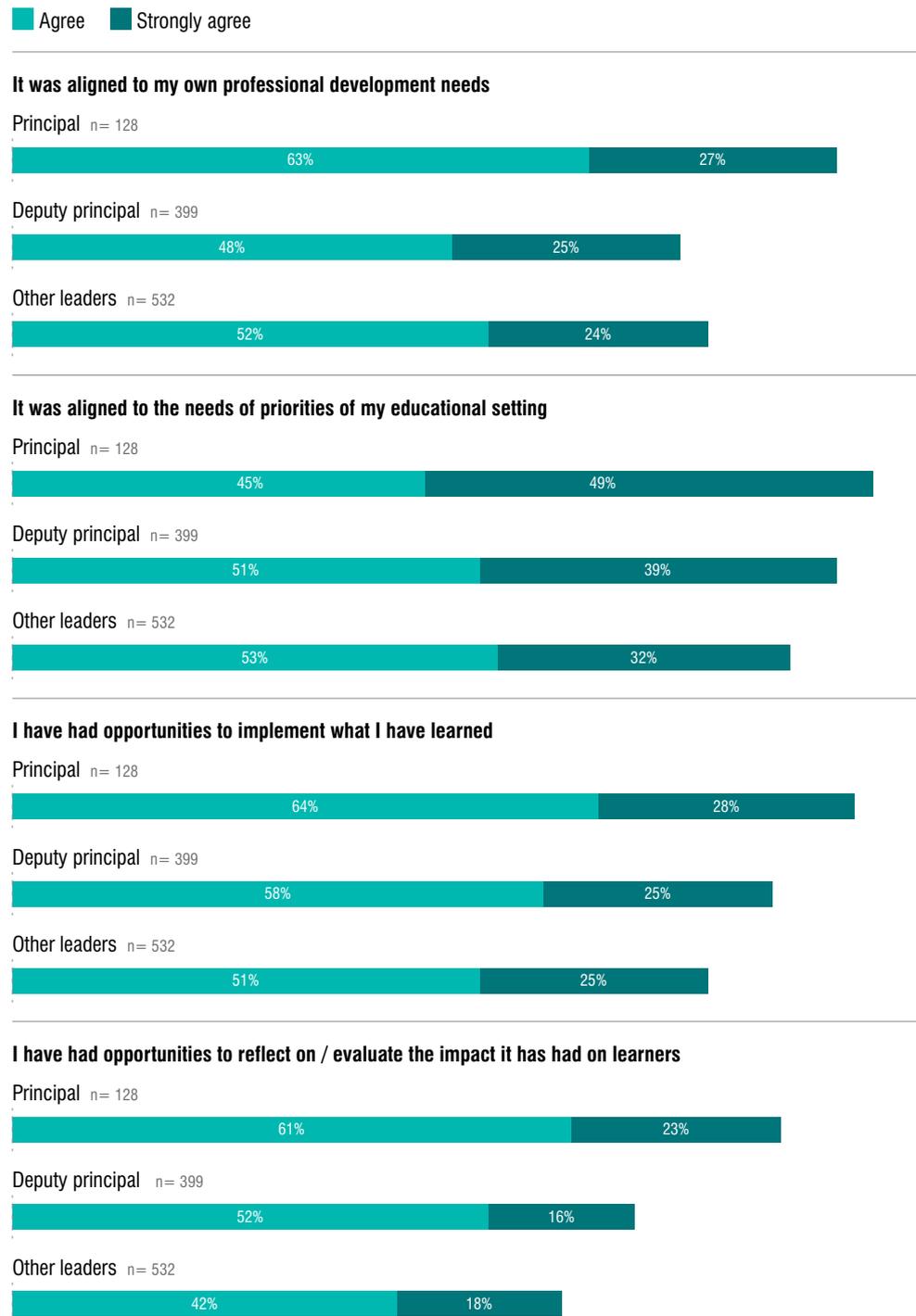
Within each type of position held by school leaders in New South Wales, those with more senior leadership positions were more likely to agree with the statements on professional learning.

Principals (90%) were more likely than deputy leaders (73%) and other leaders (76%) to have agreed or strongly agreed that professional learning was aligned with their own professional development needs. Despite similar levels of agreement between principals in New South Wales (90%) and those in all surveyed jurisdictions (89%), the difference between principals and those in other leadership positions was moderately greater than in all surveyed jurisdictions (**Figure NSW-121**).

Principals (94%) and deputy principals (90%) were equally likely to have agreed or strongly agreed that professional learning was aligned with the needs or priorities of their educational setting, which was higher than among other leaders (85%) (**Figure NSW-121**).

More senior leaders were similarly likely to agree or strongly agree that: professional learning was aligned with the needs or priorities of their educational setting (principals: 94%); that they had opportunities to implement what they had learned in their professional learning (principals: 92%); and that they had opportunities to reflect on/evaluate the impact their professional learning has had on learners (principals: 84%) (**Figure NSW-121**).

Figure NSW-121: Reflections on value of professional learning, school leaders, by position, NSW



Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

Early childhood service leaders

Early childhood leaders in New South Wales held very similar opinions on professional learning to those in all surveyed jurisdictions. In all surveyed jurisdictions, early childhood teachers with leadership responsibilities varied in their similarity to early childhood classroom teachers and leaders across the specific questions. By contrast, early childhood teachers with leadership responsibilities in New South Wales held views which were more consistently aligned with those of early childhood leaders.

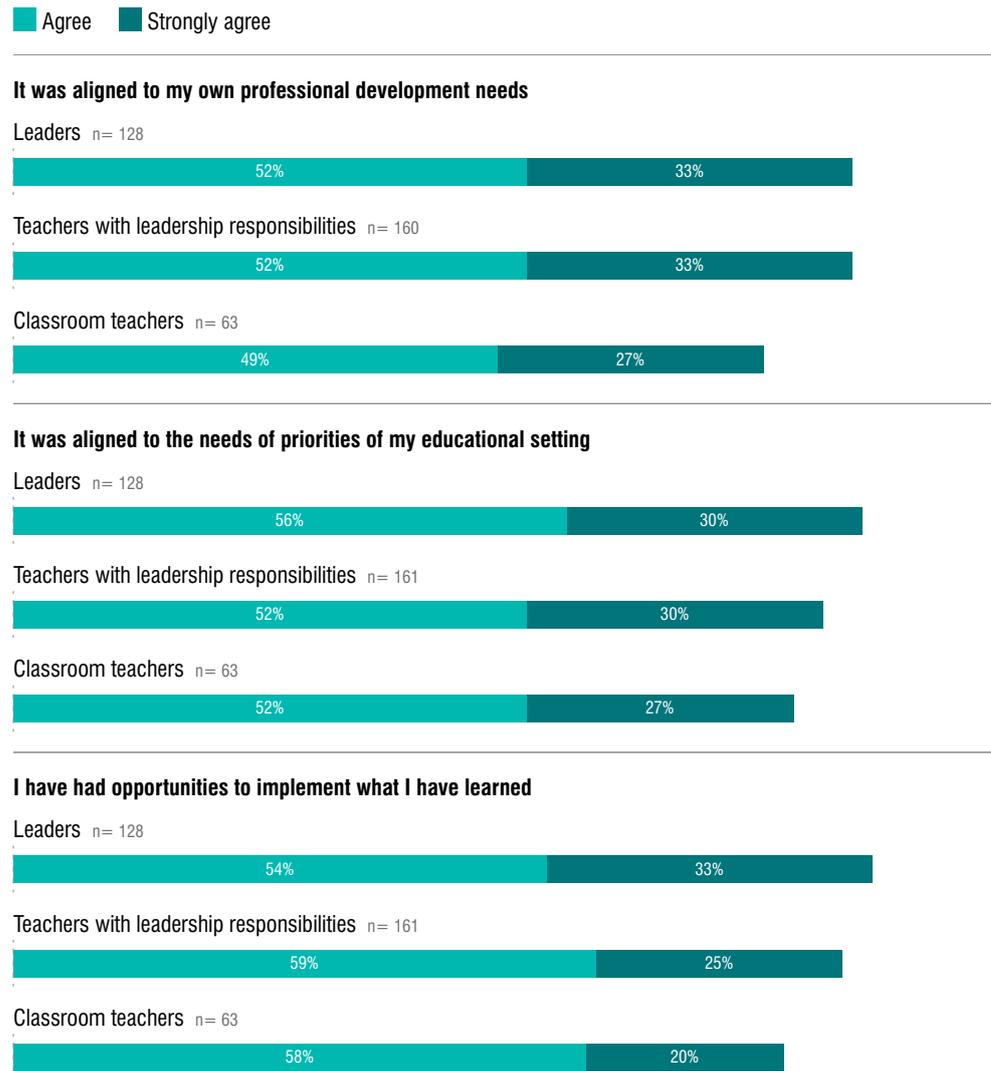
Early childhood leaders (85%) and early childhood teachers with leadership responsibilities (85%) were more likely than early childhood classroom teachers (76%) to have agreed or strongly agreed that professional learning was aligned with their own professional development needs (**Figure NSW-122**).

Early childhood leaders (86%) and early childhood teachers with leadership responsibilities (82%) were more likely than early childhood classroom teachers (79%) to have agreed or strongly agreed that professional learning was aligned to the needs or priorities of their educational setting (**Figure NSW-122**).

Early childhood leaders (87%) and early childhood teachers with leadership responsibilities (84%) were more likely than early childhood classroom teachers (78%) to have agreed that they have had opportunities to implement what they have learned (**Figure NSW-122**).

Those working in early childhood settings were not asked about their opportunities to reflect on or evaluate the impact of professional learning on their learners in Wave 1 of the ATWD Teacher Survey.

Figure NSW-122: Reflections on value of professional learning, early childhood service leaders, NSW

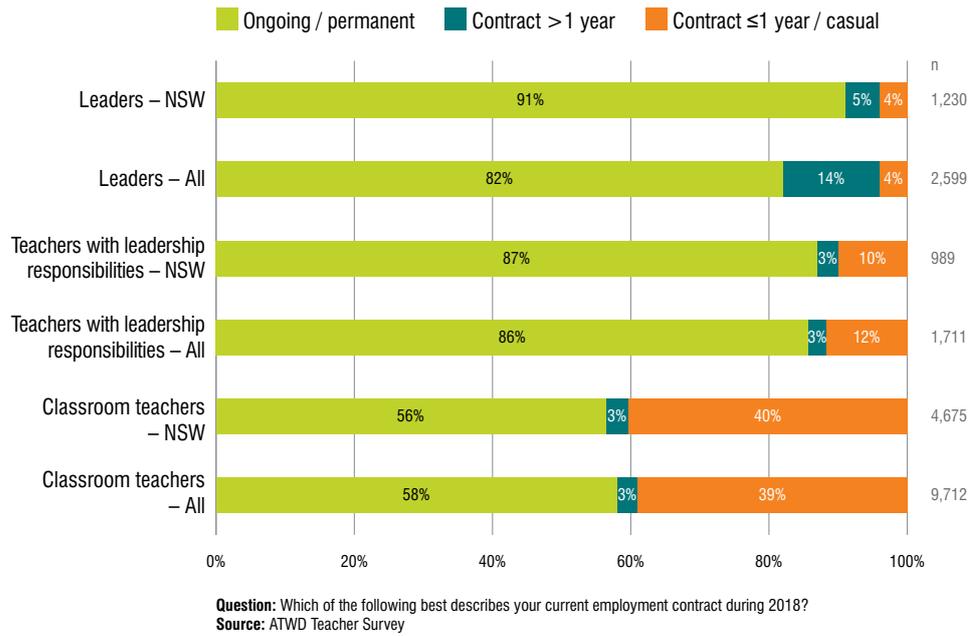


Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken? (Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

Contractual arrangements

The contractual arrangements of leaders in New South Wales (91%) were moderately more likely to be ongoing or permanent than those of leaders in all surveyed jurisdictions (82%), and proportionately less likely to be fixed-term contracts of over one year in duration (NSW: 5%; all leaders: 14%) (**Figure NSW-123**).

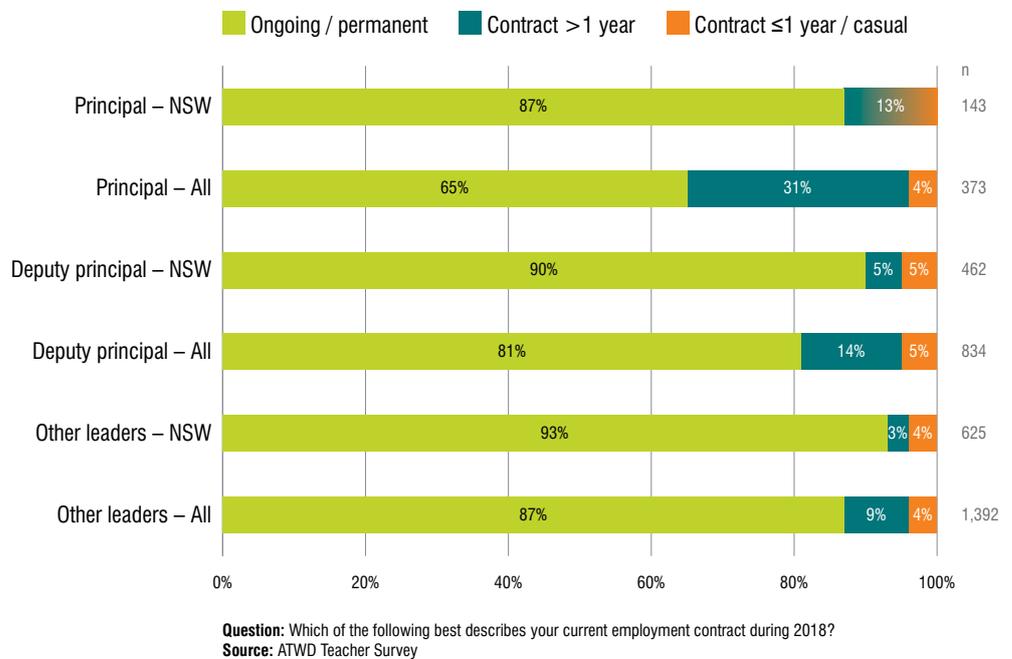
Figure NSW-123: Employment contract types, school leaders, NSW



Leaders contract arrangements

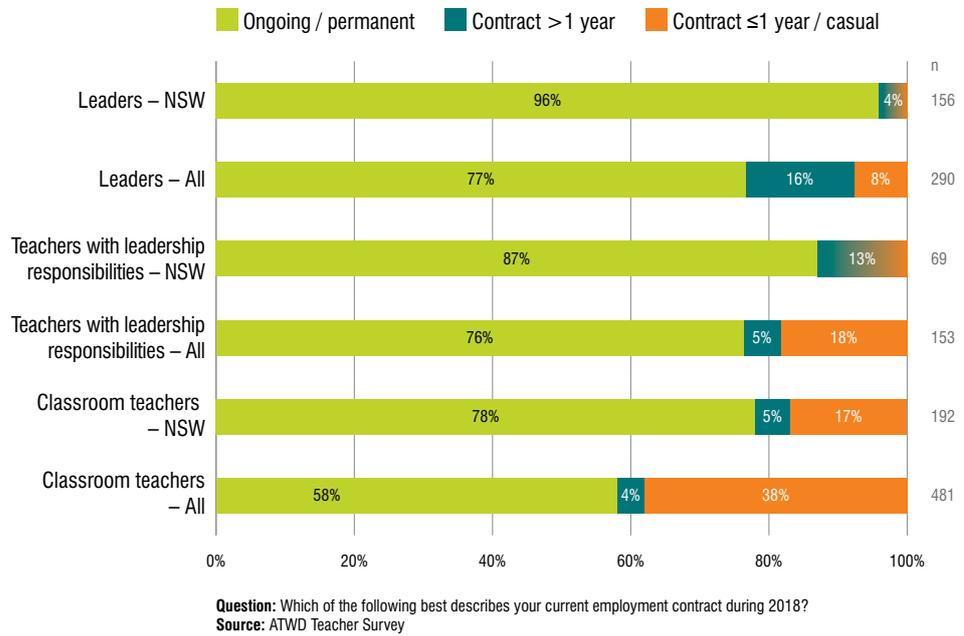
When examining the data across all surveyed jurisdictions, principals were, overall, substantially less likely to hold ongoing or permanent contracts than those with other leadership positions; however, for leaders in New South Wales this was not the case. There were only small differences in the proportion of principals with ongoing or permanent roles (87%), compared to deputy principals (90%) and other leaders (93%) (Figure NSW-124).

Figure NSW-124: Employment contract types, school leaders, by position, NSW



Leaders registered in New South Wales and working in early childhood services were more likely to be on ongoing or permanent contracts than leaders working in schools (early childhood: 96% ongoing; schools: 91% ongoing). The opposite pattern was observed across all surveyed jurisdictions (**Figure NSW-123, Figure NSW-125**).

Figure NSW-125: Employment contract type, early childhood service leaders, NSW

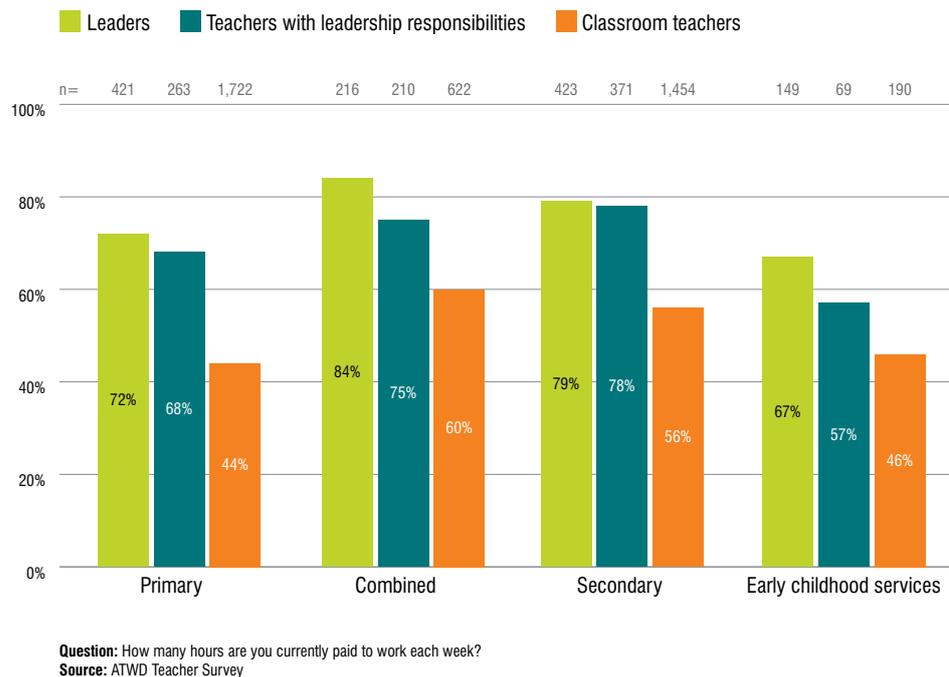


Full-time employment

Primary (72%) and secondary (79%) leaders in New South Wales were less likely to be employed full-time than across all surveyed jurisdictions (primary school leaders: 82%; secondary school leaders: 85%). This was not the case in combined schools (NSW: 84%; all surveyed jurisdictions: 85%).

Teachers with leadership roles in New South Wales (**Figure NSW-126**) were as likely to be employed full-time as those in all surveyed jurisdictions.

Figure NSW-126: Proportion of leaders in full-time employment, by school type, NSW



Working hours and tasks

Total hours worked

All teachers in the teacher workforce were asked the number of hours they actually worked in a typical working week. A typical working week was defined as a week “that is not shortened by breaks, public holidays, sick leave etc”. As most leaders are employed full-time, only the working hours of full-time staff were examined and the sample size is not sufficient to explore the working hours of part-time staff. Due to the smaller sample size of teachers in New South Wales working full-time in early childhood services, the data is only provided in the tables, and not discussed in text (**Table NSW-24**).

School leaders, in New South Wales and working full-time, worked more hours each week (62.9 hours) than did teachers with leadership responsibilities in New South Wales (60.4 hours), who worked a similar number of hours to classroom teachers (59.7 hours). Where the hours of teachers with leadership responsibilities were similar to those of classroom teachers when in New South Wales, across all surveyed jurisdictions they tended to be more in line with the working hours of leaders. Leaders in New South Wales worked an average of 4.1 hours more each week than those in all surveyed jurisdictions; teachers with leadership responsibilities 2.1 hours more, and classroom teachers 3.5 hours more each week.

Table NSW-24: Average total working hours, full-time leaders, by type of leadership position, NSW

		Average total working hours		
		Working in schools	Working in early childhood services	
Leader	Total	62.9 (n = 899)	53.1 (n=99)	
	Position	Principal	63.8 (n = 114)	Not collected
		Deputy	63.6 (n = 328)	
		Other leaders	62.1 (n = 457)	
Teachers with leadership responsibilities		60.4 (n = 689)	n.p.	
Classroom teachers		59.7 (n = 2,201)	51.7 (n = 87)	

Total hours worked, by school type

Leaders in primary schools reported slightly longer working hours than other school leaders (leaders’ hours: primary – 64.2; combined – 62.5; secondary – 62.1). The differences in the hours worked by leaders compared to teachers with leadership responsibilities and classroom teachers in New South Wales were similar across school types. In each type of school, leaders reported longer working hours than teachers with leadership responsibilities, who in turn reported the same (primary schools) or longer (combined and secondary schools) working hours than classroom teachers (**Table NSW-25**).

Table NSW-25: Average total working hours, full-time leaders, by school type, NSW

	Average total working hours		
	Leaders	Teachers with leadership responsibilities	Classroom teachers
Primary	64.2 (n = 303)	60.7 (n = 178)	60.7 (n = 747)
Combined	62.5 (n = 178)	60.7 (n = 158)	59.3 (n = 398)
Secondary	62.1 (n = 335)	60.1 (n = 291)	59.1 (n = 814)
Early childhood	53.1 (n = 99)	n.p.	51.7 (n = 87)

Average face-to-face working hours

In New South Wales, full-time leaders undertook a greater number of face-to-face hours teaching per week across primary, combined and secondary schools compared to those in all surveyed jurisdictions. This difference was especially pronounced for primary school leaders. Primary school leaders in New South Wales reported an average of 18.2 face-to-face hours each week (28% of hours worked) compared to 12.1 face-to-face hours each week (20% of hours worked) across all surveyed jurisdictions (**Table NSW-26**).

This same pattern was particularly evident for deputy principals. Deputy principals in New South Wales reported an average of 16.8 face-to-face hours each week (26% of hours worked) compared to 11.3 face-to-face hours each week (19% of hours worked) across all surveyed jurisdictions (**Table NSW-27**).

Table NSW-26: Average face-to-face working hours, full-time leaders, by school type, NSW

	Leaders			Teachers with leadership responsibilities			Classroom teachers		
	Face-to-face hours	% of average hours	n	Face-to-face hours	% of average hours	n	Face-to-face hours	% of average hours	n
Primary	18.2	28%	301	26.3	43%	178	27.2	45%	740
Combined	15.6	25%	177	22.7	37%	157	26.0	44%	396
Secondary	15.5	25%	331	23.5	39%	290	25.2	43%	807
Early childhood	22.2	42%	99	n.p.			32.4	63%	86

Table NSW-27: Average face-to-face working hours, full-time school leaders, by position

	Registered in New South Wales			All surveyed jurisdictions		
	Hours worked	Face-to-face		Hours worked	Face-to-face	
		Hours	% of hours worked		Hours	% of hours worked
Principal	63.8 (n = 114)	7.4 (n = 114)	12%	61.3 (n = 322)	5.5 (n = 318)	9%
Deputy principal	63.6 (n = 328)	16.8 (n = 324)	26%	60.0 (n = 653)	11.3 (n = 635)	19%
Other leader	62.1 (n = 457)	18.7 (n = 453)	30%	57.4 (n = 1,037)	16.6 (n = 1,008)	29%
All school leaders	62.9 (n = 899)	16.6 (n = 891)	26%	58.8 (n = 2,012)	13.1 (n = 1,961)	22%

Task-time allocation

In New South Wales, leaders who worked in schools as a principal or deputy leader were asked about the time they spent on a variety of non-face-to-face teaching tasks related to leadership⁴². This data is presented using the categories participants responded to in the survey, rather than as the derived, harmonised variable which allowed responses to be combined across jurisdictions (see the accompanying **Technical Report**).

The task most performed by principals in New South Wales were administrative and leadership tasks and meetings, with 93% reporting spending more than 10 hours a week on these duties. Parent or carer interactions and instructional leadership-related tasks were the next most common with more than half of all principals spending 10 hours per week on these tasks. Additionally these tasks were also performed by every principal sampled from New South Wales (**Figure NSW-127**).

Deputy principals in New South Wales engaged in parent or carer interactions as often as principals. Deputy principals were, however, less likely to spend time on student interaction (outside of teaching settings) (39%, 5+ hours per week) than were principals (66%, 5+ hours per week). Similarly, deputy principals were less likely to spend time on instructional leadership-related tasks, with 28% spending 10 hours or more performing these each week, compared to 53% of principals (**Figure NSW-128**).

⁴² 'Other leaders' were only asked about these leadership tasks in South Australia.

Figure NSW-127: Average time spent on non-face-to-face teaching tasks, full-time principals, NSW

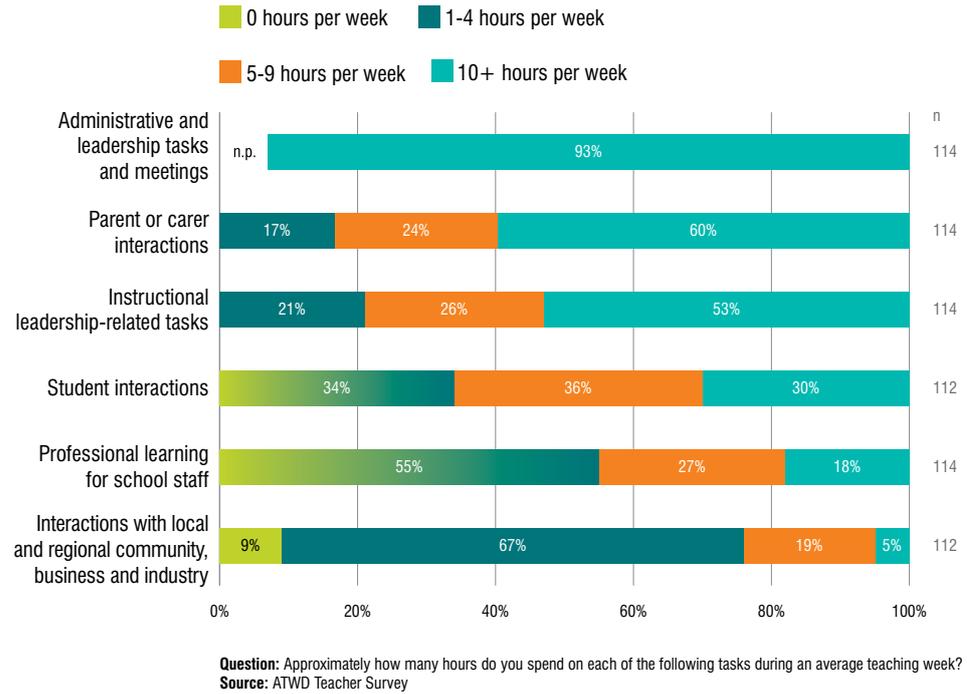
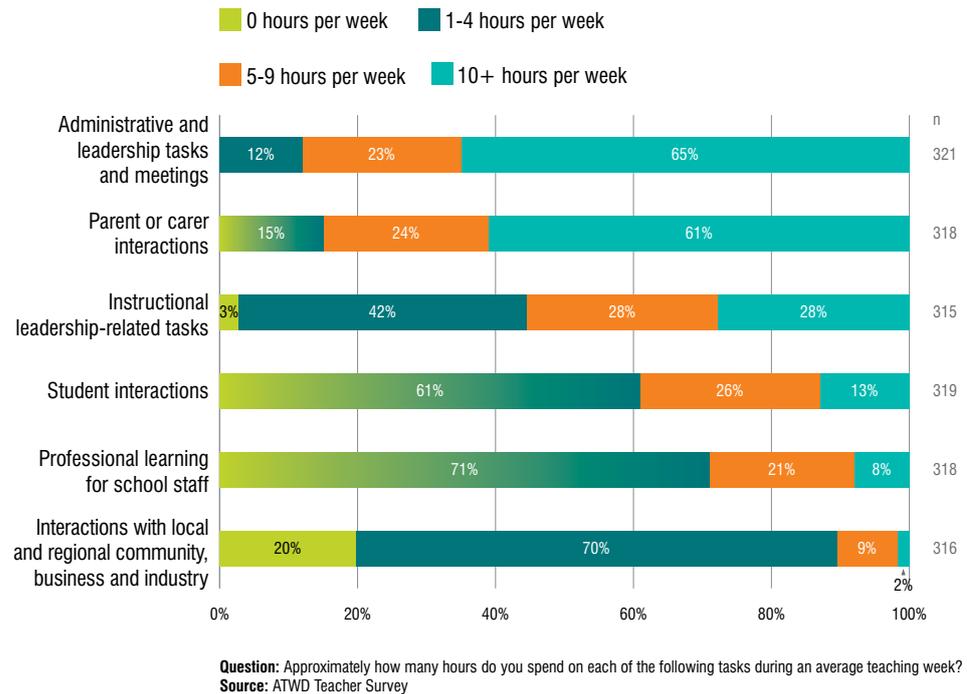


Figure NSW-128: Average time spent on non-face-to-face teaching tasks, full-time deputy principals, NSW

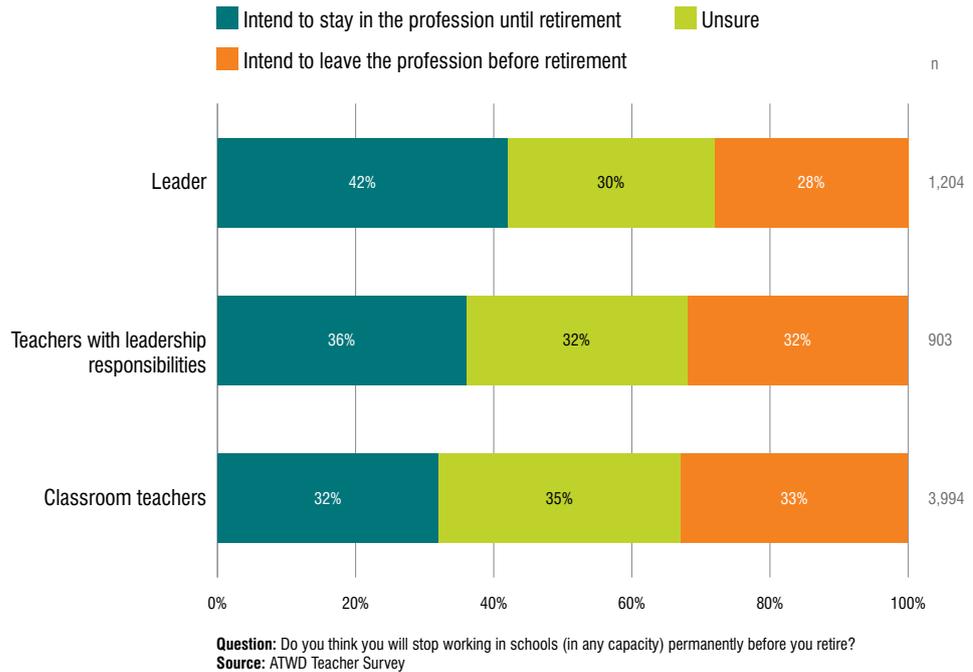


Career intentions

Intentions to leave

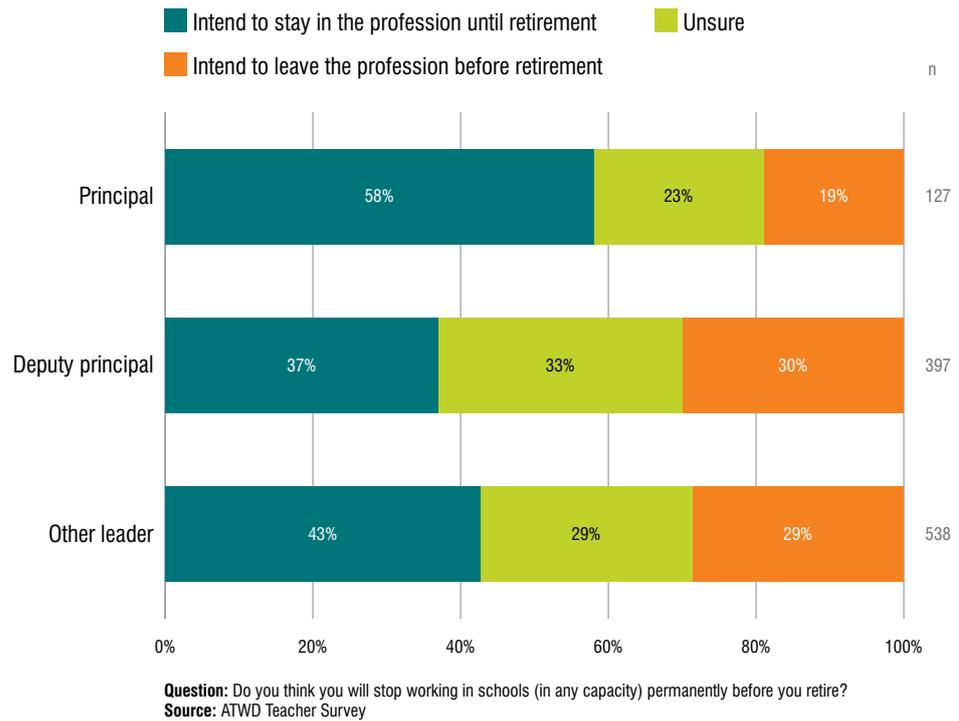
Leaders in New South Wales were less likely to intend to leave the profession before retirement compared to both classroom teachers and teachers with leadership responsibilities, as was the case in all surveyed jurisdictions. However, leaders, teachers with leadership responsibilities and classroom teachers were more likely to intend to leave and less likely to intend to stay when in New South Wales. Focusing on leaders: in New South Wales 28% intended to leave before retirement and 42% intended to stay until retirement, compared to 22% intending to leave and 49% intending to stay across all surveyed jurisdictions (**Figure NSW-129**).

Figure NSW-129: Intentions to remain in the profession, leaders, NSW



The higher levels of intended attrition for leaders in New South Wales were evident for principals, deputy principals, and other leaders (**Figure NSW-130**). Principals, for instance, were 4 percentage points more likely to intend to leave in New South Wales (19%) compared to all surveyed jurisdictions (15%). The largest difference between New South Wales and all surveyed jurisdictions, however, was among deputy principals. Deputy principals were 7 percentage points more likely to intend to leave (NSW: 30%; all deputy principals: 23%), and 10 percentage points less likely to intend to stay until retirement (NSW: 37%; all deputy principals: 47%).

Figure NSW-130: Intentions to remain in the profession, school leaders, by position, NSW

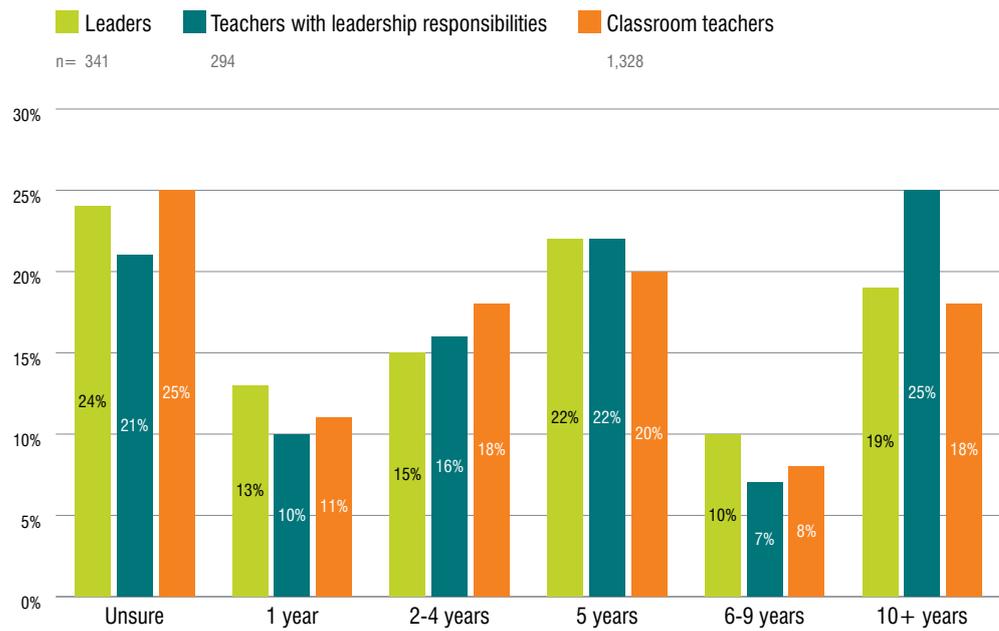


Years planning to remain

Within those planning to leave the profession before retirement, leaders in New South Wales were 6 percentage points more likely than leaders in all surveyed jurisdictions to be unsure of how long they would stay, and 6 percentage points less likely to indicate that they planned to stay for 10 years or more.

Comparing the number of years teachers were planning to remain in the profession across roles for those in New South Wales revealed around one-quarter of leaders and classroom teachers (leaders: 24%; classroom teachers: 25%) were somewhat more unsure about when they would leave, and were more likely to be unsure than teachers with leadership responsibilities (21%). By contrast, teachers with leadership responsibilities (25%) were moderately more likely than leaders (19%) and classroom teachers (18%) to intend to leave after spending at least another 10 years in the profession (Figure NSW-131).

Figure NSW-131: Estimates of years remaining working in schools or early childhood services for those who plan to leave the profession before retirement, leaders, NSW



Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
Source: ATWD Teacher Survey

Reasons for leaving

For leaders in New South Wales, the most common reasons selected for intending to leave the profession belonged to the ‘workload and coping category’⁴³:

- ‘To achieve a better work/life balance’ (leaders: 72%)
- ‘The workload is too heavy’ (leaders: 75%)
- ‘I am finding it too stressful/impacting my wellbeing or mental health’ (leaders: 64%)

The next most commonly selected reasons were from the ‘reward and recognition’ category:

- ‘Changes imposed on schools from outside (e.g. from government)’ (leaders: 58%)

Or were related to both workload and coping and external factors, but not clearly a member of either:

- ‘The demands of professional regulation (e.g. professional learning, practice, etc.) are too heavy’ (leaders: 54%).

⁴³ The extraction of these sets of reasons is outlined in **Chapter 7** of the main report.

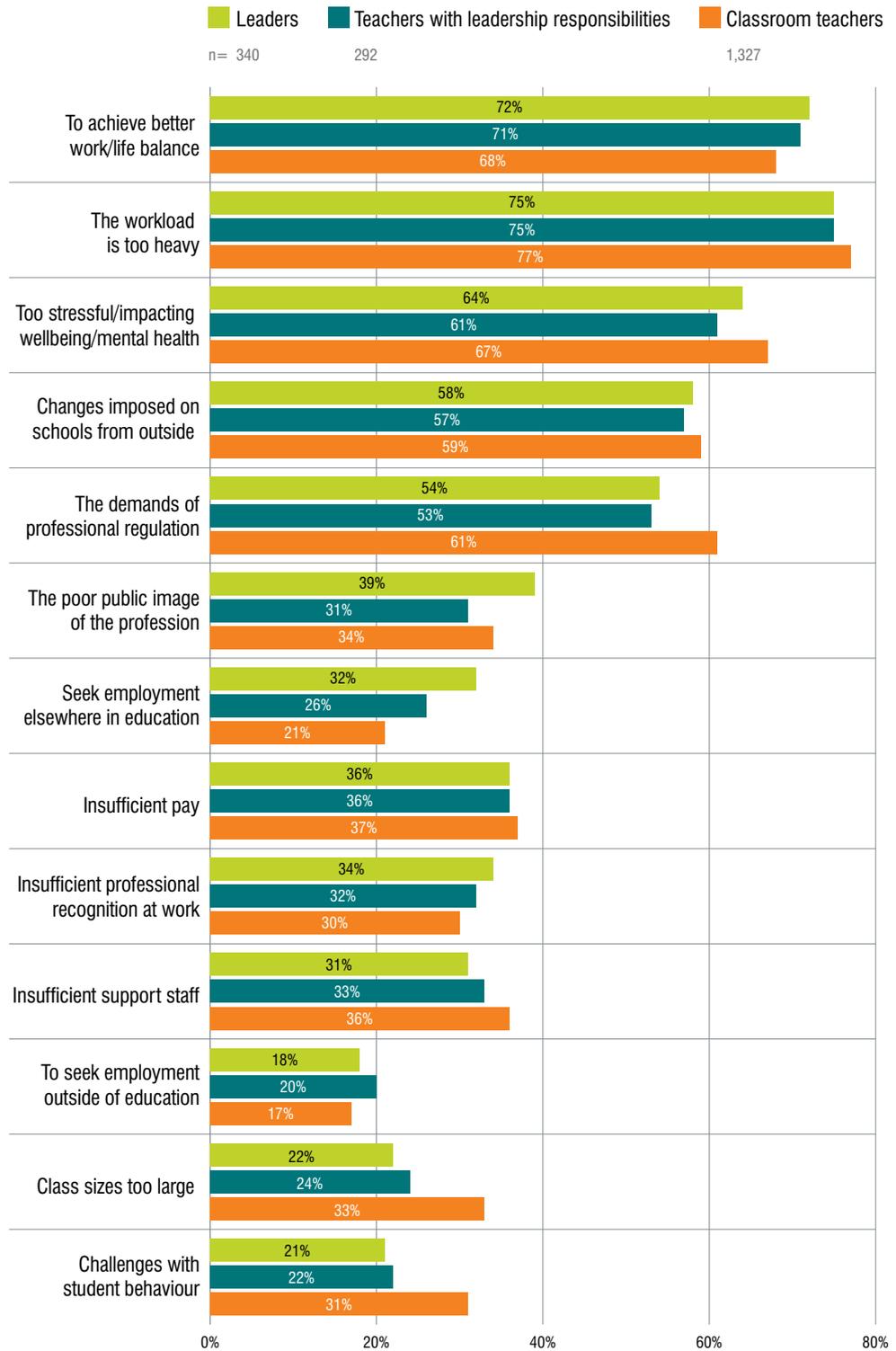
There were three reasons selected by leaders, relative to those in other roles, more frequently in New South Wales than they were selected across all surveyed jurisdictions.

Across all surveyed jurisdictions, leaders were less likely than teachers with leadership responsibilities and classroom teachers to indicate that their reasons for leaving included 'I am finding it too stressful/impacting my wellbeing or mental health'; however, in New South Wales, the selection of this reason was relatively more likely by leaders. Leaders in New South Wales indicated the stress and wellbeing impact was a reason for leaving 8 percentage points more often than leaders in all surveyed jurisdictions. Moreover, rather than being 4 percentage points less likely than teachers with leadership responsibilities to give this reason, as was the case overall, in New South Wales, leaders were 3 percentage points more likely to indicate the stress and wellbeing impact was a reason for leaving than teachers with leadership responsibilities (**Figure NSW-132**).

Similarly, across all surveyed jurisdictions, leaders were less likely than teachers with leadership responsibilities and classroom teachers to indicate that the 'demands of professional regulation' was a reason for leaving; however, in New South Wales, the selection of this reason was relatively more likely by leaders. Leaders in New South Wales indicated the demands of professional regulation was a reason for leaving 10 percentage points more often than leaders in all surveyed jurisdictions. Moreover, rather than being 6 percentage points less likely than teachers with leadership responsibilities to give this reason, as was the case overall, in New South Wales leaders were 1 percentage point more likely to indicate the demands of professional regulation was a reason for leaving than teachers with leadership responsibilities (**Figure NSW-132**).

One other reason showed a similar pattern: 'insufficient professional recognition'. Across all surveyed jurisdictions, leaders were less likely than teachers with leadership responsibilities and classroom teachers to indicate that 'insufficient professional recognition' was a reason for leaving; however, in New South Wales, the selection of this reason was relatively more likely by leaders. Leaders in New South Wales indicated that insufficient professional recognition was a reason for leaving 8 percentage points more often than leaders in all surveyed jurisdictions. Moreover, rather than being 4 percentage points less likely than teachers with leadership responsibilities to give this reason, as was the case overall, in New South Wales leaders were 2 percentage points more likely to indicate the demands of professional regulation was a reason for leaving than teachers with leadership responsibilities (**Figure NSW-132**).

Figure NSW-132: Reasons for considering leaving the profession, leaders considering leaving teaching, NSW⁴⁴



Question: What are your reasons for considering leaving teaching?
 Source: ATWD Teacher Survey

⁴⁴ Includes only those intending to leave profession before retirement.

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