
Australian Teacher Workforce Data National Teacher Workforce Characteristics Report

December 2021

Northern Territory



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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 to 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 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.

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

Northern Territory

2. About the data

The data in this state profile is drawn from 2018 teacher registration data from the Teacher Registration Board of the Northern Territory and the linkage of that data to responses to the ATWD Teacher Survey, completed by registered teachers in the Northern Territory 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 the Northern Territory, New South Wales, and South Australia, 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 Profiles.¹

A total of 17,729 teachers responded overall to the ATWD Teacher Survey. Of those, 892 were registered in the Northern Territory.

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 the Northern Territory” refers to the cohort of registered teachers in the Northern Territory, 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 registered cohort.

Workforce segments and cohorts

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

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 the 2018 data, 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, 2021¹). 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.

¹ 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**.

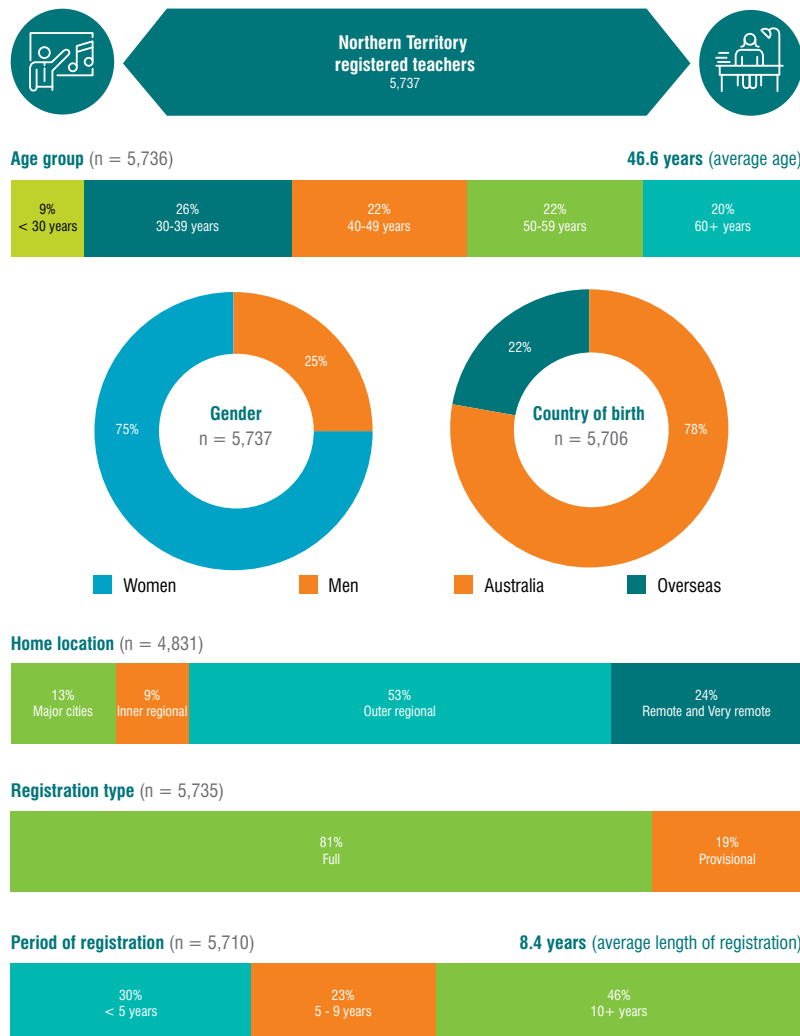
The one exception to this is the data on task-time allocation. As part of the iterative development of the data, the question posed to survey respondents was the same in all jurisdictions, but the response options differed in South Australia (typed numeric response) compared to New South Wales and the 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 registered with the Teachers Registration Board of the Northern Territory was 5,737. Their demographic characteristics are provided in **Figure NT-1**.

Figure NT-1: All registered teachers in the Northern Territory, 2018



Source: Teacher Registration Authority

4. The teaching workforce

Focal segments

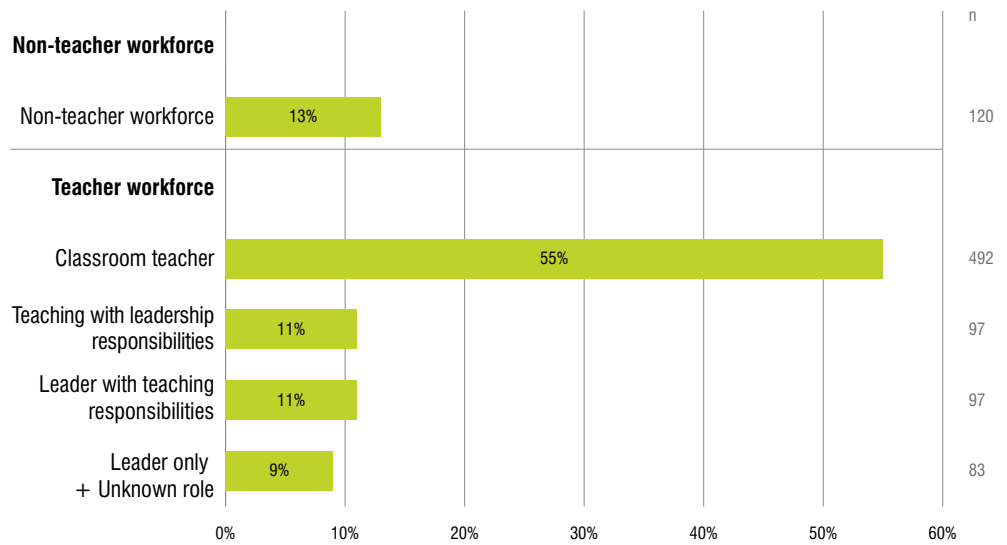
Teaching workforce – registered teachers engaged in face-to-face teaching in schools or early childhood settings

Teaching workforce characteristics

Roles and responsibilities

Most teachers registered in the Northern Territory were in the teacher workforce (87%), with just 13% in the non-teacher workforce. A total of 686 ATWD Teacher Survey respondents registered in the Northern Territory were in the teaching workforce; that is, they were employed in a school or early childhood service and indicated that they delivered classroom teaching (89% of the teacher workforce, 78% 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) (77% 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) (**Figure NT-2**).

Figure NT-2: Teaching workforce roles in schools and early childhood services, proportion of NT teacher workforce²



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

² Nine 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 the Northern Territory were just as likely to be fully registered (88%) as the teaching workforce across all surveyed jurisdictions (87%) (**Figure NT-3**).

When teachers of each learner level were considered separately, primary teachers registered in the Northern Territory were also as likely to be fully registered (88%) as primary teachers across all surveyed jurisdictions (86%), and secondary teachers registered in the Northern Territory were as likely to be fully registered (87%) as secondary teachers across all surveyed jurisdictions (88%) (**Figure NT-4**).

In total, 10% of the teaching workforce registered in the Northern Territory and teaching in Australia were working in schools located in other states (**Table NT-1**).

Figure NT-3: Registration type, teaching workforce, NT

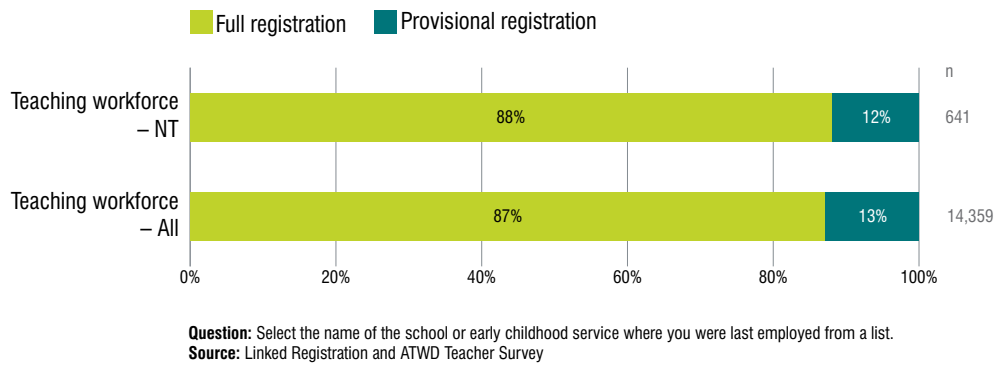


Figure NT-4: Registration type, teaching workforce, by learning levels taught, NT

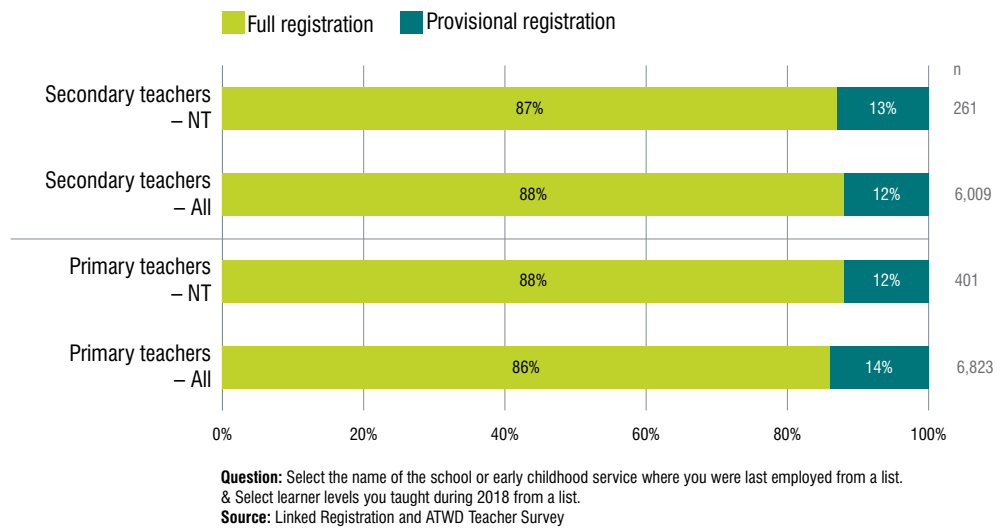


Table NT-1: Proportion working in each state and territory, teaching workforce registered in the NT

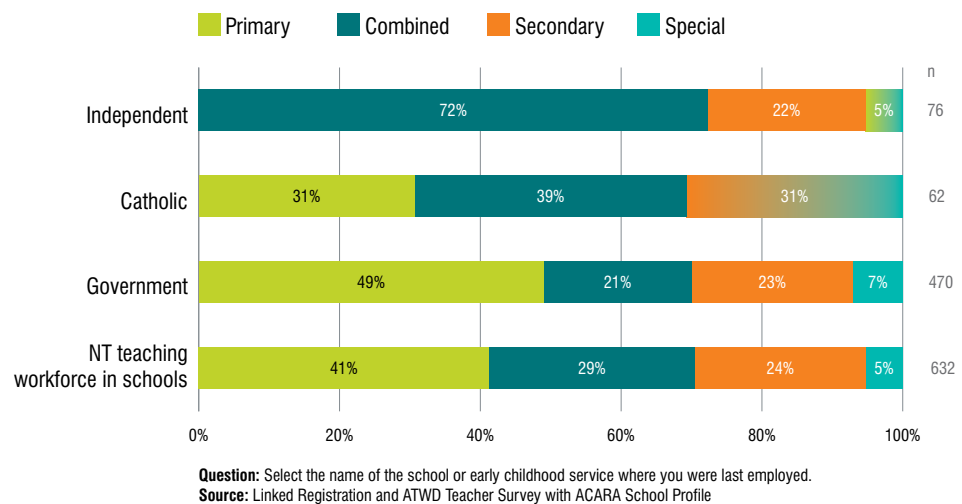
Proportion working in each state and territory								
n	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
678	n.p.	n.p.	90%	3%	n.p.	n.p.	3%	2%

School type and sector

Among teachers in the Northern Territory, the majority worked in schools (98%), with 2% in early childhood environments. As the ATWD Teacher Survey included fewer than 50 early childhood teachers in the Northern Territory, the data for this cohort is not reported separately. In the Northern Territory school teaching workforce, 78% of respondents worked in government schools, 12% in independent schools, and 10% in Catholic schools.

Two-in-five (41%) of the teaching workforce were employed in primary schools, 24% were in secondary schools, 29% in combined schools and 5% 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 (72%) (**Figure NT-5**).

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



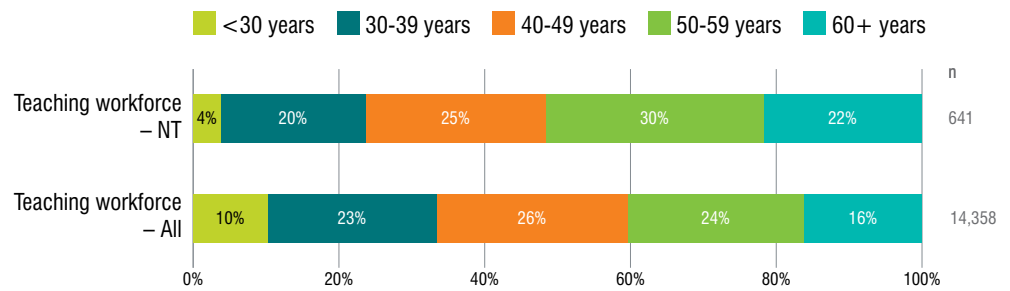
Demographic characteristics

Age

Over half (52%) of the teaching workforce in the Northern Territory were aged 50 years or older, compared to 40% in all surveyed jurisdictions (**Figure NT-6**). Age profiles were consistent at both the secondary and primary learning levels (**Figure NT-7**).

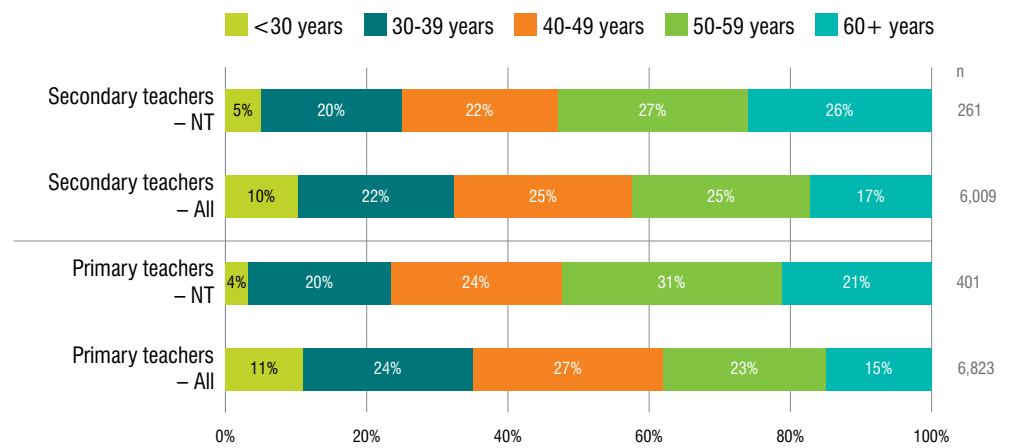
In the Northern Territory, the teaching workforce in government schools were more likely to be under 40 years of age than those in Catholic or independent schools; 25% of teachers in the government sector were aged under 40 years compared to 19% in Catholic schools and 21% in independent schools (**Figure NT-8**).

Figure NT-6: Age distribution, teaching workforce, NT



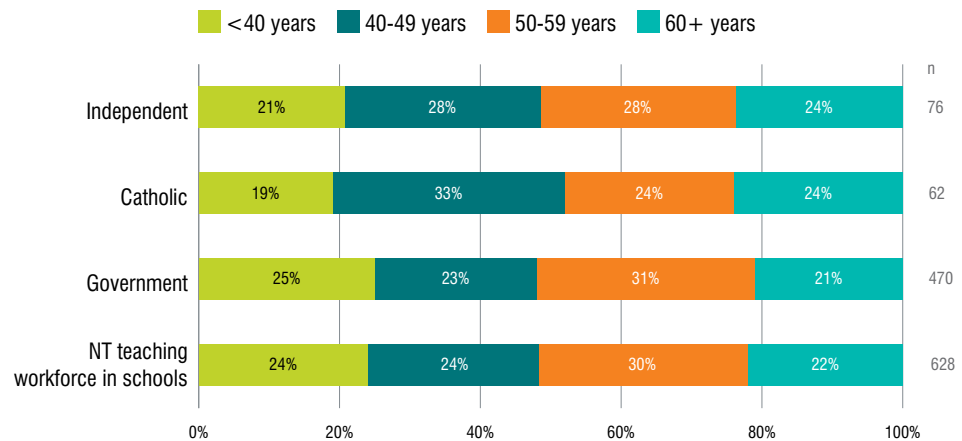
Source: Linked Registration and ATWD Teacher Survey

Figure NT-7: Age distribution, teaching workforce, by learning levels taught, NT³



Source: Linked Registration and ATWD Teacher Survey

Figure NT-8: Age distribution, teaching workforce in schools, by sector, NT^{4 5}



Question: Select the name of the school where you were last employed.

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

3 The relative standard error for 'Primary teachers - NT' and 'Secondary teachers – NT' for the category '<30 years' is between 25% and 50%, and this data should be used with caution.
 4 The relative standard error for 'Catholic' for the category '<30 years' and '30-39 years' is between 25% and 50%, and this data should be used with caution.
 5 Data for the categories '<30 years' and '30-39 years' have been combined to ensure sample size was sufficient to allow segmentation.

Gender

In total, 78% of the teaching workforce in the Northern Territory were women, as were 78% of the teaching workforce across all surveyed jurisdictions (**Figure NT-9**). In the Northern Territory, two-thirds (67%) of those teaching secondary levels were women, while 82% of those teaching primary levels were women (**Figure NT-10**). Respondents from independent schools were more likely to be men (32%) than respondents from Catholic (19%) or government schools (21%) (**Figure NT-11**).

Figure NT-9: Gender, teaching workforce, NT

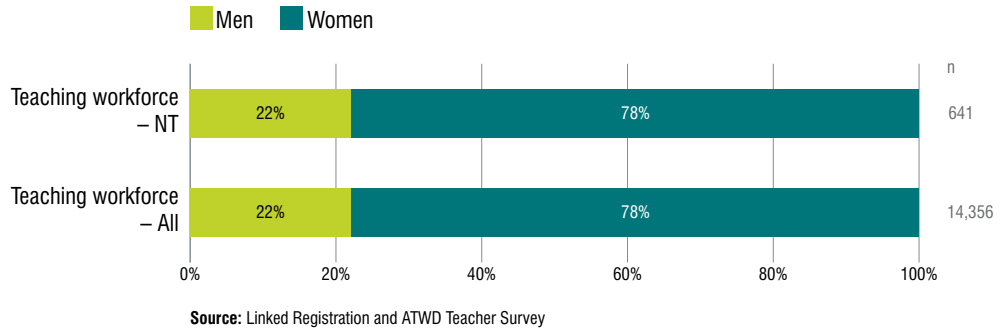


Figure NT-10: Gender, teaching workforce in schools, by learning levels taught, NT

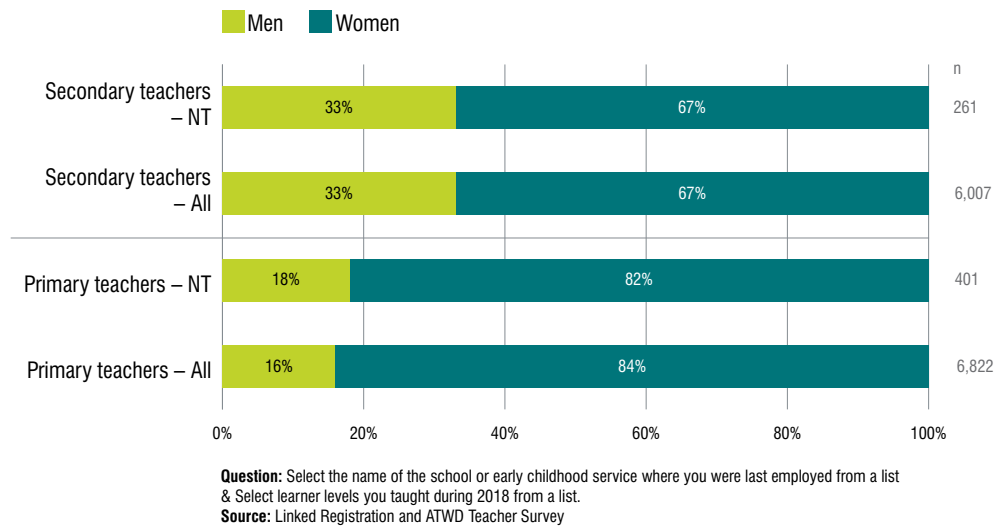
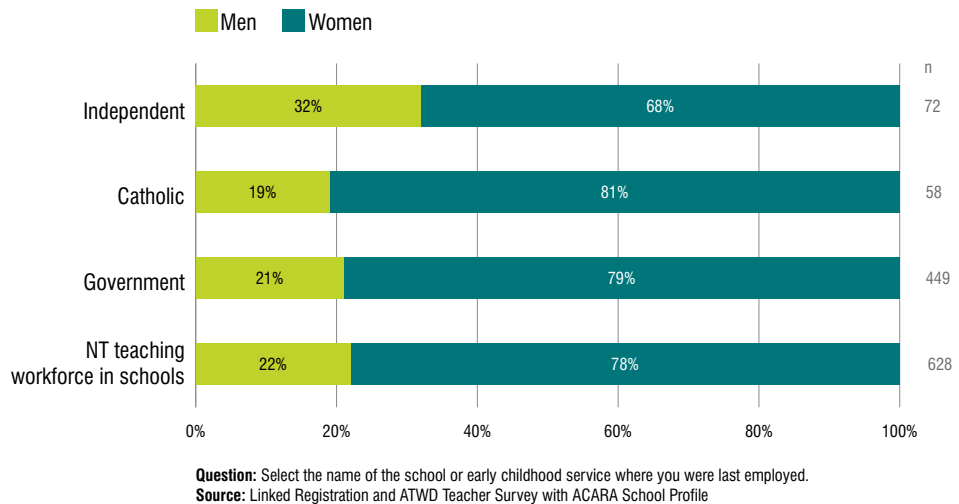


Figure NT-11: Gender, teaching workforce in schools, by sector, NT



Disability

In total, 9% of the teaching workforce in the Northern Territory self-identified as having a disability, compared to 6% across all surveyed jurisdictions (**Figure NT-12**). At secondary levels, 10% of teachers in the Northern Territory had a disability, as did 9% of those teaching at primary levels (**Figure NT-13**).

Sample sizes were not sufficient to allow analysis of incidence of disability by sector for the Northern Territory.

Figure NT-12: Disability status, teaching workforce in schools, NT

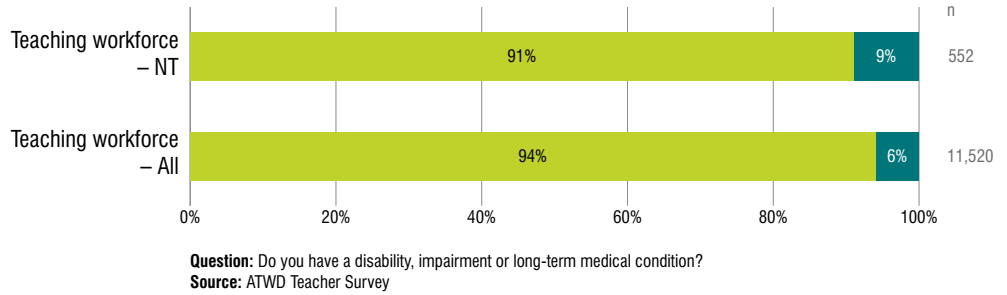
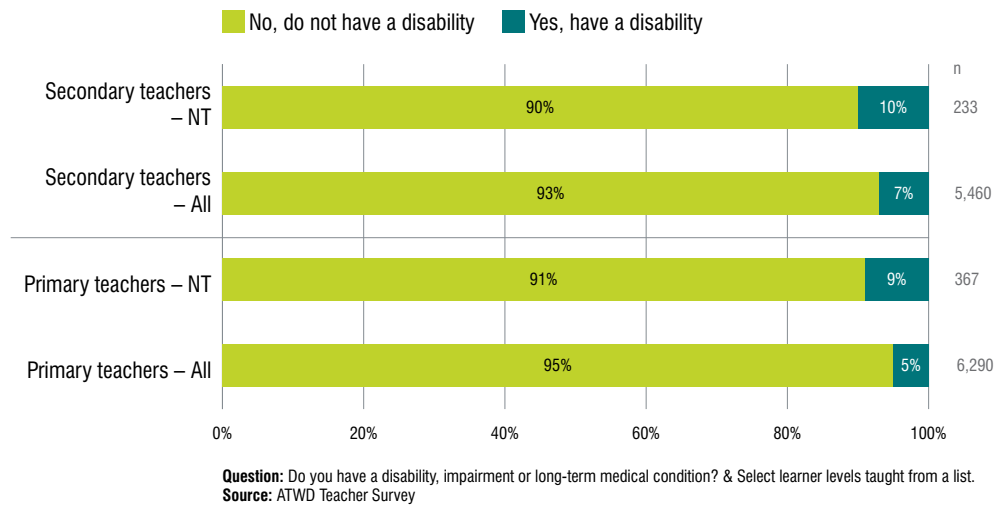


Figure NT-13: Disability status, teaching workforce, by learning levels taught, NT



Country of birth

In total, 27% of teachers in the Northern Territory had been born overseas compared to 17% across all surveyed jurisdictions (**Figure NT-14**).

At both secondary and primary levels, 27% of the teaching workforce in the Northern Territory had been born overseas (**Figure NT-15**).

When examined by sector, teachers in the Northern Territory working in Catholic schools were moderately more likely to be born overseas (31%), compared to 28% of the teaching workforce in independent schools and 26% in government schools (**Figure NT-16**).

Figure NT-14: Country of birth, teaching workforce in schools, NT

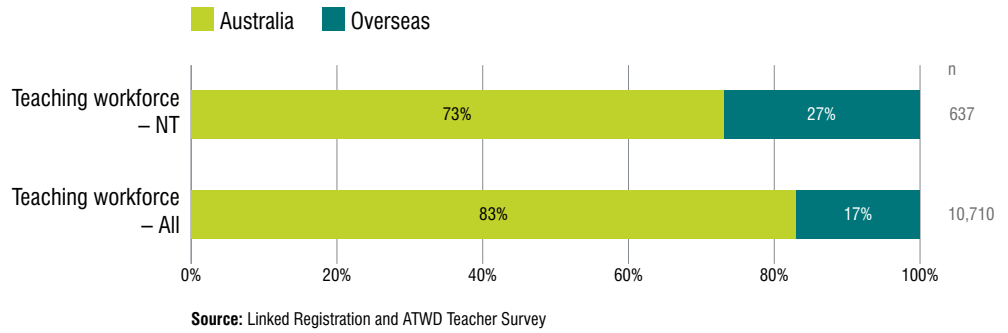


Figure NT-15: Country of birth, teaching workforce, by learning levels taught, NT

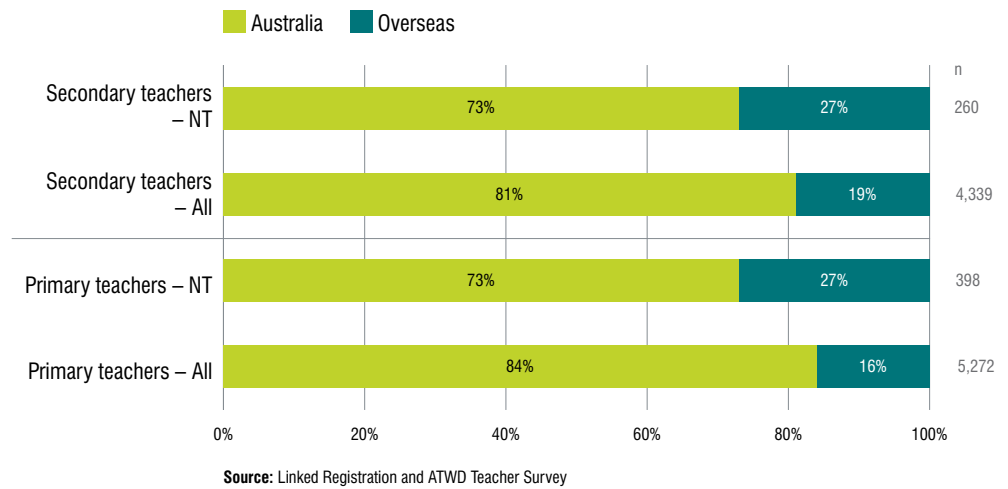
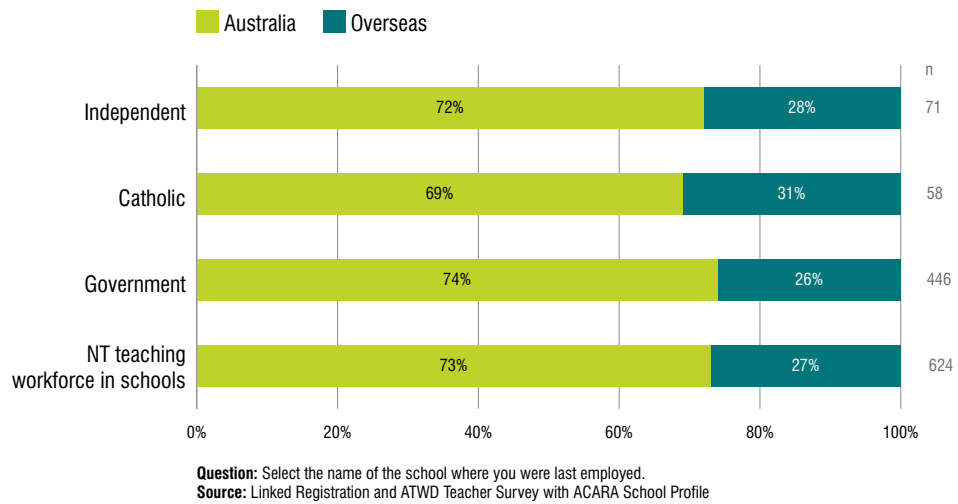


Figure NT-16: Country of birth, teaching workforce in schools, by sector, NT



Regionality

In defining the five categories of regionality, this report draws upon the Australian Statistical Geography Standard (ASGS). Note that within the ASGS, the Northern Territory is deemed to contain only three categories of regionality: outer regional, remote, and very remote. Darwin, for example, is classified as outer regional. For further details please refer to **Chapter 2** in the main report.

As a result, the teaching workforce in the Northern Territory were considerably more likely to live and work in outer regional, remote and very remote locations, than was the teaching workforce in all surveyed jurisdictions.

Around one-in-four teachers (28%) who engage in face-to-face teaching and are in the Northern Territory live in remote or very remote locations, while 42% of the teaching workforce in the Northern Territory work in remote or very remote locations (**Figure NT-17, Figure NT-18**).

Just 16% of the teaching workforce in the Northern Territory indicated that they live in major cities or inner regional areas (**Figure NT-17**). Given that 6% of the teaching workforce in the Northern Territory reported working in schools in a major city or inner regional area (**Figure NT-18**), of which there are none in the jurisdiction, this 10% difference in residential and workplace regionality would account for the 10% of the teaching workforce in the Northern Territory who teach in schools located in other states (refer also to **Table NT-1**).

Figure NT-17: Residential location, teaching workforce, NT

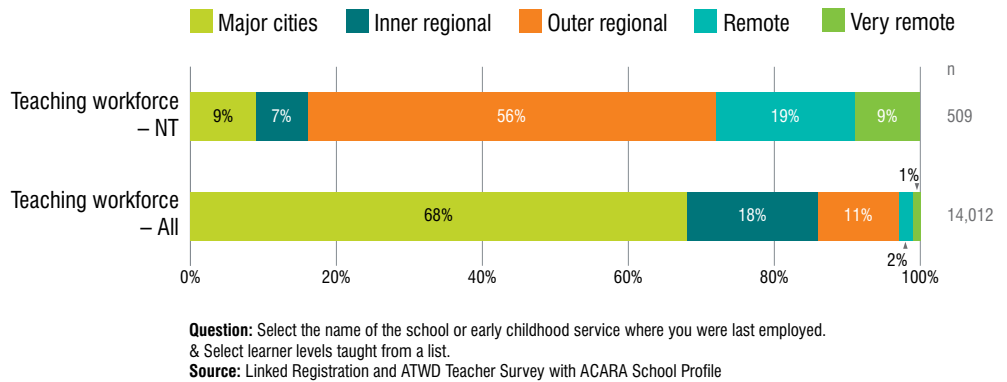
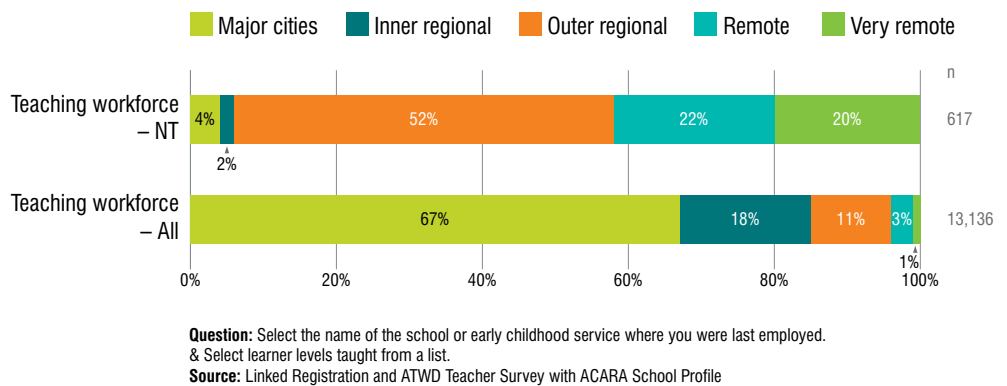


Figure NT-18: School location, teaching workforce in NT⁶



⁶ The relative standard error for 'Teaching workforce - NT' for the category 'inner regional' is between 25% and 50%, and this data should be used with caution.

5. Employment arrangements

Focal segments

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

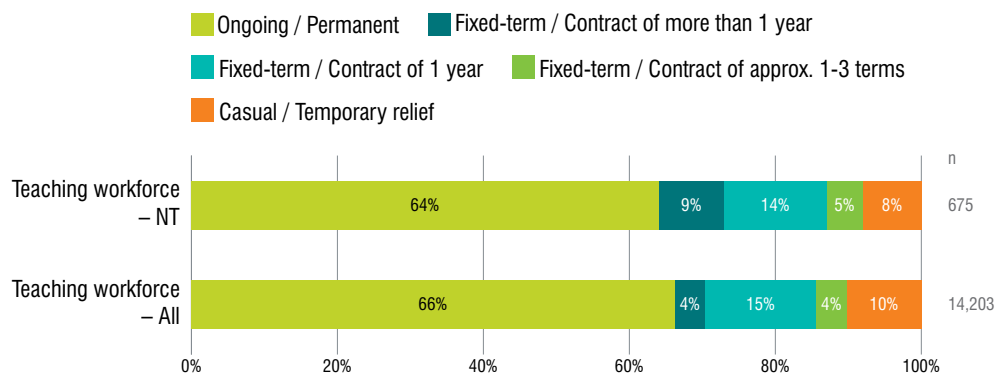
Contractual arrangements

Almost two-thirds (64%) of the teaching workforce in the Northern Territory reported being engaged under a permanent or ongoing employment contract, compared to 66% of the teaching workforce across all surveyed jurisdictions. A further 19% of teachers in the Northern Territory were engaged under a fixed-term contract of one year or less, and 8% of teachers in the Northern Territory were engaged as casual/relief teachers. These proportions are comparable to those found for the teaching workforce across all surveyed jurisdictions (**Figure NT-19**).

Secondary teachers in the Northern Territory were moderately less likely (62%) to report being engaged under an ongoing or permanent contract when compared to secondary teachers across all surveyed jurisdictions (70%), but slightly more likely to have had a fixed-term contract of more than one year (Northern Territory: 9%; all secondary teachers: 4%) (**Figure NT-20**).

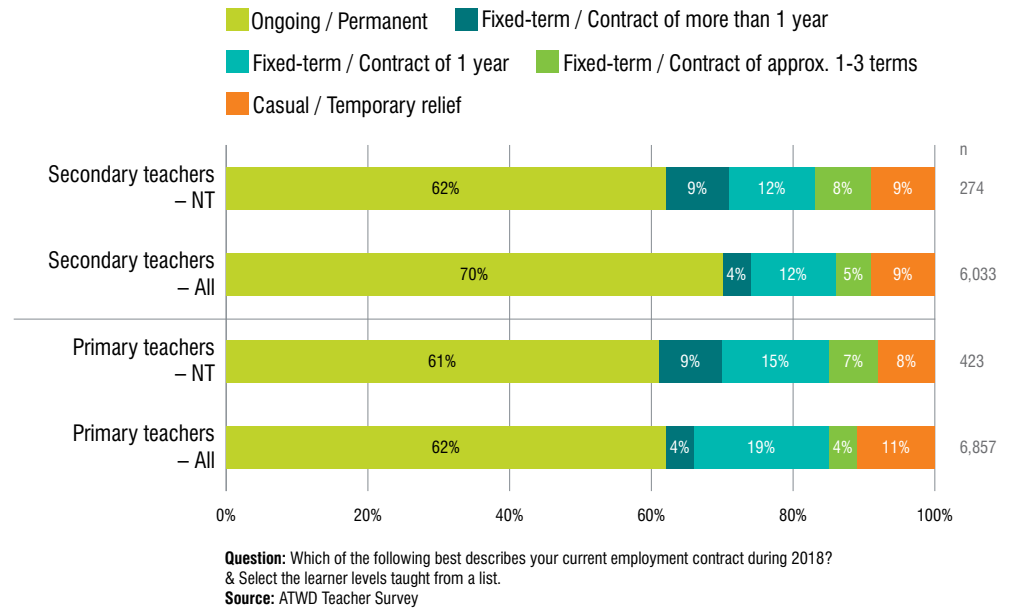
Primary teachers were similarly likely to have had an ongoing role as primary teachers across all surveyed jurisdictions (Northern Territory: 61%; all primary teachers: 62%), but were again slightly more likely to have had a fixed-term contract of more than one year (Northern Territory: 9%; all primary teachers: 4%) (**Figure NT-20**).

Figure NT-19: Employment contract types, teaching workforce, NT



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

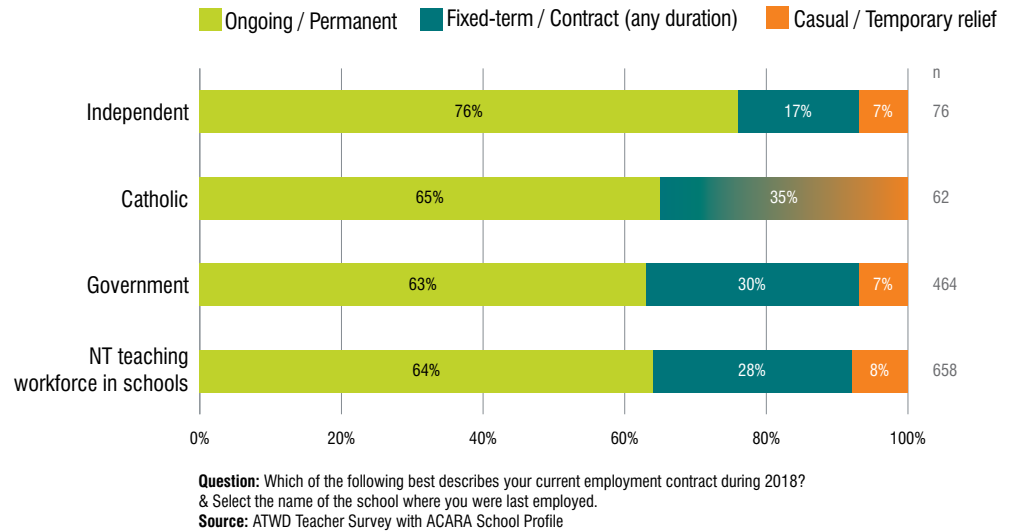
Figure NT-20: Employment contract types, teaching workforce, by learning levels taught, NT



Contractual arrangements by sector

The teaching workforce in the Northern Territory and working in independent schools were more likely to have reported that they were contracted under an ongoing or permanent arrangement (76%), compared to 65% of the teaching workforce in Catholic schools and 63% in government schools (Figure NT-21).

Figure NT-21: Employment contract types, teaching workforce in schools, by sector, NT⁷

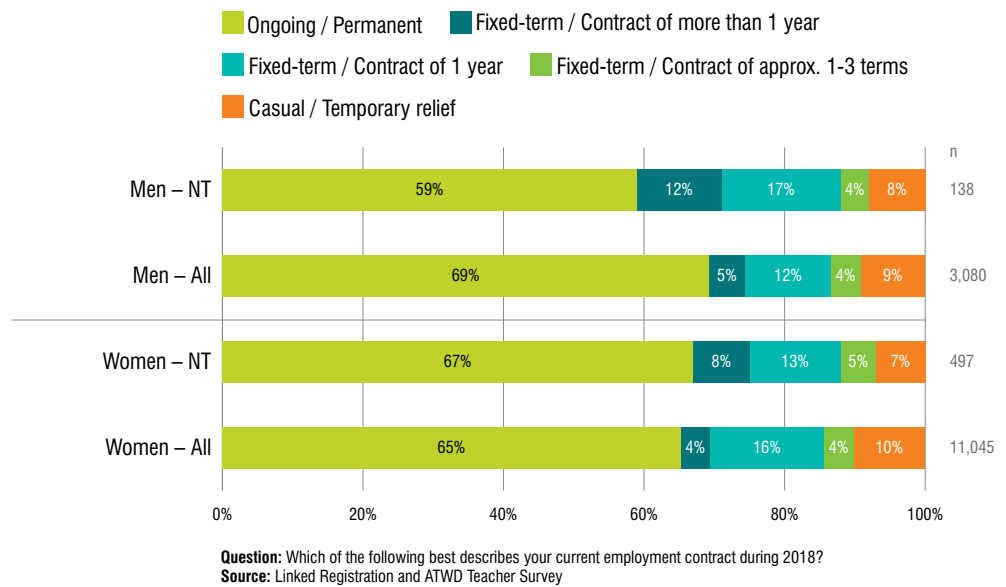


⁷ The relative standard error for 'Independent' for the category 'Casual/Temporary Relief' is between 25% and 50%, and this data should be used with caution.

Contractual arrangements by gender

Among the teaching workforce in the Northern Territory, women were substantially more likely to have held a permanent role (67%), compared to men in the Northern Territory (59%). Women were also slightly more likely to hold a permanent contract when in the Northern Territory (67%) compared to those across all surveyed jurisdictions (65%). However, men who were in the Northern Territory were slightly more likely (12%) to hold a fixed-term contract of one year than women (8%), and there were no gender differences in the proportion of men and women as casual/relief teachers (men: 8%; women: 7%) (**Figure NT-22**).

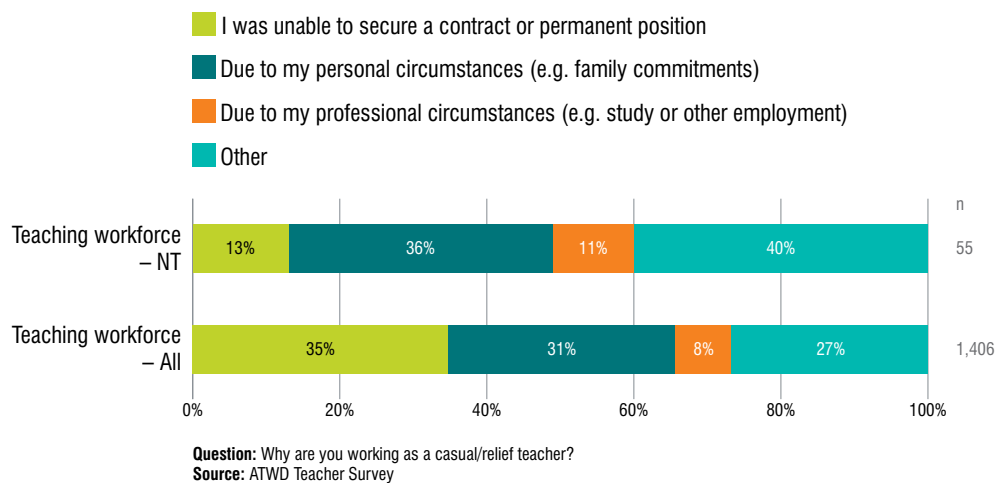
Figure NT -22 : Employment contract types, teaching workforce, by gender, NT



Casual or relief employment arrangements

Only 13% of the teaching workforce in the Northern Territory, 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 substantially lower than reported across all surveyed jurisdictions (all CRTs: 35%) (**Figure NT-23**).

Figure NT-23: Reasons for working on a casual contract, CRTs, NT⁸



8 The relative standard error for 'Teaching workforce - NT' for the categories 'I was unable to secure a contract or permanent position' and 'Due to my professional circumstances' is between 25% and 50%, and this data should be used with caution.

Working hours and tasks

Paid working hours

Teachers in the Northern Territory who engage in face-to-face teaching were considerably more likely to be contracted to work full-time (75%) than those in all surveyed jurisdictions (59%) (**Figure NT-24**).

When examined by learner levels, secondary teachers in the Northern Territory were just as likely to be employed full-time (76%) as primary teachers (74%) (**Figure NT-25**).

Figure NT-24: Paid working hours, teaching workforce, NT

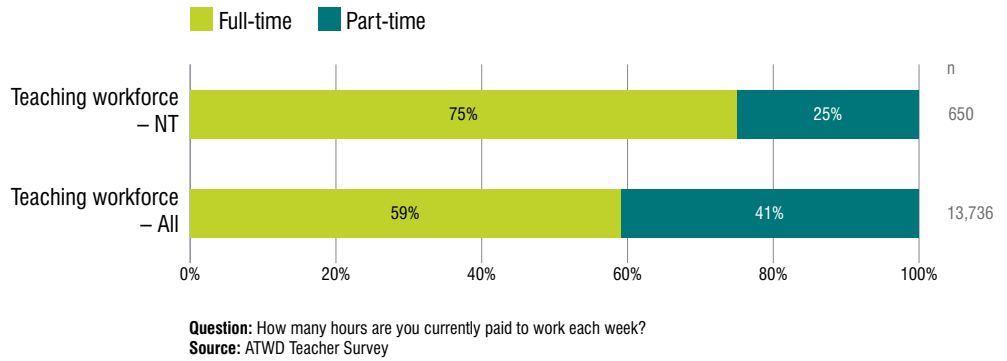
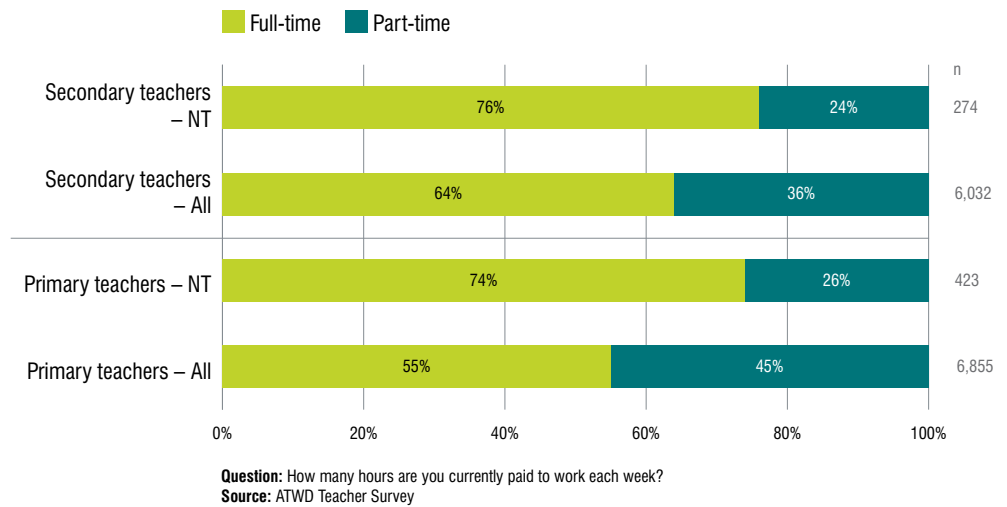
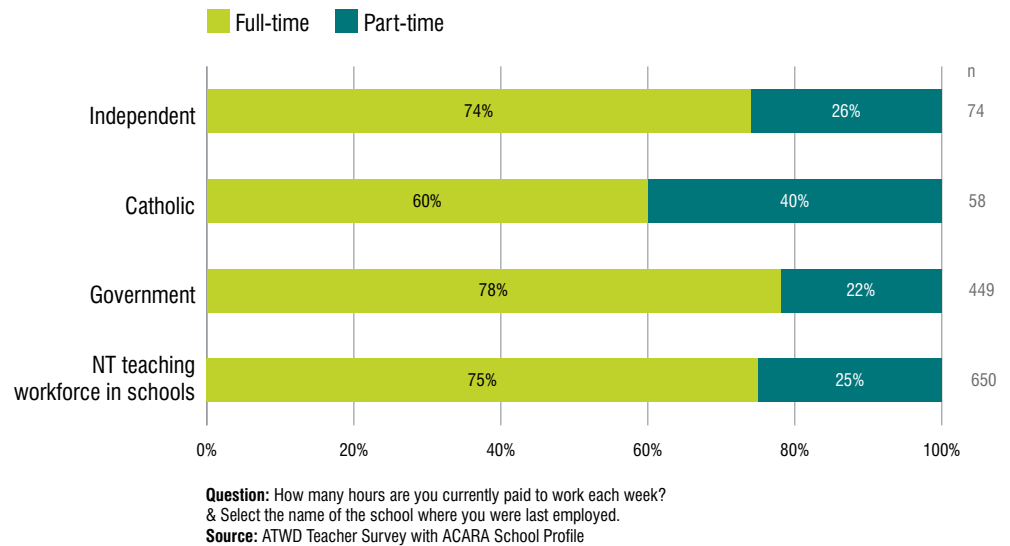


Figure NT-25: Paid working hours, teaching workforce, by learning levels taught, NT



When examined by sector, the teaching workforce in the Northern Territory and working in Catholic schools were less likely to report full-time employment (60%) than those in government schools (78%) and independent schools (74%) (**Figure NT-26**).

Figure NT-26: Paid working hours, teaching workforce, by sector, NT



Total hours worked

The 648 teachers in the Northern Territory teaching workforce, whose contractual arrangements and working hours are known, reported being contracted to work at an average FTE of 0.93 (equivalent to 600 full-time positions), but reported actually working at an average FTE of 1.39 (equivalent to 904 full-time positions). Averaged across all full-time and part-time working hours, the teaching workforce worked 151% of their contracted working hours.⁹

On average, the full-time teaching workforce in the Northern Territory who were paid to work 36–40 hours per week reported working 59.5 hours per week, or 149% of their contracted working hours. The teaching workforce in the Northern Territory contracted full-time worked proportionally fewer hours in excess of their contract (149%) than those contracted for 31–35 hours per week (164%) (**Table NT-2**).

Full-time primary teachers reported working 59.6 hours per week, which was similar to secondary teachers who reported working 60.1 hours (**Table NT-3**).

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

Paid hours	36–40 hours	31–35 hours
Average total hours worked	59.5	57.4
Total hours in excess of max paid working hours	19.5	22.4
Hours worked as a percentage of contract hours	149%	164%

⁹ This data is weighted in accordance with each teacher’s contribution to total workforce FTE; it is not a simple average of proportion of contracted hours worked unpaid – although this does yield similar results in the current data.

Table NT-3: Average total working hours, full-time teaching workforce, by learning levels, NT

	Primary teachers	Secondary teachers	NT teaching workforce
Number of teachers	314	209	486
Average total working hours	59.6	60.1	59.5

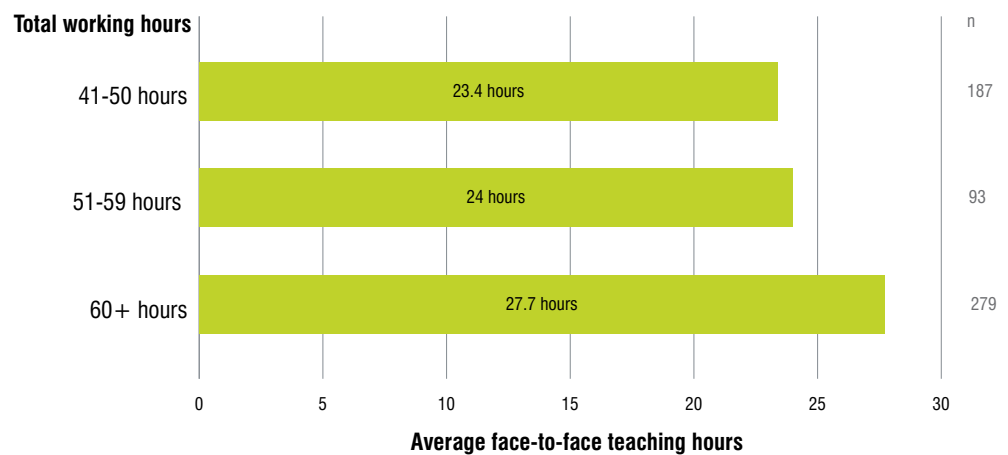
Face-to-face teaching hours

On average, across the teaching workforce in the Northern Territory, teachers reported spending 24 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.¹⁰

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 (23 hours to 23.7 hours), although it increased to 27.7 hours per week as the total number of hours worked rose beyond 60+ hours per week (**Figure NT-27**).

In total, 70% of the full-time teaching workforce in the Northern Territory reported engaging in 16–30 hours of face-to-face teaching per week, as did 68% across all surveyed jurisdictions (**Figure NT-28**).

Figure NT-27: Average face-to-face teaching hours, teaching workforce, by total working hours, NT¹¹

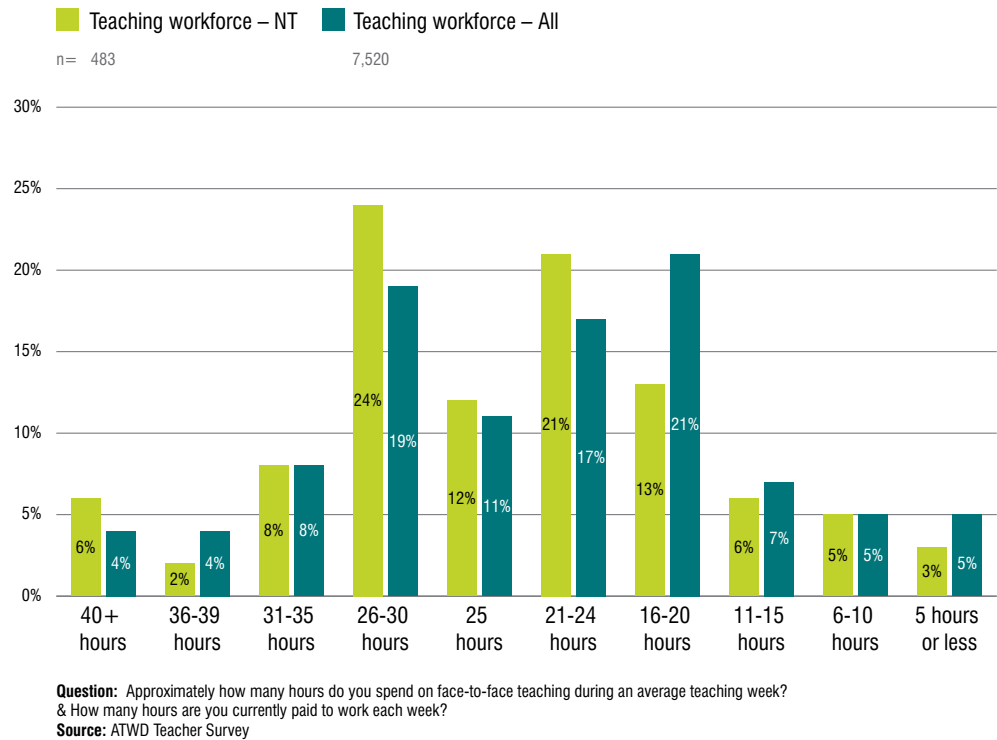


Question: Approximately how many hours do you spend on face-to-face teaching during an average teaching week?
 & Taking into account all the work done both inside and outside of work hours, during an average week, approximately how many hours (in total) do you work?
Source: ATWD Teacher Survey

¹⁰ This includes all full-time and part-time contracted teachers in the teaching workforce.

¹¹ Total working hours have been collapsed into larger categories to enable reporting, and those working less than 41 hours per week omitted due to small cell sizes.

Figure NT-28: Face-to-face teaching hours, full-time teaching workforce, NT



The teaching workforce in the Northern Territory engaged in similar face-to-face teaching hours when they were contracted full-time or for 31–35 hours per week. Across learning levels, full-time teachers reported working an average of 25.1 face-to-face hours per week (Table NT-4). Secondary teachers reported working an average of 24.2 face-to-face teaching hours compared to 25.7 hours as reported by primary teachers (Table NT-5).

Table NT-4: Average face-to-face teaching hours, teaching workforce, by paid working hours, NT

Paid hours	36–40 hours	31–35 hours
Number of teachers	483	63
Average face-to-face-hours	25.1	24.5

Table NT-5: Average face-to-face teaching hours, full-time teaching workforce, by learning levels, NT

	Primary teachers	Secondary teachers	All NT teaching workforce
Number of teachers	314	209	483
Average face-to-face hours	25.7	24.2	25.1

Task time allocation

Full-time teachers

In addition to face-to-face teaching, full-time teachers in the Northern Territory reported spending an average of 34.3 hours per week on non-face-to-face teaching tasks, compared to an average of 33.7 non-face-to-face hours per week for the teaching workforce across all surveyed jurisdictions (**Table NT-6**).

The full-time teaching workforce reported spending 27% of their non-teaching time (9.1 hours per week) on class planning and preparation. A further 29% of their time (10 hours per week) was divided across student supervision and counselling and general administrative work. In addition, 28% of their time was divided across marking or assessing student work and teamwork and dialogue with colleagues (9.4 hours per week). The remaining 17% of their time (almost 6 hours per week) involved communication with parents or engaging in extracurricular activities (**Table NT-6**).

Generally, these proportions are similar to those reported by the teaching workforce across all surveyed jurisdictions (**Table NT-6**).

Table NT-6: Average time spent on non-face-to-face teaching tasks, full-time teaching workforce, NT

Task	NT 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	9.1 (n=387)	27%	8.7 (n=5,658)	26%
Marking/assessing of student work	5.1 (n=382)	15%	5.6 (n=5,643)	17%
Other teamwork and dialogue with colleagues	4.3 (n=380)	13%	4.1 (n=5,635)	12%
Student supervision and counselling	4.7 (n=375)	14%	5 (n=5,600)	15%
General administrative work	5.3 (n=384)	15%	5.3 (n=5,641)	15%
Communication with parents or carers	3 (n=382)	9%	2.5 (n=5,631)	7%
Engaging in extracurricular activities	2.9 (n=381)	8%	2.5 (n=5,622)	7%
Total hours on all tasks (average)	34.3		33.7	

Part-time teachers

The part-time teaching workforce in the Northern Territory reported that lesson planning and preparation consumed 26% of their non-face-to-face teaching time. This was the same as teachers registered in all surveyed jurisdictions. For those in the Northern Territory, student supervision took up a further 15%, followed by a further 14% marking student work and 14% undertaking general administrative work (**Table NT-7**).

Table NT-7: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce, NT

Task	NT 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	7 (n=151)	26%	6.3 (n=4,529)	26%
Marking/assessing of student work	3.9 (n=149)	14%	3.9 (n=4,510)	17%
Other teamwork and dialogue with colleagues	3.6 (n=147)	13%	3.0 (n=4,492)	12%
Student supervision and counselling	4 (n=141)	15%	3.4 (n=4,435)	15%
General administrative work	3.8 (n=144)	14%	3.8 (n=4,466)	15%
Communication with parents or carers	2.4 (n=143)	9%	1.8 (n=4,453)	7%
Engaging in extracurricular activities	2.3 (n=141)	9%	1.7 (n=4,443)	7%
Total hours on all tasks (average)	27		24	

Primary and secondary teachers

Full-time secondary teachers in the Northern Territory reported spending a similar number of hours on non-face-to-face teaching tasks each week (35.1 hours) as full-time primary teachers (34.3 hours) (**Table NT-8**).

Part-time secondary teachers in the Northern Territory reported spending more hours on non-face-to-face teaching tasks each week (29.3 hours) than part-time primary teachers (26.6 hours) (**Table NT-9**).

Table NT-8: Average time spent on non-face-to-face teaching tasks, full-time teaching workforce, by learning levels taught, NT

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	9.3 (n=241)	27%	8.9 (n=166)	23%
Marking/assessing of student work	4.7 (n=237)	16%	5.6 (n=162)	16%
Other teamwork and dialogue with colleagues	4.3 (n=238)	12%	4.4 (n=162)	12%
Student supervision and counselling	4.9 (n=234)	16%	4.8 (n=158)	14%
General administrative work	5.2 (n=240)	15%	5.4 (n=165)	18%
Communication with parents or carers	3 (n=239)	7%	2.9 (n=162)	8%
Engaging in extracurricular activities	2.8 (n=238)	7%	3.2 (n=162)	9%
Total hours on all tasks (average)	34.3		35.1	

Table NT-9: Average time spent on non-face-to-face teaching tasks, part-time teaching workforce, by learning levels taught, NT

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	6.9 (n=96)	26%	7.1 (n=60)	24%
Marking/assessing of student work	3.8 (n=95)	14%	4.2 (n=59)	14%
Other teamwork and dialogue with colleagues	3.6 (n=94)	14%	3.9 (n=59)	13%
Student supervision and counselling	4.1 (n=90)	15%	4.8 (n=56)	16%
General administrative work	3.8 (n=92)	14%	4.2 (n=58)	14%
Communication with parents or carers	2.3 (n=90)	9%	2.6 (n=58)	9%
Engaging in extracurricular activities	2.2 (n=90)	8%	2.5 (n=56)	9%
Total hours on all tasks (average)	26.6		29.3	

Employment gaps

Over half of the teaching workforce in the Northern Territory (56%) reported an employment gap of at least one term over their career (**Figure NT-29**). Secondary teachers in the Northern Territory were slightly more likely to have had a gap (59%) than primary teachers in the Northern Territory (56%) (**Figure NT-30**).

Figure NT-29: Employment gaps, teaching workforce, NT

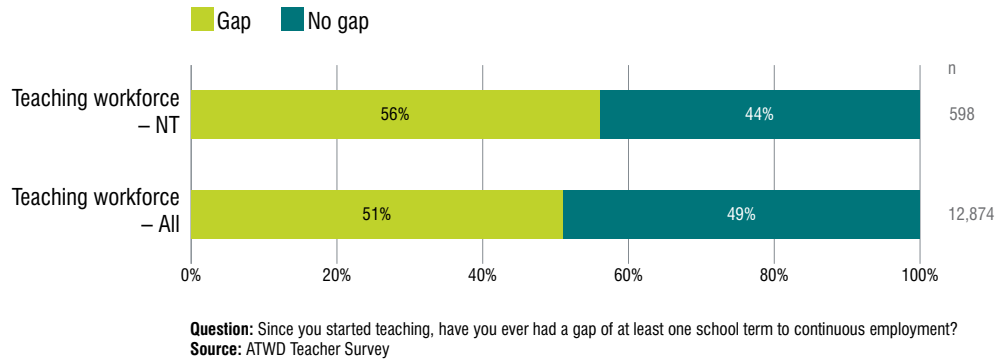
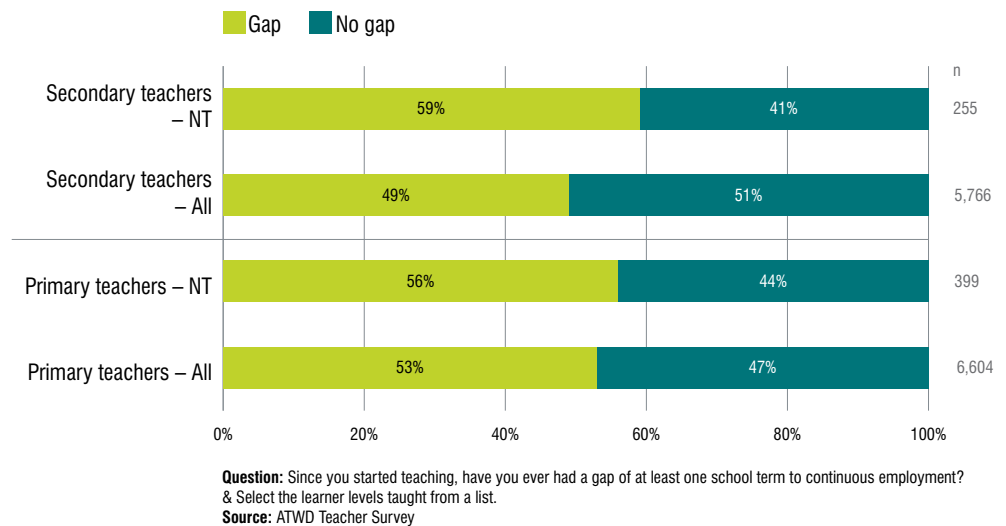


Figure NT-30: Employment gaps, teaching workforce, by learning levels taught, NT



When analysed by sector, 59% of the teaching workforce in independent schools reported an employment gap, as did 55% of teachers in Catholic schools and 55% of teachers in government schools (**Figure NT-31**).

For the teaching workforce in the Northern Territory, 57% of women reported an employment gap, compared to 53% of men. The difference in the proportion of men and women who have employment gaps was substantially smaller in the Northern Territory compared to all surveyed jurisdictions (Northern Territory: 4 percentage point difference, all surveyed jurisdictions: 19 percentage point difference) (**Figure NT-32**).

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

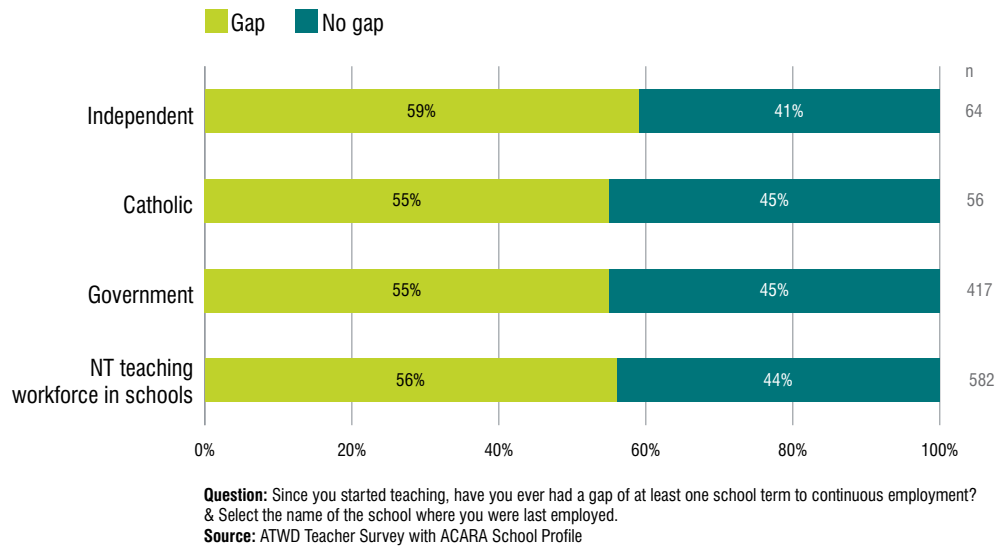
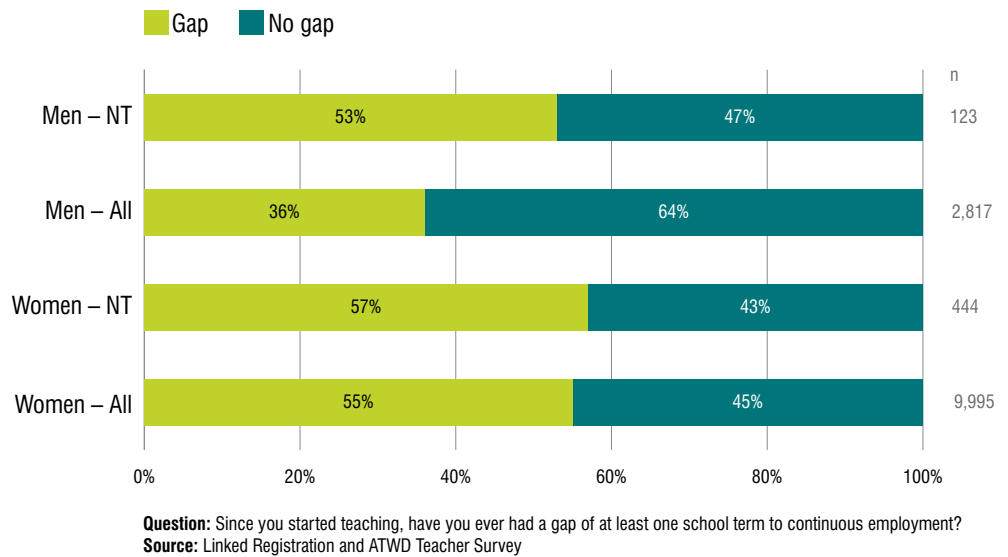


Figure NT-32: Employment gaps, teaching workforce, by gender, NT



Teachers in the Northern Territory reported employment gaps that were similar in length to the teaching workforce across all surveyed jurisdictions (**Figure NT-33**). Secondary teachers in the Northern Territory were moderately more likely to have had a gap of two terms (19%) than primary teachers in the Northern Territory (13%). They were also less likely to have had a gap of six or more years (8%) than primary teachers in the Northern Territory (15%). Employment gaps for primary and secondary teachers in the Northern Territory were similar in length to primary and secondary teachers across all surveyed jurisdictions (**Figure NT-34**).

Figure NT-33: Employment gap length, teaching workforce in schools, NT

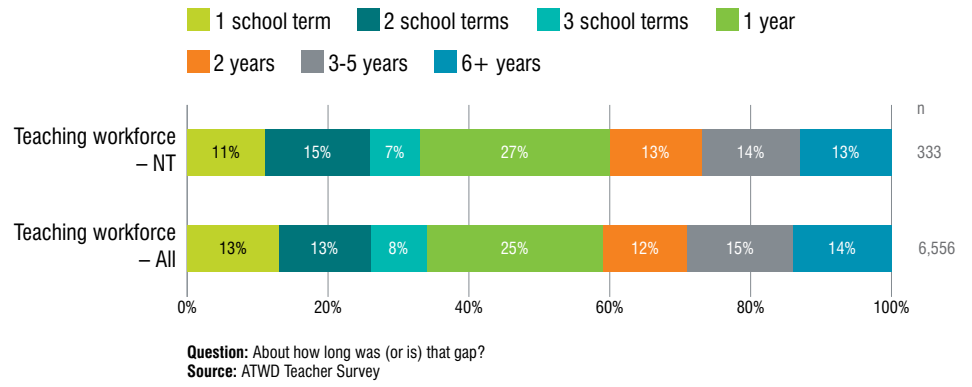
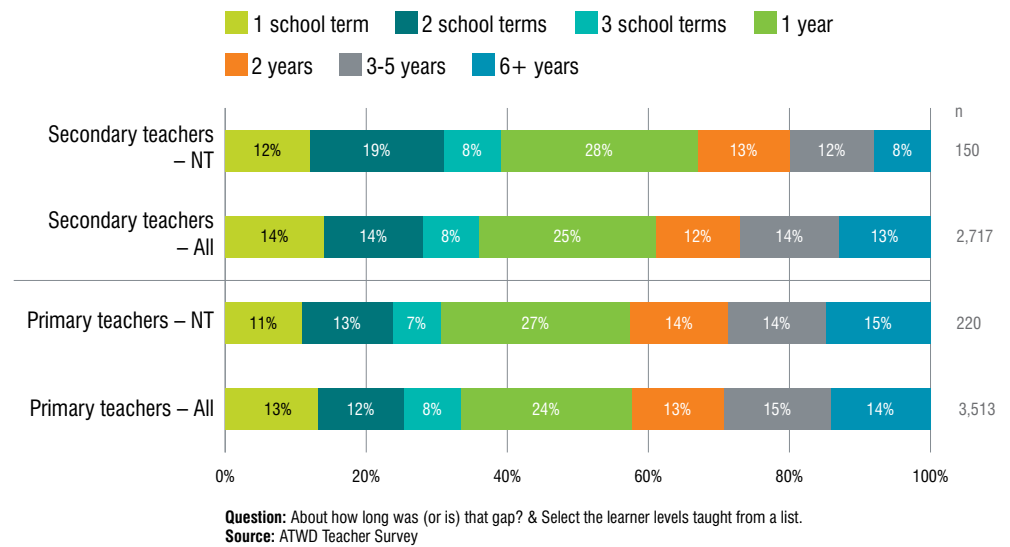


Figure NT-34: Employment gap length, teaching workforce in schools, by learning levels taught, NT



6. Qualifications and professional learning

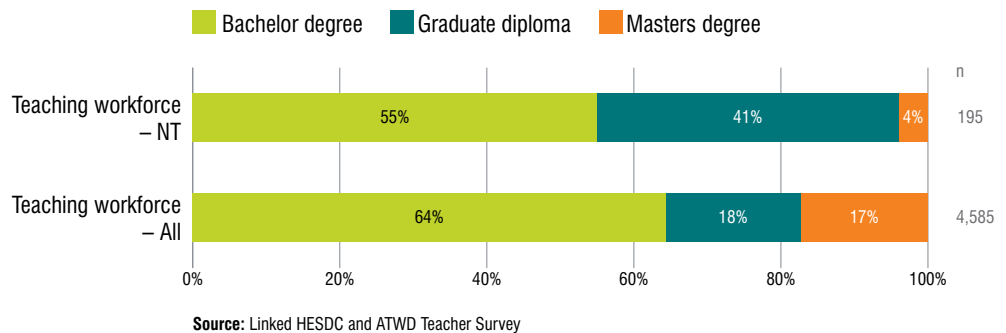
Focal segments

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

Initial teacher education

Teachers in the Northern Territory were considerably more likely to hold a one-year postgraduate ITE qualification than teachers across all surveyed jurisdictions: 55% held a Bachelor degree as their ITE qualification, compared to 64% across all surveyed jurisdictions; 41% held a Graduate diploma, compared to 18% across all surveyed jurisdictions; and 4% held a Masters degree, compared to 17% across all surveyed jurisdictions (**Figure NT-35**).

Figure NT-35: Level of ITE qualification, teaching workforce, NT

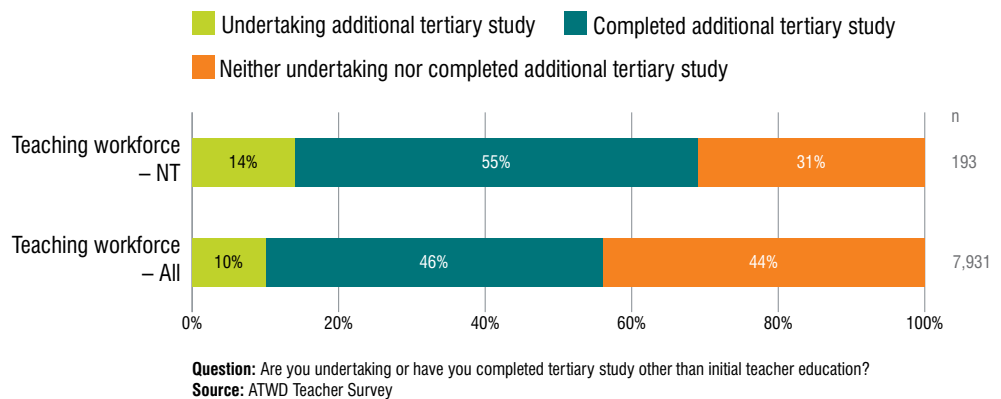


Tertiary study in addition to ITE

Teachers in the Northern Territory were very likely to have completed, or were completing, tertiary study in addition to ITE.

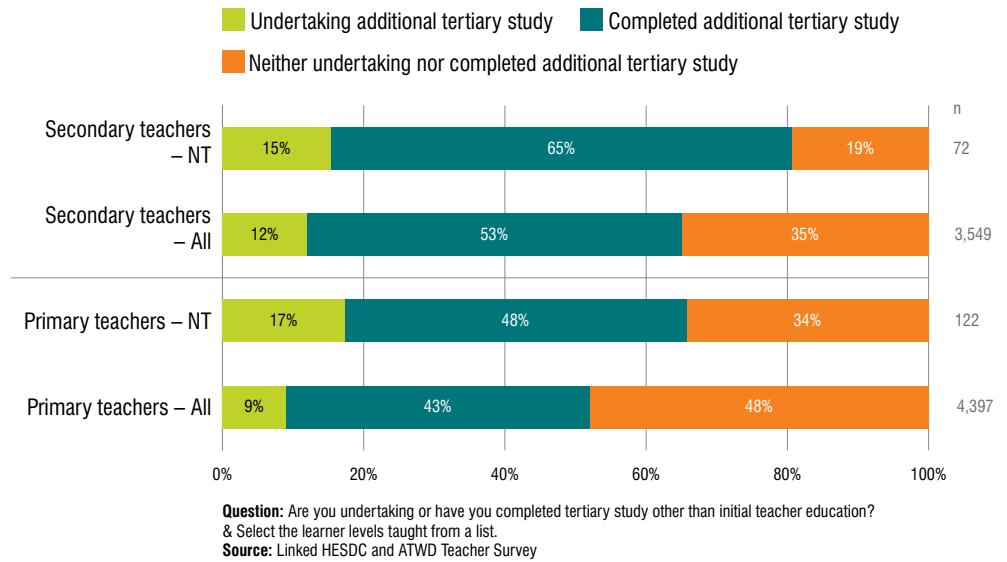
A total of 69% of Northern Territory teachers had completed, or were completing, tertiary study in addition to ITE, compared to 56% across all surveyed jurisdictions (**Figure NT-36**).

Figure NT-36: Tertiary study other than ITE, teaching workforce, NT



In the Northern Territory, as for the teaching workforce in all surveyed jurisdictions, those teaching at secondary level were the most likely to have completed, or were completing, tertiary study in addition to ITE (Northern Territory: 65%; all secondary teachers: 53%) (**Figure NT-37**).

Figure NT-37: Tertiary study other than ITE, teaching workforce, by learning levels taught, NT¹²

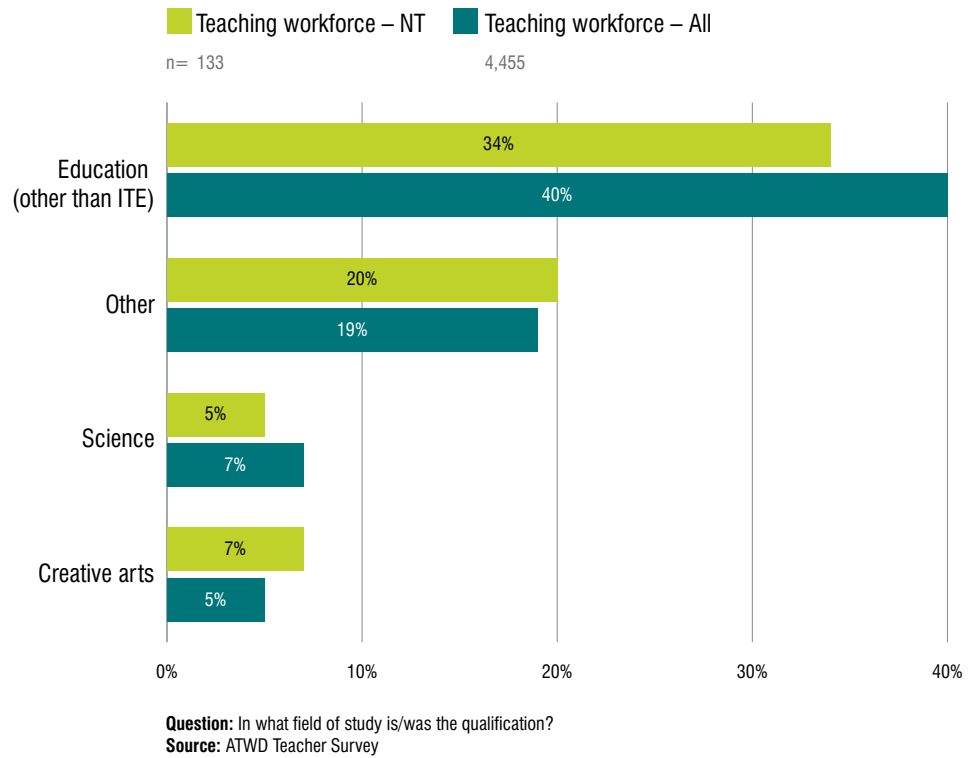


The ATWD Teacher Survey asked respondents if they were undertaking, or had completed, tertiary study other than initial teacher education. The survey did not collect data on whether the additional study was undertaken before or after the respondents' ITE study, or whether the additional tertiary study was related to their professional development. No further segmentations of the data could take place for the Northern Territory due to the sample size.

Of the 69% of Northern Territory teachers who had completed, or were completing, tertiary study in addition to ITE, 34% gained qualifications in Education (other than ITE) (**Figure NT-38**). This seems to indicate that this group were building on their original ITE qualifications and enhancing their professional development.¹³

¹² The relative standard error for 'Secondary teachers - NT' for the category 'Undertaking additional tertiary study' is between 25% and 50%, and this data should be used with caution.
¹³ Please also refer to earlier discussion, in **Chapter 6** of the main report.

Figure NT-38: Field of highest level of tertiary study other than ITE, teaching workforce, NT



Professional learning

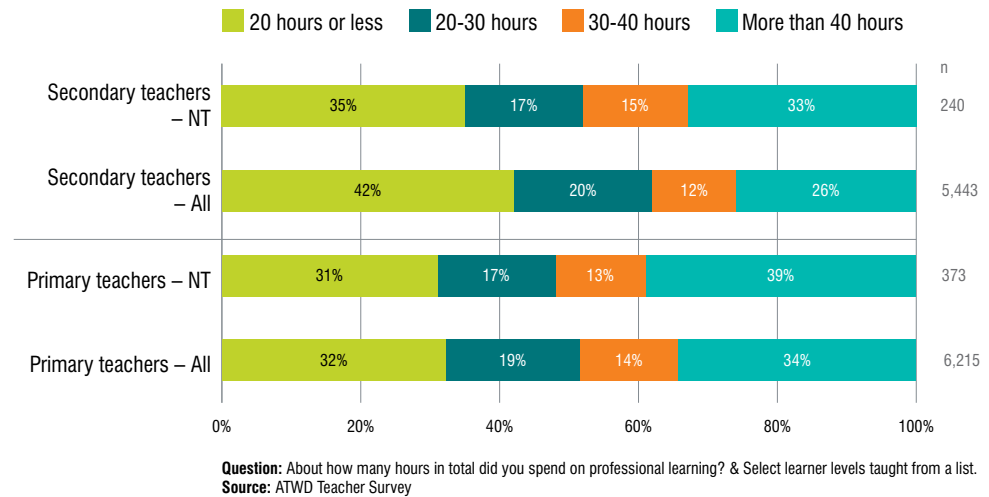
Among the teaching workforce, nearly all secondary teachers (92%) and primary teachers (92%) in the Northern Territory undertook professional learning activities in 2018 (Figure NT-39).

Secondary teachers in the Northern Territory were somewhat more likely to spend 20 hours or more on professional learning (65%), than secondary teachers across all surveyed jurisdictions (58%). The proportion of primary teachers in the Northern Territory who spent 20 hours or more on professional learning (69%) was equal to the proportion in all surveyed jurisdictions (67%) (Figure NT-40).

Figure NT-39: Professional learning, teaching workforce in schools, by learning levels taught, NT



Figure NT-40: Professional learning hours, teaching workforce in schools, by learning levels taught, NT



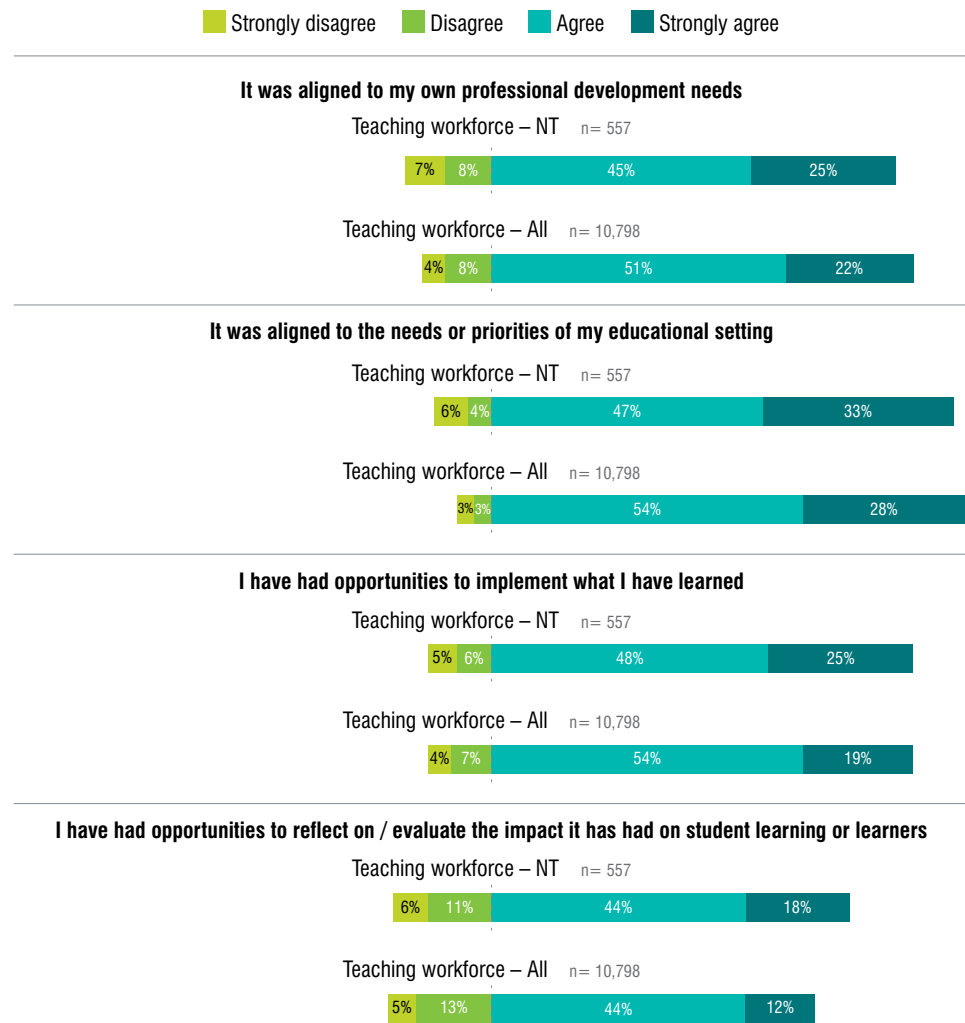
Secondary teachers in the Northern Territory spent an average of 50.6 hours on professional learning activities during 2018, compared to an average of 39.4 hours for secondary teachers in all surveyed jurisdictions. Primary teachers in the Northern Territory spent an average of 59.4 hours on professional learning activities during 2018, compared to an average of 44 hours for primary teachers in all surveyed jurisdictions (**Table NT-10**).

Consistent with the findings across all surveyed jurisdictions, the majority of the teaching workforce in the Northern Territory (80%) agreed, or strongly 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 professional development needs (70%) and only 62% agreed or strongly agreed that they have had the opportunity to reflect on and/or evaluate the impact of their professional learning activities on students (**Figure NT-41**).

Table NT-10: Average professional learning hours, teaching workforce, by learning levels taught, NT

	Average professional learning hours	
	Primary teachers	Secondary teachers
NT teaching workforce	59.4 (n=373)	50.6 (n=240)
All surveyed jurisdictions teaching workforce	44 (n=6,215)	39.4 (n=5,443)

Figure NT-41: Reflections on value of professional learning, teaching workforce, NT¹⁴



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

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.

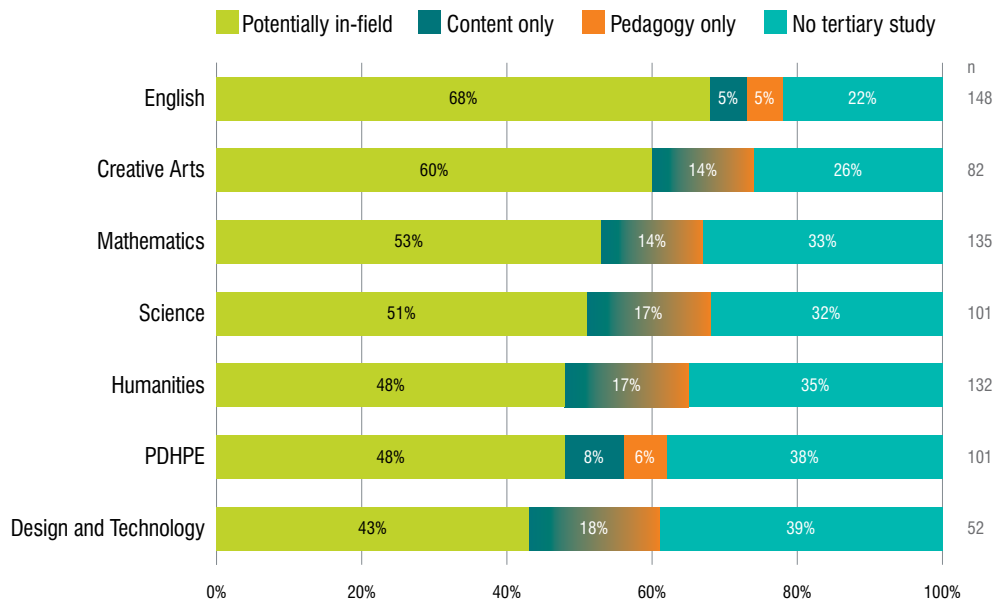
¹⁴ Total number of responses for 'It was aligned to my own professional development' is one higher in all surveyed jurisdictions (n = 10,799).

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.

In addition, for the teaching workforce in the Northern Territory, subject-specific professional learning they had received is reported. When improved indicators of whether someone is in-field become available, this data will additionally be reported separately for those who are not in-field.

For the teaching workforce in the Northern Territory, across all curriculum areas, 43% or more of secondary teachers were potentially in-field. However, more than one-fifth of teachers in any subject area had undertaken no tertiary study in the subjects they were teaching. This was lowest among those teaching English (22%) and Creative Arts (26%) (**Figure NT-42**). Although the teachers of English and Creative Arts were least likely to be teaching out-of-field in the Northern Territory, when compared to all surveyed jurisdictions (all: English – 18%, Creative Arts – 22%) these teachers were more likely to be out-of-field.

Figure NT-42: Subject-specific ITE preparation, secondary teachers, NT



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

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

Almost half (43%) of the teacher workforce in the Northern Territory intended to stay in the profession until retirement, compared to 41% across all surveyed jurisdictions (**Figure NT-43**).

Of those who indicated that they did intend to leave the profession before they retired, teachers in the Northern Territory were slightly more likely to be unsure how long they would stay (Northern Territory: 25%; all surveyed jurisdictions: 23%), considerably more likely to leave within 5 years (Northern Territory: 58%; all surveyed jurisdictions: 47%) and considerably less likely to see themselves still working in schools in 10 years' time (Northern Territory: 10%; all surveyed jurisdictions: 21%) (**Figure NT-44**).

Figure NT-43: Intentions to remain in the profession, teacher workforce, NT

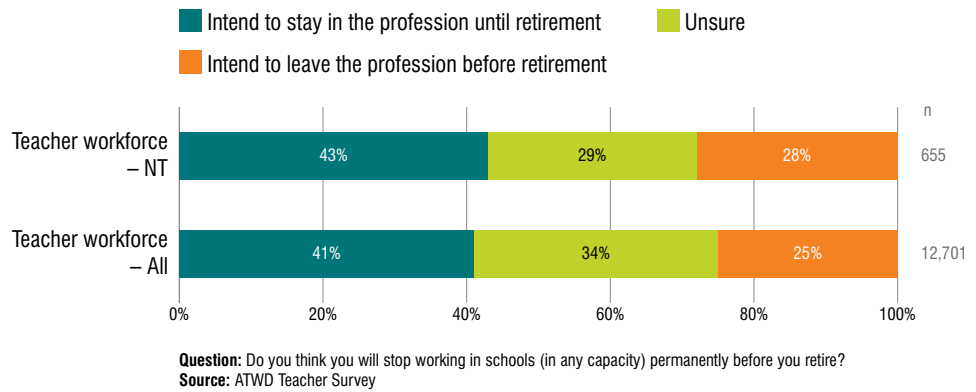
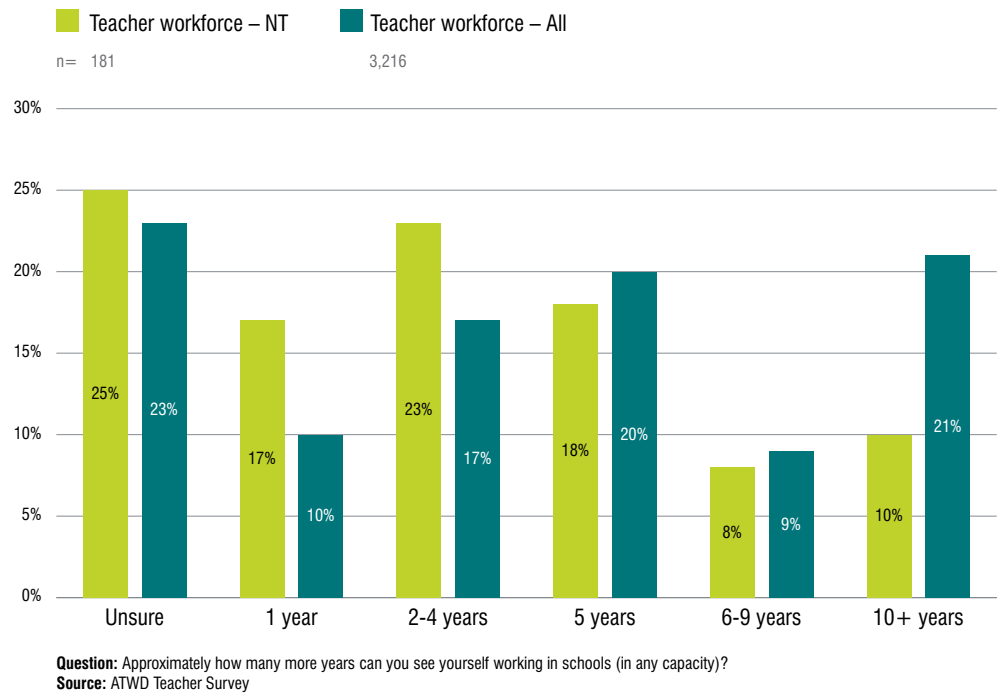


Figure NT-44: Estimates of years remaining working in schools or early childhood services, teacher workforce considering leaving teaching, NT¹⁵



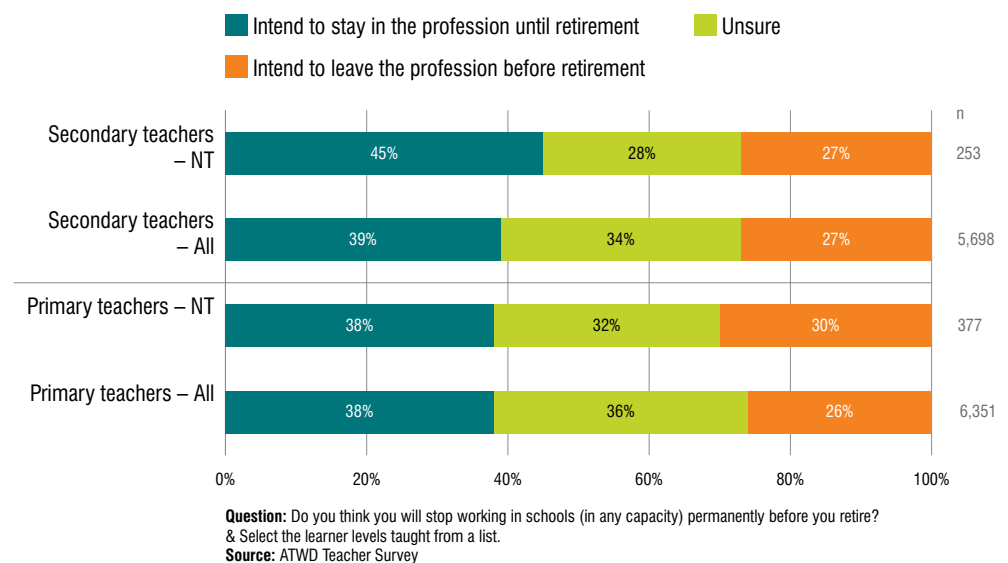
Teacher characteristics and school type

Learning levels

When the intentions of the teacher workforce were analysed by learning levels taught, 45% of secondary teachers in the Northern Territory intended to stay in the profession until retirement, compared to 39% of secondary teachers across all surveyed jurisdictions. Primary teachers in the Northern Territory were similarly likely to intend to stay in the profession as primary teachers in all surveyed jurisdictions (**Figure NT-45**).

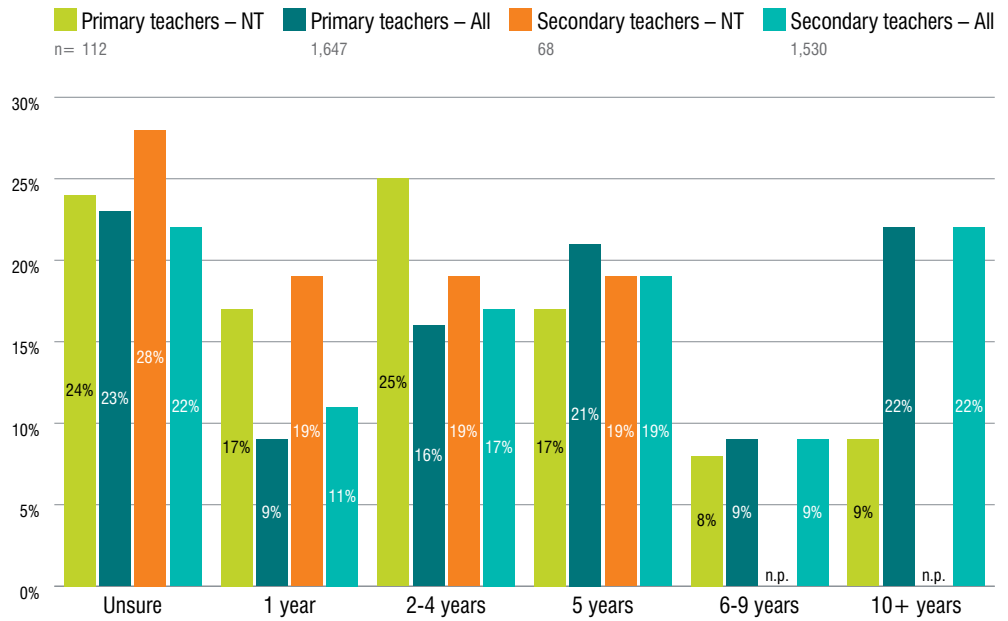
Of the teacher workforce in the Northern Territory who indicated an intention to leave the profession, 24% of primary teachers and 28% of secondary teachers were unsure when they might leave (**Figure NT-46**).

Figure NT-45: Intention to remain in the profession, teacher workforce, by learning levels taught, NT



¹⁵ The relative standard error for 'Northern Territory' for the category '6–9 years' is between 25% and 50%, and this data should be used with caution.

Figure NT-46: Estimates of years remaining working in schools, teacher workforce considering leaving, by learning levels taught, NT

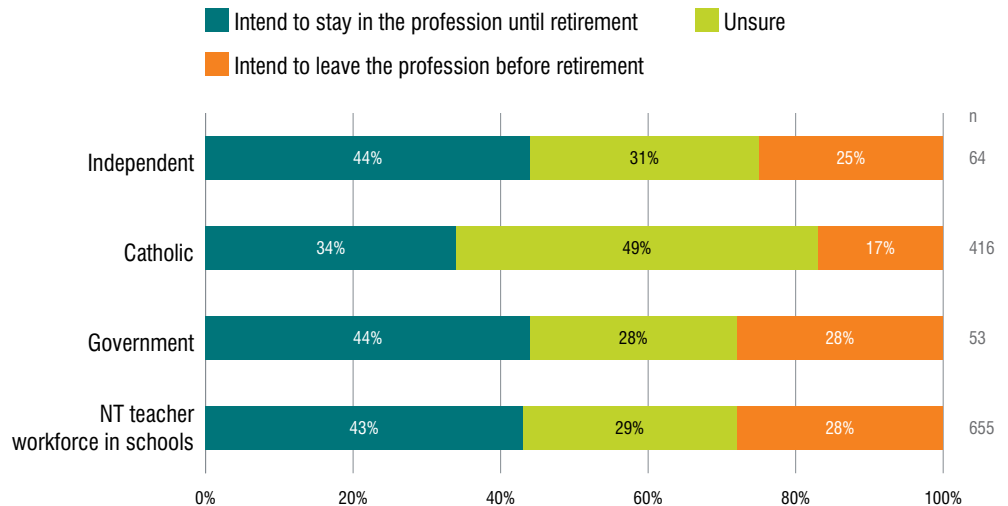


Question: Approximately how many more years can you see yourself working in schools (in any capacity)?
 Source: ATWD Teacher Survey

Sector

When analysed by sector, 44% of the teacher workforce in government schools in the Northern Territory intended to stay in the profession until retirement, as did 34% of the teacher workforce in Catholic schools and 44% of those in independent schools (Figure NT-47).

Figure NT-47: Intention to remain in the profession, teacher workforce, by sector, NT¹⁶



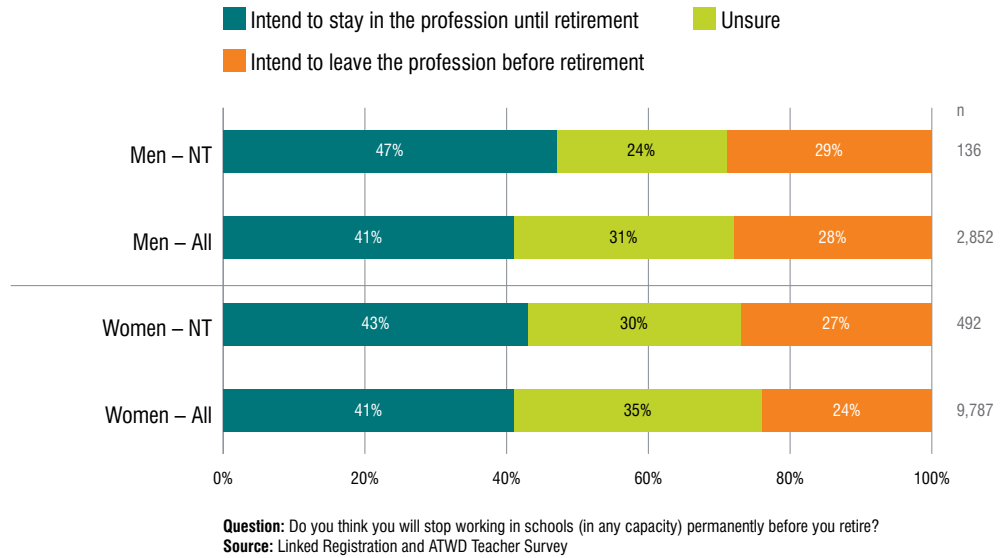
Question: Do you think you will stop working in schools (in any capacity) permanently before you retire? & Select the name of the school where you were last employed.
 Source: ATWD Teacher Survey with ACARA School Profile

¹⁶ The relative standard error for 'Intend to leave the profession before retirement' for the category 'Catholic' is between 25% and 50%, and this data should be used with caution.

Gender

Among the teacher workforce in the Northern Territory, 47% of men intended to stay in the teaching profession until retirement, as did 43% of women (**Figure NT-48**).

Figure NT-48: Intentions to remain in the profession, teacher workforce, by gender, NT

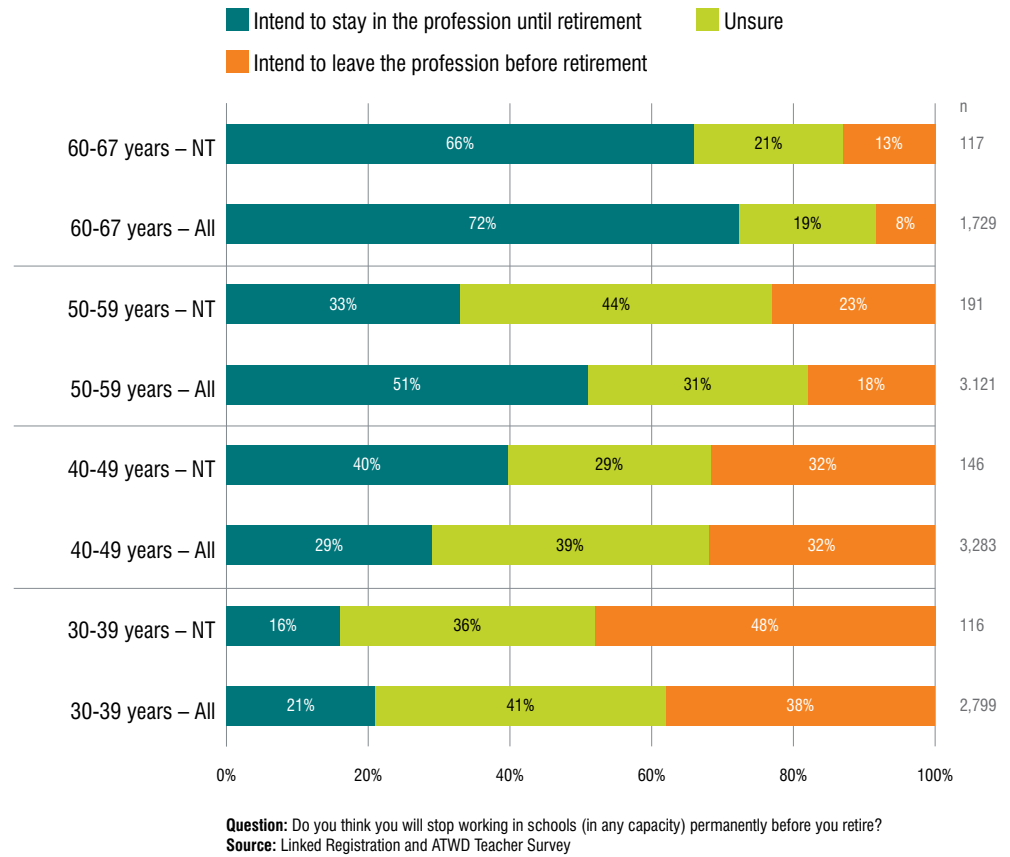


Age

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 the Northern Territory and all surveyed jurisdictions. However, for all age groups except those aged 40–49 years, teachers in the Northern Territory were less likely to intend to remain in the profession until retirement (**Figure NT-49**).

Data for teachers in the Northern Territory aged under 30 years is not reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

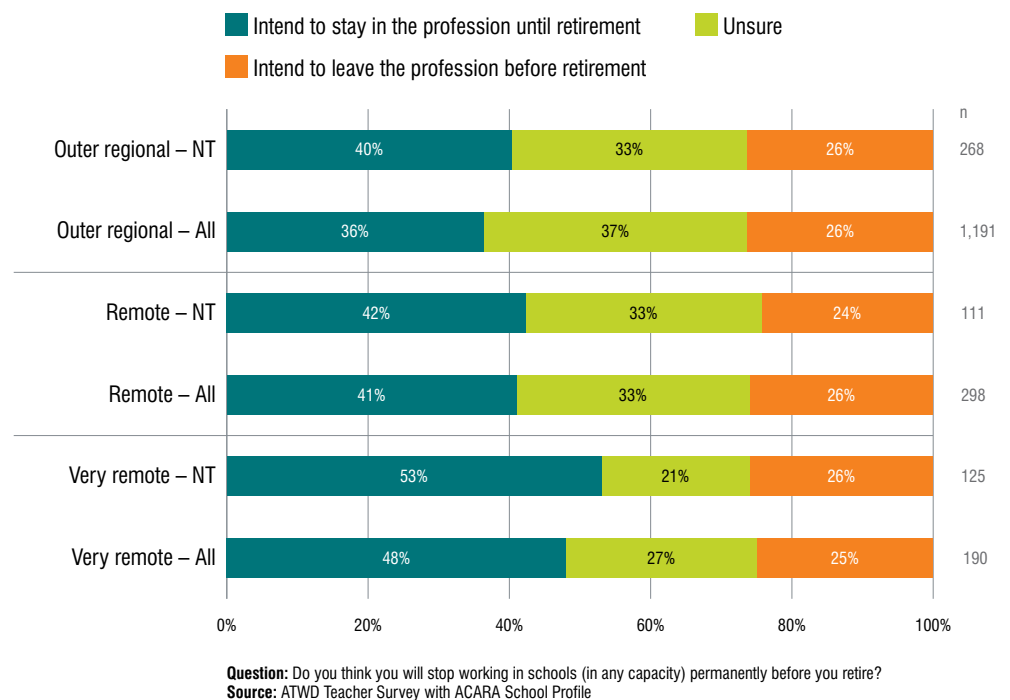
Figure NT-49: Intentions to remain in the profession, teacher workforce, by age group, NT



School location and remoteness

In the Northern Territory, 53% of teachers in very remote locations intended to stay in the profession until retirement, as did 42% of teachers in remote locations and 40% of teachers in outer regional locations (Figure NT-50).

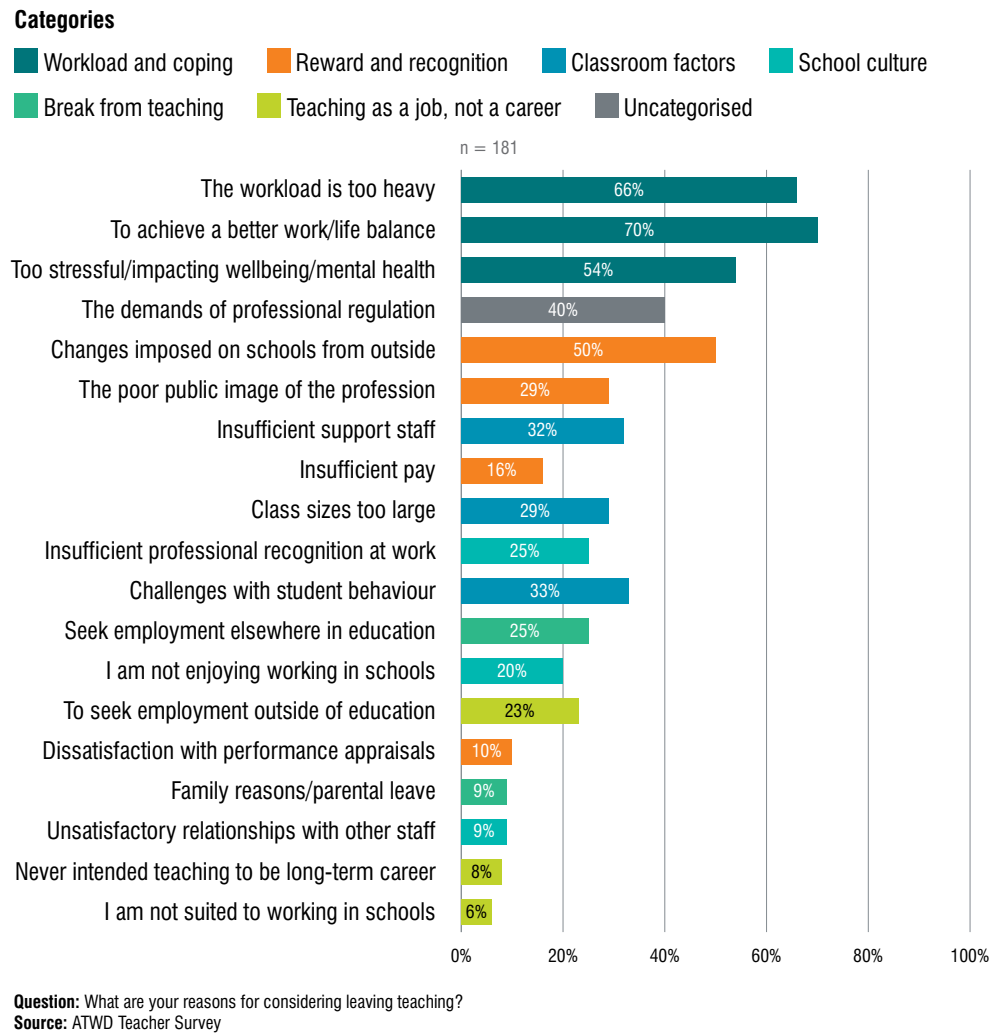
Figure NT-50: Intentions to remain in the profession, school teachers, by school regionality, NT



Reasons for leaving

Teachers in the Northern Territory provided the same top five reasons for intending to leave the profession as were provided by the teacher workforce across all surveyed jurisdictions. When examining the relative frequency of each type of reason for the teacher workforce in the Northern Territory versus those in all surveyed jurisdictions, some types of reasons were less likely to be selected by teachers in the Northern Territory. With the exception of 'work/life balance', reasons in the 'workload and coping' category were less likely to be selected by teachers in the Northern Territory, as was the 'demands of professional regulation' (13 percentage points less likely) (**Figure NT-51**).

Figure NT-51: Reasons for considering leaving the profession, teacher workforce considering leaving teaching, NT



8. Early career teachers

Focal segments

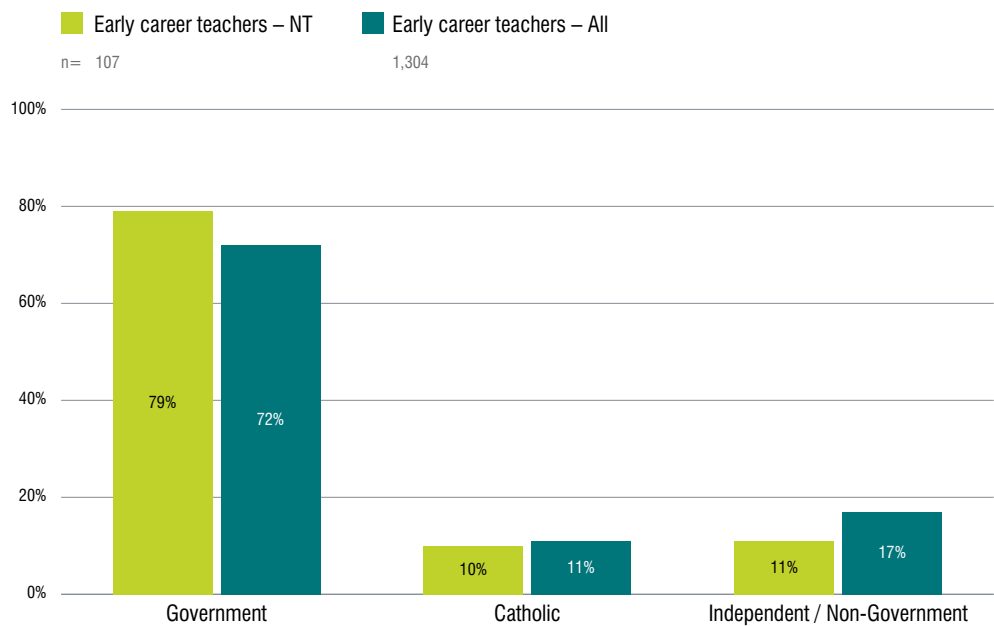
Early career teachers – registered teachers who joined the teacher workforce less than 5 years ago

Early career teachers are teachers who had been in the Australian teaching workforce for up to five years. There were 109 early career teachers in the Northern Territory who completed the ATWD Teacher Survey.

School sector

In the Northern Territory, 79% of early career teachers in schools worked in the government sector, compared to 72% of all early career teachers. Due to sample size, further data is not reported by sector for the Northern Territory (**Figure NT-52**).

Figure NT-52: School sector, early career school teachers, NT¹⁷



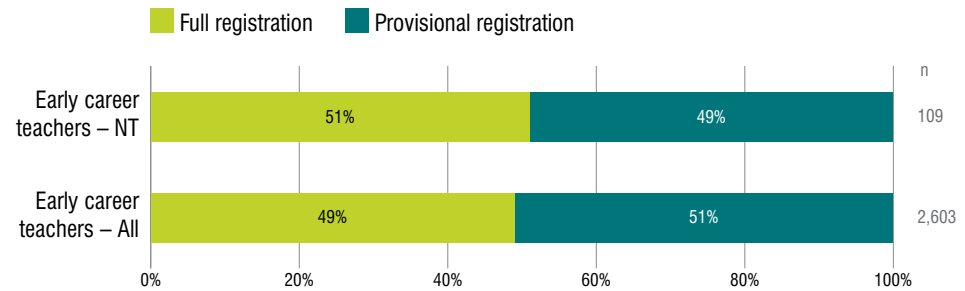
Question: Select the name of the school where you are currently employed.
Source: ATWD Teacher Survey with ACARA School Profile

¹⁷ The relative standard error for 'NT early career teachers' for the categories 'Catholic' and 'Independent/Non-Government' is between 25% and 50%, and this data should be used with caution.

Registration

Just under half (49%) of early career teachers in the Northern Territory had provisional registration status (**Figure NT-53**).

Figure NT-53: Registration status, early career teachers, NT



Source: Linked Registration and ATWD Teacher Survey

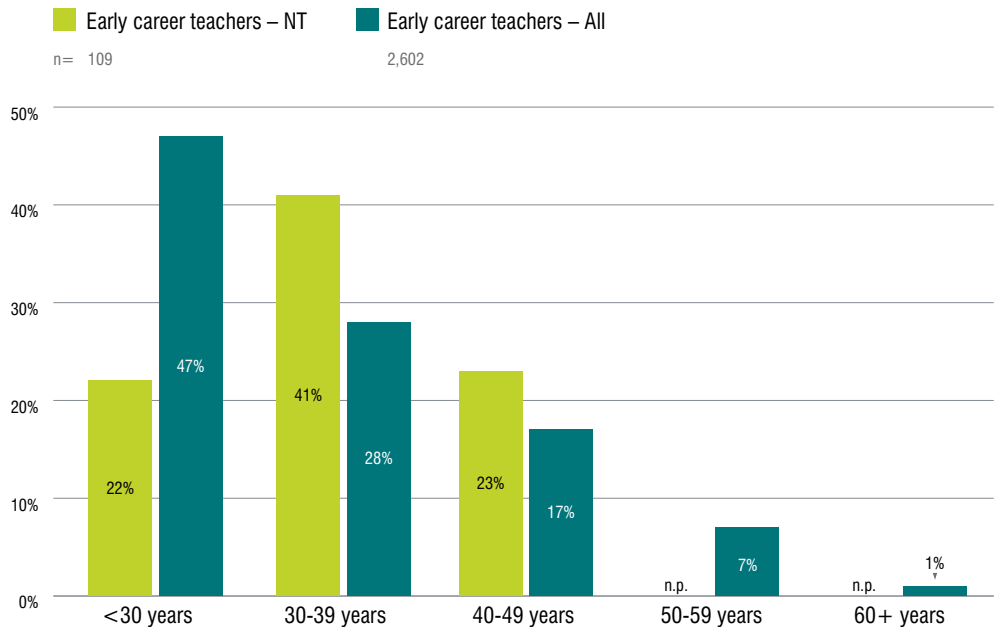
Demographic and teacher characteristics

Age

Only 22% of early career teachers in the Northern Territory were aged under 30, compared to 47% of early career in all surveyed jurisdictions. Early career teachers in the Northern Territory were considerably more likely to be aged 30–39 (41%).

The average age of early career teachers in the Northern Territory was 38 years, compared to 33.8 years for early career teachers in all surveyed jurisdictions. The median age of early career teachers in the Northern Territory was 36 years, compared to 30 years for early career teachers in all surveyed jurisdictions (**Figure NT-54**).

Figure NT-54: Age distribution, early career teachers, NT¹⁸



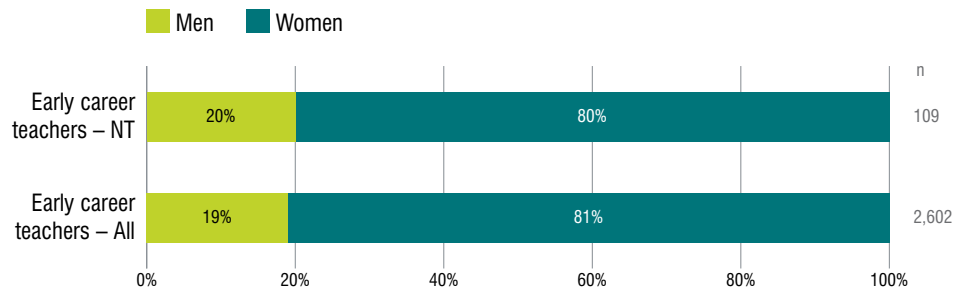
Source: Linked Registration and ATWD Teacher Survey

¹⁸ Age categories of 50–59 and 60+ are not presented due to the relative standard error for 'NT early career teachers' and low cell counts.

Gender

In the Northern Territory, 80% of early career teachers were women, as were 81% of early career teachers in all surveyed jurisdictions (**Figure NT-55**).

Figure NT-55: Gender, early career teachers, NT



Source: Linked Registration and ATWD Teacher Survey

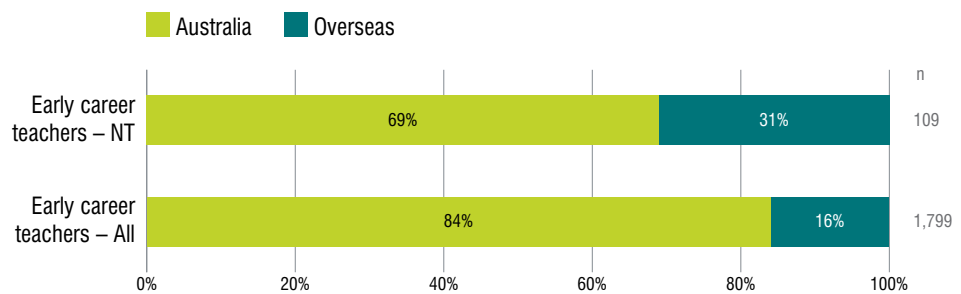
Disability

Data relating to the disability status of early career teachers in the Northern Territory has not been provided because analysis has only been reported where sample sizes were sufficient to allow segmentation.

Country of birth

In the Northern Territory, 31% of early career teachers had been born overseas, compared to 16% of early career teachers in all surveyed jurisdictions (**Figure NT-56**).

Figure NT-56: Country of birth, early career teachers, NT



Source: Linked Registration and ATWD Teacher Survey

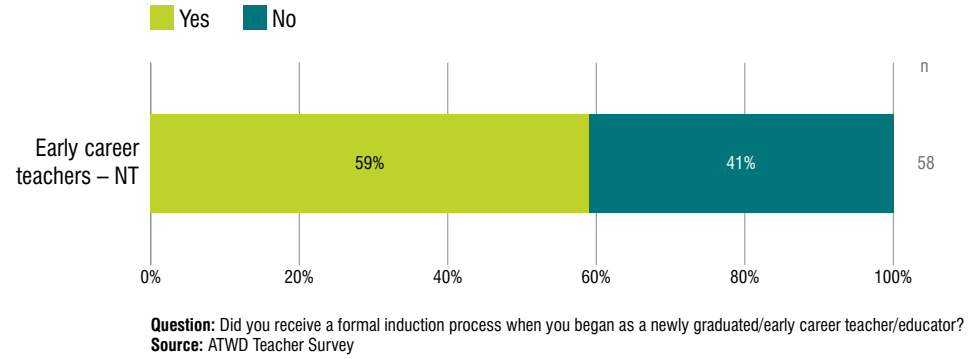
Regionality

Data relating to the regionality of early career teachers in the Northern Territory, including where they live and where they work, has not been provided because analysis has only been reported where sample sizes were sufficient to allow segmentation.

Induction

In the Northern Territory, 59% of early career teachers had participated in induction activities (**Figure NT-57**).¹⁹ There were not enough early career teachers who had received induction to examine the induction activities received by those registered in the Northern Territory.

Figure NT-57: Incidence of induction, early career teachers, NT

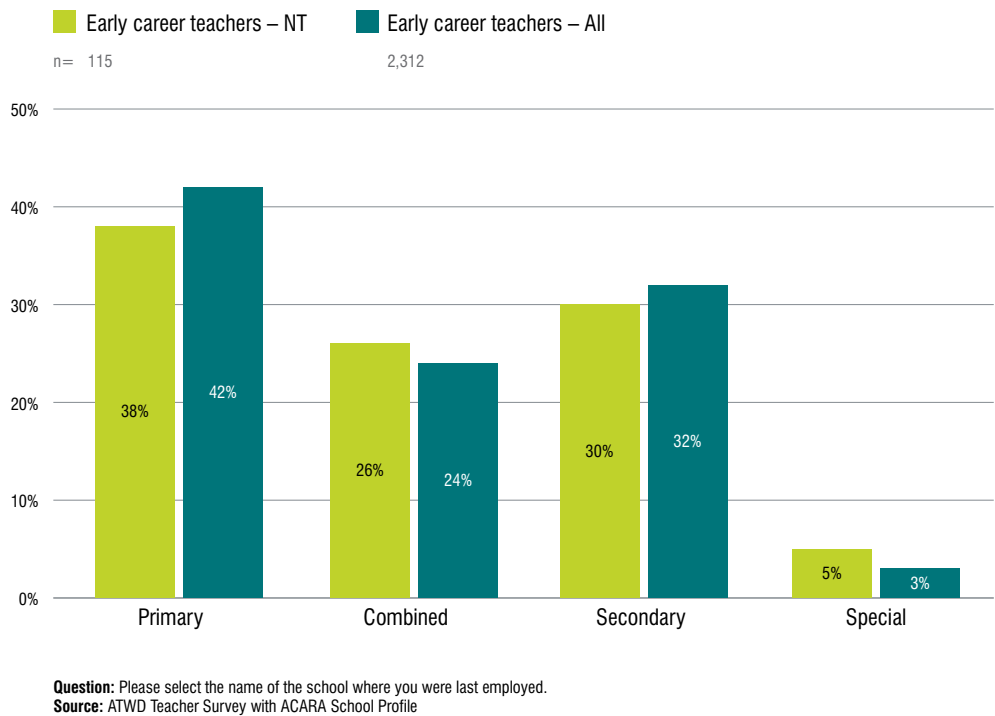


Employment arrangements

School type

In the Northern Territory, 38% of early career teachers worked in primary schools, compared to 42% of early career teachers in all surveyed jurisdictions (**Figure NT-58**).

Figure NT-58: School type, early career school teachers, NT²⁰

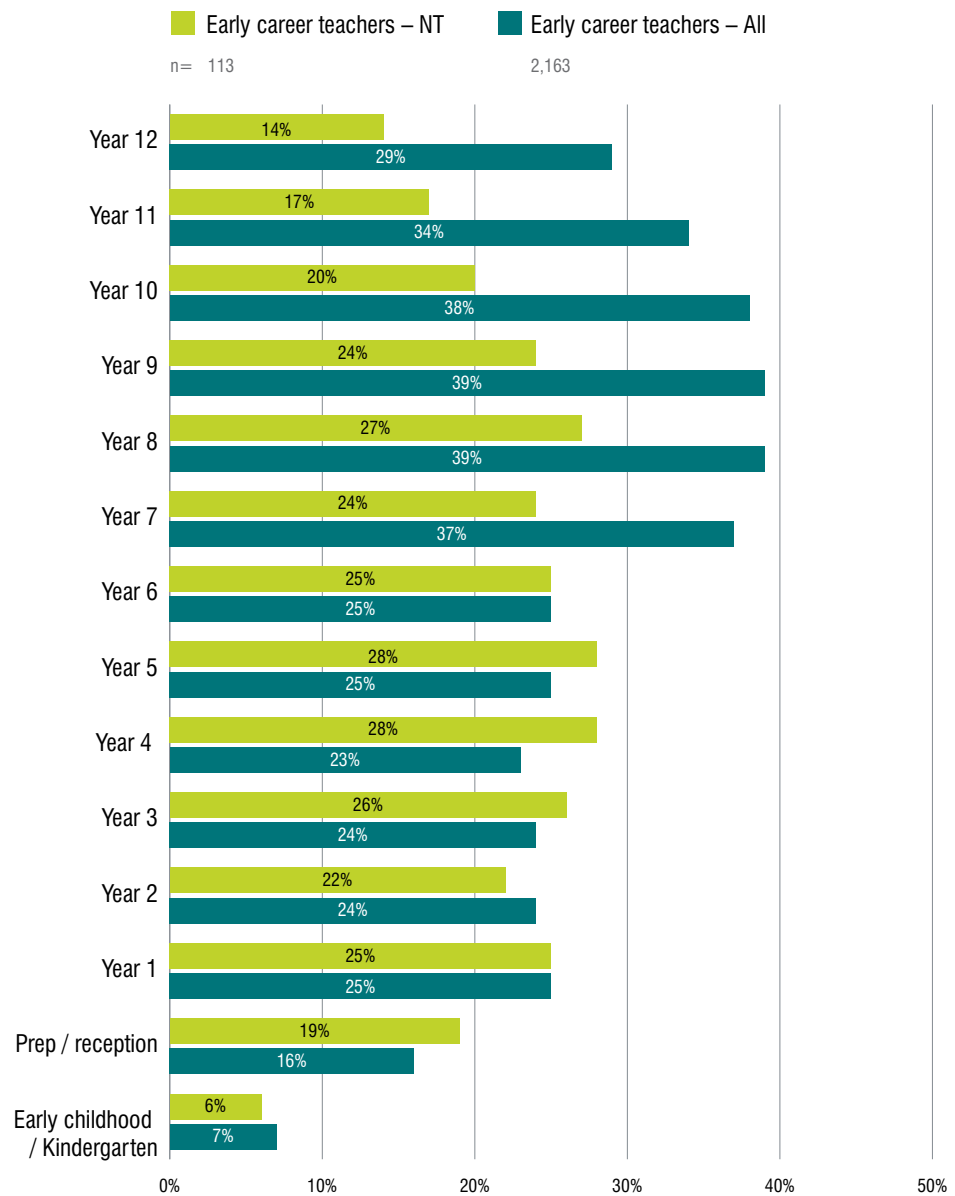


Year levels taught

In the Northern Territory, early career teachers were considerably less likely (12 to 18 percentage points) to teach at secondary levels than early career teachers in all surveyed jurisdictions (**Figure NT-59**).

¹⁹ 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 the Northern Territory to all surveyed jurisdictions.
²⁰ Responses for 'NT early career teachers' for the categories 'early childhood' were too small for reporting.

Figure NT-59: Year levels taught, early career teachers in schools, NT²¹



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

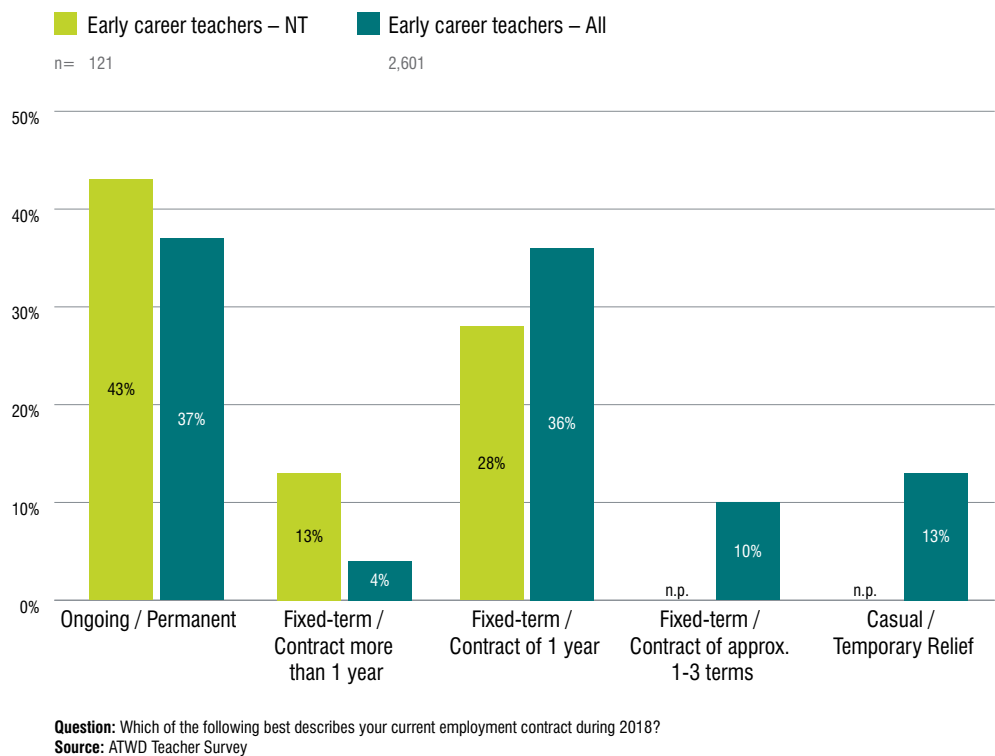
²¹ The relative standard error for 'NT early career teachers' for the category 'Early Childhood/Kindergarten' is between 25% and 50%, and this data should be used with caution.

Contractual arrangements

In the Northern Territory, 43% of early career teachers were employed under a permanent or ongoing contract, compared to 37% of early career teachers in all surveyed jurisdictions. Early career teachers in the Northern Territory were also considerably more likely to be employed under a fixed-term contract of more than one year (13%) than were early career teachers in all surveyed jurisdictions (4%) (**Figure NT-60**).

By way of comparison, in 2018, two-thirds (66%) of the teaching workforce in all jurisdictions reported that they were employed under an ongoing, permanent arrangement. However, 34% of teachers reported that they were not permanently employed, including 19% on short-term contracts of one year or less, and 10% employed as casual/relief teachers (see also **Chapter 5** main report).

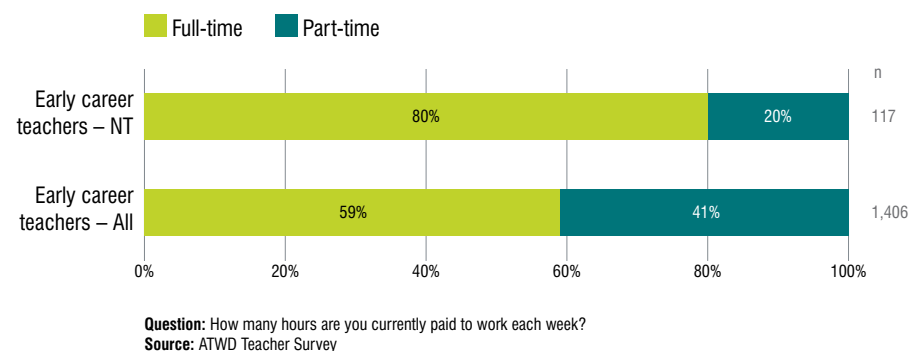
Figure NT-60: Employment contract types, early career teachers, NT²²



Working hours and tasks

In the Northern Territory, 80% of early career teachers were employed on a full-time basis, compared to 59% of early career teachers teaching workforce in all jurisdictions (**Figure NT-61**).

Figure NT-61: Paid working hours, early career teachers, NT²³



²² Responses for 'NT early career teachers' for the category 'Casual/Temporary Relief' were too small for reporting.
²³ The relative standard error for 'NT early career teachers' for the category 'Part-time' is between 25% and 50%, and this data should be used with caution.

Average total working hours

In the Northern Territory, early career teachers reported working an average of 58.5 total hours per week, compared to 59.5 hours per week for all Northern Territory teachers. Those who had worked for 1–3 years reported working 59.9 hours per week compared to 57 hours per week for those who had worked 4–5 years (**Table NT-11**).

Early career teachers working in primary schools reported working 58.8 total hours per week on average compared to 59.6 total hours per week for all Northern Territory primary teachers (**Table NT-12**).

Table NT-11: Average total working hours, full-time early career teachers, NT

	Early career teachers (1–3 years)	Early career teachers (4–5 years)	Early career teachers (1–5 years)	All NT teaching workforce
Number of teachers	49	45	94	486
Average face-to-face hours	59.9	57	58.5	59.5

Table NT-12: Average total working hours, full-time early career teachers, by learning levels, NT

	Average total working hours	
	Primary	Secondary
NT early career teachers	58.8 (n=56)	n.p.
All NT teaching workforce	59.6 (n=314)	60.1 (n=209)

Average face-to-face working hours

In the Northern Territory, full-time early career teachers reported working an average of 26.4 face-to-face hours per week, compared to 25.1 hours per week for the Northern Territory teaching workforce (**Table NT-13**).

Table NT-13: Average face-to-face working hours, full-time early career teachers, NT

	Early career teachers (1–3 years)	Early career teachers (4–5 years)	Early career teachers (1–5 years)	All NT teaching workforce
Number of teachers	49	45	94	483
Average face-to-face hours	27.3	25.3	26.4	25.1

Task time allocation

In total, in the Northern Territory full-time early career teachers reported spending 30.5 hours per week on non-face-to-face teaching tasks, which was almost 4 hours less than what was reported by all Northern Territory full-time teachers (34.3 hours) (**Table NT-14**).

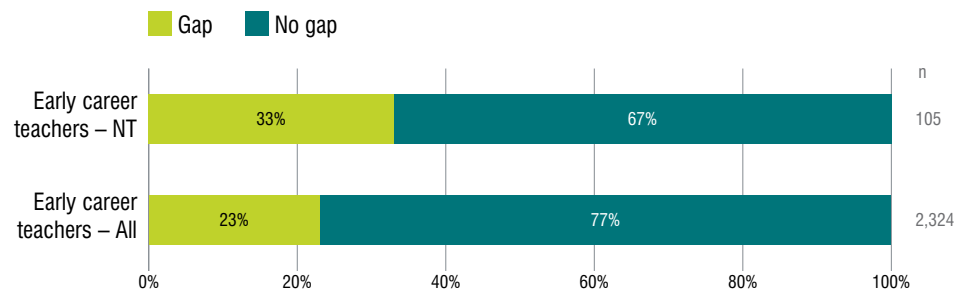
Table NT-14: Task time allocation, full-time early career teachers, NT

Task	NT early career teachers		All NT 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	8.5 (n=75)	26%	9.1 (n=387)	27%
Marking/assessing of student work	4.4 (n=75)	15%	5.1 (n=382)	15%
Other teamwork and dialogue with colleagues	4 (n=75)	12%	4.3 (n=380)	13%
Student supervision and counselling	4 (n=73)	13%	4.7 (n=375)	14%
General administrative work	4.3 (n=75)	17%	5.3 (n=384)	15%
Communication with parents or carers	2.8 (n=75)	8%	3 (n=382)	9%
Engaging in extracurricular activities	2.7 (n=75)	10%	2.9 (n=381)	8%
Total hours on all tasks (average)	30.5		34.3	

Employment gaps

In the Northern Territory, 33% of early career teachers had an employment gap, compared to 23% of early career teachers across all surveyed jurisdictions (Figure NT-62).

Figure NT-62: Employment gaps, early career teachers, NT



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

Qualifications and professional learning

Tertiary education

Data relating to the initial teacher education (ITE) of early career teachers in the Northern Territory have not been reported, nor data relating to tertiary study in addition to ITE undertaken by early career teachers in the Northern Territory, because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

Teaching in-field

Data relating to in-field teaching of early career teachers in the Northern Territory have not been reported because analysis has only been undertaken where sample sizes were sufficient to allow segmentation.

Professional learning

In the Northern Territory, 92% of early career teachers undertook professional learning during 2018, as did 93% of early career teachers across all surveyed jurisdictions (**Figure NT-63**).

In total, 63% of early career teachers in the Northern Territory undertook 20 or more hours of professional learning, compared to 56% of early career teachers across all surveyed jurisdictions (**Figure NT-64**).

Figure NT-63: Professional learning, early career teachers, NT

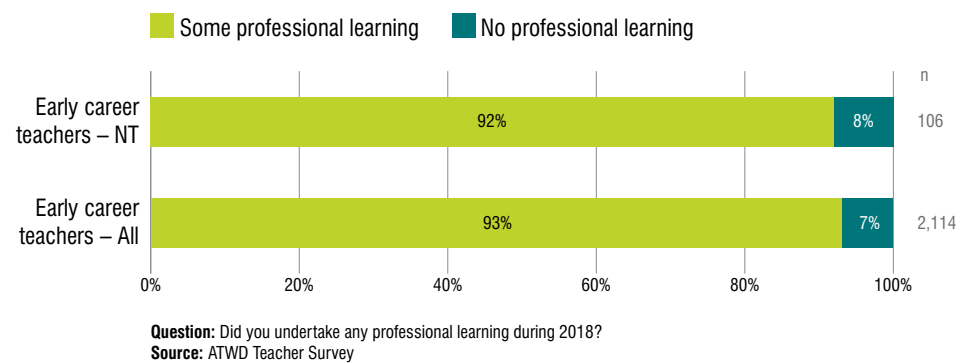
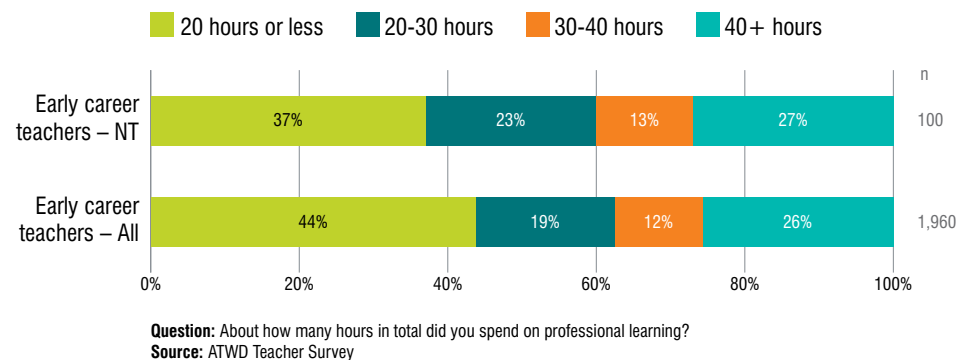
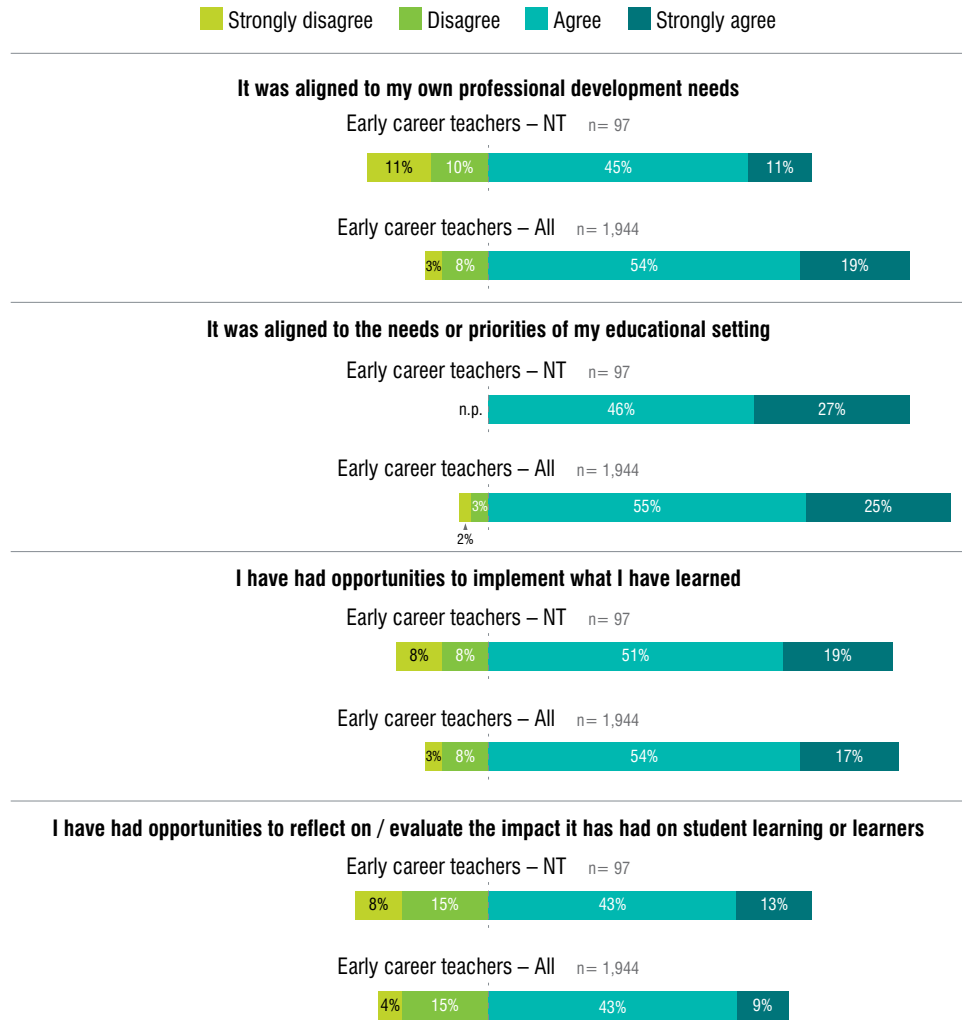


Figure NT-64: Professional learning hours, early career teachers, NT



In the Northern Territory, 73% of early career teachers indicated that their professional learning activities were aligned to the needs or priorities of their educational setting, compared to 80% of early career teachers across all surveyed jurisdictions. However, only half (56%) agreed, or strongly agreed, that they had opportunities to reflect on or evaluate the impact of their professional learning on student learning or learners, as did 52% of early career teachers across all surveyed jurisdictions (**Figure NT-65**).

Figure NT-65: Reflections on value of professional learning, early career teachers, NT

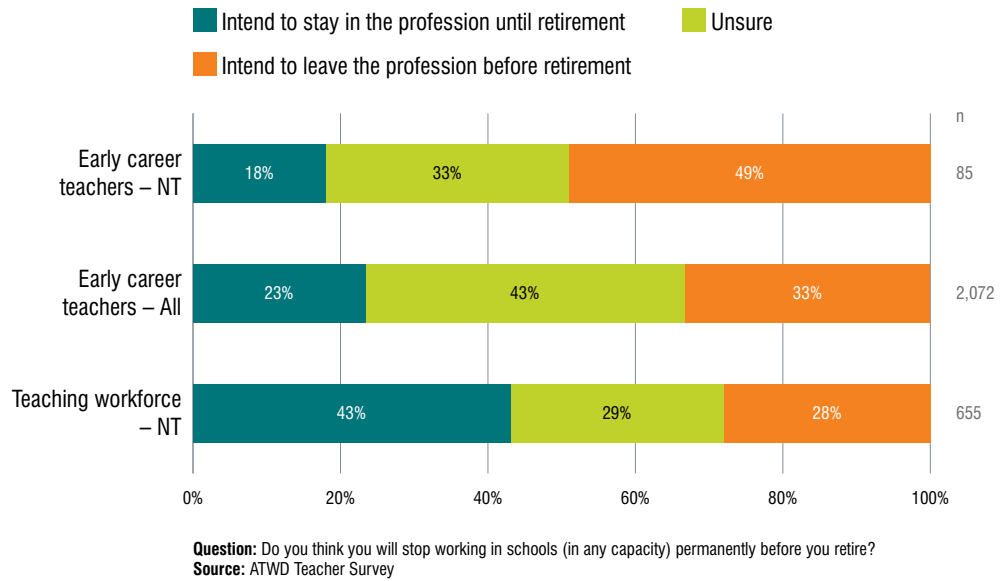


Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken? (Neutral not depicted)
Source: ATWD Teacher Survey

Career intentions

In the Northern Territory, 18% of early career teachers intended to stay in the profession until retirement, compared with 23% of early career teachers across all surveyed jurisdictions (**Figure NT-66**).

Figure NT-66: Intentions to remain in the profession, early career teachers, NT



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

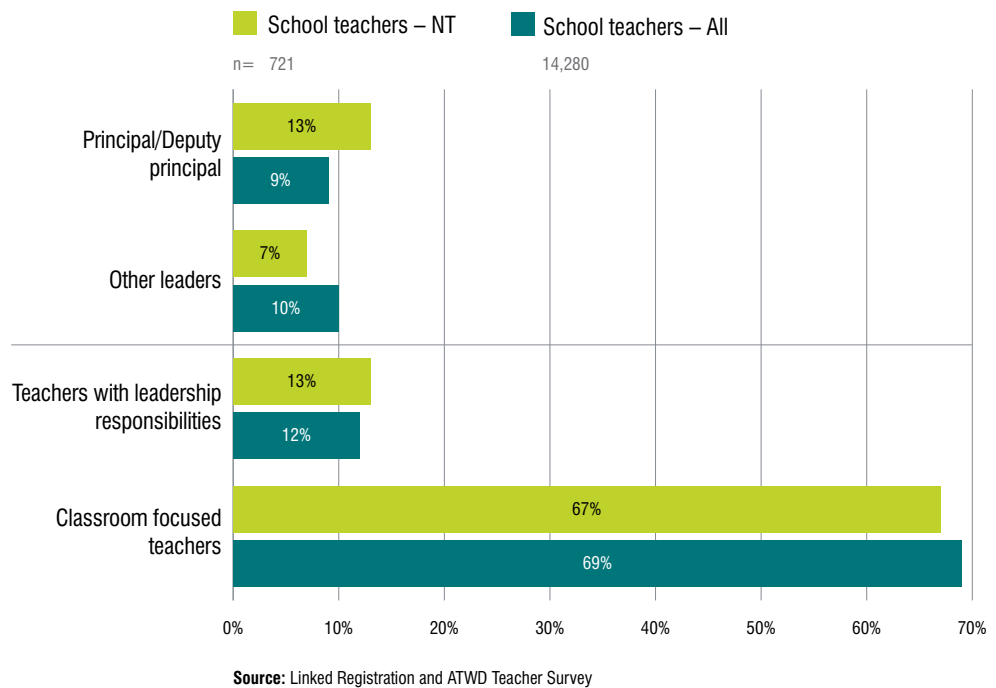
Note: Data on Leaders includes those who are leader only and leaders with teaching responsibilities. All leaders are in leadership; leadership additionally includes teachers with leadership responsibilities. The difference between 'leaders with teaching responsibilities' and 'teachers with leadership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

There were insufficient numbers of leaders and teachers with leadership responsibilities in the Northern Territory, who worked in early childhood, to report on separately.

Prevalence of leaders and leadership roles

Twenty percent (20%) of all school teachers in the Northern Territory were leaders. Principal and deputy principals (combined) (13%) were slightly more common than among those in all surveyed jurisdictions (9%), and there were proportionately fewer other leaders (**Figure NT-67**).

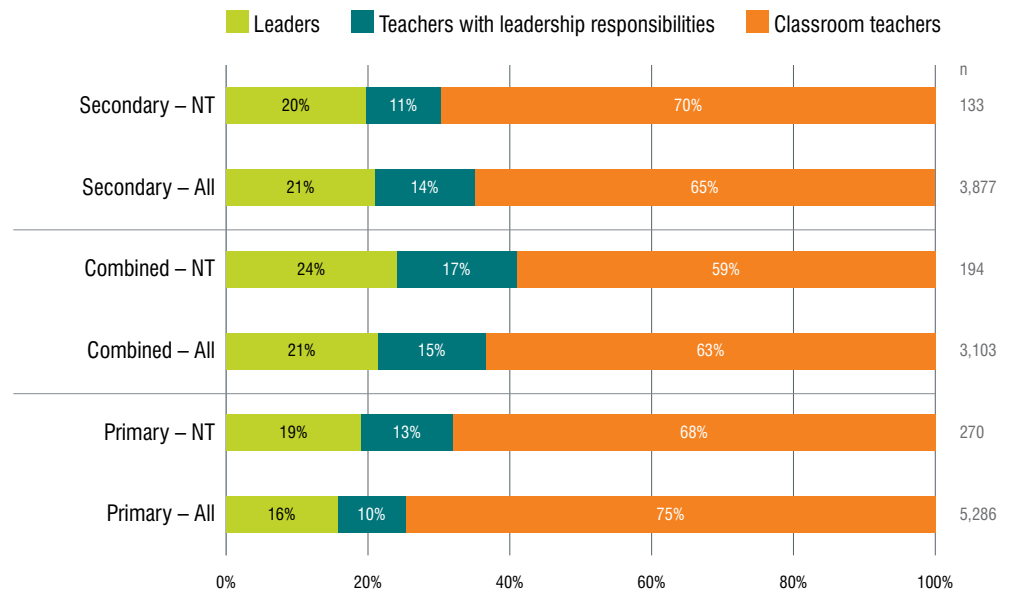
Figure NT-67: Prevalence of leaders and leadership in schools, NT



Leadership prevalence by school type

Teachers in the Northern Territory and working in primary schools were somewhat more likely to be leaders or in leadership (leaders: 19%; teachers with leadership responsibilities: 13%) compared to those in all surveyed jurisdictions (leaders: 16%; teachers with leadership responsibilities: 10%). Secondary school teachers in the Northern Territory were as likely as those in all surveyed jurisdictions to be school leaders (Northern Territory: 20%, all surveyed jurisdictions: 21%) (**Figure NT-68**).

Figure NT-68: Leaders and leadership by school type, NT



Question: Select the name of the school where you were last employed.
 Source: ATWD Teacher Survey with ACARA School Profile data

Demographic characteristics

Age

The majority of leaders in the Northern Territory and working in schools were aged 40–59 (58%); however, one-in-four (26%) were aged over 60 (**Figure NT-69**).

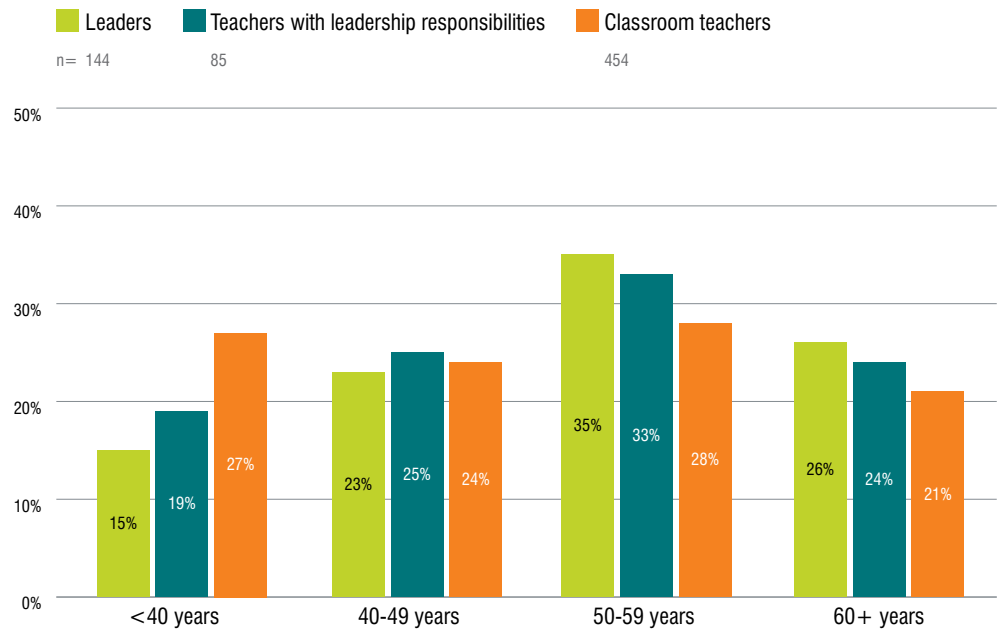
The average age of a leader in a school was 51.8 years, which is somewhat older than leaders across all surveyed jurisdictions (48.1 years).

Overall, in the Northern Territory, leaders tended to be slightly older than teachers with leadership responsibilities. The average age of principals and deputy principals combined (52.7 years) was moderately higher than that of other leaders (50.1 years) (**Table NT-15**), consistent with the data for all surveyed jurisdictions.

Table NT-15: Average age, leaders in schools, NT

		Working in schools	
Leaders	Total	51.8 (n = 144)	
	Position	Principal/Deputy	52.7 (n = 93)
		Other leaders	50.1 (n = 51)
Teachers with leadership responsibilities		50.7 (n = 85)	
Classroom teachers		48.6 (n = 454)	

Figure NT-69: Age distribution, school leaders, NT

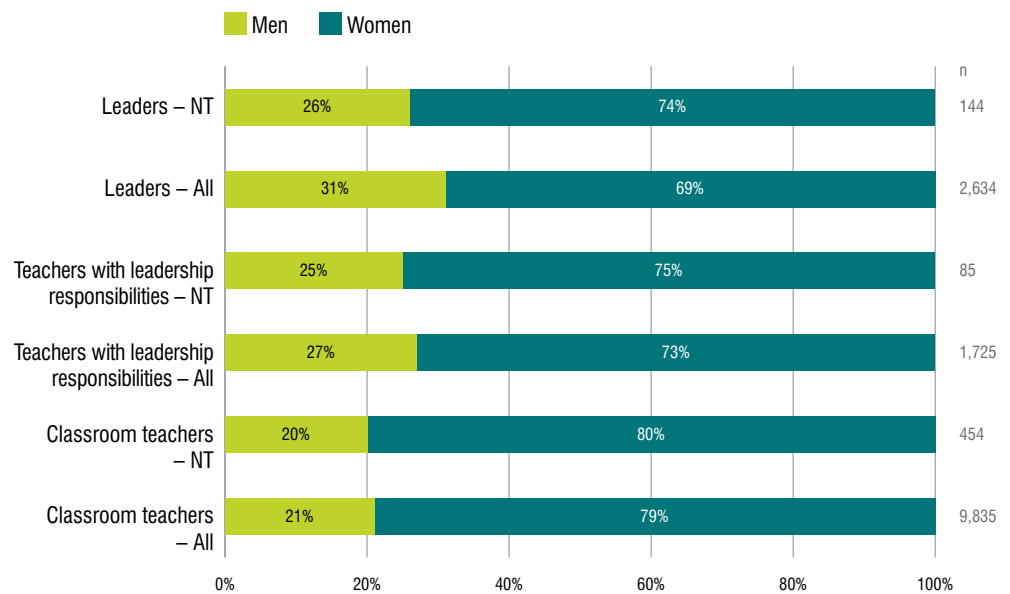


Source: Linked Registration and ATWD Teacher Survey

Gender

In the Northern Territory, most registered teachers are women, while men were overrepresented in leadership; this was also the case across all surveyed jurisdictions. The extent of overrepresentation in leadership among those in the Northern Territory, however, is lower than across all surveyed jurisdictions. In the Northern Territory, men comprised 26% of leaders and 20% of classroom teachers (6 percentage point difference), compared to 31% and 21% (10 percentage point difference) across all surveyed jurisdictions (**Figure NT-70**).

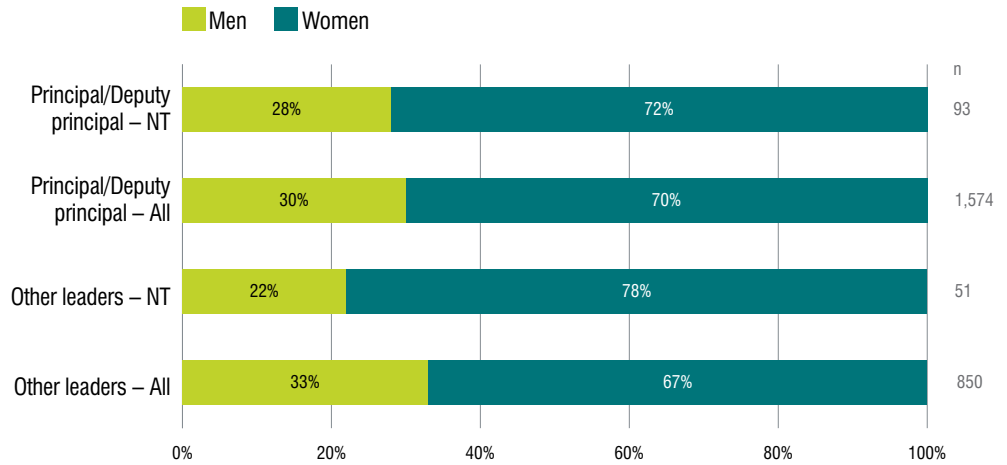
Figure NT-70: Gender, school leaders, by main role, NT



Source: Linked Registration and ATWD Teacher Survey

Among leaders, men were more likely to be in principal or deputy principal positions (28%) than they were other leader positions (22%) (**Figure NT-71**).

Figure NT-71: Gender, leaders in schools, by type of leadership position, NT



Source: Linked Registration and ATWD Teacher Survey

Disability

Within schools, leaders were less likely to self-identify as having a disability (4.6%) than teachers with leadership responsibilities (10.5%) and classroom teachers (8.1%).²⁴

Country of birth

Within schools, 14.5% of those who were leaders and 18.6% of teachers with leadership responsibilities had been born overseas; this proportion was lower than among classroom teachers (30.7%).

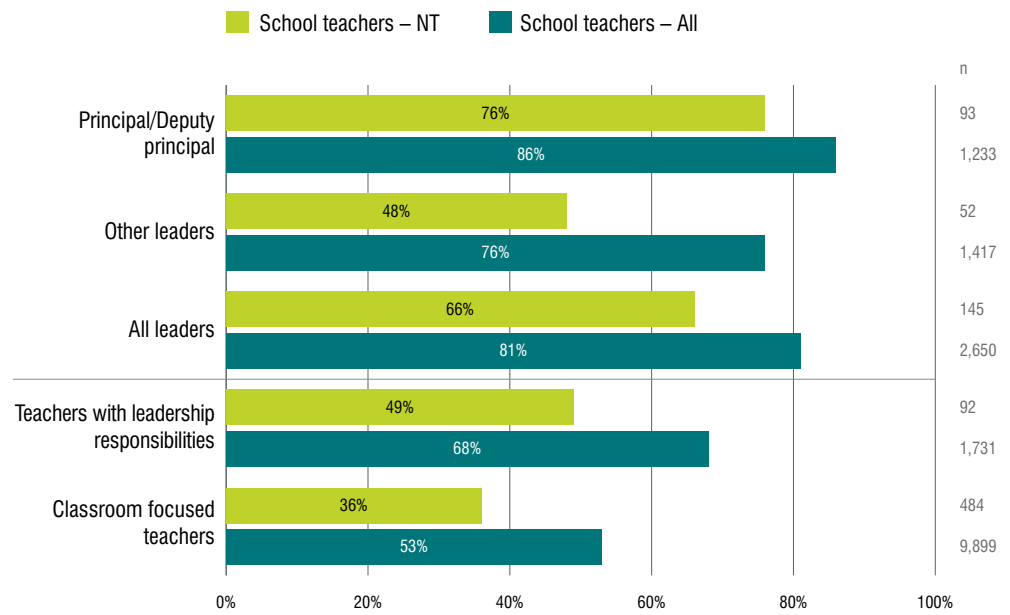
Registration

Almost all leaders in schools in the Northern Territory had full registration (upwards of 97%), as did 93% of teachers with leadership responsibilities and 84% of classroom teachers.

Sixty-six percent (66%) of leaders in schools had been registered for over 10 years, compared to 49% of teachers with leadership responsibilities and 36% of classroom teachers (**Figure NT-72**).

²⁴ 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.

Figure NT-72: School leaders registered for over 10 years, by position, NT



Source: Linked Registration and ATWD Teacher Survey

Pathway to leadership

There are insufficient principals and deputy principals to report on the time taken to reach leadership positions, and due to the nature of this question they cannot be combined.

Qualifications and professional learning

Professional learning

Time spent on professional learning

Upwards of 96% of leaders in schools undertook professional learning activities in 2018 ($\geq 96\%$), as did upwards of 94% of teachers with leadership responsibilities ($\geq 94\%$). Of the leaders who completed professional learning in 2018, the average number of professional learning hours completed by school leaders (62.6 hours) was substantially higher than teachers with leadership responsibilities (49.6 hours).²⁵

Perceived value of professional learning

Detailed reporting of agreement compared to strong agreement for school leaders is presented below. Questions about professional learning were not asked of those in the Northern Territory and working in early childhood services in 2018.

School leaders

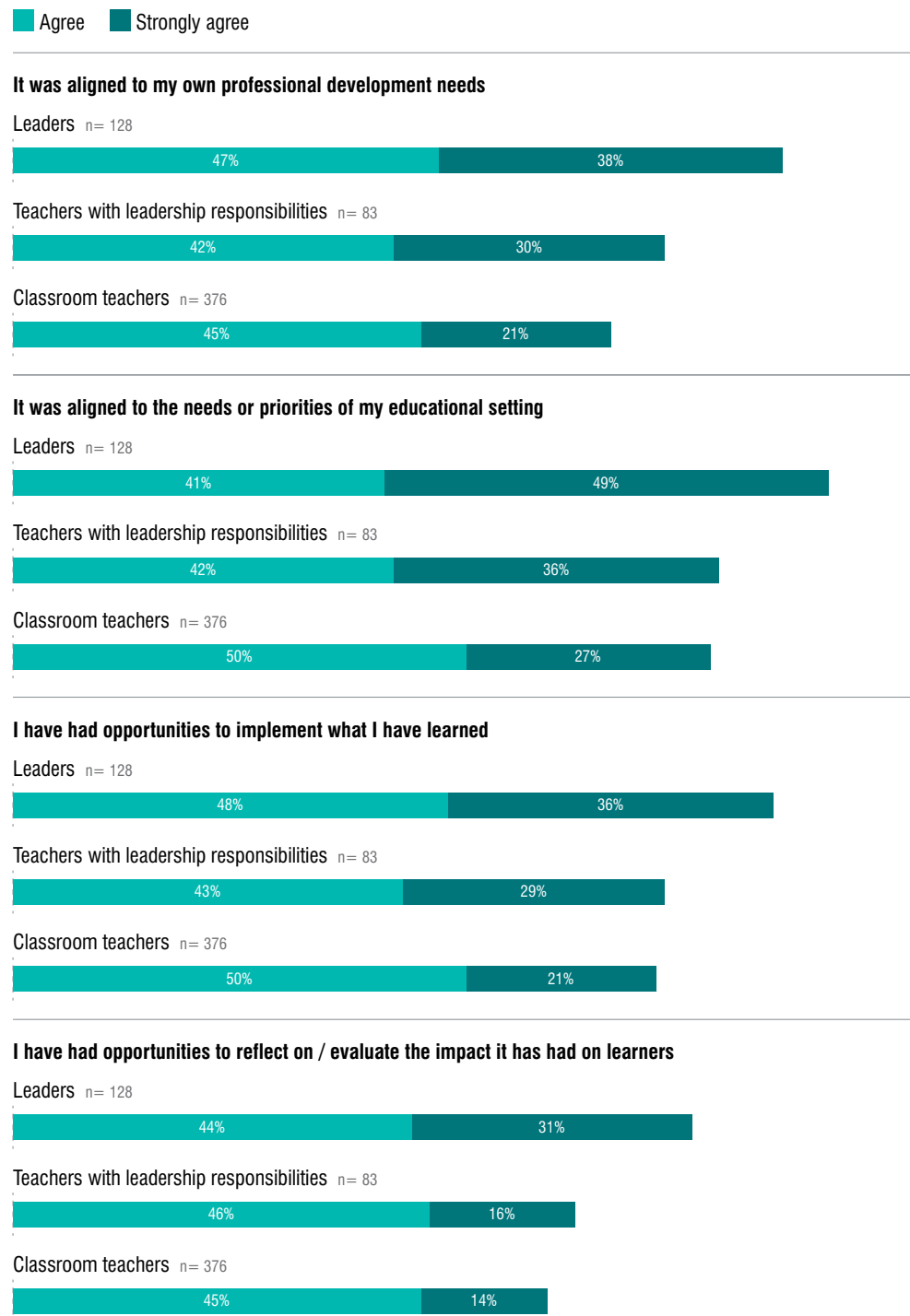
School leaders in the Northern Territory held very similar opinions on professional learning to those in all surveyed jurisdictions. As in all surveyed jurisdictions, teachers with leadership responsibilities agreed to a similar extent to classroom teachers (Figure NT-73).

²⁵ Sample sizes (n) are not provided for analysis, as due to the obfuscation of the absolute percentage these would allow derivation of cells too small to report. They are in the ballpark of other sample sizes reported for each group in this chapter.

In the Northern Territory:

- School leaders (85%) 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: 38%, teachers with leadership responsibilities: 30%; classroom teachers: 21%) **(Figure NT-73)**.
- School leaders (90%) were more likely than teachers with leadership responsibilities (78%) and classroom teachers (77%) 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: 49%, teachers with leadership responsibilities: 36%; classroom teachers: 27%) **(Figure NT-73)**.
- School leaders (84%) were more likely than teachers with leadership responsibilities (72%) and classroom teachers (71%) to have agreed or strongly agreed that they have had opportunities to implement what they learned. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 36%, teachers with leadership responsibilities: 29%; classroom teachers: 21%) **(Figure NT-73)**.
- School leaders (75%) were more likely than teachers with leadership responsibilities (62%) and classroom teachers (59%) 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. These differences were due to a higher proportion of leaders strongly agreeing with this statement (leaders: 31%; teachers with leadership responsibilities: 16%; classroom teachers: 14%) **(Figure NT-73)**.

Figure NT-73: Reflections on value of professional learning, school leaders, NT

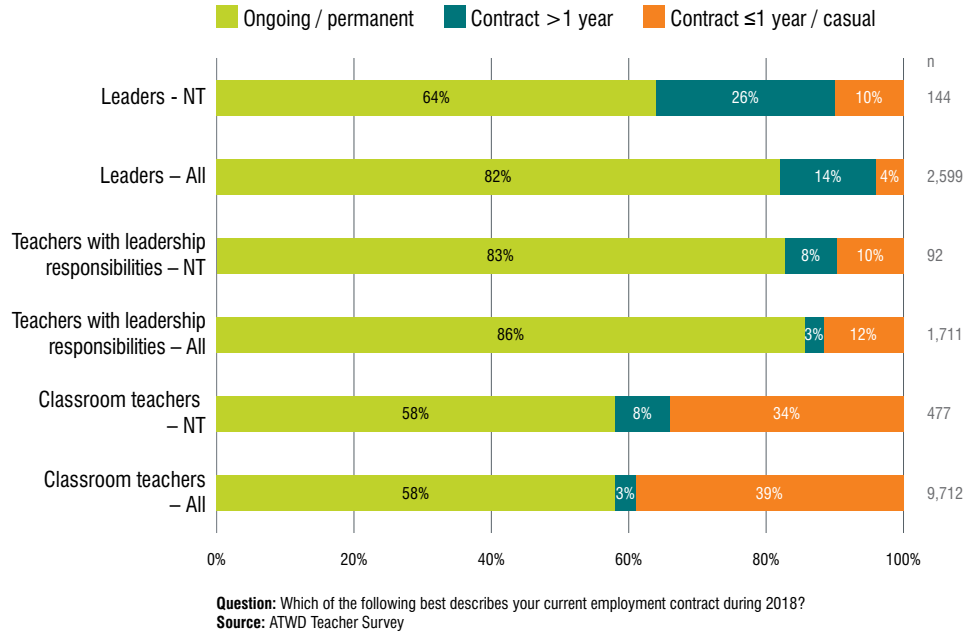


Question: To what extent do you agree or disagree with the following statements about professional learning that you have undertaken?
(Proportion of respondents who 'agree' or 'strongly agree' with statement)
Source: ATWD Teacher Survey

Contractual arrangements

The contractual arrangements of leaders in the Northern Territory were much less likely to be ongoing or permanent (64%) than those of leaders in all registered jurisdictions (82%), and reciprocally were more likely to be fixed-term contracts of over one year in duration (Northern Territory leaders: 26%; all leaders: 14%) and short contracts (Northern Territory leaders: 10%; all leaders: 4%) (**Figure NT-74**).

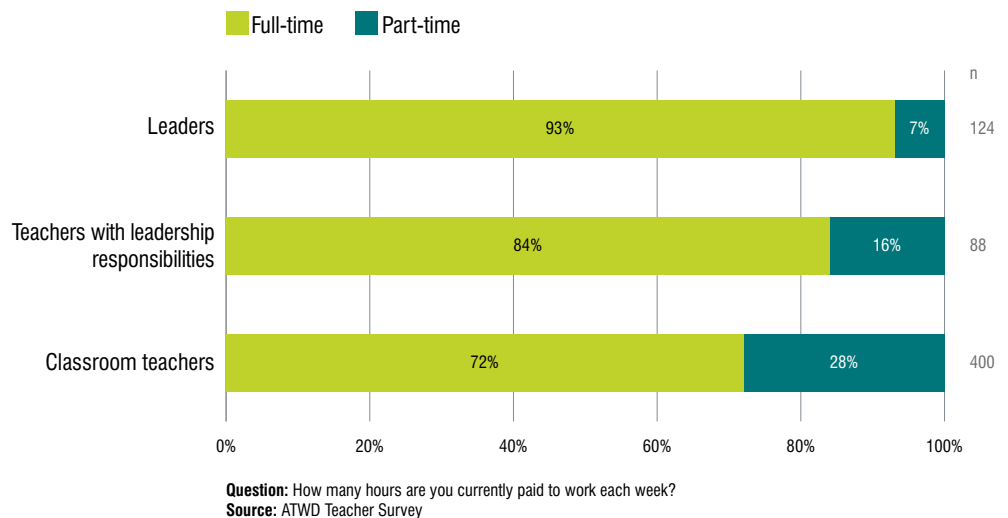
Figure NT-74: Employment contract types, school leaders, NT



Full-time employment

Leaders in the Northern Territory were mostly employed full-time (93%), and were employed full-time at a higher rate than teachers with leadership responsibilities (84%) and classroom teachers (72%) (**Figure NT-75**).

Figure NT-75: Proportion of leaders in full-time employment, by school type, NT



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 the Northern Territory working full-time in early childhood services, the data is only provided in the tables, and not discussed in text (**Table NT-16**).

Average face-to-face working hours

In the Northern Territory, full-time leaders had comparable face-to-face hours per week (13.5 hours, 21% of working hours) to the face-to-face hours reported across all surveyed jurisdictions (13.1 hours, 22% of working hours) (**Table NT-16**).

Table NT-16: Average number of hours worked each week, full-time leaders, NT

	Total hours	Face-to-face hours	% of average hours
Leaders	63.1 (n = 124)	13.5 (n = 122)	21%
Teachers with leadership responsibilities	62.3 (n = 74)	25.0 (n = 74)	40%
Classroom teachers	58.0 (n = 321)	27.2 (n = 319)	47%

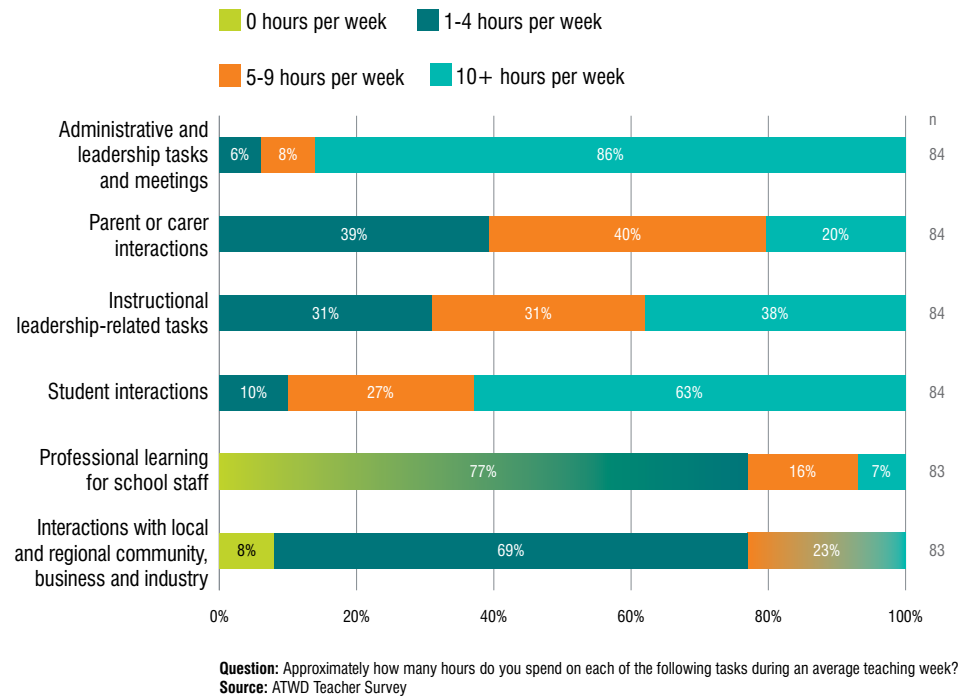
Task-time allocation

In the Northern Territory, leaders who worked in schools as a principal or deputy principal were asked about the time they spend on a variety of non-face-to-face teaching tasks related to leadership.²⁶ This data is presented using the rating 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 responses of principals and deputy principals are combined due to sample size.

The task most performed by principals and deputy principals in the Northern Territory were administrative and leadership tasks and meetings, with 86% reporting spending more than 10 hours a week on these duties. Across all surveyed jurisdictions, parent or carer interactions were typically the second or third most performed duties, however, they ranked fourth in the Northern Territory, with just 20% of leaders reporting spending more than 10 hours per week on this type of task. By contrast, student interaction ranked lower than parent or carer interactions across all surveyed jurisdictions, but 63% of leaders in the Northern Territory spent more than 10 hours per week on student interactions (**Figure NT-76**).

²⁶ 'Other leaders' were only asked about these leadership tasks in South Australia.

Figure NT-76: Average time spent on non-face-to-face teaching tasks, full-time leaders, NT

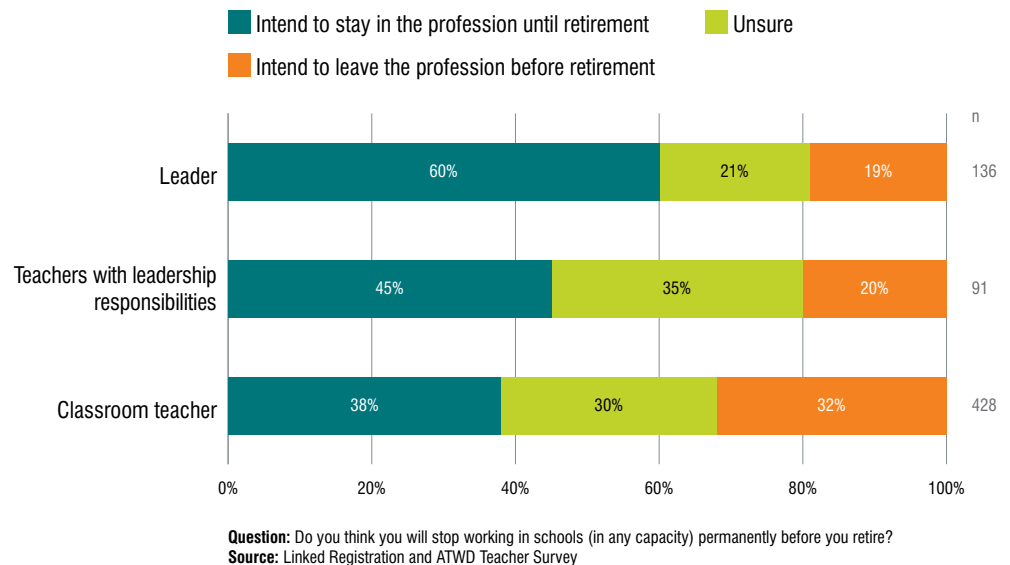


Career intentions

Intentions to leave

Leaders in the Northern Territory were less likely to be unsure (21%) about when they would leave the profession than was the case in all surveyed jurisdictions (29%). The lower levels of uncertainty occurred alongside a greater level of intentions to stay in the profession until retirement among leaders in the Northern Territory (60%). In the Northern Territory, this pattern was unique among leaders. Among teachers with leadership responsibilities, the levels of uncertainty were similar, but there were lower rates of intentions to leave before retirement (20%) compared to those in all surveyed jurisdictions. By contrast, despite classroom teachers being less likely to indicate that they were unsure (Northern Territory classroom teachers: 30%; all classroom teachers: 35%), they were more likely to intend to leave (32%) than classroom teachers in all surveyed jurisdictions (26%) (Figure NT-77).

Figure NT-77: Intentions to remain in the profession, leaders, NT



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