

ATWD Key Metrics Dashboard release

Initial Teacher Education: Supply by jurisdiction, and provider data

Public release: 27 January 2023

Overview

This data release includes:

- Initial Teacher Education Supply by Jurisdiction (2006–2019)
- Initial Teacher Education Provider Data (2018–2019)

Initial Teacher Education (ITE) Supply by Jurisdiction

- This ITE data release provides critical information for understanding supply through the ITE pipeline in an era when students are increasingly studying online. The prevalence of online study options has increased the number of ITE providers a person can study with, by making out-of-state providers accessible. This impacts the visibility of the ITE supply pipeline in each state and territory as students tend to eventually work where they live, not in the state of the ITE provider they are enrolled with.
 - The proportion of ITE students studying online is increasing – an 11.2 percentage point increase was recorded in the proportion of students studying online from 2009 (14.5%) to 2019 (25.7%).
- The data provides a picture of students by both their home state and the state of the ITE provider they are enrolled with.
 - Note: the data in this release reports on domestic students (i.e., students from Australia or New Zealand) and does not include international students.

Initial Teacher Education (ITE) Provider Data

- This release provides a profile of the commencing and completing ITE student population for each ITE provider across all states and territories in Australia.

Key Findings over page

Key findings

Initial Teacher Education (ITE) Supply by Jurisdiction

a. Out-of-state enrolments in ITE providers

Trends between 2009 and 2019 show an increase in the number of students enrolled in an ITE program with an ITE provider located outside of the student's home state or territory¹.

- From 2009 to 2019, out-of-state enrolments increased in ITE providers across all states and territories in Australia except those based in SA (-0.1 percentage point) and in the ACT (-0.1 percentage point).
- The largest growth in out-of-state enrolments over this period was seen in ITE providers based in the NT (+10.8 percentage points), WA (+16.9 percentage points), VIC (+11 percentage points) and TAS (+12 percentage points).
- In 2019, the majority of enrolments with NT-based ITE providers were from out-of-state (62.1%).
- In contrast, both SA (0.3%) and QLD (8.9%)-based ITE providers had fewer than 10% of their ITE enrolments from out-of-state. Out-of-state enrolments in ITE providers based in all other states and territories ranged from 14% to 19%.

b. Students studying out-of-state

Between 2009 and 2019, the proportion of students living in one state/territory but enrolled in an out-of-state ITE program increased across all states and territories. In 2019, ACT students were most likely to be studying out of the state in which they live while students in WA were least likely.

- In 2009, only VIC (10.6%) and the ACT (23%) had more than 10% of their ITE students enrolled in an ITE program of a provider in another state or territory.
- By 2019, between 10.4% and 32.4% of ITE students living in each state/territory were enrolled with an ITE provider based in a different state or territory, except for WA.
 - In WA, 3.1% of ITE students with WA as their home state, were enrolled out-of-state.
 - In contrast, 32.4% of ITE students living in the ACT were enrolled out-of-state, about half (49%) of them with providers based in NSW.

c. More accurately estimating jurisdiction supply

With an increasing number of students studying out-of-state, the total number of ITE students enrolled with ITE providers within a state or territory is no longer the most accurate indicator of upcoming supply. Examining the home state or territory of students enrolled in ITE across all Australian providers (taking sections a and b together) now provides a more precise picture of supply within a state or territory.

- Increasingly, counting the enrolments at ITE providers within one state or territory is likely to over or underestimate potential supply unless it takes into account whether the student is living in the same state/territory as the provider. In 2019, a 'head count' of enrolments would have²:
 - overestimated potential jurisdictional supply in:
 - a. the NT by 130%³ (overestimated by 785 students)
 - b. TAS by 4% (overestimated by 57 students)
 - c. VIC by 5% (overestimated by 934 students)
 - d. WA by 19% (overestimated by 2028 students).

¹ Out-of-state refers to students enrolled with an ITE provider located outside of the state or territory in which they are living. This can occur for several reasons, including online study or living on state borders.

² Calculated as: (number studying in the state – number living in the state) / (total ITE students living in the state).

³ Compared to 96% in 2009.

- underestimated potential jurisdictional supply in:
 - a. the ACT by 19% (underestimated by 313 students)
 - b. QLD by 7% (underestimated by 1194 students)
 - c. SA by 17% (underestimated by 1159 students)
 - d. NSW by 2% (underestimated by 465 students).
- In 2019, the extent of over or under-estimation of headcount based on the raw numbers of students enrolled with the ITE providers in each state or territory, was almost three times larger than in 2009 (median 2009: $\pm 4.35\%$; 2019: $\pm 12.28\%$).

Initial Teacher Education (ITE) Provider Data

- ITE providers offer different types of programs and options for study, service different student populations, and seek to meet different teacher labour market needs. Direct comparisons between providers based on this aggregate data should not be made, as they cannot take into account these different contexts.