

# ATWD Key Metrics Dashboard release

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## Teacher workforce characteristics and transitions to workforce data

Public release: 28 November 2022

### Overview

This data release includes:

- Teacher workforce characteristics (TWC) trends by teaching position (2018–2020).
- Initial teacher education (ITE) to workforce transitions data (2019 ITE graduates).

### Key findings

#### Registration rates of ITE graduates

- Most domestic ITE graduates have registered to teach in an Australian state or territory one year after graduating; however, at least 5% have not registered to enter the workforce within a year of graduating<sup>1</sup>. This:
  - Would have contributed to an overestimation of approximately 800 teachers in 2020 if using ITE completions not calibrated by registration rates.
  - Shows that the vast majority of ITE graduates do intend to enter the teaching workforce.
- Over time, the ATWD will provide further information on ITE graduates' transition to employment and pathways through the profession.

#### Age and experience profile of the teacher workforce

*Trends between 2018 and 2020, seen in both teacher registration and ATWD Teacher Survey data, indicate an aging workforce and a reduction in new entrants.*

#### Fewer early career teachers in the workforce

- Compared to 2018, the proportion of ATWD Teacher Survey respondents who commenced their teaching careers in the last five years decreased by 6 percentage points (2018: 22%; 2020: 16%).
- The proportion of classroom teachers aged under 30 in the ATWD Teacher Survey decreased slightly (2018: 13%; 2020: 9%).
- The proportion of teachers who were registered in their jurisdiction for fewer than five years decreased by 5 percentage points (2018: 24%; 2020: 19%).

#### Fewer new senior leaders

- In 2020, 18% of senior leaders were in their first two years as a senior leader, which was a 7-percentage point decrease from 2018 (25%) (ATWD Teacher Survey).

#### Increasing proportion of teachers with more than ten years' experience

- In 2020, more school teachers had at least ten years' experience across all teaching positions.
  - Classroom teachers: 71% had over ten years' experience (an 8-percentage point increase since 2018).

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<sup>1</sup> Excludes ITE students studying in WA at the ATWD does not include registration data for WA in 2020.

- Middle leaders: 85% had over ten years' experience (a 4-percentage point increase since 2018).
- Senior leaders: 95% had over ten years' experience (a 5-percentage point increase since 2018).

### An aging casual/relief teacher pool

- The proportion of the workforce who were working as casual/relief teachers (CRTs) has remained steady from 2018 (9%) to 2020 (10%).
- However, there was a marked increase in the age of CRT teachers with an 18-percentage point increase in the proportion of CRTs aged 60 and over, from 2018 (31%) to 2020 (49%). This may reflect recent efforts to attract retired teachers back into the workforce in response to COVID-19 impacts.

### Supply through migration pathways

*National data in the ATWD has enabled analysis of the workforce who have migrated to Australia to teach.*

In 2020:

- Six percent of all classroom teachers were born overseas and held ITE qualifications obtained overseas<sup>2</sup>.
- Three-in-five (59%) teachers with overseas ITE qualifications were aged over 50, an increase from two-in-five (42%) in 2018, and a greater proportion than in those with Australian ITE qualifications in 2020 (52%).
- Teachers with overseas ITE qualifications were more likely to be teaching at the secondary learner level (50%) than at the primary learner level (22%). The proportion teaching at the secondary learner level increased 5 percentage points since 2019.
- Two-thirds (69%) of teachers with overseas qualifications had at least 20 years of experience in a teaching profession since qualifying. However, a smaller proportion of teachers with an overseas ITE qualification were in senior leadership positions (6%) compared to those with an Australian ITE qualification (10%).
- School teachers with overseas ITE qualifications were more likely to be teaching in major cities in 2020 (77%; Australian ITE qualifications: 65%) and less likely to be in inner regional areas (11%; Australian ITE qualifications: 21%), and were also less likely to be teaching in government schools than Australian qualified teachers (58%; Australian ITE qualifications: 67%).
- Teachers with an overseas ITE qualification were notably more likely (55%) to intend to remain in the profession until retirement than teachers with an Australian ITE qualification (46%), whereas in 2019 they were equally likely to intend to remain.

### Contracted and working hours

*Comparing 2020 employment characteristics to 2018, in 2020 classroom teachers were less likely to be employed on fixed short-term contracts. Working hours were stable between 2018 and 2020 across all teaching positions.*

- In 2020, more than half (58%) of classroom teachers were employed full-time (0.95–1.0 FTE, typically 38 hours per week). This has been relatively stable over time (2018: 59%, 2019: 56%).
- Leaders were more likely than classroom teachers to work full-time – 73% of middle leaders and 76% of senior leaders in 2020.

<sup>2</sup> Teachers born in Australia but holding overseas ITE qualifications are rare (0.2%).

- More classroom teachers were employed under an ongoing/permanent arrangement in 2020 (76%) than in 2018 (67%) or 2019 (73%).
- However, leaders remained consistently more likely to be employed under an ongoing/permanent arrangement than classroom teachers from 2018 to 2020 (2020: senior leaders 84%, middle leaders 91%).
- The average teacher (both classroom teachers and leaders) worked almost 50% more than their contracted paid working hours. This was consistent for both full-time and part-time classroom teachers and has largely not changed from 2018:
  - full-time classroom teachers: worked 145% of their paid hours at an average of 55 hours per week
  - part-time classroom teachers (working less than 0.95 FTE): worked 152% of their paid hours at an average 41 hours per week
  - full-time middle leaders: 149% of their paid hours at an average of 57 hours per week<sup>3</sup>
  - full-time senior leaders: 157% of their paid hours at an average of 60 hours per week.
- Only 9% of CRTs worked full-time equivalent hours in 2020. Most CRTs are paid to work part-time hours. Of those who worked part-time, they were contracted to work an average of 16 hrs (0.43 FTE) per week. Even so, like classroom teachers on permanent and fixed-term contracts, CRTs worked more than their contracted paid hours and worked an average of 20.3 hours per week (125.4%).

## Intentions to leave or remain in the profession

*Career intentions across the teacher workforce have improved from 2018–2020, with fewer intending to leave before retirement.*

- From 2019 to 2020, the proportion of those intending to leave before retirement declined across classroom teachers (-5 percentage points, 2019: 27%; 2020: 22%), middle leaders (-5 percentage points, 2019: 26%; 2020: 21%) and senior leaders (-4 percentage points, 2019: 19%; 2020: 15%).
- Additionally, those planning to leave before retirement in 2020, plan to stay in the workforce longer. From 2019 to 2020, of those planning to leave prior to retirement, proportionally more intended to remain in the workforce for at least another 10 years (classroom teachers: 2019: 17%, 2020: 23%; middle leaders: 2019: 20%, 2020: 27%; senior leaders: 2019: 23%, 2020: 32%).

## Reasons for leaving the profession

*The reasons for leaving have been relatively consistent and remain related to workload and coping, and recognition and reward, and are consistent across all position types in schools.*

- Across all positions, for those who intended to leave the profession before retirement workload and coping was the most frequent category of reason provided: classroom teachers (88%), middle leaders (87%), senior leaders (87%) and CRTs (72%).
  - These reasons include: The workload is too heavy; I am finding it too stressful/it is impacting my wellbeing or mental health; To achieve a better work/life balance.
- Recognition and reward was the second most common category of reasons for intending to leave the profession for all positions: classroom teachers (65%), middle leaders (66%), senior leaders (63%) and CRTs (52%).
  - These reasons include: Changes imposed on schools from outside (e.g. by government); Insufficient pay; Dissatisfaction with performance appraisal processes; The poor public image of the profession.

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<sup>3</sup> Insufficient sample size of part-time leaders for analysis of working hours.

- In 2020, CRTs were more likely to report that they intended to leave the profession because they felt they were not suited to teaching (27%), compared with the other positions (middle leaders and teachers 21%; senior leaders 17%).