

ATWD Key Metrics Dashboard release

Teacher Workforce Characteristics priority data (2018–2020)

Public release 15 September 2022

Key messages

Age and gender of the registered teacher workforce

Workforce data from the teacher regulatory authorities in 2020 indicated that:

- More than one-third of all registered teachers (38%) were aged over 50 years.
- The proportion of men has remained consistent at 24% from 2018 to 2020, with a similar trend in all states and territories.

Deployment and workforce experiences

- In 2020, deployment, employment experiences and attrition intentions of the workforce were obtained from the ATWD Teacher Survey. The ATWD Teacher Survey was fielded nationally and responded to by over 30,000 registered teachers.

Where teachers teach

- Nationally in 2020, 84% of teachers worked in schools and 4% in early learning centres, 10% were not working in schools or early learning centres and under 2% were on leave.
- Of respondents who work in schools:
 - Almost seven-in-ten respondents (67%) were employed in government schools. A similar proportion of respondents were employed respectively in the Catholic (17%) and independent (16%) school sectors.
 - The largest proportion were working in primary schools (40%), while 34% of respondents worked in secondary schools, and 21% were in schools that provide both primary and secondary levels.

Roles

- In 2020, almost seven-in-ten (69%) registered teachers who responded to the ATWD Teacher Survey held a predominantly teaching role, with 58% being teachers who did not have additional leadership responsibilities, and 11% also having some leadership responsibility.
- Around one-in-eight (16%) registered teachers held predominantly leadership roles – with 7% being leaders who do not also teach and 9% also teaching.

Working hours

- The most common type of employment contract in the teacher workforce was permanent/ongoing. Three-in-five ATWD Teacher Survey respondents nationally were employed on ongoing contracts in 2020 (62%). One-in-ten respondents reported being on a fixed-term contract of one year or less (2020: 11%).
- Nationally in 2020, most of the teacher workforce was employed for four or more days per week (72%), with 58% employed to work full-time hours.

- For full time teachers, the median hours worked in a typical week during term time was 55 hours per week. As a proportion of contracted (paid) hours, teachers indicated that they were working 45% more than their contracted (paid) hours.
- Those working part-time for at least four days per week were also working 40% more than their contracted hours. Data on the ratio of worked-to-paid hours for the 30% of teachers who work for fewer than four days a week will become available in the next data release.

Intentions to leave or remain in the profession

- The proportion of the national teacher workforce intending to leave before retirement has fallen since 2018, with a drop of 1 percentage point from 2018 to 2019 (25%) and another 4 percentage points from 2019 to 2020 (21%). This trend is consistent with the three states and territories participating since 2018, suggesting the trend has likely been national across this time period. However, the role of the Covid-19 pandemic on intentions to remain in a job are not clear and this trend will need to continue past 2021 to provide confidence that intentions to stay in the profession until retirement are increasing.
- In 2020, almost half (47%) of the national teacher workforce indicated that they intended to stay in the profession until retirement, while another 33% were unsure about whether they would continue to work until retirement.
- In 2020, of those who intended to leave the workforce before they retired, 51% intended to remain for fewer than 10 years. Given this, it is estimated that 10.5% of the teacher workforce in 2020 are intending to leave the profession in the next 10 years for reasons other than retirement. It is not clear how many of these teachers will actually leave during this timeframe.
- The most commonly selected reasons for intending to leave the profession related to workload and coping at 88% in 2019 and 86% in 2020. In all states and territories in 2020, at least four-in-five of those intending to leave the profession indicated workload and coping reasons. This set of reasons included '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'.
- The demands of professional regulation including professional development and other requirements on intentions to leave, steadily declined from 2018 (50%) to 2020 (39%). Whether this trend continues beyond 2020 will be of interest and will be further explored in the 2022 ATWD Teacher Survey.