

**Senate Committee: Education and Employment**

**QUESTION ON NOTICE  
Additional Estimates 2015 - 2016**

**Outcome: Agency: AITSL**

**Department of Education and Training Question No. SQ16-000128**

Senator Lines, Sue provided in writing.

***AITSL: Teaching workforce***

**Question**

In relation to the teaching workforce

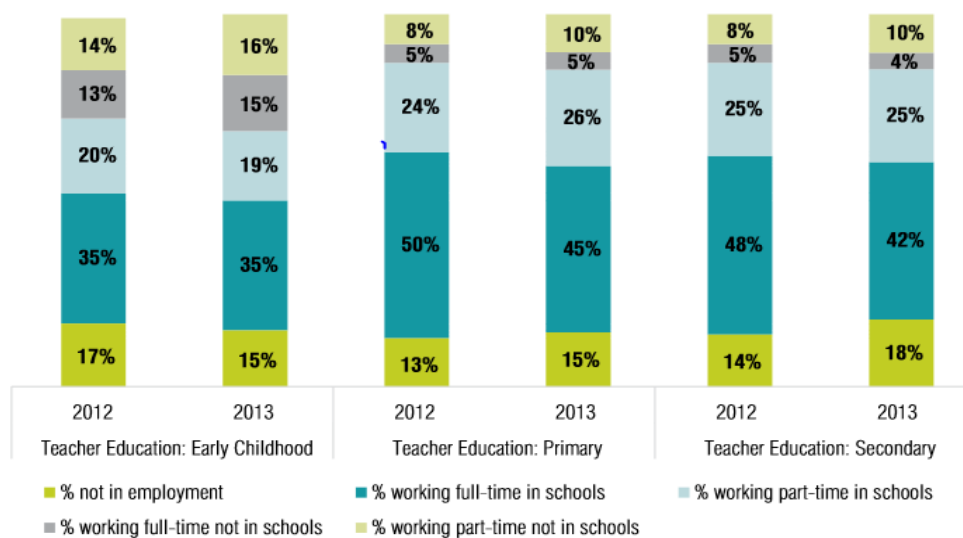
- a. In what areas is there currently a shortage of practicing teachers?
- b. Is the pipeline of graduate going to address these shortages in the near future?
- c. In what areas is there an oversupply of teachers?
- d. How many teaching graduates could not get a full time teaching job after finishing university – latest available data?
- e. How many qualified teachers are not working in the classroom?
- f. What is the current average cost for training a teacher – primary and secondary? Has there been any assessment of the time taken to repay that investment through the tax system? What is the average time taken to repay HECS/HELP debt for people who have studied teaching?
- g. Do school systems currently have any influence over the kinds and numbers of teachers that are encouraged to start training?
- h. What is best practice in teacher workforce planning?

**Answer**

The Australian Institute for Teaching and School Leadership (AITSL) has provided the following response.

- a. Shortages of teachers in particular geographic or subject areas is an issue for state education bodies. AITSL does not have national data on teacher shortages in particular states or teaching subject areas.
- b. AITSL produces an Initial Teacher Education (ITE) Data report each year. The 2015 report utilises 2013 data. <http://www.aitsl.edu.au/docs/default-source/aitsl-research/insights/2015-ite-data-report-chapters-1-to-5.pdf>. This report indicates that in 2013 there were 29,595 **commencing** students in ITE programs. This is a three per cent decrease on the previous year. There were 17,903 students who **completed** an ITE program in 2013. We do not have data on whether this pipeline of graduates is sufficient to address shortages as teacher workforce planning is currently a state-managed issue. (See response to question a.)
- c. See response to question a.
- d. The AITSL Initial Teacher Education Data Report (2015) provides information from Graduate Careers Australia on the employment rates of graduate teachers. <http://www.aitsl.edu.au/docs/default-source/aitsl-research/insights/2015-ite-data-report-chapters-1-to-5.pdf>. Figure 19 from page 59 of the report details this information and is reproduced below. AITSL does not collect its own employment data and holds no further information on employment rates or supply and demand projections.

**Figure 19: Employment status of bachelor graduates in education, 2013 and 2012**



Source: GCA customised data from the Graduate Destination Survey (GDS).

Note: Some percentages might not add to 100% due to rounding.

Note: Australian citizens and permanent residents only. 'Teacher Education: Early Childhood' also prepares graduates for work in the non-school early childhood sector.

Note: Response rates 2013: Teacher Education: Early Childhood n=1093, Teacher Education: Primary n= 2310, Teacher Education: Secondary n = 1232.

2012: Teacher Education: Early Childhood n=989, Teacher Education: Primary n= 2359, Teacher Education: Secondary n = 1177.

Figure 19 shows that for primary and secondary graduates in 2013 who responded to the Graduate Destination Survey, over 40 per cent were working full-time in schools (45 per cent and 42 per cent respectively). This is a decrease on the 2012 figures which showed 50 per cent for primary and 48 per cent for secondary.

- e. Figure 19 (above) from the AITSL ITE data report 2015 indicates the percentages of teacher education graduates responding to the Graduate Destination Survey that were working full-time or part-time but not in schools. The figures for 2013 indicated that there were five per cent of primary graduates working full-time not in schools, 10 per cent were working part-time not in schools. For secondary teaching graduates, four per cent were working full-time not in schools, and 10 per cent were working part-time not in schools. AITSL does not have this information for all teachers as teacher workforce data is held by the states.
- f. AITSL does not collect data on teacher training costs or HECS payments. This question may be best directed to the Commonwealth Department of Education and Training.
- g. AITSL does not have information about influences that impact on teacher training commencements. This question may be best directed to state and territory education system bodies.
- h. Currently there is limited national data for the purposes of teacher workforce planning. Work is currently underway towards developing an ITE and teaching workforce data strategy. This should provide increased capacity to plan teacher workforces. Teacher workforce planning is undertaken by the state and territory systems.