

Australian Education Union



New Educators Survey 2008

Results and Report

FOR PUBLIC RELEASE

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1. Summary

The 2008 AEU New Educators Survey for the fourth year running has confirmed the same key issues identified by the AEU and its new educator members.

That is, that new educators' priority concerns are:

- Workload;
- Behaviour Management;
- Pay; and
- Class Sizes.

Though run only for teachers in their first 3 years, each year (and certainly 2008) has generated responses from new participants. Again in 2008, around **83.8% indicated they had not participated** in either of the previous three surveys.

The survey received 1545 responses which is small a decrease from 1732 in 2007 but is still more than 2006.

The survey results showed that:

NEW EDUCATORS' EMPLOYMENT

- **54.2%** had **on-going or permanent employment**, an increase of 7%.
- **43.6%** are employed on fixed term contracts of 6 weeks or more.
- **42.1%** said they had experienced **problems gaining ongoing/permanent** employment.
- Just on half (**51%**) believed they were **NOT given adequate information** about teacher working conditions and rights upon employment.
- Over a third (**35.1%**) of educators in their first 3 years of teaching are in schools with 2-5 other new educators, and just as many (**35%**) are at schools with 5-10 or even 10+ new educators. **10.7%** of new educators are the only ones at their school in their first 3 years of teaching.

TEACHER SUPPLY AND DEMAND

There were few changes in numbers or reasons why new educators intended to remain in or leave the public education system, though 4% more this year had indicated they did not believe they'd be staying for more than 10 years.

- **50.6%** believed they would **NOT be teaching in the public system in 10 years time**. This is despite 48.2% saying they had CHANGED careers to start teaching.
- **50.3% of first year teachers** (278) said they would **not stay teaching in the public system longer than 10 years**.
- **5.8%** of all responses (91) were from first year teachers who did not see themselves in the public system for more than 3 years.
- **56.9%** said they would leave the public system and would be **working in another industry**.
- **9%** said issues of **discrimination**, faced particularly by new educators **from non-English speaking backgrounds** and those who identify as **gay, lesbian, bi-sexual, transgender or intersex** ARE impacting their intentions to leave or remain in the public education system.
- Regarding teacher shortages, **45%** said they were **willing to travel interstate** to teach.

PRE-SERVICE EDUCATION AND PREPARATION FOR TEACHING

- **46.5%** had undertaken a **4 year integrated teaching degree**, while 30.4% had a 3 year undergraduate degree with the 1 year Graduate Diploma of Education.
- Half (50.9%) had participated in **70-80 days practicum** on average throughout their pre-service education. For each year of the 4 year course, at least half the students had undertaken some practicum. The highest proportion, 71.4%, completed practicum in their 4th year.
- Yet **39.7%** said they were only “Satisfactorily” **supported by their university throughout their practicum**, (and 22.5% rated the support received as being either ‘poor’ or ‘very poor’).
- **36.3%** rated their **pre-service teacher education as “Satisfactory”** in preparing them for the reality of teaching and 21% rated it less than satisfactory (being either ‘poor’ or ‘very poor’).
- New educators (**86.5%**) **did not think their training adequately prepared** them for dealing with difficult parents and colleagues
- **69.5%** felt their training did not provide an adequate grounding to teach particular groups of students, such as students with disabilities, students from non-English speaking backgrounds and students from dysfunctional backgrounds
- **41.9%** said they took part in **mandatory Indigenous Studies units** at university (down 4% from 2007) but **75% felt inadequately prepared to meet the needs of Indigenous students.**

PROFESSIONAL SUPPORT

- **47.9%** said that their participation in FORMAL MENTORING was provided by their school. **45.6%** said they have **never had formal mentoring** - 7% decrease from 2007.
- **42.4%** said that their participation in an ONGOING INDUCTION process, (including time off from classroom teaching), was provided by their school. **48.1%** said they **have never been involved with an ongoing induction process**.
- **52.8%** said that their participation in professional learning around BEHAVIOUR/CLASSROOM MANAGEMENT, was provided by their school. **31.7%** said they have **never been involved with behaviour management** professional learning.
- **48.8%** say they’d spend an average of **an hour a week** working on teacher registration requirements.

PROFESSIONAL CONCERNS AND TEACHING CONDITIONS

Beginning Teachers report these as their same top 4 concerns, as the last 2 year's surveys:

[Workload]	68.5%
[Behaviour Management]	66.1
[Pay]	62.9
[Class Sizes]	62.6
[Professional Development]	38.1
[Peer/Mentor Support]	34.3
[Tenure of Employment]	31.6
[Career Structure]	15.5
[National Performance Pay proposals]	7.5
[Teacher Registration processes]	7.5
[Reduced (length of) Teacher Education schemes]	1.9

- Workload stayed as most often cited and increased by 8%; Behaviour Management has increased by 10% to move to the second highest concern, concern regarding Pay rose 3% and Class Sizes has increased by 8%. Peer/Mentor support rose above tenure of employment and professional development is more concerning, up 7%.
- Beginning teachers' areas of expertise broadly represented all areas of teaching, nevertheless 32.6% reported they had been asked to teach outside of their area of expertise/qualifications. Secondary schools reported the highest numbers, where 51.6% of teachers working in different subject areas.

2. Overall Response

NSW	VIC	QLD	SA	ACT	TAS	WA	NT
13.4%	32.1%	28.8%	5.6%	5.5%	5.4%	8.9%	0.3%
(207)	(496)	(445)	(87)	(85)	(83)	(137)	(5)
2007 comparison							
(536)	(357)	(358)	(82)	(81)	(76)	(222)	(19)

- The sector breakdown of responses were:

Primary	44.4% (686)
Secondary	44.9% (693)
Pre-School/Early Childhood	5.2% (81)
Senior College	3.4% (52)
Special School	2.1% (33)
- 83.8% did **not fill in the survey** last year. Though we didn't increase the numbers from last year it's still a positive that a majority of totally new teachers completing the survey and consistently confirming the issues.

3. Key Issues

3.1 Employment Status

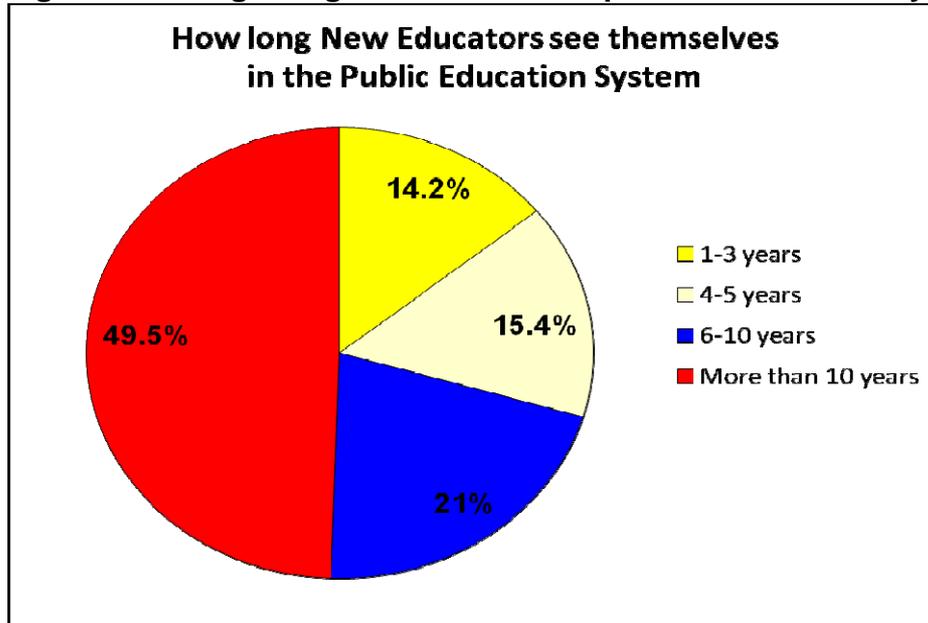
On-going/permanent	54.2%
Appointed for a fixed term of more than 6 weeks, but not permanent	43.6
Appointed for a fixed term of 6 weeks or less	0.2
Relief/Supply teaching only	2

- There was an overall increase from 47.2% to **54.2%** of **On-going/permanent employment**, but **43.8% do not have permanency**.
- **51%** believed they were **NOT given adequate information** about teacher working conditions and rights upon employment.
- Over a third (**35.1%**) of educators in their first 3 years of teaching are in schools with 2-5 other new educators, and just as many (**35%**) are at schools with 5-10 or even 10+ new educators. **10.7%** of new educators are the only ones at their school in their first 3 years of teaching. This indicates that while isolation may be an issue for some new educators, it's more likely that the survey results support views that schools are employing numerous new teachers on contracts to ease budgetary pressures yet this place the stress on new educators to find permanency or else they leave the system.

3.2 Public Education Career

- **49.5% said they WERE committed** to teaching in the public system for more than 10 years, which was a 2% decrease from 2007.
- **50.3% of first year teachers** said they would **not stay longer than 10 years**, which is a 4% increase from 2007. 91 responses were from first year teachers not even committed to teaching longer than 3 years, of whom the majority did not have permanent employment.
- **48.2%** of respondents had **CHANGED Careers** to begin teaching, but **48.7%** of those said they did not believe they would be teaching in the public system in 10 years time.
- Of those not committed to staying, **56.9%** would be **working in another industry** rather than moving to the private system, **26%**.

Figure 4.2.1 Beginning Teachers' future plans in the Public System



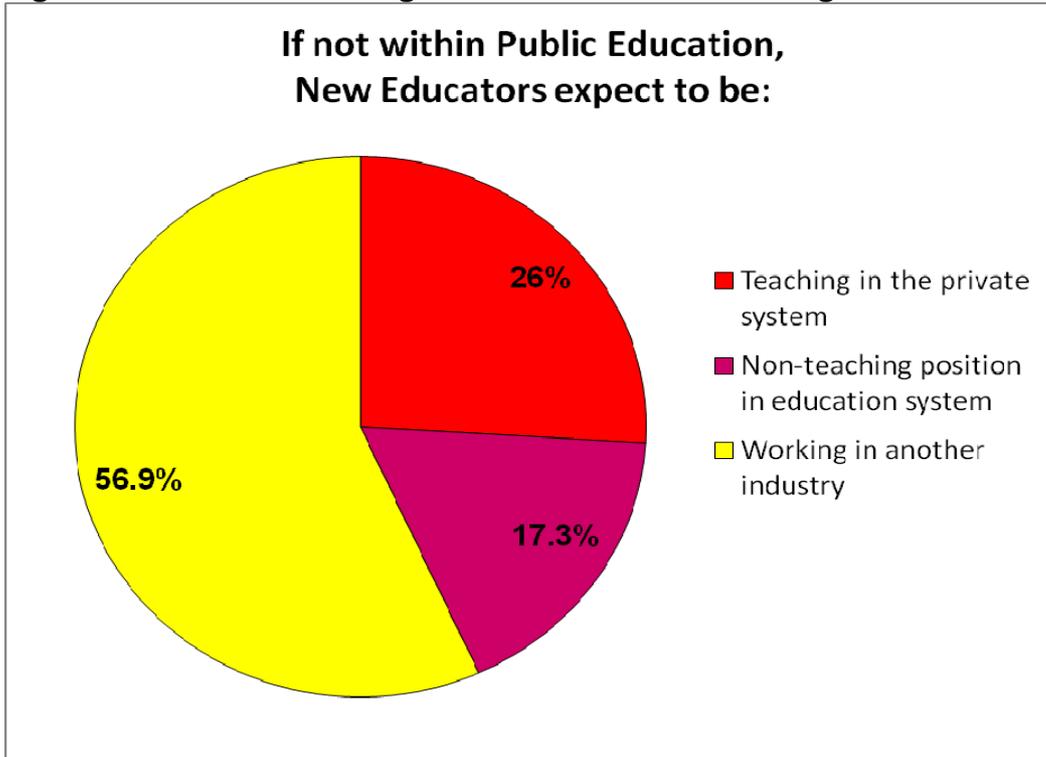
- Common responses for staying were –its a career change so long-term, love my job, to make a difference, for the children, committed to public education, it's fun, private schools don't need me.
- Common responses for leaving were – family, student behaviour (supported by numbers in top 4 concerns) unsuccessful at permanency, exhausted/workload, lack of respect, work life balance, gen x “thing”, country service difficult.

Qualitative answers around their commitment to a career in the public education system:

65. Because I love teaching! It's the best job ever
74. I went to a private school when I was growing up. Having now worked in the public system and seen the differences I expect to remain working in the public system. I fully support the public system and the great support it offers to students in their learning and development.
108. I enjoy it. It was what I expected it to be. I like my staff and students. I am not a very stressful person and have coped well with my first year of teaching. There is no other career I wish to pursue at this time.
224. I'm committed to making a social contribution, best served through public education.
244. I strongly believe in public education and enjoy the unique challenges I face every day. I cherish my job and the students I work with. I feel fulfilled every day (almost!).
249. I believe that good teachers should stay within the public sector as it faces numerous threats. I believe that the training opportunities are better within the public system. I support the principle of free public education and do not like to see it undermined by teachers and students fleeing it.
405. I believe teachers in public schools are hard working and there is no difference between the education offered in private and public schools. I enjoy making a difference to the lives of young learners who cannot afford to go to private schools.
545. I love teaching and I am good at. I can work at the disadvantaged schools and enjoy my teaching and I can have the worst class in a better category school and make them one of the best classes.
675. I made a decision five years ago to change my career path because I was inspired and influenced by hard working dedicated people who were willing to teach my children. I believe this profession is highly undervalued yet paramount to a civilised society. I believe that I can make a difference in the lives of young people and promote lifelong learning. I am here for the long haul, regardless of the lousy pay and bureaucratic bullshit!
931. Teaching is a family-friendly profession that enables women to work part-time or in casual employment when they have children. I believe this is a benefit, but I also love the job I'm doing and working with the kids.

- 76.** The benefits of the job do not seem to be outweighing the negatives. I feel as though for the education I have had I could move to any other profession and be more respected, valued and less stressed. Teaching asks much more from you than a normal work day. That is not to say that there are not good times in this job, I just think that over time these highlights will not sustain staying in the system.
- 99.** I would like to help in poorer countries by teaching there. However, I feel I need to have had experience in the public systems in order to find employment when I return to Australia.
- 106.** Teaching has proven to be stressful, long hours, non family friendly because there is no flexibility and although we have far greater responsibilities we are expected to have the same rules as students!!!!!!!. Lead by example is the expected norm but we are not the same. I want to go to school performances and open days for my children as every other parent can by arranging flexi hours.
- 206.** I enjoy teaching but the working conditions are difficult. While colleagues are supportive and encouraging they have little time to mentor less experienced staff. With the amount of face-to-face teaching time and the process of preparing, marking and moderating assessment, there is little time to reflect upon and improve teaching practice.
- 208.** Despite being told that there is a teacher shortage, myself and many of my friends cannot get jobs or even interviews. It is so soul destroying. Those that do get jobs are on contract. If I look for jobs outside of teaching, at least after I have passed a provisional period of six weeks to three months I then have a permanent ongoing position. I can achieve similar pay working in a supermarket and I don't have to spend my evenings and weekends marking or creating resources.
- 209.** I went to uni for 4 years and have taught for 3 years. My brother is 17, unskilled and does labour work. We both work similar hours and in a similar location. He earns 20 grand more a year than me.. I'm out unless this improves.. I'll see out my placement contract and go.
- 285.** The workload for teachers is increasing every year and I'm not sure what the future teaching role will be like by then. I live in a mining town where people are earning 120+ a year and I feel like I am working around the clock and enduring a lot of stress to earn my 48,000 a year. Teachers are becoming more and more unappreciated and the media and government seem to blame teachers for everything.
- 300.** ...At this particular location I feel that the behaviour management policy is superficial and does not take into consideration the diverse cultural and economic backgrounds of the students (especially those with special needs). ... It is hard to gain respect from students who have none for each other, equipment, or other adult staff... I value this policy and believe that this is fundamental to just and equal educational institution. NAIDOC week was celebrated exclusively by indigenous students - a whole school approach to celebrating this week was not taken into account.
- 404.** Despite my best and altruistic intentions I see very little or no possibility to be supported sufficiently enough to do my job well. Being unable to work professionally and instead being relegated to constant bandaid solutions in a grossly under resourced school leads to being a part of a very intense and usually unhappy workforce. When we are supposed to be engaged in the job of developing people there is a serious conflict of interest if we cannot develop ourselves and be happy in our employment.
- 548.** I have a trade background and came to teaching for the lifestyle it would give my family. I consider myself as having adequate strategies to cope with the diversity of students in the state system, however the behaviour and attitudes of the students and parents toward teachers seems to be deteriorating, making it very frustrating for myself to give quality lessons to those who generally want to learn. It would be easier for me to return to my trade albeit sacrificing the qualities the teaching profession brings to my family life.
- 573.** I really enjoy my job, the only negative is my inability to get an ongoing contract. I will persevere but if I don't get ongoing in the next couple of years I may go back to my former occupation. I am also considering the private sector as I have heard the working conditions are better with respect to resources and PD.

Figure 3.2.2 Future Working Preferences if not Teaching in the Public System



- Those who answered “Other” (214 in total) to what they might be doing if not teaching in 10 years gave the following sorts of answers:
 - Retire
 - Teach overseas
 - Start a family
 - HR, Recruitment and Training
 - Something environmental
 - Higher education
 - Back to industry
 - Educator in the Australian Defence Force.
 - Mines and Energy

It is a shame that whilst many have indicated they plan to retire or start a family, there are others who have shown that a career unrelated to education might be more fulfilling to them.

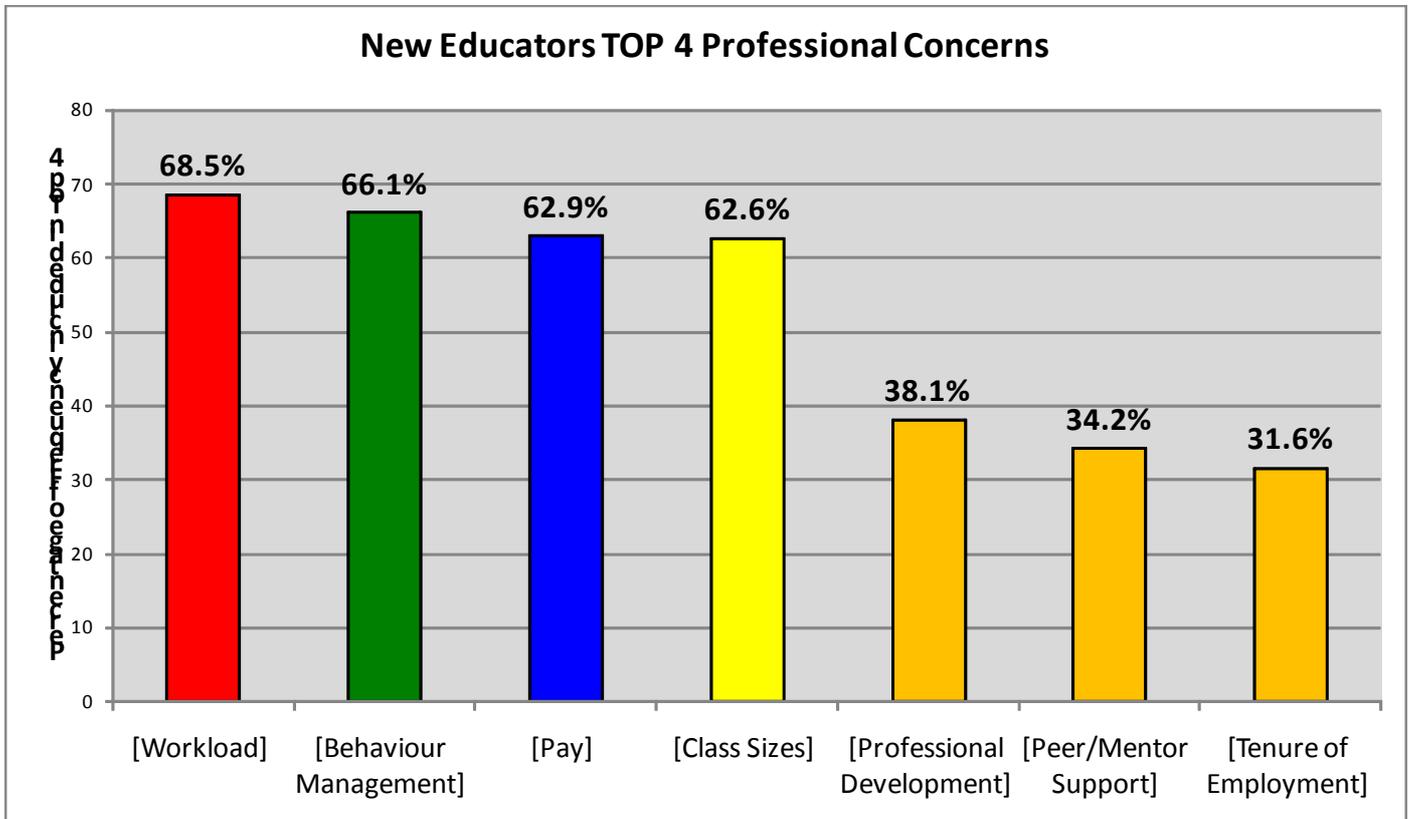
Qualitative answers regarding identity issues affecting their decisions to stay or leave the public education system:

- Though some did not understand the question, those who had identified themselves as gay, lesbian, bisexual, transgender or inter-sex, or from a non-English speaking background, certainly did confirm that they were experiencing discrimination and that it did impact their intentions to stay in the profession. Other responses highlighted other factors such as age and gender also affect new educators' experiences and future plans.

- | | |
|------|--|
| 13. | Being an older female |
| 15. | Non English Speaking Background teaching in rural/remote area. |
| 25. | But I could see in the future my sexuality impacting on where I want to teach |
| 27. | I identify as Transgendered and lesbian. It's hard to be 'out' in a mainstream environment. I can't handle the stress of my job AND potential discrimination/harassment from parents, students or staff. |
| 29. | marital status, age, cultural and religious ideology. |
| 32. | Race |
| 33. | I am Gay and find the straight world quite unthinking when it comes to difference |
| 43. | I find the public system to be accepting of my homosexuality and gender non-conformity |
| 44. | Being young. Lack of support. |
| 47. | Being Arabic and Muslim helps me identify with those kids in the school I teach and helps me reach them in a deeper and more meaningful way. |
| 61. | Religion |
| 62. | new mum - travel time to school is a big issue for me |
| 67. | My Ethnicity may be a problem for gaining an ongoing position |
| 72. | Being an openly queer teacher - can see how this will impact upon my ability to gain employment |
| 79. | Minority group (staff have actually mention that I am not as Australian as some!) |
| 81. | Feel that ideologically I am unwelcome - given that I believe in education for public benefit and my school is selling education to international students, which compromises our role as well as undermining the public system. |
| 97. | I am female. |
| 98. | my nationality |
| 101. | Being male is hard - with issues of sexual harassment and male teachers |
| 109. | homophobia in schools amongst staff and students |
| 110. | The homophobia I face being lesbian, I'm not out and won't be until I feel that it is safe to do so. |
| 118. | I have experienced age discrimination |

3.3 Professional Concerns

As reported in the introduction, the top 4 concerns of beginning teachers have been consistent for the last 4 years.



By sector, the following were the most notable results to provide an indication of the experiences and expectations of beginning teachers:

- Primary

Primary teachers' most frequently included the following in their top 4 concerns:

	<u>2008</u>	<u>2007</u>
[Workload]	68.3%	59.3%
[Behaviour Management]	66.1	50.6
[Class Sizes]	66	55.8
[Pay]	62.8	57.9

In comparison to 2007 results, Primary teachers' concern for pay has dropped to fourth and Behaviour Management concerns have increased by 15% to be the second highest concern.

- Secondary

Secondary teachers' most frequently included the following in their top 4 concerns:

	<u>2008</u>	<u>2007</u>
[Behaviour Management]	71.4%	65.2%
[Pay]	67.6	61.9
[Workload]	68.6	60.9
[Class Sizes]	58.6	53.6

In comparison to 2007 results, Behaviour Management remains clearly the main concerns for Secondary teachers, with concern for Workload returning to the second highest concern (above Pay) as it had been in 2006.

- Senior Colleges

Pay (75%) and Workload (75%) are much more standout concerns for Senior College teachers, however as with the national results Class Sizes (42.5%) and Behaviour Management (42.5) remain as the top 4.

- Pre-school/Early Childhood

Pay (71.6%) has replaced Class sizes as the concern most often reported in the top 4 by Pre-school/Early Childhood teachers.

- Special Schools

Behaviour Management (75%) is the stand-out concern for teachers in Special Schools, and where in 2007 Professional Development was included in the top 4 it is no longer.

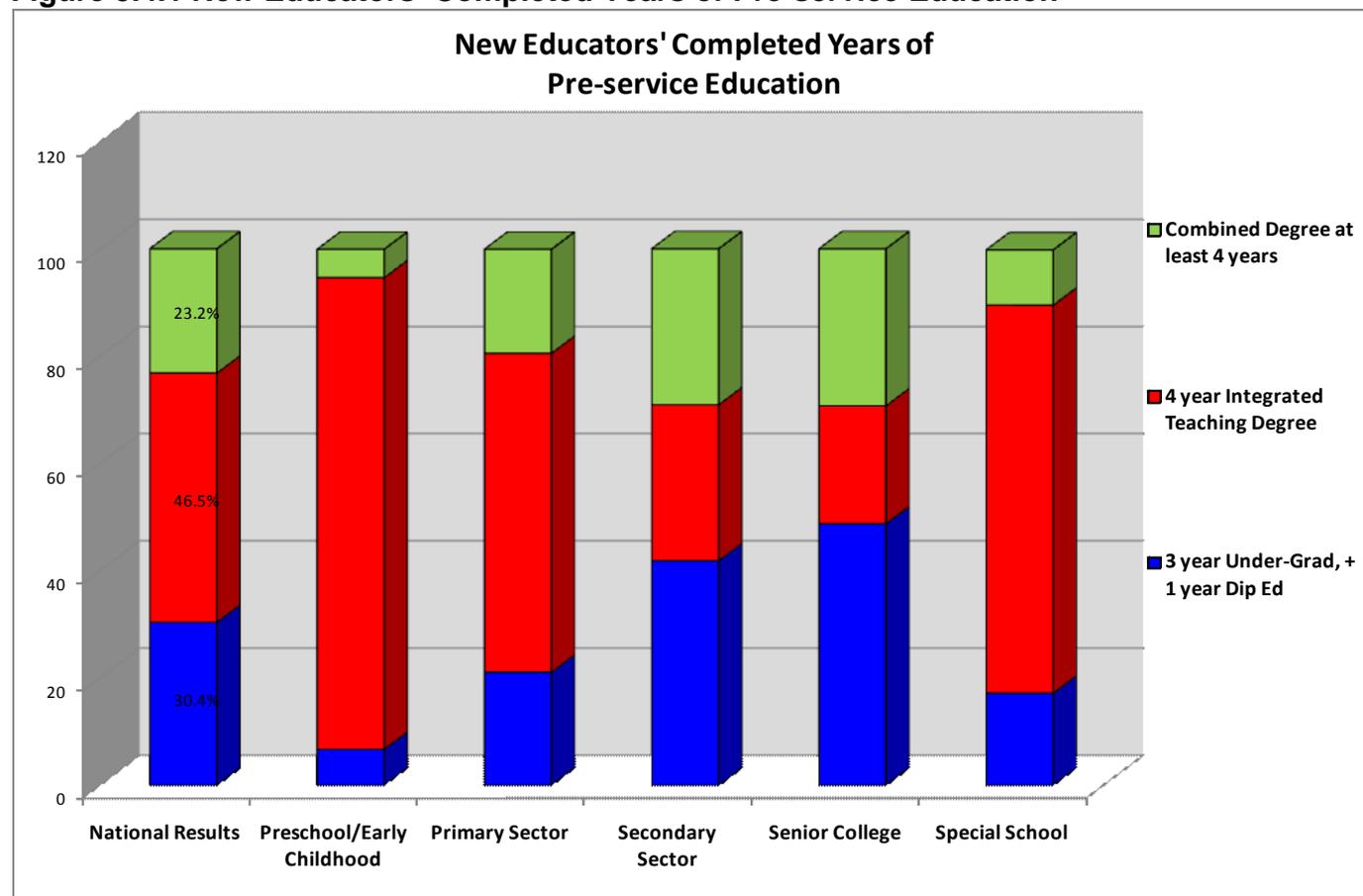
- Aboriginal and Torres Strait Islander Members

Concern for Professional Development opportunities (55%) amongst Aboriginal and Torres Strait Islander members, is now included in their top 4 concerns, but Class Sizes at 80% is the highest concern.

3.4 Pre-service Teacher Education

Participants were not satisfied with the preparation their pre-service education provided. In some ways this early lack of support could be seen as one opportunity to help rectify other challenges teachers experience in their first few years.

Figure 3.4.1 New Educators' Completed Years of Pre-service Education



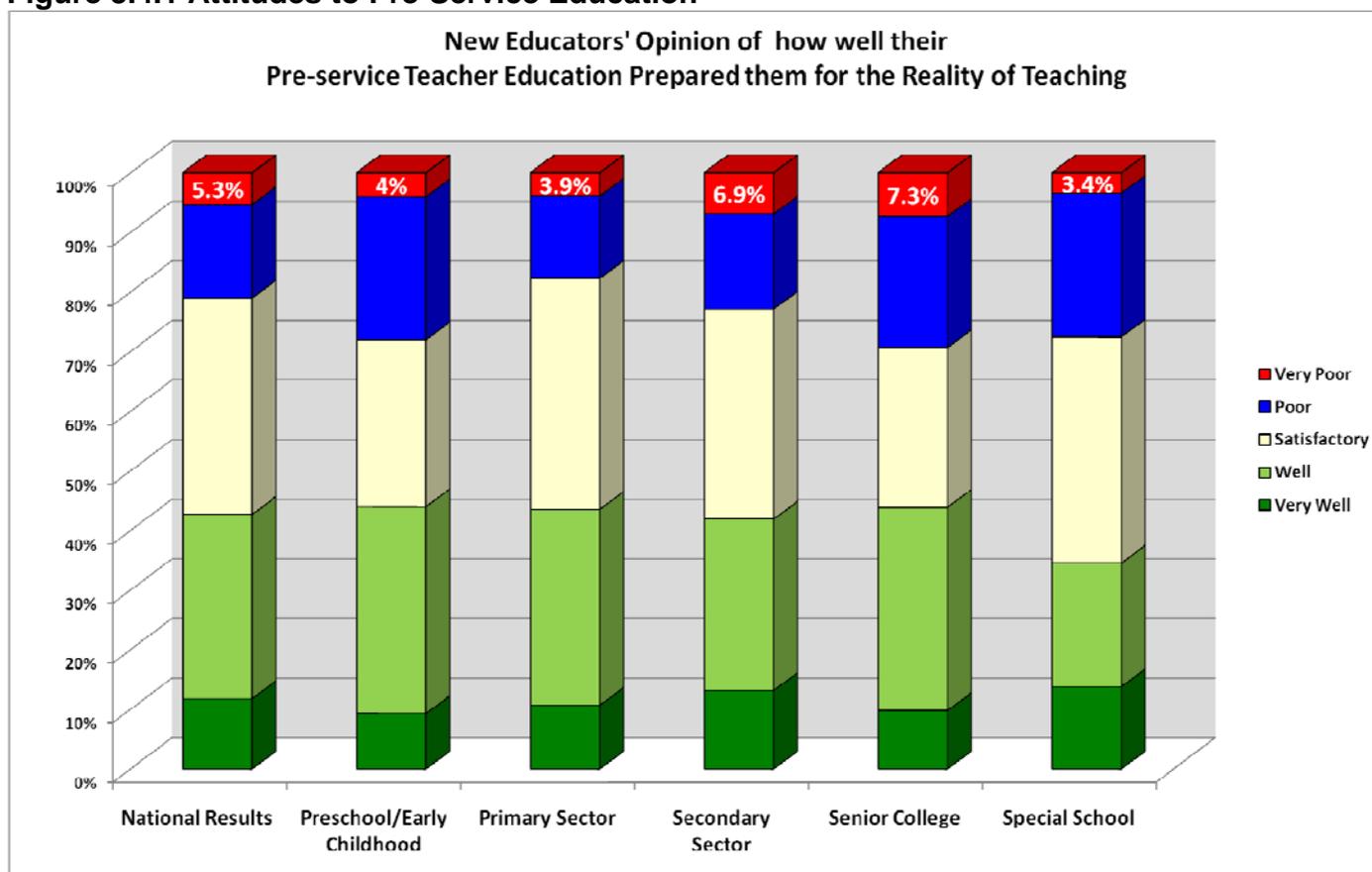
- As should be the case, very few new educators indicated they had less than 4 years of pre-service education and indeed a vast number indicated they held multiple higher education degrees.
- **46.5%** had undertaken a **4 year integrated teaching degree**, while 30.4% had a 3 year undergraduate degree with the 1 year Graduate Diploma of Education.

“other” Pre-service Education Qualifications

3. post graduate 2 year masters in teaching
4. 3 year undergraduate degree, plus 18 month post grad teaching degree
8. Bachelor of Psychology + 2 years to complete Bachelor of Primary and Secondary Teaching (Deakin University, Vic)
14. one extra year for special education
22. Graduate Entry Degree (2 years full time)
29. 3 year undergraduate + 2 Bachelor of Education
36. 5 year undergraduate degree, plus 1 year dip ed
64. BSci (psyc) GradDip (sec.Ed - SpNds/SOSE) + 1 semester/arts (SOSE)
70. Honours Degree, Diploma in Languages, Masters degree and 1 year Diploma of Education

74. 7 years - 2 first years in Bachelor of Human Services and Primary Education, 1 year in bridging subjects in order to gain placement in an Education degree, and then finally a 4 year Bachelor of Education (Secondary) degree.
97. Cert Iv Nil
106. I have a 4 year Bachelor with honours in Computer Science from the U.S. and a 4 year Bachelor in Teaching (Primary and Secondary) from Australia
113. 3 Year (fast tracked)
143. 5 year trained 3 year Bmusic and 2 year Bteach
149. Cert IV in TAA
179. Master of Science,7 years
181. 5 year Arts/Comm Bach degree, 1 year diploma of education

Figure 3.4.1 Attitudes to Pre-Service Education



- **36.3%** of responses nationally, rated their pre-service teacher education as only **Satisfactorily** preparing them for the reality of teaching.
- **22.5%** rated it **less than satisfactory**, (being either "Poor" or "Very Poor")
- Further, beginning teachers (**86.5%**) **did not think their training adequately prepared** them for dealing with difficult parents and colleagues, and **69.5%** did not think they were provided a grounding to teach particular groups of students, such as students with disabilities, students from non-English speaking backgrounds and students from dysfunctional backgrounds.
- **41.9%** said they took part in **mandatory Indigenous Studies units** at university (down 4% from 2007) but **75%** felt **inadequately prepared you to teach Indigenous students**, this result was consistent across sectors and states/territories.

Figure 3.4.2 Average Days of Practicum Completed

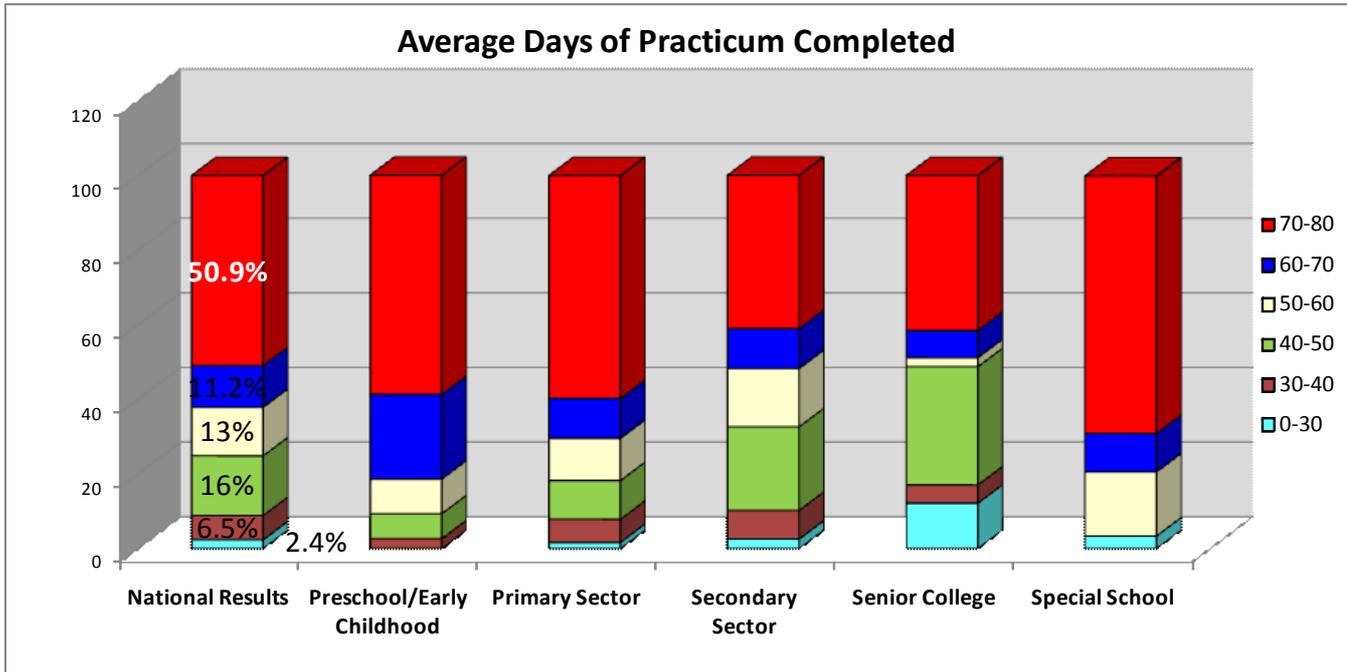
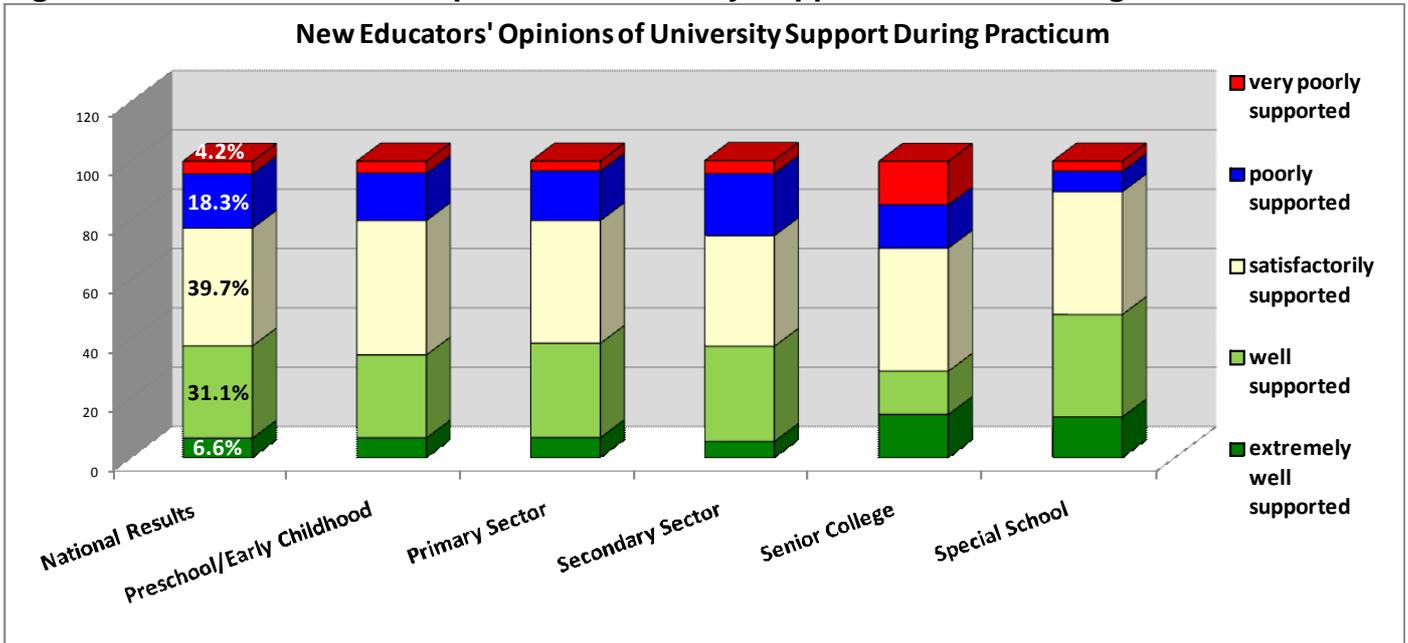


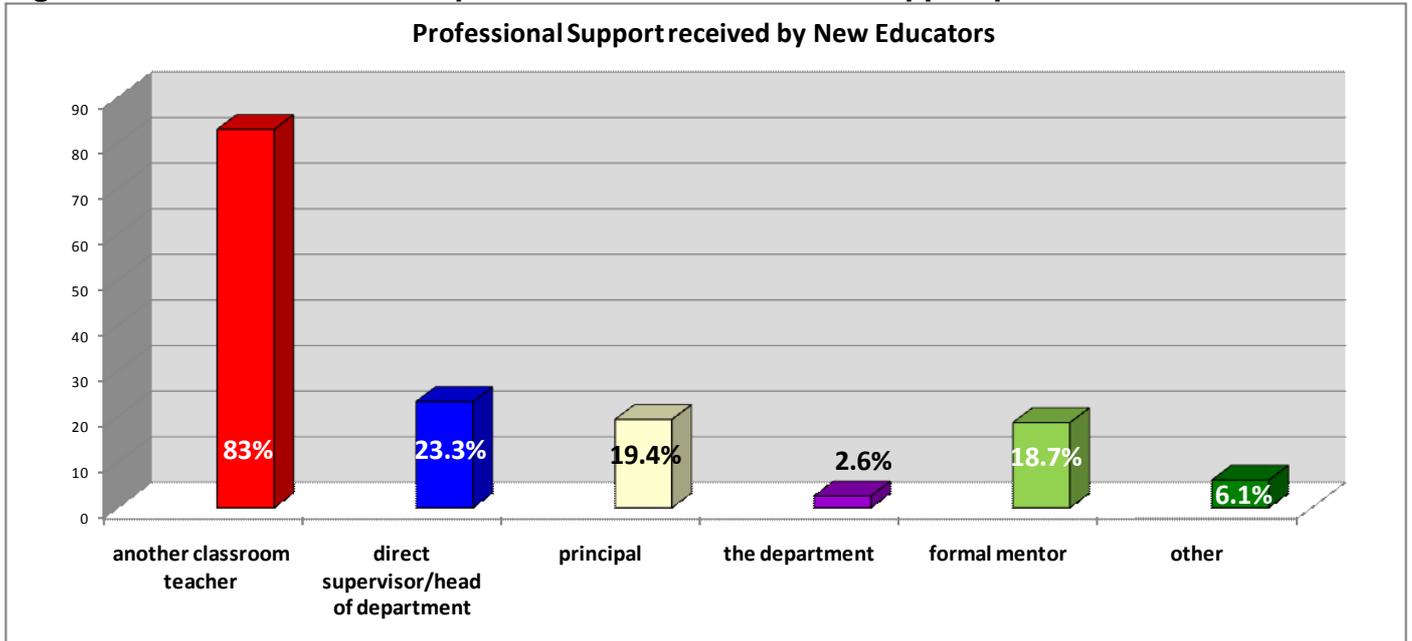
Figure 3.4.3 New Educators' Opinion of University Support Provided During Practicum



- Half (50.9%) had participated in **70-80 days practicum** on average throughout their pre-service education. For each year of the 4 year course, at least half the students had undertaken some practicum. The highest proportion, 71.4%, completed practicum in their 4th year.
- Yet **39.7%** said they were only “Satisfactorily” supported by their university throughout their practicum, (and 22.5% rated the support received as being either ‘poor’ or ‘very poor’).

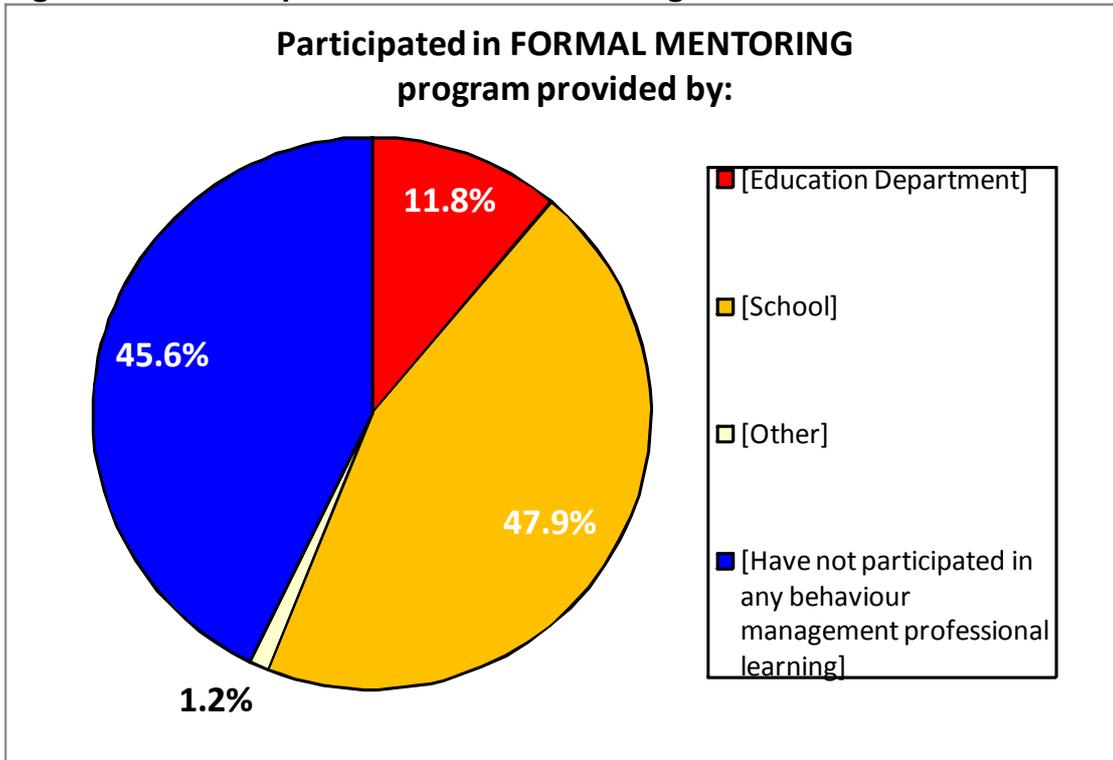
3.5 Professional Development

Figure 3.5.1 New Educators' Opinions of the Professional Support provided



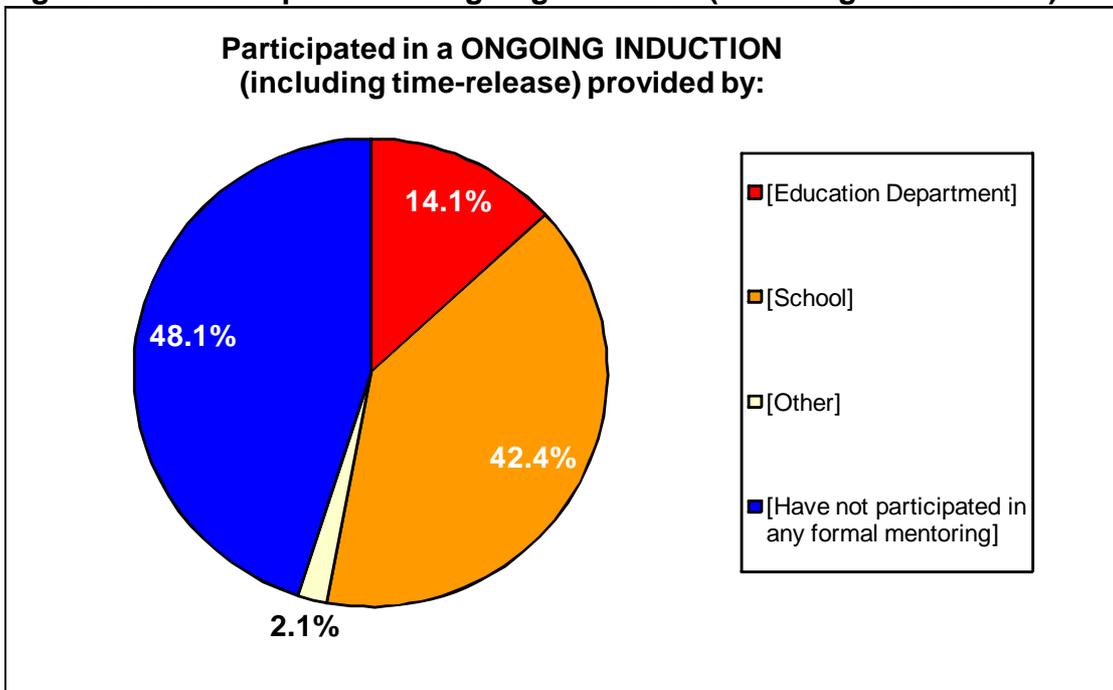
- New educators very clearly experience the **most professional support from Another Classroom Teacher (83%)**. The second highest level of support reported does come from their *direct supervisor/head of department* (23.3%) and the *principal* (19.4%) is not far behind.
- There is definitely an increase in those reporting support from a *formal mentor* (18.7%, up from 4.9% in 2007), though *other* providers of professional support (6.1%) is cited more than that provided by *the department* (2.6%).
- The important thing to note from this question is that indeed support is NOT systemic and it is teacher professionalism that be questioned if new educators don't have access to basic preparation pre-service and support in-service.

Figure 3.5.2 Participation in Formal Mentoring



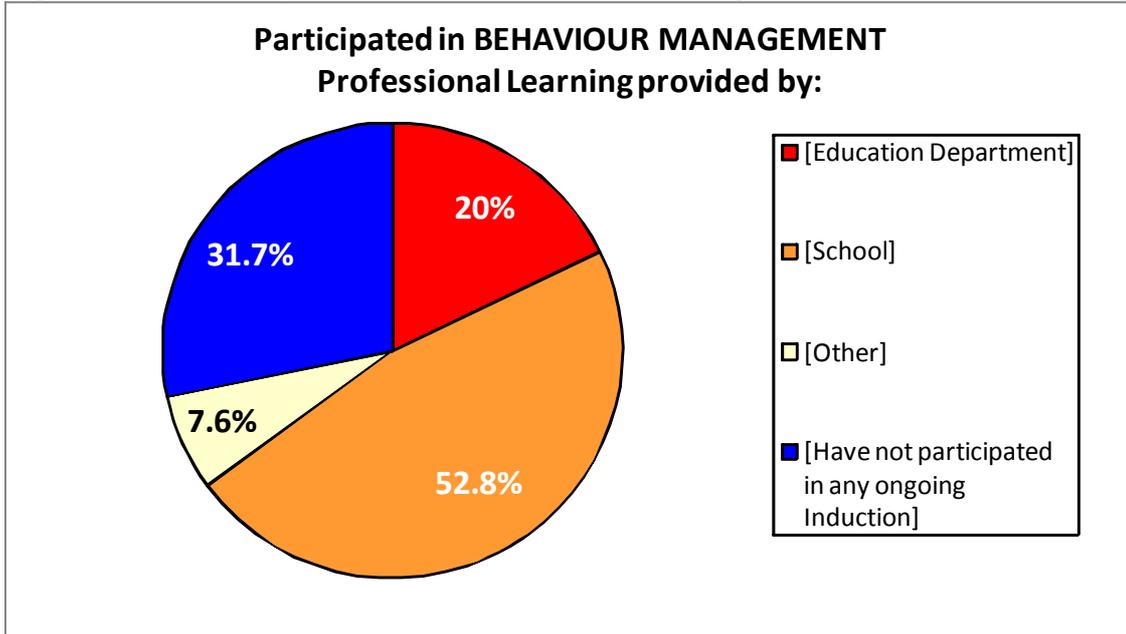
- 47.9% said that their participation in FORMAL MENTORING was provided by their school. 45.6% said they have never had formal mentoring - 7% decrease from 2007.

Figure 3.5.2 Participation in Ongoing Induction (including time-release)



- 42.4% said that their participation in an ONGOING INDUCTION process, (including time off from classroom teaching), was provided by their school, which is an increase of over 10% from 2007. 48.1% said they have never been involved with an ongoing induction process (a decrease of 7% from 2007).

Figure 3.5.3 Participation in Professional Learning around Behaviour Management



- **52.8%** said that their participation in professional learning around BEHAVIOUR/CLASSROOM MANAGEMENT, was provided by their school. This represents an increase of 14.6% from 2007. **31.7%** still said they have **never been involved with behaviour management** professional learning.

Professional amongst Sectors:

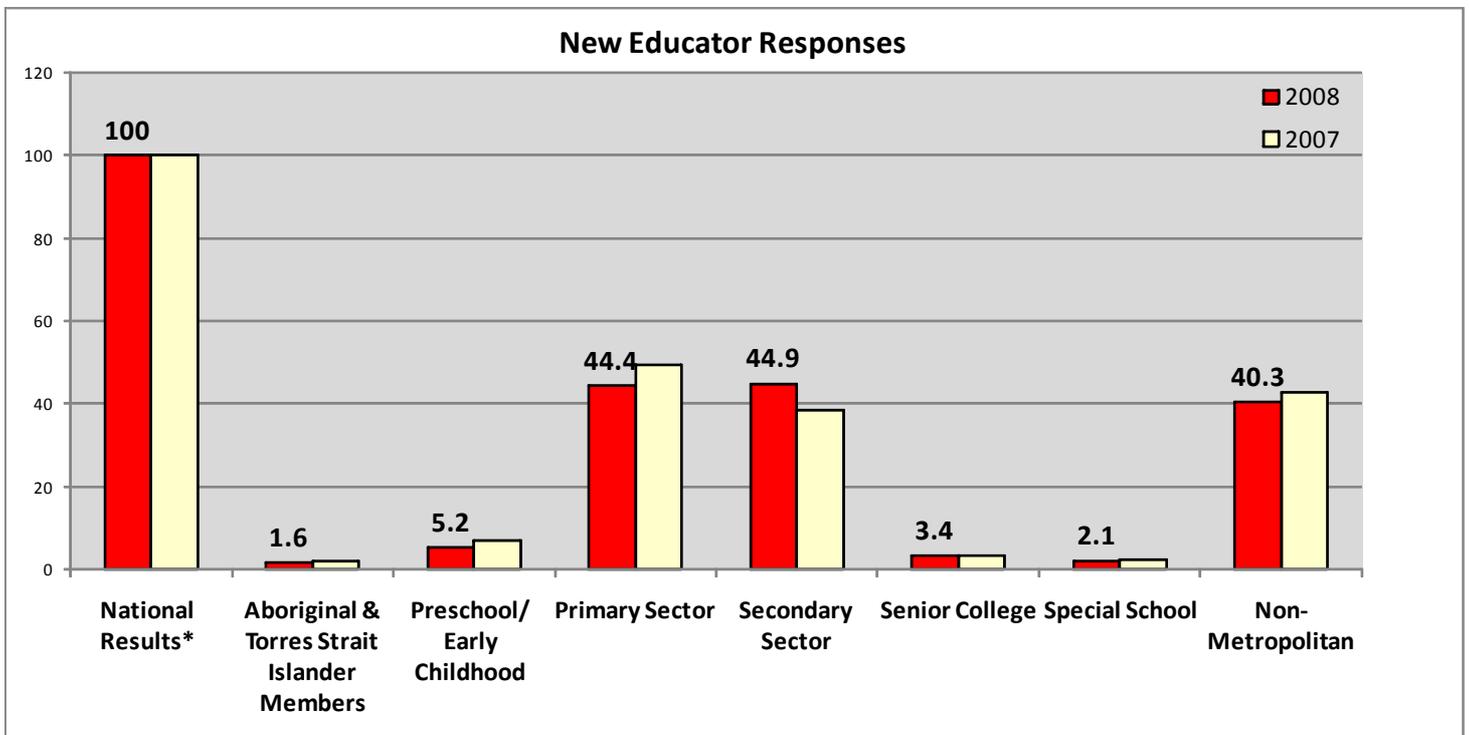
- 63.4% of Senior College new educators reported they have not been involved with formal mentoring
- Much more professional learning around behavior management for Pre-School/Early Childhood Teachers is provided by *other* sources - 10.7%.
- Similarly, more Non-Metropolitan Teachers appear to be receiving professional learning around behavior management, via both schools and the department, with only 20.8% having not participated.

4. Reporting areas

4.1. Initial Statistics

	2008		2007
National Results	100.00%	(1545)	(1732)
Aboriginal & Torres Strait Islander Members	1.6%	(24)	(35)
Preschool/ Early Childhood	5.2%	(81)	(117)
Primary Sector	44.4%	(686)	(856)
Secondary Sector	44.9%	(693)	(663)
Senior College	3.4%	(52)	(56)
Special School	2.1%	(33)	(39)
Non- Metropolitan	40.3%	(623)	(737)

Figure 4.1.1 Number of Responses from identified sectors and membership groups



* In all of the tables to follow, the “*” indicates the national figure, as the total national response rate for the sector.

4.2. Beginning Teacher Attributes

- The age of beginning teachers is increasingly mature aged. **39%** of respondents were 20-25 years old, but this proportion has again dropped since 2007 when it was 42.2%.
- **26.3%** were over 35 years, which has continually increased (24.5 in 2007 and 17% in 2006).
- The age differences are reflected in part by the fact that in comparison with the 2006 results, there are less in their first year of teaching (**37.1%** opposed to 42.4% 2007).

Figure 4.2.1 Ages of Respondents

20-25 years	39%
26-30 years	24.9
31-35 years	9.8
Over 35	26.3

- Reflecting the teaching population **76.1%** of responses were from female beginning teachers, though this represents a 2% increase in numbers of male survey participants.
- **83.8%** did **not fill in the survey** last year.
- There were 91 (5.8%) respondents who were in their first year of teaching and indicated they had a commitment of no more than 3 years in the public education system.

Figure 4.2.2 Geographical Location of Respondents

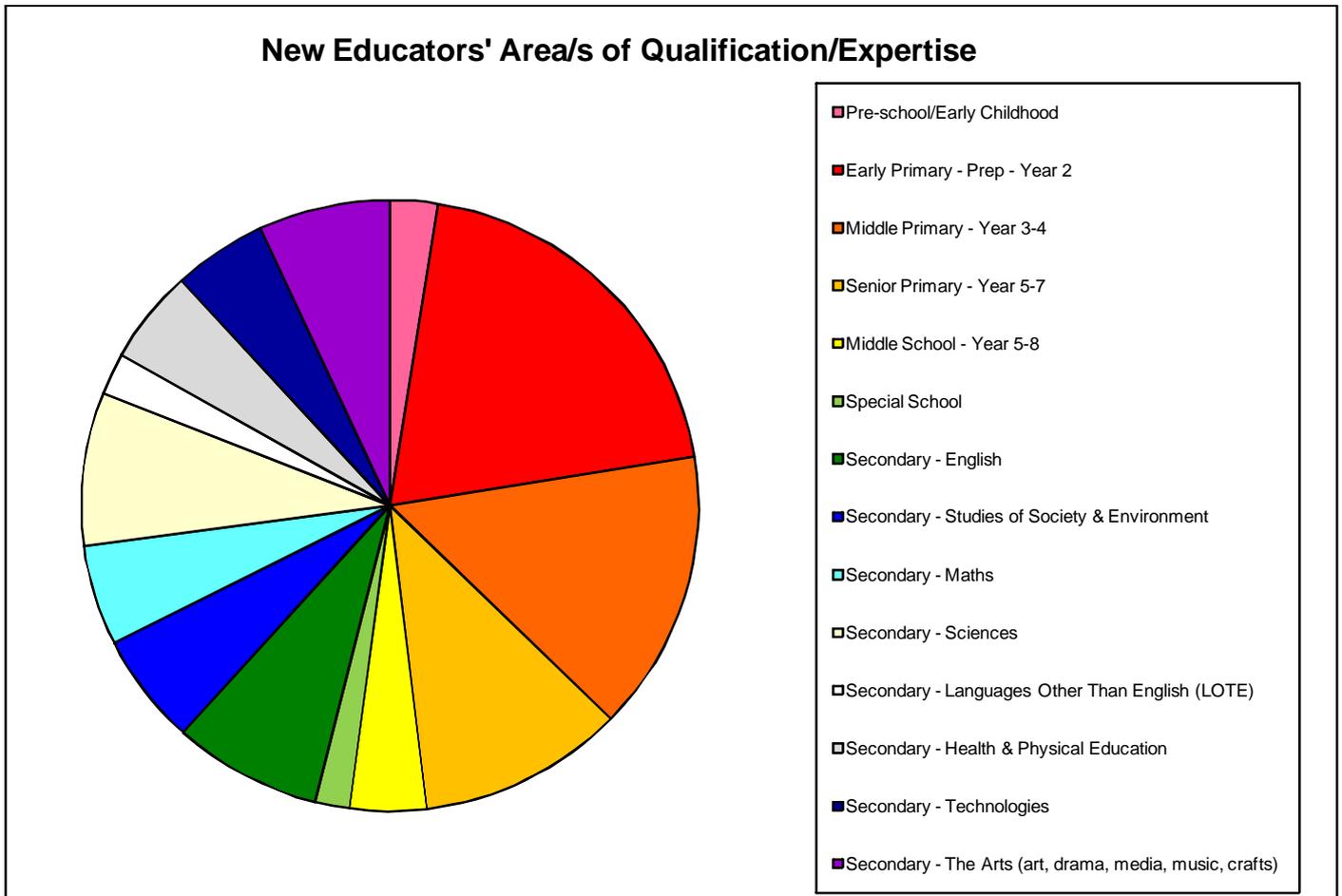
Metro	59.7%
rural/regional - less than 200kms from regional centre	21.7
rural/regional -200-500kms from regional centre	12.5
rural/regional -more than 500kms from regional centre	6.1

4.3. Employment Status

On-going/permanent	54.2%
Appointed for a fixed term of more than 6 weeks, but not permanent	43.6
Appointed for a fixed term of 6 weeks or less	0.2
Relief/Supply teaching only	2

- There was an overall increase from 47.2% to **54.2%** of **On-going/permanent employment**, but **43.6%** were on fixed term contracts **without permanency**.
- **42.1%** reported that they'd had difficulties gaining permanency (43.5% in 2007).
- There appears to be a much **lower level (44.3%) of permanent employment** in the **Primary sector** as compare to (**64.7%**) in Secondary.
- Aboriginal and Torres Strait Islanders reported levels of permanent employment at **68.2%** (noting that this was amongst only 24 respondents)
- **51%** believed they were **NOT given adequate information** about teacher working conditions and rights upon employment.

5.4 Areas of Expertise/Qualifications of Respondents



- Beginning teachers' areas of expertise broadly represented all areas of teaching, nevertheless, **32.6%** had reported being **asked to teach outside of their area of expertise/qualifications**, this is 4.7% more than in 2007.
- When teaching outside their expertise, they are doing anything from high level Chemistry, to VET subjects, to bike education. In the extreme, one person qualified as a middle primary teacher is teaching secondary English and senior Drama.

Qualitative answers around what areas they are teaching that are outside their qualifications/areas of expertise:

- | | |
|------|---|
| 39. | Yr 11 & yr 12 Chemistry |
| 40. | Legal Studies, Business Management, Humanities, Primary School Teaching, Careers Subjects |
| 100. | Teaching agriculture and technology as well as science |
| 101. | Year 9 (Stage 5) History Year 11 Business Studies Yr 9/10 Commerce Year 7 Geography. |
| 102. | Teaching secondary - teaching senior school subjects - YR 10/11 English, teaching vet subjects |
| 109. | I was asked to teach History this year even though I'm not formally qualified with a History major. |
| 111. | Bike Education Program next year However training provided |
| 116. | hospitality and early childhood |
| 167. | I was asked to teach High School in South Australia and in special schools in Queensland. |
| 169. | Agreed to take on Teacher/Librarian role to ensure regular employment. |
| 171. | I have no formal training in Special Education yet that is where I work. |
| 174. | early childhood trained, working in secondary special education |
| 181. | Maths - for 2 years now - no support was ever offered. |
| 184. | I was required to teach French this term even though I most recently worked in French 20 years ago! |
| 290. | Often. Health. History. |
| 294. | Outdoor Ed |
| 312. | VCE Geography |
| 322. | personal development, graphic arts |
| 343. | Teaching Science and Biology without formal training, but with in-depth knowledge of the areas. |
| 347. | Math, Health, IT, Sport, Jewelry Making were OK. English and SOSE were very difficult. |
| 354. | Qualified as primary middle now teaching secondary English and senior Drama. |

- Almost all Early Childhood new educators are 4 year trained, either with a specific Bachelor of Early Childhood Education **(87.3%)** or Bachelor of Teaching - Primary **11.1%**

Q43 – “other” Early Childhood Education qualifications

- | | |
|-----|---|
| 15. | 2 year B Ed (Special Ed) |
| 22. | with honours |
| 24. | Combined B. Pri Education/B. Human Services in Child and Family Studies |
| 36. | Bachelor of Learning Management Early Childhood |
| 43. | Bachelor of Learning Management (Early childhood) |
| 46. | Grad Diploma 18mths |
| 56. | and Diploma in Community Services (Children's Services) |

- However it is concerning that only 8.2% of Early Childhood Educators said it was not their preferred area of teaching.