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Executive Summary

This report provides an analysis of an on-line survey hosted by the Joint Principals' Associations. The survey was completed by 1351 teachers, all of whom have less than three years of teaching service. The qualitative data collected from these respondents reflects well on the profession. It indicates that we are attracting graduates to teaching who are genuinely interested in the profession and who have a passion for making a difference to the lives of the learners with whom they work. Yet, although 93% of our survey respondents enjoy teaching, 24% indicate that they will leave the profession within 5 years.

The level of pressure associated with teaching in the first few years of service is seen to be the main contributing factor to 25% of beginning teachers expecting to leave the profession. The pressure they feel is from two key stressors.

1. There is a real tension between achieving a high quality of classroom teaching and progressing one's career through taking on additional management and day to day administrative responsibilities.
2. A significant minority of beginning teachers are placed under extra pressure by having to provide classroom instruction in unfamiliar subject or year level contexts.

26% of survey respondents have taken on management roles within their first three years of teaching.

27% of respondents indicate that they are teaching outside of their expertise. The three subject areas where this has been most strongly felt are:

- English
- Mathematics
- Religious Education.

This report establishes that schools rather than universities are considered by our survey respondents to be more effective in relation to "teaching about teaching". There are notable differences between the ratings by beginning teachers of the universities where they received their training.

One measure of the importance a school plays in the lives of beginning teachers is the extent to which the workplace culture provides a supportive environment. 89% of beginning teachers' surveyed indicated that they received "good" to "excellent" support from their teacher colleagues in schools. We believe that considerable potential exists to capitalize on this high level of collegial support and this is worthy of further investigation.

Despite anecdotal evidence to the contrary, the majority of teachers in our survey have stayed to teach in schools in the state where they went to university. Only the Northern Territory and the ACT "gained" overall with more teachers moving into these locations than have been trained there. Essentially any investment from a state or territory government into teacher training provides a direct benefit back to that regional community.

Finally, our survey data supports the view within the profession that there are not enough incentives for teacher graduates to seek employment in Australia's less populated regions. 86% of survey respondents chose to only seek teaching appointments in urban centres. Approximately 55% did not consider rural schools and approximately 80% did not consider an appointment in a remote school.

Introduction

This report provides an analysis of an on-line survey hosted by the Joint Principals' Associations. The survey was completed by 1351 teachers, all of whom have less than three years of teaching service.

The survey was conducted in October, 2006.

The survey has been conducted for several years by the Australian Secondary Principals' Association (ASPA), however, 2006 was the first time it has included teachers from both the primary and secondary sectors, and from both non-government and public schools.

This report is organized into three sections. The first section profiles the teacher respondents, including the state in which they are currently teaching, the type of school in which they teach and their attitudes towards their careers, including how long they intend to stay working as teachers.

The second section specifies respondents' teaching areas and whether they are currently teaching in the areas for which they were trained.

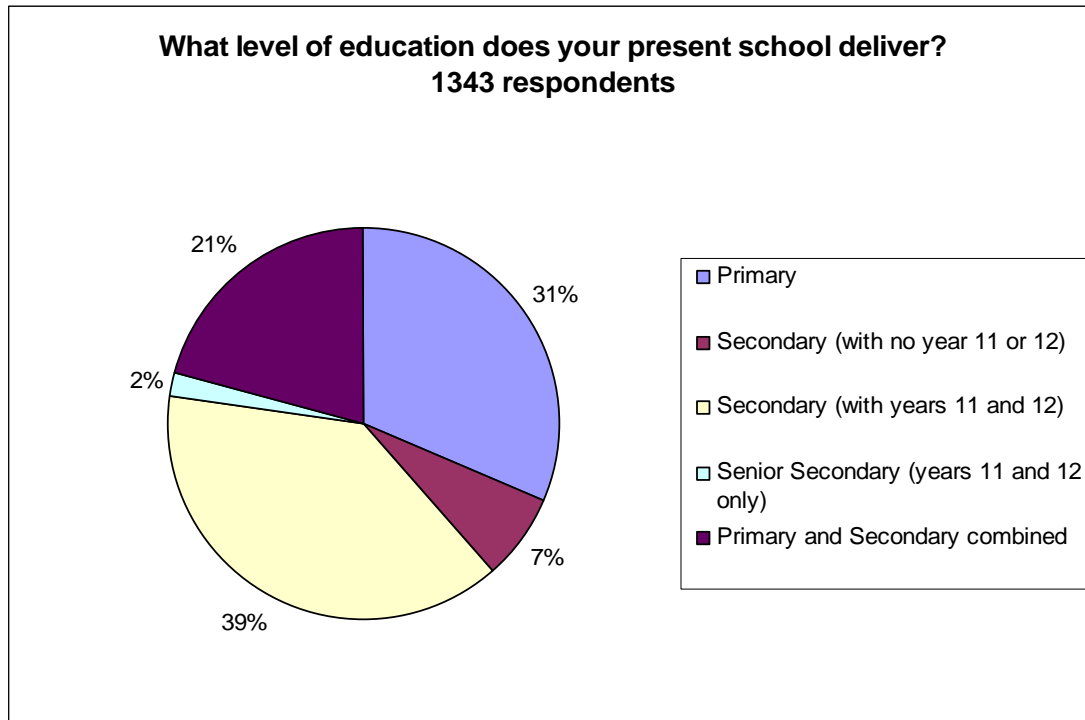
The final section, examines respondents' experiences in universities and schools during their pre-service education and training as well as their initial experiences in the profession.

The appendices provide additional information pertaining to the teachers' previous careers, the universities where they trained, and state-by-state comparison tables for questions in Section 3.

Section 1: Teacher Profiles

The first eight questions relate to what teachers are teaching and to their initial experiences with employment in schools.

Question : What level of education does your present school deliver?



Eight respondents were teaching in special education schools.

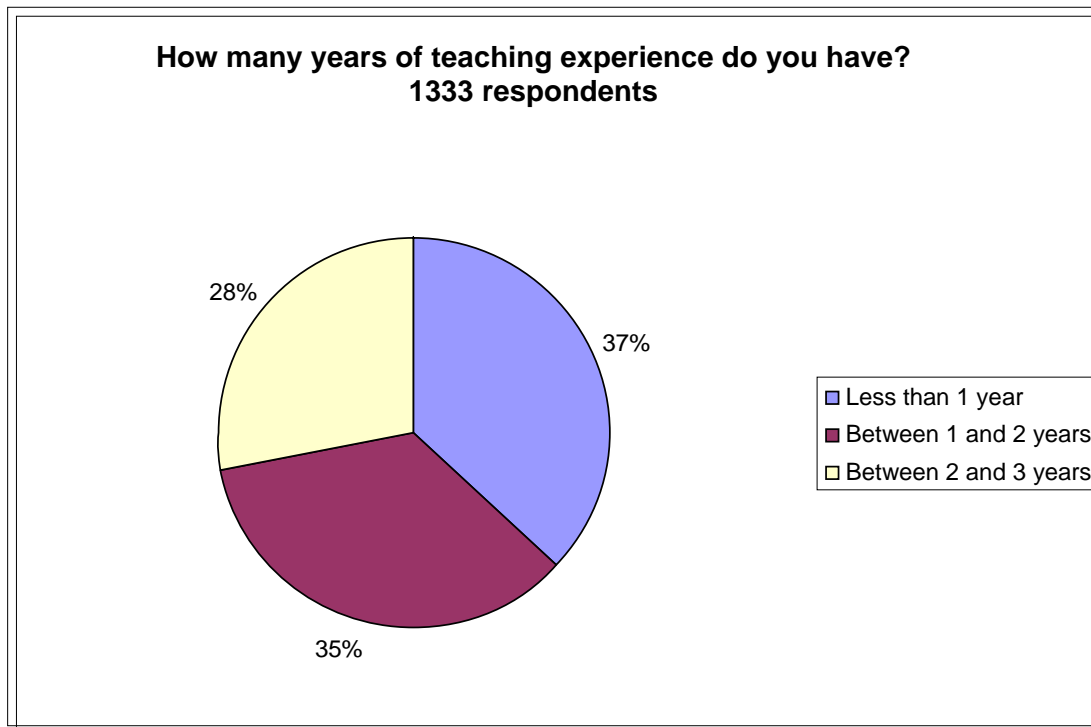
Question : If you had a different career prior to becoming a teacher please briefly describe the nature of that career.

There were 636 teachers who indicated that they had a previous career. This data is included as an appendix. There is considerable diversity in the previous careers of the respondents. These range from barrister to barista, from nanny to naval architect and from waitress to website designer. The most frequent previous career types are those pertaining to accountancy, banking, business management and finance (43 respondents); hospitality (35); retail (35) and computing (18). There were several respondents who have transitioned into school teaching from related careers such as childcare (14), social or youth work (10) and teaching in other contexts (14). This data highlights the strength and diversity of backgrounds from those entering the profession.

The number of teachers with previous careers also raises the issue of the level of recognition of prior learning (RPL) available to these teachers when they train. As one respondent noted:

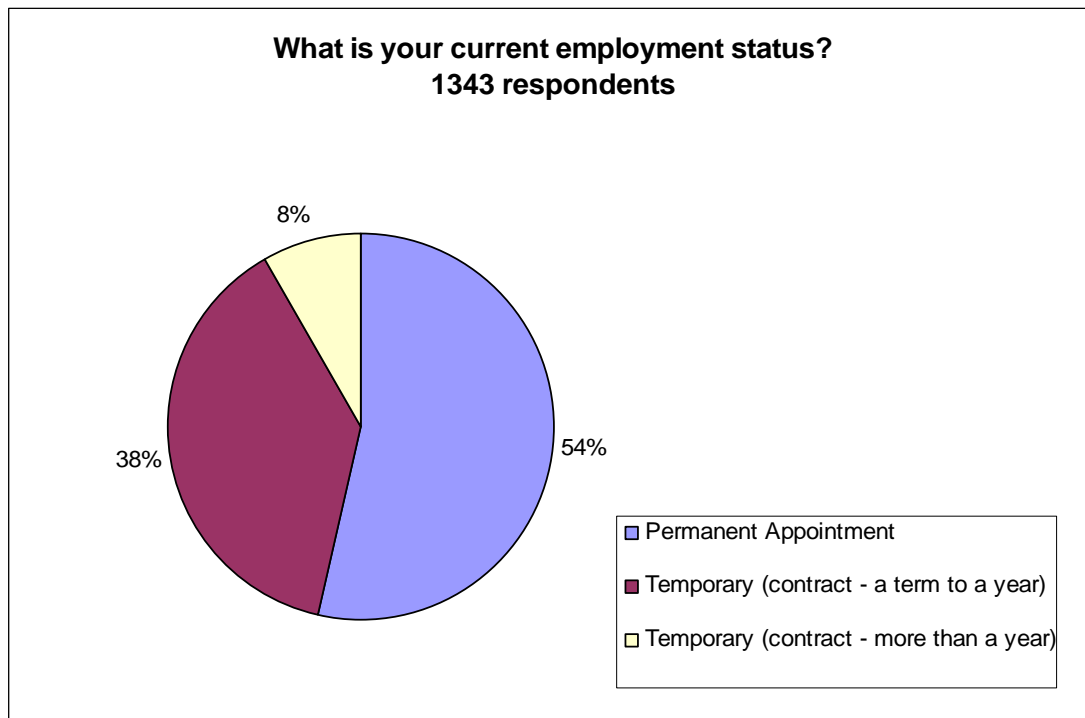
I do not feel that my 12+ years of industry experience has been recognized at all.

Question : How many years of teaching experience do you have?



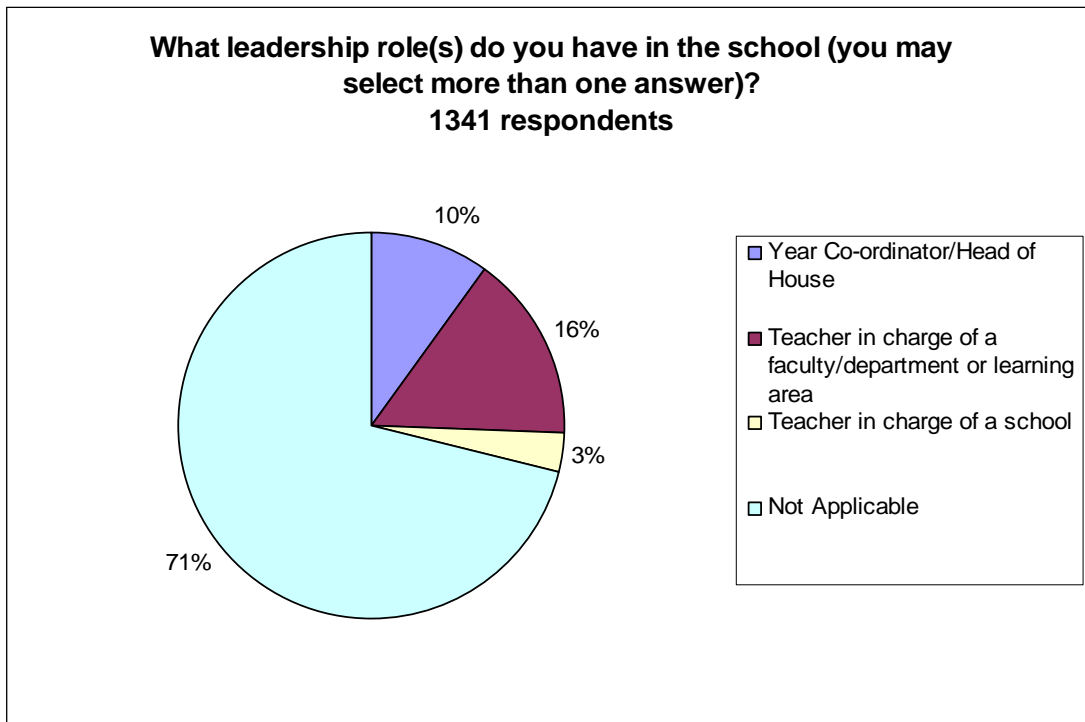
There were comparable numbers of respondents in each of the range of experience categories. More than 2/3 of respondents have had over a years experience as teachers, and can make comparisons with how they were feeling about the profession when they first started.

Question : What is your current employment status?

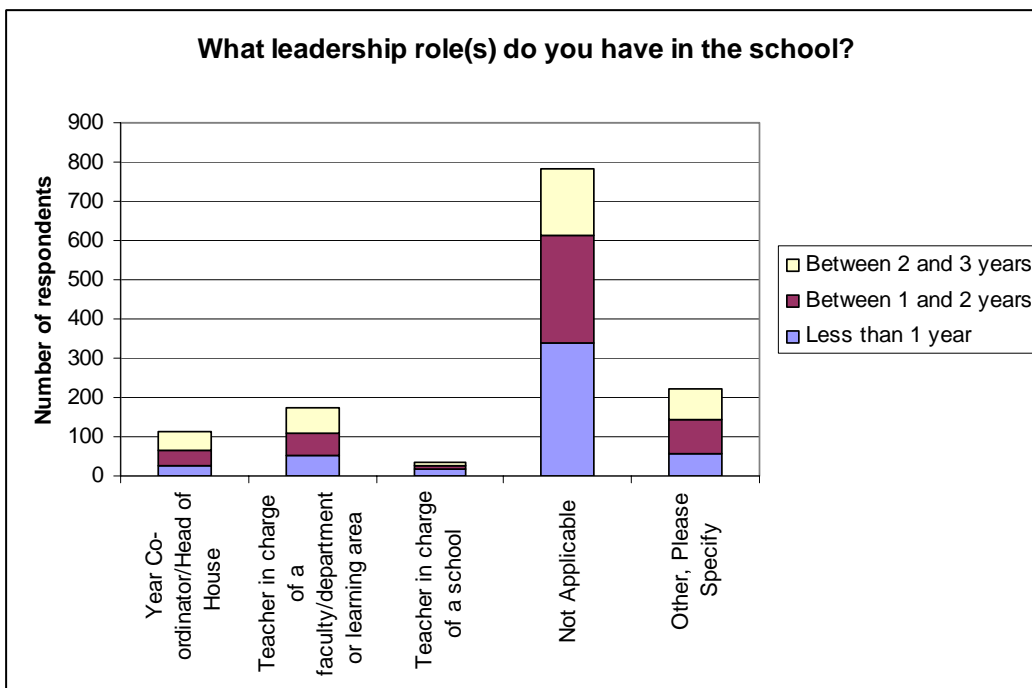


Less than 1% of respondents were employed on day to day replacement or on contracts of less than one term's duration. A large percentage, over 45% were in contract placements – with just over half being permanent.

Question : What leadership role(s) do you have in the school (you may select more than one answer)?



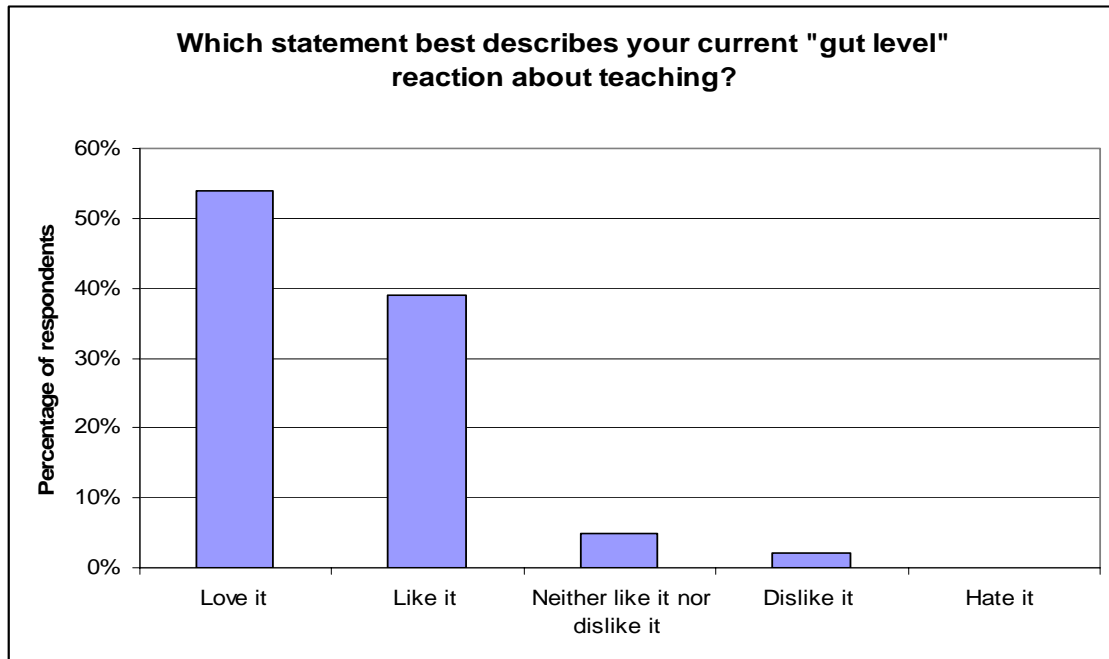
One of the challenges faced by newly appointed teachers is assuming leadership responsibilities so shortly after entering the profession. The graph below shows the relationship between years of teaching and leadership roles. Although 1221 teachers completed this survey question, the majority indicated that the question did not apply.



Whilst the majority of those respondents registering leadership responsibilities were in their 3rd year of teaching, it is clear that some 1st and 2nd year teachers are being asked to take on considerable management roles and responsibilities. Whilst additional roles may be welcomed by some beginning teachers, without the difficulties posed in these early years of the profession appear complex enough. As one respondent noted

it really is one of the hardest things I've ever done, first year teaching.

Question : Which statement best describes your current "gut level" reaction about teaching?



93% of respondents to question 6 indicated that they either liked or loved teaching. One respondent commented:

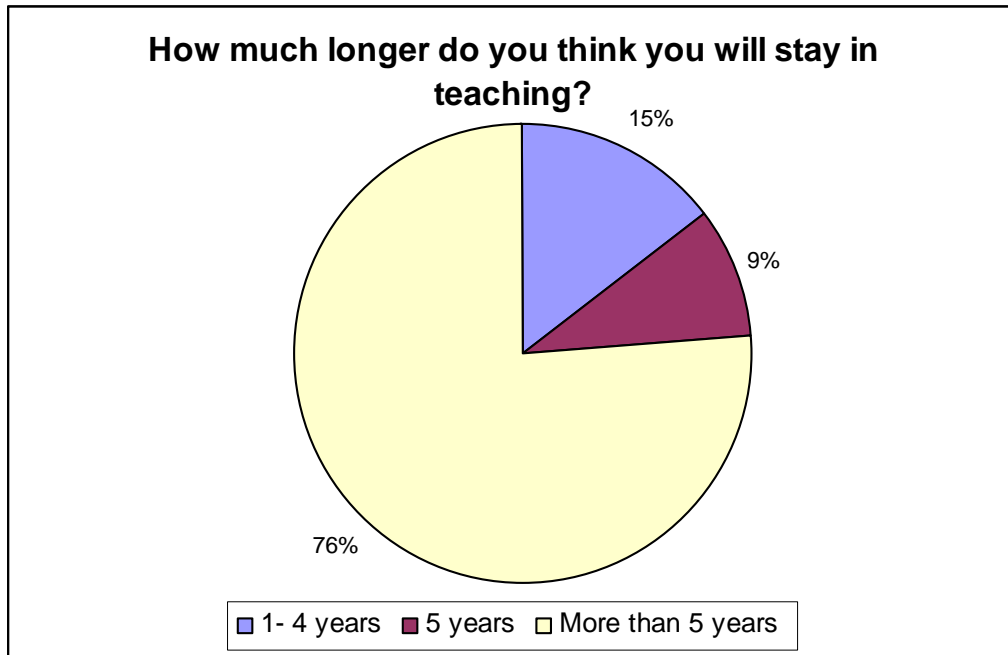
I have had a really fabulous year. Learnt a huge amount, love my school, love my students, love my colleagues.

Such a strong affirmative response to this question suggests that the vocation of teaching is still an attractive proposition, yet as is highlighted by the next question, there are still a concerning number intending to leave the profession within their first 5 years. It is highly possible that part of the problem has its roots in what beginning teachers are asked do beyond the role of teaching. As one of the respondents stated:

I became a teacher to teach, not to do administration. It is important that teachers get support in this area, to enable them to concentrate on their primary business – TEACHING.

Responses to the next question shed more light on this phenomenon.

Question : How much longer do you think you will stay in teaching?



The critical feature to emerge from the answers to this question is that whilst 93% of survey respondents like teaching (see previous question) and 76% have indicated an intention to stay in the profession of teaching beyond 5 years, there are still 24% who indicated that they will leave the profession within 5 years. As one respondent noted:

There is a huge amount of pressure on teachers in schools these days. At the moment I feel like I'm spending most of my life working, and am considering other career prospects. I do love teaching, however, so am a little confused at the moment.

Similarly, another respondent makes the comment:

I am tired, and I feel that I am on a steep learning curve.

It is clear that some of the respondents have discovered that teaching does not suit everyone. Certainly it is the view of the Joint Principals Associations that if a teacher is ill-suited to the profession it is better they leave. However, the profession can ill-afford to lose those who are passionate and capable because the job is seen as "too hard", particularly in the beginning years.

Whilst I love teaching, there have been several occasions this year when I have considered whether or not I was up to the challenge.

The other major area commented upon by beginning teachers as a reason(s) for considering leaving the profession relates to employment conditions. Several beginning teachers offered comments that indicate their disillusionment (about the pay, high work loads and lack of support - at school and departmental levels). Typical comments include:

I love the classroom aspects of the profession, yet am becoming increasingly frustrated and disenfranchised by the bureaucracy and requirements of teaching. Reapplying for another short-term contract on the job I am ALREADY doing is infuriating. I hope to continue teaching, yet feel that if the out of classroom demands become too stressful or over important I may leave.

I love the profession itself, but I don't love the "not knowing" in terms of if and where I will be teaching from year to year.

Yes I used to be sure that I loved it. It has taken me two years to get my confidence back due to lack of support. Depending on how the Department changes their attitude and support to beginning teachers will depend on how long I stay.

The changes and negativity in the education system has made many teachers unsettled. This has a direct impact on my attitude to teaching.

There is a consistent theme in the survey responses related to the administrative burden. This is summed up comprehensively in these remarks from a respondent:

If the question is "do you love teaching?" - of course it is wonderful - being in the classroom and working with the students is fantastic. Increasingly, however, I find a massive disparity between the administrative demands of my school versus my teaching demands. Because I care about the quality of my work I try my utmost to do the best I can in both. However this means that my personal life cannot survive - It would seem that so someone (either in the college or outside) can 'tick a box', I need to do more paperwork and fill out more forms. It would be fantastic if someone continually asked my colleagues and myself how my teaching can be supported! What things would make a difference for you in your classroom?

Section 2: Relationship Between Teacher Training and Teacher Deployment in Schools

This section relates to whether teachers are currently teaching subjects for which they are trained.

Question - Are you presently teaching in any KLA or other area/level for which you lack specific expertise (using the above definition as a guide).

The guide: Any possible teacher shortage can be partly hidden by teachers who are teaching in a key learning area (KLA) or other area/level outside of their expertise/training. Such a teacher is one who i) has no postgraduate training in the learning area (ie: did not receive learning area or subject method training in their teacher education e.g. you're junior primary trained but you're taking a grade 6 class). Or ii) did not pass that learning area at the second year level in their degree. An example could be a Biology/Science teacher who passed first year university maths teaching junior maths. Or iii) if a primary teacher has not studied teaching a KLA or other area/level they are required to teach.

| | No. | % |
|-------|------|------|
| Yes | 357 | 27% |
| No | 986 | 73% |
| Total | 1343 | 100% |

It is clear that the majority of beginning teachers (73%) are teaching subject(s) that they studied in university, however, it is still important to note that a concerning 27% of respondents indicate that they are teaching outside of their area of expertise. This is quite rightly a concern for the individuals themselves - as it is for the school communities. However, there are work-place conditions that can reduce the anxiety for beginning teachers in such circumstances:

I have three heads of department and I find that the support which is offered ranges considerably, from almost nothing to incredibly supportive as well as being open to my input. The support of a head of department makes working in a particular subject area much more productive and enjoyable and, as a result, I continue to enjoy teaching in an area which is not one of my teaching methods.

Question : If you answered "yes" to the above question please indicate which KLA's, or other areas, in which you are teaching and believe you lack expertise (you can indicate more than one area):



There were 503 responses to this question. Please note that the chart above indicates the numbers of teachers responding, rather than percentages.

The information provided in response to this question indicates that for some staff they are not only teaching outside of their area of expertise (e.g. teaching one class of maths when they studied science at University) they are in fact teaching more than one subject for which they were not trained. This clearly places an extra burden on a beginning teacher trying to come to terms with the rigors and challenges associated with teaching.

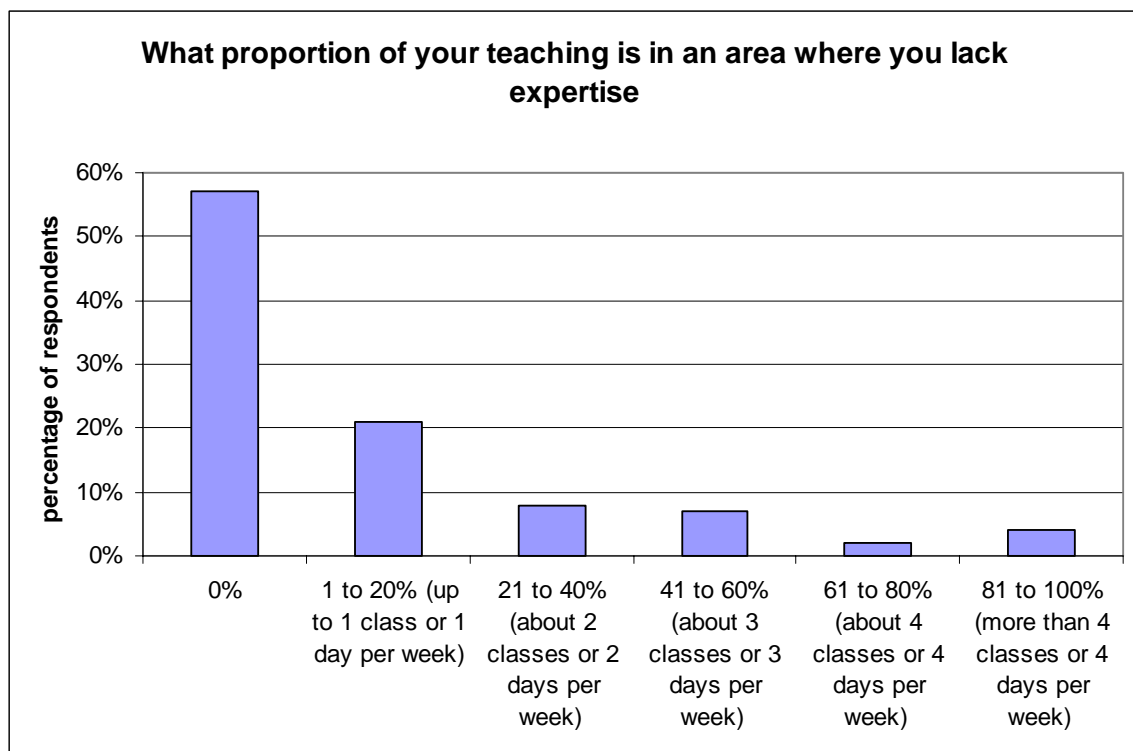
The area of religious education and the number of teachers without training to deliver this curriculum area is also worthy of further discussion. Given that this curriculum area is central to the philosophy and practice of a number of schools from the Catholic/Independent sector it is very concerning that clearly those tacking these classes lack adequate training. When the area of teacher shortage is reported upon in the media the subject areas of maths and science are frequently mentioned as feeling the most pain - religious education is rarely if ever referred to. From the data highlighted through this research it is clear that this is also a subject shortage area that requires attention

At a time when literacy and numeracy are high on both the Commonwealth and State Government agendas, it is a concern that Mathematics and English are the two subjects with the highest volume of beginning teachers working outside of their

training. Not that English = literacy, nor Mathematics = numeracy, but both subjects are highly valued by communities, employers and educators in the tertiary sector, yet this data indicates we still do not have teacher with the subject expertise we require.

Data collected by ASPA, when researching the area of teacher supply and demand over the last four years indicates that there are a significant number of students being taught by teachers (beginning and experienced) lacking subject expertise. This is a reality that the Four Peak Principals' Associations consider problematic across the board. The consensus view, however, is that this situation is particularly problematic when this practice is taking place with people in the early days of their teaching careers.

Question : What proportion of your teaching load/time is in an area in which you lack expertise according to the above definition?



More than 40% of respondents indicate that they take a proportion of their weekly teaching time outside of their area of expertise. This complements earlier graphs in this section where the pattern has been firmly established that beginning teachers are placed under additional pressure by having to provide classroom instruction in unfamiliar subject or year level contexts.

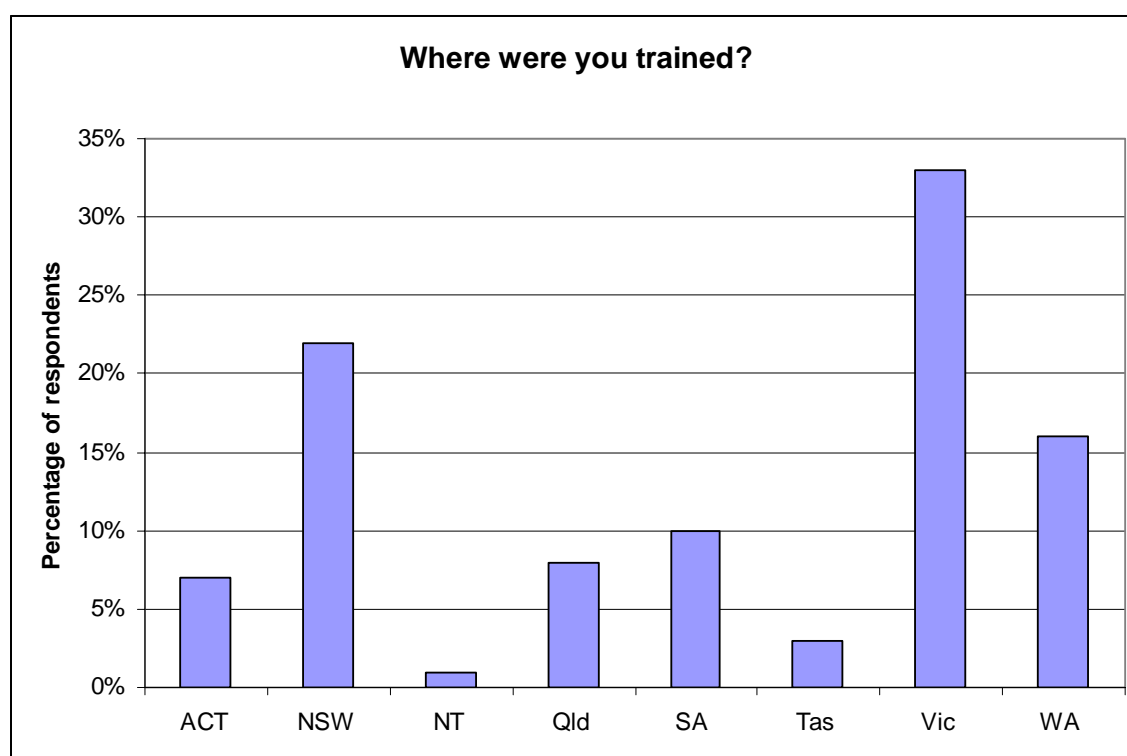
Section 3: Relationship Between Pre-service Training and Experience, and Teaching Practice

This section relates to respondents' pre-service training and experiences and preparation for the profession offered by schools and systems. It places these understandings into the perspective of beginning teachers' initial experiences in education and seeks to establish whether teachers join the profession adequately prepared.

An Appendix is located at the end of this section which details the teachers' previous careers.

Question: In which state/territory is the institution that provided your pre-service teacher training located?

There were 1351 responses to this question.



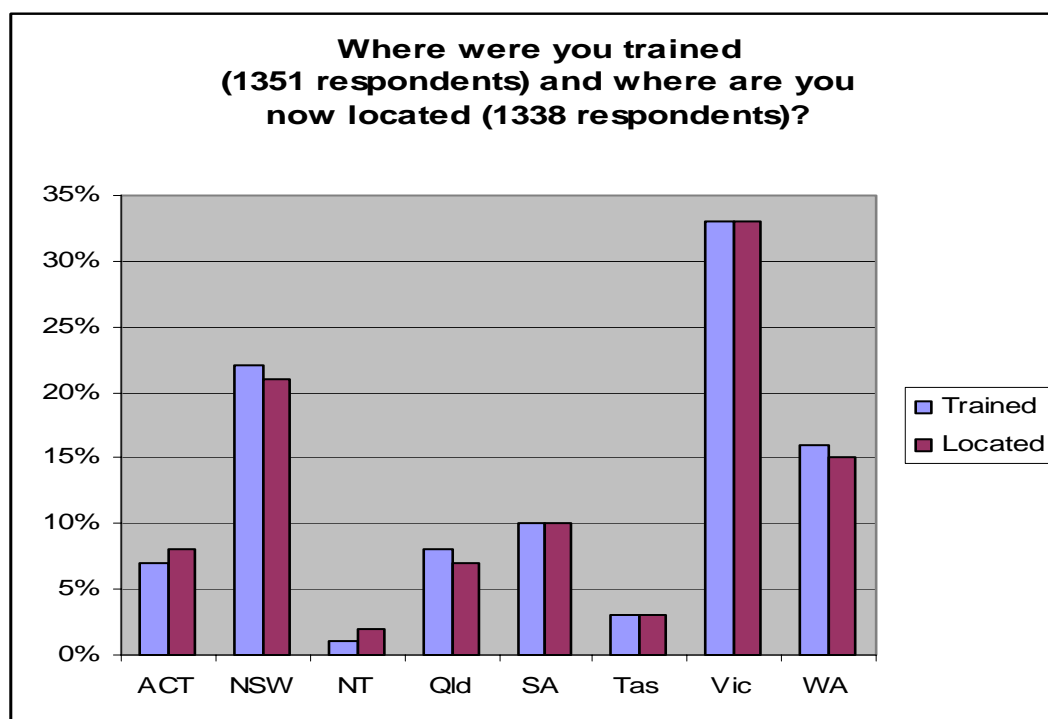
This data becomes more compelling when examined against that in response to this question which captures where beginning teachers are located. Although anecdotal evidence suggests that there is significant movement across State borders by trained teachers. What this data indicates is that the vast majority of teachers in this survey are working in the state where they trained.

Question: Which institution did you attend for your teacher training?

Responses to this question have been organized into a table format, and can be found in the Appendix.

Question: In which state or territory are you now located?

There were 1338 responses to this question.

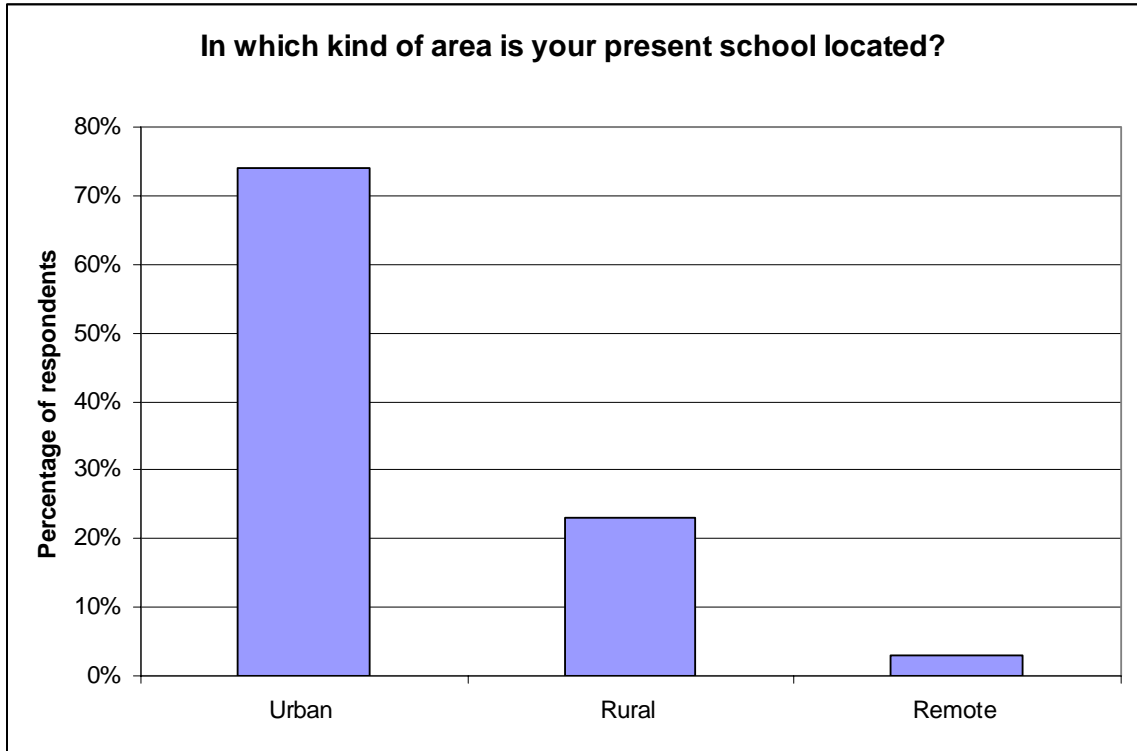


This is a particularly important graph as it shows that, despite anecdotal evidence to the contrary, the majority of teachers stay to teach in schools in the state where they went to university. In fact, in three of the states there was the same number trained as now located, and only the Northern Territory and the ACT “gained” overall with more teachers moving into those locations to teach than are being trained there. It is important, however, to acknowledge that this movement is still very minor. What this graph highlights is that any investment from a state or territory government into teacher training has a direct benefit to that location.

Question : In which kind of area is your present school located?

The following definition was provided:

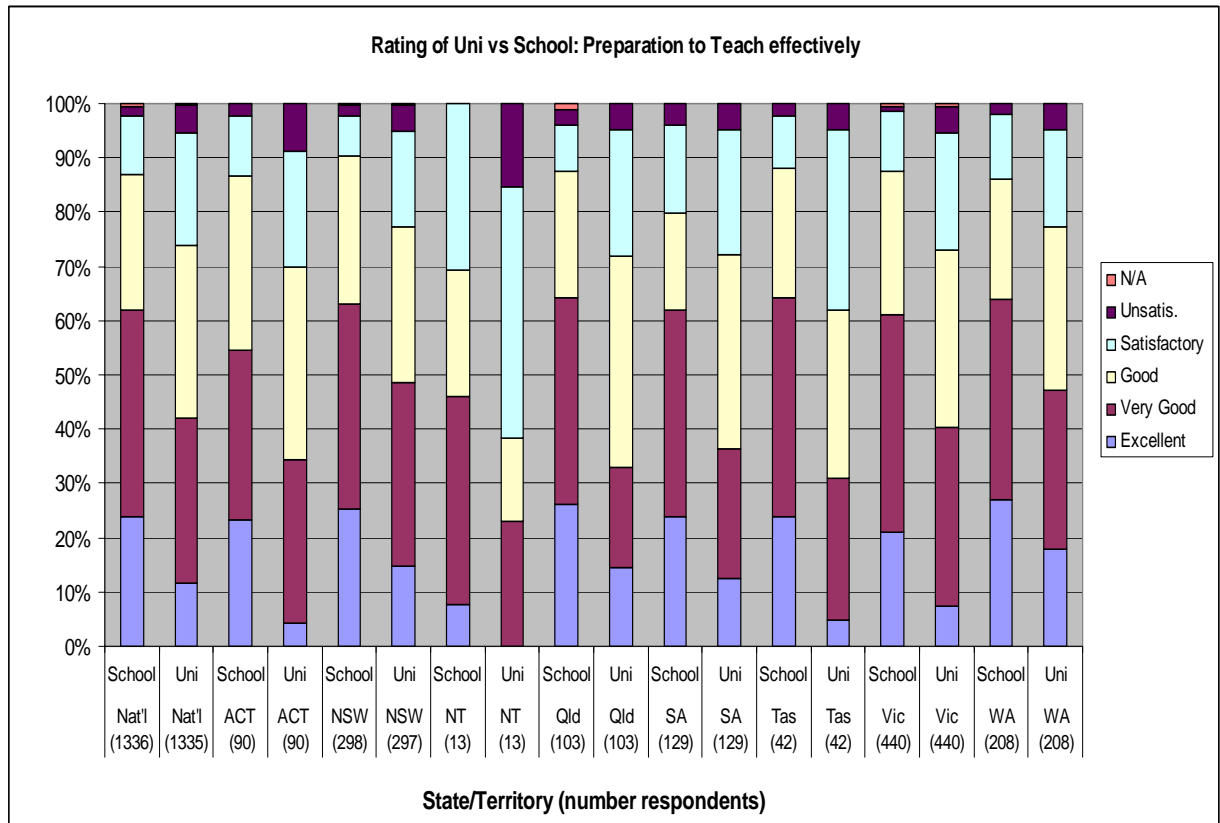
For the purposes of this survey, urban schools are situated in or very near cities of over 100,000 people. Rural schools are defined as being less than 100 kms from a population centre greater than 5,000 people. Remote schools are more than 100 kms from a population centre greater than 5,000 people. These definitions are fundamentally consistent with those used by the Australian Bureau of Statistics as they indicated that “urban” comprises capital cities with population greater than 100,000 and non-urban as the remainder. At 30th June, 2004, three quarters of the Australian population (15.1 million) lived in urban areas. Some 12.8 million urban residents lived in Australia’s eight capital cities. The urban population increased by 192,100 people in 2003-4 while non-urban Australia increased by 46,500 people.



Only 25% of survey respondents are teaching outside of urban locations. Given that the Australian Bureau of statistics places 75% of the nation's population in urban centres, our data reflects that beginning teachers have either won positions or been placed in urban, rural or remote locations in percentiles that correlate quite accurately to Australia's pattern of population distribution.

Question: How would you rate your university pre-service preparation in relation to:

Please note – when considering the comparison of states and territories data it is important to remember that the number of respondents from the Northern Territory is very small. One person from the NT choosing a different rating would have had a marked effect on the percentages.



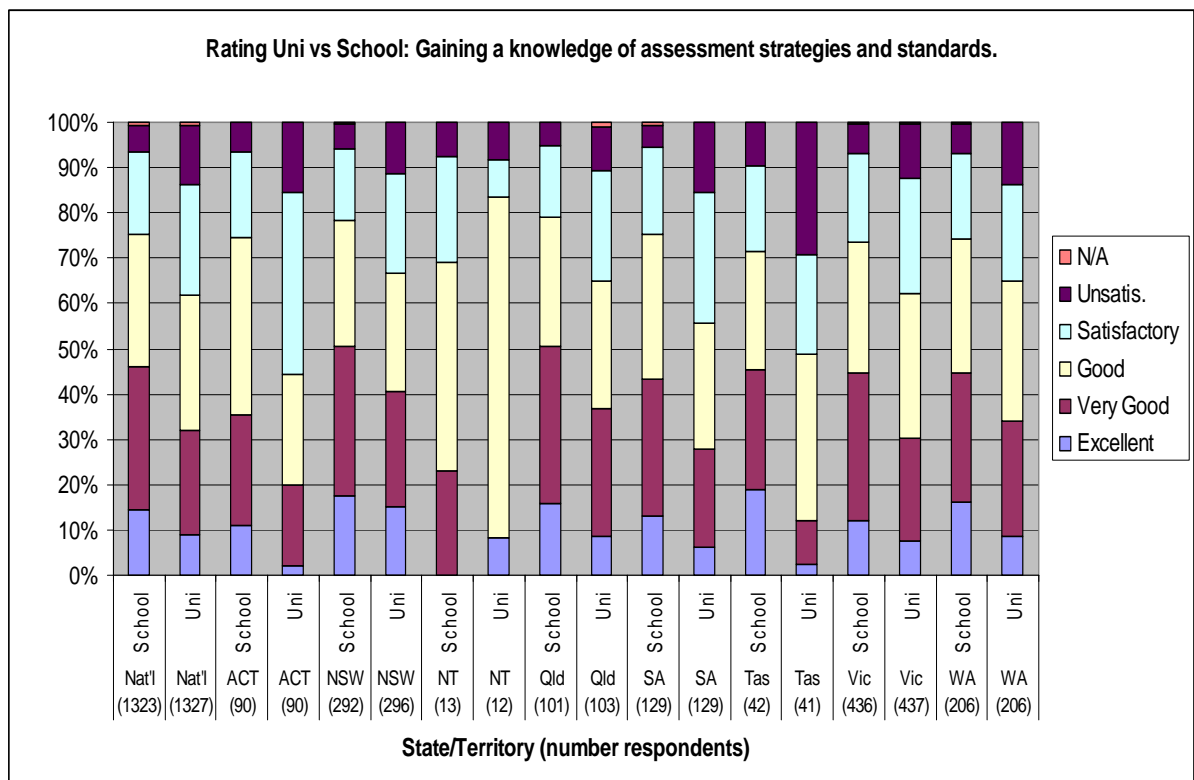
This graph strongly reinforces the important and valued role schools have in the preparation of graduates to teach effectively. Across the nation it is clear that schools were considered significantly more effective (rated from excellent to good) than universities in relation to teaching about teaching. What are also highlighted by this graph are the significant differences between how graduates rate the universities depending on where they received their training.

In particular, when the overall national results are considered over 60% of respondents considered the preparation provided by schools to be either excellent or very good. In comparison, the preparation to “teach effectively” ratings provided for Universities, in the excellent – very good categories, is just over 40%.

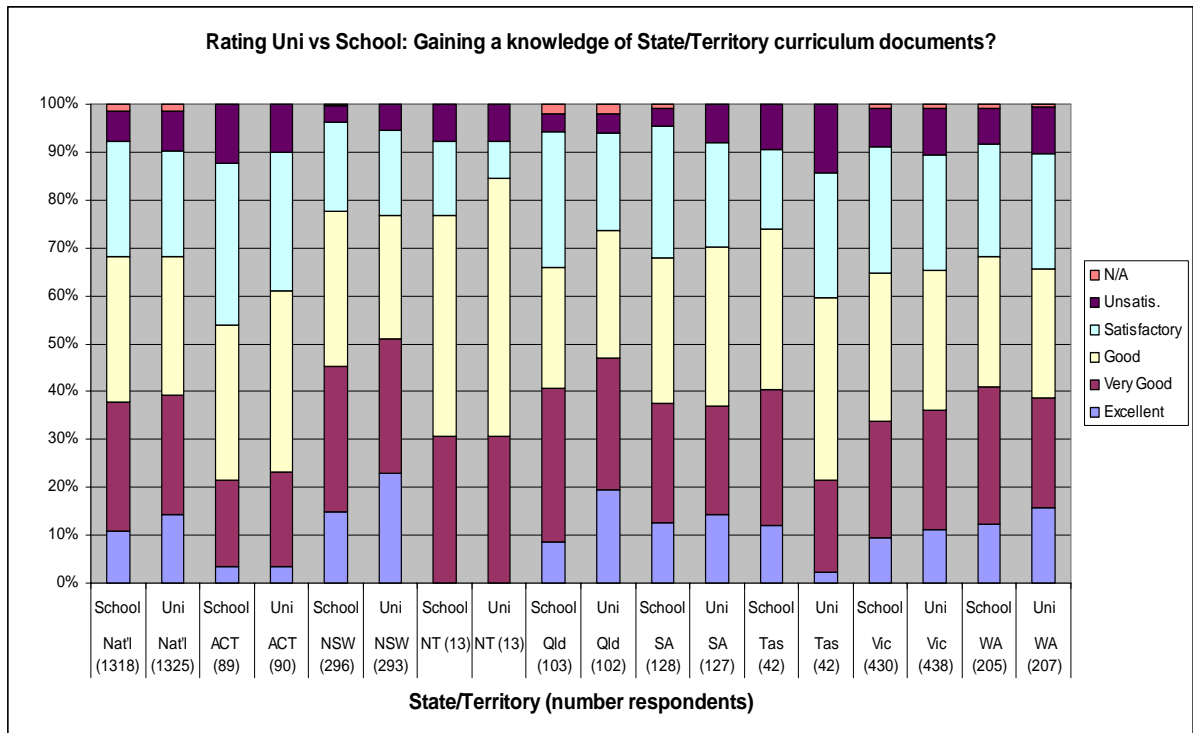
The following graphs provide more detailed information about other specific areas related to teaching and compare the effectiveness of both schools and universities in the process of preparing graduates for a career in the classroom.

It was the view of the Peak Principals' Associations that there were key or fundamental areas of knowledge that a graduate needs to understand either before they started teaching or early in their careers if they were to operate effectively in the classroom. The following were some of the key areas investigated;

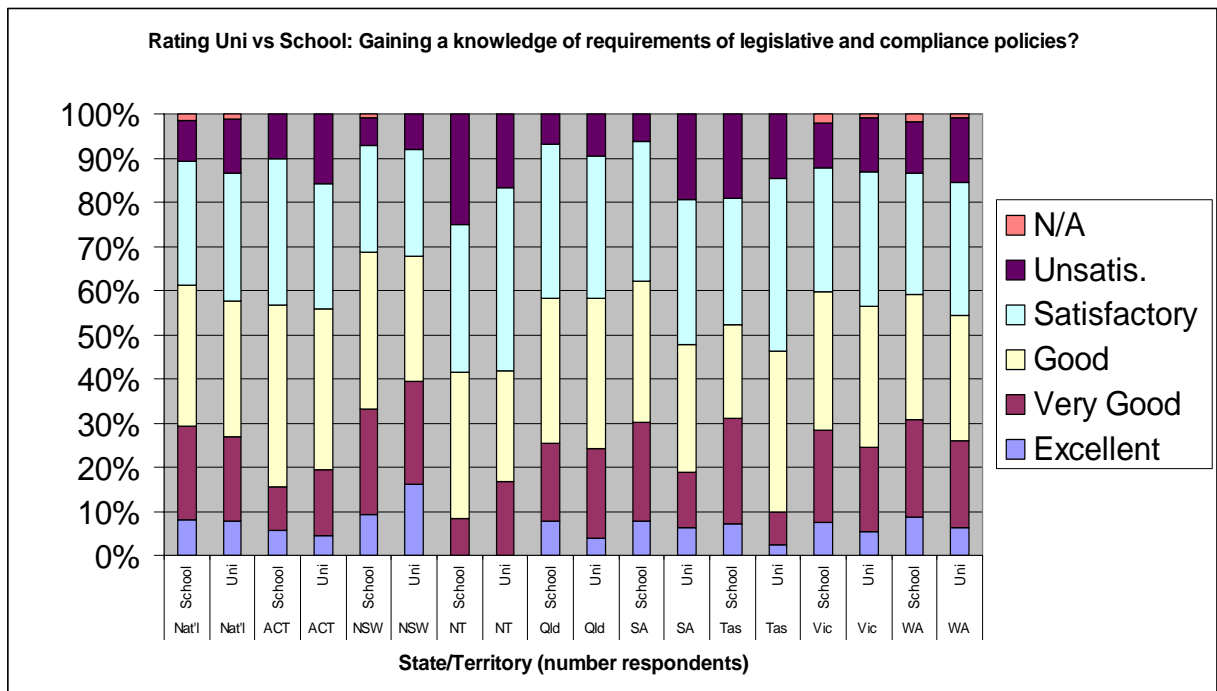
- knowledge of assessment strategies and standards.
- knowledge of state and territory curriculum documents.
- knowledge of requirements of legislative compliance policies.



As was the case with the previous graph, this data reinforces the idea that when it comes to matters pertaining to classroom teaching (in this case assessment strategies and standards) schools are clearly better preparing beginning teachers for this important role.



Whilst this graph indicates that the respondents were reasonably familiar with the curriculum documents produced/provided by their state/territory, there is clearly room for improvement.



In comparison to the data shown by the other graphs this response shows some clear areas of concern. There are far fewer respondents indicating that their preparation was excellent with considerably more beginning teachers ticking the unsatisfactory box in relation to how well they were informed about the legislative issues relevant to teaching. It is also clear from the data provided that the

experiences of graduates differed considerably depending on the state/territory where they received their training.

Whilst this data does not indicate that there are hugely serious concerns, when none of the states or territories have over 40% of their graduates indicating their training was very good or excellent, there is clearly room for improvement.

The following quotes highlight some of the feelings, thoughts and reflections of the respondents about their University preparation.

Loved uni, but Education Degrees need major overhauling to improve the quality of graduate teachers entering the profession.

University did not give me enough practical skills or an understanding of how to program.

I was disillusioned with my diploma of education training. I felt that the lecturers were out of touch with today's school environment. They were more concerned with the academic aspect of the degree than the practical hands on experience that could have really made my transition into teaching so much easier.

I feel that the university system that I had did not teach me the important parts of teaching e.g. communication and behavioural management strategies. These skills were gained whilst on prac.

Question: In gaining employment, how would you describe your experience?

| In gaining employment, how would you describe your experience - <i>In gaining approval/registration to teach?</i> | | | | | | | | | |
|---|----------|-----|-----|-----|-----|-----|-----|-----|-----|
| | National | ACT | NSW | NT | Qld | SA | Tas | Vic | WA |
| Total Numbers | 1327 | 109 | 278 | 31 | 91 | 128 | 44 | 442 | 204 |
| Excellent | 21% | 23% | 23% | 29% | 30% | 26% | 23% | 16% | 18% |
| Very Good | 27% | 36% | 29% | 23% | 33% | 22% | 27% | 27% | 24% |
| Good | 25% | 22% | 22% | 29% | 19% | 25% | 32% | 27% | 28% |
| Satisfactory | 18% | 14% | 18% | 16% | 13% | 18% | 18% | 20% | 20% |
| Unsatisfactory | 8% | 5% | 7% | 3% | 6% | 9% | 0% | 10% | 8% |

| In gaining employment, how would you describe your experience - <i>The quality of service provided by your employer (e.g. a Department of Education)?</i> | | | | | | | | | |
|---|----------|-----|-----|-----|-----|-----|-----|-----|-----|
| | National | ACT | NSW | NT | Qld | SA | Tas | Vic | WA |
| Total Numbers | 1320 | 107 | 276 | 31 | 91 | 127 | 45 | 441 | 202 |
| Excellent | 16% | 11% | 17% | 13% | 26% | 13% | 13% | 15% | 16% |
| Very Good | 29% | 35% | 30% | 29% | 37% | 24% | 24% | 30% | 26% |
| Good | 26% | 29% | 27% | 16% | 15% | 28% | 38% | 27% | 22% |
| Satisfactory | 19% | 18% | 15% | 10% | 11% | 22% | 22% | 22% | 21% |
| Unsatisfactory | 9% | 8% | 11% | 26% | 9% | 13% | 2% | 5% | 14% |

The percentage of total respondents selecting each option is given as well as the total number of respondents nationally and for each state and territory.

73% of survey respondents rated their experience in gaining approval to teach or teacher registration as good to excellent. Since this procedure differs amongst states, it is interesting to note the variations. Queensland achieved the highest % of respondents who rated the process as excellent (30%), and a lower than average rating of dissatisfaction (6%). Victoria had the lowest % of respondents who rated the

process as excellent (16%), and a higher than average rating of dissatisfaction (10%). This may be because of how the VIT process has been received in this State.

I thought that the full registration we had to gain from VIT is a ridiculous concept that burdens beginning teachers with even more work.

In gaining employment, 71% of survey respondents rated their experience with their employer as good to excellent in regard to high quality service. Again, it is interesting to see the variations between states. Queensland achieved the highest % of respondents who rated the process as excellent (26%). The ACT had the lowest % of respondents who rated the process as excellent (11%).

Some respondents commented on how they believe they have been let down by Education Departments.

Yes. It is very frustrating that we are told there is a teacher shortage, and not be able to secure a more permanent appointment- despite being given a temporary block (and virtually daily employment as a casual for six months straight). This was something that was not addressed well during my pre-service training (I was told that due to the shortage, we could probably expect to be permanently employed by the end of our first year teaching- something that I clearly have not experienced).

Better help by employers to help those on contracts find employment is needed as it is hard to concentrate on finding a job as well as teaching and teaching well.

Question: How easy was it to find employment as a teacher?

| | Excellent | Very Good | Good | Satisfactory | U/S. | N/A | Total Responses |
|-------------------|-----------|-----------|------|--------------|------|-----|-----------------|
| In an urban area? | 248 | 244 | 318 | 171 | 154 | 183 | 1318 |
| | 19% | 19% | 24% | 13% | 12% | 14% | |
| In a rural area? | 145 | 142 | 132 | 71 | 47 | 674 | 1211 |
| | 12% | 12% | 11% | 6% | 4% | 56% | |
| In a remote area? | 101 | 53 | 46 | 25 | 24 | 938 | 1187 |
| | 9% | 4% | 4% | 2% | 2% | 79% | |

The top row adjacent to each question is the count of respondents selecting the answer. The lower row adjacent to each question is the percentage of total respondents selecting the option.

This table represents respondents' ratings for how easy it is to obtain employment. Not surprisingly, beginning teachers have found it easier to achieve employment in remote and rural schools compared to schools in urban centres. Of the respondents who sought employment in remote areas 80% of them rated the ease of finding employment good to excellent. Of the respondents who sought employment in rural areas 78% of them rated ease of finding employment as good to excellent. This compares with 71% for respondents who sought employment in urban areas. This

data affirms the notion that employment is easier to get away from large urban centres, despite there being fewer schools to choose from.

What is compelling from this data is how many respondents chose not to seek employment outside of cities and large towns (see 'not applicable' figures). Only 14% of survey respondents chose to seek teaching appointments in urban centres, whilst around 55% did not consider rural schools and approximately 80% did not consider remote schools. This data supports the view that there are not enough incentives for teacher graduates to seek employment in Australia's less populated regions. Typical responses reflecting this sentiment include:

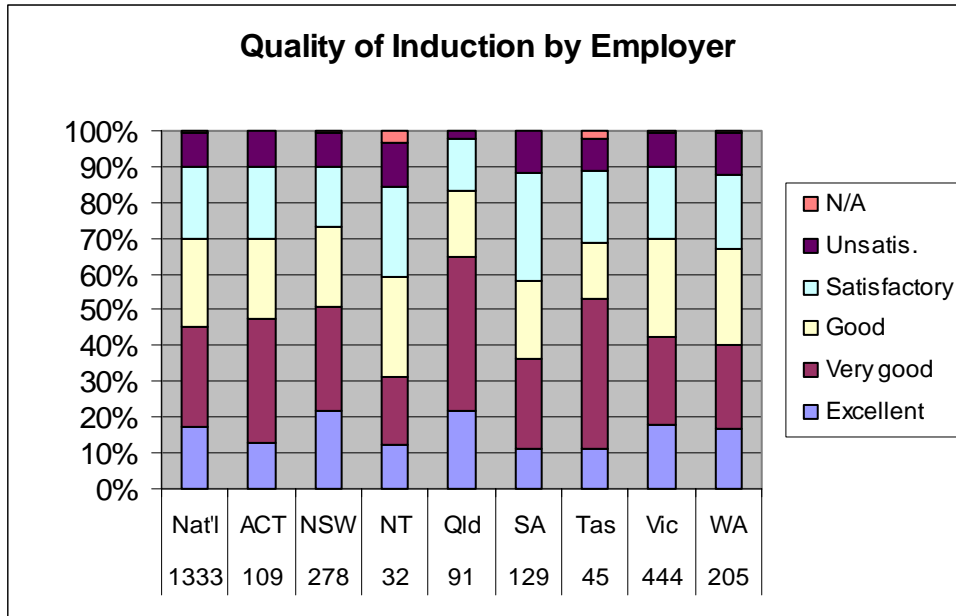
I was not confident going to these areas in my first year of teaching. I felt that it would have been an added stress to an already difficult year in terms of teaching and experience.

Relationships and commitments prevent me from moving. Also, I feel I am not quite ready to move to rural or remote areas- although a rural area is possible in the future.

As a first year graduate teacher it was impossible to gain a position within 75kms of my home address, which has created disruption to my family and ultimately my performance as a teacher.

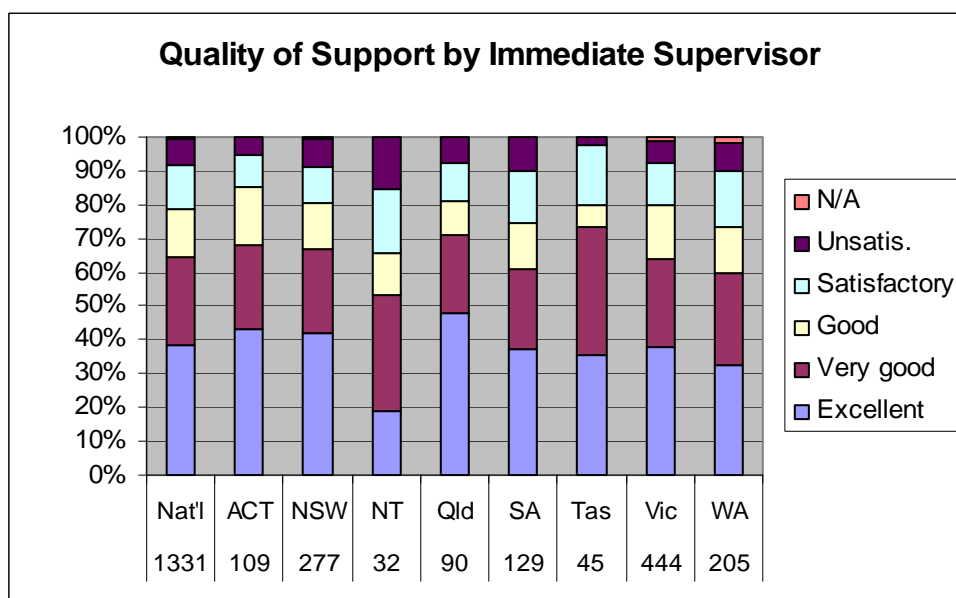
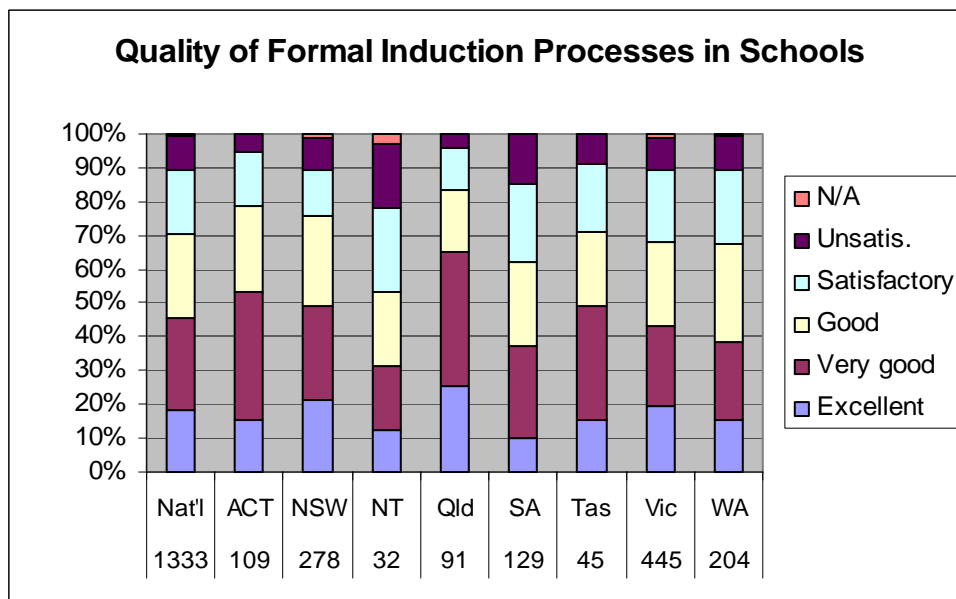
- Question:** **Regarding your induction into the profession, how would you rate the quality of your experience in the following areas:**
- **induction / employer provided training**
 - **formal school induction processes**
 - **in-formal school induction processes**
 - **support from immediate supervisor**
 - **collegiate support**
 - **work-place culture.**

The following graphs show a breakdown of the data in question 26 State by State.



Clearly, as highlighted by this graph, there are fairly high levels of satisfaction associated with the induction and/or training supplied to beginning teachers by their employers with across the nation 90% of respondents rating this from excellent to satisfactory. Once again it is important to note that in the case of the Northern Territory the number of respondents is very low and the data is therefore somewhat skewed.

There are, however, some states that are rated by beginning teachers more highly than others – further research into this area needs to occur to identify what graduates find so useful and valuable in these courses/approaches. Based on these findings improvements can be made to the induction models implemented in other state/territories.



My school has been excellent in providing support as a first year teacher. There have been different people at different levels that have been able to provide that support.

School experience is absolutely imperative to becoming a competent teacher as long as the supervising teachers are equipped with skills to manage you. There should be some form of guidance for supervising teachers

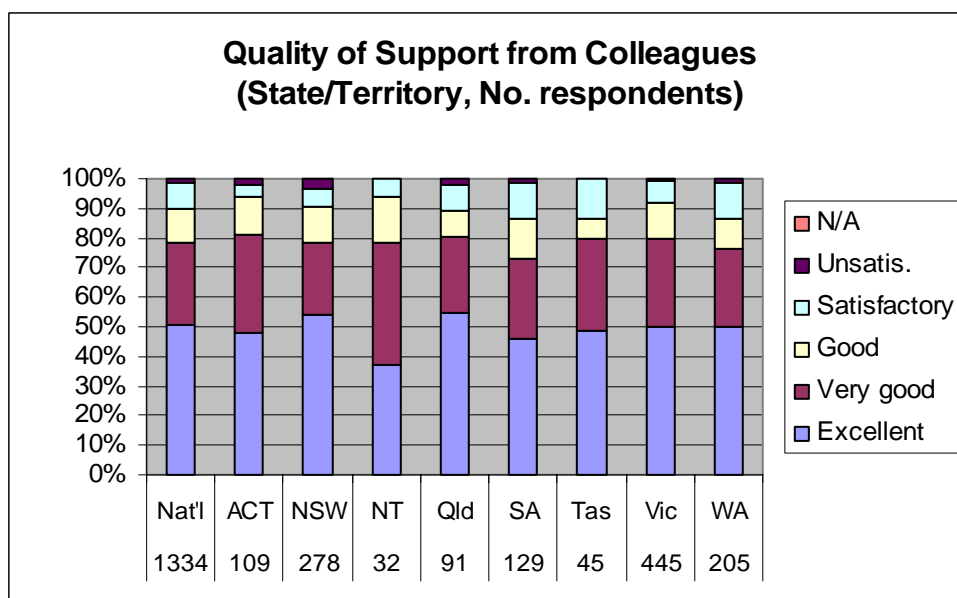
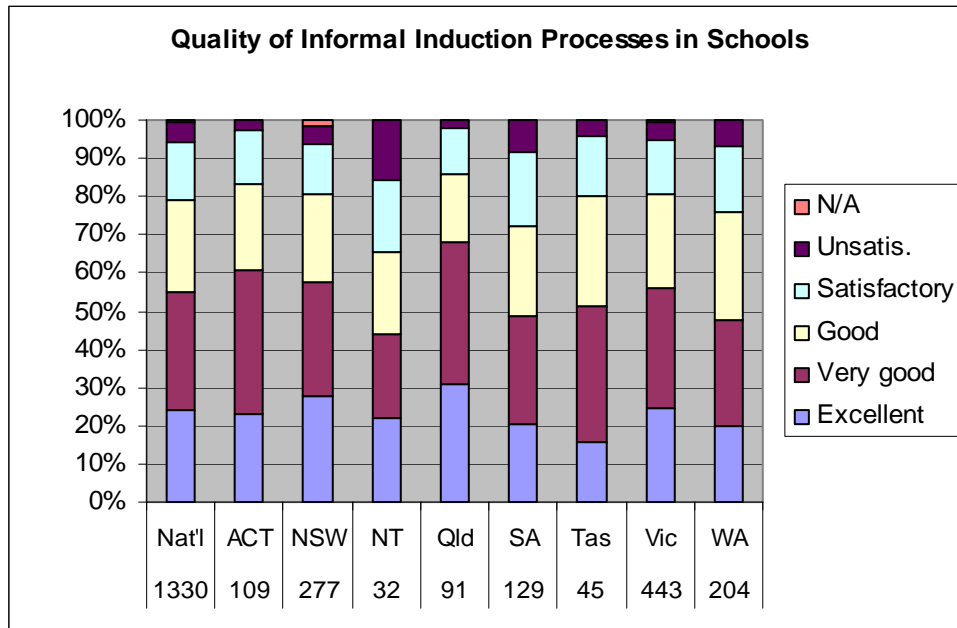
As is clear from this data the majority of beginning teachers are experiencing a very effective structured and focused induction program at school level. In particular, the advice and guidance being supplied by their line managers is clearly viewed by beginning teachers as very important in helping them come to terms with the realities and expectations associated with teaching.

At this stage, in most locales across the country, schools are undertaking this role without any extra staffing or other resourcing. As the impact of the ageing teaching

force is felt and more and more vacancies are filled by graduates/beginning teachers the burden, in terms of time and resourcing, placed on schools will increase exponentially.

Clearly good induction processes are crucial if beginning teachers are to effectively transition from University into daily life in a classroom. Targeted and high quality induction programs at school level are also essential if the number of teachers currently choosing to leave the profession is to be reduced.

The following two graphs indicate the respondents' view of the informal induction processes in operation at their respective schools.



The experiences of beginning teachers' surveyed indicate that most support comes from their colleagues (who are not their formal line manager) with 89% rating such

advice and guidance as being good to excellent. This is a particularly important, yet often unacknowledged area. Comments made by the respondents indicate that often the casual advice over coffee at recess time, whilst car pooling to work, or simply from the person sitting at the next desk was highly valued.

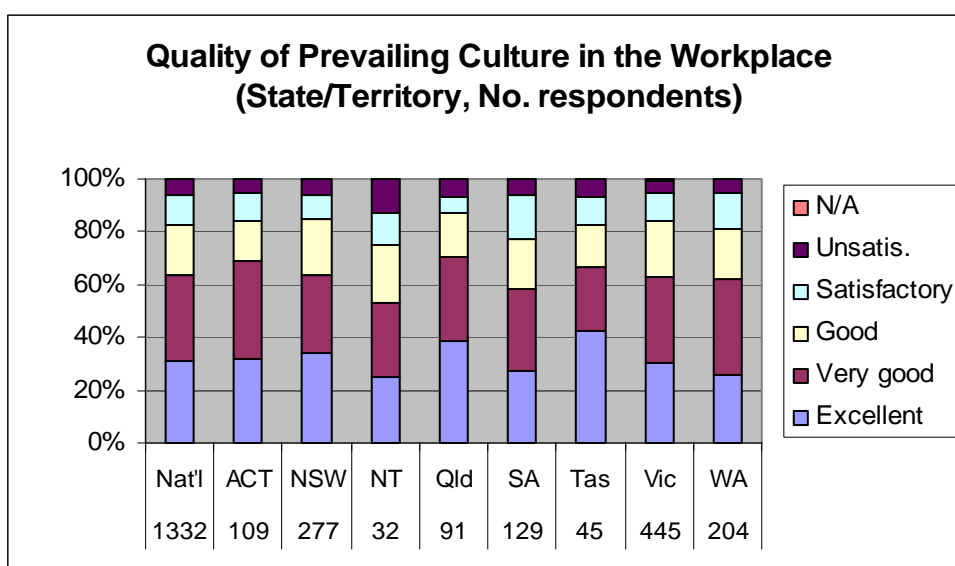
Considerable potential exists to formalize this role and provide an identified and remunerated leadership position(s) capitalizing on this important function. In fact, with around 50% of those participating in the survey, in most locations, indicating the support from their colleagues was “excellent”. It is clear that schools are doing a great job at inducting teachers new to the profession.

This is indicated in the following comments:

Most of the support I have received has been at a very informal level, but hugely appreciated. Just being made welcome by other teachers and the amount of work everyone is prepared to share makes my life so much easier.

I really can't stress how important the mentoring process is for beginning teachers. I have friends who are going through the same experiences as me and the lack of support they are receiving is astonishing. I feel really fortunate to be in the position I am with an incredibly supportive network of fellow teachers.

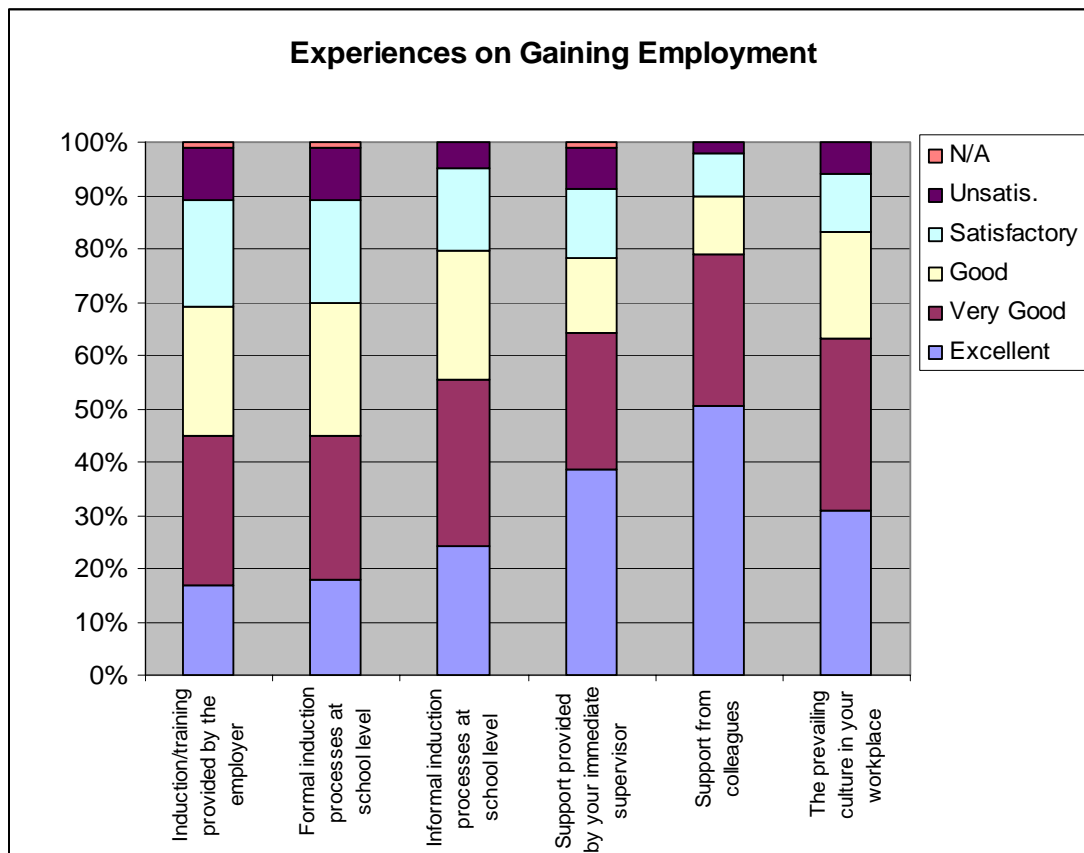
If there had not been other beginning teachers at this school I would not have lasted three years. Having a network of people going through the same/similar things is so important.



It is the view of the joint Principals’ Associations that in order to operate effectively in a school environment the beginning teacher needs to be inducted into the ways and norms of behaviour of that workplace. They also need to be inducted into the concept of what it means to be a professional.

This induction process is particularly important when the previous work experiences of beginning teachers are considered. An employee previously employed in, for example a lawyer’s office or by a mining company, will clearly need to know what is

appropriate conduct in a school location. It is very pleasing to see that 94% of survey respondents felt this aspect of their induction was very good or excellent.



One of the issues raised by a number of respondents related to onerous and off putting bureaucratic employment systems and structures which appear to be in place in a variety of states and territories.

I HAD SO MANY ISSUES WITH THE DEP. OF EDUCATION, THAT IT TURNED ME OFF LOOKING AT ANY OF THEIR SCHOOLS

Being trained in NZ there were a lot of things I had to do before I was eligible to gain permanent employment in Qld. I also found it extremely hard to gain permanent employment in a State school

Respondents were provided with the opportunity to make any general comments. Below is a summary of the types of comments most frequently made.

There were 272 responses. Many responses were highly negative about the Victorian VIT process. This comment captures the frustration of many respondents:

I feel that I would be a lot more productive, motivated and happier if I didn't have extra or added tasks to complete as a first year. As I am only just building my experience, I need to work very hard on the basic day to day elements of teaching- such as lesson planning, assessment, etc. Despite this, I am still required to complete a VIT portfolio. I am also required to re-apply and interview (including answering 9 selection criteria in detail) for the job I am ALREADY doing- only to be put on another contract! I feel there needs to be a lot more job security- which isn't achieved through 6 month contracts or through the Merit and Equity system.

Many comments were negative about the various departments of education hiring processes and contrasted those against the quicker and more responsive processes in the non-government system.

Sometimes I find it really hard to find permanent employment in public schools. The D.E.T. need to make employment as a teacher a much easier process by giving schools more authority in employing teachers. Employment in non-government schools, for example, is a much easier and straight forward process, and as much as I would like to stay in the public system this certainly is an issue that is starting to cause me to think about leaving the public system and joining the non-government.

Some teachers indicate that there is still a noticeable difference between how Departments treat permanent and contract teachers.

New teachers would be a lot happier and more likely to stay if they were not treated like lowly contract teachers and given some semblance of job security.

There was not a single comment indicating that a teacher's work load was what they expected.

I do not feel that there is enough support given to beginning teachers. There are some enormously stressful and difficult times throughout the year. I believe that some stress could be alleviated by reducing the amount of involvement expected of beginning teachers in the 'extra' unseen aspects of schooling (sport, supervision of co-curricular activities).

Teachers in their early years need a lighter workload in order to become better at the processes of teaching, rather than struggling to get enough sleep.

Many teachers seem to be overwhelmed and dispirited about the workload they have to the point where some say they cannot see themselves continuing in the profession.

It seems sad that the ACT Dept of Ed does not recognize the enormous workload of beginning teachers and provide support and concessions where and when required. During normal term times I work at least 50 hours a week teaching, preparing lessons and assessment. I arrive at 7.30 -8 am every day and often don't leave until 6.30 at night as well as work every Sunday. During assessment periods I spend at least another 10 - 15 hours on marking and reporting. Despite this, the Dept seems to imply that new teachers are lazy, ill-prepared slobs making enormous amounts of money while enjoying frequent "holidays". During the break periods, I am at school cleaning desks, preparing programs or painting my filthy walls. The public service, with set hours, clean environment, proper lunch breaks (without duties), air conditioning and bonuses, often seems a very attractive alternative. It is no wonder that numerous teachers leave the profession within the first few years. It would be nice to receive recognition for work done rather than have bureaucrats finding ways of making teachers justify their "great" conditions.

Just hurry up & change the system - because the shortage is only going to get worse. I have no interest whatsoever of pursuing this career in the long term.

*Which is a shame because the one thing I love is being in the classroom.
Everything else that goes with this is a major detractor.*

A number of teachers were very positive about the survey and want to see the results.

I have a really fabulous year. Learnt a huge amount, love my school, love my students, love my colleagues. I feel as though I could take on Leadership roles next year and have already been contributing to getting various projects off the ground. While my primary concern is always for the learning outcomes (and happiness and well being) of my students it conflicts in no way with my ambitious attitude towards my career.

It's nice to be given an opportunity to give my opinion.

Conclusion

The qualitative data collected from 1351 respondents to the 2006 survey of beginning teachers reflects well on the profession. It indicates that we are attracting graduates to teaching who are genuinely interested in the profession and who have a passion for making a difference to the lives of the learners with whom they work. Yet, whilst 93% of our survey respondents like teaching, 24% indicate that they will leave the profession within 5 years. What are the factors which contribute to 1:4 beginning teachers choosing to leave the profession so quickly after joining it?

The tension between achieving a high quality of teaching in these early years of the profession and progressing one's career through taking on management responsibilities is apparent amongst our respondents. 26% of our beginning teachers indicated that they have already assumed leadership responsibilities. Whilst the majority of these were in their 3rd year of teaching, it was clear that some 1st and 2nd year teachers have either been requested or have offered to take on considerable management roles and responsibilities. The reasons why beginning teachers have management responsibilities needs further investigation. If the reasons link management responsibility to advancement and promotion then this indicates a change of emphasis is required to further develop the positive status of classroom teaching. If the reasons link management responsibilities to a dearth of experienced volunteers then remedies need to be considered.

Working conditions within the profession are in need of review to assist in keeping the 25% of beginning teachers who expect to leave teaching within their first five years of service. An analysis of the qualitative data in this report indicates that survey respondents believe there is too much pressure associated with teaching in the first few years of the profession. Whilst 73% of our beginning teachers are teaching subject(s) that they studied in university, 27% of respondents indicate that they are teaching outside of their expertise. This is quite rightly a concern for the individuals themselves - as it is for the school communities. Literacy and numeracy are high on both the Commonwealth and State Government agendas, yet Mathematics and English are the two subjects with the highest volume of beginning teachers working outside of their training. If we want students' literacy and numeracy to improve in Australia then our governments will need to ensure that the teaching profession has adequate training.

The number of teachers without training to deliver Religious Education curriculum is also a concern. Given that this curriculum area is central to the philosophy and practice of a number of schools belonging to the Catholic and Independent sectors it is of concern that some of those taking these classes lack adequate training. Media reports on teacher shortage have tended to place emphasis on Mathematics and Science. Our research clearly highlights that Religious Education is also a subject shortage area that requires attention.

When more than 40% of respondents indicate that they take a proportion of their weekly teaching time outside of their area of expertise, the pattern has been firmly established that beginning teachers are placed under additional pressure by having to provide classroom instruction in unfamiliar subject or year level contexts.

Despite anecdotal evidence to the contrary, the majority of teachers in our survey have stayed to teach in schools in the state where they went to university. Only the Northern Territory and the ACT "gained" overall with more teachers moving into these locations than have been trained there. In essence, any investment from a

state or territory government into teacher training has a direct benefit to that regional authority.

47% of our beginning teachers indicated that they had a career prior to teaching. This data illustrated the strength and diversity of vocational backgrounds from those entering the profession. It raised, however, the issue of the extent to which recognition of prior learning (RPL) is available to these teachers when they train, and the consistency of how this may be applied across the tertiary sector.

Across the nation it is clear that schools rather than universities were considered significantly more effective in relation to “teaching about teaching”. Over 60% of respondents considered the preparation provided by schools to be either excellent or very good. By comparison, just over 40% of respondents indicated that their university was either excellent or very good at preparing them to teach effectively.

The experiences of beginning teachers’ surveyed indicate that most support comes from their colleagues with 89% rating it from good to excellent. Considerable potential exists to capitalize on this high level of collegial support and this is worthy of further investigation.

By contrast, the least support for beginning teachers comes through formal induction programs and processes, where 10% of survey respondents were dissatisfied with both the employer provided training and the school induction process.

94% of survey respondents believe they work in a satisfactory workplace culture. 63% rate their workplace culture as very good or excellent. The school environment is clearly seen as encouraging and supporting our newest teachers to remain in the profession. The other factors which induce beginning teachers to leave teaching are worthy of further research.

Lastly, our survey data supports the view that there are not enough incentives for teacher graduates to seek employment in Australia’s less populated regions. 86% of survey respondents chose to only seek teaching appointments in urban centres. Around 55% did not consider rural schools and approximately 80% did not consider remote schools as employment prospects.

Appendix 1: *Previous Careers*

Question 2 asked for information regarding previous careers. There were 636 responses. Numbers in brackets indicates the number of times the career was mentioned.

A

Air Force Officer
Aboriginal Education Assistant
Academic
Accommodation Manager
Account Manager at a Marketing, Graphic Design studio
Accountant(5)
Accountant – superannuation
Accountant, Client Manager
Accounts and Administration
accounts clerk
Accounts, Purchasing Officer, Commercial/contract driver
Actor
Actor and Dough Chef
Admin work around schools / librarian
Administration & hospitality
Administration and tutoring (ESL).
Administration within the APS
Administration, banking, travel agency
Administration & Finance
Administration/mother
Administration/project work
Advertising and film
Advertising/Marketing Executive
Agricultural – farm hand, wool classer
agricultural livestock manager
Air Traffic Control
Analytical Chemist - Industrial and mining
Apprentice Chef, Office Admin, Accounting
archaeologist
Army, then public service economist, then technical writer.
Artist
Artist and mother
Artist and self employed landscape gardener
Artist, illustrator
Artist/Designer
arts
Arts and Events Management
Assistant Manager of a hotel.
Athlete, mechanic
Automotive Technician

B

B.A in Psychology, worked for family services to integrate people with psychiatric disorders into society.
Bachelor of Science --> worked as Lab. Tech.
Bank officer(3)
Bank Officer for twenty years with the Commonwealth Bank
Bank Officer, employed at Commonwealth Bank for 5 years.
Bank officer/ customer service
Banking
Banking - working in a credit union
Banking and finance
Banking and Finance
Banking and Finance.
Banking and financial services with the Commonwealth bank of Australia
Bar and Gaming manager
Became a lecturer first, then became a teacher.
Business Development Manager - Marketing Superannuation Funds
Business Development Analyst
Business Law
business owner/manager
Business, Marketing for Agricultural products, Logistics in Mining

C

Cafe cook
Carpenter(2)
Carpenters labourer
Computer science
Children's Minister at an Anglican Church in the Southern Highlands.
Choreographer, waitress, retail assistant
Cinema management and projectionist.

Carpentry and joinery (trade)
Casting Director, Film and Television
Casual food and beverage attendant
Casual Retail Assistant
Casual shop-assistant, courier-driver (franchisee), internet service provider
Ceramic artist
Chartered Accountant
Chef (2)

Chemical Engineer(2)

Child Care Director
Child care worker(2)

Child Carer (2)

Child Carer and Retail Manager

child psychology, working with abuse related trauma
Childcare (4)
Currency Options Trader
Customer service

D

Data analyst and assistant account manager

Daycarer (part-time) during university
Dental Assistant (3)
Deputy Regional Manager, NSW Govt Urban Planning
Development Officer for Sporting Company
Development Officer in various sporting organisations

Clerical for stockbroking/banking firm.
Clerical Officer - Ministry of Justice
Clerical work, logistics, stay at home parent
Clerk

Coach
Commercial Real Estate
Commonwealth Public Servant - Department of Health
Commonwealth public servant in Dept of Environment
company director
Computer programmer
Computer Programmer/Analyst, IT Manager, Business Owner
Computer Systems Engineer working as a researcher at DSTO.
Computer Systems Support & Technical Author
Computer trainer/teacher/tutor
Conference Organiser.
Construction worker, semi skilled
Corporate - Sales and Marketing
Corporate Bank Manager - Relationship managing business clients who borrowed in excess of \$10M
Counsellor or youth worker

Dietician, Farmer and Grazier, Parent. Came to teaching later in life.
Different roles as a Home Economist, training, demonstrating, customer service
Director of a Before and After School Care
Disability Open Employment Case Worker
Disability service officer
Dispensary technician
Diversional Therapist
Draftperson, computer network administrator

E

Early Childhood Professional (childcare worker/Nanny etc)

Eco-tourism

Editor

Education Officer at a museum

Education Support Worker (Smith Family)

Educational program designer - writing industry

Either a writer of acting, preferably writing dramatic stuff

Electrical Engineer

Electrical Engineer & Project Manager with Public Water Utility

Electrical Engineer in IT industry. Design, Install, Maintenance, Service, Product Management and Product Marketing experience.

Electronic Engineer/Computer programmer

Electronics engineering

Electronics Technician (Royal Australian Navy)

Employment Consultant for BHP Billiton.

Employment in Hospitality & tourism industry, mainly hotel management.

Employment trainer

Engineer (3)

Enrolled Nurse

Environmental education

Environmental scientist (2)

ESL teacher in ELICOS

ESL/Art Teacher South Korea 2 years

Executive Assistant to CEO, Legal Aid

Exercise Physiologist

Exercise Rehabilitation - working with people who have been injured attempting to return them to full strength

Fitter and Turner (2)

Flight Attendant

Food & beverage supervisor- hotels

Food technologist.

Forest Technician

Forestry Research Assistant

Freelance Musician

Freelance outdoor education work, retail

Full time architectural student (5 years)

First a cook, then had my own dressmaking business then worked as a landscaper in our business

Fitness / business management

Fitness Industry – Gym Co – ordinator, Recreation centre worker

E

Factory Hand

Family support worker

Federal police force

Field Operations Manager - Market Research

Financial Services - Strategy, Project Management, Actuarial, etc

Finance

Finance Industry

Financial Analyst

Financial Adviser.

First a cook, then had my own dressmaking business then worked as a landscaper in our business

Fitness / business management

Fitness Industry – Gym Co – ordinator, Recreation centre worker

Fitness industry/hospitality

Fitness instructor

G

Gaming / hotel assistant manager
Gaming Machine Manager (responsible for 100 gaming machines, staff rosters, balancing and clearing machines)
Geologist - working on oil rigs
Graphic Artist and Travel Agent
Graphic Design
Graphic design and animation
Graphic Design, Web Development, Retail Management

Graphic Designer(4)

Graphic Designer in the fashion/textiles industry
Gym Instructor

H

Hairdresser
Hairdresser
Health Promotion and events coordinator
High-disability support carer.
Home duties with 4 children and before that bank employee
Home Economist working for Nestle as a senior food advisor
Home Economist, working in the hospital system and then as a cafe owner for 10 years.
Horticulturalist
Hospital administration
Hospitality sector in various roles.
Hospitality
Hospitality
Hospitality

Hospitality
Hospitality
Hospitality
Hospitality
Hospitality

Hospitality(3)
Hospitality and Accounts
Hospitality and Tourism (2)

hospitality industry and banking

Hospitality Management (2)

Hospitality, defence, labouring.
Hospitality, Storeperson
Hospitality/Restaurant Management
Hospitality and Outdoor Education
Hotel Management
Human Resource/ Quality Manager for a Registered Training Organisation
Human Resources
Hospitality - waitressing

I

I did one year of teaching and then looked at a career elsewhere. I have worked as a restaurant manager and before coming back to teaching as a Branch Manager in Recruitment agencies.
I didn't
I had previously studied Social Science
I had worked in various areas of the Hospitality industry. These ranged from maître d'hôtel to serving behind the bar at an RSL club
I have been a beauty therapist and office administrator
I have been working in the hospitality Industry prior to teaching
I have had many career paths:
I have had my own take away business, worked in finance, and was a teacher aide.
I managed a maintenance and service department for a company.
I ran an irrigation and pumping business.
I studied a bachelor of Visual arts and was involved in many public artwork projects.

instrumental teaching
insurance manager

Interior Design and Sales
interior designer
Interior Designer

Industrial Chemist and Laboratory Manager
Industrial Designer

industrial scientist
Information Technology Specialist
Information Technology Support Officer

Instrumental teaching
International Taxation Accountant

IT / Computing

I taught English in Japan (quite a different environment to the one I am now in)

I wanted to start my own giftware business specialising in wedding favors and bonbonieres. I wanted to start off small eg word of mouth then go in home shopping via internet. I'm still working on some prototypes at the moment and plan on getting up and moving in the next 2 years.

I was a market research analyst

I was a sales assistant for 7 years

I was an Infantry soldier with the Australia Regular Army

I was in Public Relations.

I was in the defence force.

I was in the Hospitality industry working as a qualified chef for 11 years

I was in the police force for 5 and a half years - working general duties and then as a police prosecutor

I was involved in management and marketing for 20 years

I was studying at university and had various jobs as a swimming instructor, childcare worker, nanny, tutor and waitress.

I was studying occupational therapy

I was working in the theatre industry.

I worked as a performing and visual artist.

I worked as a school Service Officer in a high school.

I worked as a secretary and office assistant in a financial planning company. When I started studying to become a teacher I continued to work in the same company part time.

I worked casually at Sovereign Hill, Ballarat, Vic. I worked in a variety of ways there over the 6 years.

I worked in arrange of industries from primary to factory work to manual labour.

I worked in hospitality and retail.

I worked in the finance industry as a lender

I would have liked to be a dietician dealing with adolescents and/or children.

I would have liked to have been a Embryologist

I would have studied food technology to become a dietician.

ICT

I would like to be involved with Art Exhibitions - research and lecturing.

If I had a different career prior to becoming a teacher I would choose becoming a police officer.

Industrial and Environmental Chemist. Laboratory Manager, General Manager

Industrial Chemist and Laboratory Manager

Industrial Designer

industrial scientist

Information Technology Specialist

Information Technology Support Officer

J

Journalist

IT consultant

IT industry; applications programmer, systems analyst, team leader, project management

IT recruitment/Human resources for a large computer company.

Industrial Chemist and Laboratory Manager

Industrial Designer (2)

Industrial Chemist and Laboratory Manager

industrial scientist

Information Technology Specialist

Information Technology Support Officer

Instrumental teaching (2)

Insurance manager

Industrial scientist

Information Technology Specialist

Information Technology Support Officer

Insurance manager

Interior Design (3)

International Taxation Accountant

IT / Computing

IT consultant

IT industry; applications programmer, systems analyst, team leader, project management

IT recruitment/Human resources for a large computer company.

Industrial Chemist and Laboratory Manager

Industrial Designer

instrumental teaching

industrial scientist

Information Technology Specialist

K

Kung Fu Instructor

Lecturer (UWA)

Left teaching after my third year when I moved to another state. Worked in an educational/sales job for two years before getting back into teaching again. I am considered a beginning teacher as it is the first time I am working in the ACT system.

L

Laboratory Assistant
Laboratory work and middle management roles in the food industry.
Labourer, trade assistant, transport industry, manager, business manager
Labourer
Landscape
Landscaping/ hospitality
Language consultancy
Law Enforcement
Learn to Swim Coordinator/manager

M

Mainframe systems programming 14 years
Management
Management and strategy consulting
Management career in sales and marketing
Management of a retail store
Management/Administration
Manager Hospitality
Manager Hospitality

Manager of Rabbit Photo & freelance photography.
Manufacturing Jeweller
Many

Marketing and Merchandising. Also coaching sport
Marketing Manager for Telecommunications company
Massage therapist
Mechanical Engineer / Mechanical Draftsman
Mechanical Fitter doing shutdown work in Goldfields region
Media Analyst
Media Assistant
Media Officer - NSW Parliament
Media Production
Medical Receptionist
Medical Research Scientist
Medical Scientist
Medical Scientist – Haematology
Medical Social Worker

N

N/A, spent one year instructing horse riding prior to commencing studies
Nanny
Nanny, Retail
Naval Architect / Engineer involved in fast ferry and small commercial vessels design
Navy
Network Administrator - IT industry
Newspaper journalist
Night manager and auditor for a non-government men's

Librarian Assistant

Library Technician in a School

lighting designer for street theatre

Loans Consultant for a Financial Institution

Location manager for the film industry.

Medicine(2)

Metal trade/ engineering workshop.

Metals Engineering

Ministry/ Youth Work

Mother

Motor Mechanic (3) – 1 for 31 yrs

Motor Mechanic and Diesel Fitter

Multimedia and print design

Multimedia developer

Musician (2)

Musician, I am a drummer and still play music regularly. It would also involve the teaching element.

Musician, Performer, Ticket Seller

Musician. Lead Singer and guitarist of a rock band.

My career path is in teaching however if didn't get into the teaching field it still would be with children working in the juvenile system (criminal justice)

Motor Mechanic and Diesel Fitter

Multimedia and print design

Multimedia developer

Musician (3)

Nurse(5)

Nurse and sales

Nursing Division 1 in the hospital setting

Nutrition and health promotion

Nutritionist - consulting

Organising and running camps and day activities for children with disabilities

Outdoor Ed Instructing/Office admin work

Outdoor Education Instructor

Outdoor education leader and outdoor excursion guide

Organising and running camps and day activities for children with disabilities

Owner/operator of small business.

Police officer

club

Nuclear health physics in the United States
Numerous different occupations including factory hand
and childcare

O

Office administration
Office Administration Assistant and Library Assistant
Office clerk public servant
Officer in the Defence Force
Operational Manager with a cinema exhibitor
Operations Manager Youth Housing Maintenance

P

Panel worker/ Spray-painter

Park Ranger
Parliamentary Officer; Nanny; Media Monitor; Court
Reporter; Financial Services Officer.
Part Time Carer
Part Time University Administration
Part-time contract work as Tutor/Research assistant at
university
Part-time Researcher and university tutor.
Pastry Chef Trade Certificate
Payroll Manager- Hotel Management
Personal Assistant to Director
Personal Assistant/ Account Manager
Personal assistant/administrative/secretarial
Personal Development and leadership training of
Volunteers, residential camping programs for teenagers.
Personal Trainer (4)
Pharmacist
Pharmacy Assistant (2)

PhD studies (scientific research) at John Curtin ANU, and
enrolled nurse
Physiotherapist
Piano and Musicianship Teacher, both at home studio
and at commercial premises.
Piano concert performer
Piano tutor
Play Therapist (Childrens Hospital)
Police force

Q

Qualified as lawyer but did not practise much - brought
up a family
Qualified Child Care Worker
Qualified food technologist.

R

Real Estate
Really just retail jobs
Receptionist (4)

Policy holder and trainer for Centrelink

Pre-school teacher
Prison Officer
Non-government Flute Teacher
Process worker/Cheese maker
Product Manager - Fibreglass manufacturing plant
Professional athlete
Professional Footballer
Professional Sports Women
Program Manager for an Australian Ski team
Project Officer - Dept Health and Ageing
Psychologist: practitioner, tertiary lecturer/tutor, researcher
Psychology
Public relations and marketing. Some work in recruitment.
Last 3 years prior to teaching project management for
several national charities.

Public Relations Officer
Public Relations Practitioner
Public Relations, Political Adviser

Public servant
Public servant - accounts
Public servant; government department
Public Service Trainer, Copywriter
Publicist and Marketing Coordinator
Publishing
Professional Sports Women

Program Manager for an Australian Ski team

Quality Assurance Manager - Pharmaceutical plant /
Research / Technical Services
Qualified child care worker

Retail (9)
Retail Assistant
Retail Buyer
Retail Industry (manager)
Retail Management

Retail Manager
Retail Manager, Geologist
Retail Sales
Retail Sales Advisor
Retail Sales Assistant
Retail Sales Manager
Retail work place trainer and assessor
Retail, hospitality, marketing co-ordinator

Recreation Management, labouring, retail
 Recreation research - Parks and Wildlife. I also had a
 small business recycling waste cooking oil
 Recreation worker for YMCA
 Recruitment and marketing for Airports of Paris -France
 Recruitment Consultant & Journalist
 Recruitment, Training and Human Resources
 Register Nurse - General, Psychiatric, Disabilities. Ward
 & ICU, Institutional & Community (All ages) Community
 Welfare (Adolescents)

Registered Nurse
 Research and Development Coordinator
 Research fellow, government administration
 Residential Care Worker for Anglicare Victoria. I worked
 with 5 - 12 year olds with challenging behaviours who
 were in the care of DoHS.

S

Sales (2)

Sales & Marketing
 Sales and management
 Sales and Marketing Consultant (2)

sales assistant (2)

Sales assistant and manager
 Sales assistant at a hardware and rural supply store
 Sales Rep'
 Sales supervisor
 Sales, Logistics, Ware-housing
 Sales, Service of machinery
 School Chaplain - QLD State School System
 Schools Manager: of a company that ran gymnastic
 programs in primary schools.

Science Research

Scientific officer in a non-government pathology lab

Scientific Researcher (Rumania – 9 years)

Scientist (2)

Seafood industry

Secretarial/Admin

Secretary (2)

Self Employed metalwork artist
 Self Employed, designing and manufacturing handmade
 glass items. Piano teacher developing music
 programmes for children aged 3 to 10 years of age.
 Self Employed. Catering business and Real Estate
 Semi professional athlete
 Senior travel consultant with international travel group

Retail, Parental, Hospitality,
 Rural Finance, Rural consulting

Share-broker, call centre, farmer etc.
 Social Worker, as a school counsellor and also a child
 protection worker.

Software Engineer and Physicist
 Solicitor and barrister for 5 years prior to teaching

Something medical based- paramedic, physio
 Sous Chef
 Speech Pathologist (2)

Speech pathology
 sports administration (2)

sports administration in indoor sports
 Sports coach
 Sports event organiser
 SSO VCE/VET/Vass, non-government music tuition
 stay at home mum (3)

stay at home mum 12 years
 Store Manager of Large Pizza Chain
 Student 5)
 Student welfare and TAFE teaching
 Supervisor in wholesale Travel Company for 5 years.
 Swimming Coach (2)

Swimming coach
 Swimming Coach while I worked toward becoming a
 teacher, I was unsure which path I was going to follow.
 However, I have now decided that teaching is for me.
 Swimming coach. Rugby league development officer,
 teacher aide

Swimming Pool construction, landscaping and home
 renovations in the domestic building industry.

Swimming Teacher
 Social Worker, as a school counsellor and also a child
 protection worker.

Software Engineer and physicist
 Solicitor and barrister for 5 years prior to teaching

Thirty years in a variety of jobs, ranging from banking,
 secretary to accountant, IT support
 Too many to say!

Too many to say!

Too many to say!

Tour guide(2)

Service engineer for photocopiers.
Service Station industry
Shop assistant/Customer Service
Ski instructor (snow) for 16 winter seasons
Social and government research and marketing research
Social Worker with Children's Homes

Trade
Trade in furniture making
Trade industry
Trades qualified industry worker
Tradesman (2)

I

TAFE teacher
Teacher
Teacher - English as a Second Language
Teacher Assistant
Teacher but in tertiary sector therefore not included in my experience as qualified secondary teacher
Teachers Aid Special
Teaching Assistant - special needs
Teaching English as a foreign language abroad; corporate training and process manual writing; copy-writing.
Teaching swimming.
Teaching with Life Education Victoria
Technical officer CSIRO, conducting field trials of crops and pastures, measurements, analysis of samples and data. Also horticulturist in vineyards and nurseries
Technician - Environmental Monitoring
Technician, television and entertainment industry.
telecommunications engineer
Tertiary Administration
theatre
Theatre and Film based.

Trainee engineer, Draughtsman, TAFE teacher, Builder
Traineeship in Office Administration
Travel agent, marketing and database manager
Travel Industry
Travel industry sales and administration.

University Lecturer and Business analyst
used to be a florist and a personal assistant (secretary)

Theatrical Milliner and Costumier

Video production editor
Visual Artist
Visual merchandiser
Veterinarian Nurse

.

Worked in hospitality industry prior to teaching, helped me through uni
Worked in Telstra, managing staff and as a subject matter expert in the data field
Working as a carer with children with intellectual disabilities and challenging behaviours.

U

University Lecturer and Researcher

Working at a life insurance company
Working for a Freight and Customs company at mascot Sydney NSW

University tutor

Working in Marketing/Administration in a small Business

V

Valuation

Working in television
Working with adults with intellectual and physical disabilities

Various

Various roles including Human Resources Coordinator, Project Analyst (Financial), Payroll and Administration

Working with children in daycare centres, kindergartens and as a non-government nanny.
Worked in Telstra, managing staff and as a subject matter expert in the data field
Working as a carer with children with intellectual disabilities and challenging behaviours.

Vet Nursing

W

waiter

Youth work - residential and community based; youth advocate - assisting with employment, housing and legal issues.

Waitress - serving people

Youth Work (Church)

Was a nanny

Youth Worker

Web designer - making web pages.

Youth worker; TAFE teacher

Web designer

Web site designer

Welfare work- disability and youth at risk
Worked as a manager of a retail store.
Worked for a company for 7 years during and on completion of university (Early Childhood Education).
Began as the nanny before joining family business as the Property Manager, running the accommodation side of the business for the last 4 years of my employment.
Worked for a travel company - customer service/reservations consultant
Worked in a Hospitality industry

Y

YMCA Centre Manager and program coordinator
Gymnastics and Vacation Care
Youth & Childcare
Youth ministry team manager
Youth Work

Appendix 2: Pre-service Training (List of Universities Attended)

Question 14 asked for information regarding where respondents attended university for pre-service teacher training.

| Institution | Number |
|--|--------|
| Australian Catholic University (ACT) | 24 |
| Australian Catholic University (NSW) | 28 |
| Australian Catholic University (Qld) | 7 |
| Australian Catholic University (Vic) | 33 |
| Australian Maritime College | 0 |
| Australian National University, The | 1 |
| Avondale | 3 |
| Batchelor Institute of Indigenous Tertiary Education | 1 |
| Bond University | 2 |
| Central Queensland University | 5 |
| Charles Darwin University (formerly NTU) | 12 |
| Charles Sturt University | 43 |
| Curtin University of Technology | 32 |
| Deakin University | 78 |
| Edith Cowan University | 106 |
| Flinders University of South Australia, The | 36 |
| Griffith University | 16 |
| James Cook University of North Queensland | 5 |
| La Trobe University | 75 |
| Macquarie University | 34 |
| Melbourne College of Divinity | 1 |
| Melbourne University Non-government | 3 |
| Monash University | 74 |
| Murdoch University | 16 |
| Queensland University of Technology | 45 |
| RMIT University | 36 |
| Southern Cross University | 8 |
| Swinburne University of Technology | 1 |
| University of Adelaide, The | 23 |
| University of Ballarat | 32 |
| University of Canberra | 69 |
| University of Melbourne, The | 97 |
| University of New England, The | 23 |
| University of New South Wales, The | 20 |
| University of Newcastle, The | 26 |
| University of Notre Dame, Australia, The | 25 |
| University of Queensland, The | 13 |
| University of South Australia | 70 |
| University of Southern Queensland | 9 |
| University of Sydney, The | 41 |
| University of Tasmania | 41 |
| University of Technology, Sydney | 25 |
| University of the Sunshine Coast | 0 |
| University of Western Australia, The | 31 |
| University of Western Sydney | 25 |
| University of Wollongong | 17 |
| Victoria University | 20 |

In addition 39 students reported that they were trained in the following institutions:

| | |
|--|---|
| Australian College of Physical Education (4 teachers) | Queensland University of Technology |
| CCS Univ, Meerut, India | Queen's University at Kingston, Ontario, Canada |
| Chelmer Valley High School Chelmsford Essex England | Québec primary and secondary schools |
| Charles Sturt University | St Scholastica's College, Ateneo de Manila University |
| Christian Heritage College (3 teachers) | Tabor College Adelaide (2 teachers) |
| College of Fine Arts UNSW | University of Aberdeen, Scotland |
| Dunedin College of Education, NZ | University of Cape Town |
| Flinders University | University of Edinburgh, Scotland |
| Flinders Street School of Music (TAFE) | University of Exeter UK |
| GNDU (Amritsar, India) | University of Keele, Staffordshire UK |
| Loughborough University | University of Otago & Dunedin Teachers College |
| McGill University, Quebec, Canada | University of Plymouth |
| Melbourne Uni (not sure if non-government or divinity) | University of Siena - Italy |
| Notre Dame (2 teachers) | University of Western Sydney |
| Okanagan University College, BC, Canada | UTS |

Appendix 3: State-by-State Comparisons

The following tables provide a State by State analysis of question 19.

How would you rate your university pre-service experience in preparing you to: Teach literacy and numeracy?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other | |
| | 1333 | 89 | 296 | 13 | 103 | 129 | 42 | 441 | 207 | 24 | |
| Excellent | 6.50% | 2.20% | 7.10% | 0.00% | 7.80% | 7.00% | 2.40% | 5.90% | 7.70% | 16.70% | |
| Very Good | 22.70% | 16.90% | 26.70% | 7.70% | 19.40% | 17.10% | 16.70% | 21.50% | 26.60% | 37.50% | |
| Good | 28.70% | 37.10% | 27.40% | 38.50% | 29.10% | 24.00% | 35.70% | 31.30% | 24.20% | 16.70% | |
| Satisfactory | 24.90% | 31.50% | 24.70% | 15.40% | 30.10% | 34.90% | 28.60% | 20.90% | 24.60% | 4.20% | |
| Unsatis. | 12.60% | 12.40% | 10.50% | 38.50% | 10.70% | 11.60% | 16.70% | 13.40% | 13.50% | 4.20% | |
| N/A | 4.70% | 0.00% | 3.70% | 0.00% | 2.90% | 5.40% | 0.00% | 7.00% | 3.40% | 20.80% | |

How would you rate your university pre-service experience in preparing you to: Teach vocational education courses?
In which state/territory is the institution that provided your pre-service teacher training located?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|--|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other | |
| | 1333 | 90 | 297 | 13 | 103 | 129 | 42 | 439 | 207 | 24 | |
| Excellent | 2.70% | 2.20% | 3.00% | 0.00% | 1.90% | 2.30% | 0.00% | 2.10% | 4.80% | 4.20% | |
| Very Good | 8.30% | 7.80% | 11.40% | 0.00% | 5.80% | 0.80% | 0.00% | 9.60% | 8.70% | 8.30% | |
| Good | 16.20% | 15.60% | 16.80% | 7.70% | 11.70% | 17.80% | 11.90% | 18.20% | 15.50% | 8.30% | |
| Satisfactory | 20.30% | 20.00% | 17.50% | 23.10% | 27.20% | 21.70% | 31.00% | 16.60% | 23.70% | 33.30% | |
| Unsatis. | 24.20% | 23.30% | 24.90% | 15.40% | 23.30% | 25.60% | 26.20% | 24.40% | 25.10% | 0.00% | |
| N/A | 28.40% | 31.10% | 26.30% | 53.80% | 30.10% | 31.80% | 31.00% | 29.20% | 22.20% | 45.80% | |

How would you rate your university pre-service experience in preparing you to: Effectively manage classrooms?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1328 | 90 | 298 | 12 | 103 | 128 | 42 | 439 | 203 | 24 |
| Excellent | 9.60% | 6.70% | 11.70% | 0.00% | 8.70% | 8.60% | 4.80% | 5.70% | 17.70% | 25.00% |
| Very Good | 24.20% | 24.40% | 24.80% | 8.30% | 24.30% | 18.80% | 23.80% | 23.90% | 27.60% | 25.00% |
| Good | 28.90% | 34.40% | 29.50% | 41.70% | 30.10% | 25.80% | 23.80% | 29.40% | 26.60% | 25.00% |
| Satisfactory | 23.90% | 22.20% | 20.10% | 33.30% | 22.30% | 33.60% | 26.20% | 25.70% | 21.70% | 4.20% |
| Unsatis. | 13.00% | 12.20% | 13.40% | 16.70% | 14.60% | 13.30% | 21.40% | 15.00% | 6.40% | 4.20% |
| N/A | 0.40% | 0.00% | 0.30% | 0.00% | 0.00% | 0.00% | 0.00% | 0.20% | 0.00% | 16.70% |

How would you rate your university pre-service experience in preparing you to: Successfully use information technology?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1333 | 90 | 298 | 13 | 103 | 128 | 42 | 438 | 208 | 24 |
| Excellent | 11.10% | 6.70% | 14.80% | 0.00% | 16.50% | 9.40% | 9.50% | 8.90% | 10.10% | 20.80% |
| Very Good | 23.90% | 20.00% | 24.80% | 23.10% | 13.60% | 17.20% | 31.00% | 27.20% | 24.50% | 29.20% |
| Good | 29.10% | 33.30% | 32.90% | 23.10% | 29.10% | 28.10% | 26.20% | 27.40% | 28.40% | 16.70% |
| Satisfactory | 23.60% | 27.80% | 19.10% | 30.80% | 31.10% | 30.50% | 26.20% | 23.50% | 22.60% | 8.30% |
| Unsatis. | 11.20% | 11.10% | 7.70% | 23.10% | 9.70% | 14.10% | 7.10% | 12.10% | 13.50% | 4.20% |
| N/A | 1.10% | 1.10% | 0.70% | 0.00% | 0.00% | 0.80% | 0.00% | 0.90% | 1.00% | 20.80% |

How would you rate your university pre-service experience in preparing you to: Deal with bullying, disruptive students and dysfunctional families?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1334 | 90 | 297 | 13 | 103 | 129 | 42 | 440 | 207 | 24 |
| Excellent | 4.60% | 2.20% | 5.70% | 0.00% | 4.90% | 4.70% | 2.40% | 3.60% | 6.30% | 12.50% |
| Very Good | 15.60% | 17.80% | 18.20% | 0.00% | 10.70% | 8.50% | 14.30% | 14.10% | 19.80% | 29.20% |
| Good | 22.30% | 16.70% | 23.20% | 23.10% | 27.20% | 20.90% | 31.00% | 22.00% | 21.30% | 16.70% |
| Satisfactory | 28.50% | 27.80% | 25.60% | 38.50% | 32.00% | 32.60% | 11.90% | 30.20% | 30.00% | 8.30% |
| Unsatis. | 28.30% | 35.60% | 26.60% | 38.50% | 25.20% | 33.30% | 40.50% | 29.10% | 22.20% | 12.50% |
| N/A | 0.80% | 0.00% | 0.70% | 0.00% | 0.00% | 0.00% | 0.00% | 0.90% | 0.50% | 20.80% |

How would you rate your university pre-service experience in preparing you to: Deal with children with special needs and/or disabilities?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1330 | 87 | 298 | 13 | 103 | 129 | 42 | 437 | 208 | 24 |
| Excellent | 5.50% | 2.30% | 8.70% | 0.00% | 4.90% | 4.70% | 2.40% | 3.90% | 7.20% | 8.30% |
| Very Good | 15.00% | 14.90% | 20.50% | 0.00% | 13.60% | 10.90% | 14.30% | 11.00% | 18.80% | 20.80% |
| Good | 25.60% | 29.90% | 34.60% | 23.10% | 31.10% | 24.00% | 14.30% | 19.90% | 24.00% | 20.80% |
| Satisfactory | 29.20% | 36.80% | 22.80% | 46.20% | 34.00% | 31.80% | 33.30% | 31.80% | 26.40% | 12.50% |
| Unsatis. | 23.40% | 14.90% | 13.10% | 30.80% | 16.50% | 27.90% | 35.70% | 31.60% | 22.60% | 16.70% |
| N/A | 1.30% | 1.10% | 0.30% | 0.00% | 0.00% | 0.80% | 0.00% | 1.80% | 1.00% | 20.80% |

How would you rate your university pre-service experience in preparing you to: Achieve teacher accreditation?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1320 | 88 | 296 | 13 | 103 | 128 | 41 | 434 | 204 | 24 |
| Excellent | 13.90% | 11.40% | 11.80% | 7.70% | 20.40% | 17.20% | 2.40% | 13.60% | 16.20% | 8.30% |
| Very Good | 23.90% | 22.70% | 18.90% | 23.10% | 26.20% | 26.60% | 14.60% | 27.00% | 22.10% | 37.50% |
| Good | 25.50% | 26.10% | 24.30% | 23.10% | 28.20% | 21.10% | 41.50% | 26.70% | 25.50% | 12.50% |
| Satisfactory | 21.50% | 21.60% | 20.30% | 38.50% | 20.40% | 26.60% | 24.40% | 20.50% | 23.00% | 8.30% |
| Unsatis. | 12.20% | 12.50% | 20.30% | 7.70% | 4.90% | 5.50% | 12.20% | 10.80% | 11.80% | 4.20% |
| N/A | 3.00% | 5.70% | 4.40% | 0.00% | 0.00% | 3.10% | 4.90% | 1.40% | 1.50% | 29.20% |

How would you rate your university pre-service experience in preparing you to: Deal with senior staff, fellow teachers, school boards, education authorities, parents, community groups and other related government departments.

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1317 | 89 | 293 | 13 | 100 | 128 | 41 | 433 | 206 | 24 |
| Excellent | 5.30% | 3.40% | 6.10% | 7.70% | 6.00% | 4.70% | 2.40% | 4.20% | 7.30% | 12.50% |
| Very Good | 14.20% | 7.90% | 13.70% | 15.40% | 14.00% | 11.70% | 7.30% | 14.80% | 17.50% | 25.00% |
| Good | 27.40% | 22.50% | 27.60% | 15.40% | 26.00% | 28.10% | 39.00% | 29.30% | 24.30% | 25.00% |
| Satisfactory | 30.80% | 38.20% | 32.80% | 30.80% | 38.00% | 28.10% | 19.50% | 30.00% | 30.10% | 8.30% |
| Unsatis. | 21.00% | 28.10% | 18.40% | 30.80% | 16.00% | 27.30% | 31.70% | 20.10% | 20.40% | 8.30% |
| N/A | 1.20% | 0.00% | 1.40% | 0.00% | 0.00% | 0.00% | 0.00% | 1.60% | 0.50% | 20.80% |

The following tables provide a State by State analysis of Question 21.

How would you rate your experiences in schools during your preservice training in relation to: Effectively preparing you for teaching?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1336 | 90 | 298 | 13 | 103 | 129 | 42 | 440 | 208 | 24 |
| Excellent | 23.90% | 23.30% | 25.20% | 7.70% | 26.20% | 24.00% | 23.80% | 20.90% | 26.90% | 33.30% |
| Very Good | 38.10% | 31.10% | 37.90% | 38.50% | 37.90% | 38.00% | 40.50% | 40.20% | 37.00% | 37.50% |
| Good | 24.90% | 32.20% | 27.20% | 23.10% | 23.30% | 17.80% | 23.80% | 26.40% | 22.10% | 12.50% |
| Satisfactory | 10.80% | 11.10% | 7.40% | 30.80% | 8.70% | 16.30% | 9.50% | 11.10% | 12.00% | 4.20% |
| Unsatis. | 1.90% | 2.20% | 2.00% | 0.00% | 2.90% | 3.90% | 2.40% | 0.90% | 1.90% | 0.00% |
| N/A | 0.50% | 0.00% | 0.30% | 0.00% | 1.00% | 0.00% | 0.00% | 0.50% | 0.00% | 12.50% |

How would you rate your experiences in schools during your pre-service training in relation to: The content of the main learning area(s) in which you are accredited to teach?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1334 | 90 | 295 | 13 | 103 | 130 | 42 | 440 | 208 | 24 |
| Excellent | 20.90% | 14.40% | 26.10% | 7.70% | 21.40% | 20.80% | 16.70% | 18.20% | 22.60% | 29.20% |
| Very Good | 39.30% | 40.00% | 39.70% | 23.10% | 39.80% | 33.10% | 45.20% | 40.20% | 38.00% | 50.00% |
| Good | 26.00% | 33.30% | 25.80% | 46.20% | 29.10% | 28.50% | 21.40% | 27.30% | 21.20% | 4.20% |
| Satisfactory | 9.60% | 7.80% | 4.40% | 15.40% | 6.80% | 13.80% | 14.30% | 10.70% | 13.00% | 4.20% |
| Unsatis. | 2.50% | 2.20% | 3.40% | 0.00% | 1.90% | 3.80% | 2.40% | 2.00% | 2.40% | 0.00% |
| N/A | 1.60% | 2.20% | 0.70% | 7.70% | 1.00% | 0.00% | 0.00% | 1.60% | 2.90% | 12.50% |

How would you rate your experiences in schools during your preservice training in relation to: The range of teaching strategies in your main learning area?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1328 | 89 | 296 | 13 | 103 | 128 | 42 | 439 | 205 | 24 |
| Excellent | 19.70% | 14.60% | 23.00% | 7.70% | 23.30% | 16.40% | 23.80% | 16.40% | 22.90% | 33.30% |
| Very Good | 39.20% | 33.70% | 39.50% | 23.10% | 43.70% | 39.10% | 40.50% | 40.80% | 35.60% | 37.50% |
| Good | 25.80% | 34.80% | 26.40% | 23.10% | 20.40% | 26.60% | 21.40% | 26.70% | 25.40% | 12.50% |
| Satisfactory | 10.70% | 12.40% | 8.40% | 30.80% | 8.70% | 12.50% | 9.50% | 11.40% | 11.20% | 4.20% |
| Unsatis. | 2.60% | 3.40% | 1.70% | 0.00% | 2.90% | 3.10% | 4.80% | 2.70% | 2.90% | 0.00% |
| N/A | 2.00% | 1.10% | 1.00% | 15.40% | 1.00% | 2.30% | 0.00% | 2.10% | 2.00% | 12.50% |

How would you rate your experiences in schools during your preservice training in relation to: The range of teaching strategies in your minor learning area?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1329 | 90 | 296 | 13 | 102 | 128 | 42 | 438 | 207 | 24 |
| Excellent | 13.00% | 7.80% | 14.20% | 7.70% | 14.70% | 14.80% | 9.50% | 11.60% | 15.00% | 12.50% |
| Very Good | 29.30% | 31.10% | 28.00% | 15.40% | 39.20% | 26.60% | 26.20% | 32.20% | 21.70% | 37.50% |
| Good | 26.90% | 27.80% | 27.70% | 23.10% | 25.50% | 25.00% | 28.60% | 30.40% | 21.30% | 12.50% |
| Satisfactory | 13.80% | 14.40% | 10.80% | 15.40% | 9.80% | 17.20% | 11.90% | 13.50% | 19.80% | 8.30% |
| Unsatis. | 4.70% | 7.80% | 3.40% | 15.40% | 2.00% | 3.90% | 9.50% | 3.90% | 8.20% | 0.00% |
| N/A | 12.20% | 11.10% | 15.90% | 23.10% | 8.80% | 12.50% | 14.30% | 8.40% | 14.00% | 29.20% |

How would you rate your experiences in schools during your preservice training in relation to: Gaining a knowledge of State/Territory curriculum documents?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1318 | 89 | 296 | 13 | 103 | 128 | 42 | 430 | 205 | 23 |
| Excellent | 10.80% | 3.40% | 14.90% | 0.00% | 8.70% | 12.50% | 11.90% | 9.50% | 12.20% | 4.30% |
| Very Good | 27.00% | 18.00% | 30.40% | 30.80% | 32.00% | 25.00% | 28.60% | 24.40% | 28.80% | 34.80% |
| Good | 30.30% | 32.60% | 32.40% | 46.20% | 25.20% | 30.50% | 33.30% | 30.90% | 27.30% | 17.40% |
| Satisfactory | 24.10% | 33.70% | 18.60% | 15.40% | 28.20% | 27.30% | 16.70% | 26.30% | 23.40% | 0.00% |
| Unsatis. | 6.40% | 12.40% | 3.40% | 7.70% | 3.90% | 3.90% | 9.50% | 7.90% | 7.30% | 4.30% |
| N/A | 1.40% | 0.00% | 0.30% | 0.00% | 1.90% | 0.80% | 0.00% | 0.90% | 1.00% | 39.10% |

How would you rate your experiences in schools during your preservice training in relation to: Gaining a knowledge of assessment strategies and standards?

| | In which state/territory is the institution that provided your pre-service teacher training located? | | | | | | | | | |
|--------------|--|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
| | 1323 | 90 | 292 | 13 | 101 | 129 | 42 | 436 | 206 | 24 |
| Excellent | 14.30% | 11.10% | 17.50% | 0.00% | 15.80% | 13.20% | 19.00% | 11.90% | 16.00% | 16.70% |
| Very Good | 31.70% | 24.40% | 32.90% | 23.10% | 34.70% | 30.20% | 26.20% | 32.80% | 28.60% | 50.00% |
| Good | 29.50% | 38.90% | 28.10% | 46.20% | 28.70% | 31.80% | 26.20% | 28.70% | 29.60% | 16.70% |
| Satisfactory | 18.00% | 18.90% | 15.80% | 23.10% | 15.80% | 19.40% | 19.00% | 19.70% | 18.90% | 4.20% |
| Unsatis. | 6.00% | 6.70% | 5.50% | 7.70% | 5.00% | 4.70% | 9.50% | 6.40% | 6.30% | 0.00% |
| N/A | 0.60% | 0.00% | 0.30% | 0.00% | 0.00% | 0.80% | 0.00% | 0.50% | 0.50% | 12.50% |

How would you rate your experiences in schools during your preservice training in relation to: Gaining a knowledge of professional approaches and practices required of you as a staff member?

In which state/territory is the institution that provided your pre-service teacher training located?

| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 1331 | 90 | 297 | 13 | 103 | 130 | 42 | 438 | 205 | 24 |
| Excellent | 20.90% | 8.90% | 24.90% | 7.70% | 26.20% | 20.00% | 21.40% | 18.00% | 25.40% | 16.70% |
| Very Good | 33.50% | 43.30% | 34.00% | 38.50% | 32.00% | 35.40% | 38.10% | 31.10% | 29.80% | 50.00% |
| Good | 27.90% | 25.60% | 27.90% | 23.10% | 22.30% | 24.60% | 19.00% | 33.60% | 25.90% | 16.70% |
| Satisfactory | 14.40% | 21.10% | 10.80% | 30.80% | 17.50% | 15.40% | 19.00% | 14.60% | 13.70% | 4.20% |
| Unsatis. | 2.60% | 1.10% | 2.00% | 0.00% | 1.90% | 3.80% | 2.40% | 2.30% | 4.90% | 0.00% |
| N/A | 0.60% | 0.00% | 0.30% | 0.00% | 0.00% | 0.80% | 0.00% | 0.50% | 0.50% | 12.50% |

How would you rate your experiences in schools during your preservice training in relation to: Gaining the knowledge and skills in managing students?

In which state/territory is the institution that provided your pre-service teacher training located?

| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 1315 | 90 | 293 | 13 | 101 | 128 | 42 | 430 | 205 | 24 |
| Excellent | 22.00% | 15.60% | 25.30% | 7.70% | 23.80% | 25.00% | 16.70% | 19.30% | 24.90% | 20.80% |
| Very Good | 35.50% | 38.90% | 37.20% | 38.50% | 36.60% | 33.60% | 45.20% | 32.30% | 34.60% | 58.30% |
| Good | 25.30% | 26.70% | 24.20% | 23.10% | 26.70% | 18.80% | 19.00% | 29.30% | 25.40% | 4.20% |
| Satisfactory | 12.70% | 15.60% | 9.20% | 23.10% | 10.90% | 18.80% | 9.50% | 14.40% | 10.70% | 0.00% |
| Unsatis. | 4.00% | 3.30% | 3.80% | 7.70% | 2.00% | 3.90% | 9.50% | 4.40% | 3.90% | 4.20% |
| N/A | 0.50% | 0.00% | 0.30% | 0.00% | 0.00% | 0.00% | 0.00% | 0.20% | 0.50% | 12.5% |

How would you rate your experiences in schools during your preservice training in relation to: Gaining a knowledge of requirements of legislative and compliance policies?

In which state/territory is the institution that provided your pre-service teacher training located?

| | Total | ACT | NSW | NT | Qld | SA | Tas | Vic | WA | Other |
|--------------|--------|--------|--------|--------|--------|--------|--------|--------|--------|--------|
| | 1329 | 90 | 295 | 12 | 103 | 129 | 42 | 437 | 208 | 24 |
| Excellent | 8.00% | 5.60% | 9.20% | 0.00% | 7.80% | 7.80% | 7.10% | 7.60% | 8.70% | 8.30% |
| Very Good | 21.20% | 10.00% | 24.10% | 8.30% | 17.50% | 22.50% | 23.80% | 20.80% | 22.10% | 41.70% |
| Good | 32.10% | 41.10% | 35.30% | 33.30% | 33.00% | 31.80% | 21.40% | 31.40% | 28.40% | 20.80% |
| Satisfactory | 28.10% | 33.30% | 24.40% | 33.30% | 35.00% | 31.80% | 28.60% | 28.10% | 27.40% | 4.20% |
| Unsatis. | 9.20% | 10.00% | 6.10% | 25.00% | 6.80% | 6.20% | 19.00% | 10.10% | 11.50% | 4.20% |
| N/A | 1.50% | 0.00% | 1.00% | 0.00% | 0.00% | 0.00% | 0.00% | 2.10% | 1.90% | 20.80% |