

<b>Vocational Education Teachers</b>		<b>Australia</b>
<b>ANZSCO Code:</b> 2422	November 2009	
<b>Labour market rating:</b>	Recruitment difficulty	
<b>Comment:</b> <i>Recruitment experience varies across teaching specialisations, with most difficult to recruit specialisations being Automotive, Electro-technology and Communications, and Agriculture and Horticulture.</i>		

### Key findings

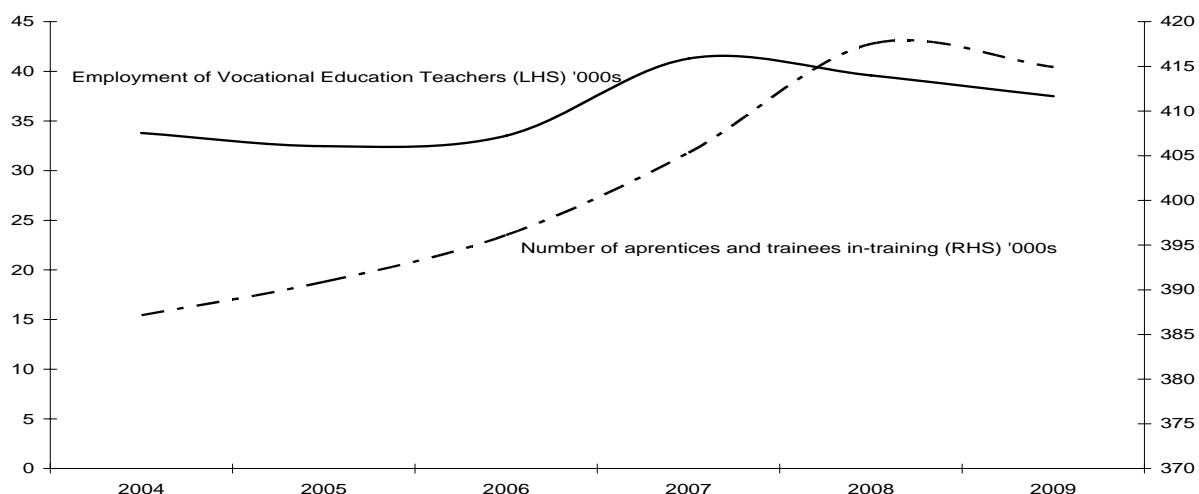
- 80 per cent of respondents had tried to recruit Vocational Education Teachers in the six months prior to the survey.
- 75 per cent of respondents who had recruited experienced difficulty and 60 per cent of respondents who had not actively tried to recruit believed recruitment would be difficult.
- Recruitment difficulty was most evident for teachers in Automotive (72 per cent), Electro-technology and Communications (69 per cent), Agriculture and Horticulture (63 per cent), Engineering (57 per cent) and Construction (52 per cent).
- Overall, employers considered a lack of suitable applicants as the principal reason for recruitment difficulty, with more than two thirds of respondents noting this as a reason. Around half the respondents also suggested that specialist skill needs, high levels of industry demand and relatively low pay were factors making recruitment of Vocational Education Teachers difficult.

### Occupational demand

Increasing demand for these skills is also evident in the significant rise in the level of advertised vacancies over the past few years. The DEEWR Internet Vacancy Index (IVI) shows advertised vacancies for Vocational Education Teachers increased by around 50 per cent between 2006 and 2009, although there was a slight fall in the number of advertised positions during 2009.

Increasing student numbers is leading to increasing demand for Vocational Education Teachers. Data from the National Centre for Vocational Education Research (NCVER) indicate that over the five years to 2009 the number of apprentices and trainees in-training increased by about 7 per cent (to almost 415 000), although there was a slight decline over the year to 2009. Australian Bureau of Statistics (ABS) Labour Force Survey (LFS) data shows that the number of Vocational Education Teachers employed has increased by 11 per cent over the same period to 37 500. However, since 2008 there has been a steady decrease in teacher numbers from a peak of 41 300 in November 2009.

**Figure 1: Employment of Vocational Education Teachers and Number of Apprentices and Trainees In-Training, 2004-2009 ('000)**



Source: ABS LFS and National Centre for Vocational Education Research Trainees and Apprentices

## Workforce and occupational supply

A relatively high proportion of Vocational Education Teachers (40 per cent) are employed part-time, compared with 30 per cent of all employees. Other characteristics of the Vocational Education Teacher workforce are provided in the table below.

**Table 1: Workforce characteristics**

Indicator	Level
How many workers are employed in this occupation?	37 500
What per cent work full-time?	60%
What are the weekly earnings for full-time workers (\$ before tax)?	\$1300
How does unemployment compare with other occupations?	below average
What is the long-term employment growth past 10 years?	33.5%
What is the medium-term employment growth past 5 years?	11%
What is the short-term employment growth past 2 years?	-9.2%
What is the likely future employment growth for the next five years?	moderate growth
Is the mix of industries favourable for employment growth?	favourable
Gross replacement rate – what proportion leave the occupation each year?	12.4%
What is the vacancy level for this occupation?	very low
What are the Job Prospects?	good

Source: DEEWR Job Outlook

Australian Bureau of Statistics figures from the Survey of Education and Work show slightly more than half the Vocational Education Teachers hold a Bachelor degree or higher qualification, about half of whom hold Postgraduate qualifications. In addition, almost two in five workers hold Diploma/Advanced Diploma or Certificate III/IV level qualifications.

Analysis of the educational profile for younger Vocational Education Teachers shows there has been a change in the way people enter this occupation. For those aged less than 35 years, around half hold Certificate III/IV level qualifications, one third hold Bachelor degrees and almost 20 per cent hold Postgraduate degrees.

This educational profile suggests there are a number of entry paths for Vocational Education Teachers, including work as a tradesperson followed by completion of a Certificate level qualification in Training and Assessment, completion of a Bachelor of Education or other Bachelor degree plus post-graduate study in education.

One potential source of new supply to the workforce of Vocational Education Teachers is the number enrolled to study a Certificate level qualification in Training and Assessment. Results from the survey which underpins this report shows this is the entry level qualification commonly required by employers. Data from the NCVER shows that in 2008 nearly 29 000 people were enrolled in such courses, 20 per cent lower than the number enrolled in 2002.

Data from the Department of Immigration and Citizenship indicate that net overseas migration makes a minimal contribution to labour supply, with only small numbers of immigrants nominating Vocational Education Teacher as their occupation.

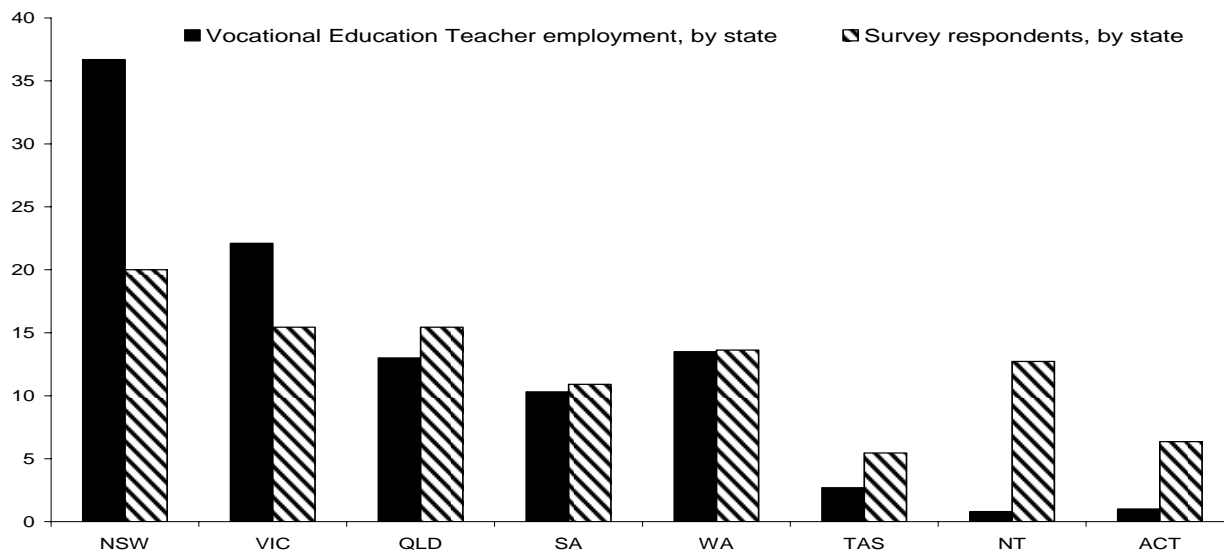
## Survey Findings

A survey of Vocational Education and Training providers was undertaken by DEEWR in November 2009. Government and non-government employers were selected at random through an Internet search. Employers were emailed surveys, which were completed and returned to the Department. The survey sample was not stratified across specialist teaching areas and the survey responses are disproportionate to the employment across

states/territories. However, the results provide a good overview of the recruitment experiences of employers trying to fill vacancies for Vocational Education Teachers. The distribution of respondents is shown in Figure 2.

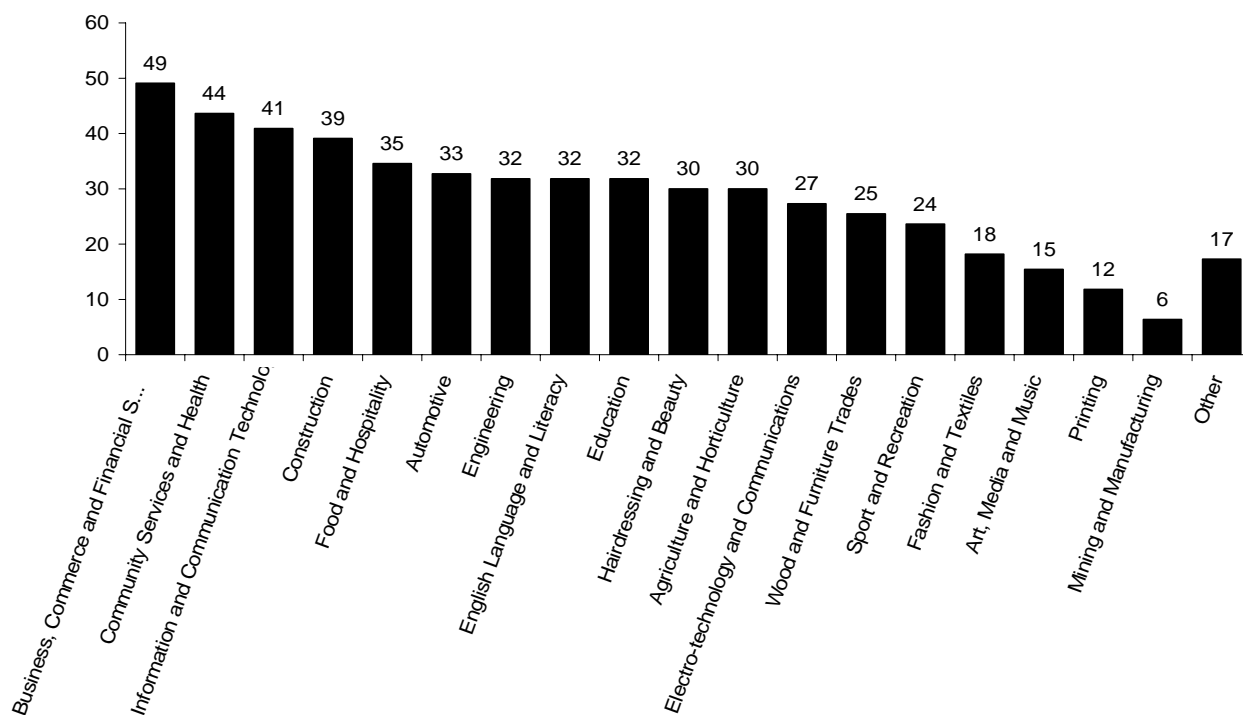
- Two hundred and forty three employers were contacted with a response rate of 45 per cent (110 employers).
- Thirty one per cent of respondents were government TAFE providers and the remaining 69 per cent were private providers of vocational education and training.

**Figure 2: State/Territory Distribution of Survey Respondents and Vocational Education Teacher Employment (% of total)**



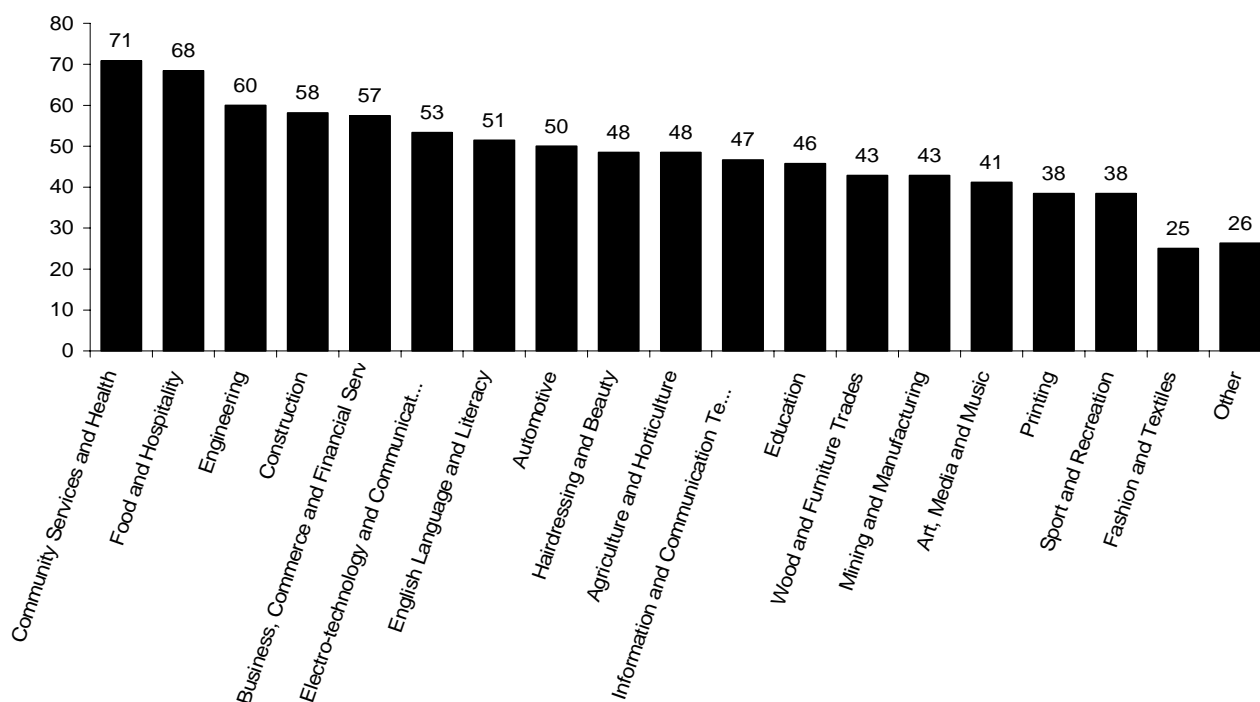
- Almost half (49 per cent) of respondents offered training in Business, Commerce and Financial Services, with large numbers of respondents also offering Community Services and Health (44 per cent), Information and Communication Technology (41 per cent) and Construction (39 per cent). See figure below.

**Figure 3: Distribution of Survey Respondents by Field of Study Offered (% of total, multiple fields allowed)**



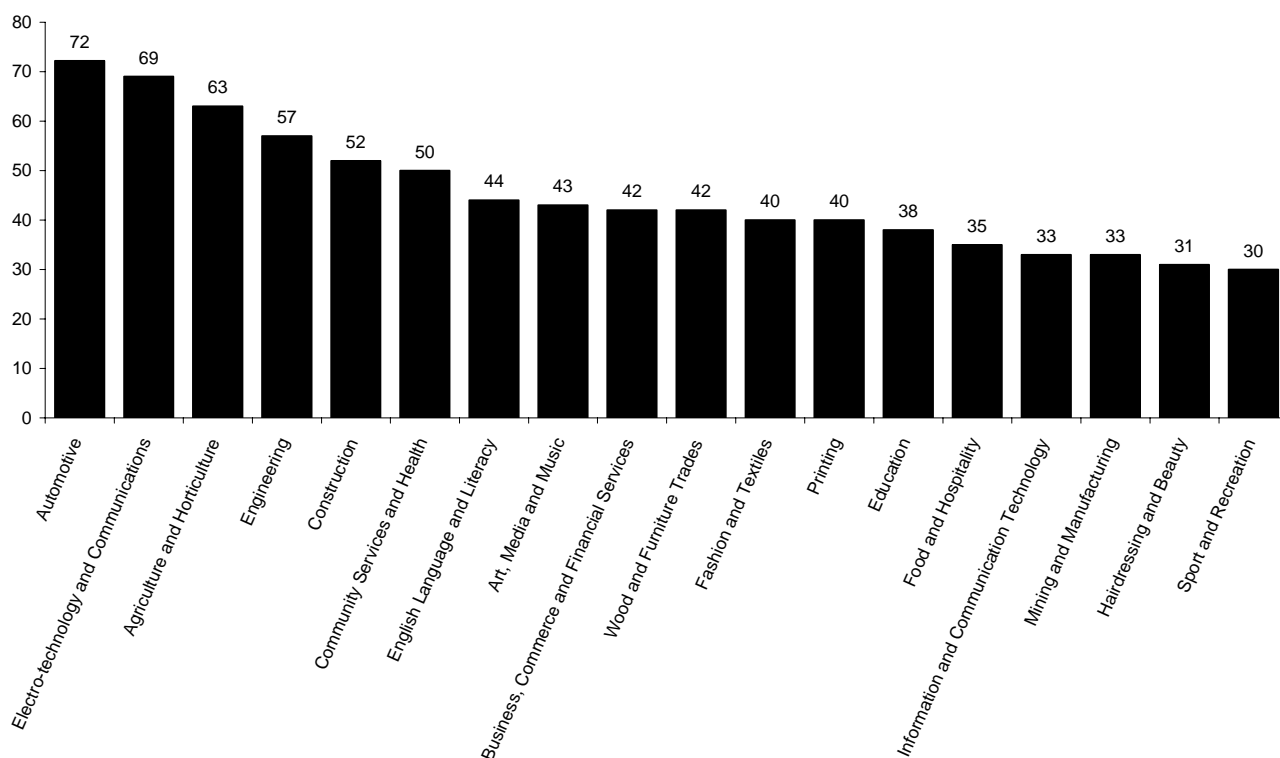
- Overall, 80 per cent of respondents had undertaken recruitment exercises for Vocational Education Teachers in the six months prior to the survey.
- Recruitment activity was greatest in Community Services and Health, with 71 per cent of respondents who offered training in this field recruiting in the previous six months. High levels of recruitment activity were also evident in Food and Hospitality (68 per cent), Engineering (60 per cent), Construction (58 per cent) and Business, Commerce and Financial Services (57 per cent).

**Figure 4: Recruitment Activity by Field of Study Offered (% of respondents offering field)**



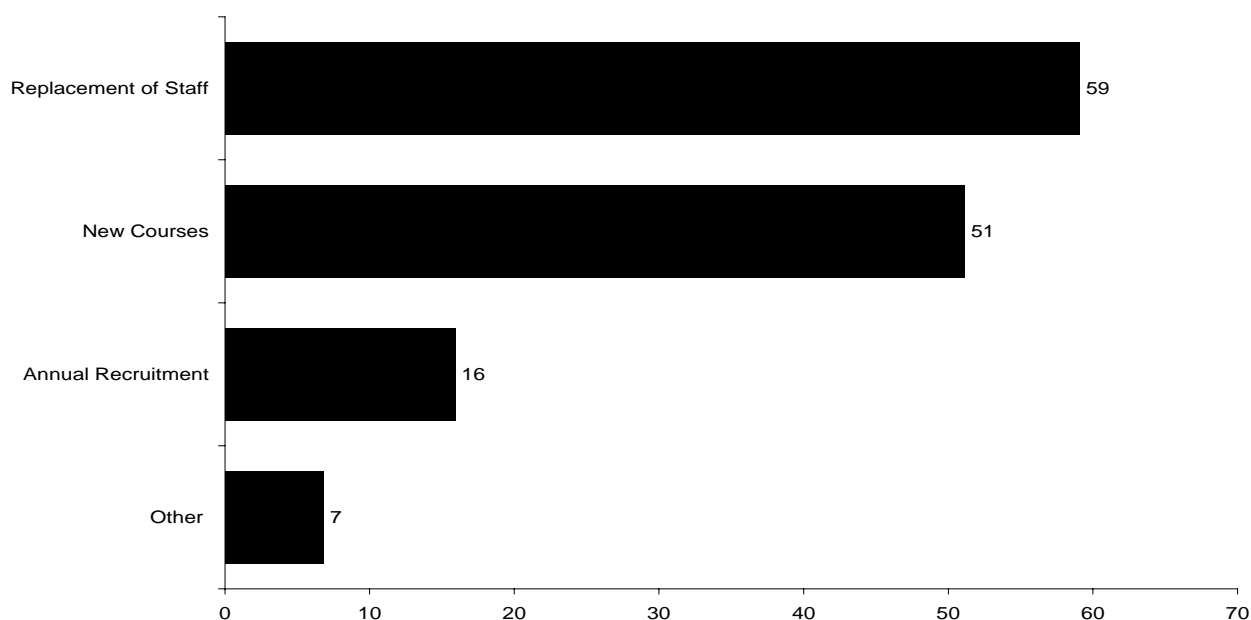
- Overall, 75 per cent of respondents who had recruited reported experiencing difficulty and 60 per cent of respondents who had not actively tried to recruit believed recruitment of Vocational Education Teachers would be difficult.
- Recruitment difficulty was most commonly reported by employers recruiting for teachers in Automotive skills (72 per cent), followed by Electro-technology and Communications (69 per cent), Agriculture and Horticulture (63 per cent), Engineering (57 per cent) and Construction (52 per cent).
- The least difficult recruiting was reported by employers seeking Vocational Education Teachers for Sport and Recreation, with just 30 per cent of those recruiting experiencing difficulty, followed by Hairdressing and Beauty (31 per cent). For Mining and Manufacturing, and Information and Communication Technology, 33 per cent of respondents who had recruited experienced difficulty.
- Generally, the skill areas for which recruitment of Vocational Education Teachers was most difficult correspond to shortages in the general labour market identified through DEEWR research. It is notable, though, that some of the least difficult to fill skill areas are also in shortage in the general labour market, for example Hairdressing and Mining and Manufacturing.

**Figure 5: Difficulty Recruiting Vocational Education Teachers as a Proportion of Employers who Attempted to Recruit in each Field of Education (%)**



- The main reason respondents had recruited was to replace existing staff (59 per cent) although more than half also indicated that the establishment of new courses had contributed to their need to recruit.

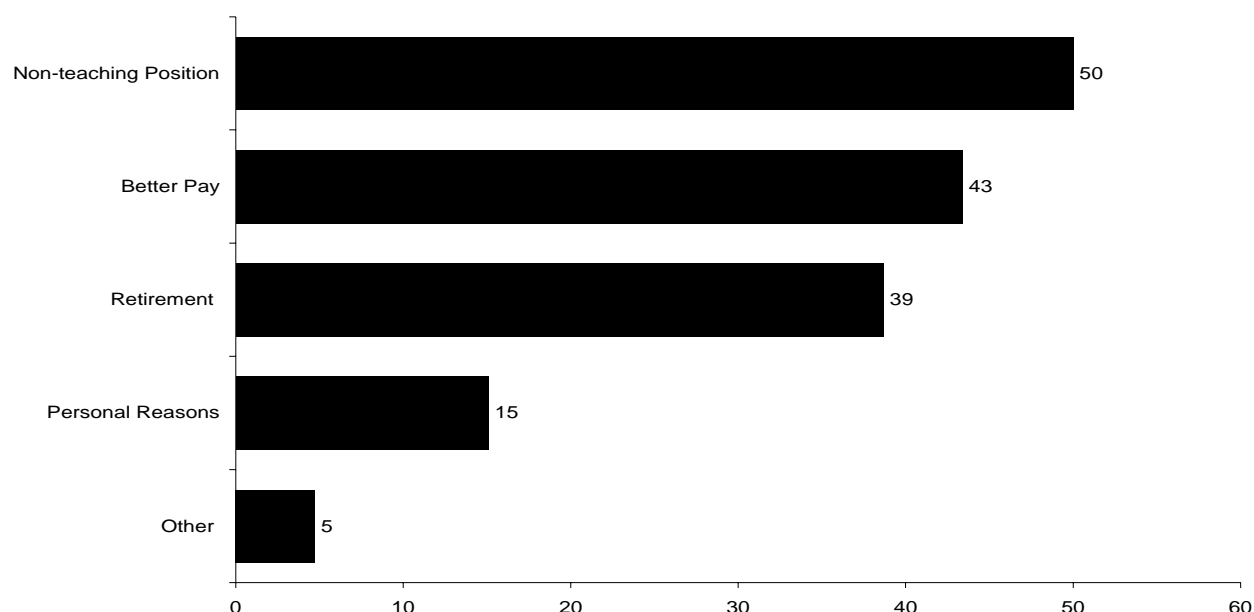
**Figure 6: Reasons Employers Recruited (% of respondents who recruited, multiple reasons allowed)**



- Almost half the survey respondents (49%) suggested turnover of Vocational Education Teachers is a significant factor in the need to recruit.
- The main reason teachers leave their employment is to take up non-teaching positions (50 per cent of respondents), with movement to better paying teaching positions also being significant, (43 per cent of respondents). Annual recruitment was not defined, but reflected employer comments in previous research which suggested some employers

undertake annual recruitment processes to fill vacancies arising for numerous reasons and to establish lists of candidates for possible future vacancies.

**Figure 7: Reasons for Staff Turnover (% of respondents, multiple reasons allowed)**



- Newspaper and Internet advertisements were the most commonly used methods to fill vacancies (66 per cent and 65 per cent respectively). Word of mouth was also commonly used with 59 per cent of respondents who had recruited using this method. Recruitment agencies were engaged to a lesser extent, with 17 per cent of respondents indicating that they had used this recruitment method.
- More than 90 per cent of employers required a Certificate III/IV in Training and Assessment, often in addition to other qualifications. Slightly less than 50 per cent of employers required trade experience of whom 75 per cent typically require four to six years experience in a related trade.

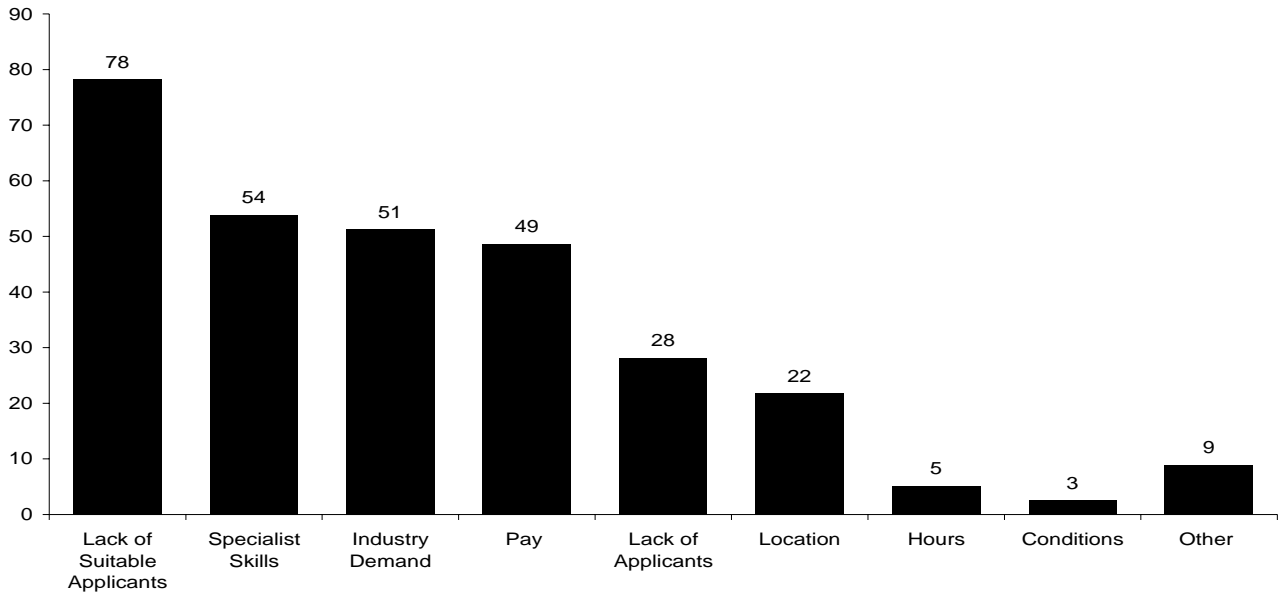
**Table 2: Qualifications sought**

Type of Qualification	% of Employers Requiring Qualification
Certificate III or IV in Training and Assessment	90.9%
Trade Experience	48.2%
Advanced Diploma or Diploma	37.3%
Certificate III or IV	30.9%
Bachelor Degree	26.4%
Post Graduate Degree	13.6%
Certificate II or III	9.1%

- Overall, employers considered a lack of suitable applicants as the principal reason for recruitment difficulty, with more than two thirds of respondents noting this as a reason. Around half the respondents also suggested that specialist skill needs, high levels of industry demand and relatively low pay were factors making recruitment of Vocational Education Teachers difficult.

- There was, however, some variation in perceptions about the reasons for recruitment difficulty. Employers who had recruited in the previous six months placed less significance on the level of industry demand (47 per cent mentioned this reason) than those who had not recruited (three quarters of whom considered this a contributing factor).

**Figure 8: Reasons for Recruitment Difficulties (% of respondents, multiple reasons allowed)**



- The vast majority of respondents (87 per cent) indicated they expect to recruit for Vocational Education Teachers in 2010.
- Respondents also suggest they anticipate recruitment will continue to be difficult, with more than three quarters expecting it will be difficult to fill future vacancies.
- The reasons respondents expect future recruitment to be difficult are similar to those for recent difficulties although a slightly lower proportion (73 per cent compared with 78 per cent) noted lack of suitable applicants as a reason, and a slightly lower proportion (45 per cent compared with 51 per cent) considered industry demand as a contributing factor. 'Conditions' was not defined but was intended to refer to conditions other than pay and hours, such as basis of employment, tenure and working environment.

**Figure 9: Expected Causes of Recruitment Difficulty (%)**

