
**PROFILES OF TEACHERS IN SELECTED
CURRICULUM AREAS:**

**FURTHER ANALYSES OF THE *STAFF IN
AUSTRALIA'S SCHOOLS 2010* SURVEY**

Paul Weldon
Glenn Rowley
Phillip McKenzie

November 2011

This report was commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). The assistance of Paul Hunt (DEEWR) and Martin Murphy (ACER) in preparing the report is gratefully acknowledged. The report is based on analyses of the data collected through the *Staff in Australia's Schools 2010* (SiAS) survey which DEEWR commissioned from ACER. The assistance of DEEWR, Advisory Committee members, ACER colleagues, school authorities and teacher and principal associations from around Australia in supporting the SiAS survey is gratefully acknowledged. Particular appreciation is due to the teachers and school leaders who completed the survey questionnaires. The views expressed in the report are those of the authors and not necessarily of DEEWR or any other individual or organisation.



CONTENTS

LIST OF TABLES	V
ACRONYMS	X
EXECUTIVE SUMMARY	XI
1. INTRODUCTION	1
1.1 OVERVIEW OF THE PROJECT	1
1.2 CURRICULUM AREAS EXAMINED IN THIS REPORT	1
1.3 BACKGROUND ON THE SIAS SURVEY	2
1.4 THE NUMBER OF TEACHERS IN THE SPECIFIED CURRICULUM AREAS	3
1.5 REPORTING AND INTERPRETING THE SURVEY DATA	5
2. SCHOOL LOCATION AND SECTOR	9
2.1 GEOGRAPHIC LOCATION OF THE SCHOOL	9
2.2 SCHOOL SECTOR	11
2.3 SOCIO-ECONOMIC COMPOSITION	12
3. DEMOGRAPHIC BACKGROUND	15
3.1 AGE	15
3.2 GENDER	16
3.3 COUNTRY OF BIRTH	18
4. QUALIFICATIONS AND TERTIARY STUDY	20
4.1 QUALIFICATIONS IN EDUCATION	20
4.2 QUALIFICATIONS IN FIELDS OTHER THAN EDUCATION	21
4.3 TERTIARY STUDY IN THE CURRICULUM AREA	23
5. PROFESSIONAL LEARNING ACTIVITIES	28
5.1 EXTENT OF PARTICIPATION IN PROFESSIONAL LEARNING	28
5.2 PERCEIVED BENEFITS OF PROFESSIONAL LEARNING	31
5.3 PERCEIVED NEEDS FOR PROFESSIONAL LEARNING	33
6. EMPLOYMENT BASIS AND WORKLOAD	35
6.1 BASIS OF EMPLOYMENT	35
6.2 WORKLOAD	37
7. CAREER PATHS	39
7.1 AGE STARTED TEACHING	39
7.2 LENGTH OF TEACHING EXPERIENCE	40
7.3 SCHOOLS WORKED IN	40
7.4 SCHOOL SECTORS AND LOCATIONS WORKED IN	41
8. CAREER INTENTIONS	44
8.1 INTENTION TO LEAVE TEACHING	44
8.2 NUMBER OF YEARS TEACHERS INTEND TO KEEP WORKING IN SCHOOLS	45
APPENDIX 1: THE TEACHER QUESTIONNAIRE	47
APPENDIX 2: LOTE TEACHERS	61
A.1 IDENTIFICATION OF LANGUAGES	61
A.2 SCHOOL LOCATION, SECTOR AND SES COMPOSITION	62

A.3 DEMOGRAPHIC CHARACTERISTICS OF LOTE TEACHERS	63
A.4 QUALIFICATIONS OF LOTE TEACHERS	64
A.5 PROFESSIONAL LEARNING OF LOTE TEACHERS	66
A.6 EMPLOYMENT BASIS OF LOTE TEACHERS.....	67
A.7 CAREER PATHS OF LOTE TEACHERS	68
A.8 CAREER INTENTIONS OF LOTE TEACHERS	69
APPENDIX 3: 2007 TABLES -----	71

LIST OF TABLES

Table 1: Proportion and number of teachers teaching in specified curriculum areas.....	xi
Table 1.1: Final school and teacher response rates for Australia, primary and secondary.....	3
Table 1.2: Primary teachers: proportions teaching in specified curriculum areas.....	3
Table 1.3: Secondary teachers: proportions currently teaching in specified curriculum areas	4
Table 1.4: Average standard errors for reported percentages, by subject specialty (Primary).....	6
Table 1.5: Average standard errors for reported percentages, by subject specialty (Secondary)....	6
Table 2.1: Geographic location of school: for teachers currently teaching in specified areas, Primary teachers.....	9
Table 2.2: Geographic location of school: for teachers currently teaching in specified areas, Secondary teachers.....	10
Table 2.3: School sector: for teachers currently teaching in specified areas, Primary teachers....	11
Table 2.4: School sector: for teachers currently teaching in specified areas, Secondary teachers	12
Table 2.5: School SES: for teachers currently teaching in specified areas, Primary teachers	13
Table 2.6: School SES: for teachers currently teaching in specified areas, Secondary teachers ..	14
Table 3.1: Age distribution: for teachers currently teaching in specified areas, Primary teachers	15
Table 3.2: Age distribution: for teachers currently teaching in specified areas, Secondary teachers	16
Table 3.3: Proportions of male and female teachers: for teachers currently teaching in specified areas, Primary teachers.....	16
Table 3.4: Proportions of male and female teachers: for teachers currently teaching in specified areas, Secondary teachers.....	17
Table 3.5: Age distribution by gender: for teachers currently teaching in specified areas, Primary teachers.....	17
Table 3.6: Age distribution by gender: for teachers currently teaching in specified areas, Secondary teachers.....	18
Table 3.7: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Primary teachers.....	18
Table 3.8: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Secondary teachers.....	19
Table 4.1: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Primary teachers	20
Table 4.2: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Secondary teachers	21
Table 4.3: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Primary teachers	22
Table 4.4: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Secondary teachers	23
Table 4.5: Primary teachers currently teaching in specified areas, by extent of tertiary study in the area	24
Table 4.6: Secondary teachers currently teaching in specified areas, by extent of tertiary study in the area	25
Table 4.7: Secondary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching.....	27
Table 5.1: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Primary teachers	28
Table 5.2: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Secondary teachers	29
Table 5.3: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Primary teachers	29
Table 5.4: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Primary teachers.....	30

Table 5.5: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Secondary teachers	30
Table 5.6: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Secondary teachers	31
Table 5.7: Professional learning impact: for teachers currently teaching in specified areas, Primary teachers.....	32
Table 5.8: Professional learning impact: for teachers currently teaching in specified areas, Secondary teachers.....	32
Table 5.9: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Primary teachers	33
Table 5.10: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Secondary teachers	34
Table 6.1: Proportion employed full-time: for teachers currently teaching in specified areas, Primary teachers.....	35
Table 6.2: Proportion employed full-time: for teachers currently teaching in specified areas, Secondary teachers.....	36
Table 6.3: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Primary teachers.....	36
Table 6.4: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Secondary teachers.....	37
Table 6.5: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Primary teachers	37
Table 6.6: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Secondary teachers	38
Table 7.1: Average age started teaching: for teachers currently teaching in specified areas, Primary teachers.....	39
Table 7.2: Average age started teaching: for teachers currently teaching in specified areas, Secondary teachers.....	39
Table 7.3: Average length of teaching experience: for teachers currently teaching in specified areas, Primary teachers.....	40
Table 7.4: Average length of teaching experience: for teachers currently teaching in specified areas, Secondary teachers.....	40
Table 7.5: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Primary teachers.....	41
Table 7.6: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Secondary teachers.....	41
Table 7.8: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Primary teachers	43
Table 7.9: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Secondary teachers.....	43
Table 8.1: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Primary teachers.....	44
Table 8.2: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Secondary teachers.....	45
Table 8.3: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Primary teachers	45
Table 8.4: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Secondary teachers	46
Table A.1: LOTE teachers: classification of specified languages into Asian and Non-Asian groups.....	61
Table A.2: LOTE teachers: geographic location of school, by language group	62
Table A.3: LOTE teachers: school sector, by language group.....	62
Table A.4: LOTE teachers: school SES composition, by language group.....	63
Table A.5: LOTE teachers: age distribution and average age, by language group	63
Table A.6: LOTE teachers: proportions of male and female teachers, by language group.....	64

Table A.7: LOTE teachers: proportion of teachers born in Australia, by language group	64
Table A.8: LOTE teachers: proportions who hold qualifications in Education, by language group	65
Table A.9: LOTE teachers: proportions who hold qualifications in fields other than Education, by language group	65
Table A.10: LOTE teachers: average number of days of professional learning in past 12 months, by language group	66
Table A.12: LOTE teachers: Perceived needs for more professional learning, by language group	67
Table A.13: LOTE teachers: proportion employed full-time, by language group	67
Table A.14: LOTE teachers: proportion employed on an on-going or contractual basis, by language group	68
Table A.15: LOTE teachers: average length of teaching experience, by language group	68
Table A.16: LOTE teachers: sector and location of current and first schools for those who have worked in more than one school, by language group	69
Table A.17: LOTE teachers: proportions who intend to leave teaching permanently prior to retirement, by language group	69
Table A.18: LOTE teachers: average number of years that teachers intend to keep working in schools, by language group	70
Table A2.1.1: Final school and teacher response rates for Australia, primary and secondary, 2007	71
Table A2.1.2: Primary teachers: proportions teaching in specified curriculum areas, , 2007	71
Table A2.1.3: Secondary teachers: proportions teaching in specified curriculum areas, 2007	71
Table A2.2.1: Geographic location of school: for teachers currently teaching in specified areas, Primary teachers, 2007	71
Table A2.2.2: Geographic location of school: for teachers currently teaching in specified areas, Secondary teachers, 2007	72
Table A2.2.3: School sector: for teachers currently teaching in specified areas, Primary teachers, 2007	72
Table A2.2.4: School sector: for teachers currently teaching in specified areas, Secondary teachers, 2007	72
Table A2.2.5: School SES: for teachers currently teaching in specified areas, Primary teachers, 2007	73
Table A2.2.6: School SES: for teachers currently teaching in specified areas, Secondary teachers, 2007	73
Table A2.3.1: Age distribution: for teachers currently teaching in specified areas, Primary teachers, 2007	73
Table A2.3.2: Age distribution: for teachers currently teaching in specified areas, Secondary teachers, 2007	74
Table A2.3.3: Proportions of male and female teachers: for teachers currently teaching in specified areas, Primary teachers, 2007	74
Table A2.3.4: Proportions of male and female teachers: for teachers currently teaching in specified areas, Secondary teachers, 2007	74
Table A2.3.5: Age distribution by gender: for teachers currently teaching in specified areas, Primary teachers, 2007	75
Table A2.3.6: Age distribution by gender: for teachers currently teaching in specified areas, Secondary teachers, 2007	75
Table A2.3.7: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Primary teachers, 2007	75
Table A2.3.8: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Secondary teachers, 2007	76
Table A2.4.1: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Primary teachers, 2007	76
Table A2.4.2: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Secondary teachers, 2007	77

Table A2.4.3: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Primary teachers, 2007	77
Table A2.4.4: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Secondary teachers, 2007	78
Table A2.4.5: Primary teachers currently teaching in specified areas, by extent of tertiary study in the area, 2007	78
Table A2.4.6: Secondary teachers currently teaching in specified areas, by extent of tertiary study in the area, 2007	79
Table A2.4.7: Primary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching, 2007	79
Table A2.4.8: Secondary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching, 2007	80
Table A2.4.9: Proportions currently studying for a tertiary qualification: for teachers currently teaching in specified areas, Primary teachers, 2007	81
Table A2.4.10: Proportions currently studying for a tertiary qualification: for teachers currently teaching in specified areas, Secondary teachers, 2007	81
Table A2.5.1: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Primary teachers, 2007	81
Table A2.5.2: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Secondary teachers, 2007	82
Table A2.5.3: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Primary teachers, 2007	82
Table A2.5.4: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Primary teachers, 2007	82
Table A2.5.5: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Secondary teachers, 2007	83
Table A2.5.6: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Secondary teachers, 2007 ..	83
Table A2.5.7: Professional learning impact: for teachers currently teaching in specified areas, Primary teachers, 2007	84
Table A2.5.8: Professional learning impact: for teachers currently teaching in specified areas, Secondary teachers, 2007	84
Table A2.5.9: Professional learning: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, for teachers currently teaching in specified areas, Primary teachers, 2007	85
Table A2.5.10: Professional learning: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, for teachers currently teaching in specified areas, Secondary teachers, 2007	85
Table A2.5.11: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Primary teachers, 2007	85
Table A2.5.12: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Secondary teachers, 2007	86
Table A2.6.1: Proportion employed full-time: for teachers currently teaching in specified areas, Primary teachers, 2007	86
Table A2.6.2: Proportion employed full-time: for teachers currently teaching in specified areas, Secondary teachers, 2007	86
Table A2.6.3: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Primary teachers, 2007	87
Table A2.6.4: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Secondary teachers, 2007	87
Table A2.6.5: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Primary teachers, 2007	87
Table A2.6.6: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Secondary teachers, 2007	88

Table A2.7.1: Average age started teaching: for teachers currently teaching in specified areas, Primary teachers, 2007.....	88
Table A2.7.2: Average age started teaching: for teachers currently teaching in specified areas, Secondary teachers, 2007.....	88
Table A2.7.3: Average length of teaching experience: for teachers currently teaching in specified areas, Primary teachers, 2007.....	89
Table A2.7.4: Average length of teaching experience: for teachers currently teaching in specified areas, Secondary teachers, 2007.....	89
Table A2.7.5: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Primary teachers, 2007.....	89
Table A2.7.6: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Secondary teachers, 2007.....	90
Table A2.7.7: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Primary teachers, 2007.....	90
Table A2.7.8: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Secondary teachers, 2007....	90
Table A2.8.1: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Primary teachers, 2007.....	91
Table A2.8.2: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Secondary teachers, 2007.....	91
Table A2.8.3: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Primary teachers, 2007.....	91
Table A2.8.4: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Secondary teachers, 2007.....	92
Table A2L.1: LOTE teachers: classification of specified languages into Asian and Non-Asian groups, 2007.....	92
Table A2L.2: LOTE teachers: geographic location of school, by language group, 2007.....	92
Table A2L.3: LOTE teachers: school sector, by language group, 2007.....	93
Table A2L.4: LOTE teachers: school SES composition, by language group, 2007.....	93
Table A2L.5: LOTE teachers: age distribution and average age, by language group, 2007.....	93
Table A2L.6: LOTE teachers: proportions of male and female teachers, by language group, 2007.....	94
Table A2L.7: LOTE teachers: proportion of teachers born in Australia, by language group, 2007.....	94
Table A2L.8: LOTE teachers: proportions who hold qualifications in Education, by language group, 2007.....	94
Table A2L.9: LOTE teachers: proportions who hold qualifications in Education, by language group, 2007.....	95
Table A2L.10: LOTE teachers: average number of days of professional learning in past 12 months, by language group, 2007.....	95
Table A2L.11: LOTE teachers: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, by language group, 2007.....	96
Table A2L.12: LOTE teachers: Perceived needs for more professional learning, by language group, 2007.....	96
Table A2L.13: LOTE teachers: proportion employed full-time, by language group, 2007.....	97
Table A2L.14: LOTE teachers: proportion employed on an on-going or contractual basis, by language group, 2007.....	97
Table A2L.15: LOTE teachers: average length of teaching experience, by language group, 2007.....	97
Table A2L.16: LOTE teachers: sector and location of current and first schools for those who have worked in more than one school, by language group, 2007.....	98
Table A2L.17: LOTE teachers: proportions who intend to leave teaching permanently prior to retirement, by language group, 2007.....	98
Table A2L.18: LOTE teachers: average number of years that teachers intend to keep working in schools, by language group, 2007.....	98

ACRONYMS

ABS	Australian Bureau of Statistics
ACER	Australian Council for Educational Research
DEEWR	Department of Education, Employment and Workplace Relations
ESL	English as a Second Language
FTE	Full-time equivalent
IT	Information Technology
LOTE	Languages other than English
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs
PL	Professional learning
SES	Socio-economic status
SiAS	<i>Staff in Australia's Schools</i> project
VET	Vocational Education and Training

EXECUTIVE SUMMARY

INTRODUCTION

This report was commissioned by DEEWR and uses data from the 2010 *Staff in Australia's Schools* (SiAS) survey to analyse the profiles of the teachers teaching in five selected curriculum areas in primary schools and 12 areas in secondary schools and to compare the 2010 data with that obtained in the 2007 SiAS survey. The areas were selected to help inform policy initiatives as well as concerns about teacher shortages in those areas and other related workforce issues.

The SiAS survey was conducted in Terms 3 and 4 of 2010 and achieved responses from 4599 primary teachers and 10876 secondary teachers. While the number of responding teachers across Australia was very substantial, the overall response rates (34% for primary teachers and 32% for secondary teachers) were lower than was intended. All possible steps were taken to examine and minimise the potential impact of non-response bias, and to carefully weight the data. Nevertheless, the results should be used with caution, particularly in those curriculum areas in which relatively few teachers are teaching.

Standard errors have been included to provide a guide to the precision of the estimates, and the data quality is likely to be at least equal to other teacher surveys conducted to date in Australia. Nevertheless, the figures reported are estimates of population values obtained from the SiAS sample and care needs to be taken in their interpretation, especially in regard to sub-groups of teachers, due to their much smaller numbers.

Table 1 provides estimates of the proportions of teachers who reported teaching in the specified curriculum areas that are the focus of this report.¹

Table 1: Proportion and number of teachers teaching in specified curriculum areas

Area	Proportion of all teachers who reported teaching in the area (%)	Estimated number of teachers teaching in the area
Primary		
Literacy	8.8	10 900
Numeracy	7.4	9 100
LOTE	2.3	2 800
Computing	6.1	7 500
Special Needs	5.5	6 800
Secondary		
English	23.7	29 000
LOTE	5.5	6 700
Mathematics	24.9	30 400
Biology	8.3	10 100
Chemistry	7.5	9 200
Physics	6.7	8 200
Science – General	17.6	21 500
Geography	12.1	14 800
History	15.4	18 800
Computing/IT	10.5	12 800
VET	6.7	8 200
Special Needs	4.8	5 900

¹ The main body of the report distinguishes in the analyses of LOTE teachers between those teaching Asian languages and those teaching non-Asian languages; only a limited number of such differences are referred to in the executive summary.

MAIN FINDINGS

School Location, Sector and Socioeconomic Composition

Geographical location of the school

Primary: LOTE teachers are slightly more likely to be teaching in schools located in metropolitan areas than other teachers, and slightly less likely in provincial areas. There are more teachers in all five areas in remote locations than for primary teachers overall.

Secondary: The distribution of all 12 areas is broadly similar to that of secondary teachers overall. Among secondary VET teachers a slightly lower proportion are teaching in metropolitan areas and higher proportions are teaching in provincial locations. Slightly lower proportions of teachers are teaching LOTE in provincial and remote schools than would be expected given the distribution of all secondary teachers.

School sector

Primary: The distribution of LOTE teachers in government primary schools is about 7 percentage points lower than for primary teachers as a whole, as was the case in 2007. Catholic primary schools have slightly higher proportions of teachers in all five areas than for primary teachers as a whole, while in independent primary schools there are noticeably fewer Computing teachers.

Secondary: There are slightly fewer teachers of LOTE in government schools than teachers in other areas. The emphasis of government schools on VET is evident, with 70% of those teaching VET being located in government schools, which is about 10 percentage points higher than for secondary teachers overall. There is also a higher proportion of Special Needs teachers (69%) in the government sector than for secondary teachers overall.

Socioeconomic composition of the school

Primary: The proportion of those teaching LOTE who are located in schools in high socioeconomic status (SES) areas has increased since 2007 to about 16 percentage points higher, and in medium SES schools about 12 percentage points lower, than would be expected given the distribution of primary teachers overall.

Secondary: LOTE and VET stand out as areas in which the distribution of teachers currently working in the area is different to what would be expected from the distribution of secondary teachers overall. The high SES group of schools has about 44% of those currently teaching LOTE which is about 10 percentage points higher than would otherwise be expected. VET teachers are largely concentrated in low SES schools; about 10 percentage points higher than expected. There are relatively few VET teachers in high SES schools.

Demographic Characteristics

Teacher age

Primary: Those teaching in the specialist areas of Literacy, Numeracy, LOTE and Computing are younger than other primary teachers on average and 2-3 years younger than in 2007. Among LOTE teachers the average age of teachers of Asian languages is 3 years less than teachers of non-Asian languages.

Secondary: VET and Special Needs teachers are about 1-2 years older on average than teachers in the other areas and secondary teachers overall (and teachers of non-Asian languages are about

3 years older than other LOTE teachers). Over 40% of teachers currently working in Special Needs are aged over 50 years, suggesting relatively strong future replacement demand as teachers retire.

Teacher gender

Primary: Overall about 19% of primary teachers are males. There are 4 percentage points fewer males teaching numeracy than there are male primary teachers in general. Very few primary LOTE teachers (9%) are male, though the percentage is higher than in 2007 (5%). The male specialist teachers at primary level are older on average than their female counterparts, a reversal of the 2007 results.

Secondary: A much higher proportion of secondary teachers (43%) are males than primary teachers, and there are large gender differences according to the curriculum area in which teachers are teaching. Relatively low proportions of males are teaching in English, LOTE, Special Needs, Geography and History, whereas in Mathematics, the Sciences, and Computing/IT over half the teachers are males. Male secondary teachers are up to 8 years older on average than female teachers in 10 of the 12 curriculum areas (the exceptions being LOTE and VET).

Teachers' country of birth

The teacher workforce has a lower proportion who were born overseas (about 13% for primary teachers, and 20% for secondary teachers) than the Australian population as a whole (about 25%). At primary school level it is only LOTE teachers who have a markedly higher proportion (33%) born overseas, compared to other teachers (as was the case in 2007). At secondary level about 47% of LOTE teachers were born overseas. At primary level there were notably lower proportions of teachers of Asian languages who were born in Australia (51%) than teachers of non-Asian languages (90%). The proportions of secondary LOTE teachers born in Australia were about the same (51-54%).

Qualifications and Tertiary Study

Qualifications in Education

Primary: About 61% of primary teachers hold a bachelor or honours degree in Education and 16% hold a Graduate Diploma in Education as their highest qualification. LOTE teachers, and to a lesser extent Computing teachers, differ slightly from this pattern: about 52% of primary LOTE teachers hold a bachelor or honours degree in Education and 24% a Graduate Diploma in Education, while 69% of Computing teachers hold a bachelor or honours degree in Education.

Secondary: Teachers in the sciences (notably Chemistry) stand out as holding fewer bachelor/honours qualifications in Education than other teachers (presumably because they tend to hold Science degrees). Relatively high proportions of VET teachers hold undergraduate certificates and bachelor/honours degrees in Education, which may reflect the addition of education qualifications to vocational credentials. There are higher numbers of teachers with masters or doctoral degrees in 2010, notably in LOTE (14%), Geography (14%) and Special Needs (15%).

Qualifications in fields other than Education

Primary: Over 70% of primary teachers have no qualification in a field other than education. Higher proportions of LOTE teachers (41%) hold qualifications in fields other than Education (especially at bachelor/honours, and graduate diploma levels) than primary teachers overall, as well as teachers in the other specialist areas.

Secondary: Those teaching in the Sciences are more likely to hold a bachelor/honours degree in a non-Education field, and those teaching VET or Special Needs are less likely to have a bachelor/honours degree in a non-Education field. Higher proportions of Computing/IT teachers (22%) and VET teachers (39%) hold undergraduate qualifications in other fields than do secondary teachers overall (12%). This suggests such teachers are more likely to enter teaching after having worked in another occupation.

Tertiary study in the curriculum area

Primary: In three of the specialist areas around two-thirds of the teachers have studied the area for at least one semester at second year tertiary level or have trained at tertiary level in teaching methodology in the area concerned: LOTE (70%); Computing (61%); and Special Needs (67%). About one-third of those currently teaching in these three areas appear to be teaching 'out-of-field'. In the case of Literacy and Numeracy the proportion of primary teachers who are notionally qualified in the terms used here is considerably higher (over 80%) and hence less than one-fifth of these teachers could be considered to be teaching out-of-field.

Secondary: Over 80% of the secondary teachers teaching English, LOTE, Biology and Chemistry have undertaken at least one semester at second year tertiary study in the area or training in teaching methodology in that field. There would appear to be relatively little out-of-field teaching in these areas. Other secondary areas in which relatively high proportions of the teachers are qualified as indicated by this measure are Mathematics (74%) and History (70%). Areas in which lower proportions of teachers have undertaken at least one semester at second year tertiary study (and hence out-of-field teaching is likely to be higher) are Science - General (67%), Physics (66%), Special Needs (58%), Computing/IT (58%), VET (55%), and Geography (52%).

The size of the potential 'reserve pool' in the specified secondary areas is relatively small. In general, most of the secondary teachers who are qualified in a given area are teaching in the area, and the other areas in which they are teaching are also often those reported to be experiencing shortages. For example, around 50% of the potential reserve pools of Chemistry and Physics teachers are currently teaching Mathematics, as are one-third of the potential reserve pool of Computing/IT teachers, as was the case in 2007.

Professional Learning Activities

Extent of participation in professional learning

The SiAS survey used a broad definition of professional learning (PL) and included formal and informal activities provided out-of-school and at school. Primary teachers indicated that they engaged in an average of 9 days PL in the past 12 months, and secondary teachers 7.6 days (a drop from 2007: 10 days for primary teachers and 9 days for secondary teachers).

Primary: Teachers in Literacy, Numeracy and Special Needs reported slightly higher participation in PL than primary teachers overall (10 days), while teachers in LOTE and Computing reported lower participation (about 7 days). Teachers of non-Asian languages reported lower participation (6.7 days) than did teachers of Asian languages (8.4 days). In three of the five areas at least half of the teachers have done PL in previous 12 months, with the highest proportion among Literacy teachers (64%). The lowest was among Computing teachers (37%).

Secondary: There was a more mixed picture at secondary level. In Biology and Chemistry teachers reported fewer PL days than secondary teachers as a whole. Teachers currently working in English, LOTE, Computing/IT, VET and Special Needs reported slightly higher levels than teachers in the other areas. In seven areas less than half of the teachers engaged in PL in the past 12 months (the four Sciences, Geography, History and Computing/IT). English (62%) and LOTE (63%) reported the highest levels of participation in PL.

Perceived benefits of professional learning

The main SiAS survey reported that the majority of teachers felt that the PL activities they had engaged in over the previous 12 months had been beneficial in improving their skills and knowledge.

Primary: In each of the six aspects examined, the specialist teachers provided more positive assessments of the benefits of PL than did primary teachers as a whole, with the exception of Computing teachers, whose ratings were slightly lower in four areas. One possible interpretation of the more positive assessments is that there may be more targeted PL opportunities for specialist primary teachers than for general classroom teachers.

Secondary: Secondary teachers as a whole were less positive about the benefits of their PL than primary teachers, and secondary teachers in the Sciences were less positive than teachers in other areas, as was the case in 2007. Teachers of English, LOTE, Geography, History, VET and Special Needs were more positive about the benefits of PL than secondary teachers overall.

Perceived needs for professional learning

Primary: The areas of greatest need appear to be in ‘methods for assessing student learning and development’ (45% indicated either a major or moderate need), ‘methods for engaging students in the subject matter’ (38%), and ‘developing activities relevant to my students’ (35%). There were few differences among the five curriculum areas in these perceived needs, although LOTE teachers expressed stronger needs in regard to methods for engaging students and planning worthwhile learning goals. Higher proportions of teachers of Asian languages expressed a need for more PL opportunities than did teachers of non-Asian languages.

Secondary: The areas of greatest need among secondary teachers are: ‘methods for engaging students in the subject matter’ (45%) and ‘developing learning activities relevant to my students’ (42%). Over half of teachers in the Sciences expressed a need in terms of engaging students.

Employment Basis and Workload

Basis of employment

Full-time employment is the most common time fraction for both primary teachers (77%) and secondary teachers (82%). Female teachers are much more likely to be employed part-time than are male teachers.

Primary: In all areas except LOTE, the proportion of full time teachers is about the same as that of primary teachers as a whole. Less than half of those teaching LOTE are employed full-time, which may be linked to the relatively small size of LOTE enrolments in primary schools and the high proportion of female LOTE teachers. Teachers of non-Asian languages were much less likely to be employed full-time than teachers of Asian languages.

Secondary: In 10 of the 12 areas there are higher proportions working full-time than among secondary teachers as a whole. The highest proportions (87-88%) are evident in Physics, Biology, Chemistry and Computing/IT. LOTE (74%) and Special Needs (77%) are the exceptions, although the difference in LOTE is not as marked as in primary schools.

Most teachers are employed on an on-going/permanent basis, and this is slightly more common among secondary (86%) than primary teachers (77%). At primary level the only noticeable difference among the areas relates to LOTE teachers where fewer are employed on an on-going basis and more are employed on a contractual or casual basis. There are no noticeable differences at secondary school level.

Workload

On average, full-time primary school teachers report that they spent 45.8 hours per week on all school-related activities, and secondary teachers an average of 46 hours per week, a drop from 2007 figures (48 hours per week for primary, 49 hours for secondary). Within this, full-time primary teachers reported an average of 23 hours per week of face-to-face teaching, and secondary teachers 19 hours, in each case a drop of about one hour from 2007 figures.

In four of the five specified primary areas teachers report working about the same hours per week than primary teachers overall, while LOTE teachers report working slightly fewer hours, on average. At secondary school level also there are only small differences in the average number of hours reported by teachers in the various curriculum areas and secondary teachers overall.

Career Paths

Age started teaching

On average, primary and secondary teachers were about the same age (25-27 years) on average when they started teaching.

There are only small differences in the average age at which teachers in the specified curriculum areas started teaching. At secondary level, LOTE teachers and teachers in the sciences started at a slightly older age on average than other teachers.

Teaching experience

On average, primary teachers had been teachers for 15.9 years, a slight fall from 2007 levels (17 years). Secondary teachers had been teachers for 17.6 years, a slight rise from 2007 levels (17 years). Primary teachers working in Numeracy, Computing and LOTE have 2-3 fewer years of teaching experience than primary teachers overall. There is greater variability in teaching experience among the teachers working the areas specified at secondary level. Teachers of Special Needs, VET, Physics and Mathematics have slightly more teaching experience on average than other secondary teachers.

School sectors and locations worked in

There is considerable mobility of teachers between schools. On average, teachers who have worked in more than one school (i.e. about 79% of primary teachers and secondary teachers) have taught in 5 schools. This implies that teachers move schools every 4-5 years, on average.

Primary: There were only small differences in the extent of school mobility among the teachers working in the specified curriculum areas, and who had changed schools. LOTE teachers had worked in one more school than other teachers, on average. LOTE teachers had also moved sectors more often than primary teachers in general, while the other four areas had moved sectors slightly less often. A higher proportions of LOTE teachers are now working in the Catholic and independent sectors. LOTE teachers are also slightly more likely to have started teaching in a different state/territory or country (17.4%), which is a higher proportion than among the other areas or primary teachers as a whole (15.8%). Around half of the LOTE teachers who have moved schools in this way started teaching in another country.

Secondary: Overall, secondary teachers exhibit more mobility between sectors and between jurisdictions than primary teachers. Nevertheless, there is considerable variation among fields in the extent of mobility. LOTE teachers had worked in one more school than other teachers, on average. About 40% of the LOTE teachers who have changed schools are now working in a different school sector to their first school. Other areas have a similar level of movement between

sectors as secondary teachers in general, with Chemistry and Biology teachers slightly lower than the average and English teachers slightly higher.

Career Intentions

Intention to leave teaching

Around 7% of primary teachers and 8% of secondary teachers intend to leave teaching permanently prior to retirement, slightly fewer than was the case in 2007. Over half the teachers indicated that they do not intend to leave teaching prior to retirement. However, one-third of primary and secondary teachers were unsure about their intentions in this regard.

Primary: Slightly more LOTE teachers (9%) indicated that they intend to leave teaching than teachers in the other areas or primary teachers overall. Teachers of Asian languages reported greater uncertainty about their career intentions (54.5%) than primary teachers as a whole (35%). This implies that it may be more difficult to determine the future demand for teachers of Asian languages at primary level.

Secondary: Those working in History and Computing/IT, and teachers of Asian languages reported a slightly greater likelihood of leaving teaching permanently than did other teachers. However, the differences between fields in these regards are fairly small and they do not differ greatly from secondary teachers as a whole. The main issue of concern across all areas is the fact that at least 30% of teachers are uncertain about whether they will continue in the profession.

Number of years teachers intend to keep working in schools

On average, primary teachers intend to continue working in schools for another 14.7 years, higher than the 2007 figure of 12 years. Secondary teachers intend to remain in schools for about 12 years. Given the average age of teachers, this implies that most intend to continue to retirement in their mid to late 50s.

Primary: Teachers in the five specified areas intend to teach for up to 4 years longer on average than primary teachers overall. In part this may be due to the fact that the specialist teachers are slightly younger on average than other primary teachers and therefore have potentially more of their career still ahead of them.

Secondary: The average length of time that teachers intended to keep working in schools were much the same as for secondary teachers overall, ranging from 11.6 years for LOTE teachers through to 14.0 years for Geography teachers. The average number of years teachers in the 12 areas considered intend to keep working in schools has risen slightly (by about 1 year) since 2007.

1. INTRODUCTION

1.1 Overview of the project

This report was commissioned by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR). It was designed to analyse the characteristics and profiles of the teachers teaching in selected learning (or curriculum) areas in primary and secondary schools. The intent was to use the data collected through the *Staff in Australia's Schools 2010* (SiAS) project to provide a more detailed analysis of the teachers concerned than was provided in the main survey report².

The SiAS project was designed to provide a detailed picture of the Australian teacher workforce, and to gather information to assist in future planning.

The SiAS survey report concentrated on the primary and secondary teacher workforces as a whole. However, the factors that shape the teaching career and workforce issues are likely to differ somewhat across the various curriculum areas in which teachers work. The present report is intended to provide more detail on the teachers teaching in particular curriculum areas of current high priority, as well as a comparison with 2007 SiAS data.

1.2 Curriculum areas examined in this report

The curriculum areas were selected by DEEWR on the basis of continued concerns about current or prospective shortages of teachers working in those areas, as well as other related workforce issues.

There were five areas identified in primary schools, and 12 areas identified in secondary schools:

Primary schools: areas selected for the study

Literacy
Numeracy
Languages other than English (LOTE)
Computing
Special Needs

Secondary schools: areas selected for the study

English
Languages other than English (LOTE)
Mathematics
(Science): Biology; Chemistry; Physics; Science – General
Geography
History
Computing/Information Technology
Vocational Education and Training (VET)
Special Needs

The objective was to use the SiAS 2010 data to provide a stronger information base to assist those responsible for ensuring that sufficient numbers of teachers qualified in these areas are working in schools.

² McKenzie, P., Rowley, G., Weldon, P. & Murphy, M. (2011). *Staff in Australia's Schools 2011*. A report prepared for the Australian Government Department of Education, Employment and Workplace Relations.

The variables identified for analysis were a sub-set of those collected through the SiAS survey and which were judged most relevant to issues concerning teacher career paths and supply. Part of the focus was on the extent to which teachers working in the specified curriculum areas differed from teachers overall, and from each other. The variables identified for analysis were as follows:

- School characteristics (sector, geographic location and socioeconomic status)
- Teacher demographic characteristics (age, gender and country of birth)
- Teacher qualifications, current study and professional learning activities
- Teacher employment and workload
- Teaching experience and career path
- Career intentions

1.3 Background on the SiAS survey

This project involved further analyses of the SiAS 2010 dataset and did not involve any new data. Accordingly, this section provides a brief outline of the SiAS survey and the strengths it offers for this work – as well as some cautions in interpreting the results. Full details on the survey design, operations and methodology are provided in McKenzie et al. (2011).

SiAS was commissioned by DEEWR in April 2010. It was conducted by ACER. The work was supported by a representative Advisory Committee. The project used an online survey of samples of teachers and leaders from all States and Territories and all school sectors. The survey ran from August to December 2010.

The survey was structured around four populations: Primary Teachers; Secondary Teachers; Primary Leaders; and Secondary Leaders. ‘Leaders’ were defined as Principals, Deputy/Vice Principals, and their equivalents in the different school systems. The design meant that all eligible teachers in Australia had an approximately equal probability of selection.

This particular report uses the data from just the Teacher survey, and so the rest of this section concentrates on that part of SiAS 2010. The *Teacher* questionnaire is included as Appendix 1 in this report. Primary and secondary teachers completed the same questionnaire although there were some elements that applied to particular levels of schooling.

The sample design was a two-stage cluster design in which schools were selected and all teachers within the school were invited to take part in the Teacher survey. Replacement schools were allowed at the first stage of sampling.

Table 1.1 records the final school and teacher response rates for Australia. After excluding the responses from teachers where the within-school teacher response rate was less than 20%, 4599 primary teachers were classified as having responded (a within-school response rate of 56%) and 10876 secondary teachers (54%). After multiplying together the school and within-school response rates, Table 1.1 shows that the final response rate for primary teachers was 34% and for secondary teachers 32%.

Weighting was used to ensure that the resulting data reflect the design of the sample. Weighting adjustments were made to account for the numeric effects of non-response, and the proportional effect of differential non-response across known populations. However, weighting does not remove the potential for non-response bias. Section 1.5 below discusses the issues that need to be taken into account in interpreting the data.

Table 1.1: Final school and teacher response rates for Australia, primary and secondary

	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	Final teacher response rate
Primary	743	447	60%	8250	4599	56%	34%
Secondary	689	406	59%	20299	10876	54%	32%

1.4 The number of teachers in the specified curriculum areas

The survey asked teachers to indicate the curriculum areas and levels of schooling in which they were teaching (questions 22 and 23). Overall 77.9% of primary teachers reported that they are general classroom teachers.

The five specified areas were among 13 areas classified as “primary - specialist teaching” in the questionnaire. Of course, all primary teachers engaged in general classroom teaching would be teaching literacy and numeracy as part of their general classes. The intent here was to identify those primary teachers who had specialist teaching responsibilities over and above their general classes, or instead of general classroom teaching.

As Table 1.2 indicates, 8.8% of primary teachers reported that they had specialist teaching responsibilities in Literacy, 7.4% in Numeracy, 6.1% in Computing, 5.5% in Special Needs, and just 2.3% in LOTE. As was the case in 2007, Literacy and Numeracy were the most frequently reported areas of specialist teaching at primary level, although the number of specialist teachers has dropped in comparison. In 2010, there were more Health and Physical Education specialist teachers (7%) than Computing.

Table 1.2: Primary teachers: proportions teaching in specified curriculum areas

Currently teaching in area:	Proportion of all primary teachers who reported teaching in the area (weighted) %		N (unweighted)	
	2010	2007	2010	2007
Literacy	8.8	14.5	395	738
Numeracy	7.4	12.5	296	621
LOTE	2.3	2.6	123	168
Computing	6.1	9.9	214	509
Special Needs	5.5		247	

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

LOTE remains one of the smallest specialist areas at primary school level, and the actual number (unweighted) of survey forms returned by primary teachers currently teaching in LOTE was quite small (123, compared with 168 in 2007). This means that particular care is needed in interpreting the primary LOTE data reported later in the report. It also means that it is not possible to provide all of the cross-tabulations provided in the main SiAS report (which discussed all teachers) as the cell sizes would be too small when examining individual learning areas. Appendix 2 provides more details on LOTE teachers in terms of those who indicated they were teaching an Asian language or a non-Asian language.

A reasonably large number of primary teachers reported that they were teaching in more than one of the five specialist areas listed in Table 1.2. After making allowance for this, overall 17.1% of primary teachers reported that they were teaching in at least one of the five specialist areas. Special Needs was

not an area considered in this analysis in 2007 and overall at that time, 19.9% of teachers were teaching in at least one of the four specialist areas. In 2010, 13.9% of primary teachers were teaching in at least one of these areas, a drop of six percentage points.

Comparisons are made throughout the report between primary teachers teaching in these five areas and “all primary teachers”. The large majority of “all primary teachers” are in fact involved in “general classroom teaching”. The report on the main SiAS study by McKenzie et al. (2011) indicated that 78% of primary teachers are currently involved in general classroom teaching. In effect, therefore, the comparisons that are made in this report between teachers in the specialist primary areas and all primary teachers can be interpreted as comparing the specialists with general classroom teachers.

The survey also asked secondary teachers to indicate the specialist areas in which they were currently teaching. Given the nature of secondary schooling, secondary teachers were provided with a much larger number (39) of specialist areas which they could indicate. For this report, 12 specialist areas were the focus at secondary level, and these are listed in Table 1.3.³

Table 1.3: Secondary teachers: proportions currently teaching in specified curriculum areas

Currently teaching in area:	Proportion of all secondary teachers who reported teaching in the area (weighted) %		N (unweighted)	
	2010	2007	2010	2007
	English	23.7	19.9	2622
LOTE	5.5	4.7	613	281
Mathematics	24.9	20.5	2649	1155
Biology	8.3	6.4	908	344
Chemistry	7.5	5.7	814	309
Physics	6.7	5.5	730	284
Science – General	17.6	14.2	1922	803
Geography	12.1	8.4	1157	434
History	15.4	11.2	1494	570
Computing/IT	10.5	9.1	1086	505
VET	6.7	6.3	723	306
Special Needs	4.8		514	

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

The table includes the largest areas of teaching at secondary school level: Mathematics (24.9% of secondary teachers reported they were teaching in this area), English (23.7%), Science-General (17.6%), and History (15.4%). It also includes some of the smallest areas of teaching: LOTE (5.5%), Physics (6.7%), VET (6.7%) and Chemistry (7.5%). The relatively small number of teachers working in these areas indicates that caution is needed in interpreting their results throughout the report.⁴

Large numbers of secondary teachers reported that they were teaching in more than one of the 12 areas listed in Table 1.3. After making allowance for this, overall three-quarters of secondary teachers (75.1%) reported that they were teaching in at least one of the 12 areas (discounting Special Needs, the result is 73.4%, compared to the 2007 total of 66.2%, indicating a rise of about 7 percentage points). Therefore, the results in this report apply to a much larger proportion of secondary teachers than to primary teachers (17.1%) as specialist teaching is less common at primary level.

³ Computing and Information Technology were listed as separate areas in the questionnaire, but they have been combined for the purposes of this report.

⁴ The Appendix includes information on LOTE teachers in terms of those who indicated they were teaching an Asian language and those who were teaching other languages.

Throughout the report comparisons are made with results from the 2007 survey where equivalent data are available from both surveys. Appendix 3 includes the relevant tables from the 2007 study.

1.5 Reporting and interpreting the survey data

While the number of responding Teachers across Australia is very substantial, the overall response rates of 34% for Primary Teachers and 32% for Secondary teachers, are lower than was intended. Relatively low response rates were evident at both stages of the sample design: (1) when schools were invited to take part (60% of Primary schools and 59% of Secondary schools in the Teacher survey responded with valid teacher lists); and (2) when teachers were sampled within schools (56% of sampled Primary Teachers responded and 54% of sampled Secondary Teachers). The response rates also varied by gender, state and territory, and school sector.

Statistics computed on the SiAS Teacher and Leader samples provide accurate accounts of the samples to which they refer. But they can only provide *estimates* of what the summary statistics would be if we had data from the complete population. These estimates can never be perfectly precise, and the degree of imprecision they contain is captured by a statistic known as the *standard error*.

If we were to draw several samples from the same population, using the same procedures and the same sampling frame, any statistic that we calculate (whether it be a percentage, a mean, or whatever) would vary a little from sample to sample. At the centre of the distribution would be the population value; surrounding it would be a number of sample estimates. If we were able to take hundreds (or even thousands) of repeated samples, we could calculate the standard deviation of those sample estimates with precision. The standard deviation of estimates that would be obtained by taking repeated samples in the same way is known as the *standard error*. It captures the amount of variation that we would expect to find among similarly-designed samples. In general, the sample estimate would be within one standard error of the population value *more often than not* (precisely, with probability 0.68). *Almost all* sample estimates would be within 1.96 standard errors of the population value (precisely, with probability 0.95).

Consequently, knowledge of standard errors enables us to construct confidence intervals around any reported statistic. A 95% confidence interval would extend from 1.96 standard errors below the sample value to 1.96 standard errors above the sample value, and would enable us to say that the population value is *almost certainly* (i.e. with 95% probability) within the range. A 68% confidence interval would extend from 1 standard error below the sample value to 1 standard error above the sample value, and would enable us to say that the population value is *more likely than not* (68% probability) within the range. Although 95% confidence intervals are more commonly used, we should be aware that they span a very wide range in order to capture the population value with a high degree of certainty.

For example, it will be reported in Table 3.7 that 89.0% of Primary Literacy specialist teachers were born in Australia. The standard error of this statistic is 2.9%, based on the figures provided in Table 1.4. It follows, then, that there would be a 68% probability that the actual value lies within 1 standard error of 89.0% (i.e. between 86.1% and 91.9%) and a 95% probability that the actual value lies within 1.96 standard errors of 89.0% (i.e. between 83.3% and 94.7%). The 68% confidence interval locates where the population value probably lies, but with less confidence. The 95% confidence interval locates the population value with a high degree of confidence, but within a very wide range.

Standard errors vary according to two factors:

- The proportion or per cent being estimated. The standard error is at its highest when the proportion is 50% and becomes smaller as the proportion estimated moves further away from 50 per cent.

- The extent of clustering within the sampling units (i.e., schools). To the extent that respondents are alike within a school and different to those in other schools, the standard error will be greater. To the extent that respondents within a school are no more like one another than they are like respondents from other schools, the standard error would be smaller.

For the data reported here, the issue is compounded by the fact that the subgroups being reported are in some cases quite small. Among Secondary teachers, the actual sample sizes range from 514 (for those currently teaching in the area termed Special Needs) to 2649 (currently teaching Mathematics), which would, in general, yield estimates of reasonable precision. However, for Primary teachers, the sample sizes range from 123 (teachers of LOTE) to 395 (specialist teachers of Literacy), reflecting the fact that the large majority of Primary teachers are general classroom teachers.

Tables 1.4 and 1.5 summarise the magnitude of standard errors for percentages included in this report. They provide a guide to the level of precision that can be expected for percentages where the respondents are classified into groups according to the subjects they are currently teaching.

The symmetry among the rows of these tables is no accident. When we report (as we will in Table 3.7) that 89.0% of Primary Literacy specialist teachers were born in Australia, the standard error is 2.9%, based on the figures provided in Table 1.4. It follows, even though we do not report it, that 11.0% were not born in Australia (and the standard error is also 2.9%). Both percentages are estimated with exactly the same precision, and both are included in the calculations for Table 1.4, even though only one is reported in Chapter 3. In general, the precision for an estimate of X% provides us with knowledge of the precision with which an estimate of (100-X)% is estimated, and both are included in the calculations that produced Tables 1.4 and 1.5.

Table 1.4: Average standard errors for reported percentages, by subject specialty (Primary)

% (range)	Literacy	Numeracy	LOTE	Comp	Special Needs
0-10	1.3	1.3	1.5	2.6	1.9
10-20	2.9	2.9	3.4	3.3	3.6
20-40	4.3	4.3	4.7	5.2	4.8
40-60	3.8	3.8	4.7	6.7	5.4
60-80	4.3	4.3	4.7	5.2	4.8
80-90	2.9	2.9	3.4	3.3	3.6
90-100	1.3	1.3	1.5	2.6	1.9

Table 1.5: Average standard errors for reported percentages, by subject specialty (Secondary)

% (range)	English	LOTE	Maths	Biol.	Chem.	Phys.	Science General	Geog.	Hist.	Comp./ IT	VET	Special Needs
0-10	0.5	1.1	0.5	0.8	0.9	1.0	0.6	0.8	0.7	1.0	0.8	1.0
10-20	1.2	1.9	1.1	1.8	1.6	1.8	1.2	1.7	1.5	1.8	1.7	2.0
20-40	1.9	3.1	2.0	2.9	2.9	3.0	2.1	2.8	2.4	2.8	3.1	3.6
40-60	2.1	3.3	1.9	2.5	2.8	3.0	2.0	1.9	2.7	3.2	2.7	3.5
60-80	1.9	3.1	2.0	2.9	2.9	3.0	2.1	2.8	2.4	2.8	3.1	3.6
80-90	1.2	1.9	1.1	1.8	1.6	1.8	1.2	1.7	1.5	1.8	1.7	2.0
90-100	0.5	1.1	0.5	0.8	0.9	1.0	0.6	0.8	0.7	1.0	0.8	1.0

From Tables 1.4 and 1.5, it is apparent that:

- Standard errors are considerably larger for the Primary specialist subject groups than for the Secondary subject teacher groups. This is a consequence of the fact that there are relatively few Primary teachers who are subject specialists, whereas most Secondary teachers are subject specialists.

- Among Primary teachers, the standard errors are less for the Literacy and Numeracy subject teacher groups than for the LOTE, Computing and Special Needs groups ;
- For Primary subject groups, the standard errors of reported percentages are generally in the range:
 - 1-3% where the reported percentages is in the range 0-10% or 90-100%;
 - 3-4% where the reported percentages is in the range 10-20% or 80-90%;
 - 4-5% where the reported percentages is in the range 20-40% or 60-80%; and
 - 4-7% where the reported percentages is in the range 40 to 60%.
- For Secondary subject groups, the standard errors of reported percentages are generally in the range:
 - less than 1% where the reported percentages is in the range 0-10% or 90-100%;
 - 1-2% where the reported percentages is in the range 10-20% or 80-90%; and
 - 2-4% where the reported percentages is in the range 20-80%.

Particular caution needs to be exercised in interpreting small percentages. A simple example can be used to illustrate why this is so. Suppose that one person in 100 has a particular characteristic – say, for example, susceptibility to a relatively rare disease. In randomly-chosen samples of 100 persons, you might expect to find, on average, one susceptible person. But you will not find one in each sample – many samples will fail to find even one, and some may find two or (rarely) three. If a sample of 100 includes no susceptible persons, we cannot conclude that there are none in the population – there may be 1, 2 or even 3 percent. In terms of standard errors, we might find a sample estimate of 0, 1 or perhaps 2 percent, with a standard error of 1 or 2 percent. Clearly the sample estimate tells us that the percentage is very small, but it does not estimate the percentage with precision.

Situations like this occur frequently in the chapters that follow, particularly with the Primary Teacher subject groups. In Table 2.1, for example, it is estimated that 5.4% of Primary LOTE teachers are located in remote areas. But the estimate is based on a sample of just 123 Primary LOTE teachers, and the standard error of this estimate is likely to be around 1.5%. What the survey tells us is that the percentage of LOTE teachers located in the Northern Territory is very small (which would have been anticipated); it does not (and cannot) give an accurate fix on the actual number.

2. SCHOOL LOCATION AND SECTOR

This section analyses the distribution of the teachers currently teaching in the specified curriculum areas according to the geographic location of the school where they are working, the sector of schooling concerned (government, Catholic and independent), and the socio-economic composition of the area served by the school. Such data can indicate the extent to which the demand for particular types of teachers is likely to vary by school type, as well as whether certain types of school are less likely to offer particular curriculum areas. The latter would raise questions about the extent to which such schools have difficulty in recruiting teachers in the areas concerned.

2.1 Geographic location of the school

Table 2.1 reports on the distribution of primary teachers who were currently teaching in one of the five specified areas according to whether their school was in a metropolitan, provincial or remote location.⁵ As a point of comparison the distribution of all primary teachers by geographic location is also shown. There is a lower percentage of the overall sample from remote areas (2.7%) than was the case in 2007 (4%).

The 2007 finding that LOTE teachers were more likely to be teaching in primary schools located in metropolitan areas (72.3%) than other teachers, and less likely to be teaching in remote locations (1.9%), has not remained the case in 2010 for remote areas. The 2010 figures suggest a higher proportion of LOTE teachers in remote areas (5.4%) than might be anticipated given the overall distribution of teachers across school locations, and a notably lower proportion in provincial areas (16.6% in 2010 compared to 25.9% in 2007). This underlines the caution needed in interpreting these results due to the low number of actual responses. Table 2.1 indicates higher proportions of teachers in all the specified areas in remote primary schools than could be anticipated given the overall distribution of teachers across school locations.

Table 2.1: Geographic location of school: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
Literacy	72.5	23.5	4.0	100.0
Numeracy	72.9	22.3	4.8	100.0
LOTE	78.1	16.6	5.4	100.0
Computing	73.2	21.6	5.2	100.0
Special Needs	74.1	21.9	4.1	100.0
All primary teachers	71.6	25.6	2.7	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

⁵ School postcode was used to classify the location of schools according to the ABS *Australian Standard Geographical Classification*, and then to group the geographic locations into three broad classifications based on the *Geographical Location Classification for Reporting Purposes* used by MCEETYA. Three classifications were used; metropolitan; provincial; and remote.

Table 2.2 reports on the distribution of secondary teachers who were currently teaching in one of the 12 specified areas according to whether their school was in a metropolitan, provincial or remote location. As a point of comparison the distribution of all secondary teachers by geographic location is also shown. Compared to primary teachers, slightly lower proportions of secondary teachers were located in metropolitan and remote schools, and slightly more were teaching in schools located in provincial cities, a distribution similar to that found in 2007. This would reflect the fact that provincial cities often provide secondary schooling for a region.

Most subjects show a geographic distribution that is similar to that of secondary teachers as a whole. In 2007, lower proportions of teachers were teaching Chemistry and Physics in provincial schools (26.8%) than would be expected given the proportion of all secondary teachers in such schools (31.8%), whereas in 2010, proportions of Chemistry and Physics teachers in provincial areas are about 3% higher than the overall percentage (27.6%).

As was the case in 2007, a higher proportion of those teaching LOTE are located in metropolitan schools (74.9%) and a slightly lower proportion in remote schools (1.3%) than other teachers. Notably, as with the primary level, there are fewer LOTE teachers in provincial areas (23.8%) than other teachers, although this was also the case in 2007 (24.9% in LOTE compared to 31.8% in provincial areas overall). Although low, the proportion teaching LOTE in remote areas is notably higher than was the case in 2007 (0.5%).

The proportion of those teaching VET in metropolitan areas (63%) is higher than was the case in 2007 (54.9%), although still seven percentage points below the overall percentage of teachers in metropolitan areas. Similarly, the proportion of VET teachers in provincial areas is higher than for other teachers by about six percentage points, though lower than was the case in 2007 (10 percentage points above the overall number of teachers in provincial areas). Special Needs teachers are also more highly represented in provincial areas than the overall number of teachers, and less well represented in metropolitan areas.

Table 2.2: Geographic location of school: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
English	69.7	28.1	2.2	100.0
LOTE	74.9	23.8	1.3	100.0
Mathematics	68.5	29.0	2.6	100.0
Biology	70.3	27.9	1.8	100.0
Chemistry	67.4	30.8	1.8	100.0
Physics	67.5	30.9	1.6	100.0
Science – General	67.0	30.1	2.9	100.0
Geography	70.1	27.8	2.0	100.0
History	68.6	29.5	1.9	100.0
Computing/IT	68.8	28.2	3.0	100.0
VET	63.0	34.6	2.3	100.0
Special Needs	65.0	33.1	1.9	100.0
All secondary teachers	70.4	27.6	2.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

2.2 School sector

School sector is another important defining characteristic of the teacher workforce in Australia. At primary school level government school teachers comprised a higher proportion (70.6%) of the final weighted SiAS sample than at secondary school level (59.7%) which reflects the distribution of student enrolments across the two levels.

Table 2.3 examines the sectoral distribution of primary teachers teaching in the five specified curriculum areas. Once again, LOTE stands out with the distribution of teachers in government schools (63.3%) about 7 percentage points lower than for primary teachers as a whole (70.6%), as was the case in 2007. In 2007, independent schools were correspondingly 7 percentage points higher, while in 2010 both Catholic and independent schools have about 3-4 percentage points more LOTE teachers (21% in the Catholic sector, 15.7% in the independent sector) than for primary teachers as a whole (17.2% and 12.2% respectively).

It is also noteworthy that lower proportions of primary teachers in independent schools are teaching in the areas of literacy (10.8%) and computing (5.2%) than may have been expected given the proportion of all primary teachers in independent schools (12.2%). This may be related to a lower perceived need for specialist teaching in those areas than in government and Catholic schools.

Table 2.3: School sector: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Sector (%)			Total
	Government	Catholic	Independent	
Literacy	68.6	20.7	10.8	100.0
Numeracy	66.4	20.6	13.0	100.0
LOTE	63.3	21.0	15.7	100.0
Computing	73.2	21.6	5.2	100.0
Special Needs	69.3	20.9	9.8	100.0
All primary teachers	70.6	17.2	12.2	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 2.4 examines the sectoral distribution of secondary teachers teaching in the 12 specified curriculum areas. The proportions of those teaching in the 'shortage' areas of Mathematics, Physics and Chemistry in the three school sectors are broadly consistent with the overall distribution of secondary teachers across the sectors (although Physics and Chemistry are a little lower in the Catholic sector). Special Needs teachers are also noticeably higher than the overall distribution in the government sector and lower in the independent sector.

Table 2.4: School sector: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Sector (%)			Total
	Government	Catholic	Independent	
English	61.1	20.5	18.4	100.0
LOTE	54.3	19.4	26.3	100.0
Mathematics	59.3	21.2	19.5	100.0
Biology	60.5	18.6	20.9	100.0
Chemistry	61.3	17.7	21.0	100.0
Physics	60.3	18.4	21.3	100.0
Science – General	62.1	20.3	17.6	100.0
Geography	62.5	20.3	17.2	100.0
History	61.3	21.0	17.7	100.0
Computing/IT	61.5	19.7	18.8	100.0
VET	70.0	18.7	11.3	100.0
Special Needs	69.2	17.8	13.0	100.0
All secondary teachers	59.7	20.3	20.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Those teaching LOTE are less likely to be located in government schools than teachers in other areas, although the gap is not as wide as among LOTE teachers at primary level. This may reflect the fact that a correspondingly higher proportion of government secondary schools offer LOTE than do government primary schools. The emphasis of government schools on VET is also evident, with 70% of those teaching VET being located in government schools, which is about 10 percentage points higher than for secondary teachers overall, as was the case in 2007. As noted earlier, this may reflect an emphasis on broadening curriculum options in non-metropolitan schools that have experienced relatively low student retention rates.

2.3 Socio-economic composition

The school postcode was used to develop an index of the socio-economic status (SES) of the area in which the school was located.⁶ This involved linking the postcode to the ABS Socio-Economic Indices of Areas (SEIFA) index and allocating each school the SES decile associated with the postcode.

For the purposes of analysis the schools were grouped into three broad SES groups as follows:

- Low SES (30.8% of primary schools and 26.7% secondary schools)
- Medium SES (36.5% of primary schools and 39.4% of secondary schools); and
- High SES (32.6% of primary schools and 33.9% of secondary schools).

As shown in the final row of tables 2.5 and 2.6, primary and secondary teachers are fairly evenly distributed across the groups. It should be noted that the SES data is not for the school itself (such as average SES based on student postcodes), but the area in which the school is located. Further, the Postal Areas (POAs) used by the ABS are created by allocating whole Census Districts (CDs) to Australia Post postcodes on a best fit basis.⁷ Australia Post does not currently publish postcode boundaries and those used here are the same as was the case in 2006. A proportion of schools in the Northern Territory and some schools in other states have postcodes that do not match current POAs. Teachers in these schools are not included in results provided by SES. As such, results disaggregated

⁶ It was not possible to use a more finely grained measure of SES such as could be derived from students' home address or the occupations and/or education levels of their parents.

⁷ See <http://www.abs.gov.au/websitedbs/D3310114.nsf/home/census+geography>.

using this data within the report should be treated with caution, and the limitations of SES groupings should be considered.

Table 2.5 examines the distribution by school SES group of primary teachers teaching in the five curriculum areas. Low SES schools have slightly more Special Needs teachers (33.9%) and fewer LOTE (26.7%) and Computing (27.6%) teachers than would be expected given the distribution of primary teachers overall. The proportion of those teaching LOTE who are located in high SES schools is about 16 percentage points higher, and in medium SES schools about 12 percentage points lower, than would be expected from the distribution of primary teachers overall. This disparity has increased when compared against 2007 figures.

Table 2.5: School SES: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
Literacy	32.7	35.1	32.1	100.0
Numeracy	30.6	38.6	30.8	100.0
LOTE	26.7	24.0	49.2	100.0
Computing	27.6	39.6	32.7	100.0
Special Needs	33.9	28.3	37.8	100.0
All primary teachers	30.8	36.5	32.6	100.0

Note: The socioeconomic status (SES) measure is derived from the postcode of the school address. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 2.6 provides equivalent data on the SES distribution of secondary teachers currently teaching in the 12 designated subject areas. Low SES schools tend to have slightly lower proportions of teachers currently teaching in LOTE, Physics, Chemistry and Biology than would be expected on the basis of the distribution of all secondary teachers.

LOTE, VET and Special Needs stand out as areas in which the distribution of teachers currently working in the area is different to what would be expected from the distribution of secondary teachers overall. The high SES group of schools has about 43.8% of those currently teaching LOTE which is about 10 percentage points higher than would otherwise be expected. Correspondingly, the proportion of LOTE teachers working in medium SES schools is about five percentage points lower than would be expected on the basis of the distribution of secondary teachers overall.

Table 2.6 indicates that there are higher concentrations of VET teachers in low SES schools (about 10 percentage points higher than the overall number of teachers in low SES schools). This is a higher proportion than was the case in 2007, while the proportion of VET teachers in medium SES schools has dropped in comparison to 2007 figures (9 percentage points higher in 2007, only 2 percentage points higher in 2010). There are relatively few VET teachers in high SES schools (12 percentage points lower than for teachers in general). Special Needs is also higher than the overall distribution for Low SES and lower by 13 percentage points than the overall distribution for High SES.

Table 2.6: School SES: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
English	28.1	40.6	31.3	100.0
LOTE	22.4	33.8	43.8	100.0
Mathematics	29.1	40.8	30.1	100.0
Biology	24.9	38.6	36.6	100.0
Chemistry	24.7	38.9	36.4	100.0
Physics	24.0	39.9	36.1	100.0
Science – General	26.1	42.1	31.8	100.0
Geography	31.8	36.8	31.3	100.0
History	29.9	40.5	29.5	100.0
Computing/IT	30.6	41.1	28.3	100.0
VET	36.4	38.6	25.1	100.0
Special Needs	38.2	41.4	20.4	100.0
All secondary teachers	26.7	39.4	33.9	100.0

Note: The socioeconomic status (SES) measure is derived from the postcode of the school address. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

The data about the distribution of teachers provided in this section may suggest that targeted staffing strategies could be considered, such as increasing the attractiveness for LOTE teachers of working in government schools, and in non-metropolitan and relatively low SES locations.

3. DEMOGRAPHIC BACKGROUND

This section presents information on the demographic characteristics of the teachers currently teaching in the specified curriculum areas. The variables examined are age, gender and country of birth.

3.1 Age

The age distribution of the teacher workforce is important information for planning. The higher the proportion of teachers in their 50s, the greater the likely demand for replacement teachers in the near future as teachers retire. The age profile can also have implications for education budgets and the demand for professional learning.

Table 3.1 reports the distribution of primary teachers' age in three broad bands. Apart from Special Needs, those teaching in the other four specialist areas have a higher proportion aged 35 years or less than primary teachers as a whole (and a slightly younger average age). This may suggest that that relatively new teachers are more likely to be given specialist teaching responsibilities in areas like literacy, numeracy and computing, possibly because those courses are currently given emphasis in teacher education.

In 2007, those teaching LOTE were older on average than teachers in the other areas and primary teachers overall. In 2010 LOTE teachers are younger on average than in 2007 and younger than primary teachers overall. This may suggest an influx of younger LOTE teachers in primary teaching in recent years and/or a greater demand for LOTE teachers at primary level, an opposite trend to that noted in 2007.

The age distribution varies somewhat by gender, and this is discussed later in this section.

Table 3.1: Age distribution: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Age group (%)			Total	Average age (years)	
	<=35 years	36-50 years	>=51 years		2010	2007
Literacy	42.9	33.2	23.9	100	40.7	42.3
Numeracy	49.7	31.5	18.8	100	38.5	40.7
LOTE	40.7	37.7	21.7	100	40.5	43.9
Computing	51.6	31.9	16.5	100	38.1	41.0
Special Needs	32.3	41.7	26.0	100	42.1	
All primary teachers	33.5	38.7	27.8	100	42.1	43.2

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 3.2 presents the age distribution data for secondary teachers currently teaching in the 12 specified areas. Overall, there are fewer secondary teachers aged 35 or under compared to primary, and correspondingly more secondary teachers aged 51 or over. Secondary teachers are also slightly older (44.5 years on average, compared to 42.1 years for primary teachers), as was the case in 2007.

VET and Special Needs teachers at secondary level are about 2-3 years older on average than teachers in the other areas and secondary teachers overall. Over 40% of teachers currently working in Special Needs are aged over 50 years, suggesting that future replacement demand, as teachers retire, may be stronger in comparison to other curriculum areas.

Table 3.2: Age distribution: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Age group (%)			Total	Average age (years)	
	<=35 years	36-50 years	>=51 years		2010	2007
English	31.6	36.0	32.4	100	43.1	43.3
LOTE	23.2	40.8	36.0	100	45.3	46.1
Mathematics	24.1	39.9	35.9	100	45.1	44.6
Biology	29.9	42.3	27.8	100	43.2	43.1
Chemistry	26.0	43.2	30.7	100	44.2	43.8
Physics	23.8	41.6	34.5	100	45.3	44.9
Science – General	29.4	41.9	28.7	100	43.4	42.2
Geography	31.0	37.1	31.8	100	43.3	42.4
History	31.7	36.1	32.2	100	43.3	42.3
Computing/IT	24.8	41.4	33.8	100	44.5	44.6
VET	19.6	46.5	34.0	100	46.0	46.7
Special Needs	16.2	40.7	43.1	100	47.2	
All secondary teachers	26.4	38.9	34.7	100	44.5	44.1

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 3.2 also suggests that other curriculum areas in which concerns have been expressed about teacher supply – Mathematics and Physics – also have workforces at secondary level that are older on average. This compares with higher than average proportions of teachers aged 35 years or less who are teaching in English, History, Geography, Biology, and Science (General). Compared with 2007, where the area was older than average, Computing/IT has a workforce more in line with average proportions.

3.2 Gender

There are substantial gender differences between the primary and secondary school teacher workforces, and among the specified curriculum areas. Table 3.3 shows that overall about 19% of primary teachers are males, and the proportion of male teachers is only slightly higher for those teaching computing. Compared to 2007, there has been a fall in the number of male teachers teaching literacy, numeracy and computing, and a rise in those teaching LOTE, although as previously, very few primary LOTE teachers (8.8%) are male and these figures should again be treated with caution.

Table 3.3: Proportions of male and female teachers: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Proportion of teachers who are male (%)		Proportion of teachers who are female (%)	
	2010	2007	2010	2007
Literacy	11.3	18.9	88.7	81.1
Numeracy	16.1	24.0	83.9	76.0
LOTE	8.8	4.8	91.2	95.2
Computing	20.9	26.8	79.1	73.2
Special Needs	5.2		94.8	
All primary teachers	19.2	20	80.8	80

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 3.4 shows that over twice the proportion of secondary teachers (42.7%) are males than primary teachers (19.2%) and that there are large gender differences according to the curriculum area in which teachers are teaching. Relatively low proportions of males are teaching in English, LOTE and, to an extent, Geography and History, whereas in Mathematics, Chemistry, Physics and Computing/IT over half the teachers are males. Given that there are such large gender differences across curriculum areas, such disaggregated data needs to be taken into account by workforce planners in considering factors influencing teacher supply in these areas.

Table 3.4: Proportions of male and female teachers: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Proportion of teachers who are male (%)		Proportion of teachers who are female (%)	
	2010	2007	2010	2007
	English	29.2	28.9	70.8
LOTE	23.6	26.4	76.4	73.6
Mathematics	51.7	51.7	48.3	48.3
Biology	47.0	44.0	53.0	56.0
Chemistry	52.7	58.3	47.3	41.7
Physics	64.4	72.8	35.6	27.2
Science – General	48.5	53.4	51.5	46.6
Geography	39.8	39.8	60.2	60.2
History	38.9	36.5	61.1	63.5
Computing/IT	60.2	62.5	39.8	37.5
VET	45.7	51.6	54.3	48.4
Special Needs	22.0		78.0	
All secondary teachers	42.7	43	57.3	57

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

The gender distribution varies somewhat by age. As Table 3.5 shows, male primary teachers are slightly older on average than female teachers, and have a higher proportion of those aged over 50 years. Among those who are teaching in the specialist areas, only LOTE has higher proportions of males aged 35 years or less. While in 2007 they were younger, overall, the male specialist teachers at primary level are older on average than their female counterparts.

Table 3.5: Age distribution by gender: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Age group (%)						Average age (years)	
	<=35 years		36-50 years		>=51 years		Male	Female
	Male	Female	Male	Female	Male	Female		
Literacy	34.3	44.0	32.4	33.3	33.4	22.7	43.2	40.4
Numeracy	31.9	53.1	30.7	31.7	37.5	15.2	45.1	37.3
LOTE	54.5	39.4	13.3	40.0	32.2	20.6	41.0	40.5
Computing	31.5	56.9	30.9	32.2	37.6	10.9	43.8	36.6
Special Needs	29.3	32.5	47.1	41.4	23.6	26.1	44.8	41.9
All primary teachers	34.4	33.4	34.5	39.5	31.1	27.1	42.6	42.0

Note: The proportions of male and female teachers in the three age groups in each area each sum to 100 across the row. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

As was the case in 2007, male secondary teachers are older on average than female teachers overall (by almost 3 years), and are also older in 10 of the 12 curriculum areas (the exceptions being LOTE and VET where female teachers are about the same age on average). The data suggest that future replacement demand may be higher for male teachers than female teachers as they retire in the next few years. This may particularly be the case in the areas of Physics and General Science where males are 5-8 years older on average than their female counterparts.

Table 3.6: Age distribution by gender: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Age group (%)						Average age (years)	
	<=35 years		36-50 years		>=51 years		Male	Female
	Male	Female	Male	Female	Male	Female		
English	24.8	34.4	37.8	35.3	37.4	30.3	45.2	42.3
LOTE	20.1	24.3	44.2	39.4	35.7	36.3	45.7	45.1
Mathematics	20.6	28.0	36.7	43.1	42.7	28.9	46.8	43.3
Biology	25.1	34.3	39.8	44.2	35.1	21.5	45.6	41.1
Chemistry	22.0	30.3	38.3	48.8	39.7	20.8	46.9	41.3
Physics	17.4	35.3	37.8	48.5	44.8	16.2	48.2	40.2
Science – General	22.6	35.9	40.7	42.8	36.7	21.3	46.1	41.0
Geography	24.1	35.8	39.8	35.5	36.1	28.7	45.1	42.0
History	22.7	37.4	38.8	34.3	38.5	28.3	45.6	41.8
Computing/IT	22.5	28.6	38.1	45.2	39.3	26.2	45.9	42.5
VET	22.8	16.9	42.2	50.1	35.0	33.1	46.2	45.9
Special Needs	13.8	16.9	34.0	42.6	52.1	40.6	48.5	46.8
All secondary teachers	22.8	29.2	37.2	40.1	40.0	30.7	46.1	43.4

Note: The proportions of male and female teachers in the three age groups in each area each sum to 100 across the row. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

3.3 Country of birth

The teacher workforce has a lower proportion who were born overseas (about 13% for primary teachers, and 20% for secondary teachers) than the Australian population as a whole (24%). As Table 3.7 shows, at primary school level it is only LOTE teachers who have a markedly higher proportion (27%) born overseas, compared to other teachers (and the Australian population).

Table 3.7: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Proportion of teachers who were born in Australia (%)	
	2010	2007
	Literacy	89.0
Numeracy	88.4	88.4
LOTE	72.9	67.1
Computing	90.4	88.5
Special Needs	87.0	
All primary teachers	87.2	86

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

It is a similar picture at secondary school level (Table 3.8) with about 47% of LOTE teachers born overseas. There are only small differences evident between the proportions teaching in the other curriculum areas who were born overseas and secondary teachers overall.

The data in Tables 3.7 and 3.8 indicate that Australia has a relatively higher reliance on teachers born overseas for its LOTE teacher workforce although, as noted in the main SiAS report, most of those teachers who were born overseas appear to have spent a lengthy time in Australia and have completed their teaching education here, as was the case in 2007. This suggests that overseas-born (and possibly overseas-qualified) teachers would be an important source of teacher supply.

Table 3.8: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Proportion of teachers who were born in Australia (%)	
	2010	2007
English	81.0	81.9
LOTE	53.1	60.2
Mathematics	75.3	78.3
Biology	76.0	79.7
Chemistry	75.3	77.9
Physics	77.1	75.7
Science – General	78.2	79.6
Geography	82.1	82.0
History	83.2	85.8
Computing/IT	78.2	82.8
VET	78.5	84.6
Special Needs	76.2	
All secondary teachers	79.6	81

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

4. QUALIFICATIONS AND TERTIARY STUDY

This section presents information on the qualifications and tertiary study of teachers in the specified curriculum areas.

4.1 Qualifications in Education

The SiAS 2010 survey asked teachers to indicate which of 5 graduate-level qualifications or 4 undergraduate-level qualifications they held in education. Unlike the 2007 survey, where teachers could indicate more than one qualification in Education, in 2010 teachers were asked to indicate their highest qualification only. As such, 2010 data are not directly comparable with the previous data collected. However, some comparisons can be made, with the caveat that 2007 figures would have been somewhat inflated relative to the way the question was asked in 2010.

To simplify the presentation the various qualifications have been grouped into five categories: undergraduate certificate or diploma; bachelor degree or honours degree; graduate certificate or diploma; masters or doctoral degree; and ‘other’.

As Table 4.1 indicates, 61% of primary teachers hold either a bachelor or honours degree in Education, 12% hold an undergraduate qualification, 2% a graduate certificate, 16% a graduate diploma, and 7% a masters or doctoral degree (almost all are masters degrees).

Among the specified curriculum areas it is only LOTE teachers and Special Needs teachers who differ from this pattern. Around 9 percentage points fewer LOTE teachers hold either an undergraduate or bachelor/honours qualification than other primary teachers, whereas 6 to 10 percentage points more hold a graduate diploma, about 2 percentage points more hold a masters or doctoral degree, and 4 to 6 percentage points more hold “other” qualifications. In all, 75% of primary LOTE teachers hold a bachelor or honours degree in Education and/or a Graduate Diploma in Education, about the same as was the case in 2007.

While 6 percentage points fewer Special Needs teachers hold a bachelor/honours qualification than other primary teachers, more than twice the proportion of teachers in this area (19%) hold a masters or doctoral degree.

Table 4.1: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Type of qualification (%)					
	Certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
Literacy	9.3	62.1	3.2	17.2	6.8	1.4
Numeracy	4.9	66.4	2.9	16.2	6.9	2.7
LOTE	5.3	51.8	1.7	23.6	9.8	7.8
Computing	7.4	69.1	1.8	13.6	6.7	1.4
Special Needs	4.1	55.1	5.6	14.7	19.0	1.5
All primary teachers	11.8	61.2	2.3	15.9	7.4	1.4

Note: Respondents were asked to indicate the highest qualification they hold in Education, and could only indicate one qualification. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

At secondary school level (Table 4.2), smaller proportions overall hold bachelor/honours (44.5%) qualifications in Education than primary teachers, but there are more secondary teachers with a graduate diploma (32%) or masters or doctoral degree (11%) in Education.

Among the secondary curriculum areas, teachers in LOTE and the sciences (notably Biology, Chemistry and Physics) stand out as holding fewer bachelor/honours qualifications in Education and a greater percentage of graduate diplomas in Education than other teachers (presumably because they tend to hold Science degrees). Higher proportions of teachers hold a masters or doctoral degree in Education than was the case in 2007, presumably due to the rise in masters level pre-service training. Teachers in Geography, Special Needs and LOTE have slightly higher than average numbers with a masters or doctoral qualification.

Slightly higher proportions of VET and Special Needs teachers have qualifications at undergraduate certificate or diploma level, and fewer have a graduate diploma in comparison to secondary teachers in general.

Table 4.2: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Type of qualification (%)					
	Certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
English	5.8	45.2	3.0	33.0	11.5	1.5
LOTE	5.1	34.2	2.9	42.0	14.1	1.7
Mathematics	7.3	40.9	2.6	35.3	12.7	1.2
Biology	6.7	39.1	1.9	41.9	8.7	1.7
Chemistry	7.8	34.9	2.0	43.4	10.5	1.4
Physics	7.3	38.5	2.8	40.3	9.5	1.6
Science – General	7.2	41.0	2.3	39.1	9.0	1.3
Geography	6.2	43.6	2.3	31.9	14.6	1.3
History	6.0	44.4	2.8	31.5	13.8	1.5
Computing/IT	9.0	43.9	2.4	29.1	13.1	2.5
VET	11.1	49.1	3.0	23.8	10.7	2.4
Special Needs	7.6	41.5	3.6	30.0	14.6	2.7
All secondary teachers	7.2	44.5	2.8	32.2	11.4	1.9

Note: Respondents were asked to indicate the highest qualification they hold in Education, and could only indicate one qualification. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

4.2 Qualifications in fields other than Education

Overall about 29% of primary teachers hold a qualification in a field other than Education, as do about 57% of secondary teachers. These proportions are considerably lower than was reported in 2007 (40% and 80% respectively), which is likely to be due to a change in question wording. The difference between primary and secondary proportions is mainly due to the fact that secondary teachers are more likely to complete a degree in an area like Arts or Science before undertaking a graduate qualification in Education.

Table 4.3 analyses the distribution of qualifications for primary teachers working in the specified curriculum areas. The most notable difference is that higher proportions of LOTE teachers hold qualifications in fields other than Education (especially at bachelor/honours, and graduate diploma levels) than primary teachers overall, as well as teachers in the other areas. This suggests that those teaching LOTE at primary level are comparatively well qualified.

Table 4.3: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Type of qualification (%)						
	None ¹	Certificate or diploma ²	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
Literacy	77.1	5.1	15.1	0.4	0.2	1.3	0.8
Numeracy	73.7	6.4	17.1	0.2	0.6	1.4	0.5
LOTE	59.3	9.6	24.4	0.6	3.6	2.0	0.5
Computing	78.1	6.7	12.5	0.2	0.3	0.4	1.8
Special Needs	73.6	8.0	14.5	0.6	0.2	2.1	0.9
All primary teachers	71.0	10.6	12.5	0.6	1.9	1.2	2.1

Note: Respondents were asked to indicate the highest qualification they hold in fields other than Education, and could only indicate one qualification. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. This column reflects the fact that teachers do not necessarily need a qualification in a field other than Education if their Education qualifications meet the requirements for registration.
2. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

At secondary school level the pattern of qualifications in fields other than Education is mixed (see Table 4.4). Those teaching in the Sciences are more likely to hold a bachelor/honours degree in a non-Education field, and those teaching VET are less likely to have a bachelor/honours degree in a non-Education field. Correspondingly, much higher proportions of VET teachers (39%) hold undergraduate certificate or diploma qualifications in other fields than do secondary teachers overall (12%). This suggests such teachers are more likely to enter teaching after having worked in another occupation.

Table 4.4: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Type of qualification (%)						
	None ¹	Certificate or diploma ²	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
English	45.6	9.1	32.0	1.2	4.8	5.2	2.3
LOTE	38.4	6.7	33.4	0.9	8.3	10.1	2.2
Mathematics	41.1	9.9	36.7	1.0	3.7	5.8	1.7
Biology	30.7	5.7	49.3	1.2	5.5	6.6	0.9
Chemistry	28.1	5.7	50.4	1.9	3.1	10.0	0.8
Physics	30.7	7.4	48.5	1.5	3.2	7.7	1.0
Science – General	32.4	7.9	45.7	1.4	4.9	6.5	1.3
Geography	44.8	8.9	33.7	2.0	3.9	5.1	1.5
History	42.5	8.4	35.3	1.4	4.4	5.6	2.4
Computing/IT	32.0	22.0	30.1	1.7	4.6	6.0	3.5
VET	31.0	39.4	19.2	2.3	3.2	1.9	3.1
Special Needs	53.4	14.5	21.8	1.0	2.8	3.3	3.2
All secondary teachers	42.8	12.4	31.7	1.3	4.4	5.4	2.1

Note: Respondents were asked to indicate the highest qualification they hold in fields other than Education, and could only indicate one qualification. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. This column reflects the fact that teachers do not necessarily need a qualification in a field other than Education if their Education qualifications meet the requirements for registration.
2. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

LOTE and Chemistry teachers are about twice as likely (10%) to hold a masters or doctoral degree in a field other than Education as secondary teachers overall (5%).

4.3 Tertiary study in the curriculum area

In terms of curriculum provision it is important to know not just what level of qualifications teachers hold, but also whether they have studied in the areas that they are now teaching, and to what extent. Such questions are concerned with ‘out-of-field’ teaching and are examined in the first part of this section.

The second part examines the concept of a potential ‘reserve pool’ of teachers -- those who have studied a given area at tertiary level and who could therefore potentially teach in that area but are not currently doing so.

For the purposes of the analysis, teachers are assumed to be *notionally qualified* in an area if they have *studied the area for at least one semester at (at least) second year tertiary or have trained at tertiary level in teaching methodology in the area concerned.*⁸ This definition differs from 2007 in that the comparable 2007 question asked teachers to indicate the ‘highest year level completed’ while in 2010 teachers were asked to indicate the ‘highest year level at which you have completed at least one semester’.

⁸ The term ‘notionally qualified’ is used because information is not available from the SiAS survey on whether teachers have satisfied the qualification requirements of the relevant employer and registration bodies for teaching in different curriculum areas. The analysis assumes that having studied an area for at least one semester at (at least) second year tertiary level or undertaken training at tertiary level in teaching methodology in the area concerned would satisfy most accreditation requirements for teaching in the area.

‘Out-of-field’ teaching – primary schools

Teachers are said to be teaching ‘out-of-field’ if they do not meet the qualification requirements for teaching in the area concerned.⁹ Table 4.5 examines this issue for the five specified primary areas.

The final column of Table 4.5 shows the proportion of all primary teachers who are currently teaching in the specialist area concerned. This ranges from 8.8% for Literacy down to 2.3% for LOTE. Far fewer teachers indicated that they were a specialist teacher in Literacy, Numeracy or Computing than was the case in 2007 (14.5%, 12.5% and 9.9% respectively).

The other two columns in Table 4.5 indicate which of those teachers are notionally qualified to teach in the area, as measured by the extent of tertiary study in the area. The column that is *italicised* indicates the number of teachers who are teaching the area and who appear to be doing so without extensive tertiary study in the area.

The data indicate that in three of the specialist areas about two-thirds of the teachers have studied the area for at least one semester at second year at tertiary level or have trained at tertiary level in teaching methodology in the area concerned: LOTE (70%); Computing (61%); and Special Needs (67%). In other words, about one third of those currently teaching in these three areas appear to be teaching out-of-field, which is lower than was the case in 2007 (although this may be due to the revised question wording). In the case of Literacy and Numeracy, the proportion of primary teachers who are notionally qualified in the terms used here is considerably higher (over 80%) and hence less than one fifth of these teachers could be considered to be teaching out-of-field.

Table 4.5: Primary teachers currently teaching in specified areas, by extent of tertiary study in the area

Area	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least second year level tertiary study in the area or tertiary training in teaching methodology in the area		Total
	Yes	<i>No</i>	
Literacy	7.3	<i>1.5</i>	8.8
Numeracy	6.1	<i>1.2</i>	7.4
LOTE	1.6	<i>0.7</i>	2.3
Computing	3.7	<i>2.4</i>	6.1
Special Needs	3.7	<i>1.8</i>	5.5

Note: In the 2010 survey, primary and secondary teachers filled out the same question on tertiary studies. Primary teachers in Numeracy could indicate that they had tertiary-level studies in Numeracy and/or Mathematics, and teachers in Computing that they had tertiary-level studies in Computing and/or IT. As such, Numeracy figures above include teachers who have second year level tertiary study in Mathematics, and Computing figures include teachers who have second year level tertiary study and/or teaching methodology in either Computing or IT. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

⁹ In some instances a principal or other relevant authority may judge that extensive experience in teaching an area and/or relevant professional learning activities are adequate substitutes if the teacher concerned has undertaken only limited tertiary study in the area. The effect of encompassing these less formal aspects would be to increase the pool of teachers who are considered qualified to teach in an area, and thereby reduce the incidence of what appears to be out-of-field teaching.

‘Out-of-field’ teaching – secondary schools

At least half of those teaching in all the secondary curriculum areas have undertaken at least second year level tertiary study in the area or tertiary training in teaching methodology in that field. The detailed information is provided in Table 4.6.

Table 4.6: Secondary teachers currently teaching in specified areas, by extent of tertiary study in the area

Area (years 7/8-12)	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least second year level tertiary study in the area or tertiary training in teaching methodology in the area		Total
	Yes	No	
English	19.2	4.5	23.7
LOTE	4.7	0.8	5.5
Mathematics	18.3	6.6	24.9
Biology	7.1	1.2	8.3
Chemistry	6.2	1.3	7.5
Physics	4.4	2.3	6.7
Science General	11.8	5.8	17.6
Geography	6.3	5.9	12.1
History	10.8	4.7	15.4
Computing/IT	6.1	4.4	10.5
VET	3.7	2.9	6.7
Special Needs	2.8	2.0	4.8

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Over 80% of the secondary teachers teaching English, LOTE, Biology and Chemistry have undertaken at least two years tertiary study in the area or tertiary training in teaching methodology in that field. There would appear to be relatively little out-of-field teaching in these areas. Other secondary areas in which relatively high proportions of the teachers are notionally qualified as defined here are Mathematics (74%) and History (70%). Areas in which lower proportions of teachers are notionally qualified (and hence out-of-field teaching is likely to be higher) are Science - General (67%), Physics (66%), Special Needs (58%), Computing/IT (58%), VET (55%) and Geography (52%).

‘Reserve pool’ of teachers – secondary schools

Table 4.7 indicates the notional reserve pool of teachers at secondary level. In four of the secondary areas at least half of those who are notionally qualified in the field are teaching in that area: LOTE (50%); Science – General (54%); English (57%); and Mathematics (64%). In these four areas at least, the potential ‘reserve pool’ of teachers appears relatively small.

It is noteworthy that in some areas of the secondary curriculum in which teacher shortages are commonly reported – Chemistry, Physics and Computing/IT – less than half of the teachers who are notionally qualified to teach in the area are currently doing so. Whether this is due to those subjects not being offered in the schools concerned, or there being higher priority areas for the teachers’ services, cannot be ascertained from these data. Nevertheless, the fourth column of Table 4.7 implies that in some areas of reputed teacher shortage there is a reasonably large group of teachers who could, in principle, be deployed to teach in those areas.

The proportions of teachers teaching in all areas (column 1) have risen in comparison with 2007 data. The proportions of notionally qualified teachers (column 2) has also risen, as has the potential reserve pool (column 4). However, as indicated above, the change in question wording is likely to have

artificially inflated the proportions of notionally qualified teachers and so the percentages presented here should be treated with caution.

The final column of Table 4.7 suggests a major barrier to the redeployment strategy indicated above: the other areas in which the reserve pool teachers are commonly teaching are also reported to be experiencing shortages. For example, around 50% of the potential reserve pools of Chemistry and Physics teachers are currently teaching Mathematics, as are one-third of the reserve pool of Computing/IT teachers, as was the case in 2007. LOTE and Special Needs appear to be areas in which there is reasonable scope to deploy some of the reserve pool: English is a frequently taught area by those in the LOTE and Special Needs reserve pools, and English is not generally reported to be an area experiencing teacher shortages.

Mathematics is a curriculum area that is taught throughout all year levels of secondary schools, and on the basis of these data it seems that the supply of qualified Mathematics teachers needs to be increased. This strategy may have beneficial effects on other areas. As Table 4.7 shows, the area most, or second-most commonly taught by teachers in the 'reserve pool' in all analysed areas is Mathematics. A significant proportion of those qualified in Chemistry, Physics, Computing/ IT and Biology reported that they were teaching mathematics. An increase in the supply of Mathematics teachers could contribute to reducing shortages of teachers in other areas by allowing some of those currently teaching Mathematics to be deployed to the other areas in which they are trained.

The analyses reported in this section provide another perspective on the general conclusion from the main SiAS report that staffing shortages are more marked in secondary schools than primary schools. The potential size of the reserve pool of secondary teachers is relatively small in the curriculum areas examined here, and to draw on those teachers would often mean deploying them away from other areas that are also experiencing shortages.

In summary, Table 4.7 indicates that, for all the secondary learning areas specified in this report:

- the total of those notionally qualified *exceeds* the total of those actually teaching; and
- a significant proportion is not actually teaching in the area in which they are notionally qualified, but in most areas, many have instead been allocated to teaching mathematics.

This suggests that maximising the allocation of teachers to their main area of qualification may be an important component in effectively addressing shortages.

Table 4.7: Secondary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching

Area	Teachers who are teaching in the area as a % of all teachers	Teachers who are notionally qualified to teach in the area as a % of all teachers ¹			Other areas being taught by teachers in the 'reserve pool' ²	
		Total	Are teaching in the area	Are not teaching in the area (i.e. are in the 'reserve pool')		
English	23.7	33.6	19.2	14.4	Mathematics	2.9
					Science-General	1.6
					History	1.6
LOTE	5.5	9.4	4.7	4.8	English	1.8
					Mathematics	1.1
					History	0.9
Mathematics	24.9	28.8	18.3	10.5	Science-General	2.7
					Computing/IT	1.6
					Chemistry	1.5
Biology	8.3	17.5	7.1	10.4	Science-General	4.5
					Mathematics	4.0
					Physical Education	1.7
Chemistry	7.5	15.5	6.2	9.3	Science-General	4.4
					Mathematics	4.3
					Biology	1.7
Physics	6.7	10.9	4.4	6.5	Mathematics	3.7
					Science-General	2.4
					Computing/IT	1.0
Science Gen.	17.6	21.6	11.8	9.8	Mathematics	3.6
					Physical Education	1.3
					English	1.3
Geography	12.1	13.4	6.3	7.2	English	1.7
					Mathematics	1.6
					Science-General	1.0
History	15.4	22.2	10.8	11.5	English	4.8
					Mathematics	1.3
					Religious Studies	1.2
Computing/IT	10.5	15.5	6.1	9.4	Mathematics	3.6
					Science-General	1.7
					English	1.2
VET	6.7	7.8	3.7	4.1	English	0.9
					Mathematics	0.9
					Computing/IT	0.8
Special Needs	4.8	9.8	2.8	7.0	English	2.0
					Mathematics	1.5
					Science-General	1.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1 Defined as those teachers who have completed at least a semester of second year tertiary study in the area or have received tertiary training in teaching methodology in the area.

2. The table shows only the three most frequent other areas of teaching for teachers in the 'reserve pool' in each area. Teachers can be teaching in more than one other area, and so the sum of all the other areas exceeds the proportion of teachers in the pool.

5. PROFESSIONAL LEARNING ACTIVITIES

This section presents information on teachers' professional learning (PL) in terms of the extent of participation, the proportions of teachers who engaged in PL activities, the perceived benefits of PL, and perceptions of the need for further PL. The focus is on the experiences of the teachers working in the specified curriculum areas.

5.1 Extent of participation in professional learning

Primary teachers indicated that they engaged in an average of 9 days PL in the past 12 months, and secondary teachers 7.6 days. The SiAS survey used a broad definition of PL and so this included formal and informal activities provided out-of-school and at school.

Table 5.1 indicates that primary teachers in Literacy, Numeracy and Special Needs reported slightly higher participation in PL than primary teachers overall, by about a day, and LOTE and computing teachers reported lower participation by 3 days and 2.5 days respectively, on average.

Table 5.1: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Average no. days PL in past 12 months	
	2010	2007
Literacy	10.3	10.7
Numeracy	10.2	10.2
LOTE	7.0	10.4
Computing	7.5	11.1
Special Needs	10.1	
All primary teachers	9.0	10

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 5.2 indicates a mixed picture at secondary level. In Biology and Chemistry teachers reported fewer PL days than secondary teachers as a whole. Teachers currently working in English, LOTE, and Computing/IT reported slightly higher levels than teachers in the other areas, while teachers in VET and Special Needs reported nearly 2-3 days more PL on average than teachers in other areas.

Table 5.2: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Average no. days PL in past 12 months	
	2010	2007
English	8.1	8.0
LOTE	8.6	8.2
Mathematics	7.4	7.6
Biology	6.8	7.4
Chemistry	6.7	8.1
Physics	7.2	8.7
Science – General	7.1	7.9
Geography	7.7	7.7
History	7.8	7.8
Computing/IT	8.4	8.9
VET	9.3	9.1
Special Needs	10.3	
All secondary teachers	7.6	9

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent’s knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Tables 5.3 and 5.4 probe the data further by looking at the proportions of primary teachers in the specified areas who reported engaging in PL in the preceding 12 months, as well as primary teachers overall. The tables add a further dimension on teacher preparation by reporting the proportions who have more than 5 years teaching experience in the areas concerned.

Table 5.3 indicates that over half of teachers in Literacy, Numeracy and Special Needs have done PL in previous 12 months, with the highest proportion among Literacy teachers (64%). The lowest was among Computing teachers (36.5%), and this is also the field in which the lowest proportion of current teachers has more than five years teaching experience (48.5%). Compared with 2007, fewer Numeracy teachers have over five years experience, while there are a greater percentage of teachers of LOTE with more than five years experience.

Table 5.3: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in the area:	Have > 5 years teaching experience in the area (%)		Have done professional learning in the past 12 months in the area (%)	
	2010	2007	2010	2007
Literacy	56.2	56.2	63.9	69.3
Numeracy	48.9	51.8	52.8	57.7
LOTE	61.1	56.0	41.5	55.4
Computing	48.5	48.6	36.5	48.6
Special Needs	61.0		54.7	

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent’s knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 5.4 shows that fewer than 5% of all primary teachers have more than five years experience in teaching in any of the five specified areas, which is lower than was the case in 2007. The proportions of those that have engaged in PL in these fields over the past 12 months has also dropped in comparison with 2007.

Table 5.4: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Primary teachers

Area	Have > 5 years teaching experience in the area (%)		Have engaged in professional learning in the past 12 months in the area (%)	
	2010	2007	2010	2007
Literacy	4.6	11.4	12.5	19.7
Numeracy	3.0	9.1	10.1	16.1
LOTE	1.9	3.1	1.2	1.7
Computing	2.8	6.9	6.3	11.5
Special Needs	3.9		5.8	

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Tables 5.5 and 5.6 provide equivalent data for secondary teachers, and it is a more varied picture. Table 5.5 shows that in seven areas less than half of the teachers engaged in PL in the past 12 months (the four Sciences, Geography, History and Computing), which was similar to 2007. LOTE (63.3%) and English (61.9%) reported the highest levels of participation in PL.

Higher proportions of the teachers working in the specified areas have more than five years teaching experience in the fields than was generally the case for the specialist primary areas, and these proportions have increased in comparison to the 2007 data. In five areas at least 70% of the secondary teachers have taught in the area for at least five years (LOTE, Mathematics, Chemistry, Physics and General Science).

Table 5.5: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in the area:	Have > 5 years teaching experience in the area (%)		Have done professional learning in the past 12 months in the area (%)	
	2010	2007	2010	2007
English	67.4	59.1	61.9	57.8
LOTE	74.3	65.3	63.3	61.5
Mathematics	70.3	67.2	50.1	58.2
Biology	68.8	60.0	34.1	37.1
Chemistry	74.3	58.1	32.4	42.7
Physics	70.7	61.2	31.5	41.8
Science – General	70.2	56.7	32.3	38.2
Geography	61.1	57.8	27.4	30.6
History	64.8	54.6	32.5	39.7
Computing	65.0	62.3	40.9	50.9
Information Tech	63.2	58.8	51.5	56.7
VET	65.7	52.7	59.0	63.6
Special Needs	63.2		52.8	

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 5.6 shows that among secondary teachers overall, reasonably large proportions have more than five years teaching experience in areas such as English (16%), Mathematics (17%) and Science – General (11%). However, with the exception of English, lower proportions than these have participated in PL in the fields concerned during the past 12 months, and in some areas the participation was particularly low. For example, less than 3% of secondary teachers reported that they had engaged in PL in Chemistry or Physics during the past 12 months.

Table 5.6: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Secondary teachers

Area:	Have > 5 years teaching experience in the area (%)		Have done professional learning in the past 12 months in the area (%)	
	2010	2007	2010	2007
English	15.9	16.0	15.7	12.8
LOTE	4.2	4.5	3.6	3.2
Mathematics	16.8	17.4	12.8	12.7
Biology	5.6	6.2	3.1	2.8
Chemistry	5.2	5.7	2.5	2.7
Physics	4.3	5.2	2.2	2.7
Science – General	11.4	12.3	6.0	6.1
Geography	7.0	7.7	3.5	2.9
History	9.3	10.2	5.2	4.8
Computing	4.6	7.5	4.6	6.0
Information Tech	3.8	4.7	4.9	4.9
VET	4.3	4.5	4.6	5.2
Special Needs	2.7		3.4	

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

5.2 Perceived benefits of professional learning

The main SiAS survey reported that the majority of teachers felt that the PL activities they had engaged in over the past 12 months had been beneficial in improving their skills and knowledge. This section examines perceived benefits from the perspective of those teaching in the specified areas.

Table 5.7 reports the perceptions of the teachers working in the five areas at primary school. On each of the six aspects surveyed, the specialist teachers generally provided more positive assessments of the benefits of PL than did primary teachers as a whole, with the exception of Computing teachers. For example, while 83% of primary teachers reported that PL had increased their 'effectiveness in promoting student learning' by either a major or moderate extent, the corresponding proportions for the specialist teachers ranged from 87% to 91% (excluding Computing teachers). One possible interpretation of these more positive assessments is that there may be more targeted PL opportunities for specialist primary teachers than for general classroom teachers.

Table 5.7: Professional learning impact: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Extent to which PL activities engaged in over the past 12 months increased: (% rating either 'Major extent' or 'Moderate extent')					
	Effectiveness in promoting student learning	Capacity to meet learning needs of students	Capacity to provide effective feedback to students	Access to useful teaching materials & resources	Capacity to engage students in learning activities	Capacity to perform your role at school
Literacy	86.7	87.8	69.6	78.0	89.1	79.6
Numeracy	88.1	91.1	71.4	80.0	91.9	78.4
LOTE	91.0	83.5	68.6	82.1	82.7	77.7
Computing	78.7	81.7	61.3	75.9	87.9	72.5
Special Needs	88.2	92.1	69.9	83.2	83.5	83.3
All primary teachers	83.0	84.0	64.0	75.5	83.5	77.1

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

In regard to the secondary curriculum areas, the picture is more mixed (Table 5.8). Although the overall assessments of the benefits of PL are quite positive, secondary teachers as a whole were less supportive than primary teachers. It is noticeable that teachers in the Sciences were less positive than teachers in other areas, as was also the case in 2007. In general, teachers of LOTE and Special Needs were the most positive about the benefits of PL.

Table 5.8: Professional learning impact: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Extent to which PL activities engaged in over the past 12 months increased: (% rating either 'Major extent' or 'Moderate extent')					
	Effectiveness in promoting student learning	Capacity to meet learning needs of students	Capacity to provide effective feedback to students	Access to useful teaching materials & resources	Capacity to engage students in learning activities	Capacity to perform your role at school
English	72.7	74.8	56.5	69.1	73.4	70.0
LOTE	78.7	77.4	61.7	81.8	82.7	74.3
Mathematics	62.8	65.1	49.4	64.6	64.8	63.4
Biology	62.9	65.6	48.8	65.4	64.4	61.5
Chemistry	60.2	64.0	48.6	64.2	61.5	61.0
Physics	59.1	59.4	47.1	60.7	58.2	60.4
Science-Gen.	59.3	62.5	46.1	62.5	61.5	59.7
Geography	71.3	75.7	54.7	75.7	73.7	68.5
History	71.6	75.1	55.2	72.9	72.1	67.7
Computing/IT	67.6	69.6	52.5	70.2	71.3	67.8
VET	74.2	76.5	59.3	72.0	72.5	71.8
Special Needs	77.0	81.6	56.9	66.3	75.3	76.4
All secondary teachers	68.4	70.3	54.2	68.7	70.3	67.4

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

5.3 Perceived needs for professional learning

Table 5.9 reports on those areas in which primary teachers feel that they need more professional learning.¹⁰ In the 2007 survey, teachers reported major, moderate, minor or no need for PL in each area, whereas in the 2010 survey they simply ticked a check box if they perceived a need, and otherwise left the box blank. As such, a direct comparison with 2007 data is not possible.

As was the case in 2007 (based on highest proportion indicating a major or moderate need), the area of greatest need appeared to be in ‘methods for assessing student learning and development’ (44.6% indicated a need). Teachers in Computing reported a higher than average need for ‘knowledge of subject matter I am expected to teach’ (42.5%). Teachers in LOTE reported a higher than average need for ‘methods of engaging students in the subject matter’ (42.4%), ‘planning worthwhile learning goals for my students’ (38.4%) and ‘broadening the range of areas I am able to teach’ (35.8%). This suggests that a greater number of LOTE teachers may be finding it difficult to engage students in language learning, and that a proportion of LOTE teachers are looking to teach in other areas.

Overall, around a third to nearly one half of teachers indicated a need for PL in a range of specified areas.

Table 5.9: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% rating ‘Yes’)					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
Literacy	33.8	38.4	25.2	27.9	21.6	47.3
Numeracy	33.2	35.8	24.6	25.3	23.2	46.1
LOTE	35.7	42.4	38.4	34.0	35.8	47.3
Computing	42.5	30.3	31.3	31.3	24.1	45.2
Special Needs	31.4	35.4	22.3	33.0	26.6	45.6
All primary teachers	34.6	38.2	28.6	35.0	26.8	44.6

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 5.10 reports the equivalent information for secondary teachers. In general, secondary teachers indicated their greatest need to be ‘methods for engaging students in the subject matter’ (44.9%), followed by ‘developing learning activities relevant to my students’ (41.5%). Secondary teachers felt more in need of PL in these areas than did primary teachers, less need for methods of student assessment and about the same levels of need for the other three areas.

There is not a clear pattern among secondary teachers’ PL needs in terms of the areas they are currently teaching. A general observation is that teachers in the Sciences and LOTE were more likely to express a need in terms of engaging students and developing relevant learning activities.

¹⁰ The main SiAS study reported on perceived PL needs in regard to 18 different aspects of teaching and schooling. This report concentrates on the six aspects that seem most closely related to the curriculum areas in which teachers are working.

Table 5.10: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% rating 'Yes')					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
English	36.4	43.9	27.9	39.7	29.1	32.7
LOTE	34.4	49.4	31.8	46.3	29.7	30.9
Mathematics	30.3	51.4	27.9	44.6	23.3	34.1
Biology	34.6	53.1	27.6	47.3	24.9	32.7
Chemistry	30.3	50.2	31.6	46.7	21.0	35.5
Physics	32.8	53.4	28.9	45.4	19.1	34.2
Science–Gen.	33.4	52.3	30.3	48.5	25.9	35.2
Geography	34.6	45.5	28.5	42.6	31.8	34.6
History	33.6	45.6	28.6	41.4	30.1	32.7
Computing/IT	40.8	46.5	30.0	41.7	33.4	30.3
VET	37.6	46.8	29.1	40.5	30.2	28.6
Special Needs	27.7	39.7	26.6	33.3	33.4	32.5
All secondary teachers	32.8	44.9	27.2	41.5	25.5	31.7

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

6. EMPLOYMENT BASIS AND WORKLOAD

This section presents information on teachers' employment (time fraction and contractual basis) and workload (hours per week on all school-related activities). The focus is on the experiences of the teachers working in the specified curriculum areas.

6.1 Basis of employment

Full-time employment is the most common time fraction for both primary teachers (77%) and secondary teachers (82%). However, the main SiAS report noted that there are some notable gender differences in time fractions: in both primary and secondary schools females are much more likely to be employed part-time than are male teachers.

Table 6.1 examines the extent to which primary teachers currently working in the five specified areas are employed full-time. With the exception of LOTE, teachers in the specified areas are about as likely to be working full-time as primary teachers as a whole. Less than half of those teaching LOTE are employed full-time, which was also the case in 2007.

Table 6.1: Proportion employed full-time: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Proportion of teachers employed full-time (%)	
	2010	2007
Literacy	74.8	78.0
Numeracy	78.3	81.4
LOTE	46.0	48.7
Computing	75.9	81.9
Special Needs	73.3	
All primary teachers	77.1	73

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

These different patterns of employment are likely to relate both to the nature of the specialist role, and the gender of the teachers who usually take those roles. For example, primary schools may not be able to sustain a full-time LOTE teacher due both to their relatively small size and the fact that LOTE may only be taught in a few year levels, while areas like Literacy, Numeracy and Computing are more likely to be taught across all year levels and therefore necessitate a full-time teacher at any one school. The data in Table 6.1 are also likely to be influenced by gender differences in the proportion who work full-time. As noted in Section 3, almost all LOTE primary teachers are females.

Table 6.2 examines the extent to which secondary teachers in the specified areas are employed full-time. In 10 of the 12 areas there are higher proportions working full-time than among secondary teachers as a whole (82%). LOTE (74%) and Special Needs (77.7%) are the exception, although the difference is not as marked for LOTE as in primary schools: the larger size of secondary schools and the fact that most curriculum areas are taught across several year levels if not all means that full-time employment is more common than in primary education.

Table 6.2: Proportion employed full-time: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Proportion of teachers employed full-time (%)	
	2010	2007
English	84.2	86.1
LOTE	74.1	73.0
Mathematics	84.6	87.0
Biology	87.4	85.5
Chemistry	87.5	89.4
Physics	88.0	90.8
Science – General	84.3	89.6
Geography	85.7	90.9
History	86.3	91.2
Computing/IT	87.5	89.3
VET	86.3	83.0
Special Needs	77.7	
All secondary teachers	82.4	82

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Most teachers are employed on an on-going/permanent basis, and this is more common among secondary (85.7%) than primary teachers (77.2%), and more common at both levels than was the case in 2007. The main SiAS report noted there are no noticeable gender differences in this aspect of teacher employment. However, a higher proportion of primary teachers are employed on contracts of 3 years or less (19%) than are secondary teachers (12%). The more extensive use of part-time employment and contract work among primary teachers suggests that their career path is likely to differ from secondary teachers.

Table 6.3 examines whether the likelihood of on-going employment differs among primary teachers working in the five specified areas. The only noticeable difference relates to LOTE teachers: although most (70%) are employed on an on-going basis, this proportion is 3-11 percentage points lower than in the other areas. LOTE and Numeracy teachers are more likely than primary teachers in general to be employed on a contractual or casual basis.

Table 6.3: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Type of position (%)				
	On-going/permanent	Contract: <1 year	Contract: 1-3 years	Contract: >3 years	Casual/relief
Literacy	77.3	13.5	5.4	1.6	2.2
Numeracy	73.3	18.0	5.6	0	3.1
LOTE	69.9	17.3	8.7	1.6	2.5
Computing	76.0	13.9	5.4	1.8	2.8
Special Needs	81.4	13.6	5.6	1.6	2.2
All primary teachers	77.2	13.5	5.4	1.5	2.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

At secondary school level, Table 6.4 shows that slightly higher than average proportions of Physics and VET teachers are employed on an on-going basis than are teachers in other areas.

Table 6.4: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Type of position (%)				
	On-going/permanent	Contract: <1 year	Contract: 1-3 years	Contract: >3 years	Casual/relief
English	85.0	9.5	3.3	0.5	1.7
LOTE	83.4	9.9	4.9	0.4	1.4
Mathematics	84.5	8.4	4.7	0.8	1.5
Biology	86.7	7.0	5.1	0.4	0.9
Chemistry	85.5	8.8	3.7	0.7	1.3
Physics	87.2	6.3	4.7	0.6	1.3
Science – General	83.2	9.2	5.0	0.7	1.9
Geography	84.8	8.5	4.3	0.5	1.9
History	85.0	8.9	3.7	0.6	1.7
Computing/IT	85.8	8.2	4.0	0.6	1.4
VET	89.1	7.6	2.6	0.3	0.3
All secondary teachers	85.7	8.5	3.7	0.7	1.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

6.2 Workload

Information on teachers' workloads is shown in Table 6.5 (primary teachers) and Table 6.6 (secondary). The data are reported only for full-time teachers because the time fractions worked by part-time teachers vary so widely.

On average, full-time primary school teachers report that they spent 45.8 hours per week on all school-related activities, and secondary teachers an average of 46 hours per week, in both cases about 2-3 hours less than in 2007. Within this, full-time primary teachers reported an average of 23 hours per week of face-to-face teaching, and secondary teachers 19 hours.

Table 6.5 shows that in four of the five specified primary areas teachers report working much the same hours per week as primary teachers overall. As was the case in 2007, LOTE teachers report working slightly fewer hours, on average. The reasons for these differences are not clear.

Table 6.5: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	In a typical week how long do you spend on all school-related activities? Average no. hours	
	2010	2007
Literacy	44.8	49.7
Numeracy	45.2	50.0
LOTE	41.2	45.7
Computing	45.8	51.7
Special Needs	45.5	
All primary teachers	45.8	48

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 6.6 shows that at secondary school level there are only small differences in the average number of hours reported by teachers in the various curriculum areas and secondary teachers overall. The lack of marked differences suggests that the different areas are structured in broadly similar ways within secondary schools.

Table 6.6: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	In a typical week how long do you spend on all school-related activities? Average no. hours	
	2010	2007
English	46.6	49.6
LOTE	46.1	48.0
Mathematics	46.2	49.6
Biology	46.7	49.2
Chemistry	46.6	49.8
Physics	45.4	51.0
Science – General	45.5	48.8
Geography	46.1	50.5
History	46.9	49.7
Computing/IT	46.4	50.7
VET	46.6	49.4
Special Needs	44.1	
All secondary teachers	46.0	49

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

7. CAREER PATHS

This section presents information on the teaching experience and career paths of the teachers working in the specified curriculum areas.

7.1 Age started teaching

The majority of teachers started teaching in the age band 21-25 years: 57% of primary teachers and 65% of secondary teachers. On average, secondary teachers were slightly older (25.7 years) than primary teachers (25 years) when they started teaching, although the difference is smaller than was the case in 2007.

Tables 7.1 and 7.2 indicate that there are only small differences in the average age at which teachers in the specified curriculum areas started teaching. At primary school level LOTE teachers were around two years older on average than other primary teachers when they started teaching in 2007, however there was no difference in ages in 2010. At secondary level, VET, LOTE, Physics, and Chemistry teachers started at a slightly older age on average than other teachers (Table 7.2). It is possible that such teachers were more likely to enter teaching after experience in another occupation than secondary teachers overall.

Table 7.1: Average age started teaching: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Average age started teaching (years)	
	2010	2007
Literacy	24.6	23.4
Numeracy	25.0	23.8
LOTE	25.1	25.5
Computing	24.2	23.6
Special Needs	25.5	
All primary teachers	24.9	23.5

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 7.2: Average age started teaching: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Average age started teaching (years)	
	2010	2007
English	26.0	25.1
LOTE	27.1	25.6
Mathematics	25.8	25.1
Biology	26.5	25.1
Chemistry	26.7	25.7
Physics	26.8	25.3
Science – General	26.4	25.5
Geography	26.3	24.6
History	26.1	25.0
Computing/IT	26.5	26.3
VET	27.1	26.1
Special Needs	25.6	
All secondary teachers	25.8	25.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

7.2 Length of teaching experience

In 2007, the SiAS survey reported that both primary and secondary teachers had been teachers for 17 years, on average. In 2010, the average years of experience of primary teachers had dropped somewhat, to 15.9 years, while secondary teachers had risen slightly, to 17.6 years. Table 7.3 indicates that the primary teachers working in Numeracy and Computing have 2-3 fewer years of teaching experience than primary teachers overall. This is because such teachers are slightly younger than other primary teachers on average (see Section 3).

Table 7.3: Average length of teaching experience: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Average length of teaching experience (years)	
	2010	2007
Literacy	14.8	16.4
Numeracy	12.7	14.8
LOTE	13.9	15.4
Computing	13.0	15.2
Special Needs	15.3	
All primary teachers	15.9	17

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 7.4 indicates that there is greater variability in teaching experience among the teachers working the areas specified at secondary level. Teachers of Special Needs, VET, Physics and Mathematics have slightly more teaching experience on average than other secondary teachers.

Table 7.4: Average length of teaching experience: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Average length of teaching experience (years)	
	2010	2007
English	16.1	15.7
LOTE	17.0	17.7
Mathematics	18.2	17.5
Biology	16.6	15.9
Chemistry	17.2	16.3
Physics	18.3	18.1
Science – General	16.2	14.8
Geography	16.0	15.8
History	16.2	15.4
Computing/IT	17.4	16.5
VET	18.2	18.6
Special Needs	19.1	
All secondary teachers	17.6	17

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

7.3 Schools worked in

Table 7.5 examines the extent to which primary teachers in the specified areas are working in their first school: the lower the proportion the more mobile teachers in that area are likely to be. As can be seen, a greater proportion of primary teachers overall (21.5%) are currently working in their first school than was the case in 2007 (16.3%). In all areas except Special Needs, a higher proportion of teachers are working in their first school than for primary teachers overall.

Table 7.5: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Proportion working in first school (%)	
	2010	2007
Literacy	26.9	19.1
Numeracy	30.5	22.6
LOTE	29.2	16.1
Computing	33.9	20.1
Special Needs	20.9	
All primary teachers	21.5	16.3

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 7.6 provides equivalent data for secondary schools. Overall, a similar proportion of secondary teachers (21%) are currently working in their first school, about the same as in 2007. There is considerable variation among secondary fields. The range is from a low of 13.4% for Special Needs teachers through to 24.8% for LOTE teachers. In the specified areas, proportions of teachers working in their first school have dropped from 1-6% in comparison to 2007, in all areas except LOTE and VET, where proportions have risen slightly.

Table 7.6: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Proportion working in first school (%)	
	2010	2007
English	21.0	23.8
LOTE	24.8	23.6
Mathematics	21.0	22.4
Biology	23.0	29.7
Chemistry	21.2	23.8
Physics	20.1	24.3
Science – General	21.7	26.2
Geography	22.6	24.6
History	22.6	27.7
Computing/IT	21.9	27.4
VET	19.5	17.7
Special Needs	13.4	
All secondary teachers	21.2	20.9

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

7.4 School sectors and locations worked in

The SiAS survey reported considerable mobility of teachers between schools. Figures were much the same as was the case in 2007. On average, teachers who have worked in more than one school (i.e. about 79% of primary and secondary teachers) have taught in 5 schools. Given that the average length of teaching experience is 17 years, this implies that teachers move schools every 4-5 years, on average.

There were only small differences in the extent of school mobility among the teachers working in the specified curriculum areas, and who had changed schools. Findings were that Literacy, Numeracy and Computing teachers had worked in 0.3-0.6 fewer primary schools than primary teachers overall, while Special Needs teachers had worked in 0.4 more, and LOTE teachers had worked in 1.1 more primary schools on average. This difference could perhaps be explained by the greater likelihood of LOTE teachers being employed part-time and hence being more likely to work in two or more schools.

At secondary level, Biology and Chemistry teachers had worked in about 0.5 fewer schools than secondary teachers overall, and Special Needs teachers had worked in 1.1 more secondary schools, on average.

The SiAS survey also reported considerable movement of teachers between school sectors and, to a lesser extent, between states and territories (see Table 7.7). Of those primary teachers who have worked in more than one school, 19% are currently working in a different school sector from their first school (compared to 29% in 2007), as are 33% of secondary teachers (compared to 40% in 2007). The most marked movement has been from the government to the non-government sector, accounting for about 67% of primary and secondary teachers who have moved sectors, a similar proportion to that reported in 2007 (70%).

Table 7.7: Proportions of teachers who had worked in more than one school by the sector and location of their current and first schools

		Primary	Secondary
		%	%
School sector	Yes, the same sector	80.6	67.4
	No, a Government school	13.1	21.5
	No, a Catholic school	3.9	6.2
	No, an Independent school	2.4	4.9
		100.0	100.0
State/territory	Yes, the same state/territory	84.2	79.0
	No, another state/territory	9.8	11.1
	No, another country	6.0	9.9
		100.0	100.0
Capital city	Yes	38.8	46.0
	No	61.2	54.0
		100.0	100.0

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

In terms of geographic location, about 16% of the primary teachers who have worked in more than one school are now working in a different state/territory from their first school (10% have moved from another state/territory, and 6% from another country). Among secondary teachers there is slightly more geographic mobility: 21% of those who have worked in more than one school are now working in a different state/territory from their first school (11% have moved from another state/territory, and 10% from another country). Again, these figures are very similar to the 2007 figures.

Table 7.8 examines whether the pattern for primary teachers as a whole applies to those teaching in the five specified areas. It shows that, with the exception of LOTE, the areas considered are slightly less likely to move sectors than primary teachers in general. The movement of LOTE teachers between sectors is notably higher (27%). This is likely to reflect the demand for LOTE teachers across sectors, noting that a higher proportion are now working in the Catholic and independent sectors (see Section 2).

Table 7.8 also shows that LOTE teachers are also slightly more likely to have started teaching in a different state/territory or country: 17.4%, which is a higher proportion than among the other areas or primary teachers as a whole (15.8%).

Table 7.8: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Current school is in a different sector from first school (%)	Current school is in a different State/Territory or country from first school ¹ (%)
Literacy	17.5	11.1
Numeracy	15.9	14.3
LOTE	26.9	17.4
Computing	15.4	14.3
Special Needs	16.7	15.9
All primary teachers	19.4	15.8

1. Includes those who started teaching in another country: Literacy 4.2%; Numeracy 6.9%; LOTE 8.3%; Computing 7.6%; Special Needs 5.3%; all primary teachers 6.0%.

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 7.9 provides equivalent data on teacher mobility for the secondary teachers teaching in the specified curriculum areas. Overall, secondary teachers exhibit more mobility between sectors and between jurisdictions than primary teachers. Nevertheless, there is considerable variation among fields in the extent of mobility. About 40% of the LOTE teachers who have changed schools are now working in a different school sector to their first school; presumably, much of this movement has been towards the independent sector. Other areas have a similar level of movement between sectors as secondary teachers in general, with Chemistry and Biology slightly lower than the average and English slightly higher.

Table 7.9: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Current school is in a different sector from first school (%)	Current school is in a different State/Territory or country from first school ¹ (%)
English	35.5	19.9
LOTE	40.2	28.8
Mathematics	31.3	24.9
Biology	28.7	24.3
Chemistry	27.4	24.1
Physics	30.5	23.6
Science – General	29.1	24.1
Geography	31.9	20.6
History	32.8	19.4
Computing/IT	29.8	21.4
VET	29.6	21.5
Special Needs	26.2	28.3
All secondary teachers	32.6	21.0

1. Includes those who started teaching in another country: English 9.4%; LOTE 18.4%; Mathematics 12.7%; Biology 14.5%; Chemistry 13.8%; Physics 14.0%; Science – General 11.8%; Geography 7.6%; History 6.3%; Computing/IT 11.2%; VET 8.1%; Special Needs 14.3%; All secondary teachers 9.9%.

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table 7.9 also shows considerable variation in the extent to which different types of secondary teachers have changed state/territory or country in their teaching career. Relatively high proportions of LOTE and Special Needs teachers have changed jurisdictions or countries, and the sciences do so slightly more often than secondary teachers in general. The reasons may be to do with more vacancies being available in these fields and, in the case of LOTE, the advantage of having lived in another country.

8. CAREER INTENTIONS

This section presents information on the career intentions of the teachers working in the specified curriculum areas. The issues examined are whether teachers intend to leave teaching permanently prior to retirement, and the number of years they intend to keep working in schools. Such information is important for estimating the likely turnover of teachers and the scale of replacements that will need to be recruited.

8.1 Intention to leave teaching

The SiAS survey indicated that 6.6% of primary teachers and 9.7% of secondary teachers intend to leave teaching permanently prior to retirement, a slight fall from 2007 figures. Over half the teachers indicated that they do not intend to leave teaching prior to retirement. However, about one-third of primary and secondary teachers were unsure about their intentions in this regard. This section examines the extent to which these patterns vary according to the field in which teachers are currently working.

Table 8.1 reports the intentions of primary teachers in the five specified areas. Slightly more LOTE teachers indicated that they intend to leave teaching than teachers in the other areas or primary teachers overall, and LOTE teachers also reported greater uncertainty about their career intentions than primary teachers as a whole.

Table 8.1: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)		
	Yes	No	Unsure
Literacy	4.0	61.8	34.2
Numeracy	5.6	61.4	33.1
LOTE	8.9	50.4	40.7
Computing	3.0	61.9	35.0
Special Needs	3.5	61.1	35.4
All primary teachers	6.6	58.7	34.6

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Among secondary teachers, those working in History and Computing/IT reported a slightly greater likelihood of leaving teaching permanently than did other teachers (see Table 8.2). However, the differences between fields in these regards are fairly small and they do not differ greatly from secondary teachers as a whole. Notably, among those teaching Mathematics and Science (areas that are commonly cited as facing shortages) the proportions are little different from in other areas. As noted above, the issue of concern across all areas is the fact that at about one third of teachers are uncertain about whether they will continue in the profession.

Table 8.2: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)		
	Yes	No	Unsure
English	10.8	54.0	35.2
LOTE	9.6	55.7	34.8
Mathematics	9.8	57.2	33.0
Biology	9.7	56.1	34.2
Chemistry	10.3	58.0	31.7
Physics	8.9	57.7	33.3
Science – General	10.2	55.6	34.1
Geography	10.2	55.3	34.5
History	11.7	51.7	36.6
Computing/IT	11.0	55.6	33.4
VET	9.0	56.3	34.7
Special Needs	6.0	62.9	31.1
All secondary teachers	9.7	56.6	33.7

Note: The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

8.2 Number of years teachers intend to keep working in schools

On average, primary teachers intend to continue working in schools for another 14 years and secondary teachers for another 12 years. Given the average age of teachers, this implies that most intend to continue to retirement in their mid to late 50s.

Table 8.3 indicates that teachers in the five specified areas intend to teach for 1-4 years longer on average than primary teachers overall, with the exception of Special Needs teachers who are similar to the overall average. (These data exclude the relatively large proportions of teachers who were unsure about how much longer they intend to continue working in schools.) In part this may be due to the fact that the specialist teachers are slightly younger on average than other primary teachers and therefore have potentially more of their career still ahead of them.

Table 8.3: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Primary teachers

Currently teaching in area:	Average no. years intend to keep working in schools	
	2010	2007
Literacy	15.4	12.5
Numeracy	16.1	13.6
LOTE	18.9	13.8
Computing	17.9	14.3
Special Needs	14.5	
All primary teachers	14.7	12

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

At secondary school level the length of time that teachers intended to keep working in schools ranged from an average of 11.6 years for LOTE teachers through to 14.0 years for Geography teachers. The average number of years teachers intend to keep working in schools has risen slightly (by around 1 year) since 2007.

Table 8.4: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Secondary teachers

Currently teaching in area:	Average no. years intend to keep working in schools	
	2010	2007
English	12.5	12.0
LOTE	11.6	10.6
Mathematics	12.1	11.4
Biology	13.1	11.6
Chemistry	13.0	12.8
Physics	12.2	12.6
Science – General	12.9	13.0
Geography	14.0	11.9
History	13.6	13.0
Computing/IT	11.9	11.5
VET	12.1	11.2
Special Needs	12.8	
All secondary teachers	12.2	12

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

APPENDIX 1: The Teacher Questionnaire

This survey has been approved by the Australian Government Statistical Clearing House (01874-03)

Your Logon

--	--	--	--	--	--	--	--

STAFF IN AUSTRALIA'S SCHOOLS: *TEACHER SURVEY*, 21 July 2010

This survey will be completed by school teachers across the country, so we have used generic terms throughout. If a term specific to your State/Territory is not used please choose the option which most closely resembles the term you would use.

All responses will be kept confidential.

A. YOUR BACKGROUND

1. Please indicate your age as of September 1 this year: _____ years _____ months

2. What is your sex? Male Female

3. Do you identify as being of Aboriginal or Torres Strait Islander origin?

- No
- Yes, Aboriginal
- Yes, Torres Strait Islander
- Yes, both Aboriginal and Torres Strait Islander

4. In which country were you born?

- Australia
- Canada
- Germany
- Greece
- India
- Italy
- Malaysia
- New Zealand
- South Africa
- United Kingdom
- United States of America
- Other (*please specify*) _____

Please answer Question 5 only if you were not born in Australia.

5. For how many years have you lived in Australia? _____ years

B. YOUR PREPARATION FOR TEACHING

QUALIFICATIONS IN EDUCATION

6. Was the institution where you gained your main pre-service teacher qualification located in:

- a. New South Wales? Tasmania?
- Victoria? Australian Capital Territory?
- Queensland? Northern Territory?
- Western Australia? Overseas? (please specify the country)
- South Australia? _____

- b. A capital city?
- Yes
- No

7. What is the level of the highest qualification you have completed in the field of Education?

Please tick one box only.

Graduate programs:

- Doctoral degree
- Masters degree
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) degree

Undergraduate Programs:

- Bachelor degree
- Diploma or Advanced Diploma
- Certificate III/IV
- Certificate I/II
- Other (please specify) _____

QUALIFICATIONS IN FIELDS OTHER THAN EDUCATION

8a. Have you completed a qualification in any field other than Education?

- Yes *Please proceed to Question 8b.*
- No *Please go to Question 9.*

8b. What is the level of the highest qualification you have completed in a field other than Education?

Please tick one box only.

Graduate programs:

- Doctoral degree
- Masters degree
- Graduate Diploma
- Graduate Certificate
- Bachelor (Honours) degree

Undergraduate Programs:

- Bachelor degree
- Diploma or Advanced Diploma
- Certificate III/IV
- Certificate I/II
- Other (please specify) _____

Question 9 seeks information about tertiary-level studies that you have completed in the listed subject areas. It also seeks to identify those subject areas in which you have completed studies in teaching methods and/or pedagogy.

9a. For which of the following subjects have you completed tertiary studies?

In the left-hand block of columns (below), please tick the subjects in which you have completed some tertiary study. For each relevant subject, indicate the highest year level at which you have completed at least one semester. For example,

- *if the highest year level at which you have completed a semester in Mathematics is 2nd year then tick the "Year 2" box on the Mathematics row.*
- *If your only tertiary study in a subject is one completed semester at 1st year level, then please tick 'Year 1'.*

9b. For which of the following subjects have you completed studies in teaching methods?

• *In the right-hand column (below), please tick only those subjects for which you have completed studies in methods of teaching.*

9a. For which of the following subjects have you *completed* tertiary studies?

Year 1 Year 2 Year 3 or higher

9b. For which of the following subjects have you *completed* studies in teaching methods?

Language

English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Mathematics

Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Statistics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Sciences

Biology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Earth sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Environmental sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Psychology/Behavioural studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science – General	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Society and Environment Studies (SOSE)

Accounting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Civics and Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Legal studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

The Creative and Performing Arts

Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Media studies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Technology

Computing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Graphic communication	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Information technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Wood or Metal technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Health and Physical Education

Health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Outdoor education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Library

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

Special Needs

	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
--	--------------------------	--------------------------	--------------------------	--------------------------

	9a. For which of the following subjects have you <i>completed</i> tertiary studies?			9b. For which of the following subjects have you <i>completed</i> studies in teaching methods?
	Year 1	Year 2	Year 3 or higher	
<i>Learning Support</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Behaviour Management</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Career Education</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<i>Vocational Education and Training</i>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (<i>please specify</i>)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

If you have been teaching for five years or less, please answer Questions 10, 11 and 12. Otherwise, please go straight to question 13.

10. Which of the following factors were important to you in your decision to become a teacher?

Please tick all boxes that apply.

- Personal fulfilment
- Desire to work with young people
- I enjoyed school
- Influence of past teacher/s
- Desire to pass on knowledge
- Teaching makes a worthwhile social contribution
- I am passionate about education
- I enjoy my subject area/s
- Opportunity to work overseas
- Teaching is suited to my abilities
- I was awarded a bursary or scholarship
- High likelihood of gaining employment after graduating
- Security of employment
- Status of teaching profession in the community
- Starting salary
- Salary for experienced teachers
- Future opportunities for career advancement
- Working conditions (e.g., flexibility, leave entitlements)
- Family role model/s
- Other (*please specify*) _____

11. How helpful was your pre-service teacher education course in preparing you for: (*please tick one box in each row*)

	Very helpful	Helpful	Of some help	Not helpful
Handling a range of classroom management situations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students with learning difficulties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students from different cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using a variety of instructional methods for diverse student needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing and teaching a unit of work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching the subject matter I am expected to teach	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing students' literacy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Developing students' numeracy skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing students' performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching students from Indigenous backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Selecting and adapting curriculum and instructional materials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using teaching standards to improve my teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reflecting on my own teaching practices	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working effectively with other teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working effectively with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Since you began teaching, which of the following types of assistance have you been provided with by your school or employer, and how helpful were they?

For types of assistance that you did not receive, please tick "Not Applicable."

	How helpful was the assistance?				
	Very helpful	Helpful	Of some help	Not helpful	Not Applicable
<input type="checkbox"/> An orientation program designed for new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A designated mentor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> A reduced face-to-face teaching workload	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Follow-up from your teacher education institution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Structured opportunities to discuss your experiences with other new teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Observation of experienced teachers teaching their classes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Other assistance (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

C. YOUR CURRENT POSITION

13. Is your current employment as a teacher full-time or part-time?

- Full-time
- Part-time (*please specify the time fraction; eg, 0.5 for half-time*) _____

14. Is your current employment as a teacher ongoing/permanent, or are you working on a contract?

- On-going/Permanent
- Fixed-term/Contract less than 1 year
- Fixed-term/Contract 1–3 years
- Fixed-term/Contract more than 3 years
- Casual/Relief

15. Which of the following best characterises your position in the school? (*please tick one box*)

- Mainly classroom teaching
- Mainly managing an area or department in the school
- Mainly providing specialist support to students
- A combination of classroom teaching and management

16. For how long have you been employed at your current school? _____ years _____ months

17. To the nearest thousand dollars, what is your current salary?

Please refer to your gross salary. (If part-time, please express as full-time equivalent salary.)

\$ _____ thousand

18. Are you currently at the top of the salary range for your classification?

- Yes
- No

19. In a TYPICAL WEEK, how many hours do you spend face-to-face teaching? _____ hours

20. In a TYPICAL WEEK, how many hours do you spend on all school-related activities?

Please include work days, evenings and weekends. Activities may include teaching, preparation, supervision of students outside of school hours, mentoring of colleagues, meetings, and professional learning.

_____ hours in total

21. Have you taught in

- Primary schools only? *Please answer the relevant parts of Question 22.*
- Secondary schools only? *Please answer the relevant parts of Question 23.*
- Both Primary and Secondary schools? *Please answer the relevant parts of both Questions 22 & 23*

22. YOUR EXPERIENCE AS A PRIMARY TEACHER:

In the first column, please write down the number of years experience you have in teaching as a generalist primary teacher, and, where applicable, as a Primary subject specialist (include the current year, and round upwards to the nearest whole number).

In the second column, please tick the areas in which you currently teach as a generalist primary teacher, or as a subject specialist.

In the third column, please tick the areas in which you have undertaken professional learning activities in the past 12 months, either as part of a tertiary qualification, or through organised professional learning programs.

	Years of experience teaching as a generalist Primary teacher	Currently teaching as a generalist Primary teacher? (Tick if “Yes”)	Undertaken Professional Learning in the last 12 months? (Tick if “Yes”)
<i>Generalist Primary Teaching</i>	—	<input type="checkbox"/>	<input type="checkbox"/>
	Years of experience as a Primary subject specialist	Currently teaching as a Primary subject specialist? (tick if “Yes”)	Undertaken Professional Learning in the last 12 months? (Tick if “Yes”)
<i>Specialist Primary Teaching Areas:</i>			
English as a Second Language	—	<input type="checkbox"/>	<input type="checkbox"/>
Languages other than English (please specify)	—	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			
Library	—	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	—	<input type="checkbox"/>	<input type="checkbox"/>
Music	—	<input type="checkbox"/>	<input type="checkbox"/>
Visual Arts	—	<input type="checkbox"/>	<input type="checkbox"/>
Numeracy	—	<input type="checkbox"/>	<input type="checkbox"/>
Science	—	<input type="checkbox"/>	<input type="checkbox"/>
Computing	—	<input type="checkbox"/>	<input type="checkbox"/>
Technology	—	<input type="checkbox"/>	<input type="checkbox"/>
Health and Physical Education	—	<input type="checkbox"/>	<input type="checkbox"/>
Religious studies	—	<input type="checkbox"/>	<input type="checkbox"/>
Special needs	—	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify)	—	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>			

23. YOUR EXPERIENCE AS A SECONDARY TEACHER:

In the first two columns, please tick the subject areas in which you currently teach, and the highest level at which you teach that subject

In the third column, please write down the number of years’ experience you have in teaching that subject (include the current year, and round upwards to the nearest whole number).

In the fourth column, please tick the areas in which you have undertaken professional learning activities in the past 12 months, either as part of a tertiary qualification, or through organised professional learning programs.

	Currently teaching this subject or specialist area? (tick if "Yes")		Years of experience teaching this subject or specialist area	Undertaken Professional Learning in the last 12 months? (Tick if "Yes")
	Years 7/8 - 10	Years 11-12		
<i>Language</i>				
English	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
English as a Second Language	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Languages other than English (please specify)	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<hr/>				
<i>Mathematics</i>				
Mathematics	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Statistics	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>Sciences</i>				
Biology	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Chemistry	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Earth sciences	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Environmental sciences	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Physics	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Psychology/Behavioural studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Science – General	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>Society and Environment Studies (SOSE)</i>				
Accounting	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Business studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Civics and Citizenship	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Economics	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Geography	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
History	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Legal studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Politics	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Religious studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Social studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>The Creative and Performing Arts</i>				
Visual Arts	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Dance	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Drama	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Media Studies	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Music	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>Technology</i>				
Computing	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Food technology	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Graphic communication	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Information technology	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Textiles	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Wood or Metal technology	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>Health and Physical Education</i>				
Health	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Outdoor education	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Physical education	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
<i>Specialist roles</i>				
Library	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Special Needs	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>
Learning Support	<input type="checkbox"/>	<input type="checkbox"/>	___	<input type="checkbox"/>

Behaviour Management	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Career Education	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>
Vocational Education and Training	<input type="checkbox"/>	<input type="checkbox"/>	_____	<input type="checkbox"/>

D. PROFESSIONAL LEARNING ACTIVITIES

Professional learning activities refer to structured activities intended to develop your knowledge and skills as a teacher. They include formal activities (e.g. conferences, workshops and courses of study) as well as informal activities (e.g. ongoing involvement in collegial teams, networks and mentoring). The learning activities include those provided out-of-school and at school.

24. Have you engaged in professional learning activities over the past 12 months?

- Yes *Please indicate the number of days (full-time equivalent): _____.*
- No *Please go straight to Question 27.*

25. Please indicate by ticking the appropriate boxes below, the content and type of any professional development activities that you have undertaken in the past 12 months.

	Yes, as part of a tertiary qualification	Yes, through organized professional development activities
Knowledge of the content or subject matter I am expected to teach	<input type="checkbox"/>	<input type="checkbox"/>
Updating my knowledge to reflect Curriculum change	<input type="checkbox"/>	<input type="checkbox"/>
Effective methods for engaging students in the subject matter	<input type="checkbox"/>	<input type="checkbox"/>
Planning worthwhile learning goals for my students	<input type="checkbox"/>	<input type="checkbox"/>
Developing learning activities relevant to my students	<input type="checkbox"/>	<input type="checkbox"/>
Broadening the range of areas I am able to teach	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge of the cultural heritage of my students	<input type="checkbox"/>	<input type="checkbox"/>
Knowledge about how my students learn	<input type="checkbox"/>	<input type="checkbox"/>
Managing student behaviour	<input type="checkbox"/>	<input type="checkbox"/>
Methods for assessing student learning and development	<input type="checkbox"/>	<input type="checkbox"/>
Communicating with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>
Reporting to parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>
Analysing and reflecting on feedback about my teaching	<input type="checkbox"/>	<input type="checkbox"/>
Building a collaborative professional work culture with colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Providing educational leadership to colleagues	<input type="checkbox"/>	<input type="checkbox"/>
Teaching Aboriginal and Torres Strait Islander children	<input type="checkbox"/>	<input type="checkbox"/>
Meeting performance management requirements	<input type="checkbox"/>	<input type="checkbox"/>
Preparation for school leadership	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

26. To what extent have the professional learning activities you have engaged in over the past 12 months increased:
Please tick one box in each row.

	Major extent	Moderat e extent	Minor extent	Not at all
Your effectiveness in promoting student learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your capacity to meet the learning needs of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your capacity to provide effective feedback to your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your access to useful teaching materials and resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your capacity to engage students in worthwhile learning activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your capacity to perform your role at the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

27. In which of the following areas do you feel you need *more* opportunities for professional learning?

Please tick as many boxes as appropriate.

- Knowledge of the content or subject matter I am expected to teach
- Effective methods for engaging students in the subject matter
- Planning worthwhile learning goals for my students
- Developing learning activities relevant to my students
- Broadening the range of areas I am able to teach
- Knowledge of the cultural heritage of my students
- Knowledge about how my students learn
- Managing student behaviour
- Methods for assessing student learning and development
- Communicating with parents/guardians
- Reporting to parents/guardians
- Analysing and reflecting on feedback about my teaching
- Building a collaborative professional work culture with colleagues
- Providing educational leadership to colleagues
- Teaching Aboriginal and Torres Strait Islander children
- Meeting performance management requirements
- Preparation for school leadership
- Other (please specify) _____

F. YOUR CAREER IN TEACHING

28. When did you first commence employment as a teacher? Year: _____ Month: _____

29. For how long did you work in your first school? Years: _____ Months: _____

30. For how long have you been teaching in total? Years: _____ Months: _____

31. Is this the first school you have worked in?

Do not include periods of relief or short-term contract teaching of less than one month duration.

- Yes *If Yes, go straight to Question 39*
- No *If No, continue on to Question 32.*

32. Where was the first school in which you worked?

- Western Australia
- South Australia
- Northern Territory
- Tasmania
- Victoria
- New South Wales
- ACT
- Queensland
- Overseas (please specify) _____

If your first school was overseas, go straight to question 35

33. Was the first school in which you worked:

- a Government school?
- a Catholic school?
- an Independent school?

34. Was the first school in which you worked located in:

- a capital city?
- a major or provincial city?
- a rural area?
- a remote area?

35. In how many schools have you worked (in Australia and/or overseas)? _____ schools

Do not include periods of relief or short-term contract teaching of less than one month duration.

36. How many years of your employment as a teacher has been spent:

- In your current State/Territory? _____ years
- In another State/Territory? _____ years
- In another country? _____ years

37. How many years of your employment as a teacher in Australia have been spent:

- In Government schools? _____ years
- In Catholic schools? _____ years
- In Independent schools? _____ years

38. How important were the following factors in the decision to join your present school?

Please tick one box in each row.

	Very important	Important	Of some importance	Not a factor in the decision
Dissatisfaction with my former school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
End of my contract at the former school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Better pay and conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Taking up a promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
More opportunity to teach in my preferred areas	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Positive school ethos and values	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Professional learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A more convenient school location	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mandated school mobility requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other factors (<i>please specify</i>) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

G. YOUR ACTIVITIES OUTSIDE TEACHING

39. Which of the following best characterises your main activity in the year before you commenced your teacher preparation program?

Please tick one box only.

- School student
- Tertiary student
- Home duties (including caring for children)
- Full-time employment
- Part-time employment
- Unemployed
- Other (please specify) _____

40. Have you ever resigned from school teaching to take up another activity?

- Yes *If Yes continue on to Question 41*
- No *If No go straight to Question 42.*

41 Why did you return to school teaching?

Please tick all that apply.

- I missed teaching
- I missed the students
- I returned from extended travel
- The other job/activity was not what I had expected
- Teaching salary is higher than the salary I was getting
- Teaching working conditions are better
- Teaching gives more opportunity for personal growth
- I had changed personal or family circumstances
- Other (please specify) _____

H. YOUR FUTURE CAREER INTENTIONS

42. Do you plan to leave teaching permanently prior to retirement?

- Yes *If Yes continue on to Question 43.*
- No *If No, go straight to Question 44.*
- Unsure *If Unsure, go straight to Question 44.*

43. You have indicated that you plan to leave teaching prior to retirement. Please indicate which of the following were important factors in your decision to leave teaching prior to retirement? (Tick the factors that were most important in your decision.)

YES, this was one of the most important factors

- I never intended teaching to be a long-term career
- I have found that I am not suited to teaching
- Family reasons
- Dissatisfaction with teaching
- Better opportunities outside of schools
- Superannuation benefits from leaving teaching early
- The workload is too heavy
- Insufficient support staff
- Class sizes too large
- I had issues with student management
- Insufficient recognition or reward for teachers who demonstrate advanced competence
- Insufficient recognition or reward for teachers who gain extra qualifications
- Insufficient recognition or reward for teachers whose students achieve specified goals
- The poor public image of teachers
- Changes imposed on schools from outside
- Dissatisfaction with performance appraisal processes.
- Other (please specify) _____

44. How much longer do you intend to work in schools? _____ years Unsure

IF YOU INTEND TO LEAVE TEACHING IN LESS THAN 3 YEARS, PLEASE ANSWER QUESTION 45. OTHERWISE, PLEASE GO STRAIGHT TO QUESTION 46.

45. If your answer to Question 44 indicates that you intend to leave schools within the next 3 years. What do you intend to do then?

Please tick one box as appropriate.

- Seek employment elsewhere in Education, but not directly in schools
- Seek employment outside of Education
- Take study leave
- Take extended leave from teaching (12 months or more)

- Retire from active employment
- Other (please specify) _____

46. Within the next 3 years do you intend to do any of the following?

(Please tick any that apply)

	YES
Apply for a Deputy/Vice Principal position	<input type="checkbox"/>
Apply for a Principal position	<input type="checkbox"/>
Continue in your current position at this school	<input type="checkbox"/>
Seek promotion in this school	<input type="checkbox"/>
Move to a similar position at another school	<input type="checkbox"/>
Seek promotion to another school	<input type="checkbox"/>
Move to work in another school sector (eg, Govt to Catholic)	<input type="checkbox"/>
Train to enable you to teach in another subject area	<input type="checkbox"/>
Train to enable you to teach in another stage of schooling	<input type="checkbox"/>
Change from full-time to part-time employment	<input type="checkbox"/>
Change from part-time to full-time employment	<input type="checkbox"/>
Take extended leave (12 months or more)	<input type="checkbox"/>

If your answer to Question 46 indicated that you do intend to apply for a principal or deputy/vice principal position in the next three years, please answer Questions 47 and 48; otherwise proceed straight to Question 49.

47. How important are the following factors in your intention to apply for a Deputy/Vice Principal or Principal position?

Please tick one box in each row.

	Very important	Important	Of some importance	Not at all important
I want challenges other than classroom teaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had encouragement and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had encouragement and support from my school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to lead school development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had successful experience in other leadership roles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was attracted by the salary and other financial benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I was attracted by the high standing of school leaders in the community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have had helpful prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other <i>(please specify)</i> _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

48. How well prepared do you feel in the following aspects of school leadership? *(please tick one box in each row)*

	Very well prepared	Well prepared	Somewhat prepared	Poorly prepared
School goal-setting and development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School curriculum and assessment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Change management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing human resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing physical resources	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Managing school budgets and finances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
School accountability requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student welfare and pastoral care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships with families and the school community	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assessing teacher performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you for these responses. Please skip Question 49 and proceed now to Question 50

If you indicated by your answer to Question 46 that you do not intend to apply for a principal or deputy/vice principal position in the next three years, please answer Question 49; otherwise proceed straight to Question 50.

49. How important are the following factors in your intention NOT to apply for a Deputy/Vice Principal or Principal position?

Please tick one box in each row.

	Very important	Important	Of some importance	Not at all important
The time demands of the job are too high	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have a lack of prior leadership experience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The position requires too much responsibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would have difficulty maintaining a satisfactory work/life balance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The salary is not sufficient for the responsibilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not had encouragement and support from colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have not had encouragement and support from my school leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have concerns with the selection process	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not have appropriate prior preparation and training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I do not feel confident in my ability to do the job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I want to remain working mainly in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I am not at the right stage of my career to apply	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I have applied unsuccessfully in the past	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My personal or family circumstances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other (please specify) _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

I. YOUR VIEWS ON TEACHING

50. How satisfied are you with the following aspects of your job?

Please tick one box in each row.

	Very satisfied	Satisfied	Dissatisfied	Very dissatisfied
The amount of teaching you are expected to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The amount of administrative and clerical work you are expected to do	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your freedom to decide how to do your job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your opportunities for professional learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your opportunities for career advancement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The balance between your working time and your private life	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Feedback on your performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What you are currently accomplishing with your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The number of staff available to your school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The school's physical resources (e.g. buildings, grounds)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Educational resources (e.g. equipment, teaching materials).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your working relationships with your colleagues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your working relationships with your Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Your working relationships with parents/guardians	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The value society places on teachers' work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Overall, how satisfied are you with your current job?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

51. At this stage, how do you see your future in the teaching profession?

- I expect that teaching will be my lifetime career
- I am unlikely to leave teaching
- I am thinking about an alternative career
- I am actively seeking an alternative career

**Thank you for taking the time to complete this questionnaire.
All responses will be kept confidential.**

APPENDIX 2: LOTE TEACHERS

This appendix reports on the profile of LOTE teachers in terms of those who are teaching Asian languages and those who are teaching non-Asian languages. There were only relatively small numbers of LOTE teachers in the SiAS survey and so the disaggregated analyses reported in this appendix need to be treated with great caution.

A.1 Identification of languages

As Section 1.4 of this report indicated, there were 123 primary teachers who indicated that they were teaching LOTE (or 2.3% of all primary teachers in weighted terms). There were 613 secondary teachers (5.5% of all secondary teachers in weighted terms) who indicated that they were teaching LOTE.

In all, primary teachers specified that they were teaching 10 different languages and secondary teachers 21. For the purposes of this analysis the languages were classified into two broad groups, Asian languages and non-Asian languages, using the framework in Table A.1. There were 8 languages classified into the Asian group and 17 into the non-Asian group.¹¹

Table A.1: LOTE teachers: classification of specified languages into Asian and Non-Asian groups

Asian languages	Non-Asian languages	
Japanese	Aboriginal	Hindi
Chinese/Mandarin	Afrikaans	Italian
Indonesian	Arabic	Latin
Korean	Aramaic	Maori
Filipino	Auslan	Modern Greek/Greek
Malay	Croatian	Polish
Vietnamese	French	Spanish
Thai	German	Turkish
		Zulu

Note: The language names were written in by respondents. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Where a teacher specified that they were teaching more than one language, each language was counted separately (though each teacher was counted only once). This was on the basis that each language represents a part of the school program and the teacher resources being used at the school. For example, where a teacher specified that they were teaching both Japanese and French they were classified as a teacher of an Asian language and as a teacher of a Non-Asian language, but for each language the weighting of the individual response was halved.

Of the primary LOTE teachers who specified a language (88.7%), 54.7% included a language in the Asian languages group and 45.3% in the Non-Asian group (in weighted terms). Among secondary LOTE teachers who specified a language (93.9%) the proportions were: Asian languages 42.8%; and non-Asian languages 57.2%.

Most of the individual languages involved very few teachers. At primary school level the three largest languages were Japanese (27.2%), Indonesian (18.3%), and French (15.6%). The four largest languages at secondary level were Japanese (24.5%), French (21.1%), German (15.6%),

¹¹ In addition to the languages in Table A.1 there were another three languages in the Asian group and 19 in the non-Asian group that at least one teacher in the survey indicated they had studied at tertiary level.

and Italian (15.0%). The numbers of teachers were much too small for analyses at the individual language level.

The following analyses are provided for three groups of LOTE teachers: those teaching an Asian language; those teaching a non-Asian language; and all LOTE teachers.

A.2 School location, sector and SES composition

Table A.2 reports on the distribution of LOTE teachers in terms of the geographic location of their school. At primary level there were smaller proportions of LOTE teachers of Asian languages in metropolitan and remote locations than teachers of non-Asian languages, but a higher proportion in provincial locations. There were very few teaching Asian languages in remote primary schools. At secondary level the proportions teaching Asian and non-Asian languages were about the same across all locations.

Table A.2: LOTE teachers: geographic location of school, by language group

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
<i>Primary</i>				
Asian languages	68.3	28.1	3.6	100.0
Non-Asian languages	81.0	9.3	9.7	100.0
All LOTE teachers	76.1	18.1	5.9	100.0
<i>Secondary</i>				
Asian languages	74.0	24.9	1.1	100.0
Non-Asian languages	73.7	25.0	1.3	100.0
All LOTE teachers	74.8	24.0	1.2	100.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table A.3 reports on the distribution of LOTE teachers in terms of the school sector where they are currently teaching. At primary level there were slightly higher proportions of LOTE teachers of Asian languages in government and Catholic schools than teachers of non-Asian languages, and a lower proportion in independent schools. At secondary level the pattern was slightly different: teachers of Asian languages were proportionately slightly lower in Government schools and higher in Catholic and independent schools.

Table A.3: LOTE teachers: school sector, by language group

Currently teaching in area:	Sector of school (%)			Total
	Government	Catholic	Independent	
<i>Primary</i>				
Asian languages	60.2	26.2	13.6	100.0
Non-Asian languages	57.5	19.6	22.9	100.0
All LOTE teachers	63.4	20.8	15.8	100.0
<i>Secondary</i>				
Asian languages	52.6	21.4	26.1	100.0
Non-Asian languages	57.7	18.1	24.2	100.0
All LOTE teachers	54.6	19.4	26.0	100.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table A.4 reports on the distribution of LOTE teachers in terms of school SES (as measured by postcode address). Compared to LOTE teachers overall, at primary level there are proportionately fewer teachers of Asian languages at high SES schools than at low SES schools, the reverse of the situation in 2007. At secondary level there are slightly more teachers of Asian languages in high SES schools.

Table A.4: LOTE teachers: school SES composition, by language group

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
<i>Primary</i>				
Asian languages	35.3	24.7	40.0	100.0
Non-Asian languages	25.8	23.1	51.0	100.0
All LOTE teachers	27.9	24.1	48.0	100.0
<i>Secondary</i>				
Asian languages	22.7	31.2	46.1	100.0
Non-Asian languages	22.7	34.9	42.4	100.0
All LOTE teachers	22.7	33.7	43.7	100.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

A.3 Demographic characteristics of LOTE teachers

Table A.5 reports on the age distribution of LOTE teachers. At primary and secondary school levels teachers of Asian languages tend to be younger than teachers of non-Asian languages, with more aged 35 years or less and fewer aged 51 years and above, as was the case in 2007. The average age of teachers of Asian languages is about 3 years less than teachers of non-Asian languages at both primary and secondary levels.

Table A.5: LOTE teachers: age distribution and average age, by language group

Currently teaching in area:	Age group (%)			Average age (years)	
	<=35 years	36-50 years	>=51 years		
<i>Primary</i>					
Asian languages	39.5	48.5	12.1	100	40.0
Non-Asian languages	30.5	39.3	30.2	100	43.5
All LOTE teachers	42.2	39.8	18.0	100	39.7
<i>Secondary</i>					
Asian languages	28.5	39.8	31.7	100	43.5
Non-Asian languages	18.2	42.5	39.3	100	46.8
All LOTE teachers	23.5	40.5	35.9	100	45.3

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Table A.6 reports on the gender composition of LOTE teachers. As was shown in Section 3.2 LOTE teachers have a much higher proportion of female teachers than the other designated teaching areas. At primary level the very high proportion of female teachers is particularly evident among teachers of non-Asian languages, and considerably less so among teachers of Asian languages. At secondary level a higher proportion of Asian language teachers are male than LOTE teachers overall.

Table A.6: LOTE teachers: proportions of male and female teachers, by language group

Currently teaching in area:	Proportion of teachers who are male (%)	Proportion of teachers who are female (%)
Primary		
Asian languages	19.1	80.9
Non-Asian languages	0.8	99.2
All LOTE teachers	9.6	90.4
Secondary		
Asian languages	27.2	72.8
Non-Asian languages	22.1	77.9
All LOTE teachers	23.9	76.1

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Section 3.3 reported that substantially lower proportions of LOTE teachers were born in Australia than teachers in the other designated areas, or primary and secondary teachers overall. Table A.7 reports on the proportions who were born in Australia in terms of the languages groups they are currently teaching. At primary level there were lower proportions of teachers of Asian languages who were born in Australia than teachers of non-Asian languages or LOTE teachers overall. At secondary level, proportions were much the same in both language groups.

Table A.7: LOTE teachers: proportion of teachers born in Australia, by language group

Currently teaching in area:	Proportion of teachers who were born in Australia (%)
Primary	
Asian languages	50.6
Non-Asian languages	89.3
All LOTE teachers	71.8
Secondary	
Asian languages	51.3
Non-Asian languages	54.6
All LOTE teachers	52.6

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

A.4 Qualifications of LOTE teachers

Table A.8 reports on the proportions of LOTE teachers who hold different levels of qualifications in Education. The differences between teachers of different language groups are quite noticeable. At primary level, teachers of Asian languages are more likely to have a Graduate diploma, while teachers of non-Asian languages had higher levels of bachelor/honours or undergraduate certificate/diploma qualifications. At secondary level, teachers of Asian languages were more likely to have a bachelor/honours degree, while a slightly higher number of teachers of non-Asian languages had an undergraduate certificate/diploma as their highest qualification.

At secondary level, a notable percentage of teachers of both language groups had a masters/doctoral qualification in Education (12-14%).

Table A.8: LOTE teachers: proportions who hold qualifications in Education, by language group

Currently teaching in area:	Type of qualification (%)					
	Certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
<i>Primary</i>						
Asian languages	2.3	50.3	0.2	39.1	1.3	6.9
Non-Asian languages	10.1	69.6	3.0	16.3	0.7	0.3
All LOTE teachers	5.2	53.0	1.9	25.8	10.7	3.5
<i>Secondary</i>						
Asian languages	2.5	40.4	2.1	40.1	14.0	0.8
Non-Asian languages	7.4	30.3	3.9	43.6	12.3	2.5
All LOTE teachers	5.1	34.2	2.9	42.0	14.1	1.7

Note: Respondents were asked to indicate the highest qualification they hold in Education, and could only indicate one qualification. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

Table A.9 reports on the proportions of LOTE teachers who hold different levels of qualifications in fields other than Education.

At primary level, teachers of Asian languages were more likely to have a qualification in a field other than Education and nearly half had a bachelor/honours degree (45.5%), compared to almost no teachers of non-Asian languages (2.3%). Primary teachers of non-Asian languages were more likely to have a Graduate diploma or masters/doctoral qualification than were teachers of Asian languages. At secondary level, teachers in both language groups had similar qualification levels.

Table A.9: LOTE teachers: proportions who hold qualifications in fields other than Education, by language group

Currently teaching in area:	Type of qualification (%)						
	None ¹	Certificate or diploma ²	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
<i>Primary</i>							
Asian languages	39.7	14.3	45.5	0	0.4	0	0
Non-Asian languages	71.4	8.8	2.3	1.5	9.2	5.4	1.2
All LOTE teachers	55.7	10.5	26.6	0.6	3.9	2.2	0.5
<i>Secondary</i>							
Asian languages	36.2	6.5	34.3	1.7	6.9	10.4	3.9
Non-Asian languages	41.2	7.5	31.3	0.5	9.2	9.6	0.6
All LOTE teachers	38.4	6.8	33.1	0.9	8.3	10.2	2.2

Note: Respondents were asked to indicate the highest qualification they hold in fields other than Education, and could only indicate one qualification. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

1. This column reflects the fact that teachers do not necessarily need a qualification in a field other than Education if their Education qualifications meet the requirements for registration.

2. Comprises Advanced Diploma, Certificate III/IV and Certificate I/II

A.5 Professional learning of LOTE teachers

Section 5 in this report indicated that LOTE teachers differed little from other teachers in the average number of days of professional learning (PL) activities over the previous 12 months. However, Table A.10 suggests some diversity among LOTE teachers in this regard, with Primary teachers of Asian languages reporting more PL days on average than teachers of non-Asian languages, while at secondary level, teachers of non-Asian languages reported one more PL day on average than teachers of Asian languages.

Table A.10: LOTE teachers: average number of days of professional learning in past 12 months, by language group

Currently teaching in area:	Average no. days PL in past 12 months
<i>Primary</i>	
Asian languages	8.4
Non-Asian languages	6.7
All LOTE teachers	7.0
<i>Secondary</i>	
Asian languages	8.2
Non-Asian languages	9.2
All LOTE teachers	8.7

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages". The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

In terms of LOTE teachers' views on their future professional learning needs, Table A.12 indicates that in all areas except methods of assessment (and at secondary, broadening areas able to teach), higher proportions of teachers of Asian languages expressed a need for more PL opportunities in the aspects examined in the table than did teachers of non-Asian languages.

Table A.12: LOTE teachers: Perceived needs for more professional learning, by language group

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% who ticked box indicating a need)					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
<i>Primary</i>						
Asian languages	34.9	54.0	43.2	49.4	43.3	41.3
Non-Asian languages	29.2	40.0	31.6	26.1	36.2	46.9
All LOTE teachers	36.9	42.8	41.8	35.0	36.3	49.5
<i>Secondary</i>						
Asian languages	39.1	53.8	34.1	51.3	26.9	30.0
Non-Asian languages	33.5	46.0	30.1	41.6	30.2	31.8
All LOTE teachers	34.8	49.5	31.4	46.1	29.3	31.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

A.6 Employment basis of LOTE teachers

Section 6 of this report noted that, compared to teachers in other curriculum areas, LOTE teachers were less likely to be employed full-time and on an ongoing/permanent basis. Tables A.13 and A.14 examine the basis of LOTE teachers’ employment in terms of language group.

At primary level teachers of Asian languages were much more likely to be employed full-time than teachers of non-Asian languages (Table A.13), as was the case in 2007. At secondary level there was only a small difference with teachers of Asian languages slightly more likely to be employed full-time.

Table A.13: LOTE teachers: proportion employed full-time, by language group

Currently teaching in area:	Proportion of teachers employed full-time (%)
<i>Primary</i>	
Asian languages	53.0
Non-Asian languages	25.6
All LOTE teachers	47.4
<i>Secondary</i>	
Asian languages	76.2
Non-Asian languages	72.1
All LOTE teachers	74.1

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

At primary level, about three-quarters of teachers of both language groups were employed on an on-going/permanent basis (Table A.14). At secondary level teachers of Asian languages were slightly less likely to be employed on an on-going/permanent basis, and slightly more likely to be employed on a one year (or less) fixed-term contract, though secondary LOTE teachers in both groups were more likely to be employed on an on-going/permanent basis than were primary LOTE teachers.

Table A.14: LOTE teachers: proportion employed on an on-going or contractual basis, by language group

Currently teaching in area:	Type of position (%)				
	On-going/permanent	Contract: <1 year	Contract: 1-3 years	Contract: >3 years	Casual/relief
<i>Primary</i>					
Asian languages	74.4	14.0	11.6	0	0
Non-Asian languages	75.5	10.4	9.8	4.4	0
All LOTE teachers	74.2	11.8	9.6	1.8	2.7
<i>Secondary</i>					
Asian languages	80.5	13.4	3.6	0.6	1.9
Non-Asian languages	85.8	6.9	5.9	0.3	1.2
All LOTE teachers	83.6	9.9	4.7	0.4	1.4

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

A.7 Career paths of LOTE teachers

Table A.15 indicates that at primary and secondary levels, teachers of non-Asian languages had 3-4 years more teaching experience than did teachers of Asian languages. This is likely to be linked to the finding that teachers of non-Asian languages were on average about 3 years older (see Table A.5).

Table A.15: LOTE teachers: average length of teaching experience, by language group

Currently teaching in area:	Average length of teaching experience (years)
<i>Primary</i>	
Asian languages	12.5
Non-Asian languages	16.5
All LOTE teachers	13.2
<i>Secondary</i>	
Asian languages	15.4
Non-Asian languages	18.3
All LOTE teachers	17.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Compared to other teachers, LOTE teachers were more likely to be teaching in a school located in a different sector or State/Territory or country than teachers in other curriculum areas (see Section 7.3). Table A.16 indicates that this tendency is generally more evident among teachers of Asian languages than teachers of non-Asian languages.

Table A.16: LOTE teachers: sector and location of current and first schools for those who have worked in more than one school, by language group

Currently teaching in area:	Current school is in		
	Current school is in a different sector from first school (%)	a different State/Territory from first school (%)	Current school is in a different country from first school (%)
Primary			
Asian languages	22.6	16.3	8.0
Non-Asian languages	37.3	1.3	7.1
All LOTE teachers	27.2	10.0	7.3
Secondary			
Asian languages	42.2	8.0	19.4
Non-Asian languages	37.8	12.0	15.6
All LOTE teachers	39.8	10.5	18.5

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

A.8 Career intentions of LOTE teachers

Section 8.1 noted that primary LOTE teachers were slightly more likely to indicate that they intended to leave teaching prior to retirement than were teachers in most other curriculum areas. At primary school level, about the same proportion of teachers of both language groups indicated that they intended to leave teaching. It is notable that among primary teachers over half of teachers of Asian languages (54.5%) were unsure about whether they intended to leave teaching permanently prior to retirement.

At secondary level, teachers of Asian languages are slightly more likely to indicate that they intend to leave teaching, although the difference is small.

Table A.17: LOTE teachers: proportions who intend to leave teaching permanently prior to retirement, by language group

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)		
	Yes	No	Unsure
Primary			
Asian languages	11.0	34.4	54.5
Non-Asian languages	10.8	51.2	37.9
All LOTE teachers	9.7	48.0	42.3
Secondary			
Asian languages	11.9	52.2	36.0
Non-Asian languages	8.7	58.1	33.2
All LOTE teachers	9.8	55.2	35.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

Another perspective on career intentions is provided by Table A.18 which reports on the average number of years LOTE teachers intend to keep working in schools. At primary level teachers of Asian languages intend to teach around 8 years more than teachers of non-Asian languages. This is somewhat surprising as Table A.17 shows higher levels of uncertainty amongst teachers of

Asian languages, and fewer indicate they do not intend to leave teaching prior to retirement. At secondary level the order is the same although the difference is quite small. The high proportions of LOTE teachers indicating that they are unsure about their career intentions complicate direct comparisons between this measure and the measure analysed in Table A.17.

Table A.18: LOTE teachers: average number of years that teachers intend to keep working in schools, by language group

Currently teaching in area:	Average no. years intend to keep working in schools
<i>Primary</i>	
Asian languages	21.5
Non-Asian languages	13.6
All LOTE teachers	19.1
<i>Secondary</i>	
Asian languages	12.1
Non-Asian languages	10.7
All LOTE teachers	11.5

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching (69.4% of primary LOTE sample excluded, 58.6% of secondary excluded). Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages”. The figures reported in this table are estimates of population values obtained from the SiAS sample. Each should be seen as an estimate, not as an exact measure of the population that it represents. See Section 1.5 of this report for a guide to the likely precision of the estimates in the table.

APPENDIX 3: 2007 TABLES

From Section 1. Introduction

Table A2.1.1: Final school and teacher response rates for Australia, primary and secondary, 2007

	Number of schools sampled	Number of schools responded	School response rate	Number of teachers sampled	Number of teachers responded	Within-school teacher response rate	Final teacher response rate
Primary	1320	683	52%	9051	5209	58%	30%
Secondary	1070	589	55%	9009	5394	60%	33%

Table A2.1.2: Primary teachers: proportions teaching in specified curriculum areas, , 2007

Specialist area	Proportion of all primary teachers who reported teaching in the area (weighted) %	N (unweighted)
Literacy	14.5	738
Numeracy	12.5	621
LOTE	2.6	168
Computing	9.9	509

Table A2.1.3: Secondary teachers: proportions teaching in specified curriculum areas, 2007

Area	Proportion of all secondary teachers who reported teaching in the area (weighted) %	N (unweighted)
English	19.9	1094
LOTE	4.7	281
Mathematics	20.5	1155
Biology	6.4	344
Chemistry	5.7	309
Physics	5.5	284
Science – General	14.2	803
Geography	8.4	434
History	11.2	570
Computing/IT	9.1	505
VET	6.3	306

From Section 2. School location and Sector

Table A2.2.1: Geographic location of school: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
Literacy	66.5	28.6	5.0	100.0
Numeracy	67.8	26.7	5.6	100.0
LOTE	72.3	25.9	1.9	100.0
Computing	68.3	25.3	6.4	100.0
All primary teachers	70.8	25.2	4.0	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.2.2: Geographic location of school: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
English	64.3	34.7	1.0	100.0
LOTE	74.6	24.9	0.5	100.0
Mathematics	68.0	30.3	1.8	100.0
Biology	65.7	31.8	2.5	100.0
Chemistry	68.0	26.8	5.2	100.0
Physics	71.1	26.8	2.1	100.0
Science – General	63.8	33.6	2.6	100.0
Geography	65.9	32.8	1.3	100.0
History	64.8	34.3	1.0	100.0
Computing/IT	67.6	30.3	2.1	100.0
VET	54.9	41.1	4.1	100.0
All secondary teachers	66.8	31.8	2.0	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.2.3: School sector: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Sector (%)			Total
	Government	Catholic	Independent	
Literacy	71.8	22.4	5.8	100.0
Numeracy	69.6	23.6	6.8	100.0
LOTE	64.7	18.8	16.6	100.0
Computing	68.3	25.3	6.4	100.0
All primary teachers	71.3	18.7	10.0	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.2.4: School sector: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Sector (%)			Total
	Government	Catholic	Independent	
English	60.9	25.6	13.5	100.0
LOTE	56.8	25.8	17.4	100.0
Mathematics	59.0	25.0	16.1	100.0
Biology	61.9	21.3	16.8	100.0
Chemistry	62.4	21.5	16.2	100.0
Physics	61.6	19.0	19.4	100.0
Science – General	63.2	20.6	16.2	100.0
Geography	60.5	22.6	16.9	100.0
History	59.8	22.5	17.7	100.0
Computing/IT	63.0	22.5	14.5	100.0
VET	74.4	19.6	6.0	100.0
All secondary teachers	60.6	23.2	16.1	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.2.5: School SES: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
Literacy	10.7	70.6	18.7	100.0
Numeracy	11.6	69.3	18.9	100.0
LOTE	12.7	64.1	23.1	100.0
Computing	11.8	69.3	18.9	100.0
All primary teachers	11.9	70.2	17.9	100.0

Note: The socioeconomic status (SES) measure is derived from the postcode of the school address. Proportions may not add to 100 due to rounding.

Table A2.2.6: School SES: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
English	8.8	71.7	19.5	100.0
LOTE	9.5	53.6	36.9	100.0
Mathematics	7.6	70.1	22.3	100.0
Biology	8.5	65.5	26.0	100.0
Chemistry	7.2	65.5	27.4	100.0
Physics	7.4	61.8	30.8	100.0
Science – General	7.0	72.3	20.7	100.0
Geography	9.9	70.9	19.2	100.0
History	8.8	71.5	19.7	100.0
Computing/IT	6.9	73.0	20.1	100.0
VET	11.0	78.2	10.8	100.0
All secondary teachers	7.7	68.9	23.3	100.0

Note: The socioeconomic status (SES) measure is derived from the postcode of the school address. Proportions may not add to 100 due to rounding.

From Section 3. Demographic background

Table A2.3.1: Age distribution: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Age group (%)			Total	Average age (years)
	<=35 years	36-50 years	>=51 years		
Literacy	32.3	38.9	28.7	100	42.3
Numeracy	38.6	35.9	25.5	100	40.7
LOTE	23.7	43.5	32.8	100	43.9
Computing	34.4	41.5	24.1	100	41.0
All primary teachers	28.7	40.3	30.9	100	43.2

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.3.2: Age distribution: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Age group (%)			Total	Average age (years)
	<=35 years	36-50 years	>=51 years		
English	29.7	38.7	31.6	100	43.3
LOTE	18.1	42.2	39.7	100	46.1
Mathematics	21.3	43.5	35.2	100	44.6
Biology	27.9	41.5	30.6	100	43.1
Chemistry	25.8	41.0	33.2	100	43.8
Physics	21.7	41.9	36.4	100	44.9
Science – General	31.1	39.7	29.2	100	42.2
Geography	30.3	42.4	27.2	100	42.4
History	34.5	34.5	31.0	100	42.3
Computing/IT	21.8	44.7	33.6	100	44.6
VET	9.7	51.2	39.2	100	46.7
All secondary teachers	25.2	41.4	33.4	100	44.1

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned.

Table A2.3.3: Proportions of male and female teachers: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Proportion of teachers who are male (%)	Proportion of teachers who are female (%)
Literacy	18.9	81.1
Numeracy	24.0	76.0
LOTE	4.8	95.2
Computing	26.8	73.2
All primary teachers	20	80

Note: Weighted data.

Table A2.3.4: Proportions of male and female teachers: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Proportion of teachers who are male (%)	Proportion of teachers who are female (%)
English	28.9	71.1
LOTE	26.4	73.6
Mathematics	51.7	48.3
Biology	44.0	56.0
Chemistry	58.3	41.7
Physics	72.8	27.2
Science – General	53.4	46.6
Geography	39.8	60.2
History	36.5	63.5
Computing/IT	62.5	37.5
VET	51.6	48.4
All secondary teachers	43	57

Note: Weighted data.

Table A2.3.5: Age distribution by gender: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Age group (%)						Average age (years)	
	<=35 years		36-50 years		>=51 years		Male	Female
	Male	Female	Male	Female	Male	Female		
Literacy	46.2	29.1	29.3	41.2	24.5	29.7	39.9	42.9
Numeracy	45.3	36.4	28.2	38.4	26.5	25.2	40.4	40.9
LOTE	36.5	23.1	38.0	43.8	25.5	33.2	41.0	43.9
Computing	41.2	31.9	41.9	41.3	17.0	26.8	39.8	41.6
All primary teachers	29.6	28.5	38.9	40.7	31.5	30.8	43.3	43.1

Note: The proportions of male and female teachers in the three age groups in each area each sum to 100 across the row. Weighted data.

Table A2.3.6: Age distribution by gender: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Age group (%)						Average age (years)	
	<=35 years		36-50 years		>=51 years		Male	Female
	Male	Female	Male	Female	Male	Female		
English	22.0	32.8	40.2	38.2	37.8	29.1	45.5	42.3
LOTE	9.3	21.2	57.3	36.9	33.5	41.9	46.2	49.2
Mathematics	17.0	25.8	39.9	47.4	43.1	26.8	46.2	42.9
Biology	21.3	33.0	41.6	41.5	37.1	25.5	44.8	41.7
Chemistry	19.6	34.3	41.3	40.5	39.1	25.2	45.2	41.8
Physics	18.0	31.6	43.1	38.7	38.9	29.7	45.6	43.1
Science – General	26.0	36.9	37.6	42.2	36.4	21.0	43.8	40.3
Geography	20.2	37.0	41.9	42.7	37.9	20.3	45.2	40.4
History	23.3	41.0	33.5	35.1	43.2	23.9	46.1	40.0
Computing/IT	21.0	23.1	45.4	43.6	33.7	33.3	46.2	45.7
VET	13.6	5.5	43.7	59.0	42.6	35.6	47.3	46.1
All secondary teachers	20.3	29.0	41.3	41.4	38.4	29.6	45.6	42.8

Note: The proportions of male and female teachers in the three age groups in each area each sum to 100 across the row. Weighted data.

Table A2.3.7: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Proportion of teachers who were born in Australia (%)
Literacy	89.1
Numeracy	88.4
LOTE	67.1
Computing	88.5
All primary teachers	86

Note: Weighted data.

Table A2.3.8: Proportion of teachers born in Australia: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Proportion of teachers who were born in Australia (%)
English	81.9
LOTE	60.2
Mathematics	78.3
Biology	79.7
Chemistry	77.9
Physics	75.7
Science – General	79.6
Geography	82.0
History	85.8
Computing/IT	82.8
VET	84.6
All secondary teachers	81

Note: Weighted data.

From Section 4. Qualification and tertiary study

Table A2.4.1: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
Literacy	61.3	62.3	5.0	18.1	4.1	4.6
Numeracy	56.4	65.2	4.9	15.3	4.4	4.4
LOTE	50.5	53.4	9.7	22.3	5.8	7.0
Computing	58.7	59.7	5.8	18.0	6.3	2.5
All primary teachers	57	62	4	17	6	3

Note: Respondents were asked to indicate all the qualifications they hold in Education, and could indicate more than one qualification. Weighted data.

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2.4.2: Proportions who hold qualifications in Education: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
English	40.0	59.6	8.3	33.9	10.2	3.1
LOTE	48.7	51.1	8.4	44.5	10.8	6.5
Mathematics	42.2	50.1	5.5	32.2	9.3	2.3
Biology	41.2	33.6	6.0	35.3	8.9	1.7
Chemistry	41.5	40.8	4.4	42.9	9.4	1.5
Physics	41.5	42.9	6.5	42.4	9.6	2.2
Science – General	37.2	46.2	5.7	35.1	5.8	2.5
Geography	44.6	54.4	6.9	35.6	7.6	2.4
History	38.7	54.7	7.5	38.1	9.1	2.9
Computing/IT	46.4	60.0	6.1	35.7	4.7	4.8
VET	67.9	61.3	7.6	23.2	6.2	3.8
All secondary teachers	43	57	7	31	9	4

Note: Respondents were asked to indicate all the qualifications they hold in Education, and could indicate more than one qualification. Weighted data.

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2.4.3: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
Literacy	16.7	17.2	0.5	4.1	1.4	7.6
Numeracy	19.2	18.3	0.3	4.3	1.3	6.6
LOTE	24.0	36.2	1.2	7.6	2.7	5.0
Computing	21.7	19.1	0.4	3.3	1.8	6.7
All primary teachers	19	15	1	2	1	7

Note: Respondents were asked to indicate all the qualifications they hold in fields other than Education, and could indicate more than one qualification. Weighted data.

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2.4.4: Proportions who hold qualifications in fields other than Education: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
English	15.0	45.5	1.1	3.6	5.3	5.4
LOTE	17.5	50.2	1.2	5.2	10.2	7.5
Mathematics	14.7	55.1	1.1	3.5	4.4	4.7
Biology	10.2	66.7	1.4	5.7	4.9	4.6
Chemistry	12.3	73.1	1.0	5.9	6.7	4.8
Physics	14.0	73.7	0.2	5.0	6.0	3.6
Science – General	13.9	65.2	1.1	4.3	5.0	4.9
Geography	21.2	48.5	0.6	4.2	4.0	4.7
History	16.3	54.1	1.8	3.7	7.3	5.6
Computing/IT	37.6	36.0	2.8	6.6	4.6	5.6
VET	59.6	23.1	0.9	3.7	3.3	6.1
All secondary teachers	22	43	1	4	5	6

Note: Respondents were asked to indicate all the qualifications they hold in fields other than Education, and could indicate more than one qualification. Weighted data.

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2.4.5: Primary teachers currently teaching in specified areas, by extent of tertiary study in the area, 2007

Area	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least two years tertiary study in the area or tertiary training in teaching methodology in the area	Do not have at least two years tertiary study in the area or tertiary training in teaching methodology in the area	Total
Literacy	7.0	7.5	14.5
Numeracy	5.8	6.7	12.5
LOTE	1.3	1.3	2.6
Computing	3.1	6.8	9.9

Note: Weighted data.

Table A2.4.6: Secondary teachers currently teaching in specified areas, by extent of tertiary study in the area, 2007

Area	Teachers who are teaching in the area as a proportion of all teachers (%)		
	Have at least two years tertiary study in the area or tertiary training in teaching methodology in the area	Do not have at least two years tertiary study in the area or tertiary training in teaching methodology in the area	Total
English	15.0	4.9	19.9
LOTE	4.0	0.7	4.7
Mathematics	14.4	6.1	20.5
Biology	5.5	0.9	6.4
Chemistry	4.8	0.9	5.7
Physics	4.0	1.5	5.5
Science General	8.8	5.4	14.2
Geography	4.3	4.1	8.4
History	7.9	3.3	11.2
Computing/IT	4.7	4.4	9.1
VET	2.2	4.1	6.3

Note: Weighted data.

Table A2.4.7: Primary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching, 2007

Area	Teachers who are teaching in the area as a % of all teachers	Teachers who are notionally qualified to teach in the area as a % of all teachers ¹			Other areas being taught by teachers in the reserve pool ²
		Total	Are teaching in the area	Are not teaching in the area (i.e. are in the 'reserve pool')	
Literacy	14.5	19.1	7.0	12.1	General Years 4-6/7: 7.4 General Years 0-3: 6.5 Special needs: 0.9
Numeracy	12.5	18.0	5.8	12.2	General Years 0-3: 5.3 General Years 4-6/7: 4.8 Special needs: 1.0
LOTE	2.6	4.7	1.3	3.4	General Years 4-6/7: 1.7 General Years 0-3: 1.3 Numeracy: 0.7
Computing	9.9	10.5	3.1	7.4	General Years 0-3: 2.3 General Years 4-6/7: 2.1 Literacy: 0.5

1. Defined for the analysis as those teachers who have completed at least two years tertiary study in the area or have received tertiary training in teaching methodology in the area.

2. The table shows only the three most frequent other areas of teaching for teachers in the 'reserve pool' in each area. Teachers can be teaching in more than one other area, and so the sum of all the other areas exceeds the proportion of teachers in the pool.

Weighted data.

Table A2.4.8: Secondary teachers who are qualified to teach in specified curriculum areas but are not doing so – the other areas in which they are teaching, 2007

Area	Teachers who are teaching in the area as a % of all teachers	Teachers who are notionally qualified to teach in the area as a % of all teachers ¹			Other areas being taught by teachers in the 'reserve pool' ²
		Total	Are teaching in the area	Are not teaching in the area (i.e. are in the 'reserve pool')	
English	19.9	22.3	15.0	7.3	History: 1.4 LOTE: 0.8 Mathematics: 0.7
LOTE	4.7	7.2	4.0	3.2	English: 1.3 ESL: 0.5 History: 0.4
Mathematics	20.5	19.3	14.4	4.9	Science – General: 1.4 Chemistry: 1.0 Physics: 0.9
Biology	6.4	13.4	5.5	7.9	Mathematics: 2.9 Chemistry: 1.1 Health: 0.7
Chemistry	5.7	13.1	4.8	8.3	Mathematics: 4.1 Science – General: 3.7 Biology: 1.5
Physics	5.5	9.8	4.0	5.8	Mathematics: 2.9 Science – General: 2.1 Chemistry: 0.8
Science Gen.	14.2	15.3	8.8	6.5	Mathematics: 2.3 Health: 0.8 Computing: 0.7
Geography	8.4	10.3	4.3	6.0	English: 1.1 Mathematics: 0.7 History: 0.6
History	11.2	19.1	7.9	11.2	English: 4.6 Social Studies: 1.2 Religious Studies: 1.1
Computing/IT	9.1	10.2	4.7	5.5	Mathematics: 1.8 Science – General: 1.2 Wood/Metal Tech. 0.6
VET	6.3	4.2	2.2	2.0	Computing: 0.5 Wood/Metal Tech.: 0.5 Food Technology: 0.3

1 Defined for the analysis as those teachers who have completed at least two years tertiary study in the area or have received tertiary training in teaching methodology in the area.

2. The table shows only the three most frequent other areas of teaching for teachers in the 'reserve pool' in each area. Teachers can be teaching in more than one other area, and so the sum of all the other areas exceeds the proportion of teachers in the pool.

Weighted data.

Table A2.4.9: Proportions currently studying for a tertiary qualification: for teachers currently teaching in specified areas, Primary teachers, 2007

Area currently teaching	Currently studying %	Area studying %		
		Similar to teaching area	Another area	Not answered
Literacy	8.1	English: 11.7	76.7	11.7
Numeracy	7.4	Maths: 6.5	80.4	13.0
LOTE	8.3	LOTE: 21.4	71.4	7.1
Computing	10.0	Computing: 15.7	74.5	9.8
All primary teachers	6	n.a.	n.a.	n.a.

Note: Weighted data

Table A2.4.10: Proportions currently studying for a tertiary qualification: for teachers currently teaching in specified areas, Secondary teachers, 2007

Area currently teaching	Currently studying %	Area studying		
		Similar to teaching area	Another area	Not answered
English	9.8	English: 15.0	74.8	10.3
LOTE	7.1	LOTE: 30.0	65.0	5.0
Maths	7.1	Maths: 23.2	72.0	4.9
Biology	9.3	Science: 21.9	75.0	3.1
Chemistry	7.8	Science: 20.8	75.0	4.2
Physics	7.4	Science: 33.3	61.9	4.8
Science – General	8.7	Science: 21.4	75.7	2.9
Geography	8.8	SOSE: 5.3	84.2	10.5
History	9.6	SOSE: 12.7	76.4	10.9
Computing	11.7	Computing: 27.7	72.3	--
Inform. Tech.	11.6	Computing: 35.3	64.7	--
VET	12.4	VET: 29.0	68.4	2.6
All secondary teachers	8	n.a.	n.a.	n.a.

Note: Weighted data

From Section 5. Professional learning activities

Table A2.5.1: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Average no. days PL in past 12 months
Literacy	10.7
Numeracy	10.2
LOTE	10.4
Computing	11.1
All primary teachers	10

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.2: Average number of days of professional learning in past 12 months: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Average no. days PL in past 12 months
English	8.0
LOTE	8.2
Mathematics	7.6
Biology	7.4
Chemistry	8.1
Physics	8.7
Science – General	7.9
Geography	7.7
History	7.8
Computing/IT	8.9
VET	9.1
All secondary teachers	9

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.3: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in the area:	Have > 5 years teaching experience in the area (%)	Have done professional learning in the past 12 months in the area (%)
Literacy	56.2	69.3
Numeracy	51.8	57.7
LOTE	56.0	55.4
Computing	48.6	48.6

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.4: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Primary teachers, 2007

Area	Have > 5 years teaching experience in the area (%)	Have engaged in professional learning in the past 12 months in the area (%)
Literacy	11.4	19.7
Numeracy	9.1	16.1
LOTE	3.1	1.7
Computing	6.9	11.5

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.5: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in the area:	Have > 5 years teaching experience in the area (%)	Have done professional learning in the past 12 months in the area (%)
English	59.1	57.8
LOTE	65.3	61.5
Mathematics	67.2	58.2
Biology	60.0	37.1
Chemistry	58.1	42.7
Physics	61.2	41.8
Science – General	56.7	38.2
Geography	57.8	30.6
History	54.6	39.7
Computing	62.3	50.9
Information Tech	58.8	56.7
VET	52.7	63.6

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.6: Proportions who have engaged in professional learning activities in the past 12 months, and who have >5 years teaching experience in the area: all Secondary teachers, 2007

Area:	Have > 5 years teaching experience in the area (%)	Have done professional learning in the past 12 months in the area (%)
English	16.0	12.8
LOTE	4.5	3.2
Mathematics	17.4	12.7
Biology	6.2	2.8
Chemistry	5.7	2.7
Physics	5.2	2.7
Science – General	12.3	6.1
Geography	7.7	2.9
History	10.2	4.8
Computing	7.5	6.0
Information Tech	4.7	4.9
VET	4.5	5.2

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.7: Professional learning impact: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Extent to which PL activities engaged in over the past 12 months increased: (% rating either 'Major extent' or 'Moderate extent')					
	Effectiveness of methods to promote student learning	Capacity to meet learning needs of students	Capacity to provide effective feedback to students	Access to useful teaching materials & resources	Capacity to engage students in learning activities	Capacity to perform your role at school
Literacy	84.4	85.0	64.2	68.6	83.6	78.9
Numeracy	83.3	85.2	63.3	68.4	82.3	78.9
LOTE	85.0	85.1	60.9	83.3	84.7	74.4
Computing	83.5	82.8	64.9	67.7	83.7	77.1
All primary teachers	75.3	75.5	57.8	64.6	76.0	70.1

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.8: Professional learning impact: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Extent to which PL activities engaged in over the past 12 months increased: (% rating either 'Major extent' or 'Moderate extent')					
	Effectiveness of methods to promote student learning	Capacity to meet learning needs of students	Capacity to provide effective feedback to students	Access to useful teaching materials & resources	Capacity to engage students in learning activities	Capacity to perform your role at school
English	71.9	72.7	59.8	65.9	72.1	66.0
LOTE	69.5	69.7	53.2	67.4	74.3	64.3
Mathematics	65.0	66.4	47.4	65.4	67.8	58.5
Biology	62.6	62.7	47.8	63.4	66.1	62.2
Chemistry	57.0	58.2	42.3	58.8	62.8	48.3
Physics	54.6	50.7	38.0	54.2	57.8	52.8
Science–Gen.	62.8	64.0	45.2	62.5	66.7	60.2
Geography	72.6	70.3	56.9	70.7	72.4	70.3
History	72.9	73.2	59.4	71.5	73.1	70.6
Computing/IT	64.7	63.2	50.6	70.2	67.8	76.2
VET	73.6	73.5	66.6	75.1	76.5	69.5
All secondary teachers	65.7	66.2	52.3	65.2	68.0	63.6

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.9: Professional learning: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Did PL involve developing your capacity to teach: (% 'Yes')	
	In a different curriculum area from your regular teaching?	In a different stage of schooling from your regular teaching?
Literacy	21.6	20.6
Numeracy	18.9	21.3
LOTE	29.8	21.6
Computing	23.5	20.5
All primary teachers	19.5	17.7

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.10: Professional learning: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Did PL involve developing your capacity to teach: (% 'Yes')	
	In a different curriculum area from your regular teaching?	In a different stage of schooling from your regular teaching?
English	17.9	16.1
LOTE	20.7	19.1
Mathematics	15.5	13.5
Biology	12.6	14.8
Chemistry	14.1	16.3
Physics	11.0	14.9
Science-Gen.	15.8	14.7
Geography	24.6	16.0
History	20.5	13.8
Computing/IT	17.0	11.0
VET	21.0	13.5
All secondary teachers	15.6	13.4

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Weighted data.

Table A2.5.11: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% rating either 'Major need' or 'Moderate need')					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
Literacy	43.3	54.5	52.5	56.2	48.3	67.2
Numeracy	42.5	53.6	52.1	55.7	50.1	69.8
LOTE	38.9	66.5	59.0	64.2	46.8	70.3
Computing	43.3	53.1	58.5	57.2	44.1	72.2
All primary teachers	40.6	54.1	53.3	56.5	43.5	64.9

Note: Weighted data

Table A2.5.12: Perceived needs for more professional learning: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% rating either 'Major need' or 'Moderate need')					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
English	45.8	60.6	53.4	61.9	44.0	57.0
LOTE	34.2	53.4	56.2	62.7	42.2	60.9
Mathematics	34.8	61.6	46.6	63.9	30.7	52.3
Biology	36.8	66.4	50.4	64.9	39.6	59.5
Chemistry	26.2	64.3	45.0	62.8	34.7	55.7
Physics	28.5	60.5	44.8	62.8	33.8	53.6
Science—Gen.	38.2	67.0	50.9	67.4	37.5	56.8
Geography	45.3	65.6	56.2	68.2	48.0	55.3
History	43.1	60.8	56.5	64.1	48.1	60.4
Computing/IT	56.2	63.1	48.1	63.0	38.5	45.6
VET	40.5	56.9	52.1	56.0	38.4	44.8
All secondary teachers	40.0	59.1	49.9	61.3	36.9	54.7

Note: Weighted data

From Section 6. Employment basis and workload

Table A2.6.1: Proportion employed full-time: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Proportion of teachers employed full-time (%)
Literacy	78.0
Numeracy	81.4
LOTE	48.7
Computing	81.9
All primary teachers	73

Note: Weighted data.

Table A2.6.2: Proportion employed full-time: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Proportion of teachers employed full-time (%)
English	86.1
LOTE	73.0
Mathematics	87.0
Biology	85.5
Chemistry	89.4
Physics	90.8
Science – General	89.6
Geography	90.9
History	91.2
Computing/IT	89.3
VET	83.0
All secondary teachers	82

Note: Weighted data.

Table A2.6.3: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Type of position (%)				Casual/relief	Missing data
	On-going/permanent	Contract: <1 year	Contract: 1-3 years	Contract: >3 years		
Literacy	75.2	12.3	5.1	2.5	2.8	2.2
Numeracy	73.6	13.1	5.6	2.9	2.9	1.9
LOTE	68.0	12.1	11.5	2.4	4.3	1.7
Computing	76.7	12.9	6.0	1.7	2.2	0.5
All primary teachers	72.5	11.8	4.6	1.9	2.4	6.8

Note: Weighted data.

Table A2.6.4: Proportion employed on an on-going or contractual basis: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Type of position (%)				Casual/relief	Missing data
	On-going/permanent	Contract: <1 year	Contract: 1-3 years	Contract: >3 years		
English	81.3	9.8	2.9	0.9	2.0	3.2
LOTE	81.8	6.0	4.8	0.9	2.3	4.2
Mathematics	85.3	6.5	4.2	1.4	1.1	1.5
Biology	86.7	5.4	3.1	2.2	0.7	1.9
Chemistry	87.4	5.9	4.7	0.7	0.2	1.1
Physics	86.1	5.5	3.1	0.9	0.6	3.8
Science – General	82.5	6.7	5.4	1.5	1.3	2.7
Geography	81.5	9.0	2.7	1.1	2.0	3.8
History	84.6	8.2	2.5	1.0	1.7	2.1
Computing/IT	84.7	6.4	2.9	2.0	1.0	3.0
VET	89.3	3.0	2.4	1.3	0.5	3.5
All secondary teachers	80.7	7.4	3.4	1.6	1.5	5.5

Note: Weighted data.

Table A2.6.5: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	In a typical week how long do you spend on all school-related activities? Average no. hours
Literacy	49.7
Numeracy	50.0
LOTE	45.7
Computing	51.7
All primary teachers	48

Note: Weighted data.

Table A2.6.6: Hours per week on all school-related activities by full-time teachers: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	In a typical week how long do you spend on all school-related activities? Average no. hours
English	49.6
LOTE	48.0
Mathematics	49.6
Biology	49.2
Chemistry	49.8
Physics	51.0
Science – General	48.8
Geography	50.5
History	49.7
Computing/IT	50.7
VET	49.4
All secondary teachers	49

Note: Weighted data.

From Section 7. Career paths

Table A2.7.1: Average age started teaching: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Average age started teaching (years)
Literacy	23.4
Numeracy	23.8
LOTE	25.5
Computing	23.6
All primary teachers	23.5

Note: Weighted data.

Table A2.7.2: Average age started teaching: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Average age started teaching (years)
English	25.1
LOTE	25.6
Mathematics	25.1
Biology	25.1
Chemistry	25.7
Physics	25.3
Science – General	25.5
Geography	24.6
History	25.0
Computing/IT	26.3
VET	26.1
All secondary teachers	25.0

Note: Weighted data.

Table A2.7.3: Average length of teaching experience: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Average length of teaching experience (years)
Literacy	16.4
Numeracy	14.8
LOTE	15.4
Computing	15.2
All primary teachers	17

Note: Weighted data.

Table A2.7.4: Average length of teaching experience: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Average length of teaching experience (years)
English	15.7
LOTE	17.7
Mathematics	17.5
Biology	15.9
Chemistry	16.3
Physics	18.1
Science – General	14.8
Geography	15.8
History	15.4
Computing/IT	16.5
VET	18.6
All secondary teachers	17

Note: Weighted data.

Table A2.7.5: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Proportion working in first school (%)
Literacy	19.1
Numeracy	22.6
LOTE	16.1
Computing	20.1
All primary teachers	16.3

Note: Weighted data.

Table A2.7.6: Proportion who are currently working in their first school: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Proportion working in first school (%)
English	23.8
LOTE	23.6
Mathematics	22.4
Biology	29.7
Chemistry	23.8
Physics	24.3
Science – General	26.2
Geography	24.6
History	27.7
Computing/IT	27.4
VET	17.7
All secondary teachers	20.9

Note: Weighted data.

Table A2.7.7: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Current school is in a different sector from first school (%)	Current school is in a different State/Territory or country from first school ¹ (%)
Literacy	21.8	13.4
Numeracy	31.2	13.3
LOTE	35.4	19.7
Computing	34.5	12.6
All primary teachers	29.2	15.3

Note: Weighted data.

2. Includes those who started teaching in another country: Literacy 6.0%; Numeracy 7.1%; LOTE 12.2%; Computing 6.1%; all primary teachers 6.2%.

Table A2.7.8: Sector and location of current and first schools for those who have worked in more than one school: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Current school is in a different sector from first school (%)	Current school is in a different State/Territory or country from first school ¹ (%)
English	37.5	18.5
LOTE	54.6	29.5
Mathematics	40.8	23.1
Biology	40.7	26.8
Chemistry	38.6	24.7
Physics	52.1	26.3
Science – General	40.9	25.0
Geography	37.2	19.6
History	34.4	15.0
Computing/IT	44.2	14.5
VET	32.5	10.1
All secondary teachers	40.1	18.8

Note: Weighted data.

3. 1. Includes those who started teaching in another country: English 7.0%; LOTE 15.4%; Mathematics 11.9%; Biology 15.7%; Chemistry 12.9%; Physics 13.6%; Science – General 14.1%; Geography 9.3%; History 4.8%; Computing/IT 7.8%; VET 3.8%; All secondary teachers 8.8%.

From Section 8. Career intentions

Table A2.8.1: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)			Missing data (%)
	Yes	No	Unsure	
Literacy	9.2	52.3	36.2	2.3
Numeracy	10.2	50.8	36.7	2.3
LOTE	10.2	52.2	36.2	1.4
Computing	8.1	50.4	38.8	2.7
All primary teachers	9	52	33	7

Note: Weighted data.

Table A2.8.2: Proportions of teachers who intend to leave teaching permanently prior to retirement: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)			Missing data (%)
	Yes	No	Unsure	
English	11.0	49.5	38.1	1.4
LOTE	12.4	52.5	34.2	0.9
Mathematics	9.4	54.3	34.3	2.0
Biology	9.1	49.2	39.6	2.1
Chemistry	11.2	52.8	34.6	1.4
Physics	9.9	54.2	32.0	3.9
Science – General	10.8	50.9	36.2	2.1
Geography	11.7	52.2	33.8	2.3
History	11.2	53.2	34.0	1.6
Computing/IT	12.2	47.1	39.2	1.5
VET	11.5	55.4	30.7	2.4
All secondary teachers	11	49	35	5

Note: Weighted data.

Table A2.8.3: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Primary teachers, 2007

Currently teaching in area:	Average no. years intend to keep working in schools
Literacy	12.5
Numeracy	13.6
LOTE	13.8
Computing	14.3
All primary teachers	12

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching. Weighted data.

Table A2.8.4: Average number of years teachers intend to keep working in schools: for teachers currently teaching in specified areas, Secondary teachers, 2007

Currently teaching in area:	Average no. years intend to keep working in schools
English	12.0
LOTE	10.6
Mathematics	11.4
Biology	11.6
Chemistry	12.8
Physics	12.6
Science – General	13.0
Geography	11.9
History	13.0
Computing/IT	11.5
VET	11.2
All secondary teachers	12

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching. Weighted data.

From Appendix: LOTE Teachers

Table A2L.1: LOTE teachers: classification of specified languages into Asian and Non-Asian groups, 2007

Asian languages	Non-Asian languages	
Chinese	Afrikaans	Italian
Indonesian	Arabic	Latin
Japanese	Aramaic	Maori
Mandarin	Auslan	Modern Greek
Vietnamese	Croatian	Persian
	French	Spanish
	German	Ukrainian
	Greek	

Note: The language names were written in by respondents.

Table A2L.2: LOTE teachers: geographic location of school, by language group, 2007

Currently teaching in area:	Location of school (%)			Total
	Metropolitan	Provincial	Remote	
Primary				
Asian languages	66.1	33.7	0.2	100.0
Non-Asian languages	75.9	20.3	3.8	100.0
All LOTE teachers	72.3	25.9	1.9	100.0
Secondary				
Asian languages	64.5	35.0	0.5	100.0
Non-Asian languages	80.8	18.9	0.3	100.0
All LOTE teachers	74.6	24.9	0.5	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.3: LOTE teachers: school sector, by language group, 2007

Currently teaching in area:	Sector of school (%)			Total
	Government	Catholic	Independent	
<i>Primary</i>				
Asian languages	63.9	12.0	24.1	100.0
Non-Asian languages	71.0	15.9	13.1	100.0
All LOTE teachers	64.7	18.8	16.6	100.0
<i>Secondary</i>				
Asian languages	72.2	16.4	11.4	100.0
Non-Asian languages	47.6	30.1	22.4	100.0
All LOTE teachers	56.8	25.8	17.4	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.4: LOTE teachers: school SES composition, by language group, 2007

Currently teaching in area:	School SES group (%)			Total
	Low	Medium	High	
<i>Primary</i>				
Asian languages	10.8	59.5	29.8	100.0
Non-Asian languages	13.3	66.8	19.9	100.0
All LOTE teachers	12.7	64.1	23.1	100.0
<i>Secondary</i>				
Asian languages	12.0	61.9	26.1	100.0
Non-Asian languages	8.2	46.0	45.8	100.0
All LOTE teachers	9.5	53.6	36.9	100.0

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.5: LOTE teachers: age distribution and average age, by language group, 2007

Currently teaching in area:	Age group (%)			Average age (years)	
	<=35 years	36-50 years	>=51 years		
<i>Primary</i>					
Asian languages	32.3	38.9	28.8	100	42.3
Non-Asian languages	18.3	44.5	37.2	100	45.3
All LOTE teachers	23.7	40.3	30.9	100	43.9
<i>Secondary</i>					
Asian languages	30.8	38.2	31.0	100	42.7
Non-Asian languages	8.8	44.6	46.7	100	48.1
All LOTE teachers	18.1	42.2	39.7	100	46.1

Note: Proportions may not add to 100 due to rounding and missing data on the variable(s) concerned. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.6: LOTE teachers: proportions of male and female teachers, by language group, 2007

Currently teaching in area:	Proportion of teachers who are male (%)	Proportion of teachers who are female (%)
<i>Primary</i>		
Asian languages	2.5	97.5
Non-Asian languages	7.3	92.7
All LOTE teachers	4.8	95.2
<i>Secondary</i>		
Asian languages	25.0	75.0
Non-Asian languages	25.5	74.5
All LOTE teachers	26.4	73.6

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.7: LOTE teachers: proportion of teachers born in Australia, by language group, 2007

Currently teaching in area:	Proportion of teachers who were born in Australia (%)
<i>Primary</i>	
Asian languages	52.5
Non-Asian languages	75.6
All LOTE teachers	67.1
<i>Secondary</i>	
Asian languages	54.5
Non-Asian languages	64.0
All LOTE teachers	60.2

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.8: LOTE teachers: proportions who hold qualifications in Education, by language group, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
<i>Primary</i>						
Asian languages	44.7	58.4	9.4	21.2	6.6	3.0
Non-Asian languages	56.1	59.5	7.0	21.9	4.4	9.1
All LOTE teachers	50.5	53.4	9.7	22.3	5.8	7.0
<i>Secondary</i>						
Asian languages	47.5	51.8	9.0	35.1	9.0	5.3
Non-Asian languages	51.3	50.1	8.2	44.4	9.0	7.5
All LOTE teachers	48.7	51.1	8.4	44.5	10.8	6.5

Note: Respondents were asked to indicate all the qualifications they hold in Education, and could indicate more than one qualification. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2L.9: LOTE teachers: proportions who hold qualifications in Education, by language group, 2007

Currently teaching in area:	Type of qualification (%)					
	Under-graduate certificate or diploma ¹	Bachelor degree or honours degree	Graduate certificate	Graduate diploma	Masters or doctoral degree	Other
<i>Primary</i>						
Asian languages	33.5	26.9	1.7	11.8	2.9	4.8
Non-Asian languages	22.6	31.9	0.0	0.0	1.3	9.1
All LOTE teachers	24.0	36.2	1.2	7.6	2.7	5.0
<i>Secondary</i>						
Asian languages	26.2	46.3	4.1	5.3	7.8	10.1
Non-Asian languages	14.3	56.7	2.1	7.6	10.8	7.2
All LOTE teachers	17.5	50.2	1.2	5.2	10.2	7.5

Note: Respondents were asked to indicate all the qualifications they hold in Education, and could indicate more than one qualification. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

1. Comprises Certificate (non-university), Diploma (non-university), Certificate (university) and Diploma (university)

Table A2L.10: LOTE teachers: average number of days of professional learning in past 12 months, by language group, 2007

Currently teaching in area:	Average no. days PL in past 12 months
<i>Primary</i>	
Asian languages	11.4
Non-Asian languages	9.1
All LOTE teachers	10.4
<i>Secondary</i>	
Asian languages	9.5
Non-Asian languages	7.6
All LOTE teachers	8.2

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent’s knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.11: LOTE teachers: extent to which PL activities involved developing capacity to teach in different curriculum areas or stages of schooling, by language group, 2007

Currently teaching in area:	Did PL involve developing your capacity to teach: (% 'Yes')	
	In a different curriculum area from your regular teaching?	In a different stage of schooling from your regular teaching?
<i>Primary</i>		
Asian languages	28.4	25.5
Non-Asian languages	24.2	13.8
All LOTE teachers	29.8	21.6
<i>Secondary</i>		
Asian languages	20.7	15.4
Non-Asian languages	16.0	17.7
All LOTE teachers	20.7	19.1

Note: Professional learning activities were defined as structured learning activities intended to develop the respondent's knowledge and skills as a teacher and leader. They include formal and informal activities provided out-of-school and at school. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages."

Table A2L.12: LOTE teachers: Perceived needs for more professional learning, by language group, 2007

Currently teaching in area:	Areas in which you feel you need more opportunities for PL: (% rating either 'Major need' or 'Moderate need')					
	Knowledge of content or subject matter I am expected to teach	Methods for engaging students in the subject matter	Planning worthwhile learning goals for my students	Developing learning activities relevant to my students	Broadening the range of areas I am able to teach	Methods for assessing student learning & development
<i>Primary</i>						
Asian languages	39.2	70.1	65.3	69.8	48.8	74.9
Non-Asian languages	34.8	63.3	53.5	61.0	52.2	61.5
All LOTE teachers	38.9	66.5	59.0	64.2	46.8	70.3
<i>Secondary</i>						
Asian languages	44.2	66.7	62.6	67.8	40.1	61.7
Non-Asian languages	34.3	61.0	49.1	58.7	36.6	58.0
All LOTE teachers	34.2	53.4	56.2	62.7	42.2	60.9

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages."

Table A2L.13: LOTE teachers: proportion employed full-time, by language group, 2007

Currently teaching in area:	Proportion of teachers employed full-time (%)
Primary	
Asian languages	60.8
Non-Asian languages	36.0
All LOTE teachers	48.7
Secondary	
Asian languages	77.8
Non-Asian languages	75.6
All LOTE teachers	73.0

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages."

Table A2L.14: LOTE teachers: proportion employed on an on-going or contractual basis, by language group, 2007

Currently teaching in area:	On-going/permanent	Type of position (%)			Casual/relief	Missing data
		Contract: <1 year	Contract: 1-3 years	Contract: >3 years		
Primary						
Asian languages	72.1	14.5	8.7	3.4	1.3	
Non-Asian languages	62.2	12.3	15.5	2.1	8.0	
All LOTE teachers	68.0	12.1	11.5	2.4	4.3	1.7
Secondary						
Asian languages	75.2	10.3	4.4	1.3	0.6	8.2
Non-Asian languages	84.0	6.3	4.1	0.4	2.9	2.4
All LOTE teachers	81.8	6.0	4.8	0.9	2.3	4.2

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages."

Table A2L.15: LOTE teachers: average length of teaching experience, by language group, 2007

Currently teaching in area:	Average length of teaching experience (years)
Primary	
Asian languages	15.5
Non-Asian languages	15.4
All LOTE teachers	15.4
Secondary	
Asian languages	13.7
Non-Asian languages	20.6
All LOTE teachers	17.7

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for "All LOTE teachers" does not always lie between the proportions for "Asian languages" and "Non-Asian languages."

Table A2L.16: LOTE teachers: sector and location of current and first schools for those who have worked in more than one school, by language group, 2007

Currently teaching in area:	Current school is in		
	Current school is in a different sector from first school (%)	a different State/Territory from first school (%)	Current school is in a different country from first school (%)
Primary			
Asian languages	43.6	11.4	14.4
Non-Asian languages	24.4	5.9	10.2
All LOTE teachers	35.4	7.5	12.2
Secondary			
Asian languages	42.9	16.8	17.9
Non-Asian languages	47.7	9.4	14.7
All LOTE teachers	54.6	14.1	15.4

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.17: LOTE teachers: proportions who intend to leave teaching permanently prior to retirement, by language group, 2007

Currently teaching in area:	Do you plan to leave teaching permanently prior to retirement? (%)			Missing data (%)
	Yes	No	Unsure	
Primary				
Asian languages	15.7	50.2	32.9	1.2
Non-Asian languages	7.0	47.8	43.3	1.9
All LOTE teachers	10.2	52.2	36.2	1.4
Secondary				
Asian languages	8.3	43.5	46.9	1.3
Non-Asian languages	11.7	56.3	31.1	0.9
All LOTE teachers	12.4	52.5	34.2	0.9

Note: Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”

Table A2L.18: LOTE teachers: average number of years that teachers intend to keep working in schools, by language group, 2007

Currently teaching in area:	Average no. years intend to keep working in schools
Primary	
Asian languages	11.6
Non-Asian languages	15.1
All LOTE teachers	13.8
Secondary	
Asian languages	11.6
Non-Asian languages	10.0
All LOTE teachers	10.6

Note: Excludes those who indicated they were unsure about how much longer they intended to continue teaching. Missing data in terms of LOTE teachers who did not specify the language(s) they are teaching mean that the proportion shown for “All LOTE teachers” does not always lie between the proportions for “Asian languages” and “Non-Asian languages.”