



National New Educator Survey 2008 Results – Public Release SUMMARY

This is the fourth year AEU Beginning Teacher Survey. 1545 teachers with one – three years experience participated in the survey nationally.

The survey results showed that:

PUBLIC EDUCATION CAREER

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

PRIORITY CONCERNS FOR BEGINNING TEACHERS

As with previous surveys, Beginning Teachers continue to report the same top 4 concerns:

[Workload]	68.5%
[Behaviour Management]	66.1
[Pay]	62.9
[Class Sizes]	62.6
[Professional Development]	38.1
[Peer/Mentor Support]	34.3
[Tenure of Employment]	31.6

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

PROFESSIONAL SUPPORT

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

EMPLOYMENT STATUS

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

PRE-SERVICE TEACHER EDUCATION and PREPARATION FOR TEACHING

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

SURVEY RESPONDENTS

- **37.1%** (573) respondents were in their first year of teaching
- The majority (**39%**) of respondents were 20-25 years old. **26.3%** were over 35 years in this year’s survey.
- Reflecting the teaching population, 76.1% of responses were from female beginning teachers.
- **24** (1.6%) of participants identified as Aboriginal or Torres Strait Islander.
- The sector breakdown of responses were:

Secondary	44.9%	(693)
Primary	44.4%	(686)
Pre-School/Early Childhood	5.2%	(81)
Senior College	3.4%	(52)
Special School	2.1%	(33)
- **40.3%** of responses were from teachers in Non-Metropolitan schools. 6.1% (95) from remotes further than 500km from their nearest capital/regional centre.