

Destinations of initial teacher education graduates

New South Wales regions, all states and territories and Australia, and
comparisons with selected other occupations, 2012

A report for the NSW Vice-Chancellors' Committee

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Contents

Summary	1
Introduction	2
Are graduates finding employment?	3
Are graduates working in their 'home' occupation?	10
Explanations for graduates not working full time in 'home' occupations	13
Conclusion	15
Abbreviations	16
Appendix 1. Data definitions and sources	17
Appendix 2: Tables	21
References	39

Summary

Contrary to common belief, the evidence considered in this paper indicates that there is not a very substantial oversupply of initial teacher education graduates - the very large majority of initial teacher education graduates obtain positions for which their university courses prepared them. However, some oversupply is apparent, and is greater in NSW than generally throughout Australia. There appears to be only a slightly greater general oversupply of primary compared with secondary teacher education graduates. It is difficult to assess the degree of oversupply from the available evidence, and whatever oversupply there has been, reductions in teacher education places might risk shortages in light of the recent developments on both the supply and demand side.

Within NSW it appears that there is a greater oversupply of secondary teacher education graduates in Sydney relative to other coastal and inland regions, and a greater oversupply of primary teacher education graduates inland relative to Sydney and other coastal regions. There thus may be grounds for some re-adjustment between primary and secondary teacher education intakes in universities in difference regions.

Introduction

On 25 March 2013 *The Australian* newspaper published an article by Justine Ferrari, national education correspondent, titled 'Millions wasted training teachers' (Ferrari, 2013). In the article it was claimed that 'about 90 per cent of teachers graduating university in NSW and Queensland fail to find a job'. The figure appeared to be based on information about the employment of graduates by government and nongovernment school authorities in those states. The April 2012 Productivity Commission's report on the schools workforce was referred to in the article and quoted:

A sizeable part of the community's investment in teacher training is providing no direct benefit to the schools workforce ... Further, the specific investment by schools in providing practicum (practical training places) for students who do not find employment is largely unproductive. (Productivity Commission, 2012, p. 65)

The article, like the Productivity Commission report, emphasised 'large surpluses of primary teachers' (Productivity Commission, 2012, p. 65), evidenced in part by large waiting lists for teaching positions (especially for positions in urban primary schools)¹.

This report is concerned with testing such claims of a substantial oversupply of teacher education graduates, especially in New South Wales. There are several important questions to be addressed, including:

- Are graduates (in relevant fields) finding employment?
- Are graduates working in the fields for which their university study prepared them?
- What are possible explanations for graduates not working full time in fields for which their qualifications prepared them?

These questions are addressed by an analysis of custom data on graduate destinations in 2012 from Graduate Careers Australia (GCA), data on populations with teaching qualifications from the 2011 Australian Bureau of Statistics (ABS) Census of Population and Housing (the Census), and other information.

The graduate destinations data covers early childhood, primary and secondary initial teacher education graduates and graduates in selected other fields (nursing, accounting, physiotherapy and social work): whether they are working (full or part time), whether they are seeking work (including seeking increased hours), and whether they are working in occupations for which their university study prepared them.

The graduate destinations data was provided by GCA by university, and in this report the data is aggregated into three broad NSW regions (Sydney metropolitan, other coastal and inland), and Australian states. The GCA data is complemented by student completions data

¹ Though the Commission commented in a footnote (p. 88): 'Several participants suggested that some individuals may place themselves on waiting lists only for a back-up employment option. Thus surpluses may not be as large as numbers suggest.'

from the Australian Department of Innovation, Industry, Climate Change, Science, Research and Tertiary Education (DIICCSRTE) Higher Education Students Collection; student and teacher numbers from the National Schools Statistical Collection (NSSC); Australian Bureau of Statistics (ABS) 2011 Census of Population and Housing data on populations with relevant qualifications (such as school teaching or professional nursing), workforce status by age, NSW regions and Australian states; and other sources. The definitions of NSW regions, the nature of the data, and the sources are explained in Appendix 1. Detailed tables are provided in Appendix 2.

Are graduates finding employment?

The first question to be answered is whether or not graduates are finding employment. Graduate Careers Australia surveys graduates around four months after completion (mostly in April, which is well into the first school term and into the established year in other occupations). Table 1 sets out the percentages of graduates in selected fields of education (FOEs) and in selected geographic areas who are seeking work (including those currently working part time who are seeking full time work).

Table 1. Percentage of bachelors and postgraduate (aged under 30) graduates seeking full time or part time work, selected FOEs, selected states, Australia and NSW regions, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Nursing	Accounting	Physiotherapy	Social Work	All other FOEs	TOTAL
NSW	18%	31%	29%	6%	18%	2%	23%	17%	17%
VIC	16%	17%	26%	5%	20%	5%	9%	17%	16%
QLD	16%	13%	17%	9%	15%	2%	18%	17%	16%
WA	19%	25%	23%	4%	13%	5%	9%	14%	14%
SA	26%	22%	9%	5%	14%	1%	18%	15%	14%
Australia	18%	23%	25%	6%	17%	3%	17%	16%	16%
NSW Sydney	23%	27%	33%	7%	21%	3%	24%	17%	18%
NSW other coastal	33%	33%	26%	5%	11%	0%	33%	16%	17%
NSW inland	8%	37%	23%	3%	8%	0%	14%	13%	14%

Source: Tables A.1 and A.2, original source: Graduate Careers Australia custom data

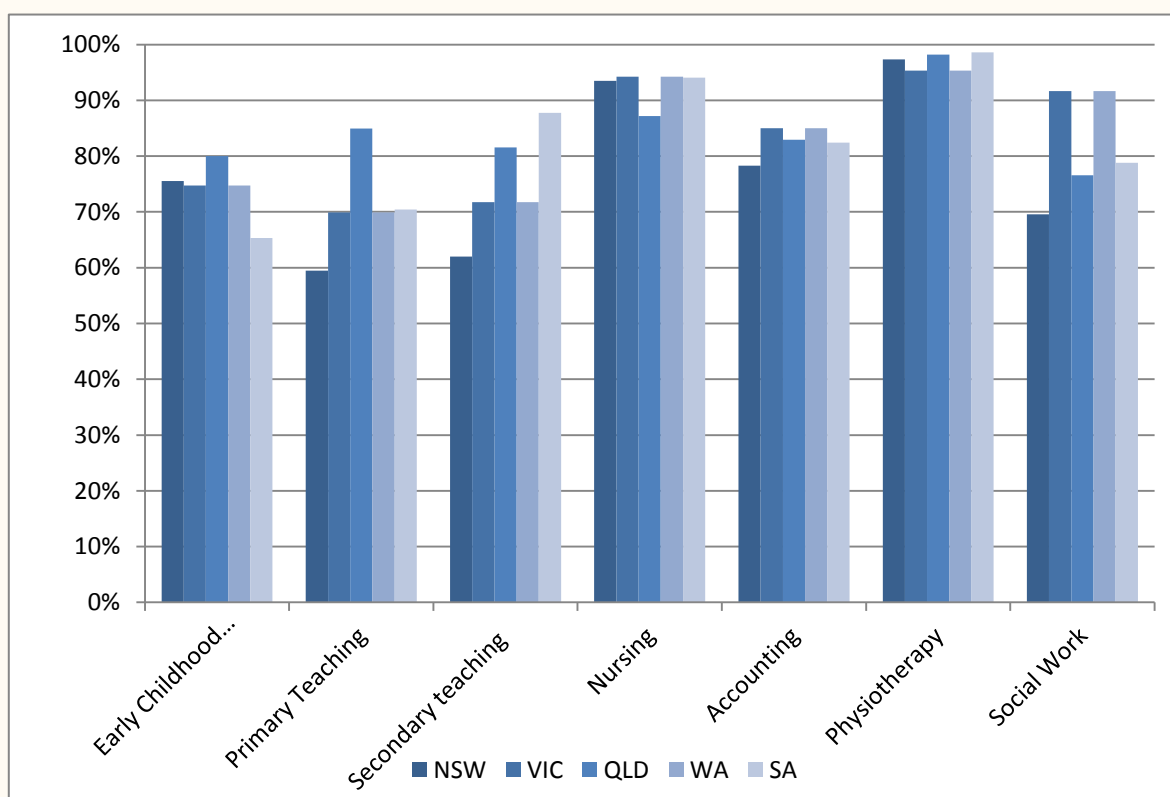
Note: Seeking full time or part time work includes graduates working part time or casual and seeking full time employment, and not working but seeking either full time or part time work. GCA data does not differentiate between initial and post-initial professional preparation courses, thus only graduates of postgraduate courses aged under 30 are included. See Appendix 1.

NSW primary and secondary teacher education graduates are more likely than those from other fields of education (FOEs) and those in other states to be seeking work (the large majority are working part time and seeking full time work – see tables in Appendix 2, Table A.1 and A.2 for details), and the figures for both primary and secondary teacher education graduates are very similar: almost one third are seeking work (including seeking full time work if already working part time), compared with around a quarter Australia-wide. NSW early childhood teacher education graduates are less likely to be seeking work than primary or secondary teacher education graduates, and just as likely to be doing so as those Australia-wide. There is some mixed variation between the NSW regions.

In contrast with the teacher education graduates, very few nursing and physiotherapy graduates were seeking work, while accountancy and social work graduates are about as likely as early childhood teacher education graduates to be seeking work.

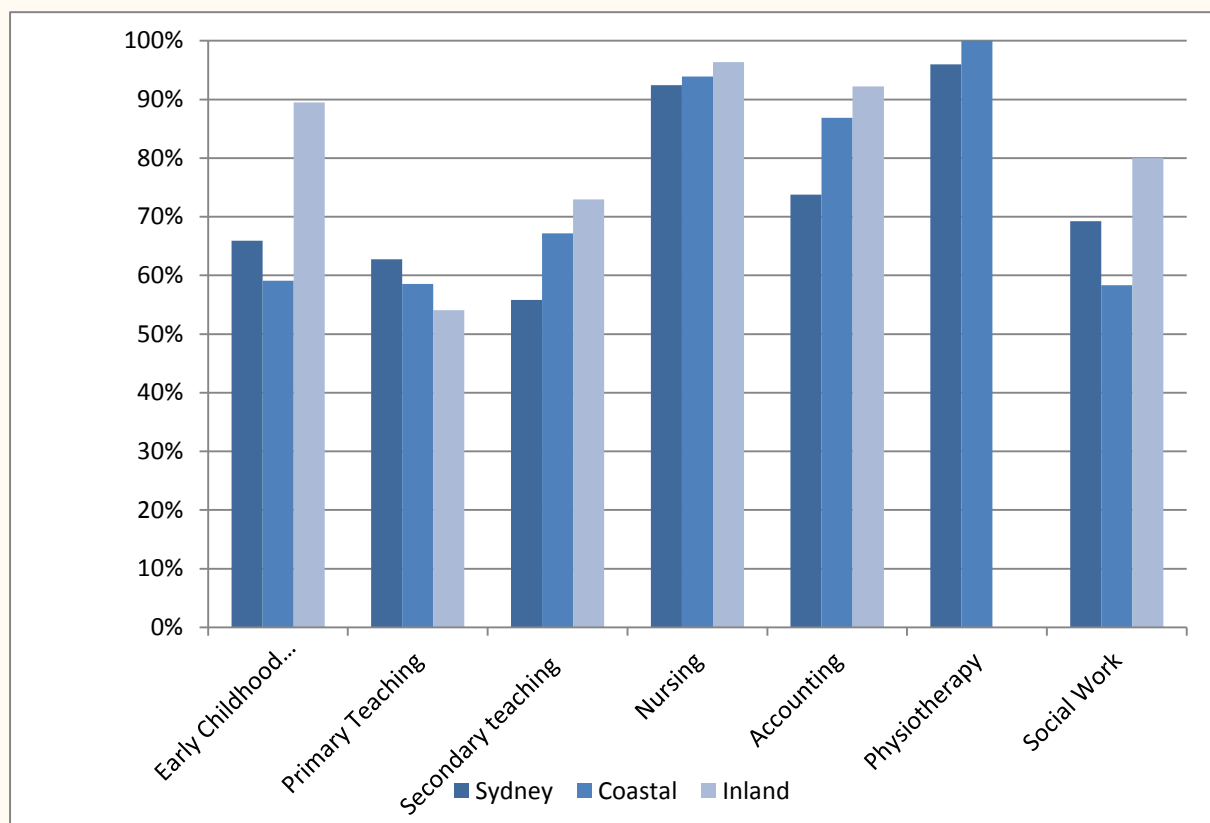
Illustrating these issues utilising slightly different data, Figures 1 and 2 make clear the differences between FOEs, states and NSW regions in the percentages of those who were successful in gaining the full time positions they sought.

Figure 1. Percentage of graduates in selected FOEs who want full time work who are working full time, selected states, 2012



Source: Table A.1, original source: Graduate Careers Australia custom data

Figure 2. Percentage of graduates in selected FOEs who want full time work who are working full time, NSW regions, 2012



Source: Tables A.2, original source: Graduate Careers Australia custom data

Figure 1 indicates that those in NSW with primary and secondary teaching qualifications were least likely to have obtained the full time positions sought compared with other states and FOEs – only around 60% of those who were seeking full time positions had obtained them. In contrast, over 90% of physiotherapy graduates and nursing graduates in all jurisdictions except Queensland were in full time positions when such positions had been sought. Figure 2 shows a contrast between those with primary and secondary teaching qualifications by NSW region: those with primary qualifications were more likely to have obtained full time positions sought if they had graduated from a Sydney metropolitan university, while those with secondary qualifications were more likely to have obtained full time positions sought if they had graduated from an inland university.

The GCA data for very recent graduates can be compared with ABS 2012 Census data for individuals with primary and secondary school teaching qualifications aged 25-29, set out in Tables 2 and 3 (Australian states and NSW regions respectively). This data, referring to individuals who would have generally graduated several years earlier, indicates that around 20% are working part time (not all of whom would be seeking full time work), and around one or two per cent are unemployed, looking for work. This is a much lower percentage seeking employment than is apparent in the GCA data for very recent graduates. Also, this

Table 2. Percentage of individuals with primary and secondary teacher education qualifications aged 25 – 29 by labour market status, selected states and Australia, 2011

	NSW	VIC	QLD	WA	SA	Australia
Primary teacher education						
Teaching, worked full-time	55%	67%	42%	51%	61%	55%
Teaching, worked part-time	17%	9%	25%	13%	11%	15%
Teaching, away from work	5%	4%	6%	4%	5%	5%
TOTAL TEACHING	77%	80%	73%	68%	77%	76%
Others occs, worked full-time	8%	6%	9%	12%	6%	8%
Others occs, worked part-time	5%	5%	6%	6%	6%	6%
Others occs, away from work	1%	1%	1%	1%	1%	1%
TOTAL OTHER OCCUPATIONS	14%	11%	17%	20%	14%	15%
OF THOSE EMPLOYED, % TEACHING	85%	88%	81%	77%	85%	84%
Unemployed, looking for full-time wk	1%	1%	1%	1%	1%	1%
Unemployed, looking for part-time wk	1%	0%	1%	1%	0%	1%
Not in the labour force	8%	7%	9%	11%	8%	8%
Total number	5 319	4 042	3 193	1 780	1 051	16 200
Secondary teacher education						
Teaching, worked full-time	61%	66%	53%	61%	64%	61%
Teaching, worked part-time	15%	10%	21%	10%	9%	14%
Teaching, away from work	3%	2%	5%	3%	5%	3%
TOTAL TEACHING	79%	79%	79%	73%	78%	78%
Others occs, worked full-time	8%	9%	9%	12%	9%	9%
Others occs, worked part-time	5%	5%	5%	8%	8%	5%
Others occs, away from work	1%	1%	1%	0%	-	1%
TOTAL OTHER OCCUPATIONS	13%	15%	15%	20%	16%	15%
OF THOSE EMPLOYED, % TEACHING	86%	84%	84%	78%	83%	84%
Unemployed, looking for full-time wk	1%	1%	1%	0%	0%	1%
Unemployed, looking for part-time wk	0%	0%	0%	1%	1%	0%
Not in the labour force	6%	5%	5%	6%	5%	5%
Total number	2 674	1 878	1 750	677	423	7 683

Source: ABS 2011 Census of Population and Housing (2012)

Note: 'Away from work' covers those who were on leave and those who did not answer the Census question on hours of work.

Table 3. Percentage of individuals with primary and secondary teacher education qualifications aged 25 – 29 by labour market status, NSW regions, 2011

	Sydney	Other Coastal	Inland	NSW total
Primary teacher education				
Teaching, worked full-time	57%	49%	56%	55%
Teaching, worked part-time	15%	22%	16%	17%
Teaching, away from work	5%	5%	5%	5%
TOTAL TEACHING	76%	77%	78%	77%
Others occs, worked full-time	8%	8%	8%	8%
Others occs, worked part-time	6%	5%	5%	5%
Others occs, away from work	1%	1%	1%	1%
TOTAL OTHER OCCUPATIONS	14%	14%	14%	14%
OF THOSE EMPLOYED, % TEACHING	84%	85%	85%	85%
Unemployed, looking for full-time wk	1%	1%	0%	1%
Unemployed, looking for part-time wk	1%	1%	0%	1%
Not in the labour force	8%	8%	8%	8%
Total number	3 070	1 365	881	5 316
Secondary teacher education				
Teaching, worked full-time	60%	59%	71%	61%
Teaching, worked part-time	14%	19%	13%	15%
Teaching, away from work	3%	4%	4%	3%
TOTAL TEACHING	77%	81%	88%	79%
Others occs, worked full-time	9%	6%	4%	7%
Others occs, worked part-time	6%	5%	2%	5%
Others occs, away from work	1%	1%	2%	1%
TOTAL OTHER OCCUPATIONS	15%	11%	7%	13%
OF THOSE EMPLOYED, % TEACHING	84%	88%	93%	86%
Unemployed, looking for full-time wk	1%	1%	1%	1%
Unemployed, looking for part-time wk	0%	0%	0%	0%
Not in the labour force	7%	6%	4%	6%
Total number	1 656	642	365	2 663

Source: ABS 2011 Census of Population and Housing (2012)

Note: 'Away from work' covers those who were on leave and those who did not answer the Census question on hours of work. The NSW total is not identical to that in the previous table because when a TableBuilder table is created cells are automatically 'randomly adjusted to avoid the release of confidential data'.

Census data does not show the difference apparent between NSW and Australia as a whole in the GCA data in Table 1. NSW individuals aged 25 to 29 with primary or secondary teacher education qualifications are slightly more likely than the national average to be working as teachers, and much the same as the national average to be working full time as teachers. Queenslanders are less likely and Victorians more likely to be working full time as teachers.

A possible explanation for the differences between the NSW-Australia relationship in the two datasets is that NSW employers of teachers are more likely to offer part time and casual positions to beginning teachers (respondents to the GCA survey) than are teacher employers in other states, but that after at least six months (or a year or so), the employment patterns are more similar. However, the great variations between the states in the two datasets does indicate that a simple explanation is unlikely. (Tables 2 and 3 also indicate the rates of employment of those with recent primary or secondary qualifications in their 'home' occupation of school teaching - this is taken up in the following section.)

The GCA data can also be compared with Census data for those with early childhood teaching qualifications, in selected states (Table 4) and NSW regions (Table 5).

Table 4. Percentage of individuals with early childhood teacher education qualifications at bachelors level or above aged 25 – 29 in selected occupations and labour market status, selected states and Australia, 2011

	NSW	VIC	QLD	WA	SA	Australia
Child Care Centre Managers	7%	4%	6%	1%	5%	5%
Early Childhood (Pre-primary School) Teachers	39%	39%	20%	32%	25%	34%
Primary School Teachers	13%	13%	31%	31%	40%	21%
Child Carers	12%	20%	13%	6%	9%	13%
Total home occupations	71%	76%	70%	70%	78%	72%
Total other occupations	16%	11%	19%	13%	12%	15%
OF THOSE EMPLOYED, % IN A HOME OCCUPATION	82%	88%	78%	84%	87%	83%
Employed, worked full-time	57%	58%	52%	63%	60%	57%
Employed, worked part-time	22%	23%	29%	15%	22%	23%
Employed, away from work	7%	6%	7%	5%	8%	7%
Unemployed, looking for full-time work	1%	2%	1%	1%	0%	1%
Unemployed, looking for part-time work	1%	1%	0%	2%	0%	1%
Not in the labour force	12%	11%	10%	14%	10%	12%
Total number	1 225	603	500	292	235	2 968

Source: ABS 2011 Census of Population and Housing (2012)

Note: 'Away from work' covers those who were on leave and those who did not answer the Census question on hours of work.

Table 5. Percentage of individuals with early childhood teacher education qualifications at bachelors level or above aged 25 – 29 in selected occupations and labour market status, NSW regions, 2011

	Sydney	Other Coastal	Inland	NSW total
Child Care Centre Managers	8%	5%	8%	7%
Early Childhood (Pre-primary School) Teachers	37%	46%	33%	38%
Primary School Teachers	14%	10%	18%	13%
Child Carers	12%	11%	14%	12%
Total home occupations	70%	72%	73%	71%
Total other occupations	15%	13%	19%	15%
OF THOSE EMPLOYED, % IN A HOME OCCUPATION	82%	85%	80%	83%
Employed, worked full-time	60%	49%	57%	57%
Employed, worked part-time	20%	27%	24%	22%
Employed, away from work	5%	9%	10%	7%
Unemployed, looking for full-time work	0%	2%	0%	1%
Unemployed, looking for part-time work	1%	1%	0%	1%
Not in the labour force	13%	13%	8%	13%
Total number	772	296	156	1 224

Source: ABS 2011 Census of Population and Housing (2012)

Note: 'Away from work' covers those who were on leave and those who did not answer the Census question on hours of work.

The NSW total is not identical to that in the previous table because when a TableBuilder table is created cells are automatically 'randomly adjusted to avoid the release of confidential data'.

Like those with school teaching qualifications, only around one per cent of those with early childhood teaching qualifications (at bachelors level or above) aged 25 to 29 were unemployed looking for work. The percentage working part time was slightly greater (around 22 per cent compared with around 20 per cent). The rate of employment in early childhood 'home' occupations of Child Care Managers, Early Childhood (Pre-primary School) teachers, Primary School Teachers and Child Carers is discussed in the following section.

The information on job-seeking by those with particular qualifications in NSW can be considered in the context of information about shortages collected from employers by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR) and published in the *NSW Skill Shortage List* (2013). The *List* rates registered nurses, midwives and early childhood (pre-primary school) teachers as in 'shortage', physiotherapists as in 'shortage in regional areas', and childcare managers and secondary school teachers as having 'recruitment difficulty'.

Are graduates working in their 'home' occupation?

Tables 6 and 7 summarise the data in Tables 2, 3, 4, and 5 regarding the percentage of employed individuals with teaching qualifications who are working in a home occupation (Child-Carer is considered here a home occupation – see Appendix 1). ABS Census data displayed in Tables 6 and 7 indicates that, with minor exceptions, over 80% of employed teacher education graduates are working in home occupations in the years soon after graduation, and this is especially so for NSW school teacher education graduates.

Table 6. Percentage of employed individuals with early childhood, primary and secondary teacher education qualifications, aged 25 – 29, who are working in a 'home' occupation, selected states and Australia, 2011

	NSW	VIC	QLD	WA	SA	Australia
Early childhood teacher education	82%	88%	78%	84%	87%	83%
Primary teacher education	85%	88%	81%	77%	85%	84%
Secondary teacher education	86%	84%	84%	78%	83%	84%

Source: Tables 2 and 4. Original source ABS 2011 Census of Population and Housing (2012)

Table 7. Percentage of employed individuals with early childhood, primary and secondary teacher education qualifications, aged 25 – 29, who are working in a 'home' occupation, NSW regions, 2011

	Sydney	Other Coastal	Inland	NSW total
Early childhood teacher education	82%	85%	80%	83%
Primary teacher education	84%	85%	85%	85%
Secondary teacher education	84%	88%	93%	86%

Source: Tables 3 and 5. Original source ABS 2011 Census of Population and Housing (2012)

The GCA collects data on the industry in which graduates work. This includes public and private schools, which are very relevant to school teacher education graduates, but there is no comparable specific industry for other FOEs such as nursing and accountancy (or non-school early childhood settings).

Tables A.5 to A. 8 (in Appendix 2) provide details for the destinations of primary and secondary teacher education graduates in the states and territories and NSW regions. Around 90% of primary teacher education graduates who were working full time were working in schools, and over 80% of secondary teacher education graduates who were working full time were working in schools. However, only around half the primary and

secondary teacher education graduates were working full time. In NSW almost 20% were working part time in schools and seeking full time work.

In addition to the data on industry (or area) of employment, the GCA also collects data on whether a graduate’s qualification is a formal requirement or is important for employment. This allows comparisons between occupations that do not have a relevant specified industry in the graduate destinations dataset.

Table 8 sets out the percentages in selected FOEs and working full time, for whom their qualification was a formal requirement or important for employment, and Table 9 sets out comparable data for those working part time. The qualifications of around 90% of NSW teacher education graduates who were working full time were a formal requirement (or important) for employment. The percentages were higher for nursing and physiotherapy graduates, but substantially lower for accounting and social work graduates. NSW was similar to Australia as a whole for teacher education graduates, though there was some variation among the states, and among the NSW regions.

Table 8. Qualification as a formal requirement or important for employment, full time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, selected states and Australia, and NSW regions, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
NSW	87%	91%	90%	95%	80%	99%	77%	67%	73%
VIC	93%	92%	86%	98%	78%	97%	84%	67%	74%
QLD	94%	94%	94%	95%	77%	99%	86%	71%	76%
WA	96%	91%	84%	98%	75%	93%	95%	71%	76%
SA	92%	99%	88%	96%	82%	99%	83%	74%	80%
Australia	91%	92%	89%	96%	79%	98%	84%	69%	74%
NSW Sydney	88%	94%	91%	96%	77%	99%	78%	66%	69%
NSW other coastal	92%	92%	90%	94%	89%	100%	79%	75%	71%
NSW inland	86%	77%	85%	91%	79%	-	75%	60%	69%

Source: Graduate Careers Australia custom data

For those working part time, a substantially greater percentage of early childhood and primary teacher education graduates compared with secondary teacher education

graduates were in jobs where their qualification is a requirement or important. All three categories of teacher education graduates had a higher percentage in jobs where their qualification is a requirement or important than accounting and social work graduates.

The GCA data on the NSW teacher education graduates' relative difficulties in gaining full time positions when sought and their high rates of employment in teaching when in full time work, indicate that teacher education graduates generally prefer teaching positions, but that those positions are not always available immediately after graduation. The degree to which this arises out of the employment practices of NSW (and some other) employers of teachers, or an oversupply of graduates in NSW (and some other states) is not clear. Tables 2 and 3 in the previous section showed that of those aged 25-29 with primary or secondary teaching qualifications, those in NSW were slightly more likely than the national average to be teaching. The NSW training rate (the ratio of qualified graduates to the total number in an occupation) for the teaching profession is high relative to Victoria and Queensland (5.8% compared with 4.9% and 4.4% respectively), and nursing (3.6% in NSW) (Table A.12), which might indicate an oversupply. However, the 7% decline in initial teacher education completions since 2009 (excluding Australian Catholic University – see Table A.11) may indicate that any necessary adjustment is underway.

Table 9. Qualification as a formal requirement or important for employment, part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, selected states and Australia, and NSW regions, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
NSW	76%	81%	73%	80%	37%	86%	36%	32%	44%
VIC	81%	62%	57%	85%	27%	67%	86%	27%	37%
QLD	84%	76%	61%	88%	43%	78%	48%	31%	44%
WA	68%	78%	57%	81%	39%	50%	100%	31%	42%
SA	87%	87%	67%	90%	44%	100%	67%	32%	49%
Australia	79%	76%	66%	86%	35%	76%	60%	30%	42%
NSW Sydney	72%	76%	64%	77%	35%	100%	35%	31%	39%
NSW other coastal	80%	85%	86%	84%	41%	50%	60%	31%	51%
NSW inland	80%	81%	84%	81%	44%	100%	29%	39%	56%

Source: Graduate Careers Australia custom data

Explanations for graduates not working full time in 'home' occupations

This section briefly considers factors that may explain why graduates are not working in a home occupation, or why they are working part time: relative salary levels and the proportion of women in the workforce.

Higher salaries in other occupations may be an explanation for choice of an occupation outside a home occupation. Tables 10 and 11 show the percentages who earned over \$65,000 a year of individuals aged 25 to 29 working full time in a 'home' occupation (for which their qualifications are usually a requirement) or in another occupation. In general those in their home occupation were more likely to be earning over \$65,000. However, the

Table 10. Individuals aged 25 – 29 with selected qualifications and in full time employment in a home occupation or other occupations, percentage earning \$65,000 p.a. or more, selected states and Australia, 2011

	NSW	VIC	QLD	WA	SA	Australia
Early childhood teaching qualifications						
School teaching	35%	12%	27%	62%	42%	37%
Other occupations	12%	6%	11%	38%	16%	14%
Total	15%	7%	15%	47%	27%	19%
Primary school teaching qualifications						
School teaching	39%	13%	32%	55%	41%	32%
Other occupations	19%	15%	15%	36%	28%	21%
Total	36%	13%	29%	51%	40%	31%
Secondary school teaching qualifications						
School teaching	42%	20%	39%	67%	47%	38%
Other occupations	30%	23%	31%	44%	26%	31%
Total	41%	21%	38%	64%	45%	38%
Professional nursing qualifications						
Nursing	38%	31%	51%	33%	38%	38%
Other occupations	16%	25%	24%	13%	27%	21%
Total	34%	30%	47%	30%	36%	36%
Accountancy qualifications						
Accountancy	52%	48%	52%	45%	59%	51%
Other occupations	21%	22%	30%	19%	31%	24%
Total	36%	35%	43%	34%	47%	38%

Source: ABS 2011 Census of Population and Housing (2012)

least difference between home and other occupation was for those with secondary school teaching qualifications, and this was especially the case in inland NSW, where those in other occupations were just as likely to be earning over \$65,000 as were those teaching. Higher salaries (and associated advantages in conditions and status) may explain why some graduates, especially secondary teacher education graduates in inland NSW, may be working in other occupations – it is a matter of their choice, rather than an inability to obtain a position in the home occupation. For individuals aged 25 to 29 to be earning much the same as they would in the home occupation probably indicates that the knowledge and skills associated with their qualification are important in the other occupation, and thus not ‘wasted’.

Table 11. Individuals aged 25 – 29 with selected qualifications and in full time employment in a home occupation or other occupations, percentage earning \$65,000 p.a. or more, NSW regions 2011

	Sydney	Other Coastal	Inland	NSW Total
Early childhood teaching qualifications				
Teaching	38%	0%	42%	35%
Other occupations	14%	9%	11%	13%
Total	18%	9%	18%	16%
Primary school teaching qualifications				
Teaching	41%	36%	38%	39%
Other occupations	20%	14%	21%	19%
Total	38%	33%	35%	36%
Secondary school teaching qualifications				
Teaching	44%	37%	42%	42%
Other occupations	28%	29%	42%	29%
Total	42%	36%	42%	41%
Professional nursing qualifications				
Nursing	39%	36%	38%	38%
Other occupations	20%	14%	10%	17%
Total	35%	31%	31%	34%
Accountancy qualifications				
Accountancy	53%	56%	38%	52%
Other occupations	21%	23%	24%	22%
Total	36%	43%	32%	37%

Source: ABS 2011 Census of Population and Housing (2012)

An explanation for the relatively low rate of full time employment by initial teacher education graduates could be the high ratio of females, especially among primary teacher education graduates. While generally females are much more likely than males to be working part time or not be in the labour force, this is not a clear pattern for those with teaching qualifications under the age of 30 (that is, recent graduates). In NSW and Australia as a whole, around a quarter of both male and female teachers aged 20-29 were working part time in 2011 (Table A. 9). Thus the ratio of males to females among teacher education graduates is unlikely to be a significant general explanation of the relatively low rates of full time employment, though there are variations in this general pattern between states, and, especially, between regions in NSW (Table A. 10), which are likely to be associated with differences between primary and secondary teacher labour markets in the different states and regions, rather than a difference between males and females.

Conclusion

The evidence considered in this paper indicates that there is not a very substantial oversupply of initial teacher education graduates, though some oversupply is apparent, and is greater in NSW than throughout Australia. There appears to be only a slightly greater general over-supply of primary compared with secondary teacher education graduates. The very large majority of initial teacher education graduates obtain positions for which their university courses prepared them. It is difficult to assess the degree of oversupply from the available data because of complexities arising from the nature of employment contracts for beginning teachers, and the segmentation of the teaching labour market according to geographic location as well as specialisation. Whatever oversupply there has been, reductions in teacher education places risk shortages in light of the recent reductions in teacher education completions in NSW (Table A 11), the increasing rate of retirements (and thus need for replacements) as the large cohort of teachers recruited around the 1970s leaves (see Table A. 13), and the increases in per student funding likely to arise out of the recent agreement between NSW and the Australian Government concerning the Better Schools Plan.

Within NSW it appears from both GCA data and ABS Census data that there is a greater oversupply of secondary teacher education graduates in Sydney relative to other coastal and inland regions, and a greater oversupply of primary teacher education graduates inland relative to Sydney and other coastal regions. There thus may be grounds for some re-adjustment between primary and secondary teacher education intakes in universities in difference regions.

Abbreviations

ABS	Australian Bureau of Statistics
ACU	Australian Catholic University
ANZSCO	Australian and New Zealand Standard Classification of Occupations (see Appendix 1)
ASCED	Australian Standard Classification of Education (see Appendix 1)
DEEWR	Australian Department of Education, Employment and Workplace Relations
DIICCSRTE	Australian Department of Innovation, Industry, Climate Change, Science, Research and Tertiary Education
FOE	Field of Education, one of the classification structures in the ASCED
GCA	Graduate Careers Australia (see Appendix 1)
NSSC	The National Schools Statistics Collection, a collaborative arrangement between state, territory and Australian Government education departments. The most important data collected through the NSSC is published by the ABS in the annual <i>Schools Australia</i> (Australian Bureau of Statistics, 2013).

Appendix 1. Data definitions and sources

Definitions of NSW regions

SYDNEY

Universities: University of Sydney, University of Western Sydney, Macquarie University, Australian Catholic University (NSW), University of New South Wales (45% of 2011 NSW initial teacher education completions, and 66% of GCA bachelors and postgraduates aged under 30 respondents)

ABS Region: The Statistical Areas Level 4 regions of: Sydney - Blacktown, Sydney - Outer West and Blue Mountains, Sydney - Inner South West, Sydney - South West, Sydney - Parramatta, Sydney - Ryde, Sydney - Eastern Suburbs, Sydney - Northern Beaches, Sydney - City and Inner South, Sydney - Sutherland, Sydney - North Sydney and Hornsby, Sydney - Inner West, Sydney - Outer South West, and Sydney - Baulkham Hills and Hawkesbury (56% of 2011 NSW school teachers)

NSW Public School Regions: Northern Sydney Public Schools Region, South Western Sydney Public Schools Region, Sydney Public Schools Region, Western Sydney Public Schools Region (55% of 2011 NSW public school students)

OTHER COASTAL

Universities: Southern Cross University, University of Newcastle, Avondale College, University of Wollongong (30% of 2011 NSW initial teacher education completions, and 21% of GCA bachelors and postgraduates aged under 30 respondents)

ABS Region: The Statistical Areas Level 4 regions of: Southern Highlands and Shoalhaven, Central Coast, Newcastle and Lake Macquarie, Mid North Coast, Hunter Valley exc Newcastle, Coffs Harbour - Grafton, Illawarra, and Richmond – Tweed (29% of 2011 NSW school teachers)

NSW Public School Regions: Hunter/Central Coast Public Schools Region, Illawarra and South East Public Schools Region, North Coast Public Schools Region (32 % of 2011 NSW public school students)

INLAND

Universities: Charles Sturt University, University of New England (25% of 2011 NSW initial teacher education completions, and 10% of GCA bachelors and postgraduates aged under 30 respondents)

ABS Region: The Statistical Areas Level 4 regions of: Murray, Capital Region, Riverina, New England and North West, Far West and Orana, Central West - note that the Capital Region includes the far south coast of NSW (16% of 2011 NSW school teachers)

NSW Public School Regions: New England Public Schools Region, Riverina Public Schools Region, Western NSW Public Schools Region (13% of 2011 NSW public school students)

Sources and notes:

University enrolments: DIICCSRTE Higher Education Students Collection (2012), augmented by data supplied by the Australian Catholic University (published DIICCSRTE data does not disaggregate national ACU data)

ABS Regions: Australian Bureau of Statistics (2011); data from ABS 20011 Census of Population and Housing, accessed via TableBuilder (Australian Bureau of Statistics, 2012)

NSW Public School Regions and enrolments: NSW Department of Education and Communities (n.d.)

Standard classifications of data

The Australian Standard Classification of Education (ASCED) (Australian Bureau of Statistics, 2001) fields of education (FOEs) classification is used by GCA, ABS and DIICCSRTE for the post school courses that graduates have undertaken and the post school qualifications held by individuals. In the case of the qualifications classification in the ABS Census, it is the individual's *highest* qualification that is recorded. The detailed fields within the broad field of Education are set out in Box 1.

Box 1. *Australian Standard Classification of Education* categories for the field of education of Education

07 EDUCATION

0701 TEACHER EDUCATION

- 070101 Teacher Education: Early Childhood
- 070103 Teacher Education: Primary
- 070105 Teacher Education: Secondary
- 070107 Teacher-Librarianship
- 070109 Teacher Education: Vocational Education and Training
- 070111 Teacher Education: Higher Education
- 070113 Teacher Education: Special Education
- 070115 English as a Second Language Teaching
- 070117 Nursing Education Teacher Training
- 070199 Teacher Education, n.e.c.

0703 CURRICULUM AND EDUCATION STUDIES

- 070301 Curriculum Studies
- 070303 Education Studies

0799 OTHER EDUCATION

- 079999 Education, n.e.c

Source: (Australian Bureau of Statistics, 2001, p. 79)

There are two important issues regarding the ASCED FOEs for this report. First, courses classified as 'Teacher Education: Early Childhood' prepare students for both school and non-school settings, and thus it is not included when qualifications for school teachers are specifically sought (note that ABS Census data for the FOE of Teacher Education: Early Childhood is also defined by the ASCED 'level of education' of bachelor's degree or above, to exclude qualifications at the certificate or diploma level). There is a related problem for the Teacher Education 'not further defined' and 'not elsewhere classified' categories, which might include any mix of teacher education (including non-school teacher education), though are common classifications for courses that primarily prepare secondary teachers

(for example, all Tasmanian secondary teacher education students are in courses with such a non-specific classification, but there are other students in the courses as well). Therefore, when an exclusively school teacher education classification is needed only 'Teacher Education: Primary' and 'Teacher Education: Secondary' are used.

The Australian and New Zealand Standard Classification of Occupations (ANZSCO) (Australian Bureau of Statistics, 2009) is used to classify occupations in the ABS Census. In this report the occupation of 'school teacher' is the categories: 'School Principals' (1343) and 'School Teachers' (241) excluding 'Early Childhood (Pre-primary) Teachers' (2412). Home occupations for those with early childhood teacher education qualifications (four year) include Child Care Centre Managers, Early Childhood (Pre-primary School) Teachers, Primary School Teachers, and Child Carers. Child Carers are not in the ANZSCO major group of professionals, yet there is no other clear category for four year qualified early childhood teachers working as recognised teachers in long day care and similar non-school and non-preschool settings. The classifications relevant to this report are set out in Box 2.

Box 2. *The Australian and New Zealand Standard Classification of Occupations* categories for teachers and related occupations

Under Major Group 1 (Managers)

Sub-Major Group 13 Specialist Managers
 134 Education, Health and Welfare Services Managers

 1341 Child Care Centre Managers

 1343 School Principals

Under Major Group 2 (Professionals)

Sub-Major Group 24 Education Professionals
 2400 Education Professionals nfd
 241 School Teachers
 2410 School Teachers nfd
 2411 Early Childhood (Pre-primary School) Teachers
 2412 Primary School Teachers
 2413 Middle School Teachers
 2414 Secondary School Teachers
 2415 Special Education Teachers
 242 Tertiary Education Teachers
 2420 Tertiary Education Teachers nfd
 2421 University Lecturers and Tutors
 2422 Vocational Education Teachers
 249 Miscellaneous Education Professionals
 2490 Miscellaneous Education Professionals nfd
 2491 Education Advisers and Reviewers
 2492 Private Tutors and Teachers
 2493 Teachers of English to Speakers of Other Languages

Under Major Group 4 (Community and Personal Service Workers)

3211 Child Carers

Source: (Australian Bureau of Statistics, 2009)

Graduate Careers Australia data

GCA seeks to survey all graduates (not a sample), and requires at least a 50% response rate before release of data. The surveys are carried out around four months after course completion. Details about method, including copies of the questionnaires and publications of statistics are on the GCA website (<http://www.graduatecareers.com.au/>).

An important matter for this report is that GCA does not distinguish between initial and post-initial teacher education (or initial and post-initial courses in other fields such as nursing). While most undergraduate courses in professional fields are initial, postgraduate courses in the same detailed field of education (such as 'Teacher Education: Primary') may be either initial or post-initial - fewer than half of all completions in postgraduate coursework programs in the Education FOE are completing initial teacher education while over 90% of undergraduate bachelors completions in Education are in initial teacher education. Therefore, to provide an approximate indicator that graduates of postgraduate courses have completed an initial (rather than post-initial) course, only graduates of postgraduate courses who are aged under 30 are included.

Appendix 2: Tables

Contents

Table A. 1.	Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012	22
Table A. 2.	Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, NSW regions, 2012	27
Table A. 3.	Qualification as a formal requirement or important for employment, full time and part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012	29
Table A. 4.	Qualification as a formal requirement or important for employment, full time and part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, NSW regions, 2012.....	31
Table A. 5.	Destinations of bachelors and postgraduate (aged under 30) primary teacher education graduates, states and territories and Australia, 2012.....	32
Table A. 6.	Destinations of bachelors and postgraduate (aged under 30) secondary teacher education graduates, states and territories and Australia, 2012.....	33
Table A. 7.	Destinations of bachelors and postgraduate (aged under 30) primary teacher education graduates, NSW regions, 2012	34
Table A. 8.	Destinations of bachelors and postgraduate (aged under 30) secondary teacher education graduates, NSW regions, 2012	35
Table A. 9.	Percentages of male and female school teachers who worked part time, by age range, states and territories and Australia, 2011.....	36
Table A. 10.	Percentages of male and female school teachers who worked part time, by age range, NSW regions, 2011	36
Table A. 11.	Completions for all students enrolled in initial teacher education, states and territories and Australia, 2009 to 2012	37
Table A. 12.	Training rates for school teachers and registered nurses and midwives, states and territories and Australia, 2011.....	37
Table A. 13.	Age distribution of school teachers, states and territories and Australia, 2011.....	38
Table A. 14.	Percentage of full time employed individuals with primary or secondary school teaching qualifications who are working as school teachers, by age range, states and territories and Australia, 2011	38

Table A. 1. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

Location of university Main activity	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
NSW										
FT Employed	50%	44%	46%	47%	74%	63%	84%	54%	47%	49%
Wk PT, seek FT	14%	26%	24%	22%	4%	8%	1%	14%	9%	11%
Wk PT, NOT seek FT	18%	15%	15%	15%	12%	5%	5%	12%	9%	9%
Not work, seek FT	2%	4%	4%	4%	1%	9%	1%	9%	7%	6%
Not work, seek PT	2%	1%	1%	1%	0%	0%	0%	0%	1%	1%
FT study	9%	4%	5%	5%	4%	9%	6%	4%	22%	18%
Unavail/ unknown	5%	6%	5%	6%	4%	5%	3%	7%	6%	6%
Total % working	82%	85%	85%	84%	91%	76%	91%	80%	65%	69%
Total % seek wk	18%	31%	29%	27%	6%	18%	2%	23%	17%	17%
Total number	481	1 086	1 143	3 075	1 224	1 260	217	222	19 886	25 884
VIC										
FT Employed	44%	63%	50%	57%	66%	59%	87%	66%	41%	46%
Wk PT, seek FT	13%	14%	20%	14%	4%	11%	4%	5%	10%	10%
Wk PT, NOT seek FT	24%	11%	14%	13%	21%	6%	4%	17%	10%	11%
Not work, seek FT	2%	2%	5%	3%	1%	8%	1%	3%	6%	5%
Not work, seek PT	0%	1%	0%	1%	1%	1%	0%	1%	1%	1%
FT study	13%	3%	6%	7%	4%	10%	3%	3%	27%	22%
Unavail/ unknown	3%	5%	5%	5%	4%	6%	1%	5%	5%	5%
Total % working	82%	88%	84%	84%	90%	75%	95%	88%	62%	67%
Total % seek wk	16%	17%	26%	18%	5%	20%	5%	9%	17%	16%
Total number	215	833	554	2 026	1 348	1 127	149	199	15 685	20 534

Cont....Table A. 1. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Main activity										
QLD										
FT Employed	61%	68%	70%	68%	57%	69%	87%	55%	51%	54%
Wk PT, seek FT	11%	10%	12%	10%	6%	6%	1%	11%	10%	9%
Wk PT, NOT seek FT	16%	12%	8%	12%	29%	5%	6%	15%	8%	10%
Not work, seek FT	4%	2%	4%	3%	2%	8%	1%	6%	6%	6%
Not work, seek PT	1%	1%	1%	1%	1%	0%	1%	1%	1%	1%
FT study	4%	2%	3%	3%	3%	7%	4%	8%	19%	15%
Unavail/ unknown	3%	5%	2%	3%	3%	4%	0%	4%	5%	4%
Total % working	89%	90%	90%	90%	91%	80%	94%	82%	69%	74%
Total % seek wk	16%	13%	17%	14%	9%	15%	2%	18%	17%	16%
Total number	183	540	342	1 392	1 058	499	127	130	10 993	14 199
WA										
FT Employed	55%	55%	57%	55%	66%	70%	83%	69%	51%	54%
Wk PT, seek FT	15%	16%	18%	16%	3%	7%	3%	6%	8%	9%
Wk PT, NOT seek FT	17%	15%	14%	16%	19%	7%	7%	13%	11%	11%
Not work, seek FT	4%	8%	4%	5%	1%	5%	1%	0%	5%	5%
Not work, seek PT	0%	1%	1%	1%	0%	1%	1%	3%	1%	1%
FT study	2%	2%	3%	3%	5%	6%	3%	3%	19%	16%
Unavail/ unknown	7%	4%	3%	5%	6%	4%	2%	6%	5%	5%
Total % working	87%	86%	89%	86%	88%	84%	93%	88%	70%	74%
Total % seek wk	19%	25%	23%	22%	4%	13%	5%	9%	14%	14%
Total number	135	332	183	767	494	390	99	32	5 486	7 268

Cont....Table A. 1. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

Location of university Main activity	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
SA										
FT Employed	44%	47%	61%	51%	59%	65%	79%	62%	43%	47%
Wk PT, seek FT	20%	18%	4%	16%	3%	8%	1%	8%	9%	9%
Wk PT, NOT seek FT	23%	23%	19%	20%	28%	6%	11%	9%	10%	12%
Not work, seek FT	4%	1%	4%	3%	1%	5%	0%	9%	6%	5%
Not work, seek PT	3%	2%	0%	1%	1%	0%	0%	2%	1%	1%
FT study	3%	3%	6%	3%	4%	9%	7%	4%	27%	21%
Unavail/ unknown	4%	6%	6%	5%	4%	6%	2%	7%	6%	5%
Total % working	87%	88%	84%	88%	90%	80%	91%	79%	61%	68%
Total % seek wk	26%	22%	9%	20%	5%	14%	1%	18%	15%	14%
Total number	112	148	70	571	594	382	89	126	4 612	6 374
TAS										
FT Employed	38%	35%	100%	44%	50%	65%		57%	40%	43%
Wk PT, seek FT	38%	29%	0%	26%	10%	7%		5%	10%	12%
Wk PT, NOT seek FT	13%	22%	0%	15%	27%	0%		14%	10%	13%
Not work, seek FT	4%	2%	0%	3%	4%	2%		24%	7%	6%
Not work, seek PT	4%	0%	0%	1%	0%	0%		0%	2%	1%
FT study	0%	4%	0%	7%	3%	23%		0%	26%	20%
Unavail/ unknown	4%	8%	0%	4%	6%	4%		0%	5%	5%
Total % working	88%	86%	100%	84%	87%	72%		76%	60%	68%
Total % seek wk	46%	31%	0%	30%	14%	9%		29%	19%	19%
Total number	24	51	1	174	193	57		21	965	1 410

Cont....Table A. 1. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Main activity										
NT										
FT Employed	65%	40%	100%	66%	59%	67%		83%	61%	62%
Wk PT, seek FT	6%	10%	0%	8%	5%	0%		0%	3%	5%
Wk PT, NOT seek FT	6%	30%	0%	13%	29%	17%		17%	8%	16%
Not work, seek FT	6%	0%	0%	2%	2%	8%		0%	4%	3%
Not work, seek PT	0%	0%	0%	0%	1%	0%		0%	1%	1%
FT study	6%	0%	0%	2%	2%	0%		0%	15%	7%
Unavail/ unknown	12%	20%	0%	9%	2%	8%		0%	9%	7%
Total % working	76%	80%	100%	87%	93%	83%		100%	71%	83%
Total % seek wk	12%	10%	0%	10%	7%	8%		0%	8%	8%
Total number	17	10	1	99	124	12	0	6	156	397
ACT										
FT Employed	70%	67%	65%	64%	71%	67%	62%	39%	51%	53%
Wk PT, seek FT	0%	9%	12%	8%	0%	7%	0%	17%	8%	8%
Wk PT, NOT seek FT	17%	11%	14%	14%	16%	3%	15%	17%	9%	9%
Not work, seek FT	4%	0%	0%	2%	1%	8%	15%	0%	5%	5%
Not work, seek PT	0%	0%	0%	0%	2%	0%	0%	9%	1%	1%
FT study	4%	6%	4%	6%	3%	12%	0%	4%	22%	19%
Unavail/ unknown	4%	6%	4%	6%	6%	4%	8%	13%	5%	5%
Total % working	87%	88%	92%	86%	87%	76%	77%	74%	68%	70%
Total % seek wk	4%	9%	12%	10%	3%	14%	15%	26%	14%	13%
Total number	23	64	49	154	94	105	13	23	2 075	2 464

Cont....Table A. 1. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Main activity										
Australia										
FT Employed	51%	55%	52%	54%	65%	64%	84%	59%	46%	50%
Wk PT, seek FT	14%	18%	20%	17%	4%	9%	2%	10%	10%	10%
Wk PT, NOT seek FT	19%	14%	14%	14%	21%	5%	6%	14%	9%	10%
Not work, seek FT	3%	3%	4%	4%	1%	8%	1%	7%	6%	6%
Not work, seek PT	1%	1%	1%	1%	1%	0%	0%	1%	1%	1%
FT study	7%	3%	5%	5%	4%	9%	4%	4%	23%	19%
Unavail/ unknown	5%	5%	5%	5%	4%	5%	2%	6%	5%	5%
Total % working	84%	87%	86%	86%	90%	78%	93%	82%	65%	70%
Total % seek wk	18%	23%	25%	21%	6%	17%	3%	17%	16%	16%
Total number	1 190	3 064	2 343	8 258	5 129	3 832	694	759	59 858	78 530

Source: Graduate Careers Australia custom data

Table A. 2. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, NSW regions, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Main activity										
Sydney										
FT Employed	40%	44%	40%	42%	73%	59%	82%	54%	45%	47%
Wk PT, seek FT	18%	24%	27%	23%	5%	10%	2%	15%	10%	11%
Wk PT, NOT seek FT	18%	19%	15%	17%	11%	4%	4%	9%	8%	9%
Not work, seek FT	3%	3%	5%	4%	1%	11%	1%	9%	7%	7%
Not work, seek PT	2%	1%	1%	1%	1%	0%	0%	0%	1%	1%
FT study	14%	2%	4%	5%	4%	10%	7%	5%	23%	20%
Unavail/ unknown	5%	8%	8%	7%	5%	6%	3%	8%	6%	6%
Total % working	75%	87%	82%	82%	89%	73%	88%	78%	63%	67%
Total % seek wk	23%	27%	33%	28%	7%	21%	3%	24%	17%	18%
Total number	220	435	622	1 499	621	893	146	150	14 391	17 700
Other Coastal										
FT Employed	46%	45%	51%	49%	78%	70%	90%	47%	48%	52%
Wk PT, seek FT	28%	28%	22%	25%	4%	5%	0%	17%	9%	11%
Wk PT, NOT seek FT	5%	11%	14%	12%	12%	5%	6%	13%	9%	9%
Not work, seek FT	4%	4%	3%	4%	1%	6%	0%	17%	6%	5%
Not work, seek PT	2%	1%	1%	1%	0%	0%	0%	0%	1%	1%
FT study	11%	6%	7%	6%	3%	11%	3%	3%	23%	18%
Unavail/ unknown	5%	5%	1%	4%	2%	3%	1%	3%	5%	4%
Total % working	79%	84%	87%	85%	94%	79%	96%	77%	66%	73%
Total % seek wk	33%	33%	26%	29%	5%	11%	0%	33%	16%	17%
Total number	57	484	364	939	417	228	70	30	3 832	5 516

Cont....Table A. 2. Main activity of bachelors and postgraduate (aged under 30) graduates, selected fields of education, NSW regions, 2012

Location of university	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	TOTAL EDUCATION	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Main activity										
Inland										
FT Employed	63%	40%	57%	56%	72%	77%	0%	57%	58%	59%
Wk PT, seek FT	6%	29%	17%	16%	3%	4%	0%	10%	7%	9%
Wk PT, NOT seek FT	21%	16%	14%	15%	14%	9%	100%	24%	11%	12%
Not work, seek FT	1%	5%	4%	3%	0%	2%	0%	5%	5%	4%
Not work, seek PT	1%	4%	2%	2%	1%	1%	0%	0%	1%	1%
FT study	3%	2%	3%	3%	9%	4%	0%	0%	13%	9%
Unavail/ unknown	5%	5%	4%	5%	2%	3%	0%	5%	6%	5%
Total % working	90%	84%	88%	87%	88%	90%	100%	90%	76%	80%
Total % seek wk	8%	37%	23%	21%	3%	8%	0%	14%	13%	14%
Total number	204	167	157	637	186	139	1	42	1 663	2 668

Source: Graduate Careers Australia custom data

Table A. 3. Qualification as a formal requirement or important for employment, full time and part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Total school education	TOTAL Education	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
NSW											
Formal requirement	58%	81%	75%	75%	72%	81%	43%	96%	45%	35%	44%
Important	25%	6%	7%	8%	11%	11%	29%	2%	20%	23%	21%
Total	83%	86%	82%	82%	82%	92%	72%	98%	64%	58%	65%
VIC											
Formal requirement	77%	76%	65%	70%	70%	84%	43%	90%	53%	34%	44%
Important	10%	8%	10%	10%	11%	10%	25%	4%	32%	21%	19%
Total	87%	83%	74%	80%	81%	94%	67%	94%	84%	54%	63%
QLD											
Formal requirement	81%	80%	75%	74%	74%	82%	49%	94%	51%	42%	50%
Important	9%	9%	11%	11%	11%	10%	24%	3%	23%	19%	17%
Total	91%	89%	86%	85%	86%	92%	73%	98%	74%	61%	68%
WA											
Formal requirement	82%	78%	71%	73%	74%	81%	43%	86%	68%	40%	49%
Important	4%	9%	4%	7%	8%	13%	26%	2%	29%	20%	18%
Total	86%	86%	75%	81%	81%	94%	69%	88%	96%	60%	67%
SA											
Formal requirement	65%	81%	72%	76%	73%	80%	46%	96%	63%	44%	53%
Important	24%	12%	10%	10%	13%	14%	29%	2%	16%	18%	17%
Total	89%	93%	83%	86%	86%	94%	75%	99%	80%	62%	71%

Cont. ... Table A. 3 Qualification as a formal requirement or important for employment, full time and part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, states and territories and Australia, 2012

	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Total school education	TOTAL Education	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
TAS											
Formal requirement	57%	77%	100%	74%	68%	71%	49%		50%	37%	48%
Important	19%	2%	0%	8%	11%	16%	22%		31%	15%	15%
Total	76%	80%	100%	82%	79%	87%	71%	0%	81%	52%	63%
NT											
Formal requirement	58%	75%	0%	79%	76%	64%	20%		83%	35%	57%
Important	25%	13%	0%	8%	11%	33%	60%		17%	32%	27%
Total	83%	88%	0%	88%	87%	97%	80%	0%	100%	66%	84%
ACT											
Formal requirement	95%	72%	77%	71%	74%	83%	45%	90%	50%	28%	36%
Important	0%	15%	2%	12%	10%	11%	27%	0%	43%	24%	23%
Total	95%	87%	80%	83%	84%	94%	72%	90%	93%	53%	59%
AUSTRALIA											
Formal requirement	69%	79%	72%	73%	72%	81%	44%	93%	53%	37%	46%
Important	17%	8%	8%	9%	11%	12%	27%	3%	24%	21%	19%
Total	86%	86%	80%	83%	83%	93%	71%	96%	77%	58%	65%

Source: Graduate Careers Australia custom data

Table A. 4. Qualification as a formal requirement or important for employment, full time and part time employed bachelors and postgraduate (aged under 30) graduates, selected fields of education, NSW regions, 2012

	Teacher Education: Early Childhood	Teacher Education: Primary	Teacher Education: Secondary	Total school education	TOTAL Education	Nursing	Accounting	Physiotherapy	Social Work	All other FoEs	TOTAL
Sydney											
Formal requirement	68%	78%	69%	70%	69%	79%	42%	97%	47%	32%	40%
Important	13%	8%	9%	10%	10%	14%	27%	2%	18%	24%	22%
Total	81%	86%	78%	80%	80%	93%	69%	99%	65%	56%	62%
Other Coastal											
Formal requirement	82%	85%	84%	83%	83%	86%	55%	96%	58%	45%	58%
Important	5%	4%	5%	5%	5%	7%	28%	1%	16%	18%	15%
Total	87%	89%	88%	88%	88%	93%	83%	97%	74%	63%	72%
Inland											
Formal requirement	44%	73%	78%	71%	60%	75%	34%	100%	32%	29%	41%
Important	39%	6%	7%	8%	20%	14%	40%	0%	26%	26%	25%
Total	84%	79%	85%	79%	80%	89%	74%	100%	58%	55%	66%

Source: Graduate Careers Australia custom data

Table A. 5. Destinations of bachelors and postgraduate (aged under 30) primary teacher education graduates, states and territories and Australia, 2012

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	Australia
% in full time employment	44%	63%	68%	55%	47%	35%	40%	67%	55%
% in part time employment	41%	25%	22%	31%	41%	51%	40%	20%	32%
% FT in public school	27%	41%	37%	30%	27%	16%	30%	31%	33%
% FT in private school	11%	16%	18%	17%	18%	14%	0%	20%	15%
% FT in school	38%	57%	55%	47%	45%	29%	30%	52%	48%
% PT in public school	24%	9%	11%	16%	19%	27%	30%	8%	16%
% PT in private school	5%	5%	4%	5%	14%	10%	0%	6%	5%
% PT in school	29%	13%	15%	21%	33%	37%	30%	14%	21%
% FT & PT in schools	67%	70%	69%	68%	78%	67%	60%	66%	69%
% in FT study	4%	3%	2%	2%	3%	4%	0%	6%	3%
% not working or FT study	6%	5%	5%	4%	6%	8%	20%	6%	5%
% PT in public school, seeking FT	16%	5%	4%	7%	9%	20%	10%	3%	9%
% PT in private school, seeking FT	3%	3%	2%	2%	7%	2%	0%	3%	3%
% PT in public school, not seeking FT	8%	4%	7%	9%	10%	8%	20%	5%	7%
% PT in private school, not seeking FT	2%	2%	2%	3%	7%	8%	0%	3%	2%
of Working FT or PT % in schools	78%	80%	77%	79%	88%	77%	75%	75%	79%
of Working FT % in schools	87%	90%	80%	87%	96%	83%	75%	77%	87%
Total graduates	1 086	833	540	332	148	51	10	64	3 064

Source: Graduate Careers Australia custom data

Table A. 6. Destinations of bachelors and postgraduate (aged under 30) secondary teacher education graduates, states and territories and Australia, 2012

	NSW	VIC	QLD	WA	SA	ACT	Australia
% in full time employment	46%	50%	70%	57%	61%	65%	52%
% in part time employment	39%	34%	20%	32%	23%	27%	34%
% FT in public school	27%	26%	43%	25%	40%	45%	30%
% FT in private school	11%	13%	14%	19%	16%	14%	13%
% FT in school	39%	40%	58%	44%	56%	59%	43%
% PT in public school	19%	10%	8%	9%	6%	8%	14%
% PT in private school	7%	7%	4%	8%	10%	8%	6%
% PT in school	26%	16%	12%	16%	16%	16%	20%
% FT & PT in schools	64%	56%	69%	60%	71%	76%	63%
% in FT study	5%	6%	3%	3%	6%	4%	5%
% not working or FT study	5%	5%	2%	3%	6%	4%	5%
% PT in public school, seeking FT	12%	5%	4%	4%	0%	4%	8%
% PT in private school, seeking FT	4%	4%	2%	4%	1%	0%	4%
% PT in public school, not seeking FT	7%	5%	4%	5%	6%	4%	6%
% PT in private school, not seeking FT	3%	3%	2%	3%	9%	8%	3%
of working FT or PT % in schools	76%	67%	77%	68%	85%	82%	74%
of working FT % in schools	84%	80%	82%	77%	91%	91%	82%
Total graduates	1 143	554	342	183	70	49	2 343

Source: Graduate Careers Australia custom data

Note: Data for Tasmania and the Northern Territory is not included in this table because secondary teacher education graduates are classified as having received a general teacher education qualification, and are not distinguishable from others who may be qualified for VET, as well as some early childhood and primary teacher education graduates.

Table A. 7. Destinations of bachelors and postgraduate (aged under 30) primary teacher education graduates, NSW regions, 2012

	Sydney	Other coastal	Inland	Total state
% in full time employment	44%	45%	40%	44%
% in part time employment	43%	39%	45%	41%
% FT in public school	25%	31%	22%	27%
% FT in private school	13%	10%	8%	11%
% FT in school	38%	41%	29%	38%
% PT in public school	20%	26%	30%	25%
% PT in private school	7%	3%	5%	5%
% PT in school	26%	28%	35%	29%
% FT & PT in schools	64%	70%	65%	67%
% in FT study	2%	6%	2%	4%
% not working or FT study	8%	5%	5%	6%
% PT in public school, seeking FT	13%	18%	19%	16%
% PT in private school, seeking FT	3%	2%	4%	3%
% PT in public school, not seeking FT	6%	8%	11%	8%
% PT in private school, not seeking FT	4%	0%	2%	2%
of Working FT or PT: % in schools	74%	83%	77%	78%
of Working FT: % in schools	87%	91%	74%	87%
Total number	435	484	167	1 086

Source: Graduate Careers Australia custom data

Table A. 8. Destinations of bachelors and postgraduate (aged under 30) secondary teacher education graduates, NSW regions, 2012

	Sydney	Other coastal	Inland	Total state
% in full time employment	42%	51%	57%	47%
% in part time employment	42%	36%	31%	39%
% FT in public school	23%	36%	31%	29%
% FT in private school	12%	7%	16%	11%
% FT in school	35%	43%	47%	39%
% PT in public school	16%	26%	19%	20%
% PT in private school	7%	3%	7%	6%
% PT in school	23%	29%	26%	26%
% FT & PT in schools	58%	73%	73%	65%
% in FT study	3%	7%	3%	5%
% not working or FT study	8%	1%	4%	5%
% PT in public school, seeking FT	10%	16%	11%	13%
% PT in private school, seeking FT	6%	2%	3%	4%
% PT in public school, seeking FT	4%	10%	8%	7%
% PT in private school, seeking FT	3%	1%	4%	3%
of Working FT or PT: % in schools	69%	83%	83%	76%
of Working FT: % in schools	83%	85%	83%	84%
Total graduates	622	364	157	1 143

Source: Graduate Careers Australia custom data

Table A. 9. Percentages of male and female school teachers who worked part time, by age range, states and territories and Australia, 2011

	NSW	VIC	QLD	WA	SA	TAS	NT	ACT	Australia
Males									
20-29	23%	17%	32%	16%	19%	18%	19%	13%	22%
30-39	13%	11%	21%	11%	11%	16%	13%	10%	14%
40-49	13%	12%	18%	11%	11%	15%	13%	9%	13%
50-59	13%	15%	22%	12%	13%	19%	9%	17%	15%
60-69	46%	44%	44%	37%	35%	46%	24%	43%	42%
Females									
20-29	25%	15%	33%	18%	21%	22%	18%	17%	23%
30-39	39%	35%	43%	39%	40%	42%	25%	29%	39%
40-49	34%	38%	39%	32%	40%	39%	20%	27%	36%
50-59	27%	30%	33%	25%	32%	29%	16%	26%	29%
60-69	48%	50%	47%	40%	48%	49%	31%	49%	47%

Source: ABS 2011 *Census of Population and Housing*, accessed via TableBuilder

Table A. 10. Percentages of male and female school teachers who worked part time, by age range, NSW regions, 2011

	Sydney	Other coastal	Inland	Total NSW
Males				
20-29	12%	27%	25%	23%
30-39	11%	16%	11%	13%
40-49	9%	14%	13%	12%
50-59	11%	14%	12%	13%
60-69	43%	50%	44%	46%
Females				
20-29	20%	32%	24%	25%
30-39	39%	43%	37%	39%
40-49	29%	33%	35%	34%
50-59	25%	28%	28%	27%
60-69	48%	48%	48%	48%

Source: ABS 2011 *Census of Population and Housing*, accessed via TableBuilder

Table A. 11. Completions for all students enrolled in initial teacher education, states and territories and Australia, 2009 to 2012

	2009	2010	2011	2012	% of Australia (2012)	2012 (ACU not allocated)	Change 2009-2012 (ACU not allocated)	Change 2011-2012
NSW	5 923	5 885	6 051	6 094	36.6%	5 534	-6.6%	0.7%
Vic	3 608	3 592	4 003	4 170	25.0%	3 760	4.2%	4.2%
Qld	3 004	2 969	2 728	2 450	14.7%	2 300	-23.4%	-10.2%
WA	1 736	1 842	1 666	1 842	11.1%	1 842	6.1%	10.6%
SA	1 161	1 167	1 116	1 070	6.4%	1 070	-7.8%	-4.1%
Tas	221	231	225	221	1.3%	221	0.0%	-1.8%
NT	237	294	398	421	2.5%	421	77.6%	5.8%
ACT	243	267	346	382	2.3%	311	28.0%	10.6%
Multi-State (ACU)	1 013	1 145	-	-	-	1 191	17.6%	-
Australia	17 146	17 392	16 533	16 650	100.0%	16 650	-2.9%	0.7%

Source: DIISRTE Higher Education Student Collection; Australian Catholic University Faculty of Education (for ACU 2011 and 2012 data).

Note: Initial teacher education completions also include students preparing for nonschool early childhood, VET, higher education and other teaching settings. Multi-State is the Australian Catholic University, which has initial teacher education students in NSW, Victoria, Queensland the ACT. Data on 2011 and 2012 completions obtained from ACU have been allocated to the relevant state or territory.

Table A. 12. Training rates for school teachers and registered nurses and midwives, states and territories and Australia, 2011

	Initial teacher education completions	Teachers	Training rate	Pre-registration nursing completions	Nurses and midwives	Training rate
NSW	6 051	103 803	5.8%	2 598	73 146	3.6%
Vic	4 003	81 002	4.9%	2 339	63 133	3.7%
Qld	2 728	62 327	4.4%	2 151	48 322	4.5%
WA	1 666	23 206	7.2%	917	22 532	4.1%
SA	1 116	32 840	3.4%	1 036	20 159	5.1%
Tas	225	7 579	3.0%	386	5 911	6.5%
NT	398	3 995	10.0%	264	2 770	9.5%
ACT	346	5 478	6.3%	168	3 294	5.1%
Australia	16 533	320 289	5.2%	9 973	239 294	4.2%

Source: Completions numbers: Completions from Table A. 12 above. Teachers and Nurses and Midwives data from the ABS 2011 Census of Population and Housing.

Note: Training rate is the number of completions as a percentage of the number in the workforce for which they are being prepared. Initial teacher education completions also include students preparing for nonschool early childhood, VET, higher education and other teaching settings, and thus the training rate for teachers is overstated relative to that for nursing (as all pre-registration nursing graduates are prepared for the professional nursing and midwifery occupation). The Census teacher numbers are around 10% greater than the number reported in the NSSC because the latter excludes casual relief staff who replace absent teachers.

Table A. 13. Age distribution of school teachers, states and territories and Australia, 2011

	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Australia
20-24	5.0%	4.7%	4.9%	4.9%	4.5%	2.6%	4.8%	4.8%	4.8%
25-29	11.5%	12.9%	12.1%	11.6%	11.0%	10.5%	12.9%	13.7%	12.0%
30-34	11.5%	12.2%	12.4%	10.2%	10.8%	10.7%	12.6%	13.2%	11.7%
35-39	11.9%	10.4%	12.4%	10.4%	11.3%	11.7%	12.3%	12.1%	11.5%
40-44	12.4%	11.4%	14.0%	10.4%	12.9%	11.7%	12.4%	11.3%	12.3%
45-49	11.1%	12.1%	13.1%	10.6%	12.7%	12.7%	11.9%	10.7%	11.9%
50-54	14.9%	14.9%	13.4%	14.5%	14.3%	17.9%	13.6%	13.0%	14.5%
55-59	14.0%	13.2%	10.9%	16.4%	13.1%	13.8%	10.5%	11.4%	13.2%
60-64	5.7%	6.2%	5.2%	8.4%	7.0%	6.4%	6.7%	6.8%	6.1%
65-69	1.6%	1.6%	1.3%	2.2%	2.0%	1.7%	1.9%	2.4%	1.7%
70-74	0.4%	0.3%	0.3%	0.4%	0.4%	0.3%	0.5%	0.6%	0.4%
<30	16.5%	17.6%	17.0%	16.5%	15.6%	13.1%	17.6%	18.5%	16.7%
>55	21.7%	21.4%	17.7%	27.3%	22.5%	22.2%	19.6%	21.2%	21.3%

Source: ABS 2011 *Census of Population and Housing*, accessed via TableBuilder

Table A. 14. Percentage of full time employed individuals with primary or secondary school teaching qualifications who are working as school teachers, by age range, states and territories and Australia, 2011

	NSW	Vic	Qld	WA	SA	Tas	NT	ACT	Australia
20-24	91%	93%	86%	96%	85%	90%	104%	90%	90%
25-29	88%	91%	83%	90%	82%	87%	85%	79%	87%
30-34	84%	86%	80%	85%	81%	86%	80%	80%	84%
35-39	83%	79%	78%	80%	74%	91%	77%	77%	80%
40-44	82%	75%	77%	82%	77%	84%	67%	64%	78%
45-49	80%	79%	80%	80%	75%	84%	77%	69%	79%
50-54	81%	79%	78%	82%	74%	86%	75%	64%	79%
55-59	78%	74%	72%	80%	74%	74%	64%	65%	76%
60-64	61%	58%	60%	69%	65%	66%	63%	57%	62%
65-69	46%	41%	37%	60%	55%	30%	47%	50%	45%
TOTAL	81%	80%	78%	82%	76%	83%	76%	72%	80%

Source: ABS 2011 *Census of Population and Housing*, accessed via TableBuilder

Note: The occupation of School Teachers is *Australian and New Zealand Standard Classification of Occupations* (ANZSCO) categories: 'School Principals' (1343) and 'School Teachers' (241) excluding 'Early Childhood (Pre-primary) Teachers' (2412). Primary and Secondary School Teaching qualifications are the *Australian Standard Classification of Education* (ASCED) categories for those two fields of education (070103 and 070105). School teaching qualifications are also under other categories, but these categories include preparation for non-school settings such as non-school early childhood.

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