

**Submission
No 5**

INQUIRY INTO TEACHER SHORTAGES IN NEW SOUTH WALES

Organisation: Australian Catholic University Faculty of Education and Arts

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Australian Catholic University

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**Submission to the NSW Legislative Council
Portfolio Committee No. 3 – Education
*Inquiry into Teacher Shortages in NSW***

July 2022

ACU Faculty of Education and Arts (FEA)

Submission to the NSW Legislative Council Portfolio Committee No. 3 – Education *Inquiry into teacher shortages in New South Wales*

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1. Executive summary

Australian Catholic University's (ACU's) Faculty of Education and Arts (FEA) welcomes the opportunity to respond to the NSW Legislative Council Portfolio Committee No. 3 – Education *Inquiry into teacher shortages in New South Wales* (the inquiry).

FEA's submission responds to the following terms of reference:

- (a) current teacher shortages in NSW schools
- (b) future teacher supply and demand
- (e) teaching workforce conditions
- (f) Initial Teacher Education
- (i) the status of the teaching profession, and
- (q) the measurement of staff turnover

As the largest educator of undergraduate teachers in Australia, FEA's experience with schools, principals, and teachers convinces us that there is a teacher shortage in NSW.

However, the precise extent of this shortage, and its likely trajectory over time, is unclear given the paucity of reliable data.

The lack of comparable data on teacher supply and demand projections (or for that matter, the academic and personal characteristics that make for successful and unsuccessful teachers) is being addressed by Australia's Education Ministers through the Australian Institute of Teaching and School Leadership (AITSL) Australian Teacher Workforce Data (ATWD) initiative. Yet the ATWD is taking time to reach its full potential.

In the meantime, there are salient facts about teacher supply and demand that indicate a teacher shortage in NSW.

Australia has one of the highest population growth rates in the OECD,¹ and 2022 NSW Population Projections show NSW is expected to grow on average by over 85,000 people each year until 2041.²

This robust population growth creates strong demand for schooling.

It has been estimated that overall school enrolments in Australia will increase by 1.3% per year to 2030, with the independent sector growing by 2.0% per year, government sector 1.4% per year and Catholic sector 0.4% per year, and with Victoria, New South Wales and Queensland seeing the greatest growth.³

While demand for schooling is growing, supply is shrinking due to increasing rates of teacher retirement, high rates of teachers leaving the profession early in their careers, and a declining number of new teachers graduating from universities and entering the profession.

¹ See, for example, Australian Parliamentary Library, "27 years and counting since Australia's last recession" & Liz Allen and Tom Wilson, "FactCheck: is Australia's population the 'highest-growing in the world'?" *The Conversation*, July 2018.

² NSW Department of Planning and Environment, <https://www.planning.nsw.gov.au/Research-and-Demography/Population-projections>

³ Independent Schools Australia, (July 2021), *School Enrolment Trends and Projections — ISA Research Report*, p. 6.

In this submission, FEA describes the causes for this decline and advises against pursuing an ATAR cut-off (or equivalent) for entry into teaching.

This Committee's report two years ago, on evidence-based education in NSW, said that "inevitably, excellence in any profession requires a narrowing of professional selection."⁴

This is true, but the problem with teaching is that the narrowing occurred via government mandate, which was an artificial rather than natural contraction that alienated rather than attracted people to teaching.

Desirable professions are hard to get into because people hold them in high regard, with consequent high demand (e.g., medicine, law, dentistry, engineering, etc). However, government concern rather than social desirability is signified by the artificial restriction that was applied to teaching.

If a quality control is imposed, as happened with teaching, people assume there is something wrong with the profession that needs to be safeguarded.

Teacher supply will increase through pull factors, such as improving working conditions, rather than push factors, such as restricting entry into teaching courses. The former is more difficult and expensive to achieve, but at least has some relevance to increasing teacher supply and the status of the profession.

FEA argues that one issue warranting immediate attention is the support and professional development provided to early career teachers, and also adequately measuring the number of new teachers who leave the profession within their first five years.

FEA proposes quality safeguards to open up teaching more widely to applicants without formal academic qualifications and accelerate the pathway into paid employment as a teacher for applicants with formal qualifications.

FEA also recommends a better approach to the most important part of a teaching degree, a student's professional experience placement, and further recommends that routine teacher observation of teaching practice should begin in initial teacher education (ITE).

⁴ Portfolio Committee No. 3 – Education, Report no. 40, (February 2020), *Measurement and outcome-based funding in New South Wales*, p. 70

2. Recommendations

FEA makes eight recommendations in response to the Terms of Reference identified.

Teacher supply and demand

- 1 Resist the blanket imposition of a minimum ATAR for entry into ITE because it:
 - a) will exacerbate the growing teacher shortage;
 - b) does nothing to attract more high-achieving school leavers into teaching;
 - c) conveys a negative message to all students considering enrolling in ITE;
 - d) disregards the capacity for student growth over the course of university study;
 - e) lacks an evidence base to support it; and
 - f) overlooks the reality that the majority of ITE students enter their courses through non-ATAR pathways.

Teacher workforce conditions

- 2 Recognise and acknowledge that improving the working conditions of teachers will increase the supply of teachers.
- 3 Introduce better induction programs for new teachers (including casual teachers), with well-supported induction mentors, and research-based professional learning programs for all teachers.

Initial Teacher Education

- 4 Establish a more systematic infrastructure for allocating professional experience placements across NSW.
- 5 Embed classroom observation as a normal part of teaching practice, beginning in ITE with greater use of information technology to model best practice.
- 6 Encourage career changers with relevant life experience but no formal qualifications to enter ITE. But for these candidates, confine recognition of prior learning (RPL) to eligibility for entry into a pathway program and assess their academic skills and personal aptitude to teach as they progress through this program.
- 7 Allow postgraduate students with formal qualifications and relevant content depth eligibility to teach after six months on a conditional basis while completing their Master of Teaching.

Measurement of staff turnover

- 8 Introduce a consistent measure of early career resignation rates in NSW, where:
 - a) the numerator is the number of teachers who resign in their first five years of teaching, and
 - b) the denominator is the total number of teachers in their first five years of teaching (not the total number of teachers in general).

3. Current teacher shortages in NSW schools

In 2019, a Grattan Institute survey reported that “high achieving young Australians found that they perceived teaching to fall well short of the intellectual challenge and pay offered by their chosen career.”

FEA agrees with this finding, and notes the same Grattan survey also said the following:

“Raising the minimum ATAR to 80 for teacher education was shown to have small effects on attracting high achievers in our survey. But it is a cheap reform, and a way to send a signal that teaching is not just a fall-back career choice. However, there is a risk of teacher shortages in some areas or subjects unless higher ATAR requirements are accompanied by policies to encourage high achievers into teaching.”⁵

FEA agrees that increasing the intellectual challenge of teaching, and changing a teacher’s working conditions to allow this, is key to attracting high-quality candidates and keeping them in the profession.

A key premise is that what is likely to attract “high quality” candidates to teaching is also likely to attract candidates from other backgrounds. Similarly, the factors likely to deter one group of ITE candidates are likely to deter others.

Nowhere is this commonality more evident than in the imposition of a minimum Australian Tertiary Admission Rank (ATAR) for entry into ITE.

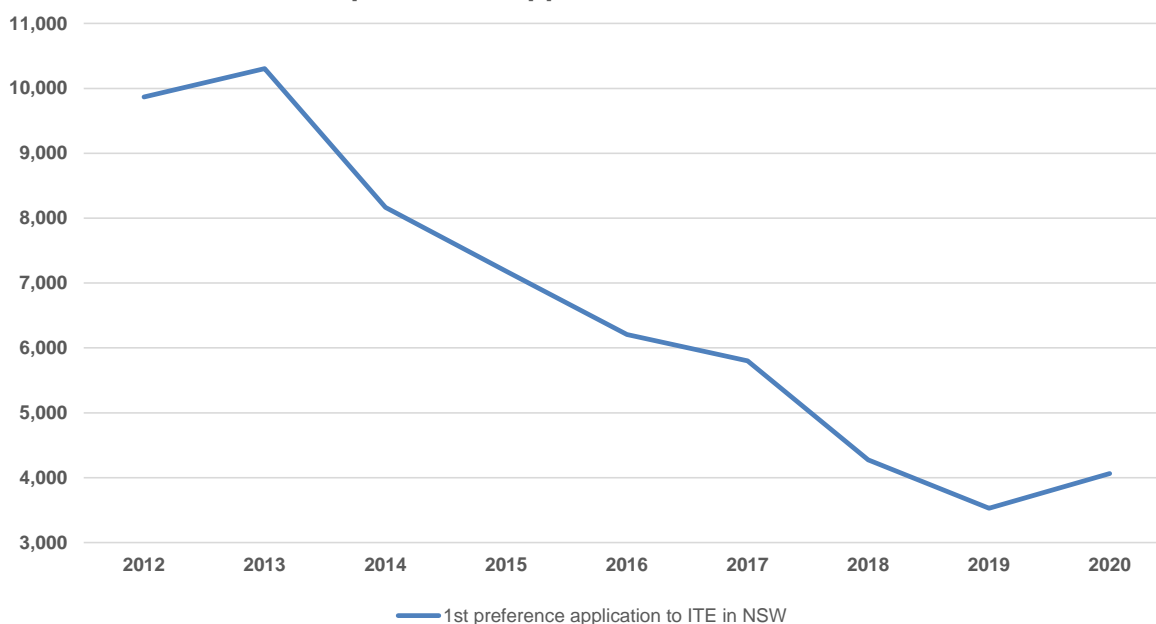
Deterrents for all students

In March 2013, the New South Wales government announced its intention to raise entry standards to attract “high quality candidates” into the teaching profession with its “Great Teaching, Inspired Learning” (GTIL) framework that mandated a minimum academic requirement to begin from January 2016.

Following the 2013 announcement, the number of applicants who put teaching down as their first preference (i.e., those applicants who most wanted to become a teacher), collapsed by over 60 per cent (to date) and is only now recovering from a much lower base.

⁵ Goss, P., Sonnemann, J., and Nolan, J. *Attracting high achievers to teaching*. Grattan Institute. August 2019.

ITE first preference applications in NSW, 2012-2020



Source: UAC. 1st preference applications from U/G & P/G

In November 2016, the Victorian government announced its intention to raise entry standards to attract “high quality candidates” into the teaching profession, with a mandated minimum ATAR to begin from January 2018.

2019 data from the Victorian Tertiary Admissions Centre (VTAC) revealed ITE applications, offers and enrolments collapsed following the 2016 announcement:

Undergraduate	2016	2017	2018	2019	Change
All applications	11,056	7,963	5,908	5,274	-52.3%
1st preference application	5,010	3,381	2,705	2,299	-54.1%
Offers	4,123	2,673	1,874	1,441	-65.0%
Enrolments	2,831	1,781	1,385	1,044	-63.1%

Source: VTAC analysis presented to VVCC in July 2019

VTAC concluded that, “taking the pipeline effect into account, there will be increasingly fewer graduating teachers in the coming years, commencing now. These data paint a bleak picture for future teacher numbers”.

All students are deterred by the idea of an academic “floor” that must be established to prevent standards falling any further.

ITE candidates, irrespective of their background, are alienated by the suggestion that the teaching profession is increasingly populated by unintelligent or underperforming students that necessitates the need for a minimum ATAR.

ATAR correlation with completion rates

It is well known there is a strong correlation between university performance in general and students with ATARs above 80.⁶ What is less well known is the university performance of students with ATARs below 80, and their later success as teachers.

Recent longitudinal research from ACU's Institute for Learning Sciences and Teacher Education (ILSTE) found an "ATAR plus" relationship, where it is not simply ATAR, but ATAR plus age plus entry pathway, that determines a candidate's likely completion of their ITE degree.⁷

ILSTE's research implies that ATAR is a relevant input into considering an ITE cohort but should not be a driver for entry, because the "ATAR plus" model shows that while ATAR is relevant, it is not the only driver of success in ITE.

ATAR may help identify the students needing support but is an overly blunt instrument to decide who should become a teacher.

ATAR correlation with teaching success

If the research presents a complex picture of who is most likely to complete an ITE degree, there is no research at all on the correlation between ATAR and later teaching success in the workforce. This is because the data to answer this question do not currently exist.

The ATWD project coordinated by AITSL, and further research by ILSTE, will likely find answers to this question soon. But there is currently no adequate evidence base on which to rely on ATAR as a criterion for entry into ITE, much less for becoming a successful teacher.

In the absence of this evidence base, many academics in ITE know from their own experience that numerous students who performed poorly in school end up becoming great teachers. In fact, the scant research on this topic found that the ratings of performance of pre-service teachers on placement were unrelated to their ATAR.⁸

Non-ATAR entry into ITE

Most people who enter ITE do not do so based on their ATAR. Only 25% of all ITE undergraduate commencements and only 17% of all ITE commencements (including postgraduates) commenced ITE based on their ATAR.⁹ Despite its negative effect on candidates' perception of ITE, a minimum ATAR for entry into ITE would only have a very limited reach.

ACU recommendation 1:

Resist the blanket imposition of a minimum ATAR for entry into ITE because it:

- a) will exacerbate the growing teacher shortage;
- b) does nothing to attract more high-achieving school leavers into teaching;
- c) conveys a negative message to all students considering enrolling in ITE;

⁶ Gavin Moodie, 'FactCheck: does your entrance score strongly correlate with your success at university?' *The Conversation* (23 July 2013).

⁷ ILSTE, *Quality of Initial Teacher Education Through Longitudinal Analysis of Linked Datasets. Study 1: Examining performance trajectories from admission to graduation*. Final Report, DESE, 01 June 2021.

⁸ Wright, V. J. 'Is ATAR useful for predicting the success of Australian students in Initial Teacher Education?', *Australian Journal of Teacher Education*, (2015), 40 (9).

⁹ AITSL, *Initial teacher education: Data report 2019*, December 2019.

- d) disregards the capacity for student growth over the course of university study;
- e) lacks an evidence base to support it; and
- f) overlooks the reality that the majority of ITE students enter their courses through non-ATAR pathways.

4. Teaching workforce conditions

Research finds the main reason individuals reject teaching is the intense, and at times crushing, workload:

- A 2019 Monash University report found that teacher workload is an area of serious concern for teachers that is influencing their intention to leave the profession, and forms part of the reason people would not recommend teaching as a career. The survey found that three-quarters of teachers did not find their workload manageable.¹⁰
- A 2017 study in the United Kingdom found that, while pay levels and relative professional status are contributing factors, the primary driver for teachers to leave the profession is work intensity.¹¹
- In 2017, the Director for Education and Skills at the Organisation for Economic Cooperation and Development (OECD) who oversees the Programme for International Student Assessment (PISA) said the challenge for Australian education is to make teaching intellectually more attractive and less labour intensive.¹²

Australia has an overcrowded, content-heavy curriculum, delivered by overworked teachers on modest salaries. They work more hours than the OECD average, and have significantly more face-to-face teaching hours:

Face-to-face teaching	Australia	Finland	Difference	%
Primary	880	677	+203	+23%
Lower secondary	820	592	+228	+28%
Upper secondary	820	551	+269	+33%

Source: OECD, *Education at a Glance 2020*, Figure D4.2.

The work pressure on Australian teachers is partly driven by Australian students having the highest compulsory instruction time requirement in the OECD. Australian students undertake 11,000 hours of compulsory instruction time over the course of their primary and lower secondary schooling, significantly higher than the OECD average of 7,628 hours and almost double some other countries.¹³

¹⁰ Amanda Heffernan et al, *Perceptions of Teachers and Teaching in Australia*, Monash University, November 2019.

¹¹ U.K. House of Commons Education Committee, "Recruitment and retention of teachers," 8 February 2017.

¹² Andreas Schleicher, "Lessons to be learned from the world's education leaders," *The Australian*, 27 September, 2017.

¹³ OECD, *Education at a Glance, 2020*, Figure D1.1. "Teaching hours per year of teachers, by level of education (2019)"

To understand the low supply of new teachers into the profession, this inquiry should consider the relatively low pay and status and intense workload of Australian teachers. For example, compared to their Australian counterparts, Singaporean teachers,

- spend less time teaching,
- teach far fewer students in secondary school,
- spend more time in professional development,
- are promoted while staying a classroom teacher,¹⁴ and,
- are more satisfied with their salary than their Australian counterparts.¹⁵

A person's attraction to a profession is largely shaped by the salary and work conditions that pertain to that profession. Improving the work conditions of a mass profession like teaching is hard, complex, and expensive. But until that work is attempted, the steady decline of student interest in teaching will continue.

ACU recommendation 2:

Recognise and acknowledge that improving the working conditions of teachers will make teaching more attractive to high quality candidates.

5. Teaching workforce conditions for new teachers.

FEA supports strengthening the support and professional development (PD) provided to early career teachers in schools, including casual teachers.

In the UK, an Early Career Framework (ECF) initiative extended the induction period to two school years with Induction Mentor teachers receiving a time allocation. Early career teachers undergoing induction are now entitled to a two-year training and support program based on the ECF.

In Ontario, the province provides a year-long induction program for graduate teachers (with an option to extend this to a second year). All new teachers are given a reduced teaching load and assigned a mentor who is an experienced teacher, who also has a reduced teaching load. New teachers also take part in professional development designed to orient and support them throughout the year.

In NSW, clear guidance is needed to differentiate the expectations of *graduate* and *proficient* teacher. Broadly, the emphasis for Graduate Teachers is on the demonstration of knowledge and understanding, and use of teaching strategies, whereas for Proficient Teachers, it is on planning, design, implementation, and application. The need for consistent, high quality in-school professional support to reach and maintain Proficient standards is an issue requiring urgent attention.

The increasing complexity of teaching diverse groups means passed-down knowledge and skills may be insufficient for the kinds of complex problem-solving that is required for most

¹⁴ Australian Curriculum, Assessment and Reporting Authority (ACARA), *International Comparative Study: The Australian Curriculum and The Singapore Curriculum*, 2018.

¹⁵ OECD, *Education at a Glance, 2020*, p. 398.

contemporary teaching.¹⁶ Effective teacher professional learning is fundamental for the ongoing support and motivation of teachers.

Strong school improvement initiatives (such as in Ontario and Finland) are grounded in evidence-based practices, systematic induction and mentoring for novice teachers, and school-based systems of professional learning as a collective rather than individual effort. Strong university-school partnerships also help.

In the context of teacher shortages, too much emphasis on recruitment without a focus on professional development and retention could result in a continual churn within the teaching profession.¹⁷

ITE faculties within university-school partnerships can and already do play an important role in this vision of professional learning that is school-embedded, makes frequent use of peer observation and coaching, and develops professional conversations to identify problems and use evidence to improve practice.

ACU recommendation 3:

Introduce better induction programs for new teachers (including casual teachers), with well-supported induction mentors, and research-based professional learning programs for all teachers.

6. Initial Teacher Education

Professional experience

Professional Experience Programs are an essential component of Initial Teacher Education (ITE) and is consistently rated by graduates as the most important element of their preparation as teachers. In NSW, Professional Experience is guided by the NSW Education Standards Authority (NESA) Framework for High Quality Professional Experience in NSW Schools¹⁸.

In NSW Department of Education schools, placements are sought from amongst a list of partner schools that are provided by the Department to Higher Education Providers (HEPs). Placements for Catholic and independent schools are sought via individual agreements at diocesan and school level.

It is voluntary for schools and teachers to take ITE students for placements. In all cases, teachers are required to provide a report for each placement and support the completion of the Teaching Performance Assessment (TPA) for final year placement students.¹⁹

Supervision of ITE students can present challenges for individual teachers and schools. For example, the support and management of placements can be viewed as an additional

¹⁶ Willegems, V., Consuegra, E., Struyven, K. & Engels, N. (2017). "Teachers and pre-service teachers as partners in collaborative teacher research: A systematic literature review." *Teaching and Teacher Education*, 64(3), 230-245.

¹⁷ Darling-Hammond, L. (2017). "Teacher education around the world: What can we learn from international practice?", *European Journal of Teacher Education*, 40(3), 291-309.

¹⁸ <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/resources/professional-experience-framework>

¹⁹ The TPA is a mandated requirement for all Initial Teacher Education providers as part of the accreditation of their programs

burden for teachers given their already high administrative and teaching loads²⁰. However, many teachers and school leaders view the placement of ITE students in their schools as part of their commitment to the future growth of the profession. Education sectors have worked collaboratively with universities to enhance the quality and efficacy of placements.

A more systematic, technology-enabled approach to professional experience placements should be introduced in NSW. Infrastructure is needed to support placements that help to find 'best-fit' solutions for preservice teachers in schools/centres. Such infrastructure could also support future workforce planning in schools.

ACU recommendation 4:

Establish a more systematic infrastructure for allocating professional experience placements across NSW.

Greater modelling via information technology (IT)

Developments in IT can also support ITE delivery, to the benefit of students. While online education is not new, the improved quality of the online experience and the fact that the audience is cultured to that approach is new. Future technological developments, such as virtual reality, will make these online offerings even more compelling.

It is inevitable that technology will form a bigger part of the learning experience that occurs in both schools and universities, where IT is used not simply for the passive online distribution of education content but rather the development of an active community of connected students. This has relevance for ITE, where an awareness and experience of different pedagogical practices is key to improvement.

One of the major barriers to enhancing teacher effectiveness is the narrow range of pedagogical practices that teachers observe throughout their career, as pre-service, beginning, and even as experienced teachers.

This does not occur in other countries. In Shanghai, for example, all teachers have mentors, while new teachers have several mentors who observe and give feedback on their classes.²¹ In many high performing East Asian countries, teachers regularly observe each other's classes, providing instant feedback to improve each student's learning.²²

Yet registered teachers in Australia can spend their entire career never having observed, or having their own teaching observed, by another teacher.

ITE can be in the vanguard of opening teaching practice to observation and making this a natural part of professional life, and IT has an important role to play in this cultural change.

Students require sufficient opportunities to practice pedagogies in simulated conditions before and after they take up placements in schools, including, for example, better and deeper training in behaviour management. All ITE students must build a repertoire of good teaching practices, including students who may be placed in schools with teachers who are not necessarily capable of modelling expert practices.

²⁰ OECD, *Education at a Glance, 2020*, Figure D1.1.

²¹ Jensen, B. et al., *Catching up: learning from the best school systems in East Asia*. Grattan Institute. (2012).

²² *ibid.*

Greater use of IT, including simulated classroom laboratories, can equip students with a bank of teaching practices and the knowledge of when best to use them. Strong modelling of quality teaching can be facilitated through better use of IT.

ACU recommendation 5:

Embed classroom observation as a normal part of teaching practice, beginning in ITE with greater use of IT to model best practice.

Accelerated pathways into teaching

FEA supports accelerated pathways into teaching, evident in its partnership with Teach for Australia (TFA), with whom ACU has partnered since 2018.

Our experience is that encouraging more mid- to late-career professionals into teaching is a sound way to increase teacher supply.

However, different approaches are needed for applicants with formal qualifications, and those without.

Many mid- to late-career professionals with life experience but no formal qualifications can become very good teachers, for example,

- The lab technician who wants to teach chemistry, has experience and interest in science, but no science degree.
- The bank teller who wants to teach maths or commerce, has real practical skills and is intuitively numerate, but lacks discipline expertise.
- The technical officer in the Bureau of Meteorology who wants to teach geography but does not have the relevant undergraduate degree.
- The gym instructor who wants to teach Personal Development, Health and Physical Education (PDHPE) but lacks a tertiary degree.

For career changers without tertiary qualifications (such as in the examples above), academic ability and personal aptitude are complex questions to answer.

Often, their suitability cannot be properly assessed through a recognition of prior learning (RPL) process that is systematically applied across all university applicants.

ACU proposes that for career changers without tertiary qualifications (such as in the examples above), RPL only be used to gauge eligibility into a postgraduate pathway program, rather than as credit towards a formal ITE qualification.

Most career changers wish to complete postgraduate rather than undergraduate study in any case.

However, before these applicants are allowed to enrol in a Master of Teaching (M Teach), their personal aptitude and academic ability should be carefully assessed through a Graduate Certificate, which may articulate into a M Teach.²³

²³ Another reason for RPL for entry rather than credit is that entry is an internal university decision whereas credit must be justified to TEQSA, with learning outcomes mapped against the credit provided.

Within these strictures, ACU recommends ITE entry open more widely for career changers who want to teach but have no formal qualifications.

State accreditation authorities will need to show flexibility in this matter because some NSW preconditions cannot be met by a candidate with no undergraduate degree at all.

Two steps are needed before postgraduate ITE entry can open more widely for career changers without formal qualifications:

- i. An agreed process for determining equivalence between life experience and undergraduate learning; and,
- ii. A willingness of teacher accreditation authorities to be more flexible in recognising these non-conventional yet legitimate pathways into postgraduate ITE study.

ACU recommendation 6:

Encourage career changers with relevant life experience but no formal qualifications to enter ITE. But for these candidates, confine recognition of prior learning (RPL) to eligibility for entry into a pathway program and assess their academic skills and personal aptitude to teach as they progress through this program.

Mid- to late-career professionals with formal qualifications are often frustrated by the time and costs involved transitioning into teaching.

These applicants are bemused that they must complete a further two years of study to become a teacher and incur up-front costs of tuition as well as the opportunity costs of lost wages.

Yet there is fundamental knowledge and skills these students must acquire, such as knowing how to translate the subject knowledge they hold into real-world classrooms via lesson planning, etc.

The challenge is getting the balance right between recognising the skills these individuals already hold, and front-ending the content they need to be “classroom ready.”

ACU argues that all appropriately qualified postgraduate applicants should enter ITE via the M Teach, but with the option of conditional accreditation and paid teaching roles (0.6-0.8 FTE) after six months while completing their degree.

Flexible MTeach degrees can help solve workforce shortages while maintaining an appropriate level of qualification.

ACU recommendation 7:

Allow postgraduate students with formal qualifications and relevant content depth eligibility to teach after six months on a conditional basis while completing their Master of Teaching.

7. Inadequate measurement of early career attrition

There is a lack of data about the attrition rates of early career teachers across the country, including NSW.

A 2013 literature review on early career teachers who leave the profession in their first five years found huge variability in Australian estimates, ranging from 8 to 50 per cent.²⁴

Often, the statistics provided are not meaningful for early career attrition, as they report total departures as a percentage of total teachers, rather than early career departures as a percentage of early career teachers.²⁵ If the latter statistic was available on a nationally consistent basis, the attrition rate of Australia's early-career teachers would likely be in the order of 50 per cent.²⁶

The loss of a career is painful for the individuals involved but is a colossal waste of talent, especially when there is a strong likelihood that "greater proportions of talented teachers than less talented teachers leave teaching."²⁷ New teachers leaving teaching also propels a teacher workforce shortage by reducing supply.

Teaching is an unusual profession in that from day one, the practitioner works alone rather than under the wings of a more experienced practitioner. There is a sink or swim mentality in teaching where new teachers simply need to be resilient enough to survive the shock of entry into the profession.

This assumption was always inappropriate and wasteful but is especially so today when a booming school age population combines with imminent teacher retirements and fewer teaching graduates.

Greater insight is needed on the factors that impact teachers who are leaving, and where the responsibility lies for the numbers of new teachers left burnt out and disillusioned from their experience teaching.

The first step to gain this understanding is accurate data on the nature of the problem.

ACU recommendation 8:

Introduce a consistent measure of early career resignation rates in NSW, where:

- a) the numerator is the number of teachers who resign in their first five years of teaching, and
- b) the denominator is the total number of teachers in their first five years of teaching (not the total number of teachers in general).

²⁴ Queensland College of Teachers, *Attrition of Recent Queensland Graduate Teachers*, November 2013

²⁵ For example, the NSW Department of Education says that resignation rates of teachers in their first 5 years of teaching fell from above 10 per cent in 2008 to just below 10 per cent in 2017. However, the 2017 figure looks as though it divides the number of resigning teachers in their first 5 years of teaching from all teachers working in the NSW government school system (80,556 people in 2017). [NSW Department of Education, Centre for Education Statistics and Evaluation (2020), *Workforce profile of the NSW teaching profession 2017*, p.14 and p.70]

²⁶ See also Pallavi Singhal, "Why up to half of all Australian teachers are quitting within five years", *Sydney Morning Herald*, 7 June 2017.

²⁷ Queensland College of Teachers, *Attrition of Recent Queensland Graduate Teachers*, November 2013

Attachment A: Australian Catholic University Profile

Australian Catholic University (ACU) is a publicly-funded Catholic university, open to people of all faiths and of none and with teaching, learning and research inspired by 2,000 years of Catholic intellectual tradition.

ACU operates as a multi-jurisdictional university with eight campuses across three states and one territory. Campuses are located in North Sydney, Strathfield, Blacktown, Canberra, Melbourne, Ballarat and Brisbane. ACU also has a campus in Rome, Italy.

ACU is the largest Catholic university in the English-speaking world. Last year, in 2021, ACU had over 33,000 students and 2,300 staff.²⁸

ACU graduates demonstrate high standards of professional excellence and are also socially responsible, highly employable and committed to active and responsive learning. ACU is the number one university in the country when it comes to graduate employment outcomes three years after graduation, with a 95.5 per cent employment rate.²⁹

ACU has built its reputation in the areas of Health and Education, educating the largest number of undergraduate nursing and teaching students in Australia³⁰ and serving a significant workforce need in these areas. Under the demand driven system, ACU sought to focus and build on these strengths.

Since 2014, ACU has had four faculties: Health Services; Education and Arts; Law and Business; and Theology and Philosophy.

As part of its commitment to educational excellence, ACU is committed to targeted and quality research. ACU's strategic plan focuses on research areas that align with ACU's mission and reflect most of its learning and teaching: Education; Health and Wellbeing; Theology and Philosophy; and Social Justice and the Common Good. To underpin its plan for research intensification, ACU has appointed high profile leaders to assume the directorships, and work with high calibre members, in six research institutes.³¹

In recent years, the public standing of ACU's research has improved dramatically. The last Excellence in Research for Australia (ERA) assessment (in 2018) awarded ACU particularly high ratings in the fields of research identified as strategic priorities and in which investment has been especially concentrated. For example, ACU more than doubled the total number of top scores of 5 (well above world standard) in the 2018 ERA. In health sciences, ACU did not receive a single score below 5 while in education, ACU is one of only four universities in Australia to achieve a top score of 5 in the 4-digit fields of research. ACU's rapidly growing reputation in research is in line with its steady expansion.

²⁸ ACU Annual Report 2020.

²⁹ QILT (August 2020), *2020 Graduate Outcomes Survey – Longitudinal (GOS-L)*

³⁰ Department of Education and Training, *2019 Higher Education Data Collection – Students, Special Courses*. Section 8, table 8.3

³¹ Australian Catholic University, *ACU Research*, acu.edu.au/research