

ATTRITION OF RECENT QUEENSLAND GRADUATE TEACHERS

APPENDICES



Note: This document should be read in conjunction with: *Attrition of Recent Queensland Graduate Teachers: Report* available from www.qct.edu.au/

APPENDICES

1. SURVEY QUESTIONNAIRE	3
2. INTERVIEW QUESTIONS	19
3. SURVEY RESULTS	21
4. QCT REGISTER DATA	83
5. GLOSSARY	105
7. PROJECT REFERENCE GROUP	109



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APPENDIX 1 | SURVEY QUESTIONNAIRE

APPENDIX 1

SURVEY QUESTIONNAIRE



QCT - Registration Research Project 2013 - QLD Graduate Survey

* Required Information

page 1

ABOUT THIS QUESTIONNAIRE

This questionnaire is being used to collect information for a study of attrition rates of Queensland graduate teachers. The study is being conducted by the Queensland College of Teachers (QCT). The information obtained through the questionnaire will be useful in helping the QCT to develop policy aimed at reducing the attrition rates of Queensland graduate teachers where possible. Your input is greatly appreciated.

CONFIDENTIALITY

Information collected in this study will be treated confidentially. Results will be reported in such a way that individuals will not be able to be identified.

INSTRUCTIONS

Participation is voluntary. This questionnaire should take approximately 10 minutes to complete.

You can save your responses and return to complete the questionnaire later if desired. If you need to amend your responses, you can do so at any time prior to submitting the questionnaire.

If you have questions about any part of the questionnaire or the study please feel welcome to contact the QCT at registrationresearchproject@qct.edu.au or on 07 3377 4777.

Thank you in advance for your participation.

PERSONAL INFORMATION - PRIVACY COLLECTION NOTICE The Education (Queensland College of Teachers) Act 2005 authorises the Queensland College of Teachers (QCT) to collect and use personal information for the purposes of carrying out its statutory obligations, duties, and functions. One of the functions of the QCT relates to undertaking and supporting reviews and research concerning regulation of the teaching profession. The collection of personal information in this survey is for the purpose of undertaking research. The personal information will only be accessed by staff and board members of the QCT and service providers engaged by the QCT and supporting the QCT's research function and will not be given to any other person or agency unless permission is given or the QCT is required by law to disclose the information further. A de-identified or aggregated form of data from this survey may be released on an open data website. Further details about the QCT's Privacy Statement and collection of personal information may be found on the QCT's website, www.qct.edu.au.

*** 1. What is your gender?** (Select one option)

☐ Female ☐ Male

*** 2. How old are you?** (Select one option)

- ☐ Under 25
- ☐ 25-29
- ☐ 30-39
- ☐ 40-49
- ☐ 50-59
- ☐ 60+

*** 3. In what year did you complete your initial preservice teacher education program in Queensland?** (Select one option)

- ☐ Before 2005
- ☐ 2005
- ☐ 2006
- ☐ 2007
- ☐ 2008
- ☐ 2009
- ☐ 2010
- ☐ 2011
- ☐ 2012

*** 4. Where did you complete your initial preservice teacher education program? (Select one option)**

- ☐ Australian Catholic University (Brisbane Campus)
- ☐ Bond University
- ☐ Central Queensland University
- ☐ Christian Heritage College
- ☐ Griffith University
- ☐ James Cook University
- ☐ Queensland University of Technology
- ☐ Southern Cross University (Gold Coast Campus)
- ☐ University of Queensland - School of Education
- ☐ University of Queensland - School of Human Movement Studies
- ☐ University of Southern Queensland
- ☐ University of the Sunshine Coast
- ☐ Other (please specify) _____

*** 5. Did you complete a graduate course of initial preservice teacher education such as a Graduate Diploma of Education or Master of Teaching? (Select one option)**

- ☐ Yes ☐ No

*** 6. What is the full name of your initial preservice teaching qualification?**

*** 7. Which level/s of schooling and/or phase/s of learning did your initial preservice teacher education program focus on? (Select more than one response if required)**

- ☐ Early Childhood
- ☐ Early Years (Prep to Year 3)
- ☐ Primary
- ☐ Middle Years of Schooling
- ☐ Secondary
- ☐ Vocational Education and Training
- ☐ Other (please specify) _____

*** 8. What subject/ teaching area specialisations did your initial preservice teacher education program include?(Select more than one response if required)**

- | | | |
|--|--|----------------------------------|
| <input type="checkbox"/> Multiple subject areas (Early Childhood/ Primary/ Middle Years) | <input type="checkbox"/> Special Education | <input type="checkbox"/> Physics |
| <input type="checkbox"/> Information Communication & Technology | <input type="checkbox"/> Business Studies | <input type="checkbox"/> Biology |
| <input type="checkbox"/> Studies of Society & Environment | <input type="checkbox"/> Mathematics | <input type="checkbox"/> History |
| <input type="checkbox"/> Home Economics/Food Studies | <input type="checkbox"/> Accounting | <input type="checkbox"/> English |
| <input type="checkbox"/> English as a Second Language | <input type="checkbox"/> Geography | <input type="checkbox"/> Drama |
| <input type="checkbox"/> Languages other than English | <input type="checkbox"/> Economics | <input type="checkbox"/> Music |
| <input type="checkbox"/> Health & Physical Education | <input type="checkbox"/> Chemistry | <input type="checkbox"/> Art |
| <input type="checkbox"/> Design & Technology | <input type="checkbox"/> Science | |
| <input type="checkbox"/> Other (please specify) _____ | | |

*** 9. What were the main reasons that you decided to become a teacher?**
[Please select up to three (3) reasons.]

- ☐ I always wanted to be a teacher
- ☐ I thought I would enjoy working with children
- ☐ I wanted to make a difference in children's lives
- ☐ I wanted to share my knowledge
- ☐ Job security
- ☐ Salary
- ☐ It's a family friendly career
- ☐ I thought I would be a good teacher
- ☐ I did not gain entry into other courses

- ☐ It was a stepping stone to another career
- ☐ School holidays
- ☐ So I could teach anywhere in the world
- ☐ Potential for career advancement
- ☐ I was not satisfied with my career prior to becoming a teacher
- ☐ Other (please specify) _____

*** 10. Have you been employed as a teacher in a school (or schools) in Australia or overseas at any time following completion of your initial preservice teacher education program? (Select one option)**

☐ Yes ☐ No

Yes: Go to Page No. 3
No: Go to Page No. 9

page 3

*** 11. Were you employed as a teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program? (Select one option)**

☐ Yes ☐ No

Yes: Go to Page No. 4
No: Go to Page No. 11

*** 12. Were you employed as a casual/ relief teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?** (Select one option)

☐ Yes ☐ No

*** 13. Were you employed as a teacher on contract/s in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?** (Select one option)

☐ Yes ☐ No

*** 14. Did you gain permanent employment as a teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?** (Select one option)

☐ Yes ☐ No

*** 15. To date, what is the approximate fulltime equivalent duration of your teaching experience in Queensland schools following completion of your initial preservice teacher education program? (If you taught on a part time basis or as a contract or relief teacher in Queensland schools, you can consider 200 days of teaching to be equivalent to one year of teaching on a fulltime basis)** (Select one option)

- ☐ Less than one (1) year [< 200 days]
- ☐ Between one (1) and two (2) years [200 to 399 days]
- ☐ Between two (2) and three (3) years [400 to 599 days]
- ☐ Between three (3) and four (4) years [600 to 799 days]
- ☐ Four (4) years or more [800 days or more]

16. Please provide details of the first Queensland school in which you taught after completion of your initial preservice teacher education program?

(a) Local Postcode (If known)

* (b) The town or city and the suburb that the school was in

*** 17. Was the first Queensland school in which you taught after completion of your initial preservice teacher education program a State school or a non-State school? (Select one option)**

☐ State school ☐ Non-State school

*** 18. What class/es did you teach at the first Queensland school in which you taught after completion of your initial preservice teacher education program? (Select more than one response if required)**

- ☐ Prep to Year 3
- ☐ Year 4 to Year 7
- ☐ Year 8 to Year 10
- ☐ Year 11 & 12
- ☐ Special Education

*** 19. Did you teach in more than one Queensland school after completion of your initial preservice teacher education program? (Select one option)**

☐ Yes ☐ No

Yes: Go to Page No. 5
No: Go to Page No. 6

page 5

20. Please provide details of the Queensland school in which you taught most recently?

(a) Local Postcode (If known)

* (b) The town or city and the suburb that the school was in

*** 21. Was the most recent Queensland school in which you taught a State school or a non-State school? (Select one option)**

☐ State school ☐ Non-State school

*** 22. What class/es did you teach at your most recent Queensland school? (Select more than one response if required)**

- ☐ Prep to Year 3
- ☐ Year 4 to Year 7
- ☐ Year 8 to Year 10
- ☐ Year 11 & 12
- ☐ Special Education

page 6

23. Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?

***(a) School/ employer induction program for beginning teachers (Select one option)**

- ☐ 1. I did not participate in this activity
- ☐ 2. Activity was effective
- ☐ 3. Activity was not effective

***(b) School/ employer induction program for teachers new to a school (Select one option)**

- ☐ 1. I did not participate in this activity
- ☐ 2. Activity was effective
- ☐ 3. Activity was not effective

***(c) Structured support from an allocated mentor (Select one option)**

- ☐ 1. I did not participate in this activity
- ☐ 2. Activity was effective
- ☐ 3. Activity was not effective

***(d) Regular meetings with Head of Department, Principal or others to support you as a beginning teacher (Select one option)**

- ☐ 1. I did not participate in this activity
- ☐ 2. Activity was effective
- ☐ 3. Activity was not effective

* (e)	Lesson observations by other teachers with feedback (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (f)	Observations of other teachers' lessons (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (g)	Informal support when requested (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (h)	Professional development related to beginning teacher needs (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (i)	Professional development related to your individual needs (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (j)	Professional network/s or Communities of Practice (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective
* (k)	Continued contact with and/or support from my higher education institution (Select one option)
	<input type="radio"/> 1. I did not participate in this activity <input type="radio"/> 2. Activity was effective <input type="radio"/> 3. Activity was not effective

*** 24. Why are you no longer teaching in a Queensland school? (Select one option)**

☐ I actively sought but did not gain continued employment as a teacher in a Queensland school

Go to Page No. 13

☐ I decided that I would not continue working as a teacher in a Queensland school at this time

Go to Page No. 7

25. Please outline briefly, the reasons that you are not currently teaching in a Queensland school.

26. How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor)

***(a)** Heavy workload of teaching (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(b)** Inadequate professional support within school (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(c)** Inadequate school resources (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(d)** I felt that I was not suited to teaching (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(e)** Poor public image of teachers (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(f)** I gained employment as a teacher in a non-school setting (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

***(g)** I decided to pursue employment opportunities outside teaching (Select one option)

- ☐ Very important
- ☐ Somewhat important
- ☐ Not important/ Not relevant

* (h)	Family/ personal reasons (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (i)	Student behaviour (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (j)	Student motivation (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (k)	Level of pay (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (l)	Teaching was not what I thought it would be (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (m)	The stressful nature of teaching (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (n)	I was required to teach outside my area of expertise (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (o)	Limited opportunities for career progression (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (p)	Lack of parental/ community support (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant

* (q)	I decided to return to fulltime study (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (r)	School staff morale and attitudes of colleagues (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (s)	The remote geographical location of my school (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (t)	I was unable to gain the experience required for full registration (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (u)	My provisional registration came to an end (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant
* (v)	I did not feel adequately prepared to teach (Select one option)
	<input type="radio"/> Very important <input type="radio"/> Somewhat important <input type="radio"/> Not important/ Not relevant

27. In your opinion, what could be done to increase the retention of graduate teachers in Queensland schools?

*** 28. Is there anything that could have been done differently which would have resulted in you continuing to teach in a Queensland school? (Select one option)**

☐ Yes ☐ No

Yes: Go to Page No. 8
No: Go to Page No. 13

29. Please outline briefly what could have been done differently which would have resulted in you continuing to teach in a Queensland school.

Go to Page No. 13

If Did Not Answer Then Go to Page No. 13

*** 30. Why didn't you teach in any schools after completion of your initial preservice teacher education program? (Select one option)**

☐ I actively sought but did not gain employment as a teacher in schools

Go to Page No. 14

☐ I decided that I did not wish to work as a teacher in schools at this time

Go to Page No. 10

31. Please outline briefly, the reasons that you decided not to teach in a school at any time following completion of your initial preservice teacher education program.

Go to Page No. 14

If Did Not Answer Then Go to Page No. 14

*** 32. Why didn't you teach in any Queensland schools following completion of your initial preservice teacher education program? (Select one option)**

☐ I actively sought but did not gain employment as a teacher in a Queensland school

Go to Page No. 13

☐ I decided that I did not wish to teach in a Queensland school at this time

Go to Page No. 12

33. Please outline briefly, the reasons that you decided not to teach in Queensland schools at any time following completion of your initial preservice teacher education program.

*** 34. What is your current teaching situation? (Select one option)**

☐ I am teaching in a school outside Queensland ☐ I am not teaching in a school

I am teaching in a school outside Queensland: Go to Page No. 15
I am not teaching in a school: Go to Page No. 14

35. How likely is it that you will seek employment as a teacher in schools in Australia or overseas....

***(a) within the next five (5) years? (Select one option)**

- ☐ Very likely
☐ Somewhat likely
☐ Not likely at all

***(b) within the next ten (10) years? (Select one option)**

- ☐ Very likely
☐ Somewhat likely
☐ Not likely at all

36. How likely is it that you will seek employment as a teacher in Queensland schools

***(a) within the next five (5) years? (Select one option)**

- ☐ Very likely
☐ Somewhat likely
☐ Not likely at all

***(b) within the next ten (10) years? (Select one option)**

- ☐ Very likely
☐ Somewhat likely
☐ Not likely at all

37. If you would like to add any further comments or provide additional information which would be relevant to this study, please do so in the space below.

38. The QCT would like to conduct follow up interviews to gain further insight into the reasons why Queensland graduate teachers leave teaching. It is expected that the duration of the interviews would be around 30 minutes and may be in person or by telephone depending on your location. If you would be willing to participate in a follow up interview, please enter your current telephone number and email address below.

(a) Telephone Number

(b) Email Address

APPENDIX 2 | INTERVIEW QUESTIONS

APPENDIX 2

INTERVIEW QUESTIONS

1. What aspect of your teacher education program did you find the most useful during your first year of teaching?

2. What do you think could have been done differently in your teacher education program to improve your experience as a teacher in your first year?

3. a. Were you employed on a casual or contract basis in Queensland schools?

If no, go to question 4.

If yes:

b. How do you think your casual or contract teaching experience was different to graduates who gained permanent employment or your own experience as a permanent employee?

c. How could beginning teachers who are employed on a casual or contract basis be better supported?

d. What online resources would be helpful for beginning teachers who are employed on a casual or contract basis?

4. What was the most useful support mechanism provided by your school or employer in your first year of teaching?

5. What could have been provided that would have supported you more effectively as a beginning teacher?

6. Is there anything else that would have kept you teaching in a Queensland school?



7. Is there anything else that you wanted to say?







APPENDIX 3 | SURVEY RESULTS










APPENDIX 3

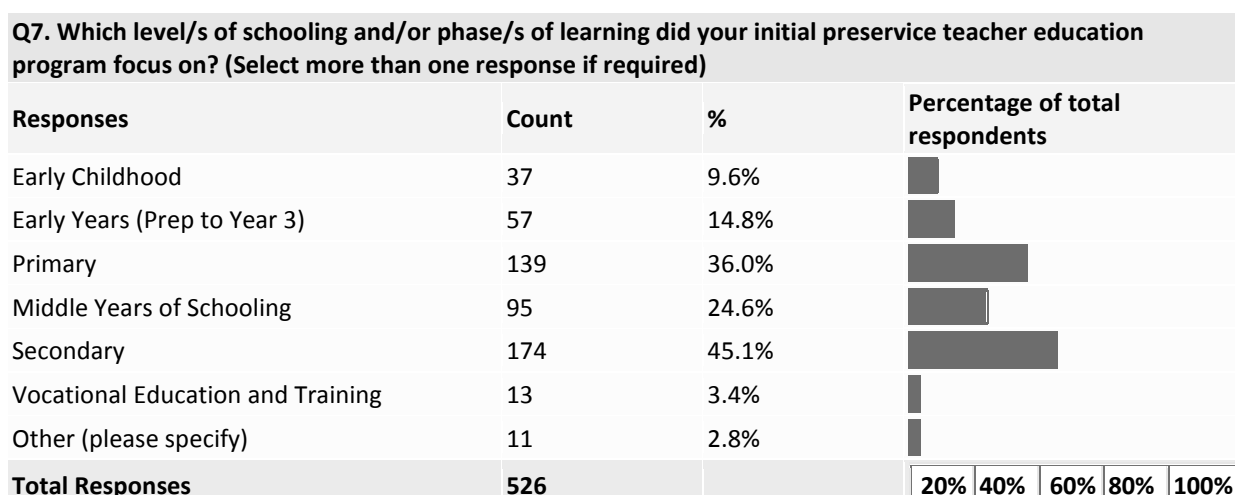
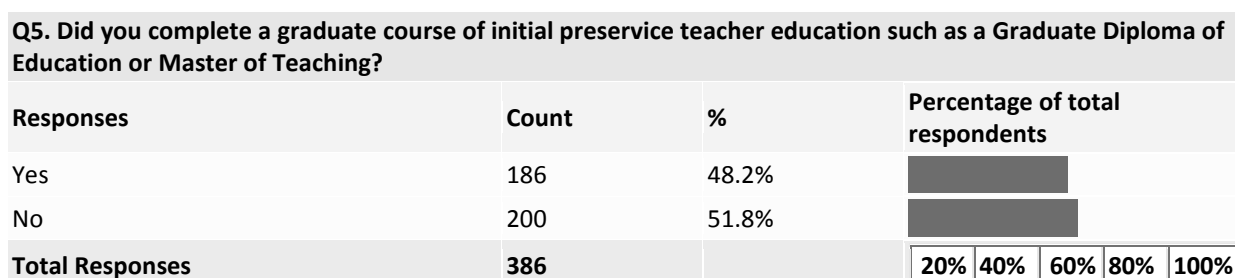
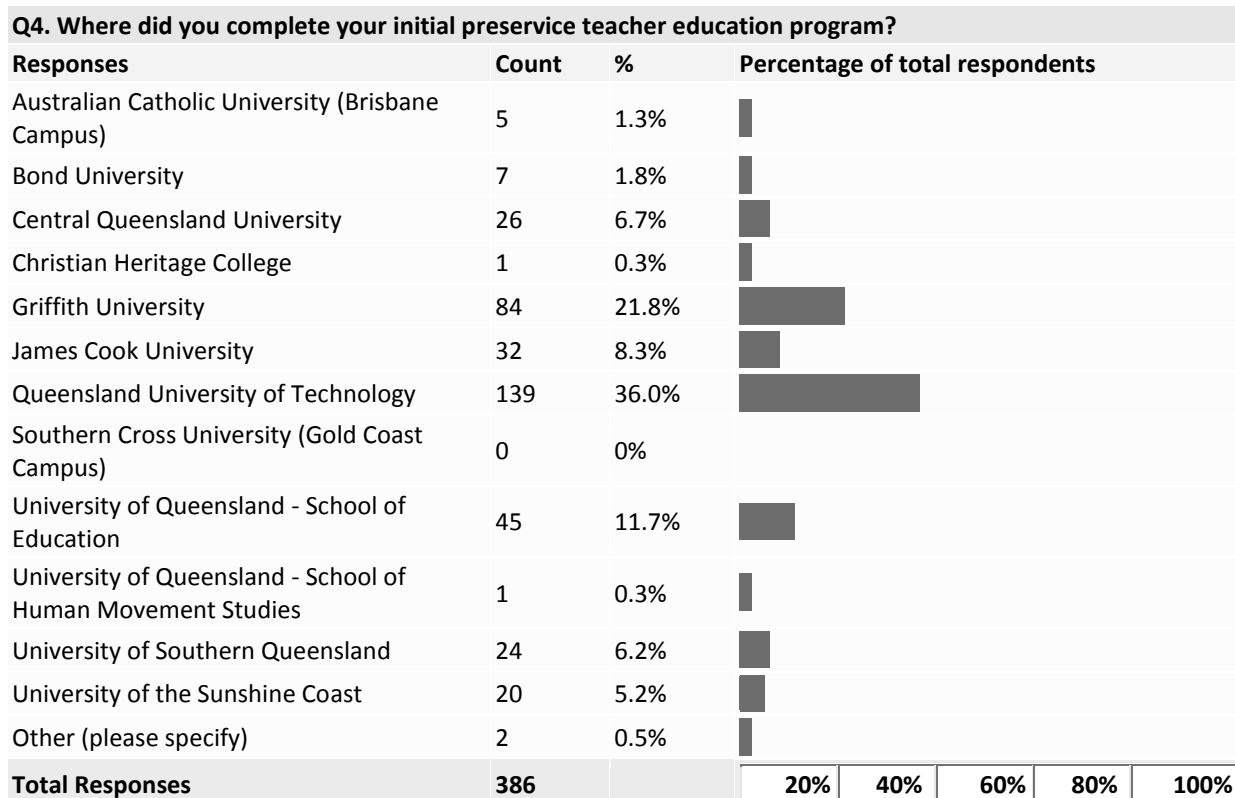
SURVEY RESULTS

FREQUENCY OF SURVEY RESPONSES – ALL RESPONDENTS

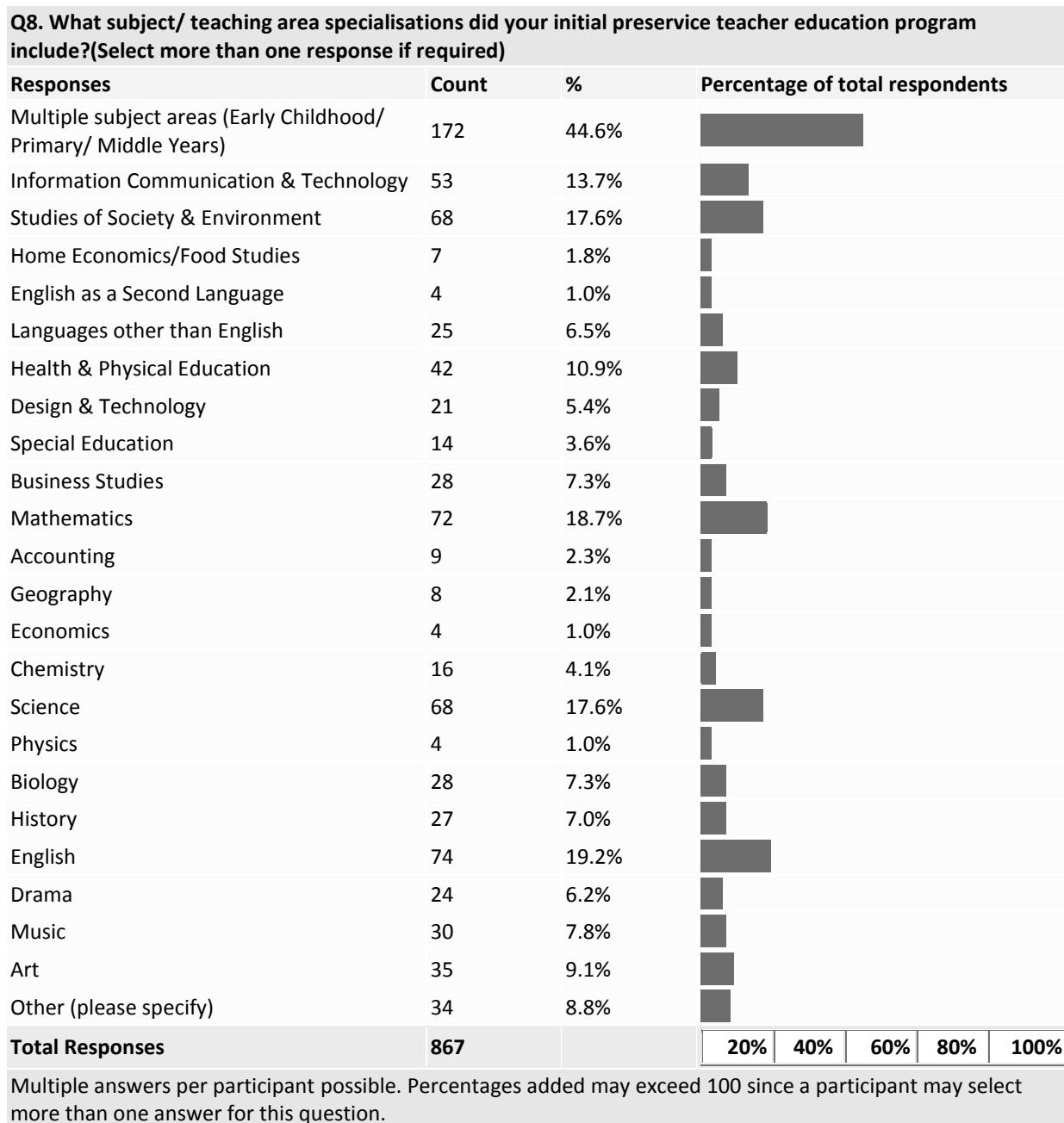
Q1. What is your gender?					
Responses	Count	%	Percentage of total respondents		
Female	269	69.7%			
Male	117	30.3%			
Total Responses	386		20%	40%	60% 80% 100%

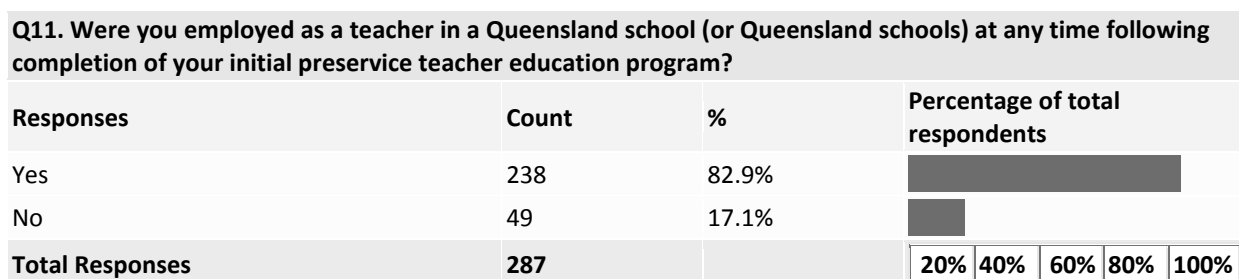
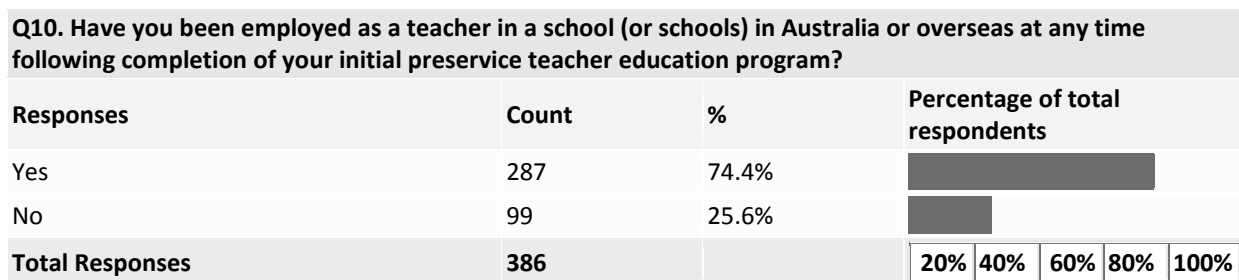
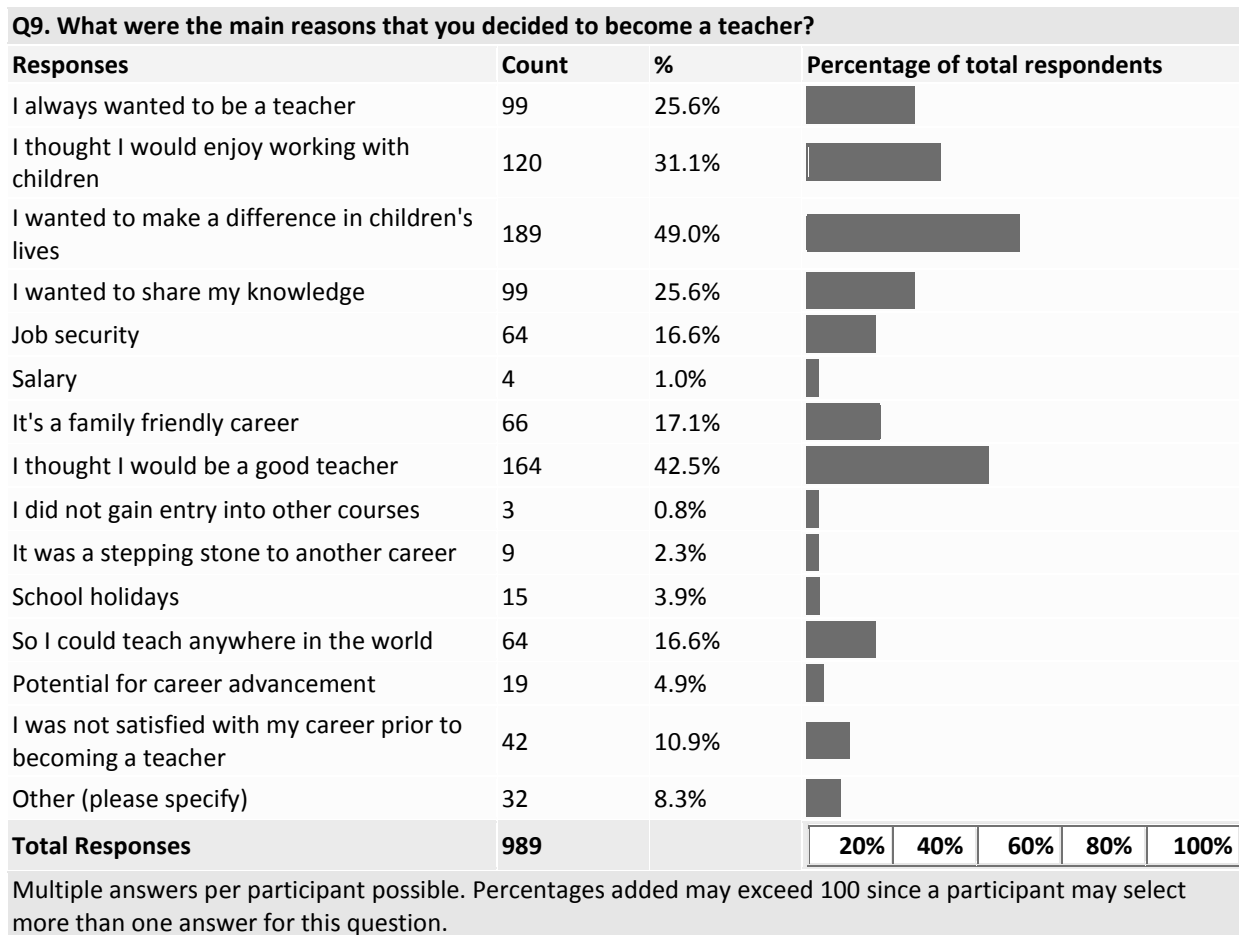
Q2. How old are you?					
Responses	Count	%	Percentage of total respondents		
Under 25	10	2.6%			
25-29	131	33.9%			
30-39	146	37.8%			
40-49	63	16.3%			
50-59	32	8.3%			
60+	4	1.0%			
Total Responses	386		20%	40%	60% 80% 100%

Q3. In what year did you complete your initial preservice teacher education program in Queensland?					
Responses	Count	%	Percentage of total respondents		
Before 2005	5	1.3%			
2005	34	8.8%			
2006	85	22.0%			
2007	78	20.2%			
2008	78	20.2%			
2009	56	14.5%			
2010	36	9.3%			
2011	12	3.1%			
2012	2	0.5%			
Total Responses	386		20%	40%	60% 80% 100%




Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.









Q12. Were you employed as a casual/ relief teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
No	70	29.4%					
Total Responses	238		20%	40%	60%	80%	100%






Q13. Were you employed as a teacher on contract/s in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	168	70.6%					
No	70	29.4%					
Total Responses	238		20%	40%	60%	80%	100%

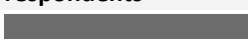

Q14. Did you gain permanent employment as a teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	71	29.8%					
No	167	70.2%					
Total Responses	238		20%	40%	60%	80%	100%

Q15. To date, what is the approximate fulltime equivalent duration of your teaching experience in Queensland schools following completion of your initial preservice teacher education program? (If you taught on a part time basis or as a contract or relief teacher in Queensland schools, you can consider 200 days of teaching to be equivalent to one year of teaching on a fulltime basis)

Responses	Count	%	Percentage of total respondents				
Less than one (1) year [< 200 days]	129	54.2%					
Between one (1) and two (2) years [200 to 399 days]	58	24.4%					
Between two (2) and three (3) years [400 to 599 days]	22	9.2%					
Between three (3) and four (4) years [600 to 799 days]	20	8.4%					
Four (4) years or more [800 days or more]	9	3.8%					
Total Responses	238		20%	40%	60%	80%	100%

Q17. Was the first Queensland school in which you taught after completion of your initial preservice teacher education program a State school or a non-State school?

Responses	Count	%	Percentage of total respondents				
State school	176	73.9%					
Non-State school	62	26.1%					
Total Responses	238		20%	40%	60%	80%	100%

Q18. What class/es did you teach at the first Queensland school in which you taught after completion of your initial preservice teacher education program? (Select more than one response if required)

Responses	Count	%	Percentage of total respondents
Prep to Year 3	74	31.1%	<div></div>
Year 4 to Year 7	90	37.8%	<div></div>
Year 8 to Year 10	129	54.2%	<div></div>
Year 11 & 12	105	44.1%	<div></div>
Special Education	12	5.0%	<div></div>
Total Responses	410		<div>20%40%60%80%100%</div>

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.

Q19. Did you teach in more than one Queensland school after completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents
Yes	142	59.7%	<div></div>
No	96	40.3%	<div></div>
Total Responses	238		<div>20%40%60%80%100%</div>

Q21. Was the most recent Queensland school in which you taught a State school or a non-State school?

Responses	Count	%	Percentage of total respondents
State school	112	78.9%	<div></div>
Non-State school	30	21.1%	<div></div>
Total Responses	142		<div>20%40%60%80%100%</div>




Q22. What class/es did you teach at your most recent Queensland school? (Select more than one response if required)

Responses	Count	%	Percentage of total respondents
Prep to Year 3	49	34.5%	<div></div>
Year 4 to Year 7	62	43.7%	<div></div>
Year 8 to Year 10	67	47.2%	<div></div>
Year 11 & 12	55	38.7%	<div></div>
Special Education	9	6.3%	<div></div>
Total Responses	242		<div>20%40%60%80%100%</div>

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.




Q23. Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?

23(a) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: School/ employer induction program for beginning teachers

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	136	57.1%					
2. Activity was effective	56	23.5%					
3. Activity was not effective	46	19.3%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(b) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: School/ employer induction program for teachers new to a school

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	134	56.3%					
2. Activity was effective	70	29.4%					
3. Activity was not effective	34	14.3%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(c) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Structured support from an allocated mentor

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	140	58.8%					
2. Activity was effective	59	24.8%					
3. Activity was not effective	39	16.4%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(d) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Regular meetings with Head of Department, Principal or others to support you as a beginning teacher

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	129	54.2%					
2. Activity was effective	54	22.7%					
3. Activity was not effective	55	23.1%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(e) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Lesson observations by other teachers with feedback

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	137	57.6%					
2. Activity was effective	63	26.5%					
3. Activity was not effective	38	16.0%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(f) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Observations of other teachers' lessons

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	150	63.0%					
2. Activity was effective	75	31.5%					
3. Activity was not effective	13	5.5%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(g) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Informal support when requested

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	56	23.5%					
2. Activity was effective	147	61.8%					
3. Activity was not effective	35	14.7%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(h) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Professional development related to beginning teacher needs

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	130	54.6%					
2. Activity was effective	69	29.0%					
3. Activity was not effective	39	16.4%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(i) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Professional development related to your individual needs

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	131	55.0%					
2. Activity was effective	68	28.6%					
3. Activity was not effective	39	16.4%					
Total Responses	238		20%	40%	60%	80%	100%




Q23.

23(j) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Professional network/s or Communities of Practice



Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	145	60.9%					
2. Activity was effective	62	26.1%					
3. Activity was not effective	31	13.0%					
Total Responses	238		20%	40%	60%	80%	100%

Q23.

23(k) Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?: Continued contact with and/or support from my higher education institution




Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	192	80.7%					
2. Activity was effective	17	7.1%					
3. Activity was not effective	29	12.2%					
Total Responses	238		20%	40%	60%	80%	100%

Q24. Why are you no longer teaching in a Queensland school?

Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain continued employment as a teacher in a Queensland school	66	27.7%					
I decided that I would not continue working as a teacher in a Queensland school at this time	172	72.3%					
Total Responses	238		20%	40%	60%	80%	100%




Q26. How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor)

26(a) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Heavy workload of teaching

Responses	Count	%	Percentage of total respondents				
Very important	59	34.3%					
Somewhat important	51	29.7%					
Not important/ Not relevant	62	36.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(b) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Inadequate professional support within school

Responses	Count	%	Percentage of total respondents				
Very important	54	31.4%					
Somewhat important	53	30.8%					
Not important/ Not relevant	65	37.8%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(c) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Inadequate school resources

Responses	Count	%	Percentage of total respondents				
Very important	30	17.4%					
Somewhat important	48	27.9%					
Not important/ Not relevant	94	54.7%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(d) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I felt that I was not suited to teaching

Responses	Count	%	Percentage of total respondents				
Very important	17	9.9%					
Somewhat important	31	18.0%					
Not important/ Not relevant	124	72.1%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(e) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Poor public image of teachers

Responses	Count	%	Percentage of total respondents				
Very important	15	8.7%					
Somewhat important	28	16.3%					
Not important/ Not relevant	129	75.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(f) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I gained employment as a teacher in a non-school setting

Responses	Count	%	Percentage of total respondents				
Very important	15	8.7%					
Somewhat important	16	9.3%					
Not important/ Not relevant	141	82.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(g) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I decided to pursue employment opportunities outside teaching

Responses	Count	%	Percentage of total respondents				
Very important	53	30.8%					
Somewhat important	31	18.0%					
Not important/ Not relevant	88	51.2%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(h) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Family/ personal reasons

Responses	Count	%	Percentage of total respondents				
Very important	68	39.5%					
Somewhat important	30	17.4%					
Not important/ Not relevant	74	43.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(i) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Student behaviour

Responses	Count	%	Percentage of total respondents				
Very important	56	32.6%					
Somewhat important	52	30.2%					
Not important/ Not relevant	64	37.2%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(j) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Student motivation

Responses	Count	%	Percentage of total respondents				
Very important	38	22.1%					
Somewhat important	60	34.9%					
Not important/ Not relevant	74	43.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(k) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Level of pay

Responses	Count	%	Percentage of total respondents				
Very important	48	27.9%					
Somewhat important	41	23.8%					
Not important/ Not relevant	83	48.3%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(l) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Teaching was not what I thought it would be

Responses	Count	%	Percentage of total respondents				
Very important	13	7.6%					
Somewhat important	53	30.8%					
Not important/ Not relevant	106	61.6%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(m) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): The stressful nature of teaching

Responses	Count	%	Percentage of total respondents				
Very important	56	32.6%					
Somewhat important	52	30.2%					
Not important/ Not relevant	64	37.2%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(n) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I was required to teach outside my area of expertise

Responses	Count	%	Percentage of total respondents				
Very important	20	11.6%					
Somewhat important	27	15.7%					
Not important/ Not relevant	125	72.7%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(o) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Limited opportunities for career progression

Responses	Count	%	Percentage of total respondents				
Very important	23	13.4%					
Somewhat important	38	22.1%					
Not important/ Not relevant	111	64.5%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(p) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): Lack of parental/ community support

Responses	Count	%	Percentage of total respondents				
Very important	27	15.7%					
Somewhat important	42	24.4%					
Not important/ Not relevant	103	59.9%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(q) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I decided to return to fulltime study

Responses	Count	%	Percentage of total respondents				
Very important	10	5.8%					
Somewhat important	10	5.8%					
Not important/ Not relevant	152	88.4%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(r) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): School staff morale and attitudes of colleagues

Responses	Count	%	Percentage of total respondents				
Very important	40	23.3%					
Somewhat important	44	25.6%					
Not important/ Not relevant	88	51.2%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(s) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): The remote geographical location of my school

Responses	Count	%	Percentage of total respondents				
Very important	10	5.8%					
Somewhat important	21	12.2%					
Not important/ Not relevant	141	82.0%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(t) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I was unable to gain the experience required for full registration

Responses	Count	%	Percentage of total respondents				
Very important	19	11.0%					
Somewhat important	21	12.2%					
Not important/ Not relevant	132	76.7%					
Total Responses	172		20%	40%	60%	80%	100%




Q26.

26(u) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): My provisional registration came to an end



Responses	Count	%	Percentage of total respondents				
Very important	17	9.9%					
Somewhat important	19	11.0%					
Not important/ Not relevant	136	79.1%					
Total Responses	172		20%	40%	60%	80%	100%

Q26.



26(v) How important were the following factors in relation to your decision to discontinue teaching in a Queensland school? (Please select one response for each factor): I did not feel adequately prepared to teach

Responses	Count	%	Percentage of total respondents				
Very important	22	12.8%					
Somewhat important	36	20.9%					
Not important/ Not relevant	114	66.3%					
Total Responses	172		20%	40%	60%	80%	100%



Q28. Is there anything that could have been done differently which would have resulted in you continuing to teach in a Queensland school?



Responses	Count	%	Percentage of total respondents				
Yes	104	60.5%					
No	68	39.5%					
Total Responses	172		20%	40%	60%	80%	100%




Q30. Why didn't you teach in any schools after completion of your initial preservice teacher education program?




Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in schools	48	48.5%					
I decided that I did not wish to work as a teacher in schools at this time	51	51.5%					
Total Responses	99		20%	40%	60%	80%	100%




Q32. Why didn't you teach in any Queensland schools following completion of your initial preservice teacher education program?




Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in a Queensland school	19	38.8%					
I decided that I did not wish to teach in a Queensland school at this time	30	61.2%					
Total Responses	49		20%	40%	60%	80%	100%

Q34. What is your current teaching situation?					
Responses	Count	%	Percentage of total respondents		
I am teaching in a school outside Queensland	84	29.3%			
I am not teaching in a school	203	70.7%			
Total Responses	287		20%	40%	60% 80% 100%

Q35.					
35(a) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next five (5) years?					
Responses	Count	%	Percentage of total respondents		
Very likely	24	7.9%			
Somewhat likely	74	24.5%			
Not likely at all	204	67.5%			
Total Responses	302		20%	40%	60% 80% 100%

Q35.					
35(b) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next ten (10) years?					
Responses	Count	%	Percentage of total respondents		
Very likely	32	10.6%			
Somewhat likely	89	29.5%			
Not likely at all	181	59.9%			
Total Responses	302		20%	40%	60% 80% 100%

Q36.					
36(a) How likely is it that you will seek employment as a teacher in Queensland schools within the next five (5) years?					
Responses	Count	%	Percentage of total respondents		
Very likely	14	4.6%			
Somewhat likely	63	20.9%			
Not likely at all	225	74.5%			
Total Responses	302		20%	40%	60% 80% 100%

Q36.					
36(b) How likely is it that you will seek employment as a teacher in Queensland schools within the next ten (10) years?					
Responses	Count	%	Percentage of total respondents		
Very likely	23	7.6%			
Somewhat likely	77	25.5%			
Not likely at all	202	66.9%			
Total Responses	302		20%	40%	60% 80% 100%

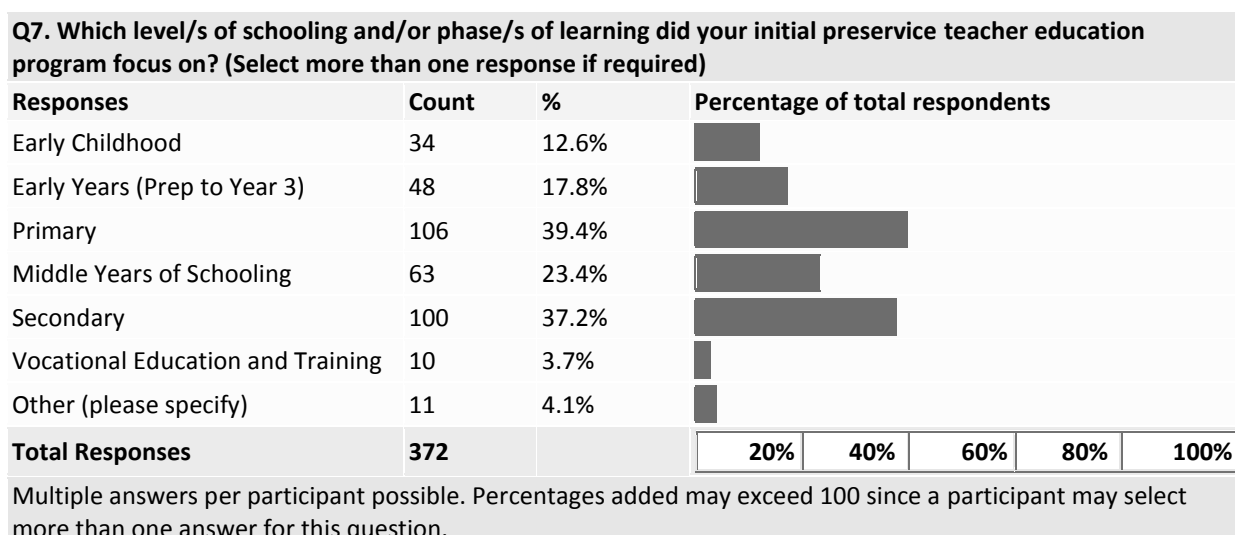
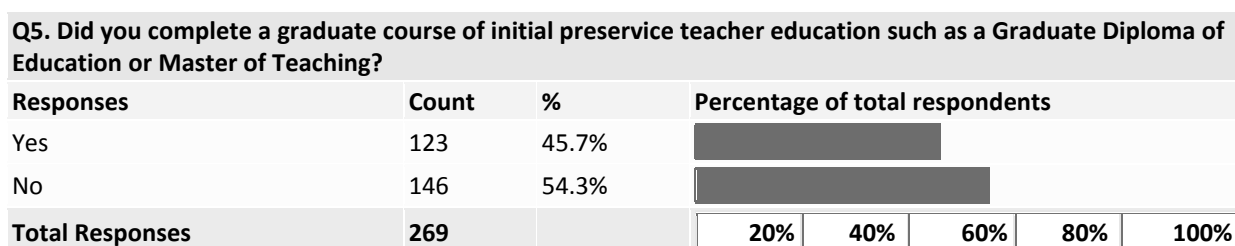
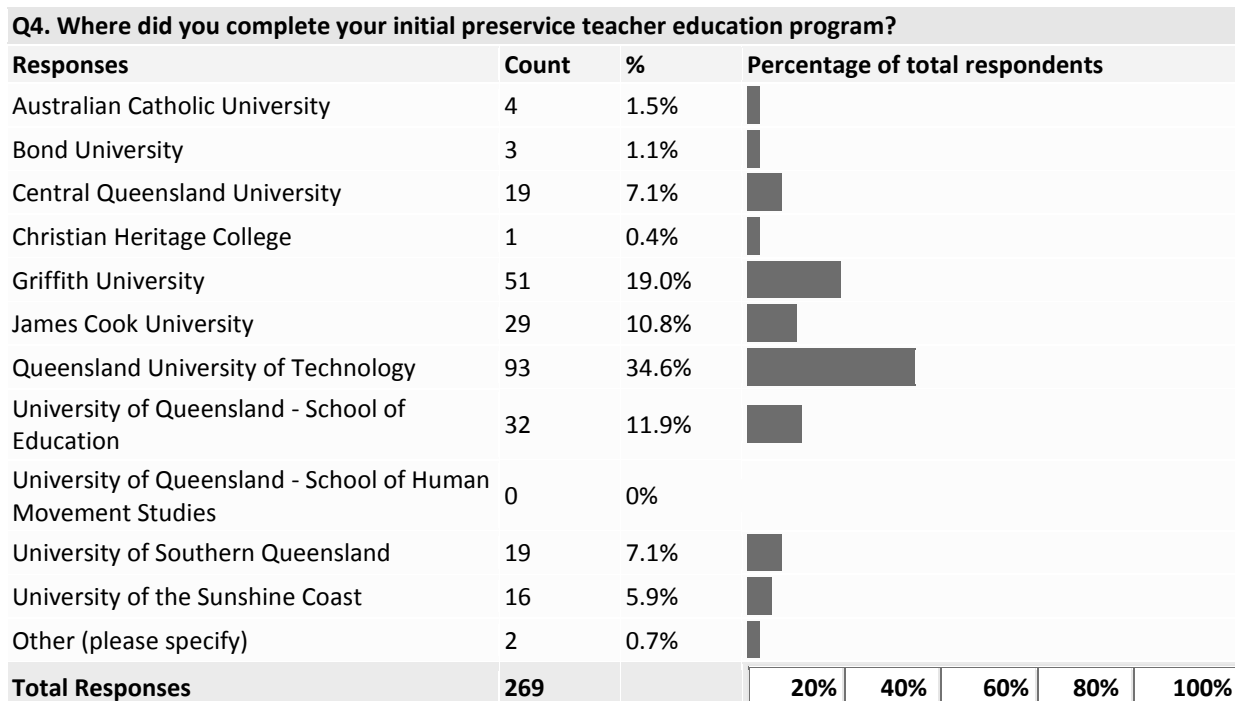
The questions which do not appear above were open-ended response questions.

FREQUENCY OF SURVEY RESPONSES – FEMALE



















Q1. What is your gender?				
Responses	Count	%	Percentage of total respondents	
Female	269	100.0%	<div></div>	
Male	0	0%		
Total Responses	269		20%	40% 60% 80% 100%

Q2. How old are you?				
Responses	Count	%	Percentage of total respondents	
Under 25	8	3.0%	<div></div>	
25-29	102	37.9%	<div></div>	
30-39	98	36.4%	<div></div>	
40-49	37	13.8%	<div></div>	
50-59	23	8.6%	<div></div>	
60+	1	0.4%	<div></div>	
Total Responses	269		20%	40% 60% 80% 100%

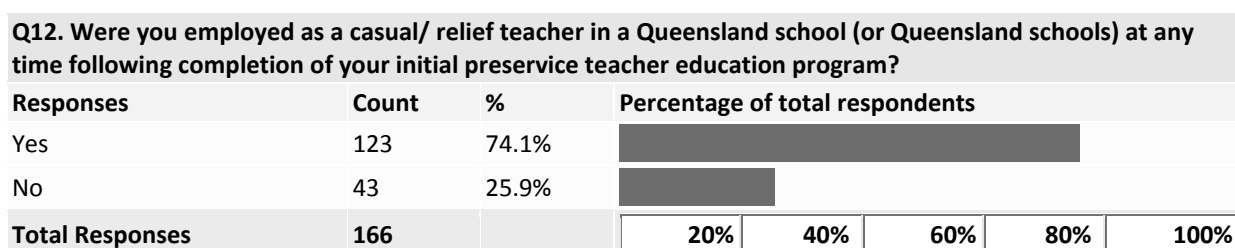
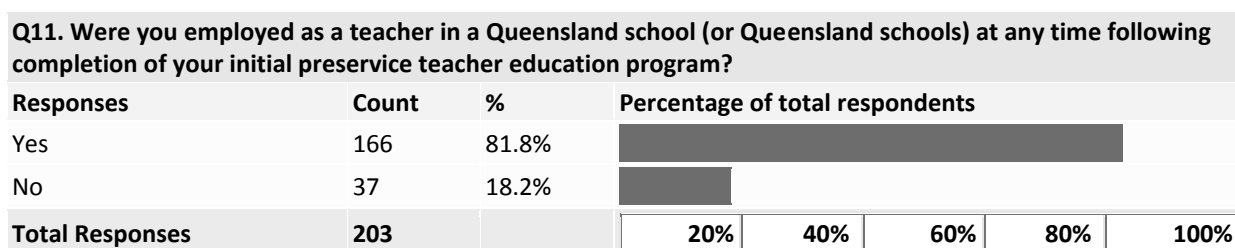
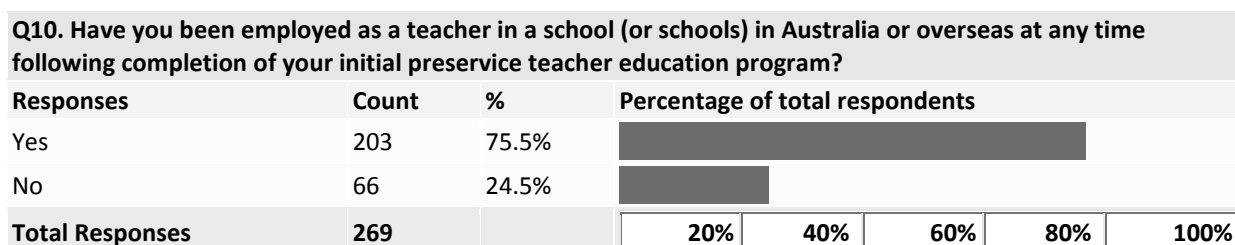
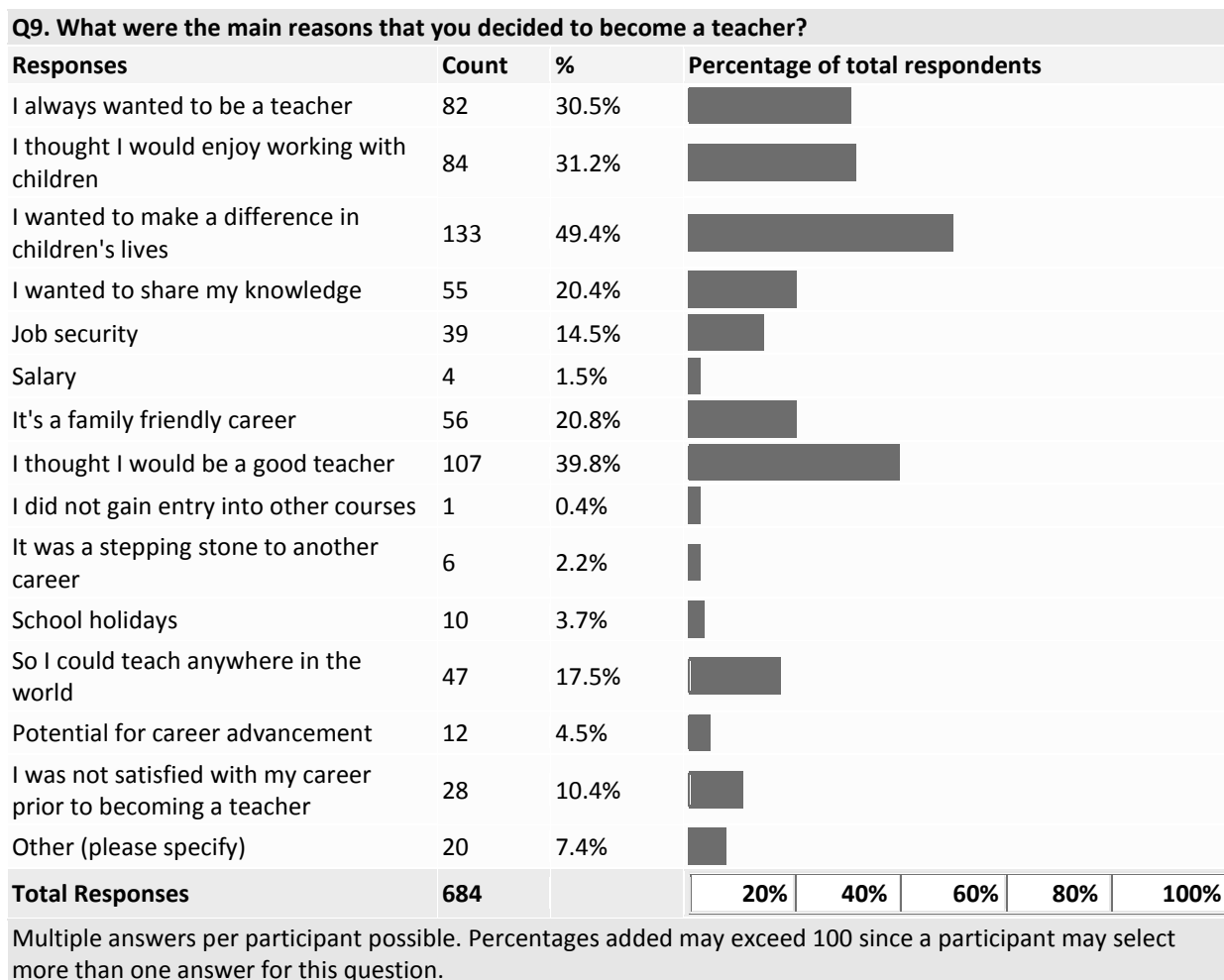
Q3. In what year did you complete your initial preservice teacher education program in Queensland?				
Responses	Count	%	Percentage of total respondents	
Before 2005	4	1.5%	<div></div>	
2005	22	8.2%	<div></div>	
2006	62	23.0%	<div></div>	
2007	56	20.8%	<div></div>	
2008	60	22.3%	<div></div>	
2009	37	13.8%	<div></div>	
2010	22	8.2%	<div></div>	
2011	5	1.9%	<div></div>	
2012	1	0.4%	<div></div>	
Total Responses	269		20%	40% 60% 80% 100%







Q8. What subject/ teaching area specialisations did your initial preservice teacher education program include?(Select more than one response if required)






Responses	Count	%	Percentage of total respondents				
Multiple subject areas (Early Childhood/ Primary/ Middle Years)	137	50.9%					
Information Communication & Technology	26	9.7%					
Studies of Society & Environment	47	17.5%					
Home Economics/Food Studies	7	2.6%					
English as a Second Language	4	1.5%					
Languages other than English	17	6.3%					
Health & Physical Education	28	10.4%					
Design & Technology	13	4.8%					
Special Education	13	4.8%					
Business Studies	14	5.2%					
Mathematics	46	17.1%					
Accounting	6	2.2%					
Geography	5	1.9%					
Economics	2	0.7%					
Chemistry	8	3.0%					
Science	45	16.7%					
Physics	2	0.7%					
Biology	18	6.7%					
History	18	6.7%					
English	54	20.1%					
Drama	19	7.1%					
Music	21	7.8%					
Art	28	10.4%					
Other (please specify)	21	7.8%					
Total Responses	599		20%	40%	60%	80%	100%



Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.








Q13. Were you employed as a teacher on contract/s in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?				
Responses	Count	%	Percentage of total respondents	
Yes	118	71.1%		
No	48	28.9%		
Total Responses	166		20%	40% 60% 80% 100%

Q14. Did you gain permanent employment as a teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?				
Responses	Count	%	Percentage of total respondents	
Yes	46	27.7%		
No	120	72.3%		
Total Responses	166		20%	40% 60% 80% 100%



Q15. To date, what is the approximate fulltime equivalent duration of your teaching experience in Queensland schools following completion of your initial preservice teacher education program?				
Responses	Count	%	Percentage of total respondents	
Less than 1 year	89	53.6%		
Between 1 and 2 years	41	24.7%		
Between 2 and 3 years	16	9.6%		
Between 3 and 4 years	13	7.8%		
4 years or more	7	4.2%		
Total Responses	166		20%	40% 60% 80% 100%

Q17. Was the first Queensland school in which you taught after completion of your initial preservice teacher education program a State school or a non-State school?				
Responses	Count	%	Percentage of total respondents	
State school	125	75.3%		
Non-State school	41	24.7%		
Total Responses	166		20%	40% 60% 80% 100%



Q18. What class/es did you teach at the first Queensland school in which you taught after completion of your initial preservice teacher education program? (Select more than one response if required)				
Responses	Count	%	Percentage of total respondents	
Prep to Year 3	60	36.1%		
Year 4 to Year 7	64	38.6%		
Year 8 to Year 10	78	47.0%		
Year 11 & 12	64	38.6%		
Special Education	9	5.4%		
Total Responses	275		20%	40% 60% 80% 100%

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.






Q19. Did you teach in more than one Queensland school after completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	98	59.0%					
No	68	41.0%					
Total Responses	166		20%	40%	60%	80%	100%

Q21. Was the most recent Queensland school in which you taught a State school or a non-State school?

Responses	Count	%	Percentage of total respondents				
State school	78	79.6%					
Non-State school	20	20.4%					
Total Responses	98		20%	40%	60%	80%	100%




Q22. What class/es did you teach at your most recent Queensland school? (Select more than one response if required)

Responses	Count	%	Percentage of total respondents				
Prep to Year 3	40	40.8%					
Year 4 to Year 7	47	48.0%					
Year 8 to Year 10	39	39.8%					
Year 11 & 12	28	28.6%					
Special Education	5	5.1%					
Total Responses	159		20%	40%	60%	80%	100%

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.




Q23. Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?

23(a) School/ employer induction program for beginning teachers




Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	104	62.7%					
2. Activity was effective	35	21.1%					
3. Activity was not effective	27	16.3%					
Total Responses	166		20%	40%	60%	80%	100%

Q23.




23(b) School/ employer induction program for teachers new to a school

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	101	60.8%					
2. Activity was effective	48	28.9%					
3. Activity was not effective	17	10.2%					
Total Responses	166		20%	40%	60%	80%	100%




Q23.**23(c) Structured support from an allocated mentor**

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	101	60.8%					
2. Activity was effective	40	24.1%					
3. Activity was not effective	25	15.1%					
Total Responses	166		20%	40%	60%	80%	100%




Q23.**23(d) Regular meetings with Head of Department, Principal or others to support you as a beginning teacher**

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	95	57.2%					
2. Activity was effective	36	21.7%					
3. Activity was not effective	35	21.1%					
Total Responses	166		20%	40%	60%	80%	100%




Q23.**23(e) Lesson observations by other teachers with feedback**




Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	103	62.0%					
2. Activity was effective	43	25.9%					
3. Activity was not effective	20	12.0%					
Total Responses	166		20%	40%	60%	80%	100%




Q23.**23(f) Observations of other teachers' lessons**




Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	110	66.3%					
2. Activity was effective	50	30.1%					
3. Activity was not effective	6	3.6%					
Total Responses	166		20%	40%	60%	80%	100%




Q23.**23(g) Informal support when requested**



Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	32	19.3%					
2. Activity was effective	111	66.9%					
3. Activity was not effective	23	13.9%					
Total Responses	166		20%	40%	60%	80%	100%

Q23.						
23(h) Professional development related to beginning teacher needs						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	96	57.8%				
2. Activity was effective	46	27.7%				
3. Activity was not effective	24	14.5%				
Total Responses	166		20%	40%	60%	80% 100%

Q23.						
23(i) Professional development related to your individual needs						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	93	56.0%				
2. Activity was effective	50	30.1%				
3. Activity was not effective	23	13.9%				
Total Responses	166		20%	40%	60%	80% 100%




Q23.						
23(j) Professional network/s or Communities of Practice						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	103	62.0%				
2. Activity was effective	43	25.9%				
3. Activity was not effective	20	12.0%				
Total Responses	166		20%	40%	60%	80% 100%

Q23.						
23(k) Continued contact with and/or support from my higher education institution						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	143	86.1%				
2. Activity was effective	7	4.2%				
3. Activity was not effective	16	9.6%				
Total Responses	166		20%	40%	60%	80% 100%

Q24. Why are you no longer teaching in a Queensland school?						
Responses	Count	%	Percentage of total respondents			
I actively sought but did not gain continued employment as a teacher in a Queensland school	48	28.9%				
I decided that I would not continue working as a teacher in a Queensland school at this time	118	71.1%				
Total Responses	166		20%	40%	60%	80% 100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(a) Heavy workload of teaching

Responses	Count	%	Percentage of total respondents				
Very important	41	34.7%					
Somewhat important	31	26.3%					
Not important/ Not relevant	46	39.0%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(b) Inadequate professional support within school

Responses	Count	%	Percentage of total respondents				
Very important	34	28.8%					
Somewhat important	37	31.4%					
Not important/ Not relevant	47	39.8%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(c) Inadequate school resources

Responses	Count	%	Percentage of total respondents				
Very important	17	14.4%					
Somewhat important	34	28.8%					
Not important/ Not relevant	67	56.8%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(d) I felt that I was not suited to teaching

Responses	Count	%	Percentage of total respondents				
Very important	13	11.0%					
Somewhat important	19	16.1%					
Not important/ Not relevant	86	72.9%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(e) Poor public image of teachers

Responses	Count	%	Percentage of total respondents				
Very important	6	5.1%					
Somewhat important	19	16.1%					
Not important/ Not relevant	93	78.8%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(f) I gained employment as a teacher in a non-school setting

Responses	Count	%	Percentage of total respondents				
Very important	9	7.6%					
Somewhat important	11	9.3%					
Not important/ Not relevant	98	83.1%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(g) I decided to pursue employment opportunities outside teaching

Responses	Count	%	Percentage of total respondents				
Very important	32	27.1%					
Somewhat important	19	16.1%					
Not important/ Not relevant	67	56.8%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(h) Family/ personal reasons

Responses	Count	%	Percentage of total respondents				
Very important	54	45.8%					
Somewhat important	20	16.9%					
Not important/ Not relevant	44	37.3%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(i) Student behaviour

Responses	Count	%	Percentage of total respondents				
Very important	35	29.7%					
Somewhat important	33	28.0%					
Not important/ Not relevant	50	42.4%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(j) Student motivation

Responses	Count	%	Percentage of total respondents				
Very important	21	17.8%					
Somewhat important	41	34.7%					
Not important/ Not relevant	56	47.5%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(k) Level of pay

Responses	Count	%	Percentage of total respondents				
Very important	26	22.0%					
Somewhat important	22	18.6%					
Not important/ Not relevant	70	59.3%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(l) Teaching was not what I thought it would be

Responses	Count	%	Percentage of total respondents				
Very important	11	9.3%					
Somewhat important	36	30.5%					
Not important/ Not relevant	71	60.2%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(m) The stressful nature of teaching

Responses	Count	%	Percentage of total respondents				
Very important	40	33.9%					
Somewhat important	33	28.0%					
Not important/ Not relevant	45	38.1%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(n) I was required to teach outside my area of expertise

Responses	Count	%	Percentage of total respondents				
Very important	11	9.3%					
Somewhat important	17	14.4%					
Not important/ Not relevant	90	76.3%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(o) Limited opportunities for career progression

Responses	Count	%	Percentage of total respondents				
Very important	10	8.5%					
Somewhat important	22	18.6%					
Not important/ Not relevant	86	72.9%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(p) Lack of parental/ community support

Responses	Count	%	Percentage of total respondents				
Very important	11	9.3%					
Somewhat important	28	23.7%					
Not important/ Not relevant	79	66.9%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(q) I decided to return to fulltime study

Responses	Count	%	Percentage of total respondents				
Very important	7	5.9%					
Somewhat important	8	6.8%					
Not important/ Not relevant	103	87.3%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(r) School staff morale and attitudes of colleagues

Responses	Count	%	Percentage of total respondents				
Very important	24	20.3%					
Somewhat important	28	23.7%					
Not important/ Not relevant	66	55.9%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(s) The remote geographical location of my school

Responses	Count	%	Percentage of total respondents				
Very important	7	5.9%					
Somewhat important	15	12.7%					
Not important/ Not relevant	96	81.4%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(t) I was unable to gain the experience required for full registration

Responses	Count	%	Percentage of total respondents				
Very important	16	13.6%					
Somewhat important	13	11.0%					
Not important/ Not relevant	89	75.4%					
Total Responses	118		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(u) My provisional registration came to an end



Responses	Count	%	Percentage of total respondents				
Very important	17	14.4%					
Somewhat important	10	8.5%					
Not important/ Not relevant	91	77.1%					
Total Responses	118		20%	40%	60%	80%	100%

Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?



26(v) I did not feel adequately prepared to teach

Responses	Count	%	Percentage of total respondents				
Very important	16	13.6%					
Somewhat important	21	17.8%					
Not important/ Not relevant	81	68.6%					
Total Responses	118		20%	40%	60%	80%	100%



Q28. Is there anything that could have been done differently which would have resulted in you continuing to teach in a Queensland school?

Responses	Count	%	Percentage of total respondents				
Yes	67	56.8%					
No	51	43.2%					
Total Responses	118		20%	40%	60%	80%	100%

Q30. Why didn't you teach in any schools after completion of your initial preservice teacher education program?




Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in schools	30	45.5%					
I decided that I did not wish to work as a teacher in schools at this time	36	54.5%					
Total Responses	66		20%	40%	60%	80%	100%

Q32. Why didn't you teach in any Queensland schools following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in a Queensland school	14	37.8%					
I decided that I did not wish to teach in a Queensland school at this time	23	62.2%					
Total Responses	37		20%	40%	60%	80%	100%




Q35.

35(a) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next five (5) years?

Responses	Count	%	Percentage of total respondents				
Very likely	22	10.6%					
Somewhat likely	54	26.0%					
Not likely at all	132	63.5%					
Total Responses	208		20%	40%	60%	80%	100%




Q35.

35(b) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next ten (10) years?

Responses	Count	%	Percentage of total respondents				
Very likely	29	13.9%					
Somewhat likely	60	28.8%					
Not likely at all	119	57.2%					
Total Responses	208		20%	40%	60%	80%	100%




Q36.

36(a) How likely is it that you will seek employment as a teacher in Queensland schools within the next five (5) years?

Responses	Count	%	Percentage of total respondents				
Very likely	13	6.3%					
Somewhat likely	47	22.6%					
Not likely at all	148	71.2%					
Total Responses	208		20%	40%	60%	80%	100%

Q36.

36(b) How likely is it that you will seek employment as a teacher in Queensland schools within the next ten (10) years?

Responses	Count	%	Percentage of total respondents				
Very likely	20	9.6%					
Somewhat likely	57	27.4%					
Not likely at all	131	63.0%					
Total Responses	208		20%	40%	60%	80%	100%

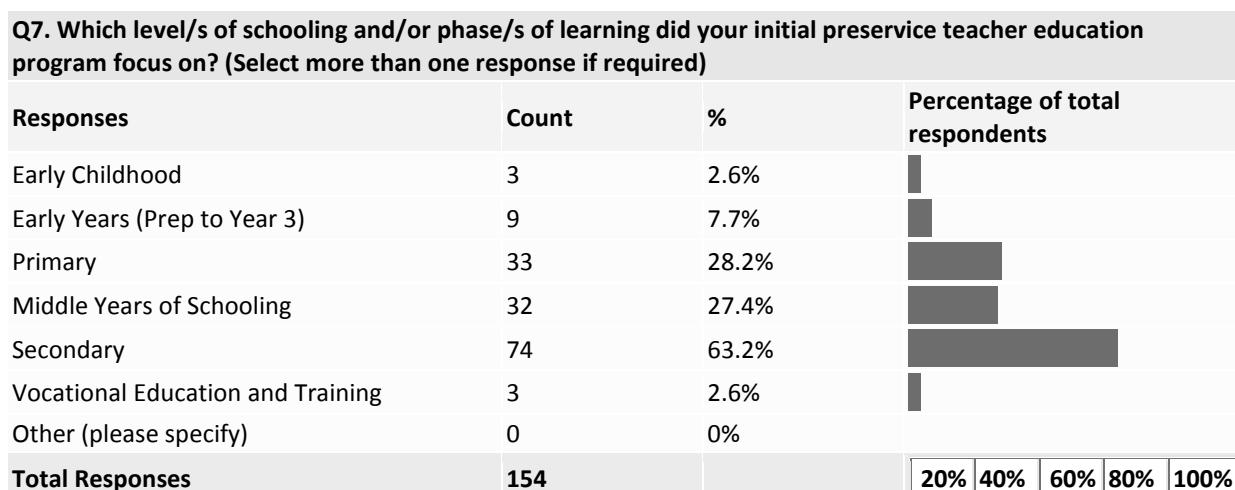
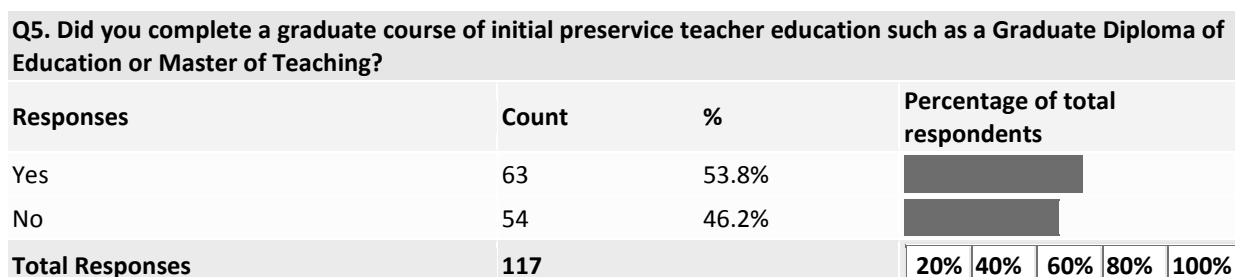
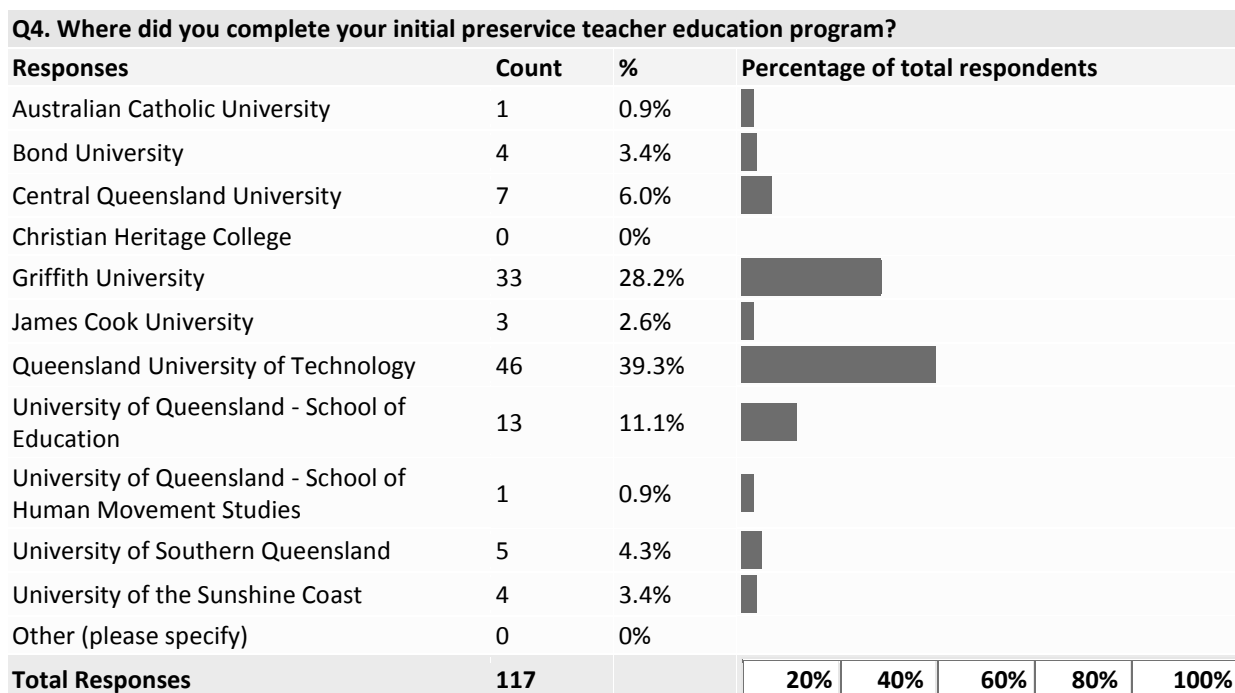
The questions which do not appear above were open-ended response questions.

FREQUENCY OF SURVEY RESPONSES – MALE

Q1. What is your gender?				
Responses	Count	%	Percentage of total respondents	
Female	0	0%		
Male	117	100.0%		
Total Responses	117		20%	40%

Q2. How old are you?				
Responses	Count	%	Percentage of total respondents	
Under 25	2	1.7%		
25-29	29	24.8%		
30-39	48	41.0%		
40-49	26	22.2%		
50-59	9	7.7%		
60+	3	2.6%		
Total Responses	117		20%	40%

Q3. In what year did you complete your initial preservice teacher education program in Queensland?				
Responses	Count	%	Percentage of total respondents	
Before 2005	1	0.9%		
2005	12	10.3%		
2006	23	19.7%		
2007	22	18.8%		
2008	18	15.4%		
2009	19	16.2%		
2010	14	12.0%		
2011	7	6.0%		
2012	1	0.9%		
Total Responses	117		20%	40%

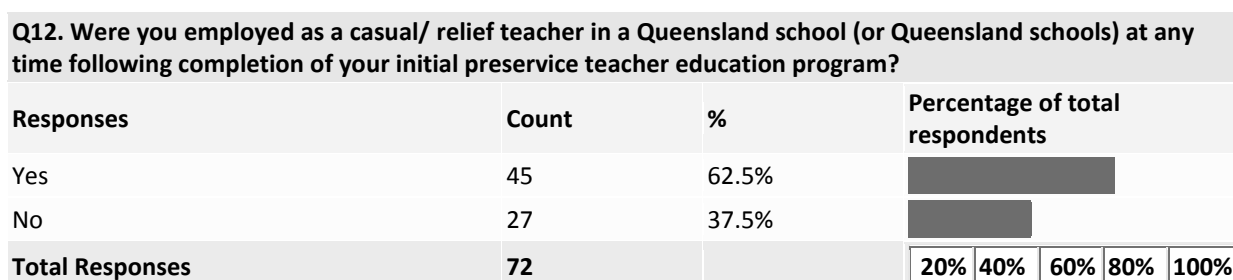
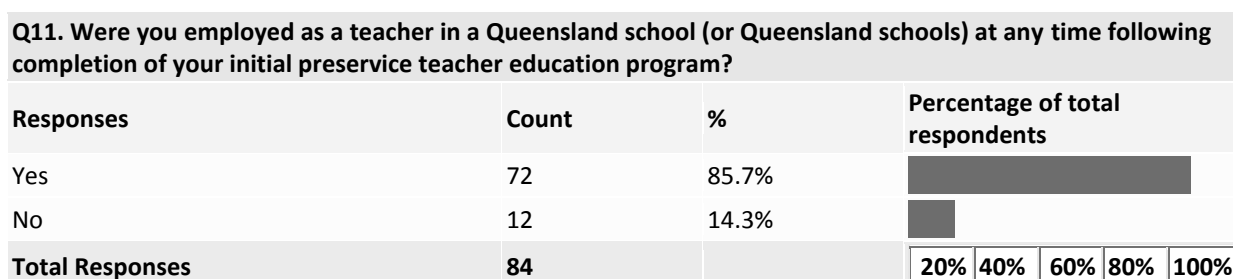
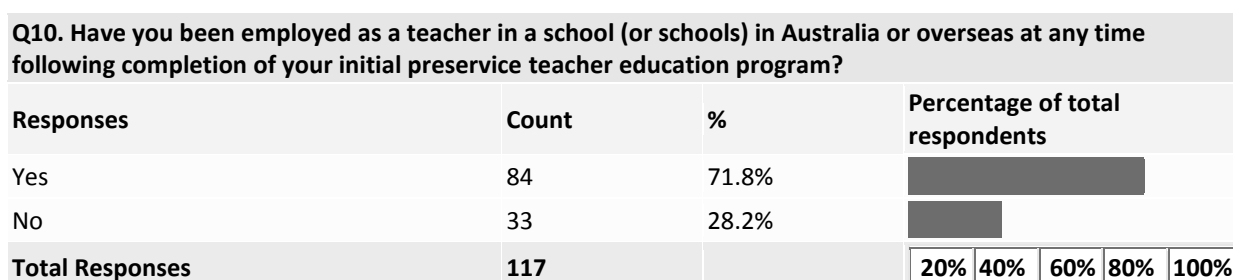
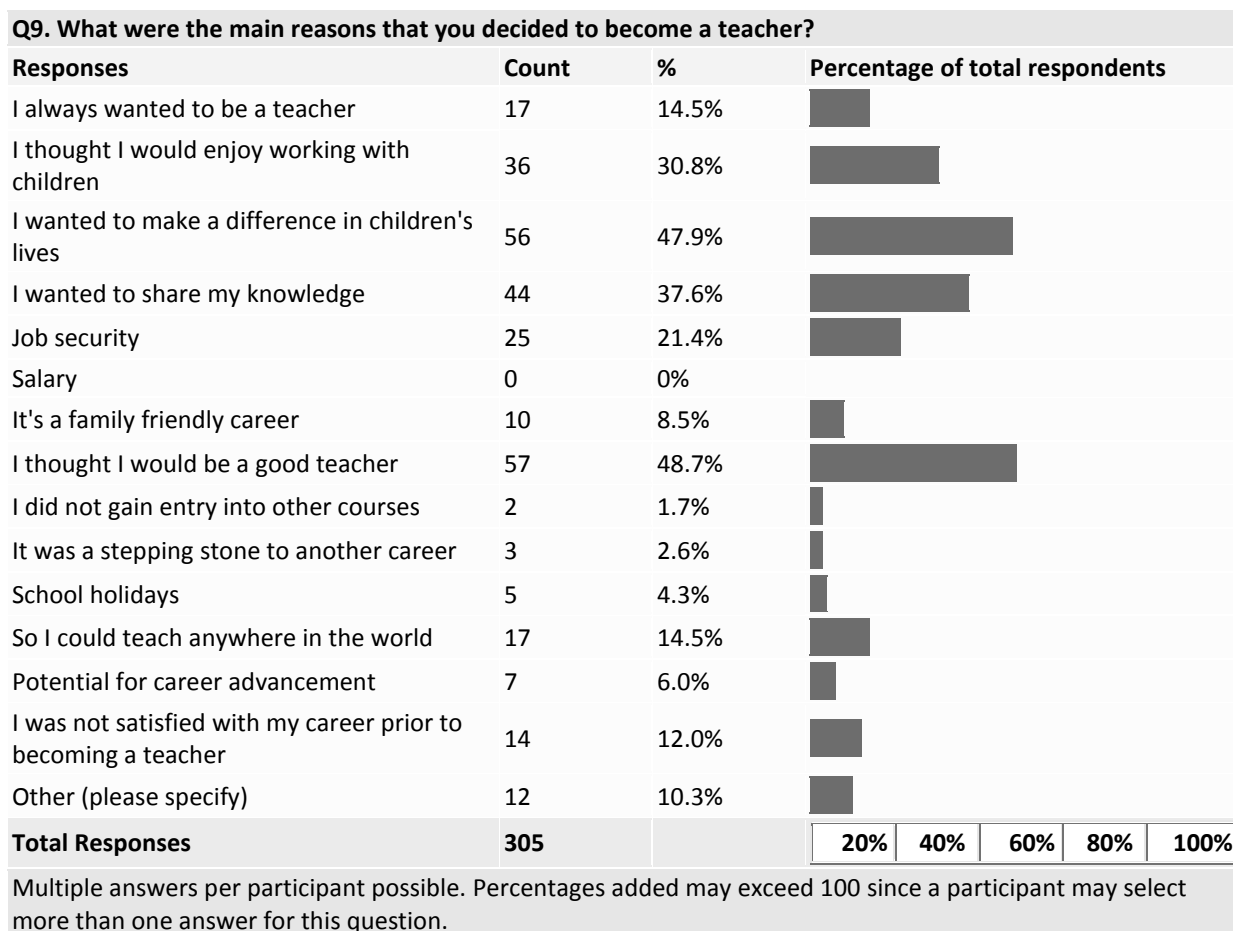


Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.



Q8. What subject/ teaching area specialisations did your initial preservice teacher education program include?(Select more than one response if required)

Responses	Count	%	Percentage of total respondents				
Multiple subject areas (Early Childhood/ Primary/ Middle Years)	35	29.9%	<div></div>				
Information Communication & Technology	27	23.1%	<div></div>				
Studies of Society & Environment	21	17.9%	<div></div>				
Home Economics/Food Studies	0	0%					
English as a Second Language	0	0%					
Languages other than English	8	6.8%	<div></div>				
Health & Physical Education	14	12.0%	<div></div>				
Design & Technology	8	6.8%	<div></div>				
Special Education	1	0.9%	<div></div>				
Business Studies	14	12.0%	<div></div>				
Mathematics	26	22.2%	<div></div>				
Accounting	3	2.6%	<div></div>				
Geography	3	2.6%	<div></div>				
Economics	2	1.7%	<div></div>				
Chemistry	8	6.8%	<div></div>				
Science	23	19.7%	<div></div>				
Physics	2	1.7%	<div></div>				
Biology	10	8.5%	<div></div>				
History	9	7.7%	<div></div>				
English	20	17.1%	<div></div>				
Drama	5	4.3%	<div></div>				
Music	9	7.7%	<div></div>				
Art	7	6.0%	<div></div>				
Other (please specify)	13	11.1%	<div></div>				
Total Responses	268		20%	40%	60%	80%	100%



Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.








Q13. Were you employed as a teacher on contract/s in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	50	69.4%					
No	22	30.6%					
Total Responses	72		20%	40%	60%	80%	100%



Q14. Did you gain permanent employment as a teacher in a Queensland school (or Queensland schools) at any time following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	25	34.7%					
No	47	65.3%					
Total Responses	72		20%	40%	60%	80%	100%






Q15. To date, what is the approximate fulltime equivalent duration of your teaching experience in Queensland schools following completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Less than 1 year	40	55.6%					
Between 1 and 2 years	17	23.6%					
Between 2 and 3 years	6	8.3%					
Between 3 and 4 years	7	9.7%					
4 years or more	2	2.8%					
Total Responses	72		20%	40%	60%	80%	100%

Q17. Was the first Queensland school in which you taught after completion of your initial preservice teacher education program a State school or a non-State school?



Responses	Count	%	Percentage of total respondents				
State school	51	70.8%					
Non-State school	21	29.2%					
Total Responses	72		20%	40%	60%	80%	100%

Q18. What class/es did you teach at the first Queensland school in which you taught after completion of your initial preservice teacher education program? (Select more than one response if required)



Responses	Count	%	Percentage of total respondents				
Prep to Year 3	14	19.4%					
Year 4 to Year 7	26	36.1%					
Year 8 to Year 10	51	70.8%					
Year 11 & 12	41	56.9%					
Special Education	3	4.2%					
Total Responses	135		20%	40%	60%	80%	100%

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.






Q19. Did you teach in more than one Queensland school after completion of your initial preservice teacher education program?

Responses	Count	%	Percentage of total respondents				
Yes	44	61.1%					
No	28	38.9%					
Total Responses	72		20%	40%	60%	80%	100%

Q21. Was the most recent Queensland school in which you taught a State school or a non-State school?

Responses	Count	%	Percentage of total respondents				
State school	34	77.3%					
Non-State school	10	22.7%					
Total Responses	44		20%	40%	60%	80%	100%




Q22. What class/es did you teach at your most recent Queensland school? (Select more than one response if required)

Responses	Count	%	Percentage of total respondents				
Prep to Year 3	9	20.5%					
Year 4 to Year 7	15	34.1%					
Year 8 to Year 10	28	63.6%					
Year 11 & 12	27	61.4%					
Special Education	4	9.1%					
Total Responses	83		20%	40%	60%	80%	100%

Multiple answers per participant possible. Percentages added may exceed 100 since a participant may select more than one answer for this question.




Q23. Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?

23(a) School/ employer induction program for beginning teachers

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	32	44.4%					
2. Activity was effective	21	29.2%					
3. Activity was not effective	19	26.4%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(b) School/ employer induction program for teachers new to a school

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	33	45.8%					
2. Activity was effective	22	30.6%					
3. Activity was not effective	17	23.6%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(c) Structured support from an allocated mentor

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	39	54.2%					
2. Activity was effective	19	26.4%					
3. Activity was not effective	14	19.4%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(d) Regular meetings with Head of Department, Principal or others to support you as a beginning teacher

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	34	47.2%					
2. Activity was effective	18	25.0%					
3. Activity was not effective	20	27.8%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(e) Lesson observations by other teachers with feedback

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	34	47.2%					
2. Activity was effective	20	27.8%					
3. Activity was not effective	18	25.0%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(f) Observations of other teachers' lessons

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	40	55.6%					
2. Activity was effective	25	34.7%					
3. Activity was not effective	7	9.7%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(g) Informal support when requested

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	24	33.3%					
2. Activity was effective	36	50.0%					
3. Activity was not effective	12	16.7%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(h) Professional development related to beginning teacher needs

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	34	47.2%					
2. Activity was effective	23	31.9%					
3. Activity was not effective	15	20.8%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(i) Professional development related to your individual needs

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	38	52.8%					
2. Activity was effective	18	25.0%					
3. Activity was not effective	16	22.2%					
Total Responses	72		20%	40%	60%	80%	100%




Q23.

23(j) Professional network/s or Communities of Practice



Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	42	58.3%					
2. Activity was effective	19	26.4%					
3. Activity was not effective	11	15.3%					
Total Responses	72		20%	40%	60%	80%	100%

Q23.

23(k) Continued contact with and/or support from my higher education institution




Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	49	68.1%					
2. Activity was effective	10	13.9%					
3. Activity was not effective	13	18.1%					
Total Responses	72		20%	40%	60%	80%	100%

Q24. Why are you no longer teaching in a Queensland school?

Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain continued employment as a teacher in a Queensland school	18	25.0%					
I decided that I would not continue working as a teacher in a Queensland school at this time	54	75.0%					
Total Responses	72		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(a) Heavy workload of teaching

Responses	Count	%	Percentage of total respondents				
Very important	18	33.3%					
Somewhat important	20	37.0%					
Not important/ Not relevant	16	29.6%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(b) Inadequate professional support within school

Responses	Count	%	Percentage of total respondents				
Very important	20	37.0%					
Somewhat important	16	29.6%					
Not important/ Not relevant	18	33.3%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(c) Inadequate school resources

Responses	Count	%	Percentage of total respondents				
Very important	13	24.1%					
Somewhat important	14	25.9%					
Not important/ Not relevant	27	50.0%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(d) I felt that I was not suited to teaching

Responses	Count	%	Percentage of total respondents				
Very important	4	7.4%					
Somewhat important	12	22.2%					
Not important/ Not relevant	38	70.4%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(e) Poor public image of teachers

Responses	Count	%	Percentage of total respondents				
Very important	9	16.7%					
Somewhat important	9	16.7%					
Not important/ Not relevant	36	66.7%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(f) I gained employment as a teacher in a non-school setting

Responses	Count	%	Percentage of total respondents				
Very important	6	11.1%					
Somewhat important	5	9.3%					
Not important/ Not relevant	43	79.6%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(g) I decided to pursue employment opportunities outside teaching

Responses	Count	%	Percentage of total respondents				
Very important	21	38.9%					
Somewhat important	12	22.2%					
Not important/ Not relevant	21	38.9%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(h) Family/ personal reasons

Responses	Count	%	Percentage of total respondents				
Very important	14	25.9%					
Somewhat important	10	18.5%					
Not important/ Not relevant	30	55.6%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(i) Student behaviour

Responses	Count	%	Percentage of total respondents				
Very important	21	38.9%					
Somewhat important	19	35.2%					
Not important/ Not relevant	14	25.9%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(j) Student motivation

Responses	Count	%	Percentage of total respondents				
Very important	17	31.5%					
Somewhat important	19	35.2%					
Not important/ Not relevant	18	33.3%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(k) Level of pay

Responses	Count	%	Percentage of total respondents				
Very important	22	40.7%					
Somewhat important	19	35.2%					
Not important/ Not relevant	13	24.1%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(l) Teaching was not what I thought it would be

Responses	Count	%	Percentage of total respondents				
Very important	2	3.7%					
Somewhat important	17	31.5%					
Not important/ Not relevant	35	64.8%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(m) The stressful nature of teaching

Responses	Count	%	Percentage of total respondents				
Very important	16	29.6%					
Somewhat important	19	35.2%					
Not important/ Not relevant	19	35.2%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(n) I was required to teach outside my area of expertise

Responses	Count	%	Percentage of total respondents				
Very important	9	16.7%					
Somewhat important	10	18.5%					
Not important/ Not relevant	35	64.8%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(o) Limited opportunities for career progression

Responses	Count	%	Percentage of total respondents				
Very important	13	24.1%					
Somewhat important	16	29.6%					
Not important/ Not relevant	25	46.3%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(p) Lack of parental/ community support

Responses	Count	%	Percentage of total respondents				
Very important	16	29.6%					
Somewhat important	14	25.9%					
Not important/ Not relevant	24	44.4%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(q) I decided to return to fulltime study

Responses	Count	%	Percentage of total respondents				
Very important	3	5.6%					
Somewhat important	2	3.7%					
Not important/ Not relevant	49	90.7%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(r) School staff morale and attitudes of colleagues

Responses	Count	%	Percentage of total respondents				
Very important	16	29.6%					
Somewhat important	16	29.6%					
Not important/ Not relevant	22	40.7%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(s) The remote geographical location of my school

Responses	Count	%	Percentage of total respondents				
Very important	3	5.6%					
Somewhat important	6	11.1%					
Not important/ Not relevant	45	83.3%					
Total Responses	54		20%	40%	60%	80%	100%



Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(t) I was unable to gain the experience required for full registration

Responses	Count	%	Percentage of total respondents				
Very important	3	5.6%					
Somewhat important	8	14.8%					
Not important/ Not relevant	43	79.6%					
Total Responses	54		20%	40%	60%	80%	100%




Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?

26(u) My provisional registration came to an end



Responses	Count	%	Percentage of total respondents				
Very important	0	0%					
Somewhat important	9	16.7%					
Not important/ Not relevant	45	83.3%					
Total Responses	54		20%	40%	60%	80%	100%

Q26. How important was the following factor in relation to your decision to discontinue teaching in a Queensland school?



26(v) I did not feel adequately prepared to teach

Responses	Count	%	Percentage of total respondents				
Very important	6	11.1%					
Somewhat important	15	27.8%					
Not important/ Not relevant	33	61.1%					
Total Responses	54		20%	40%	60%	80%	100%



Q28. Is there anything that could have been done differently which would have resulted in you continuing to teach in a Queensland school?



Responses	Count	%	Percentage of total respondents				
Yes	37	68.5%					
No	17	31.5%					
Total Responses	54		20%	40%	60%	80%	100%




Q30. Why didn't you teach in any schools after completion of your initial preservice teacher education program?




Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in schools	18	54.5%					
I decided that I did not wish to work as a teacher in schools at this time	15	45.5%					
Total Responses	33		20%	40%	60%	80%	100%




Q32. Why didn't you teach in any Queensland schools following completion of your initial preservice teacher education program?




Responses	Count	%	Percentage of total respondents				
I actively sought but did not gain employment as a teacher in a Queensland school	5	41.7%					
I decided that I did not wish to teach in a Queensland school at this time	7	58.3%					
Total Responses	12		20%	40%	60%	80%	100%

Q34. What is your current teaching situation?				
Responses	Count	%	Percentage of total respondents	
I am teaching in a school outside Queensland	23	27.4%		
I am not teaching in a school	61	72.6%		
Total Responses	84		20%	40% 60% 80% 100%

Q35.				
35(a) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next five (5) years?				
Responses	Count	%	Percentage of total respondents	
Very likely	2	2.1%		
Somewhat likely	20	21.3%		
Not likely at all	72	76.6%		
Total Responses	94		20%	40% 60% 80% 100%

Q35.				
35(b) How likely is it that you will seek employment as a teacher in schools in Australia or overseas within the next ten (10) years?				
Responses	Count	%	Percentage of total respondents	
Very likely	3	3.2%		
Somewhat likely	29	30.9%		
Not likely at all	62	66.0%		
Total Responses	94		20%	40% 60% 80% 100%

Q36.				
36(a) How likely is it that you will seek employment as a teacher in Queensland schools within the next five (5) years?				
Responses	Count	%	Percentage of total respondents	
Very likely	1	1.1%		
Somewhat likely	16	17.0%		
Not likely at all	77	81.9%		
Total Responses	94		20%	40% 60% 80% 100%




Q36.				
36(b) How likely is it that you will seek employment as a teacher in Queensland schools within the next ten (10) years?				
Responses	Count	%	Percentage of total respondents	
Very likely	3	3.2%		
Somewhat likely	20	21.3%		
Not likely at all	71	75.5%		
Total Responses	94		20%	40% 60% 80% 100%

The questions which do not appear above were open-ended response questions.

Q23. PARTICIPATION IN AND EFFECTIVENESS OF SUPPORT ACTIVITIES, FILTERED FOR PARTICIPANTS WHO HAD BEEN EMPLOYED ON A PERMANENT BASIS AT SOME TIME IN A QUEENSLAND SCHOOL




Q23. Which of the activities that you participated in during your period of employment as a teacher in Queensland schools do you consider were effective in supporting you as a beginning teacher?

23(a) School/ employer induction program for beginning teachers

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	15	21.1%					
2. Activity was effective	28	39.4%					
3. Activity was not effective	28	39.4%					
Total Responses	71		20%	40%	60%	80%	100%




Q23.

23(b) School/ employer induction program for teachers new to a school

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	18	25.4%					
2. Activity was effective	38	53.5%					
3. Activity was not effective	15	21.1%					
Total Responses	71		20%	40%	60%	80%	100%




Q23.















23(c) Structured support from an allocated mentor

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	24	33.8%					
2. Activity was effective	24	33.8%					
3. Activity was not effective	23	32.4%					
Total Responses	71		20%	40%	60%	80%	100%

Q23.




23(d) Regular meetings with Head of Department, Principal or others to support you as a beginning teacher

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	17	23.9%					
2. Activity was effective	27	38.0%					
3. Activity was not effective	27	38.0%					
Total Responses	71		20%	40%	60%	80%	100%

Q23.						
23(e) Lesson observations by other teachers with feedback						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	24	33.8%				
2. Activity was effective	27	38.0%				
3. Activity was not effective	20	28.2%				
Total Responses	71		20%	40%	60%	80% 100%
Q23.						
23(f) Observations of other teachers' lessons						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	35	49.3%				
2. Activity was effective	30	42.3%				
3. Activity was not effective	6	8.5%				
Total Responses	71		20%	40%	60%	80% 100%
Q23.						
23(g) Informal support when requested						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	7	9.9%				
2. Activity was effective	50	70.4%				
3. Activity was not effective	14	19.7%				
Total Responses	71		20%	40%	60%	80% 100%
Q23.						
23(h) Professional development related to beginning teacher needs						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	20	28.2%				
2. Activity was effective	31	43.7%				
3. Activity was not effective	20	28.2%				
Total Responses	71		20%	40%	60%	80% 100%
Q23.						
23(i) Professional development related to your individual needs						
Responses	Count	%	Percentage of total respondents			
1. I did not participate in this activity	19	26.8%				
2. Activity was effective	32	45.1%				
3. Activity was not effective	20	28.2%				
Total Responses	71		20%	40%	60%	80% 100%




Q23.

23(j) Professional network/s or Communities of Practice

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	28	39.4%					
2. Activity was effective	27	38.0%					
3. Activity was not effective	16	22.5%					
Total Responses	71		20%	40%	60%	80%	100%

Q23.

23(k) Continued contact with and/or support from my higher education institution

Responses	Count	%	Percentage of total respondents				
1. I did not participate in this activity	52	73.2%					
2. Activity was effective	8	11.3%					
3. Activity was not effective	11	15.5%					
Total Responses	71		20%	40%	60%	80%	100%

RESPONSES TO QUESTION 25

Q25. Please outline briefly, the reasons that you are not currently teaching in a Queensland school.

This was an open-ended response question. Respondents who had indicated that they had been employed as a teacher in a Queensland school (or Queensland schools) following completion of their initial teacher education program and that they had decided that they would not continue working as a teacher in a Queensland school were given the option to complete this question.

Responses are reproduced verbatim in full below, and have been grouped according to common themes. Some responses appear under more than one heading.

A number of themes are closely connected e.g. Student behaviour/ Behaviour management and Inadequate support.

Conditions/ Resources

- Constant pressure to relocate for country service under circumstances outside my control
- I was overwhelmed with my teaching position as a grade 2 teacher when I was middle school trained. I actively sort (sic) out assistance. However, it was often lacking or non-existent. I decided to leave the grade 2 class, at the end of term 1, to try and seek high school work
- It is a terrible teaching environment and I did not feel supported by my school
- I left for greater pay, shorter hours and a more rewarding career path teaching overseas
- I decided to pursue a career in education abroad as conditions were more suited to me
- The working conditions and lack of support from parents. I very quickly became disillusioned with the profession
- I want to work in an environment where I am valued and can contribute effectively to the profession
- I did not enjoy the EQ bureaucracy
- My previous employer treated me somewhat badly and made life difficult
- I found the contact with so many students each week to be exhausting, and was becoming depressed and overwhelmed
- Non flexible working hours
- I almost suffered a nervous breakdown given that I was allocated a permanent position (full time) and was the only teacher working full time in a unit adjoining a mainstream school. My qualifications as a Teacher of the Deaf were totally un-recognised or supported by the department. Untrained teachers were working with HI students in my region
- Pay isn't worth the trouble, isn't worth the workload and cannot compensate for the poor treatment you receive
- Curriculum books necessary for planning within that school were missing from my new teacher supplies
- I was travelling over 3 hours a day to get to and from work
- Had to use own personal money to buy class resources

- Teaching left me with depression and unable to work. The system is a shambles propped up on the overloaded backs of valiant teachers who are routinely abused by their charges, poorly supported, underpaid, OVERWORKED, shat upon repeatedly from a great height by governments who are deaf to front line feedback, who implement bizarre policies which are ill advised and misapplied

- My experience as a teacher was terrible. I did not have the time or resources to do a decent job. The school management was ethically unsound including racist and homophobic

- Dissatisfied with the direction of the profession. In particular, government/bureaucratic interference in education system, administrative demands, lack of trust in professional capacity of teachers, erosion of teachers' authority & responsibility, general lack of support for teachers, etc.

- Poor lifestyle - working in a VERY stressful classroom environment, then working up until 11pm

- While teaching was a good profession, I did not thoroughly enjoy it and the syllabus changed 3 times from when I began study to when I finished teaching. It would have been okay, had it made the teaching/learning more effective but it didn't in my opinion and made it difficult for struggling students to continually adapt

- I felt increasingly frustrated with what felt like unchanging difficulties in dealing with particular students, particular parents, and increased expectations from the Education Department which did not seem to actually assist in the management of classrooms. I took leave thinking that a break from teaching would give me a fresh perspective and ended up not missing it

- I had to spend quite a lot of my own money on resources to prepare effective lessons

- I found that the schooling system operated too much like a business and less like a "schooling mechanism". There was far too much bureaucracy and excess paperwork to do in order to accomplish what needed to be done (such as educating). There are high expectations of graduate teachers which are not consistent with the already set ways. I found the quality of life was not what I was seeking

- I had two extremes - low day-to-day in-class stress, high parental support- but excessive expectations from parents, principal. I had another position with low personal demands but confrontational day-to-day work. Neither suited me. Also classes of 20+ are more about vigilance + group psychology + management than joy of teaching. I found joy, but not enough

Remote location of school

- I was living in a remote area, and my house was very run down. When I requested certain items to be repaired such as old gutters which flooded my property every time it rained, fix the lock on my sliding door (I had no security for the first 6 months). I was told they had no money to fix things. I worked so hard and felt that I just had to put up with the run down house. This turned me off EQ

- I found living in Mount Isa I was restricted in relation to work hours and holiday leave (i.e. being able to take extra days off for weddings etc. due to the extra travel time required from Mt Isa to the coast). I preferred to return to work with flex arrangements. In a small community I also found I worked (i.e. community events) during school holidays and there was no time in lieu etc. for this

- I was offered a 2 year contract to work in the Torres Strait. This was a very isolated area and the isolated way of living was making me very depressed. I felt that if I refused the job, finding an offer elsewhere would be difficult. I decided to travel and quickly found a teaching position in the UK that was suited to me

Contract/ relief teaching conditions

- Numerous ways relief teachers were not treated the same as fulltime teachers

- I didn't like moving from contract to contract and the lack of stability

- I was in a contract position with no job security and was not entitled to any maternity leave even though I had taught in the same school for more than 2 years simply because I was on contract

- Because I decided to start a family and was only working on a contract so was ineligible for any form of maternity leave. Had I had a permanent position I would have returned to teaching
- I did not do so well on my interview and therefore did not receive a good rating. I was able to do relief work in schools but I did not find this rewarding or anything that I expected it to be
- Only on contracts and not many permanent positions
- I felt that supply teaching does not allow you to obtain the means to put routines in place that a full time teacher would be able to do for their own class and so assist behaviour management
- Failure to gain permanent employment, also only ever worked part time, first year of teaching in a State school was job share, then moved to Catholic Education as a Teacher Librarian and only had part time roles, which meant either had to do relief teaching or keep another job, which I tried both options. Also on a personal level, felt that perhaps teaching was not for me
- I didn't enjoy teaching enough to endure working from contract to contract, or in a remote town away from my partner and family
- I could not obtain permanency and found obtaining relief and contract work was unreliable. I could not rely on this work as a stable income
- I found I did not have a good life/work balance - I continued to take work home and spent my evenings/weekends/holidays preparing for school. I kept getting sick and had minimal sick leave when I obtained short contracts
- The department puts teachers on contracts which finish a week before the holidays to avoid paying holidays

Inadequate preparation

- I did not feel adequately prepared
- My prac experiences whilst completing diploma turned me off teaching. One teacher was an abusive horrible young lady on her second semester of full time teaching, the other was a teacher of 40 years' experience who didn't turn up to classes. As such I never was able to develop any skills as a deliverer of knowledge
- I lacked the necessary skills and found it difficult to acquire them

Required to teach outside area prepared for

- I was overwhelmed with my teaching position as a grade 2 teacher when I was middle school trained. I actively sort (sic) out assistance. However, it was often lacking or non-existent. I decided to leave the grade 2 class, at the end of term 1, to try and seek high school work
- I was employed as a Specialist Music teacher. Something I was not trained for, not prepared for but it was the only job I was offered so I took it. I hated it, I loved being around the children, but there was no consistency, I had children who were older than what I had trained for, they hated me
- In my first year as a teacher I was teaching Years 2 and 3 HPE and years 7,8,9,10,11 &12 FTV & Media as well as 2 subjects in which I had little, to no training - Year 9 business and year 9 I.T. I was simply to overwhelmed by the work load and could not prepare adequately

Student behaviour/ Behaviour management

- Politics, became tired of constantly dealing with behaviour management and not my teaching area, not enjoying being a teacher.
- Behaviour management and lack of school support

- More time was spent controlling children than imparting knowledge and you were left to sink or swim
- Student behaviour was allowed to deteriorate with no support from principal. No consequences for dangerous and illegal student behaviour
- The consequences I was told were available for students' bad behaviour were not effective
- reporting systems for reporting student behaviour were not accessible to relief teachers and students were aware of this and reacted accordingly
- The kid's behaviour
- Students were uncooperative - swearing, walking out
- Students unmotivated and behaviour management is 85% of job and teaching %15. Students out of control and not wanting to learn, and the students who do want to learn cannot as teacher too busy managing terrible behaviours
- Lack of discipline and support in the school to be able to teach
- Children unruly, rude and hard to handle with lack of support from Principal etc. at almost every school
- Aggressive, rude and violent behaviour from students
- I have been verbally and physically abused by students who end up being suspended for a day for trying to punch me or swearing at me
- I was overwhelmed by the level of behaviour management required, the poor attitude of the students towards teachers and my inability to control or change any of these issues

Inadequate support

- I was overwhelmed with my teaching position as a grade 2 teacher when I was middle school trained. I actively sort (sic) out assistance. However, it was often lacking or non-existent. I decided to leave the grade 2 class, at the end of term 1, to try and seek high school work.
- Illness and lack of support from the school
- Behaviour management and lack of school support
- More time was spent controlling children than imparting knowledge and you were left to sink or swim
- Student behaviour was allowed to deteriorate with no support from principal. No consequences for dangerous and illegal student behaviour.
- No beginning teacher support offered
- It is a terrible teaching environment and I did not feel supported by my school
- Lack of support from administrative staff
- I was given zero support as a beginning teacher and absolutely no mentoring or feedback at all
- Hypocrisy in admin, being let down
- I was appalled at the lack of support
- When I started teaching I was not provided with the required support after continually asking for assistance in a very difficult remote school

- Moved to the rural Queensland to complete my "Country Service" and potentially gain fulltime employment but unfortunately that school I was transferred to was very unsupportive in many areas but particularly planning and behaviour management
- Poor beginning teacher support
- Lack of discipline and support in the school to be able to teach
- Too many problem students in one class to teach successfully and little support from the administration of the school. No support of the school admin from higher education department
- I felt unsupported in the role and helpless in being able to achieve the outcomes I wanted for my classes
- I was sent to a country school with virtually no support, experienced bullying from the principal and other teachers, and felt that I had no choice but to leave
- Children unruly, rude and hard to handle with lack of support from Principal etc. at almost every school
- I was not supported at all when I was a beginning teacher
- I was not provided with enough support to help me as a beginning teacher
- Teaching is initially quite stressful and because of the isolated nature of teaching the opportunity to emulate effective teaching practices doesn't really follow an apprenticeship hands on style approach but is instead heavily weighted to theory at university. Staffrooms seem to be used primarily to vent issues of everyone's bad attitude towards teaching, so asking for help seems to be burdensome
- The State school where I gained a permanent, full-time position lacked an effective induction program for beginning teachers, including a lack of a mentoring program or tradition
- Lack of clear and easy communication with the Head of Department. Sense of aloneness
- I was unable to keep up with the physical and mental demands of the workload and the lack of support, the level of criticism and pressure from my HOD
- I was not given the support at a school, state and educational level to enjoy my teaching experience
- I had a negative experience with a manager that meant that I felt totally unsupported, set up to fail and incapable of continuing. It was an extremely difficult set of circumstances for a beginning teacher and led to my return to New Zealand
- My first year of teaching experience was not a very supportive one, this was due to the fact that my mentor taught what she saw as main stream subjects and could see no reason in alternative subjects such as the Agricultural Science that I taught within the senior years and she also had little to no understanding of science based subjects so was very critical but not helpful in adapting my lessons
- I had such a horrible and traumatising experience at my first school that I burnt out. I was bullied by the HOSE who took a dislike to me personally and there was little to no support in my first year, I resigned after 8 months. I tried to remain a teacher but was far too traumatized to continue as one
- I felt constantly anxious and experienced panic attacks. As the only music specialist in the school I had no other colleagues or mentors to support me
- High workload - Low pay for work done - Poor chances of permanent work - Lack of administrative support
- A senior student made a credible threat on my life. I was told by the principal to 'suck it up'. I refused to have this student in my class and was subsequently bullied and harassed by various senior administration staff. The union did not respond to requests for help. It eventually led to an extremely high degree of stress

- The benefits of being a teacher are outweighed by the negative aspects of teaching. There is very little support for teachers
- I was driven out of teaching by a principal and a Head of Department who did not want me at the school. The Head of Department was overly critical and did not say a nice thing about me. She did not provide criticism that would help me become a better teacher and instead focused on things like: Children talking, bad behaviour, etc. Administration provided no positive assistance

Attitude towards teachers (parents/ public)

- Total lack of respect from parents
- Total lack of respect from the general public
- The working conditions and lack of support from parents. I very quickly became disillusioned with the profession
- The lack of respect in and outside of school with families
- Teachers are no longer respected within the communities they live & work. They are viewed as the solution to all the issues that children face & more & more is dumped on teachers to squeeze into an already crowded curriculum. The support isn't there from the parents & in some cases teachers are expected to act in lieu of parents
- I felt the teaching profession and society blamed me for the behaviour of students. This lead to feelings of guilt and anxiety = no longer wanting to be a teacher
- No support and even threats from parents
- The respect I and teachers in general received from the most students and parents was very disappointing

Workload/ Work-Life Balance

- Ridiculous amounts of administration (behaviour management databases, reporting, parent calls, and administration meetings) rather than being allowed to focus on what I saw as core work - inspiring students to love and expand knowledge of science
- I wanted to enjoy a more work/life balance in my career
- Workload too high and it consumed my life. I was working 6 days a week as well as after school to ensure that I produced the best lessons for my student as possible and all needs were catered for. Teaching became too stressful and affecting health
- I did not enjoy the EQ bureaucracy
- I would have taken an approximately 50% income cut to work twice as hard as my previous/current employment
- I found the contact with so many students each week to be exhausting, and was becoming depressed and overwhelmed
- I had fifty minute classes and in that time was expected to check 30 students homework (at one minute a student) which left just enough time to mark the roll, discipline them, and barely start to teach
- I found the contact with so many students each week to be exhausting, and was becoming depressed and overwhelmed

- I was working upwards of 60 hours a week and only being paid for 35. The expectations far outweighed the time allowance, and often the expectations were not properly aligned with student outcomes, but more ticking boxes and upholding perceptions of the school
- Money was fine. But workload was too much. I loved teaching. I still today miss the kids. But I could have a happier easier life doing other work. Normal jobs you get to walk away from at end of day and switch off. Teaching follows you home. There is constant pressure for planning tomorrow. You can't just turn on when you get to work. Which means it's hard to turn off at end of day
- Ultimately, I was in a great school, but found the work/life (im)balance too difficult to persevere for the several more years that would allow me to become proficient enough to have weekends or evenings to myself. Despite being an outgoing type, I also found playing authority / mediator/ manager to 30 students tired me out, that I'd prefer to find work where I don't need to be always in-charge
- Workload unachievable
- Pay too low for workload, hours and stress involved
- I felt overburdened by the workload required to meet the needs of my students and to assist them in developing into healthy, happy and active participants in society
- Teachers are over worked, underpaid & disempowered
- Workload - less time for my own family
- Increasing workload, changing workload impossible to keep up with
- I suffered severe anxiety & panic attacks while employed as a full time permanent teacher in a high school due to the very high workload I was given
- I was expected to take on the workload of a much more experienced teacher. I also felt that more experienced teachers still had unrealistic workloads with little support
- The workload required to teach and assess adversely affected my family life.
- A full-time workload from the beginning was also a factor
- Poor lifestyle - working in a VERY stressful classroom environment, then working up until 11pm
- High workload - Low pay for work done - Poor chances of permanent work - Lack of administrative support
- I found I did not have a good life/work balance - I continued to take work home and spent my evenings/weekends/holidays preparing for school. I kept getting sick and had minimal sick leave when I obtained short contracts
- Workload was not manageable - too much paperwork and too much of an emphasis on paperwork rather than teaching. Continually being told to be better and do better with little acknowledgement of our successes
- The workload was unrealistic, having to spend many hours after work and on weekends doing preparation and reporting. Mostly the stress of meeting the needs of many was affecting my health and family
- I have a small family and lost the opportunity of job sharing with my last employer. I feel intimidated by the idea of taking a full load of teaching and having to raise two little children at the same time. I do enjoy the act of teaching but feel overwhelmed with the amount of paper work related to the profession
- I was overwhelmed by the amount of work required for class preparation

Different/ Better job/ Better pay/ Further study

- By the time that I had graduated I already had an "easier", better paid job. The 2 weeks of teaching that I did were to cover for a friend while they were on holidays
- Got a job offer that was more secure and better paid
- I have completed a medical degree and now work as a doctor
- I love teaching and enjoyed being in the school system. I made a change to a similar career which involved teaching and working with young people. However, the pay was significantly higher and enabled me to better support my family.
- Went back to my trade as the money was too good to pass up
- Now studying fulltime at university (career change) and it is impractical to work teaching at the same time
- I needed a break after juggling work/study for 5 years and then a year as a teacher. Was going to go back and do relief teaching the following year but got a much better paying job in the meantime with much less stress
- Gained a permanent position in a federal government department which had a higher salary and better working hours and allowed my wife and I to continue to reside in Brisbane. I currently work less hours and earn more
- I enjoy my current job and would not consider returning to teaching
- An opportunity presented itself over the school holidays which has a much higher salary and also diverse opportunities for professional development and further training
- After completion of my degree, I undertook relief teaching. While I intended to continue teaching and pursue a full time teaching position, I was successful in securing an Australian Government position in the Department of Education, Science and Training
- I am still in the teaching profession, just moved into the higher education sector (tertiary education). I wanted further my studies – high school teaching was never my end career goal. An education degree was a stepping stone to further employment in academia and related opportunities
- Now working in the VET sector
- I moved to NSW & gained employment in a University pre-entry program
- Decided to pursue further studies
- International schools abroad offered far better packages and opportunities for growth
- I moved interstate and became a researcher in education rather than a teacher
- Decided to pursue positions where I could work from home, or teach in fields I was more interested in like art, and teaching adults
- I have now decided to seek employment outside of teaching and within the training sector
- Still working with young people, in a Theatre. I'm no longer teaching in a formal school sense. I'm supporting teachers & students to engage in the arts
- I decided that I can always come back to teaching, but for the moment I want to try something else

- I was working as a contract teacher in 2009, at the end of the year the contract ended and I took some casual work as a supervisor in an Outside School Hours Care centre, at the end of the Summer holidays I was offered a full time position as OSHC co-ordinator. I didn't return to teaching because I don't like how the education system is set up and I don't feel teaching is right for me
- I regained a research position in a university with far greater pay and better working conditions
- I gained employment in education management
- The teaching conditions were better in Victoria so I moved down to Melbourne. I was able to get an ongoing-position, there was more support for teachers and the salary was better (at that time)
- After my preservice training, I did a few weeks of relief teaching in Queensland before moving to the UK and teaching for 2 years. After the UK, I moved back to Queensland, but it was difficult to get a job and I didn't feel the same motivation for teaching. I was offered a great job in ACT (not teaching), so I took that. Now I am teaching English in Japan and my qualification is still an asset
- I moved into another career more suited to me
- I took leave and was offered a job working in regular IT in Brisbane

Limited opportunities

- Total lack of opportunities for graduate teachers
- It was too difficult to find regular work and I realised I enjoyed adult education more
- Limited career options
- Could not acquire a permanent position in Queensland teaching so went to the UK and taught for 2 years
- Lack of advancement
- Lack of employment in larger cities/towns - not prepared to move my family to a remote area
- I did not gain a graduate position. I felt that I would never gain the required number of hours necessary to qualify as a permanent teacher. I was relying on getting casual hours and there were not many
- High workload - Low pay for work done - Poor chances of permanent work - Lack of administrative support
- Gaining Employment as a teacher is not easy, especially as a visual art specialist teacher and I had to work for free in order to get experience and a foot in the door. That annoyed me so I retrained in secondary art subjects and got a teacher aid job first to get my foot in the door then I was employed as a supply teacher and took on a yr 11 class. Then I took an art job at channel 10
- After graduating I tried to find work as a supply teacher. I found that many of the schools chose supply teachers who had taken early retirement and were topping up their pensions. Only the school where I did my second prac gave me semi-regular work. Supply work can [be] a source of valuable experience to a newly qualified teacher but I felt that the schools went with old colleagues who they knew

Recruitment processes/ Employer requirements

- Positions not allocated according to teacher's abilities but according to whether or not you were personally liked by other, more senior teachers. You weren't particularly liked on the basis of your educational abilities. This was not supposed to happen but obviously did at the schools I taught in.
- Qld Ed would not arrange an interview to allocate my S rating
- There seems to be no real skill in gaining employment, just luck and a willingness to take any job

- When I did gain a permanent position I did not pass Probation

Low pay

- Low pay (when comparing other grad jobs)
- Low pay rate for beginning teachers and 10 year wait for senior pay was another factor
- I left for greater pay, shorter hours and a more rewarding career path teaching overseas
- I would have taken an approximately 50% income cut to work twice as hard as my previous/current employment
- Remuneration
- Low salary
- Pay too low for workload, hours and stress involved
- Better money elsewhere
- Teachers are over worked, underpaid & disempowered
- Low pay
- I was not getting paid enough considering I studied for 4 years. \$47k pay a year before compulsory super is ridiculous when engineers study for same period and will easily have been on \$70-80k a year. I would only return to teaching for salary of more than \$100k
- Senior staff have no motivation to consider new methods or technologies because their salary is not related to performance
- High workload - Low pay for work done - Poor chances of permanent work - Lack of administrative support
- I had a 35 year career in another sector before doing the Graduate Diploma of Education. I found the pay for beginning teachers did not take into account the experience or academic qualifications (I also have a MBA and an MPA) of mature graduates. Consequently after a six-month contract and some supply teaching, I decided to seek other work, which recognised my experience and qualifications

Did not gain full registration

- I was unable to attain the required days of teaching within the probation period so did not gain full registration
- During the period of my employment, I completed approximately 200 days of teaching in various schools, in various locations, in both State and Catholic schools, and did not have the opportunity to gain full registration as I finished [teaching] to start a family
- My registration expired too quickly - I didn't know how to renew it and then was told I was no longer registered as a teacher in Queensland
- I injured my back and required surgery while still on provisional registration (under 200 "hours"). During the time I was recovering I was unable to renew registration so I decided to let it go because my recovery was slow and I was unsure if I would fully recover. There seemed to be no way of renewal without any strong link to a particular school

After graduation, I taught for six months in Queensland and then went to the UK where I taught for two years. On return to Australia I picked up some short contracts but found a job working in the VET Sector. My teaching experience in the UK was not recognised when it came time for my registration to be changed from provisional to full. This is a huge oversight in processes in my opinion

Left Queensland

- After one year of casual employment at a Queensland public school, I went on overseas mission for 2 years. Now returning, I am here only for 2-3 years and am not willing to go through the hoops and expenses required to get my teacher's registration for such a short time period
- Relocation interstate as my husband was in the Army
- My partner had difficulties finding employment in FNQ but was accepted into a graduate program in the public service. I moved to Canberra to be with him
- I wanted to move back to Melbourne
- I live in Tasmania
- I have relocated to South Australia due to my husband's work
- Decided to move to NSW to be closer to family
- I wanted to live outside of Brisbane and chose to move to Melbourne and continue study
- I moved interstate with my partner
- My partner and I moved to South Australia, where I continue to teach in my teaching areas. I loved working in Qld education and would go back if he was able to find work in his field
- Moved to Toronto, Canada as a teacher
- Moved to WA in 2008 and continued teaching there. Currently a stay at home Mum and plan on returning to Qld schools in approximately a year
- I moved to Tasmania and I am teaching at a school here
- I moved to England
- I relocated to Melbourne with my husband and found a job teaching at a Victorian School
- Moved to Canada
- I moved interstate with my family
- I moved interstate (NSW) to be closer to family. I currently have a full time, permanent position in a NSW high school
- Relocated with husband's employment to NSW
- For family reasons, we moved to NSW, where I have been teaching for the last 3 years. I intend on returning to teach in Queensland in 2014
- I moved to Sydney because of my husband's work and I now teach in Sydney
- I moved to another country
- I moved to South Australia and am now teaching in a state school here

- My partner got a job in Sydney. I moved there with him
- I moved interstate back to NSW

Teaching overseas/ interstate

- I have been teaching in an International School setting in Shanghai China
- Taught in NSW instead soon after completing my studies due to poor opinion of the Queensland Education system
- I left for greater pay, shorter hours and a more rewarding career path teaching overseas
- I decided to pursue a career in education abroad as conditions were more suited to me
- I moved overseas and have been teaching in Africa
- I needed another job, and it just so happened that the job that turned up took me interstate
- I am living in America and currently teach in a private school in Texas
- I am teaching in a Victorian school, as I am from Victoria and chose to move back home. I am happy with my working conditions in Victoria, and was happy with them in Queensland too. Ultimately I wanted to be closer to my family, and that is the only reason I am not still teaching in Queensland
- I am living overseas and currently teaching there
- Moved interstate. Taught and registered in NSW. Received loads of work and requests to supply teach at multiple schools, although wanted to leave teaching but couldn't find employment outside of teaching, offered a permanent position teaching, declined as wanted to permanently leave teaching however continued to do casual teaching
- I am teaching overseas
- I gained full time employment as a teacher in Victoria. We moved for family reasons
- I am teaching in the ACT
- I have been teaching overseas since graduating and worked in NSW for 18 months as a casual teacher. I have been on a contract for one year and have gained my teaching certificate
- Moved overseas with 2 years special leave. Circumstances changed and stayed longer. Had to resign from my position with EQ, now teaching in the UK
- I went back to university to complete a Bachelor of Laws. The school I was doing relief {teaching in} went over their {relief teaching} budget, and so I wasn't paid for several months, so I moved to be closer to my family and transferred my degree {studies} to a Melbourne Uni. I am now teaching in Victoria (permanent position in an independent school). I had planned on seeking full time employment when I had completed my 2nd degree

Personal/ Family

- After commencing teaching, I have had four children, and choose to stay at home with them, until I feel ready to go back to work
- During the period of my employment, I completed approximately 200 days of teaching in various schools, in various locations, in both State and Catholic schools, and did not have the opportunity to gain full registration as I finished [teaching] to start a family
- My personal circumstances changed, and I did not wish to continue teaching

- I became the carer for my aged mother
- I went travelling for 2.5 years. I have just moved back this month and will be continuing to (and looking forward to) work as a teacher
- I injured my back and required surgery while still on provisional registration (under 200 "hours"). During the time I was recovering I was unable to renew registration so I decided to let it go because my recovery was slow and I was unsure if I would fully recover. There seemed to be no way of renewal without any strong link to a particular school
- Pregnant with first child and planned to stay home with him for the foreseeable future
- My experience at St Mary's College, Toowoomba was actually fantastic. I would recommend the school to any teacher, be they beginning or experienced. After teaching for exactly 1 year in Queensland, I went overseas and taught in the UK for about 6 months, where my experience was quite horrible. I developed some anxiety and depressive issues which simply put me off teaching altogether
- My health did not permit me to be sent out of Brisbane however I was not well enough to go through the process of proving I should not be sent elsewhere
- I began my family in 2007 (worked right up until my daughter was born) and made the choice to be a stay at home mother. I have every intention of going back to the teaching profession when my son is also in prep
- Change in family circumstances meant that I was unable to continue working, as my family needs had to come first
- I was caring for my elderly parents who were unwell
- Contracted influenza, pneumonia & whooping cough simultaneously up in Cairns & then spent 18 months back in Brisbane recovering, by which time the beginning teaching dream was well & truly dead in the water
- Health issues
- I have a small family and could not get child care. Also we left the state

Not suited to teaching/ Too stressful/ Did not like teaching

- I did not feel that I was a good teacher
- I realised that while I liked teaching I didn't love it, and wanted to do something more. I took a year off travelling, came home, gained knowledge & experience in another industry & now run my own business
- Decided I did not like teaching
- During teaching in schools, I experienced a lot of stress which resulted in suffering from IBS {irritable bowel syndrome}. I concluded teaching wasn't for me
- Poor job satisfaction sick of school politics with staff
- I was unsure if teaching was a career for me
- I was employed as a full time teacher aide in a prep classroom and did relief for this class when required. Ongoing difficulties with the class teacher caused major emotional stress and I left as a consequence. This also affected me physically, resulting in ongoing depression, anxiety and panic attacks. A treating psychologist has stated that my experience typifies workplace bullying
- I discovered that I would not be a good teacher. I was overwhelmed by the amount of work required for class preparation, the level of behaviour management required, the poor attitude of the students towards teachers and my inability to control or change any of these issues

Local school community issues

- Kids dealing with abuse, neglect, not getting fed
- The rejection of knowledge
- Racial discrimination from colleagues, students and parents
- Upon graduating, I accepted a job teaching in an independent Christian school in Innisfail. This was a newly established school. I didn't realise that the school would be situated on the campus of a way-out, charismatic, breakaway, sect-like church. The teachers were forced to listen to the church's unpalatable sermons every morning before taking children into class

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APPENDIX 4 | QCT REGISTER DATA

The following pages contain graphs that are in landscape form.

APPENDIX 4

QCT REGISTER DATA

NUMBER & PERCENTAGE OF QUEENSLAND GRADUATES WHO CAME OFF THE REGISTER DURING THE FIRST FOUR YEARS AFTER INITIAL REGISTRATION

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	4362	86	2.0	130	3.0	78	1.8	215	4.9	509	11.7
2007	4094	110	2.7	112	2.7	122	3.0	229	5.6	573	14.0
2008	3683	52	1.4	177	4.8	132	3.6	197	5.4	558	15.2
2009	3102	108	3.5	140	4.5	111	3.6	100*			
2010	3321	103	3.1	186	5.6	78*					
2011	3356	121	3.6	133*							
2012	2993	30*									
Total	24911										

* As of 8 March 2013

NUMBER & PERCENTAGE OF QLD GRADUATES GRANTED FULL REGISTRATION WITHIN FOUR YEARS OF INITIAL REGISTRATION YEAR

Initial registration year	Number of QLD graduates granted provisional registration	Number of QLD graduates granted full registration within four years of being granted provisional registration	Percentage of QLD graduates granted full registration within four years of being granted provisional registration
2006	4362	3301	75.7
2007	4094	3230	78.9
2008	3683	2771	75.2
2009	3102	1948*	
2010	3321	1549*	
2011	3356	788*	
2012	2993	46*	
Total	24911	13633*	

* As of 8 March 2013

NUMBER OF QUEENSLAND GRADUATES WHO CAME OFF THE REGISTER EACH YEAR – GENDER (* As of 8 March 2013)

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	4362	86	2.0	130	3.0	78	1.8	215	4.9	509	11.7
Female	3313	66	2.0	96	2.9	56	1.7	164	5.0	382	11.5
Male	1049	20	1.9	34	3.2	22	2.1	51	4.9	127	12.1
2007	4094	110	2.7	112	2.7	122	3.0	229	5.6	573	14.0
Female	3081	73	2.4	86	2.8	91	3.0	168	5.5	418	13.6
Male	1013	37	3.7	26	2.6	31	3.1	61	6.0	155	15.3
2008	3683	52	1.4	177	4.8	132	3.6	197	5.4	558	15.2
Female	2806	38	1.4	130	4.6	101	3.6	146	5.2	415	11.3
Male	877	14	1.6	47	5.4	31	3.5	51	5.8	143	16.3
2009	3102	108	3.5	140	4.5	111	3.6	100*			
Female	2372	77	3.3	97	4.1	74	3.1	72*			
Male	730	31	4.3	43	5.9	37	5.1	28*			
2010	3321	103	3.1	186	5.6	78*					
Female	2540	75	3.0	132	5.2	51*					
Male	781	28	3.6	54	6.9	27*					
2011	3356	121	3.6	133*							
Female	2578	89	3.5	99*							
Male	778	32	4.1	34*							
2012	2993	30*									
Female	2329	22*									
Male	664	8*									
Total	24911										
Female	19019 (76.3%)										
Male	5892 (23.7%)										

2006 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – AGE WHEN INITIALLY GRANTED REGISTRATION IN 2006

Age range	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	2229	29	1.3	52	2.3	35	1.6	93	4.2	209	9.4
25-29	817	25	3.1	38	4.7	18	2.2	46	5.6	127	15.5
30-34	436	10	2.3	14	3.2	12	2.8	20	4.6	56	12.8
35-39	371	9	2.4	10	2.7	5	1.4	27	7.3	51	13.7
40-44	267	7	2.6	4	1.5	3	1.1	15	5.6	29	10.9
45-49	167	1	0.6	8	4.8	3	1.8	8	4.8	20	12.0
50-54	57	2	3.5	4	7.0	1	1.8	6	10.5	13	22.8
55-59	12	1	8.3	0	0	1	8.3	0	0	2	16.7
Over 60	6	2	33.3	0	0	0	0	0	0	2	33.3
Total	4362	86	2.0	130	3.0	78	1.8	215	4.9	509	11.7

2007 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – AGE WHEN INITIALLY GRANTED REGISTRATION IN 2007

Age range	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	1942	39	2.0	41	2.1	54	2.8	76	3.9	210	10.8
25-29	755	31	4.1	34	4.5	28	3.7	49	6.5	142	18.8
30-34	448	20	4.5	21	4.7	9	2.0	33	7.4	83	18.5
35-39	407	12	2.9	7	1.7	16	3.9	21	5.2	56	13.8
40-44	283	5	1.8	6	2.1	7	2.5	22	7.8	40	14.1
45-49	163	2	1.2	1	0.6	5	3.1	12	7.4	20	12.3
50-54	76	1	1.3	2	2.6	3	3.9	12	15.8	18	23.7
55-59	15	0	0	0	0	0	0	2	13.3	2	13.3
Over 60	5	0	0	0	0	0	0	2	40.0	2	40.0
Total	4094	110	2.7	112	2.7	122	3.0	229	5.6	573	14.0

2008 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – AGE WHEN INITIALLY GRANTED REGISTRATION IN 2008

Age range	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	1879	25	1.3	92	4.9	55	2.9	81	4.3	253	13.5
25-29	682	12	1.8	47	6.9	38	5.6	47	6.9	144	21.1
30-34	365	9	2.5	15	4.1	10	2.7	18	4.9	52	14.2
35-39	294	0	0	12	4.1	10	3.4	12	4.1	34	11.6
40-44	216	3	1.4	3	1.4	7	3.2	19	8.8	32	14.8
45-49	148	2	1.4	7	4.7	8	5.4	9	6.1	26	17.6
50-54	70	0	0	0	0	3	4.3	7	10.0	10	14.3
55-59	27	1	3.7	0	0	1	3.7	4	14.8	6	22.2
Over 60	2	0	0	1	50.0	0	0	0	0	1	50.0
Total	3683	52	1.4	177	4.8	132	3.6	197	5.3	558	15.2

2006 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION IN 2006 – AGE WHEN INITIALLY GRANTED REGISTRATION IN 2006 & GENDER

Age range/ Gender	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	2229	29	1.3	52	2.3	35	1.6	93	4.2	209	9.4
Female	1817	26	1.4	43	2.4	28	1.5	77	4.2	174	9.6
Male	412	3	0.7	9	2.2	7	1.7	16	3.9	35	8.5
25-29	817	25	3.1	38	4.7	18	2.2	46	5.6	127	15.5
Female	557	20	3.6	31	5.6	11	2.0	32	5.7	94	16.9
Male	260	5	1.9	7	2.7	7	2.7	14	5.4	33	12.7
30-34	436	10	2.3	14	3.2	12	2.8	20	4.6	56	12.8
Female	295	7	2.4	9	3.1	8	2.7	15	5.1	39	13.2
Male	141	3	2.1	5	3.5	4	2.8	5	3.5	17	12.1
35-39	371	9	2.4	10	2.7	5	1.3	27	7.3	51	13.7
Female	271	5	1.8	7	2.6	4	1.5	20	7.4	36	13.3
Male	100	4	4.0	3	3.0	1	1.0	7	7.0	15	15.0
40-44	267	7	2.6	4	1.5	3	1.1	15	5.6	29	10.9
Female	195	4	2.1	1	0.5	2	1.0	12	6.2	19	9.7
Male	72	3	4.2	3	4.2	1	1.4	3	4.2	10	13.9
45-49	167	1	0.6	8	4.8	3	1.8	8	4.8	20	12.0
Female	126	1	0.8	4	3.2	2	1.6	5	4.0	12	9.5
Male	41	0	0	4	9.8	1	2.4	3	7.3	8	19.5
50-54	57	2	3.5	4	7.0	1	1.8	6	10.5	13	22.8

Female	40	2	5.0	1	2.5	1	2.5	3	7.5	7	17.5
Male	17	0	0	3	17.6	0	0	3	17.6	6	35.3
55-59	12	1	8.3	0	0	1	8.3	0	0	2	16.7
Female	7	0	0	0	0	0	0	0	0	0	0
Male	5	1	20.0	0	0	1	20.0	0	0	2	40.0
Over 60	6	2	33.3	0	0	0	0	0	0	2	33.3
Female	5	1	20.0	0	0	0	0	0	0	1	20.0
Male	1	1	100.0	0	0	0	0	0	0	1	100.0
Total	4362	86	2.0	130	3.0	78	1.8	215	4.9	509	11.7
Female	3313	66	2.0	96	2.9	56	1.7	164	5.0	382	11.5
Male	1049	20	1.9	34	3.2	22	2.1	51	4.9	127	12.1

2007 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION IN 2007 - AGE WHEN INITIALLY GRANTED REGISTRATION IN 2007 & GENDER

Age range/ Gender	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	1942	39	2.0	41	2.1	54	2.8	76	3.9	210	10.8
Female	1556	24	1.5	31	2.0	43	2.8	58	3.7	156	10.0
Male	386	15	3.9	10	2.6	11	2.8	18	4.7	54	14.0
25-29	755	31	4.1	34	4.5	28	3.7	49	6.5	142	18.8
Female	519	20	3.9	26	5.0	18	3.5	38	7.3	102	19.7
Male	236	11	4.7	8	3.4	10	4.2	11	4.7	40	16.9
30-34	448	20	4.5	21	4.7	9	2.0	33	7.4	83	18.5
Female	320	14	4.4	17	5.3	6	1.9	23	7.2	60	18.8
Male	128	6	4.7	4	3.1	3	2.3	10	7.8	23	18.0
35-39	407	12	2.9	7	1.7	16	3.9	21	5.2	56	13.8
Female	289	9	3.1	4	1.4	11	3.8	12	4.2	36	12.5
Male	118	3	2.5	3	2.5	5	4.2	9	7.6	20	16.9
40-44	283	5	1.8	6	2.1	7	2.5	22	7.8	40	14.1
Female	208	4	1.9	5	2.4	5	2.4	17	8.2	31	14.9
Male	75	1	1.3	1	1.3	2	2.7	5	6.7	9	12.0
45-49	163	2	1.2	1	0.6	5	3.1	12	7.4	20	12.3
Female	118	1	0.8	1	0.8	5	4.2	8	6.8	15	12.7
Male	45	1	2.2	0	0	0	0	4	8.9	5	11.1
50-54	76	1	1.3	2	2.6	3	3.9	12	15.8	18	23.7

Female	60	1	1.7	2	3.3	3	5.0	8	13.3	14	23.3
Male	16	0	0	0	0	0	0	4	25.0	4	25.0
55-59	15	0	0	0	0	0	0	2	13.3	2	13.3
Female	7	0	0	0	0	0	0	2	28.6	2	28.6
Male	8	0	0	0	0	0	0	0	0	0	0
Over 60	5	0	0	0	0	0	0	2	40.0	2	40.0
Female	4	0	0	0	0	0	0	2	50.0	2	50.0
Male	1	0	0	0	0	0	0	0	0	0	0
Total	4094	110	2.7	112	2.7	122	3.0	229	5.6	573	14.0
Female	3081	73	2.4	86	2.8	91	3.0	168	5.5	418	13.6
Male	1013	37	3.7	26	2.6	31	3.1	61	6.0	155	15.3

2008 - NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION IN 2008 – AGE WHEN INITIALLY GRANTED REGISTRATION IN 2008 & GENDER

Age range/ Gender	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Percentage who came off after 1 year of registration	Number who came off after 2 years of registration	Percentage who came off after 2 years of registration	Number who came off after 3 years of registration	Percentage who came off after 3 years of registration	Number who came off after 4 years of registration	Percentage who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Under 25	1879	25	1.3	92	4.9	55	2.9	81	4.3	253	13.5
Female	1498	20	1.3	70	4.7	42	2.8	58	3.9	190	12.7
Male	381	5	1.3	22	5.8	13	3.4	23	6.0	63	16.5
25-29	682	12	1.8	47	6.9	38	5.6	47	6.9	144	21.1
Female	493	7	1.4	37	7.5	29	5.9	37	7.5	110	22.3
Male	189	5	2.6	10	5.3	9	4.8	10	5.3	34	18.0
30-34	365	9	2.5	15	4.1	10	2.7	18	4.9	52	14.2
Female	246	7	2.8	9	3.7	9	3.7	14	5.7	39	15.9
Male	119	2	1.7	6	5.0	1	0.8	4	3.4	13	10.9
35-39	294	0	0	12	4.1	10	3.4	12	4.1	34	11.6
Female	218	0	0	6	2.8	7	3.2	10	4.6	23	10.6
Male	76	0	0	6	7.9	3	3.9	2	2.6	11	14.5
40-44	216	3	1.4	3	1.4	7	3.2	19	8.8	32	14.8
Female	164	3	1.8	2	1.2	4	2.4	13	7.9	22	13.4
Male	52	0	0	1	2.4	3	5.8	6	11.5	10	19.2
45-49	148	2	1.4	7	4.7	8	5.4	9	6.1	26	17.6
Female	115	1	0.9	5	4.3	8	7.0	6	5.2	20	17.4
Male	33	1	4.3	2	6.1	0	0	3	9.1	6	18.2
50-54	70	0	0	0	0	3	4.3	7	10.0	10	14.3

Female	51	0	0	0	0	0	2	3.9	5	9.8	7	13.7
Male	19	0	0	0	0	0	1	5.3	2	10.5	3	15.8
55-59	27	1	3.7	0	0	0	1	3.7	4	14.8	6	22.2
Female	19	0	0	0	0	0	0	0	3	15.8	3	15.8
Male	8	1	12.5	0	0	0	1	12.5	1	12.5	3	37.5
Over 60	2	0	0	1	50.0	0	0	0	0	0	1	50.0
Female	2	0	0	1	50.0	0	0	0	0	0	1	50.0
Male	0	0	0	0	0	0	0	0	0	0	0	0
Total	3683	52	1.4	177	4.8	3.6	132	3.6	197	5.4	558	15.2
Female	2806	38	1.4	130	4.6	3.6	101	3.6	146	5.2	415	11.3
Male	877	14	1.6	47	5.4	3.5	31	3.5	51	5.8	143	16.3

Higher Education Institution At Which Initial Teacher Education Program Was Completed	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Australian Catholic University	151	2	1	3	3	9	6.0
Bond University	22	1	4	2	4	11	50.0
Central Queensland University	549	8	17	8	22	55	10.0
Christian Heritage College	34	2	0	0	2	4	11.8
Griffith University	948	17	23	13	41	94	9.9
James Cook University	298	7	12	1	14	34	11.4
Queensland University of Technology	1555	38	48	38	95	219	14.1
University of Queensland	452	7	14	7	17	45	10.0
University of Southern Queensland	342	4	10	6	17	37	10.8
University of the Sunshine Coast	11	0	1	0	0	1	9.1
Total	4362	86	130	78	215	509	11.7

Higher Education Institution At Which Initial Teacher Education Program Was Completed	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Australian Catholic University	147	6	3	2	11	22	15.0
Bond University	40	6	2	1	12	21	52.5
Central Queensland University	454	4	9	12	17	42	9.3
Christian Heritage College	36	0	1	0	0	1	2.8
Griffith University	837	21	17	24	46	108	12.9
James Cook University	406	12	8	7	21	48	11.8
Queensland University of Technology	992	22	37	35	49	143	14.4
University of Queensland	418	14	12	13	24	63	15.1
University of Southern Queensland	573	12	14	20	31	77	13.4
University of the Sunshine Coast	190	13	9	8	18	48	25.3
Total	4093	110	112	122	229	573	14.0

Higher Education Institution At Which Initial Teacher Education Program Was Completed	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
Australian Catholic University	185	5	3	5	5	18	9.7
Bond University	52	3	8	5	2	18	34.6
Central Queensland University	364	2	11	7	14	34	9.3
Christian Heritage College	33	0	1	0	0	1	3.0
Griffith University	791	13	32	23	38	106	13.4
James Cook University	332	2	17	7	19	45	13.6
Queensland University of Technology	1026	12	55	50	68	185	18.0
University of Queensland	329	2	23	20	14	59	17.9
University of Southern Queensland	409	6	11	10	23	50	12.2
University of the Sunshine Coast	162	7	16	5	14	42	25.9
Total	3683	52	177	132	197	558	15.2

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION - AUSTRALIAN CATHOLIC UNIVERSITY

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	151	2	1	3	3	9	6.0
2007	147	6	3	2	11	22	15.0
2008	185	5	3	5	5	18	9.7
Total	483	13	7	10	19	49	10.1

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION - BOND UNIVERSITY

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	22	1	4	2	4	11	50.0
2007	40	6	2	1	12	21	52.5
2008	52	3	8	5	2	18	34.6
Total	114	10	14	8	18	50	43.9

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	549	8	17	8	22	55	10.0
2007	454	4	9	12	17	42	9.3
2008	364	2	11	7	14	34	9.3
Total	1367	14	37	27	53	131	9.6

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	34	2	0	0	2	4	11.8
2007	36	0	1	0	0	1	2.8
2008	33	0	1	0	0	1	3.0
Total	103	2	2	0	2	6	5.8

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION - GRIFFITH UNIVERSITY

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	948	17	23	13	41	94	9.9
2007	837	21	17	24	46	108	12.9
2008	791	13	32	23	38	106	13.4
Total	2576	51	72	60	125	308	12.0

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – JAMES COOK UNIVERSITY

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	298	7	12	1	14	34	11.4
2007	406	12	8	7	21	48	11.8
2008	332	2	17	7	19	45	13.6
Total	1036	21	37	15	54	127	12.3

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION - QUEENSLAND UNIVERSITY OF TECHNOLOGY

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	1555	38	48	38	95	219	14.1
2007	992	22	37	35	49	143	14.4
2008	1026	12	55	50	68	185	18.0
Total	3573	72	140	123	212	547	15.3

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – UNIVERSITY OF QUEENSLAND

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	452	7	14	7	17	45	10.0
2007	418	14	12	13	24	63	15.1
2008	329	2	23	20	14	59	17.9
Total	1199	23	49	40	55	167	13.9

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – UNIVERSITY OF SOUTHERN QUEENSLAND

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	342	4	10	6	17	37	10.8
2007	573	12	14	20	31	77	13.4
2008	409	6	11	10	23	50	12.2
Total	1324	22	35	36	71	164	12.4

THE NUMBER OF QUEENSLAND GRADUATES WHO CAME OF THE REGISTER EACH YEAR AFTER BEING GRANTED PROVISIONAL REGISTRATION – UNIVERSITY OF THE SUNSHINE COAST

Initial registration year	Number of QLD graduates granted provisional registration	Number who came off after 1 year of registration	Number who came off after 2 years of registration	Number who came off after 3 years of registration	Number who came off after 4 years of registration	Number who came off within 4 years	Percentage who came off within 4 years
2006	11	0	1	0	0	1	9.1
2007	190	13	9	8	18	48	25.3
2008	162	7	16	5	14	42	25.9
Total	363	20	26	13	32	91	25.1

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APPENDIX 5 | GLOSSARY

APPENDIX 5

GLOSSARY

Approved teacher

A person who –

- (a) is a registered teacher with the Queensland College of Teachers (QCT); or
- (b) holds a permission to teach with the QCT.

Persons who undertake the duties of a teacher in a Queensland school are required to be approved teachers.

Accredited teacher education program

An initial teacher education program offered by a Queensland teacher education provider which has been accredited by the QCT for the purpose of teacher registration in Queensland.

In 2012, a national approach to the accreditation of initial teacher education programs was introduced in Australia. From 2012, any new initial teacher education programs proposed for introduction in Queensland will be considered for accreditation for the purpose of teacher registration in Queensland in accordance with national standards and procedures.

Full registration

Granted to teachers who meet the professional practice requirements for full registration, including prescribed qualifications and experience, and who also meet suitability requirements (based on criminal history and other information).

Graduate-entry initial teacher education program

An initial teacher education program offered at postgraduate level which is completed following a suitable undergraduate Bachelor degree. Graduate-entry teacher education programs have titles such as: Graduate Diploma of Education or Master of Teaching.

Initial teacher education program

A program offered by a higher education institution which is designed to prepare graduates to teach in schools. Initial teacher education programs offered by Queensland teacher education providers are required to be accredited by the QCT for the purpose of teacher registration in Queensland.

Levels of schooling / Phases of learning

Early Childhood Education (ECE) – Usually refers to the education of children below school age (Birth to 5 years old). The focus in ECE is on play based learning. In Queensland, ECE includes the Kindergarten Program in which students may participate during the year before they commence school.

Preparatory Year – The first year of primary schooling in Queensland, commonly referred to as “Prep”. Students must have reached the age of 5 years by 30 June in the year in which they enrol in Prep. Prep is not a compulsory year of schooling, although most students in Queensland enrol for the Preparatory Year.

Early Years – Preparatory Year to Year 3 of School.

Primary School – Currently Preparatory Year to Year 7. From 2015 Year 7 will become the first year of Secondary School in Queensland.

Middle Years of Schooling – Generally encompasses Years 4 to 9.

Secondary School – Currently Year 8 to Year 12. From 2015 Year 7 will become the first year of Secondary School in Queensland.

Permission to teach

Permission to teach may be granted by the Queensland College of Teachers (QCT) to ensure that an appropriate person is approved to teach in particular situations when no appropriate registered teacher is available. The number of permissions to teach granted by the QCT is relatively low, ranging from 39 to 46 per year over the past four years.

Provisional registration

Granted to teachers who meet the professional practice requirements for provisional registration, including prescribed qualifications and English language proficiency requirements, and who also meet suitability requirements (based on criminal history and other information).

In order to progress to full registration, teachers who hold provisional registration with the QCT must teach satisfactorily in an acceptable setting for a minimum of one year and submit a report from their principal or other suitable person confirming that they have met the *Australian Professional Standards for Teachers* at the Proficient career stage and recommending that full registration is granted.

Queensland graduate teacher

A teacher who has successfully completed an initial teacher education program which has been accredited by the QCT for the purpose of teacher registration.

QCT Register of teachers

A data base of approved teachers in Queensland maintained by the QCT.

Registered teacher

A person who holds provisional or full registration as a teacher with the QCT.

Teacher

A person who undertakes duties in a school (or certain other settings in which a prescribed educational program is delivered) including —

- (a) delivering an educational program;
- (b) assessing student participation in an educational program;
- (c) otherwise administering or providing consistent and substantial educational leadership to an educational program.

Teacher education provider

A higher education institution which offers accredited initial teacher education programs.

Teacher registration

Granted to teachers who meet the eligibility requirements for registration as a teacher.

Undergraduate teacher education program

An initial teacher education program offered at undergraduate level. The most common title of an undergraduate teacher education program is: Bachelor of Education.

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APPENDIX 6 | PROJECT REFERENCE GROUP

APPENDIX 6

PROJECT REFERENCE GROUP

Chair

Ms Kim Newman
Executive Manager, Registration, Queensland College of Teachers

Members

Mr Perry Anderson
Board Member, Queensland College of Teachers

Ms Ros Capeness
Manager (Accreditation and Professional Standards), Queensland College of Teachers

Ms Marilyn Cole
Project Officer, Registration Research Project, Queensland College of Teachers

Mr Rodney Coate
Application Developer, Queensland College of Teachers

Ms Debby Cunningham
Principal Executive Officer, Office of the Director, Queensland College of Teachers

Ms Jenny Dargusch
Team Manager, Teacher Registration, Queensland College of Teachers

Ms Alota Lima
Board Member, Queensland College of Teachers

Mr Jason Rees
Information Technology Manager, Queensland College of Teachers



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