

INVESTIGATING PERMISSION TO TEACH: PERCEPTIONS OF LIVED EXPERIENCES



QUEENSLAND COLLEGE OF TEACHERS (QCT)

This research was commissioned by the Queensland College of Teachers (QCT) to provide evidence-based insights into Permission to Teach (PTT) in Queensland.

As the statutory authority for regulating the teaching profession in Queensland, the QCT operates under the *Education (Queensland College of Teachers) Act 2005*.

Our core business is approval to teach and child safety.

Teacher registration is required to be approved to teach in any Queensland school. The Act allows one other form of approval: Permission to Teach.

PTT is not registration and is granted with strict parameters for a specific teaching position for a specified period. The onus is on schools and employers to make a declaration for an individual to apply for PTT and fill a position when an appropriate registered teacher can't be found.

PTT as an alternative authority to teach is not a new concept. It exists in various forms across other Australian states and territories. In Queensland, it has offered a solution for schools to find people with the knowledge, qualifications, skills or training relevant for teaching positions since the Act commenced in 2005.

PTT is intended as a short-term solution to a teaching vacancy. It forms part of the pathway for developing some future teachers, while helping to alleviate teacher supply challenges.

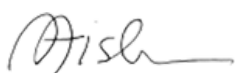
The use of PTT has become increasingly prevalent in Queensland schools, and we recognise the increasing reliance by some employers to utilise it.

The QCT and its Board appreciate the insights presented in this research, which has explored the perceptions and realities of those teaching under PTT. With the majority of PTT holders undertaking a teacher qualification, we wanted to understand their experiences as they transitioned into the profession.

The key opportunity this research has provided is greater consideration of how the whole system – from the QCT as regulator, to universities, schools and employing authorities – can work in partnership and ensure PTT holders are well supported as they transition to registered teachers.

We thank those who took part in the case studies and provided valuable insight into the benefits of their PTT experiences, as well as any challenges they faced.

Thank you to Central Queensland University for undertaking this research and providing analysis of the data and themes.



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GLOSSARY

AITSL:	Australian Institute for Teaching and School Leadership	HOD:	Head of Department
APST:	Australian Professional Standards for Teachers	ITE:	Initial Teacher Education
ARIA:	Accessibility Remoteness Index of Australia	LANTITE:	Literacy and Numeracy Test for Initial Teacher Education
ESCM:	Essential Skills for Classroom Management	NCT:	Non-contact time
GTPA:	Graduate Teacher Performance Assessment	PST:	Preservice teacher
HEI:	Higher Education Institution	PTT:	Permission to Teach
HOC:	Head of Curriculum	PEx:	Professional Experience placement
		QCT:	Queensland College of Teachers
		QTU:	Queensland Teachers Union
		TPA:	Teaching Performance Assessment



EXECUTIVE SUMMARY

Permission to Teach (PTT) is being used in Queensland schools to help ameliorate the issue of teacher shortages. Most of those working under PTT are preservice teachers completing an accredited Initial Teacher Education (ITE) qualification. Over the last two years, the number of PTT approvals have increased significantly. Using PTT data provided by the Queensland College of Teachers, data from an online survey, and 13 case studies, this report identifies trends and issues relating to a sample of participants who were on PTT, or who had completed a PTT and graduated from their ITE program and had commenced in the teaching profession. The study excluded those who may be on a PTT as part of a structured employer-based pathway.

From the perspective of PTT participants, findings indicated that there were many benefits of undertaking a PTT. The benefits included financial remuneration, authentic experience in the school context, establishment of a “teacher identity”, having enhanced self-confidence, being part of a professional community and feeling better prepared for a future teaching career. While many benefits were identified, some challenges were presented by the PTT participants. These included managing the work/study/life balance, a lack of mentoring and support from their school, and timetabling and workload issues.

Eight recommendations have been provided at the conclusion of the report offering suggestions for enhancing the PTT experience. Overall, PTT has been found to assist in providing an effective pathway into the teaching profession.

INTRODUCTION

In Australia, to be employed as a teacher, one must hold teacher registration. Teacher registration is managed by state and territory authorities, with the Queensland College of Teachers (QCT) holding this responsibility in the state of Queensland. Alternative authorisation to teach options are available to enable suitable persons to be conditionally registered to work as teachers in schools in times of workforce shortages and/or as a pathway towards registration (Australian Institute for Teaching and School Leadership (AITSL), 2011).

In Queensland, authorisation to teach is referred to as Permission to Teach (PTT) and is a legislated process that enables a person who does not hold teacher registration to be approved by the QCT to teach under strict limitations in a school (Education [Queensland College of Teachers] Act, 2005[1]). Eligibility to apply for PTT occurs in circumstances when a teaching position cannot be filled by a registered teacher. The application for PTT is initiated and completed by the school. Conditional on this approval is that the applicant has the relevant knowledge, qualifications, skills or training and is deemed suitable to teach, and meets any other requirements identified for the position (Education [Queensland College of Teachers] Act, 2005). A PTT is only granted once all eligibility criteria has been considered and under strict parameters including the subjects and year level/s to be taught, the school and approved period of time. In some instances, the QCT may impose condition/s for PTT such as restricting the subjects the applicant can teach or the requirement to complete a course (Education [Queensland College of Teachers] Act, 2005). The inclusion of conditions for the granting of PTT points to the care with which the approval of PTT is approached in Queensland. As per the PTT policy from the QCT (2023, p.1), “[t]he employing authority may not employ a person to undertake the duties of a teacher unless that person has been approved by the QCT”.

Although the register of qualified teachers who hold teacher registration in Queensland continues to grow, many shortages exist as teachers are not available to work in some locations or have expertise in a retired teaching area. This shortage has resulted in employing authorities relying on affordances of PTT. In turn, this has caused a marked increase in the number of PTT applications since 2022. In recognising the need to further understand the experience of those working under PTT and identify how they can be better supported, the current research was commissioned by the QCT. The outcomes of this research are reported in this document, with the research drawing on the following data:

- QCT PTT data (2019–2023) to identify any trends and issues related to those undertaking a PTT which included 2610 individual data sets;
- An online survey of PTT participants with 820 responses received; and
- Focused interviews with 13 PTT participants from a range of teaching and geographical contexts to allow diversity of perspectives.

[1] <https://www.legislation.qld.gov.au/view/html/inforce/current/act-2005-047#sec.10>

Analysis of the data provides a rich commentary about the PTT experience. Drawing from the perspective of the PTT participants, the report identifies the key findings, considers the challenges and opportunities provided and offers recommendations to enhance the PTT experience. Importantly, the outcomes from this research acknowledge PTT as providing a vital alternative pathway to the teaching profession, enabling preservice teachers to experience real-world and authentic, extended engagement in the classroom. To ensure optimum PTT experiences for preservice teachers on PTT and ensure continuity of learning for school students, consideration should be given to the recommendations in this document to strengthen current practices.

AIMS AND SCOPE

Within a context where the number of approvals sought by employers for PTT continues to rise, the research project's aim was to examine the impact of undertaking a PTT as a career pathway into the teaching profession.

The overarching research question that was posed was as follows:

What are the factors that need to be in place to make a PTT successful and reduce risk to the profession?

Three further leading questions were generated to enable a response to the overarching research question.

1. What are the key patterns of PTT appointments in Queensland?
2. What experiences have participants had whilst on PTT?
3. How does the experience of being on a PTT help a preservice teacher transition to the teaching profession?

The phenomenon of PTT has intensified over the last two years as teacher shortages have grown in most regions in Queensland. There is limited research about PTT, thus the significance of this research investigation provides an in-depth view of the trends occurring in the PTT space, the experiences of those who undertake a PTT and how PTT impacts on the transition from preservice teacher to graduate teacher. The research undertaken identifies what is working well, what challenges PTT brings to the participants and makes suggestions for improving the experience for those involved. The research also provides:

- a voice for those who have experienced PTT;
- a foundation for further research; and
- evidence-based information for reconsidering a PTT as an alternative authorisation to teach.

Queensland has many registered teachers. As of the 31st of December 2023, there were 116,961 registered teachers recorded on the Queensland Register of Teachers, however, not all of those teachers recorded on the register are teaching within a schooling context. For example, some of these registered teachers may be working in the schooling sector, but are not in a direct teaching role, while others may be in a role outside the schooling sector where they use their experience and qualifications as a teacher, such as early childhood contexts, TAFE, and universities. Other registered teachers may be on leave and thus taking a break from the classroom. There are also other registered teachers who are not currently employed in the education sector but retain their registration.

Registered teachers who are on short-term contracts, undertaking supply work or are working in a temporary part time arrangement in schools are not obligated to update their employment status with the QCT. Only those who are working in a permanent full time or part time capacity are required to inform the QCT of their employment status. Table 1 outlines the known data of those registered teachers who are permanently employed in a school setting (known to the QCT as at 31 December 2023). This table shows that potentially there are over 33,000 registered teachers that have not informed the QCT of their employment status and represents many teachers who undertake supply/relief and short-term contracts or work in a non-teaching role.

While full and provisionally registered teachers are noted in the table below, preservice teachers who are undertaking Permission to Teach and are not registered teachers do not appear in the Table. The number of people on PTT will be discussed in the Phase 1 findings.

Table 1
Number of registered teachers by employment sector

EMPLOYMENT SECTOR	FULL REGISTRATION	PROVISIONAL REGISTRATION	TOTAL
Non-State Primary	11875	1142	13017
Non-State Secondary	13209	1175	14384
Other	2541	446	2987
State Primary	28238	1750	29988
State Secondary	19283	1779	21062
State Special	2093	163	2256
Total			83694

WORKFORCE SHORTAGES

The following figures from Jobs and Skills Australia (2023) highlight that there is a shortfall of teachers in both primary and secondary contexts in Queensland. Vacancies peaked in 2023 within both contexts. Permission to Teach appointments offered by employers assisted in filling some of the vacancies highlighted in the figures below.

Primary School Teachers

Compare to ☒ Australia

1Y 3Y 5Y

Estimated vacancies

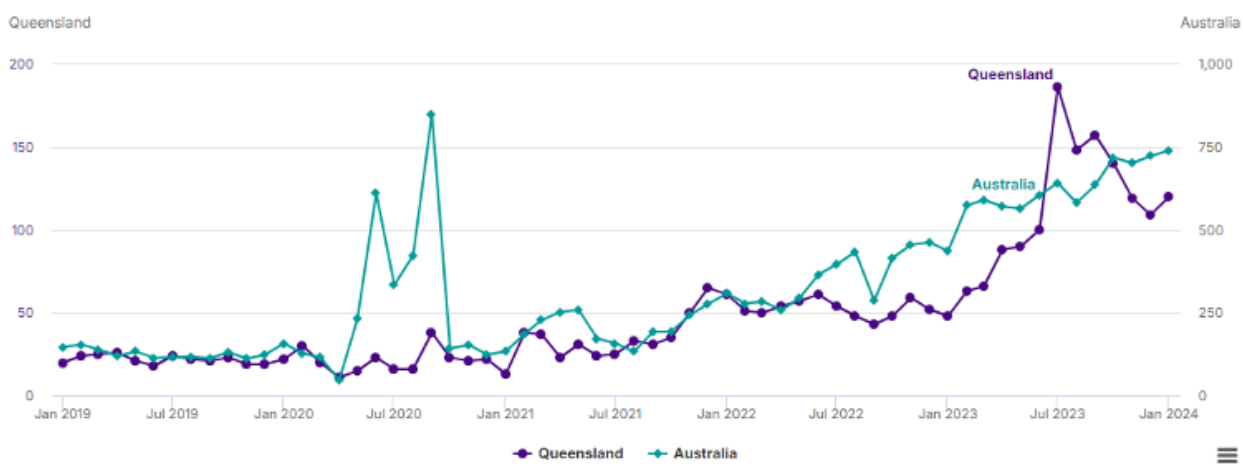


Figure 1

This snapshot illustrates the comparative graphs of Queensland and Australia and their continual growth in primary school teacher shortages from January 2019 to July 2023. From: Commonwealth of Australia (2023). Jobs and Skills Australia (<https://www.jobsandskills.gov.au/jobs-and-skills-atlas-dashboard?nav=state®ion=aus&tab=state-occupations>).

Secondary School Teachers

Compare to ☒ Australia

1Y 3Y 5Y

Estimated vacancies

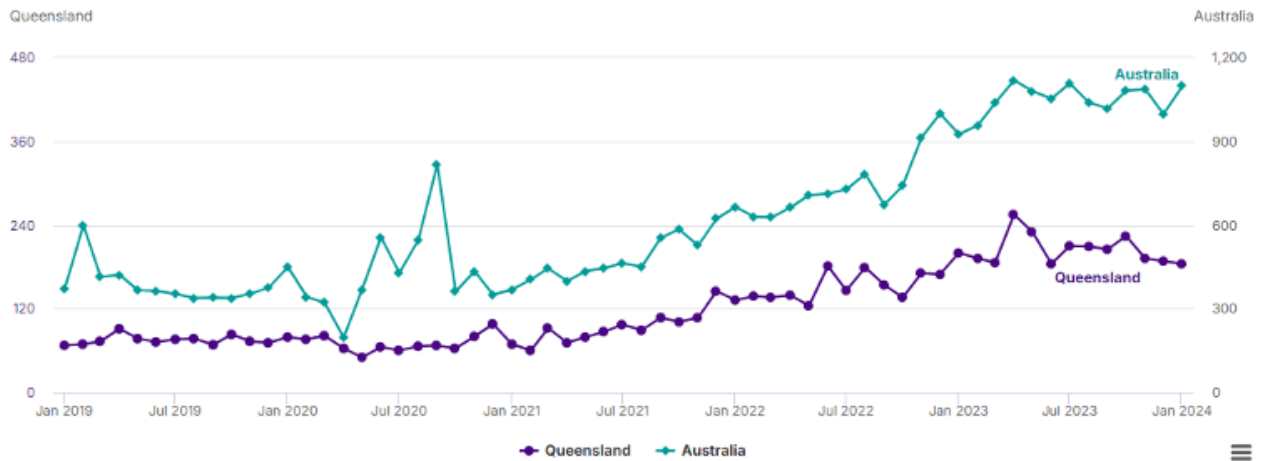


Figure 2

This snapshot illustrates the comparative graphs of Queensland and Australia and their continual growth in secondary school teacher shortages from January 2019 to July 2023. From: Commonwealth of Australia (2023). Jobs and Skills Australia (<https://www.jobsandskills.gov.au/jobs-and-skills-atlas-dashboard?nav=state®ion=aus&tab=state-occupations>).

Given the national data presented above, this research report looks closely at the PTT experience to glean information as to its success and its challenges from the perspective of the PTT participant. In particular, the report presents findings from three sources: PTT approval data provided by the QCT, an online survey and focused interviews. Together, this data presents a rich insight into some of their lived experiences while being employed under a PTT approval.

METHODOLOGY

A three-phase research design was used to drive the research project and answer the overarching research question of *What are the factors that need to be in place to make a PTT successful and reduce risk to the profession?*

The complexity of the research question led to a mixed methods approach that utilised quantitative and qualitative instruments to produce a multi-layered set of data. A mixed methods approach allows for purposeful design and affords complementary and validity analysis of data. The sequential three-phase design enabled the researchers to examine the data from each phase before moving onto the next. This process impacted the design of the data gathering instrument, and the three phases including the leading questions, data instruments and data sets, as shown in Table 2.

Table 2
Three-phase PTT research

PHASE	QUESTION	DATA SET
1	What are the key patterns of PTT appointments in Queensland?	Quantitative de-identified profile data of PTT applications provided by the QCT from January 2019 to December 2023. This data provides an overview of PTT in Queensland and identifies key patterns.
2	What experiences have participants had whilst on PTT?	Quantitative and qualitative data from a purposely designed online survey (using Qualtrics software[2]) distributed to all PTT applicants who have undertaken or are currently undertaking a PTT. This data provides contextualised and focused data about the experiences during PTT.
3	How does the experience of being on a PTT agreement help a preservice teacher transition to the teaching profession?	Qualitative interview data from online interviews with 13 participants. This data provides a series of small case studies which highlight the transition from PTT to beginning teacher. To ensure representation across the various teaching levels and school types, selected sampling was used to select the participants for a Microsoft Teams' interview. As part of the Phase 2 online survey, participants indicated their willingness for an online interview.

As part of Phase 3, case study was used to provide a more focused understanding of the interview data. Case study enabled the researchers to delve into aspects of how undertaking a PTT both supported and challenged each of 13 participants, how their participation enabled them to transition into becoming a beginning teacher, and how this experience shaped their teacher identity.

[2] Qualtrics Software – an online survey tool used to conduct survey research, data collection, analysis and evaluation, <https://www.qualtrics.com>

Guided by the research questions, case study allowed for the generation of “thick description” (Stake, 2005, p. 450) and the ability to focus and report on specific information. Stake (2005) argues that in most instances in the field of education, cases are about people and their stories which enables researchers to better understand them and their experiences: both their uniqueness and commonalities. Case study has allowed for an exploration of the participants’ stories of what it was like to undertake teaching while approved for PTT and, following graduation from an ITE program, transition to the role of registered teacher. It allowed an avenue for the participants’ recall of the level of support they encountered, the challenges they faced, and reflections on how these impacted their teacher identity.

A low-risk ethics application was submitted to and approved by Central Queensland University’s Human Ethics Committee (Approval Number: HREC 0000024567). The collation of qualitative and quantitative data has generated the key findings and recommendations upon which this report is based.

DATA ANALYSIS

The analysis drew on both quantitative and qualitative data sets. Quantitative data were sorted and organised into multiple aggregated sets. Descriptive statistical analysis was undertaken on each dataset, enabling the completion of a synopsis of key information (Menter, Elliot, Hulme, Lewin & Lowden, 2011). The data provided by the Queensland College of Teachers were sorted, analysed, and interpreted. The quantitative data from the Phase 2 online survey were treated in the same way. No statistical tests were undertaken on the quantitative data. Graphs and figures are provided for each data set with an interpretive analysis.

Qualitative data were analysed using reflexive thematic analysis which involved several rounds of coding. In conducting the study, thematic analysis was employed across data sets for confirmatory and quality assurance (Wyatt-Smith, et al., 2022). Drawing upon the framework established by Braun and Clarke (2022), thematic analysis provided a systematic and rigorous means of identifying, analysing, and interpreting patterns of meaning. Braun and Clarke’s (2022) six-phase process provided a structured analytic framework for interpreting the rich array of participant responses from the survey and interviews. The six phases are as follows:

- Familiarisation of the dataset
- Coding
- Generating initial themes
- Developing and reviewing themes
- Refining, defining and naming themes
- Writing up

Adhering to Braun and Clarke’s approach ensured transparency, rigour, and coherence in the analysis, thus enhancing the credibility and trustworthiness of the findings. Through iterative cycles of coding and theme development, recurring patterns and clusters of meaning were identified, the refining of codes and themes were enabled through ongoing reflection and discussion as a research team. This methodological framework not only facilitated a comprehensive exploration of the complexities inherent in the data but also enabled the uncovering of nuanced insights.

PHASE ONE: THE QUEENSLAND COLLEGE OF TEACHERS PTT DATA

1.1 INTRODUCTION

The QCT provided de-identifiable PTT applicant profiles for the period commencing January 2019 to December 2023. There were 2610 detailed data sets. The data that is presented in Phase 1 of this report includes the PTT school context, the sector type, the region and remoteness of the PTT schools, the study the PTT applicants were undertaking, and the subjects being taught under a PTT.

1.2 PTT CONTEXT, SECTOR AND LOCATIONS

The following table shows the school context in which the approved PTT participants taught. In December 2023, a total of 2610 applicants had been approved for PTT. Of those 2610 approved for a PTT, 60% were in a secondary school context, 36% were in primary school contexts with 4% in a special education school context. Table 3 provides the breakdown of numbers.

Table 3
School context of PTT approvals (2019–2023)

EDUCATION CONTEXT	NUMBER OF PTT APPLICANTS
Primary	947 (36%)
Secondary	1570 (60%)
Special Education School	93 (4%)
All PTT Applicants	2610 (100%)

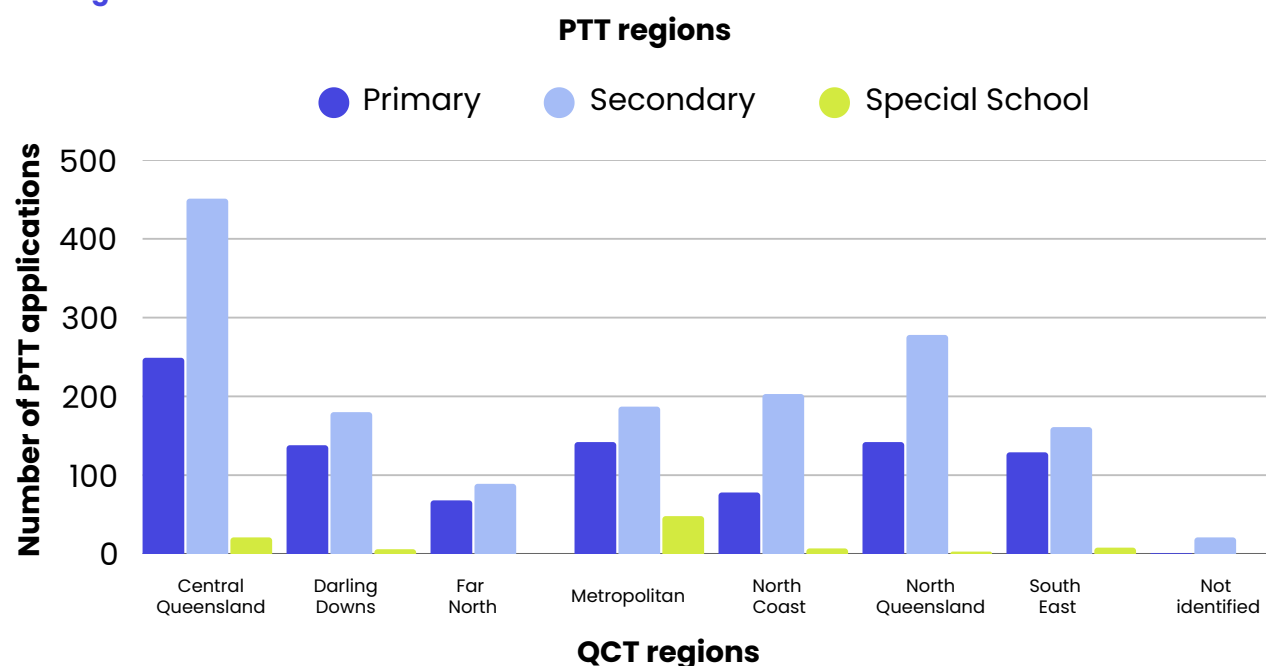
QCT data revealed that from January 2019 to December 2023, PTT applications were predominantly situated in the Department of Education schools as shown in Table 4. This was evident with more than 61% (n=1585) of the total number of applications. Catholic schools account for 25% (n=654) of the applications for PTT while the independent sector accounts for 14% (n=371).

Table 4
PTT schooling sector 2019 – 2023

SCHOOLING SECTOR	SCHOOL CONTEXT	TOTALS	
Department of Education	Primary	406	1585
	Secondary	1086	
	Special school	93	
Catholic	Primary	348	654
	Secondary	306	
Independent	Primary	193	371
	Secondary	178	
Total		2610	

Within each schooling sector there are two to three school contexts which include primary, secondary and special school. Table 4 highlights that in all schooling sectors, the secondary context accounts for the largest number of PTT applications. The number of applications for special schools for PTT are only evident in the Department of Education context, accounting for 93 applications.

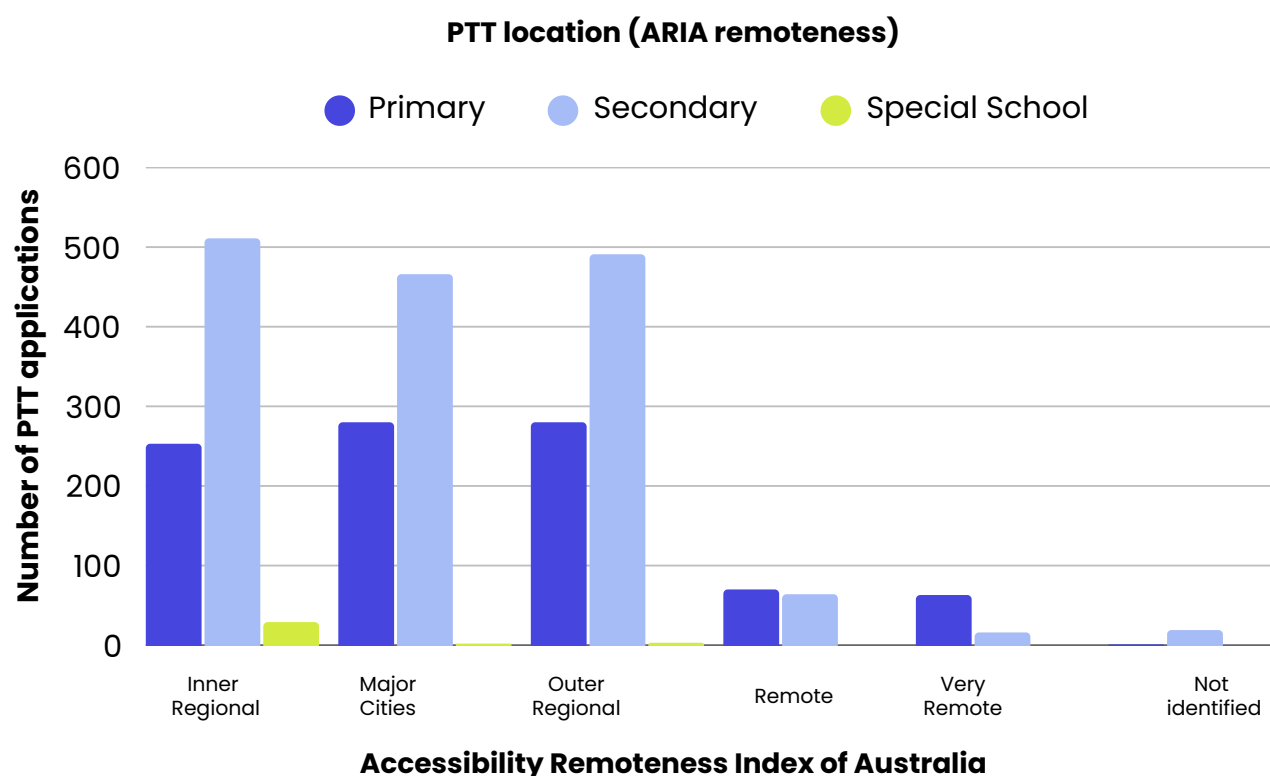
Figure 3
PTT regions



The *Next Steps: Report of the Quality Initial Teacher Education Review (2022)* suggests that teacher shortages are more prevalent in regional, rural, and remote locations, placing a critical demand on attracting high-quality teacher applicants to these locations. However, the number of PTT applications across all QCT identifiable regions (see Figure 3) indicates there is a significant need to fill teacher shortages in all parts of Queensland.

The Accessibility Remoteness Index of Australia (ARIA) defines five classes of relative geographic remoteness across Australia derived by measuring the road distance from various populated locations (ABS, 2023). As shown in Figure 4, most PTT applications in Queensland occur in the regions, as classified by the ARIA, of major cities (n=807), inner regional (n=793) and outer regional (n=774) making up 91% of applications. Across all locations, except for remote and very remote, there are more people on PTT in secondary contexts than primary contexts.

Figure 4
PTT locations using Accessibility Remoteness Index of Australia classifications

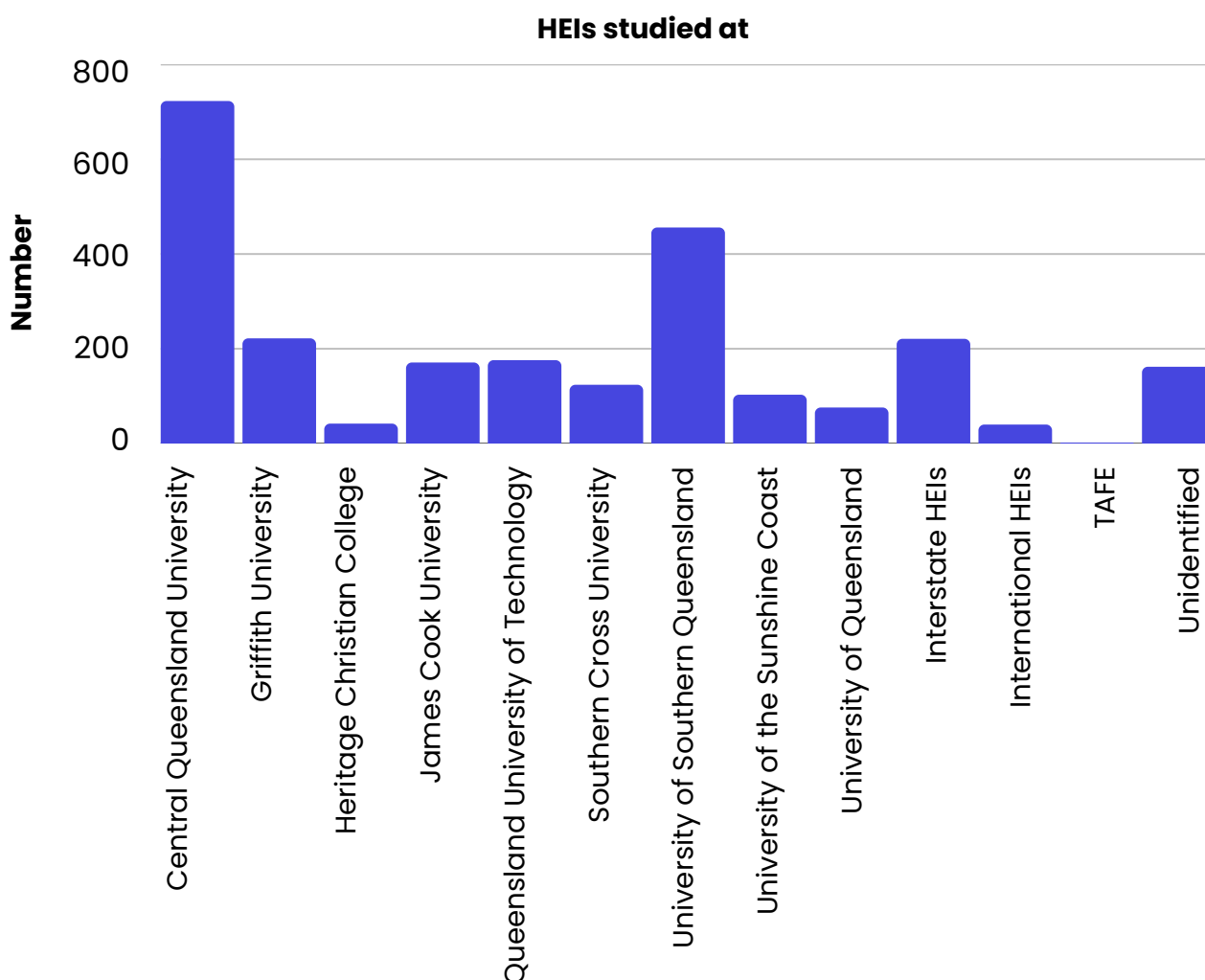


1.3 HIGHER EDUCATION INSTITUTIONS STUDIED AT

When applying for a PTT, applicants were asked to identify the program of study that they were undertaking and where they were undertaking it. The following figure provides an insight into the Higher Education Institutions (HEIs) that PTT applicants were or have studied at. The data was separated into Queensland HEIs, interstate HEIs and international HEIs. The Queensland HEI group was then narrowed down to individual institutions. The HEIs identified in the Queensland HEI data are those who have ITE programs accredited by the QCT. A further category was for where a program of study was not identified. This category would include those applicants who applied for a PTT prior to enrolment in a program of study.

As shown in Figure 5, 84% of PTT applicants were studying at a Queensland HEI. Of the 84% of applicants, just under half were studying at two HEIs: 23% at Central Queensland University and 17% at the University of Southern Queensland. Applicants from interstate HEIs totalled 8% with a further 2% from International HEIs. Those applicants who did not identify a HEI or program of study totalled 6%.

Figure 5
Higher education institutions studied at



1.4 THE PRIMARY CONTEXT

The PTT approval data provided by the QCT classifies applicants into primary, secondary and special school contexts. The data received from the QCT that is presented in Table 5 and Figure 5 classifies the applications as either within a state primary school or non-state primary school. Schools that contain both primary and secondary year levels such as a Prep to Year 12 or Prep to Year 10 school are generally classified as a primary school in the QCT data. Applicants therefore could be working in or across both primary and secondary classes.

The total number of PTT applications who were approved to teach under PTT in a primary context in the period 2019–2023 was 947. Of those applicants, just over half (487) indicated that the role they would be undertaking was either as a general primary teacher or specified that they would be working within the scope of lower or upper primary (see Table 5). Lower primary consists of those identifying as teaching grades Preparatory to Year 2 with upper primary consisting of those identifying as teaching Years 3 to 6.

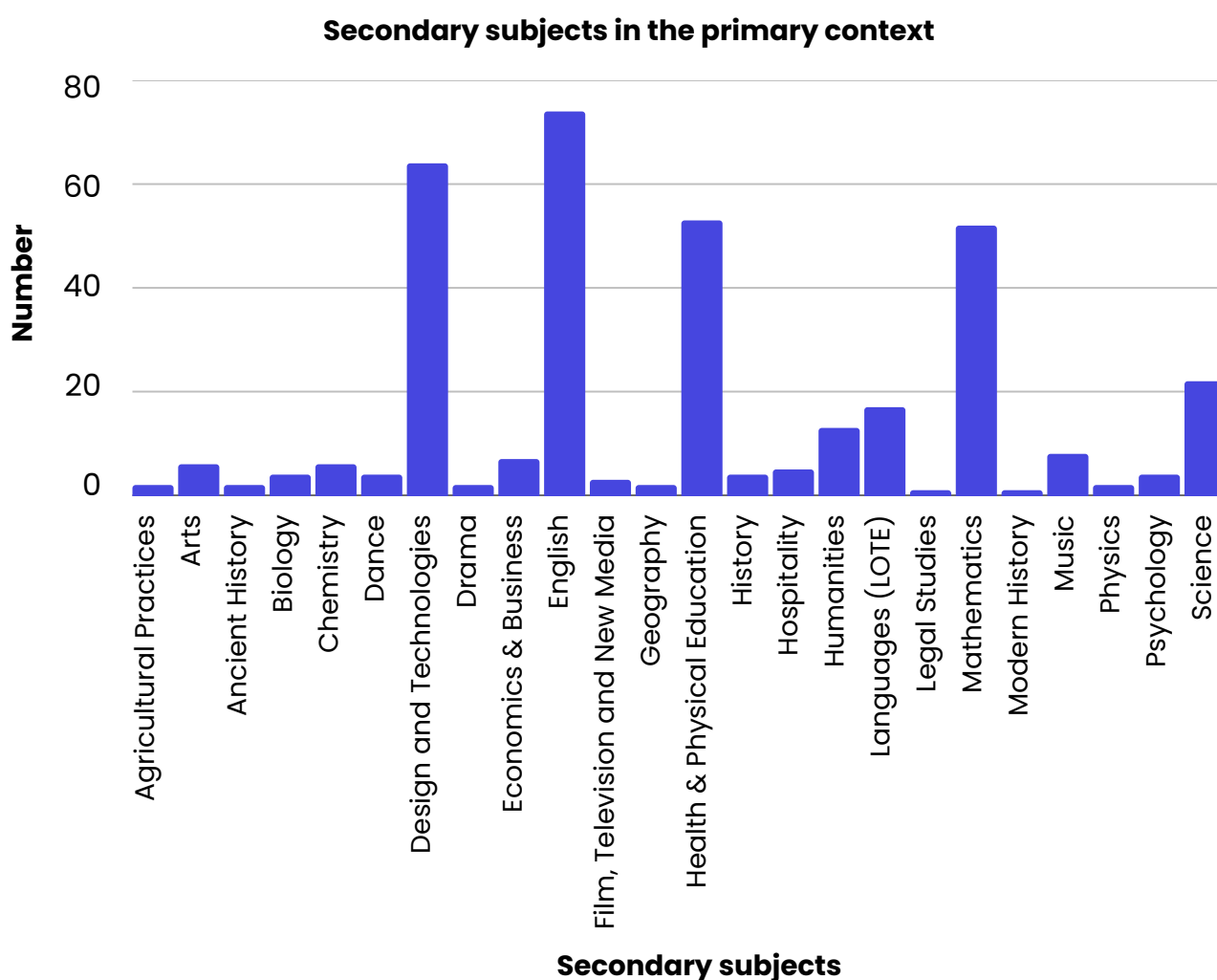
It was identified from the data that there were 11% of applications in 'other' teaching roles: these applicants were enrolled in an ITE primary program. 'Other' teaching roles included physical education, arts (including music, visual arts and drama) language immersion, learning support, special needs, Christian studies, and languages such as AUSLAN and Aboriginal and Torres Strait Islander Languages.

Table 5
PTT applicants teaching in a primary context

PTT PRIMARY CONTEXT	(N)	% OF PTT APPLICANTS (N=947)
Lower Primary	94	10%
Primary	275	29%
Upper Primary	118	12%
Other Teaching Role	102	11%
Total	947	100%

The final 38% of PTT applications in the primary context data indicated that they were enrolled in an ITE secondary program and would be teaching a secondary subject (as shown in Figure 6). When examining the data, they identified that they would be teaching a secondary subject from the eight learning areas from the Australian Curriculum or a Queensland senior secondary subject.

Figure 6
Primary PTT applications in secondary subjects



1.5 THE SECONDARY CONTEXT

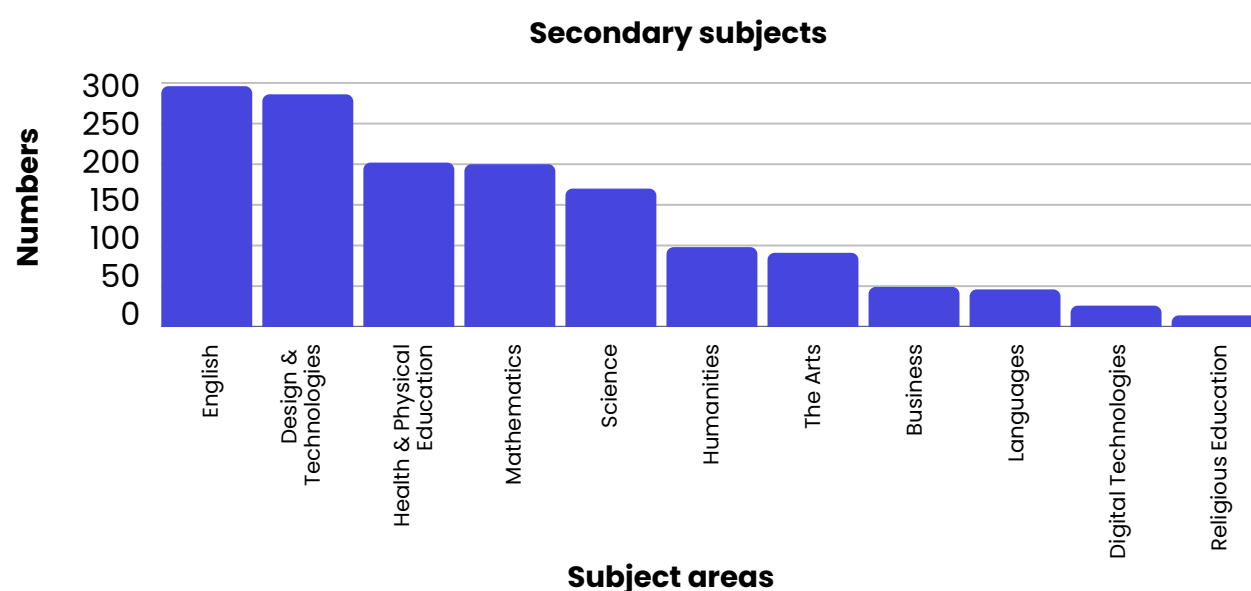
The total number of PTT applications in a secondary context in the period 2019–2023 was 1570. Of those 1570 applications, 94% (n=1496) were to teach a specific secondary subject. The remaining 4 % (n=65) of PTT applications were for 'other' teaching roles within the secondary context. These other teaching roles included learning support, special education, literacy and/or numeracy support, language immersion, career education, and teacher librarian. A further 36 applications (2%) indicated that they were teaching in a primary context. However, as identified earlier, these applicants may be in a P-10 or P-12 school.

Table 6
PTT applicants teaching in a secondary context

PTT SECONDARY CONTEXT	(N)	% OF PTT APPLICANTS (N=1570)
Secondary subject	1469	94%
Other teaching role	65	4%
Primary	36	2%
Total	1570	(100%)

As shown in Figure 7, the largest subject areas are English (n=296) and Design and Technologies (n=286). Together these account for almost half of the PTT applications approved in this period and include both junior and senior areas and are inclusive of general and applied subjects. Design and Technologies is a broad area covering four contexts: Engineering Principles and Systems; Materials and Technologies Specialisations; Food and Fibre Production; and Food Specialisations. Design and Technologies is inclusive of more traditional subjects such as Manual Arts, Graphics, and Home Economics.

Figure 7
Secondary subjects



PHASE TWO: SURVEY

2.1 INTRODUCTION

This section presents the results from the survey. The QCT collaborated in the development and distribution of the online survey. The QCT provided feedback on the proposed survey questions and approved the final version that was distributed to respondents. Given that the QCT has a database of past and present PTT applicants, the QCT agreed to distribute the survey to all names in their database. Additionally, the QCT advertised the research project in their monthly online news bulletin, the QCT eNews.

As noted earlier, the survey consisted of both qualitative and quantitative questions. The survey findings are presented in five sections: Demographics, PTT context, PTT manageability, PTT support and PTT as a pathway. A copy of the survey questions can be found in Appendix B.

2.2 DEMOGRAPHICS

The survey attracted 820 participants who were either currently teaching under a PTT or had previously taught under one. Table 7 provides an overview of the demographics of the survey participants. Key demographics to note are:

- 67% identified as female.
- 47% were in the age range of 21–30 years.
- 69% were teaching in a secondary school.
- 78% were studying a four-year Bachelor of Education degree.
- 72% had previously been employed under a PTT approval.
- 43% were currently located in regional Queensland.

Table 7
Survey participants' demographics

GENDER	FEMALE 67%		MALE 31%		NONBINARY 1%		PREFER NOT TO SAY 1%	
Age	18–20 1%	21–30 47%	31–40 25%		41–50 18%	51–55 7%		55+ 3%
Sector	Early Childhood 3%			Primary 27%			Secondary 69%	
Degree	Bachelor of Education 78%				Master of Teaching 22%			
PTT Status	Currently teaching under PTT 28%				Previously taught under a PTT 72%			
Location	Metropolitan 30%		Regional 43%		Rural 24%		Remote 4%	

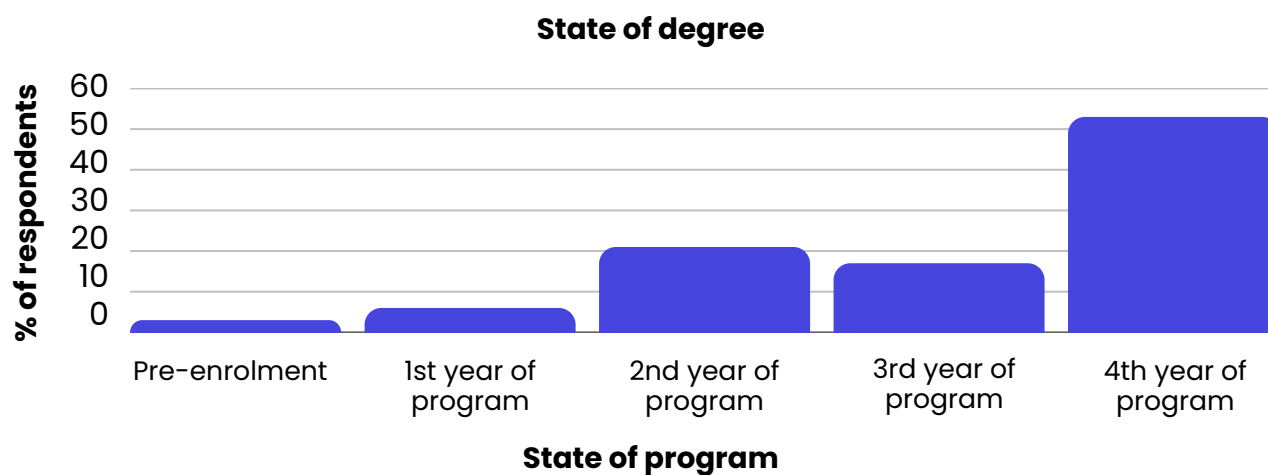
2.3 PERMISSION TO TEACH CONTEXT

The results of the online survey provide important insight into the current context of PTT. The data gathered focuses on aspects such as the timing of the PTT approval in relation to course progression (for example, first year, second year). Other data presented in this section examines how the PTT was obtained, what motivated the student to accept a position to teach under a PTT, whether there was a need to relocate for the PTT as well as the duration of the PTT, including whether there were consecutive or additional PTTs.

2.3.1 STAGE OF DEGREE

While there was variation in the timing of the PTT approval in relation to course progression, most approvals occurred in the final year of a teaching degree with fifty-three percent (53%) of the respondents identifying as such. A further 17% of the respondents stated that they began their PTT in their third year of study. Those who began in their second year comprised of 21% with only 6% beginning in their first year of study. Three percent (3%) of all respondents indicated that they began their PTT prior to enrolling and commencing their studies in an Initial Teacher Education (ITE) program. It is important to note that data pertaining to preservice teachers studying a two-year Master of Teaching program are included in the first and second year of study categories.

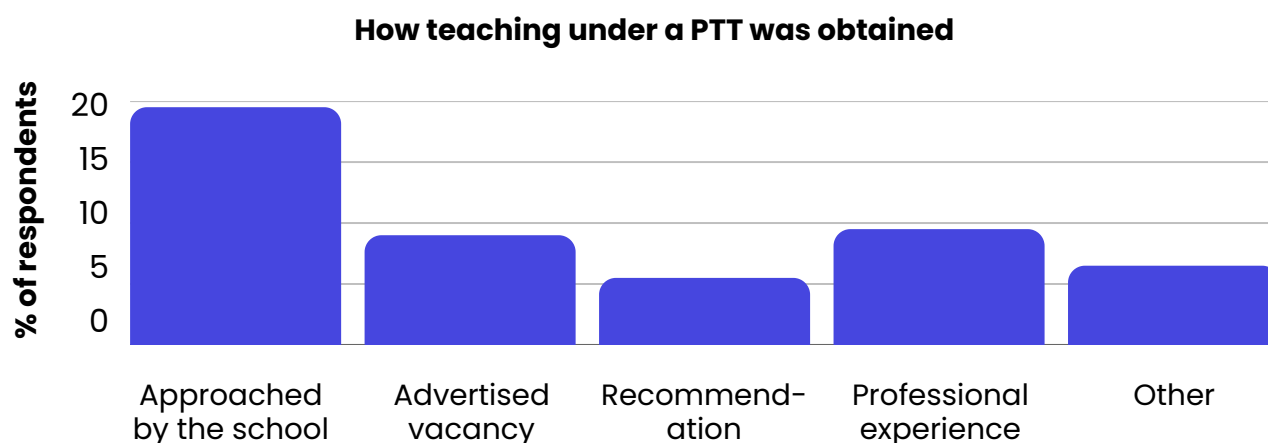
Figure 8
Distribution of stages of applicants' program when commencing a PTT



2.3.2 HOW TEACHING UNDER A PTT WAS OBTAINED

PTT was obtained through diverse pathways. As Figure 9 shows, 39% of the respondents indicated that they were directly approached by a school or region. Professional experience placements were also a key pathway to securing a job offer requiring PTT, with 19% of respondents indicating this. Responding to an advertised vacancy was the pathway for 18% of respondents, and 11% were recommended by another teacher or school for employment under a PTT.

Figure 9
Means of being employed for PTT



As shown in Figure 9, the study respondents had the option to choose 'Other' and provide information about pathways other than those listed in the survey question. Two key pathways emerged in this category from the data. The first pathway was through attendance at a Careers Fair and being approached for a teaching position requiring PTT. In other instances, preservice teachers already employed as a teacher aide were approached to consider accepting a position under a PTT arrangement. This represented the second pathway.

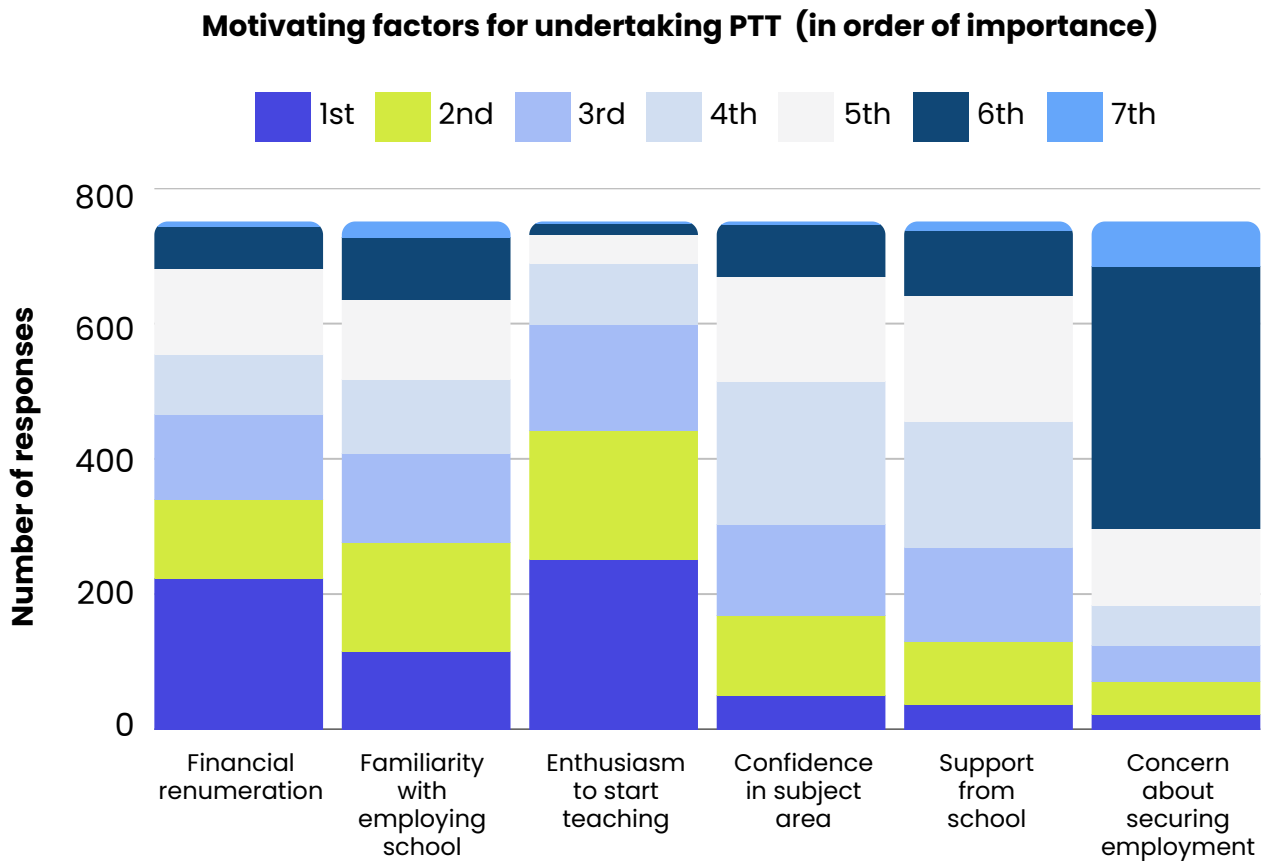
2.3.3 MOTIVATING FACTORS TO UNDERTAKE PTT

The respondents were asked to select in order of importance, from a given selection, their motivating factors to undertake a PTT. As can be seen in Figure 10, they indicated the main motivation for undertaking a PTT was due to their enthusiasm to begin teaching sooner. This category attracted the highest number of responses (599) in order of importance from first to third: 1st (251), 2nd (191) and 3rd (157).

The second highest motivation for undertaking a PTT was financial remuneration (465 responses), with 223 respondents placing this in the first position of order, 117 placing it in the second position and 125 placing it in the third position of importance. Another key motivating factor was familiarity with the school (408 responses), with 151 placing this in first place of importance, 162 in the second position and 131 placing it in the third position of importance.

Three further categories were provided, and these were ranked in fourth to sixth positions, categorised as follows: confidence in subject area; support from the school; and concerns about securing employment.

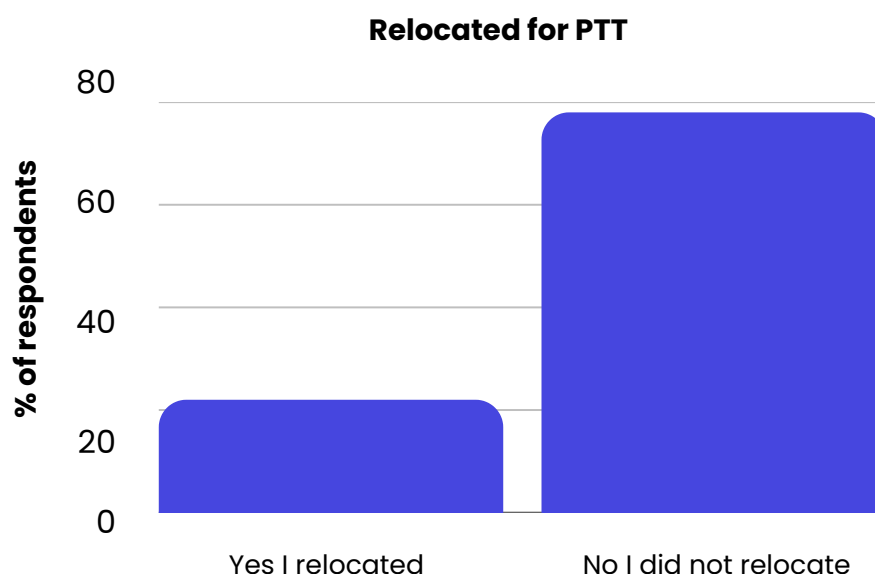
Figure 10
Motivating factors for undertaking PTT



2.3.4 RELOCATING FOR PTT

As many of the respondents employed under PTT were in schools in regional, rural, and remote Queensland, relocation was necessary for some. As shown in Figure 11, 22% of the respondents indicated that they relocated for their employment under PTT. As part of this question, respondents were able to provide information about the support they received in relocating for PTT. Approximately 4% of the respondents said they did not receive any support to relocate, which caused stress and anxiety, and 1% said that they had secured a grant from their employing sector or were afforded a university scholarship or bursary to help with relocation costs. The remaining 17% indicated that they received either financial support and/or housing support from their employer, as well as general support from the staff at the school where they were employed.

Figure 11
Relocated for PTT



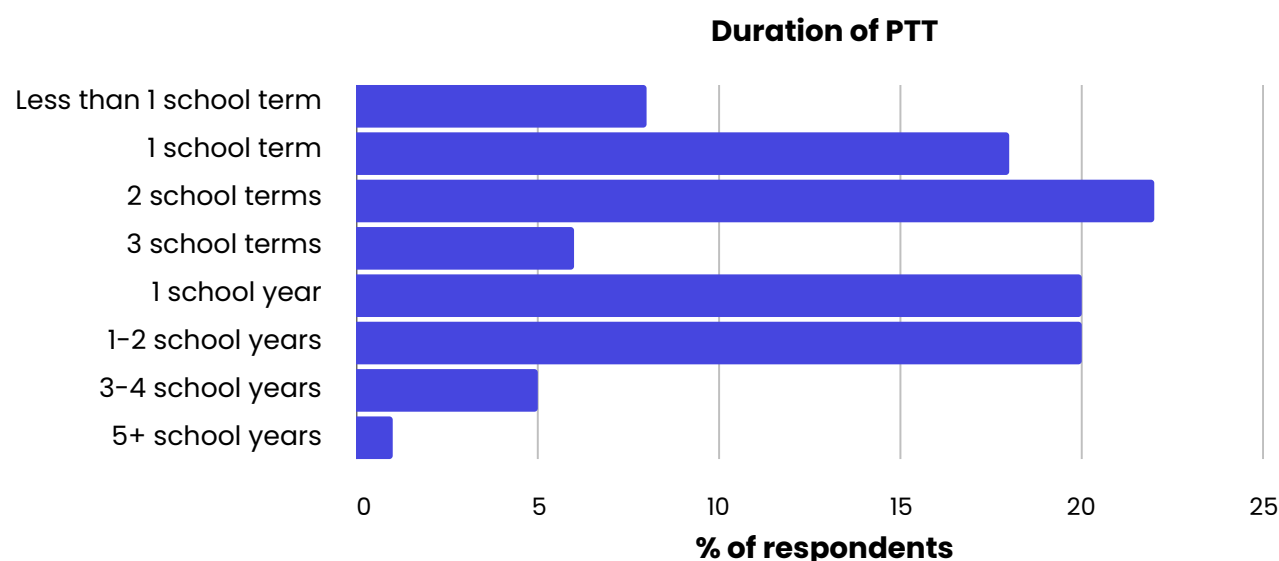
2.3.5 DURATION OF EMPLOYMENT UNDER PTT

The QCT Permission to Teach policy outlines the timeframe in which a PTT can be undertaken. Approval of PTT can only be for a period of up to two years as defined by the Education [Queensland College of Teachers] Act (2005). If the PTT needs to be extended but there are changes to subjects or year levels, a new application must be completed. If the PTT parameters are to remain substantially unchanged, an application to renew the PTT at the end of a continuous two-year period can be made.

The data in Figure 12 shows that there was a great deal of diversity regarding the duration of PTT approvals, ranging from less than a school term to more than five years. This suggests that the employment arrangements likely entailed a number of different approvals for PTT, reflecting the conditions of the QCT's Permission to Teach policy.

Just under a quarter of respondents indicated that their PTT spanned two school terms (22%), with 18% employed for just one school term, 6% employed for three school terms and 8% employed for less than one school term. This indicates that just under half of the PTT respondents in this study were filling a short-term gap in a school. However, one fifth of the respondents indicated that their PTT spanned a full school year (20%), with another 20% undertaking a PTT that stretched up to two school years. Some respondents had a long-term PTT which consisted of several approvals: 5% had a PTT that spanned 3–4 years with 1% having PTT approval for more than five years. These long-term positions indicate that schools were unable to fill positions with qualified registered teachers.

Figure 12
Duration of employment under PTT



2.3.6 UNDERTAKING MULTIPLE PTTs

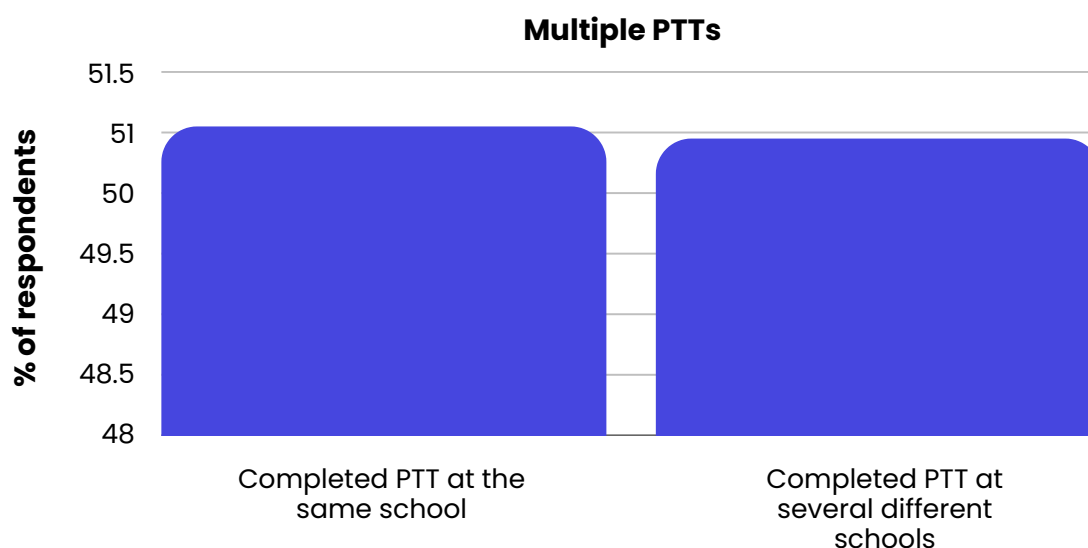
Some of the respondents indicated that they had undertaken multiple PTTs. Figure 13 below shows that almost half of the respondents (49%) indicated that they had completed employment under PTT at more than one school. The reasons for this were varied. For instance, some respondents felt unsupported at their first school and were employed at an alternative school. The following respondent responses highlight how the lack of support precipitated the move to another school. Respondent 11 stated that *"my PTT school was not supportive at all. I received minimal assistance; I was also left with the bare minimum from the outgoing teacher."* Respondent 101 found themselves in a similar position, saying *"I changed school after my first PTT (second semester of 2021) because I did not feel supported by the school and was approached by a different school."*

Another reason for completing PTT in multiple schools was to experience different contexts, gain further experience in the classroom, and possibly source a future position of employment at that school. As Respondent 128 wrote, *"I started PTT at a school of Distance Education but was keen to teach in a face-to-face classroom, so I applied at a different school and was successful."* Likewise, Respondent 115 stated that *"I did one full year at one school. Then wanted experience somewhere else when finishing my degree, so I completed 1 term of PTT at the school that would become my full-time teaching position as an official graduate teacher."*

Other reasons for changing from one school to another were logistical. For instance, Respondent 88 said *"the first school was 50 minutes away and this was difficult logistically as I am a sole parent."* Respondents like 82 found themselves out of employment when a registered teacher was available to be employed, stating *"the first school I was at found a qualified teacher but through that school I was connected to another school seeking a teacher, which is where I got my second PTT contract."* Others were employed on PTT in two different schools at the same time. This was noted by Respondent 69, who was *"three days at one school and two days at second school."*

Survey responses highlight that while schools are approaching potential PTT applicants to fill vacancies, preservice teachers were also actively seeking employment on PTT, drawing on contacts in schools or advertised positions through employment websites.

Figure 13
Multiple PTTs



2.3.7 TEACHING OUT OF FIELD

As noted previously, eligibility for PTT is determined “based on the applicant being suitable to teach and demonstrating that they have the knowledge, qualifications, skills or training considered by the QCT to be relevant to the teaching position for which the permission is sought” (QCT, 2023, p.1). This means that some participants may have been approved to teach a subject area that was not in their field of study at university but may be based on other qualifications or experience. As shown in Figure 14, 18% of the survey respondents indicated that their PTT approval was not in their field of study. An example of this is a primary preservice teacher teaching in junior secondary or working in special education when enrolled in a generalist primary degree.

In the survey, when these respondents indicated they were teaching out of field, they were prompted to describe the type of support they received. A small number of responses indicated that no or very limited support was provided and that they had to learn on the job as they were teaching. Typical of the responses were that of Respondent 57 who stated, “*there was not much support as there were no other teachers in that area of teaching.*”

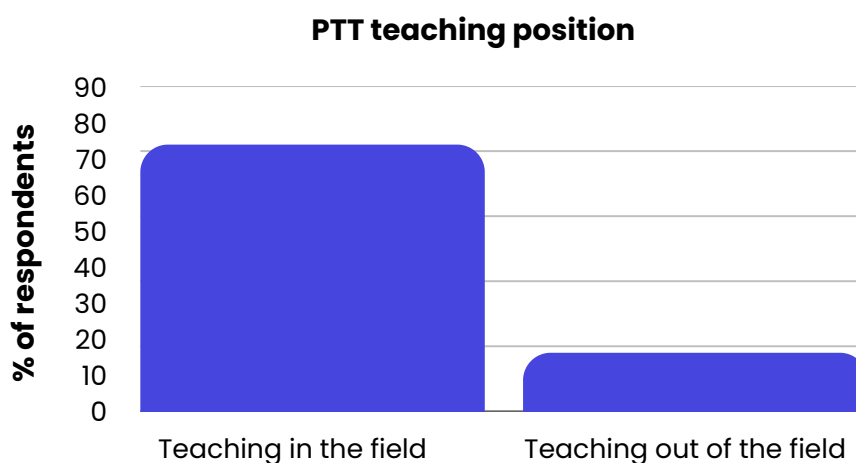
While some participants indicated that they did not receive support, others outlined that they did receive support. This included being allocated a mentor teacher who helped them with their content knowledge and pedagogy. Others mentioned that they received support from the Head of Department or other teachers who were teaching the same subject area or year level. The following responses highlight the support they were provided. Respondent 17 said *"I was teaching completely out of field but my staffroom was extremely supportive, as was the person who I took over from. They helped me with any questions or concerns I had about the content and assessment and provided me with the materials to get me going."* Similarly Respondent 37 stated *"I'm Primary trained. The HOD and senior teachers were very supportive in guiding me for year 7 Math and Science."* Respondent 65 was able to access support within the classroom context of their out of field teaching, stating *"the school linked me with the teachers of that specialist area and also, I had access to the Early Careers Teacher. I also had a teacher support me once a week in the classroom of the teaching area that wasn't in my degree."*

Further support was available to some participants through extra non-contact time and opportunities to attend professional development. Respondent 18 was provided support for *"attending professional development and being given non-contact time to prepare for my teaching work. I worked regularly with the HOD."* Others, like Respondent 5, felt capable and did not need any extra support as their degree and other experiences in working with students helped them with efficacy in their out of field role:

I am currently studying a Primary degree, but now am an Inclusion Teacher in a High School. My primary knowledge has helped me support students in junior high school (Years 7-9) with differentiating and supporting students on ICPs. Additionally, my role as an SEP Teacher Aide also helped me support students, and enabled me to observe many teachers, pedagogy and teaching styles prior to entering PTT.

In conclusion, as evidenced in Figure 14, 80% of participants who are engaged in a PTT are teaching in their field of study but participants who are teaching out of field are generally being supported by their employer.

Figure 14
Teaching in or out of field during PTT



2.4 PERMISSION TO TEACH MANAGEABILITY

Given that the majority of respondents were engaged in PTT while enrolled in an ITE program, the online survey was designed to find out how participants managed both teaching and studying simultaneously. The following sections address this enquiry.

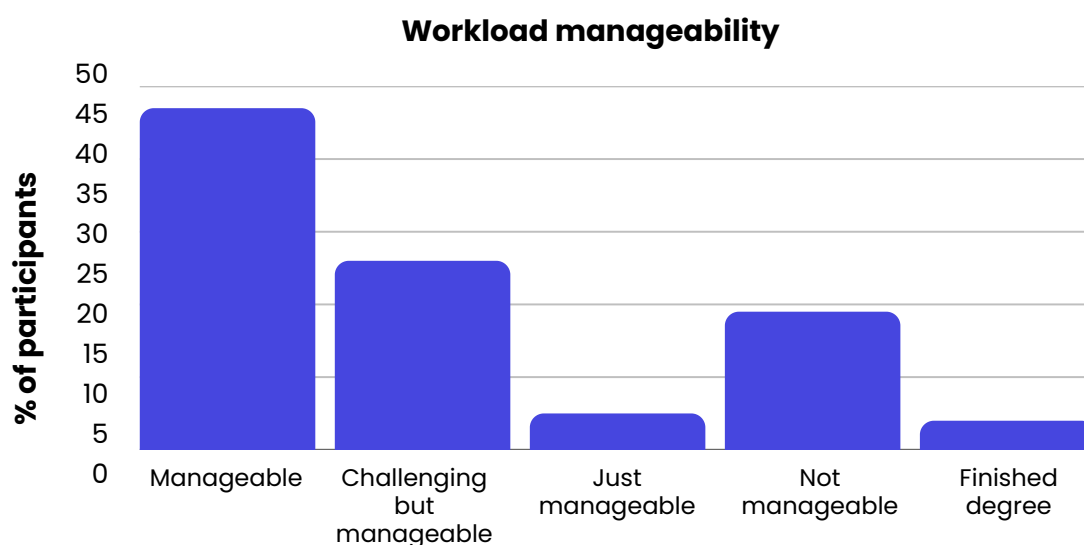
2.4.1 WORKLOAD MANAGEABILITY

When asked about the manageability of their workload (coping with both teaching at school and undertaking study at university), almost half of the respondents (47%) indicated that it was manageable. Those suggesting that it was manageable commented that being on PTT provided a context to support learning within their degree. For example, Respondent 13 stated that *"PTT supplied me with valuable experience to bring to my learning in my degree."*

While 47% suggested that their workload was manageable whilst still engaged in study, some comments about the timing and manageability of PTT indicated that manageability was influenced by a number of factors. These included progression in their course of study at the time of undertaking the PTT, the amount of non-contact time provided by the school, and individual dispositions to manage the complexities of their dual roles as student and PTT teacher. The following comment provides elaboration on the factors impacting manageability:

I believe the PTT load is more manageable in 4th year of university as you have more study and prac experience under your belt, as well as less subjects at Uni to focus on. I think nowadays with more spares being afforded to PTT and first year teachers, it is more manageable however, it is very much dependent on the individual and their ability to handle pressure and an increased workload. (Respondent 537)

Figure 15
Workload manageability



Despite many respondents agreeing that their workload was manageable, others (26%) identified that undertaking PTT and studying simultaneously was challenging, and that they were able to manage. As the following comments show, the respondents had a positive disposition that focused on their long-term goal of becoming a teacher, recognising how the richness of working as a teacher complemented their study. For example, Respondent 204 stated that *"It was challenging but I was optimistic, and it gave real context to complete my studies."*

Other respondents identified that they were supported by their school in various ways that enabled a more manageable workload. What this shows is that school personnel recognise the difficulties some participants experienced whilst working and studying and provided support to the participants, such as additional time to complete university assignments. As Respondent 50 explains, *"I studied full time (4 subjects) while I was on a full time PTT timetable. It was difficult, but manageable and the school gave me time off to accommodate assessment time."* Other respondents commented on the non-contact time afforded to them to plan and collaborate with other teachers, as shown by Respondent 234's comment: *"The load is manageable with support from the school. I am provided with spares that allow me to plan and collaborate with mentors and curriculum leaders. It does take organisation but is manageable."*

Others noted that they needed to reduce both their teaching and study workloads to be able to manage both. For example, Respondent 33 felt that it was *"only manageable if you're doing part time for both, but still study on your days off and on the weekend."* Similarly, Respondent 60 identified that they reduced their study load but spent many more hours on completing their schoolwork: *"There is a lot to learn and therefore I am working a great deal of hours additional to the PTT. Due to the workload, I have reduced my study load from 2-3 courses to 1 per term."*

Respondent 34 highlighted the reasons as to why a reduction in study can be beneficial to reducing stress in a PTT role:

PTT is manageable if you do not overload yourself. Working full time prior to PTT, I was never able to do 3 units per term anyway, as I have two young children. I think if someone is going to undertake PTT, they need to ensure they reduce their study load as you cannot give your best teaching if you are under stress or pressure, and teaching should come first as your own students suffer the consequences of poor planning and the outcomes of stress.

Other participants articulated how they adjusted their study commitments whilst on PTT, such as Respondent 162:

The PTT study is as manageable as working any full-time job while studying. I have initially reduced my study load while I get used to the role. I plan on increasing my study load as I become more experienced and confident with the administrative side of teaching. It would be nice if allowances were made so placement can be done on site rather than at a different school.

Five percent of the respondents identified that the workload was only just manageable.

Respondent 9 said, *"sort of... definitely would've helped if I had a little more time to complete my studies."* Respondent 212's comment was similar, stating: *"Most of the time. A part of it was a bit hectic but mostly it felt manageable. I don't think I would've been able to have managed a full time PTT during 3rd year. But being in my last year of the degree with only 2 courses left, it's been alright."*

Just under one fifth of participants (19%) identified that the workload was not manageable, particularly when trying to complete their university studies. Respondent 187 articulated a declining motivation for study whilst on PTT, saying *"I am not confident that it's manageable so far - I haven't been able to focus on my study as much this semester. Additionally, it's harder to stay motivated to study for my teaching degree when I'm already teaching."*

Respondent 85's comment reflected this: *"If I was keeping up at work, my study was behind."*

Respondent 78 summed up many of the comments about workload manageability, stating that *"to achieve a high standard at university, no I don't believe it is achievable. One must make sacrifices to other aspects of life to do well in both."*

Respondent 130's comment was similar: *"My PTT load was not manageable while studying, which resulted in failure of one of my units. While on my first PTT, I completed only one unit of my degree."*

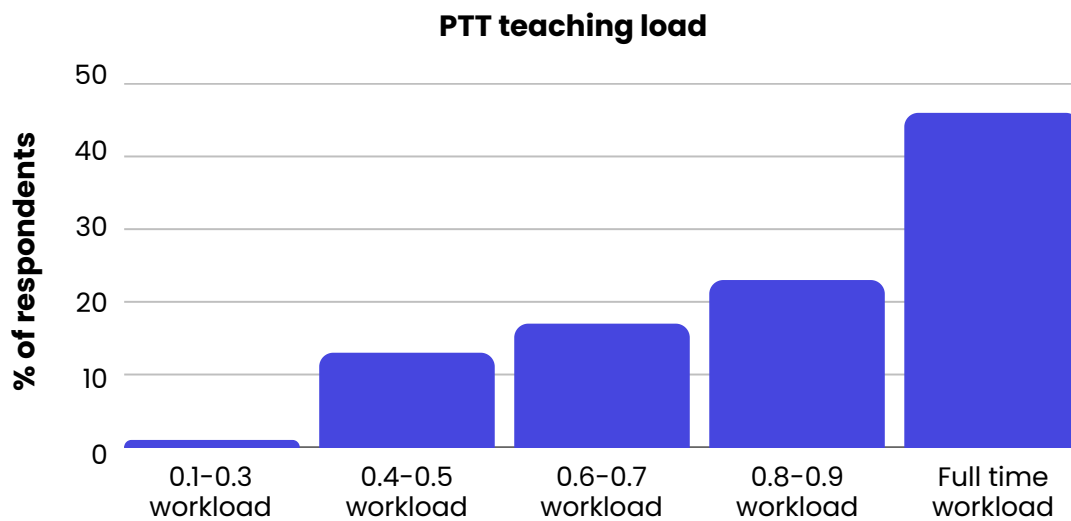
2.4.2 TEACHING LOAD

When an application for a PTT is made to the QCT for approval, the policy requires that "the subject area/s and year levels the person will be expected to teach, and the full-time equivalent hours for each subject and year level" (QCT, 2023, p.1) is included. While specific to the Department of Education in Queensland, the advice to schools is that teachers on PTT "should be offered a reduced workload to assist them in balancing their work as teachers with their study commitments. They receive additional NCT and should be provided with mentoring support" (Queensland Teachers Union, 2023).

The data shows that the QCT approved a range of PTTs from one day per week to full time employment. The requests for approval reflected the needs of the schools at that point in time. Figure 16 shows that 46% of respondents were on the equivalent of a full-time workload, with another 23% on a 0.8–0.9 workload. Non-contact time as described by the respondents appeared to reflect the context in which they were working and the timetable specific to that school. All respondents indicated that they received the required non-contact time. In considering workload, some schools treated the PTT as a beginning teacher and as such placed them on a beginning teachers' workload. According to the Queensland Teachers Union, beginning teachers are entitled to additional non-contact time[3]. Additionally, Figure 16 shows that 17 % were on a 0.6–0.7 workload and a further 13% on a 0.4 – 0.5 workload. A very small percentage were on a workload equivalent to less than two days per week.

[3] http://www.qtu.asn.au/application/files/8716/7842/0542/Beginning_teachers_-_General_Working_Conditions.pdf

Figure 16
PTT teaching load



2.4.3 CHANGES TO WORKLOAD DURING PTT

A small percentage of respondents indicated that during the period of their employment on PTT, their workload changed. They reported that the changes occurred based on the specific needs of the school or their own personal circumstances. Some of the reasons provided by the participants included staff illness, and changes in timetabling. Figure 17 shows that 17% indicated that their workload changed during their PTT, while a small number indicated that their workload was reduced. For example, Respondent 6 said, *"I reduced my load to support my full-time uni load. I was 0.8 and moved to 0.6 and I find this much more manageable."*

When there were variations, they were mostly an increase in workload. In some cases, this was an official employment agreement change, and the participants' wages increased as well. However, in some instances, there was not a change in the participants' employment agreement. In these instances, they were given extra classes and duties, or their non-contact time was reduced. Reasons for this seemed to be connected to changes to the school's timetable, or staff absenteeism or leaving the school, as explained by the following comments:

"Once my GTPA was completed, the school I completed my PTT in, added more loading in the form of cover classes." (Respondent 24)

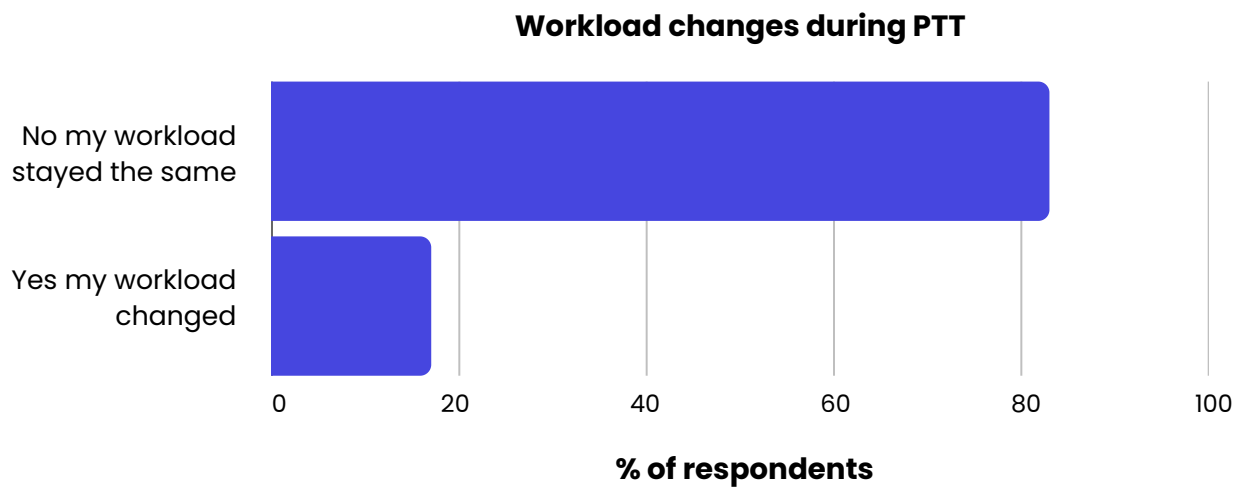
"I was occasionally given supervisions to cover classes due to staff absence." (Respondent 110)

"At my first school, I was used wherever there was a shortage. The school was incredibly understaffed and there was no training or support as PTT." (Respondent 59)

"My workload increased. When I asked for them to lower it they wouldn't as they said there was no one else to teach the class." (Respondent 79)

For some participants the change was not additional hours, but rather the hours were spread over more days. For example, the following response from Respondent 52 identifies how their workload changed in this way: *"Initially it was agreed that I would be at school for 3 days a week, but this changed to 5 days a week due to the classes they assigned to me."*

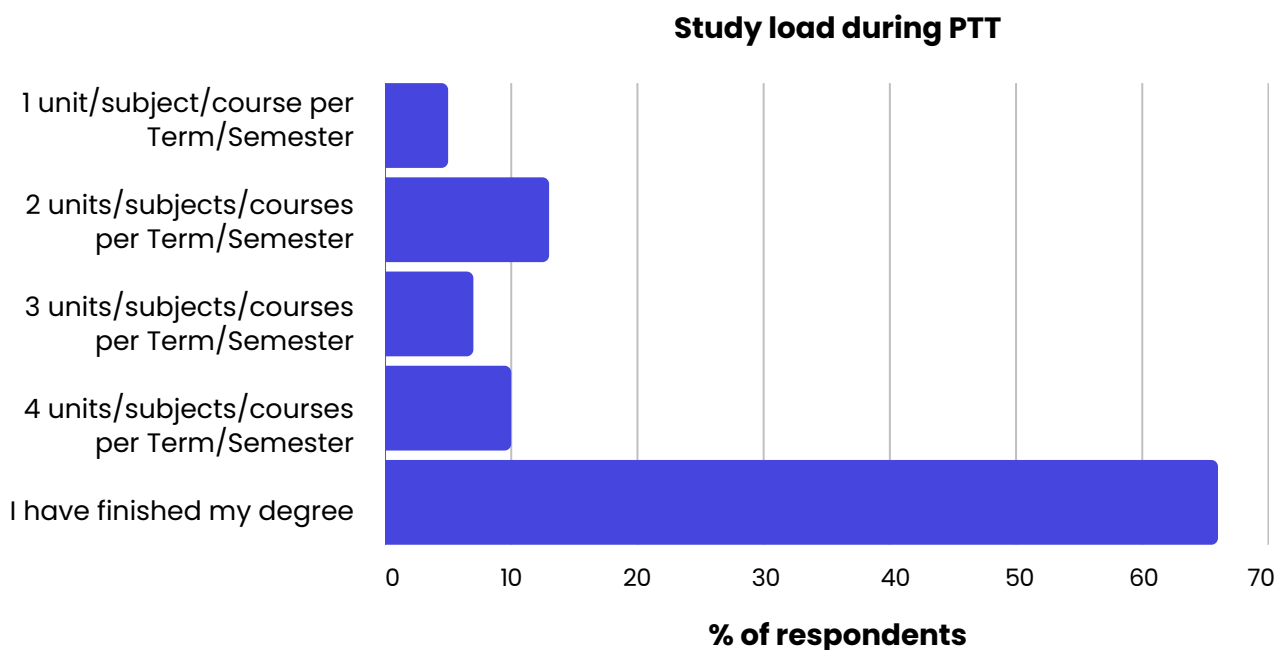
Figure 17
Changes in workload during PTT



2.4.4 STUDY LOAD DURING PTT

Of those respondents still studying, 34% indicated they juggled study alongside their PTT. As shown in Figure 18, of this 34%, 13% indicated that they were on a two unit/subject/course load, which is considered half a study load. However, 10% indicated that they had a full study load (4 units/subjects/courses) whilst on PTT. A further 7% reported being on a three unit/subject/course load, with 5% studying only one unit/subject/course at the same time as their PTT. This suggests that some participants reduced their study commitment to better balance work and study.

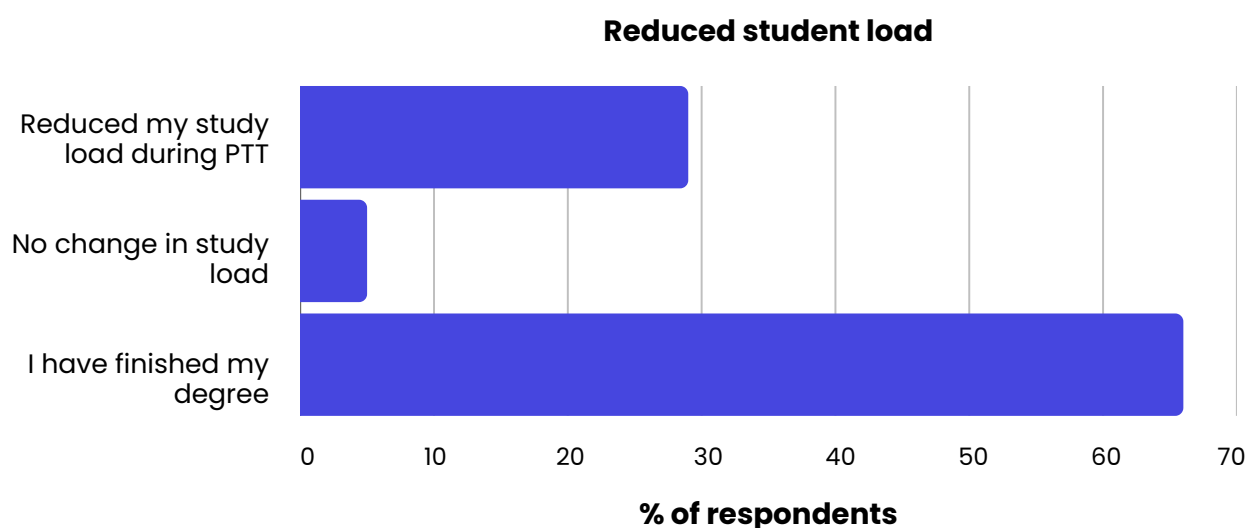
Figure 18
Study load during PTT



2.4.5 REDUCED STUDY LOAD

Following on from the discussion concerning the participants' study load, the following table provides insight into the degree to which study loads were altered whilst on PTT. Figure 19 shows that of the 34% of respondents who studied whilst on PTT, 29% reduced their study load, with 5% keeping their study load the same. A reduction in the number of units studied each term/semester inevitably increases the time taken to complete the teaching program in which the student is enrolled. This in turn means that participants on PTT were likely taking longer to transition to becoming a registered teacher.

Figure 19
Reduction in study load



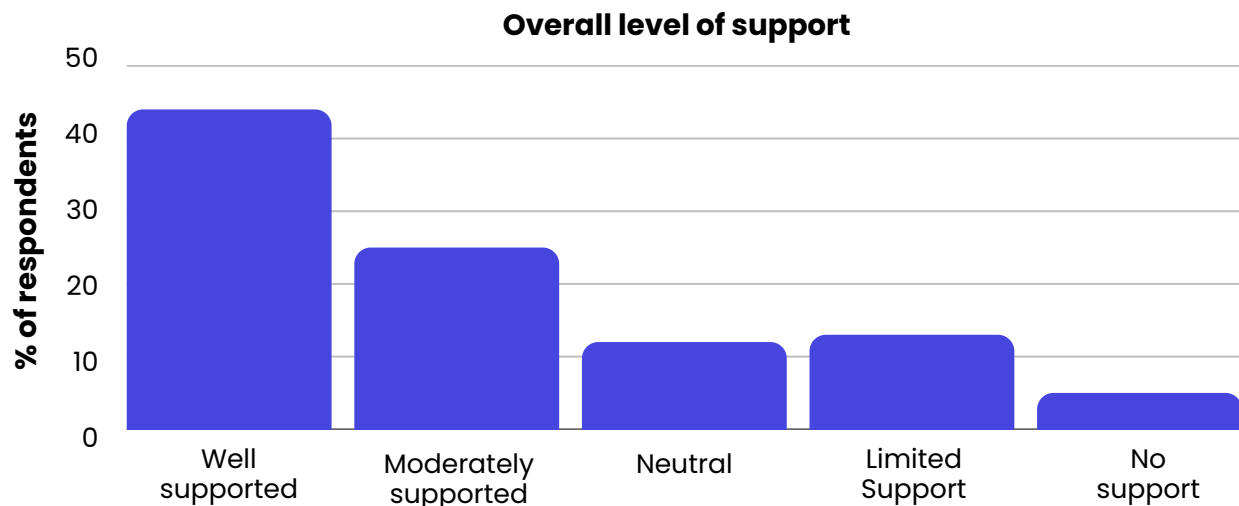
2.5 SUPPORT WHILE ON PERMISSION TO TEACH

The support provided to those on PTT was a key inquiry point of the online survey. In particular, the questions posed focused on descriptions about the levels of support provided to the PTT participants from the various stakeholders involved. It also investigated the mentoring that PTT participants experienced.

2.5.1 LEVEL OF SUPPORT

Almost half of the respondents (44%) indicated that they were well supported during their PTT, with a further 25% stating they were moderately supported. This indicates that 69% of the respondents experienced some level of support; however, 13% identified that they were given limited support, and 5% reported that no support was received. As this question did not specify who was providing the support, 12% indicated that they had a neutral response to the question.

Figure 20
Overall Level of support



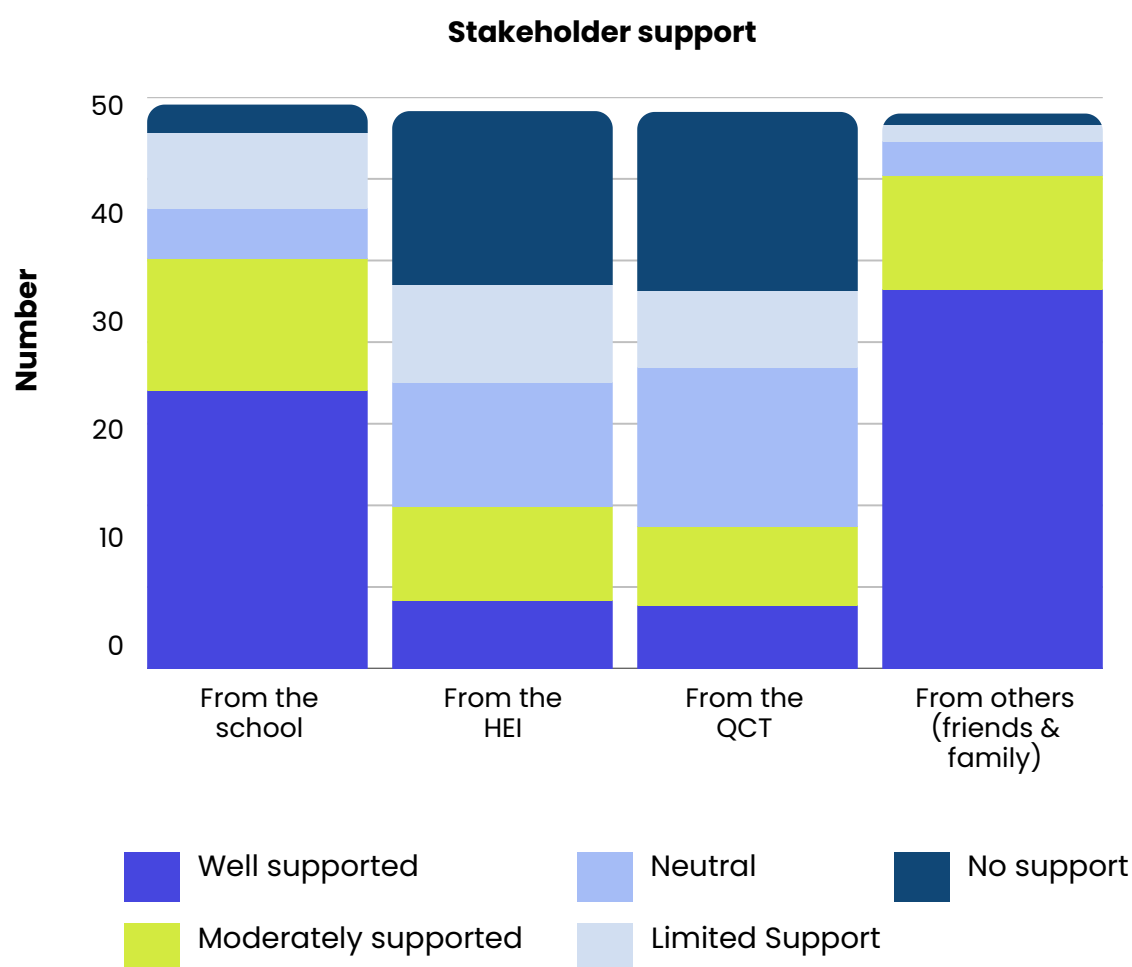
2.5.2 STAKEHOLDER SUPPORT

The online survey drilled down into the level of support provided by key stakeholders while the participants engaged in their PTT. Stakeholders included the school in which participants were undertaking PTT, the HEI they were enrolled at, the QCT who approved the PTT, and the category of 'Others', identified as family and friends. While identified as a stakeholder in the PTT context, the role of the QCT is to process the PTT application and make a decision on approving or refusing the application, and to liaise with the employer and applicant for additional information as required (QCT, nd). The QCT also approves any additional variations and/or conditions. This suggests that once on PTT, the other stakeholders (school, HEI, and friends and family) identified by the respondents provided the level of support required throughout the PTT.

As seen in Figure 21, respondents indicated that the highest levels of support came from family and friends, followed by the school at which they were employed. Participants indicated that they felt well supported by family and friends (464 responses) and well supported by their school (341 responses).

The levels of support from their HEI and the QCT were varied. While the participants identified that the QCT and HEI have a role in supporting them on PTT, according to the Permission to Teach Principles (QCT, nd), the role of both the QCT and the HEIs in supporting students occurs mostly at the time of application.

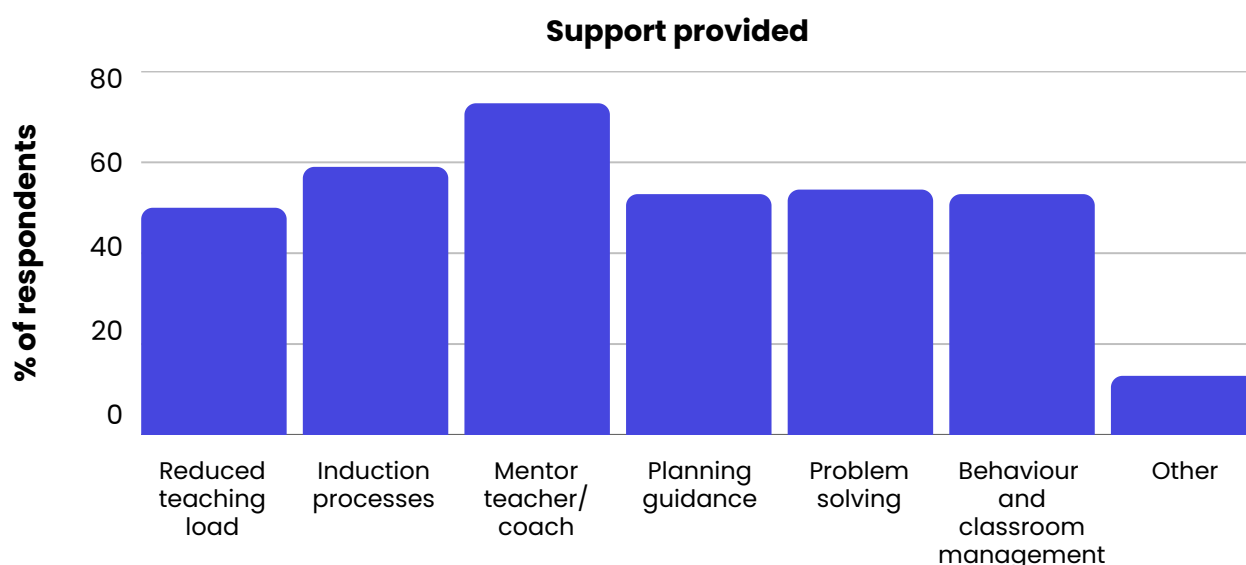
Figure 21
Stakeholder support



2.5.3 TYPE OF SUPPORT

The type of support in place for those undertaking a PTT in a school varied greatly. As shown in Figure 22, mentoring by a mentor or coach (73%) was the most common form of support, followed by induction (59%) to the school and its systems and approaches. Respondents indicated that they received general support enabling them to help with resolving problems and issues (54%); guidance with planning and assessment (53%); behaviour and classroom management (53%); and a reduced teaching load (50%).

Figure 22
Types of support provided



A small group of respondents indicated that they received 'other' support, such as professional development and training or school-based support, release time for writing university assignments, or additional non-contact time. For example, Respondent 6 stated that *"I was included in a beginning teachers' group who meet fortnightly to discuss different elements of departmental practice and policies. There was also peer support for wellbeing which includes teachers from other faculties."*

The support received by the participants was often dependent on the school and staffing, as illustrated by Respondent 48:

My previous school provided no support. There were no inductions, no actual mentoring due to staffing numbers, but an external behaviour management training package was delivered which was a life saver. My new school has reduced my teaching load, induction policies and procedures were provided, support to resolve conflict and a very clear process of who does what. There is zero tolerance to abuse of staff and are willing to support teachers with high behaviour issues.

Although mentoring and coaching were identified as the most common forms of support, this again was dependent on the school in which participants were employed. For example, Respondent 10 said: *"When I started at the second school, I was given a couple weeks intro, had a mentor that I saw from time to time, the school was meant to have a program for beginning teachers, but the person resigned and no one replaced them at the time."*

While mentoring support was sometimes a formal arrangement, other respondents indicated that the role of mentor was assumed by other members of staff, such as a co-teacher. For example, Respondent 38 said *"I had a mentor coach for 4 weeks. My co-teacher has been the biggest support for me."* Respondent 28 found mentoring support from another teacher outside of their school:

It's important to note that most of the support (I felt) came from outside of my PTT school. My main support came from a teacher from another school and he was willing to help me in his own school time too. Very little practical support from my school apart from accolades and occasional walkthroughs to witness other staff teaching.

The implementation of mentoring programs also varied greatly and was not always viewed as supportive by the PTT. This was indicated by Respondent 42 who shared:

There was a mentor program however it was more work than benefit. We were required to provide lesson plans every week but did not receive advice on how to unit plan or design assessment. There was some guidance on how to teach through access to other teacher's resources.

2.5.4 SUPPORT FROM MENTORS

The survey invited participants to specifically identify the types of mentoring support they received. Unfortunately, some respondents identified that they were not allocated a mentor. However, for those who were allocated a mentor teacher, the support came through planned mentoring sessions which focused on aspects such as observation and feedback, curriculum, assessment, school policies and school systems. Respondent 539 stated: *"My mentor would check in with me daily, go over the unit plans, go over resources, observe classes, and provide feedback, moderate on all assessment, and answer all of my questions. She also made sure I felt incredibly welcomed into the team."* Respondent 137 also had a similar mentoring experience through formal planned processes:

The mentor teacher observes lessons, is available to suggest strategies or ideas regarding all areas of teaching. We have fortnightly 1:1 meetings and meetings before school every 3rd week. The mentor organises observations of other teachers/classes and observation templates to complete, they also organise professional development opportunities.

Mentoring gave the participants an opportunity to reflect on their own teaching. Respondent 69 indicated this, saying that *"I worked closely with a mentor who gave me many opportunities to observe their lessons and reflect on my own teaching. I received support with planning and with Essential Skills for Classroom Management through observations and reflections."* Similarly, Respondent 78 stated that they received *"in class support, assistance with lesson plans and the provision of feedback."*

Many of the respondents commented about the guidance, support and collegiality offered to them by their mentor teacher. For instance, Respondent 448 said *"I got an amazing mentor teacher who is more than willing to help me / answer any questions I have and give me guidance when I ask for it."* Similarly Respondent 424 stated *"in any situation that I am unsure of or generally just need support and guidance they are always available and able to offer the support I need."* Likewise, Respondent 525 stated *"they were someone to talk to."*

Some respondents indicated that the mentoring support received was very ad hoc often based on the PTT requesting support rather than the mentor organising a formalised session. However, even when the mentoring was ad hoc, there appeared to be a general willingness to support the PTT. For example, Respondent 410 stated that *"I was instructed to ask them questions when I needed support."* Similarly Respondent 141 said *"they are there to talk to, but busy also which doesn't help."* Respondent 307's response about mentoring was also similar, sharing that it was *"generally informal based on me requesting advice, otherwise pretty much left alone."*

As noted previously, in some instances, support was provided by someone other than an assigned mentor. This may be because the participants were not allocated a mentor or if they were, the mentor had not been helpful. Respondent 387 stated that they had *"no official allocation of a mentor. I had to seek out my own support."* Respondent 196 hinted that they did not have any support at all, sharing that *"I had no mentor, I was thrown in the deep end and had to swim in high tides to survive."* In the case of Respondent 169, they were not provided a mentor, but instead were part of a beginning teachers program: *"I was not offered a mentor teacher. At the school, there was a scheduled beginning teacher meeting once weekly and I was able to meet with the HOC twice a week."*

Respondents, such as 413, were allocated a mentor but instead had to approach other people for help. As they stated, *"I was allocated a mentor and received little help. A close colleague (who I sat next to in the staffroom) is the person I ended up going to when feeling the need for support."* Respondent 478 had a similar experience, sharing that *"my allocated mentor didn't support me, but I found a mentor that supported me in curriculum designing and catering for students with challenging behaviour. General class strategies like seating plan design as well."*

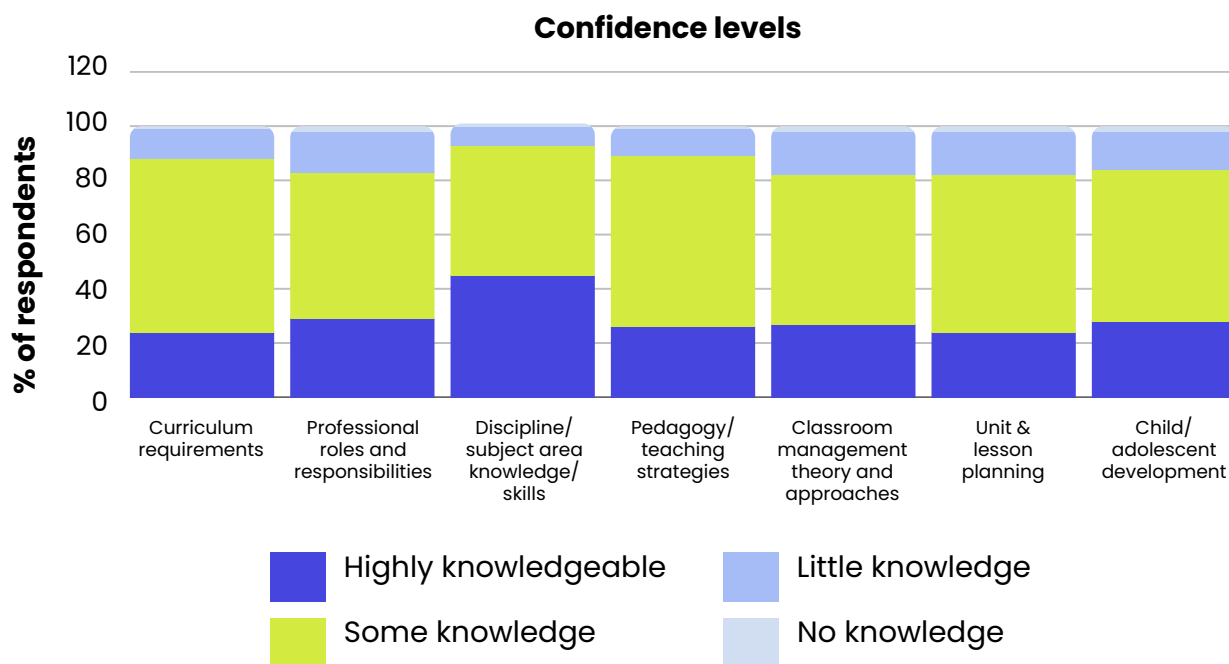
2.5.5 CONFIDENCE WITH COMPONENTS OF TEACHING KNOWLEDGE

The survey investigated participants' confidence with a variety of components of teaching knowledge. This included child and adolescent development, unit and lesson planning, class management theory and approaches, pedagogical strategies, discipline/subject area knowledge/skills, professional roles and responsibilities, and curriculum requirements. The highest ranked components from Figure 23 will be discussed.

When viewed holistically, Figure 23 shows that most respondents had some knowledge across all the components, with very few indicating “No knowledge”. Given that the PTT approval is contingent on the applicant being “suitable to teach and demonstrating that they have the knowledge, qualification, skills or training considered by the QCT to be relevant to the position” (QCT, 2023), the knowledge levels across all components identified by the participants are not unexpected.

In terms of feeling highly knowledgeable, the highest ranked by the respondents was the discipline/subject area knowledge/skills, with 45%. Following this, the next highest ranking was professional roles and responsibilities with 29% and child and adolescent development (28%). The remaining components were comparable in percentage, indicating that the participants felt highly knowledgeable.

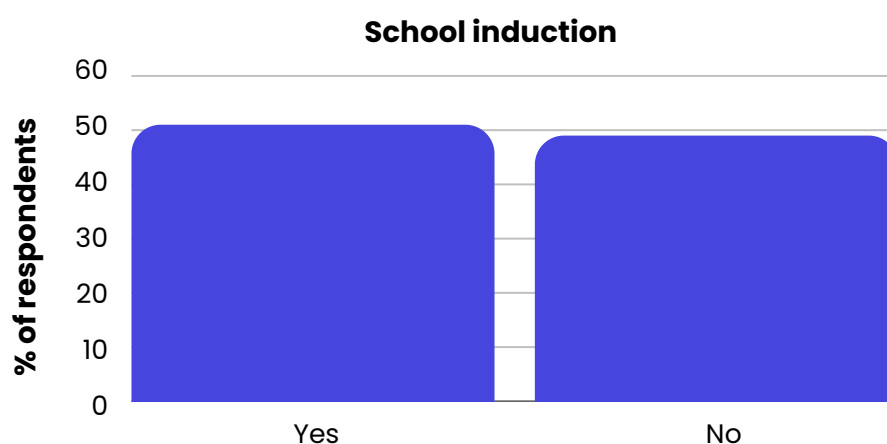
Figure 23
Areas of confidence



2.5.6 SCHOOL INDUCTION

Induction is a feature of beginning a new job or role and often involves an overview of the context, familiarity with workplace health and safety procedures, and meeting co-workers. In a school context, an induction would involve mandatory training, an overview of the school-based policies and procedures, being briefed on the teaching role and meeting school staff. Over half of the participant responses indicated that they participated in an induction process at the school, whilst 49% indicated they received no induction at all.

Figure 24
School induction



This question enabled the respondents to provide additional information related to induction. The 51% of respondents who indicated that they did have a school induction reported that it included school-based processes and procedures such as discussing policies and school frameworks, as well as exploring school-based systems. Induction often included a school tour, meeting staff and undertaking any mandatory training that was required. Approximately 10% of the respondents identified that their induction was part of a beginning teachers or new teachers program run by the school. Another 10% of the responses identified that their induction occurred during Student Free Days where professional development and training were undertaken with no specific introduction to policies or procedures. The remaining participant responses were centred around induction to the classroom and/or department. These induction processes usually involved spending time with classroom teachers in the year level or subject area that the participant would be teaching.

2.6 PERMISSION TO TEACH AS A PATHWAY

As previously noted, over the last 5 years, PTT applications have grown exponentially in Queensland, particularly in regional, rural, and remote areas of Queensland. With the growth in PTT approvals, it is increasingly seen by preservice teachers as early entry into the teaching profession. This section of the survey investigated PTT as a pathway into teaching and examines what participants identified as positive and challenging aspects of PTT, how PTT can be improved and how PTT impacts the identity of the applicant.

2.6.1 POSITIVE ASPECTS OF PTT

In asking about the positive aspects and experiences that PTT afforded the participants, their responses were coded into four themes: Immersion in the role and experiences of real-world teaching; Learning while earning; Transitioning to the profession; and Building their identity as a teacher.

2.6.1.1 IMMERSION IN THE ROLE AND REAL-WORLD EXPERIENCE

The most coded response was that PTT provided the opportunity to be immersed in the role of a teacher and to experience real-life teaching. Within this coding, respondents identified how engagement in the real work of a teacher supported them to make links to the knowledge and content learnt at university. Respondent 622 identified the positives of PTT as *"lots of hands-on experience and teaching in the classroom that provided a lot of 'why' behind completing my university work."* The comment from Respondent 622 highlights how real-life engagement enabled connections between theory and practice. Similarly, Respondent 571 stated *"I was able to directly see the connections between the content at university and real experiences.....being able to develop real resources, lesson plans and assessment tasks."* Respondent 488 offered a similar perspective to the previous participants referring to the benefits of: *"on the job training, real world application of things we are learning at uni, and understanding the full requirements of teaching that isn't explicitly taught or explained at Uni."*

Respondent 607 pointed out the positive differences between PTT and being on a professional experience placement stating that *"being able to step up into a teaching position whilst still at uni gave me so much real-world experience different to being on prac. It made me much more confident in my teaching."* Others, such as Respondent 399, commented on the opportunity to be autonomous, which involved being able to make their own decisions in the classroom. They highlighted the ability to *"apply concepts learnt at Uni to a classroom setting and to make my own pedagogical decisions without another teacher in the room."* Participant 542 added that *"it allowed me to have my own classes and have ownership over the way I teach and how I manage behaviour without the worry of stepping on other teacher's toes."* Finally, Respondent 597 stated that learning to teach through PTT was a way forward, sharing that *"being in the classroom has been the most educational way to learn how to teach. Being able to use strategies immediately in the classroom should be how all teaching degrees are administered."*

2.6.1.2 EARNING WHILE LEARNING

PTT has a dual benefit. Firstly, it provides a regular income and secondly, as previously discussed, it provides the opportunity to apply theory from university to the real-life context. The work for which the participants are being paid aligns with their future career choice. Respondent 594 highlighted the ability to work, study and be paid as a positive stating that being *"a mature age student being paid while studying is a huge benefit."* Similarly Respondent 199 identified that they were able *"to work and study at the same time on what I was passionate about."* Respondent 51 expressed similar gratitude at *"an amazing opportunity to start my teaching career early."*

2.6.1.3 TRANSITIONING TO THE PROFESSION

Another key theme to emerge was that of PTT enabling a better transition to the teaching profession. The responses presented in this section are from participants who completed PTT while studying and who are now working as registered teachers. For example, Respondent 125 stated: *"I felt very prepared for my first year of teaching. It's made this year way easier."*

Respondent 287 explained this further, saying that *"I was able to get into the classroom sooner and build confidence as a teacher. It allowed me to trial being a full-time teacher while having extra support from the school which made stepping into the classroom easier after graduation"*. Respondent 514 felt that their PTT experience prepared them for the classroom stating that: *"I learnt more from the classroom and was much more prepared at the start of my first year, because I was familiar with how the school was run and their procedures and policies"*. For some, the support provided from the school whilst on PTT made the transition to beginning teacher easier, as reported by Participant 320. They shared the value of *"being supported to ease into a teaching career, rather than being thrown in the deep end"*. Likewise, Respondent 299 pointed out that they were *"starting my teaching career earlier but easing into it rather than jumping right in"*.

2.6.1.4 A SUPPORTIVE EXPERIENCE

The theme of support was woven through many of the positive aspects of PTT with the support afforded to PTTs enabling a successful transition to the profession. As part of the PTT experience, many participants appreciated support provided by the school community. For example, Respondent 378 reflected on their experience of *"gaining early access to teaching with loads of support and understanding which allowed for an opportunity to start teaching, while still being supported as a student."*

Professional colleagues were identified as an important support mechanism. As shown by Respondent 476, *"the working environment was a positive aspect. My co-workers were super supportive and helpful. They didn't mind the amount of questions I asked."* Being allocated a supportive mentor was another positive aspect of being on PTT as Respondent 79 identified:

Being supported by a mentor was key. It was a much more authentic learning experience aligning my PTT with study. By the time I finished my degree I could confidently take on my role as a beginning teacher as I knew the students, staff and school goals.

2.6.1.5 GROWTH OF TEACHER IDENTITY

Undertaking PTT provided experiences that enabled the participants to nurture their understanding of themselves as a teacher. For example, Respondent 261 indicated how the experience of undertaking PTT was instrumental in contributing to the growth of their teacher identity, sharing about the value of *"being able to get straight into teaching and finding my own feet and teaching style."* While Respondent 261 does not explicitly use the term identity, there is a sense that they are recognising their growth into the teaching profession and felt a growing sense of autonomy. As part of a PTT's growing sense of teacher identity, many respondents self-efficacy was enhanced through the experiences that came as part of PTT. This was aptly stated by Respondent 225 who revealed that *"I had to hit the ground running and came into my own. I realised that I could actually teach!"*

2.6.2 CHALLENGING ASPECTS OF PTT

While the respondents expressed many positive aspects of PTT, some aspects of the experiences were identified as challenging. Earlier sections of this report have identified some of those challenges. This section provides further detail on challenges experienced by the PTT participants. These include limited support, workload and time management issues, teacher identity, underestimating the role of a teacher, and placements and recognition of experience.

2.6.2.1 LIMITED SUPPORT

As identified in earlier responses, some respondents revealed that the support they received was limited from both their school and HEI. With regard to limited support in the school context, issues focused on workload, addressing behaviour management challenges, and planning. The following quote illustrates the interrelatedness of the challenges that some participants encountered. Respondent 604 articulated about being *“placed onto a full timetable very quickly which was quite overwhelming, I was given challenging classes. I struggled with the lack of support from my HoD's who expected me to be all over the curriculum straight away.”*

Respondents made links between support and mentoring, and identified that when mentoring was not provided, they felt unsupported by the school. This is illustrated in the following quote from Respondent 52 who stated: *“I did not receive a proper induction when starting at a school with other new/beginning teachers. Not having a proper mentor/coach to help with all the beginner hiccups/questions was challenging.”*

As previously discussed, the QCT's Principles for Permission to Teach identify the roles for each stakeholder. The university's role is primarily at the beginning point of a PTT application when they are asked to engage with the applicant *“regarding the requirements, including PEx for completion of the ITE if working under PTT including any conflicts of interest”* (QCT, nd, p.1). However, the data shows that participants had expectations regarding support from the university. In particular, they highlighted the need for greater flexibility around placements and consideration for due dates for university assessment tasks. Respondent 617 stated that they had *“very limited support from the university in regard to flexibility of placements and assessments to work in with PTT.”*

Another challenge that was raised several times by respondents concerned the nexus between the requirements for their university qualification and being on PTT. Many felt that given their engagement in a teacher role, they should receive credit towards their university study. One participant felt that they should receive credit for placements given that they were working in a role of a *“teacher”*. As Respondent 533 commented:

Not being able to have anything credited to my university study created significant issues with workload. More support from uni and QCT to be able to credit our knowledge and experience would be greatly beneficial.

2.6.2.2 WORKLOAD AND TIME MANAGEMENT

As discussed in an earlier section, the challenge of workload and time management whilst on PTT was a concern of many respondents. However, when asked to focus on the issue of why workload and time management were challenging, the respondents outlined that they were often unaware of the complexity associated with the role of a teacher and the time that study and teaching required. Respondent 164 reflected:

The time it takes to complete unit planning and learning how to write Individualised Curriculum Plans and marking guides has been challenging. I am sure as I become more experienced and confident with those areas it will improve.

The many components associated with teaching were not always able to be completed by some participants while at school. Thus, some PTT participants identified that they needed to take work home which in turn impacted on their work/life balance. As Respondent 164 explained:

Managing the work/study/home balance has been a challenge, there is a lot of admin that is done behind the scenes (outside of the classroom) than my placements had prepared me for. Finding the time to develop and create visuals, resources and communication tools has also been a challenge. Though as I become more experienced, I am sure that will become more manageable also.

As identified in other survey responses, balancing time between teaching and study commitments was an ongoing challenge. Respondent 22's comment highlighted that "time management..... between uni and school was challenging, but in general, teaching full time is difficult." This was reiterated by Respondent 149 who experienced similar issues and the challenges of "time management... I found that full time uni and full-time work made it a tough year."

2.6.2.3 POSITION AS A TEACHER: REAL OR NOT REAL?

When accepting a position on PTT, the applicant assumes the role of a teacher in a school. While not fully qualified, the PTT applicant is enacting the duties as outlined in their PTT agreement. In commencing a PTT approval, the participant is much like a beginning teacher finding their feet in a new context and would generally be afforded the respect from the school community. However, some responses indicated that their role as a teacher was undermined. Often this was communicated subtly through attitudes from other teachers or administrative personnel at the school. Other criticisms were more overt suggesting that PTTs were not 'real teachers'. The following responses illustrate this:

"Criticisms from other teachers that you are not qualified and being treated as a second-class teacher." (Respondent 365)

"Imposter syndrome." (Respondent 376)

"Feeling like I was not taken seriously by other staff." (Respondent 386)

"Being made to feel like not a 'real' teacher by some staff." (Respondent 458)

"The respect level was not the same, some people were unfavourable to the idea." (Respondent 469)

"In my second PTT the TA in the room with me was working against me not with me and looked down on me as I was not qualified." (Respondent 389)

2.6.2.4 UNDERESTIMATING THE TEACHER ROLE

The components of the role of the teacher are unpacked in the Australian Professional Standards for Teachers. Even though most PTTs seem to understand the various roles teachers fulfill, they underestimated the complexity and intellectual work of the role. Many responses identified that their professional experience placements had not prepared them for the role they were undertaking. As Respondent 371 explained: *“being new to all aspects of unsupervised teaching was challenging, planning lessons for subject areas with which I had no experience in previously on pracs, and learning all school processes.”*

Several identified that they were unprepared for the ‘in the moment aspects’ of teaching. Respondent 514 identified the challenge of *“not always having the knowledge or insight to unravel a problem quickly.”* Similarly, Respondent 388 shared about *“learning how to think on your feet and adjusting on the go and managing difficult behaviours.”* Others identified the necessity to learn on the job, as Respondent 552 commented:

I sometimes felt unqualified and under supported. Some of the time I was dealing with new content to me and was expected to create unit plans, scope and sequences, assessment items and resources, without much input from the school.

I was also dealing with teenagers that were not much younger than myself and found it difficult to carry the persona of the authority figure in the room.

2.6.2.5 FINANCIAL ASPECTS, PLACEMENTS AND RECOGNITION OF EXPERIENCE

A further challenge that was identified was that of participants not being paid whilst undertaking a PEx as part of their program of study. Many participants identified this as a challenge. For example, Respondent 599 said *“I felt annoyed that I had to go and essentially do my job for free on prac.”* This was similarly reflected by Respondent 542 who cited *“unpaid placements which isn’t fair when we are doing the job daily.”*

Another challenge related to PEx was the requirement to undertake a placement outside the allocated PTT school. Respondent 557’s comment points to the frustration *“having to go on placement to other schools when I have my own classes to look after.”* Respondent 382 suggested that *“this needs to be something that is integrated into PTT.”* In line with this suggestion, several students brought up the challenge of not having their PTT experiences recognised by the HEI where they were studying:

There is no recognition of your achievements from the university. You still need to enrol and pay for subjects such as ‘assessment and reporting’ when you have been writing exams already and reporting for 2 years already. There is no exemption even though I literally do all of the uni assignments in my day-to-day job. (Respondent 515)

Respondent 358’s comment was similar:

Placement – having to take time off and do supers to go on placement has been hard, and I also don’t get paid for them which impacts my family. I do also find not getting any recognition of the experience I am gaining in the classroom towards my degree to be hard as well. I do so much work daily, but none of it counts towards competency for my degree.

2.6.3 PTT IMPROVEMENTS

When asked about whether PTT needs to be improved, 68% of the responses indicated that changes are needed. Along with the challenges of PTT identified in the previous section, a variety of the respondents' suggestions for improving PTT are presented as themes in Table 8.

Table 8
Participants' suggested improvements for PTT

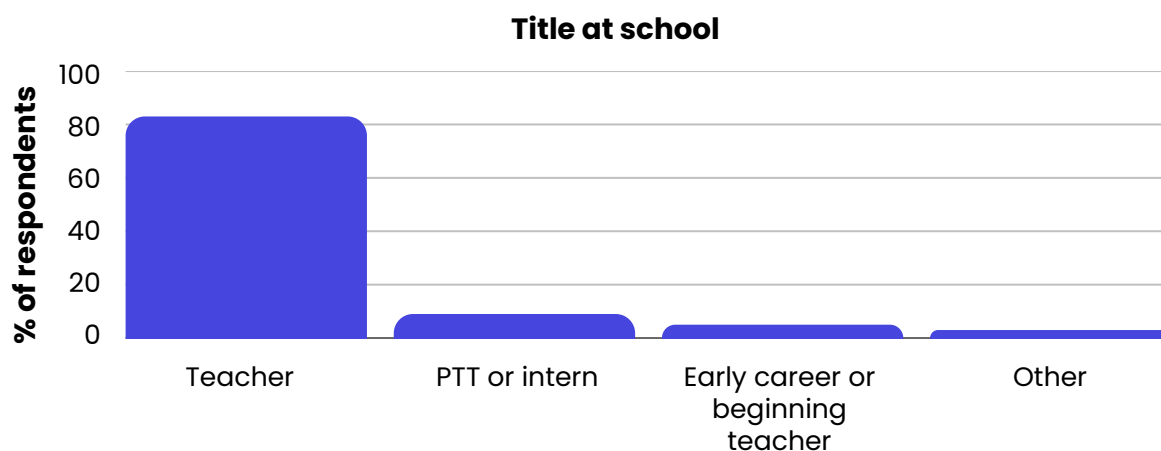
TYPE OF IMPROVEMENT	SUGGESTED IMPROVEMENTS
Stage of degree: it is recommended that PTT occur later in the ITE program.	<p><i>"PTT in its current form accepts teachers too soon in their degree and it burns them out before their career can begin."</i> (Respondent 4)</p> <p><i>"Not undertaking PTT too early in the degree as I have witnessed other PTT teachers struggling with behaviour, how to teach and manage content, young teachers also struggle with maturity/ professional boundaries in high-school settings."</i> (Respondent 27)</p>
Rules and requirements: it is recommended that firmer guidelines are established, particularly in relation to the formalising of assistance, workload and treatment.	<p><i>"PTT schools need to be under stricter rules so they must treat PTTs a certain way."</i> (Respondent 459)</p> <p><i>"There needs to be rules around load size, as too much at the start seems to burn people out. Schools also need to be held accountable that their PTTs are able to successfully meet the requirements of the job."</i> (Respondent 108)</p> <p><i>"I think PTT is a great avenue into teaching with many having the skills to do the role with some initial assistance. I think more formal requirements for what assistance is to be provided to PTT teachers by the school needs to be outlined to ensure PTT teachers are not thrown into a classroom without proper support."</i> (Respondent 22)</p>
Collaborative partnership: it is recommended that the relationship between the HEI and the PTT school is strengthened.	<p><i>"The PTT teacher needs to be fully supported through a partnership between their school and university. Collegial support is particularly important, as well as recognition from the school that the PTT teacher also has study commitments that are just as, if not more important than their teaching commitments."</i> (Respondent 232)</p>

TYPE OF IMPROVEMENT	SUGGESTED IMPROVEMENTS
Approach to PTT: it is recommended that alternative approaches to attaining a teaching qualification are investigated.	<p><i>"It would be a lot better if it were done as a "team teaching" role so that a PTT would be more like a yearlong internship rather than being in the teacher role immediately when teaching skills are still being learned." (Respondent 28)</i></p> <p><i>"I have learnt more in the classroom than I have at university. I would recommend a 2 year course with another 2 years on PTT to obtain the degree." (Respondent 49)</i></p> <p><i>"It would be more effective if it was delivered like an apprenticeship, with modules of theory interspersed with lots of time in the classroom learning the nuances of teaching." (Respondent 192)</i></p> <p><i>"I believe the teaching degree should be completely moved to an internship model. Where students attend uni 2-3 days a week and all students are embedded into schools for the remaining 2-3 days per week to put the theory into practice. Also, this would give students a true taste of what they are getting into rather than just small exposures. This system would be assisted by placing students into TA roles early on to ease them into the day-to-day classroom and school life". (Respondent 155)</i></p> <p><i>"Make the degree much less theory and make it more like an apprenticeship. Uni during holidays, teaching the rest of the time part time. We would have an abundance of great teachers that know exactly what to expect if we did it this way. Placements are not effective at teaching teachers to teach. You are lobed into a school mid-term, paired up with a teacher that may or may not care or be good at helping, doing work which you are not aware of before starting, then expected to soar. Also, there is no investment by anyone to do well or to make connections and build relationships as you'll be leaving in a few weeks, and teaching is 99% about relationships with students. (Respondent 203)</i></p>

2.6.4 TITLE WITHIN THE SCHOOL CONTEXT

In an earlier section, we drew upon the qualitative data to describe the PTT participants' position as a teacher in the school. In that section it was found that some participants were not viewed by some as a teacher. However, when the respondents were asked about how they were referred to within the school context, Figure 25 shows that most (83%) identified that they were referred to as a teacher. A small percentage were referred to as a PTT teacher or intern (9%), and others as an early career or beginning teacher (5%). A small group (3%) were called either a teacher in training, preservice teacher, student teacher or teaching assistant.

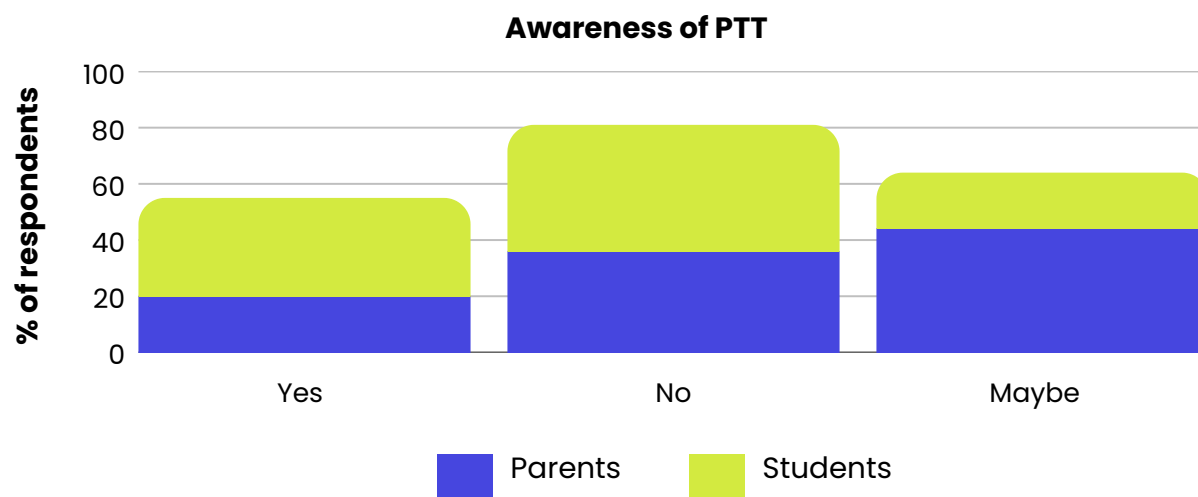
Figure 25
Title at school



2.6.5 AWARENESS OF PTT BY PARENTS AND STUDENTS

The next survey question inquired about whether parents and students were aware that the PTT teacher was not yet a fully qualified and registered teacher. As shown in Figure 26, 20% of the parents and 35% of the students knew their classroom teacher was on PTT, with 36% of parents and 45% of students not aware of the PTT status. From the participants' responses, a further 44% indicated that parents and 20% of students may or may not have been aware.

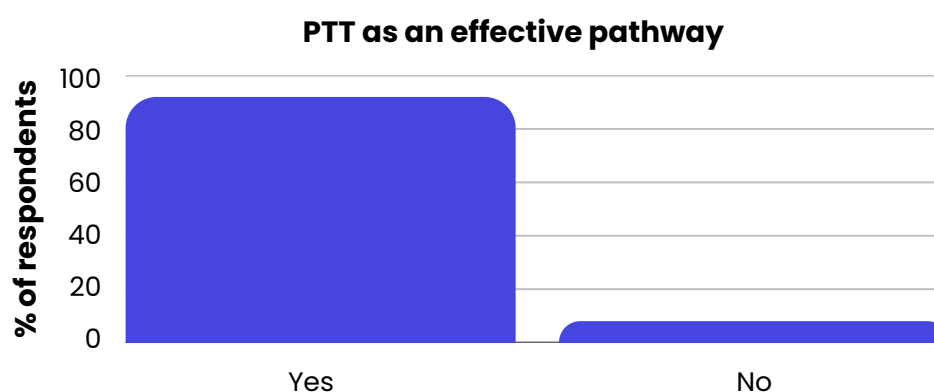
Figure 26
Awareness of PTT status



2.6.6 PTT AS AN EFFECTIVE PATHWAY

Respondents were asked to consider whether PTT was an effective pathway in becoming a teacher. As shown in Figure 27, 92% of responses indicated that it is an effective pathway into teaching, with only 8% stating that it was not an effective pathway.

Figure 27
PTT as an effective pathway into teaching



Similar themes emerged from the coded data responses, showing that PTT was viewed as an effective pathway. These include providing a hands-on experience, being paid/securing employment, study connections, transitioning to teaching, and, better than uni.

2.6.6.1 PROVIDING A HANDS-ON EXPERIENCE

As identified in other sections of this report, respondents indicated that the hands-on experiences that they engaged in during PTT enabled them to be a more effective and competent teacher. This theme was strong throughout all responses, indicating that PTT was an effective pathway to the profession. As Respondent 298 explained:

Immersion is the best way to learn the nuances of the job. Behaviour management is just a concept until you are faced with having to trial different strategies each week until something clicks. Also, PTT shows you the importance and influence of classroom routines which for me is actually a secret ingredient for behaviour management.

Similarly, Respondent 140 connected their hands-on experiences in the classroom to ensure the ability to better cope as a graduate teacher:

In the short time I have been on PTT I have gained more insight and experience into teaching than I have with any of the university courses or placements I have completed so far. I understand that the underlying knowledge and learning is important for teachers to have, but learning on the job has been so much more valuable than any reading or assignment. I also feel that with the support received from the school, PTT's have a better understanding of the workload, the school system, and classroom management. I feel undertaking PTT will help me become a more confident and experienced teacher, and less likely to burn out as a beginning teacher once I complete my degree.

2.6.6.2 BEING PAID AND SECURING FUTURE EMPLOYMENT

Many identified that being paid and/or being able to secure employment in teaching through PTT made it an effective pathway to the profession. As seen in earlier sections, the issue arose of financial pressure associated with not being in paid employment while on PEx. The comment by Respondent 88 highlights the impact of financial pressure, sharing that *"four years with limited income is a huge barrier to completing an Education degree."*

PTT also enabled many to secure employment during and on completion of their university study. Respondent 475 identified this as their reasoning for PTT being an effective pathway. They highlighted that *"it can give student-teachers early access into employment."* Similarly, Respondent 199 commented that *"it allowed me to enter teaching at the start of the year, rather than trying to obtain a position midterm."*

2.6.6.3 STUDY CONNECTIONS

The connections made between the respondents' experiences on PTT and what they were learning at university was another key theme. Opportunities afforded through PTT contributed to reducing the theory-practice divide. Respondent 19 stated that *"getting experience as a teacher reinforces the learning at university and broadens that knowledge. Also, having the extra support of the school to help with teaching, understanding and enacting what is being assessed at uni is extremely beneficial."* Respondent 41 added that *"it is invaluable being able to teach and study at the same time... being able to implement practical enactments of the theory-based learning we are doing at university. It truly enhances the teaching and learning cycle in a unique way."*

Respondent 24 commented on the value of sustained time in the classroom as a positive feature of PTT and was possibly more effective than PEx, stating that:

It helps put learning into practice. While doing 3 - 4 weeks of prac during a course is great, it doesn't give you enough time to learn about students or what are the best ways to implement your teaching strategies. PTT gives this opportunity"

2.6.6.4 TRANSITIONING TO TEACHING

Connections created through PTT helped to leverage a pathway into the profession. Participants identified that the experiences they had while on PTT contributed towards a smoother transition to a teaching career. As Respondent 274 commented:

I learnt so much from my PTT experience which has set me up for my first year of teaching. I have felt that so far in my first year of teaching it's been a little easier as I'm aware of what I need to do day in day out as a teacher.

Respondent 441 highlights that they are more autonomous, engaging in professional decision-making and feeling confident about finding their own way of working due to the experiences while on PTT. They reflected that:

I feel you develop much quicker in a PTT role than on prac. You have more realistic responsibilities; you can find your true teaching style quicker as you are left to your own devices. You learn out of necessity and cannot rely on your supervising teacher and must rely on your own professional judgement/decisions.

2.6.6.5 BETTER THAN UNI

Many respondents commented that being on PTT was more effective than their university studies, particularly in terms of a pathway into teaching. Respondent 81 commented that “my time on PTT, while challenging, was a real eye-opener. It gave me a far better insight into the real life as a teacher and I learned more in my 6 months there than during my 2-year Masters course.” Similarly, Respondent 31 stated that “university does not fully prepare you for what it is like being a teacher. There is no better training than doing it on the job. Even being on placement does not cut it as placements are just plain stressful.” Respondent 46 added that “you actually learn so much more than what the degree teaches you and how to apply this knowledge and be flexible.”

A small percentage believed PTT was not an effective pathway into teaching. Themes in this section of the data include that PTT can be a deterrent to teaching, it can result in limited loyalty from the school in the development of the PTT teacher, and balancing study and work issues.

2.6.6.6 A DETERRENT TO TEACHING

While PTT principles clearly indicate that the employer has the responsibility to provide the PTT participant with support and mentoring, if this does not occur, PTT teachers are at risk of not entering the profession (QCT, nd, p.1). Respondent 30's comment reflects this:

Unless there is a clear pathway for mentoring and coaching, within both the school and university, I feel it can easily turn someone away from the teaching profession. If the experience is not managed well, the student teacher can easily experience burnout before even graduating.

Commencing a PTT too early during an ITE program has the potential to present challenges which may result in deciding to change their decision to enter the teaching profession. Respondent 23 stated that "PTT too early on in degree sets you up for work overload and early exit from the profession."

2.6.6.7 LIMITED LOYALTY

A small number of participants felt that they were simply filling a gap at a school while on PTT. They felt there was no vested interest shown by the school in supporting them to be effective in the classroom. They felt a lack of care was shown to them. Respondent 53 recounted:

In my experience I was only used by the school to fill a position of classes other teachers did not want to teach - it was not in my teaching area, and it has deterred me from ever finishing my degree in teaching".

Respondent 6 had a similar observation, sharing that "systemic issues of teacher shortage are not stopped by PTT. Just brings burnout of teachers forward. Not enough support in schools. All they care about is a body in the classroom."

2.6.6.8 WORKLOAD ISSUES

The issue of workload arose as a contributing factor as to why PTT is not an effective pathway into teaching. This was highlighted by Respondent 39 who commented that:

It is not effective to work in a professional setting, with professional expectations, whilst also expected to study. It is really hard to decide whether to prioritise your job or your study. Without the proper support, it is an additional stress that both beginner teachers and Uni students do not need.

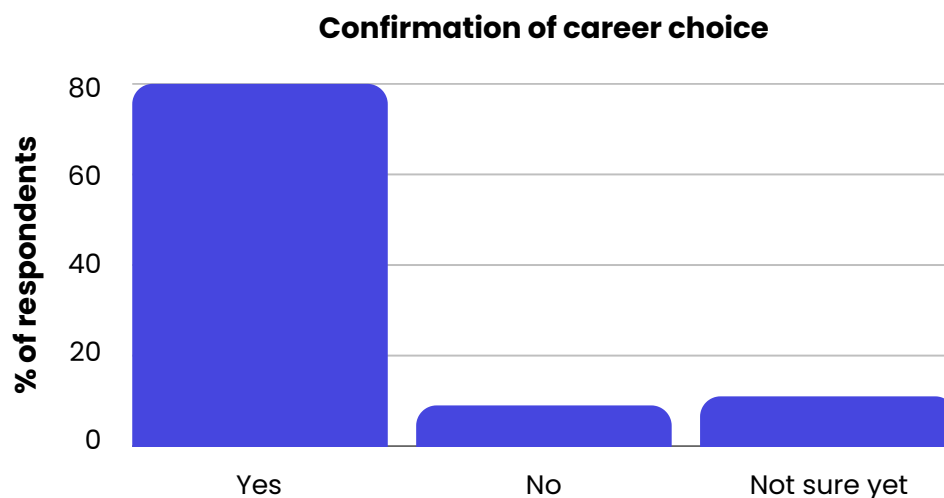
Respondent 41 linked workload issues back to teacher burn out, identifying that *“teacher’s workloads are enormous, add-in university and the complexity of first year teaching, it is too much. It is just burning teachers out before they even begin.”*

Workload issues do not just impact the person on PTT, but everyone and everything associated with them. As Respondent 288 states, *“I think PTT is effective IN YOUR FINAL YEAR ONLY. I have seen other PTTs accept a role too early in their uni studies and it negatively affected students, parents, teachers supporting that PTT, and also the PTT themselves.”*

2.6.7 CONFIRMATION OF CAREER CHOICE

The final question of the survey asked participants about whether their experiences on PTT confirmed their career choice of wanting to become a teacher. Figure 28 shows that most participants (80%) indicated that it did, 9% indicated that it turned them off teaching, and 11% remained unsure of their choice. There were a diverse range of comments about the benefits and challenges identified by PTT participants, and as shown by the indications in Figure 28, the majority have not been deterred by challenges encountered during PTT.

Figure 28
Confirmation of career choice



PHASE THREE: CASE STUDIES

An analysis of participants' narratives provides valuable insight into the influences of the PTT agreement as a contextual framework in the development of professional identity and the formation of perceptions about teaching as a profession. The following case studies provide an opportunity to delve into the lived experiences of thirteen currently registered Queensland teachers who were employed under a PTT arrangement.

The recruitment for the case studies involved offering PTT survey participants an opportunity for an interview via MS Teams as part of the third component of this research report. To ensure a diversity of 'voice', consideration was given to potential PTT participants from a range of:

- Geographical regions – very remote, remote, rural and metropolitan
- School sizes
- Socio-economic areas
- Schools within culturally diverse communities
- School authorities – state school, Catholic and independent
- Universities
- Genders
- Tertiary qualifications
- Sectors – early childhood, primary, secondary and special schools

Analysis of the case studies aimed to extrapolate salient views and experiences of PTT participants and notable aspects of their journey through the PTT process. Questions were framed to provide the participants with an opportunity to share their individual narratives and to generate insights as to future possibilities for PTT.

CASE STUDY (CS) ONE

“I got to dive in.”

CS One achieved full teacher registration in 2023. She is currently teaching collaboratively with the principal of a very remote two-teacher school, with an enrolment of 18 students ranging from kindergarten to year six. She acknowledged the benefits of working in small communities, recognising the ongoing support of not only the community members and families, but the accessibility to other small school colleagues. Regular gatherings of cluster schools in the remote areas afford CS One ongoing collegial support within the profession. She commenced her PTT journey in a nearby, slightly larger school, where she had been working as a school assistant whilst completing her preservice teacher training. As a PTT HASS teacher, one day per week, she was also able to maintain her school support role for the remainder of the week. CS One expressed an appreciation of the dual roles and their preparation in the transition to provisional registration, whilst studying education in her final year.

PTT was recommended as a positive experience, where she applied her deeper understanding of the curriculum through hands-on experiences and engaged in relevant teacher professional learning opportunities. CS One emphasised, “I’ve got to dive in ... And then you reach out and get the support you’re after”, whilst acknowledging that when faced with the enormity of the role, “you do get the brutal reality check.” Teaching multi-age classes that are often apparent in smaller schools offered her the greatest challenge. However, she stressed that replacing the final practicum in the final year of preservice teacher training was an imperative, expressing, “I just think it was brilliant.” It was evident, CS One advocated for only preservice teachers in their third or final year of training entering the PTT program. To ensure success, she also felt the knowledge and skill set required to teach younger children was necessary.

When addressing the notion of PTT teacher identity, CS One contemplated her dual roles, and how her school support role could have inadvertently informed the student and school community perceptions of her teacher status. Although there were inherent complexities, the principal's support was influential in framing her own sense of identity as a teacher within the school. This was exemplified in the principal's parade announcement, where it was clarified, “From now on, she [CS One] is a teacher, even on her teacher aide days. She is a teacher.” During the PTT experience, CS One highlighted the importance of a supportive and knowledgeable personal mentor, who was an accessible visiting and online teacher. Additionally, she voiced the value of the Centre for Learning and Wellbeing (CLAW) support system in its provision of a formalised program for PTT and beginning teachers, offered through the Department of Education State Schooling system.

CASE STUDY (CS) TWO

“I was set up and I was less like a fish out of water.”

CS Two participated in PTT in 2020, during COVID, and shared her positive experience whilst navigating the complexities of the epidemic. After receiving a call from the principal of her childhood P-12 school, she was offered a PTT agreement as part of The Arts program, teaching a specialist subject from preparatory to year four. This part-time position allowed her to continue studying as a fourth-year Bachelor of Primary Education student and maintain a before and after school care role. In hindsight, CS Two acknowledged that as an ex-student, the part-time position posed a challenge in developing her sense of teacher identity and fostering relationships with colleagues. During this six-month period, through a colleague's recommendation, a neighbouring city-based school engaged CS Two to also teach part-time as their preparatory to year six specialist teacher.

Emerging into a positive PTT experience, she emphasised, “my other school was awesome. I felt like one of their teachers at that school.” With the possibility of extending PTT and transitioning into provisional teacher registration, and working across dual schools for another year, she explained, “I could have stayed. I have studied to be a classroom teacher.” Hence, CS Two embarked on a journey to take a teacher position in a very remote school, 800 kms from the nearest city. She stressed the necessity for PTT positions to continue, with an emphasis on the need to fill the shortage of qualified teachers in these very remote regions, and smaller “rural remote” schools. However, her concerns regarding the systemic support received at the time [2020], lacked formality in its delivery and framework, highlighting the notion that as a “generalist classroom teacher, I would have been supported,” and as a specialist teacher, “maybe they weren't really sure how to support me.” Alternatively, CS Two articulated her experience offered an opportunity to gain essential skills and knowledge. Specifically, she recognised that on her first day with a new class, “I was set up and I was less like a fish out of water.” She continued to reflect on the PTT process as supporting her in engaging with children who were exhibiting challenging behaviours, “I had a pretty tricky class with some tricky behaviours,” however, through the benefits of the pathway from PTT to provisional registration, “I was good to go. I wasn't super nervous.”

When contemplating the proposition of PTT requirements, CS Two shared the importance of gaining foundational skills that come from fourth year preservice teacher university studies prior to commencing. In her current school, she highlighted their existing middle leadership, Mentoring and Coaching Program where a designated middle leadership role provides PTT support with two hours per week individual release with the mentor, ongoing professional learning, and networking opportunities alongside other early career preservice teachers.

CASE STUDY (CS) THREE

“It was 100% support straight away. I had respect. They saw me as a teacher. I was literally wrapped around. I still am 100% supported.”

CS Three had profoundly contrasting PTT experiences teaching in two consecutive schools, citing disparities in their curriculum focus, planning approaches, non-contact time, relationships, teacher identity and professional learning opportunities. In outlining her perspectives, she expressed these were the determining factors in committing to take a provisional teacher position in her preferred PTT school. In outlining her enthusiasm regarding her ongoing affiliation with the school, CS Three expressed, “It was 100% support straight away. I had respect. They saw me as a teacher,” whilst confirming, “I was literally wrapped around. I still am 100% supported.” Her attention was directed toward the niceties and subtle but poignant attributes of her second host school, including examples of the school community celebrating with a large morning tea on completion of her PTT, then welcoming her back after PTT “...with open arms”. This support from her colleagues contributed to the distinctive differences between the two settings. Additionally, CS Three commented that conducive factors in framing a successful PTT and early teacher experience were also, “polar opposites” with respect to their mentorship programs. She highlighted enabling factors of her preferred school, such as receiving clear planning guidelines and samples, full accessibility to her designated classroom, structured times to connect, observe and reflect with her mentor, networking opportunities with other proficient teachers and a consistent and systemic approach to timetabling for release.

PTT as a paid option for preservice teachers to fulfill teacher shortages across Queensland, was adamantly supported by CS Three, with the provision that those participating are “100% disciplined” due to the “workload”, in their final year of preservice teacher training and have a “passion for teaching.” Additionally, to her advantage, CS Three transitioned from PTT to provisional teacher in the same school, ensuring familiarity with the children, routines and continuity of relationships with colleagues. Reflecting on the experience of PTT she explored the challenges of “filling big shoes” of a remarkable retiring teacher, and the realisation that “it’s up to me” as she embarked on her teaching career. She then declared, “I wouldn’t change it for the world.”

CASE STUDY (CS) FOUR

“Giving me that agency and that independence. It really helped me develop my confidence and my capability in the classroom because it was, you are on your own now.”

CS Four had the opportunity to complete his PTT in a small school approximately 750 km west of Brisbane in the final six weeks of term four, teaching a combined year five, six and seven class. This was only made possible through being awarded a Beyond the Range Scholarship, whereby living expenses and accommodation were covered, enabling him to successfully participate in PTT. As a PTT preservice teacher with prior knowledge of the continuation of his role in a provisional teaching position, he was immediately recognised by the school community as a ‘teacher’. CS Four attributed this to the school administration, who introduced him formally as holding this status, to families and students. He explained that this “was a massive help” in forming his teacher identity. The PTT experience led to an agreement for a six-month period, followed by a permanent full-time position. With the support of his partner (who was immediately offered a teaching position on arrival in the very remote region), he continued as a registered teacher for three years. CS Four highlighted the positive elements of PTT in, “giving me that agency and that independence. It really helped me develop my confidence and my capability in the classroom because it was, you are on your own now.” He commented on the informal support provided by other teachers in the school, indicating that in the early stages of the PTT, there was limited access to any formalised structures that informed the process. Of note, was his reliance on the relationships he formed with other colleagues, established during his professional placement and firmly established when commencing PTT. He believed the notion of PTT, as opposed to the university internship, offered, “on the job experience, very much in the equivalency of a traineeship or apprenticeship,” where the preservice teacher was “responsible” and “accountable.”

When reflecting on inherent barriers in transitioning from the PTT context to provisional and then full registration, he recalled the transient nature of those who were responsible for the oversight of the process, citing “there would have been six or seven deputies go through, and the deputy principal was responsible for mentoring.” CS Four also suggested the necessity for a formalised, trusted mentor who fostered confidence in the PTT preservice teacher, whilst positioned “to celebrate the successes.” When contemplating the requirement to obtain teacher training experience, he emphasised the importance of the “relational pedagogies with students” and the necessity to review each applicant individually due to the complexities of the teaching profession. He elaborated, it was essential to have “some sort of education prior,” as “there’s more likely to be success, then, for everyone involved.”

Initially trained as a primary school teacher, and concluding his position in the western community, in 2015 he transferred to a large secondary school in a coastal location. CS Four highlighted this was made possible through his engagement in the Flying Start program. In his current capacity as a highly experienced teacher with extensive experience in multiple Head of Department and Head of Junior positions, he has continued to mentor other PTT preservice teachers.

CASE STUDY (CS) FIVE

“It cemented for me what my identity was and why I was there.”

CS Five is a mature age woman who in her third year of study, undertook her PTT in the special school in which she is now a registered teacher of six months. She attributed her “extremely positive experience” of PTT to the high level of mentoring and moral support received from the principal, the deputy, Head of Curriculum, and the school staff. She also cited extra non-contact time and dedicated support from the university at which she studied as positive factors. Whilst she said that at times she struggled personally with her teacher identity on PTT, her co-teachers offered encouragement and reassured her that she was in fact already undertaking a teacher role. CS Five recognised this when she related the range of day-to-day roles and responsibilities she had independently fulfilled, attributing this not to university study, but practical, hands-on learning in PTT. As she recalled, “You’ve got report cards and you’re ... I guess ... in control. So, you actually have to do all of the things that are stated on... all the standards [and] you have to be upholding those standards”.

In terms of her identity as a registered teacher, a confident CS Five articulated that her strong focus on relationship-building, and her “creation of a safe environment” in which her special needs students could “safely attempt something new and regulate more easily” helped validate her identity as a teacher. As she said, “it cemented for me what my identity was and why I was there”. CS Five is a firm believer that experiences gained during PTT are instrumental in becoming a teacher and thinks that if suitable, everyone should undertake a PTT placement in their final year of teacher training. She called for a level of screening as necessary to gauge the level of confidence and competence of the PTT candidate to circumvent their possible failure and inability to cope. She particularly cautioned against the choice of very young adults as PTT candidates and also expressed some consternation in recommending that a person not yet enrolled in a teacher education course be considered for PTT. She believed their suitability would be contingent upon their professional background and competences, and their prior experience working with children and youth. Overall, CS Five’s experience of PTT was very positive, and whilst she said she had “nothing negative to say about PTT”, she suggested that a behaviour management module on essential skills be provided by the school or university.

CASE STUDY (CS) SIX

“Fine tune your skills before getting that full teaching load.”

CS Six is a young teacher, employed in the rural secondary school in which she undertook her PTT. She has been a registered teacher for almost four months and attributes her very successful PTT placement as instrumental in shaping the confidence she now feels as a teacher. CS Six's PTT experience was one that was robustly supported by mentor teachers, fortnightly focused PD workshops, strong support from the school community, and the comradery she experienced with the significant number of young professionals undertaking roles in the local rural community. As she said, “I very much felt like we're all learning together, and it was OK to kind of make mistakes and learn from it”. She also attributed her positive experience to her seven fellow PTT colleagues and the attractive financial incentives offered to undertake a placement in the school. She also believed the opportunity to relocate closer to home and family support facilitated her PTT experience. CS Six appreciated PTT in terms of the opportunities it provided in honing her skills in what she repeatedly referred to as “small doses”, enabling her to build her cache of skills and create the basis of her pedagogical and other practices once transitioning to teacher. She found this to be confidence building, enabling her to implement behaviour and time management strategies that she had tried and tested in PTT.

CS Six was a little indecisive about her identity as a teacher and while confident, said she was “eager to learn” and “find new ways to do my job better.” She said she felt respected and valued both during PTT and as a qualified teacher and was now a lot more relaxed and confident in her teaching. In terms of challenges experienced during her PTT, CS Six mentioned the juggling of teaching and studying and “switching brains between doing my job” as challenging; however, she acknowledged that with good time management and motivation, her timetable with spare periods enabled study time whilst on PTT. Another challenge was not being fully prepared for teaching other grade levels after having completed her PTT in one grade level only. As she said, “even though I had some supervisions in the previous year, that didn't really prepare me as much for actually teaching those older year levels”. CS Six suggested that third- and fourth-year education students should undertake a PTT to gain confidence and “fine tune your skills before getting that full teaching load” but stressed the interview process remain as part of the employment process. She also felt that those individuals who had not enrolled in a teacher education course were perhaps not best placed in a PTT due to their likely lack of pedagogical knowledge, behaviour management skills, and content matter.

CASE STUDY (CS) SEVEN

“Definitely advanced my teaching career.”

CS Seven as a mature age skilled tradesperson, who four years ago, entered university via a trade entry pathway and is now a registered teacher of four months in the regional secondary school in which he undertook his PTT. He described his experience of PTT as “pretty positive”, but some factors did hamper his progress. His fractional employment of 0.6 and subsequent low remuneration necessitated him undertaking other part-time night jobs. This, combined with university study and the demands of a young family, placed a great deal of pressure on him and often had him doubting that he was “following the right path”. Despite this, he felt well supported by co-workers while on PTT and found daily informal chats with a teacher he befriended to be beneficial in finding out “how to do things”. He self-blamed for his reticence in seeking help from various other areas and admitted to feeling vulnerable at the beginning of his PTT. However, as time went by, he became more au fait with the teaching content. He explained that he developed better relationships with other staff members and with his students, saying he felt “a little more comfortable” than at the beginning of his PTT, and that his experience had “definitely advanced [his] teaching career”. He appreciated that PTT had prepared him with content knowledge and useful teaching tools, reflecting that this development enabled him to more finely tune his pedagogical and other skills to create a teaching environment that was more nuanced to promote optimal learning for the varied needs of his students.

As a teacher, CS Seven revealed that he now felt “a lot stronger” about his identity, reflecting that during PTT, he had “really struggled” with behaviour management. He lamented that there was little attention given to this during his university course. However, he acknowledged that it takes time and experience to develop teaching strategies and build confidence in the classroom. He believed PTT should only be offered to students in their final year of a teacher education program, and screening needs to be undertaken to ascertain competency and knowledge levels of the applicant. In looking to teaching shortages in the future, he expressed some alarm about jobs being given out randomly to unsuitable candidates, cautioning about the impact of this on student learning. He was receptive to the idea of offering PTT to those not enrolled in a teacher education program, but he called for stringent screening and wished he had been able to avail himself of such an opportunity.

CASE STUDY (CS) EIGHT

“You'd have to find the person with the right fit.”

CS Eight is a secondary teacher who undertook her fractional 0.8 PTT placement in a Queensland mining town. She is now a registered teacher in a specialty subject, working part-time in a different mining town school. Her experience of PTT was positive, and although she found there to be very little support from the school that was at the time experiencing critical staffing shortages, there was a key teacher and a department head who offered her great support. She formed what she referred to as “great relationships in the staffroom” and singled out a fellow PTT participant who she found to be an invaluable support. She was supported by the school through exemptions from playground duties and supervision, but effectively utilised this time for creating lesson planning and undertaking other tasks associated with her teaching subject areas. CS Eight indicated the importance of the support she received from her husband and found the school community to be “fantastic”, believing that PTT helped her gain the confidence to “walk into any kind of subject,” and helped form her teacher identity. She also believed she built resilience and intimated that she now felt more prepared as a teacher. While she managed personal milestones such as marrying and falling pregnant whilst on PTT, there were administrative challenges for her in that management ignored her concerns about having to teach in a subject area she had not been approved for by the QCT. As a PTT participant, she feared “backlash about speaking up”, and calls for clear processes so those teaching in a subject area they are not adequately prepared for can raise their concerns without fears of reprisal. As she said: “You really feel like your hands are tied because you're relying on that school both to pay your income and to sign off on your university degree.” A final grievance was that due to her mid-year PTT placement spanning one year to the next, she was ineligible for full entitlements over the Christmas holiday break. She cited other students as having the same experience and deemed it unfair given the expectation by the school that teaching preparations for the new school year would be undertaken prior to commencement, yet not recompensed.

A more confident teacher identity was revealed by CS Eight in her part-time role as registered teacher in her subject of expertise. In reflecting upon the PTT teaching challenges she faced, a more contented CS Eight felt she had “made a lot of mistakes and errors with classroom management” but felt she had been able to learn from these and build good relationships with her students. She shared that she felt able to engage more professionally with her department head and felt more confident in getting her point across in her teaching teams. She felt supported as a teacher and spoke of gaining confidence in new teaching areas, feeling “capable of teaching any subject”. However, she expressed a degree of dissatisfaction at having to undertake beginning teacher mentoring (as a registered teacher) after having already fulfilled many roles and responsibilities during her PTT. She considers that PTT should be for those who have completed three years of their teaching degree and selected based on their passion for teaching and their ability to meet the skill sets required in the classroom. She was unopposed to someone not currently studying a teacher education program being offered a PTT but stressed that, “You'd have to find the person with the right fit”.

CASE STUDY (CS) NINE

“That’s where you learn the most.”

In 2021, as a fourth-year preservice teacher completing his final internship as a primary school teacher in a remote Queensland school, CS Nine applied for a secondary mathematics and science PTT at the school. He confirmed his confidence in teaching the two subject areas and attributed his own year 12 experience and tutoring the subjects through university as equipping him to successfully fulfill the requirements of the position. This was affirmed through consultation with the existing principal at the time. However, due to the transient nature of school leadership, his appointment laid dormant until the engagement of a replacement principal. In the interim, an applicant from Victoria (who later withdrew after hearing of the isolation of the school) added further complications for CS Nine in securing the PTT. This caused an additional obstacle, with his initial QCT application status categorised as Withdrawn, hence requiring a second submission to resume the process for his new (and successful) PTT.

After a problematic and prolonged initiation into PTT, CS Nine acknowledged the support received from Education Queensland who immediately organised relocation of his belongings from the city to the far western community. His full-time employment consisted of approximately 0.7 of the total teaching load, teaching mathematics and science across all year levels from year seven to twelve (with composite classes comprising of two year levels). During this period, CS Nine continued to fulfill the full-time commitment associated with the completion of his online tertiary studies, referring to this time as, “tough to manage, but I did get through and I still did quite well at uni.” Notably, the university regularly engaged with him to offer online support and monitor his wellbeing as he navigated the dual roles. This was also evident in his transition from his professional placement to the PTT position, whereby his internship supervising teacher offered ongoing counsel, whilst respecting his newfound identity within his own classroom. The notion of wellbeing was also referenced in the ongoing support of family and friends, with CS Nine emphasising that “personally, that takes a big load off your shoulders.” He continued to reflect on the positive aspects of his PTT experience, highlighting the respect and recognition afforded him in the school community, the preparation in transitioning to a role that required navigation of the “intricacies” of teaching, and the benefits of additional release-time provisions. Furthermore, he highly regarded the guidance he received from his principal, who was astute in assigning an amiable mentor to support CS Nine through the complexities of his new role. He explained the mentor teacher also received spare time to specifically support him with planning, assessment and moderation. He added that, although it was “really tough” and he experienced “a heavy load early on,” extended periods for preservice teachers in the classroom was beneficial, CS Nine indicating, “that’s where you learn the most.” Now, as a fully registered teacher he identifies his approach as “relational”, where rapport with students is essential in supporting their learning and behaviour. He shared that the current teacher shortage posed “global and ethical” challenges. He elaborated that to replace teachers with pre-service PTT applicants, they must have completed at least three to four years of a teacher degree and have a positive attitude with a passion for teaching.

CASE STUDY (CS) TEN

“I knew what I was in for.”

CS Ten is currently a full-time teacher in a regional Queensland town having graduated from his course while completing a PTT. While he was completing his final professional experience in his Bachelor of Education course in term three, he applied to the Department of Education for a teaching position for the following year and did his teaching interview towards the end of his placement. Straight after the interview, he was offered a PTT at a small school some 45 minutes away from his home base to commence in school-term four – not at the school he had completed his professional experience at. By that stage, CS Ten had completed all his course requirements except his Teaching Performance Assessment (TPA) which was due at the end of the school holidays prior to school term four commencing[4]. He submitted his TPA and commenced his PTT at the start of term four but had not graduated from his course due to the grading and moderating of the TPA and university conferral process. Once his teaching degree had been conferred, he was offered a permanent full-time teaching position at that same school where he was completing his PTT. He accepted the teaching position and began his career the next year as a provisionally registered teacher.

CS Ten had a very positive PTT experience although he described it as a “reasonably large sort of adjustment” and describing the first month as a “culture shock...there was a lot happening and I probably learned more in that first four weeks...there's doing it [teaching] and doing it on your own and making it work that you really only get from experience...that was really great for me.” He indicated that success during his PTT was due to the supportive school environment he was in. He, however, was not allocated a mentor during his PTT, but this did occur the following year when he was officially a beginning teacher. He indicated he had a sense of belonging to the school from the moment he was introduced at a staff meeting as a new staff member.

CS Ten used his time on PTT to commence gathering his evidence for his move from provisional to full registration even though he knew this would not occur until the end of his first year of teaching. He was relieved he used the time toward the end of his PTT to collect the evidence for his portfolio, which made it easier in his first year, reflecting it would be “full on.” He likened the PTT experience to an extended placement in a school, similar to a longer internship period, but without supervision. “I had great colleagues in that PTT period. They taught me some great stuff...it was really helpful.”

[4] AITSL's (2017) definition of the Teacher Performance Assessment tool: “A teaching performance assessment (TPA) is a tool used to assess the practical skills and knowledge of preservice teachers. Preservice teachers collect evidence of practice to complete a TPA in the final year of their initial teacher education program.” [https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment#:~:text=A%20teaching%20performance%20assessment%20\(TPA,their%20initial%20teacher%20education%20program.](https://www.aitsl.edu.au/deliver-ite-programs/teaching-performance-assessment#:~:text=A%20teaching%20performance%20assessment%20(TPA,their%20initial%20teacher%20education%20program.)

While the transition to becoming a teacher during that PTT period was challenging, CS Ten indicated “the PTT probably taught me to prioritise.” He explained he had been given the opportunity to experience “what it was really like to be a teacher even on a reduced load.” It afforded him the ability to understand the demands of his future career, whilst also allowing him to prepare accordingly, including to prioritise. He suggested the PTT experience “probably accidentally taught to me...I think it was effective because it got me in front of a class and filled the hole for the school but allowed me to see the real side of teaching.” He explained that his positive PTT experience prepared him for his first year of teaching, reflecting, “I knew what I was in for.”

When asked to reflect on PTT being used as a strategy to reduce the teacher shortage, CS Ten spoke of four concerns. Firstly, they identified that the person needs the appropriate academic standards and that they were ready to be the teacher”. This included having passed the Literacy and Numeracy Test for Initial Teacher Education (LANTITE). Secondly, that they have the capability to manage the complexities of studying and working. Thirdly, that the person is the right fit and would have a good impact on the students they were teaching in that they need to have the content knowledge and the pedagogy. Finally, that there is mentoring provided during PTT. He emphasised “provided there is a level of support in place during the PTT there is a higher possibility of success, if not there is danger in not retaining these people as teachers in the long term.”

CASE STUDY (CS) ELEVEN

“I had my toe in the water already.”

CS Eleven's journey to becoming a teacher commenced when she was a teacher aide who was offered a PTT at the school where she was working. She was in her second year of her Bachelor of Education (Secondary) when she was approached to fill a teaching position under a PTT as the school could not find a suitable replacement teacher in the department she was working in as a teacher aide. At that stage, she had completed two of her four supervised assessable professional experience placements. After this first successful PTT, she was offered another PTT by the school and then completed the rest of her course while engaged in a third PTT at that same school. CS Eleven was in her final year of study (and still on PTT) when she was offered a full-time permanent position at the school at which she was completing her final placement concurrently while on PTT. As she explained, “they [the school] was just waiting for my degree to be finished before I rolled over to permanency.”

CS Eleven explained she was the first person to be offered a PTT at the school she was at. She described how being on a PTT was “all very new” to the school but they were very supportive. She explained they understood the need to support her as an investment which would lead to her becoming a provisionally registered teacher. She explained how tough it was while on PTT and still studying. She was determined to complete her degree so she could transition from PTT to registered teacher status as soon as she could. For this reason, she did not drop to a part-time study load. Instead, she made many personal sacrifices and ‘became quite robotic’ devoting all weekend to her study and during the week she would prepare the family dinner then leave the table to go straight to study until around midnight. On top of this was the planning, preparation and marking for her ‘day job’ [PTT]. In addition to this work and study routine, CS Eleven was raising a family with two children completing senior schooling during this PTT period.

CS Eleven attributed her age and life experience to her success on PTT. She was a mature-age entrant to teacher education after a series of other non-teaching work experiences until she landed a position as a teacher aide as it was convenient with school-aged children, working school times and having the same holidays. She revealed that her school was very supportive during her PTT and then as she transitioned into her first year as a beginning teacher. She was allocated a mentor, but as she explained, “I never saw her” and instead relied on the assistance provided by the other teachers in her staffroom. CS Eleven was grateful for the PTT experience as it allowed her more time in the classroom where she was “learning on the job” and she could make the link between what she was learning in her university study applied directly in the classroom during her PTT. She explained how she felt privileged to have had a PTT experience as it allowed her to consolidate her learning. She explained how she could “use a lot of what you were doing in the classroom in your assessment, and you just had deeper knowledge because what you were being taught through uni you could see happening in the school...it allowed me to fast-track my understandings because I was already there...I had my toe the water, already.”

CS Eleven described the moment she was “signed off” as a “weird period” because some teachers had an “attitude” around PTT and disregarded the time spent teaching on PTT where they considered you were not a real teacher until you graduated. She explained that some teachers did not acknowledge the time spent teaching on PTT as “real” teaching.

Regarding her identity, she was referred to as “CS Eleven on PTT” not “CS Eleven the Teacher” by some of her teacher colleagues. She explained it was more like being an apprentice where she had to “do her time and just complete the degree” to then be considered a real teacher.

CS Eleven explained how she does not believe PTT is a great solution to the teacher shortage, especially if those on PTT are young and inexperienced. She offered advice that a PTT should only be afforded to those who are in their final year of study or have a significant amount of life experience like she did, otherwise there is real danger in them burning out early and not experiencing the enjoyment of teaching like she had.

CASE STUDY (CS) TWELVE

“Understand the long-term ramifications, what you do in a classroom in week one, determines what happens in week, 10 or in week 20.”

CS Twelve, a mature-age student with 25 years' experience in hospitality, marketing, and sales, embarked on a Bachelor of Education journey to become a secondary teacher, focusing on History and Health and Physical Education. Despite some challenges, he completed his degree and transitioned to teaching in regional Queensland via PTT. However, his career advancement faced hurdles where he had at times felt limited due to his provisional teacher registration status. He voiced his frustration, stating that "despite having extensive experience, the provisional teacher status from my PTT not being recognised is holding me back." He felt that his PTT experience should have been counted towards his progression to full teacher registration as he aspired to education leadership positions.

CS Twelve believed that integrating an extended professional placement experience more intensively into university education like a twelve-month PTT in the final year, could benefit aspiring teachers. He suggested that "streamlining the process by making professional experience a more integrated and intensive part of university education could be beneficial." He described his PTT experience as being like a paid internship where "you get a real good idea on how [school] works." He referred to how his PTT experience afforded him the opportunity to "understand the long-term ramifications, what you do in a classroom in week one determines what happens in week, 10 or in week 20." This is something that he felt was not possible through current professional experience arrangements.

Reflecting on his teaching journey, CS Twelve highlighted the significance of practical experience during his university degree. He emphasised that his PTT experience made him a more effective teacher and that PTT, "should be done as a compulsory part of your teaching degree, ... shorten the actual degree and make it three years plus the PTT at the end." He felt that "PTT experiences fill the gaps that uni can't provide." He also discussed the challenges of balancing work and study during his degree and advocated for better support for PTT participants. He was adamant that PTT should only be undertaken by students in their final year of teacher education study and count towards the provisional teacher registration period.

CASE STUDY (CS) THIRTEEN

“It was a really big whirlwind of six months.”

CS Thirteen is in her 7th year of teaching, having returned to her hometown following her PTT. In the final semester of her Bachelor of Education Primary, having been contacted by the principal who knew that she was studying teaching, CS Thirteen, with support from her family, commenced her PTT in a school hundreds of kilometres from her home. She describes being “just so excited to be a teacher” because “I’ve wanted to do it since I was little.” This opportunity was seen as a pathway for future employment into a profession that she wanted to enter. Financial support for this relocation was partly supported by the school. Enveloped in optimism and excitement, she describes the next six months as a whirlwind – moving out of home, moving towns and commencing teaching in a school that was vastly different from the schools where she had completed her practicums. In this small school most staff were young and very recent graduates and many of the children needed support, most identified as holding the status of English as an additional language or dialect. Within this school context, CS Thirteen was introduced to her class, staff and parents as a teacher.

The make-up of the staff in the school in which CS Thirteen was located had implications for receiving support or mentoring to support her work. While working as a relatively autonomous teacher, she recognised the need to obtain support and hence she reached out to a supervising teacher she had when on placement. This teacher acted as a conduit for helping her to get some informal mentoring, putting her in contact with an experienced teacher who was teaching the same year level as her. This teacher highlighted the importance of routines, transitions and building relationships with children and their families. The importance of building relationships resonated with CS Thirteen and it was identified as a significant learning for her while on PTT.

While support was obtained from her informal mentor and from the university, particularly the course coordinator, CS Thirteen showed significant initiative researching topics that she described as central to her work in teaching literacy to young children. In particular, she researched how to teach phonics as she felt that she needed significant help with this aspect of her work. To ensure a successful PTT experience, CS Thirteen gestured towards her ethical obligations to children, noting the importance of ensuring that their learning did not suffer because they were being taught by a teacher on PTT. Premised on this obligation, she felt that PTT staff need support with curriculum and pedagogy to optimise their work with children. She suggested that further support is required to ensure a successful PTT, suggesting this might include the allocation of a mentor who would provide guidance, the provision of feedback on teaching, greater opportunities for dialogue about teaching and learning, and the inclusion of adequate release time. While articulating many challenges that she encountered, she noted that she “wouldn’t change going on PTT for anything.” What this experience really taught CS Thirteen was that “teaching is nothing without relationships.”

KEY FINDINGS

While this section is framed according to the three research questions introduced in the Aims and Scope, the findings in each of the sections below are overlapped and interrelated. The key findings presented encompass those aspects that are working well and those that need further consideration. The high number of respondents to the survey suggested that the PTT participants appreciated having a voice in sharing their experiences of PTT. It is anticipated that the voice of the participants is reflected in future iterations of policy pertaining to PTT.

PATTERNS OF PTT APPROVALS

The data provided by the QCT provided insight into the patterns of PTT approvals in relation to the schooling sector, the school context, the ARIA locations and the HEIs where the PTT applicants were studying. The patterns that emerged are discussed below, demonstrating that PTT is a widely used process to fill a teaching vacancy that could not be filled by an “appropriate registered teacher” (QCT, nd, p.1).

- Approvals for PTT occurs within each schooling sector (state, Catholic and independent); however, the Department of Education records the highest number of approvals, which reflects the number of schools for which they are responsible.
- The PTT approvals’ data identifies that PTT occurs predominantly in secondary contexts across the three education sectors (state, Catholic and independent). PTT in the primary context was also significant with a smaller number of PTT approvals in state special schools. In the secondary and primary context, a small number of PTT approvals are for ‘other teaching roles’, such as learning support, literacy and/or numeracy support, language immersion and special education.
- Using the ARIA classes of relative geographic remoteness across Australia (ABS, 2023), PTT approvals occurred in inner regional, major cities and outer regional. A smaller percentage of approvals were in remote and very remote areas of Queensland. While the secondary context had the highest number of approvals in inner regional, major cities and outer regional areas, the primary data shows similarly high levels of approvals relative to the number of total approvals.
- Many applications for PTT in Queensland were from preservice teachers enrolled at two regional HEIs (Central Queensland University and the University of Southern Queensland) which traditionally market themselves as regional universities, with campuses outside of the major cities with a high proportion of students studying online.

EXPERIENCES OF PTT

The open-ended responses to the survey and interviews provided rich data that relayed the experiences of PTT participants. While the experiences appeared to be mostly positive, when the participant experience was negative, they articulated the contextual reasons for this.

- The positive experiences of most PTT participants reflected the QCT PTT Principles (QCT, nd), particularly in relation to the school context. They were provided with support and mentoring during the PTT period and consideration was given to their teaching load allocation during this timeframe (QCT, nd, p.1).
- The experience of the PTT participants was dependent on the school context and its approach to welcoming them into the profession. The research data indicated that some schools have well established induction and mentoring programs with staff who are skilled in supporting beginning teachers, which includes those undertaking a PTT. Other schools operated using an ad hoc approach which was often found not to be as supportive. When formal mentoring arrangements were not organised, the PTT participant often indicated that they needed to be pro-active in sourcing support from co-workers. These staff provided advice, particularly around planning.
- The PTT Principles recognise the importance of completing course work, assessment and program requirements and note that “consideration is given to employment and study workloads that allow PTTs to be successful in both their work and their study” (QCT, nd, p2). Where the PTT participants’ school workload was manageable, they were more easily able to complete their study requirements, which contributed to a positive PTT experience.
- The PTT experience provided a rich real-life context for enhancing the preservice teachers’ theoretical knowledge. As the participants completed their university studies, they drew on their practical experiences with children/students to better understand theoretical concepts being studied at their HEI.
- A determination for eligibility for PTT is based on the applicant “being suitable to teach and demonstrating that they have the knowledge, qualifications, skills or training considered by the QCT to be relevant to the teaching position to which the permission is being sought” (QCT, 2023, p.1). PTT participants’ self-reflections on the success of their PTT often focused on the alignment between their skills and knowledge in relation to the role they were undertaking. They reflected that when completing a PTT later in their program of study, they felt greater confidence in terms of the skills and knowledge and their effectiveness in the classroom.
- The analysis of the Phase 2 and 3 data illustrated the development of the PTT participants’ growing skill set in terms of being able to manage their class/es, make decisions autonomously and find solutions to issues and challenges faced in the classroom. This heightened awareness extended to a recognition of the associated ethical dimensions of the profession.
- When PTT participants were warmly welcomed as co-workers, they felt they were more valued and included in the school community. However, when they were not accorded a professional relationship with other staff, the PTT experience was often uncomfortable.

HOW PTT SUPPORTS THE TRANSITION TO THE PROFESSION

Support was a key theme throughout the data. In relation to enabling a successful transition into the profession, support was found to be crucial. Support encompassed formal mentoring arrangements, the provision of manageable workloads, consideration given to the PTTs dual role as a “teacher” and a student, and being treated as a colleague, rather than a preservice teacher on PTT. Central to this, the PTT participant wanted to feel part of the teaching team as revealed in the findings.

- The research data identified that PTT offered an enabling process whereby participants acquired professional understandings and practices through a real world and authentic experience that cannot be replicated during a professional experience placement. As they transitioned into the profession as a qualified teacher, they drew on the rich experiences of PTT, one that enabled them to experience all aspects of the teaching role. This points to PTT as a potential contributor to the preparation of classroom ready teachers.
- A positive PTT experience contributes to an evolving teacher identity as it encompassed the ‘full’ experience of being a teacher, particularly due to the fact that the participants were operating more autonomously than when on a traditional PEx.

RECOMMENDATIONS

There are 8 recommendations that pertain to the continuation of the implementation of PTT.

RECOMMENDATION 1

Specialised mentoring support is to be provided to all PTT participants.

Effective facilitation of the mentoring of PTTs may require that the mentor receives some additional, focused training to undertake this role. Given that some PTTs are working in remote and very remote locations, consideration needs to be given as to how mentoring for these PTTs might occur. It is suggested that in cases where the most suitable mentor is not able to be provided, that the school/s draw on the affordances of technology to connect the PTT to a mentor. Considerations include release-time and provisions to consult with and observe mentors. This recommendation will require both commitment and a level of funding to implement it from the school sectors involved.

RECOMMENDATION 2

Collaboration between all stakeholders involved in the initial process for PTT and throughout the PTTs employment.

While the Principles of PTT outline the roles of each stakeholder, what is evident from the findings is the need for further collaboration to better support the PTT. School and HEIs should work together to support preservice teachers undertaking PTT with the QCT ensuring that approval notifications are provided to HEIs. It was found that a positive experience while on PTT may likely contribute to longevity in the profession.

RECOMMENDATION 3

Provide stronger guidance/direction to the employer about their roles and responsibilities in relation to supporting the PTT participant.

Stronger guidance to the employer applies particularly to the allocation of a manageable workload given the PTT participant has a dual role as 'teacher' and student. Participants highlighted the importance of well-organised PTT structures within supportive organisations. These organisations had well-established systems as a means to reducing undue burden on the PTT participant.

RECOMMENDATION 4

PTT to occur in the final stages in an ITE program.

To avoid the issue of early burnout and low self-efficacy, PTT might be more suitable to those in the later years of study. However, we recognise that the decision to employ a person under PTT is determined by the availability of an appropriately registered teacher not being available to fill the position.

RECOMMENDATION 5

Recognition of PTT as a teacher within the school community.

Acknowledging the status of the PTT participant within both the professional community of a school and the broader school community that involves parents/carers is vital. The induction of the PTT teacher into a school should occur in a similar way to that of a beginning teacher. For example, having a name badge with the title of 'teacher' accords the PTT participant the appropriate status for the job they are undertaking.

RECOMMENDATION 6

Improved communication strategy.

Improved communication between the HEI, employing school and the QCT are required so that all involved convey a consistent message regarding roles, responsibilities and support of the person undertaking a PTT.

RECOMMENDATION 7

Establishment of support processes external to the school.

An avenue is provided for those PTTs who need support and advice in instances where their role/s does/do not reflect their PTT approval.

RECOMMENDATION 8

Continuous evaluation of the manageability of the PTT participants' dual roles as a student and teacher is enacted to ensure they can implement both roles effectively.

Continuous evaluation requires that the preservice teacher teaching under a PTT considers either reducing their work or study load (or both) to ensure they achieve success in both roles.

CONCLUSION

The research presented in this report offers an insight into both the experience of teaching under a PTT and the impact PTT has as a pathway into the teaching profession in Queensland. Listening to the voices of PTT participants has highlighted positive aspects about the PTT experience. As one might expect, there were some challenges identified from the data analysis. The recommendations presented in this report provide suggestions to ameliorate the challenges articulated by participants and provides some suggestions for improvement, particularly in relation to mentoring, collaboration, workload and timing of PTT.

While this study has provided perspectives of the PTT participant, the voice of staff in schools (teachers, principals), parents, children and young people, and HEIs were not part of the scope of this research. Given the depth of insights gained from listening to the PTT participants in this study, to gain a more holistic story about PTT, it would be beneficial to obtain the perspectives of other stakeholders, particularly school personnel.

It is clear from the findings presented in this report that PTT participants are in general, very enthusiastic about joining the teaching profession, and want to join earlier rather than later. Findings show that PTT participants appear to be viewing themselves as a valid and valued member of a profession engaged in utilising professional knowledge, immersed in professional practice, and actively engaging with stakeholders. Overall, PTT has been found to assist in providing an effective pathway into the teaching profession.

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APPENDIX A

BREAKDOWN OF LEARNING AREAS INTO INDIVIDUAL SUBJECTS

Each of the learning areas are unpacked below outlining the number of PTT participants within those teaching areas and the subjects that contribute to those teaching areas.

ENGLISH LEARNING AREA

The English Learning Area is the largest teaching area of the PTT participants constituting 20% (n=296) of all Secondary PTTs approved in the period 2019–2023.

Table 9
The English Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATION
English*	293
Essential English	3
English and Literature Extension	1

* No indication of Junior or Senior English

DESIGN AND TECHNOLOGIES LEARNING AREA

The Design and Technologies Learning Area is the second largest teaching area of the PTT participants constituting 19% (n=286) of all Secondary PTTs approved in the period 2019–2023.

Table 10
The Design and Technologies Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Design and Technologies	152
Design and Technologies (Industrial Technology and Design)	27
Manual Arts	12
Building and Construction Skills	9
Design and Technologies (Food and Fibre Production)	9
Design and Technologies (Food specialisations)	9
Design and Technologies (Industrial Technology Contexts)	9
Food Studies	9
Hospitality	9
Design	6
Engineering	5
Industrial Technology Skills	5
Furnishing Skills	4
Design and Technologies (Woodwork and Metalwork)	4
Design and Technologies (Graphics and Design)	3
Living Technology - Food Studies	2
Metal Technology	2
Design and Technologies (Engineering Principles & Systems)	2
Design and Technologies (Home Economics contexts)	1
Design and Technologies (Industrial Technology and Graphics)	1
Design and Technologies (Materials and Technologies - Leatherwork)	1
Design and Technologies (Woodwork)	1
Technology	1

HEALTH AND PHYSICAL EDUCATION LEARNING AREA

The Health and Physical Education Learning Area is the third largest teaching area of the PTT participants constituting 19% (n=286) of all Secondary PTTs approved in the period 2019–2023.

Table 11
The Health and Physical Education Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATION
Health and Physical Education*	201
Health	1

* Could include Junior or Senior subjects

MATHEMATICS LEARNING AREA

The Mathematics Learning Area is the fourth largest teaching area of the PTT participants constituting 13% (n=200) of all Secondary PTTs approved in the period 2019–2023.

Table 12
The Mathematics Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Mathematics*	179
General Mathematics	7
Essential Mathematics	13
Specialist Mathematics	1

* Could include Junior or Senior subjects

SCIENCE LEARNING AREA

The Science Learning Area is the fourth largest teaching area of the PTT participants constituting 11% (n=170) of all Secondary PTTs approved in the period 2019–2023.

Table 13
The Science Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Junior Science	121
Biology	23
Chemistry	10
Agricultural Science	8
Psychology	3
Aquatic Practices	2
Physics	2
Marine Science	1

* Could include Junior or Senior subjects

HUMANITIES LEARNING AREA

The Humanities Learning Area is the fifth largest teaching area of the PTT participants constituting 7% (n=98) of all Secondary PTTs approved in the period 2019–2023.

Table 14
The Humanities Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Humanities*	43
History#	22
Geography#	21
Legal Studies	4
Civics and Citizenship	3
Indigenous Studies	2
Humanities and Social Sciences	1
Studies of Society and Environment	1
Social and Community Studies	1

* Could include a senior Humanities subject

Could include Junior or Senior subjects

THE ARTS LEARNING AREA

The Arts Learning Area is the sixth largest teaching area of the PTT participants constituting 6% (n=91) of all Secondary PTTs approved in the period 2019–2023.

Table 15
The Arts Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Visual Art*	28
Music*	24
Drama*	16
Dance*	15
Film, Television and New Media	3
Media Arts	2

* Could include Junior or Senior subjects

BUSINESS LEARNING AREA

The Business Learning Area is the seventh largest teaching area of the PTT participants constituting 3% (n=49) of all Secondary PTTs approved in the period 2019–2023. The Business Learning Area is inclusive of:

Table 16
The Business Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Business*	26
Business and Economics*	17
Business Studies	3
Accounting and Business*	1
Business Management	1
Economics	1

* Could include Junior or Senior subjects

LANGUAGES LEARNING AREA

The Languages Learning Area is the eighth largest teaching area of the PTT participants constituting 2% (n=41) of all Secondary PTTs approved in the period 2019–2023.

The Languages Learning Area is inclusive of:

Table 17
The Languages Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Spanish	12
Japanese	15
French	8
Italian	4
Chinese	2

Note. Data did not indicate Junior or Senior teaching context.

DIGITAL TECHNOLOGIES LEARNING AREA

The Digital Technologies Learning Area is the ninth largest teaching area of the PTT participants constituting 2% (n=26) of all Secondary PTTs approved in the period 2019–2023.

Table 18
Digital Technologies Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Digital Technologies	22
Information and Communication Technology	3
Digital Solutions	1

Note. Data did not indicate Junior or Senior teaching context.

RELIGIOUS EDUCATION LEARNING AREA

The Religious Education Learning Area is the smallest teaching area of the PTT participants constituting 1% (n=14) of all Secondary PTTs approved in the period 2019–2023.

The Religious Education Learning Area is inclusive of:

Table 19
The Religious Education Learning Area is inclusive of:

SUBJECT	NUMBER OF PTT APPLICATIONS
Religious Education	5
Religion and Ethics	3
Religion Studies	4
Study of Religion	1
Religion	1

Note. Data did not indicate Junior or Senior teaching context.

APPENDIX B

INVESTIGATING PERMISSION TO TEACH: SURVEY QUESTIONS

PTT is a form of approval to teach in a Queensland school. Due to the teacher shortage in Queensland, the number of PTT approvals has rapidly increased recently. The aim of this research project is to investigate the phenomena of PTT by asking those who have been approved for PTT about their experiences. We are examining the patterns and trends of PTT as well as how PTT impacts the transition to becoming graduate teacher in the profession.

The first phase of the research involves completing the below survey.

By completing the survey, you are giving your consent.

All responses are anonymous.

The second phase of the survey is an interview.

You can nominate for an interview at the end of this survey.

Q1 Your gender

- ☐ Female (1)
- ☐ Male (2)
- ☐ Nonbinary (3)
- ☐ Prefer not to say (4)

Q2 Your age range

- ☐ 18 - 20 (1)
- ☐ 21 - 30 (2)
- ☐ 31 - 40 (3)
- ☐ 41 - 50 (4)
- ☐ 51 - 55 (5)
- ☐ 55+ (6)

Q3 Your location

- ☐ Metropolitan (1)
- ☐ Regional (2)
- ☐ Rural (3)
- ☐ Remote (4)

Q4 Your teaching specialisation

- o Early Childhood (1)
- o Primary (2)
- o Secondary (3)

Q5 Your degree type

- o Master of Teaching (1)
- o Bachelor of Education (2)

Q6 Are you currently on PTT?

- o Yes (1)
- o No (I have completed PTT previously) (2)

Q7 At what stage of your degree did you engage in PTT?

- o Pre-enrolment (1)
- o 1st year of degree (2)
- o 2nd year of degree (3)
- o 3rd year of degree (4)
- o 4th year of degree (5)

Q8 How did you obtain the PTT position?

- o Were you approached by the school? (1)
 - o Was it an advertised vacancy and you applied for it? (2)
 - o Did someone recommend you? (3)
 - o Was it through being on placement? (4)
 - o Other reason (5)
-

Q9 Which of the following factors motivated your decision to undertake a PTT position? Number in order of importance.

- Financial remuneration (1)
- Familiarity with employing school (2)
- Enthusiasm to start teaching (3)
- Confidence in subject area (4)
- Support from the school (5)
- Concern about securing employment (6)
- Other reason (7)

Q10 Did you relocate to undertake the PTT position?

- o Yes (please tell us about the support available to you to enable this to occur) (1)
-

- o No (2)

Q11 What is/was the duration of your PTT?

Q12 If you have completed more than one PTT contract, have/were they all been at the same school?

- ☐ Yes (1)
- ☐ No (please outline the reasons for this)(2)

Q13 Is/was the PTT position in your teaching area/specialisation?

- ☐ Yes (1)
- ☐ No (please tell us about the support provided to you to enhance your curriculum/pedagogical knowledge in the area you were teaching) (2)

Q14 What is/was your teaching load while on PTT?

Q15 Has/did your teaching load change during your PTT contract?

- ☐ Yes (please describe the difference) (1)

- ☐ No (2)

Q16 If you are still studying, what is your study load?

- ☐ 1 unit/subject/course per Term/Semester(1)
- ☐ 2 units/subjects/courses per Term/Semester(2)
- ☐ 3 units/subjects/courses per Term/Semester(3)
- ☐ 4 units/subjects/courses per Term/Semester(4)
- ☐ I have finished my degree (5)

Q17 Have/did you reduce your study load while on PTT?

- ☐ Yes (please tell us how you have reduced your study load) (1)
- ☐ I have finished my degree(2)

Q18 While studying your degree, in your opinion, is/was your PTT teaching load manageable?

Q19 How are/were you supported during your PTT?

- ☐ Well supported (1)
- ☐ Moderately supported (2)
- ☐ Neutral (3)
- ☐ Limited support (4)
- ☐ No support (5)

Q20 How would you describe the level of support provided to you?

	WELL SUPPORTED (1)	MODERATELY SUPPORTED (2)	NEUTRAL (3)	LIMITED SUPPORT (4)	NO SUPPORT (5)
From the school (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From the university (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From the QCT (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
From others (friends, family) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q21 What support is/was in place for you in your PTT role (choose all that apply)

- ☐ Reduced teaching load (1)
- ☐ Induction to school and system policy and approaches(2)
- ☐ Mentor teacher/coach (3)
- ☐ Guidance with unit, lesson and assessment design(4)
- ☐ Support with resolving issues or difficulties(5)
- ☐ Behaviour/classroom management strategies (6)
- ☐ Other (7) -----

Q22 If you have/had been allocated a mentor while on PTT, how did they support you?

Q23 Before you commenced on PTT, how confident were you in the following areas?

	HIGHLY KNOWLEDGEABLE (1)	SOME KNOWLEDGE (2)	LITTLE KNOWLEDGE (3)	NO KNOWLEDGE (4)
Curriculum requirements (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discipline/subject area knowledge/skills (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pedagogy/teaching strategies (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom management theory and approaches (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unit and lesson planning (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Child/adolescent development (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of theories of learning/how students learn (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment feedback and reporting processes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Differentiation and inclusion (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional roles and responsibilities (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q24 Did you undergo an induction before officially beginning your PTT contract?

☐ Yes (please tell us what was included and what was helpful for you) (1)

☐ No (2)

Q25 What are/were the positive aspects of your PTT experience?

Q26 What are/were the challenges of being on PTT?

Q27 Are there areas for improvement concerning PTT?

☐ Yes (please tell us ways in which you feel the experience could be improved) (1)

☐ No (2)

Q28 How are/were you described in the school setting when on PTT (that is teacher or other title)?

Q29 Are/were your students aware that you are working towards being a registered teacher?

☐ Yes (1)

☐ Maybe (2)

☐ No (3)

Q30 Are/were the parents aware that you are/were on PTT?

☐ Yes (1)

☐ No (2)

☐ Not sure (3)

Q31 Do you see PTT as an effective pathway into the teaching profession?

☐ Yes (please tell us why it is an effective pathway)(1)

☐ No (please tell us why it is not an effective pathway) (2)

Q32 Has/did being on PTT confirmed your perspective on choosing teaching as a career?

☐ Yes (1)

☐ No (2)

☐ Not sure (3)

Thank you for completing this survey.

If you would like to provide more information about your experiences on Permission to Teach, the research project involves the option of undertaking an interview.

The interviews will be approximately 45 minutes in length and will be organised at a time to suit you.

If you wish to nominate for an interview, please click the link at the end of this survey to enter your contact details. The link will take you to a completely new survey so that your responses to this survey remain anonymous

Please ensure you click the arrow below to record your responses to this survey.

INTERVIEW GUIDE – PERMISSION TO TEACH PROJECT

QUESTIONS

Your PTT experiences:

1. Tell us a little bit about your experiences whilst on PTT.
2. How long have you been a registered teacher for? Are you at the same school you undertook your PTT?
3. Were you supported during your PTT? (school? family/friends? other networks?)
4. How do you feel that the experience of completing a PTT supported your pathway to registration as a teacher?
5. During your PTT, did you feel like you had the identity of a teacher?

As a registered teacher:

6. As you transitioned to a registered teacher, what aspects of teaching do you feel PTT prepared you for well for?
7. As you transitioned to a registered teacher, what aspects of teaching do you feel PTT did not prepare you for well for?
8. What was your transition in becoming a provisionally registered teacher to the proficient level like?
9. Describe your teacher identity now that you are a registered teacher.

The PTT pathway:



10. The impact of teaching under a PTT on career pathways into the teaching profession as the number of approvals sought by employers for PTT continues to escalate in order to meet workforce shortages. In this context what is your opinion based on your experiences on the following?
 - Should PTT continue to be used to reduce the teacher shortages in schools?
 - Should PTT be offered to any preservice teacher enrolled in a teacher education course?
 - At what stage in a preservice teacher's enrolment in a teacher education course, should PTT be offered (e.g. final year only, after completing a number of practicums etc.)
 - Should PTT be offered to those who have not yet enrolled in a teacher education course?

APPENDIX D

OVERVIEW OF THE RESOURCES AVAILABLE ON QUEENSLAND COLLEGE OF TEACHERS WEBSITE

Table 20
Website links

DOCUMENT TYPE	TITLE	LINK ADDRESS
Policy	Permission to Teach PDF Policy (2015) AITSL Website	https://cdn.qct.edu.au/pdf/Policy_Permission_to_Teach.pdf 
	Permission to Teach Policy: Policies (Updated 2023)	https://cdn.qct.edu.au/pdf/PTTPolicy.pdf 
Media e.g. videos, podcast, interactive media	Permission to Teach Video	https://m.youtube.com/watch?v=tbjGVUhh1vQ 

DOCUMENT TYPE	TITLE	LINK ADDRESS
Principles	Principles Permission to Teach	https://cdn.qct.edu.au/pdf/Principles_for_Permission_to_Teach.pdf 
Fact Sheets/FAQ	Permission to Teach Information Statement for Employing Authorities and School Principals	https://cdn.qct.edu.au/pdf/PTTInfoStatement.pdf 
	Applying for Permission to Teach in Queensland: Fact Sheet	https://cdn.qct.edu.au/pdf/PTTFactSheet.pdf 

