



NON-RENEWAL OF TEACHER REGISTRATION ACROSS 2017-2023

Report
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**Teachers
Registration Board**
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1. Background context

The non-renewal survey was implemented initially in 2018 to seek out the reasons underpinning teachers' choices not to renew their registration. Approximately 11 483 teachers left the register over the last six years, specifically:

- 3 721 in 2017-2018
- 1 264 in 2018-2019
- 1 328 in 2019-2020
- 2 381 in 2020-2021
- 1 504 in 2021-2022
- 1 285 in 2022-2023

Each year teachers not renewing their registration are invited to complete an anonymous survey consisting of demographic items along with their reasons for non-renewal. As the survey does not require teachers to provide identifying information, the demographic items collect data about employment status (i.e., permanently employed, Temporary Relief Teachers [TRTs], or contracts) and employment setting (i.e., early childhood, primary, or secondary), years of teaching and age so that comparisons across particular cohorts of teachers can be undertaken. As such, it is possible to identify the similarities and differences in the experiences of different cohorts of teachers.

For each year the survey was conducted, a *Non-renewal Registration Survey Report and Executive Summary* was compiled representing a detailed analysis and discussion of all data. The full report also contains a complete description of the research questions and methods underpinning the survey along with the analyses used. Critical to this work is that the survey items have remained constant with the exception of four items around well-being that were added in 2018-2019. This decision was made based upon the findings from the inaugural survey in 2017-2018. However, teachers can also add their own reasons using an 'Other' option offered in the survey.

In this comparative report, a summary of data collected over the six years is presented. These data are discussed moving from a general overview to a detailed annual comparative analysis to identify patterns. Figure 1.1 provides an overview of the sections comprising the report along with the teacher sample discussed within each section.

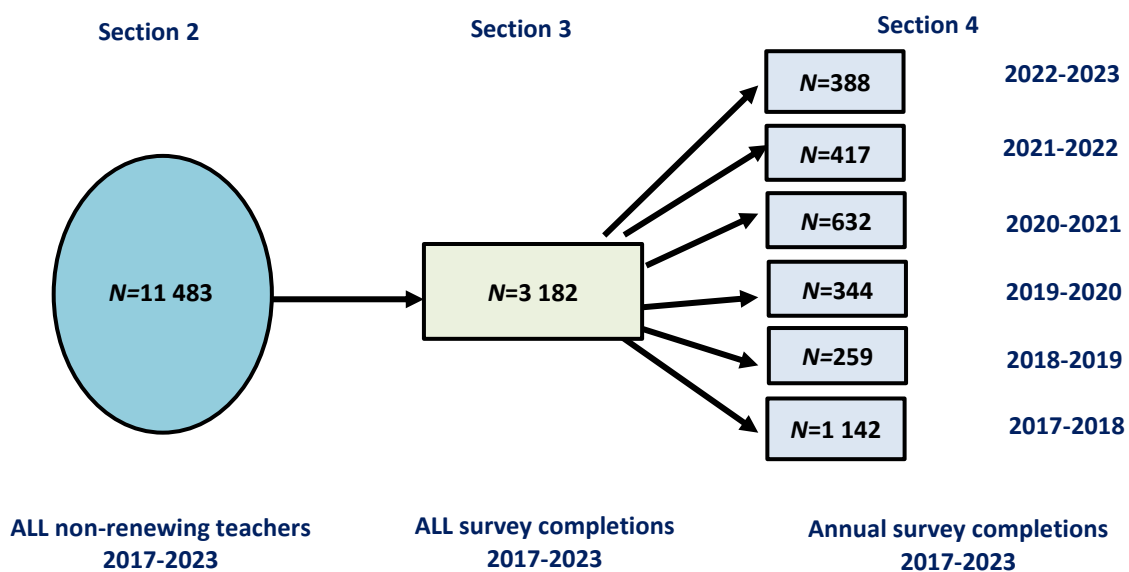


Figure 1.1. Summary of report structure

In this report:

- Section 2 provides a synthesis of the *total population* of teachers who did not renew their registration over the six years ($N=11\ 483$). The only demographics available for this group were age and years of registration.
- Section 3 presents and discusses the collated data for *the total population of teachers who completed the survey* over the six years ($N=3\ 182$). This analysis includes age, age in relation to geographical location, years of teaching, years of teaching in relation to geographical location, and the type of registration held by the teachers at the time of non-renewal. Following this, the reasons for teachers not renewing their registration are explored.
- Section 4 discusses data by comparing across the six separate years of the survey. Undertaking this deeper type of comparison highlights similarities and variations across the six cohorts of teachers. It is this level that identifies trends that can be used to monitor the teacher workforce in South Australia.

In reporting the findings, data within a category are often presented as proportions of the total number of teachers aligned to that category. The use of proportions provides a consistent metric that allows comparisons to be undertaken across different years given that the number of teachers completing the survey varies from year to year.

2. Summary for ALL teachers not renewing registration ($N=11\ 483$)

As mentioned previously, approximately 11 483 teachers chose not to renew their registration from 2017-2023.

2.1 Age

The age ranges of teachers are presented in Figure 2.1. This shows that the mode (most frequent) for all teachers was 61-70 years, representing 43% of all non-renewing teachers. What is interesting though is that the remaining age ranges appear to be similarly represented with little variation with the exception of 20-30 years, which is lower. Hence, there was a loss of teachers across all age ranges over the last six years.

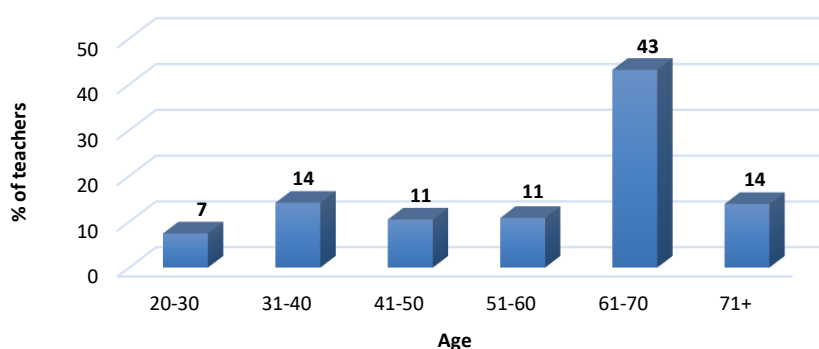


Figure 2.1. Age comparison: % of ALL non-renewing teachers 2017-2023 ($N=11\ 483$)

When these data are unpacked for each year, Figure 2.2 emerges. While 61-70 years is clearly the mode for each year, it can be observed that there is a greater proportion of teachers in the younger age ranges not renewing in some years. For example, the pattern for 2017-2018 shows that 54% of teacher loss occurred in the 61-70 age group followed by 20% of teachers aged 71+, which is to be expected. The other age ranges were low with 4% loss 20-30, 8% loss 31-40, 7% for 41-50 and 51-60. Compare this pattern to 2021-2022 where 11% of teachers not renewing were aged 20-30, 17% were 31-40, 13% were 41-50, 15% were 51-60, 38% were 61-70 and only 6% were aged 71+.

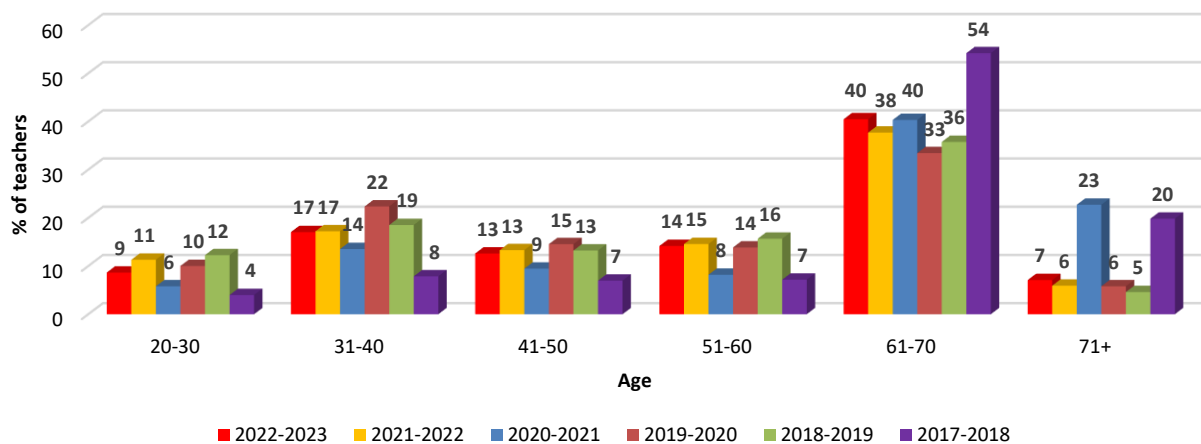


Figure 2.2. Age comparison: % of ALL non-renewing teachers for 2022-2023 (N=1 285), 2021-2022 (N=1 504), 2020-2021 (N=2 381), 2019-2020 (N=1 328), 2018-2019 (N=1 264) & 2017-2018 (N=3 721)

Reflection across the six years demonstrates a similar pattern of loss across age ranges for the 2017-2018 (first year of survey) and 2020-2021. In contrast, years 2018-2019, 2019-2020, 2021-2022 and 2022-2023 show a greater loss of teachers across all ages with a reduction in the loss of teachers aged 61 and above. This trend suggests a loss of early and mid-career teachers from the register that will likely impact the teaching workforce in South Australia.

2.2 Years of registration

In terms of years of registration, the same analysis was undertaken (Figure 2.3). While 40% of all teachers held registration for 40 years and over, of interest is that 29% of teachers held it for only 1-9 years. Hence, this pattern reinforces the evidence regarding the loss of early and mid-career teachers from the register.

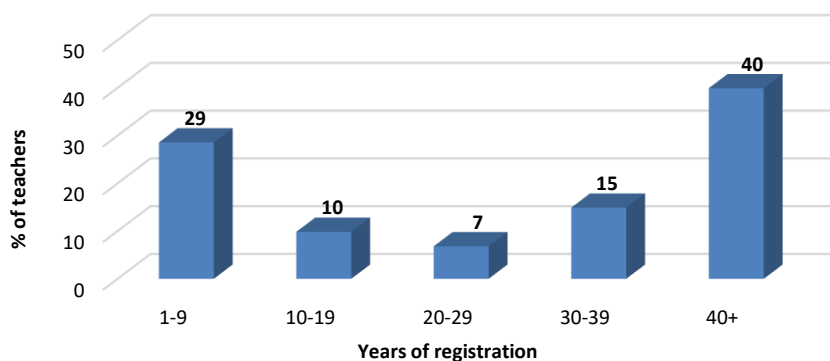


Figure 2.3. Years of registration: % of ALL non-renewing teachers 2017-2023 (N=11 483)

The pattern across each of the six years (Figure 2.4) shows this loss very clearly. As observed in years 2022-2023, 2021-2022, and 2019-2020, 33%, 36%, 52%, and 39% (respectively) of all teachers not renewing registration in South Australia held between 1-9 years of registration. For each year, this was the actual mode. In contrast, the mode for 2020-2021 and 2017-2018 was for teachers with 40+ years of registration. Remember that these data represent ALL teachers who did not renew their registration, not survey respondents.

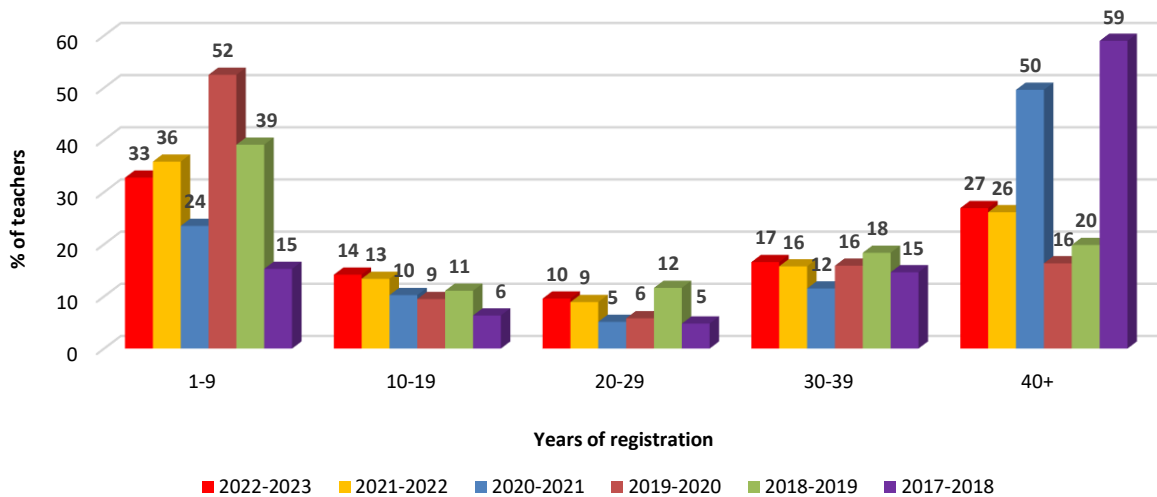


Figure 2.4. Years of registration: % of non-renewing teachers for 2022-2023 (N=1 285), 2021-2022 (N=1 504), 2020-2021 (N=2 381), 2019-2020 (N=1 328), 2018-2019 (N=1 264) & 2017-2018 (N=3 721)

These are interesting patterns that cannot be unpacked any further without additional demographic teacher data. In the remaining sections of this report, data collected from the non-renewal survey are analysed and discussed in the hope of shedding further light on these trends.

3. Overview of collated survey teacher respondents (N=3 182)

A total of 3 182 teachers completed the non-renewal survey from 2017-2023. In this section, ALL survey results for the six years are presented and discussed.

3.1 Age

Clearly, the modal age for ALL teachers completing the surveys was 61-70 (Figure 3.1) with all age ranges represented.

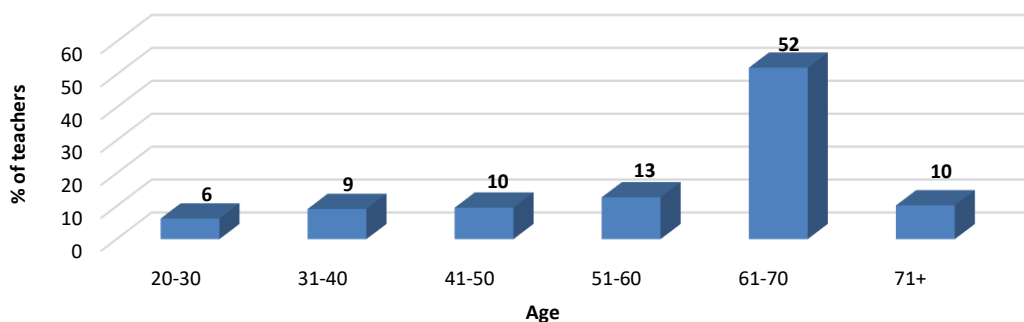


Figure 3.1. Age comparison: % of ALL survey respondents 2017-2023 (N=3 182)

An important consideration with the loss of teachers from the register is their geographical location, i.e., where they spent their last few years of teaching. Figure 3.2 disaggregates age in relation to location of the schools in which teaching occurred. There are two aspects to consider here: (i) where is the loss of teachers in terms of geographical location; and (ii) what does this loss signify in terms of the age of teachers.

In terms of the first aspect, most non-renewing teachers were employed in Metropolitan SA sites with the next largest group teaching in Country SA. In relation to the second component, the highest loss in Metropolitan and Country SA was for the age ranges of 61-70 and 71+. In contrast, teachers identifying as living interstate and/or overseas and choosing not to renew dominated the 20-30, 31-40, 41-50 and 51-60 age ranges.

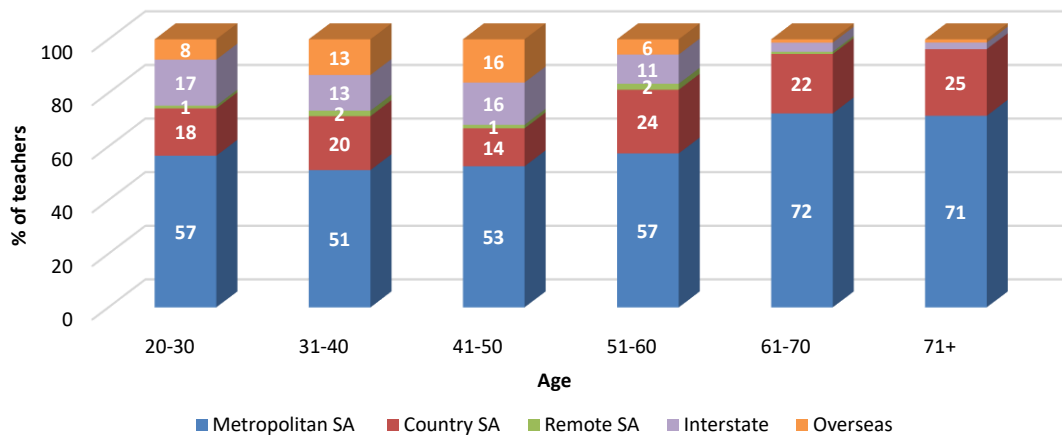


Figure 3.2. Age x geographical location: % of ALL survey respondents 2017-2023 (N=3 182)

3.2 Years of teaching

For teachers completing the survey, years of teaching becomes a more important measure than years of registration. The reason for this is that teachers on secondment or leave (i.e., maternity, sickness) can maintain registration even though they are not actually teaching. Figure 3.3 displays the years of teaching for ALL teachers who completed the survey. Clearly, the majority (64%) had over 20 years of teaching experience. While there is a big difference between this range and all others, it is important to note that all categories of years of teaching are represented with little variation across these other categories. Of note, is that 17% of ALL survey respondents had between 0-6 years of teaching, highlighting again the potential loss of early career teachers from the register.

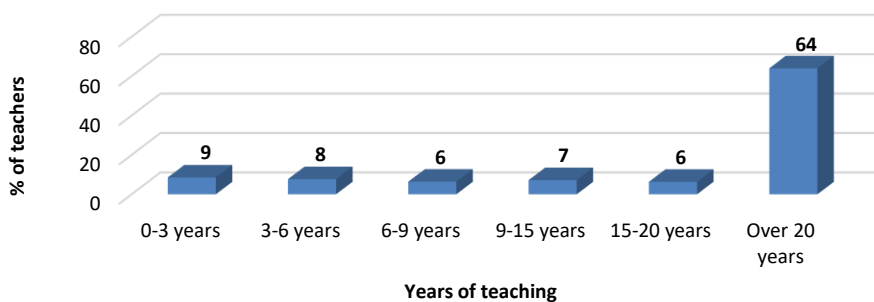


Figure 3.3. Years of teaching: % of ALL survey respondents 2017-2023 (N=3 182)

When considered in relation to geographical location (Figure 3.4), it is clear that the majority of teachers had taught in Metropolitan SA sites with Country SA sites also represented. As with the discussion of age above, there appears to be a high incidence of teachers who were teaching overseas or interstate with 6-9 and 9-15 years of teaching. Note the 17% loss of teachers with 0-3 years of teaching and 26% loss for teachers with 3-6 years of teaching from schools located in Country SA.

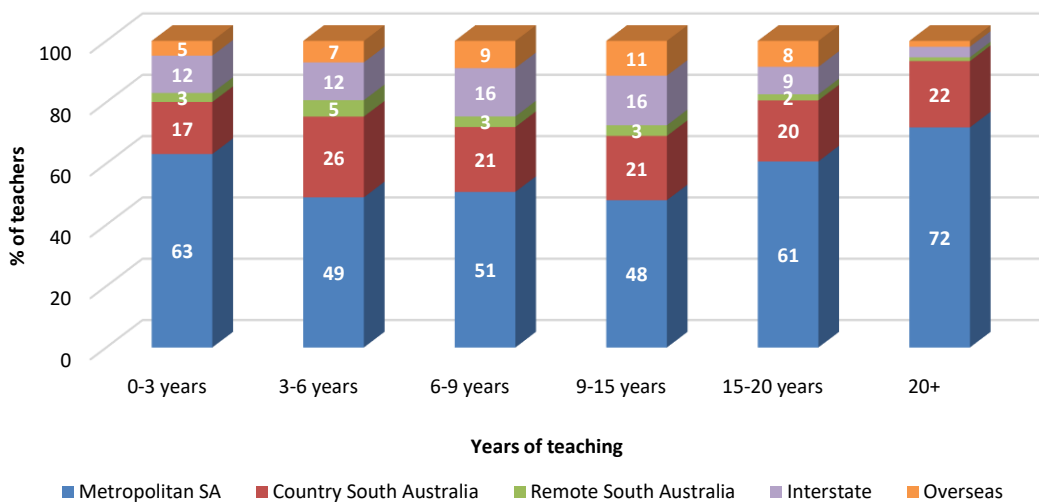


Figure 3.4. Years of teaching x geographical location: % of ALL survey respondents 2017-2023 (N=3 182)

3.3 Type of registration

The registration held by teachers is another important factor to monitor as it may be linked to a particular cohort of teachers. Of ALL non-renewing teachers who completed the survey, 80% were Registered, 18% held Provisional Registration, 1% were 'Not sure' of their registration type, with the remaining 1% holding an 'Other' type of registration e.g., Registration with conditions.

3.4 Reasons for non-renewal of registration

A summary of all the reasons selected by teachers is provided in Figure 3.5. Note that proportions are not used in this graph but rather the number of teachers selecting a specific reason. The justification for this is that teachers were able to select multiple reasons. As shown here, retirement was the key reason for the majority of teachers not renewing their registration ($n=1\ 464$). The next two reasons were teachers not being able to complete and document 60 hours of professional learning (i.e., 711) and not being able to attain 60 days of professional practice (i.e., 622). At the next level was disenchantment with the increasing expectations around teacher registration and renewal (i.e., 584).

Without further investigation it is difficult to elaborate further about the reasons selected by teachers. However, as has been mentioned in previous non-renewal of registration reports, it is difficult to understand why some teachers continue to struggle with completing the required hours of professional learning when the Teachers Registration Board of South Australia (TRBSA) accepts a range of activities that do not involve payment or attendance at face-to-face workshops. Similarly, teachers can attain registration if they have not completed the required 60 days of professional practice as this simply becomes a condition on their registration. Over the last few years, the TRB staff have tried to overcome these misconceptions held by teachers. While there has been some progress, teachers often communicate that they tend to listen to their peers rather than contact the TRB directly.

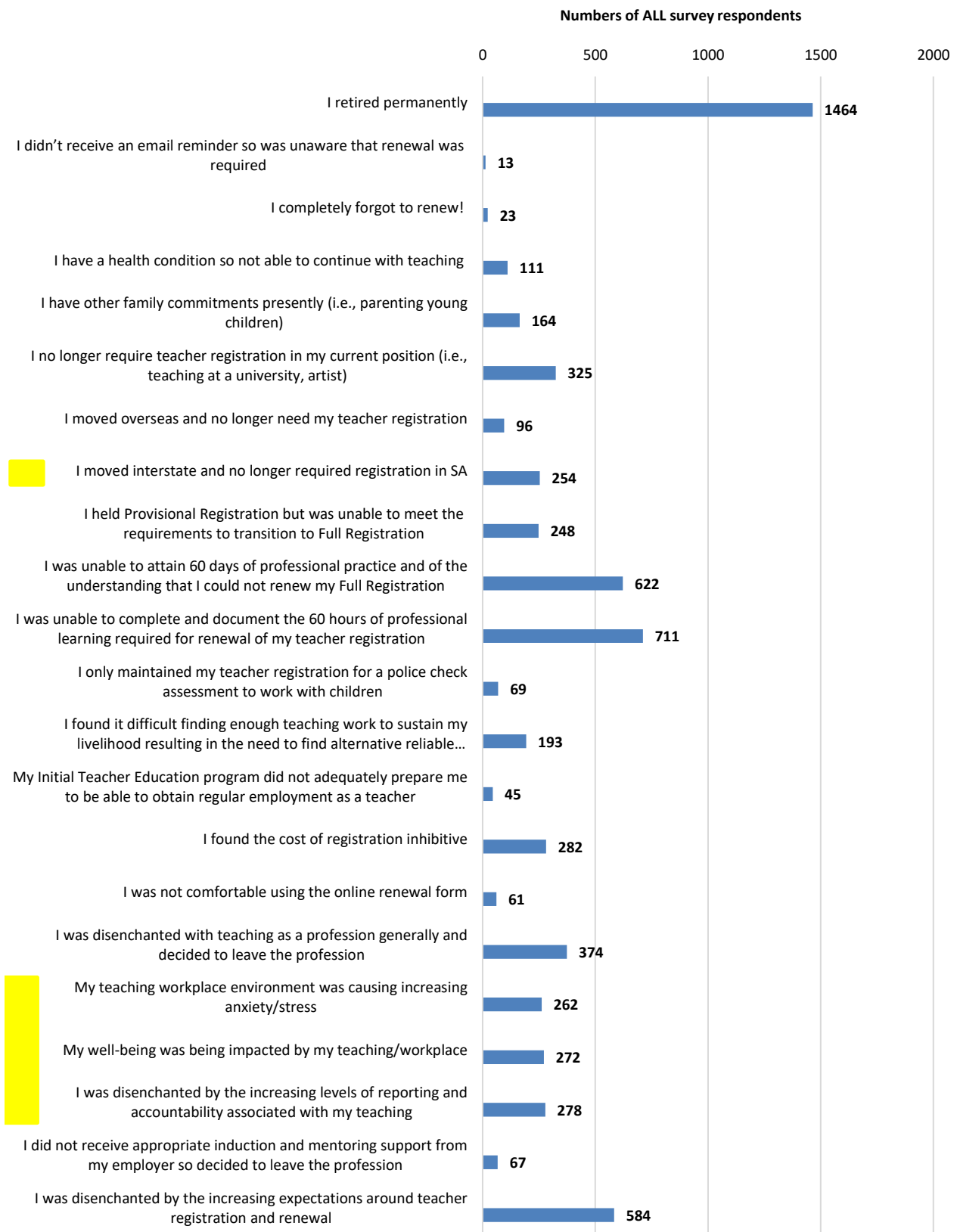


Figure 3.5. Reasons for non-renewal of registration: Numbers of ALL survey respondents 2017-2023 (N=3 182)
 Note: yellow shading indicates four reasons added to the survey in 2018

While these data are informative, they deal with the reasons as separate and independent entities. However, in many cases a teacher's decision to not renew in a particular year may be the result of a number of reasons. Table 3.1 provides an overview of the connections across reasons as generated from the data. Data are presented as a matrix with the reasons provided in the survey forming the vertical and

horizontal axes. Numerals in red on the matrix represent the total number of teachers who selected each reason with these numbers identical to those provided in Figure 3.5.

By reading along the horizontal and vertical axes (shown with red arrows in the table) it is possible to identify the combination of reasons selected by teachers. For example, reading along the horizontal axis first, the reason 'I was unable to attain 60 days of professional practice and of the understanding that I could not renew my Full Registration' was selected by 622 teachers in total. Of these same teachers:

- 391 also chose 'I was unable to complete and document the 60 hours of professional learning required for renewal of my teacher registration';
- 73 selected 'I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment';
- 100 identified 'I found the cost of registration inhibitive';
- 73 chose 'I was disenchanted with teaching as a profession generally and decided to leave the profession';
- 62 identified 'I was disenchanted by the increasing levels of reporting and accountability associated with my teaching'; and
- 203 selected 'I was disenchanted by the increasing expectations around teacher registration and renewal'.

Similarly, reading upwards along the vertical axis highlights that:

- 93 of the 583 teachers also chose 'I held Provisional Registration but was unable to meet the requirements to transition to Full Registration';
- 101 selected 'I no longer require teacher registration in my current position'; and
- 174 identified 'I retired permanently'.

This level of analysis highlights that for a proportion of teachers it is a combination of factors that are impacting an individual's decision not to renew registration.

Table 3.1. Matrix of connections between various reasons for non-renewal of registration

| REASONS for NON-RENEWAL | I retired permanently | I didn't receive an email reminder so I was unaware that renewal was required | I completely forgot to renew | I have a health condition so I'm not able to continue teaching | I have other family commitments presently (i.e., parenting young children) | I no longer require registration in my current position | I moved overseas and no longer need my teacher registration in SA | I moved interstate and no longer required registration in SA | I held Provisional Registration but was unable to meet the requirements to attain (full) Registration | I was unable to attain 60 days of professional learning for renewal of my teacher registration | I was unable to complete and meet the 60 hours of professional learning for renewal of my teacher registration | I only maintained my teacher registration for a period of 60 days and do not meet the requirements for renewal of my teacher registration | I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | I found it difficult finding teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | I was unable to obtain regular employment as a teacher | My initial Teacher Education did not adequately prepare me to obtain regular employment as a teacher | I was not comfortable using the online renewal form | I was disenchanted with teaching as a profession generally and decided to leave the profession | My teaching environment was causing increasing anxiety/stress | My well-being was being impacted by my teaching /workplace | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession | I was disenchanted by increasing levels of reporting and accountability associated with my teaching | I was disenchanted by the mentoring and support from my employer so I decided to leave the profession |
|-------------------------|-----------------------|---|------------------------------|--|--|---|---|--|---|--|--|---|--|---|--|--|---|--|---|--|---|---|---|---|---|---|---|---|---|---|---|---|
| | 1464 | 1 | 23 | 111 | 8 | 10 | 2 | 8 | 4 | 174 | 234 | 43 | 11 | 0 | 84 | 21 | 94 | 79 | 76 | 88 | 1 | 388 | | | | | | | | | | |
| | | 13 | | | | | | | 248 | 93 | 92 | 0 | 66 | 21 | 41 | 5 | 42 | 25 | 29 | 32 | 21 | 76 | | | | | | | | | | |
| | | | 23 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | | | | 111 | 8 | 10 | 2 | 1 | 7 | 27 | 33 | 1 | 7 | 3 | 15 | 5 | 23 | 20 | 21 | 16 | 6 | 26 | | | | | | | | | | |
| | | | | | 164 | 17 | 3 | 10 | 36 | 40 | 61 | 2 | 18 | 5 | 42 | 3 | 27 | 21 | 24 | 31 | 7 | 55 | | | | | | | | | | |
| | | | | | | 325 | 4 | 10 | 57 | 101 | 83 | 20 | 38 | 7 | 49 | 4 | 61 | 33 | 41 | 41 | 11 | 71 | | | | | | | | | | |
| | | | | | | | 96 | 0 | 16 | 11 | 17 | 0 | 7 | 1 | 10 | 0 | 7 | 7 | 16 | 5 | 3 | 11 | | | | | | | | | | |
| | | | | | | | | 254 | 4 | 13 | 5 | 1 | 8 | 1 | 9 | 0 | 9 | 10 | 14 | 10 | 3 | 10 | | | | | | | | | | |
| | | | | | | | | | 248 | 93 | 92 | 0 | 66 | 21 | 41 | 5 | 42 | 25 | 29 | 32 | 21 | 76 | | | | | | | | | | |
| | | | | | | | | | | 622 | 391 | 33 | 73 | 11 | 100 | 21 | 73 | 38 | 44 | 62 | 12 | 203 | | | | | | | | | | |
| | | | | | | | | | | | 711 | 28 | 64 | 10 | 240 | 35 | 82 | 45 | 43 | 54 | 19 | 273 | | | | | | | | | | |
| | | | | | | | | | | | | 69 | 1 | 10 | 0 | 2 | 1 | 1 | 1 | 1 | 1 | 15 | | | | | | | | | | |
| | | | | | | | | | | | | | 193 | 21 | 43 | 5 | 78 | 38 | 40 | 45 | 23 | 70 | | | | | | | | | | |
| | | | | | | | | | | | | | | 45 | 6 | 2 | 10 | 1 | 1 | 4 | 7 | 14 | | | | | | | | | | |
| | | | | | | | | | | | | | | | 282 | 16 | 59 | 39 | 42 | 58 | 10 | 342 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | 61 | 5 | 0 | 2 | 4 | 0 | 24 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | 157 | 162 | 147 | 28 | 103 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | 208 | 159 | 40 | 104 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | 272 | 157 | 37 | 101 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | 278 | 51 | 211 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | 67 | 28 | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | | | | 584 | | | | | | | | | |

Having identified the reasons for non-renewal, it is important to consider links to the demographic data. Tables 3.2-3.5 present the reasons selected by teachers for non-renewal of their registration in relation to their employment status, employment setting, years of teaching, and age. The advantage of these data is that they facilitate comparisons across the different contexts in which teachers work and the reasons most selected for non-renewal.

Employment status refers to the way in which teachers are employed i.e., on a permanent basis, on full-year or short-term contracts, working as Temporary Relief Teacher, or 'Not currently teaching'. The latter category represents teachers who may have been registered but not actually teaching i.e., on secondment, teaching in universities, working as tutors or in positions that require registration. Table 3.2 presents the data for ALL teachers completing the survey over the last five years against each of the reasons for non-renewal. Data are presented as numbers of teachers.

As demonstrated in Table 3.2, the largest cohort of teachers who completed the survey identified as 'Not currently teaching' or in 'Other' positions ($n=1\ 157$). The reasons selected most frequently for this group of teachers were retirement ($n=500$), inability to complete 60 days of professional practice ($n=336$), and inability to complete 60 hours of professional learning ($n=325$). This same pattern was also evident for Temporary Relief Teachers ($n=715$). For teachers who had some type of permanent employment, they selected retirement ($n=531$), moving interstate so not requiring registration in South Australia ($n=137$), inability to complete 60 hours of professional learning ($n=130$), and disenchantment with the teaching profession ($n=126$). These data show that non-renewal may be fundamentally about retirement for teachers permanently employed, TRTs and those 'Not currently teaching', however, the decision is likely to be influenced by the professional learning and practice requirements for particular groups of teachers (i.e., Temporary Relief Teachers).

Table 3.2. Employment status across major reasons for non-renewal of registration (N=3 182)

| Main reasons | Permanent* | Full-year contract | Short-term contract | TRT | Not currently teaching | Other | Total (N) |
|--|------------|--------------------|---------------------|---------|------------------------|-------|--------------|
| | (n=1 030) | (n=134) | (n=146) | (n=715) | (n=1 157) | | 3 182 |
| I retired permanently | 531 | 29 | 57 | 347 | 474 | 26 | 1 464 |
| I have a health condition so not able to continue with teaching | 38 | 0 | 8 | 19 | 32 | 14 | 111 |
| I have other family commitments presently (i.e., parenting young children) | 36 | 9 | 8 | 40 | 62 | 9 | 164 |
| I no longer require teacher registration in my current position (i.e., teaching at a university, artist) | 67 | 3 | 7 | 33 | 189 | 26 | 325 |
| I moved overseas and no longer need my teacher registration | 34 | 8 | 6 | 7 | 12 | 29 | 96 |
| I moved interstate and no longer required registration in SA | 137 | 37 | 18 | 20 | 30 | 12 | 254 |
| I held Provisional Registration but was unable to meet the requirements to transition to Full Registration | 37 | 5 | 10 | 64 | 114 | 18 | 248 |
| I was unable to attain 60 days of professional practice and of the understanding that I could not renew my Full Registration | 85 | 9 | 17 | 175 | 315 | 21 | 622 |
| I was unable to complete and document the 60 hours of professional learning required for renewal of my teacher registration | 130 | 6 | 26 | 224 | 308 | 17 | 711 |
| I only maintained my teacher registration for a police check assessment to work with children | 7 | 0 | 1 | 6 | 45 | 6 | 65 |
| I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | 19 | 14 | 21 | 67 | 65 | 7 | 193 |
| My Initial Teacher Education program did not adequately prepare me to be able to obtain regular employment as a teacher | 6 | 3 | 6 | 10 | 12 | 4 | 41 |
| I found the cost of registration inhibitive | 73 | 9 | 13 | 67 | 104 | 16 | 282 |
| I was not comfortable using the online renewal form | 9 | 8 | 9 | 15 | 13 | 5 | 59 |
| I was disenchanted with teaching as a profession generally and decided to leave the profession | 126 | 24 | 30 | 82 | 96 | 16 | 374 |
| My teaching workplace environment was causing increasing anxiety/stress | 110 | 19 | 16 | 39 | 64 | 14 | 262 |
| My well-being was being impacted by my teaching/workplace | 109 | 23 | 19 | 38 | 66 | 17 | 272 |
| I was disenchanted by the increasing levels of reporting and accountability associated with my teaching | 122 | 16 | 15 | 46 | 66 | 13 | 278 |
| I did not receive appropriate induction and mentoring support from my employer so decided to leave the profession | 13 | 7 | 6 | 15 | 13 | 13 | 67 |
| I was disenchanted by the increasing expectations around teacher registration and renewal | 144 | 17 | 19 | 188 | 196 | 20 | 584 |

*NB: Represents Permanent full-time (over 90%), Permanent part-time (51-90%) and Permanent part-time (<50%)

In contrast, Table 3.3 summarises the reasons selected by teachers depending on the context in which they worked i.e., early childhood, primary or secondary school.

Table 3.3. Employment setting across major reasons for non-renewal of registration (n=2 036)

| Main reasons | Long day care (n=25) | Preschool (n=110) | Middle School (n=74) | Primary School (n=879) | Secondary School (n=757) | Other (n=191) | Total (N) 2 036 |
|--|-------------------------|----------------------|-------------------------|---------------------------|-----------------------------|------------------|--------------------|
| I retired permanently | 3 | 74 | 22 | 442 | 358 | 64 | 963 |
| I have a health condition so not able to continue with teaching | 1 | 8 | 4 | 25 | 26 | 2 | 66 |
| I have other family commitments presently (i.e., parenting young children) | 4 | 7 | 4 | 46 | 25 | 6 | 92 |
| I no longer require teacher registration in my current position | 2 | 0 | 1 | 29 | 38 | 33 | 103 |
| I moved overseas and no longer required registration in SA | 0 | 1 | 3 | 15 | 17 | 9 | 45 |
| I moved interstate and no longer require registration in SA | 3 | 2 | 11 | 89 | 94 | 11 | 210 |
| I held Provisional Registration but was unable to meet the requirements to transition to Full Registration | 7 | 4 | 9 | 35 | 32 | 26 | 113 |
| I was unable to attain 60 days of professional practice and of the understanding that I could not renew my Full Registration | 4 | 20 | 9 | 111 | 110 | 30 | 284 |
| I was unable to complete and document the 60 hours of professional learning required for renewal of my teacher registration | 6 | 22 | 12 | 159 | 156 | 51 | 406 |
| In only maintained my teacher registration for a police check assessment to work with children | 1 | 0 | 0 | 6 | 7 | 3 | 17 |
| I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | 0 | 8 | 6 | 41 | 41 | 22 | 118 |
| My Initial Teacher Education program did not adequately prepare me to be able to obtain regular employment as a teacher | 0 | 0 | 0 | 5 | 2 | 6 | 13 |
| I found the cost of registration inhibitive | 2 | 6 | 8 | 62 | 59 | 24 | 161 |
| I was not comfortable using the online renewal form | 0 | 1 | 0 | 5 | 8 | 3 | 17 |
| I was disenchanted with teaching as a profession generally and decided to leave the profession | 4 | 14 | 11 | 129 | 89 | 26 | 273 |
| My teaching workplace environment was causing increasing anxiety/stress | 3 | 8 | 9 | 77 | 62 | 20 | 179 |
| My well-being was being impacted by my teaching/workplace | 1 | 8 | 10 | 83 | 64 | 18 | 184 |
| I was disenchanted by the increasing levels of reporting and accountability associated with my teaching | 3 | 9 | 7 | 81 | 69 | 29 | 198 |
| I did not receive appropriate induction and mentoring support from my employer so decided to leave the profession | 1 | 1 | 0 | 11 | 8 | 6 | 27 |
| I was disenchanted by the increasing expectations around teacher registration and renewal | 5 | 17 | 7 | 150 | 151 | 34 | 364 |

NB. These data exclude those respondents selecting the 'Not currently teaching' options for employment setting

Table 3.3 clearly shows that the majority of teachers completing the survey were employed in primary or secondary settings. There are many similarities across the numbers of teachers selecting reasons for these two cohorts with the exception of ‘I have other family commitments’, ‘I was disenchanted with teaching as a profession generally and decided to leave the profession’, and ‘My well-being was being impacted by my teaching/workplace’. In each of these cases, a higher number of primary teachers selected these reasons than secondary teachers.

Table 3.4 presents the data across the years of teaching identified by ALL teachers completing the survey. These data provide an opportunity to compare the kinds of reasons selected by early career teachers (i.e., 0-6 years) compared to mid-career teachers (9-15 years) and highly experienced teachers (i.e., Over 15 years).

Table 3.4. Years of teaching across major reasons for non-renewal of registration (N=3 182)

| Main reasons | 0-3 years (n=266) | 3-6 years (n=249) | 6-9 years (n=203) | 9-15 years (n=228) | 15-20 years (n=201) | Over 20 years (n=2 035) | Total (N) 3 182 |
|--|-------------------------|-------------------------|-------------------------|--------------------------|---------------------------|-------------------------------|-----------------------|
| I retired permanently | 4 | 20 | 25 | 29 | 44 | 1 342 | 1 464 |
| I have a health condition so not able to continue with teaching | 10 | 5 | 6 | 8 | 10 | 72 | 111 |
| I have other family commitments presently (i.e. parenting young children) | 36 | 38 | 17 | 23 | 11 | 39 | 164 |
| I no longer require teacher registration in my current position (i.e., teaching at a university, artist) | 59 | 35 | 26 | 38 | 26 | 141 | 325 |
| I moved overseas and no longer need my teacher registration | 16 | 22 | 16 | 16 | 14 | 12 | 96 |
| I moved interstate and no longer required registration in SA | 42 | 53 | 35 | 45 | 25 | 54 | 254 |
| I held Provisional Registration but was unable to meet the requirements to transition to Full Registration | 102 | 45 | 30 | 30 | 21 | 20 | 248 |
| I was unable to attain 60 days of professional practice and of the understanding that I could not renew my Full Registration | 61 | 34 | 45 | 42 | 46 | 394 | 622 |
| I was unable to complete and document the 60 hours of professional learning required for renewal of my teacher registration | 64 | 36 | 39 | 40 | 46 | 486 | 711 |
| I only maintained my teacher registration for a police check assessment to work with children | 0 | 5 | 3 | 1 | 3 | 53 | 65 |
| I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | 63 | 44 | 31 | 19 | 12 | 24 | 193 |
| My initial Teacher Education program did not adequately prepare me to be able to obtain regular employment as a teacher | 13 | 11 | 5 | 2 | 3 | 7 | 41 |
| I found the cost of registration inhibitive | 25 | 30 | 28 | 21 | 18 | 160 | 282 |
| I was not comfortable using the online renewal form | 3 | 4 | 9 | 10 | 7 | 26 | 59 |
| I was disenchanted with teaching as a profession generally and decided to leave the profession | 58 | 53 | 34 | 41 | 28 | 160 | 374 |
| My teaching workplace environment was causing increasing anxiety/stress | 33 | 36 | 21 | 26 | 18 | 128 | 262 |
| My well-being was being impacted by my teaching/workplace | 36 | 37 | 27 | 28 | 17 | 127 | 272 |
| I was disenchanted by the increasing levels of reporting and accountability associated with my teaching | 35 | 36 | 26 | 22 | 17 | 142 | 278 |
| I did not receive appropriate induction and mentoring support from my employer so decided to leave the profession | 19 | 19 | 8 | 5 | 5 | 11 | 67 |
| I was disenchanted by the increasing expectations around teacher registration and renewal | 54 | 47 | 43 | 38 | 30 | 372 | 584 |

Early career teachers with 0-6 years of teaching are an important cohort to monitor as part of the teacher workforce in South Australia. Of the 3 182 completing the non-renewal survey, 515 comprised this cohort. The main reasons in order of highest selection were:

- provisionally registered but unable to meet transition requirements ($n=147$);
- disenchantment with teaching as a profession ($n=111$);
- difficulty finding enough teaching work ($n=107$);
- disenchanted by increasing expectations around teacher registration and renewal ($n=101$);
- inability to complete and document 60 hours of professional learning ($n=100$);
- inability to attain 60 days of professional practice ($n=95$); and,
- moved interstate ($n=95$).

Some of these reasons align to the likely age and 'point in life' of these teachers. For example, finding difficulty in transitioning from Provisional to Full Registration seems appropriate if teachers are restricting their hours of work to care for young children. However, what is concerning are the numbers of early career teachers selecting difficulty in finding enough teaching work to sustain themselves ($n=107$). These data contradict the current media emphasis regarding the lack of enough qualified teachers to meet demands. Similarly, the fact that 111 early career teachers are already disenchanted with the profession raises questions about the kinds of teaching encounters they have experienced in their first few years teaching. While ensuring there are sufficient teachers entering the profession it is also imperative that the sector is able to retain teachers over longer periods of time.

Compare these reasons with teachers holding 'Over 20 years' of teaching. As observed in the table, a higher number of these teachers selected retirement ($n=1\ 342$), inability to complete 60 hours of professional learning ($n=486$), and inability to attain 60 days of professional practice ($n=394$) than other years of teaching.

Finally, Table 3.5 presents the reasons for non-renewal in relation to the age of teachers. As might be predicted for teachers aged over 61 years, retirement was their main reason for not renewing their registration. Aligned to this group was their inability to attain 60 days of professional practice ($n=622$) and 60 hours of professional learning requirements of renewal ($n=711$). In contrast, view the 20-30 and 31-40 age groups. These teachers selected 'I moved interstate' ($n=1\ 32$), 'I held Provisional Registration but unable to transition' ($n=104$), 'I was disenchanted with teaching as a profession' ($n=106$), and 'Found it difficult finding teaching work to sustain livelihood' ($n=82$).

Collectively, Tables 3.2-3.5 identify the specific reasons for non-renewal of registration selected by the different cohorts of teachers that comprise our teaching profession (e.g., Temporary Relief Teachers compared to early career teachers). Having identified the factors influencing teachers' reasons to leave teaching, it is possible to consider how these issues might be addressed to retain them in the teaching workforce. Hence, these data give South Australia information to move away from applying a 'one-size-fits-all approach' to recognising that teachers at different career stages have particular needs if they are to continue in their role as teachers i.e., support can be targeted specifically.

Table 3.5. Age group across major reasons for non-renewal of registration (N=3 182)

| Main reasons | 20-30 years (n=199) | 31-40 years (n=292) | 41-50 years (n=304) | 51-60 years (n=404) | 61-70 years (n=1 657) | 70+ years (n=326) | Total (N) 3 182 |
|--|------------------------------------|------------------------------------|------------------------------------|------------------------------------|--------------------------------------|----------------------------------|--------------------------------|
| I retired permanently | 2 | 9 | 14 | 91 | 895 | 453 | 1 464 |
| I have a health condition so not able to continue with teaching | 4 | 5 | 11 | 22 | 45 | 24 | 111 |
| I have other family commitments presently (i.e., parenting young children) | 26 | 57 | 17 | 15 | 32 | 17 | 164 |
| I no longer require teacher registration in my current position (i.e., teaching at a university, artist) | 31 | 42 | 53 | 56 | 98 | 45 | 325 |
| I moved overseas and no longer need my teacher registration | 23 | 35 | 21 | 5 | 7 | 5 | 96 |
| I moved interstate and no longer required registration in SA | 53 | 79 | 49 | 33 | 17 | 23 | 254 |
| I held Provisional Registration but was unable to meet the requirements to transition to Full Registration | 46 | 58 | 60 | 54 | 24 | 6 | 248 |
| I was unable to attain 60 days of professional practice and of the understanding that I could not renew my Full Registration | 23 | 46 | 62 | 82 | 279 | 130 | 622 |
| I was unable to complete and document the 60 hours of professional learning required for renewal of my teacher registration | 25 | 48 | 60 | 87 | 335 | 156 | 711 |
| I only maintained my teacher registration for a police check assessment to work with children | 0 | 3 | 2 | 2 | 31 | 27 | 65 |
| I found it difficult finding enough teaching work to sustain my livelihood resulting in the need to find alternative reliable employment | 42 | 40 | 47 | 33 | 26 | 5 | 193 |
| My Initial Teacher Education program did not adequately prepare me to be able to obtain regular employment as a teacher | 13 | 13 | 7 | 7 | 1 | 0 | 41 |
| I found the cost of registration inhibitive | 21 | 29 | 33 | 41 | 105 | 53 | 282 |
| I was not comfortable using the online renewal form | 3 | 2 | 6 | 14 | 9 | 25 | 59 |
| I was disenchanted with teaching as a profession generally and decided to leave the profession | 58 | 48 | 60 | 85 | 96 | 27 | 374 |
| My teaching workplace environment was causing increasing anxiety/stress | 36 | 27 | 37 | 58 | 72 | 32 | 262 |
| My well-being was being impacted by my teaching/workplace | 42 | 29 | 43 | 61 | 60 | 37 | 272 |
| I was disenchanted by the increasing levels of reporting and accountability associated with my teaching | 36 | 33 | 37 | 54 | 80 | 38 | 278 |
| I did not receive appropriate induction and mentoring support from my employer so decided to leave the profession | 21 | 19 | 6 | 13 | 7 | 1 | 67 |
| I was disenchanted by the increasing expectations around teacher registration and renewal | 41 | 38 | 56 | 98 | 253 | 98 | 584 |

4. Comparison of teacher survey respondents across cohorts

Within this section, a granular level of analysis is provided with a comparison across the six survey populations. The purpose in this section is to identify possible trends from one year to the other.

4.1. Representativeness of the survey samples

A total of 388 teachers responded to the survey in 2022-2023, 417 in 2021-2022, 632 in 2020-2021, 344 in 2019-2020, 259 in 2018-2019, and 1 142 teachers in 2017-2018. These represent response rates of 31%, 28%, 27%, 26%, 20%, and 31% respectively. While these are positive rates overall, research indicates that this figure has limited value because it does not ensure that there is adequate representation of responses across the various categories being investigated.

Age is the only variable that was available for ALL teachers not renewing their registration (downloaded from the TRB data base) each year and the survey respondents (specific item on the survey). Figure 4.1 considers the representation of teachers in relation to age. Results are calculated for each survey cohort as percentages by dividing the survey sample by ALL non-renewing teachers for an age range. As an example, results below demonstrate that for 2022-2023, the highest represented age range was 60-69 with 35%. As observed below, there was a much higher survey representation across the six years generally for teachers aged 40-49, 50-59 and 60-69. What is pivotal though is that regardless of the year, each age group is represented by the survey responses (i.e., there are no gaps in these data). However, there are some age ranges where the representation is lower compared to others e.g., 30-39 years for the years 2020-2021 (14%) and 2017-2018 (16%).

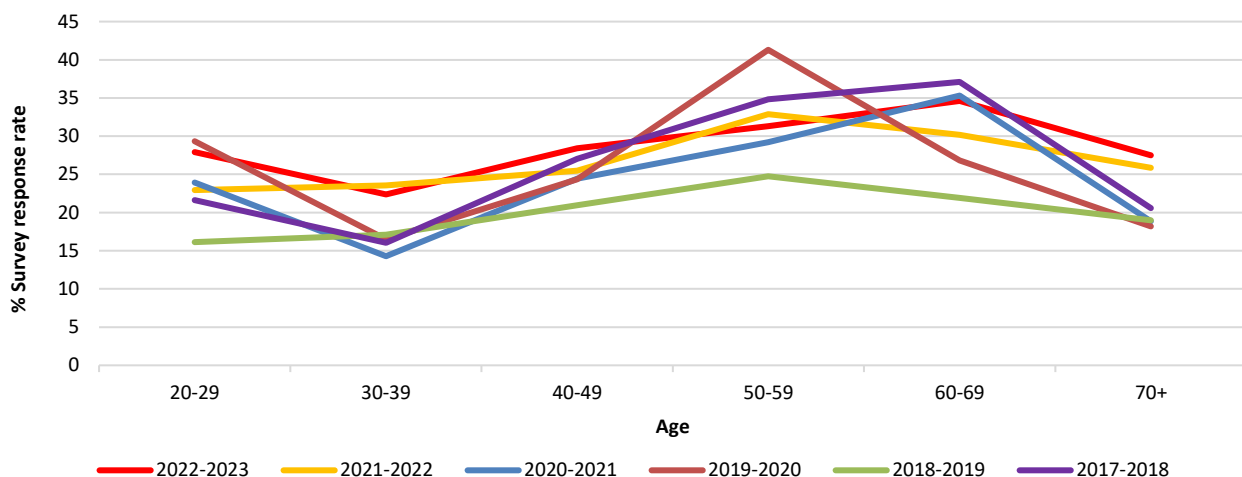


Figure 4.1. Age representativeness of the survey responses of total non-renewals 2022-2023 (N=388), 2021-2022 (N=417), 2020-2021 (N=632), 2019-2020 (N=344), 2018-2019 (N=259) & 2017-2018 (N=1 142)

4.2. Age

In terms of age ranges, Figure 4.2 demonstrates that proportionally more of the survey teachers in the 20-30, 31-40, 41-50 and 51-60 age ranges decided not to renew their registration in the 2022-2023, 2021-2022, 2019-2020 and 2018-2019 periods compared to 2020-2021 and 2017-2018. In contrast, there is a decrease in the proportion of teachers not renewing in the 61-70 and 71+ age ranges for these same years. These patterns are quite different to those for 2020-2021 and 2017-2018, which demonstrate a greater loss of teachers from the older age ranges.

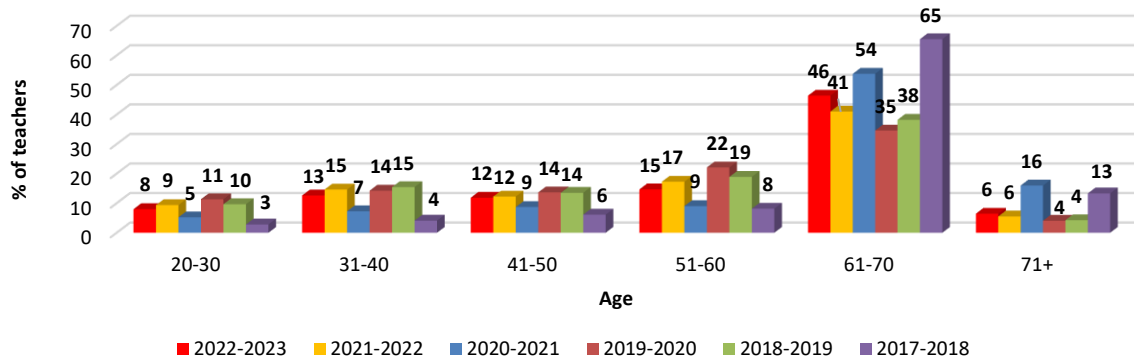
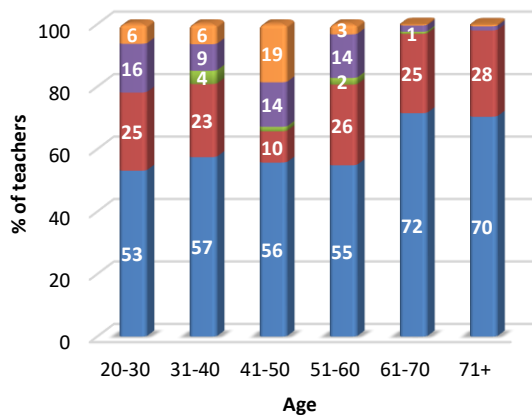


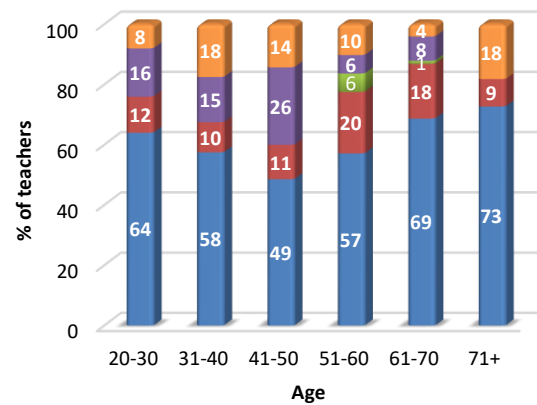
Figure 4.2. Age comparison as % of non-renewing survey respondents for 2022-2023 (N=388), 2021-2022 (N=417), 2020-2021 (N=632), 2019-2020 (N=344), 2018-2019 (N=259) & 2017-2018 (N=1 142)

Another key consideration with age is the geographical location of the non-renewing teachers to identify whether losses are being experienced in schools located in some areas more than others. Figures 4.3 (a,b,c, d,e,f) present these data as a proportion of teachers within each age range and the geographical location in which teachers spent the majority of their teaching careers.

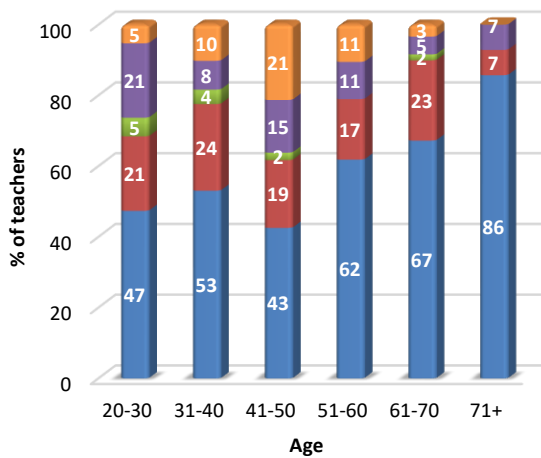
a. 2017-2018



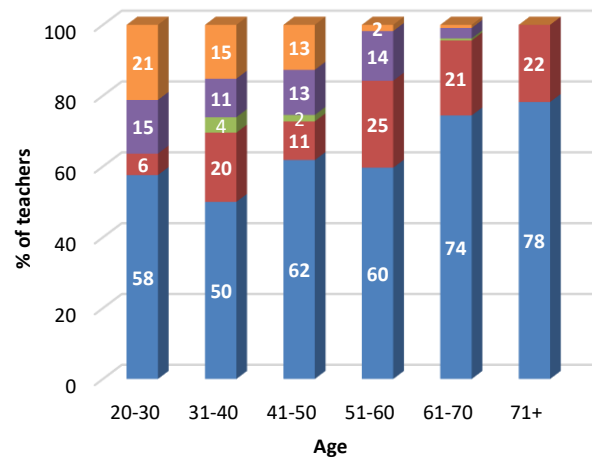
b. 2018-2019



c. 2019-2020

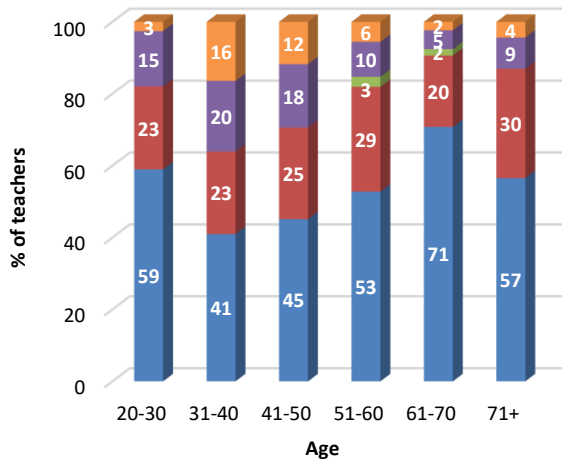


d. 2020-2021

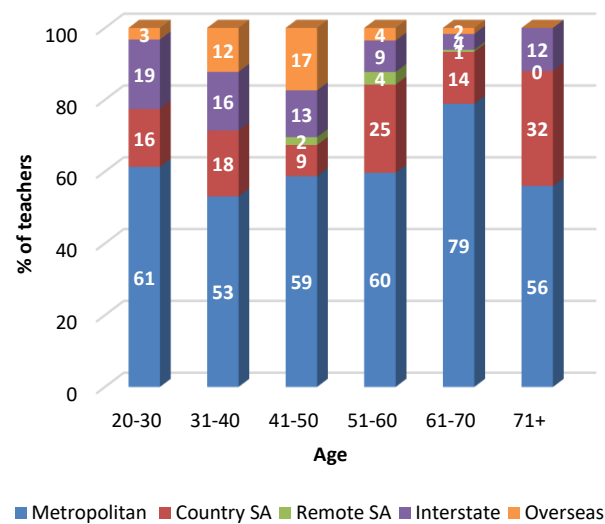


■ Metropolitan SA ■ Country SA ■ Remote SA ■ Interstate ■ Overseas

e. 2021-2022



f. 2022-2023



Figures 4.3. (a,b,c,d,e,f). Age range representation across geographical location: % of non-renewing survey respondents a) 2017-2018 (N=1 142), b) 2018-2019 (N=259), c) 2019-2020 (N=344), d) 2020-2021 (N=632), e) 2021-2022 (N=417) & f) 2022-2023 (N=388)

Comparing the patterns across the six years identifies:

1. The majority of non-renewing teachers across all ages taught in Metropolitan SA (i.e., Adelaide and surrounds).
2. There is evidence of a loss of teachers from areas identified as Country SA across all age groups. However, the loss was highest for 2021-2022. This is potentially concerning given the historical issues in staffing schools located in particular country locations (Halsey, 2018; Lyons, Cooksey, Panizzon, Parnell & Pegg, 2006).
3. It is also interesting to notice the loss of teachers Interstate and Overseas across all ages. This is not surprising and likely linked to the inability of many teachers to meet the requirements to move from Provisional to Full Registration. For example, it is not possible for individuals teaching overseas to meet the 200 days of professional practice requirement given that teaching must be completed in Australian or New Zealand schools. Note that teachers affected by this are more likely to be aged 20-30, 31-40, and 41-50.

4.3. Years of teaching

The differences between the six cohorts of non-renewing teachers are very clear when considered around years of teaching (Figures 4.4). Data for each category are presented as a proportion of the total number of teachers within each cohort so that direct comparisons can be made across each year. What is immediately noticeable is the higher proportion of teachers in the 0-3 and 3-6 years of teaching categories for the years 2022-2023 (19% collectively), 2021-2022 (22%), 2019-2020 (27%) and 2018-2019 (i.e., 28%). Note, too, the lower proportion of teachers with over 20 years of teaching experience for these same years. This pattern contrasts with 2020-2021 where 15% of teachers held 0-6 years of teaching along and 2017-2018 with 8% representation.

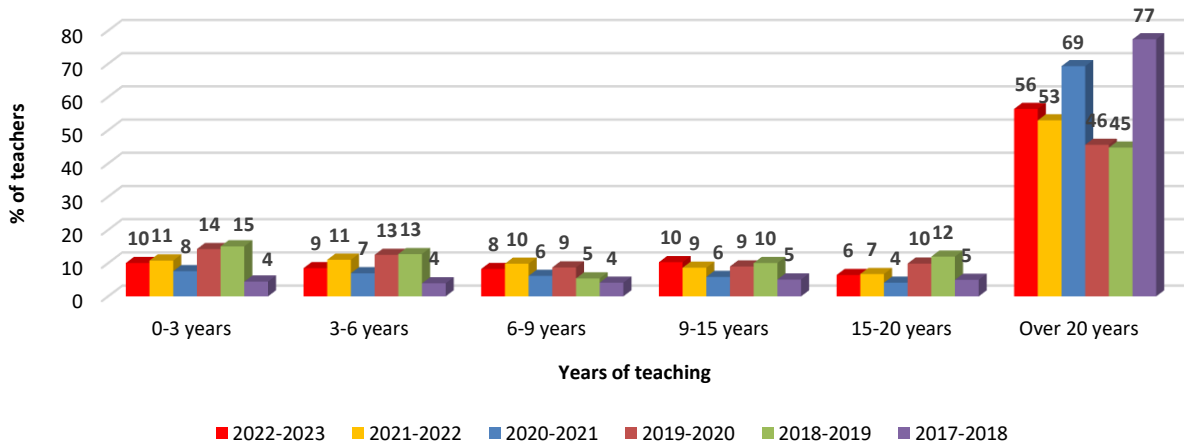


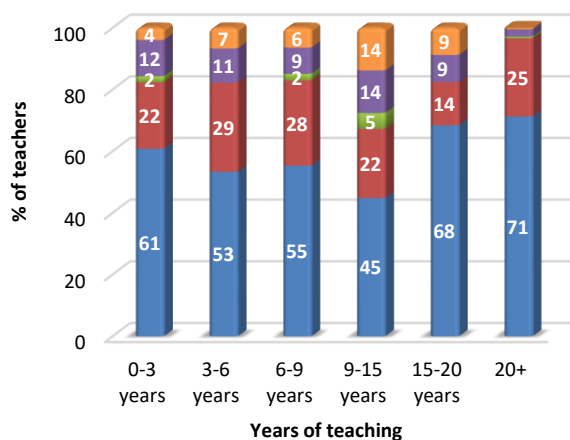
Figure 4.4. Years of teaching comparison of % non-renewing survey respondents for 2022-2023 (N=388), 2021-2022 (N=417), 2020-2021 (N=632), 2019-2020 (N=344), 2018-2019 (N=259) & 2017-2018 (N=1 142)

When these data are considered across geographical location further insights are observed (Figures 4.5 a,b,c,d,e,f). Again, data are represented as a proportion of teachers within each year of teaching category and the geographical location in which they spent the majority of their teaching careers. Illustrated in this way, the patterns across location are easily distinguished and comparable across the three cohorts of teachers.

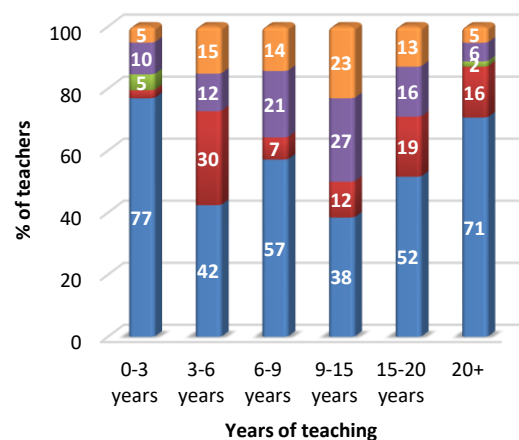
As with age, most teachers not renewing their registration were teaching in schools located in Metropolitan South Australia. Interesting patterns over the six years include:

- A relatively high proportion of teachers across all ‘years of teaching’ categories not renewing their registration taught in Country SA. Of particular concern is that the highest of these was for 2021-2022. It is positive to note that the percentage loss dropped again for 2022-2023.
- Evidence of a dramatic increase in the proportion of teachers from Remote SA represented in all categories for 2020-2021, but especially with 3-6 years of teaching. This pattern is quite different to the other five years.
- A higher proportion of teachers located Interstate with 0-9 years of teaching did not renew their registration in 2021-2022 than in previous years and 2022-2023.
- There is consistent representation of teachers located Overseas not renewing across all years of teaching except for 2020-2021 where this variable is less represented.

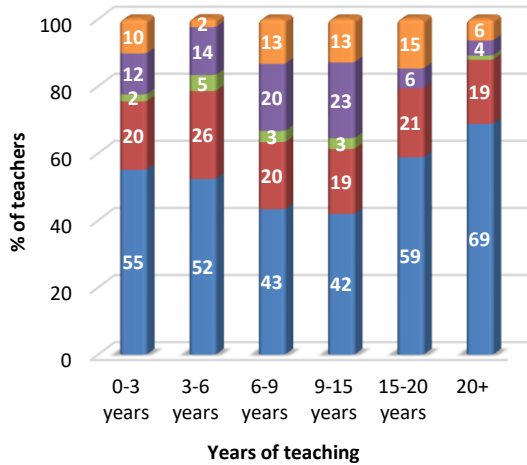
a. 2017-2018



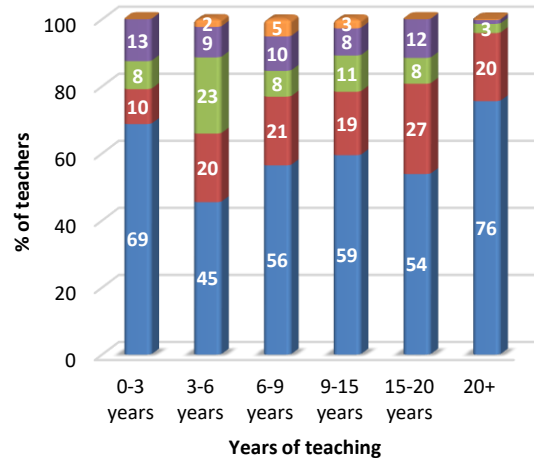
b. 2018-2019



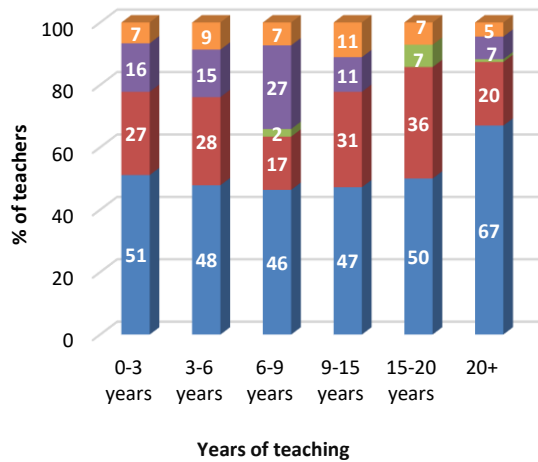
c. 2019-2020



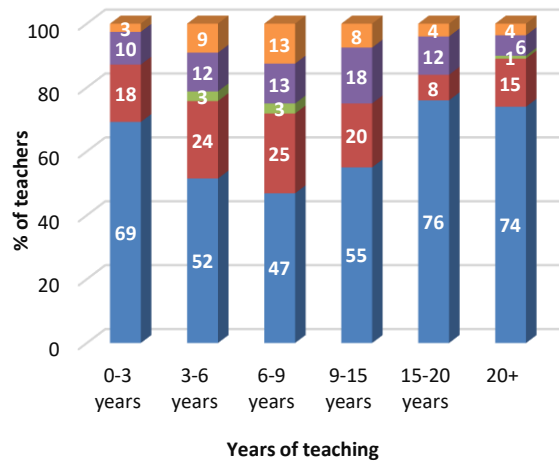
d. 2020-2021



e. 2021-2022



f. 2022-2023

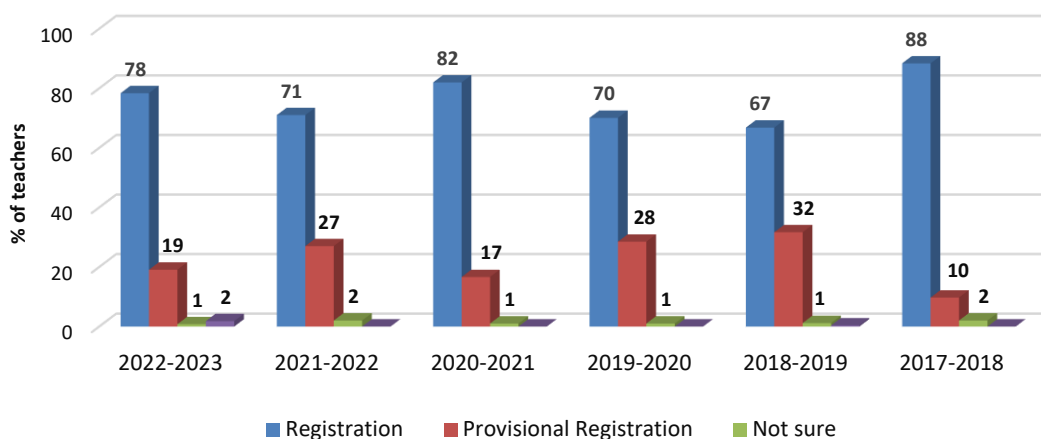


■ Metropolitan SA ■ Country SA ■ Remote SA
 ■ Interstate ■ Overseas

Figures 4.5 (a,b,c,d,e,f). Years of teaching across geographical location: % of non-renewing survey respondents a) 2017-2018 (N=1 142), b) 2018-2019 (N=259), c) 2019-2020 (N=344), d) 2020-2021 (N=632), e) 2021-2022 (N=417) & f) 2022-2023 (N=388)

4.4. Type of registration

A summary of the registration held by survey respondents over the six years is provided in Figure 4.6. As noted here the majority of teachers not renewing each year held Full Registration. However, the pattern for teachers holding Provisional Registration is interesting with higher proportions represented for the years 2018-2019 (32%), 2019-2020 (28%), and 2021-2022 (27%). This is an important insight suggesting that teachers who are not able to meet the requirements to move from Provisional to Full Registration are deciding not to renew their registration. The finding corroborates the higher selection of this as a reason for non-renewal by early career teachers.



Figures 4.6. Type of registration: Comparison of % for non-renewing survey respondents 2022-20233 (N=388), 2021-2022 (N=417), 2020-2021 (N=632), 2019-2020 (N=344), 2018-2019 (N=259) & 2017-2018 (N=1 142)

In summary, the demographic data highlight a high degree of similarity across most of the variables for 2017-2018, and 2020-2021. In particular, these two years demonstrate a higher representation of older and more experienced teachers being removed from the register than early and mid-career teachers. Alternatively, 2018-2019, 2019-2020, 2021-2022 and 2022-2023 produced similar trends with higher proportions of early career teachers (0-6 years of teaching) who completed the surveys not renewing their registration. The value of these data is that it is possible to extract information for specific cohorts of teachers for a closely analysis. One cohort of particular interest to the Board is the early career teachers. Hence, the provision of further information for this group in Section 4.5.

4.5. Early career teacher demographics

Early career teachers (ECTs) are defined as having between 0-6 years of teaching. Over the last six years, 515 teachers completing the non-renewal survey have identified as being ECTs. These data are added as they have been of particular interest to the Board over the last few years.

4.5.1 Age

It is sometimes assumed that early career teachers are younger in age. However, this is not always the case especially as individuals take up teaching as second or third career options. The distribution of teachers with 0-6 years of teaching across the age ranges is summarised in Table 4.1.

Table 4.1. ECT by age (n=515)

| Age | 0-3 years | 3-6 years | Total |
|--------|-----------|-----------|-------|
| 20-30 | 106 | 75 | 181 |
| 31-40 | 64 | 73 | 137 |
| 41-50 | 57 | 37 | 94 |
| 51-60 | 28 | 31 | 59 |
| 61-70+ | 11 | 33 | 44 |

As viewed in this table, the majority of early years teachers were aged between 20-40 years. For those aged 41 and above, they may have come to teaching later in life or they could represent teachers who only taught for a few years before moving into other positions outside of classroom teaching. Examples might include working as a Professional Officer for the Department for Education, gaining employment at a university to teach in Initial Teacher Education (ITE) programs, or working as a tutor. While it might be expected that these positions would be offered to individuals with more teaching experience, this may not have been the case.

4.5.2 Employment sector and employment status

In the survey, teachers were asked where they had been teaching in the three years prior to non-renewal of their registration. A summary of the employer and employment status (i.e., type of employment) for this group of teachers is provided in Table 4.2.

Within the table, it is possible to view data relevant to those teachers with 0-3 years of teaching ($n=266$) separately from those holding 3-6 years of registration ($n=249$). Employer details are presented in the vertical columns with totals in bold at the bottom of each column. Alternatively, the employment status for each sub-group of ECTs can be read across each of the rows with totals provided in bold at the end of each row.

The majority of categories of Employment Status are self-explanatory except for 'Not currently teaching'. This group of teachers will not be able to identify an employer as they are in positions/roles where they are not actually teaching. Examples might include seconded positions (i.e., working in the Department), being on some form of leave (i.e., paternity, maternity, sickness), or working in a university or TAFE. As viewed in Table 4.2, these teachers will fall under the 'blank' category for employer. The 'Other' category is provided for teachers who do not identify with the Department, CESA, AISSA or Community Day Care. This gives teachers the opportunity of identifying employers or alternatives that do not align to the four options provided in the survey. Examples provided by teachers include:

- interstate employers, such as Catholic Education Melbourne or NSW Department of Education
- ill health
- taking on carer responsibilities
- already retired from teaching

Table 4.2. ECT by employer and type of employment ($n=515$)

| | Department for Education | Association of Independent Schools (AISSA) | Catholic Education South Australia (CESA) | Day care | Other | Blank | Total (N) |
|--|--------------------------|--|---|----------|-----------|------------|------------|
| Employment status | | | | | | | |
| 0-3 years of teaching | 65 | 21 | 14 | 4 | 26 | 136 | 266 |
| Permanent full-time (>90% load) | 8 | 5 | 1 | 2 | 13 | 0 | 29 |
| Permanent part-time (51-90%) | 3 | 1 | 1 | 2 | 3 | 0 | 10 |
| Permanent part-time (<50%) | 2 | 1 | 0 | 0 | 0 | 0 | 3 |
| Full-year contract | 15 | 1 | 2 | 0 | 5 | 0 | 23 |
| Short-term contract | 15 | 2 | 2 | 0 | 2 | 0 | 21 |
| Temporary Relief Teacher | 22 | 11 | 8 | 0 | 3 | 0 | 44 |
| Not currently teaching (i.e., leave, secondment, retired, etc) | 0 | 0 | 0 | 0 | 0 | 136 | 136 |
| 3-6 years of teaching | 102 | 20 | 12 | 4 | 37 | 74 | 249 |
| Permanent full-time (>90% load) | 23 | 10 | 1 | 3 | 21 | 0 | 58 |
| Permanent part-time (51-90%) | 6 | 4 | 1 | 1 | 5 | 0 | 17 |
| Permanent part-time (<50%) | 6 | 1 | 0 | 0 | 0 | 0 | 7 |
| Full-year contract | 19 | 1 | 1 | 0 | 7 | 0 | 28 |
| Short-term contract | 14 | 1 | 2 | 0 | 2 | 0 | 19 |
| Temporary Relief Teacher | 34 | 3 | 7 | 0 | 2 | 0 | 46 |
| Not currently teaching (i.e., leave, secondment, retired, etc) | 0 | 0 | 0 | 0 | 0 | 74 | 74 |
| | 167 | 41 | 26 | 8 | 63 | 210 | 515 |

Regarding ECT employers, Table 4.2 identifies that:

- 167 ECTs were employed by the Department for Education prior to non-renewal of registration with 65 of these ECTs having 0-3 years of teaching while 102 had 3-6 years of teaching.

- 41 ECTs were employed by the Association of Independent Schools prior to non-renewal with 21 having 0-3 years of teaching while 20 held 3-6 years of teaching.
- 26 ECTs were employed with Catholic Education South Australia prior to non-renewal with 14 having 0-3 years of teaching while 12 had 3-6 years of teaching.

These findings are not surprising given that the Department is the largest employer of teachers in South Australia.

In terms of employment status, Table 4.2 shows quite clearly that:

- 210 of the ECTs identified as 'Not currently teaching' with a much higher number holding 0-3 years of teaching. These individuals are not likely to be able to move from Provisional to Full Registration (i.e., 200 days of professional practice) as they are not actually in positions of teaching. While this is not required to maintain registration, they do need to complete the 100 hours of professional learning component. To do this they need to be totally self-driven and motivated and perceive a need for this learning. Given these insights about this group, it raises the question around how this group might be supported so that they remain part of the teaching profession by maintaining their registration. It is also an interesting pool to consider in relation to the teaching workforce. How might they be lured back to teaching mainstream and away from their current positions outside of teaching or retirement?
- 87 ECTs were employed as permanent-full time staff with twice as many aligned to this type of employment with 3-6 years of teaching. This is an interesting finding and raises the question: Why did ECTs with permanency choose not to renew their registration? Extracting data for the reasons selected by these teachers for non-renewal included movement interstate or overseas to teach, teacher well-being, and disenchantment with teaching as a profession.
- It is interesting to note that the number of TRTs represented in the survey responses is not substantially different to the numbers for other types of employment e.g., 87 permanent full-time versus 90 TRTs. So, the findings in the table do highlight that teachers holding a variety of types of employment are choosing not to renew their registration. Again, this insight is helpful in thinking about targeting, supporting, and incentivising particular groupings of teachers to remain registered and part of the teacher workforce.

4.5.3 Type of registration

A clear issue for many ECTs is the ability to transition from Provisional to Full Registration. To gain further understanding of this for the 515 ECTs who completed the survey their type of registration at the time of non-renewal is provided in Table 4.3. The results are presented separately for 0-3 and 3-6 years of teaching. Percentages represent the number of teachers identifying each category of registration divided by the total number of teachers holding 0-3 or 3-6 years of teaching.

Table 4.3. Type of registration for years of teaching

| Category of registration | 0-3 years teaching (n=266) | 3-6 years teaching (n=249) |
|--------------------------|-------------------------------|-------------------------------|
| Full registration | 17% | 51% |
| Provisional registration | 81% | 45% |
| Other registration | 0% | 1% |
| Not sure | 2% | 3% |

Viewing these findings demonstrates an interesting variation across ECTs. In terms of teachers with 0-3 years of teaching, 81% who did not renew their registration held Provisional Registration. As such, they were likely unable to transition to Full Registration not having completed 200 days of professional practice. This becomes even more problematic if they are teaching overseas. Alternatively, only 45% of teachers with

3-6 years of teaching held Provisional Registration. So, transition is less likely to be an issue for this group of teachers as a collective.

4.6. Reasons for non-renewal of registration

A comparison across the six survey periods regarding the reasons for non-renewal is presented in Figure 4.7. The total number of teachers selecting each reason is identified rather than percentages given that teachers were able to select multiple reasons. The figure also shows the selection of these reasons for each of the cohorts.

In viewing the patterns note:

1. Retirement was the most selected reason for non-renewal by teachers across all six periods. Represented as proportions (number selected divided by total number in survey sample for each year), the greatest proportion of teachers selecting this reason was for 2017-2018 (58%) and 2020-2021 (52%) compared to 2018-2019 (32%), 2019-2020 (30%), 2021-2022 (35%) and 2022-2023 (37%).
2. The next most selected reasons were an inability by teachers to attain 60 days of professional practice and/or an inability to complete and document 60 hours of professional learning. However, a higher proportion of teachers selected these two reasons in 2017-2018 (25% and 30% respectively) than for 2018-2019 (20% and 19% respectively), 2019-2020 (19% and 20% respectively), 2020-2021 (18% for both), 2021-2022 (17% and 16% respectively), and 2022-2023 (10 and 16% respectively).

Attaining 60 days of professional practice is difficult to attain for many teachers (i.e., those working part-time, in seconded positions and Temporary Relief Teachers) along with those living overseas where their teaching will not meet registration requirements. However, completing 60 hours of professional learning can be achieved by all teachers given that it is not considered only as face-to-face workshops that require attendance. As highlighted in the full reports available for individual years, there does seem to be a misconception among some teachers as to exactly what is acceptable professional learning. However, the reduction in the proportion of teachers selecting these reasons since 2017-2018 may be indicative of a positive change in teachers' understandings as to what is required by the TRBSA.

3. Linking to point 2 above, is the higher proportion of teachers in 2021-2022 (i.e., 11%), 2019-2020 (i.e., 15%) and 2018-2019 (i.e., 14%) selecting that they held Provisional Registration but were unable to meet requirements for Full Registration. Only 4% of teachers selected this option in 2017-2018 and 7% in 2020-2021 and 2022-2023.
4. The next suite of reasons that were selected more frequently when compared to other reasons were items around the disenchantment and well-being of teachers in the workplace (highlighted in yellow on Figure 4.7). For example:
 - Disenchantment with teaching as a profession: 14% in 2018-2019, 14% in 2019-2020, 16% in 2021-2022 and 19% in 2022-2023 compared to only 7% in 2020-2021;
 - Workplace environment causing increasing anxiety/stress: 14% in 2018-2019, 12% in 2019-2020, 15% in 2021-2022 and 19% in 2022-2023 compared to only 8% in 2020-2021;
 - Well-being impacted by teaching/workplace: 14% in 2018-2019, 12% in 2019-2020, 17% in 2021-2022 and 18% in 2022-2023 compared to 8% in 2020-2021;
 - Disenchantment with increasing levels of reporting and accountability with teaching: 13% in 2018-2019, 15% in 2019-2020, 17% in 2021-2022 and 18% in 2022-2023 compared to 8% in 2020-2021.

It is not possible to compare with the 2017-2018 cohort, as these reasons were not included in this original survey. However, there does seem to have been an escalation of these reasons over time with 2020-2021 the exception.

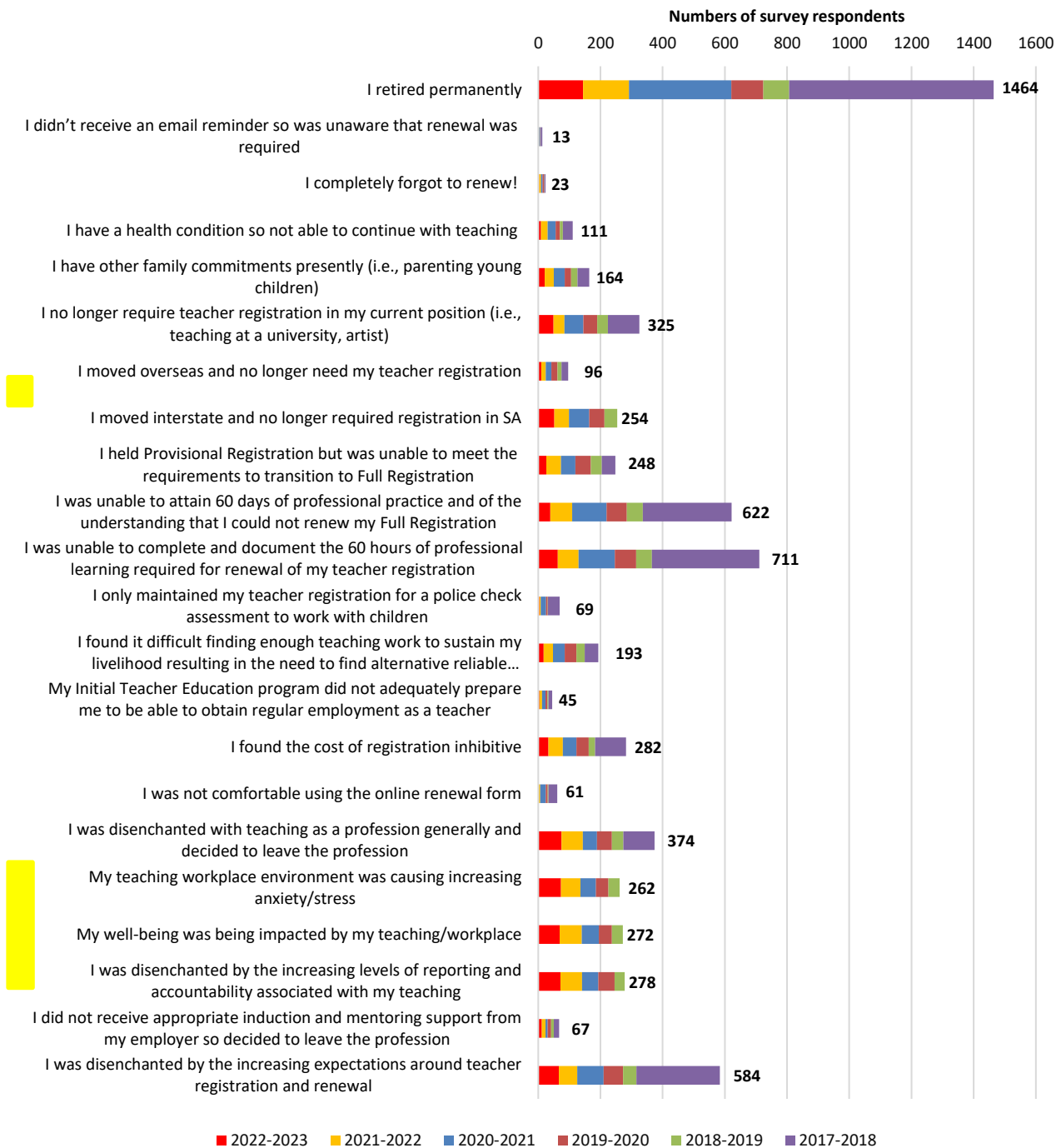


Figure 4.7. Reasons for non-renewal of registration: Responses for 2022-2023 (N=388), 2021-2022 (N=417), 2020-2021 (N=632), 2019-2020 (N=344), 2018-2019 (N=259) & 2017-2018 (N=1 142). Note: yellow shading indicates reasons added to survey in 2018-2019.

- The last reason that was selected highly was in relation to disenchantment with the increasing expectations around teacher registration and renewal. Teacher selection rates as proportions ranged from 17% for 2022-2023, 14% for 2021-2022, 13% for 2020-2021, 18% in 2019-2020, 17% in 2018-2019 and 23% for 2017-2018 cohorts. It is interesting to note that the highest result was identified in the first year of the survey even though there have been changes to the processing of

applications in the last three years, particularly in regard to the verification of teacher identity. These changes were required as part of a national priority to ensure child safety.

In addition to the reasons provided in the survey, teachers were able to select an 'Other' option to enter their own unique reasons. In the majority of cases, teachers tended to explain their selection of particular reasons rather than offering additional reasons not provided as part of the survey. For example, Temporary Relief Teachers often identified the issues around the 60 hours of professional learning while teachers working overseas commented on the difficulty in obtaining the 200 teaching days in order to move from Provisional to Full Registration. However, an emerging trend that was noted over the six years was an increase in teacher's comments in relation to their well-being and disenchantment with the teaching profession. While some of this may have been accentuated by COVID, teachers also identified bullying in the workplace by colleagues, senior leaders and even parents.

Clearly one of the major issues for teachers to deal with recently has been COVID. Given that the survey data represent pre, during and 'living with' COVID insights, it is interesting to consider the impact of this pandemic on teachers. While COVID was not specifically cited as a reason for choice on the survey, teachers were able to identify it and issues associated with it in an 'Other' option provided on the survey. Inclusion of this option in the initial survey design ensured that any topical issue impacting teachers and their reason not to renew could be included by teachers without altering the items with each iteration of the survey.

For the 2022-2023 survey, only 15 teachers cited COVID as a reason for non-renewal, which is a stark contrast to 2019-2020 and then 2020-2021. However, it was 2021-2022 that captured the most negative written responses from 42 teachers relating to COVID specifically. A number of teachers explained the draining conditions experienced in educational sites while dealing with the ongoing pandemic and the constant changes that teachers were juggling. However, it was the implementation of the mandatory vaccine requirement by the CEO of the Department for Education that sparked the most emotive outcry from teachers resulting in their decision not to renew their registration. Examples of teachers' responses provided in the surveys included:

Mandatory COVID-19 vaccinations are coercive, immoral and, because trial results have not been made public, unsafe (Respondent 258).

Vaccine mandate is a reprehensible policy which undermines the Australian way of life and plural democracy. It is unconstitutional and the education system has knowingly discriminated. I can't believe the little resistance and understanding from the so-called educated. This is a terrible state of affairs, shame on the department or those who are responsible for enforcing it (Respondent 66).

In these COVID times and in my 51st year of teaching and ongoing self-assessment, I felt that my effectiveness in performing simultaneously, classroom and online learning, was not up to my expectations. In addition, I found that the time to answer emails, phone calls and conduct tutorial zoom meetings was having a major impact on my preparation, family, and sleep time. So, after school finished in 2021, and discussions with family members and friends, in light of new variants of COVID, I decided that health, life and family were more important and rewarding (Respondent 38).

The mandate needs to stay dropped. Utterly disgusting we are being forced out of jobs due to a vaccine mandate! (Respondent 54).

Further reasons and explanations provided by teachers in the 2022-2023 survey focused predominantly on the professional learning requirements, well-being and disenchantment with teaching, disenchantment with the registration process, and the cost of registration with only 15 comments referring to COVID and associated implications (i.e., impact of well-being).

5. Conclusions

The comparative data discussed in this report provides insights into the South Australian teaching workforce at a number of scales. At the broadest level, approximately 11 483 teachers left the register between 2017-2023. The modal age for this group was 61-70 years representing 43% of ALL teachers not renewing their registration. Importantly, teacher loss was evident across all ages including 20-30 ($n=7\%$), 31-40 ($n=14\%$), 41-50 ($n=11\%$), 51-60 ($n=11\%$), 71+ ($n=14\%$) (Figure 2.1). When considered across the six different survey cohorts, the modal age was consistent at 61-70 but the percentage loss of teachers represented across all other ages varied. In particular, there was a higher loss of teachers aged 20-30 and 31-40 for 2022-2023, 2021-2022, 2019-2020, and 2018-2019 (Figure 2.2). This is a concern as these represent early and mid-career teachers from the workforce. This pattern of loss was corroborated by the years of registration held by ALL teachers not renewing their registration. For this variable, the mode was 40+ years of registration (40%) followed by 2-9 years of registration (29%), 10-19 years (10%), 20-29 (7%), and 30-39 (15%) (Figure 2.3). As evident here, these results reinforce the loss of teachers across early and mid-career stages from the teaching workforce. Actual loss across the six survey cohorts demonstrated a higher loss for the 0-9 years of registration for the survey periods 2022-2023 ($n=33\%$), 2021-2022 ($n=36\%$), 2019-2020 ($n=52\%$), and 2018-2019 ($n=39\%$) (Figure 2.4).

Focusing on the collated data for 3 182 teachers completing the TRB surveys identifies patterns of teacher loss against the variables of age, years of teaching, employment status, and employment setting. The results from the surveys demonstrated similar patterns to those identified above for ALL teachers not renewing their registration. Hence, the survey sample of teachers appears representative of the total population of teachers not renewing their registration.

At the finest-grained level, the same variables were considered by comparing data separately across the six years of survey implementation. The overall trend for the demographics of teachers over the six years shows two different trends across years 2017-2018 and 2020-2021 when compared to 2018-2019, 2019-2020, and 2021-2022. Interestingly, the data for 2022-2023 shows a variation in trend. For the variables of age and years of teaching it is similar to 2018-2019, 2019-2020, 2021-2022 although the trend is lower than these other years. Alternatively in relation to geographical location and the type of registration, the pattern is similar to 2017-2018 and 2020-2021 although slightly higher in trend.

With teacher demographics considered, the main reasons selected by teachers for their non-renewal of registration were discussed. While retirement was chosen most frequently, many teachers identified other reasons that often contributed to their ultimate decision to retire. These reasons included an inability to complete the professional practice and professional learning requirements to renew their registration. Of note was that the reasons for non-renewal did vary depending upon the employment status, employment setting, years of teaching and age of the teachers. For example, TRTs and teachers identifying as 'Not currently teaching' often selected the professional practice and professional learning requirements as reasons for non-renewal. Alternatively, the 515 early career teachers (i.e., 0-6 years of teaching) who completed the survey selected:

- provisionally registered but unable to meet transition requirements ($n=147$);
- disenchantment with teaching as a profession ($n=111$);
- difficulty finding enough teaching work ($n=107$);
- disenchanted by increasing expectations around teacher registration and renewal ($n=101$);
- inability to complete and document 60 hours of professional learning ($n=100$);
- inability to attain 60 days of professional practice ($n=95$); and,
- moved interstate ($n=95$).

Clearly, these findings highlight the issues that are impacting the different cohorts of teachers comprising the teaching workforce in South Australia. The benefit of these data is that the TRB and educational stakeholders are better able to address the issues likely to impact the non-renewal of specific cohorts of

teachers. Information for teachers can become more targeted moving away from a 'one-size-fits-all approach'.

Finally, it is worth noting the increase in selection of reasons regarding teacher disenchantment with teaching generally and the well-being of teachers in South Australian schools over the last six years. Importantly, these reasons were evident for teachers regardless of their employment status (i.e., permanent, Temporary Relief Teacher, or early career teacher). While some of these reasons might be explained in relation to the changing demands of COVID over the last 2-3 years, it is important that this is monitored. Interestingly, it was the 2021-2022 survey that provided the most negative responses regarding the impact of COVID. Of the 417 teachers who completed the survey, 42 teachers responded negatively to the implementation of mandatory COVID vaccination for teachers employed in Department for Education sites. It was this aspect that seemed to raise their ire rather than the changing expectations in educational sites in response to COVID.

6. References

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