

# [Introduction: paper work including education institutions, government agencies](https://assignbuster.com/introduction-paper-work-including-education-institutions-government-agencies/)

[](https://assignbuster.com/)[Business](https://assignbuster.com/essay-subjects/business/), [Strategy](https://assignbuster.com/essay-subjects/business/strategy/)

INTRODUCTION: –  There is lot of research on demand and supplyof teachers in Australia. The Council of Deans of education and academic andprivate researchers also contribute in this. From an international perspective, major papers by the Organisation for Economic Cooperation and Development(OECD) and the United Nations Education and Science Organisation (UNESCO) haverecently been published which include the Victorian Auditor- Generals report onsupply and demand of teachers Victoria and Vinson and Ramsey reports on relatedtopics in New South Wales. It is very difficult to collect the data on demandand supply of teachers in Australia and also globally. There are differentnumber of agencies are involved in this paper work including educationinstitutions, government agencies and external education bodies which makeprojections. ANALYSISOF SUPPLY AND DEMAND FACTORS: –  Following diagram showed the processof analysis of demand and supply of teachers.

Figure1 Process forforecasting teacher supply and demandØ  ANALYSIS OF SUPPLY FACTORS: – There are some key findings that haveimpact the supply of teachers which are given below-1.    Therewere 120, 123 registered teachers in Victoria in 2015, which is decreased by 1%from 2014. 2.

12%of Victorian School leavers applied for an ITE courses as their firstpreference in 2014. 3.    51, 285teachers are employed in a Government teaching workforce in 2015 and 2541 areemployed as graduates’ teachers. Ø  ANALYSIS OF DEMAND FACTORS: -Following are some key findings thatimpact the demand of teachers-1.

10%of the Victorian Government teaching workforce was on extend leave in 2015. 2.    Therewere 6596 teaching services vacancies available in 2015. 3.    76%of Victorian Government workforce was employed on a full-time basis in 2015.

4.    Bysector, there were 576, 008 (63%) government enrolments, 207, 186 (23%) Catholicenrolments and 131, 965 (14%)        MAJOR DETERMINANTS WHICH ARE RESPONSIBLEFOR                              THE DEMAND OFTEACHERS Ø The Ageing of the Teacher Workforce: – The Victorian Auditor Generalreported that 45% of the State Government teaching work force wouldprogressively reach retirement age over the next ten- year period.  This audit found that the Victorian teacherlabour market is likely to be in shortage over profession. Table 1. 1Teachers eligible to retire(aged over 55), 2008 – 2012 AGE AT 2001 YEAR AGED 55 NUMBER OF TEACHERS % OF 2001 TEACHER WORKFORCE 48 2008 9, 805 3. 9 47 2009 9, 886 3. 9 46 2010 10, 085 4.

0 45 2011 10, 091 4. 0  Ø  Increase in Student Enrolments: – Many OECD countries includingAustralia are facing increase in enrolments of students which occurs due toexpected increase in school age population of 15-19 years old (see chart1). Australia is expecting a small increase in school age population of 15-19 yearsold which will only slightly add the pressure on teacher shortage. Chart 1 Expected changes in the school-age population from2000 to 2010       STUDENTS IN PRIMARY SCHOOL: PROJECTED BY               STATE AND TERRITORY TO 2025         Ø  Lack of Teachers in Key Learning Areas: – A recentAustralian report on this issue reports that there are low frequencies ofteacher education course completions with specialisations in senior physics (4per cent), senior chemistry (6 per cent), senior mathematics (7 per cent), secondary information technology (4 per cent and secondary LOTE subjects (8 percent)22.

These findings were confirmedby   Cameron et al in the recent audit ofthe teacher labour market in Victoria.                       MAJORDETERMINANTS WHICH SHOW THE SUPPLY OF TEACHERS Ø  Registered teachers in Australia: –  There are 120, 123 persons who are registeredas a teacher in 2015 which is increased by 1% from last year 2014. Of the totalregistered teachers in 2015, 99, 278(83%) held full registration and 15, 630(13%)held provisional registration in 2015. As of 31st March 2016, 125, 970 people are registered as a teacher.

There is a graph given below whichshows the registered teachers. v BELOW PICTURE SHOWS THE REGISTERED TEACHERS IN DIFFERENTSECTORS  v VICTORIAN GOVERNMENT GRADUATES TEACHERS: -In 2015, 2179(86%) of Victorian government graduates’ teachers wereemployed on a full-time basis and 362(14%) were employed on a part-time basis.       v RECRUITMENT ONLINE (ROL)APPLICATIONS: – Itis the recruitment system adopted by the Victorian Department of Education& Training to administer all teaching and educational support vacancies andapplications at school. In 2015, 181, 690 applications were received covering6, 596 teacher and leadership open vacancies listed in ROL.           ACTIONS RECOMMENDED TO THE KEYPLAYERS: –  ·       POLICY CHALLENGES- Major challengefor education providers need to attract teachers either new graduates withteaching qualification and retaining teachers.

R1. Improved remuneration (24. 6 per cent); 2. Increased resources/reduced workload (23. 3 per cent); 3. Improved employment conditions other than remuneration (19. 1 percent); 4. Improved professional standing in the community (12.

7 per cent); 5. Reduced class sizes (9. 4 per cent) 6. Improved student behaviour (5. 6 per cent); ·       FINANCIAL INCENTIVES: – Offeringscholarships to final year Education students is a common strategy employed bymost States and Territories.

The termsand conditions of these vary, but most provide for guaranteed employment fortwo years following graduation – often in areas of greatest need – e. g. particular subject areas or geographic areas. CONCLUSION: – It is concluded that demand ofteachers is currently strong and trending upwards and it is also believed thatit will be remain high for next-10 years. On the other side, supply hasoutstripped demand, particularly for generalist primary teachers. Supply hasalso increased over the last-4 years. It would helpful to undertake a moredepth analysis of population growth, in order to identify locations whereteachers’ shortage is likely to occur. REFERENCES: – 1.

AustralianSecondary Principals Association (ASPA)(1999) Teachers: Supply and Demand inAustralian Public Schools policy paper (APSA)2.    CameronJ W (2001) Teacher Work Force Planning (Victoria: Auditor General). 3.    AustralianEducation Union (2001) A National TeacherShortage: A solution from the Australian Education Union4.

ClevelB C & Villegas A M (2001) AbsenceUnexcused: Ending Teacher Shortages in High Need Areas: Evaluating the Pathwaysto Teaching Careers Program (The Urban Institute)5.    Organisationfor Economic Cooperation and Development (OECD) (2014). Education at a Glance2014: OECD Indicators, OECD, Paris. http://www. oecd. org/edu/Education-at-aGlance-2014. pdf