



Future Needs



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In 2015 over 100,000 NSW teachers were surveyed about their professional development experiences, preferences and needs. Almost 12,000 teachers responded to the survey. Among other things teachers were asked about the most relevant methods and the most needed and desired content for their future PD.

Relevant methods for undertaking future PD

Over 90% of teachers felt that working collaboratively with peers and participating in school-based and/or school led activities were relevant or highly relevant methods for engaging in future PD.

Teachers were provided with ten statements about the choices they would make when undertaking future PD. Choices were rated as highly relevant, relevant, least relevant or not applicable by 7645 respondents. Scores for relevant and highly relevant categories were aggregated for purposes of this report.

The most highly ranked methods were working collaboratively with peers and participating in school activities. Other highly ranked methods were collaborating with colleagues (84%), membership with relevant professional networks or associations (82%) and training for the purposes of teaching and to maintain skills/industry currency (81%). Teachers were least interested in retraining or studying for purposes of leaving the teaching profession (53% responding this was least relevant and 14% responding not applicable). Teachers also had relatively low interest in specifically retraining in the field of education (42% least relevant and 7% not applicable) and in further undergraduate or postgraduate studies (36% least relevant and 4% not applicable) (Table 1).

Table 1 Relevance of methods for future PD (n=7645)

	Least relevant %	Relevant/ highly relevant %	N/A %
Working collaboratively with colleagues	7.4	90.9	1.6
Participating in school-based and/or school led activities	7.5	90.4	2.0
Collaborating with consultants and external partners/providers	14.6	83.6	1.7
Membership with relevant professional networks or associations	16.7	81.6	1.6
Training for the purposes of teaching and to maintain skills/industry currency	15.8	80.7	3.5
Prioritising opportunities to engage away from school	20.3	77.1	2.6
Self-directed online learning	22.8	75.8	1.4
Further undergraduate or postgraduate studies	35.7	60.6	4.3
Specifically retraining in the field of education	42.1	51.3	6.6
Retraining or studying for the purpose of leaving the teaching profession	52.6	33.7	13.7

Geographic location

When the results were analysed by geographic location the same pattern as for the entire cohort was evident and results were very similar across metropolitan, regional, rural and remote areas. Some small differences were found for the small number of remotely located teachers (241) of whom 76% responded that they found it relevant to collaborate with consultants and external partners/providers compared to the other sectors (83% and 84%).

Sector

Teachers from government, systemic, independent and other groups provided responses which generally were consistent with the findings for the entire cohort, however government teachers found further undergraduate or postgraduate study to be relevant or highly relevant least, and independent teachers found such study relevant or highly relevant most of the sectors (government 57%, independent 67%, compared to systemic 62% and other 64%). Respondents from the 'other' category less often rated working collaboratively with colleagues (other 85% compared to the remaining three sectors 91% and 92%) and participating in school-based and/or school-led activities (other 80% compared to the remaining three sectors 91% and 92%) as relevant/highly relevant than their counterparts on other sectors but found more relevance in training to maintain skills/industry currency (other 86% compared to the other three sectors 78% to 81%), in retraining or studying for the purpose of leaving the profession (other 37% compared to the other three sectors groups 32% to 35%), in self-directed online learning (other 79% compared to the other three sectors 74% to 76%) and specifically retraining in the field of education (other 59% compared to government 50%, systemic 51% and independent 51%) (Figure 1).

Figure 1 Methods preferred by teachers from different sectors expressed as percentages

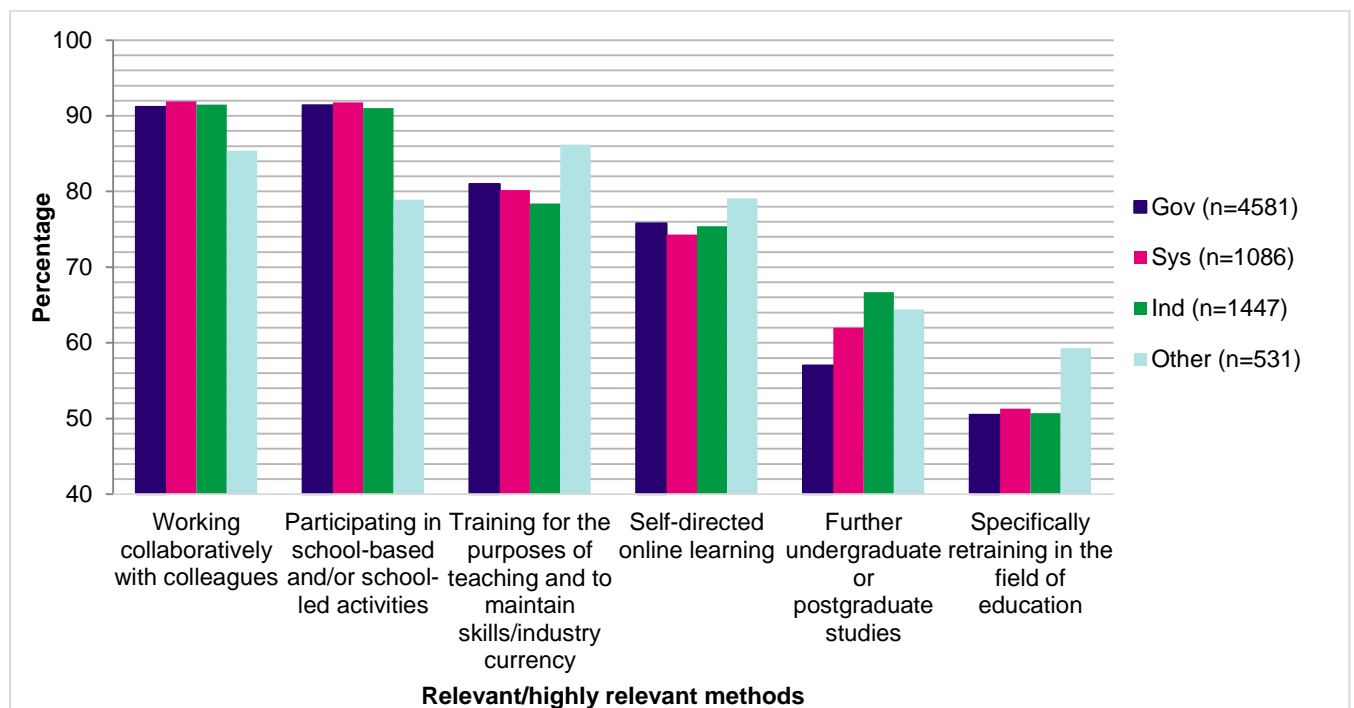


Table 2 Differences in relevance of methods across sectors in six areas

	Gov	Sys	Ind	Other
Working collaboratively with colleagues	91.2	91.9	91.5	85.4
Participating in school-based and/or school-led activities	91.4	91.8	91	78.9
Training for the purposes of teaching and to maintain skills/industry currency	81	80.2	78.4	86.2
Self-directed online learning	75.8	74.3	75.4	79.1
Further undergraduate or postgraduate studies	57	62	66.7	64.4
Specifically retraining in the field of education	50.5	51.3	50.7	59.3

Accreditation status

Pre-2004 teachers most often found it relevant/highly relevant to undertake PD through membership with professional networks and associations and further formal training to be least relevant of all accreditation groups.

When responses were analysed by accreditation status some clear differences among groups was found. Pre-2004 teachers provided the lowest relevant/highly relevant responses to further training through further undergraduate or post graduate studies (pre-2004 51% compared to conditional 75%, provisional 70% and proficient 61%), self-directed online learning (pre-2004 72%, conditional 79%, provisional 81%, proficient 76%), training for the purposes of teaching and to maintain skills/industry currency (pre-2004 74% compared to conditional 86%, provisional 87%, proficient 83%), and specifically retraining in the field of education (pre-2004 41% compared to conditional 72%, provisional 66% and proficient 51%). They gave higher relevant/most relevant responses than the other groups in membership with relevant professional networks and associations (pre-2004 85% compared to conditional 80%, provisional 81% and proficient 80%).

Employment status

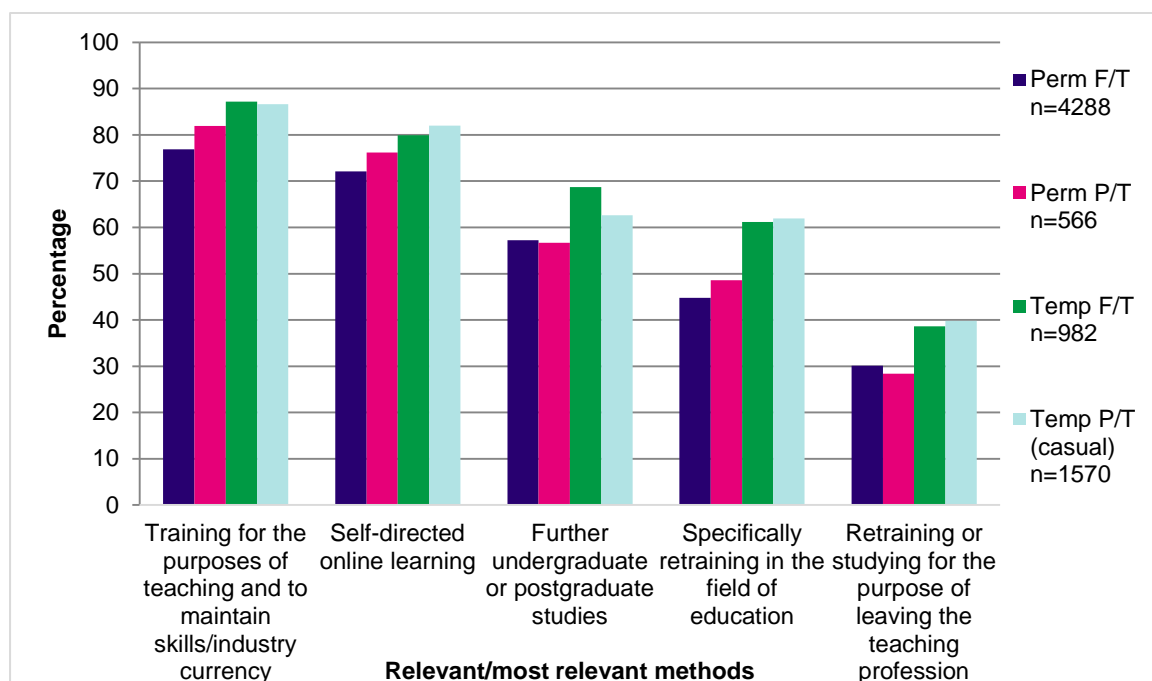
Temporary teachers more often found formal methods of study, for example, further undergraduate or postgraduate study and retraining, to be relevant or highly relevant than their permanent colleagues.

A greater percentage of temporary teachers than permanent teachers found the following methods to be relevant or highly relevant; self-directed online learning (temporary full-time 80%, temporary part-time 82% compared to permanent full-time 72%, permanent part-time 76%), further undergraduate or postgraduate studies (temporary full-time 69%, temporary part-time 63% compared to permanent full-time 57%, permanent part-time 57%), specifically retraining in the field of education (temporary full-time 61%, temporary part-time 62% compared to permanent full-time 45%, permanent part-time 49%) and retraining or studying for

the purpose of leaving the teaching profession (temporary full-time 39%, temporary part-time 40% compared to permanent full-time 30%, permanent part-time 28%).

Temporary part-time teachers responded that the following options were relevant or highly relevant less often than their colleagues in permanent positions and those in temporary full-time positions; collaborating with consultants and external partners/providers (temporary part-time 80% compared to other groups 85% and 86%) and prioritising opportunities to engage away from school (temporary part-time 73% compared to 78% to 80%). Full-time teachers found training for the purposes of teaching and to maintain skills/industry currency to be relevant or highly relevant less often than their part-time colleagues (permanent full-time 77% compared to other groups 82% to 87% Figure 2).

Figure 2 Methods teachers from different employment groups found relevant/highly relevant (percentages)



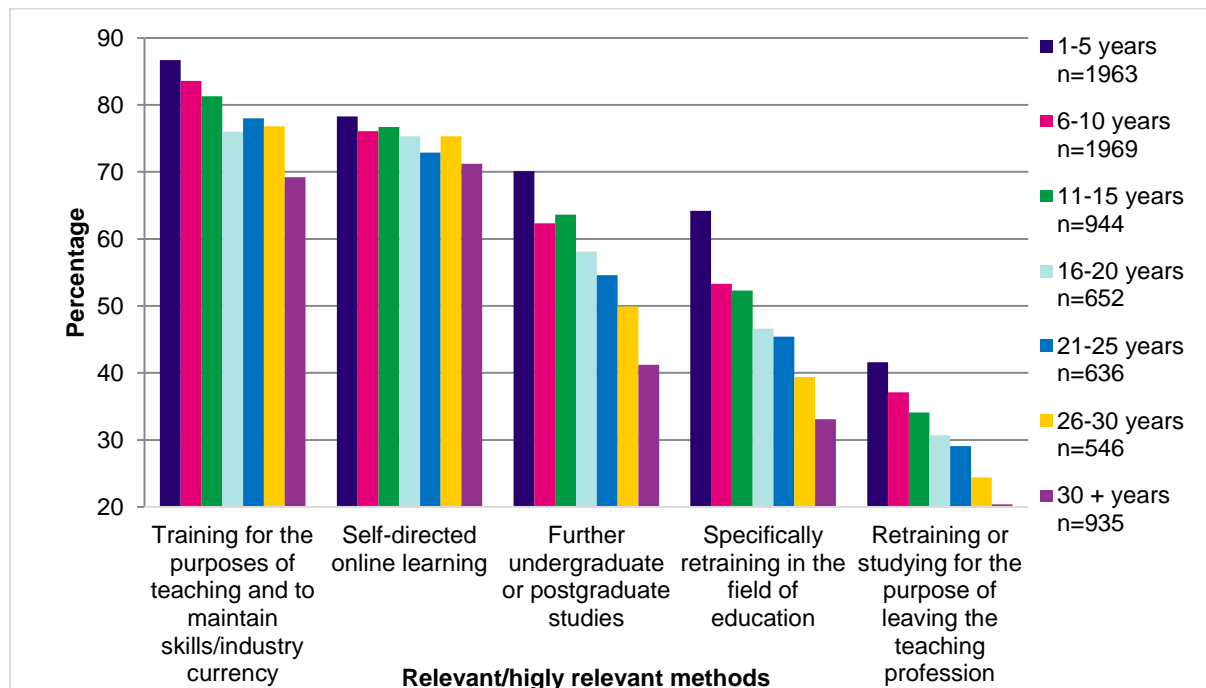
Teaching experience

Less experienced teachers found different methods for undertaking PD to be relevant than their more experienced colleagues.

Less experienced teachers found the following options relating to professional continuing education to be more relevant than their more experienced colleagues; training for the purposes of teaching and to maintain skills/industry currency (1-5 years 87%, 6-10 years 84%, 11-15 years 81%, 16-20 years 76%, 21-25 years 78%, 26-30 years 77%, 30 plus years 70%), self-directed online learning (1-5 years 78%, 6-10 years 76%, 11-15 years 77%, 16-20 years 75%, 21-25 years 73%, 26-30 years 75%, 30 plus years 71%), further undergraduate or postgraduate studies (1-5 years 70%, 6-10 years 62%, 11-15 years 64%, 16-20 years 58%, 21-25 years 55%, 26-30 years 50%, 30 plus years 41%), specifically retraining in the field of education (1-5 years 64%, 6-10 years 53%, 11-15 years 52%, 16-20 years 47%, 21-25 years 45%, 26-30 years 39%, 30 plus years 33%), retraining or studying for the purpose of leaving

the teaching profession (1-5 years 42%, 6-10 years 37%, 11-15 years 34%, 16-20 years 31%, 21-25 years 29%, 26-30 years 24%, 30 plus years 20%). More experienced teachers found membership with relevant professional networks and associations (1-5 years 80%, 6-10 years 79%, 11-15 years 80%, 16-20 years 84%, 21-25 years 84%, 26-30 years 85%, 30 plus years 85%) to be more relevant for their PD (Figure 3).

Figure 3 Methods teachers at different experience levels found relevant/highly relevant (percentages)



Setting

Results were consistent across settings, however early childhood teachers found it more relevant than teachers from other sector to train for purposes of teaching and to maintain skills/industry currency (early childhood 87% compared to primary 83%, secondary 79% and other 78%) but less relevant to participate in school-based or school-led activities (early childhood 82% compared to primary 93%, secondary 90% and other 87%). Secondary teachers had least need for collaborating with consultants and external partners/providers (secondary 80% compared to early childhood 91%, primary 87% and other 85%).

Content for future PD

The most highly needed and desired areas for PD were understanding and improving student learning and differentiating teaching and learning strategies.

Respondents indicated their perceived level of future need on a four-point scale where in order of increasing need the points were labelled no need, low need, desired, and high need. The most highly needed and desired areas for future PD were understanding and improving student learning (high need 32%, desired 52%) and differentiating teaching and learning strategies (high need 33%, desired 45%) followed by pedagogical strategies and techniques (high need 26%, desired 51%), ICT skills for teaching (highly desired 27%, desired 45%),

teaching students with special needs (high need 25%, 43%), student learning and development (high need 23%, desired 53%), student wellbeing/welfare (high need 24%, desired 46%), programming and implementing curriculum and assessment (high need 24%, desired 46%), assessment practices and marking (high need 22%, desired 48%), embedding literacy (high need 23%, desired 46%) and embedding numeracy (high need 20%, desired 43%).

Areas of least interest to the entire cohort of respondents were; sports and development training (high need 8%, desired 23%), pastoral care (high need 11%, desired 29%), teaching in a multicultural setting (high need 10% and desired 41%), aboriginal education (high need 10%, desired 37%), school management and administration (high need 14%, desired 28%), supervising pre-service teachers (high need 13%, desired 31%) and student counselling (high need 14.2%, desired 31%) (Table 2).

Table 3 Future content needs and desires for PD (n=7645)

Option	No need %	Low need %	Desired %	High need %
Understanding and improving student learning	3.2	13.1	52.0	31.7
Differentiated teaching and learning strategies	3.8	15.9	47.5	32.8
Pedagogical strategies and techniques	3.9	18.5	51.3	26.3
Student learning and development	4.3	19.7	53.0	23.0
ICT skills for teaching	5.9	21.7	45.0	27.4
Teaching students with special learning needs	6.2	25.5	43.0	25.3
Student wellbeing/welfare	6.3	24.5	45.7	23.6
Programming and implementing curriculum and assessment	6.3	24.1	46.1	23.5
Assessment practices and marking	6.8	24.0	47.6	21.6
Embedding literacy	6.9	24.6	45.7	22.7
Embedding numeracy	8.7	27.2	43.5	20.5
Evaluating student performance data	7.6	28.3	45.5	18.7
Gifted and talented education	6.7	28.8	48.9	15.6
Developing leadership capabilities	14.5	23.1	37.4	25.1
Managing discipline and difficult behaviour	10.7	31.0	35.1	23.2
Coaching and mentoring	13.8	27.0	39.2	20.0
Developing effective partnerships with parents and community	10.8	31.7	41.3	16.2
Managing and leading staff	18.4	26.9	31.9	22.8
Classroom management	13.5	36.4	33.5	16.6
Lesson observation strategies and protocols	14.3	32.8	38.4	14.5
Coordinating/implementing programs for supporting beginning teachers	19.7	27.8	33.1	19.4
Organisational management	17.8	30.7	34.3	17.2
Aboriginal education	14.0	38.2	37.3	10.5
Student counselling	17.6	36.4	31.8	14.2
Supervising pre-service teachers	21.8	33.7	31.1	13.4
Teaching in a multicultural setting	17.2	41.6	30.9	10.3
School management and administration	22.4	35.6	28.4	13.6

Option	No need %	Low need %	Desired %	High need %
Pastoral care	24.6	35.4	28.8	11.3
Sports training and development	36.7	33.0	22.6	7.6

Geographic location

Responses relating to areas of high need for PD generally were similar to those of the entire cohort and also were similar across geographic areas, however the low proportion of teachers with high need for PD in Aboriginal education increased with distance from metropolitan areas (metropolitan 8%, regional 13%, rural 14% rural and remote 19%). There was slightly greater need for PD in teaching in multicultural settings in metropolitan areas than other locations (metropolitan 11%, regional 8%, rural 7%, remote 8%). Teachers in regional and rural areas expressed higher need for PD in managing discipline and difficult behaviour than metropolitan and remote teachers (regional 26%, rural 26% compared to metropolitan 22% and remote 20%) and in classroom management (regional 19%, rural 19% compared to metropolitan 15% and remote 13%).

Sector

Teachers from systemic schools indicated a lower future PD need than teachers from the other sectors in organisational management (systemic 13% compared to other groups 17% to 20%). Teachers from independent schools indicated a lower future PD need than teachers from the other sectors in embedding numeracy (independent 17%, compared to government 22%, systemic 20%, other 22%). Independent teachers and the 'other' category indicated more future needs than teachers in government and systemic schools in managing and leading staff (independent 26%, other 28% compared to government 22%, systemic 19%).

Teachers from government schools indicated higher needs for PD relating to student wellbeing/welfare (government 27% compared to systemic 21%, independent 22%, other 23%), ICT skills for teaching (government 29% compared to systemic 26%, independent 25%, other 23%) compared to teachers from the other sectors. Teachers in government schools and those not represented by one of the sectors also indicated higher future needs in the areas of classroom management (government 18%, other 20% compared to systemic 13%, independent 13%), and Aboriginal education (government 12%, other 14% compared to systemic 7%, independent 7%), and lower future needs in pastoral care (government 8%, other 13% compared to systemic 16%, independent 15%).

The percentage of future PD needs for teachers in the 'other' category was lowest of the sectors in; understanding and improving student learning (other 25% compared to government 32%, systemic 33%, independent 31%), differentiating teaching and learning (other 24% compared to government 34%, systemic 35%, independent 31%), assessment practices and marking (other 16% compared to government 22%, systemic 20%, independent 22%) evaluating student performance data (other 15% compared to government 19%, systemic 20%, independent 18%), and gifted and talented education (other 12% compared to government 17%, systemic 14%, independent 14%). In contrast, teachers in the other category indicated higher future PD needs in the areas of managing discipline and difficult behaviour (other 29% compared to government 25%, systemic 20%, independent 18%),

developing effective partnerships with parents and community (other 22% compared to government 16%, systemic 14% and independent 16%), and teaching in a multicultural setting (other 16% compared to government 11%, systemic 7% independent 9%).

Teaching experience

The least experienced teachers (1-5 years) had greatest need in 17 the 29 content areas however the needs for PD in areas relating to leadership and management were greatest for mid-career teachers.

The clearest differences between least experienced and more experienced teachers were in; managing discipline and difficult behaviour (1-5 years 38%, 6-10 years 22%, 11-15 years 19%, 16-20 years 18%, 21-25 years 16%, 26-30 years 11%, 30 plus years 12%), classroom management (1-5 years 31%, 6-10 years 16%, 11-15 years 14%, 16-20 years 12%, 21-25 years 8%, 26-30 years 5%, 30 plus years 7%), and sports training and development (1-5 years 13%, 6-10 years 8%, 11-15 years 5%, 16-20 years 5%, 21-25 years 4%, 26-30 years 3%, 30 plus years 3%). Less experienced teachers also had greater need in teaching students with special learning needs (1-5 years 34% compared to 17% to 24% for all other groups), assessment practices and marking (1-5 years 28% compared to 6-10 years 22% and 15% to 19% for all other groups), gifted and talented education (1-5 years 22% compared to 10% to 15% for all other groups) and teaching in a multicultural setting (1-5 years 15% compared to 7% to 10% for all other groups).

Needs for PD relating to leadership and management peaked mid to late career stage as follows; developing leadership capabilities (1-5 years 20%, 6-10 years 24%, 11-15 years 30%, 16-20 years 30%, 21-25 years 30%, 26-30 years 28%, 30 plus years 25%), coaching and mentoring (1-5 years 17%, 6-10 years 17%, 11-15 years 22%, 16-20 years 22%, 21-25 years 25%, 26-30 years 24%, 30 plus years 23%), managing and leading staff (1-5 years 16%, 6-10 years 20%, 11-15 years 28%, 16-20 years 25%, 21-25 years 30%, 26-30 years 28%, 30 plus years 28%), organisational management (1-5 years 15%, 6-10 years 16%, 11-15 years 19%, 16-20 years 22%, 21-25 years 21%, 26-30 years 18%, 30 plus years 18%), and school management and administration (1-5 years 11%, 6-10 years 11%, 11-15 years 15%, 16-20 years 18%, 21-25 years 17%, 26-30 years 15%, 30 plus years 16%).

Employment status

The future PD needs of temporary teachers were different from those of permanent teachers.

Temporary teachers expressed a greater percentage of need in 14 of the 29 content areas for example, including understanding and improving student learning (temporary 36% and 37% compared to permanent 28% and 29%), differentiated learning and teaching strategies (temporary 35% and 40% compared to permanent 28% and 31%), student wellbeing/welfare (temporary 27% compared to permanent 21% and 22%), programming and implementing curriculum and assessment (temporary 26% and 27% compared to permanent 20% and 22%), embedding literacy and numeracy (temporary 28% and 29% compared to permanent 20%), teaching students with special needs (temporary 33% compared to permanent 21%

and 25%), Aboriginal education (temporary 14% and 15% compared to permanent 9% and 7%) and sports training and development (temporary 12% and 14% compared to permanent 5% and 4%).

In some cases the need was greatest for temporary-part time teachers, less for temporary part-time teachers, followed by permanent part-time-time teachers then permanent full-time teachers, for example, managing discipline and difficult behaviour (temporary 36% and 32% compared to permanent 21% and 16%) and classroom management (temporary 30%, 22%, compared to permanent 13% and 10%).

In contrast, permanent full-time staff had the highest PD needs in the following five areas relating to leadership and management; coaching and mentoring (permanent full-time 24%, compared to the other employment groups 18% and 15%), managing and leading staff (permanent full-time 30%, permanent part-time 17%, temporary full-time 15% and temporary part-time 10%), organisational management (permanent full-time 21%, compared to the other employment groups 13% and 12%), school management and administration (permanent full-time 17% compared to the other employment groups 9% and 10%), and developing leadership capabilities, (permanent full-time 31%, permanent part-time 20%, temporary full-time 19% then temporary part-time teachers 15%).

Accreditation status

Conditionally and provisionally accredited teachers had a higher percentage of need in most areas than their pre-2004 and proficient colleagues.

Responses from pre-2004, conditional, provisional and proficient teachers were compared but the small number of responses from highly accomplished (151) and lead (82) teachers were not included. Conditionally and provisionally accredited teachers had a greater percentage of higher needs than their pre-2004 and proficient colleagues in 20 of the 29 areas. Pre-2004 teachers had higher future need than the other accreditation groups in the following areas relating to management and leadership; developing leadership capabilities (pre-2004 31% compared to other groups 18% to 24%), coaching and mentoring (pre-2004 25% compared to other groups 16% to 20%), organisational management (Pre-2004 22% compared to other groups 14% to 18%), managing and leading staff (pre-2004 32% compared to other groups 14% to 20%) and school management and administration (per-2004 18% compared to 10% to 13%).

Setting

When results were analysed by setting it was evident that secondary teachers had the least need for teaching students with special needs (secondary 21% compared to early childhood 31%, primary 30% and other 23%) and managing discipline and difficult behaviour (secondary 20% compared to other groups 25% to 28%).

Primary teachers had most need for differentiating teaching and learning strategies (37% compared to early childhood 20%, secondary 32%, other 28%) evaluating student performance data (primary 23% compared to early childhood 13%, secondary 16%, other 18%) and ICT skills for teaching (primary 33% compared to early childhood 20%, secondary 25% and other 26%).

Primary and early childhood had greater need than secondary and other teachers in programming and implementing curriculum and assessment (early childhood 26%, primary 29% compared to secondary 20% and other 20%), embedded literacy (early childhood 23%, primary 29% compared to secondary 19% and other 19%), embedded numeracy (early childhood 23%, primary 28% compared to secondary 15%, other 18%).

Early childhood teachers had the highest need for developing effective partnerships with parents and community (early childhood 24%, compared to primary 16%, secondary 15% and other 21%), managing and leading staff (37% compared to primary 21%, secondary 22%, other 26%), organisational management (25%, compared to primary 16%, secondary 17%, other 19%), aboriginal education (early childhood 17% compared to primary 12%, secondary 8% , other 9%) and the lowest need for assessment practices and marking (early childhood 11% compared to primary 26%, secondary 21%, other 17%).

Summary

- Over 90% of teachers found working collaboratively with peers and participating in school activities to be relevant or the most relevant methods for undertaking PD. Over 80% ranked collaborating with colleagues, membership with relevant professional networks or associations and training for the purposes of teaching and to maintain skills/industry currency to be relevant or highly relevant.
- Over 60% of teachers found it relevant or highly relevant to undertake further undergraduate or post graduate studies and over 50% found it relevant or highly relevant to retrain specifically in the field of education. Two thirds of teachers found retraining or studying for purposes of leaving the teaching profession to be least relevant or not applicable.
- Pre-2004 teachers more often preferred undertaking PD through membership with relevant professional networks and associations than through the more formal methods of further undergraduate or post graduate studies, self-directed online learning, training for the purposes of teaching and to maintain skills/industry currency and specifically retraining in the field of education.
- Less experienced teachers found different methods for undertaking PD to be relevant from their more experienced colleagues, and temporary teachers often found different methods for undertaking PD to be relevant from their permanent colleagues.
- The highest needs for PD were in understanding and improving student learning and differentiating teaching and learning strategies, followed by pedagogical strategies and techniques, teaching students with special needs, student learning and development, programming and implementing curriculum and assessment, assessment practices and marking and imbedding numeracy.
- The least experienced teachers had the highest need in most content areas however the need for PD relating to leadership and management peaked mid to late career.
- Teachers categorised as 'other' (that is they worked outside of government, systemic or independent schools) had many different content needs to their counterparts.
- The future content needs of temporary staff were greater than those of permanent staff in formal training areas, for example, further undergraduate or postgraduate studies, self-directed online learning, specifically retraining in the field of education, and retraining for the purposes of leaving the teaching profession.
- Conditionally and provisionally accredited teachers had a higher percentage of needs in most areas than their pre-2004 and proficient colleagues.