



ANZSCO 2411-11 Early Childhood (Pre-Primary School) Teachers

Queensland
April 2018

Current labour market rating: No shortage

Previous labour market rating (April 2017): No Shortage

Comments

This year's survey indicates that, overall, there is currently no shortage of early childhood (pre-primary school) teachers in Queensland. Most employers are able to fill their vacancies without difficulty and report higher numbers of suitable applicants than in the previous five years.

Survey results¹

- The Survey of Employers who have Recently Advertised conducted this year by the Department of Jobs and Small Business found that 88 per cent of vacancies were filled. This was lower than last year when all surveyed vacancies were filled.
- Most vacancies for early childhood teachers in this year's survey were in the long day care sector, with only a small number of responses from the preschool sector.
- All employers surveyed were seeking degree qualified early childhood (pre-primary school) teachers. In some cases, however, they were prepared to accept applicants who had almost completed an approved qualification as long as it met the requirements of the Australian Children's Education and Care Quality Authority (ACECQA).²
- This year, there was an average of 12.4 applicants per vacancy, which was almost double the number of applicants in last year's survey.
 - Surveyed employers considered an average of 2.6 applicants per vacancy to be suitable. This is an increase from last year (1.9).
- In metropolitan areas, the proportion of applicants who were qualified was 69 per cent, whereas in regional areas, the proportion was 17 per cent.
 - For metropolitan and regional vacancies, the average number of qualified applicants per vacancy was 7.7 and 2.4 respectively.
- Employers commonly sought applicants with a strong understanding of the Early Years Learning Framework, National Quality Framework and National Quality Standards. A suitability card for working with children (i.e. Blue Card) and first aid certification were also common requirements.

¹ The methodology underpinning this research is outlined at [Skill Shortage Research Methodology | Department of Jobs and Small Business - Document library, Australian Government](#) and can also be accessed by the QR code.



² [Australian Children's Education and Care Quality Authority, Early childhood teaching qualifications](#)

- Employers sought personal qualities that were:
 - a good fit for the allocated group of children, particularly in the long day care environment
 - a good cultural fit within the team as well as experience in or willingness to change teaching methods to that of the organisation, such as Montessori or Reggio Emilia methods.
- A small number of employers in the long day care sector had difficulty recruiting experienced teachers, particularly for vacancies in regional areas, which attracted fewer qualified and suitable applicants.
- The majority of employers stated that they cater for children with special or additional needs by additional resourcing through the Inclusion Support Programme, as required.³

Unsuitable applicants

- Overall, employers considered around 29 per cent of qualified applicants unsuitable.
- The major reasons applicants were found to be unsuitable include a lack of basic qualifications, poor fit with the centre's culture, ethos and values and an unwillingness to change their teaching methods to that of the organisation.
- Employers from the child care sector reported an inability to compete with the education sector in terms of level of remuneration and conditions of employment.

Demand and supply trends

- In the five year period to February 2018 the number of early childhood (pre-primary) school teachers employed in Queensland increased by 98 per cent⁴ and online vacancies for early childhood (pre-primary) school teachers also increased.⁵ This reflects regulatory changes since 2013 requiring preschool programs to have at least one qualified early childhood teacher.⁶
- Demand for early childhood teachers is likely to grow due to increased regulatory requirements applying from 2020 under the National Quality Framework for Early Childhood Education and Care (NQF).⁷
- Data from the Australian Government Department of Education and Training indicates that in 2016 the number of students completing early childhood teacher qualifications in Queensland was 2360 with a further 501 post graduates completing education courses.⁸

Other indicators and issues

- Some employers reported a high turnover of staff, with graduates often moving to the education sector once they had gained some experience in the child care sector. Primary school teachers with an appropriate early childhood qualification and registration, or with an additional diploma or post-graduate bridging program from primary to early childhood, are able to teach in either long day care centres or primary school.

³ Data for special education teachers have been included in this occupational assessment. Please note that prior to 2018 special education teachers were assessed separately and consequently historical data for early childhood (pre-primary school) teachers does not include special education teachers.

⁴ ABS, Labour Force, Australia, February 2018, Department of Jobs and Small Business trend

⁵ Department of Jobs and Small Business, Internet Vacancy Index, 12 month average, 4 digit data, February 2018

⁶ Department of Education - Education and Care Services Act 2013

⁷ Australian Children's Education & Care Quality Authority - Qualifications for centre-based services

⁸ Department of Education and Training, Higher Education Student Data Collection, 2016, customised tables