



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

Victoria

February 2018

Current labour market rating: No shortage

Previous labour market rating (February 2017): No shortage

Comments

This is the fifth consecutive year that there was no shortage of early childhood teachers in Victoria.

Survey results¹

- Employers filled 87 per cent of their vacancies, a decrease since last year's result of 94 per cent. Despite this, the average number of applicants (13.7), qualified applicants (11.7) and suitable applicants (3.7) per vacancy were all five-year peak results.

Employer requirements

- Employers included public and private kindergartens, independent and cluster long day care centres, as well as volunteer-run early childhood centres.
- Employers sought applicants with tertiary qualifications in early childhood education – such as a Bachelor of Education (Early Childhood) – who were registered with the Victorian Institute of Teaching (VIT), as per Victorian regulations.
 - Several employers considered it essential that applicants possess a sound knowledge of the National Quality Standard and Early Years Learning Frameworks.
 - All employers required applicants to possess or be in the process of obtaining a first aid certificate, including asthma and anaphylaxis management certification.
- Metropolitan employers typically required one to three or more years' experience, depending on the expectations of the role, whereas regional employers were less likely to specify a minimum duration of experience.
- Highly valued soft skills included excellent verbal and written communication, creativity and flexibility (especially in play-based settings); strong organisational skills (especially in curriculum-based settings); a passion for working with children; as well as an ability to build strong interpersonal relationships with children, staff, parents and the wider community.

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.



Unsuitable qualified applicants

- Most applicants were qualified, however, two thirds were considered unsuitable due mainly to a lack of relevant experience in a similar role.
- Other common reasons for unsuitability included interviewing poorly and having a substandard application.

Employer comments

- Some employers indicated that early childhood teachers typically preferred roles in kindergartens over those in long day care centre roles as kindergarten wages are perceived to be higher.

Demand and supply trends

- While demand for early childhood teachers appears to be increasing it is likely to be met by supply in the immediate future.
- Demand for early childhood teachers is primarily driven by population growth.
 - Over the year to June 2017, Victoria's population aged between birth and four years old grew 1.4 per cent² while the number of Victorian births registered in 2016 increased by 12.7 per cent over the year to 2016.³
- The number of children using approved child care in Victoria increased by 5.4 per cent over the year to March 2017.⁴ The number of approved child care services in Victoria also increased by 3.2 per cent over the same period.⁵
- Internet vacancies for early childhood teachers increased by 8.2 per cent over the five years to January 2018.⁶
- Supply to this occupation is via a Bachelor of Early Education (Early Childhood and Primary Education).⁷
 - Commencements increased at an annualised average of 15.8 per cent over the five years to 2016 but decreased by 2.0 per cent from 2015 to 2016.
 - Completions increased at an annualised average of 5.4 per cent over the five years to 2016 but decreased by 4.2 per cent from 2015 to 2016.
- The number of early childhood teachers in Victoria increased at a higher rate compared to all education professionals over the five years to February 2018.⁸
- The total number of service providers in Victoria with a preschool program grew by 3.8 per cent over the year to 2016.⁹ This change was comprised solely of long day care providers, with no change in the number of preschools.

² Australian Bureau of Statistics (ABS), Cat. No. 3101.0, Australian Demographic Statistics, June 2017, Data cube – Population by Age and Sex Tables, Table 7 and 8

³ ABS, Cat. No. 3301.0 Births, Australia, 2016, Table 1: Births, Summary, Statistical Areas Level 4 - 2006 to 2016

⁴ Department of Education and Training (DET), Early Childhood and Child Care in Summary, March quarter 2016 and 2017

⁵ Ibid

⁶ Department of Jobs and Small Business, Internet Vacancy Index, January 2018, 12 month moving average

⁷ DET, Higher Education Student Statistics Data Cube, 2016, domestic students

⁸ ABS, Labour Force, November 2017, Department of Jobs and Small Business trend

⁹ ABS, Cat. No. 4240.0, Preschool Education, Australia, 2017, Table A2: Number of Service Providers with An Early Childhood Program Delivered to Children Aged 4 and 5 Years by Sector, February 2018