



Graduate teachers' feedback on Initial Teacher Education courses

Prepared for the Australian Government Department of Education, 12 May 2023

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Background

- On 12 August 2022, Australia's Education Ministers met with teachers, principals and other education experts to discuss the teacher shortage in Australia. One of the key issues raised at the Teacher Workforce Shortage Roundtable was the need to improve Initial Teacher Education to boost graduation rates and ensure graduating teachers are better prepared for the classroom.
- The Teacher Education Expert Panel (TEEP) established by the Australian Government will provide advice to the Australian Government Minister for Education by June 2023 on key issues raised at the Teacher Workforce Shortage Roundtable and in the Report of the Quality Initial Teacher Education Review.
- To support the TEEP provide this advice, the department engaged the Social Research Centre to undertake an analysis of graduate teachers' responses to the Quality Indicators for Learning and Teaching (QILT) Graduate Outcomes Survey (GOS) and Graduate Outcomes Survey – Longitudinal (GOS-L) and provide a topline report on the findings.

Project overview

This research project involved analysis of recent graduate teacher responses to the 2022 GOS and 2022 GOS-L, to understand what they report as key gaps in ITE programs to effectively prepare students to work as teachers.

Key questions this analysis seeks to answer:

- What main ways could ITE providers have better prepared graduates for employment?
- What aspects of ITE courses did students report as needing improvement?
- How consistent are the gaps identified between undergraduate and postgraduate programs and between teaching occupations?
- What are the key insights for where ITE courses need to improve and how as it relates to the Panel's Terms of Reference?

This report includes:

- A thematic analysis of open text responses collected from teachers in the 2022 GOS and 2022 GOS-L.
- Insights into the quality of ITE of courses and their preparation of ITE students for teaching, and areas they could improve, with a particular focus on the Panel's Terms of Reference.

About the GOS and GOS-L

Graduate Outcomes Survey (GOS)

The GOS is completed by graduates of Australian higher education institutions approximately four to six months after finishing their studies. The GOS measures short-term employment outcomes including skills utilisation, further study activities, and graduate satisfaction.

Further information about the GOS is available at [https://www.qilt.edu.au/surveys/graduate-outcomes-survey-\(gos\)](https://www.qilt.edu.au/surveys/graduate-outcomes-survey-(gos))

Graduate Outcomes Survey – Longitudinal (GOS-L)

The GOS-L is completed by graduates of Australian higher education institutions approximately three years after completing their studies. The GOS-L is a follow-up to the GOS and provides measurements of graduates' medium-term employment outcomes and further study activities.

Further information about the GOS-L is available at [https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal-\(gos-l\)](https://www.qilt.edu.au/surveys/graduate-outcomes-survey---longitudinal-(gos-l))



Methodology

- The scope of this analysis was limited to respondents from the 2022 GOS and 2022 GOS-L who reported working as a teacher at the time of the survey.
- The survey items included in this analysis include:
 - IMPPREP Aspects of course that need improvement (GOS)
 - IMPROVE Main ways institution could have better prepared graduate for employment (GOS)
 - BETTER_L Main ways institution could have better prepared graduate for employment (GOS-L)
- Open text responses collected at any of the above survey items were filtered using the ANZSCO classification 241 School Teachers.

Code frame development

- A pre-existing code frame used in the Employer Survey Satisfaction (ESS) was used as a base to begin development of the code frame for this analysis.
- A sample of raw responses were reviewed to identify broad themes before breaking these down into further detail, where possible.
- As the GOS and GOS-L are self-completion surveys, respondents are unable to be prompted for further clarification when giving an open-text response, therefore, many of the responses could only be coded to one of the broader themes and identified in the analysis with an 'NFI' which means 'no further information'.
 - For example, when asked what aspects of the course need improving, a respondent may only give a brief response such as "Pracs". In this instance, the response would be coded to the major heading 'Work / industry experience and placements' and could not be coded to one of the more detailed codes within this group of codes.
- Once responses were coded into the major headings, a second review of the comments was undertaken to identify more specific themes within the major headings. This process was done until all recurring themes had been identified.
- A draft code frame was reviewed with the department before coding of all responses began.

Methodology

Coding

- Approximately 10,000 comments from graduates working as teachers were identified for coding. Once the code frame was final, a team of coders reviewed each of the comments and coded these to the relevant codes. A single open text response could be coded to more than one code if multiple themes were mentioned in the response. Therefore, when looking at the results of the analysis, the distribution of responses does not sum to 100% as they may fall under more than one theme.
- The coding was validated to ensure that responses were coded consistently before a final coding file was produced.

Coded data file

- The coded data file was merged with respondents' relevant demographic and course information, as well as 6-digit ANZSCO classification code to provide additional contextual information during the analysis.
- A separate data file was produced for each survey item. Coded responses can be combined to give an overall frequency of themes, however, counts of respondent profile information cannot be, as the same graduate may appear in more than one data file but can be deduplicated by using respondent ID.

Code frame

THE MAJOR THEMES IDENTIFIED IN THE RESPONSES ARE OUTLINED BELOW. REFER TO THE APPENDIX FOR THE COMPLETE CODE FRAME.

Major and sub-major headings	Description
Foundation skills	This covers foundation skills not specific to teaching.
Adaptive skills	This covers adaptive skills not specific to teaching.
Teamwork and interpersonal skills	This covers teamwork and interpersonal skills not specific to teaching.
Work experience and practical skills	Any mentions of practical skills including work experience are coded here.
Professional and enterprise skills	This covers day to day skills not teaching-related, that graduates would use in their job, as well as mentions of professional skills.
Teaching skills & knowledge	This covers specific skills related directly to how the respondent works as a graduate teacher.
Personal attributes	Anything related to personal qualities e.g. needing more confidence.
Institutional & course attributes	This covers anything that is related to the institution itself as well as courses, assessments, lecturers and tutors and the respondents experience as a student.
Better course content	This covers feedback related to the general content of the course and course materials. If they reference specific teaching skills it should be coded to the relevant teaching skills & knowledge code
Course methods of assessing students	This sub-heading covers any mentions of assessments, including amount, guidance and scheduling of assessments.
Course teaching methods and delivery	This sub-heading covers how the course was taught including the organisation and method of course delivery. Feedback on lecturer and tutor teaching style is also covered here

Characteristics of respondents by survey item

OCCUPATION

The profile of respondents included in this analysis is summarised in the following slides. A more detailed breakdown can be found in Appendix 2 of this report.

The scope of the analysis included graduates employed as a teacher at the time of the survey. The largest of these were secondary teachers, followed by primary school and early childhood teachers.

Column %		Aspects of course that need improvement (GOS)	Main ways institution could have better prepared graduate for employment (GOS)	Main ways institution could have better prepared graduate for employment (GOS-L)
		n=5049	n=4418	n=1389
ANZSCO 241 School Teachers	School Teachers NFI*	7%	7%	4%
	Early Childhood (Pre-primary School) Teachers	11%	11%	10%
	Primary School Teachers	33%	34%	38%
	Middle School Teacher / Intermediate School Teachers	1%	2%	2%
	Secondary School Teachers	40%	40%	41%
	Special Education Teachers	6%	6%	6%

* NFI = no further information provided by respondent.

Characteristics of respondents by survey item

COURSE ATTRIBUTES

The responding population for each item included a good mix of undergraduate and postgraduate coursework graduates, as well as those who were enrolled as internal/mixed mode students and those who completed their studies externally (ie. Remote or fully online).

The majority of respondents completed a course from the Teacher Education study area

Column %		Aspects of course that need improvement (GOS) n=5049	Main ways institution could have better prepared graduate for employment (GOS) n=4418	Main ways institution could have better prepared graduate for employment (GOS-L) n=1389
Study level	Undergraduate	45%	46%	45%
	Postgraduate coursework	54%	53%	53%
	Postgraduate research	1%	1%	2%
Mode of attendance code	Internal / Mixed mode	59%	60%	66%
	External	39%	39%	34%
	No information	1%	1%	0%
Study Area - 21 categories	Teacher education	87%	87%	85%
	Humanities, culture and social sciences	5%	5%	7%
	Psychology	3%	3%	2%
	All other	5%	5%	5%

Findings



Summary of findings

The way in which courses are taught and delivered, methods of assessing students, course content, work experience and placements, and career preparation and guidance were all identified as areas that could be improved in courses to help better prepare graduates for a career in teaching.

Course teaching methods and delivery

- Course teaching methods and delivery was the most frequent concern raised by respondents in the 2022 GOS and 2022 GOS-L. To better prepare graduates for employment as teachers, graduates want:
 - Academic staff that are familiar with the modern classroom, such as current teachers or those who have taught in recent years, as many comments raised concerns with lecturers being out of touch with the challenges teachers face and what classroom life is like today.
 - A greater variety of electives, greater flexibility to choose units of interest.
 - Improved online delivery and engagement with online learners.
 - More engagement from lecturers and tutors.

Course content

- Graduate teachers feel underprepared for many of the tasks they are required to do outside of actual teaching. They also feel the current content is too theoretical and not relevant to the current teaching environment. To better prepare graduates for employment as teachers, graduates want:
 - More relevant and up-to-date content on modern teaching practices.
 - Less theory and time spent on teaching philosophies/out-dated teaching perspectives.
 - Hands on training using IT systems and software widely used within the education system and at schools.
 - Training in behaviour management, identifying and dealing with learning difficulties, child development and wellbeing, report writing and assessments, dealing with parents, timetabling and other teacher administration.
 - More classes tailored to teaching different age groups (e.g. primary, secondary teaching).
 - More targeted curriculum, such as literacy and numeracy intervention programs, standardised tests, government policies, regulations and funding models.

Summary of findings

Work / industry experience/ placements

- Placements are highly valued by graduates but they want more of them and for a longer duration so they can experience a wider variety of duties teachers perform, not just teaching, particularly for undergraduate and younger graduates without prior experience.
- Graduates want better organised placements, with clearer communication between the institution and school to ensure they get the most out of the experience.
- Many graduates spoke about treating a teaching course more like a trade or apprenticeship, where much of the learning is done on the job.
- Some suggested the final year be a full-time job placement. Others suggested placements in the final year of the course should lead to a permanent job at the school.
- Many graduates also spoke of the challenges with juggling placements and coursework at the same time and would like placements prioritised and even treated as a measure of assessment.

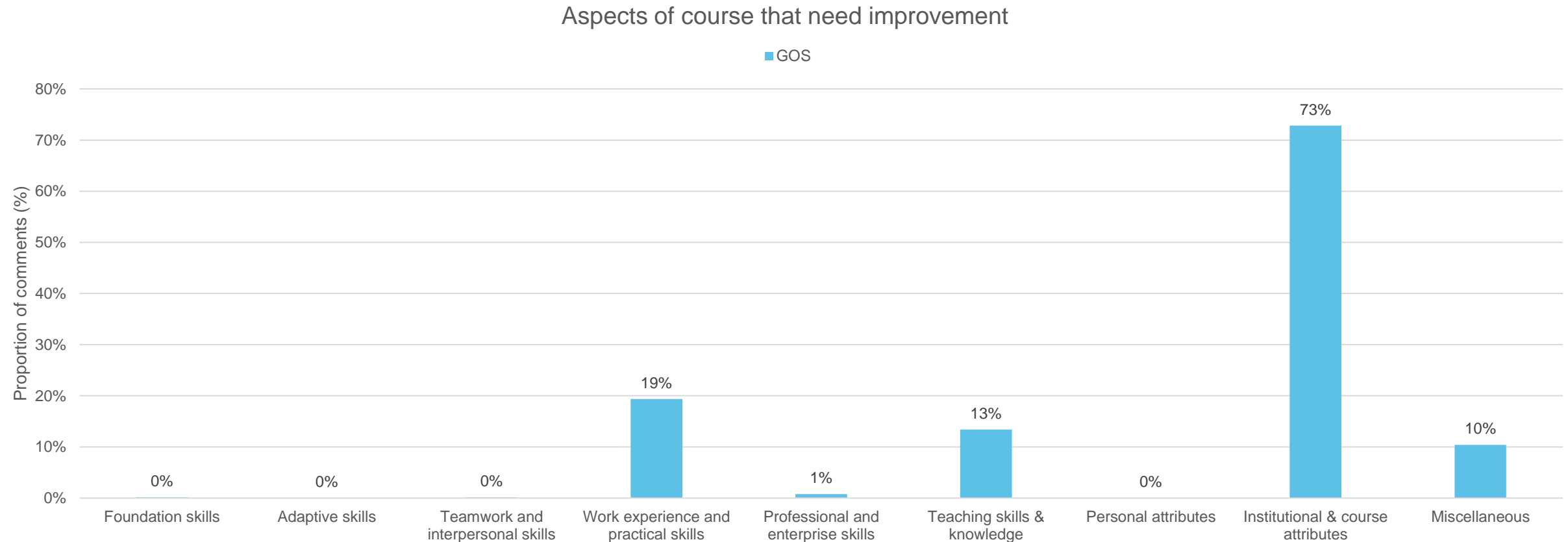
Career preparation and guidance

- Many respondents, in particular undergraduates and younger respondents, noted feeling unprepared with what came next after finishing their course and how to apply for teaching jobs.
- Many suggested more guidance is needed on the teacher registration process, how to apply through the various state departments, how to apply to public vs independent schools, writing a CV, addressing key selection criteria and what to expect in a job interview for a teaching role.

Course methods of assessing students

- Graduates want to do more relevant assessment tasks that provide an opportunity to build their own set of resources.
- More variety in assessments, less lengthy lesson plans that teachers don't seemingly do once they start teaching.
- Easier recognition of relevant prior experience, which may help mature age students gain their qualification sooner.
- No assessments during placements that are so highly valued by students.

Three broad themes were identified in responses collected from graduates about the aspects of their course that needed improvement.



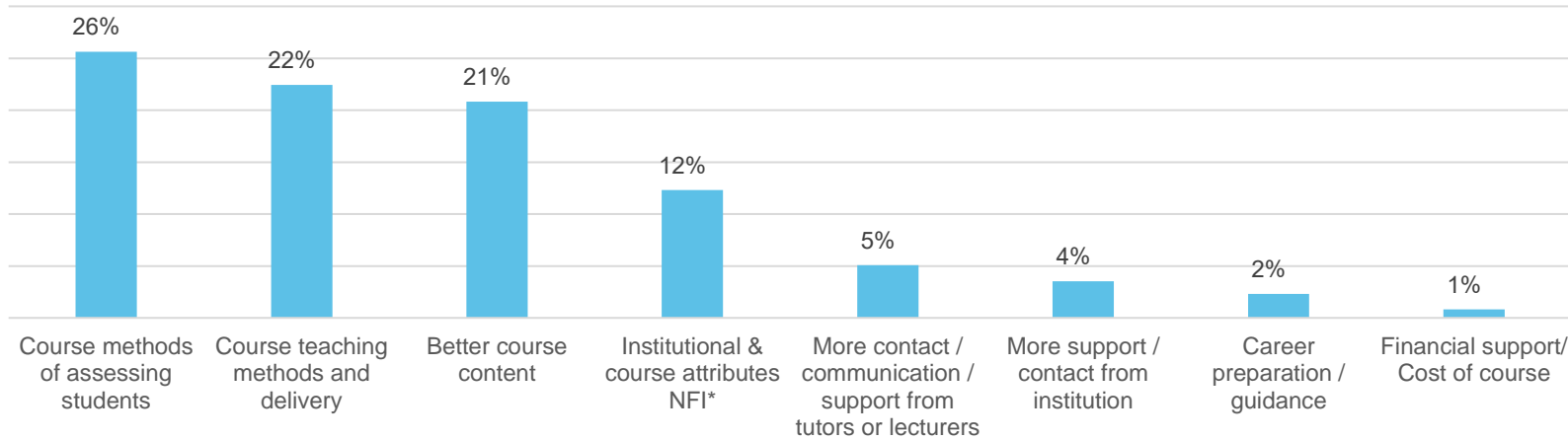
Source: 2022 Graduate Outcomes Survey (GOS)

Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)

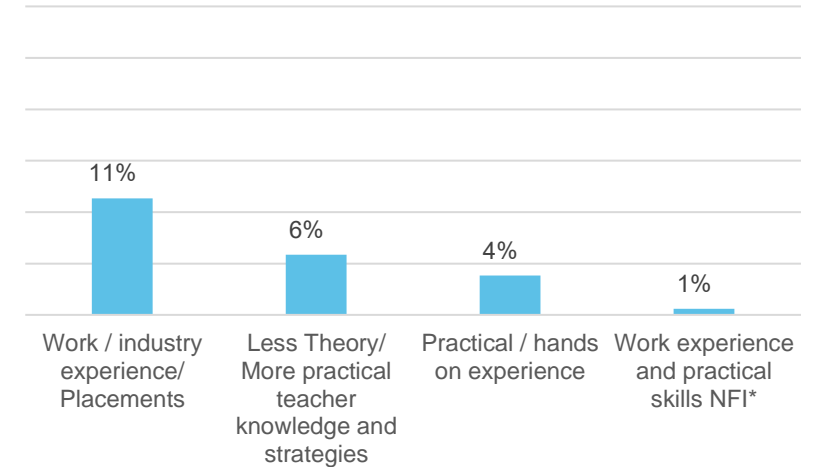
Number of responses from graduates employed as school teachers: n=5,107

Aspects of course that need improvement (detailed)

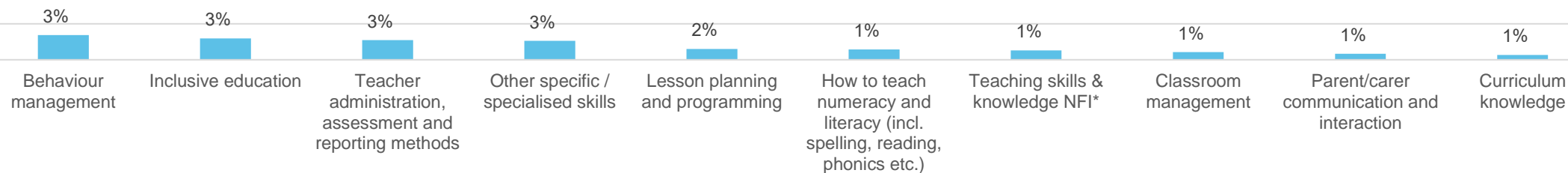
Institutional & course attributes



Work experience and practical skills



Teaching skills & knowledge



Source: 2022 Graduate Outcomes Survey (GOS)
 Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)
 Number of responses from graduates employed as school teachers: n=5,107

Key insights for where ITE courses need to improve

Aspects of course that need improvement

- When recent graduates working in teacher occupations were asked which aspects of their course needed improvement,
 - 73% of responses were related to **institutional and course attributes**
 - 19% of responses were related to **work experience and practical skills**
 - 13% of responses were related to **teaching skills and knowledge**

Note, responses may relate to more than one theme and therefore the frequencies will not sum to 100%.
- **Institutional and course attributes** is by far the largest area identified by graduate teachers as needing improvement, it's also the broadest area covering anything related to the institution, the graduate's experience as a student at the institution, course content, course delivery and assessments.
 - This was less of an issue for primary school teachers than it was for secondary school teachers (70% compared to 76%). Primary school teachers were instead more likely to report a need for more work experience and practical skills, and teaching skills and knowledge.
- Of the more than 5,000 responses received from recent graduate teachers in the 2022 GOS:
 - 22% cited **course teaching methods and the way courses are delivered** as an area that needs improvement;
 - One of the bigger themes mentioned in this category was **online learning difficulties**, which accounted for 4% of the total responses to this question. This included issues related to a lack of interaction with academic staff and other students, minimal peer to peer learning, course content designed for face-to-face learning that was not adapted for online learning, poor quality online lectures, teaching staff that were not able to deliver online content well or engage with students, inconsistencies in the way units were delivered online, difficulties navigating the online learning platforms, feelings of isolation and a lack of a 'university experience'.
 - Note, this data was collected between November 2021 and May 2022 during the COVID-19 pandemic, while restrictions were still in place in some parts of Australia. It's possible the high proportion of comments related to online learning difficulties was amplified due to the pandemic and restrictions limiting face-to-face learning.
 - Other areas for improvement relating to course teaching methods and delivery included a need for improved organisation and preparation of content/material, improved lecturer/tutor engagement with content and students, more face-to-face learning opportunities, more interactive and engaging online content, and better quality technology. A common theme mentioned was lecturers that were too far removed from the reality of the classroom, with calls for a requirement that lecturers must have taught in a school sitting in recent years.

Source: 2022 Graduate Outcomes Survey (GOS)

Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)

Number of responses from graduates employed as school teachers: n=5,107

Key insights for where ITE courses need to improve

Aspects of course that need improvement

- 26% of comments mentioned **course methods of assessing students**, such as the relevance of the assessment task to their job as a teacher, the timing of the assessments (e.g. not during placements), guidance on how to do the assessments, the frequency of assessments, the quality of the feedback received and issues with group assessments.
 - One of the biggest themes related to assessments was regarding **more practical/relevant assessments**, which was mentioned in 4% of the total comments. Graduates want assessments that relate to skills needed on the job, assessments that are more relevant to teaching/school context, assessments that reflect the content of the unit, assessments more closely related to placements. There is a general sentiment in the comments that assessments were too theoretical, repetitive, time consuming, not relevant to a teaching career.
 - Another common theme identified as an area of improvement was a need for **clearer guidance / instructions on assessments**, which was mentioned by 3% of the total comments received. Graduates want improved clarity of the assessment task requirements, improved clarity of expectations of the assessment, examples to clarify expectations and standards, clearer description/explanation of what the assessment actually is.
 - Other aspects of course methods of assessing students that were identified but are less relevant to the Panel's Terms of Reference included better feedback on assessments (e.g. more timely feedback, more clarity on why a certain mark was given, less generic / more specific and meaningful feedback to help improve next time), consistent marking rubric / assessment criteria (e.g. more transparency and consistency in the grading of assessments, better communication between course coordinators and lecturers so that the criteria and expectations for assignments are clear and unanimous)
- 21% of all comments mentioned **better course content** as an area of the course that needs improvement.
 - In particular, 9% of the total comments received mentioned a need for **more relevant up to date material**. There was variation between some sub-groups:
 - Graduates who had completed an undergraduate qualification were more likely to cite more relevant up to date material than those who completed a postgraduate qualification (10% of UG reported this, compared with 7% of PGC and only 2% of PGR).
 - This was also more of a concern for younger graduates than it was for older graduates, e.g. 12% of under 25s reported this as an area of improvement compared with only 6% of those aged 40 and over.
 - Domestic students were twice as likely to report this than international students, 9% and 4% respectively.
 - Other common themes mentioned in relation to better course content were that course content felt outdated, content was too repetitive across units, not relevant enough to the job, there was not enough variety in the content to cover all the different aspects of a teaching job, too much literature, too theoretical, too much reading, units that lacked a clear link to teaching/unnecessary units, too much “busy work” / “filler assessments”.
 - Better course content was an issue for secondary school teachers; 24% of comments received from graduates working as secondary teachers reported better course content, compared to only 19% of primary school teachers.
- 9% of comments related to a need for **more support and communication from the institution, as well as academic staff**.
 - 4% of comments were specific to the institution and administration, this included a general lack of or poor communication from institutions, poor communication regarding placements, conflicting information provided by admin staff, a lack of empathy towards students' circumstances, communication regarding course requirements, availability and access to support staff.

Source: 2022 Graduate Outcomes Survey (GOS)

Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)

Number of responses from graduates employed as school teachers: n=5,107

Key insights for where ITE courses need to improve

Aspects of course that need improvement

- **Work experience and practical skills** was the second biggest area identified by recent graduate teachers as needing improvement. This was mentioned in 19% of the total comments received.
 - This was more of an issue for graduates that had completed an undergraduate qualification than it was for those who completed a postgraduate qualification (UG 24%, PGC 16%, PGR 2%).
 - Primary school teachers were also much more likely to report this than secondary school teachers and special education teachers, 24% compared with 17% and 13% respectively.
 - There was also variation in responses between younger and older graduate teachers. E.g. 27% of total comments received by those aged under 25 related to a need for more work experience and practical skills, compared with only 13% of those aged 40 and over.
 - 6% of all comments received mentioned a need for **less theory/more practical teacher knowledge and strategies**. This includes too much time spent on theories that are not relevant to the classroom and not enough time spent on practical experience, course content and assessments that do not prepare graduates for the classroom, less teaching theory and more teaching experience, content that is focussed on the practical elements of teaching.
 - Graduate teachers from Tasmania were more than twice as likely to report this as an issue (15% compared with 6% overall).
 - It was less of a concern for those employed as early childhood teachers than it was for primary school teachers (3% compared to 8% respectively).
 - Under 25s were also much more likely to report this than those aged 40 and over (8% compared with 4%).
 - 8% of all comments received related to needing more **practical/hands on experience and work/industry experience/placements**;
 - In particular, 3% of comments suggested **more/longer practicums**. Other areas of improvement related to practicums and placements included having better organised practicums, greater choice and flexibility for teacher practicums and more support from institutions with teacher practicums.
 - This was more commonly reported by those from the Northern Territory, graduates who completed an undergraduate qualification, those aged under 25 and primary school teachers.

Source: 2022 Graduate Outcomes Survey (GOS)

Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)

Number of responses from graduates employed as school teachers: n=5,107

Key insights for where ITE courses need to improve

Aspects of course that need improvement

- 13% of all comments received related to a need to improve **teaching skills and knowledge**.
 - 18% of all undergraduate comments mentioned teaching skills and knowledge, compared with only 10% of comments from postgraduate coursework graduates.
 - Primary school teachers were also more likely to report this than other teacher occupations: 17% of primary school teachers, 9% of early childhood teachers, 12% of secondary school teachers, and 13% of special education teachers.
 - **Behaviour management** was one of the biggest areas identified by graduate teachers as needing more education and training on; 3% of all comments mentioned behaviour management.
 - Another common theme was increased education and training on **teacher administration, assessment and reporting methods**.
 - Other aspects of teaching skills and knowledge graduate teachers reported needing more of in the course was inclusive education training (how to identify learning/development disabilities, how to adapt teaching/planning practice to various learning needs), communicating and interacting with parents, lesson planning and programming, specific/specialised skills, how to teach numeracy and literacy).

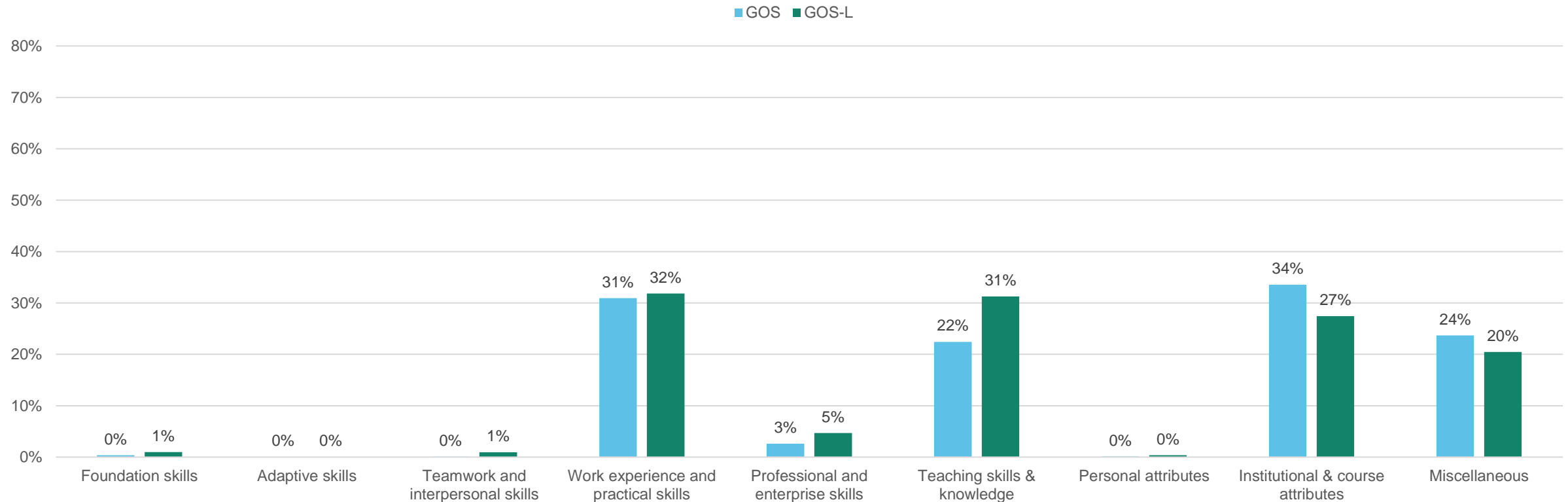
Source: 2022 Graduate Outcomes Survey (GOS)

Question: What aspects of your course were most in need of improvement? Please note, aspects could include things like the course content, teaching or assessments. (open text response)

Number of responses from graduates employed as school teachers: n=5,107

The same three themes were reported by graduates when asked how their institution could have better prepared them for employment but recent graduates were more likely to cite institutional & course attributes, whereas more experienced graduates cited teaching skills & knowledge.

Main ways institution could have better prepared graduate for employment



Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)

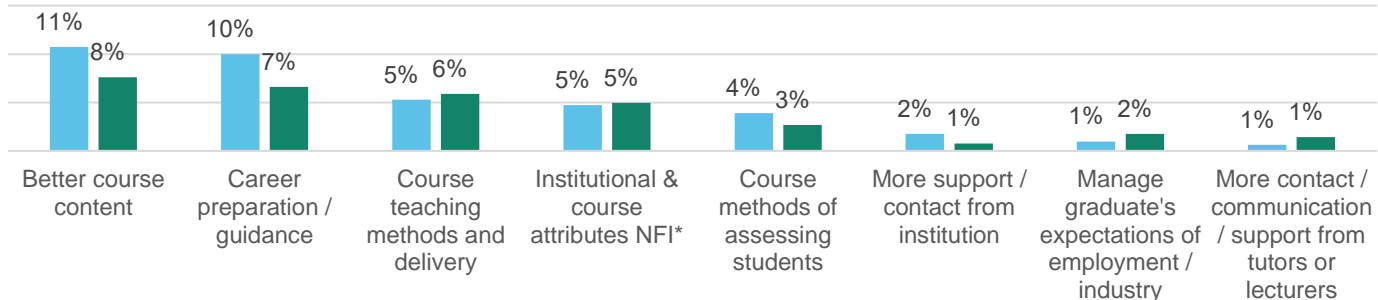
Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)

Number of responses from graduates employed as school teachers: n=4,467 (GOS), n=1,408 (GOS-L)

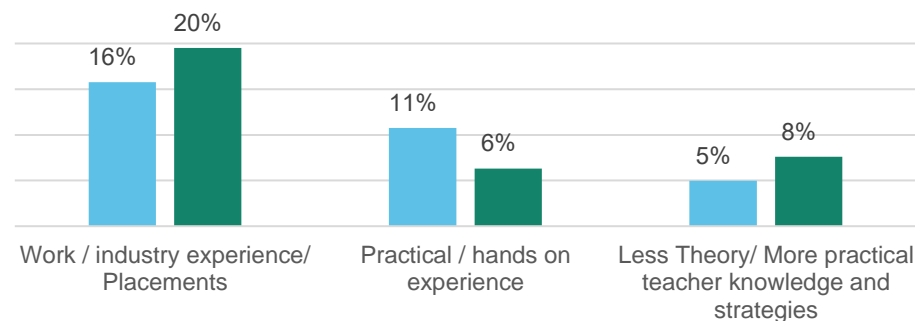
Main ways institution could have better prepared graduate for employment (detailed)

■ GOS ■ GOS-L

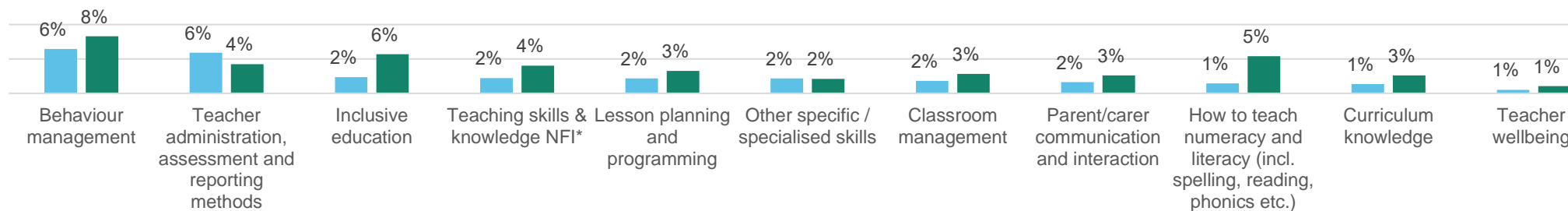
Institutional & course attributes



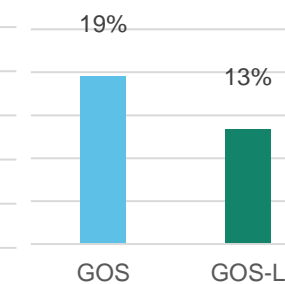
Work experience and practical skills



Teaching skills & knowledge

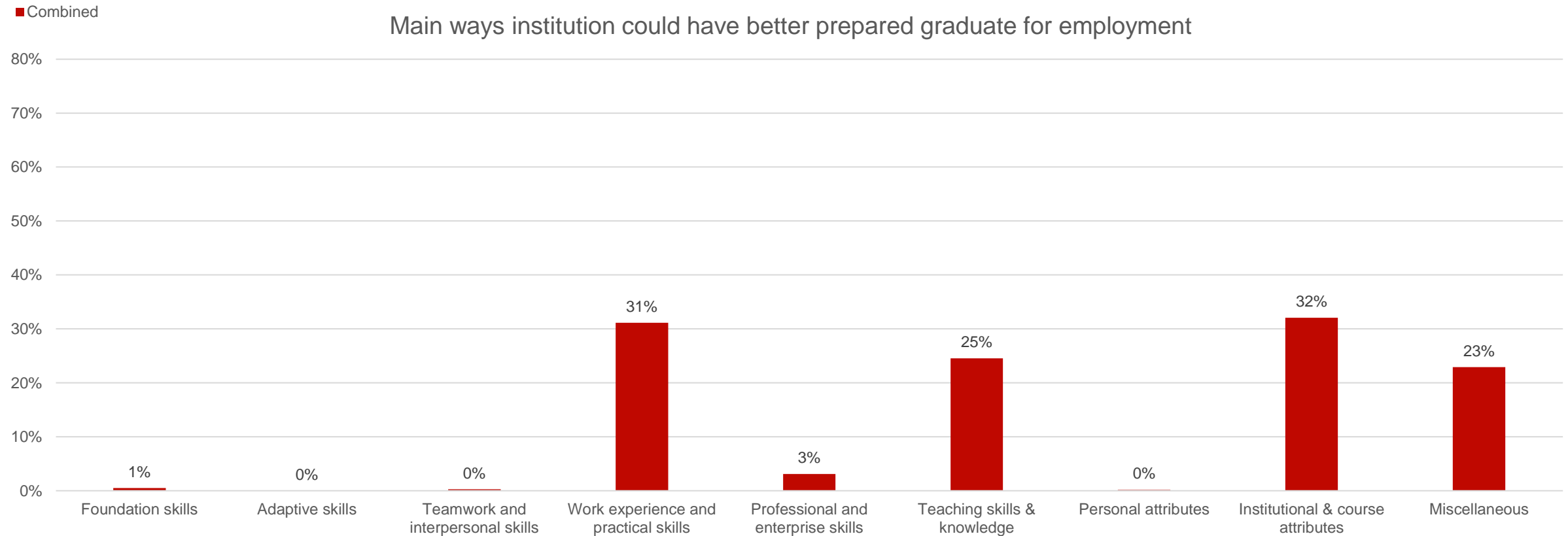


No improvements necessary



Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
 Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
 Number of responses from graduates employed as school teachers: n=4,467 (GOS), n=1,408 (GOS-L)

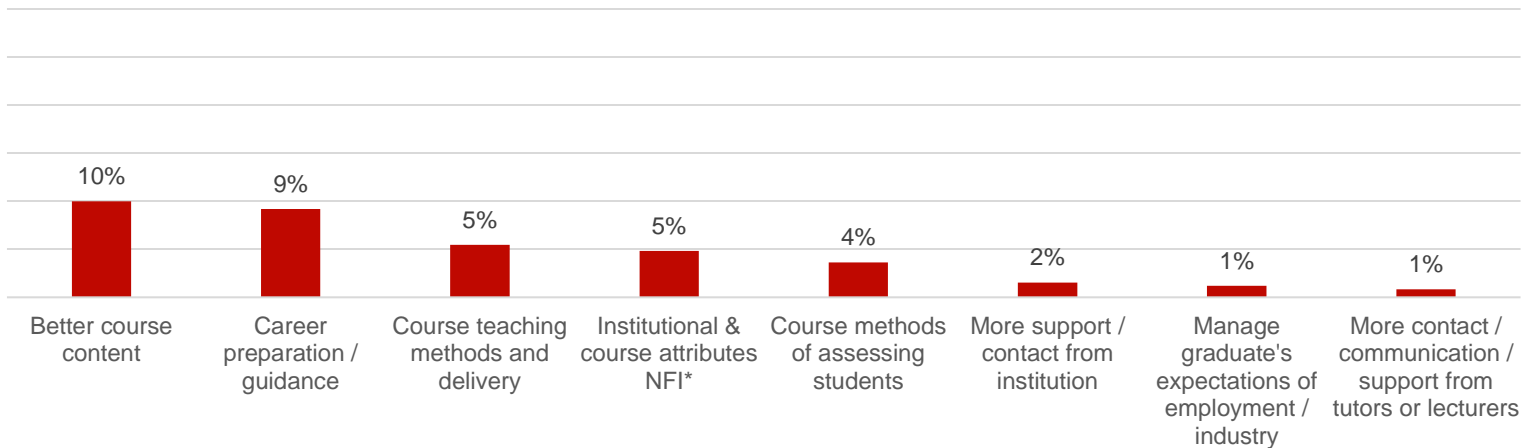
Graduates reported institutional & course attributes such as course content and assessment methods, work experience & practical skills, and teaching skills & knowledge as areas the institution could have better prepared them for employment as teachers; 18% said that no improvements were necessary.



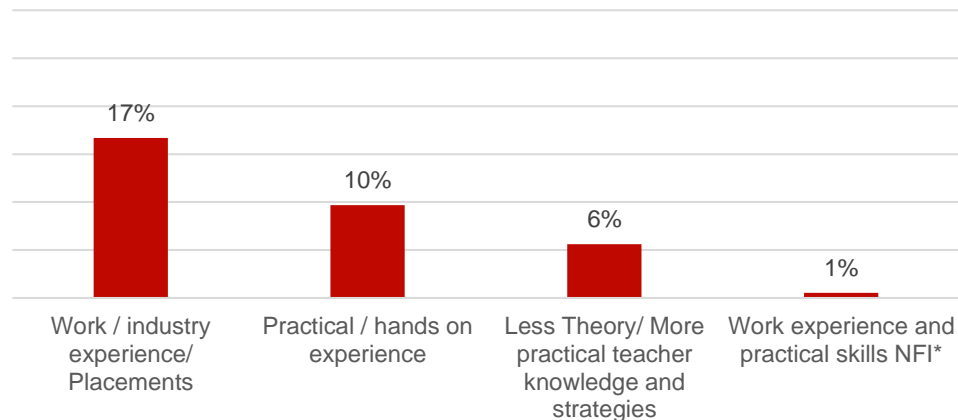
Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
 Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
 Number of responses from graduates employed as school teachers: n=4,467 (GOS), n=1,408 (GOS-L)

Main ways institution could have better prepared graduate for employment (combined)

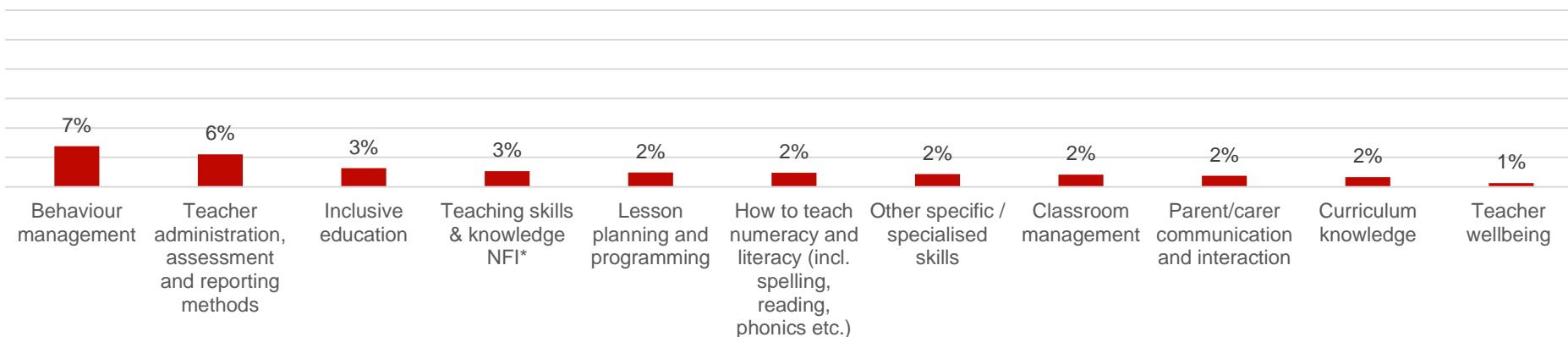
Institutional & course attributes



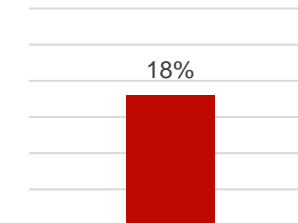
Work experience and practical skills



Teaching skills & knowledge



No improvements necessary



Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
 Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
 Number of responses from graduates employed as school teachers: n=5,875; n=4,467 (GOS), n=1,408 (GOS-L)

Key insights for where ITE courses need to improve

Main ways institutions could have better prepared graduates for employment as teachers

- This question is asked to graduates 4-6 months after completing their course in the Graduate Outcomes Survey (GOS) and then again three years later in the Graduate Outcomes Survey – Longitudinal (GOS-L).
- Note, this analysis includes responses from the 2022 GOS and 2022 GOS-L, ie. this is not the standard cohort analysis conducted on GOS-L that includes the same graduates that had responded to GOS three years prior, these are different cohorts.
- Recent graduate teachers in the GOS responded in the same way as more experienced teachers in the GOS-L, but recent graduates were more likely to talk about institutional and course attributes, such as the course content, methods of assessment and careers guidance, whereas graduate teachers who may have been teaching for a few years already, were more likely to reflect on the teaching skills and knowledge that would have better prepared them for the job.
- The following analysis combines the responses from the two surveys.
- Graduates currently employed as teachers reported that their institutions could have better prepared them for employment in the following ways:
 - 32% of responses were related to **institutional and course attributes**
 - 31% of responses were related to **work experience and practical skills**
 - 25% of responses were related to **teaching skills and knowledge**

Note, responses may relate to more than one theme and therefore the frequencies will not sum to 100%.

Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
Number of responses from graduates employed as school teachers: n=5,875; n=4,467 (GOS), n=1,408 (GOS-L)

Key insights for where ITE courses need to improve

Main ways institutions could have better prepared graduates for employment as teachers

- Around a third (32%) of all comments received from graduate teachers related to **institutional and course attributes**.
 - It was more likely to be raised by recent graduates in the GOS than it was for graduates three years after course completion in the GOS-L (34% vs 27% respectively).
- The largest theme in this area was a need for **better course content**, which was mentioned by 10% of the total comments received.
 - 4% of responses mentioned a need for **more relevant content**, with many comments raising concerns with the relevancy of content to a teaching career and that course content was outdated, too theoretical and too focused on teaching philosophies.
 - Other common concerns raised in relation to course content included it not being tailored enough to specific levels of teaching (e.g. primary, secondary), not enough flexibility to choose subjects of interest, and not enough variety in the content to cover all of the aspects of a teaching job.
 - Secondary school teachers were twice as likely to report this than primary teachers (6% vs 3%), indicating this may be more of an issue for ITE courses focussed on secondary education.
- 9% of comments related to **career preparation/guidance**, which included more resources for graduate teachers, help with CVs and interview preparation, and help with applying for jobs.
 - 3% of all comments noted that institutions could have provided more **help with applying for jobs**, such as guidance on the teacher registration process, the process to apply to each of the state education departments, the process for applying to government versus independent schools.
 - Undergraduates were more likely to report this than graduates who had completed postgraduate qualifications.
- **Course teaching methods and delivery** such as improved lecturer/tutor engagement with content and students and more face-to-face learning opportunities, as well **course methods of assessing students** such as practical/relevant assessments did come up when asking about institutions better preparing graduates for employment but not as common as when graduates were asked specifically about aspects of their course that needed improvement.

Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
 Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
 Number of responses from graduates employed as school teachers: n=5,875; n=4,467 (GOS), n=1,408 (GOS-L)

Key insights for where ITE courses need to improve

Main ways institutions could have better prepared graduates for employment as teachers

- 31% of all comments collected in the GOS and GOS-L mentioned **work experience and practical skills** as an area institutions could better prepare graduates for employment as teachers.
 - There were significant differences between demographic and contextual groups when it came to work experience and practical skills. Specifically, primary school teachers, undergraduates, younger respondents, international graduates and graduates from a non-English speaking background were more likely to mention a need for more work experience and practical skills to better prepare them for employment as teachers.
 - 17% of comments talked specifically about **work/industry experience/placements**, with many graduates feeling that more/longer practicums, more diverse practicums and better organised practicums would have benefited them in preparation for employment.
 - In particular, recent graduates from universities were more likely mention a need for more/longer practicums, 8%, in comparison to 0% of comments from graduates of non-university higher education universities (NUHEIs).
 - A further 16% of responses mentioned **practical/hands on experience** and **less theory/more practical teacher knowledge and strategies**. These themes are closely related to better content and teacher skills and knowledge which are also discussed in this section of the report.
 - There is a general sentiment in the comments that practicums and placements are invaluable and more would be beneficial in preparing graduates for employment as teachers. Many responses suggested longer placements, particularly in the final year of the course, so they could have a chance to experience other aspects of the role, not just in class teaching, such as report writing, communicating with parents and preparing and grading assessments.

Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
 Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
 Number of responses from graduates employed as school teachers: n=5,875; n=4,467 (GOS), n=1,408 (GOS-L)

Key insights for where ITE courses need to improve

Main ways institutions could have better prepared graduates for employment as teachers

- 25% of all comments collected in the GOS and GOS-L mentioned **teaching skills and knowledge** as an area institutions could better prepare graduates for employment as teachers.
 - Teaching skills and knowledge is closely related to better course content, with many of the comments mentioning a need for more relevant, practical content that prepares graduates for a teaching career. Many felt the course content was too theoretical, not applicable to the classroom, and did not touch on so many of the skills required in the job.
 - **Behaviour management** skills and knowledge was the most common area reported by graduates which came up in 7% of all comments. This included there not being not enough focus, if any, on behaviour management during the course and then discovering it's such a big part of the job, feeling very unprepared to deal with behavioural issues in the classroom, needing more skills and knowledge in dealing with behavioural issues in a whole class context, communicating with parents about behaviours issues.
 - 6% of responses talked about **teacher administration, assessment and reporting methods** as areas that needed to be more present in the course content. Like behaviour management, graduate teachers felt very underprepared for this aspect of the job.
 - Other common themes related to teaching skills and knowledge that graduates felt were missing from their courses included classroom management, inclusive education (training in how to identify learning/developmental disabilities, and how to adapt teaching to various learning needs), curriculum knowledge, dealing with parents, how to teach numeracy and literacy.

Source: 2022 Graduate Outcomes Survey (GOS) and 2022 Graduate Outcomes Survey – Longitudinal (GOS-L)
Question: What are the main ways your institution could have better prepared you for employment in your organisation? (open text response)
Number of responses from graduates employed as school teachers: n=5,875; n=4,467 (GOS), n=1,408 (GOS-L)

What graduates said about...

Course teaching methods and delivery:

- *More lectures rather than readings.*
- *Teaching and workshops face to face - not online. Learning from other teachers and their experiences.*
- *A mass overhaul of how the content is taught. Preferably taught by ACTUAL teachers who have taught in the classroom within the last 3 years. That's why the best teachers were the ones who were teaching at the time or the ones who had come off of it recently. The rest were so disconnected, and had absolutely no idea about what's going on in the classroom currently.*
- *More high school teachers running workshops instead of uni lecturers who don't know what high school classrooms are actually like anymore.*
- *Access to a wider array of electives.*
- *Lessen the amount of uni work that is needed during placement. It is quite intense to do a full day of placement, come home, and do hours of uni work.*
- *Provide more dialogue with students regarding their careers and interests.*
- *More prac More communication with students who are online.*
- *More meaningful practical experience. All the theory in the world cannot prepare you for the classroom. The masters should be structured like a trade, on the job and in the theory room concurrently for the entire degree.*
- *More choices of electives to target current needs of our schools.*

Better course content:

- *Give more experience using systems and preparing actual lessons that are relevant to subject areas.*
- *Less focus on lengthy unit plans, more focus on the kind of skills useful in a classroom, day to day. E.g. Resource creation, practical planning etc.*
- *Way more practical subjects. Now that I am out in a classroom, I feel like theory has not helped me, and wish we had have been supported more in the practicalities of the classroom. E.g. assessments, computer programs etc.*
- *Education on school systems (funding models, policies etc.).*
- *Providing more opportunities to create teaching resources, lesson plans within units, accessing workplace requirement like literacy continua, curriculum documents specific to the state, more focus on behaviour management and the 10 essential skills.*
- *Less information on learning philosophers and more information on practical activities/lessons to teach curriculum areas. More evidence-based strategies to effectively teach oral language and literacy are required.*
- *Rather than spend time looking at old perspectives in education, look at modern and current research. Spend more than one unit looking at social and emotional wellbeing. Actually teach us how to write Individual Learning Plans.*
- *More specialised courses. Such as education for junior secondary and senior secondary to learn different strategies/activities for different ages.*

What graduates said about...

Course methods of assessing students:

- *Better communication Better feedback on assessments Better organisation of assessment tasks, deadlines and requirements.*
- *Often the requirements for assessments were confusing and assessments tasks took a long time to complete to the standard expected. I would spend up to 15 hours a week on assessment tasks.*
- *Narrow the gap between academia and the real world. Ensure that assignments also form a collection of practical tools/resources.*
- *Make assessments more meaningful rather than just getting us to do reports after reports after reports, which is what the courses taught us - have different ways to assess your students.*
- *More reasonable assessment tasks, lengthy lesson plans do not exist in the real job.*
- *More realistic assignments, not as much contrived lesson planning, more hands on preparation for the demands of classroom teaching!*
- *Recognition of prior learning, years experience, individual ability, recommendations from employers etc. Most of what was required was aimed at those not working in the field so almost irrelevant to those with experience, especially many years already in the field.*
- *More prac, less theory. Make the practical component the measured assessment.*
- *Longer placements. No assignments during placements. The placement is the assessment, we shouldn't be having to hand in separate assessments for that same unit, our focus should be 100% on our professional practice.*

Career preparation guidance:

- *Help with navigating the registration process to become a teacher.*
- *Explaining the specifics of how to apply for employment with the department - teacher registration was well explained multiple times but actual employment/job registration was not.*
- *Writing a teacher CV, selection criteria and resume for the jobs you want.*
- *More information on what to do after you graduate. How to apply for jobs, what a teaching job interview might look like, how to apply for an E number etc.*
- *I feel there could have been more guidance on how to apply for teaching jobs and what to write when having to give detailed responses, when to apply, what to do if you want to work in a private school but are not yourself religious, what all our options were besides full time work, where demand was, and how to approach individual schools or people.*
- *Provide teaching students with mock interviews in class or as an assessment to gain feedback prior to actually applying for a job opportunity.*
- *Information about each specific Department of education and the process would've been very helpful.*
- *Could have better school contacts And teach students about applying for jobs as graduates. A unit on professional development or even the last placement unit needs to help students with getting jobs.*

What graduates said about...

Behaviour management:

- *The course content was very heavy, more hands on experience would have been more beneficial than constantly writing essays. I would have liked more instruction on behaviour management and how to build my skill set when dealing with children with defiant or destructive behaviours.*
- *Teaching in real life is so different to what is proposed at university. Behaviour is such a big issue, but study mostly glossed over that, or gave strategies that might work in theory, but in practice aren't effective. Preparing uni students for behaviour challenges would be a key improvement.*
- *Definitely need more emphasis on behaviour management throughout the degree. There was too much focus on teaching philosophies and not enough on aspects that directly relate to struggles within the classroom.*
- *Behaviour management and classroom management strategies do not get taught well (or at all, in some instances).*
- *Behaviour management in the whole class context.*
- *Behaviour management skills Teaching uni students about different school and socio-economic contexts.*
- *More focus on what actually happens in a classroom, larger focus on behaviour management for high schoolers specifically.*
- *Dealing with very difficult (tier 3) behaviours and parent communication.*

Teacher administration, assessment and reporting methods:

- *Need to provide subjects on skills that are vital in teaching E.g. - report writing - parent/teacher interviews - dealing with parents.*
- *More of a focus on aspects of how to teach content, stronger focus on reporting, writing assessment tasks, marking tasks, parent teacher interviews.*
- *More practical skills based subjects and less knowledge building would better equip me for teaching. There are SO many admin type tasks that teachers have to do, and we don't learn about any of it. And yet, after almost a year of teaching, it is those tasks that take up probably 50% of my time. Not lesson planning; admin, report writing, registering programs, welfare, pastoral care, talking to parents, all those other things. More focus should be on equipping us to do these things and maybe even learn from some current teachers about their practices and how they manage their time.*
- *Additional subject context relating to admin tasks required of Early Childhood Teachers e.g.: writing transition to school statements. Applying for funding for children with additional needs.*
- *They could expose us to programs used in schools and brush more on reporting etc.*
- *More One School information - CARA, creating and retrieving data on students, creating one school behaviour reports, anything to do with One School would have been helpful. This was not covered adequately in the course and was an essential aspect of my teaching role (steep learning curve upon entry to the employment sector).*

What graduates said about...

Inclusive education:

- *Including units in special education in the main course rather than just as a specialisation because there may be special needs students in every class.*
- *Not enough special Ed content and practical ways of teaching curriculum in special education settings.*
- *Relevant information on teaching behaviour and how to manage certain situations in the classroom. Another aspect that the program could be improved on is providing more information on the different categories of learning difficulties and mental illness' and how, as teachers, we can approach and aid the students.*
- *More information on students with additional needs, differentiation, behaviour management and inclusion! Most teachers at the end of a degree still do not have confidence to teach or deal with behaviours of these students and there are so many diverse learners.*
- *More course content needed on targeted interventions that specific cohorts of students require - e.g. More explicit teaching of Reading science and how to support students with dyslexia, more specific content on students with autism and their needs.*
- *Practical information and knowledge about process for applying for special needs funding, working with allied health support and children's services and social workers. Managing difficult conversations with families, guardians and parents.*

Other specific / specialised skills:

- *More practical tasks. For example allowing students access to Oliver system to get to look at the different parts of a library management systems and explore it while studying.*
- *Legislative and policy requirements in first years of teaching.*
- *What to actually expect in your first year of teaching - things like inclusion for children with additional needs, esl or challenging behaviours - transition statements - where to look for PD's - time management. Preparing students for the reality of what teachers are required to do. So many meetings, PGD's, merging of classes, not always getting spares, having to stay late to OneSchool, ICP's. The list is extensive and the time you have to do it doesn't exist.*
- *I would have loved to also look at literacy and numeracy intervention programs. As well as specific standardised tests.*
- *More education on government assessment requirements and internal school processes.*
- *Provided a more targeted curriculum in terms of teaching religion in a primary classroom.*
- *Other work requirements such as first aid course etc.:*
- *More content about regulations, standards, ratios and legal requirements. And most importantly, including a child protection course which meets early childhood regulations, not just the department of education.*

What graduates said about work experience and practical skills:

- *More opportunities for placement in schools earlier in my degree. The practical experiences were invaluable.*
- *More effectively organised practicum placements with enthusiastic and inspiring teachers.*
- *More placement time teaching whole class environments less time in the child care/ preschool setting.*
- *Instead of doing placements mixed in with our study, it would have been more beneficial to do our prac blocks at the end of our course so we weren't missing classes while out on prac and only getting a snippet of our classes in our own time after finishing a full day on prac.*
- *Needs to be more on the job learning like a years internship to learn the programs and how teachers actually plan a terms/years worth of work for a year level.*
- *More support during and before practicums to have an idea on what to expect. The reporting requirements on practicums were quite difficult to understand at times and a little disconnect between lecturers and student liaison officers when it comes to practicums.*
- *Allowing pracs in special schools.*
- *I think that a longer term and shorter day placement in a school (such as an apprenticeship) would have been more beneficial to our learning. In this way, we would follow an entire topic of learning from it's start to end, in less high pressure scenarios. Additionally, we would have more exposure with assessments and reporting over a longer period of time.*
- *Provide more in the class experiences with students with disabilities & behaviour issues instead of hypotheticals where all students achieve, More practical, the 4th year should be an internship for a semester, This would prepare people for real work load.*
- *Provide more opportunities for integrated learning experiences at actual schools. Greater focus on embedding pre service teachers into the school and classroom environment for a greater duration of time, over a longer period. Staggered practical components once a year do not provide enough of an opportunity to understand and develop necessary skills to teach effectively!!*

Additional observations



The broad areas reported by graduates as needing improvement were similar across course levels, however, there were some meaningful differences, with undergraduates (UG) more likely to cite a number of aspects than both postgraduate by coursework (PGC) and postgraduate by research (PGR) graduates.

Note that the number of comments from PGR graduates included in this analysis was relatively small so caution should be exercised when interpreting results.

UG

In general, responses from graduates who had completed an undergraduate qualification were significantly more likely than PGC graduates to cite the following as areas that need improvement:

- Work experience and practical skills, including:
 - Practical / hands on experience
 - Work / industry experience/ Placements
 - More/ longer teacher practicums
- Teaching skills & knowledge related to:
 - Behaviour management
 - Differentiation training - how to adapt teaching / planning practice to various learning needs
 - Teacher administration, assessment and reporting methods
 - Parent/carer communication and interaction
 - Lesson planning and programming
 - How to teach numeracy and literacy (incl. spelling, reading, phonics etc.)
- Help with applying for jobs
- More relevant up to date course content
- More practical/relevant assessments
- Far fewer responded 'Not applicable/no improvements necessary'

PGC

- 27% of PGC responses relating to main ways the institution could have better prepared them for employment were 'Not applicable/no improvements necessary', compared to only 10% for UG responses

- 9% of PGC graduates responded 'No applicable/no improvements necessary' when asked about aspects of the course that need improvement, which was more than double the rate of UG comments saying the same
- PGC respondents were twice as likely as UG respondents to report aspects of course delivery needing improvement, including:
 - More face-to-face learning opportunities
 - Online learning difficulties

This is likely to be due to PGC students being more likely to study fully-online than UG, as they may already be employed and/or at a different life stage with family responsibilities etc.

PGR

- PGR respondents were even more likely than PGC to cite 'Not applicable/no improvements necessary': 61% said this when asked about ways institution could have better prepared them for employment and 24% said this when asked about aspects of course that need improvement.
- However, there were several aspects that PGR respondents reported at a higher rate than UG and PGC respondents, in particular:
 - Networking skills
 - Research skills
 - Financial support/cost of course
 - Software / IT / computer skills
 - More support / contact from institution
 - Administration/ administrative support
 - Academic support

There were also differences in areas reported for improvement by occupation

Early Childhood (Pre-primary School) Teachers

- Early childhood teachers were more likely than other teacher occupations included in the analysis to cite 'Not applicable/no improvements necessary'
- Less likely than other teachers to cite the following areas for improvement, including:
 - Less Theory/ More practical teacher knowledge and strategies
 - Behaviour management
 - More relevant up to date material
 - More practical/relevant assessments
- But they were more likely than others to cite:
 - More focus on tailored teaching of kinder/primary/secondary
 - More interactive and engaging online content
 - Foundation skills – Analytical / critical thinking skills

There were clear areas of difference between primary and secondary teachers

Primary school teachers

Primary school teachers were more likely to report the following areas for improvement than other teachers, particularly secondary school teachers:

- Work experience and practical skills
 - Less Theory/ More practical teacher knowledge and strategies
 - More/ longer teacher practicums
- Teaching skills & knowledge
 - Behaviour management (also high for secondary, much lower for early childhood teachers)
 - Teacher administration, assessment and reporting methods
 - Parent/carer communication and interaction
 - Lesson planning and programming
 - How to teach numeracy and literacy (incl. spelling, reading, phonics etc.) (3x more likely to report this than other teacher occupations)
- Institutional & course attributes
 - Help with applying for jobs
 - More practical/relevant assessments
- Recent graduates employed as primary school teachers were a lot less likely to report 'not applicable/no improvements necessary' than early childhood, secondary and special education teachers, suggesting this group does feel they could have been better prepared for employment.

More relevant course content and the way it's delivered were the areas secondary school teachers were more likely to report

Secondary School Teachers

- Secondary school teachers were less likely to report areas reported highly by primary school teachers, such as:
 - More/ longer teacher practicums
 - Teaching skills and knowledge
 - Inclusive education
 - Teacher administration, assessment and reporting methods
 - Lesson planning and programming
 - How to teach numeracy and literacy (incl. spelling, reading, phonics etc.)
 - Career preparation / guidance
 - Help with applying for jobs
- But they were more likely to cite issues with course content and the way it's delivered (e.g. via academic staff that may not have been in a high school classroom for a long time and were out of touch with the current high school setting).

Other teacher occupations

Special Education Teachers

- Special education teachers were much more likely to report 'not applicable/no improvements necessary' than other teachers when asked about improvements, suggesting related courses and the ways institutions prepare them for employment is more likely to meet their needs as special education teachers than other teacher occupations.
- The only meaningful difference in what special education teachers reported as needing improvement was regarding inclusive education skills, which was 7 times higher in the GOS-L than it was for other teachers.

Middle School Teacher / Intermediate School Teachers

Note there was a relatively small number of responses from middle school teachers in this analysis, so caution should be exercised when interpreting results.

- Like primary school teachers, they were also more likely report that learning to teach numeracy and literacy (incl. spelling, reading, phonics etc.) is an aspect of the course that needed improvement.
- They also felt that there were too many assessments during practicums.

A number of differences were also observed between younger and older respondents

There was a relatively even spread of comments from graduates across each of the four age brackets examined, e.g. comments collected in the 2022 GOS for IMPROVE (aspects of course that need improvement) include graduates aged: Under 25 (n=1523), 25-29 (n=926), 30 to 39 (n=1267) and 40 and over (n=1391).

- Older (30-39 and 40 and over) respondents were more likely to cite 'not applicable/no improvements necessary' than younger respondents and difficulties with online learning, the same trends seen for postgraduate respondents.
- The 40 and over group were less likely to report needing more practical/hands on experience, longer practicums, help with career preparation/guidance and teachers skills such as behaviour management, teacher admin, assessment and reporting, parent/carer communication.
- The under 25 group were significantly more likely than other age groups to report wanting less theory/more work experience, longer practicums, more relevant course content and assessments and more teaching skills and knowledge.

Appendices



Detailed code frame (1/2)

*NFI = no further information provided

IMPROVE IMPPREP, BETTER_L	Aspects of course that needed improvement Main ways institution could have better prepared graduate for employment
94	Invalid response
96	Other
98	Don't know
10000	Foundation skills NFI*
10100	Analytical / critical thinking skills
10200	Communication skills
10300	Problem solving
20000	Adaptive skills NFI*
20100	Creativity / innovation
30000	Teamwork and interpersonal skills NFI*
30100	Personal / soft skills
30200	Teamwork skills
40000	Work experience and practical skills NFI*
40100	Practical / hands on experience
40101	Less Theory/ More practical teacher knowledge and strategies
40200	Research skills
40300	Work / industry experience/ Placements
40301	More/ longer teacher practicums
40302	More diverse teacher practicums
40303	Better organized practicums
40304	Choice and flexibility for teacher practicums
40305	More support from institution with teacher practicums
40306	Paid practicums/ placements

IMPROVE IMPPREP, BETTER_L	Aspects of course that needed improvement Main ways institution could have better prepared graduate for employment
50000	Professional and enterprise skills NFI*
50200	Leadership / management skills
50300	Networking
50400	Time management / planning
50500	Work ethic
60000	Teaching skills & knowledge NFI*
60100	Behaviour management
60101	Classroom management
60200	Counselling skills
60300	Inclusive education
60301	Training in how to identify learning / developmental disabilities
60302	Differentiation training - how to adapt teaching / planning practice to various learning needs
60400	Teacher administration, assessment and reporting methods
60500	Software / IT / computer skills
60600	Other specific / specialised skills
60700	Parent/carer communication and interaction
60800	Lesson planning and programming
60900	Pedagogical theory or practice
61000	Curriculum knowledge
61100	Teacher wellbeing (include mentions of managing stress / work life balance / teacher mental health)
61200	How to teach numeracy and literacy (incl. spelling, reading, phonics etc.)
70000	Personal attributes NFI*
70100	Confidence / resilience / independence

Detailed code frame (2/2)

*NFI = no further information provided

IMPROVE IMPPREP, BETTER_L	Aspects of course that needed improvement Main ways institution could have better prepared graduate for employment
80000	<i>Institutional & course attributes NFI*</i>
80100	Career preparation / guidance
80101	More resources for graduate teachers
80102	Help with writing CV's
80103	Help with interview preparation
80104	Help with applying for jobs
80200	Manage graduate's expectations of employment / industry
80300	Better course content
80301	More relevant up to date material
80303	More focus on tailored teaching of kinder/primary/secondary
80304	Better/ more resource materials
80305	Freedom to choose desired subjects / topics
80400	More support / contact from institution
80401	Administration/ administrative support
80402	Academic support
80500	Course methods of assessing students
80501	clearer guidance/ instructions on assessments
80502	better feedback on assessments
80503	more practical/relevant assessments
80504	Consistent marking rubric / assessment criteria
80505	Too many assessments during practicums

IMPROVE IMPPREP, BETTER_L	Aspects of course that needed improvement Main ways institution could have better prepared graduate for employment
80506	Timing of assessments
80507	Adjust assessment to suit individual learning style / flexible assessments
80508	Issues with group based assessment
80509	Decreased assessment / assignment load
80510	Increased variety / types of assessment
80600	Course teaching methods and delivery
80601	Improved organisation and preparation of content / material
80602	Improved lecturer / tutor engagement with content and students
80603	More face-to-face learning opportunities
80604	Online learning difficulties
80605	More interactive and engaging online content
80606	Poor or outdated online technology
80700	More contact / communication / support from tutors or lecturers.
80800	Financial support/ Cost of course
	<i>Supplementary codes</i>
90	General negative comment (no mention of what could be improved)
91	Not applicable / no improvements necessary

Characteristics of respondents by survey item

INSTITUTION & COURSE ATTRIBUTES

Column %		Aspects of course that need improvement (GOS)	Main ways institution could have better prepared graduate for employment (GOS)	Main ways institution could have better prepared graduate for employment (GOS-L)
		n=5049	n=4418	n=1389
Higher Education Provider Type	University	97%	98%	97%
	NUHEI	3%	2%	3%
State/Territory of institution	Australian Capital Territory	1%	1%	1%
	Multi-State	8%	8%	6%
	New South Wales	27%	27%	24%
	Northern Territory	2%	2%	1%
	Queensland	16%	17%	15%
	South Australia	6%	6%	7%
	Tasmania	2%	2%	3%
	Victoria	26%	25%	32%
	Western Australia	11%	11%	11%
Study level	Undergraduate	45%	46%	45%
	Postgraduate coursework	54%	53%	53%
	Postgraduate research	1%	1%	2%
Mode of attendance code	Internal / Mixed mode	59%	60%	66%
	External	39%	39%	34%
	No information	1%	1%	0%

Characteristics of respondents by survey item

INSTITUTION & COURSE ATTRIBUTES CONT'D

Column %		Aspects of course that need improvement (GOS)	Main ways institution could have better prepared graduate for employment (GOS)	Main ways institution could have better prepared graduate for employment (GOS-L)
		n=5049	n=4418	n=1389
Study Area - 21 categories	Science and mathematics	2%	2%	2%
	Agriculture and environmental studies	1%	1%	0%
	Health services and support	1%	1%	1%
	Teacher education	87%	87%	85%
	Business and management	1%	0%	0%
	Humanities, culture and social sciences	5%	5%	7%
	Social work	1%	1%	2%
	Psychology	3%	3%	2%
	Creative arts	1%	1%	1%
	Communications	0%	0%	1%

Characteristics of respondents by survey item

DEMOGRAPHIC ATTRIBUTES

Column %		Aspects of course that need improvement (GOS) n=5049	Main ways institution could have better prepared graduate for employment (GOS) n=4418	Main ways institution could have better prepared graduate for employment (GOS-L) n=1389
Occupation	School Teachers NFI*	7%	7%	4%
	Early Childhood (Pre-primary School) Teachers	11%	11%	10%
	Primary School Teachers	33%	34%	38%
	Middle School Teacher / Intermediate School Teachers	1%	2%	2%
	Secondary School Teachers	40%	40%	41%
	Special Education Teachers	6%	6%	6%
Age	Under 25	30%	31%	3%
	25 to 29	18%	18%	32%
	30 to 39	25%	24%	26%
	40 and over	27%	27%	39%
Citizenship indicator	Domestic	94%	94%	97%
	International	6%	6%	3%
Indigenous indicator	Non indigenous	98%	99%	99%
	Indigenous	2%	1%	1%

* NFI = no further information provided by respondent.

Characteristics of respondents by survey item

DEMOGRAPHIC ATTRIBUTES CONT'D

Column %		Aspects of course that need improvement (GOS) n=5049	Main ways institution could have better prepared graduate for employment (GOS) n=4418	Main ways institution could have better prepared graduate for employment (GOS-L) n=1389
NESB indicator	English speaking background	95%	95%	98%
	Non-English speaking background	5%	5%	2%
Disability indicator	No disability	94%	94%	93%
	Disability	6%	6%	7%
Socio-economic status	High	22%	22%	26%
	Low	16%	15%	18%
	Medium	46%	47%	52%
	Invalid/missing address for domestic graduate	17%	17%	4%

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