



High-level overview

TALIS 2024 Australian Report



TALIS 2024 overview

conducted every

5 - 6

years

55

OECD countries &
partner economies

Australia has
participated in all

4

cycles

In Australia

359

principals

6000

teachers

359

schools



Teachers' work
practices

Teachers' learning
and development

Institutional environments
for teaching

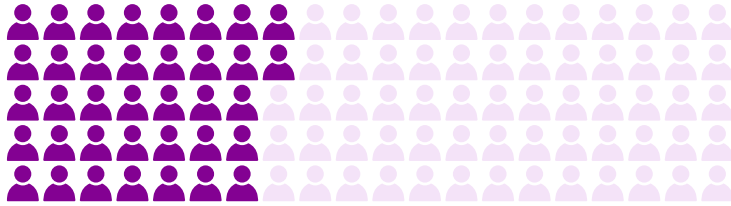
Occupational
perceptions

Australian school and classroom characteristics

Australian teachers who worked in schools with more than 10% of students with special educational needs.

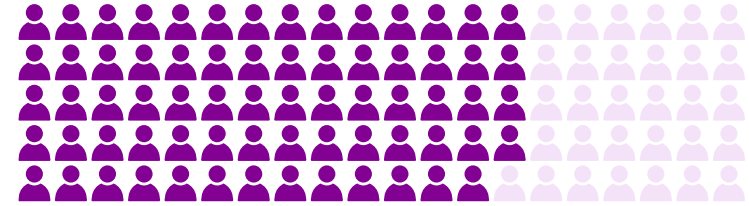
Primary teachers

37%



2018

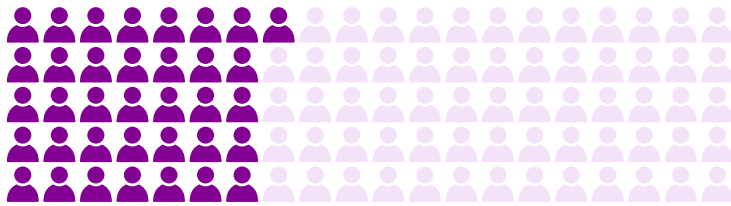
69%



2024

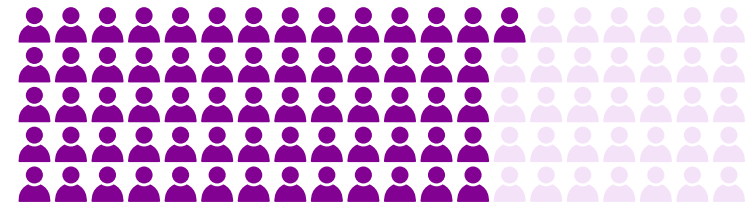
Lower secondary teachers

36%



2018

66%



2024

Teacher workforce

Teaching experience for lower secondary teachers

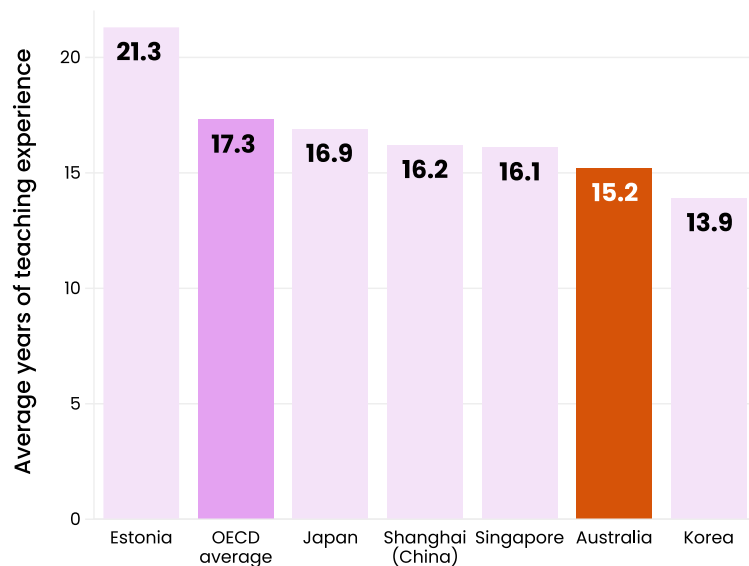
21%

have 5 or less years' experience

compared to the

18%

OECD average



International comparison countries are high-performing PISA countries.



Lower secondary

62%

of those who took a **fast-track qualification** were **second-career teachers**

25%

OECD average

Age of teachers

42 years

Australian average

45 years

OECD average

Non-teaching experience

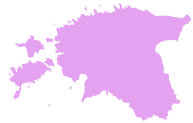
Proportion of teachers in lower secondary schools with previous work experience in different fields.



42%

Australia

Up from 36% in 2018



29%

Estonia



14%

Singapore



9%

Korea



7%

Japan



3%

Shanghai (China)



Second career teachers (10+ years in prior career)

17%

Australian lower secondary

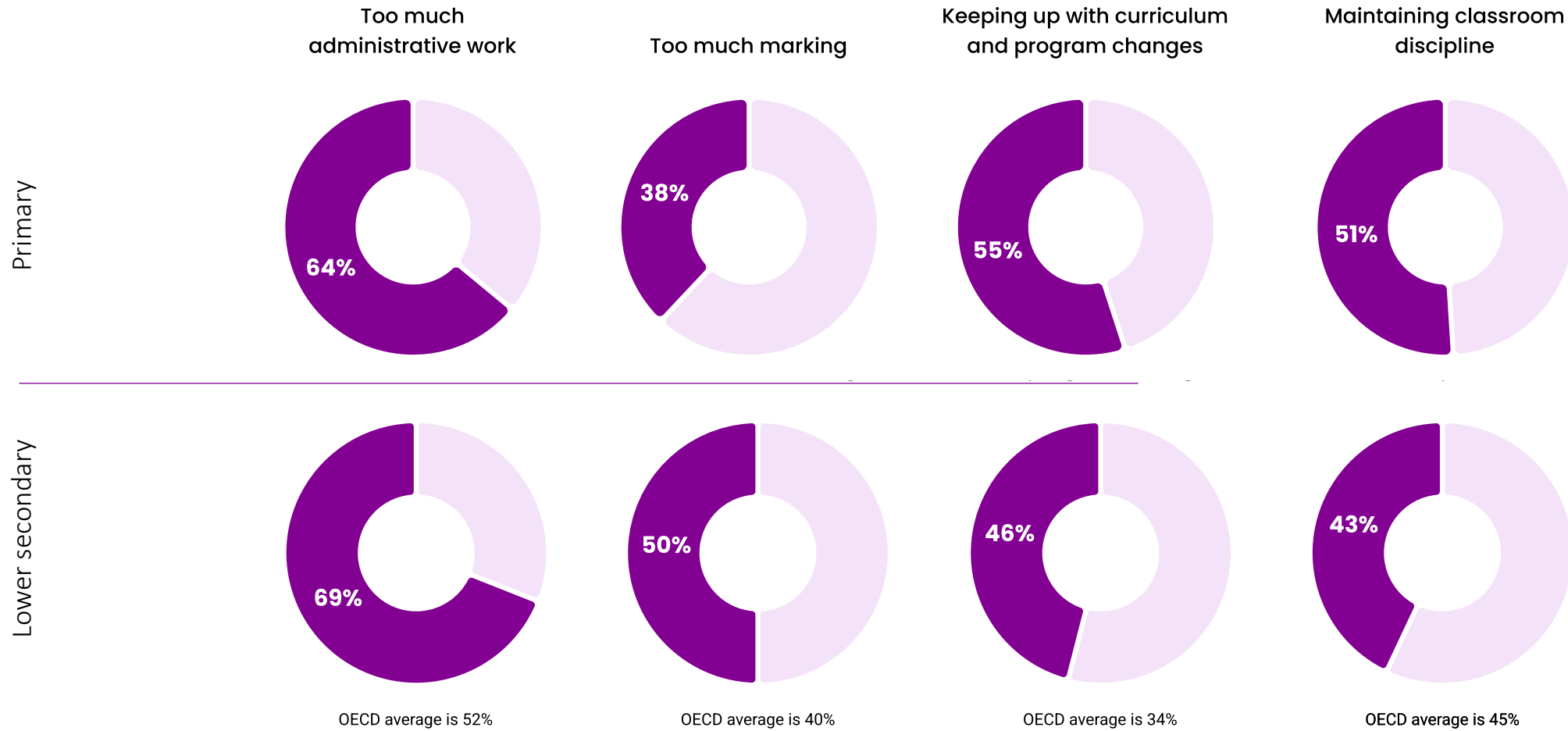
11%

Australian primary

OECD
Average
is

8%

Wellbeing and sources of stress



Teacher collegiality and job satisfaction

Strong collegiality

92%

primary teachers

&

89%

lower secondary teachers

agreed they could
rely on each other
at school



84%

have job
satisfaction

74%

think the good
outweighs the bad

71%

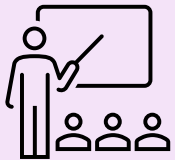
would choose
teaching again

Intention to leave the profession

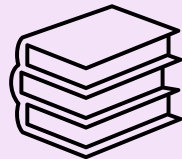
Nearly **20%** of lower secondary and primary teachers under 30 intend to **leave the profession** within 5 years.



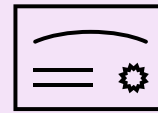
Stress linked to intention to leave profession



Classroom
discipline



Preparation/
amount of lessons



Responsibility
for student achievement

Reduced intention to leave



Joy of
teaching

Initial Teacher Education

69%

Primary

75%

Lower secondary

Rate their ITE program highly

Lower secondary teachers felt **less prepared** their OECD counterparts in:

- ✓ subject-specific and general pedagogy
- ✓ classroom practice in subjects they teach

19%

Primary

20%

Lower secondary

Agree ITE prepared them well in:

- ✓ teaching in a multicultural or multilingual setting

Professional learning

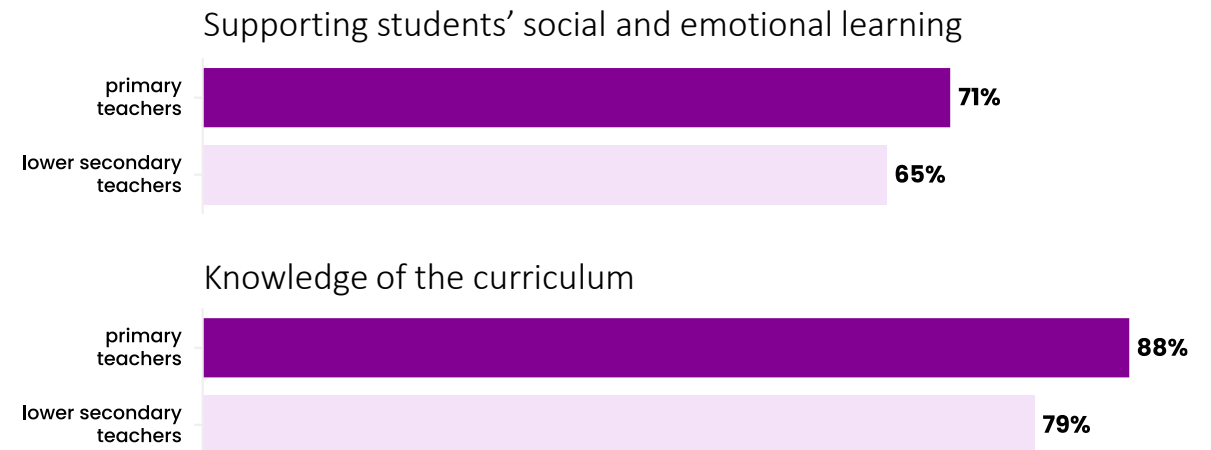
Teachers report wanting more professional learning but



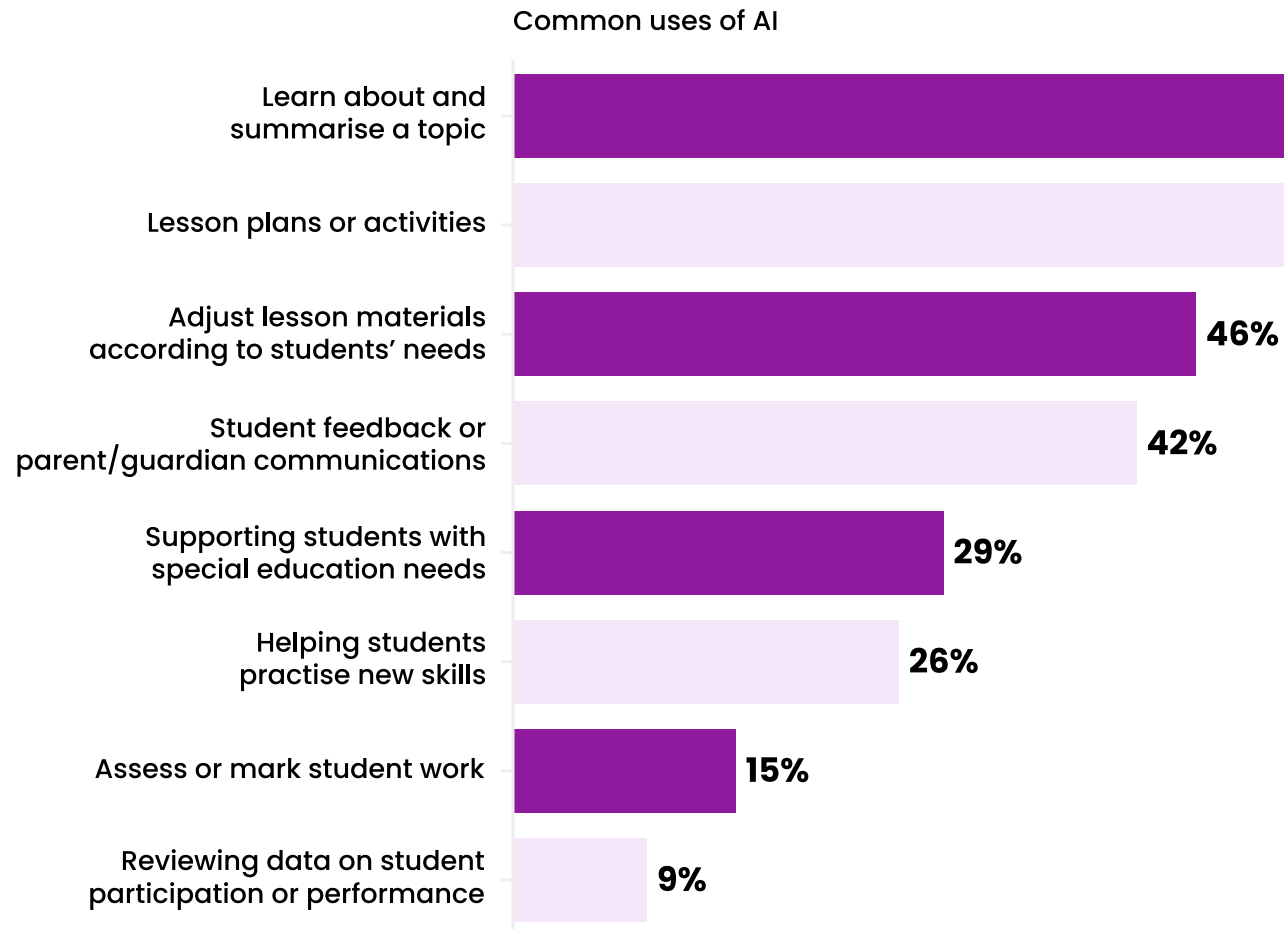
time

is the biggest barrier

% of teachers participating in professional learning on topic:



AI use by Australian lower secondary teachers

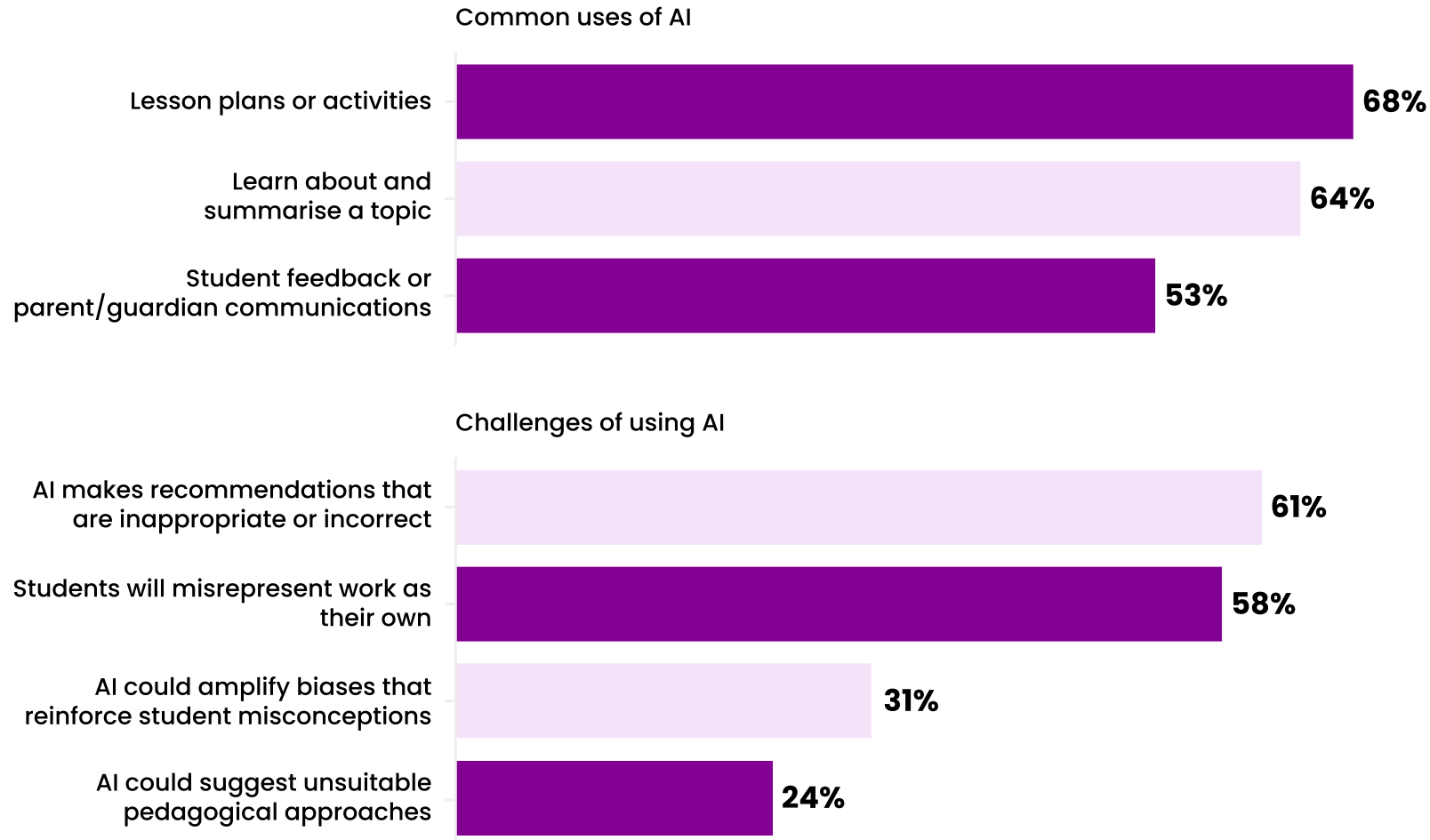


66%
of Australian
teachers used AI
in the previous
12 months

OECD average is 36%

but are
worried about
student use

AI use by Australian primary teachers



47%
of Australian
teachers used AI
in the previous
12 months

Acknowledgement

A national educator workforce survey such as TALIS could not be successful without the co-operation of school systems, principals, and teachers. The ACER team greatly appreciated the co-operation from TALIS school coordinators, as well as the principals and teachers in participating schools who so generously gave their time and support to the project. We are deeply grateful to all these communities—without their efforts, Australia’s successful participation in this fourth cycle would not have been possible.

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Thank you



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