

## **Tracking trends in principal and teacher demand and supply**

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### **Note:**

This paper is part of an ARC project, 'An investigation of the declining supply of principals in Australia' (Blackmore, Sachs and Thomson). The section on the academic workforce is drawn from 'Workforce planning issues for academics in the Education AOU, prepared for the Australian Council of Deans of Education, October 2002.

### **Introduction**

This paper tracks some key trends related to principal and teacher supply and demand. As it is being written at an early stage in the research project there are some gaps and uncertainties in the data and analysis that will be filled later.

Principals (and deputies) currently make up less than 10 per cent of the total teaching workforce a total of around 20,000 out of almost 250,000 (persons, not FTE).

Principals may generally be experienced teachers, but how many years of experience they have had, and the qualifications they hold, will depend on the labour market for principals, as well as the preferences of school authorities and the aspirations of teachers.

In this paper, 'demand' for principals is the number of new principals sought to enter the total pool of principals. Thus it does not include vacancies that are filled by existing principals or

deputies. Similarly, 'supply' is the number of suitable individuals who are currently not principals who are available for principal positions. 'Suitability' and 'availability' are practically and conceptually difficult to define at the general level, though this is easier in specific cases. 'Supply' and 'demand', as defined, are comparable, and thus, with sufficient information, conclusions regarding shortfalls or surpluses can be drawn.

Key factors in the **demand** side of the labour market for principals include:

- the current rate of change in principals positions - especially the expansion or contraction in the number of schools, and changes in administrative structures within schools of various sizes. School student enrolment growth or contraction is usually the major factor.
- the age profile of current principals. This is usually related to historical rates of recruitment of teachers (over at least three decades) and historical rates of change in the number of principal positions.
- the nature (attractiveness) of principals' work relative to alternatives (including retirement) for principals of different ages. Key factors in the **supply** side of labour market for principals include:
- the size and other characteristics of the age cohort/s below that of current principals. This is usually related to recruitment rates of teachers in previous decades, and the circumstances of shortage or surplus around that time of recruitment.
- the professional development, workplace and career experiences of the age cohort/s below that of current principals
- the nature (attractiveness) of principals' work relative to alternatives (including classroom teaching, other work in school systems, academic employment, and other occupations/activities).

## The past half century

The pattern over the past fifty years can be summarised:

- In the late 1940s through the 1950s the teachers recruited after VMI (many of them exservicemen) had excellent opportunities for promotion to principal positions around their thirties and into their forties in the steadily expanding school systems (especially as many of the teachers employed before and during the war were women who resigned after the war, or did not seek promotions positions even if they remained in teaching).
- During the very rapid expansion of enrolments in the 1960s and 1970s, teachers who had been recruited in the 1950s and early 1960s also tended to enjoy good promotions opportunities. Those recruited in the late 1940s (who often entered teaching at a more mature age) began to retire from the mid 1970s, making more positions available for those recruited later.
- During the 1980s and early 1990s the rate of enrolment expansion, and the rate of school number expansion slowed - even reversed. This resulted in a sharp slowdown (even reversal) in the total number of principal positions. Those who entered teaching from the late 1960s through the 1970s were a very large cohort. Reflecting this size, and the spirit of the times, this cohort tended to dominate professional associations and teacher unions, but principalship were, initially, still held by the older cohorts. From the late 1980s the 1970s-recruited cohort moved into principal positions.
- By the late 1990s few principal positions were held by those not part of the cohort recruited from the late 1960s to early 1980s. This cohort of teachers also numerically dominated the teaching workforce as a whole (making up around half of all teachers).

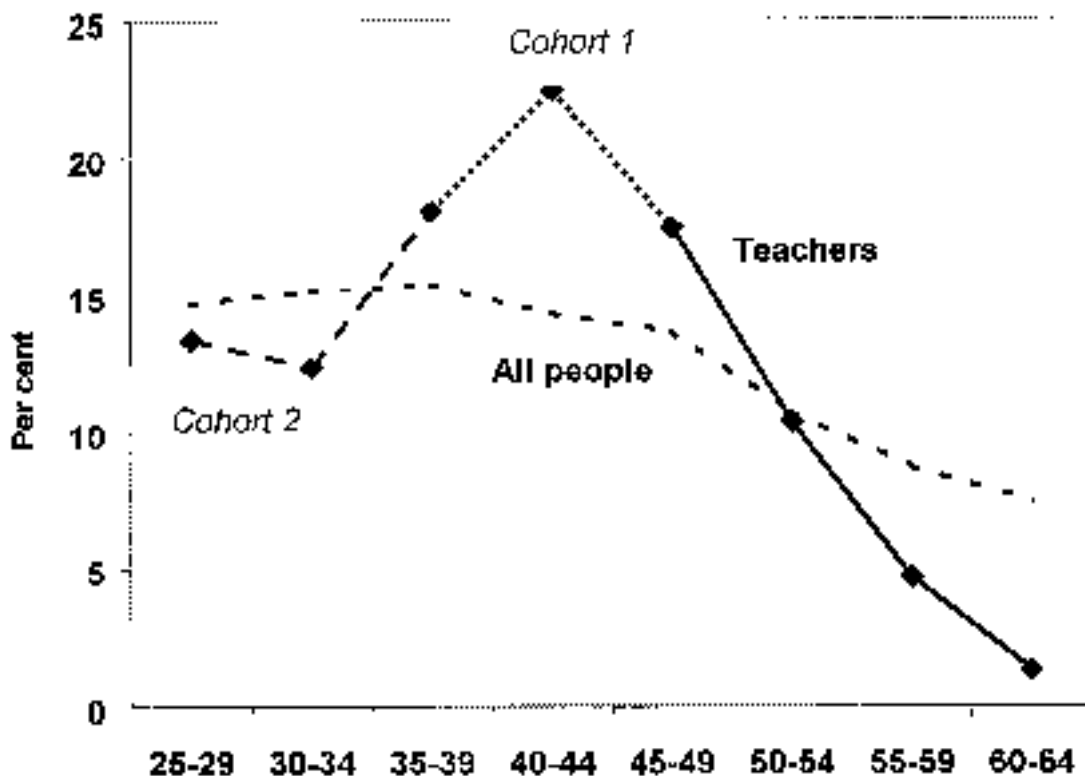
It is the next decade with which this paper is concerned. The likely scenario will be summarised as above, before the issues are taken up in detail.

- From now until the early 20 1 Os most of those recruited around the 1970s and still teaching will retire. This includes most current principals. The next cohort, who mostly will be aged in their 40s towards the end of this decade, is very small (half the size of the 1970s cohort). This cohort entered teaching when the status of and community trust in teachers was especially low, when there was little government, university administration or school authority support for teacher education or student teachers, and they were treated very badly as beginning teachers. Until this decade, as they enter their 40s, they have had little career advancement opportunities - blocked above by the 70s-recruited cohort. From being, at best, a neglected generation of teachers, they will become precious. They will be sought out not only for the rapidly increasing number of principalship vacancies, but they will also be sought for academic positions in Education in universities, and a range of other occupations, especially in public and social services, which will experience a surge in vacancies as the large numbers who entered the workforce in the 1970s retire.

The nature of the two cohorts and their circumstances will be considered in detail, followed by and examination of the opportunities opening up for the younger cohort, and the implications this may have for the recruitment of principals.

### The two cohorts

**Figure 1 Teachers and all people - Australia, 1996, aged 25 to 64, percentage in each five year age range**



Source: ABS 1996 custom tables

**Cohort 1: The group from which most current principals are drawn, a very large group, most initially recruited around the 1970s**

**Cohort 2: The group from which most new principals this decade are likely to be drawn, a small group, most initially recruited from the mid 1980s to mid 1990s**

Figure 1, derived from 1996 Census data, clearly shows the very peaked age profile of the

Australian teaching workforce. In contrast to the peak of teachers then aged 35-49, there was a mere bump in the general population. That peak in the teaching age profile was largely made up of those recruited around the 1970s, when the number of teachers rapidly expanded because of both high rates of enrolment growth and annual improvements in staffing ratios. In addition, many teachers were young, and there were thus high rates of resignation and extended leave taking (for alternative employment and child rearing). This group is Cohort 1 - from which most current principals are drawn.

Through the 1980s the growth in the size of the total teaching workforce slowed - and reversed in some States in the early 1990s. The need for replacement teachers also reduced sharply because those employed in the 1970s who had stayed as teachers were in their 30s, and age when there is generally a low rate of resignation and leave taking, and around the late 30s age range there are many re-entrants. The recession of the early 1990s meant even lower rates of resignation than would otherwise have occurred. There were thus relatively few new teachers recruited from the mid 1980s to mid 1990s. This group is Cohort 2 - from which most new principals this decade are likely to be drawn.

Through the period from the mid 1970s the community esteem and status of teachers fell a little to a trough in the mid 1980s, and then improved substantially. Table 1 (and Figure 2) show periodic findings from Roy Morgan public opinion surveys of community ratings of 'high' or 1 very high' for ethics and honesty for selected occupations over the period 1976 to 2001. This data can be taken as broadly indicative of the context in which different cohorts chose teaching as a career, began their teaching careers, decided to stay or re-enter in early or mid career, and chose to seek advancement or otherwise within or outside teaching as mature, experienced teachers.

When Cohort 1 entered teaching the profession's rating was not particularly high, but neither were those of other comparable professions. There was a widespread community distrust of authority and professions, especially among the peers of those entering teaching. Their numbers were large, they were well supported financially by school authorities and the Commonwealth (through teachers college scholarships, etc), and were clearly wanted by school authorities.

A decade later, when Cohort 2 was beginning to consider teaching as a career, the profession's rating was at its nadir. Increasingly into the late 1980s and early 1990s the oversupply of teacher education graduates meant that many of them were not wanted by school authorities. Teacher education numbers were only just beginning to be cut back, and there was low demand for the large number of places. This is reflected in the low TER scores, not only at the cut-off point of the tail, but right across the cohort. For example, in 1989 more than half commencing school leaver students in Education were in the lowest quartile of TER scores for all commencing school leaver higher education students, and only three per cent of Education students were in the top quartile (that is, within the range of scores of the top 25 per cent of all students) (DEET 1990). Recently, demand and entrance scores have substantially improved - generally at least to the norm of university courses.

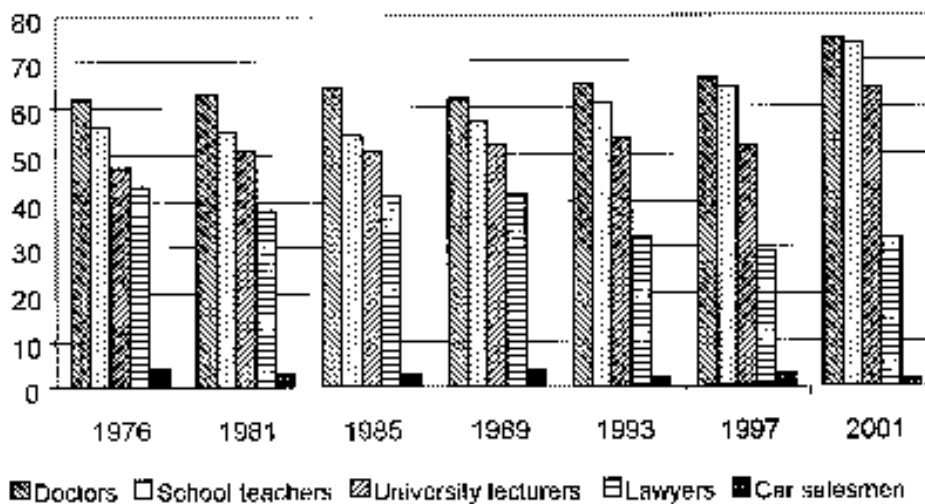
Table 2 follows the two cohorts' characteristics, experiences and circumstances through their career stages. Cohort 2 has been in the shadow of the large and dominating Cohort 1. It had to justify entering a teaching career when the profession's status was at its lowest, it has experienced neglect. Yet it is likely to become a very precious group. Opportunities will open up in a range of areas, not just promotions positions in schools. One of these areas, academic positions in the Education academic organisational unit (AOU - that is, faculties of education and schools of teacher education), will be considered in some detail as a case study in the following section.

**Table 1. Percentage of community who rated selected occupations 'high' or 'very high' for ethics and honesty**

	1976	1981	1985	1989	1993	1997	2001
	%	%	%	%	%	%	%
Doctors	62	63	64	62	65	66	75
School teachers	56	55	54	57	61	64	74
University lecturers	47	51	51	52	53	52	64
Lawyers	43	38	41	41	32	29	32
Car salesmen	4	3	3	4	2	3	2
Teachers: doctors	0.90	0.87	0.84	0.91	0.94	0.97	0.99

Source: Roy Morgan Finding No. 3473 7 December 2001

**Figure 2. Percentage of community who rated selected occupations 'high' or 'very high' for ethics and honesty**



Source: Table 1

**Table 2. Characteristics and circumstances of two cohorts of teachers**

	<b>Cohort 1.</b>	<b>Cohort 2.</b>
	<b>Age cohort of current principals</b>	<b>Age cohort of future principals</b>
<b>Age and size of cohort (approx)</b>	Cohort in their 40s in 1996 were around 40% of whole teaching workforce.	Cohort in their 40s in 2011 projected to be around 19% of whole teaching workforce.
<b>Initial teacher education</b>	Late 1960s to late 1970s. High student demand for an expanding number of places. Teacher educators often inexperienced, but enthusiastic. Teacher education students often well-supported financially (bonded scholarships, etc)	Mid 1980s to mid 1990s. Low student demand (low TER scores). Teacher education unsupported by the Commonwealth and in universities. Low morale of teacher educators, retrenchments, rationalisations, disruption.
<b>Recruitment and beginning teaching</b>	Late 1960s to early 1980s. Large number of new recruits every year. Shortage of applicants. Placement in difficult situations with a high proportion of inexperienced teachers was common. Introduction of registration boards.	Mid 1980s to mid 1990s. Relatively small number of new recruits every year. Surplus of applicants. Beginning teachers employed as casuals or on short term contracts. Little support or effective induction.
<b>Early to mid career experiences</b>	Mid 1970s to mid 1980s. Initial high levels of responsibility as young teachers at a time when schools were in dynamic change and expansion. Group as a whole assumed leadership within the profession (professional associations, teacher unions, school- level committees, community organisations),	Late 1980s to early 2000s. Fewer opportunities for responsibility and leadership as there were large numbers of older and more experienced teachers. As a relatively small group, the cohort as a whole had difficulty wielding influence.
<b>Mid to late career experiences</b>	Mid 1980s to early 2000s. The older teachers in the cohort had early and excellent opportunities for promotion and leadership. Others experienced a bottleneck because of the large numbers in the cohort. Professional development opportunities and salary restructuring were focussed on maintaining their commitment and competence in those circumstances.	Early 2000s to mid 20 1 Os. Excellent promotion and career development opportunities are developing for the group as a whole - in schools, as Education academics and in a wide range of occupations as earlier cohorts move into retirement.



## **The emerging demand for Education academics**

Education academics (those classified as 'teaching' or 'teaching and research' in the Education Academic Organisational Unit - AOU) are a small group compared with principals and teachers. There are around 2,000 Education academics (actually 1,802 in 2001, and increasing), around 20,000 principals, and 250,000 school teachers.

Thus universities would not normally be serious competitors for schools in the labour market. And, of course, high quality Education academics benefit schools through teacher education and research.

However, the emerging strong demand for, and limited supply of, Education academics may be a significant factor in the principals labour market over the coming decade. It is also important in its own right for the future quality of education, and will be considered here in some detail.

The acute issues for recruitment in the Education AOU over the coming decade involve the age profiles of academics in the Education AOU, and of those in the pool from which Education academics tend to be drawn, in the context of salaries and other attributes of relevant occupations, and the patterns of higher degree participation and academic recruitment in Education.

In summary:

- Education academics are heavily concentrated in the over 50 age range (Table 3)
- the number of Education academics is unlikely to reduce (Table 4) thus there will be very substantial replacement needs for new Education academics over the coming decade
- in Education the usual pattern is an initial professional qualification, followed by ten years or so of professional practice as a school (or early childhood or adultNET) teacher, before enrolment in a research higher degree (Table 5)
- as noted earlier, there is a trough in the age profile of school teachers currently in their 30s to mid 40s, and by 2011 the proportion of all teachers in the 40-49 age range is projected to be less than half that of 1996
- salaries of teachers and principals are currently very competitive with those of academics
- there are already substantial difficulties in the recruitment of school principals (d'Arbon et al 200 1), and school authorities are likely to substantially improve the attractiveness of principal positions (though salaries, conditions and/or job descriptions) to ensure an adequate supply of quality candidates as the age-range pool from which principals are usually drawn diminishes in size.

The implications of the above are that Education faculties will probably have to compete vigorously with school authorities (and others) for replacements for the large number of retiring Education academic staff as well as meet likely expansions

### **Academics: age profiles and total numbers**

In its consideration of 'better workforce planning', the Crossroads discussion paper on the governance and management of universities (DEST 2002) notes that:

Universities may need to retain older academic staff to prevent any significant sudden loss of skills. There have not generally been difficulties in retaining older academic staff given their continuing interest in their academic fields

and the lack of a compulsory retirement age. The development needs of junior academic staff are, however, particularly important for the future academic workforce of universities. (p. 39)

This is overly sanguine regarding the implications of the preponderance of older academic staff, especially in Education. While 42 per cent of all academics are aged 50 and over, 58 per cent of Education academics are aged 50 and over (Table 3). Thus the potential for a 'significant sudden loss of skills' over the coming decade is particularly acute in Education.

Relative to other A0Us, there are few younger academics in Education. Only 11 per cent of Education academics are under 40, while 23 per cent of all academics are under 40 (Table 3). There are two major reasons for the dearth of younger academics in Education.

First, there has been very little recruitment of new academics in Education over the past decade and a half so. Between 1988 and 2001 the number of Education academics fell by almost 40 per cent from 2,951 to 1,802 (Table 4), with most of the reduction occurring in the mid 1990s, often associated with institutional amalgamations and rationalisations. (The actual loss was not as great as the data indicates because some staff were transferred out of Education faculties into other faculties and continued to teach similar units to intending teachers and others within reconfigured program structures.) While many Education academics retired or left after being made redundant, others made lateral transfers to fill many of the small number of vacancies that have become available. The reduction in the numbers of academic staff in Education is now likely to turn around for two reasons: first, the increasing demand for new school teachers (and well-qualified teachers in early childhood, adult VET, etc), and, second, the current high student: staff ratio in Education in universities - 20.5, compared with 19.4 in all A0Us (AVCC 2002) - which means there is no room for further increasing workloads without seriously jeopardising student learning. Between 2000 and 2001 the number of Education academic staff increased from 1,759 to 1,802.

The second reason why there are few younger Education academics is that newly recruited academics in Education tend to be older because of the nature of the Education field of education (FOE) and the profession that it largely serves. It is the most common practice for Education students to undertake an initial professional qualification, then to have some years of successful professional practice before enrolling in a higher degree (especially a research higher degree). Thus potential recruits for on-going academic positions in Education tend to be older, experienced professionals. This is discussed further in the following section.

**Table 3. Percentage of in each ten year age range, Australian university academics in Education and all Academic Organisational Units, 2001**

	< 30	30-39	40-49	> 49
<b>Education A0LI</b>	1	10	32	58
<b>All A0Us</b>	4	19	36	42

Data excludes 'research only' academic staff. Source: DEST custom data.

**Table 4. Number (FTE) of Education academic staff, Australian higher education, 1988, 1991, 1996, 1999 and 2001**



	1988		1991	1996	1999	2000	2001
Education AOL) academics		2951	2851	2344	1811	1759	1802
As % of all A0Us	7.0%		5.8%	5.0%	4.1%	3.9%	3.9%

Source: 1988 and 1991: DEET 1991, *Selected Higher Education Statistics 1991*, Table 49, p. 116.

1996: DEETYA 1996, *Selected Higher Education Staff Statistics 1996*, Table 8, p. 19.

1999: DETYA2000, Staff] 999: *Selected Higher Education ffStatistics*, Table 10, p. 31.

2000: DEST Higher Education Statistics Collections Table 10 (FTE for Full-time and Fractional Full-time Staff by State, Institution and Function in an Academic Organisational Unit Group, 2000), site updated 18 September 2002, site viewed 24 September 2002, <<http://www.dest.gov.au/highered/statistics/TableO!BI>>

2001: DEST Higher Education Statistics Collections Table 11 (FTE for Full-time and Fractional Full-time Staff by State, Institution and Function in an Academic Organisational Unit Group, 2001), site updated 18 September 2002 (data updated 23 May 2002), site viewed 24 September 2002, <<http://www.dest.gov.au/highered/statistics/staK/01/Table!A3>>

### Research students: age profiles

The age of commencing non-overseas research higher degree students is very different for Education compared with all fields of education (FOEs). In Education it is most common to commence research higher degrees during the 40s age range, while for all fields of education it is most common to commence research higher degrees when under age 30. In Education, only around one third of all commencing research higher degree students are under 40. In contrast, more than two thirds of commencing research higher degree students in all FOEs are aged under 40. (Table 5)

Research higher degrees (and professional doctorates) are generally seen as preparation for senior positions in the schooling sector (as principals and other school-level leadership positions, and senior administrative and policy roles within school authorities), as well as being the usual prerequisite for recruitment to on-going academic positions.

Thus the pool of individuals who are qualified for recruitment to on-going academic positions in Education tend to be substantially older (and more experienced outside universities) than the pool of people who are qualified for on-going academic positions in all A0Us. Who among those who are qualified are actually interested in applying is a separate issue.

Table 5. Percentage of in each ten year age range, commencing non-overseas students, doctorates and master's by research, Education and all Fields of Education, 2001

	< 30	30-39	40-49	> 49
Education FOE	11	23	44	22

All F0Es	41	26	22	10
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Source: DEST custom data; and DEST *Students 2001: Selected Higher Education Statistics*, Table 5 (Commencing Non-Overseas Students by Age Group and Broad Level of Course, 2001), site updated 23 May 2002, site viewed 23 September 2002, <<http://www.dest.gov.au/Wghered/statistics/students/01/tables/'2001table5'!A3>>.

### School teachers: age profiles

Not surprisingly, the age profile of school teachers is related to those of Education academics. Many Education academics were initially employed, often after just a brief period of teaching, as young academics from the late 1960s to late 1970s to prepare the many new school teachers then required because of burgeoning school student numbers and very substantial improvements in school studentteacher ratios (Preston 2000, pp. 18-20). The peak in the current age profile of Education academics is around five years older than that of school teachers.

The teaching age profile thus has a peak currently around the late 40s. Teaching has not had the overall reductions in numbers experienced by Education academics, so there are some substantial numbers in the younger age ranges, especially those recruited since the late 1990s. However, as already noted, very low rates of recruitment from the late 1980s to late 1990s resulted in a trough in the age profile of those who will be in their 40s later this decade - Cohort 2.

As noted above, commencing research higher degree students in Education are commonly around their 40s, and, consequently, qualified potential Education academics are also around their 40s.

As there will be a decreasing proportion of teachers in this age range, which is also the age from which principals and other professional leaders in schooling tend to be drawn, teachers in this age range will be in particularly strong positions in the labour markets for academics and teachers through the rest of this decade. The relative attractiveness of academic and teaching positions then becomes crucial.

### Academic and teacher salaries

University salaries are generally not competitive with those of teachers (in particular those who have obtained higher degrees and are qualified for academic positions) and other traditional sources of Education academic recruits. While there is some variation around the country, current (September 2002) Victorian government school salaries can be compared with university academic salaries. Teachers with around twelve years of experience, but no additional responsibilities, receive over \$54,000 per annum, and teachers with responsibly and leading teachers receive between \$55,747 and \$64,156 (DET 2002a). Principals and assistant principals receive from \$70,839 to \$113,813 (DET 2002b). In contrast, Education associate lecturers (A) can expect to receive at most a little over \$50,000, senior lecturers around \$65,000 to \$75,000, and Education professors generally around \$ 100,000 - much the same (or less) than many principals.

There is a cogent argument that teachers' salaries are generally insufficient (ACDE 2001, pp. 112-113). There are also pressures for improvements in salaries and conditions for teachers over the coming decade, especially for those with the attributes and qualifications that universities would want in newly recruited on-going academic staff in Education. First,

the general tightness in the teaching labour market, and some specific acute shortages, are likely to lead to improvements in salaries and conditions for teachers generally. Second, the difficulties currently being experienced in recruiting principals (d'Arbon et al 2001), which are expected to worsen for demographic reasons noted above, are likely to ensure that there are further improvements in salaries and conditions for experienced teachers, especially those with extra responsibilities and in promotions positions. Third, developments around the recognition and reward of teachers who demonstrate advanced professional standards (Australian College of Educators 2002) may lead to additional rewards for teachers who undertake higher degrees and stay within the schooling system.

### **Some implications for universities**

The effects of these trends are becoming apparent. Education faculties are already having difficulty filling positions at lower levels, and some have had to readvertise at higher salary levels.

This has budgetary implications if appropriate staff can only be recruited at higher salary levels. While other AOU's have had difficulties recruiting staff over recent decades, the matter is only now becoming acute in Education. Compared with some of those other AOU's, there are some broader (university and system-wide) implications of the emerging difficulties in Education. First, the magnitude of the likely replacement needs in terms of sheer numbers is very large (in the context of the university sector). Second, Education tends not to have available the external sources of funds available to some other AOU's.

There are also implications for staff induction and professional development if large numbers of new academics have extensive (and highly valuable) experience outside academia, but are new to the particular requirements of university teaching, research and academic administration. Education faculties can also take or further develop initiatives, including:

- support for the award and nonaward professional development of much larger numbers of mid-career teachers so that the pool of teachers who are well-qualified for school leadership and academic positions is expanded -this would be of clear benefit well beyond the academic labour market
- establishing joint appointments and secondments with school authorities (and other agencies), and effectively integrating staff so appointed
- recognition of the value as academics in Education of individuals with experiences and qualifications other than those associated with school teaching or other fields from which Education academics have traditionally been drawn (this may be important in areas such as preparing teachers for vocational education in schools and for better school-community links)
- establishing systems of induction, mentorship and substantial professional education for new academics -especially where new academic staff make up a large proportion of a faculty, school or group (much may be learned from the experiences of hard-to-staff schools with large proportions of beginning teachers).

Within a decade more than half of current academic staff in Education are likely to be no longer working in universities, and more than half of the Education academics are likely to have worked as academics for only a few years. This is a dramatic change from the situation of the past two decades.

### **Trends in teacher supply and demand**

Historical variations in teacher supply and demand and the relationships between the two (surpluses and shortages) have been considered earlier in the paper. In this section some

implications for the principals labour market of emerging trends in the teacher labour market are outlined.

The two major trends are:

- a continuing increase in the number of new recruits each year - this is almost certain
- increasing shortfalls, affecting especially the availability of relief teachers and traditionally shortage specialists (such as mathematics teachers) in hard-to-staff schools (where students are usually already disadvantaged for the same reasons that the school is unattractive to teachers and hard-to-staff) - such shortages are potentially avoidable because of the high level of unmet demand for places in teacher education.

A continuing increase in the number of recruits has the following implications:

- an increasing proportion of all teachers will be young and relatively inexperienced - in many schools, especially hard-to-staff schools, increasingly the very large majority of teachers will be relatively inexperienced. This will not be as pronounced as the situation in the 1970s, but will be more so than at any time since.
- among the profession as a whole, and in many schools, there will be a large number of young teachers (under 35), a large number over 50, and a relatively small number in between (Cohort 2) - this raises social and cultural as well as professional issues.

Teacher shortages have the following implications:

- excessive workloads as teachers and principals cover for unfilled relief and on-going vacancies
- out-of-field teaching and employment of less competent teachers professional dissatisfaction and burn-out
- poor quality schooling for students
- disruption of programs and relationships
- lessening of the status and reputation of schools and teachers, especially in the most affected schools, sectors and regions
- reduction in the attractiveness of teaching as a profession to current and potential teachers.

These and other issues have implications for the future nature and attractiveness of principals' work. Whether these issues are positive challenges or burdens to be avoided will depend, in part, on how they are dealt with by school authorities, the profession collectively, and by universities (in research and initial and post-initial teaching programs, and collaborative work with schools). etc).

### **Emerging trends in other labour markets**

As noted earlier, compared with the peak in the teaching workforce, the bump of baby boomers in the general workforce appears trivial. Yet there was substantial publicity given early in 2001 to a report prepared by Access Economics (2001) for the then Minister for Aged Care, Bronwyn Bishop, that points out that the effects of aging on the general Australian workforce will begin to impact this year, 'when the peak year of baby boomers, those born in 1947, will reach age 55' (p. 22). Access Economics point out that, according to their projections, the rate of growth in the workforce is about to drop sharply in most states. The sharpest falls will occur from about 2002 in South Australia, and from about 2005 in NSW and Victoria. Growth will be negative in Tasmania from about 2003, in South Australia

from around 2010, Victoria from around 2012, and in NSW from about 2020. The rate of growth will slow sharply in Queensland and Western Australia around 2012, but will stay positive. In the Northern Territory it will remain fairly constant around current levels, and in the ACT it will drop sharply to around zero around 2012, remaining there through the projection period to 205 1.

Access Economics points to the general labour shortages that are likely to accompany the falls in workforce growth. The projected labour shortages will have an impact on the teaching labour market. In general, the sharper the fall in the rate of growth in the general workforce, the greater the general labour shortage, and the greater the efforts by employers outside teachers to attract those with teaching qualifications to their employment. As noted above, the most imminent, large and steep falls are projected for South Australia, New South Wales and Victoria. The effect is likely to be a greater demand for both experienced teachers (those in Cohort 2, among others), and beginning and potential teachers. Thus the labour markets for teachers generally and for principals are likely to be further tightened (especially in those three States).

## Conclusion

The question now for the project, of which this paper is a small preliminary part, is how this general history of Cohort 2, in the context of emerging trends in the academic, general teaching, and other labour markets, will impact on the availability and quality of applicants for actual principal positions over the next decade. Given the cohort's small size, and the relative attractiveness of options other than principalships for individuals in that cohort, will principals be sought from a wider range - from younger or less experienced teachers, from outside local school systems -, and will the nature of principalships change?

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