Teacher Supply and Demand in Ireland

Presentation by
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at an SRSS workshop in Vilnius, Lithuania
7th and 8th November 2017
Structure of this Presentation

- Setting the Context
- The Irish School System
- The Irish (Initial) Teacher Education System
- Teacher Supply Factors
- Teacher Demand Factors
- The Process of Planning Teacher Supply
- Challenges in Ireland
- Some Issues to Consider?
Setting the Context
Population of Ireland

- The population of Ireland is just under 5 million.
- The annual average number of births over the past three years has been about 70,000. Births had fallen to 47,000 p.a. in the mid-1990s but grew to 74,000 in 2011. Unlike many other EU countries Ireland has had a growing population in recent years.
The Irish School System
School System in Ireland

- Pre-school (ISCED Level 1): 3 to 4 year olds
- Primary Schools (ISCED Level 2): 4 to 12 year olds
- Post-primary schools, Junior Cycle (ISCED Level 3): 13 – 15 years olds
- Post-primary schools, Senior Cycle (ISCED Level 4): 16-18 year olds
School Population

**Primary Schools (ISCED Level 1):**
- There are c. 550,000 pupils in 3,300 primary schools taught by c. 33,500 teachers.

**Post-primary Schools (ISCED Levels 2 AND 3):**
- There are c. 350,000 students in 700 post-primary schools taught by over 25,000 teachers.
Cultural Diversity

• In the past, Ireland has been largely a culturally homogenous society. To-day, as a result of immigration, it is estimated that between 10% and 15% of the school-going population were born outside Ireland. In some schools the proportion of newcomer children can be as high as 50%.
Cultural Diversity

• In the past, Ireland has been largely a culturally homogenous society. To-day, as a result of immigration, it is estimated that between 10% and 15% of the school-going population were born outside Ireland. In some schools the proportion of newcomer children can be as high as 50%.
The Irish (Initial) Teacher Education System
Building a High-Quality Teaching Profession

• “Research has shown that of all the controllable factors in an education system, the most important by far is the effectiveness of the classroom teacher. The world’s best-performing school systems have strategic and systematic approaches to attract, develop, retain and ensure the efficacy of the most talented educators”.

“The challenge is to equip all teachers, and not just some, for effective learning in the 21st century. This will require rethinking of many aspects including how to optimise the pool of individuals from which teacher candidates are drawn; recruiting systems and the ways in which staff are selected; the kind of initial education recruits obtain before they start their job and how they are monitored and inducted into their service and the continuing education and support they get....”

(OECD Building a High-Quality Teaching Profession: Lessons from Around the World 2011)
Attracting high quality students

“High-performing systems build their human resource systems by putting the energy up front in attracting, training and supporting good teachers rather than on the back end of reducing attrition and firing weak teachers. Trust, co-operation, and a common ethical commitment to equality through education are required of all the institutions involved, including the colleges and universities that educate our future teachers”.

Primary and second-level teachers in Ireland have a common salary scale with some extra allowances for higher qualifications (at Masters and Doctoral level) and for additional duties e.g. school principal, deputy principal, assistant principal teacher etc.

Initial teacher education programmes are provided separately for primary and second-level teachers.
Initial Teacher Education (ITE)

All teachers must complete at least a Bachelors degree.

Preparation of Primary and post-primary teachers takes place separately.

Most primary teachers complete a four year (240 ECTS) programme, but some complete a consecutive postgraduate two year programme.

Most post-primary teachers complete a two-year Masters degree in Education (120 ECTS), following a Bachelors degree (180 ECTS) in a specific subject or subjects.
Entry Requirements for ITE

• The calibre of students entering ITE programmes for primary teachers is high. Entry is highly competitive, attracting those in the top academic 15%.

• Entry to ITE programmes for second-level teachers is also competitive, both for the consecutive Masters programmes and for concurrent programmes.

• Prior academic performance is the key criterion used for entry to most ITE courses.
The background paper provided information on the current structure of ITE provision in Ireland.
• “The Review Panel’s vision for the structure of ITE provision in Ireland is that by 2030 Ireland will have a network of teacher education institutions based on a small number of internationally comparable institutes of teacher education. Each of these institutions will offer research-based teacher education in internationally inspiring environments, provided at Masters level initially or through CPD. Each will also offer further professional development services on the continuum ranging from early childhood to in-service training of teachers and leaders”. 
Teacher Education Providers

Sligo – St. Angela’s College
Letterfrack – GMIT
Galway – NUIG,
Limerick - UL; Mary I; LIT (Art and Design);
Cork - UCC; CIT (Art and Design);

North Dublin - DCU; Mater Dei Inst; St. Patrick’s College Drumcondra; Coláiste Mhuire, Marino

Maynooth – NUIM (including Froebel College)

South Dublin - UCD; TCD; CICE; NCAD

Thurles - St. Patrick's College
Six Centres of Excellence

• Institute of Education, DCU
• Maynooth University and Froebel College
• UCC and Crawford College of Art
• NUIG, St. Angela’s Sligo and GMIT
• Limerick (MICE, St Patrick’s Thurles, UL and LIT)
• Dublin (TCD, UCD and Marino)
Teacher Supply Factors
Controlling Teacher Supply

• The Ministry for Education controls the number of students admitted to initial teacher education courses for primary teachers. There is a *numerus clausus* for each provider.

• The Ministry does not control numbers of students admitted to courses for second-level teachers. Each provider decides how many students to accept.
Most consecutive second-level ITE providers for second-level teachers do not select on a subject-specific basis. This can result in under-supply of teachers in some subjects and over-supply in others.
Striking the Balance:


December 2015
The Elements of a Teacher Supply and Demand Model

**SUPPLY of Teachers** =

- Cohort of Primary Registered Teachers at end of previous school year
- (−) Teachers retiring and Teachers who have exited teaching *(DES)*
- (+) Newly Registered Teachers *(TC)*
- (−) Teachers on Career Break, secondment and Job Sharing

**DEMAND for Teachers** =

- Projected pupil enrolment for school year *(DES)*
- _______________________________
- Pupil Teacher Ratio *(DES)*
- (+)
- Substitute teachers required to cover for teacher absence *(DES)*
Primary Teachers
Main Sources of New primary teacher Registrations

Fig
Primary Teacher Age Profile
<table>
<thead>
<tr>
<th>Year</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tr>
<td>Category - Compulsory</td>
<td>85</td>
<td>70</td>
<td>66</td>
<td>75</td>
<td>77</td>
<td>61</td>
<td>43</td>
<td>10</td>
<td>41</td>
<td>34</td>
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<tr>
<td>Category - Voluntary</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<tr>
<td>Age 60 years and over</td>
<td>211</td>
<td>200</td>
<td>244</td>
<td>220</td>
<td>436</td>
<td>275</td>
<td>371</td>
<td>349</td>
<td>170</td>
<td>252</td>
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<tr>
<td>From 55 years but</td>
<td>185</td>
<td>202</td>
<td>196</td>
<td>230</td>
<td>469</td>
<td>324</td>
<td>517</td>
<td>515</td>
<td>211</td>
<td>419</td>
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<tr>
<td>under 60</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Category – Other</td>
<td>165</td>
<td>165</td>
<td>143</td>
<td>169</td>
<td>111</td>
<td>159</td>
<td>158</td>
<td>165</td>
<td>112</td>
<td>121</td>
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<tr>
<td>Total Retirements</td>
<td>646</td>
<td>637</td>
<td>649</td>
<td>694</td>
<td>1093</td>
<td>819</td>
<td>1089</td>
<td>1039</td>
<td>534</td>
<td>836</td>
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## Estimated available pool of primary teachers 2016 - 2019

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</thead>
<tbody>
<tr>
<td><strong>Year Start</strong></td>
<td>42,265</td>
<td>41,964</td>
<td>42,623</td>
<td>43,358</td>
<td>44,074</td>
<td>44,797</td>
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<tr>
<td><strong>New Entrants - Ireland (NQTs)</strong></td>
<td>924</td>
<td>1,884</td>
<td>1,960</td>
<td>1,941</td>
<td>1,948</td>
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<tr>
<td><strong>Teachers from outside of Ireland</strong></td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
<td>200</td>
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<tr>
<td><strong>Sub-total: new entrants</strong></td>
<td>1,124</td>
<td>2,084</td>
<td>2,160</td>
<td>2,141</td>
<td>2,148</td>
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<tr>
<td><strong>Retirements</strong></td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>700</td>
<td>700</td>
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<tr>
<td><strong>Non-Retirement departures from teaching</strong></td>
<td>725</td>
<td>725</td>
<td>725</td>
<td>725</td>
<td>725</td>
<td>725</td>
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<tr>
<td><strong>Sub-total: teachers leaving teaching</strong></td>
<td>1425</td>
<td>1,425</td>
<td>1,425</td>
<td>1,425</td>
<td>1,425</td>
<td>1,425</td>
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<tr>
<td><strong>Year End – teachers available</strong></td>
<td>41,964</td>
<td>42,623</td>
<td>43,358</td>
<td>44,074</td>
<td>44,797</td>
<td>45,520</td>
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</table>
Projected enrolment at Primary Level, 2014 to 2032
## Projected Primary Pupil Enrolment 2015-2019

<table>
<thead>
<tr>
<th>Year</th>
<th>M1F1</th>
<th>M1F2</th>
<th>M2F1</th>
<th>M2F2</th>
<th>M3F1</th>
<th>M3F2</th>
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<td>2015</td>
<td>556133</td>
<td>556133</td>
<td>555134</td>
<td>555134</td>
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<td>555134</td>
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<tr>
<td>2016</td>
<td>565459</td>
<td>565459</td>
<td>563093</td>
<td>563093</td>
<td>563093</td>
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<td>2017</td>
<td>572844</td>
<td>572844</td>
<td>569562</td>
<td>569562</td>
<td>569076</td>
<td>569076</td>
</tr>
<tr>
<td>2018</td>
<td>578453</td>
<td>578489</td>
<td>574469</td>
<td>574464</td>
<td>573054</td>
<td>573054</td>
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<tr>
<td>2019</td>
<td>578498</td>
<td>578557</td>
<td>574011</td>
<td>574002</td>
<td>571333</td>
<td>571333</td>
</tr>
<tr>
<td>2020</td>
<td>573764</td>
<td>573659</td>
<td>568495</td>
<td>568288</td>
<td>564793</td>
<td>564597</td>
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<td>2021</td>
<td>565549</td>
<td>564890</td>
<td>559785</td>
<td>558990</td>
<td>555305</td>
<td>554519</td>
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<tr>
<td>2022</td>
<td>555553</td>
<td>553915</td>
<td>549577</td>
<td>547770</td>
<td>544563</td>
<td>542759</td>
</tr>
<tr>
<td>2023</td>
<td>541568</td>
<td>538543</td>
<td>535514</td>
<td>532289</td>
<td>530204</td>
<td>526969</td>
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<tr>
<td>2024</td>
<td>526582</td>
<td>521780</td>
<td>520502</td>
<td>515468</td>
<td>515124</td>
<td>510064</td>
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<tr>
<td>2025</td>
<td>512403</td>
<td>505445</td>
<td>506372</td>
<td>499152</td>
<td>501081</td>
<td>493812</td>
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</table>
### Projected Supply of and Demand for Primary Teachers 2015 - 2019

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td><strong>Projected Pupil Numbers</strong></td>
<td>555,134</td>
<td>563,093</td>
<td>569,562</td>
<td>574,469</td>
<td>574,011</td>
<td>568,495</td>
</tr>
<tr>
<td><strong>Pupil Teacher Ratio</strong> (Composite)</td>
<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
<td>16.2</td>
</tr>
<tr>
<td><strong>A. Allocated Teacher Posts (wte)</strong></td>
<td>34,268</td>
<td>34,759</td>
<td>35,158</td>
<td>35,461</td>
<td>35,433</td>
<td>35,092</td>
</tr>
<tr>
<td><strong>B. Allocated teachers on career breaks, job sharing, secondments (9.5% of A)</strong></td>
<td>3,255</td>
<td>3,302</td>
<td>3,340</td>
<td>3,369</td>
<td>3,366</td>
<td>3,334</td>
</tr>
<tr>
<td><strong>C. Demand for substitute teachers (15% of A) wte</strong></td>
<td>5,000</td>
<td>5,214</td>
<td>5,274</td>
<td>5,319</td>
<td>5,315</td>
<td>5,123</td>
</tr>
<tr>
<td><strong>Total number of teachers required</strong></td>
<td>42,523</td>
<td>43,275</td>
<td>43,772</td>
<td>44,149</td>
<td>44,114</td>
<td>43,550</td>
</tr>
<tr>
<td><strong>Supply of teachers available (Table 3)</strong></td>
<td>43,088</td>
<td>43,747</td>
<td>44,482</td>
<td>45,198</td>
<td>45,921</td>
<td>46,644</td>
</tr>
<tr>
<td><strong>Difference between supply and demand</strong></td>
<td>565</td>
<td>472</td>
<td>710</td>
<td>1,049</td>
<td>1,807</td>
<td>3,094</td>
</tr>
</tbody>
</table>
Post-Primary Teachers
In Ireland, projecting the supply and demand for post-primary teachers is more difficult than for primary teachers. There are different categories of post-primary schools. About 60% are individually managed; 25% are managed by regional education boards, and 15% are community or comprehensive schools, individually managed. They all provide the same curriculum.
Projected enrolment at Second Level, 2014 to 2032
Issues in projecting supply and demand of post-primary teachers

• Pupil enrolments will rise steeply in coming years
• Teachers of certain subjects e.g. Gaeilge, Home Economics and Modern European Languages, are in short supply,
• There is an oversupply of teachers of History, Geography and English
• Teacher education providers (i.e. universities) have autonomy to decide on student enrolments, including their subject specialisms.
• Post-primary schools employ teachers on a permanent, or contractual or part-time basis. This makes it more difficult to forecast teacher demand.
Figure 7: Comparative analysis of subject teaching in a sample of 70 schools (prepared by the DES Inspectorate – green data) the Register of Teachers (analysis carried out by DNM Analytics - blue data)