

**INQUIRY INTO TEACHER SHORTAGES IN NSW  
HEARING 23 SEPTEMBER 2022  
TRANSCRIPT QUESTIONS**

**QUESTION 1, PAGE NO 11, 12**

**The Hon. ANTHONY D'ADAM:** Surely, Mr Lamb, you can model because you've got historical data in terms of how many actual teachers you needed in the system. You can project that while you might have an FTE at one number, the actual number of headcount will have some relationship, and so you should be able to model that.

**CHRIS LAMB:** Yes. You will find that all of those considerations are reflected in the model. As I said, I am very happy to explain how the modelling works in more detail for you, if that's helpful.

**The Hon. ANTHONY D'ADAM:** All right. If you're saying that the numbers in terms of supply take into account the proportionate take of the Department of Education versus other sectors, what is the total supply number then?

**CHRIS LAMB:** I don't have that in front of me.

**The CHAIR:** What's the base year for the model?

**CHRIS LAMB:** Again—

**The CHAIR:** I'm assuming it's 2020, is it?

**CHRIS LAMB:** I am happy to check that for you on notice. But my understanding is it's the year before this table starts.

**ANSWER**

The Department of Education's supply and demand model focuses on supply and demand for public schools, for which we have more granular data.

The base year for the model in the inquiry submission is 2021 and projects forward from that point. However, the model rolls forward to incorporate more recent data and to account for ongoing changes to programs and initiatives.

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**QUESTION 2, PAGE NO 14**

**Ms ABIGAIL BOYD:** I also want to ask you about data, but it is slightly different data. Does the department track teachers' complaints about being bullied or abused, whether it is by other teachers or students or parents or anyone else?

**CHRIS LAMB:** We do track that sort of information. I don't have any of that with me today, but if you have specific questions about that, then I would be happy to provide that on notice.

**Ms ABIGAIL BOYD:** Yes. If you could, that could be very useful. It would be interesting to see the breakdown of the numbers of those complaints—and over time, so let's go back five years. That would be very useful.

**CHRIS LAMB:** Okay. If I could just ask, in a supplementary question or whatever, that you just be a little bit more specific about what it is that you need, and then we would be happy to provide that for you.

**ANSWER**

Matters in which the alleged conduct of an employee, if sustained, may amount to misconduct are referred to the Department's Professional and Ethical Standards Directorate (PES) for assessment and possible investigation.

Matters relating to conduct by parties other than staff, or which does not reach the threshold for investigation by PES, are managed locally and data is not available.

PES does not collect data on allegations of 'bullying' in the way raised in the question.

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**QUESTION 3, PAGE NO 17**

**The Hon. ANTHONY D'ADAM:** You had 12,000 casuals in 2021.

**The CHAIR:** You had 12,000 casuals.

**CHRIS LAMB:** So 12,000 casuals who work—

**The CHAIR:** Where did they all go? Why didn't those 12,000 step up to fill the gaps?

**CHRIS LAMB:** Many of them did. But, of course, in the last two years many of them have had COVID or many of them have had periods where they perhaps were doing other things.

**The CHAIR:** How many did come in and fill the gaps in schools—of the 12,000?

**CHRIS LAMB:** In what time frame are you talking about, Mr Latham?

**The CHAIR:** The last two years.

**CHRIS LAMB:** I would have to take that on notice and get you the exact number.

**ANSWER**

Looking at the 12,205 casual teachers who worked over the previous financial year (2020-21), the Department of Education can confirm that in the 2021-22 financial year:

- 9,816 worked in schools
- 22 worked in education offices
- 2,367 did not work.

In regard to those who did not work, it should be noted that it is not uncommon for casual teachers to take breaks, as they do not have other leave available to them.

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**QUESTION 4, PAGE NO 20**

**MURAT DIZDAR:** And also I just add, Mr Farlow, the casual component in this. We've got to understand what casual means, you know. As a principal, I employed casuals, who were only willing to work in term one and then would not work for the rest of the year. They would still be active because they'd keep their number on our system, so it would look like in that system you've got that casual, but they've made it clear they don't want to work for three terms because they're going to be doing something else. I've encountered casuals that only want to work on Mondays and Tuesdays because they're employed doing stuff—

**The CHAIR:** Yes, but that's not typical, to work only one term.

**MURAT DIZDAR:** —on those other three days. The nature of casual is that they do get to choose. They have the agency of choosing when and how and where they'll work. So that's not an easy workforce to keep track of.

**The Hon. COURTNEY HOUSSOS:** Have you done any surveys to establish the rate of that? Have you done any data analysis to say, "There is this proportion of casuals who only want to teach in this particular way?"

**MURAT DIZDAR:** I'm happy to take it on notice but we do have payroll data that could tell us, you know, what an individual's pattern of employment looks like and overall what that might look like.

**The Hon. COURTNEY HOUSSOS:** Okay, but that's looking at the supply side. That's not looking at what the teachers themselves would actually like to do. You've done no analysis. You can see here, Mr Dizdar, and I respect your experience as an educator and I respect your experience as a principal and I understand that that informs you, that you have no actual hard data analysis to say, "These casual teachers choose to work in this way." The Department of Education, despite being such an enormous employer of teachers, does not have data to say, "Casual teachers would prefer to work like this", or, "Temporary teachers would prefer to work like this". This inquiry has received evidence that there has been a 70 per cent increase in temporary teaching and you have done no analysis, as a department of education, on whether you have teachers who would actually prefer to have more permanent positions, have you?

**ANSWER**

The Australian Teaching Workforce Dataset surveys teachers across Australia and has a relatively large sample size of roughly 17,000 teachers. This survey asks why teachers work casually.

Nationally, 35 per cent of respondents in a casual role indicated the reason they had that role was because they were unable to secure either a permanent or temporary position. For teachers 60 years or older, most cited 'other' reasons that were not associated with professional, personal or employment reasons. Teachers aged between 50 and 59 years were equally likely to work casually due to personal circumstances, or because they were unable to secure a permanent or temporary role.

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**QUESTION 5, PAGE NO 25**

**CHRIS LAMB:** No. The department has a contract with ClassCover to use the system. We don't contract them to provide the labour. We contract them to use the system.

**The Hon. ANTHONY D'ADAM:** That's what I'm saying, to use the system.

**CHRIS LAMB:** No, they are very different things. We contract them to use an IT platform that we use.

**The Hon. ANTHONY D'ADAM:** That's right. That's what I wanted to establish. Yes, there's a contract with ClassCover with the department. Does that contract have arrangements in relation to data sharing?

**CHRIS LAMB:** I am happy to provide that on notice to you, Mr D'Adam. I don't have the contract in front of me.

**The Hon. ANTHONY D'ADAM:** So you don't know whether you get data from ClassCover?

**CHRIS LAMB:** Obviously, we get our data from ClassCover, but you asked specifically about data sharing. I need to be very specific in answering that question, so I would like to take that on notice.

**ANSWER**

The Department of Education has confidential access to data collected from ClassCover, as per its contract with ClassCover. This includes schools and casuals registered on the platform and booking data.

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**QUESTION 6, PAGE NO 26**

**The Hon. ANTHONY D'ADAM:** Do you get given the information about which casuals are registered for availability?

**CHRIS LAMB:** I would have to take that on notice.

**ANSWER**

The Department of Education has access to data on casual teachers registered and their availability on the ClassCover platform.

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**QUESTION 7, PAGE NO 26**

**The Hon. COURTNEY HOUSSOS:** I have two final questions. How much administrative time has been saved by your Quality Time initiative per teacher?

**CHRIS LAMB:** Let me provide some detail on that one. The data that I have here, and this is data that was prepared in August, shows the top four areas where time has been saved. It estimates that at 29 hours per year. I would be happy to provide an update for you if there's anything that's changed since that.

**The Hon. COURTNEY HOUSSOS:** So 29 hours per year?

**CHRIS LAMB:** That's correct.

**The Hon. COURTNEY HOUSSOS:** Half an hour a week.

**CHRIS LAMB:** If that's the calculation.

**ANSWER**

As at October 2022, 32.3 hours of time saving initiatives have been delivered for teachers.

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**QUESTION 8, PAGE NO 26**

**The Hon. COURTNEY HOUSSOS:** I have two final questions. How much administrative time has been saved by your Quality Time initiative per teacher?

**CHRIS LAMB:** Let me provide some detail on that one. The data that I have here, and this is data that was prepared in August, shows the top four areas where time has been saved. It estimates that at 29 hours per year. I would be happy to provide an update for you if there's anything that's changed since that.

**CHRIS LAMB:** I'm not aware of that. Mr Dizdar, are you aware?

**MURAT DIZDAR:** No, I'm not.

**The Hon. COURTNEY HOUSSOS:** Are you able to take it on notice and ask NESA if they are currently surveying teachers about their future plans about whether they're planning on staying in the system or whether they're planning on leaving?

**CHRIS LAMB:** I'm happy to take that on notice and provide that if NESA is able to answer that question.

**The Hon. COURTNEY HOUSSOS:** Great. Excellent.

**ANSWER**

The NSW Education Standards Authority (NESA) does not survey teachers about their future employment plans.



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**The Hon. ANTHONY D'ADAM:** I have one further question. In terms of the resource hub, I understand that went to tender. What is the status of the tender for the resource hub?

**CHRIS LAMB:** I don't have that information in front of me. I'm happy to take that on notice.

**MURAT DIZDAR:** You might be getting two things conflated, Mr D'Adam. The Universal Resources Hub is already in operation. You might be talking about the curriculum resources.

**The Hon. ANTHONY D'ADAM:** Yes, I'm talking about the announcement around the curriculum resources. What is that called?

**MURAT DIZDAR:** We'll get you some information.

**The Hon. ANTHONY D'ADAM:** What's that called? What's the departmental descriptor for that program?

**LEANNE NIXON:** Online learning hub.

**The Hon. ANTHONY D'ADAM:** It's an online learning hub. On notice, can you tell us what it's called?

**LEANNE NIXON:** Yes.

**The Hon. ANTHONY D'ADAM:** And on notice can you tell us what the status—

**MURAT DIZDAR:** The Universal Resources Hub is up and running.

**The Hon. ANTHONY D'ADAM:** —of the tender is?

**MURAT DIZDAR:** Yes, we'll get that on notice.

**CHRIS LAMB:** We'll find out an answer to that for you. Chair, if I might make one additional comment on something I said earlier. When I talked about the modelling being our own internal modelling, that was correct, but we did have support from Deloitte to provide that modelling, just to clarify.

**ANSWER**

The status of the tender is that the procurement is currently in the evaluation stage.

The Department of Education's internal name for the program is currently the Online Learning Content Platform program.