

Submission
No 108

INQUIRY INTO TEACHER SHORTAGES IN NEW SOUTH WALES

Organisation: NSW Advocate for Children and Young People

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Joint Submission to the Inquiry into Teacher Shortages in New South Wales

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About Campbell Quintrell

Campbell Quintrell is an 18-year-old student in Year 12 at Willyama High School in Broken Hill. He is currently a member of the Regional Youth Taskforce, and prior to that, was a member of the NSW Youth Advisory Council.

Campbell has been passionate about regional education and teacher shortages experienced in regional areas across NSW for some time and has spoken out about the issue in many forums over the past few years.

He has spent time reviewing the United Kingdom approach to the teacher shortages experienced there and believes NSW can learn from the changes implemented in the UK.

About the Advocate for Children and Young People

The Advocate for Children and Young People (ACYP) is an independent statutory appointment overseen by the Parliamentary Joint Committee on Children and Young People. ACYP advocates for and promotes the safety, welfare, well-being and voice of all children and young people aged 0-24 years, with a focus on the needs of those who are vulnerable or disadvantaged.

Under the *Advocate for Children and Young People Act 2014*, the functions of ACYP include:

- making recommendations to Parliament, and government and non-government agencies on legislation, policies, practices and services that affect children and young people;
- promoting children and young people's participation in activities and decision-making about issues that affect their lives;
- conducting research into children's issues and monitoring children's well-being;
- holding inquiries into important issues relating to children and young people;
- providing information to help children and young people; and
- preparing, in consultation with the Minister responsible for youth, a three-year, whole-of-government Strategic Plan for Children and Young People (the Plan).

Further information about ACYP's work can be found at: www.acyp.nsw.gov.au

Introduction

ACYP recognises that teacher shortages impact students across the state and welcome the opportunity to provide a submission to the Committee's inquiry into this issue. The following submission has been written by Campbell with the support of ACYP. His voice is front-and-centre throughout. In preparation for this submission, Campbell has also canvassed the views of his peers and teachers in his high school.

This submission reflects Campbell's experience, and his recommendations are based on his insights into this issue. ACYP supports these recommendations. ACYP has joined in this submission with Campbell to support him through the process of making a parliamentary submission. ACYP is honoured to be able to amplify his already powerful voice in this setting.

We note that Campbell's experience is likely similar to thousands of students across the state. However, we do not claim that his experience exactly mirrors all students' experiences, nor the experiences of all teachers. Rather, it should be read as a case study, highlighting the issues students face in Broken Hill and similar regional areas, rather than an exhaustive representation of all students' experiences across the state.

Based on Campbell's experience, this submission highlights issues related to teacher retention and recruitment. It includes issues that may be common to schools across the state, as well as issues unique to schools in remote, rural and regional areas.

We note the NSW Department of Education is currently pursuing the implementation of the NSW Teacher Supply Strategy, and that the Minister for Education has made recent comments about the importance of this issue. We acknowledge that some of the recommendations in this report are already aligned with current priorities of the NSW Government. However, there are also gaps addressed by this submission, which captures Campbell's review of current policies through the lens of his own experience.

Campbell's story

The bell rings and school has started for this eager student. He has his laptop, notes, pens, and books, but he is missing an essential part of his education. He is missing the leader, the motivator, the educator - he is missing a teacher.

Day after day, week after week this happens, every year becoming more and more noticeable. This is my story, my sister's story, my friend's story, this is the story of students throughout NSW. I'm telling you these stories because we are frustrated that we are falling behind because the NSW Government was failing to retain teachers.

We are frustrated about going without teachers for entire terms. We are frustrated about PDHPE teachers teaching Science. We are frustrated about the NSW teacher shortage. That's why you are reading this today, reading the story from students that are affected by the teacher shortage every day and my recommendations about how to address it.

Summary of Recommendations

The following recommendations have been developed by Campbell based on his experiences in his school and the research he has completed. ACYP supports these recommendations as a response to his experiences.

Regarding the impact of teacher shortages in rural and regional areas

1. Financial incentives should work alongside other initiatives that focus on ways to keep experienced teachers in regional areas for longer periods.
 - a. Review existing financial incentives schemes for the potential negative impact they have on regional and rural areas.
2. Provide sample lesson plans as an option to assist teachers currently teaching outside their specialisation.
 - a. Current teachers could be encouraged to share resources to distribute the workload of this project.
 - b. If resources already exist, encourage awareness and accessibility for classroom teachers, particularly for early career teachers.

Regarding teachers' excessive workload

3. Incorporate a review of workload into the existing *Teacher Supply Strategy* and implement changes to reduce this pressure.
4. Review current teaching workload against expectations under their pay award and timetable.
 - a. Employ additional teachers to ensure timetables remain balanced and support staff have time allocated to their support duties.
 - b. Consider developing a sample timetabling resource to ensure teachers are given their allocated time away from class.
5. Review the current workload of teachers for relevance.
 - a. Consider whether existing administrative requirements for teachers and school leaders are necessary, and whether any burden can be reduced.
6. Recruit additional casual teachers to prevent permanent teaching staff or non-teaching support staff from being required to take on additional classes on a regular basis.

Regarding support for teachers

7. Review the training and support currently provided to student teachers.
 - a. Consider whether the existing policies are being implemented, as well as whether additional supports are required.
 - b. In particular, review student teachers' experiences of practical placements to ensure they receive the guidance and support they need.
8. Review the training and support currently provided to new teachers.
 - a. Consider whether the existing policies are being implemented, as well as whether additional supports are required.
 - b. In particular, ensure schools follow requirements for new teachers to be provided with mentoring, and that both the new teacher and mentor are given time away from class to pursue this.

9. Support teachers through training to develop their classroom management and behavioural support skills.
 - a. Classroom management and behavioural support skills should be a core component of university teaching degrees.

Regarding teacher recruitment

10. Review university admissions requirements.
 - a. Consider whether Band 5 is an appropriate level to ensure teacher quality.
 - b. Consider only requiring students achieve a high mark in English and their subject of choice.
11. Consider changing university admissions requirements for regional and rural students.
12. Increase attractiveness of teaching as a career by providing school-based opportunities.

Difficulty retaining quality teachers

The current *NSW Teacher Supply Strategy*¹ has a strong focus on recruiting teachers to build supply – either through encouraging people to join the profession, retraining existing teachers in subjects where there is a higher demand, or boosting recruitment efforts in areas of greater demand.

It is good that this strategy is being implemented over the next 10 years. However, in looking into this issue, I have reviewed the UK Government's *Teacher Recruitment and Retention Strategy*² and I believe there are some gaps between their strategy and the NSW strategy that raise some important issues.

The NSW strategy focuses on recruitment; however, this is only part of the equation. The UK strategy has a major focus on retaining quality teachers, ensuring they have a manageable workload as well as the support and training they need.

Retaining quality teachers is a major issue in my school and should be addressed in the NSW approach to addressing the teacher shortage.

Difficulty recruiting and retaining teachers in regional areas

My high school, Willyama High School, is in a rural area in NSW and is considered a 6-point school for the purposes of transfer points³. We have 530 students and 43 teachers⁴. However, full time teachers at my school do not tend to stay for a long time, and I am too often taught by temporary contracted teachers. The quality of my education is reduced as:

- The high turn-over prevents us from building quality relationships with our teachers, meaning teachers are unable to tailor learning to our needs and our context;
- Incentives for teachers to come to rural and regional areas mean we are more often taught by inexperienced teachers;
- These teachers are not well supported so move back to metropolitan areas – creating a cycle of teachers coming and going; and
- The instability means a reliance on casual and contract teachers who are not subject matter experts.

During the first semester of Year 10 my English class was top of the year. I was excelling, enjoying the assessments, class conversation and the environment. I was excited to have English. I can only thank Mr Ng for that enjoyment, as without him that class would never have been the same. Sadly, that became true when he left at the end of Term 2. For the rest of Year 10, my English class went through two contracted teachers and multiple other casual or fill-in teachers. This led to our class going from the top English class to the bottom. My results were dropping, but worst of all, that

¹ NSW Government Department of Education (2021), *NSW Teacher Supply Strategy 2021-2031* Accessed via: <https://education.nsw.gov.au/content/dam/main-education/about-us/strategies-and-reports/media/documents/NSW-teacher-supply-strategy.pdf>

² UK Government Department for Education (2019) *Teacher Recruitment and Retention Strategy*. Accessed via: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

³ NSW Government Department of Education (2021) *Rural and remote NSW public schools* Accessed via: <https://education.nsw.gov.au/teach-nsw/explore-teaching/high-demand-rural-locations/rural-and-remote-school-list>

⁴ Australian Curriculum Assessment and Reporting Authority (2022) *Willyama High School, Broken Hill, NSW* Accessed via: <https://www.myschool.edu.au/school/43120>

enjoyment for English that was nurtured by Mr Ng was receding. I was no longer excited to come to English because I didn't know what environment I was stepping into anymore. I had two contracted teachers leave within half a year and none of the casuals could ever create an English environment the same as a fully qualified and experienced English Teacher.

The importance of teacher-student relationships

In addition to the lower teaching quality caused by inconsistency, I was missing out on a fundamental but often forgotten part of my education - a strong teacher-student relationship.

These relationships are crucial to effective teaching and many regional and rural students are missing out. Creating functional class lessons, understanding how to manage certain students and developing an effective teaching style are all components of teaching that determine a successful class from an unsuccessful one. These components develop over time with the same students, but in regional and rural areas there is not enough time for this to develop with short contracts and high turn-over in teaching staff.

Rural and regional incentives attract early career teachers

There are many incentives to bring new teachers to Broken Hill, meaning that many teachers who come are those who are just starting out in their careers. The high rotation of rural and regional teachers is damaging to students because we are continuously being taught by newly graduated teachers who I worry are not receiving the training and support they need. I find myself learning with my teacher not from my teacher.

Yet instead of reviewing the training of teachers, current policies continue to prioritise financial incentives built to recruit newly graduated teachers, only encouraging the ongoing teacher rotation. This is explored in greater detail in the 'Support for early career teachers' section of this submission.

A lack of support means teachers do not stay in rural and regional areas

Regional and rural schools are already harder to teach in, as reflected by my school being a 6-point school, implying its remoteness and its additional resourcing challenges. So this, compounded by a lack of support for early career teachers, means many of the new teachers leave for a more supportive and successful environment. They often move to metropolitan schools, or leave the profession all together, resulting in the continuation of the rotation of less experienced teachers in regional and rural schools. The issue's prevalence will continue to rise with the current rate of proficient teacher loss in NSW⁵.

High turn-over means we are taught by teachers who are not subject matter experts

As a result, there are frequent changes to the teaching staff, leading to higher vacancies for teaching positions. These are often filled by short term contracts or a series of casual teachers. This also means we are regularly taught by teachers who are not experts in the subjects they're teaching. This happens multiple times a term in multiple subjects. When the teacher is not filling in a position they were trained in, we get a lower quality learning experience.

⁵Portfolio Committee No. 3 – Education (2022) *Transcript PC3 2 March 2022 – Corrected: Examination of proposed expenditure for the portfolio area – Education and Early Learning* Accessed via: <https://www.parliament.nsw.gov.au/committees/inquiries/Pages/inquiry-details.aspx?pk=2826#tab-hearingsandtranscripts>

Recommendations

1. Financial incentives should work alongside other initiatives that focus on ways to keep experienced teachers in regional areas for longer periods.
 - a. Review existing financial incentives schemes for the potential negative impact they have on regional and rural areas.
2. Provide sample lesson plans as an option to assist teachers currently teaching outside their specialisation.
 - a. Current teachers could be encouraged to share resources to distribute the workload of this project.
 - b. If such resources already exist, encourage awareness and accessibility for classroom teachers, particularly for early career teachers.

As we often learn from teachers who are not trained in the subject they are teaching, I recommend the government considers making a variety of lesson plan resources that teachers can use to teach effectively. This would not address the underlying issue that we are being taught by teachers who are not experts in the subject, but it will assist all teachers – whether casual or on longer contracts – who are teaching outside their expertise and will positively impact the quality of teaching students receive.

These resources would also support new teachers to develop lesson plans by adapting sample plans to their context.

There is also a further recommendation later in this submission regarding the need to strengthen the mentoring and support provided to new teachers.

Teachers under pressure from excessive workload

From my observation and conversations with teachers at my school, the workload teachers experience is far too heavy. One teacher told me that in their 20 years of teaching 2022 has been the hardest year. Teacher's excessive workloads are damaging students' academic achievements in that:

- Where teachers are overworked, they are not as able to provide feedback and support to students;
- A lack of available casuals means that teachers' timetabled periods away from class are used to fill vacancies, meaning they do not have time to plan their own lessons effectively;
- Non-teaching support staff are required to cover classes, limiting their ability to provide the additional support students need; and
- Early career teachers are not given their allocated time away from class for professional development.

Overworked teachers are less accessible to provide support and feedback

As students, we are aware when teachers are overworked, stressed and do not have time to give us the attention we need. My teachers have told me that their lunch times are taken up by teaching duties and I've seen teachers asked during Period 1 if they can fill in for Period 2. In addition to the pressures teachers face, this impacts my work when I'm trying to receive feedback or an explanation to assist my learning.

Teachers' planning time is taken over by filling vacancies

Teacher shortages are also an issue when our regular teachers are unwell or away for other reasons. Living in Broken Hill, we are aware there are not enough casual teachers to support our school.

Casual teachers perform an important fill-in position that both provide students with a teacher and allow the full-time teachers to have their free periods to plan and perform other tasks.

The lack of casuals means teachers are filling in vacancies for one another. This means their already heavy workload is compounded by being required to take an extra class instead of periods that were allocated to planning or marking.

Where teachers' planning periods are taken over by filling in vacancies, they are required to complete even more work at home and in their free periods than would be required for a normal teaching load. At times, this means our teachers have come to their regular classes without a clear plan for the lesson and the learning becomes unstructured. For example I have found that when my teachers need extra planning time, they will allocate individual textbook work and use the class time to plan. This damages our quality of learning, because reading a textbook and answering questions is proven to be a less effective learning strategy compared to the teacher teaching the content⁶.

Support staff covering teaching vacancies do not have capacity to provide student support

The damage goes beyond class teachers because teachers in student support roles are also being impacted. My careers advisor and senior support teacher are both teaching more regular classes this year than last year. I asked my senior support teacher about the impacts this had, and her response was that her ability to provide support to students was declining. She had less time to create and provide resources and was forced to use her recess and lunch breaks to support students instead of allocated non-teaching time, as these periods were now taken up by class duties.

Early career teachers are not given time for professional development

Workload pressures especially impact early career teachers who do not have experiencing handling excessive workloads. According to the Greater Teaching Inspired Learning Initiative⁷, new teachers are supposed to have access to more periods away from class to reduce stress and provide time for mentoring. However, when I consulted my teachers, they confirmed that this was not happening. One said she was overworked as a new teacher and another stated that he was doing the same class hours as an experienced teacher. The impact on new teachers is explored in greater detail in the 'Support for early career teachers' section of this submission.

Recommendations

3. Incorporate a review of workload into the existing *NSW Teacher Supply Strategy* and implement changes to reduce this pressure.

A key element of the UK *Teacher Recruitment and Retention Strategy* to address the teacher shortage there was to address the high workload teachers were experiencing⁸. That strategy aimed to make the profession more attractive to new applicants and make existing teachers more likely to stay by reducing the excessive workload that made the job so difficult.

This is a current gap in the *NSW Teacher Supply Strategy*.

4. Review current teaching workload against expectations under their pay award and timetable.

⁶ See for instance Jobrack, B. (2011) *Tyranny of the Textbook: An Insider Exposes How Educational Materials Undermine Reforms*, Rowman and Littlefield Publishers

⁷ NSW Government Department of Education and Communities (2013) *Great Teaching, Inspired Learning: A blueprint for action* Accessed via:

<https://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/great-teaching-inspired-learning>

⁸ UK Government Department for Education (2019) *Teacher Recruitment and Retention Strategy*. Accessed via: <https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

- a. Employ additional teachers to ensure timetables remain balanced and support staff have time allocated to their support duties.
- b. Consider developing a sample timetabling resource to ensure teachers are given their allocated time away from class.

Where teachers are required to work additional hours outside those expected in their workplace agreement, the government should employ additional teachers to schools on a permanent basis to ease workload pressures, including more space in a teacher's timetable for lesson planning and to manage administrative burden.

5. Review the current workload of teachers for relevance.
 - c. Consider whether existing administrative requirements for teachers and school leaders are necessary, and whether any burden can be reduced.

This should include whether the existing requirements are necessary and whether non-teaching staff could relieve administrative duties or those not directly related to instruction.

6. Recruit additional casual teachers to prevent permanent teaching staff or non-teaching support staff from being required to take on additional classes on a regular basis.

Teachers do not have the support they need

I am concerned that those studying teaching, early career teachers, and experienced teachers are not getting the support they need.

- Student teachers need supervision, guidance and support during practical placements.
- New teachers need quality training, mentoring, and professional development opportunities; and
- Many teachers need additional training in behavioural support and creating a positive learning environment.

Support for student teachers

A friend of mine is currently completing their teaching degree and recently had their first practical session. During classes, the supervising teacher left the room to complete other work and my friend was given no support to execute the lesson and no feedback about how to improve. For those students, the teacher they had on the day was inexperienced and unsupported, and their regular teacher was not available for extra help.

Support for early career teachers

It is not just student teachers who need support, new teachers require additional support from experienced teachers and time allocated for lesson planning and professional support. When my friend finishes their degree, they will be required to go into the classroom without having been shown best practices in how to teach.

According to the Great Teaching Inspired Learning initiative⁹, government schools were provided with funding to allow new teachers two hours per week away from class for professional development and support and allow an experienced teacher one hour per week away from class to

⁹ NSW Government Department of Education and Communities (2013) *Great Teaching, Inspired Learning: A blueprint for action* Accessed via: <https://educationstandards.nsw.edu.au/wps/portal/nesa/about/initiatives/great-teaching-inspired-learning>

provide mentoring. New teachers I spoke to said they are mentored by a mentoring officer in group mentoring sessions. They stated that they felt the mentoring was not effective and found that they learnt more from their fellow teachers. They also all agreed that if their time spent in group mentoring sessions was spent with an experienced teacher of the same subject, they would have been able to provide a higher quality education to students earlier. Therefore, I believe the funding supplied by the government to allow experienced teachers time to mentor is not being used effectively by schools, which is limiting the development of new teachers.

New teachers, with the current training and support they receive, are not equipped to manage difficult behaviour, create effective lesson plans and develop student-teacher relationships, creating an unsuccessful environment for the students and teacher. Regardless of what the training is supposed to achieve in its written form, and regardless of whether these new teachers have graduated their degree, as a student I know, from being taught by them, newly graduated teachers are not equally equipped to begin teaching. For example, in Year 9 my Physical Activity and Sports Studies Teacher did not seem trained to teach us the theory side of the subject. Our practical lessons were run smoothly, however our theory lessons were a series of documentaries and YouTube videos that often had little relevance, or the relevance was ill-explained.

Ongoing support for teachers

Whether it comes to classroom management, dealing with difficult behaviours or addressing bullying, it appears many teachers could benefit from additional training in behaviour support. I am concerned that managing difficult behaviour adds to the workload for teachers and creates a more stressful environment for students.

While teachers are often faced with high administrative burden of professional development, additional support in how best to manage difficult behaviours could reduce the workload burden, as well as making the classroom environment more enjoyable.

I believe that behaviour management training should be a core component of university teaching degrees. During my conversations with teachers, I asked if they believe their training is relevant both at university and during their teaching. They said a lot of their learning completed during teaching – that is, on the job – could be taught earlier, in university. This will provide the same benefits to teachers and further reduce the administrative burden in school.

Recommendations

7. Review the training and support currently provided to student teachers.
 - a. Consider whether the existing policies are being implemented, as well as whether additional supports are required.
 - b. In particular, review student teachers' experiences of practical placements to ensure they receive the guidance and support they need.

While there have been reviews of the policies for initial teacher education¹⁰, I recommend a broad review of whether existing policies are being implemented in the way in which they were intended.

¹⁰ Australian Government Department of Education (2022) *Next Steps: Report of the Quality Initial Teacher Education Review* Accessed via: <https://www.dese.gov.au/quality-initial-teacher-education-review>

Recent commentary from the Minister for Education about providing earlier practical experience to student teachers¹¹ is a positive step. However, it is crucial that these learning experiences provide quality training to the student teacher without compromising students' learning.

8. Review the training and support currently provided to new teachers.
 - a. Consider whether the existing policies are being implemented, as well as whether additional supports are required.
 - b. In particular, ensure schools follow requirements for new teachers to be provided with mentoring, and that both the new teacher and mentor are given time away from class to pursue this.
9. Support teachers through training to develop their classroom management and behavioural support skills.
 - a. Classroom management and behavioural support skills should be a core component of university teaching degrees.

Difficulty recruiting teachers

High entry standards for university study

Unfortunately, many students do not aspire to be teachers and do not feel it is an attractive career. I spoke to people in my grade about why they weren't interested in teaching, and it's because many feel there is an excessive workload, unsupportive environment and bad student behaviour. Between 2014 and 2019, enrolment into Initial Teaching Education degrees decreased 29%¹².

Making teaching an attractive career and inspiring students to become teachers is important, but it will not holistically solve the issue of recruiting teachers because the requirements to enrol into a teaching degree are unachievable for many students particularly those studying in regional and rural areas.

A student must achieve a Band 5 in three subjects including English to be eligible to apply for a teaching degree and to be a primary school teacher a student must also receive a Band 4 in Mathematics¹³. My friends have decided against applying for teaching degrees as they are not confident they will be able to fulfill the requirements. Many in fact are looking at courses that focus on or involve their best subjects, for example, drama students are considering performing arts over teaching. In regional and rural areas, fewer students achieve top academic results, but I do not believe Willyama students are less capable of becoming teachers. For example, the MySchool website indicates that the NAPLAN results in Year 7 and 9 for my school are well below the average when compared to all students¹⁴. While we may not have the same privileges as those in other

¹¹ The Hon. Minister Sarah Mitchell, MP, in *The Australian* (21 Jul 2022) *Teaching should be taught like medicine, argues NSW Education Minister Sarah Mitchell*

¹² NSW Government Department of Education (2021), *NSW Teacher Supply Strategy 2021-2031*

¹³ NSW Education Standards Authority (2022) *Teaching Qualifications: studying teaching* Accessed via: <https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/teaching-qualifications/studying-teaching>

¹⁴ Australian Curriculum Assessment and Reporting Authority (2022) *Willyama High School, Broken Hill, NSW: NAPLAN Student Results* Accessed via: <https://www.myschool.edu.au/school/43120/naplan/results>

areas, I do not believe the students in my school would not be able to be great teachers if given the opportunity.

I am also unsure as to whether Band 5 is the appropriate entry level requirement. In comparison to the UK's entry requirements, these are much stricter. UK students hoping to study teaching must get a Grade 4 or C mark in their GCSE Maths and English¹⁵. I understand this would align with a Band 4 in NSW, rather than a Band 5¹⁶.

In addition, these requirements are not aligned with current government and societal views, with the opinion being that high school teachers should be specialising in a singular subject, as to provide the students with the highest standard of education. Therefore, why must teachers achieve a high mark in three subjects? The requirements should be aligned with current views to ensure that students who excel in their subject of interest can nurture the ability of future students in the same subject.

Recommendations

10. Review university admissions requirements
 - a. Consider whether Band 5 is an appropriate level to ensure teacher quality
 - b. Consider only requiring students achieve a high mark in English and their subject of choice

I recommend reviewing the current requirements to be eligible for a teaching degree to consider whether they are excluding students who would be acceptable applicants.

I would suggest that the requirements should be students must receive at least two high marks rather than three, one in English and the other in their chosen field of teaching. This allows for the same quality understanding of content, while also ensuring the student has high-quality communication skills. This reform would not lower quality, it simply allows more students to become teachers, increasing the enrolment rate and slowing the teacher shortage.

11. Consider changing university admissions requirements for regional and rural students

Typically, in regional and rural areas, students receive fewer Band 5s. There are a range of factors that may influence this, however, reducing entry requirements for regional and rural students would go some way to addressing current educational disadvantage these students have faced.

12. Increase attractiveness of teaching as a career by providing school-based opportunities

High school students need a larger amount of exposure to a teaching career. I suggest that this exposure should not focus on the subject knowledge needed by teachers but could focus on the attributes and daily tasks of teachers, such as behaviour management, completing reports, communicating with other teachers, and creating lesson plans. These skills, among others, are the

¹⁵ UK Government (2022) *Universities and higher education: Apply for teacher training* Accessed via: <https://www.gov.uk/apply-for-teacher-training>

¹⁶ NSW Government Department of Education (2020) *HSC Results in Bands* Accessed via: <https://education.nsw.gov.au/about-us/educational-data/scout/scout-overview/apps-and-reports/hsc/hsc-results-in-bands>

fundamentals of teaching. Being a good teacher does not only come from understanding the content, it also comes from understanding how to teach the content. Therefore, I recommend considering the establishment of Teaching as a School-Based Apprenticeship and Traineeship (SBAT) or Vocational Education and Training (VET) option for Year 11 and 12 students. These courses could focus on the fundamentals of teaching to motivate students to become teachers and prepare them for a career in teaching, increasing the rate of recruitment and early career retention.

Potentially, completion of a course like this could be taken into consideration for university admissions, or even be recognised as prior learning when a student enrolls in a teaching course.

Conclusion

There is an opportunity for NSW to address the current teacher shortage by providing support to and improving the working experience of teachers, both in metropolitan and in regional areas. The recommendations outlined in this submission would benefit teachers but would ultimately change the learning experience of students across the state.

As noted above, this submission reflects Campbell Quintrell's experience and insights into teacher shortages. If the Committee wishes to understand the prevalence of students' experiences of shortages across NSW, ACYP would be pleased to work with the Committee and the Department of Education on this issue.

ACYP and Campbell Quintrell thank the Committee for considering these important issues and welcome any follow up questions from its members. Should you have any further comments or questions, please do not hesitate to contact ACYP offices on (02) 9248 0970 or email acyp@acyp.nsw.gov.au. ACYP is more than happy to facilitate a further conversation between committee members and Campbell.

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