

**Submission
No 144**

INQUIRY INTO TEACHER SHORTAGES IN NEW SOUTH WALES

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a) current teacher shortages in NSW schools,
TEACHER SHORTAGES ARE BEING FELT STATEWIDE FROM THE FAR WEST TO THE EAST COAST.

STAFF WHO HAVE WORKED IN 'HARD TO STAFF' REGIONS WOULD ARGUE THIS PROBLEM HAS BEEN AROUND FOR MANY YEARS, NOW THE PROBLEM HAS SPREAD TO 'DESIRABLE' LOCATIONS.

(b) future teacher supply and demand,
WE ARE CURRENTLY TAPPING INTO OUR FUTURE TEACHER SUPPLY BY ALLOWING FINAL YEAR EDUCATION STUDENTS TO TEACH WHILST COMPLETING THEIR FORMAL TRAINING, THIS IS THE EQUIVALENT OF ROBBING PETER TO PAY PAUL, OR PAYING OFF A DEBT BY GOING INTO DEBT WITH ANOTHER BANK. THE PROBLEM WON'T GO AWAY, IT IS JUST DELAYING THE INEVITABLE.

(c) out-of-area teaching, merged classes and minimal supervision in NSW schools,
MANY STAFF ACROSS THE STATE ARE FORCED TO TEACH OUT OF AREA, WHEN CLASSES CANNOT BE STAFFED DUE TO SHORTAGES/ABSENCES MERGED CLASSES OF DIFFERENT SUBJECTS ARE FORCED TOGETHER RESULTING IN A LOSS OF EDUCATIONAL TIME. MINIMAL SUPERVISION IS EFFECTIVELY AN ADDITIONAL LUNCH BREAK FOR THE STUDENTS WHERE THEY SIT IN THE QUAD AND DON'T LEARN AS IT IS IMPOSSIBLE FOR 1 TEACHER TO EDUCATE 3-4 CLASSES OF STUDENTS ADEQUATELY.

(d) the NSW Teacher Supply Strategy,
THIS IS A CASE OF SUPPLY AND DEMAND, THERE IS HIGH DEMAND FOR QUALIFIED TEACHERS BUT LIMITED SUPPLY - RAISE THE STATUS OF TEACHING BY MAKING IT DESIRABLE AND ATTRACTIVE, RAISE SALARIES AND IMPROVE THE WORKING CONDITIONS.

(e) teaching workforce conditions,
THIS ASPECT IS VERY CONCERNING, WORKING CONDITIONS ARE SPIRALING DOWNWARDS. AS STAFF LEAVE BECAUSE THEY FEEL DISILLUSIONED AND OVERWORKED DUE TO THE BURDEN OF THE JOB AND PERCEIVED UNDERPAYMENT FOR THE EFFORT THAT IS REQUIRED TO DO THE JOB, THEY LEAVE A SHORTFALL THAT CAUSES MORE STAFF OVERWORKED AND THEY BECOME DISILLUSIONED AS WELL. THE CYCLE CONTINUES OUT OF CONTROL.

(f) Initial Teacher Education,
I HAVEN'T BEEN ENROLLED IN INITIAL TEACHER TRAINING SINCE 2008, I DO NOT KNOW ENOUGH ABOUT THIS ASPECT TO MAKE A MEANINGFUL ADDITION TO MY SUBMISSION.

(g) impacts related to COVID-19, including the impact of government responses such as remote teaching and safety restrictions,
SCHOOLS AND SCHOOL STAFF DID THEIR BEST, WITH THE RESOURCES THEY HAD, TO ADJUST TO EDUCATION DURING THE COVID-19 LOCKDOWNS.

(h) the impact of workplace mandates,

A SMALL HANDFUL OF STAFF WERE UNABLE TO BE EMPLOYED DUE TO THEIR OPPOSITION TO MANDATORY VACCINATION, THIS DID NOT HAVE A LARGE IMPACT ON MY SCHOOL.

(i) the status of the teaching profession,
EDUCATION IS VIEWED AS A COST BY SUCCESSIVE GOVERNMENTS RATHER THAN AN INVESTMENT. THE STATUS OF THE PROFESSION HAS BEEN BATTERED AND BLAMED FOR THE FAILURES OF PARENTS, COMMUNITIES AND GOVERNMENTS. FORTUNATELY MOST EDUCATED PEOPLE UNDERSTAND THE COMPLEX JOB OF THE PROFESSION.

(j) the impacts of the Staffing Agreement on the ability of principals to effectively staff schools and manage performance.
THE STAFFING AGREEMENT GIVES FAR TOO MUCH POWER TO PRINCIPALS, THE INCENTIVES TO WORK IN HARD TO STAFF SCHOOLS HAS DISSIPATED. THROWING LARGE AMOUNTS OF MONEY AT LOYALTY PAYMENTS ISN'T WORKING, PEOPLE UNDERSTAND THAT IMPROVING WORKING CONDITIONS TRUMPS A PAY RISE (ESPECIALLY WHEN A LARGE CHUNK GOES STRAIGHT TO THE TAXMAN).

(k) the administrative burden for principals associated with recruiting for and appointing roles,
LOCAL SCHOOLS, LOCAL DECISIONS = RESPONSIBILITY PUSHED DOWN TO PRINCIPALS FROM WHAT SHOULD BE COMPLETED CENTRALLY MOST OF THE TIME.

(l) the impact of central appointments prioritisation for teaching and principal roles,
FROM MY OBSERVATIONS, THERE IS REDUCED CENTRAL APPOINTMENTS AND INCREASED SCHOOL BASED APPOINTMENTS. THIS TAKES SIGNIFICANT AMOUNTS OUT TIME TO COMPLETE, TAKING AWAY FROM OTHER IMPORTANT TASKS.

(m) support for principals to effectively staff schools above base allocation,
STAFFING FORMULAS ARE TERRIBLY OUT OF DATE, THEY ARE BASED ON AN ERA WHEN SCHOOLS WERE SOLELY RESPONSIBLE FOR EDUCATING STUDENTS, WHEN THEY WERE NOT THE INCREDIBLY COMPLEX INSTITUTIONS THAT THEY CURRENTLY OPERATE AS.

(n) the impacts of incentives and the transfer point system on regional shortages,
TEACHERS UNDERSTAND THAT THE TRANSFER SYSTEM IS PRETTY MUCH A SKELETON OF WHAT IT FORMERLY WAS. MANY STAFF REALISE THAT THEIR BEST CHANCE OF SECURING WORK IN THE AREA THEY WANT TO END UP IS TO WORK CASUALLY/AS A TEMP, IN THAT PARTICULAR AREA.
THE FINANCIAL INCENTIVES ARE CLEARLY INSUFFICIENT AS MANY JOBS REMAIN UNFILLED.

(o) the approval to teach process in New South Wales,
I DO NOT KNOW ENOUGH ABOUT THE APPROVAL PROCESS BUT THE ACCREDITATION PROCESS IS INCREDIBLY ONEROUS AND UNNECESSARY, CAUSING SIGNIFICANT STRESS FOR NEW GRADUATES.

(p) the impact of casualisation, temporary contracts and job insecurity,
THE LURE OF A PERMANENT JOB IS VERY HIGH, MAKING THE PROCESS FAR
MORE STREAMLINED AND EASY TO ATTAIN COULD ASSIST SCHOOLS AND THE
PROFESSION IN ATTRACTING MORE TEACHERS.

(q) the measurement of staff turnover particularly in regard to temporary staff,
I DO NOT KNOW ENOUGH ABOUT THIS ASPECT TO MAKE A MEANINGFUL
ADDITION TO MY SUBMISSION.