

**INQUIRY INTO TEACHER SHORTAGES IN NEW SOUTH
WALES**

Name: Name suppressed

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Partially
Confidential

Gone are the days when teachers felt they were working in a secure, reliable and satisfying profession.

Gone are the days when teachers could expect employment permanency and support from their federation and the Department of Education.

Gone are the days when public school classrooms were staffed by gifted educators who were being rewarded with permanent salaries.

Gone are the days when NSW public school teachers could expect meaningful support from their schools executive, who in turn could expect meaningful support from the Department of Education and their states Teachers Federations.

The classroom is no longer an environment where the primary role of the teacher is to be a human helping humans to be better humans. Increasingly the classroom is becoming a place of stress where increasing numbers of onerous and unnecessary employment requirements are created by the Department of Education and then shovelled downhill to a place where they can't be avoided - the classroom.

The human aspect of the classroom is becoming increasingly marginalised.

Why do classroom teachers not have a seat at the table when the NSW Department of Education are making structural decisions about classrooms? Why do teachers not have a seat at the table with their federation when federation direction is being formulated?

Are beaurocrats really so incapable of listening or caring. Is education really all about beaurocrats justifying their salary and existence.

Staff meetings, professional development meetings, federation meetings, parent teacher meetings, teacher meetings with school executives, lesson registrations, increasing numbers of identifiable student deficits, welfare management structures that isolate classroom teachers, delegation of welfare (discipline) and other executive responsibilities to classroom teachers, ever increasing student classroom requirements, planning for increasing numbers of classroom challenges, virtue signalling intrusions into curriculums and associated programming expectations, marking tasks and examinations, hoops to jump through to satisfy teaching registration requirements, increasing levels of classroom teacher micro-management, Department promotion criteria which gives preference for Principals who engage in manipulative staffing management practices, fracturing of staff collegiality and morale, increasing levels of gaslighting, lack of time or support for teachers to create meaningful extra curricular student opportunities (excursions), casualisation and the lack of opportunity for contracted teachers to borrow for a home, casualisation and the difficulties of starting a family without maternity leave or a job to return to, an implied sense of distrust by the Department of Education filtering down through professional standards requirements, casualisation impacting on access to sick leave and subsequently on teacher health and mental wellbeing, casualisation and the implications for blind teacher obedience.

More than 1 in 5 NSW classroom teachers today are employed on a 12 month contract. The only thing that is permanent for them is their inability to plan for a family, and their sense of vulnerability at work.

The Department of Education and the Teachers Federation both support a shift towards casualisation. Its not about finding cheaper teachers. Its all about giving school principals and the Department of Education more power over contracted classroom teachers.

May the NSW private education system learn, grow and thrive.

After 29 years as a permanent classroom teacher I know my most meaningful and satisfying years helping humans to be better humans were at the beginning of my career. Gone are those wonderful fulfilling days - just memories now.

At the end of my career the only valuable asset my principal had appreciation for was the potential to convert my permanent position into another 12 monthly contract.

Why would anyone recommend this profession to a potentially gifted educator?