

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

**Name:** Name suppressed

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Partially  
Confidential

If teaching were what most people thought it was (and clearly what the Education Minister thinks it is), there would be an oversupply of teachers. It's not because there are systemic problems in teaching everybody at school can see it, including students, who wonder why anybody would be stupid enough to become a teacher.

The problems with education are simple:

The Education Department doesn't consider workload that they impose on teachers. They leave it to the school to manage while continually short-changing schools to provide appropriate release time to do all the administrative work and be a teacher.

The Education Department and Schools have a one size fits all approach to what teaching is. A teacher teaching five lines of year 7 PE is considered to have the same workload as a teacher teaching five entirely different technical project-based subjects who are considered to have the same workload as someone teaching and coordinating five different subjects.

Neither Schools nor the education department considers the changing needs and expectations of the community on teachers. Once upon a time, teachers weren't expected to parent students or deal with constant abuse. Not only does reporting abuse and violence take considerable time, but it's also wholly unmanaged by schools and the education department.

Schools attempt to be the same kind of community environment that existed in 1962 but provide little academic or community value on top of everything that education departments and the community desire in 2022. Running a school-wide event for an entire day that includes all teachers is not equitable for teachers who have significant planning or miss a significant chunk of their administrative time.

We know what would help fix schools. Stop making teachers be youth workers, psychologists, social workers, allied health, data analysts, and school administration officers; instead, additional funding to provide those roles full-time to schools for every teacher. Secondly, require schools to measure the workload allocated to projects and force school leaders to take meaningful leadership and management study. It shouldn't be possible for school leaders to simply delegate jobs to teachers without any kind of tools to manage workload or understand if a job is successful or even required.