

# NSW Government response to Parliamentary Inquiry into Teacher Shortages

## Introduction

The NSW Government acknowledges the Committee's final report into Teacher Shortages in NSW. It also notes the dissenting statements made by the Ms. Abigail Boyd MLC, the Hon. Anthony D'Adam MLC and the Hon. Courtney Houssos MLC. The diverse evidence from witnesses and these statements highlight the complexity of teacher supply and demand in New South Wales – an issue that other jurisdictions are facing across the country and around the world. The NSW Government notes the omission of these crucial details and is disappointed that the Committee did not seize the opportunity to build on the work already underway by the NSW and Federal Governments regarding teacher supply.

In NSW, we have been developing and implementing solutions to teacher supply challenges in certain subjects and locations for a number of years. The NSW Government's Teacher Supply Strategy was developed to deliver a pipeline of teachers into the future, in line with these known challenges, as well as forecast supply and demand. We continue to review and improve this Strategy, and accordingly, we acknowledge the testimony of witnesses who gave their time to prepare submissions and appear at this Inquiry. The NSW Government's response considers these submissions, each of the Committee's recommendations, notes the important work already underway, and provides comment on future opportunities.

## The local and national landscape

Education systems across Australia and abroad are grappling with the challenges of changing student enrolments, declining numbers of graduate teachers and subject diversity demands, against a landscape of increased funding which has significantly driven demand for additional teachers.

As the largest employer of teachers in Australia, the NSW Department of Education has a workforce of more than 95,000 teachers. As at 30 January 2022 the Department had 2,168 permanent teaching vacancies (1,960.3 FTE), which reflects a decrease of around 1,145 vacancies (1,048.6 FTE) since November last year, and is lower than at the start of the 2022 school year.

Over the past five years we've permanently filled, on average, more than 6,000 teaching roles each year, with more than 8,000 filled in 2022. Because of these efforts the state is no longer on course for a teacher shortage in the simple terms of supply and demand. Rather it is facing a deployment challenge fuelled by a record number of teachers being employed in schools.

Teacher supply and deployment is a national and global challenge. It has been, and will continue to be, a key priority for the Department to increase the supply of teachers across our system.

It is imperative that we increase the supply of teachers where they are most needed. This includes incentivising the best teachers to stay in the classroom and supporting more teachers to work in harder to staff schools. We must also ensure we don't create an overly burdensome recruitment process that will detract those wanting to join our system – while maintaining high standards.

Nationally, Education Ministers from each state and territory came together in August 2022 to discuss teacher supply challenges. It was agreed that a working group led by Dr Michele Bruniges AM, Secretary of the Australian Department of Education, would develop a National Teacher Workforce Action Plan.

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The [National Teacher Workforce Action Plan](#) was endorsed by Education Ministers across Australia in December 2022. The Plan includes 28 actions across six priority areas:

1. Elevating the profession
2. Improving teacher supply
3. Strengthening initial teacher education
4. Maximising the time to teach
5. Better understanding future teacher workforce needs
6. Better career pathways to support and retain teachers in the profession.

The National Teacher Workforce Action Plan provides strong endorsement of work already underway through the NSW Government's Teacher Supply Strategy (see Appendix A).

NSW has progressed work over the last 18 months against all 15 initiatives under the Teacher Supply Strategy, delivering the following:

- Our first overseas teachers commenced in classrooms as part of our Recruitment Beyond NSW program, with a further 11 confirmed to start during Term 1, with more than 500 continuing to progress through shortlisting processes.
- Our first cohort commenced as part of the FASTstream program, creating an accelerated and supported path to school leadership, with our second cohort commencing from 2023 with more than 80 teachers engaged in this initiative.
- More than 50 teachers commenced or are due to commence in Term 1 2023 as part of our Teachers in the Field – Classroom Cover Stream (formerly Casual Supplementation Program), with more than 320 schools to be supported by the expanded program.
- More than 40 participants commenced in our STEM Retraining program, which is supporting existing teachers to retrain as in-field maths teachers.
- More than 40 people commenced in our innovative Mid-career Transition to Teaching program.
- 200 participants are due to commence training under the 'Grow Your Own Teacher Training program in 2023 with a further 300 participants expected across 2024 and 2025.
- A targeted campaign '*Teaching Opens Doors*' is underway to support attraction to the teaching profession.
- Further support has been implemented for our rural and remote workforce, including expanding incentives to temporary teachers.

In addition to this work, the NSW Department of Education has also made significant improvements to its recruitment approach, allowing it to more effectively recruit and place teachers. Between 1 January and 12 December 2022, the Department appointed almost 8,000 public school teachers – just over 40% more than the same period last year, with more than half being new teachers on their first permanent appointment.

The Department has also invested in new approaches to support schools with complex recruitment needs through the establishment of a Priority Recruitment Support unit within the Department, which provides tailored and dedicated recruitment support to schools.

The NSW Government is also implementing its Rewarding Excellence in Teaching reform. This reform will see the creation of new in classroom teaching roles at significantly higher rates of pay. These roles provide career progression for excellent teachers without the need to leave the classroom. The reform is being led by experts and has gone through significant consultation with the workforce.

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The National Teacher Workforce Action Plan includes a number of initiatives at the national level which will complement our work, including:

- national action on migration
- creating more teaching places in universities
- improving initial teacher education
- improved national teacher workforce data.

## Conclusion

Through the Teacher Supply Strategy, improved recruitment processes and teacher support, and collaboration with jurisdictions across Australia through the National Teacher Workforce Action Plan, the NSW Government is at the forefront of teacher supply and retention.

The NSW Government takes great care to always promote this important profession and notes the damage done to the profession and public education when misrepresentation or weaponisation of issues, such as teacher supply and COVID, occur.

Teaching is a rewarding career that vitally contributes to the lives of our students, the NSW community and the economy. We value all of our teachers and will continue to work hard to grow and nurture a thriving NSW teaching workforce into the future.

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## Response to the Committee's recommendations

The NSW Government has considered the recommendations outlined in the committee's report. Our responses are as follows:

#	Recommendation	Position	Response
1	<p>That the NSW Government acknowledge that the best way of dealing with the long term problem of teacher shortages is to substantially lift the status of teaching, to return it to a highly valued and honoured profession in the eyes of the public and school leavers in particular. This means adopting modern professional standards and expectations for teachers' performance, working conditions, scrutiny, enhanced professional development, promotion, job certainty and financial rewards.</p>	<p>Supported in principle.</p>	<p>The NSW Government supports excellence in teaching and teacher quality as the single greatest in-school influence on student engagement and outcomes. Teachers in schools make a difference to the lives of children and young people every single day.</p> <p>The Australian Professional Standards for Teachers (the Standards) were developed as a public statement and set of expectations for the teaching profession. Since 2018, all teachers in NSW need to meet and maintain their practice against the Standards to remain accredited.</p> <p>The NSW Government has recently agreed a new Teachers Award and has a range of initiatives underway to support the teaching workforce and ensure great teachers are recognised for their excellence. These include implementing the School Success Model to support student outcomes, the new NESAP Professional Development policy to support improved professional learning, and the Rewarding Excellence in Teaching program to create new career pathways for highly effective teachers.</p> <p>The National Teacher Workforce Action Plan has also identified the need to elevate the teaching</p>

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			<p>profession, strengthen initial teacher education, better understand future teacher and workforce needs, and provide better career pathways to support and retain teachers in the profession as four of its key priority areas. While the Plan is addressing national responses, NSW is already underway with strategies including the Attraction to Teaching initiatives, the Mid-Career Transition to Teaching program, the Grow your Own Teacher Training program, FASTstream and numerous other programs under its Teacher Supply Strategy.</p> <p>NSW is also partnering with the Australian Institute for Teaching and School Leadership (AITSL) to further streamline the process for teachers applying for accreditation at the Highly Accomplished and Lead Teacher (HALT) levels of the Standards, as well as introducing HALT specialisations in identified areas, to significantly increase the number of teachers accredited at the higher levels.</p> <ul style="list-style-type: none"> <li>• The NSW Government takes great care to always promote this important profession and notes the damage done to the profession and public education when misrepresentation or weaponisation of issues, such as teacher supply and COVID, occur.</li> </ul>
2	That the NSW Government implement a new system of providing casual relief across the system based on permanent relief staff on the model developed through the Casual Supplementation Pilot.	Noted – Existing policy.	This is existing government policy. The Teachers in the Field – Classroom Cover Stream (previously known as the Casual Supplementation Program)

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			<p>was piloted at a range of regional, rural and remote schools throughout 2021.</p> <p>As part of the Teacher Supply Strategy, this program is expanding to support more schools to increase their access to teacher relief. 50 teachers are either currently engaged and working in schools or due to commence from Term 1 2023. As at 30 January 2023, 326 schools have been confirmed to be supported by 86 roles.</p> <p>Schools are also able to use their own funding to create additional inbuilt relief positions, which are in addition to other relief positions that they may receive to cover duties such as release time.</p>
3	<p>That the NSW Government expand initiatives to enable existing teachers employed by the NSW Department of Education to attain infield expertise in high-demand subjects through the availability of scholarships and expanded paid study leave provisions.</p>	<p>Noted – Existing policy.</p>	<p>This is existing government policy. The Department already has a range of supports in place for teachers working out of field. We are committed to providing retraining opportunities through a range of initiatives, including scholarships and leave provisions. In particular, we offer TeachMATHS scholarships, Inclusive Practice in Education Scholarships, and the recently launched Mathematics Retraining program, which forms part of our Teacher Supply Strategy.</p> <p>The Department will consider existing leave provisions to ensure teaching staff are appropriately supported to improve their qualifications in high-demand subjects.</p> <p>The National Teacher Workforce Action Plan has also identified the need to improve teacher supply as a priority area. NSW supports this work and has</p>

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			highlighted a number of initiatives already underway including scholarship provision and programs under the Teacher Supply Strategy.
4	That the NSW Government fast track implementation of the Grow Your Own initiative that seeks to actively recruit candidates into the teaching profession from within rural and remote communities that have difficulty recruiting and retaining teachers.	Noted – Existing policy.	<p>This is existing government policy. Implementation of the Grow Your Own initiative has commenced.</p> <p>The Grow Your Own program was originally planned to support 200 participants over the 10-year Teacher Supply Strategy. Due to strong interest, the NSW Government is expanding the program to 500 participants, who will commence studying in 2023, 2024 and 2025. The Department is partnering with Charles Sturt University and the University of Western Sydney to support the first 200 participants, who will commence in 2023.</p>
5	<p>That the NSW Government:</p> <p>a) renegotiate the teachers' industrial agreement to review working conditions, converting these concessions into higher teacher pay, especially in the years after initial recruitment (5-15 years of service)</p>	a) Not supported.	<p>a) A new Teachers Award was made on 11 November 2022, covering pay and conditions for 2022 and 2023. On 11 November 2022, the Full Bench of the NSW Industrial Relations Commission handed down its decision in relation to the Department of Education's application for a new award covering NSW Public school teachers. From January 2023, this means that classroom teachers will earn up to \$113,000. Teachers are able to earn up to \$120,000 if they undertake Highly Accomplished or Lead (HALT) accreditation, while Principals will now earn up to \$200,000.</p> <p>NSW public school teacher salaries are competitive with those offered by other state education systems</p>

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	<p>b) give special recognition to and develop faster promotion pathways for teachers with strong value-added performance</p>	<p>b) Noted – Existing policy.</p>	<p>and have increased by almost 30 per cent since 2011.</p> <p>Future Awards will be negotiated in due course in good faith. The NSW Government is also implementing its Rewarding Excellence in Teaching reform. This reform will see the creation of new in classroom teaching roles at significantly higher rates of pay. These roles provide career progression for excellent teachers without the need to leave the classroom. The reform is being led by experts and has gone through significant consultation with the workforce.</p> <p>b) This is existing government policy. The NSW Government is supporting future and current leaders by investing in the School Leadership Institute and initiatives such as FASTstream and the Rewarding Excellence in Teaching program. The FASTstream program supports high-performing existing teachers and high-potential university students to accelerate their school leadership journey by receiving tailored access to mentoring, support and programs from the School Leadership Institute. Participants who started in 2022, the program’s first year, are already in school leadership positions. The program supports a new cohort of participants each year. Rewarding Excellence in Teaching will also seek to recognise and reward highly effective classroom teaching, in a way that contributes to strengthening teaching practice</p>



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	<p>c) consider adopting the Australian Institute for Teaching and School Leadership recommendation for \$30,000 scholarships as an important way of overcoming workforce blockages – in attracting talented school leavers and mid-career-changers to teaching, in fast-tracking the promotion and career progress of young talented teachers, and in recruiting more in-field specialist teachers</p> <p>d) advocate for national changes to the Highly Accomplished and Lead Teacher program</p> <p>e) ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers</p>	<p>c) Noted – Existing policy.</p> <p>d) Noted – Existing policy.</p> <p>e) Supported in principle.</p>	<p>across the system for the benefit of every student and making the profession more attractive. The reform seeks to create a stronger teaching career pathway by creating new, higher paid roles for highly effective teachers which provide opportunities for them to share their expertise, while spending the majority of their time in the classroom.</p> <p>c) This is existing government policy. The Department already offers a range of existing scholarships with a similar or higher value. As part of the Teacher Supply Strategy, a number of existing scholarships were enhanced and additional initiatives to attract mid-career changers to teaching were introduced, including the Mid-career Transition to Teaching program.</p> <p>d) This is existing government policy. The Minister for Education and Early Learning has set an ambitious target of 2,500 Highly Accomplished Lead Teachers (HALT) in NSW by 2025. NSW has secured agreement from Education Ministers for its proposal to work with the Australian Institute for Teaching and School Leadership (AITSL) on opportunities to improve the HALT program.</p> <p>e) The NSW Government is committed to ensuring its workforce is skilled and effective. Classroom observations are a crucial source of feedback for</p>

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	<p>up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.</p>		<p>teachers to enable them to reflect and improve their own practice. Reports, including the NSW Auditor General's report <i>Ensuring teaching quality in NSW schools</i>, and workforce feedback have highlighted the need to consider observation models and for at least one observation to be conducted by a supervisor. The department is dedicated to delivering a consistent and robust process, consulting with schools and stakeholders to support the ongoing evaluation and improvement of the performance and development process.</p>
6	<p>That, to substantially improve initial teacher training in New South Wales, the NSW Government:</p> <p>a) announce a teacher recruitment policy giving priority to localised training models, especially apprenticeship-type programs</p> <p>b) provide additional funding support for Alphacrusis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places</p>	<p>a) Noted – Existing policy.</p> <p>b) Supported in principle.</p>	<p>a) This is existing government policy. As part of the Teacher Supply Strategy, more flexible study and training opportunities are being offered as part of initiatives such as the <i>Mid-Career Transition to Teaching program</i>, <i>Alphacrusis</i> initiative and <i>Teach for Australia</i>. The Department also supports Professional Experience Hubs. The National Teacher Workforce Action Plan has also identified this an area of priority.</p> <p>b) An initial pilot of the Alphacrusis model in government schools is being implemented in the Riverina area. Future decisions on Alphacrusis will be informed by the pilot.</p>

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	<p>c) ensure continuity of funding support for Country Universities Centres (CUCs) and provide CUC trainee teachers with paid work opportunities in local regional schools, such as Student Learning and Support Officers</p> <p>d) call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees</p> <p>e) again inform NSW universities they need to make the appropriate change to Literacy and Numeracy Test for Initial Teacher Education timing, so that each of them brings it forward to within the first year of teacher training</p>	<p>c) Noted – Existing policy.</p> <p>d) Noted – Existing policy.</p> <p>e) Noted – Existing policy.</p>	<p>c) This is existing government policy. The NSW Government provided \$8 million in funding to CUC to establish five new centres across the state as a 2019 election commitment. An independent evaluation of the CUC program is currently underway, with a final report due to the Department in late 2023. The Teacher Supply Strategy also includes opportunities for School Learning Support Officers (SLSOs) to train as teachers.</p> <p>d) This is existing government policy. The NSW Education Standards Authority (NESA) has already raised the bar, and will contribute to national work to strengthen Initial Teacher Education (ITE) as part of the National Teacher Workforce Action Plan.</p> <p>e) This is existing government policy. The Australian Institute for Teaching and School Leadership (AITSL) is progressing this as part of National Teacher Workforce Action Plan. From 2023, the Literacy and Numeracy Test for Initial Teacher Education Students (LANTITE) can be undertaken prior to program commencement. NESA already advises ITE providers to encourage students to sit LANTITE as early as possible.</p>

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	f) ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching.	f) Noted – Existing policy.	f) This is existing government policy. A new Teachers Award has been approved for 2023 and 2024. See also response to Recommendation 1. In addition, the Government is currently consulting on the Rewarding Excellence in Teaching program that will seek to provide a new career track for expert teachers.
7	That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.	Supported in principle.	Universities organise professional experience placements across all systems and have existing software systems in place to support. Opportunities for further system collaboration will be explored during 2023.  Strengthening initial teacher education has been identified as a priority area under the National Teacher Workforce Action Plan providing a mechanism for the issue of teacher placements to be discussed nationally.
8	That the NSW Government work with the Commonwealth Government and tertiary education providers to develop a Masters of Teaching model which involves one year of university study and one year of paid in-school placement, tied to schools with identified need to increase the number of in-field teachers, where practical.	Supported in principle.	NESA has been liaising with employers and ITE providers on alternative Master of Teaching models that embed para-professional and teacher employment in the final year using Conditional Accreditation.  The Teacher Supply Strategy contains a number of initiatives focused on getting students and teacher trainees into classrooms as early as possible.
9	That the NSW Government formally recognise the importance of in-field specialist teaching as a vital contributor to student success. In setting ambitious targets for in-field teaching the NSW Government	Noted – Existing policy.	This is existing government policy. The NSW Government already recognises the importance of in-field specialist teaching, and has a range of initiatives, including scholarships and programs as

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	should collect and publish detailed data on in and out-of-field teaching in its schools.		<p>part of the Teacher Supply Strategy, to support in-field expertise. The Department also recognises and acknowledges the support that out-of-field teachers provide in supporting continuity of learning and curriculum delivery.</p> <p>The Department has published analysis of in- and out-of-field teaching, as has AITSL in the National Teacher Workforce Data.</p>
10	That the NSW Department of Education establish a new program of Specialist Teaching Scholarships (set at \$30,000 in line with the Behavioural Economics Team of the Australian Government research and Australian Institute for Teaching and School Leadership recommendation) be provided in initial teacher education and for mid-career-change teachers entering the public education system, to meet the targets in Recommendation 9.	Noted – Existing policy.	This is existing government policy. The NSW Government has a range of programs already under way to support students in initial teacher education and mid-career changes. These include teacher scholarship programs such as Teacher Education Scholarships, teach.MathsNOW Scholarships, teach.Rural Scholarships, and the Mid-Career Program. Some scholarship offerings include up to \$7,500 per year while studying full-time, equivalent course contribution fees of up to \$50,000, a \$6,000 appointment allowance and a permanent teaching position.
11	That the NSW Government streamline and integrate the Approval to Teach process with initial teacher education, to reduce barriers for initial teacher education students to transition into teaching. This includes the Department of Education developing a digital solution with initial teacher education providers to source student transcripts and course results directly from universities instead of requiring students to collate this manually.	Supported in principle.	The Department of Education's existing links with some NSW/ACT university ITE providers facilitate bulk exchange of transcripts with the Department's Teacher Approvals Unit. NESA gives Conditional accreditation to final year ITE students on the basis of available transcripts and through using My eEquals. Opportunities for further integration will be explored during 2023, noting changes are already underway to align with changes to the <i>Teacher Accreditation Act</i> .

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12	That the NSW Government revise and update the NSW Teacher Supply Strategy by adopting the recommendations in this report.	Noted.	The Teacher Supply Strategy will continue to be updated as required to incorporate new evidence or information as it comes to light, in order to achieve the best outcomes for NSW schools. The vast majority of recommendations in this report are existing government policy.
13	That, to better address the needs of children with behavioural problems, the NSW Government increase funding for School Learning Support Officers (SLSOs), with a view to increasing their overall presence, and also permanently allocating them to schools, rather than an individual student. Further, that it provides adequate places in Schools for Specific Purposes for students who would benefit from this model.	Noted.	<p>The NSW Government has delivered record school funding, which delivers targeted support based on student needs.</p> <p>The Department of Education provides all mainstream schools with funding to support students with additional learning and support needs through the Low-Level Adjustment for Disability (LLAD). The LLAD provides a Learning and Support Teacher allocation, as well as flexible funding. Schools determine how to best use the flexible funding component to meet the needs of their student population, which can include engagement of SLSOs to support students in the classroom.</p> <p>From 2023, an additional 188 FTE Learning and Support Teachers are being funded across NSW to provide additional capacity to schools to support students who have additional learning and support needs.</p> <p>This investment is part of a broader program of reform work being undertaken by the Department to move to a more contemporary needs-based approach to funding schools to support students with disability. In 2023, the Department will continue to design reforms with a focus on supporting</p>

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			<p>students who have moderate to high support needs in mainstream classes.</p> <p>Through delivery of the NSW Government's recent announcement about the transition of at least 10,000 temporary staff to permanent employment, it is anticipated that there will be a large increase in permanent SLSO positions over the next 12 months.</p>
14	<p>That the NSW Government recognise that one way of reducing the teacher paperwork load is to restore discipline and order in our schools. The decline in disciplinary standards and policies in recent decades needs to be reversed. Chaotic classrooms and playgrounds are not only bad for student learning, they create a huge workload on teachers, drawing them away from their core instructional role. The model of structured classroom order at Marsden Road Public School (based on London's highly successful Michaela School), for example, minimises 'teacher tell' time and maximises productive learning time. This success needs to be replicated across the government school sector.</p>	Noted.	<p>The Department of Education's Inclusive, Engaging and Respectful (IER) Schools reform, including the Student Behaviour policy and procedures, aim to create more supportive and inclusive learning environments for all students and staff. The reforms are evidence-based and start from a position of high expectations of behaviour in our schools.</p> <p>Promoting the learning, wellbeing, and safety of all students in NSW public schools is a high priority for the Department. Students are encouraged to feel connected and use their social and emotional skills to uphold high standards for respectful, safe, and engaged behaviour in line with the Behaviour Code for Students.</p> <p>There is no 'one size fits all' model, and the Department will continue to ensure approaches follow the evidence while also meeting the needs of students and communities.</p> <p>The first-ever Chief Behaviour Adviser, announced by the NSW Government in late 2022, will work across all three school sectors to provide advice to schools, teachers and parents on best practice for</p>

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			improving and maintaining respectful student behaviour.
15	That the NSW Department of Education ensure that its current program to reduce the administrative burden on teachers does not jeopardise the collection of essential data on student performance.	Supported.	<p>The Quality Time program aims to simplify, modernise, redistribute, and reduce current administrative processes and practices. The time saved enables teachers and principals to focus on the core business of teaching, leading, and supporting learning, which includes drawing on student performance data to support improved outcomes. The program exceeded all targets by December 2022, including delivering 50 hours of time savings for teachers.</p> <p>The collection of essential data on student performance is used to inform departmental decision-making, including policy, research and targets.</p> <p>The Department of Education is working to reduce the administrative burden of data collection by ensuring that, where possible, information is collected once only. It does this by combining surveys and looking to implement more sophisticated ways of sampling.</p> <p>Maximising time to teach is also a key national priority under the National Teacher Workforce Action Plan and proposed initiatives under this priority are consistent with current NSW programs.</p>
16	That the NSW Department of Education: a) collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign	a) Noted.	a) The Department will consider how to better collect teacher exit information and resignation data.



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	<p>b) monitor and address the reasons for the alarming rise in new teacher attrition</p> <p>c) organise and provide funding and resources for a comprehensive induction program for new teachers, with mentors and contacts who can assist them in the early years of adjusting to their new career</p> <p>d) centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates</p>	<p>b) Noted – Existing policy.</p> <p>c) Noted – Existing policy.</p> <p>d) Supported in principle.</p>	<p>b) This is existing government policy. The NSW Government will continue to support and consider additional support provided to beginning teachers to ensure they are supported to continue in the teaching profession.</p> <p>c) This is existing government policy. The Department’s Beginning Teacher Supporting Funding program (\$60M annually) provides professional development and mentoring and is complemented by the Department’s induction framework, <i>Strong Start Great Teachers</i>. In 2022, a suite of Teacher Mentor resources were also launched to support the delivery of mentoring practice in schools, including to support beginning teachers. The Department will continue to update its induction and offerings to support new teachers in 2023.</p> <p>d) The Department will continue to collect data around school requirements for the use of casual and temporary teachers. Capturing turnover/resignation rates of casual and temporary teachers is complex due to the transient nature of these employment groups. The Department will consider methodologies to better articulate the movement in these groups at an aggregate level, remaining conscious about adding unnecessary data collection requirements on teachers and Principals.</p>

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	<p>e) accurately reflect the number of teachers in schools, and how many are casual, permanent, or temporary</p> <p>f) collect data on the numbers of:</p> <ul style="list-style-type: none"> <li>- active teachers available to work in the Department's casual teacher pool (as opposed to those technically still eligible to work but who are no longer looking for casual work)</li> <li>- teachers on recurrent temporary employment contracts</li> <li>- temporary teachers who have indicated they would prefer to be permanent</li> <li>- casual teachers who have indicated they would prefer to be temporary or permanent.</li> </ul>	<p>e) Supported.</p> <p>f) Supported in principle.</p>	<p>e) The Department's current systems capture employment type. Ongoing investment in systems and process improvements will continue to refine and enhance data definitions and support improved workforce management.</p> <p>f) The Government has committed to convert a minimum of 10,000 temporary staff into permanent positions. The Department will consider mechanisms available to further support casual teachers.</p> <p>NSW has expanded its understanding of future teaching workforce needs and has built sophisticated teacher workforce modelling supporting its workforce planning. NSW is working to further expand the information it collects on the teaching workforce to support planning and other initiatives.</p> <p>The 'Better understand future teacher workforce needs' is also a priority area under the National Teacher Workforce Action Plan.</p>
17	<p>That the NSW Government acknowledge the inability of the casual/temporary teacher workforce to fill the gaps of critical teacher shortages in government schools over the past two years. Given the decline in the availability of these teachers, the NSW Department of Education should create a significant number of additional permanent, fulltime teacher positions,</p>	<p>Not supported.</p>	<p>The NSW Government has on numerous occasions acknowledged that supply was unable to keep up with the increase in sick leave over the last two years. At points during 2022, sick leave was up to 60% higher than the equivalent point in 2019. This is not indicative of broader supply challenges, but of a significant surge in leave due to COVID-19 and</p>

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	thereby reducing future reliance on casuals and temps who have diminished in number.		the flu, with nearly a million sick leave days taken in 2022 alone.  The NSW Government is delivering additional permanent opportunities for existing eligible temporary teaching and school support staff.
18	That the NSW Government, in attracting more high-quality people into teaching, should use the de-casualisation initiative in Recommendation 17 as a selling point, offering greater job security across the New South Wales teaching profession.	Noted.	Please see response to Recommendation 17.  As part of 2022 World Teachers' Day, the NSW Government unveiled a new campaign to attract more people to teaching. The 'Teaching Opens Doors' campaign highlights some of the fantastic, dedicated teachers working in NSW public schools and encourages people to consider a rewarding career in teaching.  The Government also notes the option of flexibility in a teaching career remains a 'selling point' to prospective teachers and is therefore important to wider recruitment efforts.
19	That the NSW Government acknowledge: a) the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices b) the ultimate ineffectiveness of the vaccination program against transmission of the COVID-19 Omicron strains BA 4&5 c) the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.	a) Not supported.  b) Not supported.  c) Not supported.	Since the pandemic began, the advice provided by national and state health experts, including NSW Health, has driven COVID-19 policy in schools.  The Department has and will continue to ensure that requirements put in place by the NSW Government, like the Public Health Orders, are followed.
20	That the NSW Government create an automatic right of return to employment within the Department of	Not supported.	The 295 employees who were dismissed following a PES investigation for vaccine non-compliance when

## NSW Government response to Parliamentary Inquiry into Teacher Shortages

#	Recommendation	Position	Response
	Education to help address teacher shortages for all mandate-affected school and departmental staff.		<p>the Public Health Order was in place will not be automatically reinstated. However, these former employees are welcome to apply for and commence in vacant roles not subject to ongoing 2-dose vaccination requirements.</p> <p>Almost 500 out of 552 staff had their Approval to Teach reinstated after the COVID vaccination requirement was amended. The department ensured this process was streamlined by automatically reinstating Approval to Teach status if their NESA accreditation and Working with Children's Check were still active.</p>

# NSW Government response to Parliamentary Inquiry into Teacher Shortages

## Appendix A

Available at <https://education.nsw.gov.au/about-us/strategies-and-reports/teacher-workforce-strategy-national-proposals-and-nsw-initiatives>

NSW Department of Education		
National Teacher Workforce Action Plan		
Proposed Federal Government Initiative	Existing NSW Initiative	
<b>1. Improve teacher supply</b>		
1. More teaching places at universities in the right subjects and specialisations.	✓	• NSW is designing a commissioning model to support this federal government initiative
2. 5,000 bursaries worth up to \$40,000 each to help attract our best and brightest to the teaching profession.	✓	• Range of scholarships with the most attractive scholarship (teach.Rural) worth up to \$98,500 including benefits
3. 1,500 more places in the High Achieving Teachers program to encourage more professionals to switch careers to teaching and trial new ways of attracting and keeping teachers in the schools that need them most.	✓	• NSW bespoke program with Teach for Australia • Mid-Career Transition to Teaching pathway • FASTstream program • Rural and remote teacher incentives and scholarships
4. Prioritise visa processing for qualified teachers and prioritise teachers from State and Territory nominated visa allocations.	✓	• Recruitment Beyond NSW (RBNSW) • NSW advocated for priority visas
5. Prioritise conditional or provisional registration to increase the supply of teachers.	✓	• Conditional accreditation pathway • Earlier employment in public schools.
6. Teacher employers will look for opportunities to boost the number of permanent teachers, recognising the importance of permanency to secure jobs in creating a stable workforce.	✓	• At least 10,000 temporary NSW teachers and support staff will be offered permanent roles in 2023
7. States and territories to investigate the potential to promote teaching, mentoring and other opportunities to people who are registered but not currently working as teachers.	✓	• NSW supports this federal government initiative.
<b>2. Strengthen Initial Teacher Education (ITE)</b>		
8. The Teacher Education Expert Panel, led by the Vice-Chancellor of the University of Sydney, Professor Mark Scott, is reviewing initial teacher education and will recommend ways to boost graduation rates, and broadly ensure graduating teachers are better prepared for the classroom.	✓	• Mandatory requirements for NSW ITE • Professional experience hubs • Range of mid-career pathways
9. Recognise previous study, work experience and skills that may be transferable to teaching.	✓	• Range of mid-career pathways
10. Co-design actions to attract and retain more First Nations teachers.	✓	• 10 year Aboriginal and Torres Strait Islander Workforce & Leadership Strategy
11. All teaching students will undergo initial assessment of their literacy and numeracy skills in their first year to ensure they can receive targeted support if they need it.	✓	• NSW supports this federal government initiative.
<b>3. Keeping the teachers we have</b>		
12. Pilot new approaches to reduce teacher workload through a Workload Reduction Fund to maximise the value of a teacher's time.	✓	• NSW supports this federal government initiative.
13. Build on work already underway to reduce unnecessary teacher workload, plan and collaborate and independently evaluate the effectiveness of these measures on teachers' time.	✓	• Quality Time Action Plan (QTAP) • Curriculum and Assessment Resources • Streamlined teacher accreditation requirements
14. Develop national guidelines to support early career teachers and new school leaders including mentoring and induction.	✓	• Strong Start Great Teachers (SSGT) • Beginning Teacher Support Funding (BTFSF) • Beginning Teacher information hub
15. Develop and support career pathways which value teachers and reflect transitions in the Australian Professional Standards for Teachers.	✓	• Rewarding Excellence in Teaching • FASTstream program • Revised HALT policy
16. Improve access to high-quality First Nations' cultural competency resources to ensure teachers are better prepared to teach First Nations peoples in culturally safe ways.	✓	• Partnership agreement with the Aboriginal Education Consultative Group • Mandatory training for NSW teachers in ITE and ongoing professional development. • 10-year Aboriginal and Torres Strait Islander Workforce & Leadership Strategy
17. Streamline HALT accreditation processes to make it less burdensome for teachers to be accredited and incorporate recognition of equivalent qualification and certification processes.	✓	• Revised Highly Accomplished and Lead Teacher Accreditation HALT Policy 2022
18. Develop micro-credentials and expand the Quality Teaching Rounds (QTR) to enhance teachers' access to quality professional development.	✓	• NSW Curriculum Reform Microlearning • Existing NSW QTR partnership
19. Examine how to support implementation of the national curriculum.	✓	• Assistant Principal Curriculum and Instruction positions • Online Learning Platform • NSW Curriculum Reform and curriculum resources
20. Each initiative in the next National School Reform Agreement will be subject to a Teacher Workload Impact Assessment.	✓	• NSW supports this federal government initiative.
21. Identify the most effective use of initial teacher education students, teaching assistants and other non-teaching staff.	✓	• Assistant Principal Curriculum and Instruction positions • COVID Intensive Learning Support Program (COVID ILSP) • Administrative staff improvement for School Success' pilot • Conditional accreditation and earlier employment in public schools.
22. Identify and assess the effectiveness of initiatives to support teacher retention.	✓	• Rural and remote teacher incentives and scholarships
<b>4. Elevating the profession</b>		
23. A targeted national campaign to raise the status and value the role of teachers.	✓	• Teaching Opens Doors campaign • NSW Premier's Teacher scholarships
24. Encourage members of the public to nominate teachers for Medals of the Order of Australia.	✓	• NSW supports this federal government initiative.
<b>5. Better understand future teacher workforce needs</b>		
25. Develop and publish nationally consistent teacher workforce projections based on consistent standards, disaggregated at a regional level and by subject specialisation, to enable a national understanding of teacher demand.	✓	• NSW engaging with AITSL to test/validate data
26. Develop and publish nationally consistent ITE graduate supply data, including disaggregated by subject specialisation and participation in ITE at the regional level, to enable a national understanding of teacher supply.	✓	• Existing NSW projections of supply and demand
27. Develop and publish data about teacher wellbeing and career intentions.	✓	• NSW People Matter Employee Survey
Find out more about our NSW teacher workforce initiatives <a href="https://education.nsw.gov.au/teacher-strategy">education.nsw.gov.au/teacher-strategy</a>		