



LEGISLATIVE COUNCIL

PORTFOLIO COMMITTEE NO. 3

Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales

Report of the inquiry into teacher shortages in New South Wales

Report 48

November 2022

3



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Portfolio Committee No. 3 - Education

**Great teachers, great
schools: Lifting the status
of teaching, teacher quality
and teacher numbers in
New South Wales**

**Report of the inquiry into
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South Wales**

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**New South Wales. Parliament. Legislative Council. Portfolio Committee No. 3 – Education.
Report no. 48.**

Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales

Report of the inquiry into teacher shortages in New South Wales

“November 2022”.

Chair: The Hon Mark Latham MLC



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Terms of reference

1. That Portfolio Committee No. 3 - Education inquire into and report on teacher shortages in New South Wales, and in particular:
 - (a) current teacher shortages in NSW schools,
 - (b) future teacher supply and demand,
 - (c) out-of-field teaching, merged classes and minimal supervision in NSW schools,
 - (d) the NSW Teacher Supply Strategy,
 - (e) teaching workforce conditions,
 - (f) Initial Teacher Education,
 - (g) impacts related to COVID-19, including the impact of government responses such as remote teaching and safety restrictions,
 - (h) the impact of workplace mandates,
 - (i) the status of the teaching profession,
 - (j) the impacts of the Staffing Agreement on the ability of principals to effectively staff schools and manage performance,
 - (k) the administrative burden for principals associated with recruiting for and appointing roles,
 - (l) the impact of central appointments prioritisation for teaching and principal roles,
 - (m) support for principals to effectively staff schools above base allocation,
 - (n) the impacts of incentives and the transfer point system on regional shortages,
 - (o) the approval to teach process in New South Wales,
 - (p) the impact of casualisation, temporary contracts and job insecurity,
 - (q) the measurement of staff turnover particularly in regard to temporary staff, and
 - (r) any other related matter.
2. That the committee report by 8 November 2022.

The terms of reference for the inquiry were self-referred by the committee on 15 June 2022 referred to the committee by the Legislative Council.¹

¹ *Minutes*, NSW Legislative Council, 21 June 2022, pp 3460-3461.

Committee details

Committee members

The Hon Mark Latham MLC	Pauline Hanson's One Nation	<i>Chair</i>
The Hon Wes Fang MLC	The Nationals	<i>Deputy Chair</i>
Ms Abigail Boyd MLC	The Greens	
The Hon Anthony D'Adam MLC	Australian Labor Party	
The Hon Scott Farlow MLC	Liberal Party	
The Hon Courtney Houssos MLC	Australian Labor Party	
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* The Hon Aileen MacDonald MLC replaced the Hon Catherine Cusack MLC as a substantive member of the committee from 16 August 2022. The Hon Catherine Cusack MLC was a substantive member of the committee to 9 August 2022.

Secretariat

Madeleine Dowd, Principal Council Officer
Liz Clark, Senior Council Officer
Daisy D'Souza, Senior Council Officer
Irene Penfold, Administration Officer
Merrin Thompson, Director

Chair's foreword

The NSW school education system is at a tipping point. For 20 years its academic results have consistently fallen away, which can only mean two things. First, NSW Government policy has failed, and second, classroom teaching is not up to scratch. If the students have not learnt, the teachers have not taught.

New South Wales is paying a heavy price for these failures: losing international economic competitiveness against countries with better education systems than ours (mainly in Asia) and socially, experiencing the further entrenchment of poverty and exclusion. As disadvantaged schools fail to lift their results, they close the door on the best, most feasible means by which their students can break the intergenerational poverty cycle.

In government policy, Local Schools Local Decisions (LSLD) was disastrous. Just as 'progressive' school leaders and teachers were deviating from the evidence base in pedagogy and classroom content a decade ago, Minister Adrian Piccoli gave them the full freedom to pursue these ideological agendas ahead of established best practice. The current Minister is yet to replace LSLD with a clear, mandated requirement for what every school should be and do in lifting student academic outcomes.

As the quality of the government school system has declined, so too has the status of teaching. We live in a more open and competitive society where people pay on results. Fewer school leavers look at the reputation and rewards of teaching and think it's for them. Fifty years ago, teaching was commonly seen as an honoured profession. Alternatives, such as working in a bank, were derided.

Today the opposite is true. Financial sector jobs no longer rely on bank teller-type work, but huge financial opportunities and rewards in a global industry. This is where high-achieving school leavers are going, instead of returning to schools as teachers. This latter option is commonly dismissed as soft and unrewarding, the equivalent of pastoral care and social work. Meanwhile, parents unhappy with the education system have also marked down the status of teaching. It's a vocation in slow steady decline.

This is having a marked impact on the teacher supply pipeline. If the status of teaching is diminished, as it has been, then the quality and number of young people going into teaching will also decline. While the impact of COVID-19, vaccination mandates and the 2022 Winter flu season have caused immediate teacher shortages in New South Wales, the longer term trend is also concerning. Unacceptably high Initial Teacher Education (ITE) and early teacher (less than five years service) attrition rates have added to the problem.

Some sectional interests, such as the NSW Teachers Federation, argue that the answer to structural teacher shortages is to make the job easier, to reduce the paperwork and administrative load. Most of the tasks they talk about, however, are integral to the job of teaching, such as marking tests and assessments, recording student data and learning plans, and ordering classroom materials. In practice, the most substantial improvements in teacher workload are likely to come from stronger student discipline – policies and practices that the 'progressive' Education Establishment has weakened in recent decades. It's been a notable own-goal.

More significantly, this report recommends a strategy of long term gains in the status of teaching as the best way of attracting better and more people to the profession. That's the key: to actually treat teaching as a modern, dynamic, rewarding profession. Not a job where decent, competitive pay increases are traded away for ever-softer working conditions. Not a role where key performance measures are ignored and teachers are paid the same, regardless of their impact on classroom learning.

Teachers and their union say they want to be treated and regarded as a high-achieving profession. Yet in many cases, industrial and work arrangements have been negotiated that move in the opposite direction

to today's professional standards for performance. The status quo cannot be allowed to stand. Major policy and workplace changes are needed and this report shows how this can be achieved.

I thank the members of the Education Committee, our excellent Legislative Council Committees secretariat, the hearing witnesses and those who made submissions to the inquiry for their input. This is a hugely important issue and the material gathered, analysis developed and recommendations finalised represent some of the best work of our state parliamentary system.

If we don't uplift the status of teaching in New South Wales we can't uplift our school results and the lifetime opportunities of our young people. That would be a tragedy for New South Wales at every level.



Hon Mark Latham MLC
Committee Chair

Recommendations

- Recommendation 1** **19**
 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.
- Recommendation 2** **19**
 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.
- Recommendation 3** **19**
 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.
- Recommendation 4** **19**
 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.
- Recommendation 5** **23**
 That the NSW Government:
- 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)
 - give special recognition to and develop faster promotion pathways for teachers with strong value-added performance
 - 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
 - advocate for national changes to the Highly Accomplished and Lead Teacher program
 - ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.
- Recommendation 6** **28**
 That, to substantially improve initial teacher training in New South Wales, the NSW Government:
- announce a teacher recruitment policy giving priority to localised training models, especially apprenticeship-type programs

- provide additional funding support for Alphacrucis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places
- 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
- call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees
- 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
- ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching.

Recommendation 7**28**

That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.

Recommendation 8**31**

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.

Recommendation 9**34**

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 should collect and publish detailed data on in and out-of-field teaching in its schools.

Recommendation 10**34**

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.

Recommendation 11**34**

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.

Recommendation 12**35**

That the NSW Government revise and update the *NSW Teacher Supply Strategy* by adopting the recommendations in this report.

Recommendation 13**43**

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 provide adequate places in Schools for Specific Purposes for students who would benefit from this model.

Recommendation 14**43**

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.

Recommendation 15**43**

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.

Recommendation 16**45**

That the NSW Department of Education:

- a) collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign
- b) monitor and address the reasons for the alarming rise in new teacher attrition
- 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
- d) centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates
- e) accurately reflect the number of teachers in schools, and how many are casual, permanent or temporary
- f) collect data on the numbers of:
 - 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)
 - teachers on recurrent temporary employment contracts
 - temporary teachers who have indicated they would prefer to be permanent
 - casual teachers who have indicated they would prefer to be temporary or permanent.

Recommendation 17**48**

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, thereby reducing future reliance on casuals and temps who have diminished in number.

Recommendation 18

48

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.

Recommendation 19

54

That the NSW Government acknowledge:

- the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices
- the ultimate ineffectiveness of the vaccination program against transmission of the COVID-19 Omicron strains BA 4&5
- the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.

Recommendation 20

54

That the NSW Government create an automatic right of return to employment within the Department of Education to help address teacher shortages for all mandate-affected school and departmental staff.

Conduct of inquiry

The terms of reference for the inquiry were self-referred by the committee on 15 June 2022.

The committee received 255 submissions and one supplementary submission.

The committee held four public hearing at Parliament House in Sydney.

Inquiry related documents are available on the committee's website, including submissions, hearing transcripts, tabled documents and answers to questions on notice.

Chapter 1 **Background to teacher shortages in New South Wales**

It is self-evident that teachers are critical to the success of New South Wales schools and students. Education research has consistently shown that the greatest in school impact on student learning comes from the quality of classroom teaching. If the students have not learnt, it is because the teachers have not taught in a best practice, evidence-based way. An ample supply of high-quality teachers is the foundation stone on which any successful schools system is built. At this crucial stage in our state's history, it is essential for reversing the slide in NSW school academic results evident since the turn of the century.

The significance and gravity of teacher shortages in New South Wales was acknowledged by many of the stakeholders that presented submissions and evidence to this inquiry. This chapter provides background information on the current teacher shortages in New South Wales. It focuses on the issues impacting teacher supply and demand in recent years as well as an examination of the available data around teacher supply pipelines.

Recent issues facing the teaching profession

- 1.1** The committee heard that the work of teachers in New South Wales has changed significantly in recent years.² Teachers have reported heavy workloads, increased administrative burdens and a decline in both teacher and student morale, leaving aside the advent of COVID-19. Against this backdrop, the committee heard evidence that the pipeline of new teachers entering the profession is inadequate, and that attrition rates are high, resulting in an insufficient supply of teachers.
- 1.2** A number of stakeholders described the current state of teacher shortages as a 'crisis'.³ Mr Angelo Gavrielatos, President, NSW Teachers Federation, told the committee that the impact, once isolated to rural and remote areas, is such that 'the shortages are being felt from Balgowlah to Broken Hill'.⁴
- 1.3** Although COVID-19 and the recent influenza season have had a significant short-term impact on teacher supply, the committee heard that these factors have exacerbated shortages already being felt in school communities. Stakeholders cited a number of issues pertaining to the current shortages, independent of COVID-19, that have affected the attraction and retention of teachers. This includes:
- conditions of work and uncompetitive pay⁵
 - administrative and compliance demands

² Submission 87, Science Teachers Association, p 2.

³ See for example; Submission 87, Science Teachers Association, p 5, Submission 86, University of New South Wales, School of Education, p 2, Submission 4, NSW Council of Deans of Education, p 4.

⁴ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 4.

⁵ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 2.

- increasing job insecurity due to the prevalence of casual or temporary contracts⁶
- the steady decline in initial teacher education (ITE) course enrolments⁷
- the status of teaching including a perceived lack of appreciation and respect for the work of teachers.⁸

COVID-19 and online learning

- 1.4** As noted above, the COVID-19 pandemic has had a considerable impact on NSW schools and continues to affect their day-to-day operations.
- 1.5** Government imposed lockdowns in 2020 and 2021 required the introduction of remote teaching to ensure the continuity of learning for students. The Teachers and Teaching Research Centre submitted that the morale and efficacy of teachers declined measurably in this period due to the disruption to face-to-face learning and the pressure to rapidly adapt to teaching a narrowed curriculum in online settings.⁹
- 1.6** Remote learning was recognised by stakeholders as a 'necessary strategy for schools to manage cohorts effectively when confronted by surges of staff absences'¹⁰ and research provided by Professor Jenny Gore, Director, Teachers and Teaching Research Centre and Fellow, American Educational Research Association, University of Newcastle, indicated that 'there has been no so-called learning loss'¹¹ as a result of the transition. However, the impact of the pandemic on teacher wellbeing and student behaviour was noted by inquiry participants, with several stakeholders attributing high levels of fatigue and burnout amongst teachers to the increased workload associated with COVID-19.¹²
- 1.7** The NSW Government provided evidence that COVID-19-related sick leave has been the driver of heightened shortages in casual teacher availability. Instances of sick leave have increased by 60 per cent from 2019 and are 38 per cent higher than 2020.¹³ In a 2022 survey of more than 10,000 members of the NSW Teachers Federation, 97 per cent said their school had difficulty recruiting enough casual teachers. Leave associated with COVID-19 has created an environment in which larger classes, split classes and merged classes are frequently required in order to ensure supervision for all students.¹⁴

⁶ Evidence, Dr Rachel Wilson, Associate Professor, School of Education and Social Work, University of Sydney, Teachers Work in Schools Research Team, 16 August 2022, p 22.

⁷ Submission 106, The Federation of Parents and Citizens Associations, p 4.

⁸ Submission 88, Independent Education Union of Australia NSW/ACT Branch, p 6.

⁹ Submission 85, Teachers and Teaching Research Centre, The University of Newcastle Australia, p 4.

¹⁰ Submission 112, AEU NSW Teachers Federation, p 14.

¹¹ Evidence, Professor Jenny Gore, Director, Teachers and Teaching Research Centre & Fellow, American Educational Research Association, University of Newcastle, p 31.

¹² Submission 85, Teachers and Teaching Research Centre, The University of Newcastle Australia, p 4, Submission 110, Federation of Parents and Citizens Associations NSW, p 2.

¹³ Submission 109, NSW Government, p 12.

¹⁴ Submission 112, AEU NSW Teachers Federation, p 6.

- 1.8 Alongside this, the government advised that *COVID-19 Intensive Learning Support Program*, introduced to deliver increased levels of support through the provision of small group tutoring, has affected the availability of casual teachers.¹⁵
- 1.9 The NSW Primary Principals Association noted 'the significant workload in administering the acquisition of casual teachers, including organising [release from face-to-face teaching], duty and learning program timetables to accommodate the daily variations in routine'. The association advised that consequently, the current limited supply of day-to-day casual teachers increases the workload for principals, teachers and administrative staff.¹⁶

Current teacher supply

- 1.10 The provision of education to children in New South Wales primarily occurs in government schools, Catholic schools and independent schools. In the NSW public school system, there are more than 800,000 students across 2,215 schools in 2022.¹⁷
- 1.11 The NSW Government provided evidence that the NSW Department of Education employs more than 92,674 teachers (equivalent to 70,279 full-time equivalent teachers) across the state's public schools.¹⁸ As of 30 June 2021, this included 12,205 casual and 27,506 temporary teachers.¹⁹
- 1.12 Rising student enrolments was identified as one of the key factors that have driven up demand for teachers.²⁰ Evidence provided to the inquiry indicated that school enrolments are expected to increase nationally by 1.3 per cent per year to 2030, with Victoria, New South Wales and Queensland to see the greatest growth.²¹
- 1.13 Within this context, teacher vacancies within schools are generally defined as the number of unfilled permanent positions. The NSW Government indicated that as at 30 June 2022, there were 1609 permanent vacancies across the state's public schools.²² This represents a vacancy rate of approximately 2.7 per cent.
- 1.14 The Teachers Federation reported that the number of vacancies reached a high of over 3000 in October and November 2021.²³ The inquiry heard evidence that this increase in the reporting of vacancies mirrors trends observed nationally, however, the spike in vacancies in New South Wales in late 2021 appears to be unique to this state.²⁴

¹⁵ Submission 109, NSW Government, p 11.

¹⁶ Submission 117, NSW Primary Principals' Association, p. 6.

¹⁷ Submission 109, NSW Government, p 4.

¹⁸ Submission NSW Government, p 8.

¹⁹ Submission NSW Government, p 10.

²⁰ Evidence, Mr Chris Lamb, Chief People Officer, NSW Department of Education, 23 September 2022, p. 7.

²¹ Submission 5, Australian Catholic University Faculty of Education and Arts, p 1.

²² Submission 109, NSW Government, p 8.

²³ Submission 112, AEU NSW Teachers Federation, p 14.

²⁴ Submission 130, Centre for Independent Studies, p 9.

Is there a teacher shortage in New South Wales?

- 1.15** The NSW Government stated that Department of Education modelling indicates there is adequate supply to meet projected demand for teachers until at least 2025, whilst acknowledging that there are 'constraints' with regard to teacher supply in some subjects.²⁵ It reported that the public school system currently has 'a more than adequate supply of primary school teachers' and 'an adequate supply of secondary teachers', except in the areas of STEM and some specialist subjects.²⁶
- 1.16** Although the government maintains that the most 'acute' staffing issues have been felt in 2022 as a result of COVID-19, the projections in their submission do not explicitly model the unknown impact of COVID-19.
- 1.17** The predicted supply deficit forecast for between 2025 and 2026 was the predominant driver for the NSW Government's development of the *NSW Teacher Supply Strategy* (discussed below), which is discussed below. The NSW Government maintains that this strategy will ensure that the Department of Education is able to meet demand for teachers across the NSW school system into the future.²⁷
- 1.18** The Centre for Independent Studies (CIS) submitted that 'there is little evidence that overall teacher workforce numbers are in long-term crisis.'²⁸ Mr Glenn Fahey, Education Program Director, Centre for Independent Studies, told the committee that the high levels of attrition cited in many submissions do not seem to be aligned with 'where the evidence in fact is' and that teachers' reported intentions to leave the profession do not accord with the available data on attrition.²⁹
- 1.19** Mr Fahey also described how a high number of school vacancies does not necessarily correlate to an overall teacher shortage in New South Wales and may indicate an allocation problem, rather than a quantum problem. The CIS submission outlined that the proportion of NSW school teacher vacancies has been lower than the national trend almost every year, suggesting that 'while recent years have seen relatively high reporting of vacancies, it is not clear [this] reflects long-term and structural issues unique to the NSW teacher workforce'.³⁰
- 1.20** Understanding the extent of the teacher shortages and the challenges of future supply is difficult. A number of stakeholders told the inquiry of the lack of comprehensive data and routine reporting with regards to the teacher workforce.³¹
- 1.21** A 2019 report prepared by the Auditor-General of New South Wales, *Supply of secondary teachers in STEM-related disciplines*, found that gaps in the workforce planning model around supply and demand for particular types of teaching meant the Department of Education was not targeting

²⁵ Submission 109, NSW Government, p 6.

²⁶ Submission 109, NSW Government, p 9.

²⁷ Submission 109, NSW Government, p 14.

²⁸ Submission 130, The Centre for Independent Studies, p 3.

²⁹ Evidence, Mr Glenn Fahey, Education Program Director, Centre for Independent Studies, p. 2.

³⁰ Submission 130, The Centre for Independent Studies, p

³¹ Submission 88, Independent Education Union of Australia NSW/ACT Branch, p 3, Submission 126, p 4.

its plans and strategies to areas of need.³² Similarly, the committee heard evidence that the department has never centrally held data on collapsed classes, merged classes and minimal supervision, nor made it a requirement for schools to maintain this data.³³ Mr Angelo Gavrielatos told the committee that this lack of data means the ongoing severity of the crisis is concealed.³⁴

- 1.22** In contrast to evidence provided by the Centre of Independent Studies, the large majority of submissions to the inquiry emphasised chronic staff shortages across the state. A survey conducted by the Teachers Federation in March 2022 found that 89 per cent of respondents believe the teacher shortages are a 'very significant issue'. Professor Kim Beswick, Director of the Gonski Institute for Education, Head of the School of Education and Professor of Mathematics Education, University of New South Wales, told the committee that 'teacher shortages became more acute much earlier in mathematics than most other subjects' but has 'now spread to pretty much everywhere'.³⁵

NSW Teacher Supply Strategy

- 1.23** In September 2021, the NSW Government released the *NSW Teacher Supply Strategy*, an evidence-based plan to 'expand and enhance existing teacher supply channels in the subject areas and locations in which the Department of Education is forecasting constrained supply'.³⁶ The government committed an initial investment of \$125 million over four years to support the delivery of the strategy.
- 1.24** The committee heard evidence that the strategy's target is to 'increase the net permanent teacher workforce by 3,700 teachers over the next 10 years.' In evidence to the committee, Mr Chris Lamb, Chief People Officer, Department of Education, indicated that the 'initiatives are progressing well, with significant design and early implementation underway'.³⁷
- 1.25** The strategy outlines three key strategic priorities:
- growing the overall supply of teachers
 - encouraging more teachers to train in high-need and specialist areas
 - strengthening the supply of quality teachers in regional communities to provide targeted support for students.³⁸

³² Submission 3, Auditor-General for New South Wales, p 2.

³³ Evidence, Mr Murat Dizdar, Deputy Secretary, School Performance South, NSW Department of Education, 23 September 2022, p 20.

³⁴ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 2.

³⁵ Evidence, Professor Kim Beswick, Director of the Gonski Institute for Education; Head of the School of Education, and Professor of Mathematics Education, University of New South Wales, 4 August 2022, p 31.

³⁶ Submission 109, NSW Government, p 5.

³⁷ Evidence Chris Lamb, Chief People Officer, NSW Department of Education, 23 September 2022, p 8.

³⁸ Submission 109, NSW Government, p 51.

- 1.26** Growing the supply of teachers encompasses a number of initiatives to meet supply demand, including:
- recruiting teachers interstate and internationally
 - improving perceptions of teaching through campaigns to promote the profession
 - launching the FASTstream program to accelerate careers of high-performing teachers
 - expanding the 2021 Casual Supplementation Pilot to support more schools in sourcing quality casual teachers.
- 1.27** The focus on better equipping teachers to teach high-demand subject areas includes:
- developing new accelerated pathways to encourage academics, high-performing professionals and subject-matter experts to train as teachers
 - retraining teachers in high-demand subjects (particularly in rural and remote schools) and creating alternative professional pathway opportunities for teachers throughout their career
 - expanding scholarships for teacher retraining in Inclusive Education
 - providing new pathways for School Learning Support Officers and locally-based students to become teachers
 - collaboration with the university sector to create new Technological and Applied Studies (TAS) teaching places that leverage existing NSW Government infrastructure.
- 1.28** The 'targeted support' strategy incorporates recommendations from the department's Rural and Remote incentives review. The associated actions are designed to strengthen the supply of quality teachers in regional areas by:
- committing \$15 million of immediate investment based on the review
 - increasing teach.Rural scholarship placements
 - expanding the Rural Experience Program to encourage metropolitan teachers to complete a trial placement in a rural school
 - developing a pilot to support potential secondary students and community members from regional communities to become teacher
 - supporting new teachers to settle into regional communities.³⁹
- 1.29** While the Federation of Parents and Citizens Associations NSW noted that the strategy is a 'positive step' in addressing the shortages, a number of submissions expressed the view that the strategy's success will be limited if it is not properly monitored and the impact and effectiveness of each initiative not measured.⁴⁰

³⁹ Submission 109, NSW Government, p 49-60.

⁴⁰ Submission 110, Federation of Parents and Citizens Associations NSW, p 5, Submission 117, NSW Primary Principals' Association, p 6.

- 1.30** The Teachers Federation contended that the strategy 'ignores the primary reasons for the decline in the attractiveness of the profession' and relies instead on 'recycled initiatives and untested, expensive long-shots that will produce only tiny numbers of teachers.'⁴¹
- 1.31** The Teachers Federation also pointed to the failure of Recruitment Beyond NSW (RBNSW), a \$15 million short-term recruitment initiative as part of the Teacher Supply Strategy, to as yet 'deliver a single teacher'. RBNSW is targeted to recruit 560 STEM teachers from outside the state by 2024 by assisting overseas and interstate teachers to gain approval to teach in New South Wales. According to the Federation, despite the intention that overseas teachers would begin arriving in early 2022, issues with visa processing have delayed their arrival.⁴²

Recent NSW Government announcements

- 1.32** In addition to the Teacher Supply Strategy, in the month preceding the release of this inquiry report, the NSW Government made a number of announcements with regards to attracting and retaining teachers.
- 1.33** On 28 September 2022, Premier Dominic Perrottet presented the NSW Government's 'new trajectory for education', promising to 'bring education in New South Wales into the 21st century'. Some of the initiatives he outlined included:
- comprehensive curriculum reform in order to prevent the 'dangerous dilution' of core subjects such as maths and sciences, with all new syllabuses scheduled to be in place by 2024
 - compulsory phonics from kindergarten to Year 10, including mandatory phonics training checks
 - the reintroduction of the Treasury's Financial Literacy Challenge to target financial literacy amongst students, following a pilot program in 2021
 - a partnership with the Murdoch Children's Research Institute to study the post-pandemic mental health and wellbeing of students
 - measures to 'increase respect in our schools' such as:
 - the appointment of a chief behaviour adviser to advise and support schools on setting and maintaining high standards of behaviour and respect
 - increasing the number of behaviour specialists in the public high school system from 75 to 200
 - the introduction of the NSW Premier's Respect Awards to 'champion the best role models of respect and positive behaviour among our students'.
 - trialling more than 200 new administrative staff in the school system to reduce the administrative work required of teachers

⁴¹ Submission 112, AEU NSW Teachers Federation, p 27.

⁴² Submission 112, AEU NSW Teachers Federation, p 28.

- the creation of high-performance teaching positions to reward teacher excellence. This reform is discussed further below.⁴³

1.34 On 28 September 2022, the NSW Government announced a 'groundbreaking new approach' to reward teaching excellence, following the publication of an issues paper on the Rewarding Excellence in Teaching program.

- The issues paper identified that effective teachers are more likely to stay in the classroom if they 'can gain career progression from the chalkboard' and that highly effective teachers are the most defining factor in improving student outcomes.
- Consultation with stakeholders regarding the design of this reform continues. Once complete, a policy paper will be developed prior to the program's implementation in 2023.⁴⁴

1.35 On 7 October 2022, it was announced that NSW teachers will be given more release time from face-to-face teaching as a means of supporting teachers through the introduction of the new curriculum. The new curriculum is on track to be delivered by 2025.

- Primary school teachers currently receive two hours of release time per week and will be guaranteed an extra 30 minutes per week in 2023, and an extra 60 minutes per week in 2024 and 2025.
- Secondary school teachers currently receive five hours and 35 minutes of release time per week. They will be guaranteed an extra 30 minutes per week for the next three years.⁴⁵

1.36 On 16 October 2022, the NSW Government's plan to offer permanent roles to at least 10,000 temporary teachers and support staff was announced.

- From early 2023, temporary teachers working in areas of need will be offered permanent roles. The Department of Education will work to support those staff who can be transitioned.
- While 10,000 roles have been identified thus far, the department will continue to work with principals to identify further permanent vacancies that may be filled.⁴⁶

Impact of teacher shortages

1.37 The committee received evidence from a large number of teachers, parents and other school community members who identified concerns regarding the impacts of teacher shortages.

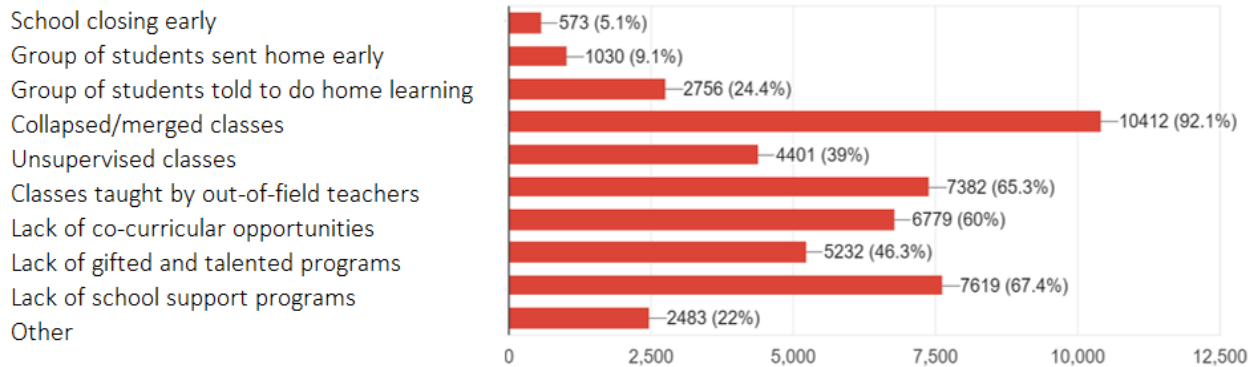
⁴³ Premier Dominic Perrottet, James Martin Institute Inaugural Oration, Headland Speech on Education, 28 September 2022.

⁴⁴ Media release, Department of Education, 'Rewarding excellence in NSW classrooms', 28 September 2022, <https://education.nsw.gov.au/news/latest-news/rewarding-excellence-in-nsw-classrooms>

⁴⁵ Media release, Department of Education, 'Extra Time for Teachers', 7 October 2022, <https://education.nsw.gov.au/news/latest-news/extra-time-for-teachers>

⁴⁶ Media release, Department of Education, '10,000 permanent teachers to boost NSW schools', 16 October 2022, <https://education.nsw.gov.au/news/latest-news/10-000-permanent-teachers-to-boost-nsw-schools>

- 1.38** Respondents to the committee's online questionnaire indicated the ways in which the schools they were familiar with had been affected by teacher shortages, as set out below.



- 1.39** The Teachers Federation highlighted that the paucity of casual teachers is impacting almost every school in the state.⁴⁷ Similarly, a survey of Public Service Association members showed that less than 3 per cent of respondents 'felt that their school could easily recruit casual staff to fill vacancies'.⁴⁸

- 1.40** The lack of available casual staff has meant that out-of-field teaching, merged classes and minimal supervision are an increasing phenomenon within NSW schools. Evidence provided by the Teacher's Federation showed a snapshot of data from six schools where there had been more than 200 instances of merged classes in 2022 alone.⁴⁹

- 1.41** The effect of this was illustrated by Mrs Deb Harlum, a Learning and Support teacher, who said that:

I am constantly being called upon to replace a classroom teacher due to illness and my other programs are left desolate. Students with learning difficulties are no longer given intensive lessons and as time goes on in these important early years of intervention- the opportunity is missed.⁵⁰

- 1.42** Mrs Harlum's experience was echoed by the Public Service Association, whose submission discussed how teacher absences and class mergers often lead to School Learning Support Officers being in vulnerable situations with high needs pupils and little or no supervision or support for themselves.⁵¹

- 1.43** The Federation of Parents and Citizens Associations NSW gave evidence that out-of-field teaching is 'especially pronounced in regional and remote settings where attracting qualified teachers in a particular subject is highly difficult'.⁵²

⁴⁷ Submission 112, AEU NSW Teachers Federation, p 8.

⁴⁸ Submission 127, Public Service Association of NSW, p 7.

⁴⁹ Submission 112, AEU NSW Teachers Federation, p 14.

⁵⁰ Submission 64, Mrs Deb Harlum, p 1.

⁵¹ Submission 127, Public Service Association of NSW, p 6.

⁵² Submission 110, Federation of Parents and Citizens Associations of NSW, p 5.

- 1.44 NSW Primary Principals' Association asserted that the public school system is 'only surviving due to the willingness of teachers to do extra duties, cover classes, work on their days off'.⁵³

Other teacher and parent perspectives

- 1.45 A large number of individual teachers and parents made submissions to the inquiry addressing the impact of the shortages.
- 1.46 The committee heard from Ms Tracy Goodwin, who described her experience in a letter sent to the Minister for Education and Early Learning, the Hon Sarah Mitchell MLC, copied to the committee. Ms Goodwin said that her 14-year-old son had spent the majority of his maths lessons in 2022 as 'supervised playground time'. She noted that her 9-year-old daughter's classes had been regularly disrupted due to difficulties finding casual teachers. Ms Goodwin summarised the impact on learning and the need for action:

I beg you, bring this issue to the Government's undivided attention, it is already bad enough that the current cohort of students have had two years of disrupted learning because of COVID-19, but now to continue with disrupted learning because of a lack of teachers is just frustrating to the point of tears.⁵⁴

- 1.47 A number of submissions made apparent the emotional toll the shortages are having on teachers. Witnesses described how the insufficient supply of teachers is significantly exacerbating workloads, leaving many teachers feeling 'burnt out, exhausted, overwhelmed and demoralised'.⁵⁵
- 1.48 One teacher described the flow-on effects of being unable to fill a mathematics teacher position at their school, stating that:

Luckily the faculty has pulled together with each teacher setting, marking tests for our absent colleague, as well as writing his reports as well as their own. Basically everyone is working above their own load, for the benefit of the students, with no remuneration of any kind and with no end in sight.⁵⁶

Impact on student learning

- 1.49 Quality teaching is critical in driving positive outcomes for students. Consequently, insufficient appropriately trained and qualified teachers is a significant risk to student achievement and meeting students' needs.⁵⁷
- 1.50 The committee heard that the frequency of collapsed and merged classes requires teachers to create lessons that can be delivered to larger groups of students out of necessity. Such lessons

⁵³ Submission 117, NSW Primary Principals' Association, p 4.

⁵⁴ Submission 23, Mrs Tracy Goodwin, p 1.

⁵⁵ Evidence, Professor Jenny Gore, Director, Teachers and Teaching Research Centre & Fellow, American Educational Research Association, University of Newcastle, p 25.

⁵⁶ Submission 40, Name Suppressed, p 2.

⁵⁷ Submission 112, AEU NSW Teachers Federation, p 4.

'make individual assistance to students nearly impossible' and thus can have 'an immediate detrimental impact on learning outcomes'.⁵⁸

- 1.51** One teacher's submission described needing to split classes on almost a daily basis, often resulting in a number of students missing out on a full day of learning due to the requirement to work independently, with minimal supervision.⁵⁹ The committee heard evidence of arrangements where teachers are effectively 'babysitting' students rather than teaching.⁶⁰ Campbell Quintrell, a Year 12 student from Broken Hill High School who gave evidence to the committee, attested to the 'massive effects' minimal supervision has on academic achievement, particularly at the HSC level.⁶¹
- 1.52** Parents also explained the impact of the teacher shortages on students. Ms Narelle Horton told the committee about an experience of her daughter, who is in year six. Ms Horton explained that during a week where two teachers were sick, approximately 75 students were being supervised by one teacher, as there was no casual teacher available. Some of these students were then sent to other classrooms, causing those teachers to become 'quite flustered and stressed and angry' due to having to accommodate additional students and the lack of chairs or desks for them to sit on. In summarising these impacts, Ms Horton said:

So it impacts the student that they're not getting any work done. They couldn't complete their tasks and for that entire week they didn't do any learning. They were given substitute teachers on three days and they were just doing things like art and games. So when their teachers returned from sick leave, there was a whole week of learning that they needed to catch up on and my daughter reported that that was quite stressful for the teachers and the students, and there were issues with getting everything done within the time frame that they had. So certain lessons were skipped.⁶²

Committee comment

- 1.53** The committee accepts that the advent of COVID-19 has put significant pressure on teachers, not just in New South Wales but around the world. The inquiry heard evidence of how rapidly changing government restrictions and the shift to online learning saw a drop in staff morale and school culture, and sick leave associated with COVID-19 and the winter flu season have impacted the availability of casual staff.
- 1.54** However, it is clear to the committee that the teacher supply issue is not new and that there are complex underlying causes impacting teacher recruitment and retention. A number of submissions emphasised this and pointed to evidence that the shortages being felt for many years in regional and remote areas are now also being experienced in the heart of metropolitan areas. Stakeholders frequently couched the state of teacher supply in negative terms, often emphasising that the New South Wales public school system is in the midst of a crisis.

⁵⁸ Submission 88, Independent Education Union of Australia NSW/ACT Branch, p 3.

⁵⁹ Submission 216, Name Suppressed, p 3.

⁶⁰ Evidence, Ms Narelle Horton, President, Russell Lea Public School P&C Association, 17 August 2022, p 12.

⁶¹ Evidence, Campbell Quintrell, HSC Student, 23 September 2022, p 4.

⁶² Evidence, Ms Narelle Horton, President, Russell Lea Public School P&C Association, 17 August 2022, p 11.

- 1.55** While the government has cited COVID-19 as being responsible for the more acute staffing issues felt this year, other submissions highlighted the more systemic issues at play. The committee was concerned to hear multiple accounts of unsustainable workloads, administrative and accreditation burdens, poor salary outcomes and declining initial teacher education enrolments and completion rates – against a backdrop of a growing student population. Further, teachers expressed their feelings of demoralisation and exhaustion due to the declining status of the profession, the precariousness of casual and temporary contracts, and unreasonably demanding working conditions.
- 1.56** Most troublingly, students bear the brunt of these shortages. In recent years, results against standardised tests including NAPLAN have stagnated and parents and teachers report the negative effects that merged classes, minimal supervision and out-of-field teaching have on students.⁶³ The committee was dismayed by the volume of submissions that described teachers supervising multiple classes and children regularly missing out on a full day's learning as a result. The submissions were matched by the evidence we gathered from the more than 11,000 respondents to our online questionnaire, which further evidenced widespread unsupervised classes, classes taught by out-of-field teachers, lack of co-curricular opportunities, absence of gifted and talented programs, and limited school support programs. None of this is acceptable.
- 1.57** The committee notes that the focus of this report relates to teacher supply in the NSW public school system. However, the shortages are not unique to public schools. Evidence from the Independent Education Union indicated that there are a significant number of unfilled temporary and permanent teaching positions across all stages in Catholic primary and secondary schools.
- 1.58** The committee also has concerns regarding the NSW Government's capacity to deliver on the important commitment of universal 4-year-old preschool education in New South Wales. Given the existing shortages, it is difficult to imagine how additional teachers will be found to resource this extra year of education without a major investment and workforce planning.
- 1.59** In this context of deeper structural issues, more action is needed. The current lack of workforce planning coupled with a failure to recognise the underlying causes of the shortages will only intensify the crisis being felt across NSW schools. Failure to act decisively now, at a point where we are clearly experiencing acute teacher shortages across the state, will harm both current and future generations and their academic outcomes.
- 1.60** In the face of the evidence, the NSW Government continues to assert that supply is adequate to meet projected demand until 2025, with a 'continued tightening of teacher supply' beyond 2025.⁶⁴ However, their submission notes this troubling projection without acknowledging that 2025 is fast approaching.
- 1.61** The *Teacher Supply Strategy*, the government's solution to this predicament, focuses on boosting teacher supply by encouraging people to join the profession. While promising to deliver 3700 teachers over ten years, the strategy fails to provide year-by-year recruitment targets. There is no doubt that attracting people to teaching is critical, however, the cause of the shortages stretches across the full lifecycle of a teacher's career. Retaining quality teachers once they are

⁶³ Out-of-field teaching refers to the practice of teachers teaching subjects not included in their Initial Teacher Education degree or another professional qualification.

⁶⁴ Submission 109, NSW Government, p 62

in the system requires shifting the way the public, and teachers themselves, view and value the profession.

- 1.62** The committee urges the government to consider a more progressive approach to addressing the primary causes of the chronic shortages. The committee strongly believes that we need the best teachers in our schools to secure the best outcomes for future generations. The current state of the teacher supply issue in New South Wales harms school performance and it is the NSW Government's responsibility to act now with a dual focus on the recruitment and retention of teachers. In the committee's view it is crucial to understand both aspects of the problem better and to address teacher shortages with courageous reforms on both fronts. The following chapters set out the committee's blueprint for delivering these reforms: *Great teachers and great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*.

Chapter 2 Recruitment of teachers

As noted in the previous chapter, to address the acute shortage of teachers and the associated impact on educational performance in our schools, the NSW Government needs to come to grips with and take action on two key fronts simultaneously: the recruitment and retention of teachers. This chapter outlines the key issues relating to the recruitment of teachers in New South Wales. This includes the current status of the teaching profession, the impact of pay and conditions on teacher recruitment and the efficacy of Initial Teacher Education courses. The chapter also examines mid-career recruitment of teachers, and the occurrence of out-of-field teaching in NSW public schools.

Teaching as a valued profession

2.1 This section of the report sets out issues relating to the changing social status and perception of the teaching profession. The committee heard that over time, the devaluing of teaching as a career choice has contributed to teachers leaving the profession, as well as difficulties in attracting high-quality new teachers.⁶⁵

2.2 The key evidence regarding this issue is summarised below:

- Stakeholders explained why the status of teaching is important to the broader question of teacher shortages. According to Alphacrucius University College, the community perception of the teaching profession can impact the 'entire lifecycle of teaching including the recruitment of new teachers, and the retention job satisfaction and performance of all teachers'.⁶⁶
- The issue of the declining status of teaching was described by the 'Teachers' Work in Schools Research Team as 'at the heart of the current teacher shortages'.⁶⁷
- The impact was explained in terms of the negative self-perception of teachers. Stakeholders explained that data has shown that teachers do not believe the public has a high view of the profession. They argued that this negative self-perception can have a direct impact on the welfare and motivation of teachers, their desire to remain in the profession and on the quality of the education they can offer.⁶⁸
- The committee heard that the status of the profession had been consistently devalued in the media and the broader community. A number of stakeholders referred to the representation of teachers in the media as a key contributor to this issue and an area for potential reform. Examples included depicting teachers in a demeaning or unprofessional way.⁶⁹
- The Independent Education Union specifically referred to a study undertaken by Dr Nicole Mockler at the University of Sydney which reviewed over 65,000 media comments

⁶⁵ Submission 124, Alphacrucius University College, p 3.

⁶⁶ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 6.

⁶⁷ Submission 126, Teachers' Work in Schools Research Team, p 2, Submission 125, Faculty of Education Monash University, p 4.

⁶⁸ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 7.

⁶⁹ Submission 8, Independent Education Union of Australia of Australia NSW ACT Branch, p 5, Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 2.

about the teaching profession over the past 25 years. The study found an 'increasingly hostile media environment to teachers' which tended to identify teacher quality as a key contributor to various crises in education.⁷⁰

- A number of stakeholders recommended a concerted effort to portray teachers and teaching in a more positive way in the media, arguing that an improved perception in the community would encourage people to enter and remain in the profession.⁷¹
- The committee also heard that the widespread community discussion about the difficulties and pressures facing teachers have resulted in enthusiastic, high-achieving school-leavers not considering teaching as a career path. Stakeholders argued that in order to improve the general perception of teaching, changes would have to be made to workload and other conditions of employment, such as pay.⁷²
- Stakeholders including the NSW Teachers Federation made a number of recommendations aimed at improving the status of the teaching profession. These included increased pay, high-quality tertiary education courses and allowing for increased teacher autonomy in the classroom.⁷³

Committee comment

- 2.3** Up until the 1980s, teaching was regarded in society as a prestigious, well-rewarded vocation. Since then its status has fallen away badly. This is more than a product of negative media coverage, as Dr Mockler and others have argued. The committee notes that most of the critical media coverage about the Australian education system relates to reporting on declining school academic results. Barely a week passes without a new report chronicling Australia's fall down international league tables, poor basic literacy and numeracy skills in the early school years, the large number of semi-illiterate students entering high school, the decline in high school writing and grammar skills, Indigenous students falling further behind, and a general deterioration in school discipline.
- 2.4** If this is taken as a criticism of teachers, then so be it. Who else is responsible for classroom teaching and the disappointing results in large parts of the system? Who else has had an opportunity to follow the evidence base for the teaching of synthetic phonics and explicit instruction but in too many cases failed to do so? An obvious way of improving media and public perceptions of teachers is for schools to reverse the decline in student results, with classroom teachers at the forefront of this effort.
- 2.5** It is important to note that the status of teaching has also been affected by economic changes over the past 40 years. With the globalisation of the Australian economy, other better-paid careers are now available to school leavers, in industries like finance, information technology, tourism and advanced manufacturing and mining. The labour market has become far more

⁷⁰ Submission 8, Independent Education Union of Australia of Australia NSW ACT Branch, p 5.

⁷¹ unsw Submission 117, NSW Primary Principals' Association, p 7, Submission 125, Faculty of Education Monash University, p 4.

⁷² Evidence, Professor Kim Beswick, Director of the Gonski Institute for Education; Head of the School of Education, and Professor of Mathematics Education, University of New South Wales, 4 August 2022, p 33.

⁷³ Submission 112, AEU NSW Teachers Federation, p 7.

competitive in the contest to attract quality staff. By comparison, the financial rewards and reputation of teaching have stood still, or even gone backwards. Too often today teaching is seen as just another form of ‘social work’, a perception aggravated by the recent educational emphasis on student health and ‘wellbeing’.

- 2.6** There is also a public perception of soft working conditions for teachers, with a 9-to-3 school day and 12 weeks of school holidays each year. While many teachers now routinely work many additional hours to mark papers, prepare lessons, undertake professional development and catch up on other administration tasks, the public perception is very different.
- 2.7** Four weeks of these holidays are paid annual leave. There are no formal requirements to work, nor supervision of teachers, for the remaining eight weeks, and the NSW Education Department has a policy of not contacting its teachers during these extended periods of school closures. However, many teachers reported working through their school holidays.
- 2.8** It is impossible to know what teachers are doing during this time (equivalent to one-sixth of their working year). There is no requirement to attend their workplace. The committee acknowledges that many teachers have school aged children, so they have to juggle child minding responsibilities with their work, especially during school holiday periods. Many lesson planning and program planning activities undertaken by teachers in school holiday periods are able to be undertaken remotely. However, the committee believes that clearer expectations for teachers and communication with them would allow enhanced utilisation of school holiday periods, allowing teachers to take leave, but also complete other valuable tasks.
- 2.9** By and large, NSW teachers are paid the same amount, no matter how well they perform in the classroom. Their success in adding value to student achievement is not measured and there is little accountability for under-performance. Each year in New South Wales, only two to three teachers are sacked for incompetence, a dismissal rate of 0.004 per cent. In Britain, a standard of 3 per cent dismissals has been set to turnover substandard teachers.
- 2.10** Under the current NSW industrial award, there are restrictions on observing and improving (through feedback) the classroom practice of teachers. In 2019 the Auditor General reported that student academic results can improve by 30 per cent through an active feedback loop on how teachers teach. Yet only 10 per cent of government schools surveyed were completing the (supposedly) mandatory two observations per annum.
- 2.11** Even in these observations, the classroom teacher has the industrial right to choose who the observer might be (usually their best friend and ally at the school). Amazingly, they also have the right to veto any written report on their classroom practice they don’t like – negating the purpose of the exercise itself.
- 2.12** The system of teacher promotions in New South Wales is also cumbersome and outdated. Highly Accomplished and Lead Teacher (HALT) accreditation has been inadequate, with only a small number of teachers applying and qualifying each year. The additional data collection and paperwork and the requirement to self-advocate serve to disincentivise teachers from pursuing this higher accreditation. Promotions in our schools still run more on seniority than ability – a frustration for talented people who are then tempted to leave teaching and find a more rewarding profession.

- 2.13** These working conditions defy modern professional standards of accountability, performance measurement, promotion and pressure to succeed. Whether we like it or not, there are public perceptions of teaching as a sheltered workshop. This is a tragedy for the status of teaching and the performance of our schools system.
- 2.14** Other promotions or avenues for career development also often mean a reduction of time spent ‘at the chalkface’, leaving passionate and capable educators to make the difficult decision between more money and progression, or continuing to spend time doing what they love and entered the profession to do (and in which they demonstrated their high ability in the education and nurturing of future generations). This further reinforces the devaluation of teaching as a profession.
- 2.15** Research has consistently shown that the single greatest determinant of student success is high-quality, best practice classroom teaching. We need the best people in our schools, the high achievers in life who want to pass their success onto the next generation. New South Wales cannot stop its slide down the international school league tables, rebuilding our economic and social competitive advantages, unless we rebuild the status of teaching.
- 2.16** Often teachers and their trade union will say they want to be treated as a proper, modern profession. But this cannot happen unless they are willing to adopt modern professional standards. They can no longer have the best of both worlds: non-stop public demands for higher pay, plus sheltered working conditions.
- 2.17** The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:
- declaring teaching to be a dynamic, accountable, modern profession consistent with today’s professional standards
 - declaring the primary goal of teaching to be improved student academic performance, while leaving childhood health and wellbeing issues primarily to the NSW health system
 - measuring the performance of teachers in terms of value-added to student learning
 - paying teachers and principals with a component directly linked to their performance
 - fast-tracking the promotion of talented, high-performing teachers, with commensurate pay increases
 - adopting the British standard of turning over 3 per cent of teachers each year due to a lack of competence and performance
 - ensuring there is a rigorous system of teacher classroom observation in place, to provide an active feedback loop for teacher professional development, plus a guarantee to parents that their child’s teacher is at a best practice pedagogical standard
 - renegotiating NSW teacher pay and working conditions, with a significant pay increase upfront (especially for teachers with greater than five years’ service) in return for abolishing archaic, inappropriate working conditions that have built up over decades. Examples of these soft working conditions include:
 - unless otherwise required by the employer, teachers shall not be required to attend their workplaces during the non term week(s) of the student vacation periods

- teachers will continue to be paid for the non term week(s), as appropriate under the relevant Determination
- any payments made to a teacher during non term week(s) are not defined as and are not treated as payments for 'leave' of any form
- a teacher shall not be required to be timetabled both before and after the core hours on any given day, that is, outside the normal daily hours of operation of a school which during which classes are conducted
- plus those listed at paragraph 2.21 of this report
- ending the eight weeks of unaccounted for school holidays for teachers, with an expectation that while they are being paid for working they are actually in their workplace
- running a public advertising campaign to promote these reforms and publicising the new era of teacher professionalism in NSW.

Recommendation 1

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.

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- 2.18** Additionally, the committee recommends actions to establish a new system of providing casual relief, to boost attainment of infield expertise in high demand subjects through scholarships and paid study leave, and to prioritise implementation of the Grow Your Own initiative to recruit from within rural and remote communities.

Recommendation 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.

Recommendation 3

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.

Recommendation 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.

Pay and conditions

2.19 This section summarises the key evidence heard by the committee regarding the pay and conditions of teachers, and how these conditions impact the current teacher shortage.

- The committee heard that the pay and other labour conditions for teachers, specifically in the public system, have a significant impact on perceptions of the teaching profession. Many stakeholders said that while teachers are not drawn to the profession due to the remuneration, stagnant wages and the increase in temporary contracts represented an overall devaluing of teachers' worth.⁷⁴
- The Teachers Federation described teachers' salaries as 'uncompetitive' and referred to research undertaken by the NSW Department of Education and the University of Sydney Business School which showed that these salaries have been on a 'three-decade slide' compared to other professions.⁷⁵
- Improving pay and conditions was consistently recommended by stakeholders as a necessary step in addressing the teacher shortages. The committee heard this would be an effective mechanism to attract high-quality candidates into the profession, and in-turn, improve the status of the profession.⁷⁶
- The Teachers Federation told the committee that 'higher salaries were more attractive [to teachers] than any study or work incentives, including scholarships, a condensed one-year qualification, or being provided with paid work throughout their study'.⁷⁷
- Stakeholders also explained that the expectations on teachers have grown and changed, pointing to increased workload, including administrative and compliance tasks, professional development and a focus on student welfare. They argued that these increasing demands and expectations had not been matched with an increase in remuneration or other compensation.⁷⁸
- With regard to remuneration, the committee heard that the starting salary for a first-year teacher is relatively comparable with other professional industries. However, this salary does not continue to rise with experience, but rather, plateaus. Stakeholders argued that this means that the salary for teachers with over 10 years' experience is not consistent with that for other experienced professionals. Further, they argued that these 'pay ceilings' have a direct impact on teacher retention.⁷⁹

⁷⁴ Submission 84, Institute of Technology Education, p 6, Submission 85, Teachers and Teaching Research Centre, University of Newcastle, p 10, Evidence, Ms Margaret Shepherd, President, Science Teachers Association of NSW, 16 August 2022, p 33.

⁷⁵ Submission 112, AEU NSW Teachers Federation, p 7.

⁷⁶ Submission 5, Australian Catholic University, Faculty of Education and Arts, p 4, Evidence, Dr Rachel Wilson, Associate Professor, School of Education and Social Work, University of Sydney, Teachers' Work in Schools Research Team, 16 August 2022, p 24.

⁷⁷ Submission 112, AEU NSW Teachers Federation, p 21.

⁷⁸ Submission 4, NSW Council of Deans of Education, p 4, Submission 84, Institute of Technology Education, p 4.

⁷⁹ Submission 4, NSW Council of Deans of Education, p 4, Submission 123, School of International Studies and Education, University of Technology Sydney, p 2-3, Evidence, Dr Gareth Leechman, Chair, State Branch NSW/ACT Association Heads of Independent Schools Australia, and Headmaster, Arndell Anglican College, 16 August 2022, p 40.

- Some stakeholders said that improving pay for teachers would have the effect of demonstrating teaching is a valued profession, thereby making it more attractive for people to enter the profession, develop expertise and then stay on.⁸⁰
- In addition to evidence regarding the need to increase teacher salaries, the committee also heard from stakeholders who advocated for the effectiveness of other financial incentives, such as scholarships. The Australian Institute for Teaching and School Leadership (AITSL) outlined research undertaken by the Behavioural Economics Team of the Australian Government (BETA) as part of the Quality Teacher Education Review. This research found that 'given the right incentives, more high-achieving school leavers and mid-career professionals would consider teaching'. Further, the study found that a \$30,000 scholarship was the most effective incentive.⁸¹

Committee comment

- 2.20** Over several decades, governments from both sides of politics and the Teachers Federation have negotiated a peculiar type of industrial agreement for NSW teachers. They have traded away decent pay increases for softer working conditions. This has minimised impacts on the NSW Budget but also run down the status of teaching and, in some instances, made the staffing of classrooms more difficult.
- 2.21** This industrial/fiscal strategy has coincided with a systemic decline in NSW school results. The government's chosen curriculum reviewer, Professor Geoff Masters, has said we have had the fastest falling school academic results this century. In the Program for International Student Assessment (PISA) tests, NSW 15-year-olds are four years behind their Chinese counterparts in maths, and 3.5 years in science. Compared to NSW 15-year-olds at the turn of the century, they are a full five terms of learning behind. Despite increased funding from the Gonski inter-governmental agreement, our results have gone backwards.
- 2.22** The students have not learnt because the teachers have not taught. The quality of teaching in our state has not been sufficient to keep pace with our international competitors, and even our past performance. New South Wales is paying a hefty price for a schools industrial system that protects under-performing teachers and puffs up generous working conditions at the expense of professional excellence.
- 2.23** The *Teachers Handbook* (April 2020) setting out workplace entitlements runs for 80 pages. It contains every conceivable type of leave entitlement, including Altruistic Surrogacy, Family Violence, Sporting Fixtures, Natural Emergencies, Bone Marrow Donor, Duke of Edinburgh, Graduation Ceremony, Statutory Board, Local Government, Bank Directorship, Community Service, Political Exchange Program, NAIDOC Week and Trade Union Course leave. Combined with the eight weeks of paid school holidays, the leave entitlements can be substantial.
- 2.24** The long list of teacher industrial concessions have created anomalies in the effective staffing of NSW government schools. Here are some examples:

⁸⁰ Submission 4, NSW Council of Deans of Education, p 4, Submission 85, Teachers and Teaching Research Centre, University of Newcastle, p 9.

⁸¹ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 8.

- After taking their long service leave, a teacher has an industrial right to come back to work in a job-share position. This causes classroom and learning disruption, as students need to deal with different teachers split across the school week. It also adds to job insecurity, with the creation of additional part-time positions.
- A teacher who becomes ill while on extended leave and who has sick leave to credit, can have their extended leave recredited. From week to week, therefore, it is impossible to know when the teacher will be returning to the classroom, creating uncertainty in workforce planning.
- Casual and temporary teachers are eligible for both extended leave and long service leave entitlements. When the Teachers Federation complains about the number of causals and temporary teachers compared to permanent positions, it has agreed to industrial arrangements which foster this imbalance.
- Casual teachers have been granted an entitlement of 52 weeks unpaid parental leave, potentially taking them out of the workforce and regular teaching practice for an entire year.
- At the end of each school year, teachers have two pupil-free days, supposedly to prepare for forthcoming classes. Naturally, though, these days are more like end-of-year staff festivities and Christmas parties. It would be more efficient for these days to be scheduled at the beginning of the school year when class preparation is more immediate.

2.25 These examples are indicative of industrial arrangements in which the financial rewards and status of teaching (through higher salaries and more realistic, professional working conditions) have been sacrificed in favour of trade union featherbedding. In public perception and workplace reality, teachers are a considerable distance from what a modern, dynamic, accountable, high-achieving profession would look like.

2.26 The salary problem in New South Wales is not so much at initial starting rates. The Band 1 (Graduate) salary of \$73,737 pa compares favourably with other professions. But then, unfortunately, NSW teacher salaries increase only by small increments for subsequent years of service.

2.27 Pathways to higher financial rewards are by served tenure, rather than teacher performance. Promotions are slow and experience-based, with the HALT accreditation system proving embarrassingly ineffective. In its submission, the Centre for Independent Studies stated that current HALT numbers are well short of the Minister's target of 2500 teachers to be accredited at HALT levels by 2025. In addition, there has been an increase of only 48 HALT's in the NSW School system over the last 11 years. The centre summarised the issues relating to HALT by stating that:

... to date the HALT certification process has not generally met the expectations of the sector - with relatively low take-up, a complex and time-consuming certification process, and unclear alignment between certification and actual classroom practice.⁸²

2.28 For teachers serving 5-15 years, the relative lack of improved pay is particularly frustrating.

⁸² Submission 130, Centre for Independent Studies, p 29.

- 2.29** The AITSL has provided compelling research on the effectiveness of teacher scholarships as a way of overcoming workforce shortages and blockages. Its submission to the inquiry cited research by the Behavioural Economics Team (BETA) of the Australian Government, commissioned as part of the 2022 Quality Initial Teacher Education Review, that found that high-achieving school leavers and mid-career professionals are attracted to teaching once supported by scholarships of the order of \$30,000.
- 2.30** The Committee supports investigating this scholarship system, extending the AITSL recommendation to also cover the recruitment of more in-field specialist teachers as well as the fast-track promotion of young talented teachers in the system.

Recommendation 5

That the NSW Government:

- 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)
 - give special recognition to and develop faster promotion pathways for teachers with strong value-added performance
 - 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
 - advocate for national changes to the Highly Accomplished and Lead Teacher program
 - ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.
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High Initial Teacher Education (ITE) attrition rates

- 2.31** This section summarises the evidence to the inquiry regarding Initial Teacher Education (ITE) in New South Wales, and the impact of this training on the issue of teacher shortages:
- 2.32** The committee heard that as of October 2022, 101 accredited ITE programs are being delivered by 15 higher education institutions across the state. These programs are delivered both as undergraduate and postgraduate courses, with the number of commencing undergraduate students being higher than that of commencing postgraduates. All of these programs are accredited ITE programs under regulated Standards and Procedures which ensure that the programs are providing teachers with the requisite knowledge and skills.⁸³
- Stakeholders told the committee about the benefits of more flexible, non-traditional approaches to ITE. For example, the Australian Institute for Teaching and School Leadership (AITSL) outlined the benefits of a two-year postgraduate program, which

⁸³ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 10.

would include a 6-12 month 'paid internship or residency'. They noted that this model could also be used in the final year of an undergraduate qualification. The committee heard that this flexible approach would accelerate the entry into the classroom for high-quality ITE students, as well as removing some of the financial barriers that act as a disincentive when students are not paid during their practical training. ATSIL argued that this would also encourage people considering a mid-career change into teaching by providing a more flexible, practical model of study.⁸⁴

- The committee also heard from some stakeholders that changes should be made to admissions and degree requirements, specifically in order to recognise prior experience in other fields in a consistent and uniform way. They said that this would support mid-late career professionals considering moving into teaching, and acknowledge valuable and relevant experience.⁸⁵
- Stakeholders also told the committee that changes should be made to ITE admissions structures in order to attract a more diverse cohort. Recommendations to do this included allocating places for students from underrepresented groups, offering targeted early entry schemes and providing financial supports when needed.⁸⁶
- An alternative model to ITE was outlined to the committee by Alphacrucius University College. They outlined their Alphacrucius College Teaching School hub model of teacher training, which is provided through regional teaching schools and is currently being piloted and researched in regional New South Wales. This is a localised model, where the program is tailored to the specific needs of the relevant community and utilises community engagement, mentoring and pre-training and paid cadetships.⁸⁷
- As part of the Alphacrucius model, schools sponsor annual cohorts of teachers and provide 'clinical training' from day one. This means the students are embedded in the school and regional community very early on. The committee heard that evaluations are indicating that the model is successful, with the first cohort having graduated in 2021 with a retention rate of 95 per cent. They highlighted to the committee the model's effectiveness in attracting and retaining high-quality candidates who form deep connections with a local community in which graduates can remain and teach.⁸⁸
- The Country Universities Centre (CUC) told the committee about the support they provide for students undertaking ITE in regional areas. Each CUC across New South Wales offers dedicated study spaces and other services, such as high-speed internet, computers and printing, for any student studying at any Australian university. The CUC told the committee that this kind of support for regional ITE students encourages people to study locally, complete practical training locally, and ultimately, become teachers in the area in which they live.⁸⁹

⁸⁴ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 10-12.

⁸⁵ Submission 123, School of International Studies and Education, University of Technology Sydney, p 3, Submission 5, Australian Catholic University, Faculty of Education and Arts, p 11.

⁸⁶ Submission 126, Teachers' Work in Schools Research Team, p 10.

⁸⁷ Submission 124, Alphacrucius University College, p 1-4.

⁸⁸ Submission 124, Alphacrucius University College, p 18-20.

⁸⁹ Submission 118, Country Universities Centre, p 1-3.

- The committee heard evidence regarding the academic requirements for admission into ITE. Some stakeholders told the committee that there has been a 'clear downward trend' in the academic attainment of students entering ITE. Inquiry participants indicated some concern about this and stressed the importance of transparency in the academic standards of students entering ITE, as well as ensuring academic standards remain at an appropriately rigorous level.⁹⁰
- Some participants advocated for changes in respect of the Literacy and Numeracy Test for Initial Teacher Education (LANTITE), which must be successfully completed in order for any student to graduate from an ITE course. Some expressed the view that LANTITE poses an unnecessary and difficult burden on students. However, others argued that it is a necessary step to ensure the requisite minimum standards of teachers before they enter the profession.⁹¹
- The LANTITE test can be completed at any point during the degree, and some stakeholders recommended this being done during the first year, to ensure students who have difficulty passing it are made aware of this early during their course progress.⁹²

Committee comment

- 2.33** The committee considers that NSW schools have been poorly served by the university education faculties (UEFs). They have very high attrition rates for undergraduates, student acceptance policies that foster mediocrity, plus they train teachers away from the established evidence base in classroom practice.
- 2.34** The inquiry heard evidence that only one-in-two students starting university ITE actually complete their degree – a critical choke point in teacher supply. To have a 50 per cent teacher-training attrition rate suggests major problems in going through the university system, with demoralised and discouraged students. The NSW Government should give serious attention to this vote of no-confidence in the UEFs.
- 2.35** By contrast, when representatives of the non-government Alphacrucis University College (AUC) appeared before the committee, they pointed to a 95 per cent teacher training retention rate in their Hub program, and also higher Australian Tertiary Admission Ranks (ATARs) among their graduates (compared to the UEFs). Three Hubs have been established, in Newcastle, Wilcannia/Forbes and the Riverina, with more than 100 would-be teachers training in 46 schools. A further 20 schools will join in 2023, continuing the rapid expansion of the program.⁹³
- 2.36** This localised model of teacher training, the equivalent of an apprenticeship system, in which theory and classroom prac are integrated at every stage, is more beneficial and satisfying than

⁹⁰ Submission 126, Teachers' Work in Schools Research Team, p 8-9.

⁹¹ Evidence, Associate Professor David Hastie, Deputy Vice President, Development, Alphacrucis University College, 16 August 2022, p 14.

⁹² Evidence, Professor Mary Ryan, Executive Dean, Faculty of Education and Arts, Australian Catholic University, 4 August 2022, p 29.

⁹³ Evidence, Associate Professor David Hastie, Deputy Vice President, Development, Alphacrucis University College, 16 August 2022, p 13-14.

the university system, as theory is immediately tested by direct classroom experience and a strong feedback loop. It produces better, more engaged and inspirational trainee teachers.

- 2.37** The NSW Government has provided modest funding support for AUC and has scope to do more. A 45 per cent improvement on UEF retention rates would be incredibly valuable in overcoming teacher shortages. The Federal Government also needs to correct the anomaly by which AUC has been ineligible for Commonwealth-supported places. If the teaching profession is to be revitalised through bigger numbers of younger and better trained teachers then the AUC Hub model is the way of the future.
- 2.38** Another localised model of teacher training showing great potential is the Country Universities Centre (CUC) system, which PC3 has previously reported on. In Semester 1, 2022 there were 187 students studying education at its centres around the state. An effective way of increasing this number would be to provide CUC education students with paid work opportunities in local regional schools during their study years, for example as School Learning Support Officers (SLSOs).
- 2.39** The evidence shows a pressing need to shift the weight of teacher training away from universities towards localised apprenticeship-type courses. Objectively, it is difficult to see anything that the UEFs are doing well for the NSW school system.
- 2.40** Education faculties, for instance, have actively encouraged the deterioration in teacher quality by accepting into their courses school leavers with low ATARs. In 2022, for instance, according to Universities Admissions Centre data, the lowest ATAR for a student accepted into a Bachelor of Education degree was 53.50 at Newcastle University.⁹⁴
- 2.41** This is part of a pattern over many years where students who failed or barely passed their higher school certificate are being invited back into the classroom, not as substandard students repeating their final year, but incredibly, as teachers. The committee regards this drop in standards as reprehensible.
- 2.42** Several UEFs take the view that ATARs don't matter, that they can turn anyone into a good teacher. This is a delusional policy, out of line with reality and public expectations that those who teach in schools were themselves good at schoolwork.
- 2.43** In 2016 the NSW Government announced a new ITE entry standard, requiring three band fives in the HSC, with one of them in English. To send a clear message to the university system, this needs to be supplemented by a minimum ATAR requirement of 70.
- 2.44** In September 2018, in response to reports showing that 28 students had been accepted into a teaching degree with ATARs between 0 and 19, Education Minister Stokes announced a new 'Teacher Success Profile' policy for teachers starting in 2019. This involved various psychometric tests and interviews but most importantly, a minimum graduate requirement of a credit grade point average (GPA).⁹⁵

⁹⁴ *Daily Telegraph*, 22 September 2022, p 3.

⁹⁵ Rob Stokes, *Sydney Morning Herald*, 20 September 2018.

- 2.45** In answers to supplementary questions at the September 2022 Budget Estimates hearing for school education,⁹⁶ it is clear the Stokes GPA policy has not been implemented as promised. Our schools are still accepting teachers who should never have been accepted into a teaching degree. To lift the quality and professional standing of teaching, the Stokes policy must be enforced. Alerted to this problem, the Department of Education has responded by saying the policy will come into force for 2023 (even though 2019 was initially promised).
- 2.46** This problem has been exacerbated by the way in which UEFs instruct their students according to ideology, rather than evidence. ITE programs are not preparing trainee teachers effectively. A Centre for Independent Studies (CIS) audit of ITE programs at 31 universities found that at least 27 clearly emphasised practices that are not evidence-based and did not provide trainee teachers with sufficient exposure to explicit teaching practices.⁹⁷
- 2.47** The UEF emphasis on whole-word literacy has also been appalling. Not surprisingly, some principals of disadvantaged schools have said, 'We receive large numbers of graduate teachers, and given the stuff they are taught at university, it's better if they have learnt nothing there. They are still flexible in their thinking, and I can pour our evidence-based school model into them as the best way of teaching.'
- 2.48** On every front, the university education faculties are functioning in a way counter-productive to the provision of high-quality school education in New South Wales. Instead of fighting this problem and finding innovative ways to overcome it, too often the Education Department has been complicit in supporting the failed faculties.
- 2.49** For instance, the NSW Government has poured large amounts of funding into Newcastle University's so-called Quality Teaching Rounds. There is no clear evidence of this program creating beneficial 'professional learning communities'. Indeed, its emphasis on constructivist theories of 'student direction' and 'student self-regulation' runs against the evidence of what works in classrooms.⁹⁸ (See Greg Ashman blog, *Quality Teaching Rounds is not the solution*, September 2022).
- 2.50** Another issue in generating larger numbers of high-quality teaching graduates is the timing of the LANTTTE test. The Committee strongly supports this literacy and numeracy test, set at a level by which teaching graduates need to be in the top 30% of the Australian population for these skills. It is self-evident that teachers coming into the classroom need to be literate and numerate.
- 2.51** National data shows that approximately 85 per cent of students pass LANTTTE on their first attempt. By the third and final attempt, this number is 94 per cent. The contentious issue with the test is its timing. Some universities still require LANTTTE to be completed at the end of the 3-4 years of study. For students who fail it, this is a dreadful waste of effort, money and study time.

⁹⁶ Answers to supplementary questions: *Budget Estimates 2022-2023*, Department of Education, p 81-82.

⁹⁷ Submission 130, Centre for Independent Studies, p 4.

⁹⁸ Mr Greg Ashman, *Quality Teaching Rounds is not the solution*, 15 September 2022, <https://fillingthepail.substack.com/p/quality-teaching-rounds-is-not-the>.

2.52 It makes better sense for LANTTTE to be sat at the beginning of ITE, to see if students can ultimately qualify for teaching. Several submissions to the inquiry made this argument. The committee supports this change.

2.53 We note that in August 2022, the Hon Sarah Mitchell MLC, Minister for Education and Early Learning, provided the following information to the Legislative Council:

In 2018, [NSW Education Standards Authority] advised all New South Wales universities that students should sit LANTTTE as early as possible after commencing their teaching degree. Several universities have since established a requirement that students need to pass LANTTTE before progressing beyond the second year of their undergraduate teaching degree or the first year of the Master of Teaching degree.

In December 2020, Education Ministers endorsed a proposal that from 2023 applicants for teaching degrees can sit LANTTTE prior to admission to their teaching degree.⁹⁹

Recommendation 6

That, to substantially improve initial teacher training in New South Wales, the NSW Government:

- announce a teacher recruitment policy giving priority to localised training models, especially apprenticeship-type programs
- provide additional funding support for Alphacrucis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places
- 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
- call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees
- 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
- ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching.

Recommendation 7

That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.

Mid-career recruitment

2.54 This section summarises evidence heard by the committee regarding mid-career recruitment, including its benefits and how to better enable this transition to teaching.

⁹⁹ *Questions and Answers Paper*, NSW Legislative Council, 18 August 2022, p 9882.

- Many stakeholders told the committee about the benefits of mid-career recruitment as a means of increasing teacher supply. They highlighted the value of diverse life experience for the quality of education in schools and recommended making the pathways for transitioning into teaching more straightforward and attractive.¹⁰⁰
- Specifically, stakeholders recommended that admission into ITE courses recognise prior experience in order to appropriately acknowledge its value and better assist those with it to become teachers.¹⁰¹
- The Australian Catholic University made the case that mid-career changes should be encouraged, and that pathway programs into an ITE course could be better utilised. Its submission noted that academic skills and personal aptitude could be assessed as these individuals progressed through the program to ensure suitability.¹⁰²
- The committee also heard that better acknowledging prior experience could be particularly useful when attempting to address specific shortages in subject areas, such as science, engineering, technology and mathematics. Participants including university representatives argued that recognising the professional experience of subject matter experts would be a useful mechanism for addressing and targeting specific shortages in schools.¹⁰³
- The committee heard that facilitating mid-career recruitment is particularly important in regional, rural and remote communities. In this context, stakeholders explained that individuals in the community may be well-placed to make a transition to teaching, effectively addressing the issue of teacher supply in regional communities. They argued that by recognising prior experience and providing flexible pathways for people to undertake ITE courses, individuals who are already embedded in their community would be able to make a transition into a teaching career that may not have otherwise been possible.¹⁰⁴
- The committee also heard that incentives such as paid work while studying, scholarships, financial supports or guaranteed employment in a nearby school are important to people considering a mid-career transition. The Australian Institute for Teaching and School Leadership explained that there is evidence these incentives alleviate some concerns related to a return to study and should be encouraged.¹⁰⁵

¹⁰⁰ Submission 5, Australian Catholic University, Faculty of Education and Arts, p 11, Submission 123, School of International Studies and Education, University of Technology Sydney, p 3.

¹⁰¹ Submission 5, Australian Catholic University, Faculty of Education and Arts, p 11, Submission 123, School of International Studies and Education, University of Technology Sydney, p 3.

¹⁰² Submission 5, Australian Catholic University, Faculty of Education and Arts, p 12.

¹⁰³ Evidence, Professor Kim Beswick, Director of the Gonski Institute for Education; Head of the School of Education, and Professor of Mathematics Education, University of New South Wales, 4 August 2022, p 27.

¹⁰⁴ Evidence, Associate Professor David Hastie, Deputy Vice President, Development, Alphacrucis University College, 16 August 2022, p 15-16.

¹⁰⁵ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 8.

- Additionally, some stakeholders argued that shortening the Master of Teaching degree from two years to one year would be an effective way of making this pathway more flexible and attractive for people considering it.¹⁰⁶
- Evidence to the inquiry also set out the NSW Government's efforts to increase mid-career recruitment for teachers. These efforts include the announcement of a partnership with Teach for Australia to develop a model for mid-career recruitment, as well as various financial incentives and scholarships. The Teach for Australia partnership included a \$400,000 commitment for the development of the model.¹⁰⁷
- The committee also heard about the government's Mid-Career Program, which aims to reduce barriers to career-switching into teaching. This program includes a partnership with Macquarie University, the University of Sydney, the University of Newcastle and Charles Sturt University, whereby participants receive a \$30,000 one-off training allowance, a \$30,000 study completion bonus and a permanent role in NSW public schools following completion of studies.¹⁰⁸
- However, some concerns were identified with these government proposals, with the Teachers Federation noting that there are risks about the high cost of these programs, and the potential resulting inequity amongst teachers. The Teachers Federation also noted that to date, these programs have not been demonstrated to be effective in recruiting mid-career teachers. For example, they stated that there has been no progress regarding the development of a mid-career recruitment model with Teach for Australia, despite the commitment of \$400,000.¹⁰⁹

Committee comment

- 2.55** The committee is of the view that it is critically important to support mid-career recruitment, and facilitate as many pathways for this as possible – in order to address the teacher shortage, but more broadly, to build and sustain the number of high quality teachers in NSW schools. Supporting mid-career recruitment includes acknowledging in practical ways the valuable experiences of highly skilled mid-career individuals, and providing flexible entry into Initial Teacher Education courses that recognises this experience.
- 2.56** Additionally, the committee supports the view that the NSW Government should 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 their number of in-field teachers, where practical.
- 2.57** Recruiting mid-career teachers should be a high-priority for the NSW Government, given the important life-experience these individuals can offer. Stakeholders consistently explained that supporting passionate people with diverse and varied skill-sets to make the transition into teaching is an effective way of addressing the teacher shortage in NSW.

¹⁰⁶ Submission 130, Centre for Independent Studies, p 41.

¹⁰⁷ Submission 112, AEU NSW Teachers Federation, p 29.

¹⁰⁸ Submission 109, NSW Government, p 16.

¹⁰⁹ Submission 112, AEU NSW Teachers Federation, p 29.

- 2.58** It is important to note the evidence heard by Professor Mary Ryan, who spoke positively of Teach for Australia, a program that offers a Leadership Development Program for future educators and leaders. Professor Ryan noted that over the past 10 years, 75 per cent of the associates with the program have stayed in the system, specifically in difficult-to-staff and disadvantaged schools.
- 2.59** However, the committee is concerned about the delay of the roll-out of the mid-career Teach for Australia model in New South Wales. As noted by the Teachers Federation, there has been limited progress following the announcement to develop a mid-career model over 18 months ago, when a \$400,000 commitment was made.¹¹⁰

Recommendation 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.

Out-of-field teaching

- 2.60** This section summarises evidence regarding the increasing occurrence of out-of-field (or-out of-area) teaching in NSW schools, and its impact on students. Out-of-field teaching involves teachers teaching subjects not included in their ITE degree or another professional qualification.
- The Teachers Federation told the committee that more than one in four secondary teachers are currently teaching out of area. Further, they noted that for teachers of children with disabilities, it is one in every three.¹¹¹
 - They also noted that according to polling undertaken by the Teachers Federation, less experienced teachers were even more likely to be teaching out of area – and to report that they were struggling to be teaching multiple subjects.¹¹²
 - The AITSL reported findings from its Australian Teacher Workforce Data (ATWD) on the frequency in which out-of-field teaching occurs. I found that 'across all curriculum areas and subjects in NSW, between 47-68% of secondary teachers are potentially teaching in-field within a given subject. Alternatively, between 22-38% of teachers in a given subject have received no tertiary study in that subject'.¹¹³
 - The ATWD also found that Science and English are the two subjects with the least proportion of out-of-field teachers. Personal Development, Health and Physical Education (PDPHE) and Special Education had the highest proportion.¹¹⁴

¹¹⁰ Submission 112, AEU NSW Teachers Federation, p 29.

¹¹¹ Submission 112, AEU NSW Teachers Federation, p 16.

¹¹² Submission 112, AEU NSW Teachers Federation, p 17.

¹¹³ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 14.

¹¹⁴ Submission 114, Australian Institute for Teaching and School Leadership Limited (AITSL), p 15.

- The committee heard about the frequent occurrence of out-of-field teaching from the Northern Sydney and Central Coast District Councils of Parents and Citizens Associations, who described a year 9 class who have never had a full-time specialist maths teacher in their time at high school. They explained that a lack of in-field teachers has regularly resulted in a reduced curriculum for students.¹¹⁵
- The committee heard about the significant negative impacts of out-of-field teaching on students. Stakeholders explained that being taught by a non-specialised teacher, particularly in high-school, means that it is difficult for students to develop a holistic, sophisticated understanding of the relevant subject matter and therefore to achieve high marks. Further, it was argued that being taught by a teacher who does not have a distinct passion and interest in the subject most likely results in a diminished experience for the student.¹¹⁶
- This was reflected by Department of Education data referred to by the Teachers Federation, which noted that on average, HSC scores are increased when students are taught by in-field teachers.¹¹⁷
- Some stakeholders attempted to quantify the learning disadvantage caused by being taught by an out-of-field teacher, noting that it is likely over a 20 per cent set back in their learning. This is due to increased disengagement with the subject when taught by a teacher without specialist knowledge.¹¹⁸
- Participants also explained that this experience can be very draining, stressful and demotivating for teachers, and can ultimately result in them leaving the profession. This occurrence also places burdens on other teachers, given the level of support that may be required to assist out-of-field teachers.¹¹⁹

Committee comment

- 2.61** The committee acknowledges the importance of in-field specialist teaching for student results, and supports stakeholders who stressed the significance of the deep, holistic knowledge that can be conveyed by a teacher with passion and subject matter expertise. Given this importance, the committee has significant concerns about the high levels of out-of-field teaching occurring in NSW schools.
- 2.62** The impact of this issue was outlined by the Northern Sydney and Central Coast District Councils of Parents and Citizens Associations. They referred to students in year 9 who had

¹¹⁵ Submission 116, Northern Sydney and Central Coast District Councils of Parents and Citizens Associations, p 1.

¹¹⁶ Evidence, Mrs Susan Middlebrook, Deputy Chair, State Branch NSW/ACT Association Heads of Independent Schools Australia, and Principal, Tara Anglican School for Girls, 16 August 2022, p 37, Evidence, Ms Margaret Shepherd, President, Science Teachers Association of NSW, 16 August 2022, p 32.

¹¹⁷ Submission 112, AEU NSW Teachers Federation, p 29.

¹¹⁸ Evidence, Ms Sharryn Brownlee, President, Central Coast District Council of P&C Associations, 17 August 2022, p 1.

¹¹⁹ Evidence, Mrs Susan Middlebrook, Deputy Chair, State Branch NSW/ACT Association Heads of Independent Schools Australia, and Principal, Tara Anglican School for Girls, 16 August 2022, p 37.

never had a full-time specialist maths teacher in their time in high school. They also noted that a lack of specialist teachers was resulting in a reduced curriculum for students, as some subjects simply could not be offered.¹²⁰

2.63 Representatives from this P&C stated that in their assessment, the level of learning disadvantage for students being taught by an out-of-field teacher was likely over 20 per cent.¹²¹

2.64 As noted by the Australian Institute for Teaching and School Leadership, between 22-38% of teachers are teaching in a subject where they have received no tertiary study. This is particularly prevalent in subjects which are more technical or vocational in nature, such as Mathematics, Design and technology and Vocational Education and Training.

2.65 The Department of Education also identified this issue, and provided data for out-of-field teaching in specific subjects. This data set out that 22.6 per cent of teachers teaching Maths 7-10 are out-of-field. This number is a concerningly high 32 per cent for teachers teaching Special Education.¹²²

2.66 In addition, the Auditor-General has identified issues in this area with specific regard to Science, Technology, Engineering and Mathematics subjects. In the Auditor-General's submission to this inquiry, it was stated that:

Supply of secondary teachers in STEM-related disciplines tabled in 2019, looked at the Department's plans and strategies to respond for the demand of secondary teachers trained in the disciplines of Science, Technology, Engineering and Mathematics. It found that incomplete data was preventing accurate tracking of supply and demand for particular types of teachers. The audit also found:

- gaps in the workforce planning model around supply and demand for teachers by discipline and location meant the Department was not targeting its plans and strategies to areas of need
- inadequate strategies to attract and retain teachers have resulted in scholarship programs not targeted to workforce needs, poor uptake and retention for training scholarships, and gaps in the oversight of professional experience placements.¹²³

2.67 Incredibly, the Department of Education does not collect out-of-field teaching data school-by-school and therefore, across the system. It cannot provide parents and students with the guarantee of a subject-qualified teacher in front of every classroom. As Deputy Secretary Murat Dizdar told the inquiry, this is deemed to be 'outside of operational requirements'. What sort of operation is the Department running if it places such a low priority on trained science teachers teaching classroom science and trained maths teachers teaching maths?

¹²⁰ Submission 116, Northern Sydney and Central Coast District Councils of Parents and Citizens Associations, p 1.

¹²¹ Evidence, Ms Sharryn Brownlee, President, Central Coast District Council of P&C Associations, 17 August 2022, p 10.

¹²² Submission 109, NSW Government – Data Attachment, p 8.

¹²³ Submission 3, Auditor-General for New South Wales, p 1.

Recommendation 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 should collect and publish detailed data on in and out-of-field teaching in its schools.

Recommendation 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.

Recommendation 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.

NSW Department of Education workforce planning

- 2.68** As noted in chapter 1, the NSW Government released its Teacher Supply Strategy in October 2021. This Strategy is the NSW Government's 10 year commitment to:
- ... expand and enhance existing teacher supply channels in the subject areas and locations in which the Department of Education is forecasting constrained supply, matched with an initial \$125 million four-year investment.¹²⁴
- 2.69** The strategy has been summarised in detail in chapter 1 of this report.
- 2.70** As set out in chapter 1, the NSW Teacher Supply Strategy is the NSW Government's proposed approach for ensuring adequate teacher supply. The committee heard criticisms of the Supply Strategy during its inquiry, with some stakeholders arguing that the strategy has not been shown to be effective.
- 2.71** The committee heard from the Teachers Federation that the Supply Strategy does not contain supply and demand forecasts and does not include targets for out-of-field teaching. They also argued that the Strategy was developed without adequate consultation.
- 2.72** When summarising their criticism of the strategy, the Teachers Federation stated that, 'Ignoring the conclusions of its own research, the Government's strategy ignores the primary reasons for

¹²⁴ Submission 109, NSW Government, p 5.

the decline in the attractiveness of the profession – unsustainable workloads and uncompetitive salaries'.¹²⁵

- 2.73** The Teachers Federation also told the committee that the Strategy was fundamentally ineffective, describing it as a '\$125 million Teacher Supply Strategy, which in nine months delivered zero teachers to schools'.¹²⁶

Committee comment

- 2.74** The committee is of the view that the NSW Teacher Supply Strategy is fundamentally lacking in some areas, specifically, in its analysis of the supply and demand teacher forecasts. The committee agrees with the Teachers Federation who argue that the strategy does not adequately identify and respond to a number of issues impacting the teacher workforce, such as workload and uncompetitive salaries.
- 2.75** The committee recommends that in order to make this strategy more effective in addressing the increasing severity of the teacher shortage, the strategy should be revised and updated to incorporate the recommendations made in this report.

Recommendation 12

That the NSW Government revise and update the *NSW Teacher Supply Strategy* by adopting the recommendations in this report.

¹²⁵ Submission 112, AEU NSW Teachers Federation, p 27.

¹²⁶ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 6.

Chapter 3 Retention of teachers

As noted in the previous chapter, improving the recruitment of new teachers is a necessary part of addressing the teacher shortage in NSW. An equally important aspect is understanding how to retain these teachers once they enter the profession – and maintaining the current ranks of the profession. This chapter sets out the key issues relating to the retention of teachers and the current difficulties in this area. This chapter includes an analysis of the current workload requirements teachers experience, as well as the attrition rates of new teachers. It also examines the current issues facing casual and temporary teachers, and how these issues impact the broader teacher shortages. Finally, this chapter examines the impact of the COVID-19 vaccine mandates on the teaching profession, and the role of the NSW Department of Education in understanding the issues facing its workforce.

Workload and paperwork

3.1 The committee consistently heard that teachers are facing increasingly high and demanding workloads, including sizeable administrative burdens. Stakeholders explained that workload pressures are a key contributor to teachers leaving the profession and that these pressures need to be alleviated in order to address the current teacher shortage.

3.2 This section summarises evidence received regarding this issue:

- In the committee's online questionnaire, workload was identified as the main contributor to teacher shortages, with 92.6 per cent of the 11,299 respondents referring to this issue as a contributing factor. This was a consistent message during the inquiry, with most stakeholders referring to workload pressures as the biggest contributor to teachers leaving the profession.¹²⁷
- The Teachers Federation described the current workloads as 'unsustainable' and 'pushing teachers to breaking point. They told the committee that seven out of 10 teachers say they are reconsidering their future in teaching due to these pressures.¹²⁸
- The impact of workload was reiterated by a number of teachers who made submissions to the inquiry. They described the workload as overwhelming, leading to burnout, job dissatisfaction and ultimately causing some to reconsider the profession. Teachers said that the demands impacted the quality of their teaching and the education they can offer their students. They also described feeling guilt at what they perceive as sub-par teaching given the workload pressures they experience.
- At the committee's roundtable one first year teacher described the struggles many teachers face:

As a first-year teacher, despite the support of my colleagues, I feel underprepared to properly support these students in their HSC studies, but there is no-one else qualified to do it. At my school, as has already been said about other schools, a significant number

¹²⁷ Evidence, Mr Mark Northam, Secretary, Independent Education Union of Australia NSW/ACT Branch, 4 August 2022, p 11, Evidence, Dr Fiona Longmuir, Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University, 4 August 2022, p 19.

¹²⁸ Submission 112, AEU NSW Teachers Federation, p 1.

of staff are teaching out of faculty. I was teaching maths at the beginning of the year, and while I can teach maths, I am not a maths teacher. Again, I feel that the students are struggling because of this. Again, as has been said by most other people so far, the workload and the amount of administration is ridiculous.

I have spent at least four hours at school in the last four days, not including my lunch breaks, not including my time spent at home, to catch up on administration and to complete sort of meaningless work, it feels like— basically just ticking boxes or writing paperwork, when I could be planning lessons to teach my students. This administration and this paperwork, especially as a new teacher having to make programs, to write lessons and to create content, has stopped me planning lessons. I do not plan lessons now. The students get what I have time to come up with on the day, and I feel ashamed about that. My students do not get the education they deserve if I do not have time to plan and prepare for it. It is impacting on my mental and physical health. I was never much of a drinker. I drink considerably more now that I've become a teacher, and I know that a lot of other teachers I know do that as well.

... One of the reasons that I stay is because I care for my students. As I said in my submission, I'm about a year in and I'm considering or looking at other avenues of employment. The reason I stay is because I care for my students, but I feel that that is being exploited, and that is one of the reasons why many teachers are still staying. In the last four days I have tried to keep a diary of what I've been doing and I haven't had time. In the last four days I've heard one senior staff member at my school, every day—a different one every day—speak about coming to the end of what they feel that they can do, feeling like they should be leaving the profession because of the workload, because of the behaviour, because of the conditions, as everybody else has said.

... We've had 28 merged classes in the last four days— some of those have been senior. Our school is not badly affected by the teacher shortage, but these effects are evident. As I said, I didn't start teaching for the pay or the conditions, but these may be the reasons that I leave the profession.¹²⁹

- The committee consistently heard from teachers that increasing administrative burdens, such as reporting and compliance measures, were one of the key contributors to their significant and often unmanageable workload. Teachers explained that these burdens had been steadily increasing over recent years and are coming at the cost of time in the classroom and the quality of their teaching.¹³⁰
- Examples of this administrative burden included tasks associated with curriculum changes, planning requirements, risk management, data collection and incident reporting. While teachers acknowledged the importance of this work, they told the committee that the sheer volume of the work and the time it takes to complete it comes at the expense of valuable time in the classroom teaching or preparing lessons.¹³¹
- Teachers also referred to the significant paperwork and time burdens required for the teacher accreditation process. The committee heard that accreditation-related tasks are a

¹²⁹ Evidence, Witness D, Private Roundtable, 23 September 2022, p 5-6.

¹³⁰ Evidence, Kim Beswick, 4 August 2022, p 34, Evidence, Dr Fiona Longmuir, Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University, 4 August 2022, p 19.

¹³¹ Evidence, Mr Mark Northam, Secretary, Independent Education Union of Australia NSW/ACT Branch, 4 August 2022, p 13,

key factor in the increasing administrative burden and that they are neither efficient nor effective. Some teachers told the committee that they questioned the necessity of accreditation more broadly and argued that it was not worth the time and effort it takes to complete the process.¹³²

- One teacher described the ineffectiveness of the accreditation process:

[T]he accreditation system that came in in 2004, with all the money that's gone into education, there is no evidence that that has had any impact on teacher quality. I would challenge this committee to recommend that should be simply scrapped because it's so much administration for no gain whatsoever and in fact it does damage.¹³³
- The committee heard from teachers about the personal impact of rising workloads. They told the committee that it has an ongoing and severe negative impact on their wellbeing and family life, and that the level of exhaustion is simply unsustainable. Some teachers explained that their work hours are not just scheduled school hours, but regularly include working hours before and after school, on weekends and during holidays.¹³⁴
- This personal impact was summarised by Dr Fiona Longmuir, who said that some teachers experience 'shame, exhaustion and stress from not being able to give time to their own children because they [are] so time-strapped and emotionally wrung-out from the time that they're giving to other people's children'.¹³⁵
- Professor John Hattie acknowledged the intensity of the workload for teachers, explained that in some ways, this demanding workload is inherent to the teaching profession. Professor Hattie argued that there is not substantial evidence to show that the workload of teachers who leave the profession is higher than that of teachers who stay. However, he made the point that it is the coping strategies for dealing with that workload and the support offered for teachers that makes the difference in these pressures being sustainable or not.¹³⁶
- The committee heard evidence regarding recent efforts the NSW Government had taken to address the issue of increasing administrative workload for teachers. This includes the Quality Time program, introduced in 2021, which focuses on 'reviewing, streamlining and reducing the departmental administrative processes' for teachers. The program aims to achieve a 20 percent reduction in time spent by school staff on administrative tasks by the end of 2022, and that it is currently on track to meet this target.¹³⁷

¹³² Evidence, Professor Susan Ledger, 4 August 2022, p 34, Evidence, Dr Gareth Leechman, State Branch NSW/ACT Association Heads of Independent Schools Australia, and Headmaster, Arndell Anglican College, 16 August 2022, p 43, Evidence, Ms Susan Middlebrook, Deputy Chair, State Branch NSW/ACT Association Heads of Independent Schools Australia, and Principal, Tara Anglican School for Girls, 16 August 2022, p 43.

¹³³ Evidence, Witness E, Private Roundtable, 23 September 2022, p 24.

¹³⁴ Evidence, Dr Fiona Longmuir, Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University, 4 August 2022, p 19.

¹³⁵ Evidence, Dr Fiona Longmuir, Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University, 4 August 2022, p 19.

¹³⁶ Evidence, Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership, 17 August 2022, p 29.

¹³⁷ Submission 109, NSW Government, p 41.

Committee comment

- 3.3** The evidence presented to the inquiry tended to fall into one of two paradigms addressing the question of teacher supply. The first was to say that the best way of attracting new talented teachers is to substantially upgrade the status and professionalism of teaching. The second was to argue for reductions in teacher workload: attracting new people by making the job more manageable. It is clear that the solution to the chronic teacher shortage is a combination of the two, giving priority to lifting the professional status of teaching and also to teacher remuneration.
- 3.4** But there's the rub: surely we want teachers to be hard-working, making personal sacrifices to get the best results for their students? Hard work in any profession is a virtue. Which successful people in Australia haven't got a substantial workload? The argument for making the job less onerous runs the risk of adding to already adverse public perceptions that teaching is a soft, sheltered type of work.
- 3.5** Numerous surveys, university submissions, and the Teachers Federation and other unions emphasised the workload issues teachers are facing. However, Professor John Hattie, for instance, gave evidence that individuals exiting teaching rarely mention the workload issue as a reason for their departure. His research shows that teachers stay in the job for the benefit of their students, and they leave because of problems with their school leadership.¹³⁸
- 3.6** ABS employment data presented by the Centre for Independent Studies showed that full-time NSW teachers do not work longer hours than their counterparts in other States and Territories.¹³⁹ Compared to the entire NSW workforce, these teachers work longer but not by vast amounts. While 21 per cent of NSW employees work more than 50 hours per week, for teachers it's 26 per cent. Similarly, 35 per cent of NSW employees work the standard 35-39 hours per week, while for teachers it's 31 per cent. Similarly, 35 per cent of NSW employees work the standard 35-39 hours per week, while for teachers it is 31 per cent. However, as detailed in chapter 2, teacher salaries don't keep pace with the rest of the professional workforce over their career. Simply put, on average teachers work longer for less pay.
- 3.7** In 2021, 55 per cent of NSW teachers worked extra hours or overtime, while across all professions the proportion was 42 per cent. Across perceptions of their job, salary and working conditions, Australian teachers have displayed significantly higher levels of satisfaction than the OECD average.¹⁴⁰ The problem in Australia (including New South Wales) is reduced classroom teaching time, compared to the OECD average, and more time on school management activities (1.03 hours per week above the OECD average), plus general administration (1.43 hours extra).¹⁴¹
- 3.8** The inquiry found it difficult to pinpoint the exact cause of excessive teacher workload. In most submissions, the problem was presented as a generalisation, along with claims of teachers working unacceptably long hours. The various teacher surveys presented were self-selecting, so

¹³⁸ Evidence, Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership, 17 August 2022, p 28-29.

¹³⁹ Submission 130, Centre for Independent Studies, p 30.

¹⁴⁰ Submission 130, Centre for Independent Studies, p 33.

¹⁴¹ Submission 130, Centre for Independent Studies, p 35.

unrepresentative of the entire workforce. There appears to be no firm, reliable data on this question, using actual time records in the workplace.

- 3.9** At our roundtable with classroom teachers, one participant provided clarifying detail. He said that excessive administrative paperwork fell into seven categories: writing up reports on disciplinary matters; providing lesson templates for relieving casual teachers; marking tests/assessments and recording data about them; updating HSC student monitoring folders; student report-writing; printing material for student use; and ordering materials for classroom use.¹⁴²
- 3.10** It is difficult to know which of these requirements could be dispensable without harming student outcomes. We know that invariably, a data-rich school is a successful school. We know that detailed monitoring of student results is needed to identify learning strengths, weaknesses and corrective measures. It would be counter-productive to address the workload/paperwork question by weakening a school's understanding of progressions in individual student learning.
- 3.11** This is also true of the Education Department's current program for reducing the administrative burden on teachers. The inquiry heard no clear evidence of the program working in practice. Nonetheless, as it further develops, it must not diminish data collection about student progress and learning opportunities.
- 3.12** A major potential area of improvement is in student discipline. Writing up reports and acting on classroom, playground, social media and other school-related incidents is a huge paperwork burden on many teachers. Each incident is estimated to take up an average of one hour in teacher time filling out forms. It's an obvious diversion from their core responsibilities.¹⁴³
- 3.13** Student behavioural problems also make teaching less satisfying, in the constant battle against disruptive and often violent incidents. This was another key message from participants in our teacher roundtable.¹⁴⁴ These problems are getting worse in NSW schools, not better. Some classrooms have lost social norms, respect and decency for teachers. Australia ranks 69th out of 76 countries on the PISA Index of Classroom Discipline. This is an obvious, unaddressed problem in retaining teachers. As the authority of teachers over their students has been lost, more teachers are feeling under pressure, and less inclined to stay in the profession. These teachers are feeling there is a lack of support in dealing with difficult behaviour.
- 3.14** In evidence, Mr Angelo Gavrielatos, the President of the NSW Teachers Federation, acknowledged the extent of the problem facing his members. In response to a question regarding the impact of poor discipline on workload, Mr Gavrielatos said that: "There is no doubt that student behaviour—discipline-related matters— can impact because of the form-filling requirements".¹⁴⁵
- 3.15** The impact of poor student discipline was also expressed by individual teachers. One teacher, who elected to keep their name suppressed, said that:

¹⁴² Evidence, Witness D, Private Roundtable, 23 September 2022, p 17.

¹⁴³ Evidence, Witness D, Private Roundtable, 23 September 2022, p 13.

¹⁴⁴ Evidence, Witness D, Private Roundtable, 23 September 2022, p 12.

¹⁴⁵ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation 4 August 2022, p 5.

Student behaviour is also a vexed question. What comes first - disengaged students or frustrated teachers? Students have a right to learn without their peers being attention seeking muppets without any real consequences. The options for discipline are limited and then the few there get whittled away. No wonder teachers leave when they spend most of their time dealing with behaviour rather than teaching and that with one hand tied behind their back. Disadvantaging students who want to learn by insisting trouble makers are integrated into each class is counterproductive. It wouldn't be tolerated in a workplace (which is where most students will end up) so why is it tolerated in schools?¹⁴⁶

- 3.16** Poor discipline in our schools is a product of weakening standards, both in government policy and within the schools themselves. The rise of identity politics and victimhood culture has emboldened certain types of students to play the system, knowing that any punishment will be laughably mild. It has also weakened student respect for their teachers. Anti-social habits learnt in the home are carried into schools, with teachers feeling powerless to counteract them.
- 3.17** Unfortunately, since the 1980s, the number and scope of specialist behavioural management schools in New South Wales has been wound back, as part of 'mainstreaming' policies. This has left too many chronic offenders in our classrooms, diverting the teachers and studious children from their work. It's an obvious reason for the discipline crisis harming public education in New South Wales.
- 3.18** In the minority of schools where discipline remains strong, the teachers have no problem with their paperwork load. As the Principal of Marsden Road Public School, Manisha Gazula, told our Committee in 2019, "I don't have a long line up of students outside my office door in trouble for disciplinary reasons, in fact, on most days I have none, so the paperwork at our school is not an issue".¹⁴⁷
- 3.19** At the beginning of each year, Marsden Road runs a 'boot camp' to teach the students their responsibilities for orderly behaviour and respect. The aim is to minimise 'teacher tell time' (telling students to sit up straight, get their books out, pay attention etc) and maximise teaching time. This approach has been very successful. With the extraordinary level of complaints by teachers about their workload, it is surprising that other schools have not tried to replicate Ms Gazula's success and that of other 'tiger teachers' following the Michaela School model in London. The Committee notes Premier Perrottet's recent statement of support for Michaela and hopes this is introduced as Department of Education policy.
- 3.20** It is clear to the committee that children with disabilities and behavioural problems must be supported to thrive in the school environment. A strict disciplinary model may not always work for these students, meaning that other strategies and support need to be deployed. In order to better support children with behavioural problems and more complex needs, there needs to be an increase in funding for more School Learning Support Officers (SLSOs) in schools. This increase is critical to improving student outcomes, as well as reducing the administrative burden placed on teachers as a result of these behavioural problems.

¹⁴⁶ Submission 33, Name Suppressed, p 1.

¹⁴⁷ See Correspondence, the Hon Mark Latham MLC to committee, 29 August 2019 as quoted in Portfolio Committee No. 3 – Education, Legislative Council, *Measurement and outcome-based funding in New South Wales Schools*, p 38.

- 3.21** The committee also heard that funding for support staff such as SLSOs should be broadened to cover staff who can be permanently allocated to schools, rather than an individual student. This would allow for SLSOs to assist with behavioural issues and support students more broadly where there is need, not just for students allocated special funding due to disability or other issues.¹⁴⁸ Alongside this, for those children for whom a mainstream school is no longer workable, the government needs to provide more places in Schools for Specific Purposes.

Recommendation 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 provide adequate places in Schools for Specific Purposes for students who would benefit from this model.

Recommendation 14

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.

Recommendation 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.

New teacher attrition

- 3.22** This section summarises the evidence gathered during the inquiry regarding the attrition of new teachers, and the changing demographics of the current teacher workforce:
- The committee received troubling evidence regarding new teacher attrition which was particularly concerning in light of the existing ageing teaching workforce and the growing student population in New South Wales.
 - The committee heard that there is a decline both in people enrolling in Initial Teacher Education (ITE), and then in people graduating from ITE. The Teachers Federation pointed to a 30 per cent decline in people commencing ITE, and then a 50 per cent decline

¹⁴⁸ Evidence, Mr Dylan Smith, Manager - Industrial Support, Public Service Association, 17 August 2022, p. 4).

in people completing it. Some stakeholders argued that the recent declines would be even more significant.¹⁴⁹

- Further, stakeholders consistently gave evidence that teachers are considering leaving the profession at 'alarming levels'. The Australian Workforce Data initiative found that 32 per cent of NSW teachers intend to leave the profession prior to retirement.¹⁵⁰
- With regard to the specific numbers of new teachers leaving the profession, the committee heard that there is a lack of data and transparency in this area. The Faculty of Education and Arts, Australian Catholic University noted that while this figure is only an estimate, it is possible that the attrition rate of early-career teachers would be around 50 per cent. They also referred to the likelihood that 'greater proportions of talented teachers than less talented teachers leave teaching' and argued that this is an enormous loss to the profession, moving forward.¹⁵¹
- Both the Teachers Federation and Professor John Hattie also noted the limited data available to enable a full-picture on the attrition rate of early career teachers. However, the Teachers Federation referred to Department of Education figures from 2020 which showed that 8.8 per cent of permanent teachers leave within the first five years, compared with 4.9 per cent of all permanent teachers. They also noted that the median tenure of public school teachers has decreased by 15 per cent since 2017 and is now 11.4 years.¹⁵²
- Both of these key stakeholders recommended improving data collection to understand how many teachers resign in their first years of teaching, and what factors are causing them to leave.¹⁵³
- These concerns about high levels of early career teachers leaving the profession are heightened given the ageing teaching workforce. The Teachers Federation told the committee that in 2020, 42 per cent of teachers were aged between 45 and 64 and were likely to retire within a decade. The union referred to a Department of Education internal report which stated that it would be necessary to secure 100 per cent of NSW ITE graduates in order to meet the demand caused by a growing student population, and the retirement of teachers. Further, it told the committee that this report warned that NSW public schools could 'run out of teachers in five years with a projected gap of 748 teachers in 2024 and 2425 in 2025.'¹⁵⁴

Committee comment

- 3.23** Like several other parts of the public sector, teaching has an ageing workforce. Australian Institute of Teaching and Learning (AITSL) data shows that 12 per cent of NSW teachers are

¹⁴⁹ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation 4 August 2022, p 3.

¹⁵⁰ Submission 114, Australian Institute for Teaching and School Leadership (AITSL), p 19.

¹⁵¹ Submission 5, Australian Catholic University, Faculty of Education and Arts, p 13.

¹⁵² Submission 112, AEU NSW Teachers Federation Branch, p 25, Evidence, Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership, 17 August 2022, p 36.

¹⁵³ Submission 5, Australian Catholic University, Faculty of Education and Arts, p 13.

¹⁵⁴ Submission 112, AEU NSW Teachers Federation Branch, p 19.

over the age of 60, with a total of 37 per cent being over 50 years of age.¹⁵⁵ It is therefore vitally important to address teacher supply shortages to ensure that as older teachers retire an adequate pipeline of graduate teachers is maintained.

3.24 In its submission to the inquiry, the Department of Education provided alarming statistics on the number of new teachers resigning in their early years of employment. The resignation rate of teachers in their first five years of teaching spiked from 7.9 per cent in 2020 to 11.6 per cent in 2021. This included a 1.8 per cent jump in first year resignations (from 1.1 per cent to 2.9 per cent).¹⁵⁶

3.25 Unfortunately, the Department does not collect exit interview data, so in evidence it was not able to explain the reasons for this worrying trend. The evidence points to the fact that teaching has become harder and less rewarding, and generally the system is struggling to retain new teachers.

3.26 This issue was summarised by Professor John Hattie, who told the committee that:

I think there's a serious problem with induction once they finish the course. Across the world, there is no organisation, there is no professional organisation, there is no journal and there are no conferences that are dedicated to induction. It happens by chance.¹⁵⁷

Recommendation 16

That the NSW Department of Education:

- a) collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign
 - b) monitor and address the reasons for the alarming rise in new teacher attrition
 - 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
 - d) centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates
 - e) accurately reflect the number of teachers in schools, and how many are casual, permanent or temporary
 - f) collect data on the numbers of:
 - 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)
 - teachers on recurrent temporary employment contracts
 - temporary teachers who have indicated they would prefer to be permanent
 - casual teachers who have indicated they would prefer to be temporary or permanent.
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¹⁵⁵ Submission 88, Independent Education Union of Australia NSW/ACT Branch, p 3.

¹⁵⁶ Submission 109, NSW Government, Data Attachment, p 19.

¹⁵⁷ Evidence, Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership, 17 August 2022, p 32-33.

3.27 Aside from the responsibility which the department must take for illuminating rates of attrition and improving induction, the university education faculties must take responsibility for the contribution of poor quality of initial teacher education to unacceptably high rates of teacher attrition. Trainee teachers are not ‘classroom ready’, equipped with the skills and experience needed to cope with their new world of face-to-face tuition. Too many drop out from this bruising process. In the committee's view the apprenticeship teacher training model pioneered by Alphacrucis and others – discussed in detail in chapter 2 and recommended for expansion in recommendation 2 – overcomes this problem with a more effective integration of theory and classroom practice and experience.

Loss of casuals and the impact of temporary contracts

3.28 This section summarises the evidence the committee received regarding casual and temporary teachers, and their impact on the teacher shortage.

- The committee heard from stakeholders, including individual teachers, about the difficulty that schools across the state experience trying to find casual teachers. This difficulty was made especially great during the COVID-19 pandemic and the 2021 and 2022 influenza seasons. Some stakeholders explained that with many teachers unable to work due to illness, there were not enough casual teachers to fill these gaps, resulting in collapsed classes, minimal supervision and an overall negative impact on the education able to be offered to students.¹⁵⁸
- The NSW Government told the committee that as of 30 June 2021, 12,205 casual teachers and 27,506 temporary teachers were employed in NSW public schools.¹⁵⁹
- However, some stakeholders argued that this data was not an accurate reflection of the casual teachers who are realistically available for teaching work. Some participants recommended more accurate data collection and publication of the data to develop a more fulsome understanding of the casual pool, and how it may need to be supplemented.¹⁶⁰
- The committee also heard evidence about the specific concerns relating to the growth of temporary contracts for full-time teachers. Dr Rachel Wilson, Associate Professor, School of Education and Social Work, University of Sydney, reported that the proportion of teachers on temporary contracts is consistently growing, noting that three in ten teachers are currently casuals or on temporary contracts. The AITSL told the committee that 32 percent of casual teachers were unable to secure a contract or permanent position.¹⁶¹

¹⁵⁸ Evidence, Mr Mark Northam, Secretary, Independent Education Union of Australia (NSW/ACT Branch), 4 August 2022, p 13, Evidence, Ms Sharryn Brownlee, President, Central Coast District Council of P&C Associations, 17 August 2022, p 14, Evidence, Ms Narelle Horton, 17 August, p 11.

¹⁵⁹ Submission 109, NSW Government, p 10.

¹⁶⁰ Evidence, Ms Sharyn Brownlee, President, Central Coast District Council of P&C Associations, 17 August 2022, p 15

¹⁶¹ Evidence, Dr Rachel Wilson, Associate Professor, School of Education and Social Work, University of Sydney, Teachers' Work in Schools Research Team, 16 August 2022, p 22.

- The Teachers Federation described this rise as an 'explosion in insecure work', noting a 70 per cent increase in temporary contracts under the current government. They highlighted that of early career teachers, 67 per cent are engaged on a temporary basis.¹⁶²
- Further, AITSL said that of those aged under 30 working as casual teachers, 47 per cent reported being unable to secure a permanent employment contract.¹⁶³
- Participants argued that this kind of precarious employment has a number of negative impacts, such as difficulties obtaining a mortgage or other bank loans. Further, the committee heard that the use of temporary contracts risks an increased churn of teachers in a school, resulting in a lack of consistency for students and a difficulty for teachers to become integrated in a school community.¹⁶⁴
- Additionally, stakeholders explained that the rise of insecure work and the dissatisfaction experienced by teachers in this kind of employment is a key factor in teachers seeking to leave the profession. They recommended increasing the number of permanent positions in schools as a way to remedy this issue and help alleviate the current teacher shortage.¹⁶⁵

Committee comment

3.29 One of the curious aspects of the recent period of teacher shortages was the absence of the large reserve army of casual and temporary teachers who would normally fill the gaps at NSW schools. As of June 2021, 12,205 casual teachers and 27,506 temporary teachers were employed in NSW public schools. The difficulty of attracting and retaining staff due to the many factors outlined in this report has diminished not only the supply of fixed classroom teachers, but the pool of casual teachers. The lack of temporary teachers in turn fuels the pressures that permanent teachers are under, and exacerbates the cycle of teacher attrition. This is particularly true in regional areas. One teacher who had taught in Western NSW explained the impact of casual shortages:

Typically, if more than one teacher was absent then classes could be combined, distributed, or supervised by the executive staff. The casual pool was so low that regular teachers would need to do extra classes every term to cover the absences, this created excessive workloads and affected teaching quality, not to mention more stress on teachers which caused their immune systems to suffer.¹⁶⁶

3.30 Yet the shortages were severe across the state and have been exacerbated by COVID. One can only assume that, in practice, large numbers of casual and temporary teachers have been lost. Three factors appear to have contributed to this problem to some extent:

- With no work available during the Covid period of school closures and online learning, some of these teachers have pursued work and career options elsewhere.

¹⁶² Submission 114, Australian Institute for Teaching and School Leadership (AITSL), p 20.

¹⁶³ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 9.

¹⁶⁴ Evidence, Dr Susan McGrath-Champ, Professor (Honorary), Work & Organisational Studies, University of Sydney Business School, Teachers' Work in Schools Research Team, 16 August 2022, p 25.

¹⁶⁵ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 9.

¹⁶⁶ Submission 82, Mr Kenneth Jordan.

- Some have taken up work opportunities in the government's post-COVID student tutoring program.
- The vaccination mandates seem to have driven a significant number of casuals and temps out of the profession (see below).

3.31 The committee asked questions of Mr Chris Lamb, Chief People Officer, Department of Education, regarding how schools record their need and use of casual and temporary teachers and whether this data could be used to develop a state-wide picture of the demand for casual teachers. It was put to Mr Lamb that the data collected through ClassCover, the platform used to lodge these requests, could be used to show where the demand for casual teachers is high, and where these gaps can and cannot be filled. As it stands, this kind of data regarding the supply and demand of temporary teachers is not collated from ClassCover, nor otherwise centrally collected.¹⁶⁷

3.32 Further, Mr Lamb also conceded that casual and temporary teachers are not included in the resignation data reported by the department. This means that there is not an accurate picture of how many teachers are leaving the profession, and why they are leaving.¹⁶⁸

Recommendation 17

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, thereby reducing future reliance on casuals and temps who have diminished in number.

Recommendation 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.

Impact of vaccination mandates

3.33 This section outlines evidence received regarding the impact of vaccination mandates on the teaching sector and the current teacher shortage.

3.34 The NSW Government advised the committee that from 8 November 2021, COVID-19 vaccinations were mandatory for all people working at a school, except for those with a valid medical contraindication. In April 2022, it was announced that the relevant Public Health Order

¹⁶⁷ Evidence, Mr Chris Lamb, Chief People Officer, Department of Education, 17 August 2022, p 25-26.

¹⁶⁸ Evidence, Mr Chris Lamb, Chief People Officer, Department of Education, 17 August 2022, p 17.

mandating this requirement would not be extended beyond 13 May 2022, and that workplaces would move to a 'risk-based assessment approach around vaccines'.¹⁶⁹

3.35 It explained that a new vaccination policy was announced by the Department of Education on 18 July 2022. This policy means that:

- unvaccinated corporate staff can return to corporate offices
- unvaccinated school-based staff who were on alternate duties or leave were able to return to their school (unless they work at an SSP)
- unvaccinated staff who resigned or were dismissed were able to reapply for advertised positions with the department
- schools were able to reengage unvaccinated or unattested active casual staff on a temporary or casual basis
- unvaccinated staff would be required to comply with any further vaccination mandate if they apply for roles covered by the mandate.¹⁷⁰

3.36 Additionally, the Government explained that:

...under the new vaccination policy announced on 18 July 2022, teachers who separated or were dismissed due to the COVID vaccination mandate will be eligible to apply for roles and have their approval to teach reinstated if they have active accreditation with NESAs [NSW Education Standards Authority], a current WWCC [Working With Children Check] clearance and there were no other issues or concerns being managed in relation performance or conduct at the time of separation from the Department.¹⁷¹

3.37 During the inquiry, the committee heard from individuals impacted by the vaccine mandate who outlined how the vaccine mandates had personally impacted them. These participants explained experiencing significant distress about losing their employment, noting the emotional, mental and financial stresses that resulted from being unable to work as a teacher.¹⁷²

3.38 Some teachers also explained the difficulty they experienced with the Department of Education when navigating this issue. Specifically, some teachers alleged that they were unable to get timely responses to their communication and did not feel respected or heard by the department.¹⁷³ A number described the experience as traumatising.

3.39 Further, the committee heard concerns from teachers impacted by the mandate that their removal from the workforce was contributing to the existing shortage. They criticised the

¹⁶⁹ Submission 109, NSW Government, p 46.

¹⁷⁰ Submission 109, NSW Government, p 47.

¹⁷¹ Submission 109, NSW Government, p 47.

¹⁷² Submission 6, Mrs Lauren Waterhouse, p 1, Submission 7, Name suppressed, p 1, Submission 30, Mrs Lynette Brailey.

¹⁷³ Submission 6, Mrs Lauren Waterhouse, p 1, Submission 7, Name suppressed, p 1, Submission 18, Mrs Maria Bramley-O'Connor, p 1.

government for what they perceived as a decision that worsened the existing issue, and further jeopardised the education offered to students in New South Wales.¹⁷⁴

- 3.40** One example of an individual impacted by the vaccine mandates in NSW schools is set out below:

Case study: Name suppressed – Submission 25

Submission 25 was made by an individual who had worked as a teacher in NSW for the past 9 years. Prior to that, she had taught at a university for 4.5 years. She described her experience being a teacher to the committee:

'I am a very dedicated teacher who sacrifices plenty of my personal time to ensure my students are being provided with quality learning experiences. The students are my biggest priority, and through my role, I work very hard to ensure that their needs are being met, whether this be their educational, social, emotional etc. I am extremely passionate about my role as an educator'.

This submission maker went on to tell the committee that she had elected not to receive the COVID-19 vaccine because she was pregnant, and outlined how the department's response was 'crushing':

'These mandates have absolutely crushed me. Last year when they were imposed on us, I was 7 months pregnant. I had to suddenly choose between my career or risking the well-being of my unborn child. I say risking because there is no long-term research on the effects these vaccines have on foetuses or newborns. There is no telling if these vaccines will have detrimental effects on children's development down the track. They were conditionally approved and basically an experiment. Yet, I was still forced to choose between risking my child's well-being in order to keep my job. I chose my child's well-being over the vaccine. I had heard of many incidents where miscarriage or stillbirth occurred following the vaccine, my sister-in-law being one of them, and I did not want to risk this. The stress caused was immense and I had to take sick leave and commence my maternity leave early due to this. The stress was not relieved as I knew I could be contacted by PES at any moment. The news continued of the investigations. One of my colleagues ended up being terminated from her permanent position, and all I could think about was when my time was to come. In a time where I should have been relaxed and focused on bonding with my newborn child, all I could think about was when I would be receiving my possible notice of termination'.

- 3.41** Another case study is set out below, which sets out the impact the vaccine mandates had on one teacher:

Case study: Roundtable participant

A teacher who participated in the committee's private roundtable explained that due to her reluctance to receive the COVID-19 vaccine, she has been advised that her ability to remain at her school is 'untenable'. She explained that she has been on sick leave for almost a year, and during this process, has been investigated by the Performance and Ethical Standards Unit in the Department of Education

¹⁷⁴ Submission 7, Name suppressed, p 1, Submission 11, Name suppressed, p 1, Submission 18, Mrs Maria Bramley-O'Connor, p 1, Submission 35, Ms Leonie Mahon, p 1.

and found guilty of misconduct. She described being 'made to feel like a criminal' after over 25 years of service.

She went on to tell the committee that navigating the issue has been very difficult, and that her sick leave with medical certificates have been declined. She told the committee that she felt 'targeted' as a result of not being vaccinated.

Due to this experience, and the other difficulties facing the profession, she said that when students say: 'I want to be a teacher', she now says: 'Don't do it, I don't want to see you go through this'.¹⁷⁵

- 3.42** Another long-term teacher explained the significant emotional and psychological impact of the vaccine mandate and having her employment put at risk:

Case study: Name suppressed – Submission 8

A teacher told the committee that she had been teaching in public education in New South Wales since 1998. She went on to explain what she described as 'truly disgusting' treatment of staff following the announcement of the mandate, and argued that 'these mandates are an enormous reason for the current staffing crisis in NSW Public Education'.

This individual outlined a complex medical history, including a hysterectomy, lumpectomy and a back surgery. She explained that as a result of these surgeries, she developed medical post traumatic stress disorder (PTSD). She noted that this complex medical history caused her to be reluctant about receiving the COVID-19 vaccine. When describing the impact of the mandate on her, she said that:

'The stress and anxiety that this time of uncertainty has caused me has been absolutely horrendous to say the very least. The threat to have my very much loved career, that I have worked tirelessly at for 24 years, taken from me because I cannot have a medical procedure, is beyond my comprehension and has been truly devastating on so many levels. The emails that came from the Department during this period were nothing short of appalling'.

She summarised this impact by stating that:

'My PTSD has returned tenfold and been exacerbated to a level that I have never experienced before. It is far worse than what I had previously. I am back seeing my psychologist on a very regular basis again... Other effects that I have suffered are severe anxiety, highly emotional – I have never cried so much in my life, I can't sleep, constant shaking, not wanting to leave the house or be around people, etc. The list could go on'.

- 3.43** The experience of another teacher is set out below, who outlined how the impact of the vaccine mandates worsened the teacher shortage:

Case study: Name suppressed – Submission 15

In their submission to the inquiry, this teacher explained that they had previously been working as a school-counsellor. However, following the introduction of the vaccine mandate, this teacher was

¹⁷⁵ Evidence, Witness C, Private Roundtable, 23 September 2022, p 5.

dismissed from their position. When explaining the impact of the mandates on teachers and students, this individual said that:

'I connected with many teachers, counsellors, and other school staff who were not allowed to work because of the Department's mandate. I believe the Department sacrificed students' learning and staff morale on the altar of the COVID vaccine. Doing this decimated the amount of staff available to work in schools, caused fear and distrust and anger among its employees, demonstrated extremely poor and unethical decision making to its employees and students, and not to mention the emotional, psychological, economic, social and community impact of dividing their staff into vaxxed and unvaxxed, coercing their staff into participating in a medical treatment clinical trial, and vilifying those who declined as guilty of 'misconduct'.

This teacher went on to explain the perception of the Department of Education following the introduction of the vaccine mandates, and the ongoing impact on teachers:

'Subsequent to COVID, the Department now appears to be in a shambles with extremely impactful decisions being made by politically-motivated paper shufflers far removed from the 'coalface' who are out of touch with what school communities really want and really need, and with staff morale at an all-time low. Teachers' workload was already too high; now it is extreme.'

Specifically, this teacher also explained that prior to COVID, there was a particularly chronic school-counsellor shortage, which often means students with disabilities, learning needs and mental health concerns may end up 'slipping through the net altogether'. They said that the shortages made this already bad situation worse, and stated that 'the loss of any staff from this crucial resource is unacceptable'. They summarised by telling the committee that '...those who lose the most are the students who are struggling.'

Committee comment

- 3.44** It has been difficult to obtain accurate information from the Department of Education about the impact of its vaccination mandates on teacher supply. It was a break from standard industrial relations practice to have employees unable to make their own private health choices, about their own bodies and wellbeing, with vaccination mandated upon them for fear of losing their job.
- 3.45** The NSW Teachers Federation supported the mandate, abdicating its role in standing up for the health rights and choices of its paid membership. When asked in hearings if the Federation planned to refund the membership fees of these mandate-affected teachers, it had no answer.
- 3.46** In appearances before the PC3 Education Committee, the Department of Education went out of its way to hide the true impact of the mandates on staffing levels. Following Budget Estimates on 2 March 2022, the Committee Chair wrote to the then Chief People Officer, Yvette Cachia, stating that at the Estimates hearing, she was asked for an update on the number of teachers sacked or stood down by the mandates, in particular: "Is there a number for casuals and temps?"
- 3.47** Ms Cachia replied, "I have not got (the numbers) as at today, but I do have it as at 21 February." She then told the committee that the Chair's estimate of 7000 teachers either sacked or stood down was wrong, and the number was "significantly lower".
- 3.48** Yet seven days earlier, on 23 February, Ms Cachia received an email (at 5.49 pm) from her Senior Briefing and Correspondence Officer, Justin Cheung, with the subject heading: 'Unattested Staff

and ECPC Flag?. The ECPC is an Electronic Casual Payroll Claim, with staff flagged as ineligible for employment until such time as they are vaccination compliant.

- 3.49** Mr Cheung said he was “following up on the next steps from our exec paper on unattested staff and the placement of the ECPC flag which includes, 1. Notifying active staff of the requirement to attest prior to being engaged by a school.” He said a “letter (was) to be sent to approximately 9000 staff on Thursday 24 February”, among other steps. An SMS text message was also to be sent asking staff to check their DoE email “regarding (their) vaccination obligations as an employee”.
- 3.50** Mr Cheung concluded, “Most of these documents have been across your desk and you have provided comment of feedback prior. The team are seeking your final endorsement of the actions and timelines.”
- 3.51** The next day, 24 February 2022 (at 9.30 am), Ms Cachia wrote “Approved” in reply to Mr Cheung and the letters and text messages went out. David Withey, the Chief Operating Officer, who had been copied into the Cheung correspondence, wrote “Ditto” in giving his approval.
- 3.52** At a minimum, we know that 9,000 active casual staff were unattested for their vaccination status at the beginning of 2022, and therefore ineligible to work in schools. After the committee asked Ms Cachia to show cause why she shouldn’t be referred to the Legislative Council Privileges Committee for misleading parliament, she resigned from her position.
- 3.53** In its submission to the inquiry the Department tried to downplay the impact of the mandates on ‘active staff’. The numbers are quite revealing. As at 31 March 2022, there were 3618 ‘active teaching staff’ either not vaccinated, not vaccination attested or classified as ‘confirmation rejected’, that is, not able to work under the policy. For other school-based staff, the number was 2345. For ‘inactive teachers’ the number was far higher: 11,572; while for ‘inactive other school-based staff’ it was 8985. The grand total across the four categories was 26,520 – a huge impact on school staffing.¹⁷⁶
- 3.54** Intriguingly, the Department defined ‘active staff’ as ‘staff that are either assigned to a permanent/temporary position or casually nominated to work in schools.’ It did not include those waiting for a position/assignment. At a time of critical staff shortages, these casuals and temps would have been invaluable for filling the gaps. But they were ruled ineligible for work by the mandates. This explains, in large part, why the reserve army was not available to step in during the staff shortages.
- 3.55** In evidence to the inquiry, the chief organiser of the NSW anti-mandate organisations, Christian Marchegiani, estimated that one-quarter of mandate-affected school staff have now retired or pursued different careers. That’s nearly 4000 teachers and 3000 other staff lost to the system.
- 3.56** Those remaining (with the mandates now abolished) have had trouble getting their positions back, often experiencing bias against their vaccination stance. Many feel like they hold political views, such as mainstream conservatism and libertarianism, that are not welcome in today’s school system.

¹⁷⁶ Submission 109, NSW Government, Data attachment, pp 13-14.

- 3.57 Ironically, by mid-2022 the Department of Education, in abandoning the mandates, had to acknowledge that the vaccination program had become ineffective in stopping the spread of the new Omicron strains BA4 and 5.

Recommendation 19

That the NSW Government acknowledge:

- the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices
- the ultimate ineffectiveness of the vaccination program against transmission of the COVID-19 Omicron strains BA 4&5
- the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.

Recommendation 20

That the NSW Government create an automatic right of return to employment within the Department of Education to help address teacher shortages for all mandate-affected school and departmental staff.

NSW Department of Education data and monitoring

- 3.58 This section summarises the concerns raised by inquiry participants regarding the level of oversight the Department of Education has in respect of the scope and impact of the current teacher shortage:

- Stakeholders consistently told the committee about the shortcomings of the Department of Education regarding data collection and transparency. Specifically, stakeholders argued that the Department did not have an accurate picture on the current state of its workforce.¹⁷⁷
- The committee heard that data collection is inadequate with respect to the numbers of casual and temporary teachers, the trajectory of early-career teachers, the reasons why teachers leave the profession, the time it takes to fill vacant positions and various other issues.¹⁷⁸
- Further, the Teachers Federation told the committee that the department has acknowledged it does not have centralised data regarding merged classes, or the time students are provided with 'minimal supervision'. They argued that this is a failure of the Department to adequately understand the scope and impact of the teacher shortage.¹⁷⁹

¹⁷⁷ Submission 112, AEU NSW Teachers Federation Branch, p 25, Evidence, Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership, 17 August 2022, p 36.

¹⁷⁸ Submission 112, AEU NSW Teachers Federation Branch, p 10-20.

¹⁷⁹ Submission 112, AEU NSW Teachers Federation Branch, p 13-14.

- The Teachers Federation also reiterated concerns raised by the Auditor-General of NSW in 2019 that 'The Department does not collect sufficient information to monitor what disciplines teachers actually teach, nor does it predict supply and demand for teachers by discipline and location'.¹⁸⁰
- The union went so far as to suggest to the committee that the NSW Government and the Department of Education has sought to 'conceal the severity' of the teacher shortages, in terms of its failure to adequately collect relevant and meaningful data in order to understand the scope of the problem.¹⁸¹
- When expressing what is needed to adequately address this issue, Mr Angelo Gavrielatos, President, NSW Teachers Federation, said that 'when there are challenging circumstances, what is required in those instances is a proactive department ... to investigate, drill down and start to provide supports in order to be able to remedy a situation'.¹⁸²
- This sentiment was echoed by individual teachers, who consistently told the committee that they feel the Department does not take their issues seriously and attempts to downplay the scope and severity of teacher shortages.¹⁸³

Committee comment

- 3.59** In evidence to the inquiry, the Department's Chief People Officer did not seem to know much about his people. This is another debilitating legacy of the failed Local Schools, Local Decisions (LSLD) policy – in this case, entrusting workforce management issues to school principals. Even though LSLD has notionally been abolished, its cultural legacy still lingers across the system.
- 3.60** What is the point in having a large, amply resourced Department of Education bureaucracy if it does not play a central agency role in monitoring, checking and guiding local decisions, consistent with the evidence base for schools?
- 3.61** It appears to the committee that by not adequately collecting data on the scope of the teacher shortage, the department has failed to take seriously its role to understand the true scale of the teacher shortage. By failing to do this, it is difficult to understand how the department will be able to effectively improve this situation for teachers and students alike.
- 3.62** The committee calls on the department to collect robust data that accurately and honestly reflects the scope and impact of teacher shortages. Without taking this necessary step, ensuring sufficient long-term teacher supply to provide quality education to the children and young people in this state remains unlikely.

¹⁸⁰ Submission 112, AEU NSW Teachers Federation Branch, p 26.

¹⁸¹ Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 4.

¹⁸² Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p 5.

¹⁸³ Submission 33, Name suppressed, p 3.

Appendix 1 Submissions

No.	Author
1	Name suppressed
2	Computer Coach Australia
3	Auditor-General for New South Wales
4	NSW Council of Deans of Education
5	Australian Catholic University Faculty of Education and Arts
6	Mrs Lauren Waterhouse
7	Name suppressed
8	Name suppressed
9	Name suppressed
10	Ms Bethwyn Matsuto
11	Name suppressed
12	Name suppressed
13	Miss Georgia Brazier
14	Confidential
15	Name suppressed
16	Name suppressed
17	Ms Rebecca Smiley
18	Mrs Maria Bramley-O'Connor
19	Name suppressed
20	Name suppressed
21	Confidential
22	Confidential
23	Mrs Tracy Goodwin
24	Name suppressed
25	Name suppressed
26	Name suppressed
27	Name suppressed
28	Name suppressed
29	Mrs Natasha Moynihan
30	Mrs Lynette Brailey
31	Name suppressed
32	Ms Marianne Galluzzo

No.	Author
33	Name suppressed
34	Confidential
35	Ms Leonie Mahon
36	Name suppressed
37	Name suppressed
38	Name suppressed
39	Mrs Faye Aspiotis
39a	Mrs Faye Aspiotis
40	Name suppressed
41	Name suppressed
42	Name suppressed
43	Mr Richard William Johnston
44	Name suppressed
45	Confidential
46	Name suppressed
47	Name suppressed
48	Name suppressed
49	Name suppressed
50	Name suppressed
51	Name suppressed
52	Name suppressed
53	Name suppressed
54	Name suppressed
55	Mr Patrick Spedding
56	Name suppressed
57	Name suppressed
58	Name suppressed
59	Name suppressed
60	Name suppressed
61	Mr Thomas Lavelle
62	Name suppressed
63	Name suppressed
64	Mrs Deb Harlum
65	Name suppressed
66	Mrs Tara Tihema

No.	Author
67	Name suppressed
68	Name suppressed
69	Mrs Alison Buckley
70	Name suppressed
71	Name suppressed
71a	Name suppressed
72	Confidential
73	Confidential
74	Name suppressed
75	Ms Sarah Brightman
76	Mr William Gardner
77	Name suppressed
78	Name suppressed
79	Mrs Renee Doyle
80	Name suppressed
81	Mrs Kathleen Schlenker
82	Mr Kenneth Jordan
83	Name suppressed
84	Institute of Technology Education
85	Teachers and Teaching Research Centre (TTRC) - The University of Newcastle Australia
86	University of New South Wales, School of Education
87	Science Teachers Association of NSW
88	Independent Education Union of Australia NSW ACT Branch
89	Association of Heads of Independent Schools of Australia
90	Russell Lea Public School Parents & Citizens Association
91	National Education Workers (NEW)
92	Name suppressed
93	Name suppressed
94	Confidential
95	Name suppressed
96	Name suppressed
96a	Name suppressed
97	Name suppressed
98	Mrs Therese Seymour

No.	Author
99	Name suppressed
100	Name suppressed
101	Name suppressed
102	Name suppressed
103	Confidential
104	Name suppressed
105	Mrs Sue Taylor
106	Miss Jemima Ayoub
107	Mr Jack Steel
108	NSW Advocate for Children and Young People
109	NSW Government
110	Federation of Parents and Citizens Associations of NSW
111	The Isolated Children's Parents' Association of New South Wales Inc.
112	AEU NSW Teachers Federation
113	Australian Teacher Support Group
114	Australian Institute for Teaching and School Leadership Limited (AITSL)
115	Society for the Provision of Education in Rural Australia (SPERA)
116	Northern Sydney and Central Coast District Councils of P&C Associations
117	NSW Primary Principals' Association
118	Country Universities Centre
119	Office of Prue Car MP
120	Name suppressed
121	Dr Rod Leonarder
122	Ms Anna Robertson
123	School of International Studies and Education, University of Technology Sydney
124	Alphacrucis University College
125	Faculty of Education Monash University
126	Teachers' Work in Schools Research Team
127	PSA (Public Service Association of NSW)
128	Ms Trish Doyle MP
129	NSW Productivity Commission
130	The Centre for Independent Studies
131	A/Prof Rebecca Collie
132	Name suppressed
133	Name suppressed

No.	Author
134	Name suppressed
135	Name suppressed
136	Name suppressed
137	Name suppressed
138	Name suppressed
139	Name suppressed
140	Confidential
141	Mrs Jennifer Treverrow
142	Name suppressed
143	Name suppressed
144	Mr David Edmonds
145	Mr John Doherty
146	Mr Sham Soliva
147	Name suppressed
148	Mrs Bhavna Williams
149	Name suppressed
150	Mr Ian Carragher
151	Name suppressed
152	Name suppressed
153	Name suppressed
154	Name suppressed
155	Name suppressed
156	Name suppressed
157	Mr David Kalman
158	Name suppressed
159	Mrs Stephanie Richardson
160	Name suppressed
161	Name suppressed
162	Mrs Rochelle Kennedy
163	Name suppressed
164	Name suppressed
165	Name suppressed
166	Name suppressed
167	Mrs Kelly Stevenson
167a	Mrs Kelly Stevenson

No.	Author
168	Name suppressed
169	Name suppressed
170	Name suppressed
171	Mrs Karen Middleton
172	Mr Adrian Crew
173	Confidential
174	Name suppressed
175	Name suppressed
176	Miss Kylie O'Brien
177	Name suppressed
178	Name suppressed
179	Name suppressed
180	Name suppressed
181	Name suppressed
181a	Name suppressed
182	Confidential
182a	Confidential
183	Mr Phillip Dye
184	Miss Siobhan Maloy
185	Mr David Maccormick
186	Name suppressed
187	Mr Jeff Chaseling
188	Mr Colin Cooksey
189	Name suppressed
190	Name suppressed
191	Name suppressed
192	Name suppressed
193	Confidential
194	Name suppressed
195	Name suppressed
196	Mrs Rose-Marie Sercombe
197	Mr Peter Stewart
198	Name suppressed
199	Name suppressed
200	Confidential

No.	Author
201	Name suppressed
202	Mr Brian Jeffrey
203	Confidential
204	Dr Greg Ashman
205	Name suppressed
206	Ms Yasmin Catley - Member for Swansea
207	Mr Luke Di Salvia
208	Name suppressed
209	Name suppressed
210	Name suppressed
211	Name suppressed
212	Name suppressed
213	Name suppressed
214	Name suppressed
215	Mrs Kerryanne Knox
216	Name suppressed
217	Name suppressed
218	Name suppressed
219	Name suppressed
220	Name suppressed
221	Mrs Josie Lang
222	Mr John Brady
223	NSW Secondary Principals' Council (SPC)
224	Name suppressed
225	Name suppressed
226	Confidential
227	Name suppressed
228	Mr Mark Tyler
229	Name suppressed
230	Name suppressed
231	Name suppressed
232	Name suppressed
233	Ms Kathryn Steward
234	Name suppressed
235	Name suppressed

No.	Author
236	Name suppressed
237	Confidential
238	Confidential
239	Name suppressed
240	Mr Ross Montague
241	Name suppressed
242	Name suppressed
243	Name suppressed
244	Miss Angela Tate
245	Name suppressed
246	Mr Andrew Molloy
246a	Mr Andrew Molloy
247	Mrs Melissa Molloy
248	Name suppressed
249	Name suppressed
250	Mr John Gelling
251	Mr Noel Beddoe
252	Name suppressed
253	Mr Neil Middleton
254	Name suppressed
255	Name suppressed

Appendix 2 Witnesses at hearings

Date	Name	Position and Organisation
Thursday 4 August 2022 Room 814-815, Parliament House, Sydney	Mr Angelo Gavrielatos	President, NSW Teachers Federation
	Mr Henry Rajendra	Deputy President, NSW Teachers Federation
	Mr Mark Northam	Secretary, Independent Education Union of Australia (NSW/ACT Branch)
	Dr Fiona Longmuir <i>(via videoconference)</i>	Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University
	Professor Kim Beswick	Director of the Gonski Institute for Education, Head of the School of Education, and Professor of Mathematics Education, University of New South Wales
	Professor Susan Ledger <i>(via videoconference)</i>	Head of School, Dean of Education, University of Newcastle
	Professor Jenny Gore <i>(via videoconference)</i>	Director, Teachers and Teaching Research Centre & Fellow, American Educational Research Association, University of Newcastle
	Professor Debra Hayes <i>(via videoconference)</i>	Professor Education & Equity, Head of School, Sydney School of Education & Social Work, University of Sydney
	Professor Mary Ryan	Executive Dean, Faculty of Education and Arts, Australian Catholic University

Date	Name	Position and Organisation
Tuesday 16 August 2022 Macquarie Room, Parliament House, Sydney	Mr Glenn Fahey	Education Program Director, Centre for Independent Studies
	Associate Professor David Hastie	Deputy Vice President, Development Alphacrucis University College
	Mr Nick Jensen	Director of Government Relations, Alphacrucis University College)
	Dr Susan McGrath-Champ <i>(via videoconference)</i>	Professor (Honorary), Work & Organisational Studies, University of Sydney Business School, Teachers' Work in Schools Research Team
	Dr Rachel Wilson	Associate Professor, School of Education and Social Work, 126 University of Sydney, Teachers' Work in Schools Research Team
	Dr Mihajla Gavin	Senior Lecturer, Business School, University of Technology Sydney, Teachers' Work in Schools Research Team
	Irena Tasevska	Executive Officer, Science Teachers Association of NSW
	Margaret Shepherd	President, Science Teachers Association of NSW
	Dr Gareth Leechman	Chair of State Branch NSW/ACT AHISA and Headmaster, Arndell Anglican College
	Mrs Susan Middlebrook	Deputy Chair State Branch NSW/ACT AHISA and Principal, Tara Anglican School for Girls
Monica Davis <i>(via videoconference)</i>	CEO, Country Universities Centre	
Professor Susan Ledger <i>(via videoconference)</i>	Society for the Provision of Education in Rural Education	

Date	Name	Position and Organisation
	Mr Brian O'Neill <i>(via videoconference)</i>	Society for the Provision of Education in Rural Australia
	Ms Annabel Strachan <i>(via videoconference)</i>	Rural Schools Portfolio, The Isolated Children's Parents' Association of New South Wales Inc
	Ms Deborah Nielsen <i>(via videoconference)</i>	Early Childhood Portfolio, The Isolated Children's Parents' Association of New South Wales Inc
Wednesday 17 August 2022 Macquarie Room, Parliament House, Sydney	Mr Dylan Smith	Manager, Industrial Support, Public Service Association
	Dr Andy Asquith	Research Officer, Public Service Association
	Mr David Hope	President, Northern Sydney District Council of P&C Associations
	Ms Sharryn Brownlee	President, Central Coast District Council of P&C Associations
	Ms Narelle Horton	President, Russell Lea Public School P&C Association
	Mr Paul Martin	CEO, NSW Education Standards Authority)
	Professor John Hattie <i>(via videoconference)</i>	Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership
Friday 23 September 2022 Macquarie Room, Parliament House, Sydney	Ms Zoe Robinson	Advocate for Children and Young People
	Mr Campbell Quintrell	Year 12 Student
	Mr Chris Lamb	Chief People Officer, NSW Department of Education

Date	Name	Position and Organisation
	Mr Murat Dizdar	Deputy Secretary, School Performance South, NSW Department of Education
	Ms Leanne Nixon	Deputy Secretary, School Performance North, NSW Department of Education

Appendix 3 Minutes

Minutes no. 60

Wednesday 15 June 2022

Portfolio Committee No. 3 – Education

Via videoconference, at 10.06 am

1. Members present

Mr Latham, *Chair*

Mr Fang, *Deputy Chair*

Mr D'Adam

Mr Farlow

Mrs Houssos

2. Apologies

Ms Boyd

Ms Cusack

3. Previous minutes

Resolved, on the motion of Mr Farlow: That draft minutes nos. 51, 52 and 58 be confirmed.

4. Correspondence

The committee noted the following items of correspondence:

Received:

- 1 June 2022 – Letter from the Minister for Education replying to Chair re seeking agreement to contact Mr Ballard re Walgett school assisting NAPLAN tests.

Sent:

- 9 May 2022 – Letter from the Chair to the Minister for Education seeking agreement to contact Mr Ballard re Walgett school assisting NAPLAN tests.

5. Consideration of terms of reference

The Chair tabled a letter proposing the following self-reference:

Teacher shortages in New South Wales

- (1) That Portfolio Committee No 3 - Education inquire into and report on teacher shortages in New South Wales, and in particular:
 - (a) current teacher shortages in NSW schools,
 - (b) future teacher supply and demand,
 - (c) out-of-area teaching, merged classes and minimal supervision in NSW schools,
 - (d) the NSW Teacher Supply Strategy,
 - (e) teaching workforce conditions,
 - (f) Initial Teacher Education,
 - (g) impacts related to COVID-19, including the impact of government responses such as remote teaching and safety restrictions
 - (h) the impact of workplace mandates,
 - (i) the status of the teaching profession, and
 - (j) any other related matter.
- (2) That the committee report by 8 November 2022.

Mr Fang moved: That the terms of reference be amended by inserting further items after (i):

- (j) the impacts of the Staffing Agreement on the ability of principals to effectively staff schools and manage performance,
- (k) the administrative burden for principals associated with recruiting for and appointing roles,
- (l) the impact of central appointments prioritisation for teaching and principal roles,
- (m) support for principals to effectively staff schools above base allocation,
- (n) the impacts of incentives and the transfer point system on regional shortages,
- (o) the approval to teach process in New South Wales
- (p) COVID related impacts

Resolved, on the motion of Mrs Houssos: That item (p) of Mr Fang be incorporated into item (g) in the proposed terms of reference.

Mr D'Adam moved: That the remaining amendment of Mr Fang be amended by omitting paragraphs (k) to (n) and inserting instead "(k) the role of principals in recruitment and maintenance of school staffing".

The committee divided.

Ayes: Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham.

Question resolved in the negative.

Original question, as amended, put.

The committee divided.

Ayes: Mr Fang, Mr Farlow, Mr Latham.

Noes: Mr D'Adam, Mrs Houssos.

Question resolved in the affirmative.

Resolved, on the motion of Mr D'Adam: That the terms of reference be amended by inserting further items after (o):

- (p) the impact of casualisation, temporary contracts and job insecurity,
- (q) the measurement of staff turnover particularly in regard to temporary staff, and

Resolved, on the motion of Mr D'Adam: That the committee adopt the terms of reference as amended:

- (1) That Portfolio Committee No. 3 - Education inquire into and report on teacher shortages in New South Wales, and in particular:
 - (a) current teacher shortages in NSW schools,
 - (b) future teacher supply and demand,
 - (c) out-of-area teaching, merged classes and minimal supervision in NSW schools,
 - (d) the NSW Teacher Supply Strategy,
 - (e) teaching workforce conditions,
 - (f) Initial Teacher Education,
 - (g) impacts related to COVID-19, including the impact of government responses such as remote teaching and safety restrictions,
 - (h) the impact of workplace mandates,
 - (i) the status of the teaching profession,
 - (j) the impacts of the Staffing Agreement on the ability of principals to effectively staff schools and manage performance,
 - (k) the administrative burden for principals associated with recruiting for and appointing roles,

- (l) the impact of central appointments prioritisation for teaching and principal roles,
 - (m) support for principals to effectively staff schools above base allocation,
 - (n) the impacts of incentives and the transfer point system on regional shortages,
 - (o) the approval to teach process in New South Wales,
 - (p) the impact of casualisation, temporary contracts and job insecurity,
 - (q) the measurement of staff turnover particularly in regard to temporary staff, and
 - (r) any other related matter.
- (2) That the committee report by 8 November 2022.

6. Conduct of the inquiry into teacher shortages in New South Wales

6.1 Proposed timeline

Resolved on the motion of Mr Farlow: That the committee adopt the following timeline for the inquiry:

- Submissions and online questionnaire close – Sunday 31 July 2022
- Three hearings in August and September
- Report deliberative – First week in November 2022
- Tabling report – by Tuesday 8 November.

Resolved on the motion of Mr Farlow: That the dates of hearings be determined by the Chair after consultation with members regarding their availability.

6.2 Stakeholder list

Resolved on the motion of Mr Farlow: That the secretariat circulate to members the Chairs' proposed list of stakeholders to provide them with the opportunity to amend the list or nominate additional stakeholders, and that the committee agree to the stakeholder list by email, unless a meeting of the committee is required to resolve any disagreement.

6.3 Short individual submissions

Resolved, on the motion of Mr Farlow: That, in the event that 200 or more individual submissions are received, the committee may adopt the following approach to processing short submissions, to enable significant efficiencies for the secretariat and members while maintaining the integrity of how submissions are treated:

- All submissions from individuals 250 words or less in length will be channelled into one single document to be published on the inquiry website.
- Each will still have an individual submission number, and will be published with the author's name or as name suppressed, according to the author's request.
- Each will be reviewed by the secretariat for adverse mention and sensitive/identifying information, in accordance with practice.
- All other submissions will be processed and published as normal.

6.4 Online questionnaire

Resolved, on the motion of Mr Farlow: That the committee use an online questionnaire to capture individuals' views, and that the draft questions be circulated to the committee for comment, with a meeting on request from any committee member if there is disagreement on the questions.

Resolved, on the motion of Mrs Houssos: That the committee not accept proformas.

6.5 Online questionnaire report

Resolved, on the motion of Mr Farlow: That the secretariat prepare a summary report of responses to the online questionnaire for publication on the website and use in the report, and that:

- only responses from NSW participants will be analysed in the report

- the committee authorises the secretariat to publish the questionnaire report on the inquiry website unless any member raises an objection to publication via email
- individual responses be kept confidential on tabling.

6.6 Advertising

The committee noted that all inquiries are advertised via Twitter, Facebook, stakeholder emails and a media release distributed to all media outlets in New South Wales.

6.7 Circulation of terms of reference to Department of Education staff

Resolved on the motion of Mr D'Adam: That the Chair write to the Secretary of the NSW Department of Education requesting that the inquiry terms of reference be circulated to all Department of Education staff, with the advice that they may participate in the inquiry.

7. Inquiry into Budget Estimates 2021-2022

7.1 Consideration of Chair's draft report

The Chair submitted his Chair's draft report, entitled 'Budget Estimates 2021-2022', which, having been previously circulated, was taken as being read.

Resolved, on the motion of Mr D'Adam: That the report be amended by omitting the committee comment and recommendation which reads:

'Committee comment

The committee is disappointed with the quality of answers and lack of information provided by the Department of Education during the Budget Estimates inquiry. Hence we recommend that the Government remind all of its public servants appearing before Parliamentary committees that they must at all times provide accurate and relevant information, and that telling the truth is an obligation from being sworn in as a witness, enforceable under the Parliamentary Evidence Act.

Recommendation 1

That the NSW Government remind all of its public servants appearing before Parliamentary committees that they must at all times provide accurate and relevant information, and that telling the truth is an obligation from being sworn in as a witness, enforceable under the Parliamentary Evidence Act.'

and inserting instead:

Committee comment

The committee is disappointed with the quality of answers and lack of information provided by the Department of Education during the Budget Estimates inquiry. Hence we recommend that the Government remind all of its public servants appearing before Parliamentary committees that they must at all times provide accurate and relevant information, and that telling the truth is an obligation from being sworn in as a witness, enforceable under the Parliamentary Evidence Act. The committee notes that witnesses individually take an oath when appearing before the committee and that the obligations arising from this oath cannot be delegated, this includes not being able to delegate to government departments or agencies.

Recommendation 1

That the NSW Government remind all of its public servants appearing before Parliamentary committees that:

- (1) they must at all times provide accurate and relevant information,
- (2) they have an obligation to assist the committee in its inquiry and not deliberately impede obstruct or delay the committee in its work
- (3) telling the truth is an obligation from being sworn in as a witness, enforceable under the Parliamentary Evidence Act.

Resolved, on the motion of Mrs Houssos: That:

The draft report as amended be the report of the committee and that the committee present the report to the House;

The transcripts of evidence, answers to questions on notice and supplementary questions, and correspondence relating to the inquiry be tabled in the House with the report;

Upon tabling, all unpublished transcripts of evidence, tabled documents, answers to questions on notice and supplementary questions, and correspondence relating to the inquiry, be published by the committee, except for those documents kept confidential by resolution of the committee;

The committee secretariat correct any typographical, grammatical and formatting errors prior to tabling;

The report be tabled by 30 June 2022.

8. Inquiry into the planning and delivery of school infrastructure in New South Wales

8.1 Public hearing

Resolved, on the motion of Mr D'Adam: That the committee invite witnesses to give evidence regarding the University of Western Sydney Milperra campus.

9. Adjournment

The committee adjourned at 10.28 am until 9.30 am Wednesday 13 July 2022 (Inquiry into the planning and delivery of school infrastructure – public hearing)

Liz Clark

Committee Clerk

Minutes no. 61

Wednesday 13 July 2022

Portfolio Committee No. 3 – Education

Room 814/815, Parliament House, Sydney, at 9.31 am

1. Members present

Mr Latham, *Chair*

Mr Fang, *Deputy Chair*

Mr D'Adam

Mr Farlow

Mrs Houssos

2. Apologies

Ms Boyd

Ms Cusack

3. Draft minutes

Resolved on the motion of Mr D'Adam: That draft minutes nos 59 and 60 be confirmed.

4. Correspondence

The committee noted the following items of correspondence:

Received:

- 22 June 2022 – Email from Ms Elizabeth Clarke, Secretary Marsden Park Public School, to the secretariat, confirming that Ms Amanda Schultz, President, Marsden Park Public School is unable to attend the hearing on 13 July 2022.

Sent:

- 14 June 2022 – Letter from Chair to Ms Georgina Harrisson, Secretary, NSW Department of Education, and Mr Anthony Manning, Chief Executive, School Infrastructure NSW, requesting information about Lennox Head Public School.
- 20 June 2022 – Letter from Chair to the Hon Sarah Mitchell MLC, Minister for Education and Early Childhood, requesting support for teachers to participate in the inquiry into teacher shortages.
- 20 June 2022 – Letter from Chair to Ms Georgina Harrisson, Secretary, NSW Department of Education, requesting that the terms of reference for the inquiry into teacher shortages be circulated to all department staff, and that staff be encouraged to participate in the inquiry.
- 3 May 2022 – Letter from the Chair to Ms Georgina Harrisson, Secretary, NSW Department of Education, inviting her to respond to evidence received at the hearing on 29 April 2022 for the inquiry into the termination of the former Managing Director of TAFE NSW.
- 5 May 2022 – Letter from the Chair to Ms Georgina Harrisson, Secretary, NSW Department of Education, requesting a copy of the business case for Gledswood Hills Public School.

5. Inquiry into Budget Estimates 2022-2023 – procedural resolutions

The committee noted that the Budget Estimates timetable for 2022-2023 was agreed to by the House, with hearings commencing at 9.30 am and concluding by 5.15 pm. Below is a table of Portfolio Committee No. 3 hearings:

Date	Portfolio
Tuesday 23 August 2022	Education and Early Learning
Thursday 25 August 2022	Skills and Training, Science, Innovation and Technology

5.1 Allocation of question time and total hearing time

The committee noted that under the Budget Estimates 2022-2023 resolution each portfolio, except The Legislature, will be examined concurrently by Opposition and Crossbench members only, from 9.30 am to 11.00 am, and from 11.15 am to 12.45 pm, then from 2.00 pm to 3.30 pm, and from 3.45 pm to 5.15 pm, with 15 minutes reserved for Government questions at the end of the morning and afternoon session, if required.

5.2 Witness requests

Resolved, on the motion of Mr Fang: That for the portfolio of Education and Early Learning, the committee invite the following witnesses:

- Hon Sarah Mitchell MLC, Minister for Education and Early Learning
- Ms Georgina Harrisson, Secretary, Department of Education
- Ms Simone Walker, Group Deputy Secretary, School Improvement and Education Reform Group, Department of Education
- Ms Leanne Nixon, Deputy Secretary, School Performance - North, Department of Education
- Ms Lisa Alonso Love, Deputy Secretary, Education and Skills Reform, Department of Education
- Ms Ruth Owen, Deputy Secretary, Learning Improvement, Department of Education
- Mr Murat Dizdar, Deputy Secretary, School Performance - South, Department of Education
- Mr David Withey, Chief Operating Officer, Department of Education
- Ms Yvette Cachia, Chief People Officer, Department of Education
- Mr Anthony Manning, Chief Executive, School Infrastructure NSW, Department of Education
- Mr Paul Martin, Chief Executive Officer, NSW Education Standards Authority
- Mr Daryl Currie, Executive Director, Professional and Ethical Standards
- Ms Dianne Van Berlo, Executive Director, Health, Safety and Staff Wellbeing

- Mr Luke Ballard, Director, Educational Leadership, NSW Department of Education (afternoon session only).

Resolved, on the motion of Mr Fang: That for the portfolio of Skills and Training, Science, Innovation and Technology, the committee invite the following witnesses:

- Hon Alister Henskens MP, Minister for Skills and Training, Science, Innovation and Technology
- Mr Stephen Brady, A/Managing Director, TAFE NSW
- Ms Julie Tickle, Chief People and Culture Officer, TAFE NSW
- Dr Margot McNeill, Chief Product and Quality Officer, TAFE NSW
- Mr Vik Naidoo, Chief Strategy and Commercial Officer, TAFE NSW
- Mr Michael Alacqua, Chief Transformation Officer, TAFE NSW
- Ms Amy Brown, Secretary, Department of Enterprise, Investment and Trade, and Chief Executive Officer, Investment NSW
- Prof Hugh Durrant-Whyte, NSW Chief Scientist & Engineer, Investment NSW
- Ms Georgina Harrison, Secretary, NSW Department of Education
- Ms Chloe Read, Deputy Secretary, Education and Skills Reform, NSW Department of Education
- Mr David Collins, Executive Director, Training Services NSW, NSW Department of Education
- Ms Simone Walker, Group Deputy Secretary, School Improvement and Education Reform, NSW Department of Education.

The committee noted that where a witness no longer occupies a position, invitations will be made based on the position.

Resolved, on the motion of Mr Fang: That the committee submit any further witness requests to the secretariat by 5.00 pm, Friday 15 July 2022.

Resolved, on the motion of Mr Fang: That the committee not invite parliamentary secretaries to appear as a witness at the hearings.

5.3 Witness appearance time

The committee noted that under the Budget Estimates 2022-2023 resolution ministers are invited to appear for the morning sessions only, 9.30 am to 12.45 pm, unless requested by the committee to appear also for the afternoon session.

5.4 Recording of hearing

Resolved, on the motion of Mr Fang: That all Budget Estimates 2022-2023 hearings be recorded and that these recordings be placed on the inquiry webpage as soon as practicable after the hearing.

6. Inquiry into teacher shortages in New South Wales

6.1 Request for information from the Victorian Department of Education

Resolved, on the motion of Mr D'Adam: That the committee write to the Victorian Department of Education requesting information regarding its teacher support program.

6.2 Roundtable meetings with teachers

Resolved on the motion of Mr D'Adam: That the committee conduct a private roundtable with beginner teachers and those who have exited the profession on 24 September 2022, with the Secretariat to identify participants through submissions, unions, the Department of Education and universities.

6.3 Online questionnaire

The committee noted the text of the online questionnaire as agreed via email.

Inquiry into teacher shortages in New South Wales Online questionnaire

Advertising: If you are a parent or guardian of school aged child/ren, a teacher or a principal, we are seeking your views on the factors contributing to teacher shortages, and how the NSW Government can address them. Please respond to our online questionnaire.

Questions:

- (1) Where do you live? *(Choose one)*
- Metropolitan Sydney
 - Regional New South Wales
 - Rural New South Wales
 - Outside New South Wales
- (2) In what capacity are you responding to this questionnaire? *(Tick all that apply)*
- Teacher
 - Principal
 - Other member of school executive
 - Parent/guardian of school age child/ren
 - Current school student
 - Former school student
 - Other interested party

If you ticked "teacher":

- (a) What is your current employment status?
- Permanent full time
 - Permanent part time
 - Contract
 - Casual
- (b) Do you have any plans to leave teaching in the next five years?
- Yes
 - No
- (3) Which of the following do your comments mainly relate to? *(Tick all that apply)*
- Public schools
 - Catholic schools
 - Private/independent schools
- (4) Are you answering these questions in relation to: *(Tick all that apply)*
- Primary schools
 - High schools
- (5) (a) How have teacher shortages affected the school/s you are familiar with in the last 12-24 months? *(Tick all that apply)*
- School closing early
 - Groups of students sent home early
 - Groups of students told to do home learning

- Collapsed/merged classes
- Unsupervised classes
- Classes taught by out-of-field teachers
- Lack of co-curricular opportunities
- Lack of gifted and talented programs
- Lack of school support programs
- Other – please specify

(b) Please comment (100 words)

- (6) (a) Which factors do you see as contributing to teacher shortages? (*Tick all that apply*)
- Diminished status of the teaching profession
 - Government inaction in filling teacher vacancies
 - Salary rates
 - Workload
 - Job insecurity (temporary/casual/contract positions etc)
 - Other working conditions
 - Inadequate career progression/opportunities
 - Government responses to COVID-19, for example remote teaching and safety restrictions
 - COVID-19 vaccination mandate
 - Other – *please specify*

(b) Please comment (*Text box - 100 words*)

- (7) (a) What solutions do you support to address teacher shortages?
- Increase salaries
 - Reduce administration workload for teachers
 - Reduce face to face hours
 - Improve utilisation of non-teaching staff
 - Address job insecurity
 - Improve working conditions
 - Improve career progression/opportunities
 - Recruitment program to recruit NSW high achievers into teaching
 - Keep high performing teachers in classrooms, not admin roles
 - Recruit teachers from overseas
 - Recruit teachers from interstate
 - Recruit from other professions eg successful business people
 - End COVID-19 vaccination mandate
 - Other – *please specify*

(b) Please comment (*Text box - 100 words*)

- (8) Do you have any other comments? (*Text box - 100 words*)

7. Inquiry into the planning and delivery of school infrastructure in New South Wales

7.1 Answers to questions on notice

The committee noted that the following answers to questions on notice and supplementary questions were published by the committee clerk under the authorisation of the resolution appointing the committee:

- Audit Office of New South Wales, received 27 May 2022,
- Paul Klarenaar, Advocacy Lead, Australian Health Promotion Association, received 28 May 2022,
- Ms Kathryn Zerk, Concord High School Parents and Citizens Association, received 5 June 2022,
- Mr Daniel Cavallo, Director, Environment and Planning, Cumberland City Council, received 7 June 2022,
- Mr Stuart Herring, Chair, Dee Why Public School Parents and Citizens Rebuild Subcommittee, received 14 June 2022,
- Councillor Linda Downey, Canterbury Bankstown Council, received 20 June 2022,
- School Infrastructure NSW, received 22 June 2022,
- City of Canada Bay Council, received 23 June 2022,
- Isolated Children and Parents Association, received 27 June 2022,
- Dr Kim Johnstone, A/Director Economics, Population and Land Use Forecasting, Department of Planning and Environment and Mr Matt Berger, Manager, Population Insights, Delivery, Coordination, Digital and Insights, Department of Planning and Environment, received 1 July 2022.

7.2 Public submissions

Resolved on the motion of Mr Fang: That the committee authorise the publication of submission nos 71, 120, 121, 122, 123, 124, 125 and 126.

7.3 Public hearing

The witness and the media were admitted.

The Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witnesses were sworn and examined:

- Ms Hanna Braga, Founder, Community Support for Gregory Hills Public School and Parent, Gledswood Hills Public School (via videoconference)
- Ms Kate Laney, Member, Community Support for Gregory Hills Public School and Parent, Gledswood Hills Public School (via videoconference).

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Ms Libby Clarke, Vice President, Marsden Park Public School Parents and Citizens Association.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Ms Marnie Coates, Parent, Medowie Public School (via videoconference).

The evidence concluded and the witness withdrew.

The following witnesses were sworn and examined:

- Ms Suzy Forrester, Secretary, Randwick Boys High School Parents and Citizens Association (via videoconference)
- Ms Leanne Bergan, Secretary, Randwick Girls High School Parents and Citizens Association (via videoconference).

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Mr Clement Lun, President, Wentworth Point Public School Parents and Citizens Association
- Mr Mark Green, Member, Wentworth Point Public School Parents and Citizens Association.

Mr Lun tabled the following documents:

- Document entitled 'Wentworth Point Residents Action Group (WPRAG) response to the proposed Joint Use Agreement for the School Oval'
- Submission to the Department of Planning and Environment from the Wentworth Point Residents Action Group regarding Wentworth High School – Application Number SSD-11802230, dated 2 July 2022.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Mr Paul Judge, Future of Western Sydney University Milperra Campus
- Mr Andrew Molloy, Future of Western Sydney University Milperra Campus.

Mr Judge tabled the following documents:

- Document entitled 'Attachment D: links for virtual tours of WSU Milperra campus and facilities'
- Document containing eight photos of the Milperra WSU campus
- Document entitled 'Link to Save Milperra Uni site for Public Education petition'
- Riverlands Development street tree masterplan, prepared by Sturt Noble Associates
- Aerial photograph of the Milperra WSU campus depicting the circumference of a ten minute walk from the centre of the campus
- Aerial map of the Milperra WSU campus
- Map of Bankstown Campus prepared by Western Sydney University, created 3 November 2020
- Map of Greater Sydney depicting the locations of selective high schools
- Document prepared by MySchools from Australian Curriculum Assessment and Reporting Authority, entitled 'Overview of primary and secondary schools in Panania-Milperra-Picnic Point Statistical Area, as at 2019'
- Document prepared by mychild.gov.au entitled 'Overview of pre-school and long day care centres: SA2 district'
- Document entitled 'Population summary: City of Canterbury Bankstown, prepared by .id (informed decisions)', February 2018.

The evidence concluded and the witnesses withdrew.

The public hearing concluded at 1.13 pm.

7.4 Tendered documents

Resolved, on the motion of Mrs Houssos: That the committee accept and publish the following documents tendered during the public hearing:

- Document entitled 'Wentworth Point Residents Action Group (WPRAG) response to the proposed Joint Use Agreement for the School Oval', tendered by Mr Lun
- Submission to the Department of Planning and Environment from the Wentworth Point Residents Action Group regarding Wentworth High School – Application Number SSD-11802230, dated 2 July 2022, tendered by Mr Lun
- Document entitled 'Attachment D: links for virtual tours of WSU Milperra campus and facilities', tendered by Mr Judge
- Document entitled 'Link to Save Milperra Uni site for Public Education petition, tendered by Mr Judge
- Riverlands Development street tree masterplan, prepared by Sturt Noble Associates, tendered by Mr Judge
- Aerial photograph of the Milperra WSU campus depicting the circumference of a ten minute walk from the centre of the campus, tendered by Mr Judge
- Aerial map of the Milperra WSU campus, tendered by Mr Judge
- Map of Bankstown Campus prepared by Western Sydney University, created 3 November 2020
- Map of Greater Sydney depicting the locations of selective high schools, tendered by Mr Judge

- Document prepared by MySchools from Australian Curriculum Assessment and Reporting Authority, entitled 'Overview of primary and secondary schools in Panania-Milperra-Picnic Point Statistical Area, as at 2019', tendered by Mr Judge
- Document prepared by mychild.gov.au entitled 'Overview of pre-school and long day care centres: SA2 district', tendered by Mr Judge
- Document entitled 'Population summary: City of Canterbury Bankstown, prepared by .id (informed decisions)', February 2018, tendered by Mr Judge.

7.5 Correspondence - Department of Education

Resolved on the motion of Mr D'Adam: That the committee write to the Minister for Education and Early Learning to request the following:

- the scheduled open date for Gregory Hills Public School,
- the student capacity and the out of area enrolment policy at Barramurra Public School, and
- the number of students who travel from Medowie to attend the two public high schools located in Raymond Terrace.

Resolved on the motion of Mr D'Adam: That the committee write to School Infrastructure NSW to invite them to respond to issues raised during the hearing.

8. Adjournment

The committee adjourned at 1.20 pm, until Thursday 4 August 2022 (public hearing, inquiry into teacher shortages in New South Wales).

Laura Ismay

Committee Clerk

Minutes no. 62

Thursday 4 August 2022

Portfolio Committee No. 3 – Education

Room 814/815, Parliament House, Sydney, at 10.16 am

1. Members present

Mr Latham, *Chair*

Mr Fang, *Deputy Chair*

Ms Boyd

Ms Cusack (*until 12.00 pm*)

Mr D'Adam

Mr Farlow (*via videoconference*)

Mrs Houssos (*until 12.32 pm*)

2. Draft minutes

Resolved on the motion of Mrs Houssos: That draft minutes no. 61 be confirmed.

3. Correspondence

The committee noted the following items of correspondence:

Received:

- 20 July 2022 – Email from Mr Patrick Doumani, Communications Officer, Federation of Parents and Citizens Association of NSW, to the secretariat declining an invitation to appear at a public hearing for the inquiry into teacher shortages in New South Wales
- 27 July 2022 – Letter from the Hon Sarah Mitchell MLC, Minister for Education and Early Learning, to the Chair regarding future communications with her portfolio agencies

- 29 July 2022 – Email from Mr Craig Petersen, President, NSW Secondary Principals' Council Inc., to the secretariat declining an invitation to appear at a public hearing for the inquiry into teacher shortages in New South Wales
- 31 July 2022 – Email from Ms Robyn Evans, President NSW Primary Principals' Association, to the secretariat declining an invitation to appear at a public hearing for the inquiry into teacher shortages in New South Wales
- 2 August 2022 – Email from Ms Teresa Rucinski, Vice President, NSW Parents Council, withdrawing from the scheduled appearance on 4 August 2022 at a public hearing for the inquiry into teacher shortages in New South Wales.

4. Inquiry into teacher shortages in New South Wales

4.1 Public submissions

The committee noted that following submissions were published by the committee clerk under the authorisation of the resolution appointing the committee: submissions nos 2-6, 10, 13, 17-18, 23, 29-30, 32, 35, 39, 43, 55, 61, 64, 66, 69, 75-76, 79, 81-82, 84-90, 98, 105-106.

4.2 Name suppressed submissions

The committee noted that the following submissions were partially published by the committee clerk under the authorisation of the resolution appointing the committee: submission nos. 1, 7-9, 11-12, 15-16, 19-20, 24-28, 31, 33, 36-38, 40-42, 44, 46-54, 56-60, 62-63, 65, 67-68, 70-71a, 74, 77-78, 80, 83, 92-93, 95, 97, 99-102, 104.

4.3 Confidential submissions

Resolved on the motion of Ms Boyd: That the committee keep submission nos 14, 21, 22, 34, 45, 72-73, 94 and 103 confidential, as per the request of the author.

4.4 Further public submission

Resolved, on the motion of Ms Boyd: That the committee publish submission no 125.

4.5 Online questionnaire results summary

The committee noted the online questionnaire closed on 31 July 2022, with over 11,000 responses being received. The committee also noted that the high-level summary prepared by the secretariat, which sets out the quantitative data arising from the survey, had been published, as agreed via email on 3 August 2022.

4.6 Public hearing

The witness and the media were admitted.

The Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witnesses were sworn and examined:

- Mr Angelo Gavrielatos, President, NSW Teachers Federation
- Mr Henry Rajendra, President, NSW Teachers Federation.

The evidence concluded and the witnesses withdrew.

The following witness was sworn and examined:

- Mr Mark Northam, Secretary, Independent Education Union of Australia (NSW/ACT Branch).

The evidence concluded and the witness withdrew.

The following witness was sworn and examined:

- Dr Fiona Longmuir, Lecturer, Educational Leadership, School of Education, Culture and Society, Faculty of Education, Monash University (via videoconference).

The evidence concluded and the witness withdrew.

The following witnesses were sworn and examined:

- Professor Kim Beswick, Director of the Gonski Institute for Education, Head of the School of Education, and Professor of Mathematics Education, University of New South Wales

- Professor Susan Ledger, Head of School – Dean of Education, University of Newcastle (via videoconference)
- Laureate Professor Jenny Gore, Director, Teachers and Teaching Research Centre and Fellow, University of Newcastle (via videoconference)
- Professor Debra Hayes, Professor Education and Equity, Head of School, Sydney School of Education and Social Work, University of Sydney (via videoconference)
- Professor Mary Ryan, Executive Dean, Faculty of Education and Arts, Australian Catholic University.

The evidence concluded and the witnesses withdrew.

The public hearing concluded at 3.00 pm.

4.7 Correspondence to the Minister for Education, the Hon Sarah Mitchell MLC

Mr D'Adam moved: That the committee write to the Minister for Education and Early Learning requesting a response to the allegation put by Mr Angelo Gavrielatos, President, NSW Teachers Federation, during the public hearing, that the Minister and the Department of Education have misled the Parliament via their responses on the Questions and Answers Paper.

Mr Fang moved: That the motion of Mr D'Adam be amended by omitting 'requesting a response to the allegation put by Mr Angelo Gavrielatos, President, NSW Teachers Federation, during the public hearing, that the Minister and the Department of Education have misled the Parliament via their responses on the Questions and Answers Paper.' and inserting instead, 'to advise her of the allegation made during the hearing and provide an opportunity to respond.'

Amendment of Mr Fang put.

The committee divided.

Ayes: Mr Fang, Mr Farlow

Noes: Ms Boyd, Mr D'Adam, Mr Latham.

Amendment of Mr Fang resolved in the negative.

Original question of Mr D'Adam put and passed.

5. Inquiry into the planning and delivery of school infrastructure in New South Wales

Resolved, on the motion of Mr D'Adam: That the committee conduct a further hearing focusing on asbestos at Castle Hill High School on Monday 19 September, subject to the Select Committee on the Greyhound Welfare and Integrity Commission abandoning that date.

6. Adjournment

The committee adjourned at 3.09 pm, until Tuesday 16 August (second public hearing, inquiry into teacher shortages in New South Wales).

Madeleine Dowd
Committee Clerk

Minutes no. 63

Tuesday 16 August 2022

Portfolio Committee No. 3 – Education

Macquarie Room, Parliament House, Sydney, at 9.47 am

1. Members presentMr Latham, *Chair*Ms Boyd (*from 10.07 am until 1.07 pm*)Mr D'Adam (*via videoconference*)Mr Farlow (*until 12.54 pm, from 2.10 pm*)Mrs Houssos (*from 10.00 am*)**2. Apologies**Mr Fang, *Deputy Chair***3. Draft minutes**

Resolved on the motion of Mr Farlow: That draft minutes no. 62 be confirmed.

4. Correspondence

The committee noted the following items of correspondence:

Received:

- 2 August 2022 – Letter from Hon Sarah Mitchell MLC, Minister for Education and Early Learning to the committee, providing information on Lennox Head Public School
- 4 August 2022 – Book provided at the hearing by Professor Debra Hayes, University of Sydney titled *Great Mistakes in Education Policy*
- 12 August 2022 – Email from Ms Lucy Belling, Senior Policy Advisor, Office of the Advocate for Children and Young People, requesting that the Advocate and Mr Campbell Quintrell appear at the hearing on 23 September 2022, rather than on 17 August 2022

Sent:

- 14 June 2022 – Letter from Chair to Ms Georgina Harrisson, Secretary, NSW Department of Education, and Mr Anthony Manning, Chief Executive, School Infrastructure NSW, requesting information about Lennox Head Public School
- 15 August 2022 – Letter from Chair to the Hon Sarah Mitchell MLC, Minister for Education and Early Learning, requesting a response to allegations made by Mr Angelo Gavrielatos, President, NSW Teachers Federation at the public hearing on 4 August 2022.

Resolved on the motion of Mr Farlow: That the committee authorise the publication of the following items of correspondence:

- Letter from Hon Sarah Mitchell MLC, Minister for Education and Early Learning to the committee, providing information on Lennox Head Public School, sent 2 August 2022
- Letter from the Chair to Ms Georgina Harrisson, Secretary, Department of Education, and Mr Anthony Manning, Chief Executive, School Infrastructure NSW, requesting information about Lennox Head Public School, sent 14 June 2022.

5. Inquiry into teacher shortages in New South Wales**5.1 Public submissions**

The following submissions were published by the committee clerk under the authorisation of the resolution appointing the committee: submissions nos 39a, 107-119, 123, 124-126-131.

5.2 Public hearing

The witness and the media were admitted.

The Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witness was sworn and examined:

- Mr Glenn Fahey, Education Program Director, Centre for Independent Studies.

The evidence concluded and the witness withdrew.

The following witnesses were sworn and examined:

- Associate Professor David Hastie, Deputy Vice President – Development, Alphacrucis University College
- Mr Nick Jensen, Director of Government relations, Alphacrucis University College.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Dr Susan McGrath-Champ, Professor (Honorary), Work and Organisational Studies, University of Sydney Business School, Teachers' Work in Schools Research Team (*via videoconference*)
- Dr Rachel Wilson, Associate Professor, School of Education and Social Work, University of Technology Sydney, Teachers' Work in Schools Research Team
- Dr Mihajla Gavin, Senior Lecturer, Business School, University of Technology Sydney, Teachers' Work in Schools Research Team.

Dr Wilson tabled the following documents:

- Report entitled "Understanding work in schools: The foundation for teaching and learning – 2018 report to the NSW Teachers Federation".
- Article published in the Journal of Educational Administration and History entitled "Teachers, fixed-term contracts and school leadership: toeing the line and jumping through hoops", dated 29 March 2021
- Report by Professor Rachel Wilson entitled "The professions at risk: Trends in standards for admission to teaching degrees", dated 2020
- Report entitled "Effective Teacher Policies: Insights from PISA".

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Ms Irena Tasevska, Executive Officer, Science Teacher's Association of NSW
- Ms Margaret Shepherd, President, Science Teachers Association of NSW.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Dr Gareth Leechman, Chair of State Branch NSW/ACT AHISA and Headmaster, Arndell Anglican College
- Mrs Susan Middlebrook, Deputy State Chair Branch NSW/ACT AHISA and Principal, Tara Anglican School for Girls.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Ms Monica Davis, Chief Executive Officer, Country Universities Centre (*via videoconference*)
- Professor Susan Ledger, Society for the Provisions of Education in Rural Education (*via videoconference*)
- Mr Brian O'Neill, Society for the Provisions of Education in Rural Education (*via videoconference*)
- Ms Annabel Strachan, Rural Schools Portfolio, Isolated Children's Parents Association of New South Wales Inc. (*via videoconference*)
- Ms Deborah Nielsen, Early Childhood Portfolio, Isolated Children's Parents Association of New South Wales Inc. (*via videoconference*).

The evidence concluded and the witnesses withdrew.

The public hearing concluded at 3.24 pm.

5.3 Tended documents

Resolved on the motion of Mrs Houssos: That the committee accept the following documents tendered during the public hearing:

- Report entitled "Understanding work in schools: The foundation for teaching and learning – 2018 report to the NSW Teachers Federation", tendered by Dr Wilson
- Article published in the Journal of Educational Administration and History entitled "Teachers, fixed-term contracts and school leadership: toeing the line and jumping through hoops", dated 29 March 2021, tendered by Dr Wilson
- Report by Professor Rachel Wilson entitled "The professions at risk: Trends in standards for admission to teaching degrees", dated 2020, tendered by Dr Wilson
- Report entitled "Effective Teacher Policies: Report entitled "Effective Teacher Policies: Insights from PISA", tendered by Dr Wilson.

5.4 Election of Deputy Chair

Resolved on the motion of Mr Farlow: That Mr Farlow act as Deputy Chair for the hearing on Wednesday 17 August 2022.

6. Adjournment

The committee adjourned at 3.26 pm, until Wednesday 17 August (third public hearing, inquiry into teacher shortages in New South Wales).

Madeleine Dowd
Committee Clerk

Minutes no. 64

Wednesday 17 August 2022

Portfolio Committee No. 3 – Education

Macquarie Room, Parliament House, Sydney, at 10.36 am

1. Members present

Mr Latham, *Chair (via videoconference) (from 10.44 am, until 12.33 pm)*

Mr Farlow, *Acting Deputy Chair*

Mr Barrett *(substituting from 12.09 pm, via videoconference from 2.33 pm)*

Ms Boyd *(until 11.32 am, from 12.16 pm until 1.15 pm)*

Mr D'Adam *(via videoconference)*

Mrs Houssos *(until 11.26 am, from 11.48 am)*

Mrs MacDonald

2. Apologies

Mr Fang, *Deputy Chair*

3. Inquiry into teacher shortages in New South Wales

3.1 Public hearing

The witness and the media were admitted.

The Acting Deputy Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witnesses were sworn and examined:

- Mr Dylan Smith, Manager – Industrial Support, Public Service Association
- Dr Andy Asquith, Research Officer, Public Service Association.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Mr David Hope, President, Norther Sydney District Council of P&C Associations
- Ms Sharryn Brownlee, Central Coast District Council of P&C Associations
- Ms Narelle Horton, President, Russell Lea Public School P&C Association.

Mr Hope tabled the following document:

- Notes relating to the opening statement given at the hearing

The evidence concluded and the witnesses withdrew.

The following witness was sworn and examined:

- Mr Paul Martin, Chief Executive Officer, NSW Education Standards Authority.

The evidence concluded and the witness withdrew.

The following witness was sworn and examined:

- Professor John Hattie, Emeritus Laureate Professor, University of Melbourne School of Education and Chair, Board of the Australian Institute of Teaching and School Leadership (*via videoconference*).

The evidence concluded and the witness withdrew.

The public hearing concluded at 3.31 pm.

3.2 Tendered documents

Resolved on the motion of Mrs Houssos: That the committee accept and publish the following documents tendered during the public hearing:

- Notes relating to the opening statement given at the hearing.

3.3 Teachers roundtable

The committee discussed arrangements for the teacher roundtable scheduled for September. Resolved on the motion of Mr Latham: That all roundtable participants are required to undertake rapid antigen tests immediately prior to their attendance.

4. Inquiry into Budget Estimates 2022 – 2023

The secretariat provided an update on the witness list for the upcoming Budget Estimates hearings.

5. Adjournment

The committee adjourned at 3.39 pm, until Tuesday 23 August (Budget Estimates hearing – Education and Early Childhood portfolio).

Madeleine Dowd
Committee Clerk

Minutes no. 68

Friday 23 September 2022

Portfolio Committee No. 3 – Education

Macquarie Room, Parliament House, Sydney, at 1.29 pm

1. Members present

Mr Latham, *Chair* (from 1.38 pm)

Mr Fang, *Deputy Chair (via videoconference)* (until 3.33 pm, from 5.14 pm)

Ms Boyd (*via videoconference*) (until 3.33 pm)

Mr D'Adam

Mr Farlow

Mrs Houssos (until 3.33 pm, from 4.30 pm)

2. Apologies

Mrs MacDonald

3. Correspondence

The committee noted the following items of correspondence:

Received:

- 18 August 2022 – Letter from Mr Chris Lamb, Acting Chief People Officer, Department of Education, providing an amended submission to the inquiry into teacher shortages
- 23 August 2022 – Letter from the Hon Sarah Mitchell MLC, Minister for Education and Early Learning, responding to letter from the Chair regarding allegations made during a hearing on 4 August 2022 as part of the inquiry into teacher shortages
- 20 September 2022 – Email from Teacher 1, Castle Hill High School, to the committee, providing a summary of main concerns regarding evidence received during public hearing on 19 September 2022

4. Inquiry into teacher shortages in New South Wales

In the absence of the Chair, the Deputy Chair took the chair for the purpose of the meeting.

4.1 Public submissions

The committee noted that the following submissions were published by the committee clerk under the authorisation of the resolution appointing the committee: submissions nos 135, 144-146, 148, 157, 159, 162, 167, 167a, 171-172, 176, 183-185, 187-188, 196-197, 202, 204, 206, 215, 222-223, 228, 233, 240-241, 244, 246-247.

4.2 Name suppressed submissions

The committee noted that the following submissions were partially published by the committee clerk under the authorisation of the resolution appointing the committee: submission nos. 132-134, 136-139, 142-143, 147, 149, 151-155, 160-161, 164-166, 168, 170, 174-175, 177-181a, 186, 189-192, 194, 198-199, 201, 208-209, 211-212, 214, 216-221, 224, 227, 229-232, 234-236, 239, 242-243, 245.

4.3 Partially confidential submissions

Resolved on the motion of Mr Farlow: That the committee keep the following information confidential, as per the request of the author: names in submissions nos. 91 and 156.

4.4 Confidential submissions

Resolved on the motion of Ms Boyd: That the committee keep submission nos 140, 173, 182, 182a, 193, 200, 203, 226, 237-238 confidential, as per the request of the author.

4.5 Answers to questions on notice and supplementary questions

Resolved on the motion of Mr Farlow: That the following answers to questions on notice and supplementary questions be published on the inquiry webpage:

- answers to questions on notice from Professor Kim Beswick, University of NSW, received 29 August 2022
- answers to supplementary questions from the NSW Teachers Federation, received 1 September 2022
- answers to questions on notice from Mr Dylan Smith, Public Service Association of NSW – received 8 September 2022
- answers to questions on notice from Mr Paul Martin, NSW Education Standards Authority – received 16 September 2022.

4.6 Conduct of private roundtable

Resolved on the motion of Mr Farlow: That the Hansard transcript of the roundtable be deidentified, and that deidentified version be published on the inquiry webpage.

Resolved on the motion of Mr Farlow: That Ms Kerrina Swords be accompanied by a support person during her appearance at the roundtable.

4.7 Allocation of questioning

The committee agreed that the allocation of questioning should be free flowing.

4.8 Public hearing

The Chair resumed chair of the meeting.

The witness and the media were admitted.

The Chair made an opening statement regarding the broadcasting of proceedings and other matters.

The following witnesses were sworn and examined:

- Ms Zoe Robinson, Advocate for Children and Young People
- Mr Campbell Quintrell, Year 12 Student.

The evidence concluded and the witnesses withdrew.

The following witnesses were sworn and examined:

- Mr Chris Lamb, Chief People Officer, NSW Department of Education
- Mr Murat Dizdar, Deputy Secretary, School Performance South, NSW Department of Education
- Ms Leanne Nixon, Deputy Secretary, School Performance North, NSW Department of Education.

The evidence concluded and the witnesses withdrew.

The public hearing concluded at 3.33 pm.

5. Inquiry into the planning and delivery of school infrastructure in New South Wales

5.1 Consideration of correspondence

Resolved, on the motion of Mrs Houssos: That the email from Teacher 1, Castle Hill High School, to the committee, providing a summary of main concerns regarding evidence received during public hearing 19 September 2022, received on 20 September 2022, be kept confidential.

6. Inquiry into teacher shortages

6.1 Private roundtable meeting

The committee conducted a private roundtable meeting.

7. Adjournment

The committee adjourned at 5.58 pm, until Friday 21 October 2022 (report deliberative, inquiry into planning and delivery of school infrastructure).

Madeleine Dowd
Committee Clerk

Minutes no 72

Wednesday 2 November 2022
Portfolio Committee No. 3 – Education
Room 1254, Parliament House, Sydney, at 2.03 pm

1. Members present

Mr Latham, *Chair*
Ms Boyd
Mr D'Adam
Mr Farlow
Mrs Houssos
Mrs MacDonald
Mr Rath (*substituting for Mr Fang*)

2. Apologies

Mr Fang

3. Draft minute

Resolved, on the motion of Mr Farlow: That draft minutes no. 70 be confirmed.

4. Correspondence

The committee noted the following items of correspondence:

Received:

- 21 September 2022 – Ms Shamin Armstrong to the committee regarding the teacher shortages inquiry
- 21 September 2022 – Ms Shamin Armstrong to the committee providing further information regarding the teacher shortages inquiry
- 22 September 2022 – Email from Mr Cole Dunque, National Education Workers, to the secretariat regarding the publication of the National Education Workers submission to the teacher shortages inquiry
- 24 September 2022 – Email from Mr Andrew Wilson to the secretariat regarding the teacher shortages inquiry
- 24 September 2022 – Email from Ms Angela Rheinlaender, Parent, Orange Grove Public School, to the committee, regarding asbestos and other infrastructure matters at Orange Grove Public School, with attachments
- 6 October 2022 – Email from Ms Elizabeth Madders, Parent, Castle Hill High School, to the committee, providing transcript corrections, recommendations and answers to questions on notice
- 25 October 2022 – Email from Teacher 3, to the committee regarding the issue of asbestos at Castle Hill High School
- 26 October 2022 – Email from Ms Teacher 4 to the committee regarding the issue of asbestos at Castle Hill High School.

Resolved, on the motion of Mrs MacDonald: That the committee keep confidential the correspondence from Teacher 3, received on 25 October 2022, and Teacher, 4 received on 26 October 2022, as per the authors' request.

Sent:

- 25 October 2022 – Letter from Chair to Ms Angela Rheinlaender, Parent, Orange Grove Public School, responding to correspondence regarding proposed plans for the school (*attached*).

Resolved, on the motion of Mr Farlow: That the committee authorise the publication of correspondence from Ms Angela Rheinlaender, Parent, Orange Grove Public School, to the committee, regarding asbestos and other infrastructure matters at Orange Grove Public School, with attachments, dated 24 October 2022.

5. Inquiry into the planning and delivery of school infrastructure in New South Wales**5.1 Answers to questions on notice**

The committee noted that the following answers to questions on notice were published by the committee clerk under the authorisation of the resolution appointing the committee:

- answers to questions on notice from Ms Elizabeth Madders, Parent, Castle Hill High School, received 6 October 2022
- answers to questions on notice from NSW Department of Education, received 14 October 2022.

5.2 Transcript correction

Resolved, on the motion of D'Adam: That:

- the committee authorise the publication of correspondence from Ms Elizabeth Madders, Parent, Castle Hill High School, to the committee, providing transcript corrections, recommendations and answers to questions on notice, received 6 October 2022, and

- the secretariat insert two asterisks on page 20 of the transcript from the 19 September 2022 hearing, including a hyperlink to the published correspondence of Ms Madders, on the committee's website.

6. Inquiry into teacher shortages in New South Wales

6.1 Publication of private roundtable transcript

Resolved, on the motion of Mrs Houssos: That all identifying information in the transcript of the private roundtable on 23 September 2022, redacted in consultation with participants, be kept confidential.

6.2 Recording of the deliberative meeting

Resolved, on the motion of Mrs Houssos: That the meeting be recorded through WebEx for the purposes of the secretariat cross-checking amendments following the meeting only, with the recording deleted after this use.

6.3 Consideration of Chair's draft report

The Chair submitted his draft report entitled 'Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales – Report of the inquiry into teacher shortages in New South Wales, which, having been previously circulated, was taken as being read.

Report title

Ms Boyd moved: That the report title be amended by deleting 'Great teachers, great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales' before 'Report of the inquiry into teacher shortages in New South Wales'.

Question put and negatived.

Chapter 1

Mrs Houssos moved: That the introductory paragraph be amended by omitting 'If the students have not learnt, it is because the teachers have not taught in a best practice, evidence-based way.' before 'An ample supply of high quality teachers is the foundation stone'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That the introductory paragraph be amended by:

- omitting 'At this crucial stage in our state's history' from before 'it is essential for reversing the slide'
- omitting 'evident since the turn of the century' after 'reversing the slide in NSW school academic results'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mr D'Adam: That the introductory paragraph be amended by inserting 'in school' before 'impact on student learning comes from the quality'.

Ms Boyd moved: That paragraph 1.3 be amended by inserting 'merely' before 'exacerbated shortages already being felt in school communities'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That:

a) paragraph 1.18 be omitted:

'The Centre for Independent Studies (CIS) submitted that 'there is little evidence that overall teacher workforce numbers are in long-term crisis.' Mr Glenn Fahey, Education Program Director, Centre for Independent Studies, told the committee that the high levels of attrition cited in many submissions do not seem to be aligned with 'where the evidence in fact is' and that teachers' reported intentions to leave the profession do not accord with the available data on attrition.'

b) paragraph 1.19 be omitted:

'Mr Fahey also described how a high number of school vacancies does not necessarily correlate to an overall teacher shortage in New South Wales and may indicate an allocation problem, rather than a quantum problem. The CIS submission outlined that the proportion of NSW school teacher vacancies has been lower than the national trend almost every year, suggesting that 'while recent years have seen relatively high reporting of vacancies, it is not clear [this] reflects long-term and structural issues unique to the NSW teacher workforce.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 1.32 be amended by omitting 'attracting and retaining teachers' and inserting instead 'education policy'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That paragraph 1.53 be amended by inserting 'rapidly changing' before 'government restrictions and the shift to online learning'.

Ms Boyd moved: That paragraph 1.56 be amended by omitting 'Most troublingly, students bear' before 'the brunt of these shortages' and inserting instead 'Students often bear'.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That the report be amended by omitting 'out-of-area' wherever it appears and inserting instead 'out-of-field', with an explanation provided in a footnote at the first use of the term.

Resolved, on the motion of Ms Boyd: That paragraph 1.58 be amended by omitting 'commitment to the delivery of universal' and inserting instead 'capacity to deliver on the important commitment of universal'.

Resolved, on the motion of Ms Boyd: That paragraph 1.58 be amended by inserting 'without a major investment and workforce planning' after 'resource this extra year of education'.

Ms Boyd moved: That paragraph 1.59 be amended by inserting 'fails current and future school workforces and' before 'will harm both current and future generations'.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 1.62 be amended by omitting 'and to address teacher shortages with courageous reforms on both fronts. The following chapters set out the committee's blueprint for delivering these reforms: *Great teachers and great schools: Lifting the status of teaching, teacher quality and teacher numbers in New South Wales*' after 'understand both aspects of the problem better'.

Question put.

The committee divided.

Ayes: Mr D'Adam.

Noes: Ms Boyd, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mrs Houssos moved: That the following new findings be inserted after paragraph 1.62:

Finding X

That the NSW Government has failed to adequately staff NSW schools with qualified teachers, contributing to falling student outcomes and undue burden on teachers currently in the system.

Finding X

That the NSW Government failed to act on concerning trends of teacher shortages, which they were warned about prior to the COVID pandemic.

Finding X

That the NSW Government's Recruitment Beyond NSW program is running well behind schedule, with only 2 of the 460 teachers promised in 2022-23 in schools.

Finding X

That there has been a 30% decline in enrolments in initial teacher education in NSW under the NSW Government, which has contributed to teacher shortages.

Finding X

That the NSW Government's inaction on teacher shortages has left many schools with unacceptable levels of merged and cancelled classes, which impact on student outcomes and cause negative impacts of increased teacher stress and workload.

Finding X

That the NSW Government has tried to frustrate the process of determining the impact of merged and cancelled classes on student outcomes in NSW public schools, by retracting previously provided data as a justification for not providing future data.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Chapter 2

Resolved, on the motion of Ms Boyd: That paragraph 2.2 be amended by inserting 'of' before 'the negative self-perception of teachers' in the third dot point.

Mr D'Adam moved: That the following new paragraph be inserted after paragraph 2.2:

'The Committee was encouraged by the President of the NSW Teachers Federation Angelo Gavrielatos to examine the findings and recommendations of the Gallop Report 'Valuing the Teaching Profession.' (Insert Footnote: Evidence, Mr Angelo Gavrielatos, President, NSW Teachers Federation, 4 August 2022, p. 3, p. 9) The Gallop Report contains a number of findings of interest to the committee, in particular the report recommends the Department of Education address the following:

- 'The excessive use of temporary teacher employment, in particular of beginning teachers'
- 'Permanent staffing at a level to overcome the widespread shortage of casual teachers'
- 'That additional school counsellors and psychologists should be provided to 'address the significant increase in student mental health issues'
- 'That teachers work is revised to provide additional planning time for teachers to reduce workload.'

The report also demonstrates the need for higher salaries in order to improve the standing and attractiveness of the teaching profession. With the "intensification of work, increase in skills and expertise, and the value of the profession's efforts for the public good", the State Government must lift salaries or it will be unable to address the teacher shortages and restore the value of the profession'. [FOOTNOTE: Valuing the Teaching Profession, The Hon Dr Geoff Gallop AC, Hon Dr Tricia Kavanagh, and Mr Patrick Lee (p. 11-14).]'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.3 be amended by:

- a) omitting 'this is more than a product of negative media coverage' and inserting instead 'In addition to the negative media coverage directed towards teachers specifically'
- b) omitting 'The committee notes that most' before 'of the critical media coverage' and inserting instead 'The committee notes that some'
- c) omitting 'Barely a week passes without a new report chronicling Australia's fall down international league tables, poor basic literacy and numeracy skills in the early school years, the large number of semi-illiterate students entering high school, the decline in high school writing and grammar skills, Indigenous students falling further behind, and a general deterioration in school discipline'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mrs Houssos moved: That paragraph 2.4 be omitted:

'If this is taken as a criticism of teachers, then so be it. Who else is responsible for classroom teaching and the disappointing results in large parts of the system? Who else has had an opportunity to follow the evidence base for the teaching of synthetic phonics and explicit instruction but in too many cases failed to do so? An obvious way of improving media and public perceptions of teachers is for schools to reverse the decline in student results, with classroom teachers at the forefront of this effort'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.5 be amended by omitting: 'Too often today teaching is seen as just another form of 'social work', a perception aggravated by the recent educational emphasis on student health and 'wellbeing' at the end.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.5 be amended by omitting 'With the globalisation of the Australian economy' before 'other better paid careers are now available to school leavers'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.6 be omitted:

'There is also a common public perception of soft working conditions for teachers, with a 9-to-3 school day and 12 weeks of school holidays each year. This is the single greatest blow to the social status of teaching, with many parents and taxpayers asking, Why are teachers always after a pay rise when they have a short working day and huge holiday entitlements?' While many teachers say they work long hours, the public perception is very different'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 2.6 be amended by:

- a) omitting 'common' before 'public perception'
- b) omitting: 'This is the single greatest blow to the social status of teaching, with many parents and taxpayers asking, Why are teachers always after a pay rise when they have a short working day and huge holiday entitlements?' While many teachers say they work long hours, the public perception is very different' and inserting instead:

'While many teachers now routinely work many additional hours to mark papers, prepare lessons, undertake professional development and catch up on other administration tasks, the public perception is very different'.

Ms Boyd moved: That paragraph 2.6 be omitted: 'There is also a common public perception of soft working conditions for teachers, with a 9-to-3 school day and 12 weeks of school holidays each year. This is the single greatest blow to the social status of teaching, with many parents and taxpayers asking, Why are teachers always after a pay rise when they have a short working day and huge holiday entitlements?' While many teachers say they work long hours, the public perception is very different' and the following new paragraph be inserted instead:

'There is also an inaccurate public perception driven by certain elements of the media and politics of 'soft' working conditions for teachers, with a 9-to-3 school day and 12 weeks of school holidays each year. This misrepresentation does great damage to the social status of teaching. The evidence heard by this committee, backed up by the data and reports from teachers directly, attests to the fact that nothing could be further from the truth. Teachers work exceptionally hard every day, constantly exceeding their contracted work hours and doing endless unpaid and unappreciated overtime in challenging conditions with inadequate support or remuneration for their efforts'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraphs 2.7 – 2.9 be omitted:

'Four weeks of these holidays are paid annual leave, with the other eight weeks a blackhole of unaccountability. Incredibly, the NSW Education Department has a policy of not contacting its teachers during these extended periods of school closures, to check on their work hours and output (such as professional development, student learning plans, data assessment and test marking), even though the teachers are being paid.

It is impossible to know what teachers are doing during this time (equivalent to one-sixth of their working year). There is no requirement to attend their workplace. As it is a school holiday period and many teachers have school-age children, one can assume that many teachers take this time as a paid family holiday.

By and large, NSW teachers are paid the same amount, no matter how well they perform in the classroom. Their success in adding value to student achievement is not measured and there is little accountability for under-performance. Each year in New South Wales, only two to three teachers are sacked for incompetence, a dismissal rate of 0.004 per cent. In Britain, a standard of 3 per cent dismissals has been set to turnover substandard teachers'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 2.7 be omitted: 'Four weeks of these holidays are paid annual leave' with the other eight weeks a blackhole of unaccountability. Incredibly, the NSW Education Department has a policy of not contacting its teachers during these extended periods of school closures, to check on their work hours and output (such as professional development, student learning plans, data assessment and test marking), even though the teachers are being paid' and the following new paragraph be inserted instead:

'Four weeks of these holidays are paid annual leave. There are no formal requirements to work or supervision of teachers for the remaining eight weeks, and the NSW Education Department has a policy of not contacting its teachers during these extended periods of school closures. However, many teachers reported working through their school holidays'.

Mrs Houssos moved: That paragraph 2.8 be omitted: 'It is impossible to know what teachers are doing during this time (equivalent to one-sixth of their working year). There is no requirement to attend their workplace. As it is a school holiday period and many teachers have school-age children, one can assume that many teachers take this time as a paid family holiday' and the following new paragraph inserted instead:

'It is impossible to know what teachers are doing during this time (equivalent to one-sixth of their working year). There is no requirement to attend their workplace. The committee acknowledges that many teachers have school aged children, so they have to juggle child minding responsibilities with their work, especially during school holiday periods. Many lesson planning and program planning activities undertaken by teachers in school holiday periods are able to be undertaken remotely. However, the committee believes that clearer expectations for teachers and communication with them would allow enhanced utilisation of school holiday periods, allowing teachers to take leave, but also complete other valuable tasks'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Noes: Mr D'Adam.

Question resolved in the affirmative.

Mr D'Adam moved: That paragraphs 2.10 – 2.11 be omitted:

'Under the current NSW industrial award, there are even restrictions on observing and improving (through feedback) the classroom practice of teachers. In 2019 the Auditor General reported that student academic results can improve by 30 per cent through an active feedback loop on how teachers teach. Yet only 10 per cent of government schools surveyed were completing the (supposedly) mandatory two observations per annum.

Even in these observations, the classroom teacher has the industrial right to choose who the observer might be (usually their best friend and ally at the school). Amazingly, they also have the right to veto any written report on their classroom practice they don't like – negating the purpose of the exercise itself'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 2.10 be amended by omitting 'even' before 'restrictions on observing and improving (through feedback) the classroom practice of teachers'.

Ms Boyd moved: That paragraph 2.10 be omitted: 'Under the current NSW industrial award, there are even restrictions on observing and improving (through feedback) the classroom practice of teachers. In 2019 the Auditor General reported that student academic results can improve by 30 per cent through an active feedback loop on how teachers teach. Yet only 10 per cent of government schools surveyed were completing the (supposedly) mandatory two observations per annum' and the following new paragraph inserted instead:

'There is inadequate support provided to enable mutual support between colleagues for ongoing classroom mentoring and other peer support to allow teachers to share their skills with one another and to foster a culture of collective development'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.12 be amended by omitting 'Promotions in our schools still run more on seniority than ability' and inserting instead 'The additional data collection and paperwork and the requirement to self-advocate serve to disincentivise teachers from pursuing this higher accreditation'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 2.12 be amended by inserting after 'The system of teacher promotions in New South Wales is also cumbersome and outdated. Highly Accomplished and Lead Teacher (HALT) accreditation has been inadequate, with only a small number of teachers applying and qualifying each year.' the following:

'The additional data collection and paperwork and the requirement to self-advocate serve to disincentivise teachers from pursuing this higher accreditation'.

Mr D'Adam moved: That paragraph 2.12 be amended by omitting at the end: 'Promotions in our schools still run more on seniority than ability – a frustration for talented people who are then tempted to leave teaching and find a more rewarding profession'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraphs 2.13 – 2.16 be omitted:

'These working conditions defy modern professional standards of accountability, performance measurement, promotion and pressure to succeed. Whether we like it or not, there are public perceptions of teaching as a sheltered workshop. This is a tragedy for the status of teaching and the performance of our schools system.

Research has consistently shown that the single greatest determinant of student success is high-quality, best practice classroom teaching. We need the best people in our schools, the high achievers in life who

want to pass their success onto the next generation. New South Wales cannot stop its slide down the international school league tables, rebuilding our economic and social competitive advantages, unless we rebuild the status of teaching.

Often teachers and their trade union will say they want to be treated as a proper, modern profession. But this cannot happen unless they are willing to adopt modern professional standards. They can no longer have the best of both worlds: non-stop public demands for higher pay, plus sheltered working conditions.

The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:

- declaring teaching to be a dynamic, accountable, modern profession consistent with today's professional standards
- declaring the primary goal of teaching to be improved student academic performance, while leaving childhood health and wellbeing issues primarily to the NSW health system
- measuring the performance of teachers in terms of value-added to student learning
- paying teachers and principals with a component directly linked to their performance
- fast-tracking the promotion of talented, high-performing teachers, with commensurate pay increases
- adopting the British standard of turning over 3 per cent of teachers each year due to a lack of competence and performance
- ensuring there is a rigorous system of teacher classroom observation in place, to provide an active feedback loop for teacher professional development, plus a guarantee to parents that their child's teacher is at a best practice pedagogical standard
- renegotiating NSW teacher pay and working conditions, with a significant pay increase upfront (especially for teachers with greater than five years' service) in return for abolishing archaic, inappropriate working conditions that have built up over decades. Examples of these soft working conditions include:
 - unless otherwise required by the employer, teachers shall not be required to attend their workplaces during the non term week(s) of the student vacation periods
 - teachers will continue to be paid for the non term week(s), as appropriate under the relevant Determination
 - any payments made to a teacher during non term week(s) are not defined as and are not treated as payments for 'leave' of any form
 - a teacher shall not be required to be timetabled both before and after the core hours on any given day, that is, outside the normal daily hours of operation of a school which during which classes are conducted
 - plus those listed at paragraph 2.21 of this report
- ending the blackhole of eight weeks of unaccounted for school holidays for teachers, with an expectation that while they are being paid for working they are actually in their workplace
- running a public advertising campaign to promote these reforms and publicising the new era of teacher professionalism in NSW'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.13 be omitted: "These working conditions defy modern professional standards of accountability, performance measurement, promotion and pressure to succeed. Whether we like it or not, there are public perceptions of teaching as a sheltered workshop. This is a tragedy for the

status of teaching and the performance of our schools system' and the following new paragraph be inserted instead:

'Other promotions or avenues for career development also often mean a reduction of time spent 'at the chalkface', leaving passionate and capable educators to make the difficult decision between more money and progression, or continuing to spend time doing what they love and entered the profession to do (and in which they demonstrated their high ability in the education and nurturing of future generations). This further reinforces the devaluation of teaching as a profession'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.14 be omitted: 'Research has consistently shown that the single greatest determinant of student success is high-quality, best practice classroom teaching. We need the best people in our schools, the high achievers in life who want to pass their success onto the next generation. New South Wales cannot stop its slide down the international school league tables, rebuilding our economic and social competitive advantages, unless we rebuild the status of teaching' and the following new paragraph be inserted instead:

'Research has consistently shown that the single greatest determinant of student success is a high-quality, classroom environment with teachers empowered to use best practice pedagogical tools and techniques. We need to continue to attract the best people in our school, people with a passion for the education of future generations and the ability to connect with and engage young people. We do that by rebuilding the status of teaching'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That the following new paragraph be inserted after paragraph 2.13:

'Other promotions or avenues for career development also often mean a reduction of time spent 'at the chalkface', leaving passionate and capable educators to make the difficult decision between more money and progression, or continuing to spend time doing what they love and entered the profession to do (and in which they demonstrated their high ability in the education and nurturing of future generations). This further reinforces the devaluation of teaching as a profession'.

Ms Boyd moved: That paragraph 2.16 be omitted:

The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:

- declaring teaching to be a dynamic, accountable, modern profession consistent with today's professional standards
- declaring the primary goal of teaching to be improved student academic performance, while leaving childhood health and wellbeing issues primarily to the NSW health system
- measuring the performance of teachers in terms of value-added to student learning
- paying teachers and principals with a component directly linked to their performance

- fast-tracking the promotion of talented, high-performing teachers, with commensurate pay increases
- adopting the British standard of turning over 3 per cent of teachers each year due to a lack of competence and performance
- ensuring there is a rigorous system of teacher classroom observation in place, to provide an active feedback loop for teacher professional development, plus a guarantee to parents that their child's teacher is at a best practice pedagogical standard
- renegotiating NSW teacher pay and working conditions, with a significant pay increase upfront (especially for teachers with greater than five years' service) in return for abolishing archaic, inappropriate working conditions that have built up over decades. Examples of these soft working conditions include:
 - unless otherwise required by the employer, teachers shall not be required to attend their workplaces during the non term week(s) of the student vacation periods
 - teachers will continue to be paid for the non term week(s), as appropriate under the relevant Determination
 - any payments made to a teacher during non term week(s) are not defined as and are not treated as payments for 'leave' of any form
 - a teacher shall not be required to be timetabled both before and after the core hours on any given day, that is, outside the normal daily hours of operation of a school which during which classes are conducted
 - plus those listed at paragraph 2.21 of this report
- ending the blackhole of eight weeks of unaccounted for school holidays for teachers, with an expectation that while they are being paid for working they are actually in their workplace
- running a public advertising campaign to promote these reforms and publicising the new era of teacher professionalism in NSW'.

and the following new paragraph be inserted instead:

'The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:

- renegotiating NSW teacher pay and working conditions, with a significant pay increase upfront
- running a public advertising campaign to acknowledge the valuable work of teachers and to promote the improved pay and conditions'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mrs Houssos moved: That paragraph 2.16 be omitted:

The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:

- declaring teaching to be a dynamic, accountable, modern profession consistent with today's professional standards
- declaring the primary goal of teaching to be improved student academic performance, while leaving childhood health and wellbeing issues primarily to the NSW health system
- measuring the performance of teachers in terms of value-added to student learning
- paying teachers and principals with a component directly linked to their performance
- fast-tracking the promotion of talented, high-performing teachers, with commensurate pay increases

- adopting the British standard of turning over 3 per cent of teachers each year due to a lack of competence and performance
- ensuring there is a rigorous system of teacher classroom observation in place, to provide an active feedback loop for teacher professional development, plus a guarantee to parents that their child's teacher is at a best practice pedagogical standard
- renegotiating NSW teacher pay and working conditions, with a significant pay increase upfront (especially for teachers with greater than five years' service) in return for abolishing archaic, inappropriate working conditions that have built up over decades. Examples of these soft working conditions include:
 - unless otherwise required by the employer, teachers shall not be required to attend their workplaces during the non term week(s) of the student vacation periods
 - teachers will continue to be paid for the non term week(s), as appropriate under the relevant Determination
 - any payments made to a teacher during non term week(s) are not defined as and are not treated as payments for 'leave' of any form
 - a teacher shall not be required to be timetabled both before and after the core hours on any given day, that is, outside the normal daily hours of operation of a school which during which classes are conducted
 - plus those listed at paragraph 2.21 of this report
- ending the blackhole of eight weeks of unaccounted for school holidays for teachers, with an expectation that while they are being paid for working they are actually in their workplace
- running a public advertising campaign to promote these reforms and publicising the new era of teacher professionalism in NSW'.

and the following new paragraph be inserted instead:

'The single most important reform the NSW Government can implement to address teacher supply shortages, bring talented people into our classrooms and improve student academic results is to massively upgrade the status of teaching. This should involve:

- declaring teaching to be a dynamic, accountable, modern profession consistent with today's professional standards
- declaring the primary goal of teaching to be improved student academic performance, while leaving childhood health and wellbeing issues primarily to the NSW health system
- measuring the performance of teachers in terms of value-added to student learning
- fast-tracking the promotion of talented, high-performing teachers, with commensurate pay increases
- ensuring there is a rigorous system of teacher classroom observation in place, to provide an active feedback loop for teacher professional development, plus a guarantee to parents that their child's teacher is at a best practice pedagogical standard
- renegotiating NSW teacher pay and working conditions, considering offering a significant pay increase upfront (especially for teachers with greater than five years' service) in return for changes to working conditions that have been negotiated over decades.
- running a public advertising campaign to promote these reforms and publicising the new era of teacher professionalism in NSW.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That dot point 8 in paragraph 2.16 be amended by omitting 'blackhole of' before 'eight weeks of unaccounted for school holidays'.

Resolved, on the motion of Ms Boyd: That Recommendation 1 be amended by:

- a) inserting 'enhanced' before 'professional development'
- b) inserting 'job certainty' before 'and financial rewards'.

Resolved, on the motion of Mrs Houssos: That Recommendation 1 be amended by inserting 'working conditions' after 'teachers performance,'.

Mr D'Adam moved: That Recommendation 1 be omitted: 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, scrutiny, professional development, promotion and financial rewards' and the following new recommendation be inserted instead:

'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. This can best be done by adopting the recommendations contained in the Gallop Report 'Valuing the Teaching Profession', particularly Recommendation 2 on Staffing Matters, and Recommendation 8 on Salaries.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That Appendix 1 be inserted at the end of the report titled Recommendations of the Gallop Report (Valuing the Teaching Profession, The Hon Dr Geoff Gallop AC, Hon Dr Tricia Kavanagh, and Mr Patrick Lee) and include the information contained at p 10-15 of that report.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mr D'Adam: That the following new recommendations be inserted after paragraph 2.16:

'Recommendation X

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.'

'Recommendation X

The NSW Government expand initiatives to enable existing teachers employed by the Department of Education to attain infield expertise in high-demand subjects through the availability of scholarships and expanded paid study leave provisions.'

'Recommendation X

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.'

Mr D'Adam moved: That paragraph 2.17 be amended by omitting the last bullet point:

'In addition to evidence regarding the need to increase teacher salaries, the committee also heard from stakeholders who advocated for the effectiveness of other financial incentives, such as scholarships. The Australian Institute for Teaching and School Leadership (AITSL) outlined research undertaken by the Behavioural Economics Team of the Australian Government (BETA) as part of the Quality Teacher Education Review. This research found that 'given the right incentives, more high-achieving school leavers and mid-career professionals would consider teaching'. Further, the study found that a \$30,000 scholarship was the most effective incentive.'

Question put.

The committee divided.

Ayes: Mr D'Adam,

Noes: Ms Boyd, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraphs 2.18, 2.20-2.23 be omitted:

'Over several decades, governments from both sides of politics and the Teachers Federation have negotiated a peculiar type of industrial agreement for NSW teachers. They have traded away decent pay increases for softer working conditions. This has minimised impacts on the NSW Budget but also run down the status of teaching and, in some instances, made the staffing of classrooms more difficult.'

'The students have not learnt because the teachers have not taught. The quality of teaching in our state has not been sufficient to keep pace with our international competitors, and even our past performance. New South Wales is paying a hefty price for a schools industrial system that protects under-performing teachers and puffs up generous working conditions at the expense of professional excellence.'

The *Teachers Handbook* (April 2020) setting out workplace entitlements runs for 80 pages. It contains every conceivable type of leave entitlement, including Altruistic Surrogacy, Family Violence, Sporting Fixtures, Natural Emergencies, Bone Marrow Donor, Duke of Edinburgh, Graduation Ceremony, Statutory Board, Local Government, Bank Directorship, Community Service, Political Exchange Program, NAIDOC Week and Trade Union Course leave. Combined with the eight weeks of paid school holidays, a teacher working the system can be in the classroom for less than half a year.

The long list of teacher industrial concessions have created anomalies in the effective staffing of NSW government schools. Here are some examples:

- After taking their long service leave, a teacher has an industrial right to come back to work in a job-share position. This causes classroom and learning disruption, as students need to deal with different teachers split across the school week. It also adds to job insecurity, with the creation of additional part-time positions.
- A teacher who becomes ill while on extended leave and who has sick leave to credit, can have their extended leave recredited. From week to week, therefore, it is impossible to know when the teacher will be returning to the classroom, creating uncertainty in workforce planning.
- Casual and temporary teachers are eligible for both extended leave and long service leave entitlements. When the Teachers Federation complains about the number of casuals and temporary teachers compared to permanent positions, it has agreed to industrial arrangements which foster this imbalance.
- Casual teachers have been granted an entitlement of 52 weeks unpaid parental leave, potentially taking them out of the workforce and regular teaching practice for an entire year.
- At the end of each school year, teachers have two pupil-free days, supposedly to prepare for forthcoming classes. Naturally, though, these days are more like end-of-year staff festivities and Christmas parties. It would be more efficient for these days to be scheduled at the beginning of the school year when class preparation is more immediate.

These examples are indicative of industrial arrangements in which the financial rewards and status of teaching (through higher salaries and more realistic, professional working conditions) have been sacrificed in favour of trade union featherbedding. In public perception and workplace reality, teachers are a considerable distance from what a modern, dynamic, accountable, high-achieving profession would look like.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.18 be omitted: 'Over several decades, governments from both sides of politics and the Teachers Federation have negotiated a peculiar type of industrial agreement for NSW teachers. They have traded away decent pay increases for softer working conditions. This has minimised impacts on the NSW Budget but also run down the status of teaching and, in some instances, made the staffing of classrooms more difficult.' and the following new paragraph be inserted instead:

'Over several decades, government from both side of politics, motivated by political and fiscal constraints regarding budget expenditure have constrained the wage growth of teachers and other public sector workers. This has run down the status of teaching and, in some circumstances, made the staffing of classrooms more difficult.'

Mr D'Adam moved: That the motion of Ms Boyd be amended by omitting 'from both sides of politics' after 'Over several decades, governments'.

Amendment of Mr D'Adam put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Amendment of Mr D'Adam resolved in the negative.

Original question of Ms Boyd put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mrs Houssos moved: That paragraph 2.21 be amended by omitting 'a teacher working the system can be in the classroom for less than half a year' after 'Combined with the eight weeks of paid school holidays' and inserting instead 'the leave entitlements can be substantial'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mrs Houssos Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Noes: Mr D'Adam,

Mr D'Adam moved: That paragraph 2.25 be amended by omitting at the start 'Pathways to higher financial rewards are by served tenure, rather than teacher performance. Promotions are slow and experience-based, with the HALT accreditation system proving embarrassingly ineffective.' and inserting instead: 'The HALT accreditation process has been proved burdensome and complex'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That paragraphs 2.27 - 2.28 be omitted:

'The AITSL has provided compelling research on the effectiveness of teacher scholarships as a way of overcoming workforce shortages and blockages. Its submission to the inquiry cited research by the Behavioural Economics Team (BETA) of the Australian Government, commissioned as part of the 2022 Quality Initial Teacher Education Review, that found that high-achieving school leavers and mid-career professionals are attracted to teaching once supported by scholarships of the order of \$30,000.

The Committee supports this scholarship system, extending the AITSL recommendation to also cover the recruitment of more in-field specialist teachers as well as the fast-track promotion of young talented teachers in the system. Given the gross, persistent failure of HALT, there is a strong argument for its abolition and replacement with targeted, generous scholarships.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam

Noes: Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.28 be amended by omitting 'abolition and replacement with targeted, generous scholarships' after 'there is a strong argument for its' and inserting instead: 'reform. Generous, targeted scholarships would also be beneficial in incentivising new entrants, particularly mid-career transfers in specialist areas'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 2.28 be amended by inserting 'investigating' after 'The committee supports'.

Resolved, on the motion of Mr Farlow: That paragraph 2.28 be amended by omitting at the end: 'Given the gross, persistent failure of HALT, there is a strong argument for its abolition and replacement with targeted, generous scholarships.'

Resolved, on the motion of Mr Farlow: That Recommendation 2 be amended by omitting the fourth dot point: 'abandon the failed Highly Accomplished and Lead Teacher program and replace it with the scholarships referred to above' and inserting instead 'Advocate for national changes to the Highly Accomplished and Lead Teacher program'.

Resolved, on the motion of Mrs Houssos: That Recommendation 2 be amended by:

- a) omitting in the first dot point 'abolish archaic and inefficient' after 'teachers' industrial agreement' and inserting instead 'review'

- b) omitting in the second dot point 'faster promotion' after 'special recognition and' and inserting instead 'develop faster promotion pathways'.

Mrs Houssos moved: That Recommendation 2 be amended by:

- a) omitting in the third dot point 'best' after 'adopt the Australian Institute for Teaching and School Leadership recommendation for \$30,000 scholarships as the' and inserting instead 'an important'
- b) omitting in the third dot point at the start 'adopt' and inserting instead 'consider adopting'
- c) omitting the sixth dot point: 'introducing a system of value-added performance measurement that not only rewards high-quality teachers but also identifies under-performers who need to be moved out of the profession. Students have a right to at least one year of educational advancement for each year of schooling. Teachers not achieving to this level cannot remain in the system. The United Kingdom target of 3 percent of under-performing teachers being dismissed each year should be applied to NSW government schools.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Mr D'Adam moved: That Recommendation 2 be omitted:

'That the NSW Government:

- renegotiate the teachers' industrial agreement to abolish archaic and inefficient working conditions, converting these concessions into higher teacher pay, especially in the years after initial recruitment (5-15 years of service)
- give special recognition and faster promotion to teachers with strong value-added performance
- adopt the Australian Institute for Teaching and School Leadership recommendation for \$30,000 scholarships as the best 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
- abandon the failed Highly Accomplished and Lead Teacher program and replace it with the scholarships referred to above
- ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.
- introducing a system of value-added performance measurement that not only rewards high-quality teachers but also identifies under-performers who need to be moved out of the profession. Students have a right to at least one year of educational advancement for each year of schooling. Teachers not achieving to this level cannot remain in the system. The United Kingdom target of 3 percent of under-performing teachers being dismissed each year should be applied to NSW government schools.

and the following new paragraph be inserted instead:

'Recommendation X

That the NSW Government reform the Highly Accomplished and Lead Teacher accreditation system to enable greater ease of access to accreditation at these levels based on a streamlined application and documentation process and a school-based recommendation from a principal acting on advice from the school leadership group.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam,

Noes: Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Ms Boyd moved: That Recommendation 2 be amended by:

- a) inserting as a new first bullet point: 'abolish the public sector wages cap'
- b) omitting the first bullet point: 'renegotiate the teachers' industrial agreement to abolish archaic and inefficient working conditions, converting these concessions into higher teacher pay, especially in the years after initial recruitment (5-15 years of service)' and inserting instead 'renegotiate the teachers' industrial agreement to reduce workload and raise wages'
- c) omitting the fifth bullet point: 'ensure that teachers and students benefit from a rigorous, consistent program of independent classroom observation, bringing all NSW teachers up to high-quality, evidence-based classroom practice. This is particularly important for new teachers in developing their practical skills to a high standard.' and inserting instead 'ensure that teachers are paid and facilitated to provide mutual support for ongoing classroom mentoring and other peer support. This is particularly important for new teachers in developing their practical skills to a high standard'
- d) omitting the last dot point: 'introducing a system of value-added performance measurement that not only rewards high-quality teachers but also identifies under-performers who need to be moved out of the profession. Students have a right to at least one year of educational advancement for each year of schooling. Teachers not achieving to this level cannot remain in the system. The United Kingdom target of 3 percent of under-performing teachers being dismissed each year should be applied to NSW government schools.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Farlow, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

Resolved, on the motion of Mr Farlow: That Recommendation 3 be amended by omitting the fourth dot point: 'implement a 70/70 policy in teacher recruitment, requiring from the initial teacher education system a minimum standard of 70 Australian Tertiary Admission Rank and 70 Grade Point Average' and inserting instead 'call on universities to improve their Initial Teacher Education programs and maintain a high entry standard for Initial Teacher Education degrees'.

Resolved, on the motion of Mrs Houssos: That the fifth dot point be amended by omitting 'commencement' before 'of teacher training' and inserting instead 'within the first year'.

Ms Boyd moved: That paragraph 2.31 be omitted:

'The committee considers that NSW schools have been poorly served by the university education faculties (UEFs). They have very high attrition rates for undergraduates, student acceptance policies that foster mediocrity, plus they train teachers away from the established evidence base in classroom practice.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam,

Noes: Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald, Mr Rath.

Question resolved in the negative.

7. **Adjournment**

The committee adjourned at 3.45 pm, until 2.30 pm Thursday 3 November 2022.

Madeleine Dowd
Committee Clerk

Minutes no. 73

Thursday 3 November 2022
Portfolio Committee No. 3 – Education
Room 1254, Parliament House, Sydney, at 2.40 pm

1. **Members present**

Mr Latham, *Chair*
Mr Fang, *Deputy Chair*
Ms Boyd
Mr D'Adam
Mr Farlow
Mrs Houssos
Mrs MacDonald

2. **Inquiry into teacher shortages in New South Wales**

2.1 Consideration of Chair's draft report

The committee resumed consideration of the Chair's draft report.

Ms Boyd moved: That paragraph 2.32 be amended by omitting 'this vote of no-confidence in the UEFs after 'The NSW Government should give serious attention to' and inserting instead 'this as a clear area for improvement'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.34 be omitted:

'This localised model of teacher training, the equivalent of an apprenticeship system, in which theory and classroom prac are integrated at every stage, is more beneficial and satisfying than the university system, as theory is immediately tested by direct classroom experience and a strong feedback loop. It produces better, more engaged and inspirational trainee teachers.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.34 be omitted: 'This localised model of teacher training, the equivalent of an apprenticeship system, in which theory and classroom prac are integrated at every stage, is more beneficial and satisfying than the university system, as theory is immediately tested by direct classroom experience and a strong feedback loop. It produces better, more engaged and inspirational trainee teachers.' and the following new paragraph inserted instead:

'This localised model of teacher training, the equivalent of an apprenticeship system warrants further examination as a model to be replicated to address particularly regional workforce issues.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraphs 2.35 and 2.37 – 2.47 be omitted:

'The NSW Government has provided modest funding support for AUC and has scope to do more. A 45 per cent improvement on UEF retention rates would be incredibly valuable in overcoming teacher shortages. The Federal Government also needs to correct the anomaly by which AUC has been ineligible for Commonwealth-supported places. If the teaching profession is to be revitalised through bigger numbers of younger and better trained teachers then the AUC Hub model is the way of the future.'

'The evidence shows a pressing need to shift the weight of teacher training away from universities towards localised apprenticeship-type courses. Objectively, it is difficult to see anything that the UEFs are doing well for the NSW school system.

Education faculties, for instance, have actively encouraged the deterioration in teacher quality by accepting into their courses school leavers with low ATARs. In 2022, for instance, according to Universities Admissions Centre data, the lowest ATAR for a student accepted into a Bachelor of Education degree was 53.50 at Newcastle University.

This is part of a pattern over many years where students who failed or barely passed their higher school certificate are being invited back into the classroom, not as substandard students repeating their final year, but incredibly, as teachers. The committee regards this drop in standards as reprehensible.

Several UEFs take the view that ATARs don't matter, that they can turn anyone into a good teacher. This is a delusional policy, out of line with reality and public expectations that those who teach in schools were themselves good at schoolwork.

In 2016 the NSW Government announced a new ITE entry standard, requiring three band fives in the HSC, with one of them in English. To send a clear message to the university system, this needs to be supplemented by a minimum ATAR requirement of 70.

In September 2018, in response to reports showing that 28 students had been accepted into a teaching degree with ATARs between 0 and 19, Education Minister Stokes announced a new 'Teacher Success Profile' policy for teachers starting in 2019. This involved various psychometric tests and interviews but most importantly, a minimum graduate requirement of a credit grade point average (GPA).

In answers to supplementary questions at the September 2022 Budget Estimates hearing for school education, it is clear the Stokes GPA policy has not been implemented as promised. Our schools are still accepting teachers who should never have been accepted into a teaching degree. To lift the quality and professional standing of teaching, the Stokes policy must be enforced. Alerted to this problem, the Department of Education has responded by saying the policy will come into force for 2023 (even though 2019 was initially promised).

This problem has been exacerbated by the way in which UEFs instruct their students according to ideology, rather than evidence. ITE programs are not preparing trainee teachers effectively. A Centre for

Independent Studies (CIS) audit of ITE programs at 31 universities found that at least 27 clearly emphasised practices that are not evidence-based and did not provide trainee teachers with sufficient exposure to explicit teaching practices.

The UEF emphasis on whole-word literacy has also been appalling. Not surprisingly, some principals of disadvantaged schools have said, 'We receive large numbers of graduate teachers, and given the stuff they are taught at university, it's better if they have learnt nothing there. They are still flexible in their thinking, and I can pour our evidence-based school model into them as the best way of teaching.'

On every front, the university education faculties are functioning in a way counter-productive to the provision of high-quality school education in New South Wales. Instead of fighting this problem and finding innovative ways to overcome it, too often the Education Department has been complicit in supporting the failed faculties.

For instance, the NSW Government has poured large amounts of funding into Newcastle University's so-called Quality Teaching Rounds. There is no clear evidence of this program creating beneficial 'professional learning communities'. Indeed, its emphasis on constructivist theories of 'student direction' and 'student self-regulation' runs against the evidence of what works in classrooms. (*See Greg Ashman blog, 'Quality Teaching Rounds is not the solution', September 2022.*)

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.48 be amended by omitting at the end 'It is self-evident that teachers coming into the classroom need to be literate and numerate.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That the following new paragraph be inserted after paragraph 2.51:

'The committee notes that some otherwise capable students may find the LANTTTE more difficult to pass than others – for example, because of having English as a second language or due to a disability such as dyslexia. Given the benefits of having a diverse workforce of teachers and other school staff, the committee urges caution in the use of, and weight placed upon, the LANTTTE.'

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That Recommendation 3 be amended by inserting the following as the last dot point:

'ensure teaching is sufficiently attractive and financially viable to entice even more high-achieving students into teaching'.

Mr D'Adam moved: That Recommendation 3 be omitted:

'Recommendation 3

That, to substantially improve initial teacher training in New South Wales, the NSW Government:

- announce a teacher recruitment policy giving priority to localised training models, especially apprenticeship-type programs
- provide additional funding support for Alphacrucis University College and lobby the Australian Government to give it eligibility for Commonwealth supported places
- 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
- implement a 70/70 policy in teacher recruitment, requiring from the initial teacher education system a minimum standard of 70 Australian Tertiary Admission Rank and 70 Grade Point Average
- 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 the commencement of teacher training.'

and the following new recommendation be inserted instead:

'Recommendation 3

That the NSW Government support initiatives to shift initial teacher education towards an apprenticeship-type model.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.52 be amended by omitting the eighth dot point: 'Additionally, some stakeholders argued that shortening the Master of Teaching degree from two years to one year would be an effective way of making this pathway more flexible and attractive for people considering it.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 2.54 be omitted:

'Additionally, the committee supports the view that the Master of Teaching degree be shortened from two years to one. This would assist in making a mid-career transition to teaching more practical and realistic for people with considering making this decision.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That Recommendation 4 be omitted: That the NSW Government advocate to the Australian Government and tertiary education providers for the Master of Teaching degree being shortened to a one-year full time program from the current two-year full-time program.' and the following new recommendation inserted instead:

'Recommendation 4

'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.'

Resolved, on the motion of Mrs Houssos: That paragraph 2.54 be omitted: 'Additionally, the committee supports the view that the Master of Teaching degree be shortened from two years to one. This would assist in making a mid-career transition to teaching more practical and realistic for people with considering making this decision.' And the following new paragraph be inserted instead:

'Additionally, the committee supports the view that the NSW Government should 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 their number of in-field teachers, where practical'.

Ms Boyd moved: That paragraph 2.56 be omitted:

'It is important to note the evidence heard by Professor Mary Ryan, who spoke positively of Teach for Australia, a program that offers a Leadership Development Program for future educators and leaders. Professor Ryan noted that over the past 10 years, 75 per cent of the associates of the program have stayed in the system, specifically in difficult-to-staff and disadvantaged schools.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 2.57 be amended by:

- a) omitting 'However' before 'the committee is concerned about the delay of the roll-out of the mid-career Teach for Australia model in New South Wales.
- b) inserting at the end: 'Alternative providers and models to Teach for Australia should be investigated and piloted'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That paragraph 2.58 be amended by omitting in the sixth dot point 'inevitably' before 'results in a diminished experience' and inserting instead 'most likely'.

Resolved, on the motion of Ms Boyd: That paragraph 2.61 be amended by inserting 'in their assessment' after 'Representatives from this P&C stated that'.

Mr Farlow moved: That Recommendations 5, 6 and 7 be omitted:

'Recommendation 5

That the NSW Government formally recognise the importance of in-field specialist teaching as a vital contributor to student success.

Recommendation 6

That the NSW Department of Education collect and publish detailed data on in- and out-of-field teaching in its schools.

Recommendation 7

That the NSW Government set ambitious targets for desirable levels of in-field teaching, providing a guarantee to students and parents of the subject expertise available in our schools to provide a quality public education.'

and the following new recommendation be inserted instead:

'Recommendation X

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 should collect and publish detailed data on in and out-of-field teaching in its schools.'

Question put.

The committee divided.

Ayes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Noes: Ms Boyd, Mrs Houssos, Mr D'Adam.

Question resolved in the affirmative.

Mr D'Adam moved: That Recommendation 8 be omitted:

'Recommendation 8

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, to meet the targets in Recommendation 7.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mrs Houssos moved: That Recommendation 8 be amended by omitting 'establish' before 'a new program of Specialist Teaching Scholarships' and inserting instead 'investigate establishing'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That Recommendation 8 be amended by inserting 'entering the public education system' after 'for mid-career teachers'

Mr D'Adam moved: That Recommendation 9 be omitted: 'That the NSW Government revise and update the *NSW Teacher Supply Strategy* by adopting the recommendations in this report' and the following recommendation be inserted instead:

'Recommendation 9

That the NSW Government develop a new 'Teacher Retention and Recruitment Strategy' to replace the failed NSW Teacher Supply Strategy and that in developing this strategy the recommendations of this report should be taken into account.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Chapter 3

Ms Boyd moved: That the Chapter 3 introduction be amended by inserting (if any) after 'Finally, this chapter examines the impact'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mr D'Adam: That paragraph 3.2 be amended by inserting the following as a new dot point after the third dot point, with the secretariat to check for any redactions to protect privacy:

'At the committee's roundtable one first year teacher described the struggles many teachers face:

'As a first-year teacher, despite the support of my colleagues, I feel underprepared to properly support these students in their HSC studies, but there is no-one else qualified to do it. At my school, as has already been said about other schools, a significant number of staff are teaching out of faculty. I was teaching maths at the beginning of the year, and while I can teach maths, I am not a maths teacher. Again, I feel that the students are struggling because of this. Again, as has been said by most other people so far, the workload and the amount of administration is ridiculous. I have spent at least four hours at school in the last four days, not including my lunch breaks, not including my time spent at home, to catch up on administration and to complete sort of meaningless work, it feels like— basically just ticking boxes or writing paperwork, when I could be planning lessons to teach my students. This administration and this paperwork, especially as a new teacher having to make programs, to write lessons and to create content, has stopped me planning lessons. I do not plan lessons now. The students get what I have time to come up with on the day, and I feel ashamed about that. My students do not get the education they deserve if I do not have time to plan and prepare for it. It is impacting on my mental and physical health. I was never much of a drinker. I drink considerably more now that I've become a teacher, and I know that a lot of other teachers I know do that as well... One of the reasons that I stay is because I care for my students. As I said in my submission, I'm about a year in and I'm considering or looking at other avenues of employment. The reason I stay is because I care for my students, but I feel that that is being exploited, and that is one of the reasons why many teachers are still staying. In the last four days I have tried to keep a diary of what I've been doing and I haven't had time. In the last four days I've heard one senior staff member at my school, every day—a different one every day—speak about coming to the end of what they feel that they can do, feeling like they should be leaving the profession because of the workload, because of the behaviour, because of

the conditions, as everybody else has said...We've had 28 merged classes in the last four days—some of those have been senior. Our school is not badly affected by the teacher shortage, but these effects are evident. As I said, I didn't start teaching for the pay or the conditions, but these may be the reasons that I leave the profession'. [FOOTNOTE: In Evidence, Private roundtable participant, 23 September 2022, pp 5-6]

Resolved, on the motion of Mr D'Adam: That paragraph 3.2 be amended by inserting the following as a new dot point after the sixth dot point:

'One teacher described the ineffectiveness of the accreditation process:

'[T]he accreditation system that came in in 2004, with all the money that's gone into education, there is no evidence that that has had any impact on teacher quality. I would challenge this Committee to recommend that should be simply scrapped because its so much administration for no gain whatsoever and in fact it does damage.' [FOOTNOTE: Evidence, Private roundtable participant, 23 September 2022, p 24]

Mr D'Adam moved: That paragraph 3.3 be omitted:

'The evidence presented to the inquiry tended to fall into one of two paradigms addressing the question of teacher supply. The first was to say that the best way of attracting new talented teachers is to substantially upgrade the status and professionalism of teaching. The second was to argue for reductions in teacher workload: attracting new people by making the job easier.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 3.4 be omitted:

'But there's the rub: surely we want teachers to be hard-working, making personal sacrifices to get the best results for their students? Hard work in any profession is a virtue. Which successful people in Australia haven't got a substantial workload? The argument for making the job less onerous runs the risk of adding to already adverse public perceptions that teaching is a soft, sheltered type of work.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraphs 3.5-3.6 be omitted:

'In any case, despite numerous (self-selected) surveys, university submissions and Teachers Federation claims to the inquiry about an unacceptably heavy workload, it's not entirely clear what the problem might be. Professor John Hattie, for instance, gave evidence that individuals exiting teaching rarely mention the workload issue as a reason for their departure. His research shows that teachers stay in the job for the benefit of their students, and they leave because of problems with their school leadership

ABS employment data presented by the Centre for Independent Studies showed that full-time NSW teachers do not work longer hours than their counterparts in other States and Territories. Compared to the entire NSW workforce, these teachers work longer but not by vast amounts. While 21 per cent of NSW employees work more than 50 hours per week, for teachers it's 26 per cent. Similarly, 35 per cent of NSW employees work the standard 35-39 hours per week, while for teachers it's 31 per cent.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 3.3 be amended by omitting 'easier' after 'making the job' and inserting instead 'more manageable. It is clear that the solution to the chronic teacher shortage is a combination of the two, giving priority to lifting the professional status of teaching and also to teacher remuneration'.

Resolved, on the motion of Mrs Houssos: That paragraph 3.5 be amended by omitting at the start 'In any case, despite numerous (self-selected) surveys, university submissions and Teachers Federation claims to the inquiry about an unacceptably heavy workload, it's not entirely clear what the problem might be' and inserting instead 'Numerous surveys, university submissions and the Teachers Federation and other unions emphasised the workload issues teachers are facing. However,'.

Ms Boyd moved: That paragraph 3.5 be amended by inserting at the end 'However, this is difficult to verify as the Department of Education does not conduct exit interviews'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That paragraph 3.6 be amended by inserting at the end:

'Similarly, 35 per cent of NSW employees work the standard 35-39 hours per week, while for teachers it is 31 per cent. However, as detailed in Chapter 2, teacher salaries don't keep pace with the rest of the professional workforce over their career. Simply put, on average teachers work longer for less pay.'

Ms Boyd moved: That paragraphs 3.7-3.8 be omitted:

In 2021, 55 per cent of NSW teachers worked extra hours or overtime, while across all professions the proportion was 42 per cent. Across perceptions of their job, salary and working conditions, Australian teachers have displayed significantly higher levels of satisfaction than the OECD average. The problem in Australia (including New South Wales) is reduced classroom teaching time, compared to the OECD average, and more time on school management activities (1.03 hours per week above the OECD average), plus general administration (1.43 hours extra).

The inquiry found it difficult to pinpoint the exact cause of excessive teacher workload. In most submissions, the problem was presented as a generalisation, along with claims of teachers working unacceptably long hours. The various teacher surveys presented were self-selecting, so unrepresentative of the entire workforce. There appears to be no firm, reliable data on this question, using actual time records in the workplace.'

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 3.12 be omitted: 'The major potential area of improvement is in student discipline. Writing up reports and acting on classroom, playground, social media and other school-related incidents is a huge paperwork burden on many teachers. Each incident is estimated to take up an average of one hour in teacher time filling out forms. It's an obvious diversion from their real job.' and the following new paragraph be inserted instead:

'Writing up reports and acting on classroom, playground, social media and other school-related incidents is a huge paperwork burden on many teachers.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 3.12 be amended by:

- a) omitting 'The major area of improvement is in student discipline' at the start
- b) omitting 'It's an obvious diversion from their real job' at the end.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That paragraph 3.12 be amended by:

- a) omitting at the start 'The' before 'major potential area' and inserting instead 'A'
- b) omitting 'real job' after 'It's an obvious diversion from their' and inserting instead 'core responsibilities'
- c) inserting a footnote containing a reference to the private roundtable on 23 September 2022.

Resolved, on the motion of Ms Boyd: That paragraph 3.13 be amended by :

- a) omitting 'are like a jungle, with a complete loss of' after 'Some classrooms' and inserting instead 'have lost social norms'
- b) inserting 'for teachers' after 'respect and decency'
- c) omitting 'siege' after 'more teachers are feeling under' and inserting instead 'pressure'.

Resolved, on the motion of Mr D'Adam: That paragraph 3.13 be amended by inserting at the end 'These teachers are feeling there is a lack of support in dealing with difficult behaviour.'

Ms Boyd moved: That paragraph 3.14 be omitted:

'In evidence, even Mr Angelo Gavrielatos, the head of the NSW Teachers Federation, acknowledged the extent of the problem facing his members. In response to a question regarding the impact of poor discipline on workload, Mr Gavrielatos said that: 'There is no doubt that student behaviour—discipline-related matters— can impact because of the form-filling requirements'.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mr D'Adam: That paragraph 3.14 be amended by:

- a) omitting 'the head' before 'of the NSW Teachers Federation' and inserting instead 'the President'
- b) omitting 'even' before 'Mr Angelo Gavrielatos'.

Ms Boyd moved: That paragraphs 3.15-3.18 be omitted:

'The impact of poor student discipline was also expressed by individual teachers. One teacher, who elected to keep their name suppressed, said that:

Student behaviour is also a vexed question. What comes first - disengaged students or frustrated teachers? Students have a right to learn without their peers being attention seeking muppets without any real consequences. The options for discipline are limited and then the few there get whittled away. No wonder teachers leave when they spend most of their time dealing with behaviour rather than teaching and that with one hand tied behind their back. Disadvantaging students who want to learn by insisting trouble makers are integrated into each class is counterproductive. It wouldn't be tolerated in a workplace (which is where most students will end up) so why is it tolerated in schools?

Poor discipline in our schools is a product of weakening standards, both in government policy and within the schools themselves. The rise of identity politics and victimhood culture has emboldened certain types of students to play the system, knowing that any punishment will be laughably mild. It has also weakened student respect for their teachers. Anti-social habits learnt in the home are carried into schools, with teachers feeling powerless to counteract them.

Poor discipline in our schools is a product of weakening standards, both in government policy and within the schools themselves. The rise of identity politics and victimhood culture has emboldened certain types of students to play the system, knowing that any punishment will be laughably mild. It has also weakened student respect for their teachers. Anti-social habits learnt in the home are carried into schools, with teachers feeling powerless to counteract them.

In the minority of schools where discipline remains strong, the teachers have no problem with their paperwork load. As the Principal of Marsden Road Public School, Manisha Gazula, told our Committee in 2019, 'I don't have a long line up of students outside my office door in trouble for disciplinary reasons, in fact, on most days I have none, so the paperwork at our school is not an issue'.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraph 3.16 be omitted: 'Poor discipline in our schools is a product of weakening standards, both in government policy and within the schools themselves. The rise of identity politics and victimhood culture has emboldened certain types of students to play the system, knowing that any punishment will be laughably mild. It has also weakened student respect for their teachers. Anti-social habits learnt in the home are carried into schools, with teachers feeling powerless to counteract them.' and the following new paragraph be inserted instead:

'It is important to note that not all students or schools can be treated the same, as there are different needs and motives to different student's behaviours. Stricter disciplinary methods will in many case worsen student behaviour and increase student attrition and truancy, further perpetuating cycles of disadvantage. One teacher in the roundtable discussion held by the committee explained the impact of stricter methods:

'I'm not sure that more discipline is in the best interests of the students. I understand that students are unruly and difficult to manage, but suspensions have been shown through research-based evidence that they are highly ineffective at improving children's behaviour and they contribute to school attrition.'

Another in the discussion added:

For some students, to be suspended is actually a good thing for them and it can contribute to them deliberately misbehaving in order to avoid schoolwork, avoid whatever is troubling them, whatever is causing them difficulty in the school setting. And then they are disengaged. You lose them. Not all students, but there's, I guess, the pointy end of those kind of students. I think it needs to be tailored to the student, not a one size fits all. I think it's a really complex... You've got a stressed community, you've got stressed families, and they come to school and you've got stressed teachers. And today's youth, you need to work on relationships with them. We are taught as teachers that it's all about the relationship, but teachers don't have the time to build the relationship with the students." [FOOTNOTE: Evidence, Private roundtable participant, 23 September 2022, p. 14.]

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Houssos: That the secretariat prepare draft paragraphs and a recommendation addressing support for children with behaviour problems via additional School Learning Support Officers and Schools for Specific Purposes, with the text to be determined in consultation with the committee.

Resolved, on the motion of Ms Boyd: That Recommendation 11 be deleted: 'That the NSW Government strengthen disciplinary rules and procedures in schools, ensuring that troublemaking students with clear patterns of behavioural disorder are educated in specialist schools for this purpose.'

Mr D'Adam moved: That the following new recommendation be inserted:

'Recommendation X

That the NSW Government abandon the recently adopted behaviour policy and develop a new policy that provides teachers and school leaders with the necessary tools to maintain an orderly and safe learning environment for all students and staff. That the adoption of this new policy should be accompanied by sufficient additional staffing resources to achieve this goal including where appropriate additional places in schools for specific purposes that are dedicated to assisting children with challenging and difficult behaviours.'

Question put.

The committee divided.

Ayes: Mr D'Adam, Mrs Houssos, Mr Latham.

Noes: Ms Boyd, Mr Fang, Mr Farlow, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That Recommendation 12 be omitted:

'That the NSW Government recognise that the most effective 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

disciplinary model of 'boot camps' and 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.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That Recommendation 12 be amended by:

- a) omitting 'the most effective way' before 'of reducing the teacher paperwork load' and inserting instead 'one'
- b) omitting 'The disciplinary of 'boot camps' and structured classroom order' before 'at Marsden Road Public School' and inserting instead 'The model of structured classroom order'.

Resolved, on the motion of Mr D'Adam; That paragraph 3.20 be amended by omitting in the second dot point 'attending' before Initial Teacher Education' and inserting instead 'enrolling'.

Resolved, on the motion of Ms Boyd: That paragraph 3.21 be amended by omitting at the end 'It is important to address teacher supply shortages for no other reason than to maintain the youth and vitality of the profession. As older teachers retire an adequate pipeline of graduate teachers is essential.' and inserting instead: 'It is therefore vitally important to address teacher supply shortages to ensure that as older teachers retire an adequate pipeline of graduate teachers is maintained.'

Resolved, on the motion of Ms Boyd: That paragraph 3.23 be amended by omitting at the end 'One can only assume teaching has become harder and less rewarding during the COVID period, and generally the system is struggling to retain new teachers.' and inserting instead 'The evidence points to the fact that teaching has become harder and less rewarding, and generally the system is struggling to retain new teachers.'

Mr D'Adam moved: That paragraph 3.25 be omitted:

'Aside from the responsibility which the department must take for illuminating rates of attrition and improving induction, the university education faculties must take responsibility for the contribution of poor quality of initial teacher education to unacceptably high rates of teacher attrition. Trainee teachers are not 'classroom ready', equipped with the skills and experience needed to cope with their new world of face-to-face tuition. Too many drop out from this bruising process. In the committee's view the apprenticeship teacher training model pioneered by Alphacrucis and others – discussed in detail in chapter 2 and recommended for expansion in recommendation 2 – overcomes this problem with a more effective integration of theory and classroom practice and experience.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr Farlow moved: That Recommendations 13, 14 and 19 be omitted:

'Recommendation 13

That the NSW Department of Education:

- collect teacher exit interview data monitor and address the reasons for the alarming rise in new teacher attrition

- organise 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.

Recommendation 14

That the NSW Government require the NSW Department of Education, in its workforce planning and management, to centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates.

Recommendation 19

That the NSW Government reform the data it collects to accurately reflect the scope of the teacher shortage in New South Wales. This data should include:

- the number of teachers in schools, and how many are casual, permanent or temporary
- how many teachers resign, and a demographic breakdown of these teachers
- comprehensive information regarding why teachers are resigning.'

and inserting the following new recommendation instead:

'Recommendation X

That the NSW Department of Education:

- a) collect teacher exit interview data, collating resignation numbers, demographic data and information on why they resign
- b) monitor and address the reasons for the alarming rise in new teacher attrition
- c) organise 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
- d) centrally collect data about school requirements for and use of casual and temporary teachers, including their turnover/resignation rates
- e) accurately reflect the number of teachers in schools, and how many are casual, permanent or temporary.'

Ms Boyd moved: That the motion of Mr Farlow be amended by inserting in subsection c) 'and provide funding and resources for' after 'organise'.

Amendment of Ms Boyd put and passed.

Original question of Mr Farlow, as amended, put and passed.

Ms Boyd moved: That paragraph 3.25 be amended by omitting at the end:

'In the committee's view the apprenticeship teacher training model pioneered by Alphacrucis and others – discussed in detail in chapter 2 and recommended for expansion in recommendation 2 – overcomes this problem with a more effective integration of theory and classroom practice and experience.'

and inserting instead:

'More funding and support is required for mentoring, supervision and support as early career teachers move to independent teaching'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mr D'Adam: That paragraph 3.27 be omitted:

'One of the curious aspects of the recent period of teacher shortages was the absence of the large reserve army of casual and temporary teachers who would normally fill the gaps at NSW schools. As of June 2021, 12,205 casual teachers and 27,506 temporary teachers were employed in NSW public schools.¹⁶¹ This reserve workforce of nearly 40,000 should have been able to cope with the impact of COVID and other factors.'

and the following new paragraph be inserted instead:

One of the curious aspects of the recent period of teacher shortages was the absence of the large reserve army of casual and temporary teachers who would normally fill the gaps at NSW schools. As of June 2021, 12,205 casual teachers and 27,506 temporary teachers were employed in NSW public schools. The difficulty of attracting and retaining staff due to the many factors outlined in this report has diminished not only the supply of fixed classroom teachers, but the pool of casual teachers. The lack of temporary teachers in turn fuels the pressures that permanent teachers are under, and exacerbates the cycle of teacher attrition. This is particularly true in regional areas. One teacher who had taught in Western NSW explained the impact of casual shortages:

'Typically, if more than one teacher was absent then classes could be combined, distributed, or supervised by the executive staff. The casual pool was so low that regular teachers would need to do extra classes every term to cover the absences, this created excessive workloads and affected teaching quality, not to mention more stress on teachers which caused their immune systems to suffer.' [FOOTNOTE: Submission 82, Mr Kenneth Jordan)

Resolved, on the motion of Mrs Houssos: That paragraph 3.28 be amended by:

- a) inserting 'and have been exacerbated by COVID' after 'Yet the shortages were severe across the state'
- b) inserting 'to some extent' after 'Three factors appear to have contributed to this problem:

Ms Boyd moved: That paragraph 3.28 be amended by omitting the last bullet point: 'The vaccination mandates seem to have driven a significant number of casuals and temps out of the profession (see below).'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That Recommendation 15 be amended by:

- a) omitting 'over the past two years. Given the decline in the availability of these teachers' after 'critical teacher shortages'
- b) omitting 'who have diminished in number' at the end.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That Recommendation 15 be omitted:

'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, thereby reducing future reliance on casuals and temps who have diminished in number.'

and the following new Recommendation be inserted instead:

'Recommendation 15

The NSW Government set a benchmark of no more than 10% of its total FTE school workforce to be engaged in a temporary or casual capacity at any one time. That the NSW Government bring the school workforce into line with this benchmark by the beginning of the school year in 2024.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That Recommendation 16 be omitted: That the NSW Government, in attracting more high-quality people into teaching, should use the de-casualisation initiative in Recommendation 15 as a selling point, offering greater job security across the New South Wales teaching profession.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That Recommendation 16 be amended by omitting 'more' before 'high-quality people'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That paragraphs 3.31 – 3.55 be omitted:

'This section outlines evidence received regarding the impact of vaccination mandates on the teaching sector and the current teacher shortage.

The NSW Government advised the committee that from 8 November 2021, COVID-19 vaccinations were mandatory for all people working at a school, except for those with a valid medical contraindication. In April 2022, it was announced that the relevant Public Health Order mandating this requirement would not be extended beyond 13 May 2022, and that workplaces would move to a 'risk-based assessment approach around vaccines.

It explained that a new vaccination policy was announced by the Department of Education on 18 July 2022. This policy means that:

- unvaccinated corporate staff can return to corporate offices
- unvaccinated school-based staff who were on alternate duties or leave were able to return to their school (unless they work at an SSP)
- unvaccinated staff who resigned or were dismissed were able to reapply for advertised positions with the department

- schools were able to reengage unvaccinated or unattested active casual staff on a temporary or casual basis
- unvaccinated staff would be required to comply with any further vaccination mandate if they apply for roles covered by the mandate.

Additionally, the Government explained that:

...under the new vaccination policy announced on 18 July 2022, teachers who separated or were dismissed due to the COVID vaccination mandate will be eligible to apply for roles and have their approval to teach reinstated if they have active accreditation with NESA [NSW Education Standards Authority], a current WWCC [Working With Children Check] clearance and there were no other issues or concerns being managed in relation performance or conduct at the time of separation from the Department.

During the inquiry, the committee heard from a number of individuals impacted by the vaccine mandate who outlined how the vaccine mandates had personally impacted them. Numerous participants explained experiencing significant distress about losing their employment, noting the emotional, mental and financial stresses that resulted from being unable to work as a teacher.

Some teachers also explained the difficulty they experienced with the Department of Education when navigating this issue. Specifically, some teachers alleged that they were unable to get timely

responses to their communication and did not feel respected or heard by the department. A number described the experience as traumatising.

Further, the committee heard concerns from teachers impacted by the mandate that their removal from the workforce was contributing to the existing shortage. Stakeholders criticised the government for what they perceived as a decision that worsened the existing issue, and further jeopardised the education offered to students in New South Wales.

One example of an individual impacted by the vaccine mandates in NSW schools is set out below:

Case study: Name suppressed – Submission 25

Submission 25 was made by an individual who had worked as a teacher in NSW for the past 9 years. Prior to that, she had taught at a university for 4.5 years. She described her experience being a teacher to the committee:

'I am a very dedicated teacher who sacrifices plenty of my personal time to ensure my students are being provided with quality learning experiences. The students are my biggest priority, and through my role, I work very hard to ensure that their needs are being met, whether this be their educational, social, emotional etc. I am extremely passionate about my role as an educator'.

This submission maker went on to tell the committee that she had elected not to receive the COVID-19 vaccine because she was pregnant, and outlined how the department's response was 'crushing':

'These mandates have absolutely crushed me. Last year when they were imposed on us, I was 7 months pregnant. I had to suddenly choose between my career or risking the well-being of my unborn child. I say risking because there is no long-term research on the effects these vaccines have on fetuses or newborns. There is no telling if these vaccines will have detrimental effects on children's development down the track. They were conditionally approved and basically an experiment. Yet, I was still forced to choose between risking my child's well-being in order to keep my job. I chose my child's well-being over the vaccine. I had heard of many incidents where miscarriage or stillbirth occurred following the vaccine, my sister-in-law being one of them, and I did not want to risk this. The stress caused was immense and I had to take sick leave and commence my maternity leave early due to this. The stress was not relieved as I knew I could be contacted by PES at any moment. The news continued of the investigations. One of my colleagues ended up being terminated from her permanent position, and all I could think about was when my time was to come. In a time where I should have been relaxed and focused on bonding with my newborn child, all I could think about was when I would be receiving my possible notice of termination'.

Another case study is set out below, which sets out the impact the vaccine mandates had on one teacher:

Case study: Roundtable participant

A teacher who participated in the committee's private roundtable explained that due to her reluctance to receive the COVID-19 vaccine, she has been advised that her ability to remain at her school is 'untenable'. She explained that she has been on sick leave for almost a year, and during this process, has been investigated by the Performance and Ethical Standards Unit in the Department of Education and found guilty of misconduct. She described being 'made to feel like a criminal' after over 25 years of service.

She went on to tell the committee that navigating the issue has been very difficult, and that her sick leave with medical certificates have been declined. She told the committee that she felt 'targeted' as a result of not being vaccinated.

Due to this experience, and the other difficulties facing the profession, she said that when students say: 'I want to be a teacher', she now says: 'Don't do it, I don't want to see you go through this'.

Another long-term teacher explained the significant emotional and psychological impact of the vaccine mandate and having her employment put at risk:

Case study: Name suppressed – Submission 8

A teacher told the committee that she had been teaching in public education in New South Wales since 1998. She went on to explain what she described as 'truly disgusting' treatment of staff following the announcement of the mandate, and argued that 'these mandates are an enormous reason for the current staffing crisis in NSW Public Education'.

This individual outlined a complex medical history, including a hysterectomy, lumpectomy and a back surgery. She explained that as a result of these surgeries, she developed medical post traumatic stress disorder (PTSD). She noted that this complex medical history caused her to be reluctant about receiving the COVID-19 vaccine. When describing the impact of the mandate on her, she said that:

'The stress and anxiety that this time of uncertainty has caused me has been absolutely horrendous to say the very least. The threat to have my very much loved career, that I have worked tirelessly at for 24 years, taken from me because I cannot have a medical procedure, is beyond my comprehension and has been truly devastating on so many levels. The emails that came from the Department during this period were nothing short of appalling'.

She summarised this impact by stating that:

'My PTSD has returned tenfold and been exacerbated to a level that I have never experienced before. It is far worse than what I had previously. I am back seeing my psychologist on a very regular basis again... Other effects that I have suffered are severe anxiety, highly emotional – I have never cried so much in my life, I can't sleep, constant shaking, not wanting to leave the house or be around people, etc. The list could go on'.

The experience of another teacher is set out below, who outlined how the impact of the vaccine mandates worsened the teacher shortage:

Case study: Name suppressed – Submission 15

In their submission to the inquiry, this teacher explained that they had previously been working as a school-counsellor. However, following the introduction of the vaccine mandate, this teacher was dismissed from their position. When explaining the impact of the mandates on teachers and students, this individual said that:

'I connected with many teachers, counsellors, and other school staff who were not allowed to work because of the Department's mandate. I believe the Department sacrificed students' learning and staff morale on the altar of the COVID vaccine. Doing this decimated the amount of staff available to work in schools, caused fear and distrust and anger among its employees, demonstrated extremely poor and unethical decision making to its employees and students, and not to mention the emotional, psychological, economic, social and community impact of dividing

their staff into vaxxed and unvaxxed, coercing their staff into participating in a medical treatment clinical trial, and vilifying those who declined as guilty of ‘misconduct’.

This teacher went on to explain the perception of the Department of Education following the introduction of the vaccine mandates, and the ongoing impact on teachers:

'Subsequent to COVID, the Department now appears to be in a shambles with extremely impactful decisions being made by politically-motivated paper shufflers far removed from the ‘coalface’ who are out of touch with what school communities really want and really need, and with staff morale at an all-time low. Teachers’ workload was already too high; now it is extreme.' Specifically, this teacher also explained that prior to COVID, there was a particularly chronic school-counsellor shortage, which often means students with disabilities, learning needs and mental health concerns may end up 'slipping through the net altogether'. They said that the shortages made this already bad situation worse, and stated that 'the loss of any staff from this crucial resource is unacceptable'. They summarised by telling the committee that '...those who lose the most are the students who are struggling.'

Committee comment

It has been difficult to obtain accurate information from the Department of Education about the impact of its vaccination mandates on teacher supply. It was a break from standard industrial relations practice to have employees unable to make their own private health choices, about their own bodies and wellbeing, with vaccination coerced upon them for fear of losing their job.

The NSW Teachers Federation supported this coercion, abdicating its role in standing up for the health rights and choices of its paid membership. When asked in hearings if the Federation planned to refund the membership fees of these mandate-affected teachers, it had no answer.

In appearances before the PC3 Education Committee, the Department of Education went out of its way to hide the true impact of the mandates on staffing levels. Following Budget Estimates on 2 March 2022, the Committee Chair wrote to the then Chief People Officer, Yvette Cachia, stating that at the Estimates hearing, she was asked for an update on the number of teachers sacked or stood down by the mandates, in particular: “Is there a number for casuals and temps?”

Ms Cachia replied, “I have not got (the numbers) as at today, but I do have it as at 21 February.” She then told the committee that the Chair’s estimate of 7000 teachers either sacked or stood down was wrong, and the number was “significantly lower”.

Yet seven days earlier, on 23 February, Ms Cachia received an email (at 5.49 pm) from her Senior Briefing and Correspondence Officer, Justin Cheung, with the subject heading: ‘Unattested Staff and ECPC Flag’. The ECPC is an Electronic Casual Payroll Claim, with staff flagged as ineligible for employment until such time as they are vaccination compliant.

Mr Cheung said he was “following up on the next steps from our exec paper on unattested staff and the placement of the ECPC flag which includes, 1. Notifying active staff of the requirement to attest prior to being engaged by a school.” He said a “letter (was) to be sent to approximately 9000 staff on Thursday 24 February”, among other steps. An SMS text message was also to be sent asking staff to check their DoE email “regarding (their) vaccination obligations as an employee”.

Mr Cheung concluded, “Most of these documents have been across your desk and you have provided comment of feedback prior. The team are seeking your final endorsement of the actions and timelines.”

The next day, 24 February 2022 (at 9.30 am), Ms Cachia wrote “Approved” in reply to Mr Cheung and the letters and text messages went out. David Withey, the Chief Operating Officer, who had been copied into the Cheung correspondence, wrote “Ditto” in giving his approval.

At a minimum, we know that 9,000 active casual staff were unattested for their vaccination status at the beginning of 2022, and therefore ineligible to work in schools. After the committee asked Ms Cachia to show cause why she shouldn’t be referred to the Legislative Council Privileges Committee for misleading parliament, she resigned from her position, as did Mr Withey.

In its submission to the inquiry the Department tried to downplay the impact of the mandates on 'active staff'. The numbers are quite revealing. As at 31 March 2022, there were 3618 'active teaching staff' either not vaccinated, not vaccination attested or classified as 'confirmation rejected', that is, not able to work under the policy. For other school-based staff, the number was 2345. For 'inactive teachers' the number was far higher: 11,572; while for 'inactive other school-based staff' it was 8985. The grand total across the four categories was 26,520 – a huge impact on school staffing.

Intriguingly, the Department defined 'active staff' as 'staff that are either assigned to a permanent/temporary position or casually nominated to work in schools.' It did not include those waiting for a position/assignment. At a time of critical staff shortages, these casuals and temps would have been invaluable for filling the gaps. But they were ruled ineligible for work by the mandates. This explains, in large part, why the reserve army was not available to step in during the staff shortages.

In evidence to the inquiry, the chief organiser of the NSW anti-mandate organisations, Christian Marchegiani, estimated that one-quarter of mandate-affected school staff have now retired or pursued different careers. That's nearly 4000 teachers and 3000 other staff lost to the system.

Those remaining (with the mandates now abolished) have had trouble getting their positions back, often experiencing bias against their vaccination stance. Many feel like they hold political views, such as mainstream conservatism and libertarianism, that are not welcome in today's school system.

Ironically, by mid-2022 the Department of Education, in abandoning the mandates, had to acknowledge that the vaccination program had become ineffective in stopping the spread of the new Omicron strains BA4 and 5. The unvaccinated were said to be only a danger to themselves. The futility of government trying to control the personal health choices of its workers and citizens had become clear.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That Recommendation 17 be omitted:

'That the NSW Government acknowledge:

- the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices
- the ultimate ineffectiveness of the vaccination program against the COVID-19 Omicron strains BA 4&5
- the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Mr D'Adam moved: That Recommendation 18 be omitted: 'That the NSW Government create an automatic right of return to their former positions for all mandate-affected school and departmental staff.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mrs Houssos: That Recommendation 18 be amended by omitting 'their former positions' after 'That the NSW Government create an automatic right of return to' and inserting instead 'employment within the Department of Education to help address teacher shortages'.

Resolved, on the motion of Ms Boyd: That paragraph 3.35 be amended by:

- a) omitting 'a number of' before 'individuals'
- b) omitting 'Numerous' before 'participants explained' and inserting instead 'These'.

Resolved, on the motion of Ms Boyd: That paragraph 3.37 be amended by omitting 'Stakeholders' before 'criticised the government' and inserting instead 'They'.

Ms Boyd moved: That paragraphs 3.38 – 3.41 be omitted:

One example of an individual impacted by the vaccine mandates in NSW schools is set out below:

Case study: Name suppressed – Submission 25

Submission 25 was made by an individual who had worked as a teacher in NSW for the past 9 years. Prior to that, she had taught at a university for 4.5 years. She described her experience being a teacher to the committee:

'I am a very dedicated teacher who sacrifices plenty of my personal time to ensure my students are being provided with quality learning experiences. The students are my biggest priority, and through my role, I work very hard to ensure that their needs are being met, whether this be their educational, social, emotional etc. I am extremely passionate about my role as an educator'.

This submission maker went on to tell the committee that she had elected not to receive the COVID-19 vaccine because she was pregnant, and outlined how the department's response was 'crushing':

'These mandates have absolutely crushed me. Last year when they were imposed on us, I was 7 months pregnant. I had to suddenly choose between my career or risking the well-being of my unborn child. I say risking because there is no long-term research on the effects these vaccines have on foetuses or newborns. There is no telling if these vaccines will have detrimental effects on children's development down the track. They were conditionally approved and basically an experiment. Yet, I was still forced to choose between risking my child's well-being in order to keep my job. I chose my child's well-being over the vaccine. I had heard of many incidents where miscarriage or stillbirth occurred following the vaccine, my sister-in-law being one of them, and I did not want to risk this. The stress caused was immense and I had to take sick leave and commence my maternity leave early due to this. The stress was not relieved as I knew I could be contacted by PES at any moment. The news continued of the investigations. One of my colleagues ended up being terminated from her permanent position, and all I could think about was when my time was to come. In a time where I should have been relaxed and focused on bonding with my newborn child, all I could think about was when I would be receiving my possible notice of termination'.

Another case study is set out below, which sets out the impact the vaccine mandates had on one teacher:

Case study: Roundtable participant

A teacher who participated in the committee's private roundtable explained that due to her reluctance to receive the COVID-19 vaccine, she has been advised that her ability to remain at her school is 'untenable'. She explained that she has been on sick leave for almost a year, and during this process, has been investigated by the Performance and Ethical Standards Unit in the Department of Education and found guilty of misconduct. She described being 'made to feel like a criminal' after over 25 years of service.

She went on to tell the committee that navigating the issue has been very difficult, and that her sick leave with medical certificates have been declined. She told the committee that she felt 'targeted' as a result of not being vaccinated.

Due to this experience, and the other difficulties facing the profession, she said that when students say: 'I want to be a teacher', she now says: 'Don't do it, I don't want to see you go through this'.

Another long-term teacher explained the significant emotional and psychological impact of the vaccine mandate and having her employment put at risk:

Case study: Name suppressed – Submission 8

A teacher told the committee that she had been teaching in public education in New South Wales since 1998. She went on to explain what she described as 'truly disgusting' treatment of staff following the announcement of the mandate, and argued that 'these mandates are an enormous reason for the current staffing crisis in NSW Public Education'.

This individual outlined a complex medical history, including a hysterectomy, lumpectomy and a back surgery. She explained that as a result of these surgeries, she developed medical post traumatic stress disorder (PTSD). She noted that this complex medical history caused her to be reluctant about receiving the COVID-19 vaccine. When describing the impact of the mandate on her, she said that:

'The stress and anxiety that this time of uncertainty has caused me has been absolutely horrendous to say the very least. The threat to have my very much loved career, that I have worked tirelessly at for 24 years, taken from me because I cannot have a medical procedure, is beyond my comprehension and has been truly devastating on so many levels. The emails that came from the Department during this period were nothing short of appalling'.

She summarised this impact by stating that:

'My PTSD has returned tenfold and been exacerbated to a level that I have never experienced before. It is far worse than what I had previously. I am back seeing my psychologist on a very regular basis again... Other effects that I have suffered are severe anxiety, highly emotional – I have never cried so much in my life, I can't sleep, constant shaking, not wanting to leave the house or be around people, etc. The list could go on'.

The experience of another teacher is set out below, who outlined how the impact of the vaccine mandates worsened the teacher shortage:

Case study: Name suppressed – Submission 15

In their submission to the inquiry, this teacher explained that they had previously been working as a school-counsellor. However, following the introduction of the vaccine mandate, this teacher was dismissed from their position. When explaining the impact of the mandates on teachers and students, this individual said that:

'I connected with many teachers, counsellors, and other school staff who were not allowed to work because of the Department's mandate. I believe the Department sacrificed students' learning and staff morale on the altar of the COVID vaccine. Doing this decimated the amount of staff available to work in schools, caused fear and distrust and anger among its employees, demonstrated extremely poor and unethical decision making to its employees and students, and not to mention the emotional, psychological, economic, social and community impact of dividing their staff into vaxxed and unvaxxed, coercing their staff into participating in a medical treatment clinical trial, and vilifying those who declined as guilty of 'misconduct'.

This teacher went on to explain the perception of the Department of Education following the introduction of the vaccine mandates, and the ongoing impact on teachers:

'Subsequent to COVID, the Department now appears to be in a shambles with extremely impactful decisions being made by politically-motivated paper shufflers far removed from the 'coalface' who are out of touch with what school communities really want and really need, and with staff morale at an all-time low. Teachers' workload was already too high; now it is extreme.'

Specifically, this teacher also explained that prior to COVID, there was a particularly chronic school-counsellor shortage, which often means students with disabilities, learning needs and mental health concerns may end up 'slipping through the net altogether'. They said that the shortages made this already bad situation worse, and stated that 'the loss of any staff from this crucial resource is unacceptable'. They summarised by telling the committee that '...those who lose the most are the students who are struggling.'

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That paragraph 3.42 be amended by omitting 'coerced' before 'upon them for fear of losing their job' and inserting instead 'mandated'.

Resolved, on the motion of Ms Boyd: That paragraph 3.43 be amended by omitting 'coercion' after 'The NSW Teachers Federation supported this' and inserting instead 'the mandate'.

Ms Boyd moved: That paragraph 3.43 be omitted: 'The NSW Teachers Federation supported this coercion, abdicating its role in standing up for the health rights and choices of its paid membership. When asked in hearings if the Federation planned to refund the membership fees of these mandate-affected teachers, it had no answer.' and inserted instead 'The decision to require vaccination was supported by the education unions, on behalf of the teaching workforce, as a health and safety issue'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam, Mrs Houssos.

Noes: Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraphs 3.44-3.50 be omitted:

'In appearances before the PC3 Education Committee, the Department of Education went out of its way to hide the true impact of the mandates on staffing levels. Following Budget Estimates on 2 March 2022, the Committee Chair wrote to the then Chief People Officer, Yvette Cachia, stating that at the Estimates hearing, she was asked for an update on the number of teachers sacked or stood down by the mandates, in particular: "Is there a number for casuals and temps?"

Ms Cachia replied, "I have not got (the numbers) as at today, but I do have it as at 21 February." She then told the committee that the Chair's estimate of 7000 teachers either sacked or stood down was wrong, and the number was "significantly lower".

Yet seven days earlier, on 23 February, Ms Cachia received an email (at 5.49 pm) from her Senior Briefing and Correspondence Officer, Justin Cheung, with the subject heading: 'Unattested Staff and ECPC Flag'. The ECPC is an Electronic Casual Payroll Claim, with staff flagged as ineligible for employment until such time as they are vaccination compliant.

Mr Cheung said he was "following up on the next steps from our exec paper on unattested staff and the placement of the ECPC flag which includes, 1. Notifying active staff of the requirement to attest prior to being engaged by a school." He said a "letter (was) to be sent to approximately 9000 staff on Thursday 24 February", among other steps. An SMS text message was also to be sent asking staff to check their DoE email "regarding (their) vaccination obligations as an employee".

Mr Cheung concluded, “Most of these documents have been across your desk and you have provided comment of feedback prior. The team are seeking your final endorsement of the actions and timelines.”

The next day, 24 February 2022 (at 9.30 am), Ms Cachia wrote “Approved” in reply to Mr Cheung and the letters and text messages went out. David Withey, the Chief Operating Officer, who had been copied into the Cheung correspondence, wrote “Ditto” in giving his approval.

At a minimum, we know that 9,000 active casual staff were unattested for their vaccination status at the beginning of 2022, and therefore ineligible to work in schools. After the committee asked Ms Cachia to show cause why she shouldn’t be referred to the Legislative Council Privileges Committee for misleading parliament, she resigned from her position, as did Mr Withey.’

And the following new paragraph be inserted instead:

‘During Budget Estimates, the Committee Chair repeatedly made claims regarding the supposed number of teachers no longer working in schools as a result of their failure to adhere with the requirement for vaccination. Ms Cachia informed the Committee that the Chair’s estimates of 7,000 were wrong.’

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D’Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Mr Farlow: That paragraph 3.50 be amended by omitting ‘as did Mr Withey’ at the end.

Ms Boyd moved: That paragraph 3.51 be amended by omitting ‘tried to downplay the impact of the mandates on ‘active staff’. The numbers are quite revealing. As’ after ‘In its submission to the inquiry the Department’ and inserting instead ‘noted that, as’.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D’Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 3.52 be omitted:

‘Intriguingly, the Department defined ‘active staff’ as ‘staff that are either assigned to a permanent/temporary position or casually nominated to work in schools.’ It did not include those waiting for a position/assignment. At a time of critical staff shortages, these casuals and temps would have been invaluable for filling the gaps. But they were ruled ineligible for work by the mandates. This explains, in large part, why the reserve army was not available to step in during the staff shortages.’

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D’Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 3.53 be amended by omitting at the end ‘That’s nearly 4000 teachers and 3000 other staff lost to the system’.

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Ms Boyd moved: That paragraph 3.54 be omitted:

'Those remaining (with the mandates now abolished) have had trouble getting their positions back, often experiencing bias against their vaccination stance. Many feel like they hold political views, such as mainstream conservatism and libertarianism, that are not welcome in today's school system.'

Question put.

The committee divided.

Ayes: Ms Boyd.

Noes: Mr D'Adam, Mrs Houssos, Mr Fang, Mr Farlow, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That paragraph 3.55 be amended by omitting at the end:

'The unvaccinated were said to only be a danger to themselves. The futility of government trying to control the personal health choices of its workers and citizens had become clear'.

Resolved, on the motion of Mr Farlow: That Recommendation 17 be amended by inserting in the second dot point 'transmission of' after 'the ultimate ineffectiveness of the vaccination program against the'.

Ms Boyd moved: That Recommendation 17 be omitted:

'That the NSW Government acknowledge:

- the way in which its vaccination mandates infringed on the rights of NSW Department of Education employees to make their own health choices
- the ultimate ineffectiveness of the vaccination program against the transmission of COVID-19 Omicron strains BA 4&5
- the severe staffing shortages caused by the mandates, a hardship on students and staff which should not be repeated in future pandemics.'

and the following new recommendation be inserted instead

'Recommendation X

That the NSW Government seek to properly quantify the true number of teachers who have left the teaching workforce as a result of vaccine refusal, in order to understand current workforce capacity'.

Question put.

The committee divided.

Ayes: Ms Boyd, Mr D'Adam.

Noes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Question resolved in the negative.

Resolved, on the motion of Ms Boyd: That Recommendation 19, as amended by Mr Farlow, be further amended by inserting the following dot points at the end:

- the number of 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)
- the number of teachers on recurrent temporary employment contracts

- the number of temporary teachers who have indicated they would prefer to be permanent
- the number of casual teachers who have indicated they would prefer to be temporary or permanent.

Resolved, on the motion of Mrs Houssos: That the following new recommendation be inserted after paragraph 2.51:

'Recommendation X

That the NSW Government develop a digital allocation system for teacher training placements to ensure placements meet anticipated future school needs.'

Resolved, on the motion of Mrs Houssos: That the following new recommendation be inserted after paragraph 2.65:

'Recommendation X

'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.'

Resolved, on the motion of Mrs Houssos: That dissenting statements be provided to the secretariat within by 12.00 midday Monday 7 November 2022.

Mr Farlow moved:

- The draft report as amended be the report of the committee and that the committee present the report to the House;
- The transcripts of evidence, submissions, tabled documents, answers to questions on notice and supplementary questions, individual responses to the online questionnaire, online questionnaire summary report, and correspondence relating to the inquiry, be tabled in the House with the report;
- Upon tabling, all unpublished attachments to submissions and individual responses to the online questionnaire be kept confidential by the committee;
- Upon tabling, all unpublished submissions, tabled documents, answers to questions on notice and supplementary questions, the online questionnaire summary report, and correspondence relating to the inquiry, be published by the committee, except for those documents kept confidential by resolution of the committee;
- The committee secretariat correct any typographical, grammatical and formatting errors prior to tabling;
- The committee secretariat be authorised to update any committee comments where necessary to reflect changes to recommendations or new recommendations resolved by the committee;
- The Chair to table the report in the House on Tuesday 8 November 2022;
- The Chair to advise the secretariat and members if they intend to hold a press conference, and if so, the date and time.

Question put.

The committee divided.

Ayes: Mr Fang, Mr Farlow, Mrs Houssos, Mr Latham, Mrs MacDonald.

Noes: Ms Boyd, Mr D'Adam.

Question resolved in the affirmative.

Resolved, on the motion of Mrs Houssos: That the committee hold a further hearing in February 2023 to further revisit issues identified in this report, and that no subsequent report be tabled.

3. Adjournment

The committee adjourned at 4.45 pm *sine die*.

Madeleine Dowd
Committee Clerk

Appendix 4 Dissenting statements

Ms Abigail Boyd MLC, The Greens

If you've come looking for a report into the issues contributing to the chronic teacher shortages facing schools in New South Wales, you would be forgiven for thinking you had come to the right place. Unfortunately, you will walk away from reading this report disappointed and frustrated. The reader would be far better served to instead spend their time reading and internalising the findings and recommendations of the 2021 Gallop report, Valuing the Teaching Profession.

Rather than take seriously the real, structural and pernicious issues facing our education workforce, and laying out, if not a fully formed plan then at least a consolidation of the available evidence and recommendations based on expert testimony and grounded in the facts, what this Committee has delivered in this Report is an incoherent grab bag of the personal opinions and gripes of the Chair.

I would like to take this opportunity to thank, and apologise to, the vast array of education experts, representatives and community members who took up their valuable time to contribute their considered opinion and expertise to this Inquiry, only to have it misrepresented, attacked or disregarded entirely. With the benefit of the unique opportunity accorded to this Committee - of four days of hearings and evidence, hundreds of submissions from individuals and organisations, and over 11,000 respondents to the Inquiry's questionnaire - we had the chance and the responsibility to address the real issue of current and future teacher shortages in NSW schools, its causes and possible solutions. This opportunity has been tragically squandered, sacrificed in the pursuit of an antiquated and sclerotic conservative agenda.

The Committee staff have, as always, done an admirable job in attempting to condense and present the vast amount of evidence heard and received during this Inquiry, and their efforts have gone a long way to preserving some of the validity of this report by their faithful and accurate recording of the facts and evidence. Unfortunately, the sheer volume of unsubstantiated and irrelevant editorialisation that constitutes the majority of the Committee comment sections and permeate throughout the recommendations, as drafted by the Chair, threatens to derail and overshadow the real and important findings and possible solutions to this vital issue.

This report is groaning under the weight of the Chair's baseless claims, ideological bugbears and disdain for the hundreds of thousands of school staff working across NSW. It is laden with tired culture war tropes and outdated thinking with no grounding in the lived reality, wishes or needs of classroom teachers, seemingly plucked at random from the battered and well thumbed pamphlets of conservative and libertarian think-tanks motivated by a political agenda far removed from the wishes and needs of society.

As noted in the evidence, the status of the profession has been consistently devalued in the media and certain elements of the community, and this negative perception has had a direct impact on the welfare and motivation of teachers, directly contributing to some teachers no longer wishing to work in the profession.

Fully informed of this evidence, this report seemingly seeks to double down on this negative reflection on teachers - on their professionalism, their work ethic, their professional judgment, and their capacity. Bafflingly, this assault on teachers has been given the full throated support of the government. The extensive attempts to reform the Chair's corrosive Report are borne out in the Committee's minutes attached in the appendix to this Report.

The overwhelming, incontrovertible evidence heard by this Committee was that teachers are overworked and underpaid. That teachers and school staff simultaneously don't receive adequate support and resourcing, while also being subjected to increasingly onerous reporting requirements and adversarial scrutiny. That their heroic efforts and professionalism in the face of extreme adversity, inadequate resourcing and misguided policy settings, go unappreciated and unacknowledged. This report's recommendations are directly contrary to that evidence.

Further thousands of words are dedicated to the idea of behaviourism, and the perceived lack of 'discipline' amongst student cohorts. This is an issue that has been seized upon by the Chair and elevated far above any weighting or significance reflecting the evidence received by this committee. The topic of student behaviour as an issue regarding teacher shortages barely registered in evidence heard by the committee, and in the instances where it did it was drawn out by the Chair's questioning. The experts' evidence invariably was to recommend an increase in classroom supports and resources, not a further tightening of disciplinary measures. The topic of discipline, in the public hearings, was only ever raised by the Chair.

Similarly, the Chair's well documented personal fixation on the necessary and scientifically and socially justifiable obligation to receive a COVID-19 vaccination in order to conduct in-person classroom teaching has been given outsized room and credence in this report. Such was the paucity of evidence to attest to the Chair's claims that, in an attempt to attain a veneer of credibility and weight, extensive extracts of individual submissions were published verbatim.

That the Chair's own personal crusades came to dedicate so much space in this report makes a mockery of the Legislative Council Committee process.

Despite some incredibly modest improvements made during the Committee's lengthy deliberations on this Report, this report still contains findings, assertions and recommendations with no grounding in the evidence presented to this Committee. Frequently, they are in direct contradiction to the actual evidence heard and submitted. Unfortunately, they are more frequent and persistent than I could possibly refute in the space available to me in this dissenting statement.

The few, small redeeming elements and observations in this report are drowned out by a swirling maelstrom of base, political assault on the teaching profession. I apologise again to all who hoped this Inquiry would deliver a plan or reprieve from the chronic teacher shortages plaguing our schools and which is destined to worsen in coming years. It is a sensation teachers have unfortunately become all too used to - you deserved a lot better than you have received.

Hon Anthony D'Adam MLC, Australian Labor Party

This inquiry has traversed many essential aspects of the NSW education system's current crisis. The patient is sick, on that we can agree. But when it comes to a diagnosis the committee has gotten it catastrophically wrong. Its primary prescription is to attack teacher working conditions. If this was implemented it would do untold damage to a system already struggling to cope. It would compound the problem of teacher shortages, a problem that is already adversely affecting many students.

The report purports to be seeking to raise the professional status of teaching as a remedy to the supply crisis. However the committee chose to ignore the substantial work that was done in relation to this question by the independent inquiry chaired by Geoff Gallop. In its comprehensive report the Gallop Inquiry provided a blueprint that the committee could have backed in. When invited to do so the committee chose not to support Gallop's recommendations on improving salaries and conditions, and the provision of additional time to teachers to enable them to meet the increasing workload that is driving them out of the profession.

The report unfairly assigns significant blame for the shortages on the alleged failings of the university sector and their delivery of initial teacher education (ITE). While there is undoubtedly scope for improvement in the way initial teacher education is undertaken, this is not, based on the evidence taken by the committee, the main driver for the shortages. There is an agenda at work to undermine the role of universities in the education system and see their role in the provision of ITE supplanted by alternative models. Universities have been unfairly demonised. While inadequate preparation of early career teachers is clearly leading to high attrition rates universities cannot be held solely to blame for this.

The report places a particular emphasis on the model developed by Alphacrucis University College as being the preferred way forward for ITE. Certainly an apprenticeship model is one that should be further explored and holds significant promise for reducing the attrition rate in ITE. While the Alphacrucis model has a number of commendable elements, the committee should not single out one provider for preferential treatment.

The report assigns a significant role to COVID for causing the teacher shortages. COVID no doubt exacerbated the shortage. The absorption of any remaining latent capacity in the system into the post-COVID Intensive Learning Support Program further constrained the existing supply of teachers. However the drivers of the shortages were present prior to COVID and will continue well beyond if urgent action is not taken. Substantial segments of the report have been dedicated to covering the question of vaccine mandates. It seems this is in an effort to keep an issue that has been substantively resolved alive for base political purposes.

The report also raises the issue of deteriorating behaviour in classrooms as a major contributing factor in the declining appeal of the teaching profession. Certainly, there are issues that need to be addressed when it comes to behaviour management, particularly in public education. Unfortunately, the committee did not properly grapple with the complexities that are driving this phenomenon. The prescriptions arrived at in the report fell far short of what is needed. Instead, the committee has been seduced by the authoritarian model of behaviour management offered by the Michaela school. We should be sceptical of this model with its valorisation of values of order and obedience to authority.

The report assumes an underlying deficiency in the existing workforce that is insulting to the thousands of teachers currently working in the system. The answer offered by the committee is to find and attract

“high achievers” to teaching by reducing the time required to qualify to teach by watering down the Masters of Teaching. How you reconcile raising the professional status of teaching while at the same time watering down the requisite qualifications is a contradiction that the committee has not resolved.

As is the pattern in the public debate around teacher shortages the answers offered by the committee seem to predominately fall on the supply side rather than looking at the harder questions around retention. Insecure employment in the teaching profession is at epidemic proportions. Proposals to set a benchmark for the maximum number of employees in insecure work were rejected and a weak injunction to the department to make more people permanent was as far as the committee was prepared to venture.

An issue that was raised in evidence but that received little attention was the question of the utility of the accreditation system. Accreditation has added little to improving teacher quality while it has placed additional pressure on teachers with the demands of the accreditation system being predominantly met by teachers in their own time. It is a system designed to satisfy policymakers and exemplifies the absence of trust in teachers as professionals.

The committee deliberative process is often a battle over which voices should be amplified and which should be silenced. In this case, the committee has chosen to elevate the voice of ideologues in the Centre for Independent Studies (CIS), a voice that seeks to disparage teachers, teacher unions, and public education.

Despite the balance of the evidence pointing to workload as being a major driver of teachers leaving the profession, the report casts doubt on this by introducing evidence from the CIS that seeks to muddy the waters. Readers should be asking why.

Rather than blaming teachers we must listen to them. They are telling us that they do not have the time to do the job properly, leading to burnout. That we need to listen to teachers seems self-evident but insufficient effort was put into amplifying teacher voices in this report.

Hon Courtney Houssos MLC, Australian Labor Party

Chronic teacher shortages are plaguing our NSW schools. Although all sectors are facing these challenges, we know the NSW Education Department was clearly warned years ago, yet failed to take action until it was too late.

Instead of collecting data to map the teacher shortages, and the resulting merged classes and minimal supervision of students, the NSW Education Department has instead tried to hide the scale of the problem. They have even retracted previously provided data.

Then, after years of denying there was a problem, the NSW Government finally announced its Teacher Supply Strategy. However it is failing to solve the problem. One of their key initiatives, Recruitment Beyond NSW program has resulted in only 2 out of the 460 teachers promised teaching in schools.

There is no doubt this failure to adequately staff NSW schools with qualified teachers has contributed to falling student outcomes. The biggest influencing factor in student success in the classroom is their teacher. Yet, the NSW Government's failed Local Schools, Local Decisions policy cut vital curriculum, literacy and well-being experts who supported our public school teachers. At the same time as cutting these vital supports, teachers have been swamped with additional administrative tasks, taking up valuable teaching time. Whilst recruiting teachers will help solve the teacher shortage crisis, retaining teachers is crucial.

Data collection is important to monitor student progress, which should also be clearly communicated with parents. However, we heard firsthand from teachers about the overwhelming administrative burden on them and the effect it is having. Whilst the public may think teachers have relatively short working hours of 9am – 3pm, and 12 weeks of school holidays, we heard about the long working hours so many teachers have away from face-to-face teaching: preparing lessons, marking papers, undertaking professional development and catching up on administrative tasks. Despite all schools being governed by NESA's requirements, I was particularly concerned about huge discrepancies between how these requirements are being interpreted, especially in relation to programming. I believe teachers, parents and the community would all benefit from a greater awareness that teachers are entitled to 4 weeks annual leave each year during their school holidays.

Some schools have pioneered their own approach for newly graduated teachers, but there is clearly a need for a more structured support and mentoring program in the first years of teaching in the classroom. It is hard to imagine another profession where new graduates are given such autonomy, with such little support.

Thank you to all of the teachers, advocates, unions, academics and members of the community who took the time to participate in our inquiry. Our students deserve a world class education in our NSW public schools, and ensuring qualified teachers are in every class room, will make this happen.

