

Q44.

# Review to Inform a Better and Fairer Education System

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## **Chapter 2: Improving student outcomes – including for students most at risk of falling behind**

Q1. 1. What are the most important student outcomes for Australian school students that should be measured in the next NSRA? Should these go beyond academic performance (for example, attendance and engagement)?

Q2. 2. What are the evidence-based practices that teachers, schools, systems and sectors can put in place to improve student outcomes, particularly for those most at risk of falling behind? Are different approaches required for different at-risk cohorts?

Q3. 3. How can all students at risk of falling behind be identified early on to enable swift learning interventions?

Q4. 4. Should the next NSRA add additional priority equity cohorts? For example, should it add children and young people living in out-of-home care and students who speak English as an additional language or dialect? What are the risks and benefits of identifying additional cohorts?

Q5. 5. What should the specific targets in the next NSRA be? Should the targets be different for primary and secondary schools? If so, how? What changes are required to current measurement frameworks, and what new measures might be required?

Q6. 6. How can the targets in the next NSRA be structured to ensure evidence-based approaches underpin a nationally coherent reform agenda while allowing jurisdictions and schools the flexibility to respond to individual student circumstances and needs?

Q7. 7. How should progress towards any new targets in the next NSRA be reported on?

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### **Chapter 3: Improving student mental health and wellbeing**

Q8. 8. What does it look like when a school is supporting student mental health and wellbeing effectively? What is needed from school, systems, government and the community to deliver this?

Q9. 9. What evidence-based wellbeing approaches currently being implemented by schools and communities should be considered as part of a national reform agenda?

Q10. 10. Should a wellbeing target be included in the next NSRA? Could this use existing data collections, or is additional data required?

Q11. 11. Would there be benefit in surveying students to help understand student perceptions of safety and belonging at school, subjective state of wellbeing, school climate and classroom disruption? Would there be value in incorporating this into existing National Assessment Program surveys such as NAPLAN?

Q12. 12. To what extent do school leaders and teachers have the skills and training to support students struggling with mental health?

13. 13. What can be done to establish stronger partnerships between schools, Local Health Networks and Primary Health Networks?

Q19. 14. What can be done to ensure schools can easily refer students to services outside the school gate that they need to support their wellbeing? How can this be done without adding to teacher and leader workload?

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## Chapter 4: Our current and future teachers

Q20. 15. What change(s) would attract more students into the teaching profession?

Advocate for education policy adjustments that address the undesirable issues associated with teaching, such as workloads, overtime, increasing compliance and managing disrespectful student behaviour. Greater autonomy for teachers in the classroom, a reduction in face-to-face contact hours and an increase in preparation and professional learning time. Higher and more prestigious entry standards and a higher ATAR requirement for teaching degrees in Australia. Develop and initiate Year 11 and 12 courses in educational psychology or teaching. Consider applying psychometric testing to ensure future entrants have the necessary skills for building and maintaining positive relationships with students, parents and colleagues. Deliver professional learning to teaching staff on the importance of good relationships with students and other staff; the importance and necessity of vocal loyalty to their profession. Universities raise the awareness amongst teaching graduates that their vocal loyalty to the profession has a positive impact on student perceptions of teaching as a career. Identify prospective teachers and offer awards, mentoring, acceleration programs and scholarships

Q32. 16. What change(s) would support teachers to remain in the profession?

Advocate for education policy adjustments that address the undesirable issues associated with teaching, such as workloads, overtime, increasing compliance and managing disrespectful student behaviour. A consideration of the real classroom impact of the promise to cater for increased diversity of all kids, learning and gender. Greater autonomy for teachers in the classroom, a reduction in face-to-face contact hours and an increase in preparation and professional learning time. Universities review course units to include greater emphasis on behavioural and group psychology, neuroscience for understanding student brain function and behaviour, innovation, design thinking and technology within the courses.

Q31. 17. What change(s) would support qualified teachers to return to the profession?

Pay and conditions are commensurate to other professional bodies, in terms of hours worked, pay offered, capped duties, career paths.

Q30. 18. What additional reforms are needed to ensure that the schools most in need can support and retain highly effective teachers?

Pay, conditions, online teaching and distance education. Apprenticeship model of scholarship in country and regional schools.

Q29. 19. What can be done to attract a diverse group of people into the teaching profession to ensure it looks like the broader community?

Universities and education sector leaders create recruitment initiatives that include promoting education as a desirable career choice. Both groups of leaders work with schools to identify prospective teachers and offer awards, mentoring, acceleration programs and scholarships to entice identified high school age students into teaching. Extensive and targeted recruitment strategies are devised by these organisations to attract appropriate high school age students towards a career in the areas of projected teacher shortage. Examples include attracting high-achieving Mathematics and Physics students into specialist Mathematics and Physics teaching and males into primary school teaching.

Q28. 20. What can be done to attract more First Nations teachers? What can be done to improve the retention of First Nations teachers?

Offer roles for First Nations pre-service teachers in schools with a large proportion of First Nations people as an apprenticeship of observation, paid as an education assistant, as opposed to full scholarship at University then practicum.

Q26. 21. What reforms could enable the existing teacher workforce to be deployed more effectively?

Different pay scale for promise of flexibility. Teachers or teacher couples are recruited as flexible teachers and can be moved to various places.

Q25. 22. How can teacher career pathways, such as master teachers and instructional specialists, be improved to attract and retain teachers? How should this interact with the Highly Accomplished or Lead Teacher (HALT) certification and the Australian Professional Standards for Teachers?

Set career path trajectory that is both achievable and accessible, which has components of extra study, years of experience and performance review.

Q24. 23. Are there examples of resources, such as curriculum materials, being used to improve teacher workload or streamline their administrative tasks?

Teacher workload is as much about marking, preparation for diversity within the class, the delivery of the content in a meaningful way, and the emotional burden of anticipating and working with young people and families, as it is about the content. Communications from school and home and extra-curricular also add to the workload.

Q23. 24. How should digital technology be used to support education delivery, reduce teacher workload and improve teacher effectiveness? What examples are you aware of?



Lectures online, reduction or removal of nominal hours through state curriculum authorities - acceptance that some content can be delivered via hybrid models and great autonomy given to teachers and schools to do so.

Q22. 25. Are there benefits for the teaching profession in moving to a national registration system? If so, what are they?

National registration promotes the status of the profession. It also allows for greater collaboration on best practice for teacher professional development. National recognition aligns the education systems and therefore reduces any execution cap created by programs working in different directions. Upskilling is more intuitive and movement between the states is possible.

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## **Chapter 5: Collecting data to inform decision-making and boost student outcomes**

Q27. 26. What data are of most value to you and how accessible are these for you?

Q35. 27. Is there any data that are not currently collected and reported on that is vital to understanding education in Australia? Why is this data important?

Q34. 28. Should data measurement and reporting on outcomes of students with disability be a priority under the next NSRA? If so, how can this data be most efficiently collected?

Q33. 29. Is there a need to establish a report which tracks progress on the targets and reforms in the next NSRA? Should it report at a jurisdictional and a national level? What should be included in the report?

Q32. 30. Is there data collected by schools, systems, sectors or jurisdictions that could be made more available to inform policy design and implementation? What systems would be necessary to enable these data are made available safely and efficiently?

Q31. 31. The Productivity Commission and Australian Education Research Organisation (AERO) have identified the need for longitudinal data to identify the actual students at risk of falling behind based on their performance (and not on equity groups alone) and to monitor these students' progress over time. Should this be the key data reform for the next NSRA?

Q30. 32. Should an independent body be responsible for collecting and holding data? What rules should be in place to govern the sharing of data through this body?

Q29. 33. Is there data being collected that is no longer required?

Q28. 34. How could the national Unique Student Identifier (USI) support improved outcomes for students?

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## **Chapter 6: Funding transparency and accountability**

Q36. 35. Are there other objectives for funding accountability and transparency we have missed?

Q39. 36. How can governments make better use of the information already collected and/or published to achieve the objectives?

Q38. 37. What other funding accountability and transparency information regarding schools (both your school and the education system more generally) would be useful?

Q37. 38. What are the priority gaps in the current funding transparency and accountability arrangements from your perspective?

Q59. Do you have any additional comments? (2,000 characters)

In my PhD study, student perceptions of choosing teaching as a career, included a consideration of desirable colleagues and peers at work. Teachers' visible relationships with other teachers have a role in influencing student perceptions of teaching as a career. Generally, students who experienced teachers enjoying each other's company and displaying collegial comradery, resulted in positive perceptions of teaching. Students who witnessed negative interactions and colder collegial relationships, generally translated these experiences to negative perceptions of teaching as a career. Teachers' who visibly display their professional relationships with colleagues have a positive influence on student perceptions of teaching. Poor teacher-student relationships and negative experiences with teachers generally led to students having a negative perception of teaching as a career. This study revealed that, at times, these negative experiences and poor relationships can be a motivational force that ultimately draws people towards the profession. The underlying motivation was connected to the desire to be a change agent. Students thought they would like to return to school as teachers and take responsibility for bettering student outcomes. The results of the study suggested that some students see teachers as providers of an essential community service, inherently linked to the structure of society. They concluded that because teachers hold this essential place within society, the profession is exempt from the normal social status related judgements. Students likened teachers to mothers, fathers, and priests to explain their understanding of this social status exemption. Interestingly, teachers were among the first to be called 'essential workers' in the latest COVID-19 pandemic. The governments returned the teaching profession to work in the first phases of re-opening the countries, post isolation. Therefore, recognising teachers as 'essential workers' within society.

Q52. If you have more information you would like to share with the Expert Panel, please send a written response as a .docx or RTF format to [NSRA.submissions@education.gov.au](mailto:NSRA.submissions@education.gov.au). An additional PDF version may also be submitted. Please make sure to note that your email is to be considered alongside your current submission.

If you have any questions about your submission or the submissions process more broadly, please contact [NSRA.submissions@education.gov.au](mailto:NSRA.submissions@education.gov.au)