Productivity Commission Review of National School Reform Agreement – Submission from the Teachers' Work in Schools Research Team

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The ***Teachers' Work in Schools* research team** makes this submission to assist the Productivity Commission in assessing "the effectiveness and appropriateness of the NPIs" (National Policy Initiatives).

Our **expertise relates to the nature of teachers' work in public education systems across Australia**. We consider how this provides the broader context for understanding the place of NPIs, and the work associated with the production of them within schools. While this might, as first glance, seem peripheral to the review's remit, we argue that consideration of teachers' work is critical to the overarching objective of the National School Reform Agreement: *"that Australian schooling provides a high-quality and equitable education for all students."*

Teachers' conditions of work directly affect student's learning outcomes. We encourage the Productivity Commission in its review to consider the current and future needs of the teacher workforce in Australia and the ways in which current commonwealth and state school education policies are augmenting, or in some cases burdening, teachers' work.

The past ten years have seen **considerable shifts reported in the amount and nature of work undertaken by teachers**. Our programme of research has documented these perceptions, and associated experiences, reviewing it nationally and in detail across two state contexts (NSW and WA).

Collectively, our research highlights that **public school teachers in Australia are experiencing substantial pressure** related, for instance, to administrative and data collection requirements, with this difficulty 'blanketing' teaching work across such factors as school type, geographical location and level of advantage. At the same time, our research has shown the **considerable and context-specific challenges** some teachers face in a system that is increasingly segregated, largely due to an ongoing policy of school 'choice' and inequity in school funding and resourcing. Much of this pressure is related to increasing work demands associated with data, reporting and compliance.

Teachers, across our research, call for greater support and recognition from their employer, and wish to feel valued. They are highly motivated to achieve holistic educational goals, such as those laid out in the Mparntwe statement, for their students; and they rate work activities directed at personalisation and equity as particularly important. However, **teachers are acutely aware, and frequently frustrated, that much of their current work is not well aligned to the pursuit of these goals**. This is compounded by perceptions that teachers lack time and capacity to focus on their 'core work' of teaching and learning.Recent industrial unrest across public education systems nationwide is symptomatic of the frustrations that teachers' feel regarding the sustained pressures they face in their work as educators. In partiuclar a data, measurement and accountability framework for schooling that is:

- more aligned with this 'core work' a
- more aligned with the pursuit of broad educational goals, especially equity
- designed for teaching and learning purposes
- designed for optimal ease of implementation and efficiency

would alleviate some of teachers' frustrations. Any **revisions to the national reform initiatives, particularly the measurement framework, impacting on teachers' work with data, should aim for consistency, efficiency and a minimisation of workload.**

In this submission, we summarise our recent relevant publications and provide a list of recommendations for positive policy progress to address current challenges confronting teachers in schools.

Please note that the Teachers' Work in Schools research team is happy to provide expert testimony and/or answer any direct queries from the Productivity Commission on these important matters, should that be desired. Contact details are above

Recommendations

Based on our collective and substantial research work as part of the *Teachers' Work in Schools* team, we present the following recommendations.

"The effectiveness and appropriateness of the NPIs":

1. Any **recommendations the Commission makes need to consider the current workload, working hours and working conditions** of Australian school teachers.

2. **Reorient the NPIs, toward the Mparntwe goals, especially equity** where greater transparency is needed. There is some evidence that teachers would be likely to support this reform including:

   a. Extensive teacher questionnaire data examining teachers' work activities and their evaluation of those activities in terms of importance, time and resource allocation, orientation to teaching and learning or regulation and compliance.

   b. A large corpus of qualitative data, from interviews and questionnaires, outlining teachers' frustrations with the current educational assessment, measurement and NPI policy frameworks.

3. **Align the national goals, NPIs and teachers' work values, and improve external accountability processes**. Accountability, while important, should be embedded in teachers' everyday work and the exercising of their professional knowledge, rather than being imposed from available data by the system above. It should also be accompanied by system accountability.

4. Any reorientation/realignment of the NPIs and other system elements should involve **extensive consultation with teachers, as primary stakeholders, and also students and parents.** NPIs should be aligned to educational goals that resonate with these stakeholders. Deep and extended consultation and partnership is necessary at all phases of reform: design, piloting, implementation and evaluation. In all instances commitment to evaluation should be established and include assessment of impact upon teacher workload (see also rec. 9).

5. **Any recommendations for change should also reduce administrative workloads** associated with assessment and data work, **and audit data and paperwork** requested to determine what is really needed, with the goal of a substantial, net reduction in the quantum of paperwork and data reporting. Further, apply these principles in relation to both existing and future requirements for data, compliance information and related administrative activity, and do so at all levels (teachers, principals).

6. **Monitor equity in the school system,** to reduce segregation across schools and fully support schools according to need. This will also have the effect of distributing demands across school setting and the teacher workforce. We note that recent analyses of PISA data, from the National Framework for Measurement in Schools, highlights the growing inequity in student outcomes (Thomson, 2021)[1]

7. **Value teachers' professional judgement**, recognise the value of teachers' work in schools and the broader community, and understand the complexity of what they do.

8. **Develop a national, or state-wide, teacher recruitment, retention and allocation strategy, and improve working conditions** to induce greater interest in teaching careers, and through this affect heightened public/community perceptions of teaching and those who undertake teaching work. Review teacher workforce needs of the future to make teaching a profession of choice for emerging talent.

    a. Such approach must take serious account of the role of advantage in schooling outcomes to ensure that the teaching profession recruits from all cultural and socio-economic backgrounds.
    b. Integration of teacher workforce data (NTWD, ITE,other) with school and student data will enable optimal workforce management

9. **Provide supports for, rather than purely make demands on, school staff,** with particular attention to the demands of educational agencies and government education departments in this matter. For example, specific attention should be applied to the following NRI:
    – Supporting students, student learning and student achievement ☐ Assist teachers to monitor individual student progress ☐ The online resources, with associated professional learning, will be progressively rolled-out from 2022

    – Enhancing the national evidence base ☐ Improve national data quality, consistency and collection to improve the national evidence base and inform policy development

    While both these initiatives are much needed and hold considerable potential to improve teaching and learning, they should follow the following principles:

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[1] Thomson, S. (2021). Australia: PISA Australia—Excellence and Equity?. In Improving a country's education (pp. 25-47). Springer, Cham.

I. Provide support, and time release, for teacher consultation and full partnership in design, piloting, implementation and evaluation.
II. Consultation and partnership are directed to consider impact upon teacher workload as a priority
III. Implementation is supported by adequate time release and resourcing, with additional provision for initial stages
IV. Implementation monitoring in partnership with teachers, and commitment to retraction of existing workload items if *there is anything* that might remotely cause additional work for teachers and or principals
V. Commitment to evaluation timeframes and inclusion of workload impact within evaluation design.

These are important considerations due to the high work hours and workload currently experienced, but also because effective policy implementation cannot occur without deep engagement of teachers.

10. **Work with media organisations to establish understanding of the vital role of holistic education goals and the role of teachers in creating and maintaining a vibrant, democratic society.** These are imperative for a healthy school system and strong student outcomes.

Below, we provide **details of relevant publications documenting the recent intensification of teachers' work, their current workload and the working condition of teachers.** We briefly **summarise the key findings** and explain the relevance of each, grouped according to the following five themes:
1. teachers' work and workload;
2. precarity and job insecurity in the teaching profession;
3. principals' work and workload;
4. implications of school choice for teachers and principals; and
5. union campaigns to improve teachers' salaries, status and working conditions.
This accompanied by **samples of media and engagement** at the end of the submission.

1. Teachers' Work and Workload

Reports (with hyperlinks to web versions)

- Wilson, R., Stacey, M., & McGrath-Champ, S. (2020). *Teachers' work during the COVID-19 pandemic: Shifts, challenges, and opportunities.* Centre for Strategic Education, Occasional Papers, Volume 169. https://www.researchgate.net/publication/346670576_Teachers'_work_during_the_COVID-19_pandemic_Shifts_challenges_and_opportunities

- McGrath-Champ, S., Wilson, R., Stacey, M. & Fitzgerald, S. (2018). *Understanding work in schools: The foundation for teaching and learning.* https://www.nswtf.org.au/files/18438_uwis_digital.pdf

- Fitzgerald, S., McGrath-Champ, S., Wilson, R. & Stacey, M. (2019). *Understanding work in WA public schools: 2019 report to the State School Teachers Union of WA.* Perth, Australia: SSTUWA. https://www.sstuwa.org.au/news-home/2019/jul/wa-teachers-seek-pay-rise-and-support-workload-pressure-soars

- McGrath-Champ, S., Wilson, R., Stacey, M. (2017). *Teaching and learning: Review of workload.* NSW Teachers Federation: Surry Hills. https://ses.library.usyd.edu.au/handle/2123/21927

Academic journal articles and chapters

- Gavin, M., McGrath-Champ, S., Wilson, R., Fitzgerald, S., & Stacey, M., (2022) National reports of intensification and its threats to democracy. In Riddle S, Heffernan A, and Bright, D. (Eds.) *New perspectives on Education for Democracy: Creative Responses to Local and Global Challenges*, pp. 110-123. Routledge.

The notion of the de-democratisation of education—or injection of neoliberal imperatives in education—has fundamentally transformed teachers' pedagogy and working conditions over the last 40 years. This chapter synthesises recent large-scale surveys (N=48,000) reporting on the contemporary condition of teacher workload across five Australian states. The most prominent finding emerging from these surveys is the **documentation of the near-universal intensification of teachers' work** (perceived to be driven by the "heavy hand" of compliance reporting and datafication), with a correspondingly **reduced time to focus on matters seen as more directly related to classroom teaching**. We articulate the complex work activities and workload of teachers, reflecting upon how **intensification (that is, working harder and longer) may threaten the democratic purposes of schooling**.

- Stacey, M., Wilson, R. & McGrath-Champ, S. (2020). Triage in teaching: the nature and impact of workload in schools. *Asia Pacific Journal of Education*, online first. doi: 10.1080/02188791.2020.1777938

This article draws on data from the 2017 'Review of Workload' union study listed above. The article argues that changes to teachers' work and workload in NSW has led to a **process of triage occurring in schools, with teachers being forced to decide "what was most pressing and acting accordingly**, knowing that some tasks may ultimately never be completed" (Stacey, Wilson, & McGrath-Champ, 2020). The article also expands further on the findings of the original report to suggest that increased accountability via paperwork and reporting requirements may be operating to re-shape and re-define what it means to be a teacher, and just what a teacher 'does', with some participants experiencing ambivalence about what work was or should be considered most important. The sustainability of this settlement for teachers is thereby brought into question.

- Fitzgerald, S., McGrath-Champ, S., Stacey, M., Wilson, R. & Gavin, M. (2019). Intensification of Teachers' Work under Devolution: A 'Tsunami' of Paperwork. *Journal of Industrial Relations 61*(5), 613-636. doi: 10.1177/0022185618801396

This article explores changes in work demands experienced by NSW teachers and provides **evidence of devolution-driven work intensification**. The paper examined teaching professionals' views through interviews with teacher union representatives from significant, qualitative investigation. The research was undertaken in 2014-2015 prior to the 2018 Major Study commissioned by the Teachers' Federation. It provides documentation of the very long working hours of teachers. Consistent with a model of work intensification, the **'tsunami' of workload increases were almost universally reported primarily in relation to 'paper work'** requirements. Founded in a smaller sample than the Major Study, this research initially discerned differences in the nature of intensification according to socio-educational advantage, level of schooling (primary or secondary), and location which were less evident from the subsequent, large-scale study.

- Stacey, M. (2017). The teacher 'problem': An analysis of the NSW education policy Great Teaching, Inspired Learning. *Discourse: Studies in the Cultural Politics of Education 38*(5), 782-793. doi: 10.1080/01596306.2016.1168778

  This article discursively examines a policy introduced at state level in NSW in 2013. The policy reflects concern with teacher quality, both within schools and at the level of initial teacher education and flags a range of measures to be put in place to improve this perceived situation, including such policy technologies as the Literacy and Numeracy Test for Initial Teacher Education (LANTITE), as well as processes for ongoing professional development and the linking of the teaching award to level of accreditation. Using Carol Bacchi's 'What's the problem represented to be?' approach to policy analysis, the article argues that this policy is an example of 'neoliberalisation' in education, with **teachers being largely, although not entirely, 'responsibilised' for schooling** (which are discursively linked to national economic) outcomes. Meanwhile, there are **considerable 'silences' within the policy around broader systemic issues** such as funding, student segregation and cohort effects.

- Parding, K., McGrath-Champ, S. and Stacey, M. (2020) Governance reform in context: Welfare sector professionals' working and employment conditions, *Current Sociology 69*(1), 119-139. https://doi.org/10.1177/0011392120909859.

  This article addresses the relationship between profession, organisation and spatial (geographical) setting, more specifically the relationship between welfare sector professionals' conditions for work amidst governance change. In previous research, the conditions for welfare sector professionals' work have largely been studied without taking the employing organisations or the local and regional situation into consideration. This article seeks to counteract this de-contextualised approach. The authors show that the circumstances of the specific workplace context are essential in understanding welfare sector professionals' working conditions, especially so in current governance contexts characterised to varying degrees by marketisation, via processes and structures which facilitate choice, competition, privatisation and devolution. This line of argument is illustrated in relation to how upper secondary teachers in Sweden experience their conditions for work and employment in eight schools across three different 'market types'. The authors contend that **whilst different conditions in different workplaces can to some extent always be expected, current governance agendas in the welfare sector seem to exacerbate these differences.** The article's theoretical contribution, therefore, is in the privileging of local contextual dynamics. The authors suggest a stronger emphasis on spatially-informed frames of reference in future studies of conditions for welfare sector professionals.

- Gavin M, McGrath-Champ S, Stacey M and Wilson R (2022). Women's participation in teacher unions: implications of a 'triple burden' for union gender equality strategies. *Economic and Industrial Democracy* 43(2): 830-852.

  Teaching is a gendered profession, yet **women are particularly burdened by the demands of 'work' and 'life', which can stifle union participation.** The intensification of teachers' work has distinct implications for the capacity of women to effectively engage in, and balance, various areas of their lives - their teaching (professional work), participation in their trade union, and (often) carrying out unpaid caring and domestic responsibilities. This phenomenon is known as **the 'triple burden'**. With the 'union heartland' shifting to more female-dominated professions (such as teaching), it is timely to consider strategies that teacher unions can use to support women's participation and representation in their union particularly in a time of work intensification.

- McGrath-Champ, S., Gavin, M. & Stacey, M. (2020). Strategy and policy: The case of an Australian teachers' union. In Lansbury, R., Johnson, A. and Van den Broek, D. (Eds.) *Contemporary Issues in*

Work and Organisations: Actors and Institutions, pp. 110-126. Abingdon, England: Routledge. (ISBN 9781138341937)

This book chapter highlights the challenges facing unions, in particular the NSW Teachers' Federation, in finding new ways of working within a neoliberal context and the difficulties of policy implementation in a pluralist framework of industrial relations. In particular, it highlights a key tension of **teacher unions pursuing skill formation**, in this instance, via accreditation requirements as a form of occupational professionalisation. **In the context of work intensification and high workload, such new requirements can be perceived by teachers as yet another demand in a context of on-going reform to teachers' work**. Despite the best intentions of the union to promote and strengthen the standing of teachers through professionalisation processes, it appears that accreditation, in a neo-liberal political environment, can be perceived as exacting more intense work from teachers, greater 'value for money', and increased audit requirements.

- Wilson, R. (2020). *The Profession at Risk: Trends in standards for Admission to Teaching.* Retrieved from: https://www.nswtf.org.au/files/20042_theprofessionatrisk_digital.pdf

This report, commissioned by the NSW Teachers Federation, provides an analysis of trends in entry and completion rates into Initial Teacher Education programs across Australia. It shows a lack of transparency in standards for admission, large and concerning declines in ATAR performance where data is available, and low and declining completion rates among students in teacher education. The report **argues that low standards at admission contribute to the current low status of the profession, and calls for the development of national teacher recruitment strategy.**

2.   *Precarity and Job Insecurity in the Teaching Profession*

- McGrath-Champ, S., Fitzgerald, S., Gavin, M., Stacey, M., & Wilson, R. (2022). Labour Commodification processes in the Employment Heartland: Union Responses to Teachers' Temporary Work. *Work, Employment and Society*. https://doi.org/10.1177/09500170211069854

This article draws on data from the 2018 Major Study and detailed historical case study analysis to explore the emergence of the fixed-contract or 'temporary' teaching position in New South Wales public education. These positions were established in 2001 to address the growing labour market insecurity experienced by 'casual' teachers. However, the devolution of staffing authority in schools, coupled with an **escalation of temporary teacher numbers, has created greater overall precariousness within the teacher workforce.** Temporary teachers report similar workload pressures to permanent teachers, while experiencing significant dissatisfaction with their precarious employment status. This employment category, ostensibly aimed at limiting 'non-standard' employment among teaching professionals, has allowed employing organisations to expect a **high level of work and organisational commitment without providing a corresponding level of employment security**.

- Stacey, M., Fitzgerald, S., Wilson, R., McGrath-Champ, S., & Gavin., M. (2022). Teachers, fixed-term contracts and school leadership: Toeing the line and jumping through hoops, *Journal of Educational Administration and History 54*(1), 54-68. https://doi.org/10.1080/00220620.2021.1906633

This article finds that **temporary teachers** (those employed on fixed-term contracts) **report similar levels of workload to teachers employed on a permanent basis**. The experiences of work, however, are qualitatively different between teachers employed on a permanent and temporary basis. Many **teachers in the temporary category feel they must work harder than permanent teachers in order**

to **'prove themselves' to school executive**. The authors argue that such experiences of precariousness may have particular **'scarring' effects** for teachers in temporary employment, including gendered patterns of career progression.

3. *Principals' Work and Workload*

- McGrath-Champ, S., Stacey, M., Wilson, R., Fitzgerald, S., Rainnie, A. & Parding, K. (2019). Principals' support for teachers' working conditions in devolved school settings: Insights from two Australian states. *Educational Management Administration and Leadership 47*(4), 590-605. doi: 10.1177/1741143217745879

  This paper examines principals' actions in creating and supporting teachers' working conditions in two devolved Australian state settings, NSW and WA. The paper reports on the initiatives 30 principals in a diverse range of devolved Australian government schools adopt to shape and support the local, school-level working conditions of teachers. Surprisingly, principals were commonly unable to articulate – or even respond to – this matter. Of those who could respond regarding working conditions, dispositions of paternalistic 'care', basic distributive actions or even a lack of influence or control were reported. Principals' responses in metropolitan, regional and rural settings varied indicating that the spatially-differentiated nature of Australian schooling creates major openings for analysis of the inequitable layout of devolutionary school policies. Despite new leadership profiles tied to the leadership standard for principals (AITSL, 2014), an **understanding of principals in relation to teachers as workers, rather than as producers of ever-improving student outcomes, remains conspicuous in its absence.** The possibility of a causal relationship between principals' own role change and conditions, and their ability, inclination or opportunity to support their staff – a question we raise throughout this paper – is identified as a matter requiring further investigation. This paper is based on a significant interview study with principals conducted in 2014/15.

- Gavin, M. & McGrath-Champ, S. (2017). Devolving authority: the impact of giving public schools power to hire staff. *Asia Pacific Journal of Human Resources* 55(2), 255-74. doi:10.1111/1744-7941.12110

  This study on the piloting of the NSW education policy 'Local Schools, Local Decisions' on 47 schools reveals early understandings of the impact of devolution in NSW public schools. The reforms, progressively implemented from 2012, increased principals' capacity for the selection of teaching staff, among other initiatives. This policy shift enabled principals to make merit-based selection of staff and enhanced 'local' choice of school staff. Findings revealed that **while some principals responded positively to greater local decision-making and were able to cater to local student needs, there was undermining of trust and confidence in the merit selection process, increased managerialisation of the principals' role and problems for remote schools in attracting and retaining quality teachers.**

4. *Implications of School Choice for Teachers and Principals*

- Gavin, M., & Stacey, M. (2022). Enacting autonomy reform in schools: the re-shaping of roles and relationships under *Local Schools, Local Decisions*. *Journal of Educational Change* DOI: 10.1007/s10833-022-09455-5

  This article provides a review on *Local Schools, Local Decisions* at the conclusion of this policy (2012-2020) using the lens of 'policy enactment'. *LSLD* aimed to devolve additional powers and responsibilities to school principals, namely enhanced capacity to manage staffing and financial functions in schools. Through interviews with 31 teachers and school leaders in NSW, we highlight

tensions in enacting devolutionary reforms in schools. While school principals had increased discretion and decision-making power, this creates tensions within schools, notably **fracturing of staff relationships, particularly between principals and teaching staff**. This finding is understood within a **context of heightened workload and unclear expectations which attended the policy's introduction.**

- Stacey, M. (2020). *The business of teaching: becoming a teacher in a market of schools*. Cham, Switzerland: Palgrave Macmillan.

This book documents the **impacts of school choice policy approaches of the past forty years on teachers and their work.** Taking a multiple case approach, the book explores nine early career teacher cases working across highly diverse school sites, including public, Catholic and independent. **Teachers in schools enrolling students experiencing significant educational disadvantage described extensive socio-cultural, creative and relational demands, working with students marginalized within wider society and who experienced multiple and sustained challenges both within and beyond the school.** Teachers working in schools with more average levels of advantage were kept busy with various extra-curricular demands, part of marketing and promoting their school, yet shared with those working in elite settings a generally easy relational dynamic with largely compliant student cohorts, the latter also with considerable material and human resources at their disposal. **Workload across most contexts, however, was described as a concern.** Further explanation of these findings can be found in this 2019 blog post: https://www.aare.edu.au/blog/?p=4224

- Fitzgerald, S., Stacey, M., McGrath-Champ, S., Parding, K. & Rainnie, A. (2018). Devolution, market dynamics and the Independent Public School initiative in Western Australia: 'Winning back' what has been lost? *Journal of Education Policy 33*(5), 662-681. doi: 10.1080/02680939.2017.1412502

This article examines school devolution policies in Western Australia as exemplified by the expansion of the Independent Public School (IPS) program. Drawing on extensive interview data from two schools – one IPS and one non-IPS – we examined the ways in which the IPS initiative is contributing to the operation of new market dynamics within the public school sector in WA. We note that competition and choice associated with the **IPS program has created new mechanisms for the residualisation of particular, and specifically non-IP, schools and new pressures on teachers** such as that staff at both schools reported work intensification and significant dissatisfaction in their work.

- Parding, K., McGrath-Champ, S. & Stacey, M. (2017). Teachers, school choice and competition: Lock-in effects within and between sectors. *Policy Futures in Education 15*(1), 113-128. doi: 10.1177/1478210316688355

In the context of considerable diversification of schools across and within both private and public contexts, this article draws on preliminary data within the state of NSW to argue that school segmentation and segregation can create '**lock-in' effects for teachers** through the development of context-specific skill sets. In addition, work arrangements including hiring practices and systems make **movement between sectors difficult for teachers**, indicating that once teachers are within a particular sector, they will tend to stay within that sector. Given the ongoing popularity of private sector schooling in Australia, politically and otherwise, this has implications for the public sector as potentially needing to compete for staff, not only at the point of employment but also subsequently.

5. *Valuing the Teaching Profession – Union Campaigns*

- Gavin, M., Fitzgerald, S., & McGrath-Champ, S. (2022). From marketising to empowering: Evaluating union responses to devolutionary policies in education, *Economic and Labour Relations Review 33*(1), 80-99. https://doi.org/10.1177/10353046221077276

  This article focuses on how teacher unions have responded to devolutionary reform in schools. It sheds light on the way that teacher unions can use sources of power to resist decentralising, neoliberal policy agendas. Drawing on two cases of devolutionary reform in NSW public education – the *Schools Renewal* reforms (1989, 1990) and *LSLD* (2012), it reveals how the **NSW Teachers' Federation has attempted to use discursive and symbolic power to resist neoliberal policies in schools** that managerialise teachers' and principals' work.

- Gavin, M. (2021). Reframing the narrative: renewing power resources and capabilities in union campaigns for public education, *Journal of Industrial Relations 63*(5), 753-776.

  This article examines the strategy of the NSW Teachers' Federation in recent public education campaigns. It reveals how **the union has transformed the narrative around public education to resist a discourse of derision of public services** and the residualisation of public education advanced by neoliberal logics. Renewing framing capabilities is essential to put forward alternatives to neoliberal policies and in order to reimbue the teaching profession with a sense of status and respect.

- Gavin, M. (2019). Working industrially or professionally? What strategies should teacher unions use to improve teacher salaries in neoliberal times?' *Labour and Industry 29*(1), 19-33. doi:10.1080/10301763.2018.1548068

  Teachers' salaries have been subject to particular scrutiny by governments. Successive state governments have utilised adversarial tactics during salary negotiations with trade unions, placed legislative restrictions on wages growth and restricted union activity aimed at improving teachers' salaries. In this climate, a **shift in trade union strategy to improve teachers' salaries is needed, in addition to re-imagining the core function of teachers' work and value in society.** Such strategies include renewing key messages to parents and the community around teacher salaries and the value of teachers in communities, as well as advancing the professional interests of teachers.

Samples of Media and Engagement on Teachers' Work and Workload

- Gavin, M. (2022) 2SER Radio *Think: Business Futures* Podcast – "The Teacher Walk Off". 3 May https://podcasts.apple.com/au/podcast/the-teacher-walk-off/id1377550490?i=1000559451715

- Gavin, M. (2021) 'Public sector strikes are back, with a vengeance.' *The Sydney Morning Herald*, 7 December. https://www.smh.com.au/politics/nsw/public-sector-strikes-are-back-with-a-vengeance-20211207-p59fh8.html

- Gavin, M. (2021) Radio interview for 'NSW public school teachers strike'. ABC (AM, ABC Radio Adelaide). 7 December. https://www.abc.net.au/radio/programs/am/nsw-public-school-teachers-strike/13665148

- Gavin, M. & Stacey, M. (2022) Why we never want to be in Kansas *EduResearch Matters, AARE Blog*. 18 January. https://www.aare.edu.au/blog/?p=11725

- Gavin, M., McGrath-Champ, S., Stacey, M., & Wilson, R. (2021) Teachers deserve more than love and praise. They deserve a raise. *EduResearch Matters, AARE Blog.* 7 December. https://www.aare.edu.au/blog/?p=11466

- Stacey, M., Fitzgerald, S., Gavin, M., McGrath-Champ, S., & Wilson, R. (2021) Will the Quality Time Action Plan reduce teacher workload? *EduResearch Matters, AARE Blog.* 23 September. https://www.aare.edu.au/blog/?p=10768

- Stacey, M., Wilson, R., McGrath-Champ, S., Fitzgerald, S., & Gavin, M. (2021) The terrible trap of temporary teaching: I need to do more to get a job next year. *EduResearch Matters, AARE Blog.* 19 May. https://www.aare.edu.au/blog/?p=9427

- Gavin, M., Stacey, M., Wilson, R., & McGrath-Champ, S. (2021) The government knows how to help teachers. And it's not more reform. *EduResearch Matters, AARE Blog.* 1 March. https://www.aare.edu.au/blog/?p=8534

- Duggan S (2022) Escalating number of temporary contracts 'scarring' NSW teachers: report. *Education HQ.* 7 June. *(reports on research about temporary teachers)*

- Wilson, R. and McGrath-Champ, S. (2018) 'New research shows NSW teachers working long hours to cope with administrative load'. *The Conversation*, 9 July, https://theconversation.com/new-research-shows-nsw-teachers-working-long-hours-to-cope-with-administrative-load-99453

- Gavin, M. and McGrath-Champ, S. (2019) 'It's time to rethink our views of teachers to help them and students'. *The Sydney Morning Herald*, 21 June, https://www.smh.com.au/business/workplace/it-s-time-to-rethink-our-views-of-teachers-to-help-them-and-students-20190606-p51v22.html

- Wilson, R. (2020) 'Your country needs you!' It's high time for a drive to recruit better teachers. *Sydney Morning Herald,* 20 Feb, https://www.smh.com.au/national/your-country-needs-you-it-s-high-time-for-a-drive-to-recruit-better-teachers-20200219-p5429i.html

- **'We're not being trusted': Teachers drowning in paperwork at expense of teaching**
  Sydney Morning Herald (*Newspaper*), 8 July 2018 reported the study by University of Sydney researchers, commissioned by the NSW Teachers Federation, which found 97 percent of teachers reported an increase in administration duties since the Local Schools, Local Decision state education policy. The article was syndicated across Fairfax Media, including: *The Australian, Adelaide Now, Herald Sun, Brisbane-Courier Daily, Daily Telegraph, Cairns Post, Geelong Advertiser, Northern Territory News, Townsville Bulletin, Gold Coast Bulletin, Barrier Daily Truth, Weekly Times Now, Campus Morning Mail, Daily Advertiser, Illawarra Mercury, News Team. News.com.au, Yahoo! News Australia, Yahoo! New Zealand, News Team, News.com.au, EducationHQ News Team,* and MSN, and *2SM Sydney, Classic Rock Radio and Power FM Illawarra* (*Radio*) on 9 July 2018.

- **Teachers' core job swamped by paperwork**
  The Age (*Newspaper*), 5 May 2018
  Weekend newspaper Feature article on preliminary findings from Major Report and sparked immediate response by Minister of Education: 5 May 2018, Sydney Morning Herald, *The Age*, (Syndicated across Fairfax Media). *2GB Sydney and 4BC Brisbane* (*Radio*), aired an interview on the above study on 9

May 2018 and *Education HQ*, 7 May 2018. (The 2GB interview was the morning after the 2018 Federal Budget was handed down, signaling the significance of this study as a news item).

- **Ross Gittins column endorsement of teachers' work major study**, 'What smart bosses do to get the best out of staff', <u>Sydney Morning Herald</u>, syndicated widely including: *The Age, Canberra Times, Brisbane Times, WA Today*.

- **ABC Radio 702 Sydney interview** with Wendy Harmer and Robbie Buck, and 2SM, 25/7/2018 on teachers work research

- Features in University of Sydney <u>*News:*</u> 'Teachers suffer from "unsustainable' administrative demands: survey' and University of Sydney Business School *News*.

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