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Welcome!

Check-in

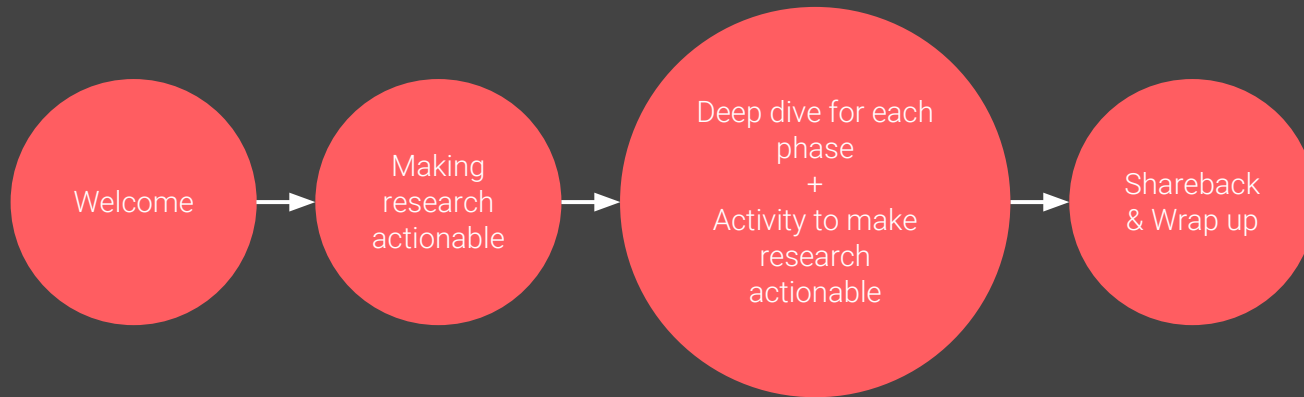
Excites

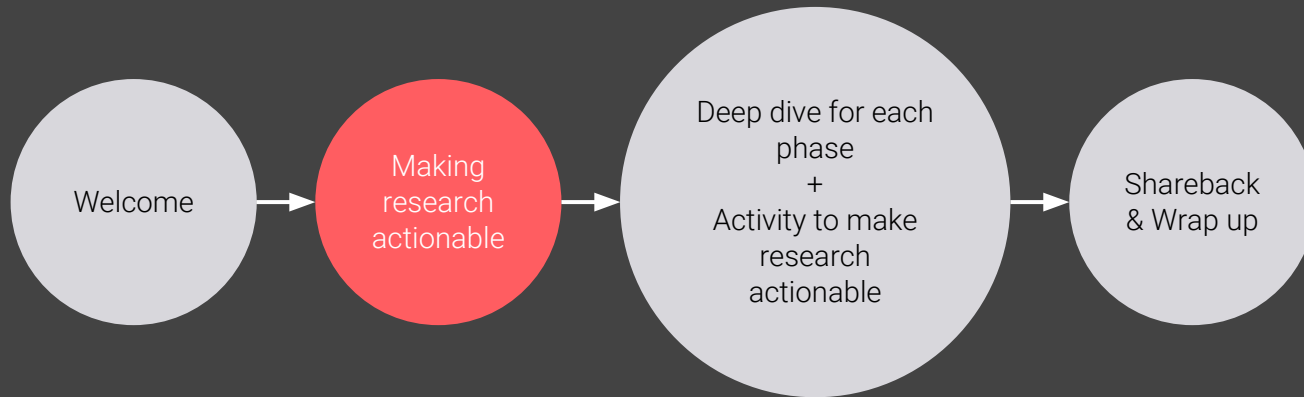
Write down one thing that excites you about today's session...

Scares

Write down one thing that scares you about today's session...

Today





Making research actionable



We synthesised
existing research



We conducted
our own primary
research



We created
a toolkit



Empathy “is a wellspring for
innovation, since innovation comes
from one’s ability to grasp customers’
unmet, unarticulated needs”

Satya Nadella, CEO Microsoft

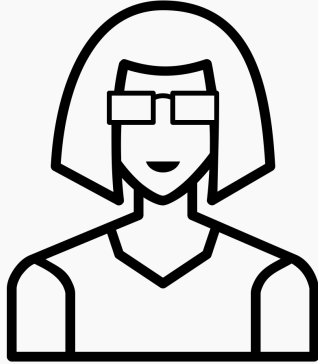


Many head office staff have never
stood on this side of the desk

Useful research and common language

- _ Spread empathy for teacher needs and increase the ROI of teacher input in projects
- _ Assist prioritisation of projects
- _ Springboard new solutions and minimise risk of rework or wasted effort

We stepped into the shoes of teachers



24



14 Female
10 Male



5% Rural
25% Regional
70% Metro



10% Special needs
40% Primary schools
50% High schools



20 - 65+

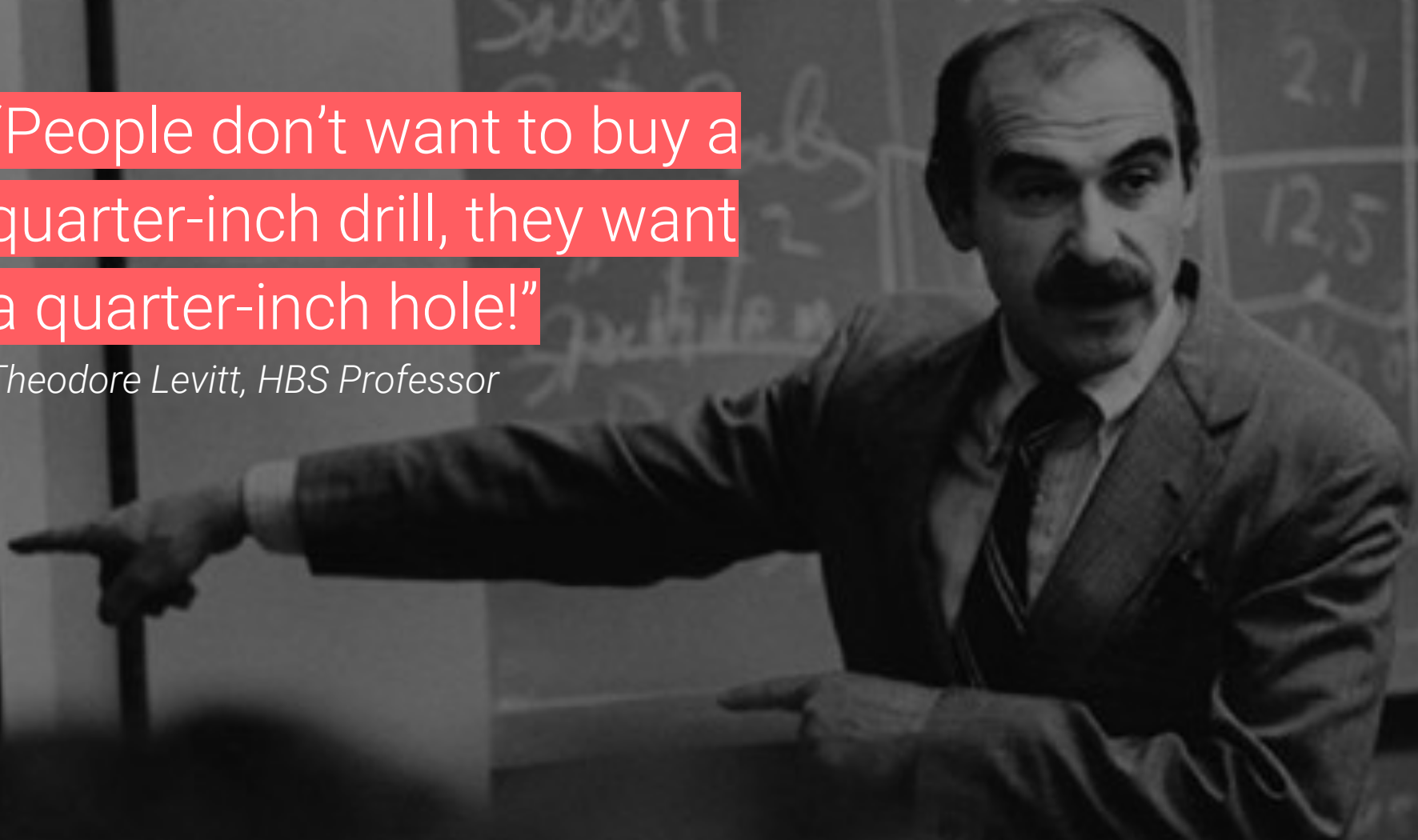
Identifying teacher jobs

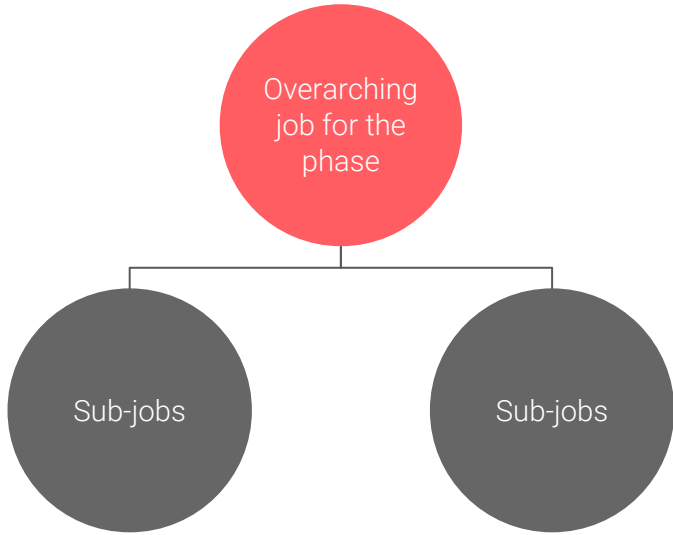
JOB

The progress that teachers are trying to make in a given stage of their career.

“People don’t want to buy a
quarter-inch drill, they want
a quarter-inch hole!”

Theodore Levitt, HBS Professor



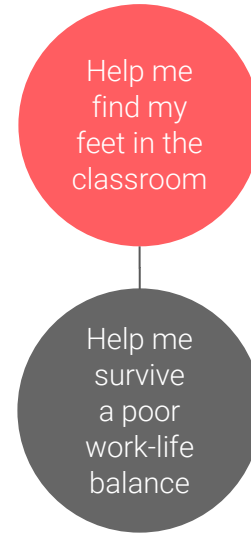


→ Drivers

→ Drivers

← Blockers

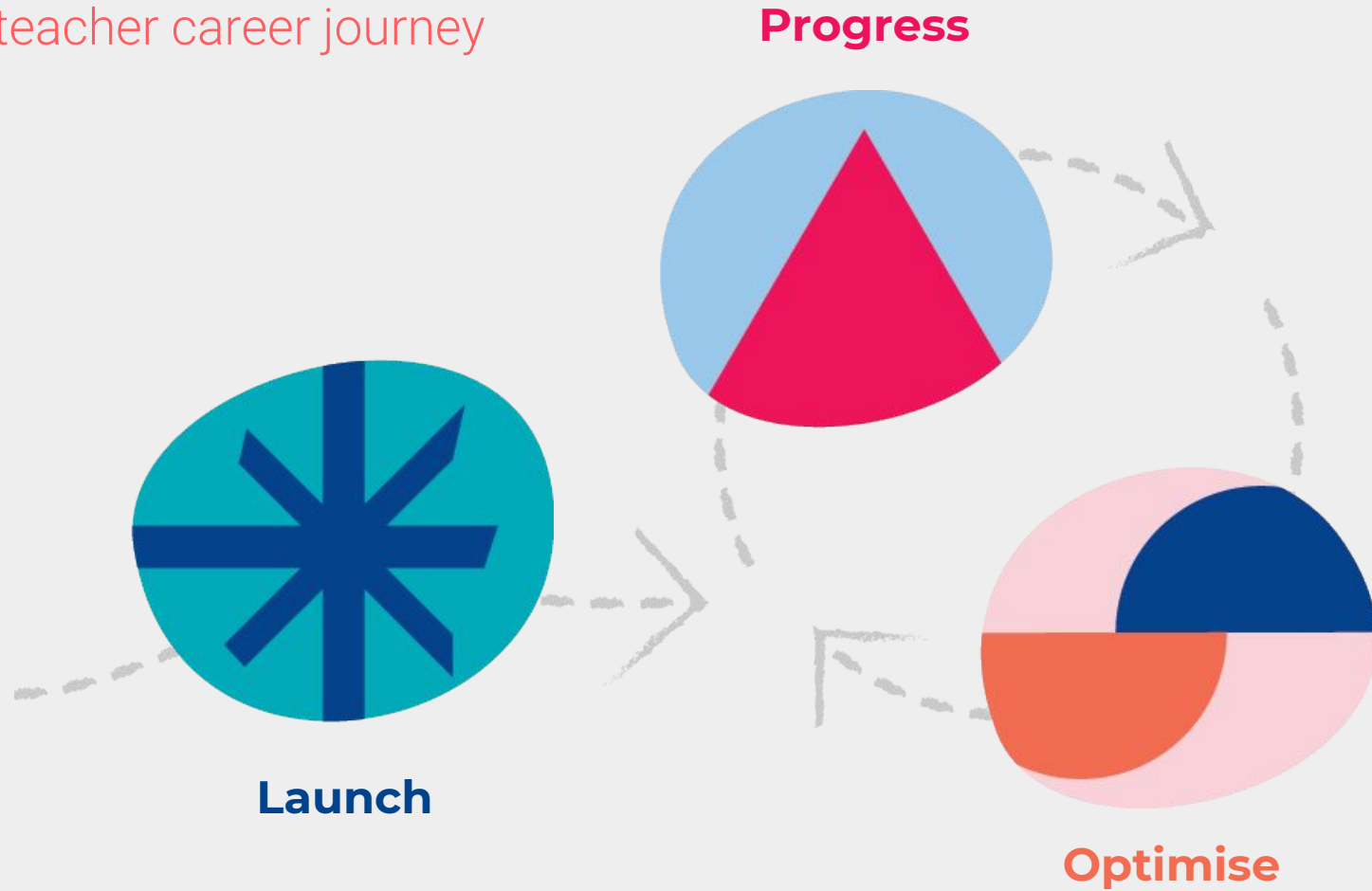
← Blockers

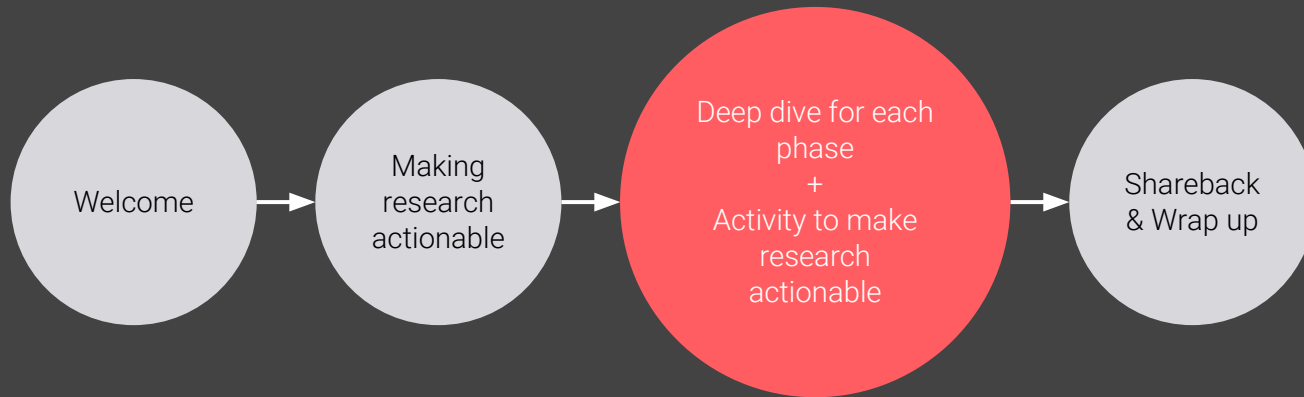


→ I save time by using my own existing resources

← It takes effort to plan, prioritise and switch between multiple teaching duties

The teacher career journey





A hand with dark nail polish is holding a yellow sticky note in the bottom right corner. The background consists of a grid of nine yellow sticky notes arranged in three rows and three columns. A red rectangular box is overlaid on the center of the grid, containing the text "Let's get started".

Let's get started

Inspire powerful ideas with How Might We questions

Every job-to-be-done, driver or blocker is an opportunity for the department. By framing your challenge as a How Might We question, you'll set yourself up for an innovative solution.

We use the How Might We format because it suggests that a solution is possible and because they offer you the chance to answer them in a variety of ways. A properly framed How Might We doesn't suggest a particular solution, but gives you the perfect frame for innovative thinking.

Step 01

Select the jobs-to-be done, blockers & drivers to focus on. You may want to run a quick prioritisation or more in-depth quantitative study. As a rule of thumb, this report presents most important blockers & drivers at the top of the list. Refer to education.nsw.gov.au/cxhub

Step 02

Rephrase them as questions by following the following guidelines:

How might we alleviate < blocker > to help teachers < job-to-be-done >

How might we < driver > to help teachers < job-to-be-done >

How might we < job-to-be-done > to help teachers < overarching job-to-be-done >

The goal is to find opportunities for design, so if you suggest several How Might We questions that's great.

Step 03

Now take a look at your How Might We question and ask yourself if it allows for a variety of solutions. If it doesn't, broaden it.

Finally, make sure that your How Might We's aren't too broad. It's a tricky process but a good How Might We should give you both a narrow enough frame to let you know where to start your Brainstorm, but also enough breadth to give you room to explore wild ideas.

Step 04

Select an ideation method suitable to your project & stage. Refer to education.nsw.gov.au/cxhub



Time
30-90 mins



People
Project owner & team



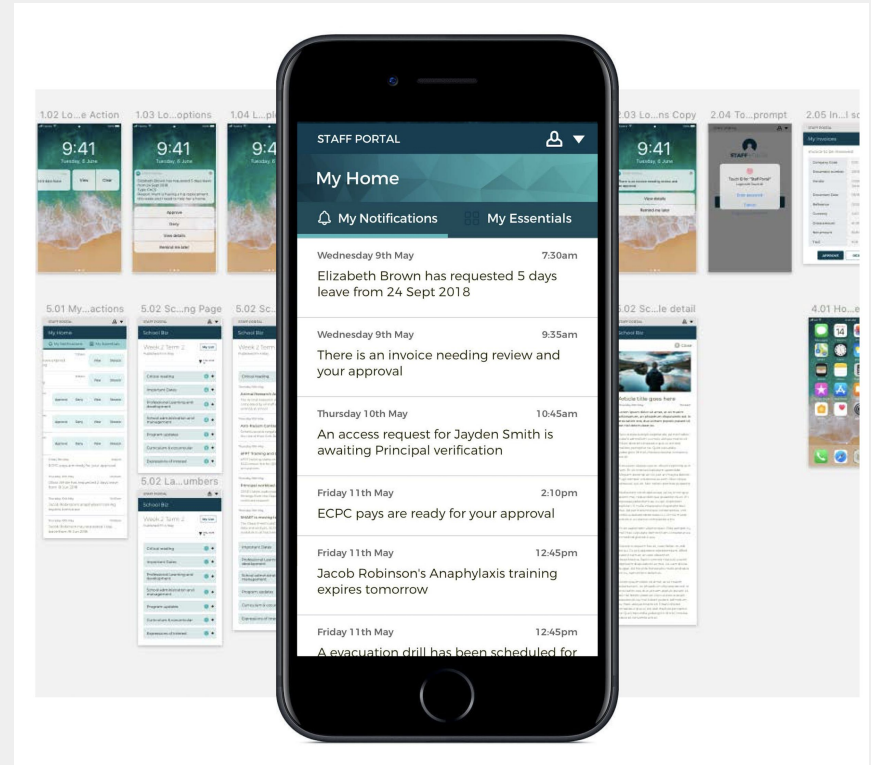
Material
Jobs-to-be-done, blockers, drivers, pens, Post-its

Get the classroom
Plan lessons and create materials
Assess and analyse student progress
Provide students with emotional support
Work cooperatively with parents and carers
Troubleshoot student behaviour difficulties
Participate in extracurricular activities
Collaborate with colleagues

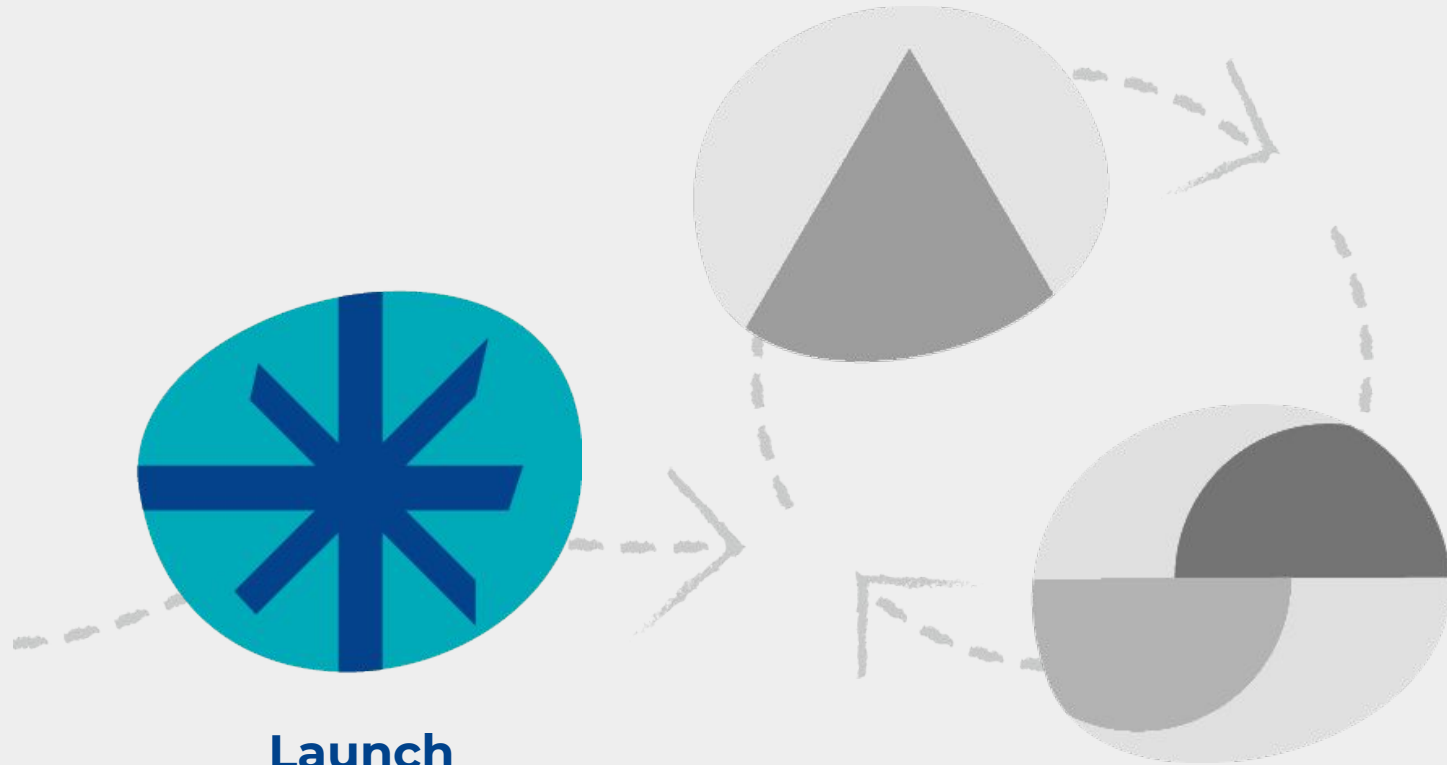
This app is for the staff – we're going to evolve it

_ Helps staff spend less time on administrative activities and focus on primary roles - teaching and lesson plans

1. Review current and expired training
2. Access critical notifications/articles
3. Quickly request/approve action



Phase 1



Key insights

- _Teacher's feel ill-equipped to empathise with more difficult students, despite their training
- _ Teachers realise their school network cannot provide genuine caring support
- _ Teacher "onboarding" consists of experiencing every aspect of the work at its most extreme



Launch

William

Being a good student isn't helpful anymore



Launch

William

- _ A lot of young teachers are knowledgeable but lack skill to manage students
- _ You've got to get people to love learning before they'll learn
- _ Young teachers go in there trying to teach kids who don't care and get discouraged



Launch

Julia

Passion and diligence led to burnout



Julia

_ Only realised she could burn out after changing career

_ Education needs a more preemptive & supportive approach



Help teachers find their feet in the classroom



Launch

Teachers' Jobs

Help me figure out
how to facilitate
student learning in
the classroom

Help me
obtain a secure,
permanent
position

Help me
survive a poor
work-life balance

Help me
validate teaching
is for me

Help me survive a poor work/life balance



Launch

Blockers

There are an increasing number of new duties I have to satisfy both in and out of the classroom

It takes effort to plan, prioritise and switch between multiple teaching duties

I struggle to maintain the high quality of such a large amount of work

I want to launch my career with great professional results

I feel like I could do more to assist student growth

It's frustrating completing time-consuming tasks that don't directly improve student outcomes

I work in an environment that keeps me from being effective

Having to fulfil my duty of care out of school means work never stops

It takes a real effort to meet the expectations parents have around communicating their children's needs

Drivers

It's important that I meet my family and social obligations

I'm confident about what work can be compromised without impacting student outcomes

I save time by reusing my own existing resources

I know overwork will lead to burn-out

App can batch similar tasks with similar deadlines together to minimise task-switching

Request help:

- To assist with admin tasks
- To give relief

Push notifications if I'm spending too long at school (the app would know where I am)

Addresses the blocker

It takes effort to plan, prioritise and switch between multiple teaching duties

Addresses the blocker

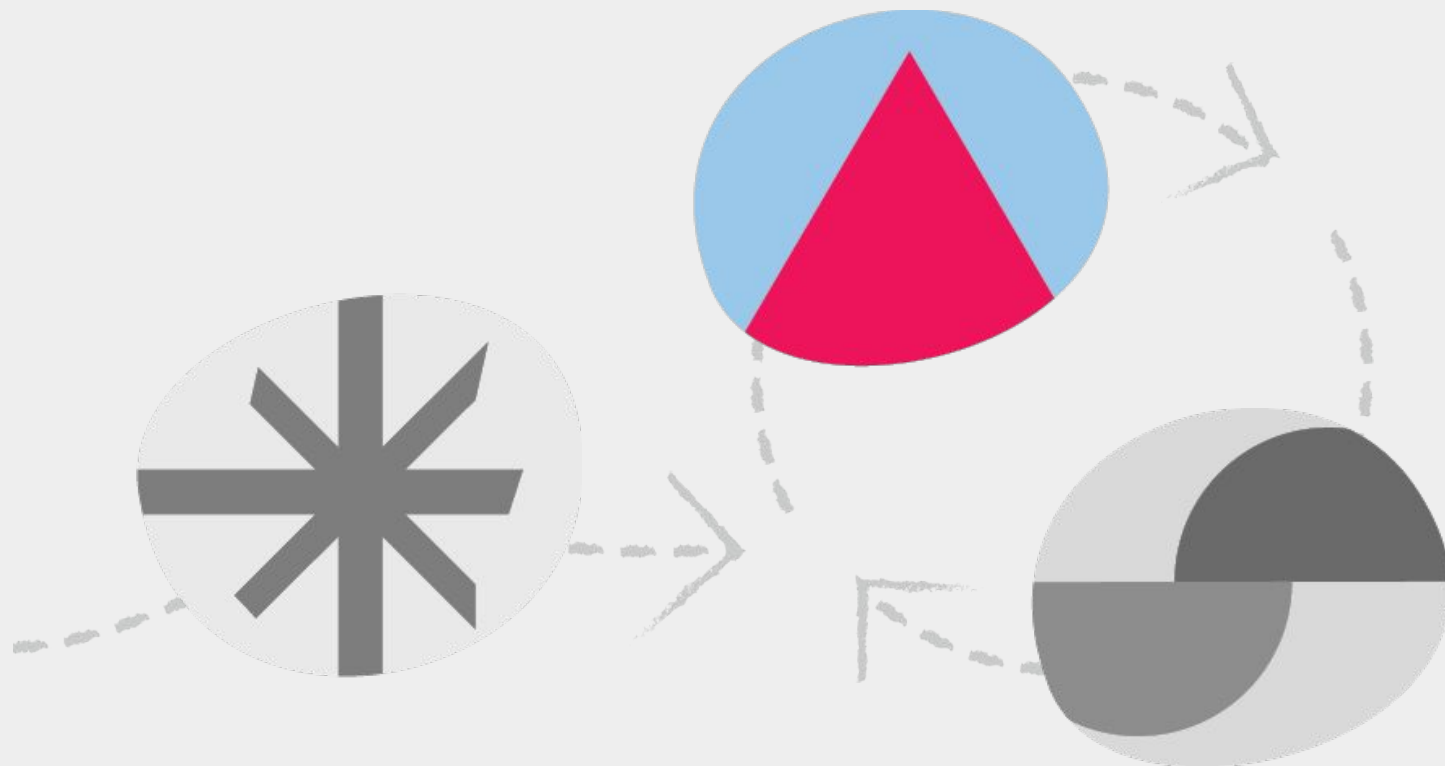
There are an increasing number of new duties I have to satisfy both in and out of the classroom

Addresses the driver

It's important that I meet my family and social obligations

Phase 2

Progress



Key insights

- _ Teachers struggle to reconcile career and salary progression with the reward of face-to-face student time
- _ The highs of working directly with students makes every other task feel bland (esp. admin)
- _ Teachers progress by either: Impacting more students or supporting disadvantaged students



Alish



Progress gets me away from passion



Progress

Alish

“There is no one to talk to [about your career]...

I applied for this position because I can still teach one class and I have the opportunity to be in charge [of other teachers] and do my thing...

For drama, they only get advertised every 20y!”



Richard

Levelling the playing field for every student



Richard

- _ Farming was chosen to engage Y10 kids who don't want to be at school
- _ Farming helps tie in all core subjects
- _ Kids are taught 'sneakily' with a project based learning approach



Help teachers fully reach their potential to impact
young people's lives



Teachers' Jobs

Help me reach my
next stage

Help me deliver
on my new work
challenge

Help me further
facilitate and
impact student
outcomes

Help me strike a
work-life balance

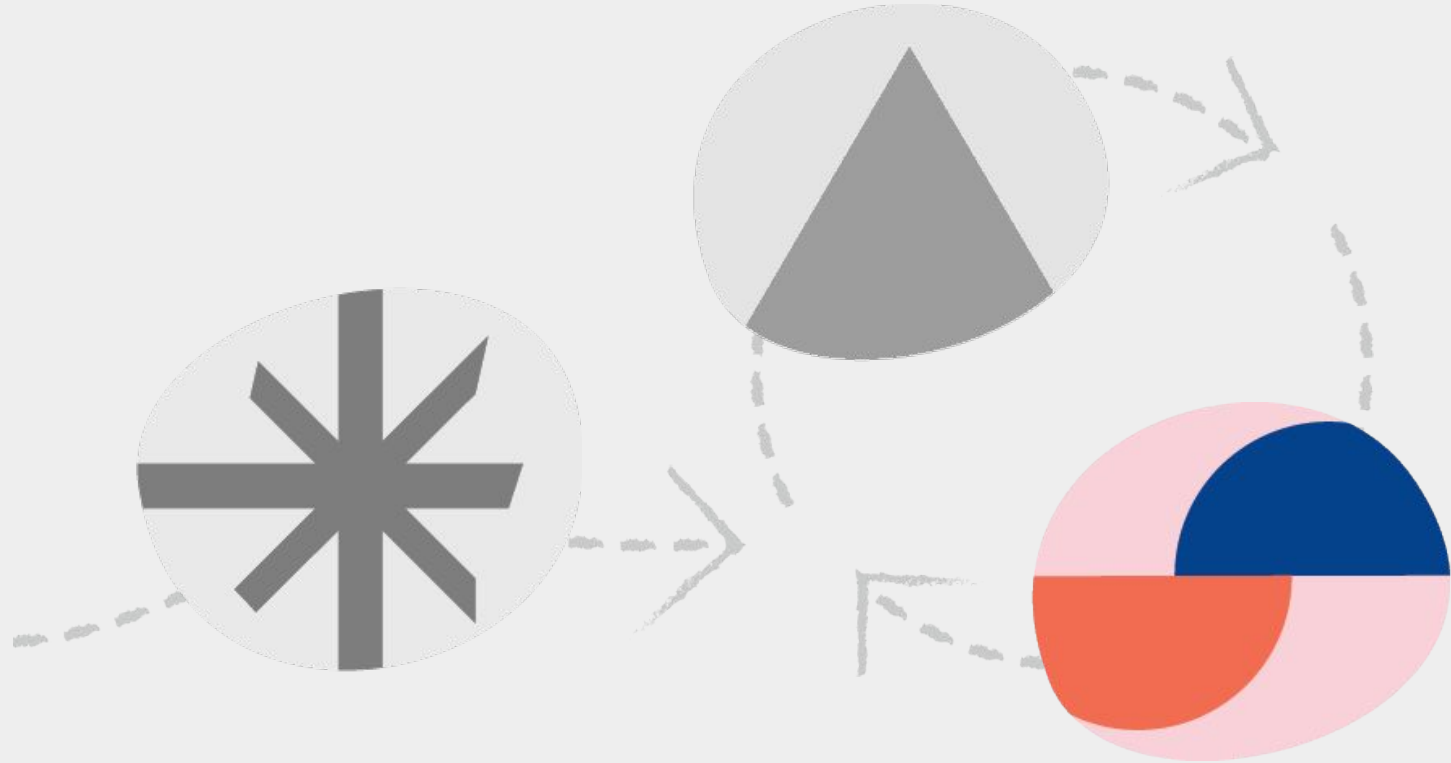
ACTIVITY: Adapt the app to the “Progress” phase



1. Grab a Post-it Note
2. Consider the job
3. Look through the blockers and drivers
4. Come up with a feature that addresses that job
 - Supports the driver
 - Relieves the blocker

(5min)

Phase 3



Optimise

Key insights

- _ Teachers with families are torn between focusing on their own children or the ones they teach
- _ When teachers are comfortable, they see changes as a disruption and blame it on the department
- _ Teachers get bored and seek out ways to make the classroom experience more interesting
- _ Older teachers can feel stuck in optimising as they feel their experience isn't valued



Ann



Experience isn't valued



Optimise

Ann

“It's an age thing! We were told in a meeting: You can not use the word experience. After 20 odd years in the classroom, what are we??? What are we compared to, no disrespect, but you know, we were there to you know, we weren't experienced then, but we can't talk rubbish.”



Peter

Variety keeps it interesting



Peter

_ Teaching French is different everyday

_ Teaching English is different everyday
but the same sort of thing over time



Help teachers stay up to date and energised



Teachers' Jobs

Help me adapt and optimise teaching around my life

Help me stay up-to-date

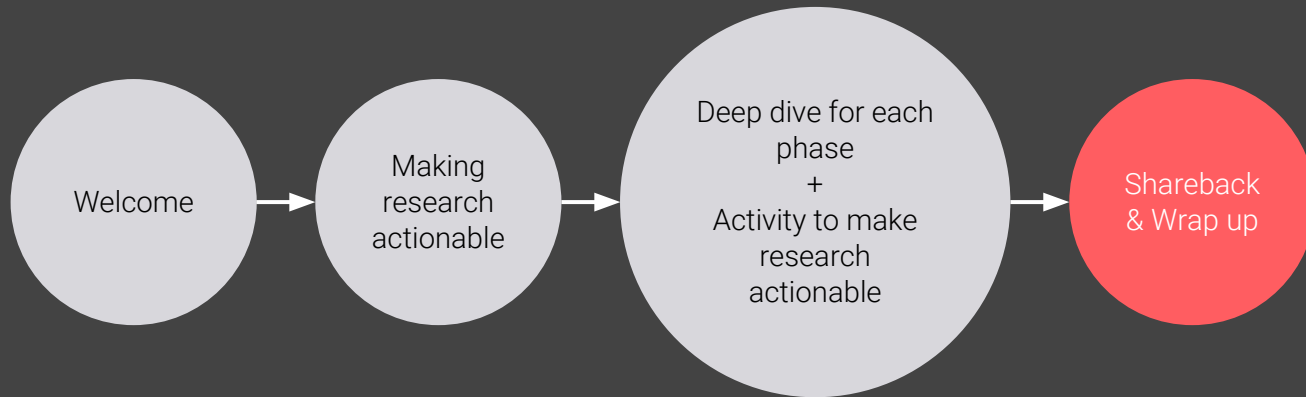
Help me facilitate and realise student growth

ACTIVITY: Adapt the app to the “Optimise” phase



1. Grab a Post-it Note
2. Consider the job
3. Look through the blockers and drivers
4. Come up with a feature that addresses that job
 - Supports the driver
 - Relieves the blockers

(5min)



A close-up photograph of two hands holding bright green apples. The hands are positioned on either side of the frame, with the apples held in the palms. The background is blurred, showing more green apples and what appears to be a market or grocery store setting. A semi-transparent red banner is overlaid across the middle of the image, containing white text.

Discussion: Compare and contrast

Summary

We've built empathy with teachers.

We've developed a feature list that helps teachers make progress at different stages of their journey.



Wrap up

The start of an ecosystem

AWARENESS



Posters



Comms

UNDERSTANDING



Report



Video snapshots



Quantification



Expand research

ACTION



TJ tools



DoE toolkit



Masterclasses

ADOPTION



Exec workshop



Coaching



Teacher panel

The Teacher Career Journey

Support commitment to the department about the core values and work philosophy. Use with the 100 areas of teacher practice, the 100 areas of business practice, the 100 areas of leadership practice, and the 100 areas of personal practice to plan a career path.

Launch
Help me find my feet in a classroom

Progress
Help me fully reach my potential to impact young people's lives

Optimise
Help me stay up to date and energised

Leverage the teacher career journey to advance your project

Teacher career journey
100 areas of teacher practice
100 areas of business practice
100 areas of leadership practice
100 areas of personal practice

The Teacher Career Journey | Launch

Launch

Help me find my feet in a classroom

"How am I supposed to teach all of these kids with so many other new duties? You don't get enough support... Kids liking you shouldn't be your sole benchmark."

Key goals

- Launch** Help me figure out where to facilitate in the classroom
- Help me survive a new work-life balance
- Help me validate teaching is for me
- Help me obtain a career advancement position

Leverage the teacher career journey to advance your project

Progress

Help me fully reach my potential to impact young people's lives

"I've established myself. Interesting is having different challenges and opportunities but I still want a classroom aspect in my next role."

Key goals

- After the launch phase teachers seek to reach a level of teaching practice that is sustainable and enjoyable, and a range of challenging and meaningful work.
- Once the progression through the career journey is complete, they are confident of their role and are able to take on new challenges and opportunities.

Leverage the teacher career journey to advance your project

Optimise

Help me stay up to date and energised

"I love the feeling of contributing and being a good teacher to a student, but it can become a bit repetitive... you don't ever want to be stuck."

Key goals

- Teachers can transition back to the classroom after a period of absence, and are confident of their role and are able to take on new challenges and opportunities.

Leverage the teacher career journey to advance your project



"You've got to get kids to love learning first. Once you've mastered your ability to manage the classroom, you're organised and you understand the curriculum and you understand everything, then that's when I think they start learning."

obtaining adequate guidance and feedback



Key driver

Deliver on the promise of teaching and see students progress from A to B

Opportunities

How might we help teachers prepare and manage student behaviour in class?

How might we help teachers prepare and manage student behaviour in class?

The Teacher Career Journey | Launch

Help me figure out how to facilitate student learning in the classroom



Drivers

I want to deliver a great learning experience for my students

It's rewarding to see my students progress emotionally and intellectually

I like being able to foster strong relationships with my students and watch them grow - it gives me great enjoyment

I need constructive feedback so I know my growth is supported

I find it difficult to collaborate with peers who I compete with for jobs

It takes effort to plan, prioritise and switch between multiple teaching duties

I'm shocked at how unprepared I am by my studies and school practicum

It takes a lot of effort to create my own lesson plans and access teaching resources

It takes a lot of effort to assess the performance of each individual student and tailor appropriate methods to their needs

It's a real effort to engage students in schools where there are prevalent behavioural issues. It's hard to manage behaviours of students

I don't know which teaching methods will best encourage students to learn

I'm afraid of making mistakes and being embarrassed in front of peers and students

It's hard to access insightful supervision over my professional performance

I feel anxious requesting trustworthy guidance about the difficulties I face



Blockers

I find it difficult to empathise with the experience of students who find it hard to learn



Teacher drivers & blockers help you accelerate existing and new projects to make schools the best place to work.

Refer to the toolkit for step-by-step instructions



Key blocker

Effort and anxiety of obtaining adequate guidance and feedback



Key driver

Deliver on the promise of teaching and see students progress from A to B



Toolkit

Opportunities, goals, drivers & blockers help you accelerate new projects to make work.

Tasks

Manage the classroom

Plan lessons and create materials

Assess and analyse student progress

Provide students with emotional support

Work cooperatively with parents and carers

Troubleshoot student behaviour difficulties

Participate in extracurricular activities

Collaborate with colleagues

A central resource

NSW DEPARTMENT OF EDUCATION

Select language Log in

CXhub

Search...

Home Research Tools Guidelines

The NSW Department of Education lorem ipsum Human Centred Design ut enim ad minima veniam, quis nostrum exercitationem ullam corporis

Find what you need

Research Tools Guidelines

Explore what's happening

RESEARCH

86% of teachers feel there is too much administrative work > Explore research

CASE STUDY

Case study title goes here > Explore case study

TOOL

How do I ask better questions? Use the How Might We tool to ask users better questions > Explore tool

NSW DEPARTMENT OF EDUCATION

Select language Log in

CXhub

Search...

Home Research Tools Guidelines

Media Tools

Tools

How Might We Sentences

How Might We's are a great tool for leveraging insights. They make the insight easier to ideate around by rephrasing it.

When to use this activity

Use this activity when you want to develop features or projects that focus on specific insights. This will give you accuracy when it comes to the solutions you and your team produces.

01 Write your insight.

Facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi opto cumque nihil impedit quo minus id quod maxime placeat facere possimus, omnis voluptas assumenda est, omnis dolor.

02 Get the right level of detail.

Make sure your sentence is specific enough to solve but vague enough to encourage multiple solutions.

03 Start ideating

Once you have a sentence you're happy with you might want to ideate using.

> Design studio

About this tool:

- Purpose Ideate
- Time 30 mins
- People 2-5
- Level Easy
- Downloads Canvas
- Materials Paper Pens Blue tac Dial stickers

Where to find the right insight

Go to:
> Teacher Research
> Student Research

Good example

How might we change customer behaviour to limit food waste?

Bad example

How might we stop food waste?

NSW DEPARTMENT OF EDUCATION

Select language Log in

CXhub

Search...

Home Research Tools Guidelines

00000 > Research > Student Research > Get me ready for what's next

Student Research

Get me ready for what's next

"Please, help me minimise the stress of moving to a bigger pond."

Key research insight

The promise of independence that high school holds drives students to equip themselves to make the most of the experience ahead.

Insight

Facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi opto cumque nihil impedit quo minus id quod maxime placeat facere possimus.

Blacker

Facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi opto

Driver

Numquam eius modi tempora incidunt

Insight

Facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi opto cumque nihil impedit quo minus id quod maxime placeat facere possimus.

Blacker

Facilis est et expedita distinctio. Nam libero tempore, cum soluta nobis est eligendi opto

Driver

Numquam eius modi tempora incidunt

Projects using these insights

CASE STUDY

Case study title goes here > Explore case study

CASE STUDY

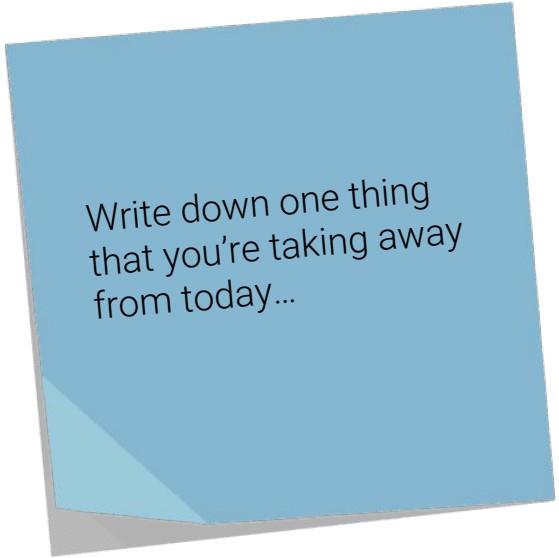
Case study title goes here > Explore case study

CASE STUDY


Case study title goes here > Explore case study

Check-out

Key Takeaway



Write down one thing
that you're taking away
from today...



Sign up to get someone from
C&E to come and bring the Teacher
Research + Empathy Toolkit your teams

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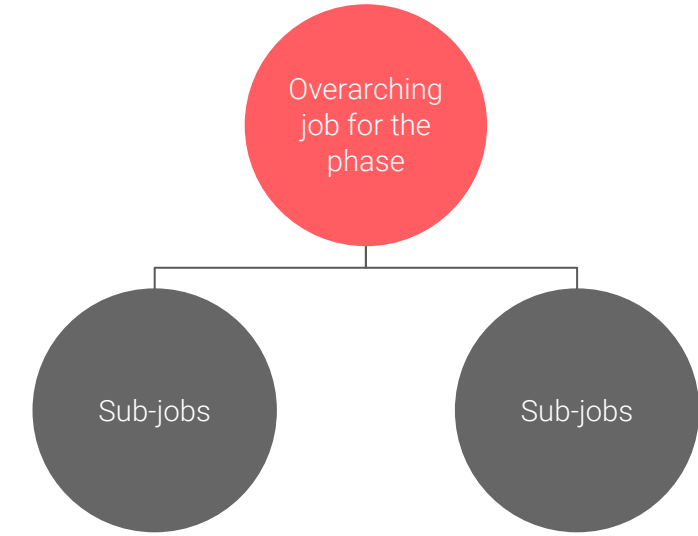
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A rigorous qualitative approach



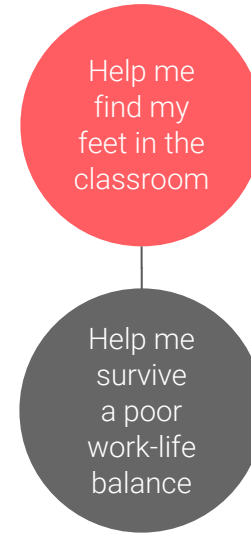


→ Drivers

← Blockers

→ Drivers

← Blockers



→ I save time by reusing my own existing resources

← I struggle to maintain the high quality of such a large amount of work

A photograph of a desk setup for a workshop. In the foreground, a white sheet of paper is covered with numerous colorful sticky notes (yellow, green, blue, and pink) and several markers (yellow, green, blue, red, purple, black). A white plastic container on the right side of the desk holds more markers and sticky notes. A dark cup is visible on the left side of the desk. The background is dark and out of focus.

Approach to workshop

Check-in

Excites

[Write down one thing
that excites you about
today's session...]

Scares

[Write down one thing
that scares you about
today's session...]