UNDERSTANDING WORK IN SCHOOLS

THE FOUNDATION FOR TEACHING AND LEARNING

THE UNIVERSITY OF SYDNEY

Curtin University

2018 Report to the NSW Teachers Federation

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KEY FINDINGS

1.   Despite new and encroaching requirements relating to administration and accountability, teachers in schools retain their primary focus on matters directly related to working with students in teaching and learning. This accounts for the bulk of the daily work that they do. Yet there is also evidence that many teachers are struggling to preserve this student focus in the face of the new work activities that impose additional hours, work demands and personal burdens upon them.

2.   All Teachers, Head Teachers, Assistant Principals, Deputy Principals, Principals and Consultants highly value tasks which are perceived to be directly related to their teaching and to students' learning, identifying planning and teaching lessons; meeting students' learning needs; and communicating with students about their learning, lives and wellbeing as some of their most important work. However, they do not value administrative work which is impinging on this core focus, and is experienced as time consuming, cumbersome and concerned with compliance. This includes work associated with accreditation requirements; the collection, analysis and reporting of data; and compliance with state policies.

3.   There has been significant growth in overall hours, with 87 percent of survey respondents reporting an increase over the past five years since the implementation of devolved schooling through the *Local Schools, Local Decisions* policy. Classroom teachers most commonly report working upwards of 50 hours per week, which places teachers' work in the category of 'very long' working hours.

4.   Teachers require more professional respect, time and support for their teaching and the facilitation of student learning. This is not evident in the recent additions to teachers' workload. Besides a general increase in hours, there has also been an

expansion of the range of duties performed, particularly in relation to administrative tasks. Over 97 percent report an increase in administrative requirements, while over 96 percent report an increase in the collection, analysis and reporting of data.

5.   These increased demands are exerting severe impacts upon teachers. Teachers report a range of negative effects, including that their work always or often requires 'too great an effort' (70%), prevents them from having uninterrupted breaks (73%), negatively impacts on their career aspirations (82%) and conflicts with family commitments and work-life balance (86%).

6.   The increased demands are threatening teaching and student learning. While our findings are generally consistent with recent research regarding demands on teachers, our data is the first to make it clear that there is also another effect of changes to work in schools: the obstruction of teaching and students' learning. A very large majority of teachers now report that teaching and learning is hindered by their high workload (89%), by having to provide evidence of compliance with policy requirements (86%), and by new administrative demands introduced by the Department (91%).

7.   It is evident that vastly increased administrative tasks, are having a 'blanketing' effect across all types of schools, locations, levels of socio-economic advantage and staff teaching roles within schools, and severely threaten to overwhelm teachers' professional focus on teaching and student learning. The extent and magnitude of the reported effects indicate underlying system-wide causes, and teachers widely attribute these to government policies and ongoing change initiatives.

8.   Survey respondents have also, however, indicated some possible positive ways forward. These include reducing face-to-face teaching time for increased collaboration on planning, programming, assessing and reporting; acknowledging professional

judgment and eliminating processes that are unnecessary, cumbersome, extremely time consuming, or focused only on administrative demands associated with compliance; and providing more specialist teacher support.

LOOKING AHEAD

This large-scale survey confirms that teachers in NSW public schools undertake a wide range of complex and important professional work. However, it also confirms previous findings that demands upon teachers are very substantial, potentially debilitating, and growing – particularly in relation to administrative work. These issues are hindering the capacity of teachers to focus on matters directly related to their teaching and to students' learning. We suggest some strategies for redress within this report, and emphasise that given the almost universal reporting of the problems within our very large sample, any effective solution will need to be systemic. Immediate action is needed, as the weight of the evidence in this report makes it clear that negative impacts on students are likely to ensue if the current trends continue unabated.

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June 13, 2018

Introduction

This report presents the findings of a state-wide questionnaire survey of teachers in NSW public schools in Term 1, 2018. The project was undertaken to follow up on an earlier qualitative, interview based survey, the *Teaching and Learning: Review of Workload* (McGrath-Champ, Wilson, & Stacey, 2017), which examined work in schools for the NSW Teachers Federation in the first half of 2017. That small-scale, first-phase, qualitative study suggested an important, although tentative, finding: that a 'blanketing' of administrative demands was encroaching on the work of teachers, impeding their capacity to focus on tasks directly related to their teaching and to students' learning. This finding was consistent across a targeted sample design that included participants from a range of school types, locations and levels of advantage. Findings were reported in a Preliminary Report (June 2017) and Final Report (September 2017), and presented at the Annual Conference of the Teachers Federation in early July 2017.

The purpose of this second-phase, *Understanding work in schools: The foundation for teaching and learning,* research is to establish the extent of these prior findings across a much larger sample, through documenting: the nature and frequency of tasks undertaken by teachers, as well as their perceived value; recent changes to and effects of current workload demands; and strategies that might be employed to improve teachers' experiences in schools. The research thereby contributes further knowledge about such matters as the volume, intensity, sources and effects of work demands on teachers. In addition the research examines the impact of loss of system-wide support on the workload of teachers and whether schools' capacity to provide teaching and learning is hindered by the nature or magnitude of workload of school staff. In doing so, this second-phase of inquiry brings the findings from the first-phase 'to scale', enabling robust interpretations to be drawn regarding the extent of the Phase One findings.

THE CONTEXT: SITUATING THE STUDY WITHIN CURRENT POLICY, RESEARCH AND EMPLOYMENT LANDSCAPES

The results of the Phase One research conducted for the NSW Teachers Federation in 2017 (McGrath-Champ, Wilson, et al., 2017) suggested that teachers across the board in NSW public schools were experiencing increased, and debilitating, administrative work demands. These demands were felt regardless of differences in school type, location, and level of socio-educational[1] advantage – contextual factors which would usually be expected to mediate the impositions of policy change. In our research, however, increased demands related to the navigation, implementation and documentation of teachers' work were reported to be impacting schools everywhere and having adverse effects on the scope and scale of teacher workload. In other words, the problem that was identified is clearly systemic.

These findings have broadly aligned with those of the state government itself. The NSW Public Service Commission's annual *People Matter Employee Survey* shows a severe and seriously deteriorating situation regarding public school teachers' workload and work stress. In 2017, almost 60 percent of teachers reported that work stress was at unacceptable levels. This very large proportion is much worse than in the public sector overall for which 41 percent reported unacceptable levels of work stress (NSW Public Service Commission, 2017, p. 17). And for teachers this has deteriorated very fast, worsening 5 percentage points from the previous year and in the order of 20 percentage points over the three-year period from 2014 (NSW Public Service

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[1] In this report, sometimes we refer to 'socio-educational' status, and at other times of 'socio-economic' status. This is because, where available, we have used the more accurate measure of advantage in schools provided by the Index of Socio-Educational Advantage, or ICSEA, available on the My School website (www.myschool.edu.au). As this was not always possible within the scope of the study, however, at other times, estimates of socio-economic status have been used instead. We explain this as necessary throughout.

Commission, 2017, p. 17). Over a similar period (2014-2016) the number of teachers also reported deterioration in their work*load* with 61 percent reporting in 2016 that this also was unacceptable (NSW Public Service Commission, 2016, p. 24). Meanwhile, research specific to the Department of Education has also identified worrying findings. A study of principals' workload and time use commissioned by the Department of Education found that principals are spending "a large proportion" (Deloitte, 2017, p. 4) of their time on administrative duties, within what has become an "unreasonable" (Deloitte, 2017, p. 5) workload. Principals reported reduced departmental support and obfuscatory communication processes as contributing to this (Deloitte, 2017). Such findings have been further confirmed by the review of the newly-established Educational Services Division, which again considered the views of principals and, among other things, identified a problematic focus on compliance and a need for greater departmental support, for instance in relation to curriculum change and student wellbeing (NSW Department of Education, 2017).

In the latter two reports just discussed, both of which were initiated by the Department of Education, the contribution of the Department's own devolutionary policy *Local Schools, Local Decisions* (NSW DEC, 2011) to workload increases was identified by principal participants (Deloitte, 2017; NSW Department of Education, 2017). This state policy, introduced in 2011, increased responsibility – although not necessarily control – at the school level (Gavin & McGrath-Champ, 2017), and also ushered in a series of cuts to centralised support services (Stevenson & Arlington, 2nd June 2012). For some, this and similar policy moves have been seen as part of a process of increasing the 'responsibilisation' of school staff, wherein responsibility is lodged at the level of teachers, principals and schools for both educational success (Stacey, 2017) and their own wellbeing (Price, Mansfield, & McConney, 2012), while "leaving the state to remotely monitor and control" (Stacey, 2017, p. 790). Such a focus on individual quality, and related emphases on accountability, are what Fullan (2011) identifies as

'wrong drivers' in education reform, which will have "little chance of achieving the desired result" (Fullan, 2011, p. 3) of enhanced educational outcomes for all.

Yet such moves have been evident worldwide, and are today a key point of concern for teachers and their unions. The effects of "accountability practices, standardised testing, new curricula, decentralisation, and privatisation" (Bascia & Stevenson, 2017, p. 1) on teachers and their unions have now been documented in countries as diverse as Chile, Kenya, New Zealand, Poland, Scotland, Turkey and the USA (Bascia & Stevenson, 2017). In Ireland, similar policy change has been linked to increased stress for primary teachers (Morgan & Craith, 2015), as teachers' hours around the world continue to grow (Bridges & Searle, 2011; Butt & Lance, 2005).

There is also evidence that teachers' face to face teaching hours are particularly high in Australia when compared internationally (OECD, 2014), making the current questionnaire survey both timely and necessary. In Australia, teacher workload has long been a point of concern, both in union-affiliated research (Gardner & Williamson, 2004; Howe, 2004; Weldon & Ingvarson, 2016) and otherwise (McKenzie, Weldon, Rowley, Murphy, & McMillan, 2014; Riley, 2015). Increases in both the scope and scale of teachers' work have been described as a process of 'intensification', attributed at least in part to changes in administrative requirements (Easthope & Easthope, 2000); such demands are described in our earlier work as a 'tsunami' of paperwork (Fitzgerald, McGrath-Champ, Stacey, Wilson, & Gavin, under review). The introduction of national standardised testing through the National Assessment Program – Literacy and Numeracy, or NAPLAN, has been argued to constrain teachers' curricular focus (Thompson, 2016), operating as a kind of standards-based accountability that requires teachers to complete additional mandated tasks whilst simultaneously maintaining their pedagogical values and aims (Kostogriz & Doecke, 2011). Part of this 'performative' regime in teaching has been a focus on skills, narrow competencies, and a related emphasis on data, where teachers are required to comply with

expectations to collect and/or respond to educational data, yet without any sense of purpose beyond proving oneself or one's school to have been successful in meeting particular targets (Ball, 2003; Hardy & Lewis, 2017). Such pressures have also changed relationships within schools, straining communication between over-worked principals and over-worked teachers (Keddie, Mills, & Pendergast, 2011; McGrath-Champ, Stacey, et al., 2017).

All of this research, however, focuses on particular aspects of changes to the work of teachers and school executives. What is missing is documentation of what it is that teachers actually *do* in their day to day work. This is the case, we would argue, both in relation to current policy and current research; indeed it is painfully evident in the Department's research on principals, which suggests increasing delegation to other school staff as a strategy to lighten principal workload (see e.g. Deloitte, 2017). This would suggest not only that the intensification of *teachers'* work is not being sufficiently acknowledged, but also that the research base in general is lacking a comprehensive understanding of what it is that teachers are already doing – not to mention their lived experience, and what they think, of it. While there has been some historical research exploring the dimensions of teachers' work (e.g. Connell, 1985; Connell, 1993), and a range of current analysis of teacher pedagogy (e.g. Comber, 2006), there is little that simply maps the nature and range of tasks currently involved in teachers' day to day work.

Having a detailed knowledge of what teachers do, and how they understand and value the multitude of daily, weekly and other ongoing tasks with which they engage, is important because, as we noted in our Phase One report, there is no specified upper limit on teachers' total hours of work, nor specific arrangements regarding the monitoring and allocation of workloads. While there is general advice in the Department's hours of duty (NSW Department of Education, 2016), teachers also complete tasks outside of standard school hours, such as participating in staff

meetings, being involved in professional development activities, or attending parent-teacher interviews, amongst many other things. The dimensions of this work as it is currently construed, and in relation to the demands of the current policy context, need mapping. Such is the purpose of the wide-ranging questionnaire survey that we report on in this document.

In Phase One of this study, we found evidence indicating that teachers and school executive are undertaking a range of activities in their work that may be considered unproductive, and may be hampering their primary focus on matters related to their teaching and to students' learning. In what follows, we present evidence from our large-scale quantitative questionnaire survey of 18,234 teachers, and consider how this evidence confirms or differs from our prior findings. We first present our research approach and method, then a discussion of findings regarding the nature of, magnitude and changes to the work of teachers, as well as the effects of these dynamics and how they might be responded to.

Approach and Methods

RESEARCH STRATEGY

The study was designed to address five research questions pertaining to work in schools. In relation to teachers, principals and other school executive, these were:

1. What teaching and learning and other activities are presently undertaken in schools?
2. How do teaching and learning staff in schools evaluate the activities that are presently undertaken in terms of the following:
   a. The importance and necessity of the work;
   b. The time and resources required/not required;
   c. Whether the work is managed in a time consuming or cumbersome way;
   d. Whether the work is focused on compliance rather than teaching and learning?
3. What changes have occurred to work in schools over the past five years?
4. What are the effects of these changes?
5. What actions or strategies support work in schools?

Consistent with key purposes of the study, an online questionnaire survey was designed and implemented. We adopted a predominantly quantitative approach to fulfil these needs, to complement and extend the Phase One study (McGrath-Champ, Wilson and Stacey, 2017) and to provide an account of issues currently shaping work in NSW public schools across the state. The online questionnaire survey collected input via responses from all teachers, principals and school executives in all schools throughout the state during Term 1 over a five week period beginning on the 19th February 2018.

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In addition to questions designed to support quantitative data analysis, several open-ended questions gathered comments from respondents regarding changes, support and general responses. In this report we integrate this qualitative information (data) by including direct quotes from staff in schools to provide voice to their perspectives and a humanised illustration of the story seen in the large quantitative numbers.

RESEARCH PARTICIPANTS

The sample included all levels of school (primary, secondary, K-12), socio-economic and socio-educational setting (as measured by participant self-report and, where provided, school ICSEA), location (metropolitan, provincial and remote/very remote), and teaching and learning role (classroom teacher, specialist teacher, consultant, Head Teacher, Assistant Principal, Deputy Principal and Principal).

Throughout this report, when we refer to the whole group of survey respondents the term 'teacher' is used and includes all the above roles. 'Classroom teacher' or 'classroom/specialist teacher' (as appropriate) is used to distinguish that specific sub-group.

The survey was sent to all 54,202 members of the NSW Teachers Federation current at the time of the survey in all of the above employment roles. Retired, associate and TAFE members were excluded. A total of 18,234 responses were received comprising 33.6% of Federation's membership. This is a very high response rate by social research standards. Unusually high response rates and lengthy comments were also seen in the open-ended qualitative items where respondents were given the opportunity to express their personal views on work in schools. The survey took half an hour or more to complete fully. It is likely that the time involved combined with the very large response rate reflect the sense of importance that respondents attribute to the issues covered in the research.

Table 1 provides an outline of the total sample demographics, by age, gender, location, employment and work experience. Permanent and temporary teachers were slightly over-represented in the sample, and casual staff were under-represented. Permanent employees comprised 76.6% (13,969 persons) of survey respondents compared with 71.1% of Federation membership; temporary employees comprised 20.6% (3,749 persons) of survey respondents compared with 18.9% of membership; and casual employees comprised 2.8% (506 persons) of survey respondents compared with 10.0% of membership.

Age	N=17,896	Min - Max	Mean	SD
		20 - 80	43.43	11.57
Gender	N=17,966	Female	Male	Non binary or different identity
		14,019 (78.0%)	3,903 (21.7%)	44 (0.02%)
Location	N=17,826	Metropolitan	Provincial	Remote/very remote
		11,640 (65.3%)	5,225 (29.3%)	961 (5.4%)
Employment Status	N=18,234	Permanent	Temporary	Casual
		13,969 (76.6%)	3,749 (20.6%)	506 (2.8%)
Employment role	N=17,991	Classroom & Specialist teachers	APs & Head teachers	Principals & DPs
		13,301 (73.9%)	3,182 (17.7%)	1,412 (7.8%)
Fractional load (casuals excluded):		0.2 – 0.5	0.6 – 0.9	1.0
Permanent	N=13,926	317 (2.3%)	1,561 (11.2%)	12,048 (86.5%)
Temporary	N=3,741	212 (5.9%)	553 (14.8%)	2,976 (79.6%)
Work experience in years:		Min - Max	Mean	SD
This school	N=17,622	0 - 57	10.82	9.31
Total teaching experience	N=12,583	0 - 57	15.55	11.124

Note: Percentages may not add to 100 due to rounding.

Table 1: Sample descriptors for age, gender, location and employment details

Figure 1 illustrates the predominance of female teachers within NSW public schools, with more than 78% of respondents identifying as female. Some 44 respondents (0.02%) identified as non-binary (male/female) but this group was too small to be represented in Figure 1. It is evident that the age distribution of male and female respondents is similar, but with females covering a slightly wider range spanning from 20 through to 80 years of age. These figures are similar to the Australian Bureau of Statistics profile for NSW which reported a 75 percent female/25 percent male Full-Time Equivalent (FTE) gender profile (Australian Bureau of Statistics, 2017). In the study upon which we report, teachers are enumerated as individuals instead of FTE, which accounts for the slightly higher proportion of females, who more commonly work part-time.
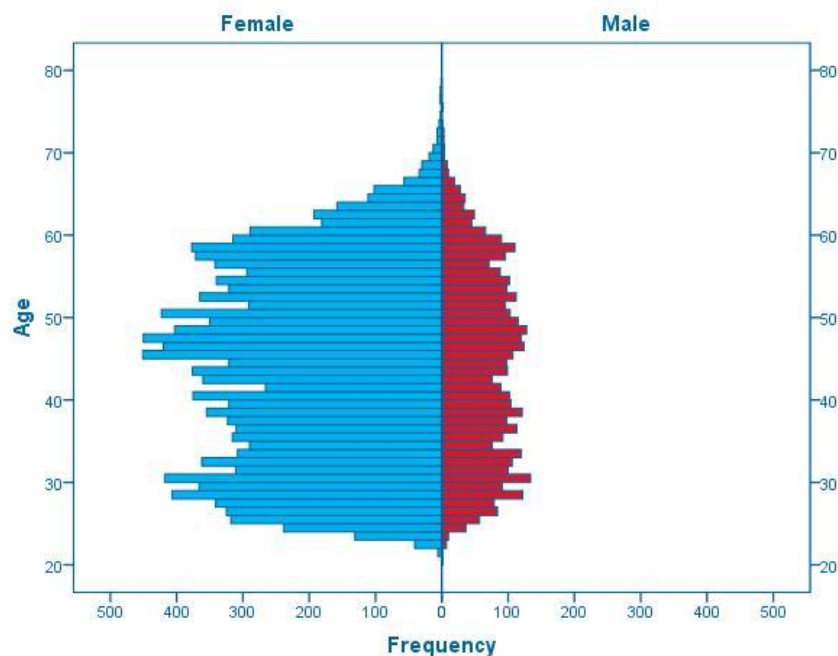
Figure 1: Age distribution of respondents' age, by gender

Nearly three-quarters (73.9%) of respondents were classroom or specialist teachers, 17.7% hold the role of Head Teachers or Assistant Principals, while 7.8% were Deputy Principals or Principals. Both permanent and temporary employees included in the survey are mostly engaged on a full-time basis (see Survey Findings below for further details). The average (mean) length of time that respondents had been teaching was 15.5 years with, on average, 11 years spent at their current school.

The survey gathered input from respondents in all major categories of geographical location: 64.3% were metropolitan-based in the cities of Sydney, Newcastle, Wollongong and surrounding suburbs; 29.3% were in provincial locations such as Albury, Dubbo, Griffith, Mudgee, Tamworth, Young and Wagga Wagga or similar, and surrounding towns/communities, while 5.4% were in remote or very remote locations including centres such as Bourke, Brewarrina, Broken Hill, Cobar and Lightning Ridge, or similar and surrounding remote towns/communities.

DATA COLLECTION PROCEDURES

The 'Work in Schools' questionnaire was developed through a series of phases involving initial scoping of the task by the researchers and Teachers Federation in October/November 2017, compilation of the survey instrument over a further 2.5 months through to mid-February 2018, distribution of the survey by Federation from the 19th February 2018 (closed on the 26th March 2018) and data analysis, assessment and reporting of results by the research team from March-May 2018.

A preliminary version of the questionnaire was trialled at a workshop involving a Steering Group Forum of Teachers, Principals and School Executives, convened by the Federation in order to provide developmental input. Facilitated by Federation, the questionnaire was subsequently piloted by 24 people including six Principals, five Head Teachers, seven secondary classroom teachers, four primary teachers, one casual teacher and one consultant from varied geographical locations and socio-

educational settings. These processes ensured that questions were deemed suitable by people in roles the same as those who would complete the survey, that content was robust and relevant to the issues, and that technical issues would not impede survey completion.

Prior to distribution of the survey, Federation communicated to members inviting their participation. The questionnaire was distributed electronically via Survey Monkey by Federation to all 54,202 permanent, temporary and casual members excluding only retired members, associates and TAFE teachers. Federation also responded to technical inquiries from respondents throughout the open period of the survey. No extrinsic incentives or rewards were provided for completion of the survey.

The study has ethical approval of the University of Sydney Human Ethics Committee and was conducted in accordance with these protocols. No individual person or school is identified in this report, consistent with the research assurance of anonymity. Qualitative quotes are indicated by a number so that, as may be necessary, other profile attributes of a survey respondent may be matched with this (such as occupational role, school type or so on).

Findings from the survey were successively reported by the Research Team to Federation from March-June 2018, to the Federation Executive, to monthly Council in May, and in a presentation at the 2018 Annual Conference in July.

DATA ANALYSIS

To directly address the research questions, a combination of descriptive statistical analyses of quantitative items, and qualitative analysis of responses from open-ended questions were used. Statistical analyses were conducted with IBM's SPSS (PASW) software and qualitative data was systematically collated, coded and examined using Excel and nVivo software.

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Additional analyses were conducted by disaggregating the data so that variations between school type (primary, secondary, central), geolocation (metropolitan, provincial, and remote), school SES (advantaged, average, disadvantaged) and staff role (teacher, school executive or principals/deputy principal) could be assessed.

Data were inspected to determine whether there were major trends or patterns according to the above dimensions. This Report adopts a holistic approach to the study's findings.

Quantitative analysis

Descriptive analyses were performed to explore each of the questionnaire sections:

1. Demographic and employment profile on staff completing the survey questionnaire.
2. Work hours.
3. Detailed coverage of activities undertaken in respondents' work and the frequency with which these are carried out.
4. Evaluation of importance and nature of activities.
5. Changes to work in schools.
6. Work demands.
7. Effects of reported work and workload phenomena.
8. Forms of preferred support for work.

Qualitative analysis

More than 48 percent of respondents provided qualitative comment in the open response items. This is a surprisingly high figure, above the expected norms for online questionnaire responses, which are often in the vicinity of 15-20 percent even with a range of incentives (Pedersen & Nielsen, 2016); and this is indicative of the high level of engagement teachers felt with the topic of work in schools. Also notable is the

extent of comments made, with some respondents providing very detailed and expressive personal views on the subject of workload.

To examine qualitative data from the three main open response opportunities provided in the online questionnaire, a random sub-sample of 300 respondents was generated using the analytical software to render them to a manageable number. The sub-sample was checked and confirmed as having representative proportions of comments across each of the three open-ended questions as the full dataset. The analysis of qualitative data, which requires manual coding prior to analysis, is intensely time-consuming and with the massive number of responses, analysis of this material would otherwise be unmanageable. The full set of qualitative data was scrutinised alongside the sub-sample and it was determined that the nature of comments in the sub-set was soundly indicative of the full qualitative dataset. In addition, further qualitative evidence was sourced from the full data set as appropriate, to supplement this analysis and provide further illustrative commentary at key points within the report. The response rates for these three items and the sampling process just outlined are shown in Table 2.

OPEN RESPONSE ITEMS	Number of qualitative responses	Proportionate qualitative response rate	Number of qualitative responses in random sub-sample n= 300	Proportion of qualitative responses in random sub-sample
Please feel free to comment on any changes to your workload over the last 5 years (2013-2018)	8575	47%	140	46.7%
Please feel free to provide any other ideas you think would support you in your work	5427	28%	92	30.7%
Please provide any additional comments you would like to make in relation to your work in schools or other workplaces. We are keen to hear your perspective.	5,348	27.5%	82	27.2%

Table 2: Qualitative response rates

The data from the representative sub-sample was then subject to qualitative analysis, with coding of respondent comments based on the Thematic Analysis approach outlined by Clarke and Braun (2014). Qualitative data from the open response sections of the questionnaire are integrated throughout findings.

Analysis of the survey questionnaire was structured so as to directly answer the research questions and provide a comprehensive view of work in schools. The next section considers key aggregate findings from the study.

Survey Findings

Analysis of the survey questionnaire was structured so as to directly answer the research questions and provide a comprehensive view of work in schools. The questions, and their relevant findings sections are provided below (Table 3):

RESEARCH QUESTIONS	DATA ANALYSIS
Background information	Profiles of staff in schools across the state - demographic profile by employment status - demographic profile by geographical location Self-reported hours of work in schools
1. **What teaching and learning and other activities are presently undertaken in schools?**	Lists and ranking of daily, weekly and other activities according to the frequency in which they are undertaken
2. **How do teaching and learning staff in schools evaluate the activities that are presently undertaken?**	Staff evaluation of the above activities in relation to: - importance/necessity - time and resources needed - identifying time consuming/cumbersome work Identifying work focused on compliance rather than teaching & learning
3. **What changes have occurred to work in schools over the past five years, in particular?**	Reported change in work hours and work demands over the last 5 years (2013-2017)
4. **What are the effects of these changes?**	Reported impact of change on : - staff - teaching & learning work
5. **What actions or strategies support work in schools?**	Tallying and ranking of suggested strategies

Table 3: Research questions and data analysis

Qualitative data from the open response sections of the questionnaire are integrated throughout the findings by highlighting the key themes emerging in that data and including quotes from respondents.

The key focus of the study is to examine the positioning of teaching and learning within the school context. However in recognition of the enormous diversity of school contexts we first explore demographic and employment conditions, including work hours, across the state. Subsequently we map the nature of work in schools and examine recent changes and effects of those changes. We conclude with a report on staff views of what actions should be taken to support work in schools so that teaching and student learning can be optimised.

1. Teachers and their work in schools

Of the 18,234 survey participants, 17,991 reported their employment role: 13,301 (73.9%) are classroom or specialist teachers; 3,182 (17.7%) are Head Teachers and Assistant Principals; 1,412 (7.8%) Principals and Deputy Principals; and 96 (0.5%) are consultants.

A brief outline of response rates and basic descriptors of the research participants is provided within the methodology section. Here we provide additional detail on the profile of those who participated in the survey. First we explore the staff profile by employment type: permanent, temporary and casual. Second, we present the profile according to geographical location.

PERMANENT, TEMPORARY AND CASUAL EMPLOYMENT

Approximately 76.6 percent of respondents were employed in a permanent role, with an additional 20.6 percent employed on a temporary basis and 2.8 percent being casual employees. Table 4 profiles these employment categories, in terms of age, gender and location. Table 5 outlines the dimensions of employment and relevant work experience for each of these employment types.

Permanent employees (1.0 full time) are comprised of 86.5% who work full time, 11.2% who work at least 3 days per week (0.6 fractional) but not full-time and 2.3% who work less than 3 days per week. For temporary employees, survey representation is 79.6% full-time, 14.8% between 3 days per week and full-time, and 5.9% less than 3 days per week. Employees engaged on a casual basis mostly worked 0-50 days per year (22.2%) or over 200 days per year (22.4%) with 18 or 19 percent working in each of the 51-100, 101-150 and 151-200 days per year categories.

		Permanent	Temporary	Casual	Total
Age	n	13,715	3,697	484	17,896
	Min -Max	20 - 78	21 - 80	21 - 75	20 -80
	Mean	44.91	37.36	47.86	130.13
	SD	10.97	11.37	13.75	36.08
	SE of Mean	0.09	0.19	0.62	0.91
Gender	n	13,778	3,701	487	17,966
	Female	10,586	3,066	367	14,019
	Male	3,162	623	118	3,903
	Non binary or different identity	30	12	2	44
Location	n	13,693	3,663	470	17,826
	Metropolitan	9,024	2,320	296	11,640
	Provincial	3,969	1,104	152	5,225
	Remote	700	239	22	961

Table 4: Permanent, temporary or casual engagement by age, gender and geographical location

The temporary employment category shows an average age of 37 years, which is lower than the average age of permanent and casual staff (45 and 48 years respectively). This reflects the fact that younger staff are more likely to be employed on a temporary basis. However it is notable that all three employment types show similarly wide age ranges.

		Permanent	Temporary	Casual	Total
Employment Role	n	13,798	3,706	487	17,991
	Class & Special	9,244	3,581	476	13,301
	Aps & Head	3,083	95	4	3,182
	Ps & DPs	1,387	23	2	1,412
	Consultant	84	7	5	96
Permanent (Fraction)	n	13,926			13,926
	0.2 – 0.5	317			317
	0.6 – 0.9	1,561			1,561
	1.0	12,048			12,048
Temporary (Fraction)	n		3,741		3,741
	0.2 – 0.5		212		212
	0.6 – 0.9		553		553
	1.0		2,976		2,976
Casual	n			499	499
Work in Days in year	0 to 50 days			111	111
	51 to 100			91	91
	101 to 150			94	94
	151 to 200			91	91
	Over 200 days			112	112
Year's in current school	n	13,555	3,632	435	17,622
	Min -Max	0 - 57	0 - 48	0 - 50	0 - 57
	Mean	12	6	11	29
	SD	9.389	6.335	12.057	27.781
	SE of Mean	0.08	0.11	0.58	0.76
Year's total teaching experience	n	9,595	2,643	345	12,583
	Min -Max	0 - 57	0 - 50	0 - 52	0 - 57
	Mean	17	9	17	44
	SD	10.825	9.388	14.634	34.847
	SE of Mean	0.1105	0.18	0.78	1.08

Table 5: Permanent, temporary and casual engagement by employment role and details

The large majority of staff surveyed are employed on a permanent basis, however, among classroom and specialist teachers, substantial numbers (3,581) are employed in temporary (28.1%) and casual (3.6%) roles. This means that nearly one-third of classroom and specialist teachers who responded to the survey do not have permanent employment.

It is evident that among casual workers in schools very low levels of employment (between 0 and 50 days) and also very high levels of employment (over 200 days) are the most commonly experienced.

METROPOLITAN, PROVINCIAL AND REMOTE EMPLOYMENT

One of the strengths of the online questionnaire and sampling approach is the reach across geographical location of schools. The dramatic geographical diversity of NSW schools is an important factor in relation to work in schools, with well documented uniqueness in terms of employment and school contexts. Rural and remote areas face many challenges in staffing their schools (Cuervo & Acquaro, 2016; Lassig, Doherty, & Moore, 2015; Reid et al., 2010) and there is also a well-documented educational 'gap' seen between metropolitan and provincial/remote education outcomes (Pegg & Panizzon, 2007). Thus geography is an important factor when exploring teachers' work in NSW schools, and we outline the dimensions of this in our study in Table 6.

The age of teachers in schools across geographical settings is similar, although provincial schools tend to have a slightly higher mean age, reflecting the fact that young teachers are more highly represented in metropolitan and remote schools.

While approximately 22% of the respondents are male teachers, this varies slightly with geographical location. In metropolitan schools males comprise one in five staff (20%), whereas in provincial schools this is more like one in four (25%) and in remote sits in between (23%).

		Metropolitan	Provincial	Remote	Total
Age	n	11,560	5,196	958	17,714
	Min -Max	21 - 80	20 - 76	21 - 73	20 - 80
	Mean	42.97	44.56	42.66	43.42
	SD	11.584	11.382	11.754	11.558
	SE of Mean	0.1077	0.1579	0.3798	0.0868
Gender	n	11,604	5,206	960	17,770
	Female	9,217	3,905	741	13,863
	Male	2,356	1,291	218	3,865
	Non binary or different identity	31	10	1	42
Employment Status	n	11,640	5,225	961	17,826
	Permanent	9,024	3,969	700	13,693
	Temporary	2,320	1,104	239	3,663
	Casual	296	152	22	470

Table 6: Staff: Age, gender and employment status by geographical setting

Similarly there is a little variation in relation to employment status, with permanent employment only slightly more common in metropolitan schools (77.5%) than provincial (76%) and remote schools (73%). While casual employment shows little difference, at around 2 percent, temporary employment shows a relationship inverse to that of permanent employment with lower levels in metropolitan schools (19.9%) than in provincial (21.1%) and remote (25%). Additional information is provided in Table 7. Remote schools also show slightly younger and less experienced staff – both in terms of years at their current school and total years in teaching. As noted, there are well documented difficulties in attracting and retaining staff in rural and remote schools (Cuervo & Acquaro, 2016; Lassig et al., 2015; Reid et al., 2010) so the higher proportions of temporary positions in these schools may be related to this. This finding is worthy of further research, given the current investment in redressing the gaps between urban and rural and remote education.

		Metropolitan	Provincial	Remote	Total
Employment Role	n	11,616	5,218	961	17,795
	Class & Special	8,652	3,874	645	13,171
	Aps & Head	2,113	873	173	3,159
	Ps & DPs	806	449	138	1,393
	Consultant	45	22	5	72
Permanent (Fraction)	n	9,014	3,960	700	13,674
	0.2 – 0.5	216	81	7	304
	0.6 – 0.9	1,064	429	47	1,540
	1.0	7,734	3,450	646	11,830
Temporary (Fraction)	n	2,319	1,104	239	3,662
	0.2 – 0.5	137	59	14	210
	0.6 – 0.9	320	179	43	542
	1.0	1,862	866	182	2,910
Casual Work in Days in year	n	296	152	22	470
	0 to 50 days	67	29	4	100
	51 to 100	50	30	4	84
	101 to 150	59	26	4	89
	151 to 200	56	30	3	89
	Over 200 days	64	37	7	108
Year's in Current School	n	11,390	5,117	938	17,445
	Min -Max	0 - 57	0 - 51	0 - 45	0 - 57
	Mean	10.73	11.19	10.06	10.83
	SD	9.173	9.588	9.413	9.313
	SE of Mean	0.086	0.134	0.307	0.071
Year's Total Teaching Experience	n	7,983	3,767	711	12,461
	Min -Max	0 - 57	0 - 52	0 - 45	0 - 57
	Mean	15.18	16.49	14.45	15.53
	SD	11.034	11.289	10.828	11.119
	SE of Mean	0.123	0.184	0.406	0.100

Table 7: Employment role and details by geographical setting

Staff in schools were also asked to estimate the socio-economic status (SES) of the students in their school, rating their own school as either very advantaged,

advantaged, average, disadvantaged or very disadvantaged. While this data is not verified by rigorous metrics, it represents the teachers' own evaluation of their schools' relative SES. We explored this SES in relation to employment type and found that these two were not statistically independent (chi-squared = 20.36, p< .05) and showed a statistically significant relationship. Cross-tabulation outlines some interesting relationships between teacher-reported school SES and the proportion of permanent, temporary and casual teachers. Disadvantaged and average SES schools were more likely to report lower levels of permanent employment and higher levels of temporary employment than those schools with above average SES and also 'very disadvantaged' schools. 'Disadvantaged' schools were also more likely to report higher levels of casual employment. These findings require further in-depth analysis, ideally using a more reliable measure of school SES.

2. Work hours in schools

We asked staff to estimate their average hours per week for three different conditions:

1) Hours at school during term time
2) Hours at home during term time
3) Hours at home during school holidays

Total hours during term were calculated by adding 1) and 2) as shown in Table 8. The average (mean) total hours that full-time employed classroom and specialist teachers work during term is 55 per week, comprised of slightly more than 43 hours per week in school plus approximately a further 11 hours week at home.

This is slightly higher than the hours reported recently in Victoria (Weldon & Ingvarson, 2016). Both the Victorian and NSW results, however, are considerably higher than those of the OECD, which measures teachers' required hours in Australia overall at approximately 1200 hours per year, inclusive of contact hours at around 800 hours per year – which is above the OECD average (OECD, 2014). By our measure, teachers are reporting hours of work at school (inclusive of contact and non-contact time) at approximately 1,720 hours per year, suggesting they are high on an international as well as domestic scale.

Consultants' hours are similar to classroom/specialist teachers' hours at 55 per week, with a similar at school/at home breakdown. Assistant Principals' or Head Teachers' average term hours are 58 per week (approximately 45 at school and approximately 12 at home), while Principals or Deputy Principals self-reported hours are 62 per week (50 at school and approximately 12 at home). Again, this is slightly higher than Principal hours reported in Victoria (Weldon & Ingvarson, 2016). The Australian Bureau of Statistics (ABS, 2003) defined very long working hours as 50 hours or more

per week, a category used by labour market scholars (Campbell, 2007; Charlesworth et al. 2011; Campbell and van Wanrooy 2013; Venn et al. 2016). All categories of teachers are, by this definition, working 'very long hours', reflecting the ongoing expansion of teachers' working hours documented in a range of the research literature (Bridges & Searle, 2011; Butt & Lance, 2005; NSW Public Service Commission, 2017), and suggested by our Phase One study (McGrath-Champ, Wilson, et al., 2017). Amongst employees, while usually very long working hours tend to be less prevalent in predominantly female occupation groups (ABS 2003), it is evident that this is not the case with NSW public school teachers.

Across all these employment roles, work undertaken at home was consistently 11 or 12 hours per week, indicating that work in schools is too great in volume to be undertaken at the school workplace. Staff also reported working up to 40 hours per week during school holidays, however the most frequently reported estimate (mode) was 10 hours per week. A large proportion also reported working 20 hours per week during school holidays.

		Employment_Role									
		Teachers (classroom or specialist)		Assistant Principal or Head Teacher		Principal or Deputy Principal		Consultant		Total	
		<1.0	Full time	<1.0	Full time	<1.0	Full time	<1.0	Full time	<1.0	Full time
Average hours/week at school during term	Valid N	2241	8114	171	2482	19	1194	2	44	2433	11834
	Minimum	1	30	5	30	9	30	18	35	1	30
	Maximum	75	75	65	70	50	75	27	60	75	75
	Mean	26	43	30	45	37	50	23	45	26	44
	Median	27	44	30	45	40	50	23	45	27	45
	Mode	24	40	40	45	45	50	18[a]	40	24	45
Average hours/week at home during term	Valid N	2217	9636	171	2831	18	1299	2	50	2408	13816
	Minimum	0	0	1	0	1	0	2	0	0	0
	Maximum	40	40	40	40	28	40	15	30	40	40
	Mean	10	11	12	12	11	12	9	11	10	11
	Median	8	10	10	10	10	10	9	10	8	10
	Mode	10	10	10	10	10	10	2[a]	10	10	10
Total hours during term	Valid N	2202	7959	170	2445	18	1178	2	41	2392	11623
	Minimum	1	30	10	36	10	37	20	42	1	30
	Maximum	108	100	85	106	73	100	42	75	108	106
	Mean	35	55	41	58	47	62	31	55	36	56
	Median	35	55	42	57	49	60	31	55	36	55
	Mode	40	50	50	60	50	60	20[a]	60	40	60

Table 8: Working hours by employment role

[a] Multiple modes exist. The smallest value is shown.

Self-reported estimates for average hours per week are presented for those employed in both permanent and temporary full-time work in schools in the following pyramid diagrams, Figures 2 and 3. The diagrams include a breakdown by gender. Total work hours per week do not appear to vary much by gender or permanent/temporary employment status (see Figure 2). However, on calculation we find women report just marginally higher total average hours of 56.9 while for males it is 55.1. This is statistically significant on the Independent Samples Mann-Whiteney U-test (t=8.94, p<.001, n=11,580).
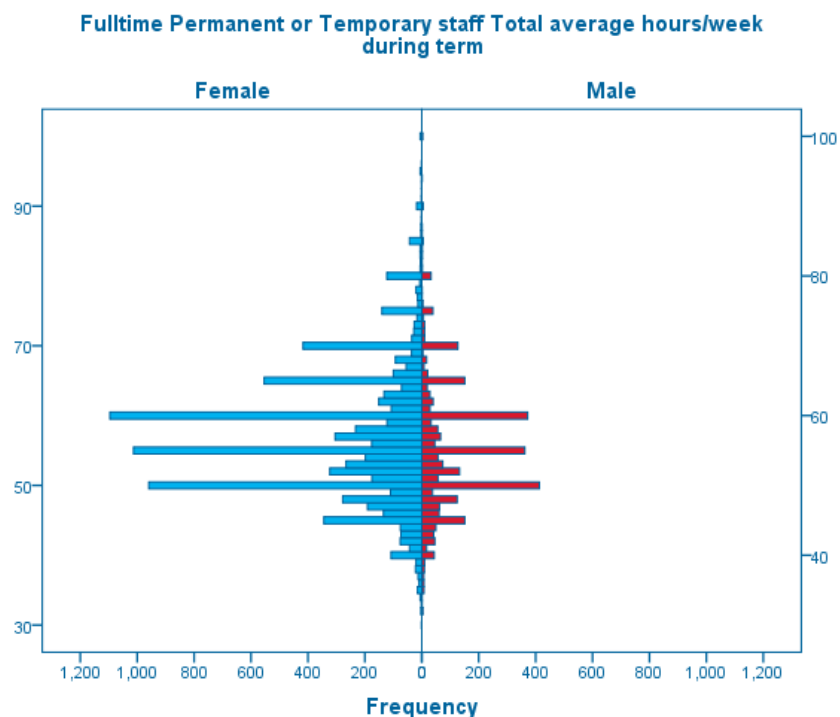
Figure 2: Average total hours/week at school and at home during term time, by gender

Fulltime Permanent or Temporary staff Average hours/week in school during term
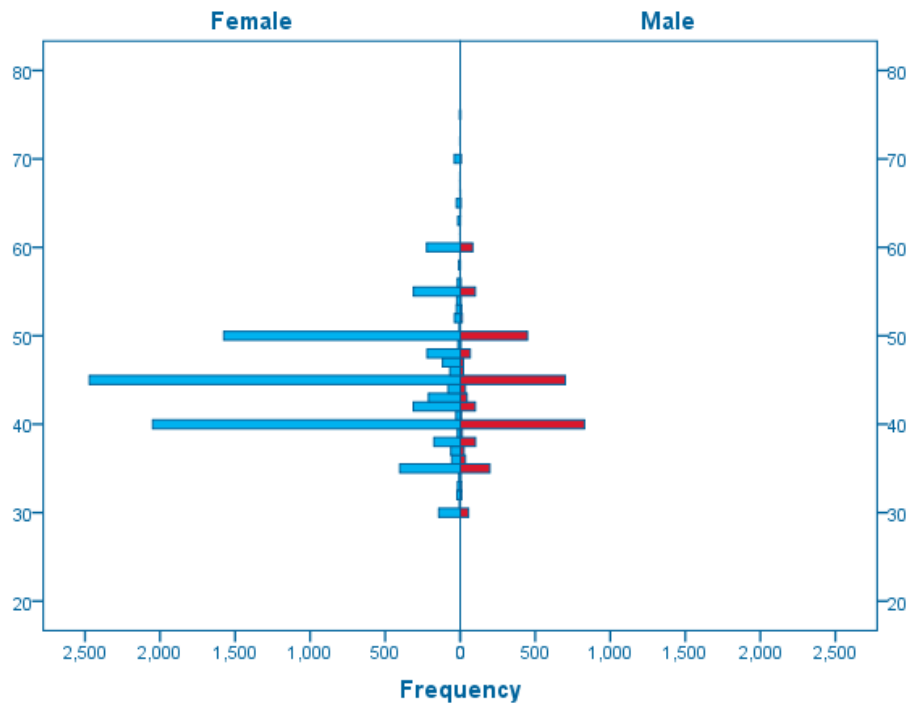
Figure 3: FT Average hours/week at school during term

We see more substantial variation in work hours in regard to work role (see Table 8). Here it is evident that all staff are reporting high work hours, although naturally these vary by their full-time/part-time status. The part-time figures (<1FTE) are difficult to discuss as a whole group because of the wide range of hours worked within that category. However looking at those employed full-time we see that the most commonly reported total hours during per term, the modal response, is 50 for classroom teachers, specialist teachers and Head Teachers; 55 for consultants; and 60 for Assistant Principals, Deputy Principals and Principals (although Principals showed multiple modes; this is the lowest).

The means, or arithmetic averages, are a little different to the modes as they are impacted by a skewed distribution, with some staff reporting very high hours. The maximum full-time reported average weekly hours range between 75 and 106 across the different roles. We see the highest mean full-time hours among Principals (63) followed by Deputy Principals (60), Assistant Principals (59), Head Teachers (57), classroom teachers (56), consultants (55) and specialist teachers (53) (see Table 9).

		Average hours/week at school during term		Average hours/week at home during term		Total hours during term	
		<1.0 FTE	Full time	<1.0 FTE	Full time	<1.0 FTE	Full time
Classroom Teacher	Valid N	1522	7187	1505	8556	1494	7054
	Minimum	1	30	0	0	1	30
	Maximum	72	75	40	40	108	100
	Mean	26	44	10	11	36	56
	Median	27	45	9	10	35	55
	Mode	24	40[a]	10	10	40	50
Specialist Teacher (e.g. LaST, librarian, school counsellor, careers advisor, consultant)	Valid N	719	927	712	1080	708	905
	Minimum	2	30	0	0	2	32
	Maximum	75	75	40	40	85	90
	Mean	26	42	9	10	34	53
	Median	27	40	8	10	35	50
	Mode	24	40	10	10	40	50
Head Teacher	Valid N	52	1278	51	1471	51	1265
	Minimum	6	30	2	0	13	37
	Maximum	50	70	40	40	65	106
	Mean	30	44	12	12	42	57
	Median	30	45	10	10	42	55
	Mode	40	45	5	10	50	50
Deputy Principal	Valid N	15	451	15	493	15	446
	Minimum	9	30	1	1	10	37
	Maximum	45	75	28	40	73	100
	Mean	37	48	12	11	49	60
	Median	40	50	10	10	50	59
	Mode	45	50	10	10	50	60
Assistant Principal	Valid N	119	1204	120	1360	119	1180
	Minimum	5	30	1	0	10	36
	Maximum	65	70	40	40	85	100
	Mean	30	47	11	12	41	59
	Median	30	45	10	10	40	60
	Mode	30	45	10	10	40[a]	60
Principal	Valid N	4	743	3	806	3	732
	Minimum	21	30	5	0	26	40
	Maximum	50	75	8	40	53	94
	Mean	38	51	7	12	40	63
	Median	40	50	7	10	42	60
	Mode	21[a]	50	5[a]	10	26[a]	60
Consultant	Valid N	2	44	2	50	2	41
	Minimum	18	35	2	0	20	42
	Maximum	27	60	15	30	42	75
	Mean	23	45	9	11	31	55
	Median	23	45	9	10	31	55
	Mode	18[a]	40	2[a]	10	20[a]	60
Total	Valid N	2433	11834	2408	13816	2392	11623
	Minimum	1	30	0	0	1	30
	Maximum	75	75	40	40	108	106
	Mean	26	44	10	11	36	56
	Median	27	45	8	10	36	55
	Mode	24	45	10	10	40	60

a. Multiple modes exist. The smallest value is shown

Table 9: Hours during term by school role and fraction

One of the major points of comment from respondents concerned how large, in terms of time, the job of teaching now is. These reports were not only by teachers with lengthy working experience but also from those with relatively short experience in schools.

"I am currently on leave from the Head Teacher position and am working as a classroom teacher. This decision was due to excessive work hours, averaging 80+ hours per week in term and 50+ hours in "holidays" as a Head Teacher for 6 years. The stress of this unsustainable workload left me physically exhausted and mentally drained. Total burn out. Having been working as a classroom teacher for a year, I still feel unable to resume my duties, although I am gradually recovering. I felt there was no real support for me in [the] couple of years building up to this decision. I was told to re-prioritise, but when I did, I was continually instructed to do things I had prioritised at a low level". (#6703525788)

3. Work activities in school

The roles of teachers are highly complex and dynamic. In this survey we asked staff to reflect on a range of work activities, developed from earlier research, and to indicate the frequency with which they undertook those tasks – or to indicate if the task was not relevant to their school role.

FREQUENCY OF ACTIVITIES UNDERTAKEN IN SCHOOLS

Daily activities

Table 10 outlines the top ten activities the participants identified with 'I do this work every day'. These are in order of how frequently they were reported as part of daily work, with the most prevalent at the top. Although we recognise that some times of the year are busier with particular tasks than others, for example when student reports are due, we asked for a general assessment of frequency in order to capture a broader picture of teachers' work across the year. They are ranked according to the proportion of the total sample which listed them as daily activities; but the table also provides data for three categories of school role: classroom/specialist teachers, Head Teachers and Assistant Principals; and Principals and Deputy Principals.

Unsurprisingly the type of daily work varies with the school role. However, it is clear that irrespective of role a very large majority of daily work is concerned with teaching and learning activities. Among Principals, Deputies and consultants approximately 24 percent undertake lesson planning and preparation daily. More than half of teachers develop strategies for meeting the needs of students and more than 35 percent work specifically on curriculum differentiation to meet this aim. Among classroom teachers, Head Teachers and Assistant Principals the numbers undertaking these activities are very high, confirming that much of the daily activity in schools is oriented around teaching and learning. The totals in this table profile the work done within schools.

I do this work every day	Teachers (classroom or specialist)			Assistant Principal or Head Teacher			Principal or Deputy Principal			Consultant			Total	
	Count	Teacher %	Total %	Count	AP/HT %	Total %	Count	P/DP %	Total %	Count	Consult %	Total %	Count	Total %
1. **Planning and preparation of lessons.**	10940	88.4	65.1	2656	86.9	15.8	319	24.3	1.9	21	33.9	0.1	13936	82.9
2. **Differentiating the curriculum to meet the diverse needs of students.**	10296	83.5	61.4	2584	84.6	15.4	472	35.9	2.8	27	43.5	0.2	13379	79.8
3. **Developing other strategies to meet the learning needs of students (e.g. those with special needs, low-engagement/ attainment etc.)**	9607	77.7	57.2	2319	75.9	13.8	718	54.3	4.3	34	54.0	0.2	12678	75.4
4. **Finding opportunities to get to know students as individuals, and understand their backgrounds.**	9136	79.3	58.2	2299	79.9	14.7	979	79.4	6.2	20	33.3	0.1	12434	79.2
5. **Communicating with individual students about issues outside of classroom learning (e.g. student welfare/wellbeing issues, student engagement and behaviour).**	8094	70.2	51.5	2264	78.6	14.4	983	79.5	6.3	22	36.7	0.1	11363	72.4
6. **Communicating with individual students about their classroom learning other than as part of formal feedback; include email correspondence or other digital tools.**	7313	63.5	46.6	1937	67.2	12.3	553	44.9	3.5	19	32.2	0.1	9822	62.6
7. **Classroom environment and equipment maintenance, both curricular & extra-curricular.**	7301	63.6	46.7	1810	63.0	11.6	509	41.4	3.3	16	27.6	0.1	9636	61.6
8. **Playground duty & other supervision tasks.**	6862	59.7	43.8	1793	62.3	11.5	744	60.4	4.8	16	27.1	0.1	9415	60.1
9. **Marking students' work.**	7208	60.4	44.3	1693	56.7	10.4	235	18.5	1.4	16	25.8	0.1	9152	56.3
10. **Identifying, responding to & documenting student behaviour, welfare and wellbeing concerns.**	5866	55.4	40.4	1921	71.1	13.2	843	72.9	5.8	24	42.9	0.2	8654	59.6

Table 10: Work in school top 10 most commonly reported activities done every day

UNDERSTANDING WORK IN SCHOOLS

The daily work undertaken in schools, reported in Table 10, shows some clear characteristics. All of the activities in the top ten can be grouped into the following:

I. Teaching work – relating the act of teaching itself, or the preparation and follow up associated with it; including planning, supervision, marking and maintenance of the classroom environment.

II. Getting to know students work – finding opportunities to communicate and get to know students as individuals; including supervision and welfare work around classroom learning and issues beyond the classroom.

III. Adjustment work – where I and II above are brought together to tailor teaching and learning to meet student needs, including curriculum differentiation and other strategic pedagogical approaches to achieve this aim.

Although teaching and learning work is diverse and complex in enactment, it is evident that in reflecting on their professional work, the majority of teachers have reported undertaking a similar range of daily tasks.

All tasks which appeared within the profile of work done in schools on a daily basis are included and grouped in a summary on the following page (Table 11). Those in the top ten are in blue and again highlight the focus on getting to know students, planning work and engaging in teaching and learning so that it meets the needs of students. However, it is also interesting to note the many other duties which substantial numbers of teachers now undertake on a daily basis. For example, more than 25 percent report daily work on planning and implementation of state wide policies; and planning and implementation of school initiatives and projects. This represents more than 4,000 staff in schools who undertake this work on a daily basis. Even the small proportions reporting daily work on "navigating implementation of new external technology platforms e.g. SPaRO, Scout, PLAN", equate to more than 1,000 staff across the state.

Planning & programming

* Planning and preparation of lessons. 82.9%
* Differentiating the curriculum to meet the diverse needs of students. 79.8%
* Developing other strategies to meet the learning needs of students (e.g. those with special needs, low-engagement)75.4%
* Planning and implementation of state wide policies. (e.g. literacy and numeracy strategy.)27.4%
* Planning and implementation of school initiatives and projects e.g. STEM, PBL, etc.25.5%
* Planning and preparation of Individual Education Plans (IEPs). 15.7%
* Developing new units of work and/or teaching programmes.15.4%

Relationships, welfare & communication

* Finding opportunities to get to know students as individuals, and understand their backgrounds.79.2%
* Communicating with individual students about issues outside of classroom learning (e.g. student welfare/wellbeing issues, student engagement and behaviour).72.4%
* Communicating with individual students about their classroom learning other than as part of formal feedback 62.6%
* Classroom environment and equipment maintenance, both curricular and extra-curricular.61.6%
* Playground duty and other supervision tasks. 60.1%
* Communication and co-operation with parents, guardians & carers 43%
* Engaging in extracurricular activities with students (e.g. sports, cultural activities before or after school). 18.1%
* Liaising with & working with external agencies in relation to student needs.12.3%
* Engaging in promotional activities for your school/public education.10.6%

Collegial interactions & professional learning

* Supporting/managing professional colleagues and/or other school staff. 55.9%
* Finding opportunities to reflect on and personally evaluate your teaching practice both formal and informal. 46.6%
* Observing, mentoring or supervising other teachers, whether part of official performance development processes or otherwise.24.9%
* Before and/or after school hours meetings and/or professional learning.23.4%
* Working on accreditation-related requirements.8.4%
* Attending professional learning during school hours. 3.6%

Policies, procedures & administration

* Identifying, responding to and documenting student behaviour, welfare and wellbeing concerns.59.6%
* Providing evidence of implementing NSW departmental policies and procedures.14.2%
* Workplace health and safety requirements e,g. planning and reporting on risk or incidents relating to lessons or excursions.11.4%
* Work associated with the School Excellence Framework, including self-assessment and external validation.7.5%
* Navigating implementation of new external technology platforms e.g. SPaRO, Scout. 7%
* Budgeting and financing at whole school level, faculty level, curriculum level or extra-curricular level.7.5%

Assessment & reporting

* Marking students' work. 56.3%
* Classroom work associated with external assessment (e.g. specific orientation and preparation of students.)19.1%
* Reporting to parents & caregivers. 15.7%
* Data collection analysis & reporting associated with state-wide strategies. 12.2%
* Writing &/or developing assessment tasks.10.1%
* Responding to and dealing with NESA requirements in relation to curriculum, accreditation and inspections. 9.6%
* Administration & documentation requirements relating to HSC, ROSA and VET. 9%
* Reporting of student attainment information to external authorities. (e.g. Department, NESA etc.) 3.3

Table 11: Profile of daily work in schools

Weekly and other frequency activities

Daily work is overlain with additional duties that occur on a weekly basis or other frequency. Some duties which were reported as daily work for a minority of staff were, for a much larger majority, undertaken as weekly duties ('I do this work, not every day, but every week') or with another frequency ('I do this work but not every week'). Naturally there is also variation in the profile of these activities according to the staff role in the school, but here again, reflecting on the total group we can add additional insight into the overall nature, or profile, of work in schools.

A summary of the top ten activities most frequently reported as 'every day', 'not every day, but every week' and 'I do this work but not every week' is included in Figure 4. It should be noted that the last of those categories represents work which may occur on a term-basis, or it may occur more frequently on a fortnightly basis, for example – the metric used here does not distinguish except to say that these activities do not occur on a weekly basis. Additionally, these activities may be intense in nature and may involve lengthy periods of time.

The activities 'playground duty and other supervision', 'working on accreditation-related requirements' and 'reporting to parents and caregivers' are highlighted in green. These activities are reported by a large proportion of staff, but at different levels of frequency. A total of 94.2 percent of teachers report undertaking supervision duties either daily or weekly, although not directly focussed on teaching and learning these activities are important for relationship building and student welfare. Teachers reported that playground duty was not an area requiring additional time or resources although it was an activity identified in qualitative data as causing concern, where some teachers described the difficulty in meeting the high levels of need required by some students in this context.

UNDERSTANDING WORK IN SCHOOLS

Activity Frequency	I do this work everyday	I do this work, not every day, but every week	I do this work, but not every week
Top 10 (in rank order)	Planning and preparation of lessons. 82.90%	Before and/or after school hours meetings and/or professional learning. 65.1%	Attending professional learning during school hours. 68%
	Differentiating the curriculum to meet the diverse needs of students. 79.8%	Engaging in extracurricular activities with students (e.g. sports & cultural activities). 42.7%	Workplace health & safety requirements e,g. planning & reporting on risk or incidents. 59.5%
	Finding opportunities to get to know students as individuals 79.2%	Developing new units of work &/or teaching programmes. 41.7%	Reporting of student attainment information to external authorities. (e.g. Department, NESA etc.) 59.3%
	Developing other strategies to meet the learning needs of students (e.g. those with special needs, low-engagement) 75.4%	Writing &/or developing assessment tasks. 41.1%	Working on accreditation-related requirements. 58.6%
	Communicating with individual students about issues outside of classroom learning (e.g. student welfare) 72.4%	Planning & implementation of school initiatives and projects e.g. STEM, PBL, etc. 37.5%	Work associated with the School Excellence Framework, including self-assessment & external validation. 53.5%
	Communicating with individual students about their classroom learning other than as part of formal feedback. 62.6%	Communication & co-operation with parents, guardians & carers. 34.9%	Reporting to parents & caregivers. 51.5%
	Classroom environment & equipment maintenance, both curricular & extra-curricular. 61.6%	Playground duty & other supervision. 34.1%	Responding to and dealing with NESA requirements in relation to curriculum, accreditation & inspections. 51.5%
	Playground duty & other supervision 60.1%	Finding opportunities to reflect on and personally evaluate your teaching practice both formal & informal. 29.8%	Engaging in promotional activities for your school/public education. 50%
	Identifying, responding to & documenting student behaviour, welfare & wellbeing concerns. 59.6%	Reporting to parents & caregivers. 29%	Providing evidence of implementing NSW departmental policies & procedures. 48.9%
	Marking students' work. 56.3%	Working on accreditation-related requirements. 27%.	Data collection analysis & reporting associated with state-wide strategies. 47.5%

Key: Blue – Top 10 most common activities | Green- Activities in top 10 for >1 frequency category

Figure 4: Summary of frequency of work activities

UNDERSTANDING WORK IN SCHOOLS

A total of 70 percent of teachers engage in reporting to parents on either a weekly (27%) or less-than-weekly (51.5%) basis. Survey respondents noted that parent-related reporting was becoming more complex, frequent, repetitious, and focused on complying with departmental requirements. Similarly, though somewhat more surprising, a total of 80.5 percent of teachers in schools report working on accreditation-related requirements on either a weekly (29%) or other-frequency (58.6%) basis. Unlike playground duty both these frequently occurring activities were the focus of many comments in qualitative data and featured amongst activities that teachers were likely to evaluate negatively. Additional details on these evaluations are presented later in this report.

The most frequently reported daily activities are dominated by work relating to getting to know students, planning work, and engaging in teaching and learning so that it meets the needs of students. However the top ten, 'not daily, but weekly' activities span a more diverse range of work, including a large proportion (65.1%) reporting weekly attendance at out-of-school-hours meetings, professional development and engaging in extra-curricular activities (42.7%) and a range of other administrative activities, like the development of new units of work (possibly related to recent curriculum and syllabus renewal).

The top ten activities reported as "not weekly" are dominated by administrative duties, often involving paperwork, data and reporting. These duties were the focus of a great deal of comment in the open-response items. Although they are reported as less frequent there are many claims that this type of work is increasing and encroaching on the primacy of other activities. From the abundant qualitative responses about these matters, the following are indicative of very widely-held sentiment.

"The amount of paperwork to be completed is ridiculous". (# 6703577037)

"The data collection is insane!" (#6755322598)

"The amount of time spent on paperwork is ridiculous – we should be teaching not ticking boxes". (#6703461659)

"The paperwork and administrative work has increased enormously". (#6703503896)

"The amount of paperwork I need to complete is totally unachievable". (#6703505593)

"Accountability has increased as responsibility has been decentralised". (#6703485991)

 "The amount of paperwork has grown exponentially". (#6703448368)

"The amount of 'box-ticking' paperwork and time spent proving our quality of teaching has greatly increased". (#6703452349)

"Data and paperwork for accountability has increased exponentially". (#6703494548)

And in a most pithy, succinct manner these concerns were summarised by a respondent thus:

"Cloning would help immensely". (#6721429687)

These comments broadly reflect the ongoing intensification of teachers' work (Easthope & Easthope, 2000), as they complete their daily work amid what has been described in our earlier work with Federation members as a 'tsunami' of paperwork (Fitzgerald et al., under review) and other administrative requirements (McGrath-Champ, Wilson, et al., 2017).

It is notable that despite this intensification NSW public school teachers are evidently strategising to preserve their work that is most focused on students. Figure 5 highlights the extremely high proportions maintaining focus on working directly with students to meet their individual needs. The preservation of this student oriented work may explain the rise in work hours with the imposition of new, administrative demands. As teachers continue to make students the focus of their work, the new tasks impose an additional burden. Qualitative comments make it clear that many teachers are suffering from the additional demands and feel frustrated that these distract them from their work with students. The following section provides more detail on how the range of professional activities are evaluated by teachers.

Student focused activites
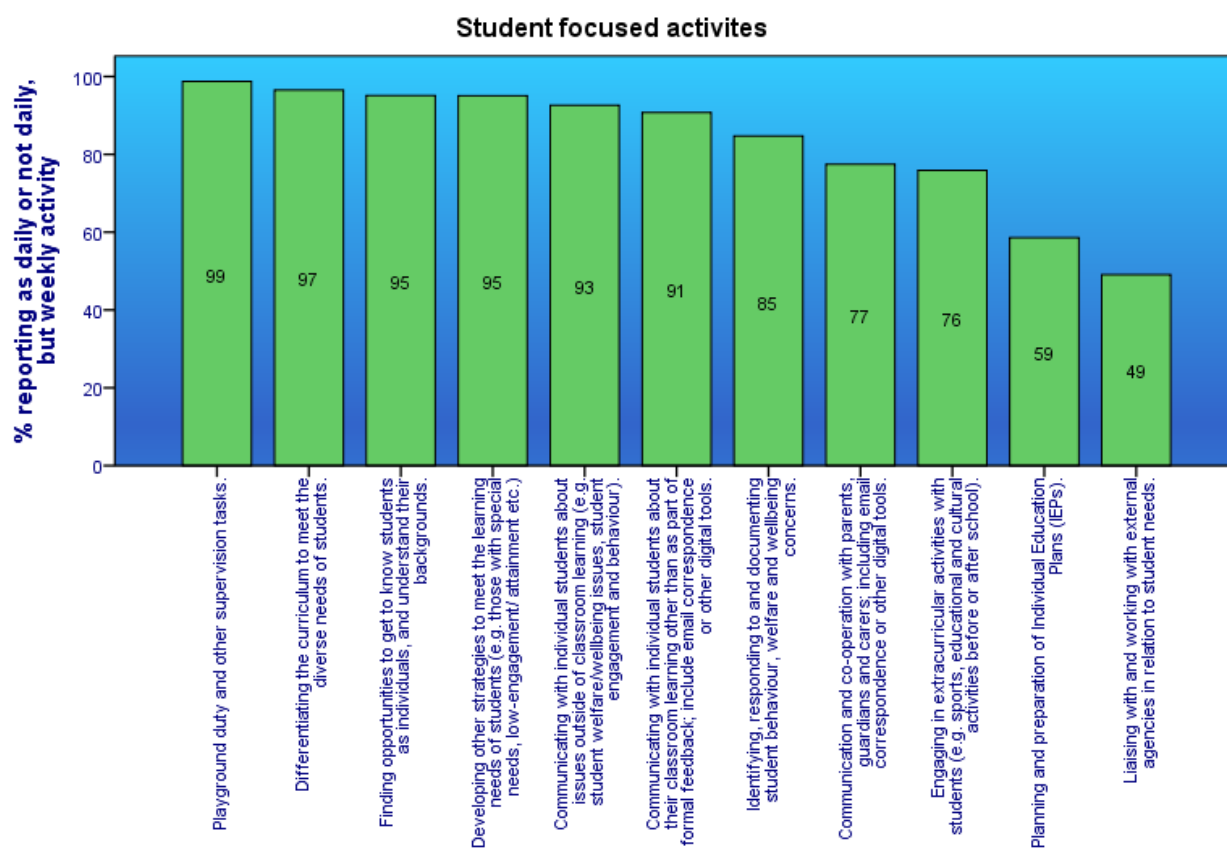
Figure 5: Student focused work (daily or not daily but weekly) across all teaching roles

Figure 6 shows the activities with the four highest and four lowest proportions agreeing/disagreeing with five different evaluative statements. Respondents were asked to mark those activities they believed met the characteristic of these five statements:

1. This work is important/necessary
2. More time and resources are needed for this work
3. The way this work is managed is too time consuming/cumbersome
4. This work is focused on compliance rather than teaching and learning
5. Less time and resources should be spent on this work.

A clear pattern emerges in this data, where positively evaluated activities (that are valued as important/necessary, worthy of more time and resources) relate to teaching and learning activities such as building relationships with and supporting students, while negatively evaluated items (that are seen as time consuming/cumbersome, focused on compliance rather than teaching and learning and should have less time and resources spent on them) are dominated by administrative activities.

Teachers evaluated their most frequent daily activities, associated with getting to know their students, and also planning and delivering teaching and learning so that it meets the needs of students, positively – identifying this work as important and necessary but also in need of more time and resources. By contrast teachers identified administrative types of activities, often involving documentation, working with data and accreditation requirements, as the cumbersome, time consuming and not worthy of additional time or resources. This pattern, apparent in data from throughout the survey, reflects a tension between how teaching and learning and administrative activities are valued

and allocated time and resources. In qualitative data teachers frequently commented that administrative tasks were encroaching upon the time they normally preserved for teaching and learning work.

A commonly expressed view was that, "teachers should be teaching, building rapport with students and planning exciting and engaging lessons and programs, not doing so much admin and data collection" (#6703442198). And yet a very common perception was that, instead, they were "spending so much time on assessment and data entry, rather than having time to get to know their students as individuals" (#6705946142). Having "so much admin work" meant "not enough quality time to prepare for differentiated lessons, individual student difficulties and [the] organisation of [the] classroom" (#6739948343). The quotes included to in this section are drawn from a wider set of indicative quotes reflecting how respondents evaluated their work activities. Further quotes are provided in the Appendix of Tables 18-22.

UNDERSTANDING WORK IN SCHOOLS

Evaluation	This work is important/ necessary	More time & resources are needed for this work	The way this work is managed is too time consuming/cumbersome	This work is focused on compliance rather than teaching & learning	Less time & resources should be spent on this work
AGREE	Planning & preparation of lessons	Developing other strategies to meet the learning needs of students (e.g. those with special needs, low-engagement)	Data collection analysis and reporting associated with state-wide strategies.	Reporting to parents & caregivers.	Data collection analysis & reporting associated with state-wide strategies.
	Finding opportunities to get to know students as individuals	Developing new units of work and/or teaching programmes.	Providing evidence of implementing departmental policies and procedures.	Providing evidence of implementing departmental policies & procedures.	Classroom work associated with external assessment. (e.g. specific orientation & preparation)
	Communicating with students about their classroom learning	Differentiating the curriculum to meet the needs of students.	Planning & implementation of state-wide policies. (e.g. lit/numeracy strategy.)	Data collection analysis & reporting associated with state-wide strategies.	Providing evidence of implementing departmental policies & procedures.
	Communicating with students about issues outside of classroom learning (e.g. student welfare)	Planning and implementation of school projects/innovations (e.g. STEM, PBL, etc.)	Responding to & dealing with NESA requirements in relation to curriculum, accreditation & inspections.	Working on accreditation-related requirements.	Working on accreditation-related requirements.
DISAGREE	Responding to & dealing with NESA requirements in relation to curriculum, accreditation & inspections.	Reporting of student attainment information to external authorities. (e.g. Department, NESA etc.)	Finding opportunities to reflect on & personally evaluate your teaching practice both formal /informal.	Engaging in extracurricular activities with students (e.g. sports & cultural activities).	Engaging in extracurricular activities with students (e.g. sports & cultural activities).
	Work associated with the School Excellence Framework, including self-assessment & external validation.	Playground duty & other supervision tasks.	Communicating with students about their classroom learning	Communicating with students about issues outside of classroom learning (e.g. student welfare	Communicating with students about issues outside of classroom learning (e.g. student welfare)
	Providing evidence of implementing departmental policies and procedures.	Providing evidence of implementing departmental policies & procedures.	Supporting/managing professional colleagues and/or other school staff.	Communicatng with students about their classroom learning	Communicating with students about their classroom learning
	Navigating implementation of new external technology platforms e.g. SPaRO, Scout, PLAN.	Administration & documentation requirements relating to HSC, ROSA and VET.	Finding opportunities to get to know students as individuals.	Finding opportunities to get to know students as individuals.	Finding opportunities to get to know students as individuals.

Key: Blue – Top 4 most positively evaluated activities | Red – Top 4 most negatively evaluated activities

Figure 6: Evaluative summary of work activities

To add depth to the analysis we differentiated the evaluation of activities by how frequently they are performed (see Figure 7).

Less frequent but negatively evaluated work includes 'Planning and implementation of state-wide policies (e.g. lit/numeracy strategy)' which is highlighted in pink as it does not appear on the top 10 activities for any of the frequency categories. This work is only done daily by 27 percent of the sample or weekly by 26 percent. However despite this it is rated as highly time consuming and/or cumbersome by 30 percent of staff. There is a high correlation between undertaking this activity, which is most evident among Principals and Deputy Principals (49% report it is daily work) and providing this negative evaluation. In other words the small proportion of teachers who undertake this work almost universally rate it as cumbersome and time consuming.

More frequently undertaken, but negatively evaluated, activities include playground duty. Over 60 percent of teachers reported doing playground duty every day and an additional 34 percent said they did it, not every day, but every week. Qualitative data recorded that student/playground supervision during breaks has become more demanding with the increased range of social/emotional student needs and that, in conjunction with the imposts of administrative duties, abundant meetings and so forth, this task can be experienced as onerous. Playground and other supervision duties, though reported via the quantitative data not as time-consuming/cumbersome was seen as needing no additional time or resources, with clear indications that some teachers struggle with this in conjunction with the expanding array of administrative duties.

Some 80 percent of teachers in schools report working on accreditation-related requirements on either a weekly or less-than-weekly basis, yet this work is evaluated

as time consuming/cumbersome (28%), focused on compliance rather than teaching and learning (38%) and should have less time spent on it (16%).

> "In a big school with a large staff, I have 4 duties a week. That doesn't include my staffroom duty or the extra duty on a rotating basis whilst we have our staff meetings". (#6743112742)

> "Huge increase in social / emotional needs of students has meant break times require additional supervision in alternate play spaces". (#6707313744)

Other common daily activities like communicating with students about issues outside of classroom learning and developing strategies to meet the learning needs of students were also reported as requiring more time and resources. Throughout the data, students were reported as "having more intense learning needs" (#6703436414), due to "the support personnel [having] decreased from the Department" (#6710676142)

UNDERSTANDING WORK IN SCHOOLS

Key: Blue – daily | Grey – weekly | Light Blue – other frequency | Pink – work not in the top 10 most frequent | Green- Activities in top 10 for >1 frequency category

Evaluation	This work is important/ necessary	More time & resources are needed for this work	The way this work is managed is too time consuming/cumbersome	This work is focused on compliance rather than teaching & learning	Less time & resources should be spent on this work
AGREE	Planning & preparation of lessons	Developing other strategies to meet the learning needs of students (e.g. those with special needs, low-engagement)	Data collection analysis and reporting associated with state-wide strategies.	Reporting to parents & caregivers.	Data collection analysis & reporting associated with state-wide strategies.
	Finding opportunities to get to know students as individuals	Developing new units of work and/or teaching programmes.	Providing evidence of implementing departmental policies and procedures.	Providing evidence of implementing departmental policies & procedures.	Classroom work associated with external assessment. (e.g. specific orientation & preparation)
	Communicating with students about their classroom learning	Differentiating the curriculum to meet the needs of students.	Planning & implementation of state-wide policies. (e.g. lit/numeracy strategy.)	Data collection analysis & reporting associated with state-wide strategies.	Providing evidence of implementing departmental policies & procedures.
	Communicating with students about issues outside of classroom learning (e.g. student welfare)	Planning and implementation of school projects/innovations (e.g. STEM, PBL, etc.)	Responding to & dealing with NESA requirements in relation to curriculum, accreditation & inspections.	Working on accreditation-related requirements.	Working on accreditation-related requirements.
DIS-AGREE	Responding to & dealing with NESA requirements in relation to curriculum, accreditation & inspections.	Reporting of student attainment information to external authorities. (e.g. Department, NESA etc.)	Finding opportunities to reflect on & personally evaluate your teaching practice both formal /informal.	Engaging in extracurricular activities with students (e.g. sports & cultural activities).	Engaging in extracurricular activities with students (e.g. sports & cultural activities).
	Work associated with the School Excellence Framework, including self-assessment & external validation.	Playground duty & other supervision tasks.	Communicating with students about their classroom learning	Communicating with students about issues outside of classroom learning (e.g. student welfare	Communicating with students about issues outside of classroom learning (e.g. student welfare)
	Providing evidence of implementing departmental policies and procedures.	Providing evidence of implementing departmental policies & procedures.	Supporting/managing professional colleagues and/or other school staff.	Communicatng with students about their classroom learning	Communicating with students about their classroom learning
	Navigating implementation of new external technology platforms e.g. SPaRO, Scout, PLAN.	Administration & documentation requirements relating to HSC, ROSA and VET.	Finding opportunities to get to know students as individuals.	Finding opportunities to get to know students as individuals.	Finding opportunities to get to know students as individuals.

Figure 7: Evaluation and frequency of work activities

Overall, in Figure 7, we see a pattern which might reasonably be expected, where frequently undertaken activities are highly valued as work that is important and needed; requiring more time and resources; and not cumbersome or poorly implemented. Indeed these daily activities, marked in blue, are very much focused on their teaching and students' learning - consequently we see the fewest respondents rated them as concerned with compliance rather than teaching and learning.

Work that is frequently reported as occurring, not daily, but weekly is both positively and negatively evaluated. Some of weekly teaching and learning activities, e.g. developing new units of work, are reported to require more time and resources. Other weekly work, like working on accreditation requirements and planning/implementing state-wide policies, are negatively evaluated as being time consuming, cumbersome, focused primarily on compliance and deserving of less time and resources.

Indeed activities undertaken on a frequency that is not daily or weekly are dominated by administrative, paper work and reporting work related to policy implementation, accountability and compliance. These represent a new range of tasks not discussed in the literature on teachers' work – which focuses primarily on instructional and professional practices. In addition to the quotes provided earlier in this document, here we provide a sample of those available across the categories of work value and frequency (see also the Appendix):

> "So much more time spent on 'tasks' unrelated to programming and lesson preparation for the children in my class. It feels like work and tasks related to the 'classroom' and preparing quality lessons for the students in your class is only 50% of the job". (#6727002651)

"I find lesson planning often gets pushed back to make time for administrative work when creating engaging, quality lessons should be a priority". (#6703445080)

"Administrative tasks and data analysis (RoSA and HSC) have greatly increased". (#6705652646)

"I believe that the administrative demands around WHS, Sparo, LMBR, Finances, ASR, external testing and all the other useless busy work are detracting from the ability of school leaders and staff to engage creatively and be innovative in the delivery of teaching and learning". (#6705828793)

Again, these comments highlight the difficulties teachers report facing when trying to meet administrative demands without detracting from their highly-valued teaching work and student learning.

4. Changes to work in schools

Extremely high numbers of staff in schools report changes to their workload over the last five years, see Figure 8. Not only are hours of work long (as reported in Section 2), 87 percent of respondents reported an increase in working hours. Given the high, and increasing workload demands seen across all school roles, the strategy of delegation suggested by the Department's review of principal workload (Deloitte, 2017) is unlikely to be feasible, unless the Department were to employ more teachers.

Even higher proportions report an increasingly complex workload with a widening in the range of activities undertaken. Increases in administrative duties are at the highest proportions (>97%), while the collection, analysis and reporting of data is also extremely high (>96%). This almost unanimous reporting in relation to increases in workload indicates a common experience at levels rarely encountered in social science research, where variance usually abounds. As participants commented in the open response question for this section, "workload has increased significantly" (#6703464783).
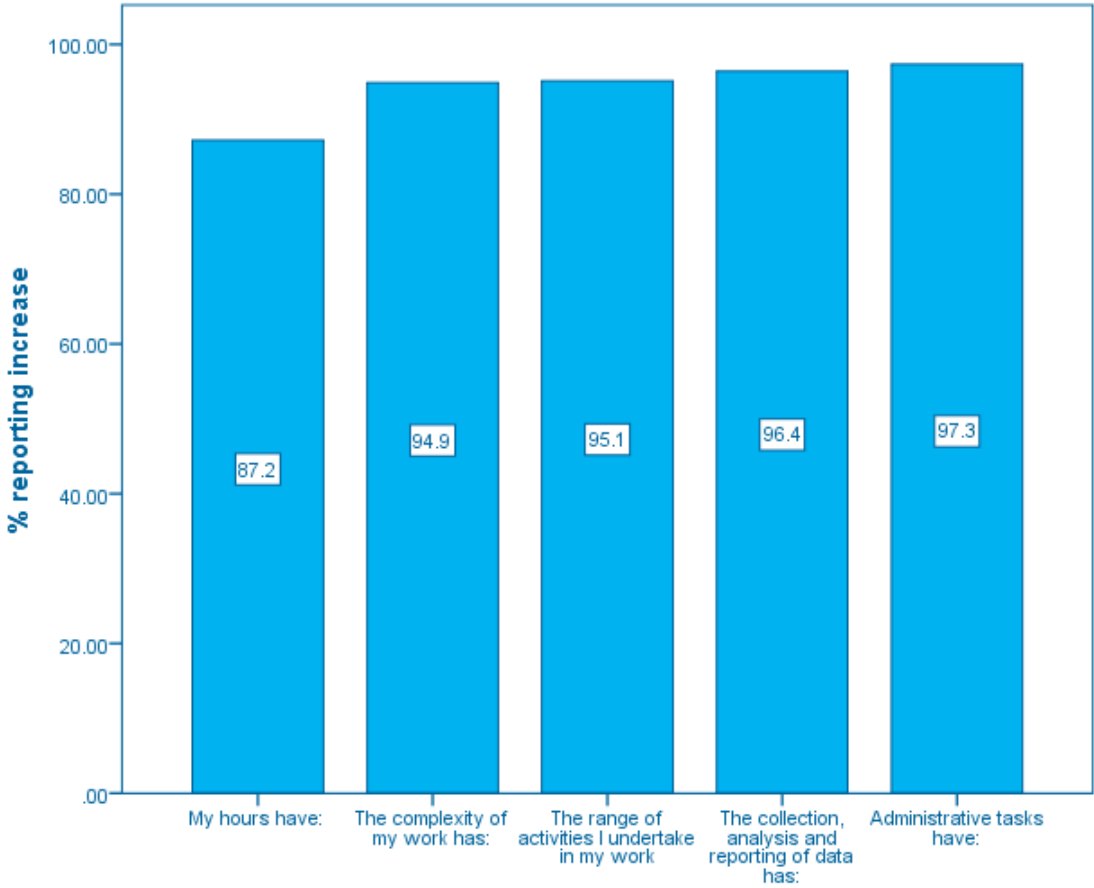
Figure 8: Total proportion of staff reporting increases in workload

The particularly resounding changes in administrative workload were felt across all school locations – metropolitan, provincial and remote or very remote (see Table 12). Almost identical reporting trends, with a surprising lack of variance across school locations, are seen for the reported increases in work relating to use of data.

Administrative tasks have:	Metropolitan schools	Provincial schools	Remote / very remote schools
Increased	95.7%	96.6%	96.6%
Not changed	3.9%	3.0%	3.2%
Decreased	0.4%	0.4%	0.2%

Table 12: Reported changes in administrative tasks by school location

These aspects of workload were also reported frequently in open responses. For some respondents, a general administrative increase was described, with comments such as "staff spend a large part of each day on administrative tasks" (#6703459015) or, in a particularly succinct statement, a view of now having "two jobs: teaching and administration" (#6723859300). In other responses, more particular dimensions of the new administrative work were specified, for instance taking the form of "pointless paperwork" (#6703515132): "there is way too much paperwork" (#6782272421), "paperwork is killing me" (#6703691840), "I am drowning in paperwork" (#6734171350). Such administrative demands were also often seen as being "irrelevant administration related to teacher accountability" (#6707701557) – for some this work was described as a "box-ticking style evaluation" (#6704995007) exercise. Data-related activities were also described by respondents as largely performative (Hardy & Lewis, 2017), and even "pointless" (#6718165057); part of the issue here appeared to be the time required to make effective use of, and understand such data – "collection of student data has increased, however, there is not enough time to analyse it" (#6724069071). Data-related work seemed, for some teachers, to be taking over. In the words of one, "education should be about data and numbers, AND it should be

about joy and curiosity. Guess which side gets the most attention" (#6745093610). The evidence in this report suggests that many teachers feel it is the former.

Figure 9 shows the proportion of staff reporting increases in four different aspects of workload: hours, complexity, administrative tasks and working with data. This includes part-time and casual workers, who are more highly represented among teachers than the other employment roles.
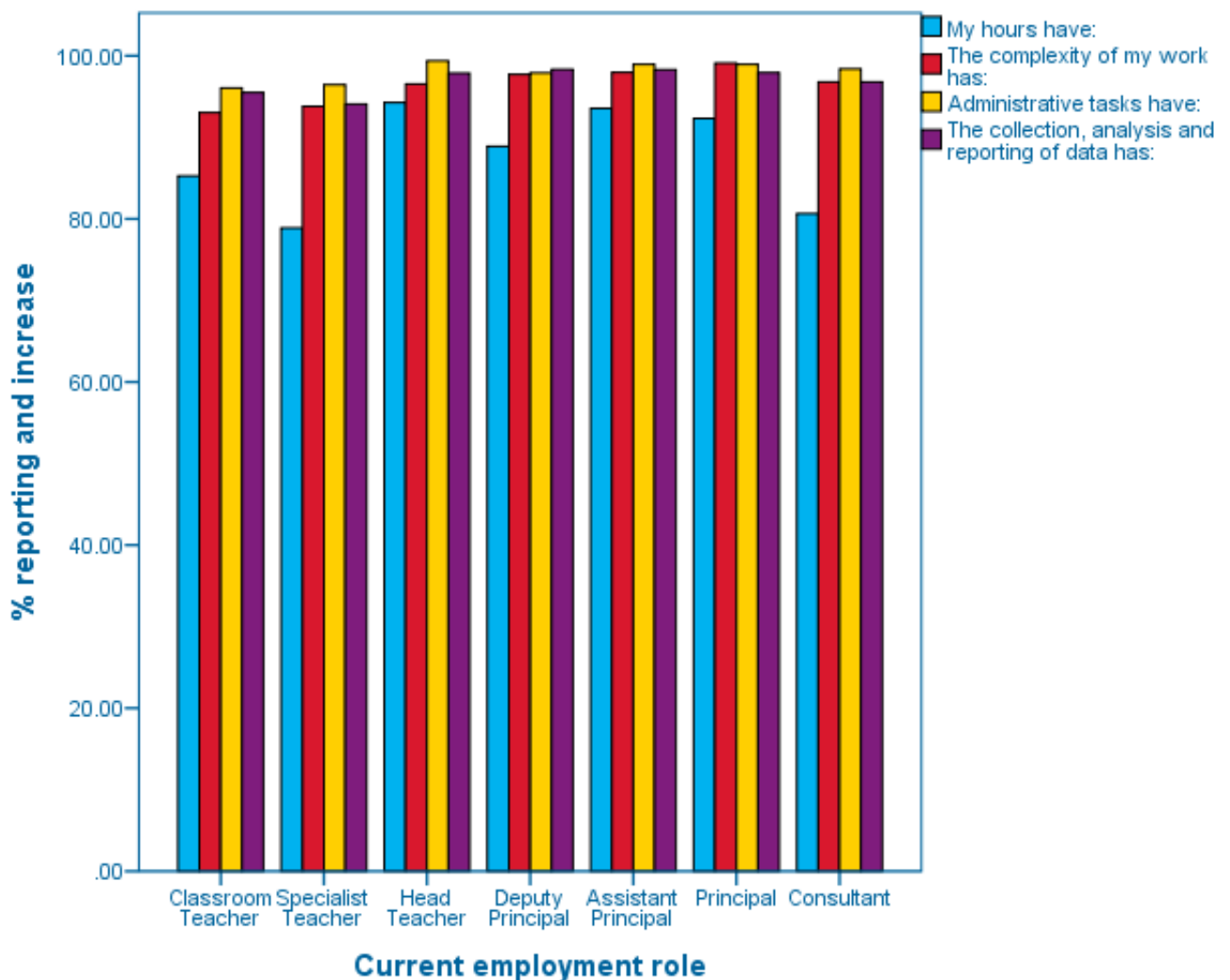
Figure 9: Proportion reporting changes in aspects of workload by employment role

It is clear that a very large majority in all school roles report increases in their workload. While more than 87 percent report increased work hours and nearly 95 percent or more describe increased complexity, range of duties and increasing administrative and data work, it is yet possible to discern some patterns in how these increases are felt and reported by different school roles. Proportionate reporting of increased duties showed the following patterns:

Hours: although a large majority reported increased hours, these proportions were highest amongst head teachers and assistant Principals, and also among Principals and Deputy Principals, although this was to a lesser degree.

Complexity of Work: Although the majority reported increases in complexity of work, some teachers reported that the complexity of their work had reduced or not changed. Principals and Deputies were most likely to report increases in complexity, and Head Teachers and Assistant Principals also had high proportions reporting increases in the complexity of their work.

Administrative tasks: All staff groups reported increases in administrative work, however Head Teachers and Assistant Principals were the most likely to report on this and Principals and Deputies were also likely to report increases here. Similarly, Principals, Deputies, Assistant Principals and Head Teachers were all more likely to report changes in data collection, analysis and reporting.

Another pattern of response noted was that Head Teachers, Principals and Assistant Principals were the groups most likely to report decreases in the level of support received from the NSW Department of Education. The response patterns in relation to Departmental support are reported, in full, in Table 13. Here the pattern shows staff are split between reporting no change or a decrease in support. Very low proportions (between 8 and 12%) report that departmental support has increased.

Approximately 50 percent of teachers report no change in departmental support, but between 35 and 40 report a decrease in support for a range of implementation issues in schools. Over 40 percent of teachers, for example, reported a decrease in support relating to student behaviour and welfare. Indeed, perceived increases in student needs were a particular focus of open responses: one respondent commented that "student welfare challenges all teachers with [there being] fewer counsellors or health resources" (#6715984838), while another noted a "greater focus on student wellbeing" (#6733794660) because there was "so much stress and anxiety" (#6733794660) being identified in students today.

Other staff roles generally show higher proportions reporting a decrease in departmental support, with more than 50 percent of both Principals and Assistant Principals reporting decreases in relation to new syllabuses, policy implementation, and student behaviour and welfare. More than 50 percent of Head Teachers reported a decrease in support in relation to ICT and student behaviour and welfare.

The support provided by the Department for:		Classroom Teacher	Specialist Teacher	Head Teacher	Deputy Principal	Assistant Principal	Principal	Consultant	Total
		%	%	%	%	%	%	%	%
Implementation of the new syllabuses has:	Decreased	36.7	38.7	47.4	48.4	55.6	62.0	46.0	40.1
	Not Changed	52.1	49.9	39.2	39.0	34.5	27.0	34.9	48.5
	Increased	11.2	11.4	13.4	12.6	9.8	11.0	19.0	11.4
Implementation of policies and procedure has:	Decreased	35.3	40.8	49.2	52.6	52.8	53.8	43.1	39.5
	Not Changed	56.3	48.8	42.8	36.2	38.6	31.1	40.0	51.8
	Increased	8.4	10.4	8.0	11.2	8.6	15.0	16.9	8.7
Implementation of ICT systems and software (e.g. LMBR) has:	Decreased	39.8	42.4	51.2	44.5	49.0	42.3	40.6	42.2
	Not Changed	50.0	43.8	37.7	36.1	36.7	27.7	42.2	46.4
	Increased	10.2	13.8	11.1	19.5	14.4	30.0	17.2	11.4
Implementation of processes relating to student behaviour and welfare has:	Decreased	40.8	46.0	51.9	52.6	56.6	52.1	45.3	44.3
	Not Changed	50.5	42.9	40.2	37.4	35.9	39.4	42.2	46.8
	Increased	8.7	11.1	8.0	10.1	7.6	8.5	12.5	8.9

Table 13: Percentages reporting levels of change in departmental support over the last 5 years

The theme of decreased support was also prominent in qualitative responses. While participants felt that demands had increased, consistent with the quantitative findings, they felt that the level of support they were receiving either had not changed, or had decreased. As one teacher explained, "the fact that support provided for implementation of processes/ICT/etc has not changed is important as the demands on staff have increased yet we've not had increased support to assist us" (#6708395150). Another theme that related to potential support was in relation to professional development and professional learning. Despite "many more policies and rule requirements ... most support [was] simply ... more information thrown at us"

(#6720603224). Meaningful professional development and professional learning was apparently non-existent for these participants. Whenever these were mentioned, they were identified as either being unnecessary and unhelpful, and taking time away that could be used more effectively for other purposes; or, as being insufficient.

EFFECTS OF CHANGES TO WORK IN SCHOOLS

We present below the effects of substantial workload changes reported almost universally by school staff. Here we draw on some questionnaire items directly relating to the impact of change, but also some other items which, while not directly related to change, provide some indication of work conditions within schools. The effects of workload are explored in relation to:

a) Impact on staff
   a. Their response to demands
   b. Their career aspirations
   c. Their reported balance with family commitment
   d. Their work-life balance
   e. The access to uninterrupted breaks
b) Impact on professional teaching and learning in schools.

Although devised inductively, these categories almost exactly mirror those identified in the Phase One study (McGrath-Champ, Wilson, et al., 2017).

Impact on staff

<u>Too much effort, contradictory demands, limited autonomy</u>

Many report that their work often or always requires "too great an effort" with 73% of teachers, 75% of HT and Aps and 71% of Principals and DPs reporting this (see Figure 10).
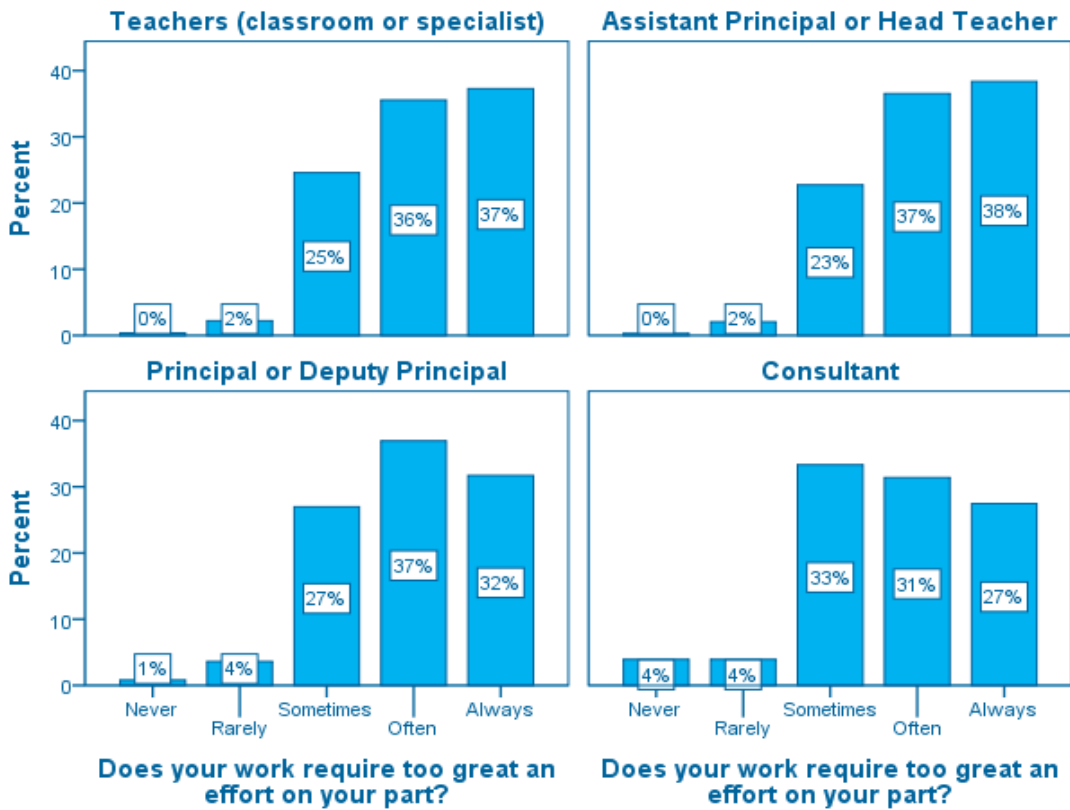
Figure 10: Full time staff rate how often their work requires 'too great an effort'

In a similar vein we find that a large proportion of teachers report experiencing contradictory requirements in their work, see Figure 11. When asked 'how often does your work impose contradictory requirements on you', only a small 12% of teachers, 11% of AP and HTs, and 9% of Principals and DPs responded 'rarely' or 'never'. Inversely, large proportions of these staff, between 43% and 54% depending on school role, reported that they 'often' or 'always' had contradictory requirements, with consultants reporting the highest level of this. These data is consistent with findings from elsewhere in the questionnaire, including qualitative comments, which make it clear that teachers are currently facing challenges in meeting their work demands and

preserving their focus on teaching students in the face of increasing administrative demands.
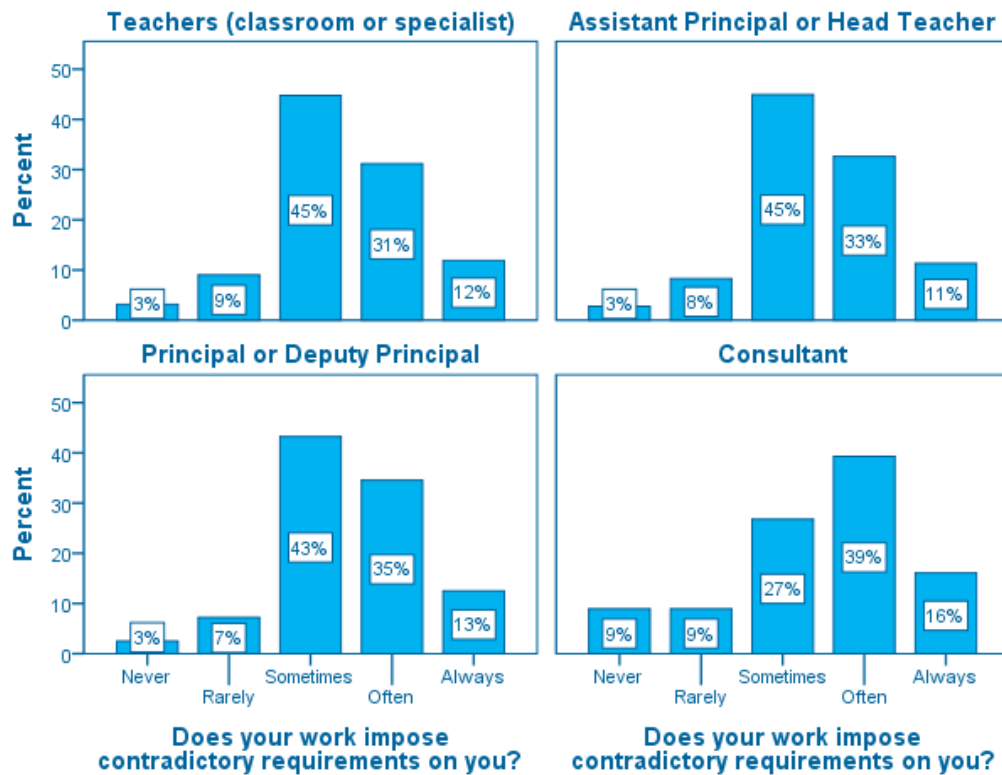
Figure 11: Teachers rate how often their work imposes contradictory requirements upon them

Related to this is the freedom teachers report having in their work. This was examined with two items focused on autonomy. The first asked about the freedom to decide **how work should be** carried out (Figure 12), the second asked what freedom they had in relation to **what should be** carried out within the scope of their work (Figures 13).

Teachers' autonomy is seen to be an indicator of professional respect (Pearson and Moomaw, 2005); and is an integral element in professional roles where contradictory

and competing demands require freedom to manage these within complex professional roles.
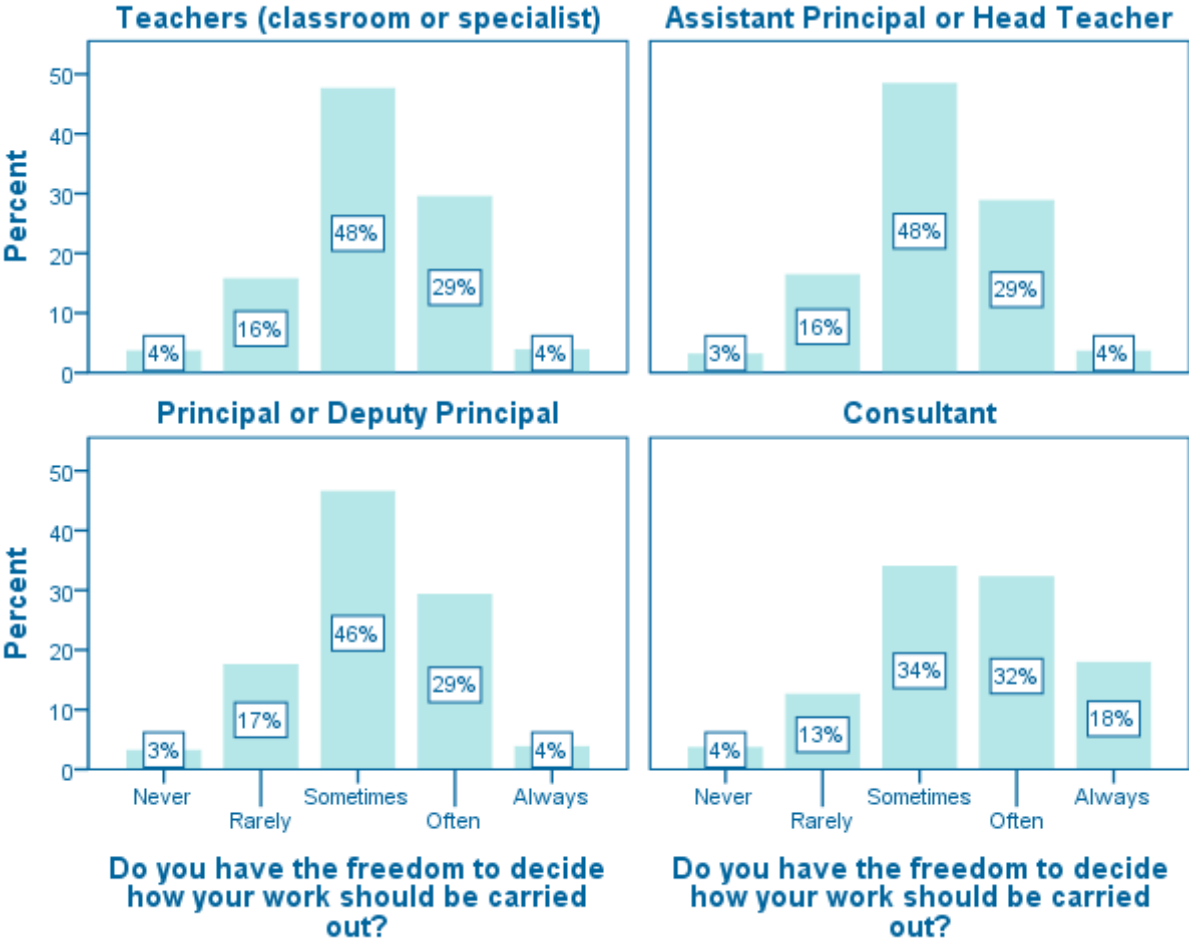
Figure 12: Reported levels of freedom to decide how work should be carried out

In relation to the 'how' work should be carried out some 48 percent reported that they 'sometimes' had freedom to decide on this, while 33 percent said this was the case 'often' or always'. However, in a profession where autonomy is a well-established feature, it was more surprising to see that overall nearly one in five teachers reported

that they 'never' or 'rarely' had freedom over how their work should be carried out (19.4%).

Figure 12 shows the responses relating to how work is carried out for different employment roles. There are nearly identical response patterns for teachers, assistant principals, head teachers, principals and deputies, with only consultants showing differences reflecting higher levels of autonomy in how work should be carried out.

In relation to 'what' work should be carried out, similar patterns are observed. Some 27 percent report that they often or always have freedom over what is done, while 48 percent report this is 'sometimes' the case. However here more than 35 percent of teachers report that they only 'rarely or 'never' have freedom to decide on what is done. When we consider the different professional roles within schools, see Figure 13, we see similar patterns to the 'how' item, with consultants reporting higher levels of autonomy and between 25 and 28 percent of the others reporting low levels. Effectively these data suggest that at least one in five teachers are now experiencing very low levels of professional autonomy.
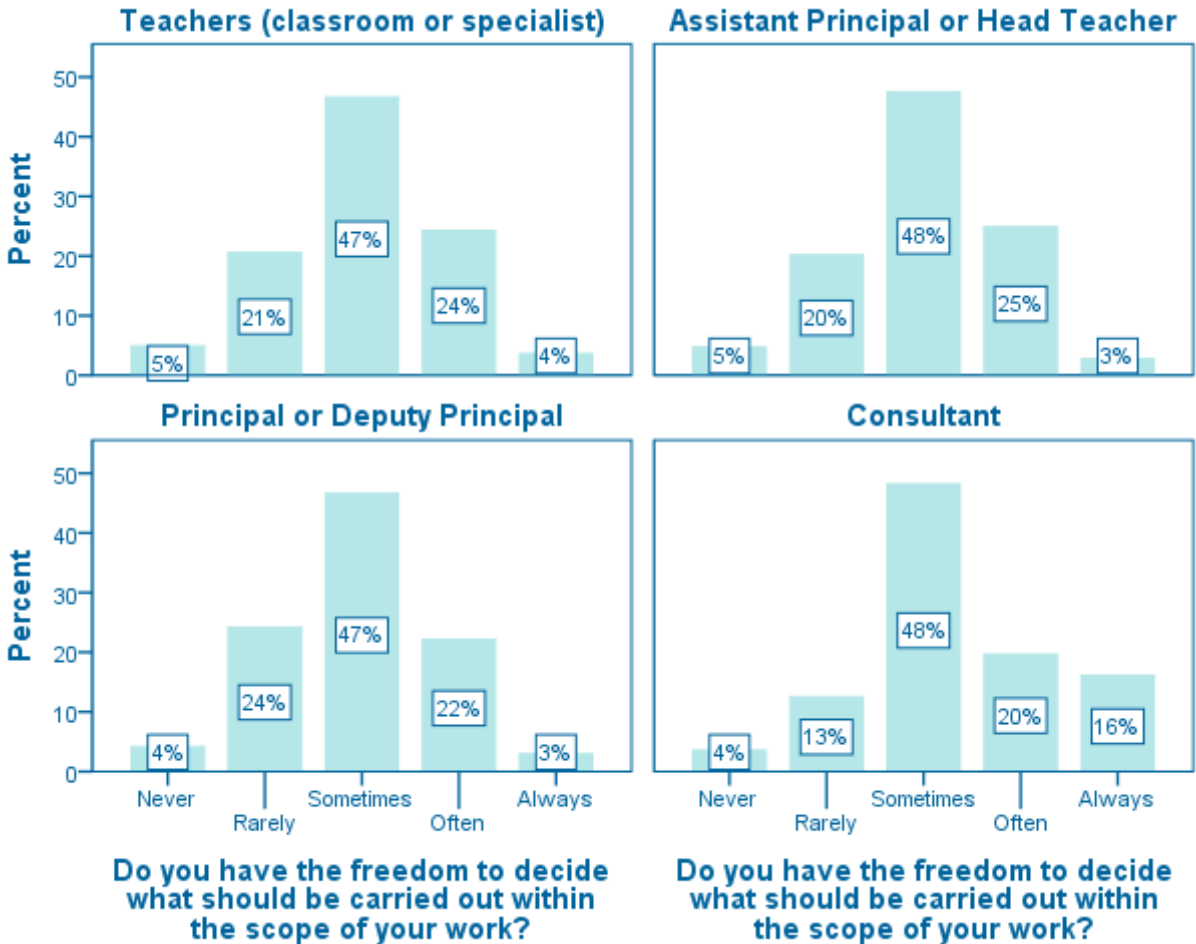
Figure 13: Reported levels of freedom to decide what work should be carried out

Impact upon career aspirations

Eighty-two percent of full-time teachers agree/strongly agree that their high workload demands have negatively impacted upon their career aspirations (see Figure 14).
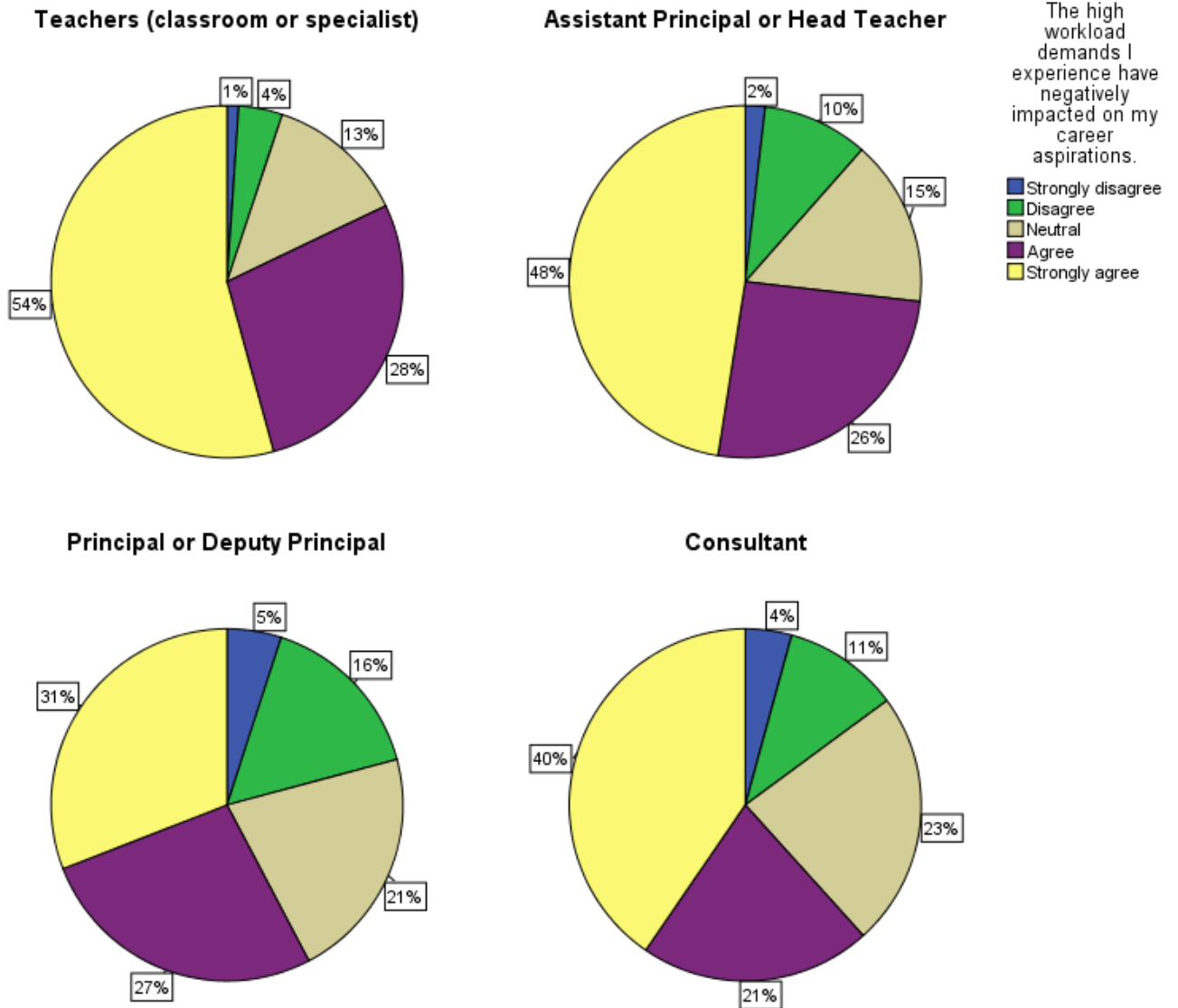
Figure 14: Effect of workload demands on career aspirations

Similarly, 79 percent of teachers also agree/strongly agree that workload demands associated with the roles of school executive, including those of Principals, have negatively impacted on their personal aspirations to seek those roles. This has potentially serious implications for not only individual teachers' careers but the

sustainability of staffing for school executive positions. This data raises concerns about future workforce capacity that requires further research attention.
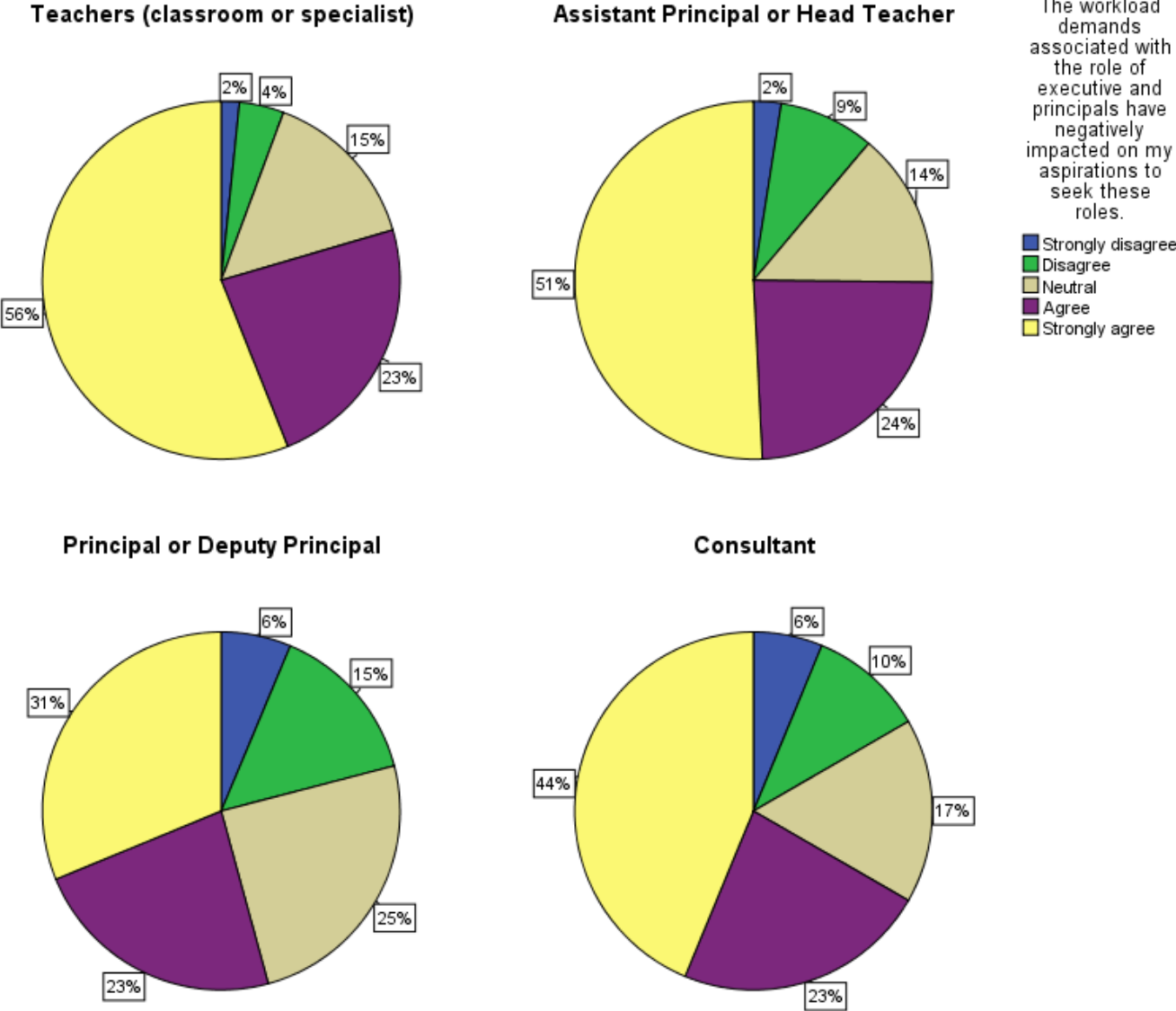
Figure 15: Workload of school executive negatively impacts upon career aspirations to seek those roles

Difficulty attending to family commitments and Work Life Balance (WLB)

Substantial proportions of full-time staff report that their current workload conflicts with family commitments and negatively impacts upon their work life balance (WLB). Among male staff 84 percent agree, or agree strongly that workload conflicts with family responsibilities, whilst among females the proportion is slightly higher at 86 percent (see Figure 16). Higher proportions again agree/strongly agree that workload negatively impacts on their WLB with 84 percent of male staff and 86 percent of female staff responding in this way (see Figure 17). Given the substantial size and representativeness of this sample, these findings bear out the deeply detrimental effects of teachers' work and workloads.

It is consistent with the state government's own evidence through the *People Matter Employee Survey* which, in 2016, revealed that only 43 percent of public school teachers agreed with the statement: 'My organisation offers practical employment arrangements and conditions to help employees achieve a work-life balance'. This was substantially worse than for public service employees overall, where agreement stood at 58 percent (NSW Public Service Commission, 2016, p. 24). It should be noted that the state government's survey does not specify at what level respondents should understand the expression 'my organisation' which is open to interpretation as either the Department of Education or the school at which a teacher works. Regardless, the detrimental effect of teaching as an occupation on work-life balance and family was given amongst the fullest articulations in respondents' comments.

> "I'd like my life back. I can't spend time with my own children. If I do I don't have work prepared. I'm having to buy resources in my own time with my own money. My kids do not love shopping for class supplies. My children are at before and after school care 7-6 so that I can prepare lessons and set up classrooms and

attend long meetings. I never put my hand up for the stress that schools have been dumping onto us over the last 7 years". (#6705685364)

And,

"The increase in workload has affected my home-life balance and personal wellbeing. I find my workload intrudes on quality time with my family and I have very little time to care for myself or pursue personal interests or exercise…I see new teachers overwhelmed by the demands of the profession and see experienced teachers losing heart with what the profession and the job now entails. I am left disheartened and frustrated over the intrusion of the profession into my personal and private time with my own children and family members. It is simply not possible to sustain. Something has to give. If I do my job to the standard required, my family suffer, if I focus more on my family life, I fall behind in my employment requirements…Every other week, term, year the job description just gets added to time and time again. Something must change or the DEC will be looking at workers compensation for staff riddled with anxiety and stress disorders and the consequent physical body problems". (#6703500250)
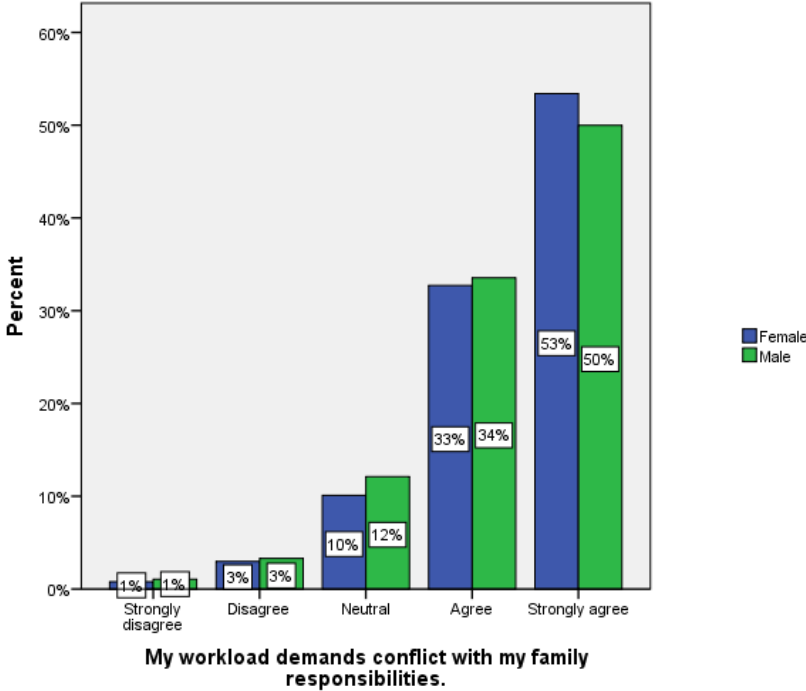
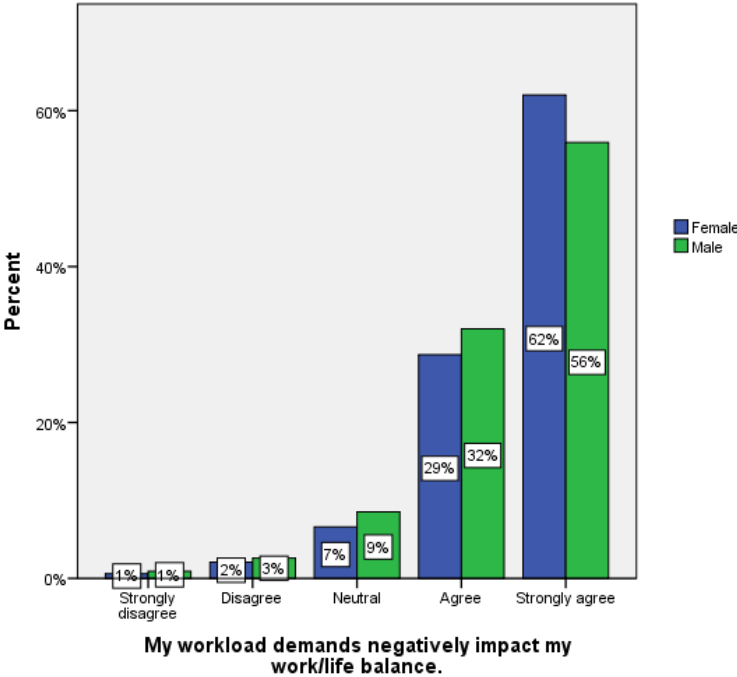**Figure 16: Reported conflict with family responsibilities, FT staff by gender**

Figure 17: Reported negative impact upon work life balance, FT staff by gender

<u>Limited opportunity to take breaks.</u>

The questionnaire asked staff to report on how often they were able to take an uninterrupted recess and lunch break on typical school days. Table 14 outlines the full pattern of responses. A very high proportion of respondents report rarely or never having access to uninterrupted breaks at recess (57.3%) or at lunch (72.7%). Among staff, Principals and Deputy Principals were the least likely to have uninterrupted breaks, with high rates unable to access a break for recess (87.7% and 84.7% respectively) and for lunch (93.8% and 90.1% respectively).

While classroom teachers are the most likely to report uninterrupted breaks, the proportions doing so are still very low, with only 19 percent responding that they usually or always do so at recess and only 9.1 percent reporting the same for lunch. These numbers are surprisingly low given that, unlike other school roles where there is more opportunity for meal and toilet breaks in lieu of a lack of time at recess and lunch, classroom teachers have no such opportunity because of their important face-to-face roles during class time.

While there is little other data available to judge any change over time in school staff's access to breaks (Gardner & Williamson, 2004; Ngwenya, 2014), and this data is admittedly limited to self-report, given that this was an issue more than ten years ago it is clear that the problem still needs to be addressed.

		Which category best describes your current employment role? (Include acting positions of 6 months or more.)								
		Classroom Teacher	Specialist Teacher (e.g. LaST, librarian)	Head Teacher	Deputy Principal	Assistant Principal	Principal	Consultant	Total	
		%	%	%	%	%	%	%	Count	%
On a typical day, I have an uninterrupted break of 15 minutes at recess.	Always	2.0	3.1	1.0	1.5	1.7	0.2	3.1	325	1.9
	Usually	17.0	16.4	6.7	4.2	10.9	2.0	15.4	2482	14.4
	Sometimes	30.6	26.7	16.9	9.7	21.9	10.0	20.0	4573	26.5
	Rarely	34.8	33.6	41.2	31.9	39.6	35.4	30.8	6151	35.6
	Never	15.6	20.1	34.1	52.8	25.9	52.3	30.8	3742	21.7
On a typical day, I have an uninterrupted break at of 30 minutes at lunch.	Always	0.8	1.6	0.6	0.8	0.7	0.2	3.2	145	0.8
	Usually	8.3	7.5	3.4	1.1	3.8	1.0	7.9	1172	6.8
	Sometimes	23.4	19.4	10.3	8.0	15.2	5.0	17.5	3390	19.7
	Rarely	38.9	37.7	35.7	21.3	36.4	22.9	34.9	6358	36.9
	Never	28.6	33.7	49.9	68.8	44.0	70.9	36.5	6163	35.8

Table 14: Teachers likelihood uninterrupted recess & lunch breaks on a typical day

Impact on teaching and learning

Teachers were asked to evaluate the impact of change in work over the last five years in relation to their school's capacity to develop and sustain quality teaching (see Table 15 and Figures 18 and 19).

Is teaching & learning hindered by:	A high workload among staff?	The extent and processes of providing evidence of compliance with policy requirements?	New, superficially administrative, demands introduced by the department over the past 5 years?
Agree/Agree strongly	89%	86%	91%
Disagree/ Disagree strongly	4%	4%	1.5%

Table 15: Impacts of recent change

The data here are clear that teachers feel their current workload, both in its size and scope, is hindering their teaching and students' learning. It is perhaps the nature of this workload and the additions to it, perceived by respondents, that is most problematic, rather than simply hours worked – this is indicated by the extremely large proportion of responses which agreed, or strongly agreed that administrative demands introduced during the past five years were obstructing their teaching work (91%). The correspondingly, extremely low proportion of responses which either disagreed or strongly disagreed (1.5%) with this statement also reflects such views very clearly.

These findings support research which suggests growing tensions for teachers to balance mandated tasks of limited apparent utility, and their own values in relation to pedagogical priorities and other teaching tasks perceived to be of greater importance (see e.g. Kostogriz & Doecke, 2011; McGrath-Champ, Wilson, et al., 2017). Such a
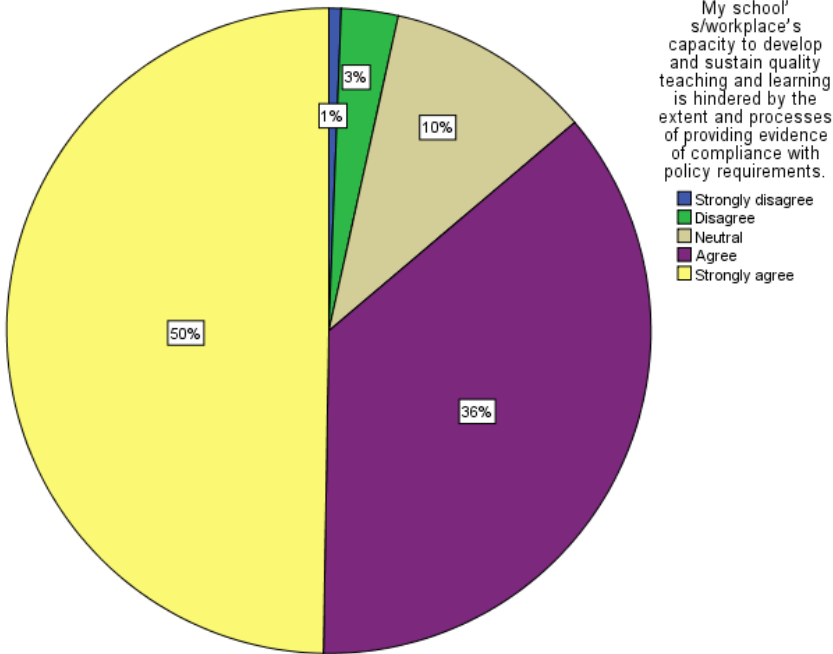
My school's/workplace's capacity to develop and sustain quality teaching and learning is hindered by the extent and processes of providing evidence of compliance with policy requirements.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

Figure 18: Capacity hindered by compliance

My school's/workplace's capacity to develop and sustain quality teaching and learning is hindered by a high workload among staff.

- Strongly disagree
- Disagree
- Neutral
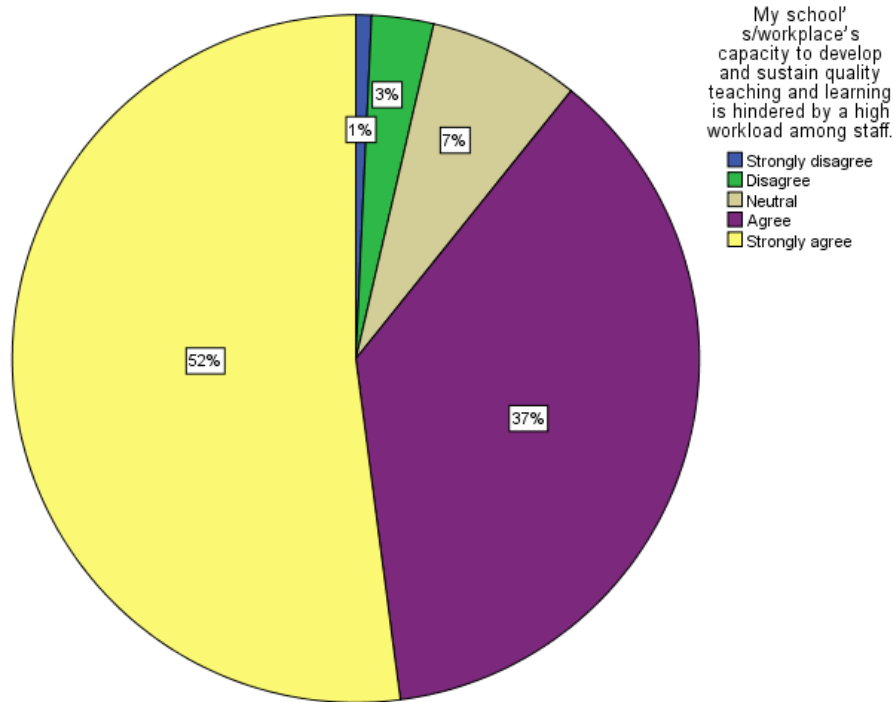- Agree
- Strongly agree

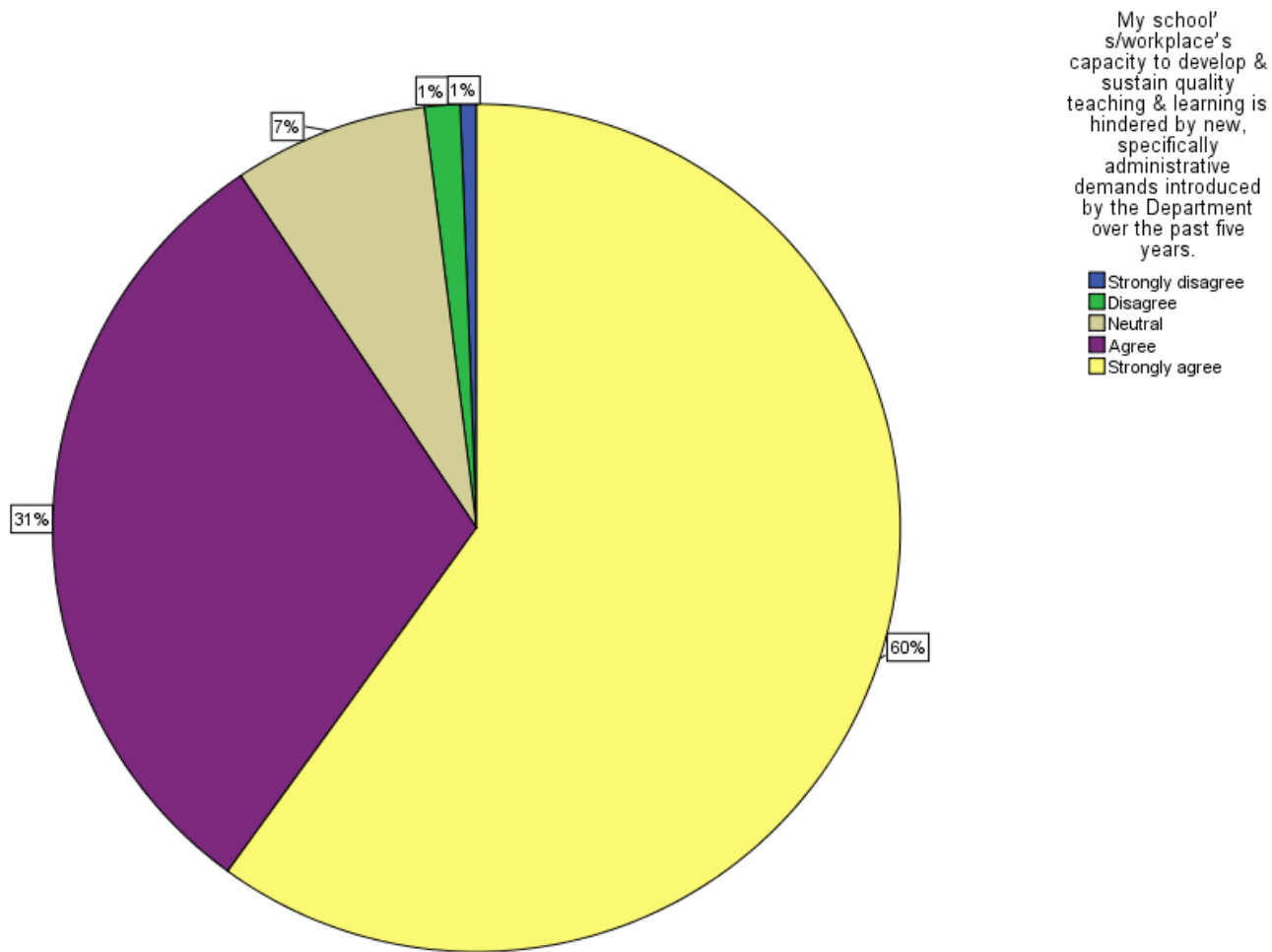**Figure 19: Capacity hindered by high workload**

finding is also supported by the extensive qualitative commentary provided throughout this report.

Earlier analysis confirmed that school staff were experiencing new administrative demands related to collection, analysis and reporting of data, the provision of evidence of implementing departmental policy and practices and a range of compliance requirements of State or educational authorities. The questionnaire specifically asked to what extent teachers agreed that their school's capacity to develop and sustain quality teaching and learning is hindered by these new, specifically administrative, demands. Many of these new administrative demands featured highly in weekly and less frequent work activities, and they were amongst the work activities most negatively evaluated in terms of being time consuming/cumbersome, and focussed on compliance rather than teaching and learning. Many staff also agreed that less time and resources should be spent on these administrative activities.

When specifically asked, over 91 percent of teachers agreed (31%) or strongly agreed (60%) that new, specifically administrative demands impacted upon their school's capacity to develop and sustain quality teaching and learning (see Figure 20). A tiny number, less than 2 percent disagreed with this and 7 percent responded neutrally. The rise in administrative demands was reported almost universally (by more than 97%) and administrative activities featured prominently in the weekly activities that teachers undertake. It is notable that while teachers report that their daily activities remain dominated by teaching and student learning activities, both quantitative and qualitative analyses of this survey suggest growing work pressures as teachers seek to "protect" the time taken for teaching and learning in the face of increasing administrative, and other, demands.

My school's/workplace's capacity to develop & sustain quality teaching & learning is hindered by new, specifically administrative demands introduced by the Department over the past five years.

- Strongly disagree
- Disagree
- Neutral
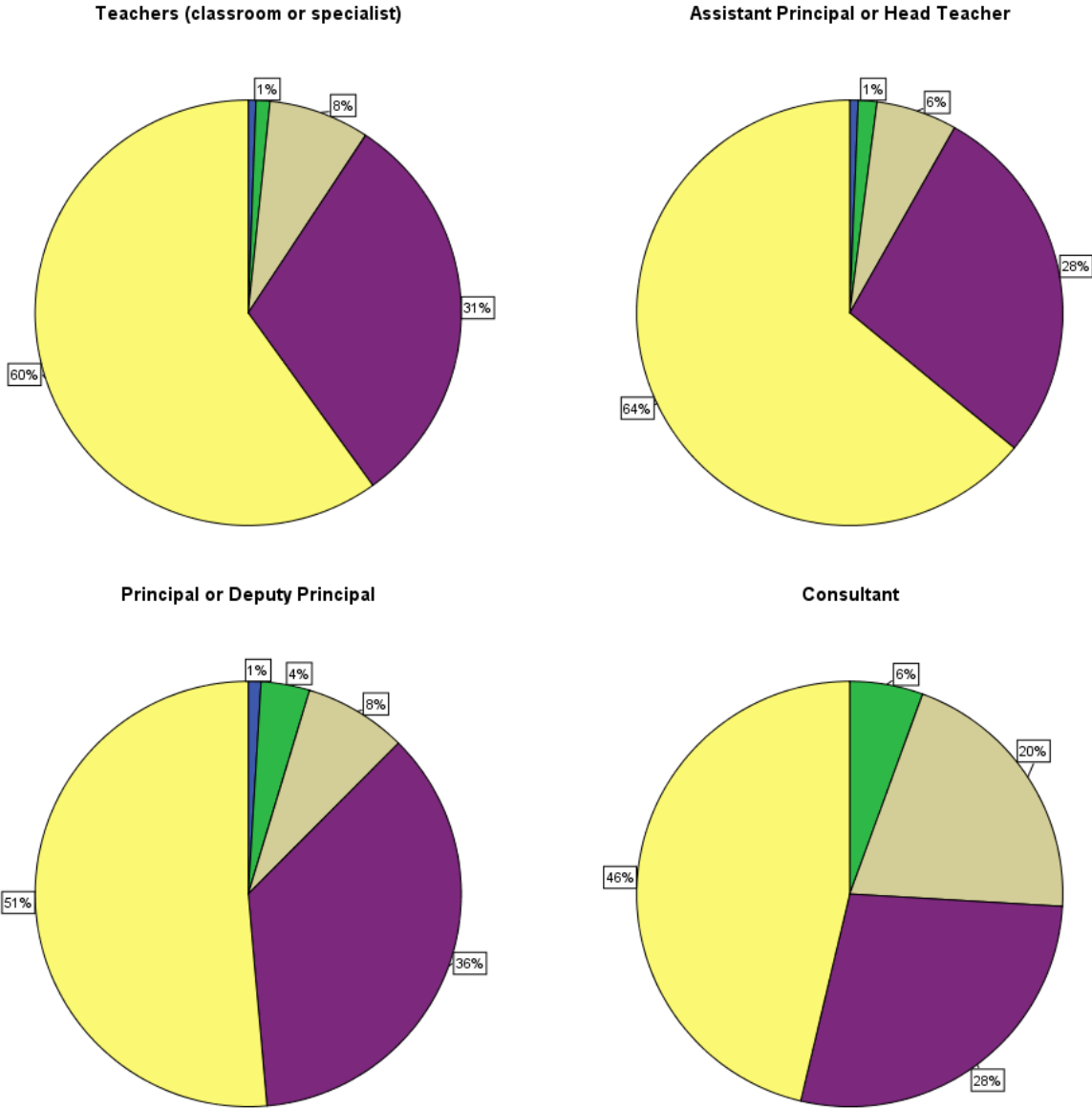- Agree
- Strongly agree

1% 1%

7%

31%

60%

Figure 20: Capacity for teaching and learning is hindered by administrative demands

The conflicting demands of administrative- and paper-work countering against teaching and learning work are reported most highly by classroom and specialist teachers (91%) and Head Teachers and Assistant Principals (92%). Unsurprisingly Principals, their Deputies and consultants, whose work is often outside of the classroom, show slightly lower levels of agreement with this proposition – albeit at still very high levels (87% and & 74% respectively). See Figure 21 for details.

The slightly higher proportion of teachers reporting this to be a problem may be due to teachers generally having more classroom-based responsibilities which may come into conflict with administrative requirements. These findings are further supported through qualitative responses which illustrate the frustration teachers are feeling in being unable to focus on those tasks they deem most important – those directly related to their teaching and students' learning. Respondents frequently made comments relating to the impact of their workload upon their capacity to teach as they would wish. Comments frequently focused on having "less time for teaching and planning to teach" (#6703438211), as "more unnecessary admin tasks [have taken] away from quality teaching time" (#6705839514). One respondent commented on the effects of workload stress on the 'joy' of teaching: "the stress level and pressure has increased so much so that the joy of teaching is reduced" (#6718737437).

Teachers (classroom or specialist)

Assistant Principal or Head Teacher

My school's/workplace's capacity to develop and sustain quality teaching and learning is hindered by new specifically administrative demands introduced by the Department over the past five years.

■ Strongly disagree
■ Disagree
■ Neutral
■ Agree
□ Strongly agree

Principal or Deputy Principal

Consultant

Figure 21: Capacity for teaching and learning hindered by administrative demands - by employment role

6. What can be done?

The questionnaire listed 11 strategies asking respondents to rank these in priority order from most helpful to least helpful in supporting their work. The list of candidate strategies was developed from earlier qualitative interview studies and also subject to several rounds of consultation and piloting with teachers prior to conducting the full study.

After ranking the provided strategies, teachers were given opportunity to record any other ideas that they thought would support their work. Almost five-and-a-half thousand respondents (30%) provided an open-response comment (see Table 2). Comments that "many of these things [support strategies] are equally important (#6717337698)" and that "these cover the issues well - it's difficult to order them 1-11 because they're all important" (#6703444817), convey the sense by many teachers that a multi-faceted approach is needed to address the problems teachers face with their work in schools.

There is much to be unpacked in the complexity of the rankings and the comments. We start first by presenting the strategies, ranked by the shape of their distributions, in Figure 22. Here we see the ranking distributions in boxplots. The box represents the interquartile (IQ) range and 50 percent of the responses. The line across the box represents the median response. The 'whiskers' are lines that extend from the upper and lower edge of the box to the highest and lowest rank values recorded for that strategy.

From Figure 21 it is clear that all strategies received the full range of rankings; some respondents ranked them as top while others ranked them as 11th. Nevertheless is it clear that some were more positively ranked by a majority of teachers.
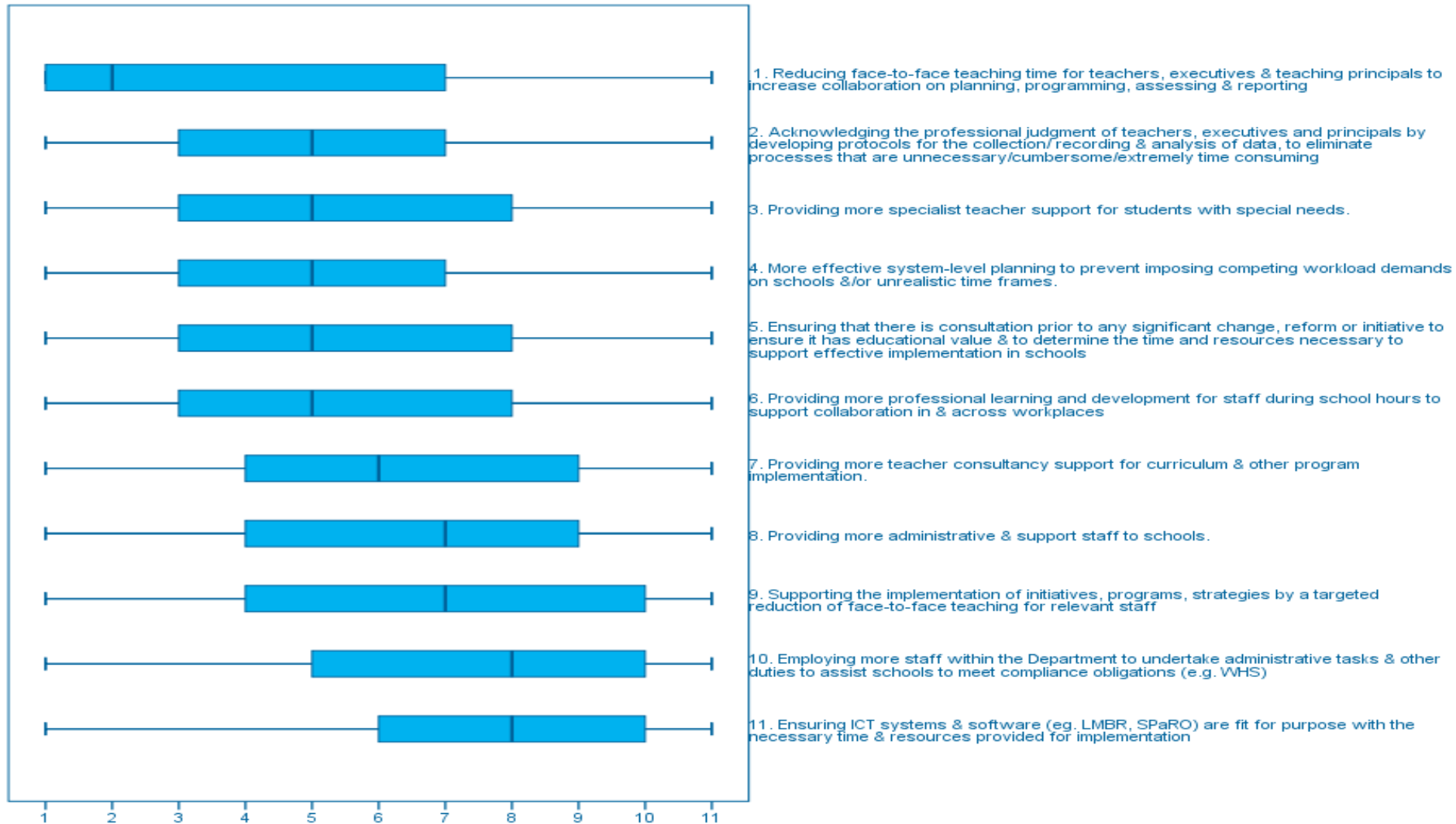
The chart shows box plots for the following strategies:

1. Reducing face-to-face teaching time for teachers, executives & teaching principals to increase collaboration on planning, programming, assessing & reporting

2. Acknowledging the professional judgment of teachers, executives and principals by developing protocols for the collection/recording & analysis of data, to eliminate processes that are unnecessary/cumbersome/extremely time consuming

3. Providing more specialist teacher support for students with special needs.

4. More effective system-level planning to prevent imposing competing workload demands on schools &/or unrealistic time frames.

5. Ensuring that there is consultation prior to any significant change, reform or initiative to ensure it has educational value & to determine the time and resources necessary to support effective implementation in schools

6. Providing more professional learning and development for staff during school hours to support collaboration in & across workplaces

7. Providing more teacher consultancy support for curriculum & other program implementation.

8. Providing more administrative & support staff to schools.

9. Supporting the implementation of initiatives, programs, strategies by a targeted reduction of face-to-face teaching for relevant staff

10. Employing more staff within the Department to undertake administrative tasks & other duties to assist schools to meet compliance obligations (e.g. WHS)

11. Ensuring ICT systems & software (eg. LMBR, SPaRO) are fit for purpose with the necessary time & resources provided for implementation

Figure 22: Rank order and distribution of suggested strategies

The top ranked strategy was:

1. *Reducing face-to-face teaching time for teachers, executives and teaching principals to increase collaboration on planning, programming, assessing, and reporting*

Nearly 40 percent of the respondents ranked this as top, their most sought-after, strategy to assist teachers with their work; more than 50 percent of teachers ranked this above seventh. The proportion ranking this as their top strategy is distinctly higher than any other strategy. This strikingly strong message of 'time, more time' for preparation via reduced face-to-face was reinforced in abundant open-ended comments, with the following typical responses:

"To accomplish even some of the necessary work undertaken each and every day an increase in RFF would assist to accomplish some of the tasks that teachers take home nightly". (#6755330520)

"Providing teachers with more planning time during the week". (#6740394000)

"More RFF – workload has significantly increased, but classroom teachers still only get 2 hours off a week" (#6736381732).

And   "...effective collaboration with colleagues for the purpose of planning and supporting the planning of teaching and learning programs". (#6752349124)

An elaborated response conveying the same idea:

"Reduce the amount of 'administrative' tasks for teachers to carry out and let us do what we are trained to do: prepare quality lessons to ensure the best learning environments for students. A slightly lighter (reduction in) face to face

hours teaching will also free us up to prepare better lessons. Anything that is going to free us up to create quality lessons will help improve student outcomes". (# 6737205984)

It is notable too that, while the top-ranked strategy requires relief from face-to-face teaching for more collaborative professional work on planning, programming, assessing and reporting, the provision of more professional learning to achieve similar ends, although highly rated, is ranked number one by only 5.5 percent of staff. Teachers' responses suggest that time for *collaborative professional practice*, rather than further professional development, encouraging and skilling them for such practice, is now what is most needed.

Figure 23 shows detail on the ranking response pattern for the top strategy:
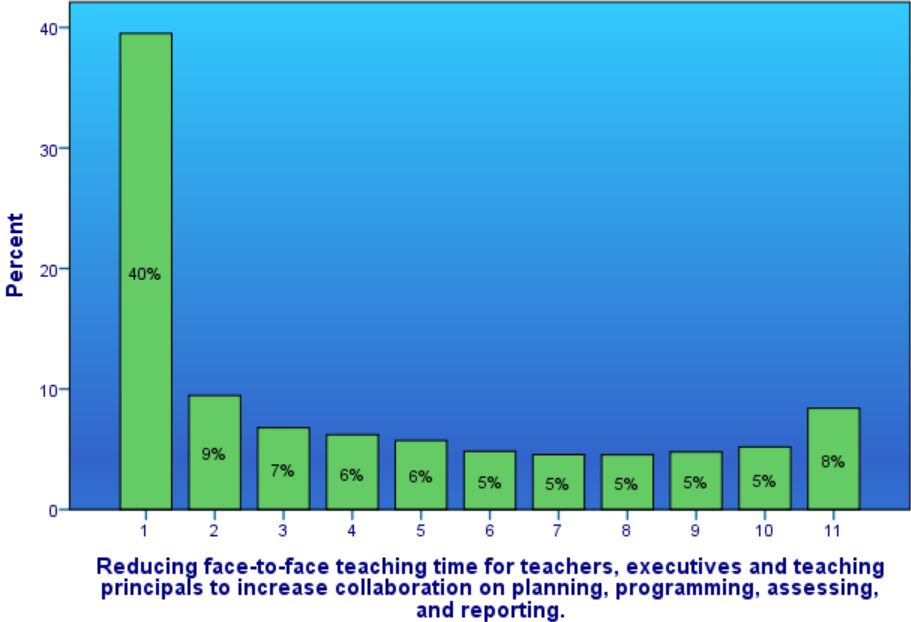
Figure 23: Rank distribution for the top ranking strategy to support work in schools

It must be noted that while this strategy was clearly ranked first, some eight percent of teachers also ranked it last. A lower proportion of respondents ranked the second top strategy as last (6%). This second strategy, acknowledging professional judgment and developing protocols to eliminate processes that are unnecessary/ cumbersome/ extremely time consuming, is perhaps more uniformly supported than the first, but at a lower level.

ACKNOWLEDGE PROFESSIONALISM AND ELIMINATE THE UNECESSARY

The second ranked strategy:

2. *Acknowledging the professional judgment of teachers, executives and principals by developing protocols for the collection/ recording and analysis of data, to eliminate processes that are unnecessary/ cumbersome/ extremely time consuming*

was top-ranked by a much smaller proportion, 12.6 percent. However its distribution provides strong support overall and as noted above, surprisingly, a lower percentage of teachers ranked this toward the bottom (as shown in Figure 24), than they did the top strategy – where evidently opinions were more mixed.
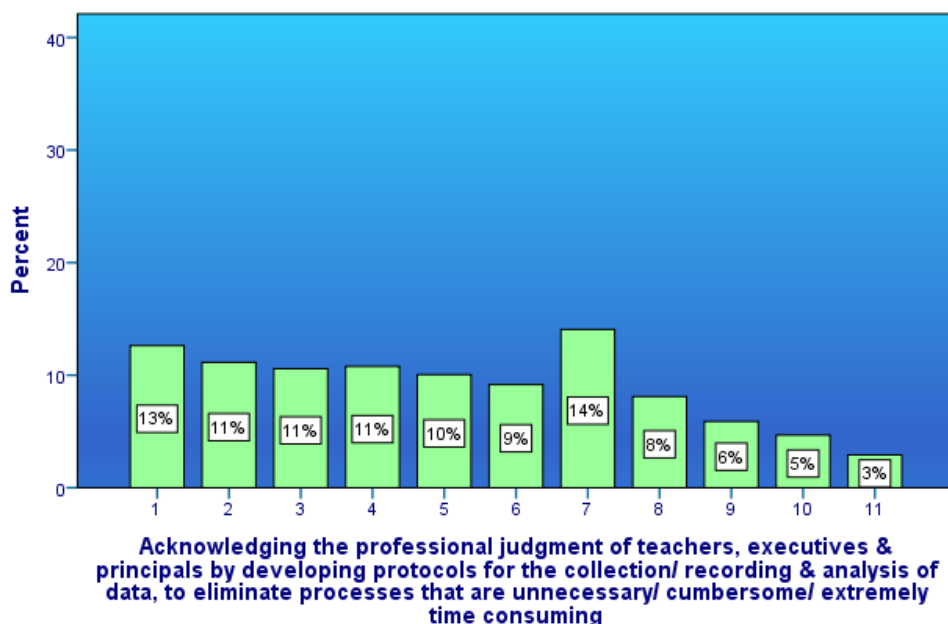
Figure 24: Rank distribution for the second top ranking strategy to support work in schools

This strategy echoes the central theme evident throughout the analysis of the survey data. That is, that time and respect is required to support the professional judgement of teachers for them to continue their important work in teaching and learning, unabated by other activities which detract from that aim. This perspective is seen repeatedly in different parts of the survey data.

Teachers' rankings on the strategies, like other response patterns in the survey, reflect a keen focus on professional practice related to teaching and learning. Lack of trust, respect and esteem for the professionalism of teachers and a desire for improvement in this was a recurrent theme elicited in the study. It accords with the strategy of acknowledging respondents' professional judgement expressed through effective data collection arrangements and elimination of what are widely- and intensely-perceived as time-wasting processes.

Commenting about the acknowledgement of professionalism as a desired support strategy a respondent lodged the plea for

> "a basic assumption from my employer that I know what I am doing and don't have to constantly account for it". (#6707701557)

and further:

> "I am expected to collect evidence for EVERY lesson I teach and have them in my program to prove that I have taught the lesson. There is ZERO trust and respect". (#6705134257)

> "Trusting that after five years of tertiary education, years of experience and a record of excellence and professionalism in the classroom, that teachers are capable of thinking for themselves and making complex decisions without the extraordinary layers of bureaucracy and political interference". (#6710718550)

PROVIDE SUPPORT

The third ranked strategy was:

3. *Providing more specialist teacher support for students with special needs.*

This strategy was the most preferred (top-ranked) by 12.2 percent of respondents, very similar to the acknowledgement of professionalism strategy (above) and has a similar rank distribution (see Figure 25) to that strategy. The diversity of student needs within classrooms, and the requirement for teachers to differentiate learning for particular students means many teachers feel they are spread too thinly and seek additional specialists and teacher aides for support.
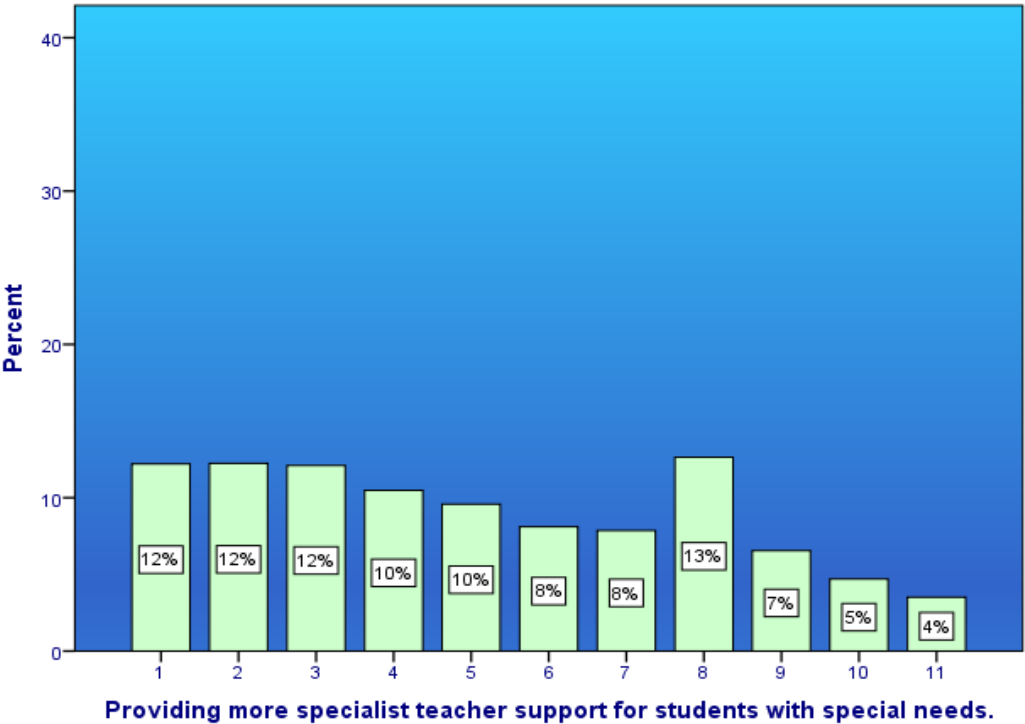

Providing more specialist teacher support for students with special needs.

Figure 25: Rank distribution for the third top ranking strategy to support work in schools

The reduction in support generally, and in particular regarding specialist teacher support, was amongst the prominent in comments about strategies received in this study, and resonates with the earlier 2017 interview study (McGrath-Champ, Wilson and Stacey, 2017). It was particularly noted as a matter that has changed over the past five years, with teachers feeling "expected to do so much more for each individual child in less time with less resources" (#6703462344). One respondent explained their view that "[the state policy 'Every Student, Every School'] has significantly reduced support for students with learning support and behavioural needs" (#6703445583). Another commented that "the workload of analysing student behaviour and ability grows exponentially every year yet the support offered to help these students decreases" (#6703446740). Indeed, there appeared to be a perception that particular student needs – especially in relation to mental health – had increased markedly. In the words of one respondent, there is "appallingly little access to mental health professionals and we are dealing more and more with complex mental health issues in our classroom with minimal training and support" (#6703516345). Respondents also commented on needing "extra classroom support SLSO's" (#6733794660), and "support for behaviour students that impact on the whole class's ability to learn" (#6740064614). This was more fully articulated as in the following statement:

> "Having support within the classroom (such as rotational teachers aide for example) for such things as resource development and preparation as well as for working with small groups of students requiring additional support within the classroom. The range of student levels and need for differentiation of activities to deal with these can be exhausting and, as a teacher, you sometimes feel that you do not have enough time to get around and check in with every one of your students. Yet we are required to constantly assess and evaluate where our students fit on various literacy and numeracy continuums: SENA, running records, individualised assessment for younger students.... This is totally

unrealistic in a 'normal' classroom situation where there is one teacher amongst 20-30 students, dealing with learning needs, emotional, behaviour and special needs students". (#6711325860)

There is affinity between this and another strategy:

Providing more teacher consultancy support for curriculum and other program implementation

which was ranked slightly lower overall, at seventh, but compatible with the notion of additional support for teaching, with a clear response of "bring consultants back (#6703566354) and a link with programming: "a consultant would be desirable to develop learning content, scopes and sequences in the multi stages...Alternatively, extra programming time would be very helpful so we could ensure continuity from K-6 (#6755859606).

EDUCATIONAL VALUE AND EFFECTIVE PROCESSES FOR CHANGE

Two strategies, strategy number 4 and strategy number 5 are:

4. *More effective system-level planning to prevent imposing competing workload demands on schools and/or unrealistic time frames,*

and

5. *Ensuring that there is consultation prior to any significant change, reform or initiative to ensure it has educational value and to determine the time and resources necessary to support effective implementation in schools.*

and supported by 7% and 9% percent of respondents respectively as their top-chosen option, call for better planning for change and seek consultation to ensure educational value of change that is necessary. Strategy number 4 was ranked fifth or above by 56 percent of respondents, while that proportion for strategy number 5 was 52 percent.

Together these strategies suggest that greater consultation, due diligence and sensitive timing are needed for the implementation of further change in schools.

The need for effective system-level planning is aptly illustrated by the open responses:

> "Better implementation of systems – stop rushing to roll out initiatives that are not thought out and tested". (#6720525953)

> "The Dept should stop changing things all the time. See how a change impacts before changing again. Stop politicians with no teaching experience making [educational] decisions". (#6748477500)

> "Choose one or two new initiatives, rather than several, for schools to implement at any time and allow teachers to become proficient in these before bringing in further initiatives". (#6749841177)

These views are reinforced by the relatively low ranking (ninth) of reduced face-to-face teaching to support the implementation of (reform) initiatives and programs, while teachers' core concern was succinctly expressed:

> "Just let the teachers get on with teaching". (#6755341242)

COLLABORATION UNDERPINNED BY PROFESSIONAL LEARNING

6. *Providing more professional learning and development for staff during school hours to support collaboration in and across workplaces;*

The need for more professional learning of a kind that genuinely supports collaboration and meets the needs of those working in schools was received through the survey and

completes the top group of strategies (Table 16). The comment, "In my opinion, additional funding for Professional Learning is required as a matter of urgency. I used to have time to maintain my professional reading" (#6703459015) expresses the sorely lost capacity for essential, ongoing professional investment while others sought "Real PDP implementation rather than compliance (#6710670121)". There is also a desire for consultation about professional learning: "Personal learning plans are a waste of time. Asking teachers to identify what they wish to learn is great but the rest of it is a waste of time" (#6731949115), as well as specific types of professional learning, in the instance of executive staff, reflecting the work that has been added to their roles, particularly since the devolution of staffing and budgetary responsibilities over recent years; one respondent called for "developing the managerial and personnel skills of executive staff" (#6751967480).

1. Reducing face-to-face teaching time for teachers, executives & teaching principals to increase collaboration on planning, programming, assessing, and reporting.

2. Acknowledging the professional judgment of teachers, executives & principals by developing protocols for the collection/ recording and analysis of data, to eliminate processes that are unnecessary/ cumbersome/ extremely time consuming.

3. Providing more specialist teacher support for students with special needs.

4. More effective system-level planning to prevent imposing competing workload demands on schools and/or unrealist5ic time frames.

5. Ensuring that there is consultation prior to any significant change, reform or initiative to ensure it has educational value & to determine the time & resources necessary to support effective implementation in schools.

6. Providing more professional learning and development for staff during school hours to support collaboration in and across workplaces

Table 16: Top 6 strategies

LOWER RANKED STRATEGIES

The low rankings of more instrumental strategies (Table 17), suggesting more administrative and consultancy staff and/or ICT support is needed, indicate that teachers are not primarily interested in assigning duties to other staff in schools. Integrating both quantitative and qualitative analyses, we see that staff are suggesting that much of the administrative work could be streamlined and made less cumbersome, rather than passed on to others. Further, that the greatest preference of staff is to be enabled to prioritise and privilege their teaching and learning work.

> "Focus on face to face teaching, try to reduce other tasks so we can focus on teaching". (#6768602552)

> "Teachers are just that, teachers, here for our students. We are not here to tick boxes and shuffle paper". (#6703479908)

7. Providing more teacher consultancy support for curriculum and other program implementation.
8. Providing more administrative and support staff to schools.
9. Supporting the implementation of initiatives, programs, & strategies by a targeted reduction of face-to-face teaching for relevant staff.
10. Employing more staff within the Department to undertake administrative tasks and other duties to assist schools to meet compliance obligations (e.g. WHS).
11. Ensuring ICT systems and software (e.g. LMBR, SPaRO) are fit for purpose with the necessary time and resources provided for implementation.

Table 17: Bottom 5 strategies

SUMMARY: STRATEGIES THAT MATTER

The survey suggests that many teachers are yearning for the opportunity for more collaborative practice and to be able to attend to their core duties of teaching well. The current circumstances, with heavy workload and increasing administrative duties, are

seen as making it difficult for staff to find the time and energy for important collaborative work.

School staff's ranking of strategies thus reveal three strong, overarching themes regarding what is needed to address current concerns. These are:

i) Increased time and support for collaborative learning, primarily through reduced face-to-face teaching time, and to a lesser extent opportunity for more in-school professional learning to support collaboration for teaching and learning

ii) Increased specialist teacher support – for both students with special needs and broader curriculum support

iii) Greater consultation, due diligence and sensitive timing is needed for the implementation of further change in schools.

These findings regarding what is most needed broadly reflect sentiments reported in a recent workload survey in Victoria, where a reduction in contact time and the number of government initiatives was identified as necessary (Weldon & Ingvarson, 2016).

Conclusion

This questionnaire survey, *Understanding work in schools: The foundation for teaching and learning*, was undertaken with the remit of further exploring, confirming and testing the findings of the earlier, qualitative study *Teaching and learning: Review of workload* (McGrath-Champ, Wilson, et al., 2017). Through the results of this extensive survey, we contribute a new mapping of the activities of teachers, evidence of their commitment to the students in their care and to their core tasks of planning for and responding to the needs of these students. However, we also find overwhelming confirmation of a perceived increase in workload, largely ascribed to additional administrative duties. This finding is supported by those of numerous state government (NSW Public Service Commission, 2016, 2017) and Department reports (Deloitte, 2017; NSW Department of Education, 2017). What is new in our research is the contextualisation of these administrative demands within the plethora of work that teachers *already do*, and the detailed focus on the work of all teachers, Head Teachers, Assistant Principals, Deputy Principals, Principals and consultants.

The weight of evidence within this report makes it abundantly clear that teachers as a whole are subject to new and overwhelming demands imposed by the current policy landscape. Indeed, the narrative of increased workload via administrative requirements found throughout our entire report, is a reflection of the strongly held concerns of teachers regarding the changing nature of their work. It is clear that teachers feel under pressure to undertake the new administrative activities reported to have arisen within the past five years, and that they are struggling to satisfactorily balance the demands of these administrative requirements with their professional and frequently reported personal commitment, to preserving their focus on teaching and student learning. Many report that the changes in workload over the last five years are

challenging their capacity to sustain the quality of teaching and learning in their schools.

With the findings of this study considered as a whole, three final, summative points can be made, also outlined in Figure 26.

1. First, that the call for increased within-schools-hours time for collaboration in core, teaching-related activities is consistent with teachers' strong avowal that they regard their professional purpose as the education of students over and above furnishing unduly copious amounts of data, and completing onerous and highly time-consuming administrative tasks.

2. Second, teachers report a desire for greater professional respect and valuing of their judgement, their capacity to teach and the fact they do so with the interests of their students, parents and the wider Australian community foremost in their minds. Requirements that they continually furnish evidence that they are doing what is required of them run counter to this, diminishing their capacity to deliver the outcomes that they and others seek of them. This requires elimination of processes that are unnecessary, cumbersome, and extremely time-consuming. To achieve this, teachers explicitly nominate more effective system-level planning as essential to preventing the imposition of competing workload demands and unrealistic time frames on schools. The evidence furnished within this report, and the wide-ranging policies and administrative demands cited by teachers, suggests that this will require a major overhaul of the systems currently in place.

3. Third, teachers need to be properly resourced in order to meet the diverse needs of the complex cohorts of students which the state's public schools are increasingly being called upon to support (Lamb, Jackson, Walstab, & Huo, 2015). In conjunction with this, additional teacher consultancy support is needed to assist teachers to develop and implement the significant curriculum

changes for which teachers are finding there is insufficient time, given existing teaching work and increasing administrative duties.
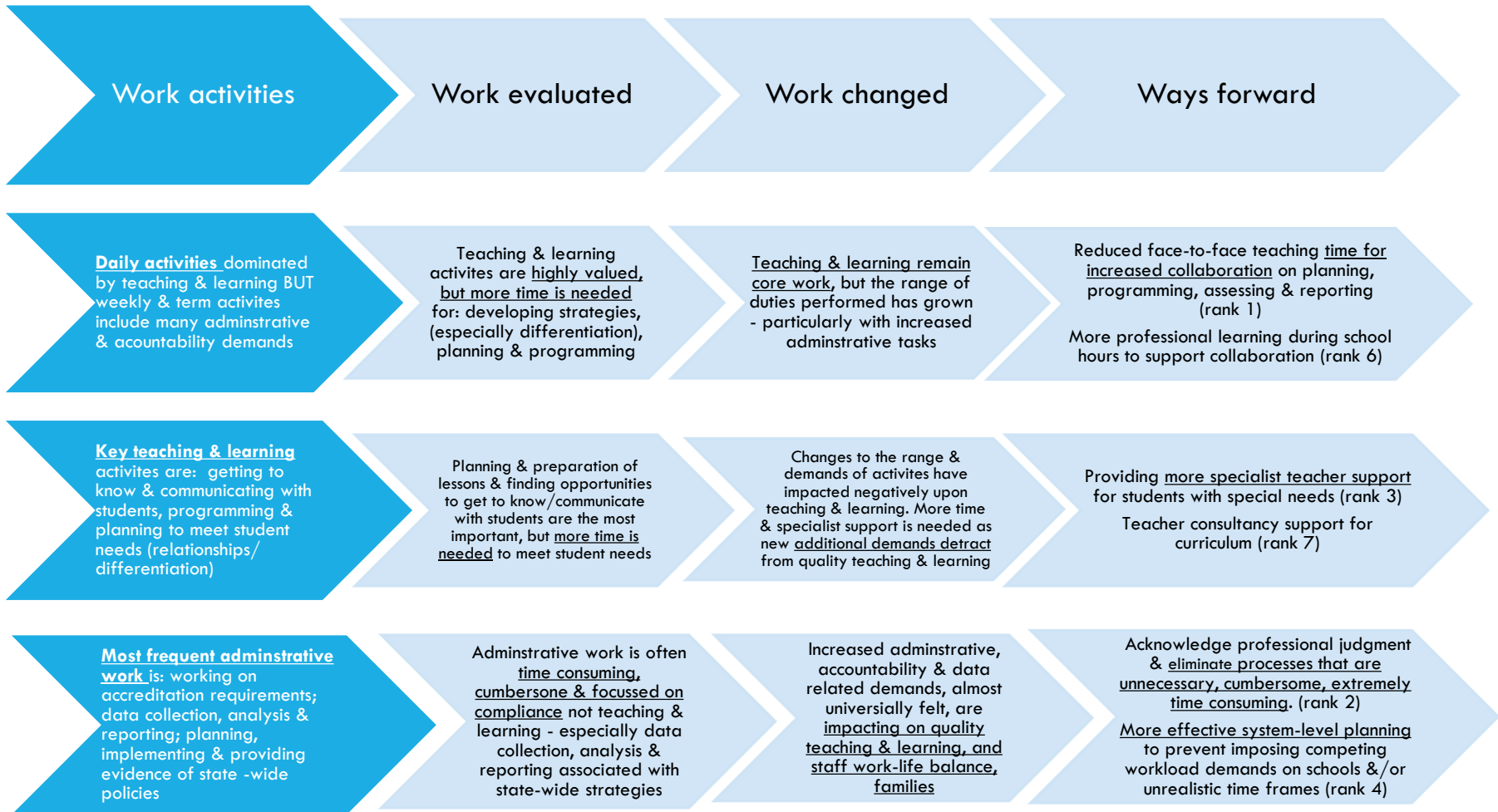
UNDERSTANDING WORK IN SCHOOLS

Work activities	Work evaluated	Work changed	Ways forward
Daily activities dominated by teaching & learning BUT weekly & term activites include many adminstrative & acountability demands	Teaching & learning activites are highly valued, but more time is needed for: developing strategies, (especially differentiation), planning & programming	Teaching & learning remain core work, but the range of duties performed has grown - particularly with increased adminstrative tasks	Reduced face-to-face teaching time for increased collaboration on planning, programming, assessing & reporting (rank 1) More professional learning during school hours to support collaboration (rank 6)
Key teaching & learning activites are: getting to know & communicating with students, programming & planning to meet student needs (relationships/differentiation)	Planning & preparation of lessons & finding opportunities to get to know/communicate with students are the most important, but more time is needed to meet student needs	Changes to the range & demands of activites have impacted negatively upon teaching & learning. More time & specialist support is needed as new additional demands detract from quality teaching & learning	Providing more specialist teacher support for students with special needs (rank 3) Teacher consultancy support for curriculum (rank 7)
Most frequent adminstrative work is: working on accreditation requirements; data collection, analysis & reporting; planning, implementing & providing evidence of state -wide policies	Adminstrative work is often time consuming, cumbersone & focussed on compliance not teaching & learning - especially data collection, analysis & reporting associated with state-wide strategies	Increased adminstrative, accountability & data related demands, almost universally felt, are impacting on quality teaching & learning, and staff work-life balance, families	Acknowledge professional judgment & eliminate processes that are unnecessary, cumbersome, extremely time consuming. (rank 2) More effective system-level planning to prevent imposing competing workload demands on schools &/or unrealistic time frames (rank 4)

Figure 26: Integration of key findings and suggested ways forward

FUTURE DIRECTIONS: THE NEED FOR A SYSTEMIC RESPONSE

While the finding that teachers are spending the bulk of their daily work time on matters directly related to their teaching and to students' learning is affirming, the implications of this study's overall findings are not encouraging. These implications can be seen most clearly in the section of this report on the effects of workload increase. Teachers reported two distinct effects – first, effects on teachers, including their time, career aspirations, family commitments and work-life balance; and second, effects on opportunities for teaching and learning in schools. We emphasise that while distinct, these two effects are also inextricably linked. The administrative demands currently placed on schools are debilitating, curtailing teachers' scope to focus on teaching and learning and having serious implications for the sustainability of the teaching profession. The weight of the evidence in this report makes this clear, and negative impacts on students are likely to ensue.

As this survey has shown, teachers value their work very highly, and the current policy milieu does not allow teachers to do this work justice in their own eyes. We conclude that it is in the interests of the Department and wider community to value teachers' work, and a planned, systemic response is required to alleviate the unnecessary administrative demands placed on teachers. Among other things, this should include teachers' nominated, preferred response of a reduction in face-to-face teaching time to allow teachers the time and space to work together and do what they want to do – teach.

Appendix: Evaluation of Activities - Qualitative Evidence

This Appendix contains illustrative quotes from survey respondents, providing evaluation for the Top 4 and Bottom 4 teaching activities. They are arranged according to the evaluation items:

Table 18: This work is important/necessary

Table 19: More time and resources are needed for this work

Table 20: The way this work is managed is too time consuming/cumbersome

Table 21: This work is focused on compliance rather than teaching and learning

Table 22: Less time and resources should be spent on this work

'This work is important/necessary'
(i) Top 4
1. Planning and preparation of lessons Less face to face teaching time to allow planning, programming and organisation of events to be done during school hours rather than teaching all day and then marking, planning and doing admin duties in our personal time. 6703443831 An acknowledgement that teaching is no longer planning and programming for classes, but now includes key roles in Strategic Direction planning and many other committees that seem to have "trickled down" from the top. 6703444352 I find lesson planning often gets pushed back to make time for administrative work when creating engaging, quality lessons should be a priority 6703445080 Need to simplify the process/s within school environments so I am able to actually spend time developing work and programs to enrich my students learning rather than just on administrative tasks aimed to micro manage me as a staff member. 6703500689   **2. Finding opportunities to get to know students as individuals** As a year advisor I have very limited time to assist my year group to achieve greatness within and develop well rounded individuals 6705095726 If I taught one less class a cycle, I feel I would have more time to adequately prepare engaging and meaningful lessons to students, as well as more consistent and constructive individual feedback. 6705113626 More student support teachers in the classroom to assist teachers with the students that require additional support is essential. Today's generation is coming with more issues and specific requirements that the regular CRT cannot effectively cater for when there are several in the one class. Funding needs to be easier to access

so these students are supported so they can grow into successful individuals rather then falling through the cracks as they are at present. The Dept need to get rid of the red tape rather than just expecting things to happen on a wing and a prayer. Provide more funding for welfare officers. Teachers are educators, not welfare officers. 6703621754

All directorates to communicate so each knows what the other is expecting of school based staff, sharing information and beginning to understand the individual needs of each school; just as we understand the individual needs of our students. 6703443641

Smaller class sizes so teachers can do more individualised teaching, assessing, feedback, etc. Minimise expectations on formal reporting- as this is very time consuming and stressful for teachers, which takes time away from quality planning and teaching. 6707730729

3. Communicating with students about their classroom learning

Teachers should be teaching, building rapport with students and planning exciting and engaging lessons and programs, not doing so much admin and data collection at such an early age (of students). 6703442198

Very little time for teacher/ student feedback. 1 hr RFF purely dedicated to student feedback. 6703467650

Very little time for any deep understanding. 6703503533

There seems to be more work needed outside the classroom, leaving less teaching time for kids 6703482759

I find it impossible to sustain what it required of me to be successful in the classroom. Burnt out. 6703469270

4. Communicating with students about issues outside of classroom learning (e.g. student welfare)

A teacher's aide in each classroom and welfare staff to supervise and follow-up with social issues in the playground would make a difference... 6703728099

More resources are needed to improve…student…welfare. 6705114791

I rarely get a break as I am either on playground duty or dealing with welfare/ behaviour issues at break time. 6705134257

More resources to support teachers working on front line of welfare- mental, emotional, physical wellbeing. 6705268610

'This work is important/necessary'

(ii) Bottom 4

1. Responding to & dealing with NESA requirements in relation to curriculum, accreditation & inspection

Reduce the stress and cumbersome workload associated with the PDP/NESA processes. 6703631997

NESA imposes increased workloads with unrealistic timeframes yet offers NO time, financial, staffing support to schools. These tasks should be a stand alone position paid for by NESA . 6704657539

Having dedicated administrative staff to take care of NESA requirements/enrolments and timetabling procedures for students. 6707828597

2. Work associated with the School Excellence Framework, including self-assessment & external validation

I was burnt out chairing the School Excellence framework. It was the most stressful experience in my teaching career. Did I learn anything from it- nothing! 6718215542

Get rid of school excellence framework! What a waste of time. 6718646608

3. Providing evidence of implementing departmental policies & procedures

The real issue is reasonable expectations for whole-student well-being and citizenship not data focused/number bragging people seeking promotion or unrealistic lawyers in policy creation. 6703564721

More policies, more documentation, greater accountability and less time and energy to commit to creating actual quality lessons, More value placed on standardised testing and less value placed on student creativity. 6703448212

Data collection dominates everything. Focus taken off children and on to implementing policies, procedures and empowering. 6703475313

Extreme expectations regarding compliance and administrative tasks. Too many layers of red tape, new policies and procedures with very little, if any, professional learning to support staff. 6705666304

It's not about teaching anymore and, in the words of my own Principal, 'it's not enough to be a great teacher'. We're all required to constantly complete menial tasks so that the person one level above us can tick pointless boxes that demonstrate accountability or implementation of policy x or policy y. Good teachers leave because they have the sense to get out of a system which is fundamentally broken and the only ones who stay on to

become 'leaders' are the fools too blinded by the system to actually implement effective change. 6706109420

A lot more emphasis on data and policy implementation. Change fatigue. 6703669273

4. Navigating implementation of new external technology platforms e.g. SPaRO, Scout, PLAN

I believe that the administrative demands around WHS, SPaRO, LMBR, Finances, ASR, external testing and all the other useless busy work are detracting from the ability of school leaders and staff to engage creatively and be innovative in the delivery of teaching and learning. 6705828793

More consultants for beginning principals so that they are confident in using programs such as SPaRO 6711074252

Scrap the entire portal and start over. Half my life is trying to find policies or where to complete a task and then trying to find out how to go about it. There is no logic to it. Why can't everything be in one area for principals, deputies, teachers, corporate? The portal is a nightmare and need to be fixed. Programs need to be easier to use. SPaRO, EBS4 and many others are difficult to use and navigate. Steps do not follow the usual steps in most other programs. E.g. in SPaRO for the Annual school report you have to enter data and text in different fields, adding photos are not a simple browse button, you've got to upload it in another section than select it from there. Then when the report is finished, you've got to go into 'self-assessment' to view and approve it. Why isn't approve in the ASR section? It makes no sense that approval of the ASR to be in under the self-assessment tab. This is common amongst software with the DoE. The steps are not logical... I don't know how less tech savvy principal get anything done! 6718478195

EV, NESA inspections, SEF, accreditation, myPL, LMBR, SPaRO, SAP/eFPT budgeting, SCOUT, learning progressions, NAPLAN online etc etc all rolled out too hurriedly, massively flawed and under-resourced. 6727539927

Table 18: This work is important/necessary

'More time and resources are needed for this work'

(i) Top 4

1. Developing other strategies to meet the learning needs of students (e.g. those with special needs, low engagement/attainment)

Work is more intense with students having more intense learning needs. 6703436414

[There is presently] less concentration on the kids and their learning needs, more concentration on data and irrelevant paper work. 6705578511

The weight of student learning needs have increased as the support personnel have decreased from the department 6710676142

2. Developing new units of work and/or teaching programmes

It is impossible to fit all that is asked of us to teach into our day. It is also impossible to do all of our data and programming and lesson prep at school-it has to be done at home if we are to see our family. 6724441795

So much more time spent on 'tasks' unrelated to programming and lesson preparation for the children in my class. It feels like work and tasks related to the 'classroom' and preparing quality lessons for the students in your class is only 50% of the job. 6727002651

Increase in paperwork does not improve my teaching or student outcomes. It takes me away from maintaining my classroom (Industrial Arts Teacher), developing new units of work and projects and providing extra tuition to my students and fellow staff for their development.(#6734229052)

3. Differentiating the curriculum to meet the diverse needs of students

A marked increase in data analysis and differentiation planning with no time allowed to be able to do these tasks (expected to be done in your own time) 6739050944

Teachers are spending so much time on assessment and data entry, rather than having time to get to know their students as individuals in order to differentiate for individual learning needs. 6705946142

The amount of administrative work for differentiation of curriculum to cater for students with Special Needs, IEPs, PLPs, 8-ways etc has increased exponentially. 6736951238

So much admin. work, not enough quality time to prepare for differentiated lessons, individual student difficulties and organisation of classroom 6739948343

How many new syllabuses can you implement in a few years, without face to face support? Apparently all of them. 6743112742

Differentiating curriculum has become untenable because every child needs an individual program 6703475313

4. Planning and implementation of school projects/innovations (e.g. STEM, PBL, etc.)

There have been many increases in policy implementation e.g. PDP, targets for literacy/numeracy, STEM, new syllabus, changes to assessments for Stage 6 yet little time given to develop the materials in practice 6742315386

With the changing focus of educational goals such as STEM and project-based learning many hours go into the planning of activities and differentiation of tasks for an ever increasing cohort of disadvantaged/alternate students. On top of that, the management of resources, machinery and self-training to allow these units of work to flow and become meaningful for students to develop and engage with - there simply is not enough time in the day 6771754984

This year we have had 80 minutes of our release time changed from a KLA to STEM being done as RFF, therefore we now have an extra KLA to fit into our already stretched to the limit timetable 6708444555

The amount of information that comes via email from the Department, and school executive has increased but the time to read has decreased. As a new Scheme teacher my professional learning load has increased, and I am thrown into committees, teams and working groups more and more frequently. 6708864550

Extra meetings. extra-curricular work(sport teams, extra jobs, extra data entry etc) done in own lunch/recess times, therefore miss out often on 30 minute break 6716362485

'More time and resources are needed for this work'

(ii) Bottom 4

1. Reporting of student attainment information to external authorities (e.g. Department, NESA etc.)

The school term has become dominated by collecting data - pre-testing, observation, post-test results and comparisons, PLAN, etc. We spend so much time analysing the kids to prove exactly to the single skill what in particular they may have gained we don't have enough time to properly address the syllabus and teach. 6736433143

Increasing reporting demands, increased need to collect and report data, increased need to justify actions, continual changes in policy, procedure at a school and departmental level- usually poorly supported in terms of time and resources. 6734097298

There is now so much paper work and reporting, not to mention everything that needs to be recorded and annotated online. 6736603050

2. Playground duty and other supervision tasks

Playground duty. In a big school with a large staff, I have 4 duties a week. That doesn't include my staffroom duty or the extra duty on a rotating basis whilst we have our staff meetings. 6743112742

Workload has increased but so have playground duties. 6755515389

Huge increase in social / emotional needs of students has meant break time require additional supervision in alternate play spaces. 6707313744

Increased teaching periods and increased playground supervision duties. 6718657731

3. Providing evidence of implementing departmental policies and procedures

See above Table 18 Item (ii) 3

4. Administration and documentation requirements relating to HSC, ROSA and VET

The workload for VET Retail has risen to a point that I find it very hard to cope with all of the expectations from RTO and NESA. 6726470161

Saving of samples of student work for ROSA has increased workload. VET teachers have a bigger workload in reporting and assessing but no allowance time to complete it. 6736931215

Administrative tasks and data analysis (RoSA and HSC) have greatly increased taking away from class preparation time. 6705652646

HSC, Prelim Rosa monitoring are the most onerous, time consuming, obviously upward tick box paperwork changes I have seen in my career. 6723024147

Pressure to complete paperwork and sign offs has become more onerous. Completion of paperwork for VET courses has become unmanageable. 6708468923

Table 19: More time and resources are needed for this work

'The way this work is managed is too time consuming/cumbersome'

(i) Top 4

1. Data collection, analysis and reporting associated with state-wide strategies

…things like moving from the continuum to progressions, and dealing with time-sucking PLAN software only to gather non-mandatory data that isn't entirely reflective of the syllabus adds another layer of meaningless box ticking. 6703444817

Lots more technology-based data input and output - e.g. PLAN, online PD, recording behaviours, projects relating to quality assurance. etc. 6703446402

In a digital world the paper work has increased particularly since LMBR particularly related to finances. Data collection and reports have increase - don't know why, when data can be extracted from so many sources. It shouldn't be the Principal that has to write these reports. 6703465892

We are all about collecting data and evidence, ticking boxes. Our focus is on paperwork and WHS rather than the kids educational, social and emotional needs. All the support that was at district office is gone and schools are now responsible. There are no experts. Our director is more like a politician, all he wants is data but nothing changes in our schools except our increase in paperwork. Paperwork would have increased tenfold over the last five years. We focus on paperwork not developing quality lessons for our kids, only because we don't have the time. We spend an hour on paperwork for an hour lesson. (6703638992)

2. Providing evidence of implementing Departmental policies and procedures

See above Table 18 Item (ii) 3

3. Planning and implementation of state-wide policies (eg literacy/numeracy strategy)

Introduction of new syllabuses and increased testing requirements - NAPLAN practice, NAPLAN, HSC Minimum Standards Tests and soon to introduce Year 7 Best Start. Now [we must] also implement the Literacy and Numeracy Strategy. Let's change from a continuum to progressions and oh - apparently we need to start doing more about the bullying issue. We have PLPs, IEPs and Health Care plans plus PDPs for teachers. Add in accreditation and less money for in-school time professional learning - you can do this online in your own time! 6749929313

Policy change and demands for implementation without removing other workload have lead to fatigue. 6703455485

The reform agenda and the introduction of what feels like a million different policy requirements and obligations are having a heavy impact on my engagement with the profession. I have significantly less time to plan/ resource my lessons and it is having a massive impact on my ability to be a quality teacher. My school is a high achieving school with great NAPLAN performance and growth, yet we still constantly get the message 'what you are doing is not good enough'. 6705724245

I have seen a huge increase in the implementation of unnecessary policies so much so that each time we introduce a new acronymed policy the staff laugh at it. 6707644180

More work in understanding, implementing and reporting in all aspects of school. The department generates a policy or procedure and then requires staff to implement the change with very little support and no additional resources. Something has to give - teaching and learning? staff personal time? or the policy implementation? 6707756216

4. Responding and dealing with NESA requirements in relation to curriculum, accreditation and inspections

See above Table A1 Item (ii) 1

'The way this work is managed is too time consuming/cumbersome'

(ii) Bottom 4

1. Finding opportunities to reflect on, and personally evaluate, your teaching practice both formal and informal

All staff are stressed, all productivity is down, jobs, programs and new ideas are all done with a minimum of reflection and are squeezed into an already overcrowded curriculum. 6737015332

Passionate teachers, who question, reflect, evaluate, collaborate and improve upon their practice, who respect and care about their students, make the difference. The very people who will be driven away from the teaching profession. 6737426791

Lots of time is wasted in starting new projects with limited resources and later dumped. As a passionate teacher all I ask for is, please give us our teaching time back. Let us conduct our core function that is to teach children. Student results will only improve by allowing teachers to plan and prep effective lessons. This can only be achieved by giving teachers adequate time and resources. Let teachers teach. 6739959376

I get less time and support to reflect on my practice and improve my teaching skill set, as most of my time is absorbed completing admin tasks/paperwork. Implementing the new senior science syllabus this year has been a nightmare - there is a lack of consistent information and support to really know what content to deliver and in how much detail. 6749980062

2. Communicating with students about their classroom learning

See above Table A1 Item (i) 3

3. Supporting and/or managing professional colleagues and/or other school staff

Work load has increased massively with less and less support and time to discuss with colleagues. 6752791365

Increase in beginning teachers requiring mentoring and senior teachers requiring additional support. Challenges posed with assisting and supporting staff in managing difficult student behaviours. 6781163333

Support has become school based over the past few years. We see very few experts or consultants. A great deal of my time is spent on technology and supporting staff in this area. I have changed roles from a classroom teacher and moved into the teacher librarian role. I have duty every lunchtime and staff always require support during both recess and lunchtime. They apologise for the disruption but still expect support. I never sit and relax and avoid the staffroom as this is a work station area where staff are delegated more work. 6721573586

Satisfying accreditation requirements and supporting staff with the same. Increased students with specific learning needs, differentiating the curriculum and documenting changes for these needs. Increased student numbers over a number of years requires more work as a faculty HT in dealing with issues and supporting staff. 6724057790

4. Finding opportunities to get to know students as individuals

See above Table 18 Item (i) 2

Table 20: The way this work is managed is too time consuming/cumbersome

'This work is focused on compliance rather than teaching and learning'

(i) Top 4

1. Reporting to parents and caregivers

Parents and students have become more demanding - complaints to Directors increased, and real support from Directors to staff and schools decreased 6703446526

The amount of administration tasks, parent meetings, time spent on reports and collection of data has greatly increased. 6705697462

Assessments and reports are becoming more complex and contain repetition of detail. 6705713815

More admin tasks have been devolved to staff usually as a result of IT/computer tech changes e.g. reports, correspondence to parents. 6708627491

More paperwork, such as 'Progress Reports' when parents are coming for meetings. Unfortunately these can come again within weeks of each other, FOR THE SAME STUDENT 6711456336

Written student reports are becoming ridiculous and disconnected to who the child is and more centred around 'work load'. 6736121025

2. Providing evidence of implementing Departmental policies and procedures

See above Table A1 Item (ii) 3

3 Data collection, analysis and reporting associated with state-wide strategy

See above Table A3 Item (i) 1

4. Working on accreditation-related requirements

There has not been any time provided to work on accreditation, prepare for registration, or fulfil other requirements expected of us. 6703495979

Accreditation supports only academic teachers that can script academically, generally these teachers have poor classroom management. 6703567072

Accreditation pressures have contributed to more stress and many wakeful hours during the night. 540
I feel that with the implementation of maintaining accreditation, my time is being taken up with courses, evaluations and paperwork in general. 6705798013

It has become more about admin, especially now with the introduction of accreditation. 6707357435

Too much time wasted on collection of evidence for accreditation and related administration work instead of having allocated 'free periods' to use to plan engaging learning activities. So then after work hours, which should be spent with family, or fitness/sports/hobbies, [time] is [spent] researching and designing lessons and activities that may be engaging for students to learn in school. 6711282667

"This work is focused on compliance rather than teaching and learning'

(ii) Bottom 4

1 Engaging in extra-curricular activities with students (e.g. sports and cultural activities)

Teachers are expected to take on more extra-curricular activities but not being given time off for administrative duties. 6726535347

I teach three HSC subjects and am involved in the co-ordination of many extra-curricular activities for students for example, MUNA, study skill sessions, business week, university liaison for aboriginal students. I get no period allowances and do all of these extra activities in my own time. 6740206900

As someone who is now my fourth year of teaching, I have found that my responsibilities in my school have increased. I suspect this is normal, but at the same time, when I began in the school as a beginning teacher, I was already given more responsibilities than some other teachers. I attribute this to the dangerous misconception of new teachers being more "energetic and enthusiastic", as well as to my position as the sole Drama teacher at the school, thus I must program and run the subject alone. This includes all extra duties of running extra-curricular programs. 6771048056

2. Communicating with students about issues outside of classroom learning (e.g. student welfare)

See above Table 18 Item (i) 4

3. Communicating with students about their classroom learning

See above Table 18 Item (i) 3

4. Finding opportunities to get to know students as individuals

See above Table 18 (i) 2

Table 21: This work is focused on compliance rather than teaching and learning

'Less time and resources should be spent on this work'

(i) Top 4

1. Data collection, analysis and reporting associated with state-wide strategy

See above Table 20, Item (i)1

2. Classroom work associated with external assessment (e.g. specific orientation and preparation)

We have been forced to focus, give more of an emphasis [to], data and results from diagnostic tests and less emphasis on individual skills and learning styles of students… [W]ith 28 students in a classroom plus support and Life Skills students with no aide, it is almost impossible to cover the content in class. We are made to embed NAPLAN in all programs through the disguise of Literacy and Numeracy. Students do not get the opportunity to succeed in their own individual way… Lunch times are also taken up every day with student assistance with work and assessments as we cannot cover the content in the classroom because senior executive are pushing NAPLAN and HSC standards. 6703511563

The HSC Monitoring Folders dominate our working hours. 6705048730

Absolute overload – HSC compliance tasks take a ridiculous amount of time yet contribute nothing.
6705819240

Teaching for NAPLAN takes up way too much of our time. 6705871342

Too much…NAPLAN prep 6706162382

3. Communicating with students about their classroom learning

See above Table 18, Item (ii) 3

4. Working on accreditation-related requirements

See above Table 21, Item (i) 4

'Less time and resources should be spent on this work'

(ii) Bottom 4

1. Engaging in extra-curricular activities with students (e.g. sports and cultural activities)

See above Table 21, Item (ii)1

2. Communicating with students about issues outside of classroom learning (e.g. student welfare)

See above Table 18, Item (i) 4

3. Communicating with students about their classroom learning

See above Table 18, Item (i) 3

4. **Finding opportunities to get to know students are individuals**

See above Table 18, Item (i) 2

Table 22: Less time and resources should be spent on this work

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