Better and Fairer Education System

Consultation Paper Response

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TABLE OF CONTENTS

Chapter 2: Improving Student Outcomes - Including for Students Most at Risk of Falling Behind

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

It is important that ***responses to this question encompass not only the identification of effective evidence-based practices, but also the identification of ways to support their effective implementation***. The Monash Q Project, a five-year study to understand and improve the use of research evidence in Australian schools, has generated insights into this important issue. Based on conceptual (cross-sector systematic review), empirical (surveys and interviews with over 1700 educators) and improvement (professional learning co-design and trials) work with Australian schools and systems, the Q Project's work has found that educators have an appetite to improve their use of evidence. At the same time, educators also describe how the burden of navigating changes in policy, curriculum content or syllabus decisions can cause change fatigue and workload issues. Performance delivery and reporting requirements can result in "quick fix" or "band-aid" solutions, while administrative and compliance tasks take time away from activities such as the thoughtful use of evidence.

Effective use of evidence:

- involves not only the identification of 'appropriate' approaches by schools and systems but also their 'thoughtful engagement and implementation' by teachers and leaders (Rickinson et al., 2022a);
- is sophisticated work that connects to educators' professionalism (referenced in 81% of interviews, 50% of surveys) and needs to be supported by targeted professional learning (81% of interviews, 18% of surveys) (Rickinson et al., 2021);
- needs to be highly attuned to context, particularly in relation to the diverse learning and wellbeing needs of different at-risk cohorts (81% of interviews, 44% of surveys) (Rickinson et al., 2022b);
- requires time and effort on the part of school staff (56% of interviews, 55% of surveys) and needs to be built into staff schedules and school processes (85% of interviews, 75% of surveys) (Rickinson et al., 2021; Walsh et al. 2022);
- is enabled by leaders and leadership that places a strong emphasis on supporting evidence use (89% of interviews, 72% of surveys), including through actively modelling effective evidence use (67% of interviews, 31% of surveys) (Rickinson et al., 2021); and
- depends on system-level actors and organisations making explicit the evidence base underpinning evidence-based practices and supporting their implementation and evaluation by educators and schools (Rickinson et al., 2023).

Rather than identifying individual practices/strategies, we should focus on the use of robust frameworks that can guide teachers, schools, systems and sectors to support all students including those who need high levels of support. The Systemwide Positive Behaviour Intervention Support (SW-PBIS) and/or Multi-Tiered Support Systems (MTSS) cover a several strategies that have strong evidence and would meet the need of all students. The strategies consist of Universal (strategies that are designed to benefit all learners), Selected (strategies that are needed for a select group of students who need some additional support) and Individualised or Intensive interventions (strategies to teach students with very high support needs). The use of the strategies not only benefits students with and without disabilities, it also benefits teachers and society. There is an urgent need for educators in our school system to learn about these frameworks and individual strategies to meet the needs of all learners.

Q 4 Should the next NSR add additional priority equity cohorts?
Identifying EAL/D learners as a national priority equity cohort in the NSRA will authorise and drive:
• national identification of EAL/D learning needs in policies, planning and provision
• accurate and transparent reporting of EAL/D outcomes over the next NSRA period
• systematic, system-wide reform to address current barriers hindering effective EAL/D
provision and achievement of learning outcomes by the EAL/D cohort across all schooling areas, including in literacy and numeracy
• a coherent and comprehensive focus on language learning outcomes in the Closing the Gap Agreement that promotes productive interconnections between learning English as an additional language or dialect maintaining and developing Indigenous languages (Outcome 16).
Academic performance, attendance and engagement outcomes for Indigenous, migrant-background and refugee learners of English as an additional language or dialect (EAL/D) cannot be measured if these learners are misidentified as Language Background Other Than English students and/or as below national minimum standards on NAPLAN and/or as Aboriginal and Torres Strait Islander students.
Conditional on correct EAL/D learner identification, accurate documentation of English proficiency levels, and employment of EAL/D-informed teachers would support achievement in mainstream curriculum areas (Maths, Science etc.). EAL/D learners are more likely to demonstrate achievement in regular formative and scaffolded assessment tasks backed up by EAL/D-informed teaching, rather than in isolated standardised tests.

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

In order to ensure a reform agenda with both national coherence and local flexibility, *it is critical that the targets in the next NSRA focus not only on effective evidence-based approaches, but also building capacity for their effective implementation*. The work of the Monash Q Project, a five-year study to understand and improve the use of research evidence in Australian schools, provides some potentially helpful insights on this issue. Its empirical (surveys and interviews with over 1700 educators) and improvement (professional learning co-design and trials) work with Australian schools and systems suggests that the targets in the next NSRA need to:

- make clear that the effective implementation of evidence-based approaches is sophisticated work that depends on skilled educators, effective leaders, conducive school cultures and supportive systems (Rickinson et al., 2022a);
- stress that evidence-based approaches need to be selected and implemented in ways that are sensitive to context, in terms of being appropriate for students' needs, staff capacity, and school culture and strategic priorities (Gleeson et al., 2023);
- encourage and support the active involvement and capacity building of educators and middle leaders in the selection, implementation and evaluation of evidence-based approaches within local school contexts (Rickinson et al., 2021); and
- highlight the role that system-level organisations (e.g., national and state jurisdictions, universities, evidence brokers, professional associations, etc.) have to play in supporting and enabling evidence-based approaches within and across schools (Rickinson et al., 2023).

Such efforts to increase and improve the use of evidence therefore need to respond to educators' current challenges (limited use, insufficient time, inadequate access to evidence) and leverage potential enablers (leaders, professional learning, collaboration).

Chapter 3: Improving Student Mental Health and Wellbeing

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

There is substantial benefit to surveying students on perceptions of safety, school belonging, wellbeing, school climate, and classroom disruption. Students have been found to be a reliable source of information in terms of their perceptions of their school environment and experience - but also in offering solutions.

Survey of this nature may be used to:

- Inform interventions: Educators, researchers and policymakers can create more effective, targeted interventions to enhance school belonging and student wellbeing.
- Use strength-based perspective: Survey data methods (such as Appreciative Inquiry) can help shift focus from deficit-based views towards strength-based perspectives. This means that rather than focusing solely on deficits, schools can identify and build on the school's strengths - and what is working well.
- Identify systemic issues: School belonging and wellbeing is influenced by a range of systemic factors within the school environment. Surveys can help identify systemic issues impacting student wellbeing, safety, and belonging, informing broader strategies and policies.
- Demonstrate a commitment and priority toward the development of the whole student beyond academic outcomes
- Acknowledge that growth and learning while at school is not just academic
- Help build best-practice conditions for learning.

However, some challenges and considerations should be kept in mind:

- Problems with measurement: Safety, school belonging, wellbeing, school climate and classroom disruption are highly subjective experiences and can change day-to-day and class-to-class. Measures must be identified carefully. Unlike the National Assessment Program – Literacy and Numeracy (NAPLAN), data would be more effective if interpreted and used in a way that 1. Acknowledges the context and 2. Considers individual differences and needs. Surveys of this nature may be more effective at the school-level particularly when other survey data (e.g., PISA) examines some of these concepts already at the national level (and possibly the State level)
- Developmental considerations: Tools should be selected that are age appropriate. Consideration should also be given to accessibility. Teachers require training to understand and appropriately use data to inform decision making
- Perspectives of others: Incorporating teacher and parent perspectives could also provide a more comprehensive view of the school climate.

Ethical obligation:

- There is arguably an ethical obligation to act on the findings obtained and this may also increase by-in from students from future surveys if they can see that their responses are taken seriously. Also, consideration must be made to what processes will be put in place if a student reports low wellbeing as per standard human ethics procedure.

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

Evidence shows that school leaders and teachers continue to feel ill-equipped and lack confidence to support students struggling with mental health. For decades, school leaders and teachers have expressed that there is inadequate professional development, training resources, and skill development for them to confidently and appropriately address students' mental ill-health. This is despite the number of school-based wellbeing and mental health programs growing

considerably. To address the clear gap between access to evidence-based programs and teachers' and school leaders' knowledge and skills to confidently address student's mental health, the following approaches should be considered:

- Whole-of-school delivery of professional learning should be provided to school leaders, teachers, and school mental health and specialist staff.
- Focus on evidence-based programs and professional learning for school leaders and teachers in the area of student wellbeing and mental health.
- Evidence-based practices should be implemented within a multi-tiered system of support (MTSS). This system operates on a public health framework with prevention as a fundamental principle across all tiers of support.
- Provide ongoing coaching to school leaders and teachers after they participate in professional development programs on student mental health.
- Provide interactive activities to encourage teachers and school leaders to apply skills and knowledge from training to their own context and school needs.
- Develop communities of practice in schools to enable teachers and school leaders to share and build on skills and practices learnt during professional development.
- Ensure that training to support students struggling with mental health also incorporates strategies for teachers to support their own mental health.

Chapter 4: Our Current and Future teachers

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

- Many issues unrelated to teacher education: status of teaching, flexibility of workplace, workload, etc as in Review
- The more people feel loyal to a profession and find a community of practice the more they are attracted to any career – not just technical PD but early opportunities for TeachMeets; reflexive circles (e.g. teaching rounds) retreats, conferences, other CoP; this includes improvements to mentoring (which could begin during ITE)
- Targeted marketing and activities with specific cohorts where there are shortages: such as bespoke Indigenous pathways into teaching for First Nations (e.g. Koori) Support Officers; diverse cultures
- Targeted 'grow your own' marketing and activities in regional/rural/remote communities, as well as connected to hard-to-staff diverse urban schools
- Recruitment strategies that take an ecological focus (e.g. recognising the multi-factorial dimensions that influence career, i.e. technical, moral, political, and emotional dimensions (this could be interesting research)
- More use of local teacher ambassadors
- Opportunities for people from industry to get a 'taste of teaching' -
- Financial incentives work to a degree but they aren't the whole picture – people want to know there is no ceiling on career aspirations – clearer understanding of leadership pathways and financial rewards – might need to be more research on PSTS future career goals (5/10/20 years down the road)
- Similarly, fast-tracking teachers address length of study time and immediate teaching shortages but people need to know how they will have time/resources/support to settle in
- It's true that placements are financially difficult for some PSTs – it's hard for people (not just career changers) to give up salaries for teaching; employment-based pathways solve some issues and cause others – is there any scope for some employers to be offered incentives to allow their employees to take time for required placements?
- More systemic partnerships between ITE and schools – this supports future teachers who want to enter the profession quickly while not sacrificing study
- Job permanence, flexibility (including job sharing, part-time and opportunities for leave) – built in assurances that there are systemic strategies to address known stresses, workload and emotional toll on teachers (new and more experienced)
- Marketing and strategies that reinforce teaching as a high- status profession where teachers have autonomy (and are more than just technicians) – while they want skills and pedagogical knowledge, teachers are also attracted to opportunities for creativity and innovation

Q16. What change(s) would support teachers to stay in the profession?

[Our research](#) suggests that the current working conditions that many teachers are experiencing are contributing to burnout and attrition from the teaching profession. Workload, safety and respect for the profession need to be improved to support teachers to remain in the profession

- The work conditions are having detrimental impacts on teachers at all stages of their careers, not just early career teachers. In fact, our data suggested that teachers who had been in their careers for between six and ten years were the most likely to want to leave the profession. This suggests that conditions in schools that have more influence on decisions to leave the profession than pre-service teacher preparation [FL1], which is often blamed for inadequately preparing teachers for their roles. It is important that policy responses reflect this and go beyond a focus on improving teacher preparation programs which often obscures a need to look at the workplace conditions in schools.
- Policy priorities need to change from a focus on "improving teachers" to a focus on improving the conditions for teachers. For example, with our survey showing that 25% of teachers do not feel safe in their workplaces, there is significant work that needs to be done to understand the volatilities and hostilities that are increasing in schools. These have arisen from the social, economic and political conditions in our communities and schools need greater support in order to respond in ways that will protect and sustain our teachers and our students.
- need to understand what we mean by employability when shaping such changes
- five components could be taken into account: *employment outcomes, job satisfaction, wellbeing, personal and professional growth* and *sustainability*
- S*ustainability*, *personal and professional growth* and *job satisfaction are often not emphasised and it is suggested need to be*
- schools and other relevant stakeholders (e.g. university) should teach students/teachers about the importance of these aspects and create and convey opportunities to pursue these
- retention of middle-career workers can be improved if sustainability, personal and professional growth and job satisfaction are being met
- International and migrant teachers are an important component of the teaching workforce in Australia. Therefore, it is important to create culturally diverse and responsive working environments. To achieve this, international and migrant teachers require support to adjust and adapt, and mainstream education needs to become more culturally responsive.

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

It is important to find ways to guide teachers about aspects of their career such as *employment outcomes, job satisfaction, wellbeing, personal and professional growth* and *sustainability*. These can occur through professional development, mentorship, mandatory learning programs/certificates etc.

Both retention of teachers and attracting qualified teachers back to the profession can be supported by developing teachers' strong deep professional identity rather than implementing temporary/short-term solutions.

There are two key areas that would support teachers to return to the profession.
1) A more flexible and innovative attitude to teachers' employment arrangements. In order to compete in the current employment environment, teaching needs to be prepared to let old, traditional expectations of full-time on-site staff being the norm. Listening to teachers about what they need in order to make their careers manageable for them and being willing to consider alternate arrangements would help. Research shows significant numbers of teachers are under-utilised, due to a lack of flexibility and inability to balance excessive workloads and other aspects of their lives. This has a disproportionate impact on women and mothers.
2) A change in the public narratives around teachers. Teachers are feeling undervalued and disrespected. Aside from monetary value through increased wages, teachers in our study noted the impact of negativity that is seen in the media and from policy makers. Only 3 in 10 felt respected by the public but only 1 in 10 by politicians and 2 in 10 by the media. The 'teacher blaming' narratives that accompany discussions of concerns with schools not only degrade the broader public discourse, but they also filter into the relationships that teachers have with parents and students on a daily basis. They amplify suspicion and distrust where there should be a respect for the professionalism and dedication of educators.

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

Additional reforms to ensure that schools most in need can support and retain highly effective teachers could include:
- *Programs for teachers that foster work-life balance*
- *Opportunities for more flexible working hours*
- *Support related to time management*
- *Strategies for fostering community inclusion*
- *Financial incentives (e.g., bursaries offered to prospective PSTs who come from demographic areas most at risk; HECS discounts)*
- *Additional support for administrative roles*
- *Access to psychologists who are experts at supporting teachers*
- *Appeal to many teachers' passionate and overriding desire to make a difference; to influence equity and social justice - to believe that teachers do in fact influence what children and young people can do and be.*
- *Currently highly effective teachers are expected to cater for students with complex learning needs (including social / emotional, mental health issues, disadvantaged backgrounds, new arrivals, non-verbal).*
- *Schools in most need require a higher level of staffing and teachers with expertise in how to support the wide range of learning needs of some of the students in their care. It is evident that current programs and teaching practices are not addressing the needs of these students. Immersing these students in a rich alternative program in their first year of school that enables them to develop social skills, social and emotional well-being and self-confidence to engage in learning with skilled teachers might help bridge the gap. Programs that are rich in everyday experiences that were not part of their childhood, including construction, outdoor play, experiences in playgrounds, visits to the zoo, beach etc.*
- *Greater connection between the learning in kindergarten (preschool) and the first year of formal school and ways to best support students from disadvantaged backgrounds and those with mental health and well-being issues.*
- *Resourcing schools and early learning centres to run parent/ carer sessions on how to support their children's learning through every day experience and play. Utilising current programs offered by the Smith Family or developing similar programs that schools and early learning centres can access.*
- *With the increase of multicultural and multilingual classrooms greater emphasis on culturally and linguistically rich resources and professional learning is required to support teachers.*
- *Related to this is the need for schools to be seen as communities where cultural diversity is celebrated.*
- *Funding and time are the biggest factors. Time for teachers to receive adequate release, professional learning and remuneration for the important role they play in supporting student learning.*
- *Special needs teachers must be employed across the different levels to support highly effective classroom teachers. Child psychologists could also be employed in some high-risk schools to support teachers. It is not appropriate to expect highly effective teachers or leadership to complete more training as their roles are*

already stretched. It would be more cost effective to employ skilled professionals to work in these schools two or more days a week.

- *Special education staff in the schools take responsibility for referral of students to services outside the school and community.*
- *Teachers are expected to do much more beyond teaching in the classroom, which is contributing to high turnover and illness. If some of these additional demands were removed then the situation might improve.*
- *Addressing the negative perspectives presented about teachers, schools and teacher education providers in the media.*

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

Alternative pathway programs are essential for attracting high quality candidates from diverse backgrounds. Current standardised assessment tools disadvantage minority and culturally and linguistically diverse students. A range of culturally and linguistically inclusive selection tools capable of assessing personal qualities are needed to address the current issues. Specifically, for international students, it is important to provide tailored orientation sessions that introduce them to Australian classrooms and workplace culture.

Targeted recruitment of students from remote and rural areas and culturally and linguistically diverse backgrounds is necessary. Coupled with this it is important to provide a clear narrative of how people from diverse backgrounds and diverse abilities will be supported in the profession with support for senior and supervising teachers to improve support for diverse pre-service teachers. Pre-service teachers from diverse backgrounds need to be assured they will be welcome and supported within the university and school environment. Funding support is important to attract and support diverse students, with further entry requirements for ITE courses likely discourage candidates from diverse backgrounds.

More broadly, there needs to be a clearer narrative on the importance of diversity amongst the teaching profession, with examples of diversity in leadership in education and profiling of the important role culturally and linguistically diverse teachers have within the profession.

Diverse scholarship programs- can help with recruiting and retaining high quality prospective teachers from diverse backgrounds. Such programs may even attract diverse communities in rural areas or urban areas where there are greater numbers of members from minority communities

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

Aboriginal and Torres Strait Islander peoples are drawn to teaching to ensure that their children are safe within the system. High performing Indigenous students are influenced by the reputation of the institution and the reputation of the course as being culturally safe and inclusive of Indigenous perspectives and understandings. Essential to encouraging more Aboriginal and Torres Strait Islander peoples to choose a career in teaching is ITE provision that has an embedded focus on Aboriginal and Torres Strait Islander peoples, histories and cultures, ensuring a curriculum that that is culturally sensitive and relatable. Aboriginal and Torres Strait Islander peoples need to see themselves within curriculum content, knowledge and pedagogies within their ITE courses. Aboriginal and Torres Strait Islander teacher educators are essential for encouraging more Indigenous peoples to choose teaching as a career.

Flexible pathway programs are important. At Monash, the William Cooper Institute oversees the development of targeted strategies to increase participation of Indigenous students across the country implementing comprehensive engagement programs with secondary schools and Indigenous led community organisation to build greater awareness of university offerings, pathways, scholarships and support systems. Scholarships, fee support and clear and ongoing support both within the university and the profession more broadly are important. Support needs to be provided for senior and mentoring teachers to ensure they are able to support Aboriginal and Torres Strait Islander pre-service teachers. Providing options for pre-service teachers to be matched with schools or undertake places in the communities that they live, alongside flexible study options and opportunities to study remotely may assist in making undertaking study more appealing.

It is important that the skills and knowledge Aboriginal and Torres Strait Islander peoples bring to the profession are acknowledged during ITE programs and when entering the profession. For example, having the opportunity to undertake leadership roles in the APST space that focus on Indigenous understanding and knowledge. The opportunity for leadership roles would be attractive for Indigenous career changers. Support for the MATSITI 1000 Indigenous teachers' initiative is important but more broadly there needs to be a systemic change to bring Aboriginal and Torres Strait Islander peoples' expertise into the heart of the school and ITE programs.

- The removal of course fees in ITE degree programs for First Nation Students
- On-campus housing support for First Nation students to undertake ITE degree programs
- Culturally safe ITE courses with decolonised and Indigenised curriculum and the presence of Indigenous academic teaching staff
- The creation of First Nation ITE networks in universities to promote community and support for First Nation ITE students
- University / government funding support for ITE students to return home (on-Country / regional & remote areas) outside of semester periods, to retain connections to community and Country during their degree programs and reduce the rate of non-completions.
- University / government funding support for ITE students to complete teaching placements on-Country / in their own communities, to ensure connection to Country and community. This will also likely ensure First Nation teachers will be in classrooms with First Nation students. This will hopefully contribute to ITE student teachers returning to these schools / regions upon finishing their degrees and supporting the next generation of First Nation students.
- Targeted outreach programs for First Nation secondary students (year 9-12) to encourage them to consider an ITE degree program and a teaching career. And support them to university through scholarships, tutoring, guidance, and support programs.
- A zero-tolerance policy for racism in schools and classrooms, to ensure the cultural safety of First Nation students and teachers and reduce First Nation teacher attrition.
- Cultural Awareness / Competency Workshops and Professional Development activities for non-Indigenous teachers and senior school leaders to uplift cultural capabilities and contribute to more inclusive working environments
- The inclusion of First Nation knowledges and perspectives in ITE courses and in all primary and secondary resources and curriculum to be taught by all teachers and academics.
- A review of teacher workloads to reduce the amount of after-hours / weekend work required by teachers, contributing to a better work life balance.

- Consider the implications of "cultural burdens" on First Nation teachers, i.e. the likelihood that a First Nation teacher will have significant additional work (i.e. all be responsible for all First Nation matters in a school / or being the support person for First Nation students etc). This work is often not work loaded and contributes to burn out and First Nation teacher attrition.

Q21. What reforms could enable the existing teacher workforce to be deployed more effectively?

1. Meaningful Reductions in Workload

- Declutter the Curriculum: Streamline the curriculum to give teachers more autonomy and allow them to focus on their core teaching duties, thus reducing their overall workload.
- Reduce Class Sizes: Smaller class sizes could help to manage the workload effectively, making differentiation, assessment, marking, and reporting more manageable.
- Reduce Surveillance and Monitoring Tasks: These tasks, often referred to as 'administrivia', can be minimized to allow teachers more time to focus on student learning.

2. Raising the Status of the Profession: Trusting and Respecting Teachers

- Raise Awareness of the Complexity of Teachers' Work: A significant part of addressing the looming recruitment and retention crisis involves raising public awareness about the complexity and demands of teachers' work. This could lead to a shift in societal perception and treatment of teachers.
- Raise the Status of Teaching: A campaign to lift the teaching profession's status could help shift the narrative in the media, improving the portrayal of teachers and fostering greater respect for the profession.
- Promote Appreciation of and Trust in Teachers: Increase efforts to show appreciation for teachers and build trust in their professional capabilities. Increasing teacher autonomy could improve teacher satisfaction and retention rates.

Q22. How can teacher career pathways, such as master teachers and instructional specialists, be improved to attract and retain teachers? How should this interact with HALT certification and the Australian Professional Standards for Teachers?

- Teacher career pathways, such as master teachers and instructional specialists, could be improved to attract and retain teachers by providing remuneration at an appropriate level.

- Teachers intending to take these pathways should be supported via the provision of professional development opportunities to enable them to gain the knowledge and develop the skills required.

- The pathways should lead to promotional positions which are strongly linked to the Australian Professional Standard for Teachers.

- The positions should be advertised, tenured for up to five years (similar to school leadership positions) and remunerated appropriately.

- Appropriate remuneration at leadership level is the key issue

Q23. Are there examples of resources, such as curriculum materials, being used to improve teacher workload or streamline their administrative tasks?

1. Developing subject/discipline-based repositories for work plans and curriculum resources across each individual state and territory that is clear, easily accessible, free and with some guidelines will provide teachers with a solid resource that they can use in the classroom.
2. Providing short online professional development courses to teachers through an online repository that also accredits the hours spent in their learning will help teachers continue to professionally develop themselves as well. These courses must link back to the improvement work in their school. Hence, schools providing teachers with a list of these short online, self-paced PDs will assist them in upskilling staff in more workload-friendly ways. These PDs can also be linked to Communities of Practice (CoP), where deeper and more contextualised improvement work is done within teams.

3.   The inclusion of more administrative staff within schools will directly reduce this work on teachers. Over time, this workload creepage has made teaching and learning become burdensome. So perhaps having an administrative assistant who works across a year level and is associated with their CoP at that year level would provide more assistance to teachers to focus on pedagogical work.
4.   The use of site-based mentoring and coaching models that are subject/discipline-based while using new and innovative curriculum plans would be useful for teachers. Partnering up Lead teachers with new teachers would be useful to help sustain the continuous improvements made in the curriculum over time.
5.   Allowing teachers to have allocated hours within a week for lesson preparation and planning in teams within their CoP.

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

There are many ways technology can be used to support teachers and learners:
1.   Online Learning Platforms: Enable teachers to meet student needs: feedback to the student, and self-paced learning opportunities for revision & exploration. Example: Moodle + feedback fruit (peer review software)
2.   Virtual Classrooms and Webinars: Conducting hybrid classes and webinars to support learning. Focus on developing actual online classrooms, rather than only providing resources online. Bring in clear pedagogical strategies to online teaching. Example: Using G Classroom to embed a clear learning pathway
3.   AI for Teaching and Feedback: Digital tools can automate content generation, marking and assessment processes and provide instant feedback to students. Also, we can use AI-generated interactives to help with planning and teaching. Example: Curipod AI interactive lesson creator. (I use in teaching to have students evaluate their learning and comprehension)
4.   Data Analytics and Personalized Learning: We can use data analytics to track student progress, identify areas of strength and weakness, and offer personalised learning pathways. Technology enables large data sets to be accessed and analysed quickly and directly. Example: Verso Software (based on Hattie's work, student -> teacher feedback too for improved teacher practice)
5.   **Teacher Online PD: Online resources and platforms can offer teachers access to ongoing professional development, allowing them to access PD to meet their own needs at point-of-need. Teacher learning is no longer confined to those experts geographically close to them. Example: open-source courses (LinkedIn, Harvard MOOCs).**

Online peer tutorship can be used effectively to support teachers, reduce workload and improve effectiveness.

Off the shelf online PD tends to be delivered rather than co-constructed, and prepared online resources are often generic, meaning teachers still need to spend time adapting ideas to their own context. The AITSL Charter calls for ongoing collaborative PD emphasising teacher ownership. Well-resourced schools and jurisdictions with numerous teachers already benefit from peer tutorship (known by a variety of names). Small group online peer tutorship could bring together teachers facing similar challenges and encourage ongoing communities of practice. Expert teachers, reliable internet and allocated time during work hours would be required.

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

There would be significant benefits for both teachers and their employers if there was a national registration system.

The benefits include:

·   Improved opportunities for teacher mobility across Australia without the need to apply for registration in each state/territory.

- No barriers to qualified teachers undertaking casual relief teaching while travelling around Australia which may bring experienced teachers into rural and remote regions for short stays.

Chapter 5: Collecting Data to Inform Decision-Making and Boost Student Outcomes

Q28. Should data measurement and reporting on outcomes of students with disability be a priority under the next NSRA? If so, how can this data be most efficiently collected?

- Data on student outcomes is extremely critical and it should ideally be collected about students and from students and/or their carers. While attempts are being made to collect data on student attendance, this is not sufficient. Student outcome data should address six key aspects of presence (i.e. attendance), participation, achievement, acceptance, belonging and happiness. Reliable and valid data collection tools should be used for data collection. In this regard, the Monash University team has designed and validated scales across various international contexts that can be used to collect data from students and their carers.
- Students with disability disproportionately experience formal and informal school exclusion, so there is also a need to collect and analyse data on the number of formal exclusions (such as suspensions and expulsions) and informal exclusions (shortened school days) that students with disability experience.
- To measure educational outcomes for students with disability, a federal or state-based results-driven measurement framework is needed that must ensure consistency in the data collection method across different systems. The regular reporting of the data would enhance accountability across various systems.
- To report educational outcomes for students with disabilities, a federal or state-based Progress Monitoring and Reporting Database (PMRD) could be created. At the moment, the Nationally Consistent Collection of Data on Students with Disabilities (NCCD) requires all schools across all jurisdictions to collect data on students with disabilities. However, the NCCD data is not used to monitor student progress/outcomes. Slight adjustments to the NCCD data collection methodology and reporting mechanisms could substantially improve the usefulness of the data collected.
- The PMRD hub could facilitate:
  - simplified data collection procedures for teachers and school leaders
  - more robust measurement of student learning
  - data-based problem solving based on regular review of student data
  - graphical representation of progress and progress reports
  - communication about student progress between teachers and parents
  - the identification of progress and trends for individual students and groups of students across multiple year levels and schools
  - reporting capabilities at the classroom, school, area/region, and state level

Chapter 6: Funding Transparency and Accountability

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

An important dimension of funding accountability and transparency that has implications for the next NSRA is the need to make clear the evidence base that underpins and informs decisions about educational funding. The work of the Monash Q Project, a five-year study to understand and improve the use of research evidence in Australian schools, is potentially informative on this issue. Its empirical (surveys and interviews with over 1700 educators) and improvement (professional learning co-design and trials) work with Australian schools and systems suggests that improving accountability and transparency for educational funding decisions can be helped by system-level organisations and actors:

- recognising that rigorous, coordinated and transparent evidence use is foundational to building and maintaining trust at all levels of education systems;
- continuously role-modelling and making clear how evidence has informed the development, implementation and evaluation of educational policies and programs;
- embracing the challenge of not just using evidence but using evidence *well* by improving the appropriateness of the evidence used and the thoughtfulness of its implementation; and
- being open to assessing their current evidence use practices using a tool such as the QURE Assessment Tool and assessing the evidence base of their policy decisions using a tool such as the Evidence Transparency Framework.

Better evidence use is needed to determine who needs support most at local levels, with students experiencing disadvantage requiring targeted attention. A key challenge here involves more than lifting outcomes for students who have other (often interrelated) issues, such as with wellbeing. Needs-based initiatives should be evaluated to determine their success in addressing a given challenge/s, which can incorporate students, educators and systems perspectives to determine what can be learned from such interventions. Evidence-based system thinking is also needed to understand the opportunity cost of redirecting funding from one initiative/challenge to another.