

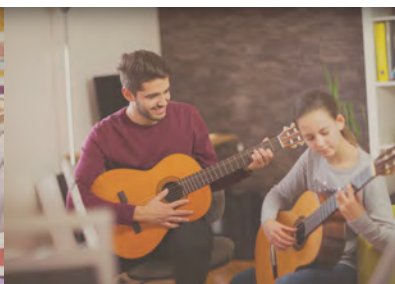
# Australian Council of Deans of Education Submission

to the

## Inquiry into the Status of the Teaching Profession

House of Representatives Standing Committee on Employment, Education and Training

7 January 2019



# ACDE

Australian Council of Deans of Education

The Australian Council of Deans of Education (ACDE) is the peak body representing all Australian universities and several of the private providers that offer initial teacher education degrees.

ACDE works to ensure that Australia produces teacher graduates of the highest quality; has a strong teaching profession; and an inclusive and innovative education system that enhances learning and teaching.

## **Inquiry Terms of Reference**

The House of Representatives Standing Committee on Employment, Education and Training will inquire into and report on the status of the teaching profession, considering opportunities to improve outcomes in a range of areas including:

1. Increasing the attractiveness of the profession for teachers and principals, including workplace conditions, and career and leadership structures.
2. Provision of appropriate support platforms for teachers, including human and IT resources.
3. Identifying ways in which the burden of out-of-hours, at-home work can be reduced
4. Investigating ways to increase retention rates for the teaching profession and avoid 'burn out' among early-career teachers.

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## Executive Summary

The Australian Council of Deans of Education, which represents all the universities and several private providers that educate Australia's future teachers, welcomes the opportunity to present this submission to the Inquiry into the Status of Teaching.

Improving the status of teachers is a wicked problem that demands rigorous investigation of its many facets, along with sophisticated, viable, well-resourced, tested and co-ordinated measures to change the system as a whole.

Inevitably, the question of how to improve the status of teachers in Australia is complex and requires much more than standalone measures which, in isolation, do not shift how society views the profession.

Public conversations often follow the loudest promoters of potential fixes for the woes of education. Many of these are led by bright ideas from political leaders, which are not supported by evidence. Such 'solutions' – many of which target teachers – often satisfy the short-term interests of their supporters but, as decades of research show, ultimately do little to progress intransigent, larger issues.

The public conversation is also not helped by the confused reporting of some journalists.

The support and respect needed to underscore teaching as a valuable and life-changing profession is vital but now, as this Inquiry begins, applications for teacher education enrolments are plummeting while school students numbers are rising. The imbalance is worrying as the decline in interest to pursue teaching could be disastrous.

Today our classrooms are becoming increasingly diverse and complex, yet our teaching workforce is still largely comprised of white, older women.

The future of work is demanding students with strong life skills, agility, resilience and dynamism, yet teachers are being micromanaged by burdensome administrative duties and many tests that imply we don't trust them to do their job.

Commentators and others continue to call for the best and the brightest to front our classrooms, yet teacher bashing has become almost a national sport.

For the past 18 months, the ACDE Board has been looking closely at the ways in which we may stem the tide, so teaching is seen as a great career option by those leaving secondary school and older applicants who bring more work and life experiences.

We trust that the Status of Teachers Inquiry will highlight areas where this can happen, and then devise workable solutions.

One cannot overstate the importance of ensuring that we, as a country, continue to struggle to find the best ways to support those who teach the 16% of Australians – the students who are our nation's future.

## ACDE Recommendations

### *Increasing the attractiveness of the profession for teachers and principals, including workplace conditions, and career and leadership structures.*

1. **Create a national, co-ordinated, well-resourced, three-to-five-year initiative to generate sustainable change to improve the perception of teaching as an attractive career.** The initiative will require recognition that ad-hoc, short-term efforts do not lead to social change; agreement on common positive messaging to underpin communications by educational stakeholders; creation of content targeted to key groups of potential teachers and their key influencers; and ongoing feedback and evaluation so the initiative is agile, dynamic and receptive to changing social, cultural and economic conditions.
2. **Evaluate the level of influence of those within secondary schools – school careers counsellors, teachers and school principals – on secondary students’ aspirations to teach.** Adopt measures deemed most appropriate to re-cast and/or enhance the role of those groups in encouraging teaching as a valuable and rewarding career.
3. **Investigate and then adopt measures designed specifically to attract members of cohorts that are under-represented in the teaching workforce.** It is critical for the composition of Australia’s increasingly diverse student population to be reflected in our teachers. The under-represented groups most notably (but not exclusively) include men, those of non-English speaking background, Aboriginal and Torres Strait Islander Peoples, and potential teachers in rural and remote Australia.
4. **Work with employers to redefine career pathways to provide clarity, motivation and opportunities** for potential and qualified teachers. These may include leadership and mentoring pathways, the Highly Accomplished and Lead Teacher (HALT) Network, and post-graduate degrees.
5. **Work with employers to improve career pathways and teaching salary structures that provide incentives for teachers to progress** in their career.
6. **Recognise that all teachers need a quantifiable period of professional development** every year to maintain currency. Provide adequate support deemed essential to teachers being able to access professional development opportunities.

### *Provision of appropriate support platforms for teachers, including human and IT resources.*

7. **Ensure all schools in Australia have access to high-speed internet and that teachers have the skills needed** to most effectively harness digital technologies.
8. **Use current technology and more para-professional staff to reduce the excessive administration burden on teachers.**



9. **Consider how ancillary roles – such as teaching assistants and aides could be better resourced and utilised to free up teachers** to concentrate on core issues of teaching, learning assessment, curriculum development etc.
10. **Ensure lifelong-learning, online platforms are able to assist teachers with on-demand knowledge** to keep up to date with the latest evidence on quality teaching and current knowledge in their specific subject areas, especially the rapidly changing STEM disciplines.
11. **Work with employers and invested stakeholders to improve their understanding of the online platform** and its essential role in developing future teachers and improving teachers' work practice.

*Identifying ways in which the burden of out-of-hours, at-home work can be reduced.*

12. **Reduce the administrative burden faced by teachers** to improve their ability to plan and capacity to teach within school hours as their core business.
13. **Allocate sufficient time for teachers to complete their duties during their school workday** so they do not need to use unpaid time after hours to meet their commitments.
14. **Examine state and Australian curriculums to identify overly complex and over-crowded areas that could be modified.**

*Investigating ways to increase retention rates for the teaching profession and avoid 'burn out' among early-career teachers.*

15. **Strengthen the practical, professional experience of teacher education students** to more effectively deliver sustained, work-integrated learning opportunities.
16. **Prioritise research and nationally consistent gathering of data by AITSL to provide a cohesive and academically-robust national picture of the retention rates** of early career teachers, as there is currently enormous variation in figures cited for retention rates.
17. **Investigate the casualisation of the teaching workforce by collating data from all employers to create a clear national picture.** Identify potential areas for improvement and develop appropriate measures to address job uncertainty, particularly among early-career teachers.
18. **Improve school induction and the mentoring of early career teachers through adequate resourcing, including time release,** along with the professional experience as teachers transition through different parts of their career.
19. **With employers, investigate ways to ensure that the least experienced teachers are not deployed to the most difficult classrooms.**

20. **With employers, investigate how to best minimise out-of-field teaching** by examining all relevant areas including human resources management.
21. **Identify existing research and use it to inform a community-awareness campaign to improve parents' awareness of their impact on teachers** and parents' role in improving educational outcomes for their children.
22. **Create a national online community of teacher education students and early-career teachers** that can act as a support network and as a diverse and inclusive focus group for testing and receiving feedback on proposed initiatives to alleviate issues of most concern.

# Defining the Status of Teachers

*'There is no profession more important than teaching. Life chances are created, and futures mapped, particularly for those from less-advantaged backgrounds.'*<sup>1</sup>

*Teachers are highly skilled professionals who deserve the respect commensurate with their professional responsibilities, qualifications and skills, and the contribution which their profession makes to the development of society.'*<sup>2</sup>

The status of teachers shows how the public compares teaching to other professions. It reflects how much teachers are appreciated, seen as competent, paid, have suitable working conditions and receive other material benefits.

**Status<sup>3</sup> is made up of the:**

1. **Social status** of individuals – teachers
2. **Occupational status** of the profession – teaching

Occupational status is easier to measure objectively but social status plays a more significant role in teachers' health and happiness<sup>4</sup>.

The OECD says that 'people are attracted to certain professions by some combination of the occupational status, work environment, sense of personal contribution and the financial rewards associated with the given profession. Teacher policy needs to examine these aspects closely.'<sup>5</sup>

## Do We Mean Teachers and/or the Teaching Profession?

The *Promotion of the Profession report*<sup>6</sup> examined the symbolic views of teaching, which include the:

- Confucian value of Zunshi (respect for teachers)
- Indian (Sanskrit) tradition of Guruji (a teacher, guide, expert or master).
- Buddha as a compassionate teacher whose way of teaching is an expression and extension of his message
- Jesus in the Christian tradition is as a teacher
- Western traditions traced to the teachings of the Ancient World beginning with Plato and Socrates.

The report's authors<sup>7</sup> also synthesised the approaches to professional status in this diagram of external factors below.

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<sup>1</sup> John Cater. 2017. Whither Teacher Education and Training? Higher Education Policy Institute report 95. U.K.

<sup>2</sup> Education International, 2011, Article XI

<sup>3</sup> Vasileios Symeonidis. March 2015. *The Status of Teachers and the Teaching Profession. A Study of Education Unions' Perspectives. Education International. Belgium.*

<sup>4</sup> Vasileios Symeonidis. March 2015. *The Status of Teachers and the Teaching Profession. A Study of Education Unions' Perspectives. Education International. Belgium.*

<sup>5</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA.* OECD Publishing.

<sup>6</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers. Page 16.

<sup>7</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers. Page 16.





However, the report<sup>8</sup> says, ‘there appears to be a direct and diametric contradiction between the high symbolic value of teaching and the relatively low social status of teachers.’

## The Paradox

The report of a parliamentary inquiry, *A Class Act*<sup>9</sup>, described ‘the paradox whereby members of the public can speak highly of their local school and teachers while at the same time disparaging schools and teachers in general’. This disjunct between the social and occupational status has been supported by later surveys showing that:

*‘Community perception [of teaching] relative to other professions is not great - but the same respondents are actually very happy with their own child’s teacher.’<sup>10</sup>*

In other words, community members will value individual teachers – usually ones they know personally – but will blame the teaching profession for many problems in the education system.

The *A Class Act* report also pointed to the contradiction between community and government commitment to education and their lack of commitment to teachers saying:

*‘Even the market model of education now in force continues to value education as a commodity, while largely disregarding the interests of those who provide it.’<sup>11</sup>*

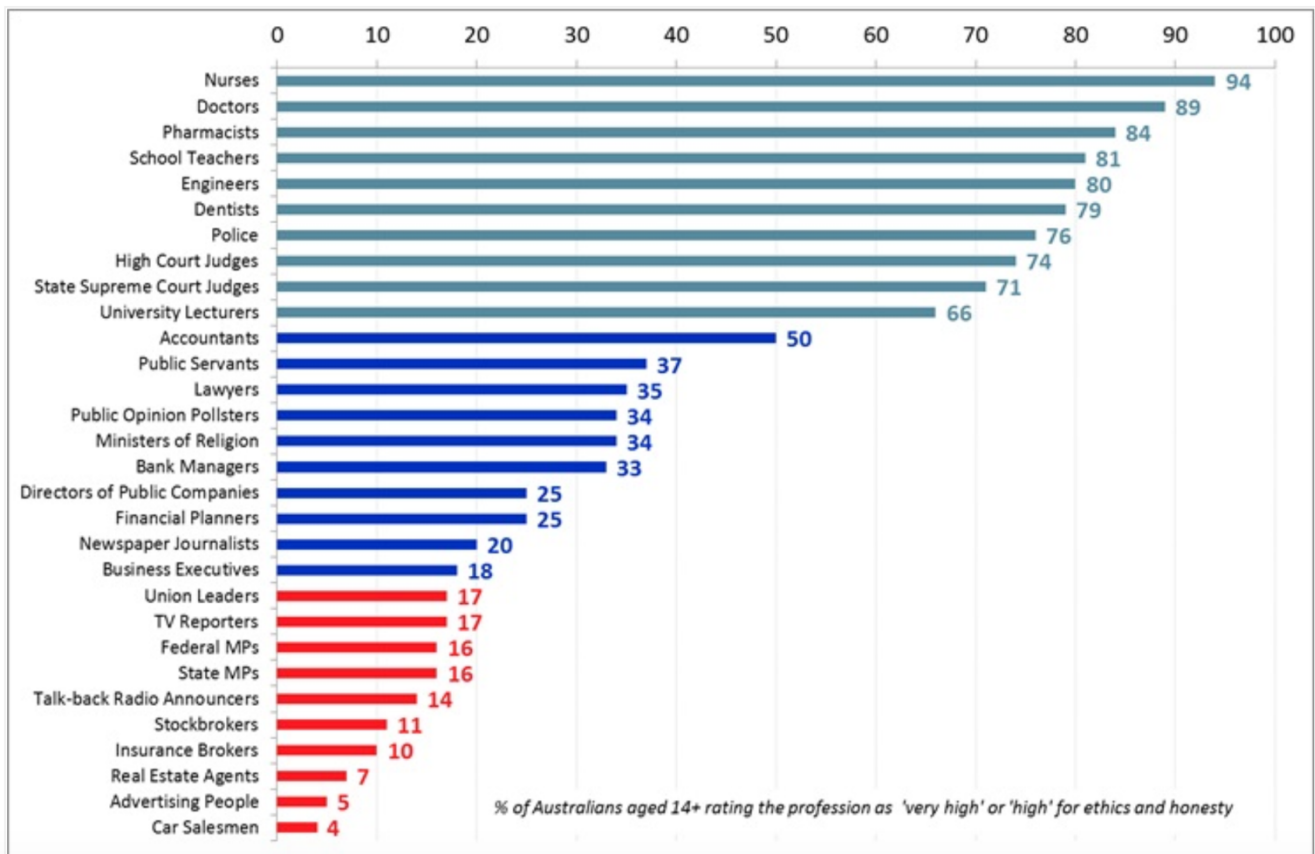
<sup>8</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers. Page 16.

<sup>9</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

<sup>10</sup> Australia/Independent Education Union of Australia (IEUA, quoted in Vasileios Symeonidis. March 2015. *The Status of Teachers and the Teaching Profession. A Study of Education Unions’ Perspectives.* Education International. Belgium.

<sup>11</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

Finally, there is the also mismatch between the low status of teachers compared to the public's trust, given that teachers consistently rank highly in lists of most trusted professions.<sup>12</sup>



Roy Morgan. Image of Professions. 2017\*

The level of public trust of teachers stands in contrast to common media portrayals that emphasise teachers' supposed weaknesses rather than their strengths.

In her PhD thesis<sup>14</sup>, Dr Aspa Baroutsis concluded that the media largely portrayed teachers through one of four constructs:

**The regulated accountable teacher** – this assumes more institutional control over teachers equates to improved public accountability

**The transparent audited teacher** – measurement data is seen as providing 'evidence' to introduce reform, more closely monitor teacher practices and, therefore, improve teacher quality. This evidence magnifies a perceived crisis with regard to teacher quality.

**The failing incompetent teacher** – relates to quality and performance. Teachers are more frequently blamed for student failures than praised for student successes.

**The privileged reckless teacher** – 'privilege' in terms of their pay, work hours and holidays. The second aspect of this focuses on teachers' behaviours that range from industrial action, to physical contact and relationships with children.<sup>15</sup>

<sup>12</sup> See <http://www.roymorgan.com/findings/7244-roy-morgan-image-of-professions-may-2017-201706051543> and <https://www.qt.com.au/news/annual-poll-reveals-demons/2296210/#10%20Most%20Trusted>

<sup>13</sup> <http://www.roymorgan.com/findings/7244-roy-morgan-image-of-professions-may-2017-201706051543>

<sup>14</sup> Baroutsis A, 2013. *Troubling news: Challenging politics, perceptions and practices of newspaper constructions of teachers*. Unpublished PhD thesis. University of Queensland.

<sup>15</sup> Baroutsis A, 2013. *Troubling news: Challenging politics, perceptions and practices of newspaper constructions of teachers*. Unpublished PhD thesis. University of Queensland.

In Australia, there seems to be little recognition of teachers as highly professional, autonomous, comprehensively educated, responsible individuals, even though there are multiple levels of regulation to achieve that status.

## Views Based on a Bygone Era?

Major reforms to teacher education and the introduction of professional standards for teachers appear to have done little to shift community views of the teaching profession.

Two decades ago, *A Class Act*<sup>16</sup> found that community members ‘consistently suggested that most teachers are incredibly hardworking and highly skilled professionals. However, they claimed, the community perception of teachers was still one which saw teachers working *short hours* and having *long holidays*. The local scene, it seemed, was generally viewed positively while the broader system was not necessarily seen in this light’.

The report pointed to the little value the community put on the many ‘unseen’ hours of teachers’ work. Strong community opinions were also frequently based on earlier experiences.

*Almost no other career choice is as well-known and well understood – everyone has been through the school system, so believes they have an intimate knowledge of what teachers do*<sup>17</sup>.

It argued that many views are based on conditions of a bygone era<sup>18</sup>.

*Society has changed, schools have changed, and teaching has changed. Related to this is a relatively low level of appreciation of the demands and complexity of teaching*<sup>19</sup>.

The last point is significant as we review the status of teaching for new times.

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<sup>16</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

<sup>17</sup> Hall, D., & Langton, B. 2006. *Perceptions of the status of teachers.* Education Counts. Ministry of Education and New Zealand Teachers Council. (as cited in Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.)

<sup>18</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

<sup>19</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

# The Link Between the Status of Teachers and Student Outcomes

## School teachers work with the 16% of Australians who are 100% of our future

Many studies<sup>20</sup> have highlighted the strong impact of quality teaching on positive student outcomes yet the poor public image and low professional status of teaching have long-term, detrimental effects on attracting new teachers; the morale and motivation of existing teachers; and positive outcomes for students.

The 2018 *Promotion of the Profession report*<sup>21</sup> points to research that shows how the more highly a group is regarded by society, the more highly it values itself.

*A confident teacher who feels supported by parents, colleagues and school leadership is much better placed to set up a calm and productive classroom.*<sup>22</sup>

In the US, another study<sup>23</sup> noted that ‘lower status feeds off and reinforces a sense that anyone can be a teacher, whereas only the brightest can be a doctor, lawyer, or engineer’.

In Australia only 38.5 per cent of Australian lower secondary education teachers believe that the teaching profession is valued in society.<sup>24</sup> The percentage is similarly low among many of the other TALIS countries with the notable exception of teachers in Korea, Malaysia and Singapore.

The report of the *Review to Achieve Educational Excellence in Australian Schools*<sup>25</sup> says that ‘to continue to grow student outcomes, we need to attract and retain the best and most effective teachers in the profession. Teaching must become a high-status profession of expert educators.’

This concurs with other reports that have strongly identified the correlation between the status of teachers and student outcomes:

*‘Teachers’ positive sense of their status is closely linked to other aspects of quality education including continuous professional development, engagement in research, collaboration and exchange with other teachers, and involvement in decision-making’.*<sup>26</sup>

*‘In countries where the teaching profession is highly valued in society – Finland, Singapore, and South Korea – students seem to learn more effectively’.*<sup>27</sup>

*Empowered Educators*<sup>28</sup>, an international study released in mid-2017, describes how professionalised teaching is core to top-performing education systems. These systems have a high social regard for teaching.

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<sup>20</sup> Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses on Achievement*. Routledge.

<sup>21</sup> Bahr, N et al. 2018. *Promotion of the profession*. School of Education Southern Cross University. Queensland College of Teachers.

<sup>22</sup> Bahr, N et al. 2018. *Promotion of the profession*. School of Education Southern Cross University. Queensland College of Teachers.

<sup>23</sup> Lankford, Loeb, McEachin, Miller and Wyckoff. 2014. *Who Enters Teaching? Encouraging Evidence That the Status of Teaching Is Improving*. Educational Researcher.

<sup>24</sup> OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/9789264196261-en>.

<sup>25</sup> Finding 9 of Gonski, D et al. 2018. *report of the Review to Achieve Educational Excellence in Australian Schools*. Commonwealth of Australia.

<sup>26</sup> Hargreaves and Flutter, 2013.

<sup>27</sup> Burns and Darling-Hammond, 2014

<sup>28</sup> *Empowered Educators: How High-Performing Education Systems Shape Teaching Quality Around the World*, at [www.ncee.org/Empowered-Educators/](http://www.ncee.org/Empowered-Educators/)

*'In virtually all of these jurisdictions, positive views of teaching reflected in public surveys and government statements are also reflected in compensation that is competitive with other professions requiring comparable education'.<sup>29</sup>*

*Empowered Educators* says that high-performing countries celebrate the teaching profession and professional teachers through public recognition, awards and public communication campaigns.

The OECD says: 'High-performing systems do not enjoy a natural privilege simply due to a traditional respect for teachers; they have also built a high-quality teaching force as a result of deliberate policy choices, carefully implemented over time.'<sup>30</sup>

*Teacher policy cannot be changed one piece at a time; reform always requires a systemic approach that considers the complementarities among the various areas that shape the work of teachers.<sup>31</sup>*

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<sup>29</sup> *Empowered Educators: How High-Performing Systems Shape Teaching Quality Around the World* by Linda Darling-Hammond, Karen Hammerness, Carol Campbell, A. Lin Goodwin, Dion Burns, Ee-Ling Low, Ann McIntyre, Mistilina Sato, Ken Zeichner

<sup>30</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

<sup>31</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

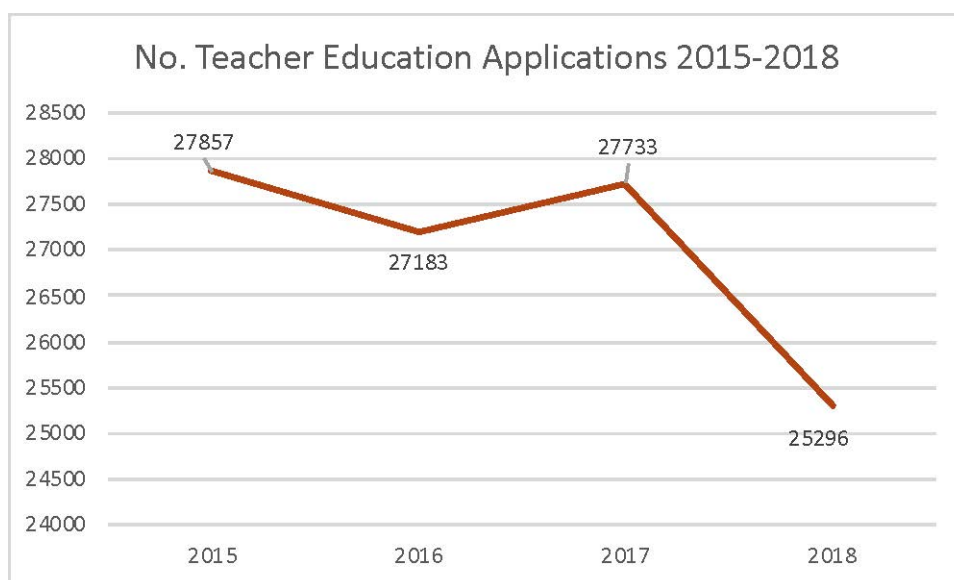
# The Urgent Need to Improve the Status of Teachers in Australia

If the public's opinion of teaching is reflected in whether, and how emphatically, teaching is recommended as a career<sup>32</sup>, then it is likely to be a major factor in the continuing drop in teacher education applications that underscore the need for action.

A 2017 *Fairfax Media* analysis<sup>33</sup> of Department of Education figures found that the share of university students starting teacher education degrees had plunged to its lowest level in at least 27 years.

The report said: 'Once the most popular field of study, Education has suffered the sharpest drop among 27 fields of study included in the analysis, tumbling to just 8.3 per cent of commencing students in 2015 from a high of 17.5 per cent in 1989, the earliest available data'.

In 2018, there was a 7.8% national decline in undergraduate applications and a national 8.9% drop in undergraduate offers for teacher education courses<sup>34</sup>. This continued a downward trend, as the graph below shows.



Graph based on Australian Government, Dept Education and Training, Undergraduate Applications, Offers and Acceptances Reports 2015, 2016, 2017, 2018.

In Victoria, which introduced a minimum Australian Tertiary Admission Rank (ATAR) of 65 in 2018, 22% fewer undergraduate offers were made in the first round<sup>35</sup> – a situation that is likely to be further impacted as the Victorian minimum ATAR levels for teacher education rise to 70 in 2019<sup>36</sup>.

The continuing decline in applications and offers for teacher education courses is occurring as the number of primary and secondary school students is on the rise. An estimated 1612 primary and secondary schools<sup>37</sup> will be required in Australia by 2028.

<sup>32</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>33</sup> Inga Ting. 2 May 2017. *The most (and least) popular university courses since 1989*. Fairfax Media

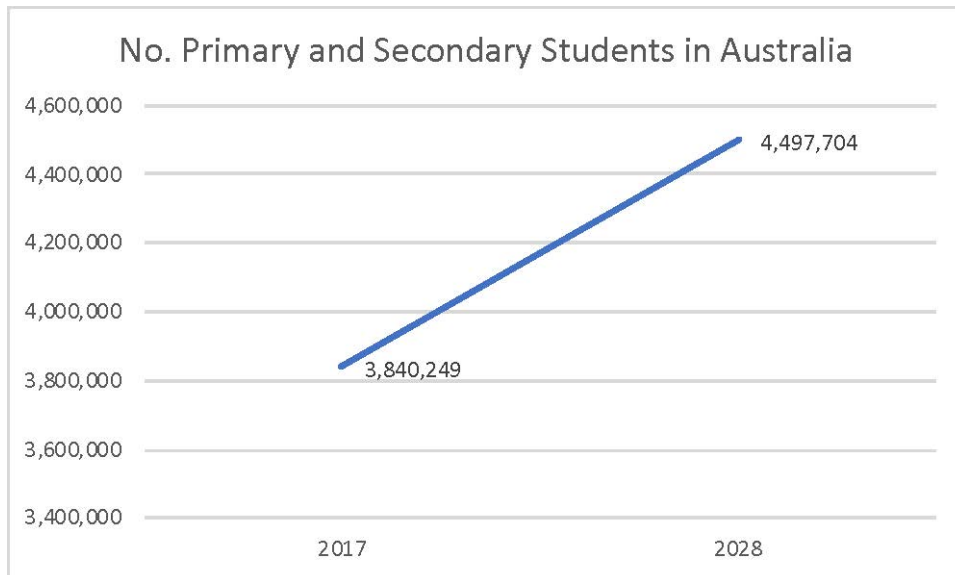
<sup>34</sup> Australian Government, Dept Education and Training, Undergraduate Applications, Offers and Acceptances Reports 2015, 2016, 2017, 2018.

<sup>35</sup> Cook, H et al. 18 January 2018. *Fewer students make the grade for teaching courses as new standards take effect*. The Age.

<sup>36</sup> *Victorian framework for selection into teacher education*. Victorian Department of Education.

<sup>37</sup> *Based on average school size by sector for 2017 derived from ABS schools data*.





Graph based on Independent Schools Council of Australia Analysis of Australian Government Department of Education and Training

## Ageing Profession

The potential shortages of teachers will be exacerbated by retirement. Five years ago, the TALIS report found that 37 per cent of Australian teachers were 50 years or older, making it one of the oldest teaching workforces in the OECD.<sup>38</sup>

## Gender Imbalance

In its 2018 Initial Teacher Education Data report<sup>39</sup>, the Australian Institute of Teaching and School Leadership (AITSL) found that 75% of 2016 entrants into initial teacher education were women, which compares to 55% of all other higher education courses being female.

*Most classroom teachers are women and the professions in which there are more women tend to have lower status. In teaching, the areas in which women are concentrated - early childhood and primary school education - have the lowest status<sup>40</sup>.*

The OECD says the proportion of female teachers has been rising since the early 1990s, and that 'over-representation of women in the teaching force – what some have termed the 'feminisation' of teaching – might even increase in the coming years, as male teachers, who tend to be older, begin to retire'.<sup>41</sup>

Males account for one-quarter of teachers, but they represent only 10% of those in primary schools.

<sup>38</sup> Freeman, C., O'Malley, K.'Eveleigh, F. 2014. Australian Teachers and the Learning Environment: An analysis of teacher response to TALIS 2013: Final report (2014).

<sup>39</sup> Australian Institute for Teaching and School Leadership 2018, [Initial teacher education: data report 2018](#), Melbourne.

<sup>40</sup> Commonwealth of Australia. 1998. *Perceptions of teachers' status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

<sup>41</sup> OECD. 2018. Effective Teacher Policies in Insights from PISA. [Who Aspires to a Career in Teaching?](#)

*Between 1977 and 2016 we see a drop in male representation from 28.5 per cent to 18 per cent in primary schools and from 54 per cent to 40\* per cent in high schools, Australia-wide<sup>42</sup>.*

One of the researchers on the first study to track the trajectory of male participation in the Australian teaching profession<sup>43</sup>, Dr Kevin McGrath of Macquarie University, says: ‘As male representation declines, fewer boys will see teaching as a possible career choice and it becomes more and more likely that teaching will be seen as ‘women’s work’, and the place of male teachers in that work might be questioned or criticised more often.

Compared to girls, he says, boys’ educational choices are more strongly driven by expected earnings. Boys are also more likely to choose more competitive career pathways.

*So, the perceived low salary and status of the teaching profession, together with low tertiary entry requirements, which essentially means that it isn’t really competitive, is probably a great way to deter young men from the profession.<sup>44</sup>*

‘In addition, we know that young men face social pressures to conform to particular masculine ideals – because there are few male teachers teaching, it’s not really perceived as something that’s masculine to do,’ Dr McGrath says.

Research, led by Professor Jenny Gore in 2016<sup>45</sup>, found that the odds of girls naming teaching were nearly five times the odds of boys naming teaching as their potential career.

*This intransigence of gendered interest in teaching, apparent even among the responses of primary school children, illustrates the power of representations in shaping career interests.<sup>46</sup>*

The *Promotion of the Profession* report<sup>47</sup> says Baxter (2016) found that girls listed teaching (coded as education professional) in their ‘top ten’ whereas boys did not.

*Why Choose Teaching?*<sup>48</sup> reports that males and females emphasise different motivations for teaching. Males focus on the value of teaching and perceptions of self as a teacher whereas women lean more towards altruistic goals. There are differences in how males and females view teaching as a means to:

- Shape the future of children and adolescents
- Work with children and adolescents
- Make a social contribution
- Enhance social equity.

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<sup>42</sup> Teacher Magazine. [Research Files Episode 35. The Decline of Male Teachers.](#)

<sup>43</sup> Teacher Magazine. [Research Files Episode 35. The Decline of Male Teachers.](#)

\*data includes classroom teachers, head teachers and principals.

<sup>44</sup> Teacher Magazine. [Research Files Episode 35. The Decline of Male Teachers.](#)

\*data includes classroom teachers, head teachers and principals.

<sup>45</sup> Jenny Gore et al. 2016. *Reform and the Reconceptualisation of Teacher Education in Australia*. Teacher Education: Innovation, Intervention and Impact. Springer. Singapore 15-34 (2016) ©The Australian Association for Research in Education

<sup>46</sup> Jenny Gore et al. 2016. *Reform and the Reconceptualisation of Teacher Education in Australia*. Teacher Education: Innovation, Intervention and Impact. Springer. Singapore 15-34 (2016) ©The Australian Association for Research in Education

<sup>47</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>48</sup> Wyatt-Smith, C., Du Plessis, A., Hand, K., Wang, J., Alexander, C., & Colbert, P. (2017). Why choose teaching? A matter of choice: Evidence from the field. A report prepared for the Queensland College of Teachers

The OECD says that girls appeared ‘to be less sensitive to teachers’ salaries than boys, and students’ expectations of a teaching career were more gender-balanced in countries with higher teachers’ salaries’<sup>49</sup>.

*Several recent studies suggest that teachers’ low salaries and low social status might deter academically talented students, students from minority backgrounds, and men from pursuing a career in teaching, as more lucrative and prestigious options are available.*<sup>50</sup>

## Disadvantaged and Marginalised Groups

*A teaching force that reflects the composition of the student body – ethnic, religious and cultural minorities, and students with an immigrant background – provides all students with potential role models who have positive connotations (i.e. teachers) and come from diverse backgrounds. Such exposure to different backgrounds can help children learn to approach social diversity positively.*<sup>51</sup>

The 2018 ITE Data report<sup>52</sup> found that 1% of teacher education students were from non-English speaking backgrounds compared to 4% of students across all higher education programs. This points to an area in urgent need of action if Australia’s teachers are to reflect the diversity of the increasing diversity of students in our schools.

More encouraging is the proportion of Aboriginal and Torres Strait Islander students in teacher education (2%), which is double that of the cohort in all higher education programs (1%)<sup>53</sup>. (Gore et al<sup>54</sup> found that students who identify as Aboriginal or Torres Strait Islander had 1.4 times the odds of expressing interest in teaching as non-Aboriginal students).

The number of Aboriginal and Torres Strait Islander teachers rose from 8331 in the 2011 Census to 9184 in the 2016 Census. However, the gap between the percentage of those teachers and the percentage of Aboriginal and Torres Strait Islander school students is widening. ACDE analysis has found that Aboriginal and Torres Strait Islander Peoples account for 2% of teachers but 5.6% of school students<sup>55</sup>.

The ACDE has advocated strongly for greater, co-ordinated systemic efforts to improve the attraction, recruitment and retention of Aboriginal and Torres Strait Islander teachers but has been disappointed by the Federal Government’s inertia and the lack of a holistic vision to effect change<sup>56</sup>.

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<sup>49</sup> OECD. 2018. [PISA Effective Teacher Policies Insights from PISA: Insights from PISA](#). OECD Publishing.

<sup>50</sup> OECD. 2018. [PISA Effective Teacher Policies Insights from PISA: Insights from PISA](#). OECD Publishing.

<sup>51</sup> OECD. 2018. [PISA Effective Teacher Policies Insights from PISA: Insights from PISA](#). OECD Publishing.

<sup>52</sup> Australian Institute for Teaching and School Leadership 2018, [Initial teacher education: data report 2018](#), Melbourne.

<sup>53</sup> Australian Institute for Teaching and School Leadership 2018, [Initial teacher education: data report 2018](#), Melbourne.

<sup>54</sup> Jenny Gore et al. 2016. [Reform and the Reconceptualisation of Teacher Education in Australia](#). Teacher Education: Innovation, Intervention and Impact. Springer. Singapore 15-34 (2016) ©The Australian Association for Research in Education

<sup>55</sup> ACDE analysis of 2016 census.

<sup>56</sup> Buckskin, P. 2018. [Closing the Gap on Indigenous Education Must Start with Commitment and Respect](#). The Conversation

## Motivation to Teach – Secondary School

The general fall in teacher education applications is at odds with how school students view teaching prior to Year 12.

Researchers<sup>57</sup> led by Professor Jenny Gore looked at the career aspirations of 6492 Australian school students from Year 3 to Year 12. They found that:

*‘Teaching was second in popularity only to careers in sports and was ahead of other frequently named occupations.’*

‘The ‘interest in teaching was widespread’ across all levels of academic achievement with students in the top quartile – the ‘brightest’ – no less likely to name teaching as a career interest as those in the lower three quartiles.’

The report noted: ‘Contrary to the view that aspiring teachers are frequently lacking in capability and suitability, the students in our study did not regard themselves in this way at all. Instead, they believed teaching was something they would be ‘good at’, often on the basis of their own strong performance in school and passion for particular subjects and/or working with children.

‘They also named teaching as inspiring and rewarding, a way to help, to make a difference, ensuring the well-being of future generations, and fulfilling an altruistic desire to ‘give back’.

‘This provides ‘a strong basis for a different narrative about prospective teachers—a narrative that might attract, rather than deter, high achieving applicants,’ researchers said.

No significant effects were found for SES, cultural capital, language background, school location, having a parent who is a teacher, school ICSEA<sup>58</sup>, prior achievement, self-perception of relative academic performance, or participation in tutoring.

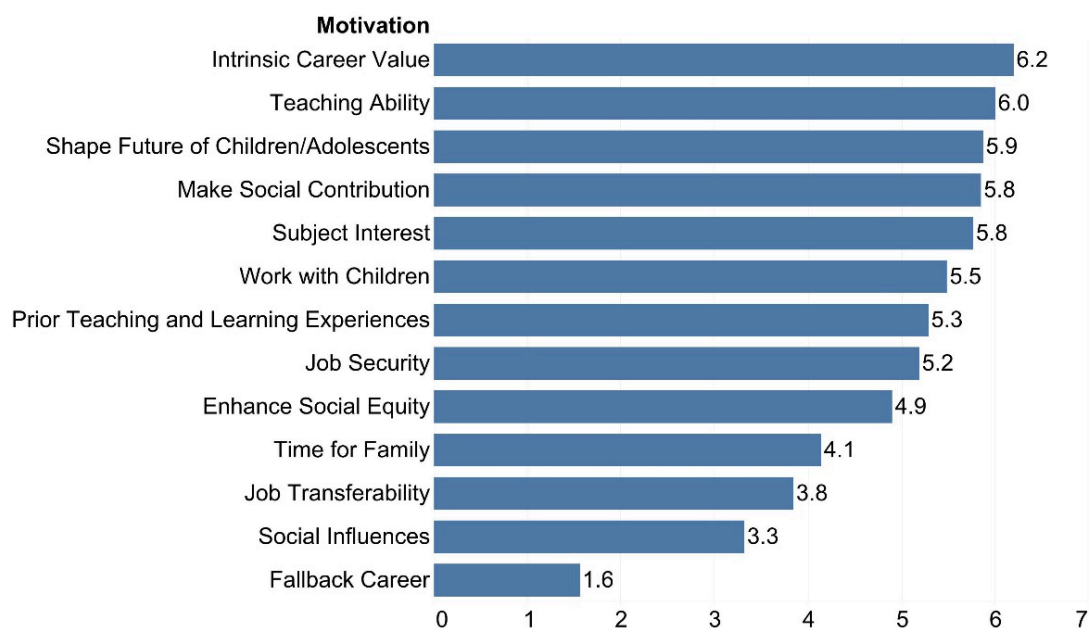
The Gore research, which counteracts the common perception of teaching as a ‘fall-back’ career, sits with the 2017 *Why Chose Teaching?* report<sup>59</sup> which lists the fall back last on the list of key motivations for teaching below.

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<sup>57</sup> Jenny Gore et al. 2016. *Reform and the Reconceptualisation of Teacher Education in Australia*. Teacher Education: Innovation, Intervention and Impact. Springer. Singapore 15-34 (2016) ©The Australian Association for Research in Education

<sup>58</sup> The ICSEA scale is an index of community socio-educational advantage. See <https://www.myschool.edu.au/more-information/information-for-parents/making-a-fair-comparison/>

<sup>59</sup> Wyatt-Smith, C., Du Plessis, A., Hand, K., Wang, J., Alexander, C., & Colbert, P. (2017). *Why choose teaching? A matter of choice: Evidence from the field*. A report prepared for the Queensland College of Teachers



The *Why Choose Teaching?* report says that most teachers (39.1%) first consider teaching when they are school students or, secondly, while employed in another profession (29.4%). Only 8.8% first think of teaching when applying to university in Year 12.

The report identifies the high influence of teachers, friends, families and partners on teaching as a first or subsequent career – something that points to the importance of community perceptions about the status of teachers and the need to foster that initial interest in teaching.

The report also found that career guidance counsellors and traditional forms of teacher education marketing had minimal impact on decisions to teach.

In Germany, about 84% of young teachers choose their career by the end of secondary school. In contrast, the OECD reports, more than half of Australian teachers do not consider teaching as a career until after they leave school<sup>60</sup>.

The OECD suggests this may be because countries like Australia have tertiary studies and education systems that offer multiple, and relatively flexible, pathways into the teaching profession<sup>61</sup>.

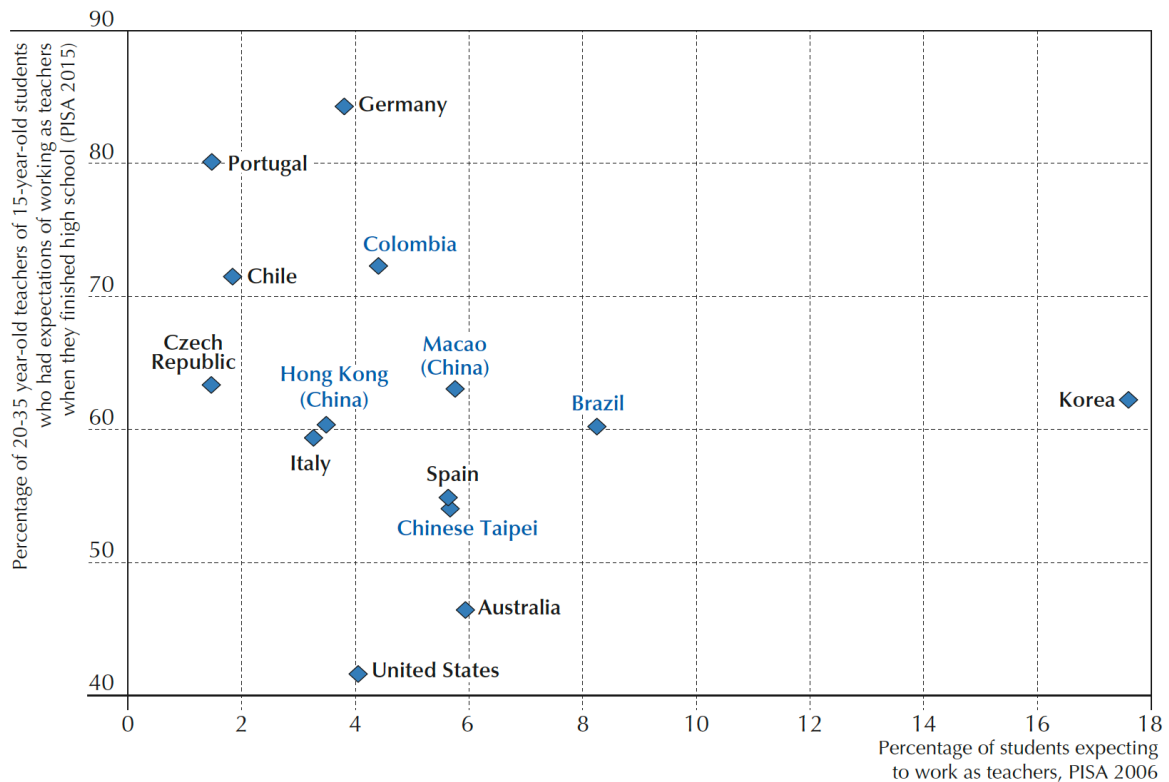
It says: ‘15-year-olds’ expectations of a career in teaching should be viewed as a significant indication of the attractiveness of the profession; but policies targeted at older adults can redress imbalances and shortages of qualified teachers.’<sup>62</sup>


<sup>60</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

<sup>61</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

<sup>62</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

Figure 4.1 ■ **When did today's teachers decide to work as teachers?**



Source: OECD PISA 2015 Database, Tables 4.4 and 4.5.  
 StatLink  <http://dx.doi.org/10.1787/888933740782>

## The Attractiveness of Teaching to High-Achieving Students

Analyses in the 2018 OECD report, *Effective Teacher Policies Insights from PISA*<sup>63</sup> show ‘that 15-year-old students are already sensitive to financial rewards when considering various occupations. However, the analyses also indicate that the relatively low salaries of teachers, compared with those of other professionals with similar education, are unlikely to be the sole reason it has proven difficult to attract high-achieving students.’

‘School systems often aim to recruit their teachers from the same talent pool from which all of their top professionals are recruited. But people who see themselves as candidates for the professions and are attracted to the working conditions enjoyed by professionals, might not find what they’re looking for in schools that use bureaucratic management to direct teachers’ work,’ the OECD says.

*Sahlberg (2010) suggests that one of the main reasons why teaching attracts high-performing students in Finland is the (accurate) perception of the profession as providing high levels of autonomy and intellectual challenge.*<sup>64</sup>

Given that job quality matters at least as much as pay, the OECD says that policy makers should consider a wide range of qualitative improvements to teachers’ working conditions to make teaching careers more attractive to high-achieving students.

<sup>63</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

<sup>64</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.



This includes increasing the level of professional autonomy and responsibility, the opportunities for personal and intellectual growth, and the possibilities of career progression that teachers enjoy.

*Transforming the work organisation of schools, involving teachers in school decision making, enhancing their leadership responsibilities and promoting teaching as a demanding but fulfilling profession are at least as important as increasing teachers' salaries.*<sup>65</sup>

## **Creating a National Focus Group and Community**

The ACDE is currently working with experts from education, business, entrepreneurship, innovation and psychology at Swinburne University to create a national online community consisting primarily of teacher education students. The community, which will be challenged in problem and solution jams on the *Crowdicity*<sup>66</sup> platform, is intended to be a mutually-supportive, diverse and inclusive focus group for creating, testing and receiving feedback on ways to encourage secondary school students into teaching.

The pilot will be launched at the ACDE forum on *Improving the Status of Teachers* on 29 March 2019 in Melbourne.

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<sup>65</sup> OECD. 2018. PISA Effective Teacher Policies Insights from PISA: Insights from PISA. OECD Publishing.

<sup>66</sup> <https://crowdicity.com/>

## Reasons for the Decline in Status

The Australian component of the *Empowered Educators* report<sup>67</sup> found that ‘nationwide, just 38.5% of lower secondary teachers thought that the teaching profession was valued in society.’<sup>68</sup>

While this was greater than the TALIS average (30.9%), it shows that there is much that can be done to raise the attractiveness of teaching in Australia.’

The following list of reasons given for the status differences between teaching and other occupations, and the decline in the status of teachers, combines findings from the 2015 *Status of Teachers and the Teaching Profession* report,<sup>69</sup> the 2011 OECD Teachers Matter report<sup>70</sup> and Australian education academics, Nan Bahr and Jo-Anne Ferreira:

- **Negative media images and other forms of public teacher bashing**

*Teaching as a vocation is publicly scorned. This is commonly called ‘teacher bashing’. As a career, teaching is tolerated as a convenient backup pathway for people, [but not endorsed as the main game](#).*<sup>71</sup>

- **Teacher education competency fixation**

*Professional attributes are the essence of good teaching. But accredited teacher education programs must be designed around 37 competencies as prescribed by [the Australian Institute for Teaching and School Leadership](#) (AITSL). These competencies don’t address these personal attributes.*<sup>72</sup>

- **Salaries and working conditions.** Workforce casualisation, a relatively flat salary structure<sup>73</sup>, lack of career path, high workloads<sup>74</sup>, stress, poor working environments, lack of job satisfaction and teaching effectiveness, extent of out-of-field teaching to cover teacher shortages. Also, the intensification of work.

*Intensification is due to many factors, not least of which is the expansion of teacher responsibilities to include social skills development previously addressed at home. Teaching is well known to be hard work. Yet, hard work without appreciation or respect is a disincentive.*<sup>75</sup>

- **Long-term trends in the composition of the teaching workforce**, e.g. fewer ‘high achievers’ and males. Ageing workforce. High rates of teacher attrition, especially among new teachers

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<sup>67</sup> Empowered Educators in Australia How High-Performing Systems Shape Teaching Quality Dion Burns and Ann McIntyre The Stanford Center for Opportunity Policy in Education (SCOPE).

<sup>68</sup> OECD, 2014c, p. 408)

<sup>69</sup> Vasileios Symeonidis. March 2015. *The Status of Teachers and the Teaching Profession. A Study of Education Unions’ Perspectives. Education International. Belgium.*

<sup>70</sup> OECD. 2011. *Teachers Matter: Attracting, Developing and Retaining Effective Teachers.*

<sup>71</sup> Nan Bahr and Jo-Anne Ferreira. 16 April 2018. [Seven reasons why people no longer want to be teachers](#). The Conversation.

<sup>72</sup> Nan Bahr and Jo-Anne Ferreira. 16 April 2018. [Seven reasons why people no longer want to be teachers](#). The Conversation.

<sup>73</sup> See Appendix A for OECD assessment of Australian teacher salaries compared to other countries.

<sup>74</sup> See Appendix B for reports of recent surveys.

<sup>75</sup> Nan Bahr and Jo-Anne Ferreira. 16 April 2018. [Seven reasons why people no longer want to be teachers](#). The Conversation.

- **Trust in teachers' professional judgment.** Teachers being held partially accountable for educational outcomes through test results or inspections. Questions of whether teachers have the knowledge and skills to meet school needs. Teachers feeling that their work is undervalued.

*Standardised testing has become a national sport, with [PISA](#) and [NAPLAN](#). Much class time is spent preparing students to do well. The stakes are high for the teachers and their schools. While [teachers do need to test their students](#) to check on their progress, the national obsession is a problem.<sup>76</sup>*

- **Lack of autonomy**

*Finnish teachers [have an open brief](#) to decide what to teach their students and how. In Australia we micromanage and control. The emphasis on play and the arts in Australian schools is lacking.*

- **Limited connections between teacher education, teachers' professional development, and school needs**
- **Lower status often recorded for early childhood and vocational education and for education support staff.**
- **The quality of teacher education programmes**
- **Standards for entering the profession**

## The Role of the Media – Are We Shooting the Messenger?

*Prospective teachers, those who might influence them, and the general community's regard for the profession is informed vicariously.<sup>77</sup>*

One does not have to look far to see negative media headlines and stories in Australia and overseas. In the 55 countries surveyed in 2015, the media image of, and attitude to, teachers was reported as:

- 51% negative or very negative
- 23% neutral
- 26% positive.<sup>78</sup>

See Appendix Two on page 47 of this submission for examples of relevant Australian media stories.

The *Promotion of the Professions*<sup>79</sup> report also found that headlines and major stories for the period April 2017 to March 2018 'tended toward the negative perspective of the teaching profession' as the graph below shows.

<sup>76</sup> Nan Bahr and Jo-Anne Ferreira. 16 April 2018. [Seven reasons why people no longer want to be teachers](#). The Conversation.

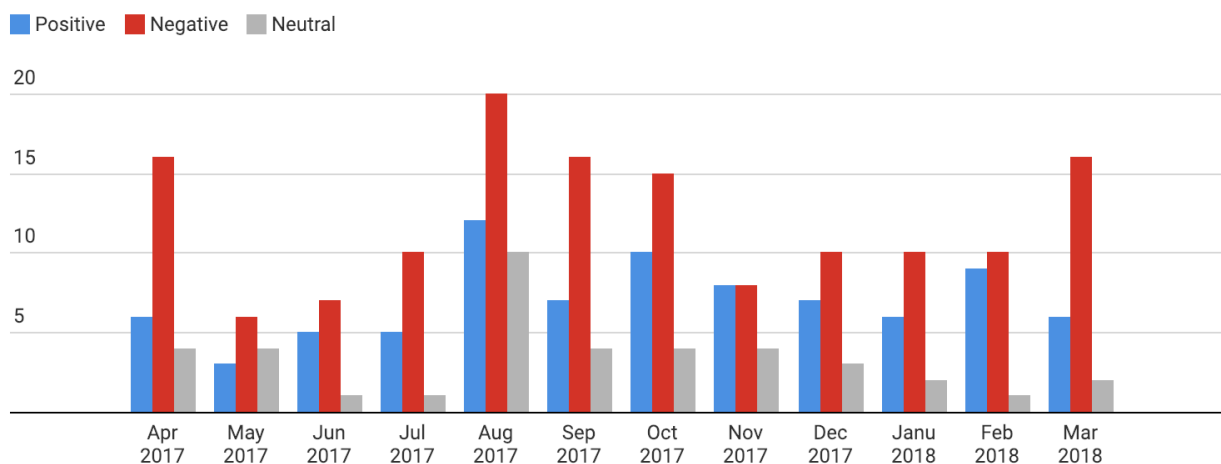
<sup>77</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>78</sup> Vasileios Symeonidis. March 2015. *The Status of Teachers and the Teaching Profession. A Study of Education Unions' Perspectives*. Education International. [Belgium](#).

<sup>79</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

## Sentiment in newspaper articles about teachers

Total news, opinion and editorial articles within the Factiva database with a focus on teachers or teaching methods, April 2017 to March 2018, author classification.



Source: Author provided/Factiva

## Crisis? What Crisis?

Many media reports and opinion pieces, which feature policy makers and other public commentators, convey the message that education is in a perpetual state of crisis.<sup>80</sup>

Common characteristics include:

- Focusing on problems rather than potential solutions or simple fixes for complex problems
- The crisis being amplified by concerns about the academic standing of domestic students in comparison to students from other countries
- The need to test teachers to ensure education is in safe hands
- The testing and ranking of students and schools to check what's happening in the country's classrooms.

*Community perceptions of teachers and the teaching profession...have been negatively affected by the increasing politicisation of education and the scapegoating of teachers by politicians for short term political advantage.*<sup>81</sup>

The 2018 *Promotion of the Profession* report<sup>82</sup> makes the point that influencing the public, which largely has only a surface understanding of teaching, is 'intensely valuable' to politicians, given that education has the potential to strongly impact the grass roots.

*Governments work to build a sense of urgency around activity to improve schools, and teacher quality (a concept that has been roundly problematised) and this often means there is a discourse of crisis framing government reports regarding teachers and teaching. This tends to put the profession in a bad light.*<sup>83</sup>

<sup>80</sup> For wider discussion on this: Re-framing Education Issues. Overarching Patterns in Media Coverage of Education Issues. A Core Story of Education report. Moira O'Neil. FrameWorks Institute November 2012

<sup>81</sup> Commonwealth of Australia. 1998. *Perceptions of teachers' status (Chapter 4). A class act: Inquiry into the status of the teaching profession.*

<sup>82</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>83</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

The report outlines the concerns about teachers raised by the Federal Government in the popular media as:

- The literacy and numeracy of teachers
- The capability of teachers to manage behaviour
- The capabilities of teachers to support learning
- Entry standards for initial teacher education.

It says: ‘The implications are that the current teaching workforce is not highly literate or numerate, has a poor general academic profile and capability combined with specific weaknesses in their disciplinary knowledge, struggles to cater for learners with complex needs, and is not well equipped from their initial teacher education programs to face the demands of the profession. This is extremely damaging for the reputation of the profession and supports the development of a poor community respect and regard for teachers.’<sup>84</sup>

In its analysis of three years of government media to April 2018, the *Promotion of the Profession* report says, ‘Government news and media releases conspicuously avoid discussion of teachers and teaching directly and tend to comment on positive policy actions that have a surface appearance to provide a positive context for teachers and teaching’. This is in contrast to the largely negative portrayal of teaching as reported in print media examined for the report<sup>85</sup>.

*The ratio of reach for negative versus positive messages regarding the profession is 2.45 million (print news) compared with 94,432 (Government news and media releases) ... which is roughly 3:1 skewed toward the negativity of the printed news. However, the people that read the commercial news are not an identical audience to those that read the Government releases. Therefore, it can be presumed that almost all households could have consumed the negative position without a positive counter position to consider.*<sup>86</sup>

Experts like Professor Greg Craven<sup>87</sup>, who chaired the Teacher Education Ministerial Advisory Group, have repeatedly warned of the consequences of the ‘continuous public attack on the quality of teaching.’

*‘The market signals are telling kids, particularly bright kids, don't do teaching, it says you are stupid and there are no jobs.’*<sup>88</sup>

The Director-General of the OECD’s Directorate for Education, Andreas Schleicher, says the challenge is for Australia to make teaching intellectually more attractive.<sup>89</sup>

Education researchers, led by Professor Jenny Gore, say:

*The more teachers are represented as not good enough, the harder it is likely to be to transform (views of) the profession. As Graham (2015) says, concerns about **quality teaching** have ‘morphed into the odious mantra of **teacher***

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<sup>84</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers. P38.

<sup>85</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>86</sup> Bahr, N et al. 2018. Promotion of the profession. School of Education Southern Cross University. Queensland College of Teachers.

<sup>87</sup> Henrietta Cook. 11 Jan 2017. [Applications for graduate teaching courses drop 40 per cent in Victoria](#). The Age.

<sup>88</sup> Henrietta Cook. 11 Jan 2017. [Applications for graduate teaching courses drop 40 per cent in Victoria](#). The Age.

<sup>89</sup> Andreas Schleicher, 2017. [Lessons to be learned from the world's education leaders](#). The Australian.

*quality with the implication that characteristics of ‘quality’ teachers are simply possessed by an individual or not.*<sup>90</sup>

## ATAR Outrage

Each year there is a burst of stories about the allegedly low standards of teacher education entry with low Australian Admission Tertiary Rank (ATAR)<sup>91</sup>. These have included headlines like:

- *When students are smarter than teachers it’s time to shake up the education system*<sup>92</sup>
- *Universities tell dumb students to teach.*<sup>93</sup>

The commentary and stories, which over-emphasise the role of the ATAR, heavily distort public perspectives of how teachers are selected and fail to recognise the hurdles – like the Literacy and Numeracy test (LANTITE) – that teacher education students must successfully negotiate before graduation.

In 2018, the Mitchell Institute reported that only one in four undergraduate teacher education students was selected on the basis of ATAR alone<sup>94</sup>. The reports of students being allowed to enter courses with very low ATARs do not provide context to explain individual circumstances but do promote the view that many teachers are given an easy ride into courses.

As Monash University’s Dean of Education, Professor John Loughran, says: ‘Whenever there is bad press about teaching, the next year you see that impact on applicant numbers’<sup>95</sup>

## Maintaining the Myths

A number of pervasive, yet factually incorrect, views of the teaching profession were outlined in the 2017 ABC TV program, *The Staffroom*<sup>96</sup>.

These included:

- Teachers only work from nine to three
- Teachers get 12 weeks of holidays each year
- Those who can, do. Those who can’t, teach
- Teachers just deliver content
- Teachers are just glorified child-minders
- Everybody is a teacher.

Pushing the correct facts at people rarely changes their entrenched (albeit non-evidence-based) framing of issues. It is therefore imperative to look at the deeper roots of some of the views of teachers if we are to change attitudes that have been entrenched for decades.

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<sup>90</sup> Jenny Gore et al. 2016. *Reform and the Reconceptualisation of Teacher Education in Australia*. Teacher Education: Innovation, Intervention and Impact. Springer. Singapore 15-34 (2016) ©The Australian Association for Research in Education

<sup>91</sup> [Australian Tertiary Admission Rank](#)

<sup>92</sup> Christopher Bantick. 2 Feb 2016. [When students are smarter than teachers it’s time to shake up the education system](#). Herald Sun

<sup>93</sup> Justine Ferrari. 24 Feb 2015. [Universities tell ‘dumb students to teach’](#). The Australian.

<sup>94</sup> Mitchell Institute. 2018. [Crunching the number: Exploring the use and usefulness of the Australian Tertiary Admission Rank \(ATAR\)](#)

<sup>95</sup> Henrietta Cook. 11 Jan 2017. [Applications for graduate teaching courses drop 40 per cent in Victoria](#). The Age.

<sup>96</sup> Jane Caro. 2017, [The Staffroom: busting the myths about teachers](#). Australian Broadcasting Corporation.



Some key considerations here may be:

- How society values children – who have no economic or political clout – and, from that, the value placed on those who look after, or teach, them
- Why society still perceives teaching young children as requiring less skill than teaching older students, even though there is strong evidence pointing to the critical need for effective early childhood education
- Long-standing reasons why workforces dominated by women have lower rates of pay
- How a job, often seen as a ‘calling’, is viewed as less of a professional career
- Why we tend to value what we can measure which, in turn, can make it difficult to value the life skills demonstrated in quality teaching.

## Reframing the Profession

*Frames are mental structures that shape the way we shape the world... Reframing is changing the way the public sees the world. It is changing what counts as common sense. Because language activates frames, new language is required for new frames. Thinking differently requires speaking differently.<sup>97</sup>*

Public communication is one of myriad areas that needs to be addressed to improve the status of the teaching profession.

To shift steadfast stereotypes, it is also vital to consider both what is said and the conflict between the superficial statement and what people may actually be hearing.

The following list of examples/suggestions has been put together by ACDE Communications, following consultations with many teachers and students. It is intended only to challenge views of common messaging.

<b>What is being said?</b>	<b>What is being heard?</b>
We need to attract the best and brightest	Current teachers and teacher education are not good enough
We need to test school students more	Teachers are not to be trusted to use their own judgement
X% of teacher education students did not pass the Literacy and Numeracy test (in x number of attempts)	Teaching graduates don't know how to read and write properly so how can they teach our kids?
Australia has shocking PISA results/is continuing to drop in international comparisons	Our teachers are failing our kids.
We need higher teacher education entry standards, specifically minimum ATAR scores	Too many poor academic performers are being allowed into teaching now
We need to go back to basics	Teachers can't be trusted to teach students properly. Students today can't read, write, spell or do basic maths.
Those who can, do. Those who can't, teach.	Teaching is for those who fail in the real world. Teaching is easier than other professions.
Why would you want to teach?	Only losers go into teaching. Surely there are better paying jobs out there?
Is teaching your back up option?	Teaching is for those who couldn't get into more difficult university courses. Did you do badly on your ATAR?

<sup>97</sup> George Lakoff. 2004. Don't Think of an Elephant: Know Your Values and Frame the Debate. Tandem Library.

Teachers just deliver the same lessons to classrooms each year	Teachers only teach. They are unimaginative/unable to move outside a staid curriculum.
Teaching is a vocation	Teaching is not a high-status, well-paid profession. You do it for the love of
I teach because I love/like kids	Teaching is women's work.
Early childhood teachers are glorified child minders	Kindergarten teaching is a nice profession for a woman. Teachers just get to play with kids all day. Real learning starts later in school.
Teachers have short hours and long holidays	Teachers have slack jobs. I wish I worked 9 to 3 and had 12 weeks off a year.
Teachers' pay and conditions are too low	Teachers are always whinging. I wish I had their hours and holidays
Teachers are highly stressed	It's such a rotten job, why would anyone want to do it?

Anecdotally, ACDE knows that many of these comments are made to students when they announce they are considering a career in teaching or are applying for teacher education.

Such comments actively discourage potential teachers, which points to a need to engage the key influencers of potential teacher education students – peers, parents and partners – in efforts to improve the status of teaching.

## Who is Promoting Teaching as a Profession?

### State, National and Overseas Campaigns

In Australia and overseas, there have been many campaigns to attract potential teachers of varying intensity and length.

An ACDE analysis of those campaigns (see Appendix 1) has found that common areas of focus are:

- Why children need quality teachers
- How teachers shape/impact the lives of children
- Teachers as heroes.

Evaluations, which are accessible to the public, are very limited and focus on the output and reach of campaigns rather than longer-term, deep, sustainable, social and cultural impact.

### Finding Common Ground for Potential Collective Impact

Every education organisation has specific goals and key audiences to whom it conveys its perspective on teachers and teaching. However, the lack of cohesive, underlying messages means that there are few, if any, consistent messages that promote the profession itself.

The many examples of past, often one-off or short-term campaigns, and the annual World Teachers' Day in October (which Australia celebrates on a different day from the rest of the world

due to the timing of school holidays) may temporarily raise awareness of the value of teachers, but they do not create sustainable change.

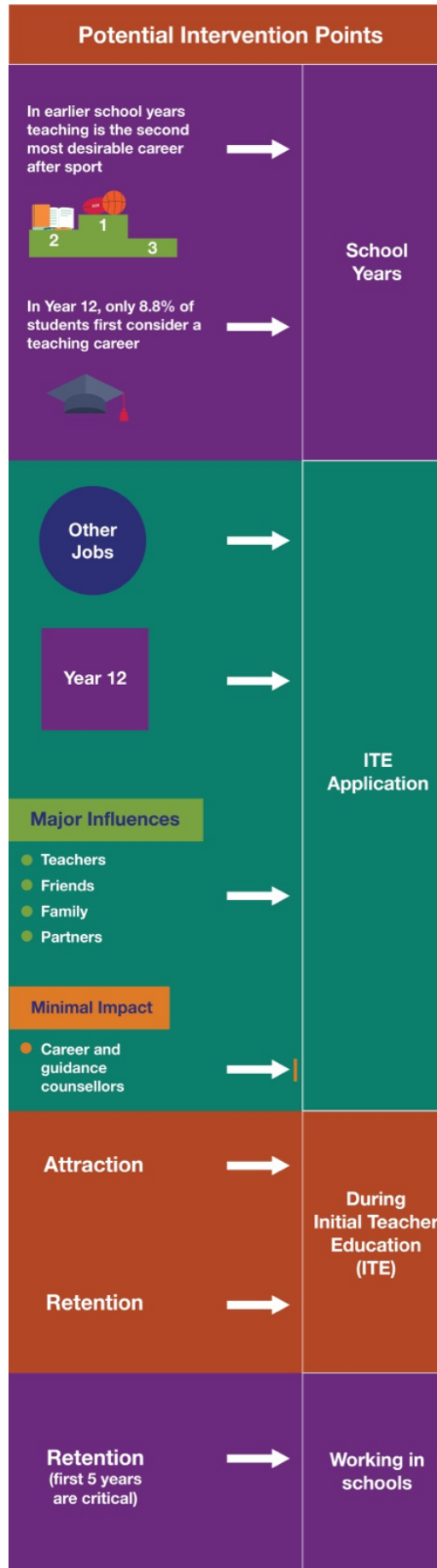
Without a concerted collaborative, agile, national, long-term, resourced strategy with ongoing feedback and evaluation, it is likely that the negative rhetoric around, and real challenges of, teaching will continue to outweigh the positive facts and messages about the profession.

The ACDE knows that entrenched attitudes and obstacles will not disappear overnight but, as those aspiring to become teachers reduce each year, it is critical to take action to target key points of intervention from secondary school students looking to their future right through to teachers with vast experience in the nation's classrooms.

For this reason, the ACDE is hosting a forum on 29 March 2019 in Melbourne to discuss how those interested in improving the status of the teaching profession can work together most effectively.

Our aim is to find areas of common ground among representatives of education organisations and to devise practical actions to create change in public perceptions of the profession.

# Potential Points of Intervention to Attract and Retain Teachers



# Workforce Issues

## Salary Structures

Of major concern is the stunting of the career pathways for teachers who do not choose to go into more managerial roles.

Principals, deputy principals and administrators or managers are at the top of the school system that ‘encourages ambitious and talented teachers out of the classroom rather than rewarding them for remaining there’<sup>98</sup>.

*It sends a signal about how it values teaching...The more teaching you do, the lower your rank in the bureaucratic hierarchy*<sup>99</sup>

In Australia, undergraduate teaching salaries start relatively high at \$63500, which places them fourth after Dentistry (\$78300), Medicine (\$73000) and Engineering (\$64000). Postgraduates at \$74500 have the 11<sup>th</sup> highest starting salary<sup>100</sup>.

However, the OECD’s 2018 *Education at a Glance (Australia)* report found that the distribution of salaries is comparatively flat both over the course of teachers’ careers and across educational levels. For example, it takes only seven years after graduation for most teachers to reach their maximum salary.

The *Empowered Educators* report<sup>101</sup> says ‘the teaching profession in Australia is paid slightly less than other professions with similar levels of education (around 90%), a level similar to teachers in Canada and Finland, but above that of the OECD average. Teachers are well paid at the start of their careers, a factor which has helped maintain high levels of recruitment of teachers into the profession.’

However, the report says, ‘the low salary ceiling means that teacher salaries have tended to fall behind those of other professions later in the career, with overall, teaching paid at around 90% of that of similarly qualified professions. This is a rate similar to that in high-performing countries such as Canada and Finland, and above the OECD average. In response, several states have recently revised their salary structures to significantly increase the pay of veteran teachers who meet standards of accomplishment aligned with professional teaching standards.’

## Working Conditions

The *Empowered Educators* report<sup>102</sup> says international data suggests that teachers in Australia work longer hours than teachers in other OECD countries but that time ‘favors greater involvement with colleagues in teaching and planning, and school management.

A 2017 survey of teachers found that one in five teachers were considering leaving the profession as their workload increased.<sup>103</sup>

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<sup>98</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4)*. [A class act: Inquiry into the status of the teaching profession](#).

<sup>99</sup> Commonwealth of Australia. 1998. *Perceptions of teachers’ status (Chapter 4)*. [A class act: Inquiry into the status of the teaching profession](#).

<sup>100</sup> [2017 Graduate Outcomes report](#). January 2018. QILT.

<sup>101</sup> *Empowered Educators in Australia How High-Performing Systems Shape Teaching Quality* Dion Burns and Ann McIntyre The Stanford Center for Opportunity Policy in Education (SCOPE).

<sup>102</sup> *Empowered Educators in Australia How High-Performing Systems Shape Teaching Quality* Dion Burns and Ann McIntyre The Stanford Center for Opportunity Policy in Education (SCOPE).

<sup>103</sup> Rebecca Cavanagh, 13 March 2017. [Overworked teachers consider leaving profession, study reveals](#). Herald-Sun.



## The Administrative Burden

The 2014 OECD TALIS report<sup>104</sup> found that Australian teachers spent nearly twice the average number of weekly hours participating in school management (3.1 hours) compared to the OECD average.

In 2018, a survey commissioned by the NSW Teachers Federation<sup>105</sup> found that there has been an increase in work hours and an expansion of the range of duties performed, particularly in relation to administrative tasks. Over 97 percent of teachers reported an increase in administrative requirements, while over 96 percent report an increase in the collection, analysis and reporting of data.

The report said that new and overwhelming demands imposed by the current policy landscape were making teachers feel under pressure to undertake administrative activities. Teachers were struggling to balance administration, professional and personal commitments.

*Many [teachers] 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.<sup>106</sup>*

The report called for a major overhaul of systems to eliminate ‘unnecessary, cumbersome, and extremely time-consuming’ processes’ and stop the imposition of ‘competing workload demands and unrealistic time frames on schools’.

Like the NSW report, the ACDE sees the need for increased time for collaboration in core, teaching-related activities during school hours, which would allow teachers to focus more on their professional priority of teaching students and less on excessive administrative burdens.

If the additional administration burden is an unintended consequence of recent education reforms, and those reforms are to be business as usual for schools, then a fundamental rethink of the staffing and working of schools may be warranted.

## Professional Experience for Teacher Education Students and Teachers

A vital part of teacher education is the practical experience of teaching students in classrooms, under the guidance and mentorship of experienced, skilled teachers. However, ACDE sees this as part of the unfinished business of the teacher education reforms stemming from the TEMAG<sup>107</sup> report.

In 2017, an ACDE report, *Professional Experience in Initial Teacher Education*<sup>108</sup> called for more consistency in how practical experience was delivered to improve students’ classroom readiness.

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<sup>104</sup> <sup>104</sup> OECD (2014). TALIS 2013 Results: An International Perspective on Teaching and Learning. TALIS. OECD Publishing, Paris. <https://doi.org/10.1787/9789264196261-en>.

<sup>105</sup> McGrath et al. 2018. Understanding Work in Schools – The Foundation for Teaching and Learning. University of New South Wales.

<sup>106</sup> McGrath et al. 2018. Understanding Work in Schools – The Foundation for Teaching and Learning. University of New South Wales.

<sup>107</sup> <https://www.education.gov.au/teacher-education-ministerial-advisory-group>

<sup>108</sup> Ure, C et al. 2017. Professional Experience in Initial Teacher Education. A Review of Current Practices in Australian ITE. Australian Council of Deans of Education.

The report said: ‘Systems and schools do not engage consistently in the delivery of professional experience and...the commitment of schools and supervising teachers to professional practice is variable’.

*Teachers typically self-nominate to undertake supervisor roles and there is little professional recognition for their work. As a result, the quality of support for pre-service teachers during placements varies considerably.<sup>109</sup>*

The *Professional Experience in Initial Teacher Education*<sup>110</sup> report said that higher education institutions have little capacity to influence the operational aspects of schools, teachers’ roles and responsibilities or teacher expectations for payments. The delivery of professional experience requires staff in higher education institutions to negotiate with schools to employ teachers for roles and responsibilities that fall outside their professional workplace agreements.

‘Providers find there are considerable variations in expectations for payment for placements and that they are unable to directly influence teacher work to assure the quality of placement support provided to pre-service students in schools’.

The report recommended that ACDE and its Network of Academic Directors of Professional Experience (NADPE) work with school systems, state and territory governments, and AITSL to improve the quality of in-school support provided to pre-service teachers. This could be done during placements through improved selection of supervising teachers, and improved training and support for teachers who have responsibilities for placement related activities.

It also called for ACDE and NADPE to work with AITSL to collate data on professional experience agreements and their impact on the organisation, support provided to supervisory teachers and the quality of placement experiences provided to pre-service teachers.

## **Lifelong Learning – Ongoing Professional Development**

As the OECD says, we increasingly expect students to ‘leave school not only with a (more) solid foundation in the subjects taught in school; we expect them to have the dispositions and skills of lifelong learners, the ability to think critically about complex issues, and the will to constantly adapt and grow as technology advances, and as political and ecological realities change.’<sup>111</sup>

*Delivering on these expectations is only possible if teachers themselves are high-level knowledge workers who constantly advance their own professional knowledge and expand the repertoire of tools and practices of their profession.<sup>112</sup>*

Of pressing concern to the Deans of Education is the need for every teacher to have a quantifiable period of professional development every year to maintain currency and evidence-based teaching quality. However, this also requires adequate support – resources so the professional experience can happen.

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<sup>109</sup> Ure, C et al. 2017. *Professional Experience in Initial Teacher Education. A Review of Current Practices in Australian ITE*. Australian Council of Deans of Education.

<sup>110</sup> Ure, C et al. 2017. *Professional Experience in Initial Teacher Education. A Review of Current Practices in Australian ITE*. Australian Council of Deans of Education.

<sup>111</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

<sup>112</sup> OECD. 2018. *PISA Effective Teacher Policies Insights from PISA: Insights from PISA*. OECD Publishing.

The 2018 University of NSW Wales survey, *Understanding Work in Schools*,<sup>113</sup> also calls for teachers to have more professional respect, time and support for their teaching and facilitating student learning.

The Director-General of the OECD's Directorate for Education, Andreas Schleicher, says that top-performing education systems 'provide intelligent pathways for teachers to grow in their careers.'<sup>114</sup>

*High-performing countries also have moved on from bureaucratic control and accountability to professional forms of work organisation. They encourage their teachers to make innovations in pedagogy, to improve their own performance and that of their colleagues, and to pursue professional development that leads to stronger education practice*<sup>115</sup>.

Improving technology so lifelong-learning can be assisted by online platforms would also help provide teachers with on-demand knowledge to keep up to date with the latest evidence on quality teaching and current knowledge in their specific subject areas, especially the rapidly changing STEM disciplines.

## Early Career Teacher Challenges

In 2016, within a year of graduation, 57% of those with undergraduate ITE degrees were working full-time in schools compared to 46% of postgraduates<sup>116</sup>.

Three years after graduation, 90% of those with an undergraduate degree and 91% of those with post-graduate degrees were employed full-time<sup>117</sup>.

Well over 90% of employers report that teacher education graduates are well-prepared for classroom work<sup>118</sup> but the lack of early career, full-time teaching jobs brings a number of specific challenges.

These include the less experienced teachers being deployed to some of the most difficult remote environments. The *Staff in Australia's Schools*<sup>119</sup> report found that early career teachers accounted for:

- 22% of the primary teacher workforce, but 45% of those in remote schools
- 18% of the secondary teacher workforce, but 30% of those in remote schools.

On average, teachers working in remote schools have about three to five years less experience than teachers in metropolitan and provincial schools. There was a similar finding in the OECD TALIS report.<sup>120</sup>

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<sup>113</sup> McGrath et al. 2018. *Understanding Work in Schools* – The Foundation for Teaching and Learning. University of New South Wales.

<sup>114</sup> Andreas Schleicher, 2017. *Lessons to be learned from the world's education leaders*. The Australian.

<sup>115</sup> Andreas Schleicher, 2017. *Lessons to be learned from the world's education leaders*. The Australian.

<sup>116</sup> Australian Institute for Teaching and School Leadership 2018, *Initial teacher education: data report 2018*, Melbourne.

<sup>117</sup> Australian Institute for Teaching and School Leadership 2018, *Initial teacher education: data report 2018*, Melbourne.

<sup>118</sup> Australian Institute for Teaching and School Leadership 2018, *Initial teacher education: data report 2018*, Melbourne.

<sup>119</sup> McKenzie, P. et al. ACER. 2013. *The Staff in Australia's Schools 2013: Main report on the Survey*. Australian Council for Educational Research.

<sup>120</sup> OECD (2014), *TALIS 2013 Results: An International Perspective on Teaching and Learning*, TALIS, OECD Publishing, Paris, <https://doi.org/10.1787/9789264196261-en>.

Other issues include higher numbers of less experienced teachers teaching out of field<sup>121</sup> and a lack of a continuing supportive school environment for those employed on part-time or casual bases.

Dedicated and supportive mentors, coaching and high-quality performance assessment are vital during teacher education and in the critical first few years of teaching in classrooms. Improving confidence is fundamental to growing student and early career teachers as they learn to navigate variable and difficult scenarios.

*Research suggests that teachers are less likely to leave the profession early in their career if they work in a supportive school environment, see themselves as adequately prepared for classroom practice, and can find stable, permanent employment.<sup>122</sup>*

Attracting and retaining excellent teachers is one of the most important drivers of a well-functioning education system that prepares diverse students with complex needs to participate in today's knowledge-driven economy.<sup>123</sup>

The most recent ITE data report says that 56% of early career teachers indicate they are not likely to leave classroom teaching in the foreseeable future. 15% indicate they would leave within one to five years, 4% within six to 10 years and 3% after 10 years. 22% were unsure.<sup>124</sup>

As the 2018 Gonski report<sup>125</sup> says, teachers who leave the profession within the first five years 'clearly reduces the talent pool in schools, which in turn can hinder efforts to develop a strong workforce of experienced, high-calibre educators.'

However, the report emphasises that there is no reliable data on early career teacher attrition and there's great variability of wider attrition figures.

*Estimates of current attrition rates among teachers in Australia vary substantially, ranging from eight per cent to 50 per cent.<sup>126</sup>*

The lack of reliable data makes it difficult to gauge the extent of the problem but the issues that help to drive attrition – like unstable employment patterns, and a heavy and increasingly complex workload<sup>127</sup> – still need to be addressed.

One of the most detrimental effects of the over-representation of early career teachers in casual work is the lack of solid induction into, and mentoring during, their early school experiences.

The 2018 AITSL report on teacher education data<sup>128</sup> found that formal induction was experienced by almost 60% of early career teachers on permanent contract but only 17% of early career

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<sup>121</sup> Weldon, P. 2016. Out-Of-Field Teaching in Australian Secondary Schools. Australian Council for Educational Research

<sup>122</sup> Weldon, P. (2018) 'Early career teacher attrition in Australia: evidence, definition, classification and measurement', Australian Journal of Education, (first published online), pp. 1–18.

<sup>123</sup> Podolsky, A., Kini, T., Bishop, J. & Darling-Hammond, L. (2016) Solving the Teacher Shortage: How to Attract and Retain Excellent Educators (research brief), Learning Policy Institute: Palo Alto, p. 1.

<sup>124</sup> Weldon, P. (2018) 'Early career teacher attrition in Australia: evidence, definition, classification and measurement', Australian Journal of Education, (first published online), pp. 1–18.

<sup>125</sup> David Gonski et al. 2018 Through Growth to Achievement: report of the Review to Achieve Educational Excellence in Australian Schools. Commonwealth of Australia 2018

<sup>126</sup> Weldon, P. (2018) 'Early career teacher attrition in Australia: evidence, definition, classification and measurement', Australian Journal of Education, (first published online), pp. 1–18.

<sup>127</sup> Weldon, P. (2018) 'Early career teacher attrition in Australia: evidence, definition, classification and measurement', Australian Journal of Education, (first published online), pp. 1–18.

<sup>128</sup> Australian Institute for Teaching and School Leadership 2018, [Initial teacher education: data report 2018](#), Melbourne.

casual relief teachers. Most of those who were inducted into schools agreed ‘that their experience made them feel a part of the profession’.

It is, however, worth noting that school leaders were more likely than the teachers themselves to indicate formal induction has been provided.

*Across all contract types, 48% of early career teachers indicated they had received a formal induction while 70% of school leaders indicated formal induction was provided to early career teachers.*<sup>129</sup>

A report<sup>130</sup> that surveyed early career teachers, three years after the introduction of mandatory mentoring for them in NSW, found that the beginning teachers had positive experiences if they ‘had a collegial and collaborative mentor able to provide daily support; were in schools with effective leadership from principals and the school executive; and found themselves among welcoming colleagues willing to provide advice and assistance when required.’

The report’s authors said negative experiences reported indicated that the initiatives mandated by the education system, such as mentoring and a reduced time allocation, had not been successfully implemented in all schools. They said the data revealed persistent problems including the ‘lack of collegiality experienced by some ECTs, high workloads and problems with student behaviour management.’<sup>131</sup>

There was also the danger of mandated policies effectively letting the rest of those working in a school off the hook.

*Therefore, while formal modes of support are critical, work needs to be done to ensure that teachers and executive staff share responsibility for creating a culture that nurtures new staff. Principals and the school executive are pivotal in influencing the experiences of ECTs. They can smooth the transition into the profession by recognising the ‘new employee’ status of ECTs and assisting with the kinds of adjustments needed to become part of the organisation.*<sup>132</sup>

## Out-of-Field Teaching

ACDE sees the need for an investigation, with employers, into how best to minimise out-of-field teaching, along with implementation of those measures.

Teaching outside a teacher’s field of expertise can substantially increase stress on teachers particularly early career teachers ‘who are put in the position of having to teach outside their subject specialisations considerably more often than their more experienced colleagues’<sup>133</sup>.

*37 percent of Year 7–10 teachers with one-to-two years of experience are teaching a subject out-of-field compared to 25 percent of teachers with more than five years of experience.*<sup>134</sup>

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<sup>129</sup> Australian Institute for Teaching and School Leadership 2018, *Initial teacher education: data report 2018*, Melbourne.

<sup>130</sup> Sandy Schuck, Peter Aubusson, John Buchanan, Meera Varadharajan & Paul F. Burke (2018) The experiences of early career teachers: new initiatives and old problems, *Professional Development in Education*, 44:2, 209-221, DOI: 10.1080/19415257.2016.1274268

<sup>131</sup> Sandy Schuck, Peter Aubusson, John Buchanan, Meera Varadharajan & Paul F. Burke (2018) The experiences of early career teachers: new initiatives and old problems, *Professional Development in Education*, 44:2, 209-221, DOI: 10.1080/19415257.2016.1274268

<sup>132</sup> Sandy Schuck, Peter Aubusson, John Buchanan, Meera Varadharajan & Paul F. Burke (2018) The experiences of early career teachers: new initiatives and old problems, *Professional Development in Education*, 44:2, 209-221, DOI: 10.1080/19415257.2016.1274268

<sup>133</sup> Weldon, P. 2016. Out-Of-Field Teaching in Australian Secondary Schools. Australian Council for Educational Research

<sup>134</sup> Weldon, P. 2016. Out-Of-Field Teaching in Australian Secondary Schools. Australian Council for Educational Research

As Paul R. Weldon said: ‘The figures suggest that one way of improving the retention of early career teachers in secondary schools would be to ensure that they are not required to teach outside their subject areas for at least the first two years of their teaching career’<sup>135</sup>.

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<sup>135</sup> Weldon, P. 2016. Out-Of-Field Teaching in Australian Secondary Schools. Australian Council for Educational Research

# APPENDIX 1

## Improving the Status of Teachers Campaign Research December 2018

### GLOBAL

#### World Teachers' Day

World Teachers' Day was established in 1994 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO) to celebrate the adoption of UNESCO's Recommendation about the rights and responsibilities of teachers at the 1966 intergovernmental conference. According to UNESCO, the Recommendation highlighted an important set of guidelines to promote teachers' status in the interest of quality education.

**World Teacher's Day (WTD) is internationally celebrated on October 5. However, as that is during Australian school holidays, we celebrate it on the last Friday of October (27 October 2017).** In Queensland, it is held during State Education Week when each state holds an awards ceremony:

- Queensland:
  - Showcase Awards for Excellence in Schools – which recognise Queensland state schools achieving improved student learning outcomes through excellent teaching.
  - The Jack Pizzey Awards for Excellence in Educational Leadership – which acknowledge Queensland's inspiring state schools, principals, leadership teams and teachers.
  
- South Australia:
  - CEASA/Credit Union SA Early Career Teacher Award
  - World Education Forum SA Educators Award

Suggestions for celebrating WTD include:

- Provide a morning tea, lunch or after work BBQ for teachers
- Organise a concert of student performances as a tribute to their teachers
- Present each teacher with a small token of appreciation e.g. a certificate
- Collate a collection of teacher appreciation messages, poems and drawings from students
- Organise a WTD poster or postcard design competition for students
- Distribute WTD badges and stickers
- Acknowledge teachers' hard work during school assembly
- Theme classroom activities around the day

<http://education.qld.gov.au/community/events/world-teachers-day.html>

<https://www.worldteachersday.org/map/index.php/page/index/1>



<https://www.nswtf.org.au/news/2016/10/05/world-teachers-day-celebrates-teachers-transformational-role.html>

<http://www.victeach.com.au/about-us/news/latest-news/2016/world-teachers-day>

<http://en.unesco.org/events/world-teachers-day-0>

<http://www.ceasa.asn.au/about-us/world-teachers-day/award-results-2016/>

<http://www.unesco.org/new/en/unesco/worldwide/asia-and-the-pacific/australia/>

<https://education.nt.gov.au/education/education-events-and-awards/world-teachers-day>

<http://qct.edu.au/eit/world-teachers-day>

## **GLOBAL (UNESCO)**

### **Every Child Needs a Teacher**

#### **Global Campaign for Education (Supported by UNESCO)**

**Timing: Global Action Week in April 21-27, 2013**

The campaign targeted the issue of teacher shortages. It focused on the need for every child to be able to attend primary school and pointed out that, in Africa alone, one million more teachers were needed for that to occur. The campaign highlighted the need to ensure there are quality teachers ongoing teacher education, and that teachers are viewed as professionals with decent pay and working conditions.

The campaign featured interviews with teachers, the UN secretary, General Ban Ki-Moon and UNESCO Director-General, Irina Bokova. It also covered smaller, country-based campaigns in Egypt, Somalia, the UK, Denmark and Bangladesh. It was not a cohesive advertising campaign; more a framework for other organisations and governments to connect and show the global nature of teaching issues.

<https://www.everychildneedsateacher.org>

## **AUSTRALIA**

### **AITSL National Certified Teacher Month 2017**

In March 2016, the Australian Institute for Teaching and School Leadership (AITSL) launched the Highly Accomplished and Lead Teacher (HALT) Network. The Network is the first of its kind in Australia, bringing together teachers who are nationally certified as Highly Accomplished or Lead against the Australian Professional Standards for Teachers.

To mark the launch of the HALT Network, AITSL brought together members for the inaugural HALT Summit. The Summit provided an opportunity to connect and share expert practice. Members also collaborated to identify priority actions for the Network that would advance teaching quality across Australia to improve student outcomes. A month dedicated to promoting great teaching was one of the ideas proposed during the Summit and identified by members as a priority action.

HALT explains that factors related to schooling have the greatest impact on students, signifying that students need and deserve the best teachers. Therefore, it is vital that as a

community we recognise, promote and support quality teaching in order to improve outcomes for all students. This month provides the opportunity to recognise, promote and honour the impact of great teaching.

While the impact that quality teaching has on student learning and achievement is of importance, the impact that expert teachers can have on their colleagues and school communities is also profound. Expert teachers have the capacity to enhance the practice of other teachers and improve the learning experience for many children.

Promoting the impact of great teaching, valuing expert practice and encouraging more teachers to become nationally certified can invigorate the professionalisation of teaching and increase teaching quality across Australia, leading to better outcomes for all students.

### **Campaign goals**

- Promote the impact of great teachers
- Raise the status of teaching within the community
- Inspire greatness in all teachers
- Encourage schools and communities to recognise local nationally certified teachers
- Build awareness of national teacher certification as a way to increase expertise within the teaching profession

### **Key Messages**

All students deserve the best teaching—let's recognise great teaching

- Teachers have the greatest in-school impact on students
- Let's value and support great teaching
- National certification is a way to build expertise and increase teacher quality across Australia

### **Dates 2017:**

- **March 1–31 National Certified Teacher Month**  
All students deserve the best teaching. Let's recognise great teaching all month long
- **March 6 Twitter chat with Professor John Hattie**  
Join Professor John Hattie on Twitter from 4:00 pm (AEDT) to discuss the impact of great teaching and discuss why expertise matters. Follow #teachcertau and #myteachimpact to join the conversation!
- **March 17–18 Highly Accomplished and Lead Teacher Summit, Sydney**  
Two action-packed days bringing together nationally certified teachers from across Australia to collaborate and share best practice
- **March 30 #myteachimpact day**  
A dedicated day for all champions of national teacher certification to come together to draw attention to the impact of great teaching champions can host local events to encourage others to share examples of expert teaching practice, stories of student impact and encourage others to become nationally certified and help get national certified teacher month trending on social media.

## How can I get involved?

### Be an online champion



**Share a photo** example of your impact on students, colleagues or the profession using #teachcertau and #myteachimpact.



**Take a selfie.** Complete the sign on page 14 (also available to download [here](#)) and take a selfie to share on social media. Encourage your colleagues to get involved and don't forget to use #teachcertau and #myteachimpact.



**Recognise teacher impact all month using #teachcertau and #myteachimpact.** We've even prepared some social messages on page 13 to get you started.



**Spread the word and show your support with our shareables.** Update your Facebook or Twitter cover photo and share some of the national certified teacher month graphics. They're on page 15–16 and can be downloaded [here](#).



**Share your certification story on social media.** How has being involved in national teacher certification impacted your practice, your colleagues and students? Tweet or post using #teachcertau and #myteachimpact.



**Follow AITSL** on Facebook and Twitter and share the national certified teacher month messages throughout March 2017.

<https://www.aitsl.edu.au/certification/halt#>

<https://www.aitsl.edu.au/certification/halt/halt-network-action>

[https://www.aitsl.edu.au/docs/default-source/certification-resources/halt/nctm-toolkit\\_final.pdf?sfvrsn=2](https://www.aitsl.edu.au/docs/default-source/certification-resources/halt/nctm-toolkit_final.pdf?sfvrsn=2)

## NEW SOUTH WALES Teachers Make a Difference

**NSW Teachers Federation**  
**Funded by members via the Public Education Fund**  
**2014-2017**

The campaign uses long-form cinema and shorter TV ads to show different aspects of teaching – from the first day to the last day and how teachers impact the lives of their students.

From ACDE analysis, the campaign unfortunately struggles to connect with the viewer with clichéd concepts, overly scripted dialogue and lack of a central, cohesive campaign idea to tie through the executions. This results in a campaign of short films that do not change the conversation around teachers in a significant way and does little to capture the viewer's attention.

<https://www.nswtf.org.au/campaigns/teachers-make-difference.html>

<http://teachersmakeadifference.org.au/watch>

## SINGAPORE

### It All Begins with a Teacher

Agency: **DDB Singapore**

Client: **Ministry of Education, Singapore**

Timing: **The campaign began in 2016. It will run until 2018/2019.**

The Ministry of Education in Singapore wanted the public to ‘have a higher regard for the teaching profession – and for education’ so it enlisted advertising agency, DDB Singapore, to develop the campaign. The challenge for DDB was to ‘shine a light on teaching—inspiring new teachers while at the same time reaffirming the importance of its current ones as well’ and resulted in the integrated marketing campaign, *It All Begins with A Teacher*.

This campaign centres around the concept of teachers being at the beginning of every child’s journey to success. It uses long-form videos and social media posts to show how teachers can impact and change the lives of kids. The first video titled, *It All Begins with A Teacher*, uses a reverse riches-to-rags story to tell the story of primary school teacher helped a successful businessman’s life. The video, released on February 23, 2016, ‘garnered 257,000 views on YouTube and Facebook, close to 3,000 Likes and Comments and 2,000 Shares.’ The Twitter hashtag of #itallbeginswithateacher went viral in Singapore.

More videos with the same title have been released along with social media posts that link to the careers page on the Ministry of Education’s website. The website has a theme of ‘*teachers shaping the nation one student at a time*’. The ongoing campaign will release more content over time.

<http://www.ddb.asia/catchfire/for-lifes-greatest-lessons-it-all-begins-with-a-teacher/>

<http://www.marketing-interactive.com/moe-recruitment-ad-challenges-teachers-change-world/>

<http://www.campaignbrief.com/asia/2016/02/ministry-of-education-appoints.html>

<https://www.moe.gov.sg/careers>

## UNITED KINGDOM

### Get into Teaching

**Phase One**

Client: **Department of Education, UK**

Agency: **RedWeb**

This digital campaign uses an immersive website to help teaching students transition into teaching. It guides them through the website, allowing them to make choices along the

journey. The campaign aims to promote teacher education and to help prospective teachers plan their applications and make informed career decisions.

Users each create their own website account that allows them to record their training progress, arrange school placements, gain advice from consultants, watch interviews with current teachers and access other services.

More than 70 teachers, trainee teachers and prospective teachers were interviewed for the campaign. The website has received over 800,000 monthly page views.

<https://www.everychildneedsateacher.org>

<https://www.redweb.com/work/department-for-education>

<https://getintoteaching.education.gov.uk>

## **Phase Two**

### **Agency: Havas London**

A short film titled, *Every Lesson Shapes a Life*, was launched in October 2018 to ‘coincide with the start of a new recruitment year’ and encourage people to apply for ‘teacher training openings’ via the Department of Education’s *Get into Teaching* website.

The video, created by advertising agency, Havas London, follows a young girl as she moves from primary school to her final secondary school exams and highlights how various teachers helped to shape her as she moved through the education system. To make the video more memorable and resonant effectively with the audience, the film uses emotional storytelling and a cast of real teachers to showcase the diversity of people in the profession and how teachers help in all aspects of a child’s development. Havas London managing partner, Jen Black, said that ‘for this campaign, authenticity was key. We wanted to capture the years of care, patience, encouragement and support that teachers invest into the children whose lives they shape.’ She continued with saying that authenticity was “something we could only accurately portray through using real teachers, whose buy-in was so important.’

To spread the video and continue the *Get into Teaching* campaign, channels like cinema and television advertising were used in conjunction with radio, PR, out-of-home, event-branding, email marketing and online channels like the *Get into Teaching* social media, website and YouTube channel.

<https://adage.com/creativity/work/department-education-every-lesson-shapes-life/951281>

<http://havaskx.com/havas-london/>

<https://www.thedrum.com/news/2018/10/01/the-department-education-campaign-begins-teacher-recruitment-drive>

## USA – NATIONAL

### Make More, Teach Campaign

Client: **TEACH (A partnership between Microsoft, State Farm and the U.S. Department of Education)**

Agency: **Ad Council and McGarryBowen**

Timing: **2014 - 2015**

The campaign was created to encourage potential teachers to fill future teaching positions and alleviate the shortage expected due to half of all US teachers being eligible to retire during the next decade.

The campaign involved a multimedia public service announcement to demonstrate how classrooms were ‘evolving and innovating’ and how teachers could ‘make a lasting impact’ on the next generations of students. The campaign was intended to alter the public’s current perceptions of teachers by ‘showcasing the evolution and elevated stature of a teaching career’ and through exposing the ‘innovative, competitive and rewarding work that can be done in the classroom.’ It gained momentum when Microsoft donated 125 million impressions across Xbox 360, Windows 8, and MSN to encourage consumers to rediscover teaching through interactive ad units.

The campaign was designed to drive users to the TEACH.org website, which featured the many pathways one could take to become a teacher, taking into account education levels, locations and interests. It provided information about teacher certification with a national job directory for users to explore their employment options. In the seven months after the launch, more than 100,000 users had completed the interactive pathway on the website.

<http://www.adcouncil.org/Our-Campaigns/Education/Teacher-Recruitment>

[https://www.psacentral.org/campaign/Teacher\\_Recruitment](https://www.psacentral.org/campaign/Teacher_Recruitment)

<https://www.teach.org>

## USA – CHICAGO

### #saidnoschoolever

Client: **Heftys**

Agency: **Havas Chicago**

This campaign was designed to raise the issue of school funding through online videos, sarcastic social media posts and influencer outreach.

One video accumulated 170,000 views in one day and the campaign helped connect Hefty, a plastic bag brand, to education, as their products are often used for school lunches.



<http://marketingland.com/heftys-saidnoschoolever-campaign-teachers-sarcastically-proclaim-supplies-need-137908>

## USA – HAWAII

**Be a hero. Be a teacher**

**University of Hawaii.  
September 2017.**

This campaign, created by the University of Hawaii, was designed to help counteract Hawaii's teacher shortage by encouraging high school students, college students and working professionals to consider teaching as a career.

Using online video and social media, the promotion focused on how teaching can be a rewarding career through its power to shape the lives of others and used the notion of teachers being heroes throughout the campaign's messaging.

<https://www.hawaii.edu/news/2017/09/18/be-a-hero-be-a-teacher/>



## APPENDIX 2

### Examples of the Public Conversation About Teaching August 2016 – December 2018

Sydney Morning Herald. **Low ATAR students admitted into teaching degrees on the rise.** Pallavi Singhal. 30 December 2018.

News.com.au. **Principals at 'breaking point' as they struggle with violent parents and high stress.** Stephanie Bedo. 19 November 2018.

The Daily Telegraph. **Low starting wage among reasons for giant plunge in teaching enrolments.** Bruce McDougall and Christopher Harris. November 17, 2018.

Education Week. **High Achieving Students Don't Want to Be Teachers. What Can Change Their Minds?** Madeline Will. 19 Oct 2017

ABC News. **Students with lowest ATAR scores being offered places in teaching degrees: secret report.** Natasha Robinson. 18 September 2018.

Courier Mail. **It's no wonder we're running out of teachers.** Jill Poulson. 13 August 2018.

The Australian **Alarm bells sound over teaching university scores.** Australian Associated Press. 13 August 2018.

Herald Sun. **Victoria's low ATAR scoring students still let into university teaching.** 11 August 2018.

News.com.au. **Real reason teachers walk away.** Gabbie Stroud. 15 June 2018.

The Conversation. **Seven reasons people no longer want to be teachers.** Nan Bahr and Jo-Anne Ferreira. 16 April 2018.

The Sydney Morning Herald. **Fewer students make the grade for teaching courses as new standards take effect.** Henrietta Cook, Craig Butt, Gene Efron. 16 January 2018.

ABC News. **South Australia's teacher burnout bonus program rewards 'mediocrity', Opposition says** 29 July 2017.

Adelaide Advertiser. **Almost 180 SA public school teachers accept \$50,000 'burnout bonuses' to leave the profession** Tim Williams. 28 July 2017.

Herald Sun. **One in five teachers consider quitting as classroom demands increase: report.** Monique Hore. 11 July 2017.

The Australian. **Stressed teachers on the verge of quitting.** Stefanie Balogh. 11 July 2017

Adelaide Advertiser. **Parent complaints to Education Department up 28 per cent in 2016 – behaviour management and bullying the most frequent issues.** Tim Williams. 10 July 2017.

Sydney Morning Herald. **Our country needs good teachers. I am not going to be one of them.** 9 July 2017.

News.com.au. **Australia's teacher fail: Half quit the classroom in five years.** Debbie Schipp. 7 June 2017.

Sydney Morning Herald. **Why up to half of all Australian teachers are quitting within five years.** Pallavi Singhal. 7 June 2017.

Adelaide Advertiser. **UNISA study finds too many teachers stressed by out of school hours work.** Katrina Stokes. May 9, 2017.

ABC Nightlife. **Is Australia suffering from teacher burnout?** 26 April 2017.

The Australian. **Teacher flaws stifle students, say principals.** 18 April 2017. Stefanie Balogh.

Herald Sun. **Overworked teachers consider leaving profession, study reveals.** Rebekah Kavanagh. 13 March 2017

The Weekend Australian. **Stressed Victorian teacher off work for years.** Stefanie Balogh and Sean Parnell. 15 March 2017.

Herald Sun: **Trainee teachers fail spell, maths test.** Lauren Martyn-Jones. 11 March 2017

Australian Financial Review. **Failing the teachers in schools.** Jennifer Hewitt. 6 February 2017.

The Conversation: **The world is watching Australia's decline in schools education. We know how to fix it, but the parents must listen.** John Hattie. 6 February 2017

The Australian: **Disengaged students challenge teachers without being disruptive** . Stefanie Balogh. 6 February 2017

ABC News: **Why do teachers leave?** By Gabrielle Stroud. 4 February 2017

The Conversation: **Educating Australia – why our schools aren't improving.** Tim Bentley and Glenn C. Savage. 2 February 2017

The Australian: **Teacher bashings by 'angry parents' and students on the rise** by Stefanie Balogh. 31 January 2017

The Age: **More Teachers Fail to meet Literacy and Numeracy Test.** Henrietta Cook. 30 January 2017.

Sydney Morning Herald. **I quit: why do so many young teachers abandon the profession?** Ahmet Latifoglu. 27 January 2017.

The Age: **Applications for graduate teaching courses drop 40 per cent in Victoria** Henrietta Cook. 11 January 2017

The Australian: **Call for universities to cap teacher training places.** Stefanie Balogh. 14 December 2016

Sydney Morning Herald. **Why is Australia's education system going backwards?** Kelsey Munro. 9 December 2016.

Australian Financial Review. **Why Australia's PISA results are a catastrophe.** Jennifer Buckingham. 6 December 2016.

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The Conversation: **What is the role of a teacher?** Deborah Corrigan. 13 September 2016

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The Conversation: **To raise status of teaching, Australia needs to lift pay and cut teacher numbers.** Barry McGaw. 2 September 2016

The Conversation: **What are the main challenges facing teacher education in Australia?** By Field Rickards. 31 August 2016

The Australian: **Teacher quality is priority:** BCA chief Jennifer Westacott. Stefanie Balogh. 12 August 2016

Daily Telegraph: **Trainee teachers flunk mandatory literacy and numeracy tests.** Bruce McDougall. 4 August 2016