

To the Standing Committee on Employment, Education and Training.

Please find following the views of the Mathematics Faculty at Hunter School of the Performing Arts in relation to your inquiry.

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.

The NSW DoE **cadetship** program is an excellent road to entry into teaching. There is a significant amount of money paid for real work that immerses the teacher education student into the school environment and makes a difference for student outcomes.

Air conditioning in classrooms would make the environment much more conducive to learning.

The 2017 AEU survey suggest 60% of principals feel their school is **under-resourced**.

Access to **clerical** support within each faculty would be beneficial.

Better support of teachers for both students with poor **behaviour** and **learning needs**, including **time** to provide that support.

A small **financial and time allocation** for teachers who **mentor** new teachers, as well as for those who **supervise** them.

Recognition of teachers who **mentor aspiring leaders**. Each new leadership position should be allocated a mentor for at least one year.

There are not enough **trained Mathematics teachers** according to the latest research from AMSI which suggests nearly $\frac{3}{4}$ of students are taught by an out of field teacher between years 7 and 10. These deficits urgently need to be addressed.

A **societal and cultural change** of increased respect for the profession would be ideal.

An increase in **pay** is attractive.

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

Support with **behaviour** – each school needs a Head Teacher Discipline, who works with staff to monitor student behaviour and attendance, and plan for improvement in classrooms. The 2017 AEU survey indicated that 78% can't meet the needs of student behavioural problems.

Support with **learning** – most schools in NSW have a Head Teacher Welfare whose main role should be supporting students with learning needs, including gifted and talented and learning support. Their role is sometimes one related to discipline instead. See point above. They need access to support staff who can work in classrooms to help the teacher with identified students with special needs.

Support with **administration** – more cadet or clerical support in faculty to help with programming, excursion paperwork, letters home, etc. Teachers need more time to plan for and implement effective teaching and assessment.

Support with **IT** – increasingly technology plays a role in the delivery of learning. Every school needs an IT support person to make sure that both the student and teacher technology works when needed.

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

Much out of hours work is paperwork and can be reduced with adequate **clerical support**.

The 2017 AEU survey reported 92% of teachers don't have enough preparation time. Teachers need **more preparation time** in ratio to teaching time, including allocated time for mentoring and supervising roles.

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

See comments above about **mentors and supervisors** for both new teachers and promotions positions.

See comments above about employment through **cadetships**.

See comments above about **reducing workload** and **adequately supporting teachers** to do the job they are most required for – teaching.

Thank you for considering these points.