

**\*\*EMBARGOED until 1am Monday 27 November 2017\*\***

# ACER Study of Work Practices in Tasmanian Government Schools for AEU Tasmania — summary

(Nb. “Secondary” includes Colleges)

## Principals

### Workload is unmanageable

- Principals are working 60-hour weeks (which includes weekend work) during school term
- In school holidays, principals work 28 hours a week, assistant principals work on average 25 hours per week in the holidays.
- Only one in five (20%) principals and one in four (25%) assistant principals believe their work is manageable.
- Between one-quarter (25% primary) and one-third (33% secondary) of principals indicated that their workload adversely affects their health.

### Red tape and administration

- More than half of principals in primary and secondary spend the majority of their school day on administration (56% Primary, 54% Secondary respectively)
- The most common task for all principals is internal administration.

### Not enough time for improving teaching and learning

- Only a third (33%) of secondary school principals say they spend a “reasonable amount of time on leading teaching and learning” at their school.

### Principals in secondary schools identified the top five changes needed to help alleviate their workload as:

- More specialist staff to deal with student welfare (87.5% of principals)
- Increased capacity to attract and retain good teachers. (83.3%)
- Less red tape or compliance requirements (83.3%)
- More administrative support (70.8%)
- More teachers 66.7%

### To help manage *teacher workload* and provide quality education, principals believe more staff in schools are key:

- Around 80% of principals (78.2% Primary, 83.3% Secondary) need additional staffing for their schools.
- Nine out of 10 (89%) of Primary principals need more specialist staff.
- Almost eight out of ten (78%) Primary principals need more in-class support for teachers.
- A majority of principals (82% Primary, 71% Secondary) want more guaranteed time for planning and preparation for teachers.
- Six out ten of principals (62.8% Primary, 66.7% Secondary) want routine administrative tasks transferred to support staff.

- Seven in ten principals (70.5% Primary, 75% Secondary) want student wellbeing work transferred to specialist staff such social workers and psychologists.

## TEACHERS

### Workloads are unmanageable

- Only about one quarter (22% Primary, 26% Secondary) of teachers think that their workload is often or nearly always manageable.
- One-quarter of teachers also think about leaving the teaching profession.

### Lesson planning, preparation and marking done at night and weekends

Primary teachers do on average 10.8 hours of unpaid overtime a week and 95% of that time is spent doing core teaching work like planning, preparation and marking.

- 87% of primary teachers spend time at weekends planning
- 69% of primary teachers use part of the weekend for developing lessons
- 92% of primary teachers spend nights planning and preparing lessons
- 83% of Secondary teachers did planning and preparation at night and 70% do it at weekends.

### Quality of teaching is negatively impacted by workload

- Only one quarter of secondary teachers (23%) say they have enough time to ensure the majority of their lessons are well planned.
- Less than half of primary (48%) and secondary (38.8%) can meet students' individual learning needs.
- Only one in four secondary teachers (25%) can meet the needs of students struggling with their learning. [Table 4.2]
- One in three teachers (30% Primary, 38% Secondary) say their workload has a negative impact on their teaching.

### Key requirements teachers say are needed for quality education

- Non-teaching time (non-contact time) is quarantined for teaching *related* tasks.
- A reduction in unsupported government initiatives.
- More teacher assistants.
- More professional supports such as school psychologists and speech therapists
- More teachers

### With more time to teach...

- Two thirds (65%) of primary teachers and 57% of Secondary teachers would prioritise planning effectively to meet individual learning needs of students.
- More than half (57%) of primary teachers would prioritise meeting the needs of students struggling with their learning.
- Two in five primary teachers (41.5%) would monitor and assess student progress more effectively

## Education Support Staff

Seventy-four percent of Teacher Assistants in Primary report manageable workloads, this decreases to around 50% for technical support roles like Laboratory Technicians. For professional staff like school psychologists just 17% in primary and 25% in secondary report manageable workloads.