



PUBLIC EDUCATION 2012: THROUGH THE EYES OF EDUCATORS

Produced by the Australian Education Union Tasmanian Branch

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INTRODUCTION

The Australian Education Union (AEU) Tasmania is the state branch of the Australian Education Union — the federal union for teachers, principals, education support staff and all educators working in government schools and government-funded early childhood, TAFE and adult education.

AEU Tasmania services the personal, professional and industrial needs of its 6300 members. We work to improve conditions of employment and to advance professional interests and promote the value of educators in the community. The AEU also advocates and campaigns for fully funded public education and vocational training.

Public Education 2012: through the eyes of educators is the first of a comprehensive annual survey of AEU members working in public education.

The research aims to identify key concerns and issues for public educators and informs the development of the AEU's strategic plan.

SURVEY METHODS

The survey consisted of three parts

- A. Member demographic information (sector, role, type of workplace)
- B. Questions for all members (where issues are of concern to all)
- C. Questions specific to membership group (included many corresponding questions across groups)

Questions involved statements to which the respondent was asked to respond on a 5 point Likert scale:

- Disagree
- Strongly disagree
- Unsure
- Agree
- Strongly agree

(There was also an option for indicating that the particular question was not relevant)

Due to the nature of the questions, school support staff membership group were required to respond with “yes”, “no” or “unsure”.

Statements were phrased in both positive and negative terms so that respondents were not being led to answer a particular way. For example, “*I have sufficient time to plan for teaching and learning*” and, “*From 2011 to 2012 there has been no impact on programs the school is offering*”.

At the conclusion of the survey there was an option for adding comments in an open-ended response box.

Members who answered this survey

There were 1692 completed responses in total from a membership base of 6237 representing a response rate of 27.1 per cent for this survey. The percentage of responses from various membership groupings was calculated and is shown below. The sample size gives a 95 per cent confidence level with a margin of error of +/- 3%.

ROLES	Completed Responses	No. of AEU Members	Percentage of group
Principal	92	187	49.20
Primary teacher	755	2967	25.45
High school teacher	388	1721	22.55
Secondary college teacher	161	467	34.48
Support staff	251	785	31.97
School-based professional (e.g. school psych, social worker)	12	49	24.49
Non-school-based professional	33	61	54.10
Total	1692	6237	27.13

Although 27 per cent over all, response rates varied across membership groups and school principals showed a resounding response rate of 49 per cent. There was an even spread of returns from across learning services

EXECUTIVE SUMMARY

A. KEY ISSUES ACROSS MEMBER GROUPS

1. Educational Programs

Nearly 70 per cent of all members see budget cuts as having affected schools' capacities to run a full range of learning programs.

2. Students with High and Additional Needs

Nearly 70% of members noted that students with disabilities are not getting access to the support they need.

3. Workloads and planning time

Sixty-eight per cent of principals and 58 per cent of all members see their current workload levels as unmanageable.

4. Public Education and the Gonski funding reforms

A statistically insignificant one per cent of the general membership, as well as principals, do not consider implementing Gonski recommendations as a priority.

5. Reward payments

Seventy per cent of all members indicate their opposition to reward payments for 'great' teachers and leaders.

6. Morale in schools

More than one third of members indicate that their morale does not remain as high as it was last year.

B. INDIVIDUAL MEMBER GROUP CONCERNS

1. Principals

Fewer than one in five principals believe that support for introducing the Australian Curriculum has been sufficient.

2. Kindergarten teachers

Fewer than one in ten kindergarten teachers are opposed to the introduction of 15 hours student attendance a week, but more than 60 per cent report issues at school level over resources and facilities for implementation. For 30 per cent these issues remain unresolved.

3. P-10 teachers

Just one in nine P-10 teachers sees support for the Australian Curriculum has been sufficient. Fewer than one in five P-10 teachers see their workload as manageable.

4. Secondary College Teachers

Only 3 per cent of secondary college teachers welcome the TQA marking changes with nearly 70 per cent remaining unsure.

5. Non-school-based education professionals

Generally, non-school-based members' responses mirrored that of teachers and school-based staff. Yet, only one in ten non-school-based staff thought that parents would have sufficient understanding of the new "C" rating and on-school based members underscore concerns of school-based members re lack of funding for HAN students with only 6 per cent seeing the level of funding as adequate.

RESULTS AND ANALYSIS

Educational Programs

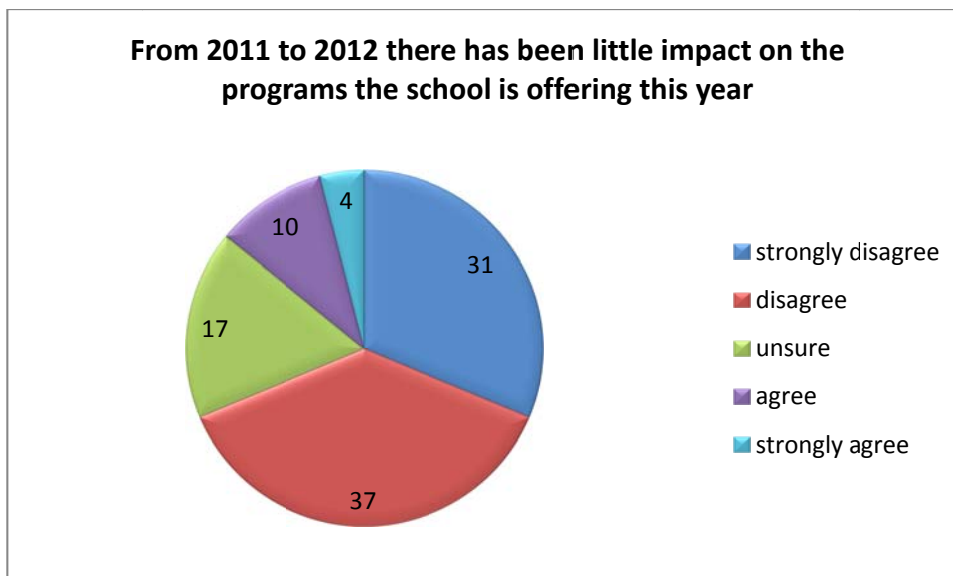
[Respondents were asked to rate their level of feeling toward a series of statements about budget cuts. All survey items requiring a response were preceded with, “Please indicate whether you agree, strongly agree, unsure, disagree, strongly disagree with the following statements”]

STATEMENT: FROM 2011 TO 2012 THERE HAS BEEN LITTLE IMPACT ON THE PROGRAMS THE SCHOOL IS OFFERING THIS YEAR.

RESULT: ALMOST SEVEN OUT OF TEN, OR 68%, WERE AGAINST THE NOTION THAT FROM 2011 TO 2012 THERE HAS BEEN LITTLE IMPACT ON PROGRAMS THEIR SCHOOL IS OFFERING, FOLLOWING STATE GOVERNMENT BUDGET CUTS TO EDUCATION.

The data show that budget cuts to education are impacting on programs in schools and this is seen most strongly by principals who have to manage school budgets and allocate scarce resources for programs and the school support staff upon whom special programs depend.

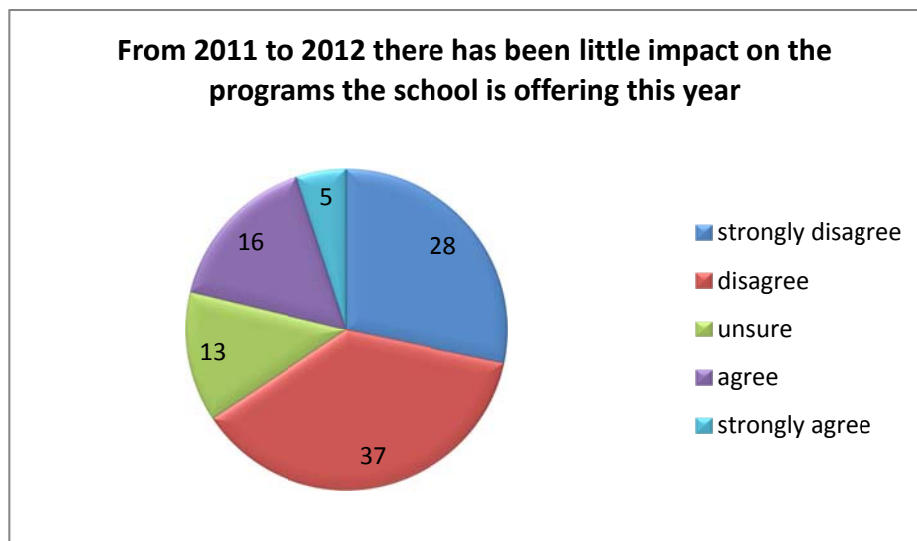
All member responses



Sixty-eight per cent of respondents, or almost seven out of ten, members, disagreed or disagreed strongly with the statement that school programs had been largely unaffected by state government budget cuts in the past 12 months.

Principals are in a strong position to know the effects of funding cuts in schools. In line with the general membership, principals also believed that budgets cuts were impacting on school programs with only 14 per cent believing that there had been little impact on programs.

Principal Responses



The budget cuts have evidently reduced schools' capacities to run a full range of programs as many comments from principals AEU members in the Learning Services verify. Here are two of that were typical of many others:

Many school budgets are depleted as many principals use their SRP [School Resource Package] budgets to make up the gap and so other programs in the school suffer (non-school-based AEU member).

We battle to adequately resource programs that will genuinely impact positively on their [High and Additional Needs students'] learning and wellbeing (principal, primary school, south).

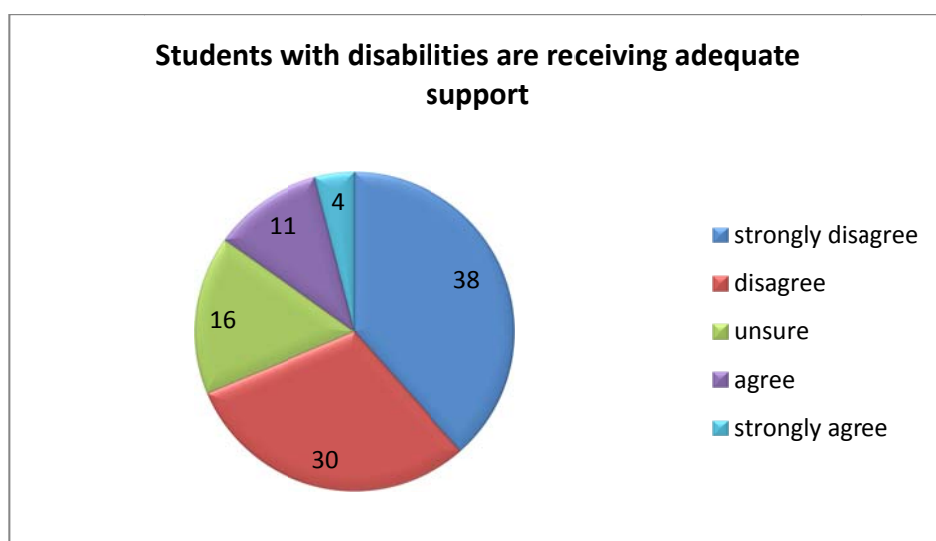
HIGH AND ADDITIONAL NEEDS (HAN) STUDENTS

The survey contained a range of questions about the state budget cuts to education and the level of resourcing in schools for High and Additional Needs (HAN) students.

STATEMENT: STUDENTS WITH DISABILITIES ARE RECEIVING ADEQUATE SUPPORT

RESULT: ALMOST SEVEN OUT OF TEN, OR 68% OF MEMBERS DISAGREED THAT STUDENTS WITH DISABILITIES WERE ADEQUATELY SUPPORTED. OF THOSE RESPONDENTS, MORE THAN HALF, OR 38%, *STRONGLY DISAGREED*.

All Member Responses



Many classroom teachers commented that students were missing out and teachers efforts are stretched due to funding cuts affecting support for disabilities and “at risk” students and students with disabilities, as these typical comments show:

“Students considered at risk have missed out on their support due to a drop in funding. This is placing enormous pressure on both the students in question and their teachers” (teacher, high school, north).

“Additional cuts in Teacher Assistant hours have meant that my after school preparation time has increased enormously. These cuts have also meant that providing for differentiating the curriculum in the classroom is much more difficult” (teacher, primary school, north west).

“Lack of funding for TA's to support students with high needs”, (teacher, kindergarten, south)

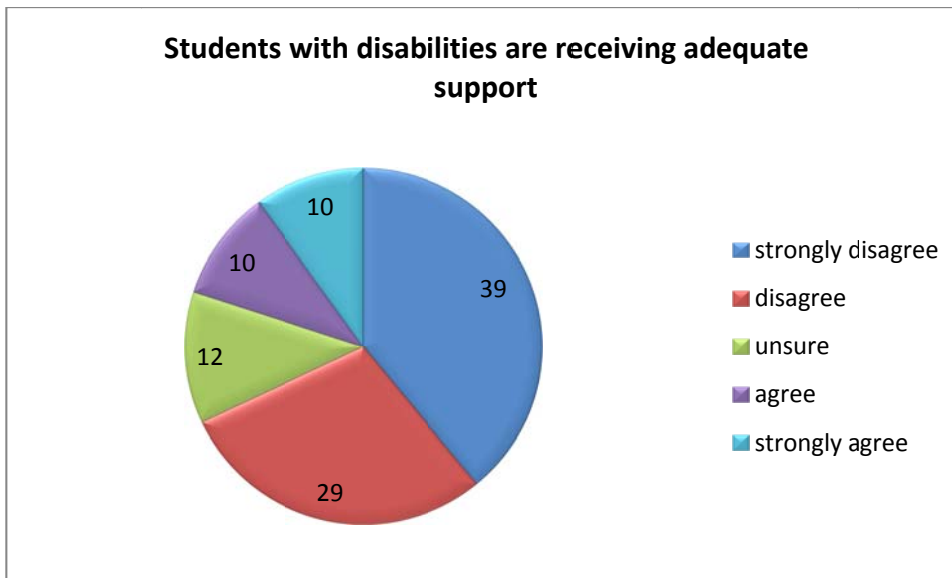
School psychologists also made numerous comments on the funding situation for students with high and additional needs.

“Further support needed for transition programs, and the increasing need for social/emotional support, support for students living in poverty, upgrade of High School facilities is needed. Better equity among schools needed”. (school psychologist, north west)

STATEMENT: STUDENTS WITH DISABILITIES ARE RECEIVING ADEQUATE SUPPORT

RESULT: SIXTY-EIGHT PER CENT OF PRINCIPALS DO NOT BELIEVE HIGH AND ADDITIONAL STUDENTS (HAN) RECEIVE ADEQUATE SUPPORT. OF THOSE A RESPONDENTS, A MAJORITY OR 39% STRONGLY DISAGREE THAT HAN STUDENT RECEIVE THE SUPPORT THEY NEED.

Principal Responses



Principals see funding for a complexity of educational needs falling well short of what is required. These two principal comments typify the wide-spread view among principals that the funding for high and additional needs is inadequate:

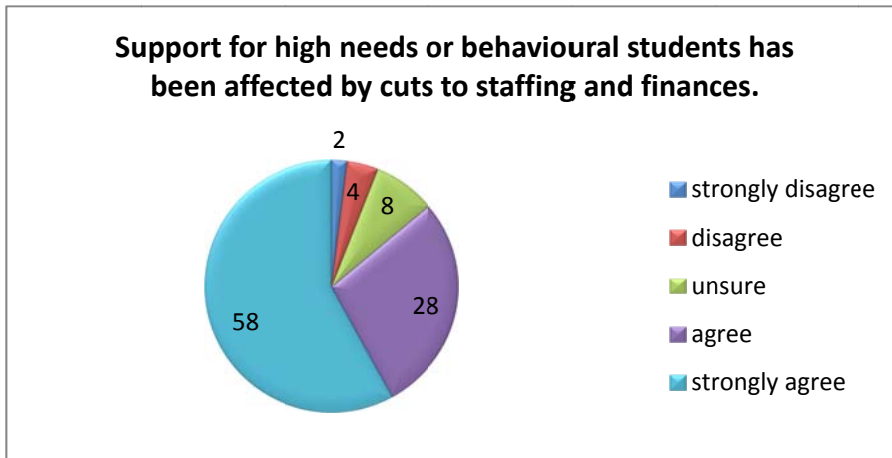
“The funding for SRD and High and Additional Needs (HAN) children is entirely inadequate. This issue, I believe, is the single biggest cause of teacher stress and impacts significantly on the public perception of public schools in this state” (principal, primary school, north).

“The SDR does not account for students with complex reasons for failing to learn. We battle to adequately resource programs that will genuinely impact positively on their learning and wellbeing. That shortfall is both in terms of funds and staff with the very specialised skills that are needed to support a significant number of children. In 2013 we anticipate already that we will need to find an additional \$65 000 to complement the funds we are likely to receive through the SDR process in order to support children who the SDR”. (principal, primary school, south)

STATEMENT: SUPPORT FOR HIGH NEEDS OR BEHAVIOURAL STUDENTS HAVE BEEN AFFECTED BY CUTS TO STAFFING AND FINANCES.

RESULT: AN OVVERWHELEMING EIGHTY-SIX PER CENT OF KINDERGARTEN TEACHERS AGREE THAT HAN STUDENTS DO NOT RECEIVE THE SUPPORT THEY NEED. OF THOSE RESPONDENTS, 58% *STRONGLY AGREE*.

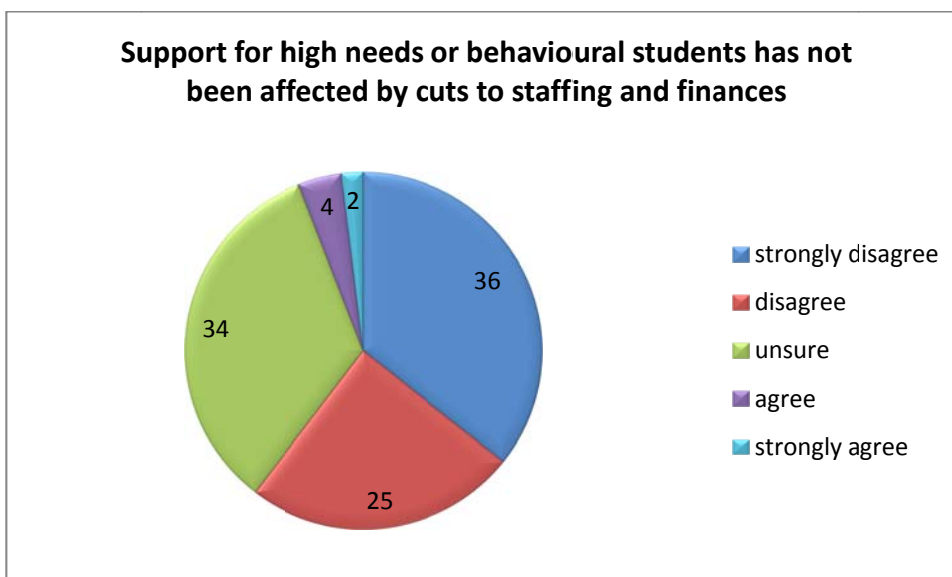
Kindergarten teacher responses



Non-school-based members underscored the effects of cuts to funding for special needs.

STATEMENT: SUPPORT FOR HIGH NEEDS OR BEHAVIOURAL STUDENTS HAS NOT BEEN AFFECTED BY CUTS TO STAFFING AND FINANCES.

RESULT: ONLY SIX PER CENT AGREE WITH THE STATEMENT NON SCHOOL BASED MEMBERS

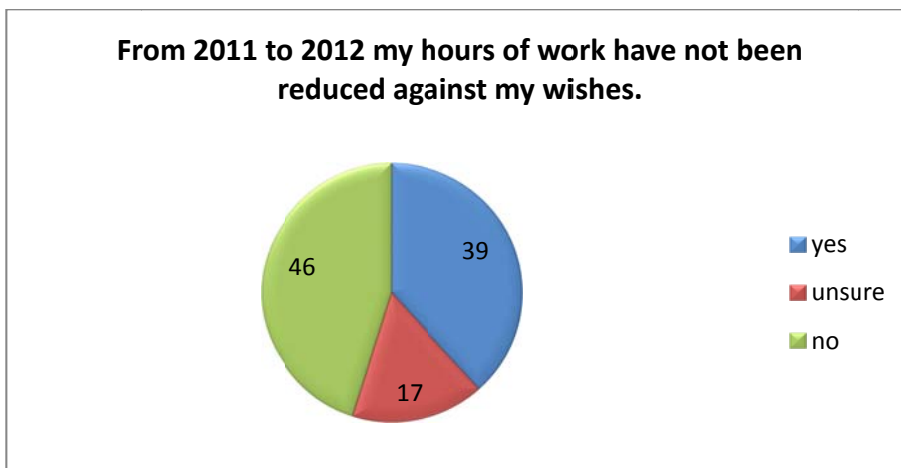


STATEMENT: FROM 2011 TO 2012 MY HOURS OF WORK HAVE NOT BEEN REDUCED AGAINST MY WISHES.

RESULT: NEARLY FORTY PER CENT OF SUPPORT STAFF HAVE HAD HOURS REDUCED AGAINST THEIR WISHES.

Almost two in five, or 39% of Support Staff, in schools have had their hours reduced, against their wishes, from 2011 to 2012. It should also be noted that Support Staff are essential to the running of programs for HAN students.

School support staff responses



School support staff also expressed strong views about the inadequacy of funding for high and additional needs (HAN) students. These members, who work most closely with students with disabilities, can see the damaging effects of the funding cuts to programs for HAN students. Here is a sample from the large number of similar comments made by teacher assistants working with HAN students in schools detailing the extent of funding shortfalls in this area:

“Funding for special needs students is so limited. The number of hours allocated for special aide time for a child simply isn't enough. Other children who are falling behind or just need a little extra help can't get the one-on-one help needed with an aide because the school can't afford it.” (teacher assistant, primary school)

“There needs to be more funding for students with disabilities, not just for students on the SDR register. Most students with autism don't qualify under the current SDR system. With more funding in the right areas we can help these students to perform at their best. The current levels of funding are insufficient to provide the inclusive educational environment we are trying to work in” (teacher assistant, primary school).

“When I began here the funding for programs and training for staff was acceptable. Since then there have been many short cuts. Teacher assistants who are working with students are not trained or comfortable in dealing with the situations in schools. They are stressed and unhappy and students are not reaching their potential (teacher assistant, high school).

Teachers too had strong views on HAN funding. The lack of available senior staff to support classroom teachers is intensifying their work to unmanageable levels, as this teacher explained:

“Special needs funding to small schools is a major concern. We have no senior staff besides our principal who is already overworked in all other areas of leadership. This means support for teachers of additional needs students is low, workload is unmanageable”. (Teacher, primary school, north west)

Additional needs students are particularly seen as missing out due to funding cuts as this teacher’s comment, typical of others, indicated:

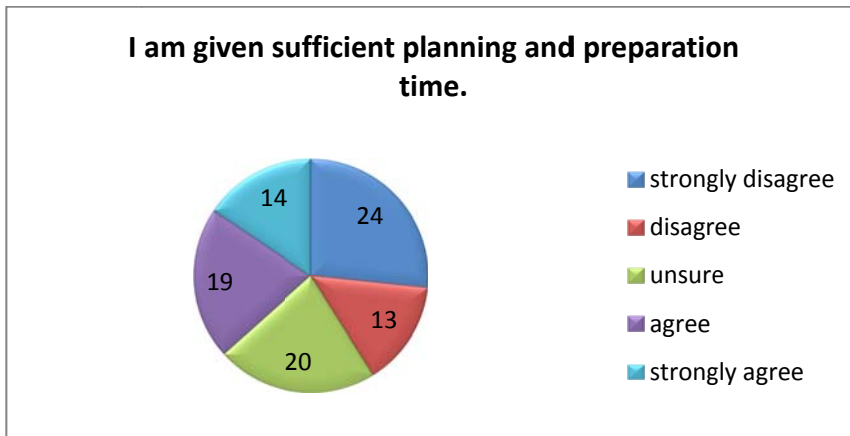
“Students considered at risk have missed out on their support due to the drop in funding. This is placing enormous pressure on both the students in question and their teachers”. (Teacher, primary school, south)

WORKLOADS AND PLANNING TIME

STATEMENT: I AM GIVEN SUFFICIENT PLANNING AND PREPARATION TIME.

RESULT: LESS THAN FOUR IN TEN MEMBERS SEE THEIR PLANNING TIME AS ADEQUATE.

All member responses



Teachers in particular found lack of planning time makes their workload difficult to manage, as these teachers noted:

“Workload is unmanageable and there is no extra planning time available”. (teacher, high school, north).

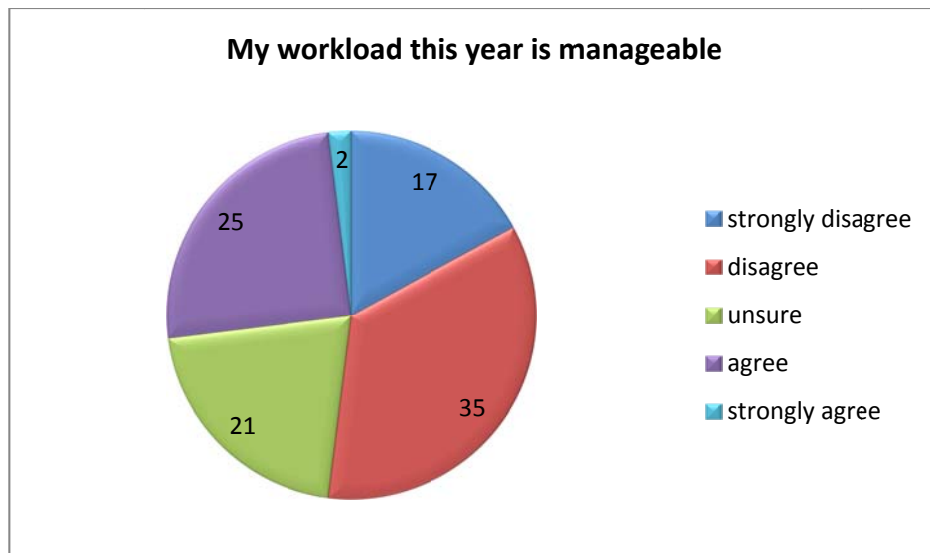
“Assessment is still a major concern for most people, to the detriment of preparation and planning time for classroom teaching”. (teacher, primary school, south)

“Primary level teachers’ lack of reasonable times for planning continues to be an issue”. (teacher primary school, north west)

STATEMENT: MY WORKLOAD IS MANAGEABLE.

RESULT: MORE THAN HALF OF TEACHERS P-10 SAY THAT THEIR WORKLOAD IS NOT MANAGEABLE.

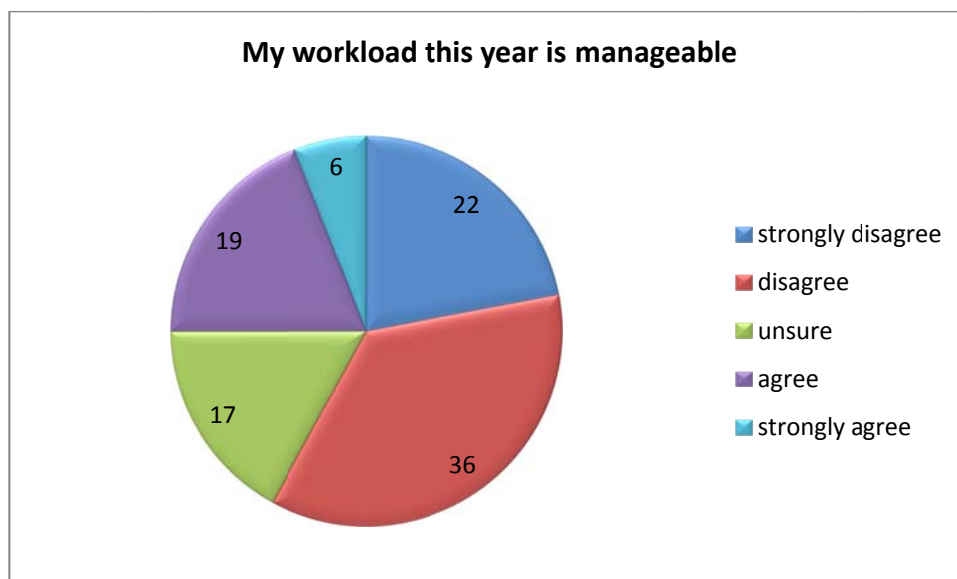
P-10 teacher responses



STATEMENT: MY WORKLOAD THIS YEAR COMPARED TO 2011 HAS NOT SUBSTANTIALLY INCREASED.

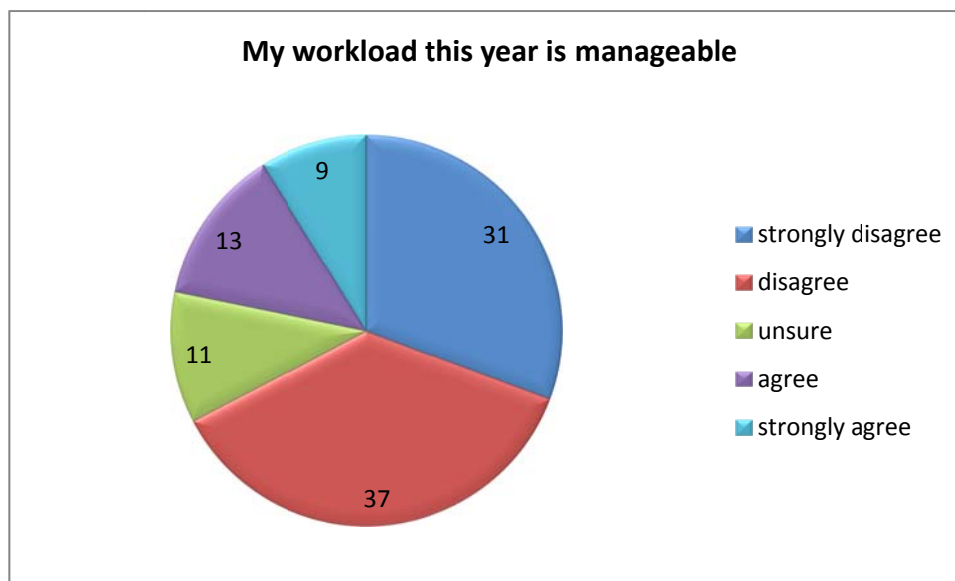
RESULT: NEARLY 6 IN 10 MEMBERS SAY THAT THEIR WORKLOAD HAS SUBSTANTIALLY INCREASED IN THE RECENT 12 MONTHS.

All member responses



For principals, workload is an even greater concern with nearly 70 per cent stating that their workload is not manageable.

Principal responses



There is a belief among nearly seventy per cent of all those responding to the survey that workloads have increased compared to 2011.

Some of the reasons for this can be found in a range of comments from member across roles, learning services and sectors:

“Having to report on both the Australian curriculum and the Tasmanian is absolutely crazy and unnecessary. How hard for parents to get their head around both. The extra workload has been demanding”. (teacher, primary school, south)

“Many teachers have left education because the pay isn’t adequate and the workload and conditions continue to get worse and worse. How many more young teachers do we need to loose before something is done? “ (teacher, high school, north)

“Too much work - hours have been cut back - students and staff very stressed”. (teacher assistant, secondary college, north)

“School workload is never manageable. All schools want more service than we provide”. (school psychologist, north)

“Assistant Principals and ASTs workload is horrendous in Primary schools. Nearly 11- 12 -13 hour working days”. (assistant principal, primary school, north)

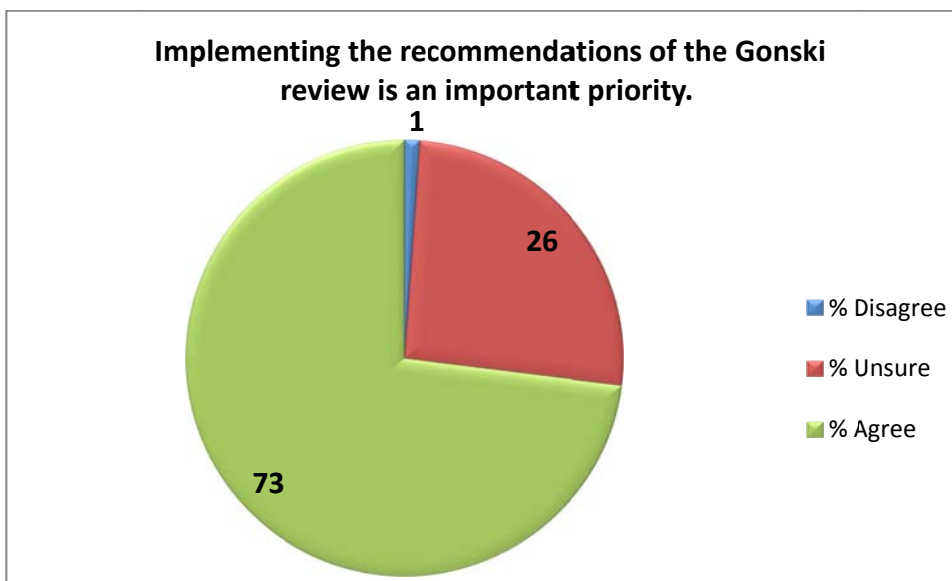
GONSKI FUNDING RECOMMENDATIONS

STATEMENT: IMPLEMENTING THE RECOMMENDATIONS OF THE GONSKI REVIEW IS AN IMPORTANT PRIORITY.

RESULT: A STATISTICALLY INSIGNIFICANT ONE PER CENT DOES NOT BELIEVE IMPLEMENTING THE GONSKI FUNDING REFORMS IS A PRIORITY.

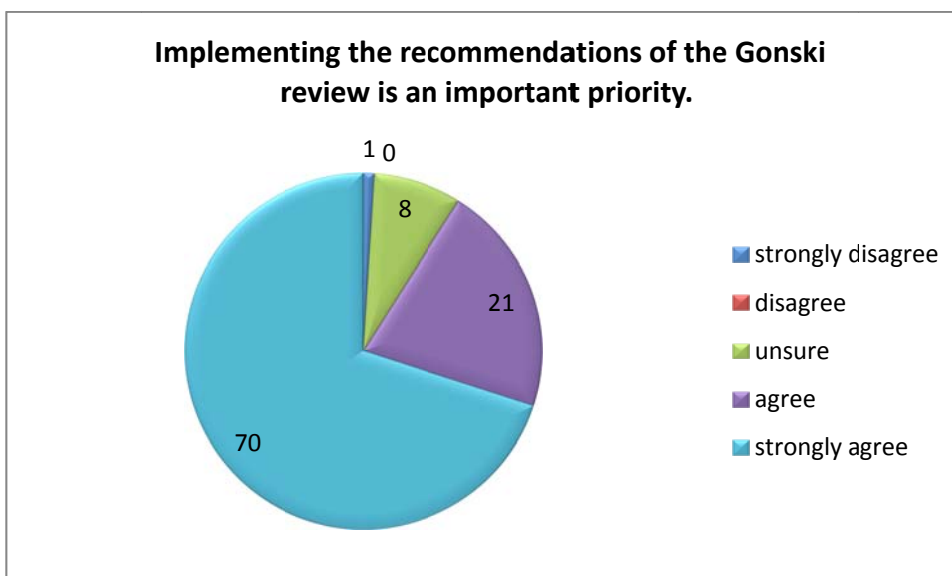
There was widespread and resounding support for implementing the Gonski reforms as the way to address funding shortfalls in schools.

All member responses



Principals were even more strongly (91 per cent) behind the Gonski reforms with one per cent (statistically insignificant) not considering the reforms as a priority

Principal responses



Comments from a range of members underscored the importance of the Gonski funding improvements:

“I am very concerned by the fact that the IQ cut off point for [intellectual disability] funding is lower in Tasmania than every other state. We need the Gonski funding changes now “. (teacher, primary school, south)

“In many cases the HAN children require more support! Gonski recommendations should alleviate this issue”. (principal, primary school, north)

“The Gonski report should be followed at earliest opportunity”. (school psychologist, south)

REWARD PAYMENTS

STATEMENT: I SUPPORT ONE-OFF PAYMENTS FOR GREAT TEACHERS AND \$10,000 FOR LEAD TEACHERS.

RESULT: SEVEN OUT OF TEN, OR 70%, ARE AGAINST SUPPORTING ONE-OFF PAYMENTS OF \$7,500 FOR “GREAT” TEACHERS AND “LEADERS”.

All Member Responses



The reason for this condemnation of the reward system is clear in teachers' comments. AEU members see one-off reward payments for supposed 'top' teachers as running counter to the cooperative nature of teaching and learning. They see this as not the way to recognise top teachers. The following typical teacher statements illustrate the case.

“I feel that teaching is based on collaboration and collegial practices. The introduction of reward payments would be divisive and erode the basic principles of the teaching profession”. (teacher, high school, north west)

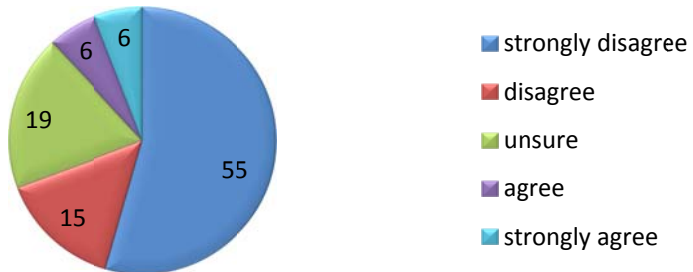
“I do agree that excellent and performing teachers should be rewarded but one off payments are not the way to do this”. (teacher, secondary college, north)

“This scheme will do no good. I would rather the reward money go directly to students”. (teacher, early childhood, north)

Principals are just as strongly opposed to this initiative as all other teacher members.

Principal responses

I support one-off rewards payments of \$7500 for great teachers and \$10,000 for lead teachers.



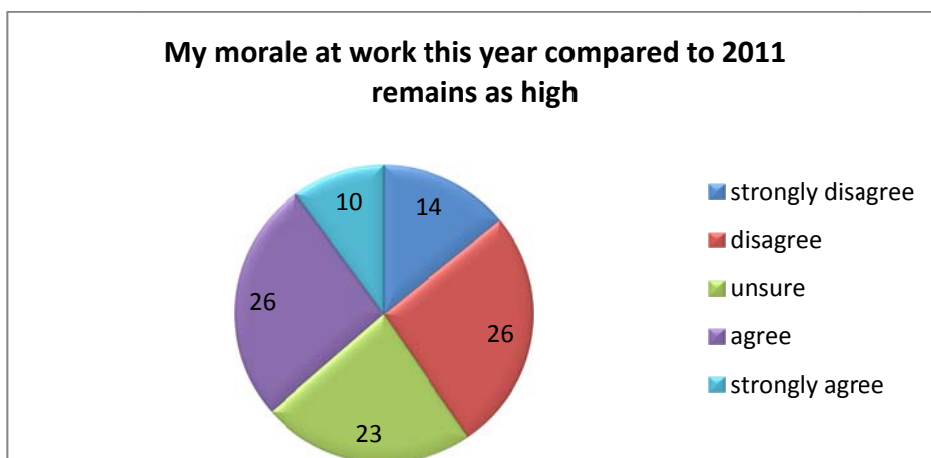
MORALE IN SCHOOLS

STATEMENT: MY MORALE AT WORK THIS YEAR COMPARED TO 2011 REMAINS AS HIGH.

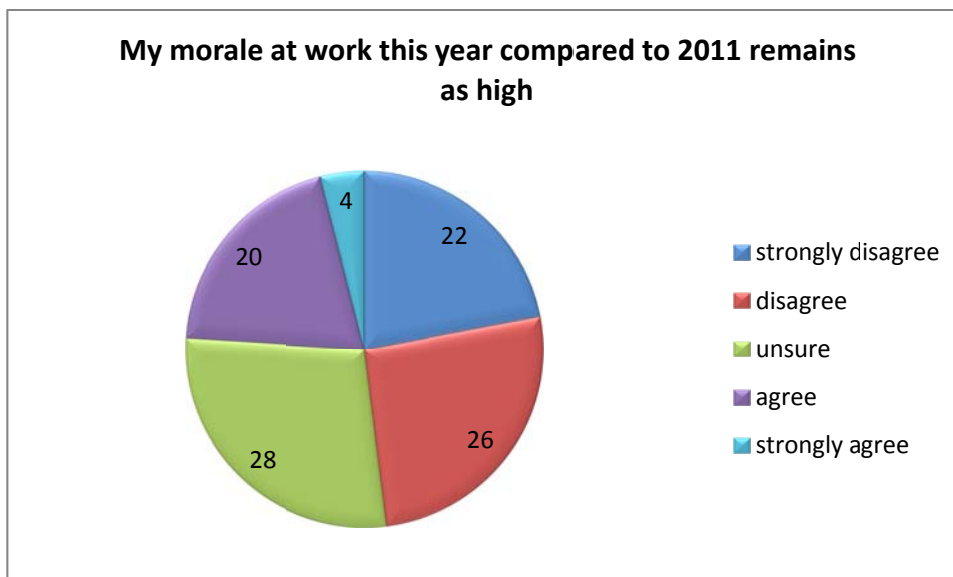
RESULT: MORE THAN ONE THIRD OF MEMBERS BELIEVE THAT THEIR MORALE IS NOT AS HIGH AS A YEAR AGO.

Thirty-six per cent of members responded that their morale was just as high this year as last year and 40 per cent saw a decline in the work morale. We do not have baseline data for morale, but it is clear that 4 in 10 see their morale as threatened.

All member responses



Principal responses

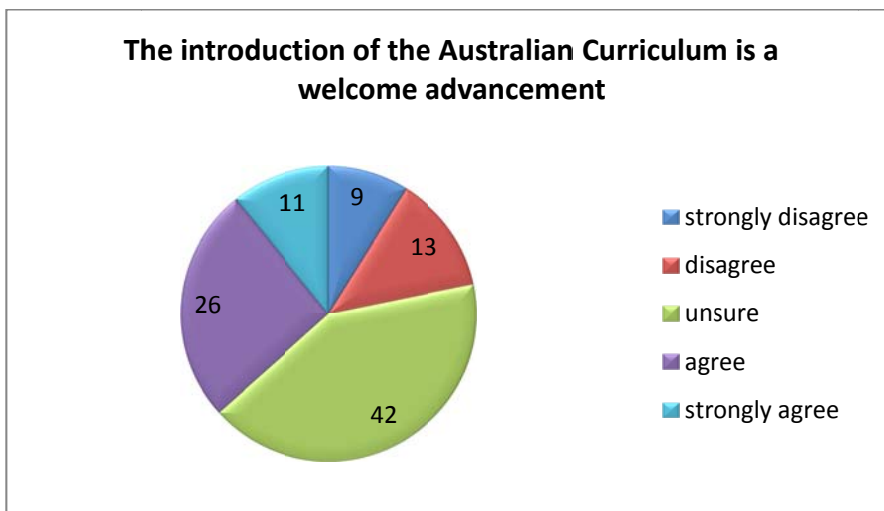


THE AUSTRALIAN CURRICULUM

STATEMENT: THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM IS A WELCOME ADVANCEMENT.

RESULT: FEWER THAN ONE IN FIVE MEMBERS SAY THAT THE AUSTRALIAN CURRICULUM IS NOT A WELCOME ADVANCEMENT, BUT FOUR IN TEN REMAIN UNCERTAIN.

All member responses



Whilst broadly supporting the idea of an Australian Curriculum, many member groups were critical of the way it is being introduced without appropriate resources to support teachers and schools.

Some of the data presented in the principal section below details these concerns

Member concerns, by groups, about the Australian Curriculum

1. Principals

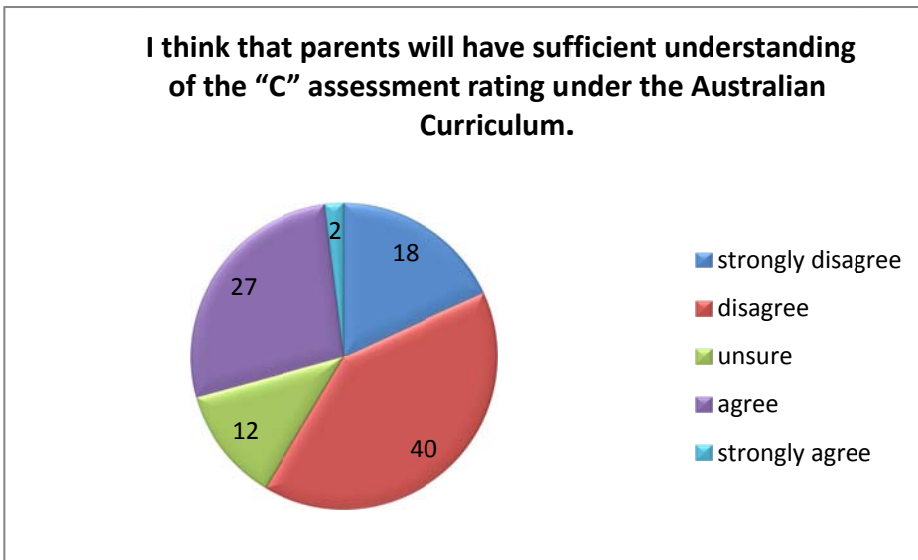
Reported in Part A of this report, coming through strongly in the comments and specific question responses of principals was lack of adequate resources for high and additional needs students.

Principals have particular concern about the implementation of the Australian Curriculum. Nearly sixty per cent had concerns about parent readiness to understand the new meaning of a “C” rating in student reports.

STATEMENT: I THINK THAT PARENTS WILL HAVE SUFFICIENT UNDERSTANDING OF THE “C” RATING UNDER THE AUSTRALIAN CURRICULUM.

RESULT: FIFTY-EIGHT PER CENT OF PRINCIPALS WERE LESS THAN CONFIDENT THAT ASSESSMENTS ACROSS SCHOOLS WOULD BE COMPARABLE.

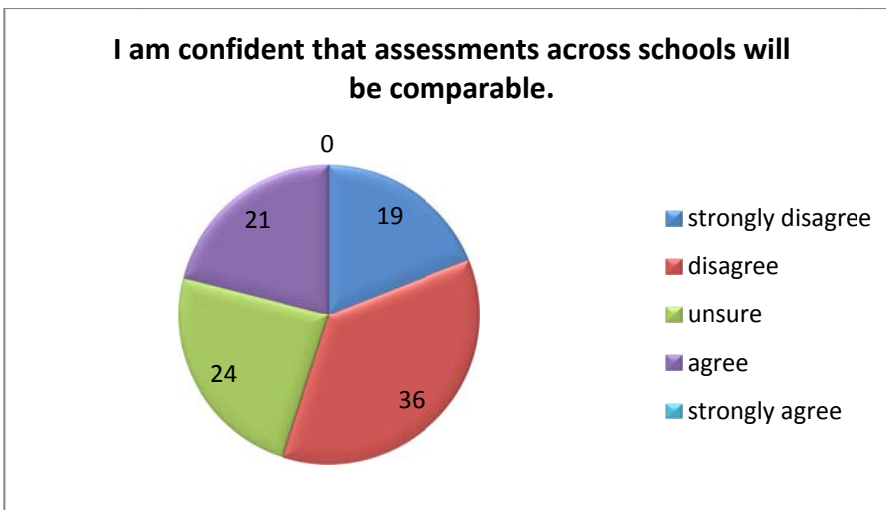
Principal responses



STATEMENT: I AM CONFIDENT THAT ASSESSMENTS ACROSS SCHOOLS WILL BE COMPARABLE.

RESULT: FIFTY-EIGHT PER CENT OF PRINCIPALS WERE LESS CONFIDENT THAT PARENTS WOULD UNDERSTAND THE NEW “C”-RATING.

Principal responses

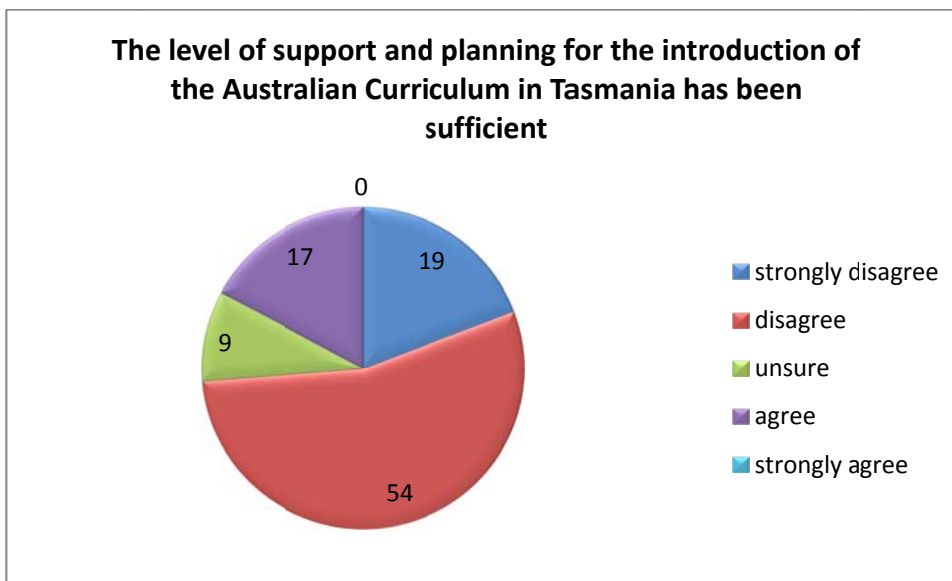


STATEMENT: THE LEVEL OF SUPPORT AND PLANNING FOR THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM HAS BEEN SUFFICIENT.

RESULT: LESS THAN ONE IN FIVE PRINCIPALS BELIEVE THAT SUPPORT FOR INTRODUCING THE AUSTRALIAN CURRICULUM HAS BEEN SUFFICIENT.

Principals believed the level of support for the introduction of the Australian Curriculum as poor, as 73 per cent of them either disagreed or strongly disagreed that its level of support and planning in Tasmania had been sufficient.

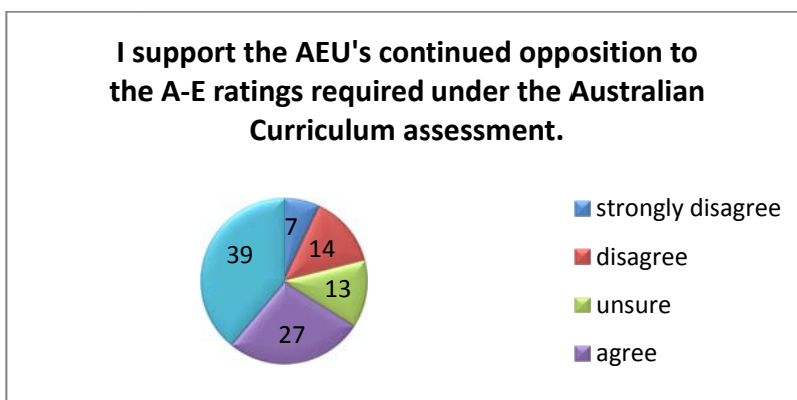
Principal responses



“Excessive demands to plan, assess and monitor using the Australian Curriculum and school have a decreasing capacity to offer teachers time within their work day”. (Principal, primary school, north)

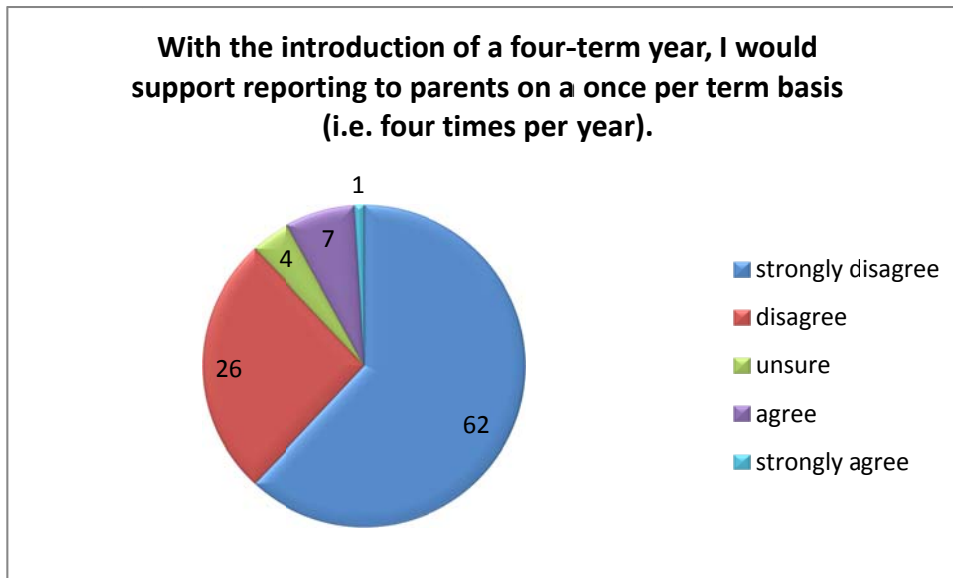
Principals remain strongly (66%) in support of AEU opposition to A-E ratings for students.

Principal responses



Principals resoundingly oppose the idea of reporting to parents four times per year, under the new four term year. Fewer than one in ten see it as worthwhile.

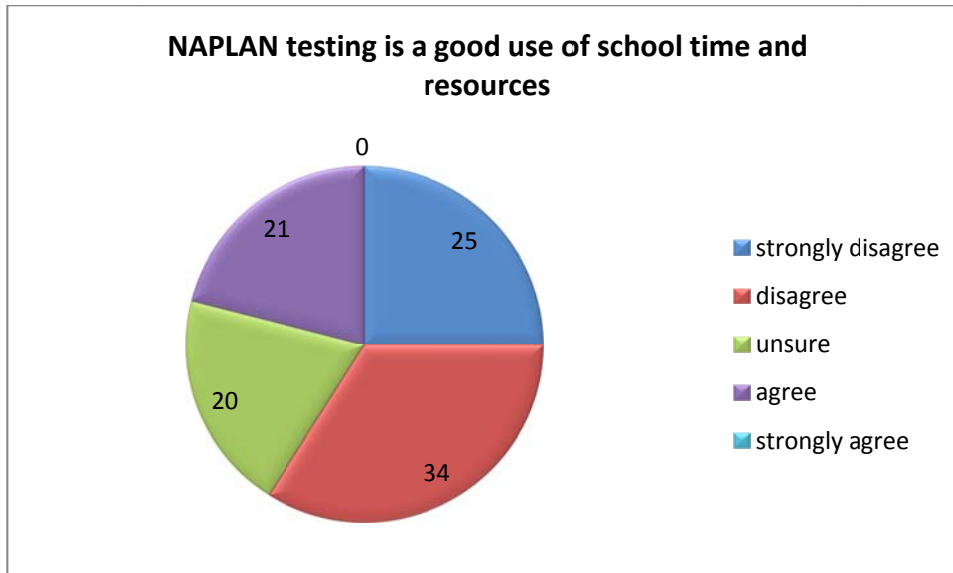
Principal responses



STATEMENT: NAPLAN TESTING IS A GOOD USE OF SCHOOL RESOURCES.

RESULT: FIFTY FOUR PER CENT BELIEVE THAT NAPLAN IS NOT WORTH THE TIME AND RESOURCES.

Principal members



3. P-10 teachers

Teachers from prep to grade ten were asked a series of questions about the introduction of the Australian Curriculum. If the particular question was not relevant to them they had the option of selecting “not relevant” or “unsure”.

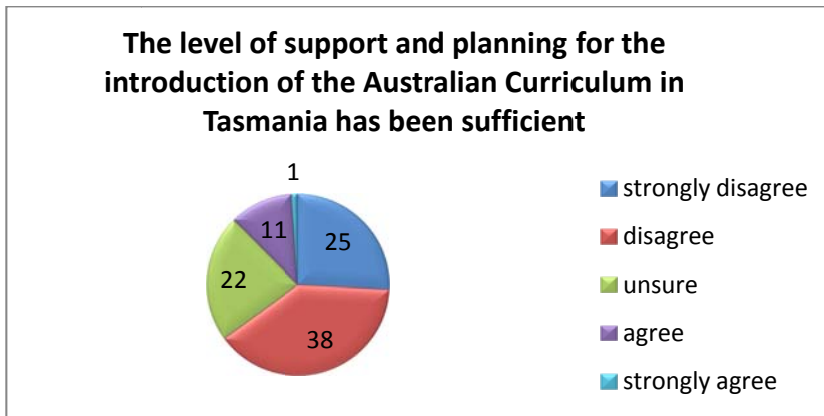
STATEMENT: THE LEVEL OF SUPPORT AND PLANNING FOR THE INTRODUCTION OF THE AUSTRALIAN CURRICULUM HAS BEEN SUFFICIENT.

RESULT: ONLY ONE IN NINE P-10 TEACHERS SEE SUPPORT FOR THE AUSTRALIAN CURRICULUM HAS BEEN SUFFICIENT.

Over all, teachers see that the level of support provided for the implementation of the Australian Curriculum was poor.

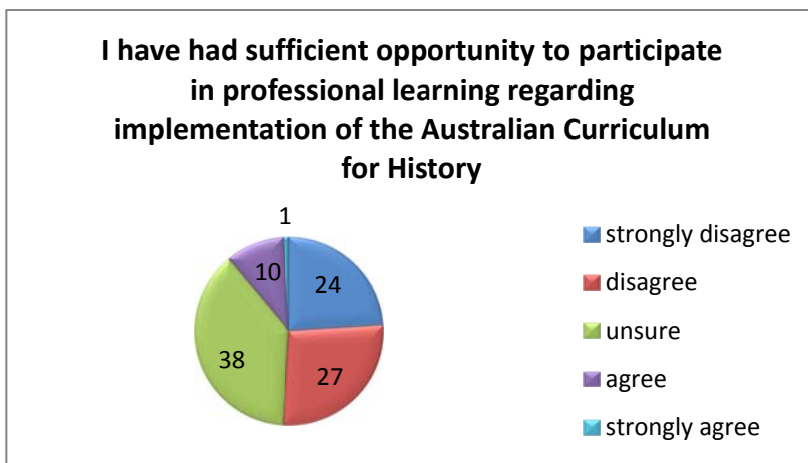
A large, 63 per cent see support as inadequate.

P-10 teacher responses



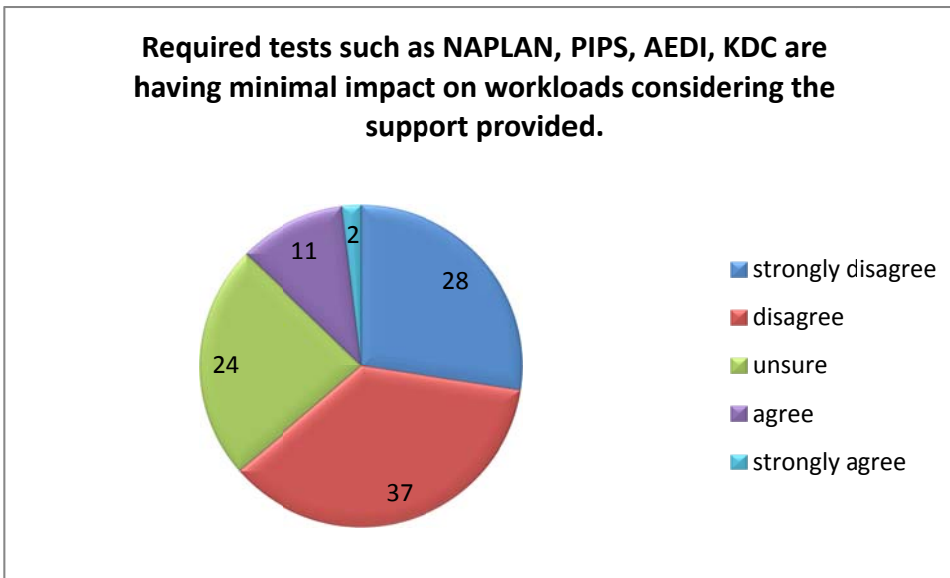
The responses for Maths, English and Science were similar and showed around 36 per cent of all respondents disagreed with the statement that support had been adequate. For History the figure jumped to 51 per cent of ALL respondents, bearing in mind that most high school teachers and many specialists in primary schools do not teach History and would have selected the “not relevant” option.

P-10 teacher responses



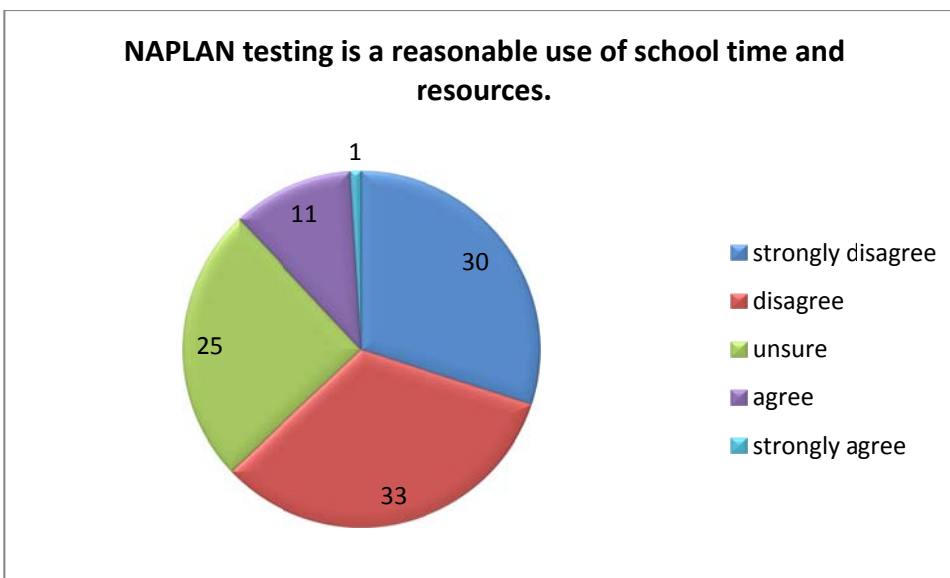
Consequent to this lack of support for the introduction of a new curriculum and appropriate time for moderation is the survey finding that 59 per cent of teachers are not confident that assessments across schools will be comparable.

P-10 teacher responses



As shown below, NAPLAN in particular was seen by 63 per cent of P-10 teachers as not a reasonable use of school time and resources.

P-10 teacher responses



4. Secondary College Teachers

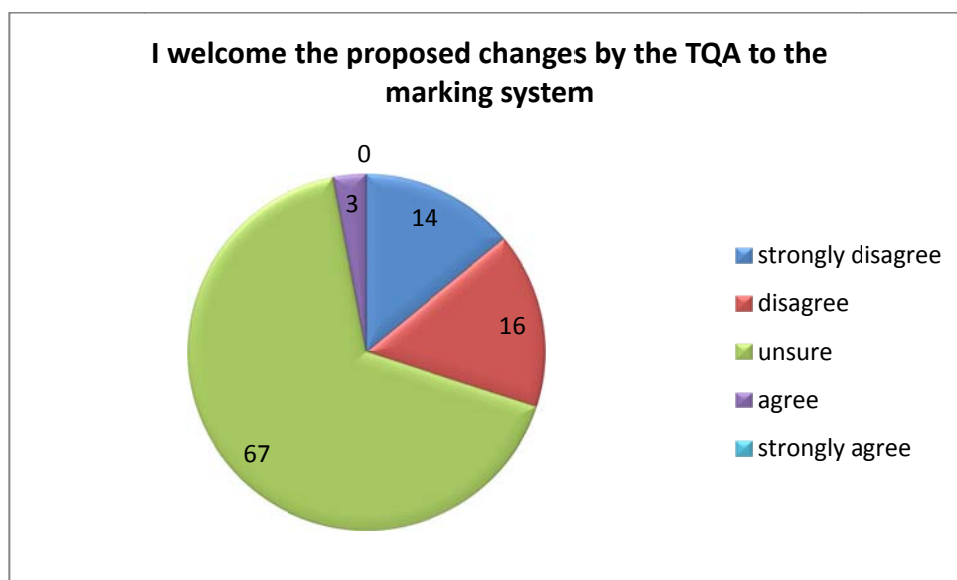
Secondary college teachers were specifically asked questions on the Australian Curriculum, TQA, four-term year. Thirty-seven per cent disagreed that they were being informed appropriately for the forthcoming introduction of the Australian Curriculum in 2015. There were mixed responses on the start and finish dates under the four term year and the strongest data was in response to the question on the TQA's new marking system.

STATEMENT: I WELCOME THE PROPOSED CHANGES BY THE TQA TO THE MARKING SYSTEM.

RESULT: ONLY 3 PER CENT OF SECONDARY COLLEGE TEACHERS WELCOME THE TQA CHANGES WITH NEARLY 70 PER CENT REMAINING UNSURE.

The large (67 per cent) uncertainty suggests the TQA needs to work more closely with colleges to gain approval for the changes.

Secondary college teacher responses



Twenty-six to 30 per cent of secondary college teachers were concerned about the new starting and finishing times for college students following the introduction of the four-term year.

5. Non-school-based education professionals

Members working in the learning services and central DoE were asked a range of questions re workload, the Australian Curriculum, NAPLAN, HAN funding and the Federal education agenda. Responses record some pressure on workload for these people with 31 per cent disagreeing with the statement that their workload is manageable. Notable also is the 33 per cent who see that they have had insufficient opportunity to participate in professional learning for the Australian Curriculum.

Non-school-based members were particularly concerned about whether parents would understand the new "C" rating. Only one in ten agreed with the statement:

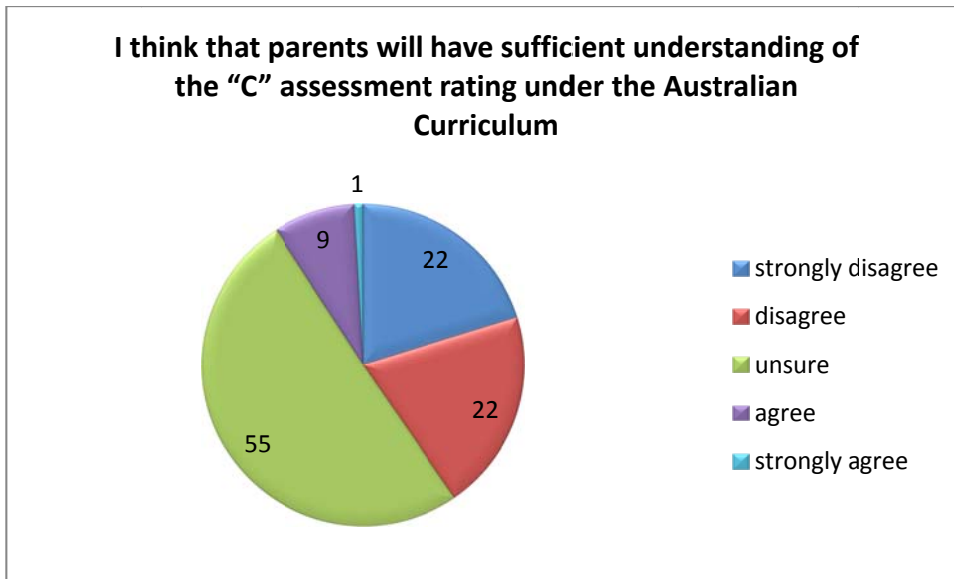
Non-school-based member responses

Generally, non-school-based members' pattern of responses followed that of teachers and school-based staff. Only one set of responses was outstanding in from this membership group.

STATEMENT: I THINK THAT PARENTS WILL HAVE SUFFICIENT UNDERSTANDING OF THE "C" RATING UNDER THE AUSTRALIAN CURRICULUM.

RESULT: ONLY ONE IN TEN NON-SCHOOL-BASED STAFF THOUGHT THAT PARENTS WOULD HAVE SUFFICIENT UNDERSTANDING OF THE NEW "C" RATING.

This is a large lack of confidence from a group that includes leaders whose responsibility it is to assist schools with the new curriculum and assessment procedures.



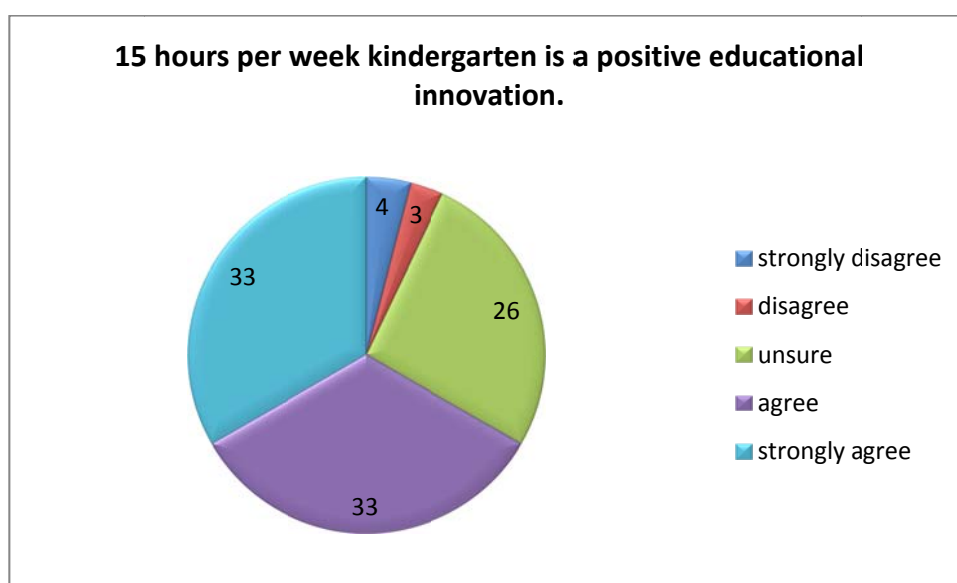
KINDERGARTEN “15-HOUR INITIATIVE”

STATEMENT: 15 HOURS KINDERGARTEN IS A POSITIVE EDUCATIONAL INNOVATION.

RESULT: FEWER THAN ONE IN TEN KINDERGARTEN TEACHERS ARE OPPOSED TO THIS INNOVATION.

Kindergarten teachers see the 15 hours kindergarten innovation as a positive step with 66 per cent in favour and less than 10 per cent against.

Kindergarten teacher responses



STATEMENT: CHANGES UNDER THE 15 HOURS PER WEEK KINDERGARTEN INITIATIVE HAVE NOT IMPACTED ON MY SCHOOL IN TERMS OF SHARING TEACHING SPACE AND FACILITIES.

RESULT: SIX IN TEN KINDERGARTEN TEACHERS REPORT IMPACTS ON THEIR SCHOOL DUE TO THE CHANGES.

However, nearly 60 per cent report impacts on their school in terms of sharing teaching space and facilities.

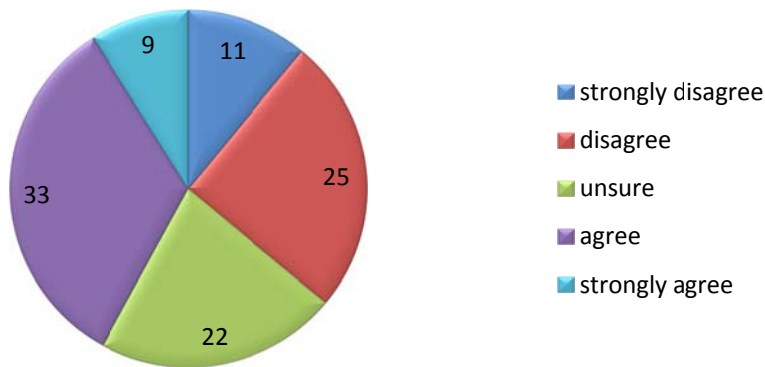
Kindergarten teacher responses

Changes under the 15 hours per week kindergarten initiative have not impacted on my school in terms of sharing teaching space and facilities.



Forty-two per cent of kindergarten teachers see that issues around the changes have been adequately resolved. Yet, there remain 36 per cent who see that issues have not been adequately resolved.

At my school, workload issues around the 15 hours kindergarten changes have been adequately resolved



One of the reasons for this can be found in this typical comment from a kindergarten teacher:

“We are working more than 15 hours with students. They arrive at 8:30am and last one leaves at 3:00pm - we close 2:45pm but have buses. No morning tea break - 30 minutes for lunch. I get 2 hours non-contact time for Kinder. Do 3 LiL sessions - average 6 and 3/4 hours - no planning time - but some set up / pack up time. Really love my job - but see it as unreasonable that part time Kinder teachers get a day a fortnight planning and I get 4 hours and run more programs - I have asked for an extra afternoon but this is not in the school budget” . (kindergarten teacher, south)