

Valuing the Teaching Profession Report

An update



an independent
inquiry



Introduction

The Valuing the Teaching Profession Inquiry Panel sat for nearly a year until February 2021 and heard extensive evidence from teachers, principals, specialist support staff, expert researchers and other witnesses about the condition of teaching in the NSW public education system.

The Panel's Report included 12 formal recommendations and numerous findings. The key findings related to the workload pressures across the whole system, the consequences of the decisions to shift responsibility, and resourcing, from the system to schools (often when access to resources was impossible), the erosion of salary relativities and denial of the right to have teacher work value independently assessed.

The substance of the Panel's recommendations is set out below in this update on relevant developments since the Panel reported in February 2021.

Since then, the impact of teacher shortages presented to the Panel has dramatically deepened, with years of Departmental and Government denials of this shortage finally being exposed by release of internal briefings, and now agreed national actions sponsored by the new Commonwealth Government, which seeks urgent (even quick-fix) responses to this shortage.

The widely acknowledged professional and dedicated response of the teaching profession to the COVID crisis was a significant overlay on the already existing pressures endemic in the system. The determination of the NSW Government to allow inflation to further reduce teachers' real salaries, and the refusal to allow an independent work value assessment of changes in teachers' work and the contribution of the public system to the NSW and Australian community since 2003–04, is strongly condemned by the Panel.

Recent announcements from the Government pushing for unqualified persons to help solve the teacher shortage, desperate interstate and national searches to plunder other jurisdictions' teaching services, optimistic faith in large numbers of career changes to be attracted into a profession with falling salary relativities, all speak of a failure to properly respect the central importance of public education to the community and the role of the teaching profession in it.

With a state election due at the end of March 2023, policy commitments from the major parties are starting to address a number of the factors the Panel identified as crucial for the future of the profession in NSW and the health of its public schooling system.

To date, significant announcements include a NSW Labor promise to make 10,000 temporary positions permanent (matched overnight after the announcement by the Government), a NSW Labor commitment to directly address the unfair funding arrangements that fail to provide the public system access to 100% the Schooling Resource Standard of funding (needed for a fair education for all), and a promise to instruct good faith salary and conditions negotiations, free of the artificial cap with recourse to the Industrial Relations Commission, if necessary.

The following sections summarise the Panel's key findings and recommendations, and provides an update of recent developments and emerging commitments made in the election context, relative to the findings.



Time and resources for curriculum reform

The Panel made a number of detailed recommendations to address the NSW curriculum reform that flowed from the Masters' Review (Recommendations 1,6 and 7). The Government, in adopting the majority of the Masters' Review proposals, ignored Masters' advice on an appropriate timeframe for the writing of the new syllabuses, consulting on them and trialling them and implementing them in all schools. The Government mandated the whole reform to be implemented into all schools by 2024, with no indication of resource support.

The Panel proposed a detailed staggered timetable across K–2, 3–6, 7–10 and 11–12, and addressed the required curriculum support measures that respected teachers' ongoing work demands as well as supporting the curriculum reform. The Panel proposed a timetable through to 2027.

Developments since February 2021

The NSW Government's response to the Masters' Curriculum Review Report underestimated the reasonable time needed to ensure teacher input through proper consultation on the new syllabuses. It also proposed inadequate implementation timeframes.

In 2022, with Government approval, NESA released a revised timetable that goes some way towards the Report's recommendation — a rolling consultation, preparation and planning, and full implementation schedule that meets some of the requirements for successful educational change. Examples include:

- K–2 English and Mathematics syllabuses implemented in all schools in 2023
- 3–6 English and Mathematics syllabuses implemented in all schools in 2024
- K–6 Science and Technology, PDHPE, HSIE, Creative arts implemented in all schools in 2025
- 7–10 English and Mathematics, languages, computing implemented in all schools in 2024
- 7–10 core HSIE subjects, PDHPE, Science, some TAS subjects, Creative Arts subjects in 2025
- 7–10 Elective HSIE, more TAS and PDHPE in 2026
- 11–12 Some TAS and PDHPE commence in 2024 for 2025 HSC
- 11-2 All other subjects commence in 2025 for 2026 HSC.

While the timing of the implementation of the English and Mathematics K–10 syllabuses and the remaining primary syllabuses and first tranche of 7–10 syllabuses is a considerable improvement, there will be a cumulative effect across the teacher workforce as more

syllabuses are rolled out. In the context of no substantive movement on the recommended release time to address teachers' current work overload, the pressures of curriculum reform in 2025–2026 will likely prove excessive (and perhaps a syllabus rewriting and consultative timetable too difficult to meet), so an extension of the Years 11–12 syllabuses to 2027 will become appropriate or necessary.

In October 2022 the Government announced:

- the equivalent of an extra 30 minutes/week for primary teachers in 2023, and 60 minutes in 2024 and 2025 (to be funded from existing school allocations) [equates to 5, 10, 10 hours/term]
- the equivalent of an extra 30 minutes/week for secondary teachers in each of 2023, 2024 and 2025 (funded from existing school allocations)[equates to 5, 5, 5 hours/term]
- centrally funded primary release time (43 hrs/ for assistant principals, 108 hrs/term for deputy principals).

While welcome, these allocations will prove to be inadequate for those teachers implementing multiple syllabuses. As these allocations are referenced to the curriculum reform, they do not address the Panel's recommendations for substantial time release to meet existing working realities, and numerous calls for teaching to be supported to refocus on teaching and its proper planning and dedicated student learning support.



Staffing

The Panel made detailed recommendations for a comprehensive overhaul of staffing arrangements (Recommendation 2). In summary, these included:

- Reversal of the explosion in temporary employment, particularly of beginning teachers for prolonged periods
- Improved mandatory induction for new teachers in all schools
- New permanent staffing arrangements to overcome the casual teacher shortages in many schools
- School counsellors to be employed for every 500 students and an increase in senior counsellor numbers to meet increasing student mental health issues
- A new promotions process that includes on-the-job professional assessments
- New centrally employed specialist teachers to support schools, and better recognition of school-based teacher expertise within the career structures
- Workloads to be addressed by a further two hours of release time for primary and secondary teachers, including head teachers and deputy principals; the allocated professional, non-face-to-face teaching time for the primary deputy and assistant principals to equal the minimum afforded secondary deputy principals and head teachers respectively, with appropriate adjustments for teaching principals
- Support all of these actions with comprehensive workforce planning, including selection and entry requirements into teacher training and scholarship programs to address shortages
- The time release improvements to be phased in from 2022, beginning with primary teachers, and be included in industrial instruments.

Developments since February 2021

In light of the evidence given to the Review by teachers and expert researchers, this is one of the core recommendations of the Review. It is deeply disappointing that amidst ever-increasing acknowledgement of the need for improved support for teachers and teaching, and for substantial redesign of teaching arrangements, so little has been done in regard to the proposals set out in this recommendation. There have been some welcome developments.

- Following NSW Labor's announcement of an election commitment to transfer 10,000 teachers and other staff from temporary status to permanent, the Government said it would offer 10,000 temporary teachers and support staff permanent positions in 2023, a number increased to 15,000 in a recent press release.
- There has been no significant increase in the number of school counsellors, the need for a minimum of a ratio of 1:500 students remains ignored and the challenges of their work remain (current ratio is 1:650 with 1 in 17 positions vacant in late 2022). The importance of this area, and the truth of the evidence heard in the Review, is attested by the Productivity Commission's proposal for student (and teacher) wellbeing being one of a small number of national priorities in the next National School Reform Agreement. It is not reasonable that the Government allows this area to be under-resourced.
- Induction mandates and support across the system are still not prioritised, another aspect of good practice the 2023 Productivity Commission Report lamented as poorly addressed with clear impacts on teacher attrition in the midst of serious teacher shortages. NSW Government inaction on this

recommendation is inexplicable in the midst of the teacher shortage.

- A stable provision of casual teachers, consistently employed, remains unfulfilled, with the number of casuals dropping 20% over 10 years to mid-2022.
- While some steps have been taken to improve promotions processes, these fall far short of a systematic scaffolding towards senior positions, with the Department retreating in 2021 from a promising agreed approach that included a professional on the job assessment of readiness for senior roles.
- There have been new appointments in primary schools of Assistant Principal Curriculum and Instruction positions created to support teaching and learning. This is far short of a redesigned and resourced central curriculum and teaching support system, built into career paths.
- The Rewarding Excellence in Teaching project, led by Prof. Hattie needs comment in this context. It was launched in the midst of a campaign for restored salary relativities with a basket of other professions, as an alternative to salary justice for the whole workforce (which has been ignored by Government). The proposed consultation and implementation timetable at best sees some pilots in late 2023 and perhaps some appointments in some schools in 2024. As many of the suggestions for new roles in schools, organised around leadership and support in initial teacher education (ITE) supervision/mentoring, induction of new teachers and professional learning leadership are hardly new, a commitment to this strategy could have been advanced far more expeditiously, including to address the government announcement in May 2022 of 2500 Highly



- Accomplished and Lead Teacher (HALT) positions by 2025. The lack of clarity around the definition of roles, and options for these to be determined by schools, to be time limited and replaceable by different roles for the following period, suggests the lessons of the failed Local Schools, Local Decisions policy have not been learnt. The industrial relations aspects of these proposals are unresolved and accordingly their possible contribution to a new career structure is simply deferred to the future. In any case the whole approach fails to reposition the salary position of the whole profession relative to other professions.
- In face of the teacher shortage, the Department has undertaken its Teacher Supply Strategy, part of which entails fast tracking career changers into schools with no apparent evaluation of earlier programs of this kind and the slim results achieved, proposing to adopt the Teach for Australia model of underqualified/unqualified graduates commencing teaching (albeit with expensive and unscalable support) in 2024 with some 50 new ‘associates’. Other schemes and pathways of underqualified/unqualified graduates are being pursued. The January 2023 Premier’s announcement of the 2024 (secondary) and 2025 (primary) return of one year Post Graduate initial teacher education programs

suggests a lack of confidence in the much-touted Teacher Supply Strategy. However, it flies in the face of the Commonwealth Productivity Commission’s rejection of this approach for primary preparation and its support for it in secondary only for high achieving graduates in areas of severe shortage.

- Release time: The recommendation for a further two hours of release time for primary and secondary teachers and for executive staff was a key aspect of the report. The Government has not provided anything in this regard to meet the ongoing excessive administrative burdens on teachers, and indeed continues to ask more of them. The proposal to grant dedicated time to support the Curriculum Reforms over 2023–2025 (30/60/60 minutes for primary, 30/30/30 for secondary) is welcome. It will likely be insufficient for the latter phases of the curriculum roll out but, in any case, this provision should at a minimum be built in permanently to the working week as a first, modest commencement of a redesign of the working week for teachers. The models of Singapore, Hong Kong and many other jurisdictions, and OECD findings that Australian teachers work longer hours, and with far more face-to-face teaching hours than most OECD countries, stands as a rebuke to the current inaction on this matter.

Support services

The Panel heard extensive evidence of the slashing of professional support services through the transfer of responsibility for public education from the system to individual schools, a process later assessed as a substantial failure.

The Panel urged the Department of Education to resume responsibility for the provision of specialist professional support services, regional/district based, including consultant and advisory roles in areas such as curriculum, disability, English as an additional language or dialect (EAL/D) and wellbeing; to be accessible to schools and teachers in a timely manner. Also, that the Department ensure that all students in public schools have access to the necessary technology to support their learning.

Developments since February 2021

Non-school based teacher (NSBT) appointments have seen some modest re-emergence, reflecting recognition of the damage done to public education with the earlier policy of devolution. While the exact numbers of new positions and appointments have not been available to the Panel, new positions include 78 Best in Class teachers supporting teachers across more than 680 schools in curriculum and teaching methods, EAL/D positions across the principal networks, some student behaviour support appointments, different categories of curriculum support officers across both primary and secondary school and new assistant principal roles in primary schools.

These appointments are welcome, and are recognition of the crisis created by the erosion of system support. The scale of these new measures is, however, slight in

face of the challenges across the whole system.

With the looming new workload challenges and professional development needed to support at least four years of sustained new syllabus implementation, the currently proposed time allocations do nothing to address the accumulated challenges and pressures within the system and within schools. The failure to address recommendations around school counsellors is indicative, with new policies (including the new accountability and school review measures following the reshaping of Local Schools, Local Decisions) adding to existing pressures.

Inequalities across schools and student cohorts in access to information and communications technology (ICT) remain.



Professional development

The Panel urged new steps to support the development of and access to, high-quality professional development in areas nominated as priority areas (Recommendation 4). There should be a pivot from excessive administrative paperwork and data entry towards time allocations for cooperative planning and professional development.

Developments since February 2021

- There has not been a systematic provision of time for professional learning support to meet the challenges identified by the Panel. While there have been significant professional learning courses/modules rolled out across multiple areas in the last two years, it is 'self-paced online' in the main, being neither collaborative nor designed to do in core hours. It adds to the existing imposts on teachers.
- Announcements of some release time to support the implementation of the NSW Curriculum Reforms have not included specific commitments to high-quality professional development to support the new syllabuses.
- Ministerial determinations in 2021 abolished the approved status of all professional development providers other than the three sector authorities, undermining a considerable teacher-led (including the NSW Teachers Federation's Centre for Professional Learning) professional development programs.
- There are no new time allocations to support needed professional development across a wide range of student needs.

Funding

The Panel canvassed the combined impact of the NSW Resource Allocation Model; Local Schools, Local Decisions policy; and the Commonwealth-State Funding Agreement. The unfairness built into the latter has NSW public schools significantly underfunded relative to the Schooling Resource Standard (SRS).

The public system remained at some 87.4% of the SRS in 2022. 100% would provide a further \$2 billion, but there has been no pathway to 100% this decade. A substantial number of private schools are overfunded according to the benchmark and this will remain the case for years. This remains a huge, unresolved challenge for public schools and the resources needed for teachers to do their job. The Panel believed this needed urgent revision and drew attention to approaches which might achieve this.

The Panel specifically called for the NSW Resource Allocation Model to be reviewed, in tandem with actions to reinstate the employment of centrally based (region/district) expert support staff and a revised staffing regime as set out above (Recommendation 5).

Developments since February 2021

The 30 January 2023 announcement from NSW Labor that they would establish an Education Future Fund of \$400 million begins to address this issue. The announcement also commits bringing the NSW Government funding share from the current 72.22% to 75% by 2025 (two years earlier than the Coalition arrangements). The announcement commits NSW to achieving this within the course of the next National School Reform Agreement and importantly to negotiating for the Commonwealth to reach a new deal that resources schools to 100% of the SRS within the lifetime of that deal.

Many expert commentators and researcher authorities have pointed to the indefensible funding arrangements that see non-government schools funded at or above the SRS (with private funds further adding to resources available to their students up to twice that available to public school students). The Productivity Commission has also, in February 2023, acknowledged this unpalatable state of affairs.

The new funding will ensure a permanent tutoring program remains in place (the Coalition will only fund it for one further year).



The Panel was required to focus on the NSW system and actions the NSW Government could take to meet the circumstances presented to the Review by the teacher evidence and expert research. This focus then went to the Local School, Local Decisions deconstruction of the Department of Education as a system support, and the Resource Allocation Model used to fund individual schools and transfer decisions, resources, and responsibilities to schools.

While the Department's Centre for Education Statistics and Evaluation (CESE) undertook a review of the Local Schools, Local Decisions policy, and effectively called

it a failure, the Minister's declaration that it has been replaced by the School Success Model is not accurate. The essentials of the model, and its resource allocations, remain in place.

Extra accountability measures through increased data collection to be produced against new targets etc have been overlain on schools since 2021.

There have been some reversals of the stripping of resources and teacher supports from the Department itself. There has not been a substantial revised school staffing regime implemented.

Salaries to overcome the relativities gap

The Panel heard expert evidence, including specific research commissioned from the University of Sydney, on the erosion of salaries since the 2003–04 Work Value Case, the impact of the public sector salary cap and the political interference in the power of the NSW Industrial Relational Commission (IRC) to review salaries.

It made specific recommendations (Recommendation 8) for the resetting of teacher salaries, noting that the final increase under the then Award was 2.28% (January 2021) with a proposed 0.3% increase in January 2022 with further capped increases annually. The Panel proposed:

- good faith negotiations between the NSW Government and the NSW Teachers Federation to address all the issues raised in the Panel's Report, including the non-salary related recommendations and implement a staged movement towards improved salary relativities with other professions.
- across the board initial salary increases of 10–15% implemented over 2022–23, including some differential quantum increases for teachers at the top of the scale, teachers in promotions positions and principals.
- further increases over 2024–25 within a range of 10–15% with appropriate differentials.
- senior Psychologist Education remuneration to be set at deputy principal rate (no later than January 2022)
- a pathway to the head teacher rate for dual-qualified school counsellors should be included within the school counsellors' rate no later than January 2022.

Developments since February 2021

- The Government has refused to address teachers' salaries. It has ignored the findings of University of Sydney research showing a severe decline over the past three decades of these salaries against other professional salaries – research which has been updated this year to show the continuing decline in relativities of NSW teachers' salaries.
- Queensland has reached a more substantial agreement that incorporates annual increases higher than the NSW public sector caps, topped up with annual extra one-off "cost of living adjustments" to bridge the gap with the declared inflation rate for that year. Other agreements include improvements, such as release time in Victoria. Northern Territory has

reached agreements with higher top of scale rates than NSW. The NSW Government has built in the systematic erosion of teacher salary relativities.

- There will be, under the current Government, annual salary rises of just 2.53%.
- NSW Labor's election commitment is that the Department of Education will be directed to negotiate in good faith with the NSW Teachers Federation, free of the artificial cap, and the IRC will be again empowered to assist in this process free of the legislated cap. In effect, this allows a review of work value by the IRC if a satisfactory agreement is not reached, something that was central to repositioning teachers' salaries in 1970–71, 1980–81, 1990–91,



- and 2003–04, which the Panel outlined in detail.
- The Greens' election commitment is to support an immediate 15% increase and the salary movement to match inflation for two years. The Coalition continues to impose its cap.
 - Further salary increases for teachers at the top of the scale and in promotions positions, as well as for school counsellors, have not been addressed.

There is a NSW, and national, agenda to substantially revise the whole Highly Accomplished and Lead Teacher (HALT) process. The Panel called for this, and it is expected the February Education Ministers' Meeting nationally will support a NESAs, Department of Education and Australian Institute of Teaching and School Leadership (AITSL) proposal to do just

this. This is welcome. However, the NSW project Rewarding Excellence in Teaching led by Prof Hattie, while including in the discussion paper a number of proposals that might be constructively developed into an enhanced career structure and higher salaries/allowances with significant time release, suffers from two immediate problems. There is a credibility issue in that this project diverts attention from the salary injustices afflicting all classroom teachers and promoted positions. Further, the development timeframe (through to 2024), without negotiation with the union on issues such as tenure, role definitions, appointment/selection processes reinforce the sense that this is substantially an exercise in delay and diversion on addressing salaries, staffing and career paths.

A better mix of assessment

The Panel recommended the NSW Government commence a process to establish NAPLAN testing on a random survey basis, rather than a census testing and reporting basis. Teacher involvement in assessment be strengthened through the national project to provide a bank of online tests aligned to the curriculum; such a movement would need to be associated with a steady attention to supporting teachers to develop greater expertise in diagnostic, formative and summative testing of their students and in the expert use of data within their classes and across the school (Recommendation 9).

Developments since February 2021

- NAPLAN testing remains on a 100% basis, continuing its distorting impacts on teaching and learning.
- The Productivity Commission's Report (January 2023) on the performance of all jurisdictions on their National School Reform Agenda targets, reported that the objective of creating the Online Formative Assessment bank was badly missed. This was to be a professional support for teachers that education departments and federal agencies failed to deliver. The work program for this initiative was not inclusive of teacher leadership.
- NESAs has commenced a project to develop systematic supports in assessment for teachers, in partnership with the University of Sydney's Centre for Educational Measurement and Assessment. It is not clear when there might be an outcome from this work.
- The Department of Education reports it has:
 - implemented the check-in assessments for reading and numeracy (select years in primary and secondary)
 - developed and improved additional formative assessment resources and templates for on-demand, optional use by teachers
 - improved guidance around expectations for reporting to parents and carers
 - and will:
 - implement a single sign-on (SSO) for teachers and students to streamline the delivery of department-developed assessments
 - establish a joint working group with parents, carers and teachers to explore ways to streamline reporting processes.

Addressing the burden of administration

The Panel recommended the Department of Education's Reducing Administrative Burden Group (2018) be urgently reinvigorated to address the issues raised in the Panel's Report.

Developments since February 2021

Recognition of the Panel's findings about the evidence for excessive workload, administrative burdens and demands for data logging that displace lesson preparation and student follow-up actions, and a priority on

accountability/compliance demands, has grown since the Panel reported.

- The Commonwealth Productivity Commission (January 2023 Report on the National School Reform



- Agreement) acknowledged this as a reality and summarised evidence for it. It proposed the next National School Reform Agreement include a specific demand that all education systems commit to, develop metrics on and report annually on the actions they take to address teacher workload, and support a reorientation, through time and priority, to support teachers focusing on their core teaching activities.
- The National Teacher Workforce Action Plan (NTWAP), adopted by all Education Ministers in December 2022, similarly reflected this diagnosis of the current predicament of the profession and called for action on it.
 - While in NSW the Department of Education has launched the Quality Time project described as addressing this issue; nothing has been felt in any significant way across NSW schools. Key drivers of the workload pressures are not being addressed and additional workload is foreshadowed in relation to changed performance development processes with the Department now having the power to implement unilateral changes (the IRC having removed a requirement for there to be jointly developed, agreed processes).
 - The Quality Time project updates assert a 20% drop in the administrative workload of teachers. This is despite the Department of Education repeatedly telling a parliamentary committee it has no idea how many hours a week teachers work. The 2022 NSW Government People Matter Employee Survey reported only 19% of public school teachers saying

- they have time to do their job well (16 points lower than 2021 and 33 points lower than the public sector average). The survey also found 67% of teachers feel burnt out by their work. Monash University research found only 8.5% of NSW teachers believed their workload was manageable in 2022, down from 21.9% in 2019. All of the big drivers of administrative burden remain in place, through time-consuming Nationally Consistent Collection of Data (NCCD) requirements, the demands driven by new technologies which build ever-increasing data collection expectations, and the impact of the Department's school accountability frameworks and requirements.
- Recent announcements on addressing the burden of administration include:
 - NSW Labor's election commitment (NSW March Election): "Instruct the Department of Education to conduct a line-by-line audit of all administrative tasks teachers are required to do, to deliver a reduction of 5 hours of administrative work per week."
 - Greens' election commitment: Provide an increase in 2 hours per week of relief from face-to-face (RFF) teaching for all public-school primary teachers in NSW, and 2 hours less for all high school teachers.
 - Coalition: Employ 200 administration staff in schools (45 in term 4, 2022, and 155 in term 1, 2023).

Involving teachers in research about their work

The operations of the Centre for Education Statistics and Evaluation be revised to ensure the advisory products of its research are made available to teachers in a professionally usable format with associated professional development support where applicable, and that to this end, the Advisory Council of Centre for Education Statistics and Evaluation be expanded to include practising expert teachers.

Developments since February 2021

The Department of Education has made no efforts to provide practising teacher representation on the Advisory Council of the Centre for Education Statistics and Evaluation (CESE).

- However, CESE reports are being increasingly referenced and relied on in NSW and national policies and reports making recommendations for significant

changes to teacher preparation and practice.

- Failure to include practicing teachers' voices in the oversight of this research work compounds the sense of the profession being sidelined in research and decision-making about the very practice of the profession itself.



Induction and accreditation

The Panel heard evidence of both well organised professional support for beginning teachers in a number of schools, but poor or non-existent practice in others. The Panel recommended Departmental action to ensure more effective and more consistent practice across the schools in the induction of teachers and supporting their progress towards Proficient Teacher accreditation. It urged amendment of the Teacher Accreditation Act to establish the NSW Education Standards Authority (NESA) as the accreditation authority and bring teachers' professional regulatory processes in line with all interstate jurisdictions.

This would address the predicament of so many casual and temporary teachers who struggle to have their teaching practice considered by busy principals when they are only present for limited periods of time. The cost to individuals of prolonged periods of temporary employment prior to such accreditation is exacerbated by the now very significant salary gap between the Graduate and Proficient Teacher rates. Proficient Teacher accreditation would still be based on in-school assessments of competence against the Standards.

Developments since February 2021

- Amendments to the Teacher Accreditation Act in November 2021 effected the proposed change, by establishing the NSW Education Standards Authority (NESA) as the single teacher accreditation authority in NSW. This brings NSW into alignment with teacher registration processes across Australia.
- It applies to all aspects of professional regulation: approval of initial teacher education programs, Provisional/Conditional Accreditation, and Highly Accomplished/Lead Teacher Accreditation.
- Full transition to NESA accreditation for Proficient Teacher (and access to the second step on the salary scale) commences in 2023.
- NESA has fully revised its accreditation policies, consolidated them into one manual, through 2022 consultation with the profession.
- Additional streamlining of accreditation procedures and requirements include abolition of the need for a supervisor's written report, and powers for NESA to review recommendations from schools against accreditation.
- The NSW Teachers Federation will need to closely monitor the new processes in 2023 to ensure the intended efficiencies materialise, and be prepared to support teachers who may receive unfavourable recommendations unfairly.



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