

From: do-not-reply@mail.parliament.vic.gov.au
To: stateeducationinquiry
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Organisation: Department of Education

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Submission:

(a)the factors, if any, that have contributed to decline;
an overcrowded VCE curriculum - we have to rush through content due to time constraints, there is too much to cram into the kids' brains, and you don't have enough time to consolidate learning as you have to move onto the next dot point. I could teach Unit 3 of my subject all year and do it so kids actually understand the course - but I have to also rush through unit 4 to prepare for the end of year exam.

(b)disparities correlated with geography and socio-economic disadvantage; I have taught predominantly in regional areas - students are at a distinct disadvantage because of the reduced access to things like revision lectures and opportunities that city kids have that country kids don't. When money is a struggle, how can you expect parents to value paying \$\$80 for a text book for their year 12 student, x 5 subjects.

(a)the adequacy of existing measures to recruit and retain teachers; teacher training is severely lacking - teachers who take on PSTs are under pressure to pass them, even though they will not survive in the classroom. Retaining teachers - this is a huge problem that will be critical in the next few years. The VGSA was a terrible joke - it was effectively a pay cut when compared to CPI, TIL is unmanageable, the workload and expectations are not realistic - recently, like never before, I have seen a large number of teachers 'quietly quitting' - the goodwill is no longer there, many are not willing to work for free anymore. Student behaviour is the elephant in the room - it needs to be addressed to make the profession more appealing.

(b)training, accreditation and professional development, particularly for teaching students with special needs; I think this is adequate clearly a lot of money is being thrown here

(c)the adequacy of the Department of Education's measures to support teachers; do you mean the VIT? It's a joke - what do they even do for us? Don't get me started. They haven't even sent out the renewal notice for 2024 yet - and it's due soon. they need to improve to be taken seriously by those they supposedly represent.

(d)the impact of school leadership on student wellbeing, learning outcomes and school culture; I left my last school predominantly because of this - many are so removed from reality, yet suggest that 'building relationships' is the answer to everything. Well being had a lot of control over what teachers could and could not do in the classroom, based on what the kids tell them they want. My new school is so different - supportive leadership, realistic expectations - that's all I need to be happy at work.

(3)the current state of student wellbeing in Victoria, including but not limited to the impact of State Government interventions, following the onset of the COVID-19 pandemic, to address poor mental health in students, school refusal, and broader student disengagement; anxiety appears to be overdiagnosed - it's a normal human emotion that we all feel. Parents need to be involved in THEIR kids' lives and teach them coping mechanisms - this should continue through their adult life as well! Kids are disengaged perhaps for very valid reasons, or they just can't be bothered making an effort to learn something that doesn't come easy to them. Let's not blame covid for this - school is not for everyone, it is hard, it is boring, perhaps it should not be 5 days a week, or starting at 9.

But students also need routine, and expectations - we need to raise the bar on that one.
(4)the administrative burden on teachers and the availability of new technologies to alleviate the burden; you need the time to learn the new technology - so it adds to the burden early on. Admin work is the bane of teachers, uploading lessons on compass in case a student is absent -puhlease!

The time spend on administrivia opposed to the value of it - how does that pan out? How many parents don't even read their kid's report? If it's worthwhile - fine - but if it's a waste of time for no real value, forget it.

(5)examples of best practice in other jurisdictions and educational settings used to improve student learning outcomes and wellbeing;

Finland! NSW and QLD paying their teachers well - aren't we the lowest paid group in the country? Yet you expect us to run on an oily rag, buy our own supplies for the classroom, and not have enough money to attend professional development.

(6) school funding adequacy and its impact on student learning outcomes and wellbeing.

impact on teacher wellbeing do you mean? it's totally inadequate - or at least, spent in the wrong areas eg buying an \$\$8k coffee machine for one group of students to use, when the school already has that same coffee machine. There are some areas where there seems to be money to excess, yet others nothing. How do you think that affects morale?