**Justin Mullaly**

**Date of Interview: 1 September 2021**

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00:00

Which is city and regional and rural areas where there has been some variation between what has opened and closed. As a response to the pandemic, you've had six lock downs. And usually during those lock downs, we've had our schools close to the majority of students on site learning, with the majority of students learning remotely.

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And if I want to understand the timeline, the first lockdown would have been in the month of March 2020.

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Yeah, if you give me one moment, I can outline the timeline for you if it's useful. So the first lockdown commenced on the 30th of March and extended through to the 12th of May. The second lockdown commenced on the eighth of July and went to October 27. Third lockdown was this year from February 12. through February 17. looked out for was May 27. to June 10. lockdown five was July 15. Two July 27. And lockdown six commenced on August five and remains in place.

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That's a lot of interruption I would say.

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Yes, so many, many challenges for our member teachers. Obviously, for students to move families, has this been a revolving door between onside learning and remote learning?

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So coming to the mode of learning, what what exactly was the mode that was adopted? So was it completely shifting to online mode? Or it was whether some students were coming to school and in smaller groups? How was it in the school?

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predominantly, it was remote for all students. The exceptions, which the first two categories I'll talk about where constant exceptions and the last category was a was irregular. So the constant exceptions were students who were ward the state. So where the state had the parental responsibility,

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students who were deemed otherwise vulnerable because of their family circumstance, some students who had other vulnerabilities such as disability were necessary, able to attend for on site, is it and so the other category which occurred from time to time, our senior students were able to attend for necessary examinations.

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Okay. So, there must have been separate arrangements made for them.

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For those students in terms of the provision of education, yes. So, leaving aside the final year students, the other students were able to attend on site, that the requirement was that they received only the same program that was being delivered to students remotely.

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Okay. So in terms of the content that was same, just the location for them was At school, other students learn at home.

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Yeah, that's right. So we very early in, in the pandemic, in the middle of March came to an understanding with the department of education that teachers would not be required to deliver, if you like, you know, dual ways, so no dual delivery.

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Now, this transition that was being made, it's, it sounds quite complex, and it must have required a lot of efforts and inputs and planning as well as a lot of aspects of implementation. I want to know a little bit more about how was this decision taken, and who were the people involved in making this decision.

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So we made the decision in relation to deciding that students on the whole would work from home. So the primary decision was that of the state chief health officer in the context of the recommendations that he made to the Victorian Government. And, of course, it was in the in the government decision to determine that students wouldn't work remotely the core rationale for that was that in order to minimize the transmission of the virus, it was necessary to reduce the circulation of the population, of course, and then there are approximately a million students. And of course, in addition to their parents, approximately 100,000 teachers staff. And on that basis, it was an important element of the advice to government to reduce the transmission by reducing the movement of those cohorts in the community.

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And after this decision on most of the students staying at home, the decision with regard to the set of children that you mentioned, including children with special needs, and children who were vulnerable for these students, how was the decision made and who made it.

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So largely, it was if you mean specifically at each school location, then it was on a primarily by school principals and other senior teachers, when they would have known which students were vulnerable. They were already identified in that way with students vulnerability emerged over the course of the pandemic that would have begun to include those students may have been the case that some parents sought to have their child placed in that status as well. And I forgotten a key category that was able to attend school, I apologize. And that was the children of essential workers.

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Essential workers? Oh, yes. Yes, of course, they would need support.

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Yes, is usually though, that was where the parent was either a single parent or central worker and couldn't find other care arrangements for their children. Or were both parents were essential workers, and equally, there wasn't other care arrangements available to them. So in that way, those students were attending and

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so at least in some ways, teachers were involved in making this transition and deciding about this transition, at least at the level of school.

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Yes, I think that's right. They had some capacity to determine whether or not a student fitted the categories that were permissible. in terms of the broader decision That was something that the union was consulted about significantly.

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And then we, at particular times, prior to the first lockdown, and prior to the second lockdown, we were having daily or every second day meetings with senior Department officials. And we were having weekly meetings with the Minister of Education where these sorts of matters, plus many others, of course, would be discussed. Our views being taken into account.

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Does your union have a website? Okay. Could you please pass on the link to me on the chat?

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Sure.

11:12

Thank you.

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What has been the experience of teachers in transitioning to the online mode of teaching?

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I suspect for most of our members, it's been the most difficult thing they've ever done in their professional lives. Think a significant minority may have been more ready simply because they utilize informtion communication technology in a sophisticated way, in the teaching already, majority didn't fit that characterSo that's from the curriculum point of view.

12:01

pedagogy. So remote teaching and learning is a significant challenge for everybody. And in that way, I think that's why I would characterize it as the biggest challenge for most of our members that they've never confronted. Some of those challenges included, the workloads associated with the meeting, building the expectations of students and parents in the context of what learning will occur, managing in a different way. And I think in a more sophisticated and widespread way, the social and emotional needs of students all combined to make it very challenging and equal loss of ideas, the usual manner in which there is collegiate support, which is critical to the work of the teacher. And then all students there online, it's very different than what it might be when you're able to meet with colleagues on site.

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So did the teachers have to also take up any non teaching responsibilities during this time, any additional work?

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You mean any extra paid work or work within their role as a school employee,

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the second one.

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So other than responsibilities, they already made them carried. There was no other responsibilities that they were required to be gone, so the work that they carried, of course, beyond the academic program, and the expansion of the work required there. The efforts to support student well being, expanded. I would say that for some teachers, their responsibilities beyond the classroom, if I can put it that way. In terms of the operation of the school, maybe for some teachers have contracted simply because those features weren't necessary for others, particularly if they were involved in supporting pedagogy. If there are some supporting information communication, technology availability, and professional development might well have expanded.

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Do you think there have been differences in the way male and female teachers have responded to this situation?

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I think that there's inevitably a difference. I think thatit's difficult for me to make an exclusive comment, because I don't think that we've ever sought that information directly from teachers, or where we have that we've analyzed this, particularly.

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Of course, by way of answering your question, in some part we have surveyed, and it was on a number of occasions to understand the insights and impact of the pandemic on their work. And I think what we have presumably, given that the vast, vast majority of our members and teachers generally are women, there isn't necessarily a need for us to identify the differences between the way in which men and women might have responded to the pandemic, our union is atleast least 70% women.

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Okay, all right. Do you think there have been differences in the way private school teachers and government school teachers have responded to the situation?

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I think in terms of the core professional issues of my guess, were similar adaptive curriculum, adapting pedagogy, meeting, the needs of well being, are probably similar. The core task is the top core task, which is a significant differences are in the context of the resources available at work, and that's where I would say that there were significant differences between government and non government schools, where private schools were able to, to do things with resources that they had existing, quickly, purchase resources. For example, I think it's fair to say that, in the majority of private schools, there was never a question about whether a child had a suitable device in their home that they could use during the school hours to participate in the program. Whereas Of course, in government schools, there's a reasonable cohort of students where no such device existed, at least initially, with their parents, multiple children in the house who all needed to access that device. And so it was we certainly petitioned the government to purchase distributed devices, so whether they be tablet devices or laptops, but just as importantly, internet access. Okay. So don't don't go those sorts of devices.

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Is it possible for you to share with us a copy of this petition, or any media reporting if it does happen on the petition that union has made to the government?

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Yeah, and I probably use the word petition in the general sense as opposed to an actual petition. Yes. We advocated for the government to do this. So there is trying to recall, it may be some may Europe is, as I said, much about an advocacy it was reliant on those very curricular meetings that we were having. Whilst it was behind closed doors, and certainly necessitate us agitating in a more public way. Okay, well, I can't what I can provide a very easily is some of our departments, information provided to schools, that outline to how some of these devices will be provided.

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Sure, that will be if that's useful.

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In what ways do you think the pandemic has impacted teachers work and their working conditions? So I get a sense that you mentioned that their work really expanded in terms of the amount of work that they had to do and how they had to plan. But if you could elaborate a little more on that,

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yes. So prior to the pandemic, it was common for this is based on extensive surveying work we've undertaken, it was common for teachers to work an average 53 hours a week, during term time,

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that the amount of work clearly increased particularly early in the pandemic.

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cant say, exactly the number of hours I don't think we surveyed to find the hours. What did occur, though, was work intensification. So, in that sense, it was not just about the duration of work, but it was what really needed to get done within a confined set of hours. I think that much of that was teachers having to rewrite programs to make the online delivery. I'm not sure if if you've been a classroom teacher, but one of the things that, of course, classroom teachers do constantly, every moment, almost, is adapt what they're teaching to how the students are learning.

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And when you and you can do that in pivot,

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you know, reasonably responsive way. And you can do that in a way which, especially compared to remote learning, doesn't require a lot of hurdles to jump over. Nor does it require the same amount of talk..

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When you work online, you talk a lot more.

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Because you don't have anything else you don't have the appcues you don't have otherwise to easily manifest learning. Always, some people would say it takes double the amount of time to actually explain a concept. Simply because you don't have the physical facilities, you don't have your body, which is so critical to the work intentions. So I think in that way, translating alongside learning programs, to remind was a tremendous amount of work, the speed at which that had to happen in that time. So government announcements to move to lockdown, I would say teachers, certainly later lockdowns have to pivot very, very quickly and better in some cases on a day. You know, the case is a little bit longer. So that's where I've talked about the work intensification. I think the other thing that's really worth noting in terms of the effect of the work and the workload is that teachers, particularly if they had their own school aged children, were also supporting their child's learning. It may be that that wasn't the case. But it may be that they had all the parents, for example, and being at home, that those responsibilities were brought much closer, differently to if they're in the workplace. So that home experience why coworkers who are working remotely contributed to stress and anxiety. I think beyond that, just the general anxiety that community members felt were also hossfeld by school staff. So in that way, particularly early in the pandemic, where there were a lot more unknowns. That was a significant factor in terms of not just how people felt, but also in terms of the work that I did the workloads. And I put it to you this way, that when somebody is feeling comfortable and secure, within themselves and within their environment, their work efficiency is much greater, where you otherwise stressed or anxious, where there are loads about what work you're doing and how you need to do it. The work takes longer. It's not necessary. saralee uplistsikhe quality question about what it takes to make it as high quality? Yeah.

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So, like you're saying that teachers have to invest a lot of time, you mentioned adopting to the situation in a very responsible manner. Did this require them to try put all the content that they had to teach into a digital mode by themselves? Or was there any support available to them.

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So firstly, the curriculum requirements, particularly for primary school aged children, in terms of the duration of how much learning per day will reduce compared to what might be provided on site. On one level, that presidented. You know why that reflected the challenge that confronted teachers. The other side of that, though, is how to teachers in the context of delivering the full curriculum, squeeze all of that in to a reduced period of time. And so in terms, they're not translating them to work that can be delivered remotely to students, and then learning that can be conducted that way. He created it very significantly. So the Department of Education certainly had some resources that enable teachers to ensure that we're teaching the curriculum that they needed to, but didn't have to produce the artifacts for learning, so to speak, that they could simply take those, in some cases, schools were already in a position where some of those materials were recorded digitally, and could therefore be more easily transferred. In other cases, teams of teachers within schools will have worked together to do that. Because in the end, most classroom teachers had to do whatever they received from wherever they got it, and adapt to the needs of the children in their classroom. So there was inevitably work done by every teacher to do those adaptations.

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So in this scenario, where the teachers coming to school and working together, or were they also continuously collaborating with their peers in by being at home, in the online mode,

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overwhelmingly online.

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Was foods in your location already using digital technologies before the pandemic?

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the answer is yes. Certainly, it would be common for schools to have a a learning content management platform they would use. And so in that way they was it was usual, not universal, but usual, for learning tasks, and other material to be provided on that platform and to be managed through that platform. In terms of the pedagogical approaches, I think they've varied significantly. That would have been some schools and some teachers, either in those schools or across schools, who use a lot more video technology, present learning and concepts. And so of course, those teachers who never use those platforms to deliver. So I think it varies widely. I think that one of the things is that the universe calls recorded the curriculum and the units of work and lesson plans were still to that level. That still could actually prepare them for translating us. Because it was, it was stored. It was a repository, on the assumption that it was on site.

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So these learning management platforms that were being already used in the school, were there any additional digital technologies that were being introduced during the pandemic?

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So we surveyed our members, I think, in April last year. And we asked them what platforms that we use. And of the three or four major ones that were in existence prior. I think that list rounded down to about 30 platforms that were being used across the system. Some of them that were well, I should say the majority of them were in addition to the content and learning management platforms, most of them had to do with either the core recording, student learning separately to that, or of course, video conferencing. And a combination of both of those things. For example, Google Classroom wasn't used widely. It's very unique, what extent

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is it possible for you to give me some more examples of these learning management platforms that were being used? If you can't recall them right now? I can also take them on the email.

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Yeah, I'll send you the the stats recorded by our survey.

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Do you think teachers had access to so you actually mentioned about it that many teachers, there was a group of teachers who had access to personal device before the pandemic, but not all teachers had a personal device that they could use for their world?

32:09

Yeah. So as the story goes, in 2013, we won a federal court case against the department of education that required them to provide all teachers with devices. So all teachers had devices. Maybe what I was referring to before was students who can have devices, students. Okay, okay.

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Can I give you more information about this case that you won?

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Yeah, so we alleged that the department were requiring school staff to use their own money, so we have an appropriate device in the school and that contravened Australian industrial relation law. To put it in simple terms, that it's unlawful for an employer to require an employee to pay for, in inverted commas, tools of the trade. it's incumbent on the employer, as part of the employee employer relationship, to provide the necessary tools to do the job.

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What challenges have teachers faced in accessing the device or internet for their work?

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I think by and large teachers have had few problems in having a device and having access to internet. We also represent school support staff, so the non teaching staff

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that was much more problematic

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as they don't by default, have access to a device. And so in terms of their contribution to supporting student learning, whatever they roll, whether it be classroom aid, or whether it be managing the finances of the school, whatever the schools had to scrap In order to provide our staff with devices to which some time in some cases

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and in terms of the internet, is the internet evenly available in the rural and urban areas?

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I think the answer is yes. It's not to say it's perfect. It's not perfect, but it's certainly universally available. I think, I think, particularly students found that from time to time, it were bandwidth issues. It was an accessibility issues, but it was it was the case, then. almost entirely, then we could assured that both teachers and students could access any internet connection.

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Did you also organize any sort of trainings for the teachers during the pandemic? Yeah, we we conducted a considerable amount of training. So we operate and pay professional development company, as part of the unions, and that they were

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can't remember the number off the top of my head, but there was at least a doubling, or even tripling of the number of participants in that training compared to prior activity. And all of that training was focused on professional learning. In addition to that, we provided a considerable amount of training around industrial medicine, in relationship to the pandemic, and how teachers need to be supported around managing workloads. And all those other things.

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Did any of the trainings also deal with the mental health, mental well being of the teachers as well?

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Yeah, absolutely. It was often a part of training to focus on other things, to continually provide advice and information about something. There were separate sessions on that as well. And often that was in the context of occupational health and safety. we are very, very conscious that was, needed to do what they put personally to position their mental health, that too often into easily this has made an issue for employees as opposed to actually responsibility in the Occupational Health and Safety frame, and under those laws, that's often where we are encouraged to make that action. So we saw an example of that if you're interested. Prior to a second lockdown. 2020 there, cases were growing quickly. And in a high number, the state government didn't quickly introduce further restrictions on people's movement or to shift schools to remote learning. And for a period I think, of at least four or five weeks, there was tremendous anxiety and stress filled by teachers, as I think we would have. Most days dozens and dozens of schools closed because of exposure and then reopened. Subsequent days, that building anxiety for us provide members with a lot of advice around occupational health and safety and the requirement for there to be consultation around that, but also for it to be a occupational health and safety plan what is called the COVID plan or the COVID safe plan which is required in schools, which not only deals with, with transmission issues, hygiene and those sorts of things, but also deal squeezed into hazards and risks that are associated. So we very much exercise them with our members and put a lot of emphasis on that. In the end, we galvanized members into a campaign where they wrote to their local government politician, we got them to outline the health and safety concerns they had and the stress of that are under in order to put pressure on government to shift their position.

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My next question is, what are the ways in which teachers work has changed, as compared to the free pandemic period? And you already mentioned about work intensification and increasing number of hours that teachers have to put in for their work. Is there anything else that you'd like to add here? Yeah, I

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think I think on the positive side, I think that teachers, knowledge and capacity to use ICT has increased significantly. But I think that that will serve the proficient well into the future, as what was often seen as very difficult or only for those who were engaged and interested, became required by everybody to a greater or lesser degree. So I think that they will see teachers working challenge, I think, in terms of

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post pademic the very fact that we know that there are

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too many students whose learning hasn't progressed in the way that wouldn't otherwise. And particularly those cohorts of students who were already below the standard required, largely because of socio economic conditions. Those students who by and large, not advanced, either their starting point was much further back. So in terms of the work of teachers, I think that there is a lot of work that will be required, for particular student cohorts, in terms of picking up the slack, and really being able to bring them up to standard changes that focus on teachers have particular groups of students who can make classrooms. That changes how the curriculum is taught. And to some degree, the depth in which the curriculum is taught

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what are the current major challenges, major concerns of teachers with regard to their work?

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workload, it's the number one

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currently, as we're now into

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our fourth week of lockdown, exhaustation, is a key problem that the mental effort that's required, significant and that's always a feature of teacher work, but compounded significantly by the pandemic.

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I think that the teachers are concerned about the resilience that carry people through 2020 in the early part of 2021, is certainly less you've not dissipated. And so from that point of view, the there's not as much water in the world to be able to draw upon which is critical to teachers work anymore. It's a very draining job.

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And also in this circumstance, I think that delta variant, they there's more anxiety even in an environment where there is reasonable access to the vaccine. Then there is increasing numbers of the community vaccinated how the Delta variant positions children in terms of transmissibility, And of course, what that means for teacher, Not necessarily because they may become very unwell because of the virus, especially if they've been vaccinated. But that doesn't stop them from carrying the virus and passing it on. So it's still some of those existing anxieties very much. So.

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You mentioned about stress amongst teachers. Are there any specific factors that have caused stress amongst teachers?

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Oh, I think that

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I think there are, I think, in no particular order, I think that the

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expectation that learning could continue, if not in the same way, in in a very similar way, was stressor or and remains a stressor

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carry the the burden, the whole

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expectation that might see students and teachers been responsible for, you know, high student achievement.

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In the normal way,

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it's a it's a significant significant stressor. I think. Another stressor in terms of in professional practice is around student engagement. It's very difficult to maintain student engagement in a remote learning. And that's where students have a, you know, inherent motivation, which many do, but few do in a deep way. It's the teacher's job to find ways to engage, to motivate and to continually support children's children's achievement. child who's not happy cant learn. so that's a real stress.

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You also mentioned about teachers who also were taking care of their own child's learning at home. And I'm thinking that that must also have created situations of stress to be able to balance their responsibilities at home and their responsibilities at work.

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Yes, so, I think that for members who had young children, they getting that balance was a real challenge.

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I think, early in the pandemic, we very much bound agreement ,around how they set expectations for employees who were in that circumstance, and those employees needed flexibility and how they did their work. There wasn't a one size fits all. So at least rhetorically, they will come agreement between the Union and the department about that, I think, many schools when we had members who did have young families, they were positive and fruitful conversations between the principal and the teacher about what work could be done and when it could be done.

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It wasn't, of course, like these things universal, there were still problems for some teachers.

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I think that regardless of what arrangements can be put in place, those teachers with young children, they will also be being educated by them, in effect, carry a greater burden than others.

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And the teachers who were coming to school to teach the children, the vulnerable children, those teachers, they have any particular kind of situation a particular kind of stress.

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Well, I think that they probably have a stress about exposure to the virus and so it was different from other teachers.

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I think that one or the other thing is we have do have between teachers, but for some teachers was felt as a stressor is that where you have a court order in school or vulnerable students? not always the case. But often, vulnerability can go hand in hand with students who have behavioral issues

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they are vulnerable because of their family background. And that way, they (Audio cut)

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have the most supportive family background. That can be the case when they come to school. They follow the rules as easily To put it simply,

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that when you have,

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perhaps a concentration of students, those needs that can be a stressor probably was for some teachers who were teaching on site. I think the other thing is that, given the arrangement that teachers on site will be delivering the remote learning, that translating remote learning back if you like, teaching,

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if only

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to support student learning, there was no requirement to do that wholesale. But you can't be on site with students as a teacher and not trying to teach them right. And so certain translations, but then I think I have to an element of stress.

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Do teachers reach out to for support? And have they approached the Union for any specific purposes?

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Yes, so we

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had a look at the beginning of the pandemic, the amount of members

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who contacted us by phone, which is the majority way that members contact us, was 100%, more than in the same period in 2019. So the amount of assistance and advice that they saw it, unsurprisingly, grew markedly the types of support they were after, ranged from the clarification about what the rules were. Instead, the work they were doing, or the health officer advice and requirements through to things like occupational health and safety, the COVID Safe Schools plan, through advice around how to deal with stress and anxiety with unrealistic expectations, how to deal with workload, how to manage conflict, and maybe that's something I could have mentioned earlier. Unsurprisingly, when you have stressful situations, conflict arises more easily. And as people's resilience dips into things that might trigger conflict, that wash over, they will become the cause of conflict. So there was certainly advice that was sown members around those sorts of interpersonal conflicts and issues that might have arisen between colleagues and students. In some cases, parents.

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It's a similar question, but let me just asked this, because it deals with. So I just asked the question, during the pandemic and the transition to online, how had the teachers benefited by being a union member? You share some examples.

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So I think the main and primary benefit is that we were able to influence governments because of their collective power.

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And that

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manifests itself in a range of ways that there were people free days to help teachers prepare, remote learning

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that they were

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returning to be operational advice to schools, with requirements of consultation and staff.

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Decision In making at the school level, the voice of all staff. And so those things were put in place because we were able to influence government in a direct way that when it came to changes in the curriculum program, or tackle with finally students, we like to use the experience of members and abuse of members, and to convey to government that they must reduce the curriculum of minority students last year. It was a necessity to delay. And, most importantly, it was a necessity for every student to be able to apply for consideration of educational disadvantage. In that way, members who raise issues with the union and then rely on me to undertake those things into achieving policy changes. I think I've talked about a range of the other things that members would have called us for and

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so coming to policy change, you mentioned, your union advocated for any policy changes for teachers during the pandemic. So I think this has been covered. I would appreciate it and could give me any reports or any, any of these communications that will be done to the school or with the, with the Department of Education, or any documents that are that are not confidential, but publicly available, we can use them as evidences of how unions negotiated and advocated for policy change in favor of teachers.

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I wonder if it's most useful. So the Department of Education issued a school operation Guide, which went through all the different facets of school operation and how it needed to adapt to the pandemic. Wondering if I annotated that pointed out the areas where we had advocated for either the position of was taken or at least around for that matter. Yes, that's a useful way. voters can just think speaking, my mind

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my

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experience versus the contemporary experience, because of course,

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things have moved on.

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particularly around concerns integrated health and hygiene. Were a primary concern at the beginning, but then became the usual way of things.

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You also mentioned about a survey that you have been adapted for understanding the teachers situation. Is there a report available of that survey?

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I don't think we've published a report. We used it more internally, we certainly got the results. out there was also a national survey, if that's of interest to you that the union did nationally. In that survey, we asked a whole range of non endemic questions, but had a section on the pandemic. So I'll talk with our national Secretary Susan Hopwood.

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And it would be her

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decision to make that available, but also the main talk to her about doing that. Thank you very much. Thank you. Okay.

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So in terms of unions, providing support to teachers, I understand that support in terms of policy advocacy and support in terms of trainings was made available to teachers. Any support in terms of making provision for internet connectivity or any other material resource that teachers would need? Was the union also involved with that?

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No, there was no requirement. devices were available. other materials variables were available and wasn't something that we

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needed to fill the gap,

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so to speak.

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I'm left with about three to four more questions. And then. So these questions basically regards to the future direction that the teaching profession is taking Now, given the scenario in your region, what kind of support will be needed by teachers for their working teacher? Yeah, so

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I think there's a fundamental thing, we need more teachers. So we, with the existing workloads, before the pandemic, let alone what is before us now and into the future, we

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have to share them.

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And we have to share the load for two main reasons one to attract and retain teachers in the profession. And secondly, because our students won't get the quality of education, if teachers don't have the time, to the extent possible, differentiated learning.

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I could go on, but that's the main thing.

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Yes, yes. I think that's, that covers a lot that says a lot. Does your organization have any specific plans for supporting teachers in terms of legal, professional or healthcare support

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into the future, So we certainly have a legal fund, way we are currently which we will use if we needed to support members into the future, around consequences of the pandemic, if I can put it that way. From an industrial point of view, are we currently negotiating a contract with the department that's happening right now. So that's a contract for 80,000 employees. And, for example, within that we are strengthening and improving our infectious disease leave title and so things that we will be working through on that.

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And the third area you mentioned?

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third area is healthcare?

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So nothing specifically about healthcare. Given that we have a universal health care system in Australia,

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I think in the future, we are better positioned in general now around health and safety and causes of the pandemic because I think more about members are aware of what their rights are in terms of health and safety, and perhaps more organized around those rights. And so a better able to serve exercise. I think, from a reunions point of view, we need to take advantage of that situation and expand on

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what are your main concerns with the teachers work in future?

1:03:41

I think

1:03:46

again, in no particular order, I think the loss of teacher autonomy with that, a degradation of their professionalism. I think that sits alongside a standardization

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of pedagogy in particular.

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I think workload is probably equal if not greater concern. in two ways the issues around

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accountability and compliance

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teachers must engage in now as I call it, the administrivia. Form filling for no sake other than form filling Have a bit better idea but you seem to be accountable for your work because there's a

1:05:07

piece of paper that you feel bad that says you're accountable for your work which is the point around the actual work itself. So those things are of significant concern to the profession.

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Another concern is the supply of teachers, teaching an attractive career. People want to become teachers and want to stay teachers.

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I think another issue for the future in that way, hounded by pandemic

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(audio cut) on student academic ability it also

1:06:04