



# Rewarding Excellence in Teaching Consultation Playback Report - What do I need to know?

The NSW Government's Rewarding Excellence in Teaching (REIT) project, launched by Minister for Education and Early Learning Sarah Mitchell in August 2022, seeks to create a stronger teaching career pathway by creating new, higher-paid roles for highly effective classroom teachers in NSW public schools.

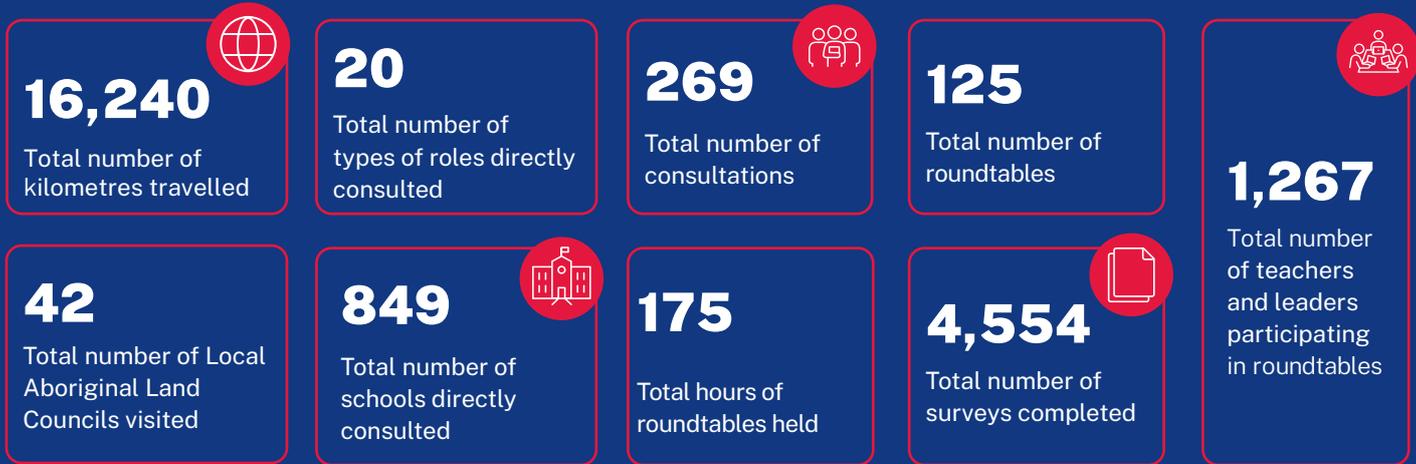
Following the release of two key documents, *The Case for Change: A briefing on rewarding excellence in teaching*, and the *Options Paper*, which set out what a career path for classroom teachers could look like, the NSW Department of Education (the department) embarked on an extensive consultation process. This included in-person engagement with every school network across the state during November 2022.

The full playback report summarises the consultation and engagement carried out to date and plays back key insights. Qualitative analysis was applied to the feedback gathered through this process, including thematically coding all discussion and survey data to generate themes and insights. More information about this is available in the full report.

The process raised meaningful feedback which will be used to refine the policy design, and which will be practically investigated during a 'build, test and learn' phase in late 2023. Some of the topics raised, while important, were beyond the scope of the project including concerns about workload, overall teacher pay, and staffing schools.

The initial implementation phase will allow us to capture data and track impact, ensuring the policy can be refined and tailored to suit the diverse range of school settings across the state.

## What did we do?



Includes those from Phase 1, 2 and 3

## Where did we go?



Figure 1: Round table locations for Regional and Rural School Performance Directorates

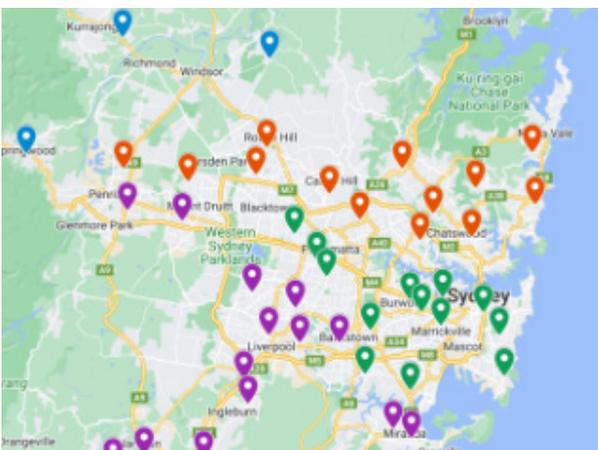


Figure 2: Round table locations for Metropolitan School Performance Directorates

## What did we hear?

Overall, there is broad agreement about the need to offer a stronger career pathway for teachers who wish to stay in the classroom while having their expertise recognised.

**79%**

of respondents agreed there is a need to have an alternate career pathway for teachers who wish to stay in the classroom

**71%**

of respondents agreed a person in a higher-paid role should be provided with additional release time to support colleagues and drive school improvement

**66%**

of respondents agreed that if there was an alternate career pathway for teachers, they would be interested in undertaking one of the roles

“I am studying teaching because I like being in the classroom and want to stay there. I don't see myself moving away from the classroom into a leadership role.”

- ITE Student

“An excellent teacher is someone you don't want to let go walking away from the profession – they have that x-factor you cannot teach.”

- Teacher

### The participants told us they...

...were excited by the opportunity to progress their careers and share teaching practice with colleagues, while staying connected to their classroom

...welcomed the proposal as an opportunity to create an additional, formal mechanism to strengthen expertise and focus on pedagogy

...felt that some existing roles were already similar to this role

...thought these roles could be really effective in supporting the sharing of practice and collaboration. Others were concerned that paying a select group of teachers more could create division

...felt the role would require dedicated 'collaboration time' as part of their workload. Others noted the practical challenge of backfilling teachers and preferred that highly effective teachers stay entirely in the classroom

...were concerned that the appeal of these roles there could make existing leadership pathway roles less attractive. Others noted that higher-paid specialist pathways are common in other fields

...agreed that 'highly effective teaching' would need to consider the school context (such as Schools for a Specific Purpose) and roles (such as teacher librarians)



### According to respondents, the top three activities the role should focus on to improve teaching and learning

Collaborative preparation of lessons and teaching resources

Mentoring

Team teaching

### Topics to investigate further

1. How can the roles be designed to enhance collaboration between school staff?
2. How will the roles interact with leadership roles to ensure the importance and attractiveness of both across the system?
3. How can we ensure we are able to capture excellence across the whole spectrum of the system, including teachers who are quiet achievers?