



### **Review to Inform a Better and Fairer Education System Consultation Paper**

Please accept the South Australian State School Leaders Association's (SASSLA) submission to the Review to Inform a Better and Fairer Education System as attached.

I have focussed our submission on three areas we see as topical and important to future employment related education policy. These are:

- The Need for Improved Forecasting of Teacher Supply and Demand.
- Application of Incentives: Benefits and Risks
- Reconceptualising the Paraprofessional Workforce

I believe these topic areas are relevant to form a complete understanding of the importance of strategic human resource management in guiding education change and improvement.

In developing the thinking presented in the submission, I have drawn on my experience as the Senior Executive responsible for Human Resources and Industrial Relations in the South Australian Department for Education from 2005 to 2016. I have also drawn on my experience in SASSLA, leading an Association representing the interests of 500 school and preschool leaders. I wish to acknowledge the work of my Associate at SASSLA, Leanne James, for the research on the paraprofessional workforce. This is an important but much neglected area of inquiry.

The submission has been completed in a tight timeframe and our capacity to explore our subject areas has been restricted to the limited time available. Nonetheless, I believe our analysis and summary of the policy issues raised are sound.

Should you need further information please feel welcome to contact me. I will be on leave for the period of 17 August to 3 October 2023. Please contact Leanne James if you require further information over this time.

**Yours sincerely**

**Phil O'Loughlin**  
**CHIEF EXECUTIVE**

2 August 2023



## FORMAL SUBMISSION

### Review to Inform a Better and Fairer Education System

#### **Current Status of the Labour Market**

A strong supply of graduates, low exit rates of existing teaching staff, and a continuing availability of a reserve pool of teachers has ensured strong supply relative to demand for the greater part of the last 20 years. This has had three positive outcomes:

- Strong supply characteristics have provided a positive incentive for staff to accept country employment and hard to staff low SES locations as an entry point to teaching.
- Strong supply has enabled the maintenance of a viable reserve teaching workforce to fill short term vacancies.
- High application rates have generally provided a 'quality filter' through competition for available positions. This has mostly been the case in the metropolitan area and some preferred regional locations.

In 2023, the conditions above no longer apply. Hard to staff schools are struggling to find suitable qualified teachers to fill most vacancies, preferred locations are experiencing thinner fields and therefore less choice, and some specialist subject areas such as technical studies and STEM are universally difficult to fill. The following supply related problems are being experienced across all jurisdictions.<sup>1</sup>

- Inability to fill all advertised positions.
- Appointing less qualified and capable candidates where necessity requires the position to be filled.
- Reduced capacity to cover short term and casual vacancies that arise.

A valid measurement of the difficulty that schools face is the Australian Principal Occupational Health, Safety and Wellbeing Survey 2022 which indicates that teacher shortages were ranked as the third highest source of stress at 7.33, an increase of nine places from 2021 (5.14).<sup>2</sup>

Two critical questions arise: Are these changes temporary? Or do they indicate a medium to long term structural shift in the teacher labour market?

If current conditions continue in the medium to longer term, important strategic questions arise as to whether the current staffing models and policy settings under which schools operate need to change to accommodate the reality of continuing teacher shortages.

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<sup>1</sup> This view is widely reported in media coverage across Australia.

<sup>2</sup> The Australian Principal Occupational Health, Safety and Wellbeing Survey 2022, Australian Catholic University Institute for Positive Psychology.

## 1. Key Issue 1 - The Need for Improved Forecasting of Teacher Supply and Demand

The available public data paints a confusing picture of the state of the teacher labour market which highlights the staffing difficulties in schools widely reported.

A positive picture is provided in the National Report on Schooling in Australia, released in February 2023. The ratio of 13.4 students to every FTE teacher in 2021 shows a positive downward trend from the 14.2 students to every teacher in 2006, indicating higher investment in teaching staff over this period. In 2021, there were 303,539 full-time teaching staff in schools across Australia, a rise of 2.4 per cent on the previous year, according to the report. Over the same period, school enrolments, which reached just over 4 million, increased by just 0.6 per cent on 2020.<sup>3</sup>

One of few publicly accessible workforce planning reports is the Victorian Teacher Supply and Demand Report November 2021. For the Victorian labour market, the report indicates that in 2021 registered teachers in the State exceeded the demand forecast by 39,911. The estimate for 2026 is that the total potential teacher workforce will exceed the forecast demand by 47,225.<sup>4</sup> This data suggests there should not be a teacher shortage. However, this is clearly not the experience of Australian jurisdictions in 2023.

### Understanding Teacher Supply and Changing Behaviour in the Labour Market

The reliance on aggregate data on the potential supply of teachers is of limited value for the following reasons:

- What is most important in the teacher labour market is active not potential supply. Active supply is the number of people seeking employment at a given time and the qualifications and job preferences of those people. The South Australian Department for Education analysis of the employable teacher register (ETR) in 2010 indicated that of the approximately 8000 registered teachers in the ETR only 30 per cent were active with the remaining 70 per cent not considered active. The actual number looking for work at any one time was only about 1000 of the potential pool of 8000.<sup>5</sup> This trend is thought to be replicated across Australia.
- The fact that a person is a registered teacher indicates that they meet a minimum qualification requirement but it does not indicate they will meet the minimum standard for a specific advertised position. The Victorian Teacher Supply and Demand Report 2020 identified that for 17.9 per cent of major city, 19.2 per cent of inner regional, and 29.8 per cent in outer regional/remote advertised secondary positions had no suitable applications that were recommended by a selection panel.<sup>6</sup> A recent evaluation of staffing in SA country schools identified that principals were appointing teachers to meet industrial conditions at the expense of quality considerations that would normally apply.<sup>7</sup>

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<sup>3</sup> ACARA 2022 National Report on Australian Schooling.

<sup>4</sup> Victorian Teacher Supply and Demand Report 2020, Department of Education and Training 2021, p. 16.

<sup>5</sup> Monograph 2 2012, Teacher Supply and Demand in South Australia, South Australian Teacher Education Taskforce.

<sup>6</sup> Victorian Teacher Supply and Demand Report 2020, Department of Education and Training 2021, p. 97.

<sup>7</sup> SASSLA Paper - Country School Visits Observation 2022.

- There is emerging evidence of changing behaviour in the current tight labour market:<sup>8</sup>
  - Teachers are more selective in what schools they apply for and generally less mobile. Principals report that the value of permanency has declined, and this is creating significant difficulties in country and hard to staff metropolitan schools.
  - There is an increased preference for casual relief work due to the high availability of relief roles and the benefits of flexibility and reduced workload. At one school visited the principal said that three of the best teachers were casual by choice and similar stories have been sourced from other schools. A potential problem is that an increasing number of high quality teachers withdraw from permanent and long term contract roles in the future.
  - In South Australia, the total teacher workforce sits at around 41 per cent with the highest concentration now in the 30-39 year old bracket. This suggests that demand for part time roles will remain strong. Reduced hours translate to reduced aggregate supply and also creates a further challenge of finding suitable candidates for advertised part time roles<sup>9</sup>.

#### Medium to Long Term Supply and Demand Structural Challenges

- At the national level, the overall number of initial teacher education (ITE) graduates, that is the number of completions per annum, has increased by an average of only 0.4 per cent per year. This is lower than the growth in the Australian population of school-aged children and teenagers aged 3-18 years which has grown 1 per cent per year over this time.<sup>10</sup> Additional migration may add further demand pressures in the short to medium term.
- A comparative advantage of teaching as a career has been the availability of school holidays particularly for people with family responsibilities. This comparative advantage has now been eroded by the extensive availability of flexible work practices including widely applied provisions of working from home in many areas of professional employment. It has also been eroded by increasing workloads that have impacted on private time in term time that now extends into school holidays. There is significant public messaging about high teacher work demands and this may have been absorbed into public consciousness and will most likely have some material effect of career decisions.<sup>11</sup>
- There is difficulty in accessing housing in country locations and costs of travel (money and time) will potentially further reduce the mobility of the teaching workforce.
- There is greater demand for an increased number of teachers generated through enterprise agreements. In South Australia, the negotiating platform of the Australian Education Union's "Fix the Crisis" campaign seeks improved conditions of employment that rely on the capacity to recruit a significant number of new teachers.

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<sup>8</sup> SASSLA Paper - Country School Visits Observation 2022 and focussed discussions in a sample of metropolitan schools in South Australia undertaken in 2023.

<sup>9</sup> Department for Education Workforce Profile June 2022, p. 2.

<sup>10</sup> National Initial Teacher Education Pipeline - Australian Teacher Workforce Data Report 1, AITSL, November 2020, p. 9.

<sup>11</sup> Australian research suggests four factors that are important in attracting potential applicants to principal roles: capacity to achieve work life balance; school location acceptable to family; good work conditions; and good remuneration, Cranston, N 2007 'Through the eyes of potential aspirants: another view of the principalship', *School Leadership and Management*, Vol. 27, No. 2.

- Increased intrastate competition for teachers is evident with both the NSW and Victorian governments implementing explicit strategies to recruit across boarders.<sup>12</sup> This may add further turbulence to the market (see section two below on incentives).

## **POLICY IMPROVEMENT AND REFORM**

### **Development of Forecasting Models to Better Understand Risk**

It has become increasingly clear at both a national and state level that the understanding of the functioning of the teacher labour market is generally limited and the risk profile over the medium to longer term is not clear.

In the post COVID-19 world we are starting to see behavioural change in the teacher labour market that may have significant long-term impacts with respect to how the labour market functions. We also have more visible risks including increased attrition rates, low graduate supply, and industrial claims for increased employment of teachers. We do not have sound data and information to work from to forecast how these changes will materialise over time. A finer grained and longer-term view of the labour market is needed to assess risk. A specific area of focus must be the impact on disadvantaged students in hard to staff schools.

The assumptions that have underpinned our thinking over the last 20 years no longer hold true. Rather than take a scattergun approach to investing in many initiatives, what is needed is a clear understanding of the risk profile across the teaching labour market that can inform strategic thinking.

If the realities of 2023 become the new normal, or a further deterioration is forecast, more radical approaches will be needed both within the context of the labour market and operational models of schooling. The earlier we have a clear picture of risks in our labour market the earlier we can act.

## **2. Key Issue 2 - Application of Incentives: Benefits and Risks**

The labour market in public education has never been a level playing field and preferred schools and locations have greater market power. This trend is becoming more embedded due to demographic, economic, and cultural changes.<sup>13</sup>

Remuneration and other incentives should act as a counterbalance to pre-existing market power by providing a benefit that is sufficiently attractive for a person to make a career choice to accept a job they may not have otherwise accepted. Well planned incentive structures provide a mechanism for hard to staff schools to compete for scarce resources. In a tight labour market, incentives are managed is a critical policy issue.

A 'public interest' style test is needed for decision making. A test of this type can assess the broader interests of the public education system and it is crucial for how resources are managed to support the overall interests of public education. Such a test would need to draw on a clear base of evidence

<sup>12</sup> This is explicitly stated in the NSW Teacher Supply Strategy 2021-2031, p. 8.

<sup>13</sup> Campbell, A. M & Yates G. C. R 2011, 'Want to be a country teacher? No, I am too metrocentric', *Journal of Research in Rural Education*.

on the functioning of the current labour market by identifying where scarcity of high quality teachers and leaders is creating risks for public education and how incentives can be used to address the imbalance.

At the national and State level, it is already apparent that incentives are being more widely applied. States are now actively competing in the national market for hard to staff roles supported by significant incentive packages.<sup>14</sup> At an intra-state level, the emphasis is to fix staffing problems immediately as they arise through remuneration base incentives rather than take a strategic longer term view. There is also strong anecdotal evidence of inter-sectorial competition increasing the use of incentives.

There are two significant risks associated with the increasing use of incentives and most particularly remuneration-based incentives:

- The use of incentives to solve immediate problems will lead to an escalation in their use which will increase costs and may create internal cultural issues within the teacher workforce. This is important because the teaching workforce has a communitarian character, and this is regarded as a positive feature and strength relative to other professions.
- Increased marketisation of salaries and benefits may drive behaviours that favour some schools over others and the distribution of human resources will become less equitable over time destabilising schools.

#### **POLICY IMPROVEMENT AND REFORM**

The use and misuse of incentives is an important issue that needs to be discussed and explored at the national level. An important question that arises is the effect of unfettered competition between States for scarce resources within the teaching labour market.

This is an area where data collection and evaluation can play an important role in gaining a deeper understanding on how incentives can be constructively used to grow the profession rather than open competition for resources on a competitive market basis.

A wider policy issue that arises is whether greater benefit can be achieved by increasing the real wages of the teaching workforce rather than following a path of rapidly increasing the individuation of remuneration and benefits.

### **3. Key Issue 3 – Reconceptualising the Paraprofessional Workforce**

Education paraprofessionals are commonly known as Teacher Assistants (TA). Their rate of employment growth in the Australian education workforce has been fourfold since 1990.<sup>15</sup> In more recent years in South Australia, the number of FTE employees has increased from 5,042 in 2017 to 5,988 in 2022.<sup>16</sup> This level of employment growth is considerably higher than the teaching workforce over the equivalent period.

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<sup>14</sup> The Victorian Government has used an Australia wide advertising campaign offering generous bonuses to attract teachers.

<sup>15</sup> Grattan Institute, with ABS Labor Force Survey 2021, ABS Schools from ACARA 2021.

<sup>16</sup> Data from SA Department for Education Workforce Summary Reports for School Services Officer (SSO) employees 2017. SSO classification grouping includes school administration staff.

A substantial amount of new investment going to schools has been directed into paraprofessional employment due to increased inclusive education support for students with a disability or special learning need and assistance with classroom management.

The teaching workforce has common features across all State jurisdictions such as Registration Boards, national quality standards, professional bodies, and broadly equivalent classification and remuneration structures. However, the paraprofessional workforce has been developed separately in each jurisdiction mostly from the antecedent 'voluntary parent' cohort that has now progressively developed characteristics of a paraprofessional workforce.<sup>17</sup> Attachment 1 provides an overview of the education paraprofessional workforce and the variations across jurisdictions. Key points of interest are:

- Different statutory and industrial underpinnings.
- Breadth and complexity of work undertaken, particularly at entry level.
- Qualification requirements.
- Capacity for teaching duties under defined conditions.
- Lack of information on career progression from a paraprofessional role to a professional teaching role.

Limited cross jurisdictional cooperation on the development of the paraprofessional workforce has occurred. Professional bodies such as AITSL and ACER have not included the work of TAs in their scope of work and national professional standards have not been considered to guide how the work of a TA supports education practice. The status and role of paraprofessionals in schools remains vague and unsettled.<sup>18</sup>

There is now a body of research evidence from Australia and overseas that highlights structural and productivity problems of the paraprofessional workforce. Key observations are:

1. The advent of inclusive education has seen the role of the teacher become more complex. As teachers' pedagogy and workload has transformed so has the work of TAs. Evidence shows that TAs have had a positive effect on assisting teachers with their increased workload; however, as TAs often perform instructional duties that they are not qualified or capable of performing, students make significantly less progress than similar students with less or no TA support.<sup>19</sup> The pre-requisites for TA qualifications across Australia are inconsistent and the majority of entry level roles (which are the most abundant) do not require any qualifications beyond year 10. This lack of capability is further compounded by poor information being provided in job descriptions leading to ambiguous employment expectations of both the TA and the teacher. The research indicates that teachers thought their TAs had qualifications as their role contained complex tasks that were even difficult for teachers to perform.<sup>20</sup>
2. Evidence indicates that common practices such as one-on-one and withdrawal methods of TA support are regressive and restrictive in terms of student access time with teachers and peers leading to detrimental effects on student learning and social and emotional wellbeing.

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<sup>17</sup> SA Department for Education and Children's Services 2010 SSO Report.

<sup>18</sup> Sonnemann, J and Hunter, J 8 August 2022, 'Australia spends \$5 billion a year on teaching assistants in schools but we don't know what they do', The Conversation, viewed on 12 July 2023 < <https://theconversation.com/australia-spends-5-billion-a-year-on-teaching-assistants-in-schools-but-we-dont-know-what-they-do>>.

<sup>19</sup> Sharples, J, Webster, R and Blatchford, P 2015, 'Making best use of teaching assistants', London: Education Endowment Foundation.

<sup>20</sup> Butt, R 2018, 'Pulled in off the street and available: what qualifications and training do Teacher Assistants really need?', *International Journal of Inclusive Education*, Vol. 22, No. 3.

Greater benefit can be achieved if TAs are deployed to provide broader based classroom support, working in partnership with the teacher and directly involved in whole class curriculum, such as TAs working with accomplished students to allow time for the teacher to work with lower-attaining students which gives equal amounts of teacher time with all students. Resources can give greater benefit to the teacher and student if they are used to deploy TAs in the most equitable and effective ways possible instead of funding for a TA being tied to a student.<sup>21</sup>

3. Allocating funding solely to a student with a disability and/or special learning need creates a barrier to successful recruitment and deployment of TAs. This method results in many employees on temporary contracts with limited hours which creates a transient workforce and secondary labour market with adverse job characteristics such as limited access to training, collaboration time, and career progression. Ultimately, labour market supply of TAs and their recruitment and retention are highly problematic issues in creating and sustaining a skilled and stable workforce.<sup>22</sup>

### Redefining the Relationship of Paraprofessionals and Professionals in the Education Labour Market

The paraprofessional workforce exists as a separate and independent entity with a loosely defined relationship to the professional teaching workforce. Professions such as nursing and engineering have a clear articulation of qualifications and role descriptions between paraprofessionals and professionals which is not the case in education. In the current climate of chronic teacher shortages, it is timely to critically review this thinking with a view to developing more contemporary and relevant career structures. Relevant background information that can help frame a future approach is summarised below:

- South Australian Department for Education data indicates that increased number of paraprofessionals hold a qualification of Certificate III or higher.<sup>23</sup> This data also indicates a high population of employees who hold diploma and degree level qualifications. What is most significant about this data is that it suggests there is unutilised capacity in the paraprofessional workforce, and with well-designed incentives and support mechanisms more employees can transition into teaching roles.
- Indicative data from the Department for Education in South Australia suggests that there are increasing instances of paraprofessionals transitioning into teaching careers through locally managed processes. It is estimated that over 100 paraprofessional TAs have achieved teacher registration and employment in recent years. This trend has been most apparent in country schools, suggesting that these sites are adept at working with their local communities to attract and support high potential candidates. The further development of structured pathways from paraprofessional roles into teaching roles have three important benefits:<sup>24</sup>
  - In the current labour market 'place' based employment is becoming more important in rural and remote locations due to the difficulty in attracting and retaining teaching staff. People who live locally provide important stability to schools and will most often build careers around continuing employment in rural and remote areas.

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<sup>21</sup> Ibid.

<sup>22</sup> Butt, R 2016, 'Employment procedures and practices challenge teacher assistants in mainstream schools', *School Leadership & Management*, Vol. 36, No. 1.

<sup>23</sup> Data from SA Department for Education Workforce Summary Reports for School Services Officer (SSO) employees 2017 indicates that 66% of the employment cohort held a qualification of Certificate III or greater and within this cohort 12% had a degree level qualification or greater.

<sup>24</sup> Information provided by the South Australian Department for Education.



- Work as a paraprofessional provides firsthand and direct experience in the classroom including developing applied knowledge of student instruction and behaviour management. Evidence suggests that staff who gain experience as a paraprofessional are more work ready than new graduates.
- Building pathways into teaching provides an effective way of meeting equity targets because it provides an alternative model for groups and individuals where structural and other constraints may make traditional education pathways more difficult.<sup>25</sup>

## **POLICY IMPROVEMENT AND REFORM**

### **Provide Flexibility and Equity in Deployment of Paraprofessionals**

Resourcing the paraprofessional workforce has been misunderstood and underdeveloped resulting in productivity loss through limited student achievement. Research indicates that the interconnectedness of funding and deployment is not providing cogent delivery of equity in inclusive education. True inclusion gives all students the same amount of time with the teacher and allocating tied funding for a TA to work with students with disabilities and special needs continues the concerning practice of student withdrawal and less time with a qualified teacher.

School leaders are the best placed decision makers in a school with respect to how students receive the best quality teaching practices through TA deployment, responsibilities, and collaboration.<sup>26</sup> This flexibility will also assist in breaking the temporary and transient models of employment for TAs, leading to acceptable employment conditions and the development of a professional, stable, and highly skilled workforce which will ultimately achieve growth in learning outcomes for all students.

### **Define Professional Standards and Provide Pathways to Teaching**

At the systems level, it is vital for governments and professional bodies to define professional standards for education practice in classroom support roles. Such standards will also determine qualification levels at classification points and give schools a platform to devise appropriate role descriptors and give TAs a pathway to the teaching profession. Providing paraprofessional pathways into teaching is a critical strategy for supply of the future teacher pipeline. This can be achieved by ensuring that registered training organisations provide courses to Diploma level to allow articulation to university (many Australian States do not offer access to qualifications past a Certificate IV, including South Australia).

<sup>25</sup> There are already examples of schemes designed and implemented in partnership with universities including a program developed for Aboriginal employees in South Australia around 2013.

<sup>26</sup> Webster, R, Blatchford, P and Russell, A 2012, 'Challenging and changing how schools use teaching assistants: findings from the Effective Deployment of Teaching Assistants project', *School Leadership & Management*, Vol. 33, No. 1.

State	Award/Enterprise Agreement	Role Structure	Notes
VIC	<p>EA – Victorian Government Schools Agreement 2022</p> <p>Victorian Public Service Award 2016 (appears to be for allied health and school nurse)</p> <p>A federal award prevails for inconsistencies in state legislation – Education Services Schools General Staff Award 2020</p>	<p><b>Education Support Class</b> student and teacher support</p> <ul style="list-style-type: none"> <li>• Level 1, range 1, 2 steps \$49,608 - \$51,749 (traineeship/cadetship)</li> <li>• Level 1, range 2, 8 steps \$54,372 - \$69,632</li> <li>• Level 1, range 3, 6 steps \$70,600 - \$85,849</li> </ul> <p><b>Paraprofessional Class</b> Principal can grant permission to teach (consistent with requirements of Victoria Institute of Teaching) but must be under the general supervision of teacher.</p> <ul style="list-style-type: none"> <li>• Level 1, range 1, 6 steps \$53,125 - \$79,489</li> <li>• Level 1, range 2, 5 steps \$81,386 - \$94,079</li> <li>• Level 2, range 3, 3 steps \$97,551 - \$104,883</li> <li>• Level 2, range 4, min \$113,456 max \$124,490</li> </ul>	<p>Education support class covers roles of TA, administration, business manager, IT.</p> <p>Level 1, range 2 duties:</p> <ul style="list-style-type: none"> <li>• Duties must not include that of teacher.</li> <li>• Supervision of students can be required individually or in groups of four, responsibility lies clearly with the teacher.</li> <li>• Assisting teachers with education program, undertaking support tasks, or coordination of the support function.</li> </ul> <p>Level 1, range 3 duties:</p> <ul style="list-style-type: none"> <li>• Music, dance, sport instruction - not including duties of teacher.</li> <li>• Career advisory services.</li> <li>• VET/VASS coordination.</li> </ul> <p>Paraprofessional duties (not listed in EA, found on website): Planning and implementation of class programs and professional support to:</p> <ul style="list-style-type: none"> <li>• teaching methods or practices</li> <li>• student welfare</li> <li>• assessment procedures and related matters</li> </ul> <p>No qualifications listed for any roles in EA/Award for either classification.</p>

State	Award/Enterprise Agreement	Role Structure	Notes
NSW	<p>Crown Employees (School Administrative and Support Staff) Award 2019</p> <p>No EA in place. Determinations are made to Award</p>	<p><b>Educational Paraprofessionals</b> (employed under Teaching Service Act 1980)</p> <p>Remunerated on the classroom teacher salary scale:</p> <ul style="list-style-type: none"> <li>• Commencement on Step 2</li> <li>• Progress to Step 3 after 12 months and completion of Cert III</li> <li>• Progress to Step 4 after attainment of Cert IV or Diploma in education related qualification</li> </ul> <p><b>Generalist – Classroom Teacher Support Officer</b></p> <p><b>Operational Paraprofessional</b> (employed under School Administrative and Support Staff) Act 1987 Level 1 to 4 – salary levels listed in 2009 determination 3 (outdated)</p> <p><b>School Learning Support Officers</b> (only hourly rate provided) SLSO level1, \$33.40 SLSO level 2, \$34.00 SLSO level 3, \$36.40 SLSO level 4, \$38.81</p>	<p>Paraprofessionals – minimum qualification of Certificate III in Education Support or equivalent (equivalent includes Certificate IV in Training and Assessment or enrolment in teaching degree).</p> <p>Cannot determine what the difference is between Educational Paraprofessional and Operational Paraprofessional from the information provided.</p> <p>School Learning Support Officers – no qualifications needed, but desirable to have Certificate I, II or III in Education Support. If working in a preschool must have or be working towards Certificate III in Children’s Services or Early Education and Care.</p> <p>From looking at the generic duty statements it appears that the paraprofessionals are the class of employee who can work one on one with students and the School Learning Support Officers provide in class disability support and classroom management support.</p>

State	Award/Enterprise Agreement	Role Structure	Notes
QLD	<p>General Employees (Queensland Government Departments) and Other Employees Award - State 2015</p> <p>Teacher Aides' Certified Enterprise Agreement 2022</p>	<p><b>Teacher Aide</b></p> <p>Level 2, 4 steps, \$59,231 - \$63,465  Level 3, 4 steps, \$64,310 - \$67,723  Level 4, 4 steps, \$70,347 - \$76,979</p>	<p>No qualifications necessary, but describes higher classification levels if a Certificate III, IV or Diploma are attained. It is described that the Diploma will give credit towards a Bachelor of Education.</p> <p>EA has provision for bus and playground duties. Time allocated at either side of lessons for review and planning.</p> <p>Teacher Aides shall be provided training on the same basis as teachers for the supervision of students so that consistency for students is maintained.</p> <p>Professional development and consultation provisions in EA.</p>
WA	<p>Department of Education School Support Officers Award</p> <p>Education Assistants' (Government) General Agreement 2023</p>	<p><b>Education Assistant (mainstream)</b>  Only hourly rates available</p> <p>Level 1, range 1 - \$28.91  Level 1, range 2 - \$29.57  Level 2, range 1 - \$31.03  Level 2, range 2 - \$31.56  Level 2, range 3 - \$32.31  Level 2, range 4 - \$33.21</p> <p><b>Education Assistant (special needs)</b></p> <p>Level 2, range 1 - \$31.03  Level 2, range 2 - \$31.56  Level 2, range 3 - \$32.31  Level 3, range 1 - \$33.94  Level 3, range 2 - \$34.71  Level 4, range 3 - \$35.53</p>	<p>No qualifications listed in job descriptions for both mainstream and special needs. However, a Certificate III may be required for Kindergarten to achieve ratios.</p> <p>Level 1 is basic duties of classroom helper. No intervention, one on one work etc listed in generic position description.</p> <p>Level 2 for assisting with educational programs.</p> <p>Level 3 for working with school psychologist and teacher for student management plans.</p> <p>No description found for Level 4.</p>

State	Award/Enterprise Agreement	Role Structure	Notes
NT	NT Public Sector Non-Contract Principals, Teachers and Assistant Teachers' 2021-2024 Enterprise Agreement	<p><b>Assistant Teacher</b></p> <p>Level 1 - Entry level for an assistant teacher without qualifications and with no or minimal experience. \$54,810</p> <p>Level 2 - An assistant teacher who holds a Certificate III Education Support (or equivalent) or at least four years continuous employment at Assistant Teacher Level 1. \$59,695</p> <p>Level 3 - An assistant teacher who holds a Certificate IV Education Support (or equivalent). \$63,942</p> <p>Level 4 - An assistant teacher who holds a Diploma of Education Support (or equivalent). \$70,710</p> <p>Level 5 - An assistant teacher who holds an Advanced Diploma Education (Paraprofessional Education Worker) (or equivalent). \$76,225</p>	<p>Classification levels are linked to qualifications and structured to provide pathways to university. Training offered through the Batchelor Institute of Indigenous Tertiary Education.</p> <p>Assistant Teachers work in predominantly Aboriginal Communities.</p> <p>Level 1 typical duties:</p> <ul style="list-style-type: none"> <li>• Assist teachers with supervision of Aboriginal children in individual or group learning tasks.</li> <li>• Supervise children during recess, lunch and other times as required.</li> <li>• Assistance with Aboriginal language barriers.</li> </ul> <p>Level 2 typical duties:</p> <ul style="list-style-type: none"> <li>• Work with supervision and accept personal responsibility for tasks undertaken subject to oversight of the principal/teacher.</li> <li>• Assist with teaching of Aboriginal studies.</li> <li>• Provide advice on Aboriginal culture/working with families.</li> </ul> <p>At Level 4 duties become more teaching based:</p> <ul style="list-style-type: none"> <li>• Plan, prepare and conduct lessons and social programs for Aboriginal students.</li> </ul>

State	Award/Enterprise Agreement	Role Structure	Notes
TAS	<p>Tasmanian State Service Award 2023</p> <p>Public Sector Union Wages Agreement 2022</p>	<p><b>Teacher Assistant</b></p> <p>General stream levels under the award:</p> <p>Band 1, range 1-5 - \$51,647 - \$62,702  Band 2, range 2-6 - \$64,821 - \$69,764</p> <p>Levels go to Band 10 – likely TAs would fall in first two Bands.</p>	<p>Teacher Assistant Development Program – Certificate III in School Based Education Support 2023 offered by Tasmanian Government in conjunction with TAFE.</p> <p>Description of general duties at Band 2:</p> <ul style="list-style-type: none"> <li>• Assist teachers and students both inside and outside the classroom.</li> <li>• Assist with the supervision of small groups or individual students on activities, as directed by the teacher both on and off campus.</li> <li>• Prepare teaching aides and other material to support teaching and learning programs including supporting the implementation of individual student education and behaviour programs.</li> <li>• Assist students with physical and mobility challenges by lifting, positioning, exercising and/or transferring from or to transportation, as specified in their individual education plan.</li> <li>• Undertake specific therapy tasks with individual students under the guidance of the teacher or nominated professional.</li> </ul> <p>University of Tasmania:</p> <ul style="list-style-type: none"> <li>• Associate Degree in Education Support (two years, offered online).</li> <li>• Option to exit early with a Diploma in Education Support.</li> <li>• Pathways offered for credit transfer to Bachelor of Education.</li> <li>• Undergraduate Certificate in Education Support also offered (appears to be the equivalent of a Certificate III).</li> </ul>

State	Award/Enterprise Agreement	Role Structure	Notes
SA	<p>Teachers (DECS) Award</p> <p>Early Childhood Worker Award</p> <p>SA School and Preschool Education Staff EA 2020</p>	<p><b>School Services Officer</b></p> <p><b>Classroom Support Officer – Level 1</b></p> <p><b>Curriculum Support Officer – Level 2</b></p> <p><b>Special Education Officer – Level 2</b></p> <p>SSO Level 1, steps 1 to 7 - \$51,354 - \$61,384</p> <p>SSO Level 2, steps 1 to 4 - \$64,657 - \$71,232</p> <p><b>Early Childhood Worker</b></p> <p>ECW Level 1, steps 1 to 7 - \$47,276 - \$56,509</p> <p>ECW Level 2, steps 1 to 4 - \$59,522 - \$65,575</p>	<p>No qualifications necessary for Classroom Support – at the discretion of the principal to list a qualification as essential or desirable on a job vacancy. Qualifications not linked to classification levels.</p> <p>SSO Level 2: Contribute to the conduct of effective and appropriate literacy programs to students by providing paraprofessional support to teaching staff.</p> <p>ECW must have or be actively working towards an approved certificate III level education and care qualification.</p> <p>Note: compared to generic duty statements of level 1 in other States, SA appears to have more complex tasks at his level such as one on one support and intervention.</p>