

Are you doing too much paperwork in the name of compliance?

The IEU has developed a sample list of activities which might be happening in your school, are not required by NESA, and which unnecessarily add to teacher workload. In some instances, we have also provided suggested solutions or alternative work practices which might be adopted to address workload issues.

The common themes across schools include excessive unit evaluations, annotations and/or reflections, excessive detailed annotations for every lesson, and inconsistent standards of program requirements.

Members also identified overuse of General Capabilities and Cross Curriculum Priorities, uploading and linking student work samples, and excessive collection of work samples as contributing to work intensification.

This sample list should be read in conjunction with the following [NESA Fact Sheets](#):

- Curriculum – programming and record keeping
- Curriculum – school registration requirements

Members are reminded that the [NESA Fact Sheets](#) advise schools to carefully consider the purpose of any additional expectations.

Is this happening in your school?

- Excessive annotations in programs
- Excessive unit evaluations and/or reflections
- Excessive assessment and data collection practices
- Unnecessary collection of work samples (only the RoSA has specific NESA requirements)
- A requirement for teachers delivering the same program to multiple classes across a calendar year to develop individual programs
- Detailed annotations required for every lesson
- Learning Intentions and Success Criteria for every lesson (Documenting LI and SC for every lesson is not required by NESA. Teachers should communicate the LI and SC to students in whatever form they deem to be best. If the school has mandatory processes, they should be reviewed to determine whether there is duplication)
- Rewriting programs so that they are new when outcomes and content have not changed. (Differentiation for students, noted briefly, and changes to the planned delivery, noted briefly, are the only annotation required)
- NCCD Personalised planning hyperlinked into all programs/units when there are PPs and PLPs, etc. (While these might be of some assistance to individual teachers they are not required for audit)
- Being required to identify/incorporate General Capabilities and Cross Curriculum Priorities in programs (All NESA syllabuses are developed to comply with the Australian Curriculum. Teaching the NESA syllabus, by definition, complies with the general capabilities and cross curriculum requirements of the Australian Curriculum)
- Formal/written student feedback information for every unit/lesson
- Exhaustive school-created program checklists
- Excessive requirements and frequency of school compliance audits by systems (5-year cycle)
- An expectation to show where and how the Evidence of guidelines for Quality Teaching Education Programs were implemented or last reviewed
- Linking all documents and resources in programs on the expectation that the course will be taught by an out of subject area teacher

Catholic systemic schools

Catholic World View or Catholic Values being repeatedly recorded throughout programs with excessive explanations and in every KLA. (The NESAs Fact Sheets advise schools to carefully consider the purpose of any additional expectations).

Implications for NCCD Processes

The NCCD Evidence Fact Sheet has already addressed duplicative and excessive documentation practices. There is no contradiction between the NCCD evidence collection processes and NESAs curriculum compliance processes. Both fact sheets specifically encourage schools to carefully consider the workload implications of any additional requirements.

PLP

Personalised planning is required for students with disability. Where a student meets the criteria for QDTP, Supplementary, Substantial, or Extensive support, evidence must be available in the following four areas:

- Identified need
- Adjustments provided
- Consultation/collaboration
- Monitoring/review

The location of this evidence is a matter for the school. Schools are not required to collate this evidence into one document. Duplication of this evidence across multiple platforms including programs, teacher chronicles, school LMSs, hard copies in files etc is not required.

Differentiation

The NCCD Evidence Fact Sheet states that narrative or supplementary texts explaining school decisions with respect to a student's adjustments are in excess of what is required. The NESAs Fact Sheet reinforces this position, stating there is no expectation a teacher writes comments regarding each aspect of each lesson or for each teaching strategy. The program should reflect that adjustments are taking place where appropriate. If modifications to the program are necessary, brief statements to indicate these changes are all that is required. If a program is delivered unchanged, NESAs only require that the program be registered by signing and dating it.

Annotations

The Department of Education NCCD Evidence Fact states that teacher notes or annotations at the end of lessons to describe adjustments made are in excess of what is required. Similarly, NESAs has no requirement about how evaluation is completed or how much detail is required. Nor do they require reflection and evaluation that recounts each lesson or relates to teaching and learning strategies. As with differentiation, changes to the program should be noted. Otherwise, the program meets NESAs registration requirements if there is an indication (such as signing and dating) that the program was delivered as planned.

What to do now

If any of the above activities, identified as excessive, are happening in your school, members are encouraged to commence a professional discussion with principals and school leadership teams in order to address the unnecessary workload issues these activities create.

The IEU has also developed a draft motion which can be voted on and presented to the school leadership team as a united professional voice from the chapter.

IEU organisers and professional engagement officers are also available to assist in these professional discussions to ensure workload issues are meaningfully addressed.

Please encourage all your colleagues to [join the IEU](#) and be part of the solution in improving workloads and conditions.



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