



**1. Which specific NESA-set requirements (or the interpretation of such requirements) are taking up relatively more of teachers' time, and why? Please identify the discrete tasks, activities associated with those requirements.**

<p><i>Name the specific requirement and process <u>impacting on teachers</u>.</i></p>	<p><i>Who sets the process for responding to the requirement in schools?</i></p>	<p><i>What does the task involve?</i></p>	<p><i>What exactly is challenging about it? Please unpack specifically what the challenge/problem is. We are trying to understand exactly what actions, functions, complexities are taking up too much teacher time.</i>  <i>Do you consider any of these tasks to be unnecessary? If so, please explain why.</i></p>	<p><i>(Question 3.) What specific solutions can you suggest to minimise the impact of any NESA requirements that you identified as time consuming for teachers?</i></p>
<p>Uploading of work samples for English Studies and Maths Standard 2</p>	<p>Principal; Deputy Principal; Head Teachers.</p>	<p>Finding, scanning and uploading samples of student work for non-academic courses.</p>	<p>Extremely time consuming process and the purpose of and benefit to this is unclear.</p>	<p>Remove the requirement to upload samples of work.</p>
<p>There is frequently new documentation which must be completed. Constant introduction of additional requirements and changes to rules.</p>	<p>Principal; Deputy Principal; Head Teachers.</p>	<p>Re-training; Re-educating staff, students, parents.</p>	<p>The processes, requirements, documentation etc is frequently changing on an ad-hoc basis and it is very time consuming to keep up-to-date with changing requirements and re-train staff, inform students etc.</p>	<p>Keep changes to a minimum and on an essential basis and only implement at the same time each year.</p>

**4. In what specific ways can the approach to compliance requirements support teachers?**

Allow some flexibility, as well as allowances or relevant changes to meet the needs of specialist teachers in schools such as Careers Advisers, Librarians and school counsellors. Although Careers Advisers, Librarians and school counsellors may be NESA registered teachers, they have a very different role to teachers whose primary role is to teach board endorsed courses and curriculum. It is challenging for Careers Advisers, Librarians and school counsellors to meet the professional development requirements due to the nature of these specialist roles.

Provide a checklist of what is required which is streamline and direct.

**5. In what practical ways can NESA balance:**

- a. **Calls to be more flexible (not over-prescriptive) allowing teachers to make their own interpretation.**
- b. **Calls to be more specific about exactly what evidence/actions will meet the requirement (to avoid teachers doing excess to requirements)?**

For Careers Advisers in school: The role of a Careers Adviser will vary dramatically from school to school depending on the demographic of students in each school. Careers Advisers need some flexibility and control over their professional development pathway so they undertake relevant professional development.

General guidelines and flexibility is preferred to explicit evidence and actions to meet requirements. NESA is working with a very diverse range of staff, students, needs, locations, resources available, expertise etc. Things cannot be rigid when working with such huge variables.

**Contemporary Issues Content**

**1. Do you think the term ‘contemporary issues content’ is a good descriptor of this additional content? (the term ‘extra-curricular’ is not accurate to use)**

Yes.

**2. In your experience, for what types of reasons, and from what types of sources does contemporary issues content emerge?**

Current events in community.  
Social media, news content, community and global events.

**3. What contemporary issues content are you aware of, that has been added to the school curriculum? What has been the impact of this on teachers?**

- e safety
- Swimming
- Road safety
- Mental health and wellbeing
- Consent
- Vaping

Increased teacher training, understanding and awareness required.

**4. What are the benefits of contemporary issues content?**

Students want to engage with it as its topical.  
It is often necessary life skills education.

**5. What criteria should apply to a policy about whether and how new topics should be added outside of a full curriculum review?**

Review whether the topic is being covered in the syllabus.

**6. Who should NESA consult with when considering whether or not to include a suggested contemporary issues topic in the curriculum?**

Students  
Police  
Welfare Agencies  
Youth Workers  
Parents

**7. What are the advantages and disadvantages of creating a dedicated cross-disciplinary subject dedicated to contemporary social and citizenship issues?**

It is current, immediate, life based and can be set up to be its own subject rather than stealing time or adding to burden of other subjects.

Create such a subject and replace content from other curriculum that is increasing becoming irrelevant, not engaging, not current.

**8. Would it help teachers to better manage the time impacts of contemporary issues content if NESA provided more explicit advice about what is required to be taught from the NESA syllabuses?**

Yes.