



TEACHER WORKLOAD IMPACT ASSESSMENT TOOL NATIONAL SCHOOL REFORM AGREEMENT

ASSESSMENT TEMPLATE

This template has been prepared to support relevant teams to conduct a Teacher Workload Impact Assessment of National Policy Initiatives in the next National School Reform Agreement (NSRA). It recognises that assessments will be conducted based on the information available at a specific time.

NOTE: This form is a SmartForm designed to be used in Adobe Acrobat Reader. Adobe Acrobat Reader software must be set as the default program for .pdf documents. If you do not do this you may experience difficulties using this form. If you do not currently have the Adobe Acrobat Reader software program, it is available as a free download from the [Adobe website](#).

Impact assessment

These questions provide the minimum framework for assessing the teacher workload impact of National Policy Initiatives proposed in the next NSRA. Answers will support AESOC's advice to Education Ministers regarding final decisions on National Policy Initiatives to be included in the NSRA head agreement.

If the answer to question one is a negative, no further questions need to be considered and the assessment is deemed complete. If there is an affirmative response to question one, all other questions need to be considered in the assessment.

1. Initial Assessment

Will the proposed National Policy Initiative require, or could require, changes to the systems of work in schools, teacher roles and responsibilities or compliance obligations which would influence the existing duties of teachers and school leaders?

2. Provide a brief description of the problem.

This section should include a broad description of the issue supported by evidence and data.

3. Provide a brief explanation about the rationale for policy change.

This section should include an explanation to justify why intervention is necessary to address the problem.

4. Provide a brief description of the objectives for the proposed policy change.

This section should include a description about the objectives for the policy change.

5. Provide a summary of the proposed initiative and other options considered.

This section should provide a detailed summary of the proposed National Policy Initiative, who is responsible for implementing the initiative and timeframes for delivery. It should explain:

- How will the proposed initiative achieve the stated objectives?
- How will success be measured?
- What is the expected interaction with schooling systems and the teacher workforce?
- Outline alternative options and why these alternatives are not preferred.
- Why existing initiatives or policies could not be leveraged, re-purposed or altered to achieve the same outcome?
 - Have these initiatives reached the stage of independent implementation by teachers?
 - Are teachers still engaged with professional development and feedback on implementation?
 - Has the timing of the introduction of the initiative been sufficiently considered, in consultation with teachers?

6. Provide an assessment of the potential workload impact on teachers and school leaders.

This section should assess the potential workload impact on teachers and school leaders, including consideration of the following:

- How does the initiative impact jurisdictions differently?
- How does the initiative impact individual sectors differently?
- Does the initiative impact disadvantaged schools, complex settings including regional, rural and remote locations?
 - What is the impact on teachers in these settings?
 - Identify how the proposed initiative will impact teachers, school leaders, students and resources in diverse school settings.
- Does it have a disproportionate impact on different teachers (First Nations, subject specialists, early career, Highly Accomplished and Lead Teachers)
 - Assess the impact on these teachers where the impact is not uniform.
- Identify potential unintended impacts on teachers, school leaders, students and resources in diverse school settings.
 - Do additional teachers, support staff or resources need to be obtained? Are there additional costs associated with recruitment, on-boarding, release time and training?
 - Does the initiative require teachers and students to pivot to different content or pedagogy? Is such change likely to disrupt the continuity of learning?

7. Provide an assessment of the potential workload impact on teachers and school leaders.

This section should assess the potential workload impact on teachers and school leaders, including consideration of the following:

- a. How will the initiative impact teachers in performing their role? This section should focus on the impact on core teaching duties. Identify the core teaching duties this initiative will impact including adjustments to existing work practices and workload. This assessment should not just reflect a simple time-cost but should also take account of any workload intensification such as increased emotional labour or cultural load.
- b. Is the impact different on school leaders? This section should identify the core leadership and administration duties this initiative will impact, including adjustments to existing work practices and workload.

8. Will teachers and school leaders require additional time release, administrative support, training or development to introduce/implement the initiative?

Assess the time and resources needed to undertake or provide any additional support and/or training requirements for teachers and school leaders and if time is required for ongoing maintenance of these skills. If significant impacts are identified at Question 7, the response to this question should identify commensurate levels of support.

9. Will there be additional regulatory or reporting requirements related to the initiative?

Undertake due diligence to ensure there are no existing initiatives in place that can be leveraged, re-purposed or altered to achieve the same outcome. Ensure that the initiative does not lead to the duplication of existing tasks or administrative duties. Identify the reporting requirements (both one-off and ongoing) and provide an assessment of the time needed to complete them and if they can be undertaken by support staff.

Definitions

Core teaching duties – Includes but is not limited to classroom instruction, preparing whole class instruction, assessing work, providing feedback, providing individual assistance or support to students, tailoring lessons, meetings, assemblies, yard/bus duty, administration, parent engagement and counselling students.¹

Teachers - References to teachers also refer to associated administrative and support staff due to the potential downstream impact on teacher workload.

School leaders – School leaders encompasses principals, deputy principals and all other teachers undertaking leadership roles e.g. year level leaders, head of department, head of faculty etc.

Additional Resources

The Australian Government Office of Impact Analysis has developed guidance information to assist policy makers in assessing regulatory impact including a detailed cost analysis. Although this information relates to national policies with broad economic and competition impacts, the principles can be applied for localised contexts.

- [Australian Government Guide to Policy Impact Analysis | The Office of Impact Analysis \(pmc.gov.au\)](https://www.pmc.gov.au/guidance)
- [Regulatory Burden Measurement Framework | The Office of Impact Analysis \(pmc.gov.au\)](https://www.pmc.gov.au/regulatory-burden)

1 Based on the Victorian Government guidelines for a secondary teacher's 38-hour work week.