The Future of Education

The education trends shaping Australia's future

November 2018

Contents

Research objectives

The 2018 *Future of Education* study aims to assist educators to make informed strategic decisions regarding the future of education in Australia.

The key objective of this research is to explore the current and future trends that are impacting Australia's education sector. These trends include technological, methodological and pedagogical styles and challenges.

Research methodology

The Future of Education study is a collation of quantitative and qualitative data collected through two online surveys.

Online surveys

The first survey, of 230 parents with school aged children, which was in field from the 4th until the 10th September 2018. This survey captured the attitudes and opinions of students' parents towards the education sector. Throughout this report, these respondents are referred to as 'parents'.

The second survey, of 249 executives/leaders, teachers and administrative staff, was in field from the 24th September until the 25th October 2018. These results have been used to understand the values and perceptions of those working in the education industry. These respondents are referred to as 'educators' throughout this report.

Graphs and rounding

Data labels on the graphs in this report have been rounded and may, therefore, sum to 99% or 101%. Any calculations where two data points have been added are based on raw data (not the rounded data labels on the graph) which have then been rounded once combined.

Executive summary

Anticipating the future

Today's education trends are shaping tomorrow's workforce. The workplace of the future will require young people to be competent in a broad range of transferable skills. These skills include problem solving, critical thinking, creativity and communication skills.

Additionally, technology will have a palpable impact on the kinds of jobs available, with many new jobs created and many others at high-risk of digital disruption. More than three in five educators (62%) agree (strongly/somewhat) that many jobs will be at high risk of digital disruption in the future and in response, schools should embrace the use of technology to future proof students' careers and their learning.

This is an opportunity for Australia's education sector to meet the changing demands of employers and future proof the next generations. Nearly four in five educators (78%) agree (strongly/somewhat) that if invested in correctly, creative, people-focused, leadership-oriented or high-level communication roles can be effectively future proofed as technology cannot effectively replace them.

Adapting to challenges

Encouragingly, classroom teaching styles are adapting to the changing demands by incorporating new teaching methods and styles of learning such as greater interaction and collaboration in lessons. More than four in five educators (83%) and seven in ten parents (71%) believe schools are much better today at engaging with students and their varied learning styles.

Schools that foster an experiential, hands-on approach to learning will help students cultivate the skills they need to be workplace ready. The most preferred style of teaching is teacher-facilitated learning through interaction (56% educators cf. 44% parents) followed by a learner-centred environment where the teacher acts as facilitator (25% educators cf. 26% parents). This combination of teaching styles is believed by educators to effectively engage today's learners.

Educators, however, feel limited in their ability to effectively engage with students due to bureaucracy, curriculum and the current HSC structure (31%). A further 8% who selected 'other' feel they are too time poor to be innovative in the classroom and effectively engage with their students.

Shaping the future

By allowing educators more time and flexibility, they will be more able to equip students with a broad range of transferrable skills. More than seven in ten educators (71%) believe that the most important function of high school is to provide students with life-long skills they can apply in all situations (cf. 38% parents). Parents are more likely to agree that the most important function is to equip students with skills for the workforce (21% cf. 5% educators).

Prioritising the development of problem-solving, communication, creativity and critical-thinking skills in students will enable educators to meet the growing demand for valuable life-long skills which will also equip them for the changing workforce.

Introduction

Education is foundational to any society and has the power to influence its future.

In order for Australia to remain competitive and at the forefront of innovation and education, it is crucial to understand the current trends, influences and challenges within the education sector.

The Australian education sector is a growing industry with 3,849,225 enrolled students across 9,444 schools. Almost two thirds of these students (65.5%) are enrolled in Government schools, with almost one in five (19.9%) in Catholic schools. Just over one in seven students (14.5%) are enrolled in Independent schools. Across these schools the sector employs 404,580 in-school staff.

Australia's emerging generations are global, social and digitally connected

Generation Z, born between 1995 and 2009, are the first fully global generation. Shaped in the 21st century, they are highly-connected through digital devices and engaged through social media.[1]

This new wave of high school graduates are likely to pursue further education and training, with almost half going on to university.[2] High quality education is important as they are

expected to have as many as 17 jobs across 5 different careers in their lifetime.

Since 2010 Australia has seen the emergence of a brand-new generation, Generation Alpha, born into "the great screenage". This youngest generation is comprised of 2.9 million children.[3]

Technology is set to have a significant impact on this emerging generation as they experience its rapid changes during their most formative years.

Generation Alpha will be the most formally educated and technology supplied generation ever.[4]

A snapshot of Australian schools

3,849,225 enrolled students
14.5% Independent
19.9% Catholic
65.6% Government

9,444 Schools

404,580 In-school staff

Source: ABS

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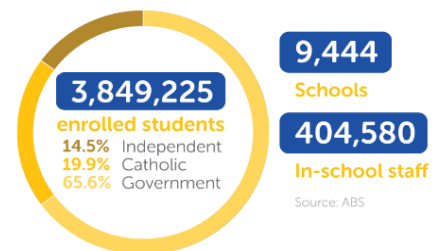
[1] Fell, A 2013, 'The ABC of Gen Z: The digital, visual & global generation', *McCrindle*, <https://mccrindle.com.au/insights/blogarchive/the-abc-of-gen-z-the-digital-visual-and-global-generation/>.
[2] National Generation Report 2015, Social Analysis, *McCrindle*, https://mccrindle.com.au/wp-content/uploads/NationalEducationReport_McCrindle.pdf
[3] Fell, A 2018, 'Generation next: Meet Gen Z and the Alphas', *McCrindle*, <https://mccrindle.com.au/insights/blog/generation-next-meet-gen-z-alphas/>.
[44] *Ibid*.

Demographics

What will be your age in 2018?

Generation	Educators	Parents
Gen Z	2%	3%
Gen Y	39%	40%
Gen X	40%	43%
Baby Boomers	19%	13%
Builder	0%	1%

■ Educators n=249   ■ Parents n=230
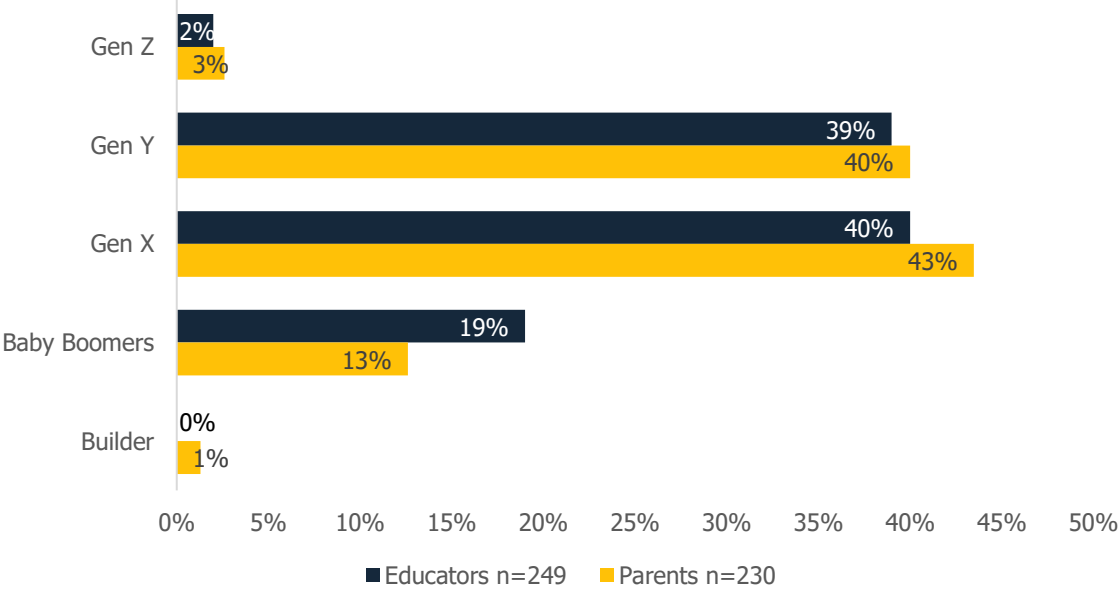
The challenge of equipping students for an unknown future

Jobs of the future require individuals to possess a broad range of transferable skills.

In an age of digital disruption and rapid automation, employers are looking for workers who possess a broad range of transferable skills. These adaptive skills require creativity, problem solving and critical thinking.

While technology and automation continue to disrupt the Australian labour landscape, there are some occupations that carry a lower risk of being replaced by technology. These irreplaceable jobs require a high level of human interaction, empathy and individuality.

It is expected that by 2030, workers will spend 30% more time learning on the job; 100% more time at work solving problems, 41% more-time critically thinking, 77% more time using science and maths skills and 17% more time using verbal communication and interpersonal skills.[5]

In order to meet the changing demands of employers and future proof the next generations, Australia's education sector is positioned to invest into and develop students through:

- Adapting to new teaching methods and styles of learning.

- Training students in enterprise skills to prepare them for jobs that do not exist now but may by the time they enter the workforce.

- Engaging students, schools, industry and parents in codesigning opportunities in and outside the classroom.

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[5] The Foundation for Young Australians 2017, *The New Work Smarts: thriving in the new work order*, <https://www.fya.org.au/wp-content/uploads/2017/07/FYA_TheNewWorkSmarts_July2017.pdf>.

Future proofing students with creativity, leadership and effective communication skills.

Nearly four in five educators (78%) agree (strongly/somewhat) that if invested in correctly, creative, people-focused, leadership-oriented or high-level communication roles can be effectively future proofed as technology cannot effectively replace them.

This is important as the Committee for Economic Development of Australia predicts that 5.1 million jobs (44%) will be at risk of digital disruption within the next 10-15 years.[6]

Consistent with this, more than three in five educators (62%) agree (strongly/somewhat) that many jobs will be at high risk of digital

disruption in the future. In response, educators believe that schools should embrace the use of technology to future proof the careers of their students' as well as their learning (62%).

It is therefore important for educators to determine how to best use technology to future-proof the careers of today's students. Equipping students for the future is currently an area of concern for educators with just a third of educators (34%) and two in five parents (40%) believing schools are effectively future proofing students for numerous jobs across multiple careers.

To what extent do you agree with the following statements?
Strongly/somewhat agree

Statement	Educators	Parents
Creative, people-focused, leadership or high-level communication roles can be future proofed as technology cannot effectively replace them	78%	54%
Many jobs will be at high risk of digital disruption; schools should use technology to future proof careers and students' learning	62%	50%
Schools are effectively future proofing students for numerous jobs across multiple careers	34%	40%
Funding of schooling across all levels of government is at an appropriate level based on the other needs in society	22%	42%

■ Educators n=249   ■ Parents n=230

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[6] The Committee for Economic Development 2018, 'More than five million Aussie jobs gone in 10 to 15 years', *Media Release*, <https://www.ceda.com.au/News-and-analysis/Media-releases/More-than-five-million-Aussie-jobs-gone-in-10-to-15-years>.

Handwriting is important to futureproofing students.

Educators and parents both agree (strongly/somewhat) that technology devices inhibit the development of hand-writing skills which will still be an important skill in the future (59% educators cf. 61% parents).

This is noteworthy as research by the Scientific American (2014) shows that the benefits of writing are superior to typing for memory retention, creativity, critical thinking and problem solving skills.[7]

Have teaching methods adapted to reflect today's students?

Almost half of educators (48%) and a slightly higher proportion of parents (57%) agree (strongly/somewhat) that main teaching methods have kept up with today's students.

Educators and parents, however are less likely to agree that school facilities have kept up with learning styles (34% educators cf. 47% parents strongly/somewhat agree).

To what extent do you agree with the following statements?
Strongly/somewhat agree

Technology devices inhibit the development of hand-writing skills which will still be an important skill in the future
- Educators: 59%
- Parents: 61%

Main teaching methods have kept up with today's students and have changed a lot compared to when I was at school
- Educators: 48%
- Parents: 57%

School facilities (classroom designs, technology) have kept up with learning styles
- Educators: 34%
- Parents: 47%

0% 10% 20% 30% 40% 50% 60% 70%

■ Educators n=249   ■ Parents n=230

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[7] May, C 2014, 'A Learning Secret: Don't Take Notes with a Laptop', *Scientific American*, <https://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>.

Changing learning styles

Schools are much better today at engaging with students.

More than four in five educators (83%) and seven in ten parents (71%) believe schools are much better today at engaging with students and their varied learning styles. This is highly positive and schools are encouraged to keep up this momentum into the future.

Despite many educators and parents being confident that schools are better able today to engage students with varied learning styles, a similar proportion believe schools should continue to work harder to make learning more interesting (81% educators cf. 88% parents).

Educators and parents also agree that schools should get back to basics in the curricula (72%

educators cf. 78% parents). Interestingly, opinions differ on whether schools should focus more time on English and Maths with parents (82%) more in favour than educators (56%).

Opinions also differ on NAPLAN testing and the MySchool website. Parents are more supportive of NAPLAN testing (54%) than educators (32%) and almost twice as likely (68%) to be more supportive of the MySchool website than educators (37%). This is possibly linked to parents preferring rankings and performance indicators while educators are less likely to consider testing an accurate indicator of performance.

"It is in the delivery of the content. If you deliver content in a way that encourages the students to discuss and draw conclusions, they will be more interested and invested in it."

- Educator

To what extent do you agree or disagree with the following statements.

Strongly/somewhat agree

Schools are much better today at engaging with students and their varied learning styles
- Educators: 83%
- Parents: 71%

Schools should work harder to make the learning more interesting
- Educators: 81%
- Parents: 88%

Schools should get back to basics in the curricula they teach
- Educators: 72%
- Parents: 78%

Schools should devote more time to teaching Art, Music & Contemporary Culture
- Educators: 68%
- Parents: 70%

Schools should focus more time on English and Maths
- Educators: 56%
- Parents: 82%

Overall I'm supportive of the MySchool website
- Educators: 37%
- Parents: 68%

Overall I'm supportive of NAPLAN testing
- Educators: 32%
- Parents: 55%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Educators n=249   ■ Parents n=230

Perceptions that student performance and behaviour are in decline.

Overall perceptions indicate that student performance in numeracy and literacy as well as behaviour has declined over the last ten years.

Educators are especially concerned with the decline in student behaviour with 59% saying it is worse now (cf. 39% parents). Only 6% of educators think student behaviour is better now than ten years ago, compared to 23% of parents.

Furthermore, just under half of educators (49%) and more than two in five (44%) parents

believe performance in literacy is worse. Perceptions regarding numeracy levels do not fare much better. Two in educators five (41% educators cf. 43% parents) think they are worse now than ten years ago.

Although the research shows schools are much better at engaging with students and their varied learning styles, perceptions on student performance clarifies educators and parents' desire to get **back to basics** in the curricula.

How do students today compare to ten years ago in the following areas?
Educators

	Significantly better	Somewhat better	Slightly better	About the same	Slightly worse	Somewhat worse	Significantly worse
Numeracy	1%	15%	9%	41%	24%	12%	5%
Literacy	1%	5%	12%	30%	25%	15%	9%
Student behaviour	2%	3%	6%	27%	25%	19%	15%
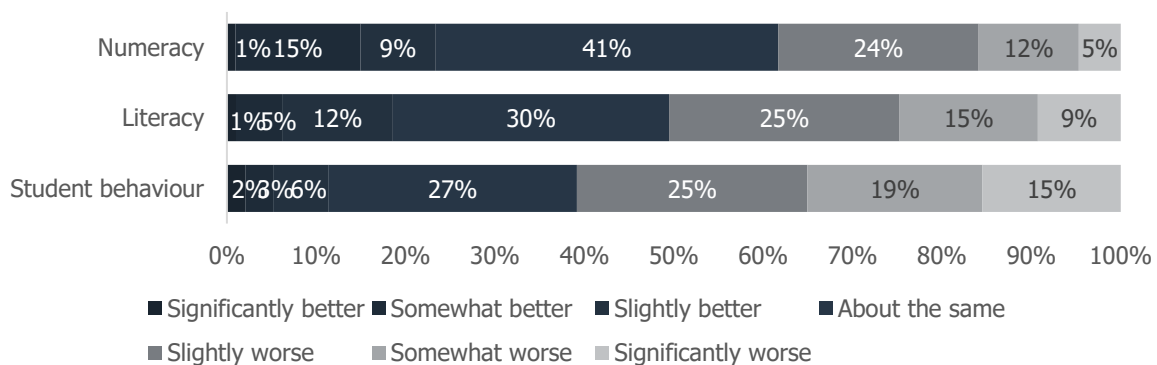
How do students today compare to ten years ago in the following areas?
Parents

	Significantly better	Somewhat better	Slightly better	About the same	Slightly worse	Somewhat worse	Significantly worse
Numeracy	8%	13%	12%	24%	23%	12%	8%
Literacy	9%	13%	10%	24%	27%	9%	8%
Student behaviour	8%	14%	13%	26%	15%	11%	13%
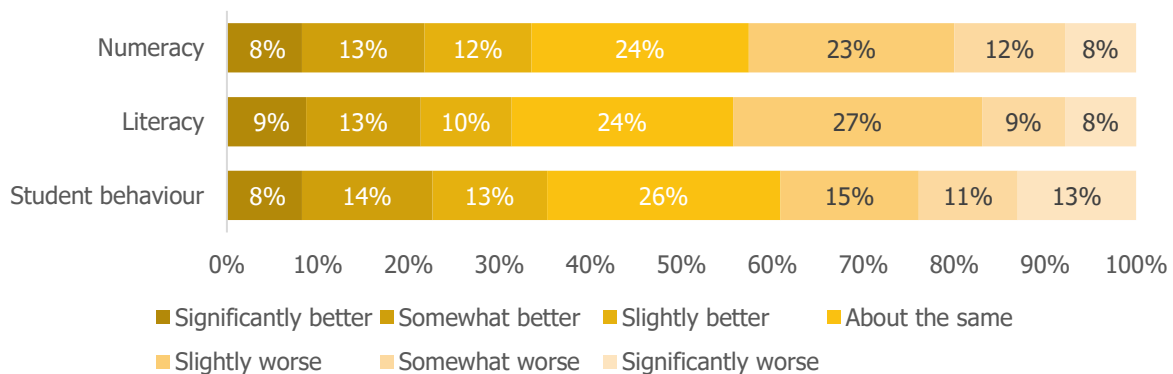
The most preferred teaching styles.

Classroom teaching styles are changing to incorporate greater student interaction and collaboration.

When they were at school, educators and parents mostly experienced a teacher delivering content with some or no interaction (89% educators cf. 63% parents). Today's students, however, are experiencing a teacher facilitated, interactive, learner-centred environment (73% educators cf. 64% parents).

Positively, this combination is the most preferred teaching style according to educators (81%) and parents (61%).

Educators believe key teaching styles and techniques that effectively engage with today's learners are:

- Project and inquiry-based learning

- Collaborative group work

- Teacher facilitated, student centred learning

What form of teaching did you mostly experience when you were at school?

Response	Educators	Parents
Teacher delivering content with some interaction	49%	30%
Teacher delivering all instruction with little/no interaction	40%	32%
Teacher facilitating learning through interaction and other methods	9%	24%
Learner centered environment where teacher acts as a facilitator to assist the learning to take place	2%	13%

■ Educators n=249 ■ Parents n=230

"[A teaching style that effectively engages students is] a combination of teacher-led instruction, modelling of tasks, scaffolding of tasks, and students then extending their learning by conducting their own research, work and experimentation and ultimately undertaking a task."

- Educator

What form of teaching would you have <u>most preferred</u> when you were at school?

Teacher facilitating learning through interaction and other methods	Educators: 56% / Parents: 35%
Learner centered environment where teacher acts as a facilitator to assist the learning to take place	Educators: 25% / Parents: 26%
Teacher delivering content with some interaction	Educators: 16% / Parents: 20%
Teacher delivering all instruction with little/no interaction	Educators: 2% / Parents: 19%

0% 10% 20% 30% 40% 50% 60%

■ Educators n=249   ■ Parents n=230

What form of teaching do students <u>currently experience</u> at school?

Teacher facilitating learning through interaction and other methods	Educators: 56% / Parents: 44%
Teacher delivering content with some interaction	Educators: 25% / Parents: 27%
Learner centered environment where teacher acts as a facilitator to assist the learning to take place	Educators: 17% / Parents: 20%
Teacher delivering all instruction with little/no interaction	Educators: 2% / Parents: 9%

0% 10% 20% 30% 40% 50% 60%

■ Educators n=249   ■ Parents n=230

The risks and rewards of technology in the classroom

Technology is integrated into every facet of life.

Technology is a central part of modern life affecting everything from how Australian's socialise and connect to how they play and learn.

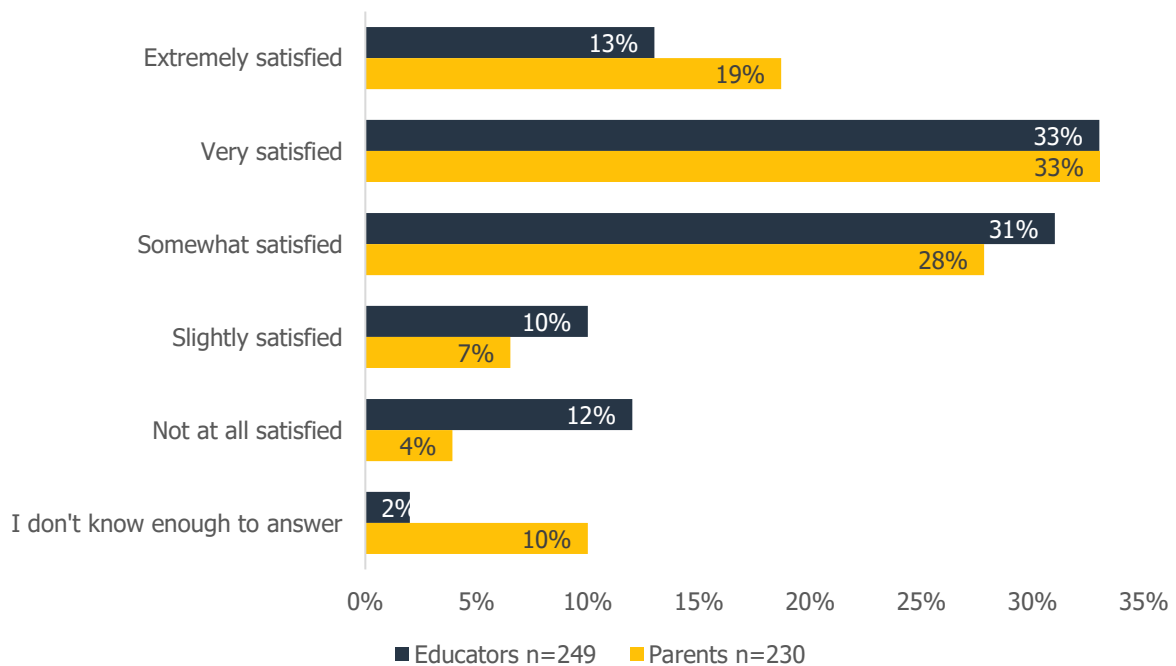In the classroom, technology presents numerous benefits, such as opportunities for efficient and collaborative learning as well as preparing students for life after school. At the same time, however, it can also create significant challenges such as distractions, safety issues and online bullying. The

education sector is, therefore, facing the task of managing technology to capitalise on its benefits and minimise its drawbacks.

Around half of educators (46%) and parents (52%) are satisfied with their classroom management procedures which integrate technology into the classroom (extremely/very). Educators, however, are more likely to see room for improvement with 12% not at all satisfied compared to 4% of parents.

How satisfied are you with your school's classroom management procedures in regard to technology integration in the classroom?
(e.g. limiting unwanted use of devices, managing distractions from phone calls etc.)

Response	Educators	Parents
Extremely satisfied	13%	19%
Very satisfied	33%	33%
Somewhat satisfied	31%	28%
Slightly satisfied	10%	7%
Not at all satisfied	12%	4%
I don't know enough to answer	2%	10%

■ Educators n=249 ■ Parents n=230

There is room for improvement for schools in managing addictive behaviours and online bullying.

Educators and parents vary in satisfaction levels regarding how schools are addressing addictive behaviours (e.g. screen time, apps and games).

Just one in six educators (17%) are satisfied (extremely/very) with how schools are educating students to address addictive behaviours compared to one in three parents (33%).

In fact, educators are much more likely to be dissatisfied with their schools' approach to addressing addictive behaviours (40% educators cf. 26% parents not very/not at all satisfied).

Although educators and parents are slightly more satisfied with how schools are addressing online bullying, only two in five educators (40%) and parents (37%) are

satisfied (extremely/very) with how schools deal with online bullying.

There is certainly still room for improvement in this area, given it is believed to be one of the most challenging aspects for young people growing up in today's world (73% educators, 77% parents).

Educators and parents agree that the **top three challenges for students** are:

- **Pressure** to do well in exams and assessments (80% educators cf. 79% parents)

- Online **bullying** through social networks (73% educators cf. 77% parents)

- Life is more complicated, causing additional **stress** (69% educators cf. 72% parents)

How satisfied are you with your school's classroom management procedures in regard to technology integration in the classroom?
(e.g. limiting unwanted use of devices, managing distractions from phone calls etc.)
Extremely/very satisfied

Category	Educators	Parents
Online bullying	40%	37%
Identity security (e.g. online fraud, not sharing personal information online)	25%	37%
Avoiding/recognising online predators	24%	36%
Addressing addictive behaviours (e.g. screen time, apps and games)	17%	33%

■ Educators n=249   ■ Parents n=230
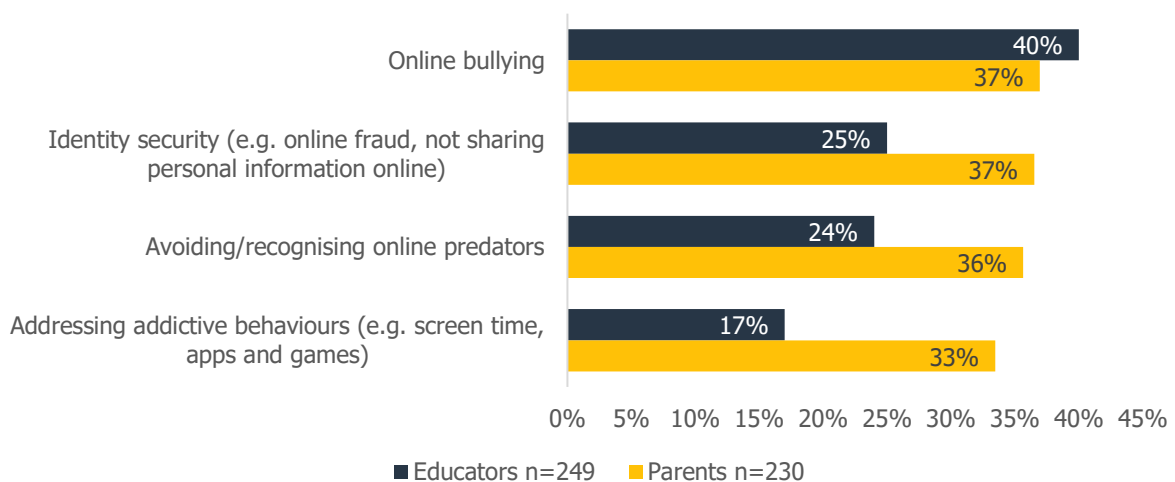
How challenging do you perceive the following to be for today's students?
Extremely/very challenging

	Educators n=249	Parents n=230
High pressure to do well in exams and assessments	80%	79%
Online bullying through social networks	73%	77%
Life is more complicated, causing additional stress	69%	72%
Too many extracurricular activities conflicting with school	43%	61%
More career choices than ever before	33%	60%
Juggling part-time work with study	33%	67%

■ Educators n=249   ■ Parents n=230

How much time should children be spending on devices?

Given the increased integration of technology in the classroom, it is particularly important to consider how much time children should spend on a device at school.

With time spent on devices at school, educators are more likely to lean towards a 'less is more' approach. Nearly seven in ten educators (67%) think that screen time should be limited to 40% or less of a regular school day. This compares to only half of parents (51%) who feel the same way.

Parents are over **four times more likely** to say that screen time should make up 80% or more of a child's day at school (3% educators cf. 14% parents).

What percentage of a regular school day do you think children should be using a screen/device, excluding break times?
A screen/device might include a tablet, laptop, smartphone, computer etc.

Percentage	Educators	Parents
100%	0%	4%
90%	1%	7%
80%	2%	3%
70%	2%	9%
60%	6%	11%
50%	21%	15%
40%	17%	10%
30%	21%	13%
20%	19%	17%
10%	10%	10%
0%	1%	2%

■ Educators n=249   ■ Parents n=230
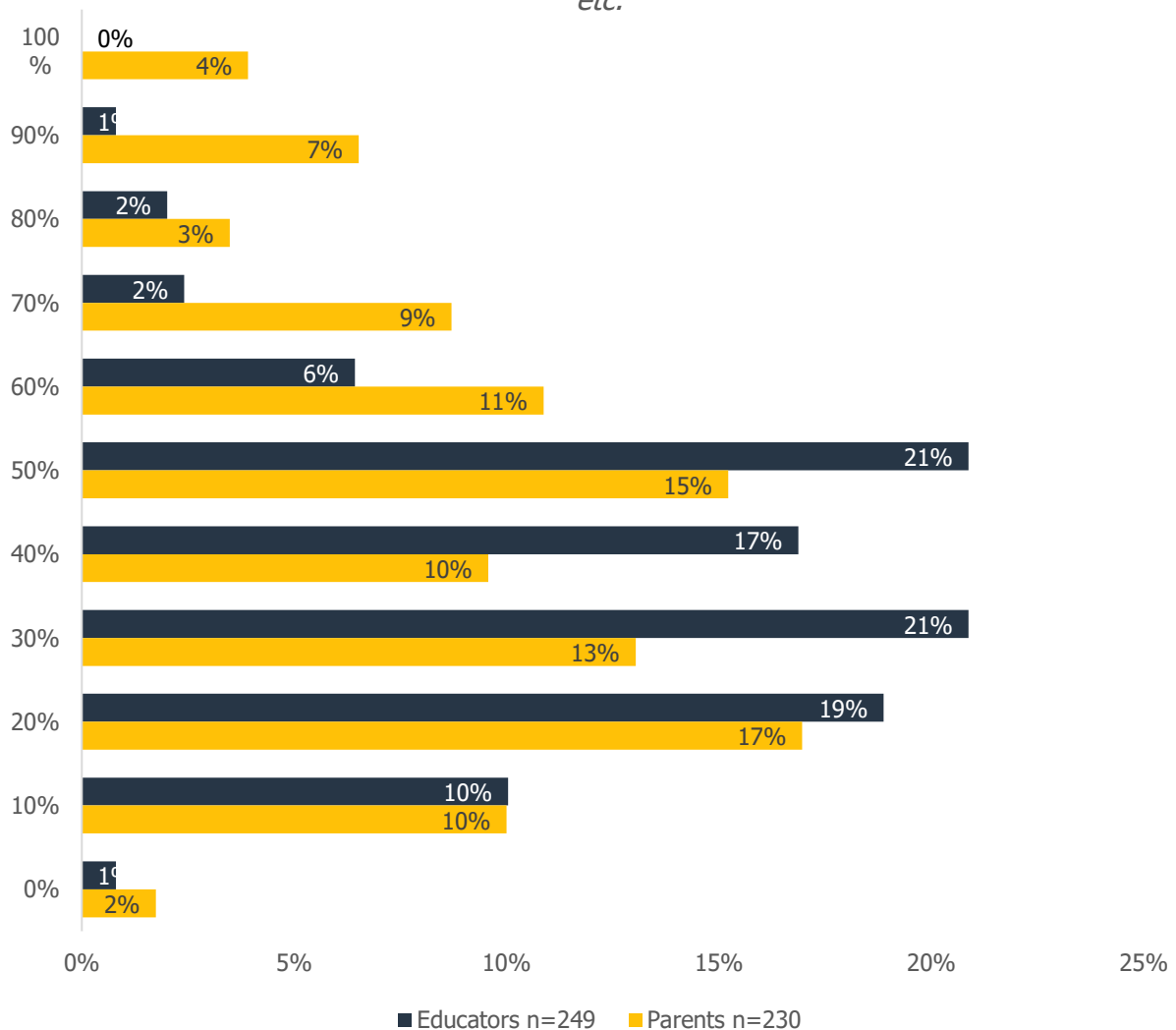
When should tablets, laptops and smart phones be introduced into the classroom?

Educators' and parents' opinions regarding the use of laptops and smart devices are relatively similar. There are, however, two key differences.
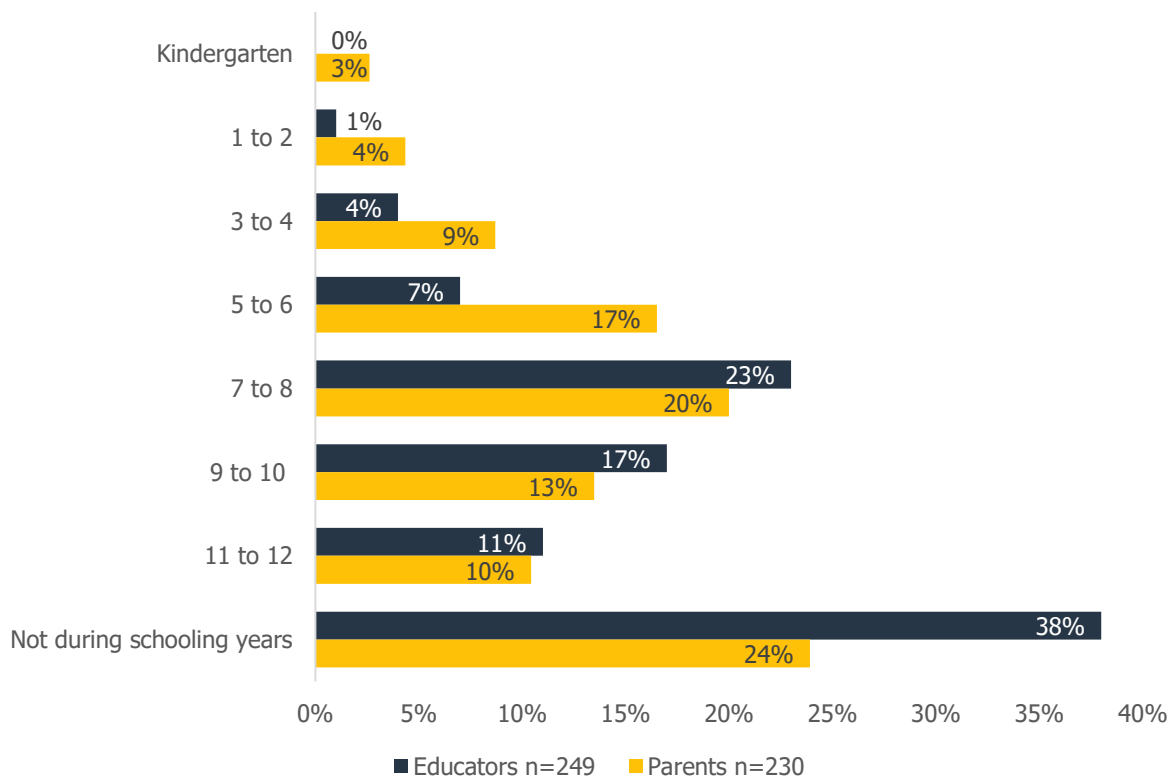
Firstly, educators are more likely than parents to say smart phones should not be introduced during school years at all (38% cf. 24%).

Conversely, when it comes to using tablets in the classroom (which does not include smartphones), however, more than a third of educators (36%) are happy to integrate tablets during kindergarten. This is compared with only one in ten parents (11%).

Accordingly, educators desire technology to be integrated into the classroom, but are less satisfied with the management of addictive behaviours. As a result, educators are likely to be conservative towards time spent on small personal devices such as smart phones which are harder to monitor.

What grade/s do you think <u>smart phones</u> should start being integrated into curriculum related lessons, if at all?

Grade	Educators	Parents
Kindergarten	0%	3%
1 to 2	1%	4%
3 to 4	4%	9%
5 to 6	7%	17%
7 to 8	23%	20%
9 to 10	17%	13%
11 to 12	11%	10%
Not during schooling years	38%	24%

■ Educators n=249   ■ Parents n=230

What grade/s do you think <u>tablets</u> should start being integrated into curriculum related lessons, if at all?

Grade	Educators	Parents
Kindergarten	36%	11%
1 to 2	14%	14%
3 to 4	19%	19%
5 to 6	15%	26%
7 to 8	8%	13%
9 to 10	2%	7%
11 to 12	0%	2%
Not during schooling years	5%	8%

■ Educators n=249 ■ Parents n=230
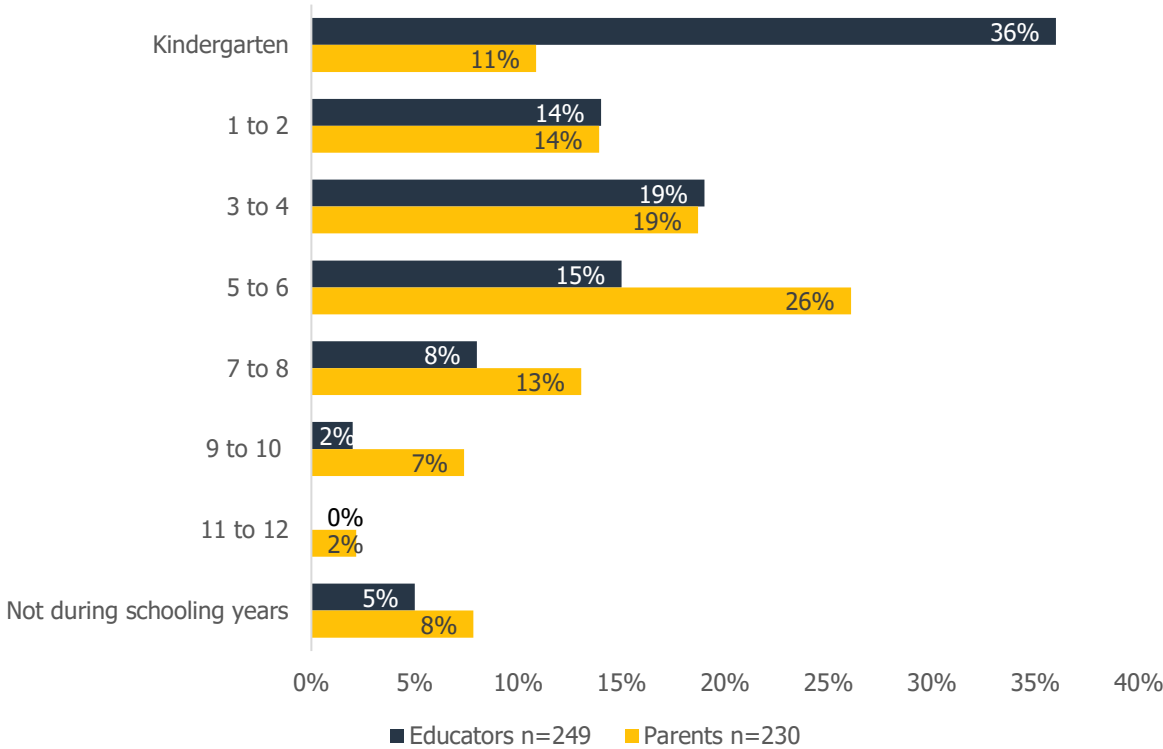
What grade/s do you think <u>laptops</u> should start being integrated into curriculum related lessons, if at all?

Grade	Educators	Parents
Kindergarten	7%	4%
1 to 2	8%	8%
3 to 4	17%	20%
5 to 6	23%	21%
7 to 8	32%	26%
9 to 10	9%	12%
11 to 12	4%	3%
Not during schooling years	0%	5%

■ Educators n=249 ■ Parents n=230
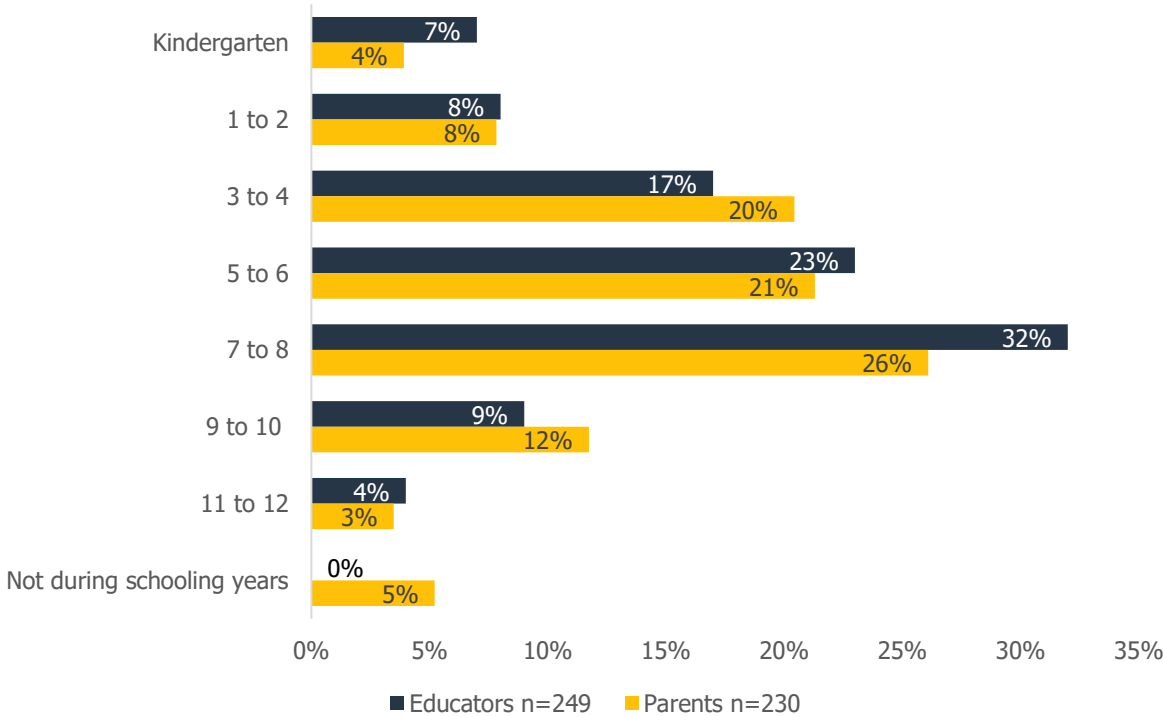
Cultivate life-long learners

Life-long learners are needed to succeed in life after school.

Educators are almost twice as likely as parents to believe that providing students with life-long learning skills they can apply to all situations is the most important function of high school (71% cf. 38% parents).

Parents, however, are more than four times likely than educators to say the most important function of high school is to equip students with skills for the workforce (21% cf. 5% educators). They are also more than three times more likely to think that preparing students for the university system is the most important function (7% cf. 2% educators).

This mismatch of expectations for high school may be a topic for discussion between school leaders and parents to help align their expectations, particularly in light of what the World Economic Forum is calling the 'Fourth Industrial Revolution.'

The Fourth Industrial Revolution is 'characterized by a fusion of technologies that blur the lines between the physical, digital, and biological spheres.'[8] The Fourth Revolution supersedes the Third Revolution, which saw automated production through the use of electronics and information technology.[9]

The need for continuous learning lies at the heart of the Fourth Industrial Revolution.[10]

"[A teaching style] where students are encouraged to become thinkers and embrace the changing environment - the ability to explore: especially in relation to the changing needs for future jobs - robotics/Digital/Science etc."

- Educator

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[8] World Economic Forum 2016, 'The Fourth Industrial Revolution: what it means, how to respond', <https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/>.
[9] *Ibid.*

[10] World Economic Forum 2017, 'Accelerating Workforce Reskilling for the Fourth Industrial Revolution', <https://www.weforum.org/whitepapers/accelerating-workforce-reskilling-for-the-fourth-industrial-revolution>.

What do you believe is the most important function of high school?

Function	Educators	Parents
Providing students with life-long learning skills they can apply to all situations	71%	38%
Teaching students social and ethical frameworks and structures to approach all stages of life	16%	10%
Providing students with the basic skills and general knowledge they will always need	6%	10%
Equipping students with the necessary skills to enter the workforce later on	5%	21%
Teaching students in a way that will prepare them for the university system	2%	7%
Teaching students the right information to get the best results possible in their HSC	0%	14%

■ Educators n=249   ■ Parents n=230

Engaging forms of delivery are interactive.

Educators and parents hold very similar views on what they believe to be the most engaging forms of delivery for today's students.

Practical, hands-on activities are thought to be the most engaging form of delivery by more than nine in ten educators (96%) and parents (91%). Case studies/demonstrations where real world examples are presented are thought to be the next most engaging form of delivery

(86% educators cf. 80% parents). Facilitated interactive discussions (80% educators cf. 73% parents) and group work (74% educators cf. 77% parents) round out the top four.
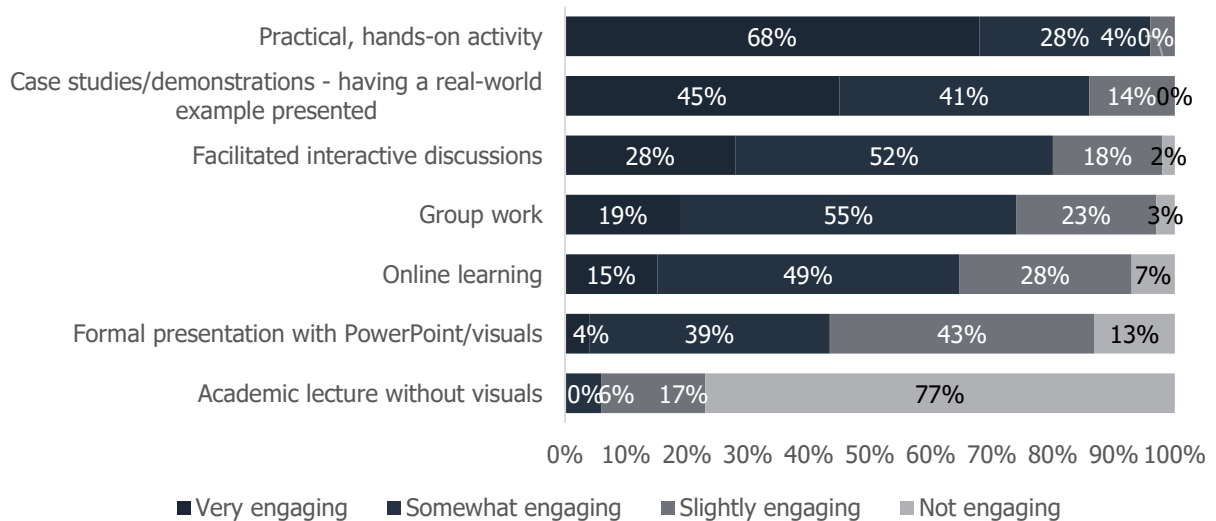
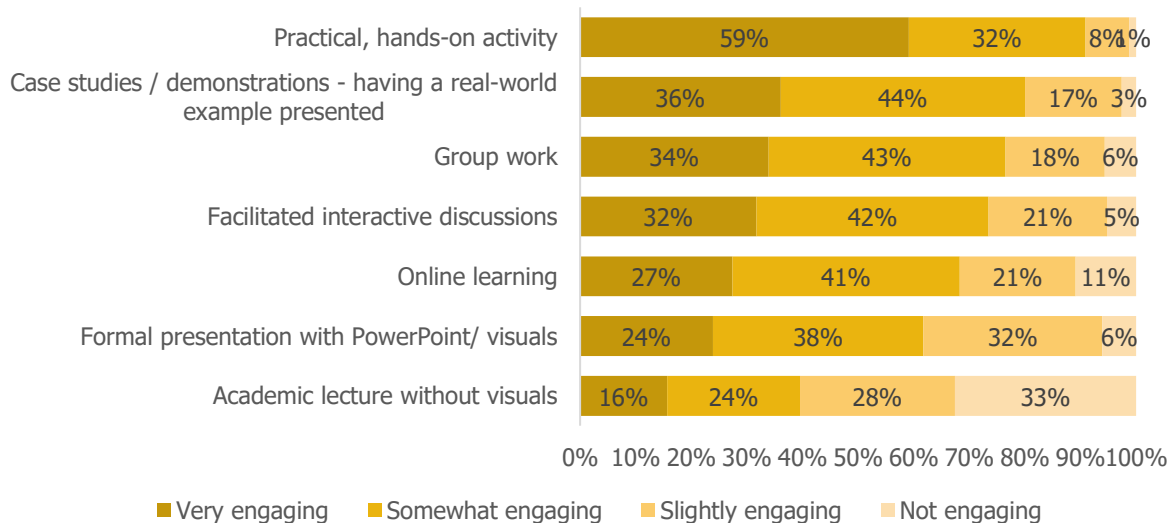Engaging forms of delivery tend to be based on **interactive learning** styles.

From your observation and knowledge of today's students, how engaging do they find the following forms of delivery?

Educators

Form of delivery	Very engaging	Somewhat engaging	Slightly engaging	Not engaging
Practical, hands-on activity	68%	28%	4%	0%
Case studies/demonstrations - having a real-world example presented	45%	41%	14%	0%
Facilitated interactive discussions	28%	52%	18%	2%
Group work	19%	55%	23%	3%
Online learning	15%	49%	28%	7%
Formal presentation with PowerPoint/visuals	4%	39%	43%	13%
Academic lecture without visuals	0%	6%	17%	77%

■ Very engaging ■ Somewhat engaging ■ Slightly engaging ■ Not engaging

Parents

Form of delivery	Very engaging	Somewhat engaging	Slightly engaging	Not engaging
Practical, hands-on activity	59%	32%	8%	1%
Case studies / demonstrations - having a real-world example presented	36%	44%	17%	3%
Group work	34%	43%	18%	6%
Facilitated interactive discussions	32%	42%	21%	5%
Online learning	27%	41%	21%	11%
Formal presentation with PowerPoint/ visuals	24%	38%	32%	6%
Academic lecture without visuals	16%	24%	28%	33%

■ Very engaging ■ Somewhat engaging ■ Slightly engaging ■ Not engaging

Opportunities for the education industry

Teachers are looking for greater flexibility to engage with students in innovative ways.

Educators believe the biggest blocker for teachers in effectively communicating and engaging with students is the curriculum, education bureaucracy and HSC structure (31% cf. 11% parents).

According to educators, this framework is not seen to allow enough flexibility for teachers to engage with students in new ways.
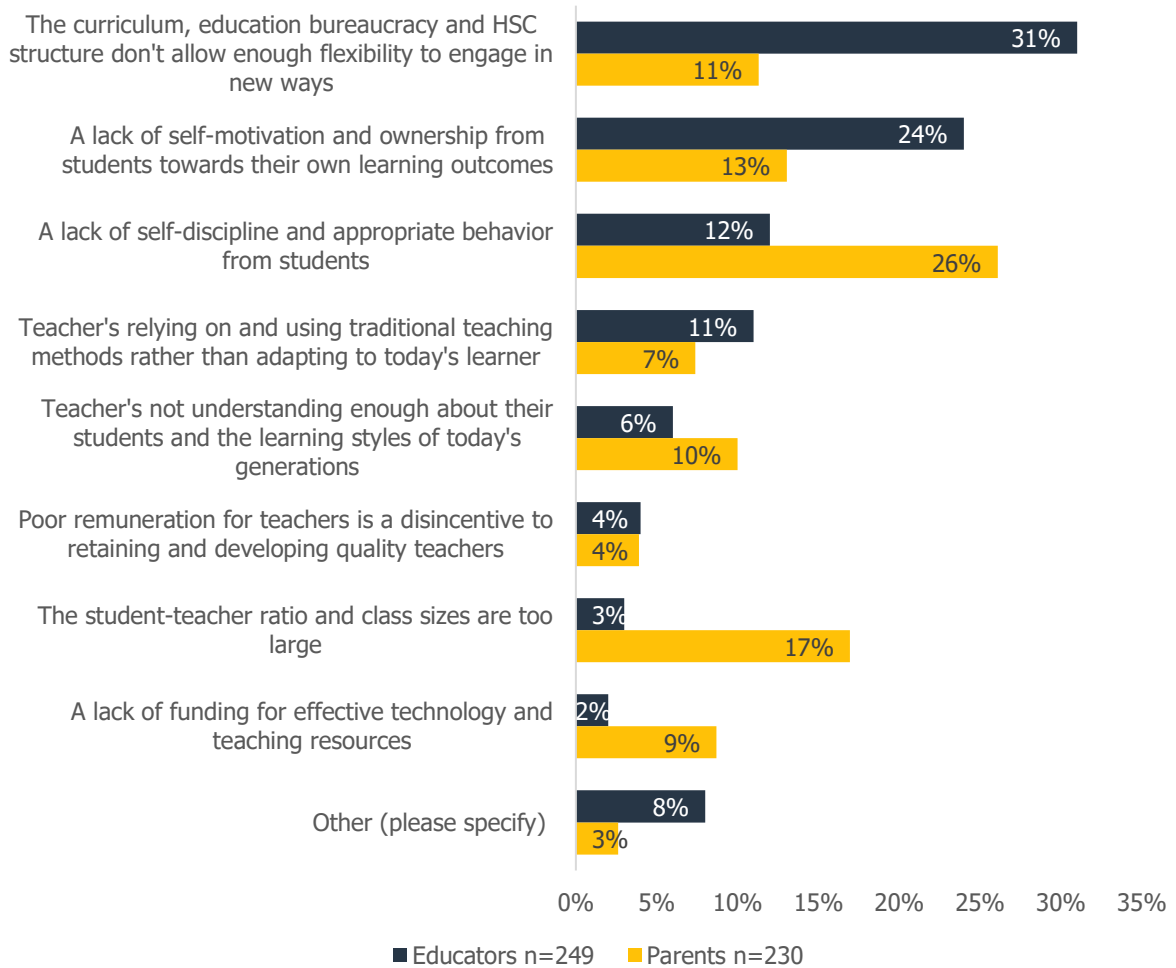
If educators have less bureaucracy to manage it leaves more room to engage with students and equip them with life-long learning skills.

One in four educators (24%) suggest students are lacking in self-motivation and ownership towards their own learning outcomes, making it difficult for teachers to effectively communicate and engage in the classroom. Just 13% of parents have similar views. Parents are more likely to think that a lack of self-discipline and appropriate behaviour from students is the biggest blocker (26%).

The most common theme for educators who selected 'other' (8%) is that there is not enough time to be innovative and brainstorm new ways to engage students, due to the number of administrative tasks required.

What do you see as the biggest blocker for teachers when it comes to effectively communicating and engaging with today's students?

	Educators n=249	Parents n=230
The curriculum, education bureaucracy and HSC structure don't allow enough flexibility to engage in new ways	31%	11%
A lack of self-motivation and ownership from students towards their own learning outcomes	24%	13%
A lack of self-discipline and appropriate behavior from students	12%	26%
Teacher's relying on and using traditional teaching methods rather than adapting to today's learner	11%	7%
Teacher's not understanding enough about their students and the learning styles of today's generations	6%	10%
Poor remuneration for teachers is a disincentive to retaining and developing quality teachers	4%	4%
The student-teacher ratio and class sizes are too large	3%	17%
A lack of funding for effective technology and teaching resources	2%	9%
Other (please specify)	8%	3%

■ Educators n=249   ■ Parents n=230

Work-life balance is seen to be worse but social connection is better than in other professions.

According to educators, work-life balance (71%) in the education industry is believed to be worse (much/somewhat) than in other professions but social connection and workplace community offered to educators (80%) is seen to be better (much/somewhat).

Remuneration, including leave and non-monetary rewards, is also seen to be worse in the education industry by more than three in five educators (63%). Despite this, four in five (71%) value the broad and interesting job description in their profession.
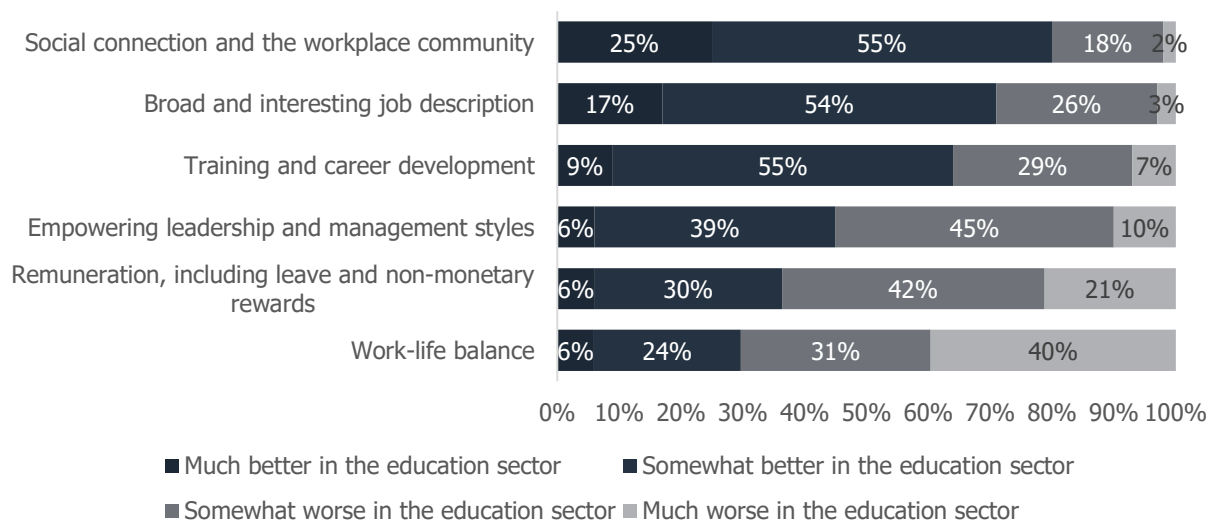
In order to create a healthy work-life balance for employees to thrive, Australian workers believe the most important aspects are:

- Realistic workloads
- Flexible working hours
- Encouraging work/life integration[11]

Females are more likely than **males** to feel the work-life balance in the education sector is worse (much/somewhat) than in other professions (76% females cf. 58% males).

Thinking about employment benefits and conditions offered to educators, how do these compare to those of other professions?
Educators

Category	Much better	Somewhat better	Somewhat worse	Much worse
Social connection and the workplace community	25%	55%	18%	2%
Broad and interesting job description	17%	54%	26%	3%
Training and career development	9%	55%	29%	7%
Empowering leadership and management styles	6%	39%	45%	10%
Remuneration, including leave and non-monetary rewards	6%	30%	42%	21%
Work-life balance	6%	24%	31%	40%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Much better in the education sector   ■ Somewhat better in the education sector
■ Somewhat worse in the education sector ■ Much worse in the education sector

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[11]Renton, S 2018, 'Creating healthy workplaces for employees to thrive', *McCrindle* <https://mccrindle.com.au/insights/blog/creating-healthy-workplaces-for-employees-to-thrive/>.

Educators value opportunities to upskill and grow in their career.
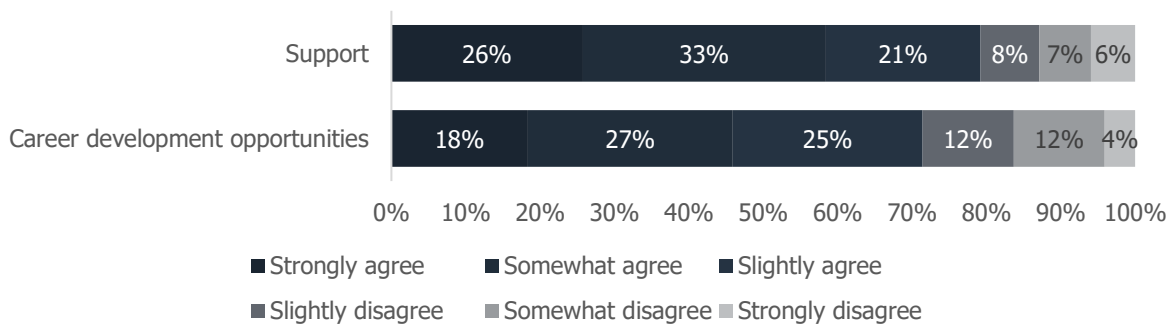
Nearly three in five educators feel they receive sufficient support from their school leadership (59%) but less than half (45%) agree they have sufficient career development opportunities.

Educators are also very interested in upgrading their qualifications and skills. One in two (50%) have already engaged in formal learning to upgrade their skills while another two in five (44%) would consider it.

Schools could provide more opportunities for career development for those actively engaged in upgrading their qualifications and skills.

Teachers are less likely than educators in **executive or leadership** positions to agree they are receiving sufficient career development opportunities (84% executive/leadership cf. 65% teachers).

Do you agree you are receiving sufficient support, and career development opportunities, from your school leadership.
Educators

	Strongly agree	Somewhat agree	Slightly agree	Slightly disagree	Somewhat disagree	Strongly disagree
Support	26%	33%	21%	8%	7%	6%
Career development opportunities	18%	27%	25%	12%	12%	4%

- Strongly agree
- Somewhat agree
- Slightly agree
- Slightly disagree
- Somewhat disagree
- Strongly disagree

Would you engage in formal learning to upgrade your qualifications and skills?
Educators

Yes, and I have	50%
Yes, I am seriously considering it	19%
Yes, I would consider it in the future	25%
No	6%
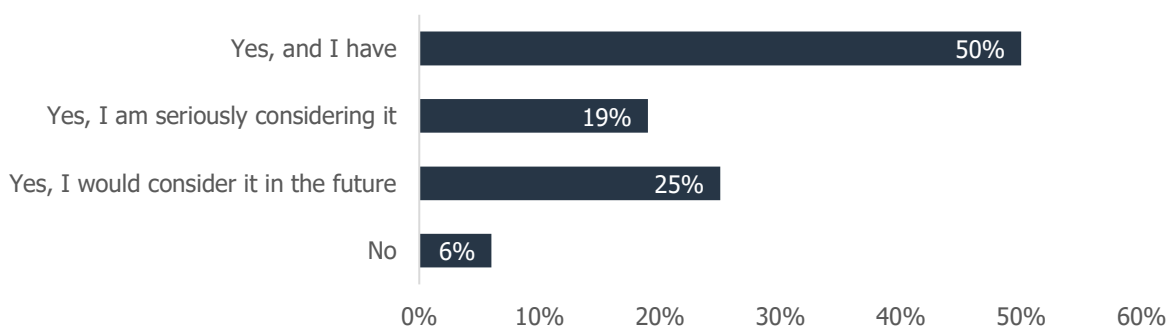
Educators are optimistic about the integration of enterprise skills.

Educators are optimistic about the integration of transferrable enterprise skills such as digital, creativity, critical thinking and presentation skills. The integration of enterprise skills into the curriculum will provide students with desirable transferable skills for life after school.

Almost two thirds of educators (65%) believe the integration of these skills into the curriculum will be significantly or somewhat better in five years' time.
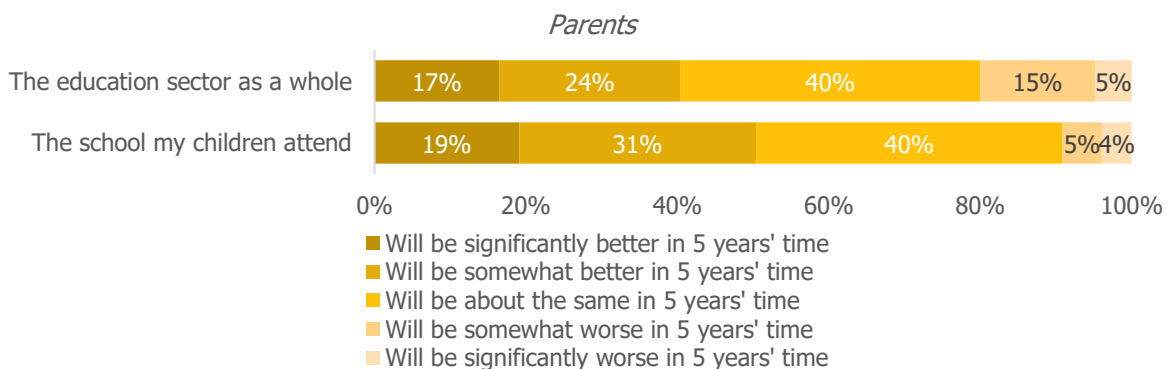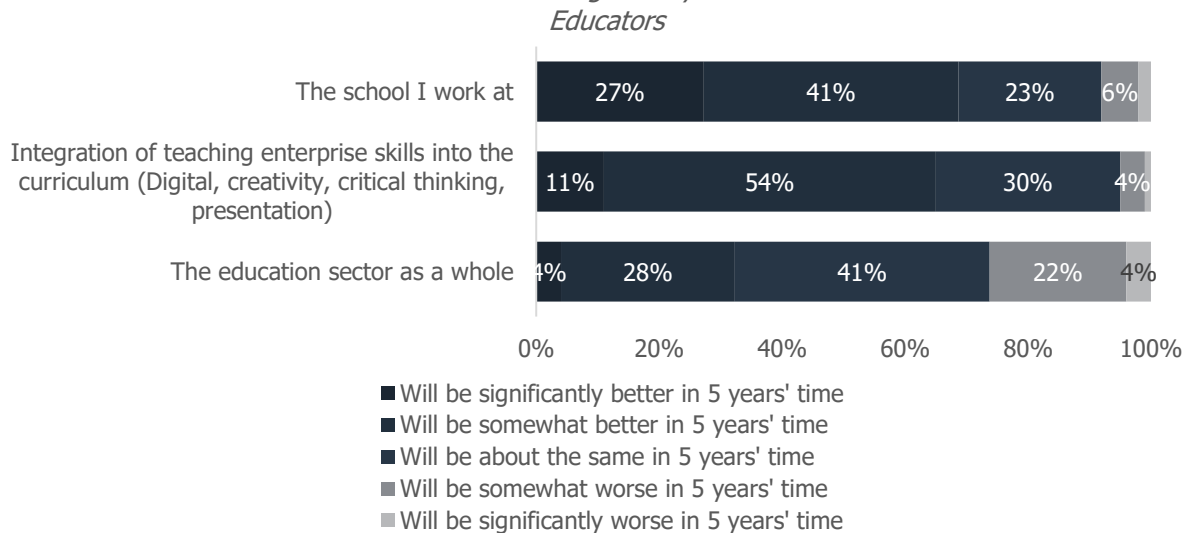
They are also optimistic (68%) about the school they work at and how it will progress over the next five years.

Yet curiously, there is less optimism surrounding the education industry as a whole with the largest proportion (41%) believing the sector will be much the same in five years' time while one in four (26%) believe it will be worse (significantly/somewhat).

Parents are more cautious about the school their children attend, with only one in two (50%) believing their school will be better (significantly/somewhat) in five years' time. Even so, they are more optimistic than educators about the education sector as a whole over the next five years (41%).

Thinking about the next five years, how optimistic are you about the education sector in Australia compared to today?
This question refers to your level of optimism of your school specifically and the sector generally.
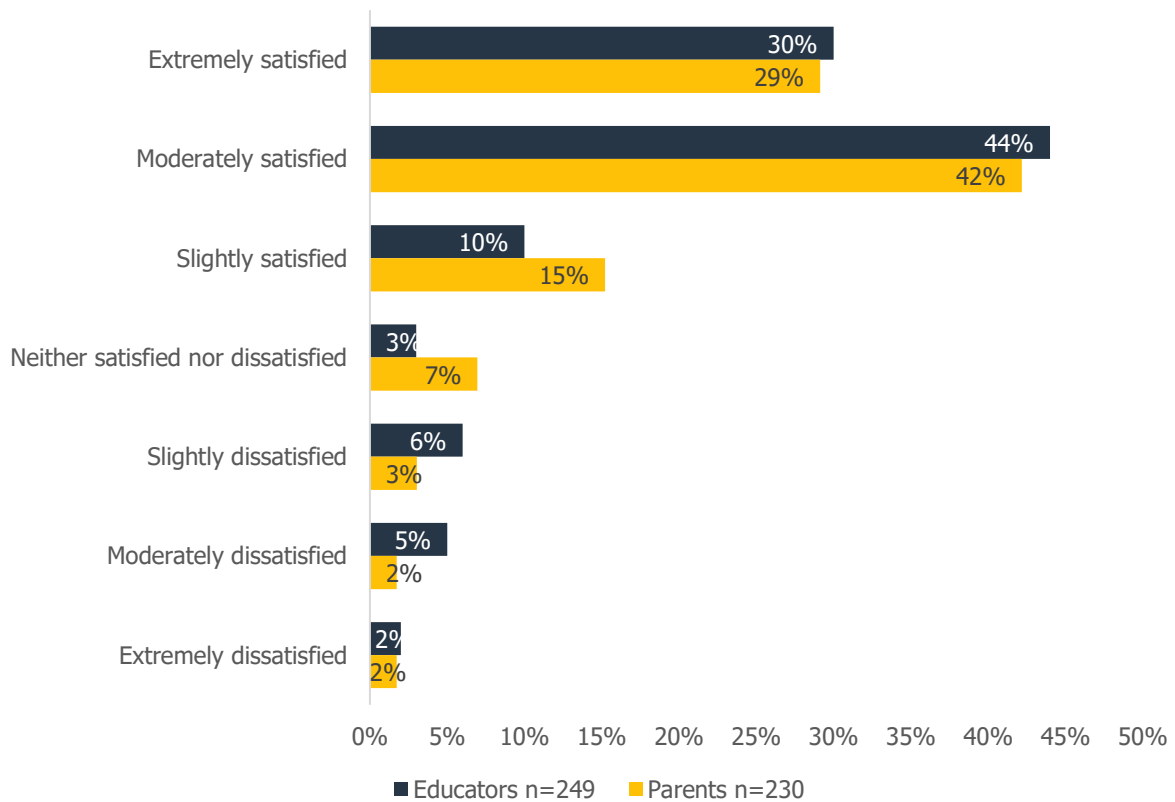
Educators

Category	Sig. better	Somewhat better	About the same	Somewhat worse	Sig. worse
The school I work at	27%	41%	23%	6%	
Integration of teaching enterprise skills into the curriculum (Digital, creativity, critical thinking, presentation)	11%	54%	30%	4%	
The education sector as a whole	4%	28%	41%	22%	4%

- Will be significantly better in 5 years' time
- Will be somewhat better in 5 years' time
- Will be about the same in 5 years' time
- Will be somewhat worse in 5 years' time
- Will be significantly worse in 5 years' time

Parents

Category	Sig. better	Somewhat better	About the same	Somewhat worse	Sig. worse
The education sector as a whole	17%	24%	40%	15%	5%
The school my children attend	19%	31%	40%	5%	4%

- Will be significantly better in 5 years' time
- Will be somewhat better in 5 years' time
- Will be about the same in 5 years' time
- Will be somewhat worse in 5 years' time
- Will be significantly worse in 5 years' time

Satisfaction with the education sector

Educators and parents are satisfied with their school.

Overall, educators are satisfied with their school.

More than four in five educators (84%) and parents (87%) indicate they are satisfied

(extremely/moderately/slightly) with their school, whilst only 13% of educators and 7% of parents are dissatisfied.

Overall, how satisfied are you with your (child's) school?

	Educators n=249	Parents n=230
Extremely satisfied	30%	29%
Moderately satisfied	44%	42%
Slightly satisfied	10%	15%
Neither satisfied nor dissatisfied	3%	7%
Slightly dissatisfied	6%	3%
Moderately dissatisfied	5%	2%
Extremely dissatisfied	2%	2%

■ Educators n=249 ■ Parents n=230

Net Promoter Score

The Net Promoter Score (NPS) developed by Bain & Company is based on the fundamental perspective that in every organisation, people can be divided into three categories: Promoters, Passives, and Detractors.

Supporters respond on a 0-to-10-point rating scale and are categorised as follows:

- Promoters (score 9-10) are loyal enthusiasts who will keep engaging and will refer others, fuelling growth.

- Passives (score 7-8) are satisfied but unenthusiastic stakeholders.

- Detractors (score 0-6) are unhappy stakeholders who can impede growth through negative word-of-mouth.

An organisation's NPS score can range anywhere between -100 and 100. A score above 0 is considered a good score, with organisations often receiving a negative result.

Parents and educators are likely to recommend their school to others.

In regard to the school they work at, educators provide a Net Promoter Score (NPS) of **27**, which is considered an excellent score. Almost half of educators (47%) are promoters who actively advocate and recommend their school to others.

Parents score a more modest but still positive NPS of **9**, due to a high percentage of passives (41%).

On a scale of 0 to 10, how likely would you be to recommend your school to local families looking for a school to send their child/ren to?
Educators
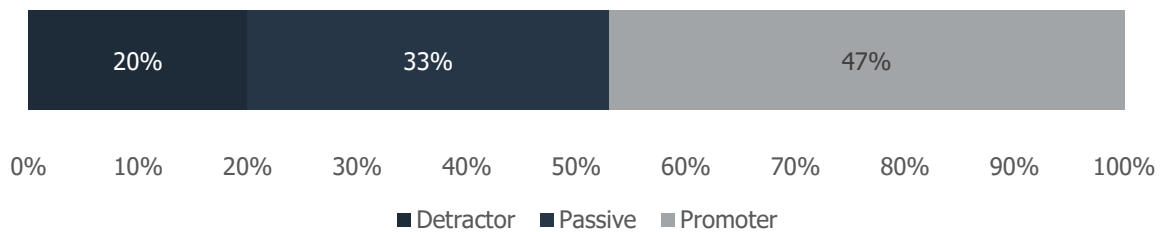
20%	33%	47%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Detractor   ■ Passive   ■ Promoter

On a scale of 0 to 10, how likely would you be to recommend your school to local families looking for a school to send their child/ren to?
Parents

25%	41%	34%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Detractor   ■ Passive   ■ Promoter
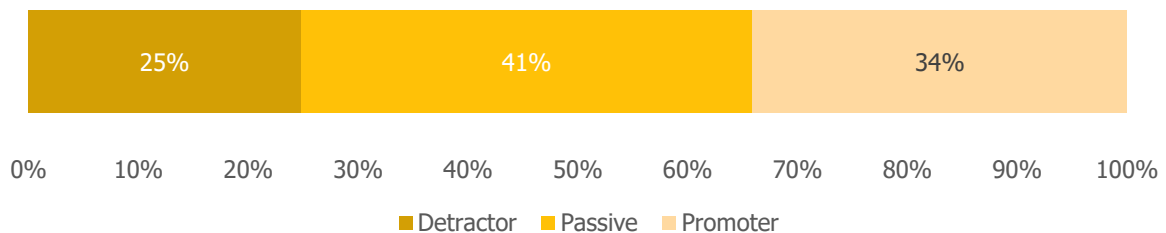
Educators are likely to recommend their school as a place to work.

Educators are also likely to recommend their school as a place of work to a friend or colleague, with a Net Culture Score (NCS) of **16**.
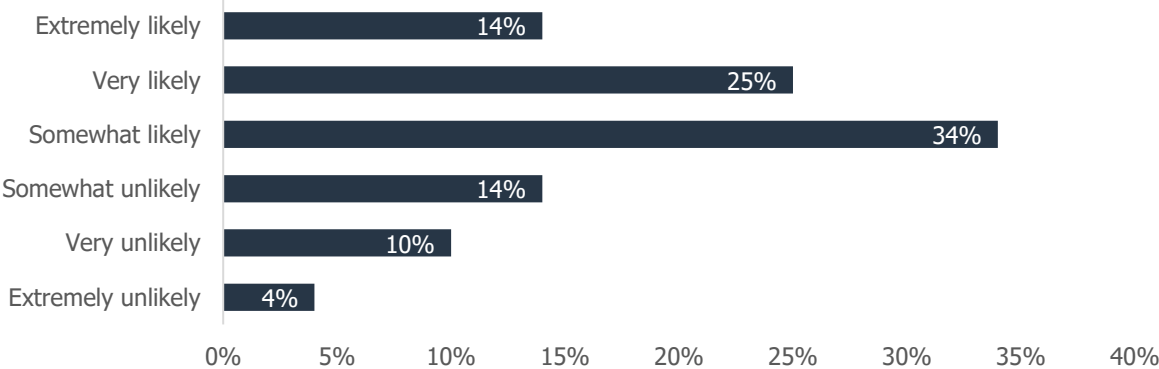
Two in five (39%) are promoters and a similar proportion (37%) are passives. Just over one in five educators (23%) are detractors.

Educators are also positive about teaching as a career. Three in four educators (73%) would be likely to recommend a career in teaching to someone looking to start or change careers.

On a scale from 0-10, how likely are you to recommend your school as a place to work to a friend or colleague?
Educators

23%	37%	39%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Detractor ■ Passive ■ Promoter
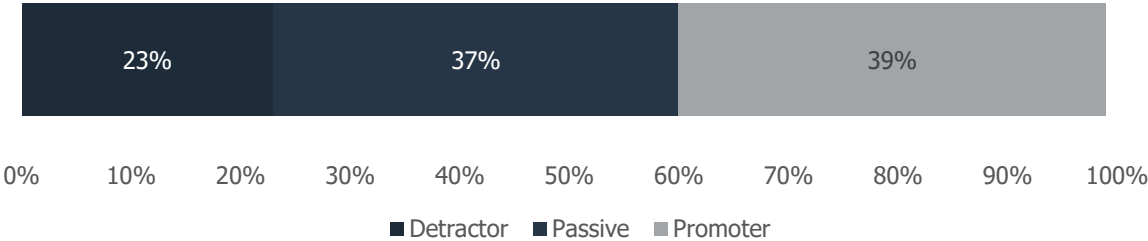
How likely would you be to recommend a career in teaching to someone looking to start or change careers?
Educators

Extremely likely	14%
Very likely	25%
Somewhat likely	34%
Somewhat unlikely	14%
Very unlikely	10%
Extremely unlikely	4%

0% 5% 10% 15% 20% 25% 30% 35% 40%

## Parents would be likely to send their children to the same school if they had their choice again.

The Net Repeater Score is calculated in the same way as the NPS, but instead measures whether parents would choose to send their child to the same school if they were able to remake their choice. The NRS is an effective measure of post-choice satisfaction. It supplements the NPS and is a purer measure of individual engagement in that it overcomes any personality influences of promoter measures.

If parents had their time over again, they would be likely to send their children to the same school with a Net Repeat Score (NRS) of **12**. In other words, they are satisfied with their choice of school.

Two in five (38%) are promoters and a similar proportion (36%) are passives. Just over one in four parents (26%) are detractors.

How likely would you be to send your child/ren to the same school if you had the opportunity again?
Parents

26%	36%	38%

0%   10%   20%   30%   40%   50%   60%   70%   80%   90%   100%

■ Detractor ■ Passive ■ Promoter
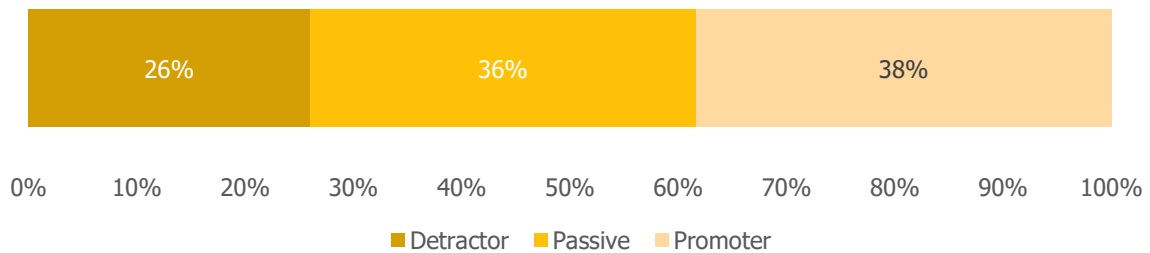
Nine in ten educators think schools are effective at educating students.

Nine in ten educators (91%) think that schools are effectively educating students today. They are over three times more likely to say that schools are extremely or very effective (31%) than slightly or not at all effective (9%) at educating students.

This is a positive sign for industry leaders and parents as teachers are confident in their ability to have an effective impact on their students' education.

Overall, how effective are schools in educating students today?
Educators

Response	Percentage
Extremely effective	3%
Very effective	28%
Somewhat effective	60%
Slightly effective	8%
Not at all effective	1%
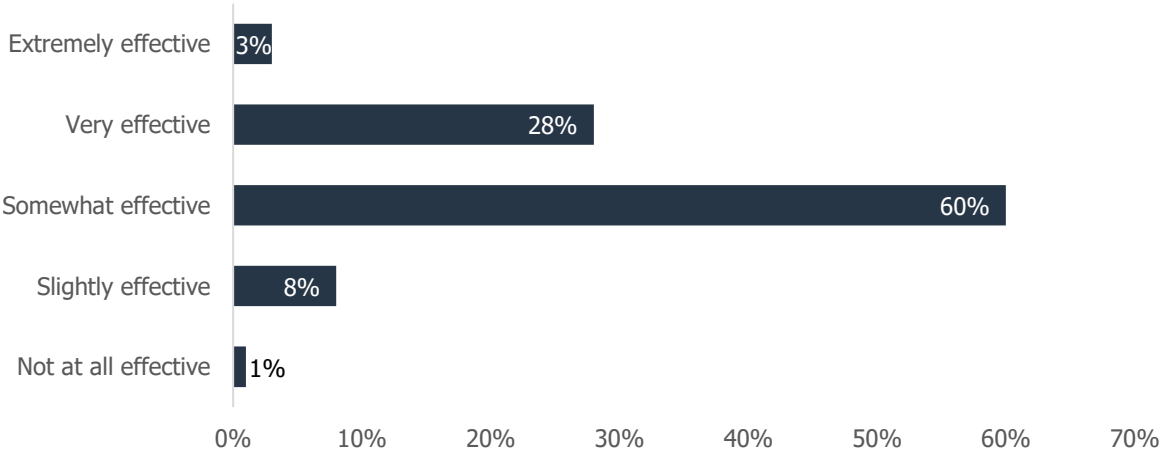
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