

National strategy to address the abuse of teachers, school leaders and other school staff

December 2020

Acknowledgement of Country

The Australian Institute for Teaching and School Leadership (AITSL) acknowledges the traditional custodians of the land, sea country and waterways from across Australia. We honour and pay our respects to their Elders past, present and emerging.

The Australian Institute for Teaching and School Leadership was formed to provide national leadership for the Commonwealth, state and territory governments in promoting excellence in the profession of teaching and school leadership with funding provided by the Australian Government. Other than in relation to third party expressions of opinion or views aired in this publication, the views expressed in this publication are solely those of the Board of the Australian Institute for Teaching and School Leadership Limited and not of any other party or organisation connected with this project.

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Foreword

As we approach the end of 2020 and reflect upon the year that has been, I am conscious more than ever of the resilience, adaptability and expertise that teachers, school leaders and other school staff have demonstrated in the midst of challenging times. As we work together to move towards an improved 'new normal of learning', we have seen the teaching profession step up with extraordinary strength and commitment to quality teaching and excellence in school leadership. And yet, I believe teachers are brilliant at denying their expertise... "the kids did the work", "parents gave support", "the system gave resources". It is critical that the profession is empowered to stand up and take ownership of their expertise and role they play in educating the next generation of Australians.

We need to invest in the wellbeing of the profession and work together to ensure that all teachers, school leaders, and school staff in Australian schools are safe and respected. We must value the teaching profession and continue our commitment to ensuring that schools are safe places of work and study by utilising national levers to address to this national problem. Together, we have a collective responsibility to show the profession that we have their backs and that there are no exceptions when it comes to schools as safe workplaces.

As Chair of the Australian Institute of Teaching and School Leadership (AITSL) I am proud that AITSL has been tasked by the Commonwealth Minister for Education, Hon. Dan Tehan MP with developing, in partnership with the profession, a national strategy to address the abuse of teachers, school leaders and other school staff (the Strategy)

The Strategy takes a national approach to addressing abuse against school staff and supports the important work that is already underway across all jurisdictions and sectors in Australia to ensure the occupational health, safety, and wellbeing of the profession.

The Strategy outlines what can and should be done nationally to support the profession to respond to and reduce incidents of abuse through the establishment of five key priority areas and five national actions. This Strategy, combined with the support provided by systems and sectors to school staff to prevent incidents and respond when they do occur will ensure teachers, school leaders and other school staff know they have the support they deserve from the local, state and territory and national levels.

As always, AITSL has been committed to the co-development of the national strategy in partnership with the profession. On behalf of AITSL I thank all of our valued stakeholders for their contributions throughout each and every stage of the development of this vital Strategy.

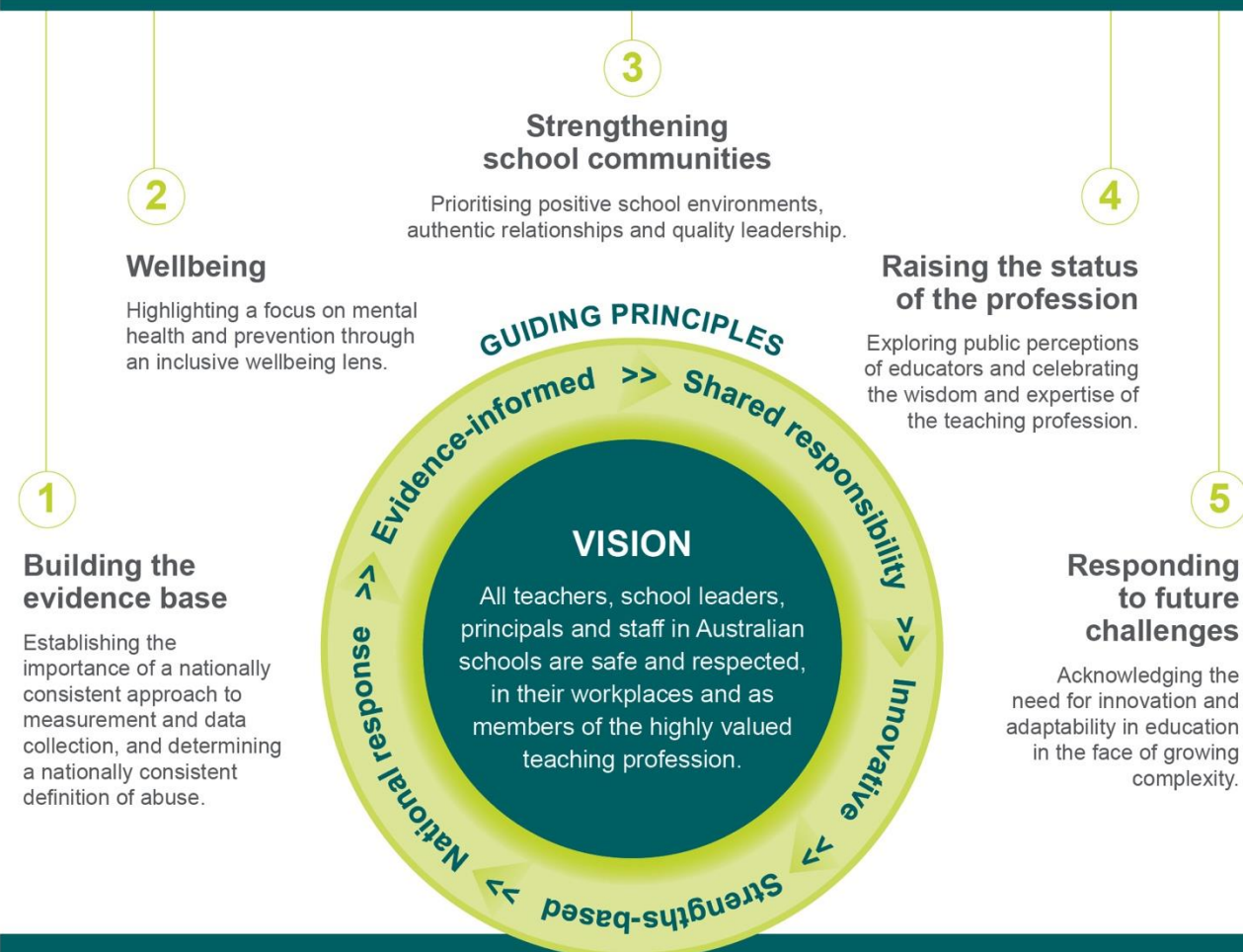


Laureate Professor John Hattie
AITSL Board Chair

The Strategy at a glance

FIVE PRIORITY AREAS

Building on themes identified during consultation and a review of available literature



NATIONAL ACTIONS

Addressing opportunities for a national response identified through research and consultation

①

Establish a clear national picture of prevalence of school staff abuse

Building a clear national picture of prevalence to enable monitoring, design, coordination and evaluation of evidence-based strategies.

②

Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse

Providing opportunities to collaborate and share experiences, current initiatives and approaches to addressing school staff abuse.

③

Create a centralised 'hub' for educators accessing support to incorporate wellbeing into their practice

Creating a centralised place for school staff to access evidence-based support to develop their practice with emphasis on wellbeing.

④

Design and run a national public awareness campaign aimed at improving how the broader community views the teaching profession

Developing a public awareness campaign to raise the status of the profession and reduce incidences of school staff abuse.

⑤

Review and evaluate the impact of the Strategy after five years

Review and evaluate each proposed national action in line with its proposed outcome.

Vision

All teachers, school leaders, principals and staff in Australian schools are safe and respected, in their workplaces and as members of the highly valued teaching profession.

To achieve this vision, all Australian governments, non-government school sectors, and the wider education community have a role to play.

By valuing the teaching profession and providing a national response to a national problem, the national strategy to address the abuse of teachers, school leaders and other school staff encourages a holistic approach to preventing and mitigating the abuse of staff in Australian schools.

School communities, including teachers, school leaders and principals, school staff, students, parents, and community members are central to the Strategy, its vision, and its principles.

About the Strategy

Purpose

Evidence demonstrates that quality teaching and school leadership are the most important in-school factors that influence student outcomes (Hattie, 2008; OECD, 2019). Therefore, investment in ensuring schools are safe places to work is vital. In the same way that we need to be concerned with the wellbeing and safety of students, we need to be concerned with ensuring that staff are not put in situations of abuse.

The national strategy to address the abuse of teachers, school leaders and other school staff (the Strategy) outlines what can and should be done nationally to support teachers, school leaders, teaching assistants, administration staff, and other school staff (who for the purposes of the Strategy will be referred to as ‘the profession’) to respond to and reduce incidents of abuse. This framing of ‘the profession’ addresses the highly professional and accountable environment of schools, in which all staff are subject to a range of legislative provisions as well as policies and procedures. All school staff, regardless of position, accept the level of professional responsibility that comes with working in a school environment.

The Strategy supports the important work that is already underway across all jurisdictions and sectors in Australia to ensure the occupational health, safety, and wellbeing of the profession. Whilst most parents, carers, students, and community members treat their teachers and other school staff with respect, school staff are sometimes put in situations where their wellbeing is compromised. It is essential that every teacher, school leader and other member of school staff has a safe place to work and every student has a safe place to learn. And there are no exceptions to this.

The Strategy provides the opportunity for national coordination and insight to this important issue. Together, the profession, jurisdictions and sectors, and national agencies must work to reduce the abuse school staff are facing in their workplaces and support staff when incidents do occur. There is value in a national approach to addressing this issue. Action taken at a national level can address problems occurring across the country, while working complementary to jurisdictional and local initiatives and interventions. The proposed national response of this Strategy, combined with the support provided by systems and sectors to school staff to prevent incidents and respond when they do occur will ensure teachers, school leaders and other school staff know they have the support they deserve from the local, state and territory and national levels.

The Strategy outlines several guiding principles and national priority areas of focus, as well as proposing five national actions that could be taken at a national level to prevent and mitigate abuse of school staff.

Scope

For the purpose of developing this Strategy, 'abuse' is defined by the following working definition:



Abuse is a term used to denote a variety of experiences including verbal bullying, harassment, and threats (both in person and through other communication means), physical aggression and violent acts. Instances of abuse also vary in their frequency and severity.

Individuals experiencing abuse from students, parents, carers, and other members of the school community include teachers, school leaders, teaching assistants, administration staff, and other school staff (the profession).

Colleague on colleague abuse and other matters relevant to industrial relations are out of scope for this Strategy.

The above working definition was utilised during the development of the Strategy to ensure a consistent understanding of the issue throughout consultation, and when considering the available research. However, as is explored in more depth in 'Priority area one' and 'National action one' of the Strategy, there is the need to develop and agree on a formal definition of abuse in consultation with the profession.

It is expected that the formal definition that is agreed upon acknowledges that highly complex risk factors can underpin violent behaviours. Equally important is acknowledgement of the diverse needs of students and the complexity of communities. The Strategy recognises that challenging behaviour occurs for an underlying reason, and that there is a range of risk and protective factors that can increase the likelihood of, or mitigate against, violent and aggressive behaviours. The causes and consequences of abuse by students that may relate to their diverse needs require a different response to a situation where a parent, student, carer, or community member is deliberately intimidating or intending to cause harm to school staff.

Development

Prior to being re-elected in 2018, the Australian Government committed to developing a national strategy to address the abuse of school staff in Australian schools.

In 2019, the Minister for Education Hon. Dan Tehan tasked the Australian Institute for Teaching and School Leadership (AITSL) with the development of a national Strategy to address the abuse of staff in Australian schools in partnership with the profession.

The development of the Strategy has been informed by stakeholder consultation led by AITSL.

AITSL's phase one consultation included discussions with jurisdictions and sectors and principal associations. These consultations focused on exploring the issue of school staff abuse in Australia and what initiatives are currently in place at a system, sector, and school level to address it.

The second phase of consultation involved a virtual national roundtable event, held over two weeks in late July/early August. The roundtable brought together 200 key education stakeholders from across the country virtually via eight online workshops. Each workshop focused on a key theme coming out of phase one consultation and invited participants to share their experiences and current responses to addressing abuse and consider what a national response to school staff abuse could look like.

AITSL consulted key stakeholders on the draft Strategy as part of the third phase of consultation during September and October 2020. This included written submissions, targeted stakeholder workshops, and individual consultation meetings. Stakeholder feedback through this phase of consultation has shaped the final Strategy to ensure it broadly reflects the views of the profession.

The principles, national priority areas, and national actions of this Strategy are all informed by the available evidence base and insights from three phases of consultation with the sector.

The development of the Strategy has created opportunities for collaboration across jurisdictions and sectors with members of the profession. AITSL has valued the opportunity to collaborate with its stakeholders on this important issue. Throughout stakeholder consultation, the importance of developing the Strategy with the diversity of Australian school contexts in mind was emphasised, and therefore the Strategy, while providing a national response to this issue, aims to present priority areas of focus that are flexible and adaptable to the needs of schools, their students and their staff.

Guiding principles

This Strategy is underpinned by the following principles, which are intended to guide the national approach to preventing and mitigating abuse against staff in Australia's schools:



Evidence-informed

The Strategy is informed by evidence from available research and extensive consultation. Where empirical evidence is not available, the Strategy has been guided by the best available practice. The importance of evaluation of the interventions and any associated responses is strongly acknowledged and priority areas for gathering new evidence are highlighted.



Shared responsibility

The responsibility for education in Australia lies with state and territory governments and the non-government school sectors with the Australian Government working collaboratively with jurisdictions to ensure all Australians experience the benefits of quality education. These groups, along with the profession, students, parents, carers and the wider school community, share the responsibility for ensuring schools are safe places of work and study.

This Strategy draws upon the partnerships between state and territory governments, the commonwealth government, the independent and Catholic school sectors, and members of the profession themselves to take responsibility for this issue and action to address it.



Innovative

The Strategy aims to be innovative in its responses to addressing the issue of school staff abuse at the national level. While informed by the evidence of what works best where possible, the proposed actions are designed to add to existing efforts. The strategy encourages systems, sectors, governments, and members of the profession to be innovative and creative in their approach to understanding, mitigating and preventing school staff abuse.



Strengths-based

The Strategy aims to draw upon the strengths and expertise of the teaching profession and the systems and sectors that support it. A strengths-based approach requires reflection on existing practices and an understanding of how to meaningfully build on positive values and practice without blame or judgement. This can also include a greater focus on positive social support and an acknowledgement of the assets of the profession rather than its perceived deficits.



National response

The Strategy describes the national direction for the prevention and mitigation of abuse towards school staff.

The Strategy acknowledges that education is a responsibility of states and territories and the non-government school sectors and that many initiatives are already in place to address the abuse of school staff. This Strategy aims to support and build upon this current work by considering how what actions taken at a national level could reduce abuse towards school staff.

Setting the scene

Teaching is a vital profession in our society, and education has the power to change lives (Alice Springs (Mparntwe) Education Declaration, 2019). School staff not only shape the learning and development of future generations, but also play an influential role in our communities. For many educators, the opportunity to make a difference in their communities by contributing to the development of young people's academic and socio-emotional development is an important motivation for joining the profession (OECD, 2019). The significance of the teaching profession is mirrored in the demands of the role - adaptability, interpersonal skills, specialised expertise and a learning mindset (Heffernan et al, 2019).

Australian educators take pride and satisfaction in their roles and the position of trust they hold in many communities. Evidence demonstrates that quality teaching and school leadership are the most pivotal determinants in shaping the achievement and growth of students (Hattie, 2009; OECD, 2019). However, school staff do not always receive the recognition and respect they deserve for their contributions to the success and wellbeing of future generations. When it occurs, negative treatment of school staff not only directly affects educators' sense of self-worth, job satisfaction and performance, but also their ability to positively impact student academic achievement. Therefore, supporting teachers, school leaders and other staff is vital for student success, and for the wellbeing and success of our communities.

Despite the generally high esteem for the education profession in our communities, the incidence of school staff abuse perpetrated by students and parents is unacceptably high (Roy Morgan, 2017). It is also increasing (Billet, Fogelgarn & Burns, 2019). This is a problem confronted by all educators, irrespective of age, gender, and years of experience. In fact, an Australian study found that 80% of surveyed teachers had experienced bullying and harassment in the preceding 9-12-month period and over half (55.6%) reported this unacceptable behaviour coming from both students and parents (Billet, Fogelgarn & Burns, 2019).



80%

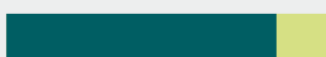
of surveyed teachers had experienced bullying and harassment in the preceding 9-12-month period

55.6%

over half reported this unacceptable behaviour coming from both students and parents



School leaders also experience high levels of abuse. The 2019 Australian Occupational Health, Safety and Wellbeing Survey conducted by Riley and colleagues revealed that of the 2,385 school leaders surveyed, over 84% reported being subjected to some form of offensive behaviours by parents or students in the last year. Of the school leaders who reported abuse, 36.8% reported experiencing threats of violence exclusively from students, and 24.5% from parents (Riley, 2020). While the 'offensive behaviours reported by these school leaders were predominantly verbal, an increasing number of school leaders have reported experiencing physical violence. In fact, the proportion of school leaders who reported experiencing physical violence increased from 27.3% in 2011 to 42.2% in 2019.



84%

of the 2,385 school leaders surveyed reported being subjected to some form of offensive behaviours by parents or students in the last year

Not only is a large proportion of Australian school staff experiencing abuse from students and parents, it is also more common in Australian schools than elsewhere in the OECD - 12% of Australian principals report at least weekly intimidation of their staff, a considerably higher proportion than the international average of 3% (TALIS, 2018). Combined, these data demonstrate the need for action to address the unacceptably high levels of abusive behaviour Australian educators are facing in schools, particularly due to the impacts on their wellbeing, job satisfaction and intention to remain in the profession.

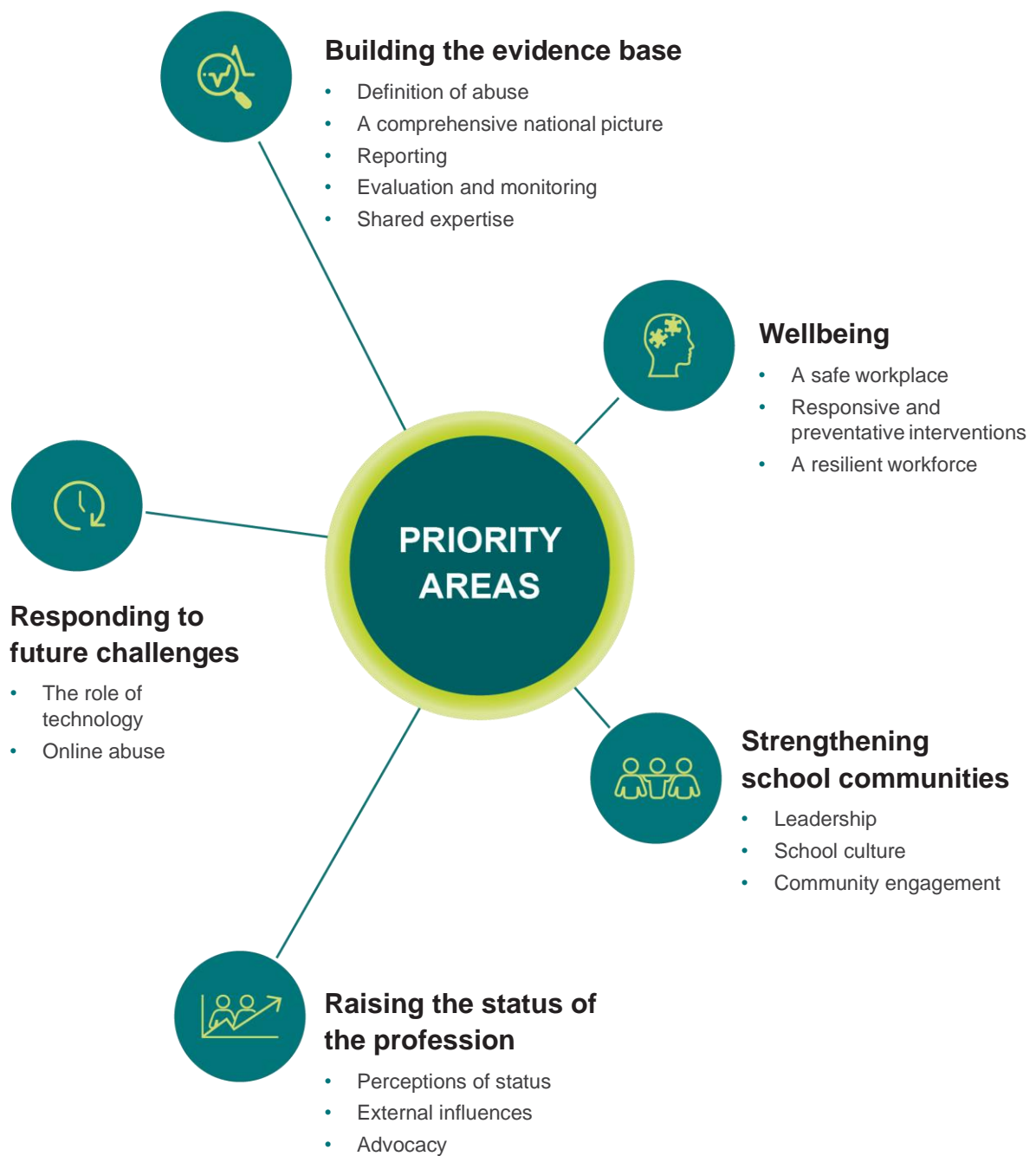
From putting a strain on personal relationships to feeling unsafe in local communities, the impacts of school staff abuse reach far beyond the school environment. Concerningly, abuse can have negative consequences for an educator's sense of self-efficacy and wellbeing (Billet, Fogelgarn & Burns, 2019). Facing ongoing challenges from parents regarding teaching ability can erode a teacher's sense of self-belief while being a humiliating and disempowering experience (Billet, Fogelgarn & Burns, 2019). Moreover, experiencing abuse from students can undermine an educator's confidence, causing additional stress, unease, and uncertainty in the classroom. In turn, this can leave school staff feeling emotionally and mentally drained, requiring psychological support and time off work to seek respite from facing abusive behaviour (Billet, Fogelgarn & Burns, 2019).

Abuse against school leaders has the added consequence of acting as a deterrent to others who might otherwise seek leadership roles. The burden of protecting school staff from abusive behaviour from students, parents and community members means school leaders may also bear the brunt of abuse in schools. The harms caused to school leaders' mental health and wellbeing have ramifications not only for their personal lives, but also their ability to effectively perform their day-to-day roles and responsibilities (Riley, 2019).

The raft of harmful consequences of school staff abuse underscore the importance of taking national action to both prevent and mitigate this problem in Australian schools. These impacts extend beyond the individual to the wider education community.

Priority areas

The Strategy identifies five key priority areas that build on the themes identified during consultation with the profession through the development of the Strategy, and a review of the available research. These priority areas require attention in efforts to mitigate and prevent school staff abuse in Australia.





PRIORITY AREA ONE

Building the evidence base

At a glance

- The way school staff abuse is defined has important ramifications for how it is measured. There is significant value in determining a nationally consistent definition of abuse, one that is sufficiently broad to encompass the spectrum of experiences school staff face, and yet appropriately specific to signal how abuse can be measured.
- A nationally consistent approach to measurement and data collection involving regular data capture would offer a valuable opportunity to build the Australian evidence base on this issue.
- It is difficult to confidently assert which interventions are currently in place that appear to be the most successful in mitigating school staff abuse due to a lack of ongoing monitoring and evaluation.
- The creation and maintenance of a positive and safe reporting culture whereby school staff feel supported to report incidents of abuse and feel confident in the response is critical.
- The combination of ongoing, nationally consistent approaches to data collection and the sharing of initiatives already underway across the country would contribute to the national evidence base.

National actions aligned to this priority area:

- ① National action 1: Establish a clear national picture of prevalence of school staff abuse
- ② National action 2: Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse
- ⑤ National action 5: Review and evaluate the impact of the Strategy after five years

It is essential to build a nationally consistent picture of school staff abuse to ensure a common understanding of the problem. In turn, this will allow progress to be tracked over time on comparable measures, which will enable the sharing of evidence on what works, for whom, in what circumstances, in tackling school staff abuse.

Definition of abuse

The behaviours teachers, school leaders and other school staff face vary considerably in terms of character (for example, verbal, physical, in person or cyber-based), the source of perpetration (students, parents and carers; repeat perpetrators, one-off incidents), frequency and severity. As such, how systems and sectors, school staff and researchers define these experiences varies. The way school staff abuse is defined has important ramifications for how it is measured – definitions provide the parameters for what is included and excluded from measurement (such as the types of behaviours, frequency, severity).

Therefore, there is significant value in determining a nationally consistent definition of this issue – one that is both sufficiently broad, to encompass the spectrum of experiences teachers and school staff face, and appropriately specific, to signal how abuse can be measured. In turn, this will allow progress to be tracked over time on comparable measures, which will enable the sharing of evidence on what works, for whom, in what circumstances, in tackling teacher abuse.

A comprehensive national picture

To date, in Australia, the annual Principal Health and Wellbeing survey provides the best national picture of the prevalence of offensive behaviours faced by school leaders (Riley, 2019). However, no such equivalent survey is administered at a national level for teachers and other school staff. At a state/territory level, the Northern Territory Teachers' Occupational Health and Wellbeing survey, undertaken by the Northern Territory Department of Education is the first of its kind to survey an entire teaching workforce and provide personalised wellbeing feedback to participants.

Without accurate, actionable data it is difficult to build a nationally consistent picture of prevalence and a common understanding of the scale of the problem. Moreover, strategies to prevent and mitigate school staff abuse, must be shaped by evidence and evaluations of what works (Espelage et al, 2013). A nationally consistent approach to measurement and data collection involving regular data capture would offer a valuable opportunity to build the Australian evidence base on this issue.

Reporting

Concerningly, school staff may perceive the abuse they face from parents and students as 'part of the job' which can lead to underreporting and may deter school staff from seeking support when they need it most (McMahon et al, 2017). Educators also express the belief that challenging student behaviour is in some way 'their fault'. In these instances, school staff may be reluctant to report experiences of student perpetrated abuse out of concern that their reports will be ignored or dismissed as a failing on their part – a result of 'poor' classroom management abilities.

Additionally, many prevalence estimates rely on second-hand reports provided by school leaders to estimate the level of abuse directed against their staff, rather than first-hand reports from students and parents perpetrating abuse, or the school staff being subjected to it. This is problematic because second-hand estimates can be inaccurate, and it suggests we are far from capturing the comprehensive estimate of school staff abuse needed for a national picture to emerge.

Evaluation and monitoring

Currently, many of the promising strategies and interventions being implemented in Australian schools are not able to be effectively monitored or evaluated due to a lack of baseline data, and consequent monitoring. This makes it difficult to confidently assert which interventions are currently in place and which appear to be the most successful in mitigating school staff abuse.

Consultation revealed the desire of many in the profession to support improved practice by developing a central repository of resources on 'what is working'. Despite the importance of local context, there are many schools and systems across the country that have implemented innovative and evidence-based practice which other schools may benefit from being aware of and having access to.

Shared expertise

As many school staff and particularly school leaders expressed throughout consultation, there is not always the necessary time or expertise to develop protocols or codes of conduct to help manage abusive behaviour when it occurs. This suggests that schools may benefit from access to example documents such as community codes of conduct, which could then be tailored to their context and held in a central resource repository.

There are numerous potential benefits of the creation of a repository of case studies at a national level. Case studies can also act as a much-needed source of inspiration and hope for the potential for meaningful change, as well as guiding practice, and providing a clear platform for future research and evaluation.

Supporting systems and sectors to develop a central repository of case studies would enable school leaders and systems/sectors to see what strategies are currently in place to prevent and mitigate abuse, and then choose appropriate programs and policies for their context. Combined with ongoing, nationally consistent approaches to data collection, this would further contribute to the national evidence base by leveraging work already underway across the country and promoting timely information sharing.



PRIORITY AREA TWO

Wellbeing

At a glance

- A focus on prevention through an inclusive wellbeing lens will facilitate a more holistic and meaningful approach to the prevention of school staff abuse, and allow for a better understanding of the wellbeing challenges faced by educators.
- It is critical that the wellbeing of school staff is supported both in the aftermath of an incident to mitigate the immediate effects of abuse in the short term, and on a consistent, ongoing basis to ensure wellbeing is proactively protected.
- Clear and consistent policies, procedures and supports are critical to maintaining safe work places. This includes the important role that systems play in responding to more serious cases of abuse, ensuring that school staff are well supported in difficult situations.
- Access to support is contingent on school staff feeling safe and supported to report the incident and seek the help they require.
- Interventions and strategies that target contextual factors and integrate evidence-based programs at a school level may be the most effective in developing collaborative and safe environments where both school staff and students thrive.

National actions aligned to this priority area:

- ② National action 2: Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse
- ③ National action 3: Create a centralised 'Hub' for educators accessing support to incorporate wellbeing into their practice
- ⑤ National action 5: Review and evaluate the impact of the Strategy after five years. Mentally healthy workplaces are productive, safe, and positive, and play a significant role in promoting and maintaining the mental health and wellbeing of their workforce (Black Dog Institute, 2020). Just like any other workplace, schools should be environments where employees feel safe, supported, and want to come to work.

The Strategy endeavours to highlight best practice and the innovative strategies that are being implemented in jurisdictions across Australia to address occupational health and safety, and school staff mental health and wellbeing. A shift from a focus on protection to a focus on prevention, through a more inclusive wellbeing lens will facilitate a holistic and meaningful approach to the prevention of school staff abuse, and a deeper understanding of the wellbeing challenges faced by educators throughout the country.

A safe workplace

To ensure school staff wellbeing, a collective understanding and willingness to act on school staff abuse is required to ensure employers understand and commit to their obligation to provide safe workplaces. From an Occupational Health and Safety (OHS) perspective, it is important to have clear and consistent policies, procedures and supports in place for when behaviour destructive to wellbeing occurs, and ensure that in the case of serious threats to wellbeing, legal and regulatory frameworks are appropriately utilised. It is also vital to maintain policies and procedures for responding to abusive behaviour and invoke legal and regulatory frameworks such as the Work Health and Safety Act to act on serious threats to wellbeing.

Across Australia numerous initiatives focused on OHS have been undertaken by systems and sectors in recent years. AITSL is aware from consultations across the states and territories that work has already been undertaken to review processes of incident reporting, as well as reframing the way in which data regarding workplace incidents is being used. Many updated processes are aimed at establishing protocols to triage risks and determine responses at either a school level, allied health support or by a complex case management team to ensure an appropriate physical and psychological response to any instances of risk. For instance, some jurisdictions have partnered with the WorkSafe Commissioner to support schools to appoint safety and health committees, which helps to address abusive behaviour as an OHS hazard (WorkSafe Victoria, 2020). Others have adopted a whole of government campaign with unions to address occupational violence and aggression in workplaces including schools.

Responsive and preventative interventions

One of the most immediate impacts of school staff abuse is on an individual's wellbeing. Without appropriate (and immediate) support, the impact on wellbeing has potential long-term ramifications. In this way, it is critical that the wellbeing of school staff is supported both in the aftermath of an incident to mitigate the immediate effects of abuse in the short term, and on a consistent, ongoing basis to ensure wellbeing is proactively protected.

In the short term, that is, the period immediately following an incident of school staff abuse, occupational health and safety measures are particularly important. Employee Assistance Programs (EAPs) and other short-term, easily accessible support services are also particularly relevant in the early phase of dealing with an incident of school staff abuse. However, it is important to note that access to early supports is contingent on school staff feeling safe and supported to report the incident and seek the help they require (Dzuka & Dalbert, 2007).

Long-term, the most effective interventions highlighted through consultation are those which provide tiered support and a wide range of wrap around services. Several jurisdictions mentioned the need for good systems to 'triage' instances of abuse and calibrate responses accordingly through both preventative and responsive measures. For example, Victoria's Principal Health and Wellbeing Strategy offers broad-based health and wellbeing supports, a complex matters support response team to respond to parents presenting with complex complaints, but, recognising the close link between wellbeing and workload, also introduced a library of policy templates and online one-stop resource repository for principals to find key administrative information and resources. Stakeholders reported that knowing the system 'had their back' was very helpful in bouncing back from incidents of abuse.

There are also numerous innovative approaches and programs being utilised across systems and sectors to build school staff capacity to navigate challenging situations in the classroom. Many of these programs incorporate wellbeing and positive education practices to improve student academic achievement, social emotional learning as well as self-regulation. These strategies can benefit all students, and should not be limited to those seen as disengaged. Where school staff are consistent and empathetic, offer positive reinforcement and communicate clearly and openly, all students benefit.

Addressing behavioural issues might also involve bringing together classroom teachers, school leaders, school counsellors, parents or carers, community workers, medical professionals, and local law enforcement. This approach takes a holistic view that considers the range of levers available to support physical, emotional, and cognitive components of wellbeing. This may also be extended to a commitment to maintaining a strengths-based feedback culture, offering opportunities for mentoring within the profession, and facilitating collegiate inquiry into shared problems.

A resilient workforce

Alongside many of the impacts previously highlighted, the cumulative, longer-term effects of abuse is most evident when staff struggle to “bounce back” after incidents. Teacher resilience has been identified in the research as playing a critical role in preventing attrition and burnout in schools (Kangas-Dick & O’Shaughnessy, 2020). Psychological resilience is best conceptualised as the ‘capacity to recover quickly from difficulty’ or the ability to ‘bounce back’ to levels of healthy functioning after being faced by a significant stressor or life event (Cohen, 2020). Resilience has often been cited as a key protective factor that may promote overall wellbeing, increase a teacher’s sense of self efficacy, support their ability to manage challenging classroom behaviour, and maintain positive relationships with students.

The implementation of meaningful, evidence-based strategies to improve self-efficacy and resilience of school staff, has real potential to significantly improve wellbeing in the domain of education (Gu & Day 2013). High levels of teacher resilience are demonstrably associated with positive outcomes such as increased enthusiasm, higher teaching quality and student achievement, as well as more sustained engagement and motivation to remain in the profession (BRiTE, 2020).

While individual factors may strongly contribute to the development of resilience, interventions and strategies that further target contextual factors and integrate resilience based programs at a school level may be the most effective in developing collaborative and safe environments where both school staff and students thrive (Kangas-Dick & O’Shaughnessy, 2020). With this in mind, wellbeing and psychological resilience can play a key role in both the prevention and mitigation of school staff abuse. However, this is not to suggest that increased school staff resilience is a panacea. It remains critical for schools, systems and sectors to address the root causes of school staff abuse alongside efforts to support staff to manage the effects when incidents do occur.



PRIORITY AREA THREE

Strengthening school communities

At a glance

- Positive school environments are characterised by trusting and supportive relationships between all individuals in the school community, a set of common goals and norms, and collaborative relationships regarding involvement with the school.
- The prioritisation of building and maintaining positive partnerships and authentic relationships with parents, students, and the wider community can foster a culture of high expectations, sensitive to the richness and diversity of students
- School leaders play a key role in the development of positive school culture and the creation and maintenance of a school environment that works to reduce and mitigate abuse against school staff.
- It is essential to set clear standards and expectations for behaviour for community engagement with school staff.
- Engaging parents and community stakeholders is a critical step in establishing a respectful community culture in schools and can significantly shape student attitudes and behaviours towards school staff.
- It is important to clarify the responsibility of school staff and acknowledge that challenging student behaviour driven by factors outside of the school may be better addressed by outside services.

National actions aligned to this priority area:

- ② National action 2: Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse
- ③ National action 3: Create a centralised 'Hub' for educators accessing support to incorporate wellbeing into their practice
- ④ National action 4: Design and run a national public awareness campaign aimed at improving how the broader community views the teaching profession
- ⑤ National action 5: Review and evaluate the impact of the Strategy after five years.

Respect, collaboration, and trust are the backbone of community, and the active cultivation of respectful, supportive relationships among teachers, students and parents is essential. Strong communities not only encourage parents and community members who would otherwise feel vulnerable or uncomfortable to take positive and active roles in their children's education, but also emphasise the common values and shared sense of purpose that shape daily interactions, and help to mitigate school staff abuse.

Leadership

School leadership, including principals, deputy/assistant principals and other leaders such as curriculum leaders and lead teachers, are a key driver of positive school culture, and the creation and maintenance of a school environment that works to reduce and mitigate school staff abuse. Effective school leaders steer the development of a school's vision and values through a commitment to principles of lifelong learning, democratic values, fairness, and ethical practice (Australian Professional Standard for Principals, 2020). In this way, effective school leaders seek to promote a positive ethos, school culture, tradition, and strategic vision, and insist upon high standards and respect in ways that serve the best interests of the whole school community.

For school leaders, qualities such as empathy, resilience and personal wellbeing in the management and leadership of schools and communities are critical to both creating a positive culture of support for staff and engaging and working with the community. According to the Australian Professional Standard for Principals, effective school leaders develop and maintain positive partnerships with parents, students, and the wider community in order to foster a culture of high expectations sensitive to the richness and diversity of students. This sentiment is reflected in the Alice Springs (Mparntwe) Education Declaration (2020) which states that "learning is a partnership with parents, carers and others in the community all of whom have a role to play in nurturing the love of learning needed for success at school and in life".

School Culture

The success of these learning partnerships is reliant on a school culture of trust (AITSL, 2013). Effective school leaders build and foster trust within the wider school community and inspire and motivate others by promoting a positive and shared school vision. To achieve this, relationship building both inside and outside of the school should be made a priority to create the conditions for respect and collaborative relationships (Harris, Caldwell & Longmuir, 2013). In this way, trust itself is not the cause of improvement, but rather it creates the climate that is necessary for members of school communities to initiate and sustain engagement with schools.

Moreover, consultation highlighted the importance of setting clear standards and expectations for behaviour when engaging with school staff, as well as clearly articulated school values, underpinned by a culture of mutual trust, collaboration and authentic relationships. School culture is an essential factor in preventing and mitigating school staff abuse. Positive school environments are characterised by trusting and supportive relationships between all individuals in the school community, a set of common goals and norms, and collaborative relationships regarding involvement with the school (Payne & Gottfredson, 2019).

Schools should be supported to build capacity to provide positive and safe school environments through professional learning which is also made available to a broader range of school staff including education assistants. Through this, staff should be trained to recognize instances where early intervention may be needed to address complex behavioural issues, noting that many students exhibit learning difficulties and challenges with self-regulation from an early age. Overall, it is also important to clarify the responsibility of school staff and acknowledge that student behaviour can derive from factors outside school which may be better addressed by (for example) social service workers, counsellors or medical practitioners, and that there are clear avenues and protocols for engaging with these professionals.

Community Engagement

The broader school community is inextricably linked to teaching and learning - “you don’t enrol a child, you enrol a family” (Carmel Nash). Schools play an integral role in every community, and both schools and communities are more likely to thrive in partnership. Engaging parents and community stakeholders is a critical step in establishing a respectful community culture in schools and can significantly shape students’ attitudes and behaviour towards school staff (De Cordova et al, 2019).

However, in practice, schools have variable capacity and capability to build strong community relationships. Consultations with the profession reflected the view that there are often relatively few meaningful opportunities for schools to form relationships with the community outside of the student body, including with parents. In many cases, contact between school staff and the extended school community occurs when concerns about student behaviour or performance arise, and therefore is often initiated only after the school-student relationship had become strained.

It is important to build relationships and trust before issues arise. Consultation with members of the profession across the country revealed strong commonalities in approaches to building strong school communities. For example, stakeholders emphasised the importance of listening and valuing diverse voices, and of adopting practices to address community priorities and concerns. These practices are facilitated by finding common ground with communities, wherein school staff, parents and carers all have the same goal: for students to reach their full potential. Practical steps to achieve this include holding regular welcome and other community events on the school site to engage parents and carers; including families and community in school planning; monitoring and acting on risks early; and building positive relationships with families right from enrolment.

Many opportunities to strengthen relationships with school communities are available, particularly when schools and communities develop and share a powerful moral purpose in terms of deep alignments between school and community members’ goals and intentions. When these shared intentions are clearly established and understood, the relationships between schools and communities can be meaningfully improved.

Investing in relationships with parents and the extended school community can be seen as being fundamentally an individual and local act in terms of time and resources. Consultation suggests that while a national focus on improved community relationships is critical for the Strategy, this needs to be enabled through effective prioritisation by systems and sectors and support provided at all levels.



PRIORITY AREA FOUR

Raising the status of the profession

At a glance

- The perceived relative lack of regard for the profession is often cited as contributing to the abuse of school staff by both students and parents.
- There appears to be a discrepancy between the public perception of teachers, and how they perceive their own value. A greater societal understanding of the role of educators is needed to ensure that respect is appropriately expressed through interactions with parents, carers and the wider community.
- Politicians, community leaders and the media play an important role in influencing public perceptions of educators. Distorted representations of school staff and their work are not only damaging to the reputation of the profession as a whole, but also educators' perception of their own value.
- The profession, and those supporting it should take every opportunity to celebrate the positive impact a good educator can have on an individual, and the wisdom and expertise of those entrusted with the education of Australia's children and young people.

National actions aligned to this priority area:

- ② National action 2: Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse
- ④ National action 4: Design and run a national public awareness campaign aimed at improving how the broader community views the teaching profession
- ⑤ National action 5: Review and evaluate the impact of the Strategy after five years.

The recent impact of the COVID-19 pandemic on societal perceptions of school staff is yet to be fully realised or evaluated. Consultation revealed a view that the greater insight many parents have gained into the work of school staff could be leveraged to improve the status of the profession.

Evidence demonstrates there are important links between social perceptions of teachers and student outcomes. In fact, the more teachers perceive themselves as being respected and valued by society, the higher their students rank on international PISA tests (Gonski et al, 2018). Beyond this, in countries where teaching is considered as a highly respected profession, parents are more likely to encourage their children to become educators, highlighting how the status of the profession strongly contributes to its desirability as a career (Dolton et al, 2018).

The need to raise the status of the teaching profession has been an ongoing point of discussion amongst education stakeholders over the last several years and particularly, throughout development of the Strategy. And this conversation is vital beyond the dialogue regarding school staff abuse, as the social standing of educators, according to the general public and teachers in particular, can have a large impact on recruitment, retention, job satisfaction and performance, and ultimately, on the effectiveness of an education system in supporting learning growth (Dolton et al, 2018; Schleicher, 2018).

Perceptions of status

Consultation with the profession highlighted the belief that the status of the teaching profession has declined over recent decades. In particular, some members of the profession expressed their belief that there is an increasing lack of appreciation of the skill and expertise required of an effective teacher. This perception is seen as both the cause and consequence of a generational shift in the attractiveness and social status of teaching as a career. It is this perceived relative lack of regard for the profession that is often cited as contributing to the abuse of school staff by both students and parents.

However, there appears to be a discrepancy between the public perception of teachers, and how they perceive their own value. In fact, the Australian community appears to value the profession more highly than teachers believe. According to Roy Morgan (2017) school teaching was viewed as a profession with high honesty and ethical standards by 81% of survey participants, ranking above police, high court judges, and university lecturers. This discrepancy between educators' self-perceptions of value, and those expressed by the public was exemplified in a recent Monash University study which observed while 82% of the public felt teachers were respected and 93% of the public felt that teachers were trusted, only 29% of teachers surveyed felt that the Australian public appreciated them (Heffernan et al, 2019). Therefore, the Australian public appears to generally agree that teachers are valued, respected and trusted within society; however, teachers do not appear to be aware of this perception, nor is this translating to teachers feeling appreciated for their work ('Teaching – a valued profession' forthcoming). This may indicate that a greater societal understanding of the role of educators is needed in order to ensure that the generalised respect reflected in these surveys is appropriately expressed through the interactions that parents, carers and the wider community have with school staff, and consequently contributes towards the prevention and mitigation of abuse.

External influences

Politicians, community leaders and the media play an important role in influencing public perceptions of educators (Happer & Philo, 2013). Research suggests that the media in particular has a substantial impact on the construction of public beliefs and attitudes, particularly in areas where the public do not possess direct knowledge (Happer & Philo, 2013). This is significant as an Australian parliamentary inquiry into the status of the teaching profession reported that the current media approach to messaging is largely negative and can be derogatory towards teachers, particularly in situations where student test results are sub-optimal ('Status of the Teaching Profession', 2019).

Indeed, consultation with the profession highlighted the relationship between negative commentary reinforced by dominant media narratives and its influence on community perceptions of school staff which, in turn, could manifest as abuse (Baroutsis, 2019). These distorted representations of teachers and their work therefore are not only damaging to the reputation of the profession as a whole, but also to teachers' perception of their own value, and pride in their ability to contribute meaningfully to the academic development of their students ('Status of the teaching profession' 2019). Instead, the media, governments and system leaders should also take every opportunity to celebrate the positive impact that a good teacher can have on an individual, and the wisdom and expertise of those entrusted with the education of Australia's children and young people.

Advocacy

Consultation suggests that there is also room for culture change, driven from within the profession. This may involve educators themselves more firmly advocating for the value they bring to student learning outcomes, their skillsets and distinct contribution to student growth and development. During consultation, the profession also indicated there is a place for peak and professional advocacy bodies to lead a cultural shift within the profession and the wider community. Therefore, co-design and partnership with the profession is an essential part of increasing respect and value for the work done by staff in schools, within the broader community.

The exposure of parents and other community members to the work of teachers during the COVID-19 pandemic provides a unique historical opportunity to reinvigorate the status of the teaching profession, offering the broader community acute insights into the challenges of helping young people learn and the capability and value good educators bring in enabling this.

In this way, members of the teaching profession should be further supported to maintain a proud professional culture that clearly articulates the skills mastered, contribution made, and value delivered.



PRIORITY AREA FIVE

Responding to future challenges

At a glance

- The way we deliver education is changing and will continue to change, and therefore the way educators engage with their communities will continue to evolve. The education profession will need to be supported to innovate and adapt to these changes.
- Social complexity has altered the role of schools and school staff. There is a growing expectation that schools provide additional support and help beyond education in the classroom. Any response to issues facing school staff must account for the evolving complexities of an educator's role.
- Technology can act as a powerful tool to transform and support education and enable new ways of connection and collaborating. However, in line with broader societal trends, increasing use of technology may also result in abusive behaviour being more difficult to identify and control.
- Online abuse against educators is a vital area for future action and will be considered through the national actions proposed in this Strategy. Any work focussing on cyberbullying specifically will be undertaken in collaboration with the e-Safety Commissioner, and benefit from this expertise.

National actions aligned to this priority area:

- ① National action 1: Establish a clear national picture of prevalence of school staff abuse
- ② National action 2: Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse
- ④ National action 4: Design and run a national public awareness campaign aimed at improving how the broader community views the teaching profession
- ⑤ National action 5: Review and evaluate the impact of the Strategy after five years.

The nature of teaching has changed significantly over the last 15 years, and these changes have affected both the opportunities and the challenges of being an educator, as well as the knowledge, skills and attitudes needed to succeed in the profession. Social complexity has also altered the role of schools and school staff, with parents more regularly turning to principals and staff for support and advice and guidance in terms of parenting their children. This seems to reflect the growing expectation that schools provide additional support and help beyond education in the classroom. Indeed, schools increasingly deliver a broad 'hidden curriculum', which encompasses social and personal development, fostering intercultural understanding, confidence and self-regulation (Milligan 2019).

The role of technology

Most notably, the way we deliver education is changing, from an entirely face to face engagement within a classroom, to more technologically focused method of delivery, and thus the ways that educators engage with their communities is changing too. The COVID-19 pandemic has highlighted the need for flexible policies which can adapt to changes in the ways learning is delivered, to better serve and protect those in schools.

In many ways, technology can act as a powerful tool that can transform and support education and enable new ways of connecting and collaborating. However, communicating via technology removes important communicative signals such as body language and adds a layer of complexity to interactions and relationships which can enable increasing levels of abuse and harassment. Therefore, it is essential to recognise that in line with broader societal trends, increasing use of technology may result in abusive behaviour being more difficult to control due to the ease with which abuse can occur (e-Safety, 2020). There is also an element of disinhibition involved in online abuse due to anonymity, which means that students, parents and other community members who would not normally participate in abuse may do so. Content can also reach thousands of people almost instantly, with repeated incidents often leaving the targets of abuse feeling that it is inescapable. Therefore, the shift to remote learning speaks to a need to include online abuse within the Strategy and future-proof it for any further evolution in education delivery that might open new avenues for abuse. Regular review of the strategy and the evidence base that underpins it will provide a means to consider changes in technology and the evidence base on how best to prevent and response to online abuse.

Online abuse

Abuse in any form can have both immediate and more long-term effects on those involved, however online abuse can be particularly challenging to identify and moderate. Online abuse or cyberbullying is bullying that occurs online and can be perpetrated in many forms including abusive texts or emails, hurtful messages images or videos, imitating others online or spreading nasty online gossip (e-Safety, 2020). Both students and parents engage in cyberbullying against school staff to the extent that it has created an occupational hazard in many countries (Wilcox et al, 2018). Cyberbullying can be particularly damaging due to factors such as anonymous perpetration, wide online audience, lack of moderation and the permanence of material.

At their core, both online and in person abuse can be seen as the result of a complex interplay of factors, at the individual, school and community level. However, online behaviour is also often an expression of offline values and attitudes. In this way, it is a manifestation of many of the other challenges facing the profession related to abuse such as student engagement, community attitudes, and negative school cultures and environments. By working to address these underlying dimensions to the problem – rather than just treating the symptoms –the risk of online abuse (as well as other forms of abuse) is reducible. Despite this, immediate preventative and reactive action is also essential.

As the national independent regulator for online safety, the work of the e-Safety commissioner (e-Safety) is central to the fight against cyberbullying and online harassment in Australia. e-Safety asserts that it is essential to build cyberbullying and online safety into the Australian school curriculum and include cyberbullying strategies in school online safety policies. If any individual experiences cyberbullying they are encouraged to report it to the relevant social media service, however if the service fails to remove the material it can be reported to e-Safety. If this occurs, e-Safety may intervene to have materials removed, as well as providing support, advice and assistance. Currently, e-Safety does not have a mandate to intervene in instances of adult-adult cyber-abuse. They can however provide general advice and guidance.

The acknowledgement of the immense challenges faced by educators in the domain of online abuse therefore highlights a vital area for future action, and can be addressed specifically through the national actions proposed in this Strategy. It is proposed that any work focussing on cyberbullying will be undertaken in collaboration with the Office of the e-Safety Commissioner, and benefit from this expertise.

National actions

The Strategy offers six proposed national actions for consideration which build on the strengths of current responses to school staff abuse, and address gaps identified during consultation with the profession and a review of the available research. These national actions are informed by a consideration of the actions that sit best at the national level, and will support efforts at the jurisdiction, sector and local levels.

All actions are intended to be carried out in collaboration with jurisdictions and sectors, and the profession.

Action

1

Establish a clear national picture of prevalence of school staff abuse

The Strategy has identified the need for a nationally consistent approach to measurement and data collection in order to establish the prevalence of school staff abuse, monitor trends and analyse what is working in different contexts across the country.

There are a number of approaches that could be taken to capture data in order to build a national picture of prevalence of school staff abuse across Australia.

A clear national picture of prevalence would enable the design, coordination and evaluation of evidence-based strategies and interventions aimed at mitigating abuse.

The development and implementation of an approach to capture the necessary data to develop a national picture would be undertaken in collaboration with jurisdictions, sectors, researchers and academics with the appropriate expertise, as well as the profession itself.

Definition of abuse

How jurisdictions and sectors, individual teachers and school leaders, and researchers define experiences of abuse varies considerably. An agreed, nationally consistent definition of school staff abuse would improve the reliability and effectiveness of data collected at a national level.

To comprehensively capture the range of experiences that school staff face, and to track progress in mitigating and preventing abusive behaviour over time, the Strategy proposes the co-development of a clear definition of school staff abuse in partnership with the profession to promote consistent understanding and measurement.

Developing a consistent definition and enabling more comprehensive data collection will enable improved understanding of the issue of school staff abuse within Australia, and evaluation of the Strategy's impact.

This national action aligns to priority areas 1 and 5

Action**2****Convene an annual national forum bringing together jurisdictions and sectors to collaborate nationally to address school staff abuse**

Stakeholders expressed that through the development of this Strategy and the virtual national roundtable event, jurisdictions, sectors, professional associations, and members of the profession valued the opportunity to share their experiences and current initiatives and approaches to addressing the issue of school staff abuse.

Stakeholders also highlighted through consultation the value of the ACT Education Directorate's National Forum on Occupational Violence. This forum, held in March 2019, focused on sharing work safety learnings across jurisdictions and sharing best practice strategies to support safe school communities.

The Strategy therefore proposes that annually jurisdictions and sectors convene a forum focused specifically on the issue of school staff abuse. The aim of the forum would be to share successful initiatives new research findings and discuss emerging issues in this area.

As this strategy is intended to be owned by the profession, the forum could monitor the implementation of this Strategy including the work underway at all levels to address the national priority areas, and consider future actions that need to be taken to address school staff abuse. Beyond this, it is anticipated that collaboration and discussion generated during this annual forum would ensure that the issue of school staff abuse retains its prominence, and that positive momentum towards meaningful change is maintained. This would further enable where relevant and required, the utilization of appropriate national levers and cross-government support.

This national action aligns to all five priority areas

Action**3****Create a centralised 'hub' for educators accessing support to incorporate wellbeing into their practice**

Consultation with the profession emphasised the need for a centralised place for teachers, school leaders and other school staff to access evidence-based support to further develop their practice with a specific focus on wellbeing. By taking a proactive approach to supporting educator wellbeing, the Hub could provide practical tools, resources, case studies of best practice, research and evidence summaries, and online professional learning modules for educators to continually improve their wellbeing and incorporate this focus into their practice. The Hub could be accessible by all educators including pre-service teachers.

To ensure the Hub builds upon the work of jurisdictions, sectors and other organisations, a steering committee could be established, with representatives from each jurisdiction and sector to determine the direction and focus of the Hub. The creation of new resources for school staff would be directed by the committee to ensure they are complementary to pre-existing supports that are available elsewhere.

The Hub could also house online professional learning modules which would prioritise school staff wellbeing, through the provision of high-quality professional learning modules in areas that aim to promote staff wellbeing and mitigate the effect of abuse. These modules would be focused on best practice elements related to areas such as the management of challenging behaviour, navigating difficult conversations with parents and the wider community and fostering student engagement.

This national action aligns to priority areas 2 and 3

Action**4****Design and run a national public awareness campaign aimed at improving how the broader community views the teaching profession**

Throughout consultation on the development of this Strategy, stakeholders strongly asserted that a public awareness campaign aimed at publicly raising the status of the profession could reduce incidents of school staff experiencing abuse.

A national public awareness campaign could focus on increasing the respect shown to members of the teaching profession by the broader community. It would highlight the importance of education and the role of school staff in securing positive outcomes for students across Australia. Beyond this, the public awareness campaign could help re-establish expectations of behaviours and promote schools as safe environments for both school staff and students, which are free from abuse.

While aimed at reducing incidents of abuse in schools, the campaign would be cautious not to portray the teaching profession as an unattractive career, and rather as one which is rewarding, meaningful and valued. Therefore, the campaign could leverage the public profile of prominent members of the profession to further esteem the profession and increase community respect for educators through a focus on advocacy.

In addition to being aimed at school communities, the campaign would also be targeted at changing the perception and depiction of the profession by the media, politicians, community leaders and the wider community.

The campaign could be developed in collaboration with jurisdictions, sectors and the profession to ensure the focus of the campaign and its delivery has a significant impact on how the broader community perceives teachers, leaders and school staff. There are also many different approaches that could be taken to achieve this outcome, including a range of low cost but high impact options.

This national action aligns to priority areas 3, 4 and 5

Action**5****Review and evaluate the impact of the Strategy after five years**

Given the importance of the issue this Strategy is addressing and the changing nature of teaching and learning in Australia, it is proposed that this Strategy is reviewed and evaluated for its impact after five years.

The evaluation of the Strategy's progress after this defined period will also enable evidence sharing of what is working, for whom, and under which circumstances to provide opportunities for reflection and improvement and determine areas of focus for future work.

Implementation of each proposed national action will take time and must include frameworks for monitoring effectiveness of initiatives. As such, each individual national action will require evaluation in line with its proposed outcomes. It is essential to acknowledge the shared responsibility of individuals, schools, systems and sectors across the country to evaluate their own progress.

It is proposed an updated Strategy is developed after five years to leverage new insights and relevant research in the field and continue to prioritise the issue of school staff abuse and support schools to be safe, productive and respectful workplaces.

This national action aligns to all five priority areas

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