



Senate Education and Employment References Committee

Inquiry; 'The Issue of Increasing Disruption in Australian School Classrooms'

Submission

School of Education
College of Arts, Law and Education
The University of Tasmania

Professor Karen Martin
Trauma Informed Practice Lab
University of Tasmania
Ke.martin@utas.edu.au

March 2023

Acknowledgements

The submission was prepared on *lutruwita* (Tasmania) Aboriginal land in Hobart and Launceston. The contributors to this submission acknowledge, with deep respect, the traditional owners of this land. We pay our respects to elders past and present. The traditional owners of *lutruwita* belong to the oldest continuing culture in the world. We recognise a history of *truth* including the knowledge about the tragic impacts of invasion and colonisation upon Aboriginal peoples including the forcible removal children from their communities and people from their lands. We recognise the resilience and strength of Aboriginal peoples throughout Australia, their enduring connection with land and waters and their continued care for Country. We stand for a future that profoundly respects and acknowledges Aboriginal perspectives, culture, language and history and a continued effort to fight for Aboriginal justice and rights.

Contributions

Experts from the School of Education directly contributing to this submission include;

Professor Karen Martin
Dr Christine Gardner
Dr Frances Fan
Dr Carmel Hobbs
Dr Abbey McDonald
Dr Cassandra Thoars
Samantha Lombard
Dr Jeff Thomas
Dr Mairin Hennebry-Leung
Ms Diana Schattenberg
Dr Elspeth Stephenson
Dr Vinh To
Dr Darren Pullen

We would also like to acknowledge verbal comments and input provided by colleagues and collaborators at The University of Tasmania, Monash University, Curtin University, University of Queensland and The University of Western Australia.

Contact

For further information regarding the submission please contact:

Professor Karen Martin
Trauma-Informed Practice Lab
School of Education, University of Tasmania
ke.martin@utas.edu.au

Table of contents

A.	Background	4
B.	Evidence-Based Responses	6
1.	Summary.....	6
1.	Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the issue?	6
2.	How to 'manage' a classroom	8
3.	Factors associated with student learning and testing, and achievement outcomes	9
2.	4 . Shifting to a strengths-based approach; starting with language.....	10
C.	Recommendations	11
3.	4. Revise/modify policy	11
D.	Conclusion.....	12
	Appendix 1	13
E.	References	14

A. Background

There is clear evidence that the transformative power of education cannot be underestimated. We owe the next, and subsequent generations the very best education we can offer. This education must be based on the most recent research evidence, sufficient resourcing, and support from the community. In addition, mechanisms and environments used to educate children and young people must not create excessive stress for those who teach. Concurrently the Rights of the Child as defined by the United Nations¹¹ must be upheld. This Submission has been prepared by a diverse team of education experts with extensive experience working in schools, teaching pre-service teachers and collaborating with schools in world-breaking research. We provide evidence and expert informed knowledge to respond to the Inquiry Terms of Reference. In addition, we conceptualise the major issues as noted in the latest research evidence and the most effective approaches to addressing the pressing needs facing education in Australia today.

1. The Faculty of Education

The mission of the Faculty of Education at the University of Tasmania is to develop educators who provide quality education to facilitate achievement for students within their teaching remit. Broadly, the School of Education research foci include equitable access to education and educational attainment, early years, trauma-informed pedagogies, scholarship of teaching and learning and application of linguistics practice and theory. Due to the multiple campuses and distances in Tasmania, the School of Education teaching staff are leaders in online delivery of initial teacher education. Graduates are experienced in working in blended and online learning contexts. The nationally accredited Initial Teacher Education programs graduate educators are prepared to work in early years setting, primary and secondary schools or TAFE institutions. Graduates meet or exceed the national requirement of entry level teachers in each of these areas leading to high employment rates in Tasmania and further afield. With a large associate degree program, students are also trained to be highly effective and qualified teaching assistants. Students are taught via 'on country' experiences with understanding of Indigenous knowledges. Students are informed about and counselled to embrace trauma-informed pedagogies. Students experience opportunities to develop explicit skills in early and numeracy practices; they are well placed to make a lasting difference to the lives and futures of their students.

2. The Trauma Informed Practice Lab

In 2022, the University of Tasmania (UTAS) committed creating the Trauma-Informed Practice Research Lab within the School of Education in the College of Arts, Law and Education. This initiative responded to the increasing recognition in research and practice internationally about how childhood trauma and adversity impacts children and young people's learning, emotions and behaviour. It is important to note that the impact of childhood trauma and adversity extends into adulthood. Burgeoning understanding about the relevance and potential transformational role of acknowledging the impact of trauma, has led to increased research, acceptance and support of a 'trauma-informed practice' approach in early childhood, primary and secondary education settings. In June 2022, Professor Karen Martin commenced as the Lead of the Trauma-Informed Practice Research Lab at UTAS. Additional research support for the research and teaching in trauma-informed practice including a full-time Research Fellow has been committed to this research and teaching discipline by UTAS. Very few universities internationally appear to be working to support the education sector within their region to become trauma-informed. In addition to transforming teaching within pre-service education, transforming policies and practices within the whole University to be trauma-informed can leverage knowledge and expertise to create region-wide trauma-informed community. Trauma-informed graduating students will be armed with the experience and knowledge to assist with transforming communities within their sectors of work and beyond.

3. Submission focus

We thank the Senate Education and Employment References Committee for the opportunity to make a submission to inform the Committee's inquiry into classroom disruption. We give permission for our submission to be made publicly available.

¹ United Nations International Children's Emergency Fund (UNICEF). Convention on the Rights of the Child. 1989.

The table below sets out how this submission addresses the Terms of Reference.

Terms of Reference	Submission Section
The issue of increasing disruption in Australian school classrooms, which is disadvantaging students and contributing to poor literacy and numeracy results for young people, denying them the learning of essential foundational skills to reach their full educational, economic and social potential, with specific reference to;	All
a) the declining ranking of Australia in the Organisation for Economic Co-operation and Development (OECD) <u>disciplinary climate index</u> , making Australian classrooms amongst the world's most disorderly;	1: Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the real issue?
(b) the impacts, demands and experience of disorderly classrooms on teacher safety, work satisfaction and workforce retention;	1: Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the real issue?
(c) teachers' views on whether or not they are sufficiently empowered and equipped to maintain order in the classroom and what can be done to assist them;	1: Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the real issue?
(d) the robustness, quality and extent of initial teacher education to equip teachers with skills and strategies to manage classrooms;	2: How to 'manage' a classroom
(e) the loss of instructional teacher time because of disorder and distraction in Australian school classrooms;	1: Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the real issue?
(f) the impact of disorderly, poorly disciplined classroom environments and school practices on students' learning, compared with their peers in more disciplined classrooms;	3: Factors associated with student learning and testing
(g) the stagnant and declining results across fundamental disciplines as tested through National Assessment Program - Literacy and Numeracy (NAPLAN) attributing to poorer school-leaving results and post-school attainment;	3: Factors associated with student learning and testing
(h) how relevant Australian state, territory and federal departments and agencies are working to address this growing challenge;	Not discussed
(i) how leading OECD countries with the highest disciplinary climate index rankings are delivering orderly classrooms to provide strategies on how to reduce distraction and disorder in Australian classrooms; and	Not discussed
(j) any related matter.	4. Shifting to a strengths-based approach; starting with language

B. Evidence-Based Responses

1. Summary

This Inquiry is timely and important; it reflects upon factors contributing to major issues facing Australian children and young people as well as the workforce who educate them. Creating positive learning environments in schools, ensuring that students receive quality education and guaranteeing all members of a school community are safe and thrive is an imperative. Decreasing disrupted learning is important, and ensuring that the education sector, schools and teachers are provided sufficient resources to achieve this laudable. We discuss within this submission the factors likely to contributing to the comparatively low Disciplinary Climate Index (DCI,) but focus on providing evidence about how current issues with student educational attainment and teacher wellbeing need to be focussed in order to create effective and lasting change.

1. Discipline, disorderly, disrupted, interrupted... or disadvantaged; what is the issue?

It is important to interrogate the assumptions, links and interpretation within this Inquiry's Terms of Reference as the resulting inquiry will provide direction for future intervention/s.

Causation assumption

We could find no evidence concluding the following chain of causative statements; that 'increasing disruption in Australian school classrooms is disadvantaging students, that this is contributing to poor literacy and numeracy results for young people, and that this is then denying them the learning of essential foundational skills to reach their full educational, economic and social potential'. There is evidence about the links between classroom discipline and learning, and that lower reported Disciplinary Climate Index (DCI) measure was associated with lower NAPLAN test result. However, it is imperative to note however that the results relate to specific test results; a sample of year 9 students in Australia. Indeed, conflicting data is available which indicates that educational attainment may be improving for some students. In the same timeframe in which the PISA results have been compared, Year 12 results have improved significantly. The percentage of the Year 12 population that completed Year 12 increased from 68% in 2001 to 76% in 2016. The percentage of the Year 12 population achieving an ATAR score of 50 or above increased from 25% in 2006 to 42% in 2015ⁱ.

- **Key point: The strong causation statements contained within the Terms of Reference are inappropriate and misleading. Some evidence exists which indicates that overall educational attainment is improving.**

Measuring and interpreting disciplinary climate

The vocabulary used within the Terms of Refence are inconsistent and not clearly defined. Terms used include;. disruption, disciplinary climate, disorderly, order, orderly, distraction, poorly disciplined and classroom behavioural control. There are clear interpretation issues with the survey results provided in the Inquiry's Terms of Reference. Indeed, concerns about the DCI interpretation have been raised and PISA themselvesⁱⁱ including;

- The DCI may not fully capture the complexity of the disciplinary climate in schools. The index primarily focuses on student behaviour, but it does not account for the role of teachers, administrators, or other factors that may influence the disciplinary climate.
- The DCI is susceptible to cultural biases. Different cultures may have different expectations for behaviour in schools, and what may be considered acceptable in one culture may not be in another. PISA has noted that it is important to be mindful of these cultural differences when interpreting results.
- There are concerns about the reliability and validity of the DCI. The index relies on self-report surveys, which may be subject to biases and errors.
- The oversimplification of the interpretation of factors influencing disciplinary climate and the very nature of drawing conclusions about whole populations from the PISA findings is concerning.

These issues with the DCI and the broader PISA work have been further discussed in the literature;

- Assumptions behind the DCI questions must be queried; interpretation of the questions and responses used in the standardised questionnaires are an issueⁱⁱⁱ.
- Methodology used within the PISA survey has been queried and cautious interpretation recommended^{iv}. Students in Australia reported low effort in completing NAPLAN results^v
- Acceptance of PISA test results as "precise readings of educational quality in any country, or for raking countries"

is foolhardy^{vi}.

- It is important to note that the questionnaire administration was limited to one age group (15 year olds) studying one subject only^{vii};
 - **Key point: to generalise the PISA results to a whole population of Australian students is inappropriate and misleading.**

Factors influencing disciplinary climate

Factors influencing the five classroom characteristics which are assessed within the Disciplinary Climate Index are varied and likely to interact. Factors influencing the five components of disciplinary climate, and disciplinary climate overall are likely to include;

- Teacher approach (warm, supportive, and responsive to students associated with more positive disciplinary climate^{viii}. Rigid, punitive, and disrespectful associated with more negative disciplinary climate^{ix}.
- Teacher/student relationship^x
- Classroom acoustics^{xi}
- Appropriate classroom design
- Sufficient teacher to student ratio
- Inclusion of students with disabilities in mainstream classroom
- Needs of students due to other issues such as neurodiversity, stress, environmental issues
- Time of the year
- Compulsory schooling age
- Length of a learning sessions

- **Key point: the factors listed within the Terms of Reference as the causation for low Classroom Disciplinary Index results are not comprehensive, a wider range of influences need to be considered.**

Is disciplinary climate the real issue?

The recent Review of the National School Reform Agreement^{xii} explores in-depth the main contributors and factors associated with student and school success in Australia. Other than some teachers indicating they find maintaining classroom discipline difficult, this factor did not play a role in determining student success.

Inequity between schools and under-resourcing combined with increasing requirements of teachers are likely to be some of the major contributors to the outcomes of concern, namely student success and wellbeing and teaching wellbeing. It is imperative to note that the United Nations International Children's Emergency Fund (UNICEF) found in 2018^{xiii} that across high-income and middle-income countries, Australia has one of the least equitable education systems ranking 30th out of 38 OECD countries.

There is strong evidence that systemic and structural conditions impede the ability of teachers to work to optimise the culture of a classroom and to provide a supportive and appropriate learning environment for children and adolescents. It is indeed these systemic and structural conditions contributing to the issues of disorderly classrooms, teacher safety, work satisfaction and workforce retention. The assigning of responsibility of the problems to students, families, teachers and pre-service education providers distract rather than acknowledge that inadequate funding and resourcing over the past decade has led to conditions which fail to provide for the learning needs of children and young people.

If an issue of excessive disruption due to one or more individual students arises, the responding of any impact requires an exploration of the teacher of the needs of each individual student. By understanding why the student may be interrupting by individual students occurs by specific behaviour of students is not their fault, nor is it the fault of teachers or an issue of teacher quality. It is important to note that inclusive education and classroom management are not prioritised in AITSL standards^{xiv}, this leads to challenges in enabling initial teacher educators to prioritise these topics within the courses and thus teachers often have low training in responding to children's needs.

- **Key Point: Focussing on disciplining climate as a priority to improve outcomes for students, or teacher wellbeing is unlikely to be successful. Inequity in society and insufficient resourcing for schools are likely to be major contributors to any reductions in academic success.**

School culture and climate disengagement

Discipline is just a small component of learning in a classroom setting. The ecology and climate of classroom cultures needs to be understood when considering student behaviour within a classroom. Understanding and attending to ecology and climate can assist with fostering inclusion and engagement of students. Seeking answers to deep questions such as what does a classroom culture of cohesion, care and community look like, and how are literacy, numeracy and wellbeing assets fostered within such classroom cultures are critical.

Classroom ecology and climate are also important for fostering student engagement. Educational disengagement has long lasting negative impacts on children and young people. A longitudinal study conducted by the National Dropout Prevention Center found that students who drop out of high school are more likely to be unemployed, earn less money, and have worse health outcomes than those who graduate^{xv}. Student disengaged from school are more likely to have lower academic achievement, lower levels of self-esteem, and higher levels of anxiety and depression^{xvi}. Disengaged students were more likely to engage in risky behaviours such as substance abuse, criminal activity, and unprotected sex^{xvii}. A study published in the Journal of Youth and Adolescence found that students who were disengaged from school were more likely to experience mental health problems and engage in suicidal behaviour.

- **Key Point: The promotion and supporting of developing classroom climates to be positive, supportive and inclusive which thus promote engagement is likely to be transformative for students, particularly those who are disadvantaged.**
- **Extensive research is available which, when used in combination with stakeholder consultation (including student and teacher) can assist to ascertain key areas for intervention.**

2. How to 'manage' a classroom

*"I am the decisive element in the classroom.
It is my personal approach that creates the climate.
It is my daily mood that makes the weather.*

As a teacher I possess tremendous power to make a child's life miserable or joyous"

(Ginott (1972), p. 15^{xviii}).

As exemplified by this above quote, teachers play a key role in schools in establishing and maintaining positive learning environments in classrooms. However, PISA acknowledge themselves, that broader school community factors influence teachers' capacity to do this^{xix}. A key to creating environments in which learning is optimised includes the developing of strong relationships with and between students rather than 'managing' classrooms. A deep exploration of this is completed by Goss, Sonnemann and Kate Griffiths^{xx} who detail how teachers need education in preventing problematic behaviour and support to build those skills.

Teacher to student ratio also is likely to be influencing academic achievement of students^{xxi}. Australia has the ninth highest class size on average for public institutions in the 38 OECD countries, with the overall average being only 15 students^{xxii}. The high student to teacher ratio in many Government schools in Australia are likely to contribute to challenges for teachers in their ability to develop strong positive relationships with students. Further, the increasing administrative burdens reported by teachers and leaders decreases time to spend providing instruction and relationship building is a significant challenge for teachers. Under-funded and under-resourcing school is a clear issue in Australia presently,

- **Key Point: increased funding is required to ensure teachers can provide sufficient support to each student and to generate positive classroom environments.**

It is important to note also that many behaviour management policies were created decades ago and do not align with current evidence about what improves learning in schools^{xxiii}. Many teachers still in the profession were educated using these outdated theories and approaches. Managing student behaviour through 'behaviourist' approaches is now realised as inappropriate. In line with this evidence there has been a significant shift in approaches which now prioritise understanding student behaviour, responding to student needs, and respecting students' diverse backgrounds using humanist principles^{xxiv}. The professional development of these teachers to increase their understanding of the varying needs of students and the most appropriate inclusive teaching and support strategies is needed (Hobbs, Paulsen, Thomas, 2019)^{xxv}.

- **Key Point: Provide targeted research which focusses on latest evidence of best practice for behaviour engagement rather than behaviour management.**

3. Factors associated with student learning and testing, and achievement outcomes

A high range of variables are strongly associated with student academic and wellbeing outcomes. A strong predictor of student success is the quality of the teaching. “Devising approaches that support student learning, assist teachers, and inform the community about the breadth and quality of what is being achieved on our schools a priority for Australian education^{xxvi} (p, 296). Moreover, support for schools and teachers are crucial^{xxvii}. Promoting positive learning and teaching environments in our schools is imperative. However, it is important to explore societal influences on education, the purposes of schooling, how to achieve improvements, and how teachers as the educational professional are involved meaningfully in this process. It is also imperative that we are exploring factors which are directly and strongly associated with student learning.

- **Key Point: Importantly, rigorous research to identify the main contributors to student achievement and success in other countries and Australia is required.**

Individual -level factors

Work published by Bradley and team^{xxviii} provide a recent and relevant review of the literature which notes that young people who are provided support from multiple social domains are likely to do well personally and academically. They summarise factors influencing academic achievement as;

- ability
- motivation
- strategy
- opportunity
- quality of the relationships that students establish and maintain with
- positive relationships
- competencies
- values
- availability of support from close others

School level factors

Evidence^{xxix} indicates that education sectors and schools could positively impact outcomes for students by incorporating supportive strategies. Strategies to consider include;

- Assist teachers to develop positive student/teacher relationships
- Focus on meeting needs of students rather on behavioural problems and discipline
- Increase engagement with school for students
- Increase students’ sense of belonging and feeling of support^{xxx}
- Ensure appropriate resourcing to provide environments in which the above is achieved and that teachers can provide educational excellence
- Ensure the classroom environment supports effective learning^{xxxi}, such as acoustics being appropriate^{xxxii}

System-level factors

Addressing factors which are associated with academic success at the education system level is also necessary. A recently published meta-analysis^{xxxiii} concluded system-level factors associated with educational effectiveness included;

- the larger societal context, including factors such as level of development, inequality and societal value,
- system ecology and structural reform, covering factors such as decentralisation, accountability and stratification, and
- direct educational policies, including financial resources, time resources and variables related to teacher training and qualifications.

Appendix 1 includes the table from the meta-analysis which categorises factors influencing academic success.

Community-level factors

Another important consideration in improving educational attainment and wellbeing are external factors which influence children and adolescents. These are influenced by social and community policies, practices and overall 'health'. These factors interact with many entrenched within lower socio-economic or other disadvantaged groups. For example;

- Housing and homelessness
- Inequality in environment
- Parental involvement^{xxxiv}
- School quality
- Poverty
- Food security
- Drug and alcohol misuse
- Community violence
- Domestic violence
- Mental health of parents/caregivers
- Trauma/adversity

Many of these factors result from increased inequity which is evident in Australia; OECD data demonstrates that in 2018 Australia was ranked the 22nd lowest out of 34 OECD countries for income equality. In addition, wealth is less equally distributed within Australian households. *"Over the decade from 2009–10 to 2019–20, inflation adjusted, average household weekly disposable income increased by \$90. For low income households, the increase was \$33, while high income households saw an increase of \$155".*^{xxxv} The OECD report highlights the need for policies that address the root causes of inequality, such as access to quality education, affordable housing, and healthcare.

Students who have been impacted by trauma similarly are more highly represented in the statistics of early school leaving, school refusal, and exclusion^{xxxvi}. One significant group who may be affected by trauma are students from a refugee background, who often have a combination of learning needs. Most of these students come from other language and cultural backgrounds, and many have had interrupted schooling^{xxxvii}. Research has also identified experiences of discrimination, racism, and inappropriate pedagogies as impeding positive schooling experiences^{xxxviii}.

Achievements after school completion are highly influenced by multiple environmental factors and attributing classroom discipline as an important contributor is unreasonable. Consideration must be given to disadvantage of the family within society, opportunities and also the influence of Australia's segregated school system. This segregation 'concentrates disadvantage, means many students from disadvantaged backgrounds do not have the peers that would support them to aim for highly productive jobs'^{xxxix}. Location is another factor associated with achievements after school completion.

- **Key Point: Targeting factors within the multiple domains of influence associated with academic achievement and wellbeing is necessary.**

2. 4 . Shifting to a strengths-based approach; starting with language

The definitions used the interpretation of the DCI results within the Inquiry's Terms of Reference are negative and unhelpful in identifying problems within the learning environment of children. For instance the range of terms included; disruption, disciplinary climate, disorderly, order, orderly, distraction, and poorly disciplined classroom behavioural control. This language sets a tone of seeking a population to blame and devaluing of all the populations incorporated in the discussion. Indeed, this language and propositions included in the Term of Reference reflect an overall deficit view of children which is common, yet highly detrimental within Australian society. The language also implicates teachers, undergraduate teacher education as to the reason student academic success and the discipline index results were low. Not only do the visibility and prevalence of particular words matter, the nature and context assigned to them is equally important. Describing "people or groups in terms of deficiency, absence, lack or failure" perpetuates stereotypes and further entrenches deficit approaches.

With the highly publicised issues being faced by education sectors and teacher around Australia, it is imperative that teacher wellbeing, job satisfaction and burn out and retention are addressed. By using negative language towards

teaching, policy makers can further exacerbate the negative perception of the role of being a teacher and needs to be avoided. The under resourcing and understaffing of Government funded school in Australia is likely to be greatly influencing student outcomes, and entrenching and reinforcing student inequity. Addressing the challenge of disruption in classrooms is everyone's business, and should not be shouldered singularly by teachers.

C. Recommendations

In addition to the recommendations provided in the Key Points throughout this submission, the following recommendations are made:

1. Consult

- 1.1 Provide opportunities for teachers to contribute voice on the enablers and inhibitors to academic achievement for their sense of feeling adequately equipped to foster classroom climates that are conducive to learning
- 1.2 Engage with academics to establish best-practice policies and practices to improve student outcomes
- 1.3 Invest resources into understanding the reasons for any increase in classroom 'disruption' and invest resources into supporting students and schools to provide the most effective learning environments possible.

2. Fund

- 2.1 Increase overall funding to Government schools to ensure teachers can provide sufficient support to each student and be able to generate positive and engaging classroom environments include in considerations;
 - Reduced student to teacher ratio particularly in disadvantaged areas
 - Resource additional support staff in schools such as full time equivalent of psychologists and school nurses
 - Resource social workers in all schools
- 2.2 Invest in strategies to improve teacher wellbeing, satisfaction and retention.
- 2.3 Increase investment in strategies to reduce children and young people from disengaging from school

3. Educate

- 3.1 Education about the impact of disability, neurodiversity, trauma and adversity on children's behaviour is provided to staff within early education, schools, tertiary education settings and policy and decision makers in the education sector.
- 3.2 Education about promoting teacher and student emotional regulation is provided to staff within early education, schools and tertiary education settings.

3. 4. Revise/modify policy

- 4.1 National and state DoE policies are reframed to be strengths and needs-based rather than deficit and autocratic.
- 4.2 Align the Australian Institute for Teaching and School Leadership (AITSL) Teacher Standards with learning needs in consultation with teachers, pre-service teachers, leaders and academics. Specifically, ensure the following are added or prioritised;
 - relationship-focused reflective practice in teacher training^{xl}
 - trauma-informed practice
 - emotional regulation
 - engagement

5. Research

- 5.1 Support research which explores the impact of class size and support staff (e.g. teacher/education assistants) to support teachers to meet the needs of students

5.2 Support research which explores factors influencing teacher wellbeing, satisfaction and retention.

D. Conclusion

Acknowledging the complex and diverse implications disruption has in Australian classrooms, and examining the evidence through an all-revealing lens - not a singular lens of deficit - is essential. There is clear need to examine the main issues being faced by students, teachers, leaders and school communities in Australia. Identifying priorities and factors associated with important outcomes is imperative. Conversely, concentrating on one factor (such as classroom disruption) is inadequate when the large ecosystem comprising education is fraught. Addressing one factor alone would go no way to ensuring that outcomes for children and young people will be improved, or that teacher wellbeing, satisfaction or retention will be higher.

The current levels of educational attainment, as well as mental health and wellbeing needs of our children and young people augur for urgent action. We must change how the National and state education sectors approach teaching and learning in our country, and this change must commence now.

We would welcome the opportunity to discuss the information provided in our submission in further detail and offer our support the Committee's inquiry.

Appendix 1

Copy of Table from; Mejía-Rodríguez A, Kyriakides L (2022) What matters for student learning outcomes? A systematic review of studies exploring system-level factors of educational effectiveness Review of Education <https://doi.org/10.1002/rev3.3374>

TABLE 6 Overview of categories of system-level factors (and examples of indicators) identified in this project

Antecedents determined by the larger societal context	System ecology and structural reform	Direct educational policies in the sense of malleable inputs and processes
General affluence (GDP per capita, country SES from ILSAs scores, child poverty, unemployment rate)	Functional decentralisation (general, of financial resources, of pedagogical aspects, of personnel management)	Investment in education Financial resources (educational expenditures as proportion of GDP, per-pupil expenditures)
Level of development (Human Development Index, child mortality, life expectancy)	Evaluation and accountability arrangements (central examinations, teacher evaluation, school self-evaluation)	Teacher salaries (average teacher salary, teacher salary relative to average earnings)
Societal (in)equality (Gini index, between-school SES variance, global gender gap index)	Structural differentiation of secondary education (age of first selection, number of tracks, years tracked)	Time resources (teaching hours per year, average learning time per subject)
Heterogeneity of the population (percentage of immigrants, percentage of immigrant students, religious diversity)	School competition and choice (private enrolment, school competing for students)	Opportunity to learn (homework time, extracurriculars)
Education relevant aspects of national cultures (prevalence of shadow education, democracy, corruption)	School learning environment (enrolment rates, discipline, absenteeism)	Material resources (country mean school resources, quality of infrastructure)
Societal values (long-term orientation, Monumentalism-Flexibility)	Pre-school coverage (enrolment rate, average years in pre-school)	Human resources (pupil-teacher ratio, class size)
	Migration integration policies (MIPEX)	Teacher qualifications and training (teacher experience, teacher education, teacher certification, teacher skills)
		Equity-oriented conditions (special education coverage, school resource inequality, equity in teacher shortage)

E. References

- ⁱ Australian Curriculum, Assessment and Reporting Authority (ACARA)
- ⁱⁱ PISA 2018 Technical Report - Chapter 8: Student Engagement at School: A Cross-National Comparison. PISA 2018 Results (Volume II): Where All Students Can Succeed. PISA 2018 Insights and Interpretations.
- ⁱⁱⁱ Reid, (2017). 'Serious flaws in how PISA measured student behaviour'. *Science Education News*, 66(4), 30-32.
- ^{iv} Reid, A. (2019, December 10). PISA doesn't define education quality, and knee-jerk policy proposals won't fix whatever is broken. The Conversation.
- ^v AkyoP Krishna K & Jinwen W (2019) Taking PISA Seriously: How Accurate are Low Stakes Exams? Working Paper DOI 10.3386/w24930 <https://www.nber.org/papers/w24930>
- ^{vi} Reid, A. (2019, December 10). PISA doesn't define education quality, and knee-jerk policy proposals won't fix whatever is broken. The Conversation.
- ^{vii} Reid, (2017). 'Serious flaws in how PISA measured student behaviour'. *Science Education News*, 66(4), 30-32.
- ^{viii} Pekrun, R., Elliot, A. J., & Maier, M. A. (2009). Achievement goals and achievement emotions: Testing a model of their joint relations with academic performance. *Journal of Educational Psychology*, 101(1), 115-135.
- ^{ix} Baker, J. A. (2015). Teacher-student interaction and the organization of the classroom environment. In J. L. Meece & J. S. Eccles (Eds.), *Handbook of research on schools, schooling, and human development* (pp. 239-254). Routledge.
- ^x Roorda, D. L., Koomen, H. M. Y., Spilt, J. L., & Oort, F. J. (2011). The influence of affective teacher-student relationships on students' school engagement and achievement: A meta-analytic approach. *Review of Educational Research*, 81(4), 493-529.
- ^{xi} Shield, B. M., & Dockrell, J. E. (2008). The effects of environmental and classroom noise on the academic attainments of primary school children. *The journal of the acoustical society of America*, 123(1), 133-144.
- ^{xii} Productivity Commission (2022), *Review of the National School Reform Agreement*, Study Report, Canberra.
- ^{xiii} UNICEF. 2018. *An Unfair Start: Inequality in Children's Education in Rich Countries*. www.unicef.org/publications/index_103355.html p. 8
- ^{xiv} <https://www.aitsl.edu.au/standards>
- ^{xv} National Dropout Prevention Center. (2013). High school dropout and completion rates in the United States. Retrieved from <https://dropoutprevention.org/resources/statistics/>
- ^{xvi} Wang, M. T., & Eccles, J. S. (2012). Social support matters: Longitudinal effects of social support on three dimensions of school engagement from middle to high school. *Child Development*, 83(3), 877-895. doi:10.1111/j.1467-8624.2012.01745.x
- ^{xvii} American Psychological Association. (2015). Building a Grad Nation: Progress and Challenge in Ending the High School Dropout Epidemic. Retrieved from <https://www.apa.org/pubs/info/reports/high-school-dropout.pdf>
- ^{xviii} Ginott, H. (1972). *Teacher and Child: A Book for Parents and Teachers*. Macmillan.
- ^{xix} ECD (2020), "Disciplinary climate", in *PISA 2018 Results (Volume III): What School Life Means for Students' Lives*, OECD Publishing, Paris, <https://doi.org/10.1787/f05bb3ee-en>.
- ^{xx} <https://grattan.edu.au/report/engaging-students-creating-classrooms-that-improve-learning/>.
- ^{xxi} Calvo, M. (2019). Performance by design: the relationship between the physical classroom environment and student academic achievement (Doctoral dissertation). <https://www.oecd-ilibrary.org/sites/e2f6a260-en/index.html?itemId=/content/component/e2f6a260-en>
- ^{xxii} Thomas, J. (2019). *Managing behaviour or promoting engagement?* Oxford University Press.
- ^{xxiv} De Nobile, J., Lyons, G., & Arthur-Kelly, M. (2021). *Positive Learning Environments: Creating and Maintaining Productive Classrooms* (2nd Edition). Cengage.
- ^{xxv} Fan, S., & Thomas, J. (In press). Reducing inequity through teacher education: Reflection on a teacher education unit on classroom management. In K. Beasy, C. Smith, & J. Watson. *Engaging with the United Nations Sustainable Development Goals: The role of sustainable, inclusive and ethical education and training* (Ed.). Springer.
- ^{xxvi} Reid, A. (2020). *Changing Australian education: How policy is taking us backwards and what can be done about it*. Abingdon, UK: Taylor & Francis.
- ^{xxvii} Reid, A. (2019, December 10). PISA doesn't define education quality, and knee-jerk policy proposals won't fix whatever is broken. The Conversation.
- ^{xxviii} Bradley, G. L., Ferguson, S., & Zimmer-Gembeck, M. J. (2021). Parental support, peer support and school connectedness as foundations for student engagement and academic achievement in Australian youth. *Handbook of Positive Youth Development: Advancing Research, Policy, and Practice in Global Contexts*, 219-236.
- ^{xxix} Jihyun Lee & Valerie J. Shute (2010) Personal and Social-Contextual Factors in K–12 Academic Performance: An Integrative Perspective on Student Learning, *Educational Psychologist*, 45:3, 185-202, DOI: 10.1080/00461520.2010.493471
- ^{xxx} Kwong, D., & Davis, J. R. (2015). School Climate for Academic Success: A Multilevel Analysis of School Climate and Student Outcomes. *Journal of Research in Education*, 25(2), 68-81.
- ^{xxxi} Schneider, M. (2002). Do School Facilities Affect Academic Outcomes?.
- ^{xxxii} Shield, B. M., & Dockrell, J. E. (2008). The effects of environmental and classroom noise on the academic attainments of primary school children. *The journal of the acoustical society of America*, 123(1), 133-144.
- ^{xxxiii} Mejía-Rodríguez A, Kyriakides L (2022) What matters for student learning outcomes? A systematic review of studies exploring system-level factors of educational effectiveness *Review of Education* <https://doi.org/10.1002/rev3.3374>
- ^{xxxiv} Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13(1), 1-22.
- ^{xxxv} <https://www.abs.gov.au/statistics/economy/finance/household-income-and-wealth-australia/2019-20>
- ^{xxxvi} Hobbes, C., Paulsen, D., & Thomas, J. (2019). Trauma-informed practice for pre-service teachers. In *Oxford Research Encyclopedia of Education*. Oxford University Press.
- ^{xxxvii} Miller, E., Ziaian, T., & Esterman, A. (2018). Australian school practices and the education experiences of students with a refugee background: A review of the literature. *International Journal of Inclusive Education*, 22(4), 339-359.
- ^{xxxviii} Correa-Velez, I., Gifford, S. M., McMichael, C., & Sampson, R. (2017). Predictors of secondary school completion among refugee youth 8 to 9 years after resettlement in Melbourne, Australia. *Journal of International Migration and Integration*, 18, 791-805.
- ^{xxxix} <https://theconversation.com/memo-productivity-commission-fixing-inequality-will-boost-productivity-190245>
- ^{xl} Evans, D., Butterworth, R., & Law, G. U. (2019). Understanding associations between perceptions of student behaviour, conflict representations in the teacher-student relationship and teachers' emotional experiences. *Teaching and Teacher Education*, 82, 55-68.