

MEDIA 20/10/20:

1. =====

Australian radio network interview for broadcast 20/10/20 afternoon, on WSFM (101.7). (They have a sister station in Sydney, KIIS 1065). The journalist's name is Natalie: (02) 8899-9615. She plans to do it up also as a national story, when it should get a run also in Melb./Bris.

2. =====

ABC Radio Brisbane, "Drive program" 5:20pm Bris.-time:

<https://www.abc.net.au/radio/brisbane/programs/drive/teachers-struggling-to-keep-up-with-huge-workloads/12795588>

M: 0477 288 010, E: Leake.Jennifer@abc.net.au

It's timely for us, we did a story on funding for new teachers in Qld yesterday and a lot of teachers got in contact to talk about workload/burnout etc.

3. =====

EducationHQ 20/10/20:

<https://educationhq.com/news/long-term-effects-of-excessive-teacher-workloads-revealed-84366/#>

Long-term effects of excessive teacher workloads revealed



By [Geordie Little](#)

Published 15 minutes ago

A ground-breaking, 18-year study has been released, shedding new light on the effect excessive workloads are having on teachers.

Journalist T: (03) 9302 9222, E: geordie.little@educationhq.com

Geordie Little

JOURNALIST

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4. =====

Education Review 20/10/20:

<https://protect-au.mimecast.com/s/onlIC2xMQziPqK4xi2Zzon?domain=educationreview.com.au/>

EDUCATION REVIEW

top stories - Tuesday, 20 October 2020



Study finds 'excessive demands' on beginning teachers produce negative, long-lasting impacts on classroom management

A world-first longitudinal study tracking teachers' classroom management skills from the time they graduate until up to 15 years in the ...

[Read more](#)

5. =====

The Educator 21/10/20: 'How teachers' workloads impact classroom management'

<https://www.theeducatoronline.com/k12/news/how-teachers-workload-impacts-classroom-management/273790>

EXCESSIVE DEMANDS ON TEACHERS HAVE DAMAGING, LONG-TERM IMPACTS ON THEIR CLASSROOM MANAGEMENT

A study followed 395 teachers from the start of their teacher education until up to 15 years of teaching experience. They were surveyed to find out how their workload, school resources, and confidence to manage student misbehaviour affected their teaching methods. Findings highlight the need to reduce excessive demands on teachers starting their careers.

Teachers who felt well-prepared and confident in their ability to manage classroom behaviour were more likely to report providing students with clear structure and expectations about behaviour. They were less likely to adopt negative approaches such as yelling, losing their temper or using sarcasm.

But, teachers who experienced excessive demands during their early career were more likely to have their positive management methods derailed, instead developing negative approaches to manage student misbehavior in the classroom.

These patterns persisted into teachers' mid-career: classroom management methods and professional confidence at the beginning of their careers to some extent became locked in behaviours.

"The way teachers start out sets up long-term professional behaviours," said Professor Helen Watt of The University of Sydney, one of the study's three authors. "The key message from our findings is that the excessive demands experienced by beginning teachers have long-term, damaging consequences for their teaching behaviour".

The findings demonstrate that teachers' self-efficacy – their confidence and sense of professional preparedness – is established fairly early, and remains quite stable even up to 15 years of teaching.

"This shows that teacher education isn't just important to equipping future teachers with effective classroom management skills. It's also important to developing their confidence to manage student misbehaviour through positive structures rather than negative reactions," said Professor Watt. "But this gets derailed when teachers who are just becoming established are overwhelmed by paperwork and suffer extreme time pressure".

Demands were more excessive in secondary than primary schools. "Demands can include time pressure, performance pressure, poor student motivation, challenging professional and parent-teacher relationships, and decreasing autonomy in the workplace," said Professor Paul Richardson.

Early career mentoring related positively to beginning teachers' self-efficacy and to less excessive demands, which may suggest it helped the teachers cope better. "A reduced allocation of workload, assistance with meeting the initial professional registration requirements that teachers face in their early careers, and quality mentoring programs would likely help beginning teachers cope with the initial overload of demands they experience," said Professor Paul Richardson.

Teachers working in advantaged schools tended to be more confident in their ability to manage classrooms. "This may be explained by the better conditions teachers experience in advantaged schools including higher student achievement, and better school resources and facilities," write the researchers.

"Teachers who work in such settings may be confronted with fewer disruptions and less problematic student behaviours, producing lower levels of stress – and a higher sense of self-efficacy."

The study is based on the ongoing Australian “FIT-Choice” program of research (Factors Influencing Teaching Choice; www.fitchoice.org) undertaken by Professor Watt and by Professor Paul Richardson of Monash University. This is the only study in the world to track a large sample of teachers from their entry into teacher education until up to 15 years’ teaching experience. It is funded by sequential Australian Research Council grants. The current study is the first to analyse patterns across the whole time-span, conducted together with Dr Rebecca Lazarides at the University of Potsdam.

If using this release for an online story, please link to the original research below. If using this release for a print story, please make mention of the journal:

Rebecca Lazarides, Helen Watt, Paul Richardson (2020). ‘[Teachers’ classroom management self-efficacy, perceived classroom management and teaching contexts from beginning until mid-career](#)’, *Learning and Instruction*, Vol. 69, article 101346.

For more information or an interview, please contact

- **Professor Helen Watt of The University of Sydney on 0432 744 850 or at helen.watt@sydney.edu.au; or**
- **Professor Paul Richardson of Monash University on 0423 052 601 or at paul.richardson@monash.edu.**

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Media Centre for Education Research Australia

ABN: 91 612 123 627

Address: Rm 380, Social Sciences South, Flinders University, Bedford Park

SA 5042