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Stressed teachers need more support *Work-life balance and mentoring*

More than half of teachers (51 per cent) claim they occasionally or hardly ever have access to support or mentoring according to exclusive new research released today.

The ASG-ACE Teachers Report Card discovered only 49 per cent of teachers believe they have access to support and mentoring either 'most of the time' or 'always'.

The report, a joint initiative between ASG and the Australian College of Educators (ACE) surveyed 380 teachers and discovered 48 per cent of educators feel stressed either most of the time or fairly often in a typical week, with only 12 per cent of teachers indicating they are very rarely stressed.

The research found faith based¹ school teachers have the worst work-life balance, with 74 per cent reporting a typical week is either less balanced than they would like or not balanced at all, just ahead of private school teachers (73 per cent) and government school educators (67 per cent).

The findings are even worse for teachers in leadership positions, with 77 per cent of principals, deputy principals and heads of department revealing a typical week is either less balanced than they would like or not balanced at all.

The ASG-ACE Teachers Report Card found 48 per cent of faith based school teachers are covering some of the cost of their professional development, ahead of government school educators (43 per cent) and private school teachers (25 per cent).

The research also discovered 94 per cent of principals, deputy principals and heads of department found professional development days to be beneficial, well ahead of classroom teachers (82 per cent).

ASG CEO John Velegrinis says the report is an insightful snapshot of teachers' beliefs regarding support, development opportunities, stress and wellbeing at their school.

"We've heard the opinions of teachers who are at the coal face of the profession, day in, day out.

"Teachers, irrespective of the school type or the subjects they teach play a valuable and inspirational role in the development of our young people.

"We need to build and support the profession, because teachers do love their jobs and with greater reward and recognition this could potentially deter teachers from wanting to leave the profession so early on in their careers," said Mr Velegrinis.

The Australian College of Educators is a professional association that represents teachers across all sectors and systems. CEO Helen Jentz says it is important educators are offered the resources they need to shine.

¹ Government schools – a school that is conducted by or on behalf of the government of a state or territory. Faith based schools – these are sometimes known as systemic schools i.e. managed by a centralised system authority and some are independent schools. Private schools – some private schools are also classified as independent schools i.e. set up and governed on an individual school basis and answerable to a governing board or management committee.

"The survey reveals the challenges teachers, regardless of school type, face on a daily basis.

"It's heartening the vast majority of educators are satisfied and are proud of what they do, but more needs to be done. We all have a role to play to ensure support and development opportunities for educators are improved and the standing of the teaching profession is more valued by the broader public," said Ms Jentz.

For more information about ASG call 131 ASG (131 274) or visit www.asg.com.au

For more information about ACE call 03 9035 5473 or visit www.austcolled.com.au

Editor's notes

The Australian Scholarships Group (ASG) is a member owned organisation, helping to create educational opportunities for children. ASG has been helping families and their children for more than 40 years. During this time, more than 530,000 children have been enrolled with ASG and more than \$2.5 billion in education benefits and scholarship payments returned to members. For more information visit: www.asg.com.au

The Australian College of Educators (ACE) provides a collective voice for all Australian educators. It advocates, leads and drives positive change and encourages open, collaborative discussion to enable their broad membership to provide the best outcomes for Australian students across all levels of education.

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