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From overload to impact:
Designing our school systems around students and their teachers

December 2025

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I'm fortunate to spend a great deal of time with education leaders, teachers and policymakers who are working every day to strengthen our schooling system.

Across all these conversations, one thing is clear: our schools are not failing. In fact, they are carrying more responsibility than ever before – supporting student wellbeing, responding to family need, managing behavioural and social complexity, and navigating rapid technological change, all while maintaining high expectations for learning. As a community, we now ask schools to do what no other institution is asked to do: hold together the threads of our social fabric. With that comes extraordinary pressure.

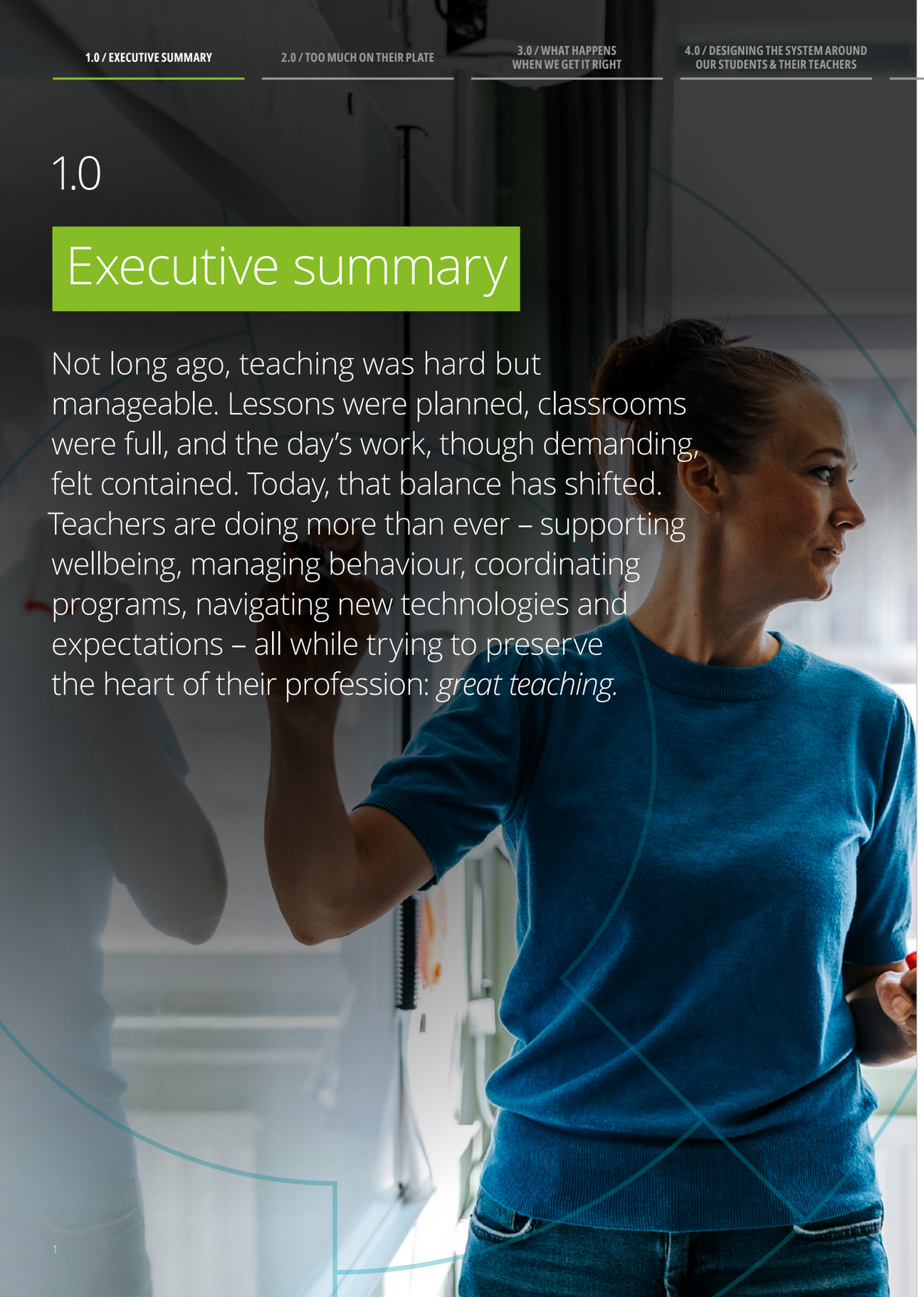
What strikes me is that everyone – from classroom teachers to system executives – shares the same belief: great teaching changes lives. And everyone knows this depends on teachers having the time, clarity and support to do their best work. The challenge is not effort or intent; it is whether our systems are designed for the reality of schooling today.

This report is our attempt to contribute to that shared endeavour. It reflects a collaboration between Deloitte Access Economics and Deloitte Digital, bringing together policy analysis, workforce design, human-centred design, systems thinking and digital expertise. But more importantly, it builds on the promising work already underway in schools and departments across Australia – we are seeking to add to that work, not replace it.

Our focus has been to understand not just the scale of teacher workload, but the systems, processes and technologies that shape daily experience. When teachers spend more than 40 hours a week doing tasks other than teaching, the answer isn't improved time management from individuals – it's redesigning the system around the work that matters most.

What gives me optimism is that the path forward is already visible. When we start with teachers' real experience, design supports that reflect the true complexity of their work and ensure every part of the system pulls in the same direction, meaningful improvement becomes possible. This report simply offers a way of thinking about that work – one that we hope strengthens the efforts already underway to create the conditions for excellent teaching and learning that our students and communities deserve.

Will Gort
Partner, Education &
Economic Participation Practice
Deloitte Access Economics



1.0

Executive summary

Not long ago, teaching was hard but manageable. Lessons were planned, classrooms were full, and the day's work, though demanding, felt contained. Today, that balance has shifted. Teachers are doing more than ever – supporting wellbeing, managing behaviour, coordinating programs, navigating new technologies and expectations – all while trying to preserve the heart of their profession: *great teaching.*

This change has not come from nowhere. Schools have become the place where the threads of our social fabric are held together. When families face hardship, when technology outpaces policy, when communities look for connection, they turn to schools. The result is a profession carrying an extraordinary range of responsibilities – and doing so with limited time, clarity, and support.

The data tells the story clearly. In 2024, the average teacher reported working **43.5 hours per week**, with more than **60 per cent** of that time spent on tasks outside classroom teaching. For the top quarter of teachers by workload, that figure climbs to **nearly 62 hours per week**, with around **43 hours** devoted to non-classroom tasks – including a range of different administrative work.[1]

This shift has real consequences. Workload-related stress has risen by 7 per cent since 2018 while job satisfaction with employment terms has decreased by 9 per cent,[2] which affects teachers' confidence in their ability to teach effectively – their self-efficacy.[3]

Yet there's a hopeful side to this story: when teachers regain time for high-value work and reduce stress levels, everything improves. Our analysis shows that returning teacher wellbeing to 2018 levels could deliver **$2,000 in lifetime economic benefit per class**, with the benefits shared across students, government and businesses. With over 300,000 full time equivalent (FTE) teachers in Australia, the productivity gain from improving teachers' experience of work is material – not just for schools, but for the economy and society at large.[4]

So, the challenge before us is not just to lighten the load, but to **redesign it**. Productivity in education isn't about doing more with less; it's about **making every hour count**.

That means changing how we think about improvement – moving from a cycle of adding new programs to one of **purposeful design.** We need to ask more than just "what works?", but also "what is the work?" Once we understand that, we can design roles, supports, policies, and technologies that help teachers do it well.

Two disciplines guide this shift:

Human-centred design helps us start from the lived experience of teachers and students – understanding their goals, pressures and motivations before designing change.

Systems thinking helps us connect the dots – ensuring that curriculum, professional learning, data, funding and technology all reinforce each other, rather than compete for attention.

Across jurisdictions we have worked with, three themes consistently determine whether reforms succeed:

- **People** – whether change reflects the real work of teachers and students
- **Coherence** – whether policies, processes and supports align
- **Time** – the system's scarcest and most valuable resource.

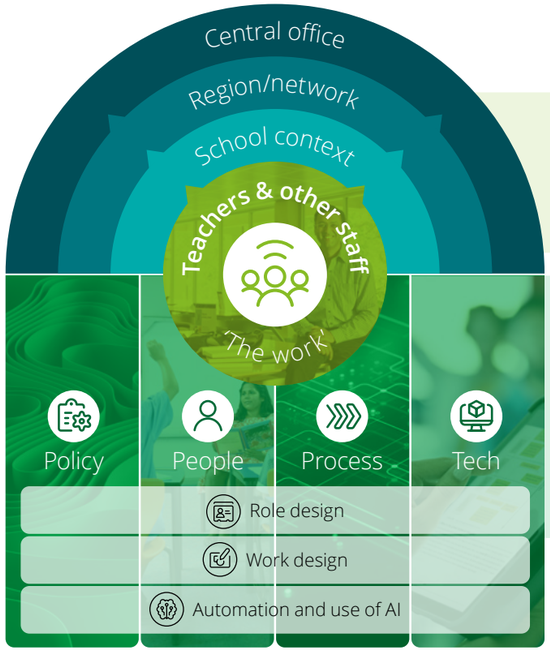
When these three elements align, improvements endure. When they do not, even well-intentioned initiatives add to the load.

To support systems to adopt a more coherent, people-centred way of working, **we propose a simple but powerful, repeatable model for system improvement:**

1. **Discover** – start with evidence and empathy. Understand the problem from the perspective of those experiencing it – teachers, leaders, students – and use data to identify where time and value are being lost.
2. **Define** – synthesise findings to pinpoint key insights and identify core opportunities to improve the experience.
3. **Design** – co-create solutions that address the root causes, not the symptoms. Consider the areas of policy, people, process and technology. Test ideas on a small scale and refine them based on user feedback and impact.
4. **Deliver** – embed successful prototypes as enduring services, supported by clear roles, aligned processes and enabling technology.
5. **Monitor & learn** – measure not only implementation but impact: how has teacher time shifted, how have students benefited, and what needs to evolve next? Look to embed feedback loops along the process to enable continuous improvement.

Together these steps form a repeatable approach for system improvement. Shifting to this model represents a mindset shift from thinking about reform as interventions, or events, to a way of working that enables continuous system learning. The composite of these concepts and approach is set out in the figure below.

Figure 1.1: Overview of Deloitte's system-informed repeatable human-centred approach to change.



Recognising teachers' work exists in a rich ecosystem our approach to reducing burden focuses on:

Human-centred design:

- Start with the work and lived experience of teachers and others key staff
- Consider variation across school types.

Systems thinking:

- Connect the dots to ensure reinforcement across enabling areas of policy, people, process and technology/data
- Consider how levers such as role redesign can be used to support change; and level of involvement from layers of the ecosystem (e.g. central, region).

Repeatable approach:

- Connecting the layers of the ecosystem through the stages – discover, define, design, deliver and monitor/learn.

At the centre of this design challenge is the teacher's role itself. Over time, the boundaries of teaching have blurred. Teachers now coordinate with wellbeing professionals, teaching assistants, administrators, parents and community partners, often without clear lines of responsibility. **Role-relationship clarity** – who does what, and how they work together – is now as important as resourcing itself.

Redesigning roles also means recognising **work value and complexity**. Teaching in high-need or remote schools is not just harder – it's different work. Those differences should be reflected in how roles are defined, supported and rewarded.

The upcoming review of the **Australian Professional Standards for Teachers** offers a once-in-a-generation opportunity to embed this clarity. It can redefine progression in terms of both mastery and context, recognise the enabling dispositions that sustain great teaching – empathy, collaboration, adaptability – and set expectations not only for what teachers do, but for the supports they can rely on.

To make this practical, we have produced a very simple teacher time categorisation framework that seeks to help systems see where teacher time is spent and where it can be redesigned. By distinguishing between **core teaching, adjacent, and supporting tasks**, systems can apply a consistent logic to workforce design, freeing teachers to focus on the work that drives student learning.

The story of Australian education is one of dedication, adaptation and care. **The next chapter can be one where clarity, coherence and support – not complexity – define the experience of teaching.**

And because reform is already underway in many states and territories, these **recommendations** aim not to replace existing efforts, but to strengthen them:

1. **Set a clear strategic objective focused on how teacher time is used.**
   Reform needs a unifying purpose. Systems should define – and track – measurable goals centred on improving time for teaching, planning, collaboration and student support.
2. **Build a shared understanding of the work teachers do, without adding burden.**
   Use a common framework for "core", "adjacent", and "supporting and enabling" tasks while drawing on high-quality incidental data already collected through digital workflows. The current evidence base is too fragmented to drive workforce reform; we need better visibility without new reporting demands.
3. **Clarify role relationships across the school workforce.**
   Define what requires teaching expertise, what can be shared, and what sits with others – developed with stakeholder groups representing the profession. Clearer boundaries are the foundation for process redesign, technology improvements and reduced duplication.
4. **Use human-centred design to surface the real drivers of workload.**
   Work directly with teachers and leaders to understand pain points such as complex parent interactions, behavioural challenges and overlapping reporting requirements. Cross-functional teams should redesign work based on lived experience, not assumptions.
5. **Design for scale from the outset.**
   Reforms must work for different school contexts – small, large, remote, metropolitan, mainstream and specialist. Mapping contextual conditions early ensures successful innovations become enduring system capabilities.
6. **Embed successful reforms as long-term services, not short-term initiatives.**
   Co-design, test and refine solutions with schools, then embed them across policy, workforce, technology and process. This avoids adding new layers of complexity and moves beyond time-limited national agreements that rarely change how systems actually operate.
7. **Establish a permanent system-learning function that cuts across silos.**
   This capability should be responsible for discovering, designing, delivering and monitoring improvements – and must bridge risk, regulation, funding, HR, technology, curriculum and wellbeing. Shared accountability across these areas is essential.
8. **Align needs-based funding with workforce reform.**
   Funding must enable the conditions required for excellent teaching in the most complex schools – including stronger staffing models, time for collaboration, specialist support, and clear developmental pathways. This strengthens equity by ensuring the schools with greatest need can offer the most compelling professional environments.

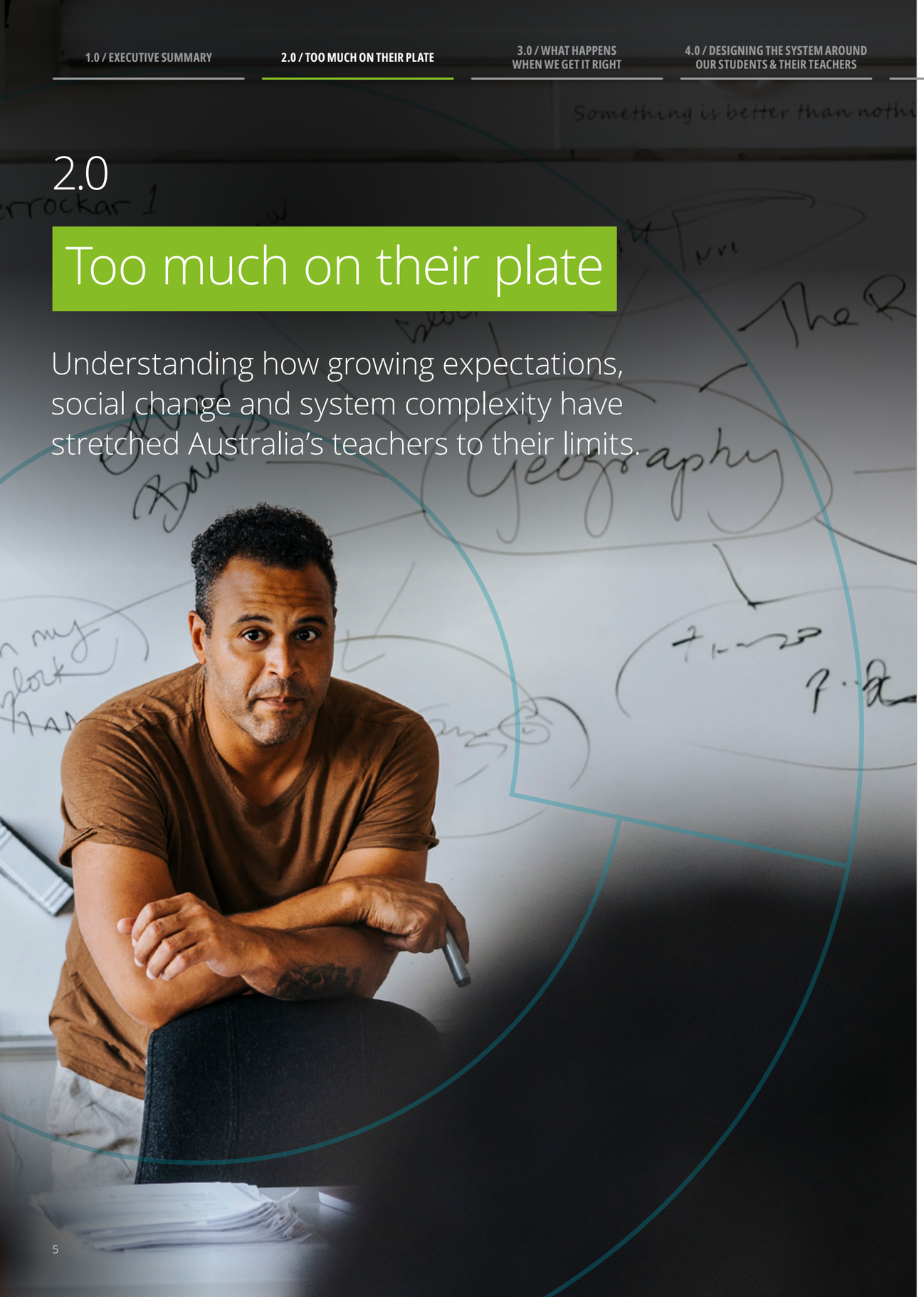
Redesigning work in schools is not about lowering expectations; it is about aligning ambition with system design. Teachers will always operate in complexity, but it should be purposeful, not accidental. With clear roles, coherent systems and thoughtful funding settings, teachers can reclaim time for the work that matters most.

If we design deliberately – around students and their teachers – we move from overload to impact: a profession empowered, a system coherent, and a future where the work of teaching is valued not just in principle, but in practice.

2.0

Too much on their plate

Understanding how growing expectations, social change and system complexity have stretched Australia's teachers to their limits.



2.1 A profession under strain

Teaching has always been demanding – but in the past decade, it has become markedly more complex.

Teachers are expected to do more, for more students, in more ways than ever before.[5] Beyond their classroom role, they are counsellors, administrators, behaviour managers, wellbeing supporters, and community connectors. Each new initiative, policy or reform – however well-intended – adds another layer of expectation and administration.

These pressures haven't emerged in isolation. Schools sit at the intersection of powerful social, economic and technological change. They are often one of the only remaining forms of physical and social infrastructure that bring communities together across our society.

Classrooms are more diverse, family expectations are higher, and communication demands are constant. Teachers are navigating new curricula, technologies, and wellbeing challenges – often all at once. The job has become broader, faster and more relational, yet the time available to do it has not expanded.[6]

Teachers are spending less time on teaching itself, and more time managing the growing machinery of the system around them. It's not that teachers don't want to do this work – they simply cannot do it all within the same number of hours in the day.

2.2 When time stops adding up

The average Australian teacher reported working 43.5 hours per week in 2024, with over 60 per cent of their time spent on tasks outside of classroom teaching.[7]

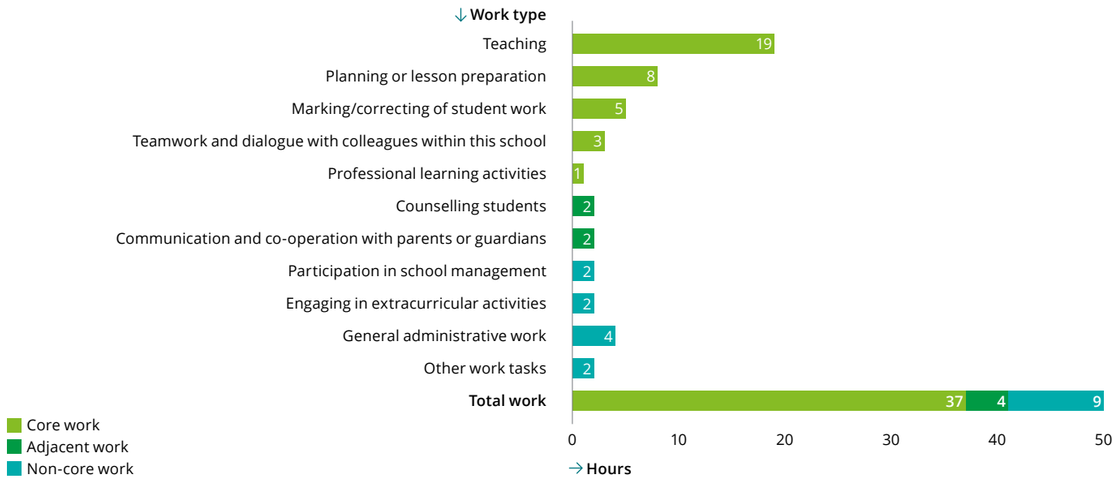
Classroom teaching is the single largest task that teachers spend time on, at 18.8 hours per week, or 38 per cent of total work time. This is – in absolute terms – high relative to many of our international comparator systems.[8] Nonetheless, outside of classroom teaching, teachers spend significant time on a range of other tasks including: lesson preparation (7.8 hours, 16 per cent), marking (5.1 hours, 10 per cent) and general administration (4.0 hours, 8 per cent).[9]

Critically, teachers with **higher workloads** spend a greater share of their time on tasks outside of classroom teaching. The top quarter of teachers by workload worked close to 62 hours per week, with **43 hours per week on non-teaching tasks**. The activities that they spend the most time on include planning or lesson preparation (9.3 hours), marking/correcting of student work (7.1 hours) and general administrative work (5.6 hours).

Total workload for Australian teachers has remained broadly consistent since 2018, however an increasing share of time is being spent on adjacent and non-core teaching tasks.

The amount of time spent on planning or lesson preparation, communication and co-operation with parents or guardians, and marking/correcting of student work has increased by the most, totalling an extra hour per week. In contrast, teachers are spending less time on teaching and professional learning activities.

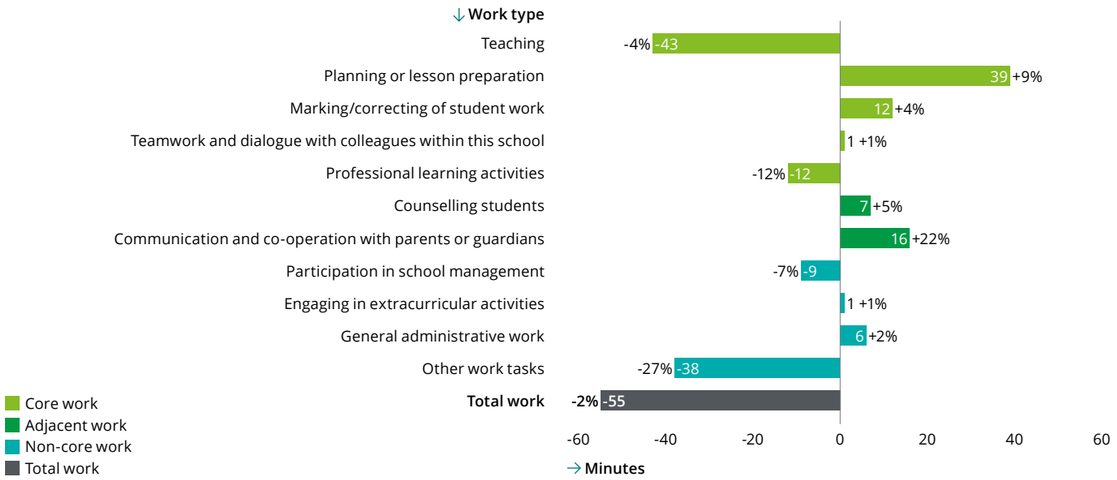
Chart 2.1: Teacher weighted average weekly work hours by time category, 2024



Source: TALIS Teacher Survey, 2024.

Note: Some numbers do not sum to 100 due to rounding.
Total hours shown are based on summing teacher time spent on individual categories, rather than the total reported hours.

Chart 2.2: Change in average teacher weekly working time, 2018 to 2024 (% change, change in minutes)



Source: TALIS Teacher Survey, 2018 and 2024.

2.3 Increasing expectations and expanding roles

Schools are now expected to deliver not only strong academic results but also to build students' social, emotional and personal development.[10] Teachers help students build resilience, confidence and interpersonal skills, often in classrooms with significant variation in social and behavioural needs.

At the same time, declining performance on international benchmarks has – for better or worse – heightened scrutiny of schools and intensified pressure to lift teacher effectiveness.[11]

Parents and communities increasingly expect learning to be personalised. Teachers are asked to tailor lessons, adapt pace and content, and provide individualised support – often extending to one-on-one attention for wellbeing as well as academic progress.[12]

In 2024, approximately one in four students (25.7 per cent) require a disability adjustment, up from 18 per cent in 2015.[13] This reflects not just a rise in need, but a growing understanding and inclusion of students previously not fully supported in schools.

We now know that the most effective way to meet these needs is through a Multi-Tiered System of Supports (MTSS) – an approach that delivers universal, targeted and intensive interventions across wellbeing, learning and behaviour.[14] Unlike earlier models that relied heavily on one-to-one teacher assistants, MTSS builds school-wide systems and shared responsibility among teachers, specialists and leaders. It provides more equitable support for students, but also adds layers of collaboration and complexity to daily practice.

Post-COVID, diagnosed and undiagnosed mental-health issues among students have increased sharply. These needs often manifest as disengagement or disruptive behaviour, requiring specialist input and extensive coordination with parents, practitioners and agencies.[15]

2.4 A system built to react, not adapt

Over the past decade, Australia's main response to these pressures has been to hire more staff.[16] Both teaching and non-teaching headcount have grown steadily across sectors.[17] On the surface, that makes sense: more people should mean smaller classes, more support, and lighter workloads.

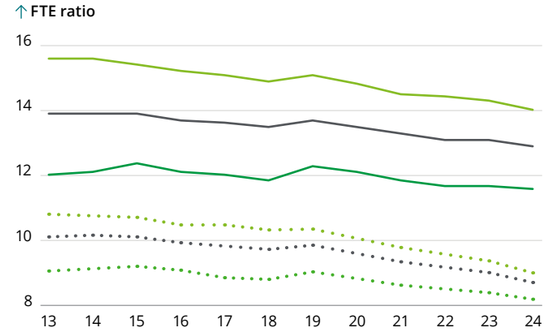
But in practice, it hasn't worked that way.

- **Student-to-staff ratios have declined**, yet teacher stress and workload remain high.[18]
- **Administrative complexity has grown**, often creating, rather than relieving, pressure.[19]
- **Teacher shortages have worsened**, particularly in regional and hard-to-staff schools, as the pipeline of new teachers has not kept up with demand.

Adding people without redesigning work processes has multiplied complexity. Teachers now spend more time coordinating with assistants, specialists and administrators – valuable roles that nonetheless increase communication demands and blur accountability for individual student needs.

Around **39 per cent of school staff** now occupy non-teaching positions.[20] These roles enrich schools but also expand the number of relationships and systems that teachers must manage daily. Without clearer definitions of who is responsible for what, duplication and inefficiency grow.

Chart 2.3: Change in student to teaching-staff ratio and student to all in-school-staff ratio, (2013–2024)



Source: ABS Table 53a Student (FTE) to teaching staff (FTE) ratios, 2006–2024 & ABS Table 43a Full-time equivalent students, 2006–2024 and Table 51a In-school staff (FTE), 2006–2024.

Meanwhile, digital and social change has accelerated. Online platforms have reshaped expectations for personalisation, responsiveness and transparency. Parents can now email, message or post feedback instantly, increasing visibility and scrutiny of school life.[21] Teachers, already managing diverse classrooms, must also navigate constant communication, device management and the cultural effects of social media – from declining attention spans to heightened anxiety among young people.[22]

Australia is taking world-leading steps to ensure technology strengthens, rather than distracts from, learning. National age restrictions on social media and state-level bans of mobile phones in class are important milestones in creating safe, focused learning environments. These efforts are already helping schools manage the rapid pace of digital change and maintain strong learning outcomes.[23]

But in many respects, these measures are designed to hold the line – to preserve pre-existing standards in the face of accelerating disruption. The next challenge is to move beyond managing risk to actively designing systems that use technology to enhance teaching, not just protect it. While post-COVID studies have identified promising digital-learning models, gaps in training, infrastructure and pedagogy remain.[24]

2.5 The human cost

This environment – of rising expectations, digital disruption and system complexity – has profound consequences for those at the centre of it. Teachers are being asked to do more with less time and fewer boundaries, and the toll is unmistakable.

A **2024 UNSW** study found **90 per cent of teachers experience moderate to extreme stress,** and **two-thirds report symptoms of depression or anxiety – three times the national average**.[25] Around **14 per cent** intend to leave the profession within five years, up from 5 per cent in 2020.[26]

This is not just a workforce wellbeing issue; it is a learning issue. When teachers' time is eroded, lesson planning, feedback and personalised instruction suffer. Students receive less individual attention, and turnover disrupts continuity. Research consistently links manageable workload with higher student achievement: when teachers have time to plan, collaborate and reflect, instructional quality improves, which ultimately leads to improved learning outcomes.[27]

2.6 The limits of one-size-fits-all

These challenges are not distributed evenly.

Remote and regional schools face deeper shortages, higher turnover, and fewer specialists.[28] Smaller schools struggle to distribute non-teaching workloads, while larger ones can share support roles more effectively.

Our systems, however, often start from the premise that a teacher is a teacher is a teacher – that the nature of the role and the work is fundamentally the same across all contexts.

It isn't.

The role of a teacher in a small remote primary school is, and must be, different from that of a teacher in a large metropolitan secondary school. This isn't about using different contexts as an excuse for 'anything goes', but about being precise in understanding how the work differs in different settings.

We need to better recognise relative work value and complexity – how this varies across contexts – and design roles and expectations accordingly.

The design of teacher roles must be human-centred, not industrialised. This means it should be grounded in the lived experience of teachers, sensitive to local context, and flexible enough to meet diverse needs across the system.

3.0

What happens when we get it right

The payoff for students, the economy and the nation when teachers can focus on teaching.

3.1 Rethinking productivity in education

Australia's productivity debate has long centred on the market sector – where outputs are tangible and easily measured. But the non-market sector, including education, health and social services, is equally critical to the nation's economic strength. Schools build the human and social capital that drive innovation, adaptability and wellbeing – the foundations of every productive economy.

Yet productivity in education is often misunderstood. Too often it's framed as getting teachers to do more with less. True productivity improvement is not about speed or cost-cutting; it's about deploying teacher time – the system's scarcest and most valuable resource – to its highest-impact uses. Every hour diverted to administration or compliance carries an opportunity cost: it's time that could have been spent teaching, planning or collaborating to lift student learning.[29] Or – as is often the case – when this time isn't diverted, it adds to overall workload, stress and impacts the effectiveness of teaching.

3.2 When workload rises, confidence falls

Between 2018 and 2024, Australian teachers have experienced heavier workloads, rising stress and declining professional confidence.

According to the Teaching and Learning International Survey (TALIS), reported workload-related stress among teachers is seven per cent higher than six years ago.[30] The most common stressors are administrative work and keeping up with curriculum or program changes. Lower-secondary teachers report excessive marking as a key strain; primary teachers point to the growing expectation to support students' social and emotional wellbeing.

Over the same period, teachers' job satisfaction with employment terms has decreased by 9 per cent. This affects teachers' self-reported efficacy – their belief in their ability to teach effectively and engage students.[31] The correlation is clear: as time spent on low-value tasks grows, teachers feel less effective and less able to deliver quality instruction.[32,33]

This is the opposite of productivity – more effort, less impact.

TALIS data reinforces this link. **Our analysis shows that each additional hour a teacher spends on administration or marking is associated with a 0.01-standard-deviation decline in self-efficacy, even after controlling for teacher and school characteristics.[34]**

While this figure may seem small, it can have a significant impact on student learning outcomes. Every effort to improve self-efficacy matters. Several meta-analyses have found that greater teacher efficacy is linked to student achievement gains.[35,36]

While the composition of teacher's work time influences self-efficacy, so does the overall volume of the work. Given it is a key driver of **teacher wellbeing**, efforts to improve the volume and nature of work can lead to meaningful improvements in student learning outcomes.[37,38]

3.3 From burden to growth

The benefits of reducing teacher workload and improving wellbeing extend far beyond classrooms.

Improved teaching quality translates into stronger learning outcomes, which in turn drive broad social and economic gains:

- Higher employment and wages, increasing individual prosperity and government tax receipts[39]
- More productive businesses, through access to skilled, adaptable workers
- Healthier communities, as education improves wellbeing and reduces long-term health costs[40,41]
- Lower crime rates and reduced justice-system expenditure[42]
- Reduced welfare dependency, as better-educated individuals achieve stable employment.[43]

Quantifying the payoff underscores the scale of opportunity.

A modest lift in teacher wellbeing, through improvements to the volume and nature of work, can make a meaningful difference. Our modelling, detailed in the Appendix, indicates that a seven per cent improvement in teacher wellbeing – which would reverse the decline seen over the past six years – **could deliver around $2,000 in lifetime economic benefit for each class of students**.

This includes $1,000 in higher earnings as students go on to be more productive and increase their likelihood of working. Governments would gain around $300 per class through higher tax receipts and lower spending on welfare, health and justice. The remaining $700 would flow to businesses and the broader economy, through access to a more skilled and productive workforce. Beyond the modelled economic benefits, there are expected to be broader social benefits, including improved health and wellbeing of individuals over the longer term.

With over 300,000 FTE teachers in Australia, supporting over four million students, this represents a significant potential benefit. As successive cohorts of students enter the workforce, the effects of higher teacher wellbeing accumulate across the economy.[44] By 2074, once all workers who have benefited from improved teacher wellbeing have entered the labour market, the Australian economy is projected to be $30 million larger under the illustrative scenario. Over the period from 2025 to 2074, this equates to a cumulative Gross Domestic Product (GDP) impact of approximately $300 million. Further details on the economic impact modelling approach are provided in Appendix C.

These results are illustrated in Figure 2.1 below, with detail on our modelling approach included in the Appendix.

Figure 3.1: Modelling results of the benefits of reducing teacher workload

The share of teachers expressing that they intend to leave the profession within 5 years has **tripled** since 2020.[a]

5%	8%	13%	14%
2020	2021	2022	2023

6 percentage point reduction in teacher job satisfaction in Australia from 90% in 2019 to 84% in 2022.[a]

23% decline in teacher's self-efficacy[b]

Improving teacher wellbeing by **7%** (reversing decline over the past six years)[b]

Improves **teacher efficacy**

Improves **student outcomes** by 0.02%, measured using PISA scores

is associated with an economic benefit of *approximately* **$2,000** per class[c]

~$1,000 **in individual student benefits.** Each additional year of education attainment improves their earnings potential and reduces mortality risks for the individual student.

~$300 **in benefits to the Government.** A more productive workforce increases government tax revenue, and reduces costs associated with crime, health and welfare payments.

~$700 **in benefits to the broader economy.** Spillover benefits for the broader economy from access to human capital; reduced costs of crime for society.

At an economy-wide level, this is associated with:

~$30 million increase in GDP at equilibrium[d]

~$300 million increase in cumulative GDP out to equilibrium

Ways teacher wellbeing could be improved include:

Reduce workload (i.e., marking, administration) ▶ Provide **support** to maintain and manage **classroom discipline** ▶ Provide **support** to keep up with changing education **sector environment and requirements**

Limitations of the analysis

The scenario presented is intended to be illustrative and based on observed associations between teacher wellbeing and key outcomes (such as teacher efficacy and student outcomes). While the modelling draws on best available evidence, it relies on simplified, linear assumptions about how improvements in teacher wellbeing could translate into economic benefits, and may not fully capture the complex and interconnected ways in which benefits are realised. The findings should therefore be viewed as indicative of the potential scale and direction of improving teacher workload burden, rather than as precise estimates.

Notes: All reported benefits are in 2024/25 dollar terms and discounted using the social rate of time preference at 2 per cent per year from years 1-30, and 1.5 per cent from years 31-100; (a) Using Australian Institute for Teaching and School Leadership (AITSL) (2024); (b) Using TALIS 2024 Australian Report; (c) Average class size of 22.6 is based on the 2024 Australian TALIS data, using the class size variable. (d) Equilibrium assumed to be 2074, when all workers in the economy are students who have benefited from improved teacher wellbeing.

"Productivity in education is often misunderstood. Too often it's framed as getting teachers to do more with less. In order to improve educational outcomes, productivity improvement can't be simply focused on speed or cost-cutting; it needs to be about deploying teacher time – the system's scarcest and most valuable resource – to its highest-impact uses."

Will Gort
Partner, Education & Economic Participation Practice
Deloitte Access Economics

4.0

Designing the system around our students and their teachers

A practical framework for freeing up teacher time through smarter systems, clearer roles, and stronger support across the education ecosystem.

4.1 From problem to purpose

Australia's education systems have spent decades responding to these challenges, but the problem has grown faster than solutions can be applied and developed – we now need a circuit breaker.

We know teacher workload is unsustainable, that complexity is compounding, and that our systems are struggling to adapt.[45] The question is no longer what's wrong – it's what we should do differently.

If we are serious about improving teacher time and student outcomes, we need to change the way we think about system improvement itself. That means moving beyond programs layered on top of one another toward a more deliberate design approach – one that starts with people, and builds the system around the work they actually need to do.

Three lessons from past reforms point the way forward:

- **First, architecture matters.** Programs and funding formulas alone cannot fix system strain if the underlying design of roles, processes and supports remains misaligned.
- **Second, local decision-making authority is often necessary but rarely sufficient.** Devolving decision-making within our systems, without a coherent enabling environment, often shifts complexity rather than resolving it.[46]
- **Third, context and coherence matter.** What teaching looks like in a small remote primary school cannot mirror a large metropolitan secondary, yet both should be supported by a system that recognises and adapts to their realities.

Taken together, these insights call for a new mindset: one that sees system reform as an act of **design**, not control; one that begins with understanding the work, not prescribing the program; and one that seeks coherence across policy, people, process and technology so teachers can focus on what matters most – student learning and wellbeing.

Figure 4.1: Reform mindset shifts – towards purposeful systems design

Mindset shifts

From – programmatic design Reform as an act of top-down intervention	*To* – human centred system design Reform as an act of design focused on enabling teachers to focus on– student learning and wellbeing
1. **Control.** Reform as an act of control.	1. **Collaboration.** Reform as an act of design.
2. **Prescribing down the program** from the central level down to regions and schools.	2. **Start from the centre, with the work.** Starting with empathy and an understanding of the work people are doing in schools ('jobs-to-be-done').
3. **Programs to address point problems.**	3. **Integrated support to local leaders (systems-thinking).** Providing coherent support across areas of policy, people (e.g. role definitions and relationships), process and technology.
4. **One size fits all** approach to program design.	4. **Tailored to context.** Using models of different school archetypes to tailor program design and delivery to coherently fit needs.

4.2 From program design to purposeful design

For decades, educational improvement has followed a predictable pattern: identify "what works" based on research and evidence (often from other jurisdictions), build a program, roll it out, and monitor fidelity through compliance mechanisms.

This model was built for certainty by accountable system authorities – but schools are dynamic systems, where every new initiative interacts with dozens already in place. The result is often duplication, complexity and diminishing returns.[47]

A design-led approach reverses this logic. Instead of asking "what program should we implement?", it starts by asking "what is the work we are trying to make easier or better?" From there, we consider "what roles, supports and conditions make this work possible?" and finally, "what will be the impact of this design on other parts of the system, and how do we reduce any negative impact, and amplify positive impact?".

This perspective aligns with what we know from the Science of Learning.[48] The evidence tells us that students learn best when instruction is explicit, feedback is frequent, and learning is deliberately practised and spaced over time. But implementing these principles at scale is less about persuading teachers to change – and more about creating the **conditions** that make it easier for them to teach in evidence-based ways.

A **purposeful design** approach helps do just that. Purposeful design means:

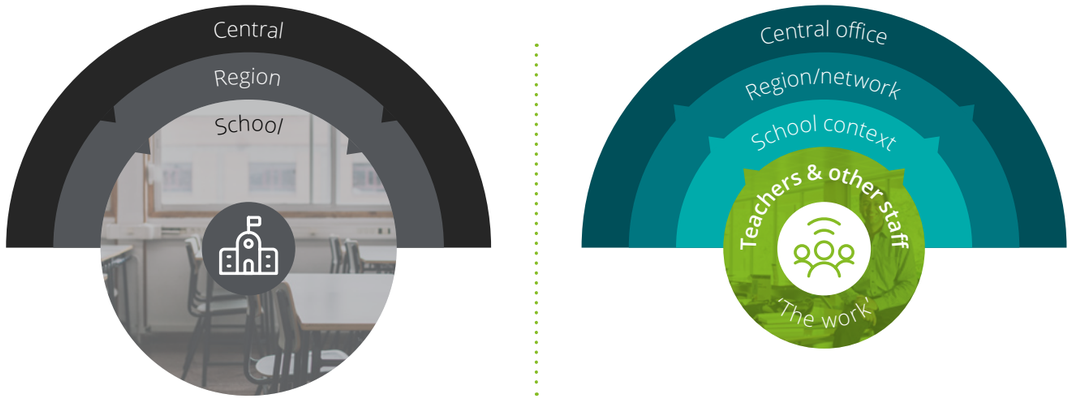
- **Reducing data noise.** Teachers need meaningful, actionable insights, not more dashboards. Systems should simplify compliance by integrating data once and reusing it many times.
- **Aligning support to purpose.** Professional learning, curriculum materials and feedback loops must be structured to support daily practice – not run parallel to it.
- **Designing with the long view.** Programs should evolve into enduring services that help schools continuously improve, not one-off interventions that fade with the next policy cycle.
- **Systems thinking.** Considering impacts of a change on other aspects of the system, to mitigate negative effects during implementation.

In short, the Science of Learning tells us *what works for students;* purposeful design tells us *how to make it work for teachers.*

"Reform as an act of purposeful design means building systems where complexity is managed centrally so teachers and students can flourish locally. The question isn't whether teachers can work harder – it's whether our systems can work smarter, treating time as the strategic resource it truly is and protecting it as fiercely as we protect learning outcomes. The design principles are established. The evidence is clear. What remains is implementation.

Eyal Genende
Director, Education Design & Transformation
Deloitte Digital

Figure 4.2: Illustration of the shift from programmatic design to purposeful system design



From – programmatic design

1. **What currently works** based on **historical/ past** research and evidence (often from other jurisdictions)?
2. **Build a program** to address an isolated problem.
3. **Implement program** across regions and school (one-size-fits-all).
4. **Monitor fidelity** and **compliance**.

To – human centred system design

1. **What are the Jobs-to-be-done/work and needs** that we are trying to **make easier or better** (across the ecosystem and different archetypes)?
2. **How can we co-design the roles, supports and conditions** that could address these key problems across **policy, people, process and technology** (e.g. role redesign, work redesign, technology change).
3. **How should the education system be designed** to **sustain these supports** to meet the needs of different school archetypes?
4. **Test, learn and embedding feedback loops** along the process.

For example, in Victoria the *Independent Review into administrative and compliance activities in Victorian government schools* has begun mapping system-wide sources of teacher workload and recommending shifts from program proliferation to coherent design of roles, processes and technology.[49] Similarly, the NSW Audit of Administrative Tasks provides a deep diagnostic of how policy, process and task burden interlink, offering a model for system-driven workload redesign.[50] These examples demonstrate how some jurisdictions are already moving from episodic interventions to structural reform.

By contrast, many federal (and state and territory) funding instruments – such as the National Teacher Workforce Action Plan (NTWAP) and time-bound grant agreements – remain largely programmatic, short term and focused on output-compliance rather than redesigning the operating model of schooling. Without alignment to workforce design, role clarity and system architecture, these initiatives struggle to shift how teacher time is actually used.

4.3 Human-centred design: grounding reform in people

Human-centred design begins with empathy – understanding what teachers, students and leaders are trying to achieve, the barriers they face, and what motivates them to persist. It is a discipline built on curiosity: rather than designing for people, it designs with them.

In schools, this involves:

- Deeply understanding teachers' "jobs to be done" – planning, assessing, managing classrooms, engaging parents, supporting wellbeing (i.e., 'the work' of our schools) – and identifying which of these tasks are value-adding versus distracting.
- Recognising the emotional work of teaching. Every interaction with a student or parent carries a cognitive and emotional load that is invisible in spreadsheets but critical to success.
- Co-designing processes and technology so that they simplify, rather than multiply, the work. For example, digital tools should pre-fill data from existing systems, not demand teachers re-enter it multiple times.

Just as importantly, **the design of teacher roles themselves must be human-centred, not industrialised.** Teaching is relational work, yet many of the systems that surround it still reflect an industrial logic – standardised time blocks, rigid role definitions, and productivity metrics that treat all hours as equal. A human-centred approach asks instead: what forms of support, collaboration and time allocation best reflect the real cognitive, emotional and social demands of teaching? It reimagines the teacher's role as a professional craft embedded in a broader ecosystem of support, not as a solitary performer in a classroom.

Figure 4.3: Grounding reform in human context

Reform needs to be grounded in:

- Understanding of 'the work' including pain points and motivators
- Designing tools and process to remove friction from these jobs
- Different school contexts or archetypes (e.g. small remote primary school, medium/large metro, large regional secondary school etc.).

Crucially, human-centred design does not stand apart from evidence-based practice – it is what allows that evidence to take root. A system that invests in understanding teachers' work will design materials, training and digital tools that fit naturally within their routines. It can reduce unnecessary variation where consistency matters (for instance, in curriculum structure or assessment rhythm) while respecting professional judgement in how those tools are used. The result is not a loss of autonomy but a gain in alignment: a system that works with and for teachers, not designed for those around them.

4.4 From human-centred design to systems thinking

If human-centred design ensures reforms are relevant to the people that matter, **systems thinking** ensures they are coherent. It recognises that schools operate within an interconnected ecosystem – where policies, roles, processes and technologies continually shape one another.

Too often, reforms are conceived in isolation: a new curriculum here, a wellbeing initiative there, a technology upgrade elsewhere.[51] Each may have merit on its own, but when combined, they create unintended interactions that add to teachers' load. Systems thinking provides the antidote – a way to look across the education operating model and design with the whole in mind.

Systems thinking provides a lens for **integration and alignment**. It asks:

- *What are the unintended consequences of this change?*
- *How will this policy interact with existing programs, reporting requirements or technologies?*
- *Are we addressing the root cause of teacher workload burden, or treating the symptoms?*

Take data as an example. The intent of collecting more information on student progress is positive – but without systemic integration, it leads to duplication, teacher frustration and "data fatigue." Systems thinking reframes the question: how can we collect once, use many times, and ensure data serves learning rather than compliance?

A system that thinks in this way can anticipate rather than react, aligning all components of the education operating model – policy, people, process, technology – toward a shared purpose. And it can focus its limited resources – especially teachers' time – where they make the greatest difference.

Figure 4.4: Systems thinking means looking across ecosystem and operating model enablers

Systems thinking means change is considered within the broader ecosystem, including:

Layer (e.g. central, region, school) to ensure change is generated from the right level.

Operating model or enabling area across policy, people, process, technology.

4.5 A repeatable model for system improvement

Designing differently is not a one-off project. It's a capability – a way of working that enables continuous improvement. We propose a simple but powerful cycle that can be applied to any policy or practice area where teacher time and student outcomes intersect.

1 Discover

Start with evidence and empathy. Use data and direct engagement to understand how time, effort and impact are distributed across the system.

2 Define

Identify root causes and pain points – such as administrative burden, complex parental interactions, or fragmented reporting requirements.

3 Design

Co-create solutions with teachers and leaders, testing how adjustments to people, process, policy or technology might ease workload and enhance impact.

4 Deliver

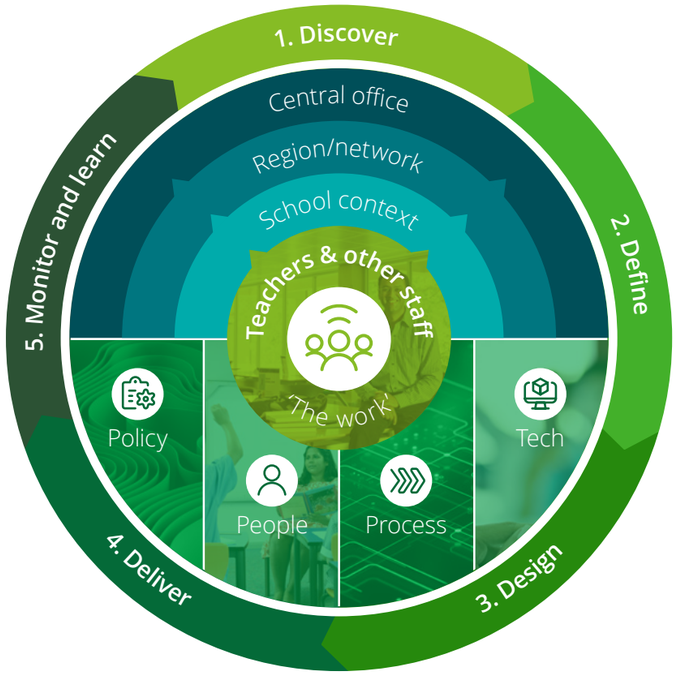
Embed the solutions as enduring services, not one-off programs. Align accountability and funding structures to sustain them.

5 Monitor and Learn

Build feedback loops that measure both impact and experience. Adjust as conditions change, using real-time insight to continuously refine.

This cycle creates a living system – one that learns from itself, refines over time, and stays focused on the goal: giving teachers the time, tools and trust to do what they do best.

Figure 4.5: Illustration of repeatable model for system improvement



"This model is powerful because it's repeatable. Each cycle strengthens the next as people focus on core work, policies enable rather than constrain, processes reduce friction, and technology multiplies impact. This is where AI transforms the equation: automating administrative burden, surfacing insight from data, and freeing system capacity so teachers can focus on students and leaders can focus on improvement.

Priscilla Short
Partner, Education Design & Transformation
Deloitte Digital

Case study

Redesigning the excursion and incident management processes

The benefits of excursions and offsite events for students can be significant. However, the administrative and compliance burden for teachers seeking to organise such events is material. This workload burden is magnified further when something goes wrong.

To illustrate this, consider the following scenario connecting key tasks across the teacher time value chain of tasks (a worst-case amalgamation of a couple of real-life stories).

Context

A teacher at a large regional secondary school is planning to **take her class on an excursion**. Among her class are three students with Individual Education Plans (IEPs), two with Behaviour Management Plans (BSPs) and one with a Medical Management Plan. Before the excursion, the teacher must **spend several hours, often after-hours** to complete various planning tasks. These include:

- **Preparing an excursion** proposal for planning and budget approval
- **Completing** and submitting a **risk assessment**
- **Booking transport** to the excursion and any other equipment required
- **Drafting parent communications** and **collecting parent consent** forms and payment
- **Coordinating with other school staff** e.g. wellbeing staff
- **Reviewing and printing relevant documents** e.g. IEPs, BSPs etc.
- **Uploading all paper documents** (e.g. consent forms, support plans, risk assessment etc.)
- **Recruiting excursion volunteers** (e.g. parents) and confirm their Working with Children Check
- **Briefing other staff and volunteers** on the itinerary for the day and other key details.

At the excursion an incident occurs where **one student becomes dysregulated**, shouting and attempting to run from the group and when a staff member attempts to de-escalate, the child kicks the side of the hired bus, causing visible damage. **Another student shortly after suffers an asthma attack** resulting in staff needing to administer first aid and contact their parents.

After the excursion, the incident sets off a **cascade of administrative and reporting tasks** that **extend over several days** including:

- **Log separate incident reports** for the various issues
- **Gain approval of the incident reports** and classification for Department of Education reporting
- **Contact the parents** of the impacted children
- **Support the principal in drafting formal communications** to the parents
- **Attend support plan review meetings** to make any updates with wellbeing staff and parents
- **Liaise with finance staff** to manage insurance processes.

1 & 2. Discover and define:
Current state experience and pain points

The scenario illustrates the breadth and sheer number of tasks that teachers must complete to plan and prepare for excursions as well as manage incidents if they occur. Evidently, teachers' experience frustration and pain including:

- **Excessive time spent on manual and admin tasks** e.g. data entry, printing, uploading, navigating multiple systems
- **High cognitive burden** to remember all necessary processes, policies and workflows
- **Difficulty finding necessary templates**, and relevant policy documents causing confusion and risking under/over compliance
- **Difficulty coordinating between various staff members** to ensure all relevant input and documentation is gathered and understood
- **Increased stress and workload complexity to manage students with support plans**
- **Reduced ability to provide effective and timely care** as not all staff have access to relevant student information e.g. allergies, emergency contacts.

Understanding the problem from those experiencing it allows us to identify where time and value are being lost and focus on the question: *how might we redesign the work that teachers must do so they are better supported, empowered and able to focus on what creates the most value for students?*

3 & 4. Design and deliver:
A more productive future state

Using technology and process redesign, we can deliver an improved experience for teachers and staff, supporting them through:

- **Defined templates** accessible in central locations
- **Pre-populated fields** across various planning tasks to reduce manual data entry
- **Process and decision support** guiding on the level of detail for various tasks
- **Clearly defined processes and workflows** including defined handoffs for input and approvals to other key staff or stakeholders e.g. principals, wellbeing staff etc.
- **Auto-generated checklists** to guide staff on necessary steps and related tasks
- **Automated policy identification tools** and checks to support compliance
- **Digitised administrative documentation** and support plans.

5. Monitor and learn:
Continuously measure, iterate and improve

The ability to continuously measure and monitor time savings, teacher experience, and impact on student outcomes provides clear visibility into what is and isn't working. This enables more evidence-based improvements rather than relying on assumptions. In a rapidly evolving education landscape, such continuous learning ensures solutions remain relevant as contexts, needs and technologies evolve. Ongoing feedback, testing and communication across levels of the education ecosystem also strengthen long-term adaptability and support the scalability of successful approaches to other work areas.

5.0

Creating clarity

Reimagining the teacher's role for a modern education system.

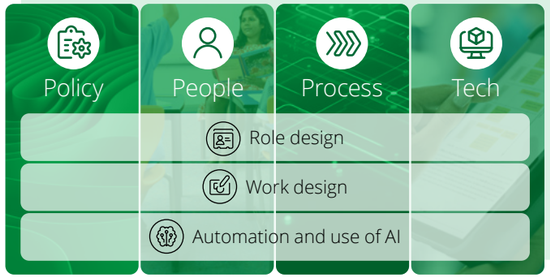
Getting this right for teachers and students involves rethinking:

- The role of teachers
- The connection between related roles
- Their place within the broader educational system.

This is an application the methodology set out in section 3, which challenges us consider how the pillars of the systems' operating model interact and combine to either support or hinder teachers.

To truly support teacher' we believe key pre-conditions should be set at a Central level. Specifically, the suitable distribution of specific tasks and responsibilities based on enhanced role architecture and the standardised categorisation of units of teacher time. With the forthcoming review of the Australian Professional Standards for Teachers we think the time is right to adopt these changes.

Figure 5.1: Pillars of system design



Role/work redesign involves interventions across the pillars of 'policy', 'people', 'process', 'tech'.

Additionally, the use of automation and AI arguably involves change across all pillars.

5.1 The expanding scope of teaching

Over the past decade, teaching has evolved from a primarily instructional profession into one that is deeply embedded in the social fabric of schools and their communities.

Yet while schools have added specialist roles to support this broader mission, the system has not provided the same clarity about how these roles intersect. Teachers often remain the default responders to every emerging need. The expansion of the teaching role, though well-intentioned, has outpaced the structures designed to support it.

As a result, the boundaries of teaching have blurred. Teachers spend increasing time navigating administrative and coordination demands that sit adjacent to, or even outside, their core expertise. The challenge is no longer recognising the value of this broader remit – it is designing a system that allows teachers to contribute where they add the greatest value, supported by others where appropriate.

Why role redesign and role-relationship clarity matter

Ambiguity is the hidden driver of inefficiency in our schools. When roles are not clearly defined, duplication and confusion follow. Teachers pick up tasks "just to get them done," school leaders fill gaps reactively, and administrative complexity compounds.

Role redesign is the process of defining responsibilities, capabilities and accountabilities so that each part of the workforce contributes effectively to student outcomes. Role-relationship clarity extends this by articulating how those roles connect – who collaborates, who leads, and who supports. When teachers, support staff and leaders understand their boundaries and shared responsibilities, collaboration becomes purposeful rather than burdensome.

Establishing this clarity at the system level gives schools the confidence to act locally. When frameworks are explicit and endorsed, school leaders can tailor deployment knowing their decisions are consistent with policy intent. The effect is both cultural and practical: protecting teacher time by design, not just by goodwill.

We have seen versions of this ambition before – from Dean Ashenden's early work on restructuring teaching roles in the 1990s, to more recent proposals from the Grattan Institute and others.[52,53] The difference now is that the case for change is no longer abstract. Complexity, workload and workforce pressure demand a fundamental rethinking of how roles are defined, supported and valued.

5.2 Valuing work complexity and impact

A modern education system must do more than reward tenure or credentials – it must recognise the complexity and impact of different forms of teaching work. Teachers who work with greater diversity of need, who manage smaller teams with broader responsibilities, or who lead instructional improvement across colleagues are undertaking work of higher complexity.

However, current career structures and remuneration models treat most teaching roles as interchangeable.[54] This limits our ability to direct the most capable teachers toward the most challenging contexts and undervalues the sophistication of their contribution.

Reframing progression around work value and context – rather than a single universal ladder – would create a more equitable and effective system. It would encourage mobility toward areas of greatest need, align incentives with impact, and ensure that teachers working in complex environments are recognised as performing high-value, system-critical work.

This distinction matters not for the sake of hierarchy but for fairness and alignment. If we want our most effective teachers in the schools and communities where they can make the greatest difference, the system must explicitly recognise and reward the relative complexity of that work – not merely compensate for remoteness or hardship. It's about valuing contribution, not just offsetting inconvenience.

5.3 A moment of opportunity: the review of professional standards

The forthcoming review of the Australian Professional Standards for Teachers recently announced by Education Ministers provides a pivotal opportunity to embed this redefinition.[55] The Standards have long anchored expectations for teacher quality, but they can also shape how we conceive of teaching work itself.

Alongside existing frameworks for teaching assistants, middle leaders and principals, the revised Standards could form a more coherent architecture for the profession – one that recognises differentiated roles, progression pathways and the supports required to sustain them.

In our view, this work should consider four key shifts.

1. **Deliberate adaptions in different contexts**
   Teaching looks different across settings. A high-needs urban classroom and a regional composite class both demand exceptional skill, but not the same mix of activities or emphasis. The Standards should reflect this diversity, allowing for differentiated expressions of excellence while maintaining a shared core of professional expectations. This flexibility would legitimise the variety of teaching roles that already exist in practice and align system design with on-the-ground reality.
2. **Proficiency progressions that reflects work value and complexity**
   Progression should recognise both professional mastery and the complexity of the environments in which teachers operate. This would allow a teacher leading instruction and wellbeing initiatives in a disadvantaged community, for example, to be recognised (through pay and title) at the same professional standing as a subject specialist in a high-performing school – acknowledging different but equally valuable contributions to system outcomes.
3. **Including enabling dispositions**
   Teaching is as much about how teachers approach their work as what they do. Attributes such as attentiveness, empathy, interpersonal courage, perseverance, reflective practice and connection-making enable sustained effectiveness in complex environments.[56] These dispositions – often overlooked in technical frameworks – are central to the craft of teaching and should be explicitly recognised within the Standards. Doing so would align them more closely with a human-centred understanding of professional practice.
4. **Clarifying boundaries and supports**
   Teachers cannot – and should not – be responsible for everything in our schools. The next iteration of the Standards should articulate not only what teachers are expected to do but also what sits beyond their role, and what supports they should have access to.

   Clarity about boundaries and enabling supports would help protect teacher time, strengthen collaboration across roles and reinforce shared accountability across the school workforce. It could also guide the development of complementary standards for enabling roles – such as learning specialists, wellbeing professionals and administrative leads – defining how each contributes to the collective purpose of improving student outcomes. Over time, this should expand to include the use of technology, including tools that leverage Generative AI.

5.4 Linking to practice: a framework for categorising teacher time

To support this redefinition, we have developed a Teacher Time Categorisation Framework, drawing on available data structures used by the Grattan Institute, OECD (through TALIS) and AITSL (through the ATWD).[57,58] This is intended to be a practical tool that aligns with the repeatable model for system learning described in Section 3. It provides a structured way for systems to understand where teacher time is currently spent, identify opportunities for redesign or reallocation, and test solutions that improve alignment between work and purpose.

Categorising teacher work into three domains helps distinguish where teaching expertise is essential, where responsibilities can be shared, and where support or automation may be appropriate.

A system-wide framework of this kind creates visibility over the real drivers of workload and supports evidence-based decision-making. It allows education systems to apply the same design cycle outlined in Section 3 – discover, design, deliver, learn – to continuously refine how teacher time is used.

By integrating this framework into workforce planning, schools can focus effort where it matters most, systematically identify tasks that can be streamlined or delegated, and measure the effect of change on both teacher wellbeing and student outcomes. It is not a one-off audit but a way of working – an ongoing feedback loop between policy design and professional practice.

Table 5.1: Teacher time categorisation framework

Category	Sub-category	Example tasks
Core – Foundational teaching activities requiring professional expertise and accountability. Includes both contact and non-contact time related to teaching, learning and student support.	• Contact time • Non-contact time.	• Classroom instruction • Lesson preparation • Assessment • Marking • Feedback • Collaboration • Professional learning.
Adjacent to teaching – Activities that support teaching where teachers remain accountable but can share duties.	• Collaboration and coordination • Student wellbeing and pastoral care.	• Parent communication • Coordination with support staff • Student plans • Pastoral guidance • Community engagement.
Supporting and enabling – Tasks related to student experience, compliance or administration that can be performed by others or supported through technology.	• Administration and compliance • Non-teaching duties.	• Data entry • Excursion approvals • Incident management • Extracurricular supervision • External reporting.

6.0

Conclusion and recommendations

From knowing the problem to designing the future

Australia's schools do not suffer from a lack of effort or goodwill. They suffer from a system that has not yet been designed around the people who make learning happen. Teachers are working harder than ever, yet much of their time is absorbed by the machinery that surrounds teaching rather than the act itself.

The way forward is not another wave of disconnected programs. It is a shift in mindset:

- From control to design
- From activity to impact.

By bringing together human-centred design and systems thinking, education systems can build the capability to learn continuously – to discover problems early, design solutions with the people who use them, deliver supports that endure, and refine them over time.

We don't profess to have all the solutions, and many systems have already recognised these issues and made significant changes. To reinforce this work, we recommend that schooling systems:

1. Set a clear strategic objective for redesigning work and time – and measure progress against it.

Reform requires a shared purpose. Systems should establish a clear strategic goal focused on improving how teacher time is used – particularly time for teaching, planning, collaboration and student support. Defining measurable indicators provides coherence for reform efforts and ensures systems track the effects of changes through the lens that matters most: improving the conditions for excellent teaching.

2. Build a system-wide understanding of the work teachers do – without burdening schools with new data collection.

Systems cannot redesign what they cannot see. A shared framework for describing teacher work – such as the Teacher Time Categorisation Model set out in this report – allows systems, schools and policymakers to speak the same language about "core", "adjacent" and "supporting and enabling" tasks.

But this must not impose additional reporting demands. High-quality incidental data already collected across digital workflows – planning tools, attendance systems, wellbeing platforms, excursion processes, compliance systems – should be leveraged to create a more accurate and meaningful evidence base. Although several jurisdictions have attempted to map teacher work, the current evidence is fragmented and insufficient to guide deep workforce reforms. A more robust, low-burden approach is essential.

3. Define role-relationship clarity across the school workforce – including what teachers are not expected to do.

With a shared picture of work established, systems can articulate clear role boundaries and shared responsibilities across teachers, leaders, support staff and specialists. This means defining the tasks that require teaching expertise, those that can be shared, and those best handled by others.

This clarity should be developed in collaboration with stakeholder groups representing and advocating for the profession, ensuring it strengthens professional practice and improves teacher experience. Clear role relationships form the foundation for redesigning processes, standards and technology in ways that genuinely protect teacher time.

4. Use human-centred design to uncover the real drivers of workload – starting with groups of similar schools.

Systems should work directly with teachers and leaders to understand, at a task level, the pain points that drive unnecessary effort. This includes issues often underrepresented in administrative datasets – challenging parent interactions, duplicated reporting requirements, behavioural complexity, or the layering of well-intended initiatives.

This work should be undertaken with cross-functional teams spanning policy, workforce, technology, operations and school improvement. Human-centred design surfaces the real constraints teachers face and ensures solutions are anchored in lived experience, not assumptions.

5. Plan for scale from the beginning – designing for the diversity of school contexts.

Reforms often falter when they were never designed with scale in mind. Systems should identify early how different contexts – regional and metropolitan, small and large, mainstream and specialist – will shape how reforms land in practice. This includes mapping the policy, digital, workforce and governance conditions each context needs for change to succeed.

Planning for diversity early ensures that successful innovations do not remain isolated pilots but become enduring system capabilities.

6. Design, test and embed solutions as enduring services – not time-limited initiatives.

Reforms should be co-designed and tested with schools before being embedded as enduring services across the operating model (policy, workforce, technology, data and process). This approach ensures reforms do not create new forms of complexity.

Embedding solutions as long-term services stands in contrast to short-term incentives and programmatic interventions – such as those embedded in national partnership agreements or other time-limited funding instruments – which can support specific priorities but do not, on their own, build the systemic foundations for sustained improvement.

"Everyone in education is pulling in the same direction: better support for teachers to do their best work. These ideas don't replace what's already working – they help refine it, showing how deliberate system design shifts complexity into clarity and impact.

Will Gort
Partner, Education & Economic Participation Practice
Deloitte Access Economics

7. Establish a permanent system-learning function – with authority that cuts across silos.

A dedicated capability should be established to run the repeatable improvement cycle: discovering problems, defining insights, designing and testing solutions, and monitoring impact. But for this function to succeed, it must cut across traditional boundaries.

It must integrate risk, regulation, funding, HR, technology, curriculum and wellbeing – areas that too often operate in silos and unintentionally generate the complexity teachers feel. Shared accountability across these functions is critical to reducing that complexity and ensuring reforms are coherent at the point of delivery: the classroom.

8. Align needs-based funding with workforce reform – so systems can recognise work value and complexity where it matters most.

Funding settings remain one of the most powerful enablers of system improvement. Needs-based funding has rightly directed additional resources to schools serving students with the greatest levels of complexity. But funding alone does not guarantee the workforce conditions needed to attract and retain highly effective teachers in these settings.

Systems should strengthen the alignment between needs-based funding and the supports that enable excellent teaching in the most complex schools. This includes ensuring that funding enables:

- More favourable staffing configurations
- Targeted time for collaboration, coaching and professional learning
- Access to specialist and wellbeing support
- Clearer pathways for teachers to grow and thrive in high-impact roles.

These settings allow schools with the highest levels of need to offer the strongest overall proposition – not through narrow incentives or performance-based pay, but through a holistic package of professional conditions, growth opportunities and role designs that reflect the complexity and impact of the work. In doing so, the system strengthens equity by ensuring our most disadvantaged students learn from, and are supported by, highly capable teachers who are encouraged to build their careers in these communities.

From overload to impact

Redesigning work in schools is not about lowering expectations; it is about aligning ambition with system design. Teachers will always work in complexity – but that complexity should be purposeful, not accidental. With clear roles, coherent systems, thoughtful funding settings, and a commitment to continuous learning, we can shift the balance from overload to impact.

If we design deliberately – around students and their teachers – we can create a profession that is empowered, a system that is coherent, and a future where the work of teaching is valued not only in principle, but in practice.

7.0

Get in touch

Contacts

Will Gort
Partner – Education & Economic Participation
Deloitte Access Economics
wgort@deloitte.com.au

Priscilla Short
Partner – Education Design & Transformation
Deloitte Digital
prshort@deloitte.com.au

Eyal Genende
Director – Education Design & Transformation
Deloitte Digital
egenende@deloitte.com.au

Acknowledgments

This report would not have been possible without the support of Abishek Pant, Adi Sulistiyant, Betty Wong, Chloe Thai, Christine Ma, Claire Jackson, Claudia Spiers, Colette Rogers, Grace Wong, Isabella Ryan, Patrick Robertson, Pola Orlowska, Toran Panda, Vanny Lao and Virginia Lovison.

8.0 Appendices

Appendix A: TALIS analysis and modelling methodology

Overview of the TALIS dataset

The OECD's Teaching and Learning International Survey (TALIS) is the world's largest survey of teachers and school leaders. Since 2008, it has run in five-year cycles, collecting information on classroom practice, teacher backgrounds, time use, professional learning, school climate and job satisfaction across dozens of education systems.

The 2018 cycle covered roughly a quarter-million teachers in about 15,000 schools worldwide. The 2024 cycle expanded coverage further and added new content, including questions about artificial intelligence in teaching.

Table A.1: Summary of TALIS data variables used in regression modelling

Number of valid responses by secondary school teachers					
TALIS 2024 variable code	**Variable label/ description**	**2028**	**2024**	**Total used in regression**	**Data format**
t4self	teacher_ efficacy_std	10,537	7,203	17,740	Index
tt4g16c	marking_hours	10,859	4,839	15,698	Hours
tt4g16f	admin_hours	10,842	4,760	15,602	Hours
tt4g14	total_hours	11,073	4,950	16,023	Hours
t4tagegr	age_group	11,408	7,413	18,821	1: Under 20 2: 20–29 3: 30–39 4: 40–49 5: 50–59 6: 60 and above
tt4g01	male	11,458	–	11,458	1: Female 2: Male
t4thedat	education_level	11,432	5,075	16,507	1: Below <ISCED 2011 Level 3> 2: <ISCED 2011 Level 3> 3: <ISCED 2011 Level 4> 4: <ISCED 2011 Level 5> 5: <ISCED 2011 Level 6> 6: <ISCED 2011 Level 7> 7: <ISCED 2011 Level 8>
tt4g09	tenure	11,245	5,008	16,253	1: Permanent employment (an on-going contract with no fixed end-point before the age of retirement) 2: Fixed-term contract for a period of more than 1 school year 3: Fixed-term contract for a period of 1 school year or less

Number of valid responses by secondary school teachers

TALIS 2024 variable code	Variable label/ description	2028	2024	Total used in regression	Data format
t4tempwh	pt_ft_work	11,248	4,999	16,247	1: Full-time (more than 90 per cent of full-time hours) 2: Part-time (71–90 per cent of full-time hours) 3: Part-time (50–70 per cent of full-time hours) 4: Part-time (less than 50 per cent of full-time hours)
tc4g12	sector	10,768	7,820	18,588	1: Publicly-managed This is a school managed by a public education authority, government agency, municipality, or governing 2: Privately-managed This is a school managed by a non-government organisation e.g. a church, trade union, business or organisation
schloc	school_location	10,839	7,820	18,659	1: Rural (up to 3,000 people) 2: Town (3,001 to 100,000 people) 3: City (more than 100,000 people)
nenrstud	school_size	10,520	7,820	18,340	1: Under 250 2: 250–499 3: 500–749 4: 750–999 5: 1000 and above
N/A	school_type	11,463	7,820	19,283	Primary Lower secondary
tc4g17b	perc_special_needs	10,468	7,820	18,288	1: None 2: 1 per cent to 10 per cent 3: 11 per cent to 30 per cent 4: 31 per cent to 60 per cent 5: More than 60 per cent
tc4g17c	perc_socio_ disadvantage	10,468	7,820	18,288	1: None 2: 1 per cent to 10 per cent 3: 11 per cent to 30 per cent 4: 31 per cent to 60 per cent 5: More than 60 per cent
tc4g17d	perc_immigrants	10,392	7,820	18,212	1: None 2: 1 per cent to 10 per cent 3: 11 per cent to 30 per cent 4: 31 per cent to 60 per cent 5: More than 60 per cent
tc4g17e	perc_refugees	10,468	7,820	18,288	1: None 2: 1 per cent to 10 per cent 3: 11 per cent to 30 per cent 4: 31 per cent to 60 per cent 5: More than 60 per cent
stratio	student_ teacher_ratio	10,485	7,024	17,509	Ratio
cntry	cntry	11,463	7,820	19,283	AUS, CAN, ENG, NZL, USA
tt4g48a	subject_taught	9,117	4,546	13,663	• Reading • Mathematics • Science • Social studies • Modern foreign languages • Ancient Greek and or Latin • Technology • Arts • Physical education • Religion and or ethics • Practical and vocational skills • Other.

Source: TALIS Teacher Survey, 2018 and 2024.

Weights and variance estimation

All analyses must apply the teacher survey weight to produce population-representative estimates. Standard errors are calculated using the set of 100 replicate weights provided with the data. This is the international standard for TALIS variance estimation and accounts for the complex sample design.

Key content relevant to this study

TALIS asks teachers to report their weekly working time and how it is allocated across activities (for example: teaching, lesson preparation, marking, administrative tasks, management, extracurriculars, professional development, communication with parents, counselling). It also asks teachers to self-assess their instructional self-efficacy on a validated scale, along with job satisfaction and wellbeing. The survey includes rich teacher background information (age, qualifications, employment arrangements, experience, subjects taught) and school context (sector, size, location, student composition).

Analytical sample

The 2018 and 2024 teacher files were pooled and then restricted to lower-secondary teachers only (primary teachers are excluded). To avoid undue leverage from extreme records, we keep only observations with total weekly working hours at or below 100 hours. Finally, categorical variables were harmonised across cycles (for example, qualification bands and career-stage bands) so that categories are comparable through time.

Constructs used

The outcome is the teacher self-efficacy scale, standardised to mean zero and standard deviation one across the pooled 2018 and 2024 sample using the teacher weights. The main explanatory focus is weekly time use: total weekly hours, hours spent on administrative tasks, and hours spent marking student work. The model also conditions on a comprehensive set of teacher and school characteristics (outlined below).

Model specification

This following model was used to examine how teachers' weekly working hours and the way they allocate time across tasks are related to their sense of instructional efficacy.

Outcome variable
Y_i=*Teacher efficacy (standardised).*

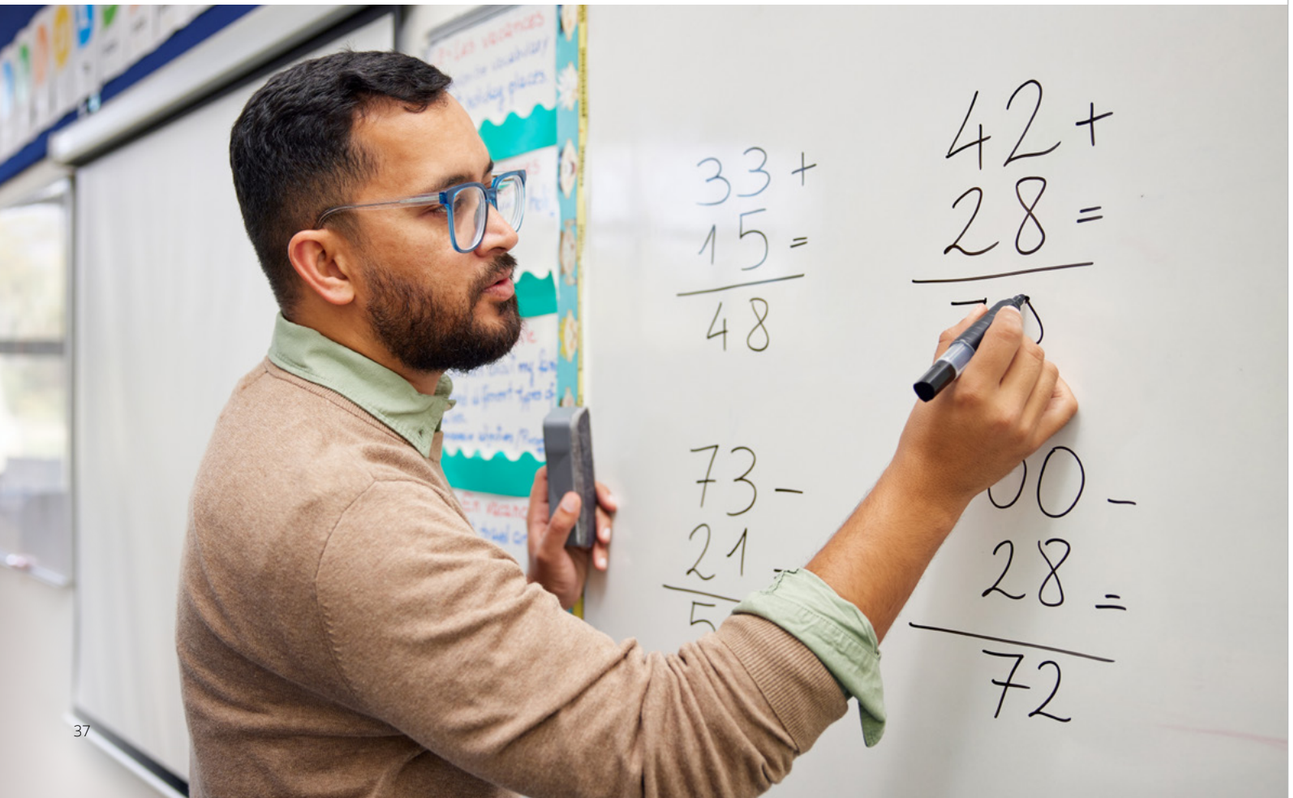
Estimator
For teacher *i* in school *s* and country *c*,

$$Y_{isc}=\beta_0+\beta_1\,(\text{Admin hours})_{isc}+\beta_2\,(\text{Marking hours})_{isc}+\beta_3\,(\text{Total working hours})_{isc}+\gamma'\boldsymbol{T}_{isc}+\delta'\boldsymbol{S}_{sc}+\theta'\boldsymbol{C}_{c}+\varepsilon_{isc}$$

where:

- **Key time-use regressors** (continuous, hours/week) are: *Admin hours, Marking hours* and *Total working hours.*
- Teacher controls ***T*** are:
  - *Age group*
  - *Gender*
  - *Education level*
  - *Tenure (permanent vs. fixed-term)*
  - *Employment type (full-time vs. part-time)*
  - *Career stage (how long they have been working as a teacher)*
  - *Subject taught (subject dummies).*
- School controls ***S*** are:
  - *Sector (govt [ref]/non-govt)*
  - *School location (rural[ref]/town/city)*
  - *School size (enrolment bands, <250 students [ref])*
  - *Percent of students in school with special needs (>30% [ref])*
  - *Percent of students in school from low socioeconomic backgrounds (>30% [ref])*
  - *Percent of students in class from immigrant backgrounds (>30% [ref]).*
- Country effects ***C***: are country indicators with Australia as the reference country.

All coefficients are interpreted as associations in SDs of efficacy per unit change, conditional on the control set and survey design.



Regression output

The full results of the regression analysis are presented in the table below.
The output summarises the results of a single regression of self-efficacy on the covariates listed below.

Table A.2: Summary of TALIS data variables used in regression modelling

Term	Coefficient	Standard error	Statistical significance
Intercept	0.571	0.150	***
Core workload variables			
Hours spent on administrative work	-0.010	0.004	*
Hours spent marking/correcting of student work	-0.014	0.005	**
Total weekly working hours	0.008	0.001	***
Teacher controls			
Age 25–29	0.103	0.072	
Age 30–39	0.231	0.075	**
Age 40–49	0.230	0.083	**
Age 50–59	0.090	0.092	
Age 60 and above	0.208	0.117	
Male teacher	-0.253	0.026	***
Education level – ISCED level 6 (bachelor's or equivalent)	-0.196	0.063	**
Education level – ISCED level 7 (master's or equivalent)	-0.057	0.057	
Education level – ISCED level 8 (doctoral or equivalent)	0.042	0.104	
Tenure – fixed-term contract (more than 1 school year)	0.166	0.053	**
Tenure – fixed-term contract (1 school year or less)	-0.029	0.033	
Works part-time (71–90 per cent of full-time hours)	-0.178	0.080	*
Works part-time (50–70 per cent of full-time hours)	-0.098	0.036	**
Works part-time (less than 50 per cent of full-time hours)	-0.370	0.064	***
Career stage – 11–20 years of experience	0.177	0.052	**

Term	Coefficient	Standard error	Statistical significance
Career stage – 6–10 years of experience	0.188	0.039	***
Career stage – above 20 years of experience	0.317	0.079	***
Teaches mathematics	-0.334	0.050	***
Teaches science	-0.269	0.063	***
Teaches social studies	-0.126	0.045	**
Teaches modern foreign languages	-0.142	0.042	**
Teaches ancient Greek and/or Latin	0.387	0.104	***
Teaches technology	-0.263	0.046	***
Teaches arts	-0.131	0.041	**
Teaches physical education	-0.195	0.041	***
Teaches religion and/or ethics	-0.100	0.085	
Teaches practical and vocational skills	-0.347	0.057	***
Teaches other subject(s)	-0.098	0.058	
School controls			
School sector – privately managed	0.032	0.025	
School located in a town (3,001–100,000 people)	-0.125	0.076	
School located in a city (more than 100,000 people)	-0.066	0.079	
School size – 250–499 students	0.014	0.069	
School size – 500–749 students	0.040	0.067	
School size – 750–999 students	-0.006	0.063	
School size – 1,000 students and above	-0.003	0.062	
Proportion of students with special needs (0–10 per cent)	0.028	0.056	
Proportion of students with special needs (11–30 per cent)	0.011	0.055	
Proportion of students from low-SES homes (0–10 per cent)	-0.062	0.029	*
Proportion of students from low-SES homes (11–30 per cent)	0.031	0.029	
Proportion of students with immigrant background (0–10 per cent)	0.071	0.032	*
Proportion of students with immigrant background (11–30 per cent)	0.020	0.030	
Country controls			
Country – Canada	-0.055	0.023	*
Country – England	0.027	0.016	
Country – New Zealand	-0.049	0.024	
Country – United States	-0.185	0.031	***

Note: Interpretations of p-values are as follows:
* $p < 0.05$ – Statistically significant at the 5 per cent level.
** $p < 0.01$ – Statistically significant at the 1 per cent level.
*** $p < 0.001$ – Statistically significant at the 0.1 per cent level.

Source: Deloitte Access Economics, 2025.

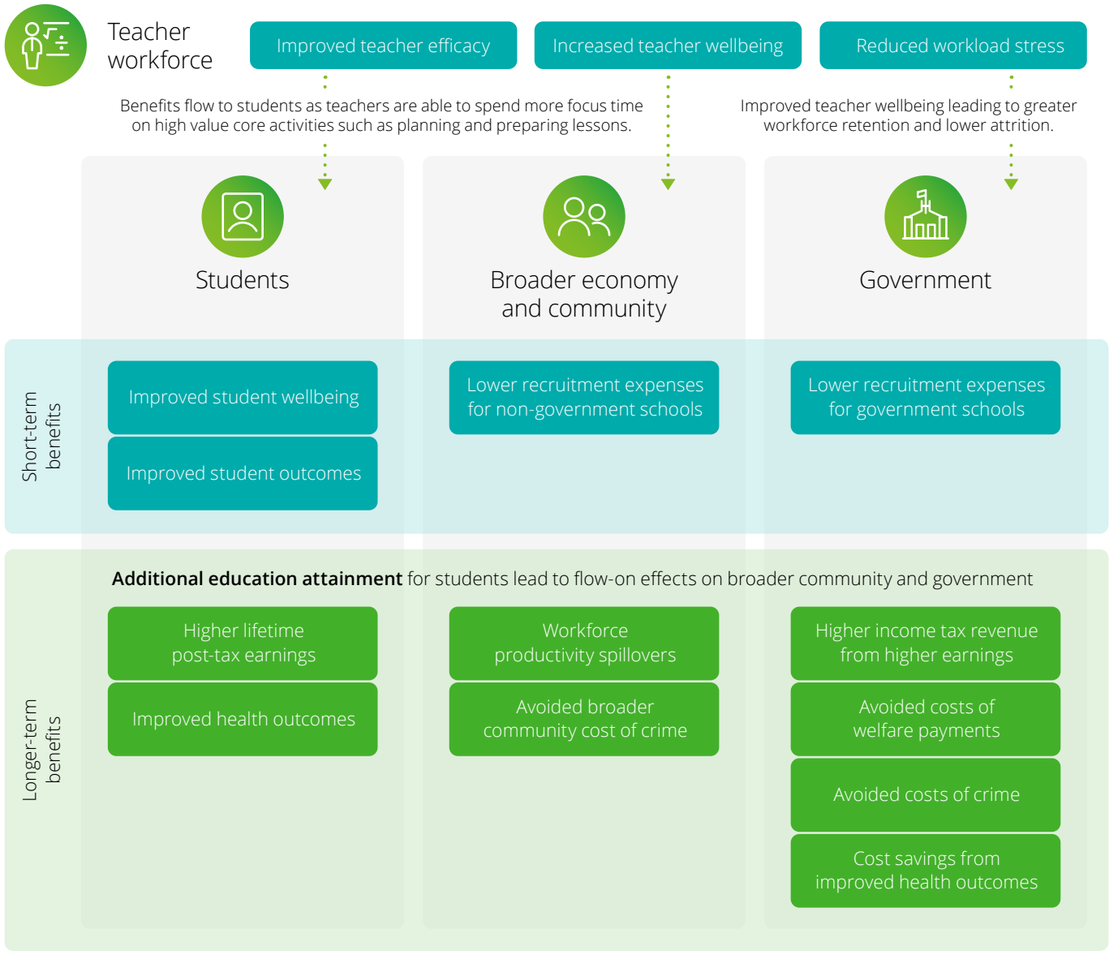
Caveats and limitations

1. **Associational analysis.** TALIS is cross-sectional; despite extensive controls, estimates capture correlations, not causal effects. Unobserved factors (for example, leadership practices, classroom composition, or teacher workload intensity) may influence both time use and self-efficacy.
2. **Self-reports.** Working hours, task allocation and self-efficacy are self-reported and subject to measurement error and reference bias.
3. **Pooled multi-country, multi-year estimation.** Country indicators absorb average differences across systems, but residual policy, institutional and measurement differences may remain. Further, the outcome is standardised across pooled cycles, which centres results on the international distribution, not Australia alone. Results should be interpreted with caution given the self-efficacy scale may not be directly comparable across TALIS cycles due to changes in scale construction and standardisation methods between survey waves. However, the key substantive findings hold when analysing each year separately.

Appendix B: Economic benefits modelling approach and assumptions

Appendix B documents the approach and assumptions underpinning an illustrative improvement in teacher wellbeing, and the resultant economic benefits of improved student outcomes. The benefits framework is outlined in Figure B.1 below.

Figure B.1: Benefits framework schematic



Source: Deloitte Access Economics, 2025.

All economic benefits quantified in this study have been modelled based on a student achieving further educational qualifications that they would not have if teacher burden was not reduced. This is informed by the following equation:

Number of students achieving additional levels of educational attainment=(a) Illustrative improvement in PISA score ×(b) Likelihood of obtaining additional levels of education attainment ×(c) A single cohort of current secondary school students

Where:

a. Is based on an illustrative scenario of improved teacher wellbeing
b. Is the estimated propensity of attaining post-school education as a result of an increase and improvement in PISA scores[59]
c. Is the estimated total enrolled Australian Year 9 students in 2024.[60]

Table B.1 documents the approach and assumptions underpinning the modelling of economic benefits derived from achieving additional educational attainment.

Benefit	Description	Approach and assumptions
Illustrative scenario		
Improvement in student outcomes	**Improved student outcomes are associated with reduced teacher workload burdens and improved teacher wellbeing.**	• **An illustrative scenario showing a 7% improvement in average teacher wellbeing is considered. This represents a reversal of the decline seen in TALIS from 2018 to 2024.** • **For each 1% increase in teacher wellbeing, it is assumed that student outcomes increase by 0.065%.[61]**
Individual students		
1. Higher lifetime earnings	Additional education attainment is closely linked to an individual's earning capacity and probability of employment.	• For each student expected to obtain further education, their probability and earnings of full-time employment increases (relative to attainment of Year 11 and below)[62] • This uplift in earnings and probability of employment is applied to the average income and probability of employment of an individual who has a Year 11 or below education level (ABS Census) • The modelling accounts for lost income during periods where an individual may be undertaking further study, assumed to be $3,000 per year inclusive of tax.
2. Improved student health	There is a positive effect of education on reducing adult mortality, through improvements in health determinants such as health-care access, and access to water, nutrition and sanitation.[63]	• Each additional year of further education is associated with a reduction in mortality risk[64] • This reduction is applied to the average mortality risk in Australia[65] • This impact is quantified as a dollar value using the value of a Statistical Life ($245,000, in 2024 dollar terms)[66] which has been indexed to 2025 dollar terms (ABS).
Government		
3. Increased income tax revenue	Higher income tax revenue is expected to flow on from higher lifetime earnings (see Benefit 1).	• Impact on tax has been calculated using the Resident tax rates 2025–26 (ATO).
4. Avoided costs of welfare payments 5. Avoided costs of crime 6. Cost savings from improved health outcomes	Increasing an individual's earning capacity and probability of employment (see Benefit 1) reduces their reliance on welfare payments, likelihood of crime and improves health outcomes. These impacts flow on to savings to public expenditure on welfare payments, crime (i.e., policing and justice system) and healthcare.	• For each avoided early school leaver, the following (in annual NPV) are associated: – $3,200 in welfare payments avoided – $130 in savings in avoided costs of crime – $130 in savings from improved health outcomes.[67]
Broader economy and community		
7. Workforce productivity spillovers	Businesses increase their profits from being able to access a more skilled workforce.	• For each dollar of higher lifetime earnings created, businesses are expected to benefit by $0.79.[68]
8. Avoided broader community costs of crime	Increasing an individual's earning capacity and probability of employment (see Benefit 1) reduces the likelihood of crime. This impact flows on to savings to community in the form of social consequences of crime.	• For each avoided early school leaver, the broader community has savings of $530 in avoided costs of crime.[69]

Table B.1: Economic benefits modelling approach, assumptions and data sources.

Appendix C: Computable General Equilibrium (CGE) modelling approach

The Computable General Equilibrium framework

CGE modelling provides the most reliable and respected basis of determining the net impact of changes affecting the economy. These changes may be external shocks, like a slowdown in global demand for a given commodity or service; they may be policy changes, like the introduction of a carbon tax; or they may be a new project or investment, like a road or sporting stadium.

It is a framework that supports bespoke scenario analysis in a single, robust, integrated economic environment, enabling an assessment of the net impact on key macroeconomic indicators such as GDP and employment, and key sectoral measures like industry output. CGE modelling is the preferred framework for gauging the impacts of large, multi-year projects throughout the economy, and is widely recognised by all levels of government. But like all modelling, there is a right and a wrong way to do CGE analysis. Deloitte Access Economics uses approaches to CGE modelling that have been honed through years of experience, and in collaboration with government economic agencies.

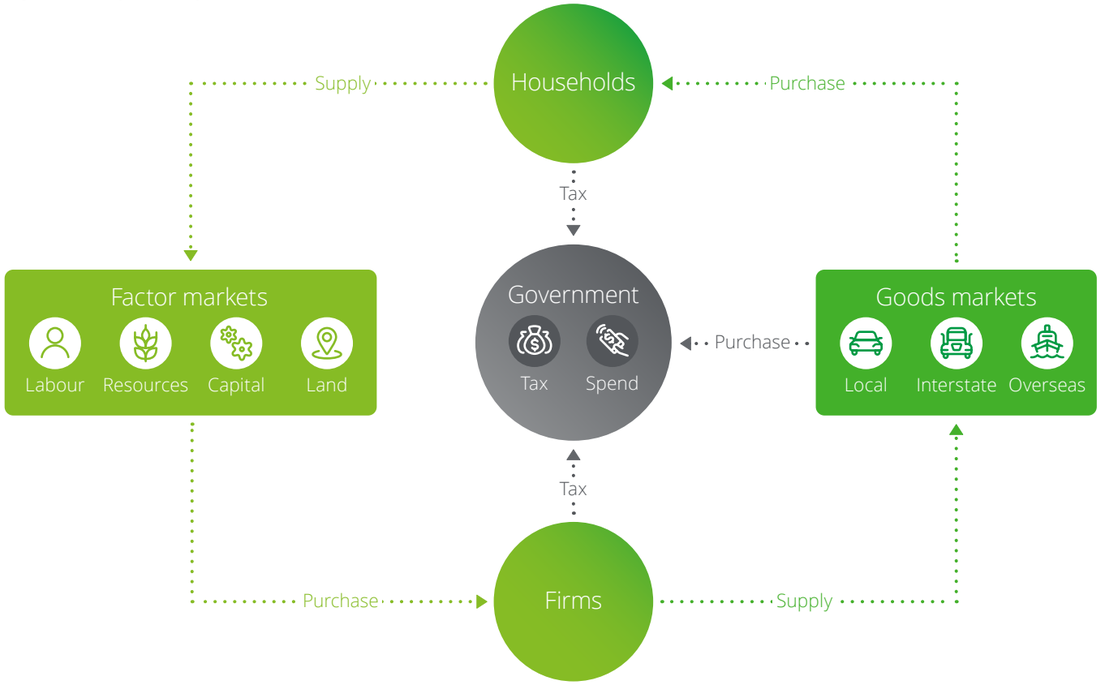
We bring a trusted and proven approach to this complex area of modelling.

Our in-house CGE model, DAE-RGEM, is unrivalled in both its capability and in the breadth of its applicability to policies, projects and wider scenario analysis. DAE-RGEM is one of the only models in the world that can model the impact of a scenario on individual regions (such as individual cities or local government areas), linked to each other, and to other individual countries (e.g., China) in the global trading system.

DAE-RGEM encompasses all economic activity – including production, consumption, employment, taxes and trade – and can run scenarios through time involving multiple regions, industries and commodities. It is a model that can be customised for specific purposes, whether that be an unorthodox industry definition, a unique regional perspective or multi-faceted policy or project evaluation.

Figure C.1 gives a stylised representation of DAE-RGEM, specifically a system of interconnected markets with appropriate specifications of demand, supply and the market-clearing conditions that determine the equilibrium prices and quantity produced, consumed and traded.

Figure C.1: Stylised representation of DAE-RGEM



Source: Deloitte Access Economics (2025).

The model rests on the following key assumptions:

- All markets are competitive and all agents are price takers.
- All markets clear, regardless of the size of the shock, within the year.
- It takes one year to build the capital stock from investment and investors take future prices to be the same as present ones as they cannot see the future perfectly.
- The supply of land and skills are exogenous. In the business as usual case, the supply of natural resources adjusts to keep its price unchanged; productivity of land adjusts to keep the land rental constant at the base year level.
- All factors sluggishly move across sectors. Land moves within agricultural sectors; natural resource is specific to the resource using sector. Labour and capital move imperfectly across sectors in response to the differences in factor returns. Inter-sectoral factor movement is controlled by overall return maximizing behaviour subject to a Constant-Elasticity-of-Transformation (CET) function. By raising the size of the elasticity of transformation to a large number we can mimic the perfect mobility of a factor across sectors and by setting the number close to zero we can make the factor sector-specific. This formulation allows the model to acknowledge the sector specificity of part of the capital stock used by each sector and also the sector-specific skills acquired by labour while remaining in the industry for a long time. Any movement of such labour to another sector will mean a reduction in the efficiency of labour as a part of the skills embodied will not be used in the new industry of employment.

DAE-RGEM is based on a substantial body of accepted microeconomic theory. Key features of the model are:

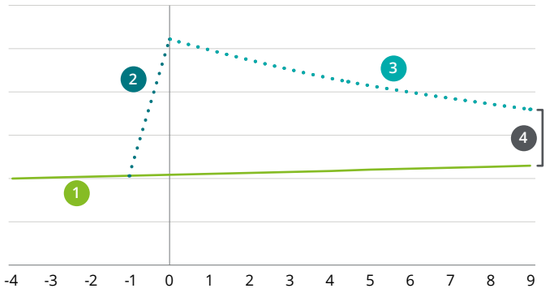
- The model contains a 'regional household' that receives all income from factor ownerships (labour, capital, land and natural resources), tax revenues and net income from foreign asset holdings. In other words, the regional household receives the gross national income (GNI) as its income.
- The regional household allocates its income across private consumption, government consumption and savings to maximise a Cobb-Douglas utility function. This optimisation process determines national savings, private and government consumption expenditure levels.
- Given the budget levels, household demand for source-generic composite goods is determined by minimising a CDE (Constant Differences of Elasticities) expenditure function. For most regions, households can source consumption goods only from domestic and foreign sources. In the Australian regions, however, households can also source goods from interstate. In all cases, the choice of sources of each commodity is determined by minimising the cost using a CRESH (Constant Ratios of Elasticities Substitution, Homothetic) utility function defined over the sources of the commodity (using the Armington assumption).
- Government demand for source-generic composite goods, and goods from different sources (domestic, imported and interstate), is determined by maximising utility via Cobb-Douglas utility functions in two stages.
- All savings generated in each region are used to purchase bonds from the global market whose price movements reflect movements in the price of creating capital across all regions.
- Financial investments across the world follow higher rates of return with some allowance for country-specific risk differences, captured by the differences in rates of return in the base year data. A conceptual global financial market (or a global bank) facilitates the sale of bond and finance investments in all countries/regions. The global saving-investment market is cleared by a flexible interest rate.
- Once aggregate investment level is determined in each region, the demand for the capital good is met by a dedicated regional capital goods sector that constructs capital goods by combining intermediate inputs in fixed proportions, and minimises costs by choosing between domestic, imported and interstate sources for these intermediate inputs subject to a CRESH aggregation function.

Producers supply goods by combining aggregate intermediate inputs and primary factors in fixed proportions (the Leontief assumption). Source-generic composite intermediate inputs are also combined in fixed proportions (or with a very small elasticity of substitution under a CES function), whereas individual primary factors are chosen to minimise the total primary factor input costs subject to a CES (production) aggregating function.

Estimating economic impacts using a Computable General Equilibrium framework

CGE models estimate economic impacts by comparing a policy scenario against a baseline. Here the baseline refers to a world without an illustrative improvement to teacher wellbeing and is built off historical data with the economy assumed to grow as per 'business as usual' (Figure C.2).

Figure C.2: Stylised representation of economic impact modelling using a CGE framework



1. The baseline scenario is built on historical data
2. The 'shock' occurs
3. A new growth path is determined
4. The net economic impact is the difference between the two scenarios

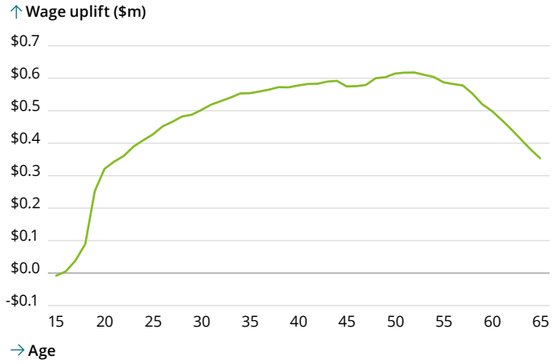
Source: Deloitte Access Economics (2025).

The policy scenario is developed by modelling a labour productivity uplift shock relative to the baseline scenario.

The productivity shock is derived from the estimated improvement in wages in a given year. Specifically, a 1% increase in the wage bill for Australia is modelled as a 1% uplift to labour productivity.

As outlined in Appendix B, improvements in teacher wellbeing are expected to lead to higher lifetime wages for students once they enter the workforce. The analysis applies a fixed proportional increase in earnings for each cohort throughout their working life, reflecting the persistent productivity benefits from improved educational outcomes. The uplift (in dollar terms) is expected to vary by age, with the largest impacts occurring between ages 40 and 55, where earnings are typically at their peak (Chart C.1).

Chart C.1: Expected annual wages uplift for given cohort, ages 15–64

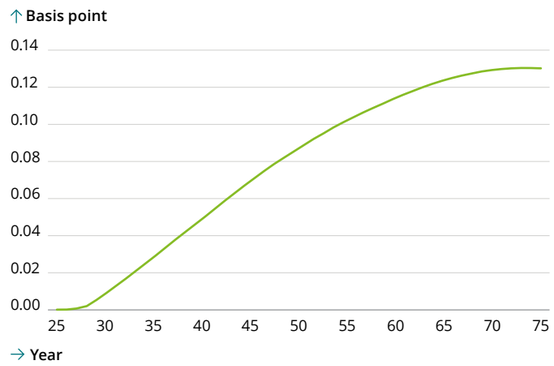


Source: Deloitte Access Economics (2025).

A Cohort refers to a group of students who progress through the education system in the same year and subsequently enter the workforce at the same time.

Over time, the aggregate effect on the economy increases as a growing proportion of the workforce compromises cohorts who have experienced the benefits of improved teacher wellbeing. This results in a cumulative increase in the economy-wide wage bill, which is translated into an equivalent labour productivity shock for use in the CGE model. By the end of the modelling period, all working-age cohorts are assumed to have benefited (Chart C.2).

Chart C.2: Cumulative labour productivity change over time, 2025–2074



Source: Deloitte Access Economics (2025).

Based on the labour productivity shock, CGE models then solve for the market-clearing (equilibrium) levels of demand and supply across all specified goods and factor markets in the economy. This effectively created a new path for the economy over time. This new path is typically referred to as the policy scenario and here it describes a world where there is an improvement in teacher wellbeing. Comparing this new policy path to that of the baseline (where the change does not occur), shows the economic impact of the scenario.

Computable General Equilibrium modelling results

The economy-wide impact results from an illustrative improvement in teacher wellbeing are summarised in Table B.1.

Table B.1: CGE modelling results, relative to baseline scenario

Category	Unit	Cumulative (2025 to 2074)	2074
GDP	$ million	$313*	$30
Employment	FTE	44^	84

Source: Deloitte Access Economics (2025). *NPV reported in 2024/25 dollar terms and discounted using the sociate rate of time preference at 2 per cent per year from years 1–30, and 1.5 per cent from years 31–100. ^Based on average employment deviation from 2025 to 2074.

References

1 Based on the 2024 Teaching and Learning International Survey (TALIS). Includes part-time and full-time primary and lower secondary school teachers, and excludes outliers. When only considering full-time teachers and including outliers, the total workload is 46.5 hours for lower secondary and 46.3 hours for primary school teachers.

2 Workload stress in TALIS is understood by examining how often teachers report specific activities as sources of stress. Teachers respond to these questions using a 4-point ordinal scale: "Not at all," "To some extent," "Quite a bit," or "A lot". Workload specific stressors include (i) too much lesson preparation, (ii) too many lessons to teach, (iii) too much marking, and (iv) too much administrative work to do (e.g., filling out forms). An additional 7 per cent of teachers reported "Quite a bit" or "A lot" of stress in 2024 compared to 2018. Job satisfaction with employment terms is proxied by proportion of teachers who agree or strongly agree with the following statement: Apart from my salary, I am satisfied with the terms of my teaching (e.g. benefits, work schedule). Changes in workload-related stress and job satisfaction with employment terms from 2018 to 2024 are statistically significant at the 1% level.

3 The scale of teacher self-efficacy overall was constructed as an average of the three subscales: self-efficacy in student engagement, instruction and classroom management. The ACER TALIS 2024 Australian Report shows a statistically significant association between job satisfaction and self-efficacy.

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7 Based on the 2024 Teaching and Learning International Survey (TALIS). Includes part-time and full-time primary and lower secondary school teachers, and excludes outliers. When only considering full-time teachers and including outliers, the total workload is 46.5 hours for lower secondary and 46.3 hours for primary school teachers.

8 Based on TALIS 2024, the average Australian full-time lower secondary teacher worked 5.5 hours more than their average counterpart in OECD countries.

9 Percentages of teacher time by task are based on the self-reported total by summing all time categories, rather than the self-reported total hours spent across all teaching tasks (question 14).

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