

This video is a summary of a paper presented by an educator reflecting on their experiences in teaching and the effects of increasing performativity within the profession. The speaker discusses their journey from teaching to academia, highlighting the initial autonomy they felt in the classroom, which diminished over time due to heightened restrictions and standardization. This video shift led to a feeling of compromised professionalism, as more focus was placed on administration over teaching creativity.

The speaker references a book by Gabby Stroud, which discusses similar frustrations among teachers regarding the erosion of their professional autonomy. They note concerning statistics about teacher retention in Australia, indicating a significant turnover rate among new teachers, and relate this to broader trends of negativity in media narratives about educators. The issue of teacher shortages is also raised, alongside the psychological impacts of performativity on educators.

The paper draws on concepts such as neoliberal reforms and performance management, detailing three significant contributors to the issues faced by teachers: the introduction of a national curriculum, strict professional standards, and high-stakes testing (NAPLAN) practices, which have fostered a culture of accountability and competition rather than collaboration. The findings reveal that these pressures have led to reduced autonomy, stifled creativity, and a general sense of distrust among teachers towards administrators.

To address these challenges, the speaker proposes a "rebalancing framework" with three main solutions:

1. Collaborative leadership that promotes shared decision-making.
2. Professional learning structured as collaborative endeavors rather than mere compliance, using professional learning communities.
3. A focus on evidence-based practice that emphasizes teacher responsibility and autonomy rather than strict accountability.

Ultimately, the paper calls for a transformation in how teachers are supported and empowered to foster innovation and passion within their profession, advocating for a collaborative and respectful approach to educational reform.