Promotion of the profession

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This audit and review was prepared for the Queensland College of Teachers by Professor Nan Bahr, Professor Anne Graham, Associate Professor Jo-Anne Ferreira, Professor Marg Lloyd, and Dr Richard Waters of Southern Cross University.

The views expressed in this publication do not represent any official position on the part of the Queensland College of Teachers or Southern Cross University.

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EXECUTIVE SUMMARY

The purpose of this report is to provide an analysis of the elements of influence underpinning public perceptions of teachers and teaching to support guidance and recommendations for promotion of the teaching profession in Queensland. A scoping review methodology was used to gather data, using Arksey and O'Malley's (2005) five-stage framework, which involves:

1) Identifying the research questions;
2) Identifying relevant studies, documents and information;
3) Selecting studies, documentation and information to include
4) Charting the data; and
5) Collating, summarizing and reporting the results.

The **research questions** for this project organised hierarchically into three main questions with subsidiaries:

RQ1   Why does the teaching profession need promoting?

RQ2   How might promotion best be achieved?
    RQ2-A   By addressing which potential audiences?
    RQ2-B   When and how?

RQ3   Which range of activities are most effective for the promotion of teachers and teaching?
    RQ3-A   By whom should messaging or activities be undertaken?
    RQ3-B   What role can various stakeholders most effectively play in promoting the profession?

The review is organized in three main sections:

1. **Academic Review**: A review and meta-analysis of contemporary literature on the following topics;
   a. Studies of perceptions of teachers and teaching, and
   b. Theoretical understandings regarding influences on public opinion.
2. **Message System Review**: A review of the message systems that impact on public perceptions of teachers and teaching, specifically:
   a. Potent communicate methods employed (content, form and mode) with impact on public perceptions and opinions, and
   b. Potent message makers with impact for views of the profession.
3. **Opinion Audit**: An audit of the current perceptions of teachers and teaching in Queensland and how these have been established, with attention to:
   a. Stakeholder/opinion-holder/key audience groups, and
   b. Current perceptions as a function of any identifiable trends.

The following are the key recommendations for leaders of the sector, and for organisations and individuals with regular opportunity for public commentary (for example: Queensland College of Teachers, Queensland Council of Deans of Education, Queensland Secondary/State School Principals Associations, Independent Schools Queensland) from this report:

RECOMMENDATION 1: Personalise and sensationalise the outstanding achievements and commitment of teachers, with strong enough energy to engage the journalists.

RECOMMENDATION 2: Provide 'good news' stories to news outlets or social media, for example, exemplary actions by individuals or coverage of teacher awards.

RECOMMENDATION 3: Provide balanced analyses to release of national and international tests.

RECOMMENDATION 4: Lobbying the media to include:
- Teacher perspectives in discussions of matters relating to student behaviour and achievement.
- The perspectives of parent associations in commentary on matters relating to school management

RECOMMENDATION 5: Lobbying politicians to:
- Work to restore public confidence in teachers and teaching.
- Separate teacher quality from discussions of funding.

RECOMMENDATION 6: Encouraging teacher unions and teacher professional associations to launch positive memorable public campaigns, in the style of the "If you can read this, thank a primary school teacher" bumper stickers which were once regularly displayed.

RECOMMENDATION 7: Encouraging teacher education institutions to promote teaching as an attractive career through their student recruitment and in sharing positive stories to the media of exceptional preservice teachers' achievements. Information should be designed for parents given their role in recommending (or dissuading) entry to teacher education degrees.

RECOMMENDATION 8: Teacher unions and educational systems might launch positive campaigns directed at the profession itself to reassure teachers of their individual worth and critical contribution to society.

RECOMMENDATION 9: Advertise teacher achievements and innovations on social media.

RECOMMENDATION 10: For each stakeholder to play a role as advocate providing measured responses to media reports.

RECOMMENDATION 11: For each stakeholder group to pay close attention to opportunities for public commentary, such as the current review of the Teacher Registration (AITSL, 2018).

Promotion of the Profession Audit and Review

INTRODUCTION AND CONTEXT

There has been a recent downfall in the applications for initial teacher education in Queensland, and yet there is a growing need for teachers across the state. This paper reports on a series of connected studies and literature reviews aimed at better understanding the predominant public opinions about teachers and teaching, how these opinions might be formed and influenced, and how public opinion relates to aspiration and engagement in the teaching profession in Queensland. The report considers the role of various media in the forming and shaping of public perceptions of teachers and teaching, and discusses the ways these might be strategically employed to raise the profile and regard for teaching as a profession worthy of high esteem and with important social value.

METHOD

A scoping review methodology was used to gather data for this report, using Arksey and O'Malley's (2005) five-stage framework, which involves the following consecutive steps:

1) Identifying the research questions;
2) Identifying relevant studies, documents and information;
3) Selecting studies, documentation and information to include
4) Charting the data; and
5) Collating, summarizing and reporting the results.

Stages 2 to 5 are pursued sequentially for each of the independent reviews that comprise the full report, in their turn.

Identifying the research questions

The initial **research questions** identified in collaboration with the Queensland College of Teachers were:

- What is the problem: why does the teaching profession need promoting?
- How might promotion best be achieved: by addressing which potential audiences, when and how?
- Which range of activities are most effective for the promotion of teachers and teaching and why?
- By whom should messaging or activities be undertaken?
- What role can various stakeholders most effectively play in promoting the profession?

In essence these research questions have a hierarchical relationship and they organise conceptually as depicted in Figure 1. The research design was constructed in recognition of this hierarchical conceptual organization of the research questions.
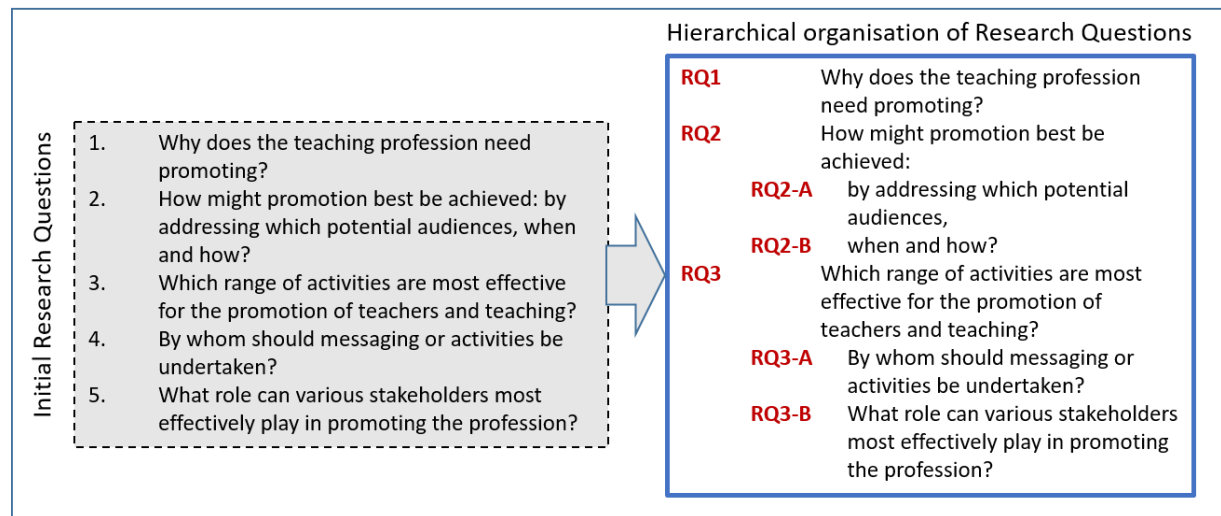
Figure 1 Hierarchical conceptual organisation of the research questions

The audit and review was conducted as three interdependent reviews. They explored these research questions as follows:

1. **Academic Review:** (**RQ1**, **RQ2**, **RQ3**) A review and meta-analysis of contemporary literature on the following topics;
   a. Studies of perceptions of teachers and teaching, and
   b. Theoretical understandings regarding influences on public opinion.

The Academic Review has scanned and provided a meta-analysis of the extant literature regarding contemporary drivers of public opinion and their stability. It considered published reports on the key influences for the profile of teaching and teachers, and theoretical framing or investigations attending to this.

Search terms for the Academic Review were: *public perceptions, public opinion, teacher professional esteem,* and *teaching profession.*

2. **Message System Review**: (**RQ2**, **RQ3**) A review of the message systems that impact on public perceptions of teachers and teaching, specifically:
   a. Potent communication methods employed (content, form and mode) with impact on public perceptions and opinions, and
   b. Potent message makers with impact for views of the profession.

For the Message System Review, we conducted an analysis of the propensity for messaging via the following sources:

- News headlines and major story reports for the last 12 months in the following media: print news (e.g., Courier Mail, The Australian); On-line news (e.g., ABC online),
- Government media releases and reports, and

- Online and Social media commentary (e.g., Twitter, Facebook, LinkedIn, radio commentary, editorials, The Conversation).

Search terms for the Message System Review were: *teacher perceptions, teacher performance, teach*, school, teach* quality, pre-service teach*, educat**, and *teaching profession.*

3. **Opinion Audit:** (**RQ1**) An audit of the current perceptions of teachers and teaching in Queensland and how these have been established, with attention to:
   a. Stakeholder/opinion-holder/key audience groups, and
   b. Current perceptions as a function of any identifiable trends.

Data for comparison were drawn from Southern Cross University trends, as a typical case, and from general figures provided by Education Queensland. Figure 2 depicts the system of elements that framed the methodology for this project.
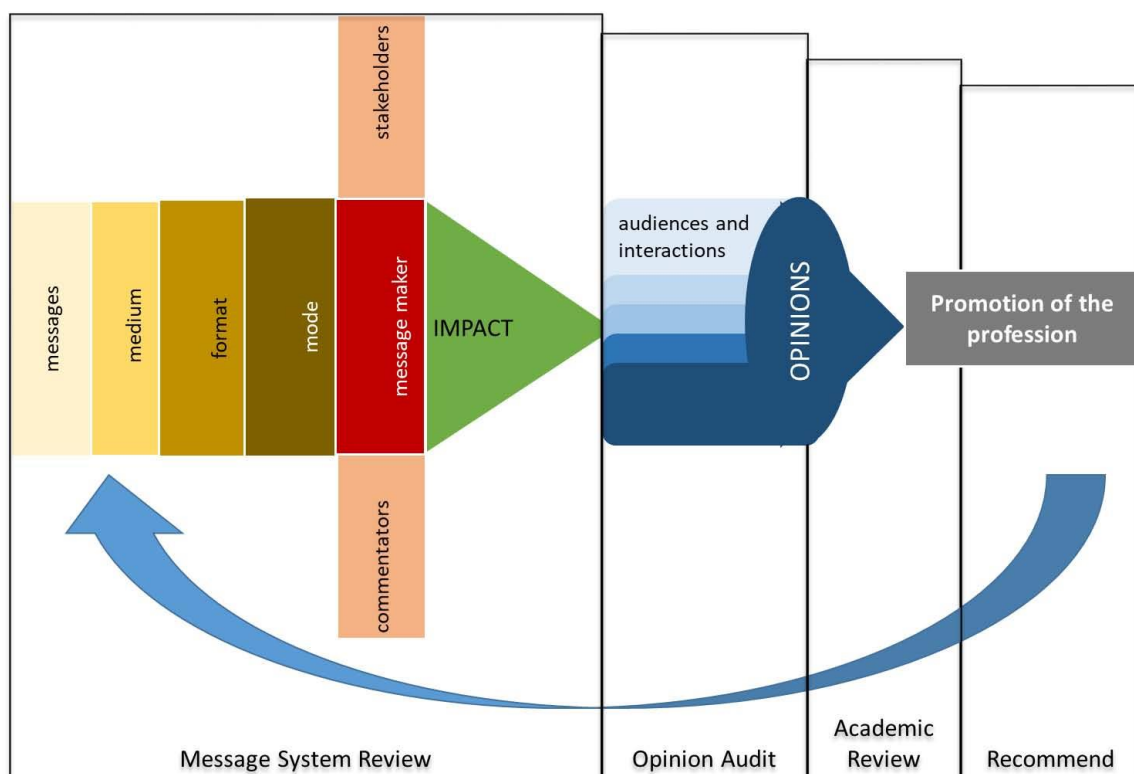
Figure 2 Systems overview of the research design.

Starting at the left of the figure are messages about the profession that are acted upon by the way they are disseminated and by who. Key factors are the choice of media, the format, the mode, and the identity and interests of the message maker. These elements underpin the impact upon the key audiences and are coloured by the way these audiences interact with the messages. This in turn underpins the popular opinion and perceptions of the profession. The figure depicts this system as cyclical with a reflexive impact on the nature of the new messages. With this system in mind the proposed project will entail four progressive steps: an academic review, a message system review, an opinions audit, and finally the development of recommendations for actions to promote the profession.

SECTION 1: ACADEMIC REVIEW

This section of the report provides a review and meta-analysis of contemporary literature on the following topics;

    a. Studies of perceptions of teachers and teaching, and

    b. Theoretical understandings regarding influences on public opinion.

This academic review has scanned Australian and international academic studies of the perception of teachers and teaching and the theoretical understandings regarding influences on public opinion. In addition, this review encompasses allied concepts such as attitudes, values and beliefs. Campbell (1963) suggested that these concepts are similar in that each represents acquired behavioural dispositions. These dispositions have been described as "tendencies toward particular acts, such as evaluating, or acting toward, a particular object or a particular process. Behavioural dispositions are forces that channel human perception, categorization, organization, or choice" (Bergman, 1998, p. 82).

This section presents six different aspects of perceptions: (1) How is the value of teachers and teaching perceived? (2) Is the status of teachers political? (3) How do teachers perceive themselves? (4) How does teachers' perception of themselves differ from public opinion? (5) Is there encouragement to enter the profession? and (6) How does public opinion of teachers and teaching change?

This review accepts and adopts the following definitions contextualised in teaching:

- *Perception* is a way of regarding, understanding or interpreting a person, object, place or event. In psychological theory, perception is concerned with interpreting the environment through human senses. Perception is not neutral and is influenced by personal beliefs and bias. For example, Bacher and Wagner Hill (2014) reported that political partisanship as a fundamental predisposition creates a perceptual bias to reported information. It appears to "function not simply as the outcome of policy opinions, but as a fundamental predisposition that influences opinions across the spectrum of issues" (p. 52). Cochran-Smith (2008) explained that when teaching (and teacher education) is "defined [or perceived] as a policy problem, the goal is to determine which of the broad parameters that can be controlled by policy-makers (e.g. teacher testing, subject matter requirements, alternate entry pathways) is most likely to enhance teacher quality" (p. 273).

- *Public opinion*, or more appropriately the public-opinion process, is collective and refers to "the mobilisation and channelling of individual responses to affect group or national decision-making" (Katz, 1966, p.150).

- *Attitude* is held by an individual, that is, "the specific organisation of feelings and beliefs according to which a given person evaluates an object or symbol positively or negatively" (Katz, 1966, p.150). Gawronski, Brannon and Bodenhausen (2016) described attitudes as evaluative representations.

- *Belief,* in psychological theory, is described as: belief as a propositional attitude, belief as subjective probability, belief as inference, and belief as association. In cognitive theory, it is a state in which a proposition is taken to be true (Egan, 1986).

This review also accepts the interconnectedness and interdependencies of these concepts. For example, Vogel and Wänke (2016) contended that "when individual attitudes turn into public opinion, these attitudes determine the social, political and cultural climate in society, which in turn affects the individual lives of the people in that society" (p. 2).

How is the value of teachers and teaching perceived?

This discussion is underpinned by a commonly-held perception that the status of teachers and teaching is falling. The perceived value of teachers and teaching is expressed in distinct often contradictory and emotionally-charged forms. The first is the symbolic value and perceived social utility of teaching in terms of its tradition of intellectual pursuit, mentoring and community benefit. The second is the professional status of teaching that represents external recognition, personal utility and task returns. This relationship is depicted in Figure 3, and the relational elements are discussed in turn.
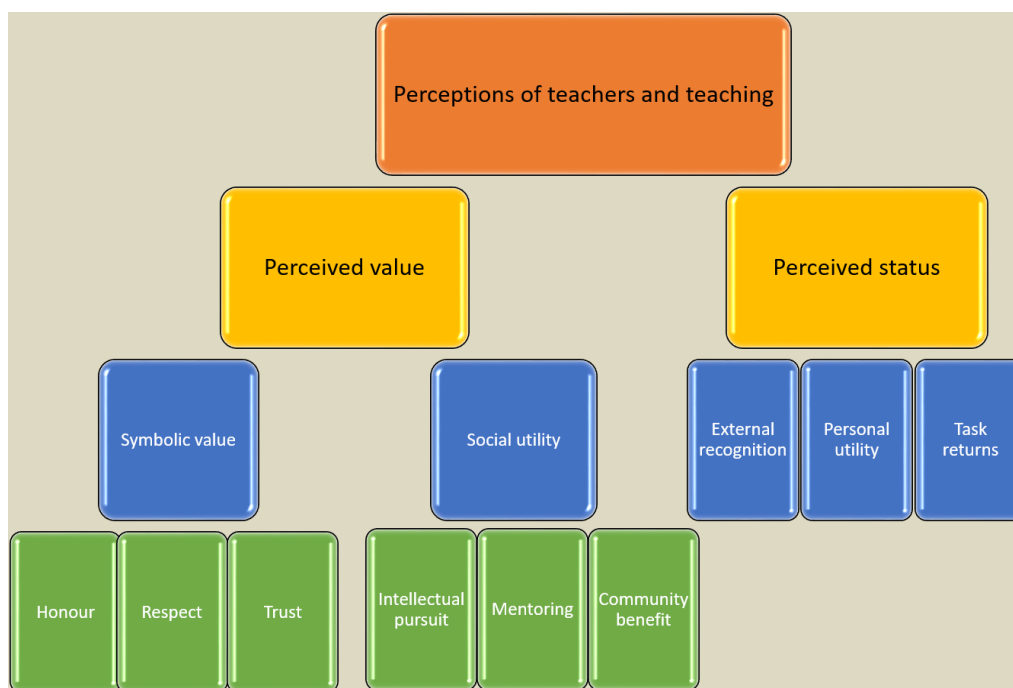
Figure 3 System of elements and perspectives contributing to perceptions of teachers and teaching.

Symbolic value and social utility of teachers and teaching

Symbolic value is described in terms of the honour, respect, and trust traditionally accorded to teachers and teaching. It can be described in terms of intrinsic quality and in "non-material tokens of value (recognition, trust, gratitude)" (Kesküla & Loogma, 2017, p. 258).

Symbolic value is enshrined in the traditional Confucian value of Zunshi (respect for teachers) (Li, 2016, p. 90) and the Indian (Sanskrit) tradition of Guruji (a teacher, guide, expert or master). This symbolic respect is similarly afforded to the historical and philosophical

representation of the leaders of the world's religions as teachers. For example, Buddha has been represented as a compassionate teacher (McClintock, 2011) whose way of teaching is an expression and extension of his message (Stoesz, 1978). The dominant portrait of Jesus in the Christian tradition is as a teacher (Keller, 1998). Western traditions can be traced to the teachings of the Ancient World beginning with Plato and Socrates (Trapp, 2017).

Internationally, teachers and teaching have traditionally held symbolic value. For example, in a commissioned study in New Zealand, Hall and Langton (2006) noted that "teaching is seen as a valuable and honourable profession" (p. 2). In the Russian Federation, a teacher is "the representative of the state's interests; … a public figure, the personification of the ethics and morality of a decent citizen, a member of the intelligentsia, the carrier of literacy and enlightenment" (Il'in, Shabunova & Leonidova, 2013, p. 59).

Social utility is a perception of the intrinsic social value of teachers and teaching. Its value has been noted in many cultures albeit with subtle differences of emphasis and differences between genders (see Fokkens-Bruinsma & Canrinus, 2012; Giersch, 2016; Lin, Shi, Wang, Zhang & Hui, 2012). Education International (2011), in its promotion of teaching, argued that:

> Teaching is a profession that lies at the heart of both the learning of children and young people and their social, cultural and economic development. It is crucial to transmitting and implanting social values, such as democracy, equality, tolerance, cultural understanding and respect for each person's fundamental freedoms. (Article 29)

Social utility is the underpinning tenet of key Australian policy documents: the *Melbourne Declaration of Educational Goals for Young Australians* (MCEETYA, 2008) and the preamble in the *Australian Education Act 2013* (Commonwealth of Australia, 2013). It is further evidenced in the *Statement of Commitment to the Profession of Teaching* developed by ACEL Queensland. Its first commitment states that: I acknowledge that I am a member of a profession that extends to me the opportunity and the privilege to make a positive difference in the lives of young people (ACEL Queensland, 2017, para. 1). It goes on to the commitment that: I understand that teaching is a deeply human endeavour. While I teach subjects, ideas and skills, above all I teach young people, who are our future (ACEL Queensland, 2017, para. 3).

Social utility was identified as a factor in the validated and widely used FIT-Choice (Factors Influencing Teaching Choice) scale (Richardson & Watt, 2006). It includes: shaping the future of children/adolescents, enhancing social equity, making a social contribution, and working with children. Studies over time have shown that social utility is the prime motivation for becoming (and remaining) a teacher (Howes & Goodman-Delahunty, 2015; Yu & Bieger, 2013). Recent research in Ireland has shown that teaching remains a "career of choice, with high levels of commitment and confidence in …[entrants'] abilities, rating intrinsic and altruistic motivating factors significantly higher than extrinsic factors" (Heinz, Keane & Foley, 2017, p. 30). Han, Borgonovi and Guerriero (2018), in an international study including Australia, contended that teaching is considered "a career that is high on social utility value and requires individuals to be altruistic and community oriented because, at its core, teachers contribute to the community by promoting the academic and social-emotional development of future generations" (p. 8).

Howes and Goodman-Delahunty (2015) described how an "altruistic motivation" was evident in Australian preservice teachers' desire to contribute to society through "helping to shape the next generation, working in a worthwhile occupation, or making a difference in the lives of individual children and young people" (p. 23). Similarly, altruistic motivations were noted by a doctoral study of career-change teachers in Queensland which concluded that the majority of entrants were driven by a belief in the symbolic value of teachers and teaching. For example, one entrant offered that '"[I want] to play a part in the lives of young people so that they can achieve their best in the future" while another offered that "I think a good education is every child's right and I would like to do my best to promote this ideal" (Kember, 2011, p. 203).

The persistence of the motivation of symbolic value to become (and remain) a teacher was evident in the findings of Wyatt-Smith et al.'s (2017) report entitled *Why Choose Teaching.* They found that:

> The three top ranked motivations by male respondents focussed on the intrinsic value of teaching and perceptions of self as teacher. In contrast, the top three motivations for females incorporated the value of teaching, self as teacher and altruistic goals. Further, four factors related to altruistic motivations showed statistically significant differences between males and females. These were to: shape future of children/adolescents; work with children/adolescents; make social contribution; and, enhance social equity. (p. v)

These motivations can be seen as a reflection (and enactment) of a belief in the symbolic value of teachers inherently held within the community.

Professional status and personal utility

Professional status and personal utility are extrinsic factors determined by public perceptions of a profession. Hall and Langton (2006) explained that:

> Because teaching is such an exposed profession, there are relatively few influences on people's perception beyond their direct experiences with teachers themselves. Almost no other career choice is as well-known and well understood – everyone has been through the school system, so believes they have an intimate knowledge of what teachers do. (p. 2, emphases added)

Hoyle (2001) similarly described this "exposure" in terms of public familiarity because "all members of the population have experienced lengthy exposure to teachers, which leaves them with little in the way of professional mystique" (Hoyle, 2001, p.141). It is also exposed because of the constant scrutiny that teachers and teaching face (Groundwater-Smith & Sachs, 2002).

Familiarity is also instrumental in the formation of "the paradox whereby members of the public can speak highly of their local school and teachers while at the same time disparaging schools and teachers in general" (Commonwealth of Australia, 1998, para. 1). This paradox is confirmed by the Independent Education Union of Australia who explained that "surveys have shown that community perception relative to other professions is not great - but the same

respondents are actually very happy with their own child's teacher" (Symeonidis, 2015, p. 31). Lankford et al. (2014) noted a similar discrepancy in New Zealand.

There are multiple interpretations and definitions of professional status. This review highlights and expands on Hoyle's (2001) three dimensions of professional status:

- occupational prestige (its ranking in comparison to other occupations);
- occupational status (the knowledge required by the profession in comparison to others); and,
- occupational esteem (the regard held for the profession by society).

The relationship between these dimensions is depicted in Figure 4. As shown, esteem for the profession emanates from the combined influences of occupational prestige and status. In contemporary Australia, a measure of teachers' occupational prestige can be noted in public perceptions of teachers' honesty and ethics. In a comparison of thirty professions (see Figure 5), Australian teachers were rated highly, that is, on a par with engineers but lower than nurses, doctors, pharmacists, dentists and High Court judges (Meloney, 2014). This type of comparative measure rests well with Hoyle's (2001) definition of the occupational prestige of a profession as "the public perception of the relative position of an occupation in a hierarchy of occupations" (p.139).
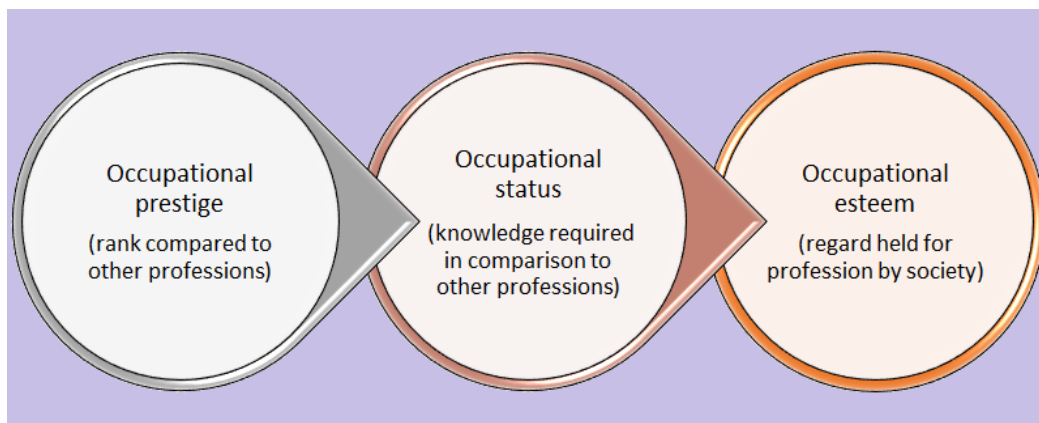
Figure 4 Relationship between occupational prestige, status, and esteem. (Design based on Hoyle, 2001).

Similar to findings in Australia, teachers' occupational prestige in Romania is positioned below that of other professions that require parallel educational paths such as doctors, lawyers, and engineers. A difference is that, in Romania, teaching was placed in the upper quartile of the "semi-professions of social work" (Frunzaru & Dumitriu, 2015). The descriptor as a "semi-profession" points to an apparent mismatch with teaching's redesignation of itself as a profession in recent decades. It is a mismatch of perception also noted in nursing (Ten Hoeve, Jansen & Roodbol, 2014). A longitudinal study conducted in the UK, based on surveys in 2003 and 2006, similarly found that teaching was regarded as "a middle ranking profession" on a lower rung than Law and Medicine and that its closest analogy was social worker (followed by librarian, nurse and police officer) (Hargreaves et al., 2007, p. 17).

The occupational status of teachers in Australia changed significantly in the late 1980s when Colleges of Advanced Education were merged into universities and teacher education was "lift[ed] out of its vocational framing" (Mayer, 2014, p. 464).
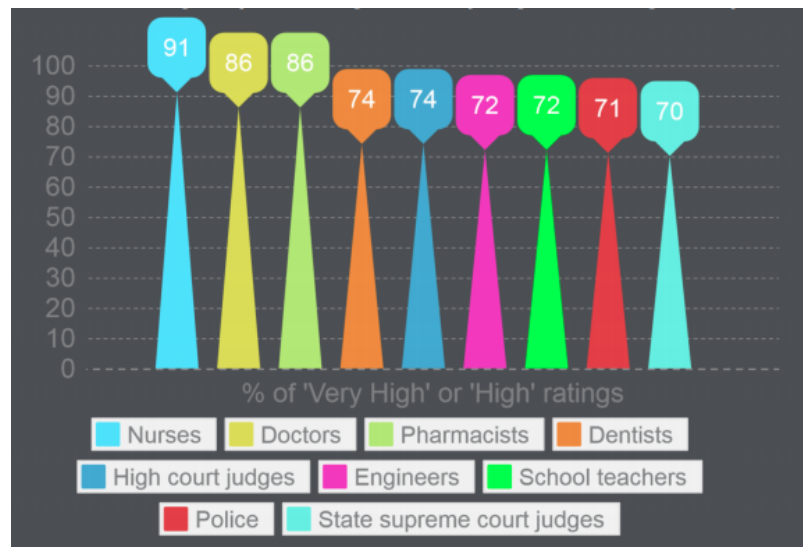
Figure 5 Comparative professional honesty and ethical conduct (Meloney, 2014).

Prior to this, teacher education was credentialed through Certificates and Diplomas rather than Degrees. Similarly, a change in occupational status came through the progressive requirement, beginning in with the then Board of Teacher Registration in Queensland in 1971, for teachers to be registered by a jurisdictional authority. Formal professional registration "ensures that only appropriately qualified and suitable people are employed as teachers. ... This contributes to protecting educational standards and student safety, and upholds the reputation of the profession" (QCT, n.d., para. 3). Teacher registration is now governed by national teacher professional standards (AITSL, 2011). A motivation for the development and introduction of national teacher professional standards in Australia was said to be to guide "professional learning, practice and engagement [and] facilitate the improvement of teacher quality and contribute positively to the public standing of the profession" (AITSL, 2011, p. 1).

Occupational esteem, or prestige, has been described as a form of external social recognition that reflects the social status afforded by a particular occupation (Fujishiro, Xu & Gong, 2010) and the opportunities for career advancement that it offers (Frunzaru & Dumitriu, 2015).

Another measure is occupational closure (the measure of difficulty in joining the profession) (Weeden & Grusky, 2005). In regard to teachers in Australia, occupational closure has been recently seen in the form of more restrictive entry into teacher education programs (through higher prerequisite Year 12 scores and the introduction of non-academic selection tests) and the mandatory literacy and numeracy tests prior to graduation. Both entry and exit requirements for initial teacher education have been motivated by the public perception of falling academic standards and the ongoing teacher quality debates (Hattie, 2003, 2013). Ingersoll (2007) commented on the call for restrictive occupational entry barriers in the US to address poor student outcomes, issues of teacher quality, teacher shortages and a lack of teacher qualifications. Pendergast and Exley (2018) contended that the entry requirement of a 1000-word personal statement of motivation and suitability for teaching had not been a

disincentive to applicants at Griffith University. They contended that students had found that "writing about teaching affirmed their desire to be a teacher" (para. 9).

Frunzaru and Dumitriu (2015) argued that as teaching "is now less restricted by occupational closure than other professions have led to a decrease in the prestige" (p. 633). Lankford, Loeb, McEachin, Miller and Wyckoff (2014), considering teacher entrants in the US, noted pejoratively that "lower status feeds off and reinforces a sense that anyone can be a teacher, whereas only the brightest can be a doctor, lawyer, or engineer" (p. 444). Further, the Independent Education Union of Australia University offered the argument that lower entrance scores are indicative of a "low relative preference for teaching as a profession" (Symeonidis, 2015, p. 31).

This review also highlights the components, identified as factors by Watt and Richardson (2008). These are: personal utility (measures of job security, time for family, job transferability), task returns (indicated by teacher salaries) and task demands (indicated by working conditions). They are factors in their own right but may also contribute to the broader measures of occupational prestige, status and esteem. The interdependence of these components might be noted in Buzea and Scârneci's (2011) attribution of the social status and prestige of a profession to such aspects as:

- Work style, personal independence, [Task demands].
- The scarcity of the qualified personnel [Occupational esteem].
- The level of qualification, training, education and abilities [Occupational status].
- Decision power, the level of responsibilities, the degree of importance of a typical professional error, the intelligence level required, initiative and independence, [Occupational prestige].
- Value added to society [Social utility].

Figure 6 synthesises the approaches to professional status as it relates to teachers and teaching. This model, which summarises the extrinsic factors, is used to guide the review in this section.
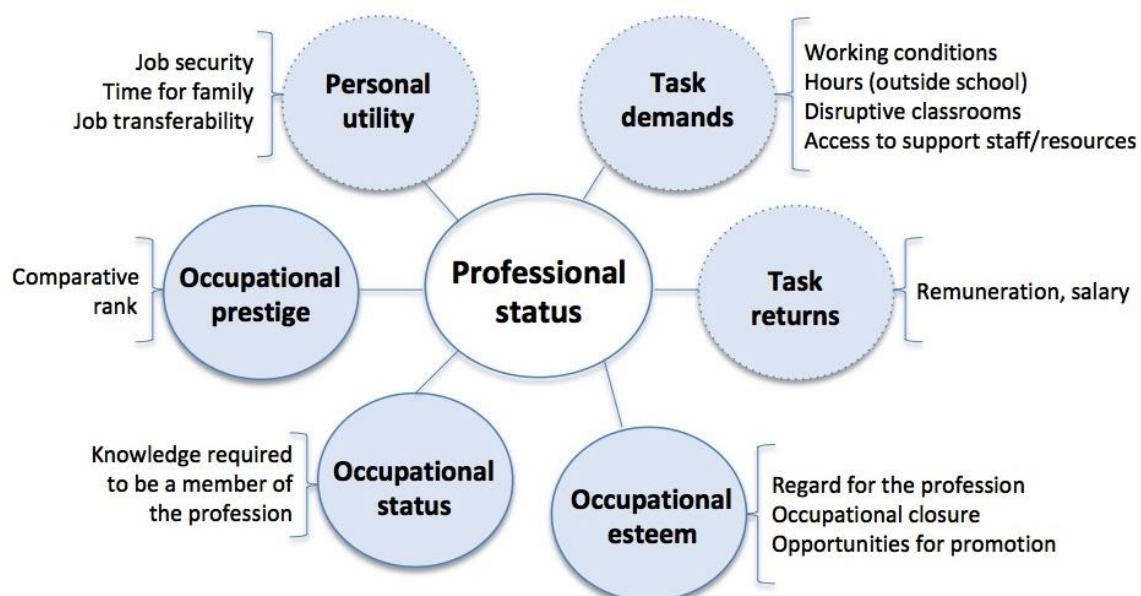
Figure 6 Extrinsic components of professional status

Lower significance is consistently given to external components in surveys of the motivations of teacher and preservice teachers to enter teaching (Heinz, et al., 2017; Richardson & Watt, 2006; Yu & Bieger, 2013). Local differences emerge in regard to these components, for example, teacher salaries differ and, in some jurisdictions, have fallen over the last decade. In a study of Indonesian preservice teachers, Suryani (2017) reported similar symbolic and social motivations as reported elsewhere but also added (in order of importance): second job ("moonlighting" or the opportunity to work at another job); religious influences (influence from religion to enter teacher education); tuition fees for teacher education (cheaper tuition); admission into teacher education (less competitive entry); time for teacher education (shorter, less waiting time to get a job); and media dissuasion (mass media depiction of teaching as a humble career). Some of these motivations appear in the later discussion in this paper of the perceived falling status of teachers and teaching.

It is of interest that it is adverse perceptions of task demands (working conditions) that are instrumental in teacher turnover and attrition. These include: workload (the number of annual working hours), likelihood of working in disruptive classrooms, and availability of support staff (Han et al., 2018). A Queensland teacher, Kathy Margolis, posted her reasons for leaving teaching after thirty years in a Facebook post (which was shared widely). She cited stress related to workload (overcrowded classrooms, difficulty of catering for students of different abilities, mandated curriculum, emphasis on testing) and additional responsibility of marking, reporting, fundraising, leading camps and extracurricular activities despite the public perception of a 9-3 job (Reynolds, 2017). The final sentence of the Facebook post explained that "I had no answer [when asked why she was still teaching] except that I truly loved kids and it was with a heavy heart that I realised that [it] wasn't enough anymore." Further, in an article reporting on teacher stress, Fabri (2017) similarly indicated task demands as the cause of teacher attrition stating "heavy workloads, and working conditions such as a lack of administrative support, poor student discipline, tough emotional conditions and a lack of participation in decision-making" (para. 18). The article added that stressful task demands for early-career teachers included their "increasingly finding themselves teaching 'out-of-field' subjects, in which they are not highly trained" (para. 20).

UNESCO and ILO (2008) defined "status" when used in regard to teachers and teaching as referring to "both the standing or regard accorded them, as evidenced by the level of appreciation of the importance of their function and of their competence in performing it, and the working conditions, remuneration and other material benefits accorded them relative to other professional groups" (p. 21). Figure 7 positions the symbolic, social, professional and personal components of the public perception of teachers and teaching as implied in the UNESCO and ILO (2008) definition. These components are interdependent but may be seen as intrinsic (symbolic value and social utility) and extrinsic (personal utility, task demands, task returns, occupational esteem, occupational status, and occupational prestige).
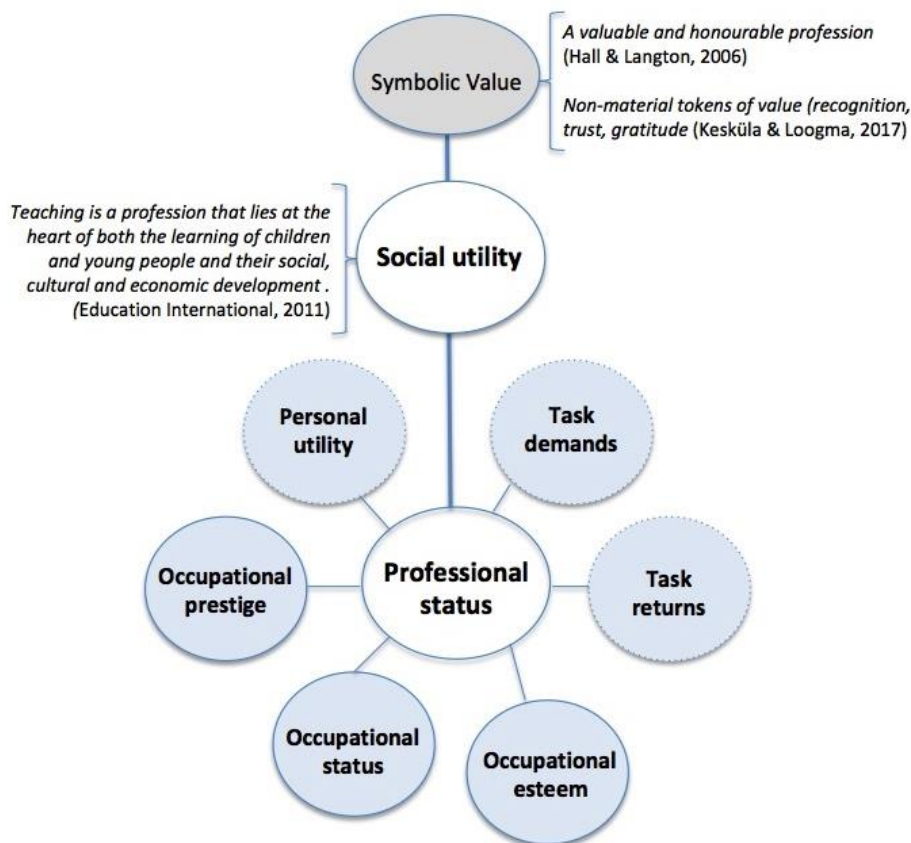
Figure 7 Intrinsic and extrinsic components of teacher status

There appears to be a direct and diametric contradiction between the high symbolic value of teaching and the relatively low social status of teachers (Hall & Langton, 2006) although the fall in status does not appear to impact on symbolic value. For example, the Korean Teachers' and Education Workers' Union suggested that "even though the status has been declining, the Korean society traditionally has given respect to teachers." (Symeonidis, 2015, p. 30). Il'in et al. (2013) contended that the low pay of teachers in Russian Federation (66% of average wages) is instrumental in their having a comparably low level of social status. Everton, Turner, Hargreaves and Pell (2007) reported that the "low prestige attribution and evaluation of teaching as a rather unattractive career are mainly based on the general perceptions on working conditions and financial rewards" (p. 253). Further, in a study of teachers in Turkey, Erdoğdu (2013) found that:

> The social status of a worker in education hardly changes; schoolteachers have lost their former status as people who were respected and appreciated in society. This is why, as a rule, those who have stayed on to work in education are either teachers "by calling," or those who, in terms of their abilities and initiative, are not in a position to find work that pays better. (p. 50)

Goepel (2012), based on a study in the UK, explained this discrepancy by arguing that "in a society which values power and money, those who dedicate themselves to the ideals of knowledge, culture and self-giving in service to children, along with lower financial rewards, are ranked less highly" (p. 491). Elsewhere, Goepel (2007) suggested that the perception of

teachers and teaching is influenced by the high number of women working as teachers and the subsequent perception of them as being "willing to accommodate authority as well as being more tolerant of a lack of advancement within the profession" (p. 169). Intriguingly, the status of secondary school teachers is higher than that of primary teachers (Lankford et al., 2014).

Is the status of teachers political?

The most common theme of media reporting of teachers and teaching was "political commentary" (see Table 1, Appendix 1). It is surprising to interpret the public opinion of teachers as part of a political agenda, accepting a broad definition of "political" that includes governments, political parties, lobby groups and unions.

As early as the 1990s, teachers were seen as lacking autonomy and, instead, being "defined … by the dominant powers of the political world" (Judge, 1995, cited in Everton et al., 2007). In the last decade, successive Western governments have overseen the introduction of teacher professional standards. In the UK, mandated professional standards came into effect in 2012, with teachers directed to "uphold public trust" and to observe "fundamental British values" in their personal and professional lives (DfE, 2011). While registration has been acknowledged as a factor in professional status and personal utility, it is also political in its mandate.

The "Class Act" report (Commonwealth of Australia, 1998) also commented that:

> If Ministers of Education were prepared to adopt a less adversarial role in their public pronouncements, and if they were prepared to learn - and acknowledge - what the roles teachers perform in the schools of this decade actually are, and how hard they are required to work, perhaps the public perception of teachers would improve (para. 10)

This adversarial role has been noted in Australia in the response of federal politicians to the Australian Curriculum: History curriculum (Henderson & Zajda, 2016). It has been seen more recently in the formation of the Teacher Education Ministerial Advisory Group (TEMAG) to examine three aspects of teacher education with direct consequences for teachers and teacher education in Australian schools: *Pedagogical approaches*: the ways teachers teach their students, and the different ways teaching and learning can occur.

- *Subject content*: how well teachers understand the content of subjects they are teaching, and
- *Professional experience*: opportunities for pre-service teachers to put theory into practice through quality in-school learning experiences. (TEMAG, 2014, p. 52)

A political trend has been noted in Europe of "degrading teachers," particularly in countries struggling with an economic downturn. Symeonidis (2015) reported that, in addition to being accorded public blame, teachers' salaries have been reduced in Cyprus, Greece, Ireland, Spain, The Netherlands, and Portugal. Further, in Greece and Ireland, teachers' unions have claimed that the government have actively promoted a "derogatory attitude towards teachers") while the Cyprus Turkish Teachers' Trade Union contend that "unstable

educational policies of the government have resulted in a public mistrust in education" (Symeonidis, 2015, p. 33).

How teachers perceive themselves

It is of interest to consider how teachers perceive themselves, that is, from "an insider's perspective that shows the self-perceived level of prestige" (Frunzaru & Dumitriu, 2015, p. 633). It has been long understood that self-concept is related to professional self-concept which, in turn, shapes the identity of a profession (Arthur & Randle, 2007). Put simply, the more highly a group is regarded by society, the more highly it values itself (Tajfel & Turner, 1986). Fabri (2017) cited expert opinion that argued that "a confident teacher who feels supported by parents, colleagues and school leadership is much better placed to set up a calm and productive classroom, which reduces the chance of poor behaviour" (para. 31).

In terms of their **social utility** (which was equated to professionalism), teachers described an ideal teacher as someone who is:

> … resilient and keeps his/her composure at all times and under all circumstances; is caring, nurturing, friendly, patient with all, well-organized, flexible, displays confidence in the classroom; and remembers that he/she is a role model for students. … professional teachers are also conscientious, creative, dedicated, goal oriented (they set their own goals and adhere to them). (Tichenor & Tichenor, 2005, p. 92)

In terms of **professional status**, the consensus appears to be that teachers, in a number of jurisdictions, do not feel valued and believe that their work is undervalued (OECD, 2005; Pérez-Díaz & Rodríguez, 2014). Further there is a common perception by teachers that their prestige is low and continuing to fall (Burns & Darling-Hammond, 2014). Frunzaru and Dumitriu (2015) reported that teachers in Romania believed that their status had fallen since the fall of the Communist regime in 1989. In the UK, teachers have been found to believe they have a much lower status than other professions. Fuller, Goodwyn and Francis-Brophy (2013) reported on large-scale research by the General Teaching Council (UK) in 2002 which found that 65 per cent of the 70,000 teachers surveyed believed that the public, media and government had little respect for the teaching profession.

This perception extends to how teachers' unions perceive the status of teachers within all sectors of education. Symeonidis (2015), in an international survey, found that while there was a difference in the perceived status of teachers in different educational sectors but a similarity in response, that is, the majority of sectors were seen as being of "average" status (see Figure 8). Overall, secondary education had a higher status than primary and early childhood education.

Perceived public opinion does not appear to influence teachers' resilience and intention to continue in the profession. Kesküla and Loogma (2017) reported that teachers in Estonia:

> … are generally satisfied with their school and only 16 per cent would change school, and the prevailing majority would not change their profession (only 10% of teachers regret having chosen the profession), they are highly dissatisfied with society's

attitudes towards the teaching profession. Only 14 per cent of teachers believe that society values teachers' work sufficiently (p. 250)

Despite this, public opinion is of critical importance to teachers and their self-efficacy. Swann, McIntyre, Pell, Hargreaves and Cunningham (2010), in the large scale four-year Teacher Status Project in the UK, found that teachers held a "high and sustained level of belief in the importance of teaching being a profession that is trusted by the public and by the government" (p. 564). Everton et al. (2007) argued that "teachers both shape and are shaped by their public image" (p. 247).
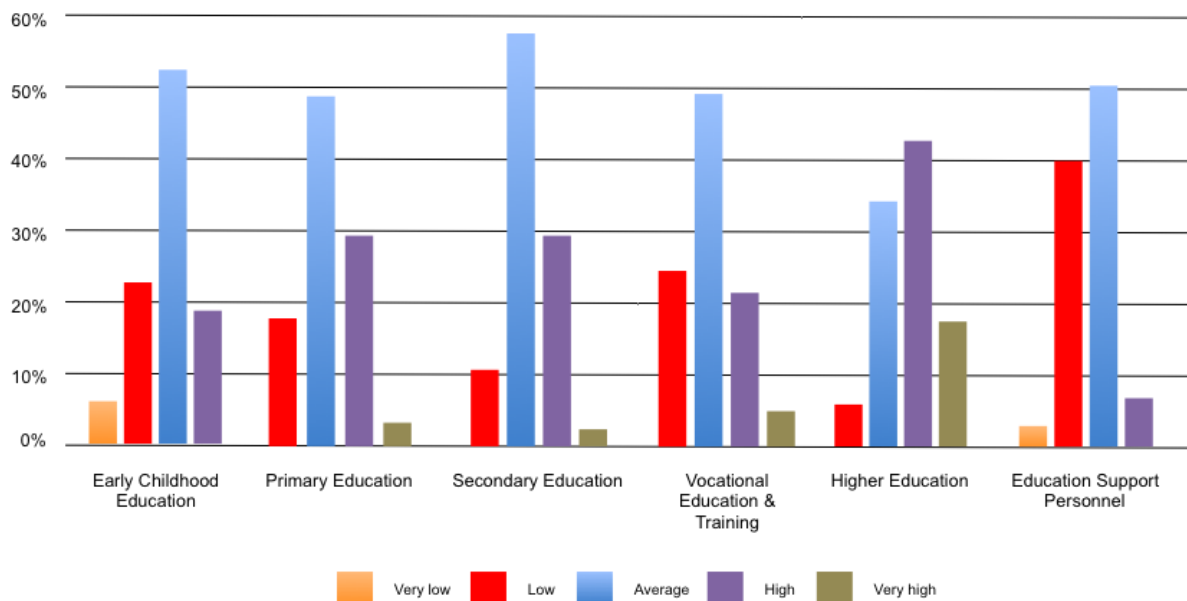
Figure 8 Teachers' unions' perception of the status of teachers (Symeonidis, 2015, p. 28)

How do teachers' opinion of teachers and teaching differ from public opinion?

It has been shown that teachers' perceptions of teaching are grounded in its symbolic value and the social utility (see *Perceptions of teachers and teaching*). Teachers' perceptions are frequently at odds with published public opinion, usually to their deficit (Peterson, Henderson & West, 2014). A recent 2016 European survey (cited by Busemeyer, Lergetporer, & Woessmann, 2017) aimed to directly compare the opinions of teachers and the general public. Opinions were shared in regard to fundamental structural education reforms, namely:

- The introduction of qualifying examinations for future teachers before they enter a teacher program at university;
- Compulsory professional development courses for teachers; and,
- Autonomy for school leaderships in recruiting teachers.

Differences between the opinions of teachers and the general public related particularly to teacher remuneration and work load (personal utility and task return). These included:

- The majority of teachers supported the civil-servant status for teachers and higher teacher salaries.
- Teachers opposed bonuses for teachers whose students show good learning gains (merit or performance pay), whereas the general public was split.
- Teachers opposed recruiting career-changers as teachers, whereas the general public was in favour.

In terms of performance, there is some evidence that teachers' perception of their own performance is higher than that of the public. Figure 9 shows the disparity in public and teacher evaluation of teacher quality from the 2017 US Education Next survey.
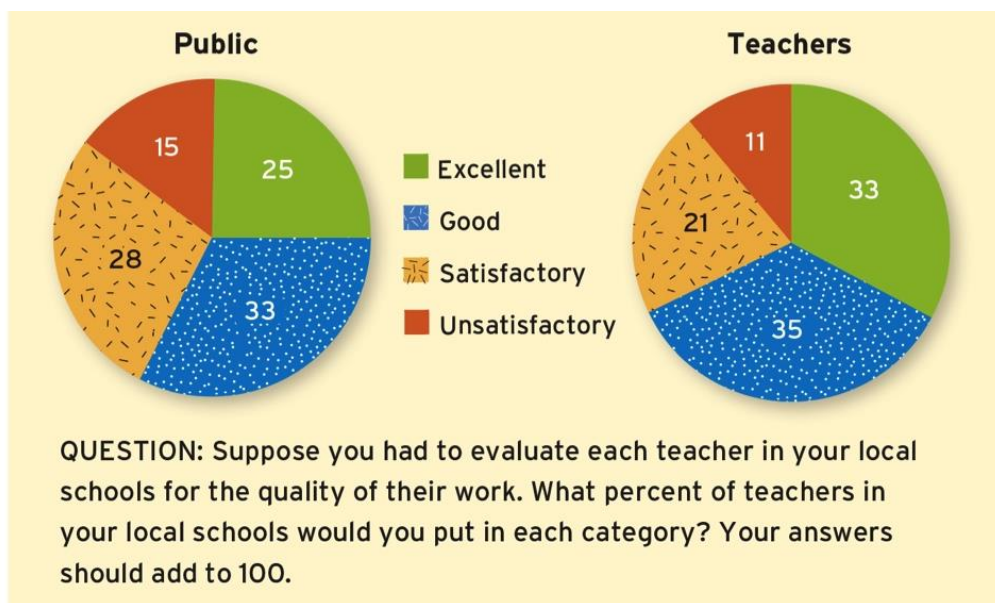
Figure 9 Evaluation of teacher performance (West et al., 2018, p. 41)

In terms of salary, the 2017 US EdNext survey showed 61% agreed with a rise in teachers' wages. However, when informed of what teachers earned, support dropped to 36%. This implies that public opinion of teachers and teaching is based on an assumed familiarity rather than actual information. In regard to merit pay, there were similarities in the findings from the 2016 European survey, in that 78% of teachers were opposed whereas 46% of the general public were in favour. Public support for merit pay had fallen from 54% in 2016.

Is there encouragement to enter the profession?

Whether or not teaching (and how emphatically) is recommended as a career for both school-leavers and career-change entrants is an indirect measure of public opinion. Heinz et al. (2017) noted that career-change entrants in Ireland were likely to receive discouraging advice from others in pursuing their career choice. Further, Dolton and Marcenaro-Gutierrez (2013) in the Global Teacher Status Index (which does not include Australian data) noted that "the higher the respect for teachers, the more likely a person is to encourage their child to enter the profession" (p. 18). They acknowledged, however, that parents might temper encouragement in countries where teachers' salaries were low (or perceived to be). The Index compares the finding that 50% of parents in China (where public respect for teachers is high)

encouraged children to become teachers to Israel where only 8% of parents, where teachers' earning potential is low, offered similarly positive encouragement.

Han et al. (2018) mapped between-country differences in 15-year-old students' expectations to work in a professional occupation including teaching. Overall, only 44 per cent of students expected to work in a profession with 5 per cent expecting to become a teacher. The countries with the lowest interest (< 2 per cent) in becoming a teacher included: Estonia, Italy, Hungary, Chile, Portugal, Germany, the Russian Federation, the Slovak Republic, Denmark, the Czech Republic, Switzerland and Austria. The highest (> 10 per cent) were Turkey, Ireland, Korea, Luxembourg, and Indonesia. Figure 10 maps the students' responses indicating their interest in working in a profession and becoming a teacher.
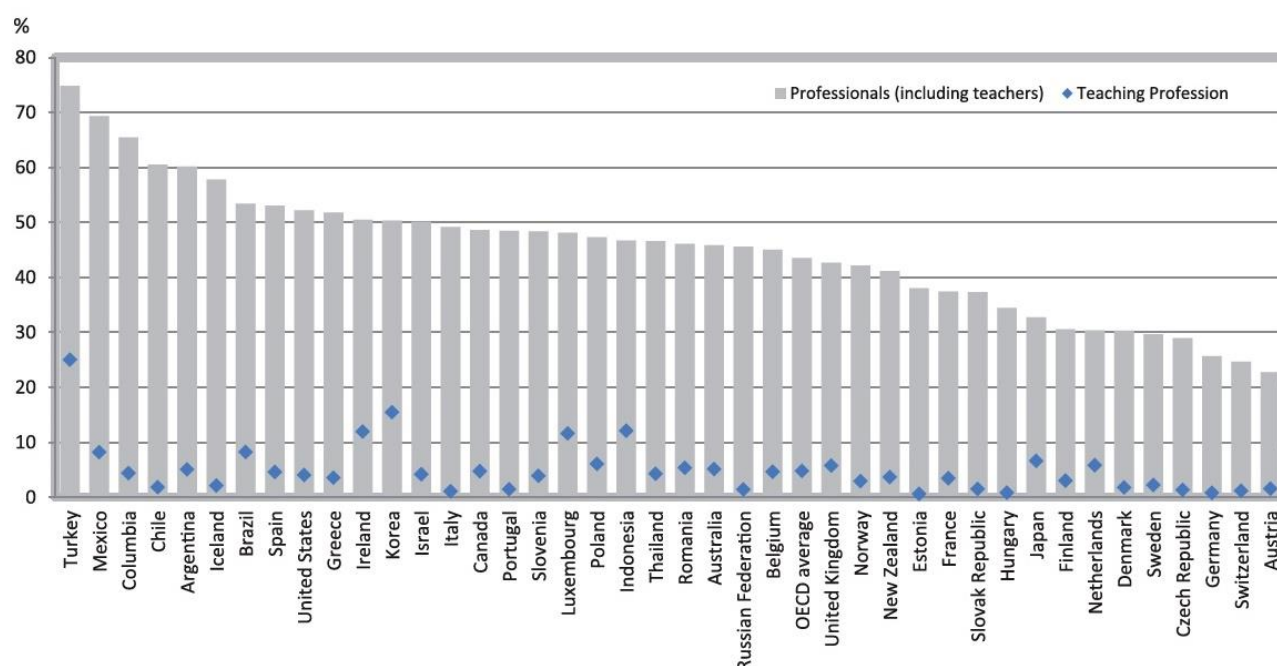
Figure 10 Percentage of 15-year-old students in OECD countries who report that they expect to work in a professional occupation (Han et al., 2018, p. 19).

Australian students' intention to work in a professional occupation is on a par with the OECD average. Australian students' interest in becoming a teacher is similar to that of the UK, Japan and The Netherlands. In a separate study of the career aspirations of adolescents in Australia, Baxter (2016) found that girls listed teaching (coded as education professional) in their "top ten" whereas boys did not.

Significantly, and of some concern, is that the Australian students who indicated an interest in teaching in the Han et al. (2018) study had "lower reading and math scores than students who expect to pursue nonteaching professional occupations" (p. 23). This is contrary to the higher reading and math results of students in Finland and Luxembourg who expect to be teachers.

Han et al. (2018) also found that in countries where teacher salary is higher, adolescents were more likely to express an intention to become a teacher. The factor of salary negated other

factors such as the number of students each teacher is expected to work with (class size), the number of teaching hours per year, as well as societal evaluations about important job characteristics and working conditions.

How does public opinion of teachers and teaching change?

This section will focus on the factors impacting on how the public opinion of teachers and teaching changes. The public perception of teachers and teaching is volatile. In Nigeria, for example, there was a fall in the public perception of teaching from 1950 to 1980 (Lawal, 2012). Everton et al. (2007) described a timeline of the public opinion in the UK which showed that the public perception of teachers had been falling, particularly from the 1980s (Bell, 1989; Cunningham, 1992) with an improvement noted in surveys conducted from 2000 onwards (see Hargreaves et al., 2007). For example, a survey conducted by the Central Office of Information (COI) found that:

- 91% of respondents agreed that teaching is a highly skilled job.
- 78% agreed that teachers deserve more public respect.
- 78% of non-parents and 82% of parents trusted teachers to make good decisions in the interests of children's education
- 81% of non-parents and 84% of parents thought that teachers do a good job.
  (COI, 2000)

The international survey of teachers' unions conducted by Symeonidis (2015) reported a perceived decline in the status of teachers and teaching (52%) over the past decade while 37 per cent reported a slight or significant improvement. The improvement was attributed to: salary increases, better working conditions, benefits, incentives, improved teacher education programmes, higher standards to enter the profession, and consultation with unions and teachers. The decline was attributed to: salary cuts or wage freezes, poor working conditions, negative media image, the introduction of market-based reforms and privatisation policies, emphasis on the results of international student assessments, and distrust of teachers' professional judgement.

A longitudinal study in the UK (2003-2006), which showed an improvement in the public opinion of teachers and teaching, was entitled *The Status of Teachers and the Teaching Profession in England* (Hargreaves et al., 2007)

This study caused excitement because it contradicted previous findings by concluding that 50% believed teaching to be an attractive career and that there was no difference in the comparative status of primary and secondary teachers (Hargreaves et al., 2007). In response, the National Union of Teachers believed the change in opinion was related to a change in teacher pay and status and a "consequence of the government's message of 'education, education, education'" (Mooney, 2007, para. 6).

The participants in the study were asked to explain their responses. The four most frequently cited reasons given for viewing teaching as an attractive career were: interesting work; influencing children; working with children; and pay. Hargreaves et al. (2007) noted that the first three of these relate to "altruistic and vocational factors" (p. 13). These fit with the concept of social utility and its dominance in the public perception of teachers and teaching

(See *Symbolic value and social utility of teachers and teaching*, this section). These remained relatively unchanged from 2003 (*N*=888) to 2006 (*N*=582) (see Table 1).

The three most frequently cited reasons for viewing teaching negatively, that is, as an unattractive career, were: workload, lack of discipline or authority, and pay. These belong to the extrinsic components of professional status, namely, Task demands and Task returns (see Figure 9).

Hargreaves et al. (2007) reported that "lack of discipline or authority" [Task demand] had replaced "status of teaching" [Occupational esteem] in the top reasons to hold a negative view. The factor of "pay" [Task return] had been recast from a more negative to a more positive perspective between the 2003 and the 2006 survey. The authors also reported that two "new" negative factors. These were "government interference/ and targets" and "teaching as a difficult, hard job today." The former belongs to the Occupational prestige dimension and the latter is located within the Task demands factor (See Figure 10). These changes shifts imply that public perception is not fixed and can respond to environmental changes in teaching. Both, critically, were identified as a thematic focus of newspaper reporting of teachers and teaching.

Table 1 Justification for view of teaching (after Hargreaves et al., 2007, p. 13)

Justification	Perception	2003	2006
		%	%
Interesting work	Positive	26	26
Influencing children	Positive	23	26
Working with children	Positive	24	26
Pay	Positive	18	20
Workload	Negative	18	16
Lack of discipline or authority	Negative	11	12
Pay	Negative	21	12
Status of teaching	Negative	14	10
Government interference/and targets	Negative	-	4
Difficulty of teaching - "a hard job today"	Negative	-	4

This section of the report has provided an overview of contemporary literature to inform the research approach and framing of recommendations for this report regarding the formation of opinions and perceptions related to professions and careers. This then leads to section 2 which is an investigation of the message systems in play for communication about the teaching profession in Queensland.

SECTION 2: MESSAGE SYSTEM REVIEW

This section presents a review of the message systems that impact on public perceptions of teachers and teaching, specifically:

   a. Potent communication methods employed (content, form and mode) with impact on public perceptions and opinions, and
   b. Potent message makers with impact for views of the profession.

The message system review was conducted in two parts. In Part 1 of the Message System Review, we briefly examined the literature regarding the relationships between media messages and public opinion generally and specifically with respect to the teaching profession. Part 2 was an analysis of the nature of messaging via the following sources:

- Focus 1: Headlines and major story reports in the print and online news (Courier Mail, The Australian, ABC online) for the most recent 12 month period,
- Focus 2: Government media releases and reports, and
- Focus 3: Online and Social media (Twitter, Facebook, LinkedIn, radio talk back, online magazines, editorials, The Conversation).

Part 1: Background literature re Media message systems, themes, and teaching

It has long been argued whether the mass media anticipates or reflects public opinion, that is, whether it is a "mirror or moulder" of how individuals and events are viewed and evaluated (Noelle-Neumann, 1974, 1993). Despite this ongoing debate, research consistently concludes that media reports influence perceptions of teachers and teaching in Australia (Lingard & Rawolle, 2004; Shine & O'Donoghue, 2013) and elsewhere (Blackmore & Thorpe, 2003; Goldstein, 2011; Griffiths, Vidovich & Chapman, 2008; Schools Council, 1990; Warburton & Saunders, 1996). The consensus of these research studies is that representations of teachers and teaching are negative and are damaging to the reputation of the profession. Hargreaves et al. (2007) described the media portrayal of teaching as a "profession under siege" (p. 24).

This negativity is not a recent phenomenon. A chapter dedicated to the perceptions of teachers' status in the comprehensive national report, A *Class Act: Inquiry into the Status of the Teaching Profession* (Commonwealth of Australia, 1998) noted that:

> Teachers and schools receive mostly negative publicity. Rarely are media representatives witness to the caring, commitment, dedication and long hours put into the job by teachers, much of which takes place in their leisure time and all of which goes virtually unseen by the community as a whole. Yet let there be a whisper of industrial action, or let some teacher commit an offence, and the media are on the spot, and the profession as a whole is publicly denigrated. (para. 7)

Symeonidis (2015), in an international survey of 73 teachers' unions (including Australia), found that over half believed that the mass media present an unfavourable image on teachers

and teaching. The AOb (Algemene Onderwijsbond), the teachers' union in The Netherlands, contended that "the media keep conveying the image of teachers as lazy and unconstructive" while the New Zealand teachers' union (NZEI Te Rui Roa) claimed that the "negative image of teachers often reflects the way teachers are referred to by politicians" (p. 36).

Recent studies of media reporting of teachers and teaching in Queensland (Baroutsis, 2014; Baroutsis & Lingard, 2017) reveal "negative, critical, oppressive and reductionist" constructs of teachers and promote "public suspicion of school accountability practices and distrust of educators" (Baroutsis, 2016, pp. 567-568). One Queensland secondary school principal, in regard to the impact of the reporting of performance data on reputational damage, declared that "'because whatever is in the paper … affects us' (Baroutsis, 2016, p. 575).

Edling (2015) described four ways that the media represent teaching:

- Viewing education as being in more or less permanent crisis.
- Taking the role as a spokesperson for teachers and on behalf of the field of education.
- Excluding the knowledge and experiences of teacher(s), educators and/or educational researchers in the public press.
- Simplifying the notion of being a good teacher through stereotypes and dualistic frameworks that overlook task and relational complexity.

Predominant among these is the presumed persistent "crisis" in education reported in the media. Examples of "crisis" research in Australia relate to student behaviour and student achievement (testing).

Student behaviour as a theme, includes topics such as school discipline (Fields, 2000; McAllister, 2016), behaviour management referring to behaviours ranging from disruption, noncompliance and disorganisation to aggression, antisocial or destructive actions (Egeberg, McConney, & Price, 2016; O'Neill & Stephenson, 2012), and the classroom behaviour of diverse students (Beaman, Wheldall & Kemp, 2007; Graham, 2008). Hargreaves et al. (2007) noted the instance in the UK press of articles relating to bullying and classroom disruption.

Student achievement, as a theme focuses in the performance of cohorts of students in comparison with others, typically on standardised tests. Of particular and persistent interest as related to this theme are outcomes on international tests such as PISA (Programme for International Student Assessment) and the Trends in International Mathematics and Science Study (TIMSS) (Caldwell, 2016; Ryan, 2013) and, specifically in Australia, on national tests such as NAPLAN (National Assessment Program – Literacy and Numeracy). The Queensland Curriculum and Assessment Authority noted that the media is placing increasing attention on the achievement of students' performance in these tests (QCAA, 2017). Further, the IEUA (Independent Education Union of Australia) has also reported "an increased amount of scrutiny and comparison of schools/teachers due to a national testing regime, online or media publication of school scores, and commentary on international testing, … which has led to teachers being blamed for perceived student underperformance" (Symeonidis, 2015, p. 34).

Goepel (2012) described public perceptions in terms of an "unconstrained" and a "constrained" narrative. The unconstrained narrative is concerned "with altruism and includes virtues such as self-sacrifice, cooperation and working for the common good. Within

the unconstrained narrative, teachers can be trusted to act morally, motivated by their values and beliefs" (p. 494). The opposite and contradictory position to the unconstrained narrative is the "constrained" narrative in which "teachers are assumed to be self-interested, competitive and concerned with benefiting themselves" (Goepel, 2012, p. 494). Jane Caro, in her television series *The Staffroom*, addressed the following constrained narratives as "myths":

- Teachers only work from nine to three
- Teachers get 12 weeks holiday a year
- Those who can, do: those who can't, teach
- Teachers just deliver content
- Teachers are just glorified child-minders
- Everybody is a teacher (Caro, 2017)

It has been suggested that the constrained narrative emerges from negative representations of teachers' work in the mass media, changes in political ideology, and shifts in public opinion (Watt & Richardson, 2008, p. 409). In response to the Edling's (2015) presumed crises in education, Baroutsis (2014) identified four media constructs of teachers:

- The need for more regulated accountable teachers.
- Teaching practices should be transparent and audited.
- Teachers are failing our young people, and they are often incompetent and reckless.
- Teachers reap many benefits and privileges throughout their teaching careers.

It could be contended that these constructs are central to recent changes to selection, entry and exit requirements for initial teacher education courses (TEMAG, 2014).

Hargreaves et al. (2007) noted a further negative theme in the UK media that related to "teachers' lives outside school" which may or may not have any relevance to education. The authors explained that:

> … the fact that the person described in the news story happens to be a former or current teacher, may be of little significance to the key issue or focus of the story; yet, the identification of the person as a 'teacher' is clearly used as a convenient news-shorthand for conveying a particular connotation or identity. (p. 24)

Baroutsis (2014) also identified the "frames" applied to the content of articles relating to school performance (2009-2014). Framing is akin to the adoption of a particular perspective and pursuit of a specific narrative. These frames are:

- Ranking performance through "league tables", selective publication of NAPLAN data and school comparisons. (*Top of Class,* The Courier Mail, August 3, 2017).
- Comparing school performance by de-contextualising performance, that is, isolating it from school circumstances and levels of funding with some exceptions from regional news reporting focussing on the successes of a particular school. These frames are generally supportive of performance testing and focus blame on teachers and a lack of teacher quality (*Troubled school's results plunge*, The Australian, October 14, 2017).

- Comparing government and non-government schools resulting in the perceived "residualising" of government schools. Reporting (and marketing) consistently promotes non-government schools whose impact is evidenced through a decline in enrolments in government schools. Examples of this were noted in the review of articles conducted for this report including an article in The Courier Mail (August 3, 2017) entitled *Girls write a new script for literacy learnings* which reported that girls at St Margaret's Anglican College topped the state in Year 3 NAPLAN Writing results.
- Criticism of school management practices (see Table 2, Appendix 1).

From here we examine the profile of actual reporting in Queensland and nationally regarding teaching and teachers.

Part 2: A review of messaging

In this part we examine the headlines for a twelve month period, and we explore the nature, limitations and opportunities for messaging regarding teachers and teaching topics in the print and social media.

Focus 1: Headlines and major story reports

We examined the headlines and major story reports for twelve months retrospectively to gain a general insight to the types of topics and general sentiments that have been reported regarding teachers and teaching. An analysis of contemporary articles related to teachers and teaching was conducted for this review. The newspapers selected were The Courier Mail, The Australian, and ABC online and the search (using the Factiva database) was conducted for the period from April 2017 to March 2018. The articles selected referred to teachers or teachers' work as the main focus, had teachers as central to the article, and/or contributed to the perception of teachers and their work.

Table 2 Tallies of Headlines by Perspective/Attitude April 2017 to March 2018, Queensland stories.

Article type	n (%)	Perspective/Attitude		
		Positive n (%)	Negative n (%)	Neutral n (%)
News	213 (78.89%)	66 (30.99%)	115 (53.99%)	32 (15.02%)
Opinion	45 (16.67%)	11 (24.44%)	27 (60%)	7 (15.56%
Editorial	4 (1.48%)	1 (25.00%	3 (75.00%)	0 (0.00%)
Careers	2 (0.74%)	2 (100%)	0 (0.00%)	0 (0.00%)
Review	2 (0.74%)	2 (100%)	0 (0.00%)	0 (0.00%)
Lifestyle	1 (0.37%)	1 (100%)	0 (0.00%)	0 (0.00%)
Feature	1 (0.37%)	0 (0.00%	1 (100%)	0 (0.00%)
Letters	1 (0.37%)	1 (100%)	0 (0.00%)	0 (0.00%)
TOTAL	270	85 (31.48%)	146 (54.07%)	39 (14.44%)

Two hundred and seventy articles were identified and these were coded into broad communication types of: news (*n*=213, 78.89%), opinion (*n*=45, 16.67%), editorial (*n*=4, 1.48%), and other (*n*=8, 2.96%). The "other" types included: careers (*n*=2, .074%), review (*n*=2, .074%), lifestyle (*n*=1, .037%), feature article (*n*=1, .037%), higher education (*n*=1, .037%) and letters (*n*=1, .037%). Table 1 presents the tally of articles by type and by a simple descriptor of the perspective taken or the attitude of the author(s) of each article as: positive (*n*=85, 31.48%), negative (*n*=146, 54.07%) or neutral (*n*=39, 14.44%). Table 2 shows that over half of all articles expressed a negative attitude (*n*=146, 54.07%).
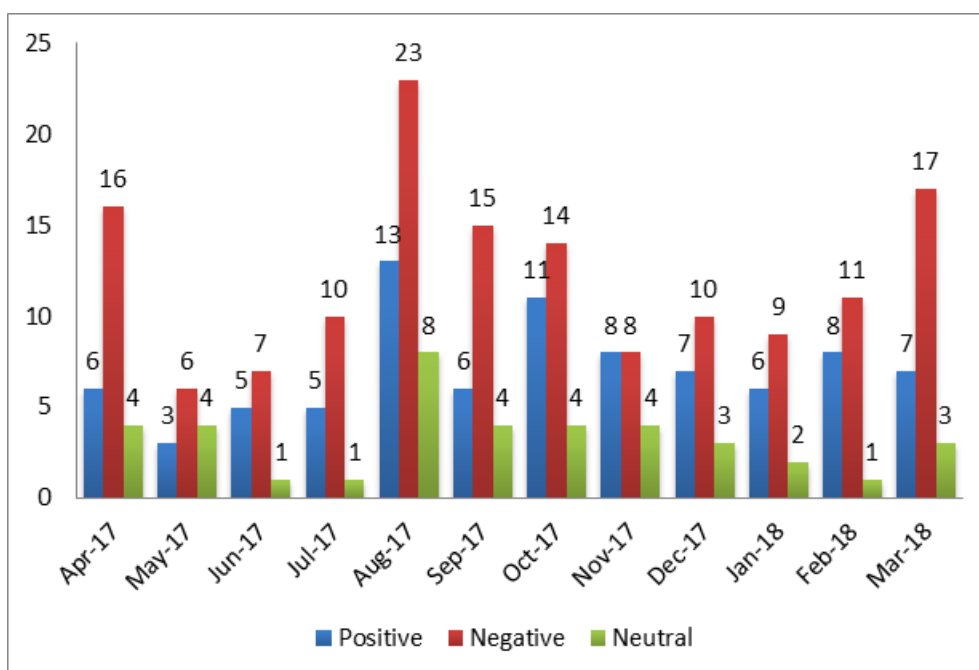
Figure 11 Articles reviewed from April 2017 to March 2018, Queensland news stories.

Figure 11 maps all articles reviewed from April 2017 to March 2018. It shows that, in each month, articles with a negative perspective dominated the reporting. The potency of the negative message may come through its repetition and frequency. A content analysis of the reviewed articles revealed 27 distinct themes (see Appendix 1). The ten most frequently occurring themes are summarised in Table 2.

The newspaper articles reviewed for this report paid particular attention to NAPLAN testing and Australian results in international tests (see Table 1, Appendix 1). Table 4 presents a selection of articles referring to NAPLAN testing from the review conducted for this report. The theme of "disgrace" which predominantly referred to sexual misconduct (see Table 1, Appendix 1) was also popular with the news media.

Table 3 Ten most frequently occurring themes for Queensland news headlines and story content April 2017 – March 2018

Theme	Brief description	# Articles (*N*=270)	% Articles
Political commentary	Perspectives of political parties, critique of union and lobby groups.	43	15.93%
Pedagogy	References to the teaching of History; the use of technology; approaches to teaching Indigenous and refugee students; alternative and pilot programs.	20	7.41%
Teacher quality	Predominantly referring to teachers' lack of knowledge and skills and identification of teachers being "unqualified" to teach the subjects they are assigned.	19	7.04%
Disgrace	Predominantly referring to teachers' sexual misconduct and inappropriate contact with students.	19	7.04%
Testing	Predominantly reporting on falling outcomes and offering international comparisons of results.	19	7.04%
Behaviour	Focus on bullying and cyber-bullying. References to weapons being brought to school and drug use by students.	17	6.30%
Exemplar[1]	Named exemplars were Jeff Horn[2] and Eddie Woo[3]. Other reported instances of exemplary behaviour were de-identified and related to teacher responses to accidents and disasters.	13	4.81%
Management	Including the appointment and behaviour of the Principals of private schools and critiques of practices in schools.	13	4.81%
Selection	Including recruitment, employment of career change teachers, entry requirements for teacher education degrees, and qualifications for specialist teachers.	12	4.44%
Status	Relating to the symbolic value and social utility of teachers.	11	4.07%
Other[4]	See Note 4	74	27.41%

Notes to Table 3.

1. All articles listed as Exemplars (*n*=13) were coded as positive.
2. Jeff Horn, a Queensland teacher who has represented Australia at the Olympics in boxing and won the WBO welterweight title in 2017.
3. Eddie Woo, a Maths teacher, who has won awards including being named as Australia's Local Hero at the Australian of the Year Awards. He was also the subject of an episode of Australian Story (*Channelling Mr Woo*, ABC, May 1, 2017).
4. Other themes were: Safe Schools (*n*=10, 3.7%); Preservice teacher education (*n*=9, 3.33%); funding (*n*=8, 2.96%); students (*n*=7, 2.59%); curriculum (*n*=6, 2.22%); influence ((*n*=6, 2.22%); parent (*n*=6, 2.22%); private school (*n*=6, 2.22%); STEM (*n*=5, 1.85%); task returns (*n*=5, 1.85%); male teachers (*n*=4, 1.48%); placement (*n*=4, 1.48%); review (*n*=2, 0.74%); statistics (*n*=2, 0.74%); task demands (*n*=2, 0.74%); fix it (*n*=1, 0.37%); and, measurement (*n*=1, 0.37%).

Table 4 NAPLAN news article content April 2017-March 2018

Date	Paper	Title	Type	Perspective	Summary of content
Aug 3, 2017	The Australian	*Call for overhaul after poor NAPLAN results*	news	Negative	Worsening and stagnant test results spark calls for a curriculum overhaul and better training for teachers.
Aug 3, 2017	Courier Mail	*Top of Class*	news	Positive	Private colleges have dominated Queensland high school NAPLAN results, taking out nine of the top 10 positions this year. State primary schools compared well with the best in Queensland.
Aug 4, 2017	The Australian	*NAPLAN 'dragging down smart students'*	news	Negative	Teachers focus on raising students above the minimum rather than supporting top performers.
Sep 27, 2017	The Australian	*Singapore's disadvantaged on par with our students*	news	Negative	Australia's PISA results show most significant drop in Australia's PISA occurred among its top performers.
Sep 29, 2017	The Australian	*Halt the academic free fall*	opinion	Negative	
Oct 14, 2017	The Australian	*Troubled school's results plunge*	news	Neutral	NAPLAN results of students at Aurukun plunge after violence and teacher evacuation.
Dec14, 2017	The Australian	*Birmo bowled over by catastrophic civics results, but just have a look at kids' leftie diet*	opinion	negative	The civics results, which Education Minister Simon Birmingham branded "woeful" reveal that 38% of Year 10 students achieved at or above a proficient standard when tested on Australian values, institutions and practices.

Headlines and major story reports for the period April 2017 to March 2018 tended toward the negative perspective of the teaching profession. The newspaper articles reviewed for this report included recurrent references to poor student behaviour. For example, a news article in The Courier Mail entitled *Students bring guns and knives into Queensland schools*, implied that weapons are a becoming a troublesome feature of schooling in Queensland (August 1, 2017). Further, a Courier Mail article entitled *Tougher action on discipline* (June 2, 2017) painted a bleak picture of Queensland schools by commenting that teachers were "being forced to deal with 'out-of-control' children." The "out-of-control" theme is promoted through reference to unexpected sources of trouble. For example, The Australian ran a story, entitled *Prep student suspensions soar* (July 13, 2017) which reported that 1000 Preparatory students were suspended in Queensland through 2016.

Consolidating this view was an ABC news report (Matthews, 2017) which commented on an OECD study which referenced unacceptable student behaviours and "dangerously disruptive students" concluded that:

> Australia has a 'problematic situation' in terms of classroom discipline … [suggesting that] about one-third of the students in advantaged schools, and about half of those in disadvantaged schools, reported that in most or every class there was noise and disorder, students didn't listen to what the teacher said, and that students found it difficult to learn. (paras. 7-8)

Matthews (2017) went on to argue that there was a "a clear relationship between the achievement of Australian students and principals' reports of school discipline problems, with fewer discipline problems associated with higher achievement" (para. 23). A comment from a member of the public to the ABC suggested that the problem lay in the fact that respect for teachers has gone. The Federal Minister supported this view and was cited as saying that "parents must be part of the solution this cannot be something that rests on the shoulders of teachers and principals alone because attitudes, respect are of course formed as much in the home environment and the rest of life as they are in the school community itself" (para. 25).

Bundled into negative reporting of student behaviour were the behaviours of students with emotional, intellectual or physical disability. These were frequently reported in terms of how teachers failed to respond appropriately to these conditions. For example, an article in The Courier Mail entitled *Ticked off about action* (May 28, 2017) was concerned with how children with Tourette syndrome were being expelled, suspended or disciplined at Queensland schools because teachers were unable to deal with their condition. Further, The Australian published an article entitled *State failing one in four Cape kids* (April 24, 2017) which contended that 25 per cent of students in some remote Cape York communities were intellectually disabled and not receiving the required help at school. The most alarming of these was an article in The Courier Mail entitled *Teacher sat on student* (April 28, 2017). The reported that The teacher swore at the disabled child, pushed him to the ground and threw disinfectant, or a similar substance, on his face, genitals or bottom area, causing him pain. The negativity of the reporting of student behaviour gave credence to political commentary, for example, in an article entitled *Pauline Hanson says kids allowed to run riot in schools* (The Courier Mail, June 18, 2017), a demand was made for teachers to "wield more discipline in their classrooms" (Viellaris, 2017, para. 1).

A rare positive piece appeared as an editorial in *The Courier Mail* on World Teachers' Day in 2017 (5th October). It is a telling, albeit brief commentary, on how teachers are perceived by the public and the difficulties that they face. It also acknowledges the additional responsibilities undertaken by teachers through the lens of the symbolic value of teaching. An excerpt is:

> TEACHERS are at times one of our most maligned and put upon professions. These are the people charged with ensuring our next generation of Australians has the academic and life skills necessary to make their own mark in an increasingly competitive and unforgiving world.

Yet often they are the default position for blame when educational results slip or behaviour deteriorates, with scant regard paid to the hard yards they put in both inside and outside the classroom, and indeed some of the challenges children may be facing in the home environment.

Too many people simply fail to appreciate that for most of our teachers it is often a labour of love; a life of a relatively modest salary; and of long hours outside class time preparing lessons and marking assignments. And this on top of the dedication that sees so many teachers sacrifice many hours of personal time to extracurricular activities such as sport and music. ('Learning teachers' real value', 2017)

A similar tone was evident in a speech by the Queensland Governor, Paul de Jersey, at the launch of a Statement of Commitment developed by ACEL Queensland (Australian Council of Educational Leaders) in April 2017. The Governor explained that he knew "first-hand of the time and commitment demanded of teachers and the professionalism with which they undertake their work. It [teaching] is a challenging profession but few would argue that it is not one of the most important" (Government House Queensland, 2017, paras. 2-3). However, although the Queensland Governor's comments are often reported in the Courier Mail or The Australian (12 references to his comments in that same month), this "media release" was not reported in any news publication, aside from the Governor's own website. This indicates that the decision making of news editors is important not only for what does get published, but also what doesn't.

Focus 2: Government and media releases and reports

Prospective teachers, those who might influence them, and the general community's regard for the profession is informed vicariously. Most of them wouldn't have experienced the intrinsic rewards and deep personal meaning that teaching brings. They tend to have a pedestrian and hence an inadequate surface understanding of teaching.Influencing this public is intensely valuable to the government and so the views of the community attracts vigorous political interest. Education, and the teaching profession specifically, provides an important policy platform for any political campaign. This is because of the potential for grass roots impact for education on the society as a whole. Governments work to build a sense of urgency around activity to improve schools, and teacher quality (a concept that has been roundly problematized) and this often means there is a discourse of crisis framing government reports regarding teachers and teaching. This tends to put the profession in a bad light. The political influences at play are also reviewed in the Academic literature review of this report.

Regulatory and jurisdictional educational authorities need to operate in these contexts; federal and state. They need to respond by establishing mechanisms to alleviate the publicised problems, yet they do not have a public profile to inform the community of the actions taken or their impact. For example, QCT has been aware of a difficulty in attracting and retaining teachers to the profession in Queensland for some time. Several commissioned reports have been produced as the outcome of comprehensive studies into the motivations for teaching (Why Choose Teaching Report, 2017; Investigating the factors that influence the choice of teaching as a first career, 2015), the influences for attrition and retention (Attrition of Recent Queensland Graduate Teachers Report, 2013), and mechanisms for supporting and promoting teacher well-being (Occupational Stress and Wellbeing across the Teaching Career

Span Report, 2016). In commissioning this research the QCT has been a leader for the deeper understanding of teachers' work and vocation.

The QCT commissioned projects provide insight to the profession from the inside with important guidance for maximising the personal reward and satisfaction of a career in the profession. They may have an impact on the profession, but they do not pull any levers for impact on the broader community. This is because community perceptions of teaching are formed from the outside of the profession looking in. For this reason, the research team were interested in evaluating the messages and systems employed by government to influence the community.

The research team undertook a thematic review of government reports and media releases within Queensland by the State Government of Queensland, and nationally by the Federal Government over the past 3 years. The review employed the same approach as for Focus 1 which was essentially to use the search terms on the official Government websites to identify reports, and media releases relevant to teaching and the teaching profession. We included the State Government of Queensland, Queensland Department of Education (as the operational arm of the governance for education in the state), and the Government of the Commonwealth of Australia with specific attention to reports and media releases of parliamentary senate committees for the education and training; and employment portfolios.

Queensland State Government reports. Over the term of the current Queensland State Government there has been three reports that have touched on teaching: the current Queensland Strategic Plan (ref); the Investigation report regarding the 2015 One School review of the failure of the student protection and reporting module of the One School enterprise system (Deloitte); and the Disability Policy. The purpose of these reports were not to comment upon teachers or the teaching profession, yet they each make a claim of negativity about teachers and/or teaching. For example, in the Disability policy there is a statement that:

> "Schools have struggled to value diversity and difference and turn difference into a tool for improving the quality of teaching and learning. The review finds that up to half of the variation in learning outcomes observed among students with disability could be eliminated by ensuring educational practice consistently meets the best standards" (ref)

This comment as a framing statement for the policy paints the capabilities of schools and teachers less than favourably. We did not find statements of direct support or acknowledgement for the profession of teaching in the materials. But what of the regulatory authorities that have been established to support State education: Queensland College of Teachers (QCT), and the Queensland Department of Education.

Queensland State Government media releases. The purpose or function of a media release is to pre-package information for instant use by news editors to promote a perspective or idea. It is a form of advertising and tends to be written in order to put a positive light on organisations or businesses. For government, it is a mechanism that is used to promote positive support for programs, policies and election platforms. This generally means that the content is usually of the nature of a positive broadcast of an achievement or a plan.

Since the swearing of the current 56th Parliament of the State Government of Queensland (8 December, 2015) there have been 90 State government media releases that have mentioned teachers. However, only two have actually been about teachers: the first (February 2018) reported on the achievement of a design fellowship by a Cook town teacher, and the second reported on a student photography competition aimed at enticing teachers to live and work in rural and remote settings. Neither of these articles actually commented on the strengths of the profession. There were 88 other articles about education. None of these spoke to teacher strengths, however they all highlighted the achievements of their students. So, while we expect media releases to have a positive spin. It seems extraordinary that the rather prolific production of media releases to communicate with the Queensland electorates by the State Government has not included any messages in direct support of the teaching profession. This is in spite of the State Government's recognition of the importance of attracting people to the profession in their election promise to "bolster frontline services across the State by employing 3,700 more teachers," (Media Statement, February, 2015).

Federal Government reports and commentary. Teachers are generally not painted favourably in Federal Government reports, and there have been numerous reports and enquiries into teachers and teaching launched by successive governments. Aside from the work of TEMAG (discussed in the Academic Review), since 2007 the Senate Standing Committee on Education and Employment has produced 4 major reports related to school education. These were:

1. The quality of school education, September 2007 report of the Inquiry into Academic Standards of School Education
2. Teaching and Learning (maximising our investment in Australian schools) report of the Reference Committee, May 2013
3. Primary Schools for the 21st Century program, March 2011
4. Administration and reporting of NAPLAN testing, November 2010

The 2007 and the 2013 reports paid particular attention to teachers. The 2007 report of the Standing Committee on Education and Employment amongst many other negative portrayals, made the following observations:

"The social status of teaching has dropped dramatically." (2007, p 113)

"[there is] lacklustre teaching which relies on habit, old method and old knowledge, and which can be safely ignored or tolerated by school management as well as by bored and underachieving students" (2007, p. 108)

The 2013 report:

"the worst 5 per cent of teachers [should] be sacked," (2013, p.5)

"teachers of mathematics are teaching out of field and do not possess relevant qualifications and training." (2013, p.20)

The Federal Government has driven an agenda of negativity for the teaching profession nationally through these and other commissioned reports, but the most potent messages of negativity has been commentary via commercial news media. The themes of concern raised by the Federal Government in the popular media are as follows:

- The literacy and numeracy of teachers

For example: "...the [literacy and numeracy] test is necessary to stop under-skilled graduates being able to be registered to teach this and future generations of children." Education Minister Simon Birmingham cited by Balogh (2017).

- The capability of teachers to behaviour manage

For example: "We as policymakers need to take this evidence and look to see whether there are better ways we can empower teachers to have greater control." Education Minister Simon Birmingham cited by Barry (2017).

- The capabilities of teachers to support learning

Suggestions by the Education Minister Simon Birmingham that there is no specialist knowledge required for teaching in comments where he states: "Many people with the skills to build houses also have skills to build *knowledge* in certain subject areas" (Birmingham reported by Koziol, 2018)

- Entry standards for initial teacher education

For example: Comments such as "They are the people we trust to educate our children, but are our teachers smart enough?" (Tanya Plibersek, Deputy Leader of the Opposition, Shadow Minister for Education and Training) and "...standards should be higher and [calls for] ways to get smarter kids to study teaching at university." (Doyle, 2017)

The implications are that the current teaching workforce is not highly literate or numerate, has a poor general academic profile and capability combined with specific weaknesses in their disciplinary knowledge, struggles to cater for learners with complex needs, and is not well equipped from their initial teacher education programs to face the demands of the profession. This is extremely damaging for the reputation of the profession and supports the development of a poor community respect and regard for teachers. This commentary in the commercial media has significant reach.

The Federal Government's communication reach through the commercial media are extremely sophisticated. The use of polling systems, and the multimodal effort of the campaign teams assure the greatest possible impact of the public messages through news media. But the Federal government is careful not to produce negative material under their own Government services media releases and internal mail. This was clearly demonstrated by comparison of the commercial news reports profile from this qualitative review with the profile of topics addressed in Government service publications.

The research team reviewed the media and government information releases from the Government's own publication services. Across a three year period from March 2015 to April 2018 there have been 411 reports or media releases from the Federal Government identified using the search term "teachers" with Factiva. A review of these 411 reports or media releases revealed that the Government generated materials focus on positive supports that the government has provided to schools and teachers. Figure 12 shows the histogram distribution of reports by month for the most recent two year period for 273 publications. The graph shows a first peak at August 2016 (18 publications with 3 duplicates), and a significant peak being for June 2017 (20 publications).
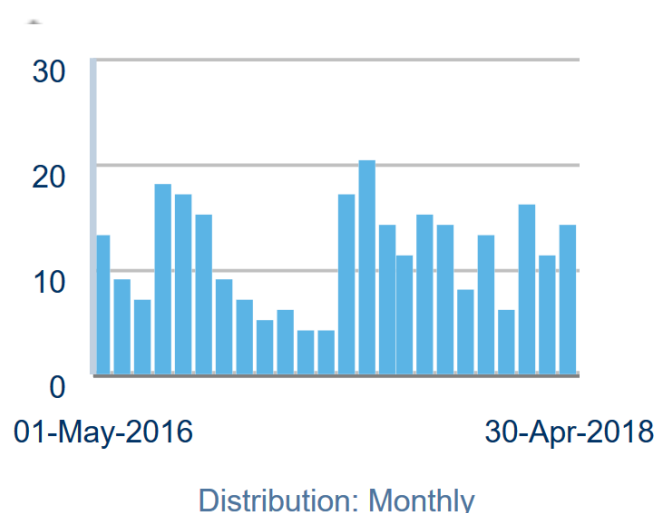
Figure 12 Federal government reports and media release numbers for the two year period May 2016 to April 2018.

Table 5 lists the topics reported in Federal Government media releases for the peak months of August 2016 and June 2017 showed the following topics.

Table 5 Federal Government media release topics for peak months of August 2016 and June 2017

Peak month August 2016	Peak month June 2017
student success in literacy and numeracy testing, teacher pay rise, professional development program launch, new high school, 33 new teachers, new award scheme (x2), investment in early learning teachers, ICT competition, book week, footy stars reading at schools, teacher supply/demand audit, literacy and numeracy (x2)	new technology for schools (x2) conference announcement facilities improvement (x3) indigenous resources developed for teacher use critical incident support for teachers professional development program teacher pay rise STEM program launch 875 extra teachers employed, 100 teacher aides (x3) School funding STEM initiative Safety reporting system

The interesting point here is that the topics addressed in the Government media releases have all been benign with respect to any commentary regarding teachers, the teaching profession, or teaching quality. This is diametrically opposed to the nature of government official comment as they are reported in the print news media, and is even more positive than portrayal in the commissioned reports themselves. There is not a single report in either of these peak months regarding teacher quality or associated topics. Teachers are only mentioned in passing as they connect with projects and initiatives of the government. If we imagine a continuum for reporting on teachers and teaching in print media (newspapers, reports and media releases) the range extends from positivity to negativity as depicted in Figures 13. Newspaper articles sit at the negative end, commissioned reports more neutral (but still somewhat negative), and Government news releases appear to deliberately avoid controversy by reporting on benign topics only tenuously related to teaching and teachers.
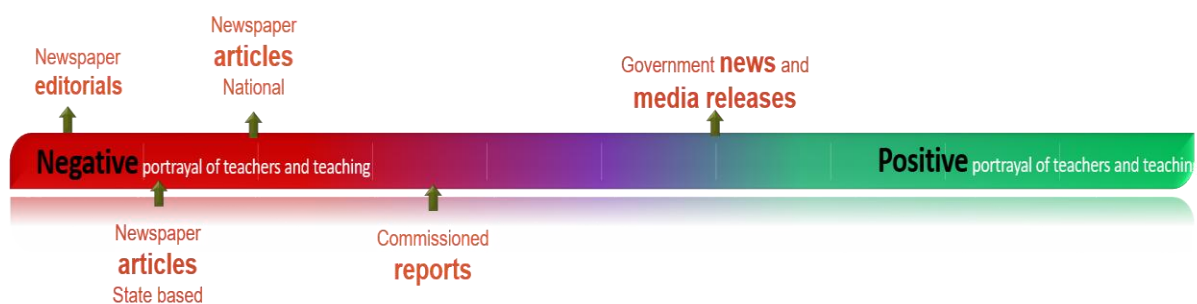
Figure 13 Types of reported comment re teachers and teaching on a scale from negativity to positivity.

In sum then, there is a sliding scale for relative positivity of published print based comment regarding teachers and teaching. Newspaper editorials are the most scathing, commissioned reports tend to mention negative perceptions but couched in discussion that is not quite as negative as editorials. Government news and media releases conspicuously avoid discussion of teachers and teaching directly, and tend to comment on positive policy actions that have a surface appearance to provide a positive context for teachers and teaching. What follows is a closer examination of the employment of various news modes starting with an examination of the strategic uses of print media to communicate ideas with the public and to whip up support for policy.

Strategic Communication methods of Government. We considered that an examination of the readership and reach of popular forms of news communication, and starting with print media, may show what forms of publication are likely to have the most potent effect on the community conceptions of teachers and teaching.

Table 6 shows the average daily readership for principal print based publishers of news commentary regarding teachers. For Queensland, the most relevant are *The Australian* and *Courier Mail*. The Australian is a national paper, so it's not straightforward to understand the component of the readership which would relate specifically to Queensland consumers. However, the Courier Mail is a state based publication. So if we refer to the resident adult population of Queensland; 3,192,229 (Australian Electoral Commission, 2018), then a readership of 567,000 as shown in table 6 would give the Courier Mail a reach of 17% every day in Queensland.

Table 6 Daily readership of popular print media.

Newspaper average issue readership	
	'000s
The Australian	495
Adelaide Advertiser	394
Courier-Mail	567
Canberra Times	81
Daily Telegraph	1018
Financial Review	337
Herald Sun	1249
Sydney Morning Herald	663
The Age	579
West Australian	572

The research team asked how this readership compares to that of commissioned Government Reports. An example readership is the number of downloads for the Beginning Teacher Induction application developed as an outcome of the TEMAG report sits at 4557 downloads which is a useful proxy for considering the readership of the report itself. This application has been available for at least 2 years for download. It is clear that the readership and reach of commissioned reports and associated materials is very small; less than 1% of the readership of the Courier Mail on a single day.

To summarise then, newspapers have significant reach to the general public and sadly the print journalists have demonstrated a tendency to problematize teachers and teaching with a significant profile of negativity for the profession portrayed. These news articles draw on government officials and political leaders to provide negative commentary to support a general suggestion that there is a crisis of quality and that the ministers have identified this and will be taking action. The response to a call to action is typically addressed by taking steps to respond to the findings via a commissioned investigation and report. The commentary in these reports (e.g. TEMAG) responds to the call for action, but does not tend to match the level of anxiety and negativity of the commercial media. Readership and reach of these reports is comparatively small. The impact is that an aura of negativity, crisis, and poor regard for teaching and teachers predominates. A single example is analysed here;

Case study 1: Readership and representation of media forms for the TEMAG report, January to February 2015.

The print news media, February 2015, reported on the release of the TEMAG report. The Australian, from the commercial news media fraternity ran with this lead sentence in their announcement article (Bantick, 25 February 2015): "ANOTHER (sic) report into teaching and another missed opportunity" following in the same article with comments such as "teachers fail in the classroom". The portrayal of the TEMAG report and teachers generally was negative suggesting that there was a failure to avert the presumed Australian crisis in teaching quality. So who received the message of negativity …The readership and reach for that article alone was approximately 495,000. This article in The Australian was one of 18 which ran that same month in commercial print media announcing the release of the report. Each of them argued that the TEMAG report was inadequate to address a claimed crisis in quality of the teaching profession. These other articles appeared in the Australian (e.g March 27, 2015) and local news around the nation, for example, the Hobart Herald (March 3, 2015), led with an article entitled "Why teachers fail". The negativity for teachers and teaching had an approximate reach of 2,45million readers that month in the print news media alone. This is consistent with the mapping of news articles and editorials at the negative end of the spectrum depicted in Figure 13. But what of the readership of the report itself, and the associated media releases?

An examination of the TEMAG report coverage in the Government news and media releases was quite different in tone. For example, the media release for the TEMAG report on the 13th February 2015 included the comment "Now is our chance to make sure the ***excellent preparation many Australian teachers*** already receive becomes the norm.(emphasis added)"(Media release, AITSL, 13 February, 2015). Australian Associated Press (AAP) has a role to broker media releases for further publication. AAP claims to forward the releases to 89,875 people. On this occasion the media release was not republished as presented and the positive tone was hijacked for the commercial news print media. As mentioned above, the proxy download figure for the report itself is 4,557 (AITSL, 2018). The ratio of reach for negative versus positive messages regarding the profession is 2.45 million (print news) compared with 94,432 (Government news and media releases), 2,450,000 : 94,432, which is roughly 3:1 skewed toward the negativity of the printed news. However, the people that read the commercial news are not an identical audience to those that read the Government releases. Therefore, it can be presumed that almost all households could have consumed the negative position without a positive counter position to consider.

This report has not yet considered the reach and impact of, TV, radio, social and online media. A recent examination of the behaviour of Australians to access news showed a spread of activity across a number of modes. Figure 14 has been drawn from Reuters recent report on this.

SOURCES OF NEWS

TV **63%** Radio **36%** Print **36%** Social media **46%** Online (incl. social media) **74%**

Figure 14 Consumption of news as a proportion of the Australian population, but mode of communication (Reuters, 2018).

The evidence, therefore, is that Print news is outstripped by online sources (including social media). Reuters have also profiled the percentage of the population who engage actively with specific platforms for social media and online news (refer Figures 15 and 16).

ONLINE

Publication	%
News.com.au	24
ABC News Online	22
nine.com.au	21
Yahoo!7	17
Sydney Morning Herald online	14
BBC News online	11
Huffington Post	11
The Age online	11
Herald Sun online	10
Regional/local newspaper website	9
Daily Telegraph online	9
The Australian online	9
CNN.com	8
Guardian online	8
BuzzFeed News	7
Sky News online	7
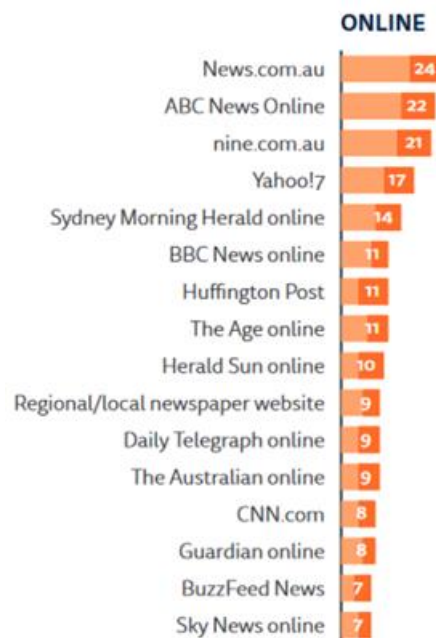
Figure 15 Online news publication reach as a percentage of the Australian population (Reuters, 2018)

TOP SOCIAL MEDIA AND MESSAGING

	Rank	Brand	For news	All
f	1	Facebook	39%	68%
▶	2	YouTube	15%	50%
🐦	3	Twitter	8%	17%
💬	4	Facebook Messenger	8%	38%
🟢	5	WhatsApp	7%	20%

Figure 16 Access and engagement with social media as a percentage of the Australian population (Reuters, 2018).

It is not possible to access archived records for online and associated social media messaging about teaching. However, as an object social experiment, the research team sought to publish an article related to teachers and teaching, and the results of this experiment have been instructive regarding the opportunities and challenges for promotion of teachers and teaching via popular social online platforms.

Case study 2a: Article pitch for The Conversation regarding teaching.

We present this case study in two parts. This first part, reported here, discusses the acceptance of a positive article pitch regarding teachers for a prominent online news publisher. The second part is an examination of the opinions and views expressed by readers of a successful pitch about teachers and teaching, reported as part of the opinions audit section of this report.

The publication. The Conversation is an online news platform with established links to other online news and social media. The site describes itself as "independent source of news and views, sourced from the academic and research community and delivered direct to the public." (https://theconversation.com/au/who-we-are). We were attracted to attempting to publish a positive story about teachers and teaching with this outlet because of its claimed reach and demonstrated ability to influence the commercial media. Figure 17 is an adaptation of an infographic describing the reach of the Conversation from their own site.

After writing an article:

55%

of authors contacted
by media

80% radio 49% print media 33% website 23% television

5.2

million users
on site
(May 2017)

35

million reach
including via republication
in other media

Engaged audience

After reading an article:

85% discuss
with friends

65% share on
social media

56% change
own attitude and
behaviour

71% inform,
discuss and
debate

26% do further
research

21% comment
on an article

15% develop
strategy + inform
decisions

18% support
policy + business
decisions

Figure 17 Reach for The Conversation.

Getting an article accepted. So we pitched an article. The research team actually pitched three articles, and a colleague at another institution also pitched an article; so four articles about teachers and teaching were pitched to *The Conversation* over a period of three weeks (26 March-16 April, 2018).

1. The first pitch was about the enormous potential to boost a career for teachers and aspiring teachers who gained experience in rural and regional contexts. This article seized on the idea from the academic literature review, that high regard is often achieved by demonstrating positive comparison with other professions. So this article used case study data providing evidence of teachers who had early leadership success in their teaching career by starting as a beginning teacher in rural and regional context. To counter any view that there might be an oversupply of teachers and a lack of positions for permanent appointment, we obtained data from Education Queensland Human Resources Department to support the rosy picture a rural or regional career start could have for a beginning teacher. The article was quickly rejected.

2. A second pitch was about surprising things adolescents might say and how this gives insight to the developmental challenges that adolescence poses. The article gave a positive frame by profiling teachers who had success working with teens with complex needs. The article was rejected.

3. The third pitch was entitled, Seven reasons why people don't want to be teachers anymore. The article explored how we might raise the profile and regard for teachers and teaching by addressing some areas of concern. Although not a negative article,

and not one that gave any suggestion that teachers were not up to scratch … it certainly wasn't a glowing happy story. This article was accepted and response to the article is reported shortly.

4. The fourth pitch by some colleagues, submitted after the release of the third pitch, was entitled, Seven reasons why people still want to be teachers. This article was picked up by ABC Online with an adjusted title, Teachers can earn more than dentists … and other reasons to enter the profession. The original title was positive. The published title does not have the same sense of positivity.

Article popularity. The agreed article was posted on April 16, 2018. By April 24, 2018, it had attracted 255,426 readers. It was "republished" 9 times through The Conversation site. The article was commented on through Twitter (117 tweets and retweets) and shared through Facebook (8400 shares). The authors were interviewed for 9 radio chat shows including drive time engagements for radio stations in Canberra, Melbourne, Sydney, Statewide NSW, Brisbane, Perth, and Lismore. By the 29th of April, there had been 263,252 reads, 229 comments, 187 tweets and retweets, and 8,796 Facebook shares. It was republished in the UK, Canada, the USA, and New Zealand. Figure x shows the reader footprint for the article. It is important to note that the average readership of articles posted to *The Conversation* is only ~8000 (all topics) and readership does not tend to extend beyond the first week. The article was reposted for the "weekend roundup" a subscription service for registered readers, and remains listed as a "top read". Figure 18 shows the reads per day for articles in The Conversation. The peak for April is for the article of the 16th. The international reach is depicted on Figure 19. Other articles, blogs, manuscripts and so forth, of the authors have had seen a boost in hits, downloads, and requests for full text downloads, and the authors have been invited to submit another article for the coming week.

READS BY DAY
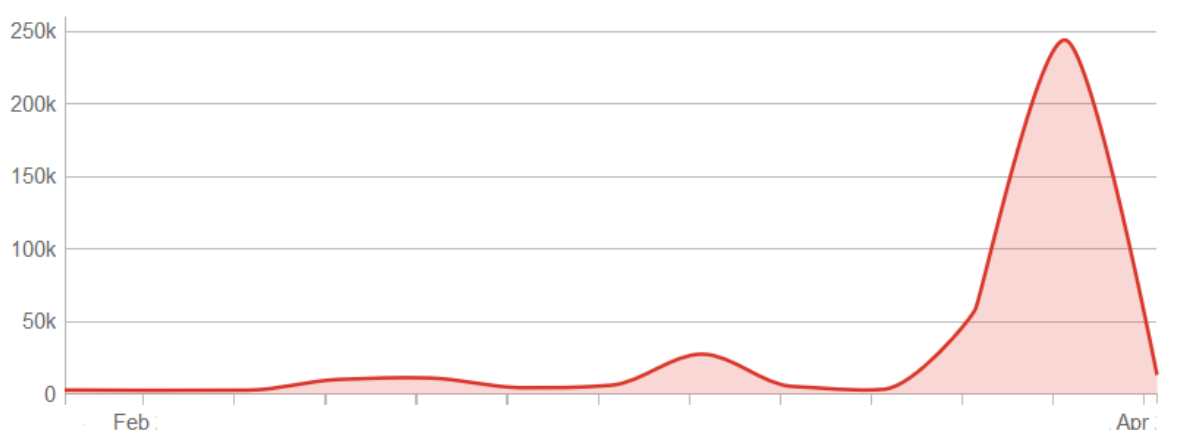
Figure 18 Reads by day for articles of The Conversation.
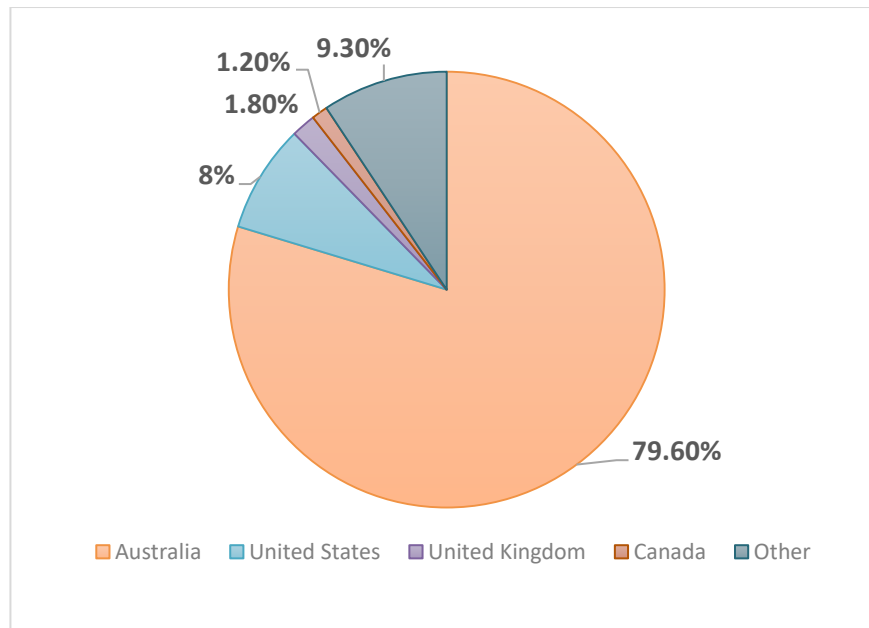
Figure 19 The International reach of the Conversation article for Bahr & Ferreira (2018, April 16)

This social experiment has shown that the general public are interested in reading about teachers and teaching, and that online media has powerful reach to the community, but that getting the attention of editors and journalists relies upon the development of stories that present a controversial case at face value connected to some key messages. Perhaps the reason behind this is captured by the radio announcer on SEA-FM at 5:04pm, 24 April 2018 who exclaimed "To be nice is lovely … it's just not entertaining" and suggested a change of topic after talking with a listener who reported a kindness on the drive time chat program. Of interest is that the radio interviews held in the wake of the Conversation article release all drew callers who wanted to say something about an extraordinarily good teacher they had experienced in their lives. They were keen to talk about teachers that made a difference for them positively. This was an excellent outcome for the promotion of the profession.

SECTION 3: OPINION AUDIT

An audit of the current perceptions of teachers and teaching in Queensland and how these have been established, with attention to:

a.   Stakeholder/opinion-holder/key audience groups, and

b.   Current perceptions as a function of any identifiable trends.

This section of the report contains an analysis of the opinions regarding teachers and teaching that have emerged from the social experiment with The Conversation, Case Study 2b. It then goes on to provide an analysis of the trends for application for entry to teaching degree and trends in employment retention as aligned to profiles of public opinion over time.

Case study 2b: Opinions expressed regarding teaching in response to The Conversation article.

This case study draws the data for the opinion audit of the current perceptions of teachers and teaching from responses to the article posted to *The Conversation* (Bahr & Ferreira, 2018) entitled *Seven Reasons People no longer want to be Teachers.* Comments posted over the first week of the release of the article on The Conversation website numbered 222 (compared to an average count of 20 comments on all topics) were revelatory of public opinion. A content analysis of the comments revealed that the public were concerned with:

- task returns (particularly pay, contractual conditions, holidays, lack of autonomy and scope, employment including casualisation and presumed oversupply)
- task demands (particularly student behaviour (including bullying), threat of physical harm, parental expectations, work intensification (particularly out-of-hours))
- occupational prestige (in terms of comparison between professions)
- occupational status (in terms of knowledge needed by the profession with particular reference to the Literacy and Numeracy test requirements for graduates, length of initial teacher education programs, entry requirements and selection)
- occupational status (in terms of autonomy) with one commenting that "*I was inspired to become a teacher was the revolution in senior secondary student assessment undertaken by the Queensland Education Department in 1971-3 under the name Radford Scheme. This made the classroom teacher the primary agent of education delivery.*"
- occupational esteem in terms of community attitude, low status
- teacher quality, with one commenting that :

    When I was casual teaching in my early retirement, I was appalled in some (fortunately a rare few) to see spelling mistakes of the teacher on the board and hearing a teacher say "should of" instead of "should have."

- curriculum, with one comment explaining a decision not to become a teacher was noticing, as a student, that the curriculum was "*becoming ever more politically correct, more oppressive of teacher and student creativity, and more dumbed-down.*"

There were comments highlighting gender issues in teaching. A number commented on the feminisation of teaching with one suggesting that this, as an "*unconscious bias*," was a contributing factor in the lower regard the profession has in society. Reference was elsewhere made to male teachers being in the minority with one asking, "*so why ever would most males have any desire to become a teacher and live in a feminised world*?" Another suggested that "*the lack of males entering teaching, particularly at primary school level, is due to the perceived risk of unwarranted accusations of a sexual nature.*" The "drought" of male teachers was also a feature of newspaper reporting (see Section 1, Appendix 1).

There were occasional references to unemployment, under-employment (through casualisation) and oversupply of teachers. The "Class Act" reported that the perception of an oversupply of teachers affected public opinion, in that they lacked "scarcity value" (Commonwealth of Australia, 1998, para. 27).

One commented that:

> *The reason for the drop in applications is that word got out that the universities were flooding the teaching market by signing up far more students than there would be jobs for at the end.*

While another further suggested that "*now teachers are given temporary contracts so that the 'cash-starved education departments can 'keep costs down'.*" Further to this, it has been suggested that the surplus of qualified teachers in Australia is due to the deregulation of universities and a rescinding, through a shift from state to federal funding, of what Mayer (2014) described as" the State-controlled supply and demand by admitting into their teacher training institutions only the number of teachers they needed and then managed their employment, induction and career progression" (p. 463). The previously cited commentator went on to suggest that the lack of "jobs … at the end" was due to "the casualisation of the workforce by state governments." One commentator asked:

> *Why would you train for a job in which there is a huge over-supply of existing graduates? Tertiary institutions over enrolled, dropped standards and created a cohort of young people with significant HECS debt and very little chance of getting a permanent job in the field for which they trained. This was appalling policy further aggravated by the manipulation of this cohort to provide cheap cover for temporary positions from which they are frequently dumped if someone "better" appears. I would suggest that a dramatic decrease in course numbers is completely appropriate. The institutions complaining about it are those that caused the problem in the first place.*

All text from the complete set of comments was entered into a word cloud program to provide a visual representation of the topics of interest and comment for this article. The word cloud is depicted as Figure 20.

Figure 20 A word cloud depiction of the comments regarding teachers and teaching from the Conversation article 16th April 2018.

The word cloud highlights the following words most prominently: years, student, pay, and work. These were topics that attracted a great deal of cross conversation between readers. Their interest was in the number of years of study required for teacher registration, in the complexities of working with difficult students in schools, the pay as compared to other professions, and the working and contractual conditions for teachers. Figure 21 and Table 7 show the top 18 themes or topics discussed. They fall into six (6) bands

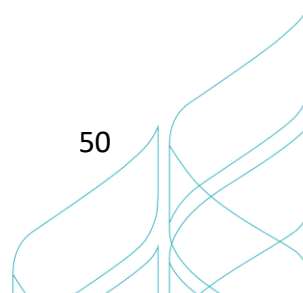*Figure 21 Histogram of word frequency for commentary regarding The Conversation article April 16, 2018 (Bahr & Ferreira)*

Table 7 Frequency of word usage in commentary for the Conversation 16th April, 2018.

level	word	frequency count	Context
1	years	166	ITE program length
2	student	111	Rewards of teaching
3	work	92	working conditions/ workload
	pay	86	Comparative salary with other professions/length of preparation/HECS debt
4	education	71	Knowledge required for teaching
	day	62	Daily workload
5	profession	52	Comparative complexity to other professions
	need	50	Demand for teachers
	job	48	Employment opportunities, contract vs permanency
	program	46	ITE content
6	week	45	Working week profile
	people	41	People skills required
	graduate	39	Demands and expectations of graduate teachers
	good	39	Positive experiences of being a teacher
	because	39	Rationalisations
	kid	38	Engagement with students
	course	38	ITE program
	degree	38	ITE program compared to preparation in other professions

In contrast to the measure of positivity and negativity noted in the newspaper reporting of teachers and teaching (Section 2), the majority of individuals who posted comments to the article were positive, that is, supportive of the teaching profession (*n*=61, 48.8%). The next most frequent commentary was neutral (*n*=45, 36%) while the minority were negative (*n*=19, 15.2%).

However, if we take the comments for this article as representative of popular opinion regarding teachers then it appears that teaching is not really well regarded as a profession at this point in time. Very little was proposed in the commentary that directly criticised teachers, with comments unswervingly proposing honour and respect for those who chose teaching as a career. However, there was less regard for the intellectual pursuit of teaching. The status of teachers was also questioned. This was predominantly through an exercise shared by the readers to try and establish a virtual leagues table of occupational complexity, working demands, intellectual resources required for a variety of professions comparatively. Doctors, dentists, pharmacists, accountants, and veterinarians were all discussed and compared for salary, career trajectory, work/life balance, competition for entry, length of preparation, legal responsibilities and autonomy. This exercise of comparison was the most active discussion thread for the commentary. As discussed in the opening academic review for this report, prestige, status and esteem are important components for the community value attributed to a career. These components are considered relationally as they might compare to other professions. The readers actively debated the place of teachers at the bottom of a professional hierarchy for each of these components yet no firm and consistent opinion

predominated, excepting for a prevailing view that initial teacher education programs were easy to gain entry to, and that the work/life balance for teachers was enviable. There was evidence for active comparison with the three dimensions of professional status identified and discussed in the academic review of this report (Section 1):

- occupational prestige (its ranking in comparison to other occupations);
- occupational status (the knowledge required by the profession in comparison to others); and,
- occupational esteem (the regard held for the profession by society).

And attribution of the social status and prestige of a profession to such aspects as:

- Work style, personal independence, [Task demands].
- The scarcity of the qualified personnel [Occupational esteem].
- The level of qualification, training, education and abilities [Occupational status].
- Decision power, the level of responsibilities, the degree of importance of a typical professional error, the intelligence level required, initiative and independence, [Occupational prestige].
- Value added to society [Social utility].

It would appear that these topics hold the greatest influence for promotion of the profession, but influence will only be apparent if the media with the most reach is employed. It is clear that media releases, nor commissioned investigations or reports do not have first order reach to the households of Queensland. The newspapers, do have some reach, but are being overtaken by online, TV and radio which tend to replicate the same stories across the three media types.

Application and enrolment trends for initial teacher education

Next we will examine the application and enrolment trends for initial teacher education, and discussion of the attrition and retention trends for those employed as teachers in Queensland. We will consider the profile of these trends against any major national or state campaigns that have profiled teachers and teaching.

Figure 22 shows the five year pattern of application and enrolments for initial teacher education at Southern Cross University. QTAC entry is only one path to application and enrolment at Southern Cross University, hence the gap between the QTAC applications and offers and the total offers. Southern Cross University proudly has about 60% mature age entry to the initial teacher education programs. There was a peak in 2015 for teacher education; this was the last year for the Graduate Diploma of Education and there was a commensurate blip in enrolments across the state. Since 2015 there has been a steady decline in applications and enrolments. Across the five year period there have been adjustments to the entry requirements for initial teacher education programs, but the numbers have not fallen below the 2013 figures, when the entry requirements had not been adjusted significantly. So it would seem that the decline in applications and enrolments reflects community opinion of the value and regard for the profession. There is not sufficient data to conduct any statistical tests of significance, but the downward trend is clear.
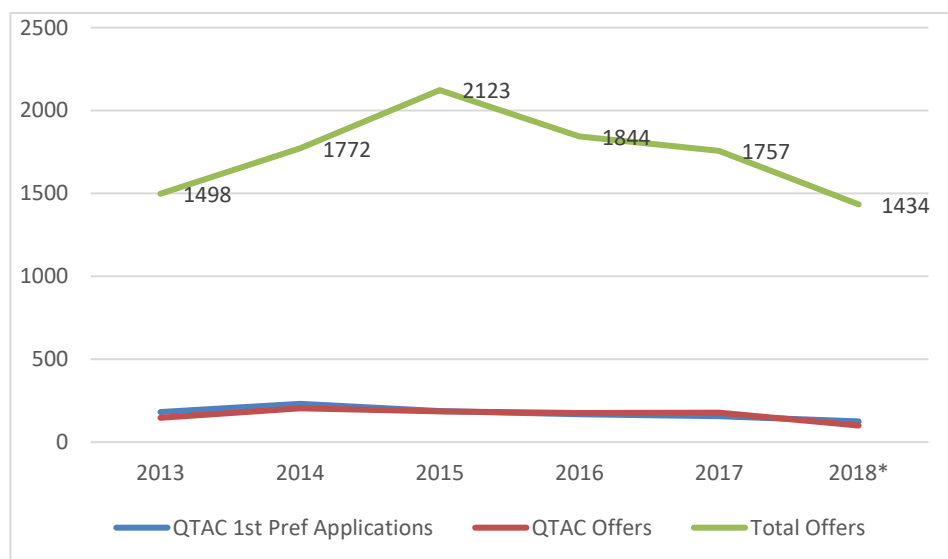
Figure 22 5 year application and enrolment trend for teacher education at Southern Cross University

Retention and attrition from the profession

Data from the Bureau of Statistics (ABS, 2018) show that the teaching profession in Queensland has grown from 75,707 in 2012 to 88,565 by the end of 2017. Figure 23 shows the plot for teacher numbers, schools, students and initial teacher education enrolments from 2012 to the end of 2017. All lines have increased slightly excepting the initial teacher education plot. The gradient for the student plot is steeper than for the teacher line, and the Initial Teacher Education slope is trending slightly downward. Without a change in trend the ITE plot will increasingly differ from the student number profile, that is, supply won't equal demand. There doesn't appear from these figures to suggest that there has been a strong drive for attrition in the workforce.

It is not clear that there has been any particular event or series of reports that have impacted negatively on the behaviour of people to stay in the profession, and the decline in numbers for ITE applications and enrolments seem to reflect a general downward spiral in regard for teaching as a career choice rather than any specific policy change.
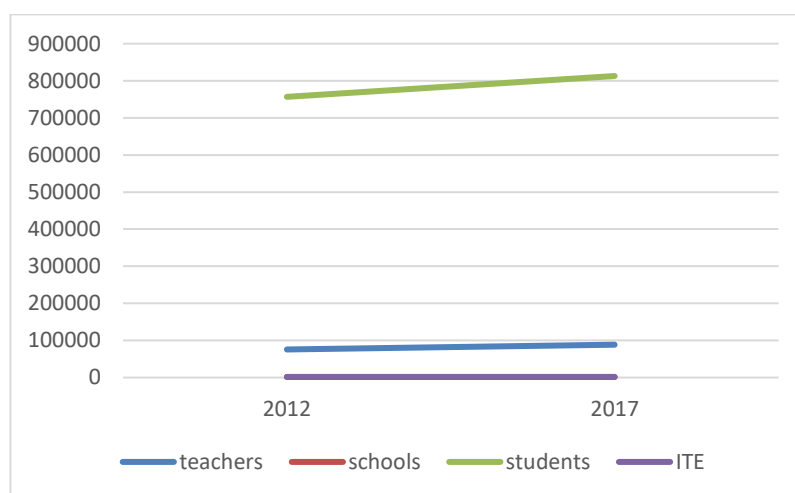
Figure 23 ABS data for teacher, students, ITE, and schools from 2012 to 2017.

RECOMMENDATIONS

This report has presented the findings of a review aimed at investigating and analysing factors related to the public perception of teachers and teaching.

The scoping review was framed by the following research questions:

- Research Question 1: why does the teaching profession need promoting?
- Research Question 2: How might promotion best be achieved:
    - by addressing which potential audiences,
    - when and how?
- Research Question 3: Which range of activities are most effective for the promotion of teachers and teaching?
   - By whom should messaging or activities be undertaken?
    - What role can various stakeholders most effectively play in promoting the profession?

In relation to the **first research question**,

Why does the teaching profession need promoting? The review identified that:

The perception of the status teachers and teaching is falling. This is affecting the capacity for us to provide enough teachers to meet growing demand. There appears to have been an impact on public confidence and the respect which teachers were formerly accorded. The teaching profession needs promoting because:

  (i)   We will need to retain qualified and experienced teachers
 (ii)   We will need to attract more school leavers and career changers to teaching to meet future needs.

In relation to the **second research question**,

How might promotion best be achieved? The review identified that:

- The problem is the journalistic interest in promoting a campaign of negativity and outrage in the media in their chase to find stories that will be sensational. However, it doesn't appear that we are regularly feeding the media with stories of sensational teaching, of lives changed, of students who have had extraordinary personal outcomes due to an excellent teacher or school.

  RECOMMENDATION: Personalise and sensationalise the outstanding achievements and commitment of teachers, with strong enough energy to engage the journalists.

  By addressing which potential audiences?

- The audiences for the promotion are: the general public, teachers, the mass media, teacher unions, parent associations, political leaders, system leaders, jurisdictional authorities, teacher professional associations and teacher education institutions. A

possible response to the second research question can be drawn from Edling's (2015) categorisation of how the media represents teaching. The review has presented these categories and offers recommendations for action in Table 8 below. These reflect the conclusion of *The Conversation* article (Bahr & Ferreira, 2018) discussed in Section 2 of this report which suggested that "we need to be better at reporting teacher success in the mass media" (para. 16).

When and how?

Table 8 Edlings categorisation for representations of teaching aligned with recommendations.

Media representation (Edling, 2015)	RECOMMENDATIONS
Viewing education as being in more or less permanent crisis.	Providing 'good news' stories to news outlets or social media, for example, exemplary actions by individuals or coverage of teacher awards. Providing balanced analyses to release of national and international tests.
Taking the role as a spokesperson for teachers and on behalf of the field of education.	Lobbying the media to include: • teacher perspectives in discussions of matters relating to student behaviour and achievement. • the perspectives of parent associations in commentary on matters relating to school management
Excluding the knowledge and experiences of teacher(s), educators and/or educational researchers in the public press.	
Simplifying the notion of being a good teacher through stereotypes and dualistic frameworks that overlook task and relational complexity.	Lobbying politicians to: • work to restore public confidence in teachers and teaching. • separate teacher quality from discussions of funding. Encouraging teacher unions and teacher professional associations to launch positive memorable campaigns, in the style of the "*If you can read this, thank a primary school teacher*" bumper stickers which were once regularly displayed. These public campaigns iteratively influence teachers' perceptions of their own social utility. Encouraging teacher education institutions to promote teaching as an attractive career through their student recruitment and in sharing positive stories to the media of exceptional preservice teachers' achievements. Information should be designed for parents given their role in recommending (or dissuading) entry to teacher education degrees. Teacher unions and educational systems might launch positive campaigns to reassure teachers of their individual worth and critical contribution to society.

When and how?

- Messaging and activities are a joint responsibility. Given the distribution of roles (teacher education, employment, registration, representation) and the independence of each stakeholder group, it is unlikely that a coordinated approach could be initiated.
- Differing stakeholders need to identify the "best" public platform for positive messaging. For academics and administrators from Teacher education institutions, this platform may be a public forum such as *The Conversation* (see Bahr & Ferreira, 2017; Corrigan, 2012, 2016; Pendergast, & Exley, 2018), Teacher magazine, Parent magazine or similar, or through availability for media commentary.

In relation to the **third research question**,

Which range of activities are most effective for the promotion of teachers and teaching?

- ten Hoeve, Jansen and Roodbol (2014) suggested that nurses themselves should strive to communicate their professionalism to the public through **social media**. Teachers are, usually by conditions of employment, unable or unwilling to make public commentary. When they do, frequently following their resignation, it has an impact. A recent example of this is Ms Kathy Margolis whose Facebook post was widely shared and received attention from the Queensland Premier (Reynolds, 2017; Vonow & Tin, 2016). The "silence" from practising teachers fits into the theory of public opinion being formed by a "spiral of silence" (Noelle-Neumann, 1993; Salmon, Donsbach, & Tsfati, 2014; Scheufele & Moy, 2000). The "spiral" represents the progressive rather than abrupt process of change in which a particular perception is replaced by another often contradictory position. The perception that comes to dominate is confronted "ever more frequently and confidently [while] the other is heard less and less" (Noelle-Neumann, 1974, p. 44). In many circumstances, individuals are silenced or become unwilling to express contrary views to what is perceived to be the public consensus. The advent of social media has brought this "silence" into sharp focus as how individuals express themselves depends on whether or not they believed their Facebook or Twitter followers agreed with their view (Hampton, Rainie, Lu, Dwyer, Shin & Purcell, 2014).

> **RECOMMENDATION** advertise teacher achievements and innovations on social media.

By whom?

- > **RECOMMENDATION** The role each stakeholder needs to play is one of advocacy and measured responses to media reports.

> **RECOMMENDATION** Each stakeholder group needs to pay close attention to opportunities for public commentary, such as the current review of the Teacher Registration (AITSL, 2018).

- Symeonidis (2015) sought guidance on the role of unions in promoting the status of teachers. A summarised list includes:

- a regular and active dialogue between unions and government to ensure that the professional issues and welfare conditions of teachers will be addressed.
- the creation of a body of professional knowledge and practice guaranteeing rigorous, transparent, and supportive methods for developing teacher capacity, from beginning to experienced teachers to those in leadership positions.
- The facilitation of workshops and campaigns on the rights and responsibilities of teachers, advocating policies to support professional educators and quality public education at local, national and international levels, as well as driving and monitoring education reforms.
- The organisation of information campaigns advocating the importance of the teaching profession for society at large and the values that it stands for. It is considered essential that unions continue to mobilise public opinion in order to give teachers better visibility, make their role in society better understood, and rally more leaders of civil society to their cause.

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Appendix 1

Media themes in order of frequency (April 2017 to May 2018)

Themes (*N*=27)	Description	Perspective of author(s)			
		n %	Positive	Negative	Neutral
Political commentary	Direct commentary on teachers by politicians, particularly One Nation Senator, Pauline Hanson and on election promises (prior to state elections in Queensland and Victoria). References to union interference and lobby groups advocating radical stances on issues such same-sex marriage. Political themes also influenced other themes, particularly funding. References were made to the adoption of anti-privilege feminist strategies in schools.	*43* 15.93%	*8* 19%	*30* 70%	*5* 12%
Pedagogy	Includes references to the teaching of History and the use of technology in teaching and learning; approaches to teaching Indigenous and refugee students; alternative and pilot programs.	*20* 7.41%	*7* 35%	*9* 45%	*4* 20%
Teacher quality	Predominantly referring to teachers' lack of knowledge and skills and identification of teachers being "unqualified" to teach the subjects they are assigned.	*19* 7.04%	*4* 21%	*8* 42%	*7* 37%
Disgrace	The articles chronicling teacher disgrace referred predominantly to sexual misconduct and inappropriate contact with students.	*19* 7.04%	*5* 26%	*9* 47%	*5* 26%

Theme	Description	Count	Positive	Negative	Neutral
Testing	The reporting of testing peaked in April on release of NAPLAN results. Predominantly reporting on falling outcomes and offering international comparisons of results.	*19* *7.04%*	*8* *42%*	*9* *47%*	*2* *11%*
Behaviour	The reporting of student behaviour focussed on bullying and cyberbullying. References also made to weapons brought to school and drug use by students.	*17* *6.3%*	*8* *47%*	*8* *47%*	*1* *6%*
Exemplar	Reporting of positive exemplars included: • Jeff Horn, a Queensland teacher who has represented Australia at the Olympics in boxing and won the WBO welterweight title in 2017. • Eddie Woo, a Maths teacher, who has won awards including being named as Australia's Local Hero at the Australian of the Year Awards. He was also the subject of an episode of Australian Story (*Channelling Mr* Woo, ABC, May 1, 2017). • Teachers' actions following a fatal accident at a school (November 2017) was mentioned in 3 articles. For example, one reported the NSW Education Minister saying "I can see no greater example of the love and compassion and commitment that those teachers have for their students. That despite the loss and grief they are going through today, they have turned up to serve."	*13* *4.81%*	*13* *100%*	*0* *0%*	*0* *0%*
Management	Articles relating to a wide range of management issues including the appointment and behaviour of the Principals of private schools and critiques of practices in schools relating to pregnant teenagers and free dress days.	*13* *4.81%*	*7* *54%*	*5* *38%*	*1* *8%*
Selection	The theme of selection relates to recruitment, the employment of career change teachers, entry requirements for teacher education degrees, and qualifications for specialist teachers.	*12* *4.44%*	*3* *25%*	*9* *75%*	*0* *0%*

Safe schools	The Safe Schools program aimed to foster a safe environment that is supportive and inclusive of LGBTI students and that this environment is the key to tackling bullying and harassment, and preventing suicide and self-harm. It was a contested program because of its explicit support for LGBTI students. The articles supported a range of attitudes and cross-referenced other themes, such as political commentary and parental rights.	10 3.7%	2 20%	7 70%	1 10%
Preservice teachers	The majority of articles relating to preservice teachers were concerned with skills (particularly literacy and numeracy), "classroom readiness" and a critique of teacher education institutions focussing on research over training. The additional requirements to qualify as a teacher were reported.	9 3.33 %	2 22%	3 33%	4 44%
Funding	Articles relating to funding were concerned with the Gonski model or "Gonski 2.0". The theme was typically expressed with warnings to not spend money "unconditionally" and, in references to teacher quality, that funding was "only one factor" in improving student outcomes. Viellaris (2017) reported Pauline Hanson as saying that "throwing money at education is not always the answer" (para. 8). International comparisons were frequently drawn upon to argue against increases in funding.	8 2.96 %	3 38%	3 38%	2 24%
Status	The articles relating to status related to the symbolic value and social utility of teachers.	8 2.59 %	2 25%	6 75%%	0 0%
Students	The articles included in this review referred to students in terms of intellectual and physical disability.	7 2.59 %	1 14%	5 71%	1 14%
Curriculum	Articles relating to curriculum referred predominantly to STEM (Science, Technology, Engineering and Mathematics).	6 2.22 %	3 50%	3 50%	0 0%

Influence	Stories of how teachers influenced individuals emerged in articles on individuals, namely Mike Willessee and Kevin Rudd.	*6* 2.22%	*2* 33%	*3* 50%	*1* 17%
Parents	Articles concerning parents specifically focussed on parental rights and parental involvement in schools.	*6* 2.22%	*2* 33%	*4* 67%	*0* 0%
Private school	References to private schools are either: highly positive (reporting outstanding student achievement) or negative (reporting scandals and "turmoil").	*6* 2.22%	*3* 50%	*3* 50%	*0* 0%
STEM	While a topic of interest in the theme of curriculum, STEM (Science, Technology, Engineering and Mathematics) also featured as an independent theme. The STEM articles focussed on the involvement of girls and the opportunities for future employment and innovation.	*5* 1.85%	*1* 20%	*3* 60%	*1* 20%
Task returns	'Task return' (see *Professional status and personal utility*) is an extrinsic factor influencing teachers' choice of career. All articles relating to task returns were concerned with teacher salary.	*5* 1.85%	*1* 20%	*2* 40%	*2* 40%
Male teachers	The articles referring to male teachers expressed concern about declining numbers suggesting a "male drought" and that they are "tipped to vanish" from the profession.	*4* 1.48%	*2* 50%	*2* 50%	*0* 0%
Placement	The placement articles referred predominantly to rural schools and issues of teacher retention.	*4* 1.48%	*3* 75%	*1* 25%	*0* 0%

Review	The "review" articles provided reviews of television programs relating to teaching, namely *The Staffroom* and *School Life.*	2 0.74%	0 0%	2 100%	0 0%
Statistics	The "statistics" articles provide statistics on teacher employment.	2 0.74%	0 0%	1 50%	1 50%
Task demands	'Task demand' (see Professional status and personal utility) is an extrinsic factor influencing teachers' choice of career. The task demand articles were concerned with teacher stress and the poor state of teacher housing.	2 0.74%	0 0%	2 100%	0 0%
"Fix it"	The "fix-it" theme was applied to a single article which demanded action and offered eight principles for "reversing our classroom decline."	1 0.37%	0 0%	0 0%	1 100%
Measurement	The "measurement" theme was applied to a single article entitled, *Call to ditch grades as education yardstick*. It reported on the ACER (Australian Council for Educational Research) submission to the Gonski review of school funding.	1 0.37%	0 0%	1 100%	0 0%