

TEACHER SHORTAGE

Motion

Resumed from 22 November on the following motion moved by Hon Peter Collier -

That this house expresses its grave concern at the recent revelation of the Department of Education and Training that there will be a shortage of 3 000 teachers in Western Australia in five years unless some serious action is taken to remedy this significant problem.

HON LJILJANNA RAVLICH (East Metropolitan - Minister for Local Government) [4.05 pm]: I will make some concluding remarks about the teacher shortage. Certainly, the motion implies that the government has not taken any action on this matter. We recognise that there is a problem in this area. However, the problem is not isolated to the education sector alone. The problem stems largely from the level of economic activity in this state and everything that flows on from that; namely, skill shortages and the opportunities provided in all competing industry sectors. Clearly, we have a hungry giant in the resource sector and those industries allied to the resource sector. It is a huge magnet, attracting people in all sorts of occupations and providing opportunities that many of them have not had in the past. Combined with a difference in the thinking of young people about their commitment to a single employer for decades in some cases -

Point of Order

Hon BARRY HOUSE: I am always very keen to hear Hon Ljiljanna Ravlich, but I do not think the microphones are working. I might be going deaf, but I think a few other members are having a bit of trouble hearing the honourable member.

Hon LJILJANNA RAVLICH: I never thought I would hear that!

The PRESIDENT: Order, members! We must be getting close to Christmas if Hon Barry House really wants the honourable minister to speak louder!

Debate Resumed

Hon LJILJANNA RAVLICH: There is no doubt that the way that young people in particular think about their contribution and their employment commitment to a single employer has very much changed from the way they might have thought about that a number of decades ago. The view of tying oneself to one employer for a period of 20 or 30 years certainly seems to be very different in this day and age. No doubt that might also be having an impact on the commitment of some people in the more traditional occupational areas, such as teaching, nursing, policing and so on. It is not surprising to some extent to see what has happened in a range of occupations over the past few decades. There is no doubt that with technological change, we are seeing the emergence of new, exciting and competitive industries that offer people new, exciting and challenging opportunities. There is no doubt in my mind that many of the new occupational areas, such as nanotechnology, biotechnology and biochemistry, simply did not exist to be chosen decades ago. Of course, it means that young and not-so-young people are, in fact, attracted to those new and other opportunities, and no doubt that too is having some impact. These are very interesting times that we live in. One cannot doubt the state government's commitment to addressing teacher shortages and improving the standard of the teaching profession. The Department of Education and Training has immediate, mid-term and long-term strategies in place to deal with the issue of the supply and demand of teachers. Last week, I put some of those strategies on the public record.

I will spend a bit of time on the comprehensive interstate recruitment campaign, which was a very proactive step by the Minister for Education and Training. He recognised the teacher shortage issue, a big part of which involves forecasting. We need to ensure that the department can better forecast the immediate, mid-term and long-term labour market requirements in all areas of education. The minister recognised that other states may well have a surplus of teachers, and he took it upon himself to personally travel interstate to seek out those teachers to try to attract them to Western Australian public schools. I must say that that was a very positive initiative. The Minister for Education and Training went to Victoria and Tasmania, and there was a media campaign, and the signing of a collaborative partnership with the University of Tasmania. It is still early days in terms of results from that strategy. I commend the minister for finding the time to personally participate in the campaign. The education portfolio is a particularly large portfolio that requires a great deal of attention. Therefore, I think the Minister for Education and Training should be commended because he recognised this issue as being of such importance that he personally found the time to work on attracting teachers from other states.

The government has outlined a number of teaching scholarships valued from \$5 000 to \$60 000 that are available to teachers depending on the priority learning area and contract length in rural public schools. The scholarships are targeted at Bachelor of Education students who will complete their teaching qualification in 2008 and people who intend to complete a Graduate Diploma of Education in 2008. I believe it is a good idea to target teachers

for those high priority areas with scholarships. As Hon Peter Collier would know, some subject areas historically suffer from teacher shortages because students, for whatever reasons, do not pursue those subjects to quite the same extent or in the same numbers at a tertiary level. Often we hear that it is difficult to get maths teachers, science teachers and manual arts teachers - I think they are called design and technology teachers these days. The teacher shortage is not uniform in all subjects across the board. In secondary schools, those shortages may, in fact, be greater in some disciplines than others. Therefore, the scholarships that were announced will be very good indeed.

This has been a very interesting debate and members have made good contributions. The government will obviously oppose the motion because the motion implies that the government has sat on its hands and done nothing about the teacher shortage.

Hon Peter Collier: That wasn't intended.

Hon LJILJANNA RAVLICH: Okay.

Hon Simon O'Brien: I don't know that it does say that, Lil.

Hon LJILJANNA RAVLICH: Firstly, I have a problem with it almost being a given that there is a shortage of 3 000 teachers in Western Australia. That figure is really just a guesstimate that was based on some information that was available, I think, in 2003, so it is pretty old data in any event. It was crudely put by way of saying there is a shortage of 30 000 teachers nationally - this is in 2003 - so Western Australia will have 10 per cent of that shortage, which is 3 000 teachers. First, this figure was based on old data, and, second, the 3 000 figure is rubbery. I accept that strategies need to be put in place to deal with this problem, but it is fair to say that the government is trying to deal with it in a very effective and efficient manner. It is also fair to say that this issue is not isolated to education. The implication is that in some way -

Hon Simon O'Brien interjected.

Hon LJILJANNA RAVLICH: It says in some way that this is isolated to education and people have taken their eyes off the ball. I can tell members that skill shortages also apply right across the building and construction industries, as well as to the hospitality industry and the automotive industry. Clearly, everywhere I go, the main complaint I hear is the difficulty in recruiting and accessing skilled labour. This is a real issue for one simple reason: we cannot have growth levels of about 10 per cent, as we have experienced for the past few years, without some impact on labour availability. The simple fact is that the economy is growing at a much greater rate than the population. Therefore, we needed to introduce a range of strategies right across the board. Those specific strategies have been introduced and are being employed, and they home in on the education sector.

I have put the government's position on record. It will oppose the motion but it will not divide on it.

HON SIMON O'BRIEN (South Metropolitan) [4.17 pm]: This motion has a great deal of merit, and I share the view of the minister representing the Minister for Education and Training that it is a worthwhile debate. I acknowledge the participation of several members.

I remind the house that the motion states that this house expresses its grave concern about the teacher shortage. Members could well feel inclined to express a grave concern. I contrast that with the government's point of view. On the one hand, we seem to have a general acceptance that there is a teacher shortage already and it will get worse. On the other hand, the government says that it does not know what to do about it, but it is nothing to be gravely concerned about, at least to the extent, as Hon Ljiljanna Ravlich said, that the government will vote against this motion.

I have noticed a few different sounds coming from the government lately. There was a time when the government would have responded to a motion expressed in these terms by saying that it was somehow all the fault of the Liberals. I can recall debates like that not long ago in this very chamber by some of the same members who have debated this motion. Those members said that if there was any staff shortage in the Department of Education and Training, it must be the fault of the former Court government. They are not saying that anymore. Does this mean that those members have wiped us from history? Does this mean that we are absolved, or does it portray some other acceptance that is never verbalised and never admitted, but is subconsciously demonstrated by the government, that perhaps it has something to do with ongoing problems? There was a time, as recently as a week ago, that if sentiments such as those expressed in this motion had been raised by Hon Peter Collier, for example, they would have been met with howls and with members on the government side of the house saying that a shortage of teachers was the fault of the federal government. Is it not funny that all of a sudden, like a tap being turned off, or possibly a hose being trodden on, there is no reference to the federal government's responsibility for anything - not that it should ever have been considered responsible for a state issue.

Hon Ljiljanna Ravlich: We've got a brilliant new federal government, as you know.

Hon SIMON O'BRIEN: We will be watching it, and we will see how long this government continues to call it brilliant.

Hon Ljiljanna Ravlich: Excellent; it has great plans for the future.

Hon SIMON O'BRIEN: I really hope the Minister for Local Government is right. I recall that she has had her hopes dashed in the past. I recall her standing in this very house three years ago and saying that she really liked Mark Latham and thought he was terrific. I think I interjected at the time and pointed out that there were some other -

Hon Ljiljanna Ravlich: I remember you saying Paul Omodei was fantastic. Now he's threatening to punch people's heads in!

Hon SIMON O'BRIEN: Ooh!

The PRESIDENT: Order, members! Minister for Local Government and Deputy Leader of the Opposition, I have re-read the motion and the current discussion has no relevance whatsoever to it.

Hon SIMON O'BRIEN: Thanks, Mr President, for your gentle reprimand to the minister that she should not mislead me or lead me astray.

The PRESIDENT: I do not want to read the motion again, and I am sure the Deputy Leader of the Opposition will speak to it.

Hon SIMON O'BRIEN: I certainly will, Mr President. In support of the view that the house expresses its grave concern at the recent revelation of the Department of Education and Training that there will be a shortage of 3 000 teachers in Western Australia in five years unless some serious action is taken to remedy this significant problem, I was reflecting on the response of the honourable the Minister for Local Government in her capacity as representing the Minister for Education and Training, a contribution that she has just concluded. I was pointing out, with a few examples that I hope are good parallels, that her judgement in these matters, such as in predicting whether certain people would be wonderful Prime Ministers, has not always been very good.

I certainly hope that Kevin Rudd will start the education revolution that he has promised, simply so that Hon Ljiljanna Ravlich is not disappointed yet again by the poor performance of her federal colleagues and their failure to deliver. I wonder how long it will take until she and her state colleagues work out that the federal government has no business saying that it will be heavily involved in hands-on education matters, health matters and the like.

In any case, this motion is a matter for concern. Unlike the minister, I will not quibble over the accuracy of the teacher shortage figure estimated at 3 000; it is prospective. It relates to a prediction that has been made, drawing on the current environment and events that have taken place lately pertaining to the number of vacant teacher positions in Western Australia, and how the opposition believes that the number of vacant positions is growing. Judging by everything that we have seen, and observing the relationship between the state government and teachers, it is likely that other teachers will elect to not continue the pursuit of their chosen profession and will increasingly leave the profession because they do not want to work for the state government anymore. That will mean a greater shortage of teachers for the department.

Yes, the minister is right; there are pressures on teacher numbers at the moment. Yes, it is necessary for the government to take some serious action to remedy this problem. Is the government doing that? It is putting out advertisements. It is advertising for teachers to go to Wiluna and other places and getting teachers to pose for photos with BMWs, which all teachers in Western Australia drive! The government is offering \$100 000 packages to some teachers, but not to the 28 000-odd teachers that it employs already. We hear that the government is offering all sorts of incentives in its desperation to poach teachers from other jurisdictions. As the minister reminded us, it is alleged that there will be a shortage of 30 000 teachers across the nation shortly.

Hon Ljiljanna Ravlich: I said that figure was rubbery.

Hon SIMON O'BRIEN: That is okay; I accept that. We are used to getting rubbery figures from this government.

Hon Bruce Donaldson: What about an incentive, maybe during the Christmas break, by giving them two weeks' extra leave as part of the package?

Hon SIMON O'BRIEN: I think those things have been done out of desperation.

Teachers who are genuine - the vast majority are - are vocationally committed. They carry on as teachers because that is their chosen field. They want to be teachers. They do not need unreal incentives but they do need a certain amount of respect. There is clear evidence from the teacher body at large in this state that they are

not getting that respect. The government has increasingly shown that it does not know how to treat teachers properly. Its attitude does not encourage teachers to continue to pursue their vocation and remain with the department; that is the problem. Apparently now at least it is not the former Court government's fault anymore - not that it ever was. Apparently now it is not the former Howard government's fault anymore - not that it ever was. We have heard a prediction that it will not be the Rudd federal government's responsibility if teacher numbers go pear-shaped. Where does that leave the state government? It leaves the state government holding the bag for something for which it is responsible. What do we hear from the government in response? It does not really know what to do. It is trying all sorts of things. Hon Bruce Donaldson reminded us of some of the tactics that are not working. The sorts of incentives that are being offered in some cases are just not working to attract teachers. The tactics show a sense of desperation and a lack of understanding of what motivates teachers, and I think thereby show a lack of respect. Teachers, as a body, know when they are not being treated with respect. That is why they are continuing to vote with their feet in response to a state government that is not meeting their needs, that is not treating them with respect and that is not giving them the recognition they deserve.

Hon Bruce Donaldson: Do you think a good analogy would be when a dog catches up with a car it is chasing and doesn't know what to do with it?

Hon SIMON O'BRIEN: The analogy I would make is that this government for so long has said that education would be fine, as education was the government's strong point. However, now it has run out of excuses. The state government cannot blame the former state Court government and it cannot blame the former Howard government. It is not prepared to blame the Rudd government, and neither should it, but it cannot admit defeat.

Hon Norman Moore: Not until next week at least!

Hon SIMON O'BRIEN: Not until next week at least. The state government has no ideas about what to do to recruit new teachers. It has tried a range of desperate tactics, but it can see that those tactics are not working. It just does not know what to do. Shortages of teachers are increasing term by term, year by year on this government's watch. It said it knew how to manage education in this state; demonstrably, it is failing. Eventually, when a government has been in power for quite a while - this one has probably been in for a bit too long - its record catches up with it. It is a bit like the promise, "We understand the health system, we will fix the health system." What a hollow, dishonest promise that was! The state government's failure to retain teachers is catching up with it, too, because the holes created by the teacher shortage in classrooms cannot be hidden forever. Sure, it can go and get some people out of "Silver City" and put them in a classroom, and, sure, it can combine some classes, but when there are suddenly hundreds and potentially thousands of staff shortages, that cannot be covered up.

The house would be very well placed to adopt a motion that expresses its grave concern about all those things. It is quite proper that the house do that. I am gravely concerned about the looming crisis in teacher numbers. A lot of members in this place have already expressed their grave concern. Deep down, the government has a grave concern about the looming crisis as well, so why can members opposite not admit it and say, "Yes, we have a problem"? Government members are in denial, which makes this a matter of grave concern: if a government is in denial about an important matter like teacher shortages, I guarantee that it will not be fixed. The teacher shortage will be addressed by all sorts of spin doctoring and advertising and promises of trips to Bali, and all the rest thrown at it, but without success. The house would be well placed to support Hon Peter Collier's motion that the house express its grave concern about the teacher shortage looming in Western Australia.

HON PETER COLLIER (North Metropolitan) [4.32 pm]: I thank members for their contribution to this most significant motion. As Hon Simon O'Brien said, it is a very, very important motion. The issue of teacher shortages has probably consumed the education portfolio more than any other issue over the past 12 months. It is very important that this house express its concern about the potential crisis of being 3 000 teachers short in Western Australian classrooms by 2012.

I will recap a few points raised by various members. Hon Barry House made a very good point about the shortage of science teachers. Shortages of most concern are with maths teachers, science teachers and design and technology teachers, and the subject of languages other than English is also struggling. Hon Barry House mentioned the difficulty getting actual figures for teachers from the Department of Education and Training, which makes the situation even worse, because DET has no idea how many teachers are teaching out of their subject area, particularly in the area of science. Having travelled around -

Hon Ljiljanna Ravlich: Teachers always did some teaching out of their specialist areas.

Hon PETER COLLIER: I acknowledge that.

Hon Ljiljanna Ravlich: That has been happening for nearly 30 years.

Hon PETER COLLIER: In my first year of teaching, I taught maths and I had never taught maths before. That was only for a short period. Never before have teachers at the senior secondary level taught subjects like physics and chemistry when they are not qualified to teach those subjects; that is the current situation. Hon Barry House sought answers to questions on these matters and was unable to get them. That highlights the issue. Considering whether Western Australia is 60 or 70 teachers short masks the reality of the situation. The teacher shortage, as I have continually mentioned, is biting hardest in rural and remote areas. A number of students are very restricted in their subject choice. Students may choose to use Schools of Isolated and Distance Education or the flexible learning in schools program, but classroom teachers qualified in science and maths are becoming a dying breed.

Hon Norman Moore mentioned some very good points about the professionalism of teachers and the necessity for teachers to have more responsibility to make judgments. He also talked about the need for a professional body. Personally, I think that is an extremely good point. During his speech, I interjected and mentioned the Western Australian College of Teaching. Hon Norman Moore then continued on the subject of WACOT and suggested that perhaps because teachers must pay a fee to WACOT, that, in itself, evaporates the very notion of that body being a real representative body. That issue has been highlighted in the last two years because WACOT has suffered shocking problems regarding the perception of it by teachers, largely due to the fact that even now, three years after the WACOT act was passed, the board still has no teacher representation. Teachers feel a very negative attitude towards WACOT, which is a shame, because it should be a representative body. I like to think that once the election of the board takes place and there is teacher representation on the board, the deregistration of teachers issue will be overcome and WACOT will perform the role of a professional body that is representative of teacher interests. It has a lot of ground to make up.

Hon Norman Moore also mentioned the housing problem, which is a real issue in rural and remote areas. It is difficult to attract teachers to those areas of the state. Some pretty disastrous examples have arisen of teachers coming over from the eastern states and being left high and dry because of a lack of accommodation and appalling conditions. It was also interesting that the annual report of the Department of Education and Training indicated that the number of government houses for teachers has declined by 27 over the last 12 months, from 506 to 479 in the Pilbara, and by six from 340 to 334 in the goldfields. That situation must be reversed. Affordable, quality accommodation for teachers is absolutely essential; otherwise, teachers will not be attracted to the rural and remote areas of the state.

Hon Barbara Scott made some very good points about the value of quality education of teachers, particularly in early childhood education. She commented on the Minister for Education and Training's announcement of scholarships for teacher aids to qualify as early childhood teachers after two years' study. Hon Barbara Scott made the point that Western Australia must be careful that it does not drop the bar to keep the figures right. The response I have had from most people within the early childhood education teaching sector has been to express caution about lowering the standards for teachers.

Hon Barbara Scott also talked about the problems the early childhood syllabus is causing in schools. I commented on that issue in this place over the past couple of weeks. I referred particularly to the fact that the syllabus has now been sent to the national advisory panel. We do not know what changes the panel has made to cater for the very real concerns from the early childhood sector, and we will not know these changes until the syllabus is returned. Again, the state government should not be ticking off on such things unless it has the support of the sector.

Hon Ray Halligan gave a very interesting and colourful account of teaching in a bygone era. He acknowledged that education has progressed, but the fundamentals - namely, the expectations and challenges facing teachers - always remain the same. He made a particularly good point about behaviour management, which I have commented upon on numerous occasions over the past few weeks. Behaviour management is a pivotal issue in our schools; it is an important issue in attracting teachers to the profession, but equally as important in retaining those teachers.

Hon Ljiljanna Ravlich: Do you support corporal punishment?

Hon PETER COLLIER: Corporal punishment in our schools?

Hon Ljiljanna Ravlich: Yes.

Hon PETER COLLIER: No, I do not.

Hon Ljiljanna Ravlich: Well, that's how they dealt with it in his day.

Hon PETER COLLIER: I said that Hon Ray Halligan acknowledged that we had moved on. He said that behaviour management is an issue. As I mentioned in my comments, the issues with behaviour management centres are quite frankly cosmetic. We still do not know where they are or when they will be established. The minister does not know. They were meant to open in October, and they will deal with only a couple of dozen

kids. That is not the issue. The issue of behaviour management occurs in the everyday classroom, and we must ask whether teachers in classrooms feel empowered to deal with it and whether they are supported by principals and deputies in the system. Dare I say it, they do not. They do not feel that they have control over behaviour management issues. That is having an enormous influence -

Hon Ljiljanna Ravlich: A lot of parents would feel much the same, so are you saying that parents don't have the skills?

Hon PETER COLLIER: No, I do not dispute that. I think that behaviour management starts in the home. There is no doubt about that whatsoever, but schools have a fundamental role to play. Unless we have comprehensive pastoral care strategies in our classrooms - they do not currently exist - we will have problems. As I mentioned in my earlier comments, the drift to the private sector will continue.

Hon Ljiljanna Ravlich: Do you reckon they don't have any behaviour management problems?

Hon PETER COLLIER: Of course they do, but I suggest that behaviour management strategies in the private sector are in large part more effective. I will speak about pastoral care during the adjournment debate either tonight or tomorrow night and take this point further. A survey conducted by the Department of Education and Training revealed that behaviour management is one of the reasons people send their children to private schools. It is not anecdotal evidence; it is fact. Unless we do something like that, the drift to the private sector will continue and have a negative impact on teachers. I mentioned this during a speech in an adjournment debate last week, and I read into the *Hansard* dozens of comments made by teachers who said that they were fed up with being spat at, hit, abused and sworn at. They do not need to go to work every day and be abused. That is a big issue.

I have to say that the minister made some good points. The minister mentioned that the figure of 3 000 was at the extreme end. I acknowledge that, but it was mentioned and the minister repeated it on several occasions. At the same time, the union is predicting a teacher shortage next year of 600. If that is the case, we are on track to be 3 000 teachers short by 2012.

Hon Ljiljanna Ravlich: They are the voice of gloom, as you well know.

Hon PETER COLLIER: That may be; that is a valid point. I do not necessarily think it is a voice of gloom; it may be a voice of reality. As I keep saying, this 60 or 70 or whatever is so artificial, it is not funny. It does not take into account the dozens of principals and deputies in our classrooms, the thousands of kids who are using the flexible learning in schools program or the Schools of Isolated and Distance Education, or the hundreds of teachers who are forced to teach subjects they are not qualified to teach. The actual number is minuscule compared with the reality of the situation.

The minister also mentioned that there are other avenues of employment for people. I agree with that. Remuneration is becoming a vital area in the north west and the goldfields. In the mining sector, people in their late teens or early twenties can earn twice or three times as much as first year out teachers. That is why there has to be an across-the-board salary increase, not a cosmetic \$100 000 for 100 teachers; that is an insult.

The minister also mentioned that the teaching shortage is not unique. Again, that is correct. Teaching is such a wonderful occupation, but unless we keep it attractive by offering a substantial remuneration increase and making sure that salaries at least maintain parity with those in other professions and occupations, the problem will get worse. The minister mentioned a number of government strategies; she was actually on parliamentary business when I made my first comments. I am not sure whether she read through them, but I acknowledged all the government's initiatives. Unfortunately, they have not been that effective thus far. Again, the minister has acknowledged that. I do not want to be a voice of gloom; I want these things to work, but at this stage the overseas -

Hon Ljiljanna Ravlich: I don't know that they haven't been effective. It's still early days.

Hon PETER COLLIER: No; I said they had had a minimal effect at this stage. The minister was talking about the effort to recruit retired teachers; there have been three. Of the overseas recruits, there were 33 and there are now 27 because these teachers were set up for a fall. Hon Bruce Donaldson might remember the two Irish teachers I mentioned who came here under the impression that they would go windsurfing in Geraldton and fishing in Esperance. They ended up in Kalgoorlie. We have to ensure that we do not set these teachers up for a fall.

Hon Bruce Donaldson: They could have gone land yachting on the salt lakes!

Hon PETER COLLIER: Absolutely, on the salt lake in Kambalda. I have done it many times. They do not know what they are missing out on if they did not go land surfing on the salt lakes!

The minister said -

Hon Ljiljanna Ravlich: She said great things!

Hon PETER COLLIER: I was wondering whether she said anything relevant.

Hon Ljiljanna Ravlich: Oh, it was all relevant! What a stupid question!

Hon PETER COLLIER: My valid concern is that we should stop looking at strategies to poach teachers and instead look at strategies to create teachers. All the present strategies are aimed at getting teachers from overseas and interstate and retired teachers. That will not resolve the issue. It will have a minimal impact. Let us stop poaching and create some teachers. I am really pleased to have seen some effective advertising in recent weeks to promote teaching as a viable career path. However, unless it is supplemented with a salary increase, more effective behaviour strategies, a comprehensive career structure and less bureaucracy in the Department of Education and Training, it will all come to nought.

Hon Barbara Scott interjected.

Hon PETER COLLIER: Absolutely.

Hon Simon O'Brien made some very good points about the role of the federal government. There has been far too much finger-pointing at the federal structure, and too much of the blame game over the teacher shortage. For the past 18 months the teacher shortage was apparently Julie Bishop's fault. That really concerns me. I will be looking for some great incentives from the federal government, as long as it does not get its grubby hands on education in an expansive manner. I hope the state government will ensure that education remains first and foremost a state responsibility.

Hon Ljiljanna Ravlich: You were very consistent in your position on that.

Hon PETER COLLIER: I thank the minister.

I look forward with interest to the recommendations of the Twomey task force. I will be absolutely staggered if the recommendations do not reflect the things I have made comments about on numerous occasions during this debate, and in the public arena over the past two years. Professor Twomey will hand down his report within the next couple of weeks. He has been around the state listening to educators. I can almost guarantee that he will have been told about salaries, behaviour management, problems with a bureaucratic DET, and career opportunities. I do not know how many hundreds of thousands of dollars the government has paid Professor Twomey, but those things have come through loud and clear and I have repeated them over and over again during this debate. They have been contained in the numerous reports that the government has received over the past seven years. Why we had to have this report is beyond me.

Let us give the teachers a salary increase. We have to look at ways we can increase their salary. We need an across-the-board comprehensive salary increase for all teachers to make it an attractive career. We have to ensure that we offer teachers an opportunity beyond the first 10 years in the profession. We have to ensure that we give them support and that we have strategies for behaviour management issues in our classroom. We have to ensure that the bureaucrats at "Silver City" stop treating teachers as objects and start treating them as people. If we do that, we can go a long way to resolving the teacher shortage and the potential crisis that will be on our hands in the next five years. As I have said, this is not an inflammatory motion. It is a motion for this house to acknowledge the most serious issue facing education at the moment; that is, the teacher shortage. Therefore, I encourage members to wholeheartedly support this motion.

Question put and a division taken with the following result -

Ayes (17)

Hon George Cash
Hon Peter Collier
Hon Murray Criddle
Hon Brian Ellis
Hon Donna Faragher

Hon Anthony Fels
Hon Nigel Hallett
Hon Ray Halligan
Hon Barry House
Hon Paul Llewellyn

Hon Robyn McSweeney
Hon Norman Moore
Hon Helen Morton
Hon Simon O'Brien
Hon Barbara Scott

Hon Giz Watson
Hon Bruce Donaldson (*Teller*)

Noes (13)

Hon Matt Benson-Lidholm
Hon Vincent Catania
Hon Kim Chance
Hon Kate Doust

Hon Sue Ellery
Hon Adele Farina
Hon Jon Ford
Hon Graham Giffard

Hon Sheila Mills
Hon Ljiljanna Ravlich
Hon Sally Talbot
Hon Ken Travers

Hon Ed Dermer (*Teller*)

Extract from *Hansard*
[COUNCIL - Wednesday, 28 November 2007]
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Hon Ljiljanna Ravlich; Hon Barry House; President; Hon Simon O'Brien; Hon Peter Collier

Pair

Hon Ken Baston

Hon Batong Pham

Question thus passed.