



Victorian Principals Association

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VPA Position Paper

Performance Pay for Teachers

The Victorian Principals Association (VPA) is concerned that the proposed Federal Government Performance Pay concept has the potential to create an unhealthy competitive environment, which actively works against teamwork and collaboration in our schools.

Purpose

The Victorian Principals Association (VPA) seeks to clarify its position regarding the Federal Government concept of rewarding teachers with performance based pay.

Background to the VPA Position

The VPA position has been determined in the following context:

- DEECD is trialling two performance pay models during 2010-2011. Neither has been able to show it has made a real difference and many schools have dropped out of the trial.
- Research from countries around the world shows that Performance Pay makes no difference and in fact student outcomes can decline over time e.g. Roland Fryer's research, Michael Fullen's paper and AGPPA's Public Purposes of Education report
- Performance pay will have a negative effect on morale/school culture and building capacity via teams
- There is a vast difference in the understanding and expectation of the proposed system across schools, sectors and jurisdictions
- Merit considerations
- Proposals that such a scheme would exclude key personnel such as Specialist teachers, Leading Teachers and Assistant Principals and Principals
- Concerns about the validity of the NAPLAN in determining performance pay rewards

VPA Position

The VPA opposes the introduction of reward payments for teachers as outlined in the "Rewards for Great Teachers" paper. In essence, rewarding excellent teachers with a 'one off' financial bonus, will not value add to the learning and teaching practices in our schools.

The VPA believes that international experience indicates that Performance Pay to individual teachers does not raise the standards of teaching and student outcomes.

References

AGPPA, *Exploring the Public Purposes of Education in Australian Primary Schools 2011*.
Fryer, Roland, *Teacher Incentives and Student Achievement – Evidence from New York City Public Schools*, 2011, <http://www.economics.harvard.edu/faculty/fryer/files/teacher%2Bincentives.pdf>
Fullan, Professor Michael, *Choosing the wrong drivers for whole system reform* Centre for Strategic Education, 2011 http://www.vpa.org.au/image/ba3j/Fullans_Education_Reform_Paper.pdf