



# Attracting and Retaining Professionals in the Queensland Education System

***Presentation by  
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*Productive pathways — successful futures*

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*“We do not inherit the world from our ancestors  
- we borrow it from our children” 1900 anon*

# Project Drivers

- **Education reform as a means to**
  - ✓ develop the nation's social capital
  - ✓ underpin economic and social progress.
  
- **Bradley review (2008)**
  - ✓ importance of a progressive education system
  - ✓ meets the needs of a 21<sup>st</sup> century
  - ✓ functions as integral part of a globalised economy.

***But how do you attract and retain teachers and allied professionals ??***

# Reforms Indicated

- **Better leadership and support**
- **Embrace new incentives and attract high performing professionals**
- **Target lifestyle factors**
- **Reward quality outcomes**
- **Reward innovation and creativity**
- **Provision for external partnerships**
- **Increased funding**



# Attraction and Retention

## *Aim of research*

1. Identify barriers and enablers
2. Review what has been done elsewhere
3. Develop innovative strategies

# Attraction and Retention

## *Areas identified at risk of experiencing shortages*

- Teaching Principals;
- Specialist Teachers (Maths, Science, Industrial Technology and Design, and Special Education)
- Non-teaching Professionals (speech pathologists, occupational therapists, physiotherapists, registered nurses etc)

# Attraction and Retention

## *Australia in 2007*

- **9,581 schools** - 6,853 (71.5%) Govt and 2,728 (28.5%) Private.
- **276,822 teachers employed** - *but 400 unfilled vacancies for Mathematics and 300 for Science teachers*
- **Ave employment 17years**
- **1:5 left and returned to profession**
- **Salary range \$50-70K/annum**

Australian Bureau of Statistics (2008). *Schools Australia 2007*. Cat. No. 4221.0. Canberra: ABS.

# Attraction and Retention

## ***Systemic challenges in rural and remote areas :***

- ***Ageing teacher workforce - by 2009, about 86 000 teachers will be aged over 55, and another 48 000 teachers will reach this age between 2010 and 2014***
- ***Current 'relatively horizontal' teacher salary scales – capped salary and career progression,***
- ***Poor salary scales – compared to other States and professions,***
- ***Cost of professional development - access, time, travel and expense.***
- ***Competition for staff - from other industry sectors and professions,***



# Attraction and Retention

## *Systemic challenges cont:*

- **Serious leadership supply problems**
- **problems of filling principal vacancies,**
- **identifying the ‘next generation’ school leaders, and**
- **workplace wellbeing issues associated with leadership.**



# Attraction and Retention

*Most important issues for attracting and retaining teaching professionals and para-professionals*

- career opportunities and job security,
- lifestyle (arts, café latte)
- salary

Family issues such as the

- availability of quality educational and medical facilities,
- job prospects for spouses, and
- affordable housing

# Attraction and Retention

*Most important issues for attracting and retaining teaching professionals and para-professionals*

- A lack of career options and
- changing attitudes toward employment
- younger teaching professionals are less keen to work in regional areas.

**Likely to continue to be a major challenge for the sector into the immediate future.**

**Influenced by current demographic lifestyle choices and patterns and by cultural and generational shifts .**

**Australian Council for Educational Research (2008)**

# Attraction and Retention

*Four basic demographic market segments:*

1. Less than 25,
2. 25-35 (Married with children)
3. 35-50 (Married with maturing children)
4. >50 (Post children lifestyle).

# Attraction and Retention

## *Four targeted sampling groups*

1. Year 12 school students,
2. University and higher education students,
3. Secondary teaching and non-teaching staff,
4. Para- professional organisations.

*1633 people sampled*



# Attraction and Retention

## ***Results:***

### ***Year 12 students***

- **62.5% aspired to undertake university study and 16% TAFE studies. - *Teacher education studies were a QTAC preference for 28.8% of students.***
- **64% rank job highly**
- **34% rank pay below average**
- **74%% would not work in a rural location**

# Attraction and Retention

## *Year 12 results cont:*

**List the incentives to consider teaching (ITD, Mathematics, Science, Special education)**

- financial incentives (26.4 percent)
- choice of the subject taught (20.7 percent).

**Suggestions collected from students to improve the attractiveness of teaching.**

- increase the salary rates for teachers
- improve the overall teaching conditions
- requirement to becoming a teacher.

# Attraction and Retention

## *Results*

### *University students*

- 93% Bachelor degree
- 4.3 % Graduate diploma.
- 723 male respondents (58.2 %) and 519 female respondents (41.8 %),
- 94 percent of the respondents Australian citizens.
- 53% had teacher education on their QTAC form

# Attraction and Retention

## *Results Cont:*

### University Students

**45% reported a poor knowledge of teaching career pathways**

**60 % don't understand EQ recruitment process**

**62.3 % poor knowledge of para-professional employment opportunities in EQ**



# Attraction and Retention

## *Results Cont*

### University Students

- **81% good knowledge of obtaining a Queensland teaching qualification**

#### **Preferred options:**

1. 66 % Primary teaching
  2. 58% Secondary teaching
  3. 46% Special education
- **66 % willing to work in a rural or remote school**

# **Attraction and Retention**

**Determining attractions for university students**

- 1. level of financial remuneration**
- 2. employment security**

# Attraction and Retention

## *Results*

### **Secondary teachers**

#### ➤ **Sample composition:**

**55% Teachers**

**17% Senior teachers**

**14% Heads of Departments**

**7% Principals**

**8% Special Education teachers.**

# Attraction and Retention

## *Results*

### **Secondary teachers**

- **54.4 % Status could be improved by increased professionalism**
- **Highest satisfaction for teachers is 'feeling part of an effective team and the importance given to extra-curricula activities.'**
- **63% cited 'job satisfaction' as reason they stay.**
- **30% cited 'employment conditions and benefits'**



# Attraction and Retention

## *Results*

### **Secondary teachers**

#### *Incentives required to retain teachers*

- ✓ Increase the status of teaching
- ✓ Further professionalise employment conditions.
- ✓ Incentive based payments
- ✓ Increased remote area allowance,
- ✓ subsidies for housing
- ✓ the relocation allowance. affordable and adequate housing
- ✓ guarantee of employment and a teaching placement at a coastal/city school after 2 years of service.

# Attraction and Retention

## *Results*

### **Secondary teachers**

#### *Improved recruitment to teaching*

- ✓ Increase time trainee teachers spend in paid training within the school system
- ✓ Increase practical and relevant training within university education training programs.
- ✓ Re-evaluating the teaching position description to capture the changing expectation of teachers within communities particularly in rural and remote location

# Attraction and Retention

## *Results*

### **Principles - main barriers**

- **Poor pay scales ,**
- **Declining work conditions,**
- **Declining professional status,**
- **Limited training and development opportunities.**

# Attraction and Retention

## *Results*

### Principles – incentives and drivers

- ☺ **rewarding and a challenge to help young people.**
- ☺ **share in the excitement of knowledge and discovery**
- ☺ **having a clear sense of purpose.**
- ☺ **employment security and conditions**



# Attraction and Retention

## Results

### *Para-professional organisations – questions posed*

- the current relationship between the profession and para-professionals working within the education system,
- the extent of knowledge within the profession on the employment opportunities available to para-professionals,
- the possible incentives that would assist in attracting para-professions to seek employment within the Queensland education sector.

# Attraction and Retention

## Results

### *Para-professional organisations - issues*

- **Comparable pay scales**
- **Professional isolation**
- **Need for professional networks**
- **More training and development**

# Attraction and Retention

## *Take home messages*

### *Career choice*

- ✓ job security and salary
- ✓ balance between work and home,
- ✓ personal fulfilment,
- ✓ helping people,
- ✓ cost and length of training,
- ✓ career pathway in teaching and
- ✓ collaborative processes within the schools

# Attraction and Retention

## *Take home messages*

### *Identified proactive needs in system*

- **Reduced education fees,**
- **Increased understanding of career paths,**
- **Better marketing and promotion of the DETA website,**
- **Better networking with career advisors and**
- **Promoting and highlighting the teaching lifestyle**



# Attraction and Retention

## *Take home messages*

### **Systemic issues**

- **Wage disparity and salary ceilings,**
- **Need for greater employment flexibility,**
- **Provision of on going training and**
- **Better incentives for rural placements**

# Attraction and Retention

## *Take home messages*

- **Need to reduce fees and costs associated with teaching qualification.**
- **Providing and promoting more teaching scholarships**
- **Guarantee of employment and move to coastal area after a specified period of time**

# Attraction and Retention

- **Better promotion of DETA as an employer of choice.**
  - Investing in a promotional campaign that highlights the professional aspects teaching can provide
  - Promotion and increased understanding of career paths
  - Promotion of recruitment process

# Attraction and Retention

*In rural and remote locations there is a need to better consider*

- Issues of isolation – lifestyle and livability,
- Time, cost and access to facilities and services
- Peer review, support and mentoring
- Professional development and career paths.
- Remote area incentives
- Recognition of community role
- Return to coast



# Attraction and Retention

**Thank You**

**Questions?**