

NSW Department of Education

# Rapid Teacher Supply Strategy

January 2020

FINAL



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# Introduction



# The Rapid Teacher Supply Strategy aims to provide the NSW Department of Education with an evidence-based, targeted set of solutions to address short term teacher supply shortages in NSW public schools

## Background

Schools are experiencing persistent issues securing teachers due to competition between sectors, severe shortages in specific Key Learning Areas (KLAs) and locations and barriers to recruitment.

This issue is expected to become more acute into the future due to a decline in teaching graduates, increasing competition across sectors and growth in the school aged population and number of schools.

The NSW Department of Education (DOE) engaged EY to conduct a review of short term supply challenges in the government school sector and develop a Rapid Teacher Supply Strategy to assist in addressing critical short term teacher supply gaps.

## Objectives

The objectives of this strategy is to clearly define the short term teacher supply shortage and develop a targeted set of solutions to address the challenges for rollout in 2020 and 2021. It is intended that these solutions will lay the groundwork for longer term solutions and leverage relevant strategies already underway in NSW.

## Included in this Strategy

- Quantitative research and data analysis
- Teacher supply challenges and hypotheses
- Workforce themes
- Rapid, pilot and medium-term teacher supply solutions, including solutions that build on the foundation for longer term strategy/ initiatives
- Implementation roadmap

## Scope of the Strategy



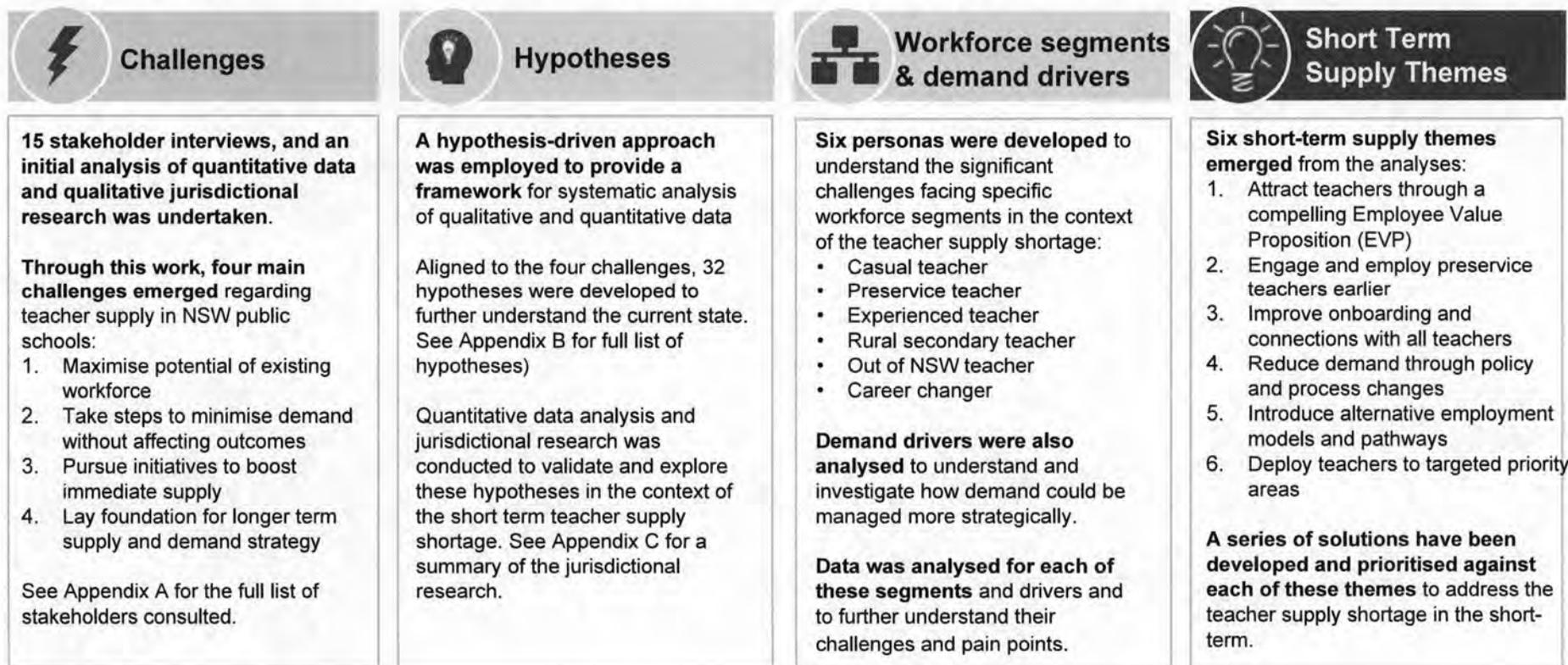
The strategy is focused on short term supply issues and solutions that can be feasibly implemented in 2020 and 2021.



The strategy does not include a focus on longer term supply analysis or solutions

## Methodology

A considered approach was taken to understand the current state challenges and develop solutions for implementation

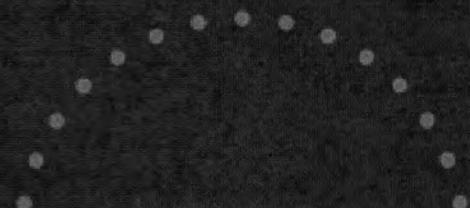


### Data considerations

- Unless otherwise specified, the data presented in this document is current as of 11 December 2019.
- For the purpose of the Rapid Teacher Supply Strategy, all data presented in this document excludes school Leaders (e.g. Principals, Assistant Principals) and support staff (e.g. SLSO)
- The availability of a consistent set of data across the entire organisation, for all workforce segments is currently limited, therefore the information included in this pack provides a view of workforce supply using available data, with some assumptions included.
- Some limitations with NSW Department of Education data prevented a deep dive into specific short term supply challenges. Where this is the case, these limitations have been identified within the report. Where insufficient evidence existed to support a hypothesis or suggested solution, these were excluded from further in-depth consideration at this stage. See Appendix D for a list of data limitations.

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# Teacher Supply Challenge



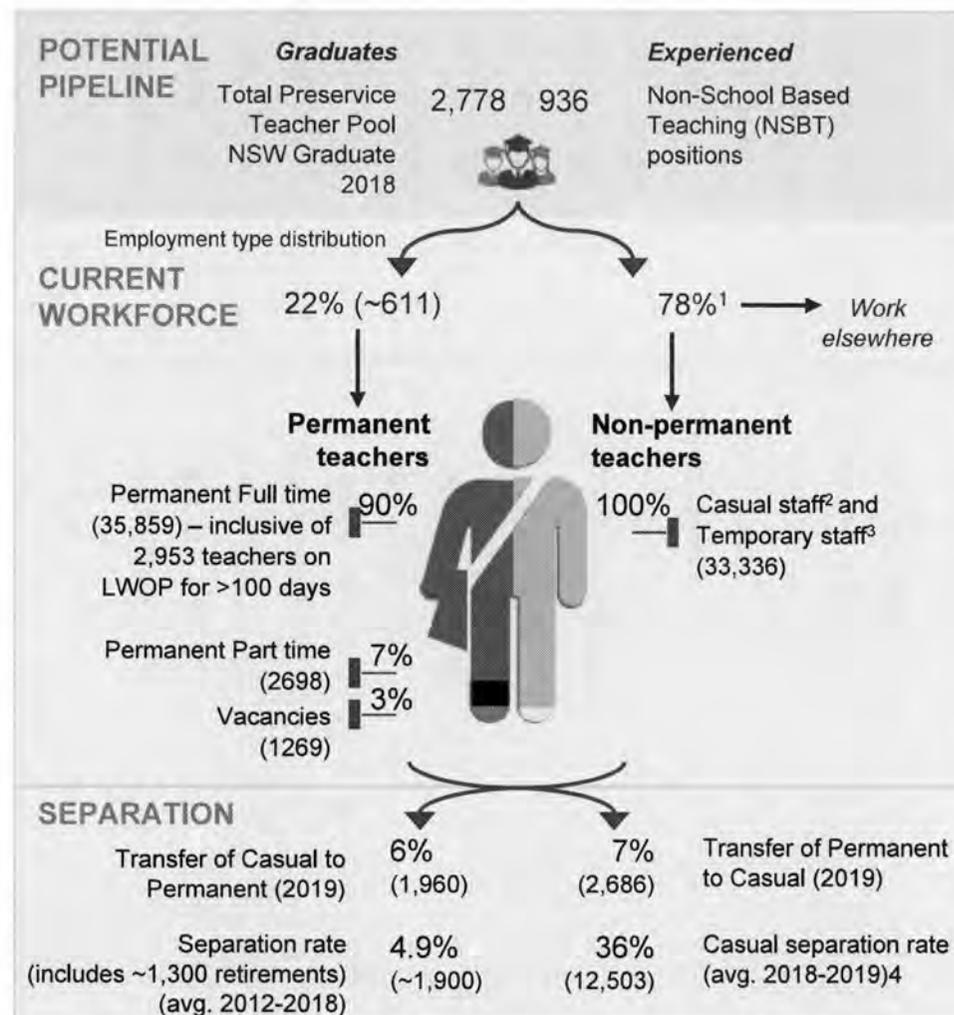
# The NSW short term teacher supply gap could be met by the current and potential local workforce

## Current state workforce

- The government school teacher workforce is comprised of:
  - 38,557 permanent staff
  - 33,336 temporary and casual staff

NSW needs to secure approximately 3,150 additional permanent teachers (based on current vacancies and annual attrition rate p.a.) to meet short term demand. There are sufficient teachers living in NSW to meet this gap, however too few are choosing to work in the public system. Current workforce policies and practices mitigate against adequate teacher supply. In relation to short term supply, there are three pressure points that stand out:

- **Too few graduate teachers enter the government sector** – each year only a small proportion of teaching graduates enter government schools. The independent and Catholic sector partner with the ITE providers to build strong bonds with new recruits early, providing a compelling employee value proposition as well as a personalised, swift and easy route into teaching in their schools.
- **The number of teachers on long term leave without pay creates a bottle neck for permanent positions** – some flexible working practices, such as long term leave without pay, are having an unintended negative impact and reducing the number of permanent positions available. Attrition from the casual workforce is significantly higher than from the permanent workforce.
- **High quality teachers who have reached retirement age are incentivised to leave the classroom** – because of policy requirements, a proportion of highly skilled teachers retire from teaching. They could continue to teach for an additional 2-3 years.



<sup>1</sup> The percentages refers to graduate candidates who completed their qualification and approval to teach with DoE and did not secure permanent teaching roles with the DoE. A portion of this cohort may have accepted roles in the Catholic or Independent School systems or may have accepted a non-teaching role, however this number is unknown.

<sup>2</sup> Number is inclusive only of casual employees paid by the Department

{ # } <sup>3</sup> Number does not account for a portion of temporary staff who are employed through a manual application system within the Department

<sup>4</sup> Represents year-on-year change in casual teacher cohort. Insufficient data available to determine whether fluctuations are due to transfer to permanent teaching, temporary teaching or separation from workforce.

# Critical supply gaps in rural and remote areas and STEM subjects are being exacerbated by longer times to fill roles

The greatest proportions of vacancies are in Rural North and Rural South & West areas (~ 4% of total workforce) and subjects such as technology (9% vacancies). Time to fill vacancies are also longer, further evidencing that these roles are hard to fill.

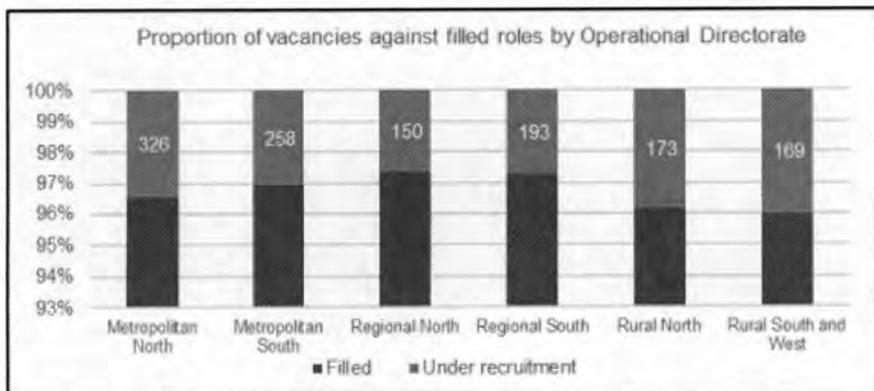


Figure 1: The highest proportions of vacancies are in rural areas. Note: 195 roles that could not be classified due to data availability, therefore are excluded from the graph. 702 vacant primary roles are also excluded from the above graph.

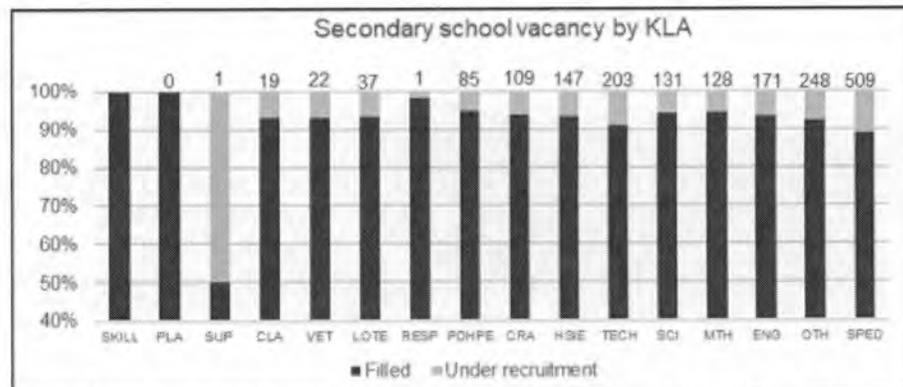


Figure 2: The greatest proportion of vacancies are in Special Education and Technology (excepting support roles which have a small sample size). Note: Primary schools removed (as do not have the KLA structure).

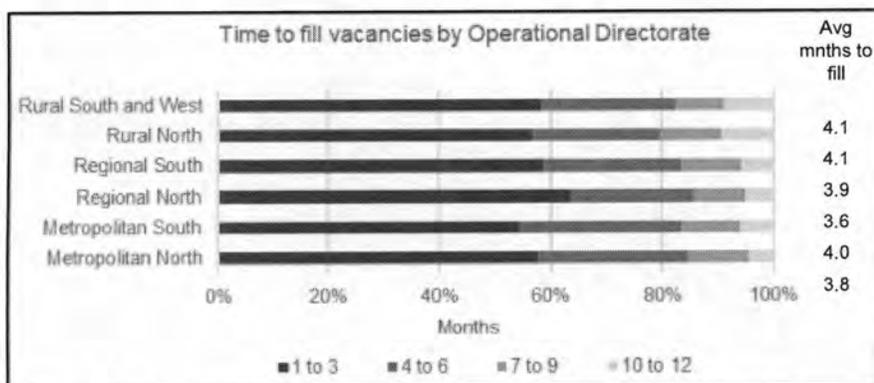


Figure 3: Rural vacancies take longer to fill on average than other areas.

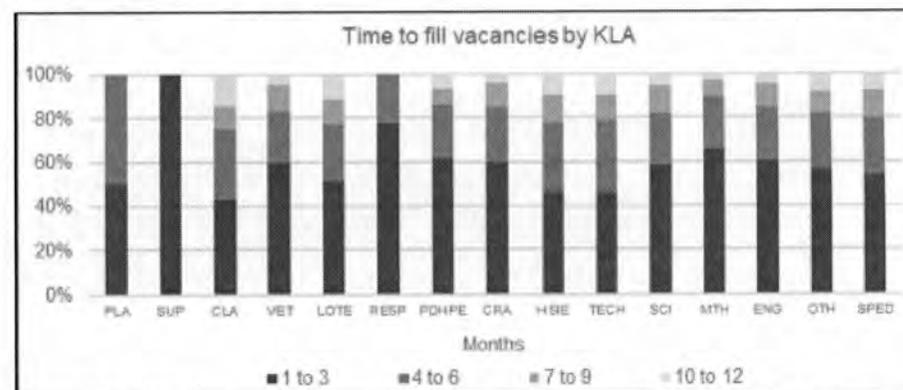


Figure 4: Technology, HSIE, and Community languages roles are among the hardest to fill.

Definition of KLA codes:  
 SKILL = Skills and/or Experience  
 PLA = Primary Languages  
 SUP = Support

CLA = Community Languages  
 VET = Vocational Education  
 LOTE = Languages other than English

RESP = Area of Responsibility  
 PDHPE = Personal Dev, Health & Physical Edu  
 CRA = Creative Arts

HSIE = Human Society and its Environment  
 TECH = Technology  
 SCI = Science

MTH = Mathematics  
 ENG = English  
 OTH = Other

SPED = Special Education



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## DoE has a large casual workforce, yet the number of casual staff is decreasing over time. The number of staff transitioning from casual to permanent roles also decreasing

Approximately 40% of the teaching workforce is in casual employment. There is a strong demand for casual staff across schools in all areas. Finding quality casual teachers is becoming more difficult over time and it is becoming more challenging for casual teachers to transition into permanent roles with DoE.

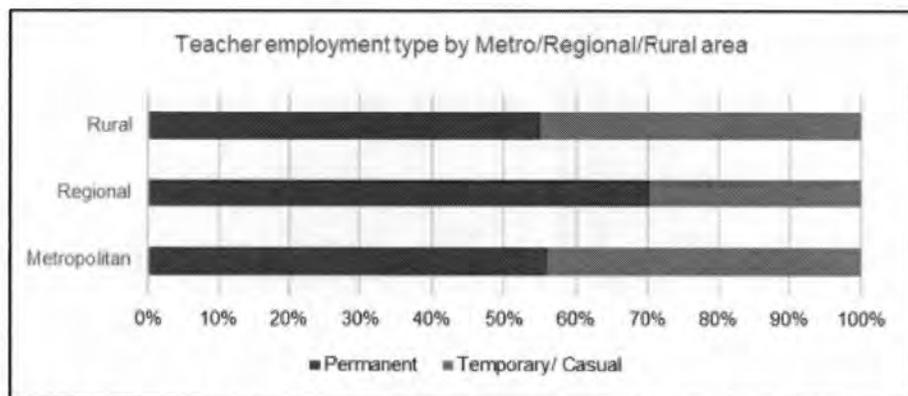


Figure 5: There is a large contingent of DoE teachers that are working as casual staff

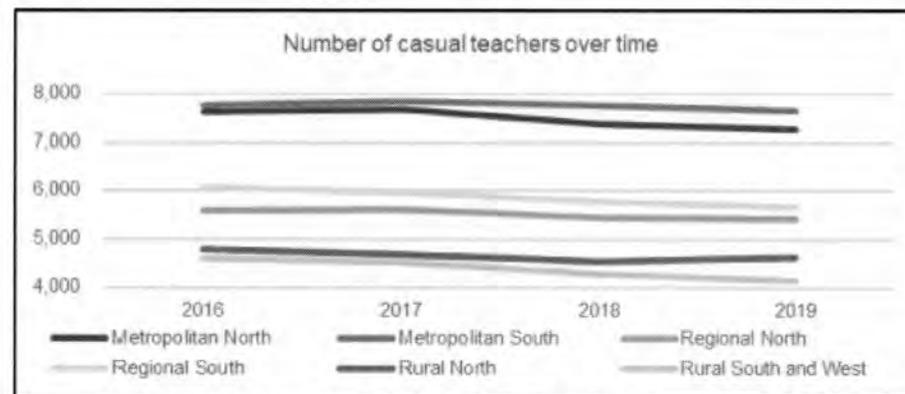


Figure 6: There is a decreasing number of casual teachers over time (2016-2019)

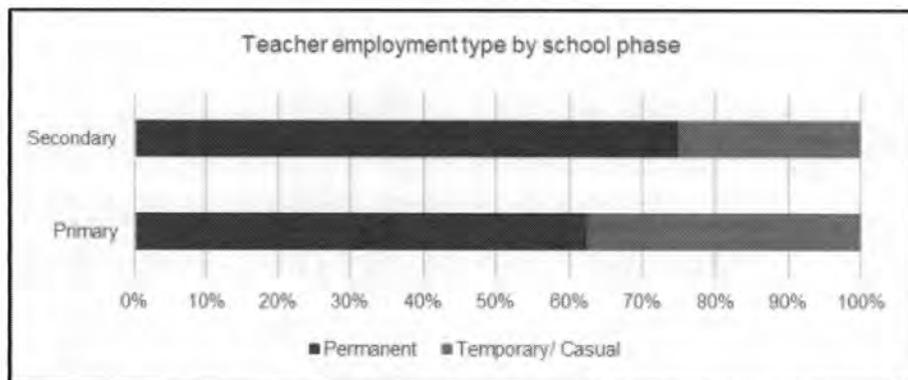


Figure 7: There is a large contingent of teachers working casually in NSW primary schools

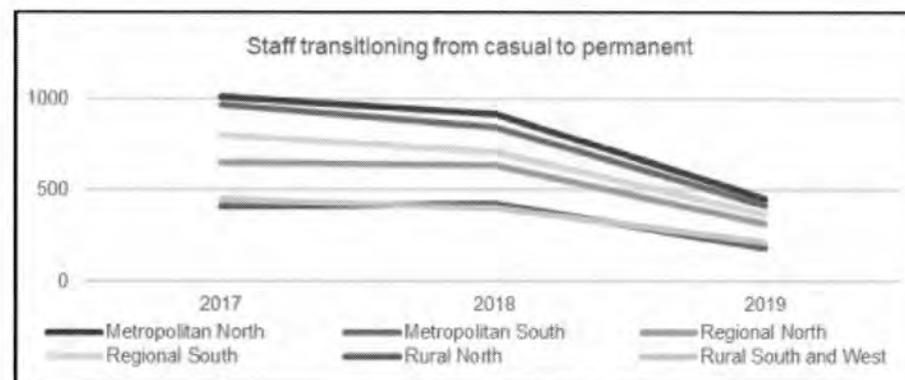


Figure 8: Staff transitioning from casual to permanent is decreasing across all Operational Directorates

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## The high number of staff on LWOP and NSBT places significant pressure on demand for teachers and constrains the availability of permanent roles

There are currently over 2,953 permanent teachers on an extended period of LWOP (greater than 100 days) for whose positions cannot be filled by permanent staff. There are also 936 permanent teachers in Non-School Based Teaching positions (NSBTs). This presents a considerable workforce management challenge for Principals and has increased demand for the casual workforce. There is an opportunity to improve the way these policies are managed and enforced to reduce the impact on teacher demand and supply.

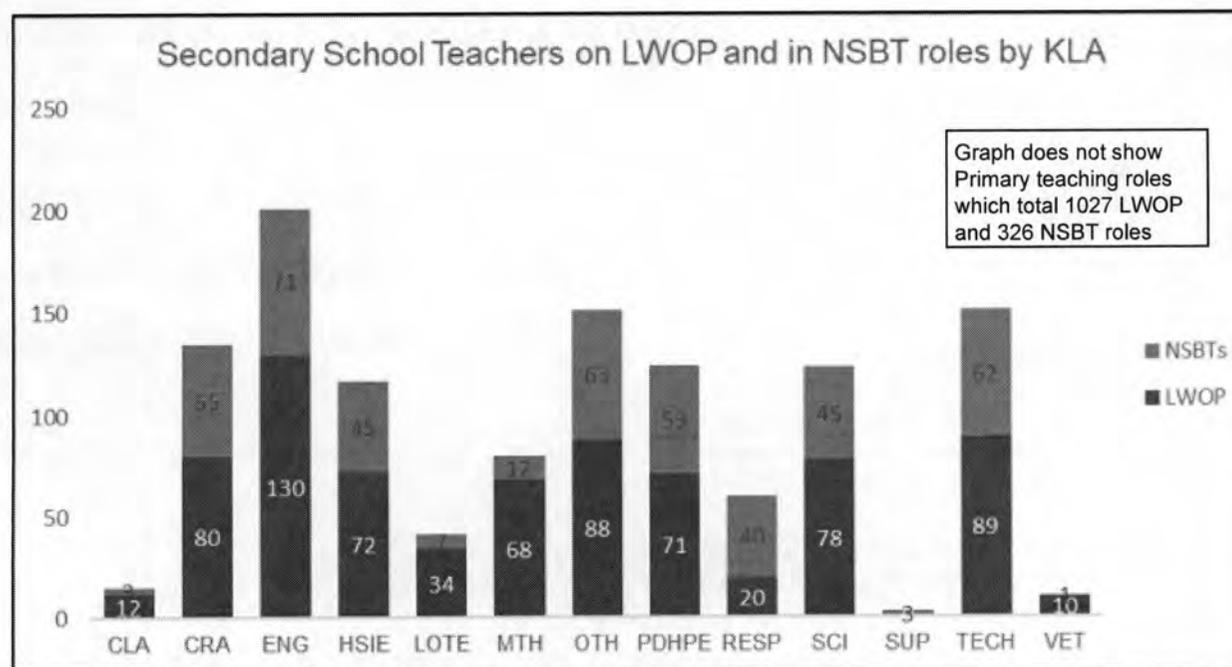


Figure 9: There are large numbers of staff that are on LWOP or NSBT roles.  
 Note: Graph roles that could not be classified as a specific KLA which total 973 LWOP and 44 NSBT  
 Note: LWOP data as of December 2019

## Analysis of key workforce segments revealed specific supply challenges and opportunities for attraction, recruitment and retention

A range of data points were collected reflecting the challenging areas of teacher supply. See Appendix C for more information on persona profiles and the current frustrations these workforce segments are facing.

### Casual teacher

#### Meet Vinisha



- 26,000\* casuals paid in the past 6 months
- ~ 750 schools (34%) regularly use Class Cover, but uncertainty about how schools use the system
- Secondary Schools are the leading users of the casual workforce
- Reasons for using casual workforce can be planned or unplanned

### Preservice teacher

#### Meet James



- 7 scholarship available for preservice teachers
- Number of graduates has dropped since last year and DoE employed only 7% of them in 2019 (compared to 10% last year)
- 8.2% separation rate in the first five years of employment (4.8% all teachers)
- Metro universities had triple the number of teacher graduates in 2019 than Regional schools

### Experienced teacher

#### Meet Johan



- 91% of metro secondary schools have at least one vacant role
- Half of the teachers are not satisfied with career progression opportunities
- 4,642 permanent teachers (12%) are over the age of 60; 3.2% retirement rate
- 76% of Year 7-10 students have been thought Maths by 'out of field' teachers for at least one year

### Rural secondary teacher

#### Meet Karina



- 120 out of 132 (91%) Regional & Rural (R&R) secondary schools have at least one vacant role
- 98% of R&R schools have engaged at least one casual in the past 6 months
- 3 years average tenure of R&R teachers (7 years all teachers)
- 8 of the 17 Rural Experience Program 2018 teachers stayed in rural schools in 2019

### Out of NSW teacher

#### Meet Derrick



- 6,590\*\* teachers with approval to teach in NSW schools have an interstate (n = 4931) / international (n= 1659) qualification
- 3,598 currently employed teachers in NSW hold an international qualification

### Career changer

#### Meet Dr. Serena



- 2 scholarship programs target career changers – The Teacher Education Scholarship Program and teach.MathsNOW scholarship

See Appendix E for further detail on each of the workforce personas.

\*Number is inclusive of all types of casual roles such as Temp casual, Perm PT casual, LWOP casual, and pure casual

{ # }\*\*These teachers are not currently employed by the department. Number may be skewed due to the a proportion of teachers undertaking an online degree.

## Four workforce challenges were identified and analysed to understand the teacher supply shortage

### 1. Maximise potential of existing teaching workforce

Ensure current teaching workforce is deployed appropriately in context of supply shortages

### 2. Take steps to minimise demand without affecting outcomes

Identify system and school based decisions that are unintentionally exacerbating supply issues

### 3. Pursue initiatives to boost immediate supply

Seek to target segments of pre-existing teachers that could be quickly accessed

### 4. Lay foundation for longer term supply strategy

Commence foundational and pilot work on high impact initiatives with longer lead time

Thirty hypotheses were investigated as part of the analysis, including:

- There is a large number of staff on LWOP and in NSBT positions, which have limited the ability for schools to strategically fill permanent positions
- There is a demand for casual teachers, but they are also being underutilised. A lot of challenging schools do not have a pool of casual teachers to reach out to repeatedly

- There is pressure on supply of casual teachers due to professional learning and relief for non core teaching work

- There is an opportunity to consider international and interstate teacher supply pools
- There are challenges which hinder the ability of career changers to enter the profession, however these individuals often have the skills that are required in low supply subjects such as tech, STEM etc.
- There are challenges in providing pre service and beginning teacher support which is impacting their recruitment into the workforce

- Approval to teach data is out of date which is resulting in slow recruitment processes and inaccuracies in workforce planning numbers
- The EVP is underdeveloped to attract and retain quality teachers
- There are challenges with principals being expected to make strategic workforce decisions without having the training to do this effectively

For a full list of the hypotheses considered as part of the teacher supply shortage, please see Appendix B.  
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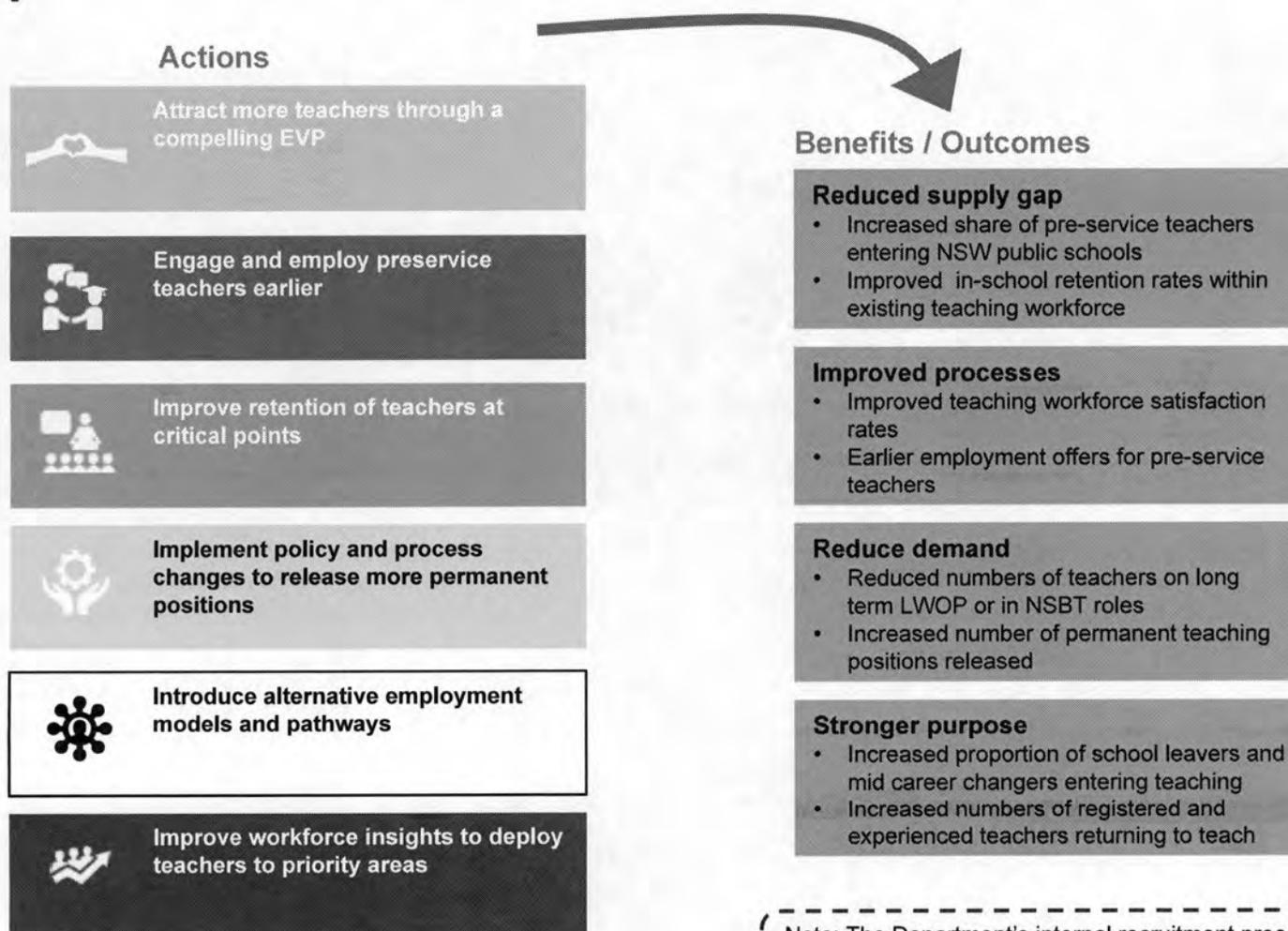
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# Actions



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## Based on our analysis, research and stakeholder feedback, there are a range of practical short term actions that will help to close the supply gap



Note: The Department's internal recruitment processes, NESA accreditation requirements and incentives (financial and non-financial) were considered out of scope for this analysis.

# Attract more teachers through a compelling EVP: A more compelling value proposition will attract more students into teaching, and more teachers into NSW government schools

The teaching talent pipeline is dwindling across all education sectors. The government school sector is facing strong competition for preservice and experienced teachers from Independent and Catholic schools. This issue is exacerbated for NSW public schools as there is no clear and compelling employee value proposition for its workforce. **DoE needs to review their employee value proposition to attract talented aspirational teachers into the government sector.**

## Aspirational shift

We want to move the Department...



*...from a poor perception of the teaching profession and difficulties in attracting aspiring / pre-service teachers and career changers*



*...to having a compelling and differentiated value proposition for the government sector to attract top performing preservice, casual and experienced teachers.*

## Key Question

*How can we more effectively attract and retain quality teachers into NSW public schools?*

*How can we better attract teachers to address critical supply gaps in Rural and Remote areas, Special Education, and STEM KLAS?*



## Proposed solutions

- Define the desired **Employee Value Proposition for all NSW teachers** and embed in all attraction, recruitment and onboarding processes
- Define and develop **differentiated Employee Value Propositions for specific cohorts**, to target preservice, casual, rural and remote, Special Education and STEM teachers

29%

Decrease in commencements of Initial Teacher Education over the last five years

11.4%

Decrease in new graduate offers in NSW over the 2017/2018 period

35%

The average percentage of casual teachers in NSW ceasing their positions with only 6.3% in 2019 transitioning to permanent teaching roles

## Key insights

### Teaching is not considered an attractive profession to the next generation of students, contributing to a decline in university commencements and completions



- The teaching profession is not an attractive option for students selecting university degrees, with a decline in Initial Teacher Education (ITE) of 29% over the last five years. NSW ITE completions have also declined by 6% between 2018-2019. Universities report that entrance and quality requirements may be impacting on attractiveness for school leavers, as do the lack of salary advantage and career progression.
- For NSW public schools, there was an 11.4% decline in the number of new graduate offers between 2017-2018. Stakeholders report persistent challenges attracting high quality graduates due to perceptions of government schools, delays in employment processes and competitiveness of the employment offer.

### Challenges in the attraction and retention of casual teachers is impacting on school capacity to fill casual vacancies



- Schools are experiencing ongoing challenges attracting casual teachers to meet demand for vacant roles and relief teaching. The casual pool (33,321) has been slowly declining in most locations (with a marginal increase in rural areas). Whilst there have been increases in the retention of casual teachers in recent years, year on year, approximately 35% of casual teachers ceased casual employment\*. Of these teachers, only 6.3% transitioned to permanent or temporary teaching.

### Key geographic areas and KLAs continue to face more severe attraction and retention challenges leading to longer-term vacancies in Rural and Remote areas, Special Education and STEM subjects



- There are higher proportions of vacancies in rural and remote areas relative to metropolitan and regional areas. Scholarships have been put in place to enhance attraction, however the number of applicants is approximately six times the total number of scholarships available. Consideration should be given to the number of scholarships offered each year.
- Special Education, and STEM subjects are most problematic in terms of attracting top talent with 509 Special Education roles and 462 STEM roles under recruitment. Analysis of the length of time under recruitment indicates that 44% of these positions are vacant for greater than three months. The Department has taken steps to encourage existing experienced teachers to retrain in these areas with sponsored training programs. There are a limited number of retraining opportunities (sponsorship programs) for STEM subjects (4 in 2019 compared with 67 across special education, counselling, librarian and career roles).

### There is an opportunity to improve perceptions of the teaching profession and value proposition for government schools



- Stakeholders identified that the value proposition for the teaching profession overall is underdeveloped. Lack of a clearly defined value proposition embedded throughout all attraction, recruitment and engagement activities impacts on the ability to attract and retain quality teachers and support an overall sense of professional identity. This sentiment is supported by a recent DoE People Matters survey (n=16,696) indicating limited satisfaction with career opportunities and workplace.

4

The number of scholarships for teachers hoping to retrain so that they can teach STEM

6x

The number of applicants per available scholarship position in rural and remote communities

50%

The percentage of teachers who indicated they were not satisfied with the opportunities available for career progression

## Engage and employ preservice teachers earlier: Earlier and stronger partnerships with pre-service teachers will boost supply

As a result of growing demand for teachers and an aging workforce, there is an increasing need for Department to attract high quality preservice teachers. At the same time, there is fierce competition to secure high quality graduates which will only increase in the future. **DoE needs to improve its engagement with preservice teachers and offer more secure employment earlier.**

### Aspirational shift

We want to move the Department...



*...from limited secure employment options for preservice teachers and lack of engagement and support to navigate the employment process, resulting in loss of talented teachers to other sectors*



*...to early engagement and support to build enduring relationships and attract talented preservice teachers, offering a guaranteed permanent position as part of an established pool, and supported pathways into employment*

### Key Question

*How does the Department better engage with preservice teachers and offer earlier, more permanent employment?*



### Proposed solutions

- Establish a **preservice teacher employment pool** and offer **permanent employment** to selected preservice teachers at the beginning of their final year of study
- Establish a **dedicated** HR consultant(s) to deliver more **personalised** employment support
- Develop a **targeted practicum strategy** and induction program for all new teachers

8%

The turnover rate for permanent teachers (within first 5 years) compared with 4.9% for all permanent teachers (irrespective of tenure)

7%

The percentage of targeted graduates were recruited by DoE in 2018, a drop of 3%

Key insights

The Department does not engage with preservice teachers early enough, limiting the ability to secure high potential talent

- Given the number of graduates are decreasing, Catholic and independent schools across NSW have commenced earlier engagement and recruitment of preservice teachers. NSW DoE typically has limited engagement with graduates until Term 4 in their final year, when the next year's vacancies are known.
- The late recruitment process (in comparison to other sectors) is impacting the Department's ability to secure talented resources. There is an opportunity to bring forward recruitment activity and significant improve early engagement with preservice teachers to better secure talented teachers.

There are limited permanent roles available to preservice teachers, with only 22% securing permanent work after graduation

- Only 22% of preservice teachers enter the workforce in permanent roles. This impacts on DoE's attractiveness as compared to other sectors where permanent jobs may be more available for graduates.
- Lack of permanency of employment for graduates can contribute to reduced engagement and higher turnover. The current turnover rate for teachers within the first five years of permanent work is 8.2%, nearly double the rate for the whole permanent workforce. This results in graduates being placed in insecure employment arrangements, as casual or temporary teachers, thus contributing to the risk of attrition.

The recruitment on onboarding process is lengthy and impersonal resulting in increased challenges engaging preservice teachers and early disengagement from preservice

- Qualitative feedback on the recruitment process indicated it is lengthy and impersonal, making it difficult for preservice teachers to obtain a job. A review of the teacher staffing process (Staffing Procedure for the Teaching Service in NSW Public Schools) suggests a mechanistic, one-size-fits-all approach is used, primarily matching individuals to roles through a static set of criteria. Stakeholders report that the recruitment process is not personalised or structured in a way to support a positive experience and strong development of relationship.
- Analysis of time to fill data provides evidence of lengthy recruitment times, particularly for open merit positions. This inhibits the Department's capacity to engage and develop rapport with candidates. Candidate first impressions are impacted, increasing the likelihood of drop outs through the process\*. There is limited attention to the experience of candidates to support a positive recruitment and onboarding experience. There is limited onboarding support for preservice teachers once employment commences.
- It is acknowledged that some work is underway (e.g. SMR, HCM) to address process inefficiencies in the recruitment process. However the manner in which candidates are engaged is not in scope for these.

60

Average number of days it took the Department to fill a vacancy in 2019

78%

The percentage of preservice teachers enter the workforce on a temporary/casual contract

\* Analysis of conversions and withdrawals from each stage of the recruitment process was not conducted due to data quality limitations

## Improve retention of teachers at critical points: A more personalised workforce experience will strengthen loyalty

Variable experiences of onboarding are impacting on the Department's ability to establish a strong, supportive connection with teachers and attract and retain an engaged and motivated workforce throughout their careers. **DoE needs to create a structured, consistent and personalised onboarding and engagement experience for all types of teachers, including casual teachers.**

### Aspirational shift

We want to move the Department...



*...from an impersonal, one-size-fits-all experience of recruitment and onboarding for teachers*



*...to a personalised and supportive engagement approach that is tailored to individual needs, preferences and career aspirations*

### Key Question

*How can the Department enhance the onboarding and engagement experience for teachers, to build enduring relationships and improve support for the workforce?*

### Proposed solutions

- Undertake **casual teaching myth-busting** initiative to **improve awareness** of the process for casual staff seeking employment
- Establish a **dedicated** HR consultant(s) for selected cohorts to improve relationship management
- Create a **network of casual pools**; providing schools with resource stability and ensuring professional learning benefits for teachers
- **Engage soon to retire / retiring teachers** (in priority areas) to extend their permanent work in the short term

4\*

Methods used by schools and casual teachers to secure work

36%

The percentage of teachers who are confident in how recruitment decisions are made (2019 People Matters Survey)

\* Methods include Class Cover site, Schoolbiz, Social media groups developed by individual schools and individual CV collection at schools.

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### Key insights

#### Casual engagement and recruitment processes vary between schools, leading to teacher confusion on how to secure work alongside complexity for hiring managers

- There is a lack of consistency in processes and mechanisms to engage casual teachers across NSW. Stakeholders report that this impacts on the ability of teacher's to navigate these processes and the ability of schools to secure casuals. There are currently four methods used by schools and casual teachers to secure work including the Class Cover site, Schoolbiz, Social media groups developed by individual schools and individual CV collection at schools.
- Stakeholders report that the absence of clear and consistent communications to casual teachers on how to engage with schools and opportunities for casual work results in disengagement and frustration. 36% of casual teachers are not retained from year to year.

#### Onboarding processes are inconsistent, with casual teachers most at risk of disengagement

- A centralised induction program is run by the Department for new teachers, which covers the basics of employment in NSW public schools. However the onboarding processes for new teachers vary considerably at individual schools.
- There are no consistent onboarding mechanisms or induction support for casual teachers. For casual teachers, this need is heightened as the teachers do not have a central 'base' from which they receive information and support.
- Training and development options for regular casuals are limited. Preservice casual teachers do not have access to professional learning to support progression to proficiency.

#### There is no central mechanism to engage and support teachers who wish to move within the public school system

- There is no centralised contact to 'check in' and help teachers manage their career progression, leading to decreased motivation.
- Only 50% of teachers are satisfied with opportunities for career progression (*2019 DoE People Matters survey, n = 16,696*). Interviewees suggest that mentoring is provided in some schools, but not all, resulting in varying levels of support for teachers and early career teachers.
- There is a separation rate of 8.2% in the first five years of employment, nearly double the average for all permanent teachers. There is a need to improve engagement and support to better retain teachers in the early part of their career.

36%

The percentage of casual teachers do not continue to work from one year to the next<sup>1</sup>

8.2%

Separation rate for beginning teachers in the first five years of employment

<sup>1</sup> Represents year-on-year change in casual teacher cohort. Insufficient data available to determine whether fluctuations are due to transfer to permanent teaching, temporary teaching or separation from workforce.

## Implement policy and process changes to release more permanent positions: More consistent implementation of workforce policies will reduce bottlenecks in permanent roles and improve strategic deployment to greatest need

Inconsistent application of current workforce management policies impact on availability of permanent roles and cause increased demand for teachers. DoE needs to review appropriateness and strengthen the implementation of LWOP, NSBT and flexible working policies and processes to reduce demand and improve strategic workforce management.

### Aspirational shift

We want to move the Department...



*...from having limited strategic decision making on workforce management and limited awareness of teach supply constraints*



*...to having strategic workforce management through appropriate application of LWOP and NSBT roles and capability uplift for principals to manage process changes*

### Key Question

*How can the Department improve its policies related to workforce management to maintain sufficient teacher supply?*

### Proposed solutions

- Strengthen **strategic management of LWOP and review guidelines and policy** to improve decision making and policy application
- Strengthen **appropriate use of NSBTs and review guidelines and policy** to reduce impacts on short term supply and demand
- Provide **guidance, communication materials and capability development for Principals** to support workforce decision making and application of policy

60%

The percentage of part time workers (n=1633) working 3 days per week or less.

## NSW Department of Education

### Key insights

#### LWOP policies and procedures are not applied and managed consistently, impacting on overall teacher supply

- Permanent roles are held for teachers on extended LWOP, impacting on ability to offer permanency and attract teachers to fixed term roles. In 2019, 2,953 teachers took leave without pay for greater than 100 days, whilst data from 2015-2019 showed 1,090 staff on LWOP for greater than three years.
- Data shows that many teachers take LWOP early in their careers. Of those later in their careers, a large proportion take LWOP part time. Stakeholders report this is often due to parental responsibilities and limited opportunities to utilise other part-time employment options<sup>1</sup>.
- Stakeholder reported that teachers are not sufficiently aware of their entitlements and Principals do not always have the skills to make strategic decisions in line with the policy.
- Stakeholders suggest that the three year period for right of return is often extended, enabling a teacher to hold their substantive position for extended LWOP<sup>2</sup>.

#### There are 936 qualified teachers in Non-School Based Teacher (NSBT) roles that could be redirected to address the supply gap

- There are 936 NSBT staff that have been in these roles for an average of 650 days.
- There is limited data available to understand the appropriateness of long term NSBT roles for teachers. Current initiatives, such as the review of NSBTs in DoE's Education Services division, are seeking to make an in depth assessment of NSBT utilisation to improve strategic workforce management of permanent teachers in NSBT roles and decision making on future use of NSBTs.

#### Part time workers can increase demand for casual teachers

- Principals report that the prevalence of part time roles impacts on ability to manage resourcing within schools. A total of 2766 permanent employees work part time. Of these almost 60% of part time workers work 3 days per week or less. Stakeholders also report that LWOP is used by permanent full time teachers to enable part time working.
- Part time roles and opportunities for flexible working are an important aspect of the value proposition for the teaching workforce. However, stakeholders report that part time roles are typically backfilled with casual teachers, increasing casual demand. Limited data exists on the proportion of casual demand and utilisation due to part time roles.

1,970

The number of teachers who commenced LWOP in 2018

1,090

The number of teachers on LWOP for greater than three years<sup>3</sup>

1. 4.8.3.2a: A minimum of two years current continuous permanent service, excluding temporary or casual service, must be completed before teachers are eligible to apply for leave without pay for personal reasons
2. 4.8.3.5: Right of return
3. Data for teachers on LWOP for more than three years may be understated due to data migration between payroll systems in 2018.

## Introduce alternative employment models and pathways: Alternative employment models and pathways will open up a wider workforce pool

Education systems globally are targeting candidates from other jurisdictions and utilising innovative models of employment and supported pathways for candidates. In NSW there are limited mechanisms to support candidates or tailored pathways to better attract, accredit and recruit into secure roles and priority vacancies. **DoE needs to review the accreditation and employment process to facilitate employment for international and interstate teachers as well as career changers.**

### Aspirational shift

We want to move the Department...



*...from an employment model founded on graduate entry pathways with a range of barriers impacting on access to new cohorts of teachers and alternative entry options*



*...to a suite of alternative employment pathways, effectively targeting, retraining and supporting career changers, interstate/international teachers and talented individuals into future employment as teachers in NSW government schools*

### Key Question

*How does the Department support people entering into the teaching workforce in non-traditional channels?*



### Proposed solutions

- Develop and test a **mid-career pilot** to engage career changers and establish a new supply pipeline
- Implement **targeted recruitment strategies for international teachers, interstate teachers and qualified teachers** not currently employed as a teacher
- Establish **employment based pathways** to engage individuals in teaching / paraprofessional roles whilst they are still studying
- Strengthen current **retraining programs** and **deliver accelerated 'bootcamps'** for existing teachers in high demand subject areas (Maths, Special Education)

41,756

The number of teachers currently on the approval to teach in NSW list that are not employed by DoE

3,598

The number of teachers employed by NSW who hold an international qualification.

## NSW Department of Education

### Key insights

#### Interstate and international pool

- The approved to teach list identifies a large number of qualified teachers from interstate and a good portion of international teachers, who could be targeted for employment.
- Given that there are additional accreditations requirements and lengthy visa processes to engage teachers from out of NSW, targeting those that are already registered with the Department may be the best way to utilise an interstate or international group quickly.
- Several accreditation requirements for out of NSW teachers are only accessible for completion within NSW, requirements imposed by NSW government. This poses further geographical barriers for out of NSW teachers. Improvements in these processes could help expedite this process and improve the number of interstate and international teachers that the Department engages with.

#### Mid career changers

- Stakeholder interviews highlighted a number of reasons why entering the teaching profession mid career can be difficult. Due to the need for many people to continue work, they become unable to complete their studies. The lack of clarity and support in the process of pursuing a teaching career can often turn qualified and interested individuals away from committing to the profession.
- The Teacher Education Scholarship targets career changers, however statistics indicate that it is underutilised. The low level of scholarship uptakes suggests that the scholarships may not be advertised effectively to the designed cohort, or that the content of the scholarships may need to be revised to reflect the expectations and needs of career changers.
- A number of other jurisdictions have been able to successfully implement programs to (i) help people change to a teaching career mid career, (ii) engage individuals in teaching/paraprofessional roles, and (iii) retrain teachers to specialise in areas of need.

2\*

The number of scholarships that target career changers

> 2x

More than double the number of applications were received (449) for the Teacher Education Scholarship, compared to scholarships available (220). Only 60 offers were made in 2019

\* teach.MathsNOW scholarship and the Teacher Education Scholarship both target career changers

## Improve workforce insights to deploy teachers to priority areas: More informed insights will allow for targeted and more deliberate deployment of staff

The recruitment approach in the Education sector has traditionally been challenging to navigate. Vacancies in target areas such as specific locations and KLAs are not readily prioritised despite having an existing workforce with the right capability and interest. **DoE needs to better understand the workforce profile and deploy some cohorts to targeted priority areas.**

### Aspirational shift

We want to move the Department...



**...from** having limited visibility of critical supply gaps and a lack of differentiated recruitment approach



**...to** having a data-informed understanding of priority vacancies, locations and hard to fill roles, and a targeted recruitment approach to deploy teachers

### Key Question

*How can the Department better deploy existing teachers to areas of priority to fill demand gap?*



### Proposed solutions

- Develop **priority vacancy recruitment strategy** and **targeted deployment approach** to address immediate supply shortages in hard to fill locations and roles

71

The number of teachers who are a NSBT with an English KLA competency

201

The number of teachers who are on LWOP (greater than 100 days) with a Special Education KLA competency

## NSW Department of Education

### Key insights

#### There are more vacancies and longer opened roles in some KLAs and geographic areas than others

- Rural locations have a greater proportion of vacant positions in both primary and secondary schools. Technology roles have the greatest proportion and number of vacant roles (excluding special education and 'Other' categories), followed by English.
- There are specific KLAs within the Department that are harder to staff. Anecdotally, interviewees suggested that many of the hard to staff vacancies are open for a prolonged period of time. Indeed, analysis of recruiting time by KLA shows that Technology, Special Education, and HSIE have a significant proportion of their vacant roles that have been under recruitment for greater than 3 months, indicating this is an area where supply is an issue. This suggests that the standard processes that are used to attract and recruit people to these roles are not allowing the DoE to close the gaps in these areas.

#### There should be enough supply for the demand

- To better prioritise and deploy teachers with the right KLAs to priority areas, it is essential to adopt a more robust workforce structuring process. Data suggests that across the majority of KLAs, there are enough qualified teachers to fill vacant roles from a pool of teachers on LWOP and NSBT areas.

#### Retirements will increasingly contribute to the teacher supply gap

- The supply-demand gap is likely to increase due to an ageing population of teachers. The numbers of potential retirees are expected to be over 4,000 in secondary schools, and over 2,000 in primary schools over the next two years.
- The greatest proportion of these retirements will be in rural areas and the greatest number will be 'Other', Special Education, and Technology. Given the large numbers of retirements across all KLAs, one strategy could be to engage and retain soon to retire/ retired teachers, particularly in hard to staff subjects (i.e. Technology) and operational areas (i.e. Rural), to offer flexible working opportunities.

#### Utilisation of retired staff

- Hard to staff areas have previously relied on retired teachers coming back to teach as casuals. Rural areas have a greater proportion of recently retired teachers than other areas.
- Teachers returning as casuals decreased between 2018 and 2019 for the first time in several years. This indicates that not as many teachers are being persuaded to stay on. With the predicted increase in retirements, this will be an important group to target in the future.

6.1%

The average percentage of casuals who previously retired from permanent teaching

6,000

The number of teachers who (at a minimum) will reach the retirement age of 60 over the next two years

NSW Department of Education

# Solutions



# 17 solutions have been suggested and are aligned to each of the short-term actions

## Actions



Attract more teachers through a compelling EVP



Engage and employ preservice teachers earlier



Improve retention of teachers at critical points



Implement policy and process changes to release more permanent positions



Introduce alternative employment models and pathways



Improve workforce insights to deploy teachers to priority areas

## Solutions

1.1 Define the desired **Employee Value Proposition for all NSW teachers** and embed in all attraction, recruitment and onboarding processes.

1.2 Define and develop **differentiated Employee Value Propositions for specific cohorts**, to target preservice, casual, rural and remote, Special Education and STEM teachers

2.1 Establish a **preservice teacher employment pool** and **offer permanent employment** to selected preservice teachers at the beginning of their final year of study

2.2 Establish **dedicated** HR consultant(s) to deliver more **personalised** employment support to preservice teachers

2.3 Develop a **targeted practicum strategy** and induction program for all new teachers

3.1 Undertake casual teaching myth busting initiative to **improve awareness** of the process for casual staff seeking employment

3.2 Establish **dedicated** HR consultant(s) for selected cohorts to improve relationship management

3.3 Create a **network of casual pools**; providing schools with resource stability and ensuring professional learning benefits for teachers

3.4 **Engage soon to retire / retiring teachers** (in priority areas) to extend their permanent work in the short term

4.1 Strengthen **strategic management of LWOP and review guidelines and policy** to improve decision making and policy application

4.2 Strengthen **appropriate use of NSBTs and review guidelines and policy** to reduce impacts on short term supply and demand

4.3 Provide **guidance, communication materials and capability development for Principals** to support workforce decision making and application of policy

5.1 Develop and test a **mid-career pilot** to engage career changers and establish a new supply pipeline.

5.2 Implement **targeted recruitment strategies for international teachers, interstate teachers and qualified teachers** not currently employed as a teacher

5.3 Establish **employment based pathways** to engage individuals in teaching/ paraprofessional roles whilst they are still studying

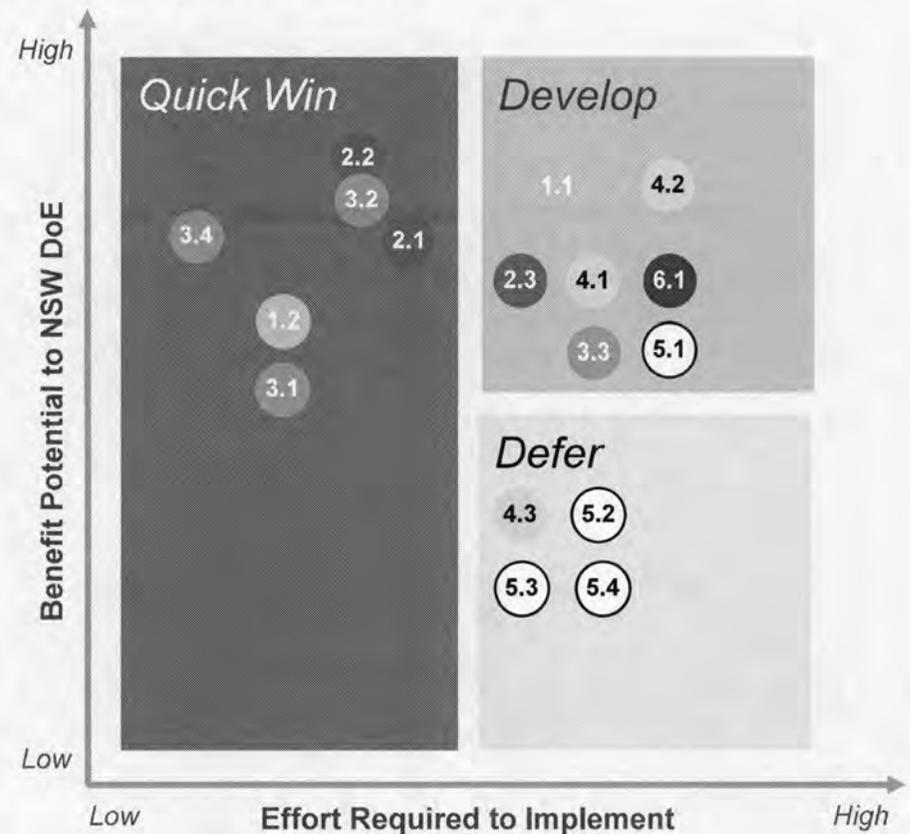
5.4 Strengthen current **retraining programs** and **deliver accelerated 'bootcamps'** for existing teachers in high demand subject areas (Maths, Special Education)

6.1 Develop **priority vacancy recruitment strategy** and **targeted deployment approach** to address immediate supply shortages in hard to fill locations and roles.

# Some solutions will be easier to implement and will yield results earlier

- |                  |     |   |
|------------------|-----|---|
| <b>Quick Win</b> | 1.2 | Define and develop differentiated Employee Value Propositions for specific cohorts, to target preservice, casual, rural and remote, Special Education and STEM teachers |
|                  | 2.1 | Establish a preservice teacher employment pool and offer permanent employment to selected preservice teachers at the beginning of their final year of study             |
|                  | 2.2 | Establish dedicated HR consultant(s) to deliver more personalised employment support to preservice teachers   |
|                  | 3.1 | Undertake casual teaching myth busting initiative to improve awareness of the process for casual staff seeking employment   |
|                  | 3.2 | Establish dedicated HR consultant(s) for selected cohorts to improve relationship management  |
|                  | 3.4 | Engage soon to retire / retiring teachers (in priority areas) to extend their permanent work in the short term  |
| <b>Develop</b>   | 1.1 | Define the desired Employee Value Proposition for all NSW teachers and embed in all attraction, recruitment and onboarding processes                                    |
|                  | 2.3 | Develop a targeted practicum strategy and induction program for all new teachers  |
|                  | 3.3 | Create a network of casual pools; providing schools with resource stability and ensuring professional learning benefits for teachers                                    |
|                  | 4.1 | Strengthen strategic management of LWOP and review guidelines and policy to improve decision making and policy application  |
|                  | 4.2 | Strengthen appropriate use of NSBTs and review guidelines and policy to reduce impacts on short term supply and demand  |
|                  | 5.1 | Develop and test a mid-career pilot to engage career changers and establish a new supply pipeline   |
| <b>Defer</b>     | 6.1 | Develop priority vacancy recruitment strategy and targeted deployment approach to address immediate supply shortages in hard to fill locations and roles                |
|                  | 4.3 | Provide guidance, communication materials and capability development for Principals to support workforce decision making and application of policy                      |
|                  | 5.2 | Implement targeted recruitment strategies for international teachers, interstate teachers and qualified teachers not currently employed as a teacher                    |
|                  | 5.3 | Establish employment based pathways to engage individuals in teaching / paraprofessional roles whilst they are still studying   |
|                  | 5.4 | Strengthen current retraining programs and deliver accelerated 'bootcamps' for existing teachers in high demand subject areas (Maths, Special Education)                |

Key initiatives prioritisation map



NSW Department of Education

# Quick win solutions



## 1.2 Define and develop differentiated Employee Value Propositions for specific cohorts, to target preservice, casual, rural and remote, Special Education and STEM teachers (1/2)

Develop differentiated Employee Value Propositions for specific teaching cohorts to articulate the purpose of the profession and aid in attraction and retention.

### Key features



A differentiated EVP for selected cohorts articulating purpose, benefits, opportunities and rewards

*Identified cohorts to target include preservice, casual, rural and remote, special education and STEM subject teachers.*



An evidence based EVP profile that considers motivational drivers of current teachers in the Department, and triggers for attraction and retention

*This includes a deeper understanding of how prospective teachers make decisions between public, independent and catholic school systems.*



An EVP serving both external and internal branding purposes

*This includes*

- *Updating attraction, recruitment and marketing strategies and collateral to attract attention of external talent*
- *Articulating and communicating the EVP to teachers internal to the Department to retain talent*

### Benefits



Improved attraction of targeted cohorts through differentiated recruitment and marketing strategies with emphasis opportunities in priority locations and subjects

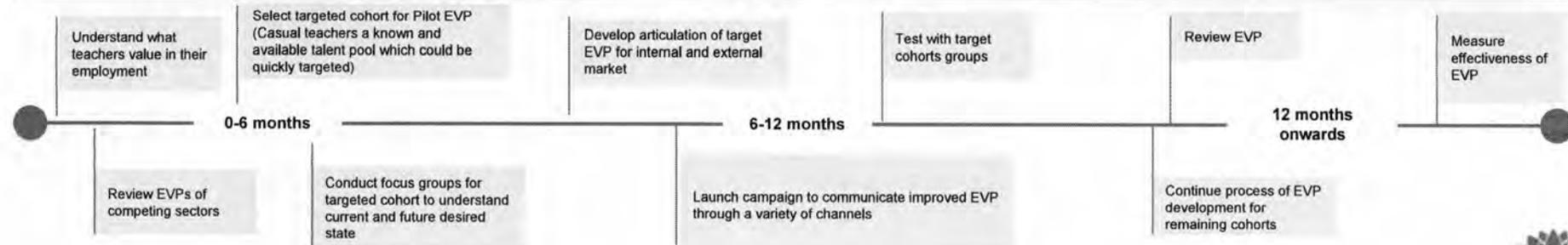


Shifting the dial towards being an employer of choice in the market by offering a differentiated set of employee arrangements appealing to a broader demographic



Higher retention numbers, reduced leave without pay and unexplained absence internally with emphasis on targeted cohorts from improving career options and overall teaching experience

### Steps to implement



1.2

## Define and develop differentiated Employee Value Propositions for specific cohorts, to target preservice, casual, rural and remote, Special Education and STEM teachers (2/2)

Develop differentiated Employee Value Propositions for specific teaching cohorts to articulate the purpose of the profession and aid in attraction and retention.

### Considerations



#### People

There is a need to engage with senior leaders to help prioritise the targeted cohorts and design the current and future state



#### Policy

Simplify policy where applicable to help EVP effort through making the Department a great and easy place to work



#### Technology

Ensure EVP is communicated through multiple media types to broaden potential audience (e.g. Intranet and external websites)



#### Resources/ funding

- Estimated resources required for set up in the initial 6 months period is 1 FTE, with the aim to embed the activity in BAU post set up
- Additional funding may be required once EVP is finalised to enable execution and implementation for each cohort (e.g. scholarships, incentives)



#### Data

- Collect data to understand engagement levels, motivation, current state, forecasted future state (e.g. targeted staff survey, focus groups, payroll and incentive data)



#### Process

- Undertake process review of internal and external recruitment strategy and understand key steps to promote EVP
- Embed EVP messages into existing attraction and recruitment processes



#### Stakeholders

- Engage recruitment team, rural and remote communities, universities as part of EVP design and validation
- Parents of preservice teachers should be considered as they can influence a child's chosen career path
- Engage Teachers Federation once EVP is developed to facilitate promotion with members

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Scepticism by internal stakeholders of the utility of investing time in EVP will hinder its potential impact	Possible	Moderate		Engage multiple stakeholders during the process to ensure strong evidence-base. Develop robust communication around EVP intent, anticipated benefits and timing.
R	Development of differentiated EVP ahead of organisation-wide EVP will result in misalignment	Possible	Moderate		Strong communication around intent and purpose. Development of long-term EVP integration plan
R	Development of differentiated EVP for multiple cohorts will result in a fragmented approach	N/A	N/A	N/A	Develop a clear set of design principles and governance framework to maintain alignment during development and implementation
R	Differentiated EVPs focus on cohorts and do not include high quality teaching element	Possible	Major		Include as a design principle

### Case studies

#### Ministry of Education Singapore

- Teaching as a profession is highly valued and individuals are targeted and engaged early as part of the attraction and recruitment strategy
- A clearly defined EVP has been developed for the profession and there is active engagement to encourage preservice teachers to join the profession, resulting in a healthy profile and pipeline of teachers within the country

#### Finland

- Teaching is highly valued within Finnish society and is seen as a well respected profession
- As a result of this positive perception, university entrance into teaching degrees are highly competitive, with only about 10% of those who apply to the elementary teacher education program being accepted

2.1

## Establish a preservice teacher employment pool and offer permanent employment to selected preservice teachers at the beginning of their final year of study (1/2)

Create a preservice resource pool to attract, engage and recruit preservice teachers earlier.

### Key features



Engage with preservice teachers throughout their study

*This includes developing connections throughout the course of their degree, and consistently working to improve continuous engagement through effective communications and events.*



Offer permanent employment to preservice teachers at the beginning of their final year of study and confirm details of this role in Term 4

*This method will result in the creation of a preservice teacher employment pool and allow these individuals to be secured early for work with the Department*

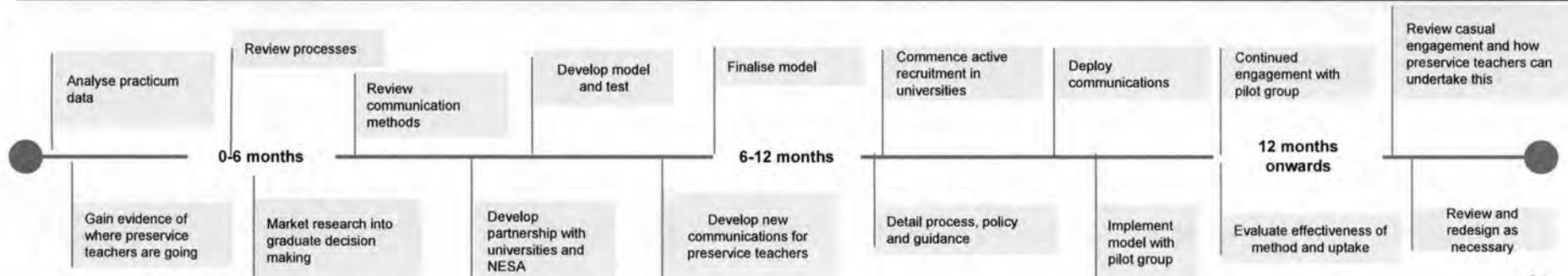


Explore options to engage preservice teachers casually on completion of practicum.

### Benefits

- ✓ The establishment of a preservice employment pool and early offers of permanent employment will enable the Department to improve the quality of relationships with preservice teachers and enhance its reputation and brand with students
- ✓ Enhanced engagement with universities and ITE providers
- ✓ Increased attraction of preservice teachers to the Department
- ✓ Increased recruitment of targeted graduates
- ✓ Confidence to meet supply needs for the future years through locking preservice teachers in early
- ✓ Increase number of graduates commencing as permanent teachers from by 10% in 2021 (additional 61 teachers p.a.)

### Steps to implement



2.1

## Establish a preservice teacher employment pool and offer permanent employment to selected preservice teachers at the beginning of their final year of study (2/2)

Create a preservice resource pool to attract, engage and recruit preservice teachers earlier.

### Considerations



#### People

- Work to embed teaching students in the community from early on to encourage offers of permanent employment
- Engage new teachers as university ambassadors to promote working at the Department
- Consider beginning teacher mentoring to support this group in order to encourage them to stay with the Department



#### Policy

Review recruitment policies and update to ensure alignment to approach



#### Resources/ funding

- Additional funding will be required to allow for this forward planning capability
- Estimated resources required for set up in the initial 6 months period is 2 FTE, and 1 FTE for ongoing management



#### Data

- Obtain data on preservice teachers preferences to help inform decisions
- Improve workforce planning data capture and analysis capabilities to enable accurate and timely forecasting



#### Process

- Undertake process review of internal and external recruitment strategy and understand key steps to promote EVP
- Embed EVP messages into existing attraction and recruitment processes



#### Stakeholders

- Engage universities as part of design process and leverage their knowledge of student preferences
- Engage with the Teachers Federation to ensure there is support behind the proposed approach

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Inability to anticipate demand 12-18 months before an offer is made will impact	Possible	Major		Improve data collection and workforce planning
R	Potential for individuals to still be poached by other systems	Almost certain	Major		Ensure strong marketing campaigns
D	Alignment with 'Raising the Bar' to ensure quality is maintained	N/A	N/A	N/A	Consider in design
D	Timing of accreditation process (DoE, NESAs) may impact efficiency of solution	N/A	N/A	N/A	Consult with external parties
D	How will other sectors respond to this change in process?	N/A	N/A	N/A	Conduct external research

### Case studies

#### Canada (Ontario and British Columbia)

- University students studying to become teachers are engaged in casual work whilst studying

#### United Kingdom

- The Future Scholars program offers £15,000 to Mathematics and Science undergraduate students in return for a commitment to teach for three years after graduating

#### Singapore

- Ministry of Education selects prospective teachers from the top 1/3 of the secondary graduating class each year
- This group is then paid 60% teaching salary whilst studying in exchange for a commitment to teach for at least 3 years upon completion

#### Australia

- Catholic and independent schools in NSW offer final year ITE students teaching positions at the beginning of their final year of study.

2.2  
3.2

## Establish dedicated HR consultant(s) to deliver more personalised employment support to preservice teachers, Establish dedicated HR consultant(s) for selected cohorts to improve relationship management (1/2)

Whilst there is a structured induction process in place, it is not applied consistently across schools often resulting in impersonal experience and teacher retention

### Key features



Dedicated HR consultant(s) that provides a more personalised support for teachers throughout their employment with the Department



Dedicated points of contact for specific cohorts with these consultants holding in depth knowledge of their designated area and being able to provide detailed advice and support



A well established team with clear tasks and responsibilities

#### This includes

- Ensure a smooth transition, positive ongoing experience, provide up to date information and advice, and help individuals apply for the jobs they want
- Develop a personalised wellbeing and welcome packages for teachers with useful information
- Develop a broader approach which seeks to match people to lifestyles, not just jobs

### Benefits

Establishing a dedicated HR Team will help the Department to:

- Identify the needs of teachers and provide targeted support that matches individual needs
- ✓ Create a positive first impression and obtain teacher engagement right from the beginning of their career journey with the Department. This will lead to increased retention and reduced number of people who separate from the Department within the first five year of employment.
- Enhance overall employee experience which will increase loyalty towards the Department and attract more people into the organisation

- ✓ Maintaining a personal relationship with teachers will create the opportunity to:
  - Build a better understanding of the teaching workforce (skills, preferences of teachers)
  - Collect first-hand feedback from teachers about their employee experience which can feed into further refinement of the engagement approach

- ✓ Indirectly increase number of graduates commencing as permanent teachers by converting more preservice teachers to apply to DoE for permanent teaching

- ✓ The improvement of processes can help reduce demand, leading to:
  - Reduce in turnover rate of new teachers from 8.2% to 5%
  - Increase in transfer rates to selected (in demand) cohorts

### Steps to implement



2.2  
3.2

## Establish dedicated HR consultant(s) to deliver more personalised employment support to preservice teachers, Establish dedicated HR consultant(s) for selected cohorts to improve relationship management (2/2)

Whilst there is a structured induction process in place, it is not applied consistently across schools often resulting in impersonal experience and teacher retention

### Considerations



#### People

- Consider which existing staff members could be used in these roles (e.g. retired principals, expert teachers) due to their understanding of processes
- Ensure all staff members are trained to provide this additional level of support and knowledge



#### Policy

Onboarding policies will need to be reviewed and changed as there are too many siloed channels at present



#### Resources/ funding

- Estimated resources required for set up in the initial 6 months period is 1-2 FTE, and 1 FTE for ongoing management



#### Risk

- If implemented poorly, it could create more work for principals who would then be left having to answer questions they may not have the ability to



#### Process

- Undertake process review of internal and external recruitment strategy and understand key steps to promote EVP
- Embed EVP messages into existing attraction and recruitment processes



#### Resources Required

- New team members
- Expert staff (e.g. principals)

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Need to ensure there is no overlap with work conducted by HCM	Possible	Moderate		Strong planning and alignment with HCM
R	Service needs to be extremely personalised and deliver what it promises	Possible	Major		Training for the HR team; Collect feedback

### Case studies

#### United Kingdom: Customer relationship management system

- Invested in a state of the art customer relationship management system
- This provides personalised advice and support to all applicants, and they have recruited experienced teachers and head teachers to provide bespoke support and advice to applicant all the way through their application
- These teacher training advisors have already helped 9,000 people in the current recruitment cycle

3.1

## Undertake casual teaching myth busting initiative to improve awareness of the process for casual staff seeking employment (1/2)

A revised and refreshed communication campaign to ensure casual teachers receive sufficient and consistent information, as well as the necessary support to seek casual employment with the Department. A roll out of one casual job seeking channel will enable a standardised method of engagement, enhancing the experience of casual teachers.

### Key features

Revised communications within the casual engagement channel and on the Department's website to inform casual teachers of the clear process and methods to become employed by the Department

Improved branding and advertising of one preferred casual engagement channel (i.e. Class Cover) for consistency for both schools and job seekers through a series of targeted communication campaigns

Roll out a revised and refreshed, personalised and intuitive online portal (i.e. Class Cover) that encourages casual teachers to use this engagement platform extensively for any relevant casual employment information

Promotion campaign may include social media posts, multimedia advertisement at schools and at universities, targeted online communications on teaching related forums, websites, and individuals

Educate and monitor schools to correctly use the casual engagement channel for its purpose and to utilise its functions to the full extent

### Benefits

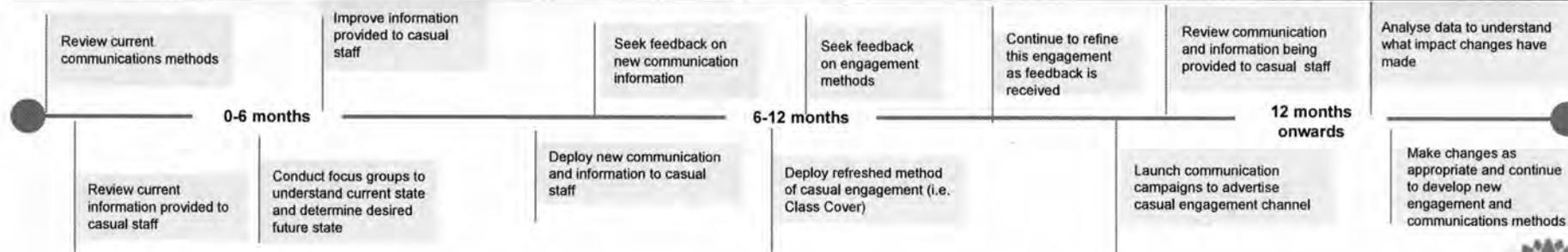
The refresh of casual teachers communication campaign will:

- Educate them on the standard process for seeking employment with the Department
- Improved awareness and provide guidelines to support casual staff in seeking employment, which can effectively increase the pool of available teachers, particularly graduates
- Increase the number of teachers transferring from casual to permanent by 10% (additional 196 teachers p.a.)
- Enable a consistent and standardised way for casuals to be engaged

An improved understanding and enhancement of the casual engagement portal (i.e. Class Cover) will:

- Enhance user experience
- Enable a consistent and standardised way for casuals to be engaged
- Empower casual teachers to proactively seek for roles not only in their preferred location/ school, but also have oversight on other roles that could potentially be of interest to them
- Release burden for individual schools to seek casual staff on an ad hoc basis and soften the admin burden of filtering candidates CVs manually
- Allow schools to have better access to casual staff when they need them

### Steps to implement



3.1

## Undertake casual teaching myth busting initiative to improve awareness of the process for casual staff seeking employment (2/2)

A revised and refreshed communication campaign to ensure casual teachers receive sufficient and consistent information, as well as the necessary support to seek casual employment with the Department. A roll out of one casual job seeking channel will enable a standardised method of engagement, enhancing the experience of casual teachers.

### Considerations



#### People

It is essential to understand casual teachers and the level of engagement they seek and require, in order to identify the appropriate engagement approach



#### Technology

Seek new or improve existing technology that will be required to build a fit-for-purpose casual employment seeking portal



#### Data

There is a need to address gaps in data on the casual workforce in order to better understand needs, preferences, opportunities to improve engagement and strengthen employment processes



#### Process

Understand the reach and size of casual workforce from each engagement channel currently available in order to determine what is required to bring casuals with different needs and expectations to adapt to one standardised source of engagement method



#### Resources Required

- Additional resourcing may be required to deliver enhanced communications, strengthen online platforms and social media presence and streamline engagement processes
- Estimated resources required for set up in the initial 6 months period is 0.4 FTE, with the aim to embed the activity in BAU post set up



#### Cost/ funding

Depending on the mechanism for delivering communications and engaging with the casual workforce, additional funding may be required to deliver enhanced communications, strengthen online platforms and social media presence and streamline engagement processes

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
D	Differentiated EVPs for casual teachers will be running concurrently	N/A	N/A	N/A	Ensure transparency and alignment on information delivered, so that the engagement approach can be effectively informed by new EVP development
D	The functionalities and capabilities of the casual engagement channel	N/A	N/A	N/A	Work closely with IT to design and align on Department's requirements
R	The risk of having overlapping or mixed information delivered by different parties e.g., universities	Unlikely	Moderate		Ensure representatives from the Department deliver promotional campaigns

### Case studies

#### United Kingdom: Teaching Vacancies service

- A new, customer centric, standardised job seeking service called Teaching Vacancies, was rolled out to all publicly funded schools in England in 2019. The new service was designed for schools to access a straightforward and free service to list vacancies, and to provide job seekers a centralised place to search for teaching roles nationwide. The large-scale rollout was successful, with all 100% schools signed up in Cambridgeshire region.
- The Department for Education used a range of online marketing tools and channels including Google search and social media to promote the Teaching Vacancies service. They also shared materials with schools and spoke with end users at relevant events across the country.

## | NSW Department of Education

3.4

## Engage soon to retire / retiring teachers (in priority areas) to extend their permanent work in the short term (1/2)

With the supply-demand gap expected to increase due to an aging population of teachers especially in rural areas, extending employment with retiring and soon to retire teachers will be pivotal in maintaining teacher supply.

### Key features



Retain retiring staff for an additional 12-24 months to aid supply shortage in priority areas. The extensions can be permanent, casual and temporary.



Only high performing teachers will be targeted. On a longer term, these teachers will be provided with a retirement transition strategy that will commence in their final five years of employment.



Consideration of a number of factors will be required to support this initiative.

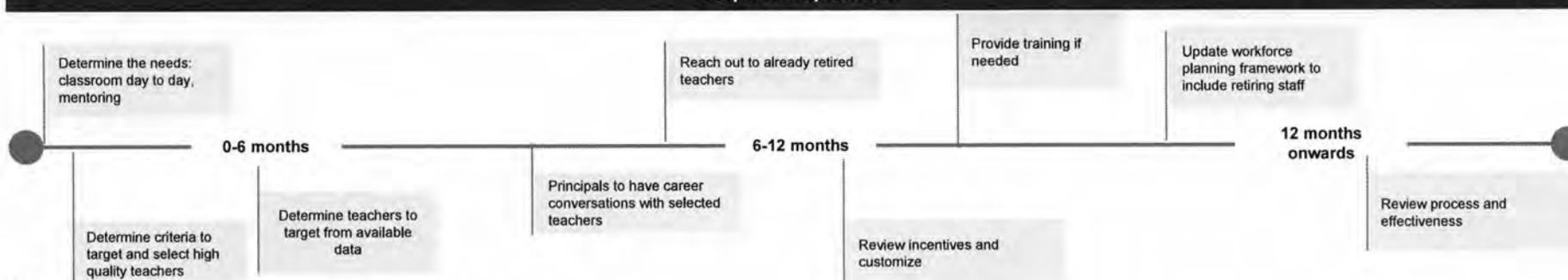
#### *This includes*

- Provide / allow for provisional accreditation for 12-24 months
- Boost super (or other payment incentives)

### Benefits

- ✓ Re-employing retired teachers and extending employment of retiring teachers will increase immediate supply shortages. There are approximately 6,000 teachers retiring in the next two years<sup>1</sup> who could be targeted.
- ✓ The benefits of the targeted recruitment strategy can be quantified through reduced number of vacancies in priority areas, reduced recruitment cost spent on filling priority vacancies, and reduced training cost.
- ✓ Employing retiring teachers will have the following added benefits:
  - Retain knowledge of experienced teachers
  - Retiring teachers are already familiar with the processes of working with the Department
  - Teachers can provide mentorship to younger teachers
  - Rehiring retired teachers attracts less risk than hiring new recruits
- ✓ Retain 5% of retiring teachers over the next two years in high demand areas (additional 150 teachers p.a.)

### Steps to implement



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<sup>1</sup> Retirement calculation based on teachers reaching 60 years of age.

3.4

## Engage soon to retire / retiring teachers (in priority areas) to extend their permanent work in the short term (1/2)

With the supply-demand gap expected to increase due to an aging population of teachers especially in rural areas, extending employment with retiring and soon to retire teachers will be pivotal in maintaining teacher supply.

### Considerations



#### People

- There are 6,000 soon to retire teacher in NSW (will be aged above 60 in the next two years) that could be targeted to extend their employment and retain for longer
- Provide support for teachers to reapply, e.g. career transition support, CV support
- Develop incentives to attract teachers including monetary, mentoring, professional learning and development
- Increase staff awareness of the potential opportunities
- Target Departmental staff too

#### Resources required

- Estimated resources required for set up in the initial 6 months period is 2 FTEs, and 1 FTE for ongoing management



#### Policy

- Provide principals with authority/ delegation to move decisions
- Explore how individuals can work longer without this being financially detrimental
- Review organisational structure to see if it needs any adjustment



#### Data

- 'Tracking' of teachers to obtain data which can inform principals to have these conversations and make decisions with other schools
- Analyse data to understand critical areas and teachers to target



#### Risk

- Need to ensure people are aware of this as an option
- Sell the family EVP package to target in demand areas



#### Stakeholders

- NESAs to review accreditation and grant provisional status

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
D	Complication with certain stakeholders including Industrial Relations, Superannuation and NESAs	N/A	N/A	N/A	Consult with external parties
D	Regulations that some teachers can only be-rehired as temporary staff member (after payout)	N/A	N/A	N/A	Consider in design
D	Need to align with Transition to Retire Strategy	N/A	N/A	N/A	Consider in design
R	SPC and PPIA – rights for Principal to have a say in workforce requirements	Unlikely	Minor		Involve Principals in the solution design
R	High quality teachers might not be motivated to return to teaching	Possible	Moderate		Explore motivations during conversations
R	Insufficient access to real time and accurate data	Possible	Major		Improve data collection
D	Difficulty of defining high performing teachers	N/A	N/A	N/A	Consider in design
R	Increased workload on Principals to identify and recruit candidates	Possible	Minor		Review Principal job description

### Case studies

#### China: Engagement of retired/ retiring teachers

- China launched the Silver Age Lecture Plan which will see around 10,000 retired teachers returning to the classroom during the 2019 – 2020 school year to reduce teacher shortage in rural schools.
- The program targets only high performer retirees, aged 65 or under for an initial one year period which can be extended upon successfully passing assessments.
- In addition to giving classes, participants can also evaluate other teachers' work, hold open lectures or workshops, give guidance and help schools improve their management.

#### Various states in US: Rehiring veteran educators

- Many states are changing the law to allow retired teachers to re-enter into high-need areas while still collecting their pension
- Re-employing teachers are primarily used as an effective short-term solution to address teacher shortages in high-need schools

#### United Kingdom: Return to teaching program

- Provides funding for the design and delivery of school led programs to encourage qualified teachers to return to teaching
- Examples include allowing returnees to spend time in their employing school before their contract commencement
- Pilot results suggest that career-breakers have the highest potential to make a successful return to teaching with minimal support

NSW Department of Education

# Solutions to Develop



2.3

## Develop a targeted practicum strategy and induction program for all new teachers

A targeted practicum strategy and well developed induction program can largely improve the experience of all new teachers into the profession. A tailored practicum strategy can connect preservice teachers with the Department early on, providing an opportunity for the Department to engage and attract preservice teachers throughout their studies. A well developed induction program will increase motivation and retention.

### Key features

A targeted practicum strategy for preservice teachers will involve:

- Increase engagement with preservice
- Continued engagement and connection with preservice teachers
- Data collection and data based decision making

Induction programs will include:

- A streamlined and consistent approach for all new teachers
- Consistent messaging and experience through orientation
- Structured mentoring of new teachers over first few years of career
- Targeted professional learning aligned to the skills and requirements of new teachers

Estimated resources required for set up in the initial 6 months period is 2 FTE, and 1 FTE for ongoing management

### Benefits



A targeted practicum strategy will allow the Department to:

- Have improved oversight over practicum and the resulting actions that follow this
- Improve data insights over practicum and therefore improve future initiatives in this area
- Transition preservice teachers to permanent roles in hard to staff areas
- Provide the Department with the opportunity to engage and attract preservice teachers throughout their studies
- Increase number of schools taking on practicum students



Induction programs will set teachers up for success by improving teacher ability through extensive support and mentoring. It will also positively impact the way the Department is perceived as it will be seen to provide greater support for new teachers, which should hopefully encourage more individuals to consider a role with the Department compared to other sectors



The benefit of induction programs and a targeted practicum strategy can be measured through:

- Preservice teacher engagement with the Department
- Turnover rates in first 5 years of employment

### Case studies

#### Victoria – Effective Mentoring Program

- This program is delivered to all VIC government schools to facilitate graduate teacher induction and maintain a consistently high standard of mentoring across the system. It includes mentoring graduate teachers' professional growth and wellbeing during the first two years of employment through a buddy/ mentor system.

#### Ontario – New Teacher Induction Program

- The program provides support to help new teachers develop the required skills and knowledge to be effective and is comprised of three elements:
  - Orientation for new teachers to the school and school board
  - Mentoring for new teachers by experienced teachers
  - Professional learning relevant to the needs of new teachers

#### Australia – New Classroom Cadetship

- This initiative is deployed by colleges from the members of the Teaching Schools Alliance, with the aim to allow school leavers or career changers with an aspiration to become a teacher to work as teacher's aides at their respective schools for one or two days a week, paid. The cadetship aims to provide full-time employment for these cadets once they graduate.

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
D	Early engagement with preservice teachers is closely aligned to this solution	N/A	N/A	N/A	Work closely to align strategies and ensure limited crossover in effort
R	Investment in a practicum strategy but continued risk of losing individuals to other systems	Possible	Moderate		Ensure open communication and work alongside early engagement offer to secure these individuals as soon as possible
R	Current data may not be sufficient to develop a targeted practicum strategy	Likely	High		Work closely with universities to understand this cohort and how to best engage them

3.3

## Create a network of casual pools; providing schools with resource stability and ensuring profession learning benefits for teachers

Casuals are currently filled on an ad-hoc basis by schools which creates unstable supply especially in hard to staff areas and locations. Creating a network of casual pools would provide a consistent resource supply whilst also ensuring the use of existing casual pool are maximised.

### Key features

-  Create network of schools in regions with similar needs and challenges connected by geographical proximity
-  Develop a shared pool of casual teachers who are mobile within the network / region to be employed by at least one school at a time
-  An increased opportunity for casual teachers who are not being engaged consistently and frequently to be utilised
-  Added benefits and perks will be offered to the casual pool such as potential transport subsidies for teachers to travel within the network, particular networks in the Rural and Remote regions; as well as ongoing learning opportunities and professional learning benefits.
-  Estimated resources required for set up in the initial 6 months period is 1.5 FTE, and 1 FTE for ongoing management

### Case studies

#### South Australia: Temporary Relief Teacher Cluster Scheme

- The Temporary Relief Teacher (TRT) cluster scheme manages TRT booking for a number of schools and preschools in a geographical area
- The benefits of registering with a TRT cluster scheme include the flexibility of relief teaching in a variety of schools and preschools on a casual basis, and not having to visit individual schools and preschools to register for TRT work
- There are 6 schemes / networks are in existence

### Benefits

- ✓ Consistent use of a network of shared casual teachers can:
  - Allow teachers to develop rapport and professional teaching relationship with students within the same network, building on trust and stability to enhance the teaching experience
  - Secure stable employment for casual teachers and increase engagement opportunities by expanding on the supply channels within a specific geographic location that the casual teachers nominate
  - Provide schools with a consistent supply of casual teachers, particularly in areas with high demand for casual staff such as rural regions
- ✓ Offering professional learning benefits for casual staff will help the Department maintaining the quality of their workforce while retaining them longer by making the casual position more attractive and engaging
- ✓ Commence more pilots to create more longer-term temp/casual roles

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Risk of inhibiting casual teachers who do not want to be engaged as frequently to teach	Unlikely	Low		Teachers can apply to schools that are not part of a network, as not all schools will participate
R	Low success rate due to the fact that casual teachers do not want to be frequently engaged or be engaged in the particular network	Possible	Medium		Target heavily at beginning teachers who tend to be employed as casual staff who wish for a more stable employment arrangement
D	Alignment with the Staffing Methodology Review that is occurring concurrently to develop the ideal staffing method for this program	N/A	N/A	N/A	Ensure communication and transparency across Staffing Methodology Review team

4.2

## Strengthen appropriate use of NSBTs and review guidelines and policy to reduce impacts on short term supply and demand

With a high number of NSBTs currently in the system, bringing a selected number of these individuals back into schools could help to alleviate supply issues in the areas of highest demand. Considering these individuals are already qualified to teach, this could be a quick process to alleviate pressure in the short term.

### Key features



Thoroughly analysed NSBT data to understand current state, and help inform decision making around areas to target



Tactically selected NSBTs to return to schools for a specific time periods to meet areas of high demand. A number of considerations are of vital importance in making these decisions:

- NSBTs selected should be for areas where demand is particularly high in order to help relieve these extreme supply issues
- It is important to consider the impact taking NSBTs out of the business will have on the Department
- Extensive consultation with the union and affected stakeholders will be necessary to ensure this does not negatively impact the perceptions of the Department and undo positive steps in areas including EVP development



Clear communication on what this means for selected NSBTs and be transparent about timelines



Estimated resources required for set up in the initial 6 months period is 0.4 FTE, with the aim to embed activity as BAU post set up



Incentives to encourage this solution

### Case studies

NA

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### Benefits

- ✓ Bringing selected NSBTs back into schools for 12-24 months will help the Department respond to the supply issue in a quick and efficient manner by using individuals who already hold teaching degrees and have experience
- ✓ A focus on areas of highest demand will ensure that actions taken will work to address areas with the highest need, which will hopefully help alleviate demand in other areas too
- ✓ A review of current NSBT data will also allow the Department to gain a clear view of the current state of this cohort, and inform future decisions about policy in this area
- ✓ The benefits of this solution can be quantified through:
  - Teacher vacancy in areas of highest demand

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	NSBTs may be opposed to the idea of going back to teach in schools	Almost certain	Major		Transparent and open communication with this stakeholder group to assure them of timelines. Potential offer of incentives
R	Union opposition to bringing selected NSBTs back to schools	Likely	Major		Work closely with unions to gain support and help in discussion with stakeholders
R	Negative perception of the Department by enforcing NSBTs back into schools	Likely	Moderate		Communication clearly detailing the reasoning and rationale behind this decision and why it is necessary in order to respond to the teacher supply issue

NSW Department of Education

# Solutions to Defer

# 1.1 Define the desired Employee Value Proposition for all NSW teachers and embed in all attraction, recruitment and onboarding processes

A clear, consistent and compelling value proposition for the teaching profession enable attraction of high quality beginning and experienced teachers to the government school sector, build a strong professional identity for the teaching profession and improve the attractiveness of the profession to build a strong future supply pipeline.

### Key features

An EVP for all NSW teachers which articulates the purpose of the profession, career experience, benefits, opportunities and reward and builds professional identity

*This will focus on attracting highly motivated individuals who have a strong desire to make a difference in the lives of children*

This EVP will need to be evidence-based and be considerate of what teachers value and how the Department can differentiate itself from competitors.

*For example, it is important to understand not only what teachers value generally, but also what kind of factors influence their decision to work with the Department over other systems. What can the Department offer that will set them apart from the rest?*

The EVP will become an important aspect of all attraction, recruitment and onboarding processes

*This includes*

- Internally it will be used to inspire teachers and develop the purpose of the profession
- Externally it will be used to engage the passive market and encourage more individuals to join the profession

### Benefits

- Impact:
  - Increased attraction of preservice teachers to the profession and government schools
  - Consistent purpose and narrative embedded in all attraction, recruitment and onboarding processes for DOE teachers
  - Increased teacher engagement as a result of an EVP reflected in the career experiences of teachers
  - Estimated resources required for set up in the initial 6 months period is 1 FTE, with the aim to embed the activity in BAU post set up
- The creation of a consistent EVP for all NSW teachers will provide the Department with the tools to:
  - Develop an engaging campaign that attracts new talent to the Department
  - Compete with the independent and catholic systems and attract staff through differentiating themselves and what they offer
- Other benefits of a compelling EVP include improved retention and engagement, reduced LWOP and reduced unexplained absences.

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Misalignment and difficulty in definition with differentiated EVPs being developed first	Possible	Mode rate		Project alignment
R	Scepticism by internal stakeholders of the utility of investing time in EVP will hinder its potential impact	Possible	Mode rate		Engage multiple stakeholders during the process to ensure strong evidence-base and data-informed EVP design. Develop robust communication around EVP intent, anticipated benefits and timing

### Case studies

#### Ministry of Education Singapore

- Teaching as a profession is highly valued and individuals are targeted and engaged early as part of the attraction and recruitment strategy
- A clearly defined EVP has been developed for the profession and there is active engagement to encourage preservice teachers to join the profession, resulting in a healthy profile and pipeline of teachers within the country

#### Child Protection Workforce, Victoria

- Extensive work on an EVP, embedded in a targeted recruitment campaign to build professional identity and address community stigma. This has supported the short term recruitment of an additional 450 positions in 2017-19.

4.1

## Strengthen strategic management of LWOP and review guidelines and policy to improve decision making and policy application

Analysis of LWOP will provide the current state of this policy and its use, which will help to inform any updates which the policy may require. Through update and review, the LWOP policy will become more transparent which in turn will help strengthen strategic management and aid decision making.

### Key features

Conduct a thorough analysis of LWOP data to understand current trends and practices, which will help inform potential changes to policy.

Update LWOP policy regarding access and entitlements. Some key elements for review and potential update include:

- Right of return, time in system before applying, enforcement of time limit, and retiring teachers use of LWOP

Once changes have been implemented ensure that all stakeholders are informed:

- Inform teachers so they are aware of entitlements and can engage with this policy correctly
- Inform and upskill principals so they feel confident in applying the policy and being able to make decisions in this area

Estimated resources required for set up in the initial 6 months period is 1 FTE, with the aim to embed activity as BAU post set up

### Case studies

NA

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### Benefits

- ✓ A review and update of LWOP policy will:
  - Improve compliance with policy through re education of both principals and teachers on access and entitlements
  - Improve decision making due to clarity in policy through updates
  - Improve strategic management through combination of compliance with policy and improve decision making ability
- ✓ All these benefits will help alleviate additional supply issues which can be caused by misuse of LWOP policy
  - Stabilise workforce profile by reviewing and resolving 25% of long-term LWOP (i.e. LWOP greater than 3 years). Net impact is anticipated to be zero (approx. 272 permanent positions), as teachers on LWOP may return to their substantive positions.
- ✓ The benefits of LWOP policy review and update can be quantified through:
  - LWOP uptake
  - LWOP time periods
  - LWOP policy enforcement

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
R	Varying groups within the LWOP cohort may require differentiated approaches	Possible	Moderate		During data analysis, ensure various groups are considered
D	Work closely with EVP project to ensure any actions taken are not perceived negatively, thus affecting supply	N/A	N/A	N/A	Close alignment with EVP work
R	Union opposition to changes to LWOP policy may impact ability to progress change	Likely	Major		Work closely with unions from outset to gain support and keep them informed of all possible decisions and courses of action

5.1

## Develop and test a mid-career pilot to engage career changers and establish a new supply pipeline

A pilot program which aims to target mid-career changers who have a keen interest and the right skills and experience to become a teacher in certain specialised subjects. The mid career pilot will fast track qualified professionals to become an accredited and trained teacher, whilst supporting their transition from professional work financially.

### Key features



Partnership with selected tertiary education institutions (e.g., TAFE) that introduce a fast track teaching certification – 2 years of full time transition that includes a differentiated paid practicum training and professional learning which occur concurrently



Program eligibility: industry professionals with a minimum of 3-5 years experience to attract highly qualified recruits with a genuine interest to teach



### Prioritise in demand fields



Career changers will be able to leverage their existing, specialised knowledge from industry, and be trained to deliver quality teaching early on in the program to secure hands on experience and interest from candidates



Introduce a buddy/ mentor system to retain mid-career changers



Estimated resources required for set up in the initial 6 months period is 2 FTE, and 0.6 FTE for ongoing management



Promote to passive audience, those in specialised industry such as engineering, science, and technology, and professionals who actively participate in mentoring

### Case studies

#### United Kingdom: Now Teach charity

•The charity, Now Teach, was set up to encourage people who have successful careers within maths, science and foreign languages to retrain as teachers. The Department for Education announced in December 2017 that it would spend £10.7m to recruit and support up to 600 teachers over a 2 year period

#### United Kingdom: New physics degrees

•Piloting new physics degrees which will allow students to get a teaching qualification alongside their degree

#### United Kingdom: Expansion of Maths and Physics Chairs Program

•Under this program, individuals with PhDs are recruited on an uplifted salary to teach in schools and train those around them. In 2018 the government announced it would spend £20.5m extending the scheme

### Benefits



A differentiated, fast track mid career pilot program that reflects the expectations and needs of career changers:

- Ensures a quicker turnaround of qualified professionals into teachers (approx. 25 teachers in initial pilot)
- Retains interest from applicants by keeping them engaged in a rapid program
- Enables an effective and natural use of time that leverage school holidays as classroom training, and school terms as practicum training
- Provides support in their career transition through introducing buddy/mentor system and paid practicum training



The financial and non-financial support career changers receive from the program will:

- Keep them engaged and open the possibility of 'second careers' to other people in the industry
- Recognise their previous experience and training in specialised areas so that they are not perceived as 'wasted effort'

### Risks and dependencies

	Detail	Likelihood	Impact	Rating	Mitigation
D	May not meet NESA accreditation requirements regarding formal teaching degree	N/A	N/A	N/A	Engage with NESA to discuss exemption for career changers to be accredited when applying through DoE's mid career pilot program
R	Pay discrepancies between industry work and practicum training may be too large to attract and retain career changers	Possible	Minor		Branding and promotion of the mid career pilot program will heavily focus on non-financial benefits of teaching and target career changers with genuine altruistic motivations.
D	Ensure individuals are aware of the job expectations	N/A	N/A	N/A	Design of course must include sufficient hours on responsibilities and expectations of teaching
R	Scepticism by Unions, NSW Teachers Federation and other external stakeholders on the leniency of accepting teachers; which may also challenge the traditional pathway of existing teachers.	Likely	Major		Engage with stakeholders to discuss concerns and examine all aspects of the program.

**6.1 Develop priority vacancy recruitment strategy and targeted deployment approach to address immediate supply shortages in hard to fill locations and roles**

There are certain priority areas that have a greater need for supply such as specific rural locations and specific KLAs (e.g. Technology, Special Education, etc.). As these are also hard to staff areas, filling these roles require targeted recruitment approach from the Department to ease immediate supply shortages.

**Key features**



Priority vacancy recruitment strategies will be used to ease the supply shortage in areas of highest demand and hard to staff locations such as rural areas.



Estimated resources required for set up in the initial 6 months period is 1 FTE, with the aim to embed the activity as BAU post set up



The targeted recruitment strategy will involve:

- Identifying how the existing workforce could be re-deployed into priority areas
- Considering options for hiring new teachers via alternative employment models (e.g. targeting international teachers, career-changers or retired teachers)
- Designing an incentive package to boost applications for roles in priority areas

**Benefits**

- ✓ A targeted recruitment strategy will help the Department to:
  - Direct recruitment efforts into areas with the most pressing needs
  - Address immediate supply shortages
  - Reduce longer term vacancies by 5% (i.e. roles vacant more than 7 months) (approx. 45 permanent position p.a.)
- ✓ The benefits of the targeted recruitment strategy can be quantified through:
  - Decreased number of vacancy in priority areas
  - Increased number of applicants in hard to fill locations and roles
  - Longer tenure in priority roles

**Case studies**

**New Zealand: International recruitment**

- Offering up to \$5,000 for overseas teachers and \$7,000 for expatriate Kiwi teachers to take up teaching jobs in hard to staff subjects or regions
- Grants are paid once the teachers have worked a term

**Canada (British Columbia): Rural and Remote Workforce Sustainability Fund**

- The Ministry of Education created a one time 1.5m Rural and Remote Workforce Sustainability Fund to aid recruitment and retention
- An additional 0.5m have been provided to provide centrally coordinated recruitment supports to rural school districts
- Other incentives under the fund includes: relocation and moving expenses, training and PL, travel assistance, exchange programs with rural schools, assistance with upgrading qualifications, support for students doing practicum through travel expenses and covering accommodation costs

**Risks and dependencies**

	Detail	Likelihood	Impact	Rating	Mitigation
R	Need to ensure there is no overlap with work conducted by HCM	Possible	Moderate		Strong planning and alignment with HCM
R	Deployed teachers can still decide to leave	Possible	Moderate		Align incentives with length of employment