

- What can be done to attract more high-achievers and career changers to the profession?

There are two components to this question.

1) Salary and promotion

Firstly, the current teacher salaries are too low for a starting point @ the \$75K mark. It is an incredibly important job to teach the next generations. But not only that if you want to attract 'the best' then you need to match the salary points that industry can offer. Perhaps this could be based on industry skills/work experience and types of degrees employment? Also there is a level of salary that can be achieved with teaching which is not that high e.g. I believe around the 100K mark unless I become a HOD. I can earn around 100K in industry or more (this is just to start). Why so low? Yes maybe this should be based on merit and maybe you have to show excellence in teaching to get to the band levels above the 100K but it's not much incentive if that is where the salary stops.

Why not consider incentivising excellence in the profession with remuneration as so many other industries do? Or have more bands in the teaching profession i.e. you can go up to \$145K as a normal teacher as an increment.

2) the masters is too long for those who have work, family and other commitments, and does not credit those with prior teaching experience or learning

As a high-achiever, who is a lecturer at Griffith University, and who really enjoys teaching. I have made the decision to commence my ITE in the current Masters format. As an early-career researcher without tenure I have limited chances of getting another contract (as discussed with me by my supervisor) due to the current crisis in higher-education. Prior to becoming an academic I worked for 10 years in State government in environmental protection and regulation and also have a degree in theatre. As I face a very uncertain future and prefer not to work in government policy work again, I feel I don't have many options and will face unemployment when my current contract finishes in June 2022. As there are very few government jobs in Queensland at the moment in any case and when I tried in 2019 I could not get one and got a 3-year contract at Griffith University instead.

I have attempted to do the degree before (when it was 8 subjects) in 2005-7, however as a single person at the time who was paid very low salary and had to pay rent I could not afford to take the time from full-time employment and had to abandon the degree. In addition, I got no credit for this study, for my current masters. However as I face an uncertain future I have re-commenced with the burden of 16 masters-level subjects despite holding a PhD, and two under-graduate degrees and having completed 4 subjects of the Graduate Diploma. Not to mention, I currently teach at university, and am not able to use any of this experience or training as credit for this current course of study. Which is absolutely ridiculous on every level. I have received awards for my teaching at university and have won many prestigious scientific communication competitions, so I feel it is very unfair to not grant any of this experience as a component of this course of study.

I am lucky that I have spare time which I can use in my current position to complete the degree. However, despite this I find the Masters incredibly burdensome. And as someone who has a young family I don't know how you can work and complete 16 masters subjects.

In addition to these comments, as I progress through the degree it is becoming repetitive – i.e. the subjects are similar and I strongly question of the legitimacy of them. I can use the information I read for other assignments in the assignments for the following ones a little too easily and I feel it could be compressed down.

- What factors influence the higher education course selection of high-performing school students?

Money/enjoyment and work-life balance

- What features of the current ITE system may prevent high-quality mid- to late-career professionals transitioning to teaching? Has the move to a two-year masters affected your decision to enter ITE?

The Masters is too long. And credit should be given for relevant work experience and subjects.

Also, teacher's initial salaries need to be addressed. \$75 K is too low if you are very experienced – this should be evaluated at the entry point perhaps. Those with teaching experience (e.g. higher-ed / tafe etc) and other experience should be rewarded. I am dreading working for that amount of money (@75K) and will probably opt for private school employment – when it is probably state school that need excellence in STEAM education as I have qualifications in arts (Theatre/Drama) and a PhD in Ecology and currently teach biology/ecology at University.

- How could more high-quality candidates from diverse backgrounds be encouraged to consider a career in teaching?

Money and other professional development rewards

Also have placement that are paid – i.e. pay people to become teachers. I hear teachers say this time and time again – it's not possible to learn teaching in theory i.e. text books and papers which is a majority of the work of the current masters. While some background might be desirable – I don't see how 9 theory subjects (of the 16 minus 4 curriculum subjects and 3 placement subjects) – none of which address behaviour management – are going to make us better teachers.

BY the way – I don't think the "teach for Australia" program addresses paying people to become teachers. This is because this program requires you to work regionally in areas of desperate need. Which makes sense; however, I expect a majority of those wanting to change careers and that would be high quality, have a mortgage and families which they can't just move away from. I looked into teach for Australia and with a 4-year old and my husband's job is in Brisbane city (who is the main monetary supporter for our family) how on earth will I leave them to do this program?

In addition, two weeks ago (today is the 22nd June) there was an article in the courier mail that 'The Gap State High School' cannot find enough STEM/science teachers. If I was offered the opportunity to start work immediately at beginners' teacher salary with time to finish the degree and credit I would jump at it. Especially if this accrued my years of service etc i.e. for higher payment bands etc.

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- What are the main reasons ITE students leave an ITE course before completion?
- It's too hard to juggle the placements with full-time work. I have started and had to drop out of the graduate diploma in the past as I could not get the time from work and I lost the credit for these subjects. If you want to attract high-quality graduates then think about what they are doing. They are working, with families and paying off mortgages and paying bills. How on earth can they afford to take 3 months off work for placements and find the time to complete 13 other Masters subjects?

- • Are there examples of incentives that have successfully worked to attract quality teachers in areas of shortage? How could these be rolled out more broadly?

Professional development should be paid for the government. For example, as an ecologist I would like to have prof. development in my field that I can thus take into the classroom. For example, participating in coral watch which is run by the University of Queensland

<https://coralwatch.org/> and provides exceptional resources for whole class involvement in monitoring and learning about the Great Barrier Reef etc

However I don't think the teach for Australia is enough to fill the gap of 'quality' teachers that this review is aiming for.

- • Why are STEM teachers not teaching STEM subjects? Is this an issue for other subject areas?
IS this because STEM teaching is out-of-step? EG having taught this at university the classrooms are dynamic laboratories where students are engaged with dynamic content and are not expected to sit still and have the teacher instruct. I believe students need to be 'active' to learn well and rote learning/text books it doesn't fulfill this need that we all have.