



The National Teacher Workforce Action Plan Draft

CaSPA Response

Overall Comment: CaSPA believes that while all 28 Actions are important, the Plan would be more effective if it had less Actions and more focus on specific strategies. These could be listed under the possible headings in the right-hand column in the table below.

Actions	CaSPA Comments / Suggestions	Suggested Title
1, 2, 3, 8, 24, 25, 28	<p>Strategies to raise the status of teaching needs to be developed with the national Principal and Teacher Associations.</p> <p>Principals need greater autonomy not obligations.</p> <p>Teacher Salaries need to reflect the status.</p> <p>Parent behaviour towards school staff needs to be addressed. A form of Code of Conduct with powers to implement restrictions on parents if they demonstrate violent tendencies set by the Government would be very helpful.</p>	Status of the Profession
4, 27	<p>HALT processes are a separate issue to Workforce action. This is something that could be used for retention and salary attractiveness for high performing teachers.</p>	HALT Strategies
5, 6, 10, 13, 18, 20	<p>ITE strategies will be very important to ensure there is a supply of teachers for all learning areas.</p> <p>ITE strategy needs to have a high standard of student acceptance. If this occurs then Literacy / Numeracy requirements will be met at school and not needed at a tertiary level.</p> <p>HECs free options should be made available like the former Bonded schemes in return for a commitment to Rural / Remote placements for 3 years and high demand Key learning Areas.</p>	Initial Teacher Education (ITE)
7, 9, 11	<p>Scholarships for a career change would be very useful.</p> <p>Allow the student to work part time in schools and do relief teaching. Authority to Teach requirements may need review.</p> <p>Condense course to 1 year.</p> <p>Visa for overseas teachers would be a short-term strategy. Long term needs a local plan.</p> <p>Lower qualification requirements for Relief teachers – Perhaps a Cert 4 level could be sufficient.</p>	Mid Career Change

12, 26	Expand cultural competency requirements to ITE courses. Find ways to target First Nations Teachers and education support officers.	First Nations Teachers
14, 15, 17	All Australian Governments need to invest more into teaching and education. The most effective way to help the teacher workload is to reduce class contact time and class sizes. All other strategies are much less helpful. Professional Learning needs to be a part of teachers work to continually improve student outcomes.	Teacher Workload
16	National Curriculum, Literacy and Numeracy are not directly connected to the Workforce issues – perhaps these issues could be included in another policy development.	Australian Curriculum
19, 21, 22, 23	Future projections for the profession would make supply more guaranteed. Supply of specialised subject teachers through targeted ITE programs would also enhance the profession. Research regarding why teachers leave would be very useful information for future planning. Allowing provisional and conditional registration would be very helpful in the short term. Access to School Based Apprenticeships and VET teaching qualifications need to be made more accessible for teachers.	Workforce Planning & Retention



Phil Lewis - CaSPA Executive Officer



+61 8 8350 2522
+61 439 806 136

admin@caspa.edu.au
www.caspa.edu.au

C/- Sacred Heart College
195 Brighton Road,
Somerton Park SA 5044



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Acknowledgement of Country

CaSPA acknowledges the traditional owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.