



This document was developed on the lands of the Kurna people, the Traditional Owners and Custodians of the Adelaide Region.

The Department for Education acknowledges their spiritual connection, cultural heritage and relationship with their Country is still as important to the living Kurna people today.

We also pay our respect to Traditional Owners and Aboriginal people across South Australia, particularly those who helped contribute to the development of this document and who will be involved in, or impacted by, the achievement of its actions.



Our large and diverse teacher and educational leadership workforce played an active role in helping to shape the scope and contents of this Workforce Plan over the course of 2021.

Teachers, leaders and people from the organisations who represent them engaged and collaborated in the design of the Workforce Plan through surveys, written submissions, individual interviews, participation in co-design workshops and hosting site visits and partnership meetings across the state.

Thank you to everyone who contributed



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This Workforce Plan describes
the reforms to support teachers
<<Actual success






1 التعليم



Six key lines of enquiry were used throughout consultation to explore the priorities for our system.

 <p>How can we ensure there is a consistent pipeline of quality teachers and leaders?</p> <p>Opportunities:</p> <ul style="list-style-type: none">• Provide support and investment for teachers and leaders at every career stage to be ready for the job.•	

Our workforce told us:

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The themes we uncovered throughout consultation have helped to shape the priorities in this Workforce Plan.

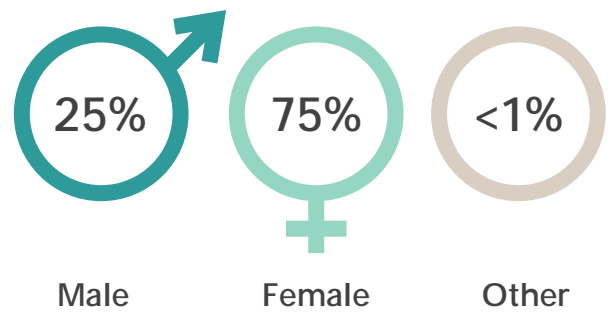
Since the consultation phase for this Workforce Plan, many schools and preschools have experienced workforce supply challenges due to the impacts of the pandemic. This unprecedented need for relief teaching has highlighted the criticality of our contingent workforce and the need to continue our focus strengthening the supply of quality teachers to meet these needs across our state.

NUMBER OF LEADERS AND TEACHERS

LOCATION



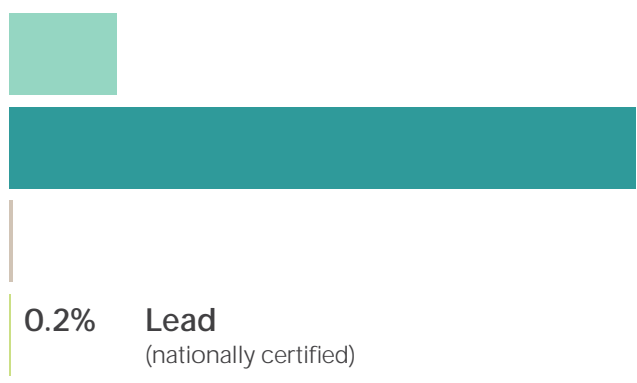
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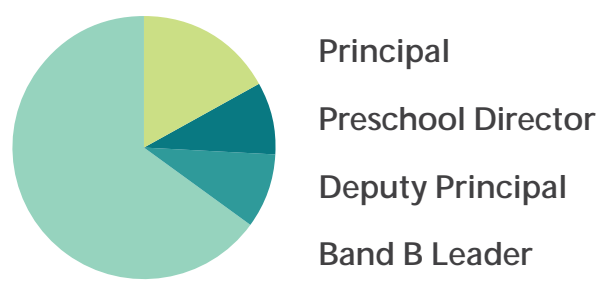
WORKSITE



TEACHER CAREER STAGES



LEADER ROLES



AVERAGE AGE OF LEADERS BY LOCATION

Country	Metro	Role
51	53	Principal
47	49	Preschool Director
47	48	Deputy Principal
42	44	Band B Leader

RETIREMENT RATES DURING 2020-21 FINANCIAL YEAR

Resigned	Retired	Category
23	43	Leaders
108	347	Teachers

To enable every person in our workforce to perform at their best so together we achieve growth for every child, in every class, in every school and preschool.

Our ambition requires a strong supply of teachers and leaders with the knowledge, skills, capabilities and mindsets to accelerate learning for every child and student. This is a shared responsibility between the department and individuals. The department is responsible for creating the conditions for success, while each individual is responsible for managing their ongoing growth and performance.

By 2031, we're aiming for:



A sustainable pipeline of quality teachers and leaders, capable of leading world-class learning for every class in every school and preschool.



Every teacher to feel confident, and to have the expertise, to teach the curriculum.



South Australian teachers at proficient level to be working towards demonstrating capabilities at the highly accomplished and lead career stages.



Highly Accomplished and Lead Teachers to be valued roles within school leadership structures, and be designed to have meaningful impact on their colleagues' teaching and learning practices.



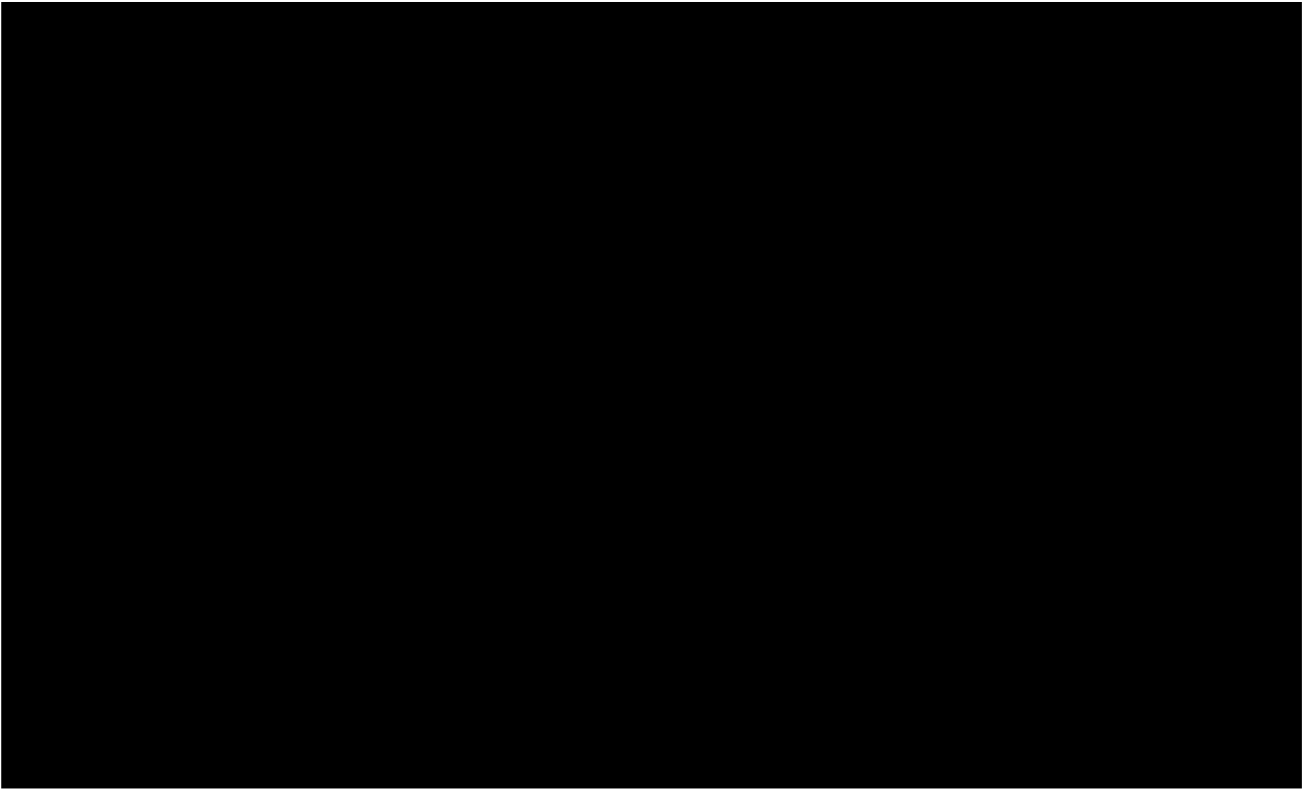
Highly engaged employees who are recognised for their high performance underpinned by their learning mindsets.



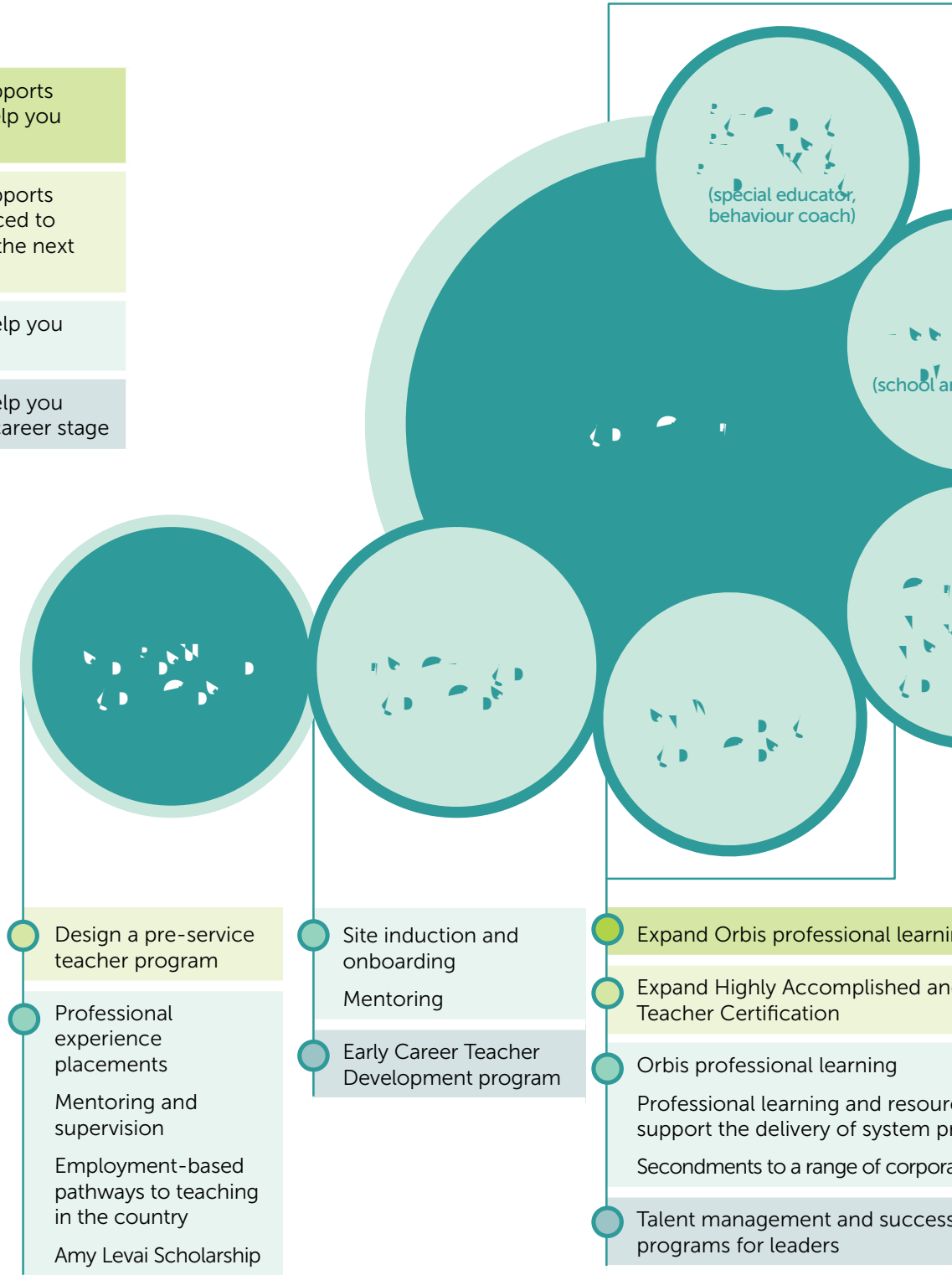
Detailed workforce planning and forecasting to ensure every school and preschool's workforce profile meets the needs of their children and students.

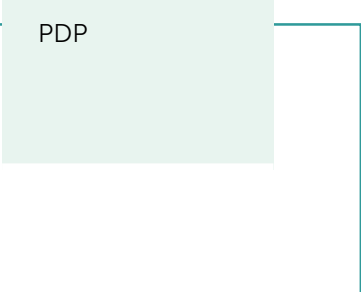


A culture that sets us apart as an employer of choice.



- New supports to be introduced to help you at this career stage
- New supports planned to be introduced to help you transition to the next career stage
- Existing supports to help you at this career stage
- Existing supports to help you transition to the next career stage







Going forward we will...

Explore and identify new ways to strengthen teacher supply, at the point of attraction into the profession as well as working with universities to increase the numbers of teaching graduates.

Continue to strengthen the supply of teachers into the profession by developing a new pre-service teacher program.

Through this program we will identify high performing pre-service teachers early to increase their understanding and access to the range of employment opportunities in the department, and we will build on the capabilities they developed at university with professional learning from Orbis so that they are confident and job-ready from day one.

Increase professional learning opportunities for our existing teachers to equip them with evidence-based practices to complement their professional judgment in the classroom.

Formal curriculum professional learning through Orbis will be expanded to support teachers in delivering English, Science, Maths, HASS and the Technologies curriculum aligned with the department's curriculum tools and resources.

Support and promote teachers' ongoing growth and career development by expanding our national teacher certification program and increasing the number of teachers who are certified at the highly accomplished or lead career stages.

This will enable us to recognise the expertise in our teaching workforce, leverage the contribution of some of our best teachers, and raise the bar by setting the standard of our teaching practice beyond proficient.

Develop our data and forecasting capabilities to support workforce planning into the future so that every school and preschool has access to a strong supply of teachers, at the right time and in the right role.

This data will provide us with a clearer picture of the tightest supply areas and will inform our attraction and deployment strategies, prioritising strengthening our supply pools to meet future staffing pressures.

These actions will help us to...



Goal: To have a quality leader for every school and preschool

We know that quality leadership in schools and preschools is critical to achieving a world-class education system. We are committed to making sure we have a quality leader in every site and investing in and supporting the development of people who have the motivation and capability to be highly effective leaders.

Our progress so far...

Over the past 5 years we have built strong foundations to attract people into leadership and strengthen the supply of quality leaders across our system.

We have:

- developed a systemic approach to support identification and development of teachers aspiring into leadership roles
- piloted development opportunities that immerse current leaders in situations where they can test their aspiration and readiness for higher-level leadership roles
- provided personal leadership development plans for almost 300 individuals (to date), with 50% of these participants now in tenured or acting leadership roles in our schools and preschools.

When leaders are appointed to their first site leader role, we:

- provide them with access to 12 months of mentoring and coaching support from an experienced advisor to help them transition into and navigate their new role
- make sure our leaders have access to formal professional learning through Orbis, starting with the department's instructional leadership program
- support a range of learning and capability building experiences to occur on-the-job at the site and partnership level within local education teams. This includes experience-based collaborative learning communities and secondments into central divisions.

These experiences broaden leaders' perspectives and allows the system to leverage individuals' expertise more broadly.

Going forward we will...

Build on our foundations to make sure we have a strong supply of quality leaders for every school and preschool.

Scale up our existing leadership talent identification programs and embed them into every partnership,



Goal: Build a culture where every person can perform at their best and contribute to world-class outcomes in every school and preschool

We are committed to creating working and learning environments where every leader and teacher can thrive, role modelling this for the students they interact with every day. We know that when leaders and teachers are at their best, they are engaged and working collaboratively towards a shared vision. Working environments that support the safety, wellbeing, growth and performance of employees are a shared responsibility.

Our progress so far...

Over the past 5 years, we have:

- set up the systems, processes and frameworks to build team cultures where our people thrive and it's reflected in student learning outcomes
- strengthened performance and development processes to drive ongoing performance improvement, helping leaders and teachers to identify personal goals and priorities aligned with the school or preschool's improvement priorities
- significantly invested in supporting leaders to manage performance that's not meeting expectations – a dedicated team provides advice and support to leaders who are managing performance improvement
- profiled excellence in the profession through the Public Education Awards, created ThankED to support local recognition, and strengthened recognition events that acknowledge the milestones of those who have contributed for decades, as well as those retiring. This has been done to ensure people feel valued for their contribution to building a world-class education system, and for the impact they have on student's lives
- introduced our climate survey, Perspective, to give all school and preschool staff an opportunity to share feedback on their experiences at work, with support for leaders to identify the areas that, with focussed action, will drive increased staff engagement and improve student outcomes
- partnered with the University of South Australia to do research, using Perspective data, to understand the factors of climate that have the most impact on child and student achievement – this will be world-leading evidence.

Our goal is to build a world-class workforce where every school and preschool has access to quality leadership and expert teachers who deliver exemplary teaching and learning for South Australian children and students.

We will:

- attract graduate teachers and support them to feel confident and job-ready
- increase the number of early career teachers reaching the proficient career stage
- increase the number of teachers certified at the highly accomplished or lead teacher career stage
- increase teachers' confidence and capability in delivering the curriculum
- increase the number of current and future leaders, ready to take up site leader positions in schools and preschools
- increase the number of candidates applying for hard-to-fill leadership positions across the state
- strengthen the underpinning conditions that enable leaders and teachers to thrive
- strengthen system-wide workforce planning to better inform the supply, attraction, deployment and capability building of South Australian leaders and teachers.

