

THE OUT-OF-FIELD PHENOMENON:

A FOCUS ON POLICIES
AS RESEARCHED,
INFORMED DECISIONS

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A group of people, including men and women, are walking along a dirt path in a wooded area. They are holding large traditional Aboriginal and Torres Strait Islander flags. The Aboriginal flag is black, red, and yellow, and the Torres Strait Islander flag is blue, white, and green. The people are wearing colorful clothing and hats, and some are smiling. The background is a dense forest with green trees.

ACKNOWLEDGEMENT OF COUNTRY

Griffith University acknowledges the Traditional Custodians of the land on which we are meeting and pays respect to the Elders, past and present, and extends that respect to all Aboriginal and Torres Strait Islander people.

OUTLINE

- The out-of-field context
- Research-informed decisions
- Acknowledgement and respect for the lived realities of the phenomenon
- Is someone out there listening?

CONTEXT-CONSCIOUSNESS & POLICIES

It's time to ask the hard questions about the contextual challenges of the out-of-field teaching workforce:

- In the classroom—
The teaching and learning environments
- For the teachers—
Their personal and professional realities
- For extended stakeholders—
The students, parents, and other teachers affected
- For the workplace and for workforce stability

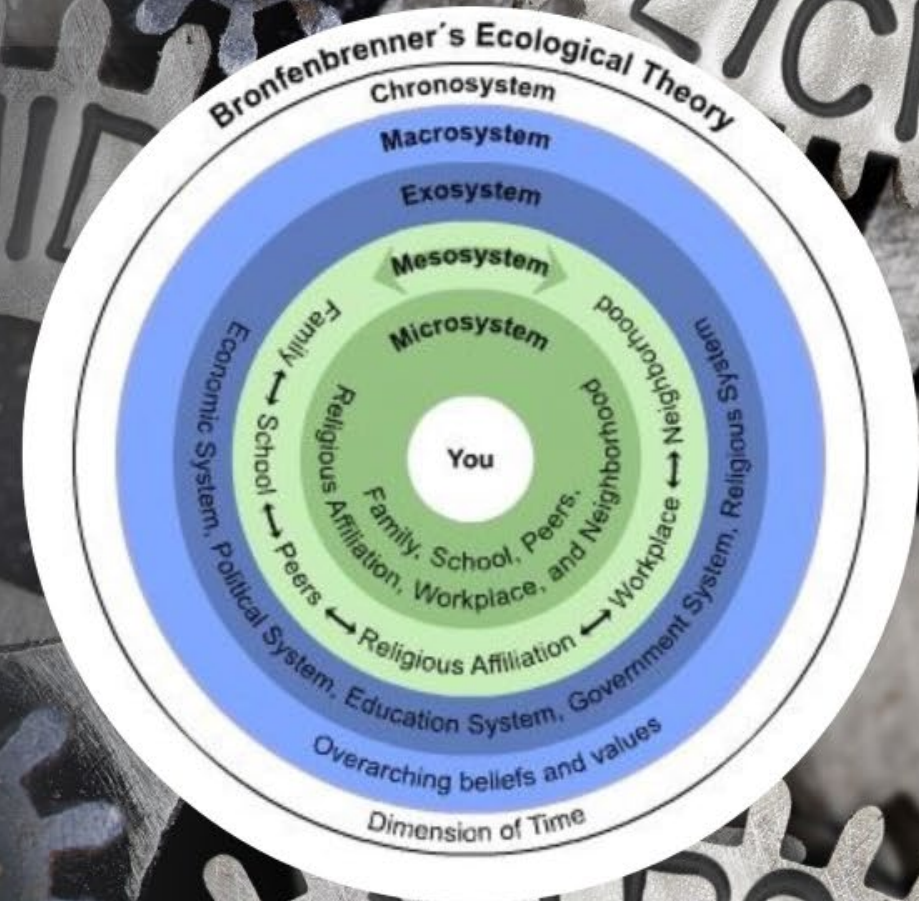


THE NUMBERS, AND THE REALITY BEYOND THE NUMBERS

- Quantitative information: Identifying and acknowledging the “numbers”
- Qualitative information: Pursuing deeper understanding
- Assembling a full picture of the implications: Noticing, knowing, acknowledging—and *moving forward*
- Focusing on the “spaces” where change is needed

POLICIES HAVE A JOB TO DO...

- Policy and expectations
- Performance outcomes, standards, and out-of-field teaching
- Policy impacts across system levels
- High impact teaching requires high impact policies



A photograph of three people sitting on wooden stools in a row, holding papers. The person on the left is a woman in a dark suit and high heels. The person in the middle is a man in a dark suit and brown shoes. The person on the right is partially visible, also in a dark suit. The background is a plain, light-colored wall.

EXPECTATIONS AND STAKEHOLDERS' WELLBEING

- Teacher retention (especially for high performers) means paying more attention to how their work is designed.
- However, often organisations design jobs and then slot people into them—despite the risks of using teachers out-of-field.
- The best leaders seek talented people and are open to “building” jobs around them.
- This means rethinking the application of human value and human resources.

PARTNERING: EFFECTIVE MANAGEMENT OF THE PHENOMENON

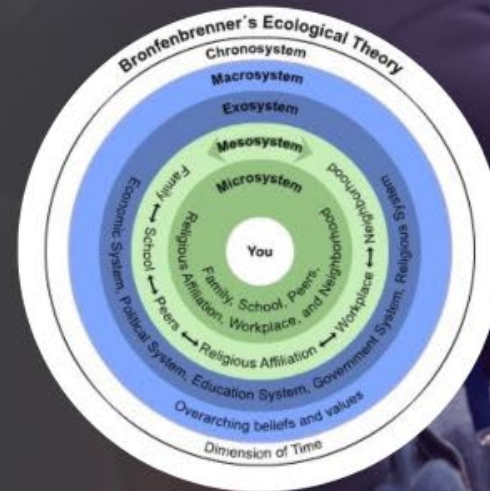
- Acknowledging the phenomenon
- Understanding the dynamics of an out-of-field classroom
- Creating micro-education policies that are “fit-for-context”
- Increasing pedagogical awareness—
Recognising the art of teacher practice
- Noticing teacher and student wellbeing

WORKFORCE STABILITY AND THE PHENOMENON

- Retention and turnover
- Understanding the out-of-field phenomenon:
 - in a remote context
 - for beginning teachers
 - in healthy workplaces and workforces
 - with partnerships and trust relationships.

WHAT IS THE STARTING POINT?

- Take **ownership** of the phenomenon
- **Acknowledge** the implications for quality teaching and learning
- Develop a **context-conscious understanding** (C-CUD theory)
- Recognise **the need** for teacher care
- Reflect: **What do the challenges look like in your own context?**



DIVERSITY IN POLICY?

- Equity and the Alice Springs (Mparntwe) Education Declaration
- Quality teaching and learning for all students
- Teacher access to knowledge and skill development

EQUITY

THE MICRO-EDUCATION POLICY (MEP) MODEL

- Gathering research-informed recommendations
- Choosing micro-education policies that fit to the context
- Creating “safe” teaching and learning environments
- Embracing the Alice Springs (Mparntwe) Education Declaration in decisions



SUMMING UP

- CANNAS-Leadership
- Reflecting on targeted support
- Harnessing the core objectives of policy





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THANK YOU

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