2021 National Summit of Teaching Out-of-Field

Lin Esders

QTU Assistant Secretary

Professional Issues

QUEENSLAND TEACHERS' UNION
OF EMPLOYEES

EST 1889

Acknowledgement of traditional owners

We acknowledge the traditional custodians of this land, and pay our respects to the Elders past and present, for they hold the memories, the traditions, the culture and hopes of First Nations people.

We must always remember that under the concrete and asphalt, the land, sea, and waterways were, and always will be, First Nations land, which were never ceded.

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Out-of-Field Teaching

Broad Educational Goals - Utopia

- Students – experience a quality education, benefit from a broad, well-developed curriculum and successfully traverse the schooling system to move into the world of further education or work

- Teachers and educational leaders are supported to deliver world-class education, are given professional autonomy and appropriate support to be able to undertake their work and are valued and respected

- Members of society are well educated and successfully contribute to society, in a myriad of ways

- Society is strengthened by well-rounded, well-educated citizens who reach their potential academically, professionally, economically and socially
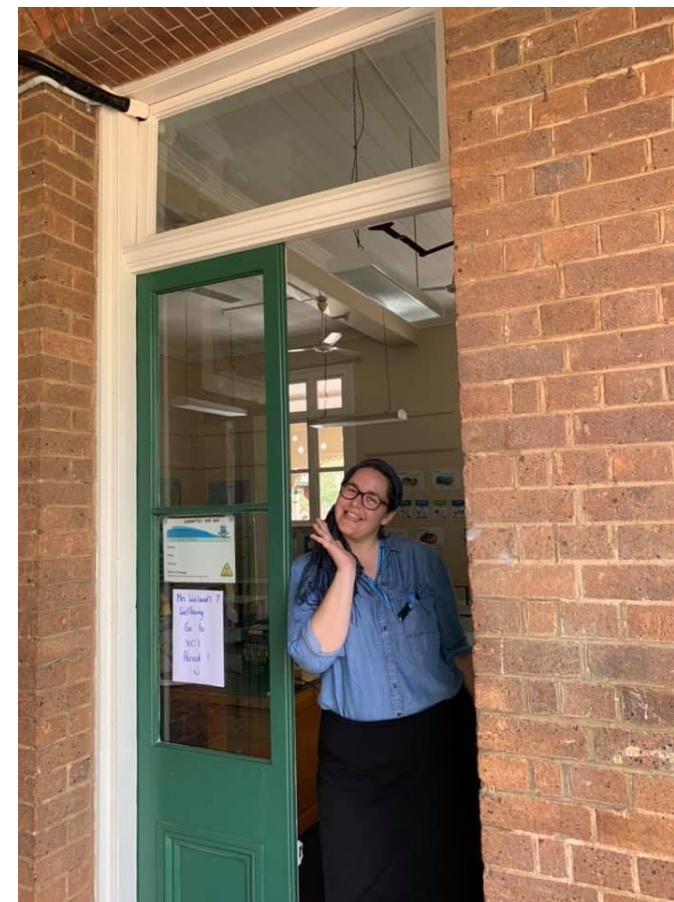
Out-of-Field Teaching

So what is the impact on out-of-field teaching on our Utopian world?

- Impacts upon students – a potential compromise to the education they receive and outcomes they might achieve

- Impact upon teachers – stress and anxiety, intensification of workload and another catalyst for consideration of leaving the profession

- Impact upon educational leaders – as above but intensified because they have to support everyone who is affected by out-of-field teaching issues

- Impact upon society – a compromising of the educational, economic, and social benefits of well-educated citizens

Ruby

Out-of-Field Teaching

1. What are the pressures that school leaders face when staffing schools and classrooms with 'out-of-field' teachers and what are the implications for the whole school community?

2. How can school improvement policy coordinate approaches to identify needs, barriers, teacher capacity building and managing risks associated with out-of-field teaching?

3. How can system-level leadership facilitate the enhancement and enrichment of out-of-field teaching at a school level?

Out-of-Field Teaching

Q1

Principal Issues:

- Allocative model – staff/support 1800 vs 3000 vs small school

- Newly appointed principals

- Rural and remote principals have less experience

Out-of-Field Teaching

Q1

Staffing matters:

- Knowing your staff to match them to an out-of-field teaching area
- Strengths and 'weaknesses'
- Capacity (how to develop it)
- Managing the resistance and willingness to tackle new subject areas
- Years of experience and what is 'reasonable'
- Staff stress and 'burnout' level

Out-of-Field Teaching

Q1

Broader HR matters:

- Staffing shortages state-wide (regional/remote/subject areas)
- Industrial conditions (first-year T/NCT/leave/rehab)
- Loss of mentoring support monies
- WH&S (Implications for practical subjects – ITD/Hospitality)
- Class-size regulations (multi-age)
- Transfer system implications
- Supervisory arrangements
- Competition for 'in-demand' staff
- Retention of staff

Out-of-Field Teaching

Q1

Miscellaneous:
- Systemic demands
  - New AC
  - Introduction of new departmental policies/paperwork/ TAEs/P-12CARF/collegial engagement
  - Legal issues
- IT challenges
- Parental communication re OoF teachers
- Tyranny of distance (rural and remote)
- Isolation
- Vulnerable staff

Out-of-Field Teaching

Q1

Resourcing:

- Professional development

- Release time for staff

- Liaising within a 'cluster'

- TLCs and CLaWs

- How to manage mentoring

Out-of-Field Teaching

Q1

Summing up:

- Many, varied, complex, interwoven, long-standing and under-resourced

- **Implications:**
    - staff - health and well-being, professionalism etc.
    - school community – flow on to students (outcomes) parents (trust in system)
    - system – retention, health of system, attraction of staff
    - society – as per our first slides

Out-of-Field Teaching

Q 2. How can school improvement policy coordinate approaches to identify needs, barriers, and teacher capacity building?

Q 3. How can system-level leadership facilitate the enhancement and enrichment of out-of-field teaching at a school level?

It's political!

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Out-of-Field Teaching

Q 2/3

Approaches:

- **Have people at the centre – not policy**
- Proactive
- Timely
- Evidence-based
- Solutions-focussed
- Investment for the long term
- Must involve working with other stakeholders (interstate depts/unions/universities/professional associations, teachers, QCAA, QCT)

Out-of-Field Teaching

Q 2/3

To start:

- Talk to principals and teachers!!!!
- Acknowledge the magnitude of the problem
- Go beyond the 'local solutions' approach – recognise that it cannot be up to each school to fix the issue locally
- Consider the 'weakest link' and work back to 'plug' that hole – not all schools are the same and do not all have the same capacity to manage the problem
- At a system level, while long-term solutions are developed, and rolled out, provide the systemic solutions via alternative staffing models and dedicated resourcing to schools and don't ask the school to 'find the answer'

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Out-of-Field Teaching

Q 2/3

- **Negotiate specific incentives that will actually attract people (this is where we come in!)**

  - Recognition of Rural and Remote Service (RoRRS)
  - Housing
  - Money
  - Scholarships (with grit)
  - Differentiated approach to NCT/PD/professional growth
  - **MENTORING!!**
  - Curriculum development support
  - Extra release time for O-o-F teachers
  - Reduced load

Out-of-Field Teaching

Q 2/3

- Research the shortages and develop policy responses (courses) that respond

- Build O-o-F teaching units into general teacher training

- Set up expectations related to the system – roles in SEQ vs R, R&R

- Develop internship models that support O-o-F teaching

Out-of-Field Teaching

Q 2/3

- Nationally - Education Council need to address this (all education ministers across the country to have this on the top of their state's agenda for resolution)

- Gather the data (quickly) - each state, each sector, other countries, the good, the bad and the interesting

- Deep dive into the data and plan - short term, medium term, long term

- Have a differentiated approach – rural/remote, disadvantage, First Nations' Peoples, state vs private, subject shortages in SEQ

- Build review process and be committed to resolving in an ongoing manner

Out-of-Field Teaching

This is worth doing for this reason: