

Hi,

I would like to raise an issue that has led to ongoing inequity in the access to delivery of training by trained teachers in regional areas.

Historically teachers in NSW were expected to spend some time teaching in less desirable locations if they wanted to be able to receive promotion or be posted to sort after schools. This meant that teachers were prepared to do their "country service" knowing that it was part of the progression through their chosen profession. Hard to staff or particularly remote schools earned teachers the right to an incentive transfer after 3 years of service so there was incentive for people to go to these schools knowing that after your time was done you could chose to transfer to a different location. Currently the situation in NSW schools is that any teacher choosing to go to a remote location has little likelihood of returning as schools control the selection of teachers and the incentive transfer scheme is meaningless (I have been working outside teaching for over 6 years waiting for mine to come through).

VET qualified teachers; especially those with previous industrial experience or in areas of high demand, are often able to transfer their teaching experience & training into roles in a market with skilled labour shortages.

The effect of having no system in place to reward teachers for taking up positions in hard to staff areas is:

Disadvantaged schools cannot obtain or retain competent, trained & experienced staff.

Teacher retention is reduced as teachers leave the profession to take up positions in industry or in non-government schools.

Students without access to VET training in their areas of interest do not gain the maximum benefit from their schooling (which may lead to truancy & behavioural problems). The effective introduction of VET courses such as construction to year 10 students gave them access to life skills and, through work placements, can lead to apprenticeships or trainee ships.

If you are considering how to ensure you maximise the "efficiency and effectiveness of the workforces" it would be prudent to look at how you can ensure students at places like our rural central schools have the same access to teachers as do students in schools in highly sort after areas and the only equitable way to do that is to return to the system of transfers & incentive transfers.

This would also relevant when considering the "motivation for entering, remaining in and exiting the school workforce" as anecdotal stories I have heard from other ex-teachers indicate this is often the reason they left.

Regards,
Paul Smith