



INDEPENDENT EDUCATION UNION OF AUSTRALIA

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30 October 2002

The Secretariat
Review of Teaching and Teacher Education
GPO Box 3318
Manuka ACT 2603

By email: teachingreview@secretariat.com.au

Dear Sir/Madam,

Please find attached the Independent Education Union of Australia's submission to the Review of Teaching and Teacher Education.

Yours sincerely,

Lynne Rolley
Federal Secretary

**INDEPENDENT EDUCATION UNION
OF AUSTRALIA**

**SUBMISSION TO THE
REVIEW OF TEACHING AND TEACHER
EDUCATION**

OCTOBER, 2002

RECOMMENDATIONS TO ADDRESS THE TEACHER SHORTAGE

Strategies that the IEU endorses include:

- 1. The need for Governments and the broad education community, including the teaching profession, to find better national structures and processes for communicating with each other, for planning, researching and resourcing issues such as those related to teacher education and development and for developing coherent and agreed educational goals, objectives and priorities within the framework of legitimate public policy, including economic policy. The IEU believes that the lack of such a national structure is a serious deficit in terms of managing public policy on education.**
- 2. A national approach which takes account of the numerous reports from research and government sponsored projects, including the recommendations from the Senate Inquiry into the Status of Teachers in its report "A Class Act".**
- 3. A financial commitment to improve salaries and conditions and job security. The IEU urges governments and employing authorities to commit to the restoration of proper salary relativities for the teaching profession as part of the problem of recruitment and retention of high quality personnel into the teaching profession. The Union urges governments and employing authorities in both the government and non government sectors to discuss and negotiate such conditions as part of forthcoming enterprise bargaining negotiations.**
- 4. Improved resourcing and increased support for teachers (especially beginning teachers in difficult schools) and other mechanisms to improve teachers' effectiveness and professional satisfaction; particularly including an increase in relevant professional development and retraining programs.**
- 5. Enhancing the status of teaching in the wider community (and thereby lifting the morale of teachers), through public and practical support for teachers and their work and by promoting the value and worth of the work of the teaching profession to students, the community and the nation.**
- 6. Increased resourcing and improved planning for initial teacher education programs at a national level and in particular strategies which encourage young people who have achieved excellent academic standards to enter the profession. There is a need to develop a set of industrial and professional conditions which are likely to attract to teaching in appropriate numbers students with high academic ability and appropriate personal and potential professional expertise.**
- 7. The IEU has strongly supported a national framework for teacher registration, covering all teachers in government and non-government schools. The developing Institutes of Teachers across most States and Territories may provide the opportunity to address a broad framework of issues such as professionally established entry and advanced standards, questions of professional ethics, requirements for teacher training courses,**

ongoing professional development and the capacity for deregistration. Critical to this process will be the involvement of the teaching profession through their teacher unions, as well as other key stakeholders.

8. The union believes that the induction of new teachers should be recognised as a major responsibility of schools and employing authorities. Attracting good teachers to the profession remains a strong concern, but retaining them and ensuring that their skills continue to develop and are recognised is an equally paramount issue. The first step of this process lies in the induction of a beginning teacher. Those teachers who are part of this process, through mentoring and the provision of professional support, should also have their input and skills developed and formally recognised within the profession, rather than the current reliance on the goodwill and voluntary labour of others.
9. The IEU has made particular recommendations to HREOC's Inquiry into Rural and Remote Education which address the issues of recruitment and retention of teachers in schools in these difficult to staff regions. These recommendations include support and incentives enshrined in Awards/Agreements such as:
 - assistance with housing arrangements
 - the facilitation of professional development and study opportunities
 - opportunities for transfer
 - remote area allowances
 - paid return to home
10. The IEU recommends an examination of a proposal that employing authorities take over the HECS debt of beginning teachers who agree to take up employment in rural and remote schools for a fixed period of employment. Hand in hand with this, there would need to be properly developed and agreed provisions on induction and support for beginning teachers into such a school setting.
11. That teachers who take up positions in Aboriginal community schools be provided with cross cultural inservicing and access to advisors or consultants who can assist with particular teaching and learning strategies for the particular learning needs of their students.
12. That the issue of initial teacher training and ongoing professional development and reskilling in relation to indigenous education be made a priority by governments, employing authorities and HEIs in order to ensure that initial training and qualifications properly prepare teachers to either teach Indigenous students and/or to provide non Indigenous students with an understanding of the history and culture of Australia's Indigenous peoples.
13. The IEU urges governments, employing authorities and other key education industry stakeholders to support the development of a national plan which takes account of the above strategies to address the developing crisis of teacher supply and demand.

1. INTRODUCTION

- 1.1 The Independent Education Union of Australia is the federally registered union which represents teachers and support staff in non-government education institutions including early childhood centres, schools and post secondary training institutions, across all the states and territories of Australia. The union currently has a membership of approximately 52,000.
- 1.2 The Union welcomes the opportunity to make this submission to the Review of Teaching and Teacher Education. It is important that an inclusive process of national consultation has been implemented.

2. A NATIONAL APPROACH

- 2.1 Ensuring that there are enough appropriately qualified entrants to the profession as well as programs for ongoing professional renewal are issues of national significance and require a national planning approach. For the purposes of this Review, the Union supports this matter being advanced through the processes of MCEETYA to ensure systematic and systemic planning and consistency of approach. The process must be a collaborative one not a competitive one - across states, territories in both the government and non government school sectors - and should also take into account the needs of the post compulsory and tertiary sectors.
- 2.2 However, given the interrelationship of education and the national economy - in terms of our need for a better educated, more skilled and responsive workforce as the basis for our competitive participation in a global economy - the Union believes it is imperative that Governments and the broad education community, including the teaching profession, find better structures and processes for communicating with each other, for planning, researching and resourcing issues such as those related to teacher education and development and for developing coherent and agreed educational goals, objectives and priorities within the framework of legitimate public policy, including economic policy. The Union believes that the lack of such a national structure and processes is a serious deficit in terms of managing public policy on education.
- 2.3 A critical issue in the many debates on education is the serious decline in overall resource levels for schooling during the last 10 years. There is also a widening gap between the rhetoric, proposals for reform and community expectations on the one hand; and on the other, the actual conditions in which teachers and students find themselves. Whether in government schools or non government schools, the size of the class, the level and experience of teachers, the teacher workload, the range and depth of the curriculum taught are governed by the level and distribution of public funding.
- 2.4 This central factor of school funding and overall education investment cannot be divorced from the purpose of this review which is to examine and explore ways to redress problems related to the attraction and

retention of teachers to the profession, teachers' professional learning, and educational leadership across the sectors.

3. THE EXISTING RESEARCH BASE

- 3.1 It should be said that all of the matters canvassed in the discussion paper are ones which have been the subject of research, public inquiries and debate since the late 1980s. The IEU has made many submissions to national consultative endeavours with similar terms of reference throughout the 1990s.
- 3.2 We note in particular, the report of the former Schools Commission "Teachers' Learning" (1988) and the reports of the former Schools Council "Australia's Teachers: An Agenda For the Next Decade" (1990) and "Teacher Quality" (1990); the work of the National Project on the Quality of Teaching and Learning" (1991-93); the Senate Inquiry into The Status of Teachers (1997) and its consequent report "A Class Act" (1998); the project to develop National Standards and Guidelines for Initial Teacher Education, and its consequent report "Preparing A Profession" (1998), funded as a Project of National Significance; HREOC's Inquiry into Rural and Remote Education (1999) - to name but a few.
- 3.3 All of this research commented on the complexity and intensification of the work of teachers and crisis of morale within the profession, the impact of these issues on the recruitment and retention of teachers into the profession, and issues of professional development and career paths. As early as the mid 1990s, there was significant research forecasting supply and demand issues at the turn of the century.
- 3.4 Research by Barbara Preston "Teaching Supply and Demand to 2003", Australian Council of Deans of Education, 1997) indicated that the surplus of teachers at the time was short-term and would be replaced by a shortage of around 7000 teachers by 2003. While the statistics were not agreed by all stakeholders (in particular, governments and their bureaucracies), it is important to note that they did not take into account the changes in university funding announced by the Commonwealth, which then resulted in reductions in student intakes for teacher education programs.
- 3.5 While this Review is giving emphasis to the shortage of teachers in the fields of science, technology and mathematics, the IEU believes that the shortages are across the curriculum in regional, rural and remote schools and in many disadvantaged urban schools, where the problem is critical. This is confirmed by non government employing authorities and principals of many independent schools. The submission does not differentiate between curriculum areas in terms of commentary and recommendations.
- 3.6 It is worth noting that the Ministerial Council on Education Employment Training and Youth Affairs (MCEETYA) established a Taskforce in 1997 to examine issues of national teacher supply and demand

particularly in relation to recruitment of high quality personnel into the teaching profession.

- 3.7 At the time, the IEU argued that the issues of teacher recruitment and retention are directly connected with a number of others, including but not limited to, the status of the profession; the speed and process of policy change and implementation; the loss of resources to education; the salary and conditions paid to teachers and issues related to the need for professional standards.

4. TEACHING AS A CAREER AND AS A PROFESSION

- 4.1 In developing a comprehensive national strategy to properly manage teacher supply and demand and teacher recruitment and retention, policy makers need to address the overall contextual picture. It is the Union's view, based on a deep understanding of the nature of our members' work, that the reasons for the malaise within the profession, and community perceptions that it is a profession and career with little going for it, are complex and require scrutiny.
- 4.2 A trigger response to expected shortages, or for that matter supply, would be damaging to the profession. The IEU would view with strong criticism any short-term responses that had as an effect, a reduction in the quality of Australian schooling. These include the imposition of increases in general teaching workloads; reducing curriculum choice in areas that require specialist staff; differential salaries for teachers of different areas of the curriculum (such as secondary over primary, or Maths over English); the employment of unqualified 'teachers', requiring teachers to teach in curriculum areas for which they are unqualified; compromised quality of teacher education; or 'scrounging' for teachers from overseas countries experiencing the same problems. These are ad hoc solutions and cause more problems than they solve.

5. VALUING THE PROFESSION - IMPROVED TEACHING CONDITIONS

- 5.1 The issue of supply and demand of the teaching profession is now a critical one. How successful policy makers are with this endeavour will rely upon their properly addressing concerns related to the attractiveness of the profession, including remuneration commensurate with other professions.
- 5.2 In the past, the union has expressed its concern about the decline in the standards of academic excellence of students entering pre service training courses. It is unsatisfactory that students of higher academic achievement have opted away from teaching into professions which promise better salary and conditions, funded opportunities for further education and training and thereby access to career paths and higher salaries. The union believes that there is a need to develop a set of industrial and professional conditions which are likely to attract to teaching in appropriate numbers, students with high academic ability and appropriate personal and potential professional expertise.

- 5.3 The union is strongly of the view that issues of teacher quality, teacher satisfaction and morale and their consequent impact on the perceptions of teaching as a career, are related to concerns such as the levels of salary and conditions, stability, mobility, professional status and recognition, career development, promotional prospects and other work conditions.
- 5.4 For teachers working in regional, rural and remote communities, the issues which require urgent attention are those of salary, allowances and value-added conditions such as improved study, travel and long service leave, real and accessible career structures, employment mobility and opportunities of redeployment, portability of service and qualifications, well resourced and developed induction and orientation programs, and appropriate standards of affordable housing and family support. Such conditions are desperately lacking for staff employed in non government schools in rural and remote communities and contribute to the severe teacher shortage problems in these areas.
- 5.5 The current discussion paper makes the point *"that salary progression for classroom teachers is generally based on incremental scales that reflect experience rather than teaching quality and ongoing professional learning and these salary scales plateau relatively early in teachers' careers."* (p13)
- 5.6 This requires some qualification. While it is accurate to say that salary progression is generally automatic up the incremental scale, there is the inference that improved teaching practice is not an outcome of experience and that teachers are not engaged in ongoing professional development. Neither, of course, is the case.
- 5.7 Schools are learning communities not only for students, but also for their teachers. The collaborative and supportive work which occurs between teaching colleagues in figuring out what works and what doesn't in teaching both individual and cohorts of students, builds and strengthens quality teaching. It is also recognised that more than any other profession, teachers are broadly engaged in continuing learning at tertiary level in their own time and at their own cost.
- 5.8 The IEU is of the view that employers need to make a firm commitment to the ongoing professional development of staff to ensure that skill levels and professional practice are both maintained and enhanced. It is interesting to note the recent analysis of Ashenden and Milligan (1999) of students undertaking postgraduate research in Australian Universities. Some 23 646 people are enrolled in postgraduate courses within education faculties across the country. Of these 90% had a prior degree and 75% were undertaking their postgraduate studies part time. This research supports the above statement that teachers already make a strong commitment to further study often with little incentive or financial assistance to do so.
- 5.9 What is not part of the equation, as indicated in the discussion paper, is recognition of this advanced learning and expert practice in current

salary and conditions industrial frameworks. Attention to the creation of career opportunities and recognition of excellent teaching practice arising from both experience and ongoing learning, in respect to promotion and financial reward are important in order to attract high quality people to the profession and to retain them.

6. REGIONAL RURAL AND REMOTE SCHOOLS - THE CRITICAL SHORTAGE

6.1 The issues of recruitment and retention have caused much vexation amongst those members from rural and remote communities with whom we consulted for this submission. How to attract and retain high quality teaching staff to these schools is a cause for great concern.

6.2 As indicated above, the interrelationship of issues such as national standards and guidelines for initial teacher education, national professional standards for the profession, the portability of service and entitlements and the planning and administrative requirements related to teacher supply and shortage are evident. There is little sense or justice for a teacher who has taught for 9 years in NSW losing recognition of such service for LSL purposes if he/she moves to Victoria for reasons such as family transfer or lifestyle reasons.

6.3 The problems associated with this are exacerbated when looking at remote and rural education. For example, in relation to the employment conditions of teachers in Catholic schools, it is clearly demonstrable that teachers working for Catholic systemic employers in remote areas of the country do not even have the same conditions as their colleagues in the government school sector which it should be said, are less than satisfactory.

6.4 This includes limited provision of isolated allowances, no access to transfer to more preferred regions in a state after a length of service, extremely limited access to redeployment if redundancy occurs, and delayed and lesser outcomes at each round of enterprise bargaining negotiations.

6.5 The implication of these employment related matters manifests itself over time in the difficulty in attracting and keeping teaching staff, particularly teaching staff with experience. This view is consistent with employer comments to the Union about the problems in attracting staff and the effort that the employer has to make to attract teachers. There is no doubt that teachers do leave Catholic systemic employers to take jobs in the government school system as a way of getting out of remote towns by way of transfer.

6.6 One of the ways that student teachers experience different educational settings is through placement in different schools. Universities are reluctant to send student teachers too far from their base, because it costs too much to send a lecturer to supervise them. One principal remarked that she hadn't seen a student teacher from Australian Catholic University in 7 years. Even if a young teacher takes up a job in a remote

area, the lack of effective networks and properly resourced induction and support can make the experience too isolating and vulnerable.

- 6.7 Unless there are long term, systemic incentives in place in the non-government sector, the difficulties of attracting new (and experienced) teachers to rural areas will continue to compound. Retention of good teachers is also contingent upon there being incentives that encourage staying – e.g. accommodation, bonuses for staying more than one year, support networks for spouses/partners.
- 6.8 The IEU recommends the development and funding of teacher incentives to encourage employment in rural and remote schools for a sustained period of time to give continuity and predictability of staffing arrangements in both government and non government schools. Such schema should also have provisions for professional development, improved leave conditions and redeployment to other schools after an agreed period of service. One such proposal should examine the possibility of the employer taking over the HECS debt of beginning teachers who agree to take up employment in rural and remote schools for a fixed period of employment. Hand in hand with this, there would need to be properly developed and agreed provisions on induction and support for beginning teachers into such a school setting.

7. INDIGENOUS EDUCATION

- 7.1 The union's work in this area also shows that Aboriginal Education Workers are not always afforded the same access to opportunities of professional development and rarely, if ever, attend inservice events with their colleague teachers or support staff. As well, teachers who take up positions in Aboriginal community schools are generally provided with little or no cross cultural inservicing, little or no access to advisors or consultants who can assist with particular teaching and learning strategies for the particular learning needs of their students, and feel isolated and unsupported in an unfamiliar environment.
- 7.2 The issue of initial teacher training and ongoing professional development and reskilling in relation to indigenous education is fundamentally important. Few teachers can report that their initial training and qualification has properly prepared them to either teach Indigenous students or to provide non Indigenous students with an understanding of the history and culture of Australia's Indigenous peoples.

8. TEACHING - A SERVICE FOR THE PUBLIC GOOD

However, without discounting the essential need for decent pay and conditions, this debate must also articulate a more comprehensive effort to promote teaching as a public service of great value and the need for strong moral support from the community, particularly in the face of ill-informed and indiscriminate attacks on the teaching profession from various quarters. A central argument is about the value of the work undertaken by teachers in schools. Teachers more often than not, talk about their work primarily in terms of the reward of knowing that what

they are doing is what their community holds to be worthwhile and is in the public interest.

9. ACKNOWLEDGEMENT OF TEACHER JUDGEMENT AND PROFESSIONALISM

- 9.1 Excellent practice in teaching and learning does exist in Australian schools and is envied and studied by policy makers and practitioners from other countries. The IEU believes that more effort should be given by policy makers and schooling authorities to develop strategies which sustain and generalise into Australian schools, the recommendations from research, the best practice and genuine reform put in place by teachers and to communicating these outcomes in a positive way to the community.
- 9.2 To date much reform in education has involved the development and distribution of policy and curriculum documents in the belief that these would transform practice in schools. When the anticipated improvements do not appear, policy changes are often made without any evidence being collected about the extent to which the policy has actually been implemented. (Stigler,1997). The difficulty is that the quick fix usually does not work. What is needed is a long range commitment to changes in teaching practice in which the wisdom of expert teachers forms the foundation on which to build.

10. INITIAL TEACHER PREPARATION

- 10.1 The Union is strongly committed to teacher education being within the purview of the higher education sector. High quality initial teacher preparation is critical to fostering and sustaining an appreciation of the teaching profession as being of profound importance and value to society and one which is challenging and carries great responsibility.
- 10.2 It is very important that there is a collaborative effort by governments, employing authorities, schools and the teaching profession to properly resource and support the various sets of relationships involved in the professional preparation of those seeking to be teachers.
- 10.3 Schools and HEI's must develop improved strategies to ensure greater skill and confidence building for students by making schools and HEI's more integrally related. There are emerging examples of "partnership" models where schools and universities enter mutually reciprocal arrangements regarding the practicum, for example action research frameworks built into course components allowing more direct input between schools and universities. Care needs to be taken, however, to ensure that schools receive benefits from entering such partnerships, and that such partnerships become more formalised and therefore more transparent regarding expectations and outcomes.
- 10.4 The IEU believes that the coordination of links and the strengthening of support roles for student teachers is important. Better links could be built if experienced practitioners (together with other key stakeholders)

were involved collaboratively with teacher educators in designing and teaching teacher education courses. Greater involvement of teacher educators in school based projects would strengthen links and break down the barriers between theory and practice.

- 10.5 The industrial implications of such collaborative models require collaboration between employers, personnel in training institutes, teaching professionals at the school level and unions in order to define the roles and responsibilities of the parties and to negotiate and resolve the payment issues.
- 10.6 A critical problem concerning the practicum is the inadequacy and tenuousness of appropriate funding from government, HEI's and school authorities. This arises from general funding cuts to education at state and federal levels to both schools and tertiary institutions and contributes to the pervasive low morale within the profession and the often low status within the university for the practicum and the staff involved. Redressing this problem will be a test of commitment by governments and employing authorities.
- 10.7 The union strongly supports the payment of teachers with responsibility for supervision and coordination of the practicum. Further, prac teaching supervisors need to be inserviced and supported in their role.

11. INDUCTION AND MENTORING SUPPORT FOR THE PROFESSION

- 11.1 The Union is strongly of the view that the 'quality' agenda and that of attracting and retaining teachers could be positively and profoundly influenced by comprehensive models of industrially regulated teacher induction and mentoring.
- 11.2 Over the years, there has been a plethora of reports on what constitute best practice induction models although government and non government employing authorities have not done much to negotiate and fund the development and implementation of comprehensive models of support for teachers in their early years of teaching. Beginning teacher induction is the point at which the issue of quality teaching can be addressed in the most fundamental and practical way. It is also the process through which teacher confidence and collegiality can be supported and strengthened which are fundamental to whether or not a beginning teacher remains in the profession.
- 11.4 The induction of new teachers should be recognised as a major pedagogical responsibility of schools. Schools should develop strategies and should encourage teachers to develop improved skills in the professional induction of new teachers. Courses should be provided to aid the development of the new teacher and also develop skills of teachers involved in the induction process.
- 11.5 The general experience for a beginning teacher is one of being "thrown in" to the life of a school, with a sink or swim philosophy - often with cavalier advice to "forget all you've learned at uni" whilst being given the

school or department's kit of survival strategies. These early years for a new teacher can be exceptionally difficult and professional survival is often based on inner resources rather than systemic, supportive structures. It is no wonder that so many are overwhelmed and leave the profession and others stumble forward without any feedback as to whether their practice is effective or not.

- 11.6 The Union believes that it is essential that induction procedures are negotiated into industrial agreements in order to provide ongoing professional support and industrial protection. Such agreements should ensure that the procedures are fair and strong and provide industrial rights and entitlements but also responsibilities on all the parties. There should be no cross-over between induction and probation, so often used by many Independent schools to "weed out teachers who don't fit". Implicit in this is a recognition that an induction process is about more than induction into their first school - it is also about induction into the profession.
- 11.7 A comprehensive induction model needs to address the following issues:
- the development of a process for identifying best practice mentors
 - a commitment to the proper resourcing of induction procedures and support structures
 - a strategy which embeds induction and mentoring across key points in a teacher's career
 - underpinning principles of collegiality, transparency, flexibility and collaboration - a one strategy fits all cannot work
 - a recognition that the role of the mentor is complex and distinct from other teaching skills
 - accredited professional development for mentors
 - industrial recognition for the mentor with appropriate remuneration
 - the need for and entitlement to reduced work loads for both beginning teachers and mentors
 - access to adequate counselling services without any adverse reflection on professional competence at this stage of a beginning teacher's career.
 - a clear understanding by all parties as to the professional status of the inductee together with clear patterns of rights and responsibilities

12. PROFESSIONAL LEARNING

- 12.1 The need for continuing education for teachers, beyond their initial professional preparation, is essential if they are to keep abreast of the significant changes to information, access to it and the means for its analysis as well as new ways of thinking about pedagogical practice. Mechanisms should be in place for practitioners and others to be involved in producing, defining, criticising and reformulating the body of knowledge and skills that derive from what is held to constitute the nature of teachers' work.
- 12.2 The funding of opportunities for systematic ongoing professional learning for teachers and their engagement in rethinking the knowledge,

skills and understandings required throughout their career is fundamental to their remaining passionate and innovative about their work. This is particularly the case given that teachers are increasingly expected to assume more diverse roles associated with the social and emotional welfare of students.

- 12.3 The Union believes that the professional development of teachers should, where possible, be considered for advanced standing within the formal postgraduate domain. The opportunities for teachers to undertake funded postgraduate courses should be encouraged and increased and formal qualifications gained rewarded for salary purposes. Where possible, credit should be made available for the successful completion of short courses assuming that the assessment requirements of the university involved are met.
- 12.4 Funded professional development requires an ongoing, long term commitment with appropriate conditions of work and release from work that nurtures a commitment to reflective practice. Teachers should be encouraged and rewarded for continuing their studies which improve their capacity to research, analyse and critique their work in order to inform the ways in which they may bring about changes in their pedagogy and ways of organising educational work.
- 12.5 The union also supports the development of processes for accrediting the knowledge and skills gained in other studies or employment as credit along the continuum of lifelong teacher education (ie pre service, induction, professional development and promotion). This involves a progressive concentration on the elements of teaching, in particular the need to make teaching explicit. The current national collaborative work around national professional standards together with the developing Teacher Institutes at State and Territory levels, may provide opportunity for constructive outcomes in this regard.

13. RECOMMENDATIONS TO ADDRESS THE TEACHER SHORTAGE

Strategies that the IEU endorses include:

1. The need for Governments and the broad education community, including the teaching profession, to find better national structures and processes for communicating with each other, for planning, researching and resourcing issues such as those related to teacher education and development and for developing coherent and agreed educational goals, objectives and priorities within the framework of legitimate public policy, including economic policy. The IEU believes that the lack of such a national structure is a serious deficit in terms of managing public policy on education.
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3. A financial commitment to improve salaries and conditions and job security. The IEU urges governments and employing authorities to commit to the restoration of proper salary relativities for the teaching profession as part of the problem of recruitment and retention of high quality personnel into the teaching profession. The Union urges governments and employing authorities in both the government and non government sectors to discuss and negotiate such conditions as part of forthcoming enterprise bargaining negotiations.
4. Improved resourcing and increased support for teachers (especially beginning teachers in difficult schools) and other mechanisms to improve teachers' effectiveness and professional satisfaction; particularly including an increase in relevant professional development and retraining programs.
5. Enhancing the status of teaching in the wider community (and thereby lifting the morale of teachers), through public and practical support for teachers and their work and by promoting the value and worth of the work of the teaching profession to students, the community and the nation.
6. Increased resourcing and improved planning for initial teacher education programs at a national level and in particular strategies which encourage young people who have achieved excellent academic standards to enter the profession. There is a need to develop a set of industrial and professional conditions which are likely to attract to teaching in appropriate numbers students with high academic ability and appropriate personal and potential professional expertise.
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8. The union believes that the induction of new teachers should be recognised as a major responsibility of schools and employing authorities. Attracting good teachers to the profession remains a strong concern, but retaining them and ensuring that their skills continue to develop and are recognised is an equally paramount issue. The first step of this process lies in the induction of a beginning teacher. Those teachers who are part of this process, through mentoring and the provision of professional support, should also have their input and skills developed and formally recognised within the profession, rather than the current reliance on the goodwill and voluntary labour of others.

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