

2002–2005

Male Teachers' Strategy

Strategic Plan for the Attraction,
Recruitment and Retention of Male
Teachers in Queensland State Schools
2002–2005



**Queensland
Government**
Education Queensland

Queensland the Smart State

What is the purpose of this strategy?

The Strategic Plan for the Attraction, Recruitment, and Retention of Male Teachers in Queensland State Schools 2002–2005 (referred to as the Male Teachers' Strategy) forms part of Education Queensland's commitment to create an inclusive work environment that is free from all forms of unlawful discrimination and harassment, and where people are valued for their individual experiences, knowledge, and abilities.

Education Queensland is committed to providing students with diverse learning experiences. To achieve this, we recognise that it is necessary to create and sustain a diverse workforce that reflects the student population and the community we serve. This strategy has been developed to assist Education Queensland to create a diverse workforce by increasing the number of males engaged in the delivery of educational services.

Specifically, the strategy provides a framework to address the factors that impact on the attraction, recruitment, and retention of male teachers within Education Queensland. These factors include:

- community perception of the teaching profession and more specifically of male teachers in the profession
- the reduction in the number of males enrolling in teacher education courses at university
- the attrition of male teachers from the Queensland state schooling system into other areas of employment.

This strategy is consistent with Education Queensland's strategic objective for improving the representation of males in the Queensland state school system.

What are the issues?

Education Queensland acknowledges that the employment profile of males in teaching falls short of the 35 per cent strategic target. Current statistics indicate that males occupy only 28 per cent of teaching roles in Queensland state schools. Also, in 2001–2002, only 3.3 per cent of the total number of males leaving Year 12 and moving on to university chose teaching as a course of study. Down from 4.8 per cent in 1998–1999, this number is predicted to decrease in the future unless specific action is taken.

Supporting this quantitative data, research conducted within Education Queensland suggests there are some concerns about the perception of the teaching profession — especially of male teachers as potential sexual misconduct threats. It is also evident that there is concern about the lack of male role models in the

teaching profession for young boys. Among other factors, the lack of male roles models or authority figures in schools may influence the attitude of boys towards academic achievement and towards schooling in general. This research is also reflected in existing literature.

Education Queensland recognises that, for this strategy to be successful, it has to form part of a broader strategy aimed at effecting long-term cultural change. We recognise that if we want male secondary school leavers to see teaching as a valuable and satisfying career and existing male teachers to see Education Queensland as an employer of choice, we must ensure that our workplaces are welcoming and inclusive. This strategy is a component of Education Queensland's broader Workforce Diversity and Equity Program. It also integrates with, and supports, the Queensland Government Workforce Renewal initiatives, Education Queensland's QSE–2010 Workforce Capability initiatives, and the *Teacher Surplus, Shortage, and Strategies Document: A Framework for Action to address Teacher Supply and Demand* currently under development.

How will change occur?

Although this strategic document is relevant to all employees, it is specifically aimed at:

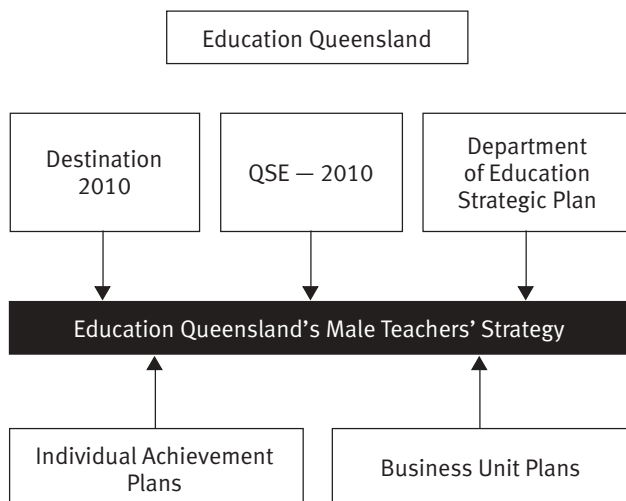
- principals and managers
- organisational decision makers
- key internal and external stakeholders and partners.

To effectively implement this strategy and achieve tangible outcomes, a strong commitment is required by Education Queensland. Specifically, senior management must adopt, support and develop the Male Teachers' Strategy initiatives and be accountable for meeting performance targets.

Underpinning Education Queensland's commitment to the Male Teachers' Strategy will be the following principles:

- a commitment to creating a work environment that values diversity and reflects the clients and community it serves
- acknowledging the diverse backgrounds, skills, talents and perspectives of male teachers
- aligning quality service delivery with the diverse needs of students in the Queensland public education system
- providing effective organisational structures, policies, systems, processes, practices and management to ensure equitable and inclusive outcomes for the employment of male teachers in Education Queensland.

What are the strategic links?



How will we know if the strategy has made a difference?

The strategy for the attraction, recruitment, and retention of male teachers in Queensland state schools is accompanied by an action plan that describes planned result areas, the officers responsible for implementing various aspects of the strategy, the relevant timelines, and a variety of measures that indicate how well we are performing.

We will know that the strategy has made a real difference when Education Queensland has:

- increased the number of males applying for teaching positions
- enhanced employer of choice status for males wishing to enter teaching as a career
- increased the representation of male teachers

What are the planned results and strategies?

Planned result – supportive and participative workplace conduct and culture

Education Queensland has an inclusive work environment that is free from all forms of unlawful discrimination and harassment, where people are valued for their diverse experience, knowledge and abilities.

Strategies

- Develop and implement a policy framework to support Workforce Diversity and Equity program including establishing and maintaining a contact officer network.
- Establish, maintain, and support the diversity council.
- Develop and implement a diversity and equity training program.
- Develop a framework for employment equity accountability and integrate it into all reporting documentation and achievement plans.
- Establish a formal consultation process with unions and other key stakeholders.

- increased the job satisfaction level of male teachers working for Education Queensland
- improved working conditions and established a culture that values and acknowledges the needs of male teachers.

What is the target?

The Male Teachers' Strategy aims to assist Education Queensland in the creation of a diverse workforce by increasing the number of male teachers to 35 per cent by 2006.

Who is responsible for making it happen?

Ultimately, the Director-General is accountable for meeting the target for the representation of male teachers in Queensland state schools, as outlined in *Destination 2010*.

Consequently, assistant-directors general, directors, managers, district directors, and principals will be accountable for achieving outcomes.

The Strategic Management Team (SMT) will ensure that partnerships are formed between key internal and external stakeholders including business units, district offices, schools, unions and related educational sector networks and associations. These partnerships will enable the Male Teachers' Strategy to be incorporated into planning, reporting and performance documents.

Incorporating the Male Teachers' Strategy into key organisational documents will enable SMT to evaluate the implementation of the strategy across the Balanced Report Card and increase localised sustainability by ensuring accountability for initiatives at a school, district and business unit level.

Planned result – attraction

Education Queensland has established teaching as an attractive career opportunity for professional, pre-tertiary and tertiary males resulting in an increase in the number of males applying for teaching positions in Queensland state schools.

Strategies

- Establish partnerships with other government departments to promote teaching and the attraction of a more diverse range of professional males into school-based roles – for example, police officers, nurses.
- Establish partnerships with education faculties within Queensland and interstate (University of New England and Southern Cross University) to align with the universities' teacher education course attraction methods for males.
- Liaise with Queensland universities to establish Targeted Academic Programs to address areas of male teacher shortage.
- Establish partnerships with local communities, industry, the Board of Teacher Registration, and professional associations to assist in the recruitment of male teachers in targeted areas.
- Develop and implement a marketing and communication campaign to promote the profession of teaching to:
 - upper primary and secondary school students
 - young males in rural communities
 - parents and local larger community
 - males currently in other professions
 - professional associations
 - guidance officers and university career counsellors
- Encourage male teachers to promote the teaching profession at school and university career fairs.
- Establish a secondary school-based program for existing male teachers to mentor male students wishing to become teachers.
- Link male teacher attraction and recruitment strategies to the Employing Quality Teacher Induction Website.
- Review current and proposed research that considers the attraction and retention of new teachers.

Planned result – recruitment

Education Queensland's recruitment and selection process is inclusive of males, particularly at the teaching level, resulting in an increase in males applying for and being recruited into teaching roles within the Queensland state schooling system.

Strategies

- Develop a targeted scholarship program for tertiary teaching courses aimed at:
 - Year 10 students
 - Year 12 leaving males
 - males currently enrolled in another tertiary course of study
 - males already possessing an undergraduate degree in an area other than teaching.
- Establish a program to enable first and second year university students completing degrees other than teaching to undertake work observation or work shadowing in Queensland state schools during university holidays.
- Encourage male teachers to complete their final practicum and an internship in a rural or remote location to increase the representation of male teachers across the state.
- Explore, with the Board of Teacher Registration, the appropriateness of establishing a mid-career change process for the admittance of people with an undergraduate qualification other than teaching and a requirement to complete teaching qualifications within a specific timeframe.
- Investigate the appropriateness of a review of the starting salary of mid-career changing people into the teaching role in Queensland state schools.

Planned result – retention

Education Queensland has working conditions and a culture that values and acknowledges the needs of male teachers and facilitates a work–life balance.

Strategies

- Establish a career structuring and mentoring framework for first and second year teachers.
- Establish a career management and succession planning process for teacher aspirants.
- Establish, maintain, and support local peer networks for teachers in districts and across the state.
- Develop mechanisms to support teachers who are being investigated as a result of student complaints and link strategies to existing mechanisms in the *Child Protection Act 1999*.