

**Submission  
No 29**

## **INQUIRY INTO THE RECRUITMENT AND TRAINING OF TEACHERS**

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**Theme:**

**Summary**

The Director  
Standing Committee on Social Issues

SOCIAL ISSUES COMMITTEE

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## Inquiry into the Recruitment and Training of Teachers

Over a long career with the NSW Department of Education and Training I have experienced periods of over supply and shortages of teaching staff.

Presently there appears to be an adequate supply of primary teachers but shortages in some subject areas of secondary teaching.

The present incentives for NSW rural and remote teachers are the envy of other states. The combination of salary, subsidised housing, holidays, special leave, allowances and incentive transfers have proved successful in attracting many teachers to rural and remote areas of the state.

In secondary teaching there is the stark reality of low numbers of graduates training in specialised areas of the curriculum particularly mathematics and science. A possible extension of scholarships, meeting HECS costs and close contact with a mentor while training may ensure an improved supply in these areas. Elements of this approach have been implemented. Additionally I would advocate a small extension of recruitment to secondary schools. Students with skills and interest should be identified provided with scholarships for Years 11 and 12, assisted at university, mentored while training, be attached to a school and assured of employment after training.

Teach NSW has been a positive step in marketing teaching and it should be extended to actively identify the shortages and encourage students to train or graduates to apply for advertised regions.

The Beyond the here program has been informative for university students, however, students need to be interested and available to teach in these areas not just visit the schools for a vacation.

Internship negotiated with the universities have been most successful and may be the foundation to link selected graduates with a school and a position.

Accelerated training courses have been successful in many cases, however, there is widespread concern with some people who have excellent subject knowledge but lack the teaching skills to manage classrooms.

Alan Shark