

### Preamble

Current recruitment and staffing processes are governed by Public Sector Standards that do not always work effectively for schools operating within a “connected autonomy” and where schools are funded on an enrolment based methodology. The public school system is unique to other agencies within the public sector and the PFWA position is that a review of current recruitment processes is overdue and where necessary exemptions be sought. Specifically:

### PFWA Position

- Schools continue to select their own staff. While this is time consuming, workload heavy and time consuming for schools it is the best way to select staff that meet the specific contextual needs of the school.
- Variations of 0.2 FTE are common in schools and provide flexibility in adapting to funding differences (enrolment based) year to year. However, the current system which necessitates requests to fill, consideration of redeployees, clearance, and formal appointment is a barrier to flexibility and contributes to additional workload on schools. The PFWA position is that 0.2 FTE variations may be approved by Principals without having to go through a recruitment process.
- The contract applicants sign on the acceptance of an offer is considered as a system contract, rather than a school contract. Upon signing a contract, the applicant is required to complete at least one semester of service with that school before taking up a position at the same level in another school. The current contract is ineffective and provides no security or assurance to schools. It favours “job shoppers” who apply for numerous positions within a year, with the aim of taking the one that they prefer (often close to the city or in a higher ICSEA school). This practice is incredibly disruptive to school workforce planning and recruitment, especially where an applicant accepts a position for the following year and then at a later stage accepts an offer for another school. Many schools are delaying their recruitment processes rather than having to rerun processes for the same position. Some schools are forced into recruiting over the holiday period as a result.
- A review of current strategies to address teacher shortages is conducted as a matter of urgency. Teacher shortages and lack of depth in the quality of available teachers are directly impacting upon school performance, workload, recruitment challenges and parent satisfaction. Innovative and incentive based strategies are needed.
- The Metropolitan Teacher Program (MTP) and Country Teacher Program (CTP) are reviewed annually and a transparent system to amending the list of schools is implemented.