

SPECIALIST TEACHER WORKFORCE PLAN



Government
of South Australia
Department for Education



CONTENTS

Acknowledgements	2
Foreword	3
Preamble	4
Vision and goals	6
What we heard	8
About the specialist teacher framework	9
Specialist teacher framework	10
Summary of actions	12
Recognising specialists	16
Supporting existing teachers	18
Strengthening the specialist pipeline	20
Measuring success	22

ACKNOWLEDGEMENT OF COUNTRY

This document was developed on the lands of the Kaurna people, the Traditional Owners and Custodians of the Adelaide Region.

The Department for Education acknowledges their spiritual connection, cultural heritage and relationship with their Country is still as important to the living Kaurna people today.

We also pay our respect to Traditional Owners and Aboriginal people across South Australia, particularly those who helped contribute to the development of this document and who will be involved in, or impacted by, the achievement of its actions.

ACKNOWLEDGEMENT OF CONTRIBUTIONS

A series of consultations were held during the development of this Workforce Plan. Thank you to all those that participated and generously gave your time and expertise to inform this work.

FOREWORD

The Malinauskas Government is proudly driven by an ambition to ensure every student gets a great education. Having specialist teachers teaching specialist subjects is essential to achieving this.

It's important to ensure that students are being taught specialist subjects by teachers with the knowledge, confidence and capabilities in the curriculum area being taught. Specialist teachers help drive better student results and bring a passion to their subject area that can inspire the next generation.

That is what the Specialist Teacher Workforce Plan seeks to do.

The Specialist Teacher Workforce Plan aims to work towards ensuring that all subject areas are taught by people qualified in the area, with a focus on Mathematics, Languages, Arts, English, Science and Design and Technology.

We know we're not starting from scratch. There is strong specialisation in our system already, and these teachers should be recognised for their expertise. We need to build on this further, supporting specialist teachers and increasing numbers to ensure that we have enough teachers with the right specialist knowledge to meet the needs of students now and into the future.

STEM subjects are a particular priority in South Australia. It is estimated that the AUKUS submarine deal will generate up to 8,000 jobs in South Australia over 30 years and this plan will help ensure that students are ready to take up these opportunities.

This plan focuses on strengthening the expertise of our current workforce, supporting those who are teaching outside of their field to meet specialist demand, while also increasing the future pipeline to make sure we have the specialist teachers we need right across the state.

Importantly, this plan will also elevate the status of specialist teachers, identifying them across the system so we can recognise and effectively support their professional growth.

The Specialist Teacher Workforce Plan also has important strategic links to other commitments being delivered by the State Government to improve teaching quality. The *Enabling Educator Excellence [scholarships](#)*, led by the Department for Industry, Innovation and Science provides 400 scholarships, worth \$5000 over the next four years. These target strengthening and diversify the teaching profession in South Australia by helping with the costs of starting a teaching degree for women teaching STEM, male primary school teachers, Aboriginal teachers, and those with a high ATAR.

The Specialist Teacher Workforce Plan will play an important role in recognising the expertise that our teaching workforce already has, while increasing the supply of teachers with the specialist skills, capabilities and qualifications needed to give South Australian students access to the highest quality teaching and learning opportunities.

Because that's exactly what students deserve.



Hon Blair Boyer MP

*Minister for Education,
Training and Skills*

A handwritten signature in blue ink, appearing to read 'B. Boyer'.

PREAMBLE

There is no greater in-school influence on how well our young people learn than the quality of the teaching and learning they receive. Our teachers are vitally important in supporting children and young people to excel in their education and develop a lifelong passion for learning.

Research shows that the world of work is changing at an unprecedented rate. Amid these changes, the education ecosystems must adapt and continuously respond to ensure that children and young people can successfully participate in, contribute to and shape our future economy. Teachers must be equipped with the specialist expertise to enable young people to develop the skills, capabilities and mindsets to navigate the careers of the future and thrive in every aspect of their lives.

Department for Education schools (at June 2022) have 4,843 teaching staff in secondary settings, 2,964 teaching staff in primary and secondary combined settings and 6,934 teaching staff in primary settings. Secondary teachers who graduated since the introduction of the national [Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures in 2011](#) have a specialisation as part of their teaching qualification. More recently in 2017, primary specialisations were also introduced as a mandatory element of initial teacher education programs. Teachers who graduated prior to 2011 (secondary) and 2017 (primary) may have developed specialist knowledge and skills on the job.

Schools have local autonomy to manage their staff profiles, providing them with flexibility and enabling them to adjust and respond as the needs shift each year with different student cohorts. It also means that schools can support the professional learning of teachers who have an interest in developing new specialisations based on the needs of students. However, with timetables managed locally, there is limited system-level data about how many teachers teach particular specialisations and the alignment to their specialist expertise.

We know that teachers are not always employed in the same subject they completed during their Initial Teacher Education qualification, and that sometimes supply does not match demand, leading to instances of 'out-of-field' teaching.

The Department for Education's Specialist Teacher Workforce Plan aims to take steps towards better understanding and addressing this, outlining actions that will support an increase in teachers teaching "in-field".

It describes:

- Different ways to define a 'specialist teacher' in the department, articulated in a specialist teacher framework.
- How we will build the numbers of specialist teachers in our system, by incentivising the pipeline, supporting and celebrating teachers throughout their career as a specialist.
- How the system will be set up for success into the future through the capture of data that supports workforce planning system-wide.

The Specialist Teacher Workforce Plan will be implemented in a phased approach during 2023 to 2026.

Phase 1 of implementation lays the foundation in the way we capture system-level data about our teaching workforce specialist qualifications. It will involve setting up new data systems and processes to support system-level visibility of the specialist teaching workforce skills, to support effective workforce planning. It will also create the foundations to enable us to build the pipeline of specialists and verify those already within our workforce.

Phase 2 will build on this by implementing actions and incentives that will grow the numbers of specialist teachers in key areas and support their ongoing development throughout their career.

The Specialist Teacher Workforce Plan focusses on six in-demand subject areas, noting the department does offer supports in other curriculum areas as well. The subjects in scope include Maths, English, Languages, the Arts, Science, and Design and Technology.

Based on significant stakeholder and subject matter expert consultation, the Specialist Teacher Workforce Plan is structured around three focus areas:

- **Recognising specialists** - improving data enabling identification of specialists for workforce planning and recognising the professional standing of specialist teachers, acknowledging the value specialist teachers bring to students and their importance for the future of our state.
- **Supporting existing teachers** - retaining and supporting our existing specialist teaching workforce, including those 'out-of-field', to pursue career progression through a specialist teacher pathway with professional learning and development supports and incentives.
- **Strengthening the specialist teacher pipeline** - to set us up for the future for in-demand subject areas and supporting graduate teachers to continue to grow their expertise and confidence as a specialist throughout their career.

Many of the actions identified in the Plan represent system change for the way we identify, verify, support and recognise our specialist teachers. The timeframe over the next 3 years enables actions within each focus area to be monitored, reviewed or revised where required, with a view to refining and building on specialist teacher workforce planning over time in response to emerging needs.

This Plan aims to utilise the skills of our specialist workforce to inspire and strengthen teaching practice across the public education system in South Australia with the ultimate aim of having specialist teachers engaging students in learning and career pathways for their futures.

VISION AND GOALS

Vision:

South Australian students have access to specialist teachers with the expertise and confidence to teach specialist subject areas.

Goal:

To increase the numbers of specialist teachers in Maths, English, Languages, the Arts, Science and Design and Technology across the department by supporting the existing workforce and increasing the supply pipeline of new specialist teachers.

By 2026, we'll:

- Implement a new, system level specialist verification data capture process, aligned to agreed definitions of specialist teachers, that is used to improve system-level identification, recognition and workforce planning for specialist teachers.
- Identify and recognise hundreds of specialist teachers through new data capture processes.
- Provide professional learning and subject specialist networks for over 400 teachers, so they can continue to build their curriculum expertise and confidence as a specialist.
- Grow the pipeline of specialists through a range of pre-service teacher supports and pathways that break down barriers to teaching for career-change specialists and create early connections for employment in the department post-graduation.



FOCUS AREA 1: **Recognising specialists**

We are committed to identifying and recognising the professional standing of specialist teachers, acknowledging the value specialist teachers bring to students and the community.



FOCUS AREA 2: **Supporting existing teachers**

We are committed to retaining and supporting our existing specialist teaching workforce to pursue career progression through a specialist teacher pathway with professional learning and development supports.



FOCUS AREA 3: **Strengthening the specialist pipeline**

We are committed to strengthening the specialist teacher pipeline for in-demand subject areas and supporting graduate teachers to continue to grow their expertise and confidence as a specialist throughout their career.



WHAT WE HEARD

A series of workshops and targeted group and one-to-one consultations were held with a range of subject matter experts and stakeholders to inform the development of this Specialist Teacher Workforce Plan to ensure it would provide most value for schools, staff and students.

During consultation we explored what it means to be 'qualified' to teach a specialist subject beyond specialisation at initial teacher education and opportunities, supports and incentives that would be welcomed as part of the Specialist Teacher Workforce Plan to encourage uptake and practical implementation.

Key themes emerging from these sessions include:

- **Being an effective teacher is the first priority**
This rang true across all curriculum areas. Good pedagogical practice, pedagogical content knowledge and attributes like emotional intelligence, interpersonal skills, confidence, resilience and the ability to develop relationships with students are critical as a foundation.
- **Deep content knowledge** is preferred, particularly at SACE level.
- **There is not one single definition for a 'qualified' specialist** Nuances and differences exist across curriculum areas, teacher career stages and schooling levels.
- **Enhancing data capabilities would be beneficial**
To gain a more nuanced understanding of specialist teacher supply and demand, and where to focus supports.
- **Addressing the supply pipeline of specialists is a priority, along with attraction and retention of teachers** Raising the status of the profession and specialist teachers is important for building the supply pipeline and encouraging industry specialists into teaching. There is an appetite for innovative opportunities to attract people into teaching, including exploring appropriate ITE programs and utilising industry professionals differently.
- **A teacher workforce plan should consider a student's journey** Access to specialists with the appropriate skills throughout schooling can impact students' decisions at senior secondary.
- **Lived experience** and continued connection to the industry/sector is important and valued, particularly in the areas of Design and Technology, The Arts, and Science.
- **Verification** of a person's skills, qualifications and experience is important supported by robust data to facilitate workforce planning.
- **Professional learning for existing teachers** is highly valued and there may be opportunity to tap into a range of channels to suit the needs of the teacher/school. Professional learning can support building content knowledge and could be further supplemented with site-specific support related to the context.
- **Mentoring and development of professional networks** is a critical aspect of supporting the development of specialist subjects. Maintaining connections with peers, mentors, associations and professional learning communities can significantly support expertise. Nationally Certified Highly Accomplished or Lead teachers are well placed to support colleagues' pedagogical content knowledge.

ABOUT THE SPECIALIST TEACHER FRAMEWORK

The Specialist Teacher Workforce Plan is anchored in a new Specialist Teacher Framework. The Framework was developed based on a significant volume of consultation and engagement with our leaders, teachers, associations and other key stakeholders who told us that there's no 'one size fits all' definition and pathway to become qualified, and that ongoing professional learning, up-to-date content knowledge, career development and peer networks should be promoted.

Consultation also revealed a significant appetite to increase the department's data capabilities relating to capturing and reporting on specialist teacher numbers and enabling identification of specialists across the system. To do this, we first need a shared understanding of what we mean by 'specialist teacher', and the different ways people can become specialists.

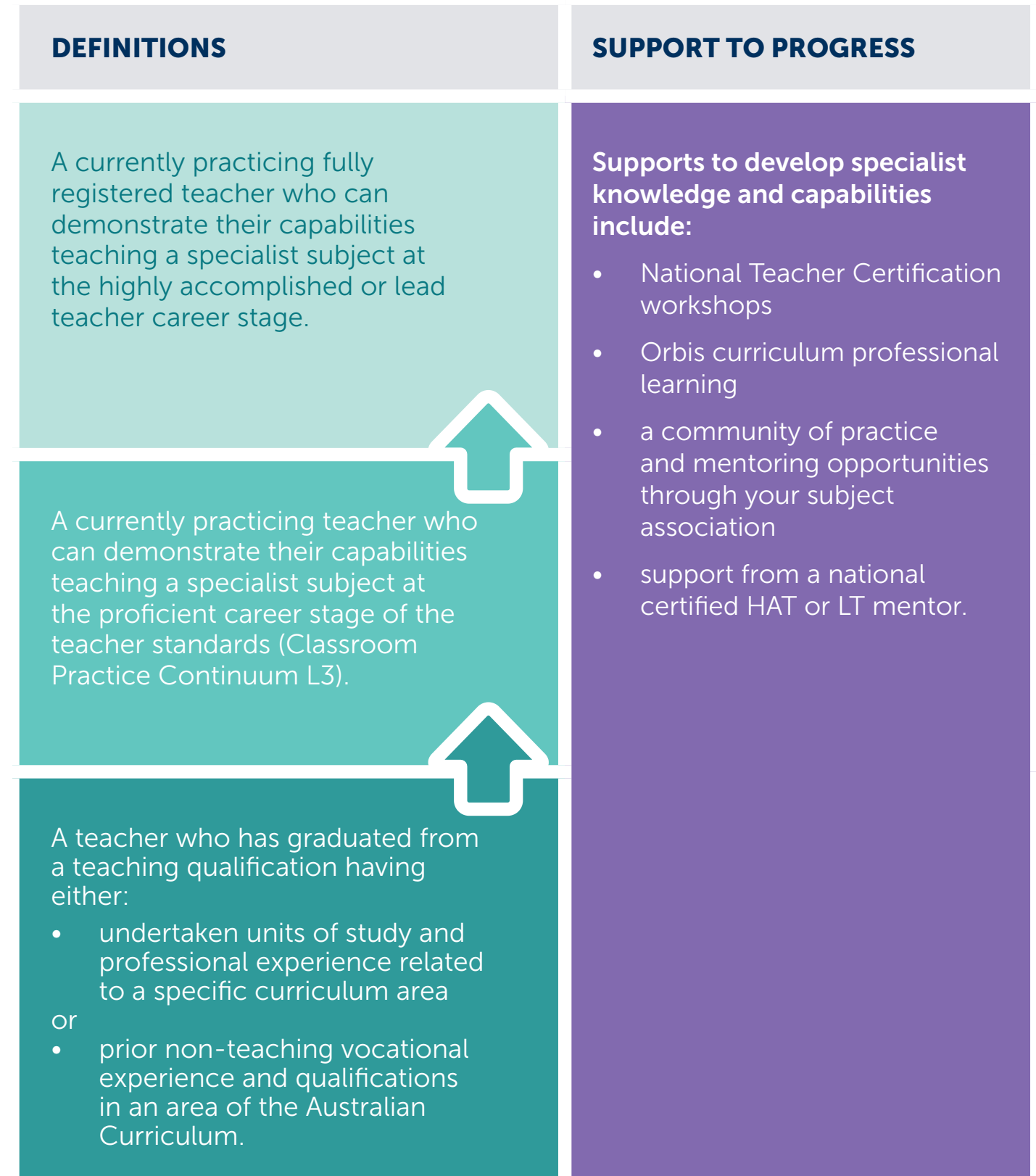
Based on what we heard, the Specialist Teacher Framework defines a process to verify a teacher's status as a specialist as they progress through the career stages of the Australian Professional Standards for Teachers in a way that is flexible enough to be applied across primary or secondary settings and across different curriculum specialities.

Over time, this Framework and the new data about specialist teachers within our HR systems will support principals to review and forward plan their specialist staffing profile and guide professional learning, talent and succession planning for specialist teachers, as well as giving the system the ability to recognise our specialist teacher workforce.



SPECIALIST TEACHER FRAMEWORK

The Framework aligns with the Australian Professional Standards for Teachers. See the [EDi page on the Australian Professional Standards for Teachers](#) for further information about the performance expectations for all teachers.



SUMMARY OF ACTIONS

	TIMEFRAME	PRIORITIES	ACTION	OUTCOMES
RECOGNISING SPECIALISTS	PHASE 1 Setting up for success June 2023 to June 2024	<p>We are committed to identifying specialist teachers' expertise in our system, recognising their professional standing and the value they bring to students.</p> <p>To do this, we need to clarify how we define specialist teachers, and improve our specialist teacher workforce data.</p> <p>Our priorities in this area include building the systems and processes to define, identify and capture data about specialists so they can be appropriately attracted, supported and celebrated.</p>	<p>Improve system oversight by building our data capabilities, ensuring the necessary HR system changes are implemented to support capturing of and reporting on specialist teacher information at the system and site level.</p>	<p>Short term:</p> <ul style="list-style-type: none"> System updates enable 'tertiary qualified specialist' data capture and indicative out-of-field information in 2023. Data is used for workforce planning to identify targeted supports for out of field teachers. Additional system updates enable data capture for practicing and certified specialists from 2024. <p>Ultimately:</p> <ul style="list-style-type: none"> Every tertiary qualified, practicing and expert specialists' status is captured in the system. Specialist data is used to inform specialist teacher workforce planning at the site and system level.
			<p>Introduce a specialist teacher framework that articulates the definition and requirements of specialist teachers across three definition types.</p>	<p>Short term:</p> <ul style="list-style-type: none"> From 2023, sites across the department have access to a framework that support understanding of specialist teacher definitions and career pathways at different levels of expertise. HR systems and verification processes are developed aligned with the definitions of specialist in the framework. <p>Ultimately:</p> <ul style="list-style-type: none"> Leaders and teachers use the framework to guide PDP conversations and identify specialist career and capability building. Specialist teacher definitions become recognised and help to lift the status and standing of specialists in our system.
			<p>Develop processes to verify, recognise and celebrate specialist teachers identified in the framework, including verification and recognition of:</p> <ul style="list-style-type: none"> Tertiary Qualified specialists, Expert specialists certified at the Highly Accomplished Teacher or Lead Teacher stage. <p>Nb - Recognition of 'Practicing specialists' is also flagged for future consideration</p>	<p>Short term:</p> <ul style="list-style-type: none"> Processes are developed. Guides and supports developed to enhance uptake of these processes. <p>Ultimately:</p> <ul style="list-style-type: none"> Teachers value the verification process as an established and recognised career progression opportunity. The system has visibility of teachers' specialist expertise and uses this information for effective workforce planning and targeted supports where necessary.
	PHASE 2 Implementation February 2024 to December 2026		<p>Implement recognition initiatives for verified specialist teachers.</p>	<p>Short term:</p> <ul style="list-style-type: none"> Recognition initiatives are explored. <p>Ultimately:</p> <ul style="list-style-type: none"> Specialist teachers are recognised and celebrated across the system.
			<p>Update recruitment documentation to include specialist subject verification as a desirable selection criterion for appropriate positions.</p>	<p>Short term</p> <ul style="list-style-type: none"> Teachers and recruiters start to value specialist teacher status for specialist roles. <p>Ultimately:</p> <ul style="list-style-type: none"> Specialist teacher positions are filled by a verified specialist teacher.

SUPPORTING EXISTING TEACHERS

	TIMEFRAME	PRIORITIES	ACTION	OUTCOMES
	<p>PHASE 2 Implementation</p> <p>February 2024 to December 2026</p>	<p>We are committed to retaining and supporting our existing teaching workforce to increase the numbers of knowledgeable, experienced and confident specialists.</p> <p>Our priority is to support specialist teachers throughout their careers with a range of professional learning and development supports and incentives, enabling maximum flexibility to suit the career stage and curriculum speciality area.</p>	<p>Deliver formal curriculum professional learning through Orbis in Maths, English, Science and Design and Technology.</p> <hr/> <p>Provide support for expert specialist teachers to be certified as Specialist Highly Accomplished and Lead teachers in the subject area appropriate to the year level/s being taught.</p>	<p>Short term:</p> <ul style="list-style-type: none"> Up to 495 teachers are supported to build their confidence, knowledge and subject area networks through Orbis programs to become 'verified' practicing specialists in the future. <p>Ultimately:</p> <ul style="list-style-type: none"> Students are taught by teachers who are qualified in their subject area. <hr/> <p>Short term:</p> <ul style="list-style-type: none"> 10 specialist teachers are supported annually to successfully achieve National Teacher Certification as an 'expert' specialist. Expert specialists are deployed in schools to share and build expertise with other teachers. <p>Ultimately:</p> <ul style="list-style-type: none"> Specialist teachers are valued and recognised for their expertise, raising the status of teachers across the system. Expert specialists share their knowledge and expertise to support other teachers, building the density and networks of specialists across the system. Students are taught by teachers who are qualified in their subject area.

SUMMARY OF ACTIONS

	TIMEFRAME	PRIORITES	ACTION	OUTCOMES
STRENGTHENING THE SPECIALIST PIPELINE	<p>PHASE 1 Setting up for success</p> <p>June 2023 to June 2024</p>	<p>We are committed to increasing the number of specialist teachers by strengthening the specialist teacher pipeline for in-demand subject areas.</p>	<p>Undertake necessary change to make initial teacher education accessible and attractive to specialists, including mid-career changers.</p>	<p>Short term:</p> <ul style="list-style-type: none"> Reach agreement with the relevant stakeholders (Universities, Teachers Registration Board) to amend relevant policy settings to enable alternative specialist initial teacher education pathways. Explore design of an initial teacher education program that will be attractive to specialists transferring to teaching. <p>Ultimately:</p> <ul style="list-style-type: none"> Teaching becomes an attractive career change for specialists with professional industry experience, targeted to relevant stages of schooling. There are a variety of pathways into teaching that maximise flexibility for individuals
	<p>PHASE 2 Implementation</p> <p>February 2024 to December 2026</p>	<p>We are committed to increasing the number of specialist teachers by strengthening the specialist teacher pipeline for in-demand subject areas.</p> <p>Our priority is to break down barriers that prevent specialists from considering teaching as a career.</p>	<p>Collaborate with an initial teacher education provider/s to implement ITE program/s that recognise the prior knowledge of subject experts and/or mid-career changing specialists transferring to teaching.</p>	<p>Short term:</p> <ul style="list-style-type: none"> ITE program/s explored and implemented. Increase in specialist ITE enrolments. <p>Ultimately:</p> <ul style="list-style-type: none"> Teaching becomes an attractive career change for specialists with professional industry experience, targeted to relevant stages of schooling. Number of graduate teachers in specialist subjects increases in line with demand. Students are taught by teachers who are qualified in their subject area.





FOCUS AREA 1: **RECOGNISING SPECIALISTS**

Goal:

We are committed to identifying specialist teachers' expertise in our system, recognising their professional standing and the value they bring to students.

In order to do this, we need to clarify how we can define, identify and celebrate specialist teachers, and improve our specialist teacher workforce data.

Our priorities in this area include building the systems and processes to define, identify and capture data on specialists so that they can be appropriately attracted, supported and celebrated.

To ensure our specialist teacher workforce can be identified and recognised we will:

PHASE 1 Setting up for success	<p>Improve system oversight by building our data capabilities, ensuring the necessary HR system changes are implemented to support capturing of and reporting on specialist teacher information at the system and site level.</p> <p>Introduce a new specialist teacher framework that articulates the definition and requirements of specialist teachers across three definition types.</p> <p>Develop processes to verify, recognise and celebrate specialist teachers identified in the framework, including verification and recognition of:</p> <ul style="list-style-type: none">• Tertiary Qualified specialists,• Expert specialists certified at the Highly Accomplished Teacher or Lead Teacher stage. <i>Nb - Recognition of 'Practicing specialists' is also flagged for future consideration.</i>
PHASE 2 Implementation	<p>Implement recognition initiatives for verified specialist teachers.</p> <p>Update recruitment documentation to include specialist subject verification as a desirable selection criterion for appropriate positions.</p>

These actions will help us to...

- Embed a shared understanding of the definitions of and support for specialist teachers throughout their careers
- Access and use data for workforce planning to enable Principals to make local decisions about their staffing profile and for the department to identify targeted supports for out-of-field teachers
- Support ongoing professional learning and career development for specialist teachers
- Leverage the expertise of specialists to support peer development, communities of practice and mentoring within curriculum specialisations
- Recognise, celebrate and raise the status of specialist teachers.

These actions will build on the existing activity to recognise and celebrate excellence in our system, including...

- The Employee recognition guideline supports the department's performance and development policy. It recommends an approach to employee recognition, as part of the ongoing process of individualised planning, learning and accountability.
- Formal recognition programs, focussing mainly on 3 aspects of employee contribution:
 - Length of service
 - Retirement
 - Performance excellence, which includes achievement of significant objectives, successful project outcomes or other notable individual or team contributions.
- [Public Education Awards](#), our showcase of excellence in the public education system. All department employees are eligible to apply as part of this annual recognition program.
- National Teacher Certification as a [Highly Accomplished or Lead Teacher](#) – a process that enables teachers to receive national recognition for their highly skilled and exemplary teaching practice.



FOCUS AREA 2: **SUPPORTING EXISTING TEACHERS**

Goal:

We are committed to retaining and supporting our existing specialist teaching workforce to increase the numbers of knowledgeable, experienced and confident specialists.

Our priority is to support specialist teachers throughout their careers with professional learning and development supports to suit their career stage and curriculum speciality area.

To increase the number of practicing specialists and to support more specialist teachers to develop the relevant knowledge, experience and classroom confidence to be certified as expert highly accomplished or lead specialists, we will:

PHASE 2

Implementation

Deliver formal curriculum professional learning through Orbis in Maths, English, Science and Design and Technology.

Provide support for expert specialist teachers to be certified as Specialist Highly Accomplished and Lead teachers in the subject area appropriate to the year level/s being taught.

These actions will help us to...

- Support specialist teachers to build confidence, capability, knowledge and networks in their subject area
- Enable ongoing professional learning and career pathways for specialist teachers, supporting attraction and retention
- Ensure that students are taught by teachers who are qualified in their subject area.

These actions will build on the existing activity to support existing teachers, including...

- [Orbis professional learning for educators](#), anchored in the South Australian context, aligned with the curriculum and underpinned by the latest research.
- [Curriculum and pedagogy frameworks](#) and support materials, to support the teaching and learning of numeracy subjects at a senior level.
- Access to [curriculum resources](#) that translate the Australian Curriculum into relevant, localised content for your classroom.
- [STEM Education Curriculum Strategy](#) including access to a range of resources to support teachers in designing learning in general, early years, primary, secondary, [science resources](#), [technology resources](#), [mathematics resources](#), and links to a wide raft of [external resources](#).
- [Languages in Schools Curriculum Strategy](#) including access to online resources and videos showcasing successful and innovative practice in school.
- The [Music Education Strategy](#) provides professional development (PD) and learning packages for South Australian Government classroom teachers, preschool educators and leaders each year. The [packages](#) are most suitable for educators working in the primary and early years, but are also open to secondary educators.

- The [Teacher Standards – Supporting you in your career Plink module](#) is available and recommended for all teachers looking to engage in and understand the role of the teacher standards in supporting their professional development.
- Linkages with [specialist curriculum associations](#) to enable your easy access to a community of practice, professional learning, and mentoring. Educators SA represents more than 50 professional teacher associations and facilitates quality teacher professional development programs. Educators SA member associations represent all levels of schooling, areas of learning and special interest groups.
- Access to national tools and resources via the [Australian Institute for Teaching and School Leadership \(AITSL\)](#) site to help improve practice and understanding of the Teacher Standards.
- Professional development program to support your national certification application as a [Highly Accomplished or Lead Teacher](#). This includes:
 - National certification application fee waived
 - Specialised professional learning sessions focusing on application submissions
 - Two release days to support planning and organisation.



FOCUS AREA 3:
**STRENGTHENING THE
SPECIALIST PIPELINE**

Goal:

We are committed to increasing the number of specialist teachers by strengthening the specialist teacher pipeline in in-demand subject areas.

To do this we need to break down barriers that prevent specialists from accessing traditional ITE programs and considering teaching as a career.

To build density in the number of graduate specialists, we will:

PHASE 1 Setting up for success	Undertake necessary change to make initial teacher education accessible and attractive to specialists, including mid-career changers.
PHASE 2 Implementation	Collaborate with an initial teacher education provider/s about ITE program/s that recognise the prior knowledge of subject experts and/or mid-career changing specialists transferring to teaching.

These actions will help us to...

- Increase specialist enrolments in initial teacher education by breaking down barriers for mid-career or industry entrants to ITE
- Increase the overall number of graduate specialist teachers, to better match demand
- Ensure that students are taught by teachers who are qualified in their subject area, improving teaching and learning outcomes as a result

These actions will build on the existing activity to build the teaching pipeline, including...

- Support to undertake [Professional experience placements](#) which are important not only to support pre-service teachers to meet their course requirements but also to future-proof the teaching profession and ensure graduates are classroom-ready. Site leaders, coordinators and supervising teachers can also access [resources to support professional experience placements](#) in our schools and preschools.
- A Teacher Mentor through the [Early Career Teacher Development program](#) for teachers in their first 2 years of teaching, to provide mentoring support to develop professional networks, access resources and build expertise.
- The [Teach For Australia Program Pilot](#), offering an alternative pathway into the teaching profession for university graduates with subject specialist skills.
- [Amy Levai Aboriginal Teaching Scholarship](#) that supports Aboriginal employees to undertake a teaching qualification combining work and study, and gain employment as a teacher in public education in South Australia.
- [Enabling Educator Excellence Scholarships](#), a State Government initiative to award 400 scholarships worth \$5,000 over the next four years to increase the number of women teaching STEM, High ATAR or GPA entry to teaching, Aboriginal teachers and men in primary teaching.

MEASURING SUCCESS

Our goal is to increase the numbers of specialist teachers in Maths, English, Languages, the Arts, Science and Design and Technology across the department by supporting the existing workforce and increasing the supply pipeline of new specialist teachers.

Over the next 3 years to 2026 we will:

- Build a new, system level specialist verification data capture processes, aligned to agreed definitions of specialist teachers, that is used to improve system-level identification, recognition and workforce planning for specialist teachers.
- Identify and recognise hundreds of specialist teachers through new verification and data capture processes.
- Support over 400 teachers with effective professional learning and subject specialist networks, so they can continue to build their pedagogical content knowledge and confidence as a specialist.
- Grow the pipeline of specialists through a range of pre-service teacher supports and pathways that break down barriers to teaching for career-change specialists and create early connections for employment in the department.



It is such a sight to see
right at midnight.

The frog had a big fright
in the night.

time
like
white
high
light
right

Spelling word	How many sounds	How many letters	How many Draw a picture of the word
midnight	4	9	
child	4	6	
blind	5	6	
kind	4	5	

F
mi
Sight
midnight



**Government
of South Australia**

Department for Education