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|  | **Workforce, Recruitment, Retention and Support Working Group Workplan 2020** |
|  | **Term 1** | **Term 2** | **Term 3** | **Term 4** |
| **Agenda Item** | **Develop 2020 Workplan** | **Attraction and Recruitment**  | **Preparation and Induction**  | **Retention and Development**  |
| **Confirm working group purpose** | **Working with universities and schools to attract young people into the profession and COVID-19 impact** | **COVID-19 and initial teacher education** * impacts and transitions in 2020 and 2021.
* Include discussion of middle leaders (LT and LS) and how their roles have been impacted, how they have reoriented to support whole-school approaches, collaboration, sharing, observation etc.
 | **Consider the impact of COVID-19 in relation to the role of the regional school improvement workforce**  |
| **Identify 2020 working group priorities and deliverables** | **Encouraging teachers (registered) back to teaching workforce** |
| **Financial incentives for educators (including Support network of retired principals)** |
| **Graduate internship model** | **Resources and support:** * new graduate mentoring pilot program (Transforming the First Years of the Teaching Career)
 | **2020 review and priorities for 2021:*** review progress against the work plan
* identify 2021 priorities
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| **Rural and regional placements** |
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| **Deliverables** | **Develop 2020 Workplan** | **Attraction and Recruitment**  | **Preparation and Induction**  | **Retention and Development**  |
| Draft 2020 workplan | Workplan updated to reflect continuing impact of COVID-19 | Established ongoing discussions with VPASS on the feasibility and requirements of expanding the scope of the Transforming the First Years of the Teaching Career pilot to include specialist school settings.  |  |
| Website Design and Development | Continuing dialogue regarding what has changed in the role of the workforce due to COVID-19 | Investigate further the role of middle leaders in schools (leading teachers and learning specialists in particular) in responding to system needs and reform implementation. |  |
| Communique | Communique | Communique |  |
| Minutes | Minutes | Minutes |  |