



Teacher Preparation, Recruitment, and Retention Implementation Plan

Rationale:

- Education systems across North America, including the Adventist education system in both Canada and the U.S., are experiencing a serious teacher shortage with indications that this shortage will get worse in the next few years. We must act now to address this issue.
- Education is a vital ministry of the church and as such, requires the involvement of all stakeholders in three critical areas: teacher preparation, teacher recruitment, and teacher retention.
- “Nothing is of greater importance than the education of our children and young people. The church should arouse and manifest a deep interest in this work
While we should put forth earnest efforts
for the masses of the people around us, and push the work into foreign fields, no amount of labor in this line can excuse us for neglecting the education of our children and youth.” (CT 165)

Applicable Entities:

- SDACC: Administration, Board of Trustees, Board of Education, Office of Education
- Conferences: Administrations, Offices of Education
- Local churches
- Local schools
- Burman University

Previous Voted Action [November 15, 2021]:

That the Board of Education authorize the SDACC Office of Education to work with the Education Council Executive and the Board Executive to prioritize next steps and to report the results to the Board before the end of this school year

Background:

As authorized by the November 15 action of the Board of Education, the Office of Education has summarized the results of the brainstorming sessions and survey, and worked with the Education Council Executive to summarize, prioritize, and operationalize the results. Because many of the strategies suggested overlapped in the areas of preparation, recruitment, and retention, the results were grouped into five focus areas which are articulated in the following implementation plan.

Requested Action:

To approve the Implementation Plan as presented, including the establishment of subcommittees as recommended.

TEACHER PREPARATION, RECRUITMENT, AND RETENTION Implementation Plan – Phases 1 and 2

FOCUS 1 – RESEARCH

PHASE 1 - Work with LSU to create teacher and student surveys to gather the data needed to make informed decisions.	Who?	When?	Progress to date
1. Student survey. Sample questions may include: <ul style="list-style-type: none"> • Describe what teachers do. • Would you consider teaching as a career? Why or why not? • Describe a teacher that has made an impact in your life (positive or negative). 	SDACC working with LSU researcher	ASAP for April release	Administered Spring '22. Results reviewed by principals and superintendents in November. Johns Hopkins Culture 360 Survey to be administered in 2024.
2. Teacher survey. Sample questions may include: <ul style="list-style-type: none"> • Why did you choose to work in the Adventist education system, and why do you choose to stay? • How can the Adventist system be strengthened to better meet the needs of students and teachers? 	SDACC working with LSU researcher	ASAP for April release	Samples of Teacher End of Year, Exit, & Working Conditions surveys shared with Ed Council Nov '22. Johns Hopkins Culture 360 Survey to be administered in 2024.
PHASE 2 - Set up robust systems for the ongoing collection and use of concrete data (e.g., teacher satisfaction, retention issues, pay, reasons for leaving, student perceptions, etc).	Who?	When?	Progress to date
3. Consider contracting a research expert to assist in both the collection and analysis of this data.	ongoing	ongoing	Working with Johns Hopkins University research group

FOCUS 2 – PROMOTION

PHASE 1 - Work with communications/graphic arts specialists to create a variety of promotional materials.	Who?	When?	Progress to date
1. Media materials. Sample ideas may include (but are not limited to): <ul style="list-style-type: none"> • School highlights to be shared regularly during church services. • Spotlights on teachers who have made/are making a difference. • Parent and/or teacher and/or student testimonials. 	Contracted graphic artist/ conference communication departments	ASAP for April release	Conference initiatives: Using social media to connect with Adventist teachers in public school, updated webpages, offering practicums for SDA students in public univ. NAD "Why I teach" etc.
2. Print materials. Sample ideas may include (but are not limited to): <ul style="list-style-type: none"> • "Top 10 Reasons for becoming a teacher" poster to put up in schools. • Refrigerator magnets promoting Adventist education to be given to church members requesting prayer. • Regular education spotlights in conference newsletters. • "Something to talk about" and "Something ELSE to talk about" (modelled after AB Conference initiative). 	Contracted graphic artist/ conference communication departments	ASAP for April release	<i>Top 10 Reasons</i> posters <i>See Yourself Here</i> secondary posters <i>When I Grow Up</i> elementary posters <i>Here I Go Again</i> 2nd career posters Various Conference initiatives
PHASE 2 – Use results of teacher surveys to find additional ways to recognize teachers and promote teaching as a career.	Who?	When?	Progress to date
3. Find additional and creative ways to support and develop Education Sabbath to make it more impactful (e.g., online service or video featuring all conference schools, education month rather than day, etc).	All levels	2023	NAD Education video created materials which were distributed to churches
4. Arrange for the ongoing production of professionally-created videos, education nuggets, etc., aimed at various audiences.	Graphic artist/ conf. comm.	ongoing	SDACC Communications working with Conference communications
5. Set up conference-level committees to generate additional promotional ideas (e.g., September dedication service for all teachers, consecration service for new teachers at camp meetings, years of service awards, education highlights in newsletters, awards, etc).	Conferences	ongoing	Strategies vary by conference

FOCUS 3 – FINANCE

PHASE 1 - Provide annual scholarships for (1) high school grads, (2) education students, (3) education grads. A small committee should be set up immediately to draft a proposal for sharing the costs for these scholarships.	Who?	When?	Progress to date
1. High School graduates: ideas may include renewable scholarships for 4 years of their teacher education program.	committee chaired by Paul Musafili	ASAP for April release	70 new student scholarships 5 SDACC Future Teacher scholarships Conference scholarships Education Internships Treasurers continuing to work on additional ideas
2. Education students: ideas may include student loans from the revolving fund at a lower rate of interest, subsidies or scholarships in exchange for a commitment to work, etc.			
3. Education graduates: ideas may include signing bonuses, small school/remote locations bonuses, etc.			
PHASE 2 – Find innovative ways to address salary issues.	Who?	When?	Progress to date
4. Explore ways of moving all educators to 12-month contracts. 5. Add allowances to provide financial incentives (e.g., housing, small schools, remote locations, perks for credential card holders through partnerships with businesses, etc.) 6. Explore new models for part-time or job-shares with prorated benefit packages.	SDACC, Conference administrations	2023 and ongoing	Treasurers' committee is continuing to explore options

FOCUS 4 – ACADEMICS

PHASE 1 - Recommend that Burman University strengthen academic incentive programs for education students.	Who?	When?	Progress to date
1. Strengthen the teacher education program. Ideas may include (but are not limited to): <ul style="list-style-type: none"> Strengthen multigrade component (both theory and practice). Work with SDACC and Conferences to build relationships with all education students from year 1 on. 	BU school of education	ASAP for the 2023/24 school year	SDACC ECE met with BU Ed students to present the benefits of working for the church in education
2. Expand co-curricular opportunities for leadership and education. Ideas may include (but are not limited to): <ul style="list-style-type: none"> Provide leadership training in conjunction with summer camp experiences to make academic credit possible. Work with Saruk Leadership Centre to provide job shadowing, mentorship, or co-op opportunities in education. 	BU school of education	ASAP and ongoing	Education internship
PHASE 2 – Find new ways to partner with various entities to offer innovative curricular and co-curricular options.	Who?	When?	Progress to date
3. Move the After Degree program to completely (or primarily) online.	BU	2023/2024	Ongoing; some AB ED restrictions
4. Establish an Education Assistant diploma program.	BU	2023/2024	BU found more interest in an ECE program, so started there

FOCUS 5 – WORKING CONDITIONS

PHASE 1 – Ensure that every school has a chaplain to provide support for both students and staff.	Who?	When?	Progress to date
1. Make this part of the job description for pastors with small schools attached, perhaps as part of their “district” rather than having additional churches assigned; place full-time pastors as dedicated chaplains in larger schools. 2. Ensure that pastors assigned to schools as chaplains have the same “privileges” as pastors assigned to churches (e.g., ordination track, manse allowance, etc). 3. Work with BU to provide specific training & experience with Adventist education in the Religious Studies program.	SDACC Conferences Schools	ASAP for the 2023/24 school year	SDACC President is working with conference presidents
PHASE 2 – Use teacher survey results to set up additional supports for teachers.	Who?	When?	Progress to date
4. Consider addressing, among other things, planning time, job-embedded professional learning, admin time for teaching principals, a structured and funded mentorship program particularly for new teachers, etc.	All levels	2023 and ongoing	A few schools have set up mentoring, some as part of the AU Admin grad program; ongoing efforts being made