Yukon Education’s Workforce Profile 2012
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1.0 Introduction

A vibrant, socially and environmentally conscious, and sustainable Yukon is underpinned by the quality of its public education system and the individuals who commit their energy and talents in our labour market. The employees of Yukon Education are the biggest lever in increasing the academic achievement of all students, supporting current and new labour markets, and strengthening the quality of adult education programs. Attracting, retaining, developing and leading a diverse and professional workforce in Yukon Education are therefore central to our success. Yukon Education has committed to a four year action plan entitled Building a Learning Organization: A Framework for Action to accomplish two goals: improve short and long term strategic human resource planning and strengthen a positive and supportive workplace for all staff. As a first step towards improving our human resource planning, a group of public servants collected and synthesized workforce data to better understand key factors that interact with the workforce that influence Yukon Education’s supply and demand of professionals and paraprofessionals.

The result of these efforts produced a student demographic and workforce profile that illuminates relevant areas of demand and supply, turnover, and areas of strategic interest, such as recruitment, retention, and staff development. With this workforce profile, Yukon Education is able to identify key challenges and opportunities of the education sector workforce in Yukon. However, in contrast to older models of strategic workforce planning, it is intended to support workforce planning that stimulates reflection on both future staffing needs and what kind of organizational capacity we need. For example, the working group asked questions such as: What is the full picture of our rural and urban staffing? What demographic trends do we need to be aware of? How do we overcome the unique challenges of staffing for sustainability in rural communities? What are the capabilities needed to promote 21st century learning? How does strategic human resource planning become the business of all managers, rather than just the HR unit? This document does not answer these questions, but provides a portrait of our workforce demographics that is to be used in conjunction with Building a Learning Organization: A Framework for Action. Our intent is to present Yukon Education’s workforce challenges and opportunities in a simple and coherent way.

This document uses quantitative data available from the Government of Yukon (People Soft, Department of Education Human Resource Unit data, and Yukon Student Information System (YSIS)), Statistics Canada, and Yukon Bureau of Statistics. While there are challenges in integrating multiple data sets, Yukon Education has identified key issues in the student population, the teaching and the public service workforce. In particular, we identified trends in population growth and staff attrition that will help managers and directors plan more effectively over the next four years. By clarifying our primary workforce issues, we can better understand how our budget, staffing numbers, facility plans, programs and services, and students/clients will be impacted.

This workforce profile first begins with an environmental scan of the outstanding factors that interact with workforce issues and impact Yukon Education’s programs and services. It then provides an

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1 See M. B Young. Implementing Strategic Workforce Planning. July 2009.
overview of workforce planning issues including the student population, age and gender demographics, retirement rates, and staff attrition. After providing an overview of the key workforce issues, a final section addresses the geography of supply and demand. This overview of the workforce compliments the document “Building a Learning Organization: a Framework for Action”, which is Yukon Education’s strategic response to the issues Yukon Education faces in attracting, retaining, and developing professional educators and public sector servants.

2.0 Environmental Scan

To develop an outstanding workforce that meets the needs of learners and adult clients for both the K-12 public school system and lifelong learning, Yukon Education must be able to thwart or leverage challenges and opportunities. The demographics and changing profile of Yukon K-12 students, the shifting demands of a global public school leader, and the economic context of a small, northern labour market impact our workforce challenges in Yukon’s education system.

Economic context

Yukon is in the midst of a period of prolonged economic growth, with 2011 marking the eighth consecutive year of growth for the territory’s real Gross Domestic Product (GDP). The development of Yukon’s mining sector has been the primary driver of real GDP growth in recent years, with Yukon’s economy benefitting from expenditures related to mineral exploration and development and the addition of mineral production from new mining projects.

Recent strength in the local economy has been reflected in a number of areas. As was the case for real GDP, Yukon’s population has also increased for eight consecutive years. Retail sales in the Yukon exceeded $660 million, a new record high for Yukon. Gains in the size of Yukon’s labour force and the number of people employed leading to new annual records in 2011, as well as a generally low unemployment rate in recent years, are also reflective of Yukon’s recent positive economic performance.

The expectation for 2012 is that Yukon will post gains in real GDP for the ninth consecutive year as mining and construction related activities continue to contribute to economic growth. The expectation is that development of Yukon’s mineral sector will continue, with mining-related activity continuing to be an important contributor to Yukon’s economy for the foreseeable future. A number of projects are advancing towards development decisions, with some project proponents noting project timelines that could see development and production within five years.

While the outlook is positive, there is a downside risk to Yukon’s growth in the medium-term. Fears of another global economic downturn, primarily related to concerns about the economic health of several countries in the European Union, could have negative ramifications for Yukon’s mining sector and ultimately for Yukon’s economy. Softening commodity prices, slow U.S. economic recovery, and concerns that growth in China may be slowing are also contributing to an uncertain future for the global

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economy. With that said, with an abundance of mineral resources, and a number of companies doing work in the territory, Yukon appears well-positioned to see continued development of its mineral resources in the medium-term.

Rural and Remote Communities

While there is strong economic growth throughout Yukon, there are differential impacts in both Whitehorse and rural communities. Despite increased mining exploration and production, the level of services and programs in rural communities is markedly small, making it a challenge to recruit and retain teaching staff in community schools. Attracting educators with specialized skills and appropriate fit to teach in isolated communities with a larger First Nation population is challenging. There is a tendency for new or beginning teachers to take jobs in rural communities, where the student achievement gap is most pronounced. Many of these teachers and/or administrators look to Whitehorse for permanent residency within a few years.

Enrolment Trends and Increasing Student Body Diversity

Enrolment has declined in the K-12 public school system over last decade in both rural and urban communities. Drops in enrolment have been more dramatic in rural communities, marked by a decrease of more than 15%. In urban schools, overall enrolment has declined by approximately 10% over the last ten years. However in the last two years, Whitehorse has seen an increase in its Kindergarten registration and birth rate. In 2011 the Yukon had the highest number of births since 1997, with 433. While the trend over the last decade has been enrolment decline, increasing population (due to immigration and higher birthrates) in Whitehorse may quell its impact on schools. Yukon Education will continue to observe both the Kindergarten registration numbers and the birth rate and respond accordingly. Ensuring a healthy teacher to student ratio, in both urban and rural schools, will be an important factor in maintaining healthy schools.

While the Yukon has been experiencing an overall decline in enrolment, it is welcoming a more diverse student population. As identified in Yukon Education’s strategic plan, schools are receiving students with complex socio-emotional needs. Implications for staffing are the capabilities and skill sets of educators and the role of those specialists in schools. Furthermore, through increased immigration to Yukon through the Nominee Program, Yukon Education has observed increasing numbers of English Language Learner (ELL) students particularly in urban schools. These students require specialized assessments, in order for effective supports to be put in place.

Continued Gaps in Student Achievement

While many students in Yukon have been exceedingly successful, Yukon Education is focussing more strategically on those students who are not as successful as we would hope. Over time Yukon Education

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has observed that 30-40% of our students are not meeting grade level standards. These statistics become sharper when comparing First Nation and non-First Nation students. Decreasing the gap between First Nation and non-First Nation students is a priority for Yukon Education. One implication for strategic workforce planning is to ensure that our educators and administrators have the capabilities to deliver exceptional instructional strategies and effective educational leadership in our schools. Attracting highly skilled educators, particularly to our rural schools, and providing support for the ongoing professional development of our teachers are paramount to increasing the academic achievement of our students.

**Turnover of Senior Management Staff**

Over the last five years, Yukon Education has experienced significant turnover in its executive and senior management staff. At the Director level or higher nine out of fourteen positions have had changes and in two cases there has been more than one change. In an increasingly complex educational governance landscape and the devolution of federal government programs, Yukon Education is significantly stretched with respect to its human resources. For example, the pressures to provide both support for the operations and leadership in the schools requires significant time and effort spread between few individuals in the Public Schools Branch who are also responsible for providing department and political support both in the territory and nationally. With high expectations from large groups of staff spread among 28 schools, the loss of knowledge, skills, and established relationships can be difficult to replace within a short period of time to provide a consistency of support and priorities. It is highly possible, with the rate of mobility in senior management positions, that Yukon Education could experience significant turnover in the next five years. Determining creative and successful approaches to future turnover is necessary to maintaining the strength and consistency of Yukon Education’s leadership team.

**Engagement of Staff**

Since 2008 the Government of Yukon has been releasing annual employee engagement survey results. The annual survey provides a snapshot on how government employees are feeling engaged and supported at work. Only Yukon and Nunavut include their teaching staff in these surveys. Results for Department of Education staff demonstrate that there is fairly low engagement throughout the organization. In particular, Yukon Teacher Association staff (YTA) tended to have a much lower percentage in filling out the survey than their Yukon Employees Union (YEU) counterparts. This has raised questions as to whether this particular survey is relevant for teachers as well as raising questions with respect to how YTA staff feel supported and engaged as members of Yukon Education. Top concerns reflected in the engagement surveys included fair Human Resource practices, leadership and communication. Increasing the well-being, support, and engagement of Department of Education staff is seen as an important component in developing an outstanding organization.

The challenges and opportunities of Yukon Education fall into both workforce and workplace components. In terms of our workforce, short-term planning depends on the number of enrolled students on an annual basis. Throughout the long term, strategic workforce planning must focus on the competencies of both our public service staff and our professional teaching staff. In order to support a
growing labour market and the increasing complexity of student needs requires attention to what skills
Yukon Education requires to meet its strategic outcomes. In terms of the workplace, we know that
attracting and retaining staff has a lot to do with how positive, healthy, and supportive the organization
is of its employees. Integrating both workplace and workforce planning components is essential to
supporting Leaders for Learners.

Structure of Yukon Education

Yukon Education is made up of two branches – Advanced Education which focuses on providing support
to adult learners through community and immigration programs, and the Public Schools Branch which
serves the function of both a Ministry of Education and a district office – which is how the work is
generally structured in other Canadian jurisdictions. This particular structure for managers of the Public
Schools Branch means that while they are expected to serve schools, they also carry the other
requirements of territorial support for government and federal obligations.

One of the complexities in workforce and workplace planning in Yukon Education as a result of this
structure is that Yukon Education has two unions, the Yukon Teachers’ Association and the Yukon
Employees’ Union. Both groups of employees have their own collective agreement, with unique
conditions of employment. Therefore, the organization is comprised of both professional and
paraprofessional educators and staff who work in schools and public servants who work in a centralized
building in Whitehorse. Communicating and collaborating between two groups of employees with
distinct workplace cultures and employment conditions is both challenging and rewarding.

3.0 Workforce Planning in Education

Strategic workforce planning must be integrated with strategic outcomes of Yukon. To be effective,
workforce planning must take into consideration both short and long term considerations. Part of the
short and long term considerations include the supply and demand equation related to programs and
services.

For our professional and paraprofessional teaching employees (YTA) the supply of teachers is driven by
the number of teachers from out of territory who choose to pursue employment in Yukon. This supply
also includes the number of teachers with a specific subject or grade level specialization. Demand for
professional teachers is driven by the number of students in a particular community, attrition from the
workforce (retirements, leave without pay, terminations etc.), programming demands and subject
specialization.

For our public service employees (YEU), the supply of public servants is driven by the numbers of
individuals who choose a career in government and the number of specialists and/or generalists who
have a background in education and/or management. Demand for public servants is driven by growth of
program areas (through devolution of federal government programs or new community needs) and
attrition from the workforce.
3.1 Profile of the Yukon Student Population

Yukon’s population has increased by 11.6% since 2006. The majority of the population increase is due to in-migration from other countries and/or provinces and territories. In 2012 the Yukon population was 35,503 individuals. Based on historically observed trends, the territorial population projection in 2021 is projected to be between 40,130 and 43,188. This projection is based on a cohort component method, which considers both the natural birth/death rate and in and out-migration. However, it does not take economic factors into consideration, such as the development of mines, which could drive growth even higher. In June 2012, the youth population (Age 0-14) in Yukon was 5509.

Table 1: 2021 Yukon Youth (0-14 years) Population by Population Increase Scenarios

<table>
<thead>
<tr>
<th>Population Increase Scenarios</th>
<th>2021 Total Youth Population (Age 0-14 years)</th>
<th>Increase in Numbers</th>
<th>Percentage of Total Yukon Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>High Growth Scenario</td>
<td>6331</td>
<td>780</td>
<td>14.7%</td>
</tr>
<tr>
<td>Mid-Growth Scenario</td>
<td>6351</td>
<td>800</td>
<td>16%</td>
</tr>
<tr>
<td>Low Growth Scenario</td>
<td>5997</td>
<td>446</td>
<td>14.9%</td>
</tr>
</tbody>
</table>

3.1.1 Projected Student Enrolment

The major enrolment trend has been a slow decline. Over the last decade, enrolments in schools have declined by approximately 10%. However, over the past two years, Whitehorse schools have enrolled increasing numbers of kindergarten students and increasing number of children from immigrant families. Projections are for continued increases in both populations and a stabilization of rural enrolment decline. As well, there are an increasing number of self-identified First Nations students.

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6 Statistics Canada. *2011 Population Census* (cite)
3.1.2 Enrolment Pressure Points

Despite the general enrolment decline, some schools are experiencing higher demands than others. Key pressure points in the public school system focus on Whitehorse elementary and secondary schools. Schools that are at or beyond ideal capacity\(^7\) include the two Catholic elementary schools and Elijah Smith Elementary school. Given expected continued immigration, these trends are anticipated to continue, although there has been a slight drop in the past two years.

The Copper Ridge area, served by Elijah Smith Elementary School, is the subject of a facility feasibility study. This pressure point does not produce a human resource issue.

Both French Immersion enrolment and Francophone enrolment have experienced a steady and significant increase over the past five years – 25-50%. The need for teachers proficient in French is experienced Canada-wide.

3.2 Workforce Demographics

3.2.1 Full-time equivalent Employees

Yukon Education is the second largest department in Yukon Government. Yukon Education has 930 Full Time Equivalents (FTE) in 2012-2013. This number of FTEs fills a total of 1061 jobs, and includes both indeterminate and temporary positions for professional teachers, paraprofessionals, and Department of Education-based staff. Over the last six years Yukon Education has had an increase in approximately 100 FTEs, representing an 11% increase. The majority of this increase has taken place in the Public Schools Branch, of which the majority are YTA members.

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\(^7\) Ideal capacity is 80% of total capacity.
The majority of Department of Education staff work with the Public Schools Branch at 867.75 FTEs. Permanent and temporary teachers comprise more than 80% of all YTA staff. In 2012-2013 17% of all Public Schools Branch staff are in temporary positions, covering maternity/parental leaves and other short and longer term leaves of absences. Education Support Services is the next largest branch with a total of 35.2 FTEs, followed by Advanced Education with 27 FTEs. All branches have experienced FTE increases in the last six years.

Yukon Education is comprised of both YEU and YTA employees, emphasizing the different nature of working conditions and expectations of professional teachers and public servants. Of the 1061 jobs, 78% are YTA positions. YTA positions are comprised of both professional (teachers), paraprofessional (education assistants and remedial tutors), and Aboriginal Language Instructors. The graph below demonstrates that there has been a significant increase in temporary teachers and educational assistants between 2007 and 2011, while other categories have remained relatively stable in number.
3.2.2 Workforce Characteristics

The age profile of Department of Education employees, below, provides a comparison between employees in 2007 and 2011, with an additional overview of the largest group of employees, professional teachers. The 2011 profile shows a greater number of 34-39 year old employees in 2011 and a slight increase in younger employees.

Women occupy the majority of positions in both management and employee levels within Yukon Education and schools.

Approximately 16% of Department of Education employees⁸, four of twenty-nine principals, and two of eight Senior Management Team members of Public Schools Branch are Aboriginal.

People with disabilities⁹ represent 8% or Yukon Education’s workforce.

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⁸ Yukon Government HR Metrics Snapshot – as self-identified in the YG Workforce Census, March 2012

⁹ ibid.
3.2.3 Out of Territory Hires

Yukon Education relies on outside applicants for the majority of its job openings, due to the fact that most Department of Education jobs are professional and paraprofessional teaching positions. Yukon has only one teacher preparatory program, Yukon Native Teacher Education Program (YNTEP), which is currently under review. The following chart demonstrates that Ontario and B.C. are the greatest sources of teachers for Yukon and that Ontario and east contribute almost 60% of the new teaching staff.

Table 2: Out of Yukon Point of Hire of Yukon Teachers

<table>
<thead>
<tr>
<th>Province</th>
<th>2007/08</th>
<th>2008/09</th>
<th>2009/10</th>
<th>2010/11</th>
<th>2011/12</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.C.</td>
<td>7</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>5</td>
<td>32</td>
</tr>
<tr>
<td>Alberta</td>
<td>2</td>
<td>4</td>
<td>7</td>
<td>2</td>
<td>2</td>
<td>17</td>
</tr>
<tr>
<td>Saskatchewan</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Manitoba</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Ontario</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>4</td>
<td>13</td>
<td>40</td>
</tr>
<tr>
<td>Quebec</td>
<td>5</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>New Brunswick</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Nova Scotia</td>
<td>3</td>
<td>3</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>PEI</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Newfoundland</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>13</td>
</tr>
<tr>
<td>Nunavut</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>NWT</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
<td>32</td>
<td>37</td>
<td>22</td>
<td>29</td>
<td>160</td>
</tr>
</tbody>
</table>

3.2.4 Retirement Outlook

In contrast to some jurisdictions, the retirement rate of employees in Yukon Education has remained relatively stable over the last five years. The retirement rate has oscillated between 3.9 and 4.2% for permanent YEU employees and between 3.2 and 4.2% for teachers.
Figure 6: Retirement Rates in Yukon Education, 2006-2011

Given the relatively even distribution of employee ages throughout the organization, Yukon Education is not anticipating an unusually large number of retirements in the next five years.

3.2.5 Attrition Rate of Staff

Turnover is a natural process of change in any organization. However, in strategic workforce planning, it is important to recognize if and where there are any particular categories of employees that have higher rates than others. In Yukon Education three categories of employment are of particular concern.

First, turnover in senior management positions is significantly high. As of October 2012 all senior management staff in Yukon Education will have experienced at least one change in the last five years.

The second category of concern is with new, permanent teachers (YTA). As in other jurisdictions, such as Alberta, there is evidence that between 40-50% of new, permanent teachers leave within the first five years. This means that the teacher is no longer actively employed within a Yukon school. For example, if ten new teachers were hired in 2006-07 only five would be still working in 2011. Teachers may have quit teaching, moved to another jurisdiction to teach, or shifted into another career.

Figure 7: Attrition Rates of New Permanent Teacher by Annual Cohort

The third area of concern is the attrition rate of professional teachers (including administrators) in rural and remote schools. While the data demonstrates that there are a few teachers who have stayed for 10 years or longer in rural communities the median is five years. Teachers in nine of fourteen rural schools have taught in Yukon four or less years. The smaller the school and the further it is from Whitehorse may be predictors of length of stay and have implications for the recruitment process.

For Whitehorse schools the median is ten years with only one school with a median of four years or less. There does not appear to be a retention issue for Whitehorse area teachers.

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10 Median is the middle value in a set of values arranged in ascending or descending order.
Table 3: 2021 Median Years of Teaching in Yukon by school: September 2012

<table>
<thead>
<tr>
<th>Rural School</th>
<th>Median Years of Teaching in Yukon(^{11})</th>
<th>Urban School</th>
<th>Median Years of Teaching in Yukon</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver Creek</td>
<td>0</td>
<td>Emilie Tremblay</td>
<td>4</td>
</tr>
<tr>
<td>Mayo</td>
<td>1</td>
<td>Christ the King</td>
<td>5</td>
</tr>
<tr>
<td>Pelly</td>
<td>2</td>
<td>Holy Family</td>
<td>7</td>
</tr>
<tr>
<td>Faro</td>
<td>2</td>
<td>Whitehorse Elem</td>
<td>7.5</td>
</tr>
<tr>
<td>Carmacks</td>
<td>3</td>
<td>FHC</td>
<td>9</td>
</tr>
<tr>
<td>Old Crow</td>
<td>3</td>
<td>Vanier</td>
<td>9</td>
</tr>
<tr>
<td>Johnson Elem</td>
<td>3.5</td>
<td>Jack Hulland</td>
<td>11</td>
</tr>
<tr>
<td>Watson Lake Sec</td>
<td>4</td>
<td>Grey Mountain</td>
<td>12</td>
</tr>
<tr>
<td>Teslin</td>
<td>4</td>
<td>Porter Creek</td>
<td>12</td>
</tr>
<tr>
<td>Ross River</td>
<td>7</td>
<td>Elijah Smith</td>
<td>13.5</td>
</tr>
<tr>
<td>Dawson</td>
<td>7</td>
<td>Takhini</td>
<td>14</td>
</tr>
<tr>
<td>Kluane Lake</td>
<td>8</td>
<td>Selkirk</td>
<td>14</td>
</tr>
<tr>
<td>Haines Junction</td>
<td>9</td>
<td>Hidden Valley</td>
<td>15</td>
</tr>
<tr>
<td>Carcross</td>
<td>12.5</td>
<td>Golden Horn</td>
<td>15.5</td>
</tr>
<tr>
<td><strong>Rural Median</strong></td>
<td><strong>5 years</strong></td>
<td><strong>Urban Median</strong></td>
<td><strong>10 years</strong></td>
</tr>
<tr>
<td><strong>Yukon Median</strong></td>
<td><strong>8 years</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4.0 Geography of Demand: strategic workforce needs in the long-term

Over the next five to ten years, the demand for Department of Education staff will primarily be driven by the unique capabilities required to meet the organization’s strategic outcomes. For example, the demand for professional teachers and education paraprofessionals is driven primarily by the unique learning needs of students. Yukon Education will require professional teachers and paraprofessionals with competencies to ensure quality 21\(^{st}\) century learning conditions for all students, as well as unique areas of specialization, such as English Language Learners (ELL). The demand for public service professionals will focus on generalist competencies in project management related to adult learning and labour market development. In addition, there will be a demand for senior managers with strong competencies in financial/human resource management, strategic thinking, ethics and values.

\(^{11}\) Includes teachers on Leave of absence
4.1 Professional Teachers and Paraprofessionals (YTA)
Over the next five years, Yukon Education must prioritize strategic recruitment initiatives in order to successfully compete for qualified out of territory professionals who are able to adapt to and thrive in northern communities. In order to accomplish this, Yukon Education must identify the necessary and desirable competencies of current and future professional teachers. Furthermore, Yukon Education must identify the specializations required in order to provide exemplary public education to an increasingly diverse body of students.

4.2 Aboriginal Language Teachers
Yukon Education employs approximately forty aboriginal language teachers. The more fluent teachers tend to be older and as they retire new hires tend to be less fluent. This dynamic creates a need for increased training from the Yukon Native Language Centre or Yukon College.

4.3 Public Servants (YEU)
Approximately 150 of the 930 employees of Yukon Education are members of the Yukon Employees Union. The vast majority are female. This is a diverse group in terms of the services provided. It includes school clerical (41), finance and human resources (25), labour market support and immigration (25), special education support and education consultants (20), and technology services (8). Because of this diversity it is difficult to categorize the staffing demands. They range from the specificity of a need for knowledge of Apple technology in IT, to the generality of clerical services, to the need to respond to the implementation of a new Federal Government initiative taken on by Advanced Education.

4.4 Managers and School Administrators
In the immediate future and in the next five years, it is anticipated that many management positions will experience turnover. Given the high rate of turnover in senior management positions since 2006-2007, Yukon Education must continue to focus on growing leadership from within the organization. As well, “Churnover” – the rate of internal movement of managers within the greater government system through avenues such as temporary and acting assignments - creates pressure to develop internal leadership capacity. Cultivating capacities, providing learning opportunities, and promoting career development must be priorities for Yukon Education to remain flexible and innovative.

Similarly, more than half of school principals are either in their first or second year of leadership and the majority of these individuals have been recruited from outside the system. Ideally, there is a healthy balance between inside and outside recruitment. Most outside recruitment is focussed on rural communities and this may be a difficult trend to reverse.

5.0 Conclusion
Yukon Education has produced a workforce profile in order to understand the upcoming challenges in human resources. It provides an overview of the current human resources and identifies areas of instability, demand and supply for both YTA and YEU employees. Two significant concerns indicated by the environmental scan and the workforce data include: the importance of defining the competencies
needed to provide conditions for 21st century learning and management in education in a complex governance landscape; and addressing the high rates of new teacher and rural teacher turnover.

Complementing this document is *Building a Learning Organization: A Framework for Action*, which is Yukon Education’s comprehensive human resource plan for the next four years (2012-2016). It provides an action plan to ensure that Yukon Education’s human resources are integrated with its strategic priorities. The focus of the *Framework for Action* includes four areas: attracting the right talent, connecting and retaining employees, supporting professional and career development, and leading and managing with integrity and ethics. The purpose of the comprehensive human resource plan is to create an outstanding organization with outstanding employees in service of excellent public education for children and public service to adult and business clients.

At the foundation of our vision for our workforce/workplace is the articulation of human resource values that inform and guide our practice, decisions, behaviour, and attitudes. Defining and developing our human resource values is the foundation of focus on attracting, connecting, developing and leading/managing. To continue to support our students in achieving their dreams and supporting our adult clients in continuing education and labour market development, Yukon Education recognizes that our staff is our most significant leverage. The *Workforce Profile* and *Building a Learning Organization: A Framework for Action* accomplish both the practical short and long term strategic human resource planning, while investing in the workplace, our staff, and our values.
Works Cited


http://sewp.gov.yk.ca/data?regionId=YK&subjectId=POPCOM&groupId=POPCOM.POP&dataId=YBS_VITAL_STATS&tab=region


