



Queensland College of Teachers College Connection

Issue 5

August 2007



Principal for a Day – Professor John Dewar, QCT Chair, with students and teacher Veronica Mason, at Upper Mt Gravatt State School.
Photo courtesy of Griffith University.

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Help Us to Help You

Help us to help you get your *College Connection*, fee notice and other important notices promptly by keeping the College up to date with your personal details. Employers are not responsible for redirecting your mail or for advising the College of changes to your personal details.

Signing on to **Teacher Services** at www.qct.edu.au is the fastest and most efficient way to update your personal details.

By signing on to **Teacher Services**, you will be providing the College with your email address. Our long term plan is to use email to communicate with teachers, where possible. However, a significant number of teachers have not yet provided the College with their email address. Help the College to support you better by signing on to **Teacher Services**. (See page 7 for more information about Teacher Services.)

Chair's Welcome

As Chair of the College Board, I feel that it is important to keep abreast of the issues facing the teaching profession. I recently had an opportunity to experience first-hand the diverse range of challenges faced by teachers and school administrators on a daily basis.

Principal for a Day

I was very fortunate to be able to participate in Education Queensland's Principal for a Day program during State Education Week in May. I was welcomed by the staff and students of Upper Mount Gravatt State School and especially Derek Brady, the Principal,

who allowed me to work-shadow him for the day.

The day's activities included an administration team meeting, dealing with challenging student behaviour, observing a preservice teacher and the support and constructive feedback provided by school staff, and a visit to the Prep class.

It was a privilege to be able to spend the day at a school where its 'you can do it' ethos is passionately championed by the Principal. The day also showcased some of the exciting and innovative work being undertaken by teachers in our schools.

As a practising tertiary educator, I was very appreciative of the opportunity to participate in the Principal for a Day program and to reflect on the similarities and differences faced by educators. I have encouraged the few members of the College Board who are not registered teachers to participate in such programs in the future.



Mr Derek Brady, Principal, Upper Mt Gravatt State School (left), with a Griffith University Preservice Teacher and Professor John Dewar, QCT Chair.
Photo courtesy of Griffith University.

From the Principal, Mr Derek Brady, Upper Mt Gravatt State School

Upper Mount Gravatt State School was honoured to have Professor John Dewar as Principal for a Day. John visited classes and worked with students and staff. He assisted in giving feedback to Griffith University practicum students. John met with parents and participated in the school's administration meeting.

John investigated issues with supporting teachers in relation to his role with the College of Teachers. The reflective process of sharing the Principal's role with John was extremely thought provoking. I fully support this excellent initiative.

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Gaining Full Registration: a significant career step

New teaching graduates and a range of other applicants for teacher registration are initially granted provisional registration. The period of provisional registration is a very important stage in a teacher's career and is part of the continuum of ongoing, career-long development that begins with preservice education. During this period, teachers acquire teaching experience, engage in guided reflection on practice and professional learning, receive collegial support, and participate in collegial activities.

The College has recently endorsed a new process for moving to full registration that embeds the *Professional Standards for Queensland Teachers*. The process involves ongoing identification of learning goals and development in terms of the professional standards, and the selection of evidence of meeting the standards. The process culminates in a summative judgement and report based on this evidence.

The provisionally registered teacher will need to provide evidence of achievement of each of the *Professional Standards for Queensland Teachers* and this may include, for example, records of observed teaching, guided reflection, professional development and engagement in collaborative planning, and examples of unit planning. Achievement of a standard does not require that every statement within that standard has to be met.

Whilst a variety of forms of evidence will be used, ideally, a well-selected individual example may provide evidence across a number of standards. The provisionally registered teacher will identify the relationship between evidence and the standards.

The process has been specifically designed to be flexible in order to accommodate teachers who are not in full-time employment, or teachers who move across school locations. Items of evidence may be selected from those gathered across a number of schools.

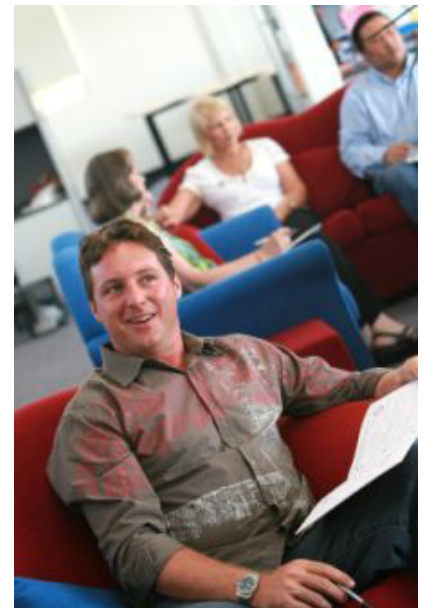
When the provisionally registered teacher has completed the required amount of teaching experience (see textbox), they will provide their selection of evidence of meeting the standards to the school principal. The Principal may involve other school personnel in considering the evidence and

in collegial professional discussions about the teacher's achievement against the standards. The Principal completes a report (using the *'Provisional to Full Registration Recommendation Report'* form) and makes a recommendation about full registration to the QCT based on the evidence.

Whilst the new process came into effect from 1 July 2007, the College has established a period of transition until 31 December 2007. During this transition, principals' decisions about full registration will be based on evidence of achievement of the standards, but there will be no stipulation regarding the nature of the evidence. This transition will also enable teachers who have been working with the previous standards and process to continue to do so and to use the previous form ('the *Principal's Report*'). During the transition period, a working group of the College will engage in further consultation.

From 1 January 2008, there will be some specified forms of evidence that provisionally registered teachers will need to provide, and information about such requirements will be part of the further materials to be developed by the College.

Comprehensive information and tools will be developed by the College to support the process. This will also include information for provisionally registered teachers, principals and employers about quality induction and support. The website will be updated with the latest information, under 'provisional registration'.



Teaching experience required for moving to full registration

- The required minimum amount of teaching experience is one year, defined as 200 days or 1000 hours.
- Provisionally registered teachers may take additional time to demonstrate achievement of the standards – the legislation allows an initial period of provisional registration of up to two years and one extension for up to a further two years.
- The process allows for various situations that provisionally registered teachers find themselves in, as experience does not have to be gained in one school, or within one year or single 'block' of teaching.
- The teaching experience must occur after the date on which provisional registration was granted.
- The experience must take place in schools or equivalent settings.

Teacher Profile

Anna Freiberg reflects on her role as an AVT: Behaviour with the Acacia Ridge Support Team.

Working as an Advisory Visiting Teacher (AVT): Behaviour has so far been the most challenging and rewarding role I have undertaken for Education Queensland. My work involves supporting teachers, students, parents and school administrators in one of the neediest low socio-economic areas in Brisbane.

I completed my preservice teacher education as a graduate, having previously completed a degree in psychology. I have always used this 'lens' when teaching and working with students, and it has been very useful in my work as an AVT.

I have worked as a primary classroom teacher, predominantly in the upper school. My classroom experience saw me 'take on' streamed low-ability classes, which inevitably contained students with behaviour issues. Teaching these students encompassed much more than the curriculum. The road is often longer, the steps more numerous, but the successes are well worth the wait.

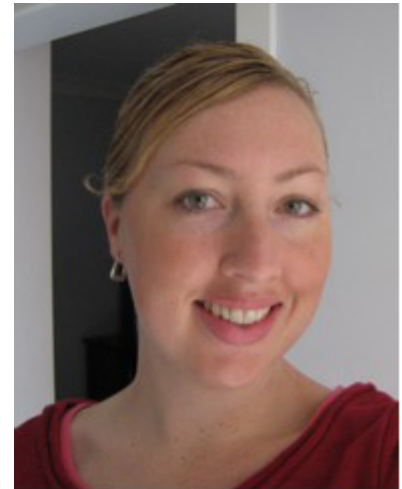
As an AVT, my role is to work in partnership with schools and parents to assist with the 1–5% of students who require further behaviour support. Collaboration among stakeholders takes place to develop workable behaviour intervention and management strategies specific to the student. At times, whole-class support is offered to assist in 'revamping' the existing classroom

systems within school parameters (eg. rules, consequences, reward/reinforcer systems), classroom makeovers and social skills programs.

I feel privileged to bear witness to the diverse and dynamic classrooms I work in and the professionals I work with every day. There are so many great things I have seen in action on my travels around the region. From year 1's using their 'magic finger' when learning to write, to year 4's playing host to an 'alien' who is their tour guide on a journey through space, and year 6's designing water-saving devices for the ultimate eco-school. Classes are 'earning' ten minutes on the computer at the end of the session, an outside game on a Friday afternoon, or watching a DVD, even whole days of activities – teachers are being as creative as they can with the resources available to them.

It's amazing how a smile, a 'great work!' and a sticker can make a young person's day or even week.

It is wonderful to see so many fantastic teachers treading that often difficult path with our high-needs and at-risk students. They model the qualities we hope our students will develop – empathy, compassion, persistence, resilience, patience and a love of learning. Starting each day as new and seeing the good things wherever possible is key to surviving that 'difficult' class or student.



Anna Freiberg.

Maintaining open communication and fostering positive relationships with students and their families is the most powerful tool with which to assist in their development. A small investment for a fantastic return.

What does an AVT do?

Advisory Visiting Teachers (AVTs) are teachers who have specialist knowledge or skills. The main role of the Advisory Visiting Teacher is to support school staff in enabling students to access and participate in the curriculum. AVTs work across all state schools and some non-state schools. More information about AVTs and the services they provide is available from <http://education.qld.gov.au/curriculum/learning/students/disabilities/staff/avts.html>

For further information and resources, here are some useful websites:

www.learningplace.com.au

<http://challengingbehavior.fmhi.usf.edu/resources.html>

www.pbis.org

www.specialconnections.ku.edu

<http://www.vanderbilt.edu/csefel/>

Teachers can enrol in an online course through the Learning Place called 'Better Behaviour, Better Learning', which is a state-wide initiative.

As part of Education Queensland's (EQ) Better Behaviour, Better Learning (BBBL) initiatives, the following Professional Development packages were introduced in 2007:

The **BBBL Online Course** consists of six modules, and ran for the first time in Semester 1 2007. A second program was offered in Semester 2, 2007.

The **BBBL Professional Development Suite** is a professional development package which is being distributed to all state schools in CD format at the beginning of Term 3 2007.

The **Essential Skills in Classroom Management (ESCM)** package outlines the minimum standards required for effective classroom management. It consists of a core knowledge component and coaching sessions which underpin the skills necessary for effective application in the classroom. The course is delivered by trained facilitators.

The BBBL PD Suite and the ESCM package can both be found on the Behaviour Professional Learning Community at <http://www.learningplace.com.au/defaulteqa2.asp?orgid=68&suborgid=415> or the Student Services website at <http://education.qld.gov.au/student-services/>. EQ personnel may wish to join the behaviour discussion list at <http://discussions.eq.edu.au/listserv/>

Queensland Curriculum, Assessment and Reporting (QCAR) Framework

The Queensland Studies Authority (QSA) is developing the QCAR Framework in consultation with the State, Catholic and Independent schooling sectors.

The QCAR Framework will support schools to:

- plan their curriculum (Essential Learnings and Standards)
- develop consistency of teacher judgment (Standards, Assessment Bank and Queensland Comparable Assessment Tasks)
- report student achievement (Reporting Framework).

The **Essential Learnings** are clear statements of what should be taught in Queensland schools. They describe the key concepts, facts, procedures and ways of working that students need for ongoing learning, social and personal competence and to meet complex, real life challenges.

Standards are the reference points that are used for making judgments about the quality and progress of student learning. They describe the expected quality of the features of student work that indicate what a student knows and can do.

The online **Assessment Bank** is designed to support Queensland teachers in their everyday classroom assessment practices. Teachers will have access to quality assessment tools for all key learning areas, linked to the Essential Learnings and Standards.

Queensland Comparable Assessment Tasks (QCATs) at Years 4, 6 and 9 in English, Mathematics and Science are focused on supporting teachers and schools in working towards consistency of teacher judgments. QCATs being trialled are:

- Common Assessment Tasks – developed by the QSA
- Locally-devised Assessment Tasks – developed by individual schools or clusters of schools and endorsed by the QSA.

The **Reporting Framework** will provide advice on twice-yearly reporting and reporting the results of the QCATs to parents. The QSA is consulting widely to find out what is considered 'best practice' in reporting. Information gathered will inform the advice provided, to develop greater consistency of reporting practices across schools.

QCAR Timelines

	2005	2006	2007	2008
ESSENTIALS and STANDARDS	Identified and described Essential Learnings and specified Standards	Developed and refined Essential Learnings and Standards Draft 1 with partner and trial schools	Essential Learnings and Standards Draft 2 for statewide consultation	Essential Learnings and Standards available (January 2008)
ASSESSMENT	Developed, collected and refined items and resources for Assessment Bank		Work with selected schools and teachers to develop and refine further tools and resources for Assessment Bank Develop infrastructure to support online storage and access to Assessment Bank	Assessment Bank available (from mid 2008)
ASSESSMENT	Developed assessment model for Years 4, 6 & 9	Trialled assessment tasks in English and Maths for Years 4 & 9	Trial assessment tasks in English, Maths and Science for Years 4, 6 & 9 in trial and partner schools	Expanded trial of assessment tasks Expanded trial of data management procedures
REPORTING FRAMEWORK	Developed and trialled reporting framework		Consultation and refinement of reporting framework	Publish and disseminate reporting framework

To find out more visit: www.qsa.qld.edu.au/qcar/index.html
 phone: (07) 3120 6104
 email: QCARadmin@qsa.qld.edu.au

Ask the College . . .

The following questions represent some of the common queries we have recently received.

? Will I be able to remain fully registered, if I teach in a kindergarten affiliated with the Crèche and Kindergarten Association in Queensland?

a Yes, the minimum practice requirement for renewal of registration is at least one year of teaching in a school within five years preceding the application for renewal. The College has determined that “one year” be defined as a total of 200 days or 1000 hours, which may be completed at any time within the five years preceding renewal of registration.

However, those registrants with less than the minimum requirements will have their registration renewed, subject to a satisfactory criminal history check, with the condition that they successfully complete a ‘returning to teaching’ professional development program prior to or within the first 12 months after returning to teaching in a school.

? If I don’t want to teach in a school and I just want to keep working in a kindergarten affiliated with the Crèche and Kindergarten Association in Queensland will I have to complete a ‘Returning to Teaching’ program?

a No, the condition will only apply if you plan to work in a school or you accept employment in a school.

The purpose of the ‘recent teaching practice’ requirement and the ‘Returning to Teaching’ condition is to ensure that all teachers in Queensland schools have up-to-date knowledge, understandings and skills for teaching in Queensland schools.

? Do registered teachers also need a ‘Blue card’?

a Teacher registration relates only to employment as a teacher in a Queensland School. Registered teachers who wish to participate in other child-related activities, either as a paid employee or as a volunteer, are still required to obtain a ‘Blue Card’ from the Commission for Children, Young People and Child Guardian (CCPYCG).

Criminal history checks undertaken by the College are more extensive than those undertaken in the process of obtaining a Blue Card. The College is currently working with the Commission for Children, Young People and Child Guardian (CCPYCG) and the Department of Education, Training and the Arts to identify possible duplication of services related to criminal history checks on registered teachers.

? Can I be removed from the *College Connection* mailing list as we are a teaching couple and only wish to receive one copy in the future?

a Unfortunately we do not currently have the ability to identify ‘teaching couples’ and therefore only send one copy of *College Connection*. We are however aware that there are a number of teaching couples who would like to receive only one copy of *College Connection*.

The College has also received requests to be removed from the mailing list from teachers on leave or currently teaching overseas.

It is anticipated that such a service will be able to be incorporated into the Teacher Services section of the College website as it continues to be developed.

Code of Ethics for Queensland Teachers

The *Education (Queensland College of Teachers) Act 2005* provides that the College may develop codes of practice to provide guidance to approved teachers about appropriate professional conduct or practice.

The former Board of Teacher Registration’s *Ethical Standards for Teachers* (the Ethical Standards) applied as a code of practice until 31 December 2006.

The Board of the College, in 2006 determined to review the Ethical Standards and as a result has developed a draft *Code of Ethics for Queensland Teachers* in consultation with stakeholder groups including unions, employers and parents associations.

Look out for your opportunity to provide feedback on the draft *Code of Ethics for Queensland Teachers* via the College’s Website <http://www.qct.edu.au> in the coming months.

WHAT YOU SAID ...

the *College Connection* Survey

Thank you to all those who responded to our communication survey seeking your views of the *College* newsletter. The survey was distributed with the April edition of *College Connection* and was available through the *College* website.

The *College* received responses from approximately 1470 teachers. While this is only a small proportion of the total number of Queensland registered teachers, the responses nevertheless provide the *College* with useful information. The majority of respondents completed the survey form distributed with the newsletter and returned it by post to the *College*, but a sizable proportion of respondents used the form from the website.

Preliminary analysis of responses indicates that:

- most (almost 60 per cent) of the respondents said they usually read 'all' or 'most' of the newsletter
- most (60 to 70 per cent) rated the design of the newsletter, the clarity

of writing and the length of articles as 'good' or 'very good'

- respondents were slightly less positive about the relevance of the newsletter, with only 52 per cent rating this 'good' or 'very good'
- the majority (68 per cent) of respondents expressed a preference for receiving future issues of the newsletter by post, with 17 per cent preferring to receive it by email, and 12 per cent preferring it to be posted on the website
- the most preferred frequency of publication was 3 – 4 times a year (55 per cent of respondents), with smaller proportions expressing a preference for twice-yearly (17

per cent) or monthly (16 per cent) publication, and 9 per cent wanting to receive a newsletter only on an *ad hoc* basis.

Responses to open-ended questions are now being analysed and a fuller report will appear in a later edition of *College Connection*.

The *College* is grateful to all those who replied to the survey. The responses will assist in determining the form and frequency of future *College* communications with teachers.

Due to the large number of such responses it is difficult for the *College* to reply individually to each respondent; however, the *College* particularly thanks those who provided extensive comments and suggestions.

Teacher Services

Did you know you can log on to Teacher Services on the QCT website? Through Teacher Services you can:

- Update your contact and employment details
- Get all of the Reference Numbers and Biller Codes you need in order to pay your fees
- Pay your fees online
- Get your receipts
- Select the extra information about you that you would like to be publicly available in the QCT register search

In order to log on to Teacher Services, you just need to establish your account. We don't ask for any information we don't already hold and we don't send out unsolicited emails nor do we pass your email address on to anyone else.

Employer Services

Did you know that Schools can use Employer Services to view and update their list of teachers at any time during the year? You don't need to wait for the census of teachers. Just log on and add a new teacher or remove one who has left.

In order to establish an Employer Services account, schools need their QCT user name and their full name (as we have it on our database). This information was sent to the Principal of each school in a letter in May 2007.

Teacher Services and Employer Services can be accessed from the *College* website at www.qct.edu.au



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Working for You

Promoting the Profession

In response to its invitation to practising teachers to self-nominate for a position on the College's Promoting the Profession Advisory Group, a significant number of high quality nominations were received from teachers across Queensland.

The selection panel had great difficulty in limiting their selection to four practising teachers and therefore recommended the appointment of six practising teachers to the Advisory Group. The practising teachers selected for the Advisory Group were:

- Ms Christine McCabe, Petrie Terrace State School, and Ms Jesseca Oram, Aldridge State High School, representing early career teachers;
- Mr Brian Kay, representing casual and supply teachers;
- Ms Coline Colton, Bardonia State School, representing experienced classroom teachers;
- Mr Alan Dale, Brisbane Girls Grammar School, and Ms Vanessa Rebgetz, Upper Coomera State College, representing teachers in leadership positions.

These practising teachers joined other members representing key stakeholder groups for the first meeting of the Advisory Group in early July.

The Advisory Group provided constructive feedback and input into the College's draft Promoting the Profession Plan for 2007 and 2008. They were especially supportive of the key activities and strategies identified in the plan, including:

- An **Annual College Lecture** which will provide opportunities for well respected people of authority to present lectures addressing key issues for teachers, such as emerging trends, at various locations across Queensland.

- **Research Grants for Teachers** which will provide support to practising teachers who have undertaken research related to their teaching practice or that of their colleagues to enable them to present their work at key national conferences during 2008.

Further details on these and other initiatives will be provided on the College website in the near future.

World Teachers' Day 2007

This year World Teachers' Day will be celebrated in Australia on Friday 26th October.

Prior to World Teachers' Day the College will be contacting parent and community groups, local councils and businesses to encourage them to acknowledge World Teachers' Day.

The College will be distributing a World Teachers' Day poster to every Queensland school and to other organisations who wish to support the day.

Information about the day, how schools and communities can be involved, and resources to assist schools and organisations plan for the day will be made available on the College's website in September. We encourage you to share with us the support and activities undertaken in your community to celebrate the day.

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at least your home loan can take time off.**



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