



# Queensland College of Teachers College Connection

Issue 6

November 2007



Winning Entry in the 2007 Student Art Competition by Jason Davis, AB Paterson College – see article on page 2.

## Annual Fee Notice Reminder

For the majority of registered teachers, payment of the annual fee is due on 31 December 2007.

To ensure your teacher registration remains current please pay your registration before 31 December 2007. Payment options are available on the reverse side of the Fee Notice distributed by post or by logging onto Teacher Services on our website ([www.qct.edu.au](http://www.qct.edu.au)).

Please refer to the back page of this edition of *College Connection* for further information.

[www.qct.edu.au](http://www.qct.edu.au)

Pay your fees online.

Did you know that by logging into Teacher Services on the College website you can get all of the information you need to pay your fees? Payment options include Online, BPay, Australia Post, Newsagents and phone payments.

Get your receipts online.

Log into Teacher Services and get a PDF copy of your receipts for the last 3 years.

Please allow two working days for us to process your payment.

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# Your views on *College Connection*: Survey Outcomes

In the April 2007 edition of *College Connection*, teachers were invited to complete a survey to identify their preferences regarding content, format and distribution of *College* publications. Survey forms were included with the newsletter and the survey was also available on the *College's* website.

Although only a small proportion of the total number of Queensland-registered teachers responded, the responses provide useful feedback for the *College*.

## Respondent Profile

About half the respondents were employed full-time in teaching. The remainder were mostly teaching on a part-time, contract, or supply basis (34%). Small proportions were retired or on extended leave, were working in a role other than teaching, or were employed outside education, and a very small proportion were recent graduates yet to teach.

Most respondents (67%) had taught for more than 10 years; the remainder were evenly divided between those teaching for 5-10 years and those teaching for less than 5 years.

## Survey findings

Following are some of the key findings of the survey.

### Most Worthwhile Aspects of *College Connection*

A number of respondents said they enjoyed all aspects of the newsletter, eg 'generally an interesting read', 'I like everything about the newsletter'. Most responses focused on types of articles, particular articles or other particular content.

Aspects nominated as most worthwhile included:

- Articles by practising teachers or about other teachers' experiences or personal reflections on teaching
- Articles on current issues or trends related to teaching
- *College* updates
- Articles about research
- Articles about professional development

### Least Worthwhile Aspects of *College Connection*

Aspects nominated as least worthwhile included articles on the *College's* administration or articles about *College* committee or staff members, or what several respondents referred to as 'self-promotion' by the *College*; articles that were overly theoretical or academic, or were impractical for everyday teaching; and articles that were 'too long' or 'too wordy'.

### Design, clarity, relevance, length

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'.

### Preferred Topics

Respondents were asked to choose, from a list provided, the five topics they would *most prefer* to see in future issues of the newsletter. Clearly the most popular topics were articles on the latest education research and issues, practical articles about teaching and professional learning, information on professional development opportunities and updates on teacher registration, including professional standards and renewal.

### Preferred Method of Distribution

Most respondents (67%) wanted to receive the newsletter by post. Distribution by email was favoured by 18% and publication only on the website was preferred by 12%.

Thank you to all readers who responded to the survey. The *College* is drawing upon the results of this survey to develop a new publication to be produced from 2008. Details of the publication and how teachers can contribute will soon be available on the *College's* website.

### Disclaimer

The Queensland College of Teachers does not endorse any product or service advertised in *College Connection*. The *College* takes no responsibility for the content of advertisements or the quality and reliability of the products or services offered in the advertising.

Requests for permission to reprint an article may be directed to [Debra.Cunningham@qct.edu.au](mailto:Debra.Cunningham@qct.edu.au).

Readers' feedback about *College Connection* is welcome and may be submitted to [Mel.Bennett@qct.edu.au](mailto:Mel.Bennett@qct.edu.au).

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# Art Competition Winner Unveiled

The winning entry in the 2007 Student Art Competition by Jason Davis, a year 12 student at AB Paterson College, was unveiled at the September Board meeting of the Queensland College of Teachers (the College). The piece is now on display in the College's public foyer for a period of 12 months.



(l-r) Barry Voevodin (HOD Arts (Academic) AB Paterson College), Maurie Young (Managing Director, EDSCO) and Jason Davis (year 12 student AB Paterson College).

The stimulus for the 2007 competition was a quote by Johnathan Sacks:

*Teachers open our eyes to the world. They give us curiosity and confidence. They teach us to ask questions. They connect us to our past and future. They are the guardians of our social heritage ... Life without a teacher is simply not a life.*

This year the quality and diversity of entries, including paintings in traditional indigenous styles and collages, made the selection panel's task quite difficult. The selection panel noted Jason's excellent use of graphics and his well considered use of colour and symbolism for the three themes of the competition stimulus.

Jason's comments on the piece include:

- The triptych reflects the three themes of the stimulus quote
- The symbolism of the book is the student's progress of learning and this progress can be seen through the positioning of the bookmark in each picture
- The first picture depicts a student in touch with the world, both in nature and technology (21st century world)
- In the second picture, the student is positioned in a scene of both old style (in the front) and future/modern buildings (in the background), representing the past and the future
- In the third picture, the contrast of colour and direction symbolises the

student's independence and grasp on life

Jason's work was prepared with the support of his art teacher Barry Voevodin and his school, AB Paterson College.

EDSCO Education Supply Company continued their support of this College initiative, which provides a unique opportunity for an aspiring artist from a secondary school to have their art work commissioned and displayed in the public foyer of the College's office. EDSCO's support included a financial prize of \$1000 for Jason's school and \$300 in materials to assist with the production of the artwork.

The College thanks those students and their teachers who entered this year's competition and it is hoped that the competition will continue in 2008.



This edition of *College Connection* has been printed using an environmentally friendly waterless printing process.

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# Teacher Profile

## Megan McNamara

Megan McNamara's husband thinks his wife wears so many hats that all she needs now is a sombrero, and she's the first to admit he's probably right.

As a mother of three young children aged between 9 and 12, she helps run a sugar cane farm and even writes a weekly family column in the local newspaper.

But the real feather in her cap comes from teaching science part-time at Chelona State School, a tiny rural community 10 minutes south of Mackay.

"It reminds me of when I grew up at Maleny... we had a creek running through our school and it was just like a little family, all the students looked after each other," she reflects.

It was literally like a family — her father Barry taught English and Biology, so after a childhood built around discovery it seemed only natural that Meg would follow in his footsteps.

"It was mainly men back then, but there are now plenty of women doing some incredible research in science,

'People think scientists are born and not made ...'

and now we just need more people to teach it," she says.

"People think scientists are born

and not made, and a lot of teachers are worried that they will look silly if they don't know an answer.

"But some of my best moments have been the ones when I say, 'I don't know'

and we find out together ... I think the mystery of the unknown is what grabs kids."

Her passion is rubbing off on the 73 youngsters and small group of teachers at Chelona, where their annual science fair has been showcasing the next generation of Newtons and Einsteins for the past nine years.

"The Year 6 and 7 students set up their own stations to explain what they've done and they're exhausted by the end of the day, because the little ones ask the toughest questions," says Meg.

"We have design experiments where children make flying crafts from paper and straw, and the Year 3 and 4 classes make boats and we have races in wading pools where the whole school comes down to cheer."

But with Australia's primary school teachers allocating less than 3 per cent of their weekly teaching time to science, less than any other subject except for languages other than English (LOTE), Meg fears knowledge is being diluted — but she's helping do something about it.

As one of almost 300 facilitators across the country, she now mentors other teachers to help demystify science as part of the Primary Connections program, a federal initiative that

the Queensland Government is supporting as one of its key priorities under the Science Education Strategy 2006-2009.

"We get them to do experiments of their own so they know that knowledge and processes have to be hands-on, like looking at three different brands of

**I**t used to be a male dominated field, but Megan McNamara has made her mark on teaching science, capping off her 20<sup>th</sup> year of teaching with one of her profession's most prestigious accolades — a Peter Doherty Award for Excellence in Science and Science Education. **REBECCA PERRY** reports.

snake lollies and comparing their elasticity," says Meg.

"It has raised the profile of science considerably, and the teachers I have worked with are making rapid gains in both confidence and competence."

With her enthusiasm and expertise, it's little wonder that Meg was recently named as one of 40 winners in the Peter Doherty Awards for Excellence in Science and Science Education. Run by the Department of Education, Training and the Arts, the awards honour Queensland science hero and former Australian of the Year, Nobel laureate Professor Peter Doherty.

"When you teach science to someone is when you can really learn it," believes Meg, whose next challenge will be setting up an outdoor learning classroom in the school grounds with the help of Conservation Volunteers Australia.

"I firmly believe a child of these challenging times is under-prepared for life unless they have a high level of scientific literacy, and we are helping change that so our school is a place where questions are as valuable as answers."



Megan McNamara receiving her award from the Minister for Education and Training and Minister for the Arts, Rod Welford.

Photo courtesy of Department of Education, Training and the Arts.

### Science Snapshot

Primary Connections:  
[www.science.org.au/primaryconnections](http://www.science.org.au/primaryconnections)

Department of Education, Training and the Arts:  
[www.education.qld.gov.au/curriculum/area/science](http://www.education.qld.gov.au/curriculum/area/science)

Peter Doherty Awards for Excellence in Science and Education:  
[www.education.qld.gov.au/curriculum/area/science/all-stars.html](http://www.education.qld.gov.au/curriculum/area/science/all-stars.html)

# World Teachers' Day 2007

**W**orld Teachers' Day on Friday 26 October saw teachers across the state being acknowledged by their colleagues, students and communities for their commitment, professionalism and contribution to our communities.

The College's campaign for 2007 incorporated a number of strategies, including:

- Encouraging local communities and businesses to acknowledge and celebrate World Teachers' Day;
- Producing and distributing a World Teachers' Day poster;
- Liaising with parent associations to promote the day;
- Distributing media releases to all relevant Queensland media outlets;
- Making information available on the College's website.

The College hopes that teachers were able to take advantage of the special discount offers available to them to acknowledge World Teachers' Day from Network Educational Australia and Bedrock Books.

Thank you to those organisations who acknowledged the day by displaying our World Teachers' Day Poster. We invite you to share details of your celebrations by emailing us at [worldteachersday@gct.edu.au](mailto:worldteachersday@gct.edu.au).

## Picture Perfect – Meet Our Starring Teacher!

**A**s a child, Cassie Ballantyne knew she wanted to be a teacher. Now, almost a year into her dream job, the nerves are starting to settle....

"Making the switch from student to teacher was harder than I thought it was going to be," Cassie admits. "There are three of us teaching Year 6 and none of us has taught this age group before, and for two of us it has been our first ever teaching job.

"We have started the programs from scratch, but it has been great. In the last few months, I have really felt like I am a teacher.

"I'm building great relationships with the kids, staff and parents, and I feel at home."

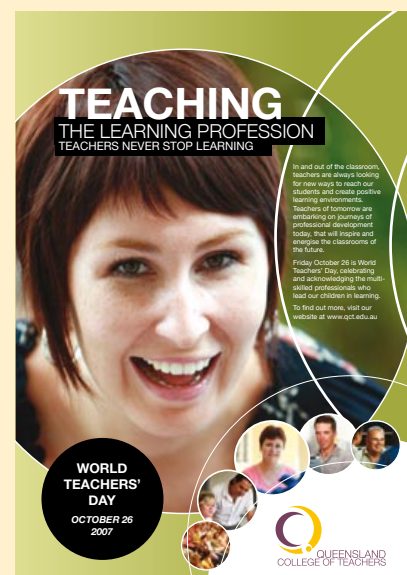
Cassie, 22, is drawing inspiration from relatives who also teach, and is getting lessons in life herself at All Saints Primary School, Albany Creek.

"The work has to be interesting and broad, and I have to set my expectations high because they are such a savvy age group," she says.

"They all chat on the Internet, have MySpace pages, and it is a bizarre experience when 10 and 11-year-olds pull out their mobile phones and they are so much better than mine.

"Life has obviously changed a lot since I was their age."

And Cassie doesn't mind a bit.



The College's World Teachers' Day 2007 poster, featuring teacher Cassie Ballantyne.

## Research Digest Launched

**T**he College has recently launched the first edition of its *Research Digest* produced by the Australian Council for Educational Research (ACER). The digest is the first in a series of periodic digests to be produced across 2007 and 2008.

Each digest will focus on a single topical issue, and will provide a review of the major messages from research on the issue. A key feature of the digest will be an emphasis on

what the research means for teachers and teaching.

The first edition summarises key research studies that provide evidence of the potential of writing-to-learn approaches in improving student learning. A wide range of issues will be covered in future editions, so that teachers from different areas of schooling will find topics of particular relevance to their needs.

The digest has been distributed

electronically to all schools in Queensland where it is anticipated that it will prove to be a useful resource. It is suggested that the digest may be used as a discussion starter at staff meetings.

The digest has also been distributed to registered teachers who have supplied the College with their email address and is available from the College website ([www.qct.edu.au](http://www.qct.edu.au)).

# Queensland Curriculum, Assessment and Reporting (QCAR) Framework

The QCAR Framework is being developed by the Queensland Studies Authority (QSA) in partnership with teachers from the State, Catholic and Independent sectors. It aligns curriculum, assessment and reporting to give direction and support to teachers and help improve student learning.

The first two of the five QCAR Framework components, the **Essential Learnings and Standards**, will be available in January 2008.

The **Essential Learnings** identify what should be taught and what students should have opportunities to learn. Schools will use them as the core of a rich, comprehensive school-based curriculum. The Essential Learnings describe the important concepts and processes that students need:

- for ongoing learning
- for social and personal competence
- to meet complex, real-life challenges.

The **Standards** that accompany the Essential Learnings offer teachers a strategy for making consistent judgments on student work and describing student achievements. They describe how well a student has demonstrated their learning based on a collection of evidence gathered over time.

In 2009, the QSA will re-release the key learning area syllabuses. The Essential Learnings will be embedded in the redeveloped syllabuses and will represent the core of what is to be taught in schools. The syllabuses will also contain additional learning statements which schools may choose to use, along with links to tools and resources to support curriculum planning.

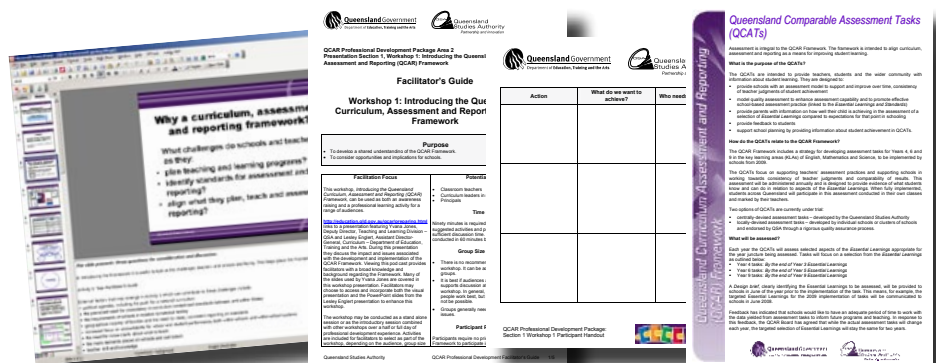
## Professional Development

To support the implementation of the QCAR Framework, the QSA is developing a professional development package and conducting training programs for sector-based consultants who will facilitate sessions across the state.

From January 2008, the professional development package will be available on the QSA website. The package will include PowerPoint presentations with presenter's notes, facilitator's guides and handouts.

The first of these presentations, *Introducing the Queensland Curriculum, Assessment and Reporting (QCAR) Framework*, is already available on the QSA website at [http://www.qsa.qld.edu.au/qcar/introducing\\_framework.html](http://www.qsa.qld.edu.au/qcar/introducing_framework.html)

To find out more about the QCAR Framework:  
visit: <http://www.qsa.qld.edu.au/qcar/index.html>  
phone: (07) 3120 6104  
email: [QCARadmin@qsa.qld.edu.au](mailto:QCARadmin@qsa.qld.edu.au)



# Focus on Science, Technology, Engineering and Mathematics

Teachers can play a key role in developing the future of education and training in science, technology, engineering and maths (STEM), through a new Queensland Government discussion paper unveiled on 11 October.

*Towards a ten year plan for science, technology, engineering and mathematics education and skills in Queensland* outlines relevant questions, issues and ideas to prompt wide-ranging discussion and feedback about how best to advance STEM in the 21<sup>st</sup> century.

Input from STEM educators, training providers and industry will help identify the best ways to attract and retain staff, and boost student participation and community perceptions of science, maths, engineering and technology.

Major growth in STEM education and training is crucial to Queensland's future growth and prosperity.

Local scientists, researchers and innovators are already helping to transform the economy by creating new industries and jobs, particularly in the fields of bioscience, new technologies and creative enterprises.

Recent achievements such as developing cancer vaccines, implementing the world's best mining systems, and developing sophisticated computer games have positioned Queensland alongside other STEM world leaders.

The Queensland Government is committed to building on these achievements and encourages all STEM educators to be involved and have their say during consultation.

The discussion paper can be viewed on the Department of Education, Training and the Arts website at [www.education.qld.gov.au/projects/stemplan](http://www.education.qld.gov.au/projects/stemplan).

Feedback on the discussion paper must be received by 30 November 2007. For more information please email [stemproject@deta.qld.gov.au](mailto:stemproject@deta.qld.gov.au).

## QTCU Joins with the College to Promote the Profession

In October 2007 the College entered into a mutually beneficial partnership with the Queensland Teachers' Credit Union (QTCU) which will support the College's initiatives to promote the teaching profession during 2007 and 2008.

The QTCU had identified synergies between the Credit Union and the College, particularly in the area of fostering positive public perception of teachers, and sought to assist the College to promote the profession.

The partnership will assist with College initiatives such as:

- Developing an information resource for beginning teachers across the state;
- Establishing an Annual College Lecture to be conducted at various locations across the state; and
- Providing research grants to assist practising teachers to present at key professional conferences.

Information on these and other College initiatives will be made available on the College website in the near future.



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Working for You



# Ask the College . . .

Following are some of the common queries we have recently received.

## ? **When will I receive my Annual Fee Notice?**

**a** If your registration as a teacher expires on 31 December 2007, your annual fee notice will be issued at the beginning of November. If your expiry date is at a different time of the year, your notice will be mailed approximately 6 weeks before the due date. You can pay your fee online by signing on to Teacher Services at [www.qct.edu.au](http://www.qct.edu.au) or use one of the other payment options provided. Before paying, don't forget to use Teacher Services to update your home, school and email address details.

## ? **Why have the fees for 2008 increased?**

**a** There has been a slight increase in all fees for 2008. The increase is in accordance with the Consumer Price Index (CPI) and is necessary for the College to continue to adequately meet its obligations under the Act. The increase in fees has been approved by the Minister for Education and Training and Minister for the Arts.

## ? **Can my provisional registration period be extended?**

**a** Yes, but only once. If you do not meet the requirements for full registration before your provisional registration is due to expire, your provisional registration may be extended for a further two years. Towards the end of the first two-year period you will be notified that an extension is possible. If you wish to exercise the option to extend the period of your provisional registration, payment of the annual fee will be taken as your request to extend. If you still have not met the requirements for full registration by the end of the extended provisional registration period your registration will lapse and you will be required to re-apply for provisional registration. For more information about provisional registration and moving to full registration visit the College's website ([www.qct.edu.au](http://www.qct.edu.au)).

## ? **Can teacher registration and qualifications be recognised interstate?**

**a** There are mutual recognition arrangements among states and territories of Australia and New Zealand, with the exception of New South Wales. These arrangements enable teachers' qualifications and registration status to be recognised across the states and territories that have teacher registration.

However, there are legislative constraints preventing registration authorities from sharing some information about their registered teachers, such as criminal history information. Therefore persons wishing to seek teacher registration under the mutual recognition arrangements must still complete an application for teacher registration in the state or territory where they wish to teach so that a criminal history check can be undertaken.

The College is currently negotiating a separate agreement with New South Wales based on the principles of mutual recognition.



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