

# QCT CONNECTION

QUEENSLAND  
COLLEGE OF TEACHERS

WELCOME TO THE QCT'S NEW-LOOK NEWSLETTER

ISSUE 1 APRIL 2008

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

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**COVER PHOTO**

Our cover this issue features Scott Burns of Mary Mackillop Catholic School in Brisbane. One of thousands of provisionally registered teachers in Queensland schools who are moving towards full registration using the QCT's new process (see article on page 11), Scott is among 26 per cent of registered teachers who are male and just 3 per cent who are aged under 25.



QUEENSLAND  
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# New look newsletter

Welcome to the first edition of our refurbished newsletter, *QCT Connection* – new look, (slightly) new name, new content.

In light of responses to the survey of readers conducted last year, we have made a number of changes to the newsletter. It will now be bigger – usually 12 pages – and will appear twice a year, in April and September. It will still be posted to all registered teachers and be available for downloading from our website [www.qct.edu.au](http://www.qct.edu.au).

How has the content changed? We want to focus more on teachers and we encourage teachers to submit articles of up to 300 words that discuss the work they are undertaking and that share information and resources. Articles on the following areas are of particular interest:

- Professional practice and knowledge
- Reflective practice and professional renewal
- Professional development and resources

Professional associations and other relevant groups are welcome to share information about upcoming events as well as new resources for teachers.

Each edition of the publication will include articles on a particular theme or focus and will profile individual teachers or teams of teachers.

We will be including information about state-wide initiatives and national and international issues.

Specific information related to teacher registration in Queensland and the work of the QCT will also be included to ensure that teachers are aware of the relevant policies and processes. There will also be opportunities for registered teachers to submit questions for the QCT and responses to articles in the publication.

Contributions for the next issue (September 2008) should be sent to The Editor, *QCT Connection* (by post: PO Box 389, Toowong, Qld 4066 or by email: [qctconnect@qct.edu.au](mailto:qctconnect@qct.edu.au)) and must be received by 8 August.

## Notes for Contributors

Articles, with brief information about the author at the end, should be emailed (as attached Word files or as plain email messages) to: [qctconnect@qct.edu.au](mailto:qctconnect@qct.edu.au).

Please do not format your article (e.g., columns, borders, shading, etc.). Tables should not be included but should be explained as text. Acronyms should be spelled out in full the first time they are used. Only short reference lists can be included and footnotes should not be used. Photos to accompany articles are especially welcome. These should not be embedded in the article itself but must be emailed separately as attached jpeg files, saved at the highest possible resolution. If the photos contain the identifiable faces of children, permission to publish these must be obtained by the author from parents/guardians and/or the school before submitting them, and this remains the full responsibility of the author. If an article is accepted for publication, editorial changes may be made for reasons of clarity, grammar, spelling, style or length. Articles will remain the copyright property of their authors.

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# Top of the class

Teachers grade students on how well they are learning — but what about rewarding their own good results? **Rebecca Perry** meets three educators who have taken top honours in some of the many teaching awards that are up for grabs.

As any teacher on playground duty knows, life for the littlies can often seem like a battleground — but many young students at Moorooka State School have actually survived the real thing.

With one of Queensland's largest intakes of refugee students from war-torn countries, Moorooka's teachers not only help educate children, but act as a central support network for families adjusting to life in Australia.

"The things most children take for granted, these children have never experienced," explains English as a Second Language (ESL) teacher, Vicky Montgomery.

"Many have had limited schooling before and their families don't understand how our educational system works, so on top of their trauma, they have a huge adjustment to make within the school environment."

As the school's refugee numbers grew, Vicky was surprised to learn no other Queensland primary school had a holistic support program in place — so the ASPIRE Program was developed, and Vicky's expertise has since been recognised with one of the 2007 Minister's Awards for Education Futures.

Modelled on some of Milpera State High School's successful strategies, the ASPIRE program works like a special education unit, with students undertaking intensive lessons in English, mathematics and social skills, alongside regular classroom activities.

Vicky believes it is improving academic results and social behaviour and helping heal emotional scars.

Her award will fund a month-long visit in May to a leading Western Australian facility for refugee students, the Beaconsfield Intensive English Centre in Fremantle, to expand and share her skills.

"I get lots of calls from teachers who want to know what to do when they have refugee students, and I want to be able to share my experiences so we can all create quality learning environments for these very special students," she says.



Vicky Montgomery



Kristie de Brenni

## Careers taking off

Another Queensland teacher will also be jetting off later this year to one of the world's most exciting classrooms — NASA's Space Camp in Alabama, USA.

Kristie de Brenni will spend her winter holidays floating in a gravity lift room, trying experiments on how objects get into space and doing other "fun things" as part of winning the 2007 Boeing Education Excellence Scholarship.

While it is a place where you would expect to find elite scientists and mathematicians, Kristie heads Bremer State High School's business education unit. Yet aerospace is big business, especially in Queensland which is now regarded as a major aviation hub within the Asia Pacific region.

"Aviation-related industries are booming, with Brisbane Airport's workforce expected to grow to around 42 500 by 2023," says Kristie.

"It is an amazing field, and I have had to learn a lot about it, but it is fascinating to be helping students learn about such a fast-paced and evolving industry."

Bremer is one of 17 Aerospace Project

Gateway Schools helping engage young people in aviation-related fields, and Kristie's winning professional development package on the business of aerospace will help teachers across Queensland better understand the industry.

"On my trip, I will also spend a week in Seattle at Boeing's headquarters and I'm hoping to visit other facilities, so I will be able to share with my students and colleagues the latest information and industry trends," she says.

"We are working in a cutting-edge field and it is great to be a part of that." ►



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

## Top of the class (continued)

### Expanding horizons

David Summerhayes' students aren't in space, but it must sometimes feel like it.

From the Longreach School of Distance Education, the logistics of teaching children who live up to eight hours' drive away certainly comes with unique challenges — 45 minutes each day for a teleconference lesson, face-to-face visits only a few times a year, and mustering enough patience to teach a child to play chess on a board hundreds of kilometres away.

But David has managed all of it and more, including coaching his young charges to checkmate some of Queensland's top junior players, with his range of inspiring extra-curricular activities prompting the school's Parents and Citizens' Association to nominate him for his efforts.

"I didn't think anything of it until they called to tell me I was a winner," David says, after taking out one of the 2007 State and Territory Teaching Excellence Awards, run by

the National Excellence in Teaching Awards (NEITA) Foundation.

"I was already interested in subjects like art, drama and storytelling, so doing them not only appealed to me but helped me get to know more kids than just the ones I was teaching."

David says his range of creative activities engages children when they visit the school for an annual week-long camp.

"You get a lot of satisfaction from doing something that you love, and I find that my teaching really comes alive with new ideas," David says.

"These children are such a long way away that it is sometimes difficult to comprehend, but I have never actually been closer to the students and their parents than I am at this school," David says.

"At home, these mums and dads are the teaching face for their child, and it means we are able to work together to provide the best opportunities for the students."



David Summerhayes

**Go for it!**

Take a tip from our winning teachers — you've got to be in it to win it! Check out the following websites for a snapshot of the teaching awards and scholarships on offer.

### Queensland Awards

Minister's Awards for Education Futures

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Minister's Awards for Excellence in School Leadership

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Minister's Awards for Teacher Excellence

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Peter Doherty Excellence in Science and Science Education Awards

[www.education.qld.gov.au/curriculum/area/science/all-stars.html](http://www.education.qld.gov.au/curriculum/area/science/all-stars.html)

Regional Innovators Awards

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Smart Classrooms ICT Teacher Awards

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Online Course Developer Award

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

Microsoft Innovative Teacher Award

[www.education.qld.gov.au/staff/development/newprofessionalism/index.html](http://www.education.qld.gov.au/staff/development/newprofessionalism/index.html)

### National Awards

National Excellence in Teaching Awards (NEITA) Awards

[www.neita.com.au](http://www.neita.com.au)

Australian Government National Awards for Quality Schooling

[www.teachingaustralia.edu.au/ta/webdav/site/tasite/shared/awards/index.html](http://www.teachingaustralia.edu.au/ta/webdav/site/tasite/shared/awards/index.html)

BHP Billiton Science Teacher Awards

<http://scienceawards.bhpbilliton.com/>

### Scholarships

Bid O'Sullivan Teaching Scholarships

[www.education.qld.gov.au/staff/development/scholarships/rural/about.html](http://www.education.qld.gov.au/staff/development/scholarships/rural/about.html)

Pearl Duncan Teaching Scholarships

[www.education.qld.gov.au/staff/development/scholarships/indigenous/about.html](http://www.education.qld.gov.au/staff/development/scholarships/indigenous/about.html)

# Mentoring – give it a try!

**Cathy Rodier**, Field Experience Administration Officer in the Faculty of Education at Queensland University of Technology, asks ‘Would you make a good mentor teacher for preservice and beginning teachers?’

## Why be a mentor?

- Mentoring enables you to pass on your expertise for the benefit of others – which is satisfying in itself and which many might regard as a professional responsibility – ‘a way of giving back to the profession’;
- The process of mentoring is a learning experience for mentor teachers as well. It involves clarifying and articulating what you do, and how and why you do it. In itself this is often a powerful form of self-development through reflection;
- Mentoring is increasingly becoming an important process for continuing

professional development. Experience gained as a mentor teacher and recognition given for this aids personal and professional enhancement and may lead to promotion opportunities;

- For some teachers the experience can even lead to an interest in mentoring or possibly tutoring as an area of further study or as a future career speciality.

## How can you explore this further?

- Talk with your Principal or Deputy about mentoring options in your school. Ask for the opportunity. You may have a particular skill, a teaching approach

or subject expertise that you have developed that you could share with a preservice teacher. Universities always need experienced teachers to train new professionals and they respect and value your contribution;

- Ask to ‘shadow’ an experienced mentor teacher in your school to see what it’s like;
- Talk to a preservice teacher about what they are looking for in a mentor. Feel their enthusiasm for this wonderful profession.

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# A model for a professional learning community

**Dr Kay Kimber**, Director of the Centre for Professional Practice at Brisbane Girls Grammar School, tells us about the model of professional learning successfully used at her school.

All schools value the role of the ongoing professional learning of their academic staff in providing a quality education for their students. Traditionally, committed teachers undertake curriculum updates and post-graduate study to ensure their currency of knowledge and skills, frequently off-campus and in their own time. Brisbane Girls Grammar School has instituted its own model of professional learning, one that involves dedicated time and space for staff reflection, on-campus delivery and university partnerships.

Teaching Australia contends that any worthwhile professional learning should be aligned to the school's vision and supported by school leaders (Zammit et al., 2007). This held true for the genesis of the Centre for Professional Practice in 2005 from the School's Strategic Design. The School aims to promote the professional growth and contribution of its staff to teacher education, envisioning a Centre that would provide exemplary practicum experiences for pre-service teachers and promote mentorship as an avenue for staff professional development.

First steps entailed reviewing School practicum processes, initiating a partnership with Queensland University of Technology and constituting a *Learning Innovation Group* who undertook a course of seminars with credit options towards a postgraduate degree. A recent evaluation of the three groups (2005-2007) showed conclusively that the time provided by the School for reflection and debate in a collegial, cross-faculty atmosphere had been most successful. "I think this kind of forum is extremely important to revitalise professional practice and to gain updates in educational thinking," wrote one participant. Each group also generated its own distinctive initiative for improving the School's learning community.

Growth in the last three years has included the appointment of a Director, a dedicated space for pre-service teachers and a series of professional discussion forums (*Provocations, Passions* and *Pathways*) across the year. Griffith University, the School's newest collaborative partner, has challenged participants to engage with practical applications of new technologies. Both the *Passions* and *Pathways Series* showcase the specialist interests and expertise of staff members. Whether pre-service teacher, mentor, new-to-the-school or beginning teacher, all are drawn into the widening spiral of their professional journey.

This concept and model could be tailored to suit individual school cultures with positive leadership, creative licence and financial commitment. Given such support, teachers at all stages of their careers can add an extra vitality and drive to a learning community that can only be a positive influence on its students.

## REFERENCE

Zammit, K., Sinclair, C., Cole, B., Singh, M., Costley, Brown a'Court, L. & Rushton, K. (2007). *Teaching and leading for quality Australian schools: A review and synthesis of research-based knowledge*. Teaching Australia – Australian Institute for Teaching and School Leadership Ltd: ACT, Australia.



The logo for Smart Teachers features the word "smart." in a lowercase, sans-serif font where each letter is a different color (s: brown, m: blue, a: yellow, r: green, t: pink). Below it, the word "TEACHERS" is written in a grey, all-caps, sans-serif font.

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# All about me...

## Jane Elliott



**Years of teaching experience:** 14 full time (another six or so part-time)

**Current position:** Head of House, secondary teacher, Clayfield College

**I knew I wanted to be a teacher because...** I felt exhilarated and inspired in front of a class.

**Being a part of this profession means...** having the opportunity to achieve success according to Ralph Waldo Emerson's definition: "...to leave the world a bit better, whether by a healthy child, a garden patch or a redeemed social condition; to know even one life has breathed easier because you have lived. This is to have succeeded."

**I like teaching others about...** the power of language.

**My greatest achievement was...** yet to come, I hope.

**My biggest challenge was...** turning up for work each day during my first year of teaching (and my first year of motherhood).

**I felt that I had made a difference teaching when...** a student told me she had never realised that films and advertisements were so carefully and purposefully designed.

**I'll never forget the time when...** a Year 8 girl yelled (in the library) that I was a "red-legged, f\*\*\*ing sl\*\*\*" (I had a penchant for colourful pantyhose at the time) but months later hugged me and told me English had become her favourite subject.

**If there was one thing I could change...** I would wave my magic wand and be able to attend every P & F meeting, tuckshop and support function offered by my children's schools.

**My next step is...** to finish the Master of Learning Innovation I am due to complete this year.

**Students will remember me as the teacher who...** helped confirm that learning is fun.

## Sally Cheadle



**Years of teaching experience:** Currently in 5th year

**Current position:** Middle School teacher, Kimberley College

**I knew I wanted to be a teacher because...** actually I think the profession chose me, I liken it to a calling.

**Being a part of this profession means...** being able to work alongside such intelligent and creative individuals. I'm constantly inspired and motivated to do more by my teaching colleagues.

**I like teaching others about...** language, and how powerful it can be.

**My greatest achievement was...** learning to coach and manage a netball team. It gave me the opportunity to work with a wonderful bunch of enthusiastic and hardworking girls.

**My biggest challenge was...** moving to a new town, knowing nobody, and starting a new career all at once.

**I felt that I had made a difference teaching when...** I think that is yet to come. Perhaps ask me at the end of my career.

**I'll never forget the time when...** my year 9 science students nearly set a bench alight after a bungled experiment!

**If there was one thing I could change...** it would be enhancing the wider society's positive opinions of teachers and our profession.

**My next step is...** further study, either down the path of English as a Second Language (ESL) or delving into children's literature.

**Students will remember me as the teacher who...** liked to laugh.

"...to know even one life has breathed easier because you have lived. This is to have succeeded."

# Demand for supply teaching course

Supply teachers, interstate recruits and educators returning to the workforce will be among the teachers ready to learn new skills through an innovative online training course, run by the Department of Education, Training and the Arts.



Gary Holmes

The Department's online learning coordinator, Gary Holmes, said the eight-week program gives participants the chance to share experiences in a flexible, virtual classroom.

"The course is aimed at people who haven't really worked in the current environment but not graduates, as they already have relevant and recent training," Mr Holmes said.

"We teach things like the Department's new curriculum, behaviour management strategies, how to connect with the community and the best ways of communicating with regular teachers if they are doing supply work.

"There is a lot of scope for participants to share ideas and techniques, which is very useful, so they can build up a toolkit of information they can use in the classroom."

Mr Holmes, who balances professional development training with teaching Year 5 students at Frenchville State School in Rockhampton, said running the course online is packed with benefits.

"Teachers from anywhere in Queensland can participate, and they also have the chance to engage in a virtual environment which is generating more opportunities for both teachers and students to learn," he said.

Mr Holmes said around 50 people have graduated since the course began four years ago, with programs offered twice a year.

"There certainly seems to be greater demand for this sort of information early in the year and again later in the year, so this is when we offer the course," he said.

## FURTHER INFORMATION

*The See! Support! Supply! The Art of Supply Teaching* course begins on 21 April 2008 and costs \$176.

To book a place, visit:

[www.education.qld.gov.au/learningplace/onlinelearning/courses/catalogue.html](http://www.education.qld.gov.au/learningplace/onlinelearning/courses/catalogue.html). Participants must first sign up for free membership of The Learning Place.

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# Education research conference – teacher perspectives

QCT Board member **Di Aylward** represented the QCT at Australia's premier annual international education research conference in December last year. Di is a practising teacher nominated by the Minister to represent state schools on the QCT Board. Here she tells us about her experience of the conference.

I would like to thank the Queensland College of Teachers Board for the opportunity to attend the Australian Association for Research in Education (AARE) Conference at the University of Notre Dame in Fremantle, WA. It was a wonderful opportunity to be at the forefront of the latest research in education statewide, nationally and internationally. The conference reinforced in my mind the vital and essential role of **educational practitioners**, and the way that they guide and influence the lives of so many.

The conference theme was 'Research Impacts: Proving or Improving?'. The sessions that I mostly focused on were based around the following themes:

- Professional Development
- Pre-service teacher practicum
- Induction programs for pre-service and graduate teachers
- Impact of mentoring on the development of early career teachers

- Low socio-economic schools, students and their challenges

The keynote speakers from Australia and overseas provided insight into the place of theory in educational research, with emphasis on strengthening the link between education research and practice. Lessons under New Labour in the UK were reviewed, and recent initiatives in recovering science's meaning for life in educational research were explored.

I attended a symposium on teacher's work which aimed at better understanding how teachers' motivations and professional experiences affect retention and development. The title was 'Teaching Choices – Careers, Confidence, Growth and Engagement'. Those in the group were from an array of universities and it was enlightening to discuss issues arising in different states – one being the shortage of teachers in Western Australia, another, the incidence of those leaving the profession and potential

strategies to ebb the flow.

The conference dinner enabled one to network and discuss, in an informal setting, the educational endeavours and research occurring across the country.

Full papers from the conference can be found on AARE's website ([www.aare.edu.au](http://www.aare.edu.au)), where you can also listen to recordings of the keynote speeches.

I would encourage all teachers who are afforded the opportunity to attend such a conference, to grasp it with both hands. Teacher participation in education research conferences has two-way benefits – not only can practising teachers hear about the latest research, they can also contribute their own valuable, experience-based perspectives to the discussion sessions.

## FURTHER INFORMATION

The 2008 AARE conference will be held at QUT in Brisbane, 30 November – 4 December. Visit [www.aare.edu.au](http://www.aare.edu.au) for more information.

## Directory of professional associations

Professional teacher associations are about people contributing and sharing their experiences of teaching and learning and moving great ideas forward. The wealth of initiatives, support and friendship that grow out of these professional communities are the essence and strength of lifelong learning from each other.

Queensland has a wide variety of active professional teacher associations. Many of these are members of the Joint Council of Queensland Teacher Associations (JCQTA). To help you to find the right association to meet your needs,

the JCQTA has produced a directory of its member associations that can help you locate any of 30 curriculum-based professional associations. The directory contains contact details and membership information to assist you to find an association that best meets your professional development, resources and networking needs.

The directory is free to all teachers and will be distributed with the Queensland Teachers Union Journal in early 2008. If you don't receive one, or would like more information, please visit the JCQTA website at: <http://www.jcqta.qld.edu.au>.



# QSA takes a “P to 12 approach” to curriculum and assessment

The QSA is reshaping education in Queensland to build continuity between the early, middle and senior phases of schooling.

As part of this “Prep to Year 12 Approach” to education, the QSA will be supporting teachers and teaching practice through improved syllabuses in each phase of learning.

## The Preparatory Year — getting ready for formal schooling

Education in Queensland begins at the Prep Year. The Prep Year follows the *Early Years Curriculum Guidelines*, which are designed around six factors shown to influence students’ school-readiness and future success at school.

While the *Guidelines* were developed specifically for Prep, they provide a structure for learning from Prep to Year 3.

In this phase of learning the focus is on proficiency in early literacy and numeracy.

## Years 1 to 9 — adopting the Essential Learnings

As part of the “P to 12 approach” to education, the QSA is re-releasing the Years 1–9 Key Learning Area (KLA) syllabuses.

Central to this process is the recent introduction of Essential Learnings and Standards, which will be the core of the re-released syllabuses.

Essential Learnings describe what students should know, understand and be able to do by the end of Years 3, 5, 7 and 9.

The five early learning areas outlined in the *Early Years Curriculum Guidelines* are broadly related to the major concepts of the Essential Learnings, supporting the transition to learning in the KLAs and contributing to children’s progress in the Essential Learnings by the end of Year 3.

The Essential Learnings also provide an excellent platform from which the senior phase of learning can articulate and develop — by ensuring that students are taught fundamental disciplinary content and prerequisite knowledge and skills.

In December 2007 the Essential Learnings were released for schools to use. Initial feedback indicates that teachers have welcomed the clarity they provide about what to teach, as well as the achievement standards expected of students.

This new, clearer curriculum will be especially beneficial for the thousands of students and 25 per cent of teachers who change schools each year.

## Years 10 to 12 — more options for senior students

Queensland’s syllabuses for the senior phase of learning will be redeveloped as syllabuses for Years 10 to 12.

These syllabuses will support the multiple pathways available through schooling to work and further education, and respond to individual student interests, abilities and ambitions.

These syllabuses will continue the emphasis on excellence and equity through greater clarity about content, standards and assessment. The study options available to senior students will be aligned with the new Queensland Certificate of Education (QCE).

The role of schools is, therefore, to unlock the potential of the QCE to assist students to reach their potential. Building relationships with local employers and further education and training providers will be the key to this as much as well constructed Senior Education & Training Plans.

## 2008 FORUMS FOR PRINCIPALS AND EDUCATORS

The upcoming QSA forums for principals and educators offer all teachers the opportunity to learn more about how the P to 12 approach to curriculum is reshaping teaching, assessment and reporting in Queensland.

**Dates:** Wednesday 16 April – Thursday 19 June  
**Venue:** Check the QSA website for local venues

**Cost:** Free  
**To register visit** [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)



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# New registration process gets teachers' tick

It has been almost a year since the Queensland College of Teachers revised its process for teachers making the step from provisional to full registration. **Rebecca Perry** discovers how the changes are working.

**B**risbane teacher Sarah Gow has been clocking up her share of firsts — her first year of teaching, her first students, her first classroom. And as one of the first teachers to undergo a new process for moving from provisional to full registration, she was happy to test the waters.

"I was a bit nervous when it came time to sit down with my principal but it has actually been very easy," Ms Gow said.

The Year 6 Corinda State School teacher is one of more than 5,700 teachers who gained full registration in 2007, with the new process being phased in from last July.

Queensland College of Teachers Director John Ryan said there is now a set of detailed professional standards which teachers must satisfy to gain full registration while completing the equivalent of one year's teaching experience, undertaking professional learning and reflecting on their practice.

"Achieving full registration is a significant achievement and an important milestone in a teacher's career, and this process helps ensure teachers get the right experience, support, guidance and development," Mr Ryan said.

"This support and development should be an ongoing process from the beginning of provisional registration," he said.

Corinda's principal, Catherine Waldron, believes having standards that are more clearly specified simplifies the process.

"It has given me more guidelines so I know what the expectations are, rather than just assessing a teacher against my own expectations," Ms Waldron said.

"It means everyone else is meeting the same requirements, so teachers are on an even playing field.

"The evidence you need to make the transition already fitted in with our school's operations, such as doing classroom observations and providing mentoring opportunities."

Both teachers attended one of the workshops run by the QCT late last year to help teachers better understand the new process.

"When I started going through the kind of evidence I needed, I was able to follow the steps and record the work I was doing such as daily plans, observing other teachers and collaborating in groups," Ms Gow said.

"I found it helped to talk to the people you deal with on a regular basis, because they will probably be able to help you reflect on how your work fits into the standards."

Ms Waldron said her positive experience at the workshop was strengthened with the chance to provide input into the development of the online submission process: "The whole process has been very useful in building rapport among teachers and determining together what works well," she said.

"There is also the option of completing the process in stages, which certainly helps with any workload issues, and Sarah and I worked through the requirements during the year so there weren't any surprises."

## REFERENCE

A suite of support tools is available online at the QCT's website. For more information, visit [www.qct.edu.au/teacher-registration/prov\\_registd\\_tr3.aspx](http://www.qct.edu.au/teacher-registration/prov_registd_tr3.aspx).

Principals can log onto Employer Services on the website and then fill in the Provisional to Full Registration Recommendation Report form on-line.

## Calling all teachers

**T**hanks to your valuable feedback last year, the Queensland College of Teachers' newsletter has been revamped into a twice-yearly publication, QCT Connection, which aims to share information and update readers on the College's activities.

We know from your comments that you want to hear more about the great work of your colleagues, so we want to hear about this too.

Each edition will feature teacher profiles, and stories that showcase the range of outstanding achievements in classrooms across Queensland. Teachers and professional organisations can submit articles up to 300 words long on professional practices, upcoming events, initiatives and issues.

If you have a story or an idea you would like to submit, or know of a teacher who should be featured, please send an email to [qctconnect@qct.edu.au](mailto:qctconnect@qct.edu.au).

### TELL US YOUR STORY

Queensland teachers are doing great work and have wonderful, personal stories to tell about their careers. In each edition of **QCT Connection**, we want to feature the profiles of two Queensland educators, so if you would like to share your story or know someone we should showcase, please send us an email at [qctconnect@qct.edu.au](mailto:qctconnect@qct.edu.au).



# Get on board!

Have your say on Queensland education by nominating to join the Queensland College of Teachers Board. Three places are available on the Board for elected practising teachers – two from the state school sector and one from the non-state school sector. The Board has a total of 17 members and is chaired by Professor John Dewar, Deputy Vice Chancellor (Academic) of Griffith University.

Current member Dr Roger Hunter, who is nominated by the independent schools sector, said the Board's inclusive membership gives every group with an interest in education the chance to make a difference.

"It is a tremendous honour to be involved because we have a significant responsibility to the profession," says Dr Hunter.

"We all bring different experiences to the table and it means that our discussions, decisions and plans help avoid any unwelcome surprises, as well as strengthen the community's high regard for our education system.

"The Board offers a great forum for discussing issues and coming to the best decisions that we can."

Board members' responsibilities include helping develop policies and procedures through meetings, participating on commit-

tees and working parties, providing strategic management to support the College's functions, and being an advocate for the profession.

Participants are appointed for a three-year term by the Governor in Council, on the recommendation of the Minister for Education, Training and the Arts. The Board meets monthly at the Queensland College of Teachers in Toowong, Brisbane.

Nominations close on Thursday 24 April. For more information on how to nominate, contact the QCT office.

## Digesting research for teachers

As part from *QCT Connection*, the QCT also provides another periodical publication for teachers – the QCT *Research Digest*.

The aim of the *Research Digest* is to summarise key research findings on current topical issues in schooling, and draw out their implications for teachers. The *Research Digest* focuses on research findings relevant to teachers working in Queensland schools and their on-going professional development.

Each edition of the Digest:

- provides a state-of-the-art review of the key messages from research and what they mean for teachers and teaching;
- provides a stand-alone synthesis rather than a summary of individual studies; and

- includes a brief guide as to how teachers can access key references for more detailed reading and reflection.

The first edition appeared in term 3 last year, and the Digest will be produced once a term. Each edition focuses on a specific topic of interest to practising teachers. The first issue looked at Writing to Learn. The second issue, on Behaviour Management, is now available on the QCT website at the following link:

[www.qct.edu.au/pdf/QCTResearchDigest02.pdf](http://www.qct.edu.au/pdf/QCTResearchDigest02.pdf)



## QCT teacher research grants

As part of its program of activities to promote teaching as a profession, the Queensland College of Teachers in 2008 will award a small number of research grants to practising teachers to support their attendance and presentation of their research at key Australian education conferences. Further information about the **QCT Teacher Research Grants 2008** will shortly be available on our website ([www.qct.edu.au](http://www.qct.edu.au)).