

QCTO CONNECTION

QUEENSLAND
COLLEGE OF TEACHERS

KEEPING QUEENSLAND TEACHERS CONNECTED

www.qct.edu.au

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WANTED— EXCELLENT TEACHERS

See page 16

COVER ILLUSTRATION

Our cover this issue features an illustration concept depicting a teaching figure with arms stretched and providing a nurturing environment for students. The concept forms part of the theme for the inaugural QCT excellence in teaching awards featuring two categories—excellence in teaching and excellence in beginning to teach. Read more about the awards on the back cover (page 16).



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Welcome to Issue 3

In this issue of *QCT Connection*, the first for 2009, our lead article is on the professional development requirements that will be associated with renewal of full registration from 2010. The upcoming changes are explained and some questions commonly asked by teachers are answered. We encourage all Queensland-registered teachers to read this to see how the changes will affect them.

This issue of the newsletter also features contributions from teachers about their experiences in non-traditional schools, information about resources and opportunities for teachers provided by the Queensland Museum, a thought-provoking article about teachers' duty of care, short profiles of two Queensland teachers and updates on QCT activities.

This newsletter is posted to all registered teachers and is available for downloading from our website www.qct.edu.au.

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.

We also welcome nominations of teachers to profile in future issues and responses to other articles in the publication.

QCT Connection is published twice a year. The next issue will appear in September 2009. Please send any contributions for the next issue to The Editor, *QCT Connection* (by post: PO Box 389, Toowong, Qld 4066 or by email: qctconnect@qct.edu.au) by 31 July 2009.

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.

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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This edition of *QCT Connection* has been printed on environmentally accredited presses, using soya based ink on paper made from pulp sourced from fully sustainable forests.

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Code of Ethics up and running

Queensland teachers have thrown their support behind a new code of ethics developed by the Queensland College of Teachers.

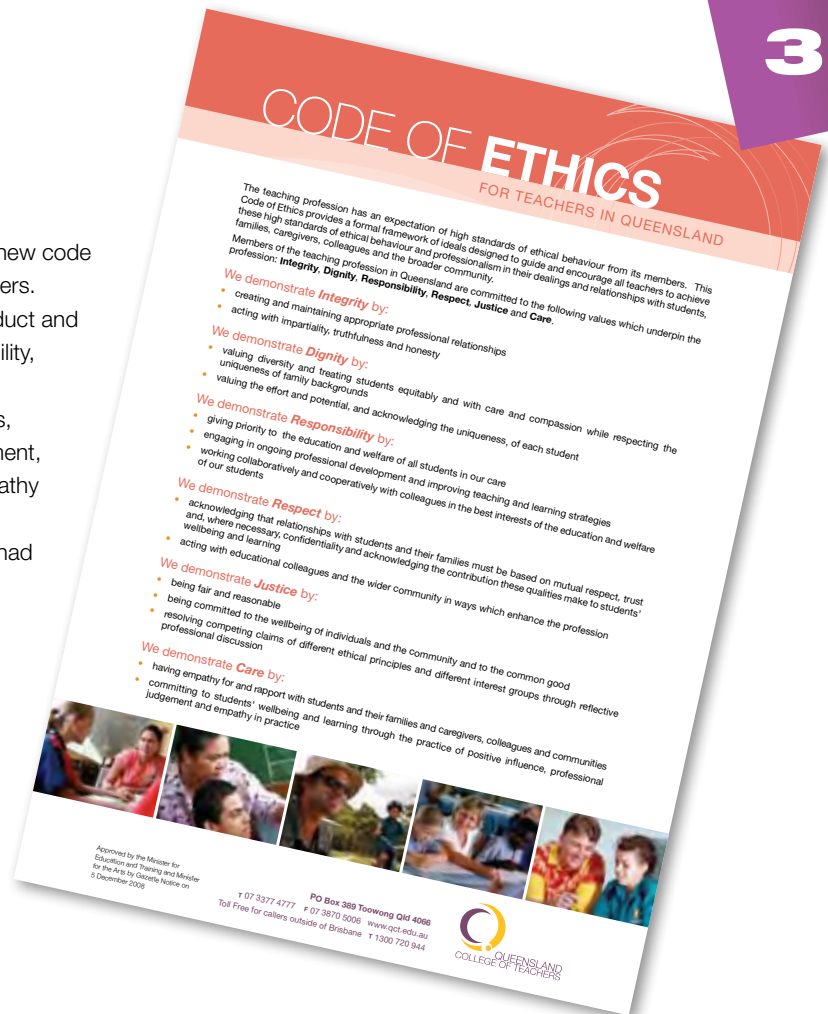
The Code features guidance for teachers' professional conduct and practice across six central themes—integrity, dignity, responsibility, respect, justice and care.

Consultation with education stakeholders including teachers, employers, unions and parent groups helped shape the document, which aims to reaffirm practices of appropriate behaviour, empathy and support already in place in schools and workplaces.

The new Code updates a previous set of guidelines, which had been developed by the former Board of Teacher Registration. It was approved last year by the then Minister for Education, Training and the Arts, Rod Welford, and the Board of the Queensland College of Teachers.

The QCT is sending a poster of the Code to all Queensland schools.

For more information, visit www.qct.edu.au/conduct/codeofethics.html.





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Harvard Graduate School of Education (*via video link*)

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Maxine McKew

Parliamentary Secretary for Early Childhood Education & Child Care

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Where: Brisbane Convention & Exhibition Centre

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Queensland Government



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Extended provisional registration running out?

The initial period of provisional registration is two years, with one possible extension of two years. If you do not complete the process of moving from provisional to full registration by this time, you will need to reapply for registration. Some teachers will reach the end of this extended period from the end of this year.

Please check the end-date for your provisional registration and, where possible, take steps to complete progression to full registration. Please contact the QCT on 3377 4777 if you have further questions.

Registration renewal— changes on the horizon

In a complex, multicultural and technological world, professional development is a crucial reality for every teacher.

To acknowledge the importance of currency of knowledge, skills and suitability, there are new provisions under the *Education (Queensland College of Teachers) Act 2005*—meaning all fully-registered teachers will need to formally renew their registration every five years.

In addition to ongoing suitability to teach and payment of the annual fee, fully-registered teachers who meet *recency of practice* must also meet the Continuing Professional Development (CPD) requirements of the CPD Framework.

The CPD Framework has been endorsed by the Board of the Queensland College of Teachers, following extensive consultation with teachers and other stakeholders across the state during 2008. Feedback during forums featured widespread support for teachers' engagement in professional development activities, and comments helped shape the final framework.

So, what does it mean—and how will the changes affect you?

DEFINITIONS

A teacher: delivers an educational program, assesses student participation in an educational program, or administers an educational program, in a school.

Recency of practice: teaching in a Queensland state or non-state school for one year (200 days or 1000 hours) within the five year period of registration.

Returning to Teaching in Schools condition: teachers whose registration is renewed with this condition will need to complete a *Returning to Teaching in Schools* professional development program in the 12 months prior to or within 12 months of returning to teaching in a school.

More information is available at www.qct.edu.au/Renewal/ReturningToTeach.html

When does it start?

The CPD Framework will be introduced in 2010. All fully-registered teachers who meet *recency of practice* will need to meet all requirements, including maintaining records of their professional development. During 2009, there will be a range of communications with teachers to provide information about the framework.

What if I do not meet *recency of practice*?

- Fully-registered teachers who do not meet *recency of practice* will still have their full registration renewed.
- Registration will be renewed subject to a *Returning to Teaching in Schools* condition.
- These teachers are not required to meet the requirements of the CPD Framework.

What does *CPD required* mean?

Teachers engage in a range of professional development activities to develop their skills and practice. The *CPD required*, under the CPD Framework, means teachers will undertake CPD that shows:

- a balance across the identified areas of employer directed and supported, school supported and individually identified; and
- a range of types of CPD activities; and
- completion of at least the minimum amount required.

How much CPD do I need to do?

Full-time teachers must undertake at least 30 hours of CPD per year. Teachers who do not work full-time may complete less than 30 hours, according to the pro-rata schedule in ►



'I am delighted that this is occurring—CPD is vital for all teachers'

(Teacher—online survey)

the framework. The amount may include professional development undertaken on student-free days, as well as other opportunities.

'I agree with the pro-rata chart. It is a fair system.'

(Secondary Teacher—Ipswich)

'When I look down the list of activities, the 30 hours is achievable. I like the fact that my Masters studies may contribute as well.'

(Early Career Teacher—Mackay)

What might I include?

CPD activities will be different for every teacher. An indicative list of CPD activities is included in the CPD Framework. CPD activities must be differentiated from activities that are normal expectations of a teacher's role or participation in extra curricula activities.

'I like the flexibility in the framework.'

(Primary Teacher—online survey)

What is evidence of CPD?

CPD should be verified at the time the activity is undertaken. Evidence will vary and should reference the professional standards addressed. Some examples include:

- For courses and workshops—certificate provided by the organisation or provider
- School-based—certificate from the presenter
- Formal studies—academic transcript.

Teachers must retain their CPD records and evidence for 12 months following the renewal of their registration, and make these available on request for Queensland College of Teachers auditing purposes.

What are the requirements for supply teachers?

The requirements apply to all fully-registered teachers. However, for supply teachers, the minimum amount of CPD is determined by the number of teaching days/hours within the given year. A pro-rata schedule is available in the framework. More information is on the QCT's website.

What will I need to do?

Teachers need to:

- Plan and undertake the CPD required, in accordance with the Professional Standards and their role;
- Record the CPD undertaken according to the CPD Framework; and
- Have evidence of the CPD undertaken (and hours worked, if appropriate).

'It's good that it is not a one-size fits all model'

(Principal—Sunshine Coast Forum)

'I think that this is an excellent initiative and well overdue'

(Primary Teacher—online survey)



Teachers participating in consultation workshops in St George (top) and Brisbane.

FOR MORE INFORMATION AND REGULAR UPDATES

Visit www.qct.edu.au/Renewal/CPDFramework.html to read the full framework, download the teacher fact sheet (recently sent to every fully registered teacher) and read frequently asked questions.

An optional online recording tool, developed by the QCT, will soon be available on the website.

Lessons in law

Schools are being sued by families for 'failing' their students, so could it happen in Queensland? DR KIM TEH, a registered teacher and lecturer in law at the University of Southern Queensland, assesses the risks.



Dr Kim Teh

Schools owe students a duty of care, which generally means responsibility for pupils' physical well-being at school and being liable for negligence.

But should that same duty of care extend to students' educational needs? If they fail, can schools or teachers be sued for educational negligence?

While Australia has never seen a successful case in this area, there is a growing trend of legal proceedings against schools in the United Kingdom, with teachers being blamed for low scores in literacy, numeracy or even failing an examination.

Since the 1970s, courts in the United States of America have disregarded a duty of care owed by educators to students for educational outcomes, with public policy preventing courts from allowing such claims.

But in the UK, the first significant decision involving educational negligence was reached by the House of Lords in 1995. *X (Minors) v Bedfordshire County Council* consolidated five appeals, with allegations of statutory duty being breached.

Although the House of Lords said damages were not available under legislation, there is scope for argument concerning the liability of education authorities.

As Lord Browne-Wilkinson stated, "...A school which accepts a pupil assumes responsibility not only for his physical well-being but also for his educational needs," asserting that not dealing with an under-performing student would: "...Fly in the face, not only of society's expectations of what a school will provide, but also of the fine traditions of the teaching profession itself."

The extent of looking after students' educational needs was covered in the landmark House of Lords decision of *Phelps v London Borough of Hillingdon* in 2000, where it was alleged that educational psychologists used by a school did not properly diagnose students' learning disabilities.

Unlike the USA, the House of Lords decided policy reasons should not prevent valid claims from succeeding—holding educators and England's Local Education Authorities (LEA) accountable for a duty of care towards the educational needs of pupils.

However, the court pointed out the floodgates couldn't open to claims based merely on poor quality of teaching, though judges may be sympathetic to cases where claimants identify specific errors caused by incompetence.

In Australia, there have been no reported decisions on educational negligence, but cases have been filed in Victoria during the past 3 years.

One mother alleged that her 12-year-old son, unable to read properly after finishing primary school, was not taught properly by the school—claiming the school had failed to address her son's literacy problem despite promising to do so.

In another case, a father argued his Grade

12 twin boys did not achieve high academic results expected from their elite private school.

He sued the school, seeking repayment of up to \$400 000 in tuition paid from kindergarten to Year 12, claiming his sons' appalling results rendered fees "excessive and unnecessary".

It is worth noting that it is not easy for actions involving educational negligence to succeed, as it is difficult to establish the causal link between the breach of duty of care, and consequential loss to the child.

Nevertheless, the possibility of education negligence actions should encourage high professional standards among educators, one which Queensland already prides itself on. In fact, as Australian Catholic University lecturer Andrew Hopkins believes, "...It could lead to greater professionalism among teachers...and justify on educational grounds what they are doing in the classroom. Better, not worse, teaching might result."



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Teachers give tick to uni programs

When many people think about studying education at university, it is usually about making the grade to get through the program—though few may know that the Queensland College of Teachers (QCT) has a say in what they study.

The QCT, working with a host of other stakeholders, helps ensure Queensland's 10 higher education institutions provide pre-service programs that effectively prepare future teachers for the profession.

It came as a surprise to 22-year teaching veteran Leann Nichol, the senior schooling head of department at Brisbane's MacGregor State High School.

As a practising teacher, she sits on a panel that approves teaching programs at the University of Queensland (UQ).

"I was intrigued about the role the QCT played in shaping the future of our next generation of teachers," Ms Nichol said.

"The breadth of stakeholders involved is extraordinary and before this, I had never been able to scratch the surface of what is involved in getting a program off the ground."

Behind the scenes, Queensland's universities submit new programs at least six months before they are proposed to start, which panels approve in line with the Program Approval Guidelines developed by the QCT in 2007.

The panels are appointed for three years and include stakeholders from the QCT's Professional Standards Committee, two teacher educators, and representatives of employers and teachers.

They also monitor courses that are already running, and talk to a range of stakeholders including current students, graduates and school principals. For those involved, it is a crucial process that strengthens the quality of the profession.

"I recently spoke with graduates about their program, and the feedback was very informative," Ms Nichol said.

"Preservice teachers are our next colleagues, so it is wonderful to be able to help them before they reach the classroom."

By Rebecca Perry



FURTHER INFORMATION

For more information on pre-service education programs, visit www.qct.edu.au/education/program.html

ABOVE: Leann Nichol, head of department at MacGregor State High School and member of University of Queensland panel that approves teaching programs



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All about me...

Claire Howden



Years of teaching experience: 7

Current position: Year 6 teacher, St Aidan's Anglican Girls School, Corinda.

I knew I wanted to be a teacher because... I loved going to school with my mum and dad, who are also teachers, when I was sick as a little girl. The friends they

made, the fun they had, and the genuine admiration in the eyes of their students made the profession irresistible.

Being a part of this profession means... having the opportunity to guide and support my students through their perceived tough times, while also being able to celebrate with them during the good times.

I like teaching others about... mathematics and explaining strategies, science and skills to improve one's self such as goal setting, positive friendships, motivation and spirituality.

My greatest achievement was... the decision to change from engineering to teaching. Initially, there was a lot of resistance from friends and family, but this is definitely where I am meant to be.

My biggest challenge was... to realise that what I want, and what my students' parents want, are the same thing—but they often feel helpless and rely on me to find a solution for them.

I felt that I had made a difference teaching when... a few years ago, when a beautiful student had the confidence to come away on the Year 7 trip to Canberra and ride a tandem bike with me around Lake Burley Griffin. It may not be a huge achievement for some, but with Cerebral Palsy and balance issues, it was a huge effort for her.

I'll never forget the time when... a group of very generous girls I have taught over the last couple of years volunteered to be part of a choir, and sang at my wedding in September. Signing the register with my husband, to the sound of their beautiful voices, was one of the most special moments in my life.

If there was one thing I could change... it would be the amount of pressure that parents and students put on themselves. School shouldn't only be about tests, grades and report cards but about learning experiences, fun and friendships.

My next step is... to complete my Masters in Leadership Education and hopefully move into a position of responsibility that allows me to establish relationships with the students, while guiding the curriculum.

Students will remember me as the teacher who... was firm but fair, helping them gain confidence in who they are as a person and a learner—while having fun along the way!

Bruce Paris



Years of teaching experience: Currently in 22nd year.

Current position: Head of Department (English), Trinity Bay State High.

I knew I wanted to be a teacher because... as a writer, I saw opportunities to share my love of books with young people (and teaching

opened up that opportunity for me).

Being a part of this profession means... I can be a part of the solution, not the problem. Teaching allows me to help young people grow to realise the importance of literature and to develop a philosophical understanding of themselves and the world around them.

I like teaching others about... the power of literature—whether it is a novel, a poem, a play or a film. Literature has the power to transform us; to make us more literate and to challenge our perceptions.

My greatest achievement was... Having the ongoing opportunity to write professionally. Working with international publishers has helped me to fine tune my own writing, and that experience helps me teach my English classes with more clarity and self-assurance. It also means that our English programme at Trinity Bay High is filled with “real world” tasks that teach students what it is *really* like “out there”.

My biggest challenge was... organising the inaugural 2007 Writers' Festival. It was very difficult getting all the “parts” to come together (the least of which was flying world-renowned fantasy author, Ed Greenwood, all the way from Canada!).

I felt that I had made a difference teaching when... students I taught English or Journalism to go on to be journalists and/or writers themselves. It's nice when a student comes up to you and says, “Hey, I'm doing what I'm doing now because you helped me love literature as much as you do.”

I'll never forget the time when... I met the Prime Minister of Australia (then, John Howard). I felt really proud to be a teacher at Trinity Bay High on that day.

If there was one thing I could change... it would be to reverse the huge numbers of students simply not *reading* (i.e. novels) on a daily basis. These young people just don't realise how much of a disadvantage they are at by not reading.

My next step is... meeting the challenges of a changing English curriculum—particularly as we face a move towards National Standards.

Students will remember me as the teacher who... made them think passionately about books, poetry and films.

The Queensland Museum as an educational resource

The Queensland Museum (QM) has a range of resources available to schools, libraries and community centres. Many teachers may already be aware of QM's Public Programs Unit, which facilitates school visits and teacher information sessions, and organises school holiday programmes. QM Loans (including regional depots across the state), additional online resources, and QM's Strategic Learning Unit complement these activities in a variety of ways.



The Department of Education, Training and the Arts (DETA) recently contracted three Senior Project Officers (SPOs) to be based within QM's Strategic Learning Unit to serve as ongoing consultants, providing educational support to the Museum campuses across the state and enhancing the Museum wherever possible with their knowledge of educational policy and directives. This partnership also facilitates the SPOs to act as conduits for the dissemination of various Museum resources and information, and to implement Museum directives—including the delivery of professional development sessions—within educational environments. The SPOs also drive the creation of kit-based (at QM Loans) and web-based resources to complement the practical merging of QM and DETA operations. Although similar positions have existed in the past, with seconded teachers filling these roles, the current SPO positions were realigned with DETA's and QM's desire for higher input at a research and advisory level, with a view to ensure more in-depth project development for the long term, benefiting both educational and museum communities.

QM Loans serves as a library, with a variety of specimens, artefacts and thematic based kits available for schools, libraries and community groups to borrow via an online catalogue (www.qm.qld.gov.au/education/loans/). Using genuine articles of historical and scientific value to represent localised Queensland stories (including Indigenous, migration and multicultural perspectives, and issues related to biodiversity), the service encourages lifelong learning through facilitating object-based, constructivist pedagogical practice. Indeed, this resource not only aids

in the construction of classroom activities that reflect the importance of Gardner's theory of Multiple Intelligences, but it also invites students to think about the ways that they can explore their own identities and their society (within a particular place and time) through material culture—those objects that surround them in their everyday lives.

A particular emphasis within QM's and DETA's partnership is to embed Indigenous perspectives into both kit development, and website and exhibition enhancement. This is achieved not only through implementing outcomes of research and project work, but also through advice obtained from the Queensland Museum Aboriginal and Torres Strait Islander Consultative Committee (QMATSICC) and with QM's Manager of Aboriginal and Torres Strait Islander Community Relations, Ms Leonie Coghill. With connections to various community groups and through links to the Multicultural Sector, the establishment of project-specific reference groups also aids in this ongoing process. The Museum also incorporates Pacific Islander and Australian South Sea Islander perspectives within its programs, projects and exhibits. Indeed, QM and DETA share a commitment to expose students and the wider community to a range of different cultural perspectives, ensuring not only the continuation of respect and recognition of these communities, but also the provision of opportunities to these cultural groups to share their knowledge and stories with others.

By Kirsten McGavin,
Senior Project Officer, Queensland Museum

FURTHER INFORMATION

For more information or to discuss professional development opportunities, please contact Dr Kirsten McGavin (Indigenous and Pacific Islands Studies: kirsten.mcgavin@qm.qld.gov.au) or her colleagues Ms Adrie Bauer (Biodiversity: adriana.bauer@qm.qld.gov.au) and Ms Donna Dyson (Cultures and History: donna.dyson@qm.qld.gov.au). To organise or enquire about school group visits and/or teacher information sessions, please contact Ms Tahlei O'Dea (Public Programs: tahlei.o'dea@qm.qld.gov.au).

BIOGRAPHY

Kirsten McGavin is of Tungal (Papua New Guinea) and Pakeha (Aotearoa New Zealand) descent and is a first generation Australian. Kirsten has a PhD in anthropology and currently works in the Strategic Learning Unit in the area of Indigenous and Pacific Islands Studies at the Queensland Museum. She is also a secondary trained teacher and has taught in Papua New Guinea and Australia.

Foreign correspondent

Special education teacher Lisa Hurrell has spent the past three years living, working voluntarily and studying in Malaysia with her husband and three young daughters. Back home in Brisbane's bayside, she reflects on the differences between our education systems.

It is said that travel broadens the mind, and I agree with my mother when she says I have been lucky to have experienced another culture.

Many Malaysian people are remarkable in their ability to speak several languages. It is not uncommon for a house maid to be tri-lingual. They speak their native language, Bahasa Melayu, because the government regulates that it is taught to locals in all educational facilities, along with the commercial language which, thankfully for me, was English.

When my youngest daughter Alexandra started at the local Montessori school, at the age of three, I noticed that her classmates were coping with worksheets that Queensland teachers would give to a six-year-old. She appeared delayed compared to the other children and initially, I was skeptical of the work they were doing.

Yet the students all seemed happy, their work was extraordinarily neat and I understood that these children, well on their way to being tri-lingual too, had been exposed to more complex language demands than my daughter.

Having taught primary and high school students in New South Wales, Western Australia and Queensland, it was remarkable to see the curriculum for children in Kuala Lumpur—it suited their level of development, and changed my attitude towards children with English as a Second Language (ESL).

It seems that when children experience more complex languages at a young age, their future cognitive development is enhanced.

Living among different cultures made me appreciate that the



ABOVE: Lisa Hurrell with students in the classroom.

RIGHT: Petronas Twin Towers, a landmark in Kuala Lumpur.

BELOW: Traditional farmhouse in Kampung Baru, Kuala Lumpur.



curriculum design is suited to the country, and the people it educates.

It also inspired me to undertake further study while in Malaysia, and I hope to someday investigate how multi-sensory activities in early childhood can enhance cognitive development.

My older daughters attended an international British school, where literacy and numeracy skills are introduced as early as four years of age. They were frequently monitored and assessed, and it offered a fascinating insight into my own upbringing from British parents.

From a teaching perspective, working at several early childhood centres in Kuala Lumpur was a remarkable experience—and I will never forget my first day at a little local school, in a converted house nestled in the shadow of jungle-covered mountains.

Though I couldn't speak their language, I had spent the morning enjoying floor activities and craft. When it was time to go home, a bright four-year-old Muslim boy, Tim, walked up to say goodbye with his amah (nanny). He bent forward, smiled warmly and kissed my hand. In all my 20-plus years of teaching, I had never before received a higher payment.

In Malaysia, formal schooling doesn't start until seven, so while many children attend local childcare centres, few are staffed with qualified teachers—affording a wonderful opportunity for international teachers to broaden their educational horizons.

Travel teaches us to embrace the world, learn from it and enjoy it. If you ever get the chance, spread your wings and teach in a foreign country. It will change you as a person and develop you as a teacher.

Finding my niche

BELINDA CUNNINGHAM swapped work in a traditional classroom to become a program manager of Essential Learnings and business educator at the Australian Technical College—North Brisbane at Scarborough, North Brisbane. Here, she talks about working at an independent co-educational college and RTO (registered training organisation).

An education revolution is going on in the vocational education and training arena, and I am privileged to be part of it. Never before have I enjoyed educating young men and women more. Finally, I have found where I am meant to be as a teacher.

After around nine years teaching in traditional schools, I was ready to give up the teaching profession—disillusioned and unfulfilled as a teacher, but loathe to give up after all the energy and passion I had put into the industry, in both study time and the time spent teaching. Then I heard about a new type of education facility that the government was starting: Australian Technical Colleges. Students not only complete Year 11 and 12 but at the same time, they undertake an Australian school-based apprenticeship.

I understand that many schools say they also do this but from my experience, there is a great difference that needs to be seen and experienced to be believed. All the students are doing an Australian school-based apprenticeship in a trade that has been deemed to have a skills shortage Australia-wide. The students also all do English, mathematics, business, information technology and workplace practices to give them essential skills to someday run their own business, or advance to management positions within their chosen trade.

After an initial period of learning the basics, the students then rotate on a four-week basis between the college and their employer, allowing them to put their new skills into practice. The students are treated as young adults and given respect and responsibility. The emphasis is always focused on the workplace, which is a handy teaching strategy that students respond to as they experience the workplace first-hand.

I am now able to truly integrate meaningful content across curriculum. For example, my business class is able to produce PowerPoint presentations that will



Belinda Cunningham

be used to promote the cubby houses they have just created in their trade area and want to sell to local community groups. In maths, we even do real tax returns and deduct real expenses because students are earning an income from their Australian school-based apprenticeship.

There are no hidden departmental boundaries to be crossed, all teachers and trainers work together as a whole to design the curriculum and I have the support and freedom to design curriculum as I see works best while keeping within the guidelines.

As an educator, the changes I have seen in students have been invigorating—they have evolved from defiant, selfish and often angry adolescents who were switched off from learning into cooperative, engaged young people who are winning awards and have pride in themselves.

I, too, have grown from finding my niche. I now call myself an educator, and know that having a teaching qualification is not always the most important qualification.

I can't wait to get to work in the morning and I drag myself away in the afternoon. I have found purpose in what I do and know that I make a difference to students' lives.

Here, students stand tall as a 'tradie' as the yard echoes with talk about their skills and how much they get paid.

The Independent Learning Centre: changing the face, space and pace of the school library



Patricia Carmichael

The QCT affirmed the work of Patricia Carmichael of Concordia Lutheran College, by awarding a Teacher Research Grant to attend and present a paper and share her research at the School Library Association of Queensland Conference in Brisbane, 21-23 September 2008. The theme of the conference was *Take flight: motivate, innovate and celebrate*.

The paper, *The Independent Learning Centre: Changing the Face, Space and Pace of the School Library*, was well received as a minor keynote speech as was the subsequent workshop. This paper assessed the role of collaboration in a school community through the development of the Independent Learning Centre (ILC) and the impact this new centre has had on changing the way the school library is used and viewed. This new learning space has affected the teaching and learning of independent and information literacy skills across the curriculum.

The research focused on the role of personal interest in the teaching and learning process and how this can affect academic achievement across the curriculum. Not only did students feel they enjoyed the learning experience in the ILC, but they believed they had gained confidence in their research abilities and also improvement in their information literacy skills in the wider context of the curriculum. Teachers involved in the ILC supported these perceptions through observations of students working in both the ILC and in their subject areas through subsequent research assignments and general usage of the library.

The development of the ILC has also increased the number of classes and students who use library resources on a day to day basis and has expanded the pedagogical boundaries of the library.

Future directions include development of an online program through the Learning Activity Management Systems (LAMS) platform that will allow the teaching and learning of independent learning skills through the Internet. An international trial commenced in October 2008 with Patrick County High School in the United States with further trials proposed in 2009 involving Lutheran Education Queensland (LEQ) schools. LEQ has supported this project since 2005.

BIOGRAPHICAL NOTES

Patricia became a teacher librarian in 1980. She has taught a variety of subjects as a classroom teacher in both secondary and primary schools in Australia. Patricia is currently a PhD student at Charles Sturt University. She was the Qld nominee for the Australian Teacher Librarian of the Year Award 2006 and accepted an Excellence in Education Award 2006 from the Australian College of Educators (ACE) for the Independent Learning Centre Project on behalf of Concordia Lutheran College. She was also honoured to receive the Commendation Award for the 2008 Brian Bahnisch Award on behalf of Concordia Lutheran College. Patricia has presented papers at national and international level and workshops for secondary and primary teachers. Patricia can be contacted at pac@concordia.qld.edu.au

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SDTAQ celebrates 70 years

2009 marks the 70th anniversary of the Speech & Drama Teachers' Association of Queensland's service to education.

In March, the Association held a dynamic eight day conference with internationally acclaimed UK voice specialist, director and author Barbara Houseman.

This was a joint project with NIDA and AMEB Queensland.

Houseman, a former long-time member of the highly respected Voice Department of the Royal Shakespeare Company, works with the industry's leading stage and film actors. For the past three years she has been the private vocal coach for 'Harry Potter' star Daniel Radcliffe, working closely with him for his role in the recent West End and Broadway productions of Peter Scaffer's 'Equus'.

Houseman is a former President of the British Voice Association and lives in London and Toulouse, France.

"It was tremendous to have an artist of Houseman's calibre here in Brisbane. This was a rare opportunity for local teachers to work closely with such an outstanding theatre practitioner," said SDTAQ Inc. President David Cockburn.

Formed in May 1939 as "The Art of Speech Association", the renamed SDTAQ Inc. continues the original intention of its founding group and aims to foster excellence in Speech, Drama, Voice, Communication and Effective Speaking through the professional development of teachers and students.

The Association provides a wide range of professional services to its members throughout Queensland and Australia.

These services include workshops and seminars (for teachers and students), a journal (*The Quarterly Voice*), a referral service, access to public liability insurance (at a competitive rate), sponsorship of three scholarships, and opportunities to work with specialist professionals in areas of drama, theatre, communication and performance.

In addition, the Association sponsors the Barbara Sisley Recital (to recognize the achievement of outstanding candidates throughout the state in AMEB and Trinity-Guildhall Drama and Communication examinations) and the Roermann-Wragge Competition (to nurture advanced skills in effective communication). These are annual events.

Over the years, many notable and inspirational teachers responsible for shaping the nature of Drama teaching in Queensland

have been connected with the Association. These include Miss Barbara Sisley, Miss Rhoda Felgate, Mrs Daphne Roermann, Mrs Eunice Cornish, Mrs Eve Hanson, Mrs Joan Ross, Mrs Margaret Charles, Miss Blanche Lather and Miss Molly Woodward.

Currently, the Association's Life Members include Miss Marcia McCallum, Miss Therese D'Arcy OAM, Miss Beverley Langford, Miss Fay Muir, Mrs June Finney, Dr Jillian Clare, Mrs Beres Turner OAM, Mrs Patsy McCarthy and Mrs Auriol Luck.

A DVD of the Life Members' memories of the Association is due for release mid-year.

The SDTAQ Inc.'s Patron is the distinguished Australian poet, Dr Bruce Dawe AO.

The initial purposes of The Art of Speech Association were 'to promote and encourage the cultivation of spoken English' and 'to unite in closer relationship all those who are actively engaged professionally in teaching the Art of Speech, and all those interested in and working for the advancement of spoken English'. Today's SDTAQ Inc. teachers passionately continue this great tradition.

By David Cockburn, SDTAQ President

FURTHER INFORMATION

For further information about the Association please visit their website: www.sdtaq.org.au



Students to earn QCE credits for Dukes

Students participating in The Duke of Edinburgh's Award are now able to earn credits towards their Queensland Certificate of Education (QCE).

Under the new qualification system, Gold Award recipients can now bank two credits toward their QCE, while both Bronze and Silver awardees can earn one credit. Credits apply for Awards achieved since 20 June 2007.

Dukes is a highly respected youth development program available to young people aged between 14 and 25, who are helped by a network of community mentors and volunteers. The Award

helps young people strive to develop life skills such as leadership, teamwork and decision making and is adaptable to suit your existing support work with young people.

If you would like to know how you can help support your students to achieve the award please contact the State Award Office on 3008 8780, via email at qld.award.office@communities.qld.gov.au or visit www.dukesaward.qld.gov.au.

'New' board for 2009-11

The QCT has welcomed five new Board members for the second term of the Board (2009-2011). Apart from the Chair, nine members have continued from the previous term of the Board and two positions are as yet unfilled.

New members this year are: Ms Roselynn Anderson, Ms Marcia Chock Man, Ms Aleisha Connellan, Ms Susan Forsyth, and Miss Amy Lunney.

A full list of current Board members and their membership categories is given below:

Name & Position

TBA

Nominee of the Minister (Chair)

Professor Nola Alloway

A/Pro Vice Chancellor James Cook University
Townsville

Nominee of the Higher Education Forum who is a practising teacher educator

Mr Perry Anderson

Guidance Officer, Education Queensland

Practising teacher nominated by the Queensland Teachers' Union (QTU)

Ms Roselynn Anderson

Principal, Beenleigh Special School

Elected State school practising teacher

Mr John Beaton

Nominee of FPFACS & QISPC

Joint Nominee of Federation of Parents and Friends Associations of Catholic Schools (FPFACS) and the Qld Independent Schools Parents Council (QISPC)

Ms Marcia Chock Man

Deputy Principal, St Patrick's College,
Townsville

Elected non-state school practising teacher

Ms Aleisha Connellan

Teacher, St Edward the Confessor School,
Daisy Hill

Practising teacher nominated by the Queensland Independent Education Union (QIEU)

Mr Greg Donaldson

Nominee of Qld Council of Parents and Citizens' Associations (QCPCA)

Ms Susan Forsyth

Director (Organisational Development),
Skills Tech Australia

Nominee of the Qld Public Sector Union (QPSU) who is a registered teacher

Mr Neville Grayson AM

Nominee of the Minister representing the interests of the community

Mr Mark Hollands

Teacher, Cairns School of Distance Education

Elected State school practising teacher

Dr Roger Hunter

Nominee of the Association of Independent Schools of Queensland (AISQ).

Miss Amy Lunney

Deputy Principal, Spinifex State College, Mt Isa

Practising teacher representing state schools, nominated by the chief executive

Mr Ashley Smith

Academic coordinator for mathematics and science, St Eugene College, Burpengary

Practising teacher representing non-state schools, jointly nominated by the QCEC and AISQ

Mr Kevin Twomey

Director, Employee Services,
Brisbane Catholic Education Office

Nominee of the Qld Catholic Education Commission (QCEC)

TBA

Nominee of the chief executive, Department of Education, Training and the Arts (DETA)

TBA

Practising teacher representing state schools, nominated by the chief executive, Department of Education, Training and the Arts (DETA)



Roselynn Anderson



Marcia Chock Man



Aleisha Connellan



Susan Forsyth



Amy Lunney

Departure of Board Chair

The inaugural Chair of the QCT Board, Professor John Dewar, vacated his position as Chair in late March, after the Board's March meeting.

Professor Dewar has left his position as Deputy Vice-Chancellor (Academic) at Griffith University to take up an appointment as Deputy Vice-Chancellor (Global Relations) at the University of Melbourne, commencing in early April. An international researcher in family law and social policy, he had been at Griffith University since 1995.

The Chair of the QCT Board is a ministerial appointment. Professor Dewar was appointed in January 2006 as the first Chair of the QCT's Board. His appointment was due to conclude at the end of 2009. A replacement Chair is expected to be announced soon.

Professor Dewar was an outstanding inaugural chair of the QCT, overseeing the introduction of major changes to the regulation of teaching in Queensland and establishing the foundations for the QCT's ongoing work. He has made a significant contribution to Queensland education and his guidance of the QCT Board will be greatly missed.

The QCT congratulates Professor Dewar on his Melbourne appointment and wishes him all the best in his new position.



Professor John Dewar

Sympathy for Victorian colleagues

The QCT learnt with sadness in early March that several Victorian teachers lost their lives in the horrific bushfires that devastated parts of the State in February, and that many teachers lost possessions and a number of schools were destroyed.

QCT Chair, Professor John Dewar, wrote on behalf of the Board to the Chair of the Victorian Institute of Teaching, to express sympathy to all Victorian teachers affected by the bushfires and to the families and friends of teachers who perished. The Board expressed moral support and best wishes to Victorian colleagues for the healing and rebuilding processes to occur in the State community over the coming months.

QCT teacher research grants

As part of its program to promote teaching as a profession, the Queensland College of Teachers in 2009 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 2009 is available at the following link: www.qct.edu.au/News/Current/N20080402_Research_Grants_for_Teachers.html

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Wanted— excellent teachers

More than \$10 000 in prize money is up for grabs for the State's excellent teachers, thanks to a new awards program being run by the Queensland College of Teachers (QCT).

The inaugural QCT Excellence in Teaching Awards feature two categories—excellence in teaching and excellence in beginning to teach—which focus on individual or school achievements, innovation and creativity leading to effective student learning outcomes, and professional relationships within the school community.

Each winner will receive \$5,000 for professional development, with \$500 for finalists to further their skills.

The awards are open to registered Queensland teachers from government, Catholic and independent schools and will be judged by a selection panel across three simple criteria:

1. Demonstrated excellence in their field;
2. Significant contribution to the teaching profession; and
3. Being an inspirational role model for other teachers.

Teachers, principals and other members of school communities can nominate excellent teachers for the awards. Nominations close on Friday 24 July and awards will be presented at a ceremony during the week of celebrations for World Teachers' Day on 30 October 2009.

To download a nomination form, visit www.qct.edu.au or email excellence@qct.edu.au.

The awards are sponsored by Queensland Teachers' Credit Union and Teachers' Union Health (TUH).

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