

# QCT CONNECTION

QUEENSLAND  
COLLEGE OF TEACHERS

KEEPING QUEENSLAND TEACHERS CONNECTED

ISSUE 4 OCTOBER 2009

vision  
responsibility  
integrity  
respect  
dignity  
justice  
care  
insight

inspire excellence  
values literacy  
standards culture  
responsibility  
integrity  
respect  
dignity  
justice  
care



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

**COVER ILLUSTRATION**

Our cover features a variation on the design associated with the inaugural QCT Excellence in Teaching Awards. The design depicts a teaching figure with arms outstretched to provide a caring environment for students. Read about the Awards finalists in our feature article on pages 4 and 5.



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# Welcome to Issue 4

In our feature article this time, we celebrate the excellence of our Queensland teachers with a double-page spread on the finalists in the inaugural QCT Excellence in Teaching Awards.

A common theme in several other articles is change. There is a reminder for **provisionally registered teachers** that their registration ends after four years and a reminder for **fully registered teachers** about the new CPD requirements applying from next year for renewal of registration.

We also bring you information on: changes due to the implementation of the recent Masters Report on primary education in Queensland, a new online application form for teacher registration, and the forthcoming movement of the Teachers' Disciplinary Committee to the new QCAT. We also introduce the new Chair of the QCT Board.

Other articles in this issue focus on the work of this year's QCT Research Grant winner, teaching resources available from the Queensland Museum, and the QCT's dedicated website for beginning teachers.

This newsletter is posted to all registered teachers and is available for downloading from our website [www.qct.edu.au](http://www.qct.edu.au).

Sadly, this edition of *QCT Connection* is the last. Thank you to all those who have contributed to this newsletter over the past couple of years.

Starting from next year, this newsletter will be replaced by a new professional magazine for teachers.

The new magazine will be produced for

the QCT and interstate teacher registration organisations by the Australian Council for Educational Research. The title of the new publication is yet to be determined.

The magazine will be a high-quality, full colour, 48-page A4 publication with four editions per year (April, June, August and October). It will be published only in electronic form. The newsletter will be accessible from the QCT website ([www.qct.edu.au](http://www.qct.edu.au)) and an email alert will be sent to all registered teachers for whom the QCT has a current email address each time a new edition is published online. Making the magazine online-only will result in a significant saving of paper and printing, thus greatly reducing its environmental impact.

The magazine will provide a range of story types at a range of lengths. It will include news, features that provide background or in-depth analysis of educational research, evidence-based practice and policy relevant to educators across all states and territories and in all systems. The focus will be on practical relevance for practitioners 'on the ground.' While the magazine will be nationally produced, it will include Queensland-specific content.

The structure of the magazine will include broadly thematic articles, articles that address relevant and timely issues, and regular columns.

We trust Queensland teachers will find the new magazine an interesting and informative read and we look forward to letting you know when the first issue is available next year.

## Do we have your current email address?

If you wish to receive an email alert each time an issue of the new magazine is published, you need to ensure that the QCT holds an up-to-date email address for you.

To provide or update your email address, please send an email to [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au) or logon to Teacher Services on our website: [www.qct.edu.au](http://www.qct.edu.au)

Registered teachers without internet access should contact the QCT Office to request paper copies of the new magazine.

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

# New CPD requirements for registration apply from next year

Teachers urged to start preparing now

Starting in 2010, most teachers with full registration will need to ensure they undertake a certain amount of **Continuing Professional Development** (CPD) each year and keep records of their CPD activities. This will be needed for their five-yearly renewal of registration (see box 'What is renewal of registration?').

It is important that fully registered teachers familiarise themselves now with the QCT's CPD Framework, know what the requirements are and start keeping records of any CPD they complete from next year.

Those who have taught for at least a year (or 200 days) in the past five years will need to meet the QCT's CPD Framework requirements in order to have their registration renewed. The requirements will not apply to years prior to 2010 or to any years that a teacher was not teaching in a school.

This year the QCT has held information sessions in centres across the State about the CPD Framework and its links to the *Professional Standards for Queensland Teachers*. A Fact Sheet about renewal of registration was mailed to all fully registered teachers in March; this is available on the QCT website.

Further information, including FAQs, is available on the QCT website at <http://www.qct.edu.au/Renewal/CPDFramework.html>

## SHARED VISION

An Australian curriculum P-12

28-30 April 2010  
Brisbane

*Shared vision: An Australian curriculum P-12* is the QSA's 2010 conference for principals and teachers.

- **Discuss** the opportunities and challenges the Australian curriculum brings for schools
- **Gain** skills and knowledge for Australian curriculum subjects
- **Explore** topical issues and initiatives with education experts

For more information visit the QSA website  
[www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)



Queensland Studies Authority

### WHAT IS RENEWAL OF REGISTRATION?

Teachers with full registration in Queensland must renew their registration every five years. Teachers will need to apply to the QCT for renewal before the end of their five-year period of registration. Information about the application process will be sent to teachers well before their registration ends.

**All** teachers applying for renewal will need to satisfy the following requirements:

- Be 'suitable to teach' (as part of assessing this, the QCT will run Criminal History Checks as it does on all new applicants for registration)
- Have met, or be fulfilling, any conditions on their registration
- Pay the annual fee for registration

**In addition**, teachers who have taught in a Queensland state or non-state school for a total of at least 200 days over the previous five years will need to meet the CPD required under the QCT's CPD Framework (see 'New CPD requirements...' above).

**Teachers who have not taught in a Queensland state or non-state school for at least 200 days over the previous five years** will *not* need to meet the CPD requirements in order to have their full registration renewed. But if these teachers start or resume teaching in a Queensland school at any time in their next five-year period of registration, they will need to undertake a 30-hour 'Returning to Teaching in a School' professional development program.

For teachers who have been registered with the QCT since the start of 2006, including those with provisional registration who have moved to full registration by 2010, renewal will be due at the end of next year. As a transitional measure for teachers renewing in 2010 only, the QCT will not apply sanctions if a teacher is unable to meet the CPD required.

# Excellent teachers ready for awards honours

Some of Queensland's highest achieving teachers will be recognised as part of celebrations for World Teachers' Day on 30 October at Government House, with the announcement of the first winners in the QCT Excellence in Teaching Awards.

Winners will receive \$5000 and finalists will be given \$500 towards professional development. REBECCA PERRY meets the finalists.

## THE ALAN DRUERY OAM EXCELLENCE IN TEACHING AWARD



### Rebekah Bidois

**School:** Innisfail State High School (Innisfail)

**Number of years teaching:** 5 years

Rebekah has developed and implemented industry-standard and university-level electrophoresis units into senior biology, and an online learning community to deliver the curriculum

almost entirely online. Participation rates in this online course outside of school hours have increased among students.



### Louise Lefel

**School:** Windaroo State School (Mount Warren Park)

**Number of years teaching:** more than 10 years

Louise's Year 5 students are reaping the rewards of their teacher's dedication to Aboriginal culture, which she successfully

integrates with Australian heritage studies. She also assists with the school's various NAIDOC celebrations held throughout the year while inspiring knowledge and tolerance among pupils.



### Greg Bland

**School:** Brisbane Girls' Grammar School (Brisbane)

**Number of years teaching:** 9 years

Difficult mathematics concepts are no barrier for Greg, who uses innovative and creative strategies such as interactive graphs to improve

students' understanding. He also shares lessons in information and communication technologies (ICTs) with other staff.



### Ben Luinys

**School:** St Patrick's College (Townsville)

**Number of years teaching:** 12 years

Since joining St Patrick's College a year ago as Sportsmaster and Head of Health and Physical Education, Ben has written new junior and senior work programs, including a transitional program

for Year 10 students. His next goal is to develop a school-based Indigenous Sports Academy to improve students' motivation, numeracy and literacy skills, attendance and behaviour.



### Patricia Carmichael

**School:** Concordia Lutheran College (Toowoomba)

**Number of years teaching:** 25 years

As a teacher librarian and independent learning centre manager, Patricia models lifelong learning by continually upgrading her skills. She is currently undertaking a Ph D.

Her academic work has been widely published and her teaching legacies include the Giggle IT Project, which encourages literary and learning skills.



### Sophia McLean

**School:** Kepnock State High School (Bundaberg)

**Number of years teaching:** 9 years

Sophia stays at the forefront of science teaching by staying skilled herself—seeking cutting-edge technologies in subjects like biotechnology.

While helping boost the skills and confidence of local educators including primary teachers, Sophia has also created a Science Educators Network with more than 450 people.



### Simon Clowes

**School:** Albert Park Flexible Learning Centre (Brisbane)

**Number of years teaching:** 6.5 years

Simon has developed a whole school, cross-curricular framework to broaden learning opportunities for students alienated from mainstream schooling. In partnership with

youth development workers and community representatives, he builds young people's options in everything from English to gardening.



### Garry Molloy

**School:** Woodridge State School (Woodridge)

**Number of years teaching:** 31 years

As Woodridge's principal, one of Garry's greatest achievements has been establishing community liaison officers to encourage parents and carers to get involved in school

life. It highlights his aim of helping students achieve across all areas and levels of learning, including building their emotional capabilities.



### Mathew Reece-Anderson

**School:** Sheldon College (Sheldon)

**Number of years teaching:** 9 years

Mathew's Year 3 classroom is a hive of activity as he encourages students to take responsibility for their learning while developing lifelong skills. Embracing new technologies

such as the 'Scoodle' online site to link the classroom with students' homes, he is also building his own leadership skills.



### Karen Wolski

**School:** Mitchell State School (Mitchell)

**Number of years teaching:** 23 years

As an art teacher and head of department, Karen enjoys showcasing students' talents through community events.

Currently on secondment to the Darling Downs South West Region, she is

helping create a Roma District secondary curriculum framework for P-10 schools to assist planning for multi-age secondary cohorts, particularly the transition for students into Year 11.

## THE DR ROGER HUNTER EXCELLENCE IN BEGINNING TO TEACH AWARD



### Steve Baskerville

**School:** Kirwan State High School (near Townsville)

**Number of years teaching:** 2.5 years

Biology, astronomy and rock climbing are among Steve's passions, and his enthusiasm inspires students and peers with a range of 'real world'

experiences. A convenor of professional groups for other North Queensland educators, Steve became Kirwan's head of department for science after just 18 months of teaching.



### Steven McKnoulty

**School:** Mt Gravatt Special School (Mt Gravatt)

**Number of years teaching:** 1.5 years

Information and communication technologies (ICTs) have helped Steven engage students and he runs professional development for peers within the school. This year he has

become a Digital Pedagogy Coach, which will allow him to mentor others in his region to gain their Digital Pedagogy Licence as part of the Smart Classrooms Professional Development Framework.



### Jennifer Bergstrum

**School:** St Aidan's Anglican Girls School (Corinda)

**Number of years teaching:** 3.5 years

In 2006, Jennifer was chosen to learn from world-renowned music educators in Hungary — now, she shares her musical talents with students from

Prep to Year 12. As well as coordinating the school musical and extension programs, Jennifer also conducts a choir that includes colleagues, parents and community members.



### Danielle Oke

**School:** All Saints Anglican School (Merrimac)

**Number of years teaching:** 3 years

Entrepreneurial business evenings and weekly lunchtime tutorials for students are among Danielle's strategies for success. She was promoted to the Head of Business Department

position in her third year of teaching, and is concerned for the welfare of the 'whole child' as she encourages pupils to reach their potential.



### Sandra Quinn

**School:** Forest Lake State High School (Forest Lake)

**Number of years teaching:** 3.5 years

Sandra's leadership skills have seen her become Head of Department. Members of staff describe her work as "inspirational" and she has

instigated new systems that streamline procedures while improving communication, efficiency and organisation.

### WORLD TEACHERS' DAY

**World Teachers' Day** began in 1994 and is now celebrated in more than 100 countries thanks to the United Nations Educational, Scientific and Cultural Organisation (UNESCO).

**For ideas on how to celebrate visit:**

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

### FURTHER INFORMATION

The Awards are named after long-serving members of the boards of the Queensland College of Teachers and its predecessors, the Board of Teacher Registration and the Board of Teacher Education.

**More information on the awards is at:**

[www.qct.edu.au/excellence-awards/index.html](http://www.qct.edu.au/excellence-awards/index.html).



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

# Culture shock in the classroom: an Australian teacher trainer learns a lesson (or two) in East Java

The Australian government currently supports a number of programs that aim to increase skill levels of teachers in Indonesia and promote cross-cultural exchange. Such programs offer exciting opportunities for those looking to expand their horizons. But how prepared are teachers from Australia to take up this challenge, asks LOUISE BLAIR.

**T**owards the end of a year-long teaching contract in China, I began scouting around for my next challenge. On the internet I found an advertisement for teacher trainers for the ISELP (Islamic Schools English Language Program) in Indonesia. One of the goals of this program was 'To increase the proficient use of best practices in English language teaching and learning.'

This, I knew, would be a challenge! Education institutions in Indonesia commonly employ traditional teaching methodologies such as rote learning and text translations. Such methods are poles apart from what is currently considered 'best practice' in English language teaching.

## Working at a *pondok pesantren*

I was selected to join the program and was placed in a *pondok pesantren* (Islamic boarding school) in East Java for 18 months. My brief was to work with junior secondary school English teachers and assist with the implementation of the new national competency based curriculum introduced in 2004. Other program goals included raising the English language proficiency levels of teachers and promoting cross-cultural exchange.

*Pondok pesantren* are a cheaper alternative to public sector schooling. Usually established and led by a *kyai* (religious leader), *pesantren* provide both general and spiritual education in a family-like atmosphere. While most *santri* (students) board, a significant number are day students, especially if they live nearby.

A *pesantren* usually comprises several schools from primary level, through to junior and senior secondary levels. Each school follows the curricula from either the Department of Religion or the Department

of Education. For example, at the junior secondary level, the two choices are *Madrasah Tsanawiyah* (which offers the Department of Religion curriculum) and *Sekolah Menengah Pertama* (Department of Education curriculum). Within the *pesantren* where I was posted, each school had its own administrative staff, headmaster and deputy headmaster. Teachers, however, sometimes work across the schools, despite different timetabling systems.



## Teaching resources

Teachers in Australia can expect a certain level of resourcing in terms of access to equipment such as computers and photocopier machines, library resources, and teaching support materials. In comparison, teachers at *pesantren* are thinly resourced. They are expected to pay for their own photocopying, and then recoup the money from the students. Because the school photocopier was broken throughout my 18 month placement, teachers had to travel to the nearby town for photocopying. Library resources were non-existent, and there was very little in the way of teaching support materials.

*Pesantren* management often choose to spend limited resources on symbolically valuable items. Language laboratories, a big ticket item, are a popular purchase. They feature in promotional brochures and help create an image of the *pesantren* as a modern institution with state-of-the-art technology. But their education value was limited. Half a dozen portable CD players or even a small computer lab would have wider cross-curricular application. But despite limited application, language laboratories continue to pop up in *pesantren*, even though there is no money to mend existing broken equipment.

In the classroom, English teachers use student workbooks often chosen by the principal. These are purchased from visiting booksellers and are very cheap – around Rp.4,000 (about 50 cents) for one semester. Unfortunately the low price is reflected in the quality of the texts which contain numerous errors. Good quality texts are available, but at around Rp. 25,000 (A\$3) for a year, they are considered too expensive for the students.

For teachers, many of whom have never seen the curriculum, the workbook provides some level of guidance. Despite being trained practitioners, *pesantren* teachers receive a much lower wage than their government school counterparts. Many work seven days a week in two or more jobs to make ends meet. The cost of supplementary materials and the time burden of lesson planning mean that teachers are often dependent on the workbook. The standard practice is for each class to work its way through the text, learning the vocabulary and set dialogues, and translating each passage into Indonesian – the hallmarks of a passive approach.

**An active classroom**

As the workbook was the main resource for teachers, the challenge was to use this resource in active and innovative ways. The teachers I worked with were very enthusiastic about learning and trying out new ideas. They tested out 'running dictation' and jigsaw reading activities, which the students found

classroom, especially in terms of increased student motivation.

In addition to new teaching methodologies, teachers were increasingly able to arm themselves with more teaching resources. A key component of the program was to build up a bank of teaching resources that supported a more communicative approach to learning English, and that required minimal preparation or photocopying. By buying a laminator we could create re-usable teaching resources.

Developing a bank of resources also meant establishing a resource centre. This raised a new set of problems. Libraries are virtually non-existent in many *pesantren*, and there is no 'borrowing' culture. There was generally no expectation that borrowed items would be returned. Teachers constantly had to be chased up to return borrowed materials. There was a sense that once you got your hands on something, you held on to it.



context meant stepping outside my comfort zone to some degree. Although it was a challenge learning to adapt to such a different working environment, there were many rewards on both professional and personal levels. Perhaps one of the most valuable professional lessons was how to live without a photocopy machine! (Most teachers feel their right arm has been cut off if they don't have access to such a piece of equipment!). Upon returning to the classroom in Australia, I felt somewhat overwhelmed by the choice of equipment and resources available. I had become quite comfortable with working with minimal resources; in Java there was a sense of freedom in being less reliant on technology.

During my time working in Indonesia, I found I learned as much about the intricacies of my own culture as I did about Indonesia's. The ability to be flexible and maintain an open mind are key factors when engaging in cross-cultural programs, as is a willingness to listen and learn from those around us. Prior to leaving Australia, I felt confident that my level of cultural knowledge, Indonesian language ability and teaching experience ensured a reasonable degree of preparedness. Looking back, I now see that I was only part of the way there. The reality was that after 18 months in-country, I was still learning as much as I was teaching.

Louise Blair currently teaches ESL in Brisbane. Between July 2005 and December 2006 she worked on the ISELP (Islamic Schools English Language Program) at Pasuruan, East Java. This program was funded by AusAID and managed by Australian Volunteers International.

**A learning journey**

Most of the teachers were very keen to participate in professional development activities. Workshops about teaching methodology and planning sessions were reinforced by team teaching and demonstration lessons. These lessons were an important component of the program, as they provided teachers with the opportunity to see the ideas presented during workshops in action and to practise new ideas in a supportive environment.

For me, working in a different cultural



much more enjoyable than translation exercises.

A key task was to find practical ideas that both motivated students and required little preparation or resourcing. Teachers taught large classes (around 40 students) often in crowded, poorly maintained classrooms with the barest minimum of equipment. At first, teachers often commented on how unmotivated students were to learn English, but as time went on, more reported the small successes they were achieving in the

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# Response to lessons in law

The article 'Lessons in Law', by Dr Kim Teh, in the April 2009 issue of *QCT Connection* struck a chord with a number of readers. Here we publish two responses.

I was interested in Dr Kim Teh's article as it has some similarities to "Who carries the can?" a paper published a few years ago in *Drugs and Alcohol*, the journal of the Alcohol and Drug Foundation of Queensland.

All teachers know that their students have significant individual differences in a range of variables including intelligence and concentration. These differences are not only the product of "genetic inheritance". Research suggests that those raised in enriched environments are likely to develop and learn more successfully than those in a deprived or damaging context including an *in utero* environment. Copious research supports the premise that alcohol and other drugs passing through a parent's bloodstream into a developing child results in the migration of neurons, the thinning or removal of the corpus collosum (which joins hemispheres) and damage to the frontal lobe where inhibition "resides". The last may result in an inability to self regulate behaviour and produce diagnosable "conduct disorder".

Any alcohol consumption during the nine months of pregnancy acts as a teratogen (terato = monster) which damages the dividing egg or growing foetus, the amount of damage being related to the timing of the insult as well as the "dose".

Our students do not have an equal start in life and some have to be rescued from harsh treatment or neglect in their own homes.

Knowing the true state of affairs, could a teacher be charged over some of their students not reaching a satisfactory level of numeracy or literacy as well as failure to learn at an optimal rate? Teachers handle all children in one classroom including those brain damaged with major learning difficulties or conduct disorders.

Some parents may believe that their child's learning begins when they start school and may hold teachers responsible for low performance. From a legal perspective more responsibility for learning may lie with the parents and with the type of environment provided for the child from conception onwards. Research strongly suggests that an environment free from toxic substances and toxic (punitive) discipline aids learning.

**Dr Elizabeth Tindle, FAPS,AFBPS**

*Psychologist and former teacher, Counselling Service, QUT Gardens Point*

The current educational practice of using qualified teachers to teach subject areas outside their areas of training also has legal implications.

Shortages of mathematics, science and technology (MST) teachers have been acknowledged by the Australian government. In 2001, the Department of Education, Science and Training's (DEST) MCEETYA report found that although the teaching labour market was broadly in balance, in particular discipline areas (MST) and some geographical locations (rural and remote regions) there were shortages. The report found that some educational jurisdictions solve these shortfalls by employing qualified teachers from other

areas to teach these subjects. The real extent of the shortage of MST teachers was and continues to be hidden by the use of teachers teaching out-of-field (DEST:CRTE, 2003). Despite DEST (2003) asking how outfielders can be "assisted to improve their knowledge and competencies to teach in these fields?" (p. 28), no government or systemic program has been planned or implemented to provide that assistance.

Recent court cases both in Australia and the United States are making schools' responsibility to provide all students with effective teachers clear. In the United States, in *Williams et al. v. State of California et al.*, 97 public school students filed a lawsuit seeking redress for inadequate instruction amongst other things (Teaching to Change LA [TCLA], 2001). They cited "high percentages of teachers without full, non-emergency credentials", "overuse of substitute teachers" and "chronically unfilled teacher vacancies" (TCLA).

In 2004, a Settlement Agreement was reached to provide "for a package of legislative proposals designed to .... take steps toward assuring that children have qualified teachers". (California Department of Education, 2004)

More recently, two students in Ohio were awarded a settlement of \$18.95 million (USD), after they were seriously burned in a science laboratory fire in a class taught by a teacher who had not been given any safety training (Byard, 2008).

Though the Australian legal and education systems differ from the American models, the success of these cases indicates what may be possible. Dr Teh is correct in stating that no decisions on educational negligence have been decided in Australia. Yvonne Meyers brought her case against Brighton Grammar School in Melbourne in 2006 by using the *Trades Practices Act 1974*. Ms Meyers received a confidential settlement for her claim that the school had failed to meet their commitment to teach her son to read (Rood & Leung, 2006). Although class actions are difficult to mount in Australia (Arndt, 2006), Rood and Leung quoted the president of the Victorian Association of State Secondary Principals, Andrew Blair as saying:

The government sector is not immune. People can argue their taxpayer dollars are being used to provide education in this state and they want quality and guarantees from it. Just because you don't pay the level of fees (of private schools) does not mean you are not entitled to quality assurance.

Whilst moves to enhance teacher effectiveness, such as the Continuing Professional Development Framework, are worthy, I believe it is time that government education departments and school systems acknowledge their responsibility to provide support to professionally develop teachers required to teach outside their areas of expertise. Responsibility can no longer be placed solely on these teachers.

I would be happy to provide further information and full references to sources cited to anyone who is interested.

**Dr Jan Bulman**

*Teacher, Emmaus College, Rockhampton*



# Website a hit with beginning teachers



Industry newcomers are reaping the rewards of the Queensland College of Teachers' website for beginning teachers, which offers answers to common concerns.

For just over a year, the website has been a popular one-stop-shop of information, designed to help educators navigate through their first three years on the job.

"We have been getting some great feedback from teachers who have used the site," said director John Ryan.

"Starting a new career can have its challenges, but this website is helping teachers get on with the job while giving them guidance and advice from both peers and other professionals."

Mr Ryan said the website covers a range of issues including expectations on teachers, survival techniques, teaching strategies, tips on building appropriate relationships and legal advice on ensuring exemplary professional conduct.

"A real highlight of the site is the personal reflections and video diaries from beginning teachers, because it is important to know that other new staff members are sometimes facing the same questions or concerns," said Mr Ryan.

"Teaching is a highly regarded profession where its workers are placed in a position of trust, accountability and responsibility.

"Our teachers are regarded among the world's best, and we want to make sure they can access support and information that will help guide them through their career."

The website also features a range of resources including ideas on conducting parent-teacher interviews, managing within the classroom, understanding salaries and superannuation, continuing professional development and working as a supply teacher.

The College has included a suite of optional tools that help teachers in daily tasks such as analysing students' work and drawing up action plans, while reflecting on their own practices. A list of useful government and industry links is another feature that is keeping information at teacher's fingertips.

By Rebecca Perry

ABOVE: Screenshots from Queensland College of Teachers' website for beginning teachers.

## FURTHER INFORMATION

For more information, visit <http://beginningtoteach.qct.edu.au>.

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# Loans kits available from the Queensland Museum

The Queensland Museum has a wide range of resource kits to support teachers of Science and SOSE Essential Learnings, writes ADRIANA BAUER.

As mentioned by my colleague, Dr. Kirsten McGavin, in the last edition of *QCT Connection*, three Senior Project Officers employed by the Department of Education and Training (DET) currently work at the Queensland Museum (QM) in the Strategic Learning Unit. They are:

- Adriana Bauer (Biodiversity);
- Donna Dyson (Cultures and Histories); and
- Dr. Kirsten McGavin (Aboriginal and Torres Strait Islander and Pacific Islander Studies).

One of our directives is to develop major web-based learning resources using QM strategic themes and Education Queensland curriculum priorities. Another project involves providing curriculum links and developing learning resources for loans kits.

Some of the teaching resource kits that have been developed recently include:

*Marine Life; Sustainable Living; Simple Machines; School History; and Science in a Box.*

The team has developed resource kits that cover many of the Science and SOSE Essential Learnings and provide an object-based constructivist approach to teaching. These kits include:

*Outback Queensland; Spider and Insect Homes; Life Cycles; Pests and Threats; Natural Disasters; Catchments; Papua and New Guinea; Vanuatu/Solomon Islands; Gold; Queensland Emblems; State Crest; Cultural Celebrations; Rainforests (end of 2009); Mangroves (end of 2009).*

QM Loans subscribers benefit from the efforts of the QM to:

- improve learning resources in Queensland curriculum learning areas;
- promote community access to object-based learning resources throughout Queensland; and
- acquire and conserve items from across QM research areas for community education.

To subscribe to QM Loans, teachers can complete an online subscription application. Subscription fees depend on the number of students in the school. A full subscription allows schools to borrow up to 12 loans per fortnight. Fees can be shared between Science and SOSE departments making this investment a very economical and sound educational practice.

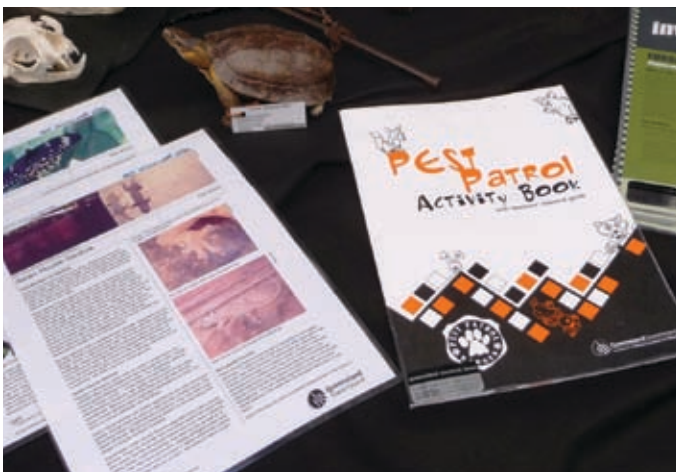
Schools can borrow QM learning resources from more than 30 regional depots located throughout Queensland. Visit the web link below and follow the Regional Loans link for details of kits that are available to collect from your nearest QM Loans depot.

Our Brisbane depot is located at Hendra and further contact details are as follows:

Address: 122 Gerler Rd, Hendra. 4011  
 Phone: 3406 8344  
 Fax: 3406 8355  
 E-Mail: [loans@qm.qld.gov.au](mailto:loans@qm.qld.gov.au)  
 Web: [www.qm.qld.gov.au/education/loans](http://www.qm.qld.gov.au/education/loans)

Adriana Bauer is a secondary school teacher and has taught for many years, mainly in the subject areas of Senior Biology and Senior Mathematics. She was on the Biology Panel for the Brisbane North Region for many years. Her academic studies were based at the University of Queensland where she obtained a BSc Dip Ed and B A.

*BELOW: Some of the many teaching resource kits available at the Queensland Museum.*



# Grant helps share science stories

A north Queensland teacher has shared her successful theory for engaging students in science with other educators, thanks to a Queensland College of Teachers (QCT) grant.



Former Ryan Catholic College science teacher Louisa Tomas received the research grant to present some of her Ph.D. findings at the Australasian Science Education Research Association (ASERA) conference in Geelong in July.

"We know that students' interest in science drops off in the middle years, so we sought to improve Year 6 students' attitude towards learning science, as well as their scientific literacy, by engaging them in short-story writing about biosecurity," Ms Tomas said.

"These hybridised scientific narratives, which we called *BioStories*, communicate scientific information in the form of a narrative. The beginnings of the stories were provided in the form of short story templates, and the students were required to complete the scenario. Part A, for example, introduced the students to two key characters, Steve Irwin and a young girl by the name of Jennifer, who happen to meet at an airport customs checkpoint."

"The students had an opportunity to write about a range of biological incursions, including tilapia, silverleaf whitefly, fire ants, chytrid fungus, cane toads, avian influenza, the varroa mite, and citrus canker. The students were supported by a dedicated *BioStories* website, which contained all of the necessary resources to compose their stories, and upload them for peer review."

"We found that the students were very happy to be writing differently in science, particularly when it was about a relevant and interesting socioscientific issue, and the project was found to enhance the students' awareness and understanding of biosecurity issues."

"Science teachers don't often incorporate diversified writing-to-learn strategies such as this in their own classrooms, which also generated a lot of interest at the conference."

Ms Tomas is now a lecturer in the School of Education at James Cook University.

## THE CITRUS CANKER

"Well," Steve continued energetically, "the citrus canker is a disease which damages citrus fruit and plants. These crops then cannot be sold to people and prices for fruit and plants go up, otherwise farmers will run out of money. It has a big affect on farmers and the citrus industries," explained Steve.

"Well," said Jennifer, "I didn't know how bad this disease was. How did this disease enter the country, Steve?" Jennifer asked.

"The citrus canker got into Australia through citrus plants and food from Asia and India. Scientists think the citrus canker most likely originated in South East Asia," said Steve.

"Why can't scientists bring it under control?" Asked Jennifer, interested.

"Well, since the citrus canker is a disease, it spreads quickly throughout Australia and scar fruit which can't be sold anymore. Also, because citrus canker is a disease, it can't be seen except after it's done its damage on the plants or food," said Steve. "There is two ways to stop citrus canker spreading. You have to burn the infected citrus plants and food and not let any pass through quarantine which can be very hard. The citrus canker can also travel in the wind and rain."

"Wow, I never thought quarantine was that important," exclaimed Jennifer, amazed.

"Well," replied Steve, "now you know the importance of quarantine and why you can't bring certain things into Australia from other countries."

"Thanks for telling me about the citrus canker Steve," said Jennifer.

"Any time," Steve replied.

ABOVE: An example of a student's Part A BioStory, uploaded to the *BioStories*' website.

The QCT's annual grants program helps boost professional development opportunities for teachers by funding attendance at conferences.

The 2010 round opens in January and closes on 30 April. To enter or find more information, visit [www.qct.edu.au/college/researchgrants.html](http://www.qct.edu.au/college/researchgrants.html).

By Rebecca Perry

# National partnership on improving teacher quality

The Australian Government and all State and Territory Governments have agreed to progress educational reform through a number of partnerships. The partnership that impacts most on the registration of teachers is the National Partnership on Improving Teacher Quality. This partnership has five priority areas. They are:

- development of national standards for teachers and school leaders;
- a nationally agreed process for assessing and certifying/accrediting teachers at several levels – ‘competent’ (full registration), ‘accomplished’ and ‘leading’ teachers;
- preferred options for a national accreditation system for pre-service teacher education;
- the development of strategies to facilitate quality professional

experience (practicum) placement systems and the establishment of school centres for teacher excellence to support pre-service and entry-level teachers; and

- nationally consistent registration across all levels of teaching.

The great majority of this work will be completed by the end of 2011. One outcome of this work is that all states and territories will use the same standards and similar processes in assessing teachers for determining if a teacher is at a ‘competent’, ‘accomplished’ or ‘leading’ level.

There will also be similar processes and standards applied across Australia for the accreditation of pre-service teacher education programs. Research has established that one of the most important aspects of a pre-service teacher education program is the practical experience. Several

strategies are being investigated to assist both the aspiring teacher and the teacher supervising the practicum.


There is a high degree of consistency in registration processes across most Australian states and territories. The exceptions are New South Wales, where they have a form of registration for graduating teachers and teachers who volunteer to be registered, and the Australian Capital Territory where there is currently no registration process. The Australian Capital Territory is currently drafting legislation for registration. This legislation will be consistent with that in the majority of Australian states and the Northern Territory. Due to a mutual recognition scheme, teachers’ registration is portable across all Australian states except New South Wales and the Australian Capital Territory.

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# Teaching of literacy, numeracy and science: Review report brings changes for Qld teachers

Following the release of Queensland results in the 2008 National Assessment Program – Literacy and Numeracy (NAPLAN) and the 2007 Trends in International Mathematics and Science Study (TIMSS) late in 2008, the Premier, Anna Bligh, requested an independent review of literacy, numeracy and science standards in Queensland primary schools. The review – known as the Queensland Education Performance Review – was undertaken by Professor Geoff Masters of the Australian Council for Educational Research (ACER). Professor Masters' report, *'A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools'*, was released in May this year.

Professor Masters' report emphasises the importance of high quality teaching and school leadership. The report's recommendations reflect this focus.

The Queensland Government has accepted all five recommendations of the Masters report. The QCT has been given major responsibility for implementing the first two recommendations. These are:

**Recommendation 1:** That all aspiring primary teachers be required to demonstrate through test performances, as a condition of registration, that they meet threshold levels of knowledge about the teaching of literacy, numeracy and science and have sound levels of content knowledge in these areas.

**Recommendation 2:** That the Queensland Government introduces a new structure and program of advanced professional learning in literacy, numeracy and science for primary school teachers.

The Queensland Department of Education and Training (DET) will coordinate the implementation of the recommendations. The QCT is currently working closely with the DET in regard to recommendations 1 (pre-registration tests) and 2 (professional development). In late 2009, the Government will publish a progress report detailing the implementation of the Government's response to the review's recommendations.

## FURTHER INFORMATION

The Masters Report is available at: [http://www.qct.edu.au/News/Current/documents/Performance\\_review\\_final\\_report\\_masters.pdf](http://www.qct.edu.au/News/Current/documents/Performance_review_final_report_masters.pdf)

The State Government's response to the Masters Report is available at: <http://education.qld.gov.au/mastersreview/pdfs/gov-response-masters-review.pdf>



# New tribunal for discipline

Major teacher disciplinary matters will soon be heard by a new tribunal.

The Queensland Civil and Administrative Tribunal (QCAT) has been established, bringing together the functions of 23 bodies including the former Teachers Disciplinary Committee (TDC).

"18 tribunals have been abolished to make way for this new entity," said Queensland College of Teachers director John Ryan.

"For teachers, it means that appeals on matters such as when the College has refused to grant registration, or has refused to lift conditions on a registration, will now shift to the new tribunal.

"The tribunal will hear any serious allegations against teachers. It will be able to take disciplinary action including suspension of registration and cancellation of registration," he said.

"It is part of our tough, rigorous and robust action to ensure that only appropriate people are working as teachers in Queensland."

"The grounds for discipline will remain the same, and both teachers and the College are entitled to legal representation when facing the tribunal."

Along with administrative and disciplinary proceedings affecting teachers and various other professional groups, the tribunal will also hear human rights issues such as anti-discrimination, guardian and

children's tribunals, as well as civil disputes including small claims and minor debts.

It comprises a President who is a Supreme Court judge, a District Court judge in the role of Deputy President, senior members and ordinary members with a range of legal and professional expertise (such as registered teachers in teacher disciplinary matters).

Members of the former Teachers Disciplinary Committee will be invited to be appointed to QCAT for the first two years.

Mr Ryan said the College's Professional Practice and Conduct Committee (PP and C Committee) will continue to deal with minor disciplinary matters and determine some applicants' suitability to teach.

The Queensland Civil and Administrative Tribunal will begin hearing matters from 1 December 2009.

By Rebecca Perry

## FURTHER INFORMATION

For more information, visit [www.tribunalsreview.qld.gov.au/80.htm](http://www.tribunalsreview.qld.gov.au/80.htm).

# Teaching veteran gets on Board

**D**r Joe McCorley OAM has been appointed to the role of Chair of the Board of the Queensland College of Teachers (QCT), following the resignation of Professor John Dewar earlier this year.

It is the latest in a long list of achievements in different systems of education for Dr McCorley, who next year celebrates 50 years of teaching in Queensland.

"I love going into schools and talking to teachers," said Dr McCorley, who received the Order of Australia Medal for services to education in 1986 and was last year awarded an honorary doctorate from Central Queensland University.

"The QCT Board works collegially with many stakeholders to ensure that important services are delivered to students by competent and qualified teachers."

As one of the last people to qualify as a teacher through the one-year training system, Dr McCorley began his career as a 17-year-old, becoming principal within just three years.

After leading schools across the state and working as a State School District Inspector, he joined Catholic Education in the Diocese of Rockhampton and later served as Executive Director of the Queensland Catholic Education Commission.

He currently coordinates faith education and formation from the Bundaberg office of the Diocese of Rockhampton — and with five children and 15 grandchildren, his education focus is as strong as ever.



"My two oldest grandchildren are studying to be teachers and the youngest is in Prep, so I am still very interested in what is happening in our schools," he said.

Dr McCorley's appointment is until the end of 2009.

By Rebecca Perry

## Registration a click away

**R**egistration for Queensland teachers is being modernised with a new online system on the Queensland College of Teachers' website.

Since September, a range of forms can now be completed via the internet — a move director John Ryan hopes will save teachers time.

"We are increasingly completing much of our business online and an internet application form makes the entire process much more streamlined," Mr Ryan said.

"While it is faster for teachers to complete their details, it also makes it more effective for us to record and maintain information.

"Applications will get to us more quickly and we can start the registration process a lot earlier than we have in the past."

Mr Ryan said the new online process included forms for:

- Application for Teacher Registration in Queensland;
- Application for Teacher Registration under Mutual Recognition; and
- Application for Permission to Teach in Queensland.

Teachers and principals can also complete the Provisional to Full Registration Recommendation Report online.

"Teachers will still need to sign documents, and applications for registration also require the signature of a witness such as a solicitor, Justice of the Peace, Commissioner for Declarations or a Notary Public," Mr Ryan said.

"Gaining professional registration is an important milestone in a teacher's career, and our rigorous application process ensures that

only qualified, suitable and competent people are chosen to educate young Queenslanders."

Mr Ryan said the QCT's website features a range of information for teachers and the community including research papers, guidelines about standards and conduct, and opportunities for professional development.

"It is important that our busy teachers can access information quickly and easily, and we are continually looking at ways to streamline our services using technology that is meaningful and helpful," he said.

To access the online forms, visit [www.qct.edu.au/forms.html](http://www.qct.edu.au/forms.html).

By Rebecca Perry

### ANNUAL FEE REMINDER NOTICE

For the majority of registered teachers, payment of the annual fee is due on 31 December 2009. To ensure your teacher registration remains current please pay your registration before 31 December 2009. Payment options are available on the reverse side of the Fee Notice distributed by post in early November or by logging onto Teacher Services on our website ([www.qct.edu.au](http://www.qct.edu.au)).

# Celebrate World Teachers' Day on Friday 30 October

**W**orld Teachers' Day has been celebrated annually in schools since 1994 to commemorate the anniversary of the 1966 UNESCO recommendations to recognise the essential role of teachers in educational advancement and to celebrate their status.

On Friday 30 October 2009 World Teachers' Day will be an occasion to celebrate the invaluable role that teachers provide in education at all levels.

Schools are encouraged to organise local celebrations and share the occasion with teaching colleagues and the wider school community. Typical events include morning teas, BBQ's, student concerts and tokens of appreciation from students.

The QCT will be providing a World Teachers' Day online poster for schools to download and print from the QCT website. Visit <http://www.qct.edu.au/wtd> to view the online poster and additional information about World Teachers' Day.

On World Teachers' Day 15 high achieving teachers will be awarded prizes in the inaugural QCT Excellence in Teaching Awards ceremony at Government House. The ceremony will include the announcements of the *Alan Druery OAM Excellence in Teaching Award* and *Dr Roger Hunter Excellence in Beginning to Teach Award* winners. View the finalists and their profiles on pages 4 and 5.

*RIGHT: Poster promoting World Teachers Day. To print your copy of the poster, go to: [www.qct.edu.au/wtd](http://www.qct.edu.au/wtd)*



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# Provisional registration coming to an end

Are you a provisionally registered teacher? Have you been provisionally registered since the start of 2006 (or earlier)? If so, your registration will be due to end on 31 December 2009 unless you are able to move to full registration before then. Four years is the maximum period of provisional registration allowed under current Queensland legislation.

To be eligible for full registration, you need to:

- Have completed at least 200 days of teaching in schools or other recognised settings;
- Have engaged in ongoing professional learning and growth related to the *Professional Standards for Queensland Teachers*, and compiled examples of your practice which demonstrate this; and
- ensure that the *Provisional to Full Registration Recommendation Report* is completed by a school principal and submitted to the Queensland College of Teachers (QCT).

Information about the process for gaining full registration, optional support tools and the Recommendation Report form are available on the QCT website at [www.qct.edu.au/registration/prov.html](http://www.qct.edu.au/registration/prov.html).

If you are not granted full registration by 31 December 2009 your provisional registration will end and you will have to reapply for teacher registration if you wish to teach in Queensland schools.

Teachers needing to reapply for teacher registration are requested to:

- read the Application for Teacher Registration Guidelines available on the QCT website – [www.qct.edu.au/registration/index.html](http://www.qct.edu.au/registration/index.html);
- complete the online teacher registration application form available on the QCT website [www.qct.edu.au](http://www.qct.edu.au); and
- sign the printed version of the online application form and send it with the requested certified copies of supporting documents to the QCT.

Provisionally registered teachers whose registration ends on 31 December 2009 were sent information from the QCT about this issue earlier this year and will receive a further update in early October.

Provisionally registered teachers whose period of registration is ending are encouraged to contact the QCT at [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au) or on (07) 3377 4777 if they have any questions about moving to full registration or reapplying for registration.

## Helping animals.

### Enlightening people. Changing lives. RSPCA seeks humane education volunteers

RSPCA Queensland is an independent, non-government charity that provides refuge for over 40,000 displaced animals each year and investigates 11,000 cases of alleged animal cruelty. In addition to these core duties, the organization also focuses heavily on the education of the community and currently visits an average of 60,000 school students every year with important messages about responsible pet care and animal welfare.

We are currently seeking potential volunteers for our school visit program all over the state, to deliver pre-prepared lessons to students of all ages, about a variety of animal-related topics. Visits range in length from 30 minutes to 2 hours and volunteers can be accommodated in terms of their preferences for suburbs/towns, days & times, age of the students, and any other variables.

Anyone interested in finding out more about this valuable and highly rewarding program is invited to contact the RSPCA's Volunteer Department on (07)3426 9903, or e-mail [education@rspcaqlld.org.au](mailto:education@rspcaqlld.org.au). More details about the work of the RSPCA are also available at [www.rspcaqlld.org.au](http://www.rspcaqlld.org.au).



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