

QCT CONNECTION

QUEENSLAND
COLLEGE OF TEACHERS

KEEPING QUEENSLAND TEACHERS CONNECTED

ISSUE 2 SEPTEMBER 2008

www.qct.edu.au

ANNUAL FEE REMINDER NOTICE

For the majority of registered teachers, payment of the annual fee is due on 31 December 2008. To ensure your teacher registration remains current please pay your registration before 31 December 2008. 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).

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COVER PHOTO

Our cover this issue features images of the aftermath of the flood at Mackay North State School earlier this year. See article pages 3-4 where Principal Jo Turner reflects on the school's relationship with the community and describes events of the last year that have strengthened ties in ways she could never have imagined.



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Welcome to Issue 2

Welcome to the second edition of *QCT Connection*, the newsletter for all Queensland-registered teachers.

Each edition of the publication includes articles on a particular theme or focus; this time our focus is teachers and schools as leaders in their communities. We look at the special relationships that Mackay North State School and Stanthorpe State High School have with their local areas.

As part of a regular series, in this issue we bring you short profiles of two Queensland teachers from a variety of schools.

Information about an important national issue is included at page 8.

To ensure that teachers are aware of policies and processes affecting their registration, information related to teacher registration in Queensland and the work of the QCT will also be included in each issue. See pages 9 & 10 of this edition for articles on the draft QCT Continuing Professional Development framework and the draft Code of Ethics for Queensland teachers. There is also an item about the three teachers elected to the QCT Board for the new term commencing next year.

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.

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 April 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). Submissions must be received by 18 February 2009.

DISCLAIMER

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Tying it together

One of the important roles of teachers is leadership – teachers are leaders not only in their classrooms, but also in their local communities.

Our feature story for this issue focuses on the theme of teachers as community leaders and the partnerships that teachers are often instrumental in building between schools and the local populace. These links can be strong in good times but often come to the fore in times of adversity.

At the heart of every community rests a common need to survive, and an underlying sense of unity in ensuring its future. As REBECCA PERRY discovers, schools are central to building partnerships – weaving a special thread that is not only sewing up the futures of its students, but building lasting links.

It was just after 3am in Mackay on February 15, 2008, and as the velocity of rain on Jo Turner's roof woke her from a usually sound sleep, she knew it wasn't going to be a typical school day.

"It had been a week of unsettled weather and I was wondering if students would be able to make it in," she reflects.

But by 6am, the Mackay North State School principal feared the worst.

"I got in the car just wanting to go in, but I heard a police report on the radio urging all drivers to remain at home because of flooded roads," she said. "I live on the other side of the river, and I couldn't get out... I just had to wait."

Anxious hours of not knowing the fate of one of Mackay's oldest schools, established in 1915, turned to despair by the time she could survey the damage herself.

With more than 600 millimetres of rain falling in six hours, the region's worst flooding in 20 years inundated ground-floor classrooms with waters higher than a metre.

"We had an old piano that had obviously floated and landed with its pedals in the air, the whole special education unit that teaches 25 kids had gone underwater with fridges and freezers on their sides, the tuckshop was wiped out, library books were floating, and a three-week-old laboratory of 25 computers that had hardly been used was destroyed," she said.

"Fifteen programs from music, sporting equipment, grounds-keeping tools, the tuckshop, theatre props and costumes – none of these things could be used.

"It was just devastating.

"Everybody knew someone who had been affected, and was leaning on someone else for help."

Some of the school's own teachers' homes had been wiped out, and students' families were evacuated in dramatic rescues – yet once the waters receded, offers of help came flooding in.

"By Saturday afternoon, almost all the staff, parents and children were here cleaning up anything that was water-logged," she said.

"There were countless people who turned up coming through the school gate saying they'd heard what had happened and wanted to help.

"I sometimes didn't even get their names, they were just big, burly guys wanting to lend a hand – it was goosebump stuff."

A local accounting firm sent staff to help clean up, hardware stores offered mops and buckets and local engineering company, John Holland Group, not only sent almost 30 men to help with initial relief efforts, but staff have since staged their own fundraisers.

"That allowed us to buy a new public announcement system and eskies for our sports day, and even the local senior citizens group, for whom we have held concerts over the last five years, held a fundraiser of their own for us that raised \$2,500 which allowed us to buy theatrical props," she said.

"Sensis heard about our plight, and replaced our 25 lost computers along with the furniture to go with them, and the boys from John Holland came in and assembled them." ►



Top: Jo Turner. Middle and Above: Aftermath of the flood at Mackay North State School.

Tying it together (continued)

Though Ms Turner knows her school's relationship with the community has always been strong, the events of the last year have strengthened ties in ways she could never have imagined.

"I've written more than 250 thank you notes to individual people for their help," she said, grateful that the damage is repaired and the school now better equipped than before the flood.

"We have coped with the aftermath of the flooding when we have needed to, but when you stop to think about it, it has been overwhelming."

A catalyst for change

More than 1000 kilometres away in Stanthorpe, where tourists flock for a weekend's worth of wine-based tourism, the local high school is toasting its success.

The strength of its community relationships has crept up on acting principal Peter Grant because they weren't born from a disaster, but perhaps one waiting to happen.

"My wife and I moved here in 1985 when I was appointed to Stanthorpe State High School as a physical education teacher, and we knew it was a place that was perfect to bring up our children," Mr Grant said.

"But ten to fifteen years ago, there was a big exodus of young people leaving to go to university or look for employment.

"Since then, I have seen this community grow from a place where there were few opportunities employment-wise in industries other than agriculture and horticulture, to a region that has so many opportunities.

"It is quite remarkable, and you don't realise it until you look back."

In fact, while the last few years have strengthened Stanthorpe's stature as a leading destination for the lucrative tourism market, an integral part of its success is a strong educational focus that is helping shape the town's ongoing security, and seeing graduates employed in a host of burgeoning local industries.

"What started as a partnership with our local wine tourism industry

has evolved into the Queensland College of Wine Tourism that works with the University of Southern Queensland, Southern Queensland Institute of TAFE and industry partners," Mr Grant said.

"We have our own commercial vineyard and every vintage of our own Banca Ridge label has won awards.

"49 of our 237 senior students are undertaking school-based traineeships with local employers, and we have won Queensland and Australian training awards for our traineeship programs.

"The links are significant — employers in a range of industries come to us looking for students or offering jobs, and we are even seeing enrolments where families come to us and say they have moved to Stanthorpe because of the opportunities our school can offer their children.

"It is one thing for us to say we have great programs, but they wouldn't be real if the community wasn't supportive."

With teachers across Queensland playing a pivotal role in extending their leadership from schools to the wider community, Stanthorpe State High School is also looking to the future and hopes to establish a trade training centre focusing on automotive mechanics, construction and agriculture in partnership with four other nearby schools.

"It is all about asking the community what they want and how we can help them," Mr Grant said. "It is a two-way street, and it wouldn't work if it were any other way."

Proud to be green!

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.



Top: Winemaker explaining finer points of viticulture to students in the Stanthorpe SHS Banca Ridge vineyard. Above: Students at work pruning in the Stanthorpe SHS Banca Ridge vineyard.

Joining the fold

Any new job comes with its share of challenges but as REBECCA PERRY reports, school induction programs are helping newcomers settle into their roles while meeting the needs of pupils, parents and peers.

Every birthday adds another year of wisdom to our experiences, so as Cannon Hill Anglican College celebrates its twentieth year of operations, its 850 students and 120 staff are enjoying the benefits of its coming-of-age.

The school, in Brisbane's east, prides itself on making staff feel welcome — and central to its success is an induction program which, over the years, has been honed into a well-oiled process.

"It is all about being a part of a team," believes deputy principal Maria Woods, who runs the initiative.

"When a new staff member is appointed, we do things to make sure they feel at home right away, like having their name tags ready.

"We run an initial induction day at the start of the term so they can meet key contacts and people they can go to for help, give them a tour of the school, and provide a folder with a range of useful information such as phone numbers and staff photos so they can put names to faces."

Every new employee — from beginning and established teachers, to finance and canteen staff — is included in the process, and they help its ongoing development by offering regular feedback.

"It is a face-to-face approach and each time we run an induction course, we hope to make an improvement on the last," Ms Woods said.

While there are broad expectations for what induction programs should include, responsibility for running them rests with schools.

Since 2007, the Department of Education, Training and the Arts' Flying Start program has been giving a tool kit of information to Education Queensland's permanently employed beginning teachers and new teachers on long-term contracts.

The package includes strategies to use in the classroom with a focus on orientation, support, professional development, performance and accountability. There are also online induction tips for school leaders to share with staff.

But it seems the benefits of well-run programs go far beyond individuals or their schools.

A 2007 Queensland University of Technology (QUT) study on beginning teachers found effective induction programs are critical for keeping staff in the profession, with countries including Switzerland, France and Japan investing heavily in their educational futures.

"The employer's responsibility certainly doesn't end after a staff member's job interview," agrees Ms Woods.

"Investing time, energy and resources into staff is so important, and we are always working to retain good people, build relationships and foster communication.

"The result is great for staff morale and it means we are all working in tandem."



Cannon Hill Anglican College deputy principal, Maria Woods (left), with teachers who experienced the school's induction program this year: Eve Hassall (Head of Faculty - English) and Shelley Spargo (first-year science teacher).

TRAINING TIPS

For more information on induction programs and resources for new teachers, visit:

Aspiring, Beginning and Establishing Teachers' Community
www.learningplace.com.au/default_suborg.asp?orgid=18&suborgid=18

Beginning and Establishing Teachers' Association
www.beta.asn.au/

Department of Education, Training and the Arts — Flying Start induction strategy
www.education.qld.gov.au/staff/development/employee/teachers/induction.html

Queensland College of Teachers
www.qct.edu.au

Queensland Teachers' Union
www.qtu.asn.au

The Learning Place
www.learningplace.eq.edu.au

All about me...

Kristin Bragg



Years of teaching experience: Currently in second year of teaching

Current position: Year 2 teacher, Somerville House

I knew I wanted to be a teacher because... I enjoy being with young people and watching them develop and seeing them become enthusiastic about learning.

Being a part of this profession means... being a part of a culture of care, support and meaningful instruction for students and creating a community of lifelong learners.

I like teaching others about... the basic fundamentals of learning such as reading, writing and mathematics so that the students have a strong foundation to build upon. I also enjoy teaching students about life experiences and the world that they live in.

My greatest achievement was... Graduating with a Bachelor of Primary Education from the Queensland University of Technology (QUT) and subsequently gaining full time employment the following year at Somerville House, which holds special memories for me as I went to high school there.

My biggest challenge was... returning to Australia and settling back down to university to complete my teaching degree after spending a year in the United States of America doing summer camps and environmental education.

I felt that I had made a difference teaching when... a student was making many little mistakes during reading and she came to me and said 'I am a bad reader' (which wasn't the case). I showed her one simple strategy to eliminate the errors and within two weeks her reading accuracy went from 70% to 95% and her whole attitude towards reading had changed. She now sees herself as a very good reader.

I'll never forget the time when... my year 8 history teacher asked us to write down what we thought we would be doing in 10 years' time (I wrote that I thought I would be a physical education teacher — 10 years later, I graduated as a primary school teacher).

If there was one thing I could change... it would be getting more involved in school-based outdoor experiences, as it gives me the chance to interact with the students in a different environment.

My next step is... to continue to serve Somerville House Junior School to the best of my ability.

Students will remember me as the teacher who... tries to make learning fun and wears pretty skirts.

Abdulah Bakharia



Years of teaching experience: Taught at primary, secondary and tertiary levels and have 18 years' teaching experience with Education Queensland.

Current position: Senior specialist teacher in health and physical education, teaching approximately 200 students, aged between five and 18, with disabilities includ-

ing intellectual, physical, hearing and vision impairments, autistic spectrum disorder and complex behaviour at Claremont Special School and Ipswich Special School.

I knew I wanted to be a teacher because... my mother was an excellent teacher of life skills, and had taught her family to be positive and hardworking in the face of adversity.

Being a part of this profession means... you have a unique opportunity to make a positive impact on the lives of young people that can last well beyond their school years.

I like teaching others about... being supportive and always remembering the ultimate goal is helping others.

My greatest achievement was... obtaining a 100 percent pass rate from my Year 12 science students.

My biggest challenge was... when I resigned from a senior position in education and migrated to Australia to return to classroom teaching, so that my family could have a better life.

I felt that I had made a difference teaching when... because I enjoy being able to give, and know the energy and enthusiasm that I put in makes a difference to my students that will last a lifetime.

I'll never forget the time when... I conducted my first aerobics lesson to approximately 10 teachers and 45 students with disabilities aged between five and 18.

If there was one thing I could change... I would dedicate more time to myself and do the things that I always say I want, and need, to do — but never seem to find the time to do them.

My next step is... probably returning to high school teaching in health and physical education or science.

Students will remember me as the teacher who... looked past their disability and never accepted "I can't do this, Sir — it is too hard" from them.

Summer school lessons last a lifetime

Though the Australian Government Summer Schools for Teachers programme is not continuing, Babinda State School teacher GILLIAN RADDATZ reflects on her experiences at the event earlier this year.

“The gift that keeps on giving.”

This is how Jackie from Ipswich described the Australian Government Summer Schools for Teachers Programme.

In January 2008, Jackie and I were among 120 teachers from all over Australia who attended the History Summer School in Canberra. Participants were drawn from a diverse pool: from primary and secondary schools, to government and private sectors. Experience and age were just as variable. This assorted group spent ten days immersed in the topic of Australian History under the auspices of Professor Paul Pickering's staff at the Australian National University (ANU) and the various cultural institutions of the Australian Capital Territory.

The presenters were just as diverse as the participants. Eminent historians from all walks of life shared their views and expertise with us, from a young Anna Clarke and gardening guru Holly Kerr-Forsyth, to academics including Ashley Elkins, Inge Clendenin and elder statesmen like Henry Reynolds, Bill Gammage and Sir Anthony Mason.

All kept us engaged and enthralled with their knowledge and wisdom, gathered from years of research in their particular field. The recent “history wars” were a hot topic, and presenters fielded questions regarding the current thinking and future trends that we might expect for the teaching of history in Australian schools.

Participants were given unprecedented access to the cultural institutions of the nation's capital, with the National Museum, Old Parliament House, the National Portrait Gallery, the National Archives and the Australian War Museum all opening their doors to us. Their staff's commitment, professionalism and passion were infectious.

At the end of the course, we didn't leave empty handed — literally or metaphorically. Resources were willingly given or sold at greatly discounted prices. I even had to purchase another suitcase for all of the books, posters and kits I had gathered or had been given in the course of the program.

But as Jackie from Ipswich so aptly put it, we had also been given a gift that went far beyond the physical. We had been treated like the most important cogs in the education machine, mixed with some of Australia's most inspiring teachers, and been spoken to with respect and intellectual regard by people we in turn regarded with awe. We knew we had been given the opportunity to be a part of something unique.

The History Summer School may have only run for 10 days, but its impact on the participants and their schools will resonate for years to come. The lessons learnt and ideas conceptualised will be imbedded in curriculums around the country. Participants will become role models for other teachers in their schools, spreading their influence like ripples on a pond. They will inspire their students to learn about the history of the world they live in and to be an active participant in its future. The gift that was given to us is only just starting to be unwrapped. Who knows what surprises it has in store?

FURTHER INFORMATION

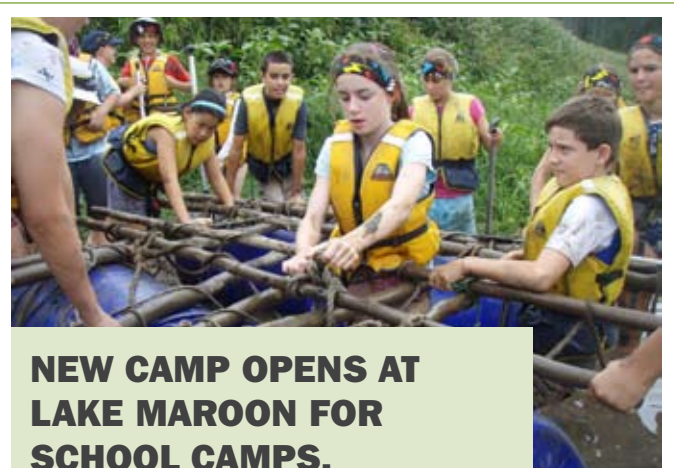
As part of the event, teachers were allocated two days to develop a research project of their choosing at one or more of the institutions. To view this work, and other information from the Summer School, visit www.aushistoryschool.org/links.



Right: Summer School participants, Mardi and Gillian



Left: Summer School group photo



NEW CAMP OPENS AT LAKE MAROON FOR SCHOOL CAMPS.

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Contact Steve at Sports Tuition to secure your 2009 School Camp booking on 0403 154 510.

CampLakeFire.com.au
SportsTuition.com.au



CAMP
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A national approach to the accreditation of pre-service teacher education courses

Currently, all Australian state and territory teacher regulatory bodies (organizations like the Queensland College of Teachers) play a role in the development of pre-service teacher education courses by higher education institutions. The level of involvement depends upon the powers contained in the state legislation that governs the regulatory authority.

The Queensland College of Teachers (QCT) approves pre-service teacher education courses developed by Queensland higher education institutions. Pre-service teacher education programs offered in Queensland must be approved by the College in order for graduates to be granted registration as teachers in Queensland. Courses are evaluated by panels of members of the profes-

sion including teacher educators, teacher employers and practising teachers. Approval of a course is dependent on the institution satisfying the QCT that graduates of the pre-service teacher education course will meet the requirements of the QCT's Professional Standards for Teachers and that the course meets the QCT Program Approval Guidelines for Pre-Service Teacher Education.

A working party has been established by the state and federal Ministers responsible for education to develop a national pre-service teacher education accreditation system. Processes emanating from this system will be progressively implemented from 2009.

The working party is developing national teacher standards at a graduate level, national program standards and a national

authority to oversee the processes that need to be developed to implement the system.

The system will build upon processes already established in states and territories. A national system will support greater national and international recognition of, as well as increased public confidence in, the quality and qualifications of Australian teacher graduates irrespective of the institution or state from which they graduate.

Once a national system is developed and approved by the state and federal Ministers responsible for education, the QCT will publish information about it on its web site so that teachers and the public can see what changes will need to occur to our current state processes.

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QTE4105QCT

QCT Continuing Professional Development Framework

As teachers, we have always engaged in the ongoing development of our knowledge and skills to improve practice and support our students in response to changing times. The legislative changes introduced through the *Education (Queensland College of Teachers) Act 2005* require all teachers to formally renew their registration every five years and acknowledge the importance of the growth of teachers in their professional practice throughout their careers.

The new provisions for renewal of registration require that all registered teachers who meet recency of practice (equivalent of one year's teaching in a school in the last five) also meet the expectations of the Continuing Professional Development (CPD) Framework. The draft CPD Framework, representing the culmination of deliberations between the key stakeholders of the Board of the QCT and the Professional Standards Committee, was recently released for statewide consultation.

During July and August, teachers and stakeholders considered and provided advice to refine the framework by participating in a series of forums, workshops, focus groups and through an online survey. With consultations continuing at the time of going to print, teachers are showing genuine and broad support for the recognition of this aspect of professionalism, that is, their responsibility for and commitment to professional development and strengthening teaching practice to support students in their learning.

The College is now involved in analysing the feedback and will finalise the framework for implementation from January 2009. Please see the College website at www.qct.edu.au/renewal for further information.

Ben's always there for his students.

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The Friends of Newstead House



The Friends of Newstead House, 1846, Brisbane's oldest existing domestic dwelling, invite serving or retired teachers to be part of a team of volunteer House Guides to showcase Newstead House to the public. A brief orientation is available to familiarise members with the House collection or to fill in any perceived gaps in Brisbane's history. Feel privileged to be part of a team to perpetuate our history!

For more information, contact the President, Gaye Fitzpatrick on 3263 4731 or the Secretary, Pam Rayner on 3369 2507.

Practising teachers come on board

Three new members will help shape decisions affecting Queensland teachers, after being elected to the Board of the Queensland College of Teachers.

College Director John Ryan said this year's election attracted more interest than in previous years, with 21 practising teachers nominating for a role and 13,000 people casting votes.

"The Board gives teachers the chance to bring different experiences to the table, which allows its discussions and decisions to be more informed," said Mr Ryan.

"Their work plays a vital role in strengthening the community's high regard for our education system."

Mr Ryan said the three new Board members are:

- Marcia Chock Man, deputy principal, St Patrick's College, Townsville (non-state school representative);
- Roselynn Anderson, principal, Beenleigh Special School, Beenleigh (state school representative); and
- 'Digger' (Mark) Hollands, teacher, Cairns School of Distance Education, Cairns (state school representative).

The Board includes 17 members and is chaired by Griffith University's Deputy Vice Chancellor, Professor John Dewar.

Board members' responsibilities include helping develop policies and procedures through meetings, participating on committees and working parties, providing strategic management to support the College's functions, and being an advocate for the profession.

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

Teachers support draft code

The Queensland College of Teachers (QCT) has developed a draft Code of Ethics to help provide guidance to registered teachers about appropriate professional conduct and practice. The draft Code is a one page, aspirational document which describes the following six high level professional values: integrity; dignity; responsibility; respect; justice; and care. When approved, the Code will not replace current employer Codes of Conduct/Ethics but it will complement these Codes and provide the profession with further reinforcement of the high standards of conduct and practice required and expected of teachers.

During the past few months the QCT has consulted stakeholders (eg employers, unions, parent groups, tertiary institutions) about the draft Code and the final phase of this process was the use of an online survey to obtain feedback from registered teachers, other interested persons and organisations. The survey was available through the QCT website for a six week period from 7 May to 20 June.

Key outcomes from the survey include:

- 93% of respondents found the Code to be relevant to the profession;
- 99% of respondents agreed the core values in the Code are important;
- 97% of respondents found the Code easy to understand;
- Over 90% of respondents agreed the definitions of the core values are appropriate;
- Respondents were very positive about the format and layout of the Code with 96% rating the layout positively and 88% liking the overall look in terms of font, colour and pictures used; and
- Respondents strongly recommended the Code be accessible: in poster format on school noticeboards; on websites eg QCT, employers, unions, professional associations; and as a document in QCT registration and employer induction materials.

Comments and suggestions provided by survey participants will be used to amend the draft Code and it is planned to have the QCT Board at its September meeting recommend a Code of Ethics for Ministerial approval.

Registered teachers who wish to view the draft Code can do so by visiting the QCT website www.qct.edu.au.



The pursuit of happiness

Imagine a horror day in the classroom—students are off-task and boisterous, reports are piling up, and there are numerous administrative jobs to complete.

Feel like smiling?

Perhaps not, but it is hoped a new DVD produced by the Queensland College of Teachers (QCT) will help brighten teachers' days.

Director John Ryan said the video aims to help improve the wellbeing of teachers and, in what is thought to be a state first, it is being sent to every Queensland school.

"Working with lots of different kinds of people who have a range of expectations can sometimes lead to stressful situations, and teaching isn't immune to that," said Mr Ryan.

"The classroom can sometimes become a pressure-cooker of emotions, and we wanted to develop a resource that would help teachers better cope with the demands of their jobs."

Mr Ryan said the DVD captures the advice of former classroom teacher turned lecturer and resilience expert, Dr Toni Noble, and was filmed during a lecture staged by the college in June for a cross-section of teachers whose questions also form part of the presentation.

Dr Noble lectures in education and psychology in the Faculty of Education at the Australian Catholic University in Sydney, and

recently completed an Authentic Happiness Coaching course run by Professor Martin Seligman, past president of the American Psychological Association.

"Wellbeing is so much more than just looking on the bright side of life," Mr Ryan said.

"This initiative helps equip teachers with strategies that will help them deal with stress, balance work and life priorities, manage personal relationships, and find time for their own professional and personal renewal.

"It prompts them to question their work, and the reasons why they are working in this extraordinary field, and the results have a great impact on their outlook and attitude."

Dr Noble's advice for happiness includes a focus on four pillars of 'positive education practices':

- Generating positive emotions;
- Building positive relationships;
- Engaging strengths; and
- Developing a sense of meaning and purpose.

"Promoting wellbeing not only means happier teachers, but it also helps organisations thrive and flourish with resilient and positive workers," Mr Ryan said.

"Teachers have told us that this is the sort of information they want, and having this as

BOUNCE BACK!

Dr Noble works with fellow academic and psychologist, Dr Helen McGrath, on training teachers, parents, health professionals and psychologists with skills that are central to wellbeing including managing difficult people, developing anti-bullying curriculum strategies, and effectively managing learning. For more information on their work, visit www.bounceback.com.au.

an accessible resource will help empower them with skills and strategies to use in the classroom and beyond."

The DVD includes exercises and activities that teachers can do on their own, or during staff meetings, to further their own training and development.

By Rebecca Perry



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QCT CONNECTION

TELL US YOUR STORY

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

Online help for new teachers

When teachers first step into the classroom and are ready to answer students' questions, many find they can have plenty of their own as they adjust to their new careers.

Now, thanks to the Queensland College of Teachers' new website for beginning teachers, those questions are being answered in a one-stop-shop of information.

"We did some surveys and it was quite obvious that new teachers needed information just for them," director John Ryan said.

"Until now, there hasn't been any other website where new teachers could get all the information they needed in the one place, so having it up and running is a great resource."

The site went live in September — shortly after the College launched its overarching, new-look website — and features handy, easy-to-access material for teachers working in their first three years on the job.

Among the highlights are a new teacher's reflections on how she copes with her job and why she joined the profession, support for undertaking country service, and a series of videos with tips on building relationships, managing your professional life and legal advice on some common issues that face teachers, such as being invited to a student's party.

Mr Ryan said the website's information taps into international resources, as well as advice from new and senior teachers across Queensland.

"It certainly helps make some of the grey areas clearer," he said.

"The key to the whole site is being able to support teachers, and it is like a comfort place where they can go to look at what other people are doing and help reflect on why they became a teacher."

Mr Ryan said the website will be updated over time, including following the ongoing experiences of second-year teacher Sarah Penrose, who is teaching English, Modern History and Studies of Society and Environment (SOSE) at The Gap State High School.

To access the site, visit:
<http://beginningtoteach.qct.edu.au>

By Rebecca Perry



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QCT grants showcase teacher research

Three Queensland educators are sharing their research with industry leaders at major Brisbane conferences, thanks to the Queensland College of Teachers' inaugural grants program to promote the teaching profession.

Applications closed in April and were assessed by a panel of judges from the College's Board, who awarded more than \$4000 worth of grants to teachers who are undertaking research that relates to their teaching practice.

Pimlico State High School senior science teacher Alberto Bellocchi attended the Australasian Science Education Research Association (ASERA) Conference in July, Toowoomba's Concordia Lutheran College teacher-librarian Patricia Carmichael went to the School Library Association of Queensland (SLAQ) Conference in September, and senior English teacher Sarah Long from Merrimac's All Saints Anglican School will participate in the Australian Association for Research in Education (AARE) Annual International Conference at the end of the year.

The College hopes to make the grants program an annual event.