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TEACHX Awards 2024 Shortlist



Across the seven 2024 TEACHX Award categories, we received 349 nominations showcasing a small extract of the high-quality teaching taking place across Queensland every day. To be nominated for a TEACHX Award itself is a sign of achievement and the respect of your colleagues.

The QCT would like to congratulate the 2024 TEACHX shortlist.

Bretho's positive impact on students and colleagues



Teaching since 1987, Andrew 'Bretho' Bretherton has made a remarkable impact on his school community, particularly for students re-entering the classroom after extended absences.

At Hillbrook Anglican School, Bretho teaches technical skills as part of the Design and Technologies subjects and supports students through their educational journeys. He began his teaching journey after a career as a carpenter. He studied a Diploma of Teaching on scholarship at Mt Gravatt Teachers

College, going onto complete a Bachelor of Secondary Education by night.

"From day one I loved it. I thrived on the interaction with students within the workshop environment. I felt there was a place for me in education working with students, using my practical skills and experience," he said.

A shortlisted nominee in last year's TEACHX Awards, colleagues said they had lost count of the number of students he had mentored and supported.

Driven by his own early schooling experience, he developed a teaching ethos to teach inclusively, providing safe spaces for all students.

"Supporting students re-entering the classroom has for a long time been a great passion of mine and over the past few years my workshop safe space has become an integral part of re-entering school for many students."

Bretho highlights the importance of extra curriculums and integrating less traditional learning environments in enhancing student capability, direction, and growth.

"The traditional classroom environment is not the best setting for all students. The ability to extend what is learnt within the classroom with exposure to non-education settings expands the teaching framework and ultimately the educational outcome."

It's not only students who benefit from Bretho's work, but also his early career colleagues. He has enthusiastically supervised teachers in training, and mentored beginning teachers on their journeys.

"Certainly, in the early years of teaching it can be overwhelming and finding your footing requires balance and support from those around you," he said.

"My approach was to model good educational practice, offer guidance and support whilst allowing them to explore and learn within the teaching environment. It is vital for new teachers that there are experienced teachers and leadership teams who will be supportive and offer guidance."

He continues to support staff in their own life challenges, assisting with meals, advising colleagues on car purchasing, listening, encouraging, and even accommodating staff in his family home when needed.

Nearing the end of his career, Bretho reflected on his teaching journey as 'simply amazing'.

"I have a real sense of honour and joy when running into ex-students and learning about their lives, hearing about the school memories. Having the opportunity to teach, offer guidance, provide information, values and skills to students provides me with pride."

Teaching careers more accessible with changes to course requirements



The QCT has updated some conditions of entry into university teacher education programs in Queensland.

At the request of the Minister for Education and key stakeholders of the Queensland Teacher Workforce Strategy Working Group, we have revised two entry requirements for those applying for initial teacher education (ITE) courses from 2025.

For school leavers considering Primary or Early Childhood teaching at the undergraduate level (e.g. Bachelor of Education), the science prerequisite has been removed.

This means a school leaver can now apply for entry into Queensland university programs that prepare for Primary or Early Childhood teaching if they have completed Year 12 studies with approved English and Maths subjects.

Students enrolled in these undergraduate teaching programs will develop their skills in science teaching throughout their ITE program. This change is consistent with requirements in other Australian states and territories.

We have also suspended the non-academic entry requirement for all teaching programs (undergraduate and postgraduate) in Queensland in 2025.

This entry requirement involved submitting a personal statement. It has been temporarily removed while its impact is evaluated, and national work reviewing program standards – including the ongoing efficacy of this requirement – is considered.

These changes are not expected to impact the quality of graduates of ITE programs, but rather make teacher education and teaching careers more accessible on entry.

We encourage you to have conversations with your students about what these changes mean for becoming a teacher, namely that there are now more opportunities for making teaching a career of choice.

The QCT accredits ITE programs in Queensland in line with the national standards. For more information, [visit our website](#).

Using Instagram as a professional teaching tool



We recently noticed the creative work of early career teacher Faye Newsome on her professional Instagram account.

We spoke to Faye about experiences and obstacles she has navigated in her first 18 months of teaching, and how she uses Instagram as a professional tool.

"I grew up saying that I wanted to be a teacher – my own prep teacher has always been someone I remember for being so nurturing in my own education journey and I want to be that for the students in my own class," she said.

"There have been so many highlights in my career so far – completing my first year for starters!

"Having my own classroom has always been the dream, so to look back on what I had accomplished really made me proud. This year as a prep teacher, I am constantly filled with pride to see the growth that my students achieve week by week. I serves as a constant reminder of why I do what I do.

"I do have to continually remind myself of work-life balance, especially around reporting time! Even after doing it a few times, I still find it challenging to find the balance, to break it down bit by bit to try and avoid overwhelming myself."

"I created my Instagram after being inspired by my teaching mentor. She spoke about how she uses hers to share ideas, achievements, and to find inspiration for the classroom.

"When I first started, I wasn't sure how successful it would be but now it has connected me to so many people in education from all over the world. It has been so nice to have an online community that is constantly growing and acts as an extra support network to share with.

"When I look to my future, I hope teaching takes me to making more impact in the education world. I'd love to move my way up to experience different schools and positions. But I am thankful each day to be working in this profession and to make an impact on so many little people in our world. Big or small: it all counts."

Follow Faye's teaching journey on Instagram: [@teachingwith_missnewsome](#)

Take your career to the next level with Certification 2.0



We are seeking expressions of interest from eligible teachers considering their next career stage.

Expressions of interest to apply for certification in 2025 under both our new certification program (Certification 2.0) and the previous program are open from **5-19 August 2024**.

Teachers intending to apply for certification should engage with the new [Applicant Support Program](#), which features a series of video vignettes and interactive webinars to answer your questions about the new process.

Please view the video vignettes, then bring your questions along to the webinars. You can register for the webinars [here](#).

The Applicant Support Program has been designed to help applicants, referees, and school leaders understand:

- the application process and requirements
- the role of the APST when applying for certification
- how to effectively evidence practice
- where to find resources and support.

[New guidelines](#) also explain the requirements and support teachers in their certification journey.

The QCT remains the certifying authority for Queensland State and Queensland Catholic Education Commission (QCEC) schools. Teachers in independent schools should continue to seek advice from Independent Schools Queensland on the certification process.

View the Certification 2.0 information session and stay up to date with the rollout on the [QCT website](#).

Queensland teachers recognised in King's Birthday Honours List



This year's [King's Birthday Honours List](#) celebrates a total of 737 Australians' outstanding service and contributions.

While some are well-known, the majority are unsung heroes. Any Australian can [nominate](#) someone for an award.

Featured on the list are several Queensland teachers. Read their accomplishments below:

Roslyn Curtis AM, St Margaret's Anglican Girls School

A Principal since 2011, Roslyn was appointed as a Member of the Order of Australia (AM) and recognised for significant services to education and to professional associations.

Upon completing her Master of Education in Leadership and Management in 2005, she received the Australian Council for Education Leaders (QLD) award from Queensland University of Technology for Academic Excellence in postgraduate study in Educational Leadership.

In 2011, she received the John Laing Award for her significant contribution to the professional development of Senior Leaders in Schools. In 2018, she received an Excellence in Educational Leadership Award from The Australian Council for Education Leaders (QLD).

In 2020, 2021 and 2022, Roslyn received an Excellence Award for School Principal of the Year – Non-Government in the Australian Education Awards. A representative on the national board of AHISA (Association of Heads of Independent Schools); she is a member of the Board of Independent Schools Queensland (ISQ) and Chair of the Education Committee of ISQ.

Philip Harrison AM, Tinaroo Environmental Education Centre



Phil was appointed as a Member of the Order of Australia (AM) and recognised for significant service to youth, and to outdoor and environmental education.

Phil moved to Queensland from NSW in 1996 and taught at St Peters Lutheran College's

"Ironbark" residential campus for 10 years. This was followed by seven years teaching Outdoor Leadership at TAFE in Cairns.

Since joining Tinaroo Environmental Education Centre in 2013 and becoming Principal in 2021, he has been a driving force in outdoor and environmental education. With over 35 years as an adult leader with Scouts Australia, and 20 years as volunteer rural firefighter, Phil's commitment to community service and the environment is truly inspiring.

"I am humbled to be recognised as a Member of the Order of Australia," he shared.

"I have had the privilege to spend significant time exploring, working in, and protecting natural environments in Australia and overseas. I acknowledge the traditional owners, the first adventurers, in whose footsteps we follow."

Phil has been a cornerstone of Scouts Australia, known for his extensive involvement and leadership, including his six-year role as Chief Commissioner of Scouts Australia. Over the past 35 years, Phil has dedicated himself to various roles, from local groups, state, national, and international contingents,

showcasing his unwavering commitment to the scouting movement.

Susan Pavish OAM, Moreton Bay College

Director of Sport at Moreton Bay College since 2005, Sue was awarded the Medal of the Order of Australia (OAM) and recognised for her service to physical education.

Since joining MBC in 1992, Sue has elevated the school's sports programs to new heights, and fostered a culture of sporting excellence.

Under her leadership, MBC has claimed numerous premierships, state, national, and international titles. Sue's contributions have significantly impacted Hockey and Athletics, and in the latter discipline, Sue has led teams to secure the Queensland Girls Secondary Schools Sports Association (QGSSSA) Athletics trophy for eight consecutive years.

A former Olympic sprinter, Sue represented New Zealand at the Montreal Olympic Games in 1976 which attests to her personal dedication to athletic excellence.

Sue's unwavering commitment also led MBC to become the first school in Australia to receive international accreditation from the World Academy of Sport.

Suzanne Roberts OAM, Somerset College

Currently Head of Performing Arts at Somerset College in Mudgeeraba, Sue was awarded the Medal of the Order of Australia (OAM) and recognised for her service to music, and to secondary education.

An accomplished piano player, she has taught music since the 1980s and directed many choirs and bands.

Sue has been Musical Director of the Gold Coast City Choir since 2015 and has directed over 30 musical theatre productions.

With more than 40 years of service at Somerset College, Sue is a highly regarded member of the school community: she is a member of the editorial committee for the newsletter and, in 2019, was honoured by having the school's performing arts centre named after her (the 'Suzanne Roberts Centre for Performing Arts').

QCT Board Election outcome



The ballot for the Queensland College of Teachers (QCT) Board election for the new Board commencing 1 January 2025 closed in June.

The QCT would like to thank all candidates who nominated to represent Queensland practising teachers.

The three practising teachers who received the highest number of votes are as follows:

State school: Linda Eager, Kelvin Grove State College; and Judith Stutchbury, Kalkie State School.

Non-state school: Anna Pickering, Moreton Bay College.

Thank you to all registered teachers who voted.

These candidates with the highest number of votes have been provided to the Minister of Education, for consideration for the QCT Board for a three-year term.

For more information about the 2024 Board election and what a QCT Board member does, visit our [website](#).

Teacher registration suspension upheld by QCAT



A recent legal ruling by the [Queensland Civil and Administrative Tribunal \(QCAT\)](#) underscores the importance of adhering to professional boundaries and considering the consequences of engaging in certain behaviours with students.

Outlined in the QCT's [Professional Boundaries: A Guideline for Queensland Teachers](#), teachers owe a higher duty of care to students and must act to ensure their physical and emotional wellbeing is always safeguarded.

A Queensland teacher had their registration suspension continued after QCAT could not be satisfied they do not pose an unacceptable risk of harm to children.

The QCT may suspend an approved teacher's registration or permission to teach if it reasonably believes a teacher poses an unacceptable risk of harm to children. For this type of suspension, QCAT must review the continuation of the suspension to decide whether the teacher poses an unacceptable risk of harm to children.

The teacher had their registration suspended by the QCT in March 2024 after holding registration for over twenty years. They were employed as a guidance officer and directly involved in providing wellbeing support to students.

The notice of suspension provided by the QCT set out the reasons for forming the view they posed an unacceptable risk of harm.

Through their role as a guidance officer, the teacher provided support to a 15–16-year-old student who had extensive mental health vulnerabilities. The teacher engaged in late night and weekend communications with the student, attempting to

arrange a meeting with the student outside of school and encouraging them to withdraw from their family.

After the student unenrolled at the school, the teacher continued to communicate with the student, which included overly affectionate communications and hugging and touching inappropriately. The teacher also supplied the student and their friend with drugs and alcohol and discussed the student's personal circumstances with said friend.

The teacher allowed their bank account to be linked to the student's Medicare account, receiving monetary rebates to which the student was entitled.

The teacher submitted the allegations of any romantic or sexual interest in the student were 'entirely fabricated and unsubstantiated' and referred to prior police investigations that found insufficient evidence for further action.

When questioned about the Medicare account, the teacher stated it may have happened inadvertently as they were the only adult present when the student visited Centrelink, and the funds were immediately returned when they became aware.

In submissions, the teacher recognised professional boundaries were transgressed, however on several instances provided inconsistent evidence. While the teacher claimed to have reflected on their conduct, the tribunal found no evidence of any counselling or relevant professional courses undertaken to address how they would avoid future transgressions.

"I am not satisfied [the teacher] does not pose an unacceptable risk of harm to children. I therefore order that the suspension of [the teacher's] registration as a teacher to continue," the ruling determined.

Once QCAT continues a suspension, a teacher is unable to teach in Queensland while their suspension is in place. The suspension will continue while the matter is investigated further, and QCAT will make a final decision on the matter.

IFTRA 2024



The International Forum of Teacher Regulatory Authorities (IFTRA) Conference was held in Brisbane in June.

IFTRA includes teacher regulatory authorities from Africa, Ireland, Wales, Scotland, Canada, New Zealand, the Pacific, and Australia.

Representatives from around the world gathered at the Queensland University of Technology (QUT) Kelvin Grove campus over two days of robust discussion and debate.

Areas of focus for the conference included continuing professional development, professional standards, professional

boundaries, and the role of regulators in supporting the teacher workforce.

The conference featured engaging sessions and workshops led by experts, including keynote speakers Professor Peter Shergold AC (Board Chair, NSW Education Standards Authority and previously the Chancellor of Western Sydney University) and Dr Andreas Schleicher (Director for the Directorate of Education and Skills, OECD).

Day one of the conference included visits to All Hallows' School and West End State School. International guests experienced Queensland school life, visiting classrooms and meeting school staff and students. We extend a big thank you to All Hallows and West End for making the visits possible and welcoming our guests!

The 2024 IFTRA Conference was made possible thanks to our Major Sponsor, QUT Faculty of Creative Industries, Education and Social Justice.

QUT: Committed to achieving quality education outcomes in collaboration with our partners to build brighter futures



QUT's Faculty of Creative Industries, Education and Social Justice was delighted to serve as the Major Sponsor of the 2024 International Forum of Teacher Regulatory Authorities (IFTRA) Conference.

We commend global regulatory bodies, including the QCT, for their efforts to improve teacher quality in classrooms and early childhood settings, and for exploring strategies to attract and retain excellent educators.

At QUT, we support quality teaching through our cutting-edge educational research, Initial Teacher Education programs and postgraduate courses for teachers and educational leaders.

The QUT Graduate Certificate in Education and Master of Education are delivered flexibly and offer specialisations in:

- Early childhood
- Educational leadership
- First Nations educational practices
- School guidance and counselling
- Inclusive education
- STEM education
- TESOL
- Trauma-aware education

Find out more: [Study education at QUT](#)

Trauma Aware Education Conference

QUT is proud to host the Trauma-Aware Education Conference from 31 Oct-2 Nov 2024 in Brisbane.

Founded by QUT's Dr Judith Howard, this Conference supports national dialogue on issues affecting trauma-impacted children and young people. It also serves as a platform for sharing knowledge about the diverse challenges faced by educators, educational sites, and systems and for promoting trauma-informed policies and practices in innovative and impactful ways.

Find out more: [Trauma Aware Education](#)

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