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Presenting Partners: TUH Health Fund, RemServ Lease, Griffith University and Schoolzine.

[View the full list of recipients and read their stories here.](#)

## TEACHX 2024 recipients revealed



The 2024 TEACHX Awards celebrate 31 outstanding teachers all the way from Cooktown in the north to the Gold Coast in the southeast, recognising their significant contributions to Queensland's education landscape.

Our annual awards acknowledge teacher achievements across state and non-state schools, and early childhood and university settings.

Over the past 16 years, more than 120 teachers have won TEACHX Awards after being nominated by their peers and going through a rigorous judging process.

This year's recipients have made remarkable strides, from enhancing attendance rates for at-risk students to integrating innovative projects that blend robotics with dance, and even introducing therapy dogs into schools. Additionally, for the second consecutive year, a tertiary educator has been recognised for contributions to initial teacher education.

QCT Board Chair Emeritus Professor Wendy Patton praised the winners ahead of the ceremony on 24 October, the eve of World Teachers' Day in Queensland.

"This year's recipients continue a proud tradition of exemplifying the extraordinary work teachers do to improve their students' education and inspire their colleagues," she said, highlighting their enthusiasm and commitment to educational excellence.

The TEACHX Awards are proudly sponsored by Principal Partners: the Queensland Department of Education, and

## QCT research grant recipient shares insights at MERGA conference



Kenmore South State School teacher Judith Hillman recently attended the 46th annual [Mathematics Education Research Group of Australasia \(MERGA\) conference](#) at the Griffith University Gold Coast campus.

Judith was a recipient of Queensland College of Teachers (QCT) 2024 Research Grants for Teachers funding, which supports teachers to attend education conferences and present their research findings.

From 30 June to 4 July, Judith and one of her co-researchers Kym Fry showcased their extensive research on mathematical modelling in primary education.

Their paper, '*Mathematical Modelling for a class party: Challenges for students in one Year 4 classroom*,' discovered what modelling opportunities could exist for Year 4 students planning a class party through Guided Mathematical Inquiry.

Presenting to about 50 fellow researchers and 20 teachers at the simultaneous Queensland Association of Mathematics Teachers (QAMT) conference, they emphasised the importance of modelling as a critical component of the primary school curriculum.

The duo's presentation resonated with attendees, sparking discussions about the varying interpretations of mathematical modelling among educators.

"Listening to teachers sharing experiences and mixed understandings of mathematical modelling in the primary setting was enlightening," Judith remarked.

The conference served as a vital networking platform. Judith highlighted the value of feedback received from experienced researchers: "It was a little daunting to present to modelling experts, but extremely rewarding to have our ideas validated."

Judith also participated in a full-day workshop led by Professor Chris Matthews, focusing on an Indigenous approach to mathematics. The workshop introduced the 'Goompi Model', framing math as a narrative with a beginning, middle and an end.

Judith expressed gratitude for the Research Grants for Teachers funding that facilitated her attendance: "The funding provided me with the incentive and means to attend and present our research," she said.

The Research Grants for Teachers funding will once again be available in 2025. To find out more, [visit our website](#).

## Meet Megs: QCT certification moderator



The QCT is fortunate to have the professional skills of current and former teachers in our team.

We spoke with Megan (Megs) Murr, Moderator with our Certification team, who works with the QCT for half the year and teaches in the remaining half.

Having practising teachers like Megs as a Moderator ensures applications for certification undergo appropriate holistic assessment by experienced staff.

Megs oversees and guides teachers in the process of pursuing national certification at the higher career stages of the Australian Professional Standards for Teachers (APST).

She brings her vast 27 years of experience working in Queensland's education system to her moderator role. Having graduated from the University of Southern Queensland in 1991, Megs has worked across various institutions including Charleville State School and Chancellor State College. She has taught across the primary curriculum, and HPE to students from Prep to Year 9.

In 2022, she took on the role of Moderator with the QCT after previously serving as a National Assessor. Megs said she wanted to experience a broader range of portfolios and engage more deeply with the APST. This position has allowed her to assess teacher portfolios, and enhance her own professional development while supporting fellow educators in achieving certification.

Megs said certification acknowledges those who excel in guiding their colleagues and enhancing student outcomes. She encourages aspiring applicants to utilise resources provided by AITSL and the QCT, while emphasising the importance of recognising one's own achievements.

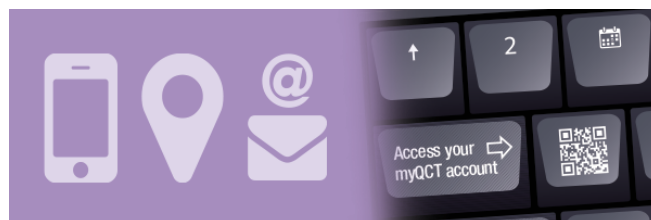
She said working with the QCT as a moderator for six months and then returning to her school as a HPE teacher is a very exciting contrast of experience: "While moderating and assessing, I am fortunate to have the ability to engage with other assessors from various schools across Queensland."

"Engaging in effective and efficient time management processes, attention to detail, communication skills and interpersonal skills are extremely important for the role of a Moderator and Assessor and a HPE teacher," she said. "I am able to extend these skills back and forth between HPE teaching and the Moderating Assessor role, improving these skills with each experience."

Megs believes working with the QCT and being a teacher within the same year is beneficial as she is able to encourage colleagues to become certification aspirants: "It allows me to motivate colleagues in their pursuit of certification."

Megs' career highlights include assessing over 100 portfolios, fostering professional relationships statewide, and even teaching students who later became educators themselves.

## Are your contact details up-to-date?



We're going more digital in delivering messages about your teacher registration, so it's important that we have your current contact information so we can stay in touch.

You can update your contact details such as your email address, mobile phone, and home address in [your myQCT account](#).

myQCT is your direct digital access to your teacher registration, where you can receive notices in the mailbox, pay your fees and access receipts, get support with your registration, and access professional development resources.

Update your contact details in your myQCT account today to stay informed about your teacher registration.

## Intentional action: Achieving SDG4 Quality Education



Professor Irma Eloff (Event Organiser, Global Network of Deans of Education)  
and Professor Donna Pendergast

The United Nations Sustainable Development Goals (SDGs) are a call to action to transform our world with 17 goals underpinned by the values of equity, health, justice, prosperity and the protection of our shared home, planet earth.

Goal 4, Quality Education, has 10 targets guided by three principles: education as a fundamental and enabling human right; education as a public good; and gender equality. With the agenda set for 2030, education is at the heart of achieving all 17 SDG goals.

School education is at the heart of SDG4, and we all play a part in achieving its goals—whether we realise it or take deliberate action—especially through Education for Sustainable Development (ESD).

In September this year, the newly established Global Network of Deans of Education (GNDE) held its inaugural event at Innsbruck University, bringing together current and former deans. The gathering provided the opportunity for provocations, sharing, and conversations related to the future of teachers' work, the teaching profession, and initial and professional education.

As an invited speaker, Professor Donna Pendergast presented on the topic "Planning for the future – Solutions for Supporting SDG 4", showcasing vignettes of work from Australia and Griffith University. She was also invited to respond to four questions:

1. How do you define 'quality education' in the context of SDG 4?
2. What lessons from the past in teacher education could guide future developments in the field?
3. In your view, how can faculties of education effectively support SDG4 in practical ways?
4. As an experienced education expert, what is your vision for the future of teacher education?

I encourage you to think about these questions in your role as a registered teacher, and to consider how to be an active agent in this transformative global agenda.

You can visit the following links for more information about the [United Nations Sustainable Development Goals](#), [Education for Sustainable Development \(ESD\)](#), and the [inaugural GNDE event](#).

Professor Donna Pendergast AM  
Director of Engagement, Griffith University

## Teacher suspended for relationship with former student



In a recent matter before the Queensland Civil and Administrative Tribunal (QCAT), a teacher faced disciplinary action for inappropriate conduct with a former student.

Registered with the QCT since June 2015, the teacher's registration was suspended in January 2020 following allegations of an inappropriate relationship. The Tribunal continued the suspension in March 2020.

The teacher initiated contact with the former student via social media shortly after their Year 12 graduation in 2018.

QCAT found that allegations of obtaining the student's phone number and sending inappropriate text messages within a short period of time after the student graduated and engaging firstly in a romantic and then a sexual relationship between March and August 2019, were established.

Despite the former student being 18 when the sexual relationship began, the Tribunal emphasised the power imbalance between the teacher, then 28, and the former student.

The teacher acknowledged the relationship openly to colleagues and the student's family, but the Tribunal ruled that this did not absolve the teacher of breaching professional boundaries.

The Tribunal indicated the appropriate sanction was a period of prohibition for no longer than four years from the date of suspension.

A psychological report addressing the teacher's understanding of professional boundaries and student safety must also be submitted before any return to teaching.

The matter serves as a reminder that even after students graduate, professional boundaries must be maintained to protect the integrity of the teaching profession.

For information about professional boundaries relating to this matter, you can view playlists on the QCT's YouTube channel about ['Relationships with former students'](#) and ['Communicating safely on social media'](#).

## Blue Card Services info sessions for schools





Blue Card Services are hosting free industry specific sessions to help those working in, or for, a school to understand the blue card system.

During October, the focus will be on **who needs a blue card for schools** and include other common scenarios and information like:

- when a registered teacher needs an exemption card
- outside school hours care
- information about P&C or P&F committees
- when a school hosts home stay or exchange programs
- excursions and camps
- school boarding facilities
- students carrying out placement at school
- board members, and
- contractors, like trades persons, health providers or other visitors.

Other online sessions include information about eligibility and assessment requirements for blue card screening, how to develop and implement an effective child and youth risk management strategy, and about the benefits of the Organisation Portal and how organisations can meet their blue card obligations.

Visit the [Blue Card Services event page](#) for more information and to register for sessions.

## World Teachers' Day 2024



How are you celebrating World Teachers' Day on Friday 25 October?

This year's theme is "Teachers make a difference."

Share your photos, events and thanks via social media to Queensland teachers using #WTDQLD

Visit the [World Teachers' Day Queensland website](#) for more information, access resources and hear teachers' stories.

## The Australian Teacher Workforce Survey is closing!



Don't miss your chance to have your say about the teaching profession in Australia.

The 2024 Australian Teacher Workforce Data (ATWD) Survey, administered by the Australian Institute for Teaching and School Leadership (AITSL), is closing soon.

By completing the survey, you can provide AITSL with information about:

- your wellbeing and job demands
- your hours – the time you spend teaching and preparing to teach
- your career intentions – whether you plan to stay in the profession
- your workforce arrangements – including your contractual arrangements and working hours.

All teacher registration data is de-identified by the Australian Institute of Health and Welfare (AIHW) before being incorporated into the ATWD.

The QCT is communicating the 2024 ATWD Survey to Queensland registered teachers on behalf of AITSL. For questions or feedback relating to the survey, please direct your enquiries to [atwd@aitsl.edu.au](mailto:atwd@aitsl.edu.au).

## Sponsor Ad: TUH Health Fund



