

Minister's Office File Ref:	ET/11/1728
Department File Ref:	11/96292

Briefing Note

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations

Requested by:
Minister's Office

Date requested:
4/04/2011

Action required by:
9/05/2011

Action required

- ☐ For approval ☐ With correspondence
☒ For meeting ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet-related document

SUBJECT: MINISTER TO MEET WITH PROGRAM DIRECTOR OF DET HRMIS RE: NEW HUMAN RESOURCE SOLUTION IN THE DEPARTMENT

Proposal

That the Minister **note** the following information regarding the implementation of the MyHR solution delivered by the DET HRMIS Program.

Urgency

1. Routine.

Fast Facts DET HRMIS

Total number of staff	90	5 Projects	<ul style="list-style-type: none"> Recruitment Payroll and Core HR Workplace Health and Safety (WHS) Performance and Capability HR reporting
Location	62 Mary Street Brisbane	Anticipated Program end date	31.12.2011

Background

- The DET HRMIS program commenced in February 2009 emanating from the previous shared services program across all of government.
- The DET HRMIS program is implementing the MyHR solution through a staged deployment in 2011 (Appendix 1 and 2).
- Through the MyHR solution the anticipated business transformation will benefit employees in schools, creating the opportunity for an increased focus on developing our workforce and as such improving student learning outcomes.
- The transition of Human Resources (HR) from transactional activities to a broader tactical and strategic focus will strengthen the business partnership with Education Queensland providing an opportunity to do work differently and increase efficiency.
- The MyHR solution is integral for HR in developing and engaging our workforce for *A Flying Start for Queensland Children*.

Key issues

Benefits

7. Employees

- Will be able to access their own information online for the following activities:
 - applying for leave and leave projections
 - teacher transfers online
 - incident management and hazard notification

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- updating personal details online
- fewer pay discrepancies will result as staff provide up-to-date input details online.

8. Principals/Administration Teams

- Will have online endorsement and approval for day-to-day HR activities:
 - leave management
 - transfer applications
 - WH&S management.
- Access to online completion, approvals and/or notifications for:
 - WorkCover information and claims lodgement Injury and illness management
 - Workplace health and safety information.
- Enhanced workforce management and workforce planning opportunities through improved search functionality available to schools for selecting replacement teachers.
- Improved visibility of HR data in schools, previously not available to school leaders.
- Efficiencies in completion of HR tasks i.e., reduction in time, effort and cost associated with teacher replacement.

9. Department of Education and Training

- Efficiencies in completion of HR tasks.
- Enhanced employee satisfaction with online services and access to own information.
- Improved visibility of HR data, accessed in real-time to assist in workforce planning and management.
- Enhanced interactions with HR services to support and manage staff.
- Fewer pay discrepancies for staff as a result of real-time input.
- Increased compliance with HR processes, policies, awards and legislation.
- Reduced risk of reputation through inadequate HR processes or inadequate WH&S compliance.
- Standardised HR processes across the Department.
- An integrated e-enabled technology solution enabling cost effective HR services.

Dependencies

10. The rollout of the MyHR WH&S solution to schools will coincide with the deployment schedule of OneSchool Release 3.

Program Closure

11. As this program nears conclusion, there are a number of HR and school staff that will require transition back into their previous roles.

Consultation

12. Stakeholder engagement and business readiness are a critical component of the program's focus to ensure the successful implementation and acceptance of the MyHR solution (**Appendix 3**).

Media Implications

13. The Department recognises the extreme sensitivity of the work being done and the implications for individual employees. The potential exists for media attention.

Financial implications

14. Critical deployments (as per **Appendix 1**) are dependent on the realisation of 2011–12 budget bids.

Legal implications

15. There are no legal implications.

Elected representative

16. N/A.

Remedial action

17. No remedial action required.

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Attachments

18. Appendix 1 – Deployment Plan
 Appendix 2 – Key Milestones
 Appendix 3 – Consultation Table

Right to information

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Minister **note** the included information regarding the implementation of the DET HRMIS MyHR program.

NOTED**APPROVED/NOT APPROVED****NOTED**

DAVID SMITH
 Chief of Staff
 Office of the Hon Cameron Dick MP
 Minister for Education and Industrial
 Relations

CAMERON DICK MP
 Minister for Education and Industrial
 Relations

Minister's comments

Action Officer
 Paul Tucker
 Director
 HRMIS
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 Date: 27/4/2011

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 DDG
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Endorsed by:
 DG
 Julie Grantham





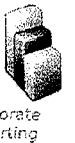
Tel:
 Mob:
 Date: / /

Grantham
 4/5/11



2011 Deployment

clever • skilled • creative

	Term 1, 2011	Term 2, 2011	Term 3, 2011	Term 4, 2011
 Release 2.1 – Teacher Transfer Enhancements Release 2.2 – TRACER Replacement & Enhancement		★		
 Release 2.1 – Employee Self Service (non workflow) Release 2.2 – Employee Self Service with workflow Release 3.1 – Position Administration			★	★
 Release 1.0 – Principal Performance and Development Plan (released through HRCR)	★			
 Release 1 – 3 Modules to Central Office & Regions Release 1 – 4 Modules to Schools Release 2 – Proactive Modules Release 2b – Injury / Illness Management Modules	★	★ ★	★ ★	★ ★
 Release 3.1 – Principal Performance and Development Plan Release 4.0 – Enhancements to Employee Listing & Employee Details Release 4.1 – MyHR Portal	★	★	★	
Legend: ★ Actual deployment date ★ Future deployment date	Jan 11	Feb 11	Mar 11	Apr 11
	May 11	Jun 11	Jul 11	Aug 11
	Sep 11	Oct 11	Nov 11	Dec 11

MyHR Achievements and Milestones to date

- **MyHR Recruitment** – implementation of an online teacher transfer application process
 - Implemented in April 2010, approx. 3300 transfer applications or expressions of preference with further enhancements coming in 2011
- **MyHR Payroll** – Upgrade of the TSS payroll system to the latest version to create a stable platform allowing for future enhancements through employee self service
 - Successfully completed 18 January 2010
- **MyHR Workplace Health and Safety** – incident management, risk register and action management available to employees in Central and Regional Offices
 - Implemented from the 14 February 2011
- **MyHR Corporate Reporting** – release of a corporate reporting system accessed at the local level
 - Implemented from January 2010 and currently in 95.4% of schools
 - As of March 2011, 4000 users, running 24000 reports monthly
- **MyHR Performance and Capability** – Principal Performance and Development Plan available on line
 - Released to all principals on the 28 February 2011

MyHR Future Releases Semester 1 2011

- **MyHR Workplace Health and Safety Release 1** available in schools and work units across DET providing online management of workplace incidents, risks and reporting
 - Staged deployment in conjunction with the OneSchool R3 rollout. Initial two pilot schools will go-live on 27 April 2011 with a further 36 schools scheduled for 16 May 2011.
- **MyHR Payroll** – pay advice, upgrade of personal details, online self service functionality (non-workflow)
 - Available from July 2011
- **MyHR Recruitment** – Teacher transfer online application enhancements, a replacement teacher management system
 - Will go live in 21 April 2011

MyHR Future Releases Semester 2 2011

- **MyHR Workplace Health and Safety Release 2** providing additional functionality to manage proactive workplace health and safety activities including employee wellbeing and injury/ illness management
 - Available from September 2011 and Term 4 2011
- **MyHR Recruitment** – a replacement teacher management system and online system for teacher base grade recruitment
 - Available from September 2011
- **MyHR Payroll** – implementation of position administration and establishment management and online self service functionality including - leave and casual claims (with integrated workflow)
 - Available from August 2011 and October 2011 respectively
- **MyHR Corporate Reporting** – additional reporting functionality to support the rollout of position administration
 - Available from July 2011

Appendix 3

INTERNAL AND EXTERNAL GROUP	COMMUNICATION METHODS (<i>not limited to</i>)	
Principals	<ul style="list-style-type: none"> • Regional Director • Regional newsletter • Regional planning days • Principal Associations newsletter • Bulletin Board 	<ul style="list-style-type: none"> • Cluster meetings • Direct email • Face to face (700 Principals) • Principals' Conference
Business Service Managers / Administrative Officers	<ul style="list-style-type: none"> • Association's newsletter • Principal's forums • Regional newsletter • State teleconference 	<ul style="list-style-type: none"> • Cluster meetings • Direct email • Face to face (2800 BSMs / AOs) • Bulletin Board
School staff	<ul style="list-style-type: none"> • Principal • Schools update • Face to Face • Bulletin Board 	<ul style="list-style-type: none"> • Union journals/ newsletters • Association journals/ newsletters
Regional Directors	<ul style="list-style-type: none"> • DDG / ADG forums • State teleconference • Direct email 	<ul style="list-style-type: none"> • Face to face • Business meetings • Bulletin Board
Central Office Directors	<ul style="list-style-type: none"> • DDG / ADG forums • Teleconference • Face to face • Direct email 	<ul style="list-style-type: none"> • Business meetings • Bulletin Board
Regional staff	<ul style="list-style-type: none"> • Regional Director/Leadership team • Regional newsletter • State teleconference • Regional information days 	<ul style="list-style-type: none"> • Face to face • Business meetings • Direct email • Bulletin Board
Central Office staff	<ul style="list-style-type: none"> • Directors' forum/ Leadership team • Teleconference • Branch meetings • Bulletin Board 	<ul style="list-style-type: none"> • Face to face (MyHR Week) • Direct email • MyHR Week
Presidents of Principal Associations and the SBMAQ	<ul style="list-style-type: none"> • Face to face • Associations journals/ newsletters 	<ul style="list-style-type: none"> • Direct email
Queensland Teachers' Union United Voice (LMHU) Queensland Public Sector Union	<ul style="list-style-type: none"> • Face to face • Union journals/ newsletters 	<ul style="list-style-type: none"> • Direct email

Minister's Office File Ref:	ET/10/5964
Department File Ref:	10/296390

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Department

Date requested: 09/11/2010

Action required by:

Action required

- ☐ For meeting
☒ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: Implementation of the Federal Government's Paid Parental Leave Scheme

Proposal

That the Principal Advisor:

Note the advice provided in this brief regarding the Department's implementation of the Federal Government's Paid Parental Leave (PPL) scheme.

Urgency

1. Routine – Due to this being a key Federal Government initiative, it was considered appropriate for this matter to be referred to the Minister for information.

Background

2. The Federal Government recently legislated the Paid Parental Leave Act 2010 (PPL Act) which commenced on 14 July 2010.
3. This Act provides for up to 18 weeks of federally funded financial support (PPL payments) at the rate of the federal minimum wage (currently \$570.00 per week) to eligible parents of newborn or newly adopted children.
4. In most circumstances, the employer, (the Department), will be responsible for providing the paid parental leave (PPL) payments to eligible employees through its payroll systems.
5. Whilst the PPL scheme comes into effect from 1 January 2011, the requirement for employers to administer payments to their employees will be phased in over the first six months of the scheme. Therefore, from 1 July 2011, the Department will be required to provide these payments to their employees.

Key issues

6. The Shared Services Agency (SSA) advised that the Queensland Government will incur significant costs associated with implementation of this scheme, through reconfiguring relevant HR/Payroll systems, and associated business processes in delivering payments to employees.
7. The Department of Justice and Attorney-General (JAG) are the lead Agency overseeing the policy implementation of this scheme to ensure a consistent whole-of-Government approach.
8. An interdepartmental governance committee (the Committee) has been established to ensure a consistent whole-of-government approach with the implementation process. A copy of the Committee's Terms of Reference is attached (Attachment 1).
9. The Queensland Treasury estimates the costs of implementing the scheme at approximately \$6.25 million initially and \$1.6 million per year thereafter.

10. JAG has prepared a CBRC Submission outlining

s 47(3)(a) and sch 3, item 2(1)(b) of the RTI Act

s 47(3)(a) and sch 3, item 2(1)(b) of the RTI Act

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11. The Department has estimated its ongoing re-current costs to administer this scheme to be around \$200,000 per year.

12.

s 47(3)(a) and sch 3, item 2(1)(b) of the RTI Act

Consultation

13. Consultation has occurred with the Queensland Council of Unions (QCU), which includes the Queensland Teachers' Union, Queensland Public Sector Union and Liquor, Hospitality and Miscellaneous Workers' Union and members of the interdepartmental governance committee.

Media Implications

14. Given the recent media focus on this federal government initiative, failure to effectively implement this scheme could cause negative publicity for DET and the Queensland Government.

Financial implications

15. If Treasury do not provide any funding support then it is expected that Agencies will be required to fund from within existing budget allocations. The Department has estimated its ongoing re-current costs to administer this scheme to be around \$200,000 per year.
16. A portion of the CorpTech \$1.5m cost will be passed onto the Department. Confirmation of this cost is still pending from CorpTech.

Legal implications

17. There are no legal implications.

Elected representative

18. Not applicable.

Remedial action

19. No remedial action required.

Attachments

20. Attachment 1 – Terms of Reference.

Right to information

21. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	10/296390

Recommendation

That the Principal Advisor

Note the advice provided in this brief regarding the Department's implementation of the Federal Government's Paid Parental Leave (PPL) scheme.

NOTED

99
PO **MURRAY DANIEL**
Principal Advisor

16 11 2010

Principal Advisor's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Bettina Eichin	ED	ADG	DDG	DG
A/Principal	Jeff Shelden	Craig Allen	Richard Egan	Julie Grantham
Advisor				
Payroll Services	Human Resources	Human Resources	Corporate Services	
Tel: 323 54690	Tel: 3237 9983	Tel: 3237 0604	Tel: 340 56329	Tel:
	Mob: 0418 773 935	Mob: 0418 764 380	Mob: 0439875630	Mob:

Julie Grantham
Date: *12/11/10*

TERMS OF REFERENCE FOR THE GOVERNANCE COMMITTEE OF THE WHOLE-OF-GOVERNMENT PAID PARENTAL LEAVE SCHEME IMPLEMENTATION (PPLSI) PROGRAM

Background

The Federal *Paid Parental Leave Act 2010* (PPL Act) commenced on 14 July 2010. The PPL Act will provide eligible working parents with 18 weeks of pay at the weekly rate of the National Minimum Wage, from 1 January 2011.

In most cases, employers will be responsible for providing the paid parental leave (PPL) payments to their employees through their standard payroll systems. Eligible employees who are not paid by their employers will receive their payments directly from Family Assistance Office.

From 1 January 2011 to 30 June 2011 Centrelink will provide payments to eligible employees. From 1 July 2011, employers have been advised they will act as paymaster. To operate as paymaster after 1 July 2011, the Queensland Government needs to undertake significant modifications of relevant HR, finance and Employee Self Service (ESS) systems including conducting user training and delivering payments to employees. It is expected that these modifications will come at significant cost.

The Department of Justice and Attorney-General (DJAG), in its policy capacity has consulted with Queensland Treasury (including Office of State Revenue); Department of Public Works (Shared Service Agency and CorpTech); Department of Education and Training; and Queensland Health, about the process of implementation, and it was agreed that a consistent, whole-of-government approach was essential. It was also agreed that OFSWQ would coordinate this consistent response.

To manage this approach, it has been recommended that a Governance Committee at Director-General level would be necessary to manage business implementation issues and risks.

Membership

Committee members include:

Name	Organisation
Barry Leahy Associate Director-General Office of Fair and Safe Work Queensland	Department of Justice and Attorney-General
Mr Chris Turnbull Executive Director, Corporate Services	Queensland Treasury
Ms Margaret Berenyi General Manager, CorpTech representing Ms Natalie MacDonald Associate Director-General	Department of Public Works

Ms Barbara Perrott General Manager, Shared Service Agency representing Ms Natalie MacDonald Associate Director-General	Department of Public Works
Mr Evan Hill Acting Director	Corporate Administration Agency (CAA)
Mr Val Manera Deputy Auditor General	The Queensland Audit Office
Ms Taresa Rosten, Director, Workplace Relations, People and Culture Strategic Services representing Mr Michael Walsh Deputy Director-General, Corporate Services	Department of Health
Nick Elliott Executive Director, Business Services representing Mr Pat Vidgen Deputy Director-General, Governance Division	Premier and Cabinet
Mr Jeff Shelden A/Executive Director Workforce Services representing Dr Richard Eden Deputy Director-General, Corporate Services	Department of Education and Training

Terms of Reference

The Paid Parental Leave Scheme Implementation (PPLSI) Program
Governance Committee will:

- be responsible for the successful and timely implementation of the PPL Scheme across the whole of Queensland Government;
- consider the contents of regular reports from the Program Coordinator (Private Sector Industrial Relations), and respond appropriately to resolve strategic and operational issues and risks that may affect the successful and timely implementation of the PPL scheme across Queensland Government;
- commit their agency to being active and collaborative in the coordinated whole-of-government approach to the PPLSI Program, including giving a mandate to Project Managers to communicate openly and in a timely fashion with officers from other agencies involved in the program; and
- commit to a program approach that uses the expertise and resources of specialist program staff to minimise costs and effort, and to deliver a consistent whole-of-government solution.

Meetings

- The Committee will meet on a formal and regular basis with an option for additional extraordinary meetings to coincide with significant events or issues. Items presented to the meeting can also be approved outside of session if required (via email, telephone or other communication as appropriate).

Agendas and meetings papers will be forwarded to members five working days prior to scheduled meetings

Minister's Office File Ref:	
Department File Ref:	11/93787

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Department

Date requested:
14/04/11

Action required by:

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: SUSPENSION OF PRINCIPAL, [REDACTED]

Proposal

That the Chief of Staff note the intended actions to be taken by the Department of Education and Training in suspending employment of [REDACTED] Principal of [REDACTED]

Urgency

1. Urgent - Suspension of the School Principal will attract community interest with likely media exposure.

Background

2. A number of very serious allegations of misconduct have been made against [REDACTED]

3.

4. [REDACTED] has allegedly verbally and physically threatened members of the school and the community.

5. Meetings have been held between Mr Greg Dickman, Regional Director, Darling Downs South West Region, and members of the community, including [REDACTED] which confirm a high level of anxiety in relation to the continued employment of [REDACTED] as Principal.

Key issues

6. [REDACTED] will be suspended on normal remuneration pending the completion of an investigation into the allegations made against [REDACTED]
7. Suspension with normal remuneration is a legal entitlement and ensures that employees are treated fairly, irrespective of the seriousness of allegations against them.
8. High priority will be given to the investigation, but given the substantial nature of the allegations, the investigation process may be protracted.
9. It is not appropriate that [REDACTED] remain as Principal of the school whilst the investigations are continuing. An acting Principal will be placed in the school in the interim.
10. If the allegations are substantiated, a significant disciplinary penalty will be imposed, with consideration being given to the possible termination of [REDACTED] services.

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11. The timing of the suspension is dependant on making face-to-face contact with [redacted] is currently [redacted]. The Regional Office is attempting to make contact with [redacted] to establish [redacted] whereabouts and [redacted] date of her return to [redacted]. At the first available opportunity, [redacted] will be advised of [redacted] suspension. There will then be appropriate advice provided to school staff, the Parents and Citizens' Association and community representatives.

Consultation

12. Mr Dickman will advise the [redacted] community, [redacted] parents and staff of the removal of [redacted] from the school.

Media Implications

13. It is likely that the matter will generate media interest. A draft media statement is being prepared.

Financial implications

14. [redacted] will continue on normal remuneration pending the outcome of the disciplinary investigation.

Legal implications

15. There are no legal implications. The suspension of [redacted] employment is made under section 189(1) of the *Public Service Act 2008*. Under section 190(2) of the Act, natural justice is not required if the suspension is on normal remuneration.

Remedial action

16. The Regional Director will liaise with [redacted]

Right to information

17. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/93787

Recommendation

That the Chief of Staff note the intended actions to be taken by the Department of Education and Training in suspending employment of [] Principal of []


NOTED


DAVID SMITH
Chief of Staff
Office of the Hon Cameron Dick MP
Minister for Education and Industrial Relations

2614111

Chief of Staff's comments

Has the principal been served with show cause or suspension papers?
p/s ensure Minister receives update on investigation, & any other action contemplated, or taken.

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Deborah Buckner	Executive Director	ADG	DDG	A/DG
Human Resource Officer	Tom Barlow	Craig Allen	Richard Eden	Deb Daly
	Workforce Management and Support	Human Resources	Operations	
Tel: 3405 3808	Tel: 323 54733	Tel: 323 70604	Tel: 340 56329	Tel: 0419 796501
	Mob: 0418 700 209	Mob: 0418 764 380	Mob: 0439 875 630	Mob: 0419 796501
Date: 14/04/11	Date: 14/4/2011	Date: 15/4/2011	Date: 15/4/2011	Date: 18/4/11

Minister's Office File Ref:	
Department File Ref:	11/96002

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Department

Date requested:

Action required by:

Action required

☐ For meeting

☐ With correspondence

☒ For information

☐ With Question on Notice

Other attachments for Ministerial consideration

☐ Speaking points

☐ Ministerial Statement

☐ Draft media release

☐ Question on Notice

☐ Cabinet related document

SUBJECT: SUSPENSION OF PRINCIPAL,

Proposal

That the Chief of Staff note the intended actions to be taken by the Department of Education and Training in suspending the employment of the Principal,

Urgency

1. Urgent - Suspension of the School Principal will attract community interest with likely media exposure.

Background

2. A number of very serious allegations of misconduct have been made against

3. The allegations have been investigated by the Department's Ethical Standards Unit and have been found to be substantiated. The matters are now the subject of disciplinary considerations.
4. Several staff from the school have transferred to alternative locations reportedly because of the conduct of the Principal.
5. The actions of the Principal have resulted in strong representations from

Key issues

6. will be suspended on normal remuneration pending completion of the disciplinary processes.
7. Suspension with normal remuneration is a legal entitlement and ensures that employees are treated fairly, irrespective of the seriousness of allegations against them.
8. High priority will be given to the disciplinary process but given the substantial nature of the allegations, finalisation of the matter may be protracted.

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Department File Ref:	11/96002

9. It is not appropriate that [] remain as Principal of the school whilst the disciplinary process is in train. An acting Principal will be placed in the school in the interim.
10. The timing of the suspension is dependant on making face-to-face contact with [] At the first available opportunity, [] will be advised of the suspension of [] employment. Given the [] and the onset of school holidays, this may not occur until [] There will then be appropriate advice provided to school staff, the Parents and Citizens' Association (P&C) and the community.

Consultation

11. Mr Dickman, Regional Director, Darling Downs South West Region will advise the P&C, parents and staff of the removal of [] from the school.

Media Implications

12. It is possible that the matter will generate media interest and may be linked to the suspension of the Principal of [] which is occurring simultaneously. A draft media statement is being prepared.

Financial implications

13. [] will continue on normal remuneration pending the outcome of the disciplinary process.

Legal implications

14. There are no legal implications. The suspension of [] employment is made under section 189(1) of the *Public Service Act 2008*. Under section 190(2) of the Act, natural justice is not required if the suspension is on normal remuneration.

Remedial action

15. The Regional Human Resources Manager will liaise with [] concerning staff at the school.

Right to information

16. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/96002

Recommendation

That the Chief of Staff **note** the intended actions to be taken by the Department in suspending the employment of the Principal, [] at the first available opportunity.

NOTED

David Smith

DAVID SMITH
Chief of Staff
Office of the Hon Cameron Dick MP
Minister for Education and Industrial Relations

211 41 11

Chief of Staff's comments

*Update pls when principal suspended, +
report of disciplinary process outcome*

Action Officer
Peter Cooper
A/Manager

Workforce
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Endorsed by:
Tom Barlow
Executive Director

Workforce Management
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Date: 15/4/2011

Endorsed by:
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General

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Mob: 0418 764 380
Date: 15/4/2011

Endorsed by:
Deb Daly
A/Director-General

Deb Daly
Tel: 323 70900
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Date: 22/4/11

Minister's Office File Ref:	ET/10/5270
Department File Ref:	10/247342

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Minister's Office

Date requested: 20/09/2010

Action required by: 1/10/2010

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: OPENING OF LIGHTING THE WAY CONFERENCE FOR TEACHER AIDES ON 23 OCTOBER 2010

Proposal

That the Principal Advisor:

Note the background information provided for the Minister when he opens the *Lighting the Way* Conference for teacher aides on 23 October 2010.

Urgency

1. Urgent. Information relates to the opening of Lighting the Way conference on 23 October 2010.

Fast Facts

Schools

Number of teacher aides employed in Education Queensland schools as at 18 June 2010	14,237	Teacher aides with highest qualification Certificate III	3,297	Teacher aides who identify as Aboriginal or Torres Strait Islanders	481
Female	13,385	Teacher aides with highest qualification Certificate IV	916	Teacher aides who identify as from a non-English speaking background	1,021
Male	852	Teacher aides with Diploma, Bachelor degree or higher qualifications	592	Union	LHMU
Certified Agreement expires	August 2011	Negotiations for 2011 agreement to begin	Dec 2010		

Background

2. Teacher aides are recruited locally to support teaching and learning in many different ways.
3. Teacher aide members of the Liquor, Hospitality and Miscellaneous Union (LHMU) organise a one-day professional development forum entitled *Lighting the Way* conference each year.
4. The Department has co-sponsored this annual conference with the LHMU since the 2003 Teacher Aides' Certified Agreement.

Key Issues

5. The current teacher aides' Certified Agreement nominally expires on 31 August 2011.
6. Negotiations for a replacement agreement will begin early next year. The union has indicated that it will provide the Department with a log of claims prior to the commencement of negotiations.

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7. It is anticipated that the union claim will include:
 - wage and allowance increases
 - permanent part-time teacher aide positions
 - maximisation of hours and employment security for teacher aides
 - enhanced work-life balance
 - induction of new employees.
8. Qualifications in Education Support, developed by Education Queensland to support the professional development of Queensland teacher aides, have been incorporated into a national training package and are now available and recognised throughout Australia.
9. Schools are currently able to access Certificate IV and Diploma qualifications in Education Support for teacher aides at highly subsidised rates under the Productivity Places Program.
10. Enrolments by 31 December 2010 will attract the subsidy. Information is available on One Portal.
11. The highest level of teacher aide qualification required for progression under the existing industrial instruments is Certificate level 3.

Consultation

12. Consultation has been undertaken with Workforce Relations Unit and School Operations.

Media Implications

13. Opening of the *Lighting the Way* Conference provides the Minister with an opportunity to present a positive focus on the role of teacher aides and that staff at all levels are valued.

Financial implications

14. There are no financial implications.

Legal implications

15. There are no legal implications.

Elected representative

16. Not applicable.

Remedial action

17. Not applicable.

Attachments

18. No attachments.

Right to information

19. I am of the view that the contents or attachments contained in this brief are not suitable for publication in this format.

Minister's Office File Ref:	
Department File Ref:	10/247342

Recommendation

That the Principal Advisor

Note the background information provided for the Minister when he opens the *Lighting the Way* Conference for teacher aides on 23 October 2010.


NOTED


MURRAY DANIEL
Principal Advisor

13/10/10

Principal Advisor's comments

Action Officer Sandi Jones Senior Officer Human Resources Tel: 3235 4506	Endorsed by: ED Project Tom Barlow Human Resources Tel: 323 54733 Mob:	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604 Mob: 0418 764 380	Endorsed by: DDG Richard Eden Corporate Services Tel: 3405 6329 Mob: 0439 875 630	Endorsed by: DG Tel: Mob:
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Date: 6/10/10

Minister's Office File Ref:	ET/10/3810
Department File Ref:	10/160450

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: MO

Date requested: 1 July 2010

Action required by: 7 July 2010

Action required

- ☒ For meeting
☐ For information

- ☐ With correspondence
☐ With QON

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ QON

SUBJECT: MEETING WITH TERRY BURKE, INDEPENDENT EDUCATION UNION TO DISCUSS FUTURE OF COMMUNITY KINDERGARTENS

Proposal

That the Principal Advisor:

Note that the Minister is anticipated to announce his decision regarding a proposal to require centres offering a kindergarten program in 2011 to provide a minimum program of 13.75 hours per week.

Urgency

1. Urgent due to the date set for the meeting with the union.

Background

2. The Independent Education Union of Australia, Queensland and Northern Territory Branch (IEUQ) has previously indicated concerns over the move to a 15 hour qualified teacher educational program in kindergartens.
3. The IEUQ concerns are based around the industrial instruments applying to the early childhood sector, particularly kindergarten programs where the 15 hour program requires 30 hours per week for 2 programs, but in some cases the certified agreement limits teaching hours to 27.5 hours per week.

Key Issues

4. The teachers in the early childhood sector, including kindergartens and long day care centres are all covered by the Federal modernised *Educational Services (Teachers) Award 2010* (Teachers Award 2010).
5. The Teachers Award 2010 does not provide non-contact time for teachers in Traditional Kindergartens (42 weeks per year) and requires teachers to work an average of 38 hours per week up to a maximum of 205 days per year.
6. In Long Day Care Centres, the Teachers Award 2010 provides for 2 hours of non contact time and 36 hours of contact time per week for at least 48 weeks per year.
7. However, the union is party to certified agreements that provide kindergarten teachers with 37.5 hours per week of total duty time consisting of 27.5 hours per week face to face instruction and 10 hours of other duty time often referred to as non-contact time.
8. Very few of these agreements extend into the Long Day Care centres that offer a kindergarten program, with an estimation of the total number at approximately 20 Long Day Care Centres, mostly run by the Crèche and Kindergarten Association of Queensland (C&K).
9. The certified agreements are due to nominally expire at the end of 2010.
10. It is anticipated that there may be increased pressure on the IEUQ to accept longer contact hours, or additional flexibility around the non-contact time, in the negotiations for the replacement agreements.
11. The Minister has approved transitional arrangements for community kindergarten services during 2011 which allows for a minimum of 13.75 hours of teacher instruction per week.
12. A program of 13.75 hours allows a centre to run 2 programs per week (i.e. 27.5 hrs) with one teacher within the teaching hours limitation of the current certified agreements.

Consultation

13. Consultation has occurred between Office for Early Childhood Education and Care and Workforce Relations in preparing this brief.

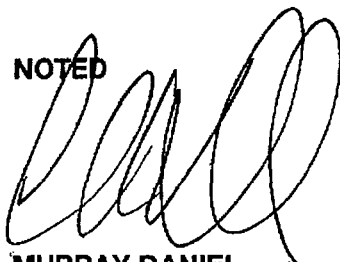
Minister's Office File Ref:	
Department File Ref:	10/160450

Recommendation

That the Principal Advisor

Note that the Minister is anticipated to announce his decision regarding a proposal to require centres offering a kindergarten program in 2011 to provide a minimum program of 13.75 hours per week.

NOTED



MURRAY DANIEL
Principal Advisor

20/7/10

Principal Advisor's comments

Action Officer Darryl Honor Principal Policy Officer Workforce Relations Tel: 383 60999	Endorsed by: ED Tom Barlow Human Resources Tel: 323 54733 Mob:	Endorsed by: ADG Craig Allen Human Resources Tel: 3237 0604 Mob: 0418 764 380	Endorsed by: DDG Richard Eden Corporate Services Tel: 3405 6329 Mob: 0439 875 630	Endorsed by: ED Carol Markie-Dadds Strategic Initiatives, Office for ECEC Tel: 3239 3114 Mob: 0439 770 360	Endorsed by: ASSOC DG & CO Zea Johnston Tel: 3247 3365 Mob: 0419 725 852	Endorsed by: DG Julie Grantham Tel: 3237 1070 Mob:
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**INDEPENDENT EDUCATION UNION OF AUSTRALIA
QUEENSLAND AND NORTHERN TERRITORY BRANCH**

ABN 74 662 601 045

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All correspondence to:

PO Box 418
FORTITUDE VALLEY QLD 4006

Our Ref:

EC Colb5-091js:dh
17/1/8a

Monday 21 June 2010

The Honourable Geoff Wilson MP
Minister for Education and Training
PO Box 45033
CITY EAST QLD 4002

Dear Minister

Re: The Future of Community Kindergartens

The IEUA-QNT has grave concerns regarding the future existence of Community Kindergartens in Queensland. These concerns emanate from the decisions of the Queensland Government in two areas.

The decision to establish a significant number (originally this was to be 240) of new Kindergartens, with the majority to be situated on the grounds of State Schools and operated by the Crèche and Kindergarten, will lead to a reduction in community involvement in the delivery of Kindergarten education.

Historically, Community Kindergartens have played a significant role in the early education of children in Queensland. Significantly, they have provided an opportunity for individuals and families to be collectively involved in an activity of public good.

However, the current policies will result in the number of Kindergartens which are community operated being reduced, both in terms of absolute numbers, and as a proportion of the sector.

Community organisations and associations are currently facing many challenges. These difficulties will negatively affect the nature of our society. We therefore want to discuss with you the Government's support for the community nature of these associations.

The proposed changes to the method of funding Community Kindergartens will result in the closure of a number of Kindergartens. This problem is exacerbated by the introduction of the 15 hours of universally available pre-school education.

The only method of introducing the '15 hours' which will not result in a significant increase in the workload for the employees involved will result in further financial impositions on Community Kindergartens.

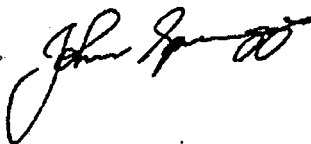
(Current models proposing two 15 hour programs, resulting in 30 contact hours per week, would result in a workload increase of 9%. However, those models do not propose additional remuneration for the employees. Alternatively, if additional staff are employed to facilitate the additional hours, then the Kindertartens will face significant additional costs.)

We have asked, both through our representation on the Kindergarten Implementation Reference Group, and separately to the Office of Early Childhood Education and Care, for the disclosure of the financial modelling relied on by Government to underpin the changed funding. To date our requests have not been granted.

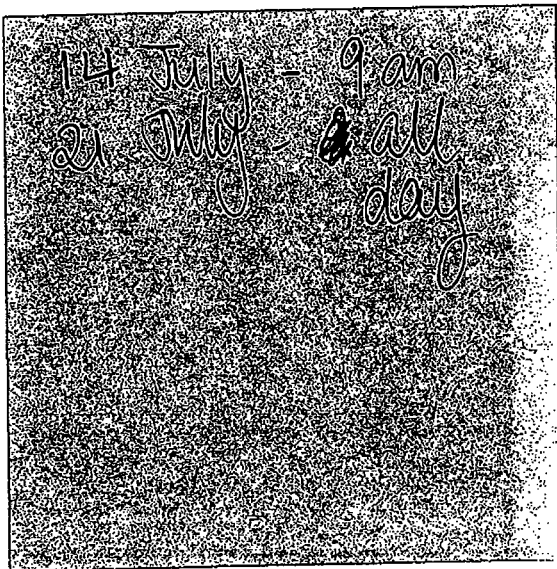
We therefore seek a meeting with you to discuss the issues raised in this letter. Our Branch Secretary (Mr Terry Burke) will also be attending that meeting.

Consequently, we respectfully request that your office identify a suitable date for such a meeting to occur. Any liaison regarding a proposed date should occur with the undersigned. My mobile number is

Kind regards



John Spriggs
Senior Industrial Officer



URGENT

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by: Tom Barlow

Date requested: 2/9/2010

Action required by: 8/09/2010

Action required

- ☐ For approval
☐ For meeting

- ☒ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: COMMON LAW CONTRACTS GOLD COAST INSTITUTE OF TAFE

Proposal

That the Minister:

Note the contents of this brief

Sign the attached letter to the Queensland Public Sector Union (QPSU).

Urgency

1. Routine – for information to accompany attached letter of response to the QPSU

Fast Facts

Gold Coast Institute TAFE

Number of students		Demographic		Attendance rate	
Number of teachers		Gender balance		Funding	
Number of other staff	7	Performance		International students	

Background

2. In 2007 amendments were made to the *Vocational Education, Training and Employment Act 2000* (The Act) which provided a framework for the establishment and operation of statutory TAFE institutes.
3. A key proviso of both the Queensland Teachers' Union (QTU) and the Queensland Public Sector Union (QPSU) supporting the establishment of statutory authorities was the retention of TAFE institute employees as DET employees under the work performance arrangements of section 218G(4) of the Act.
4. Section 218F(1)(a) of the Act provides general powers to Statutory TAFE Institutes to enter into arrangements, agreements and contracts – this clause gives statutory authorities the capacity to employ staff directly.
5. Page 15 of the Explanatory Notes accompanying the *Vocational Education, Training and Employment and Other Legislation Amendment Bill 2007* outlines the policy intention of the application of the power to directly engage staff stating that [they] *'will employ only a very small number of staff in this way. It is expected that this may include senior management and some commercial positions such as business development, sales and marketing personnel'* and *'that the Minister will monitor an institutes use of these direct employment arrangements through...its operational plan.'*
6. Section 220W of the Act preserves the rights of existing public service employees who are appointed as an employee of a statutory authority (i.e. engaged on Common Law contracts).

Key issues

7. The GCIT *Operational Plan 2010-11* approved by the Minister on 24 June 2010, outlines that as at March 2010, the institute employs 23 senior management staff directly under Common Law contracts, with the ability to increase this number to 33 by 2010/11.

Minister's Office File Ref:	
Department File Ref:	10/218988

Attachments

22. Attachment 1 – extracts of the relevant sections of the *Vocational Education, Training and Employment Act 2000* and the *Vocational Education, Training and Employment and Other Legislation Amendment Bill 2007*.
Attachment 2 – Queensland Government Policy on the Contracting-out of Services.
Attachment 3 – copy of Director-General letter to GCIT dated 30 August 2010.
Attachment 4 – Ministerial response letter to the QPSU.

Right to Information

23. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

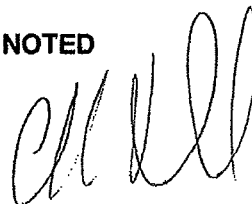
That the Minister

Note the contents of this brief

Sign the attached letter to the QPSU.

APPROVED/NOT APPROVED

NOTED



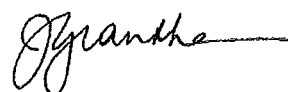
GEOFF WILSON
Minister for Education and Training

MURRAY DANIEL
Principal Advisor

23, 9, 10

Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Kirsty Payne	A/ED - WMS	ADG HR	COO	DG
A/Principal	Mark Hewison	Craig Allen	Deb Daly	Julie Grantham
Advisor				
Workforce		Human	TAFE Qld	
Relations		Resources		
Tel: 3247 5397	Tel: 3235 4733	Tel: 3237 0604	Tel: 3225 2419	Tel:
	Mob:	Mob:	Mob: 0419 796 501	
			Date: 9 Sept 2010	



Date: 9/10/10

Vocational Education, Training and Employment Act 2000

Relevant extracts

218B Statutory TAFE institute is body corporate

A statutory TAFE institute—

- (a) is a body corporate; and
- (b) has a seal; and
- (c) may sue and be sued in its corporate name.

218F Powers of a statutory TAFE institute

(1) A statutory TAFE institute has all the powers of an individual and may, for example—

- (a) enter into arrangements, agreements and contracts;

218G Statutory TAFE institute may enter into work performance arrangements

(4) A person performing work for a statutory TAFE institute under a work performance arrangement entered into under subsection (1)—

- (a) is not, and can not be, employed by the institute; and
- (b) remains an employee of the department or other government entity whose appropriate authority is a party to the arrangement.

220W Preservation of rights in relation to public service employees

(1) Subsection (2) applies to a person who—

- (a) is appointed as an employee of a statutory TAFE institute; and
- (b) was a public service employee immediately before taking up the appointment.

(2) The person is entitled to retain all existing and accruing rights as if service as an employee of the statutory TAFE institute were a continuation of service as a public service employee.

220X Secondment as employee of statutory TAFE institute

(1) A person who is a public service employee may be seconded to a statutory TAFE institute.

(2) While seconded under this section—

- (a) the person is taken to be an employee of the statutory TAFE institute; and
- (b) the *Public Service Act 2008* does not apply to the person.

(3) A person seconded under this section —

- (a) is entitled to the person's existing and accruing rights as if employment as an employee of the statutory TAFE institute were a continuation of employment as a public service employee; and
- (b) may apply for positions, and be employed, in the public service as if the person were a public service employee.

(4) When the secondment ends—

- (a) the person's employment on secondment as an employee of the statutory TAFE institute is taken to be employment of the same nature in the public service for working out the person's rights as a public service employee; and
- (b) if the secondment ended for a reason other than misconduct, the person is entitled to be employed as a public service employee.

(5) This section has effect despite section 218G.

Vocational Education, Training and Employment and Other Legislation Amendment Bill 2007

Explanatory Notes

Relevant extracts

The Bill achieves the *Queensland Skills Plan* commitment to move TAFE Queensland to a more commercial governance model by providing a general legislative framework for the establishment and operation of TAFE institutes as statutory authorities (to be known as 'statutory TAFE institutes'). In summary, the framework:

(d) ensures that TAFE institute employees remain DETA employees, under a work performance arrangement between the DETA chief executive and the institute. A statutory TAFE institute will have capacity using its general powers to employ staff directly. Although the Bill does not limit the number of staff who may be employed directly, the policy intention is that statutory TAFE institutes will only employ a very small number of senior management and commercial personnel in this way;

New section 218G gives effect to the policy intention that existing and new institute staff will remain as (existing) or be (new) employees of the Department of Education Training and the Arts (DETA), when an institute transitions to the statutory authority model. It is intended that this arrangement will be implemented through a work performance arrangement between the statutory TAFE institute and the DETA chief executive under new section 218G.

It should be noted that a statutory TAFE institute will have capacity using its general powers under new section 218F to employ staff directly.

Although the Bill does not limit the number of staff an institute may employ directly, the policy intention is that statutory TAFE institutes will employ only a very small number of staff in this way. It is expected that this may include senior management and some commercial positions such as business development, sales and marketing personnel. It is intended that the Minister will monitor an institute's use of these direct employment arrangements through a requirement under new section 218M (discussed below) for the institute to provide an outline in its operational plan of its overall staffing arrangements. It should also be noted that new sections 220W and 220X make provision for the preservation of rights of any public service officer who is employed by, or seconded to, a statutory TAFE institute.

1. Title: Queensland Government Policy on the Contracting-out of Services

2. Application:

The Queensland Government recognises that the Queensland Public Service is the key instrument for delivering or implementing the policies of the government.

In striving to achieve "best value" delivery of services to the community, the government's focus will be on pursuing performance improvement strategies for the public service workforce, not on simply replacing public service employees with non-government service providers.

In this regard, the government has endorsed the following policy on contracting-out of government services. This policy applies to all Queensland Government departments and public service offices, and includes teaching, health, police, fire and ambulance services and all tenured employees of these agencies.

For the purposes of this policy, contracting-out refers to a contractual arrangement to deliver a service to government or the provision of a government service by a non-government service provider. Capital works programs are considered government services for the purpose of this policy. This means that current arrangements for delivery of the capital works program through competitive tendering will continue. The purchase of services by departments from an internal government provider, such as a commercialised business unit (eg QBUILD), is not regarded as contracting-out.

Similarly, services contracted to community service providers through grant programs or as recurrently funded programs (e.g. the Community Rent Scheme in the Department of Housing and the Rural Family Support Workers Program in the Department of Communities) are not regarded as being contracted-out for the purposes of this policy.

This policy does not apply to the normal purchase of inputs to departments such as office supplies and consultancies. It does however apply to contractual arrangements such as cleaning and other 'hotel' type services.

Where there are major joint ventures or co-locations with the private sector (e.g. hospital co-locations) decisions on the delivery of support services will be made on a case by case basis.

3. Policy:

3.1 Services currently provided in-house (i.e. by a government agency)

It is the policy of the government that in order to maintain existing public service jobs, there will be no contracting-out of services currently provided in-house other than in circumstances where:

- actual shortages exist in appropriately skilled in-house staff;
- there is a lack of available infrastructure capital or funds to meet the cost of providing new technology; or

- it can clearly be demonstrated that it is in the public interest that services should be contracted-out.

Cabinet approval will be required only for contracting-out proposals that meet the criteria outlined above where they would have a significant impact on the public service workforce in terms of job losses. Cabinet submissions proposing contracting-out initiatives should detail:

- why the service cannot continue to be delivered by public service employment;
- the impact on the public service workforce;
- how the proposed initiative will improve government service delivery;
- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities, where relevant, particularly in regard to maintenance of public employment in regional and rural Queensland;
- the impact on future competitive tendering in a market where the public service will have no capacity to bid;
- communication and consultation strategies, including managing the impact on the tenured public service workforce, and workforce transition plans for deployment, redeployment and retraining; and
- the cost implications for government.

Where the government agrees to contract-out services, employees and the relevant unions will be consulted as early as possible. Discussions will take place prior to any steps being taken to call tenders or to enter into any alternative bidding arrangement for the provision of services by an external provider.

If, after full consultation with employees and relevant unions, employees are to be affected by the necessity to contract-out services, the government agency should:

- ensure that effort is directed towards assisting employees to take up employment with the contractor; and/or
- ensure that employees are given the maximum opportunity to accept deployment and redeployment in the public service.

3.2 Services currently contracted-out

It is the policy of the government that when existing contracts with non-government providers are due for renewal, the services generally will be once again offered to contract.

If the conditions of the existing contract allow for the contract to be renewed without a tendering process, and the external provider has met all the conditions of the contract, a new contract may be offered to the current provider subject to continuing commercial viability and the mutual agreement of both parties.

Where a contract is due to expire and a tendering process is proposed, government agencies may bid for the work, subject to any legislative requirements and government agencies competing on a fair basis – that is, with any advantages or disadvantages that stem solely from their public ownership being removed or accounted for in an appropriate manner. Operational guidelines will be developed to assist agencies in assessing the relative merits of in-house and external bids.

In-sourcing will be undertaken only where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

3.3 New services

A decision on whether it is appropriate to contract-out new government services with significant workforce impacts will be made on a case by case basis by Cabinet. Opportunity will be provided for the new government service to be delivered by in-house staff where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

Cabinet submissions proposing contracting-out of new services should detail:

- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities;
- the impact on future competitive tendering in a market where the public service will have no capacity to bid;
- why the service needs to be delivered by a non-government service provider; and
- the cost implications for government.

3.4 Services in replacement facilities

Existing outsourcing arrangements may not always be extended to replacement facilities (e.g. replacement hospitals and schools). A decision by Cabinet on whether it is appropriate to continue to contract-out services in replacement facilities will be made on a case by case basis.

Where a decision is made to transfer the existing contract to a replacement service, this may be offered to the current provider subject to commercial viability and the mutual agreement of both parties.

Opportunity should be given for in-house staff to undertake the work where it can be demonstrated that work is competitive on an overall "best value" basis, including quality and cost of purchase and maintenance of any capital equipment required to perform the work.

Cabinet submissions proposing contracting-out of replacement services should detail:

- the impact on the public service workforce;
- how the proposed initiative will result in improvements to government service delivery;
- any social and/or economic impact on the Queensland community;
- the impact on regional and rural communities, where relevant, particularly in regard to maintenance of public employment in regional and rural Queensland;
- the impact on future competitive tendering in a market where the public service will have no capacity to bid, if relevant; and
- the cost implications for government.

3.5 Implementing the Policy on the Contracting-Out of Government Services

In applying this policy, the following principles should be adhered to:

- i. The primary focus should be on improving the productivity of the existing public service workforce through performance improvement strategies (such as training, innovation, and benchmarking);
- ii. Where services currently contracted-out come up for tender, or the delivery of new services and services in replacement facilities are being considered, in-house staff should be given the opportunity to undertake the work where it can be demonstrated that it is competitive on an overall "best value" basis, including quality and cost of purchase and cost of maintenance of any necessary capital equipment;

- iii. Where competitive tenders involve in-house bids, those bids must be fairly based – that is, with any advantages or disadvantages that stem solely from their public ownership being removed or accounted for in an appropriate manner;
- iv. Except in exceptional circumstances, in-house work units should be afforded sufficient opportunity and support, over a reasonable time, to achieve an acceptable level of performance, efficiency and effectiveness, before alternative service provision options are considered; and
- v. Options for the management of employees affected by organisational change are to include deployment, retraining, redeployment and voluntary early retirement.

30 AUG 2010

Mr Aaron Devine
Acting Chief Executive Officer
Gold Coast Institute of TAFE
PO Box 5547
GOLD COAST MAIL CENTRE QLD 9726



**Queensland
Government**

Department of
Education, Training and the Arts

Dear Mr ^{Aaron} Devine

I write in relation to representations recently made to the Minister for Education and Training by both the Queensland Teachers' Union (QTU) and the Queensland Public Sector Union (QSPU) about the use of common-law contracts (CLC) within statutory institutes.

It has come to the Unions' attention that there have been occasions when offers of employment under a CLC are neither consistent with commitments given to the Unions during the negotiation of the governance framework for statutory institutes, nor the intent of the legislative changes which enabled the creation of statutory institutes.

While the Explanatory Notes accompanying the *Vocational Education, Training and Employment and Other Legislation Amendment Bill 2007* outline the policy intention of the application of section 218G(4) of the *Vocational Education, Training and Employment Act 2000*; and you have also received approval via the operational plan to increase the number of employees engaged under a CLC, I would like to remind you of the Department of Education and Training's position regarding the application of this provision.

Engagement of employees via a CLC is restricted to staff in receipt of wages equivalent to an A08 or above (i.e. \$3960 per fortnight) and to the engagement of staff in commercial roles where there is a need to offer a financial incentive which would increase the wage beyond this amount.

If there is a compelling case to offer an incentive as part of an employment package for a commercial position below the A08 level, then subject to the approval processes within the Department, the employee may be engaged under a section 122 contract.

While I understand that institutes need flexible recruitment and engagement practices to attract the most desirable candidates, there remains a requirement for government agencies, whether departments or statutory authorities, to adhere to government policy and to ensure a harmonious industrial environment.

Directive 16/08, *Engaging Officers on Fixed Term Contracts of Employment*, provides agencies with the same flexibility as a CLC, yet retains existing public service employment conditions and union coverage.

On the basis of the above, any statutory institute staff currently engaged on a CLC who fall outside of the abovementioned parameters should be transferred to a section 122 contract as soon as possible.

To facilitate this process and for further information, please contact Ms Kirsty Payne, Acting Principal Consultant, Workforce Relations, by email at kirsty.payne@deta.qld.gov.au or on telephone on (07) 3247 5397.

Thank you for your assistance in this matter

Yours sincerely

A handwritten signature in black ink, appearing to read 'Richard Eden'.

Dr Richard Eden
Acting Director-General

Ref: 10/202027

Office of the Director-General
Floor 22 Education House
30 Mary Street Brisbane 4000
PO Box 15033 City East
Queensland 4002 Australia
Telephone +61 7 3237 0900
Facsimile +61 7 3221 4953
Website www.education.qld.gov.au
ABN 76 337 613 647

Kate Flanders
A/General Secretary
Queensland Public Sector Union
PO Box 3272
SOUTH BRISBANE BC QLD 4101

Dear Ms Flanders

Thank you for your letter dated 28 July 2010 regarding the advertisement of positions at Gold Coast Institute of TAFE (GCIT) under Common Law contracts. I apologise for the delay in responding to you.

Further to representations made to my office by officers from your Union, I have advised my Department that the application of clause 218F of the *Vocational Education, Training and Employment Act 2000* to engage staff under Common Law contracts is prohibited when the position attracts a remuneration package below the equivalent of an A08 Public Service Award employee.

I am informed that my Director-General has recently written to GCIT outlining this position. The Director-General specifically advised GCIT that if there is a compelling case to offer an incentive as part of an employment package for staff engaged in commercial roles (i.e. business development, sales and marketing) below the A08 level, then subject to departmental approval processes, the employee may be engaged under a section 122 arrangement under the *Public Service Act 2008*.

I trust that this information addresses the concerns you have raised in your letter and invite you to contact Ms Kirsty Payne, Acting Principal Consultant, Workforce Relations, by email kirsty.payne@deta.qld.gov.au or on telephone (07) 3247 5397 should you wish to discuss this further.

Yours sincerely

GEOFF WILSON MP
Minister for Education and Training

Ref: 10/218696

Minister's Office File Ref:	
Department File Ref:	10/308580

Information Briefing Note (CBN)

Chief of Staff

Office of the Minister for Education and Training

Requested by:
MESU

Date requested:
5 November 2010

Action required by:
19 November 2010

Action required

- ☐ For meeting ☐ With correspondence
☐ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: RESPONSE TO [REDACTED]

Proposal

That the Chief of Staff note this information in relation to an incoming letter from [REDACTED]

Urgency

1. Routine – [REDACTED] email to the Minister was dated 26 October 2010 and the draft response was requested to be completed for the Senior Advisor to sign by 19 November 2010.

Background

2. [REDACTED] son, [REDACTED] attends [REDACTED] In 2010 he has been in class [REDACTED] which was allocated two part-time teachers. One teacher [REDACTED] had a part-time fraction of 0.8 and the other teacher a 0.2 fraction.
3. At the beginning of Term 2, [REDACTED] had to reduce her fraction appointment to 0.6 due to [REDACTED] Although it was the school's preference to have the other teacher increase her fraction to 0.4, this was not possible as she was already employed on the additional day. The school had to employ another teacher who has undertaken relief teaching at the school and was known to the students.
4. [REDACTED] believes her son's education was being detrimentally impacted because there were three teachers involved with her son's education and she contends they did not communicate effectively since Term 3. She believes the Department of Education and Training should have intervened to prevent three teachers from teaching the class.
5. [REDACTED] has pursued her concerns with both school and regional personnel.

Key issues

6. The permanent part-time teacher arrangement for class [REDACTED] at [REDACTED] from Term 2 2010, although not the school's or Department's preferred model, is consistent with policy and legislative requirements and was unavoidable due to the medical circumstances of one teacher and the employment pattern of the other teacher that prevented her from taking the additional day that became available.
7. Although it is acknowledged there were challenges in ensuring high quality communication among the three [REDACTED] teachers, it also needs to be noted this issue was addressed by the principal. In addition, [REDACTED] did not pursue her issues directly with [REDACTED] the teacher who it was agreed would be the main contact teacher for [REDACTED] and other parents.
8. The educational outcomes for [REDACTED] students are better than those for the other Year 2 classes at [REDACTED] and the principal has given a commitment that [REDACTED] students will be in a Year 3 class with one teacher.

Consultation

9. The principal of [REDACTED] and Mr Robin Neate, Principal Adviser Education Services, Metropolitan Region have been consulted about [REDACTED] email and have assisted in drafting the reply.

Minister's Office File Ref:	
Department File Ref:	10/308580

Media Implications

10. [] has not said she will contact the media if her concerns are not resolved.

Financial implications

11. There are no financial implications.

Legal implications

12. There are no legal implications.

Remedial action

13. The school principal met with [] on at least two occasions to discuss her concerns and there have been a number of telephone discussions involving [] and regional office personnel. The most recent telephone conversation with [] the day after she sent her email to the Minister. Mr Robin Neate, Principal Adviser Education Services, Metropolitan Region spoke to [] and it was agreed Mr Neate would pass on her concerns to the Principal and [] would contact the Principal or Mr Neate if she had any future concerns or issues.

Right to information

14. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/308580

Recommendation

That the Chief of Staff **sign** the attached email to

NOTED

DAVID SMITH
CHIEF OF STAFF

/ /

CHIEF OF STAFF comments

Action Officer Jeff Backen	Endorsed by: Executive Director	Endorsed by: Assistant Director- General	Endorsed by: Deputy Director- General	Endorsed by: Julie Grantham
Industrial Officer	Tom Barlow	Craig Allen	Richard Eden	Director-General
Workforce Relations	Workforce Modelling & Support	Human Resources	Corporate Services	
Tel: 32354082	Tel: 323 54733 Mob:0418700209	Tel: 323 70604 Mob:0418764380	Tel: 340 56329 Mob: 0439875630	Tel: Mob:

Date: / /

Minister's Office File Ref:	
Department File Ref:	10/281634

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Minister

Date requested: 18/10/2010

Action required by: 25/10/2010

Action required

- ☐ For meeting
☒ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: COMPLAINTS AGAINST MEMBERS OF THE BOARD AND OTHER STAFF OF THE

Proposal

That the Principal Advisor:

Note.....the extent and expected timeframes for the Ethical Standards Unit investigations.

Urgency

1. Routine

Fast Facts

The Ethical Standards Unit will progress with the highest priority the investigations into complaints against members of the Board and other staff of the [redacted]

The investigations may be complex and lengthy.

Background

- The Crime and Misconduct Commission (CMC) has referred two separate complaints against members of the Board and other staff of the [redacted] to the Minister for Education and Training.
- The Minister has referred both matters to the Director-General of the Department of Education and Training for investigation by the Department's Ethical Standards Unit.
- The Minister has requested advice by 25 October 2010 from the Director, Ethical Standards Unit as to the extent and timeframes for each investigation.
- The first complaint was received on 16 December 2009 and the second complaint in October 2010.

Key issues

- The first complaint is characterised by the anonymity of the complainant, the multiplicity of the 13 separate allegations and the fact that at least some of the persons against whom the allegations have been made may no longer be Board appointments or otherwise employed at [redacted]
- The investigation of both complaints will be impacted by the multiple layers of legislative and administrative guidelines, the complexities of the interrelationships of which will require significant analysis. These include the *Vocational Education, Training and Employment Act 2000*, Section 218S agreement with the Chief Executive, various annual Operational Plans and rules and guidelines for the conduct of the commercial business which underpins the delivery of [redacted] services.
- Because the first complaint is from an anonymous source, the investigators are faced with the challenges of little detail in the complaint, few identifiable witnesses and no guarantee of successfully obtaining sufficient evidence at the completion of the investigation to enable a finding of substantiation or non-substantiation.
- Further, the investigators may be faced with challenges to their authority to make inquiries and the real possibility that persons of interest may refuse to be interviewed or supply relevant documentary evidence.

Minister's Office File Ref:	
Department File Ref:	10/281634

10. The second complaint is categorised as a Public Interest Disclosure and the relevant safeguards will be implemented during the course of the investigation.
11. The timeframes over which the investigations will be conducted can be expected to extend into 2011, particularly with the impact of significant holiday periods for staff commencing in mid-December 2010 and extending well into January 2011. It is expected that the second complaint, being of a less complex nature than the first complaint, will be the first completed.

Consultation

12. Not applicable.

Media Implications

13. Any failure to maintain confidentiality during the investigation could result in media attention.

Financial implications

14. There are no financial implications.

Legal implications

15. Legal implications have and will be addressed by the Department's Legal and Administrative Law Branch.

Elected representative

16. The Honourable Anna Bligh MP, Premier.

Remedial action

17. To be determined.

Attachments

18. Nil

Right to information

19. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/281634

Recommendation

That the Principal Advisor

Note.....the extent and expected timeframes of the Ethical Standards Unit investigations.

NOTED

MURRAY DANIEL
Principal Advisor

/ /

Principal Advisor's comments

Action Officer Andre Legosz Director, Ethical Standards Unit Human Resources Tel: 323 70232	Endorsed by: ED Tel: Mob:	Endorsed by: CFO Tel: Mob:	Endorsed by: LALB Tel: Mob:	Endorsed by: ADG Craig Allen Human Resources Tel: 323 70604 Mob:	Endorsed by: DDG/CO/ASSDG Richard Eden Corporate Services Tel: 340 56329 Mob:	Endorsed by: DG/CO/ASSDG Tel: Mob:
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Date: / /

Pages 41 through 46 redacted for the following reasons:

s 47(3)(a) and sch 3, item 10(4) of the RTI Act

Minister's Office File Ref:	
Department File Ref:	11/66243

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Department

Date requested:
18 March 2011

Action required by:

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: REMOVAL OF SCHOOL SCIENCE 'MINERAL KITS' CONTAINING ASBESTOS

Proposal

That the Chief of Staff note that during the week of 7 – 11 March 2011 at Pimlico State High School four students opened a 'Mineral Kit' which later tested positive for asbestos; a process is in place to advise schools of the issue and for the removal of these Mineral Kits from schools.

Urgency - Routine

Parents were contacted as soon as the school was advised of the results of the tests on the mineral kits. The issue has been managed at Pimlico State High School including Dr Keith Adam contacting the parents of the students to discuss any concerns. A strategy has been implemented to address the issue across the state including the release of a safety alert that provides schools with advice regarding removal of the kits (Ref: 11/65106). Mineral kits differ in their content as schools could select the samples to be included in their kit. As a result kits produced at a similar time will contain different mineral samples. Not all kits included an asbestos rock sample.

Background

1. The week of 7-11 April 2011, a 'Mineral Kit' used for science studies at Pimlico State High School was used as a teaching aide as part of a Year 8 science class. A group of four students identified that the legend stated '12: Asbestos' for one of the samples in a kit. No sample was actually available in the section labelled 12. The kit was removed and later disposed of safely by QBuild. Subsequent testing of this kit confirmed the presence of asbestos containing material.

Key issues

2. These kits originally contained a sample of asbestos rock and even if the sample had been removed it is possible that the kit has been contaminated.
3. A safety alert was sent to state schools via Schools Update on 21 March 2011.

Consultation

4. The safety alert and advice to regions was developed in consultation by Infrastructure Services Division, Organisational Health and Department of Public Works (QBuild).

Media Implications

5. There is the potential for negative media interest due to the identification of this asbestos matter in schools. There has been prompt action to manage the issue locally and identify and address the issue across the state.

Financial implications

6. There will be costs incurred for the removal of the Mineral Kits by QBuild. Schools will be responsible for these costs.

Minister's Office File Ref:	
Department File Ref:	11/66243

Legal implications

7. The Department has taken immediate steps to eliminate the risks associated with the mineral kits through the identification and removal of the kits from school sites.

Elected representative

8. Not applicable.

Remedial action

9. Advising principals immediately of the issue demonstrates prompt management of the identified issue.

Attachments

10. Attachment 1 - Safety Alert – Asbestos Samples found in School Mineral Kits (Ref: 11/65106).

Right to information

11. I am of the view that the contents or attachments contained in this brief are **not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	11/66243

Recommendation

That the Chief of Staff note that during the week of 7 – 11 March 2011 at Pimlico State High School four students opened a 'Mineral Kit' which later tested positive for asbestos; a process is in place to advise schools of the issue and for the removal of these Mineral Kits from schools.

NOTED

David Smith

DAVID SMITH
Chief of Staff
Office of the Hon Cameron Dick MP
Minister for Education and Industrial Relations

26/4/11

s 47(3)(a) and sch 3, item 6(c)(i) of the RTI Act

Chief of Staff's comments

Advise p/s on how this could have been avoided to happen given issues with asbestos; what steps taken to ensure such issues do not arise again; and how many kits were removed from how many schools.

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Director, OH	ED, WMS	ADG, HR	A/DDG ISD	N/DG
Mark Hewison	Tom Barlow	Craig Allen	Graham Atkins	Julie Grantham
Tel: 32370230	Tel: 323 54733	Tel: 323 70604	Tel: 32370658	Tel: 323 70900
	Mob: 04187002	Mob: 04187643	Mob: 0419 668 768	Mob:
	09	80		
	Date: 21/03/11	Date: 22/03/11	Date: 4/04/11	Date: 13/4/11

Safety Alert

Asbestos Samples found in School Mineral Kits

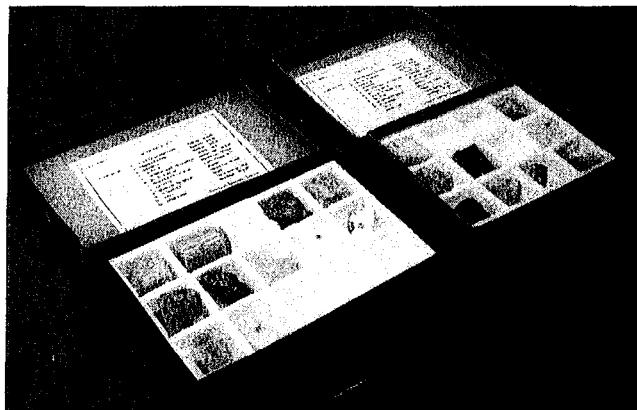


Figure 1—Sample Mineral Kits Interior

It has been reported that Mineral Kits that may still exist within schools have tested positive for asbestos containing material. These kits originally contained a sample of asbestos rock.

Procedure for Checking

Conduct a visual inspection of your storage locations for such items (e.g. science, earth sciences store rooms, lesson preparation areas).

Procedure for Removal

If a mineral kit is located and looks like the images shown, **do not open**, as it must be presumed to contain asbestos. Do not relocate the kit or remove any of the samples. Leave the mineral kit in situ and contact QBuild immediately for safe removal and disposal.

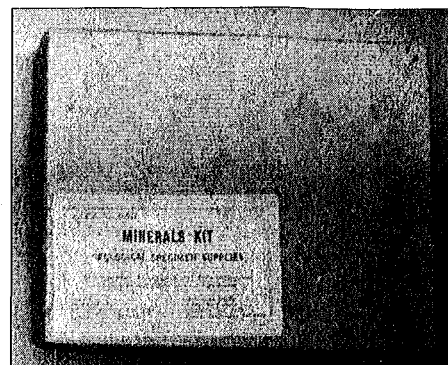


Figure 2—Sample Mineral Kits Exterior

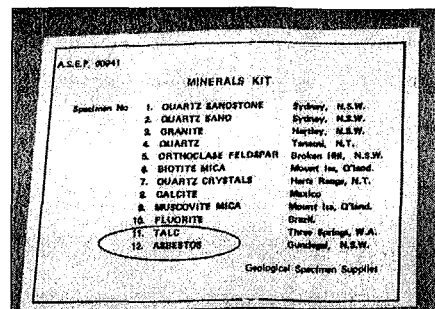


Figure 3—Contents List

Please note:

If your school has one or more mineral kits, the entire box must be appropriately removed and disposed of by QBuild. This is required even if the Asbestos sample has previously been removed.

QBuild has been advised of this safety alert and are prepared for any phone calls from schools.

Q Build will invoice schools for the costs of removal. This can be charged to the school's unplanned maintenance funding or arranged to be paid out of school funds.

Further information:

Contact - Regional Facilities Account Manager or Regional Health and Safety Consultant.

Minister's Office File Ref:	ET/10/4140
Department File Ref:	10/171738

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by: Department

Date requested:

Action required by: 06/08/2010

Action required

- ☒ For approval ☐ With correspondence
☐ For meeting ☐ With QON

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ QON

SUBJECT: CAREER CHANGE PROGRAM

Proposal

That the Minister:

Approve that the Department undertake consultation with central agencies, an external provider (Accelerated Pathways) and the Australian Taxation Office (ATO) in relation to offering a Career Change Program to primary teachers in Semester 2, 2010, with a target of up to 500 teachers.

Urgency

1. Urgent - In order to conduct the program in Semester 2, 2010, an application to the ATO for the retraining grant paid to departing teachers to receive concessional taxation treatment should be made as soon as possible.

Fast Facts

Fast facts

- Career Change Program provides primary state school teachers lacking contemporary teaching skills the chance to exercise other career options, in turn opening up vacancies to graduate primary teachers.
- Previous programs released approximately 1500 additional permanent jobs for graduate primary teachers.
- There are currently approximately 2400 graduate primary teachers seeking employment with Education Queensland.

Background

2. The Career Change Program for Teachers is a self-funding program that creates permanent employment opportunities for graduate teachers by providing unmotivated state school teachers who lack contemporary teaching skills with a retraining grant of up to \$50,000 to leave teaching and pursue alternative career options. A pro-rata amount is available to part-time teachers.
3. Five rounds of the program have been conducted to date - in 2002 (two rounds), 2004, 2005 and 2007. In total 1709 teachers exited the Department under the program. This included 1269 primary teachers, 419 secondary teachers and 21 teachers in special schools.
4. To be eligible for the program, applicants must have:
 - accumulated at least 10 years of teaching service
 - been permanently employed as a teacher with Education Queensland
 - been committed to taking up a new career
 - demonstrated a shortage of contemporary teaching skills
 - been able to settle any outstanding workers' compensation claims, and
 - given an undertaking not to seek further employment with Education Queensland as a teacher or in a state school.
5. It is proposed that a sixth stage of the Career Change Program be conducted in Semester 2, 2010. This stage would be limited to primary teachers given:
 - the current oversupply of primary teacher graduates, and

Minister's Office File Ref:	
Department File Ref:	10/171738

- emerging challenges with sourcing appropriately-qualified specialist teachers, particularly in special education and secondary areas such as LOTE and Senior Science.
6. A key consideration in offering a grant to a teacher under the program is the Department's ability to replace that teacher with a quality graduate, therefore teachers in hard-to-staff locations will not be offered a grant if they cannot be suitably replaced.
 7. Human Resources manages the Career Change program on behalf of the Department. If this proposal is approved, a detailed action plan will be progressed through the Department's Executive Management Group.

Key issues

8. While ultimately it is the students in Queensland state schools who benefit from workforce renewal, the Career Change Program also provides a positive message to teaching graduates, universities and the general public that the Department is actively creating additional opportunities for graduates to commence a rewarding career in public education.
9. The Department provides a broad range of programs to support and motivate teachers to maintain enthusiasm for their career and to continually develop their profession to benefit themselves and their students.
10. A Career Change Program sends a clear message to the small percentage of unmotivated teachers in the current workforce that other options are available to them.
11. There are currently sufficient numbers of suitable graduates to achieve a sixth stage program target of up to 500 teachers. These places would be quarantined for graduate applicants from the 2009-10 and 2010-11 cohort groups.
12. As part of the *Teachers' Certified Agreement 2010*, approximately 700 temporary teachers with three years' continuous service may be offered permanent positions during 2010. These positions are separate from graduate appointments arising through the Career Change Program.
13. In previous stages of this program, the retraining grant has received concessional taxation treatment. The ATO will only consider applications from employers that have decided to conduct a program of this type and will only provide approval for a 12-month period. In order to conduct the program in Semester 2, 2010, an application should be made to the ATO as soon as possible to provide sufficient time for consideration of the application.
14. Should the ATO decline to approve the application for concessional taxation treatment, the program may proceed, with an explanation to applicants that concessional taxation treatment is not available. As with earlier stages of the program, applicants will be advised to seek independent financial advice prior to accepting a grant under the program.
15. Previous stages of this program were conducted by Accelerated Pathways, an Adelaide-based external provider who handled all queries regarding the program. This ensured strict confidentiality and placed the Department at arm's length from the decision making and appeal processes regarding who was recommended for a Career Change grant. Accelerated Pathways has also provided similar services to Education Departments in other states.

Consultation

16. No stakeholder consultation has occurred to date, however extensive consultation would need to occur with:
 - Chief Finance Officer
 - Executive Management Group
 - Australian Taxation Office
 - Accelerated Pathways (external provider)
 - Department of the Premier and Cabinet
 - Queensland Treasury
 - Office of the Public Service Commissioner
 - Queensland Teachers' Union
 - Principals' Associations.

Minister's Office File Ref:	
Department File Ref:	10/171738

Recommendation

That the Minister

that DET consult with the ATO and report back to CBR.

Approve that the Department undertake consultation with central agencies, an external provider (Accelerated Pathways) and the Australian Taxation Office (ATO) in relation to offering a Career Change Program to primary teachers in Semester 2, 2010, with a target of up to 500 teachers.

APPROVED/NOT APPROVED**APPROVED/NOT APPROVED****GEOFF WILSON**

Minister for Education and Training

19/8/10.

MURRAY DANIEL

Principal Advisor

19/08/2010.

Minister's comments

Action Officer
Director
Di Henderson
Human Resources
Tel: 323 90266

Endorsed by:
A/ADG
Tom Barlow
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Mob:

Endorsed by:
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Endorsed by:
DG
Richard Eden
Tel:
Mob: 0439 875 630

Date: / /

Attachment 1: Benefits of a Career Change Program

Issue	Benefit
Impact on Schools	<p>Feedback from schools that have participated in the program point to a range of benefits, including:</p> <ul style="list-style-type: none"> • The opportunity to recruit refreshing enthusiastic graduate teachers in classrooms • Facilitating real renewal of the teaching workforce while supporting the needs of teachers who are seeking to explore alternative career options • Assistance with improving learning outcomes, particularly through creative application of technology in classrooms
Workforce Renewal	<p>Teachers who depart through the program are replaced by enthusiastic, high quality graduates who are well equipped to improve learning outcomes as evidenced by the motivation, enthusiasm and knowledge of contemporary teaching practice that they bring to the classroom.</p>
Career Management	<p>The program is an early intervention mechanism to do something positive for teachers who want or need to seek alternative careers.</p> <p>Reports from teachers participating in earlier stages of the program suggest that this is seen as a proactive step in assisting teachers with career management as it recognises the special needs of teachers and provides some real career alternatives for the small percentage of teachers who are having difficulty maintaining contemporary teaching skills.</p>
Cost of Retraining Grants	<p>The program is self-funding due to the salary differential between a senior teacher and a graduate teacher.</p>
Savings	<p>Any savings generated by the program are retained within DET.</p>

Minister's Office File Ref:	ET/10/4393
Department File Ref:	10/177795

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by: Department

Date requested:

Action required by: 11 August 2010

Action required

- ☒ For approval
☐ For meeting

- ☐ With correspondence
☐ With QON

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ QON

SUBJECT: CONTENT FOR TAKE THE LEAD - A GUIDE FOR TEACHING PRINCIPALS (A CROSS JURISDICTIONAL PUBLICATION)

Proposal

That the Minister:

Note the content for the cross-jurisdictional publication *Take the Lead – A Guide for Teaching Principals* to support the development and transition of teaching principals in rural and remote schools in Queensland and the Northern Territory (**Attachment A**).

Urgency

1. **Urgent.** Following an extended process of jurisdiction-wide consultation in both Queensland and the Northern Territory, the attached content for cross-jurisdictional publication has already been approved by the Chief Executive, Northern Territory Department of Education and Training.

Fast Facts

Project Focus – Take the Lead recruitment and development of small school Teaching Principals

Teaching Principal Band 5 & 6 schools In Queensland	418 schools	Funding	NP Improving Teacher Quality
Strategy scope	State-wide recruitment and support of school leaders: Rural, Remote and Urban		
Resources and implementation	<p>The form of the publication:</p> <ul style="list-style-type: none"> • Approximately 50 page guidebook in full colour including images representing contexts from both Queensland and the Northern Territory. • Include for each jurisdiction, a separate attachment and digital resource of context and jurisdiction specific information and links. • Online publication of chapters with developed learning modules. <p>Implementation:</p> <ul style="list-style-type: none"> • Utilised explicitly in the recruitment and development of aspiring and beginning principals in small rural, remote and urban teaching principal locations in Queensland and the Northern Territory. • Content will be explicitly scaffolded within jurisdictional leadership frameworks and professional expectations to develop high-performing small school leadership skills in beginning and aspiring leaders. 		

Background

2. In 2009 Regional Executive Directors from across Queensland drew up a targeted proposal to lead the recruitment and development of small school teaching principals. These complex leadership roles in small schools make up to close to one-third of state schools in Queensland. These schools often have a higher turnover of principals and are amongst the most difficult to support and to recruit quality applicants for leadership positions.
3. Given our shared contexts, the Northern Territory Department of Education and Training sought to partner with Queensland in progressing explicit high-quality developmental strategies for small school teaching principals.
4. On 22 June 2010, the content was endorsed by the Education Queensland Implementation Taskforce as a component of the *Take the Lead (Teaching Principals)* project. During the development of the content a process of state-wide cross-jurisdictional consultation was undertaken to produce the attached draft publication (**Attachment A**).

Minister's Office File Ref:	
Department File Ref:	10/177795

Key issues

5. This resource is designed to be utilised in both print form and online modules to explicitly develop the skills and understandings of beginning and aspiring small school teaching principals across Queensland and the Northern Territory.
6. The resource will be utilised as a significant tool in the *Take the Lead (Teaching Principals) Project* in the recruitment and face-to-face skills development of Queensland aspiring leaders due to be conducted at the end of Term 3 and the beginning of Term 4 2010.
7. Following approval, the document will be submitted to Queensland DET Corporate Communication and Marketing graphic designers for design and layout. Proof copies of the print ready document including layout and images will be submitted with a formal Approval to Publish.

Consultation

8. State-wide cross-jurisdictional consultation with teaching principals and senior leaders in Regions has underpinned the development of the content for the resource.
9. The content was approved for publication on 28 June 2010 by the Chief Executive of the Northern Territory Department of Education and Training (**Attachment B**).
10. The Queensland Teachers' Union (QTU) has advised that it is supportive of the intent of the document, within the *Take the Lead* project. The QTU and the Queensland Association of State School Principals are strong advocates of this initiative.

Media Implications

11. There are no media implications.

Financial implications

12. Production and development projections have gained commitment and been budgeted for within Queensland and Northern Territory jurisdictions through the Commonwealth National Partnership initiative – Improving Teacher Quality.

Legal implications

13. There are no legal implications.

Remedial action

14. No remedial action required.

Attachments

15. **Attachment A:** *Take the Lead – A Guide for Teaching Principals* (proposed content).
Attachment B: Email (28 June 2010) communicating approval by Gary Barnes, Chief Executive, Northern Territory Department of Education and Training.

Right to Information

16. I am of the view that the contents or attachments contained in this brief are **suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/177795


Recommendation

That the Minister

NOTE the content for the cross-jurisdictional publication *Take the Lead – A Guide for Teaching Principals* to support the development and transition of teaching principals in rural and remote schools in Queensland and the Northern Territory (**Attachment A**).

APPROVED/NOT APPROVED

NOT

for 

GEOFF WILSON
Minister for Education and Training

16, 7, 10

APPROVED/NOT APPROVED

MURRAY DANIEL
Principal Advisor

25, 8, 10

Minister's comments

Action Officer
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Tel: 323 71070

Mob: 0439 875 630

Date: / /

Take the Lead

A guide for teaching principals

Foreword

As a teaching principal you have a rich and multi-faceted opportunity to have a significant impact on the school community within which you teach and lead to achieve improved learning outcomes for all students. There is no more exciting workplace than a small school, where success can be celebrated every day with every student, every staff member, parents and community. Whilst it is well recognised that this career path does require a great investment of your energy and commitment, it certainly has the potential to yield enormous personal and professional satisfaction.

Take the Lead – A Guide for Teaching Principals is an informal and personal read that explores the rich opportunities and rewards of small school leadership.

This guide has been written specifically for beginning teaching principals, and those who aspire to the position, to offer practical strategies for negotiating the challenges and complexities of relationships, cultures and responsibilities in small school communities. Experienced teaching principals may also find it valuable to reflect on transition to the next more senior phase of their leadership, while not losing sight of what is most important - your part in the daily life of your students, parents and teachers.

Previous editions were initiated and developed in Queensland in 1995 and 1996 by North Western Region and, in 1999, a state-wide edition was published. This 2010 edition represents a cross-jurisdictional collaboration between Queensland and the Northern Territory.

National and international research highlights that quality teaching does not alone bring a school community together to commit to improved outcomes. It is the quality of your leadership of your school community that will make the difference.

This document will not answer all your questions. As a reflective guide, it is simply one tool in a suite of offerings designed to support your personal and professional development and your transitional pathway to make a difference and **Take the Lead**.

Julie Grantham
Director General
Department of Education and Training
Queensland

Gary Barnes
Chief Executive
Department of Education and Training
Northern Territory

school culture where high expectations and early intervention are embedded in everyday practices.

You need to be relentless in believing and modelling that:

- All students can learn, given sufficient time and teaching that engages them.
- All teachers can teach to high standards given the right support and development.

Personalised learning

Schools that personalise learning adopt a whole school approach so that students know precisely where they are with their learning and how they can improve. As the principal, you should help staff and students to plan for success by establishing practices which use assessment for learning to generate feedback for teachers and students. In this environment, outcomes are not just about student learning but also about teaching. Both teachers and students need to be partners in the learning process and the setting of targets. It is important that targets set match the ability of students and that they are then given every chance to succeed.

As principal you should ensure that student learning is not left to chance. However, a word of caution, personalised learning does not mean that all programs of teaching need to be individualised. Not only would this be impractical but also deny students the opportunity to work together and learn from each other. They also benefit from being able to view and interact with models of quality work.

What supports do students receive in order to enhance progress, achievement and participation?

How do teachers use their skills and knowledge to engage children as partners in learning, acting quickly to adjust their teaching in response to students' learning?

How does your school ensure work is sufficiently varied and challenging to maintain engagement but not so difficult as to discourage students?

How is data and assessment information used rigorously, together with knowledge of factors that might influence students' progress, to shape teaching and determine impact?

To what extent are a variety of methods ranging from whole class to one on one, paired and group work embedded in practice?

Impossible is what can't be done until someone does it!

How does a high performing teaching principal do the job?

The role of a teaching principal is complex and filled with competing priorities, however, as the title suggests, the main game is teaching. This does not mean that you can neglect the role of leadership but rather requires you to be good at juggling your time and priorities and challenges you to be an instructional leader. It is an opportunity to develop your leadership skills focused on what matters most – teaching and learning. Leadership that is responsive to the challenges faced is required, so it is important that you intentionally develop your skills in this regard. You need to model behaviours which meet the important challenges of teaching and learning, by being proactive in your approaches. High performing principals create an environment that is solution driven not problem led.

You can make a great start to creating this in your school by:

- Sharing information and knowledge with all key people
- Solving problems together
- Maintaining standards so that high expectations guide actions
- Maximising the impact of resources by aligning them with school priorities.

Following are some actions and behaviours that will challenge you to think about some principles that you need to intentionally build into your leadership style. You may wish to discuss with your supervisor how best to develop the skills required and include them in your performance plan. Don't try to do everything at once but identify and address the key priorities in order of importance. These should be the things that will get you the best results in the shortest time.

If you work from the classroom out you will quickly identify those things that are most important and require your focused attention.

The following principles are adapted from a business model developed by James Strong. You need to **be out and about** in your school and community spending regular time with staff as they teach, and with students as they engage in learning. This will help you to quickly understand how well teachers are teaching and how well students are learning. You will gain key insights into performance and understand the impact of resources. Identify the key areas of curriculum, teaching and learning and prioritise these as focus areas for your visits to classrooms.

Understanding your community and the educational expectations that people hold

for their children can help you build strong and meaningful relationships. At every opportunity engage with parents, whether this be when they pick up or drop off their children or in other informal situations. Share with them what you know about their children and their learning. **Be out and about** for the right reasons which are about ensuring that what your school provides is quality!

How often do you spend time in classrooms?

How is teaching and learning delivered allowing learners of all abilities to succeed?

How are the students in your school going with their learning?

It is important that you as the teaching principal **keep your finger on the pulse** regarding your school and community. This requires you to spend regular time communicating and listening. Communicating is not solely about expressing your opinion and advocating your position to get the things that you want to happen. It is more concerned with creating and delivering an 'open door' style where others are comfortable in approaching you. Listen not only for what others are saying but also consider what they might **not** be saying. It is challenging, but also important to encourage others to express their viewpoints so that 'group think' does not prevail.

I have learnt that having a vision is not enough and that getting others to share and build on that vision is a long and sometimes frustrating process.

I have learnt that getting out into the community and establishing strong and trusting relationships is crucial to everything.

Jenny Sherrington, Timber Creeks SS NT

How well do you advocate your position but combine it with inquiry and self-reflection?

How do you encourage others to say what they know yet fear to say?

How do you work with others to generate valid data and evidence to solve problems?

Problems and issues don't go away if you simply choose to ignore them. They just grow bigger and bigger until they become the crocodile in the room. It is important to **be decisive** and address problems and issues discovered by being out and about listening to others. When there is transparency and everyone is involved you can quickly consider options and determine a course of action. A commitment to action requires you to 'follow through' to ensure that decisions are actually enacted. Sometimes you may also need to make 'on the spot' decisions which is a part of your accountability. It is then important to explain and communicate with others your reasoning.

If you see a very dangerous brown snake you shouldn't hold a committee meeting to decide what to do. Just kill it!

Alan Baillie

How well do you make informed decisions?

How do you keep others informed about decisions and when necessary inform them of progress?

Are issues and problems resolved in a timely manner?

Education is a people business and everyone has an opinion about what they believe education should or shouldn't be. As a school principal you need to **involve your staff** in regular opportunities to meet with parents and others in the community

to share information about school progress and to seek feedback. It is important that everyone clearly understands standards and expectations. Effective working relationships are important and help everyone understand how their efforts and commitment impact upon the achievement of the whole school.

Relationships are about more than just a 'feel good' environment. They must be based in outcomes resulting in a sense of real achievement. A key role for you is to **create networks** across the school so that quality is standardised and staff talk about teaching and learning. Staff should share information and moderate through effective networks linking all areas of the school. De-privatising practice is crucial for development.

To what extent are standards monitored and reviewed?

How are successes celebrated?

What are the networks within and beyond your school?

How is information about performance and achievement shared with all sectors of the school?

The improvement of learning outcomes relies upon staff changing their behaviours and being prepared to use different teaching strategies. People need to be supported and confident in **trying new ways**. It is important that you promote an environment where change is not only accepted but viewed as being positive. You should endeavour to encourage innovation and new initiatives as a means of ensuring continuous improvement. However, don't throw the baby out with the bath water. Manage change so that people don't drown in uncertainty. It takes

physical sense but also in terms of policies, processes and procedures.

We don't see the world as it is, we see it as we are, based on our own experiences. We need to challenge ourselves to look at our workplace with new eyes!

How intentionally inviting is your workplace?

Does the physical environment project a sense of school pride?

Leading by example is one of the strongest messages you can send to your staff and community. They will watch your actions to see if what you **say** and what you **do** align strongly. This does not mean that you need to be the principal who is a superhero having the answer for everything and everyone. If you focus on core business others will do the same. Even in difficult times treat people with respect and compassion, engaging them honestly while still being aware of their feelings. This will develop trust throughout the school. As principal, leading by example could be guided by the fact that people will remember:

- Some of what you say
- More about what you do, and
- Everything about how you make them feel.

Candour in the workplace actually builds trust as people feel that they can express themselves and eliminate meaningless meetings by engaging in real conversation.

To what extent do your actions align with your rhetoric?

Do you focus on the core business of the school?

How often do you learn with your staff?

Community Leadership

The local school is often the focal point of the community and cannot operate effectively in isolation from the community. Where parents are heavily involved in students' education, students not only perform better but also have a strong sense of belonging. As principal, the way in which you intentionally invite parents to participate is crucial to your success. Parental involvement leads to better long term achievement, positive attitudes and behaviour, more successful programs and more effective schools.

All parents want their children to view school as a positive experience that they enjoy. In a business sense you may think of your school operating within the community aligned to the following:

- Learning is the product
- Teaching is the service
- Students are the customers.

Customer satisfaction based on a sense of achievement is the single most crucial factor in drawing a school and community together. Consequently, a principal cannot avoid taking a proactive leadership role in the school community. Engaged school communities will embrace change when it is clearly linked to improvements in student learning.

Some people will probably remember me as 'that teacher who wanted to change everything' whilst others will remember me as the person who made our school so fantastic. Whichever it may be I would like to be remembered as a caring person who was fully committed to bettering the educational outcomes of our students. Our students are the reason we become teachers and continue teaching for many years. There is no greater joy to be able to say 'I helped him/her to achieve their dreams'.

especially prudent in cases where voluntary helpers work in the school and by so doing gain access to data, reports or information that needs to remain confidential. Your example, plus clearly articulated expectations of others are necessary.

The whispered comment, 'Don't tell anyone but.....', can spread like wildfire and cause great concern and consternation.

Loose lips sink ships!

Churchill

Making Good Decisions

Making good decisions requires you to suspend your own intuitive reactions and bias and create a culture of inquiry. This requires considerable self confidence as you need to be prepared to sometimes accept that you may be wrong. Be prepared to invite others to test your assumptions and thinking. Don't be reactive and hasty in making important decisions but rather gauge the view of those affected by your decisions and consider their perspectives. People who are involved in making a decision are more likely to have a commitment to it.

It is futile to procrastinate and avoid tough decisions! Make them and explain to others why you have decided on a particular course of action. It is important to be flexible and to modify decisions made, if need be.

You need to exercise common sense when making decisions. While you are always accountable for your actions there are times when some risk taking is needed. A good rule is that good decisions are made when they are in the best interests of students.

Some decisions require immediate attention and you, as principal, should deal with these expediently. Don't spend twenty dollars worth of time on a ten cent problem.

Be open to ideas, consult with your staff and parents, but be prepared to make a decision and stick to it. A principal who is averse to making decisions usually presides over a train wreck in the end.

Gordon Herbertson
Pormpuraaw SS, QLD

As you gain valuable experience as a principal you will also gain an enhanced ability to make sound decisions and judgments. You will be required to use your judgment in many situations including conflict resolution, complaints management, and so on. It is important to seek constructive feedback on your effectiveness in this area.

Those who stand for nothing, will fall for anything.

Alexander Hamilton, US statesman

Decision-Making Groups

Longer term decisions such as setting the strategic direction of the school require you to be able to direct and skill groups to interact in productive ways. As principal you will need to actively consult and engage a broad range of people, especially community members.

Involvement of school-based and community people in the operations of the school can lead to a more effective and efficient organisation. **Candid** and open conversation will result in effective communication.

Many leaders have failed because they surrounded themselves with likeminded people. They all viewed the world from the same position unable to see varied and new possibilities.

Educational Leadership

If school performance depends mostly on the work of teachers in classrooms, the first step in exercising real leadership is to diagnose correctly the principal challenge the group really faces.

Dean Williams, Real Leadership

The principal challenge is to support the development of high performing teachers in every classroom; to lead a school which intentionally invites each and every student to the table of success.

Alan Baillie, Executive Director, NT

Educational leadership is at the heart of principalship. It is critical that teaching principals maintain an unwavering and informed focus on teaching and learning, create challenging, safe and supportive learning environments and set high expectations and standards.

This section discusses the principal's leadership capacity to achieve optimal learning outcomes for every child through a focus on the things that matter most – the learner, the quality of the learning experience and how the learning is developed, evaluated, reported and celebrated.

Effective Teaching and Learning

High expectations for all students in your school is essential. As the accountable officer, you share with the department a commitment to ensuring that **every day, in every classroom, every child is being provided with the opportunity to achieve the best possible outcomes.**

You will constantly need to explore ways to improve teaching and learning to ensure this happens.

Effective teaching and learning:

- is founded on an understanding of the learner
- requires active construction of meaning
- enhances and is enhanced by a supportive and challenging environment
- is enhanced through worthwhile learning partnerships
- shapes and responds to social and cultural contexts.

These principles should form the backdrop for your curriculum leadership role.

Each state and territory jurisdiction has a curriculum framework document that captures all curriculum requirements for schools. The framework consists of a policy that is supported by a comprehensive set of online guidelines. Changes to these jurisdictional frameworks will be made as new ACARA national curriculum documents are progressively released.

The framework sets out clear requirements, expectations and principles of teaching and learning and will be your overarching reference when setting goals, planning, teaching and monitoring students' progress.

This framework will help you address both classroom practice and whole-school approaches for supporting all students to develop the knowledge, understanding and skills specified in the intended curriculum.

involved, while also enhancing teacher and community confidence in the allocation of grades at your site.

- **Reporting**

Ensure you are familiar with current systemic expectations related to reporting, including such areas as:

- Mandated reporting formats
- 5-point scale for reporting
- Frequency of formal written reports
- Parent-teacher interviews
- Additional systemic reports such as NAPLAN.

You will need to have processes in place at your site to ensure there is clear understanding that the final report grade is an **on balance** judgment of all overall grades obtained in that reporting period.

The report provides a summary of student progress against clear achievement expectations and *standards* in a range of academic and non-academic aspects of schooling. Parents should understand both the *progress* of their child against what learning is expected of students of the same age, and the quality (standard) of their child's *achievement*.

As a general rule, there should be 'no surprises' in a student's take home report – ensure that you have set up excellent feedback and communication systems with parents along the way.

- **Curriculum Leadership**

You will be most effective when using a combination of strategies to influence the way the curriculum is enacted in your school. These strategies may include:

- developing agreed policy about teaching based on an explicit understanding of learning

- encouraging teachers to collaborate in planning and implementing the curriculum
- supporting a whole-school approach to data-based decision making.

A strong school leadership team is explicit about their expectations for high-quality teaching practice. In promoting an ongoing commitment to improved practice, leaders need to develop a clear and shared vision of what they would expect to see in practice in classrooms and what teachers, students and school leaders will do differently in order to make the vision a reality.

In addition, you have a major role to play in managing change – particularly in curriculum reform.

The most important role principals play in curriculum reform is supporting teachers to implement changes needed to improve teaching and learning.

Creating such a trusting environment can be challenging. Some 'tips' for the principal include:

- lead by example; don't expect teachers to do anything you couldn't or wouldn't do yourself
- use data to engage staff to connect with the need for curriculum reform
- encourage staff to participate in the development of an implementation plan so that they 'own' and can see themselves in the plan
- participate *as a learner* in discussions
- encourage consensus through letting people know it's alright to disagree
- celebrate successes and achievements, no matter how small they may seem.

While small schools provide an excellent opportunity for you as a teaching principal to become familiar with the whole curriculum and its implications, collaboration with other small school principals and curriculum support staff can make this planning more manageable.

As with any teaching role, you will need to establish classroom routines and practices. Attention needs to be given to a range of instructional groups: whole group, small group and individual.

Independent learning should also be developed in children as quickly as possible, as should routines to deal with absences and/or interruptions.

*What we have to learn to do,
we learn by doing.*

Aristotle

Internal Monitoring

Internal monitoring involves tracking progress towards the achievement of all of the goals in the school's longer-term and short-term strategic planning documents. It will enable you to gauge performance at points in time and adjust and make improvements where necessary.

It involves monitoring and reviewing:

- staff performance
- student performance
- whole school leadership
- curriculum planning
- pedagogy
- assessment and moderation
- reporting
- celebration of progress and achievement.

Developing Staff Performance

Principals are responsible for providing the best educational outcome for every student. Providing teachers with opportunities for ongoing professional development as an integral component of a performance planning process can result in considerable improvement in student achievement.

You will need to regularly monitor the performance of all staff through such mechanisms as lesson observations, data conversations, and planning meetings and provide appropriate feedback and support, ensuring the process remains focused on continuous improvement for all. It is crucial that all new and beginning teachers receive both a comprehensive, ongoing induction to their site and the teaching profession and a clear understanding of all probationary and teacher registration processes pertinent to their situation.

Teacher quality is linked to continual professional learning and its application to teaching practice. The *National Professional Standards for Teachers* are being progressed by the [Australian Institute for Teaching and School Leadership](#) to provide the basis for a nationally agreed quality assurance system for the teaching profession. By making explicit what teachers should know and be able to do at various levels of professional expertise, the standards can provide teachers with a framework for self-reflection and you with a basis for planning continuing professional learning for all staff.

Monitoring and Reviewing Student Performance

As the accountable officer at your school site, you will need to be able to provide information to your school community and

satisfy all key stakeholders. Effective planning is an essential prerequisite to achieving outcomes and being accountable. This planning should include a team approach of shared responsibilities to achieve best results.

The old adage 'no one plans to fail but many fail to plan' should be considered. If you are experiencing difficulty in this area, spend time analysing your practices and looking for better ways. Talk to others to get ideas, which you can then modify to suit your context.

A teaching and learning audit process can place a strong focus on auditing key curriculum, teaching, learning and assessment practices of a school. The information you obtain from such a process can provide you with valuable feedback to inform explicit improvement priorities.

I thought I would walk in and change the world and make my school perfect overnight. I learnt that really I am just part of a bigger picture - that I am a principal that has improved the school from the last principal and leave it a better place for the next principal – but really we work in partnership as a line of principals to achieve that.

Rob van den Heuvel,
formerly Northern Peninsula Area College,
QLD

Leading for Improvement

Coming into your first school leadership position can be daunting with respect to bringing your team together. Coaching and mentoring methodologies may provide you with some useful tools to achieve this.

Coaching / Facilitative Questioning

Coaching is essentially based on the understanding that, given the opportunity to reflect and a commitment to act, people are able to change the way they operate, develop their potential, and achieve more in the areas they choose to address.

Coaching is...unlocking a person's potential to maximise their performance. It is about helping them learn rather than teaching them.

John Whitmore

As a principal, participating in coaching conversations can be an invaluable personal and professional development experience.

Coaching seeks to create change. The process of change begins with conversations. As a coach you will need to ask questions which respectfully challenge other's thinking with the aim of helping them to set and achieve goals that help you become even better.

A large part of my professional growth has been accepting that I am now one of the 'them' as well as the 'us' with my colleagues. I hope that the Timber Creek Community remembers me as a passionate and committed educator that cares about student wellbeing, progress and individuality. I hope that the school community remembers me as friendly and innovative. I hope the staff remember me as someone who helped them grow and improve their practice and someone who supported them. I hope the kids remember me with a smile.

Jenny Sherrington, Timber Creek SS NT

It is the skill of knowing how to ask the most useful question at the most appropriate time and in an empowering

Additional means through which you may organise professional development to occur are professional learning communities, book study groups, critical friends' groups, learning circles, and action research projects.

The more teachers grow, the more students grow.

Sally J. Zepeda

Try not to undervalue your role in ensuring that communication is a two way process. Communication in school communities within Indigenous communities will be different and require a sensitivity and respect of local cultural protocols.

As principal it is your responsibility to keep your school community informed about what is happening in relation to the education of their children. An informed community is necessary to help you to make decisions. Communication with the community can be oral or written and can occur in a variety of locations. Sometimes the most effective communication occurs at times or places when you least expect it. Create opportunities to invest the time to talk with parents and community members. This will greatly assist you to make lasting relationships and enable you to get to know the school community more quickly.

Communication from you to the community should be open, regular and accurate and could include:

- regular newsletters (check for spelling and grammatical errors; and exercise an editorial role)
- parent meeting reports
- open days or 'town walks' with students
- planned social activities
- specific days at the school or in the community
- website, notice board or day books
- use of local media
- community in-service
- public displays of work
- community meetings with support personnel from, for example, district office, other schools and external consultants.

You need to ensure that this

communication serves the purpose for which it is intended, reaches the desired audience, promotes your school image, and promotes education. Talk to people about what is the most appropriate form and how it could be improved.

*We judge others by their
behaviours and actions,
We judge ourselves by our
intentions.*

Ian Percy, Author

Collaborating beyond the school gate

You need to develop empathy with your community to ensure that you are receiving an accurate and complete message about community needs and perceptions and not merely those of pressure groups or individuals.

Get to meet as many community members as you can. Because many parents feel threatened by the school environment, try to meet parents on neutral ground if possible. Social occasions, visits, sporting or local activities in which you take part often provide opportunities for this to happen.

Some principals feel a sense of failure if not many people are involved in the parent associations, but there are many ways in which parents can be involved in education. Some parents have voluntary roles in committees, councils and a variety of groups in the community, they bring people together informally to talk about education and what is happening in the school.

The opportunity to involve local cultural groups in your school community should not be overlooked, although this may take considerable negotiation to meet local protocols and bring genuine engagement.

- acknowledgment at a public function
- personal letter or note of thanks
- recognition in the school's newsletter
- invitation to a special school day or function to say thanks
- special morning tea/lunch/social event
- sharing days at school.

When I leave this school I would like to be remembered as the person who improved standards at the school; as someone who did not consider that there was any difference because they were Aboriginal. As someone who had fun a Jilkminggan, loved their kids, liked the place and the people and caught heaps of their fish.

Des Barrit, Jilkminggan School, NT

Communicating within your school

In a small school, this is best done face-to-face. It is also a good idea, in some cases, to supplement this in documented form. For example, circulate the outcomes of meetings to ensure that there is no misunderstanding about the course of action agreed upon.

Remember that the ultimate aim is to develop a staff into a coherent team, which, with you, will tackle the task at hand. Take care that your words, your tone of voice, your body language, your writing or your actions do not place barriers in the way of reaching this goal. Take some time to think before you CC emails beyond the relevant group and be aware that email communication can be forwarded and re-read without a context. Open, honest discussion and careful task focused communication will remove misunderstandings.

Trust

Those who are enabled and empowered can have a high level of trust placed in them. This does not mean that some monitoring by you and reporting to you are not necessary. It is a key accountability of the principal to monitor and evaluate processes, progress, achievement and development so that direction is maintained.

To build trust and to keep your small staff team happy, you need to put time aside for each person, i.e. cleaner will want to talk to you about aspects of his/her job. Ensure each staff member knows what their role is and has ownership of the role by having input into decision and the opportunity to develop their skills and expertise. Activities such as celebrating each others' birthdays are good for staff morale.

Lorraine Boyland, Lockhart River SS, QLD

Communicating with your Supervisor and Support Team

Regional office has a role to support you in the leadership of your school. The type of support will vary in clusters and geographic areas. On your appointment and induction, a list of regional office personnel and their relevant responsibilities should be readily available. Regional office staff can provide considerable support to you in your role. You will also need to help them by making judicious contact, and responding in a timely, open and honest manner to regional office requests.

Try to really know 'who is who in the zoo'. Make an effort to know the names of key regional staff, senior officers and their roles. If you don't know, ask someone.

In a remote school community a staff member asked a visitor 'so which of the

conflict, but rather see it as an opportunity to practise your skills. Deal with conflict situations while they are still at the discomfort or incident stage rather than crisis stage, because successful resolution depends greatly on awareness.

In handling complaints try not to get drawn in to a solution on the spot. It is often good to give a time / date for your response.

This was a big lesson for me when I started out.

Michelle Davis, Wonga Beach SS, QLD

Look for clues to identify possible conflict. These clues range from the obvious to the subtle.

Too often in a conflict, parties are hard on the people and soft on the problem. Doing the reverse is the best way to resolve a conflict. Those who are a part of the problem must also be a part of the solution.

Remember, satisfactory and effective resolution of a conflict does three things. It:

- strengthens the relationship between the people involved
- makes you feel good about yourself and the removal of the tension
- de-personalises the issue – seen as an issue rather than related to a person.

So do not avoid conflict and its resolution — deal with it effectively for a healthy organisation. All organisations have conflict. The way in which it is handled differentiates effective organisations from less effective ones.

You might consider enlisting help with difficult cases. This could take the form of your supervisor or professional colleagues.

Handling complaints and concerns

From time to time you will receive either formal or informal complaints from parents or other community members about some aspect of the school's operation. These could range from concerns about individual student progress, to issues arising from your actions as a principal, to concerns about policy.

You should deal with these as quickly as possible.

Make sure that you:

- are clear what the issue or problem really is. Sometimes what people are saying may not be all of, or even part of, the real issue at stake.
- allow emotions to run their course. It is difficult for an angry person to be logical. Help people acknowledge their emotions. Statements like 'I can see you are angry/upset/hurt ...' help people to know you are aware of their feelings.
- listen actively and reflectively. Ask questions to clarify points. This not only helps you but helps the other person 'hear' what they are saying.
- are appropriately assertive if necessary, that is, tell it as it is from your side without using words or language that will inflame the situation.
- concentrate on the problem, not the people involved.
- ask for acceptable outcomes or actions that would resolve the issue from the complainant's point of view. Look into these, particularly if they are impracticable or likely to create further problems.

prepared to go with the flow if there is a better, more natural way)

Try to fully think through all conversations that have a difficult edge to them and be aware as to what may be left 'unsaid' as this can often have a great impact. Make notes if you can, especially on the resolution of the situation and if necessary follow up in a brief (unemotional) summary email especially if it is a work or performance related matter. Do be careful however, not to find yourself in email warfare as this is neither professional, nor helpful.

Welcome to the world of being the principal 24 hours a day seven days a week. As such you are in the spotlight at all times and in all interactions. As a leader, the more 'considered' and confidential you are, the more it will assist

you in building trust and openness in your relationships. Especially in the early days, (within reason) try to give yourself some thinking time before responding to complex questions and commit to 'getting back to' people..... just make sure you meet this commitment.

In order for optimal student outcomes to be achieved, strong and robust relationships must be built within a school community. It is the school leader's role to broker effective relationships with all educational stakeholders, to model positive communications and to set into place systems that promote constructive interactions. This includes establishing a high trust environment and helping the school community develop and commit to a cohesive and compelling purpose.

Jenny Sherrington, Timber Creek SS, NT

so that informed choices can be made.

- Committed actions are a result of decisions made and there is a preparedness to go the distance while modifying along the way.

When you have refined your leadership to create such a work culture then your change agenda will impact deeply on classroom practice. You and your school will avoid the 'silver bullet' syndrome, stumbling from one fad to the next best fad. Everyone needs to be committed to values and practices which improve outcomes for students if your school is to be in the 'change ready' zone.

I get up every morning determined to both change the world and have a hell of a good time. Sometimes this makes planning for my day difficult.

E.B. White
US Author and satirist

Identifying the Big Tickets

Changes should be carefully considered in your early time in the school and not made rashly. The new broom approach where it is out with the old and in with the new creates uncertainty and disenchantment.

Gain trust from your staff and community by taking the time to firstly identify those things that are working well and also prioritising those things that will require attention.

You could:

- Ask key questions
- Listen a lot
- Maintain your perspective – students first
- Test your assumptions and those of others

- Acknowledge the good work of those who came before you.

Remember it's a long time until Christmas! It is important to maintain order in the school and deal with change in digestible chunks. If you listen carefully you will find the things of importance that need to change within the first 12 months, not in the first week.

You don't get a second chance to make a good first impression!!

Implementing Change

When implementing significant change you will need to understand the complexities of interpersonal relationships, school and community cultures. It is also important to identify and understand internal and external pressures. Once you have identified with others the big ticket items that will drive future success, dream big dreams as this will capture the hearts and minds of others. Approach the challenges with optimism as enthusiasm is caught not taught. Your school will then become a place that is solution driven not problem led.

A process for meeting challenges and developing solutions is essential if you are to create a dynamic work culture. You might like to try the following process:

Step 1: What is the situation now?

Use data and evidence to explore 'what is so?' People will have different interpretations and it is important to engage these, however, valid data allows you to challenge with confidence. Real leaders turn challenges into opportunities by creating cultural conditions that get all the excuses off the table.

Be mindful of the things people will say as they begin to interrogate the data...

Career Development

It is useful to clarify your goals and career aspirations but don't hurry towards the next step. A career is a long time and it is important to lay a solid foundation as a teaching principal. The best way to get THERE is to do well HERE! You cannot buy experience and if you are genuine in your self-reflection and development you will know when you are ready for the next step.

The type of team and leaders that I want to have in my schools are people that have common sense, a good sense of values, hard work and decency and absolutely believe in the kids. We need leaders that can recognise that there is plenty in it for themselves if they keep their eye on what their job is.'

Don Anderson, Western Cape College

Authority, accountability and responsibility

Although you have authority and accountability you are not responsible for everything that happens in your school. It is important to understand the difference between authority, accountability and responsibility.

Authority is the power of ownership distributed through the department in accordance with what is called delegation. Those with authority are entitled to give lawful commands.

Accountability can be defined in terms of being willing to show how one has arrived at actions to meet responsibilities. On the other hand, responsibility is the term used to describe matters one has been given authority over, and one is expected to take care of.

While you need to be accountable for everything that you are given authority for, make sure that your staff are accepting responsibility for their jobs and you are not doing them for them.

Delegating

Appropriate delegation is a skill that all teaching principals need to develop. The teaching and administration duties in a small school are too numerous and demanding to be performed by one person.

Unfortunately, he doesn't delegate, but he does do the work of two men.

Laurel and Hardy

An enrolled, enabled and empowered team will seldom let you down. Indeed, they will more than surprise you with their outcomes, if given the opportunity and proper management.

Administrative assistants, if appropriately skilled, can share the administrative load with you. Naturally, they need to keep you appropriately informed. For example, an enrolled, enabled and empowered cleaner can manage all the components of cleaning, ranging from developing a budget and purchasing to the actual cleaning.

Delegation or cooperative sharing within network groups can also reduce workloads in curriculum planning, policy development and production of resources.

Delegation does not mean abdication of responsibility. It requires principals to develop the leadership of others and to maintain overall accountability. For a team that works as a team, delegation is essential and effective.

Make sure that you are specific in your communication about exactly what is delegated and how the delegation is expected to operate. Use your receptive skills, that is, listen, observe body language and ask to ensure that the person involved has a clear understanding of the delegation process. You will rarely regret explicitly checking for understanding by clarifying roles, and often regret it if you leave it to chance.

Delegation is difficult. It is perhaps the hardest thing that managers have to do.

The problem is getting the balance right between delegating too much or too little and between over- or under-supervision.

When you give others something to do you have to make sure that it gets done. And you have to do that without breathing down their necks wasting your time and theirs, and getting in the way. There has to be trust as well as guidance and supervision.

Michael Armstrong
How to Be an Even Better Manager

Learn to identify in yourself the elements of your work that are energising and where you can achieve something. You will be working very hard and sometimes very long days, try to identify the times/days when you are most productive and plan them in as a regular feature of your personal management plan. Try to resist becoming overwhelmed with the volume or complexity of your workload, just chip away at it systematically. This will help you identify the compartments of your leadership capabilities and time management that are sustainable and those that you will have to develop a strategy to work on.

Some areas to consider when trying to manage stress are:

- the setting of realistic goals
- the need to prioritise the many competing jobs
- the need to plan effectively
- the need to make time for personal and recreational activities.

Whatever the causes, undue stress is not good for you personally or professionally. Seek outside advice and discussion with others if you have difficulty managing stress. You may:

- talk to a peer or friend
- physically exercise
- do something completely different from your school activities
- go away for the weekend
- talk to your supervisor.

Often stress is created when you feel that you have to be liked by everyone and have the answer for everyone and everything. You may need to learn to say 'no' nicely. That is, with an appropriate and open explanation of why you are unable to meet every request. However, be careful and exercise wise judgment.

Consider the things that the community values the school's involvement in and what are the subsequent outcomes for the school.

To be a satisfactory teaching principal you need to be extremely organised and laugh at the small things. To be an outstanding teaching principal you need to be a little bit obsessive compulsive! ☺ It is one of the most challenging positions in the education department, but also the most rewarding. Don't whinge.... Be a problem solver and don't forget to laugh! You can juggle the competing priorities that fill your day by quickly learning what is a priority and what isn't and try not feeling guilty about saying no.

Emma Toombs, formerly Coen SS QLD

The media and you

Local media can help schools promote initiatives and events. If you have a positive news story idea for your local media, you will first need to discuss this with your supervising senior officer. If approval is given you will need to follow advice and protocols. A cautious approach to the management of the media is advised.

Journalists may also seek comment from a principal or school representative about contentious or major issues. If this occurs, find out who they are, what they are calling about and what their contact details are. Tell them that someone will get back to them as soon as possible. Restrain from making any comments at this stage and immediately contact your supervisor to discuss the inquiry.

Resource Management

Finances, stock, equipment and materials all need careful management. Principals

information for key stakeholders. You need to have a knowledge of information sources, backed up by effective filing or retrieval systems, and sound processes in the school and community to ensure this information gets to where it is needed.

New technologies provide a wealth of opportunities to increase productivity and organisation, and to connect and communicate. New technologies also provide potential to lead you in to deep water, especially social networking sites such as Facebook, Myspace and Twitter. No matter how secure you believe your privacy settings to be, you should consider that they are all in the public domain.

As the principal you have accountability to provide advice and lead by example for your staff and students. All electronic communication and use of departmental equipment must be able to sustain public disclosure / scrutiny and meet departmental guidelines, especially communication from your school email address.

Natural Justice

It is important to be aware of the potential impact (as much as possible) of the decisions that you make. In any case where your decision may adversely affect any person, make sure that you give them a reasonable opportunity to talk about the critical issues, information or material that may be unfavourable to them. This should be done before you make your decision.

Natural justice or procedural fairness means that a person must be given a 'fair hearing' before a decision is made.

There are generally understood to be three elements to natural justice:

- **Adequate notice** – the notice should include the critical issues and enough information for the person to

be able to participate meaningfully in the decision-making process.

- **Fair hearing** – the affected person is given a reasonable opportunity to 'speak or respond' and have their response genuinely considered during the decision-making process.
- **Lack of bias** – the person making the decision must act impartially in considering the entire situation.

School communities have an expectation that you will operate consistently and fairly and that you will have a process in place for making complex decisions. The following steps have been developed by the Queensland Ombudsman as a guide for making good decisions.

In making a sound decision you might consider the following steps:

- **Prepare for your decision** – identify the issues and record them, be aware of your departmental/legal requirements and check that you have the authority to make the decision. With complex decisions it is often useful to establish a process that you will follow and a timeframe that you commit to.
- **Developing the decision** – follow your established process, gather and record all relevant information and observe the principle of natural justice (adequate notice, fair hearing and a lack of bias).
- **Making the decision** – make your decision by observing the facts, considering all of the material before you and applying departmental or legal requirements.
- **Communicate your decision** – follow your process and give accurate, consistent and meaningful reasons/responses.

You will become practiced in these processes the more you utilise them in your thoughts. The processes do not need to be long and time consuming. You will rarely regret investing time in a good

Personal Induction Checklists

Personal Considerations

The following range of activities and advice has been written on the assumption that you have been appointed to your position from the beginning of the year. If your appointment was later in the year, some of the timing for specific tasks listed below may need to be reviewed.

You may notice there is an overlap of tasks across the periods of time dealt with below because many activities are ongoing and demonstrate progressive skill development.

The list of tasks, at first sight, could potentially appear daunting, however there are many broad tasks a teaching principal may be required to do over time.

Only take on board what is necessary and appropriate for your school at particular points in time.

The first month

The first month should be seen as a period of discovery. For you it entails discovery about the school, procedures and practices, your students, your school staff, the community and the region. You will uncover areas in which you will need to develop skills and knowledge.

It will also be a period when your students, staff and community will be making discoveries and learning more about you. Avoid the temptation to make numerous significant changes early on because what you are yet to learn might radically affect how you would choose to act with the benefit of hindsight.

Listed under three headings – classroom, community, leadership and management – you will find specific tasks and advice outlined below to help you in the first few weeks of your principalship. Naturally, the context of your school, the timing of your appointment, the thoroughness of the handover process with the outgoing principal and your past experiences will be governing factors when considering the relevance of the following to you.

Classroom

Advice

- Actively listen and observe.
- Ask relevant non-judgmental questions.
- If you don't know something, ask – the only silly questions are the ones not asked!
- Keep an open mind.
- Ensure staff, students and community are aware of your desire to have minimal disruptions during class time.
- Establish systems so that there is continuity of learning if you are required to be absent from the classroom.
- Be professional in evaluating previous classroom practices.

Specific Tasks

- Only commit to spending within the current budget.
- Familiarise yourself with the processes for utility management – especially rates, electricity, school phones, mobiles, internet usage etc.
- Ensure any probationary teaching staff are engaged in an ongoing induction program and are made aware of processes relating to their full registration being granted.
- Establish the ground rules with all for how you wish to operate as a teacher and a principal.
- Establish a supportive school environment – there may be Social Skill or Anti-Bullying Programs in place.
- Try not to make major changes at this stage unless it is obvious that change is needed to satisfy safety or budget requirements or that it will lead to an immediate benefit in efficiency.

Specific Tasks

- Refer to any handover/transition information documented by the previous principal.
- Source information relating to the following:
 - School Strategic Planning documents such as the Operational Plan, Action Plans, School Strategic Plan, School Budget, School Annual Report, School Data and School Improvement Targets
 - Key departmental documents such as DET Strategic Plan
 - School Account signatories
 - Finance management – are you part of a hub arrangement?
 - Funding guidelines and reporting responsibilities
 - After-School Care Programs
 - Purchasing training and finance management training
 - Systemic online information portals
 - Policies and procedures
 - School behaviour plan
 - School website
 - School and staff handbooks
 - School enrolment packages
 - Computer system passwords, administrator privileges, access permissions
 - Cleaning and grounds care arrangements
 - Building maintenance
 - Equipment replacement program
 - Security arrangements
 - Registers for such areas as accidents, medication, emergency evacuations, maintenance, non-contact time, stock, asbestos
 - Principal residence and local teacher accommodation
 - School record-keeping and data management systems
 - Staffing entitlements and staff roles and responsibilities
 - Existing staffing arrangements for itinerant personnel such as relief teachers, guidance officer, visiting specialists and advisory teachers.

The first six months

- Personalised learning and student target-setting procedures are well established in the classroom.
- You are carefully monitoring expenditure against the budget and are exploring ideas to improve efficiency.
- You have developed effective personal organisational skills and record keeping systems.
- You have ensured all staff are up-to-date with Student Protection and Code of Conduct training.

By the end of the first year

The following has been written under the assumption that you will have completed a full calendar year of principalship in the school, however adjustments may need to be considered if you were appointed mid-year. Naturally, many of the tasks and advice identified under the previous two time headings will continue to need ongoing attention.

In a sense, the first year in a school is a learning and familiarisation experience. You may find the second year a time to make significant changes in teaching and learning, administration and leadership style.

Classroom

Specific Tasks/Advice

- Long-term teaching programs should be continually under review and aligned with coverage of key learning areas.
- Teaching practices should be continually shared and discussed ('de-privatised') and changes made to improve these as appropriate.
- Internal monitoring, assessment and reporting procedures should be reviewed and changes made to improve their effectiveness.
- Moderation processes (both intra- and inter-school) should be implemented and refined.

School Community

Specific Tasks/Advice

- Community perception of school strengths and areas for improvement are taken into account when planning for future school directions.
- You continue to learn about the local culture and contribute to community organisations and networks where appropriate.
- An enrolled, enabled and empowered team should be evident within the school.
- Communication, delegation, acknowledging, decision-making and consultation skills are evident.
- Conflicts are managed effectively in a timely manner.
- Human resource management is exemplary.

Leadership and Management

Specific Tasks/Advice

- Your actions in meeting the goals of your Personal Performance Plan should be discussed with your supervisor.

- Mentoring, coaching and 'critical friend' professional learning communities are in place.

Leadership and Management

Specific Tasks/Advice

- Staff supervision practices are effective and contribute to a whole school culture of improvement.
- You have effective management skills – all school resources are appropriately utilised and accounted for.
- You accept personal responsibility for your own professional development.
- You keep abreast of current research about educational leadership and management.
- You have an increased role as a strategic contributor within and beyond the department.
- School planning processes are collaborative and focus on continuous improvement.
- You show a willingness to seek out 360 degree feedback and to learn from it.
- You have discussed your career aspirations with your supervisor and are taking steps to work towards them.

Curriculum Leadership

<http://education.qld.gov.au/curriculum/framework/p-12/leadership-guidelines.html>

Students with Disabilities

<http://education.qld.gov.au/curriculum/framework/p-12/students-disabilities.html>

English as a Second Language (ESL) Learners

<http://education.qld.gov.au/curriculum/framework/p-12/esl-learners.html>

National Assessment Program – Literacy and Numeracy (NAPLAN)

[http://oneportal.deta.qld.gov.au/ResourceCentre/Statistics/Schoolgraphsandreports/Pages/NationalAssessmentProgramLiteracyandNumeracy\(NAPLAN\).aspx](http://oneportal.deta.qld.gov.au/ResourceCentre/Statistics/Schoolgraphsandreports/Pages/NationalAssessmentProgramLiteracyandNumeracy(NAPLAN).aspx)

<http://www.qed.qld.gov.au/region/widebay-burnett/sirat/naplan-info.html>

National Professional Standards for Teachers (being progressed by the Australian Institute for Teaching and School Leadership)

<http://www.aitsl.edu.au/aitsl/jsp/index.jsp>

Productive Pedagogies

http://education.qld.gov.au/public_media/reports/curriculum-framework/productive-pedagogies/

Teaching and Learning Audits (relevant to Qld only)

<http://oneportal.deta.qld.gov.au/News/Bulletins/Pages/EQTeaching-LearningAudits.aspx>

Education Queensland Teaching and Learning Audit - Information Sheet

- Provides an overview of the purpose and process of the teaching and learning audit.

<http://oneportal.deta.qld.gov.au/Services/strategymanagement/Forms/Documents/EQTeaching-LearningAudit-InfoSheet.pdf>

Education Queensland Teaching and Learning Audit - Audit Instrument

- Describes each of the 8 domains of the teaching and learning audit
- Indicates some ways in which each domain may be evident in schools
- Details indicators of Outstanding, High, Medium, and Low performance for each domain.

<http://oneportal.deta.qld.gov.au/Services/strategymanagement/Forms/Documents/EQTeaching-LearningAudit-AuditInstrument.pdf>

Code of School Behaviour

<http://education.qld.gov.au/student-services/behaviour/bm-codebehav.html>

People and Partnerships

Building relationships with local Indigenous communities

http://www.qsa.qld.edu.au/downloads/approach/indigenous_build_relationship.pdf

Management

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/R/RightInfoA09.pdf>

Judicial Review Act 1991

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/J/JudicialRevA91.pdf>

Workplace Health and Safety Act 1995

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHSaA95.pdf>

Workplace Health and Safety (Codes of Practice) Notice 2005

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHSaCPN05.pdf>

Workplace Health and Safety Regulation 2008

<http://www.legislation.qld.gov.au/LEGISLTN/CURRENT/W/WorkplHSaR08.pdf>

Disability Discrimination Act 1992 (cw/ith)

<http://www.comlaw.gov.au/ComLaw/Legislation/ActCompilation1.nsf/0/C3380D1AC643D437CA25768E0011A400?OpenDocument>

Disability Standards for Education 2005 (cw/ith)

<http://www.comlaw.gov.au/ComLaw/Legislation/LegislativeInstrument1.nsf/0/4B28EE956766891FCA256FCC0004EF81?OpenDocument>

Relevant Policies

Students with Disabilities

SMS-PR-027 Enrolment in State Primary, Secondary and Special Schools

Student Protection Policy

<http://www.qed.qld.gov.au/strategic/eppr/students/smspr012/>

Complaints Management Policy

<http://www.qed.qld.gov.au/strategic/eppr/community/cmrpr001/>

Grievance Resolution Policy

<http://www.qed.qld.gov.au/strategic/eppr/hr/hrmpr042/>

Disclosing student personal information to Queensland Police Service

<http://www.qed.qld.gov.au/strategic/eppr/students/smspr037/>

HENDERSON, Diane

From: Kirkpatrick, Carol [Carol.Kirkpatrick@nt.gov.au]
Sent: Monday, 28 June 2010 11:47 AM
To: HENDERSON, Diane
Subject: FW: Teaching Principal's document

Morning Di,

Forwarding email below on behalf of Alan Baillie.

Kind Regards,
Carol

Phone: (08) 8901 1317

From: Baillie, Alan
Sent: Monday, 28 June 2010 11:13 AM
To: Kirkpatrick, Carol
Subject: Fwd: Teaching Principal's document

Hello carol. Can you please forward this approval to Dianne Henderson in Brisbane? Also please mention to Di that photos are on the way.

Ta
Al

Sent from my iPhone

Begin forwarded message:

From: "Barnes, GaryJ" <GaryJ.Barnes@nt.gov.au>
Date: 28 June 2010 10:57:38 AM ACST
To: "Baillie, Alan" <Alan.Baillie@nt.gov.au>
Subject: RE: Teaching Principal's document

Approved - excellent piece

Gary Barnes
Chief Executive
Department of Education and Training
Northern Territory Government

14th Floor, Mitchell Centre, 55-59 Mitchell Street, Darwin
GPO Box 4821, Darwin, NT 0801, Australia

tel: (08) 8999 5857
fax: (08) 8999 3537
e: garyj.barnes@nt.gov.au
w: www.nt.gov.au/det

-----Original Message-----

From: Baillie, Alan
Sent: Friday, 25 June 2010 10:28 AM
To: Barnes, GaryJ

-----Original Message-----

From: Baillie, Alan [mailto:Alan.Baillie@nt.gov.au]
Sent: Friday, June 25, 2010 7:12 AM
To: HENDERSON, Diane
Subject: RE: Teaching Principal's document

Hello Di. Can you please forward to me the latest version? I will then get sign off from Gary.

Ta
al

Alan Baillie
Executive Director Darwin and Katherine Regions
PH: 8999 5619

-----Original Message-----

From: HENDERSON, Diane [mailto:Diane.HENDERSON@deta.qld.gov.au]
Sent: Thursday, 24 June 2010 11:46 AM
To: Baillie, Alan
Subject: Teaching Principal's document

Hi Al

I am writing to let you know that the EQ Implementation Taskforce has now endorsed the Teaching Principal's Guide and supported its progress to print.

I would like to request that you seek formal endorsement from Gary Barnes so that we can feel confident that the version we have has the support of both departments.

We would also appreciate if you could arrange to forward asap 20 photographs covering NT schools, students, rural and remote landscapes etc with appropriate permissions to be used for publication. We will then forward these to CCM to be considered for inclusion in the published document. I think it is important that both states are clearly represented throughout the document.

Look forward to hearing from you soon.

Regards
Di

Di Henderson
Director
Human Resources
Department of Education and Training
Floor 16 | Education House | 30 Mary Street | Brisbane Qld 4000

T 323 90266
E diane.henderson@deta.qld.gov.au
F 323 70644
<http://www.deta.qld.gov.au/>

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Minister's Office File Ref:	ET/10/5272
Department File Ref:	10/251226

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: ADG Human Resources

Date requested: 27/09/2010

Action required by:

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☒ Speaking points ☐ Ministerial Statement
☒ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: EMPLOYEE ACCOMMODATION REVIEW

Proposal

That the Principal Advisor:

Note the recommendations of the employee accommodation review that have been endorsed by the Director-General.

Urgency

1. Routine – The Minister may wish to issue a media release or make a public statement on the outcomes of the review of employee accommodation recently endorsed by the Director-General.

Fast Facts

Employee Accommodation

- DET provides subsidised accommodation for teachers in 469 rural and remote locations.	- Asset replacement value for DET owned housing portfolio is \$533.4 million.
- The Department owns 1898 residences throughout Queensland.	

Background

2. The Director-General approved the appointment of a Project Manager to undertake a full review into the provision and management of employee accommodation, with the exception of TAFE Institute staff.
3. The review, which included a detailed consultation process with all stakeholders, has now been completed.
4. A Final Report with recommendations was submitted to the Director-General for consideration.
5. Following consideration by the Executive Management Group (EMG), the recommendations (**Attachment 1**) were approved by the Director-General.

Key issues

6. These recommendations will provide direction for the redrafting of the Department's policy and procedures for the provision and management of the employee accommodation portfolio.
7. A moratorium on notices to vacate accommodation is still in place, pending the implementation of revised policy and procedures for the provision and management of employee accommodation.
8. Should DET rationalise housing assets in certain centres where a viable rental market exists, a submission to Treasury would be required to seek approval for the Department to retain 100 per cent of the funds from rationalisation sales to reinvest in employee accommodation in emerging areas of need (Review Recommendation 3).
9. A CBRC submission will be required to develop a differential accommodation tenure period for each accommodation centre (Review Recommendation 4), since this will involve amendment of previous Cabinet approval of a six year tenancy period for EQ housing.

Minister's Office File Ref:	
Department File Ref:	10/251226

Consultation

10. Consultation with internal stakeholders involved a series of face-to-face forums with regional and school-based staff in rural and remote areas, together with feedback from an online Discussion Paper.
11. The Queensland Teachers' Union (QTU) was represented at all consultation forums.
12. Research was also undertaken into the provision of employee accommodation in other government agencies within Queensland, interstate and internationally.
13. On 16 August 2010, following EMG consideration of the Final Report prepared by the Review's Project Manager, the Director-General approved the recommendations.
14. The QTU Executive has provided in-principle support for the recommendations approved by the Director-General.

Media Implications

15. A number of media statements expressing concern over the state-wide application of the Six Year Rule have been issued by QTU representatives in 2010, mainly in the Cape, Torres Strait and Mt Isa areas. The issues expressed by the QTU were considered by the review.
16. The QTU may continue to raise concerns in the media.
17. A draft media release and speaking points have been attached (**Attachments 2 and 3**), should the Minister wish to comment publicly on the outcomes of the employee accommodation review.

Financial implications

18. It is anticipated that any financial implications associated with the recommendations would be addressed through normal departmental budget processes.

Legal implications

19. Legal and Administrative Law Branch will be consulted to ensure that tenant, landlord obligations are clearly addressed in the revised policy and procedures (Review Recommendation 5).

Remedial action

20. Officers from Human Resources and Infrastructure Services Divisions will liaise with regional staff and the QTU in redrafting the Department's policy and procedures for the provision and management of the employee accommodation portfolio to align with the approved recommendations.

Attachments

21. Attachment 1: Employee Accommodation Review Recommendations
 - Attachment 2: Draft media release
 - Attachment 3: Draft speaking points

Right to information

22. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	10/251226

Recommendation

That the Principal Advisor

Note the recommendations of the employee accommodation review that have been endorsed by the Director-General.

NOTED



MURRAY DANIEL
Principal Advisor

25/10/10

Principal Advisor's comments

Action Officer
Di Henderson
Director
Human Resources
Tel: 323 90266

Endorsed by:
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Craig Allen
Human Resources
Tel: 323 70604
Mob: 0418 764 380

Endorsed by:
DDG
Richard Eden
Corporate Services
Tel: 340 56329
Mob: 0439 875 630

Endorsed by:
DG
Julie Grantham
Tel:
Mob:



Date: 5/10/10

Employee Accommodation Review Recommendations

1. Develop a strategic approach to the provision of employee accommodation, based on three guiding principles – need, incentive and equity.
2. Develop an administrative structure to facilitate a coordinated approach to the management of the employee accommodation asset. This to be enabled through the establishment of a database that can interface with other corporate applications to effectively manage all aspects of employee accommodation.
3. Review the standard (quality) and location (against ongoing need) of all existing employee accommodation, allocating resources where required.
 - Treasury approval will be required to retain income from sales of excess or unwanted housing stock for re-investment into new stock in areas of emerging need.
4. Develop a differential accommodation tenure period for each accommodation centre (based on need, incentive and equity), rather than a single six year tenure for all centres. In addition clarify the conditions under which long-serving employees can access accommodation beyond the recommended tenure period.
 - CBRC submission would be required since a differential tenancy period varies significantly from GEHS policy and would require amendment of previous Cabinet approval of six year tenancy period for EQ housing.
5. Investigate the RTA model or develop alternative procedures to ensure tenant, landlord obligations are adhered to including cost recovery for non-accidental damage in residences.
6. In co-operation with the Department of Public Works, revise processes for housing maintenance to enable appropriate response times, local input into preferred service suppliers and assure value for money.
7. Formalise consultative mechanisms with all stakeholders regarding employee accommodation policy and procedures.

DRAFT MEDIA RELEASE

TITLE: EMPLOYEE ACCOMMODATION REVIEW

Date: 28 September 2010

In order to provide a quality education for all Queensland state school students, the Department of Education and Training provides subsidised accommodation for its employees in areas where other housing options are not available and in areas which are hard to staff.

My department currently provides subsidised accommodation for teachers to assist them in taking up employment in 469 rural and remote locations.

A comprehensive review into the provision of this accommodation was recently undertaken. This involved a detailed consultation process with all stakeholders, consisting of face-to-face forums in rural and remote areas, together with feedback from an online discussion paper.

As a result of this review, the department will revise its policy and procedures around employee accommodation, based on the principles of need, incentive and equity, to ensure that it continues to attract and retain staff in rural and remote areas.

DRAFT SPEAKING POINTS

Topic: Employee Accommodation Review

The Department currently provides subsidised accommodation for teachers in 469 rural and remote locations, where finding houses to rent is very difficult.

Without this subsidised housing, many teachers would struggle to live and work in these remote communities.

A comprehensive review into the provision of this accommodation was recently completed.

As a result of this review, the Department will develop a more strategic approach to the provision of employee accommodation, based on three guiding principles – need, incentive and equity.

This will involve a review of the quality and location of all existing employee accommodation.

The department will also develop a differential accommodation tenure period for each centre, rather than the previous six year recommended tenure period for all centres.

The government wants to make sure students in every community in Queensland have access to quality teachers with the right skills.

Providing safe and secure housing is part of the department's strategy to attract and retain teachers in rural and remote areas.

Minister's Office File Ref:	ET/10/6160
Department File Ref:	10/309837

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by: ADG HR

Date requested: 16/11/2010

Action required by: 30/11/2010

Action required

- ☐ For approval ☒ With correspondence
☐ For meeting ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: CAREER CHANGE PROGRAM FOR TEACHERS

Proposal

That the Minister **sign** the attached letter to provide a status report to the Premier on the Career Change Program for teachers (**Attachment 1**).

Urgency

1. Urgent – As Cabinet approved the offering of a Career Change Program for teachers to take effect from the end of the 2010 school year, it is important to provide an explanation for the delay in implementing this Program.

Fast Facts

<ul style="list-style-type: none"> • Career Change Program provides primary state school teachers lacking contemporary teaching skills the chance to exercise other career options, in turn opening up vacancies to graduate primary teachers. • There are currently approximately 2400 graduate primary teachers seeking employment with Education Queensland. 	<ul style="list-style-type: none"> • Australian Taxation Office unlikely to make a class ruling decision in time to implement Career Change Program from end of 2010 school year. • Level of disruption in schools caused by implementation of Career Change Program from end of Term 1 considered manageable.
---	--

Background

2. On 18 August 2010, the Minister approved that the Department of Education and Training (DET) consult with the Australian Taxation Office (ATO) and report back to Cabinet Budget Review Committee (CBRC) in relation to offering a Career Change Program to primary teachers in Semester 2, 2010 (**Attachment 2**).
3. On 9 September 2010, DET wrote to the ATO seeking a class ruling for an early retirement scheme under s83-180 of the *Income Tax Assessment Act 1936* for Queensland state school teachers (**Attachment 3**).
4. On 7 October 2010, Cabinet approved the offering of a Career Change Program for up to 500 participants to take effect from the end of the 2010 school year (Decision No. 3070).

Key issues

5. DET has provided the ATO with all documentation and information required to support its application for a class ruling.
6. Although the urgency of the timeline was made clear to the ATO by DET, the issue of the timing of the directive rests with the ATO.
7. The ATO has advised that, due to the number of requests received for participation in such schemes, it is unlikely to issue a class ruling to enable DET to offer this Program to coincide with the end of the 2010 school year.
8. Pending ATO approval, DET could implement a Career Change Program for primary school teachers early in 2011, with teachers exiting the system at the end of Term 1, 2011.

Minister's Office File Ref:	
Department File Ref:	10/309837

9. While some disruption in schools is anticipated, this is not considered unusual since a number of staff changes occur in schools during the school year due to teachers taking approved leave, such as maternity and long service leave.
10. Due to the current oversupply of primary teacher graduates, implementation of the Career Change Program would provide employment opportunities for new graduates in 2011.
11. Since it is unlikely that the Cabinet decision will be implemented within the agreed timeframe, the attached letter has been prepared to inform the Premier of the reasons for the anticipated delay in implementing the Career Change Program for primary school teachers.

Consultation

12. Not applicable.

Media Implications

13. There are no media implications at this stage.

Financial implications

14. There are no financial implications at this stage.

Legal implications

15. There are no legal implications.

Remedial action

16. No remedial action required.

Attachments

17. Attachment 1: Letter to the Premier to be signed by the Minister (Ref: 10/309814)
Attachment 2: Copy of briefing previously approved by Minister (Ref: 10/212705)
Attachment 3: Copy of DET application to ATO (Ref: 10/228216)

Right to information

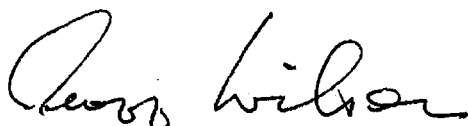
18. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	10/309837

Recommendation

That the Minister sign the attached letter to provide a status report to the Premier on the Career Change Program for teachers (Attachment 1).

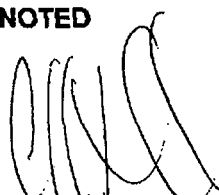
APPROVED/NOT APPROVED



GEOFF WILSON
Minister for Education and Training

16/12/10

NOTED



MURRAY DANIEL
Principal Advisor

3/12/10

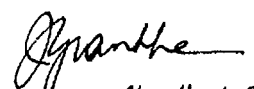
Minister's comments

Action Officer
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Director
Human Resources
Tel: 323 90266

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ADG
Craig Allen
Human Resources
Tel: 323 70604
Mob: 0418 764 380

Endorsed by:
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Richard Eden
Corporate Services
Tel: 340 56329
Mob: 0439 875 630

Endorsed by:
DG
Julie Grantham
Tel:
Mob:


Date: 24/11/10

16 DEC 2010



Hon Geoff Wilson MP
Member for Ferny Grove



Queensland
Government

Minister for Education and Training

The Honourable Anna Bligh MP
Premier of Queensland
PO Box 15185
CITY EAST QLD 4002

Dear Premier

I am writing to provide you with an update on the Department of Education and Training's progress towards offering a Career Change Program to a number of state school teachers in Semester 2, 2010. The purpose of this program is to create permanent employment opportunities for graduate teachers by providing state school teachers who wish to leave the teaching profession with a retraining grant of up to \$50,000 to leave teaching and pursue alternative career options.

On 9 September 2010, the Department of Education and Training (DET) wrote to the Australian Taxation Office (ATO) seeking a class ruling for an early retirement scheme under s83-180 of the *Income Tax Assessment Act 1936* for Queensland state school teachers. The Department has provided the ATO with all documentation and information required to support its application.

On 7 October 2010, Cabinet approved the offering of a Career Change Program for up to 500 participants to take effect from the end of the 2010 school year (Decision No. 3070).

Due to the number of requests received for participation in such schemes, the ATO is unlikely to issue a class ruling to enable the Department to offer this scheme to coincide with the end of the 2010 school year. Although the urgency of the timeline was made clear to the ATO by DET, the issue of the timing of the directive rests with the ATO.

Pending ATO approval, it is possible to implement this scheme during Term 1, 2011, with teachers exiting the system at the end of Term 1, 2011. While some disruption in schools is anticipated, this is not considered unusual due to the number of teachers who take various forms of leave, such as maternity leave, throughout the school year. It would also provide employment opportunities for new graduates in 2011.

Should your officers require any further information, they can contact my Principal Advisor, Mr Murray Daniel, on telephone (07) 3237 1000.

Yours sincerely

GEOFF WILSON MP
Minister for Education and Training

Ref: 10/309814 ET/10/4880

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Minister's Office File Ref:	67/11/0536
Department File Ref:	11/24518

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by: Tom Barlow

Date requested:

Action required by:

Action required

- ☐ For meeting
☒ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☒ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: CAREER CHANGE PROGRAM FOR TEACHERS

Proposal

That the Chief of Staff note the information in the attached draft media release should enquiries be received concerning a Career Change Program for teachers prior to the announcement of the program.

Urgency

1. **Routine** – The attached draft media release (**Attachment 1**) has been prepared to assist the Minister to field any enquiries received concerning a Career Change Program for teachers prior to the release of the program.

Fast Facts

- | | |
|---|--|
| <ul style="list-style-type: none"> • Career Change Program will provide experienced primary state school teachers lacking contemporary teaching skills the chance to exercise other career options, in turn opening up vacancies to graduate primary teachers. • Australian Taxation Office issued a Class Ruling in support of Career Change Program on 12 January 2011. | <ul style="list-style-type: none"> • The Department of Education and Training has not yet announced the Career Change Program. • Career Change Program will be implemented during Semester 1 2011. |
|---|--|

Background

2. On 18 August 2010, the Minister's predecessor approved that the Department of Education and Training (DET) consult with the Australian Taxation Office (ATO) and report back to the Cabinet Budget Review Committee (CBRC) in relation to offering a Career Change Program to primary teachers in Semester 2, 2010 (**Attachment 2**).
3. On 9 September 2010, DET wrote to the ATO seeking a Class Ruling for an early retirement scheme under s83-180 of the *Income Tax Assessment Act 1997* for Queensland state primary school teachers (**Attachment 3**).
4. On 7 October 2010, Cabinet approved the offering of a Career Change Program for up to 500 participants to take effect from the end of the 2010 school year (Decision No. 3070).
5. On 12 January 2011, the ATO issued Class Ruling 2011/1 in support of DET's application. This Ruling applies from 12 January 2011 to 30 June 2011 (**Attachment 4**).

Key Issues

6. Given the significant impact of flooding in Queensland schools, it was considered inappropriate to cause further disruption to schools by implementing a Career Change Program during Term 1.
7. On 21 January 2011, ATO advice was sought as to whether it was possible to delay the implementation of the program until Term 2, 2011. The ATO representative indicated that it was possible to delay the implementation of the program, provided it was finalised within the approved timeframe i.e., by 30 June 2011.

Minister's Office File Ref:	
Department File Ref:	11/24518

8. In order to reduce disruption to schools, DET plans to implement the program to align staff changeover with the end of semester.
9. In order to meet the details of the Scheme outlined in the ATO Ruling, yet minimise disruption to schools, it is inappropriate to publicly announce the program at this stage.
10. However, since the ATO Class Ruling is publicly available on the ATO website, some teachers have accessed this information and called departmental staff seeking further details concerning the implementation of the program.
11. The attached draft media release has been prepared to assist the Minister in responding to any enquiries that may be received by his office prior to the public announcement of the program.

Consultation

12. The Queensland Teachers' Union and Principals' Associations will be informed that the program is to be conducted prior to its announcement.

Media Implications

13. A draft media release is attached.

Remedial action

14. No remedial action required.

Attachments

15. Attachment 1: Draft media release (Ref: 11/24531)
Attachment 2: Ministerial approval for DET to consult with ATO (Ref: 10/212705)
Attachment 3: DET application to ATO (Ref: 10/228216)
Attachment 4: ATO approval of DET application (Ref: 11/15016)

Right to information

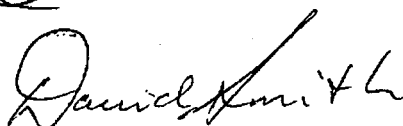
16. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/24518

Recommendation

That the Chief of Staff note the information in the attached draft media release should enquiries be received concerning a Career Change Program for teachers prior to the announcement of the program.

NOTED



DAVID SMITH
Chief of Staff

71 3 1 11

Chief of Staff's comments

Update brief pls well before program starts.

Action Officer
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Date: 8/2/11

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Endorsed by:
DG
Julie Grantham
Tel:
Mob:
Date: / /

DRAFT MEDIA RELEASE

TITLE: CAREER CHANGE PROGRAM FOR TEACHERS

Date: 7 February 2011

The Department is planning to offer a Career Change Program to state primary school teachers during Semester 1 2011.

Participation in the program will be entirely voluntary and available to experienced general primary classroom teachers who are genuinely looking for new career opportunities.

This workforce renewal strategy will provide an opportunity for teachers who do not have contemporary teaching skills to leave the state education system.

Their replacement with highly trained, skilled and motivated recent graduates will assist student learning outcomes in the public education system.

11/24531

Minister's Office File Ref:	11/11/1349
Department File Ref:	11/63127

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Department

Date requested:
16/03/2011

Action required by:

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: CAREER CHANGE PROGRAM FOR PRIMARY TEACHERS

Proposal

That the Chief of Staff note the purpose of the Career Change Program for primary school teachers that the Department of Education and Training plans to implement during Semester 1, 2011.

Urgency – Routine

Background information for the Minister on the planned Career Change Program and to reinforce the purpose of this strategy.

Fast Facts

- | | |
|---|--|
| <ul style="list-style-type: none"> • Career Change Program will provide experienced primary state school teachers lacking contemporary teaching skills the chance to exercise other career options, in turn opening up vacancies to graduate primary teachers. • Australian Taxation Office issued a Class Ruling in support of Career Change Program on 12 January 2011. | <ul style="list-style-type: none"> • The Department of Education and Training has not yet announced the Career Change Program. • Career Change Program will be implemented during Semester 1 2011. |
|---|--|

Background

1. On 7 October 2010, Cabinet approved the offering of a Career Change Program for up to 500 participants to take effect from the end of the 2010 school year.
2. Since Australian Taxation Office Class Ruling in support of the Program was not gazetted until 12 January 2011, program implementation was delayed.
3. Given the significant impact of flooding on Queensland schools, it was considered inappropriate to cause further disruption to schools by implementing a Career Change Program during Term 1.
4. The Career Change Program is a key workforce renewal strategy aimed at enhancing educational outcomes through a reinvigorated teaching workforce. The scheme removes underperforming teachers from the system, facilitates their career change and provides opportunities for young highly trained, skilled and motivated teachers.
5. With significant reform currently underway through the Council of Australian Government's national agenda, including the introduction of a national curriculum and national teacher standards, some experienced teachers lack the contemporary teaching skills required to maximise student learning outcomes in 21st Century classrooms.
6. The replacement teachers will have the qualities and commitment required for the satisfaction of the Department's quality teaching agenda.
7. The Career Change Program for primary teachers is a self-funding program that creates permanent employment opportunities for graduate teachers by providing unmotivated state school teachers who lack contemporary teaching skills with a retraining grant of up to \$50,000 to

Minister's Office File Ref:	
Department File Ref:	11/63127

leave teaching and pursue alternative career options. A pro-rata amount is available to part-time teachers.

8. To be eligible for the program, applicants must:
 - have at least 10 years of teaching service
 - be permanently employed as a primary teacher with Education Queensland
 - be committed to taking up a new career
 - demonstrate a shortage of contemporary teaching skills
 - be able to settle any outstanding workers' compensation claims
 - undertake not to seek further employment with Education Queensland as a teacher or in a school, and
 - not seek or accept employment in the Queensland Public Service for 12 months.

Key issues

9. The Career Change Program to be implemented in Semester 1 2011 will be limited to primary teachers given:
 - the current oversupply of primary teacher graduates and
 - emerging challenges with sourcing appropriately qualified specialist teachers, particularly in special education, LOTE and secondary areas such as Senior Science.
10. The Program will be announced on 11 April 2011, with applications to close on 28 April 2011. Teachers whose applications are successful will separate from the Department of Education and Training at the end of Term 2 (24 June 2011), with new staff to commence after the winter vacation.
11. A key consideration in offering a grant to a teacher under the program is the Department's ability to replace that teacher with a quality graduate. Therefore teachers in hard-to-staff locations will not be offered a grant if they cannot be suitably replaced.
12. While ultimately it is the students in Queensland state schools who benefit from workforce renewal, the Career Change Program also provides a positive message to teaching graduates and the general public that the Department is actively creating additional opportunities for graduates to commence a rewarding career in public education.
13. The Department provides a broad range of programs to support and motivate teachers to maintain enthusiasm for their career and to continually develop their skills to benefit themselves and their students.
14. The Career Change Program sends a clear message to the small percentage of unmotivated teachers in the current workforce that other options are available to them.
15. Teachers identified as lacking contemporary teaching skills who do not retire under the scheme will undergo professional development and training in order to improve their skills.
16. Following an application from the Department of Education and Training on 12 January 2011, the Australian Taxation Office issued Class Ruling 2011/1 which provides tax concessions on the grant paid to successful applicants.
17. The program will be administered by Accelerated Pathways, an Adelaide-based external provider. This will ensure strict confidentiality and place the Department at arm's length from the decision making and appeal processes regarding who is recommended for a Career Change grant. Accelerated Pathways administered previous rounds of this program in Queensland, and has also provided similar services to Education Departments in New South Wales, Victoria, Western Australia and South Australia.

Consultation

18. The Queensland Teachers' Union has been consulted on this strategy.
19. A communication plan has been negotiated with Corporate Communications and Marketing for a soft launch of the program. A media statement will be prepared for the Minister prior to the launch of the program.

DEPARTMENT OF EDUCATION AND TRAINING

MINISTERIAL ENDORSEMENT - VOLUNTARY SEPARATION PROGRAM

PURPOSE

To advise the **Minister for Employment, Skills and Mining** of the notable inclusions and exclusions of work areas, functions and services across the **Department of Education and Training** proposed under the Voluntary Separation Program and indicative timeframes for implementation.

To gain Ministerial endorsement for the proposed notable inclusions and exclusions.

BACKGROUND

The Voluntary Separation Program (the Program), is a savings initiative announced as a result of the 2010-11 Mid Year Fiscal and Economic Review. The program is anticipated to deliver nett savings to the Budget of around \$175 million per annum in 2012-13 and ongoing.

PROPOSED APPLICATION OF THE PROGRAM

The program will predominantly be implemented across agencies via an expression of interest process to 'in-scope' employees. The program is completely voluntary and the final decision as to which employees separate through the program resides with the agency Chief Executive Officer.

The Department will use either a direct nomination process or a selective expression of interest process in identified business units.

It is proposed that the following notable exclusions be approved. However, the CEO retains the capacity to make direct offers to individuals in business areas recommended for exclusion.

Notable exclusions

The scope of the program is designed to apply to corporate and support services and low priority service delivery areas. For the **Department of Education and Training** it is proposed to exclude the following in-scope work areas, functions and/or services.


Work area / Function / Service	Justification
1. TAFEs - any employee attached to a TAFE institute	Department has deemed these as delivering front line services.
2. Regional Offices	Front Line Service Delivery
3. Payroll and Recruitment	Operationally essential areas for service delivery
4. ICT Learning Innovation Centre (Sunshine Coast)	4-11 Key ICT Infrastructure services required for maintenance of service delivery to schools and TAFEs.
5. Web Services	
6. Learning Technologies	
7. Application Services	
8. Platform Operations	
9. Project Delivery Office	
10. Identity and Access	

Management Program 11. ICT Support 12. Indigenous Education Delivery areas 13. Organisational Health and Safety 14. Legal and Admin. Law 15. Accounts Payable Accounts Receivable School Financial Services General Ledger Taxation Asset Accounting 16. Governance, Strategy and Planning 17. Performance and Reporting	Core area essential for meeting Indigenous strategies. Critical for delivering the Department's legislative requirements. Key service delivery direct to frontline positions such as TAFE Directors. Core Financial Service required for the Department.
--	--

All other employees of the Department will be considered as eligible.

INDICATIVE IMPLEMENTATION TIMEFRAMES

Action	Proposed timeframe
Expressions of interest sent to employees in work areas, functions and/or services in scope	June/July
For those employees who express an interest, agency delegate/s determines which employees will be made a formal offer	July
Formal offers issued to employees	July/August
Notification of acceptance or non-acceptance of offers received from employees	July/August
For those employees who accept an offer, separation letters issued confirming separation date	July/August
Employees separate	July / August


Julie Grantham
Director-General
Department of Education and Training

Date: 27/5/11

ENDORSED


Hon Stirling Hinchliffe MP
Minister for Employment, Skills and Mining

29/5/11

TRIM Ref: 11/119049

Minister's Office File Ref:	ET/10/4424
Department File Ref:	10/194518

Briefing Note

Minister for Education and Training

Requested by:

Date requested:

Action required by:

Action required

- ☐ For meeting
☐ For information

- ☒ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: Response to Minister for Education and Training, Northern Territory

Proposal

That the Minister:

note and sign the attached response letter to The Honourable Dr Chris Burns MLA, Minister for Education and Training, Northern Territory Government, for the Minister's signature
note and sign the attached letter to the Commonwealth Minister for Education for the Minister's signature.

Urgency

1. Urgent. Routine Correspondence

Background

- The need for a high quality teaching workforce in schools that service rural and remote Indigenous communities has been identified as a major challenge by all Australian jurisdictions.
- Over the past 18 months, senior representatives of the Department, education departments from other jurisdictions and key stakeholder groups such as the Queensland Teachers' Union, have met to discuss the potential to develop cross-jurisdictional strategies and resources to support the recruitment, development and retention of high quality teachers to very remote Identified Indigenous schools across Australia.
- These meetings have led to the formation of a new National Alliance for Remote Indigenous Schools (NARIS). The charter of NARIS is to focus on the development of a nation-wide suite of strategies targeted at recruiting, developing, supporting and retaining the very best of our teaching profession to live and work in our most challenging school locations.
- The Department currently implements a range of initiatives designed to attract and retain high-quality teachers in these locations, including:
 - financial incentives through the Remote Area Incentive Scheme (RAIS); and
 - Partners for Success* Identified Indigenous schools recruitment, selection, orientation and induction strategy.
- A key concern is that, unlike some other government employees in these locations, teachers are currently not eligible for exemption from Fringe Benefits Tax (FBT) on their financial incentives and allowances.
- For example, from 2003, there have been certain FBT concessions available (subject to certain conditions) to Queensland Health employees who live and work in remote areas through a Private Binding Ruling obtained on behalf of Queensland Government by Queensland Treasury from the Australian Taxation Office (ATO) in relation to these FBT concessions.

Key issues

- Correspondence has been received from The Honourable Dr Chris Burns, Minister for Education and Training, Northern Territory Government (Ref: 10/189081) seeking a letter of support from the Minister, the Honourable Geoff Wilson MP, to the Commonwealth Minister for Education requesting concessional treatment of teachers in rural and remote Indigenous communities for taxation purposes.

Minister's Office File Ref:	
Department File Ref:	10/194518

9. This includes the concessional treatment of FBT on selected currently non-exempt benefits for example, internet connection and subscription, pay television, connection and subscription, flights in and out of remote locations, and the option to reimburse the Higher Education Contribution Scheme on completion of three years' service in remote Indigenous communities.
10. A key issue is that concessional treatment for FBT purposes is dependent on specific benefits being provided by employers. It has been the view of the Department that such an approach creates a level of central bureaucratic activity and inflexibility, and that a preferred approach is to provide employees with a cash equivalent amount that may be used for purposes determined by the individual. In such a circumstance, amendments to FBT legislation will have a limited outcome in relation to teacher attraction and retention.
11. Currently, cash incentives provided through the Remote Area Incentive Scheme (RAIS) are subject to personal income tax. Essentially, this means that the Commonwealth Government extracts a percentage of payments made by the Department using Queensland Government funds to individuals. This is not only an inefficient approach as it reduces the incentive and grows demand for greater expenditure by the Department to achieve its objectives under RAIS.
12. Whilst the proposal has merit, it would be timely to also advocate for concessional treatment for financial incentives provided by employers for teachers to work in rural and remote Indigenous communities.
13. A letter to the Commonwealth Minister for Education has been drafted for the Minister's signature (Ref: 10/190555).
14. The letter contains a general endorsement for the views expressed by the Northern Territory Minister for Education.
15. A response letter to The Honourable Chris Burns has also been drafted for the Minister's signature (Ref: 10/195276).
16. The response letters contains a proposal for further dialogue between jurisdictions to distil a detailed proposal regarding taxation concessions for teachers working in rural and remote Indigenous communities.

Consultation

17. Over the past 18 months, senior departmental representatives including Mr Ian Mackie, ADG Indigenous Education and Training; Ms Leigh Schelks, Executive Director Innovative School Improvement; Mr Clive Dixon, Regional Director FNQ Region; Ms Cindy Hales, Program Manager Workforce Futures (delegate of Craig Allen, ADG Human Resources); and Mr John Battams of the Queensland Teachers' Union have met and discussed support of cross-jurisdictional collaborations in recruitment, selection, orientation and induction, tax reform through Fringe Benefits tax and improved working conditions for teachers in remote Identified Indigenous schools.
18. A formal meeting occurred in Alice Springs on 30 April 2010 including the representation mentioned above and including Dr Chris Sarra, Executive Director of the Stronger Smarter Institute, and senior education and training departmental officers from South Australia, Northern Territory and New South Wales. The meeting recognised the forming of NARIS and wide-spread cross-jurisdictional support for advocacy for reform to FBT as applied to teachers in Identified Indigenous school locations and strategic recruitment, development and retention strategies.
19. A further NARIS meeting is due to be held on 7 September 2010 in Brisbane.

Media Implications

20. There are no media implications at this time.

Financial implications

21. There are no direct financial implications.
22. Should the proposal gain Commonwealth acceptance, the Department's investment in RAIS would be maximised.

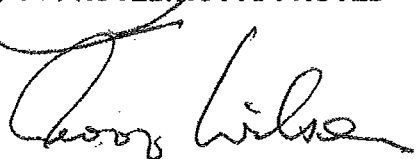
Minister's Office File Ref:	
Department File Ref:	10/194518

Recommendations

That the Minister:

note and sign the attached response letter to The Honourable Chris Burns, Minister for Education and Training, Northern Territory Government, for the Minister's signature
note and sign the attached letter to the Commonwealth Minister for Education for the Minister's signature.

APPROVED/NOT APPROVED



GEOFF WILSON MP
Minister for Education and Training

16/9/10

NOTED



MURRAY DANIEL
Principal Advisor

5/9/10

Minister's comments

Action Officer Cindy Hales	Endorsed by: ED Human Resources	Endorsed by: A/ADG	Endorsed by: A/DDG	Endorsed by: A/DG
Project Manager Workforce Futures	Patrick Bryan Workforce Modelling and Futures	Tom Barlow Human Resources	Craig Allen Corporate Services	Richard Eden
Tel: 3235 4918	Tel: 3405 6358 Mob: 0408 720 956	Tel: 3237 0604 Mob: 0418 700 209	Tel: 3405 6329 Mob: 0418 764 380	Tel: 323 71070 Mob: 0439 875 630

Date: / /



Hon Geoff Wilson MP
Member for Ferny Grove

16 SEP 2010



**Queensland
Government**

Minister for Education and Training

The Honourable Simon Crean MP
Minister for Education
PO Box 6022
House of Representatives
Parliament House
CANBERRA ACT 2600

Dear Minister

I am writing to seek your support in advocating within the Australian Government for taxation concessions to better enable the attraction and retention of quality teachers for remote Identified Indigenous school communities across Australia.

In our collaborative commitment to the national education reform agenda, representatives from the Queensland Department of Education and Training have met with senior officers from each of the state and territory jurisdictions in the formation of a new National Alliance for Remote Indigenous Schools (NARIS). The charter of NARIS is to focus on the development of a nation-wide suite of strategies targeted at recruiting, developing, supporting and retaining the very best of our teaching profession to live and work in our most challenging school locations.

The ever-present challenge in recruiting and retaining experienced teachers in remote Indigenous locations is in the provision of a competitive suite of financial incentives. Currently aspects of Commonwealth taxation legislation reduce the impact of the incentives provided by the states and territories.

For example, where employers provide certain benefits to staff (such as internet connection and telephone) these benefits are subject to Fringe Benefits Tax (FBT). This is not the case for all government employees. Queensland Health employees who live and work in remote areas can be granted certain FBT concessions (subject to certain conditions) through a Private Binding Ruling obtained on behalf of the Queensland Government by Queensland Treasury from the Australian Taxation Office. Teachers working in these communities are not granted the FBT concessions.

In addition, provision of financial incentives for these staff generally triggers additional personal tax, thus diluting the benefits provided by employers. For Queensland, the Department has chosen to provide cash incentive payments for teachers to work in rural and remote communities rather than provision of specific items as this gives individuals greater choice. This has generally proven to be a more flexible approach, however the impact of the benefit is reduced by the inclusion of the benefit as personal income subject to the provisions of Commonwealth personal taxation legislation.

I am sure you will agree, this is not an efficient approach for either level of government and is an impediment to using our collective resources to achieve shared social justice ambitions.

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Email education@ministerial.qld.gov.au
Website www.education.qld.gov.au
ABN 65 959 415 158

If we are to close the gap of Indigenous disadvantage in Australia, we must start by providing young Aboriginal and Torres Strait Islanders with the best education possible and this begins by attracting the very best teachers to work in some of the most isolated communities. Whilst I acknowledge many of the positive steps taken in recent years have been through partnerships between the Commonwealth and State Governments, another step forward would be to address the taxation on incentives given to teachers to work in isolated areas. This strategy, granting exemption from FBT, could make a real difference in terms of getting the best people where they are truly needed and maximising the incentives provided by educational authorities to retain them.

I understand my fellow Ministers have also written to you on this matter. I trust that our collective support underlines the strength of our convictions.

Should your officers require further information on this matter, they may contact my Principal Advisor, Murray Daniel on telephone (07) 3237 1000.

Yours sincerely



GEOFF WILSON MP
Minister for Education and Training

Ref: 10/195055



Hon Geoff Wilson MP
Member for Ferny Grove



Queensland
Government

16 SEP 2010

Minister for Education and Training

The Honourable Dr Chris Burns MP
Minister for Education and Training
Northern Territory Government
GPO Box 3146
DARWIN QLD 0801

Dear Minister

Thank you for your letter dated 22 July 2010 regarding a cross-jurisdictional approach to lobby the Commonwealth Government seeking concessional taxation treatment for teachers in rural and remote Indigenous community locations.

I am aware of the needs of the many schools in Queensland that service rural and remote Indigenous communities, and I acknowledge the significant collaborative work that is underway across jurisdictions to meet the challenge of ensuring schools in these locations are staffed with a high quality teaching workforce.

In response to your request, I have written to the Commonwealth Minister for Education seeking his advocacy within the Commonwealth Government for action to grant concessional taxation treatment for teachers in these communities.

I believe there is further work to be undertaken to clarify the particular aspects of Commonwealth legislation that require address. To this end, I propose that at the upcoming meeting of the National Alliance for Remote Indigenous Schools in September, representatives from each jurisdiction are briefed to develop a clear proposal outlining those incentives for teachers that require consideration by the Australian Government. The proposal can then be analysed by our respective internal finance branches and submitted to the Commonwealth for a more detailed consideration.

For further information regarding this matter, you may direct your officers to Mr Tom Barlow, Acting Assistant Director-General, Human Resources Branch by email at tom.barlow@det.qld.gov.au or on telephone (07) 3237 0604.

Thank you for your continued support of collaboration between our departments in the interests of supporting the educational needs of people in rural and remote Indigenous communities.

Yours sincerely

GEOFF WILSON MP
Minister for Education and Training

Ref: 10/195276 ET/10/4095

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Email education@ministerial.qld.gov.au
Website www.education.qld.gov.au
ABN 65 959 415 158

Minister's Office File Ref:	
Department File Ref:	10/200171

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by:

Date requested:

Action required by:

Action required

- ☐ For meeting
☐ For information

- ☐ With correspondence
☐ With QON

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ QON

SUBJECT: Meeting regarding QTU Macleay & Russell Islands Non-remote Island Policy Reimbursement of Ferry Fares

Proposal

That the Principal Advisor:

note the information contained in this briefing note.

Urgency

1. Information required for meeting on Tuesday 17 August 2010 with the QTU regarding Macleay and Russel Island non-remote island policy and reimbursement of ferry fares for school staff.

Fast Facts

<ul style="list-style-type: none"> • Staff travelling to and from non-remote island schools are currently reimbursed 50 per cent of water and land taxi fares. • Guidelines have been in place since 1996 covering the Moreton Bay Island schools. • Hamilton and Magnetic Islands were included in these arrangements from June 2008. 	<ul style="list-style-type: none"> • No formal policy recognising the cost of travel to and from non-remote island schools exists. • The Department is considering non-remote islands as part of its consideration of recommendations from the 2008 review of the Remote Area Incentives Scheme.
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Background

2. Among the strategies to attract and retain a workforce to rural and remote locations, the Department administers a Remote Area Incentives Scheme (RAIS), which provides financial incentives for teachers who work and remain in these locations for longer than the minimum required service duration.
3. Part 14 of the *Department of Education And Training Teachers' Certified Agreement 2010* acknowledges the Department's commitment to finalise its ongoing consideration of the RAIS Policy Review 2008, no later than the end of Term 2, 2010.
4. The report of the 2008 review of the RAIS policy mentions employees on non-remote islands (eg Macleay, Russell and North Stradbroke) and recommends that the Department *acknowledges the conditions relating to teaching on non-remote islands through policies separate to RAIS*. The report considered these communities do not pose the same restrictions as identified rural and remote locations.
5. Informal guidelines for the reimbursement of costs for staff working on non-remote islands in Moreton Bay have been in place since 1996, and arrangements for payment have been managed locally within regional and district offices.

Minister's Office File Ref:	
Department File Ref:	10/200171

6. According to these guidelines staff residing on the island are not entitled to any reimbursement, while those travelling to and from the island each day have been entitled to a reimbursement of 50 per cent for both water and land taxi fares.
7. In 2008, the increasing cost for staff to access these schools was again raised by teachers and the QTU, with the then Minister Welford committing to the reimbursement of half the actual cost of ferry and island taxi fares for non-remote island staff (Ref: 09/3774), including those commuting to Hamilton and Magnetic Islands.
8. In addition to the 50 per cent reimbursement of ferry and taxi fares, staff working in these locations are entitled to a 'locality' or Increased Cost of Living (ICL) Allowance, as follows:

School	Full ICL rate per fortnight
Hamilton Island	\$ 75.40
Macleay Island	\$ 44.50
Magnetic Island	\$ 73.50
Russell Island	\$ 44.50
Stradbroke Island (Dunwich SS)	\$ 69.80

Key issues

9. In line with the commitment made in Part 14 of the *Department of Education And Training Teachers' Certified Agreement 2010*, the Department has focussed initially on confirming an enhanced RAIS model. Once this is confirmed, the Department will then move to determine the best ways to support teachers working on non-remote islands.
10. A proposal is being developed that will provide enhanced support for teachers in these locations from the beginning of the 2011 school year.

Consultation

11. The Department has been working with all key stakeholders to meet its commitments and has provided the QTU with a revised model for RAIS to begin from the 2011 school year. The nature of the ongoing consultation between the parties indicates the model will gain QTU endorsement.

Media Implications

12. There are no media implications.

Financial implications

13. To date, the Department has been meeting the cost of reimbursing staff travelling to and from non-remote islands, while payments through RAIS are made from funds administered by the department on behalf of Queensland Treasury.
14. The average cost to the Department to reimburse a teacher for travel to and from a non-remote island is approximately \$2,000 per annum, with around 135 staff located across the five non-remote island schools.
15. For 2010–2011, the Department's allocation for RAIS from Queensland Treasury increased by more than 10 per cent on the previous year.

Legal implications

16. There are no legal implications.

Remedial action

17. No remedial action required.

Attachments

18. Guidelines for *Travel to Island Schools* in Moreton Bay, effective from January 1996.

Minister's Office File Ref:	
Department File Ref:	10/200171

Right to information

19. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Recommendation

That the Principal Advisor:

note the information contained in this briefing note.

NOTED

MURRAY DANIEL
Principal Advisor

/ /

Principal Advisor's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
Brendan Daly	A/ED	A/ADG	A/DDG	A/DG
Principal HR	Patrick Bryan	Tom Barlow	Craig Allen	Richard Eden
Consultant				
Workforce	Workforce Modelling	Human Resources	Corporate Services	
Modelling &	& Futures			
Futures				
Tel: 3404 3476	Tel: 3405 6358	Tel: 323 70604	Tel: 340 56329	Tel: 323 71070
	Mob: 0408 720 956	Mob: 0418 700 209	Mob: 0418 764 380	Mob: 0439 875 630

Date: / /

TO: DISTRICT DIRECTOR, TOWNSVILLE NORTH & WEST
PRINCIPAL PERSONNEL OFFICER, TOWNSVILLE NORTH & WEST

FROM: DIRECTOR, HUMAN RESOURCES

SUBJECT: TRAVEL EXPENSES FOR DAILY COMMUTING - STAFF OF MAGNETIC ISLAND STATE SCHOOL

1. I refer to ongoing consideration of arrangements for teachers living in Townsville whose teaching appointment is at Magnetic Island State School.
2. The Director, Audit Operations has been consulted.
3. I have now approved that:
 - (1) The determination of eligible staff be based on the "Guidelines for Travel to Island Schools" issued by the (then) Metropolitan East region in January 1996.
 - (2) The reimbursement be limited to half the actual costs of ferry fares to and from the island per day and half the actual costs of land taxi fares to and from the school per day.
 - (3) No additional funds be made available to Magnetic Island State School, however, the school will have access to the appropriate HR travel account in the District Office.
 - (4) The District Office monitor the eligibility and expenditure to ensure the most prudent and efficient travel arrangements apply. Primary school teachers living on Magnetic Island should be considered for appointment to the school unless special circumstances apply.
 - (5) The arrangement apply from the commencement of semester 2 if this is administratively feasible.


JIM MCGOWAN
Director
Human Resources

27 July 1998



Department of Education, Queensland Metropolitan East Region

Miss Pat Lee
(07) 33490930
200/1/29
Q. 10/10/97 & adm. 10/10/97
distrib

30 JAN 1996

TO:

PRINCIPAL, RUSSELL ISLAND STATE SCHOOL
PRINCIPAL, MACLEAY ISLAND STATE SCHOOL
PRINCIPAL, HUNWICK STATE SCHOOL
M.L. THABADGATE, RUSSELL ISLAND STATE SCHOOL
T. HARUUS, RUSSELL ISLAND STATE SCHOOL
L. THREBAGATE, RUSSELL ISLAND STATE SCHOOL
V. CASWELL, RUSSELL ISLAND STATE SCHOOL
D. McVEIGH, RUSSELL ISLAND STATE SCHOOL
A. PATOUNAS, MACLEAY ISLAND STATE SCHOOL
D. SEXTON, MACLEAY ISLAND STATE SCHOOL
M.A. ZILLFLEISCH, MACLEAY ISLAND STATE SCHOOL
COORDINATOR, BAYSIDE SCHOOL SUPPORT CENTRE
COORDINATOR, OREBUNG SCHOOL SUPPORT CENTRE
COORDINATOR, JUNCTION PARK SCHOOL SUPPORT CENTRE
COORDINATOR, MT. OMAYATT SCHOOL SUPPORT CENTRE
COORDINATOR, STAFFORD SCHOOL SUPPORT CENTRE
COORDINATOR, VALLEY SCHOOL SUPPORT CENTRE
REGIONAL PRIMARY STAFFING OFFICER, METROPOLITAN EAST REGION
REGIONAL SECONDARY STAFFING OFFICER, METROPOLITAN EAST REGION
REGIONAL SPECIAL STAFFING OFFICER, METROPOLITAN EAST REGION
ASSISTANT FINANCE AND ADMINISTRATION OFFICER, METROPOLITAN EAST REGION
EXECUTIVE DIRECTOR, METROPOLITAN EAST REGION
DEPUTY EXECUTIVE DIRECTOR, METROPOLITAN EAST REGION
ASSISTANT EXECUTIVE DIRECTOR HUMAN RESOURCES, METROPOLITAN EAST REGION
ASSISTANT EXECUTIVE DIRECTOR STUDIES, METROPOLITAN EAST REGION
MANAGER PERSONNEL SERVICES, METROPOLITAN EAST REGION

FROM:

ASSISTANT EXECUTIVE DIRECTOR, RESOURCES AND
ADMINISTRATION, METROPOLITAN EAST REGION

SUBJECT:

TRAVEL TO ISLAND SCHOOLS

1. I attach a copy of this region's policy entitled "Guidelines for Travel to Island Schools".
2. This matter has been the subject of consultation between island staff, the relevant unions and regional officers and it is hoped that the guidelines will regularise previous informal arrangements and assist in recruiting staff for island schools.
3. It should be noted that the policy takes effect from the student free day on 25th January, 1996. It is realised that staff would not have been in a position to obtain approval prior to this date and applications received up to 2nd February 1996 and backdated to commence 25th January 1996 will be accepted.
4. A copy of this policy will be distributed by Staffing Officers to all new appointees.



Level 2, Garden Square, Cnr Kessels Road & MacGregor Street, UPPER MT GRAVATT, 4122
Mail: PMB 250, MANSFIELD DC, 4122
Tel. (07) 3349 0999 Fax. (07) 3349 8539

2

5. Please do not hesitate to contact me should there be any difficulties in implementing this policy.



K.T. JORDAN
ASSISTANT EXECUTIVE DIRECTOR,
RESOURCES AND ADMINISTRATION
METROPOLITAN EAST REGION

22 January 1996



DEPARTMENT OF EDUCATION, QUEENSLAND

METROPOLITAN EAST REGION

15 DECEMBER, 1995

**GUIDELINES FOR TRAVEL TO
ISLAND SCHOOLS**

PREFACE

FOREWORD

This document contains guidelines for travel to island schools within the Metropolitan East Region.

CONTACT

Persons requiring further information are invited to contact the Resources and Administration Unit in Regional Office on (07) 849 0946.

13 December, 1995

GUIDELINES

The guidelines contain information on:-

- . Approval Conditions/requirements.
- . Allowance entitlements.
- . Definition of suitable accommodation.
- . Definition of hardship.

1. APPROVAL CONDITIONS / REQUIREMENTS

1.1 PERMANENT OFFICERS WITH A BASE LOCATION ON AN ISLAND SCHOOL

Officers appointed to island schools have a choice of island or mainland residence.

Where suitable accommodation is available on the island and residence would not cause hardship, officers residing on the island will not be reimbursed for any travel costs to and from home in base.

Where suitable accommodation is not available on the island or it is demonstrated that island residence would cause hardship, officers may apply on the form (Attachment 1) to be reimbursed travel costs to and from home to base as set out under Allowance Entitlements.

This policy takes effect from 25 January, 1996. Approval must be obtained prior to undertaking any travel as retrospective payments cannot be made.

1.2 TEMPORARY (CONTRACT) OFFICERS WITH A BASE LOCATION ON AN ISLAND SCHOOL

Officers will be entitled to claim travel costs as set out under Allowance Entitlements for the period of the engagement.

This policy takes effect from 25 January, 1996. Approval must be obtained prior to undertaking any travel as retrospective payments cannot be made.

2. DEFINITION OF SUITABLE ACCOMMODATION

The term 'suitable accommodation' as referred to in this document is defined as accommodation which in the opinion of the Regional Executive Director or nominee is considered suitable for occupancy by the applicant, taking into account the weekly rent, condition and location of the accommodation, as well as the applicant's personal circumstances.

3. DEFINITION OF HARDSHIP

The term 'hardship' as referred to in this document is defined as circumstances which in the opinion of the Regional Executive Director or nominee would result in the officer and/or family being significantly financially or socially disadvantaged.

15 December, 1995

4. **PERMANENT AND TEMPORARY OFFICERS WITH A BASE LOCATION OTHER THAN AN ISLAND SCHOOL**

Any officers visiting island schools as part of an approved itinerary will be able to claim fares under the Guidelines for the Use of Private Motor Vehicles for Official Purposes.

5. **SUPPLY (CASUAL) TEACHERS**

A Supply Teacher travelling to an island school is not entitled to any form of travel allowance.

6. **DISTRICT RELIEVING TEACHERS**

Officers travelling daily from the mainland under an approved relief will be able to claim fares under the Guidelines for the Use of Private Motor Vehicles for Official Purposes.

Officers residing on an island under an approved relief will be able to claim fares under the Guidelines for the Use of Private Motor Vehicles for Official Purposes and accommodation etc under Determination 10.

7. **ALLOWANCE ENTITLEMENTS**

Costs which may be reimbursed:-

(A) Half of the actual cost of water taxi fares to and from the island per day.

(B) Half of the actual cost of land taxi fares to and from the school per day.

Claims should be made on the form (Attachment 2). All receipts must be attached to claims submitted. Claims will not be paid where receipts are not provided and/or prior approval has not been obtained.

15 December, 1995

Minister's Office File Ref:	ET/10/4721
Department File Ref:	10/201192

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: N/A

Date requested: 18/08/2010

Action required by: 30/08/2010

Action required

- ☐ For meeting
☒ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: LAUNCH OF SMARTER SCHOOLS NATIONAL PARTNERSHIP WEBSITE

Proposal

That the Principal Advisor:

Note that the *Smarter Schools National Partnership* website is now publicly available at <http://education.qld.gov.au/nationalpartnerships/>.

Urgency

1. Routine - For information and noting only.

Background

2. The *Smarter Schools National Partnerships* demonstrate a shared commitment between the Queensland Government and the Federal Government to improving teaching quality, literacy and numeracy development of young people, and provide specific support for students from disadvantaged areas.
3. The Department of Education and Training has created a suite of interconnected initiatives that blend the *Smarter Schools National Partnership* reforms with current departmental strategies.

Key issues

4. The Department has developed a website to provide information about the range of initiatives and reforms being progressed under the three *Smarter Schools National Partnerships*:
 - *Improving Teacher Quality National Partnership*
 - *Literacy and Numeracy National Partnership*
 - *Low Socio-Economic Status School Communities National Partnership*.
5. In Queensland, the Partnerships are being implemented by the Department of Education and Training, in conjunction with Queensland Catholic Education Commission and Independent Schools Queensland.
6. The website is now publicly available at: <http://education.qld.gov.au/nationalpartnerships/>.
7. To raise awareness about the *Smarter Schools National Partnership* website, information will be distributed through a range of communication mediums including Schools Update and Bulletin Board Messages and directly to key stakeholders.

Consultation

8. The National Partnership reforms and initiatives will be implemented through collaboration and consultation with key stakeholders.

Media Implications

9. There are no media implications.

Financial Implications

10. There are no financial implications associated with launch of the website.

Minister's Office File Ref:	
Department File Ref:	10/201192

Financial implications

10. There are no financial implications associated with launch of the website.

Legal implications

11. There are no legal implications.

Elected representativeN/A

Remedial action

12. No remedial action required.

Attachments

13. N/A

Right to information

14. I am of the view that the contents or attachments contained in this brief **are suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/201192

Recommendation

That the Principal Advisor

Note that the *Smarter Schools National Partnership* website is now publicly available at <http://education.qld.gov.au/nationalpartnerships/>,

NOTED



MURRAY DANIEL
Principal Advisor

23 / 9 / 10

Principal Advisor's comments

Action Officer
Mel Bennett
A/Manager
(Pathways and
Scholarships)

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Futures

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Corporate
Services

Tel: 340 56329
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Endorsed by:



Tel:
Mob:

Date: / /

GH
19/8/10

Minister's Office File Ref:	ET/10/5335
Department File Ref:	10/204210

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Department

Date requested: 19/08/2010

Action required by:

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: ASPIRING TEACHER GRANT 2011

Proposal

That the Principal Advisor note that the Department intends to launch the *Aspiring Teacher Grant* program (Ref: 10/204233) for 2011 during Term 4, 2010.

Urgency

1. Urgent – Promotion of *Aspiring Teacher Grant* program must occur during Term 4, 2010.

Fast Facts

<ul style="list-style-type: none"> • The <i>Aspiring Teacher Grant</i> program is a strategy to attract high-performing secondary school students into the teaching profession. • Up to 25 <i>Aspiring Teacher Grant</i> recipients will receive a one-off payment of \$1,500 during their first semester of study of a pre-teacher education program, and also be provided with other assistance by the Department during their studies and transition to employment. 	<ul style="list-style-type: none"> • Applicants must have obtained an Overall Position (OP) score of between 1 and 5. • Grant recipients will be provided with ongoing and updated information about current and predicted demand areas (such as Science and Maths) to influence their decisions about teaching areas.
--	--

Background

2. The *Aspiring Teacher Grant* program is a strategy to attract high-performing secondary school students into the teaching profession. It will:
 - raise the profile and status of the teaching profession
 - encourage high-performing students to consider the profession and
 - grow public confidence in state schooling.
3. The program will support students to enter a university program that will qualify them as a teacher.
4. The *Aspiring Teacher Grant* program is part of a suite of scholarships which assist the Department to manage the attraction and retention of high-calibre teachers across the full range of curriculum areas and locations.
5. The proposed 2011 scholarships, bursaries and grants build on the success of the programs implemented in previous years and provide new opportunities to support aspiring teachers and the Department's existing teaching workforce.
6. The scholarship, bursary and grant programs are part of a range of departmental reforms and initiatives aimed at improving teacher quality, including:
 - reforms outlined in the *Flying Start for Queensland Children Green Paper*, including the Review of Teacher Education and School Induction
 - the Government Response to the Masters Review report, *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*, including key actions designed to enhance teaching and learning in literacy, numeracy and science, including introducing pre-registration tests in literacy, numeracy and science for all teachers

Minister's Office File Ref:	
Department File Ref:	10/204210

- National and state-wide reform actions through the *Improving Teacher Quality National Partnership* (NP) - a joint initiative between the Australian Government, Education Queensland and the Catholic and Independent schooling sectors and
- actions to support the draft Science, Technology, Engineering and Mathematics (STEM) plan for Queensland, including initiatives to recruit, retain and develop a high quality teaching workforce to provide exciting and relevant experiences for students.

Key issues

7. Up to 25 *Aspiring Teacher Grant* recipients will receive a one-off payment of \$1,500 during the first semester of study of the pre-service teacher education program in 2011.
8. Recipients will also be provided with other assistance during their studies and transition to employment such as:
 - access to professional networks and opportunities to engage with departmental staff and relevant initiatives and reforms, such as Centres of Excellence
 - information about employment opportunities, current and predicted demand areas and application processes
 - support to secure professional experience placements in Queensland state schools and
 - information about relevant resources and relevant departmental professional development and induction programs.
9. To be eligible for an *Aspiring Teacher Grant*, applicants must:
 - have successfully completed Year 12 at a Queensland state or non-state school in 2010
 - obtained a OP score of between 1 and 5
 - be commencing a pre-service secondary teacher education program in Semester 1, 2011
 - have not received a scholarship or Grant to support their tertiary studies from the Department and
 - be an Australian or New Zealand citizen or have permanent residency status in Australia.
10. The *Aspiring Teacher Grant* program (Ref: 10/204233), includes information about the selection criteria and application process.

Media Implications

11. A media release is not required at this stage, however a media release may be developed as required.

Financial implications

12. The costs of delivering the *Aspiring Teacher Grant* program will be achieved within the funding allocated to the Workforce Futures Team.

Legal implications

13. There are no legal implications at this stage; however advice will be sought from Legal and Administrative Branch if required.

Attachments

14. *Aspiring Teacher Grant 2011 Overview* (Ref: 10/204233).

Right to information

15. I am of the view that the contents or attachments contained in this brief are suitable for publication.

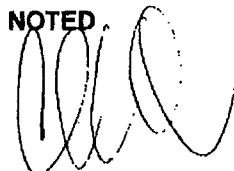
Minister's Office File Ref:	
Department File Ref:	10/204210

Recommendation

That the Principal Advisor

Note that the Department intends to launch the *Aspiring Teacher Grant* program (Ref: 10/204233) for 2011 during Term 4, 2010.

NOTED.



MURRAY DANIEL
Principal Advisor

13/10/10

Principal Advisor's comments

Action Officer
Gary Francis
A/Director
Workforce Futures

Tel: 3234 1985

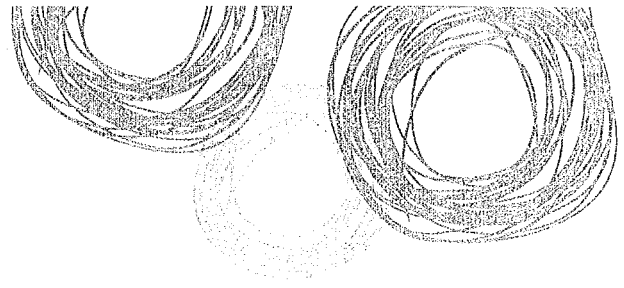
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Julie Grantham
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Mob:

Date: 9/10/10



Aspiring Teacher Grant 2011

The Department of Education and Training understands that high standards of student performance are founded on the skills and capabilities of the classroom teacher, and therefore has a strong interest in strategies that attract the highest quality applicants into the teaching profession.

This document describes a new program to support and increase the number of high-achieving secondary students entering pre-service teacher education programs in Queensland.

The *Aspiring Teacher Grant* program will encourage a larger pool of high calibre applicants into the profession, including those who otherwise may not have considered teaching as a career.

Context

The Department acknowledges the critical role of its teaching workforce in driving high standards of student performance and raising public confidence in state schooling and is currently implementing a range of reforms and initiatives aimed at improving teacher quality. This includes:

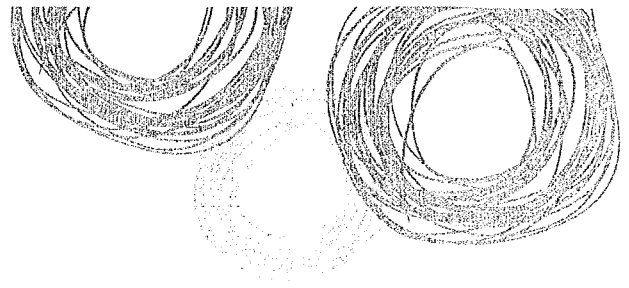
- reforms outlined in the *Flying Start for Queensland Children* Green Paper, including the Review of Teacher Education and School Induction;
- the Government Response to the Masters' Review report, *A Shared Challenge: Improving Literacy, Numeracy and Science Learning in Queensland Primary Schools*;
- initiatives supported through the *Improving Teacher Quality* National Partnership (NP) – a joint initiative between the Australian Government, Education Queensland and Catholic and Independent schooling sectors; and
- the development of a draft STEM (Science, Technology, Engineering and Mathematics) plan for Queensland.

The Department's approach to teacher attraction is founded on the *Make a difference – Teach* marketing and recruitment strategy, which promotes:

- Teaching as a career;
- Education Queensland as the employer of choice in Queensland; and
- Rural and remote locations as preferred teaching destinations.

The strategy extends from current school students to the general community. DET is currently investigating new pathways into teaching for aspiring teachers, including programs that enable secondary students to commence studies towards a pre-service teacher education program and how it can support and promote programs such as the Queensland University of Technology initiative, called *QUTeach*.

The Department also works collaboratively with higher education providers to address current and future workforce demands, and ensure that graduates are high-calibre and well prepared for teaching in Queensland state schools.



Rationale

Each year there is significant media interest in the OP scores for entry to pre-service teacher education programs. Whilst the Department acknowledges that OP scores are not the sole measure of the quality of applicants for pre-service teacher education programs, there is a need to raise the status of the profession as a career choice and ensure aspirant teachers have an appropriate level of academic rigour and understanding.

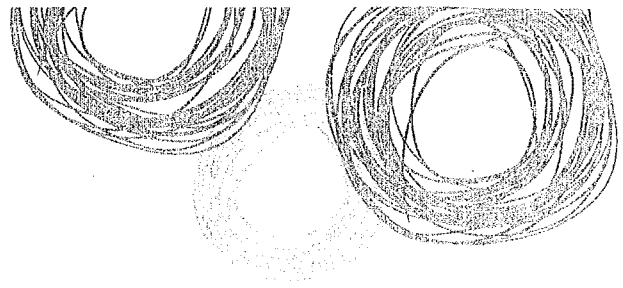
Providing a Grant to high-achieving secondary students who choose to commence a pre-service teacher education program and become a teacher will:

- better promote teaching as a career path for high achieving secondary students;
- send a clear message to higher education providers that the Department is seeking higher entry standards into programs;
- demonstrate the Department's commitment to improving teacher quality;
- boost the Department's capacity to provide high quality educational services in Science and Maths;
- provide opportunities to proactively respond to media and community concerns about the OP scores for entry into pre-service teacher education programs;
- assist the Department to address future workforce demands by influencing the teaching areas and subject specialisation undertaken by recipients;
- promote the Department as the employer of choice for aspiring teachers;
- provide ongoing opportunities for the Department to support Grant recipients and to engage them with current and future departmental reforms and initiatives, such as Centres of Excellence.

The following data has been provided by the Queensland Tertiary Admissions Centre (QTAC) and provide an overview of the number of secondary school students who were awarded an OP score between 1 and 5 and commenced a preservice teacher education program:

OP Score Awarded	Approx number of secondary students Entering Preservice Teacher Education programs	
	2009	2010
1	4	2
2	24	5
3	13	5
4	16	20
5	36	33
<i>Total</i>	93	65

These numbers may not include all students enrolled in dual/combined degree programs or whose OP scores may have been adjusted by the institution.



Proposed Grant Program

The proposed Grant program would build on the existing suite of scholarships for aspiring and existing teachers currently offered by the Department and enable the Department to offer up to 25 Grants for the 2011 academic year. The following provides an overview of the eligibility requirements, application and selection process, conditions and Grant funds for the proposed *Aspiring Teacher Grant*.

Grant Funds

Grant recipients will receive a one off payment of \$1,500 during the first semester of study. The funds will be paid as a lump sum after confirmation of enrolment in Semester 1, 2011 is provided. The Grant funds will be able to be used at the recipient's discretion, however it is intended that it will be used to assist with expenses related to their studies, such as text books, stationery.

Recipients who withdraw from the pre-service teacher education program or change their enrolment to a non-education program after payment of the Grant may be required to repay the Department some or all of the funds.

Grant recipients will be advised to contact Centrelink, the Australian Taxation Office and/or their taxation agent to obtain information about the implications of the payment. It is anticipated that recipients will not be required to declare their Grant for taxation purposes as there is no employment commitment attached to the *Aspiring Teacher Grant*.

Additional Support for Grant Recipients

In addition to the Grant funds, DET will provide other assistance to recipients during their studies and transition to employment which include:

- access to professional networks and support from mentors, principals and colleagues within Queensland state schools;
- information about employment opportunities, current and predicted demand areas and application processes;
- support to secure professional experience placements in Queensland state schools;
- information about relevant resources and relevant departmental professional development and induction programs; and
- opportunities to engage with departmental staff and relevant initiatives and reforms.

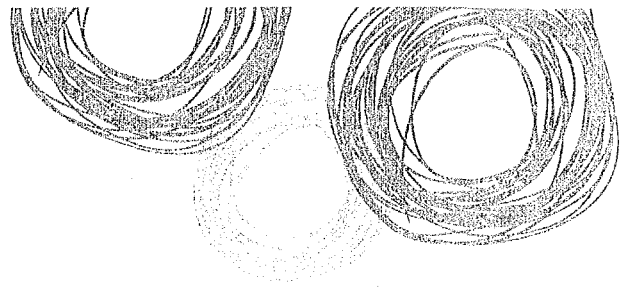
Recipients may also apply for other relevant departmental scholarships and grants that are available during their pre-service teacher education program.

Eligibility Requirements

To be eligible for an *Aspiring Teacher Grant*, applicants will:

- have successfully completed Year 12 at a Queensland state or non-state school in 2010;
- obtained a **Overall Position (OP) score of between 1 and 5**;
- be commencing an approved pre-service teacher education program in Semester 1;
- have not received a scholarship or Grant to support their tertiary studies from the Department, and
- be an Australian or New Zealand citizen or have permanent residency status in Australia.

Applicants will also be required to provide a statement of support from a senior staff member of the school in which Year 12 was completed detailing the student's suitability to become a teacher.



Grant Conditions

The following conditions could be applied to the Grant.

- Recipients must provide the Department with current contact details, such as an email address throughout their studies.
- Recipients must complete at least the first semester of study of the pre-service teacher education program.
- Recipients must not be in receipt of a scholarship or Grant to support their tertiary studies from the Department during their first semester of study.

All written applications for an *Aspiring Teacher Grant* will be reviewed and assessed by the Department. Short-listed applicants may be invited to submit additional information and if required, participate in a short interview.

Selection Criteria

The criteria upon which the Grants will be awarded are as follows:

- evidence of enrolment in a pre-service teacher education program in 2011;
- a statement of support from a senior staff member of the school in which Year 12 was completed detailing the student's suitability to become a teacher, and
- an outstanding OP score (1 to 5).

Application and Selection Process

Eligible students will be required to submit:

- a completed *Aspiring Teacher Grant Application Form*;
- evidence of outstanding OP score (1 to 5);
- a copy of their offer for entry into a pre-service teacher education program;
- confirmation of their acceptance of their offer for entry into a pre-service teacher education program; and
- a supporting statement from a senior staff member of the school in which Year 12 was completed detailing the student's suitability to become a teacher.

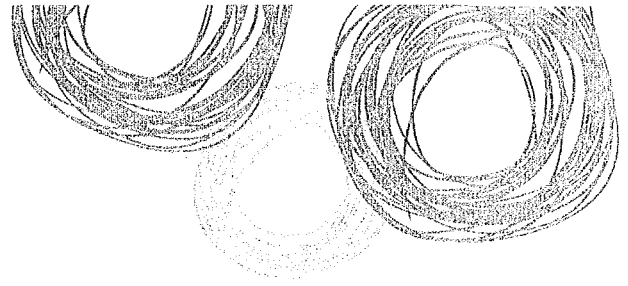
All written applications for an *Aspiring Teacher Bursary* will be reviewed and assessed by the Department. Short-listed applicants may be invited to submit additional information and if required, participate in a short interview.

Scholarship applicants will be assessed on the basis of all information presented to demonstrate that they meet the selection criteria.

Awarding of Grants

Applications will be ranked and the most meritorious applicants selected. Scholarships are awarded in accordance with the available quota.

Once the selection process is complete, all applicants are notified in writing of the outcome of their application. Successful applicants may be notified of the outcome of their application by phone or email prior to receiving the written notification.



Successful applicants are provided with a written offer of the Grant. Applicants are required to respond to the offer within a specified period and acceptance of offers cannot be deferred.

Should all available Grants be offered, applicants who are considered meritorious but who are not successful in the first round of offers will be placed on a reserve list. In the event that a selected applicant declines an offer of a Grant, an offer may subsequently be made to an applicant on the reserve list.

Recipient Responsibilities

In addition to fulfilling the requirements of their pre-service teacher education program Grant recipient responsibilities include:

- maintaining open lines of communication with the Department during their studies;
- notifying the Department of any change in enrolment status, unsuccessful completion of a course or professional experience, or withdrawal from a course or study program; and
- providing feedback to the Department if requested.

Department of Education and Training Responsibilities

On behalf of the Department, Human Resources will be responsible for the management of the *Aspiring Teacher Grant Program*, including:

- marketing the program to secondary schools and higher education institutions;
- managing the program, including administering the application and selection process;
- providing a departmental contact for Grant recipients;
- providing ongoing advice and information to recipients about employment opportunities and processes and opportunities to engage with departmental staff;
- organising Grant payments; and
- collecting data in order to evaluate and report on the program.

Minister's Office File Ref:	ET/10/603
Department File Ref:	10/284683

Briefing Note

The Honourable Geoff Wilson MP
Minister for Education and Training

Requested by:

Date requested:

Action required by:

Action required

- ☐ For approval
☐ For meeting

- ☒ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: NON-REMOTE ISLAND SCHOOL TRAVEL REIMBURSEMENT POLICY

Proposal

That the Minister:

Note the increase to the reimbursement of ferry and island taxi fares from 50 per cent to 100 per cent and

Sign the attached letter to John Battams, General Secretary, Queensland Teachers' Union (QTU) (Ref: 10/284707).

Urgency

1. Routine. With correspondence.

Fast Facts

<ul style="list-style-type: none"> Staff travelling to and from non-remote island schools are currently reimbursed 50 per cent of ferry and land taxi fares Guidelines have been in place since 1996 covering the Moreton Bay Island schools Hamilton and Magnetic Islands were included in these arrangements from June 2008 	<ul style="list-style-type: none"> No formal policy recognising the cost of travel to and from non-remote island schools exists The Department of Education and Training (DET) considered non-remote islands as part of its consideration of recommendations from the 2008 review of the <i>Remote Area Incentives Scheme</i> DET will reimburse 100 per cent of fares from the start of the 2011 school year
--	--

Background

- Among the strategies to attract and retain a workforce to rural and remote locations, DET administers a Remote Area Incentives Scheme (RAIS), which provides financial incentives for teachers who work and remain in these locations for longer than the minimum required service duration.
- Part 14 of the *Department of Education And Training Teachers' Certified Agreement 2010* acknowledges DET's commitment to finalise its ongoing consideration of the RAIS Policy Review 2008.
- The report of the 2008 review of the RAIS policy mentions employees on non-remote islands (Macleay, Russell and North Stradbroke) and recommends that DET acknowledges the conditions relating to teaching on non-remote islands through policies separate to RAIS. The report considered these communities do not face the same challenges as identified rural and remote locations in attracting and retaining teaching staff.
- Informal guidelines for the reimbursement of some costs incurred by staff working on non-remote islands in Moreton Bay have been in place since 1996, and arrangements for payment have been managed locally within regional and district offices.

Minister's Office File Ref:	
Department File Ref:	10/284683

6. According to these guidelines, teaching staff residing on the island are not entitled to any reimbursement, while those travelling to and from the island each day have been entitled to a reimbursement of 50 per cent for both ferry and land taxi fares.
7. In 2008, the increasing cost for staff to access these schools was again raised by teachers and the QTU, with your predecessor, Minister Welford committing to the reimbursement of half the actual cost of ferry and island taxi fares for non-remote island staff (Ref: 09/3774), including those commuting to Hamilton and Magnetic Islands.
8. No additional funding allocation has previously been provided to regions to meet these costs.

Key issues

9. DET has negotiated a new approach with the Union for providing enhanced support for teachers in these locations from the beginning of the 2011 school year. Through this new approach:
 - DET will reimburse 100 per cent of ferry and island taxi fares for those travelling to and from the island each day from the start of the 2011 school year and
 - Human Resources will establish processes for reimbursing impacted regions for costs incurred in supporting teachers.
10. The resolution of this issue will provide greater leverage to schools regarding staff staying on site for parent interviews and staff meetings.
11. The reimbursement of water and land taxi fares will apply to non-resident permanent and temporary teachers.

Consultation

12. DET has worked with schools, regions and the QTU to develop the revised policy to begin from the start of the 2011 school year.

Media implications

13. This action will reduce the risk of the issue elevating into the media.

Financial implications

14. Regions have not previously received identified funding for the reimbursement of ferry and land taxi fares for staff travelling to and from non-remote islands.
15. From 2011, ongoing funding for the reimbursement of 100 per cent of fares, totalling approximately \$71,000 annually, will be provided from the centrally-held RAIS budget.

Legal implications

16. There are no legal implications.

Remedial action

17. No remedial action required.

Right to information

18. I am of the view that the contents or attachments contained in this brief are suitable for publication.

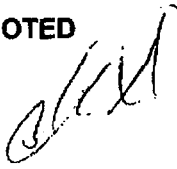
Minister's Office File Ref:	
Department File Ref:	10/284683

Recommendation

That the Minister:

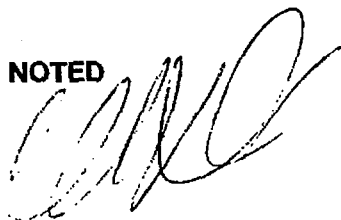
Note the increase to the reimbursement of ferry and island taxi fares from 50 per cent to 100 per cent

Sign the attached letter to John Battams, General Secretary, Queensland Teachers' Union (QTU) (Ref: 10/284707).

NOTED

 FOR

GEOFF WILSON
Minister for Education and Training

31/12/10

NOTED


MURRAY DANIEL
Principal Advisor

31/12/10

Minister's comments

Action Officer
Gary Francis
A/Director
Workforce
Futures
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Endorsed by:
ED
Patrick Bryan
Workforce Modelling and
Futures
Tel: 340 56358
Mob: 0408 720 956

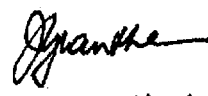
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Endorsed by:
DDG
Richard Boden
Corporate Services

Endorsed by:
DG
Julie Grantham

Tel: 3405 6329
Mob: 0439 875 630

Tel:
Mob:


Date: 17/11/10

13 DEC 2010



Hon Geoff Wilson MP
Member for Ferny Grove



Queensland
Government

Minister for Education and Training

Mr John Battams
General Secretary
Queensland Teachers' Union
PO Box 1750
MILTON BC QLD 4064

Dear Mr Battams

I am writing to confirm a new approach by the Department of Education and Training (the Department) to provide support for teachers working in schools on islands, not currently supported through the Remote Area Incentive Scheme. This outcome is the result of discussions between the Department and representatives of the Queensland Teachers' Union.

Previously, in acknowledgement of an additional cost burden, teaching staff travelling to and from non-remote islands in Moreton Bay each day have been entitled to a reimbursement of 50 per cent for both ferry and land taxi fares. In 2008, this was extended to include those commuting to Hamilton and Magnetic Islands.

I wish to advise that, from the start of the 2011 school year, teachers at these schools travelling to and from these islands each day will be entitled to reimbursement of 100 per cent of the actual cost of ferry and island taxi fares.

Human Resources Branch is currently working with regional staff to establish processes to facilitate payments to impacted staff, and has identified a central funding stream to sustain the support.

I invite you to contact Mr Patrick Bryan, Acting Executive Director, Human Resources, on telephone (07) 3405 6358, should you wish to discuss this matter further.

I trust you will agree this is a positive outcome for those travelling to and from non-remote islands each day.

Yours sincerely

GEOFF WILSON MP
Minister for Education and Training

Ref: 10/284707

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Telephone +61 7 3237 1000
Facsimile +61 7 3229 5335
Email education@ministerial.qld.gov.au
Website www.education.qld.gov.au
ABN 65 959 415 158

Minister's Office File Ref:	ET/11/0049
Department File Ref:	10/300046

Briefing Note

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations

Requested by:

Date requested:

Action required by:

Action required

- ☒ For approval
☐ For meeting

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: TEACHER EDUCATION CENTRES OF EXCELLENCE

Proposal

That the Minister **approve** the five new Teacher Education Centres of Excellence and their locations.

Urgency

1. Critical – the Department has obligations under the *Improving Teacher Quality* National Partnership (NP) to commence operations in February 2011. At stake is a proportion of \$46 million in reward funds.

Fast Facts

<ul style="list-style-type: none"> • Establishment of 'School Centres of Excellence' is a mandatory facilitation reform within the <i>Improving Teacher Quality</i> NP and is also included as a proposed initiative in the <i>Flying Start for Queensland Children</i> Green Paper. • The previous Minister launched the first Centre at Kelvin Grove State College on 29 October 2010. 	<ul style="list-style-type: none"> • The locations of the Centres are: <ol style="list-style-type: none"> 1. Kelvin Grove State College 2. Benowa State High School and Benowa State School 3. Morayfield East State School 4. Aspley State Special School 5. Mt Stuart Cluster, Townsville.
--	---

Background

2. One of the mandatory facilitation reforms contained within the *Improving Teacher Quality* National Partnership (NP) agreement is the establishment of 'School Centres of Excellence' with regard to providing high quality field experiences for pre-service teachers and professional development for teachers.
3. Successful achievement of performance targets in this area will contribute to the triggering of reward reform funding under the NP.
4. The Centres were also included as a proposed initiative in the *Flying Start for Queensland Children* Green Paper. Five Centres were noted in the Green Paper.
5. Due to confusion with existing School Centres of Excellence focussing on curriculum areas, the name Teacher Education Centres of Excellence has been selected to encompass the continuum of teacher development.

Key issues

6. The establishment of Teacher Education Centres of Excellence offers the Department an opportunity to:
 - influence the content and structure of teacher education programs, including making stronger connections between the theoretical and practical elements of programs, in response to outcomes from the *Review of Teacher Education and Induction*
 - build partnerships to address strategic issues
 - build a more clinical approach to the preparation of pre-service teachers
 - improve the field studies experiences of pre-service teachers
 - encourage pre-service teachers to select high demand teaching areas for study, rather than generalist degrees.

Minister's Office File Ref:	
Department File Ref:	10/300046

7. In particular, the model proposed for implementation in Queensland acknowledges:
 - increasing competitiveness in attracting and retaining the highest calibre teaching graduates
 - differential competencies in emerging teaching graduates
 - the need for improved filters at the entry to, and throughout, pre-service teacher programs
 - the need to attract the highest calibre teaching graduates to work in state schools and drive improved student performance.
8. The model proposed for Queensland has a core goal of identifying and recruiting the highest calibre teaching graduates across particular teaching areas for our state schools.
9. The Centres are predominantly located in the south-east corner of the State, as this is the area from which the vast majority of teaching graduates are drawn and where the greatest potential for influence and leverage with higher education can be obtained.
10. All proposed Centres will, however, have strong linkages to schools in rural, remote and regional areas, and participating pre-service teachers will be provided with opportunities to seek placements in these locations.
11. Access to the Centres is by application. They are aspirational and will seek to attract high calibre pre-service teachers who have shown a commitment to:
 - their own academic performance
 - prior experience in schools
 - state schooling
 - the broader profession.
12. Selected pre-service teachers will gain access to pre-induction and induction programs designed to value-add to their existing teacher preparation, and prepare them for working in Queensland state schools.
13. Successful participants will be provided with:
 - opportunities for supported rural and remote practicum and internship placements
 - supported pathways into employment with the Department
 - local induction into the profession
 - where appropriate, opportunities to undertake service in non-preferred locations with a guaranteed return to a local school after an agreed duration.
14. The Centres will also play a strong role in providing professional development for existing staff, and research opportunities for universities.
15. The Centres, their location, name and their strategic focus are:
 - Kelvin Grove State College (literacy and numeracy - early, middle and senior phase of learning)
 - Benowa State High School and Benowa State School – Benowa State Schools Teacher Education Centre of Excellence (science)
 - Morayfield East State School – Morayfield Coalition Teacher Education Centre of Excellence (literacy and numeracy - primary and middle phases of learning; effective mentoring for pre-service and beginning teachers)
 - Aspley State Special School- Teacher Education centre of Excellence – Special Education (special education)
 - Mt Stuart Cluster Teacher Education centre of Excellence, Townsville (Indigenous student engagement) (**Attachment 1**).
16. While not named as a Centre, the Department will support Woodridge State High School to advance innovative learning delivery focussing on outdoor and environmental education, e-learning and distance education.

Minister's Office File Ref:	
Department File Ref:	10/300046

17. The first Centre, at Kelvin Grove State College was launched on 29 October 2010.

Consultation

18. Extensive consultation has been undertaken in the development of the model for the Centres and determination of their locations.

19. Internal stakeholder consultation has engaged school staff, regional staff (including Regional Directors), Central Office work units, and the Education Queensland Implementation Taskforce.

20. External stakeholder consultation has engaged representatives from all Queensland universities, the Queensland College of Teachers, Queensland Catholic Education Commission, Independent Schools Queensland, teacher and principal professional associations, and the Department of Education, Employment and Workplace Relations.

Media Implications

21. Human Resources will work with Corporate Communications and Marketing and the Minister's Office to develop appropriate material regarding the Centres for media release.

Financial Implications

22. The Centres are funded through allocations made within the Queensland implementation plan for the *Improving Teacher Quality* National Partnership.

Legal Implications

23. There are no legal implications.

Elected representatives

24. Kelvin Grove State College

- State electorate: Brisbane Central (Ms Grace Grace MP)
- Federal Electorate: Brisbane (Ms Teresa Gambaro MP)

25. Benowa State High School and Benowa State School

- State Electorate: Surfers Paradise (Mr John-Paul Langbroek MP)
- Federal Electorate: Moncrieff (Mr Steven Ciobo MP)

26. Morayfield East State School

- State Electorate: Morayfield (Mr Mark Ryan MP)
- Federal Electorate: Longman (Mr Wyatt Roy MP)

27. Aspley State Special School

- State Electorate: Aspley (Ms Tracy Davis MP)
- Federal Electorate: Petrie (Mrs Yvette D'Ath MP)

28. Mt Stuart Cluster

- State Electorate: Thuringowa (The Honourable Craig Wallace MP)
- Federal Electorate: Herbert (Mr Ewen Jones MP)

Remedial action

29. No remedial action required.

Right to Information

30. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	10/300046

Recommendation

That the Minister **approve** the five new Teacher Education Centres of Excellence and their locations.

APPROVED/NOT APPROVED

NOTED

Cameron Dick
CAMERON DICK
 Minister for Education and Industrial
 Relations

David Smith
DAVID SMITH
 Chief of Staff

08/03/11

4/3/11

Minister's comments

Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Gary Francis	A/ADG	DDG	DG
A/Director	Tom Barlow	Richard Eden	Julie Grantham
Workforce Futures	Human Resources	Operations	
Tel: 3234 1985	Tel: 3237 0604	Tel: 3405 6329	Tel:
Mob: 0400 758 082	Mob: 0418 700 209	Mob: 0439 875 630	Mob:

Julie Grantham
 Date: 5/2/11

Minister's Office File Ref:	ET/10/6034
Department File Ref:	10/302005

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: MO

Date requested: 9/11/2010

Action required by: 10/11/2010

Action required

- ☒ For meeting
☐ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: QUEENSLAND DEANS OF EDUCATION FORUM

Proposal

That the Principal Advisor:

Note the agenda items for discussion at the Queensland Deans of Education Forum (QDEF), to be held in Room 12.18, Education House on Wednesday 17 November 2010.

Urgency

Urgent

1. The Department meets with QDEF four times each year to:

- test ideas and seek input on new and emerging workforce policy initiatives in the interests of effectively managing supply and demand issues and developing the capabilities of the Department's workforce into the future, and
- discuss a range of issues relating to higher education.

2. The Minister is meeting with QDEF on **Wednesday 17 November 2010**.

Fast Facts

<ul style="list-style-type: none"> • The Deans of Education from nine Queensland Higher Education Institutions will attend, including Professor Wendy Patton, Executive Dean of Education, QUT, who is the current QDEF Chair. • A number of senior officers from the Department will present on particular agenda items (see attachment 1 for details). 	<ul style="list-style-type: none"> • QDEF provides the opportunity for the Minister and senior departmental executives to speak directly to the Deans of Education on key education priorities.
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Background

3. Previous areas of discussion with QDEF have included:

- Professor Geoff Masters' recommendations for Queensland primary schools
- Implementation of the *Improving Teacher Quality* National Partnership reforms
- *A Flying Start for Queensland Children: A Green Paper*
- Creation of the Australian Institute for Teaching and School Leadership (AITSL), and the Queensland Educational Leadership Institute (QELI).

Key issues

4. The Minister has been allocated 15 minutes at the start of the meeting to address the Deans, however there is some flexibility with regards to the time available to the Minister.

Minister's Office File Ref:	
Department File Ref:	10/302005

5. Following the Ministerial address, the meeting agenda provides for presentations and discussion led by senior officers of the Department on the following topics:
 - *Flying Start for Queensland Children* update
 - Review of Teacher Pre-Service Education and Induction
 - School Centres of Excellence
 - Pre-Service Teacher Survey.
6. Andrew Walker, Executive Director, Strategic Policy and Research, will provide an update regarding the *Flying Start for Queensland Children* Green Paper.
7. Officers from Human Resources and Dr Regan Neumann, Executive Principal at Kelvin Grove State College will provide an update on School Centres of Excellence (CoE), which is an initiative funded through the *Improving Teacher Quality* National Partnership and is also noted as a reform within the *Flying Start* Green paper.
8. A separate brief is being prepared for the Minister regarding the Centres (Ref: 10/300046).
9. Patrick Bryan, A/Executive Director Workforce Modelling and Futures will present on the *Pre-Service Teacher Survey 2010*, recently conducted by the Department to inform and enhance existing medium and long-term supply forecasting by including the skill mix, location preferences and intentions for pre-service teachers. The survey will also provide guidance for strategies aimed at ensuring timely and equitable employment opportunities for teaching graduates.

Consultation

10. Not applicable.

Media Implications

11. Teacher preparation and induction is a focus of the *Flying Start* reforms, which are currently in the media spotlight.

Financial Implications

12. There are no financial implications arising from QDEF.

Legal Implications

13. There are no legal implications.

Remedial action

14. No remedial action required.

Attachments

15. Attachment 1 - Agenda for the Queensland Deans of Education Forum

Right to Information

16. I am of the view that the contents or attachments contained in this brief are suitable for publication.


Minister's Office File Ref:	
Department File Ref:	10/302005

Recommendation

That the Principal Advisor

Note the agenda items for discussion at the Queensland Deans of Education Forum (QDEF), to be held in Room 12.18, Education House on Wednesday 17 November 2010.

NOTED

already happened


MURRAY DANIEL
Principal Advisor

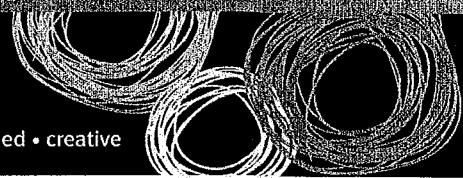
Principal Advisor's comments

Action Officer Brendan Daly	Endorsed by: A/Director, Workforce Futures Gary Francis	Endorsed by: A/Executive Director, ADG Workforce Modelling & Futures Patrick Bryan	Endorsed by: ADG Craig Allen	Endorsed by: DDG Richard Eden	Endorsed by: DG Julie Grantham
A/Manager, Strategic Partnerships Human Resources Tel: 34043476	Human Resources Tel: 3234 1985 Mob:	Human Resources Tel: 3405 6358 Mob: 0408 720 956	Human Resources Tel: 32370604 Mob: 0418 764 380	Corporate Services Tel: 34056329 Mob: 0439875630	Tel: Mob:

Date: / /

Agenda

clever • skilled • creative



Queensland Deans of Education Forum

Date/Time: Wednesday, 17 November 2010, 7:30 am – 9:00 am

Location: Room 12:18, Education House

Attendees: Craig Allen (Chair) Assistant Director-General, Human Resources – DET
Honourable Geoff Wilson MP, Minister for Education and Training
Yvana Jones, Assistant Director-General, Education Queensland – DET (for Lyn McKenzie)
Professor Wendy Patton – Queensland University of Technology
Professor Claire Wyatt-Smith – Griffith University
Professor Kevin Tickle – Central Queensland University
Dr Judith Mulholland – Australian Catholic University
Professor Lindsay Parry – James Cook University
Professor Nita Temmerman – University of Southern Queensland
Dr Peter Price – Christian Heritage College
Professor Peter Renshaw – University of Queensland
Ian Kimber, Assistant Director-General, Tertiary and Non-State Education – DET
Andrew Walker, Executive Director, Strategic Policy and Research – DET
Patrick Bryan, A/Executive Director Workforce Modelling and Futures – DET
Gary Francis, A/Director, Workforce Futures – DET
Debbie Kember, Manager, National Agenda – DET

Secretariat: Brendan Daly, A/Manager, Strategic Partnerships – DET

Item No.	Agenda Item	Responsible Officer	Action	Paper Circulated
Item 1 7:30	Welcome and Apologies	Craig Allen	Noting	
Item 2 7:35	Minister's Address	Hon Geoff Wilson MP		
Item 3 7:50	Flying Start Reforms	Andrew Walker	Presentation and Discussion	
Item 4 8:10	Review of Teacher Education and Induction	Ian Kimber	Presentation and Discussion	
Item 5 8:30	School Centres of Excellence	Debbie Kember	Presentation and Discussion	
Item 6 8:40	Pre-Service Teacher Survey	Patrick Bryan	Presentation and Discussion	
Item 7 8:50	Other Business	Chair and Deans	Discussion	
Item 8 9:00	Next Meeting and Close	Craig Allen	Noting	



Event:	Minister delivers address to the Queensland Deans of Education Forum (QDEF) meeting
DET Initiative:	<i>National Professional Standards for Teachers A Flying Start for Queensland Children White Paper QELI School Centres of Excellence New teacher training authority Early Childhood Education reforms Australian Curriculum adoption in 2012</i>
Location:	Room 12.18, Education House, Level 12
Time:	7:30am to 9:00am
Audience:	Deans of Education from Queensland Higher Education Institutions, DETA staff

Acknowledgements:
I'd like to acknowledge the Traditional Owners of the land on which this event is being held.
<p>Professor Wendy Patton – Queensland University of Technology, Chair of QDEF</p> <p>Professor Claire Wyatt-Smith – Griffith University</p> <p>Professor Kevin Tickle – Central Queensland University</p> <p>Dr Judith Mulholland – Australian Catholic University</p> <p>Associate Professor Debbie Heck, University of the Sunshine Coast</p> <p>A/Professor Patrick Danaher – University of Southern Queensland</p> <p>Dr Peter Price – Christian Heritage College</p> <p>Professor Peter Renshaw – University of Queensland</p>
<p>Today's speakers from within the department:</p> <p>Michael Shephard, Assistant Director, Flying Start Reforms</p> <p>Patrick Bryan, Acting Executive Director Workforce Modelling and Futures</p> <p>Debbie Kember, Manager (National Agenda), Workforce</p>

Futures

Dr Regan Neumann, Executive Principal, Kelvin Grove State College

Fast Facts and Key Messages:

A Flying Start White Paper to be finalised soon.

National Professional Standards for teachers due for finalisation this week – November 19 and endorsed by MCEECDYA in December.

New Australian Curriculum to be introduced over the next three years.

School Centres of Excellence – first launched last month at Kelvin Grove State College – another 5 to be announced next year.

Speech

Welcome.

As Queensland Deans of Education, you are a vital part of the significant change underway in the state's education system.

The role of teacher educators is crucial to the reform process.

Quality teaching is the most important factor in our schools and high quality teacher training is essential to good teaching.

Professor Geoff Masters' *Queensland Education Performance Review* stressed the importance of teacher preparation, especially in content knowledge and knowledge of teaching practice.

Through my department's engagement strategy with the Queensland Deans of Education Forum, I am confident that our combined efforts will contribute to improving the skills and knowledge of our beginning teachers.

Today I'd like to touch briefly on the reform agenda progress.

Review of Teacher education and induction

In the *Flying Start for Queensland Children* Green Paper, the Government initiated a review of teacher training courses provided by Queensland universities and the support provided by schools to beginning teachers.

I have received two reports by Prof Brian Caldwell and Mr David Sutton.

The first included 21 recommendations involving actions by higher education institutions, the Queensland College of Teachers and employing authorities.

The second report presents the results of more focussed work on six aspects of teacher education and induction.

The detailed recommendations relate to behaviour management, special needs, Indigenous, early childhood, middle schooling, parental engagement, and graduate outcomes.

Most relate to program content and the practicum experience.

Further consultation and active involvement of higher education providers, and in particular the QDEF, will be crucial to finalising the government's position and implementation.

I thank you in advance for your input.

School Centres of Excellence

The government is also establishing new School Centres of Excellence over the next three years to provide pre-service teachers with greater experience in real school environments.

Kelvin Grove State College was announced as the first School Centre of Excellence last month, and this centre will focus on developing teachers for all phases of schooling.

Once again I acknowledge your collaboration with the School Centres of Excellence.

QELI

One of the major achievements to date is the launch of the Queensland Education Leadership Institute.

The State Government has established this lighthouse institute for the development of school

leadership in partnership with the Catholic and independent sectors, your universities and principals' associations.

The Institute will develop the skills, knowledge and behaviour of current and aspiring leaders in all Queensland school sectors.

It will provide them with ongoing leadership support to bring about school improvement and reform.

The Institute has been involved in extensive stakeholder mapping with more than 30 separate meetings with senior officers in all three school sectors.

This has resulted in a much clearer appreciation of the areas where QELI can add value to existing professional learning programs for educational leaders.

Improving Teacher Quality National Partnership

Teacher quality is also the focus of a National Partnership between the State and Federal Governments.

The *Improving Teacher Quality National Partnership* is about strengthening quality teaching, attracting the best entrants to teaching and retaining and rewarding quality teachers and school leaders.

The National Partnerships, together with our response to the Masters Review, are driving

significant changes in Queensland's education landscape.

These changes aim to lift school performance and improve academic outcomes for every child in every classroom.

We are convinced the way to achieve this goal is by improving teaching quality.

National Professional Standards for Teachers

Significantly, today's meeting is held just days before the new *National Professional Standards for Teachers* are due to be finalised.

It is no secret that the department, the Queensland College of Teachers and yourselves have had shared concerns about the rigour of the draft standards.

The Australian Institute for Teaching & School Leadership is aware of our concerns.

Unfortunately our offer to assist with the redrafting was not taken up.

Despite this we are eager for any further opportunity to work collaboratively with our national colleagues to create forward-looking professional standards that address the Digital Education Revolution vision.

It is vital that the new teaching standards include adequate attention to literacy and numeracy and reflect high expectations for graduates.

It is important that we ensure the new standards provide a strong basis for an improved national quality assurance system.

According to the terms of the Improving Teacher Quality National Partnership, all existing standards for teachers will be replaced by the new National Professional Standards for Teachers.

Queensland's existing standards include:

- *The Professional Standards for Queensland Teachers*
- *Professional Standards for Queensland Teachers (Graduate Level)*
- *The EQ Professional Standards for Teachers*
- Standards used by non-state schools

The new national Standards are due to be completed this Friday and endorsed by MCEECDYA next month.

Adoption of the standards by the department in 2011 may not be possible due to the terms of the Certified Agreement with the Queensland Teachers' Union which extends until June 2012.

The department is working with the QTU on a transition strategy.

Pre-service teacher survey

My department also continues to monitor the teacher supply and demand situation.

The recent pre-service teacher survey will assist with medium and long-term supply forecasting by including the skill mix, location preferences and intentions of pre-service teachers.

Currently there are still shortages in the science, technology, engineering and mathematics – or STEM – areas, while there is an oversupply of general teacher graduates.

As the largest employer of Queensland's teaching graduates, my department is attempting to influence the teacher supply landscape by offering a range of scholarships.

During 2010, 91 scholarships were offered to primary teachers to become secondary teachers, and to science and maths graduates to enter teaching.

Australian Curriculum

Next year Queensland teachers will familiarise themselves with the new curriculum; and prepare for teaching the new English, mathematics and science from 2012.

This will involve revising the existing school curriculum, developing classroom programs and undertaking professional development.

In 2012 Queensland teachers will prepare for the new curriculum in history, ready for implementation the following year in 2013.

Queensland accepts that Australia should have one curriculum for school students and one national standard for teachers rather than the current eight different State and Territory arrangements.

With the introduction of the new Australian Curriculum and National Teaching Standards your graduates will have more opportunities to become mobile with greater employment prospects nation wide.

There is also likely to be increased competition for the top graduates throughout the nation.

Thank you

Speech writer: Anne Tannock Senior Communications Officer	Approved by: Brendan Daly A/Manager Strategic Partnerships Human resources Education Queensland	Approved by: Gary Francis A/Director Workforce Futures Education Queensland	Approved by: Patrick Bryan A./Executive Director Human resources Education Queensland	Approved by: Craig Allen ADG Human Resources Education Queensland
Speechwriting unit CCM Tel: 32354204	Ph: 34043476	Tel: 32341985	Ph: 3405 6358	Ph: 32370604
Date: 12/11/2010	Date: 15/11/2010	Date: 15/11/2010	Date: 15/11/2010	Date: 16/11/2010

Minister's Office File Ref:	ET/10/6162
Department File Ref:	10/306985

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Minister's office

Date requested: 15 Nov 2010

Action required by: ASAP

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: GRATTAN INSTITUTE REPORT

Proposal

That the Principal Advisor:

Note the summary of the *Investing in our teachers, Investing in our economy* published by the Grattan Institute on 15 November 2010.

Urgency

1. Routine.

Background

2. The Grattan Institute was formed in November 2008, as an independent public policy think-tank focused on Australian domestic public policy.
3. The organisation is based in Melbourne with high-level government officers, university and business persons on the Board, including Professor Glynn Davis, Mr Terry Moran and Mr Allan Meyers.
4. Program Director, School Education, Dr Ben Jensen has led the development of at least six significant reports about school reform. He has a background in economics and has worked with the Organisation for Economic Cooperation and Development (OECD).

Key issues

About the report

5. The report concentrates on the big picture economic effects of 'investing in our teachers' and national/international benchmarking.
6. It remixes previously published reports on the significance of improving teacher quality.
7. Many of the studies quoted in the report formed the basis of the business case for the *Improving Teacher Quality* National Partnership.
8. The publishing of this report is timed to add impetus to the MCEECDYA endorsement of:
 - The National Professional Standards for Teachers
 - The National Professional Standard for Principals
 - The National system for accreditation of pre-service teacher education courses.

Main points

9. To improve student outcomes it is more important to have an effective teacher than to have reduced class sizes.
10. The report suggests that improved outcomes will be generated through students learning five per cent more in each year of schooling occurring through:
 - All teachers being 10 per cent more effective, or
 - The least effective 14 per cent of Australian teachers being as effective as teachers at the 14th percentile.

Minister's Office File Ref:	
Department File Ref:	10/306985

11. Five main mechanisms are proposed for improving teacher effectiveness:
 - Improve quality of applicants
 - Improve quality of teachers' initial training
 - Evaluate and provide feedback to develop teachers once in the profession
 - Recognise and reward effective teachers
 - Move on ineffective teachers unable to increase their effectiveness through development programs.
12. Performance development initiatives will identify and support the improvements in effectiveness.
13. Students with a better education are more likely to increase productivity, earn more, and increase overall economic growth.

Report's strengths

14. The report provides a counter to arguments for reducing class sizes as an action to raise student performance.
15. The evidence used in the report is based on recognised academic work.
16. The report is the first publicly available document on the research basis of the *Improving Teacher Quality* National Partnership.
17. The report provides a case against making performance judgements about teachers based on test scores as has occurred in recent years in the United States of America.

Weaknesses

18. The report assumes that all teachers are able and willing to improve their effectiveness.
19. The report does not elaborate on how the five mechanisms will improve teacher effectiveness.
20. There are no clear links between the numeric improvement needed and what this is in terms of curriculum.

Alignment

21. The recommendations of Caldwell/Sutton (Report 1 September 2010, further specified in Report 2 November 2010) address the quality of applicants and the quality of teachers initial training through advocating:
 - a) strengthening the education and registration requirements of the profession including a five year initial study program and two years of formal induction
 - b) stronger partnerships between schools and universities such as the educational equivalent of a teaching hospital
 - c) strengthening new teacher mentoring
 - d) requiring higher standards of entry.
22. As a signatory to the *Improving Teacher Quality* National Partnership, the Department is committed to strengthening teacher effectiveness.
23. The *Queensland Education Performance Review* actions also highlight the Department's commitment to improving teacher effectiveness.
24. The Departments *Workforce Strategic Plan 2009-2011* is aligned to the mechanisms to improve teacher effectiveness:
 - a) creating the right jobs and finding the right people
 - b) developing the performance of our people
 - c) looking after and valuing people; and
 - d) using data, governance and systems to drive quality in our people management.
25. The Department's *Developing Performance Framework* supports the identification of effective and ineffective teachers and promotes improvement through individualised development

Minister's Office File Ref:	
Department File Ref:	10/306985

plans. As there are plans for a national system, promoting the work of Queensland principals and teachers in this area is recommended, particularly as the Queensland Teachers' Union is extremely supportive of this work.

Right to information

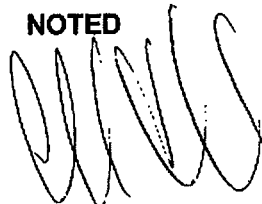
26. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/306985

Recommendation

That the Principal Advisor:



Note the summary of the *Investing in our teachers, Investing in our economy* published by the Grattan Institute on 15 November 2010.

NOTED


MURRAY DANIEL
Principal Advisor

7.12.10

Principal Advisor's comments

Action Officer Deborah Kember Manager Workforce Futures	Endorsed by: A/Director Gary Francis Workforce Futures	Endorsed by: A/Exec Director Patrick Bryan Workforce Modelling & Futures	Endorsed by: ADG Craig Allen Human Resources	Endorsed by: DDG Dr Richard Eden Corporate Services	Endorsed by: DG Julie Grantham
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Date: 19.11.10

Minister's Office File Ref:	6711/9879
Department File Ref:	11/9879

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:

Date requested: 20/01/2011

Action required by:

Action required

- ☐ For meeting
☒ For information

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: DET PARTICIPATION IN 2011 CAREER EVENTS

Proposal

That the Chief of Staff note that the Department will participate in a range of careers events during 2011 including the National Careers and Employment Expo (13-14 May 2011), Tertiary Studies Expo (16-17 July 2011) and Careers Fairs of Queensland Higher Education Institutions (**Attachment 1**).

Urgency

1. Routine.

Background

2. In 2010, the Department participated in 15 career expos and events across the State at an approximate cost of \$28,000.
3. Participation at career expos and events provided significant opportunities to promote:
 - teaching as a career choice
 - the Department as the employer of choice in both teaching and non-teaching roles
 - the range of opportunities available to teachers in rural, remote and regional locations or a high demand teaching area, and
 - the range of scholarships available for aspiring teachers.
4. In 2010, the *Make a difference. Teach* (MADT) campaign focused on teaching as a career choice. In 2011, the campaign will be expanded and implemented at relevant events to incorporate employment opportunities in the Early Childhood Education and Care and Training sectors.
5. The 2010 National Careers and Employment Expo attracted over 50,000 visitors and the Department's stand alone presence was extremely well received. The 2010 Tertiary Studies Expo's top career choice and preference identified by visitors was 'Education and Teaching'.
6. Feedback received from staff, volunteers and attendees of the careers events confirmed the benefits of departmental representation.

Key issues

7. The 2011 National Careers and Employment Expo being held from 13-14 May 2011 at the Brisbane Convention and Exhibition Centre, and the Tertiary Studies Expo at the RNA showgrounds from 16-17 July 2011, will provide significant opportunities to promote employment opportunities across the Department.
8. The Department is still awaiting advice from the Public Service Commission regarding participation in the proposed whole-of-Government Stand at the 2011 National Careers and Employment Expo.

Minister's Office File Ref:	
Department File Ref:	11/9879

9. In 2011, should the Department be able to host a DET stand at the National Careers and Employment Expo, the campaign will incorporate promotion of employment opportunities in the Early Childhood Education and Care and Training sectors.
10. Participation in Higher Education Institution (HEI) careers fairs will enable the Department to build on the *Make a Difference. Teach* campaign, and promote non-teaching employment opportunities and the Department's range of scholarships for aspiring teachers.
11. In 2011, nine HEI careers fairs have been identified as relevant, most of which will be held during March.
12. In 2011, the Workforce Futures Unit within Human Resources Branch will again support regional human resources teams to host a stand at each HEI careers fair in addition to continuing to provide relevant promotional materials. Members of the Workforce Futures Unit will also provide assistance at careers events when required.

Consultation

13. Consultation is ongoing with Corporate Communication and Marketing Branch, Regional Human Resources Managers, the Public Service Commission and the Early Childhood Education and Care and Training sectors.

Media Implications

14. There are no media implications.

Financial implications

15. Participation in the planned 2011 career events requires an investment of \$25,000 which has been allocated through the Human Resources budget processes.

Legal implications

16. There are no legal implications.

Remedial action

17. No remedial action required.

Attachments

18. Attachment 1 - DET 2011 Career Events Schedule.

Right to information

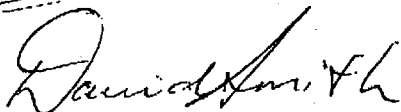
19. I am of the view that the contents or attachments contained in this brief are suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/9879

Recommendation

That the Chief of Staff note that the Department will participate in a range of careers events during 2011 including the National Careers and Employment Expo (13-14 May 2011), Tertiary Studies Expo (16-17 July 2011) and Careers Fairs of Queensland Higher Education Institutions (**Attachment 1**).

NOTED



DAVID SMITH
Chief of Staff

7.3.11

Chief of Staff's comments

Update a month before events pls.

Action Officer Jennifer Lee	Endorsed by: A/Director Gary Francis	Endorsed by: A/ADG Tom Barlow	Endorsed by: DDG Richard Eden	Endorsed by: DG Julie Grantham
A/Project Officer	Workforce Futures, Human Resources	Human Resources	Operations	
Tel: 3234 1607	Tel: 3234 1985 Mob: 0400 758 082 Date: / /	Tel: 3237 0604 Mob: 0418 700 209 Date: / /	Tel: 340 56329 Mob: 0439 875 630 Date: / /	Tel: Mob: Date: / /

Participation in 2011 Career Events

ATTACHMENT 1

Date	Time	Event	Target Audience	Location
February				
15	11am-12:30pm	Professional Foundation Information Session	All University of Queensland (UQ) students	UQ (St Lucia)
17	9am-12pm	Education Day / Professional Experience Week	All James Cook University (JCU) students	JCU (Townsville)
17	12pm-4pm	School of Education Careers Fair	All University of Queensland (UQ) Education students	UQ (St Lucia)
March				
22	10am-2pm	Careers Fair	All Central Queensland University (CQU) students. Including from Bundaberg, Emerald, Gladstone and Mackay	CQU (Rockhampton)
24	10am-2pm	Careers Fair	All University of Sunshine Coast (USC) students	USC (Sunshine Coast)
25	10am-2pm	Graduate Recruitment Careers Fair	All University of Southern Queensland (USQ) students. Including Springfield and Fraser Coast Campus	USQ (Toowoomba)
26-27	10am-4pm	Reinvent Your Career Expo	University students, adult career seekers, aspiring teachers	Brisbane Convention and Exhibition Centre
28	10am-2pm	Careers Fair	Queensland University of Technology (QUT) Business, Engineering, Information Technology, Law and Science Students	QUT (Gardens Point)
29	11am-2pm	Careers Fair	All Griffith University (GU) students	GU (Nathan)
30	11am-3pm	Careers Fair	All University of Queensland (UQ) students	UQ (St Lucia)
31	11am-2pm	Careers Fair	All Griffith University (GU) students	GU (Gold Coast)
April				
5	10am-2pm	Careers Fair	All James Cook University (JCU) students	JCU (Townsville)

Date	Time	Event	Target Audience	Location
6	10am-2pm	Careers Fair	All James Cook University (JCU) students	JCU (Cairns)
19	10am-3pm	Teacher Employment Fair	Final year Undergraduate, Graduate Diploma students and 3rd year Undergraduate students-undergraduate Primary, Secondary, Technology, Special Education and Graduate Diploma Primary, Graduate Diploma Secondary programs	Griffith Uni (Mt Gravatt)
May				
13-14	9am - 5pm	National Careers & Employment Expo	Secondary students, adult career seekers, aspiring teachers	Brisbane Convention and Exhibition Centre
July				
T.B.A	9am-2pm	NAIDOC Family Day	Indigenous school students, whole community	Musgrave Park, West End
16-17	10am-4pm	Tertiary Studies Expo (TSXPO)	Secondary students, adult career seekers, aspiring teachers	RNA Showgrounds, Brisbane
19	9am-4pm	Stepping Out Conference	Queensland University of Technology (QUT) Pre-Service teachers and education students	QUT (Kelvin Grove)
August				
11-20		EKKA	South East Qld Community	RNA Showgrounds, Brisbane
September				
14	9am-2pm	Indigenous Employment and Careers Expo (FOGS)	Indigenous students, community	Suncorp Stadium, Brisbane

Minister's Office File Ref:	
Department File Ref:	11/20244

Briefing Note

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations

Requested by:

Date requested:

Action required by:

Action required

- ☒ For approval
☐ For meeting
- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
- ☒ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: ACTION PLAN FOR RURAL AND REMOTE EDUCATION 2011-13

Proposal

That the Minister:

Approve the content of the attached draft *Action Plan for Rural and Remote Education 2011-13*

Approve the content of the Minister's Foreword, and

Approve the use of the Minister's electronic signature in the Minister's Foreword

Urgency

1. Urgent: The Department of Education and Training (DET) has committed to publishing a strategic document with a dedicated focus on rural and remote schooling, building on previously published rural and remote frameworks for action.
2. The previous document expired at the end of 2010.

Fast Facts

Rural and Remote Schools

ITEM	URBAN	RURAL/REMOTE	ITEM	URBAN	RURAL/REMOTE
Schools	48.8%	51.2%	Students	76.3%	23.7%
Teachers	74.6%	25.4%	Year 12 Non-Completion	19.1%	25.1%

Background

3. The Department has demonstrated its continuing commitment to engage with the key and emerging challenges of delivering education to students in rural and remote areas through consecutive strategic frameworks.
4. These frameworks have focussed on communicating to stakeholders how the Department plans to respond to the challenges and to build partnerships with communities, local government, business and industry to develop responsive education and training solutions for students from rural and remote Queensland.
5. Like earlier frameworks, the *Action Plan for Rural and Remote Education 2011-13* aligns with broader Government initiatives, including the *Blueprint for the Bush* – the Government's 10-year strategy for building a sustainable, liveable and prosperous future for rural communities in Queensland – and the *Closing the Gap* strategy.

Key issues

6. The *2006–2008 Framework* built on the foundations laid and achievements delivered by the inaugural *2003–2005 Framework*. Its approach to addressing the challenges for delivering high quality education and training in rural and remote areas of Queensland was based on and shaped by the five key drivers of:
 - Relevant and Engaged Learning
 - Respecting Cultural Diversity
 - ICT and Multimodal Delivery
 - Personnel and Workforce Capability

Minister's Office File Ref:	
Department File Ref:	11/20244

- Environments and Resourcing.

7. To ensure consistency in developing a contemporary action plan, the *Action Plan for Rural and Remote Education 2011-13* has been aligned with Education Queensland's current priorities for state schooling while incorporating the increasing influence of ICT's and digital pedagogy:

- Literacy, Numeracy and Science
- Quality Teaching and Curriculum
- Attendance, Retention and Attainment
- Closing the Gap
- School Performance and Improvement.

Consultation

8. Human Resources leads rural and remote education stakeholder engagement on behalf of the Department.

9. The key departmental body for stakeholder engagement regarding rural and remote education is the Rural and Remote Education Reference Group, which comprises:

- Assistant Director-General, DET Human Resources (Chair)
- Executive Director, DET School Operations
- Executive Director, DET Student Services
- Executive Director, Indigenous Education and Training Futures
- Institute Director, Southern Queensland Institute of TAFE
- Director, Workforce Futures, DET Human Resources
- Director, DET Strategic Information & Technologies (eLearning)
- Director, DET Infrastructure Management
- Queensland Teachers Union (QTU)
- Queensland Association of State School Principals (QASSP)
- Queensland Secondary Principals Association (QSPA)
- Queensland State School P10-P12 Administrators' Association
- Association of Special Education Administrators in Queensland (ASEAQ)
- Isolated Children's Parents' Association (ICPA) Queensland
- Queensland Council of Parents and Citizens Association (QCPCA)
- Association of Independent Schools of Queensland (AISQ)
- Queensland Catholic Education Commission (QCEC)
- Local Government Association of Queensland (LGAQ)
- Rural and Remote Education Access Program (RREAP)

10. Extensive consultation through the Reference Group has taken place during 2010 with internal and external stakeholders and their networks. Feedback from stakeholders has strongly influenced the development of the Action Plan.

11. Once the content for the Action Plan is approved, a separate Approval to Publish will be actioned.

Media Implications

12. Negative media is a certain outcome for the Department in the absence of a revised rural and remote framework.

Financial implications

13. Development and publication of the *2011-2013 Action Plan* can be met within existing resources.

Legal implications

14. There are no legal implications.

Minister's Office File Ref:	
Department File Ref:	11/20244

Remedial action

15. No remedial action required.

Attachments

16. Attachment 1: Draft *Action Plan for Rural and Remote Education, 2011–2013* (TRIM Ref: 11/23178).

Right to information

17. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Recommendation

That the Minister

Approve the content of the attached draft *Action Plan for Rural and Remote Education, 2011-13*

Approve the content of the Minister's Foreword, and

Approve the use of the Minister's electronic signature in the Minister's Foreword

NOTED

APPROVED/NOT APPROVED

DAVID SMITH
Chief of Staff

CAMERON DICK
Minister for Education and Industrial
Relations

/ /

/ /

Minister's comments

Action Officer Brendan Daly Principal HR Consultant Workforce Futures Tel: 3404 3476	Endorsed by: A/D, WF Gary Francis Human Resources Tel: 3234 1985 Mob: Date: / /	Endorsed by: A/ADG Tom Barlow Human Resources Tel: Mob: Date: / /	Endorsed by: ED Marg Pethiyagoda Education Queensland Tel: Mob: Date: / /	Endorsed by: A/DDG Patrea Walton Education Queensland Tel: Mob: Date: / /	Endorsed by: DDG/CO/ASSDG Richard Eden Operations Tel: Mob: Date: / /	Endorsed by: DG/CO/ASSDG Julie Grantham Tel: Mob: Date: / /
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Action Plan for Rural and Remote Education, 2011- 2013

Foreword

The Queensland Government strives to ensure that all young people, no matter where they live, can pursue the educational pathways necessary to foster lifelong learning and realise their aspirations.

Given Queensland's diversity, many young people reside in rural and remote areas, and a high quality education system that meets the needs of these Queenslanders is vital for the state's future prosperity and community wellbeing.

I am therefore pleased to introduce the *Action Plan for Rural and Remote Education, 2011-2013*. This plan has been developed in partnership with stakeholders to describe how we are responding to the unique challenges of

rural and remote areas, and outlines existing programs and new initiatives that will support young people living in rural towns and remote locations.

These initiatives align with the strategies outlined in the *Blueprint for the Bush*: a ten year whole-of-government strategy for building a sustainable, liveable and prosperous future for rural communities in Queensland.

I commend the dedication of our schools to quality teaching and learning, and I look forward to continued improvements in student performance supported through implementation of the *Action Plan for Rural and Remote Education, 2011-2013*.

Hon Cameron Dick MP
Minister for Education and Industrial Relations

Introduction: Our Commitment to Quality Rural and Remote Education

The Department of Education and Training (DET) provides services for Queenslanders across the entire continuum of learning: kindergarten, schooling, and vocational education and training. Access to a world class education contributes positively to the knowledge, skill and qualifications of Queenslanders, thereby developing sustainable economic prosperity, innovation and community participation and wellbeing.

More than half of Queensland's state schools are located in remote and rural areas of the state. At the start of the 2011 school year nearly one quarter of all state school students will attend schools outside metropolitan and provincial centres. The Department is committed to ensuring that all students, no matter where they live, have access to a range of high quality education and training programs.

The *Action Plan for Rural and Remote Education 2011- 2013* sets the direction and commits systemic support to work towards the Department's key objectives, and drive excellence and improvement in rural and remote schools. The *Action Plan* builds on the foundations laid and achievements delivered by previous frameworks for rural and remote education. Its approach to addressing the challenges for delivering high quality education and training in rural and remote areas of Queensland is shaped by the Department's key priority areas for state schooling:

- Literacy, Numeracy and Science
- Quality Teaching and Curriculum
- Attendance, Retention and Attainment
- Closing the Gap, and
- School Performance and Improvement

The *Action Plan* aligns with whole-of-government and systemic reforms and programs, including the *Blueprint for the Bush*, the Flying Start for Queensland Children, the Queensland Curriculum, Assessment and Reporting (QCAR) Framework, Bound for Success, Partners for Success, and the Smart Classrooms strategy.

Although listed under single categories, many strategies address multiple priority areas. The *Grow Your Own Leaders Program* supports the Closing the Gap strategy, as well as contributing to high quality teaching and learning. ICT and technology plays a major part in implementing statewide strategies in rural and remote settings. Digital learning materials, the eCurriculum collection and Smart Classrooms all support schools to implement broader strategies that aim to drive excellence and improvement in rural and remote schools.

The *Action Plan for Rural and Remote Education 2011 – 2013* acknowledges statewide programs that are being implemented in all schools, and outlines the key actions underway to ensure rural and remote schools benefit from these. There are also targeted policies, programs and projects which have a specific focus on students, staff and schools in rural and remote Queensland. Strategies within the plan are therefore identified as either *RURAL and REMOTE* or *STATEWIDE*.

The Rural and Remote Education Reference Group has played an important role in providing feedback on the development of the *Action Plan*, as well as the implementation of the previous Framework. Through the Reference Group, the Department will continue to consult with parent bodies, principals' and educators' associations, local government and the training and non-state schooling sectors on strategic initiatives and issues that have an impact on rural and remote education in Queensland.

DRAFT FOR CONTENT APPROVAL

Actions to Meet the Challenges and Deliver Results

The following section details the actions to be undertaken over the next three years to address key challenges for rural and remote students, educators, schools and their communities.

Literacy, Numeracy and Science Targeted initiatives to improve the performance of all students in literacy, numeracy and science Students from all state and non-state schools across Australia take part in National Assessment Program - Literacy and Numeracy (NAPLAN). The national tests assess the skills of all students in Years 3, 5, 7 and 9 in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. Queensland has made a commitment to improve the performance of all students in literacy, numeracy and science, with significant efforts already underway. The strategies listed below show how Queensland is implementing targeted strategies to help improve the performance of all students, and how these strategies are occurring in rural and remote locations.	
Continued delivery of regular scheduled lessons via telephone <i>RURAL and REMOTE</i>	<p>The introduction of regular scheduled lessons via telephone in state Schools of Distance Education is delivering improved audio quality, clearer reception and more reliable transmission and enabling greater interaction between distance education teachers and students. As online and digital technologies continue to evolve, the Department will continue to investigate options for models of interactive distance learning.</p> <p>Online and digital technologies will be incorporated into all distance learning models to ensure students have access to experts, high quality resources and learning networks.</p>
The Literacy and Numeracy National Partnership (L&N NP) <i>STATEWIDE</i>	<p>The Literacy and Numeracy National Partnership includes a long-term commitment to improving student literacy and numeracy achievements and supporting teachers to develop enhanced skills. Reforms will include a focus on curriculum leadership and engaging school communities in literacy and numeracy education, professional development for teachers and setting targets to monitor student progress. Each schooling sector, in consultation with local communities, will determine which strategies best respond to local needs. The Literacy and Numeracy National Partnership reforms focus on:</p> <ul style="list-style-type: none"> • building strong leadership and effective teams to renew and refocus on curriculum, through principal forums and literacy leadership programs and training; • engaging school communities in the literacy and numeracy education of their children by providing literacy and numeracy information to families and e-learning resources for schools; • delivering professional development for teachers in the areas of literacy and numeracy by engaging literacy and numeracy coaches, providing all state school teachers in Years 4 to 7 with five days' literacy training and offering vacation-based professional development for teachers; • achieving improved learning through assessment and monitoring of student progress in literacy and numeracy and intervention by providing increased resources to regions for local initiatives.
Literacy and Numeracy Coaches <i>STATEWIDE</i>	L&N NP Coaches across the State work with teachers in classrooms to build teacher capacity in literacy and numeracy. The Coaches are assisting teachers to transfer what they have learned through their literacy and numeracy professional development into daily teaching practice.
Science Spark Initiative	Science Spark is a 3 year Queensland Government initiative to rejuvenate science teaching and reignite student interest in the subject. It focuses on enhancing the teaching of science in Years 4 -7.
Earth Smart Science Schools	ESS program for state primary schools aims to reduce the schools ecological footprint through the development and implementation of the School Environmental Management Plans (SEMPs). The implementation and monitoring of a SEMP encourages a whole of school approach to wisely managing schools resources and focuses on waste minimisation, water conservation, energy efficiency and biodiversity improvements.

Quality Teaching and Curriculum To support high quality teaching and learning Through quality teaching and curriculum, schools create and maintain a culture of high expectations and continual improvement. Effective school leaders and teachers have a good knowledge and understanding of curriculum, teaching and learning. An extensive range of online professional development is available to staff in rural and remote locations, including induction programs. During 2011, Queensland schools will become familiar with the Australian Curriculum by planning and preparing for implementation of English, mathematics and science from 2012 onwards and history from 2013.	
Enhance Remote Areas Incentive Scheme (RAIS) <i>RURAL and REMOTE</i>	The Department will continue to provide the Remote Area Incentive Scheme, with a range of improved incentives from 2011 to attract and retain experienced teachers in rural and remote locations.
Bound for Success curriculum projects <i>RURAL and REMOTE</i>	EQ will provide a set of curriculum, assessment and monitoring tools for use in every state school in the Torres Strait and Cape York. These tools will assist teachers to monitor more closely the progress of students from Prep onwards, particularly in relation to the development of literacy and numeracy skills, and to target their teaching to support ongoing progress for each student, and intervention where and when they are most needed.
Centre of Excellence Digital Delivery – Rural / Remote <i>RURAL and REMOTE</i>	The Centre of Excellence Digital Delivery – Rural / Remote supports teachers and leaders in indigenous communities to enhance digital literacy and digital pedagogy through the use of ICT. Teachers participate in events such as fortnightly/weekly PD in A Box workshops via web conferencing.
Bid O'Sullivan Teaching Scholarships <i>RURAL and REMOTE</i>	<i>The Bid O'Sullivan Teaching Scholarships</i> support Rural and Remote Year 12 graduates in completing a pre-service teaching education program. On successful completion of Degree and meeting DET employment requirements for teaching, employed with DET for up to four years in a rural/remote location.
Beyond the Range – Supported practicum placements <i>RURAL and REMOTE</i>	Beyond the Range aims to attract high-calibre pre-service teachers to undertake placements in rural and remote locations. Selected high-achieving pre-service teachers receive financial assistance and a structured pre-placement program to enable them to undertake a field experience in a rural or remote Queensland state school.
The ICT Learning Innovation Centre <i>STATEWIDE</i>	<p>The ICT Learning Innovation Centre provides an innovative range of learning and professional development services. Based on the Sunshine Coast, the centre delivers more than 250 professional development events and conferences every year to engage teachers, including early phase and senior phase conferences, digital pedagogy master classes and eLearning Explorations. The centre is also leading the way with online digital delivery of professional development via web conferencing.</p> <p>The centre is the department's test environment for research into new and emerging learning technologies including digital and mobile technologies, digital pedagogy, digital content and eLearning spaces.</p>
Digitisation of distance learning materials <i>STATEWIDE</i>	EQ will continue to provide digital learning materials for distance education in the early, middle and senior years for specific Key Learning Areas.
Make a Difference – Teach <i>STATEWIDE</i>	<p>The <i>Make a Difference – Teach</i> teacher recruitment and marketing strategy promotes:</p> <ul style="list-style-type: none"> • teaching as a career • Education Queensland as the employer of choice for high quality teaching graduates and • the benefits of teaching service in a rural, remote or regional location

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Student ICT Expectations STATEWIDE	<p>The Student ICT Expectations identify the ICT knowledge, understanding, ways of working and skills that students in Queensland state schools should have the opportunity to develop from Prep to Year 10.</p> <p>ICT is articulated in the Australian Curriculum as a General Capability. The Student ICT Expectations will support teachers to embed this capability within their curriculum planning.</p> <p>The Student ICT Expectations are accompanied by explicit curriculum examples representative of all KLAs.</p>
Smart Classrooms STATEWIDE	<p>The Department will continue to implement the Smart Classrooms strategy, which aims to make ICT integral to learning by providing a suite of professional development and targeted innovation opportunities for schools, teachers and students. It also delivers better network infrastructure, eLearning environments, digital content and ICT support services for schools. The Strategy has four components with supporting projects and initiatives:</p> <ul style="list-style-type: none"> • <i>Working Digitally</i> is a reflection of how schools use digital technology as a way of moving from traditional to transformational ways of working. • <i>Developing Professionals</i> articulates expectations regarding teacher and leader capabilities necessary to deliver quality teaching and learning in a contemporary learning environment. • <i>Enabling Learners</i> focuses on establishing effective learning environments necessary to address the needs of learners in a complex changing world. • <i>Harnessing the Enterprise Platform</i> focuses on the processes, systems and practices necessary to develop and maintain effective learning and business productivity. <p>This will be particularly beneficial to remote schools, where local technical support is often not available and district-based technical support officers have to travel large distances.</p>
The Learning Place STATEWIDE	<p>The new Learning Place provides all state school staff and students 24/7 safe and secure access to a innovative range of digital tools, resources and spaces for teaching and learning, collaboration and networking.</p> <p>Customised resource collections/packages called Learning Pathways are available across a range of current curriculum areas and topics to support student learning and the implementation of the Australian Curriculum. In addition, staff can ask questions, share their ideas and network with colleagues from across Queensland through blogs and professional learning communities.</p> <p>The eCurriculum collection is part of the department's digital resource collection that provides state school staff and students access to more than 23,000 quality assured digital resources to support teaching and learning.</p>
National Curriculum STATEWIDE	<p>From 2011, EQ will begin implementation of the first phase of the Australian curriculum from Kindergarten to Year 12 for English, mathematics, science and history. The second phase, for languages, geography and the arts, will be implemented approximately one year later, with a third phase of Australian curriculum under development.</p>
Embedding Indigenous perspectives in the curriculum STATEWIDE	<p>EQ has developed the <i>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</i> resource as a practical guide for Queensland state schools from Prep to Year 12. It offers administrators and teachers suggested strategies to embed Aboriginal perspectives and Torres Strait Islander perspectives across all areas of school practices, giving all students access to a balanced educational curriculum.</p> <p>It provides a framework for appropriate inclusion of Indigenous perspectives within the whole school environment. Many rural and remote schools have significant Indigenous enrolments, and face challenges in accessing materials to support development of curriculum resources. This initiative is an important addition to the 'tool kit' of schools.</p>
Languages Other Than English STATEWIDE	<p>From 2011 EQ will provide a reinvigorated focus on Language Other Than English (LOTE) in all state schools, and will work to ensure LOTE is provided in 90% of schools from 2011 and in 100% of schools from 2012.</p>
Promoting Positive Behaviour STATEWIDE	<p>EQ will continue to expand the evidence based School-wide Positive Behaviour Support (SWPBS) program which focuses on the explicit teaching of behaviour expectations and the development of consistent, positive learning environments for students.</p>
Transition to Auslan STATEWIDE	<p>From 2011, Auslan (Australian Sign Language) will be recognised as an option for mandatory language studies in Years 6, 7 and 8.</p>
Minimum Teaching Times STATEWIDE	<p>Mandated minimum time allocations for Years 1 to 7 for English, mathematics and science:</p> <ul style="list-style-type: none"> • Literacy 7 hours/wk years 1 to 3, 6 hours/wk Years 4 to 7 • Numeracy 5 hrs/wk Years 1 to 3, 5 hrs/wk Years 4 to 7 • Science 1 hr/wk Years 1 to 3, 1-2 hrs/wk Years 4 to 7.
Smart Classrooms Professional Development Framework STATEWIDE	<p>The <i>Smart Classrooms Professional Development Framework</i> is a professional learning guide that helps teachers embrace digital pedagogy. This Framework augments other support programs in place for rural and remote teachers, many of whom are beginning teachers, through indicators that articulate pedagogical choices that will help them meet the needs of today's students.</p>
Mental Health and Wellbeing STATEWIDE	<p>EQ promotes the mental health and wellbeing of students and staff across the state by:</p> <ul style="list-style-type: none"> • supporting the implementation of a range of targeted, evidence-based mental health promotion, prevention and early intervention initiatives in schools; • building staff capacity to improve mental health literacy and reduce stigma through programs like <i>ASiST</i> and <i>safeTALK</i> (suicide prevention) and Mental Health First Aid ; • improving capacity to build resilience in students through the <i>Guide to Social and Emotional Learning in Queensland State Schools</i>; • supporting students with complex mental health difficulties in collaboration with Queensland Health's EdLinQ program <p>EQ will continue to facilitate state-wide professional development opportunities via a range of face to face and web based formats to support the mental health and wellbeing of children and young people.</p>
Flying Start Induction Toolkit for Beginning Teachers STATEWIDE	<p>The updated Flying Start Induction Toolkit is a resource available online for all beginning teachers, and includes information on working in rural and remote locations.</p>

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Attendance, Retention and Attainment To improve the attendance, retention, and attainment and transition for students in rural and remote communities The Department has put strategies in place to maximise the engagement, attainment and successful transitions of all students, in particular those at-risk young people who struggle to engage with education. EQ recognises the challenges faced in engaging students in rural and remote locations, and has developed targeted strategies such as Priority Country Area Program (PCAP) (to become Rural and Remote Education Assistance Program – RREAP - in 2012) and Living Away from Home Allowances Scheme (LAFHAS) to help support these schools and students.	
Priority Country Area Program (PCAP) <i>RURAL and REMOTE</i>	<i>The Priority Country Area Program (PCAP)</i> aims to improve the educational opportunities, participation, learning outcomes and personal development of rural and isolated school students in both state and non-state schools. PCAP is community-based and jointly administered by EQ and the Queensland Catholic Education Commission. In 2012 PCAP will become the Rural and Remote Education Assistance Program (RREAP).
Living Away from Home Allowances Scheme (LAFHAS) <i>RURAL and REMOTE</i>	The Department will continue to provide a range of assistance under LAFHAS for students who are geographically-isolated from the nearest required year level.
Support for non-government school-term hostels <i>RURAL and REMOTE</i>	The Department will continue to provide financial assistance to school-term hostels via the School Hostel Support Scheme. These hostels provide accommodation to geographically isolated primary and secondary students who are required to live away from home to attend local state and non-state schools.
The Queensland Academies Isolated Student (QAIS) Bursary <i>RURAL and REMOTE</i>	<p><i>The Queensland Academies Isolated Student (QAIS) Bursary</i> is a new program based on the Living Away From Home Allowance Scheme, designed to provide financial assistance to rural and remote students who are accepted into one of the three Queensland Academies, and who are geographically isolated from the Academy in which they have been accepted.</p> <p>Students eligible for support through the new bursary scheme will be able to access a travel allowance and an additional subsidy for <i>Homestay</i>.</p> <p>The three Queensland Academies – Creative Industries; Maths, Science and Technology; and Health Sciences - invite high-achieving students from across Queensland to undergo a competitive entry process to enrol from Year 10 onwards. The Academies accelerate learning opportunities for students through the International Baccalaureate Program.</p>
Subsidies for distance education students <i>RURAL and REMOTE</i>	The Department will continue to provide annual subsidies to assist geographically-isolated distance education families with the costs of computer hardware and Broadband Internet in the home classroom.
Parentline <i>STATEWIDE</i>	<i>Parentline</i> provides parents with education and support services focusing on Aboriginal and Torres Strait Islander families, families with a child with a disability and also families in rural and remote areas. Counsellors provide advice on a range of issues including parenting strategies for challenging behaviours, parent-child relationships, custody and access, and the emotional well-being of children and young people.
Every Day Counts <i>STATEWIDE</i>	<p><i>Every Day Counts</i> is a state-wide initiative addressing the issue of student attendance at school. The initiative is designed to change parent, community and student attitudes to school attendance. It requires the support of both parents and the community if student attendance is to be successfully addressed.</p> <p><i>Every Day Counts</i> promotes four key messages:</p> <ul style="list-style-type: none"> • all children should be enrolled at school and attend on every school day • schools should monitor, communicate and implement strategies to improve regular school attendance • truancy can place a student in unsafe situations and impact on their future employability and life choices • attendance at school is the responsibility of everyone in the community.
Senior phase of learning initiatives <i>STATEWIDE</i>	<p>EQ will continue to implement a range of initiatives for the senior phase of learning including:</p> <ul style="list-style-type: none"> • Providing locally hosted senior distance education at identified remote P-10 schools for Year 11 and 12 students to complete their senior studies while remaining in their home community. • Partnering with TAFE, business and industry to expand vocational education and training (VET) pathways and provide meaningful work experience placements for students. • Providing VET Coordination and Career Enhancement funds for additional support services including career guidance and counselling for young people in the senior phase of learning. • Providing Youth Pathways funding to DET regions to purchase education and training services to facilitate the re-engagement of disengaged 15 to 17 year olds including in rural and remote regions. • Providing funding under the National Partnership on Youth Attainment and Transitions to DET regions to support strategies and services aimed at supporting young Queenslanders to achieve a qualification while at school and make a successful transition to employment or further education.. • Providing facilitated online professional development for teachers to improve transition from school to post school for students with disabilities.
Chaplaincy and Pastoral Care Funding Program <i>STATEWIDE</i>	The Chaplaincy and Pastoral Care Funding Program supports schools to engage, through a community organisation, the services of a chaplain, pastoral care coordinator, youth worker, Youth Support Coordinator or other type of support worker, to provide direct support to vulnerable students. Grants provided under this program are targeted to identified schools that have enrolments of 100 or more students from areas of socio-economic disadvantage. Funding for this program has been extended to 2013.
Induction package for refugee and migrant families <i>STATEWIDE</i>	EQ will continue to publish an induction package to provide information about the Queensland education system and the available education support services for refugees and skilled migrant workers, including those in rural and remote areas. The package will also provide school staff with information about teaching refugee and migrant students and address issues for teaching English as a Second Language.

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Closing the Gap

To deliver improved levels of achievements and respect for cultural diversity for all students in rural and remote schools

The Closing the Gap Education Strategy builds on and extends the Department's Partners for Success Indigenous education strategy, and is based on that strategy's priority areas of attendance, retention, attainment and work force capacity.

Closing the Gap has three key targets: to halve the gap in Year 3 reading and numeracy by 2012 and to close the gap in student attendance by 2013 and in Year 12 retention by 2013.

Bound for Success education strategies in Torres Strait and Cape York <i>RURAL and REMOTE</i>	<p>The Department will continue to implement discrete education strategies as part of <i>Bound for Success</i> that address the education needs of students in Cape York and Torres Strait Islands. The <i>Bound for Success</i> education strategies for the Cape and Torres Strait aim to ensure that:</p> <ul style="list-style-type: none"> As many Indigenous students as possible engage in early education and go on to the Prep Year and Year 1; All students receive a grounding in the basics so as many students as possible go on, first to secondary schooling, and then to senior study; and Students complete Year 12 or its equivalent and then successfully take up opportunities for further education and training or employment.
Regional action plans for Partners for Success <i>RURAL and REMOTE</i>	To address the lower levels of education outcomes for many, but certainly not all, Indigenous students in rural and remote Queensland, each region will continue to develop and implement action plans that include local initiatives and solutions to meet the education needs of local Indigenous students.
Weipa Student Hostel <i>RURAL and REMOTE</i>	Weipa Student Hostel is a new 120 bed secondary school student hostel in Weipa that will replace the existing 20-bed hostel and allow more students to access the educational opportunities offered by the Western Cape College – Weipa Campus.
Statement of Intent <i>RURAL and REMOTE</i>	Statement of Intent (SOI) to be co-signed by the Minister and the Mayors of 15 Indigenous Shire Councils is being developed. Individual community-school education plans will be linked to the SOI.
Pre-Prep in Indigenous communities program <i>RURAL and REMOTE</i>	Under the Pre-Prep in Indigenous communities program, young Indigenous children aged 3 ½ to 4 ½ are given an extra year of education, giving them a head start in lifelong learning. It builds children's early language skills, improves family participation in early learning and enables smoother transitions into the school.
Leadership in Language, ESL EsSentialS workshops and Adopt-a-School <i>RURAL and REMOTE</i>	Leadership in Language, ESL EsSentialS workshops and Adopt-a-School are professional development initiatives delivered to teachers of Indigenous ESL/ESD students in remote schools through the Indigenous Schooling Support Units in far north Queensland and central southern Queensland.
Transition Support Services <i>RURAL and REMOTE</i>	Transition Support Services is provided to young people from Cape York, Torres Strait and Palm Island to ensure they make a smooth transition from their primary phase of schooling in their home communities to secondary schooling in urban areas.
Cape York Aboriginal Australian Academy <i>RURAL and REMOTE</i>	Cape York Aboriginal Australian Academy is a unique partnership between Cape York Partnerships and the DET to improve the educational outcomes of Indigenous students in Cape York that includes three distinct learning domains: Class, Club and Culture
P-12 college structures <i>RURAL and REMOTE</i>	P-12 college structures in combination with their feeder schools provide real opportunities for students in remote Cape York and Torres Strait communities to access quality secondary education and remain within the region to complete Year 12.
Secondary Schooling Options – Student Residential Accommodation Initiative <i>RURAL and REMOTE</i>	The Secondary Schooling Options – Student Residential Accommodation Initiative supports partnering across education and training, and the industry and business sectors to explore and provide new models and opportunities in secondary education and training for young people from rural and regional Queensland, with a focus on the provision of local residential accommodation.
Spinifex State College Residential Campus <i>RURAL and REMOTE</i>	Spinifex State College Residential Campus is a state-run residential boarding facility that provides students, particularly Indigenous students, from rural and remote areas of north-west Queensland with access to quality education at Spinifex State College in Mt Isa.
Senior Schooling Service Guarantee <i>RURAL and REMOTE</i>	<i>The Senior Schooling Service Guarantee</i> is being implemented at Western Cape College and Tagai State College and stipulates that 100 per cent of Year 12 graduates will receive an OP, articulated VET pathway or paid employment.
Access to Other Support Services- Health Careers in the Bush (HCB) <i>RURAL and REMOTE</i>	<p>Access to Other Support Services- Health Careers in the Bush (HCB) is a state-wide program that aims to increase the number of rural and remote school students in Queensland choosing to pursue a career in the health industry.</p> <p>The HCB program provides rural and remote school students, their families, teachers and career advisors with the information and support required to make an informed decision about their future career pathway. Through the implementation of workshops, school visits and the distribution of culturally appropriate resources, students are given hands-on experience and information about university entrance requirements, job prospects, salaries and a range of job descriptions for work they may previously not have known existed.</p> <p>They are also taken on tours of hospitals, ambulance stations and clinics and witness first-hand the life of a rural clinician.</p>
<i>Deadly Ears, Deadly Kids, Deadly Communities</i> 2009-13 <i>STATEWIDE</i>	<i>Deadly Ears, Deadly Kids, Deadly Communities</i> 2009-13 is a strategic interagency framework for action to improve ear health for Aboriginal and Torres Strait Islander children. Online facilitated professional development modules, with a focus on the early years of schooling, have been developed to highlight the educational implications of ear health, in particular the impact of Otitis Media on student engagement and learning, and associated best practice in whole-school and classroom management.
Crossing Cultures cultural awareness training <i>STATEWIDE</i>	EQ will continue to deliver training about Aboriginal and Torres Strait Islander cultures and perspectives to all school staff as well as district and central office staff. This training aims to create learning and working environments in which Indigenous identities, cultures and knowledge are understood, respected and celebrated.
Stronger Smarter Institute <i>STATEWIDE</i>	<p>The programs implemented through the Indigenous Education Leadership Institute and the new Queensland Educational Leadership Institute will support participation a range of quality leadership programs for school leaders to enhance the teaching of students in rural and remote Queensland, including Indigenous school students, and support the development of Indigenous leadership in communities.</p> <p>The Institute will continue to play a key role in the identification and professional development of leaders and aspiring leaders in Indigenous education and communities as well as developing succession management programs for Partners for Success and Bound for Success schools in rural and remote areas.</p>

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Workforce Diversity and Equity Framework for Action STATEWIDE	<p>The Framework articulates the Department's commitment to maintain a dynamic workforce that is representative of local Queensland communities and to building inclusive work environments that are free from all forms of unlawful discrimination and where people are valued for their diverse culture, experiences, knowledge and abilities.</p> <p>It includes a range of employment initiatives to enhance the attraction, retention and career development of Aboriginal and Torres Strait Islander people, people with a disability, people from a non-English speaking background and women in management. Regions and districts also design local strategies to plan for and achieve improved outcomes for workforce diversity.</p>
Embedding Aboriginal and Torres Strait Islander Perspectives in Schools STATEWIDE	Embedding Aboriginal and Torres Strait Islander Perspectives in Schools involves a whole-of-school approach working in partnership with local communities to incorporate Aboriginal and Torres Strait Islander perspectives in all aspects of the schooling practice and process, through a focus on personal and professional accountabilities; organisational environment; community partnerships; and curriculum and pedagogy.
Grow Your Own Leaders Program STATEWIDE	The Grow Your Own Leaders Program will be continued for aspiring indigenous leaders to gain 1-2 years experience in metropolitan schools prior to returning to remote schools.
Indigenous Economic Participation National Partnership STATEWIDE	Increasing the Participation of Indigenous Specialist Teachers and School Leaders Indigenous Economic Participation National Partnership includes strategies specifically designed to increase opportunities for the employment of indigenous teachers and school leaders.
Teaching of Indigenous Languages and Cultures STATEWIDE	The Queensland Syllabus for Aboriginal and Torres Strait Islander Languages will be available for implementation in state schools in 2011.
National Partnership on Low SES School Communities STATEWIDE	<p>National Partnership on Low SES School Communities (LSES NP) is an initiative involving the Australian Government, Department of Education and Training and the Catholic and Independent schooling sectors that aims to improve student outcomes in schools located in the most disadvantaged areas of the State through the implementation of four year School Strategic Plans (SSPs). The SSPs include innovative approaches to school leadership, school operations, teaching, student learning and parent community relationships.</p> <p>State schools have been selected to participate in the LSES NP are located across Queensland in rural, remote and urban communities.</p>

School Performance and Improvement

To monitor and evaluate the provision and performance of state school education services

All schools implement processes to support continuous improvement in student outcomes and enhanced accountability. All schools are expected to undertake a four year planning and review cycle, and to develop their Strategic Plan, aligning with DET targets and key priorities.

Of particular significance, schools and school principals use Teaching and Learning Audit recommendations to improve teaching and learning outcomes for every state school student by working with the school community to formulate local responses and identify the next steps required in order to improve performance. In 2010 Teaching and Learning Auditors visited every school in the state, including rural and remote schools, and will continue to do so during each school's quadrennial review process.

Centres of Excellence in Pre-Service Teacher Education RURAL and REMOTE	The Department will provide opportunities for paid internships for high-performing pre-service teachers to undertake placements in a rural or remote state school as part of their final year of study, commencing with a pilot based at Kelvin Grove State College in partnership with QUT. The program aims to provide participants with a rewarding professional experience and promote career pathways in rural and remote education.
Remote Area Teacher Education Program (RATEP) RURAL and REMOTE	The Department will continue to implement RATEP in partnership with TAFE, universities and local Indigenous communities to deliver culturally appropriate teacher education courses to Indigenous students and will identify opportunities to expand the RATEP model to new sites.
Partners for Success (P4S) RURAL and REMOTE	<p>Partners for Success (P4S) strategy targets teachers who have expertise, enthusiasm and the capacity to teach in challenging remote Indigenous contexts. Eligible teachers receive:</p> <ul style="list-style-type: none"> • A cultural awareness induction program; • professional development from the Indigenous Schooling Support Unit (ISSU) including cross cultural awareness, second language pedagogy and behaviour management; • opportunities for interaction with Indigenous communities; access to relevant teaching resources; • involvement in learning communities; • incentives under the Remote Area Incentives Scheme; • Pre-service, in-service and post-service professional development. <p>The Indigenous Education Training Alliance (IETA) conducts annual information workshops for teachers newly appointed or transferred to schools in rural and remote Aboriginal and Torres Strait Islander communities.</p> <p>The workshops focus on aspects of life in an Indigenous community, teaching students with English as a second language, logistical issues around travel to and accommodation in these remote areas, raising cross-cultural awareness, meeting the Elders and members of the local Indigenous community as well as learning about specific community protocols and expectations.</p>
Teaching and Learning Audits STATEWIDE	The Teaching and Learning Audit Program focuses on auditing key curriculum, teaching, learning and assessment practices in schools. Highly successful school principals audit a school's teaching and learning practices and produce a report for each school with feedback against eight specific domains of the Audit Instrument. The audit is informed by Education Queensland's Roadmap for Curriculum, Teaching, Assessment and Reporting and is based on international best practice.
The Smart Classrooms eLearning Principal's Program and the Smart Classrooms eLearning Leaders Framework STATEWIDE	The <i>Smart Classroom eLearning Principal's Program</i> is designed to support Band 7 to 11 non-teaching principals and Band 5 to 6 teaching principals in delivering eLearning opportunities for their students. The <i>Smart Classrooms eLearning Leaders Framework</i> provides an online pathway for rural and remote school leadership teams to engage with eLearning and the creation of an eLearning culture. This is supported with a five-part OneChannel leadership series.
The Smart Classrooms School ICT eLearning Index STATEWIDE	<p>The <i>Smart Classrooms School ICT eLearning Index</i> provides schools with ICT benchmarks and acknowledgement for those schools providing ICT leadership. Through the Index, rural and remote schools are able to monitor, plan and keep pace with trends in eLearning and the Smart Classrooms Strategy.</p> <p>It focuses on the 4 key drivers of the Index and Smart Classrooms Strategy, which are:</p> <ul style="list-style-type: none"> • Working Digitally (digital practice) • Developing Professionals • Engaging Learners, and • Harnessing the Enterprise Platform.

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Computers for Teachers <i>STATEWIDE</i>	The provision of centrally funded laptops for all teachers with a 0.4 FTE and above ensures that teachers and schools in rural and remote areas are equipped to access professional development, eLearning environments and relevant resources to meet the needs of their learners.
School ICT eLearning Plans <i>STATEWIDE</i>	Ongoing School ICT eLearning Plans are integral to each school's annual planning process. They outline the strategies and resources to be used in progressing to improve ICT benchmarks within their setting.
Managed Internet Services (MIS) <i>STATEWIDE</i>	Managed Internet Services (MIS) is a component of the Smart Classroom Enterprise Platform that provides a secure online experience for staff and students within state schools. It provides rural and remote schools with access to a standard environment and online support through the Service Centre. This area of operations ensures that teachers are more able to remain connected with their colleagues across the state.
Induction for new principals, including the Principals' Induction Website <i>STATEWIDE</i>	<p>The Department will continue to conduct induction programs for newly appointed principals. To provide practical support materials for school leaders in small schools, the Department is republishing an updated edition of the Teaching Principals' Guide.</p> <p>Additionally, the new Principals' Induction Website is a portal for RDs, new, acting and experienced principals, aspiring principals and deputy principals to access key information in regard to principals' responsibilities.</p>
Orientation programs for specialist support personnel <i>STATEWIDE</i>	The Department will continue to conduct orientation programs for newly appointed occupational therapists, physiotherapists, speech-language pathologists and nurses. These programs are coordinated by Student Services and are supported by regions.
Digital Classrooms Project (Including 1:1) <i>STATEWIDE</i>	Digital Classrooms Project (Including 1:1) is offered to school leadership teams who are considering 1-to-1 student laptop programs. Digital Pedagogy Master Classes (Transformational Learning) for Heads of Department/Heads of Curriculum and teachers provide not only understanding of teaching and leading in a 1-to-1 environment, but also to create a community of professionals able to support each other.
ICT training for home tutors <i>RURAL and REMOTE</i>	<p>In recognition of parents' commitment to and key role as home tutors in educating their children via distance education, state Schools of Distance Education (SDEs) will continue to deliver an ICT training program for parents/home tutors.</p> <p>By building the skills, 'know-how' and confidence of home tutors in using ICT, the training program allows home tutors to provide greater support to their children in using digital curriculum materials. Components of the ICT training can be used as recognition of prior learning for the Certificate III, IV or Diploma in Education Support.</p>
Developing Performance Framework <i>STATEWIDE</i>	The Department is committed to fostering a workplace culture where our employees understand what their key activities and tasks are, feel supported by their supervisors and colleagues, have open discussions about professional practice and aspire to keep learning and getting better at what they do. The Developing Performance Framework is a process supported by tools and resources that assists all employees to develop their performance.
Improved In-School Support <i>STATEWIDE</i>	<p>The department will continue to provide improved in-school support for teachers and leaders in Indigenous, rural/ remote and hard to staff schools, including:</p> <ul style="list-style-type: none">• An extra 500 full time equivalent teacher aide positions, providing an extra 15 000 hours of assistance every school week to all state P-7 schools. 10 000 additional hours of teacher aide assistance in 2012 and 15 000 additional hours in 2013• Pilot a variety of cluster support services models to provide additional administrative and corporate services for smaller schools. 3 cluster support services pilots in 2012 and 5 in 2013
Pearl Duncan Teaching Scholarships <i>STATEWIDE</i>	The Pearl Duncan Teaching Scholarships are offered annually to support Aboriginal and Torres Strait Islander students to complete a pre-service teacher education program. On successful completion of degree and meeting DET employment requirements for teachers, recipients will be employed with DET.
Bid O'Sullivan Teaching Scholarships <i>RURAL AND REMOTE</i>	The Department offers Bid O'Sullivan Teaching Scholarships to Year 12 graduates from rural and remote areas to undertake a degree in education at a recognised Queensland Higher education Institution. The students are supported through their studies and return to their home town or another rural or remote location to begin their teaching career.
Graduate Employment (Rural, Remote and Regional) Scholarships <i>STATEWIDE</i>	Graduate Employment Scholarships support high-achieving pre-service teachers with financial incentives and permanent employment after graduation. Scholarships are awarded in high-demand, specialist curriculum areas to undergraduate pre-service teachers.
Induction into small rural and remote schools <i>RURAL and REMOTE</i>	<p>The department will continue to conduct targeted inductions for teachers and school leaders entering small rural and remote schools. These inductions will be conducted for teachers and school leaders entering small rural and remote state schools.</p> <p>The program aims to achieve 85% retention rate for teachers and school leader positions in Indigenous school communities by February 2013.</p>
Outback Advantage <i>RURAL and REMOTE</i>	Outback Advantage is a group of fourteen small schools working together to create unified and innovative learning programs for the Band 5 schools in Longreach District. It has collaborated to develop training and induction processes for new personnel to assist them in dealing with the challenges of working in a remote school.
Make a Difference – Take the Lead <i>STATEWIDE</i>	<p><i>Make a Difference – Take the Lead</i> seeks to grow the pool of high calibre aspiring school leaders seeking a placement in a small school. The initiative includes a new recruitment approach for small schools, improved induction for newly-appointed small school principals, additional and on-going professional experiences for small school leaders, exploration of new models for reducing the administrative burden for small school principals.</p> <p>The program provides aspiring principals suited to placements in rural and remote locations with a scaffolded career pathway that will include targeted induction, pre-placement professional development, placement in a rural and remote location as a small school Principal, on-going professional development and mentoring, a career path to a school leadership position in a preferred, location on completion of an agreed duration</p>
OneSchool <i>STATEWIDE</i>	The Department will continue to support teachers and school administrators to transform the way they work through One School, which provides school staff with improved access to information to better manage student movement and enrolment growth, administer grants, undertake statistical analysis, and report school and student performance.
Planning to consider rural and remote contexts <i>RURAL and REMOTE</i>	All senior officers in the Department are responsible for ensuring that the planning, development and implementation of systemic reforms, policies and programs takes account of the key challenges and contexts for rural and remote schools.

Minister's Office File Ref:	17/11/242
Department File Ref:	11/147860

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Minister's Office

Date requested:
16 May 2011

Action required by:

Action required

- ☒ For meeting ☐ With correspondence
☐ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: MINISTER TO SPEAK AT 2011 QUEENSLAND TEACHERS' UNION BIENNIAL CONFERENCE

Proposal

That the Chief of Staff note the Minister will be speaking at the Queensland Teachers' Union (QTU) Biennial Conference.

Urgency

1. Routine.

Fast Facts

- QTU has over 40,000 members and a membership density of approximately 96 per cent.
- Over 200 delegates from across the State will attend the Conference.
- The QTU Conference usually includes a rally or other event to generate media attention.

Background

2. The QTU Conference is held every two years and its program usually includes: an opening address by the QTU President; awarding of life memberships; QTU policy endorsement; workshops on industrial issues and professional issues; a range of guest speakers; and a rally or other event to generate media attention. The 2011 Conference Program has not been published.
3. The 2011 QTU Conference theme is *Rights, Responsibilities and Respect*.
4. The relationship between the Department of Education and Training and the QTU is very constructive and positive.

Key Issues

5. *Department of Education Teachers' Certified Agreement 2010* – The initiatives in this agreement have either been successfully implemented or are being implemented without significant disagreement between the parties.
6. **Salary Increases** – Teachers, principals, deputy principals and heads of programs will receive a 4 per cent salary increase from 1 July 2011. Principals, deputy principals and heads of programs will receive an additional increase of 2.5 per cent from 1 July 2011 in recognition of their increased responsibility and accountability associated with the delivery of improved student outcomes and the management of school facilities, finances and human resources.
7. **Experienced Senior Teacher (EST)** – The certified agreement included the establishment of a new classroom teacher classification, the EST for experienced senior teachers who demonstrate they meet the EST selection criteria. The first EST recruitment round was completed in 2010. A high proportion of applicants were successfully appointed to the position. QTU Senior Officers have publicly commended the Department on the 2010 EST selection process outcome. The second round of EST recruitment is currently underway.

Minister's Office File Ref:	
Department File Ref:	11/147860

8. Temporary Teachers School Vacation Payments – In 2011, the Department implemented a number of changes that enhanced the school vacation payments for temporary teachers.
9. Developing Performance Framework (DPF) – The Department and the QTU have signed a Joint Statement which is an attachment to the current Certified Agreement outlining the implementation of DPF for teachers. In addition, the Department and the QTU have signed a Joint Communiqué outlining agreed timelines for implementation of the DPF in schools.

The Department consults bi-monthly with the QTU concerning ongoing implementation of the DPF through the EQ/QTU Taskforce.

The Department has undertaken an in-depth review of the Developing Performance website, including providing clear guidelines and resources to support leaders to induct staff in the DPF process.

10. Principal Engagement in Classrooms – In April 2011, the Department and the QTU approved a Joint Statement titled Collegial Engagement in Classrooms. This statement clarifies the important role of principals and other educational leaders in supporting and assisting teachers improve pedagogical practice and student learning outcomes.
11. QTU Right to Teach – Right to Learn Campaign – In March, 2011 the QTU launched this campaign that has four themes – professional, industrial, health and safety, and staffing. The campaign seeks to inform QTU members of their rights in these four areas and to encourage QTU members to take local action if an issue arises. The Department has not noticed any increase in school-based disputes or action arising from this campaign. The 2011 QTU Conference theme is linked to this campaign.

Consultation

12. Various units and sections of the Human Resources Branch have been consulted in the development of this brief.

Media Implications

13. The Minister may wish to consider releasing a media statement regarding his involvement in the conference.
14. Should a rally or event to be held during the conference, a media statement should be prepared to address the issue or issues to be addressed at the rally or event.

Financial implications

15. There are no financial implications.

Legal implications

16. There are no legal implications.

Right to Information

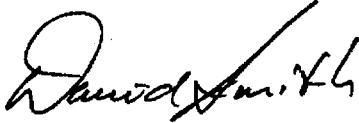
17. I am of the view that the contents or attachments contained in this brief are not suitable for publication.

Minister's Office File Ref:	
Department File Ref:	11/147860

Recommendation

That the Chief of Staff **note** the Minister will be speaking at the Queensland Teachers' Union Biennial Conference.

NOTED



DAVID SMITH
Chief of Staff
Office of the Hon Cameron Dick MP
Minister for Education and Industrial Relations

28/6/11

Chief of Staff's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:	Endorsed by:
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Jeff Backen	Tom Barlow	Craig Allen	Richard Eden	Julie Grantham
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Relations	Management & Support			
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Date 10/6/2011	Date: 10/6/2011	Date: 10/6/2011	Date: 15/6/2011	Date: 21/6/11



Minister's Office File Ref:	
Department File Ref:	11/6306

Briefing Note

Principal Advisor

Office of the Minister for Education and Training

Requested by: Minister

Date requested: 18/01/2011

Action required by: 19/01/2011

Action required

- ☒ For meeting ☐ With correspondence
☐ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: DAY 8 ISSUES

Proposal

That the Principal Advisor **note** the Day 8 issues for discussion at the Back to School Stakeholders Meeting.

Urgency

1. Urgent – Required for Back to School Stakeholders Meeting this afternoon.

Fast Facts

- | | |
|---|--|
| <ul style="list-style-type: none"> Schools are staffed for the school year on the basis of Day 8 (the eighth day of the school year) student enrolment collection. | <ul style="list-style-type: none"> Day 8 2011 is Thursday, 3 February 2011. |
|---|--|

Background

2. Schools are provisionally staffed for the start of the school year based on projected enrolments.
3. Eight days is considered sufficient opportunity for schools and families to complete school enrolment processes, yet is early enough in the year to adjust staffing levels and to change class formations with minimal disruption.
4. On Day 8, enrolments are collected from all state schools so that allocations of teachers and teacher aides can be finalised for the school year.
5. Schools complete the Day 8 enrolment collection on the Department's web survey tool eSMART.
6. Information regarding students with disabilities as at Day 8 is also used to finalise allocations of staff to schools specifically to support these students.

Key issues

7. Recent widespread flooding has resulted in numbers of schools being flood affected.
8. The Department is working to ensure that as many as possible of these schools will be open for the start of the new school year.
9. However the flooding may affect the return of students by Day 8.
10. The Department is working with schools to ensure that the integrity of the Day 8 process is maintained while allowing for the circumstances of schools affected by the floods.
11. Specifically, the Department is modifying the Day 8 eSMART collection tool so that schools can nominate that their enrolment counts may be affected by the flooding.
12. These schools will be given additional time to finalise their Day 8 enrolment counts if necessary.
13. Through its Back to School processes, the Department is monitoring the capacity of schools to commence operations in the new school year with the appropriate level of staffing.

Consultation

14. Not applicable.

Media Implications

15. There are no media implications.

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Financial implications

16. There are no financial implications.

Legal implications

17. There are no legal implications.

Elected representative

18. Not applicable.

Remedial action

19. No remedial action required.

Right to information

20. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	11/6306

Recommendation

That the Principal Advisor **note** the Day 8 issues for discussion at the Back to School Stakeholders Meeting.

NOTED

MURRAY DANIEL
Principal Advisor

/ /

Principal Advisor's comments

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DG

Tel:
Mob:
Date: / /

Minister's Office File Ref:	2111/0902
Department File Ref:	10/344286

Briefing Note

The Honourable Cameron Dick MP
Minister for Education and Industrial Relations

Requested by:

Date requested:

Action required by:

Action required

- ☒ For approval
☐ For meeting

- ☐ With correspondence
☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points
☐ Draft media release
☐ Ministerial Statement
☐ Question on Notice
☐ Cabinet related document

SUBJECT: EARLY CHILDHOOD EDUCATION AND CARE (ECEC) WORKFORCE ACTION PLAN

Proposal

That the Minister **approve** the *ECEC Workforce Action Plan 2010 – 2013*.

Urgency

- Urgent** – immediate attention and action is required to utilise National Partnership Agreement on Early Childhood Education (NP ECE) funding available to support strategies to increase the supply of four-year trained kindergarten teachers by mid-2013, to meet this timeframe student enrolment is required for Semester 1, 2011.

Fast Facts

- | | |
|---|--|
| <ul style="list-style-type: none"> In September 2009, the Minister's predecessor gave a commitment to the Early Childhood Education and Care (ECEC) Forum that the Department of Education and Training would develop a workforce strategy in consultation with the ECEC sector, addressing workforce challenges resulting from the National Quality Framework and Universal Access to kindergarten reforms. | <ul style="list-style-type: none"> Human Resources Branch has led significant industry consultation to draft the <i>ECEC Workforce Action Plan 2010 – 2013 (Attachment 1)</i>. The plan addresses the ECEC workforce challenges detailing initiatives across the areas of workforce attraction, development, retention and governance, data and research. |
|---|--|

Background

- The Council of Australian Governments (COAG) has committed to increasing the qualification levels of early childhood educators. The Queensland Government has committed to working with the ECEC sector to develop the necessary workforce to deliver on its reform commitments in the:
 - National Partnerships on Early Childhood Education and the ECEC National Quality Agenda
 - National Early Childhood Development Strategy
 - Bilateral Agreement on Achieving Universal Access to Early Childhood Education.

Key issues

- Some Queensland early childhood services currently experience difficulty in attracting, retaining and upskilling a suitably qualified ECEC educator workforce, particularly in rural and remote locations due to the:
 - distance from major regional centres and access to training facilities
 - distance from resources including libraries and other support infrastructure
 - limited technological infrastructure to support on-line learning.
- The National Quality Framework and universal access to kindergarten is driving increased demand for qualified teachers to deliver the new Kindergarten curriculum and to take on educational leadership roles within centres.
- Based on an analysis of responses to the 2009 ECEC Services Census, Queensland ECEC services may be required to employ up to an additional 700 to 1,000 teachers to meet anticipated demand by 2014.

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5. Quantifying the current supply of qualified kindergarten teachers available to meet this demand is based upon the number of known university graduates as detailed at item 6 below. The national and ECEC Services Census data does not capture information about: early childhood teacher supply, those applying for kindergarten teacher positions, or other information about the work preferences (including permanent or temporary employment) for this cohort.
6. According to data collected from Queensland Universities, the number of early childhood teacher graduates in recent years was 470 and 432 in 2008 and 2009 respectively. With the recent addition of more early childhood education places at universities, the number of graduates is likely to exceed 500 in the coming years.
7. In 2010 there were 1,974 teachers who applied to Education Queensland to teach Prep to Year 3 in the state school system. Data is not collected as to whether these applicants are qualified or interested in teaching a kindergarten program or would consider employment within a private, independent or non-state school service.
8. In addition to an increase in teacher demand, other workforce challenges exist such as high attrition and low numbers and qualification levels for Indigenous educators.
9. These challenges are heightened in rural, remote and regional Queensland.
10. The recent Allen Consulting Group review of the NP ECE concluded that implementing the NP in Queensland is likely to lead to significant ECEC sector workforce shortages with Queensland stakeholders identifying workforce issues as the most significant barrier to the successful implementation of universal access to kindergarten.
11. The report also cited that only a small number of service providers expected to meet their anticipated workforce needs within the term of the NP ECE.

Analysis of Issues

12. In response to these challenges Human Resources has developed the *Early Childhood Education and Care Workforce Action Plan 2010 – 2013*.
13. The Department through its attraction strategies will increase its supply of early childhood teacher graduates through the development and implementation of the following attraction strategies:
 - Early Childhood Teacher Scholarships (up to 200 scholarships available)
 - scholarship programs for three year qualified current ECEC employees to upgrade their qualifications to become registered, early childhood teachers
 - scholarships meet the costs of course fees and provide a \$500 study allowance towards costs such as text books, internet access and resource materials
 - the scholarship also provides 50 per cent of salary costs to employers during the professional experience component
 - 89 early childhood teacher scholarships have been offered to date over the first three rounds.
 - Round 4 is currently open for studies commencing Semester 2, 2011. Applications for this scholarship close on Friday, 8 April 2011 with offers to be announced early May.
 - Round 5 opens on Monday, 9 May 2011 for study commencing Semester 1, 2012.

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- Advanced Diploma Teacher Scholarships (up to 100 scholarships available)
 - an articulation pathway for those who hold an Advanced Diploma has been negotiated between Griffith University and the Queensland College of Teachers
 - advanced Diploma holders will receive two years credit towards their degree (previously only 12 to 18 months) and graduate with a Bachelor of Child and Family Studies, and a Graduate Diploma of Early Childhood after two years full time study (or four years part time study).
 - Kindergarten Rural and Remote Teacher Incentive Scheme (up to 100 grants available)
 - this initiative enhances the attraction and retention of kindergarten teachers to services in rural and remote locations with a \$12,000 incentive paid over two years
 - the incentive benefit paid directly to teachers who relocate from a metropolitan area to a rural or remote service
 - the proposed scheme would be open to long day care services without an existing kindergarten program, or other services experiencing significant difficulties filling teacher vacancies for an extended period.
 - Kindergarten Beyond the Range
 - ongoing consultation with higher education representatives to identify additional opportunities to support pre-service early childhood teachers to undertake placements in rural or remote ECEC services similar to DET Beyond the Range initiative for state school teachers
 - current proposal includes the ability for selected high-achieving, pre-service teachers to receive financial assistance of \$1,000 and support to undertake a placement in a rural or remote Queensland early childhood service.
 - Teacher Bridging Program
 - the Early Childhood Bridging Program enables degree qualified primary teachers who hold full registration with the Queensland College of Teachers to work as early childhood teachers in licensed early childhood services
 - until 2014 all tuition fees associated with the Early Childhood Bridging Program will be waived. Minimal resource costs of \$15 per unit (\$285 maximum per student) apply.
 - Marketing and Promotion
 - the Department plans to continue its attendance at events and expos during 2011 to promote teaching, including early childhood teaching, as a career
 - Human Resource staff also regularly visit universities and engage with pre-service teachers to promote Education Queensland as the employer of choice. Given the current oversupply of primary graduates, the Department plans to incorporate information about teaching opportunities within the early childhood sector.
 - Employment opportunities to work in the early childhood teaching sector will be promoted in the *'Make A Difference. Teach'* website for graduate primary teachers. For pre-service teachers the Department plans to continue to work closely with universities to ensure that opportunities are promoted across early childhood, primary and secondary education students.
14. In addition to strategies to increase teacher supply, the Workforce Action Plan addresses broader ECEC workforce challenges detailing initiatives across the areas of workforce attraction, development, retention and governance, data and research. Key strategies contained within the plan include:

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- professional development programs to grow skills in current educators and grow leadership capability
- building the vocational qualification levels of existing educators across Queensland through the strategic focus of a \$22m investment through VET Revenue General, the continuation of the existing rural and remote skilling strategy and the introduction of a Family Day Care skilling strategy
- building the Aboriginal and Torres Strait Islander ECEC workforce through the expansion of existing programs such as the Indigenous Remote Area vocational training strategy (IRAS)
- strategies to improve information and communication dissemination across the sector
- improved workforce data to support effective workforce planning.

Consultation Outcomes

15. Peak stakeholders have been consulted extensively in the development of the plan and have indicated support for strategies to support career progression and qualification pathways for ECEC.
16. Agreement between the Queensland College of Teachers, Griffith University and the Department on a teacher registration articulation pathway for advanced diploma holders including the delivery timeframes, course credit and appropriate university subjects.
17. Stronger partnerships between the early childhood industry and the government enabling greater industry ownership of issue resolution and participation in identifying workforce strategies.
18. Greater understanding by government of demands upon the industry; following stakeholder consultation, the *Early Childhood Education and Care Workforce Action Plan 2010-2013* has a strengthened focus on Indigenous and rural and remote needs.
19. Identified opportunities to leverage upon existing strategies such as the Rural and Remote strategy of Sunshine Coast Institute of TAFE (SCIT) and Beyond the Range (Human Resources).
20. Continued partnership with Skills Queensland and the Workforce Council to develop an industry engagement strategy and prioritise key actions within the plan.
21. A list of all organisations consulted is included (**Attachment 5**).

Media Implications

22. There is the possibility for a positive media launch to occur following the approval of the Workforce Action Plan.

Financial implications

23. The proposed *Early Childhood Education and Care Workforce Action Plan 2010-2013* initiatives are within the Department's existing budget. The total cost of initiatives are as follows:

Funding Source	Amount
DET (State funded)	\$2.992m
Skills Queensland	\$2.175m
Commonwealth (NP ECE)	\$5.878m
Total	\$11.045m

Legal implications

24. There are no legal implications.

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Remedial action

25. The Department's *Early Childhood Education and Care Workforce Action Plan 2010-13* outlines a range of strategies that have been effective when applied in a school setting.

Attachments

26. Attachment 1: ECEC Workforce Action Plan 2010 – 2013 For Public Release
Attachment 2: ECEC Workforce Action Plan 2010 – 2013 Implementation Framework
Attachment 3: ECEC Workforce Action Plan 2010 – 2013 Costings by Initiative
Attachment 4: ECEC Workforce Action Plan 2010 – 2013 Costings by Funding Provider
Attachment 5: ECEC Workforce Action Plan 2010 – 2013 Stakeholder Consultation.

Right to information

27. I am of the view that the contents or attachments contained in this brief **are not suitable** for publication.

Minister's Office File Ref:	
Department File Ref:	10/344286

RecommendationThat the Minister approve the *ECEC Workforce Action Plan 2010 – 2013*.**NOTED**


DAVID SMITH
Chief of Staff

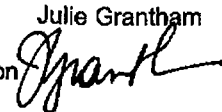
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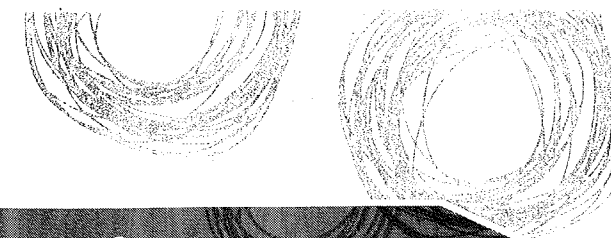

CAMERON DICK
Minister for Education and Industrial
Relations

03104111

Minister's comments

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Resources	Resources	Resources		Childhood Education	
				and Care	
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				Date: 7/03/11	Date 9/3/11

Summary of ECEC Workforce Action Plan 2010-2013



Goals	Attraction <i>To raise the status of the ECEC profession within the community and support the sector to attract a quality workforce</i>	Development <i>To build workforce capability within the sector and raise the sector's qualifications base</i>	Retention <i>To retain knowledge and skills within the ECEC sector</i>	Governance <i>To ensure policy and strategy development within the sector is supported by a strong evidence base and involves stakeholder engagement.</i>
Priority Workforce Actions	<p>1.1 Raise the status of the profession</p> <ul style="list-style-type: none"> Implement targeted marketing to promote the ECEC sector as a valuable career option. Promote employment opportunities within the ECEC sector. Promote State and Federal Government ECEC workforce initiatives. Online skills calculator determining available career path options based upon qualifications, experience and position sought. <p>1.2 Increase opportunities for potential educators to gain employment</p> <ul style="list-style-type: none"> Partner with universities and registered training organisations to expand articulation pathways to ensure an adequate supply of quality graduates. Promote professional development supported by the government including: the TAFE fee waiver program, scholarships, and other available initiatives for the workforce. 	<p>2.1 Raise the qualification levels for the existing workforce</p> <ul style="list-style-type: none"> Provide scholarships to support the upgrade from advanced diploma and bachelor level qualifications to an early childhood teaching qualification. Deliver an ECEC teaching bridging program for primary teachers. Provide RPL support for family day care educators to gain Certificate III qualifications. <p>2.2 Effectively prepare the workforce</p> <ul style="list-style-type: none"> Support structured professional development programs that respond to national, state and local priorities. Provide curriculum support and resources to kindergarten teachers. Facilitate the development of organisational and pedagogical leadership capabilities across the sector. Deliver cross cultural training. Facilitate the availability of specialist equipment to support the inclusion of children with physical disabilities. 	<p>3.1 Facilitate effective workforce information</p> <ul style="list-style-type: none"> Make available sector information updates. Provide links to key industrial information via the early childhood website. Promote workforce excellence recognition programs across the sector. Share learning opportunities online via the early childhood website. <p>3.2 Effectively Implement Reforms and change</p> <ul style="list-style-type: none"> Market best practice retention and participation programs. <p>3.3 Promote career pathways</p> <ul style="list-style-type: none"> Work with stakeholders to develop pathways that support career progression for all educator categories across the workforce. 	<p>4.1 Industry stakeholder engagement</p> <ul style="list-style-type: none"> Support ECEC sector through dissemination of timely and accurate information regarding new and emerging government priorities and programs. Implement and sustain a state wide stakeholder engagement strategy encouraging collaborative networks and mutual information sharing across the sector. <p>4.2 Lead data collection and research</p> <ul style="list-style-type: none"> Undertake detailed analysis of available ECEC workforce data. Continue to participate in data collection and dissemination through a range of instruments.
Indigenous Priority Workforce Actions	<p>1.3 Increase Indigenous representation across all employee groups</p> <ul style="list-style-type: none"> Identify and promote good practice. Identify extensions to existing programs to include ECEC pathways. 	<p>2.3 Support Indigenous development initiatives</p> <ul style="list-style-type: none"> Deliver an Indigenous remote area strategy providing qualifications in Children's services to existing and new entrant Indigenous children's services educators. 	<p>3.4 Retain and value the Indigenous ECEC workforce</p> <ul style="list-style-type: none"> Identify opportunities to promote workforce diversity and support retention of the Indigenous ECEC workforce. 	<p>4.3 Increase Indigenous participation</p> <ul style="list-style-type: none"> Increase Indigenous participation on key ECEC consultative mechanisms including the Health and Community Services Workforce Council cultural inclusion strategy.
Rural and remote Priority Workforce Actions	<p>1.4 Attraction to rural and remote locations</p> <ul style="list-style-type: none"> Beyond the range placements in rural and remote ECEC services. Attract quality educators to rural and remote communities and regional locations with an incentive scheme and online promotion. 	<p>2.4 Support development strategies for ECEC workforce</p> <ul style="list-style-type: none"> Deliver a Rural and Remote engagement and participation strategy targeting high needs areas. Encourage the identification of innovative models for the delivery of qualifications to isolated locations. 	<p>3.5 Retain and value the Rural and Remote ECEC workforce</p> <ul style="list-style-type: none"> Identify opportunities to promote and support retention of the rural and remote ECEC workforce. 	<p>4.4 Increase rural and remote participation</p> <ul style="list-style-type: none"> Ensure rural and remote participation on key ECEC consultative mechanisms.

Summary of ECEC Workforce Action Plan 2010-2013

Goals	Attraction <i>To raise the status of the ECEC profession within the community and support the sector to attract a quality workforce</i>	Development <i>To build workforce capability within the sector and raise the sector's qualifications base</i>	Retention <i>To retain knowledge and skills within the ECEC sector</i>	Governance <i>To ensure policy and strategy development within the sector is supported by a strong evidence base and involves stakeholder engagement.</i>
Priority Workforce Actions	1.1 Raise the status of the profession <ul style="list-style-type: none"> Implement targeted marketing to promote the ECEC sector as a valuable career option. Promote employment opportunities within the ECEC sector. Promote State and Federal Government ECEC workforce initiatives. Online skills calculator determining available career path options based upon qualifications, experience and position sought. 1.2 Increase opportunities for potential educators to gain employment <ul style="list-style-type: none"> Partner with universities and registered training organisations to expand articulation pathways to ensure an adequate supply of quality graduates. Promote professional development supported by the government including: the TAFE fee waiver program, scholarships, and other available initiatives for the workforce. 	2.1 Raise the qualification levels for the existing workforce <ul style="list-style-type: none"> Provide scholarships to support the upgrade from advanced diploma and bachelor level qualifications to an early childhood teaching qualification. Deliver an ECEC teaching bridging program for primary teachers. Provide RPL support for family day care educators to gain Certificate III qualifications. 2.2 Effectively prepare the workforce <ul style="list-style-type: none"> Support structured professional development programs that respond to national, state and local priorities. Provide curriculum support and resources to kindergarten teachers. Facilitate the development of organisational and pedagogical leadership capabilities across the sector. Deliver cross cultural training. Facilitate the availability of specialist equipment to support the inclusion of children with physical disabilities. 	3.1 Facilitate effective workforce information <ul style="list-style-type: none"> Make available sector information updates. Provide links to key industrial information via the early childhood website. Promote workforce excellence recognition programs across the sector. Share learning opportunities online via the early childhood website. 3.2 Effectively Implement Reforms and change <ul style="list-style-type: none"> Market best practice retention and participation programs. 3.3 Promote career pathways <ul style="list-style-type: none"> Work with stakeholders to develop pathways that support career progression for all educator categories across the workforce. 	4.1 Industry stakeholder engagement <ul style="list-style-type: none"> Support ECEC sector through dissemination of timely and accurate information regarding new and emerging government priorities and programs. Implement and sustain a state wide stakeholder engagement strategy encouraging collaborative networks and mutual information sharing across the sector. 4.2 Lead data collection and research <ul style="list-style-type: none"> Undertake detailed analysis of available ECEC workforce data. Continue to participate in data collection and dissemination through a range of instruments.
Indigenous Priority Workforce Actions	1.3 Increase Indigenous representation across all employee groups <ul style="list-style-type: none"> Identify and promote good practice. Identify extensions to existing programs to include ECEC pathways. 	2.3 Support Indigenous development initiatives <ul style="list-style-type: none"> Deliver an Indigenous remote area strategy providing qualifications in Children's services to existing and new entrant Indigenous children's services educators. 	3.4 Retain and value the Indigenous ECEC workforce <ul style="list-style-type: none"> Identify opportunities to promote workforce diversity and support retention of the Indigenous ECEC workforce. 	4.3 Increase Indigenous participation <ul style="list-style-type: none"> Increase Indigenous participation on key ECEC consultative mechanisms including the Health and Community Services Workforce Council cultural inclusion strategy.
Rural and remote Priority Workforce Actions	1.4 Attraction to rural and remote locations <ul style="list-style-type: none"> Beyond the range placements in rural and remote ECEC services. Attract quality educators to rural and remote communities and regional locations with an incentive scheme and online promotion. 	2.4 Support development strategies for ECEC workforce <ul style="list-style-type: none"> Deliver a Rural and Remote engagement and participation strategy targeting high needs areas. Encourage the identification of innovative models for the delivery of qualifications to isolated locations. 	3.5 Retain and value the Rural and Remote ECEC workforce <ul style="list-style-type: none"> Identify opportunities to promote and support retention of the rural and remote ECEC workforce. 	4.4 Increase rural and remote participation <ul style="list-style-type: none"> Ensure rural and remote participation on key ECEC consultative mechanisms.

Implementation Framework

ECEC Workforce Action Plan 2010 - 2013

clever • skilled • creative

Whilst overall project management responsibility for the ECEC Workforce Action Plan 2010- 2013 resides with the department's Human Resources (HR) Branch, implementation of initiatives contained within the plan will be led by: Office of Early Childhood Education and Care, Skills Queensland, Human Resources Branch, Sunshine Coast Institute of TAFE (as Key Account Manager) and Health and Community Services Workforce Council (as a peak body for the sector).

Attraction	Initiative	Strategy	Details	Action Area	Timeline	Total
	1.1 Raise the Status of the Profession	Website workforce portal	Central hub which lists comprehensive information about all options to enter and upskill in early childhood education and care. <ul style="list-style-type: none"> 'Career opportunities' section on the OECEC website with links to further information – this will be referred to as the workforce portal. Updates to other government websites. Updates to OnePortal intranet. Work with CCQ to explore 'help wanted' page on CCQ site for ECEC teachers. 	OECEC	2011	-
		Workforce strategy publication	Glossy 6-8 page publication with case studies distributed to a range of stakeholders, services and community organisations outlining the Department's actions to meet the early childhood workforce demands.	OECEC	2011	\$5 000
		Ministerial announcements	Ministerial announcements around key milestones and opportunities in the early childhood workforce. Examples media statements include: <ul style="list-style-type: none"> Early Childhood Teaching Scholarships. Advanced Diploma to degree qualified teacher pathways. 	OECEC	From 2010	-
		Social Media	Media announcements will be cross-promoted on Twitter and Facebook	OECEC	From 2010	-
		Development of workforce promotional material	Range of publications and fact sheets to target individual audiences with specific workforce messages. Individual fact sheets may include: <ul style="list-style-type: none"> Early Childhood Teaching Scholarships Early Childhood Bridging Program TAFE Fee Waiver Program Advanced Diploma to degree qualified teacher pathways Assistance for Indigenous educators Assistance for rural/remote educators Information for employers and employees 	Human Resources	From 2010	\$5 000

Initiative	Strategy	Details	Action Area	Timeline	Total
1.2 Increase opportunities for potential educators to gain employment	A-Z of Early Childhood e-newsletter	<p>Ongoing promotion highlighting various opportunities within ECEC, and reminding employers of their responsibilities under the NQF.</p> <p>Examples include:</p> <ul style="list-style-type: none"> ▪ Opportunities for current educators to upskill ▪ How to attract new educators to a service ▪ Qualification requirements from January 2012 ▪ Tips for employers on pay and conditions for educators and staff ▪ Professional development opportunities 	OECEC	From 2010	-
	Direct mail to services	<p>Opportunity to communicate directly with service managers and provide copies of promotional material to pass on to educators and staff.</p> <p>Mail outs to:</p> <ul style="list-style-type: none"> ▪ Announce workforce strategy and website portal ▪ Provide copies of printed material 	OECEC	From 2010	\$12 000
	Stakeholder and other government publications	<p>Opportunity for broad promotion in a range of stakeholder newsletters, magazines, websites and news alerts.</p> <p>Content may include:</p> <ul style="list-style-type: none"> ▪ Key milestones and announcements ▪ Regular column from Minister/Chief Officer ▪ Case studies from educators and staff who have completed the various upskilling programs and are now working in their new roles in ECEC 	OECEC	From 2010	-
	Online skills calculator	<p>Allows current and potential educators in early childhood to enter in a range of data (qualifications, work experience, position sought) into an online calculator which provides career path options.</p> <ul style="list-style-type: none"> ▪ Skills calculator to be promoted in all material. ▪ DL post card to be developed promoting the skills calculator and website portal to encourage interested parties to find out more about working in ECEC. 	OECEC	2011	\$10 000
	Primary Teacher mail outs	<p>Opportunity to promote the Early Childhood Bridging Program and to inform primary teachers of opportunities to cross-skill to work in ECEC.</p> <ul style="list-style-type: none"> ▪ Fact sheet attached to all letters to unsuccessful primary teachers requesting a permanent position with the Department ▪ Promoting opportunities in early childhood teaching (and other options). 	Human Resources	From 2011	-

Attraction	Initiative	Strategy	Details	Action Area	Timeline	Total
	1.2 Increase opportunities for potential educators to gain employment	Events and Conferences	Direct promotion to target audiences about the career opportunities within ECEC at events, conferences and careers expos. ▪ Sponsorship of conferences ▪ Display stands ▪ Satchel inserts	Human Resources	Ongoing	\$30 000
		Internal communications	Keep staff updated with latest workforce opportunities in ECEC. ▪ DG's message – once a month ▪ OECEC all staff email	OECEC	Ongoing	-
		TAFE marketing campaign	Promotion of the TAFE Fee Waiver Program and the Early Childhood Bridging Program	Key Account Manager	Ongoing	-
		Peer Support Groups	All State funded ECEC service educators would be eligible to attend any regionally based peer support activities. \$150 x 350 services = \$52 500 per annum	Workforce Council	July 2011- June 2013	\$105 500
		Stakeholder relationship management	Coordinate relationships between relevant stakeholders to support structural professional development programs that respond to current and future identified national, state and local priorities. Partner with universities and registered training organisations to expand articulation pathways to ensure an adequate supply of quality graduates. Ensure articulation pathways are approved by the Queensland College of Teachers to ensure graduates are eligible for teacher registration.	Human Resources	Ongoing	-
	1.3 Increase Indigenous representation across all employee groups	Promote good practice	Identify and promote services that have achieved Indigenous representation across one or multiple employee groups as best practice within newsletters, website publication and other materials.	Human Resources	From 2011	-
		Identify indigenous strategies	Identify extensions to existing programs to include ECEC pathways.	Human Resources	From 2011	-

	Initiative	Strategy	Details	Action Area	Timeline	Total
Attraction	1.4 Increase attraction of ECEC educators to rural and remote locations		Beyond the range practicum in rural and remote ECEC services.			
		Early Childhood Beyond The Range Supported Practicum's	Selected high-achieving, pre-service teachers will receive financial assistance and a program of structured pre-placement information and support to undertake their practicum in a rural or remote Queensland early childhood services. 3 Rounds of 30 teachers at \$1000 allowance each.	Human Resources	From 2011	\$90 000
		Communication and Marketing Plan	Develop a communication and marketing plan to promote the ECEC sector and attract quality educators to rural and remote communities	Human Resources	Ongoing	-
Development	2.1 Raise the qualification levels for the existing workforce		An incentive scheme to enhance attraction and retention for eligible services in ARIA 3 locations. Open to:			
		Rural and Remote Teacher Incentive Scheme	<ul style="list-style-type: none"> Long day care without existing kindergarten program, or experiencing significant difficulties filling vacancy for an extended period. \$12,000 Incentive/compensation benefit paid directly to teacher in 6 months instalments of \$3,000 for 2 years upon application to assist with relocation expenses and increased cost of living 	Human Resources	From 2011	Up to \$1 200 000
Development	2.1 Raise the qualification levels for the existing workforce		These scholarships will support existing early childhood education and care educators who currently hold a three-year university qualification but are not registered with the Queensland College of Teachers (QCT), to upgrade their qualifications and gain teacher registration in Queensland so they can deliver an approved kindergarten program. Eligible early childhood education and care educators will only need two years part-time study to upgrade their qualifications at university. 200 scholarships will be offered to:			
		Early Childhood Scholarships	<ul style="list-style-type: none"> meet the costs of course fees and study allowance to cover costs such as text books, internet access and resource materials. provide additional funding to support salary costs during the professional experience practicums. 	Human Resources	From 2010	Up to \$3 000 000

Development	Initiative	Strategy	Details	Action Area	Timeline	Total
	2.1 Raise the qualification levels for the existing workforce	Advance Diploma to Teacher Scholarships	Scholarships to upgrade Advanced Diploma graduates to an Early Childhood Teaching qualification so they can deliver an approved kindergarten program.	Human Resources	From July 2011	Up to \$1 200 000
			These scholarships support advanced diploma holders upgrade to a bachelor qualification, post graduate diploma in early childhood education and eligibility for teacher registration in Queensland.			
			Eligible early childhood education and care educators will only need two years full-time study (maximum duration four years part-time) to upgrade their qualifications at university.			
		Teacher Recognition Strategy (Teacher Bridging Program)	<p>The Teacher Recognition Strategy implements a bridging program developed to assist Queensland registered primary trained teachers, (who wish to work in an early childhood education and care service) gain early childhood qualifications as required in the <i>Child Care Act 2002</i>.</p> <p>The program is based on the current child care qualifications in the CHC02 Community Services Training Package and involves an extensive skills matching and audit process.</p> <p>Primary education trained teachers are eligible to enrol in the program if they:</p> <ul style="list-style-type: none"> Are currently registered with the Queensland College of Teachers Hold a current First Aid Certificate Completed their primary teaching qualification in or later than 1990 or Graduated pre-1990 (would also need to complete a pre-requisite competency CHCIC11B) Implement and promote inclusive policies and practices. 	Key Account Manager		\$283 168
		Family Day Care Training Strategy	<p>National Quality Standard requires Family Day Care Educators to hold or be working towards (enrolled in) Certificate III of Children's Services by 2014. This strategy provides 8 units of recognition of prior learning (RPL) towards the Certificate of Children's Services for Family Day Care Educators. This strategy will benefit 500 family day care educators over 3 years, 30% of all current family day care educators</p> <ul style="list-style-type: none"> Recognition of Prior learning incurs fees for students. The department will negotiate the discount of 8 RPL units to \$500 for each student. 3 year lead time to enable educators to upskill to new requirement Highly contextualised RPL tools students to pay for remaining units \$500 x 500 = \$250,000 over 3 years 	Key Account Manager		\$387 675

Development	Initiative	Strategy	Details	Action Area	Timeline	Total
	2.1 Raise the qualification levels for the existing workforce	TAFE Fee Waiver	<p>Under a joint Commonwealth and Queensland Government initiative, students enrolling in certain children's services qualifications at TAFE institutes across Queensland will not have to pay tuition fees</p> <p>The TAFE Queensland qualifications covered are:</p> <ul style="list-style-type: none"> CHC50908 Diploma of Children's Services (Early Childhood Education and Care) CHC60208 Advanced Diploma of Children's Services <p>The fee waiver for TAFE childcare qualifications will be available to students who enrol from 1 January 2010 to 30 June 2012 (inclusive). The fee waiver arrangements will be reviewed by government on 30 June 2012.</p> <p>TAFE Fee waiver program for Diploma (based on 2009 figures) \$1.5948 M annual hours curriculum @ \$1.45 tuition fee.</p>	Commonwealth funded	Ongoing	\$22 M pa
		HECS-HELP Benefit for Early Childhood Teachers	<p>A reduction in Higher Education Contribution Scheme (HECS) debt for early childhood teachers who work in regional and remote areas, Indigenous communities and areas of high disadvantage.</p> <p>The 2008-09 Federal Budget committed \$12.4 million to reduce by about half the HELP debt of early childhood teachers who work in regional and remote areas, Indigenous communities and areas of high disadvantage based on postcode location.</p> <p>The benefit will provide eligible early childhood education teachers with a reduction in their debt of up to \$1600 per year (for 2008-09 indexed in later years) for up to a lifetime maximum of 260 weeks (5 years) of eligible employment.</p> <p>Since 1 July 2009, eligible early childhood education teachers have been able to apply to the Australian Taxation Office for the HECS-HELP Benefit. Eligible teachers have two years to apply for the benefit for a particular income year.</p>	Commonwealth funded	Ongoing	-

Initiative	Strategy	Details	Action Area	Timeline	Total
2.2 Effectively prepare the workforce	Queensland Kindergarten Learning Guideline Professional Development Modules	<p>To support implementation of the Queensland Kindergarten Learning Guideline from 2011. Aims:</p> <ul style="list-style-type: none"> To engage teachers, educators and service leaders in embracing the Queensland Kindergarten Learning Guideline within the broader context of implementing quality programs for children from birth to age 5 (prior to school) To build understandings and skills for delivering quality kindergarten programs based on the Queensland Kindergarten Learning Guideline To promote professional practices that aligns with the vision for early years education – 'Belonging, being and becoming'. <p>Content</p> <ul style="list-style-type: none"> Welcome/Introduction screen Five modules – each involving 1 to 1½ hours of engagement Resources/Information sheets 	OECEC	2011	-
	Leadership Development Strategy	<p>This strategy will provide leadership tools, training and online resources particularly beneficial for those in leadership and management roles throughout the early childhood education and care sector. Topics covered in the leadership development strategy will cover the following topics:</p> <ul style="list-style-type: none"> Coaching centre educators to continuously improve their performance. Develop leadership capability – self review of capability and strengths, creating development plans, sharing knowledge and skills with others. Having performance conversations with educators and staff and giving difficult feedback. Tools to help leaders attract and recruit educators and staff. Increasing educator retention in a high-turnover industry. 	Human Resources		\$250 000
	Leadership Framework	<p>This strategy provides access to specific leadership programs for existing and emerging leaders in ECEC sector. This professional development has an integrated service delivery leadership and sector leadership focus.</p> <p>\$110 x 350 services = 38 500 per annum</p>	Workforce Council	July 2011- June 2013	\$77 000
	State-wide Delivery Strategy	<p>Sunshine Coast Institute of TAFE are the key account management (KAM) agency. KAM agency provide a coordination role for TAFE Institutes' delivery of relevant training strategies under this Plan.</p> <ul style="list-style-type: none"> Organise, facilitate, coordinate and administer the implementation of the state wide training coordination of TAFE components of this plan. Develop and implement a business model that establishes governance mechanisms to ensure effective TAFE delivery of strategies. Provide coordination, assistance and guidance to participating TAFE institutes including the coordination of professional development activities for relevant teachers, and or staff. 	Key Account Manager	Ongoing	\$149 321

Development	Initiative	Strategy	Details	Action Area	Timeline	Total
			<ul style="list-style-type: none"> Explore, promote and monitor strategies to ensure consistency with the requirements of this plan. Monitor the relevant delivery and adherence to purchasing and planning requirements. Provide information on joint reporting requirements. Administer (and be accountable for) relevant payment / subsidies to participating TAFE institutes. 			
	2.2 Effectively prepare the workforce	Cross Cultural Development Training	Cross Cultural Development training	Key Account Manager	Ongoing	\$70 000
		Specialist Equipment	<p>This strategy will facilitate Kindergartens, anywhere in QLD, to access specialist equipment to support the inclusion of children with physical disabilities</p> <p>\$100 x 350 services = 35 000 per annum</p>	Workforce Council	July 2011-June 2013	\$70 000
	2.3 ECEC Professional Development Strategy	<p>Queensland Kindergarten Learning Guideline (QKLG)</p> <p>Professional Development</p> <ul style="list-style-type: none"> - Support for Services Strategy - Enhance Teacher Capacity - Sector Development Strategies 	<p>Support services implementing the Queensland Kindergarten Learning Guideline provides a point of contact for kindergarten teachers and service providers; consistent messages about implementing the kindergarten guideline; builds a shared understanding of development; and delivers a kindergarten program.</p> <p>Resources:</p> <ul style="list-style-type: none"> On-line portal (Project Room) offering a secure environment for professional sharing Email and telephone advice and support Participate in and/or present at conferences, workshops and network meeting Links with peak bodies supporting long day care services e.g. Childcare Queensland <p>For Teachers: The following tools will be utilised to implement this strategy:</p> <ul style="list-style-type: none"> QSA on-line modules (available from January 2011) Face-to-face workshops across State (available from June 2011) Examples of kindergarten guidelines in practice Audio visual resources demonstrating the kindergarten guideline in practice DVD of on-line modules 	OECEC	2011	\$428 000

Development	Initiative	Strategy	Details	Action Area	Timeline	Total
	2.4 Support effective pathways for Indigenous ECEC workforce	Indigenous Remote Area Strategy	<p>The Indigenous Remote Area Strategy (IRAS) delivers targeted and culturally appropriate training of the Certificate III, Diploma and Advanced Diploma of Children's Services qualifications to existing and new-entrant children's services educators in the Cape/Gulf and Torres Strait Islands and such other Indigenous remote locations as appropriate.</p> <p>This strategy targets specific children's services skills development needs of communities in these regions. It also aims to develop appropriate responses for this population segment, particularly through identified children's services community locations.</p> <ol style="list-style-type: none"> 1. DET through the Tropical North Queensland Institute of TAFE (TNQT) will deliver targeted and culturally appropriate training to existing and new entrant Indigenous children's services educators in the Cape, Gulf and Torres Strait Islands and as such other Indigenous remote locations as appropriate 2. An Inter-agency Communication Group will be established as part of this strategy including representatives from central and regional offices, KAM TNQT funded auspice organisations and other relevant stakeholders. 3. Engage appropriate delivery staff and deliver flexible and culturally appropriate training, support, materials and assessment services. 4. Provide written quarterly and annual reports on student enrolments and completions and on student progress. 	Skills Queensland	On-going	\$2 175 000
			<p>Remote support teachers are employed by TAFE institutes, funded by DET. 3.8 x Remote Support teachers deliver training and support services to remote communities This strategy provides support to eligible students already accessing training to enhance the skills and service capacity of communities in high needs areas.</p> <ul style="list-style-type: none"> ▪ Establishment and maintenance of sustainable industry networks within and between communities', key stakeholders and regional offices. ▪ Promote available funding assistance strategies available ▪ Supporting existing educators gain qualifications in identified areas of high need. ▪ Provide a collaborative work environment for support teachers and students. ▪ Provide students with access to additional face-to-face support, library facilities and resources. ▪ Encourage the identification of innovative models for the delivery of qualifications to those in rural and remote locations 	Key Account Manager	On-going	\$1 654 583

Retention	Initiative	Strategy	Details	Action Area	Timeline	Total
		Remote Area Advisors	This strategy provides State funded services in remote areas access to specialists visiting twice a year to provide professional development and support tailored to their needs - in recognition that it is very difficult to get away from their service \$90 x 110 services = \$ 9 900 per annum	Workforce Council	July 2011-June 2013	\$19 800
	3.1 Facilitate effective workforce information	Sector workforce information	Make available sector information including induction package, career pathways and key industrial information via the early childhood website portal.	Human Resources	From 2011	-
		Workforce Excellence promotion	Promote workforce excellence recognition programs across the sector throughout the ECEC portal.	Human Resources	From 2011	-
		Online Learning Opportunities	This initiative would allow all Kindergarten educators to access to live professional development sessions via the internet which include participants from across the state. \$50 for 2 hr session x 350 services = \$17 500 per annum	Workforce Council	July 2011-June 2013	\$35 000
		Professional Development Website portal	This strategy would allow state funded services book activities on-line and access web based professional development resources and sector information. \$15 x 350 services = \$5 250 per annum	Workforce Council	July 2011-June 2013	\$10 500
	3.2 Effectively Implement Reforms and change	Market retention programs	Implement retention and participation programs to address issues such as the ageing workforce	Human Resources	From 2011	-
	3.3 Promote career pathways	Develop career progression pathways	Work with stakeholders to develop pathways that support career progression for all educator categories across the workforce.	Human Resources	From 2011	-
	3.4 Retain and value the Indigenous ECEC workforce	Workforce diversity identification	Identify opportunities to promote workforce diversity and support retention of the Indigenous ECEC workforce.	Human Resources	From 2011	-

Governance	Initiative	Strategy	Details	Action Area	Timeline	Total
	3.5 Retain and value the Rural and Remote ECEC workforce	Rural and remote retention	Identify opportunities to promote and support retention of the rural and remote ECEC workforce. <i>Refer Rural and Remote (ARIA 3) teacher Incentive Scheme 1.4</i>	Human Resources	From 2011	-
	4.1 Industry stakeholder engagement	Information Dissemination	Support ECEC sector through dissemination of timely and accurate information regarding new and emerging government priorities and programs.	Human Resources	From 2011	-
		State-wide engagement strategy	Implement and sustain a state-wide stakeholder engagement strategy	Human Resources	From 2011	-
		Regional Professional Support Networks (PSN)	Regional Professional Support Networks established to facilitate the development of pedagogical leadership across the sector. This strategy will allow state funded ECEC service Teachers/Directors to be represented on the 14 regional networks across QLD & contribute to the identification of need and the planning of activities in each of those regions to build the leadership capacity in each region. \$40 x 350 services = \$ 14 000 per annum	Workforce Council	July 2011-June 2013	\$28 000
		In the Loop Newsletter	This strategy will provide Kindergarten services with a quarterly newsletter full of information and facts that support quality service provision. \$25 x 350 services = \$8 750 per annum	Workforce Council	July 2011-June 2013	\$17 500

Governance	4.2 Lead data collection and research	Workforce data analysis	Undertake detailed analysis of available ECEC workforce data.	Human Resources	From 2010	-
		Workforce data collection and dissemination	Participate in workforce data collection and dissemination through a range of study instruments.	Human Resources	From 2010	-
	4.3 Increase Indigenous participation	Increase indigenous participation	Increase Indigenous participation on key ECEC consultative mechanisms including Health and Community Services Workforce Council cultural inclusion strategy.	Human Resources	From 2011	-
		Indigenous Cultural Inclusion Strategy	This strategy will support networks and services to: <ul style="list-style-type: none"> ▪ Build relationships with local Aboriginal and Torres Straight Islander Elders; ▪ Implement Yarning Circles where services will have an opportunity to explore what Inclusion is about and how to improve strategies in their service; ▪ Access to our STYLE Guide - Guide to support the inclusion of Aboriginal and Torres Straight Islander children into mainstream services 	Workforce Council	July 2011-June 2013	\$42 000
			\$60 x 350 services \$21 000 per annum			
	4.4 Increase rural and remote participation	Increase rural and remote participation	Increase rural and remote participation on key ECEC consultative mechanisms.	Human Resources	From 2011	-

ECEC Workforce Action Plan 2010 - 2013 Costing by Initiative

No.	Initiative Inclusions	Funding source	2010-11 Dec - Jun	2011-12 Fin Yr	2012-13 Fin Yr	2013-14 Jul - Dec	TOTAL
1.1	Website workforce Portal	n/a	-	-	-	-	\$0
1.1	Workforce strategy glossy publication	OECEC New	-	\$5,000	-	-	\$5,000
1.1	Ministerial Announcements	n/a	-	-	-	-	\$0
1.1	Social Media: Twitter and Facebook	n/a	-	-	-	-	\$0
1.1	Workforce promotional material publications & facts sheets for the workforce including scholarship opportunities, Professional Development.	OECEC New	\$5,000	-	-	-	\$5,000
			\$5,000	\$5,000	\$0	\$0	\$10,000
1.2	A-Z of Early Childhood e-newsletter	n/a	-	-	-	-	\$0
1.2	Directed mail outs to service managers of workforce strategy	OECEC New	\$12,000	-	-	-	\$12,000
1.2	Stakeholder publications/newsletter	n/a	-	-	-	-	\$0
1.2	Online skills calculator	OECEC New	-	\$10,000	-	-	\$10,000
1.2	Primary Teacher bridging mail outs promoting early childhood opportunities	n/a	-	-	-	-	\$0
1.2	Events and Conferences, stands, displays satchel inserts, guest speakers	OECEC New	\$5,000	\$10,000	\$10,000	\$5,000	\$30,000
1.2	Internal Communications - sharing DG messages, OECEC staff mail	n/a	-	-	-	-	\$0
1.2	TAFE marketing campaign	n/a	-	-	-	-	\$0
1.2	Peer Support Groups	OECEC New	-	\$52,500	\$52,500	-	\$105,000
1.2	Stakeholder relationship management	n/a	-	-	-	-	\$0
			\$17,000	\$72,500	\$62,500	\$5,000	\$157,000
1.3	Promote good practice within newsletters, website publications etc	n/a	-	-	-	-	\$0
1.3	Identify Indigenous strategies	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
1.4	Beyond the Range practicum placements 30 teachers at \$1000	OECEC New	-	\$30,000	\$30,000	\$30,000	\$60,000
1.4	Rural and remote communication and marketing plan	n/a	-	-	-	-	\$0
1.4	Rural and Remote Teacher Incentive Scheme	Universal Access	-	\$600,000	\$600,000	-	\$1,200,000
			\$0	\$630,000	\$630,000	\$30,000	\$1,260,000
2.1	Early Childhood Scholarships	Universal Access	\$1,000,000	\$1,000,000	\$1,000,000	-	\$3,000,000
2.1	Scholarships upgrading Advanced Diploma holders to a teaching qualification	Universal Access	-	\$600,000	\$600,000	-	\$1,200,000
2.1	Teacher Recognition Bridging Strategy- Management	OECEC	\$75,239	\$77,949	\$79,980	-	\$233,168
2.1	Teacher Recognition Bridging Strategy- Resource development	OECEC	\$10,000	-	\$40,000	-	\$50,000
2.1	Family Day Care Training Strategy - Certificate III RPL for 8 units	OECEC	-	\$100,000	\$100,000	\$50,000	\$200,000
2.1	Family Day Care Training Strategy - Management	OECEC	\$44,700	\$46,488	\$46,488	-	\$137,676
2.1	Children's Services TAFE Fee Waiver. Diploma Children's Services & Advanced	Commonwealth	\$2,200,000	TBA	TBA	TBA	\$2,200,000
2.1	Vocational Education and Training delivery through VET Revenue General	VET Investment	\$22,000,000	\$22,000,000	\$22,000,000	-	\$66,000,000
2.1	HECS-HELP Benefit for Early Childhood Teachers.	n/a	-	-	-	-	\$0
			\$25,329,939	\$23,824,437	\$23,866,468	\$50,000	\$73,020,844
2.2	Early Years Curriculum Guidelines	n/a	-	-	-	-	\$0
2.2	Queensland Studies Authority Professional Development Modules	n/a	-	-	-	-	\$0
2.2	Leadership Development Strategy	OECEC New	\$60,000	\$70,000	\$60,000	\$60,000	\$250,000
2.2	Leadership Framework	OECEC New	-	\$38,500	\$38,500	-	\$77,000
2.2	State-wide Training Delivery Strategy	KAM Existing	\$48,114	\$50,039	\$51,168	-	\$149,321
2.2	Cross Cultural Development Training Resource Development	KAM Existing	\$30,000	\$20,000	\$20,000	-	\$70,000
2.2	Access to High Needs Specialist Equipment	OECEC New	-	\$35,000	\$35,000	-	\$70,000
2.2	QKLG Professional Development - Support for Services, Enhance Teacher Capacity & Sector Development	Universal Access	-	\$428,000	-	-	\$428,000
			\$138,114	\$641,539	\$204,668	\$60,000	\$616,321
2.3	Indigenous Remote Area Strategy	Skills Commission	\$725,000	\$725,000	\$725,000	-	\$2,175,000
2.3	Rural and Remote Engagement - Remote Support Teachers	KAM Existing	\$136,888	\$351,500	\$357,200	-	\$845,588
2.3	Rural and Remote Engagement - Support	KAM Existing	-	\$125,075	\$127,920	-	\$252,995
2.3	Rural and Remote Engagement - Travel	KAM Existing	\$38,000	\$78,000	\$80,000	-	\$196,000
2.3	Remote Area Advisors	OECEC New	-	\$9,900	\$9,900	-	\$19,800
			\$899,888	\$1,289,475	\$1,300,020	\$0	\$3,489,383

No.	Initiative Inclusions	Funding source	2010-11 Dec - Jun	2011-12 Fin Yr	2012-13 Fin Yr	2013-14 Jul - Dec	TOTAL
3.1	Sector workforce information	n/a	-	-	-	-	\$0
3.1	Workforce Excellence promotion	n/a	-	-	-	-	\$0
3.1	Online Learning Opportunities	OECEC New	-	\$17,500	\$17,500	-	\$35,000
3.1	Professional Development Website portal	OECEC New	-	\$5,250	\$5,250	-	\$10,500
			\$0	\$22,750	\$22,750	\$0	\$45,500
3.2	Market retention programs	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
3.3	Develop career progression pathways	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
3.4	Workforce diversity identification	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
3.5	Rural and remote retention	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
4.1	Information Dissemination	n/a	-	-	-	-	\$0
4.1	State-wide engagement strategy	n/a	-	-	-	-	\$0
4.1	Regional Professional Support Networks (PSN)	OECEC New	-	\$14,000	\$14,000	-	\$28,000
4.1	In the Loop Newsletter	OECEC New	-	\$8,750	\$8,750	-	\$17,500
			\$0	\$22,750	\$22,750	\$0	\$45,500
4.2	Workforce data analysis	n/a	-	-	-	-	\$0
4.2	Workforce data collection and dissemination	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
4.3	Increase indigenous participation	n/a	-	-	-	-	\$0
4.3	Indigenous Cultural Inclusion Strategy		-	\$21,000	\$21,000	-	\$42,000
4.3	RATEP	n/a	-	-	-	-	\$0
			\$0	\$21,000	\$21,000	\$0	\$42,000
4.4	Increase rural and remote participation	n/a	-	-	-	-	\$0
			\$0	\$0	\$0	\$0	\$0
			\$26,389,941	\$26,529,451	\$26,130,156	\$145,000	\$79,194,548
Funding	VET skilling strategy management	OECEC	\$259,500	\$619,500	\$619,500	\$0	\$1,498,500
	OECEC Funding	OECEC New	\$500,000	\$500,000	\$500,000	\$0	\$1,500,000
	Professional Development to support Curriculum	Universal Access	\$0	\$428,000	\$0	\$0	\$428,000
	Rural and Remote Teacher Incentive Program	Universal Access	\$0	\$600,000	\$600,000	\$0	\$1,200,000
	Scholarships Programs	Universal Access	\$1,000,000	\$1,600,000	\$1,600,000	\$0	\$4,200,000
	IRAS - Skills Investment	VET investment	\$725,000	\$725,000	\$725,000	\$0	\$2,175,000
	Commonwealth FEE waiver	Commonwealth	\$2,200,000	TBA	TBA	TBA	\$2,200,000
	VRG	VET Investment	\$22,000,000	\$22,000,000	\$22,000,000	TBA	\$66,000,000
Total Funding			\$26,684,500	\$26,472,500	\$26,044,500	\$0	\$79,201,500
GAP			\$294,559	-\$56,951	-\$85,656	-\$145,000	\$6,952

ECEC Workforce Action Plan 2010-2013 Stakeholder Consultation

Groups Actively Involved in Consultation

- Health and Community Services Workforce Council and the subgroup formed under its auspices to consider and provide input into the plan. Membership of the group included Queensland Children's Activities Network (QCAN), Family Day Care Qld, Indigenous Child Care Support Unit (IPSU) - QCOSS, C&K and Sunshine Coast Institute of TAFE (SCIT).
- Early Childhood Development (ECD) Forum and Kindergarten Implementation Reference Group (KIRG) including the following peak stakeholders:
 - C&K (Kindergarten sector)
 - Childcare Queensland
 - Queensland Catholic Education Commission
 - Early Childhood Australia
 - Independent Schools Queensland
 - Queensland Independent Education Union
 - Australian Community Services Employers Association
 - Liquor and Miscellaneous Workers Union
 - QCAN (School aged care sector)
 - Family Day Care Qld (Family Day care sector)
 - IPSU (QCOSS)
 - SCIT (Long day care support)
 - Health and Community Services Workforce Council PSCQ (Professional Support Co-ordinator project).
- Queensland Children's Services Alliance.
- Universities and training providers.
- Queensland Skills Commission.
- Within the Department of Education and Training:
 - ECEC Program Board for Queensland Transition Plan for the National Partnership Agreement on the National Quality Agenda,
 - ECEC Industry Skilling and Workforce Development Project Board,
 - Office for Early Childhood Education and Care,
 - Skilling Services Queensland,
 - Children's Services Skilling Plan Key Account Managers,
 - Corporate Communications and Marketing, and
 - Human Resources.

Message from the Minister

As part of our vision of a world class education system, the State Government is delivering on the next phase of our education reform - the Queensland Government's Education White Paper *A Flying Start for Queensland Children*.

Flying Start reflects our commitment to improving the lives of all Queensland children and their families through the phased implementation of national reforms in early childhood education and care (ECEC).

These reforms will provide all Queensland children, regardless of their location, with the best possible start in life through access to high quality early childhood education and care services.

In line with these reforms, the Queensland and Australian Governments are investing almost \$900 million to deliver universal access to kindergarten by establishing up to 240 extra kindergarten services by 2014 and, for the first time, supporting long day care providers to deliver approved kindergarten programs.

Already underway, these initiatives will meet the needs of children from working families and their parents and cater for those children not currently accessing any centre-based ECEC services.

The introduction of a *National Quality Framework* for long day care, kindergarten, outside school hours care and family day care services in 2012 will see these services assessed and rated against national quality standards for the first time. This major reform will also see the gradual implementation of improved qualification requirements and educator-to-child ratios from 2014 to 2020.

These reforms are already driving demand for qualified educators, particularly early childhood teachers. In response, the Queensland Government is working in partnership with the ECEC sector including unions, employers, employees, universities and registered training organisations to meet the challenge.

To address the workforce challenges faced by the sector now and over the coming years, our government will invest approximately \$77 million in the *Early Childhood Education and Care Workforce Action Plan 2010-2013*. This includes an estimated \$22 million per annum continued investment in early childhood vocational education and training across the state. The plan will focus on:

- attracting quality educators to the ECEC sector
- developing our existing educators
- retaining and valuing our ECEC workforce
- providing strong governance around policy development, data and sector engagement.

I encourage all existing and potential educators to take advantage of this plan to enhance your knowledge and skills and to support your contribution to improved quality across the ECEC sector.

As Queensland's Education Minister, I want to ensure every child in our state has a pathway to education and educational excellence and every opportunity to fulfill their potential.

With the support of the *Early Childhood Education and Care Workforce Action Plan 2010-2013*, we will give our children a flying start to learning and life.

CAMERON DICK MP
Minister for Education and Industrial Relations

10/344354

ECEC Workforce Action Plan 2010 - 2013 Costing by Funding Provider

Funding source	Initiative Inclusions	Initiative	2010-11 Dec - Jun	2011-12 Fin Yr	2012-13 Fin Yr	2013-14 Jul - Dec	TOTAL
OECEC	Website workforce Portal	1.1	-	-	-	-	\$0
OECEC	Workforce strategy glossy publication to stakeholders, services and community organisations about DET actions to meet industry demands	1.1	-	\$5,000	-	-	\$5,000
OECEC	Ministerial Announcements	1.1	-	-	-	-	\$0
OECEC	Social Media: Twitter and Facebook	1.1	-	-	-	-	\$0
OECEC	Workforce promotional material publications & facts sheets for the workforce	1.1	\$5,000	-	-	-	\$5,000
OECEC	A-Z of Early Childhood e-newsletter. Opportunities for current staff, how to	1.2	-	-	-	-	\$0
OECEC	Directed mail outs to service managers of workforce strategy	1.2	\$12,000	-	-	-	\$12,000
OECEC	Stakeholder publications/newsletter	1.2	-	-	-	-	\$0
OECEC	Online skills calculator identifies career path options based upon qualifications,	1.2	-	\$10,000	-	-	\$10,000
OECEC	Primary Teacher bridging mail outs promoting early childhood opportunities	1.2	-	-	-	-	\$0
OECEC	Events and Conferences, stands, displays satchel inserts, guest speakers	1.2	\$5,000	\$10,000	\$10,000	\$5,000	\$30,000
OECEC	Internal Communications - sharing DG messages, OECEC staff mail	1.2	-	-	-	-	\$0
OECEC	TAFE marketing campaign promoting the TAFE Fee Waiver & Bridging	1.2	-	-	-	-	\$0
OECEC	Peer Support Groups: professional lunches, breakfasts & professional development opportunities hosted by Workforce Council (WC)	1.2	-	\$52,500	\$52,500	-	\$105,000
OECEC	Stakeholder relationship management	1.2	-	-	-	-	\$0
OECEC	Promote good practice within newsletters, website publications etc	1.3	-	-	-	-	\$0
OECEC	Identify Indigenous strategies	1.3	-	-	-	-	\$0
OECEC	Beyond the Range practicum placements 30 teachers at \$1000	1.4	-	\$30,000	\$30,000	\$30,000	\$90,000
OECEC	Rural and remote communication and marketing plan	1.4	-	-	-	-	\$0
OECEC	Family Day Care Training Strategy – Certificate III RPL for 8 units (1/2 the qual funded) for 500 existing staff.	2.1	-	\$100,000	\$100,000	\$50,000	\$250,000
OECEC	Queensland Kindergarten Learning Guideline Professional Development Modules	2.2	-	-	-	-	\$0
OECEC	Leadership Development Strategy	2.2	\$60,000	\$70,000	\$60,000	\$60,000	\$250,000
OECEC	Leadership Framework (WC)	2.2	-	\$38,500	\$38,500	-	\$77,000
OECEC	Access to High Needs Specialist Equipment (WC)	2.2	-	\$35,000	\$35,000	-	\$70,000
OECEC	Remote Area Advisors (WC)	2.3	-	\$9,900	\$9,900	-	\$19,800
OECEC	Sector workforce information	3.1	-	-	-	-	\$0
OECEC	Workforce Excellence promotion	3.1	-	-	-	-	\$0
OECEC	Online Learning Opportunities (WC)	3.1	-	\$17,500	\$17,500	-	\$35,000
OECEC	Professional Development Website portal (WC)	3.1	-	\$5,250	\$5,250	-	\$10,500
OECEC	Market retention programs	3.2	-	-	-	-	\$0
OECEC	Develop career progression pathways	3.3	-	-	-	-	\$0
OECEC	Workforce diversity identification	3.4	-	-	-	-	\$0
OECEC	Rural and remote retention	3.5	-	-	-	-	\$0
OECEC	Information Dissemination	4.1	-	-	-	-	\$0
OECEC	State-wide engagement strategy	4.1	-	-	-	-	\$0
OECEC	Regional Professional Support Networks (WC)	4.1	-	\$14,000	\$14,000	-	\$28,000
OECEC	In the Loop Newsletter (WC)	4.1	-	\$8,750	\$8,750	-	\$17,500

TRIM: 10/344354

Funding source	Initiative Inclusions	Initiative	2010-11 Dec - Jun	2011-12 Fin Yr	2012-13 Fin Yr	2013-14 Jul - Dec	TOTAL
OECEC	Workforce data analysis	4.2	-	-	-	-	\$0
OECEC	Workforce data collection and dissemination	4.2	-	-	-	-	\$0
OECEC	Increase indigenous participation	4.3	-	-	-	-	\$0
OECEC	Indigenous Cultural Inclusion Strategy (WC)	4.3	-	\$21,000	\$21,000	-	\$42,000
OECEC	Increase rural and remote participation	4.4	-	-	-	-	\$0
			\$82,000	\$427,400	\$402,400	\$145,000	\$1,056,800
OECEC	Teacher Recognition Bridging Strategy- Management	2.1	\$75,239	\$77,949	\$79,980	-	\$233,168
OECEC	Teacher Recognition Bridging Strategy- Resources	2.1	\$10,000		\$40,000	-	\$50,000
OECEC	Family Day Care Training Strategy - Management	2.1	\$44,700	\$46,488	\$46,488	-	\$137,676
OECEC	Targeted State-wide Training Delivery Strategy Management	2.2	\$48,114	\$50,039	\$51,168	-	\$149,321
OECEC	Cross Cultural Development Training Resource development and training	2.2	\$30,000	\$20,000	\$20,000	-	\$70,000
OECEC	Rural and Remote Engagement - Remote Support Teachers	2.3	\$136,888	\$351,500	\$357,200	-	\$845,588
OECEC	Rural and Remote Engagement - Management	2.3	-	\$125,075	\$127,920	-	\$252,995
OECEC	Rural and Remote Engagement - Travel	2.3	\$38,000	\$78,000	\$80,000	-	\$196,000
			\$382,941	\$749,051	\$802,756	\$0	\$1,934,748
		Total Costs	\$464,941	\$1,176,451	\$1,205,156	\$145,000	\$2,991,548
OECEC	OECEC Funding	Funding	\$500,000	\$500,000	\$500,000	\$0	\$1,500,000
OECEC	Skilling strategy management	Funding	\$259,500	\$619,500	\$619,500	\$0	\$1,498,500
		Total Funding	\$759,500	\$1,119,500	\$1,119,500	\$0	\$2,998,500
OECEC Total		GAP	\$294,559	-\$56,951	-\$85,656	-\$145,000	\$6,952
Universal Access	Rural and Remote Teacher Incentive Scheme	1.4	-	\$600,000	\$600,000	-	\$1,200,000
Universal Access	Early Childhood Scholarships	2.1	\$1,000,000	\$1,000,000	\$1,000,000	-	\$3,000,000
Universal Access	Scholarship to upgrade Advanced Diploma holders to a teaching qualification	2.1	-	\$600,000	\$600,000	-	\$1,200,000
Universal Access	QKLG Professional Development - Support for Services, Enhance Teacher Capacity & Sector Development	2.2	-	\$428,000	-	-	\$428,000
		Total Costs	\$1,000,000	\$2,628,000	\$2,200,000	\$0	\$5,828,000
Universal Access		Funding	\$1,000,000	\$2,678,000	\$2,200,000	\$0	\$5,828,000
Universal Access		GAP	\$0	\$50,000	\$0	\$0	\$0
VET Investment	Indigenous Remote Area Strategy (IRAS)	2.3	\$725,000	\$725,000	\$725,000	-	\$2,175,000
		Total Costs	\$725,000	\$725,000	\$725,000	\$0	\$2,175,000
VET Investment	IRAS	Funding	\$725,000	\$725,000	\$725,000	\$0	\$2,175,000
Commonwealth	Children's Services TAFE Fee Waiver. Diploma Children's Services & Advanced Diploma Children's Service - \$1.5948 M annual hours curriculum @ \$1.45 tuition fee	2.1	\$2,200,000	TBA	TBA	TBA	\$2,200,000
VET Investment	Vocational Education and Training delivery through VET Revenue General		\$22,000,000	\$22,000,000	\$22,000,000	TBA	\$66,000,000
Commonwealth	HECS-HELP Benefit for Early Childhood Teachers. Reduction of Teachers	2.1	-	-	-	-	\$0

Minister's Office File Ref:	E7/11/2151
Department File Ref:	11/119262

Briefing Note

Chief of Staff

Office of the Minister for Education and Industrial Relations

Requested by:
Ministerial Office

Date requested:
10/05/2011

Action required by:
16/05/2011

Action required

- ☐ For meeting ☐ With correspondence
☒ For information ☐ With Question on Notice

Other attachments for Ministerial consideration

- ☐ Speaking points ☐ Ministerial Statement
☐ Draft media release ☐ Question on Notice
☐ Cabinet related document

SUBJECT: BUSINESS SERVICES MANAGER

Proposal

That the Chief of Staff:

Note the information with respect to the role of Business Services Managers in schools and the School Business Managers' Association.

Urgency

1. Routine – the information provided is in response to a request for the Chief of Staff.

Background

2. Business Services Managers (BSM) are allocated to primary, secondary and special schools through the Staffing Model. Not all schools are allocated these positions as the allocation is based on enrolment thresholds with alignment to school complexity as reflected in school banding.
3. The School Business Managers' Association Qld Inc. is an organisation that was formed to promote the role of Business Service Managers in Queensland state schools. Membership is open to individuals permanently employed as BSMs in schools or relieving above level in a BSM role for a minimum of three months.

Key Issues

4. The role of a Business Services Manager (BSM) is primarily to provide a range of corporate services in a school under the direction of the Principal.
5. BSMs vary in classification from AO3 to AO6.
6. BSMs generally supervise non-teaching employees in schools (excluding teacher aides). In some school locations BSMs can be required to provide day-to-day administrative support for teacher aides.
7. Depending on the classification of the BSM, the focus of their role can be on a spectrum from fully operational to strategic.
8. Workforce Services, Human Resource Branch are currently in the process of reviewing a range of BSM roles to determine if changes have occurred over time to the focus of the BSM role. This review will inform the updating of the Department's current BSM role descriptions.
9. Currently there is an arrangement in place whereby an Executive Principal school can temporarily upgrade the BSM role to an AO7 or AO8 classification.
10. Information regarding the School Business Managers' Association Qld Inc. is available on its website at <http://sbmaq.com.au/>. Membership is voluntary and individuals pay a yearly membership fee. The Association has branches throughout the State.

Consultation

11. Not applicable.

Minister's Office File Ref:	
Department File Ref:	11/119262

Media implications

12. No media implications.

Financial implications

13. There are no financial implications.

Legal implications

14. There are no legal implications.

Elected representative

15. Not applicable.

Remedial action

16. No remedial action required.

Right to information

17. I am of the view that the contents or attachments contained in this brief are suitable for publication.

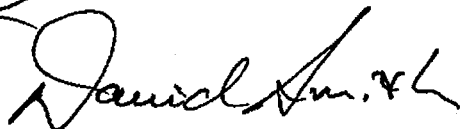
Minister's Office File Ref:	
Department File Ref:	11/119262

Recommendation

That the Chief of Staff

Note the information with respect to the role of Business Services Managers in schools and the School Business Managers' Association.

NOTED




DAVID SMITH
Chief of Staff
Office of the Hon Cameron Dick MP
Minister for Education and Industrial Relations

24/6/11

Chief of Staff's comments

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Action Officer	Endorsed by:	Endorsed by:	Endorsed by:
Kathleen	ADG	DDG	DG
Patching			
Manager,	Craig Allen	Richard Eden	Julie Grantham
Workforce			
Recruitment and			
Employment			
Human	Human Resources	Operations	
Resources			
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	Mob: 0418 764 380	Mob: 0439 875 630	Mob: 25,5,11
	Date: 19/5/2011	Date: 25/5/2011	Date: 25,5,11

Teacher Education Centres of Excellence: Rationale for the selection of locations

The locations of the five Teacher Education Centres of Excellence to support commitments made within the *Improving Teacher Quality* National Partnership and *Flying Start* Green Paper have been determined through extensive internal and external stakeholder consultation and workforce data analysis.

Stakeholders consulted included the QUT, professional associations, all Queensland universities, Queensland College of Teachers and regional and school staff. The support of Regional Directors has been mandatory.

Recommendations for suitable locations were sought from stakeholders based on the capacity of staff to lead teacher education reform, exiting partnerships and proximity to universities.

The Department's recent analysis of its teaching workforce identified as pressure points in the supply of teachers the areas of Science, Maths, Special Education particularly in rural and remote areas. Literacy and numeracy expertise continues to be an area of strategic importance for the department.

Centre locations

Kelvin Grove State College (literacy and numeracy - early, middle and senior phase of learning)

- Existing partnership with and proximity to QUT, including shared facilities
- High motivation to lead reform of teacher education
- Existing strong links with rural and remote schools

Benowa State High School and Benowa State School (science)

- Existing partnership with and proximity to Griffith University Gold Coast.
- Expertise and links to Science, Technology, Engineering and Mathematics (STEM) related projects.
- Strong regional support

Morayfield Cluster (managed through *Morayfield East State School*) (literacy and numeracy - primary and middle phases of learning; effective mentoring for pre-service and beginning teachers)

- Existing partnership with and proximity to QUT Caboolture, including on campus and in-school delivery of university programs and sharing of resources and facilities
- Lead role in innovative teacher education projects (eg. Teacher Education Done Differently)
- Strong regional support

Aspley State Special School (special education)

- Identified through negotiation with ASEAQ and region
- High level expertise in leading projects and capacity for reform
- Strong linkages with other schools providing services for students with disabilities

Mt Stuart cluster, Townsville (Indigenous student engagement).

- Strong existing partnership with, and proximity to, James Cook University Townsville
- Established links with rural and remote schools
- Capacity to lead reform of teacher education
- Strong regional support

University Partnerships

As part of the process for the selection of the Teacher Education Centres of Excellence, consideration was given to ensuring that the largest possible number of preservice teachers from

the widest possible array of Queensland universities were given an opportunity to participate in the program.

This is evident in the establishment the Morayfield Cluster and Aspley Special Schools centres whereby eligibility is for preservice teachers from any Queensland university. Given the geographic location of these two centres, preservice teachers mainly from Queensland University of Technology, Sunshine Coast University, Griffith University, University of Queensland and James Cook University (Noosa Campus) will participate.

Given the closeness of proximity between centres located at Kelvin Grove, Benowa and Townsville centres and universities, these centres have been partnered with Queensland University of Technology, Griffith University and James Cook University respectively.

Schools in regional Queensland, whilst not directly linked to a centre will still benefit significantly from the establishment of these centres through targeted recruitment and attraction strategies such as Supported Internships and Beyond the Range practicums aimed at preservice teachers in a number of centres.

For example, Kelvin Grove School Centre of Excellence is linking with several schools in South West Queensland through a supported internship program for participants in their final term of study and prior to commencing their employment with Education Queensland.

The department will continue to work closely with all universities in ensuring that Queensland schools are staffed with the highest calibre teachers.