



QUEENSLAND
TEACHERS' UNION
OF EMPLOYEES

QTU Policy
2023 - 2025

Professional development

Booklet

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Queensland Teachers' Union Policy

QTU policy is adopted by the Union's Biennial Conference. Amendments to Union policy may be made at the intervening meetings of State Council.

Guidelines for changes to existing policy

Motions designed to change or create policy should be sent to Council. Under Rule 7.5 (Decisions of Conference), policy adopted by Conference remains in effect unless amended by Council, where a two-thirds majority decision is necessary. Thus, a proposal to contradict the sense of, or change the wording of existing policy, needs a two-thirds majority, ie 66.6 per cent, for such a proposal to be successful. A proposal to change existing policy should:

- be presented as an amendment to existing policy, and
- state its location in the existing policy.

If no policy exists on a matter, a simple majority decision, ie >50 per cent, is needed for such a proposal to be added to policy.

Implementation of existing policy

Motions to implement existing policy are usually directed to Executive for consideration. However, where the implementation would involve a significant allocation of QTU resources (eg a major campaign), or where a branch wishes a major emphasis to be put on an aspect of policy, it would then be appropriate to direct such a motion to Council. These guidelines are designed to facilitate debate on policy issues. If branch officials require explanation of these guidelines or assistance with the formulation of policy motions, they should contact the QTU office in Brisbane.

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QTU Professional Development policy

2023-2025

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Table of abbreviations

ATPR	Annual Teacher Performance Review
AITSL	Australian Institute for Teaching and School Leadership
DoE	Department of Education
ESL	English as a second language
EST	Experienced Senior Teacher
HAT	Highly accomplished teacher
LT	Lead teacher
QCAA	Queensland Curriculum and Assessment Authority
QCT	Queensland College of Teachers
QIRC	Queensland Industrial Relations Tribunal
QTU	Queensland Teachers Union

Code of ethics

Teachers have an important responsibility in guiding their students' educational and social development.

Therefore, teachers should possess the following attributes:

- social and emotional maturity
- integrity
- breadth and depth of learning
- an understanding of human experience.

The Queensland Teachers' Union trusts that all members will exemplify this code of ethics in the exercise of their professional duties.

The code

- The primary professional responsibility of teachers is the welfare of all students within their care
- Teachers shall endeavour to promote such relationships between school and home as will contribute to the welfare and comprehensive development of each student
- Teachers shall strive to achieve standards of professional conduct and to display attitudes towards their colleagues which will create mutual respect
- Teachers shall assert their professional, industrial and civil rights and support their colleagues in the defence of these rights
- Teachers shall strive to fulfil their responsibilities in a manner which will enhance the prestige of their profession.

1. Initial teacher education (ITE)

The QTU believes that:

- preservice education is the responsibility of universities in collaboration with other groups, particularly trade unions and employer groups. From 2012 the Australian Institute for Teaching and School Leadership (AITSL) in collaboration with the Queensland College of Teachers (QCT) has assumed responsibility for the accreditation of initial teacher education programs (ITE) and the QCT maintains the authority to review teacher education in Queensland. Practising teachers, representing the QTU, must be elected to the board of the QCT.
- universities must look at short and long term issues around teacher supply and demand and adjust their enrolments accordingly. This does not mean that the standard of qualification entry levels should be lowered to increase teacher enrolments.
- student selection into education courses needs to be based on multiple criteria, including academic ability and other life experiences of mature age entrants. Enrolments should mirror the demography of contemporary Queensland society, including teachers from language backgrounds other than English, and in particular, from First Nations peoples and South Sea Islander Australian backgrounds.

1.1 Initial teacher education course structure, content and process

The QTU favours initial teacher education programs with a diversity of pathways and course structures that cater for a range of students, and which include monitoring and evaluation for continuing improvement. There should be a range of learning opportunities for students, both on and off campus.

The QTU believes that the minimum qualification for entering the profession should be either:

- a four year integrated degree, or
- a post-graduate degree qualification that builds on an appropriate undergraduate, university level curriculum qualification.

The QTU strongly opposes any program (e.g. Teach for Australia) that does not provide these minimum qualifications

The QTU believes the course content of deep and broad initial teacher education programs should:

- allow students to gain an understanding, of the subject areas they will teach
- give students an opportunity to look at issues specific to education, including knowledge of child growth and development, studies relating to the social and political context of schooling, as well as the importance of education within society
- build students' knowledge of the development, health and well-being needs of young people, as well as the special needs of students with physical and intellectual impairment
- assist students to develop teaching abilities appropriate to their intended role, including a variety of teaching, learning, assessment and reporting modes for different settings and for different students. This includes the ability to collect, interpret and report meaningfully on data, and practical understanding of the effects of culture, social-economic disadvantage and disability on the learning process

- develop students' ability to use curriculum documents effectively must prepare students with appropriate knowledge and abilities in classroom management
- develop students' abilities to cooperate effectively with professional colleagues and members of the school community, including parents
- introduce students to beginning teachers' networks
- must make students aware of the legal and ethical responsibilities of teachers, education institutions and education authorities, and the industrial, professional and civil rights and responsibilities of teachers
- involve the Union in informing preservice teachers of their entitlements, rights and responsibilities as professional teachers in a school
- include awareness of the challenges likely to be faced by a teacher and help the individual to explore ways of dealing with them, including awareness of the support structures that are available for teachers
- include cultural competency for learners with English as additional languages (EALD) e.g. Aboriginal English, Aboriginal Creole and Torres Strait Islander Kriol, and associated pedagogies.

1.2 Professional experience

The QTU sees professional experience as an integral component of initial teacher education programs and believes that other elements of a teacher education program should be related to it.

In any four-year undergraduate education course, professional experience should be not less than 100 days, including 80 days of supervised in-school experience. In a postgraduate education program, professional experience should be not less than 75 days, including 55 days of supervised in-school experience.

Students may also participate in an internship in their final year in addition to the supervised in-school experience.

Professional experience:

- should bring student teachers into contact with a wide range of learners of varying ages, abilities, behaviours, social backgrounds and cultures in different schools
- should allow students specialising in curriculum areas to concentrate on these areas
- should provide an opportunity to experience the assessment of students and the collecting, processing and reporting of student data
- should occur at different times in the year, including the start of the year, to allow student teachers a wide range of school experiences
- should not include unrelated assessment or other requirements by the university
- should be graduated in intensity, so that the length and complexity of experiences increases as the student teacher progresses through their course of study
- in the final year should provide an extended period of experience during which the student has responsibility for the planning, implementation and assessment of a significant curriculum unit.

1.2.1 Supervising Teacher Payments

The QTU believes that:

- supervising teachers should receive remuneration commensurate with the duties required in the supervising teacher and taking into consideration rates paid in other jurisdictions
- Supervisors of student teachers should have adequate formal preparation before the professional experience begins
- Payment for coordination and supervision of fieldwork should be increased as well
- Payment must always be made to the individual teacher and not to the school.

1.2.2 Industrial action during professional experience

The QTU recognises that each school will have individual arrangements for a day of industrial action.

Students should discuss with the School Coordinator possible attendance for the day but attend school only if the supervising teacher is attending.

The School Coordinator may give approval for a preservice teacher to use the day at home for planning, marking or similar activities. In this case, the preservice teacher is not required to 'make up' the day. Alternatively, the preservice teacher may negotiate a suitable make-up day with the supervising teacher.

Preservice students are advised not to undertake supervision of individuals, small groups or whole classes without the presence of a supervising teacher.

If there is no strike action, preservice teachers are to attend as usual.

1.3 Internships

The QTU believes that all final year preservice teachers should have the opportunity to undertake an expanded internship experience of at least six weeks in schools, similar to an induction for beginning teachers. This internship can only be undertaken after the course requirements have been met. All members of the school community should be informed of the internship program before it begins to operate in a school.

An internship is distinct from professional experience placement and should be totally voluntary on the part of the experienced mentor and the school.

An internship program should be designed to enhance:

- curriculum interpretation and implementation
- development of behaviour management strategies
- classroom and resource organisation skills
- the use of information and communication technology in teachers' work
- partnerships in the school community
- understanding occupational health and safety issues and industrial relations issues.

The intern:

- should have the opportunity to participate in general school life
- should have the opportunity to prepare, undertake and evaluate a teaching assignment

- will complete any assessment required by the university that is directly related to the internship but
- should not complete any unrelated assessment
- should have 50 per cent class contact time, with the remainder of the time used for preparation and evaluation, consultation with a mentor teacher, and participation in school activities
- is not to be used as a supply teacher
- must be supervised at all times.

The experienced mentor:

- should, in collaboration with a university adviser, assist the intern to plan and evaluate their teaching
- does not assess the intern – this is the responsibility of the university
- is entitled to payment at the supervising teacher rate, for up to 50 per cent of the time when the intern is responsible for the mentor's class
- cannot be used for additional duties, nor for substitute teaching
- retains responsibility for the management of their classes' assessment and reporting programs, and must be responsible for the direct supervision of the intern in class.

Schools:

- should conduct induction programs to support the aims of the Internship
- should ensure that neither the intern nor the mentor is used as a supply teacher in the absence of other teachers
- should be able to withdraw from the supervision of an intern who is experiencing significant difficulty.

Universities should:

- provide appropriate training for teachers voluntarily taking on the mentor role in the internship program. This training should be accredited where appropriate
- be responsible for ensuring that the Department of Education (DoE) have agreed to accept legal responsibility for interns during their work in schools, and that the QCT has given each intern authorisation to teach for the specified period of the internship only
- provide payment to the mentor teacher (for their supervision of the intern for up to 50% of their full-time duties including a period designated for non-contact time) at the relevant rate of pay that is applicable to supervising teachers who accept preservice teachers on professional experience placements.

Before the internship starts, an internship program agreement must be drawn up and signed by all parties, including the university, the teacher unions, the teacher employers and the Queensland College of Teachers. The agreement must specify the roles and responsibilities of all parties and the terms and conditions of the internship. All parties should receive a copy of the agreement before the internship starts, as should participating teachers and students.

Internship agreements must specify that, due to legal duty of care provisions, mentor teachers must supervise the interns at all times, and therefore the mentor teacher is able to be paid for being a

mentors for up to 50% of the time that the preservice teacher is allowed to teach the class. The remainder of the time, the intern can observe the mentor teaching, work with small groups of students, or do planning and preparation, under the direct supervision of the mentor teacher. The purpose of these internships is to attract high quality applicants to the teaching profession and address areas of workforce shortage. Interns who have not yet completed their qualifications are unable to receive payment unless employed by a school with a "permission to teach" from the QCT and are employed in a temporary capacity to fill a vacancy that the school / region is unable to fill after advertising for a registered teacher.

2. Registration of teachers

2.1 *The Queensland College of Teachers (QCT)*

The registration of teachers should be the responsibility of the QCT as an independent, representative statutory body. The majority of the board of QCT should be registered, practising teachers, including classroom teachers and must include nominees of teacher unions. The QTU believes that the Chair and the Deputy Chair of the board of the Queensland College of Teachers should be registered teachers.

The QCT should:

- oversee the registration of teachers
- ensure the high quality of teacher education courses
- maintain a high level of professionalism among practising teachers
- conduct practical research on important issues in the field of teacher education and teachers' ongoing professional learning
- ensure public confidence in the profession.

2.1.1 A national professional body

The QTU supports the establishment of a new national professional body that represents the professional voice of teachers and school leaders in replacement of AITSL. The body must be collegial, teacher-led and an independent representative of the profession. The AEU must be represented on this body.

The purpose of a national professional body would be to promote:

- intellectual leadership – encourage reflection and research about the practice of teaching and the profession as a whole
- a vision for the future of teaching
- advocacy for the teaching profession
- enhance the status of teachers and school leaders.

A national professional body would recognise the complex and diverse nature of a teacher's work, that a teacher's work is affected by working conditions (such as class sizes, release time, administrative support, and the physical environment, facilities and resources), and that high quality professional development, supportive partnerships and university and school collaboration are required for quality teaching.

2.1.2. Structure and governance

The QTU believes that teachers, including school leaders and union representatives, should make up the majority of the governance structure of a national body, and that this structure should represent the breadth of the profession. To ensure the independence and relevance of the national professional body, public school-appointees to the board should be nominated by the Australian Education Union (AEU), as this is the body representing public school teacher unions Australia-wide. Other stakeholders should be included in the governance structure, but it is vital the organisation be managed by and for the teaching profession.

2.1.3 Funding

For a national professional teaching body to be truly independent and free from government influence, it must be fully self-funded i.e. funded by fees paid by teachers and school leaders. Currently, the Australian Institute for Teachers and School Leadership (AITSL) is owned by the Federal Education Minister and therefore reports to the Minister. There is no practising teacher on the AITSL board, nor is there a representative of the AEU, yet the decisions taken by AITSL impact every teacher in every classroom across Australia.

2.2 Registration

Registration should be available to all teachers who have satisfactorily completed a course of teacher education recognised for registration purposes by the (QCT). Teachers should be entitled to maintain their registration should requirements for initial registration change over time.

Registration should be a compulsory requirement for:

- all teachers employed in Queensland institutions that provide, or claim to provide, educational programs, including from prep to year 12, namely childcare facilities, primary schools, secondary schools, senior colleges, TAFE colleges, business colleges, language colleges and other tutorial and coaching institutions
- supervisors of registered teachers should themselves be registered teachers
- all teacher educators in tertiary institutions with responsibility for supervision of field experience in initial teacher education or in-service courses.

The title “registered teacher” should be used at all times to acknowledge registration status.

2.2.1 Renewal of registration

Teachers are expected to renew their registration after a fixed time. Professional development linked to any continuation of teacher registration should take into account a full range of teacher learning activities that don't place unreasonable demands on teachers and should be funded by employers.

For the purpose of recording of professional development related to the renewal of registration, the QTU believes that:

- all teachers should keep their own individual record of their on-going professional learning
- all teachers can utilise the optional electronic recording tool on the QCT portal to record their professional learning
- all teachers should be provided with examples of continuing professional development (CPD) records, to assist with the recording of professional development that demonstrates completion of learning activities
- completion of the record should not be an onerous task for teachers

- completion of mandatory annual training and refresher training should be included in the record of CPD undertaken by the teacher.

The QTU should undertake ongoing monitoring of the expectations placed on teachers in collating the evidence required for registration renewal.

The QCT's Continuing Professional Development Framework should ensure that professional learning undertaken by teachers to meet the requirements for renewal of registration is compatible with both the DoE's and QCT's professional standards policy documents.

Professional Development re-registration requirements for part time and supply teachers should be on a pro rata basis, recognising their limited access to professional development.

2.2.2 Recency of practice for continued registration

The national requirement is for teachers to have completed 100 days teaching in the five years before renewal of registration. Where permanent teachers have been on leave for part of the five year period, the QCT should consider on a case-by-case basis, exemption from the general recency of practice requirements. This has particular importance for teachers who have been on parenting leave for part of the five year period.

2.2.3 Returning to teach requirements

The QTU supports a process which would not disadvantage members who have accessed periods of extended leave. These teachers could undertake professional learning programs either prior to their return or within the first 12 months of returning to teaching in a school.

Returning to teach programs should consist of a combination of the following:

- a common component which should provide an overview of the major changes and current directions in education in Queensland
- a targeted element which would require participants to identify and explore areas of individual need
- professional practice which would engage participants in classroom and school experience.

Teachers should have their prior learning recognised when undertaking a returning to teach program.

Returning to teach programs should be flexible to ensure equity of access, with online and multi-modal offerings and multiple pathways encouraged.

The Department of Education should provide a free, online return to teaching program for teachers with preference given to teachers seeking employment in the state sector. Where such RTT programs are provided by the HEIs, the department should pay for the cost of the course on behalf of the teacher returning to employment.

The QCT should provide employers with an outline of the expectation of support for those undertaking a returning to teaching program.

2.2.4 Permission to Teach

The QCT must only grant permission to teach to pre-service teachers who have not yet completed their teaching qualifications, on an exceptional case-by-case basis, when it can be proven that there are no suitable qualified registered teachers available to take up the teaching engagement. The permission to teach must be reviewed by the QCT in full prior to any extension.

Where a pattern of teacher shortage emerges in a particular area the QTU calls upon the DoE to seek a permanent solution to this shortage that does not rely on employing unregistered teachers.

2.2.5 Registration of pre-service teachers awaiting graduation

The QTU supports registration for preservice teachers as a way for them to establish an early professional identity, particularly for those preservice teachers who have not studied in Queensland. A criminal history check can be undertaken prior to the completion of their teaching qualifications, which will speed up the process for obtaining provisional registration. Preservice teacher registration can provide greater visibility and access to supply and demand data for workforce planning purposes. The QTU believes the costs should be reasonable.

3. Professional standards

The QTU supports the use of professional standards as a framework for continuous professional development which is teacher directed and controlled.

Professional standards:

- result from a process conducted by and with teachers
- must support teachers' learning
- must guide further learning
- need to reflect the complexity of teaching
- are not a checklist of skills.

The QTU supports the Australian Professional Standards for Teachers as adopted by AITSL. The graduate career stage is used for initial registration to ensure high quality entrants to the profession and the proficient career stage is used to move teachers from provisional to full registration.

The QTU supports the use of the Australian Professional Standards for Teachers by the DoE in the Annual Teacher Performance Review (ATPR) process. Engagement with these standards through the ATPR should be supported by resources, professional development and additional TRS. The ATPR process is separate from performance management processes such as the Managing Unsatisfactory Performance Processes.

In applying the standards, it is the primary responsibility of employers to establish conditions which are conducive to professional learning.

3.1 Certification of Highly Accomplished and Lead teachers

Nationally recognised certification is authentic, positively oriented and focused on teaching. Participation in any process involving demonstration of professional standards must be voluntary. The QTU is opposed to the use of professional standards as a performance management tool.

Assessment processes to demonstrate standards must be consistently applied and be fair for all applicants. Processes must be verifiable and comparable to be fair for all applicants. There should be flexibility in assessment to recognise the different ways in which teachers may demonstrate the standards.

Appeal processes must be incorporated into the certification process.

The QTU supports the nationally recognised certification processes for Highly Accomplished and Lead Teachers as per agreement between the Department of Education and the Union.

The QTU acknowledges the establishment of the HAT and LT classifications in Queensland which achieves professional pay for teachers, under which teachers are certified against the professional standards in which they are operating. It provides a genuine choice for classroom teacher who wish to achieve a higher salary by staying in the classroom.

3.2 Recognition and reward

Teachers who demonstrate Highly Accomplished Teacher (HAT) and Lead Teacher (LT) standards through an agreed process must be provided with certification which acknowledges this achievement. Subsequently they should be remunerated in accordance with salary increments determined by the QIRC. There should be no quota restricting the number of teachers who attain these higher classifications. The workloads associated with demonstrating eligibility for certification should be commensurate with the benefits that accrue to a successful applicant. The QTU supports a professional pay classification which remunerates HAT and LT teachers above EST level and in accordance with their status.

3.3 Resourcing

The QTU supports a certification process which provides adequate resources This resourcing must be minimal and include financial subsidies for teachers for the cost of undertaking the process, provision of time out of classes to prepare for the certification process, and access to professional development.

4. Continuing professional development (CPD)

4.1 In-service professional activities

4.1.1 Types of CPD experiences

Continuing, career-long, professional development through an in-service education should be provided through a range of activities to cater for the diverse needs of the teaching profession. CPD provision should not be dominated by systems priorities but should meet the needs of school communities and individual teachers (typically as identified by their CCD-SPG). Teachers should have access to personal professional development and school-based CPD, as well as CPD provided by state and national systems. Professional development -should typically be provided during normal school hours; The responsibility for professional development should be shared by the Commonwealth and State governments, the employing authorities and the profession itself.

QuEST is a QTU initiative providing high quality professional development to teachers and school leaders across Queensland. QuEST is the preferred provider, working with members and external providers to identify a suite of professional development programs that will meet the needs of QTU members right across this diverse state. QuEST offers a range of programs, including face-to-face, on-demand, and live online programs. These are open to all members and as a not-for-profit initiative, QuEST aims to keep professional development affordable and operates on a cost recovery basis. Programs delivered by QuEST are recognised as legitimate professional development by the Department of Education and Queensland College of Teachers. As such, it is appropriate for members to apply for release and funding (face-to-face programs) or funding (online courses) through normal school professional development processes.

Forms of professional development include:

- formal academic award courses, i.e. accredited studies leading toward higher degrees, diplomas, etc., conferred by recognised tertiary institutions
- formal non-academic award activities, such as conferences, seminars, workshops, induction programs and research projects
- service to the profession, such as representation on professional bodies, such as the QCT, QCAA and QTU committees and professional associations
- QuEST online, on demand and face to face programs and courses
- informal activities, such as supervising preservice teachers, mentoring beginning teachers, professional reading, industry release, and any other activity that demonstrates a clear benefit to professional development.

4.1.2 Characteristics of effective professional development

Effective professional development is characterised by certain essential qualities:

- a commitment by all parties that implies a balance of collaborative and self-directed professional development
- relevance to the needs of both teachers and schools
- a balance between formal and informal, school-based and off-campus, in-house and externally provided, individual focused and school and system focused professional development
- depth of learning – engaging and challenging professional development led by well qualified providers
- opportunity for teachers to share their own professional development with other teachers, including peer observation, mentoring and coaching opportunities.
- active teacher involvement in the planning of professional development programs
- financial support for a mix of organised and individual professional development activities
- evaluation – teacher self-evaluation of practice within a supportive framework
- evaluation – short and long-term evaluation of organised programs
- .recognition –certification of teachers who have been facilitators or participants in an organised professional development program.

The QTU believes that the dynamic interaction of the above qualities is most likely to maintain and improve teaching quality and student learning.

4.1.3 School vacations

To allow teachers to participate fully in national education conferences and other activities, the school vacation periods in winter and spring should be aligned with those in the majority of other states and territories. When vacation periods do not align, release and support should be available to teachers to attend these events.

4.2 System needs

4.2.1 Introduction of new syllabuses and curriculum innovation

The responsibility for providing continuing professional development to support the introduction of new syllabuses and curriculum changes must be borne by the DoE. This CPD should be provided in school time.

CPD required to meet DoE system needs must also be provided in school time.

All new curriculum approaches and syllabus and support materials should be properly trialled and piloted before implementation. Timelines for implementation of new syllabus and curriculum innovations should allow time for teachers.

Relief staff must be provided to replace teachers participating in in-service activities. In circumstances where relief teachers are insufficient to meet school needs, the DoE should provide additional student-free days during term or use a regional in-service relief team. Paid out-of-hours CPD should be a last resort. Individual teachers must not incur financial or other time costs as a result of DoE professional development requirements.

Education advisors must be engaged for each region for the implementation period of any new syllabus and curriculum innovations.

In-service programs aimed at the successful implementation of new curriculum should be carefully planned and sustained over time. They should have the following four stages:

- awareness of the innovation
- development of teachers' knowledge base
- translation into practice
- implementation and reflection.

During such CPD programs:

- all affected staff should participate
- in-service activities should be led by trained CPD providers
- the number of trained personnel providing CPD in each school reflect the number of participating staff and the complexity of the CPD
- schools should have the opportunity to stagger the CPD over the implementation period, which should be long enough to support the four stages outlined above
- classroom support provision should be made for teachers during implementation of new syllabus and curriculum innovations
- travel, accommodation and meal allowances at public service rates should be paid where appropriate
- funding for the above should be provided centrally for the duration of the CPD program and should be in addition to normal school funding.

4.2.2 New curriculum initiatives

New initiatives require specific teacher professional development. The DoE or the QCAA should ensure that teachers have equitable access to face-to-face CPD on the content of new initiatives, whether at a Commonwealth or State level.

To facilitate successful ongoing change DoE positions in all curriculum areas should be permanently funded. These curriculum facilitator positions would service all key learning and subject areas, as well as other identified priorities such as social justice, supportive school environments, and inclusive curriculum. Ongoing in-service should be available in all these areas. Quality training of these facilitators in both training skills and new curriculum expertise is essential. The department should provide opportunities for such training for teachers within schools. Such training would ensure schools have curriculum and CPD specialists at the school level to support ongoing curriculum reform.

4.2.3 Infrastructure

The Department of Education should:

- maintain an in-service education and professional development infrastructure, including regionally based education advisers and curriculum trainers
- support and coordinate this infrastructure
- ensure that infrastructure links exist among central, regional and local network components
- provide funds to regional offices to enable necessary professional development programs to be undertaken across school structures; these funds should be weighted to provide for transport and accommodation costs for advisers and trainers in regional and remote areas
- provide funds to schools to enable school professional development needs be met both for new system initiatives as well as for individual teachers engaged in annual Collaborative Capability Development (CCD)
- ensure ongoing evaluation and development of in-service education and professional development services.

4.2.4 School needs

DoE required CPD must be provided in rostered time. Decisions about funded teacher access to CPD connected with the school's development plan, and to CPD selected according to individual teacher priorities should be made collectively by the staff of each school. The meeting of departmental needs should not be at the expense of the needs identified by the school development process, or the needs of individual teachers.

The QTU does not support the use of staff meetings for professional development, without the agreement of teaching staff through local consultative mechanisms.

4.2.5 Professional development during student-free days

Student-free days should be available for the individual professional development of teachers, for program preparation, and for staff development relating to school and system initiatives.

Individual professional development may involve CPD activities held at the school or other venues. Outside agencies can play a role in the provision of programs during student-free days.

Individual schools develop their own school-based professional development plan, designed to meet the needs of the school. This should be done collaboratively through local consultation mechanisms. The development of school-based in-service trainers and curriculum specialists would assist in this process. These key teachers should be available the proportion of one specialist to every ten teachers.

A bank of TRS days should be allocated to each school for the planning, implementation and review of a school development plan.

4.2.6 Individual professional development

The department has a responsibility to facilitate individual teacher development by providing a range of ongoing CPD opportunities from which teachers can choose, according to their individual needs (as identified in their CCD - SPG). Where teachers have identified professional development needs, opportunities and support should be available to them.

Individual teachers should not be expected to complete mandatory (including online) training in their own time. Mandatory training includes code of conduct, WH&S, management of medical needs such as Diabetes and Anaphylaxis, and curriculum related activities.

It is an individual teacher's responsibility to maintain records of their own professional development.

Industry release related to curriculum areas is professional development and should attract appropriate leave entitlements. Teachers require opportunities to get industry experience accreditations required to teach certain vocational subjects in schools. The DoE should facilitate industry release for secondary teachers of sufficient duration to maintain industry currency.

Supply and contract teachers should have ready access to professional development. The DoE has a responsibility to offer professional development opportunities to these teachers and should allocate sufficient funding to cater for them. School administrators should provide professional development opportunities for teachers who have regular supply days or contracts at their school. Supply teachers should be paid to attend mandated professional development and, if needed, child-care costs should be met.

4.2.7 The role of tertiary institutions

The main role of tertiary institutions in continuing professional development is to provide formal award courses. These include diploma and degree courses, graduate diploma and certificate courses and higher degrees.

Until such time as all registered teachers have obtained an education degree, tertiary institutions should provide the means to enable teachers already in the service to complete one.

Graduate diplomas should be designed to develop expertise in emergent and specialist areas.

Schools should negotiate with tertiary institutions to provide in-service training and professional development that enables teachers to develop the skills and knowledge required to meet changing professional needs and circumstances.

4.2.8 The role of the profession

Professional associations play a vital role in maintaining professional awareness of new trends and ideas in education, and enhance the development of their members through activities, such as conferences, seminars, workshops and publications.

Individual teachers assume responsibility for professional development by their participation in formal and informal courses, in professional associations in professional committees and reference groups, by professional reading, and by other means.

Paid professional development leave should be available for teachers to attend workshops, seminars and conferences provided by professional associations. The role of professional associations as providers of in-service education should be recognised and supported by the DoE. Individuals should be encouraged to nominate for professional committees and reference groups that exist within the QTU and QCAA, and their participation in these groups should be supported.

4.3 Access to in-service education and higher degrees

The QTU believes that access to in-service education should be incorporated as an entitlement in relevant teachers' awards and industrial agreements.

Regional offices should provide easily accessible information about in-service offerings in order to allow professional development planning by teachers.

Access to in-service education, both formal and informal courses, is difficult for many teachers. The following barriers need to be removed to enable all teachers to access quality professional development.

4.3.1 Distance/isolation

Many Queensland teachers teach in remote areas. Realistic provisions for ongoing in-service for these teachers have to include access to information technology, accommodation and travel allowances, assistance with childcare, and cross accreditation between tertiary institutions for in-service courses. All teachers should be able to complete an academic award course at the tertiary institution at which they began the course. The Department of Education must provide adequate avenues for professional development for teachers in regional areas, to a level commensurate to those available in capital and regional cities.

4.3.2 Cost to the individual teacher

The QTU believes that to maintain a highly educated teacher workforce it is important that higher and research degree study be encouraged and rewarded. The increasing cost of academic award courses presents a barrier to many teachers. Therefore, the QTU believes that teachers should have higher education charges reimbursed by the employer for tertiary fees incurred in the study of professionally relevant courses. The employer should provide scholarships for teachers to higher degree study.

4.3.3 Teacher replacement

A replacement allowance of five relief days per teacher per year should be allocated to all schools for individual in-service purposes. This allocation is separate from that for school and system development and review purposes. In isolated areas, extra allocation should be made for travelling time. In regions where supply teachers are not available in adequate numbers, a team of teachers should be deployed as in-service replacement teachers. Teachers classed as supernumerary in areas where there is an excess of teachers should be offered in-service to be retrained in areas of need including working as in-service replacement teachers.

Schools with teaching principals should have access to a team of in-service replacement teachers or be able to close for up to five days per year for in-service education purposes.

Greater use needs to be made of organised planning for long-term replacement of teachers for CPD purposes, to prevent excessive disruption to school programs. This could include additional permanent staff in larger schools and clusters of schools.

4.3.4 Funding for courses

A percentage of the school's budget sourced from Commonwealth and State recurrent education funding should be spent on continuing professional development. Professional development, both academic award and non-academic award courses, should be planned for and funded by both Commonwealth and State governments.

Regional offices should forecast and identify shortages in specialist areas within their region. These identified areas should attract support for tertiary in-service. This support could include:

- the option to work part-time during supported study
- full-time release on full salary for teachers doing a full-time course
- full funding course fees, including for any compulsory practicum
- Access to professional development prior to taking up acting positions.

4.3.5 Inequitable distribution of funds

Allocation of professional development funds must be decided by representative groups across education sectors at regional and central levels, to ensure equitable distribution of funds. Clear guidelines requiring accountability for allocation of funding and distribution should be available.

4.3.6 Time

In order to maintain a highly educated teacher workforce the following forms of paid leave and incentives should be provided by the DoE:

- annual scholarships for teachers to upgrade to degree status, where this opportunity was not available at the time of initial teacher education
- after seven years of service, sabbatical leave of up to one semester's duration for pursuing an approved program of formal or informal study, research or professional enquiry and writing
- leave for one year for teachers to complete a course in a specialist field
- scholarships for full-time and part-time post-graduate study. Such scholarships would be for the equivalent of one or two years' full-time study and tenable at any recognised tertiary institution
- panels approving scholarships should include of trained specialists in the areas to be studied, as well as QTU representation
- selection criteria for paid study leave should be based on ability, academic aptitude, professional involvement, years of experience, and a clear assessment of the value that a course of study brings to the profession.

4.3.7 Family commitments

To enable realistic access to award and non-award in-service courses and other professional development opportunities, the family responsibilities of teachers need to be considered where teachers are required by their employer to attend after hours in-service courses, childcare should be provided, or costs reimbursed. Where possible, award and non-award courses should be available to teachers during vacation time. Childcare facilities should be available at all venues at which in-service for teachers is being provided.

4.4 Induction

The Department of Education is responsible for the induction of all teachers entering the profession, relocating or changing role. Induction programs must be provided for the following teachers and administrators:

- beginning teachers
- those new to schools in complex socio-economic contexts
- those new to schools where there are First Nations students
- those on promotion or in acting positions

- teachers re-entering the profession
- teachers entering from other education systems
- those changing from one sector to another within the DoE
- those serving in seconded positions
- those whose role changes as the result of departmental translation of position descriptions.

Induction programs for these staff should be available and conducted in the employer's time. These programs need to be timed in order to match skill development with role changes. Aspects of the induction program should be negotiated with participants. The complexity of roles makes the implementation of quality induction programs imperative.

4.4.1 Features of an induction program

An induction program should contain the following components:

(a) activities which allow participants to have:

- site policies and procedures
- procedures for contact with other professionals and with parents
- student assessment and reporting procedures
- position expectations
- employment authority policies and procedures
- guidance in fulfilling duties
- availability of resources, support and specialist staff
- information on professional development opportunities available through professional associations, the QTU and others
- information on membership of the QTU
- information about legal, industrial and professional support from the QTU
- probation procedures leading towards permanency of employment with the Department of Education
- the QCT process for progressing from provisional to full registration
- regular contact with mentor, critical friend and other experienced staff
- networks which provide opportunities for participants to meet with others in similar situations
- information pertaining to the cultural and learning diversity within the school.

(b) continuing professional development to nurture the participant's growth as a creative, contributing team member by providing opportunity to participate in decisions about curriculum, site policies, matters of individual concern, and other matters, including support for personal career development

4.4.2 Beginning teachers

The induction of beginning teachers, including those whose early experiences are as supply teachers or contract teachers, is an essential phase of teacher development. Flexible schemes of induction which focus on ongoing support should exist through year in all schools where beginning teachers

are appointed on a permanent or casual basis. These programs should not create impositions on beginning teachers or mentor teachers or make their jobs onerous and stressful.

Induction of beginning teachers should be the responsibility of the DoE and schools, with assistance provided by experienced teachers. This responsibility should be met through systemic initiatives and regional partnerships with schools. The QTU also has an important role in supporting beginning teachers during this early career phase.

In school, each beginning teacher's induction program should be designed cooperatively by those involved to meet the individual needs of the teacher and should complement measures taken at central and regional levels and by higher education institutions. In the special case of beginning teachers who are supply teachers or contract teachers, induction programs should be coordinated by the school on the appointment of these teachers to that school. The DoE should maximise permanency for beginning teachers.

Schools should support beginning teachers by providing:

- ongoing professional development to support their professional needs, including access to a mentor teacher
- a teaching load of no more than 0.8 of a normal teaching load
- classes which include a minimal number of students with learning difficulties and social and emotional behaviour problems
- classes which match the initial teacher education of the teacher i.e. in year level or and subject area
- effective resources, e.g. mentor teaching partners, teaching environment
- opportunities to observe the practice of experienced teachers by other teachers.
- a well resourced teaching environment
- relevant contextual cultural competency training.

An induction package welcoming the new teacher should be available, in addition to any online induction program, containing essential information on the school context, school organisation, location of resources and support staff, and other matters. Within the induction program, a mentor should be allocated to the beginning teacher.

The QTU should support the induction of beginning teachers by providing information about QTU services and support, and networking opportunities.

The DoE should provide professional development that is specifically designed for teachers in their first three years of employment.

4.4.3 Mentoring for beginning teachers

The QTU supports funded mentoring for beginning teachers. The QTU believes that mentor teachers provide much-needed guidance to beginning teachers. The mentor teacher should be based in the school and be given sufficient time for the mentoring role allocated, according to the number of beginning teachers mentored.

The mentor should provide constructive support and advice to the beginning teacher and should not take part in any evaluation or assessment of their performance.

Mentoring programs should complement the knowledge and skills learned in the initial teacher education course. They should assist the teacher:

- in understanding and using curriculum documents
- in developing their understanding of curriculum, pedagogy, assessment and reporting
- in understanding students' varied approaches to learning and in catering for individual differences
- in interpreting quantitative and qualitative data to inform teaching practice
- in embedding ICT, literacy and numeracy in the curriculum
- in teacher-student interaction and classroom management, particularly in following the school's behaviour management policy
- in using student profiles and portfolios
- in self-reflection and self-evaluation
- by giving regular constructive feedback
- in identifying their professional development needs
- in moving from provisional to full teacher registration.

The DoE should allocate additional release time for mentors of beginning teachers. Regular release time should provide for the mentor and the beginning teacher to meet concurrently.

4.4.4 Networks

Regional offices should coordinate the ongoing development of beginning teachers' networks. Beginning teachers should be involved in setting the direction for the networks and choosing facilitators to contribute to their discussion and reflection. The Department should make funds available to schools for teachers' participation in these networks.

4.4.5 Role of universities in induction

There is a number of ways in which universities can be involved in the induction of beginning teachers including:

- provision of opportunities for graduating teachers (before graduation) to have contact with professional teacher associations and school and region based staff
- the maintenance of contact between lecturers and graduating teachers
- provision of opportunities for beginning teachers to be involved in professional development with final year preservice undergraduates
- provision of academic award and non-award programs for beginning teachers which focus on the practical and theoretical aspects of their new situation
- provision of academic and non-award programs to prepare experienced teachers for their mentor roles.

4.4.6 Teachers new to schools where there is a significant population of First Nations students

All teachers new to schools with a significant population of First Nations students should be provided with an induction program focused on the particular educational and cultural needs of these students and their communities.

4.4.7 Teachers new to schools where there is a significant population of EAL/D students

All teachers new to schools with a significant population of EAL/D students should be provided with an induction program focused on the particular educational and cultural needs of these students and their communities.

4.4.8 Teachers and administrators on promotion or in acting positions

All teachers and administrators should have access to professional development on the knowledge, and skills needed for career advancement. All teachers and administrators appointed to promotion positions must have access to an induction course of at least one week's duration prior to an appointment.

Administrator induction programs should address the following aspects of their role:

- leadership
- management
- conflict resolution
- communication
- professional ethics
- staff development
- self-concept development
- community relations.

On promotion, all administrators should have the option of a mentor during their probationary period of six months. This mentor should be of their own choosing.

4.4.9 Teachers re-entering the profession

Teachers returning to the profession after three years' absence from teaching should be offered an induction program suited to their needs.

4.4.10 Teachers entering from other educational systems

An induction program suited to individual needs and systemic requirements should be provided to all experienced teachers entering service with the DoE from other systems. Where necessary attention should be given to assisting with the development of instructional English proficiency.

4.4.11 Teachers changing from one sector to another within the DoE

Courses should be available to all staff returning to the classroom wish to transfer from one sector of schooling to another, (as a response to supply/demand issues for Dept/to tidy and finish) e.g. primary, secondary, specialist teachers, consultants, advisory visiting teachers (AVTs), Support Teacher Literacy and Numeracy (STLaNs) and Guidance Officers.

A conversion course should be equivalent to at least one semester's duration and be in the year preceding the change from one sector to another. They should be conducted in work time. Their content should include an in-school component, a resources and personnel component, a child development component, a curriculum and curriculum innovation component, and a component on DoE structures and legal obligations of teachers. For those teachers changing from primary to secondary, a major focus must be on the two subject areas that they will teach.

Course participants should be given assistance with childcare arrangements.

Proposed conversion courses should be advertised extensively including via regional offices. Expense allowances should be paid to course participants. Adequate time should be allowed for transfer arrangements. An orientation program in the place of appointment should begin three weeks before the end of the course and continue in the first year of teaching in the new situation. A reduced teaching load should be part of the induction program. Teachers should be required to teach only in those year levels and subject areas for which they have been prepared in the course. This should be guaranteed by the department.

Teachers who complete conversion courses should have the option to return to their original sector if they so desire.

4.5 Evaluation

As a final and ongoing step in any in-service education program, appropriate evaluation of the effectiveness of the in-service program should be undertaken.

5. Quality teaching

The responsibility for ensuring the quality of teaching rests with many groups including:

- teachers themselves – to take responsibility for their own learning and work
- leaders in schools – to promote collegial and vibrant learning workplaces
- governments and teacher employers – to provide the necessary funding and support
- teacher educators and universities – to ensure quality education and training provided to the next generation of teachers, to conduct research into learning and pedagogy, and to assist schools with professional learning
- teacher professional associations – to support teachers in translating theory into practice
- teacher unions – to advocate for optimal professional and industrial conditions so that best professional practice is achieved for quality teaching and learning.

Excessive focus on teacher quality is mistaken as there are many factors that make for quality teaching, of which teacher quality is but one. Excessive focus on teacher quality ignores government responsibility for properly resourcing public education. Resource factors affecting quality include class size, teaching time allocations, ICT provision, curriculum resources, buildings and facilities, pay and conditions, professional development, and pedagogic research. QTU rejects the use of single outcome student results as a measure of teacher quality.

Many factors external to the education system, such as social and economic conditions, family wealth, geographic isolation and access to social and health services, affect the ability of schools and teachers to meet student needs. These factors are beyond the capacity of teachers and schools to influence. Governments have responsibility to fund programs that support to students who experience educational disadvantage because of these factors. These programs need to be funded on an ongoing basis.

The QTU does not support alternative pathways into the teaching profession for graduates who do not hold a university degree in education and are not therefore eligible for teacher registration.

5.1 Mentoring

Mentoring is an ongoing collaboration between teachers designed to benefit the mentee and the mentor and the education system by cultivating collegial and collaborative relationships.

There is a particular need for ongoing mentoring for beginning teachers but there is also a broader need for mentoring in schools.

Mentoring is an essential activity for:

- new and beginning teachers
- classroom teachers
- aspirant leaders
- specialist teachers
- new promotional positions
- teachers moving into new roles or new curriculum areas
- teachers returning to the profession
- teachers new to the school.

Mentoring must be recognised as ongoing professional development for all parties involved. Mentoring is a process that focuses on building the skills and knowledge of a mentee in areas they have identified either individually or collaboratively

Mentoring is not performance coaching.

5.1.1 Training

All teacher mentors should have an opportunity to participate in mentor training in accordance with existing research that identifies the specific skills that are required of a teacher mentor.

Mentor training must be resourced by the DoE to ensure teacher mentors can access appropriate professional development.

There must also be DoE funded school-based resources for teacher mentors, including allocation of specific time in work hours to perform teacher mentor duties.

DoE support for mentors should include release funds to access professional development, time release for training and mentoring, access to further study.