

## School workforce

Kaye Kooznetzoff, maths teacher at Dakabin State High School, who won a National Excellence in Teaching award in June.

### Queensland's largest employer

The Department employed 49 500 people (full-time equivalent), making it by far the largest employer in the State. These staff were supported by several hundred thousand volunteers.

The 33 708 teachers were the bulk of Education Queensland's workforce at 68 per cent. Teacher aides were the next largest group, at 14 per cent, an increase of 1 per cent on the previous year. Administrative staff, cleaners, janitors, groundscre staff and trainees made up the balance. Further information on staffing is contained in volume 2.

### Success in filling vacancies

Changes to teacher registration requirements could have resulted in a

shortage of teachers in 2000, but interstate recruitment and early offers to graduates prevented this. There were only 31 full-time vacancies at the start of the school year, and 1825 teachers were recruited, of whom two-thirds were recent graduates.

As the employer of over two-thirds of teachers in the State, the Department has to plan ahead to ensure it can fill vacancies. The Department's model of teacher supply and demand forecasted an 11 per cent increase in demand for teachers between 2000 and 2009, due to growth in student numbers and an increase in the number of teachers opting for part-time work. Overall supply was expected to match demand over the next few years, with challenges in some subject areas and remote locations.

A new category of teacher associates was introduced, and nearly 40 university students with suitable industry qualifications and experience expressed interest in participating in this scheme.

The Department produced a video to encourage more young Queenslanders to take up teaching careers.

### Equity employer

While 75 per cent of staff were female, women were still under-represented in senior ranks. The Department's commitment to increase the representation of women in senior positions succeeded in the teaching sector, where the proportion of females in senior positions increased from 18 to 20 per cent, but not in the



non-teaching sector, where the percentage declined from 25 to 21 per cent. The Department needs to enhance its efforts to ensure the achievement of targets for women in senior positions.

The Department awarded 14 teaching scholarships to Indigenous students, and continued the remote area teacher education program. Twenty-seven teachers attended a new Indigenous career development program.

**FOUR INDIGENOUS TEACHER AIDES AND ONE HOME LIAISON OFFICER WERE EMPLOYED IN 1999. EACH OF THESE HAVE BEEN TRAINED IN SUPPORT-A-READER, SUPPORT-A-WRITER AND SUPPORT-A-MATHS-LEARNER PROGRAMS.**

*(ATHERTON STATE SCHOOL)*

As part of the Government Breaking the Unemployment Cycle initiative, the Department employed 506 trainees, of whom 22 per cent were Indigenous, 8 per cent were people with a disability and 6 per cent were from non-English-speaking backgrounds.

## Workplace reform

The Workplace Reform in Schools program allowed schools to progress flexible staffing and changes to school operations. Eighty-seven proposals were approved, including different working hours for vocational education teachers and conversion of deputy principal positions to other senior teaching positions.

## Caring for staff

For the first time, a staff survey was held in every school. It found that 82 per cent of staff considered their school to be a good place to work. Over 90 per cent said they had good relationships with staff and students and were encouraged to take responsibility, but less than half said they received helpful feedback on their work. Schools have been asked to act on these concerns.

The number of workers compensation claims for stress increased due in part to changes in the legislation that expanded the number of staff eligible to make a claim. Enhanced focus on organisational health issues is intended to reduce the number of such claims.

Occupational health and safety self-evaluation and rehabilitation tool kits were published and distributed to every workplace, along with training in their use. A Working Well project began in central and district offices and will later extend to schools.

In renewing enterprise bargaining agreements, it was agreed to increase teacher aides' and cleaners' wages by 3 per cent. The Queensland Teachers' Union (QTU) did not accept a similar offer and initiated work bans and a one-day stoppage. Following hearings in the Industrial Relations Commission, the Department and the QTU negotiated a package of measures to resolve the dispute, including the employment of an additional 800 teachers over four years, and agreed to refer the amount of a salary increase to the Commission to arbitrate.

The Department spent more than \$8 million to support employees in remote areas.

## Student snapshot

**Mateisha Beezley,  
Sandy Strait State School**

Photo: Fraser Coast Chronicle



Two gold medals from the 2000 Pacific School Games are just two of the achievements Mateisha Beezley lists as highlights since starting school.

The Sandy Strait State School year 7 student credits her success both on and off the running track to the support and encouragement received from her teachers.

'I like maths, language, music and homework because I want to know more,' Mateisha said.

As a hearing-impaired student, Mateisha benefits from an individual education plan (IEP) that recognises her reliance on sign communication. She shares her own knowledge and experience by tutoring younger deaf and hearing-impaired students.

More than 1350 teachers transferred between schools at their request; this represents 65 per cent of those who applied.

## Outlook

- An additional 800 teachers will be employed over four years (2000–03), in addition to those required to service increases in student numbers.
- A joint taskforce with the QTU will research and consider strategies for the management of student behaviour and class sizes.
- Professor Margaret Gardner will lead a review of Education Queensland's employment culture and the status of women and minority groups in the Department.
- Central office will develop strategies to align staffing with the priorities of *Queensland State Education – 2010*.
- Education Queensland has set a target that Indigenous people will hold 2.4 per cent of all positions by 2010.

Market research showed that the quality of teachers is a major factor in parents' decisions about where to enrol their children.

**TEACHERS MATTER — THE FUNDAMENTAL FACTOR THAT WILL AFFECT THE PERCEPTION OF A PARENT ABOUT THE QUALITY OF THEIR CHILD'S SCHOOLING IS THE EXTENT TO WHICH THEY BELIEVE THEIR CHILD'S TEACHER RESPONDS TO THEIR CHILD AND TO THEMSELVES.**

*(KPMG, EDUCATION MATTERS, MARKET RESEARCH COMMISSIONED BY THE DEPARTMENT)*

### Recruiting quality people

After 1 September 1999, teachers applying for registration were required to have four-year qualifications. Sixty-nine per cent of the Department's teachers met this standard — a 2 per cent improvement on the previous year. Many other teachers were upgrading their qualifications.

There has been attention to the academic standard of students entering teacher training. Improvements to the pay scale in recent years, and marketing campaigns, sought to attract more able students to the profession. The minimum score for entry into teacher education courses has begun to increase.

In order to appoint the best newly graduating teachers, the Department introduced advance offers to graduates skilled in high-demand subjects, and brought forward the date of job offers. Scholarships for high-calibre applicants for teaching courses continued, as did performance-based assessment of applicants, which provides a better measure of quality than interviews.

### New teaching standards

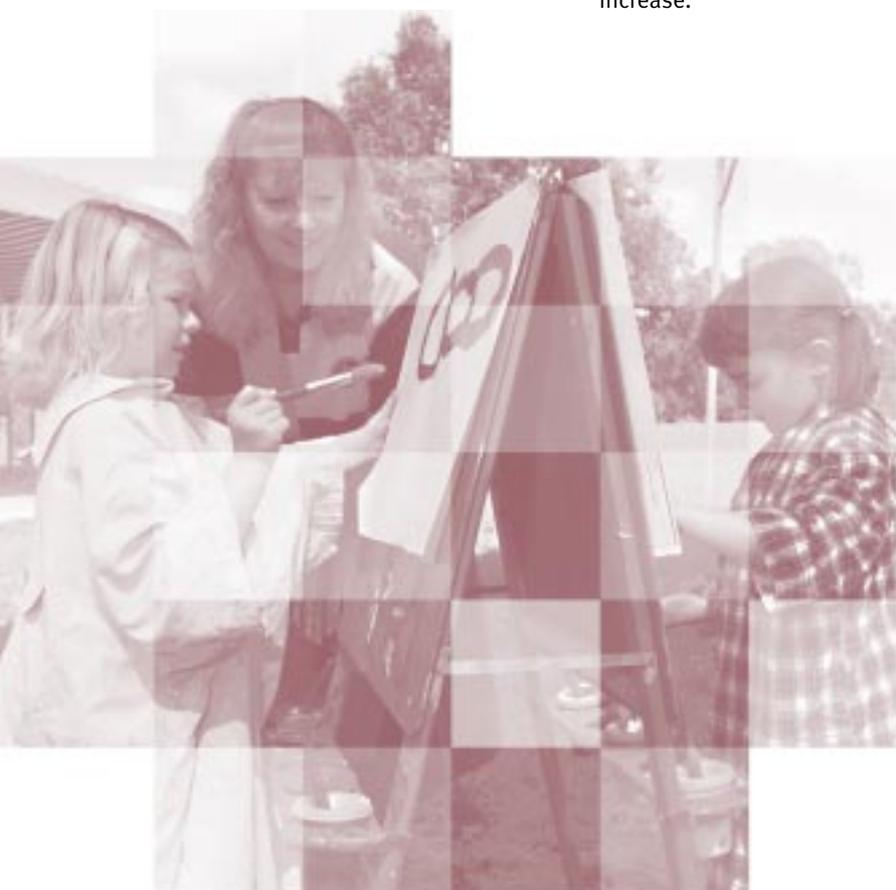
Education Queensland's teachers are very experienced, with an average of 13 years experience with the Department. Nonetheless, they need to continue to develop their skills, in order to be as effective as possible and meet the changing needs of students.

Draft Professional Standards for Teachers were issued, containing standards for 12 skill areas, with stages of professional growth. Face-to-face meetings in 51 schools and 600 submissions indicated overwhelming support for the standards. They will be used to guide staff development and to ensure the quality of new graduates, but not for performance appraisal.

Many schools introduced a professional development plan for each teacher.

### Developing staff

A massive amount of training occurred in schools. The most common areas were child protection, information technology, new curricula, health and safety, appraisal of students with learning difficulties, financial



management and literacy teaching. Teaching of boys and of gifted and talented students received more attention than previously. These topics reflected both statewide and local priorities. In addition, 280 teachers attended vacation schools, for example, on technology.

An increased number of schools offered mentoring, work shadowing and visits to other schools.

Financial support assisted 363 teachers in relevant postgraduate study, such as guidance counselling.

The Learning and Development Foundation was launched with a charter to broker learning and development opportunities for all staff and assist the Department to become a learning organisation. The Foundation is committed to a competency approach, underpinned by professional standards for teachers, leaders, executives and other public servants.

Staff development funds were allocated to improve information technology skills, support the implementation of new syllabuses, and supplement school-funded activities.

### Getting the best from staff

High morale and effective school leadership promote good teaching.

The inaugural staff survey found that 71 per cent of teachers thought that staff in their school were enthusiastic about their work, with only 9 per cent disagreeing.

New selection processes for school principals, with highly skilled regular panellists, are expected to improve the quality of newly appointed principals.

The Standards for Leaders and programs initiated by the Learning and Development Foundation provided an impetus for school leaders to examine and develop their skills.

**THE PARENTS OF QUEENSLAND WOULD LIKE TO SAY THANK YOU TO THE MANY HARDWORKING TEACHERS IN OUR STATE SCHOOLS. AS PARENTS, WE APPRECIATE THE COMPLEX ROLE OF TEACHING A BROAD RANGE OF STUDENTS WITH A COMPREHENSIVE RANGE OF LEARNING NEEDS. WE ACKNOWLEDGE THE PROFESSIONAL COMMITMENT AND ATTITUDE TEACHERS BRING TO STUDENT LEARNING AND PERSONAL GROWTH. YOUR TIME, ENERGY AND CARE ARE GREATLY APPRECIATED BY SCHOOL COMMUNITIES.**

*(CRIS JONES, STATE PRESIDENT, QUEENSLAND COUNCIL OF PARENTS AND CITIZENS' ASSOCIATIONS)*

### Reviewing performance

While the majority of teachers work at a high standard, the Department takes seriously its duty to students and takes action where necessary. Use of procedures that deal with unsatisfactory performance resulted in dismissal in some cases.

Performance development became mandatory for principals and other senior teaching staff in schools. An action research project assisted five schools to extend performance development to other staff.

### Incentives for high performance

The inaugural Showcase Awards for Excellence, designed to recognise excellence in education, were held across the State, with 36 district ceremonies and a gala presentation evening in Parliament House. Schools supported it enthusiastically (see pages 18–19 for more information).

Sixteen departmental teachers won national awards for excellence in teaching.

At the school level, principals gave their better teachers more opportunities for challenging tasks and provided recognition in informal ways.

### Outlook

- The Learning and Development Foundation Online will trial electronic delivery of learning and development activities.
- Education Queensland will introduce the Professional Standards for Teachers across the State.
- The Learning and Development Foundation will commence an executive development program and a staff college.
- Education Queensland will establish a joint taskforce with the Queensland Teachers' Union to develop a system that recognises skills and competency-based achievements and links them to reward mechanisms and professional development.

# Map (showing teacher transfer zones)

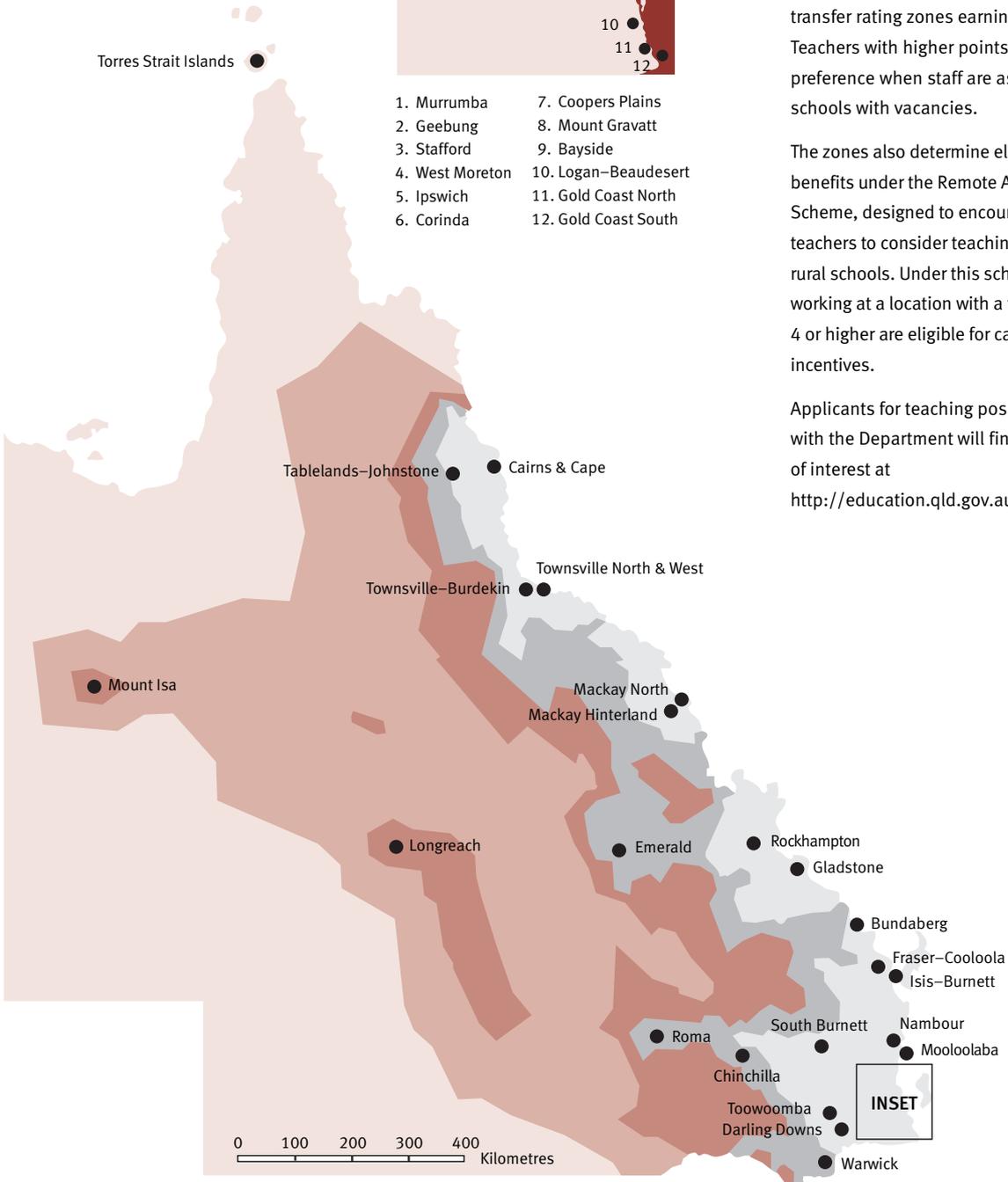


- Location of district office
- Teacher Transfer Rating 7
- Teacher Transfer Rating 6
- Teacher Transfer Rating 5
- Teacher Transfer Rating 4
- Teacher Transfer Ratings 1–3

## INSET: South-East Queensland



- |                 |                      |
|-----------------|----------------------|
| 1. Murrumba     | 7. Coopers Plains    |
| 2. Geebung      | 8. Mount Gravatt     |
| 3. Stafford     | 9. Bayside           |
| 4. West Moreton | 10. Logan–Beaudesert |
| 5. Ipswich      | 11. Gold Coast North |
| 6. Corinda      | 12. Gold Coast South |



In order to ensure that all schools are well staffed, teachers may be transferred within the state school system. The shaded zones shown on the map are used to determine a school’s transfer point rating under the Teacher Transfer Scheme. Teachers accrue points according to the schools at which they have worked, with schools in higher transfer rating zones earning more points. Teachers with higher points enjoy higher preference when staff are assigned to schools with vacancies.

The zones also determine eligibility for benefits under the Remote Area Incentive Scheme, designed to encourage experienced teachers to consider teaching in remote and rural schools. Under this scheme teachers working at a location with a transfer rating of 4 or higher are eligible for cash and leave incentives.

Applicants for teaching positions with the Department will find further details of interest at <http://education.qld.gov.au/corporate/hr/>