

Report on performance

People development



HIGHLIGHTS

Key highlights for this objective in 2003–04:

- published the *Department of Education and the Arts Workforce Strategy 2004–2008* to inform local planning and ensure that the department's workforce is appropriately deployed and skilled to deliver on current and future initiatives
- invested an estimated \$39.7 million in programs and projects to support the learning and development of the school workforce
- established a dedicated Aboriginal and Torres Strait Islander Employment Unit to achieve positive employment and career outcomes for Indigenous people
- provided focused strategic leadership development opportunities for approximately 100 principals
- supported 35 districts to improve curriculum capability and outcomes through a focused approach to planning for learning and development for staff
- developed and implemented the Valuing Diversity Awareness package aimed at raising awareness and embedding workforce diversity and equity principles into working life
- influenced teacher education providers to incorporate ETRF initiatives into new courses at preservice and inservice levels
- developed 350 dynamic professional learning community websites for educational networks and professional learning communities.

Objective:

To create a departmental workforce with the capability and flexibility to deliver education reforms and high-quality education.

Department of Education Strategic Plan 2003–2007



The department's workforce is the key to the successful implementation of its reform agenda.

This year has been a period of significant systemic reform. This reform aimed to improve the quality of student learning outcomes for all Queenslanders and build robust policy and program processes to drive the education reforms and deliver high-quality education.

The department's ability to develop, encourage and support its workforce to meet the new challenges and expectations in this changing environment will be crucial to its success.

The department has focused on three key strategies in 2003–04:

- building educational leadership capability and professional learning practice to deliver on student outcomes through:
 - strategic leaders programs
 - leadership toolkit programs
 - principals' induction programs
- ensuring the future availability of a highly skilled and motivated workforce
- fostering the development of positive working environments.

Building educational leadership

Strategy

- Build educational leadership and professional learning practice to deliver on student outcomes

Research on future workforce trends

The department is undertaking and participating in research initiatives aimed at investigating workforce trends and future needs. These studies will provide information about the attitudes, expectations and aspirations of teachers and other work groups in the state school system, and the factors that influence teachers to take up or reject a leadership position. The information will be used to inform the development of strategies to meet the changing needs of the workforce and encourage talented people to become principals.

Building professional standards

The Professional Standards for Teachers continue to be a valuable tool to enable teachers to strengthen professional and collaborative practice for their own development and to benefit students. During the year, approximately 1200 additional teachers accessed the standards through programs conducted in schools, clusters and district communities. [www](#)

National and international leaders in effective assessment and reporting practices have featured as part of the department's Assessment Guest Lecture Series. This series offers teachers and school administrators access to theory and practice of assessment and builds on the department's workshops in this field. In 2003–04, the workshop program was extended to include standards-based assessment and reporting. The workshop programs were delivered to more than 17 000 staff. In 2003–04, around \$39.7 million was invested in programs and projects to support the learning and development of the school workforce.

2010 Roadshow

Workshops to update state school principals on the progress of delivering on Queensland State Education – 2010 (QSE–2010) were held across the state. The workshops focused on the role that the Education and Training Reforms for the Future (ETRF) are playing as a vehicle for delivering QSE–2010 in addition to planning for the full-time preparatory year in 2007, implementing the middle phase action plan, and preparing for the statewide rollout of the senior phase reforms.

ICTs for Learning

The ICTs for Learning initiative is expanding the department's infrastructure base and ensuring digital connectivity to support the department's rapidly increasing use of ICTs in the curriculum and as learning strategies for staff.

The initiative supports teachers by providing a variety of learning and development opportunities. All schools have been provided with a set of three Practical Ideas for Teachers booklets, focusing on early, middle and senior phases of learning and providing practical examples of ICTs curriculum integration. An ICTs short course has also been developed to further assist teachers to integrate ICTs into their classrooms.

In addition to this, the ICTs for Learning initiative supported teachers through:

- development of a training program for middle school teachers to support the teaching of mathematics using spreadsheets. Training is provided face-to-face or through a self-paced CD
- the eight Learning and Development Centres (ICTs). The centres continued their development of ICTs curriculum integration skills across the state throughout practicum-based courses
- face-to-face workshops focusing on ICTs skills and integration for teachers in rural areas were held in Longreach, Maroochydore, Thursday Island, Toowoomba, and Townsville
- the implementation of a curriculum integration measurement instrument in 2003. Research continues with a university partner and the Institute of Educational Research Policy Evaluation (IERPE) to review and validate this instrument.

The Learning Place

The Learning Place provides Education Queensland's workforce with flexible online learning tools and resources to support professional learning and build educational leadership. More than 12 000 Education Queensland staff are enrolled in the Learning Place. One hundred and fifty quality assured online learning courses were facilitated for staff in addition to the 350 professional learning community websites provided to support educational networks around the state. Data conferencing is also provided to support professional learning.

More than 1200 teachers have participated in online learning courses to become accredited developers of online courses. District-based Learning Place mentors provide support for teachers in the effective use of online learning environments with 3100 Education Queensland staff and 650 school groups receiving direct support. Learning Place mentors facilitated 163 online communication events using online chat, forums and project rooms.

Curriculum Exchange

The enhanced Curriculum Exchange website received more than 600 000 hits per month by students and teachers accessing curriculum resources. The department has created collections of interactive activities for online learning (learning objects) and conducted professional development sessions to build district leaders' capacity to integrate learning objects into locally relevant priorities and projects.

Building leadership, management and governance capability

The Financial Management Program for Principals enhanced the financial management capability of a further 350 senior education leaders in 2003–04. Around



Through the Learning Place and the Curriculum Exchange, valuable networks are created that allow school staff to share best practice, knowledge and resources.

100 principals increased their capacity to lead reforms and change in their schools and community through participation in the strategic leaders programs.

Improved performance management at the district level has led to resource agreements being established in collaboration with schools. These agreements cover the use of district funds to support locally delivered learning and development activities and ensure that these activities are effective and aligned to curriculum priorities. In 2003, 71.4 per cent of state school staff were satisfied with their opportunities to improve their skills – see Snapshot 8 on page 7.

The accreditation of 35 Leadership Toolkit workshop facilitators has increased the capacity to deliver professional development programs. These facilitators provided 990 principals, teachers, district, central office and corporate services units staff with best practice approaches in building professional networks, leadership development and change management.

Outlook 2004–05

The department will:

- invest an estimated \$39.8 million in the school workforce to provide professional development and training for teachers, teacher aides and other school support staff
- establish a learning agenda to improve the alignment and accountability of the department’s investment in learning and development activities including the development of an online learning agreement to assist planning and accountability for learning and development at the school level
- focus on developing project management skills and the capacity to deliver in a performance-driven environment
- expand the Curriculum Exchange gateways of information and resources to provide support for the implementation of the middle phase of learning, science and numeracy
- enhance the collection of resources to support the integration of ICTs in teaching, learning and the curriculum
- continue to provide high-quality online resources, communication events and learning and training courses to improve professional learning
- provide staff with high-quality, interactive and dynamic online professional learning environments
- facilitate and support professional learning activities such as discussions with experts and peers
- continue to provide learning and development for staff working with Indigenous students including cross-cultural awareness training.

A workforce for the future

Strategy

- Ensure the future availability of a highly skilled workforce

A coordinated and accountable approach to planning, resourcing, implementing and evaluating learning and development options is being adopted to ensure that the workforce is equipped with the knowledge, skills and capabilities to meet current and changing demands. Professional development and learning priorities are determined against systemic and planning requirements.

In 2003, 72 per cent of principals were satisfied or very satisfied that there is a workforce available with the required capabilities. Workforce modelling indicates that the department is able to meet workforce demands arising through the implementation of the preparatory year in 2007. To assist the department to achieve this, the following initiatives were undertaken in 2003–04.

The Workforce Strategy

The Department of Education and the Arts Workforce Strategy 2004–2008 was published in May 2004, and provides a blueprint to inform local planning around three strategic outcomes areas – Workforce Sustainability, Workforce Capability and Workplace Optimisation. [www](#)

The Workforce Strategy interprets and clarifies the impact of the education reform agenda, and provides a framework to build a capable workforce, support our people and deliver high-quality outcomes for education and the arts. Eight districts are partnering with the strategic human resources branch to integrate local workforce priorities, including workforce planning activities, to address the effect of an ageing workforce, areas of skill shortage and leadership depth.

Partnerships with teacher education providers

The partnerships fostered with teacher education providers resulted in an increase in the number of universities delivering programs to meet the needs of the middle phase of learning. Consultation also occurred with all Queensland universities to evaluate the department’s current graduate teacher recruitment practices. As a result, the department is exploring the viability of utilising the Professional Standards for Teachers to guide prospective graduate applicants in developing a professional portfolio to support their employment.

New Professionalism

The New Professionalism program recognises the exemplary work of teachers and teacher aides, enhances the status of the teaching profession and highlights the innovative practices in state schools.

During the year, a suite of scholarships, grants and awards were presented including the:

- Premier's Smart State Teacher Excellence Scholarships – five state school teachers received scholarships valued at \$25 000 each to undertake professional learning that will enhance learning outcomes for students and colleagues
- Westfield Premier's Educational Scholarships – five secondary science teachers received scholarships valued at \$24 000 each to undertake an overseas study tour in their chosen field
- Continued Learning Scholarships – 10 state school teachers received scholarships valued at \$5000 each to undertake future tertiary level study to further their knowledge and skills, and to enhance learning outcomes for students
- ICTs for Learning Teacher Awards – 20 teachers received awards of \$5000 each to extend their learning and development in the application of ICTs in teaching and learning
- Professional Learning Grants for Teachers and Teacher Aides – 57 teachers received grants valued at \$1000 each to undertake professional learning activities aligned to ETRF. Thirty-six teacher aides also received grants of \$1000 each to undertake professional learning activities that further their knowledge and skills.

Stanthorpe teacher shares overseas adventures

Stanthorpe State High School teacher Franco Arcidiacono visited six countries and three continents in five weeks all in the name of language immersion.

Franco observed language immersion programs and spoke to bilingual education experts in Denmark, Finland, Wales, USA, Canada and Hong Kong thanks to a \$25 000 Premier's Smart State Scholarship.

Franco was awarded the scholarship in recognition of his outstanding efforts in bilingual education, particularly through Stanthorpe State High School's successful Italian Immersion Program, which he implemented in 1995.

'It was a pleasure and a privilege to have been invited into classrooms in Canada, Hong Kong, Wales and Finland,' Franco said.

'Particularly enjoyable were two lessons that I taught to a Year 7 and a Year 9 class doing English as a second language in Denmark.'

Franco received the scholarship under the State Government's New Professionalism initiative, which recognises the exemplary work of Queensland teachers.

The department will:

- continue to build strategic partnerships with districts, schools, teacher education providers and professional associations to align the workforce to meet the strategic directions and business objectives of the department
- maintain close links with Queensland tertiary institutions to inform the development of a systematised approach to tertiary credit for key professional learning and development initiatives for the department and its changing workforce needs
- strengthen the relationship between the department and the Indigenous community to encourage higher retention of Indigenous students, to provide better opportunities for Indigenous people to enter the workforce and to develop strategies for Indigenous employees to progress their careers
- develop and pilot a Professional Standards Framework for Public Servants that describes the skills and knowledge required of the contemporary public servant in Queensland
- explore options to support individuals in receiving formal recognition, by way of tertiary credit, for the learning attained around system initiatives
- develop the Schools Online Learning and Development Agreement (SOLDA), a database for schools to use in planning and reporting their expenditure on staff professional development.



Enhancing the status of the teaching profession is a crucial component of the department's vision for its workforce.

Principal named Queenslander of the Year

In June 2004, Cherbourg State School principal Chris Sarra was named Queenslander of the Year for his outstanding achievements in Indigenous education at a ceremony at Parliament House. When Mr Sarra became principal in 1998, he found a school struggling with low morale, poor discipline and high absenteeism. With the theme 'Strong and Smart', Chris and his team have been able to achieve:

- a 63 per cent improvement in literacy
- an increase in regular attendance from 50 per cent to 95 per cent
- an increase in the progression of students from Year 1 to Year 7, 52 per cent in 1999 to 83 per cent in 2003
- a vastly improved level of staff morale and parent satisfaction.

Cherbourg State School, under Chris' leadership, is using Indigenous approaches to teaching and learning, student behaviour management, community engagement and agency partnerships. Local Elders and parents are actively involved with learning through a range of school strategies.

As a result of his efforts, Cherbourg is now a leader in Aboriginal education and the department is planning to promote similar 'Strong and Smart' programs in other Aboriginal communities.

Flexible and diverse working environments

Strategy

- Foster the development of positive working environments

The department is committed to attracting and retaining high-quality staff who can deliver quality outcomes in a challenging environment.

To achieve this the department is focused on creating positive working environments that encourage and support individuals and teams to achieve their best. Building a capable workforce and supporting people to deliver education reforms and high-quality education are key themes in the department's workforce strategy.

Male Teacher Education Support (MATES)

The current level of male teachers in state schooling is 26.8 per cent. By 2006 the department plans to achieve a target of 35 per cent, improving the representation of male teachers, and providing students with access to a range of learning styles and perspectives from high-quality male and female teachers.

The MATES program provides mentoring support from experienced male teachers to male preservice students, and aims to reduce the likelihood that they will leave

their teaching course. Twenty-five male preservice teachers participated in the pilot program in 2003–04, with all participants continuing with their teaching studies.

Inclusive practices

The department is committed to a public schooling system that recognises the rights of all students to an inclusive education. The Staff College – Inclusive Education worked to understand the diverse learning needs of students and to develop learning support for the workforce to help them meet the needs of these students. In 2003–04, more than 5200 staff and parents participated in more than 50 events throughout the state to increase awareness and enhance the capability of staff to meet the diverse learning needs of students.

Individuals, schools and work units participated in conferences, seminars, workshops, interactive drama presentations, systemic training sessions, district-based initiatives, and professional networks. Topics dealt with issues relating to disability, behaviour, learning difficulties, a range of equity areas, collaborative planning and review processes, Indigenous, and rural and remote education.

Training and development – Indigenous education

The department recognises Indigenous education as a priority and has developed a number of actions, including training and development, to improve workforce capacity. The Indigenous Education and Training Alliance (IETA) was established to develop and deliver learning programs to support staff working with Aboriginal and Torres Strait Islander students. In 2003–04, more than 4000 employees participated in IETA-facilitated programs including ESL pedagogy, cross-cultural awareness training, behaviour management, online courses and induction programs.

Diversity

The Valuing Diversity Awareness package provides employees and managers with materials designed to increase awareness of workforce diversity issues and to enhance opportunities for the department's workforce to reflect the profile of the broader community – see Figures 35–37. More than 100 human resource practitioners attended a series of programs held in February and March, designed to enable them to support local delivery of the package. More than 60 employees from around the state attended the Valuing Diversity facilitators' workshops held in Brisbane and Townsville to provide them with the necessary skills and knowledge to deliver the package locally.

Achievements for the department during 2003–04 included:

- winning the government category of the Prime Minister's Employer of the Year Award in recognition of its commitment to people with a disability



Andrea Williams (Human Resource Advisor), The Hon. Kevin Andrews MP (Federal Minister for Employment and Workplace Relations), Ken Smith (Director-General of Education and the Arts), Melissa Williams (Principal Human Resource Advisor), Paul Leitch (Director Strategic Human Resources) and Rebekah Kitto (Senior Human Resource Advisor) receiving the department's Prime Minister's Employer of the Year Award for commitment to people with a disability.

- achieving finalist status in the large business category of the Australian Chamber of Commerce and Industry and the Business Council of Australia National Work and Family Awards 2004. The department's submission included a range of initiatives developed as part of the Workforce Diversity and Equity Program
- marking the achievements of women through Herstories as part of International Women's Day
- supporting five female mentors and providing one mentor from Arts Queensland for the Queensland Women in Public Service six-month mentoring program.

Figure 35: Proportion of women in management positions 2003–04 – Department of Education and the Arts

Women in management	Second quarter 2003 (Department of Education)	Second quarter 2004 (Department of Education and the Arts — agency staff)	Targets by 2005*
Teaching — Band 5 and above	50.1%	51.3%	57.5%
Teaching — Bands 8–11	27.2%	28.6%	41.1%
Non-teaching — AO7 and equivalent and above	47.1%	54.1%	51.6%
Non-teaching — SO and SES	42.6%	42.4%	53.8%

* These targets are specific to education and were negotiated with the Office of Public Service Merit and Equity (OPSME). They are higher than the public sector targets.

Figure 36: Proportion of staff by target groups 2003–04 – Department of Education and the Arts

Target group	Second quarter 2003 (Department of Education)	Second quarter 2004 (Department of Education and the Arts — agency staff)	Targets
Aboriginal and Torres Strait Islander Peoples	1.8%	1.8%	2.4% of all employees at all salary levels by 2010
People from a non-English- speaking background	3.2% (NESB1) 9.1% (NESB1&2)	3.1% (NESB1) 8.8% (NESB1&2)	7.2% by 2005 (NESB1) 13.5% by 2005 (NESB1&2)
People with a disability	8.7%	8.2%	No government target set to date
Male teachers	27.3%	26.8%	35% by 2006

Note: NESB1 – migrants whose first language is a language other than English. NESB2 – children of NESB1.

Figure 37: Shared service providers by diversity groups 2003–04

Target group	Second quarter 2004* (SSP staff — CAPS and CAA)	Targets**
Proportion of women in management positions		
Non-teaching — AO7 and equivalent and above	37.6%	51.6% by 2005
Non-teaching — SO and SES	39.4%	53.8% by 2005
Proportion of staff by target groups		
Aboriginal and Torres Strait Islander Peoples	1.0%	2.4% of all employees at all salary levels by 2010
People from a non-English-speaking background	3.9% (NESB1) 10.9% (NESB1&2)	7.2% by 2005 (NESB1) 13.5% by 2005 (NESB1&2)
People with a disability	9.0%	No government target set to date

* Quarter 2 2004 data is the only available data as the education shared service provider, Corporate and Professional Services (CAPS), was established on 1 July 2003.

** These targets are specific to education and were negotiated with OPSME prior to the formation of CAPS. They are higher than the public sector targets. They may need to be revised in 2004–05 to better reflect the proportion of women in the SSP.

Notes: Shared service providers include the education shared service provider CAPS and the arts shared service provider Corporate Administration Agency (CAA).

NESB1 – migrants whose first language is a language other than English. NESB2 – children of NESB1.

Teacher aides

There has also been an emphasis on recognising the different roles of teacher aides. Stage one of a pilot involving 43 teacher aides from 24 districts has provided a greater insight into the level of work appropriate to the TA004 level. More than 350 diary entries have documented the tasks and projects undertaken by participating teacher aides. Stage two of the pilot, to be conducted in 2004–05, will use the information gathered to describe generic, transferable skills that apply at the TA004 level. A process for implementing these positions will commence at the end of 2005.

Teaching maths through Braille

Teaching maths to students is a skill — teaching maths in Braille is a specialised art. Gold Coast teacher aide Christine Boland had the opportunity to share her expertise in Braille with a student teacher who needed to produce a maths worksheet for a group of students.

Although the student teacher was familiar with the Braille alphabet, she was unfamiliar with the Braille number system.

One day per week, Christine taught the student teacher how to write numbers and mathematical symbols in Braille. They also discussed the art of translating pictures and diagrams into written descriptions and setting out the Braille worksheet in a logical form. Pictures are impossible for visually impaired students to comprehend and need to be put into a raised format, so information can be transmitted through their sense of touch.

Performance development

In February 2004, 11 Executive Directors (Schools) participated in a pilot of a performance development model that incorporated aspects of performance assessment based on multisource feedback, executive health and wellbeing and career planning. This model supports the department’s commitment to health and wellbeing as key considerations for the workforce.

Senior executives and senior officers have now participated in the multisource program, and the results will form the basis of performance development planning.

Outlook 2004–05

The department will:

- develop and deliver, through the Staff College – Inclusive Education, a comprehensive professional development program for Education Queensland staff as part of the State Government’s 10 Point Plan for Inclusive Education
- develop and deliver, through the Indigenous Education and Training Alliance (IETA), quality professional development programs for Education Queensland staff as a key action of the Partners for Success strategy
- explore opportunities for the expansion of the Remote Area Teacher Education Program (RATEP), a community-based, online, Aboriginal and Torres Strait Islander teacher education program, to a broader whole-of-government application
- explore options to expand the Male Teacher Education Support program
- incorporate a health and wellbeing stream into the Workplace Health and Safety program
- implement a performance development scheme for all employees with a focus on building the capability of individuals and teams