

Department of Education and the Arts response
to the recommendations of
the Ministerial Advisory Committee for Educational Renewal Report on

A Creative Workforce for the Smart State



| MACER Recommendation | Accepted/ Not Accepted | Actions/ Comments |
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| <p>Recommendation 1</p> <p>That a condition of being a well-respected member of the teaching profession should be that regular professional development is undertaken as a core function of professional membership and that personally initiated professional development that meets organisational goals should be accredited and rewarded.</p> | Accepted | <p>Regular professional development as a core function of professional membership</p> <p>In March 2004, Cabinet endorsed the Terms of Reference for a comprehensive review of the powers and functions of the Board of Teacher Registration (BTR). This issue will emerge as a key factor for consideration during the Review of the Board of Teacher Registration.</p> <p>Action 1. A copy of the report has been forwarded to the review of the BTR.</p> <p>Professional development that meets organisational goals accredited and rewarded</p> <p>This is consistent with work currently underway in the Division of Learning where avenues for accreditation and reward for both system and personally driven professional learning activities are currently being discussed with Queensland university deans.</p> <p>Action 2. A paper providing options for gaining access to portable tertiary credit will be developed for discussion with Vice-Chancellors at a planned meeting with the agency in term 3 2004.</p> |
| <p>Recommendation 2</p> <p>That professional development for teachers and principals should be focused on high standards of professional performance that achieves value-added outcomes for students and their communities, judged against explicit criteria focused on student outcomes and socio-policy goals.</p> | Accepted in principle (see comment) | <p>Professional development focused on high standards of professional performance</p> <p>The Department of Education and the Arts is committed to ensuring that professional standards frameworks are available which can be used by both the system and individuals to make informed decisions with respect to professional learning activities.</p> <p>Action 3. To inform decision making around professional learning the Professional Standards for Teachers will be made more broadly available across all state school during the 2004 school year.</p> <p>Achieving value-added outcomes</p> <p>Measures are currently being taken to ensure that accountability measures are an integral part of the new Learning Framework. These measures will underpin systemically provided professional development and training.</p> <p>Action 4. Part of the new Learning Framework will explore accountability measures including schools reporting on the attainment of 'learning expectations' for key curriculum initiatives through an annual Learning Survey undertaken in semester 2 2004.</p> <p>Judged against criteria focused on student outcomes and socio-policy goals</p> <p>This element is not accepted in its current form and requires qualification. There is already a wide body of international work which cautions against the tying of teacher performance directly to student outcomes.</p> <p>While the introduction of accountability processes to measure employee learning are critical, what is required is an authentic process for documenting engagement with professional standards and the outcomes achieved.</p> <p>Action 5. The Professional Standards for Teachers requires teachers to document their professional learning outcomes and the effectiveness of professional learning in resultantly enhancing their capacity to improve student learning outcomes. This began in semester 1 2004 and will be ongoing.</p> |
| <p>Recommendation 3</p> <p>That the education systems should develop learning support staff of various kinds to support teachers. This involves addressing the balance of teachers' own workloads to focus on their prime professional role (as 'learning architects'), and developing a network of paraprofessional and community resource personnel to enhance the flexible, adaptive delivery of student learning outcomes.</p> | Accepted (see comments) | <p>Comment</p> <p>There is already an acknowledgment of the value of paraprofessionals working with and alongside the teaching workforce and the need for these individuals to have an appropriate career path. Teacher aides in Queensland now have access to better remuneration and career enhancement following recent Enterprise Bargaining processes.</p> <p>The department works with the relevant unions to ensure that networking and learning opportunities are available for paraprofessionals based in school locations.</p> <p>The terms of reference for the review of the BTR include the examination of the nature and extent of the Board's powers regarding professional standards and professional competence and the capacity of the Board to recognise non-standard qualifications.</p> <p>The department is building an unprecedented partnership between parents, students, state schools, non-state schools, TAFE, training providers, the Queensland Studies Authority (QSA), community organisations, universities, and employers to trial and implement the Education and Training Reforms for the Future (ETRF) package.</p> |

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| <p>Recommendation 4</p> <p>That teaching professionals must be prepared in their pre- and in-service phases to gain definite knowledge, skills and behaviors that prepare them for emergent social conditions in collaboration with schools and communities, the Queensland Board of Teacher Registration, universities, relevant statutory authorities, principals' associations, relevant industrial unions, industry and business groups and school systems.</p> | Accepted in principle (see comments) | <p>Comment</p> <p>National studies, which suggest that students believe their pre-service ill-equips them for the world of teaching, have led to the call for an overhaul of teacher preparation. This may be one of the factors leading to the departure of up to 25 per cent of new graduates in the first five years of teaching.</p> <p>The department is committed to working in collaboration with all stakeholders to ensure that pre- and in-service training properly equips teachers for the world of teaching.</p> <p>Teaching professionals must be better prepared in their pre- and in-service phases</p> <p>Action 6. The department will continue to investigate, in conjunction with the Deans of Education forum, the use of the Professional Standards for Teachers as the key selection and recruitment tool for graduating students. The Professional Standards for Teachers was developed in consultation with universities. The standards are the appropriate mechanism for the department to use in negotiation with the pre-service sector to ensure that graduates are both better prepared to meet emergent social conditions and to stay engaged in the teaching workforce. The department will also explore issues relating to the BTR's role in facilitating greater responsiveness of pre-service providers to employer needs.</p> <p>In-service and collaborative responsibility</p> <p>Action 7. The department will introduce a Learning Framework, which will clearly articulate both expectations for learning at a system/district/school level, and at an individual level and the nature and extent of support and responsibility offered in relation to these levels. The department will be consulting with stakeholders in semester 2, 2004.</p> <p>This will use the explicit knowledge, skills and behaviors described in the Professional Standards for Teachers and Learning Expectations for Key Curriculum Initiatives as a base and will describe the role of collaboration partners including those mentioned in the report as well as the QSA and professional associations.</p> |
| <p>Recommendation 5</p> <p>That the Minister commissions further work to develop:</p> <ul style="list-style-type: none"> The type of teaching workforce and skills needed for the future to enable teachers to become learning managers, learning architects or entrepreneurs of learning. Professional control and autonomy so that teachers, school administrators and communities can shape their own priorities within government policies. An increased capability in the education system based on understanding of, and the capacity to implement, pedagogies that achieve desired learning outcomes. Suitable professional learning opportunities for teachers and administrators so that they understand and work with increasing pressure for education's clients, users or customers to drive reform. A professional learning structure that orients both teachers' own and departmental or government imperatives towards the achievement of learning outcomes directed to long-term, strategic ends across social, economic, cultural and environmental responsibilities. | Accepted in principle (see comments) | <p>Comment</p> <p>The department has developed a Workforce Strategy that clearly articulates the workforce priorities for the department. A critical element of this strategy is workforce sustainability that underpins the need to identify and address current and future supply and demand needs. Strategic Human Resources Branch is continuing to work with stakeholder groups to identify the types of teachers and associated skills necessary to meet the education reform agenda.</p> <p>Type of teaching workforce</p> <p>Action 8. The department will continue to work with key stakeholder groups to identify the type of educational workforce required to meet new and changing demands and circumstances. This information will incorporate data from national survey material emerging from MCEETYA. In addition the review of the Board of Teacher Registration will address the Board's powers regarding professional standards and professional competence and the capacity of the Board to recognise non-standard qualifications.</p> <p>Professional control and autonomy</p> <p>Action 9. The department will continue to offer to teachers and school administrators in 2004-05 and beyond, a range of professional learning opportunities to enable their capacity to shape and respond to priorities. These include Strategic Leaders and Toolkit (contextualised to an ETRF environment), IDEAS and leadership modules to support the implementation of the Senior Phase of Learning.</p> <p>Action 10. The department will introduce in 2005, a new approach to supporting the implementation of new curriculum priorities. This learning agenda will be underpinned by a renewed emphasis on productive pedagogies.</p> <p>Learning opportunities for teachers and administrators</p> <p>Action 11. The structure and content of the Strategic Leaders, Toolkits, induction for new principals and IDEAS professional learning opportunities will be reviewed in semester 2 2004 and revised where necessary to accommodate this.</p> <p>Professional learning structure</p> <p>Action 12. The new Learning Framework will include a section that addresses this issue. Stakeholder focus groups will be engaged to inform this development during semester 2 2004.</p> |