



Flying start induction toolkit

for beginning teachers

Foreword	3	My students	45
		Student records	47
My employer	5	Planning	52
About Education Queensland	7	Safe, supportive and disciplined school environments	55
Education Queensland <i>Professional Standards for Teachers</i>			
The Learning Place			
Me, myself, I	13	Commitment to professional development	61
First contact with my school	15	<i>Professional Development Agenda 2006–2007</i>	
Moving to a new community – rural and remote placements	16	<i>Professional Standards for Teachers overview</i>	63
Administration essentials	17	Smart Classrooms Professional Development Framework	65
Professionalism	18	Professional development opportunities	66
Connecting with people	22	Professional development journal	66
My school	25	Types of professional development	66
Who's who at the school	27	Suggested professional development log	68
School procedures	33		
School communication strategies	36		
My teaching space	39		
Preparing my teaching space	41		
Resources	43		

Acknowledgments

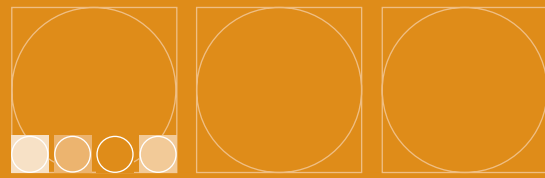
Special thanks is extended to the following schools for sharing their teacher induction information:

Glenden State School
Kedron State School
Moura State School
Nashville State School
Scarborough State School.

For more information regarding the Flying Start induction strategy, please contact:

Professional Development Branch
Department of Education, Training and the Arts
30 Mary Street,
Brisbane, QLD 4000

© The State of Queensland (Department of Education, Training and the Arts) 2007.
This publication and other support materials are available for downloading from the
Department of Education, Training and the Arts website: www.education.qld.gov.au



Flying start induction toolkit for beginning teachers

Foreword

As a teacher, you will play a vital role in ensuring that the students you teach have the best possible chance of future success. Your work is at the very heart of the Smart State agenda.

The Department looks forward to supporting you through every phase of your career — from your induction, through continuing professional development and transition to new roles.

In your early years as a teacher, you will be involved in a range of induction activities that merge into continuing professional development as your career progresses. Everyone's professional needs will be different, so you will need to be proactive in discussing and shaping your induction with your Principal and colleagues. The Department's annual Professional Development Agenda provides clear direction on priorities and expectations.

Induction involves support, encouragement, monitoring and feedback to address your professional and personal needs. It includes:

- an orientation to the school and the profession
- personal and professional support from colleagues
- professional development opportunities to build knowledge, skills and attitudes essential for effective teaching
- information on performance and accountability, such as probation and provisional registration.

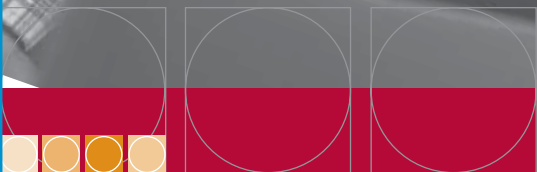
While induction occurs at the school level, districts, regions and the system as a whole play a role in supporting you in your new job. The Department also encourages partnerships with universities and professional associations in supporting networked professional development communities at local, state and national levels.

This induction kit will help you on your professional journey as a teacher. I encourage you to compile your own folder of information using this material as a starting point. It's also important to keep a learning journal — using the recommended templates. These resources will assist you to record reflections on your practice and professional learning as you move towards full registration with the Queensland College of Teachers.

Our *Flying start induction toolkit* for beginning teachers aims to help you to do your very best to support students in their learning and to build a rewarding career as a staff member of Education Queensland.

Jenny Cranston

Deputy Director-General, Education Queensland



Flying start induction toolkit

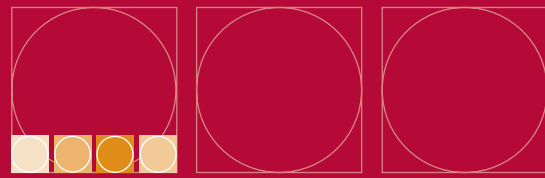
for beginning teachers

My employer

About Education Queensland	7
Major initiatives	7
Specialist support services	8
Legislative requirements	9
Education Policy and Procedures Register	9
Acronyms	10

Professional Standards for Teachers

The Learning Place



My employer

About Education Queensland

Education Queensland delivers high-quality education to more than 70 per cent of all Queensland school students at Preparatory, primary and secondary levels.

The Department is responsible for more than 1300 schools staffed by more than 35 000 teachers and attended by more than 490 000 students. Providing a safe, healthy and supportive working environment supports teachers in delivering quality educational outcomes for students and is a priority of the Department.

Education Queensland has a diverse structure to cater for its widespread delivery of service. Employees work in a wide range of campuses and contexts including:

- Prep to Year 7
- Prep to Year 10
- Prep to Year 12
- special schools
- hospital schools
- travelling schools
- virtual schools
- Positive Learning Centres
- Schools of Distance Education
- Environmental Education Centres

These campuses are spread throughout 10 regions, which are further broken down to 26 education districts.

The size of the Education Queensland schooling system and the diversity of our schools provide tremendous opportunities for you to explore exciting and varied dimensions of your profession. It also offers extensive career development opportunities.

Queensland state education operates as a partnership between schools and their communities. All state schools are coeducational. Children may begin their education in the Preparatory Year, which provides a year of non-compulsory education.

The Queensland Government is committed to providing quality education. It is the driving force behind our vision to make Queensland the 'Smart State'.

With a broad, balanced curriculum and wide range of activities to choose from, our schools are well equipped to help students develop their individual skills and talents. Many of our schools offer distinctive excellence programs in both academic and non-academic areas such as:

- Fine Art, Drama, Music, Dance, Ballet, Gymnastics
- Business, Aviation, Information Technology
- Science, Mathematics
- Sports, including soccer, rugby league, golf and tennis.

Talented and ambitious students are given the opportunity to advance their specialised skills while obtaining a well-rounded general education.

Queensland state schools offer an extensive range of resources to further enhance and support innovative learning in today's fast-paced world. These may include:

- school subjects, which incorporate online learning as a complementary facet for providing challenging and stimulating education
- recording studios and video-conferencing facilities
- business education centres featuring state-of-the-art technology
- photographic laboratories and multimedia technology.

Major initiatives

Queensland's state schools are being transformed. Students and teachers in state schools along with non-state schools, TAFE institutes and local communities are helping to create more innovative, flexible and supportive education and training systems. The key priority initiatives of Education Queensland include:

- Better Behaviour, Better Learning
- Bound for Success
 - Education and Training Reforms for the Future
 - Information and Communication Technology (ICT)
 - Preparatory Year
 - Middle Phase of Learning



My employer

- Senior Phase of Learning
- *Smart Classrooms*
- Implementation of the *Education (General Provisions) Act 2006*
- Literacy Framework
- Partners for Success
- *Professional Standards for Teachers*
- Queensland Academies
- Queensland Curriculum, Assessment and Reporting (QCAR)
- Literacy and Numeracy
- Years 1–10 Maths Syllabus implementation
- Preparing for Years 1–10 English Syllabus implementation
- Smart Choices.

Specialist support services

Students learn to respect and value difference and to develop productive processes for developing equity in their personal relationships and their communities. Inclusive education is for everybody and is everybody's business.

Education Queensland employees have access to a variety of services to support their needs and the needs of their students, including:

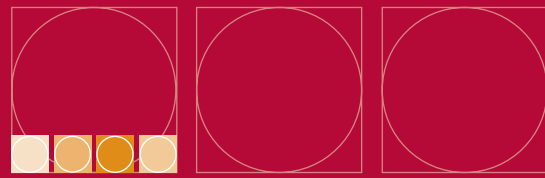
- **Disability Services Support Unit (DSSU)**
A statewide service which provides advice and support to staff in districts and schools who are working with students with a disability. A request for support service operates that can be accessed through district therapists and advisory visiting teachers or school leadership personnel. A useful starting point for information about students with a disability is the DSSU Professional Learning Community on the Learning Place.
www.learningplace.com.au/en/dssule
- **Indigenous Schooling Support Unit (ISSU) (formerly IETA)**
ISSU is a strategy that was developed as part of the Partners for Success Framework. The formation of ISSU to develop, broker and present professional development and training acknowledges that

remote state schools can be unique workplaces and that Aboriginal and Torres Strait Islander communities represent educational challenges. ISSU offers a range of professional development and training opportunities to Education Queensland staff and members of the school community. Schools themselves will determine the breadth of these offerings, with the school's professional development and training framework allowing ISSU to program a range of curriculum, management and leadership activities across the school year. For many teachers, the pre-appointment induction will be the first point of contact.

- **Library Services**

Library Services holds extensive collections of educational resources in a range of media to support the Prep Year to Year 12 education community across the state. More information is available at <http://education.qld.gov.au/information/service/libraries/services/>. Specialist libraries include:

- Curriculum Collection
 - Professional Collection
 - Education History Collection
 - Guidance Tests and Resources Collection
 - Periodical Centre for Schools
 - Video Library
 - Aboriginal and Torres Strait Islander Learning and Engagement Centre Libraries
 - LOTE Library
 - TESOL Joint Use Library.
- **Staff College — Inclusive Education**
The Staff College, Inclusive Education supports system requirements for professional development in the area of inclusive education and also provides advice and support to regional, district and school staff as they plan professional development opportunities in response to local priorities. The Staff College focuses on building the knowledge and skills of the workforce to identify and address barriers that limit students' opportunities, participation and benefits from schooling. It includes, values, and uses as a basis for learning,



My employer

the perspectives, contributions and experiences of the full range of social and cultural groups, by acknowledging diversity both within and among these groups.

- **Student Services**

The Student Services Directorate in the Office of Education Queensland manages the policies and initiatives related to child safety, children with disabilities, behaviour support and inclusive education. The directorate has six distinct areas:

- Policy, Strategy and Review Team
- Implementation Team
- Centre for Behaviour Support
- Disability Services Support Unit
- Staff College, Inclusive Education
- Queensland School Sport Unit.

Staff in the directorate work closely with districts and regions on the following:

- child protection and reports of suspected harm to children
- enrolment of mature age students
- provision of special education programs and services for students with a disability
- guidance services
- Advisory Visiting Teachers
- Education Support Plans for children in out-of-home care
- support for refugees and children who speak English as a Second Language
- chaplaincy services and religious instruction
- Youth Support Coordinator Initiative
- School Based Youth Health Nurse Program
- mental health
- review of exclusion decisions
- development of school sport and physical activity.

- **Virtual Schooling Service**

The Virtual Schooling Service is an internationally and nationally recognised exemplar of excellence in distance education. The service uses innovative delivery strategies and a range of learning technologies to support students at a distance.

Legislative requirements

The *Education (General Provisions) Act 2006* provides a legislative framework for the education system that is relevant, consistent and supports the demands of modern schooling. A variety of legislative requirements directly affect the day-to-day practices of teachers. These documents, such as those listed below, are available from your leadership team or the Education Queensland website at <http://education.qld.gov.au>.

- Code of Conduct
- Duty of Care
- Child Protection
- Workplace Health and Safety
- Privacy
- Copyright
- Reporting Obligations

Education Policy and Procedures Register

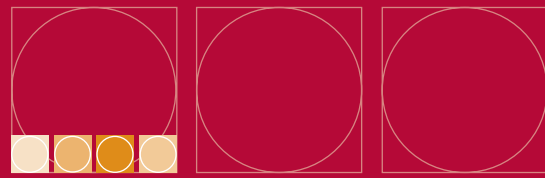
The Education Policy and Procedures Register (EPPR) provides an up-to-date, central location which provides staff with access to administrative policies and procedures. The legislative requirements are included within the EPPR, which is available online via the Education Queensland intranet and Internet sites.



My employer

Acronyms

ABSTUDY	Aboriginal Study Assistance Scheme	DSE	Disability Standards for Queensland
ACEL	Australian Council for Educational Leaders	DSQ	Disability Services Queensland
ACER	Australian Council for Educational Research	DSSU	Disability Services Support Unit
ACSA	Australian Curriculum Studies Association	EAP	Education Adjustment Program
ADA	Anti-Discrimination Act	ECEC	Early Childhood Education and Care Centres
ADG	Assistant Director-General	ECI	Early Childhood Intervention
ADHD	Attention Deficit Hyperactivity Disorder	ECIP	Early Childhood Intervention Program
AGQTP	Australian Government Quality Teacher Program	EDS	Executive Director — Schools
AITAP	Aboriginal and Islander Tertiary Aspiration Program	EEO	Equal Employment Opportunity
AO2	Administration Officer Level 2	EGPA	Education (General Provisions) Act
AOP	Annual Operational Plan	EOG	Education Office Gazette
AQF	Australian Qualifications Framework	EPPR	Education Policy and Procedures Register
ARC	Australian Research Council	ESFP	Education Support Funding Program
ASD	Autism Spectrum Disorder	ESL	English as a Second Language
ATF	Australian Teachers' Federation	ETRF	Education and Training Reforms for the Future
ATSI	Aboriginal and Torres Strait Islander	EQI	Education Queensland International
AVT	Advisory Visiting Teacher	FOI	Freedom of Information
BCE	Brisbane Catholic Education	GO	Guidance Officer
BETA	Beginning and Establishing Teachers' Association	G&T	Gifted and Talented
CX	Curriculum Exchange	HECS	Higher Education Contribution Scheme
DEST	Department of Education, Science and Training (Australian Government)	HI	Hearing Impairment
DETA	Department of Education, Training and the Arts	HOC	Head of Curriculum
DDG	Deputy Director-General	HOD	Head of Department
DG	Director-General	HOSES	Head of Special Education Services
DP	Deputy Principal	IEP	Individual Education Plan
		II	Intellectual Impairment
		ISQ	Independent Schools Queensland
		ICT	Information and Communication Technology



My employer

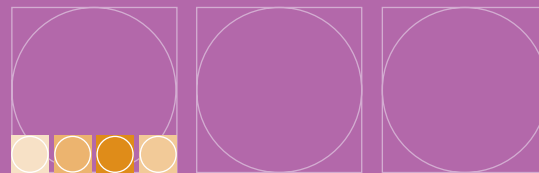
ISSU	Indigenous Schooling Support Unit	RATEP	Remote Area Teacher Education Program
JCQTA	Joint Council of Queensland Teacher Associations	RED	Regional Executive Director
KLA	Key Learning Area	RR	Reading Recovery
LOTE	Languages Other Than English	SAC	School Advisory Council
MCEETYA	Ministerial Council on Education, Employment, Training and Youth Affairs	SBYHN	School Based Youth Health Nurse
NESB	Non-English-Speaking Background	SDP	School Development Plan
OSHC	Outside School Hours Care	SEP	Student Education Profile
PCAP	Priority Country Area Program	SEU	Special Education Unit
P&C	Parents and Citizens' Association	SDE	School of Distance Education
PI	Physical Impairment	SLI	Speech Language Impairment
PD	Professional Development	SOSE	Studies of Society and Environment
PEO	Principal Education Officer	SPELD	Specific Learning Difficulties Association
PPO	Principal Policy Officer	STLD	Support Teacher: Learning Disabilities
QAC	Queensland Arts Council	SWD	Students with Disabilities
QCARF	Queensland Curriculum, Assessment and Reporting Framework	TA	Teaching Australia
QCEC	Queensland Catholic Education Commission	TAFE	Technical and Further Education
QCPCA	Queensland Council of Parents and Citizens' Associations Incorporated	TE	Tertiary Entrance
QCT	Queensland College of Teachers	TESOL	Teaching of English to Speakers of Other Languages
QSA	Queensland Studies Authority	TL	Teacher Librarian
QSE	Queensland State Education	TSR	Triennial School Review
QTAC	Queensland Tertiary Admissions Centre	VI	Visual Impairment
QTU	Queensland Teachers' Union	VSS	Virtual Schooling Service
		YSC	Youth Support Coordinator

Flying start induction toolkit

for beginning teachers

Me, myself, I

First contact with my school	15	Professionalism	18
Prior to commencement	15	Queensland <i>Public Service Charter</i>	18
Key questions	15	Code of Conduct	18
FAQs first phone call	15	Ethical behaviour	18
FAQs first face-to-face meeting	15	Professional conversations	18
		Creating a welcoming environment	19
Moving to a new community – rural and remote placements	16	Dress code	19
Partners for Success – Identified Indigenous schools	16	Checklist	20
Relocation preparation	16	Connecting with people	22
Administration essentials	17	Effective listening	22
Forms	17	Teacher qualities that school communities appreciate	22
Getting paid	17	Meeting people for the first time	22
Probation	17	Professional partnerships and networks	22
Registration	17	Queensland Teachers' Union	23
Salary packaging	18	Staffroom interactions	23
Superannuation	18	Parent partnerships	23
		Managing difficult conversations	24



Me, myself, I

First contact with my school

Prior to commencement

Every school setting is unique and requires active investigation by new staff. Some good ways of beginning your exploration of your new school are to:

- make contact with your new school as soon as possible to introduce yourself to the school leadership team. Telephone the school to arrange a visit to speak with one of the members of the leadership team
- review the school website.
- ask about opportunities for further pre-commencement visits and for involvement in school planning processes. Having your 'first day' before your first day is a huge advantage. The more prepared you are for your first few weeks at school the better.
- determine the nature of your teaching duties, for example, year level, subjects, class size/s
- request the school induction booklet. Refer to the checklist to assist in gathering the materials that you require.
- access your classroom (if possible) prior to commencement to set up your furniture, classroom displays, posters and your space. Check with your mentor or one of the leadership team for details.
- meet the support staff.

Key questions

The school principal's first impression of you may be gained through a face-to-face meeting or over the phone. In either case, how you communicate and present yourself is essential for building a positive image. Be well prepared with a list of questions, information to share about yourself, and a pen and paper to take notes.

There is a vast amount of information available to make your induction a smooth process. These FAQs provide a guide to the information you will need about your new school and career. It may be supplied through an induction handbook or you may need to ask for it.

FAQs first phone call

You may like to seek answers to these questions. Remember, your phone manner should be professional and friendly.

- Can I visit/access my classroom before the student-free day?
- Where should I park on the first day?
- If I am ill, who should I call?
- What time should I arrive on the student-free day?
- Is there a student-free day program?
- Will I have a teaching partner? Can I contact this person?
- What are my school's expectations regarding how I plan?
- Where can I access syllabus documents and school programs?
- Will I have a mentor?

FAQs first face-to-face meeting

Locations

- Where is my classroom located?
- Where is the staffroom?
- Where are the staff amenities (e.g. toilets and eating facilities) located?
- Where will I meet my students on the first day?
- Where will my students eat their lunches? (primary)
- Is there a map of playground areas?

Equipment and facilities

- Do I need a key/security code to access my classroom?
- Do I need to organise a sufficient number of chairs, desks, etc. for my classroom?
- Will the furniture in my room cater for the differing sizes of students?

Procedures

- Do I need to sign on each day?
- How do I obtain a class roll?
- How do I correctly mark my roll?
- How often am I required to mark and submit my roll?



Me, myself, I

- What is the school policy for students entering/ leaving my classroom?
- What are the rules relating to the playground?
- In the event of an emergency in the playground or my classroom, who is my first point of contact?
- Is there an in-school communication system?
- What are the procedures for communicating with parents?

Timetables and calendar of events

- What are the school hours/ lunchbreaks?
- Will I have playground duty in the first week?
- Is there a school calendar?
- Will there be a parent information evening, and what are the content areas for this meeting?

Resources

- Am I able to obtain a copy of the class book list?
- Are students issued with textbooks or resource hire materials?
- Where are resources such as stationery, art materials located?
- How does borrowing through the Resource Centre occur?
- How do I access the phone, photocopier and the Internet?
- How do I arrange to have an Education Queensland email username and password?

Moving to a new community — rural and remote placements

Starting a new job and moving house can be a stressful experience. However, the experience of relocating to a rural or remote area, especially for those who have lived only in metropolitan or larger provincial centres, can also be an exciting opportunity.

It is essential that you are well prepared and informed about where you will be living. To prepare for your relocation, you should access information from the Internet about your school and local community. Local government authority websites often provide

photos of local communities and surrounding areas as well as information about sporting and community organisations or activities.

To view local government websites, access the Local Government Association of Queensland website at www.lgaq.asn.au/portal/dt.

When you know the date and time of your arrival contact your school's principal to let him or her know.

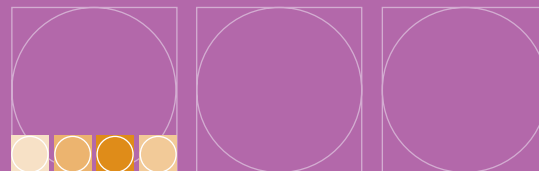
It is important for you to be willing to get to know your new community and to join in on the various local activities (social, cultural and sporting) on offer. Many communities hold events in the lead up to the commencement of school. Be sure to ask your principal, school buddy teacher or mentor when and where events are taking place.

Partners for Success — Identified Indigenous schools

Teaching in a Partners for Success — Identified Indigenous school is described as the experience of a lifetime. If you are taking up the challenge, the Department's Indigenous Schooling Support Unit will provide you with all the information you'll need about the process and the different communities, this is done through targeted face-to-face induction activities before you arrive in your school location. Visit the website for the latest details and reference information at www.issu.com.au.

Relocation preparation

- Attend organised induction program activities. These may be school based or organised systemically.
- Review the school website and contact the principal before the school year ends. (Schools in many remote areas close one week before other schools in the rest of the state).
- Search for photos of town and local areas.
- Search/ask for details of local facilities and services, including banking, medical and retail.
- Investigate the local government authority website.
- Investigate the relevant Alcohol Management Plan. Visit: www.mcmc.qld.gov.au/community/search/restricted.php



Me, myself, I

- Apply for teacher accommodation where provided through the school. You will be informed of temporary options for your transfer travel.
- Identify how to travel to your location, remembering to check public transport options, road conditions and accessibility during seasonal changes.
- Check your vehicle has been serviced, is in good working order and suitable to make the journey, and let someone know where and when you are travelling, and when you expect to arrive.
- Carry a basic car tool kit for emergencies like a flat tyre, first-aid kit and drinking water.
- Plan your journey to allow time for rest, unavoidable emergencies and track your kilometres for either tax or removal reimbursement.
- Investigate mobile coverage with your phone provider, locate petrol stations, shops and keep receipts for any accommodation.
- Make the relevant contacts to arrange relocation such as the furniture removalist.

Administration essentials

Forms

Ensure that school records such as Staff Details form and Commencement Advice form are completed. You will need to present a copy of your Queensland College of Teachers' Certificate of Registration and Teacher Registration card to the relevant administration staff member on your first day.

Getting paid

Complete the Commencement Advice form immediately as it is necessary to activate your pay and initialise your appointment to Education Queensland. You will need your tax file number and bank details.

Most employees receive their fortnightly salary through electronic funds transfer (EFT) into the bank of their choice. Pay slips are forwarded to schools. This slip details the relevant award, classification, year, standard fortnightly salary, any allowances, gross and net salary and all fortnightly deductions.

Probation

All new teachers employed in Education Queensland undergo an eight month probation period. The probation period assists the Department to understand the skills, knowledge and abilities and support in areas identified as requiring further development. During this time, the Probationary Teachers: Interim Report will be completed in the third month and the principal will complete a Final Report in the sixth month recommending satisfactory or unsatisfactory completion of probation. This is a confidential document and only authorised personnel will have access to its contents. Teachers receive a letter of Confirmation or Termination of Appointment at the end of the eighth month.

Registration

Gaining provisional teacher registration is an important landmark in your career. It means that you have met the professional requirements for entry into the profession in Queensland.

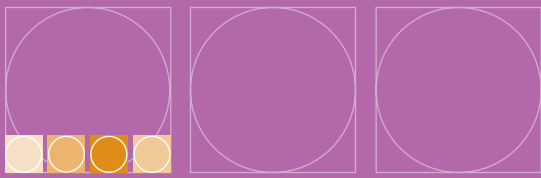
The Queensland College of Teachers (QCT) was established in 2006 as a statutory authority, funded by teachers, with responsibilities including:

- promoting the importance of teaching as a highly valued and ethical profession
- regulating entry to and ongoing membership of the teaching profession in Queensland.

As part of its registration function, the College manages the process for teachers moving from provisional registration to full registration.

To obtain full registration, a provisionally registered teacher must demonstrate that they have satisfactorily completed one year of teaching or the equivalent (200 days) and have the QCT Principal's Report completed to indicate that they have met the requirements of the QCT for full registration including the College's *Professional Standards for Teachers*.

More information on the College, the QCT Professional Standards and the process for acquiring full registration including the Principal's Report is available on the College website www.qct.edu.au.



Me, myself, I

Salary packaging

Salary packaging is available to all Education Queensland employees covered by enterprise agreements. This allows salary to be taken as benefits before tax, offering the potential to increase your after-tax income. For more information, please contact RemServ 1300 30 40 10 or visit www.remserv.com.au.

Superannuation

As a new employee, you will have a QSuper Accumulation account opened for you. Contributions to the account are commenced automatically in your first pay fortnight and show on your pay advice slip as a deduction from your salary.

The standard contribution rate is five per cent of your basic pay. If the standard contribution rate is deducted, Education Queensland also contributes 12.75 per cent of your gross salary to your account in the fund. Should you choose not to contribute at this rate, you can elect to reduce your contributions down to as low as two per cent of your salary and receive the corresponding lower level of employer subsidy.

With a QSuper Accumulation account, you are not required to make your own contributions, however, you do have the option to make contributions and subsequently receive higher levels of employer contributions.

The Government Superannuation Office will forward you a Welcome Package, which will provide further information on the Accumulation Plan as well as providing additional information regarding other superannuation options available. If you require further clarification or advice, you may contact QSuper via the Internet at: www.qsuper.qld.gov.au, email at qsuper@qsuper.qld.gov.au or on telephone 1300 360 750.

Professionalism

Queensland Public Service Charter

As public servants, teachers make a commitment to the people of Queensland to carry out their duties with the highest professional standards in order to

bring about a fairer, sustainable and better future for all Queenslanders. These commitments are set out in the Queensland Public Service Charter available at www.opsc.qld.gov.au/pubs/charter.htm.

Code of Conduct

The Department's Code of Conduct sets the context of our work, including how that work is to be performed, and how we should conduct our relationships with others. The code provides direction and guidance on our responsibilities as employees, and how we should use the powers and discretion that come with our official position. It also establishes standards for our conduct and performance that are consistent with attaining the mission and objectives of the Department.

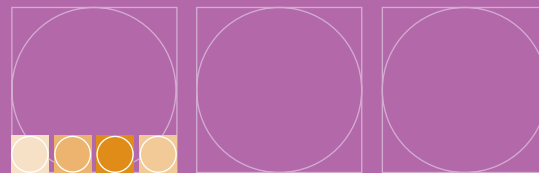
Ethical behaviour

As a registered teacher and an employee of Education Queensland, and therefore the Government, you are bound by the Department's Code of Conduct and the Queensland College of Teachers Code of Ethics www.qct.edu.au to conduct yourself ethically in all your dealings both inside and outside the school. There are also many legal issues surrounding your employment and it is imperative that you uphold the law to ensure your good standing. Consider how your actions reflect on you personally and professionally. For example, the school telephone system may be used for calls pertaining to your work and your students. Some schools allow personal calls to be made through the school, but payment may be required. The taking of personal calls at work is strongly discouraged. Mobile phone use should not occur during class time.

Professional conversations

Collegial conversations provide opportunities for teachers to continually learn from each other. During your early years as a teacher, it is important to gather ideas and experience from various sources, while you develop your own philosophy of education. Any conversations that you have can provide an opportunity to learn and grow.

Teachers have diverse views about how to handle situations, teach a concept or manage student behaviour, and this is a positive aspect of the



Me, myself, I

profession. If you pose a question, you may hear a number of ways to solve your problem. You can then choose the way that suits your philosophy. Take note of information you are given, make an effort to try new things, and be open to suggestions. Informal conversations can be a good way of finding solutions to problems.

The Education Queensland *Professional Standards for Teachers* will provide great opportunities for professional dialogue as you identify your teaching needs. Collaboration and co-planning provide an open forum for professional conversations.

Joining online communities and discussion lists is another avenue for engaging in professional conversations. There are many available, some of which you may have been part of during your university studies. It is advisable that you use appropriate etiquette in your online discussions. Education Queensland hosts a large number of discussion lists devoted to a wide range of topics. Professional associations play a significant role in supporting teachers at all stages of their careers. The Joint Council of Queensland Teacher Associations lists the large number of teacher associations to which you may wish to subscribe. For more information visit www.jcqta.qld.edu.au.

Oz-Teachers is a popular email discussion group. It is hosted by a Queensland University of Technology research group and has an international reputation for providing 'just in time' assistance for teachers through professional conversations. Go to <http://rite.ed.qut.edu.au/oz-teachernet/> for more information.

Teachers learn from each other, no matter how long they have been teaching. You also have an important role to play in bringing fresh perspectives and your own individual approach to the teaching profession. This is how the profession renews itself.

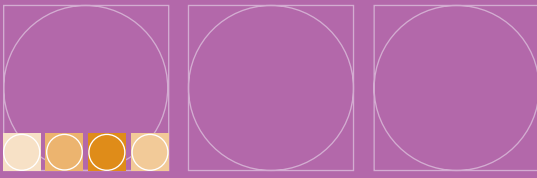
Creating a welcoming environment

Your teaching space is the equivalent to an office for thirty people or, for secondary teachers, up to 150 people. When there are as many people as this sharing the space, it needs to be organised. Members of the public who enter your room see a physical representation of your organisational skills. The space needs to be bright, airy, well laid out, and tidy with plenty of storage. Your desk should be in a position where you are able to greet people as they enter. For more information on this topic, see the 'My teaching space' section.

Dress code

As a teacher, members of the school community will look to you for knowledge, guidance and support. The way you present yourself has a huge impact on your credibility and the confidence people have in you and your abilities. You are a professional, and your style should reflect this. When meeting us for the first time, people appraise us in a matter of seconds. When it comes to developing productive relationships that need to last for a number of years, these few seconds are vital. Your school may have its own dress code that you will need to follow, or it may also have a uniform that staff are invited to wear. Purchase of this uniform may be a tax deduction.

Clothing worn at your school should be appropriate to the tasks you are undertaking. As a teacher you should model the correct dress code and expected behaviour of students, for example, in practical areas such as science and industrial technology and design, enclosed footwear should be worn.



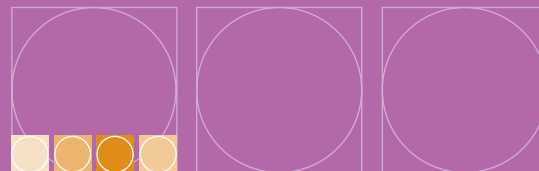
Me, myself, I

Checklist

This checklist is designed to:

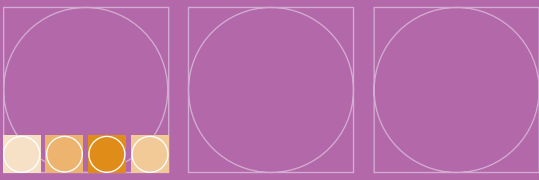
- make preparing for your role as easy as possible
- familiarise you with the policies and procedures that impact upon your role
- support your initial planning
- set plans in motion for your personal and professional development.

My employer – performance and accountability	
Discuss interim report at three months	<input type="checkbox"/>
Discuss final report at six months	<input type="checkbox"/>
Discuss the QCT Principal's Report and process for moving to full registration with the QCT	<input type="checkbox"/>
Seek informal reviews and feedback	<input type="checkbox"/>
Me, myself, I	
Fill in Commencement of Advice and other necessary forms	<input type="checkbox"/>
Provide emergency contact details and any other relevant information to administration staff	<input type="checkbox"/>
Read school priorities/visions/goals/expectations	<input type="checkbox"/>
Obtain a copy of the school's Induction Booklet	<input type="checkbox"/>
Tour the school and obtain a copy of a map including car parking. See resource locations and staffrooms or classrooms for staff you will need to have contact with. Understand the way rooms are numbered.	<input type="checkbox"/>
Discuss job expectations and goals	<input type="checkbox"/>
Clarify additional duties/committee involvement	<input type="checkbox"/>
Get room keys and security code	<input type="checkbox"/>
Obtain computer network login details, Internet and email access	<input type="checkbox"/>
Find photocopier/fax and how to access other services such as laminating	<input type="checkbox"/>
Obtain room cleaning details and end of day process	<input type="checkbox"/>
Organise tea, coffee and refreshments	<input type="checkbox"/>
My school	
Who's who at the school	
Meet school leadership team	<input type="checkbox"/>
Meet support and ancillary staff	<input type="checkbox"/>
Meet a mentor or buddy teacher	<input type="checkbox"/>
Organise times to meet with mentor	<input type="checkbox"/>
Meet staff in your teaching area	<input type="checkbox"/>
Meet relevant district staff such as Advisory Visiting Teachers	<input type="checkbox"/>
Understand process for using volunteers in your classroom	<input type="checkbox"/>
Identify opportunities for community involvement	<input type="checkbox"/>
School procedures	
Understand Responsible Behaviour Plan for Students and the Code of School Behaviour	<input type="checkbox"/>
Read Purchasing Policy	<input type="checkbox"/>
Read Excursion Policy	<input type="checkbox"/>
Clarify hours of duty	<input type="checkbox"/>
Obtain whole school timetables – specialist lessons, sport, assembly/support times	<input type="checkbox"/>
Obtain bell times and rules for moving around the school	<input type="checkbox"/>
Clarify marking the roll/absentees, use of codes and when the roll is to be returned to the office	<input type="checkbox"/>



Me, myself, I

Read emergency procedures — fire, bomb, lockdown and check that the procedures are displayed in your classroom	<input type="checkbox"/>
Identify playground duty areas and your responsibilities	<input type="checkbox"/>
Discuss lunchbreak procedures	<input type="checkbox"/>
Identify out of bounds areas	<input type="checkbox"/>
Clarify booking procedures for shared resources such as the computer lab, library, multi-media room	<input type="checkbox"/>
Obtain textbook hire scheme for secondary	<input type="checkbox"/>
Locate first aid and dispensing of medication	<input type="checkbox"/>
Locate cash collection	<input type="checkbox"/>
Internal communication	
Meeting times	<input type="checkbox"/>
Communication procedures – daily or weekly notices, newsletters, student notices	<input type="checkbox"/>
Pigeon holes	<input type="checkbox"/>
Staff directory/telephone numbers	<input type="checkbox"/>
Information on using the telephone system	<input type="checkbox"/>
Calling in sick	<input type="checkbox"/>
External communication	
Parent newsletter from the school	<input type="checkbox"/>
Parent letters relating to your class	<input type="checkbox"/>
School website	<input type="checkbox"/>
My teaching space	
Request access to general supplies and items such as chalk, dusters, art equipment	<input type="checkbox"/>
Borrowing resources from the resource centre	<input type="checkbox"/>
Borrowing/accessing equipment such as for art and sport	<input type="checkbox"/>
Clarify protocols for borrowing and use of ICT resources	<input type="checkbox"/>
My students	
Obtain the curriculum materials/school programs/text books you need to begin planning	<input type="checkbox"/>
Clarify school planning expectations and collaborative planning processes	<input type="checkbox"/>
Obtain school initiated programs	<input type="checkbox"/>
Obtain any preferred planning templates	<input type="checkbox"/>
Identify student support — learning support roles and guidance referral process	<input type="checkbox"/>
Class allocation/class list	<input type="checkbox"/>
Student data/student files	<input type="checkbox"/>
Clarify planning expectations for relief teachers when ill	<input type="checkbox"/>
Learning log	
Personal and professional development	
Lesson observations of other teachers, particularly in your year level or subject area	<input type="checkbox"/>
View other classrooms	<input type="checkbox"/>
Probation requirements	<input type="checkbox"/>
Curriculum design, planning, assessment and reporting	<input type="checkbox"/>
If in Early Years — continua and Year 2 net	<input type="checkbox"/>
Education Queensland Policy — Code of Conduct	<input type="checkbox"/>
Education Queensland Policy — Student Protection	<input type="checkbox"/>
Plan professional development for the year and take up opportunities that meet the goals of the plan	<input type="checkbox"/>
Join/create networks	<input type="checkbox"/>



Me, myself, I

Connecting with people

Effective listening

Effective communication is the key to being an effective educator. As a teacher, your ability to develop rapport, communicate your expectations and instructions, and ask probing and clarifying questions is closely aligned with your ability to listen to students.

Effective listening is integral to effective communication. Although we expect a large percentage of students' time to be spent listening, we often do not teach students how to listen. Other forms of communication such as reading and writing are explicitly taught in classrooms. Listening also needs to be taught if we are to value meaningful communication with people. There are many resources available to assist you to provide guided practice for students in listening. Through the Learning Place access the Curriculum Exchange resource centre for teaching strategies.

Teacher qualities that school communities appreciate

This is a comprehensive list of the qualities that you should be demonstrating throughout the course of your work. A good teacher displays:

- open mindedness
- a sense of humour
- good communication skills
- fairness, firmness and flexibility
- willingness to listen
- knowledge
- patience
- motivation
- creativity
- commitment
- collegiality
- compassion
- organisation
- dependability
- dedication

- lifelong love of learning
- passion
- enthusiasm
- empathy
- innovation
- respect
- willingness to take risk
- support for others.

Meeting people for the first time

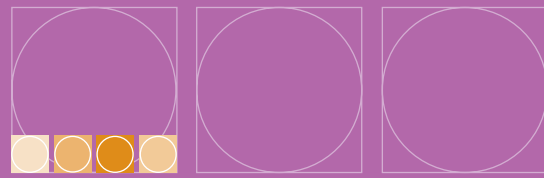
The first visit to your school is an ideal opportunity to meet staff, and to familiarise yourself with the school's surrounds and resources. While you may have a mentor to help you settle in and assist in your induction, the best way to discover what you don't know is by talking to current staff who can give you valuable information quickly. Take the time to talk to support staff — they often have great experience and wisdom to share.

The partnerships you create with other staff members are the foundation of your most important network of colleagues — your school network. Within different school settings, there are key teaching positions such as heads of departments, heads of curriculum, teacher-librarians, Year 2 Key Teacher, Advisory Visiting Teachers (AVTs). Discovering your colleagues' areas of expertise may provide you with an easy way to get support when needed.

Professional partnerships and networks

Professional associations and networks enrich the professional lives of teachers by promoting knowledge related to particular disciplines. They also provide expertise for professional development programs, a key to sharing that expertise across the workforce, and a source of quality professional development for employees throughout all career stages.

The Learning Place website www.learningplace.eq.edu.au provides Education Queensland staff with access to a range of online communities. These online communities give teachers opportunities to share strategies and experiences, meet online, increase awareness of issues, and access a wealth of online teaching resources.



Me, myself, I

The Aspiring, Beginning, Establishing, Returning and Supply teachers professional learning community supports teachers new to the profession as well as those more experienced who are interested in mentoring and sharing their wealth of knowledge and understandings about their work in schools. Track down some resources or find the contact details for a professional association. The information can be used as a tool to foster 'professional partnerships' between the newly appointed teacher and other teachers, mentors, supervisors, colleagues, and administrators. Visit the site at www.learningplace.com.au/en/beginningteachers.

The Beginning and Establishing Teachers' Association (BETA) assists in maximising the effective induction of beginning and establishing teachers. The association also supports schools in providing induction programs and assists teachers in establishing networks of support in their local area. Contact BETA through their website at www.beta.asn.au.

Queensland Teachers' Union

Membership of the Queensland Teachers' Union (QTU) is optional. The Union acts as a representative of teachers in public education facilities throughout Queensland and offers a variety of services to members including:

- negotiate salaries and condition improvements with Education Queensland through Enterprise Bargaining
- the Legal Assistance Scheme
- an information and advisory service
- a grievance service
- the Queensland Teachers' Journal
- the QTU Professional Magazine
- Teachers' Union Health
- Members Equity
- the Union Shopper.

For additional membership information access the QTU website at www.qtu.asn.au.

Staffroom interactions

The staffroom can be a place of sharing and support. Staffroom conversations will not only help you establish a rapport with your colleagues, they can lead to new ideas and provide a variety of perspectives to help solve problems. Engage yourself in these conversations as your ideas are also valuable. Also, the staffroom can be a place of relaxation and reprieve. Even if you think you don't have time, give yourself a short break! You'll feel refreshed and ready to get back to class.

Staffrooms may have facilities such as a microwave, fridge and zip boiler. Come prepared with your own refreshments to begin with. If you like drinking tea or coffee, check what systems are in place for contributing to the milk, or tea/coffee supplies. This will help you be prepared for your first week.

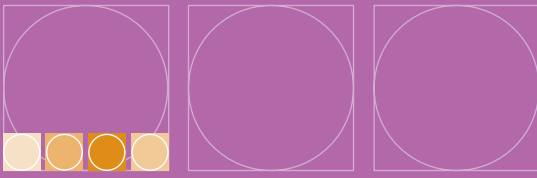
Parent partnerships

The best way to influence how students in your class approach school and their learning is to develop positive and productive partnerships with their parents or carers. The way you view each student in your class will be different from the way their parents view them. Ultimately, parents want their children to be safe, happy and successful at school. Like teachers, parents know that unless a child looks forward to going to school, learning can be difficult. Keep in mind the diverse cultural, social and economic backgrounds from which the students come. Before contacting parents, check the school's procedures to ensure protocols are met.

Using the phone to keep parents updated

The phone is a useful tool to provide current feedback. The students know you are on top of things when they find out you have been talking to their parents. Here are some suggestions for updating parents:

- Call parents if you would like to 'check in' regarding a student's progress or about social/emotional issues.
- Remember to call parents to pass on positive news, not just negatives.



Me, myself, I

- Prepare first. Tell the parents who you are and where you are from. It is more than likely that you aren't the only teacher their family has contact with so be specific. For example, 'Hi, it's James here from Brisbane State School — Heather's teacher ...'. This way it is clear which teacher is calling about which student.

Managing difficult conversations

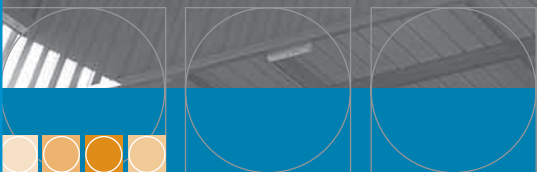
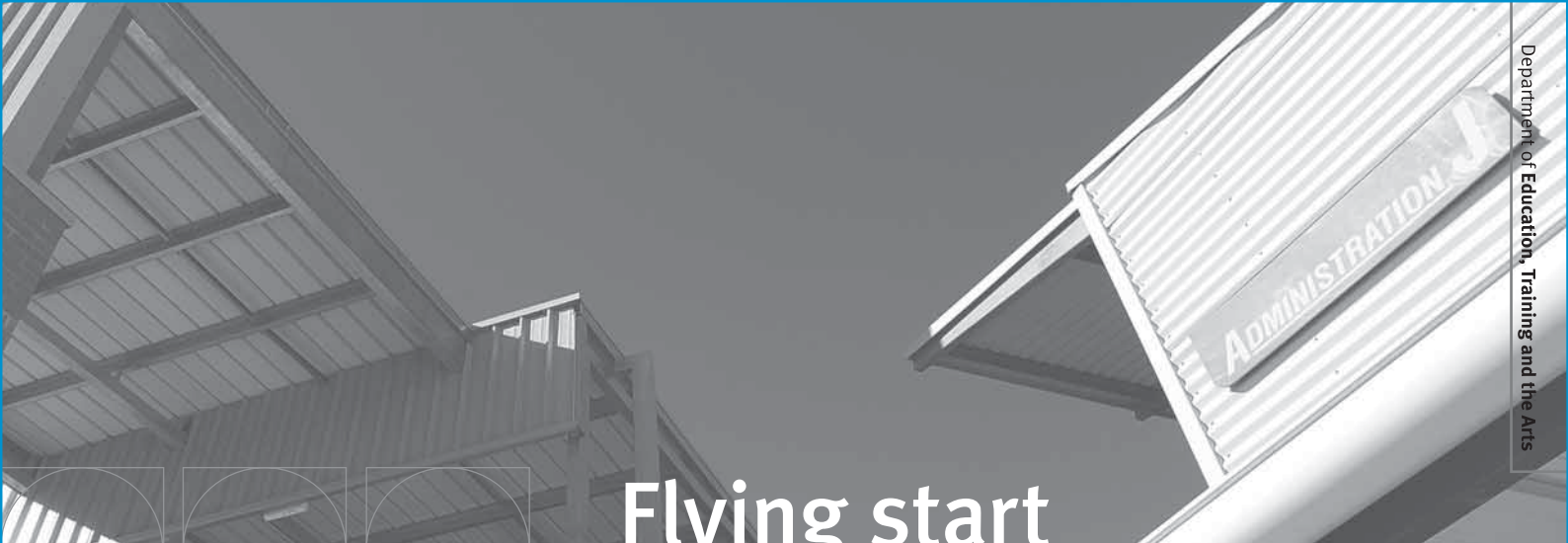
Many issues arise out of miscommunication. However, some difficult conversations can be about sensitive issues for the student or the parent. Liaise with your leadership team for support and advice. Here are some ideas to help you through those more difficult conversations with parents:

- Keep an open mind.
- Where you are given prior notice of a meeting/discussion, take time to prepare by gathering relevant notes/documentation, organising your thoughts and clarifying facts.
- Be accepting of difference — you don't have to agree with their parenting styles to admit they have a point, and they don't have to agree with your teaching style to admit you have a point.
- Acknowledge the feelings of both the student and the parents.

- Consider the parents' point of view and what they might be hearing at home. Clarify points of difference in what they have heard and what really happened.
- Convey your observations and understanding of the facts and provide specific examples.
- Balance the discussion with positive feedback.
- Consider possible solutions and seek suggestions from the student or parent.
- Restate facts throughout the conversation to ensure everyone is in agreement.
- Give parents a chance to speak. If they are angry they will usually calm down — especially if they can see that you are willing to listen. That said, the conversation must be respectful.
- Keep your supervisor informed.
- Ask your supervisor to join the meeting.
- Discuss your concerns with the student's previous teachers, the student's other teachers and teachers of the student's siblings to get some background information. For example, if things have been happening at home and the parent is stressed, then you may be the outlet for the stress.
- By the end of the meeting, make sure that a decision has been made about what will happen next and that everyone is aware of their roles.

Hint

- Check the school's procedure before contacting parents. Some schools require you to discuss the issue with the administration team before contact is made.
- Be open with parents about when you are available to talk. If the issue seems like something that can't be solved right there and then, suggest a mutually convenient time to give the parents and the issue the attention they deserve.
- Acknowledge the differing values and beliefs that exist in your relationships with parents.
- Be aware of the different types of families and custodial arrangements that exist in our society.
- Write short, effective notes home and keep a copy for the student file.
- Evaluate each student's organisational abilities and whether or not they will remember to give their parents any school notes. Negotiate with these parents to set up a system. Whatever the system, everyone has to be happy with the plan or it won't work.
- Remember that the stress that you sometimes feel in your job is replicated in the homes of the students you teach where their parents may be stressed as well. Think of things to communicate to home that might go a long way towards making parents feeling happy about the job you are doing with their children.



Flying start induction toolkit

for beginning teachers

My school

Who's who at the school

Staff list	27
Leadership team	27
Mentor	28
Specialist staff	28
Ancillary and support staff	30
Religious instruction	32
Chaplaincy	32
Volunteers	32

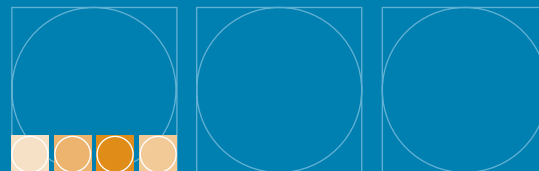
School procedures

School based procedures	33
Staff roles and responsibilities	33
Hours of duty	33
Sick leave	33

School timetables and playground duty	33
Moving around the school	33
Class roll	34
Emergency procedures	34
First aid and medication	34
Intranet and Internet access	35
Safety considerations in curriculum	35
Keys and security codes	36
Staff parking	36

School communication strategies

External communication	36
Internal communication	36



Who's who at the school

Staff list

Within any organisation, it is the people who are committed to their role who build a sense of community. The number of employees within any school community is reliant on enrolment numbers. This list represents an example of the staff who will usually be working in schools, depending upon the context. Schools may have other titles for positions of which you will need to become familiar.

Leadership team

Principal
Deputy principal/s
Head of school
Head of junior school/early years
Head of middle school/middle years
Head of senior years
Heads of department
Year level coordinators
ICT coordinator
Head of curriculum (HOC)
Head of special education services (HOSES)

Ancillary and support staff

Registrar
Administration officer
Teacher aides
Computer technician
Cleaners
Janitor/groundsperson/s
Tuckshop convenor
Uniform shop convenor
Teacher aide — administration/student support
School based police officers
School nurse
Community support officer
Science operations officers
Agricultural assistants

Parent liaison officer
Chaplains
Religious Education teachers
Rehabilitation and Return to Work Coordinator (RRWC)
Workplace Health and Safety Officer (WHSO)
Workplace Health and Safety Representative (WHSR)
Volunteers

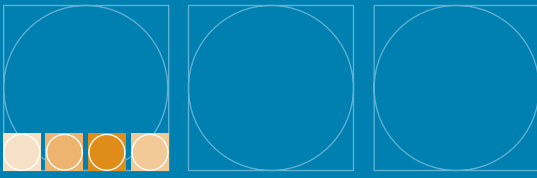
Teaching and specialist support staff

Advisory Visiting Teacher
Class teachers
Community education counsellor
English as a Second Language specialist
Guidance officer
Health and Physical Education teacher
Instrumental Music instructor
Languages other than English teacher
Music teacher
Occupational therapist
Reading Recovery teacher
Speech-language pathologist
Support teacher: learning difficulties
Teacher-librarian

Leadership team

The leadership team will vary in size depending on the number of students enrolled at your school. The roles and responsibilities within an administration team vary depending on how many staff members belong to this team, and the particular context of the school community and students. The principal is ultimately responsible and accountable for the schools' management, and may also be supported by one or more deputy principals. When you meet with the principal, confirm which member of the leadership team you need to report to.

Within high schools, heads of department (HODs) are responsible for their specific subject area and work closely with the school leadership team. As a high school teacher your responsibilities will be outlined by your HOD who will also be your direct supervisor within the school.



My school

Mentor

Your principal may assign a mentor for you to liaise with throughout the year. The mentor will help you through the early stages of your teaching career.

Regular meetings with your mentor will foster informal professional conversations, which will assist you when facing challenges. You are not expected to know everything as a beginning teacher, so you will save time and work more efficiently when you seek support from your peers.

You can also take a proactive role in your own professional development by seeking a mentor off campus such as a retired teacher, past pre-service supervisor, or access a mentor through professional associations. Your school leadership team and colleagues can give you advice in this area.

There are various people who can help you when you experience difficulties that are not easily dealt with on-site. Within each Education Queensland district office Employee Advisors are available to assist too. Other personal contacts who may support you include:

- Queensland Teachers' Union www.qtu.asn.au
- Phone directories for Central Office and District Office <http://education.qld.gov.au/search/phone/orgarea.html>
- Employee Assistance <http://education.qld.gov.au/health/contacts-employee.html>

Specialist staff

Advisory Visiting Teachers (AVTs)

Advisory Visiting Teachers (AVTs) provide specialist educational support to students with disabilities. They support students who have educational needs as a result of their condition in the areas of:

- autistic spectrum disorder
- hearing impairment
- intellectual impairment
- physical impairment
- vision impairment
- speech–language impairment.

AVTs are often responsible for students across a number of schools. If your students are supported by an AVT, ask when the AVT is scheduled to visit your school. You will need to work as a team with the AVT to ensure that your timetabling and programming allow the support they provide to be integrated.

Behaviour support services

Within each region a behaviour support service can be accessed for students with challenging behavioural needs. Schools have access to AVT-Behaviour services as well as behaviour specialists who are based in some schools. Information is sent to all schools at the commencement of the year. If you require their services, liaise with your principal to determine how your students can be supported.

Community education counsellor

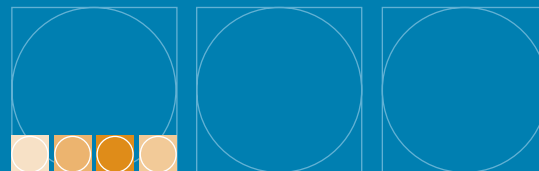
A community education counsellor is employed to provide pastoral care, support and advocacy for Aboriginal and Torres Strait Islander students. A regional community education counsellor is a person employed to manage the development and implementation of educational counselling and support service to Aboriginal and Torres Strait Islander students, at a regional or statewide level.

English as a second language (ESL) teacher

ESL teachers work with students who have English as their second language. Their teaching focus is on the English language, literacy and cultural demands of the curriculum and the student's ability to meet those demands. Some schools with high numbers of eligible ESL students will have ESL teachers on staff. Schools that do not have an ESL teacher can request ESL support through their local district office.

Guidance officer

Guidance officers are teachers with specialist training and additional qualifications in guidance, counselling and psycho-educational assessment. They work on a district or school basis. There are processes for student referral to a guidance officer. Check with your administration team on the referral process in your school.



The role of the guidance officer can include:

- collaboration with students and their parents or carers, in conjunction with teachers, specialist support personnel and other community agencies
- identification of factors that can be barriers to learning and development, and plan or assist in planning interventions or programs to help students achieve positive outcomes
- assessment of a student's developmental levels and abilities
- assessment of the student's program provision and specialist support needs
- personal counselling in relation to individual safety and crisis management
- helping students manage relationships and behavioural difficulties
- assistance with study skills, subject and course selection, and career planning and decision making.

You will need to work as a team with the guidance officer to ensure that they have access to the information that they require to perform their duties.

Head of curriculum (HOC) — primary

Head of curriculum positions are based in primary and special schools. This role is responsible for coordinating the implementation of the curriculum in their local school setting. The HOC will collaborate with staff to develop planning documents relevant to the needs of students. In 2007, 300 new HOC positions will be created throughout the state. This may be a new position at your school, which will give you an opportunity to work closely with someone else who is also in a new role.

Health and physical education (HPE) teacher

The HPE teacher provides a range of learning experiences linked with the Years 1–10 HPE and Senior PE syllabuses. HPE teachers will often work collaboratively with classroom teachers to integrate HPE outcomes. Many sporting co-curricular activities, such as sports day, and inter-school sport, are coordinated by the HPE teacher. In some regions HPE teachers will work in more than one school. In a

primary setting the timetabling of HPE is often used as non-contact time for the classroom teacher.

Instrumental music instructor

The instrumental music instructor teaches students to play instruments and helps them participate in ensembles, such as concert bands and orchestras. Instrumental music instructors mostly work in more than one school, with students from primary schools feeding into secondary school instrumental music programs. Students who learn an instrument are usually withdrawn from the classroom to work in small groups, and are required to attend ensemble rehearsals in their own time before or after school. A rotating timetable may apply to ensure students do not consistently miss the same class activities each week. Find out if your students will be participating in the instrumental music program, and support them in these activities.

Languages other than English (LOTE) teacher

— primary

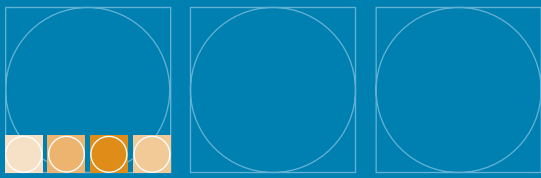
The LOTE teacher is responsible for teaching a specific language, which may be Chinese, Japanese, Spanish or German. LOTE is compulsory for students in Years 6 to 8. Find out about the timetabling of LOTE at your school, as this is often used in primary schools to provide classroom teachers with non-contact time.

Music teacher

Music teachers may work across a number of schools or in the one location depending on the size of your school. The music teacher works collaboratively with classroom teachers to implement the music strand of The Arts syllabus. The music teacher is a wonderful resource to assist in creatively integrating music into the classroom.

Reading Recovery teacher — primary

The Reading Recovery teacher is trained to conduct a short-term intensive intervention program for students who are the lowest achievers in reading and writing after approximately one year at school. Students participate in the program for up to 20 weeks, and leave the program once they are operating at the average level of readers and writers in their



My school

class. Students who do not achieve these levels within the 20 week timeframe are referred for further investigation and other intervention.

Speech-language pathologist

Speech-language pathologists assist students who have special needs in communication. Their primary role is to identify and manage students with diverse learning needs in coordination with the classroom teacher. This partnership between the speech pathologist and teacher enhances the educational options for students.

Problems in language and other areas of communication can significantly affect a student's ability to learn. Speech-language pathologists, therefore, play an important role in the educational process.

The speech-language pathologist's role includes:

- working with students with diverse needs in communication, and their families and teachers
- working with students with communication disabilities, and their families and teachers
- consulting in language and communication across the curriculum
- liaising with other agencies and community groups.

Support teacher: learning difficulties (ST:LD)

Support teachers: learning difficulties (ST:LD) assist class teachers who have students with learning difficulties in literacy, numeracy and/or learning how to learn. By working collaboratively with the ST:LD you can provide a supportive environment for students who need assistance in their classroom units of work.

The role of the ST:LD includes the management of the processes used by schools to identify, recommend and make provision for students with learning difficulties and learning disabilities. This means management of the appraisal process in primary schools, and management of the educational provision process in secondary schools. You will need to work as a team with the ST:LD to ensure that your timetabling and programming allows the support they provide to be integrated effectively.

Teacher-librarian

The teacher-librarian can have a variety of responsibilities within a school setting. Be proactive and meet the teacher-librarian to determine how they can support you in creating authentic learning activities for a variety of learning styles. The teacher-librarian will also be able to assist you in accessing school resources for your classroom. Your class may be allocated a set time to visit and borrow books from the library. Explore the options to work collaboratively with the teacher-librarian to integrate this element into your classroom planning.

Ancillary and support staff

Ancillary and support staff contribute to the efficient running of a school. Depending on the number of enrolments this group of staff members may include:

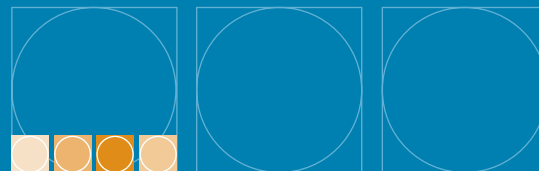
- administration officers
- cleaners
- computer network technician
- janitor/groundsman
- registrar
- science operations officers
- teacher aides
- trainees.

Teacher aides

Teacher aides perform a wide variety of duties to support teaching and learning in schools. Some may be specifically employed to work in the office, the resource centre, to support students with diverse learning needs, Aboriginal and Torres Strait Islander students, Prep classes, supporting areas such as literacy, manual arts, science and drama in secondary schools or as part of early years reading intervention. Confirm with your leadership team how teacher aides work in your school. Find out if the aide time you are given is general aide time or for one of these specific areas.

A teacher aide may perform a vast array of tasks. They may:

- assist and participate in activities that improve the physical, social, emotional and intellectual development of students in schools



- prepare indoor or outdoor areas for learning or recreational activities
- support teachers with the delivery of learning activities
- provide feedback to teachers regarding student participation in learning activities
- coordinate virtual schooling environments
- assist within specific programs supporting students or staff
- perform administrative duties
- assist teachers with assessment activities
- assist in supporting students with intellectual, physical and behavioural difficulties with their academic studies
- assist students individually to learn social skills
- assist with the preparation of teaching aids, copying and collating written or printed material
- distribute and collect lesson material
- provide support to the teacher-librarian
- manage ICT.

Using teacher aide time effectively

Schools use and allocate their teacher aides differently; however, a teacher aide will probably be available to support you and your students for a certain time each week. When considering how you will use your teacher aide, consider the following points and discuss them with your supervisor.

- What is the availability of teacher aide time within your curriculum area?
- What access will you have to additional teacher aide administration support in preparing, locating or ordering resources?
- Who will best benefit from accessing support? Perhaps you could have a different focus each Term or month. For example, in a primary setting, Term 1 might be extension for gifted and talented; Term 2 might be for one on one work in Maths; Term 3 might be for reading groups; and Term 4 might be for small group work in Maths. This is of course determined by the amount of teacher aide time that is available and the planning you are able to undertake as a team (teacher and teacher aide). If a

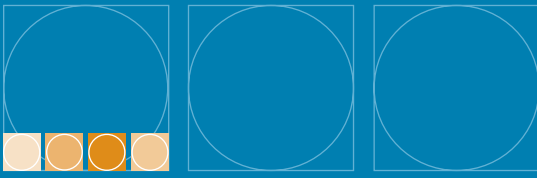
variety of students work with the teacher aide over time, they will be less likely to feel and be viewed as different, or disenfranchised from the teacher.

- How can you develop an ethos where receiving support from the teacher aide is a privilege?
- How can you plan for the time so that it can be used to the best effect for students? You may select one-on-one or small group activities to complement your planning. While at first it may be daunting to have another adult in the room, remember that they are there to help. A teacher aide who feels valued can become your greatest asset and champion!
- Develop a time-efficient method for the teacher aide to report back to you.
- Share responsibilities and triumphs.
- Often teacher aides have been at the school for a number of years. They know the students and their families well, so ask them for help and background information.
- Negotiate the program — use the strengths of the teacher aide. For example, if they are passionate about ICT, include their expertise when you are developing your program.
- Communicate! Teacher aides move from class to class throughout the day. Make time to talk on a regular basis.
- Stick to your timetable where possible when you have support staff in your room and tell them in advance if your routine has changed.
- Acknowledge the good work teacher aides do. This is always appreciated.
- Model respect for your teacher aides and students will follow your lead.

Rehabilitation and Return to Work Coordinator

Your school may have a teaching or non-teaching staff member who coordinates rehabilitation and return to work programs for injured/ill employees. As part of their role, a Rehabilitation and Return to Work Coordinator will:

- initiate early contact with an injured employee to clarify the nature and severity of the employee's injury
- develop a suitable duties program, where required,



My school

- in consultation with the employee and the principal and consistent with current medical documentation
- liaise with rehabilitation and/or WorkCover staff.

Workplace Health and Safety Officer (WHSO)

Your school may have a teaching or non-teaching staff member who is the school Workplace Health and Safety Officer. As part of their role a WHSO will provide advice about workplace health and safety, they carry out inspections and audits, set up educational programs about workplace health and safety, help investigate all workplace incidents and coordinate annual workplace assessments.

Workplace Health and Safety Representative (WHSR)

Your school may have a teaching or non-teaching staff member who is a Workplace Health and Safety Representative. A WHSR is elected by fellow workers. Representatives are entitled to carry out inspections and review the circumstances of workplace incidents. They are also entitled to participate in the workplace health and safety committee.

Religious instruction

Religious instruction occurs in Queensland state schools according to legislation and departmental policy. This program is provided by religious denominations or societies who have right of entry to the school. Each school will have different arrangements for this program.

In order to fulfil any obligations you may have during religious instruction you will need to know:

- the times that religious instruction occurs for students
- the person/s who will be providing religious instruction for students
- the program of religious instruction each student is required to attend and the school location where these programs are delivered
- the arrangement for students who are not participating in religious instruction

- the supervisory role or teaching alternative instruction which you may be required to take during the time of religious instruction
- any storage requirements for religious instruction materials that may be agreed to by the school.

Chaplaincy

Chaplaincy Services is an optional program which a local community can introduce into a state school to provide religious, spiritual and ethical support to students. This program can be delivered by a volunteer or a paid chaplain. Education Queensland has a policy Chaplaincy Services in Queensland State Schools to provide guidance to school communities for the introduction and maintenance of the program when it occurs.

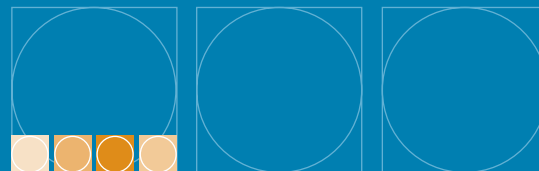
The school's overview and aims of the program of Chaplaincy Services will provide information about:

- models of Chaplaincy Services at the school
- processes through which students:
 - access program of chaplaincy services
 - attend arranged meeting with chaplain for religious, spiritual and ethical support
- interrelationship of program and chaplain:
 - with other school activities
 - other religious groups.

Volunteers

Volunteers are encouraged to contribute to the school community. Parents and carers in the community can help to shape the learning life of the school by volunteering to support teachers in the classroom, working in the school tuckshop or joining the Parent and Citizens' Association. Parents will be more willing to volunteer in your classroom if you have taken the time to build productive partnerships.

Parents of students at the school who are volunteering in the classroom need to sign in on the school register of visitors/volunteers to the school, but are not required to have a Blue Card. All other individuals volunteering in the school must present their Blue Card before entering the classroom.



School procedures

School based procedures

Each school setting has its own procedures, which reflect the needs of the students. These procedures will guide your classroom management in areas such as:

- behaviour support
- excursions
- Internet access
- collection of money.

Schools also adopt the policies and procedures within the Education Policy and Procedures Register.

Staff roles and responsibilities

Seek clear details on your responsibilities and any expectations regarding your position and set realistic goals for the Term, semester and year. Most schools have reference or committee groups where you work with other teachers to achieve shared goals. These can be, for example, curriculum goals, and behaviour support. Find out what you are expected to do throughout your first year.

Within your school there will be clear protocols regarding who you report to. Your leadership team will have key areas of responsibility that may be divided across year levels and/or key learning areas. In high school settings, teachers will initially report to their head of department. Confirm the reporting protocols initially with your principal.

Hours of duty

Hours of duty vary from campus to campus depending on meal breaks, bus runs, or flexible hours to cater to the needs of students. Find out what time you are required to be at work and always be prompt. Occasionally, there may be situations where you are unavoidably late through car trouble or traffic delays. Your school will have a procedure for dealing with this, and you must always contact the school as soon as possible to ensure that your students are supervised.

Sick leave

It is vital to contact your school early (before 7.00 am) if you are unable to work due to illness. Speak to a member of your leadership team about the process followed when taking a sick day or leave. Inquire about the policy on having work prepared for relief teachers, what time to phone, and what type of leave you are entitled to.

School timetables and playground duty

Student arrival in the classroom will vary from school to school depending on the bell times and school rules on entering the classroom before class starts. Your leadership team will issue a school timetable outlining bell times for:

- students to enter the classroom
- learning to begin
- morning, middle and afternoon sessions
- first and second breaks.

The timetable will also show allocation for specialist lessons, learning support time, teacher aide and non-contact time.

Ensure you are clear about your playground duty expectations, areas of supervision, and procedures for emergencies, injuries and behaviour support. Bus duty after school is another form of supervision which may also be required.

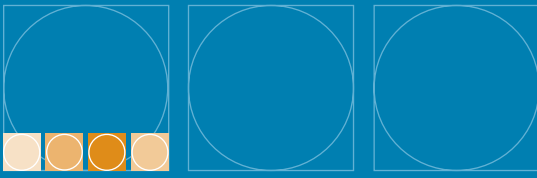
Set out-of-bounds areas are allocated to maintain student safety. Be familiar with these areas to ensure you are consistently implementing the school rules.

Hint

Check school based strategies for managing playground duty.

Moving around the school

To minimise the disruption to other classes, teach your class your expectations regarding moving around the school, both as a whole group and in smaller groups. If students are required to send messages, be explicit in your instructions and insist on prompt return to class.



My school

Confirm your school's guidelines for students moving throughout the school during class time. In primary schools, students must go to the toilet in pairs and in some high schools, students may be required to have a student pass to attend the toilet. Be vigilant in knowing the location of your students at all times, and monitor students' timely return to class.

Hint (for primary teachers)

Set up classroom check-out chart for students so that you can monitor their movements.

Class roll

The roll is a legal document and must be filled in using the recommended codes twice a day (morning and afternoon), or more frequently, depending upon your setting. This information is entered into the School Information Management System (SIMS), so it must be accurate and legible. Corrections must be initialled. Be kind to the person transferring the data by taking care with this. Administration uses this data to generate reports about student absences, required for the report card. Be sure to follow the established procedures in monitoring absenteeism, particularly in high schools. Auditors do check this document, so it must be filled in using black or blue pen (not pencil) and signed daily.

Emergency procedures

To ensure the safety of students and staff within your school, you will be given the school emergency procedures for:

- emergency evacuation
- lock down
- bomb threats
- suspect packages.

You will need to familiarise yourself with the correct routine and sign the school's register to indicate you are familiar with these procedures.

Teaching these procedures to your students will prepare them to respond appropriately in an emergency situation. Your administration team will organise regular drills to practise evacuation

procedures with your students. The evacuation plan must be displayed at the entry/exit point to your classroom.

The lock down emergency procedure is activated when there is a perceived danger outside the classroom. To maintain student safety, students are locked in the classroom until the danger has passed.

Hint

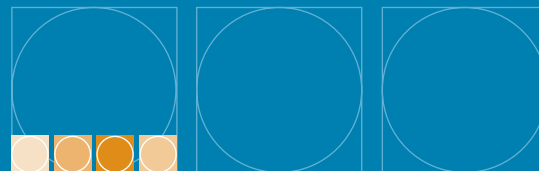
- Talk frequently with your students regarding procedures to ensure all students know exactly how to move out of the room to the assembly point.
- Practise alternate escape routes from your room so you can move students away from the fire.

First aid and medication

Students who are ill or injure themselves must be sent to the school's 'sick bay' or first aid treatment area. First aid is used for minor ailments, and more serious injuries or illnesses should be reported as outlined in your school's first aid and injuries procedure. The health and well being of students are to be considered at all times, and parents will be contacted as the primary carers of the sick child. Keep in mind health issues that concern many students in schools such as asthma, diabetes, anaphylaxis and epilepsy. The Education Policy and Procedures Register www.qed.qld.gov.au/strategic/eppr/ details specific management plans for managing first aid treatment in these cases.

All schools have guidelines about the level of assistance and the parental requirements before staff are allowed to administer medication. Prescribed medication can be given following written requests with specific information and instructions from parents (refer to your school procedures). Be aware of the collection and storage location for all medications administered in your school.

Students may receive permission from their doctor, parents and principal to self-administer medication such as Ventolin for asthma or insulin for diabetes.



It is the responsibility of parents to discuss these arrangements with the principal to ensure safe practices and school protocols are followed at all times.

Intranet and Internet access

Every school is connected to the Education Queensland Wide Area Network. Each staff member is allocated a unique network logon identity (ID) and Managed Internet Service (MIS) ID. The network logon ID will enable you to:

- log on to computers on the school's network
- access appropriate files from the school's server.

The MIS ID will enable you to:

- access your email from anywhere in the world
- log on to the Internet from within any Education Queensland school.

To obtain your logon information you will need to contact the school's MIS Administrator and/or school technical support person if there is one. You will be required to read and sign an Internet / Intranet / Extranet / Network Access Agreement.

All teachers have access to the intranet and the Internet for core school business. Understanding the school's policy on student use of the Internet and email will support your integration of ICT into the classroom.

To access the Education Queensland intranet and Internet you will be given a username and password to use on any school computer. The intranet is only accessible on school computers networked to the Education Queensland server.

You also have access to the Learning Place, Education Queensland's e-learning environment. It provides safe, secure virtual space for your work with your students and colleagues. There is a range of innovative online learning options, community websites, communication tools and quality-assured digital resources to support a fully networked learning community. The Learning Place focuses on communication, innovation and creativity to support professional learning, student learning, community and staff training. You will need to join the Learning

Place to obtain a username and password. There is no charge for Education Queensland employees.

There are procedures in place for staff and student use of the Internet and email, which can be accessed on the Education Policy and Procedures Register.

Email

Education Queensland provides a free email service for teachers' professional communication when engaging in school business. Your school email account is not for personal use. It is important to note that your past, present, sent and received emails can be accessed by the leadership team at any time. Ensure that you add to your emails a signature and the Education Queensland disclaimer. The same username will be used with a password provided by your school's Managed Internet Service (MIS) administrator. Your email can be accessed from any school or home computer via the following web address <http://ce.edu.eq.au>. Students also have an email address and all users are bound by the guidelines for acceptable use of email.

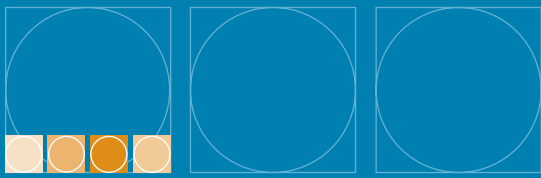
Consent

Students and parents are required to sign an Internet agreement. Without parental consent students are not permitted to access the Internet. Consent is also required to take and display photographs and display student work in the public domain. Due care and diligence is required when publishing student images. Consult with your supervisor regarding the record keeping that your school uses in this regard.

Safety considerations in curriculum

There are procedures in place for workplace health and safety which can be accessed on the Education Policy and Procedures Register <http://education.qld.gov.au/schools/mis/policies/eppr.html>. Some basic or common-sense safety considerations to consider are:

- avoid having power extension leads running across classroom floors
- report all injuries, particularly head injuries
- discourage students running in and around buildings



My school

- avoid overloading power boards with computer and other electrical equipment
- as part of your afternoon routine, check that all power points are turned off, this includes fans, lights, and computers
- pad goal posts with thin high-jump mats, tied with skipping ropes, before embarking on class sport
- ask students to be tidy in the classroom by pushing in chairs, placing their bags on racks, picking up belongings from the floor — anything that would cause someone to trip
- do not allow students to be in a classroom unsupervised
- never leave cleaning fluid in the classroom
- be on time for class and playground duty and wait until relief is on site.

Keys and security codes

You will be provided with keys and a security code that will allow you access to your section of the school outside school hours. These should be looked after carefully. Consider your personal safety when working at school by yourself, and confirm with your administration regarding the school's policy on accessing school facilities after school hours.

Staff parking

Check where you are able to safely and legally park. Find out if the gates are locked at a particular time.

School communication strategies

External communication

Effective communication between a school and its key stakeholders is vital for building productive community partnerships. All external correspondence must be approved (refer to your school procedure), with a copy given to office staff to assist them to respond to possible inquiries during class time.

Successful communication tools used in schools include:

- school website
- newsletters
- parade/assemblies
- street noticeboard
- classroom correspondence
- professional learning communities
- chats, forums, blogs
- voice and data conferencing
- web-based communities of practice
- email.

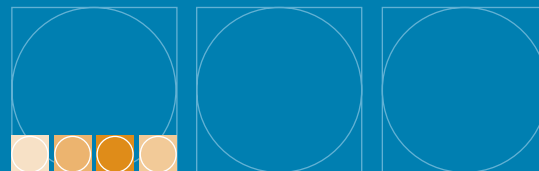
Your participation and contribution to these communication tools is encouraged. Check with your principal to find out how you and your students can be involved.

Communicating with parents, especially in the first week of school, is a terrific opportunity to share your plans for the Term. Parents will be more receptive when they are kept informed of learning activities in the classroom.

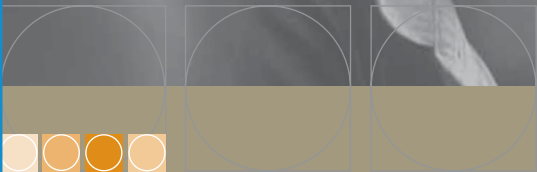
Internal communication

Staff communication tools are in place to keep you informed of the activities impacting on students, teachers and the community. Communication tools could include:

- Curriculum meetings — KLA planning across/within year levels
- Bulletin Board — daily notices on the intranet from Education Queensland
- Education Matters — weekly Education Queensland newsletter available on the intranet
- Pigeon holes — messages and notices will be left in your pigeon hole
- School intranet — messages will be posted for staff to access in their own time, booking systems for equipment and resources may be hosted here
- Staff briefing — short meetings before or after school to share key messages



- Staff communication book / daybook / daily notices — outlining daily events and changes to school routine
- Student daily notices — key information to be shared with students
- Staff meetings — these will vary in frequency and time from school to school. You will be expected to attend all staff meetings as related to your teaching responsibilities
- Staff newsletter — information prepared by the principal with reminders and alterations to procedures
- Staff sign-on — you may need to sign on as you arrive in a book or via the school intranet
- Teacher codes — a code allocation based on initials used in communication
- Term planner — a calendar of events with meetings and key dates displayed to keep staff informed.

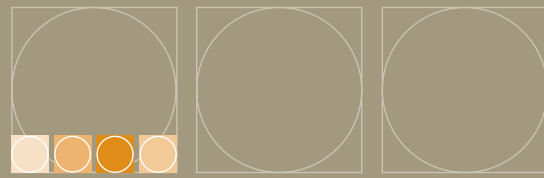


Flying start induction toolkit

for beginning teachers

My teaching space

Preparing my teaching space	41
Smart classrooms	41
Physical classroom layout	41
Visual stimuli	41
Virtual learning environments	42
Resources	43
Curriculum resources	43
Technology, ICT and digital resources	43
Stationery	44



My teaching space

Preparing my teaching space

Smart classrooms

Creating a 21st century classroom, where technologies spark meaningful interactions with the world beyond the classroom walls, is important for absorbing students in learning. Your smart classroom can be a rich and engaging environment where ICT is integral to learning and transforms traditional teaching practices. Learning is not restricted by time or place. You are able to work with students and teachers in smart ways, accessing experts and other learning networks to share, plan, investigate, challenge, research, communicate, collaborate and create.

Physical classroom layout

Learning and teaching spaces come in all shapes, sizes, contexts and locations, some with classroom walls others bounded by the learning experience you create. It is important to create safe, caring and supportive environments for learning where students have a sense of belonging and connectedness and are able to bond with you and develop confidence that you understand them. The layout of your teaching space communicates subtle messages about what you value in learning. It should be adaptable to changing teaching styles, contexts and expectations.

While the placement of equipment, furniture and resources in the space is generally your choice, in secondary classrooms you may be sharing with other teachers or your room/s may be the home room of another teacher. Check with your colleagues about where you can store textbooks and other materials, and where posters can be displayed.

Considerations

- Carefully consider your needs as a teacher and the needs of students, particularly ensure that every child can see and hear from every part of the room and that there is plenty of space to move around and help students.
- Design your teaching space to optimise natural light and temperature.
- Do not block areas of egress such as doors and hallways.

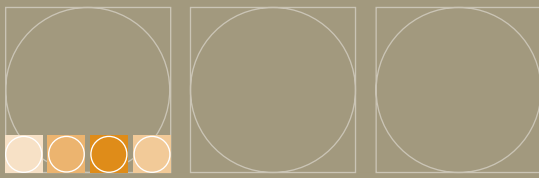
- Your furniture placement must allow for ease of movement.
- Where are the computers stored, and what furniture is used for computer setup? The location of computers is usually near data outlets.
- Where will your desk go? Do you want it near the door, phone, or computer? Wherever the location of your desk, maintain the privacy of confidential information.
- Where will most movement occur and why? Consider your traffic areas. For example, if computers are at the back of the classroom, students will need easy access to minimise disruption to the rest of the class. Where will you store resources that require student access?
- Who will be working with the students? If you have a teacher aide or parent volunteer, you will need space for them to work in small groups; a larger desk at the back would be ideal.
- If you work in the early years, will you use an easel? If so, where will students sit on the floor?
- A cupboard or a desk at the front of the room near the door is convenient for storing in and out trays, the homework box, class roll and any other organisational items.

Hint

- Try designing the room to scale on paper first to plan where everything will go.
- By sitting in small groups, students develop cognitive and social skills through the sharing of ideas, interaction, cooperation, and learning to be tolerant of others.
- Always ensure you can make eye contact with all students in the class.
- Avoid drilling/nailing into your walls — ask the janitor/groundsperson to do this.

Visual stimuli

Creating a warm and welcoming learning environment is important for students. While being conscious of leaving room to display student work, there are a range of posters and other materials, which are



My teaching space

useful for quick reference. These items can usually be borrowed from the teacher reference section of the resource centre. They may include:

Early years

- hundreds board
- weather chart
- birthday chart
- sharing session roster
- colours
- days of the week/months of the year
- Mathematics posters e.g. money, basic addition/subtraction rules
- editing symbols chart
- reminders on how to edit
- posters related to the unit work

Middle years

- Mathematics posters e.g. multiplication tables, shapes, formulae
- English posters e.g. grammar rules, punctuation
- editing symbols chart
- reminders on how to edit
- world map
- globe
- posters related to unit work
- current events

Senior years

- posters related to subject areas
- current events.

Hint

- Display student work as soon as possible. Parents love to see the work of their children on display in the classroom.

Virtual learning environments

A virtual classroom is a private online space you can use to support student learning. It is accessible via the Internet, 24 hours a day, 7 days a week through the Learning Place, Education Queensland's flexible e-learning and online communities system for students

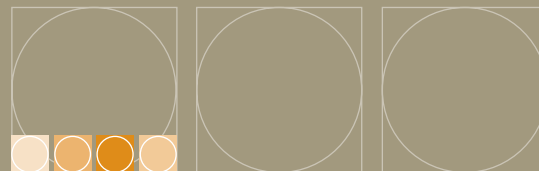
and staff. Just like your face-to-face classroom, a virtual classroom is a busy place and it is as important to create a space that is adaptable to changing teaching styles, contexts and expectations.

A virtual classroom might contain:

- group and individual learning activities
- discussions and chats with students, parents and guests
- quizzes and surveys
- homework activities and assessment documents
- full online courses with modules of work
- forums and synchronous chat sessions
- WebQuests, Hotlists and Scavenger Hunts
- important information for students and parents
- calendar and timetables
- unit overviews
- student grade/mark book and criteria sheets
- student homepages.

Considerations

- Your students will be able to access curriculum resources during and outside school hours, unlike most school intranets.
- Teachers absent on sick leave or attending a professional development activity can leave work for their students in their Virtual Classroom and check progress.
- Students on holidays can check in with their class.
- Assessment items can be tracked through the use of self-marking quizzes and short answer items in the grade book.
- Students' progress during collaborative projects can be tracked.
- Students can work together conveniently after class hours.
- Students can submit drafts, plans and assessment items through the digital drop box.
- Students can only access their own Virtual Classroom via a unique Learning Place username and password.
- You do not need web authoring skills. Content such as lesson overviews, assessment tasks, criteria sheets, links to web resources, downloadable files, work sheets, tutorials and mark books can all be easily created using templates.



My teaching space

Hint

- The Learning Place project rooms are excellent for communication activities involving students, online guests or educational networks. A project room is a virtual space that holds multiple forums and chat rooms. All Education Queensland staff with a Learning Place username can create their own project room/s.
- The Learning Place blogs are more than just personal writing spaces. You can organise collaborative writing tasks, reflective, knowledge and/or learning journals, critique creative writing, assessment responses or directed writing exercises.

Resources

Curriculum resources

Schools have a range of documents to assist you with your planning. These resources may be specific to your level or subject areas and will be loaned to you through the library system.

Resources include:

- syllabus, school based plan or work program and textbooks for each of the key learning areas
- Early Years framework
- handwriting guides (for primary teachers)
- school based curriculum overviews
- documents supporting special programs the school runs such as anti-bullying
- curriculum activities risk-management documents.

You can then supplement this with books for your subject or year level from the teacher reference section of your school's resource centre, or your personal collection.

The beginning, establishing, returning and supply teachers gateway on the Curriculum Exchange resource centre has sample teaching resources to help get you started. Resources include activities, lesson plans, units of work, WebQuests and learning objects,

grouped by year level that support initial key concepts in the syllabuses for most key learning areas.

Technology, ICT and digital resources

You may have access to the following items in your classroom or through the resource centre:

- CD player
- computers
- data projector
- digital, still or video camera
- interactive whiteboards
- multimedia packages
- overhead projector
- science equipment
- software programs
- TV/VCR/DVD player.

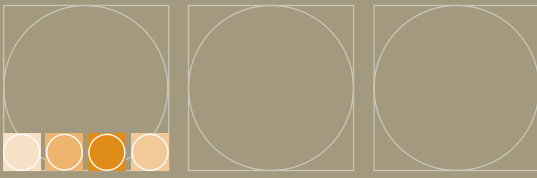
Find out how to access these items.

Assistive Technologies

During your years of teaching you will be supporting and teaching students that have either a disability or a learning difficulty. Many of these students will either require or significantly benefit from the use of technologies that will enable them to access the curriculum or enhance their learning opportunities. Such technologies are known as Assistive Technologies.

Assistive Technologies include hardware that allow students with disabilities to access the curriculum where their disability may restrict their access to conventional tools and computers. Hardware can include alternative keyboards such as the BigKeys and IntelliKeys, alternative pointing devices including trackballs, joysticks, touch screens and interactive whiteboards, and specialised hardware such as braille devices.

Assistive Technologies also include software to provide support in understanding curriculum content and in increasing their speed and efficiency in producing work. There are literally hundreds of assistive software applications available. Some more common titles include Clicker 5, Board Maker, textHELP Read and Write, Co:Writer and IntelliTools Classroom Suite.



My teaching space

Assistive Technologies may also include devices which enhance the students' abilities to communicate. These devices are known as alternative and augmentative communication devices and could include the TechTalk, Dynamo, and Handheld Impact, to name a few.

Many of the Assistive Technologies benefit all students and provide significant opportunities to teachers to make their classroom and the learning inclusive for all students and to support their pedagogy.

Stationery

You will need an extensive collection of stationery so build up your collection steadily. Schools may supply some items.

Hint

- Keep all your receipts for taxation purposes.

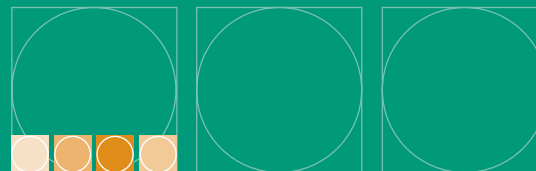


Flying start induction toolkit

for beginning teachers

My students

Student records	47	Teaching curriculum areas for the first time	53
Class profile	47	School initiated programs	53
Student files and data	47	First day and getting to know your students	54
Sample student profile	50	First week	54
Class roll	51	Student stationery and textbooks	54
Medical information	51	Photocopying procedure	55
Students with a disability	51		
Students with learning difficulties	52	Safe, supportive and disciplined school environments	55
Children and young people in care	52	Behaviour in Queensland state schools	55
		Tips and tricks	55
Planning	52	Behaviour resources and information	58
Syllabus documents	53		
School curriculum/work programs	53		
Planning templates	53		



My students

Student records

Class profile

Students in Queensland state schools will be from diverse social and cultural backgrounds, have a range of physical and intellectual capabilities with diverse learning needs. Because of the diversity of school communities, our students have rich opportunities to acquire the skills and values necessary for a productive life in an open, just and multicultural democracy.

It is your challenge to build bridges and make connections to the knowledge and skills students need for success in school and beyond. Further information on how to effectively cater for diversity in your classroom can be found within the Inclusive Education policy at <http://education.qld.gov.au/strategic/eppr/curriculum/crppr009/>. A host of resource links are accessible within the policy, the Learning Place and Curriculum Exchange resource centre.

Hint

- To access effective strategies and resources use keywords such as inclusive education, students with disabilities or diversity in the power search facility through the Curriculum Exchange resource centre at <http://learningplace.eq.edu.au/cx/resources/access/index.jsp>.

Student files and data

Accountability is essential so it is worthwhile expending a lot of energy on creating and maintaining a quality filing system.

File management differs from context to context. However, it is usual for three basic types of student files to exist within a school: office files, student files and teacher files. Any student file is based on the notion of accountability, and you should aim to be both transparent and accountable in all your dealings.

Office files

Official student files are stored in the office. These files contain enrolment forms and official or legal documentation. For example, court orders, copies of report cards and systemic test reports, guidance officer reports and letters generated by the leadership team. This file stays at the school.

Hint

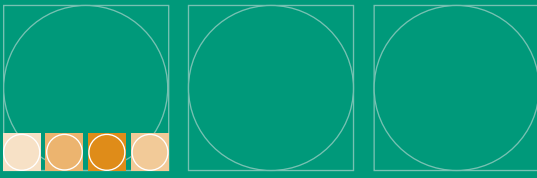
If you feel that there are gaps in what you know about a child, this file is worthwhile checking. For example, if you are wondering why James is a year older than his peers, the enrolment form will provide years and locations of schools attended and you may see that the family moved from interstate, or overseas, or that he repeated a year.

Student files – primary

These files are moved from class to class as the student progresses through the school and each teacher adds data to the folder before passing it on. Most schools have a list of what teachers are expected to add to the folder. Such items may include a running record, writing samples, mathematics tests. These files can be sent on from school to school if the child transfers. Some schools pass them onto the high school when the student moves to Year 8. These files should be considered confidential and it is important to store them in a lockable filing cabinet.

Hint

- Notes to parents that you generate in relation to each child should be filed in the student's file to allow you to build up a record of the contact that you have had with parents. Developing a system will ensure that you are always accountable.
- All written notes from parents/caregivers also need to be filed.
- Talk to past teachers or the year level coordinator to gather data about a student's academic performance or behaviour.



My students

Student files — secondary

A child may have more than one file, depending upon their needs and the extra support they are receiving. Discuss your concerns with your year level coordinator and they will help you to seek information from the main student file, the support teacher: learning difficulties, the guidance officer, the special needs teams or the English as a second language department.

Student assignment folders and accompanying profile sheets for each subject are the responsibility of the teacher. These profile sheets show the tasks completed, the results for each task and the overall results for the semester, and are passed on to the next teacher.

Hint

- File assignments as soon as the assessment process is complete.
- Keep the profile sheet up to date.
- Check the Department or school policy before allowing senior students take marked work home.

Teacher files

Keep detailed records to assist with assessment and parent interviews. It is worthwhile keeping additional student work samples and anecdotal records as part of your teacher files.

As well as the student files that you keep updated to pass on to the next teacher, there are other records that you will need to keep as part of the assessment and reporting process.

Hint

Develop a folder of items such as completed homework, assessment pieces or writing tasks. When you attend parent-teacher interviews you will have a collection of student work samples to demonstrate to parents how you arrived at your evaluation of student performance. Once report cards and interviews are completed, the work can be sent home, keeping the folder free to repeat the process in the next semester.

Qualitative data — behaviour, records of meetings, parent meetings, anecdotal notes

It is important to note student welfare information such as:

- behaviour management issues (e.g. incidents at lunchtime or in the class)
- background details from parents (e.g. issues in the home or family that may affect their learning)
- outcomes of meetings with the principal regarding behaviour, or other professionals (e.g. the guidance officer or support teacher: learning difficulties).

Hint

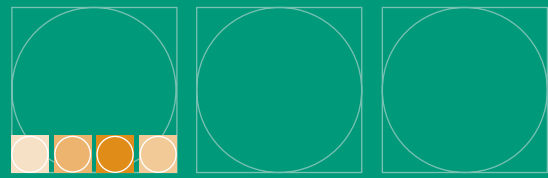
- Maintain student information systemically, for example, in a ring binder, separated alphabetically with plastic folder dividers labelled A–Z. This way you can add to it if you receive new students, or add other items such as printed emails.
- All notes regarding absences need to be kept.

Qualitative data — academic anecdotal notes

Markbooks are great see-at-a-glance tools, but do not provide a complete picture. Profile sheets or similar methods enable you to record anecdotal evidence about a student's performance. A mark will only indicate student achievement, but a profile will provide detail of the student's particular strengths and weaknesses.

Quantitative data — markbooks

This is an important tool for recording student achievement against set criteria. It is best used in conjunction with a profile sheet to provide an overall picture of student progress.

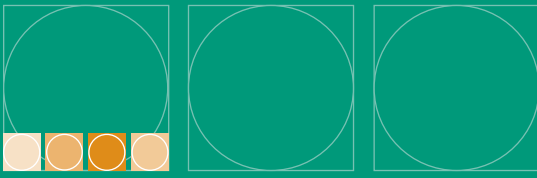


My students

Hint

Using the student profile sheet:

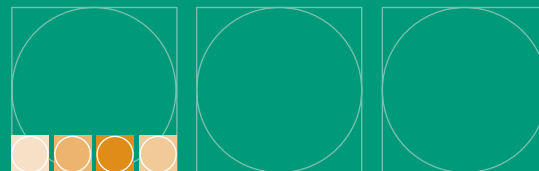
- Enlarge the profile sheet to A3 and photocopy it back to back so you have one side for each semester.
- As you mark tasks, jot down notes about the student's work on their profile sheet.
- If you find that you are writing the same note about many students, you need to take appropriate action. For example, if you are marking mathematics tests and you note for many students 'difficulties with division with decimal remainders' then you probably need to focus on this concept with your class.
- At the end of the semester you will find this sheet very helpful as you will have a complete record of how each student managed each task that you set. You will be able to write report cards and run parent-teacher interviews using just the profile sheet and your markbook.



My students

Sample student profile

NAME -	YEAR LEVEL: 1 2 3 4 5 6 7	SEMESTER 1/2
Writing and shaping		Number Whole Numbers Fractions Money Addition and Subtraction Multiplication and Division
Speaking and listening		Patterns and algebra Patterns and Functions Equivalence and Equations
Reading and viewing		Measurement Time Length, Mass, Area and Volume
Handwriting		Chance and data Chance Data
Word study		Space Shape and Line Location, Direction and Movement
Science Science and Society Earth and Beyond Energy and Change Life and Living Natural and Processed Materials		Technology Technology Practice Information Materials Systems
SOSE Time, Continuity and Change Place and Space Culture and Identity Systems, Resources and Power		The Arts Visual Arts Dance Drama Media Music
Health and physical education Promoting the Health of Individuals and Communities Enhancing Personal Development Developing Concepts and Skills for Physical Activity		Additional information Appraised/EAP/Choir/Chamber Group/ District Sport



My students

Class roll

The roll is a legal document and must be filled in twice a day, or more frequently, depending upon your setting, using the recommended codes. This data is entered into the School Information Management System (SIMS), so it must be accurate and legible. Corrections must be initialled. Be kind to the person transferring the data by taking care with this. Administration personnel use this data to generate reports about student absences, which are required for the report card. Be sure to follow the established procedures in monitoring absenteeism, particularly in high schools. Auditors check this document, so it must be completed using black or blue pen (not pencil) and signed daily.

Medical information

More and more students require daily medication. For some, quick access to this medication is a matter of life and death. Your professionalism and responsibility in this regard is crucial.

Possible needs for medication

- Chronic conditions — these are ongoing medical conditions such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), diabetes, asthma, epilepsy, cystic fibrosis, and allergies.
- Acute conditions — these are medical conditions that are temporary, such as infections, which may require antibiotics.

You will need the written permission from a student's parents or guardians to dispense any medication, which must be clearly labelled.

The administration staff are usually responsible for dispensing medication during the school day. However, you must support them by sending students to the office to take their medication, and ensuring that replacement medication is sent in from home when supplies run out.

Hint

- If you are absent, leave reminders for supply teachers about which students take medication and at what times.
- Ask for a list of your students who require medication. Store this with your class roll.

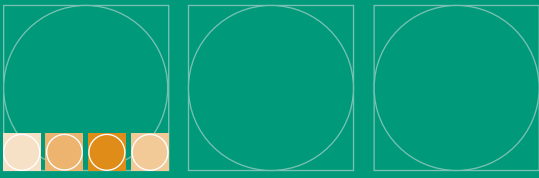
Students with a disability

Education Queensland provides additional support to students with the following conditions:

- Autistic Spectrum Disorder (ASD)
- Hearing Impairment (HI)
- Intellectual Impairment (II)
- Physical Impairment (PI)
- Speech Language Impairment (SLI)
- Vision Impairment (VI).

The Department uses a tiered approach to record keeping for students with diverse learning needs. This includes:

- **System (official) records**
AIMS (Adjustment Information Management System) — an online database of students and their diagnoses. This is maintained by a nominated staff member.
- **School records**
EAP (Education Adjustment Profile) — a hard copy of the adjustments that the teacher makes to cater for the individual needs of the student. For summary information on the EAP go to <http://education.qld.gov.au/students/disabilities/adjustment/pdfs/parentfactsheet4eaprofile.pdf>
IEP (Individual Education Plan) — a document that is tailored to suit the needs of an individual student, stating their goals and outlining the strategies that will be used to work towards achieving those goals.
- **Teacher records**
You may be given a copy of the IEP, which you can use when planning learning activities for that student. The IEP will need to be kept in the student file that is passed on to the next teacher. Use it to record student progress against the IEP goals.



My students

You will also need to keep evidence about how you cater for the needs of this student. You can do this by:

- anecdotal records to document your discussions regarding the student with relevant staff and/or parents
- keeping written evidence of alternative programming or curriculum adjustments
- acknowledging the student's particular needs through your curriculum planning, and indicating how tasks will be modified
- keeping a copy of their own timetable and the regular timetable
- keeping a copy of their own homework and the regular homework
- adjusting assessment tasks
- documenting exemption from or modified participation in standardised tests
- documentation of educational adjustments made to support students with diverse needs (e.g. teacher aide/specialist staff support timetables, samples of modified work).

Students with learning difficulties

Appraisalment of students is conducted by the support teacher: learning difficulties (ST:LD). This is internally managed using a system-wide standardised process. You will work closely with the ST:LD regarding any appraised students in your class.

The records you keep here need to encompass:

- variations to the curriculum — detail this in your planning
- anecdotal records, as for regular students
- the support plan — the ST:LD writes this plan with the teacher and the parents. You will be given a copy to refer to when planning. It should be filed in the folder that is handed on to the next teacher.

Children and young people in care

Many children and young people who are in the care of the state require additional support to assist them in meeting their educational goals. The Departments of Child Safety and Education, Training and the Arts work in partnership to deliver the Education Support Funding Program for students in care.

This program ensures that each student in care has an Education Support Plan developed within one month of enrolment that identifies any additional support needs and the strategies to be implemented to meet these needs. Education Support Plans (ESPs) usually involve collaboration with the student, carer, school principal or delegate, Child Safety Officer, Guidance Officer and any other significant person in the student's life who can contribute to the development of the plan. Other education plans that a student in care may have can be incorporated into the ESP such as IEPs, EAPs, and Behaviour Plans, therefore reducing the need to duplicate the planning process. ESPs are signed off by, and provided to, the contributing parties and reviewed on an annual basis or earlier should the need arise.

Implementation guidelines for the Education Support Funding Program can be found on the Department's website at <http://education.qld.gov.au/finance/grants/fund/garp/html/edsupport.html>.

Planning

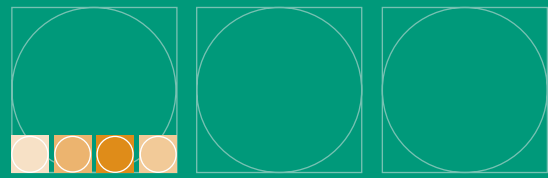
All schools have different expectations regarding daily, weekly and Term/unit planning. Before you begin, it is a good idea to map out a year's overview. Ensure that you know what documentation your leadership team expects.

The framework used for planning can involve long-term, short-term and daily planning. By investing time in planning, your students are more likely to be engaged by your lessons.

Long-term planning is a yearly plan aligned with the school curriculum/work plan. Include your objectives and assessment items.

Short-term planning involves the planning of each unit, outlining the knowledge and processes you plan to use. The unit plan should detail sequenced individual lessons to scaffold students' learning.

Daily planning involves an overview of what you plan to teach including the timing and materials to be used. Daily overviews should be prepared no later than the day before.



My students

Syllabus documents

The planning documents that you create must be clearly linked to the school based curriculum plans and the syllabus documents. Access the Queensland Studies Authority online syllabus sourcebook modules and resources at www.qsa.qld.edu.au to assist you in your unit development.

Hint

- Access the vast collection of planning materials and resources provided by Education Queensland through the Learning Place and the Curriculum Exchange resource centre.
- www.learningplace.eq.edu.au
- <http://learningplace.eq.edu.au/cx/resources/access/index.jsp>
- Consider purchasing a teachers' diary to work efficiently. These are available in primary and secondary editions at newsagents and education suppliers.
- Ask how the school manages collaborative planning processes.
- Plan how you will use your non-contact time and maximise this to your advantage.

School curriculum/work programs

Apart from curriculum plans that encompass the key learning areas (KLAs), your school may also require the teaching of other programs, for example, robotics, philosophy or social skills programs such as 'You Can Do It'.

In secondary schools, access the work program for your subject, past assessment samples and the semester overview documents to support your individual planning.

Planning templates

Your school may have a certain way of setting out your planning. If so these templates are usually part of the curriculum plans. You will need to know if your school has these before you begin your planning.

Teaching curriculum areas for the first time

During your appointment you may be required to teach in a variety of curriculum areas. Should this occur, ensure you work closely with the head of department. Seek out another teacher (a buddy teacher) to support you, and take the time to learn the content you need to teach.

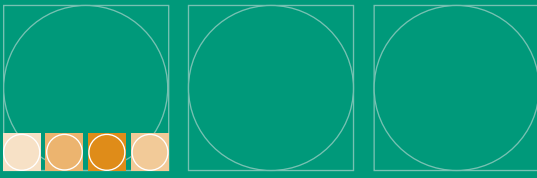
School initiated programs

Discuss with administration or your buddy teacher the school's direction and school initiated programs currently being undertaken. Information will also be available in your school's Annual Operational Plan.

Hint

Complete the following tasks to ensure that your primary school classroom is prepared:

- make a check-out chart, birthday chart
- hang posters
- create storage for student books and shared items
- collect supplies of blackboard equipment including markers and dusters
- collect supplies of spare stationery such as pencils and pads
- set up desks and chairs including two spares for any new students
- set up computers ensuring that they are all working and can print, and that you know how you and the students log in
- gather art gear including paper, sports gear, butchers' paper, easel, and markers
- borrow library books for your unit and books for reading
- choose a book/s to read to the class
- collect the mathematics equipment that you will always need such as MAB, multilinks, and unifix cubes
- check your computer software.



My students

First day and getting to know your students

A well-planned first day is essential to your success. The first day is an opportunity for you to build relationships with your students and set the tone for the rest of the year. Plan meaningful tasks for students to enjoy on their first day back at school. Over-plan for your first day–week to determine the ability levels of students. Be organised and prepared to welcome your students and parents. First impressions count!

Throughout the day:

- discuss class expectations with students
- get to know the names of your students
- play games to build cohesiveness between all class members
- survey your students to discover their interests
- organise student stationery and textbooks
- discuss with the students classroom organisation and expectations
- create student work to display by the end of the first day ready for parents to view
- cooperatively negotiate classroom rules.

First lesson — secondary

The first lesson allows you the opportunity to get to know the students. A ‘getting to know you’ sheet of some form may be beneficial. Ask your mentor if they have one that they use. Take the time to personalise it so that you find out things that you want to know. The students will need some time to get to know you as well, and you will need some time to familiarise them with the content that you will be covering throughout the year, and in the first unit of work.

Hint

- For younger classes prepare name tags, check students know the location of the toilets, and colour-code book labels.
- Practise moving through the school.
- Share your timetable with students.
- Make a birthday chart with students to celebrate any January birthdays.
- Create a handout or posters stating your expectations to give to students.
- Create book labels for student books to help students to identify the exercise books.

First week

Your aim in the first week is to determine the skills, abilities and interests of your students. Review student files or data profiles to guide your own data collection during the first week. It is still important to over-plan during this early phase of the year. In the first week of primary school, endeavour to include the following activities:

- problem-solving
- maths investigations
- opportunities for reading and comprehension
- collecting samples of students’ writing
- collecting samples of students’ handwriting
- spelling exercises
- team/cooperative games
- multiple intelligences tests
- introducing a topic or unit of work
- beginning programs such as homework and spelling.

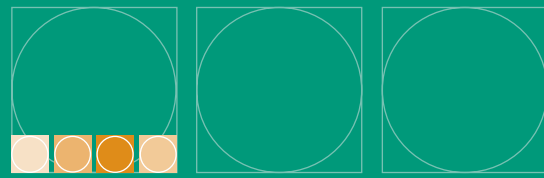
Hint

- Obtain a copy of the booklist and decide how you will use each book.
- Decide where you will store books — some can be kept in desks and others you may like to store on shelves.
- Write a newsletter to send home to parents during this week.

Student stationery and textbooks

Students are provided with stationery and textbook lists during Term 4 to purchase requirements for the start of the school year. Obtain a copy of these lists and allocate these resources according to your instruction.

High schools often have textbook hire schemes and ultimately you are responsible for this class set of resources. Monitoring these resources throughout the year will make your job easier during stock take and when books are returned.



My students

Hint

Prepare a 'back up pack' of student supplies for those who may come ill prepared.

Photocopying procedure

Schools manage photocopying in a variety of ways but it is common for a limit to be set for your class/es. Manage this resource wisely and devise methods, such as laminating, to facilitate the re-using of photocopied materials. You are expected to abide by the copyright laws. Access to these may be gained through the school's teacher-librarian.

Safe, supportive and disciplined school environments

Education Queensland's core business is to achieve the best educational outcomes for every student in a safe, supportive and disciplined educational environment. Effective behaviour support requires:

- the creation of a positive whole-school culture
- quality learning and teaching practices
- relevant and engaging curriculum
- a range of provisions that are characterised by non-violent, non-coercive and non-discriminatory practices. They range from positive preventive action for all students, through to intensive intervention for specific individuals or groups.

Developing and maintaining safe, healthy and supportive working and learning environments is essential to delivering quality educational outcomes for students and is a priority for the Department.

This section is designed to give you:

- background information on recent initiatives relevant to behaviour in Queensland state schools
- tips and tricks that can be applied in your classroom straightaway
- ideas on where to go for more information and resources on behaviour and behaviour strategies.

Behaviour in Queensland state schools

The Code of School Behaviour outlines the standards of behaviour expected of students and the responsibilities of parents, schools, principals and senior Education Queensland staff in promoting positive learning environments.

A copy of the Code of School Behaviour is available from the school or online at <http://education.qld.gov.au/publication/production/reports/>.

All state schools are required to have an approved Responsible Behaviour Plan for Students that articulates a range of responses including whole-school, targeted and intensive behaviour support as a means of facilitating positive learning and responsible behaviour in students.

Under Education Queensland's policy, Safe, Supportive and Disciplined School Environment you are required to:

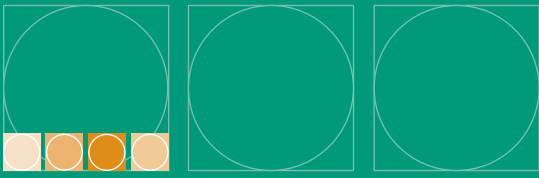
- provide explicit teaching to facilitate responsible student behaviour in accordance with the Code of School Behaviour
- model and practise fair, equitable, non-discriminatory language and behaviours and use safe and legal procedures
- analyse and respond to diverse characteristics and circumstances of students through curriculum, teaching and learning, interpersonal relationships and school organisation.

Tips and tricks

This section covers some essential classroom management skills, as well as tips and suggestions from teachers across Queensland (mainly primary school).

Essential skills you can use to establish your classroom include:

- being familiar with the school's Responsible Behaviour Plan for Students
- negotiating rules
- being prepared
- giving clear instructions



My students

- acknowledging on-task behaviour
- following through
- setting appropriate consequences.

Being familiar with the school's Responsible Behaviour Plan for Students

Outlined in this plan are the school's processes for facilitating standards of behaviour and responding to unacceptable behaviour, including:

- whole-school behaviour support
- targeted behaviour support
- intensive behaviour support.

Negotiating rules

Expectations and rules for the class should be one of the first things you establish in your classroom. Your expectations of students must be clearly described, fair and transparent, and they should place reasonable limits on social behaviour in order to create and maintain a supportive learning environment. When negotiating rules with your class, you should:

- work out the rules as a group
- have a manageable number of rules
- keep the wording of the rules short and simple, and phrased in positive terms
- publish the rules so that everyone can see them
- refer to the rules often, not just on the first day of the school year. Keep them active in the students' minds.

Being prepared

Make sure you are prepared for all lessons of the day, by:

- ensuring that you have any resources you need for each lesson
- completing all necessary marking needs
- ensuring that photocopying is done ahead of time.

Giving clear instructions

Clear directions enable students to know exactly what is required. Always:

- gain the attention of students before giving instructions

- keep instructions short
- phrase the instruction as a direction, not a question
- use the word 'thanks' at the end, not the word please. This makes your expectation clear — e.g. 'That can be picked up now. Thanks.' This is better than 'Can you pick that up for me please?'
- give the instruction in a firm, calm and measured voice
- allow students enough time to process an instruction and carry it out
- give specific encouragement when the student, group does as expected — e.g. 'You did that quickly. Thanks.'

Acknowledging on-task behaviour

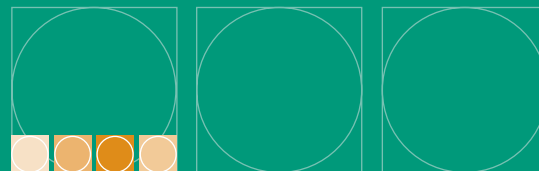
An effective technique in minimising off-task behaviour is acknowledging on-task behaviour. Where possible:

- respond to desirable behaviours with specific, personal praise
- use body language — smiles, eye contact, proximity
- avoid attending to off-task behaviour when a student is exhibiting behaviour that is not seriously disturbing to others
- if avoiding off-task or disruptive behaviour, keep the student who is of concern in peripheral eye range
- avoid turning your back as you may miss when they begin to work
- make sure you acknowledge their on-task behaviour as soon as they begin to work.

Following through

This is resolute action in the face of ongoing disruptive behaviour that is seriously disturbing the learning environment. To follow through effectively, you need to:

- think about realistic consequences that you are able to follow through with — i.e. don't say you're going to keep them in the classroom when the lunch bell goes if you have playground duty that day
- do exactly what you said you would do
- keep the consequence close to the behaviour



My students

- avoid making any consequences sound like a threat.

Consequences

Always ensure consequences are logical and natural, and are known in advance. They shouldn't be overly harsh, and should be implemented in a timely manner. Always think about the intent of consequences — the intent should be to modify the behaviour, not to punish the student.

Hint

When considering strategies it's important to:

- know your classes and students and what might work with them
- consult with your colleagues about effective strategies
- avoid accepting pre-conceived ideas about students — make up your own mind about them.

Laughable situations

Change the situation into humour by picturing something funny instead of reacting in an angry manner.

Unusual response

Give a response that is entirely unpredictable. Be wary of falling into the trap of responding to everything, or responding immediately.

Self-recording

Ask the student to keep a record of a particular targeted behaviour. For example, how often do I pay attention? It may create surprises for the teacher and the student.

Interest inventory

Conduct an interest inventory with your class so that you can find out what makes them tick. If you know what they like, you can refer to it in conversation, use it for a theme, initiate special projects, and know what rewards to use.

Antecedents, behaviours, and consequences (ABC)

Look for antecedents, behaviours, and consequences. Try to determine why a behaviour occurs by analysing

what happens before the behaviour occurred, what the behaviour was and what consequences were employed after the behaviour.

Choice

By providing personal choice where possible, the student is more motivated, feels successful at achieving and is able to be more responsible in decision making.

Class rules

Next to the written rules for the classroom, add a picture of each student who performs the rule correctly. Get the students to draw the rule.

Catch me cards

Students draw a picture of the rule they keep breaking. Contact this to their desk with five or 10 squares underneath. Catch the student doing the right thing and tick a square. When the squares are completed, reward the student.

Bell rings

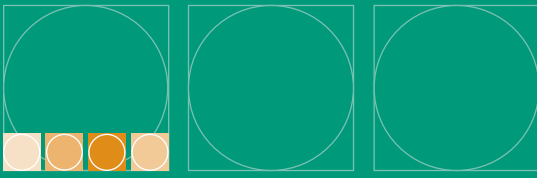
Ring a bell any time during the day and give points to those who are on task or sitting at their seat.

Classroom shop

Throughout the week the students can earn various amounts of play money for achievements such as completing work, no time outs, being polite, neat work, being serious, good behaviour, and helping others. At the end of the week, students may go to the shop and buy various items. The shop could be built out of cardboard and recycled items.

Ignoring game

Teach the students how to ignore inappropriate behaviour. Give the students a task and walk around the room distracting them by talking, taking their things, smiling, nudging and using behaviours of students in the room. The students have to show how to ignore by making no eye contact/no smiling/no talking/turning their back on the person. Praise the students who ignore properly. Choose other students to take the teacher's place to disturb others. All students who ignore appropriately are given bonus



My students

points and which are added together. These can be graphed on a rocket. When the points reach the top, the students have a 'blast off' party.

Peer mediation

Often when a student is out of control, a student 'leader' in the class can be asked to quietly talk to him/her for a few minutes. This technique can be used in a group where lots of social skills and problem-solving training has occurred.

Applause the cause

Whenever a student accomplishes a difficult task, meeting a personal goal or moving to a higher-class level, the teacher can ask for classmates to clap or applaud the achievement.

Audiovisual time

For the class who is into aggression and put-downs, students can earn radio, TV or cassette time when there have been no negative comments or incidents of aggression towards other students.

Noise meter

Construct a noise meter for your classroom and explain to the students what it means. Choose the sections which suit you e.g. silence, whisper, group talking and games noise. You can set the noise meter initially, but gradually move on to asking the students to set the level of acceptable noise for the class level.

Fines and bonuses

Determine the identified behaviours as appropriate or inappropriate and decide upon the reinforcer. Begin each week or day with a credit of five or 10 points. Bonuses and fines must be awarded in an impartial and objective manner. Provide opportunities for individuals to earn extra bonuses for extra effort, so that fines received can be earned back. Remember, you are setting this up for success, not failure.

Signals

Use signals, which you have worked out with the class, to allow a student to get back on task. This creates a minimum of fuss for the class or the child, and the learning for the whole class can be continued without wasting time.

Race track

Set up a racetrack with squares along which the students' cars can advance. The students make their own cars and proceed along the track for a variety of reasons such as academic, behaviour, cooperation, or good effort. When a student reaches the end, they are rewarded. When all students have proceeded along the track, the whole class receives a reward such as a class party, sausage sizzle, an excursion or a DVD afternoon.

Awards

Awards can be given for many reasons and as often as you like. Examples include Best Mannered Person, Perfect Day Award, Student of the Week, and Aussie of the Month.

Behaviour book

Set up a behaviour book that can be sent home each day — experiment with only writing positive behaviours initially. Parents and students should be encouraged to comment as well as the teacher. Parents should be encouraged to reward the student for good behaviour. Rewards do not have to necessarily be monetary or materialistic. Home-school contracts may be set up in a similar fashion.

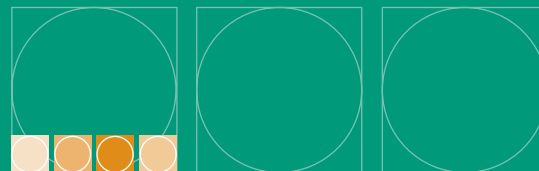
Further information

Further tips and tricks and other school and district initiatives can be found on the Behaviour Support Professional Learning Community on Education Queensland's Learning Place, at www.learningplace.com.au/sc/inclusiveeducation/behaviour.

Behaviour resources and information

Education Queensland provides a range of resources and support materials, including the following:

- Management of the Bullying. No Way! project and website www.bullyingnoway.com.au.
- Essential Classroom Management Skills is a professional development package being produced by Education Queensland which covers the minimum standards in behaviour support. It is delivered by trained facilitators and consists of initial training, follow-up workshops and an individual coaching component. This package will be ready in 2007.



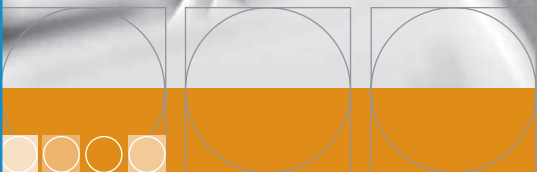
My students

- The Better Behaviour, Better Learning online course commencing in 2007. This course covers introductory concepts associated with behaviour support and management in a school context. It also offers learners the opportunity to engage in structured online learning experiences that focus on both process and content in the topical field of behaviour in school.

In addition to these resources, Education Queensland provides a range of supports from well qualified personnel to support and complement the work of classroom teachers. These personnel include:

- behaviour support staff
- guidance officers and senior guidance officers
- youth support coordinators
- school based youth health nurses (service to all state secondary students)
- school based police officers
- school based community education counsellors
- district based community education counsellors.

If you wish to access any of these support personnel, you should see your principal.



Flying start induction toolkit

for beginning teachers

Commitment to professional development

*Professional Development Agenda
2006 - 2007*

*Professional Standards for Teachers
overview*

63

Smart Classrooms Professional
Development Framework

65

Professional development
opportunities

66

Professional development journal

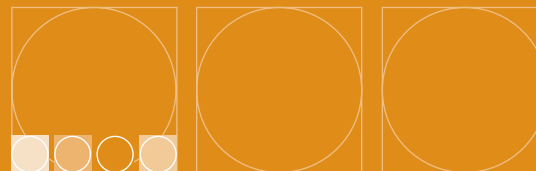
66

Types of professional development

66

Suggested professional development log

68



Commitment to professional development

Education Queensland *Professional Standards for Teachers* overview

1. Structure flexible and innovative learning experiences for individuals and groups.

- 1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy.
 - 1.2 Analyse and incorporate information about students in the design of learning experiences.
 - 1.3 Plan for and support students with their individual learning needs.
 - 1.4 Plan and organise the delivery of learning experiences.
 - 1.5 Review and evaluate learning experiences.
-

2. Contribute to language, literacy and numeracy development.

- 2.1 Determine students' learning needs in language, literacy and numeracy development to inform the planning and implementation of learning experiences.
 - 2.2 Integrate language and literacy development across all curriculum areas.
 - 2.3 Integrate numeracy development across all curriculum areas.
 - 2.4 Monitor and evaluate students' language, literacy and numeracy development.
-

3. Construct intellectually challenging learning experiences.

- 3.1 Provide learning experiences in which students examine the central ideas of a topic, problem or issue.
 - 3.2 Provide learning experiences in which students question and share ideas and knowledge.
 - 3.3 Provide learning experiences in which students use higher-order and critical-thinking skills to solve problems and construct new meanings and understandings.
-

4. Construct relevant learning experiences that connect with the world beyond school.

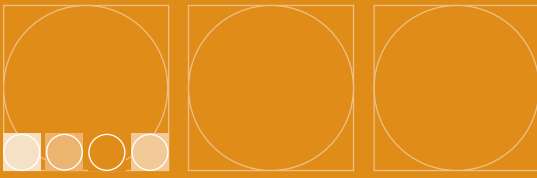
- 4.1 Devise learning goals and learning experiences that build on students' prior knowledge, life experiences, and interests.
 - 4.2 Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.
 - 4.3 Provide learning experiences that establish connections with the world beyond the classroom.
 - 4.4 Develop learning experiences that involve students in examining study, work and leisure in the future.
 - 4.5 Design learning experiences that foster personal initiative and enterprise.
-

5. Construct inclusive and participatory learning experiences.

- 5.1 Design and implement learning experiences that acknowledge, and cater for, individual learning differences.
 - 5.2 Design and implement learning experiences that are inclusive and that recognise and celebrate difference.
 - 5.3 Design and implement learning experiences in which students participate in decision making and active citizenship.
-

6. Integrate information and communication technologies to enhance student learning.

- 6.1 Determine students' learning needs in relation to the use of available information and communication technologies.
 - 6.2 Select learning strategies and resources based on the use of information and communication technologies to cater for students' learning needs and styles.
 - 6.3 Create learning experiences in which students actively use information and communication technologies to organise, research, interpret, analyse, communicate and represent knowledge.
 - 6.4 Evaluate the effectiveness of teaching and learning approaches based on the use of information and communication technologies.
 - 6.5 Use information and communication technologies to access and manage information on student learning.
-



Commitment to professional development

7. Assess and report on student learning.

- 7.1 Establish and communicate learning goals and assessment criteria.
- 7.2 Plan for assessing student learning.
- 7.3 Collect and use multiple sources of valid evidence to make judgments about student learning.
- 7.4 Communicate with students, families, caregivers and other authorities about student progress.
- 7.5 Use assessment results to guide program planning, delivery and assessment.

8. Support the social development and participation of young people.

- 8.1 Actively support students in developing personal identity, self-esteem and a positive self-image.
- 8.2 Assist students to develop sound relations and empathy with others.
- 8.3 Construct learning experiences in which students assess and plan their personal futures.
- 8.4 Support students by providing appropriate pastoral care* across a range of activities.

9. Create safe and supportive learning environments.

- 9.1 Create safe learning environments that are based on mutual trust and respect and that provide social support for student achievement.
- 9.2 Provide learning environments in which students have responsibility for their own learning.
- 9.3 Implement student management strategies that enable students to learn to take responsibility for their own behaviour.

10. Build relationships with the wider community.

- 10.1 Establish and maintain relationships with families, caregivers, business, industry, and community agencies.
- 10.2 Establish learning environments that acknowledge the concerns, values and priorities of students' families, cultures and communities.
- 10.3 Promote the school and public education in the community.

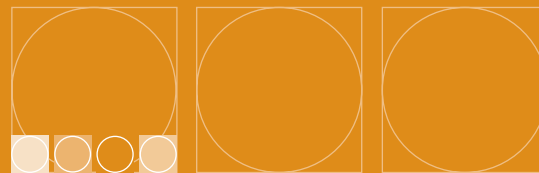
11. Contribute to professional teams.

- 11.1 Establish and effectively implement procedures to meet personal work-related goals and priorities.
- 11.2 Contribute to the effective functioning of professional teams.
- 11.3 Work with professionals, paraprofessionals, teacher aides and other community-based personnel.

12. Commit to professional practice.

- 12.1 Reflect critically on professional practice.
- 12.2 Contribute to learning communities and other professional networks.
- 12.3 Participate in school governance.
- 12.4 Meet ethical, accountability and professional requirements.

* Provisions made to advise students on issues of personal care and concern



Commitment to professional development

Smart Classrooms Professional Development Framework

The Smart Classrooms Professional Development Framework is a key component of the Department of Education, Training and the Arts' ongoing commitment to assist teachers in making ICT integral to learning. Teachers and principals can use the new framework as a guide for planning enhanced professional learning with ICT.

Promoting effective use of ICT

A key Smart Classrooms initiative, the framework represents a significant change away from ICT skills training to competency-based professional development. The framework acknowledges the potential of ICT to transform the design and delivery of curriculum and to improve learning outcomes for students.

Guiding ICT professional development for teachers

The framework helps teachers reflect on and strengthen their practices using ICT for teaching and learning. Teachers can use the framework to guide the types of professional development offerings that are most relevant to them. The framework will also inform teachers which training providers are quality assured to deliver customised services to schools.

Acknowledging teachers

The framework consists of three levels. At each level, teachers receive formal acknowledgment of their competency.

- The ICT Certificate is suitable for teachers with a base level of ICT use.
- The ICT Pedagogical Licence is for teachers who effectively integrate ICT into teaching and learning.
- The ICT Pedagogical Licence Advanced acknowledges teachers who make ICT integral to teaching and learning, and demonstrate leadership of this within the school.

Aligned with local, national and international standards

The framework aligns with the:

- Education Queensland *Professional Standards for Teachers*
- National Framework for Professional Standards for Teaching
- Education Technology Standards, released by the International Society for Technology in Education.

Gaining accreditation

From 2007, the ICT Certificate will be managed at a school level. See your principal or school ICT coordinator for information about gaining accreditation at this level.

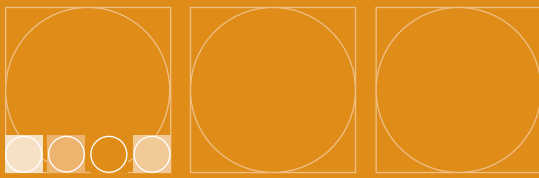
Accreditation of the ICT Pedagogical Licence can be gained by developing and submitting a digital portfolio that demonstrates how your practices meet the expectations of that level of the framework.

Each portfolio is moderated by a core team of trained Accredited Facilitators. In 2007, there are four scheduled portfolio submission dates for teachers applying for the ICT Pedagogical Licence. Information about the process of applying for accreditation of this level, including important dates and details of how to submit your portfolio can be found at the Smart Classrooms website.

Each education region also provides support for teachers in working toward the ICT Pedagogical Licence. This includes workshops and a facilitated online course (limited numbers).

Accreditation of the ICT Pedagogical Licence Advanced is also through a portfolio process. An agreement between Education Queensland and the Queensland Society for Information Technology in Education (QSITE) will see this level being trialled in 2007 with a limited number of teachers. Following the trial, information about gaining accreditation at this level will be released.

To find out more, log onto:
www.education.qld.gov.au/smartclassrooms/strategy/tsdev_pd.html



Commitment to professional development

Professional development opportunities

The Professional Development Branch produces regular bulletins, providing information on a range of professional development opportunities available for all employees. Professional Development Bulletins are circulated to school networks and work units.

The Professional Development Calendar is a quarterly schedule of upcoming professional development events to support individual, team and school/work unit planning.

While the Professional Development Calendar is published quarterly as a lift-out in *Education Views*, the web version below provides updated information as it becomes available. Visit <http://education.qld.gov.au/staff/development/calendar.html>.

Professional development

Developing a professional development journal can assist your ongoing self-reflection and evaluation of your goals. As a starting-point, look at the Education Queensland *Professional Standards for Teachers* overview and select two standards, one of which should be standard one. Define the goal you want

to develop within the standards, and plan the steps you wish to take to build on what you have already learned. Establishing your learning priorities and creating an action plan will focus your attention on the professional development opportunities that meet your needs.

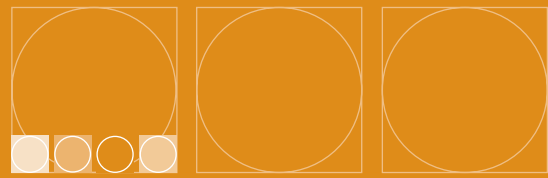
When developing your professional development journal, consider these questions or add your own:

- What is my concern/focus?
- Why am I concerned?/Why am I focused on that aspect?
- What can I do about the situation?
- What will I do?
- What kind of evidence will I produce to show that what I am doing is having an effect?
- What have I learned?
- What is the significance of the learning?
- How will my learning generate new actions?

Consider creating a digital professional development portfolio. The purpose of such a portfolio is to keep an ongoing record of all aspects of your teaching and to assist your self-reflection. The portfolio can include lesson plans, presentations, assessment, art, music, and photos – anything you can gather in digital form.

Types of professional development

- Professional conversations and reflection with peers
- Action learning
- Study groups
- Case discussions
- Work-shadowing
- Coaching and mentoring
- Peer observation
- In-house programs
- Online learning
- External workshops
- Internal workshops
- Excursions and site visits
- Accredited courses
- Relieving in higher duties
- Professional reading
- Professional learning teams
- Dialogue with critical friends
- External consultants



Commitment to professional development

Education Queensland Professional development journal template

Professional Standards for Teachers number

Current practice in relation to the standard

Defined learning goal in relation to the standard

Target date to reach your goal

Action plan — how will I improve my pedagogy?

What sources of support will meet my needs?

People Online learning Books/journals

Who will monitor my professional learning?

Self-monitor Leadership team Mentor/buddy teacher Colleague

Professional reflection

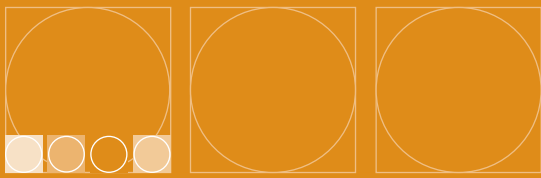
What have I done?

What have I achieved or learned?

How will my learning generate new actions?

What supporting evidence do I have?

Celebrate your success in learning. Next steps ...



Commitment to professional development

Suggested professional development log

Corporate requirements – Code of Conduct Child protection

PERSONAL DEVELOPMENT event / training / activity undertaken and presenter	DATE	LOCATION	PROFESSIONAL STANDARD INDICATOR/S	DURATION	FUNDING / COST
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared
					Self School Shared