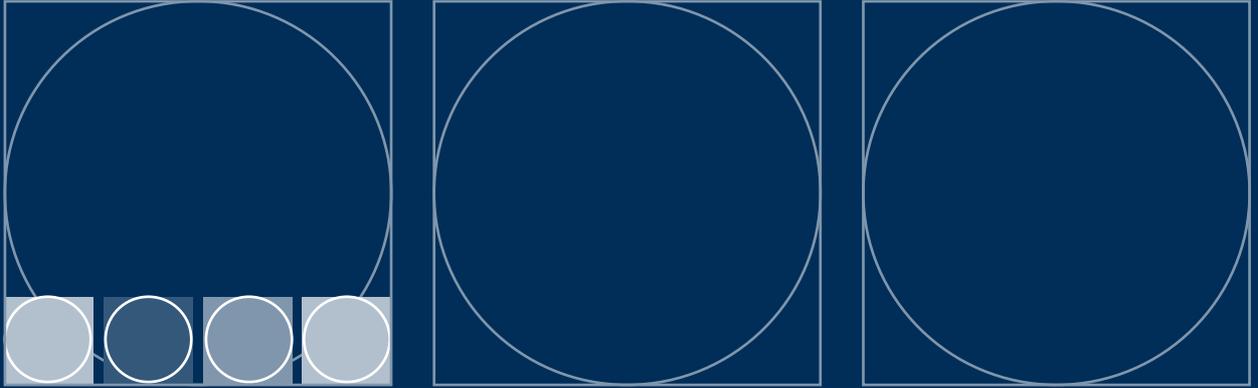


Learning Agenda



2004–2005



1

Why Learning is Important for our Staff

The Department is committed to equipping Queenslanders for the future to enable them to contribute to a socially, economically and culturally vibrant society.

Critical to achieving this vision is the capability and confidence of our workforce; our teachers, principals, registrars, teacher aides, public servants and their managers and leaders.

Learning is the key to achieving both individual and organisational success as we strive to achieve the best outcomes.

2

Why does the Department Need a Learning Agenda?

This Learning Agenda provides an overview of the key principles that currently underpin the Department's thinking around learning; a summary of those areas for which there is system-support and funding in 2004–05; and describes an approach to learning that will be used to support the implementation of key curriculum initiatives.

The Agenda will be developed annually to communicate information on system-supported learning and development, and is acknowledged as one key part of the broader learning that occurs in our worksites.

3

Key Principles and Elements Underpinning the Department's Approach to Learning and Development

Alignment and Balance

The Department is currently undertaking the delivery of a significant reform Agenda at the heart of which is the Education and Training Reforms for the Future. Staff must have the knowledge, skills and behaviours to deliver the reforms effectively.

The Department's Learning Agenda therefore must align with its significant reform initiatives. Learning expectations, which describe the range of knowledge, skills and behaviours that employees should have or should acquire in order to successfully implement system priorities now and in the future, must be stated and communicated clearly.

In doing so, it should be remembered that the learning needs in support of agency reforms should be balanced with an understanding that individuals, workgroups and districts/branches will have learning needs in addition to those which are centrally driven.

The key is to attain a balance in addressing these learning needs.

Professional Standards or References

Professional groups should have a reference point describing the range of knowledge, skills and behaviours that are at the heart of their profession or role.

Professional Standards provide a common language for describing and for discussing the profession. Such standards should be available to professional groups within the Department as a reference to guide professional learning.

Standards will need to be regularly reviewed to ensure that they continue to accurately reflect the knowledge, skills and behaviours of the profession or role they represent.

Individuals, line managers, workgroups and the system as a whole need to align and test learning options against the relevant Professional Standards.

Responsibility and Accountability

The system has a responsibility to clearly articulate the learning expectations that accompany the implementation of key system reforms and initiatives as well as mandatory/compliance learning activities such as those in support of legislative change.

Those with responsibility for delivering key system initiatives have a responsibility to provide relevant learning opportunities and to ensure that the learning necessary to implement these initiatives is evident.

Districts, Directorates and Divisions:

- play a key role in coordinating and facilitating the delivery of system initiatives; and, therefore
- ensure that resources to support learning are best utilised, that duplication is reduced, and that learning is developed and delivered in a manner that takes account of local context.

Leaders and Managers:

- ensure that system-supported learning is engaged in and learning expectations are met; and
- have a key role in identifying and facilitating learning beyond system-supported learning, that is related to the successful operation and ongoing viability of the group.

Individuals have responsibility for learning outside that which is initiated and supported through their workgroup and the system. They have a responsibility to pursue learning that will meet their individual needs and further enhance their professional capability and growth.

Effective and Quality Learning

The most effective learning usually occurs when learners are engaged in activities that:

- are relevant and take account of previous and current knowledge and experience;
- include personal interaction with a teacher/tutor;
- build the assessment of learning into the design of the learning activity;
- assimilate and test learning in authentic contexts between or after input sessions;
- connect with a network of people who have an interest in similar fields;
- test that learning has been achieved and embedded through follow-up engagement; and
- provide appropriate and relevant recognition.

No one size fits all as far as quality learning is concerned.

Approaches that support ‘blended learning options’ achieve the best outcomes for learners.

Quality learning includes learning experiences that take account of both process and content. Process refers to the ‘how’ you learn, incorporating adult learning principles, and content refers to ‘what’ you learn. Some learning may focus on generic content, whereas maximum transfer and application of learning occurs when the content is specific to the context of the learner.

Partnerships

Professional Associations, networks and providers including tertiary institutions, all play a key role in supporting the attainment of system, workgroup and individual learning goals.

The Department is committed to pursuing greater opportunities to align the work that each of the contributing partners brings to achieve greater cohesion and reduce duplication of effort.

Reward and Recognition

The Department is committed to ensuring that opportunities exist for employees who engage in system-initiated learning and attain the stated learning expectations to receive recognition for this by way of tertiary credit. The aim is to have more employees with portable recognised postgraduate qualifications. This will require establishing a systematised relationship with Queensland’s tertiary providers and introducing single points of contact for Recognised Prior Learning processes.

The Department also recognises the need to investigate a range of other measures to reward performance with respect to exemplary learning attainment. These will build on those processes already in place through the new professionalism initiative.

4

The Learning Guarantee– Support for Key Curriculum Initiatives

The following sequence represents the flow of activities the system will deliver to improve the implementation of its key curriculum initiatives:

Implementation Plan for Key Curriculum Initiatives

Implementation plans will include a learning component which considers the staff capability required to deliver on the initiative.



Development of Learning Expectations

For each new initiative, a set of learning expectations will be developed in consultation with key stakeholders. These expectations will describe the key learnings (knowledge, skills and behaviours) that will enable the successful implementation of the key initiative. Professional standards will be used as a reference point in their development.



Development and Provision of Learning Pathways/Programs

For each major initiative, the system will provide a core level of support to facilitate employees meeting learning expectations. This guaranteed level of support includes the provision of central advice and support around the key initiative and its implementation, and access to a learning pathway/program.



Engagement with Learning Program

Each workgroup will be responsible for engaging relevant staff in learning programs, either using the program which is centrally provided or using alternative means.



Determining Whether Learning is Achieved

Key initiative implementation teams in central office will work with stakeholders to develop appropriate processes and means for determining improved capability.



Opportunities for Reward and Recognition

A system approach to support individuals who wish to receive formal recognition (by way of tertiary qualifications) for the learning attained around system initiatives will be developed.

The above learning sequence may also be used with other key system initiatives where appropriate.

Key Projects — Learning and development operations

Outlined below are the projects that the agency is supporting systemically in the 2004–2005 financial year. Other projects may be added as the year progresses. Short descriptions of each project including audience, key deliverables, learning expectations, linkage to professional standards and delivery mechanisms can be found on the Curriculum Exchange website at http://education.qld.gov.au/tal/curriculum_exchange/teachers/projects/ld/

Please note, while these learning initiatives are listed separately, it is envisaged that workgroups will consider and engage with many of these in an integrated fashion.

Key Curriculum Initiatives (those that will receive the Learning Guarantee as described in Section 4) appear in **bold**.

School Leadership

- Strategic Leaders
- Principals' Induction
- Toolkits
- Organisational Health Strategies for Leaders

Whole of School Capability

- Innovative Designs for Enhancing Achievements in Schools (IDEAS)
- Review by Exception
- Professional Learning Online Tool (PLOT)
- Inclusive Education
- National Safe Schools

Curriculum, Teaching Assessment and Reporting (CTAR) Initiatives

Syllabus/Content

- Years 1–10
- The Arts
- Technology
- **English**
- **Maths**
- **Spotlight on Science**
- Years 11 and 12
- VET – Real Game Training

Pedagogy

- Productive Pedagogies (enabled across all curriculum learning and development)

Assessment

- Assessment and standards

Cross Curricula

- **ICTs for Learning**
- Literacy and Numeracy
- Rural and Remote
- Indigenous Education (Partners for Success)

Phases of Learning

- Early Education — Preparatory Year
- Middle Phase
- Senior Phase

Organisational Capacity

- Remote Area Teacher Education Program (RATEP)
- Reading Recovery
- Indigenous Education and Training Alliance (IETA)
- Staff College Inclusive Education including Australian Sign Language (AUSLAN)

Professional Standards

- Implementation of Professional Standards for Teachers
- Professional Standards for Public Servants

Public Servant Development

- Management for Middle Managers

Executive Leadership

- Australia and New Zealand School of Government (ANZSOG)
- Executive Leadership Scheme

Compliance

- CPR training

Networks Support

- District Network Support
- Learning Place Professional Communities
- Professional/Teacher Associations Partnerships



Learning Category	Key Projects	First Quarter Term 3	Second Quarter Term 4	Third Quarter Term 1	Final Quarter Term 2
Learning Operations					
School leadership	<ul style="list-style-type: none"> Strategic Leaders Principals Induction Toolkits Organisational Health Strategies for Leaders 	•	•	•	•
Whole of School Capability	<ul style="list-style-type: none"> IDEAS Review by Exception PLOT Inclusive Education National Safe Schools 	•	•	•	•
Curriculum, Teaching, Assessment and Reporting Initiatives	<p>Syllabus/Content</p> <ul style="list-style-type: none"> Years 1–10 The Arts Technology English Maths Spotlight on Science Support for Years 11 and 12 Syllabus VET – Real Game Training <p>Pedagogy</p> <ul style="list-style-type: none"> Productive Pedagogies (enabled across all curriculum learning and development) <p>Assessment</p> <ul style="list-style-type: none"> Assessment and standards <p>Cross Curricula</p> <ul style="list-style-type: none"> ICTs for Learning Literacy and Numeracy Rural and Remote Indigenous Education (Partners for Success) 	Determined at district/cluster level			
		•	•	•	•
Phases of Learning	<ul style="list-style-type: none"> Early Education – Preparatory Year Middle Phase Senior Phase 	•	•	•	•
Organisational Capacity	<ul style="list-style-type: none"> RATEP Reading Recovery IETA Staff College Inclusive Education including AUSLAN 	•	•	•	•
Professional Standards	<ul style="list-style-type: none"> Implementation of Professional Standards for Teachers Professional Standards for Public Servants (see policy and positioning) 	•	•	•	•
Public Servant Development	<ul style="list-style-type: none"> Management for Middle Managers 		•	•	•
Executive Leadership	<ul style="list-style-type: none"> ANZSOG Executive Leadership Scheme 	•	•	•	•
Compliance	<ul style="list-style-type: none"> CPR training 		•		
Networks Support	<ul style="list-style-type: none"> District Network Support Learning Place Professional Communities Professional/Teacher Associations Partnerships 	•	•	•	•
Policy and Positioning					
	<ul style="list-style-type: none"> Learning and Development Activities Database 	•	•		
	<ul style="list-style-type: none"> School Online Learning and Development Agenda 			•	•
	<ul style="list-style-type: none"> Learning Measurement Processes and Survey 	•	•		
	<ul style="list-style-type: none"> Professional Standards for Public Servants 		•	•	
	<ul style="list-style-type: none"> Aligning tertiary post-graduate course offerings 	•	•		
	<ul style="list-style-type: none"> Employee Consultation and Engagement 		•		•

Please note some of the above projects:
– are new
– build on previous work
– will continue beyond the end of 2005

IDEAS Innovative Designs for Enhancing Achievements in Schools
PLOT Professional Learning Online Tool
RATEP Remote Area Teacher Education Program
IETA Indigenous Education and Training Alliance
AUSLAN Australian Sign Language
ANZSOG Australia and New Zealand School of Government

Central Policy and Projects for 2004–2005

Outlined below are the key initiatives that the Department will be working on in the 2004–2005 financial year to support the Learning Agenda. Short descriptions of each project can also be found on the Curriculum Exchange website at http://education.qld.gov.au/tal/curriculum_exchange/teachers/projects/ld/

Learning and Development Activities Database

The Learning and Development Branch will develop a database that is able to provide information on system-supported learning and development activities in 2004–2005. Information available from this database will inform decision-making on future learning agendas.

School Online Learning and Development Agenda (SOLDA)

The Learning and Development Branch will develop and implement an online learning and development tool for use by schools to assist in planning learning and development, including the allocation of school resources.

Learning and Development Measurement Processes and Survey

The Learning and Development Branch will work in partnership with the Performance Measurement Branch to develop and refine key questions on learning and development for the School Opinion Survey.

Work will also occur on processes that can be used by workgroups and individuals to provide feedback on system's initiatives delivery processes, to highlight future learning priorities and to provide qualitative feedback on school learning processes.

Professional Standards for Public Servants

In 2004, the Learning and Development Branch in conjunction with the Strategic Human Resources Branch will be working to develop a set of Professional Standards for Public Servants.

These branches will also be reviewing the current arrangements around Professional Standards for Leaders and Aspiring Leaders.

Tertiary Credit Processes

The Learning and Development Branch will work with tertiary providers to develop processes to provide opportunities for employees who engage in key system-initiated learning to receive tertiary credit for their achievements.

This project is also exploring processes to achieve greater alignment between system needs and postgraduate course offerings.

Employee Consultation and Engagement

The Learning and Development Branch will work in consultation with the Strategic Human Resources Branch to introduce processes for enabling face-to-face engagement with key employee groups to share ideas in relation to existing and new workforce capability and to inform next year's agenda. This will occur through a series of focus group meetings across the state in term one 2005.



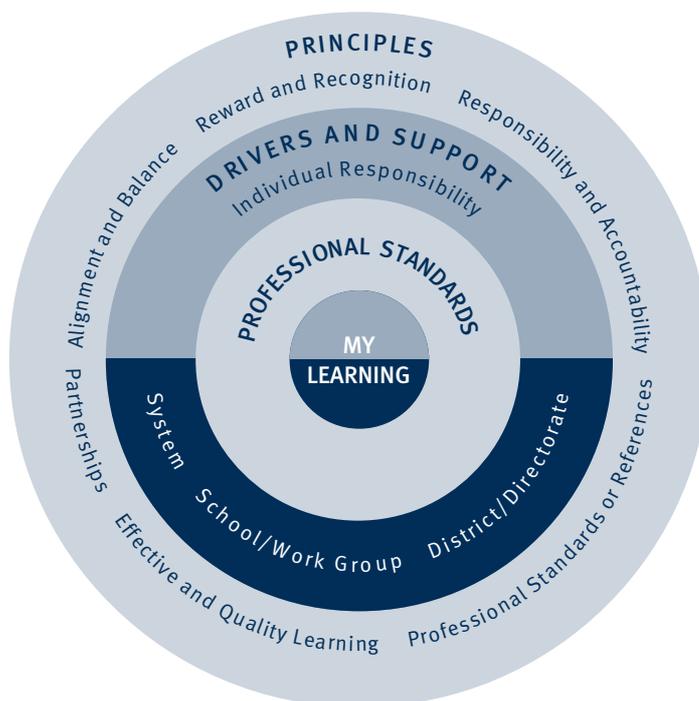
Individuals and Learning

It is expected that supervisors will already have processes for meeting with members of their work team to discuss learning and development needs and priorities. This agenda will be useful for highlighting the range of system-supported learning to occur during 2004–05.

Other learning opportunities will be provided through your workgroup, your professional associations and private providers, including universities.

Learning that individuals engage in will be a mixture of that which the system is supporting, that which the workgroup determines and learning important to the individual.

Balance is again the key element — system, workgroup and individual.



Further Information and Feedback

For further details on any information contained in the brochure and/or to provide feedback on the Learning Agenda, please contact the Learning and Development Branch on 323 70039 or visit the Curriculum Exchange website at http://education.qld.gov.au/tal/curriculum_exchange/teachers/projects/ld/