

My school

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 student enrolment numbers. This list represents an example of the staff who will usually be working in schools, depending on the context. Schools may have other titles for positions — you will need to become familiar with these.

Leadership team

Principal
 Deputy principal/s
 Head of School
 Head of Junior School/Early Years
 Head of Middle School/Middle Years
 Head of Senior School/Senior Years
 Head of Department (HOD)
 Head of Curriculum (HOC) or Curriculum Coordinator
 Head of Special Education Services (HOSES)
 Vocational Education and Training (VET) coordinator
 Year level coordinators
 Subject area coordinators
 ICT coordinator
 Smart Classrooms Coordinator (SCC)

Teaching and specialist support staff

Advisory Visiting Teacher (AVT)
 Class teachers
 Special education teacher/HOSES
 English as a second language (ESL) teacher
 Health and physical education (HPE) teacher
 Instrumental music teacher
 Key teacher
 Languages other than English (LOTE) teacher
 Music teacher
 Subject-specialist teachers (secondary)
 Support Teacher (Literacy and Numeracy) (ST[LaN])
 Teacher-librarian or resource teacher

Ancillary and support staff

Business services manager
 Administration officer/s
 Truancy officer
 Teacher aides
 Teacher aide: administration/student support
 Work experience coordinator/s
 Computer technician
 Guidance officer
 Student welfare officer
 School-based police officers
 School nurse
 Community support officer
 Community education counsellor
 Occupational therapist
 Speech–language pathologist
 Physiotherapist
 Rehabilitation and return to work coordinator (RRWC)
 Workplace health and safety officer (WHSO)
 Workplace health and safety representative (WHSR)
 Queensland Teachers' Union (QTU) representative
 Chaplain
 Religious instruction teachers
 Cleaners
 Janitor or grounds person/s
 Tuckshop convenor
 Uniform shop convenor
 Stationery shop convenor
 Science operations officers
 Agricultural assistants
 Parent liaison officer
 Volunteers

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 school's 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 secondary schools, Heads of Department (HODs) are responsible for their specific subject area/s and work closely with the school leadership team. As a secondary school teacher, your responsibilities will be outlined by your HOD, who will also be your direct supervisor or line manager.

Mentor

Your principal may assign a mentor for you to liaise with throughout the year. Working with a mentor in a professional partnership has definite benefits, and can provide excellent opportunities for you to develop as a beginning teacher.

Regular meetings with your mentor will foster informal professional conversations, which will assist you when facing challenges and celebrating and reflecting on successes. 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. You may approach a retired teacher or past pre-service supervisor, or access a mentor through professional associations. Your school leadership team and colleagues can give you advice in this area.

Accessing support

There are various people who can help you if you experience difficulties. When you require support, the following contacts can provide assistance:

- your supervisor
- your mentor
- other teachers on staff
- Regional Office staff via www.education.qld.gov.au/directory/phone
- Employee Advisory Service via www.education.qld.gov.au/health/employee.html
- your school-based Queensland Teachers' Union representative
- Queensland Teachers' Union Queensland Teachers' Assist Desk by email qtad@qtu.asn.au or telephone 1300 11 7823
- professional networks
- IMS Service Centre by telephone on 1800 680 445.

Specialist staff

Advisory Visiting Teachers

Advisory Visiting Teachers (AVTs) are teachers with specialist knowledge and skills, who support the educational programs of students with disabilities to facilitate quality educational outcomes. AVTs play a key role in the delivery of quality education to students with significant educational support needs. These students have been identified as requiring adjustments through the Education Adjustment Program (EAP) in the areas of:

- autistic spectrum disorder (ASD)
- hearing impairment (HI)
- intellectual impairment (II)
- physical impairment (PI)
- speech–language impairment (SLI)
- vision impairment (VI).

AVTs support students across a number of schools. If your students are supported by an AVT, ask when the AVT is scheduled to visit your school. Co-planning at the beginning of the planning cycle will mean that the learning needs of the students are considered in all timetabling and programming decisions, and will help to achieve quality educational outcomes.

Behaviour support services

Within each region, behaviour support staff may be accessed for advice and support in managing student behaviour. All state schools have access to behaviour staff. If you require their services, liaise with your principal to determine how you can be supported.

Special education teachers

Special education teachers are teachers with qualifications or experience in working with students with disabilities. Special education is identified as educational services additional to those generally available in a primary or secondary school, and may be delivered in a regular or special education setting.

This role requires liaison with parents, classroom teachers and therapists to ensure the educational priorities for students with disabilities are met. Special education teachers can potentially work with students across the age spectrum, from birth to Year 12.

In your role as a classroom teacher, you may work with special education teachers as part of a team to support students with disabilities in your class. This can include planning together, team teaching, developing individual education programs, completing Education Adjustment Program profiles, and more.

Community Education Counsellors

A Community Education Counsellor (CEC) is employed to provide pastoral care, support and advocacy for Aboriginal and Torres Strait Islander students. A regional CEC 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 teachers

English as a second language (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 officers

Guidance officers (GOs) are teachers with additional qualifications and training in the area of guidance and counselling. GOs are appointed as a regional resource. Each region will allocate GOs to either individual schools or a number of schools, according to regional needs. There are processes for student referral to a GO. You will need to find out about your school's referral process and then work within that process.

Roles vary from school to school. The role of the GO can include:

- collaboratively planning, negotiating and providing a comprehensive student support program within the context of the school community
- working as part of a multidisciplinary team and facilitating effective working relationships and

partnerships with parents, school personnel and external support agencies in order to provide a comprehensive support, case-management and referral service that optimises students' access and engagement in educational programs

- providing a counselling and referral service to assist students in decision-making about critical educational, personal, social, emotional and career development, and providing ongoing support during the implementation phase of their decision
- conducting activities such as student observation and psycho-educational assessment in order to determine the nature of student learning difficulties, disabilities, developmental levels or psychological and emotional status in order to make recommendations for educational adjustments and interventions
- assisting schools in the implementation of student protection, gifted education, behaviour support policies and risk management processes that may involve the development of individualised student plans, including Education Support Plans and Negotiated Education Plans
- providing specific support in secondary schools that may include involvement in the process of Senior Education and Training (SET) Planning, career development and future pathway options counselling
- preparing and implementing professional and personal skill development programs and in-service activities for administrators, teachers and parents
- providing leadership and specialised support in response to student protection issues, critical incidents and emergencies, and the transition of students into alternative education programs, and their reintegration back into mainstream schooling.

GOs (intensive behaviour support) work collaboratively with other school-based support personnel to assess and address the needs of students requiring the most intensive behaviour support.

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 effectively.

Heads of Curriculum – primary

Heads of Curriculum (HOCs) are based in primary and special schools. They are responsible for coordinating the implementation of the curriculum in their local school setting.

Heads of Department – secondary

Heads of Department (HODs) are based in secondary schools. They focus on curriculum leadership, developing the quality of teaching and learning, and nurturing positive relationships between students, teachers and stakeholders. They manage the human, financial, facilities and curriculum resources of a particular curriculum area or faculty within the school.

Heads of Special Education Services

Heads of Special Education Services (HOSSES) are based in primary and secondary schools. They focus on educational leadership, and will lead the school special education program or early childhood development program. They will work with teachers, students with disabilities and stakeholders, focusing on providing quality learning outcomes for all students. They also manage the human, financial, facilities and curriculum resources of the program to achieve goals.

Health and physical education teachers

Health and physical education (HPE) teachers provide 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 HPE teachers. 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 teachers

Instrumental music teachers allow students to learn to play instruments and facilitate their participation in ensembles, such as concert bands and orchestras. Instrumental music teachers usually 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.

Music teachers

Music teachers may work across a number of schools or in the one location, depending on the size of your school. The music teacher is a wonderful resource to assist in creatively integrating music into the classroom. In the secondary setting, music teachers work with the Senior Music Syllabus. Music teachers often assist instrumental music teachers with the school music program.

Languages other than English teachers

Language other than English (LOTE) teachers are responsible for teaching a specific language, which may include Chinese, Japanese, Indonesian, French, Spanish, Italian or German. LOTE is compulsory for students in Years 6 to 8. Find out about the timetabling of LOTE at your school — in primary schools, this is often non-contact time for classroom teachers.

Subject-specialist teachers – secondary

In the secondary setting, teachers are often trained in one or two specialist teaching areas. Subject-specialist teachers will often have a dual degree, where their first degree is in their specialist area and their second degree is in education (for example, Bachelor Arts – Drama/Bachelor Education – Secondary). Such specialist areas may include geography, history, visual art, drama, dance, information technology, science, mathematics or English. The subject-specialist teachers listed in the sections above (HPE, instrumental music, LOTE and music) are found in primary and secondary school settings.

Speech–language pathologists

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–language pathologist and teacher enhances educational options for students.

Difficulties in language and other areas of communication can significantly affect a student’s ability to learn, participate and achieve. Therefore, speech–language pathologists play an important role in the educational process.

The speech–language pathologist’s role includes:

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

Occupational therapists

Occupational therapists (OT) provide services to eligible students with disabilities, and to their education teams. The purpose of the service is to enhance or support students’ educational goals, facilitating students’ participation in the educational process. OTs are allocated as a regional resource. Schools can submit written requests for services to the base location for occupational therapists in their district or region.

The OT’s role involves working collaboratively with the education team (students, families, teachers, other education personnel) and can include:

- assisting in design and delivery of education programs, including curriculum, equipment, technologies and environments, to enable learning engagement and success
- promoting students’ optimum wellbeing, function, independence and productivity in school occupations, particularly in the areas of study skills, activities of daily living, play and recreation
- providing resources, training and consultation, including liaising with other agencies that provide services to the student.

Physiotherapists

Physiotherapists provide services to eligible students with disabilities, and to their education teams. The purpose of the service is to enhance or support students’ educational goals, facilitating students’ participation in the educational process. Physiotherapists are allocated as a regional resource. Schools can submit written requests for services to the base location for physiotherapists in their district or region.

The physiotherapist’s role includes:

- developing physical performance and prerequisite skills for student function at school, particularly for working in the classroom, moving around, playing during breaks and participating in physical education
- advising on posture, positioning, activities and equipment (for example, seating, standing, mobility, orthoses) to allow participation in the classroom and school grounds
- providing resources, training and consultation, including liaising with other agencies that provide services to the student.

Support Teachers (Literacy and Numeracy)

Support Teachers (Literacy and Numeracy) (STs[LaN]) work with class teachers, supporting them with advice with curriculum planning, as well as providing targeted or intensive teaching to small groups or individual students where appropriate. They are available to assist class teachers with co-teaching of students who are experiencing difficulties with the literacy and numeracy demands of curriculum. The ST(LaN) can be a great support to you while you are developing your own set of teaching strategies to cater for a wide variety of student learning.

The ST(LaN) in each school is also available to meet with parents and carers, to provide advice and support to them for their students experiencing difficulties. They can also advise on a range of suitable resources, including assistive technology options.

Your school will have a system for communicating the details of students who have been identified and prioritised for targeted or intensive teaching. It will also have processes that give you access to the ST(LaN) who will work collaboratively with you to meet the needs of identified students in your class/es.

Key teacher

Key teachers are important members of the whole-school support team. They are responsible for developing and providing support for the range of students requiring additional assistance in literacy or numeracy.

The main duties of key teachers include:

- assisting with the implementation and management of individual support programs for children identified through the Year 2 Net process as requiring a moderate level of support
- assisting Years 1, 2 and 3 teachers to use the developmental continua to monitor children's literacy and numeracy development
- supporting teachers with validation and moderation activities.

Teacher-librarians

Teacher-librarians 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 the library and borrow books. Alternatively, you may need to book this on a needs basis. Explore the options to work collaboratively with the teacher-librarian and integrate this element into your classroom planning.

Ancillary and support staff

Ancillary and support staff contribute to the efficient running of a school. Building strong professional rapport with these staff members can be very beneficial, as they can prove to be a highly knowledgeable source of assistance and information, not to mention support. Depending on the number of student enrolments, this group of staff members may include:

- business services manager
- administration officers
- teacher aides
- cleaners
- computer network technician
- janitor or grounds person
- science operations officers
- 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 or the resource centre
- to support students with diverse learning needs, students with disabilities, Aboriginal and Torres Strait Islander students or Prep classes
- as part of early years reading intervention
- to support areas such as literacy, manual arts, science and the performing arts in secondary schools.

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

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. This time may be for in-class support or administrative support. When planning 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 terms of preparing, locating or ordering resources?
- How can you plan for the time so that it can be used to the best effect for students?
- 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, the students will be less likely to feel and be viewed as different, or disenfranchised from the teacher.
- 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!
- 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.
- Acknowledge the good work teacher aides do. This is always appreciated.
- Model respect for your teacher aides and students will follow your lead.
- Develop a time-efficient method for the teacher aide to report back to you.
- Share responsibilities and triumphs.
- Negotiate the program — use the strengths of the teacher aide. For example, if they are passionate about information and communication technology, 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.

Rehabilitation and return to work coordinator

Workplace rehabilitation is a process for assisting injured employees during their recovery to achieve an early, safe and sustained return to meaningful and productive work. Your school may have a teaching or non-teaching staff member who coordinates rehabilitation and return to work programs for injured or ill employees. As part of their role, a Rehabilitation and return to work coordinator (RRWC) will:

- initiate early contact with an injured employee to clarify the nature and severity of the employee's injury
- develop a return to work program, where required, in consultation with the employee, their supervisor and their treating medical practitioners
- liaise with rehabilitation or WorkCover staff.

Workplace health and safety officers

All schools and workplaces with 30 or more staff must have a workplace health and safety officer (WHSO) who has completed a formal training course. Your school may have a teaching or non-teaching staff member who is the school WHSO. Their role is to assist the principal or manager by providing advice on the overall state of health and safety at the workplace. This includes carrying out inspections and investigations, conducting educational programs about health and safety, coordinating the annual workplace assessment, and leading the health and safety committee.

Workplace health and safety representatives

A workplace health and safety representative (WHSR) is elected by fellow workers. Schools and workplaces may have a staff member who has been voted into this position. The role of the WHSR involves liaising with other staff to identify health and safety issues and conveying these to management. WHSRs are entitled to carry out inspections and review the circumstances of workplace incidents. The WHSR can assist in the consultation process by participating in the school health and safety committee. A WHSR may be of particular benefit at schools with fewer than 30 employees.

For more information, visit www.education.qld.gov.au/health/safety/managing/whsr.html

Queensland Teachers' Union representative

The Queensland Teachers' Union (QTU) representative at your school is the face of the QTU in your workplace. QTU representatives are teachers who are members of the QTU and are nominated by their colleagues to be their representative. They are a wealth of knowledge and your first point of call if you have any industrial questions, for example, *What time do I need to be at school? How much playground duty am I required to do?* They will also provide information to staff regarding the recent activities of the union. QTU representatives are there to assist and support all QTU members in both professional and industrial matters.

Religious instruction

Religious instruction occurs in Queensland state schools according to legislation and departmental policy. This program is provided by ministers and accredited representatives of 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
- persons who will be providing religious instruction for students
- program of religious instruction each student is required to attend and the school location where these programs are delivered

- arrangement for students who are not participating in religious instruction
- supervisory role or teaching alternative instruction which you may be required to take during the time of religious instruction
- storage requirements for religious instruction materials that may be agreed to by the school.

Please be aware teaching religious instruction is not part of a teacher's work duties.

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's Chaplaincy Services in Queensland State Schools policy provides guidance to school communities for the introduction and maintenance of Chaplaincy Services.

It is important that you are familiar with the:

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

Volunteers

International and national research shows that volunteer tutoring can have significant benefits for all participants — the students, the school, the teachers and the 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, assisting at school events such as fetes and discos, or by joining the Parents and Citizens' Association. Parents will be more willing to volunteer in your classroom if you have taken the time to build productive partnerships.

The Volunteer Ready Reader program has been developed so that volunteers can work with individual students to foster a love and enjoyment of reading. Volunteers are trained to use strategies that will align with approaches used by teachers and teacher aides in the classroom. Ready Reader volunteers will be familiar with strategies to use before, during and after reading. If you wish to find out more about this program, ask a member of your administration team.

Parents of students at the school who are volunteering in the classroom need to sign in on the school register of visitors or 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:

- recording daily attendance
- behaviour management and support, in accordance with the school Responsible Behaviour Plan for Students
- recording of student behaviours in OneSchool
- internet access
- playground duty
- excursions
- collection of money
- outgoing correspondence
- management of health conditions and administration of medication.

Schools also adopt the policies and procedures within the 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. The *Developing Performance Framework* processes can assist you with this. Most schools have reference or committee groups where you work with other teachers to achieve shared goals. These committee groups can focus on topics such as literacy, curriculum, facilities, student needs 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 or key learning areas. In secondary school settings, teachers will initially report to their Head of Department. Confirm the reporting protocols with your principal.

Hours of duty

Hours of duty vary from campus to campus, depending on the needs of the students, the structure of the timetable, meal breaks and bus runs. Find out what time you are required to be at work and always be prompt. Arriving early allows you to logistically and mentally prepare for the day ahead. Occasionally, there may be situations where you are unavoidably late due to car trouble or traffic delays. Your school will have a procedure for dealing with this. 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 am) if you are unable to work due to illness. It is imperative that your school knows by this time, so that arrangements can be made to organise your replacement. Speak to a member of your leadership team about the process followed when taking a sick day or leave. Some schools have a specific 'Absences Hotline', while other schools prefer you to email. Enquire about the policy on having work prepared for supply teachers, what time to phone, and what type of leave you are entitled to.

School timetables

Student arrival in the classroom or school grounds will vary from school to school, depending on the structure of the timetable, bell times and school rules. Your leadership team will issue a school timetable outlining bell times for:

- students to enter the school grounds
- students to enter the classroom (primary)
- the start of form class or assembly
- learning to begin
- class times (secondary)
- morning, middle and afternoon sessions (primary)
- first and second breaks
- the end of the school day.

With the introduction of the Australian Curriculum, the priority is to focus on English, mathematics and science, while continuing to teach all KLAs.

English and mathematics are acknowledged as fundamentally important in all years of schooling. A focus on science recognises that studying this KLA provides an essential preparation for 21st century living.

Minimum time allocations for English, mathematics and science in 2011

Subject	Yrs 1–3	Yrs 4–7
English and literacy	7 hours/week	6 hours/week
Mathematics and numeracy	5 hours/week	5 hours/week
Science	1 hour/week	1 hour/week 2 hours/week*

* Science Spark schools will be encouraged to build 2 hours per week of science for Year 7 students.

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

Supervisions – secondary

In secondary schools, teachers receive ‘spares’ — lesson times they are not timetabled to teach, where they have access to non-contact time. Secondary teachers are entitled to 210 minutes (primary teachers are entitled to 120 minutes) non-contact time per week. Sometimes, secondary teachers will have timetabled spares that add up to more than 210 minutes. If this is the case in your timetable, you are eligible to receive

‘supervisions’, where you will be required to supervise an absent teacher’s class. You may receive more than one supervision per week, but you must always ensure that you are left with your 210 minutes of non-contact time.

Hints

You will receive notice of your supervision before the start of the school day — ensure that you are given work for the class to do and a copy of the class roll. Your deputy principal will usually be responsible for coordinating supervisions. Supervisions are shared equally among teachers who are eligible to receive them.

Supervisions can provide several challenges for teachers. If you are eligible to receive supervisions, you may never know which spares you will lose to supervisions. Manage your time and workload so that you do not rely on a particular spare to get work done — you may not get the spare as you may need to take on a supervision.

Although work should be provided for you by the absent teacher, this will not always be possible. Therefore, it is wise to create a folder of resources and activities that you can take with you to supervisions, so you can be sure that students will be intellectually engaged in the lesson. Activities you may wish to include in such a folder include crosswords, word jumbles, lateral thinking puzzles, Sudoku puzzles, quizzes, social skills activities and writing tasks.

Playground duty

Ensure you are clear about your playground duty expectations, areas of supervision, and procedures for emergencies, injuries and behaviour support. 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.

Bus duty and bike duty supervisions are other forms of ‘playground duty’ you may be given.

Hint

Check school-based strategies for managing playground duty.

Moving around the school

To minimise disruption to other classes, make sure your students understand your expectations in terms of 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.

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 secondary 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.

In the secondary setting, students will most likely move through the school as they go from class to class. You may also need to do this, especially if you teach more than one subject area, as classrooms for different subjects are often located in the different blocks around the school. Be aware of how long it takes you to get between your classrooms — sometimes your classes can be on opposite sides of the school and timetabled directly after each other. If this is the case, you will need to make appropriate arrangements to ensure that you reach your class on time. You may need to take your resources with you to your previous class to make sure you allow yourself the maximum time to arrive at your next class. You may also need to make an arrangement with another teacher for them to keep an eye on your class until you get there. Make sure your class understands the expectations in terms of lining up and waiting quietly until you arrive.

Hint – secondary

Ensure you dismiss your students promptly at the end of the lesson, so that they are able to move to their next class in an orderly fashion and arrive on time.

Class roll

The roll is a legal document and must be marked twice a day (morning and afternoon), or more frequently, depending on your setting. Secondary school teachers must monitor attendance and absence in each lesson that they deliver. Many high schools also use methods such as absentee slips for the purpose of reconciling student absences during the day. Information contained in your roll/s is entered into the School Information Management System (SIMS), so it must be accurate and legible. Corrections must be initialled. Be considerate to the person transferring the data by taking care with this. Administration staff use this data to generate reports about student lateness, absences and truancy. Be sure to follow the established procedures in terms of monitoring absenteeism and truancy, particularly in secondary schools. Auditors do check this document, so it must be filled in using black or blue pen (not pencil) and initialled each time it is marked.

Workplace health and safety

Education Queensland's health and safety programs and initiatives aim to prevent injuries and illness and minimise risks in schools and departmental workplaces. Effective health and safety management processes help to create healthy and safe working and learning environments for staff, students and others. Health and safety is everybody's responsibility, and as a staff member, you have obligations to follow health and safety instructions, and to avoid endangering your own safety or the safety of others.

The *Workplace Health and Safety Act 1995* and *Regulation 2008* and *Electrical Safety Act 2002* and *Regulation 2002* require all Queensland workplaces to record, and in some instances, notify, of health and safety incidents. The department must comply with these legal obligations. You must advise your supervisor or principal about incidents or injuries to yourself, your students or visitors.

Incidents will be recorded in the MyHR WHS System. You will be able to access the system through your own log in.

Emergency procedures

Emergency plans are prepared and practised to ensure the safety of students, staff and others on site. Plans are needed for a range of critical incidents including fire, explosion, chemical release, violence or dangerous weather conditions.

In particular, you will be given the school emergency procedures for:

- emergency evacuation
- lockdown
- bomb threats
- suspect packages.

The development, communication and practising of plans will assist in preventing panic and improve the management of the situation. 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.

Hints

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

First aid and medication

The health and wellbeing of students and staff are to be considered at all times. Students who are ill or injured are to be sent to the school's 'sick bay' or first aid treatment area, or be treated where the illness or injury occurred. Ill or injured students, staff or others should be adequately supervised until no further treatment or assistance is required, or until the person is handed

over to ambulance or medical personnel or the parent or carer. Appropriate infection control procedures should be implemented when administering first aid.

First aid should be administered in accordance with your first aid personnel's level of approved training. If unsure as to the severity of the injuries or illness, contact the Queensland Ambulance Service or relevant first aid provider. Parents will be contacted as the primary carers of the sick or injured child, and may be required to take their sick or injured child home for further care if they are unable to continue with their educational program.

More information can be found in the department's first aid policy – HLS-PR-003 First Aid (<http://iwww.qed.qld.gov.au/strategic/epr/health/hlspr003/index.html>)

Be aware of students with specific health conditions, such as asthma, diabetes, anaphylaxis and epilepsy, who may require an emergency intervention, as you will need training in emergency management. Additionally, students with specific health conditions may have an Individual Health Plan or Emergency Health Plan, which will provide individual medical management for the student. These plans are developed by the treating medical practitioner.

All schools follow the policy and guidelines within HLS-PR-009 Administration of Routine and Emergency Medication in Schools (<http://education.qld.gov.au/strategic/epr/health/hlspr009/index.html>) in relation to the requirements for the administration of all medicines to students.

All medicines, including prescription medication and non-prescription medication, must only be given following written requests with specific information and instructions from a medical practitioner. Emergency medication such as for anaphylaxis or asthma should be accessible and not kept in a locked cabinet. All other medication should be located in a locked cabinet where routine medications will be administered to students.

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.

Internet and intranet access

Every school is connected to a common information technology network, called the Education Queensland Wide Area Network. Each staff member is allocated a unique network logon identity (ID) and Managed Internet Service (MIS) ID.

With your network logon ID, you can:

- log on to computers on the Education Queensland Wide Area Network
- access appropriate files using a school computer networked to your school's server
- access your school's intranet using a school computer networked to your school's server
- log on to OneSchool.

With your MIS ID, you can:

- log on to the internet from any Education Queensland computer
- access your Education Queensland email account wherever there is internet access, anywhere in the world.

To gain your logon information, contact your school's MIS administrator or school technical support person. You will need to read and sign the department's corporate ICT network policy.

All teachers are given access to their school's intranet and the internet for core school business. The intranet is only accessible on school computers networked to the Education Queensland server. There are procedures in place for staff and student use of the internet and email, which can be accessed on the Procedures Register. Understanding these procedures will support you in making information and communication technology integral to learning.

Access to the internet also gives you entrance to the Learning Place, Education Queensland's eLearning environment.

Email

Education Queensland provides a free email service to teachers for professional communication when engaging in school business. Education Queensland also provides students with email addresses.

Your Education Queensland 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. Students and staff are bound by guidelines for acceptable use of email.

Student and parental consent

Students and parents or carers are required to sign an Internet Agreement. Without parental consent, students cannot access the internet.

Teachers must be vigilant in terms of the ethical, safety and security issues in relation to student use of the internet.

Student and parental or carer consent is also required to take and display photographs and to display student work in public.

Due care and diligence is required when publishing student images. Consult your supervisor about your school's consent record-keeping.

Safety considerations in curriculum

Your general obligations with respect to this are outlined in the Procedures Register at www.education.qld.gov.au/strategic/eppr/health/hlspr012/index.html

The department is committed to the health, safety and wellbeing of students, staff and others involved in all curriculum activities conducted at schools or other locations.

This procedure:

- establishes the context for effective curriculum risk management
- outlines the responsibilities school staff and others have for the safe delivery of curriculum activities
- establishes a minimum procedure for the approval and implementation of risk management for curriculum activities undertaken in schools and other locations
- applies to all curriculum activities organised or conducted by school staff.

In applying this procedure, it is expected that you are responsible for implementing school curriculum activities, and identify and manage all risks associated with the activity to ensure the safety of all involved.

Those responsible for any school curriculum activity have legal obligations under the *Workplace Health and Safety Act 1995* (Qld), and a common law duty of care to ensure the safety of all those involved in the activity through risk management.

When effectively implemented, risk management processes enable staff to demonstrate a systematic approach to safely manage curriculum delivery, thereby fulfilling their legal obligations.

The risk management of curriculum activities involves the identification of hazards, the assessment of risks and the treatment of risks associated with the activities.

All curriculum activities, especially new or unusual ones, should be considered in terms of their inherent level of risk. To do this, consider risks in terms of:

1. Which students will be involved? (age, maturity, experience, special needs, number)
2. What will students be doing? (running, jumping, swimming, cutting, cooking, throwing)
3. What will students be using? (hazardous materials, sporting equipment, tools, stove)
4. Where will students be? (classroom, outdoors, restricted space, pool, creek, the beach, elevated)
5. Who will lead the activity? (experience, qualifications)

In addition, the Procedures Register provides links to specific advice relevant to identifying and managing the risks associated with particular activities. More than 140 activities covering sports, art, science, drama and many more are included. You should familiarise yourself with these curriculum activity risk assessment guidelines prior to teaching classes that may involve these activities. For more information, visit www.education.qld.gov.au/strategic/eppr/health/hlspr012/index1.html

Hearing Conservation Program

The department conducts a Hearing Conservation Program which has identified staff groups at risk of exposure to high levels of noise that have the potential to cause hearing damage. The following teaching groups have been prioritised for inclusion in the Hearing Conservation Program.

If you are a new employee in one of these staff groups, please contact the Organisational Health Unit on 3237 6069 to ensure you have your hearing test conducted:

- Industrial Technology and Design (ITD) teachers and teacher aides
- instrumental music teachers.

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, staffroom and classroom/s outside school hours. These should be looked after with extreme care. Consider your personal safety when working at school by yourself, and confirm with your administration 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 (this is generally around 6 pm).

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-based procedure), with a copy given to office staff to assist them in responding to possible enquiries during class time.

Successful communication tools used in schools include:

- website
- newsletters
- parades and assemblies
- street noticeboard
- classroom correspondence
- online professional communities
- online discussion forums, blogs
- voice and web 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 the perfect 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 and issues impacting on students, teachers and the community. Communication tools could include:

- 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 daily notices/communication book/daybook — outlining daily events and changes to school routine
- emails
- staff briefing — short meetings before or after school to share key messages
- staff newsletter — information prepared by the principal with reminders and alterations to procedures
- curriculum meetings — key learning area planning across/within year levels
- pigeonholes — messages and notices will be left in your pigeonhole
- school intranet — messages will be posted for staff to access in their own time; booking systems for equipment and resources may be hosted here also
- student daily notices — key information to be shared with students
- bulletin board — daily notices published on the intranet from Education Queensland
- term planner — a calendar of events, with meetings and key dates displayed to keep staff informed
- teacher codes — a code allocation based on initials used in communication
- *Education views* — Education Queensland newsletter available on the internet

- *Teaching Learning Connect* — subscribe by visiting <http://team.oneportal.deta.qld.gov.au/sites/TLCsubscribe/default.aspx> and have a copy of the e-newsletter delivered to your inbox each month.