



Education Queensland Professional Development Plan for State Schools

2010–2012





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This document outlines the key professional development priorities for Queensland's state schools. It recognises that a variety of types of professional development for all teachers is needed in order to lift the overall levels of achievement in Queensland's schools, with a focus on building teachers' skills in teaching literacy, numeracy and science.

The professional development priorities outlined in this plan aim to support the achievement of Education Queensland's reform agenda, an outline of which is provided in the next section.

In your workplace planning for 2010–2012, it is expected that professional development focusing on these priorities will be included for relevant employees. Individual employees should incorporate in their planning under the *Developing Performance Framework* those professional development priorities they have identified to develop their capabilities.

The Context

All Australian governments have agreed to ensure that Australian school students acquire the knowledge and skills necessary to participate effectively in society and employment in a globalised economy. The *National Education Agreement* sets out the six key policy directions for the education sector, namely:

- Improving teacher and school leader quality
- High standards and expectations
- Greater accountability and better directed resources
- Modern, world class teaching and learning environments, including ICT
- Integrated strategies for low socio-economic school communities
- Boosting parental engagement.

It also sets out the five priority outcomes, and establishes a system of performance planning and reporting. The five priority outcomes are:

- All children are engaged in and benefiting from schooling
- Young people are meeting basic literacy and numeracy standards, and overall levels of literacy and numeracy achievement are improving
- Schooling promotes the social inclusion and reduces the education disadvantage of children, especially Indigenous children
- Australian students excel by international standards
- Young people make a successful transition from school to work and further study.

The *National Education Agreement* also sets out the targets that have been agreed to by the Council of Australian Governments, namely:

- Lifting the Year 12 or equivalent attainment rate to 90 per cent by 2020
- Halve the gap for Indigenous students in reading, writing and numeracy within a decade
- At least halve the gap for Indigenous students in Year 12 or equivalent attainment rates by 2020.

Education Queensland's *Roadmap for Curriculum, Teaching, Assessment and Reporting in Years 1–9* affirms the importance of striving for academic excellence for every child, in every classroom, every day. It gives teachers and school leaders direction on how to raise student achievement in the priority areas of English/literacy, mathematics/numeracy and science.



Professional Development Priorities – 2010

All schools will engage staff in the following professional development activities in 2010 to ensure they are better equipped to deliver on the Department's targets and expectations. Regions will provide details regarding when these programs are available and how they will be delivered.

Literacy

All newly recruited primary school teachers P–7 and Years 8–9 teachers will participate in a five-day literacy professional development program to support the actions described in the *Literacy – the Key to Learning: Framework for Action*. The professional development will focus on enhancing teachers' knowledge, pedagogy, and understanding of literacy across the curriculum.

Numeracy

Numeracy professional development opportunities will be made available to P–9 teachers to support the actions described in the *Numeracy – Lifelong Confidence with Mathematics: Framework for Action*. The professional development will focus on enhancing teachers' knowledge, pedagogy and understanding of numeracy across the curriculum, with a particular focus on areas identified through analysis of student performance data.

Science

As part of the *Science Spark: Reigniting Students' Interest in Science* initiative, a professional development program aimed at improving the engagement and achievement of students in science will be available for teachers of Years 4–7. The Earth Smart initiative will complement the science education professional development opportunities to increase the number of environmentally sustainable schools.

English

P–9 teachers will be provided with professional development opportunities aimed at improving learning and student achievement in English through the regional Principal Project Officers (QCAR – English).

Mathematics

P–9 teachers will be provided with professional development opportunities aimed at improving learning and student achievement in Mathematics through the regional Principal Project Officers (QCAR – Mathematics).

Using targets and student performance data

New professional development materials will be available online for teachers and school leaders to enhance their confidence in accessing and using student performance data to inform curriculum planning, professional development priorities and to set targets for focused whole school improvement.



Embedding Aboriginal and Torres Strait Islander Perspectives

A two-day, regionally based program will be delivered in schools. The program is designed to develop an understanding of the *Embedding Aboriginal and Torres Strait Islander Perspectives in Schools* (EATSIPS) framework and its application in everyday practice, in the four key areas of personal and professional accountability; community partnerships; organisational environment; and curriculum and pedagogy.

Future Directions — 2011–2012

From 2011 and 2012 a range of new initiatives such as the implementation of the new Australian curriculum in mathematics, English, the sciences and history means schools will undertake long term professional development planning for the following priorities.



Literacy

A review of the *Literacy – the Key to Learning: Framework for Action* will inform future professional development priorities and opportunities.

Numeracy

A review of the *Lifelong Confidence with Mathematics: Framework for Action* will inform future professional development priorities and opportunities for numeracy.

Science

Professional development for Years 4–7 teachers will continue to be available to support improved student engagement and achievement in science.

Using targets and student performance data

Teachers and school leaders will continue to enhance their confidence and capability in accessing and using student performance data to inform curriculum planning and to set targets for focused whole school improvement.

English, mathematics, the sciences and history P–12

Teachers and school leaders will be provided with professional development opportunities to support implementation of the Australian Curriculum.

Teachers of ESL learners including Indigenous students

Teachers and school leaders appointed to schools with significant numbers of students with English as a second language will be provided with professional development specific to the needs of these students as part of the state-wide induction program.

Year 12 attainment and transitions

Professional development opportunities will be provided to increase school capacity to lift Year 12 attainment and transitions. This may include increasing teacher capacity to deliver VET Certificate II or higher qualifications and the development of SET and transition planning models.

Regional and Systemic Support

The Department will allocate resources to support the professional development of staff through the following initiatives.

Workplace Health and Safety for teaching and learning

New materials will be developed to support teachers and school leaders plan for and create safe learning environments and undertake appropriate risk management practices to ensure the safety of staff, students and school visitors.

Regional Principal Project Education Officers (QCAR – Mathematics/English)

Based in the regions, officers (equivalent to 30 full time teachers) will provide professional development opportunities in support of effective English and mathematics teaching and learning. This professional development will enhance teachers' curriculum and assessment expertise and develop consistency of teacher judgements using standards.

Vacation Professional Development

In support of the priority areas of literacy, numeracy, and science, additional professional development opportunities will be made available through vacation based programs.

Science Specialists

The equivalent of 100 additional teachers will be placed in state primary schools to release experienced science teachers. These science teachers will then be able to assist other teachers in teaching science to students in Years 4–7. As well, 15 science managers will provide professional development programs to primary schools to support the teaching of science for Years 4–7 teachers.

Literacy and Numeracy Coaches

Based in the 175 Literacy and Numeracy National Partnership schools, 130 coaches (equivalent to 91 full-time teachers) will work directly with teachers and school teams to improve student performance in literacy and numeracy. The professional development and support the coaches provide will assist teachers to build teaching skills in literacy and numeracy.

Languages other than English

Professional development opportunities will be made available for teachers of languages other than English through a variety of modes including online, face-to-face and residential. The professional development will enhance teachers' language proficiency and pedagogy (including information and communication technology delivery skills).

Teacher Induction

Deliver systemic induction programs to provide graduates and newly appointed teachers with a comprehensive induction to teaching in a low socio-economic school community. The content of these programs will be developed in consultation with school leaderships teams.

Principal Induction for National Partnership Principals

Deliver principal induction programs, on-going support, and customised professional development to National Partnership Principals to ensure they have a clear understanding of the intent of the National Partnership Agreements and their role in school leadership, planning, implementation, and reporting.

Principal Induction and Leadership Development

Regions will provide all principals with principal induction programs and aspiring leaders with opportunities for leadership development in response to regional and state priorities including workplace health and safety.

The *Pathways to Principalship Program*, an initiative of the *Improving Teacher Quality National Partnership Agreement*, will provide aspiring principals with a supported career pathway, including experience in small schools in rural and remote locations (band 5 and 6 schools). It will include professional development, extended induction processes, and an online support community.

Catering for Diversity

A blend of videoconferencing, face-to-face workshops, and online courses will be provided to build staff knowledge and expertise in managing the diverse learning needs of all students. Strategies to support the specific needs of students with disabilities, students from culturally and linguistically diverse backgrounds, and students at risk of disengaging from education will be encompassed in these professional development activities.

Strengthening Student Well-being

A range of professional development activities and online resources will be available to support student well-being, including social and emotional learning and resilience programs, pastoral care, mental health literacy (understanding of mental health), and child protection.

Safe, Supportive and Disciplined Learning Environments

Information sessions, workshops, and online courses will be available to support and equip school staff with the skills needed to manage student behaviour and student well-being in a safe and supportive learning environment, including strategies to integrate pastoral care services in schools.

Schoolwide Positive Behaviour Support

Consolidation of existing 250 schools' participation and implementation of *Schoolwide Positive Behaviour Support* (SWPBS), and development of increased regional capacity to support local adoption and application of SWPBS.

Customised Professional Development for Leaders

School leaders and teachers participate in professional development targeted to the needs of schools in low socio-economic status communities. A new suite of professional development opportunities will be developed specifically targeting school leaders participating in the National Partnership Agreement on Low Socio-Economic Status School Communities including a principal induction program.

Digital Education Revolution – Embedding ICT in the Classroom

In support of the the Smart Classrooms - Professional Development Framework, two digital resource packs designed for facilitation by schools and clusters will support acquisition of the ICT Certificate and the ICT Pedagogical Licence.

