Flying Start induction toolkit
for beginning teachers
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Acknowledgments

Special thanks are given to the teachers and school leaders who contributed their knowledge and expertise to this publication.

For more information regarding the Flying Start induction strategy, please contact:
Professional Development and Leadership Institute
Department of Education, Training and the Arts
30 Mary Street,
Brisbane, QLD 4000

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
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 Department’s vision of creating a Clever, Skilled and Creative Queensland.

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 the 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 professional journal – using the recommended templates. These resources will assist you to record reflections on your practice and professional development 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.

Sonia Godsave
A/Assistant Director-General
Strategic Human Resources
Top tips for beginning teachers

‘Don’t underestimate the power of being highly organised! Planning ahead for your week is crucial, not only in terms of lessons, but also in organising what needs to be done in your spares and before and after school. Use your diary to write lists of what needs to be done, the details of any students you need to chase up for assessment or homework, and meetings you need to attend. Doing this will help you to feel at ease. You’ll be ready to tackle any surprises that might arise during the week. Also, before you leave each day, take the time to organise your desk and place reminders for what needs to be done in the morning so that you can have the best possible start to your working day.’

Jessica Buck, beginning teacher – 3rd year (secondary)

‘Regularly make time to pop in to see your Heads of Department – tell them what you’re doing and discuss how you’re going. This shows initiative and helps to build a solid working relationship. Heads of Department really appreciate you tracking them down as they are as busy as you are. Making an effort will often bring you many opportunities in the future!’

Sean Loriaux, teacher – 5th year (secondary)

‘During your first months as a beginning teacher, you will experience many successes and challenges. Think about what is working for you and what isn’t, and don’t be afraid to keep trying new things. Daily self-reflection is vital to enhance your skills, knowledge and development. Even though you may have really tough days, persist – it gets easier!’

Kylie Marshall, senior teacher (primary)

‘Don’t be afraid to make contact with parents early and often. Get a list of the home and work contact numbers for each of the parents of your students. Contact can be about the positive or the negative, but don’t ever underestimate the effect that regular home contact will have on the motivation and behaviour of students in your class! It’s a great way to deal with potential problems early, and to acknowledge the great work of students prior to reporting time.’

Sam Pidgeon, Head of Department (Middle Phase)
Flying start induction toolkit
for beginning teachers

My employer

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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 of Education, Training and the Arts is committed to providing quality education, where students are prepared to be knowledgeable, creative and innovative contributors to the global knowledge economy. Education Queensland’s diverse schools and dedicated teachers are at the heart of the Queensland Government’s ‘Smart State’ vision.

The Department is responsible for approximately 1250 schools staffed by more than 36 000 teachers and attended by more than 480 000 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 (primary schools)
- Prep to Year 10
- Year 8 to Year 12 (secondary schools)
- Prep to Year 12
- special schools
- hospital schools
- travelling schools
- virtual schools
- Positive Learning Centres
- Schools of Distance Education
- Environmental Education Centres
- Outdoor Education Centres
- Centres for Continuing Secondary Education
- Youth Education and Training Centres (Youth Detention Centres).

These campuses are spread throughout 10 regions, which are then 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 the exciting and extremely 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 Prep Year, which provides a year of non-compulsory education.

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:

- Humanities
- The Arts, including Fine Art, Drama, Music and Dance
- 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.

Furthermore, the Queensland Academies have been established (with campuses at Toowong, Kelvin Grove and the Gold Coast) with the aim to accelerate learning opportunities for Queensland’s ‘best and brightest’ in Years 10, 11 and 12. The program offered by the academies is the Baccalaureate Diploma program and is characterised by accelerated studies, extension and enrichment work with universities and industry experience.

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
- Developing Performance Framework
- Education and Training Reforms for the Future (ETRF)
- Embedding Aboriginal and Torres Strait Islander Perspectives in Schools
- Flying Start Induction Strategy
- Implementation of the Education (General Provisions) Act 2006
- Literacy
- Middle Phase of Learning
- Numeracy
- Partners for Success
- Preparatory Year
- Professional Standards for Teachers
- Queensland Academies
- Queensland Curriculum, Assessment and Reporting Framework (QCARF)
- Senior Phase of Learning
- Smart Choices
- Smart Classrooms
- Smart Moves.

**Disability Services Support Unit (DSSU)**

The role of the DSSU is to enhance and facilitate inclusive education practises. It is a statewide service that provides advice and support to schools, districts and regions to assist with quality educational outcomes for students with disabilities. DSSU offers support services on request. These 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.


**Education Queensland International (EQI)**

EQI manages a range of programs to assist international students to enrol and participate in educational programs in Queensland state schools.

www.education.qld.gov.au/marketing/eqi

**Indigenous Schooling Support Unit (ISSU)**

The ISSU is a strategy that was developed as part of the Partners for Success Framework. The formation of the ISSU acknowledges that remote state schools can be unique workplaces and that Aboriginal and Torres Strait Islander communities represent educational challenges. The ISSU develops, brokers and offers a range of professional development and training opportunities to Education Queensland staff and members of the school community. Schools themselves determine the breadth of these offerings. Each school’s professional development and training framework allows the ISSU to program a range of curriculum, management and leadership activities. For many teachers, the pre-appointment induction will be the first point of contact.

www.issu.com.au

**Library Services Department of Education, Training and the Arts**

Library Services (part of the eLearning Branch) holds extensive collections of professional, educational and curriculum resources in a range of media to support the Prep to Year 12 education community across Queensland. Teachers can access and borrow professional and classroom resources they cannot access in their own school.
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
- Teaching of English to Speakers of Other Languages (TESOL) Joint Use Library

www.education.qld.gov.au/library

**Hint**

Contact Library Services for assistance with resourcing your next learning unit.

**Student Services**

The Student Services Division in the Office of Education Queensland manages the policies and initiatives related to child safety, students with disabilities, behaviour support and inclusive education. The division has four distinct areas:
- Student Services
  - Child Safety
  - Students at Risk
  - Health and Wellbeing
- Student Support Programs
  - Behaviour Support
  - Grants and Funding Programs
- Disability Policy
- Disability Services Support Unit.

Staff in the division work closely with districts and regions on the following:
- child protection and reports of suspected harm to students
- 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 students in out-of-home care
- support for refugees and students 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.

**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. Information about such requirements, including those listed below, is available from your leadership team or the Education Queensland website at www.education.qld.gov.au

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

**Education Policy and Procedures Register**

The Education Policy and Procedures Register (EPPR) is the up-to-date, centralised location that provides staff with access to departmental policies, procedures, guidelines and other administrative instructions and details. The legislative requirements are included within the EPPR, which is available online via the Department of Education, Training and the Arts intranet and Internet sites at www.education.qld.gov.au/schools/mis/policies/eppr.html
Employee Assistance Service (EAS)

The Department of Education, Training and the Arts provides a range of supportive psychological health services to employees. Services include free short-term confidential counselling as well as some presentations and group work. These services assist individuals and school communities to increase psychological resilience, improve communication, develop positive work relationships and enhance wellbeing.

The EAS is delivered by employee advisors across Queensland, all of whom are qualified psychologists or social workers. Employee advisors service particular regions and may use external psychologists to provide some counselling sessions, where a need is identified.

Acronyms

Below is a list of acronyms that you may come across in your work. If you are unsure of what a certain acronym stands for, use this list to find out.

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<th>Acronym</th>
<th>Description</th>
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<td>ABSTUDY</td>
<td>Aboriginal Study Assistance Scheme</td>
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<td>ACEL</td>
<td>Australian Council for Educational Leaders</td>
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<td>ACER</td>
<td>Australian Council for Educational Research</td>
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<td>ACSA</td>
<td>Australian Curriculum Studies Association</td>
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<td>ADA</td>
<td>Anti-Discrimination Act</td>
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<tr>
<td>ADD</td>
<td>Attention deficit disorder</td>
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<td>ADG</td>
<td>Assistant Director-General</td>
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<tr>
<td>ADHD</td>
<td>Attention deficit hyperactivity disorder</td>
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<td>AGQTP</td>
<td>Australian Government Quality Teacher Program</td>
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<tr>
<td>AIMS</td>
<td>Adjusted Information Management System</td>
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<tr>
<td>AMEB</td>
<td>Australian Music Examinations Board</td>
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<tr>
<td>AO2</td>
<td>Administration officer level 2</td>
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<tr>
<td>AOP</td>
<td>Annual Operational Plan</td>
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<td>AQF</td>
<td>Australian Qualifications Framework</td>
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<tr>
<td>ARC</td>
<td>Australian Research Council</td>
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<tr>
<td>ASD</td>
<td>Autistic spectrum disorder</td>
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<tr>
<td>AUSTUDY</td>
<td>A means tested allowance for students 16 years and over</td>
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<tr>
<td>AVT</td>
<td>Advisory Visiting Teacher</td>
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<tr>
<td>BCE</td>
<td>Brisbane Catholic Education</td>
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<tr>
<td>BETA</td>
<td>Beginning and Establishing Teachers’ Association</td>
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<td>C4T</td>
<td>Computers for Teachers</td>
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<tr>
<td>CEC</td>
<td>Community Education Counsellor</td>
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<td>CO</td>
<td>Central Office</td>
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<td>COC</td>
<td>Code of Conduct</td>
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<tr>
<td>CPDF</td>
<td>Continuing Professional Development Framework</td>
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<tr>
<td>CX</td>
<td>Curriculum Exchange (now known as Resource Exchange (RX))</td>
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<tr>
<td>DCEC</td>
<td>District Community Education Counsellor</td>
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<tr>
<td>DDA</td>
<td>Disability Discrimination Act</td>
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<tr>
<td>DDG</td>
<td>Deputy Director-General</td>
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<td>DEST</td>
<td>Department of Education, Science and Training (Australian Government)</td>
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<tr>
<td>DETA</td>
<td>Department of Education, Training and the Arts</td>
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<tr>
<td>DG</td>
<td>Director-General</td>
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<tr>
<td>DO</td>
<td>District Office</td>
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<tr>
<td>DP</td>
<td>Deputy Principal</td>
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<td>DPF</td>
<td>Developing Performance Framework</td>
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<td>DSE</td>
<td>Disability Services Queensland</td>
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<tr>
<td>DSSU</td>
<td>Disability Services Support Unit</td>
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<td>EAP</td>
<td>Education Adjustment Program</td>
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<td>EATSIPS</td>
<td>Embedding Aboriginal and Torres Strait Islander Perspectives in Schools</td>
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<tr>
<td>EB</td>
<td>Enterprise bargaining</td>
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<td>eDRMS</td>
<td>electronic Document and Records Management System</td>
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<td>EDS</td>
<td>Executive Director Schools</td>
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<td>EEC</td>
<td>Environmental Education Centre</td>
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<td>EEO</td>
<td>Equal employment opportunity</td>
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<tr>
<td>EGPA</td>
<td>Education (General Provisions) Act</td>
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<tr>
<td>ELF</td>
<td>Enhancing Leadership for the Future</td>
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<tr>
<td>EOI</td>
<td>Expression of interest</td>
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<tr>
<td>EQ</td>
<td>Education Queensland</td>
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<tr>
<td>EQI</td>
<td>Education Queensland International</td>
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<tr>
<td>EPPR</td>
<td>Education Policy and Procedures Register</td>
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<td>ESFP</td>
<td>Education Support Funding Program</td>
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<td>ESL</td>
<td>English as a second language</td>
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<tr>
<td>ESP</td>
<td>Education Support Plan</td>
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<td>ETRF</td>
<td>Education and Training Reforms for the Future</td>
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<td>ETSS</td>
<td>Education Textbooks Subsidy Scheme</td>
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<tr>
<td>FOI</td>
<td>Freedom of information</td>
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<tr>
<td>FP</td>
<td>Field position (Year 12 to University Score)</td>
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<tr>
<td>FTE</td>
<td>Full-time equivalent</td>
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<tr>
<td>GO</td>
<td>Guidance officer</td>
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<tr>
<td>G&amp;T</td>
<td>Gifted and talented</td>
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<tr>
<td>HECS</td>
<td>Higher Education Contribution Scheme</td>
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<tr>
<td>HI</td>
<td>Hearing impairment</td>
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<tr>
<td>HOC</td>
<td>Head of Curriculum</td>
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<tr>
<td>HOD</td>
<td>Head of Department</td>
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<tr>
<td>HOSES</td>
<td>Head of Special Education Services</td>
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<tr>
<td>HPE</td>
<td>Health and physical education</td>
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</table>
**HR** Human resources  
**HRE** Human relationships education  
**ICT** Information and communication technology  
**II** Intellectual impairment  
**IEP** Individual Education Plan  
**IEW** Indigenous education worker  
**IP** Intellectual property  
**ISQ** Independent Schools Queensland  
**ISSU** Indigenous Schooling Support Unit  
**ITAS** Indigenous Tutorial Assistance Scheme  
**JCQTA** Joint Council of Queensland Teacher Associations  
**IP** Intellectual property  
**ISQ** Independent Schools Queensland  
**ISSU** Indigenous Schooling Support Unit  
**ITAS** Indigenous Tutorial Assistance Scheme  
**JCQTA** Joint Council of Queensland Teacher Associations  
**JPP** Job Pathways Program  
**KLA** Key Learning Area  
**LAO** Local accommodation officer  
**LAFHAS** Living Away From Home Allowance Scheme  
**LEC** Learning Engagement Centre  
**LOA** Level of achievement  
**LOTE** Languages other than English  
**MCEETYA** Ministerial Council on Education, Employment, Training and Youth Affairs  
**MIS** Managed Internet Service  
**MOST** Musically outstanding students  
**MOU** Memorandum of understanding  
**NAIDOC** National Aboriginal and Islander Day of Commemoration  
**NEP** Negotiated Educational Plans  
**NESB** Non-English-speaking background  
**NCT** Non-contact time  
**OP** Overall Position (Year 12 Score)  
**OSHSC** Outside School Hours Care  
**OT** Occupational therapist  
**PCAP** Priority Country Area Program  
**P&C** Parents and Citizens’ Association  
**PD** Professional development  
**PDLI** Professional Development and Leadership Institute  
**PEO** Principal education officer  
**PI** Physical impairment  
**P4S** Partners for Success  
**PP** Productive Pedagogies  
**PPP** Positive Parenting Program  
**PPO** Principal policy officer  
**PST** Professional Standards for Teachers  
**QAC** Queensland Arts Council  
**QCARF** Queensland Curriculum, Assessment and Reporting Framework  
**QCE** Queensland Certificate of Education  
**QCEC** Queensland Catholic Education Commission  
**QCS** Queensland Core Skills  
**QCT** Queensland College of Teachers  
**QSA** Queensland Studies Authority  
**QTAC** Queensland Tertiary Admissions Centre  
**QTU** Queensland Teachers’ Union  
**RAIS** Remote Area Incentive Scheme  
**RATEC** Remote Area Teacher Education Committee  
**RATEP** Remote Area Teacher Education Program  
**RBP** Responsible Behaviour Plan  
**RED** Regional Executive Director  
**RI** Religious instruction  
**RRWC** Rehabilitation and return to work coordinator  
**RX** Resource Exchange (formerly known as Curriculum Exchange (CX))  
**SAC** School Advisory Council  
**SBYHN** School-based youth health nurse  
**SDE** School of Distance Education  
**SDP** School Development Plan  
**SEP** Student Education Program  
**SEP** Special Education Program  
**SFD** Student free day  
**SIMS** School Information Management System  
**SLI** Speech-language impairment  
**SODE** School of Distance Education  
**SOS** School Opinion Survey  
**SOSE** Studies of society and environment  
**SRC** Student Representative Council  
**SRLS** School Reform Longitudinal Study  
**ST:LD** Support teacher: learning difficulties  
**SWD** Students with disabilities  
**SWL** Structured workplace learning  
**TA** Teacher aide  
**TAFE** Technical and Further Education  
**TE** Tertiary entrance  
**TESOL** Teaching of English to speakers of other languages  
**TRS** Teacher Relief Scheme (Funding)  
**TSR** Triennial School Review  
**V1** Visual impairment  
**VSS** Virtual Schooling Service  
**VTE** Vocational and technical education  
**WHSO** Workplace health and safety officer  
**WHSR** Workplace health and safety representative  
**YSC** Youth support coordinator
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First contact with my school

Prior to commencement
Every school setting is unique and requires active investigation by new staff. Prior to commencement, you should:
- Review the school website.
- Make contact with your new school as soon as possible to introduce yourself to the school's leadership team, and if possible, arrange a visit to meet one of the members of the team.
- Ask about opportunities for further pre-commencement visits to familiarise yourself with the school environment, meet staff and potentially be involved in school planning processes. Having your ‘first day’ before your first day is a huge advantage.
- Determine the nature of your teaching duties, for example, year level/s, class size/s, timetable, subjects and work programs.
- Request a copy of the school's induction booklet, if the school has one.
- Request a copy of the school map so that you can orientate yourself with the physical layout of the school. In the secondary school setting, it is especially important that you know where your classrooms are in relation to each other so that you can allow for this when moving between classes.
- Access your classroom/s prior to commencement, if possible, to set up your teaching furniture, classroom displays, posters and desk. 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.

Use the frequently asked questions (FAQs) below to help uncover some of the information you will need to know about your new school and new career, and make your induction a smooth process.

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?
- What time should I arrive on the student-free day?
- Is there a program for the student-free day?
- Where should I park on the first day?
- If I am ill, who should I call?
- Who is my supervisor? Should I make contact with this person prior to the first student-free day?
- Will I have a teaching partner? Can I contact this person?
- When will I receive my class timetable?
- What are my school’s expectations regarding how I plan?
- Where can I access syllabus documents/curriculum plans and subject/unit work programs?
- Will I have a mentor?

FAQs first face-to-face meeting

Locations
- Where is my classroom/s located?
- Where is my 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 lunch? (primary)
- Is there a map of playground areas?
- What do I do if I am sick or suffer an injury at school?

Equipment and facilities
- Do I need a key/security code to access my classroom?
- Do I need to keep my classroom/staffroom locked if there’s no-one in there?
• Do I need to organise a sufficient number of chairs, desks, or other items for my classroom?
• Will the furniture in my room cater for the differing needs of students?

Procedures
• What is the first week program for my students? (secondary)
• How do I obtain a class roll/s?
• How do I correctly mark my roll/s?
• How often am I required to mark and submit my roll/s?
• 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?
• What is the school-wide procedure for recording student behaviour incidents? (for example, electronic software such as MSB, triplicate record books)
• Is there an in-school communication system?
• How do I access daily notices?
• What are the procedures for communicating with parents?
• What is the school-wide behaviour plan (Responsible Behaviour Plan)?
• What is the school assessment policy?

Timetables, meetings and calendar of events
• What are the school hours/class times/lunchbreaks?
• Will I have a form class in addition to my timetabled classes? (secondary)
• Will I have playground duty?
• When, where and how often do assemblies take place?
• When and where do staff meetings take place?
• Are there beginning teacher meetings that I attend as part of my induction?
• When do specialist lessons commence? (primary)
• Is there a school calendar?
• Are there any upcoming events/excursions relevant to my year level/subject areas?
• 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/s?
• Are students issued with textbooks or resource hire materials?
• Where are resources such as stationery and art materials located?
• Where can I access resources relevant to my subject area? (for example, musical instruments, sporting equipment, laboratory equipment, video cameras)
• How does borrowing through the Resource Centre occur?
• How do I book computer/library rooms for my classes?
• 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

You can find links to school websites through the Education Queensland website at www.education.qld.gov.au/directory/phone

When you know the date and time of your arrival in your new community, 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 with the various local activities (social, cultural and sporting) on offer. Many communities hold events in the lead up to the commencement of school. Being involved with your community can provide you with invaluable knowledge about your students and their families. In a small community, the community can impact on the school just as much as the school can impact on the community. Be sure to ask your principal, 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, you will receive specific information with your appointment package from Education Queensland's Indigenous Schooling Support Unit located in the Far North Queensland region. Their teams will provide you with all the information you will need about the process and the different communities. This is done through targeted face-to-face induction activities and resources that you will access before you arrive in your school location. Visit the website for the latest details and reference information at www.issu.com.au – look for the menu option ‘Teaching in a Remote Community’.

The mandated curriculum for Identified Indigenous Schools is ‘Bound for Success’. This is in line with the Queensland Curriculum, Assessment and Reporting Framework (QCARF).

For more information, consult Quality Teachers in Partners for Success Identified Indigenous Schools on the Education Queensland website at www.education.qld.gov.au/schools/indigenous/educators/quality-teacher-index.html

Relocation preparation

Urban and rural areas

- Read all appointment information and documentation thoroughly. You should receive an information package including: entitlements for officers on appointment and a guide for making relocation arrangements, including flights and uplifts if required.

- Review the school website and contact the principal before the school year ends. (Schools in many rural and remote areas close one week before other schools in the rest of the state.)

- Investigate the local government authority website.

- Search for photos of town and local areas.

- Identify how to travel to your location, remembering to check public transport options, road conditions and accessibility during seasonal changes.

- Search/ask for details of local facilities and services, including banking, medical and retail.

- Attend organised induction program activities. These may be school-based and/or organised systemically.

Remote and Indigenous areas

- Read all appointment information and documentation thoroughly. You should receive an information package including: entitlements for officers on appointment and a guide for making relocation arrangements, including flights and uplifts.

- If you are appointed to a remote Identified Indigenous School, you will be required to attend three stages of RAIS (Remote Area Incentive Scheme) Induction, including a Graduate Teacher workshop. Details on these induction workshops are available at www.learningplace.com.au/deliver/content.asp?pid=32710

- Indigenous communities have significant restrictions on your ability to possess or carry alcohol in and out of the community. Investigate the relevant Alcohol Management Plan at www.mcmc.qld.gov.au/community/search/restricted.php

September 2008
• If you are appointed to a centre where teacher accommodation is available, you will need to apply for teacher accommodation. The form is available from the Local Accommodation Officer (LAO) at the school site. You will be informed of temporary accommodation entitlements, should you require them.

• If you are driving to your new school centre, check your vehicle has been serviced, is in good working order, is suitable to make the journey, and let someone know where and when you are travelling including expected arrival time. Always check seasonal considerations and road conditions.

• Carry a basic car toolkit for emergencies, for example, first-aid kit and drinking water.

• Plan your journey to allow time for rest and unavoidable emergencies.

• Track your kilometres for either tax or removal reimbursement, and keep all receipts for costs incurred.

• Investigate mobile coverage with your phone provider, locate petrol stations and shops, and keep receipts for any accommodation.

Administration essentials

Forms

It is important to ensure that school records such as the 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 this form activates your pay and confirms your appointment to Education Queensland. You will need to provide your tax file number and bank details on the form.

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 your skills, knowledge and abilities and to provide support in areas identified as requiring further development. It is also a significant aid to an employee in planning and setting career and developmental goals. The ‘Probationary Teachers: Interim Report’ will be completed in your third month of teaching. The Principal will then complete a ‘Final Report’ in your 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 their eighth month.

Schools have different ways of gathering information about how you are going. You may be asked to provide lesson or unit planning. Your teaching may even be observed by your Head of Department or Head of Curriculum. While this may be nerve-wracking, remember that this is done to support you, not ‘check-up’ on you.

Registration

Registration represents formal acknowledgement of your membership of the teaching profession. It means that you have met the professional requirements for entry into the profession in Queensland, including the attainment of approved qualifications, and that you have been assessed as suitable to teach.

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 in terms of professional capabilities and suitability to teach
• maintaining and strengthening public confidence in the profession.
The registration processes of the QCT are guided by the *Professional Standards for Queensland Teachers* and the *Professional Standards for Teachers*.

The Standards provide benchmarks for attaining full registration in Queensland.

Whilst you are Provisionally Registered, you will work with the QCT *Professional Standards for Queensland Teachers*. Once you have obtained full registration, you will transition to work with Education Queensland’s *Professional Standards for Teachers* and use these as a foundation to maintain your registration.

To obtain full registration, a provisionally registered teacher must teach for one year (defined as 200 days or 1000 hours) in a school and demonstrate achievement of the *Professional Standards for Queensland Teachers* in their daily teaching. Upon completing a *Provisional to Full Registration Recommendation Report* form, your Principal will make a recommendation to the QCT about your progression to full registration. The QCT makes the final decision to grant or not grant full registration. Refer to the ‘Provisional Registration Fact Sheet’ or the QCT website at www.qct.edu.au for more information.

**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 on 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 commence automatically in your first pay fortnight and are shown on your pay slip as a deduction from your salary.

The standard contribution rate is 5 per cent of your base salary. When the standard contribution of 5 per cent is made, Education Queensland also contributes 12.75 per cent of your gross salary to your account. Should you choose not to contribute at this rate, you can elect to reduce your contributions down to as low as 2 per cent of your salary and receive the corresponding lower level of employer subsidy. Alternatively, you can make voluntary contributions in addition to your standard contribution and subsequently receive higher levels of employer contributions.

QSUPER will forward you a Welcome Package which will provide further information on your Accumulation account as well as additional information regarding other superannuation and investment options available. If you require further clarification or advice, you may contact QSUPER via the Internet at www.qsuper.qld.gov.au, email qsuper@qsuper.qld.gov.au or 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/index.shtml.

**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. All employees have an obligation to become familiar with the Code of Conduct at www.education.qld.gov.au/corporate/codeofconduct and to fully understand their responsibilities in relation to their behaviour.

**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 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.

Duty of care

Teachers have a duty of care for all students at all times and during organised school events. It is the teacher’s responsibility to provide for the physical, social, cultural and emotional wellbeing and physical safety of students whilst at school, and to enhance their overall development towards effective citizenship and responsible adulthood through participation in timetabled, non-timetabled and planned extracurricula activities.

Teachers must ensure that students are appropriately supervised at all times throughout the school day. Students are never to be left alone in class time, without the supervision of a registered teacher. Punctuality to playground duty is vital, as students must also be supervised at break-times.

Professional conversations

The Department is committed to supporting you to keep learning and doing the best job you can throughout your career. Consequently, the Developing Performance Framework has been established to provide you and all employees of the Department of Education, Training and the Arts with a process, supported by tools and resources, that provides a guide as to how to have professional conversations and what to talk about with your supervisor to build a shared understanding of:

- what is expected of you in your role
- how your work contributes to the achievement of your team, work unit or school, and the Department
- how you can work towards and achieve your career aspirations
- the types of support and professional development available to help you to further develop the capabilities you need to carry out your work and take steps towards your career aspirations.

The resources associated with the Developing Performance Framework, such as the Professional Standards for Queensland Teachers (for provisionally registered teachers) and the Professional Standards for Teachers (for fully registered teachers), provide a great point of reference for you to engage in professional dialogue to identify your teaching and professional development needs.

In addition to the professional dialogue that takes place as part of your developing performance conversations with your supervisor, informal collegial conversations are a good way of building your understanding of your role and growing your capabilities. Teachers continually learn from each other, regardless of how long they have been teaching. You have an important role to play in bringing fresh perspectives and your own individual approach to the teaching profession. It is also important that you gather ideas and experience from various sources, while you develop your own philosophy of education. If you pose a question, you may hear a number of answers to this question. You can then choose the answer that suits you, your situation and your philosophy. Take note of information shared with you, make an effort to try new things, and be open to suggestions. Any conversations that you have can provide an opportunity to learn and grow.

Additionally, 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. The Learning Place at www.learningplace.com.au hosts a large number of discussion lists devoted to a wide range of topics.

Finally, 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
Creating a welcoming environment

Your teaching space is the equivalent to an office for approximately 30 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. The position of your desk should allow you to have a clear view of all areas of your classroom, and should allow you to greet students/other staff/parents as they enter. For more information on this topic, see the ‘My teaching space’ section of this toolkit.

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 and deportment should reflect this. When meeting you for the first time, people appraise you 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 be a role model for 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. Also, if you are teaching outside or on playground duty, you should wear a hat.

Using your voice effectively

Your voice is crucial to your role as a teacher, and one of your most valuable tools. It is important that you know how to use your voice effectively, and that you take proactive steps to prevent voice strain. Think about whether you use your voice more often than you need to and whether you are using your voice as efficiently as you can.

Strategies that you can use to prevent/minimise voice strain include:

- using gesture and other non-vocal signals to gain students’ attention
- speaking at a quieter level during certain classroom activities
- speaking to your class only when students are quiet – refuse to speak over any background noise
- considering the layout of your classroom – be mindful to stand in a place in the classroom that will make it easier for students to hear you without straining your voice
- planning the day so that you build in voice rest periods, where you do not need to talk
- drinking water frequently throughout the day
- being conscious of your posture and breathing when speaking (back straight, head up and chin level with the ground)
- sipping water, swallowing or yawning whenever you feel the urge to cough or clear your throat
- sucking on a sweet, but avoiding medicated lozenges, which may irritate your throat further
- consciously suppressing the urge to cough or clear the throat.

Coughing may be a symptom of an acute throat infection. It is important to take particular care of your voice if you have an acute infection by seeking medical advice.

A more comprehensive list of strategies to prevent voice strain and reduce any symptoms of voice strain can be found at www.education.qld.gov.au/health/docs/voice-strain.doc
# 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

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Discuss interim report at three months</td>
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<tr>
<td>Discuss final report at six months</td>
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</tr>
<tr>
<td>Discuss the QCT Provisional to Full Registration Recommendation Report form and process for progressing to full registration</td>
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</tr>
<tr>
<td>Develop an individual professional development plan using the <em>Developing Performance Framework</em> as a guide for professional conversations and the <em>Professional Standards for Queensland Teachers</em> as a framework</td>
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<tr>
<td>Seek informal reviews and feedback</td>
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</table>

## Me, myself, I

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
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<tbody>
<tr>
<td>Fill in Commencement Advice and other necessary forms</td>
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<tr>
<td>Provide emergency contact details and any other relevant information to administration staff</td>
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</tr>
<tr>
<td>Obtain a copy of your class timetable</td>
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<tr>
<td>Read school priorities/visions/goals/expectations</td>
<td></td>
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<tr>
<td>Obtain a copy of the school’s induction booklet</td>
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</tr>
<tr>
<td>Tour the school and obtain a copy of the school’s map. Look for available car parks, resource locations and staffrooms or classrooms for staff you will need to have contact with. Understand the way rooms are numbered.</td>
<td></td>
</tr>
<tr>
<td>Discuss job expectations and goals – use the <em>Developing Performance Framework</em> to guide you in this</td>
<td></td>
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<tr>
<td>Clarify additional duties/committee involvement</td>
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<tr>
<td>Obtain room keys and any security codes</td>
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</tr>
<tr>
<td>Obtain computer network login details, Internet and email access</td>
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</tr>
<tr>
<td>Find photocopier/fax and how to access other services such as laminating</td>
<td></td>
</tr>
<tr>
<td>Obtain room cleaning details and end of day process</td>
<td></td>
</tr>
<tr>
<td>Organise tea, coffee and refreshments</td>
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</tbody>
</table>

## My school

### Who’s who at the school

<table>
<thead>
<tr>
<th>Task</th>
<th>Completed</th>
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</thead>
<tbody>
<tr>
<td>Meet school leadership team</td>
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</tr>
<tr>
<td>Clarify your line supervisor</td>
<td></td>
</tr>
<tr>
<td>Meet support and ancillary staff</td>
<td></td>
</tr>
<tr>
<td>Meet a mentor or buddy teacher</td>
<td></td>
</tr>
<tr>
<td>Organise times to meet with mentor</td>
<td></td>
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</tbody>
</table>
Meet staff in your teaching area
Meet relevant district staff such as Advisory Visiting Teachers
Understand process for using volunteers in your classroom
Identify opportunities for community involvement

### School procedures
- Understand Responsible Behaviour Plan for Students and the Code of School Behaviour
- Clarify the procedures for documenting and recording student incidents
- Read Purchasing Policy
- Read Excursion Policy
- Clarify hours of duty
- Clarify marking the roll/absentees, use of codes and when the roll is to be returned to the office
- Obtain whole school timetables — specialist lessons, sport, assembly/support times
- Obtain bell times and rules for moving around the school
- Identify playground duty areas and your responsibilities
- Discuss lunchbreak procedures
- Read emergency procedures — fire, bomb, lockdown and check that the procedures are displayed in your classroom
- Identify out of bounds areas
- Obtain a copy of the school’s assessment policy (for secondary)
- Clarify booking procedures for shared resources such as the computer lab, library, multimedia room
- Obtain information about the textbook hire scheme (for secondary)
- Locate first aid kit and guidelines for dispensing medication
- Locate cash collection

### Internal communication
- Note meeting times
- Ask about communication procedures — daily or weekly notices, newsletters, student notices
- Locate pigeon holes
- Obtain staff directory/telephone numbers
- Seek guidance on using the telephone system
- Find out how to call in sick
- Obtain a copy of the school calendar of events

### External communication
- Seek copies of parent newsletter from the school
- Seek copies of any parent letters relating to your class
- Visit the school website
<table>
<thead>
<tr>
<th><strong>My teaching space</strong></th>
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</thead>
<tbody>
<tr>
<td>Request access to general supplies and items such as chalk, dusters, art equipment</td>
</tr>
<tr>
<td>Find out how to borrow resources from the resource centre</td>
</tr>
<tr>
<td>Find out how to borrow/access equipment for art and sport</td>
</tr>
<tr>
<td>Clarify protocols for borrowing and using information and communication technology resources</td>
</tr>
<tr>
<td>Find out how you can access additional furniture if you need it</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>My students</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Obtain the curriculum materials/school programs/text books you need to begin planning</td>
</tr>
<tr>
<td>Clarify school planning expectations and collaborative planning processes</td>
</tr>
<tr>
<td>Obtain information about the school-initiated programs</td>
</tr>
<tr>
<td>Obtain any preferred planning templates</td>
</tr>
<tr>
<td>Identify student support — learning support roles and guidance referral process</td>
</tr>
<tr>
<td>Obtain details of your class allocation/class list</td>
</tr>
<tr>
<td>Read student data/student files</td>
</tr>
<tr>
<td>Clarify school/faculty policy on recording and storing student assessment folders</td>
</tr>
<tr>
<td>Clarify planning expectations for relief teachers when ill</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Commitment to professional development</strong></th>
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</thead>
<tbody>
<tr>
<td>During your Developing Performance Framework conversations, use the Queensland College of Teachers Professional Standards for Queensland Teachers to plan professional development for the year and take up opportunities that meet the goals of the plan</td>
</tr>
<tr>
<td>Join/create networks</td>
</tr>
<tr>
<td>Observe lessons of other teachers, particularly in your year level or subject area</td>
</tr>
<tr>
<td>View other classrooms</td>
</tr>
<tr>
<td>Ask about your probation requirements</td>
</tr>
<tr>
<td>Participate in curriculum design, planning, assessment and reporting</td>
</tr>
<tr>
<td>If in Early Years, understand continua and Year 2 net</td>
</tr>
<tr>
<td>Become familiar with Education Queensland Policy, particularly Code of Conduct and Student Protection</td>
</tr>
</tbody>
</table>
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, even though 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. You can access these resources through the Learning Place Curriculum Exchange resource centre for teaching strategies at learningplace.eq.edu.au/cx/resources

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:
- good communication skills
- professionalism
- organisation
- commitment
- motivation
- respect
- dependability
- dedication
- lifelong love of learning
- passion
- enthusiasm
- empathy
- knowledge
- compassion
- creativity
- innovation
- appreciation for diversity
- fairness, firmness and flexibility
- willingness to listen
- open mindedness
- a sense of humour
- patience
- collegiality
- willingness to take risks
- 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 quickly provide valuable information. Take the time to talk to and build rapport with support staff — they often have great experience and wisdom to share and can prove to be a great source of help and guidance.

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 (HODs), Heads of Curriculum (HOC), subject-specialist teachers, teacher-librarians and Advisory Visiting Teachers (AVTs). Discovering your colleagues’ areas of expertise may provide you with an easy way to get support when needed.

Getting involved

Getting involved in your school community in as many ways as you can is a great way to meet and work with staff and students you may not normally work with in your day-to-day teaching. Extracurricular activities such as sports, clubs, music ensembles, drama productions and musicals allow you to immerse yourself in the school culture and show your commitment to your students and school. Some schools may have a social club for staff members; social club events provide opportunities to build on the professional relationships you have with the staff at your school.
Professional partnerships and networks

Professional associations and networks enrich the professional lives of teachers by promoting knowledge related to particular disciplines. They can be subject area or focus-group specific, and provide a source of quality professional development for employees throughout all career stages.

The Learning Place website at 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, participate in online discussion forums, increase awareness of issues, and access a wealth of online teaching resources.

The Aspiring, Beginning, Establishing, Returning and Supply Teachers professional community supports teachers new to the profession. This professional community also supports more experienced teachers who are interested in mentoring and sharing their wealth of knowledge and understandings about their work in schools. 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 aids 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; however 96 per cent of teachers choose to be members of the QTU. The Union acts as a representative of teachers in public education facilities throughout Queensland and offers a variety of services to members, including:

- the negotiation of 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
- flare – an e-newsletter for new and beginning teachers
- access to Teachers’ Union Health
- access to Members Equity
- the Union Shopper.

Additionally, the QTU provides its members with access to the Queensland Teachers’ Assist Desk (QTAD). QTAD is a help-desk designed to assist members with simple, quick advice over the phone or via email in relation to pay, leave and other general working conditions. You can call 1300 11 QTAD (1300 11 7823) to speak with the QTAD staff, or email qtad@qtu.asn.au.

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

Staffroom interactions

Your staffroom can be a place of sharing and support. Even though you may be extremely busy, it is important that you invest time and energy into staffroom conversations as they help you establish a rapport with your colleagues and can lead to new ideas and provide a variety of perspectives to help solve problems. Engage yourself in these conversations as your ideas are equally 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.

It is important that you learn to ‘read the vibe’ of your staffroom and contribute accordingly. Sometimes, your staffroom will be noisy and jovial, while other times, it will be quiet and studious. It is important to remember that above all, the staffroom must be respected as a space for teachers to do their work and to recharge.

Staffrooms may have facilities such as a microwave, fridge and instant hot water. 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 and coffee supplies. This will help you be prepared for your first week.
Parent partnerships

An effective 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. Ultimately, parents want their children to be safe, happy and successful at school. Parents appreciate being kept informed about their child’s progress in class. Getting parents to work with you in terms of their child’s progress and behaviour in class is advisable, as when parents and teachers are working together to send the same message, there is potential for greater impact. 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. 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, behaviour or about social/ emotional issues.
• Remember to call parents to pass on positive news, not just negatives.
• Have a list of points to discuss to help you guide and focus the conversation.
• Prepare first! Tell the parents who you are and where you are from – expect 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.

Please note that you should only use the school phone, not your personal phone/s, to make calls to parents.

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.
• Remain calm and non-emotive. Stick to the facts!
• 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/obverse the phone conversation.
• 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 become an outlet for the stress.
• By the end of the meeting/discussion, make sure that a decision has been made about what will happen next and that everyone is aware of their roles.
• At the end of the meeting/discussion, document what occurred and any actions that arose.
Hint

- Check the school’s procedure before contacting parents. Some schools require you to discuss the issue with the administration team before parent contact is made.

- Ensure that you document incidents involving students in your class. Include specific detail in this documentation. This way, parents can see that you are keeping factual, accurate records concerning their children.

- 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 to send 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 the parents that might go a long way towards making them feel happy about the job you are doing with their children.
### Flying start induction toolkit
for beginning teachers

#### My school

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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 upon 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)
Head of Special Education Services (HOSES)
Vocational and Technical Education (VTE) coordinator
Year level coordinators
Subject-area coordinators
ICT coordinator

Teaching and specialist support staff
Advisory Visiting Teacher (AVT)
Class teachers
Special education teacher
English as a second language (ESL) teacher
Health and physical education (HPE) teacher
Instrumental music teacher
Languages other than English (LOTE) teacher
Music teacher
Subject-specialist teachers (secondary)
Support teacher: learning difficulties
Teacher-librarian

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
Rehabilitation and return to work coordinator (RRWC)
Workplace health and safety officer (WHSO)
Workplace health and safety representative (WHSR)
Queensland Teachers’ Union (QTU) representative
Chaplains
Religious instruction teachers
Cleaners
Janitor/groundsperson/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 (HOD) 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/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 upon 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, 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 beginning teachers on staff
- Central and District Office staff via www.education.qld.gov.au/directory/phone
- 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.

**Specialist staff**

**Advisory Visiting Teachers (AVTs)**

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, a behaviour support service can be accessed for students with challenging behavioural needs. All schools have access to behaviour specialists. 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 and/or experience in working with student 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 (CEC)**

A 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 state-wide level.

**English as a second language (ESL) teachers**

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 (GO)**

Guidance officers are teachers with specialist training and additional qualifications in 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. Roles vary from school to school. You will need to find out what your school's referral process and then work within that process.

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 facilitate 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/or career development, and provide 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 Educational Support Plans and Negotiated Educational 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
- balancing the ethical issues of privacy and confidentiality for each student with the appropriateness of sharing information with others, and maintaining a comprehensive and professional record keeping system that complies with policy and legal requirements of parental and legal access to official records
- participating in relevant professional development, and 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 (HOC) — primary**

Heads of Curriculum are based in primary and special schools. They are 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 were created throughout Queensland.
Heads of Department (HOD) — secondary

Heads of Department 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 (HOSES)

HOSES 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 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 (HPE) teachers

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 the HPE teacher/s. 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 (LOTE) teachers

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/s 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 pathologist and teacher enhances educational options for students. Problems 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 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.

**Occupational therapists (OT)**
OTs provide services to eligible students with disabilities, and 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/s 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 student/work 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 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/s 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: learning difficulties (ST:LD)**
Support teachers: learning difficulties assist class teachers with curriculum planning and direct co-teaching of students who struggle with the literacy and numeracy demands of curriculum. The ST:LD 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.

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

**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/groundsperson
• 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 who have intellectual, physical and behavioural difficulties 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
• provide high level personal and educational support to students with disabilities – hearing impairment; vision impairment; speech-language impairment; physical impairment; intellectual impairment and autistic spectrum disorder.

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 and/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 (RRWC)

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/ill employees. As part of their role, a 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 and/or WorkCover staff.

Workplace health and safety officers (WHSO)

All schools/workplaces with 30 or more staff must have a 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/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 (WHSR)

A WHSR is elected by fellow workers. Schools/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.

Queensland Teachers’ Union (QTU) representative

The QTU representative/s at your school is/are 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? QTU representatives are there to assist and support all QTU members.

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

• person/s 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
• inter-relationship of the 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, assisting at school events such as fetes and discos or by 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 management, in accordance with the school Responsible Behaviour Plan for Students
• behaviour support
• documentation of student incidents
• Internet access
• playground duty
• excursions
• collection of money
• outgoing correspondence.

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. 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 and/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 they 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. Inquire 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/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.

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.

**Hint**

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, Suduko 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, bike duty and detention room supervisions are other forms of ‘playground duty’ you may be given.
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.

Class roll

The roll is a legal document and must be marked twice a day (morning and afternoon), or more frequently, depending upon 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) or OneSchool, 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 or minimise injuries and illness 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. 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 1997 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.

Emergency procedures

Emergency plans are prepared and practiced 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.
All schools have guidelines about the level of assistance and the parental requirements before staff are allowed to administer medication. Prescribed medication must only 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.

**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:
- logon 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.

With your MIS ID, you can:
- logon 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 Internet/intranet/Extranet/Network Access Agreement.

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 Education Policy and Procedures Register at www.education.qld.gov.au/schools/mis/policies/eppr.html details specific management plans for managing first aid treatment in these cases.
Policy and 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/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/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 record keeping of consent.

Safety considerations in curriculum
Teachers and leaders are responsible for health and safety of students while on school premises and participating in official school activities. The Department has a procedure in regards to Curriculum Activity Risk Management. Your general obligations with respect to this are outlined in the Education Policies and Procedures Register at www.education.qld.gov.au/schools/mis/policies/eppr.html

Many of the Curriculum Activity Risk Management actions you will take follow common sense principles. Consider the following:

- Be conscious of the placement of equipment and plan for the safe and orderly movement of yourself and your students around the space.
- Establish a routine for checking equipment and materials during lessons and at the end of each day. As part of your after class/afternoon routine, check that all power points are turned off (including fans, lights, and computers).
- Ask students to be tidy in the classroom by pushing in chairs, placing their bags on racks, picking up belongings from the floor — clearing away anything that could cause someone to slip, trip or fall.
- Do not allow students to be unsupervised in a classroom.
- Be on time for class and playground duty (wait until relief is on site before leaving).
- Discourage students from running in and around buildings.
- Report all injuries, particularly head injuries.
- Avoid having power extension leads running across classroom floors.
- Avoid overloading power boards with computer and other electrical equipment.
- Pad goal posts with thin high-jump mats, tied with skipping ropes, before embarking on class sport.
- Never leave cleaning fluid in the classroom.
- Ensure that everyone wears appropriate clothing and uses special protective equipment whenever necessary.

In addition, the Education Policy and Procedures Register provides links to specific advice relevant to identifying and managing the risks associated with particular activities. More than 100 activities covering sports, art techniques, excursions, science, drama and many more are included. Teachers should familiarise themselves with these curriculum activity risk management modules prior to teaching classes that may involve these activities. For more information, visit www.education.qld.gov.au/schools/mis/policies/eppr.html
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 inquiries during class time.

Successful communication tools used in schools include:
- website
- newsletters
- parades/assemblies
- street noticeboard
- classroom correspondence
- online professional communities
- online discussion 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 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.
- 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.
- 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 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 Matters — weekly Education Queensland newsletter available on the intranet.
Flying start induction toolkit
for beginning teachers

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Preparing my teaching space

Smart Classrooms
More and more state schools are using newer computers and faster Internet connections to bring new and exciting learning opportunities to their students. This is helping more teachers to use information and communication technology as a natural part of teaching. It’s also making many assessment and administration tasks easier.

What is a Smart Classroom?
Creating a 21st century classroom, where information and communication technology sparks meaningful interactions with the world beyond the classroom walls, is important for engaging students in learning.

A smart classroom can be a rich and engaging environment where information and communication technology is integral to learning and transforms traditional teaching practices.

It is a place where learning is not restricted by time or place. In a smart classroom, students and teachers can work in smart ways, accessing experts and other learning networks to share, plan, investigate, challenge, research, communicate, collaborate and create.

Computers for Teachers (C4T)
The C4T initiative is part of the Department’s Smart Classrooms strategy and will provide laptops for professional use to every Queensland state school teacher working two or more days a week.

Laptops are assigned to teaching positions and will allow teachers to better connect with their students – members of the Digital Generation.

A $70 million project, C4T will be distributed to all schools from 2008–2011.

Teachers going into a new school may have access to a C4T laptop if the school has already been deployed, but if not, don’t worry as they will be coming soon!

If you would like to learn more about the Computers for Teachers initiative, visit, www.education.qld.gov.au/smartclassrooms/strategy/si_computers.html

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 the 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 and learning styles, contexts and expectations.

While the placement of equipment, furniture and resources in the space are generally your choice, in secondary classrooms, you may be sharing with other teachers. When this is the case, check with your colleagues as to where your class can store textbooks and other materials, and where posters can be displayed. If you do share with another teacher, ensure that you are considerate and leave the room clean and tidy, with the board cleared at the end of the lesson. When it comes to starting a lesson, wasting time cleaning the room can be extremely frustrating for teachers and very disruptive for students.

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? Computers are usually located near data outlets.
• Where will your desk go? Do you want it near the door, phone, or computer? Position your desk so that you can maintain the privacy of confidential information.
**My teaching space**

- 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.
- How will you arrange students' desks? Will there be a seating plan?
- 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 space to display student work, there are a range of posters and other materials, which are useful for quick reference. These items can usually be borrowed from the teacher reference section of the resource centre. They may include:

**Early years**

- weather chart
- birthday chart
- sharing session roster
- colours
- days of the week/months of the year
- numeracy posters, for example, money, basic addition/subtraction rules
- literacy posters, for example, letter recognition, basic words
- posters related to unit work.

**Middle years**

- numeracy posters, for example, multiplication tables, shapes, formulae
- literacy posters, for example, 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
- bulletin boards for student notices/announcements
- current events – school and wider community
- industry events/announcements as related to subject areas, for example, for the subject of dance – audition notices for upcoming productions, posters advertising upcoming productions, dance studio application forms, and more
- job opportunities related to subject areas
- career options associated with subject area.

**Hint**

- Display student work as soon as possible. Parents love to see the work of their children on display in the classroom.
- Whilst it is important to have colour and visual stimuli in your classroom, be mindful that you do not over-clutter your room – ensure that it remains stimulating, not distracting!
eLearning spaces – the Learning Place

The Learning Place at www.learningplace.eq.edu.au is Education Queensland’s comprehensive and secure eLearning environment designed to provide:

- a range of quality assured courses and innovative eLearning spaces
- collaborative eCommunication tools and online project areas
- online communities to support professional development and networks
- a comprehensive range of high quality digital resources
- expert advice and high level support.

A range of online tools are accessible via the Internet, 24 hours a day, seven days a week through the Learning Place. The eLearning spaces that teachers and students have access to are:

- Resource Centre (formerly known as Curriculum Exchange)
- ready to go courses
- virtual classrooms
- project rooms
- collaborative online projects
- communication tools including blogs, wikis, forums and chats.

The Resource Centre gives teachers and students access to thousands of high quality digital resources and powerful tools for finding the resources to match learning and teaching needs. Websites, teaching ideas, images, videos and learning objects are organised in a number of different ways in browse categories. It is also possible to search keywords or conduct more advanced searches to match resources to specific Key Learning Areas, year levels and resource types.

**Hint**

Choose **Browse by Gateway** and then select the **Beginning, Establishing, Returning and Supply teachers (BERST) Gateway** to find useful digital resources.

**Ready to go courses** are quality assured student eLearning courses. These can be searched for in the Learning Place course catalogue. Simply select a course title for further information and register for the course.

A teacher can then add information and tasks accordingly to personalise the course for learners.

A **virtual classroom** is a private online space teachers can use to support student learning. Just like a face-to-face classroom, a virtual classroom is a busy place that is adaptable to changing teaching and learning styles, contexts and expectations.

A virtual classroom might contain:

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

**Hint**

Students can access their virtual classroom during and outside school hours. Teachers can search the Resource Centre from within their virtual classroom and add resources like learning objects, images and videos directly to their course.

**Project Rooms** are excellent eSpaces for communication activities involving students, online guests or colleagues. A project room can have numerous discussion forums, chats, blogs, podcasts and a group poll. The benefit of having a project room is that it keeps all activities in the one place, making it organisationally convenient. Teachers can also link to a project room from their virtual classroom space. Teachers can organise collaborative writing tasks, reflective, knowledge and/or learning journals, and critique creative writing, assessment responses or directed writing exercises. Most importantly, project rooms are a communication space for students to publish their thinking and their own writing.
Collaborative online projects are virtual spaces that can be used to collaborate, coordinate or participate in activities and to record data around a group project. These spaces are ideally suited to collaborative projects that involve groups of learners who are geographically isolated to each other who may want to collaborate, share or publish around a similar topic. Project spaces include travel buddies and virtual field trips.

Things to consider

- 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.

Resources

Curriculum resources

The mandated curriculum for teachers of students in Years 1–9 is the Queensland Curriculum Assessment and Reporting (QCRR) Framework Essential Learnings. The Essential Learnings describe the knowledge, understanding and ways of working that students need for ongoing learning, social and personal competence and participation in a democratic society. While the Essential Learnings are the part of the curriculum that is to be common across all schools, schools continue to have the flexibility to organise their curriculum in ways that meet the needs of their students.


Education Queensland has developed Scope and Sequence Years 1–9 to support schools in implementing the Essential Learnings and Standards. This can be located at www.education.qld.gov.au/curriculum/sequence.html.

Additionally, schools have a range of syllabus and curriculum documents to assist you with your planning. These resources may be specific to your level or subject areas. You can source these resources through the school intranet or the library system.

Resources may include:

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

You can then supplement these documents 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 at www.education.qld.gov.au/learningplace/cx/gateways/ has sample teaching resources to help get you started. Resources include activities, lesson plans, units of work, WebQuests and learning objects. These resources are grouped by year level and support initial key concepts in the syllabuses for most key learning areas.

Digital content – access to reliable quality digital resources

Digital content is imperative in teaching and learning in the 21st century. The eLearning Branch designs and develops a wide range of high quality digital content and resources including online courses. A team of educational, technology and creative experts work together to:

- develop high quality digital content and resources that enrich educational and professional development experiences
- provide a range of advisory services in the development of digital resources and their integration into professional practice.

This, and other content, is available through the Resource Exchange.

Technology and ICT 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
- mathematics equipment
- software programs
- TV/VCR/DVD player.

Find out how to access these items. For access to faculty-specific items such as sports equipment, drama costumes or musical instruments, directly contact a teacher in that faculty.

Assistive technologies

During your years of teaching, you will be supporting and teaching students that have a disability. 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 allows 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.

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 of your receipts for taxation purposes.
Flying start induction toolkit
for beginning teachers

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**Student records**

**Class profile**

Students in Queensland state schools will be from diverse social and cultural backgrounds and have a range of 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 make authentic 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 www.education.qld.gov.au/strategic/eppr/curriculum/crppr009/. A host of resource links are accessible within the policy.

**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 Resource Exchange at learningplace.eq.edu.au/cx/resources

**Student files and data**

Accountability is essential so it is worthwhile expending a lot of energy on creating and maintaining a quality filing system that both works for you and is in line with your school’s policy on record-keeping.

File management differs from context to context. The file management system may be wholly paper-based, electronic or it may be a combination of both. 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.

For further information, refer to the Privacy Plan and Information Standard 42 www.education.qld.gov.au/information/privacy/plan/pdfs/privacy-plan.pdf which regulates the responsible management of personal information, including its collection, storage, use and disclosure by the Queensland Department of Education, Training and the Arts.

**Office files**

Official student files are stored in the office. Student enrolment forms are contained within these files. Enrolment forms are signed by both parents and students, confirming their agreement in terms of the school’s Responsible Behaviour Plan for Students, and procedures for homework, assessment and uniform. This written agreement signifies the joint understanding and responsibility of parents and students, in regards to these school-based procedures.

Office files may also contain official and legal documents such as 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, check the student’s office file. For example, if you are wondering why James is a year older than his peers, the enrolment form contained within the office files will provide years and locations of schools attended – you may see that the family moved from interstate, or overseas, or that he repeated a year. Ensure that you seek permission to view documentation and information, as it can be highly confidential.
**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 etc. These files can be sent on from school to school if the child transfers. Some schools pass them onto the secondary 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.

**Teacher files**

Keep detailed records to assist with assessment and parent interviews. It is worthwhile to keep 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 — primary**

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.

**Hint — secondary**

Develop a way to organise your files for all of your students across all subjects and classes. You may find it useful to have separate folders for each subject, class or unit of work you teach. Create a folder for your class rolls and a behaviour folder, where all incident reports can be kept for your reference. Establish separate folders where student assessment is kept. You will need a place to store your student assessment folders, as you could teach up to 150 students. Keeping these folders up-to-date is your responsibility. Be mindful to take any relevant information with you to parent-teacher interviews.

**Student files — secondary**

A child may have more than one file, depending upon their needs and the extra support they are receiving. If you have concerns about one of your students, discuss your concerns with your year level coordinator and the student’s other teachers. The pieces of information contained in different teachers’ student files can contribute to the whole picture.
Qualitative data — behaviour, records of meetings, parent meetings, anecdotal notes

It is important to note student welfare information such as:

• behaviour issues (for example, incidents at lunchtime or in class)
• background details from parents (for example, issues in the home or family that may affect their learning)
• outcomes of meetings with the principal or other professionals regarding behaviour (for example, 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.

• If you are a secondary teacher, chances are that you will have a homeroom/form class. Form teachers need to have an awareness of how the students in their form class are performing in all subjects. Develop a way of keeping track of and documenting this information, as form teachers can often be the first port of call when a student is displaying poor results or behaviour in a particular subject.

• All notes regarding absences need to be kept.

• Please note that all written records can be requested and used in a court of law. It is important to write factual information and avoid interpretations.

Qualitative data — academic anecdotal notes

Markbooks are great see-at-a-glance tools, but do not provide a complete picture. Ensure you keep documentation on anecdotal evidence about a student’s performance. A mark will only indicate student achievement, but anecdotal notes (which may be included as comments on the assessment’s criteria sheet) will provide detail of the student’s particular strengths and weaknesses. The sample student profile below provides a template for you to record anecdotal information about students in your primary classroom.

Hint

Using the student profile sheet (page 58):

• 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.
## Sample student profile sheet – primary

<table>
<thead>
<tr>
<th>Name</th>
<th>year level: 1 2 3 4 5 6 7</th>
<th>semester 1/2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing and shaping</td>
<td></td>
<td>Number</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Whole numbers</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fractions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Money</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Addition and subtraction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Multiplication and division</td>
</tr>
<tr>
<td>Speaking and listening</td>
<td></td>
<td>Patterns and algebra</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Patterns and functions</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equivalence and equations</td>
</tr>
<tr>
<td>Reading and viewing</td>
<td></td>
<td>Measurement</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Length, mass, area and volume</td>
</tr>
<tr>
<td>Handwriting</td>
<td></td>
<td>Chance and data</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chance</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Data</td>
</tr>
<tr>
<td>Word study</td>
<td></td>
<td>Space</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Shape and line</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Location, direction and movement</td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td>Technology</td>
</tr>
<tr>
<td>Science and society</td>
<td></td>
<td>Technology practice</td>
</tr>
<tr>
<td>Earth and beyond</td>
<td></td>
<td>Information</td>
</tr>
<tr>
<td>Energy and change</td>
<td></td>
<td>Materials</td>
</tr>
<tr>
<td>Life and living</td>
<td></td>
<td>Systems</td>
</tr>
<tr>
<td>Natural and processed materials</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studies of society and environment</td>
<td></td>
<td>The arts</td>
</tr>
<tr>
<td>Time, continuity and change</td>
<td></td>
<td>Visual arts</td>
</tr>
<tr>
<td>Place and space</td>
<td></td>
<td>Dance</td>
</tr>
<tr>
<td>Culture and identity</td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td>Systems, resources and power</td>
<td></td>
<td>Media</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Music</td>
</tr>
<tr>
<td>Health and physical education</td>
<td></td>
<td>Additional information</td>
</tr>
<tr>
<td>Promoting the health of individuals and communities</td>
<td></td>
<td>Appraised/education adjustment program/choir/chamber group/district sport</td>
</tr>
</tbody>
</table>
Quantitative data — senior secondary assessment
In addition to qualitative information about the students in your class, you must be vigilant with recording student assessment. Stay up-to-date with the marking of your students’ work as it can pile up and catch you off-guard, particularly around the end of term. Mark student work as soon as it comes in, while the assessment task is fresh in your mind. Immediately record student results for assessment, either in your mark book or electronically (or both, depending on your school’s policy), and on the student’s profile sheet.

The careful marking and recording of student work is essential for senior students in Years 11 and 12, who may be working towards their Queensland Certificate of Education. Queensland follows a system of externally-moderated school-based assessment. This means that students are taught and assessed by their teachers in accordance with the requirements of the Years 11 and 12 syllabuses.

The Queensland Studies Authority (QSA) at www.qsa.qld.edu.au is the statutory body that ensures that the curriculum and assessment developed by schools are rigorous and meet the requirements of the syllabuses. Teachers’ judgments about the standards achieved by their students are moderated by the QSA using trained expert panels of teachers from other schools. If you teach an Authority-registered subject, some of your students’ work will inevitably be sent to one of these review panels for either monitoring (at the end of Year 11) or verification (at the end of Year 12).

Student assessment folders and the accompanying profile sheets for each subject and student are the responsibility of the teacher. In the case of senior students studying Authority-registered subjects, these profile sheets (usually found on the front of the individual student’s folder of assessment items) must be set out in accordance with the relevant syllabus to show the:
- tasks completed
- assessment instrument used for each task
- criteria assessed by each task
- tasks as formative or summative
- results for each task
- level of achievement at moderation, verification and exit.

Schools may design their own student profiles as long as the key elements are shown.

If you teach a senior subject that is not Authority-registered, as part of your school’s Vocational Training and Education (VTE) program, there will be an alternative but equally crucial and specific system for marking, recording and filing student work. These requirements will be subject-specific, and may be in relation to any associated TAFE modules being completed in the subject. Your Head of Department Senior School, VTE coordinator or subject area coordinator will be able to guide you in this.

Hint
- Mark and file student assessment as soon as the assessment process is complete.
- Keep student profile sheets up-to-date.
- Each school will have a different policy on how student assessment is recorded (electronically or otherwise) and where it is stored. Ensure that you follow this policy.
- It is absolutely vital that your students’ profiles (folders containing their assessment items and profile sheets) and your submissions to panel are highly organised and well-presented.
- Check the QSA and/or school policy before allowing students to take marked work home.
- Check the QSA policy in regards to keeping senior student work – QSA mandates that all student work completed by students over the course of senior study (years 11 and 12) must be kept until March 30 of the following year.
Sample student profile sheet – senior secondary

The student profile below shows the results of a hypothetical student, who has studied senior music over year 11 and 12. This profile sheet would be found on the front of the student’s assessment folder. The layout of student profiles and the information contained on them are entirely subject-specific, so liaise with your Head of Department to ensure you have the correct profile sheets for your subject area.

<table>
<thead>
<tr>
<th>Semester</th>
<th>Assessment Task</th>
<th>Exit Criterion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Analysing Repertoire</td>
</tr>
<tr>
<td><strong>Year 11 (Formative)</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 1 | 1. Analysing Repertoire  
Extended written task: comparison of two scores | A– | | |
| 2 | 2. Composing  
Song with accompanyment | C | | |
| 2 | 3. Performing  
Performance of music theatre repertoire | B | | |
| **Interim Level of Achievement at Monitoring** | | | HA | |
| **Year 12 (Summative)** | | | | |
| 3 | 4. Analysing Repertoire  
Multimedia task: argumentative evaluation of a composer’s work referring to specific repertoire | A | | |
| 3 | 5. Performing  
Accompanying school choir | C– | | |
| 4 | 6. Composing  
Rock composition: any style, instrumental or vocal or both | B+ | | |
| **Verification Interim Level of Achievement** | | | HA | |
| 4 | 7. Performing  
Conducting school concert band | C | | |
| **Exit level of achievement: October** | | | HA | |
OneSchool

The OneSchool program is the foundation component of the Department’s Smart Classrooms strategy and involves the design and deployment of a comprehensive, flexible and sustainable information management system in Queensland state schools. OneSchool is not just about securing a technology replacement for the current school-based system. OneSchool is a school-driven project focused on improving relationships between teachers and students, and teachers and parents/carers with the key objective being to enhance student learning. This will be enabled by providing teachers with accurate and timely student information which is complete and makes available a holistic picture of the student in the form of a student record.

The OneSchool program will support the Department’s core business of learning, teaching and the curriculum by providing functionality for:
- student management
- curriculum and learning management
- school resource management
- financial and asset management
- performance, reporting and analysis.

OneSchool will be deployed in progressive releases with each release adding more functionality. Release One was deployed in all Queensland state schools during 2008. Release One enables teachers to record, report and review student extra-curricular participation, contact with parents/carers, behaviour incidents (positive and negative), career aspirations and academic achievement reports, attendance details, contact information, and personal details.

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 sudden and urgent, such as anaphylaxis and infections, which may require immediate treatment.

You will need written permission from a student’s parents or carers to dispense any medication. All medications 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 through the Education Adjustment Program (EAP) to students with a disability with significant educational support needs and a verified diagnosis of:
- autistic spectrum disorder (ASD)
- hearing impairment (HI)
- intellectual impairment (II)
- physical impairment (PI)
- speech language impairment (SLI)
- vision impairment (VI).

The policy definition of disability applies to a greater number of students than those identified through the EAP disability categories. Students who do not access additional resourcing through the EAP process, but who still have a disability under the Disability Discrimination Act definition, are supported through the full array of student support services allocated to regions.
The Department uses a tiered approach to record-keeping for students with diverse learning needs. This includes:

- **System (official) records**
  Adjustment Information Management System (AIMS) — an online database of students with disabilities. This is maintained by a nominated staff member.

- **School records**
  Education Adjustment Profile (EAP) — 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 www.education.qld.gov.au/students/disabilities/adjustment

  Individual Education Plan (IEP) — a document that is tailored to suit the learning needs of an individual student, stating their goals and outlining the teaching 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. Student performance on IEP goals should be reported on as part of the reporting process.

  You will also need to keep evidence of how you meet the needs of students requiring an IEP. 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 adjusted
  - keeping a copy of the student’s individual timetable and the regular timetable
  - keeping a copy of any adjustments to homework and the regular homework
  - showing adjustments made to assessment tasks
  - documenting exemption from or modified participation in standardised tests
  - documentation of educational adjustments made to support students with diverse needs (for example, teacher aide/specialist staff support timetables, samples of modified work).

**Students who struggle with the literacy and/or numeracy demands of the curriculum**

It is important to closely monitor the achievement of students who have been identified as struggling with the literacy and or numeracy demands of the curriculum. Dates of meetings with parents to outline concerns and plans of actions must be recorded in the student’s file. In your early days of teaching, the support teacher: learning difficulty can assist you with this.

**NAPLAN**

Each year in May, all students in Years 3, 5, 7 and 9 across Australia participate in the common national tests for reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. The National Assessment Program – Literacy and Numeracy (NAPLAN) tests occur over three days. These tests form part of the National Assessment Program agreed to by all Australian education Ministers. In 2008, NAPLAN assessments replaced the Queensland Years 3, 5 and 7 Aspects of Literacy and Numeracy Tests and for the first time in Queensland included tests for Year 9.

National testing aims to achieve greater consistency, comparability and transferability of performance data across states and territories in a way that was not possible under the previous state-based systems.

The results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a common scale across ten achievement bands with six of these ten bands used for reporting performance at any one year level of the testing program. The achievement scale represents increasing levels of skills and understandings.

Schools receive detailed student performance information from these tests and teachers are encouraged to use this information to inform performance improvement and planning within the school.

For more information, visit http://www.qed.qld.gov.au/strategic/performance/naplan.html
Students and young people in care

Many students 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 (ESP) developed either within one month of enrolment or within one month of the school being made aware the child is in care. The plan identifies any additional support needs and the strategies to be implemented to meet these needs. 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, Education Adjustment Profiles, 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 www.education.qld.gov.au/studentservices/protection/childsafety/edsupport

Social and Emotional Learning

Social and Emotional Learning (SEL) is a process for helping students develop the knowledge, understandings and skills that support learning, positive behaviour, and constructive social relationships. Social and emotional learning is an approach that teaches students to recognise, regulate, and express the social and emotional aspects of their lives so they can operate successfully in the world and manage life tasks.

Support materials for SEL include the Guide to Social and Emotional Learning in Queensland state schools and a program selection tool which analyses SEL resources against five core social and emotional competencies.

For more information on Social and Emotional Learning, visit www.education.qld.gov.au/studentservices/protection/sel/index.html

Planning

All schools have different expectations regarding daily, weekly and term/unit planning. Ensure that you know what documentation your leadership team expects.

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

Long-term planning can be a yearly or semester 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 processes you intend to use to deliver your content. The unit plan should include details of sequenced individual lessons to ensure that students’ learning is scaffolded.

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

Syllabus documents

The planning documents that you create must be clearly linked to the school-based curriculum plans and relevant 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 Resource Exchange at www.learningplace.eq.edu.au
- Consider purchasing a teachers’ diary to work efficiently. These are available in primary and secondary editions at newsagents and education suppliers. Some schools give these to their teachers at the beginning of the school year.
- 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 and work programs that encompass the Key Learning Areas, your school may also require the teaching of other programs, for example, robotics, philosophy or social skills programs such as ‘You Can Do It’. You will be informed of the resources that exist to support you in your teaching of such programs. Information will also be available in your school’s Annual Operational Plan.

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

Planning templates

Your school may have templates to assist with your planning. If so, these templates are usually part of the curriculum plans. Ask 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 new curriculum areas. Should this occur, ensure you work closely with the relevant 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.

Digital pedagogy

Digital pedagogy is a new way of working and learning with information and communication technology to facilitate quality learning experiences for your students. Digital pedagogy moves the focus from information and communication technology tools and skills to a way of working in a digital world. It is the convergence of technical skills, pedagogical practices and a knowledge and understanding of curriculum to create meaningful, rich and engaging learning experiences for students.

Effective digital pedagogy is based on the needs of individual students and incorporates contemporary teaching and learning strategies. It features student-centred learning approaches, innovative curriculum design, personalised approaches, intellectual engagement, rigorous learning, connectedness to global contexts, supportive and collaborative classroom environments and connected curriculum, assessment and reporting to improve outcomes for students.

Hint

First day and getting to know your students

The first contact you have with your students must be well-planned as it is essential to your success. The first contact you have with your students, whether it is a first day or a first lesson, is an opportunity for you to build relationships 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 and first week – it is better to have too many activities planned while you determine the ability levels of students. Be organised and prepared to welcome your students and parents. First impressions count!

Take the time to get to know your students and establish classroom expectations. This can ultimately save you teaching time. Endeavour to establish knowledge of students’ prior learning and interests so that you can maximise engagement in curriculum and connectedness to other learning and real-world contexts. Students will need some time to get to know you as well; you may wish to write them an informal letter introducing yourself.

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

Hint — primary

Complete the following tasks to ensure that your primary school classroom is prepared:
• make a check-out chart and 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, 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.

Hint — secondary

• You will need to be mindful of the age of your students when it comes to establishing your classroom expectations – be flexible.

• Students in Years 8 and 9 require much more structure than students in Years 10, 11 and 12. For example, while you may ask students in Years 8 and 9 to line up prior to class, this may not be necessary for students in the senior years.

• Students in Years 11 and 12 will be very familiar with the school rules, whilst for students in Year 8, these will be completely new. Make the effort to continuously reinforce these new rules to your younger secondary students.
First week

Your aim in the first week is to determine the skills, abilities and interests of your students. Review existing student files or data profiles to guide your own data collection during the first week.

It is important to over-plan during this early phase of the year – it is always better to have too many activities planned than not enough. In the first week of school, endeavour to include the following activities:

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

You will also need to familiarise students with the content that you will be covering throughout the year, their first unit of work, and your expectations in terms of their use of a student diary, homework and assessment.

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; you may like to store others on shelves.
• Write a newsletter to send home to parents during this week. Introduce yourself and your philosophy on education, and what you envisage over the year for their children, in terms of their education.

Student stationery and textbooks

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

Secondary schools often have textbook hire schemes. Additionally, you can access class sets of textbooks, which are ultimately your responsibility. Monitoring these resources throughout the year will make your job easier during stocktake and when it is time for books to be returned.

Hint

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

Photocopying procedures

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.
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 www.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, 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.

Essential skills you can use to establish your classroom include:

- being familiar with the school’s Responsible Behaviour Plan for Students
- establishing classroom expectations
- being prepared
- giving clear instructions
- 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.

Establishing classroom expectations

Establishing classroom expectations should be the first thing you do 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. Establishing classroom expectations clearly articulates and demonstrates the boundaries of pro-social behaviour within your classroom environment. By establishing classroom expectations, you are ensuring that it is clear about what is, and what is not, regarded as responsible and safe in a particular context. The key to good classroom expectations is the clear articulation and regular reinforcement of teacher expectations.

How to establish expectations

1. Initially, present a small number (3–5 only) of expectations to students. Developing class expectations in a class meeting can also be effective. However, remember this is your classroom and, as the teacher, it is your responsibility to ensure the expectations are reasonable. Teachers who engage with students on an infrequent or irregular basis need to present their own expectations as they may not have the time or rapport to negotiate rules.

2. Publish the rules where students can read them.

3. Keep the rules short, simple and clear, for example:

   - arrive on time and prepared
   - follow teacher instructions
   - keep hands and feet to yourself
   - use manners
   - stay on task.

4. Make the rules positive to draw attention to appropriate behaviours, rather than highlighting inappropriate behaviours.
5. Discuss the rules with the class.
   • Refer to the rules frequently.
   • Discuss relevant scenarios, positive and negative.
   • Develop clear consequences in advance, for both positive and negative behaviours.
   • Teach the expectations to the class and provide opportunities for the class to practice and demonstrate the appropriate behaviours.
   • Positively reinforce students when they demonstrate the expectation. For example, if Clara is walking around the desks and not through them, respond, ‘In this classroom, we are safe and you are being safe by walking around the desks, thanks.’
   • Refer to the rules when they are being followed, not just when they are not being followed.

6. Model, model, model.

**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**

Giving a clear instruction is important as it:
- helps students understand what they are expected to do
- helps students organise what they are required to do
- gives cues to students that they need to be actively engaged with the curriculum.

Clear instructions 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 — for example, ‘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 a student or group does as expected — for example, ‘You did that quickly. Thanks.’

Avoid:
- standing too close to a student. This can be intimidating and cue hostility. It is better to prompt/correct, pause, then walk away and scan back
- moving too fast towards a student. This can induce a fight or flight response
- holding eye contact, since it can become a ‘stare-out’ challenge
- showing irritation or annoyance through tapping your foot, pursing lips, crossing arms or frowning.

**Acknowledging on-task behaviour**

An effective technique in minimising off-task behaviour is acknowledging on-task behaviour. This is effective as students become more aware of their competence by hearing exactly what you want and hope to see and hear more frequently.

Where possible:
- respond to desirable behaviours with specific descriptive behaviour feedback. For example, ‘Melissa, you followed a class instruction’, ‘Year 9, you are all working quietly on the questions.’
- use body language intentionally — 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.

Avoid giving conditional praise. For example, ‘Good work; why didn’t you do it like this all along?’ The student may resent this and the learning relationship may suffer.
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 have taught to the class and have been agreed on. This process will stop you from pulling ideas out of the air, for example, saying 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
• avoid making any consequences sound like a threat.

When giving a choice to a student they may engage in secondary behaviour. Secondary behaviour describes behaviour that has the objective to change the original focus of your concern; for example, you may have asked a student to move to another location in the classroom. On their way, they may stamp their feet and grumble – this behaviour is the secondary. Do not attend to minor secondary behaviours as they are designed to elicit arguing or convincing talk from the teacher. Secondary behaviour is not productive and wastes precious time. It is important when the student re-engages in learning to acknowledge this immediately.

If you feel powerless to do anything, make an anecdotal note of what is happening in objective, descriptive language. Remember to sign and date it.

Setting appropriate consequences
Always ensure consequences are linked into the classroom expectations. All students in the classroom should be able to recite what the positive and negative consequences are within their classroom environment. Consequence should be logical and natural. 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. It is the certainty of the consequence that is important, not the severity.

 Hint
When considering strategies, it’s important to:
• know your class/es 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.

Classroom routines
• 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.
• 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. All students who ignore appropriately are given bonus points which are added together. These can be graphed on a rocket. When the points reach the top, the students have a ‘blast off’ party. Note, ensure that students are not used to demonstrate negative behaviours and are only used to demonstrate appropriate behaviours.
• Construct a noise meter for your classroom and explain to the students what it means. Choose the sections which suit you, for example, 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.
• 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.
Classroom reinforcements

- 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.

- Get students to 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, provide an agreed upon positive reinforcement.

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

- Operate a 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.

- Celebrate when a student accomplishes a difficult task, meets a personal goal or moves to a higher-class level, by asking classmates to clap or applaud the achievement.

- Set up a race track 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.

- Establish an awards system – 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.

- Establish 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.

- Utilise peer mediation - when a student is out of control, a student ‘leader’ in the class can quietly talk to that student for a few minutes. This technique can be used in a group where lots of social skills and problem-solving training has occurred.

- Establish a system that utilises 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.

Behaviour management conversations

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

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

- 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.
Individual student support

- 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.

- Look for antecedents, behaviours, and consequences. Try to determine why a behaviour occurs by analysing what happens before the behaviour occurs, what the behaviour was and what consequences were employed after the behaviour.

Further information

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

Behaviour resources and information

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

- Essential Classroom Management Skills is a professional development package produced by Education Queensland which covers the minimum standards in behaviour support. It is delivered by trained facilitators and consists of initial training in the core 10 Essential Skills, and a follow-up coaching component.
- The Better Behaviour, Better Learning Professional Development Suite is a practical skills package designed for all schools to access on a needs basis. Every state school has a copy on CD.
- The Better Behaviour, Better Learning online course. 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 supports classroom teachers by providing access to highly-qualified specialist personnel, including:

- 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.

See your principal if you wish to access any of these support personnel.
Flying start induction toolkit
for beginning teachers

Commitment to professional development

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Commitment to professional development

Professional development opportunities

The annual Professional Development Agenda is the overarching strategic framework for professional development for all Education Queensland staff. It identifies key school priorities, school professional development expectations, support for schools from regional and Central Office, and a selection of other centrally coordinated and funded professional development programs which employees can access to support particular work responsibilities or career aspirations.

The Professional Development Agenda is published each year and outlines professional development initiatives that will be supported in the respective financial year. You can access the annual Professional Development Agenda at www.education.qld.gov.au/staff/development/policy/agenda

The Professional Development and Leadership Institute 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. You can download these bulletins from www.education.qld.gov.au/staff/development/news/bulletins-2008.html

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 provides updated information as it becomes available. Visit www.education.qld.gov.au/staff/development/calendar/index.html

Types of professional development

Professional development comes in many different formats. The following list, which is not exhaustive, outlines some types of professional development you may attend:

- 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.

Continuing professional development

The Queensland College of Teachers (QCT) recognises that the wide range of professional development activities in which teachers regularly engage contributes to their ongoing learning and growth in relation to the Professional Standards for Queensland Teachers.

The QCT’s Continuing Professional Development Framework (CDPF) requires all state school teachers to develop an individual professional development plan as part of their Developing Performance Framework (DPF) conversations.

The Professional Standards for Queensland Teachers (or Education Queensland’s Professional Standards for Teachers if you have obtained full registration with the QCT) provide you with a platform to reflect on your professional practice. Using the Professional Standards for Queensland Teachers as a guide for your developing performance conversations enables you to identify and discuss your strengths and areas for improvement. This will then provide you and your supervisor with the information needed to identify your professional development needs, so that you are supported to work towards the achievement of your identified goals.

Keeping detailed records of your professional development is important in order to meet the CPDF requirements and to support your teacher registration with the QCT. For more information on the framework, go to the QCT website at www.qct.edu.au
Using the Developing Performance Framework

The Developing Performance Framework (DPF) is a flexible and collaborative process that enables you, your colleagues and team leader to:

i. clarify work priorities so you understand what is expected of you in your role
ii. discuss yourself and your career aspirations
iii. plan support and professional development to build on your capabilities.

When implemented well, the process fosters a culture where open dialogue regarding performance is not only accepted but embraced.

The DPF is designed to be used alongside resources such as the Professional Standards for Queensland Teachers, the Professional Standards for Teachers and the Smart Classrooms Framework. The DPF is what governs your developing performance conversations. The Professional Standards for Teachers can be used to guide such conversations, giving you a tool to better understand the skills and knowledge you already have as an effective teacher, as well as those capabilities you need to develop to be the best teacher you can possibly be.

The Developing Performance Framework is a four phase process. All of the phases are important as they provide the focus for conversations.

Phase 1: Clarifying work expectations and work focus

• What do I expect of myself and what do others expect of me?
• What are the work priorities for my school, work unit and team in the coming work period and what contribution will I make through my key work tasks?
• What are my career aspirations? What goals will I set to achieve these goals?
• What support or professional development do I need to build my capabilities to meet these expectations, undertake key work tasks and achieve my career goals?

Phase 2: Reaching an agreement – either verbal or written

• What capabilities do I require and how will I show I have completed my key work tasks successfully?
• What support and professional development will I undertake to develop my capabilities, so I can complete key work tasks and work towards my career goals?
• What have I set for this work period to support my career aspirations?

Phase 3: Performing and ongoing support

• How am I progressing with my key work tasks and my career goals?
• How are my capabilities developing as a result of the support and professional development I am accessing?
• How am I, my team leaders and other members of my team supporting one another by giving and receiving feedback and providing progress updates on our work?
• How do I deal with new or competing issues or priorities? How am I supported to do this by my team leader and other team members?

Phase 4: Reviewing and improving performance

• What key work tasks have I completed successfully?
• What did I learn in completing these key work tasks?
• What are my strengths and how can I build on them?
• What areas do I need to focus on and how can I improve?
• What are my career aspirations and what pathways are available to me?
• What support and professional development do I need to continue to develop my performance?
• What can I do if I regularly fail to meet performance expectations?

A range of optional tools and resources has been developed by Education Queensland to support state school teachers. They are available from www.education.qld.gov.au/staff/development/performance
Queensland College of Teachers

Professional Standards for Queensland Teachers outline

The Queensland College of Teachers Professional Standards for Queensland Teachers outlines the capabilities of teachers across ten standards:

1. Structure flexible and innovative learning experiences for individuals and groups.
2. Design and implement learning experiences that develop language, literacy and numeracy.
3. Design and implement intellectually-challenging learning experiences.
4. Design and implement learning experiences that value diversity.
5. Assess and report constructively on student learning.
6. Support personal development and participation in society.
7. Create and maintain safe and supportive learning environments.
8. Foster positive and productive relationships with families and the community.
9. Contribute effectively to professional teams.
10. Commit to reflective practice and ongoing professional renewal.

For a complete copy of this document, visit www.qct.edu.au

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 to make information and communication technology (ICT) integral to learning. Teachers and principals can use the framework as a guide for planning enhanced professional development.

The framework acknowledges that information and communication technology can support, enhance, enable and transform teaching and learning in all subject areas and phases of learning. It promotes using effective pedagogies to transform the design and delivery of curriculum and to improve learning outcomes for students. This represents a significant shift away from information and communication skills training for teachers to a clear set of expectations to make it integral to learning.

The framework consists of three levels.

- **ICT Certificate** provides a base level for teacher ICT use. This includes some core skills, knowledge and abilities as well as ICT in a pedagogical context.
- **ICT Pedagogical Licence** is for teachers who effectively integrate ICT into teaching and learning.
- **ICT Pedagogical Licence Advanced** acknowledges teachers who make ICT integral to teaching and learning, and demonstrate leadership of this within the school.

Gaining accreditation

It is anticipated that most beginning teachers will have attained the ICT Certificate as part of their university studies. The ICT Certificate should be seen as a stepping stone towards accreditation with the ICT Pedagogical Licence; therefore beginning teachers are encouraged to work towards accreditation with the licence.

Accreditation with the levels of the framework is through a portfolio process, where teachers compile digital portfolios that demonstrate how their practices meet the expectations of each level of the framework.

To find out more, visit www.education.qld.gov.au/smartclassrooms/strategy/tsdev_pd.html
**Professional development journal template**

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<tbody>
<tr>
<td>Current practice in relation to the standard</td>
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<tr>
<td>Defined learning goal in relation to the standard</td>
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<tr>
<td>Target date to reach your goal</td>
</tr>
<tr>
<td>Action plan — how will I improve my pedagogy?</td>
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<tr>
<td>What sources of support will meet my needs?</td>
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<tr>
<td>People</td>
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<tr>
<td>Who will monitor my professional development?</td>
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<td>Self-monitor</td>
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**Professional reflection**

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<thead>
<tr>
<th>What have I done?</th>
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<tbody>
<tr>
<td>What have I achieved or learned?</td>
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<tr>
<td>How will my learning generate new actions?</td>
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<tr>
<td>What supporting evidence do I have?</td>
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<tr>
<td>Celebrate your success in learning. Next steps...</td>
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## Suggested professional development log

Corporate requirements – □ Code of Conduct □ Child protection

<table>
<thead>
<tr>
<th>Personal Development event/training/activity undertaken and presenter</th>
<th>Date</th>
<th>Location</th>
<th>Professional standard Indicator/s</th>
<th>Duration</th>
<th>Funding/cost</th>
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September 2008