



## 6. Treasurer's Report

### JOINT COUNCIL OF QUEENSLAND TEACHERS ASSOCIATIONS

#### FINANCIAL REPORT TO COMMITTEE MEETING 15 JULY 2009

Cheque A/c			Deposits	Withdrawals	Balance
		Balance available 17 June 2009			\$23 262
617	20/6/09	Aon Risk Services - P/Liability Ins (minimum amount payable by an Association in Qld)		786.88	
618	30/6/09	Fig Tree Pocket SS - TRS for Caroline's attendance at Values Conference		749.32	
619	8/7/09	ATO - GST payable		386.00	
	24/6/09	BETA	77.00		
	14/7	QATESOL	77.00		
			154.00	1 922.20	
		Available balance 15/7/09			21 490

Term Deposit - \$45 966.82 has been reinvested to mature 5 December 2009

#### Past member Associations unfinancial to date

All reps have been in contact and are following up except for Queensland Guidance and Counselling Association for whom I have no responsive contact.

Association	Repfname	Repsname
Association of Women Educators	Desrae	Senior
Home Economics Institute of Australia (Qld) Inc	Jo	Andrews
Outdoor Educators' Association of Queensland	James	McIntosh
Queensland Agriculture Teachers' Association	Bruce	Walters
Queensland Guidance and Counselling Association	Kendall	Yates

Lyn reported she had checked the cost of insurance and it is comparable with previous years and other policies.

AJCPTA to pay Caroline's attendance at Values conference. Janet is to chase this up.

The above payments presented for ratification and approval.

I move this Treasurer's report be accepted.

Lynn Allsop (Treasurer JCQTA)

Seconded Helen Little Carried

## 7. Reports from Representations

7.1 AJCPTA - Nil

7.2 Other - Nil

## 8. General Business

### 8.1 Values Ed Framework: August Forum

The August Forum on August 22<sup>nd</sup> at the O'Shea Centre will be 'VIP - Values in Practice'.

Joy and Caroline have developed the program which will include :

Research into Values - Rosalie Shawcross

Philosophy - Liz Fynes-Clinton

Values in the Classroom - Caroline Brooks

Enquiry activity - Joy Schultz

Speakers have been confirmed. SOSEAQ to provide invoice to JCQTA for the funds.  
Quote required from O'Shea Centre and Joy to confirm costs of catering. Pre service teachers will be charged a nominal cost for attending to cover catering (unless they are members of an association).  
The flyer has been distributed.  
Ros registered concern at lack of disabled access at the Centre.

### **8.2 Web 2.0 Workshop**

26 Registrants attended workshop.

### **8.3 Primary Standards Engagement:**

The first consultation report is due on 23<sup>rd</sup> July.

Karen Bonnano is conducting a consultation in Kingaroy for a cluster of schools on July 20 at 3.45 pm but others are welcome to attend. Input can be made via a web based survey as well.

Norm Hart reported that management was impressed with headings but not impressed with language and the descriptions were hard to understand. A matrix was suggested to overcome this. However some were so general that they have become meaningless and there was general disappointment with the content. There was a mismatch between the columns and the document needed a glossary.

Beryl Exley provided feedback from ALEA - see appendix 3.

Comments included concern re power of parents in the classroom, too much paperwork and not reflective of core business. Beryl suggested ensuring that laptops were available in the consultation to make recording easier.

Kim Walters reported that ECTA consultations were on 21<sup>st</sup> and 22<sup>nd</sup> July.

### **8.4 Teaching Awards**

Nominations for a selection panel were called and Caroline was put forward but successful candidates were appointed from NSW, Victoria and SA.

### **8.5 Meeting with Minister**

Caroline and Janet will meet with Parliamentary Secretary on Monday 21<sup>st</sup> July.

Lyn reminded Executive to supply signed meeting minutes for the auditor.

Lyn will also follow up on difficulty in connecting to teleconference.

**Meeting dates :** August 22<sup>nd</sup> (Forum); Sept 16<sup>th</sup> (AGM); Oct 21<sup>st</sup> and November 18<sup>th</sup>.

**Meeting closed at 4.50pm**

## **Ongoing Actions**

<b>Caroline Brooks</b>	Re-present the final version of Strategic Plan at next meeting for ratification
<b>Janet Cochrane/Executive</b>	Develop criteria for JCQTA outstanding service Awards.
<b>Janet Cochrane/Executive</b>	Supply signed minutes fro audit
<b>Janet Cochrane</b>	Write letter requesting some direction from QCT on CPD policy
<b>Joy Schultz</b>	A summary of planned Values Education activities
<b>Joy Schultz</b>	Send example of QCT advice on CPD to list
<b>Janet Cochrane</b>	Survey associations and see if there is an issue with number of emails
<b>Janet Cochrane</b>	Chase up payment for Caroline's attendance at Values Conference
<b>All</b>	Provide feedback on support for a Queensland based awards process for outstanding service to professional associations

## Appendix 1 Emails

Caroline Brooks	Tue 7/14/2009 9:32 PM	Values Report
COCHRANE, Janet	Tue 7/14/2009 6:37 PM	RE: costs for pre-service students at AUgust Forum
COCHRANE, Janet	Tue 7/14/2009 6:18 PM	RE: [jcqta] Apology and Offer
MYSIA	Tue 7/14/2009 4:12 PM	[jcqta] Apology and Offer
Petrea Redmond	Mon 7/13/2009 11:42 AM	Education Industry Networking Functions
Lyriss ListManager	Mon 7/13/2009 1:27 AM	jcqta subscription report
Alison Hall	Fri 7/10/2009 4:29 PM	[list_owners] edna lists audit
Debra Brydon	Fri 7/10/2009 12:47 PM	PRINCIPAL MATTERS: Invitation to write for school leadership journal
Linda Marsden	Tue 7/7/2009 8:07 AM	RE: ACHPER QLD details
Home Education Association	Mon 7/6/2009 4:30 PM	July 2009 Newsletter
Linda Marsden	Mon 7/6/2009 2:39 PM	ACHPER QLD details
Lyriss ListManager	Mon 7/6/2009 1:27 AM	jcqta subscription report
Maxime.Saltmarsh@student.griffith.edu.au	Fri 7/3/2009 11:23 AM	Re: Trade Show
Maxime.Saltmarsh@student.griffith.edu.au	Tue 6/30/2009 11:35 AM	Re" Trade Show
Lyriss ListManager	Mon 6/29/2009 1:27 AM	jcqta subscription report
Susan KENNEDY SMTIH	Sat 6/27/2009 7:21 AM	report about QCPEPTE meeting
Lilijana Simic	Fri 6/26/2009 12:15 PM	RE: response to invitation
Denise Reghenzani	Mon 6/22/2009 9:32 PM	"Growing Gorgeous Boys" Biennial Bassett Oration.Australian College of Educators
Lyriss ListManager	Mon 6/22/2009 1:26 AM	jcqta subscription report
Ann Richards	Thu 6/18/2009 8:33 AM	RE: JCQTA meeting this afternoon
Debra Brydon	Wed 6/17/2009 8:27 PM	Articles needed for school leadership journal: 'Leadership in Focus'
Ann Richards	Wed 6/17/2009 9:48 AM	RE: JCQTA meeting this afternoon
COCHRANE, Janet	Tue 6/16/2009 6:34 PM	RE: presentation tomorrow
Jacqueline Mergard	Tue 6/16/2009 6:15 PM	presentation tomorrow
COCHRANE, Janet	Tue 6/16/2009 9:03 AM	incoming mail
COCHRANE, Janet	Mon 6/15/2009 7:41 PM	RE: United Nations Association

## Appendix 2

*REPORT ON THE 2009 NATIONAL VALUES EDUCATION CONFERENCE  
"VALUES IN ACTION-SHAPING POSITIVE FUTURES"*  
Caroline Brooks JCQTA

The National Values Conference was held in Canberra on Thursday 30 April and Friday 1 May 2009. Values Education became a national focus in 2003 and this conference focussed on the applications of Values Education in school and community settings.

The keynote address on Thursday was given by Dr Ruth Deakin Crick from the University of Bristol, United Kingdom. Dr Crick spoke of values and learning being twin sides of the same coin; values shaping the student's journey towards a chosen learning outcome. On the journey are four key stations- the identity and story of the student, the personal qualities necessary for the journey, the knowledge and understandings that inform the curriculum and the competencies required for life in the 21<sup>st</sup> century. There needs to be new approach to inquiry based learning where the student becomes a knowledge worker rather than a knowledge collector. Dr Crick drew on her experiences working with a disadvantaged primary school in Bristol and the effect an inquiry based curriculum had on the school and the local community.

A number of workshops were offered over both days. I attended "Toward a Curriculum of Giving: Transforming education from within" and "Values in Action School Project: Building Inclusion." "Toward a Curriculum of Giving" was presented by Thomas Nielsen from the University of Canberra.

Dr Nielsen spoke of Seligman's positive psychology and Post's new science of love as well as his own research with students at the University. As a Health and Physical Education teacher I was intrigued to learn that giving (and giving is not just making financial donations to charities) was the highest predictor of improving health- more than exercising four times a week. I will continue exercising though as well as increasing my givingness (be more positive towards people and less judgemental). Dr Nielsen believes a curriculum of giving is one of the most effective ways to develop individual and communal wellbeing and create optimal learning environments for schools and other educational institutions. He has a compelling argument.

The workshop on "Values in Action Schools Project: Building Inclusion" was conducted by teachers from a values cluster in Western Australia. The presentation looked at how values could be reported

to parents. Western Australia has used descriptors to report to parents on values for a number of years but teachers have concerns about the evidence used to make these judgements (and who wouldn't be concerned- is a teacher presuming values exist because of demonstrated behaviour?). Action research was used to develop a shared values language and a means of collecting evidence. The presenters posited a shared student task; designing a machine while being observed by parents as one way of collecting evidence. Reservations were expressed about this method by the audience which resulted in an interesting discussion.

Another keynote address was given by Professor Terry Lovat Thursday afternoon. This keynote was preceded by students from secondary schools speaking about their experience with values education. This was of great interest and worth to the conference attendees. Professor Lovat's address was titled "What works: Values and wellbeing pedagogy as best practice." He stated that Values Education had a two tasks- the first to establish an environment of respect, trust and care and secondly to teach values. A way of looking at values education was as a troika (a Russian sled led by three horses abreast) with the horses being Values Education, Quality Learning and Service Learning. The Curriculum Corporation gave information on data it was gathering from 143 school communities. The highlight of the Conference for many people was the Dinner speaker- Elida Brereton, Principal of Camberwell High School and Summer Heights High. Elida gave a very entertaining and enlightening address about her experiences as the head honcho at Summer Heights.

Friday's program begun with a keynote address by Ameeta Wattal, Principal of Springdales School, New Dehli. Springdales is a school of 5,000 students based on the philosophy of the English school Bedales. The school's motto is "the world is a family" and it is connected to 1,000 schools worldwide. The operation and curriculum of the school was somewhat different from Australian schools with a focus on community service and personal growth. It was a fascinating presentation from which Australian educators could learn.

The workshops I attended on Friday were "Values in Action Schools Project-Engaging the Disengaged" and "Different Times, different times, different values?" The first workshop was about a project conducted in 10 schools in juvenile detention centres in Australia where young people in detention were asked to 'give beyond themselves' with remarkable results. The second workshop was presented by the writer Ursula Dubosarsky who I had spoken to at the dinner and had become interested in her perspective on values. I believe it is important to hear about things happening outside schools and universities and Ursula's presentation of a writer's desire to be authentic to her readers was of relevant to all educators.

The Conference provided me with a multiplicity of avenues to explore on the values journey and I hope to lead others on a tour of the values world at the JCQTA Values Forum in August.

### Appendix 3

#### Primary Standards - responses from ALEA

##### Teaching Australia/Standard: Group 1

1.1.2 - Paragraph 3. The first two sentences are teacher focused and are not necessary in this section.

1.2.1- Paragraph 5. Take out 'and the ways of knowing....subjects as its repeating from 'subject specific content knowledge'

1.2.1 - Paragraph 7. Needs some information on how teachers create criteria and evaluations that are based on quantitative components

Needs some information on use of formative and summative assessment.

Needs some information on how to identify observable student achievements/behaviours (Prep)

2.1.1 - Paragraph 15. does not need 'and the demands they generate' from the last sentence.

2.1.1 - Paragraph 16. Title 'structures for learning' does not match the paragraph description. Should be 'Responses to Learning Environments'

2.1.2 - Paragraph 17. Add to sentence two.

They invite parents and carers into the classroom and school lives of their children at appropriate times.

2.2.1 - Paragraph 18. use of the word 'group' in the last sentence not appropriate. Who is the group??

2.2.1 - Paragraph 19. don't need the words 'as a component of the learning environment'.

2.2.1 - Paragraph 20. WELL DONE!! I like this statement.  
Repetitive of paragraph 19.

2.3.1.- Paragraph 21. Well done!

3.1.1.- Paragraph 28. Last sentence not required.

3.3.1 - Paragraph 33. too wordy  
Don't list/describe the values  
Include only the first and last sentences.

3.3.1 - Paragraph 34. too wordy  
Take out sentence two.

3.4.1 - Paragraph 35. take out 'available for scrutiny by'

3.4.1 - Paragraph 36. take out sentence two.

## Group 2

### NATIONAL PROFESSIONAL STANDARDS FOR ADVANCED PRIMARY TEACHING

#### Agree with:

- 1.1.1 Para 2: Knowing all facets of the child and their background
- 1.1.2 Para 3: Teacher's role is critical.
- 1.2.1 Para 5 - Agree with all of this.
- 1.3.1 Para 12: Agree with this. Good.
- Agree with 2.3.1 Paras 21-22
- Agree with 2.4.1 Paras 24, 25
- Agree with 2.4.2 Para 26
- 2.5.1 Para 27 - Agree with "professional opinion" as this expresses that a professional has opinions based upon experience and that they should be respected.
- 3.1.1 Para 28: Shows that teachers have a role in the broader school community rather than being fixated within own classroom only
- 3.2.1 Paras 31-32: Agree mostly with. See "missing" below.
- 3.4.1 Para 35 : Agree

#### Disagree with:

- 1.1.1 Para 2
- 1.1.2 Para 3 This paragraph includes two split infinitives and should not be included in a formally written document.  
"Self-reliant and discriminating learners" needs to be partially a parental role. The teacher's role is becoming overly focused upon being the sole person responsible for the social development of children with less input and responsibility on society and parents. Our core business should be academic education with some social development rather than diluting the amount of time available for core academic because of an increasing demand to cover the responsibilities of parents and society.
- 1.3.1 Para 11: Worldviews etc are difficult to determine in early childhood students
- 2.1.2 Para 17: within the school context and depending upon the nature of the issue being addresses with specialists, the language required to be interpreted and the nature/intelligence/ volatility of the parents concerned. Parental expectations can impact significantly upon the professional demands of the teachers - ie parents may demand more of the teacher than they are professionally able to do/ achieve within reason and their role  
Take out "into the classroom" as this should be at the teacher's discretion as it can become quite invasive particularly if certain parents demand it as their right.  
Parents do not need to be part of all of the specialist/ teacher conversations and assessments as there does not need to be negotiation with parents on every course of action given the professional knowledge of the specialist and teacher. Information and recommendations would suffice.
- 2.3.1 Para 23: "Parents and other stakeholders" needs to be removed as this can bog teachers down and restrict curriculum delivery.
- 3.1.1 Para 28: Change "consistently contribute" to "are prepared to contribute"

#### Missing:

<p>1.1.1 Para 2 missing prior experiences Needs to be recognition of different school contexts - eg International Baccalaureat schools and changing curriculum??</p> <p>1.2.1 Para 6: "... relevant to Primary aged students in a variety of appropriate contexts" (ie. Boys' ed, girls' ed, Gifted &amp; Talented etc)</p> <p>1.2.1 Para 7: Some data require specific knowledge to interpret specialist reports from psychologists etc.</p> <p>1.2.1 Para 8: Teachers need to be accountable to the recorded data through assessment practices and be prepared to justify reporting comments etc in reference to this assessment data.</p> <p>1.3.1 Para 11: Connections must be made first with basic skills before opening up to more global and abstract views etc.</p> <p>3.2.1 Paras 31-32: Need to add that teachers and schools both have a role to play in the provision/seeking out of professional develop opportunities. While the school should provide resourcing to accommodate some professional learning, teachers must be professional enough to seek a proportion of this out at their own expense and in their own time.</p> <p><b>Comments:</b></p> <p>1.1.1 Para 2: This is difficult to do over a short period of one year (eg. Spiritual, cultural). To how much detail are teachers expected to monitor this. It is sufficiently generic such that some schools will checklist and determine information on all of this whereas others may be able to tick it all off to little commitment. How will this be monitored?</p> <p>1.1.2 Para 4: Again, very difficult to measure. However, the reward aspect in teaching is important.</p> <p>1.3.1 Para 10: Much of this is achievable through scope and sequence</p> <p>1.3.1 Para 11: Remember that Primary students commence school with an egocentric view of the world</p> <p>1.4.1 Para 13: Avoid over-emphasis of use of computer technology for skills which provide more valuable learning opportunities with a broader scope of learning if done in more manual ways (eg researching, drafting writing etc.)</p> <p>2.1.1 Paras 14-16: Within the context of the school environment. How does the monitoring occur in a consistent way across multiple schools with a view to the different gradings of degrees to which teachers comply with this.</p> <p>3.1.1 Para 28-30: Some of this extra responsibility could be used by admin to significantly extend class teacher's extra responsibilities to the detriment of the classroom. Could be utilised by a Principal to flick pass certain Principal responsibilities to classroom teachers.</p> <p>3.3.1 Paras 3-34: When do we sleep</p> <p>3.4.1 Para 36: "leadership within professional networks" is a bit confusing as not all can fulfil leadership positions in these associations. Possibly mean "participate actively in professional networks".</p>
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### Group 3

#### TEACHING AUSTRALIA STANDARDS GROUP 3

##### 1

There seems to be unnecessary repetition within 1.1.1 p1 and 1.1.1 p2.  
Concerns over how these standards can be assessed to measure teacher base performance standards.

1.1.2 We agree with what is being generally stated in the standards but All statements appear to be too wordy(verbose) and need to be in a more dot point format.

1.2.1 What is meant by deep knowledge rather a through knowledge  
Agree with the statement on the condition that curriculum become more stable, rather than in a constant state of flux. It also needs to become standardised at a National level.  
The language use appears to be far too technical and jargonised . Difficulty in conveying these concepts to the general population .

1.2.1p7 should assessment be aimed at a child's level to facilitate success or be targeting an age appropriate level of attainment.

1.3 and 1.4 requires a separate heading which could encompass teacher aides and principals '

##### 2

2.1 number system is confusing rather 2.1 a,b and c too many numbers  
2.1.1p14 first statement which states simply the standard without education jargonism.  
Agree with the statement.

2.1.1 Structures for learning  
Should not include 'remaining alert and responsive to emergency.....demands , it isn't relevant to structures for learning within learning relationships.

2.2.1 We agree with 18,19,20

2.4.2 Sentences are not succinct and are verbose.

Eg. 'Based on a range of assessments....' sentence should be cut-down for ease of understanding. Far too many complex clauses.

2.5.1 As per above comment, needs to be more clear and succinct.

General comments on 2

This focuses on the intellectual at the expense of social and emotional growth. **NEEDS REVISION!**

Advanced primary teachers should to be able to experience teaching across all year levels to evidence priority of curriculum choices in year level sequence.

### 3

3.1.1 Number 30 should not be a part of our job description. This ought to apply to executive or Principal levels not for an advanced teacher

3.2.1 Agree

3.3.1 Too wordy

Vision and values - too politically aligned , doesn't not make sense

How can you base your relationships with students on principle of ecological sustainability?

Reconciliation?

3.4.1 Share Practice 35.

To what degree do we become accountable ?

Seeking to make practice 'visible' may result in false representation,

Focusing more on public relations that the quality of student learning.

36

Online forums, blogs - are these new professional teaching prerequisites.

In the interests of time management, do we acknowledge that teachers have families and greater responsibilities .

### Group 4

#### PROFESSIONAL KNOWLEDGE

**\* Under each point = include an example of how a teacher may demonstrate each standard!**

1.1.1(1)	Spiritual background information is not relevant for all schools Change to "primary teachers take time to learn about..." Omit "comprehensive"
1.1.1(2)	Safety refers to physical therefore should well being be stated as "emotional well being. Some differentiation needs to be made between two
1.1.2 (3)	Last sentence could be clearer and more concise.
1.1.2 (4)	Good no changes needed
1.2.1(5)	Remove "pedagogy" and replace with "teaching strategies" Change "aspirations" to "goals" Change "that connect" to "to connect" Change subjects, learning areas, and cross curricular to "key learning area" only
1.2.1 (6)	We agree with this statement
1.2.1 (7)	We agree with this statement
1.2.1 (8)	We agree with this statement
1.3.1 (9)	Expand on what the fundamentals of primary teaching are - be specific
1.3.1 (10)	Curriculum changes all the time - very difficult until it is standardized Schools must ensure all staff are using current curriculum
1.3.1 (11-12)	We agree with these statements
1.4.1 (13)	We agree with these statements
2.1.1 (14-16)	We agree with these statements
2.1.1 (17)	They invite parents and carers - at appropriate and negotiated times
2.2.1 (18)	We agree with this statement
2.2.1 (19)	Remove 'as a component of the learning environment' from first sentence - too wordy
2.2.1 (20)	We agree with this statements
2.3.1 (21)	No need to have the word 'differentiated' so many times in the paragraph.
3.2.1 (22 and 23)	We agree with these statements
2.4.1 (24)	Change iterative to ongoing and explain what dynamic assessment is or include examples of what dynamic assessment is



2.4.1 (25)	We agree with these statements
2.4.2 (26)	We agree with these statements
2.5.1 (27)	Be explicit on what a para-professional in a school is
3.1.1 (28 to 30)	Needs to be more concise
3.2.1 (31 to 32)	Needs to be more concise (You can say all of this in less words - need to be more user-friendly; teachers are time-poor as it is!!)
3.3.1 (33 and 34)	Provide specific examples of how teachers prove these statements in real-life situations.
3.4.1 (35)	Disagree with the statement 'for scrutiny by <b>parents</b> ' - misunderstandings can easily happen when non-teaching professionals are making judgements on what is happening in classrooms
3.4.1 (36)	This statement is clear and it gives EXAMPLES