

MINUTES OF MEETING OF JOINT COUNCIL OF QUEENSLAND TEACHER ASSOCIATIONS HELD AT QLD COLLEGE OF TEACHERS AT 4.00PM 21st April 2010

Present: Caroline Brooks (President, Vice-President (ACHPER); Jackie Mergard (Secretary); Jan Cavanagh (QAMT); Helen Little (LSTAQ) ; Jim Buckley (ETAQ); Susan Kennedy Smith (STAQ)

Apologies: Susan Hearfield (MYSA); Janet Cochrane (QSITE) ; Ros Korkatzis (QHTA); Norm Hart (QASSP)

Via Teleconference : Lyn Allsop (Treasurer (QAGTC); Kim Walters (ECTA); Joy Schultz (SOSEAQ);

1. Welcome and apologies

2. Confirmation of minutes of last meeting held on Wednesday 17th March 2010

Moved Kim Walters

Seconded Caroline Brooks **Carried**

4. Business arising -

Action Items

Jackie Mergard	Update Association's Directory for website <i>To Do</i>
Caroline Brooks	Email Nicole Panting's presentation <i>To Do</i>
Caroline Brooks	Prepare Satchel insert for QSA conference <i>Completed</i>
Susan Hearfield	Email an electronic version of AEEYSOC - Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee. <i>To Do</i>
Darlene Hill/Patricia Lonergan	Provide a presentation on ThinkQuest at the August Forum. <i>Agreed to provide presentation</i>
All Associations	Provide response to Flying Start Discussion paper <i>ECTA have completed and will email response for reference. See Appendix 2 SOSEAQ yet to complete</i>
All Associations	Submit to consultation on national standards by end of April <i>Individual associations to complete</i>
All Associations	Provide articles on Curriculum theme for compilation for August Forum <i>To Do</i>
Ros Korkatzis	Present Media Workshop at August Forum <i>Ros has agreed to present</i>
Lyn Allsop	Amend renewals to include nomination of Association representative at meetings. <i>Lyn to advise Darlene of current representatives so email list can be updated</i>

Caroline suggested that additional copies of the JCQTA satchel insert be printed for distribution at Association conferences in satchels.

Lyn is to obtain a quote from Printworks.

4. Correspondence -

Incoming Mail - Invoices for reimbursement for taxis for ThinkQuest for Darlene Hill and Patricia Lonergan

Outgoing Mail

- Membership Invoices to Associations

Emails - See Appendix 1

Moved that inward correspondence be accepted and outward correspondence be endorsed.
Moved Jackie Mergard **Seconded** Susan Kennedy Smith **Carried**

5. Treasurer's Report

JOINT COUNCIL OF QUEENSLAND TEACHERS ASSOCIATIONS FINANCIAL REPORT TO COMMITTEE MEETING 21 April 2010

Cheque A/c			Deposits	Withdrawals	Balances
		Balance available 19 March 2010			13 861.45
10/3/2010	639	Australia Post -PO Box rental		137.00	
31/3/2010	640	L Allsop -web hosting reimbursement		123.50	
31/3/2010	641	Blue Star Group -printing flyers for QSA Conf		675.84	
Deposits					
13/4/2010		ATO -GST paid refund	96.00		
15/4/2010		Ausdance	77.00		
16/4/2010		SOSEAQ	77.00		
19/4/2010		ETAQ	77.00		
20/4/2010		QASSP	77.00		
		Balance available 20/4/2010			13 329.11

Term Deposit -\$46 912.41 -matures 5 July 2010 Subscriptions for 2010 sent out. The above payments presented for ratification and approval. I move that this Treasurer's report be accepted. Lyn Allsop (Treasurer JCQTA)

Seconded Helen Little **Carried**

6. Reports from Representations

6.1 APTA - Responding to National Standards

This can be done on MCEEDYA website. Consultation ends in May but Education Qld consultation ended in April.

Caroline will email Minutes from MCEEDYA meeting to the email list.

Joy indicated that SOSEAQ had responded at a national level and Kim indicated that ECTA is still to provide a response.

ETAQ to provide a copy of their response.

Several questions were raised - How will standards be implemented or reviewed eg through pay levels? Who will administer them?

Equity and access concerns eg how will this affect itinerant, geographically isolated or teaching principals.

What systemic support will be available to help people achieve them?
The standards will also replace jurisdictional standards.

6.2 Framework for Advanced Professional Development (QCOT)

Jan Cavanagh and Susan Kennedy Smith attended the meeting earlier in the afternoon.

Professional development providers will be monitored by QCOT and will be required to develop modules of up to 50 hours in duration which could ultimately lead towards a university qualification. Teachers will potentially be expected to undertake these modules in their own time at their own expense but they will count towards the 30 hours of CPD for registration.

A monitoring fee of \$1000 (\$500 for professional associations) will be imposed and a panel will provide approval for the modules.

Currently there are no specific criteria for the development of modules across various stages of proficiency eg beginner to advanced teacher.

Associations are advised to wait for further information from QCOT on this.

6.3 APTA Dorothy Hoddnot Awards

These will supercede state based awards and are open until June 30.
Applications are 2 pages in length and nominations from associations should come back to JCQTA for final selection of the 5 nominations for Queensland.
The application forms are included in Appendix 3

7. General Business

7.1 Meeting with Parliamentary Secretary - Education

Janet and Caroline met with the former Parliamentary Secretary who has just resigned and been replaced with Peta Croft from the Gold Coast.
Janet and Caroline will make an appointment to see the Peta Croft.
Points they will raise include:
Support for a part time admin officer
Financial support for mentoring project
Provision of space for archival storage for professional associations

7.2 Media Training

Ros Korkatzis will do a workshop at the August Forum and will be asked how to attract positive media attention.

7.3 MCEEDYA Communique - main points

1. Progress of national agenda of early childhood
 2. Austn Children's Early Childhood Care Authority to licence all providers including Kindy and childcare providers
 3. ACARA - 14 courses in senior phase curriculum with consultation in April
 4. AISL - standards for pre-service teachers
- Caroline will email this to the general list.

Meeting dates : May 19; June 16; July 21st; August 21st (Forum and AGM); September 15th; October 20th; November 17th

Meeting closed at 5.53 pm

Ongoing Actions

Jackie Mergard	Update Association's Directory for website
Caroline Brooks	Email Nicole Panting's presentation
Lyn Allsop	Obtain quotes for Satchel insert for association conferences

Susan Hearfield	Email an electronic version of AEEYSOC - Australian Education, Early Childhood Development and Youth Affairs Senior Officials Committee.
Darlene Hill/Patricia Lonergan	Provide a presentation on ThinkQuest at the August Forum.
Kim Walters	Provide ECTA response to Flying Start Discussion paper (See Appendix 2)
Ros Korkatzis	Present Media Workshop at August Forum
Lyn Allsop	Send list of Association representative to Darlene Hill
Janet Cochrane and Caroline Brooks	Make appointment to see the Peta Croft.
Caroline Brooks	Email Minutes from MCEEDYA meeting to the email list
ETAQ	Provide copy of response to National Standards

Appendix 1 Emails

ECTA	Wed 21/04/2010 4:52 PM	flying start ECTA response
Caroline BROOKS	Wed 21/04/2010 11:35 AM	Re: RE: APTAS
Caroline BROOKS	Wed 21/04/2010 8:36 AM	APTAS
KENNEDY SMITH, Susan	Tue 20/04/2010 1:05 PM	JCQTA
Lynn C. McAlister	Tue 20/04/2010 10:25 AM	[cupwp] Lynn Cowie-McAlister -
Kat Turner	Mon 19/04/2010 9:49 AM	Queensland Teachers' Union - Prac/Internship placements 2010
Lyriss ListManager	Mon 19/04/2010 1:27 AM	RE: JCQTA meetings In 2010
ROBERTSON, Diane	Fri 16/04/2010 4:32 PM	jcqta subscription report
Advanced Professional Development		RE: QAMT: QCT Framework for
ROBERTSON, Diane	Fri 16/04/2010 4:11 PM	RE: QCT Framework for Advanced Professional Development
Junn Kato	Fri 16/04/2010 3:05 PM	Apology
Office User	Fri 16/04/2010 12:37 PM	Learning from One Another: Bringing Muslim perspectives into Australian schools
Garry Collins	Fri 16/04/2010 8:41 AM	RE: QCT Framework for Advanced Professional Development
Garry Collins	Fri 16/04/2010 8:24 AM	RE: QCT Framework for Advanced Professional Development
Jana Visnovska	Thu 15/04/2010 7:58 PM	RE: QAMT: QCT Framework for Advanced Professional Development
Joseph Pembroke	Tue 13/04/2010 9:22 AM	RE: JCQTA Colour Flyer
Gaynor Johnson	Tue 13/04/2010 8:55 AM	QAMT: QCT Framework for Advanced Professional Development
Caroline BROOKS	Tue 13/04/2010 8:24 AM	Re: RE: agenda for next week's meeting
Caroline BROOKS	Tue 13/04/2010 7:50 AM	Re: agenda for next week's meeting
Lyn	Mon 12/04/2010 8:57 AM	Re: invoice
Lyriss ListManager	Mon 12/04/2010 1:27 AM	jcqta subscription report
Bob and Joy Schultz	Sun 11/04/2010 11:58 AM	invoice
helen little	Fri 9/04/2010 11:45 PM	change in email contact for Helen Little
Andrew Reid	Fri 9/04/2010 4:43 PM	Out of Office: POSTPONEMENT of SOSEAQ Seminar
Bob and Joy Schultz	Fri 9/04/2010 4:33 PM	POSTPONEMENT of SOSEAQ Seminar
Iain Munro	Thu 8/04/2010 4:32 PM	FW: Scanned File Attached
Greymouse Conference	Thu 8/04/2010 1:06 AM	RE: [General] non availability of dial in service for teleconference
ROBERTSON, Diane	Wed 7/04/2010 1:19 PM	re: QCT Framework for Advanced Professional Development
Joseph Pembroke	Wed 7/04/2010 8:52 AM	JCQTA Colour Flyer
Lyriss ListManager	Mon 5/04/2010 1:27 AM	jcqta subscription report
Debra Brydon	Fri 2/04/2010 1:29 PM	LEADERSHIP IN FOCUS': Invitation to write short article

Caroline BROOKS	Thu 1/04/2010 2:18 PM	Re: re:standards
Caroline BROOKS	Thu 1/04/2010 1:54 PM	Re: FW: Booking at O'Shea Centre 21 August 2010 for JCQTA
Grace Cochrane	Thu 1/04/2010 8:27 AM	RE: JCQTA meetings 2010
Grace Cochrane	Thu 1/04/2010 7:37 AM	RE: JCQTA meetings 2010
Lyn	Wed 31/03/2010 4:16 PM	Re: Quote for poster printing
Caroline BROOKS	Wed 31/03/2010 3:11 PM	Re: minutes
Lilly Borchardt	Wed 31/03/2010 2:36 PM	RE: Quote for poster printing
Lilly Borchardt	Wed 31/03/2010 2:04 PM	RE: Quote for poster printing
Lilly Borchardt	Wed 31/03/2010 1:09 PM	RE: Quote for poster printing
Caroline BROOKS	Wed 31/03/2010 12:05 PM	Re:re:printing quote
Kim Walters ECTA	Tue 30/03/2010 5:52 PM	RE: Copyright Training: Brisbane: 7-11 June, 15&16 June 2010
Lilly Borchardt	Tue 30/03/2010 4:02 PM	RE: Quote for poster printing
Caroline Brooks	Tue 30/03/2010 3:52 PM	RE: reQSA Flyer
Caroline BROOKS	Tue 30/03/2010 1:47 PM	Re: re:FW: Copyright Training: Brisbane: 7-11 June, 15&16 June 2010
Caroline BROOKS	Tue 30/03/2010 1:39 PM	Re: RE: QSA Insert
Caroline BROOKS	Tue 30/03/2010 9:52 AM	Re: QSA Insert
Caroline Brooks	Mon 29/03/2010 8:21 PM	QSA Flyer
Lyriss ListManager	Mon 29/03/2010 12:27 AM	jcqta subscription report
Caroline Brooks	Sat 27/03/2010 5:32 PM	FW: Associations information
Caroline Brooks	Sat 27/03/2010 5:31 PM	FW: associations
Caroline BROOKS	Thu 25/03/2010 1:44 PM	Re: satchel insert
Job System - Attention Customer	Wed 24/03/2010 4:03 PM	Job: 13357142
Darlene HILL	Wed 24/03/2010 11:35 AM	RE: JCQTA representative for MLTAQ in 2010
Cynthia Dodd	Wed 24/03/2010 10:50 AM	FW: JCQTA representative for MLTAQ in 2010
WebCentral	Wed 24/03/2010 9:31 AM	Meet Trung Tran - He wants to get your website ranking higher in Google!
Caroline BROOKS	Wed 24/03/2010 7:46 AM	Re: RE: re:QSA JCQTA satchel insert
Jill Manitzky	Tue 23/03/2010 2:04 PM	RE: journal article
Darlene HILL	Tue 23/03/2010 11:50 AM	RE: JCQTA representative for MLTAQin 2010
Darlene HILL	Tue 23/03/2010 11:45 AM	RE: jcqta subscription report
Darlene HILL	Tue 23/03/2010 11:07 AM	RE: JCQTA representative for MLTAQin 2010
Amanda Pentti	Tue 23/03/2010 10:27 AM	JCQTA representative for MLTAQin 2010
Bob and Joy Schultz	Mon 22/03/2010 9:17 AM	The future of SOSE at QSA
Lyriss ListManager	Mon 22/03/2010 12:26 AM	jcqta subscription report
Caroline BROOKS	Fri 19/03/2010 2:56 PM	Re: RE: RE: JCQTA membership information for QSA
Caroline BROOKS	Fri 19/03/2010 11:38 AM	Fwd: RE: JCQTA membership information for QSA
Caroline BROOKS	Fri 19/03/2010 11:37 AM	Re: RE: QSA JCQTA satchel insert
Caroline BROOKS	Fri 19/03/2010 11:21 AM	Re: FW: creating a tourism teachers group
Bob and Joy Schultz	Thu 18/03/2010 4:22 PM	RE: Emailing: Greymouse Conference control - out of interest I clicked on the link and got this screen - not sure why you didn't Joy ?
Caroline BROOKS	Thu 18/03/2010 1:50 PM	QSA JCQTA satchel insert
Lyn	Wed 17/03/2010 2:02 PM	Meeting today
ANDERSON Roselynn	Wed 17/03/2010 11:52 AM	RE: JCQTA
ANDERSON Roselynn	Wed 17/03/2010 11:38 AM	



Early Childhood Teachers' Association Inc.

20 Hilton Rd Gympie Qld 4570

Phone: 04 1815 7280 Fax: 07 5481 1148

Email: info@ecta.org.au

Website: www.ecta.org.au

ABN: 31 930 635 743

The Flying Start for Queensland Children A response from the Early Childhood Teachers Association (ECTA Inc)

ECTA is a professional association representing early childhood teachers and other educators working with young children from birth to eight years of age across the full range of early childhood education and care settings and school.

Discussion questions

Please tell us a little bit about yourself. This personal information is sought to enable us to better understand the range of responses to the discussion paper. The information you provide will be treated with the utmost discretion.

ECTA has as its main objective " *the professional development of teachers of young children.*" *Our members expect ECTA to provide them with information, professional learning programs, opportunities for networking within the membership, and, advocacy in areas of key importance to their work.*

ECTA has been advocating for early childhood education and care professionals since 1975 and currently has a membership of over 700 members.

ECTA provides the following response to 'The Flying Start for Queensland Children' comprising a response to the formal feedback questions and additional comments regarding specific aspects of the discussion paper.

I am best described as being from the following stakeholder groups

Employer/industry **(Professional Association)**

Postcode 4570

1. What support could be provided to help families give their children a flying start to school?

As early childhood educators we believe Government should:

- actively promote the benefits of engaging in early childhood education and care (across the full range of settings including centre-based, family day care, parental care and informal care arrangements).
- provide direct funding to a range of early childhood education and care services in local areas such as playgroups delivered by community groups and recognised providers of early education and care
- provide direct funding to initiatives that have a community engagement approach, or empower parents in their role as 'first educators'
- invest in a range of parent support programs (outside of the structured parenting programs such

as Triple P that can, by the nature of their structure, be very daunting for parents). Programs need to be delivered locally with the local context in mind. They need to connect with families and their priorities and needs. Blanket programs offer little specialization.

- invest in the development of parenting information delivered in various mediums (e.g. through the Australian Children's Television Foundation, video materials and T.V discussions).
- direct funding to local libraries and community groups to offer more interactive literacy programs for young children and families.
- promote availability and utilisation of school resource centres (and school facilities in general) by the broader community with an emphasis on schools as places for community learning, not just places for children from 8:30am - 3:30pm.

2. How can volunteers be supported to help children read at school?

Merely having people come and read to children will not bridge the literacy gap. While reading to children builds knowledge of language patterns, vocabulary and generates a personal connection with the reader, it must be done within a planned and sequential framework that does not distract from the time the teacher has to engage with children.

Reading helpers must work alongside teachers in classrooms - withdrawal from class can cause discontinuity for learning. Programs must be connected to work undertaken in the classroom.

ECTA is concerned that coordinating such a program and ensuring connection with the curriculum will add another dimension to the demands on teachers' time.

Government must acknowledge that parent/volunteer reading programs already exist in many schools.

The Flying Start initiative should not bring in clumsy administrative procedures that 'add another dimension to the demands on schools.

Volunteers require specific skill sets and knowledge in areas such as questioning in order to draw out children's understandings and knowledge (how and when to pose open-ended and focused questions). They need to know how to present literature to children and how to engage children. They must be trained in the process of reading to children (not an expectation that they will be teaching children to read). Government must be careful that the line between support and intervention is not crossed.

ECTA also suggests that whatever support is directed to 'volunteers', parents also have access to the same level of support either in the form of training or paper-based and online information and thus build capacity within the community and within families.

Government must carefully outline how the line between support and intervention will be managed.

While ECTA supports programs such as 'Support a Reader', greater thought must be given to how this initiative will be implemented in ways that enhance teacher use of time (in terms of planning and organisation) and how curriculum demands can continue to be met with the addition of time-out for reading with volunteers.

ECTA suggests that the pool of volunteers comes initially from parents of children at the school in order to further strengthen school/parent relationships.

ECTA also suggests that the volunteers, if trained, extend beyond schools, and offer their skills in other community-based early childhood education and care settings where greatest impact would be recognised through the promotion of attachment-based practices such as reading to children is key in 0-3 years.

3. Would you volunteer at your local school?

Yes No

This question is not relevant to ECTA's response. ECTA does encourage its members to build strong relationships with parents and encourage involvement in programs/classrooms.

4. What would encourage you to volunteer as a Queensland Ready Reader?

As teachers we would want volunteers who:

- are prepared to commit to the program for a sustained period.
- respect children's confidentiality and who understand the need to be supportive not authoritative and where reading is about fun and enjoyment.

- are prepared to work collaboratively with the teacher and accept direction.
- are prepared to support ‘ a range of literacy-based experiences’, e.g. listening to children read, reading to children (individually and in small and large groups), playing games (both oral and written).

As teachers we would seek to:

- welcome volunteers into our classrooms
- make clear our expectations of volunteers
- acknowledge the contribution of volunteers
- receive feedback from volunteers following their participation in our classroom activities.

5. Should Year 7 be in secondary school when it is the eighth year of formal schooling?

No - Not a one-size-fits-all option

While the Year 7 debate is technically outside the scope of ECTA’s influence, ECTA asserts that the issue should not be driven by a focus on facilities or the physical location of Year 7 children.

ECTA believes the issue to be a curriculum issue that can be addressed by a review of curriculum expectations for Year 7 and how curriculum is organized and presented for children in that year level irrespective of where it takes place.

It can be addressed at the school level by considering ways of presenting learning that provides a bridge to existing secondary school constructs of learning (multi-disciplinary teams presenting content to a range of students).

A one-size-fits-all model will not be appropriate for Queensland, as unique solutions will be required for a large number of communities and school sites.

6. What do you think are the major development issues affecting young teenagers that need to be considered in any move of Year 7 to secondary?

ECTA does not believe that the age issue is of major significance in the debate about the location of Year 7. When consideration is given to the large number of P-10 schools in rural Queensland, we see that students across age ranges can work effectively as a school community.

In these contexts the importance of offering these students opportunities for leadership, responsibility and some self-initiated learning are recognised and promoted.

In dealing with a slightly older age group in 2015 when the first full cohort of Prep intake (the full 12 month age group) enter Year 7, ECTA believes the emphasis should be more about social responsibility as school leaders and does not believe physical maturity is a driving issue (given the vastly varied rates of maturity that exist for 13 year olds now).

Again ECTA believes issues relating to children’s development can be addressed in terms of how learning is constructed (discipline-based, integrated, multi-team approach) and delivered and through the content of curriculum in Year 7.

7. Should the early years of secondary school be changed to help students adjust to the transition?

Yes

The transition from primary to secondary will continue to be an issue whether Year 7 moves to secondary school or not. Enhanced transition arrangements will support the movement of children irrespective of age. Whether this means greater integration of subjects taught by a smaller number of teachers in the first year of secondary school or more distinct junior secondary sections on secondary school campuses are options that could be considered.

Again ECTA would assert that the issue is more about curriculum development and delivery and how best to deliver to this age group and the quality of the teachers in secondary school.

8. Are there particular challenges in the proposal to move Year 7 for remote communities that rely on distance education and boarding schools?

Yes

Distance education materials will require a re-write to accommodate the national curriculum. This will have resourcing implications for Schools of Distance Education.

ECTA believes families are best placed to make comment in relation to the challenges they will face and impacts on family dynamics if their children will attend Boarding school.

9. What could be done to help address these challenges for families and communities?

ECTA favours the adoption of flexible options as opposed to a one-size fits all model. Options must take account of:

- secondary school sites that are too tight for expansion. Overcrowding is a contributing factor to school violence (lack of separation/space for groups of students).
- small rural/remote schools and the impact of decreased enrolments on viability, access to specialist teachers (music and HPE) and per capita funding
- a blanket decision may have financial impacts for some families

10. What do you think about this issue:

√ **As a professional association**

ECTA wishes to raise the following issues:

- There is the potential for an additional financial burden to be placed on families in the form of a sixth year of school fees where parents choose to send their child to a non-state school for their secondary education
- What happens to primary trained teachers now required to work in secondary schools - will they have the choice to make that transition? Will they only teach Year 7?
- There is the potential for greater disparity in funding between primary and secondary schools (this currently exists and will be exacerbated by the removal of a funded cohort from primary into secondary school)
- There is a potential impact on the viability of some small schools through loss of a cohort of students
- Reduced enrolments in Primary school will impact on overall hours allocated to specialist teachers and specialist services.

11. What are the most important aspects of education that must be included in teachers' preservice training?

ECTA believes that preservice teacher education must have a strong focus on teaching methodology (how to teach). Pedagogy is essential knowledge for all teachers (particularly for teachers undertaking early childhood preparation).

Discipline (or subject) knowledge is also important but must be balanced by an appropriate level of understanding about how to effectively present content to children and students across a range of relevant and meaningful contexts.

There needs to be an emphasis on appropriate models of assessment and monitoring of and for student learning and how to build assessment practices into overall planning.

Young teachers require a solid foundation of knowing their identity - who they are and why and what it is they are doing, what area of teaching they are really most suited to and if they are really suited to teaching as a profession.

Beginning teachers need the tools to be able to engage at a professional level with curriculum and assessment and to be positively undergirded in this area and encouraged to do a great job.

Preservice programs need to train teachers to be problem solvers and focus on the reality of what to do in difficult circumstances, who to turn to, what to say or who to contact if required.

Individualized and flexible monitoring is required due to vast demographic differences. Realistic standards need to be maintained, but there is a need to maintain wonderful flavours and colours in educational provision whilst doing this. Greater support may be required in some areas than others -

each context requires case by case monitoring by staff at the coal-face. This support needs to be ongoing with Principals and Directors encouraged to present honest feedback and have their feedback recognized and valued.

There must be an emphasis on access to quality teaching practicum supported by university staff. There is a need for diverse practicum experience and opportunities to work with the full range of abilities and additional needs in mainstream classrooms.

ECTA does not believe that the establishment of five Teaching Centres for Excellence will be an effective strategy and could be seen as tokenistic. Given the number of teaching graduates from Queensland universities each year - how are they going to have access to these Teaching Centres for Excellence? The demands on the teachers and students in these Teaching Centres of Excellence must also be considered (e.g. high rotation of preservice teachers through classrooms).

In addition, five centres will not capture the complexity of Queensland community contexts. Programs such as internships in schools in rural and remote locations and schools with significant indigenous, migrant and refugee and low SES students would provide a greater insight into the complexities of teaching in these communities and provide insights into the curriculum adjustments required in order to meet the needs of specific groups of learners.

ECTA does not support the assessment of Primary and Early Childhood teaching graduates. We believe that it is too late to assess teacher education graduates at this point. This must occur prior to their acceptance into a teacher education program.

If this strategy continues, universities must be held accountable for allowing preservice teachers to graduate if they subsequently do not pass the 'assessment' process.

ECTA also argues that this process must immediately apply to graduates or secondary teacher preparation courses.

12. What do we need to do to ensure classrooms are free from disruption and focused on learning?

ECTA suggests increased investment in strategies that promote a focus on developing productive working partnerships with families that goes beyond information giving to actual engagement in decision-making.

Schools are seen as the repository for all new programs and initiatives. This continues to drive a wedge between core teaching and responding to Government and community additions (continual curriculum change, smart moves, reading volunteers, road safety).

Identification of a clear and concise curriculum coupled with clear roles and responsibilities for teachers will assist in minimising disruption.

The continuous requirement for school review and planning (strategic planning, triennial reviews, adjustments to new curriculum priorities) take teachers away from time spent planning, implementing and assessing learning programs for children.

Sustained and focused professional development will also assist teachers to be more confident with curriculum change and strengthen their knowledge of curriculum (leading to a greater focus on curriculum implementation).

13. How can we provide better support to our beginning teachers to make the transition to the classroom?

ECTA believes beginning teachers would benefit from access to a structured and funded mentoring program that is built on mutual trust and supported by formal networking.

Teachers need to be encouraged to keep their skills developing not by coercion, but by desire and through mentoring and support. ECTA suggests that the skills, knowledge and expertise of experienced teachers who have left teaching, or who would prefer part-time/ flexible employment could be retained through this program

For beginning teachers who live away from home for the first time there needs to be some attention paid to their welfare by a counsellor or other professional. Isolation and distance from family can have a detrimental effect on an early teaching career.

Teacher support needs to address a number of levels:

School level - formalised induction programs addressing school expectations and operations from planning to location of equipment, processes and arrangements for working with parents.

System level - access to information and resources provided by employing authorities and QSA to support planning and implementation of curriculum. Structured networks funded through Districts focused on specific aspects of the teachers' role (spread across the first years of teaching experience - similar to funded release days).

Personal level - beginning teacher has information about professional development opportunities and online support (beginning teachers website QCT, BETA contacts and other professional associations such as ECTA). ECTA provides professional development and support through Regional Groups for teachers across the state.

Community level - strategies to address transition into sometimes unfamiliar communities, incorporating ways to connect with the community and understand community challenges, strengths and expectations.

14. Would a single standards authority help raise students' performance by setting clear standards for all schools?

No

ECTA accepts the Government's desire to set standards and define expectations for teachers and schools however ECTA suggests that standards improve when coupled with ongoing, sustained professional support.

Having a school inspectorate that monitors achievement only seeks to reinforce attainment of stated benchmarks and has the potential to narrow the broader curriculum and community engagement work undertaken by schools. ECTA believes schools should be acknowledged for the distance travelled by students in terms of their learning during their schooling.

ECTA questions whether the proposed inspectorate will be qualified to make judgements about teaching in learning in the early years of school if they do not have an understanding of early childhood pedagogy. ECTA would suggest that multi-disciplinary teams be formed that include staff with early years expertise.

ECTA suggests that the proposed inspectorate model has punitive overtones (failing schools as per the UK model). ECTA sees value in schools being supported by experienced mentors to assist in addressing management, curriculum and student welfare issues.

Initiatives such as this must be funded and sustained. District Inspectors were a feature of state schooling in the late 1980's early 1990's and this model was effective in instances where the inspector and associated team members worked collaboratively with schools to implement programs and initiatives focused on school improvement and assisted school teams to make measured and reasonable steps towards desired outcomes. This model was not sustained and therefore ECTA suggests that a long-term commitment be tied to the re-introduction of such as proposal.

ECTA is concerned for the future role of the Queensland Studies Authority under this proposal. The QSA currently provides an invaluable role in shaping and supporting curriculum development and teacher professional support. ECTA suggests that this function be maintained as teachers value the professional leadership provided by QSA.

Additional comments on other aspects of the 'Flying Start for Queensland Children' initiative

ECTA wishes to make the following additional comments in relation to information provided in the Flying Start initiative.

Implementation of a kindergarten year

- ECTA supports this important initiative and welcomes recognition of teachers in early childhood settings.
- ECTA asserts that the requirement for kindergarten programs to be taught by qualified early childhood teachers must be extended to include Prep to Year 3 in schools as this would further recognise and acknowledge early childhood as spanning ages 0-8 years. This will also contribute

to greater continuity of learning for children, greater cohesion of pedagogy and consolidation of appropriate learning and assessment practices.

- ECTA suggests that state schools also be considered as potential providers of kindergarten particularly in small rural and remote towns where a centre-based kindergarten program is not viable. Leveraging off the state school system would enhance opportunities for young children in remote communities and support families through the provision of a service that isn't technology based (kindergarten via distance mode) or limited to occasional visits offered by mobile and outreach services. This must occur within existing legislative arrangements and with recognition of the need for kindergarten programs to be truly reflective of contemporary practice in early childhood education and care settings.
- ECTA believes that the new kindergarten funding program should stipulate baseline pay and conditions for kindergarten teachers as part of the requirements for access to funding. ECTA believes that this should be equivalent to the pay and conditions afforded to teachers in schools. Only then will teacher status across sectors be more equitable. This will also assist with attracting and retaining teachers in child care settings and support a solid education foundation across early childhood settings.

Early Years education

- ECTA suggests that in order to give children a 'Flying Start' reduced teacher-student ratios across P-3 should be considered along with full-time aides for Prep and increased aide time for lower primary classrooms. This will provide for greater attention to the needs of children.
- ECTA suggests increased funding for consumables and resources is vital to assist teachers to successfully implement an active enquiry based learning curriculum.
- Immediate access to funded support for children with identified and suspected additional needs is required to place these children on a positive learning trajectory (and to offer support to their families).

ECTA appreciates the opportunity to provide feedback on the 'Flying Start' discussion paper and welcomes the opportunity to discuss the content of our response if required.

Regards

Kim Walters

President

Early Childhood Teachers' Association INC (ECTA)

20 Hilton Road Gympie Q 4570

PH: 0418157280

FAX: 07 5481 1148

EMAIL: info@ecta.org.au WEB: www.ecta.org.au



The APTAs

The Australian Professional Teachers' Association (APTA) Awards acknowledge the exemplary innovation and leadership carried out by individuals who have made significant contributions to the professional identity of Australian teachers in Professional Teaching Associations.

There are two categories:

1. The Dorothy Hoddinott Medal for outstanding lifetime leadership
2. Award for Meritorious Contribution to the Profession

Nominations

The Dorothy Hoddinott Medal:

Associations are invited to nominate one individual from their state or territory. One award will be conferred.

Awards for meritorious contribution to the profession:

Associations are invited to nominate up to five individuals from their state or territory. It is assumed that the state or territory has conducted its own selection process before submitting the nominations. Up to three awards may be conferred.

Applications

Applications should:

1. Address the criteria
2. Be no more than two A4 pages
3. Be endorsed by the state or territory Board and signed by the President
4. Be submitted electronically to the APTA Executive Officer

Selection Process

A judging panel will be convened via teleconference to determine the award recipients. The judging panel will comprise members of the APTA Board. The judging panel will comprise the President, Executive Officer and three Board members. Once the Panel has completed its selections, the list of award recipients will be tabled at a specially convened Board teleconference to endorse the award recipients.

Conferral of Award

The awards will be conferred at APTA's Annual Professional Learning Conference. APTA will subsidise the flight and accommodation of the award recipients outside of the host state or territory. Recipients will be presented with their APTA award and a framed copy of their citation.

Awards Timeline

Nominations out | April 2010
Awards Committee established | April 2010
Nominations close | 30 June 2010
Awards Committee meets via teleconference | July 2010
Awards selection completed | July 2010
Awards winners submitted to Board | July 2010
Citations written | early August 2010 | Nominating state or territory
Citations submitted | 31st August 2010
Awards conferred | October 2010
Nominations out | November 2010

Australian Professional Teachers' Association Criteria:

The Dorothy Hoddinott Medal for Outstanding Lifetime Achievement

1. Wide recognition as an innovative leader of professional engagement whose impact has directly influenced the work of teachers;
2. Sustained contribution to the teaching profession through significant, exemplary involvement in professional teaching associations at the national level;
3. Sustained advocacy at the national level promoting the professional identity of teachers;
4. Active contribution to the renewal and promotion of the profession through leadership at the national level and through presentations at conferences, workshops and publications in journals;
5. High-level leadership at a state or national level with a significant impact on the work of teachers;

Australian Professional Teachers' Association Criteria:

Award for Meritorious Contribution to the Profession

1. Contributed to the profession through involvement in a range of activities that highlight work of professional teaching associations;
2. Acted as a mentor and facilitator for colleagues in promoting and leading professional learning activities and those carried out by the Association;
3. Actively support the objectives and purposes of professional teaching associations in the professional work of teachers;
4. Made a significant impact on the work of teachers through their ability to creatively implement change through professional learning;



2010 NOMINATION FORM

The Dorothy Hoddinott Medal

Nominations close 30 June 2010. (Refer to the Awards Timeline)

1. **Nominating Council:** _____

2. **Number of financial members:** _____ (equals 2009 capitation numbers)

3. **Citation to accompany nomination** (Min 100 - Max 175 words) please provide on a separate page. *Please note point 5 below - background briefing notes.*

4. **To support the citation background briefing notes are to be included on a separate page for use by the Awards Committee.** (Please use dot point format for briefing notes).

5. **Person/s nominated (nominee) confidential contact information:**

Nominee #1 (All associations to complete):

Title	Given name	Surname
Ph: (w) _____	(h) _____	Fax: (w) _____
		(h) _____
Email: _____		

6. **Nominator: (please print clearly and refer Guideline 3 relating to nomination of President)**

Association President (current)

Surname: _____ Given Name: _____

Ph: (w) _____ (h) _____ Fax: (w) _____ (h) _____

Email: _____ **Signature:** _____

7. Seconded by:

Association Office Bearer - Position (Vice President, Secretary, Treasurer)

Surname: _____ Given Name _____

Ph: (w) _____ (h) _____ Fax: (w) _____ (h) _____

Email: _____ Signature: _____

8. Supporting documentation signed and attached in format requested in Guidelines 2010

Please indicate:

Nomination form fully completed and signed: YES / NO (refer Guidelines)

Hard copy lodged at APTA Office

Hard copy mailed to APTA Office

Faxed nomination to (02) 9564 2342

Emailed (with electronic signatures) date: _____ time: _____

Citation - electronic copy YES / NO (refer Guidelines)

Supporting background information 'Briefing notes' YES / NO (refer Guidelines)

Nominations that do not meet the Guidelines will not be considered by the Awards Committee.

Please return by:

Mail:

APTA Outstanding Professional Service Award 2010
PO Box 1096
Leichhardt NSW 2040

Physical Lodgement at:

APTA Office after 9.00am and before 5.00pm Monday to Friday
Administration Block B (two-storey sandstone building at corner of Norton & Marion Sts)
101-105 Norton Street, Leichhardt (in grounds of Leichhardt Public School)

Fax:

(02) 9564 2342

Email:

contactus@apta.edu.au - *Meritorious Contribution to the Profession Award* as the subject

Please refer to 2010 Guidelines for full details of conditions, closing date and format.

Nominations close 30 June 2010. (Refer to Awards Timeline).

The decision of the awards committee will be final. No correspondence will be entered into.

