

Welcome to our first issue for 2014. This includes information about:

#### Teacher development

- Focus on *Standard 2: know the content and how to teach it*
- Teacher Toolkit
- Conduct in the shadow of a professional relationship

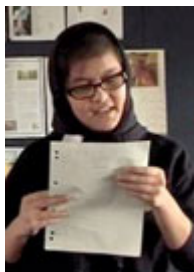
#### QCT news

- Attrition of recent Queensland graduate teachers
- Further education and training reform
- Applications now open for research grants
- Excellence in teaching awards

#### Other education news

- Review of senior assessment and tertiary entrance processes
- Latest ACER reports released
- Conference to assist Australian curriculum implementation
- The Music Teachers' Project
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## Teacher development



### **Focus on a Standard - *Standard 2: know the content and how to teach it***

During 2013, each [QCT eNews](#) focused on a specific standard or descriptor of the *Australian Professional Standards for Teachers (APST)*. Four standards were explained and linked to the Australian Institute for Teaching and School Leadership's (AITSL's) *Illustrations of Practice*. The *Illustrations of Practice* demonstrate the APST in

practice through videos, lesson plans or work samples developed in Australian schools. To date, the professional knowledge, understanding and practice underpinning Standards 1, 4, 5 and 6 have been outlined. This eNews will focus on - *Standard 2: Know the content and how to teach it.*

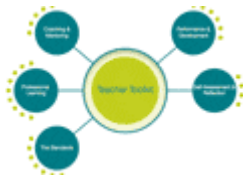
Standard 2 recognises that a key characteristic of an effective teacher is their in-depth content and pedagogical content knowledge. The focus areas within Standard 2 describe how a teacher's discerning knowledge of the content area, the relevant curriculum and assessment are used to organise the content and teaching strategies into a coherent learning and teaching program. In developing and sequencing teaching activities, teachers also understand and consider the application of relevant literacy and numeracy strategies, the appropriate integration of technology and the embedding of Indigenous perspectives. This knowledge is also identified in the focus areas of Standard 2. The following three examples from the *Illustrations of Practice* show how Standard 2 is enacted at the proficient level across three different settings. Each illustration is also relevant to another standard. They demonstrate the connectedness of the APST to the complexity of teachers' practice.

***Example of Focus Area 2.1*** [Content and teaching strategies of the teaching area](#) - Working with multilingual students requiring targeted support to develop their English proficiency, the teacher in this illustration uses her knowledge as an English specialist to assist students with accessing the mainstream curriculum.

***Example of Focus Area 2.5*** [Literacy and numeracy strategies](#) - A teacher in a primary school uses a visit from a local author to create a literacy project for her Year 1 class. The students are provided with the opportunity to develop and present their text types using multi-modal ways.

***Example of Focus Area 2.6*** [Information and communication technology \(ICT\)](#) - In this example, the

teacher uses an interactive whiteboard to encourage students to reflect on prior learning, actively engage in classroom activities and 'capture' the learning that has taken place. The setting is a co-educational secondary school mathematics lesson.



### **Teacher Toolkit is available**

The Australian Institute for Teaching and School Leadership ([AITSL](#)) has developed the [Teacher Toolkit](#), an online platform of resources that support quality teaching. It was developed in response to feedback from the profession indicating that a website housing all AITSL's tools that are aligned to the Australian Professional Standards for Teachers ([APST](#)) would be beneficial in supporting teachers to improve their practice. The Toolkit provides easy access to practical and interactive tools, templates and modules, including [Leading Curriculum Change](#) and [Supervising Preservice Teachers programs](#). Resources are freely available, aligned to the APST and organised by category for easy access.



### **Conduct in the shadow of a professional relationship - lessons to be learnt**

While only a very small proportion of teachers ever engage in inappropriate conduct towards students, the behaviour of those who do can be the subject of media attention which reflects badly on the whole profession. The following case is provided to help teachers avoid placing themselves in situations which can lead to disciplinary action being taken against them.

A male teacher had taught a year 12 student as part of a small class for a period of two years. Shortly before the end of the school year the student sent the teacher a social media 'friend request'. The teacher accepted the 'friend request' within days after year 12 graduation. Over the following weeks the teacher and the (now) former student communicated via social media and they began meeting. On one occasion the student picked up the teacher from a school staff function, after which they disclosed their feelings for each other and commenced a physical relationship.

By early January of the next year the relationship was sexual. The former student's parents became aware of the relationship and made a formal complaint alleging misconduct by the teacher. The employing authority commenced an investigation into the matter and notified the QCT.

The QCT suspended the teacher's registration and referred the matter to the Queensland Civil and Administrative Tribunal ('the Tribunal'). The Tribunal held that *'at the point that the relationship culminated in dating and shortly thereafter in sexual activity, sufficient time had not passed such that [the teacher] and [the former student] were on equal footing in the relationship. It can be fairly said that she was still his student and he, her teacher. What must be understood, and was not understood by [the teacher] here is that [the former student] was not in a position to consent to a relationship with him free of the teaching context'*.

The teacher was found not suitable to teach and his registration was cancelled. Further, he was prohibited from reapplying for registration for a period totalling 19 months. With any reapplication for registration, the teacher must include a psychologist's report addressing the areas of concern, namely personal and professional behaviour and boundaries, ethical conduct and professionalism.

This case shows that sexual conduct and/or relationships with recent former students can be the subject of disciplinary action where the conduct occurs in the shadow of the professional relationship such that the former student is not in a position to consent free of the teaching context.

## QCT news



### **Attrition of recent Queensland graduate teachers**

The QCT conducted research in 2013 into the attrition of recent Queensland graduate teachers. The purpose of the research was to determine how many early career teachers leave teaching, which teachers are leaving and why they leave. A survey and interviews were conducted to find out what can be learned from these teachers' experiences and opinions. The report on the research provides insight into the complex issues around attrition of beginning teachers and strategies that can be pursued to retain them. The report includes recommendations for the QCT to consider in partnership with key

stakeholders in 2014. The [Report](#) and [Appendices](#) are available on the QCT website.



### **Further education and training reform**

As part of the Queensland government's focus on providing quality training for ongoing and emerging needs in the economy, the government has assigned the QCT with a task to define a set of professional standards for further education and training (FET) practitioners in Queensland. The QCT will coordinate an extensive consultation process with training providers, unions and the FET sector. Consultation will include a series of roundtables, webinars and focus groups beginning in February and extending through to May with a view to developing a draft set of professional standards by the end of Nov 2014. Read more about the [reform for FET in Queensland](#) and refer to the [QCT website](#) in late February for details of consultations scheduled and project updates.



### **Applications now open for research grants**

Teachers who have undertaken research on teaching can apply to the QCT for a small grant to assist them to present their findings at a suitable national or state conference. Applications close on 30 April. Please see the [guidelines](#) on the QCT website.



### **Excellence in teaching awards**

Nominations for the sixth annual QCT Excellence in Teaching Awards will open around Easter time. Registered teachers from State, Catholic and independent schools are eligible for nomination in four award categories. Nominating a teacher for an award is recognition of a colleague's hard work and a celebration of their achievements that enrich the school community. [Read more.](#)

## **Other education news**



### **Review of senior assessment and tertiary entrance processes**

The Queensland Government has commissioned the Australian Council for Educational Research (ACER) to conduct an independent review of

Queensland senior assessment and tertiary entrance processes. [Read more](#) about the review and ACER's [preliminary views](#).



### Latest ACER reports released

Read the latest Australian Council for Educational Research (ACER) reports on:

- [Towards a 'good life' for children in their middle years](#)
- [Planning for learning in the early years](#)
- [Using student assessment to improve teaching](#)



### Conference to assist Australian curriculum implementation

The Queensland Studies Authority mini-conference, [Australian Curriculum: Aligning Learning Areas](#), is an exciting professional development opportunity for teachers implementing the new P–10 Australian Curriculum learning areas. It will feature outstanding local and international presenters including Professor Geoff Masters and Professor Susan Drake, engaging sessions and workshops, and practical advice. Discussions will focus on:

- successful approaches to curriculum implementation
- aligning curriculum
- phase 2 and 3 learning areas
- embedding general capabilities and cross-curriculum priorities.

The event is at the Brisbane Convention & Exhibition Centre on Saturday 22 March. Registration costs only \$250.



### The Music Teachers' Project

Music teachers are invited to join this online community, designed especially to support those at the beginning of their career. Share stories about your music teaching experiences - positive, negative and everything in between. This is a dynamic and exciting place, where you can explore who you are as a teacher, ask questions and support one another through the first crucial years of teaching. The website is part of a broader study into the development of music teachers' professional identities and the

impact of this on their success as teachers. Participating will not only assist you, it will also help to make the transition from university to teaching more successful for future graduates. To register, visit <http://www.musicteachersproject.net/> or for further information contact Julie Ballantyne [j.ballantyne@uq.edu.au](mailto:j.ballantyne@uq.edu.au) or Rachael Dwyer [rachael.dwyer@uq.edu.au](mailto:rachael.dwyer@uq.edu.au).

The TUH advertisement in the recent QCT Summer News 2013/14 unfortunately featured the wrong phone number. TUH apologise for any inconvenience this may have caused. The correct number is 1300 360 701.

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