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TEACHER EDUCATION POLICY

POLICY: THAT A POSITIVE ATTITUDE TO TEACHING IN ISOLATED AREAS BE ENCOURAGED IN ALL TEACHERS DURING PRE-SERVICE TRAINING, SUPPORTED LATER BY INDUCTION AND IN-SERVICE PROGRAMS.

OBJECTIVES:

1. That there is a model of best practice to assist preservice and graduate teachers to engage in rural and remote education and communities. (2016:A43)
2. That the criteria for the selection of students entering teacher education include interview, principal's report, student education profile with priority given to skills in literacy.
3. That attempts are made to improve the gender imbalance which exists in the teaching profession.
4. That teachers entering the profession have at least one trained mentor for their first year of employment. (2012:A24)
5. That there is a model whereby rural and remote teacher aides and Distance Education Home Tutors receive recognition toward a degree using their current employment role and responsibilities. (2017:A27)

SKILLS

6. That ALL teacher training include:
 - a. Skills and knowledge to accommodate and remediate students with special needs. (2012:S13) (2018:F1)
 - b. A compulsory basic computer competency course.
 - c. Skills for teaching in TAFE and Senior Schools.
 - d. Life skills.
 - e. High quality English, specifically spelling and grammar.
 - f. A minimum of one block of primary teaching.
 - g. Multi-level teaching and composite class components.
 - h. A Business Administration unit available internally and externally.
 - i. A compulsory module on the techniques for teaching in rural, remote and or distance education situation.
 - j. A common criteria and standards for the assessment of final teaching practice and practicum.
 - k. Courses to reflect current initiatives and trends.
 - l. Access to and experience in the use of the DETE online resource centre.
7. That Teacher Aides are provided with necessary training to implement specialist programs with students. (2018:F1)

RURAL AND REMOTE

8. That there are compulsory components of pre-service teacher training that realistically prepare students to live and work in rural and remote communities, including preservice practicum placement. (2018:A37) (2020:A26, A27)

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9. That all Distance Education teachers are provided with training for this mode of teaching and a SODE Support Unit be established. (2018:A36)
10. That a specialised approach be employed to recruit and manage teaching Principals at small schools. (2020:A24)
11. That Pre-service practicum is:
 - a. Available in a diverse area of rural and remote locations, including those schools where students currently work or have children attend. (2017:A24)
 - b. Assisted by a suitably resourced secretariat and website that will coordinate placements, accommodation and travel. (2015:S20)
 - c. Supported with financial benefits for travel and accommodation to assist and encourage trainee teachers undertaking practicum in all areas. (2013:A70) (2017:A25)
 - d. Supported by supervisors who visit (or liaise "virtually" with) student teachers during their practicum.
 - e. Supported by ICPA branches in the area.
 - f. Considered when graduates apply for teaching positions in rural and remote schools.
12. That Professional Development for Educators:
 - a. Be readily available and of a high quality. (2012:A23)
 - b. Allow for selected in-service programs to be counted towards post-graduate studies.
 - c. Whenever possible be kept to a minimum during school hours.
 - d. Be closely accessible, and provided in rural and remote areas, to maximise attendance and minimise costs. (2012:A23) (2018:A40)
 - e. Are supported by satellite teacher training facilities to provide the infrastructure to support the training of teachers. (2012:A23)
 - f. Be compulsory for all teachers in targeted key learning areas on an annual basis, and include First Aid and CPR training. (2020:A25)
 - g. Be funded equitably, reflecting costs of travel to and from rural and remote school locations. (2012:A23)
 - h. Be made available to Supply Teachers. (2010:A20)
 - i. Has a focus on teaching students with special needs, is reflective of the specific needs of the students in their school, and aids with early identification, referral and access to support for students with suspected special needs. (2013:A69,F2)
 - j. Be compulsory and occur regularly in regard to students with disabilities. (2018:F3)
13. That teachers:
 - a. Are provided with secure adequate living accommodation and internet access. (2017:A28)
 - b. Receive realistic travel assistance, which takes road conditions and circumstances into account.
 - c. In a Supply role have travel allowance factored into their pay.
14. That education employing authorities recognise distance education tutoring as contributing to credible teaching experience for the purpose of employability. (2012:A56) (2015:A26)
15. That Qld Universities and the Department of Education (Qld) recognise distance education tutoring as contributing to credible teaching experience for the purposes of practicum assessment. (2012:A57) (2015:A26)
16. That Recency of Practice requirements for renewal of teacher registration for geographically isolated Supply Teachers are both flexible and relevant to their unique teaching situations. (2010:A21) (2013:A17)

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17. That funding for the Teacher Education Centre for Excellence (Rural and Remote) be continued and the program expanded. (2018:A39) (2019:A35/A36)
18. That a Financial Bursary be available to Senior students in all Schools in Qld when completing eligible university subjects relative to Education degrees. (2020:A23) (2021:A41)