

TEACHER EDUCATION

1. A36. LONGREACH BRANCH

“That ICPA QLD lobby the Minister for Education & Education Queensland to establish and resource a School of Distance Education Support Unit, offering pre-service, in service and post service professional development and support, including a comprehensive induction program to prepare and support teachers to work in SODE.”

Carried

Explanation: Many teachers arrive unprepared for the unique demands of teaching in SODE and suffer undue stress as a result. It is concerning that overwhelmed teachers are taking stress leave or ceasing employment, as early as the first few weeks of term one. This creates additional stresses on existing staff to cover lessons and uncertainty for families. It is challenging to find suitably qualified teachers interested in working in SODE's especially in specialist areas like LOTE; keeping them as they transition to distance education can be equally challenging. SODE teachers require high level skills in digital technologies, knowledge of rural and remote communities and working in distance education environments. Many arrive unprepared for what lays ahead of them. We acknowledge the role and success of Teacher Centres for Excellence in preparing new teachers for life and work in rural and remote communities but ask the same considerations be given to qualified teachers to establish a dedicated support unit for SODE's similar to those established to support other groups such as the Indigenous School Support Unit or those existing for teachers of English to speakers of another language.

2. A37. HUGHENDEN BRANCH

“That ICPA Qld Inc. lobby relevant bodies to ensure that all Universities offer a compulsory ‘Rural and Remote Education’ subject for students undertaking an Education/Teaching degree.”

Carried

Explanation: Southern Cross University in Toowoomba currently offers a Rural and Remote subject for Education Students. This assists students to better understand the needs of rural and remote students and education. This subject should be compulsory for all education students, and including where possible, a rural and remote practicum before graduation. This will assist graduating teachers to better understand not only their City/coastal students, but also their rural counterparts.

3. A38. QUEENSLAND STATE COUNCIL

“That ICPA Qld Inc. thank the Department of Education for the excellent program being provided at the Kelvin Grove Teaching Education Centre for Excellence (Rural and Remote).”

Carried

Explanation: ICPA Qld has had several opportunities to see the work that is being done within the Kelvin Grove TECE focusing on Rural and Remote teaching and can see the benefits of such a fantastic program. We would like to thank the Department of Education for the introduction of this program and its continuation.

4. A39. QUEENSLAND STATE COUNCIL

“That ICPA Qld Inc. lobby the Department of Education to expand the Teaching Education Centre for Excellence (Rural and Remote) at Kelvin Grove.”

Carried

Explanation: The Kelvin Grove TECE is currently providing an excellent program which is proving increasingly valuable to those preservice teachers who are keen to take a rural or remote teaching position upon graduation. This program has so much potential to increase the exposure of students to rural and remote teaching opportunities and make attracting and retaining new teachers in these areas a simpler process. With the success of the program ICPA Qld would like to see the Department of Education recognise the benefits of the program and increase funding accordingly so that the

program can be expanded and offered to a much larger group of interested students. Currently the interest is there from the students who want to teach in a rural or remote area, however the lack of funding is prohibitive and means students are being turned away. The expansion of a program that is proving successful for rural and remote education should be prioritised.

5. A40. WINTON BRANCH

“That ICPA Qld Inc. lobby the relevant Departments to ensure training and resources are delivered directly into rural and remote Queensland.”

Carried

Explanation: Too many training and resource opportunities are utilised outside rural and remote areas. Training opportunities offered within the rural and remote catchment area has a far greater impact on regional communities and are more cost effective, allowing skills and qualifications to be honed and more accessible within the region. This allows growth and future infrastructure in regional and remote areas, for e.g. teachers that are proficient in Maths, English and Science at a year 11 & 12 level and understand the new ATAR curriculum requirements.

6. F1. ST GEORGE BRANCH

“That ICPA Qld Inc lobby DET to ensure teachers and teacher aides are provided with training and modelling of Allied Health programs left for implementation with students by Allied Health professionals eg. speech therapists and occupational therapists.”

7. F3. ST GEORGE BRANCH

“That ICPA Qld Inc lobby DET to ensure that compulsory professional development similar to previous MSSWD (More Support for Students with Disabilities) training for Principals and teachers is provided by DET and underwritten by all principals and teachers biannually to ensure all staff have current training in students with disabilities.”