

TEACHER EDUCATION

A23. TAMBO BRANCH

“That ICPA Qld lobby the Department of Education (DoE) to extend the Future Teachers Bursary program to include not only state senior school students but independent senior school students also.”

CARRIED

Explanation: Currently the DoE offer a range of incentive programs to encourage Qld senior secondary students to pursue a career in teaching. These programs encourage students to get a head start on their university subjects prior to completing year 12. The Future Teachers Bursary program is one such incentive. However, this program is only available to students who are studying at a Qld State School. Meaning that students attending Independent schools are excluded from applying. The program offers a small bursary to cover some textbook expenses along with full fees on the unit of study. Students are eligible to apply for the bursary more than once so multiple subjects can be covered during their senior years at school. Excluding Qld students who are outside of the state school system would exclude many rural and remote students as many attend boarding school at independent private institutions. Expanding the offering of the Future teacher’s bursary would allow the DoE to capture many rural and remote students who would often be the students who will return to teach in rural and remote locations upon completion of their degree. <https://teach.qld.gov.au/scholarships-and-grants/future-teachers-bursary> - Future Teachers Bursary

A24. SPRINGSURE/ROLLESTON BRANCH

“That ICPA Qld approach relevant authorities to advocate for a specialised approach to recruiting and managing teaching principals at rural and remote schools.”

CARRIED

Explanation: The process for recruiting and managing teaching principals at rural and remote schools should not be managed in the same way as other schools in Queensland.

Rural and remote teaching schools provide a unique teaching environment, and as such should be treated as such.

A25. TAMBO BRANCH

“That ICPA Qld lobby the Department of Education that all rural and remote Queensland Education staff undergo mandatory First Aid and CPR training on an annual basis.”

CARRIED

Explanation: First Aid and CPR training should be mandatory for all staff. Everyday teachers and staff are faced with children that have life threatening allergies, diseases or illnesses, as well as standard play time activities. To know that all staff are trained to help if an incident arises means staff know what to do in case of an emergency. Quite often dispatching an ambulance in a rural and remote area takes longer than in the city, as ambulance drivers are “on call” and sometimes the health services don’t always have a nurse or doctor available to be dispatched to the call immediately. In some cases, small communities do not have a medical centre or an ambulance, and it has to come from neighbouring towns. In these scenarios it is essential that staff would be able to provide current and up to date first aid to students until professional health services can arrive. In Tambo we have a Primary Health Facility with one nurse on call all the time and an on call ambulance driver that often has a full time job alongside the ambulance duties. If the on call nurse is already attending to an emergency, Tambo’s health facility is shut down whilst dealing with that emergency, which leaves Tambo without a nurse to go in the ambulance. As a lot of ambulance drivers work full time and are not based at the health facility it means there is a lapse in time from when the driver gets the call to when the ambulance is dispatched.

A26. SPRINGSURE/ROLLESTON BRANCH

“That ICPA Qld approach universities offering teaching degrees to consider making rural practicums part of their curriculum for preservice teachers.”

CARRIED

Explanation: If the mystery of rural areas was dispelled for new teachers, more might consider a rural posting.

A27. WINTON BRANCH

“That ICPA Qld lobby the University Deans to offer a compulsory unit with details on rural and remote placements for all Teaching Degrees.”

CARRIED

Explanation: A member currently completing a Masters degree in Primary Teaching is undertaking rural placement shortly and there has been no rural and remote content or advice to prepare her for what she might encounter when teaching a multi year class. We appreciate and recognise the work that ICPA Qld Inc. has already done in conjunction with many Qld Universities, so we ask that the lobbying for this matter be continued to ensure all Universities are offering a compulsory unit on rural and remote placements to better inform and prepare pre-service teachers.

A28. WINTON BRANCH

“That ICPA Qld makes the DoE and University Deans aware that rural and remote schools are still facing the ongoing struggle of attracting and retaining specialist teachers.”

CARRIED

Explanation: We understand that teaching and living in rural and remote regions is a personal preference. We also recognise the work the DoE has contributed to research and incentives to attract teachers for both professional experience and jobs, (e.g. Beyond The Range Professional Experience Grant, Teacher Education Centre of Excellence) however, the local State School is constantly struggling to obtain specialist secondary teachers who wish to accept permanent positions within the community. It is important for the DoE and University Deans to understand that this issue is persisting not just for our rural schools, but many others.