

18 August 2011

Our Ref: 43037

Education and Training Workforce: Schools Productivity Commission  
Locked Bag 2, Collins Street East  
Melbourne Vic 8003

Dear Secretariat,

**QUEENSLAND COUNCIL OF PARENTS AND CITIZENS' ASSOCIATIONS (QCPCA) FEEDBACK-  
EDUCATION AND TRAINING WORKFORCE: SCHOOLS**

QCPCA welcome the opportunity to provide feedback on the Education and Training Workforce: Schools study and would like to thank the Australian Government's Productivity Commission for the opportunity to provide input.

We would like to provide the following feedback based on QCPCA policy:

- Teaching

'The quality of schooling is closely related to the quality of teachers' and that 'teachers should recognise that the school is an integral part of the community and be prepared to promote the active involvement of parents/caregivers and the community in appropriate ways in schooling. Teachers should be knowledgeable, be prepared to draw on community resources, and be able to work cooperatively with the family, people and organisations in the community.'

'The teaching profession should have the highest recognition and support from government and the community. Council encourages and supports the careful monitoring of teacher education programs so that quality, content, teaching and practice are assured.'

- Teacher supply

'The Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA), State and Territory education authorities, and teacher organisations should critically examine the traditional tenets of deployment, supply and employment of teachers in Australia, in the light of changing needs of the people in our schools; apart from the exception specified below all classes in Queensland should be at a maximum ratio twenty five (25) students to one (1) teacher; classes where there are students with disabilities should be reduced by a minimum of three (3) students for every one (1) student with a disability; composite classes must not be introduced into a school without full and open consultation between staff and parents/caregivers; no first year teacher should be asked to teach classes bigger than 20 pupils maximum or a composite

class; all teachers (prep, primary, special and secondary) should be provided with a minimum of two hours per week noncontact time; Education Queensland should recognise the relative benefits of the various bases for teacher supply, including class size, curriculum organisation, the deployment of nonteaching resource personnel and the use of the variety of learning resources available in a community; suitable conditions should be developed to increase the retention rate, develop the professional status of staff and decrease the teacher turnover in schools; a local relieving teacher must be assigned to schools or clusters of schools which have an enrolment of 250 pupils or more; when a student population of a one teacher school exceeds 20 a second teacher should be appointed; where the 'open area' method of teaching is in use, the Government should supply more skilled staffing for its satisfactory implementation'

- Teacher In-Service Education

'Every opportunity should be taken to widen the experience of teachers both within and outside teaching. Education Queensland should provide qualified vocational teachers with the necessary Human Resource training in order for their registration to remain current.'

- Administration

'Large schools should be administered by specialists trained in educational administration; part time administrators should be provided in all schools which do not have permanent administrative support; the present staffing formula should be used only as a guide to individual school requirements, choice between 'vertical' or 'family groupings' and 'single year level' classes must be made by the principal in consultation with the local school community and not imposed due to Education Queensland restriction'

- Support staffing

'Education systems must provide adequate support staff and support services so that teachers may perform their professional roles; the Government should ensure stability in the staffing of schools in isolated areas, taking into consideration the discrepancies between schools in isolated areas by:

- providing high quality teacher accommodation with appropriate air conditioning;
- providing high quality teaching facilities;
- examining a voluntary transfer system;
- recruiting teachers willing to serve in country areas;
- offering financial compensation;
- providing in-service training;
- improving remedial resource services;
- attracting experienced teachers through promoting the advantages of country areas;
- ensuring teachers suffer no promotional or monetary disadvantages if they elect to stay in country areas.'

- Special Education Staffing

'The selection of teachers should be based on their suitability and training to work in the field of special education; identifiable funding should be provided, at pre-service levels to prepare teachers and for special education programs to better meet the special education needs of children; it is

essential that compulsory units in special education be included within all accredited pre-service teacher education courses at early childhood, primary and secondary levels'.

Thank you once again for the opportunity to provide feedback. If you wish to discuss these comments further then please do not hesitate to contact me.

Yours faithfully,

A handwritten signature in black ink, appearing to read 'Margaret Leary', written in a cursive style.

Margaret Leary  
QCPCA State President