



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

## Minutes: State Council Meeting

Venue: Autism Hub and Reading Centre  
Date: Friday September 11, 2021  
Time: 8:30 – 3:30  
Chair: Ric Day (President)

|   |   |     |         |         |
|---|---|-----|---------|---------|
| Attendance (in person):   | Ric Day, Andrew Thompson, Karen Collishaw, Bronwyn Paxton, Nicole Finch, Simone Coogan, Alastair Hanna, Belinda Russell, Glenn Gatehouse, Nick Alexander, Brandon Mackay, Megan Cameron, Trish Thiedeman, Renae Somerville, Susan Christensen Ches Hargreaves, Tracy Cronin, Sarah Lockwood, Rachel Dougherty, Janet Humphries, Kate Eldridge                           |     |         |         |
| Attendance (on MS Teams):   | Steve Leese, Michael Brett, Lynne Madle, Gay Flynnne  |     |         |         |
| Apologies:  | Tony Egan, Angela Armstrong, Sheldon Hooper, Ray Hack   |     |         |         |
| General business: (I = information, D = discussion, R = resolution) |   |     |         |         |
| 1   | Acknowledgement of Country  | I   |         | 5 mins  |
| 2   | <p><b>Previous Minutes:</b></p> <p>Motion: That the minutes are an accurate record of the meeting and are accepted as read</p> <p><b>Moved:</b> Bronwyn</p> <p><b>Seconded:</b> Simone</p> <p><b>Carried</b></p> <p>Business arising: Nil</p> <p>Correspondence</p> <p>Signed Interchange Agreement – Brandon and Ric MOU</p>   | IDR | Ric Day | 10 mins |
| 3   | <p><b>President’s Report</b></p> <p>As per report attached</p> <p>Additional notes:</p> <p>Discussion regarding USQ partnership and course details.</p> <p>Could we co-brand ? 4 courses, 40 hours, 4 weeks</p> <p>Possible courses:</p> <ul style="list-style-type: none"><li>• ID – Curriculum</li><li>• Sensory/ASD</li><li>• Communication and disability</li></ul> | IDR | Ric Day | 10 mins |

|   |  |     |                  |         |
|---|--|-----|------------------|---------|
|   | <ul style="list-style-type: none"> <li>• Trauma and disability</li> </ul> <p>Roselynn Anderson Memorial Endowment Fund \$8334 X 3 = \$25 000 USQ</p> <p><b>Motion:</b> We invest \$8334 for the Roselynn Anderson Memorial Endowment Fund</p> <p><b>Moved:</b> Ric</p> <p><b>Seconded:</b> Andrew</p> <p><b>Carried</b></p> <p>Concerns raised re: Fixed budget modelling for SWD regardless of growth in numbers.</p> <p>Infrastructure and State Schools to meet together regarding special schools' renewal.</p> <p>Board meeting with ASEPA – develops strategic direction. 2023 Qld to host national conference. Halve risk of loss/profit as part of the agreement. \$50 of each membership goes to ASEPA approx. \$15 000 per year.</p> <p>Suggest QASEL to cover risk of loss but we will give % profit back based on non-QLD attendance.</p> <p>Website – please send Brandon your blurb and photo for the website if not done so already.</p> <p>QASEL Award assessors:</p> <p>Ric Day, Susan Christensen Nicole Rouen, Simone Coogan, Peter Davies, Trish Thiedeman</p> <p><b>Motion:</b> That the president report be accepted</p> <p>Moved: Ric Day</p> <p><b>Seconded:</b> Susan Christensen</p> <p><b>Carried</b></p> |     |                  |         |
| 4 | <p><b>Treasurer's Report</b></p> <p>See attached full Treasurer's report.</p> <p>Additional notes:</p> <ul style="list-style-type: none"> <li>• We have had 77 new members since last meeting 16 June</li> </ul> <p><b>Motion:</b> That the Treasurer's report is accepted</p> <p><b>Moved:</b> Renae Somerville</p> <p><b>Seconded:</b> Tracy Cronin</p> <p><b>Carried</b></p> <p><b>Motion:</b> New membership applicants be accepted as members</p> <p><b>Moved:</b> Renae Somerville</p> <p><b>Seconded:</b> Tracy Cronin</p> <p><b>Carried</b></p>  | IDR | Renae Somerville | 10 mins |

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## Queensland Association of Special Education Leaders Leading Linking Learning

|                                  |   |    |                                |         |
|----------------------------------|---|----|--------------------------------|---------|
| 5                                | <b>Regional Reports - As per reports attached</b>   | ID | Regional Councillors           | 30 mins |
|                                  | - Far North Qld   |    | Gay                            |         |
|                                  | - North Qld   |    | Claire                         |         |
|                                  | - Central Qld   |    | Jenny                          |         |
|                                  | - Darling Downs and South West  |    | Glen                           |         |
|                                  | - North Coast   |    | Janet/Sheldon/Nick/<br>Belinda |         |
|                                  | - Metropolitan  |    | Tony/Al                        |         |
|                                  | - South East  |    | Kate/Angela                    |         |
| <b>Morning Tea 10:30 – 11:00</b> |   |    |                                |         |
| 6                                | <b>Stakeholder Group/Portfolio Reports</b><br>-   |    |                                |         |
| 7                                | <b>Constitution Review</b><br>Patrea Walton Consultancy: review completed and report provided. QASEL Constitution benchmarked with 8 other organisations constitutions<br>5 recommendations in Patrea's Report:<br>Recommendation 1 - accepted<br>Recommendation 2 – accepted (Until 31 <sup>st</sup> Dec)<br>Recommendation 3 - noted<br>Recommendation 4 – not accepted 17 to 3<br>Recommendation 5 – accepted (voting by majority)<br>33 recommendations from Milla Oakley Law Firm<br>Tracked changes from the above 33 points have been noted for members.<br>Recommendation 1 – Not accepted but add two-year minimum term for Management Committee members and Regional Councillors<br>Past President – both reports recommend there is no Immediate Past President on Executive. This position was discussed by members and members agreed to no longer have the position based on advice given.<br>Consider aspirant members have voting rights. 13 yes, 4 no. | ID | Ric                            | 20 mins |
|                                  | ECDP C- best practices guidelines, QASEL professional learning day in September 2022 – Regional QLD,  |    |                                |         |

|                          |  |  |                                  |         |
|--------------------------|--|--|----------------------------------|---------|
| <b>Lunch 1:00 – 2:00</b> |  |  |                                  |         |
| 8                        | <b>Roles and Responsibilities</b><br>Trish shared the 8 draft roles and responsibilities.<br>President, Vice President, Secretary, Treasurer,<br>Management Committee, Regional Council,<br>subcommittees.<br>Members divided into to groups to give written<br>feedback. Needs to be a practical guide to support<br>those in the roles.  |  | Trish                            | 30 mins |
|                          | <b>Students with disability resource allocation review</b><br>Final recommendation of Disability Review was to<br>conduct a review into resource allocations.<br>Keen to administer quickly.<br>Align resources more closely to NCCD for the 2023<br>school year.<br>Concerns raised by members that use of the NCCD data<br>is not equitable as Special School Data only captures<br>cognitive disability, no scope to include additional<br>disability areas.<br><b>Scope:</b><br><b>EAP resource allocation</b> – allocation of staff, therapists<br>and Go's, AVT's<br><b>I4S Component</b><br>Focus on students' needs, fair and equitable, financially<br>sustainable (fixed budget), efficient, transparent and<br>accountable, predictable.<br>How do we ensure all students get the support and<br>sufficient resources to support you ?. |  | Carmel Ybarlucea<br>Dion Coghlan |         |
|                          | -  |  |                                  |         |
| 3.00 Finish              |  |  |                                  |         |

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**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Treasurer's Report – State Council 10<sup>th</sup> September 2021**

**Bank balances as of 9<sup>th</sup> June 2021**

|                                 |                     |
|---------------------------------|---------------------|
| Cheque Account (active account) | \$28,053.96         |
| Term Deposit                    | \$130, 985.94       |
| Term Deposit                    | \$106, 435.30       |
| Term Deposit                    | \$203, 318.77       |
| Term Deposit                    | \$100, 999.60       |
| <b>TOTAL</b>                    | <b>\$569,793.57</b> |

**Total income to date:** \$9,035.94  
**Conference profit:** \$78,000 (yet to be received)  
**Seed Funding for Conference 22:** \$20,000

**Payments and expenses to date:** \$22,597.48  
(This is excluding cost of administration to date due to hold up with interchange agreements)

**New and Returning Members**

77 New Members since 16.6.21

- Abby Casperson Forest Lake SHS - Special Education Program
- Abby Kilfoy Ipswich West Special School
- Alexandra Wallace Sunnybank Special School
- Anita Ramage Aurukun State School
- Anna Bamber Redland District Special School
- Anne Dettwiler Geebung Special School
- Annie Snow Toowoomba Early Childhood Development Program
- Carrie Gossow Pine Rivers Special School
- Charlene Reedman Atherton SHS - Special Education Program
- Chris Ware Park Ridge State High School
- Christie O`Connell Redland District Special School
- Connie Mclean Picnic Creek State School
- Daniel Bailey Pittsworth State School
- Danny Martin Aspley Special School
- Dawn Bennett Mount Warren Park State School
- Dianna Skillen Ferny Grove SHS - Special Education Program
- Donna Clausen Redland Bay State School
- Emma Rawnsley Southport Special School
- Graham Nuttall Townsville Community Learning Centre - A State Special School
- Gretel Diluca Lee Street State Special School
- Haley Myers Mitchelton Special School



## **Queensland Association of Special Education Leaders Leading Linking Learning**

|                            |   |
|----------------------------|---|
| • Helen Little<br>Precinct | Spinifex State College - Mount Isa Education and Training |
| • Jacinta Xavier           | Red Hill Special School                                   |
| • Jacqueline Seagroatt     | MacGregor SHS - Special Education Program                 |
| • Jane Vanelli             | Ferny Grove SHS - Special Education Program               |
| • Jessica Brown            | Woodcrest State College                                   |
| • Jessica Willis           | Lee Street State Special School                           |
| • Jessica Roberts          | Hervey Bay Special School                                 |
| • Jordana Murphy<br>School | Townsville Community Learning Centre - A State Special    |
| • Josephine Gardner        | Mount Ommaney Special School                              |
| • Judy Loudon              | New Farm State School                                     |
| • Julie Ingram             | Western Suburbs State Special School                      |
| • Jyotika Prasad           | Southport Special School                                  |
| • Kathryn Hoey             | Warwick West State School                                 |
| • Katrina Mutch            | Mitchelton Special School                                 |
| • Kellie Ryan              | Allora P-10 State School                                  |
| • Kelly Gorham             | Baringa SS - Special Education Program                    |
| • Laura Mossler            | Moura SS - Special Education Program                      |
| • Lauren Martin-Harre      | Southport Special School                                  |
| • Leanne Miller            | Townsville Community                                      |
| • Leonie White             | Forest Lake SHS - Special Education Program               |
| • Lisa Meiklejohn          | Wilsonton State School                                    |
| • Lisa Wright              | Cooktown State School                                     |
| • Lyndal Kanara            | Beenleigh Special School                                  |
| • Melissa Sheehan          | Goodna Special School                                     |
| • Merlyn Sprankling        | MacGregor SHS - Special Education Program                 |
| • Michelle Messina         | Innisfail State College                                   |
| • Mieka English            | Torquay SS - Special Education Program                    |
| • Nicole Watson            | Runcorn State High School                                 |
| • Nicole Williams          | Alexandra Hills State School                              |
| • Nicole Mellish           | Logan City Special School                                 |
| • Olivia Burford           | Victoria Park State School                                |
| • Patricia Brannelly       | Ascot State School  |
| • Phoebe Parish            | Bellbird Park State Secondary College                     |
| • Pilar South<br>School    | Townsville Community Learning Centre - A State Special    |
| • Priscilla Cupitt         | North Coast Region - North Lakes Office                   |
| • Renee Zhu                | Southport Special School                                  |
| • Richard Fisher           | Currimundi Special School                                 |
| • Rod Schultz              | Mackay District Special School                            |



**Queensland Association of Special Education Leaders  
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- |                       |   |
|-----------------------|---|
| • Rowena Lewis        | Upper Coomera State College                           |
| • Samallie Kasirye    | Whitfield SS - Special Education Program              |
| • Sarah Cox           | Forest Lake State High School                         |
| • Sarah Forbes        | Yarrabilba SS - Special Education Program             |
| • Sarah Lake          | Ipswich State High School                             |
| • Shannan Hammond     | North Coast Region - North Lakes Office               |
| • Sheridan Howell     | Yeerongpilly SS - Early Childhood Development Program |
| • Simone Donovan      | Mabel Park State School                               |
| • Stacey Lloyd        | Kingston State College                                |
| • Stephanie Pretorius | Woody Point Special School                            |
| • Susan Gaston        | Sunnybank Special School                              |
| • Suzanne Marthick    | Southport Special School                              |
| • Tracey Walker       | Waterford West State School                           |
| • Tracy Hall          | Park Ridge SHS - Special Education Program            |
| • Vanessa Murphy      | Clontarf Beach SHS - Special Education Program        |
| • Zoe Elsworth        | Eatons Hill State School                              |

**Renae Somerville**

**QASEL Treasurer**



**Queensland Association of Special Education Leaders  
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# President's Report

## Executive, Management and State Council Meeting

Term 3 2021, Friday 10 September 2021  
MS Teams

### Acknowledgements

Once again, I'd like to again thank all QASEL members for their support this year. I particularly want to acknowledge the resilience and flexibility of members who have continued to lead their school communities with calmness and compassion through what has been another challenging period of time.

I'd particularly like to acknowledge:

- Regional councillors for continuing to build attendance and participation at regional meetings, either face to face or online.
- Andrew and the conference planning committee for what by any measure is the most successful conference in my time with QASEL, in terms of participation, program quality and membership growth.
- Claire Cheyne and Tracy Cronin for their work initiating our first Townsville conference, planned for Term 4.
- Lynn Madle and Tony Egan for their work advancing our position brief on Senior Schooling.
- Angela Armstrong for advancing our position brief on Occupational Violence.
- Simone Coogan for facilitating a productive meeting with USQ.

### Consultation Opportunities

Since our last State Council, QASEL have provided feedback on the following policies, procedures, guidelines and briefs:

- Teacher housing policy and procedure
- OneSchool access management and use procedure
- Employee performance and development policy
- Privacy and data breach procedure and guideline
- Australian Curriculum Review
- Quality ITE Review – Response to Discussion Paper
- Administration of medications in schools' procedure

I thank members for their contribution to this work.

## EMC summary

Below is a brief summary of our EMC meeting since last State Council.

30 July 21

- Endorsed Megan Cameron as an additional regional councillor in the Metropolitan Region.
- Endorsed covering conference accommodation as follows:
  - MC (Simone)
  - Convenor (Andrew)
  - Program co-ordinator (Nicole)
  - Trade table co-ordinator (Brandon)
  - Conference co-ordinator (Kelly)
- Endorsed seeking feedback from two independent sources to inform our Constitution review (Mills Oakley Law Firm and Patrea Walton Consulting)
- Endorsed moving to a third-party provider to operationalise our election process
- Endorsed an end of year celebration at Hilton Hotel Brisbane - drinks (for invited guests) and dinner (for all members).
- Identified a need for a committee to decide on awards. Committee make up would include (Pres, 2 x Life members, 2 x Management committee members, Secretary)
- Re-engage QASSP as conference organiser for 2022 and confirmed dates as 15-17 June 2022.
- Trial a regional conference out of Townsville on 4-5 November.
- QASEL to cover travel, accommodation and TRS costs for ECDP subcommittee members to attend and contribute development of Best Practice guidelines – approx. \$6000 (N.B. Moved to online due to COVID restriction, therefore reducing costs to some TRS only).

## Constitution Review

At our last State Council, we endorsed a process and timeline for review the Constitution. Below is a brief progress report.

|                   |   |
|-------------------|---|
| <b>July</b>       | Seek feedback on existing Constitution from critical friend and/or legal advisor.<br><br><i>Actioned – reports received from Mills Oakley Law Firm (legal review) and Patrea Walton Consulting (comparative analysis)</i> |
| <b>20 August</b>  | State Council - Use a protocol to seek feedback and input from EMC and State Councillors (include a briefing on the role and responsibilities document to ensure alignment).<br><br><i>For progressing today</i>          |
| <b>Sept</b>       | Redraft Constitution based on feedback received and share with all members, inviting any further feedback.<br><br><i>Propose swapping Sept and Oct actions</i>  |
| <b>Oct</b>        | Seek a second round of feedback from critical friend and/or legal advisor.<br><br><i>Propose second round of feedback from solicitor only – including redrafting</i>  |
| <b>5 November</b> | Annual General Meeting - Endorse constitution at AGM (for implementation from 2021) and submit amendment of rule to the Office of Fair Trading.<br><br><i>On track</i>  |

## COVID-19

Unfortunately, again this term much of the work has centred around COVID and the subsequent restrictions and impacts on schools. During these times I dial into a daily teleconference chaired by the Director-General for all stakeholders, and attend an online briefing each day chaired by Deputy Director-General Sharon Shimming, focussing on state schools. These forums provide opportunity to receive the latest information and pass on feedback or concerns from members.

## QASEL Elections 2022 – Nomination Now OPEN

On Monday 6 September, all ordinary and life members will have received an email (Subject: QASEL 2022 Elections: Nominations now open), inviting nominations for vacant positions on the QASEL Executive and Management Committee, as well as regional councillors for 2022. Following the nomination process, an election process follows, as required, for positions where there are multiple nominations.

Nominations will be called for the following positions:

- Secretary
- Vice-President x 2
- Management Committee x 10
- Regional Councillors (at least 1 per region)

The nomination portal will remain open until 11 October, with the election process to follow soon after. Nominees will be asked to upload a profile photo and provide a brief candidacy statement (of no more than 500 words) highlighting your contribution to QASEL and your suitability for this position. This information will be shared with members to inform their voting. Eligible members are able to nominate for more than one position.

As per our constitution all ordinary and life members are eligible to nominate and vote during an election. Aspirant, associate, affiliate and past service members are not eligible to nominate or vote.

This year, QASEL is working with a third-party provider to run our election process electronically. This will be a new process and we ask for your patience as we utilise this for the first time.

## Key Meetings

The president's diary section of the newsletter outlines a full list of DoE and stakeholder meetings. Below are some key points for discussion.

### **University of Southern Queensland**

Simone and I recently had a productive meeting with Dr Nicole Todd from USQ in relation to how to better make post graduate opportunities in special education known to teachers in the field. We also discussed the development of some bespoke "upskill" courses through USQ that might provide micro-credential opportunities in priority areas (e.g., understanding the impact of intellectual disability on learning).

USQ are currently putting together a proposal for us to consider. This may be something we take to DoE or consider funding ourselves.

### **ECDP Subcommittee**

The ECDP subcommittee met on-line with Vicky Booth from the Disability and Inclusion branch on Friday 27 August to commence working on the Department's *Best Practices Guidelines for ECDPs*. This was a highly productive session that provided ECDPs leaders from across the state with an opportunity to share their experiences and ideas. I look forward to QASEL continuing to partner with D&I to advance this work.

In the afternoon session the group discussed some professional learning opportunities for our members working in ECDPs.

#### **Deputy Principal Special Subcommittee**

I'm pleased to have held the first meeting of our DP Special Subcommittee. The key themes that emerged through this initial meeting were around roles and responsibilities and senior schooling. I am currently working with our subcommittee chairs to develop an action plan template to support them in developing a sharp focus that aligns to QASEL's Strategic Plan.

#### **SWD Resourcing Stakeholder Group**

The first meeting of the *Students with disability resource allocation review stakeholder reference group* was held on 31 August. The initial meeting largely focussed on setting the scene and seeking feedback on the guiding principal. QASEL has already expressed its support for the review and the guiding principles through our position paper. Dion Coughlan and Carmel Ybarlucea will be joining us this afternoon to provide an update and seek broader feedback.

At this point in time my concerns would be around the challenge of implementing a change in a cost neutral way and the tightness of the timelines. I've raised the with the DDG State Schools and will raise them with the Minister also.

#### **Infrastructure Service Branch**

On 2 Sept I had a productive meeting with ISB about special school infrastructure with a focus on renewal and growth. The conversation centred around the clarity that ISB are seeking from state schools and my intention is to try to bring the two groups together to move this work forward.

#### **Director-General**

Last week, I had my last formal meeting with Director-General, Tony Cook. Agenda items included:

- COVID reflections
- QASEL's Strategic Plan
- QASELcon Townsville
- Workforce capability in the special education sector
- QASEL's Response to DESE Discussion Paper on ITE
- Future model for SWD resourcing
- ASEPA Research Project, Muted voices

I also took the opportunity to thank Tony for his support of QASEL during his time as DG. In all my interactions with Tony he has consistently displayed a strong focus on equity and social justice, his departure is a loss for Queensland.

#### **Upcoming Meetings**

Early in Term 4, I have my quarterly meeting with Minister Grace, items on agenda include:




- QASEL Conference 2021
- SWD Resourcing review
- Workforce Capability in Special Education
- Infrastructure issues in special schools – renewal and growth
- Muted Voices - The Views of Families on Special Schools, Research paper - ASEPA



## Website Update

Brandon and I have been working on the members section of the website in recent weeks. Below is a screen shot from the members area: **2021 documents**. Our intention has been to increase transparency and make access to important documents simpler into the future. We welcome any suggestions of feedback.




A reminder that the “Meet the Team” page has many empty profiles still. If you could send your photo and brief profile to Brandon ASAP that would be appreciated. <https://www.qasel.org.au/meet-the-team>




### Governance

 Constitution
  Certificate on Change of Name
  Memorandum of Understanding



 President's Interchange Agreement 2021
  Certificate of Incorporation

### Advocacy



 QASEL Position Brief- SWD Resourcing
  QASEL Position Brief- Occupational Violence
  QASEL Position Brief- Workforce Capability, Special Education Teachers





 QASEL ECDP Position Brief - 15th June 2021
  QASELs Response to ACARA - 30th June 2021
  QASEL Response to DESE Discussion - July 2021





### Meeting minutes





 State Council Term 2 Minutes and Reports
  State Council Term 1 Minutes and Reports

### 2021 Newsletters

 31 August 2021
  17 August 2021

 3 August 2021
  20 July 2021
  22 June 2021
  8 June 2021

 25 May 2021
  11 May 2021
  27 April 2021
  30 March 2021

 16 March 2021
  2 March 2021
  16 February 2021
  2 February 2021



## Position Brief Dashboard

I'm very pleased with the progress and impact of the position briefs completed and delivered to date, and also mindful of the impact they can have while still under development. The table below is a summary of progress.

| Topic   | Initial collaboration | Draft out for feedback | Finalised | Endorsed (on website) | Presented | Impact   |
|---|-----------------------|------------------------|-----------|-----------------------|-----------|--|
| Early Childhood Development Programs                    | ✓                     | ✓                      | ✓         | ✓                     | ✓         | Presented to ADG D&I ECDP subcommittee collaborating with D&I to produce best practices guidelines for ECDPs Statewide   |
| Workforce Capability: Special Education Teachers        | ✓                     | ✓                      | ✓         | ✓                     | ✓         | Presented to DDG PCS, ADG HR, and Minister<br>Shared with other associations.<br>Special education identified as a priority area in the Turn to Teach Program. |
| Impact of TA Maximisation on Special Education Settings | ✓                     |                        |           |                       |           | Initial meeting with ADG HR to discuss concerns  |
| Leadership Structures in Special Education              | ✓                     |                        |           |                       |           |  |
| Occupational Violence                                   | ✓                     | ✓                      | ✓         | ✓                     | ✓         | Presented to DDG PCS, ADG HR, and Minister   |
| Students with Disability Resourcing                     | ✓                     | ✓                      | ✓         | ✓                     | ✓         | Presented to DDG SS, ADG D&I, DG and Minister<br>QASEL represented on the stakeholder group  |
| Senior Schooling  | ✓                     | ✓                      |           |                       |           | Next step - Small group meeting to consider feedback is it more than one position paper?   |
| Infrastructure Issues in Special Education              | ✓                     |                        |           |                       |           | Initial meeting with ISB to discuss concerns. Follow up meeting with ISB and SS D&I.   |

## Communication and Engagements

Unfortunately, COVID has interrupted some school visits and events including a planned road trip to FNQ. While I have been able to remain connected to members online its been challenging to have the same impact. However, I have been pleased to recently attend regional meetings in DDSW, NCR and Metro via Teams and the first meeting of our newest subcommittee for Deputy Principals Special.

## Call for Award Nominations

Nominations will be called for QASEL Life Membership, QASEL Service Award and Friend of QASEL Award in next week's newsletter. Please see below general description and criteria for each award.

Completed nominations need to be forwarded by COB **Friday 11 October** to [bm@gasel.org.au](mailto:bm@gasel.org.au)

As per our last EMC meeting, all nominations will be considered by a panel made up of

- QASEL President
- QASEL Secretary
- 2 x Life members
- 2 x Management committee members

Awards will be presented at the QASEL end of year function on 5 November.

Today I'd like to call for 2 nomination from management committee to participate in this process.

### **QASEL Life Member**

The Association may recognise meritorious service of an Ordinary Member to the Association and elevate an Ordinary Member to a Life Member. Every candidate for life membership of the Association shall be nominated by one (1) Ordinary or Life Member of the Association and seconded by another Ordinary or Life Member. The candidate shall be a person who is considered by the members of the Association to have provided special meritorious or distinguished work or services to the Association.

### **QASEL Service Award**

The Association may recognise the service and contributions of an Ordinary Member to the Association who has contributed to the goals of the association over a number of years. Every candidate shall be nominated by one (1) Ordinary or Life Member of the Association and seconded by another Ordinary or Life Member.

### **Friend of QASEL**

The Association may acknowledge the service of a person or an organisation which has supported or contributed a service to the Association over a number of years. The person is not a member of the Association. Nominations can be made by an Ordinary or Life Member of the Association and seconded by another Ordinary or Life Member.

## Membership Update

I'm pleased to report that membership continues to steadily increase. We signed over 50 new members during conference alone. Unfortunately, COVID has led to the cancellation or changes to some upcoming events that I was hopeful would drive continued membership growth into term 4. (Trip to FNQ including HOSES cluster meeting cancelled, SECC conference moved to online).

We offered a membership special for those in attendance at the SECC conference. A small number of delegates took up the opportunity to join. I feel we might have done better had the conference remained face to face.

While the rapid membership growth is exciting it has presented challenges and I expect at some point in time it will plateau.

(see - Quarterly Membership Data and Community Engagement Report – attached)

### Long Service Leave

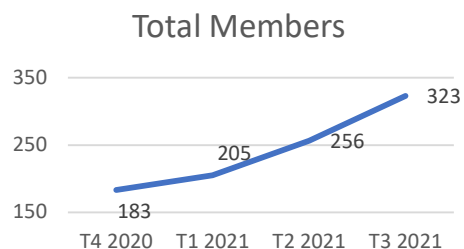
A reminder that I will be on long service leave for the last week of Term. I've been able to minimise meeting commitments and find proxies where appropriate. The 3 VPs are aware and I am sure will cover any unexpected enquires or responses needed.

### Questions or Comments

# Quarterly Membership Data and Community Engagement Report as at 15/08/21



## Membership



↑ **26%**

This quarter

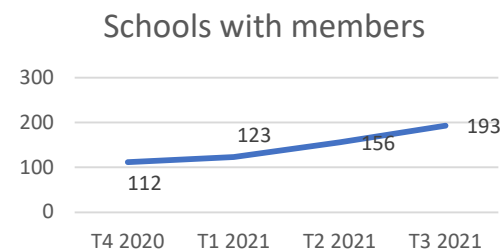
↑ **76%**

This year

**Special School  
Principal  
Membership**

**2020 - 67%**

**2021 - 87%**



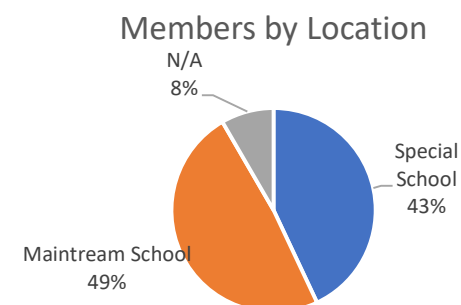
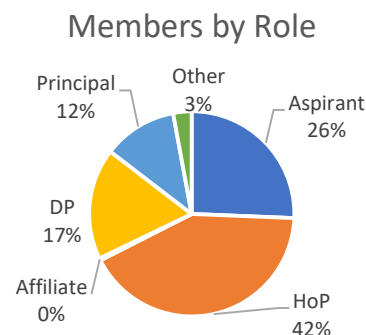
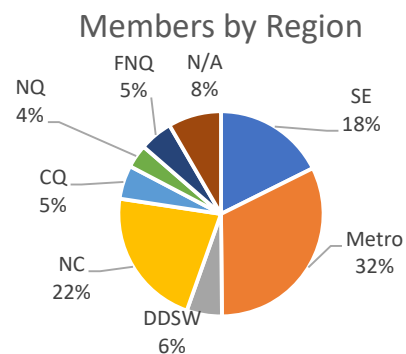
**15.4%**

Of Qld State Schools  
have at least one QASEL  
member

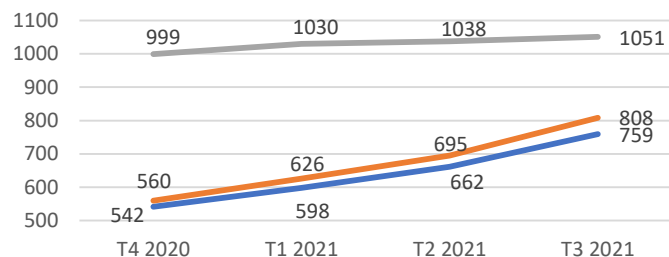
**T2 = 12.5%**

**T1 = 9.8%**

## Membership analysis

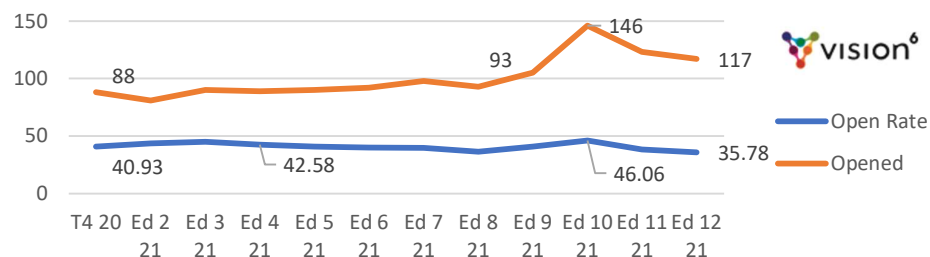


## Communication Engagement Statistics



Facebook Likes

Facebook Follows





## Queensland Association of Special Education Leaders Leading Linking Learning

**Region: Metropolitan**

**Date August 2021**

**Councillor/s** – Tony Egan, Alastair Hanna, Megan Cameron

|   |
|---|
| <b>Celebrations</b>   |
| <ul style="list-style-type: none"><li>• Geebung Special School – Reaching goals set around collecting evidence for measuring student engagement</li><li>• Claremont Special School – Staff have adapted to post lock down restrictions well and the behaviours that have presented with students</li><li>• Stretton State College - Lots of students with ASD doing well with mask wearing. Lots of supportive strategies such as rest breaks and close contact with parents</li><li>• Ipswich Special – Lots of collaboration to address the challenges of the times</li><li>• Macgregor SHS – All Year 12 cohort will be successful for QCE or QCIA. Lots of collaboration with extra services to get the kids there</li></ul>  |
| <b>Local Issues and Hot Topics</b>  |
| <ul style="list-style-type: none"><li>• Regional PD Grant – discussion about possible programs to support local issues in Metro keeping in mind our membership base being large. Ideas included;<ul style="list-style-type: none"><li>○ Leadership development</li><li>○ Building capability of middle leaders with data literacy</li><li>○ Building capacity to write selection criteria and applications</li><li>○ Packages that people can access when they need</li></ul></li><li>• Is it possible to outsource?<ul style="list-style-type: none"><li>○ Do we engage QELi to design something for us?</li><li>○ Caroline De Hennin is willing to tailor a program</li></ul></li><li>• Recognition on the impact of masks on SWD with face shields supplied to schools. People are pleased with this but we don't know how the decisions for supply were made</li><li>• Position Paper on Senior Schooling – the draft was developed and on the agenda for QASEL State Council (This was raised by quite a few members who met at Nursery Road Special School last term). Members were pleased to hear this work had moved forward</li></ul> |
| <b>Regional QASEL Activities and Membership Trends</b>  |
| <ul style="list-style-type: none"><li>• Position Papers<ul style="list-style-type: none"><li>○ ECDP Position Brief - very successful as it has led to us being asked to work with the Department</li><li>○ Workforce Capability – lack of special education teachers especially in regional areas and the impact of teacher aide maximisation</li><li>○ Occupational Violence – working with students needs a multi -disciplinary approach and is a complex conversation</li><li>○ Infrastructure – new DDG Infrastructure is a good time to raise renewal issues. Inclusion does not mean special places and spaces should go.</li><li>○ Senior Schooling (QCE and QCIA Pathways)</li></ul></li></ul>  |

|  |
|--|
| <ul style="list-style-type: none"> <li>○ Students with Disability funding and what that model might look like. Focussed on verification and the double up with NCCD. Need to find a resourcing model that recognises the real work of HOSES as they service inclusion across the school.</li> <li>• Collaboration with University Sector · Ric reported collaborating with USQ about possible course work that would support the needs we have in the workforce</li> </ul> |
| <b>Upcoming Events or Activities</b>   |
| Next meeting to be held in week 5 term 4   |

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region:** North Coast

**Date:** Term 3

**Councillor/s:** Janet, Sheldon, Nick, Belinda

|  |
|--|
| <b>Local Issues and Hot Topics</b>   |
| <ul style="list-style-type: none"><li>• Continuing to have a larger conversation to look at cross sector working.</li><li>•</li></ul>  |
| <b>Regional QASEL Activities and Membership Trends</b>   |
| <ul style="list-style-type: none"><li>• <b>NCR Network meeting 28<sup>th</sup> August 2021</b><ol style="list-style-type: none"><li>1. Tabled – QASEL Grants</li><li>2. Senior Schooling</li><li>3. Resourcing Model</li></ol></li></ul> <p>Members engaged in meetings.</p> |
| <b>Celebrations</b>  |
| <ul style="list-style-type: none"><li>• NCSSA Leadership Program provided by Sheldon</li></ul>   |
| <b>Upcoming Events or Activities</b>   |
|  |

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.

## QASEL / NCSSA Leadership Program

As Chair of the North Coast Special School alliance (NCSSA) I write to formally thank QASEL for their vision and support of our 2020 Leadership program.

### STATE-WIDE Inclusive Leadership for Middle Leaders & Deputy Principals

The Inclusive Leadership for Middle Leaders and Deputy Principals program builds the capacity of current and aspiring middle leaders and deputy principals to play a pivotal role in both driving school improvement and preparing leaders for the future.

**Phases begin Monday 14 September 2020**

|  |                                |
|--|--------------------------------|
| Registrations close Friday 11 September 2020 | <b>\$1500pp<sup>+GST</sup></b> |
|--|--------------------------------|



Participants engaged in the QELI **Inclusive Leadership for Middle Leaders & Deputy Principals Program** - a six-month online program that focused on strengthening the capacities of Middle Leaders and Deputy Principals. Through this program participants engaged in close exploration of the knowledge, skills and confidence to lead and develop others for effective leadership of inclusive school communities.

Drawing upon the latest evidence-based insights, this program assisted in building mutually supportive, reflective and professional collegiate groups.

Through the support of QASEL, the NCSSA believes our joint collaboration supports the quality, quantity and diversity of our future leaders as outlined in **DET Leadership Strategy**.

<https://intranet.qed.qld.gov.au/Services/HumanResources/payrollhr/trainingdevelopment/Pages/leadership-strategy.aspx>

As an Alliance we believe we have a moral obligation to not only do our “regional business” but to support the system and growth of our future leaders. Once again I thank QASEL for their foresight in contributing to this program.

### Contribution from QASEL

- Co-contribution to the course fee - \$5250

### Contribution from North Coast Special Schools Alliance (NCSSA)

- The North Coast Special Schools Alliance (NCSSA) managed the selection process for the participants which required Principal approval.
- There was a co-contribution from the participant’s school for 50% cost of the program
- Schools of successful applicants were provided reasonable release time to support requirements for the program – negotiated between Principal and participant
- Principals from the NCSSA made themselves available to participants to help fulfil program requirements

### Participant Feedback

Feedback has been sourced from the participants and was centred around the three pillars of QASEL – Leading, Linking and Learning. Below is a summation of feedback received and a brief synopsis of each participant’s project work.

### QASEL / NCSSA Participant Feedback

#### Synopsis of participants Project Work

1. Implementing wellbeing and regulation processes through the PB4L framework to lower rate of Major incidents – AIP target 85% of students accessing only tier 1 supports. Personal leadership behaviour is to develop skills in robust conversations. Specifically, this looks like ‘closing the loop’ with staff, including seeking follow up conversations, checking in after difficult conversations, and actively seeking the viewpoints of those who are resistant.



2. Analysing school data, I identified that there were a percentage of students receiving below a C or an N on their reports. Through a case management process, one of the blockers identified was their attendance. My project (LCAP) was to improve student attendance to increase academic achievement.
3. My LCAP is focused on distributed leadership, implementing our whole school collegial engagement framework to build shared accountability, capability, and collaboration across the school.

## **Feedback from Participants**

How do you believe the program you have engaged in has supported QASEL's three pillars of Leading, Linking and Learning to develop and sustain quality and innovative leaders in disability and inclusive education.

### **Leading**

- The QELI course has provided a number of frameworks to support leadership. Development and reflection of your own core values has been particularly useful in ensuring your leadership strategy remains targeted, and you are able to stick to the course. The coaching sessions I also found very valuable, as an external viewpoint can always give you insight you might not otherwise have.
- A lot of the pre-reading was based on various leadership attributes. I found the readings very insightful and challenged some of my thinking. The results of my Genos 360 review was particularly powerful in that I was able to see how five of my colleagues viewed my leadership and pinpointed a particular area of improvement. I also believe that the course gave me time to reflect on my leadership and the future direction my career will take.
- Provision of opportunities to feedback throughout course ensured content targeted the needs of participants.
- Course included speakers from DoE each fortnight which ensure a strong link to the strategic direction of DoE.
- Advocacy for inclusion and 'at risk' groups throughout course.

### **Linking**

- One of the best aspects of the program was being linked with approximately 120 other leaders. Each time I went to a breakout group, I made connections with other leaders across Qld. We were able to share practice and it was interesting to see the path to inclusion mainstream schools we using. It was also so good for me to hear the struggles we all face with leadership are very similar in every school setting.
- Provision of opportunities for participants to share knowledge, expertise, and experiences across the state / region highlighted commonalities and allowed opportunities for linking outside of structured course time.
- A number of participants utilised the platform to ask questions and seek advice from the group.
- Provided an opportunity to build connections with various DoE regional staff - very positive element of course.
- 'Break out' conversations with consistent groups of people allowed for depth of conversation.
- QELI staff very supportive – offered additional support, coaching or mentoring where required. This was noted by various course participants.
- Our regional support person was helpful in connecting our group, feeding forward challenges or concerns, and ensuring we had the information we needed.

### **Learning**

- The QELI program provided many opportunities and external resources to support your own, ongoing learning and research.
- The readings, coaching sessions, video clips etc were on the whole, very good. It was great to be exposed to so many different leadership examples. I particularly enjoyed the parts of the units of work based on emotional intelligence and resilience. I have used some to the activities with the leadership team at my school.

- I know that the course has left me with valuable tools that I can refer to in future.
- Course exhibited strong links between DoE Policy, improvement priorities and leadership learning – this ensured content was meaningful.
- Capability building through sharing current and influential thought leaders in the field of education and leadership.
- Coaching – highly beneficial element of program.
- Maintained a key focus on wellbeing of leaders and practical strategies they can put in place to be more effective, manage leadership challenges and build resilience.
- Learning from the course will be ongoing. The content was well organised and allows participants to go back and refer to relevant sections as required.





**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region** Central Qld

**Date** 10/09/2021

**Councillor/s** Jenny McLeod

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|--|
| <b>Local Issues and Hot Topics</b>   |
| <ul style="list-style-type: none"><li>• 27/8/2021 - Middle Leaders meeting – moderation</li><li>• 10/09/2021 – Jeff Souter presentation to HoSES – Access and Differentiation using assistive technology.</li><li>• </li></ul> |
| <b>Regional QASEL Activities and Membership Trends</b>   |
| <ul style="list-style-type: none"><li>• New member – send an email and received a thank you back.</li></ul>  |
| <b>Celebrations</b>  |
| <ul style="list-style-type: none"><li>• New permanent HoSES appointed at Biloela State High School</li></ul>   |
| <b>Upcoming Events or Activities</b>   |
| <ul style="list-style-type: none"><li>• Term 4 HoSES network meeting – Biloela State School, Friday week 4</li></ul>   |

To be presented at quarterly state council and submitted electronically to [president@gasel.org.au](mailto:president@gasel.org.au) and [secretary@gasel.org.au](mailto:secretary@gasel.org.au) prior to each state council meeting.



## Queensland Association of Special Education Leaders Leading Linking Learning

Region South East Region

Date: 10<sup>th</sup> September 2021

Councillor/s: Kate Eldridge and Angela Armstrong

|  |
|--|
| <b>Local Issues and Hot Topics</b>   |
| <ul style="list-style-type: none"><li>• We have sent out a few SER group emails encouraging members to contact us with any concerns or celebrations. No one has been in contact. Our scheduled coffee and chat catch up was to be in week 5 but the recent restrictions made a gathering difficult. We have emailed to suggest that when restrictions ease we will reschedule a catch up for the SER members.</li><li>• COVID related challenges: Most recently, varied expectations around restrictions in our area have required double planning for some teachers. Specifically, the teachers of students who are in mandated quarantine arrangements. In some cases, however, some quarantine situations have been decided by families (that is, they have chosen to quarantine even though it is not mandated).<br/>The varied advice also leads to some staff being replaced for a two-week period (as advised initially). By day two in this instance, the restrictions lifted with some staff required to return to work while contract staff continued with the two-week contracts.</li></ul> |
| <b>Regional QASEL Activities and Membership Trends</b>   |
| <ul style="list-style-type: none"><li>• All new members were individually phoned and welcomed to QASEL since the last meeting.</li><li>•</li></ul>   |
| <b>Celebrations</b>  |
| <ul style="list-style-type: none"><li>• SER PLC's are evolving with some great developments in the AAC and PBL groups. Specifically, in AAC they are working toward inter-school WOW processes and developing training packages. While PBL are working on a project that spans from Tier 1 to Tier 3 which can be rolled out across all special schools.</li><li>•</li></ul>   |
| <b>Upcoming Events or Activities</b>   |
| <ul style="list-style-type: none"><li>• SER coffee and catch up in Term 4.</li></ul>   |

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders**  
**Leading Linking Learning**

Region   FNQ  

Date   13.08.21  

Councillor/s   GAY FLYNN  

|   |
|---|
| <b>Local Issues and Hot Topics</b>  |
| <ul style="list-style-type: none"><li>• COVID-19 has really affected paediatric appointments – will have a significant and ongoing effect on verifications and reviews. Considerable backlog</li><li>• NCCD caused considerable angst in my new school. The evidence expected was onerous and left to the last minute. Huge difference between the way different schools are using PLRs</li></ul> |
| <b>Regional QASEL Activities and Membership Trends</b>  |
| <ul style="list-style-type: none"><li>• Four new members since conference</li></ul>   |
| <b>Celebrations</b>   |
| <ul style="list-style-type: none"><li>• Ric's plan to organise a visit to FNQ meant the HOSSES meeting was included in the Weekly Bulletin for the first time. Coincidence, I think not</li></ul>   |
| <b>Upcoming Events or Activities</b>  |
| <ul style="list-style-type: none"><li>• Ric to visit in T3 – to work shadow me and attend HoSES meeting. *Postponed due to COVID til late T3 or T4.</li></ul>   |










To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



**Queensland Association of Special Education Leaders  
Leading Linking Learning**

**Region:** North Queensland

**Date:** 20/08/2021

**Councillor/s** Claire Cheyne

|  |
|--|
| <b>Local Issues and Hot Topics</b>   |
| <ul style="list-style-type: none"><li>• Cluster HOSES – access to, release from base school, clear role understanding</li><li>• Townsville QASEL Conference – many not approved to attend QASEL Conference this year due to budget constraints as travel too costly</li><li>• Workload and wellbeing</li><li>• Occupational violence</li></ul> |
| <b>Regional QASEL Activities and Membership Trends</b>   |
| <ul style="list-style-type: none"><li>• Townsville Conference planning meetings – committee and wider membership</li><li>• Great member engagement with Teams meetings</li><li>• Increased membership!</li></ul>   |
| <b>Celebrations</b>  |
| <ul style="list-style-type: none"><li>• Members and non-members engaging with and responding to communications.</li><li>• Agreement from local Burdekin area members and non-members to continue to meet once per term.</li><li>• Regional office very supportive of increased QASEL activities.</li></ul>                                     |
| <b>Upcoming Events or Activities</b>   |
| <ul style="list-style-type: none"><li>• Townsville conference - Save the date 4<sup>th</sup> and 5<sup>th</sup> November, Townsville</li></ul>   |

To be presented at quarterly state council and submitted electronically to [president@qasel.org.au](mailto:president@qasel.org.au) and [secretary@qasel.org.au](mailto:secretary@qasel.org.au) prior to each state council meeting.



## Queensland Association of Special Education Leaders Leading Linking Learning

### Application for Regional Professional Learning Grants 2021

Purpose: The QASEL Regional Professional Learning Grant program recognises and supports the need to provide differentiated, professional learning opportunities for members across the state. It aligns to the QASEL Strategic Plan to *explore and initiate new capability development opportunities that are responsive to regional needs*, and provides a means for meaningful engagement in regional initiatives. QASEL's Professional Learning Grant submissions are considered at quarterly state council meetings.

**Region:** Metropolitan

**Program Title:** Linking and Learning for Special Education Leaders: Coaching and Leadership Conversations

**Program Leader:** Caroline de Hennin

**Program Co-lead:** Steve Roberts

**How has this leadership priority been identified?** Consultation at regional meeting via Teams on Thursday 12 August.

**Brief description of the program or initiative:**

2-day course with a focus on coaching and leadership conversations.

**Additional elements include:**

- a) Consultancy protocol for group conversations to reflect on a goal, project, or problem of practice;
- b) Personalised learning in leadership (identifying topics during registration process);
- c) Linking potential mentors and mentees; and
- d) Learning from each other and a panel of experienced leaders

**How does the program or initiative align to QASEL's Strategic Plan?** See Strategic Plan highlights

**Overview of how funding will be expended:**

\$500 per participant for the 2-day course. QASEL to offer 50% contribution to members.

The \$500 cost covers:

- Venue and catering – Mt Ommaney Hotel Apartments
- Resources
- Facilitator preparation and presentation time



### Promotion of QASEL:

- ☒ Photos / Screenshots of activities will be emailed to QASEL president with suggested text for publication on social media
- ☒ QASEL will be acknowledged at regional events or activities
- ☒ QASEL visuals (banners / logos) will be prominent where possible
- ☒ Other: **Non-members to be offered an opportunity to sign-up to QASEL during registration process in order to receive the discount. (Pictures below of program flyer and registration survey.)**

Cost:

**\$500 per participant. Half price (\$250) for QASEL members.**  
Not a QASEL member? Join during the registration process to receive this \$250 co-contribution.  
This cost includes learning resources and catering for the two days. You will receive a link to access online resources, including digital copies of learning resources.



3. Are you a QASEL member?

I am a current QASEL member. Please charge me the discounted rate.

I am not a current QASEL member. I will sign up before registration closes to take advantage of the discounted rate.

I am not interested in becoming a QASEL member. Please charge me the full rate.

### How will the programs encourage and grow QASEL membership?

As above. This professional learning opportunity can be mentioned in our “Intentional Collaboration for Inclusive Practices” afternoons.

**Co-contribution:** \$500 per participant for the 2-day course. QASEL to offer 50% contribution to members.

### Reporting on outcomes:

- ☒ A 1-page summary of the program and outcomes / progress, including photos, will be provided to QASEL president by end of Term 3 for inclusion in end of year QASEL Annual Report.  
**\*\*Given the timeframe, we would be able to share the program flyer and any interested participants by the end of Term 3. Learning will occur in Term 4.**
- ☒ Accountable officer will report back to QASEL State Council the outcomes and progress of the program as part of their regional report.
- ☒ Other: **Copy of feedback information stating impact of learning and linking.**

Submitted to QASEL State Council by: \_\_\_\_\_

Signed: \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_

Outcome at State Council:

Signed: \_\_\_\_\_

Date: \_\_/\_\_/\_\_\_\_



# Linking and Learning for Special Education Leaders

Coaching and Leadership Conversations | Wednesday 20 October and 10 November | Mt Ommaney Hotel Apartments



This course is for current and aspiring leaders in special education looking to develop capability and confidence in coaching and conversations to lead improvement, innovation and change in schools. This includes leaders from special schools and HOSSES and special education leaders from both primary and secondary settings.

**Caroline de Hennin** is the facilitator of this 2-day course and has been coaching for more than 12 years. She has expertise as a lead coach and presenter across all Queensland state schooling sectors and has coached special education leaders since 2015.

Participants collaboratively explore answers to these questions about coaching:

- *What is coaching and why is it an effective model for leading improvement and innovation in schools?*
- *What are the qualities of a good coach? How do you grow your coaching skills?*
- *How do you have a coaching conversation that leads to change?*

This unique 2-day course also provides opportunities for leaders to link and learn from each other, including:

- *Individual and group conversations to reflect on leadership goals, projects, or problems of practice*
- *Targeted conversation topics (identified in the registration survey)*
- *Learning from experienced leaders in special education*

## Course details:

**Location:** **Mount Ommaney Hotel Apartments**  
Cnr Centenary Highway and Dandenong Road, Mt Ommaney, 4075

**Date | Time:** **Wednesday 20 October and Wednesday 10 November – 8:30am to 3:00pm**  
Registration will begin from 8:00am on both days – with tea, coffee, and hot chocolate available  
**Additional opportunities to link and learn will be offered from 3:00 to 4:00pm**

**Cost:** **\$500 per participant. Half price (\$250) for QASEL members.**  
**Not a QASEL member? Join during the registration process to receive this \$250 co-contribution.**

This cost includes learning resources and catering for the two days. You will receive a link to access online resources, including digital copies of learning resources.



**Registration:** Go to <https://survey.qed.qld.gov.au/n/dNxbjy5> (or use the QR code) to complete our participant survey. Registration closes at noon on Friday 8 October – or when the course is full.



**NOTE:** This survey should be completed by participants, not business managers, because we ask for information about you to add personalisation to your learning. Allow up to 5 minutes to complete the registration questions. An invoice will be sent to your nominated school when registration closes and payment is expected before the course begins. While cancellations cannot be processed after registration closes, you're welcome to send someone else in your place.



**Caroline de Hennin | Lead Coach | Kuraby Special School | [cdehe1@eq.edu.au](mailto:cdehe1@eq.edu.au) | 0413 438 999**



### **Our vision**

Successful Leaders – Successful Learners

### **Our commitment**

To inspire leaders across the state to achieve the best possible learning outcomes for students with disability.

### **Our values**

**Leading:** We advocate for equity and we influence for positive change.

**Linking:** We collaborate with purpose and support each other's wellbeing.

**Learning:** We learn together to build our individual and collective capability.

# QASEL Strategic Plan 2021 – 2024



| Leading   |   | Linking   |  | Learning  |   |
|---|---|---|--|---|---|
| Teaching  | Inclusion   | Wellbeing   | Partners   | Capability  | Performance   |
| Intentional Advocacy  | Equity  | Leader Wellbeing  | Stakeholder Collaboration  | Leaders Learning Together   | Ethical Leadership  |
| Influence policy and decision making through professional, solutions focussed advocacy. Respond to requests for consultation with collaboratively developed feedback. Proactively put forward positions on issues that impact leadership or student learning. | Support school leaders to continue the journey towards inclusive education. Promote equitable practices that provide parents with genuine choice from an array of educational services. | Support the health, safety and wellbeing of our members. Value social connection by creating formal and informal opportunities for members to link and connect.                                       | Collaborate intentionally with established partners (DoE, regional/central offices, principal associations and business partners). Initiate and establish new partnerships (university sector, corporate partners).              | Build leadership capability within the sector through the continuation of the annual conference (QASELcon). Explore and initiate new capability development opportunities that are responsive to regional needs. Effectively utilise digital online learning opportunities. | Build integrity and leadership capability of members and model ethical behaviour. Maintain governance structures and processes that are transparent and accountable. Report on our actions and outcomes. Align our resources to our strategic objectives and invest in members. |
| Student Learning  | All Voices  | Purposeful Connection   | Communication with Members   | Mentoring with Precision  | Best Practice   |
| Support high quality teaching and learning by advocating for relevant professional supports, optimum teaching and learning environments and sharing best practices.   | Embrace diversity by respecting and valuing the input of all members. All voices are heard and we are intentionally inclusive of the views of all.                                      | Empower members by providing multiple opportunities to actively engage in regional councils, sub-committees and working parties.  | Utilise a variety of contemporary communication technologies and traditional approaches to regularly communicate with members, and provide opportunities for intentional collaboration and the sharing of professional practice. | Design and deliver contemporary mentoring programs for leaders at all levels. Use the group to grow the group.  | Promote and share high quality practice from members to inform school improvement and leadership development. Supporting leaders with practical information and direction to other support services.  |
| Pathways for Students   | Indigenous Education  | Love of Learning  | Regional Networks  | Aspiring Leaders  | Evidence-Based Thinking   |
| Advocate for engaging opportunities and meaningful pathways for all students with disability from ECDP through to senior schooling and beyond.  | Explore opportunities to make meaningful connections to improve learning outcomes for First Nations people with disability.   | Promote the notion that learning is to be enjoyed by all. Classrooms and schools should be places of joy and laughter for students, staff and school leaders, and where fun and happiness are valued. | Strengthen regional networks. Regional councillors play an active role in connecting and growing membership within every region.   | Inspire and support the next generation of special education leaders through targeted professional learning opportunities and meaningful networking.  | Promote an evidence-based research approach to problem solving. Explore opportunities to be actively engaging in research projects.   |

DRAFT