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QASEL Newsletter Edition 12, 2021

President's Update

Our vision: Successful Leaders – Successful Learners

My thanks to members who have provided feedback on QASEL's Draft Strategic Plan and vision and values statements. We are currently using that feedback to fine tune and make adjustments but it is clear from the initial feedback that we are on the right track, and changes to the draft circulated in the last newsletter are likely to be minimal.

In order to help bring the Strategic Plan to life, I'm going to experiment with my next few newsletter articles to organise the content under the same heading as the values from our Strategic Plan. In doing so, I hope to demonstrate how the actions of QASEL align to our Strategic Plan. In other words, show how we are walking our talk.



Leading

We advocate for equity and influence for positive change.

Advocacy and Influence

Over the next few newsletters, I wanted to highlight some of the work that has occurred during semester one that relates to our first value: We advocate for equity and influence for positive change.

In particular, I wanted to highlight the work that relates to our Strategic Plan:

Intentional advocacy: 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.

Australian Curriculum Review:

QASEL has worked closely with DoE and QCAA to provide members with a range of opportunities to input into the proposed revisions, which look to improve the Australian Curriculum.

As president, I have personally discussed members' feedback with a range of stakeholders including:

- Senior Officers of DoE (Director-General- Tony Cook, Deputy Director-General- Peter Kelly and Assistant Director-General D&I- Deb Dunstone)
- ACARA executives, (Chief Executive Officer- David de Carvalho and Director Curriculum- Janet Davy)
- Hon Grace Grace- Minister for Education

QASEL has also provided formal written feedback to ACARA highlighting the following key points:

- The lack of clarity regarding the impact on the revised curriculum on learners accessing a highly individualised curriculum (i.e. learners working at Literacy 1a-1d and Numeracy 1a in the General Capabilities).
- Impact on school curriculum assessment and reporting plans.
- Improvements in the language of the curriculum to make it more accessible and inclusive.
- The addition of a section on "Meeting the needs of diverse learners" that references Universal Design for Learning, in the Health and Physical Education learning area.

- Improvements have been noted in how the curriculum is organised and presented, potentially improving access for teachers. Overall the curriculum has been refined and realigned, but QASEL is concerned that it has not been decluttered.

Next steps: QASEL will continue to work closely with all stakeholders as the process continues.

ECDPs:

QASEL's recently formed ECDP subcommittee has presented a position brief to the department regarding Early Childhood Development Programs.

QASEL believes that it is timely to review the processes and strategic decisions that sit around ECDPs. The development of a best practices guidelines is welcomed and seen as an opportunity to ensure that:

- consistency of practice occurs across all regions in the state
- consultation with leaders currently working in ECDPs is the key driver of strategic change, and
- support is provided to ECDPs to ensure that all available resources are best utilised to prepare children for future schooling success.

A full copy of the position brief and an introductory letter from the subcommittee is attached below and has been provided to all ECDP leaders across the state with an invitation to be involved.

Next steps: In the short term the ECDP subcommittee has a meeting with the ADG Disability and Inclusion and his team early this term. The subcommittee hopes to provide an ongoing platform for discussion and information for ECDP leaders across all regions, professional development opportunities specifically for the ECDP teaching team cohorts, and continued strong advocacy for improvement and development for ECDPs.

These two examples are just a small part of how we action the first part of our Strategic Plan. In next week's newsletter I will share some of QASEL's advocacy in relation to the I4S funding methodology and initial teacher education.

[ECDP Position Brief](#)

[ECDP Letter](#)

Linking

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



Welcome Dion

Last term, Deborah Dunstone Assistant Director General, Disability and Inclusion transferred to the role of Assistant Director-General Early Learning and Development. Deb has led the department's disability and inclusion branch since it was formed following the Disability Review in 2017. During this time, QASEL has worked closely with Deb and her team to ensure the best opportunities for students with disabilities in all settings across the state. We wish Deb all the best in her new role and look forward to continuing to work with her into the future.

As you are aware, Dion Coughlan has now commenced in the role of Assistant Director-General, Disability and Inclusion. In his first week in the role, I had an opportunity to meet with Dion and welcome him to the role. We have also already visited Narbethong and Redhill Special Schools together with more visits planned in the coming weeks to special education programs in primary and secondary schools and special schools. QASEL looks forward to continuing to work closely with Dion into the future.

Welcome New Regional Councillor – Metro

A warm welcome and thanks to Megan Cameron (A/Principal Geebung Special School) who answered the call for an additional regional councillor for Metro. Megan joins existing metro regional councillors Alastair Hanna and Tony Egan to help with the rapid membership growth currently being experienced across the state. We look forward to welcoming Megan at our next State Council meeting.

Upcoming Road Trip – Far North Queensland

In week 5 of term 3 (9-13 August), I will be back on the road for my next regional road trip in the Far North Queensland region. Planning is currently underway to finalise my itinerary for the week. If you're a member in that region and you'd like me to visit your school, attend a network meeting or just connect over a coffee please let us know by either emailing me president@gasel.org.au or contacting your regional councillor Gay Flynn gflyn3@eq.edu.au.

During this trip, I'm also keen to try to track down our northern most QASEL member in the state – if you think it could be you please let me know – I'm really looking forward to linking with FNQ members and leaders.

Learning

We learn together to build our individual and collective capability.

Regional Professional Learning Grants

At our recent QASEL conference I was pleased to announce that State Council had approved the introduction of Regional Professional Learning Grants.

The grants 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.*

Each region will have the opportunity to access funding support from QASEL to implement a professional learning program to meet the needs of members in their region. QASEL's Professional Learning Grant submissions are considered at quarterly state council meetings. I encourage all members to actively engage in this program through their regional councillor.



The annual Special Education Curriculum Cluster conference is on again this year on Thursday 26 and Friday 27 August at the Emporium Hotel Southbank, 267 Grey Street South Brisbane.

The SECC No One Way conference has been designed to support school leaders, curriculum leaders and teachers with the most up to date information on curriculum, policy, and practice to support learner diversity in every classroom. This year's conference provides longer, workshop style sessions to enhance participant access to session content.

Hurry places are limited - [Register here](#).

See link below for more information about the conference program.

SECC Con Flyer

ICED International Congress

QASEL are proud to have sponsored the four delegates below to attend the 2021 International Congress on the Education of the Deaf- "The Power of Connections".

- Kellie Mason - teacher, Bundaberg Special School
- Cathy Blight- Advisory Visiting Teacher for Deaf and Hard of Hearing, Nambour
- Olivia Burford- HOSES, Victoria Park State High, Mackay
- Camilla Robson- HOSES, Ayr State High School

I know the event was a great success and on behalf of QASEL congratulate the delegates above on their commitment to their own professional learning.



Sponsors and Business Partners

QASEL wishes to thank and acknowledge our Gold Business Partner:



QASEL wishes to thank and acknowledge our Silver Business Partner:



BFX Furniture

QASELcon22

Date Claimer coming soon!

On the back of the tremendous success of QASELcon21, the conference planning committee are hard at work confirming dates, venue and theme for QASELcon22. Watch this space for more information coming soon.

New and Returning Members

A massive welcome and thank you to the following new and returning members;

- Shannan Hammond - North Coast Regional Office; North Lakes
- Leanne Smith - Aspley East State School
- Dan Bailey - Pittsworth State School
- Chris Ware - Park Ridge State High School
- Samallie Kasirye - Whitfield State School
- Richard Fisher - Currimundi Special School

We look forward to linking, leading and learning with you throughout 2021 and beyond.

President's Diary

If you have any thoughts or feedback on any recent or upcoming events in the president's diary please don't hesitate to send me an email. Your feedback is always welcome.

Meetings and events in recent weeks

- Principal Associations, Australian Curriculum Review feedback session
- Quarterly 1-1 meeting with Director-General, Tony Cook
- QCE System Principals' Reference Group

- I4S Review meeting – Principals' Association Meeting
- Work shadowing, HOSES Runcorn State High School
- Turn to Teaching program meeting
- QASEL consultation group - Respectful Relationships, Consent and Reporting
- June/July holidays!
- Principal's Association Meeting - Deputy Director-General, People and Corporate Services
- 1-1 meeting EIB review of supervision and support for state schools
- School visits: Woodcrest State College, Geebung Special School
- Digital Learning Project Board Meeting
- Principal's Association Meeting - Assistant Director-General, Human Resources
- QASEL ECDP Subcommittee Meeting (with Disability and Inclusion team)
- Education Improvement Branch (EIB) Stakeholder Advisory Group Meeting
- 1-1 meeting Assistant Director-General, State Schools Disability and Inclusion
- QCE System Principal's Reference Group Meeting



Upcoming meetings and events

- AC review - student diversity – Principal Education Officer, State Schools - Performance
- Work-shadowing Forest Lake State High School
- School visits with ADG Disability and Inclusion
- Meeting with Queensland College of Teachers
- Association President's Bi-Monthly Meeting - Assistant Director-General, Infrastructure Services Branch
- Principal Associations' Presidents Meeting – Director-General
- SBMAQ Conference
- Showcase Awards 2021 - Board meeting
- NAPLAN Online Reference Group Meeting

Other Messages

GPs in Schools Pilot

As you are aware, the EOI for the GPs in Schools Pilot opened on **Monday 12 July** and is available to all principals through on [OnePortal](#). All Queensland state schools with secondary students are invited to apply to participate in the pilot, which will support the delivery of a GP service in your school one day per week.

At the time of publication of the EOI, the closing date was provided as 6 August. Thank you to those principals who have reached out to express concern that this amount of time was not sufficient to develop an application.

Principals' concerns were raised with the department. As such, the closing date for applications has been extended to **COB 20 August**. I trust that this will alleviate concerns and provide sufficient time for schools wishing to apply to liaise with your communities, prospective GPs, and submit an application.

I encourage interested principals to use the supporting information provided on OnePortal – [Information for principals](#) and [Information for GPs](#) – to assist you to develop an application and liaise with prospective GPs. The department has also communicated that principals are encouraged to access support from their region to develop an application and liaise with suitable GPs.

If you have any questions about the GPs in Schools Pilot, please contact the Student Wellbeing team in central office at GPsinSchools@qed.qld.gov.au

Headspace Principal Coaching and Support Service

See attached flyer for information on Principal Coaching and Support Service Training Sessions available in Term 3.

Headspace Training Flyer

One School Training Opportunities

Registrations are now open for OneSchool [Teaching and Learning](#) training events in Term 3, 2021. Please forward to interested staff and colleagues.

Events include:

- Creating a Class Markbook
- Creating a Marker Collection
- Creating a Personalised Learning record
- Exploring Support Provisions
- Exploring the Literacy Continuum
- Generating the Disability Support Summary
- Managing Diagnostic/Standardised Assessments in OneSchool
- OneSchool basics for Instrumental Music teachers
- Primary Timetabling: Rollover
- Recording Behaviour in OneSchool
- Secondary Timetabling: Building your timetable
- Secondary Timetabling: Preparing for rollover
- Secondary Timetabling: Resourcing your timetable
- Top 5 OneSchool tips for NCCD
- Tour the Class Dashboard
- Understanding Unit Planning in OneSchool
- Uploading Health Plans in OneSchool
- Using Excursion Planner in OneSchool
- Utilising Class Groupings and Student Notes
- Utilising the Course/Assessment Planner

In addition, we're pleased to offer a range of training offerings and self-directed learning resources. Visit the [I&TB Training Services and Resources website](#)* to find training videos, recorded web conferences, links to help material, supporting resources and links to relevant policy and procedure.

All web conference sessions will be recorded. If you register for a web conference, a link to it is added to '[My Learning Space - OneChannel - My Programs](#)'. This gives you quick access to all session recordings to view at your convenience.

*NB: This site requires an MIS account to access. MIS accounts can be requested and approved through [iRegister](#).

SBS credit and usage automation resources and training

Human Resources are developing a tool to transform payroll and leave data, and auto-populate credit and usage records in the School Budget Solution (SBS) on behalf of schools. Automation of credits and usages means schools will no longer have to record the same data multiple times (i.e. through payroll and then also in SBS). Automation will mean that schools will now be able to more accurately track their own HR budget, with fortnightly data updates and visibility of both their *Year to Date* and forecasted *End of Year* budget position, displayed in staffing unit days and dollar value equivalent.

Some of the benefits for schools include:

- Reduction in red tape and improved timeliness
- Time returned to school staff will enable more focus on student needs
- Time returned to regional teams to focus on value adding HR activities
- Improved data accuracy and transparency
- Improved HR budget reporting for schools, regions and centrally

Automation of credits and usages remains on-track for delivery on 5 July with information sessions for principals having commenced in a number of regions. Further training is planned for business managers during Term 3.

Pressure on Teachers' Time - Grattan Institute Survey

The Australian Special Education Principals Association is working with the Commonwealth Department of Education, Skills and Employment and the team from the Grattan Institute on a survey about pressures on teacher's time.

This survey (below) has provision for your teachers to identify as **special educators** and therefore will provide a unique data set for our cohort, ensuring that our voices can be heard and seen in this important national data.

If you're a **principal, deputy or assistant principal**, we invite you to take part in our school leader survey [here](#).

If you're a **primary or secondary teacher**, we invite you to take part in our teacher survey [here](#).

The survey is anonymous and will take around 10 minutes. Your responses will help develop a better understanding of issues affecting Australian teachers' time, and will help inform recommendations to government on this issue.