

Why does Queensland (Australia) continue to follow the education system in the U.S. instead of Finland, which continues to produce some of the highest results in the world?

Please read this <http://www.smithsonianmag.com/people-places/Why-Are-Finlands-Schools-Successful.html>

*Sent : Tuesday, 9 April 2013 8:23 PM*

Where is the evidence-based research that shows that this type of market-based reform will achieve improved educational outcomes for students?

*QTU member since 2010*

*Sent : Wednesday, 10 April 2013*

Mr Newman

Why is it that there seems to have been little or no consultation done with those of us who are employed as principals/teachers ? Are we not capable of being insightful or able to supply ideas about our future as teachers or the future of education in Queensland state schools?

*QTU member since 1995*

*Sent : Wednesday, 10 April 2013 9:10 AM*

Action 1 in the Great teachers = Great results document says  
“We will introduce a structured annual performance review  
process to ensure every school teacher and leader is performing  
at their best

Is this linked to pay, including annual increments?

*Sent : Sent: 11 April 2013 4:30 PM*

Action 1 in the Great teachers = Great results document says  
“We will introduce a structured annual performance review  
process to ensure every school teacher and leader is performing  
at their best.

What are the performance criteria? How will they be moderated?

*Sent : Sent: 11 April 2013 4:30 PM*

action 3: "We will strengthen requirements for experienced senior teaching positions".

How is that different from Action 1: "We will introduce a structured annual performance review process to ensure every school teacher and leader is performing at their best"

*Sent : Sent: 11 April 2013 5:20 PM*

Action 4: Accelerated pathways for high performing teachers to the EST classification.

This says maintenance of a teacher's accelerated classification will be subject to continued demonstration of high performance in their annual performance reviews - does that mean EST classification is valid only year by year?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 5: 300 "Master Teacher" positions in targeted schools

How will schools be "targeted"?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 5 : What happens to master teachers after their 3-year contract? Do they retain that classification? Do they have to transfer to keep it, and if so, how will this fit with the existing teacher transfer and relocation scheme?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 6: Master teachers to be “supported... by an early years resource package of up to \$75,000 over three years”.

Does this mean master teachers will only be at primary schools?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 7 : Bonus pool to reward the highest performing teachers and school leaders.

Your plan says principals will access funds from a regionally-managed bonus pool – will there be a quota then on high performing teachers? What will be the administrative impacts on principals' workloads in managing this process? Will IPS get bonus funds from the same pool?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 8: Performance bonuses for state school principals only  
if opt in to “performance-based fixed term contract” from 2015  
How long is the contract for?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 8: Performance bonuses for state school principals only if opt in to “performance-based fixed term contract” from 2015

If principals opt in for contracts, can they ever opt out again (eg when personal circumstances change and they need to remain in one region)?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 8: Performance bonuses for state school principals only  
if opt in to “performance-based fixed term contract” from 2015  
Who will evaluate principals’ performance?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 9: from 2016, all new principal and deputy principal positions as three-year contracts

What happens to a principal/deputy principal at the end of three years?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 10: Up to 200 scholarships per year for teachers to undertake Masters degree

How will teachers be chosen?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 10: Up to 200 scholarships per year for teachers to undertake Masters degree

What does the scholarship cover?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 12: "We will provide all schools with the opportunity to become independent over time".

The plan sets out that from 2014, IPS will be able to "outsource teaching support and educational services and generate other forms of income where appropriate": what are "appropriate" other forms of income? Will this be to make up for government funding shortfalls?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 12: "We will provide all schools with the opportunity to become independent over time".

The plan sets out that from 2014, IPS will be able to "outsource teaching support and educational services and generate other forms of income where appropriate":What exactly are the teaching support and educational services to be outsourced?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 12: "We will provide all schools with the opportunity to become independent over time".

The plan sets out that from 2014, IPS will be able to "outsource teaching support and educational services and generate other forms of income where appropriate":What impact will this have on workers' industrial rights and principals' workload?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 12: "We will provide all schools with the opportunity to become independent over time".

What will be the impact on the teacher transfer and relocation system

*Sent : Sent: 11 April 2013 5:20 PM*

Action 13: "We will develop the capacity of schools to become independent over time".

This includes a program which "will draw on regional experience and a network of high performing principals to guide other school leaders" - does the Government see the irony in highlighting collaboration here, while promoting competition elsewhere?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 14: "We will remove union representatives from principal selection panels... (so) the school community plays a central role in their selection".

Aren't there already community representatives on panels? How will this move give the community confidence that proper procedure is followed? How will community representatives be given the skills they need? Is this for schools of a certain band or above only?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 15: Action plan to strengthen discipline in state schools  
Talks about behaviour contracts etc - are there any extra  
resources for support teachers, guidance officers, allied health  
professionals, cross-Government agency support personnel, PD  
for teachers and principals, and out-of-school community  
liaison officers?

*Sent : Sent: 11 April 2013 5:20 PM*

Action 15: Action plan to strengthen discipline in state schools  
This includes "alternative school environments" - are these  
PLCs?

How many does the Government commit to establishing and  
staffing over what period?

Will they have the capacity to educate students who are  
suspended or excluded?

*Sent : Sent: 11 April 2013 5:20 PM*

As a teacher in an inner western suburbs school, my year 7 students regularly achieve well above the national minimum standards and many score in the top 2 bands for NAPLAN testing. So does that make me a better teacher than my colleagues over the river, struggling to meet the national minimum standards with their students? And as a reward for being such a good teacher, does that mean I will be transferred to one of those struggling schools where it is obviously the fault of the teachers that their socially and economically disadvantaged students are not performing?

*QTU member since 1981*

*Sent : Tuesday, 9 April 2013 8:28 PM*

As I am currently already employed as a Deputy Principal, would it be compulsory for me to move to a three year fixed term contract?

*Sent : Tuesday, 9 April 2013 6:20 PM*

Can someone please explain to me how outcomes-based salary will work for Special Education Staff? If it is on improving results, how does that work for an individualised curriculum?

*QTU member since 2002*

*Sent : Tuesday, 9 April 2013 7:38 PM*

Can you please tell me why I should continue to co-operate, support and share my personal resources with colleagues, when there is potential for them to be 'rewarded' for utilising my work?

*QTU member since 2009*

*Sent : Wednesday, 10 April 2013 11:33 AM*

Dear Mr Newman,

How are you going to measure the performance of a Prep teacher to determine any possible bonus payments? Prep teachers do not have any Naplan results or other formal testing results. Much of our work is in the area of Social and Personal development. How will you measure this?

I look forward to receiving your response.

*QTU member since 2002*

*Sent : Wednesday, 10 April 2013 7:59 AM*

Dear Mr Newman, you do understand that education is a co-operative process, not a competition and that staff regularly share their skills and expertise in order to achieve the best result? How does this stand with your "performance pay"?

*QTU member since 2002*

*Sent : Wednesday, 10 April 2013 7:09 PM*

Dear Mr Newman, you do understand that education is a co-operative process, not a competition and that staff regularly share their skills and expertise in order to achieve the best result? How will that work?

*QTU member since 2002*

*Sent : Wednesday, 10 April 2013 7:09 PM*

Dear Mr Newman, you do understand that education is a co-operative process, not a competition and that staff regularly share their skills and expertise in order to achieve the best result? Will teachers be rewarded for sharing?

*QTU member since 2002*

*Sent : Wednesday, 10 April 2013 7:09 PM*

Dear Mr Premier,

When will education in Queensland stop being about finance and data, and return to being about the children we are doing our very best to teach?

*QTU member since 1991*

*Sent : Wednesday, 10 April 2013*

Dear Premier Newman

Which values would you prefer your children to gain during their school years?

- A sense of civic duty that derives its incentive from hard work and cooperation, to the benefit of others?

- A sense that the incentive for hard work comes from external assessment, competition and corresponding levels of remuneration?

Both sets of values can have their place, across a country's diverse workplace.

Which do you believe is the better one for our children to observe, amongst those with the greatest influence on their lives [except their parents], during our children's developmental years?

*QTU member since 2001*

*Sent : Tuesday, 9 April 2013 10:38 PM*

Do I have to accept students in my class who don't even bring pen and paper to school if they are going to affect my rating and my pay?

*Sent : Wednesday, 10 April 2013 10:13 AM*

Do you want a quality and equitable education for QLD students or do you want to be forever known as the Premier who destroyed the future for an entire generation of Queenslanders?

*Sent : Wednesday, 10 April 2013 3:17 PM*

Does your privileged private education make it so hard for you to understand the struggle of our state schools or is it plain ignorance of the blinding truth?

Our state schools need money, more support in classrooms and more localised control. Education as a profession needs to be promoted and supported, not reduced to uncertain contract periods and lower university entry scores because of a failure of government to look beyond the next vote.

Do your bit and listen to education professionals and start fighting for our kids' right to a free, quality education!

*Sent : Wednesday, 10 April 2013 10:24 AM*

for est POSITIONS;

What exactly are the “incentives and rewards” that will be “introduced”? Are these over and above the current EST classification payment? Are there quotas to be introduced on ESTs?

*Sent : Sent: 11 April 2013 5:20 PM*

Funding: "We will need the support of all three education sectors to achieve the initiatives set out in this direct action plan, as well as a shared investment from State and Federal Governments".

What's the "share"?

*Sent : Sent: 11 April 2013 5:20 PM*

The Government's document says the performance review scheme will be linked to "professional development and career opportunities" - does that mean PD will only be available to those deemed "high performing" and denied to everyone else?

*Sent : Sent: 11 April 2013 5:10 PM*

The Government's document says the performance review scheme will be linked to "professional development and career opportunities".

What career opportunities exactly?

*Sent : Sent: 11 April 2013 5:10 PM*

The Government's document says they will introduce an annual performance review that will include "direct classroom observation"  
- by whom?

*Sent : Sent: 11 April 2013 5:00 PM*

The Government's document says they will introduce an annual performance review that will include "direct classroom observation"

- How often?

*Sent : Sent: 11 April 2013 5:00 PM*

The Government's document says they will introduce an annual performance review that will include "direct classroom observation"

How would this work in a small school?

*Sent : Sent: 11 April 2013 5:00 PM*

The Government's document says they will introduce an annual performance review that will include "direct classroom observation"

- Will this be workload to be absorbed by existing staff particularly principals, or will there be an added cost to DETE (or schools themselves) to pay for observers?

*Sent : Sent: 11 April 2013 5:00 PM*

The Government says that “We will introduce an accredited mentoring program for beginning teachers to learn from experienced, high performing teachers in the classroom”.

Will there be a reduced teaching workload for new teachers to take best advantage of this mentoring?

*Sent : Sent: 11 April 2013 5:20 PM*

Has the Premier considered that giving autonomy to rate teachers at individual schools leaves it wide open to bias and a "bonus for the boys" attitude which we have already seen his current government embroiled in with two DG's and Ministers being stood down for giving "jobs to the boys"!

*QTU member since 2006*

*Sent : Wednesday, 10 April 2013 8:50 AM*

Have you looked at 'data'-the magic word, in other countries to make an informed decision, or are you yet again, attending to your own agenda?

*QTU member since 2004*

*Sent : Thursday, 11 April 2013 10:35 AM*

How are principals going to be able to spend ADEQUATE time in classrooms to determine the performance level of each and every teacher in a fair and equitable manner? Especially when principals will now be trying to work harder than they already do to make their bonuses!

*QTU member since 2006*

*Sent : Wednesday, 10 April 2013 8:50 AM*

How are you going to avoid favouritism in the handing out of bonus pay?

How are you going to avoid teachers not helping each other in case someone else gets the pay instead of them?

Goodbye collegiality among teachers and hello every man for himself.

*Sent : Tuesday, 9 April 2013 5:52 PM*

How are you going to entice and retain quality teachers in remote locations in Queensland?

*Sent : Tuesday, 9 April 2013 6:46 PM*

How can I perform at my best when I spend a significant amount of my time completing administrative duties that in any other industry would be completed by admin staff? Many of these duties, such as organising camps, are done in my own time.

*Sent : Tuesday, 9 April 2013 7:11 PM*

How can it be equitable to pay teachers according to the results they produce when there are so many factors that are out of the teacher's control? For example, if 90% of your students come from lower soci-economic backgrounds, how can you be expected to get the same results as a school in the opposite setting?

*QTU member since 2009*

*Sent : Tuesday, 9 April 2013 8:30 PM*

HOW CAN YOU SAY THAT WE DO NOT NEED FEDERAL  
FUNDING FOR EDUCATION REFORMS? WHY ARE YOU  
DISADVANTAGING QUEENSLAND STUDENTS?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 3:46 AM*

How do small schools in rural/remote Queensland hire principals where principals may change annually, and where schools are a training ground for beginning principals?

*QTU member since 2001*

*Sent : Wednesday, 10 April 2013 4:59 PM*

How do we judge performance of principals in complex schools with high numbers of complex children, including students from low SES backgrounds, those with disabilities, trauma affected children (eg kids in care) and those with complex behavioural disorders?

These schools may not achieve 'leafy green results' yet can achieve life changing outcomes for students other schools reject.

How too, will remote and/or complex schools gain quality staff in an independent model? Will these principals too lose their contracts because they are not operating on a level playing field?

It seems to me that bonuses for teachers and principals will largely depend on choosing the right kids for a school, and there is a very real risk of an immoral educational exclusion of those who may not progress at the same rate as their peers.

*Sent : Tuesday, 9 April 2013 5:28 PM*

How do you encourage future school leaders to leave their secure teaching jobs for a short term contract position with diminished job security?

*Sent : Tuesday, 9 April 2013 7:15 PM*

How do you expect teachers to work effectively as a team in the best interests of their students if we are working against each other to achieve a bonus? Our rewards come in seeing the results in our students, no matter how big or little they are. Students are not a production line!

*Sent : Thursday, 11 April 2013 2:55 PM*

How do you propose to make judgements on teaching quality?  
I can guarantee you that people who talk the talk will "shine"  
and be rewarded rather than the honest, hardworking teacher.

*QTU member since 2008*

*Sent : Tuesday, 9 April 2013 6:55 PM*

How does Mr Newman propose to reward Special Education Teachers based on improved performance from children with complex special needs? How does he intend to assess these children against the C2C when few people can see individual progress (no matter how small the apparent gain), knowing that for some of these children any gain is significant. How does Mr Newman plan to assess performance for these teachers and reward them equally with other staff?

*QTU member since 2004*

*Sent : Tuesday, 9 April 2013 10:00 PM*

How exactly is this going to work? How will teachers be "assessed". In low socio-economic areas student performances are going to be less than in higher income areas!

*QTU member since 2004*

*Sent : Tuesday, 9 April 2013 7:23 PM*

How is deciding who is a 'great' teacher going to assist students who face a myriad of social issues as well as an ever changing education system (in Far North Queensland anyway) to improve results?

*QTU member since 2004*

*Sent : Thursday, 11 April 2013 10:35 AM*

How is it helpful to students of the Manual Arts (our future trades people) to have to use worn out tools and equipment in the state school system to fabricate artefacts from the great lack of materials we can't afford to purchase due to poor funding? With 28 students in a classroom equipped with only 24 student workstations, what is the cost/benefit to students?

*Sent : Monday, 15 April 2013 10:13 PM*

How is the performance pay going to be measured when all of a student's previous teachers have had an impact on a student's outcomes, and some teachers in support services may not have sufficient contact time to be measured?

*QTU member since 2001*

*Sent : Wednesday, 10 April 2013 4:59 PM*

How is the performance rating of teachers going to improve the standard of education in Queensland?

*QTU member since 2011*

*Sent : Tuesday, 9 April 2013 6:32 PM*

How long has Campbell spent in a classroom? I am not suggesting a pre planned visit with all children with behaviour issues removed and all things jazzed up for his benefit, but a real classroom with a real teacher for a minimum of a month.

*Sent : Thursday, 11 April 2013 11:10 AM*

How will LOTE, HPE, Music and Teacher Librarians achieve a 3 rating in this proposed annual performance system?

*QTU member since 1988*

*Sent : Wednesday, 10 April 2013 1:06 PM*

How will this scheme account for teachers that teach students with disabilities or students that do not undertake standardised testing?

*Sent : Tuesday, 9 April 2013 5:35 PM*

How will you keep the quality, committed teachers in the remote indigenous communities in Queensland and how will you reward teachers for their tireless efforts with students in these remote locations, where progress is not measurable by reading levels and NAPLAN results, but is realistically measured through community engagement, relationships, and shifts in behaviours and attitudes?

Come and teach a day in my shoes in a remote indigenous community in far north Queensland and tell me, how I wouldn't deserve a pay bonus compared to the teachers in elite schools schools because my "data" isn't as good as theirs? How is that fair?

*Sent : Tuesday, 9 April 2013 6:46 PM*

I am an "Experienced Senior Teacher" working in a low socio-economic area, and generally placed with lower level students often due to their behaviour concerns and my skills with dealing with such students. Academic ability of many of these students is limited and one of my most important roles is that of trying to teach these students how to function appropriately in a school and social setting. How will I be judged / compared to a teacher granted A stream students with high ability and obviously better academic results (data)? Whose role is more important?

*QTU member since 1998*

*Sent : Wednesday, 10 April 2013 9:44 AM*

I am assuming that performance pay will be based upon results. So, the teacher that increases students' results (as in meeting benchmark results) will be considered as performing well and receive a bonus.

Have you considered that the easiest way to do this would be to focus on students that are just below the benchmark. Thus, a "high performing teacher" would be spending their time teaching these students and not really caring too much about those that are already disadvantaged and well below the benchmark, as really, there is no benefit to the teacher anymore to look after these kids.

How will this help in Closing the Gap?

I am appalled that good teaching = meeting benchmarks. What is then considered a good politician?

Please note teachers' concerns.

*Sent : Tuesday, 9 April 2013 5:26 PM*

I am outraged by the Department's blind acceptance of the Campbell Newman's suggestions. Is it possible for the Union to put pressure on the Department or the LNP Government to start looking toward Finland as an educational role model rather than the U.S.?

Here are some recent articles on Finland's success.

<http://www.wausaudailyherald.com/article/20130408/WDH06/304080268/Letter-Look-international-models-education>

<http://www.jobshire.com/articles/3774/20130313/americas-education-system-learn-lesson-finland.htm>

*Sent : Tuesday, 9 April 2013 9:06 PM*

I have already completed a Masters of Special Education but now work as a Deputy Principal? Is this degree sufficient to meet the Masters degree component of the criteria to extend a fixed term contract?

*Sent : Tuesday, 9 April 2013 6:20 PM*

I have been a great supporter of yours in the past, however your intention to introduce bonus pay for outstanding performance by singular teachers is flawed for the following reasons;

1. The distribution of classes directly impacts on the results of the students, for instance a prevocational math class is often unlikely to have high flying students in comparison to a math B or C class - is it your intention to discriminate against teachers who focus their efforts on mainstream and low ability students?

2. Behavioural issues are often directly related to the class level that is being taught, so would it not be better to provide the schools with experts in this field thus allowing the teachers to get on with the job they were trained to do?

3. If you intend to follow through with bonus pay, who is going to make the distinctions and will external testing be re-introduced to ensure equity within marking?

4. Lastly, the message that you seem to be sending the general public, with particular focus upon our students' and their families, is that the teachers in the current system are undertrained and unable to do the job that they are paid for. I find this insulting to say the least.

A closer look at the causes for student outcomes needs to be addressed, with a view to focus on the holistic student, not blame the hardworking teachers for negative outcomes.

*Sent : Wednesday, 10 April 2013 9:25 AM*

I have been a rural small school Principal for 5 years. The hours I put in with my school are incredible, 70+ per week. I can't find the time for my family, let alone extra study. Walk in the shoes of teacher for a week and see the effort. Stop throwing money around to erode the fundamental rights of teachers and their students. This idea will turn teachers against teachers for the mighty dollar!

My Question:

How can a high performing teacher of 5 years be fast tracked and promoted over the top of an employee who has done the hard yards?

*Sent : Tuesday, 9 April 2013 6:01 PM*

I know that teachers and admin at my school are working extremely hard and smart, implementing reflective practices and consistent school wide curriculum, pedagogical and positive behaviour frameworks to meet the learning, social and emotional needs of children every hour of every day.

As evidenced by Naplan data, our students are improving at almost double the rate of improvement required each year, though our overall position remains low.

Will your new plan to "reward" teachers and Principals recognise the hard fought improvements that yield modest results in low socio-economic areas, or will you simply "reward" high achievement in high socio-economic areas?

The brilliance and resilience of staff in low socio-economic areas where children are struggling on every level and teaching is difficult on a daily basis, must enter the equation.

Maybe I am missing the point, but rewarding staff with insecure employment does not make sense.

I work in special education. How are my results compared to mainstream teacher results in the great teaching scheme of things?

*QTU member since 2002*

*Sent : Wednesday, 10 April 2013 11:15 AM*

I work with children with special needs, they don't excel academically, many don't sit the NAPLAN tests, in fact with some children (those children who have severe disabilities) don't look like they achieve anything academically. However, I work hard to support these wonderful children, I am passionate about the goals they achieve and steps they take in their lives.

Just how will my commitment to these children be recognised. I can't see that I will be paid for academic achievements of these children. I am highly skilled and highly experienced and I love my job and I love the children I work with. There is a shortage of special needs teachers, this decision will mean teachers will go for positions where they can impress to gain more wages instead of working in areas of teaching which do not attract attention.

*QTU member since 1991*

*Sent : Tuesday, 9 April 2013 6:29 PM*

I would like to know who helped write the "Great teachers - great results" plan. What educational expertise or experiences do they have? Where is the premier and his minister getting their ideas from? Why are they not supporting the Gonski Report?

*Sent : Tuesday, 9 April 2013 5:39 PM*

If for some reason I was unable to satisfactorily achieve a high rating in an annual performance review, what happens if my contract is not continued? Do I lose my position with the department completely, do I go back to a classroom teaching position? What if there isn't a vacancy for a classroom teacher at my school?

*Sent : Tuesday, 9 April 2013 6:20 PM*

If teachers are to be paid according to the results of their students, this will dramatically decrease the willingness of teachers to take lower level, streamed classes. How will this be taken into consideration in performance reviews.

*QTU member since 2003*

*Sent : Wednesday, 10 April 2013 9:06 AM*

If there are 1700 schools across all sectors in Queensland, how do 300 master teachers constitute an "army"?

*Sent : Sent: 11 April 2013 5:20 PM*

If these changes are in the best interest of the education of our students, then there must be hard data to prove their effectiveness.

How is creating a toxic environment of unnecessary competition between schools, principals, admin teams and teachers in the best interest of the state education system?

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 8:10 AM*

If these changes are in the best interest of the education of our students, then there must be hard data to prove their effectiveness.

How is eroding the working conditions of educators supposed to make teaching more appealing and therefore attract better / higher qualified people?

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 8:10 AM*

If these changes are in the best interest of the education of our students, then there must be hard data to prove their effectiveness. How is removing the job security for principals and deputies in the best interest of schools?

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 8:10 AM*

If these changes are in the best interest of the education of our students, then there must be hard data to prove their effectiveness.

Where has it been shown / demonstrated that putting teachers in direct competition with their colleges rather than working collaboratively produces better results for students?

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 8:10 AM*

If these changes are in the best interest of the education of our students, then there must be hard data to prove their effectiveness. Where is the evidence / research to support and prove these changes will work for an education system?

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 8:10 AM*

In light of overwhelming support from the Australian public for the implementation of the Gonski model, why does the Queensland Government continue to obstruct agreement, refuse to consult with its teachers' representatives and, most shamefully, lay the blame for any educational failings at the feet of its hard working, low paid and overburdened teachers?

*Sent : 12 April 2013 1:58 PM*

Instead of another band aid solution, can we have some long term solutions please? Such as more learning support hours, more guidance hours, more ESL hours, resourcing.

Also can the government and parents please take responsibility for their part in education instead of blaming teachers and universities all the time? It's actually becoming bullying - picking on the people who literally can not defend themselves. I don't think I was the only one who has trialled at least three different curriculums in 12 years (New Basics, Outcomes, Essentials & now C2C), I have not slashed the hours of support teachers, I am not in charge of funding resources, I never turned standardised testing into a competition to be number one, I am not responsible for a child arriving at school with no knowledge of letters or numbers, I am not the one who has never read my child a story, who chooses alcohol & gaming over buying books for my child.

I am the one who listened to my employer. I am the one who follows my employers instructions. My employer is you. So stop using me as a scape goat and start to listen.

Listen to those who know what you actually need to do to improve. Listen to those who truly care for education. Listen to the teachers. Or don't you have the guts to hear the truth? To

*QTU member since 2000*

*Sent : Tuesday, 9 April 2013 8:00 PM*

IS THIS POLICY IMPLEMENTATION IN ANY WAY  
FUNDED/OFFSET BY PRIVATE CORPORATIONS OPENING  
SCHOOLS?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 3:46 AM*

Mr Newman

How can you measure true teacher performance when our "playing fields" are so uneven. Teachers who teach in our more affluent areas teach children who want to learn and who are supported by parents with this goal and in many cases who would learn even with a poor performing teacher!

How can you compare these teachers to those who teach in schools with: 1. parents who don't support their children, no lunch, poor hygiene, parents who abuse teachers and have no respect or value for education

2. schools that are poorly resourced, old furniture, old computers and one working computer between 2 classes!, limited IT resources in general, no air-conditioning in school where some are fully air-conditioned (students find it difficult to concentrate and learn on extremely hot days)

3. poorer socioeconomic schools tend to have some extremely difficult behaviours that are hugely disruptive to all students' learning

My argument is that you cannot measure performance of

*Sent : Wednesday, 10 April 2013 11:06 AM*

Mr Newman, how do you intend to measure who is a good teacher in order to reward them with performance based pay?

Will it be by the grades their students produce? If this is your intention, you are simply promoting teachers to "teach to the test". Further, you will be rewarding teachers who are given the more 'academic' groups of students to teach, and those who simply refuse to teach those who need more support. Pity the poor fool who tries to enrich the lives of the illiterate or the innumerate.

Will it be based on parental satisfaction? Number of student behaviour issues a teacher has logged on OneSchool? How many extra playground duties we are willing to give up? Our willingness to forsake our valuable preparation and correction time? How many meetings, parent-teacher interviews and professional development hours we rack up in the course of a year?

Alternatively, you might simply recognise the value we add to the lives of our students, not only in terms of academic advancement but in terms of lifelong learning and thinking skills, and commit that since we are all good teachers, we all deserve the respect and the financial recognition you have so far failed to award us. Since teachers are the individuals who are in

*QTU member since 2004*

*Sent : Wednesday, 10 April 2013 1:57 PM*

Mr Newman,

When are you going to start protecting Queensland greatest asset the children?

Without funding state education and treating teachers like professionals rather than uneducated labourers, the education of Queensland children will not improve. Teachers are burning out from the work demands and expectations of EQ and experienced teachers are changing professions because they are not remunerated for the work they do or the 24 hour expectation of being a teacher. When you go home, you leave your work behind you, when teachers go home, they take their marking and lesson planning. When they go out, they take the responsibility of being a teacher with them. Teachers must report and act on students they meet in their own personal lives. If you are a teacher who is also a parent, your obligations and duties come second to your children. Do you know that as a teacher, I cannot take my child's friends home from school with us. How ridiculous is that? I am paid 5 hours a day, but as a teacher, I am expected to be on duty 24 hours a day! How about you start rewarding teachers for what they do in a general capacity rather than punish good teachers and put them in a bad school.

Start listening to the voters!

*Sent : Thursday, 11 April 2013*

Mr Newman,

Why are you ignoring the Gonski report? Why are you insisting on instituting a Master Teacher system, when this has been proven to be divisive in other countries? I'm simply perplexed and mystified.

*QTU member since 1983*

*Sent : Wednesday, 10 April 2013 1:06 PM*

My question for Campbell Newman is exactly what are "great results"? Years ago I took on a Year 5 class that no other teacher wanted; that had burned countless supply/contract teachers and was a mixture of special needs, ADHD, ADD, OCD as well as 3 on significant Behaviour Plans. They started the year, walked in and said "Hi Ms M. Aren't you glad you got us? We're 'that' class."

These kids had walked in with the lowest sense of self-worth I had ever seen. I spent the first 6 months focusing on teaching them self-respect and that of their peers, how to work together as a team, I helped re-build their self-esteem and let go of their past. The bare essentials of the curriculum were covered I agree and by the end of the year the academic results weren't great, but it was worth it. They went onto Year 6 totally different. That's where the improvement really came through because these kids started the year feeling good, plus the new teacher had continued along the same approach; working on the kids first.

So Campbell Newman, I will not be a great teacher in your eyes because I choose students and classes that are battlers, I choose to work hard so that I can see them grow in future years. How do you assess that? Great teachers inspire students to want to learn? they choose to not put a feather in their cap and say look at me but instead proudly watch from the sides to see them blossom in future years.

*QTU member since 2007*

*Sent : Wednesday, 10 April 2013 10:44 PM*

Please explain how having Principals on contracts will produce a cohesive team to provide QUEENSLAND CHILDREN with the best possible means of achieving their best?

*QTU member since 2001*

*Sent : Tuesday, 9 April 2013 7:56 PM*

Please explain the equity in aligning pay and performance when there are teachers at Grammar schools and teachers in indigenous communities where truancy, violence and poor nutrition is rife, let alone English being a second language? How is it fair that one lot of teachers who are "behind the 8 ball" are going to have their pay penalised while those in privileged schools with educated parents, will benefit?

*Sent : Tuesday, 9 April 2013 7:44 PM*

Please explain to me how I would ever earn myself a \$10,000 bonus in my present position with the Department of Education, Training and Employment?

I am employed as a support teacher in a Special Education Program (SEP) in a State Primary School. How would the work that I do, which is supporting students with disabilities, qualify for your bonus? I know that I make a difference to all of the students whom I support, but it will not be enough to win me a bonus, will it Mr Newman?

And what about all of the other teachers who share my passion for supporting students with disabilities, and then all of those teachers who support students with difficulties, and students from very low socioeconomic areas whose education is not valued by their parents?

All of us 50+ teachers will continue as we always have, putting the students before any personal monetary gain, but you wouldn't expect any new pre-service teachers to apply for a degree in Special Education, would you Mr Newman? So, who will teach those students who need us most?

This is a bad idea Mr Newman.

*Sent : Wednesday, 10 April 2013 11:47 AM*

Please explain why you would rather give individuals extra money for doing their job rather than using that money for RESOURCES which would benefit the CHILDREN OF QUEENSLAND and possibly make a significant difference to the rest of their lives?

*QTU member since 2001*

*Sent : Tuesday, 9 April 2013 7:56 PM*

Should current teachers be getting the message that Mr Newman does not value them and what they do?

*Sent : Thursday, 11 April 2013*

Should we not be assessing the institutional approach to education that marginalises so many students ability to succeed in the present system?

*QTU member since 2004*

*Sent : Thursday, 11 April 2013 10:35 AM*

Some changes will begin in 2014 “on condition that the Federal Government’s funding for Queensland schools, including funding currently provided under the relevant National Partnership Agreements, continues with appropriate indexation” - what indexation is the State Government committing to for overall school funding, over what period?

*Sent : Sent: 11 April 2013 5:20 PM*

Teachers are supposed to work as a team and share resources. By offering incentives for "great teachers= great results" I make a prediction that sharing resources will be a thing of the past. Why would I want to share my resources that I have spent countless hours working on, with a fellow staff member that may take credit?

How about some teachers that have been given a particularly low level class of students? How are they then going to raise grades without the full support of their fellow team members? I say give everyone a raise! Keep teachers wanting to teach!

Pitting staff against one another simply will not work!

*Sent: Wednesday, 10 April 2013 11:15 AM*

THIS IS AN OLD IDEA THAT HAS BEEN ADOPTED IN OTHER COUNTRIES - WHAT RESEARCH DID YOU READ TO CONVINCING YOU THAT THIS MAKES A DIFFERENCE TO STUDENT OUTCOMES?WHAT MEASURES WILL BE USED TO REWARD ME AS A LEARNING SUPPORT TEACHER (SUPPORT TEACHER LEARNING DIFFICULTIES)?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 3:46 AM*

What career certainty and government support will I have to look forward to when I graduate as a teacher under a Newman government?

*Sent : Tuesday, 9 April 2013 5:43 PM*

What criteria are principal's going to be given in order to determine which teachers are "entitled" a bonus?

*Sent : Thursday, 11 April 2013*

What educational qualifications or experience do you have to make these decisions that will effect all members of the education fraternity?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 10:16 AM*

What framework are you referencing that can substantiate your position?

*Sent : Wednesday, 10 April 2013 8:58 AM*

What makes you think that your strategy is better than the one proposed by the expert panel headed by David Gonski?

*QTU member since 2010*

*Sent : Wednesday, 10 April 2013*

What qualifications do you have to make these decisions?

*Sent : Wednesday, 10 April 2013 8:58 AM*

What research supports the funding model that Mr Newman recommends?

In what way is the Gonski research flawed, that it should not be acknowledged and heeded?

In which countries has Mr Newman's suggested model demonstrated unequivocal success?

*Sent : Wednesday, 10 April 2013 3:39 PM*

WHAT ROLE DO YOU SEE THE QTU (LARGEST REPRESENTATIVE BODY OF QLD TEACHERS) & OTHER EDUCATION UNIONS PLAY IN THE IMPLEMENTATION OF THIS POLICY?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 3:46 AM*

What Weetbix packet are you getting your educational ideas from? No discussion , no experience , no idea! Are you just grabbing at old ideas from Victoria . Look at the data, this does not work . You know I'm right . Stop before you open up a can of worms, and talk to your teachers . If you can find this money it can work miracles. Stop teacher bashing, there's not much blood left in this stone.

*Sent : Tuesday, 9 April 2013 5:52 PM*

What will happen to teachers who are deemed to have “failed” their annual performance review?

*Sent : Sent: 11 April 2013 5:05 PM*

When does your annual performance review takes place and who decides your standards of performance? As a voter and tax payer, I would like to be able change your conditions of employment and make you undergo the same conditions that you have subjected Queenslanders to!

*QTU member since 1995*

*Sent : Tuesday, 9 April 2013 9:41 PM*

When will you give us the support we need for children with learning difficulties, gifted and talented and indigenous backgrounds?

*QTU member since 2010*

*Sent : Wednesday, 10 April 2013 8:44 AM*

When will you realise that the education offered in Queensland classes is poor mainly because of poor resource allocation and bureaucratic time wasting/ box ticking, not because of professional teacher effort.?

*QTU member since 2010*

*Sent : Wednesday, 10 April 2013 8:44 AM*

When will you start treating teachers and education with respect?

*Sent : Tuesday, 9 April 2013 5:33 PM*

Which initiatives in this plan contribute to the education outcomes of students from low SES backgrounds, with disabilities, or in Indigenous communities?

*Sent : Sent: 11 April 2013 5:20 PM*

WHO DID YOU TALK TO/CONSULT WITH IN  
DEVELOPING THIS POLICY?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 3:46 AM*

Who is the Premier going to consult in order to determine what standards constitute the best teachers?

*QTU member since 2006*

*Sent : Wednesday, 10 April 2013 8:50 AM*

Whom do you ask when you create these policies/plans? Do you ask ordinary teachers from across the state as to what we want?

*QTU member since 1993*

*Sent : Wednesday, 10 April 2013 7:55 AM*

Why are you intent on adopting ideas that have failed in other countries but continue to ignore the findings of the most comprehensive review into Australian schooling ever conducted in the Gonski Report?

*QTU member since 2003*

*Sent : Wednesday, 10 April 2013 7:11 AM*

Why can't all teachers be paid the same, as we all work extremely hard?

*QTU member since 2005*

*Sent : Tuesday, 9 April 2013 8:08 PM*

Why do we struggle to get classroom resources "RIGHT NOW"?

*Sent : Tuesday, 9 April 2013 6:27 PM*

Why do you and your advisors think they know more than those at the coal face? Learn the facts, come and see us at work, talk to our students, then base your decisions on what you see and hear.

*Sent : Wednesday, 10 April 2013 5:06 PM*

Why do you blame teachers for the plight of the QLD education system when it is the responsibility of governments to support and finance the education system fairly?

*QTU member since 1983*

*Sent : Thursday, 11 April 2013 12:37 PM*

Why do you continue to avoid meaningful consultation and negotiation with teachers over the improvement of student outcomes in state schools?

*QTU member since 2003*

*Sent : Wednesday, 10 April 2013 7:11 AM*

Why do you continue to talk down teachers in the media when the above mentioned review clearly points the finger at you and the federal government for failing to effectively fund schools and provide things such as improved teacher to student ratios, increased learning support, adequate learning environments and a wage that attracts much needed specialists in areas such as IT, Mathematics and Science?

*QTU member since 2003*

*Sent : Wednesday, 10 April 2013 7:11 AM*

Why don't you make your directors and managers accountable for their abysmal performances instead of targeting those on the ground - teachers. You have started at the wrong end of the scale!

*Sent : Wednesday, 10 April 2013 9:48 AM*

Why don't you understand the impact of your short-sighted  
and elitist reform proposals on ordinary state school students?

*Sent : Tuesday, 9 April 2013 5:45 PM*

Why has the LNP government chosen to treat education as a commodity and students as 'value added' products? Students are not on a production line, no two classes are the same, never mind schools, how can teachers be pitted against one another on such an uneven playing field? A child's language, cultural capital, family, socio-economic level, emotional well being, health, diet, parent involvement and past school history all play a part in their engagement and success in school, how can a teacher be judged on classes that contain students from such a wide variety of backgrounds?

*Sent : Thursday, 11 April 2013 10:05 AM*

Why is he making people unhappy in Queensland?

*QTU member since 1989*

*Sent : Wednesday, 10 April 2013 7:21 AM*

Why is the current government always deflecting questions about the real issues at stake in education with spending cuts excuses then allocating \$535 million over 4 years to a flawed system which reeks of divisions between colleagues, schools, and ultimately classes in society which in turn will lead to inherent problems in society that creates a climate where government needs to spend more money in areas such as unemployment and criminal justice?

Why is there no funding options for more support staff  
(teachers and teacher aides) for students with special needs?

*Sent : Tuesday, 9 April 2013 5:46 PM*

Why should a deputy principal be paid more than a master or high performing teacher?

If you want to keep the best teachers in front of the classroom, then their pay should be increased to the same level as a school leader.

*Sent : Tuesday, 9 April 2013 7:18 PM*

Why turn your back on an excellent initiative such as Gonski?  
Do you not care about our disempowered youth?

*Sent : Tuesday, 9 April 2013 6:26 PM*

Why weren't the proposals given in this plan presented to principals/associate administrators when they were gathered less than a month ago - an ideal opportunity for consultation, feedback and professional discussion ?

*QTU member since 1983*

*Sent : Wednesday, 10 April 2013 12:59 AM*

Will a Principal be able to fairly "rate" his teaching wife at his own school?

*QTU member since 1988*

*Sent: Wednesday, 10 April 2013 1:06 PM*

Will politicians also be scrutinised according to the state's /  
country's economic performance?

*Sent : Tuesday, 9 April 2013 5:56 PM*

With principals apparently being at liberty to reward competent teachers, on what grounds will the rewards be decided and what will they be comprised of?

*Sent : Tuesday, 9 April 2013 6:21 PM*

Would you like there to be no teachers in this state?

*QTU member since 2010*

*Sent : Wednesday, 10 April 2013 10:45 AM*