



## ***EDUCATION, EMPLOYMENT AND SMALL BUSINESS COMMITTEE***

**Members present:**

Mrs LM Linard MP (Chair)  
Mr N Dametto MP  
Mr MP Healy MP  
Mr BM Saunders MP  
Mrs JA Stuckey MP  
Mrs SM Wilson MP

**Staff present:**

Ms S Cawcutt (Committee Secretary)  
Ms M Coorey (Assistant Committee Secretary)

### **PUBLIC BRIEFING—INQUIRY INTO THE EDUCATION (QUEENSLAND COLLEGE OF TEACHERS) AMENDMENT BILL 2019**

#### **TRANSCRIPT OF PROCEEDINGS**

**Monday, 25 February 2019**

**Brisbane**

## MONDAY, 25 FEBRUARY 2019

### **The committee met at 10.58 am.**

**CHAIR:** Good morning, I declare open this public briefing for the Education, Employment and Small Business Committee's inquiry into the Education (Queensland College of Teachers) Amendment Bill 2019. I would like to acknowledge the traditional owners of the land on which we meet today and pay my respects to elders past, present and emerging. My name is Leanne Linard. I am the chair of the committee and the member for Nudgee. The other members of the committee here are Mrs Jann Stuckey, the member for Currumbin and deputy chair; Mr Bruce Saunders, the member for Maryborough; Mrs Simone Wilson, the member for Pumicestone; Mr Michael Healy, the member for Cairns; and Mr Nick Dametto, the member for Hinchinbrook.

The committee's proceedings are proceedings of the Queensland parliament and are subject to the standing rules and orders of the parliament. The proceedings are being recorded by Hansard and broadcast live on the parliament's website. I ask everyone present to please turn mobile phones off or to silent mode. I remind committee members that departmental officials are here to provide factual or technical information. Any questions seeking an opinion about policy should be directed to the minister or left for debate on the floor of the House.

The purpose of today's proceedings is to assist the committee in its examination of the Education (Queensland College of Teachers) Amendment Bill. The bill was referred to the committee on 12 February this year. The committee will examine the policies the bill gives effect to and the application of fundamental legislative principles as set out in section 4 of the Legislative Standards Act 1992. The committee must report to parliament by 28 March 2019. The program for today's briefing has been published on the committee's web page. There are hard copies available from committee staff.

**COGHLAN, Mr Dion, Assistant Director-General, Human Resources, Department of Education**

**NICOLSON, Mr Stephen, Principal Advisor, Legislative Services, Department of Education**

**VALENTINE, Ms Janita, Executive Director, Organisational Transformation and Capability, Department of Education**

**CHAIR:** I warmly welcome representatives from the Department of Education, who have been invited to brief the committee on the bill. I invite you to provide an opening statement and then we will open for questions.

**Mr Coghlan:** I also acknowledge the traditional owners of the land on which we gather today and pay my respects to elders past, present and emerging. I would also like to thank the committee for providing the department with the opportunity to give an overview today of the Education (Queensland College of Teachers) Amendment Bill 2019. The bill amends the Education (Queensland College of Teachers) Act 2005 to enable the Queensland College of Teachers, which I will refer to as the college, to perform the role of certification, and become the certifying authority for the certification of highly accomplished and lead teachers. It will also allow teachers to apply for certification, for renewal of certification with accompanying fees, and to provide an effective and transparent certification process with the decisions subject to appropriate review.

In 2015, the Queensland government committed under the Letting Teachers Teach initiative to establish two new classifications of teachers in Queensland called highly accomplished teacher and lead teacher aligned to the Australian Professional Standards for Teachers by 2019. These are voluntary career stages that teachers can aspire to in their professional career. Certification at these stages is a way of recognising the expertise of quality teachers and may, depending on the employment arrangements, also lead to new levels of remuneration. The career stages create additional pathways for teachers, allowing them to stay in the classroom rather than pursue a career in management or administration. An intended consequence of the additional pathways is that the Queensland education system will be strengthened by retaining quality teachers in the classrooms in front of students. However, the certifications of highly accomplished and lead teacher have no bearing on an individual teacher's registration.

The Australian Professional Standards for Teachers were endorsed in 2010 by Commonwealth, state and territory education ministers and were developed by the Australian Institute for Teaching and School Leadership, commonly known as AITSL, which provides national leadership in the promotion of excellence in teaching and school leadership. The professional standards provide for four career stages: commencing as graduate, progressing to proficient and then followed by the aspirational and voluntary career stages of highly accomplished teacher and lead teacher. Under AITSL's *Guide to the certification of highly accomplished and lead teachers in Australia*, the certification has three primary purposes: to recognise and promote quality teaching, to provide an opportunity for teachers to reflect on their practice and to provide a reliable indication of quality teaching that can be used to identify, recognise and/or reward highly accomplished and lead teachers.

A certifying authority is responsible for administering the national certification process in a particular jurisdiction. Its role will include assessing and granting the certification of teachers at highly accomplished and lead teacher career stages against the professional standards as the common national reference, conducting assessor training for assessors and for jurisdictional officers and maintaining records for teachers who apply for certification and those who are certified and at which career stage they receive certification. The Education (Queensland College of Teachers) Act 2005 already recognises the professional standards but only in relation to the graduate and proficient career stages. The college is Queensland's teacher registration authority and, in making registration decisions, currently assesses beginning teachers against the professional standards graduate requirement and full registration for teachers with at least one year's experience is assessed against the proficient requirements.

In accordance with the government's commitment to implement highly accomplished and lead teacher certification by 2019, the Department of Education worked with the Queensland College of Teachers to design and deliver a pilot program. This pilot commenced in 2017 across two education regions in Queensland, one being Far North Queensland and one being the north coast region. This pilot concluded in 2018. During the pilot, approximately 500 teachers expressed an interest in applying, with 184 making an application. Of those 184, 44 teachers were successfully certified as highly accomplished and three were successfully certified as lead teachers.

The college performed the role of certifying authority for the pilot under its existing legislative framework. However, amendment is required to the QCT act to provide for the college to certify at the highly accomplished and lead teacher stages on an ongoing basis. The Queensland College of Teachers is the appropriate and viable authority to act as an ongoing certifying authority. It is an existing independent external statutory body and already uses the professional standards when approving registration of all Queensland teachers at graduate and proficient career levels. The Queensland College of Teachers has gained experience in the pilot in undertaking the certification process and has established procedures and capabilities to allow it to perform the certification role on an ongoing basis.

To give the college the authority to perform the role as an ongoing certifying authority for highly accomplished and lead teachers, the bill makes amendments to the QCT act to prescribe the necessary functions for the college, to enable the teachers to apply for certification and renewal of certification, to provide for fees to be paid to the college to help meet the cost of the provision of the certification services and to allow the college to maintain a record of certified teachers. It also allows for the provision of an internal review process for the college's decisions and also an external review by the Queensland Civil and Administrative Tribunal.

To be eligible for certification, the applicant must be a fully registered teacher, an Australian resident or permanent resident and employed by a school-employing authority prescribed by the regulation. The bill further amends the Education (Queensland College of Teachers) Regulation 2016 to prescribe state schools and Catholic schools represented by the Queensland Catholic Education Commission as the employing authority of teachers who may apply to the college for certification. This is because, subsequent to consultation with the two non-state sectors, the Catholic sector agreed to participate. Independent Schools Queensland, which represents the independent schooling sector in Queensland, is already an AITSL recognised certifying authority and decided to continue to certify teachers from its member schools as highly accomplished and lead teachers. It can choose to participate in the legislative scheme in the future subject to amendment of the regulation.

The bill provides a high-level framework for certification. This ensures flexibility in the way the certification is administered over time to allow the college to be able to adapt to changes in national certification processes without needing significant legislative change. Consequently, elements of the certification process, such as the appointment of assessors, assessment procedures and the

documentation being required with applications, is not prescribed. These processes and procedures will be undertaken in accordance with the professional standards and the *Guide to the certification of highly accomplished and lead teachers in Australia*.

A high-level summary of how the process works is as follows. An eligible teacher applies to the college for certification in the approved form accompanied with a stage 1 fee of \$850. The approved form may require additional information and documents to be provided with the form to support the teacher's application for certification or renewal of certification. Two assessors then review the application and associated documentation against the professional standards for the career stage at which the teacher applies for. They then provide a report to the college. The college makes a decision as to whether the applicant is eligible for further assessment at stage 2. If eligible for stage 2, the applicant notifies the college that they wish to proceed and pays a further stage 2 prescribed fee of \$650. The teacher's teaching practice is then assessed by the assessors against the professional standards. The assessors provide a stage 2 report to the college. The college then makes the final decision as to whether the teacher should be certified as either a highly accomplished teacher or a lead teacher. Certified teachers are then placed on a record and they are certified for five years at that standard.

Applicants who are unsuccessful at either career stage may apply for a review of the decision that, initially, will be an internal review of the college followed by a subsequent external review by QCAT if requested. Certified teachers should apply for renewal of their certification at least six months prior to their certification expiring, although the college may accept an application four months prior in exceptional circumstances. The renewal applications are assessed against the national professional standards and unsuccessful applicants can again apply for a review of the decision. The college will obtain consent from the teachers to provide their certification details to AITSL and employing authorities via approved application forms.

The bill allows the college to engage prescribed third parties to assist in making its decisions. Accordingly, assessors may be teachers employed by the employing authority but trained by the college. However, it is only the college, as the certifying authority, that makes the final decision about the certification of the teacher.

It is important to note that the bill does not make it mandatory for a Queensland school-employing authority to recognise highly accomplished and lead teacher certification. The effect of certification on remuneration and working conditions is a decision for each individual employing authority and is not mandated by the provisions in the bill. I thank the committee for their time and I am happy to take any questions in relation to the bill. Thank you very much.

**CHAIR:** Thank you very much for that fulsome opening statement and briefing on the bill. We will open now for some questions. Teachers in my electorate—and nurses, to be honest with you—often talk about wanting to stay on the ward or in the classroom. Really, they have to go into administration to progress. I think it is wonderful that this bill provides an option for brilliant teachers who want to stay in the classroom to have their career in the classroom. You talked about the additional pathway. An individual is paying \$1,500 to get it. Obviously, there is the personal value from the point of view of being assessed—'I think I have attained this level of experience and professionalism. I want to have some relevant assessment or confirmation of that.' I am interested in the inherent value of it going forward. You are not requiring entities to offer these positions and pay more for highly accomplished and lead teachers. Can you talk a little bit about the learnings from the pilot and where you think it might go? Some schools might say, 'We particularly want a highly accomplished teacher to teach in this area.' How do you think it will progress?

**Mr Coghlan:** There are probably two parts that we need to address around that. There is a remuneration aspect for the highly accomplished and lead teacher and then the notion that I think you raised secondly about how will the highly accomplished and lead teachers be distributed across the state?

**CHAIR:** Where would the opportunities come from? Why am I paying \$1,500 to do it?

**Ms Valentine:** In terms of remuneration, remuneration itself will be a matter for each of the sectors in terms of what they wish to industrially negotiate with their employees. From the department's perspective we have negotiated additional remuneration with the Queensland Teachers' Union, so from 1 July 2018 a highly accomplished teacher went to remuneration of \$109,000 and a lead teacher of \$119,000, and those rates are scheduled to increase on 1 July 2019 in accordance with our general wage increases that apply. In terms of the highest remuneration rate currently for a teacher as an experienced senior teacher, the rate as at 1 July 2018 was \$101,000,

so there is a remuneration element from the department's perspective. For those that participated in the pilot however, that remuneration was not available. It has become available at the end of the pilot as we made these agreements with the Queensland Teachers' Union. Hopefully that answers the remuneration side.

In terms of opportunities, again I can only talk to the department's perspective. We have no caps or barriers, so any individual teacher is able to make application provided they meet the criteria that we have stipulated and that Dion outlined in the opening remarks. Again, the other sectors are able to have other criteria with the exception of the ones that are expected nationally, so Australian citizenship for example.

**CHAIR:** Thank you. You definitely partly answered this—thank you, Dion—in your opening statement, but I refer to certification entities. Obviously there is the college. Did you say—I may have missed this—that Catholic Education will direct their teachers through the college?

**Mr Coghlan:** Yes.

**CHAIR:** Thank you. Does that include Edmund Rice or do you know whether Edmund Rice Education Australia is a separate certification authority?

**Ms Valentine:** We do not know the answer. We will take that on notice.

**CHAIR:** If you do not mind. I am just interested in the Edmund Rice schools and then you spoke to the fact that Independent Schools Queensland are doing that separately.

**Mr Coghlan:** Yes.

**CHAIR:** Thank you very much.

**Mrs STUCKEY:** Thank you so much for coming along. As the chair said, it is nice to see the opportunity to recognise our dedicated teachers in this way. In the background that we were given from the secretariat it mentioned that there were legislative amendments in 2012 following legislative recognition of the Australian professional standards for teachers and the Queensland government committed to implementing HAT and LT by 2019. When were those changes first approved?

**Mr Coghlan:** If I am understanding your question correctly, there was the part about where the states and territories agreed. I think that was 2010.

**Mrs STUCKEY:** We have 2010 and then 2012 was the endorsement by education ministers at the then Standing Council on School Education and Early Childhood. I think we were talking about the guide certification. When did the Queensland government or when did your department approve those changes to adopt HAT and LT? How long have we been working towards it?

**Ms Valentine:** Absolutely. The election commitment was a 2015 election commitment. Off the back of that commitment, a pilot commenced in 2016, as is my understanding, and it has run for two years. In 2017-18 it ran for two years with a view that we were understanding how we would apply the national certification process to a state with our geography and demographics that are not necessarily well reflected in other states, so we ran three tranches across the pilot and with every cohort we modified the process. We still stayed true to the national certification requirements, but we could operationalise it in a way that was both scalable and affordable for the state and that has been really the focus of the pilot and we now do have a very different process at an operational level to what we commenced with.

**Mr Coghlan:** There was quite a significant lead-up stage in preparing for the pilot in terms of working with stakeholders and industrial bodies about designing what certification would look like in Queensland, the process that we would go through in Queensland and working with our key stakeholder groups around that to ensure that the certification at a highly accomplished and lead teacher career stage had quite a deal of credibility. We wanted it seen in Queensland particularly as a very robust system that had authenticity and that when a teacher was awarded that career stage through certification it had a high level of credibility across all of our organisation. We spent significant time in planning the pilot and the processes that we were going to undertake in the pilot to ensure that robustness and that authenticity and credibility of the career stage when awarded in Queensland.

**Mrs STUCKEY:** Thank you. I suppose it is good to have that conversation happening for quite a while before. I am just wondering if there were any concerns raised by teacher representative groups like QTU or IEU about career advancement opportunities.

**Mr Coghlan:** We were certainly engaged strongly with particularly the Queensland Teachers' Union all the way through planning the process. I cannot speak for the Queensland Teachers' Union obviously, but I certainly would believe that they would report from their membership's point of view they certainly want it to be a very robust process that has the same levels of credibility and authenticity

across the state. The Queensland Teachers' Union are a key partner with us in planning any reforms such as these and we certainly engaged with them strongly in the lead-up and the planning, participation and throughout the pilot as we worked through it.

**Mrs STUCKEY:** Thank you. I was just noticing these application fees. We have \$850 and I am looking at what happens if these applications are unsuccessful. There is \$850 and then someone might even make it through to the second assessment and then there is another \$650, so there is our \$1,500. What happens to that? I heard you say that they can apply for a review, but in either case do they get their money back?

**Ms Valentine:** No, they do not.

**Mrs STUCKEY:** Is that made clear?

**Ms Valentine:** Yes, it is made clear in the fact sheets that are given out to participants. We split the fee intentionally as opposed to a single fee because what we learnt through the pilot was if you do get through stage 1 the probability of getting through stage 2 is extremely high because it is more a site visit to really absolutely reinforce the evidence that you have brought forward in class, so that was one of the reasons. If you do pay your stage 1 fee, it is sunk funds and if you fail to get through that stage you do not get it back. The reason is that that money is funding the certification process for the College of Teachers.

**Mrs STUCKEY:** Do people get given a reason why they were unsuccessful so they could perhaps go away and improve and try again? There needs to be some support there, because it would be pretty crushing, especially for some of the teachers who have served for many years, to put your money in and everyone is going, 'Go for this,' and your colleagues are saying that you qualify and then you get knocked back. I would hope that there would be some pointers given, whether it is more experience required or whatever.

**Ms Valentine:** In terms of the nuts and bolts of the process, when you put in an application it is assessed against over 30 elements of standards and the assessors quite literally go through and highlight the elements that you have provided evidence of or not. Quite robust feedback is available for applicants who particularly are not successful on the very specific teaching elements that they have failed to demonstrate so that if they did wish to go and have another go they would be very clear on the areas they need to upskill in or provide additional evidence on.

**Mr Coghlan:** In the design of the pilot process we learnt as well that it was important to do quite a range of professional development across the state. There is a series of ongoing workshops across the state where the team travel around for teachers who are interested in applying for a highly accomplished and lead teacher to show them clearly the types of things that are required of them when they submit their portfolio of evidence and how they map their readiness for applying to become a highly accomplished and lead teacher. We also run the same things for principals and school leaders across the state so that they can support conversations with their teachers about their readiness prior to submitting an application and paying the fee.

As I mentioned in that opening statement, initially there were 500 teachers who had expressed interest. As they have worked through and saw the standards that were required and understood the requirements for certification, they may have reconsidered their readiness and will now go back and work in particular areas before applying again. It is not 'make your application and take your chances'. We do as much preloading of information as we can for teachers and school leaders across the state to ensure that before someone does put their hard-earned dollars up they have really understood what is required for them to be certified and that they are genuinely ready to aspire to that career stage.

**Mrs STUCKEY:** Thank you.

**Mr HEALY:** Thanks very much for coming in. It is terrific. It is much appreciated. I think it is an excellent framework. Teachers are absolutely vital. I have a couple of pretty straightforward questions. Does Independent Schools currently run something similar to this?

**Mr Coghlan:** Yes.

**Mr HEALY:** How long has that been running for and do you have any details? Even though there is no remuneration attached to this, it is obviously highlighting the fact that somebody is going to be a lead teacher or highly accomplished. If there is an example out there, has that morphed into anything else?

**Mr Coghlan:** I cannot comment on the ISQ process. I am not familiar with it, I am sorry. We know that they are recognised as a certification authority, but I could not provide you with any more details. That is something that would have to be elicited from ISQ.

**Mr HEALY:** You did not look at that when you were putting your own model forward? It is not a criticism; it is just an observation. I just thought that if it has already happened, you would have looked to see how they do it.

**Mr Coghlan:** I do not have the details of when they started in front of me, but that is certainly one we can take on notice if required. In terms of the Department of Education, we increased the remuneration for the highly accomplished and the lead teachers that are employed in the department.

**Mr HEALY:** Sorry, that is right; yes.

**Mr Coghlan:** I just was not sure whether you thought we did not, but we do. If you are certified—I think Janita provided those figures before—it is a significant uplift, which is seen as something that is incredibly important to strengthen quality teachers remaining in the classrooms so they do not have to make that career choice to move into admin which we discussed earlier. Yes, I just do not have the answers on ISQ's process.

**Mr HEALY:** That is all right. As I said, if it is out there it is always good to have a look at the model.

**Mr Coghlan:** Sure.

**Mr HEALY:** Stephen, any challenges from a legislative perspective? Is there anything that stands out? I know there are always challenges, but anything in particular?

**Mr Nicolson:** It is a national framework which we legislated through Queensland legislation, so there are always challenges when you try to encompass the whole national framework. Other states have done it, so we used them as models.

**Mr HEALY:** Victoria has done it and—

**Mr Nicolson:** New South Wales and the ACT have done it, but other states have used non-legislative models as well, so there were a couple of different approaches we could have taken. There are challenges in ensuring that the process is consistent with the national framework but also we give the function to the college for our legislation. Hopefully it works quite effectively.

**Mr HEALY:** Thank you.

**Mrs WILSON:** As the daughter of two teachers I know how extremely hard it is. It is not a nine to five job and my parents were very lucky to be in their late 60s and my dad retired at 73, so this is a real professional career and I admire all of the teachers out there. Over the last few years we have seen media articles about teacher shortages. Are we looking at implementing these new policies as a response to shortages within the teaching profession?

**Mr Coghlan:** There are probably a couple of ways I can approach that. Yes, you are certainly right: there are challenges across the nation and internationally in attracting and retaining quality teachers and we believe that the approach to implement the highly accomplished and lead teacher career stages with an attractive remuneration attached supports Queensland to attract teachers to Queensland and also provides an additional career path for our existing teachers. It is important that we have a range of strategies in place across the department to meet the workforce challenges and anything that we can put on the table like highly accomplished and lead teachers in which teachers can see a further career pathway for themselves assists us to retain them as teachers in our system and provides some opportunities for them to progress at a career stage where their salary horizon may have plateaued.

We experience a number of junctures where teachers may choose to either change system or change careers. What we see and believe will occur with the highly accomplished and lead teacher remuneration is it will provide the opportunity for teachers to see a further salary horizon. If you are a very highly skilled and quality teacher, after the five-year requirement with the department to apply, you can then certainly accelerate your career path significantly as well. It is a yes from me on both of those questions. We do believe it will assist us to meet the challenges in terms of the workforce going forward but also to retain the teachers that we currently have in our workforce.

**Mrs WILSON:** You spoke about the challenges. Can you outline the differences between the approaches of the other states and territories and why we are aligning closely with the model that the ACT have implemented there?

**Ms Valentine:** In terms of alignment at a national level it is whole of Australia alignment. The certification standards for highly accomplished and lead teachers are national standards and the majority of states have, in fact, introduced them and everyone meets the level. We have

operationalised it marginally differently, as I said, because of size and scale. As I understand it the teaching standards are something that ministers across Australia have signed up to as standards and they are implemented. It is not just the ACT; it is the nation.

**Mrs WILSON:** Is Victoria the same as well?

**Ms Valentine:** The teaching standards are absolutely nationally recognised.

**Mrs WILSON:** Why is Queensland having difficulty with retaining teachers compared to some of the other states or nationally?

**Mr Coghlan:** That is some of the work that we are progressing. The reasons that are provided are many and varied. We are certainly conducting research into that particular aspect because it is not a Queensland issue; it is an issue across all jurisdictions in Australia. We certainly want to understand the public perception of teaching as a career so we can respond accordingly. Once we have that information we will better be able to target our responses to that.

In terms of Queensland as a jurisdiction, the growth in Queensland is certainly one of the challenges that we face. We have an increasing demand for teachers in a period where supply is at its lowest. At the end of this year we will see the exit of the prep half cohort. When the prep half cohort exits, in 2020 we will have six full cohorts of students across our schooling sector for the first time since we introduced prep in 2007—when we introduced the prep half cohort. That will also place an additional demand on our supply of teachers, so we will be needing another 800 or so teachers to meet that challenge. Changes at a federal level have also impacted the supply side of the equation; the move of the post grad studies from a one-year to a two-year period has also impacted. We have a whole lot of pieces that are impacting on our supply side and also on the demand side with the state's growth, which is an exciting place to be if we look at Queensland as a state and the opportunities that presents for our system. We certainly have many strategies in place to meet that supply and demand equation across Queensland, and the highly accomplished and lead teacher career stages is certainly one arm of that work.

**Mr DAMETTO:** Thank you to the department for coming along this morning to give us this briefing. I would like to mirror what the chair said earlier. I think it is a great idea to introduce this two-classification system. Hinchinbrook is in regional Queensland. One of my biggest concerns is retaining and attracting quality teachers to those areas in the first place. With the two-tiered classification system what is going to be done for the smaller regional schools when it comes to budgetary requirements to be able to afford to attract these teachers? I understand it is going to cost people more money to attract people in these classifications.

**Mr Coghlan:** When the schools are provided with teachers we provide them on a notional salary basis so the individual school does not have to pay the salary differential. If they have a teacher who is a senior teacher, an experienced senior teacher or a highly accomplished teacher, the school is not individually responsible for paying that cost differential.

One of the things that we see as a positive for rural, regional and more remote settings is that in the application of the standards it would be very difficult for someone who has spent their whole career in one very specific location to meet the requirements of the standard. One of the ways that you achieve the highly accomplished or lead teacher is to display a knowledge of teaching in a range of diverse settings with a range of diverse students and so forth. We believe that there are some advantages in that for rural and remote settings where teachers will be able to use the experience that they gain in those settings to then apply for the highly accomplished and lead teacher career stages.

In terms of the individual rural, remote or regional experiences—I come from a background as a teacher teaching in Far North Queensland in places such as Aurukun, Kowanyama and the outer islands of the Torres Strait and I have worked as a principal in a range of settings both remote and in urban settings. One of the great advantages of being a teacher in more rural and remote locations is the opportunity to participate in professional development with your colleagues. Schools are well resourced to provide that opportunity. We would certainly hope that the schools that have the opportunity of that funding that they attract because of being in remote or regional centres will apply it in the professional development of their teachers to make them some of the most desirable teachers in the state, particularly when we know that many of them will serve time and then return to the south-east corner or their homes, wherever that may be, or wherever their family connections are. We would certainly hope that the more regional and remote communities that are well resourced invest that money in their teachers to make them highly desirable teachers across our state wherever they may return to.



In terms of the highly accomplished and lead teacher, we certainly think there is an advantage for teachers as they move forward to demonstrate that diversity of their teaching experience with a range of different students. That is certainly an advantage in the process.

**Mr DAMETTO:** Will it be the department or the school who decides whether there is a position for a highly accomplished or a lead teacher within their cohort?

**Ms Valentine:** As I said earlier, there are no caps, so it is teacher led. Any teacher is able to apply and then move around the state schooling system to any school. There will be no caps led by schools. Theoretically, every teacher could become highly accomplished and lead teacher. It is not likely, but it is theoretically possible.

**Mr Coghlan:** Based on our evidence, it is very unlikely. That is part of the robustness and the authenticity in the system. We want the lead teachers to be the best of the best in our state. We want them to be held up as the exemplar of what excellence in teaching looks like. In terms of Janita's point around a cap, we want teachers to be able to apply for certification wherever they may be. We do not want someone to be limited by saying, 'I'm at a very small school. There are only two or three teachers in my school.' If we had a quota system, that person may not be able to apply, and they might be one of the finest teachers in the state. We think it would not be a positive move for that teacher to not be able to be recognised for that skill and ability that they possess.

**Mr SAUNDERS:** I think teachers are one of the most undervalued resources we have in our community. How does this fit in with the IPS schools? We know there has been a problem with the transfer system in terms of IPS schools. How does this feel with the lead teachers moving around the state if necessary in terms of IPS?

**Mr Coghlan:** In the context of highly accomplished and lead teacher, the IPS schools will be the same as any other school in the state. A teacher teaching in an IPS school has the same ability to apply to be certified as a highly accomplished or lead teacher as a teacher at Blackall, Thargomindah—pick a school. There is no difference or otherwise between a teacher in an IPS school and a teacher in any other school in the state to be eligible to apply or to receive that certification.

**Mr SAUNDERS:** What about the transfers? This is the big thing with the IPS. Say I am teaching at Longreach and I become a lead teacher and I am looking at positions on the coast. It is up to the principal, the cohort at that school and the board and they say, 'No, no, no.' Is there an impediment to the transfer of these lead teachers if they want to come back to the coast or other regional areas?

**Mr Coghlan:** No is the short answer. The department is currently working through the review of the IPS schools initiative. Part of that review is to consider the transfer of teachers across the state and also the recruitment of classified officers across the state as well. As part of that process, particularly around the transfer—and more particularly around the transfer of teachers from what we describe as rating 6 or 7 schools, which are our most remote schools as you are probably aware, and also teachers who have accumulated a high number of transfer points; they might not be in a rating six or seven school, but they have accumulated a large number of transfer points—we are currently piloting a process. Anyone who is a highly accomplished or lead teacher will be part of that process. From the transfer process point of view they would be considered as a teacher like any other—a new way of transferring those people across the state with the basis of a guaranteed transfer that we are working with at the moment in a pilot program. They will not be disadvantaged by being a highly accomplished or lead teacher. They will be considered the same as any other teacher transferring from those locations.

**Mr SAUNDERS:** When this system is put in place, will there be any incentive—say I am teaching at Maryborough State High School and I am a lead teacher and there are a few lead teachers—besides the remuneration to get some of these lead teachers out to Barcaldine or to the western areas?

**Mr Coghlan:** There are a couple of parts to that answer. I will open up with the first part and then we might discuss a bit more about the review. We currently offer a range of incentives for teachers to move to more rural and remote locations through our Remote Area Incentive Scheme. Part of that scheme includes subsidised rental accommodation, air flights back to their home base or the nearest major centres. We also offer cash incentives depending on the extent or time served in particular locations. With a combination of some of those factors—and highly accomplished and lead teachers will also be eligible for the Remote Area Incentive Scheme entitlements. We would certainly look at those as one of the factors which would encourage our teachers to serve in more rural and remote locations. There would certainly be an advantage in having our most highly skilled teachers working in those locations.

**Mrs STUCKEY:** What looked like a fairly slim bill has obviously created a lot of interest. We have not had a written briefing from you yet, and I understand that the chair may request that. Could we get a breakdown of the fee structure for teachers and also with regard to how the wages are actually paid? I am a little bit confused as to whether they are all coming out of the Department of Education budget or from an individual school, or is the gap or the extra coming out of the college or the school? Could you explain that please?

**Mr Coghlan:** I will talk about the wages part and then if we want to talk a little more about the fee side of it—

**Mrs STUCKEY:** Maybe you could supply us with a list of the fee breakdown—

**CHAIR:** I think Janita stated before on the record what it was for each level.

**Mrs WILSON:** But there is a lot more—

**Mrs STUCKEY:** The build up to that—

**CHAIR:** It is all public record.

**Mr Coghlan:** I am just trying to get clarification. There are two parts. We describe the fee as the amount—the \$850 and the \$650—that the teacher will pay to the Queensland College of Teachers. We call that the fee structure.

**Mrs STUCKEY:** That is the application fee. Sorry, it is the wages.

**Mr Coghlan:** The remuneration is how much we pay them when they become certified. Is it the remuneration you are interested in some more detail about?

**Mrs STUCKEY:** Is it that clear cut that they are set figures for that remuneration?

**Mr Coghlan:** Yes.

**Mrs STUCKEY:** It is? I thought there might be some graduations.

**Ms Valentine:** No.

**Mrs STUCKEY:** I did hear the word ‘negotiation’ in there earlier, too. I was wondering what area of negotiation there is.

**Mr Coghlan:** Janita will talk a little bit more in detail about it. We have a set figure of remuneration for both classifications, highly accomplished and lead teacher. Teachers will progress through a range of salary bands. Then they will move to a senior teacher. We have an experienced senior classification and now we move to highly accomplished and lead teacher.

The highly accomplished and lead teacher remuneration is set at two points, which Janita will talk through a little bit more. The school is not required to pay that gap. If tomorrow Janita suddenly becomes a highly accomplished teacher and she is at Dulacca State School, then the centre would meet the costs of providing that level of remuneration to Janita. The school does not have to find the money to pay anyone who has been certified by going through the process with the Queensland College of Teachers. That is a cost that will be met by the wages paid centrally.

**Mrs STUCKEY:** There is no cap on the number of those teachers in each school?

**Mr Coghlan:** No. That is correct.

**CHAIR:** That brings our hearing to a close. Sorry, Dion, did you want to say something? Go ahead.

**Mr Coghlan:** We have a couple of answers, if you do not mind.

**CHAIR:** Of course.

**Mr Coghlan:** These were to a couple of the earlier questions. The Edmund Rice schools are picked up under the Catholic Education Commission’s ambit; that is our understanding. That answers that question. ISQ were recognised as a certifying authority by AITSL at the end of 2017. Those are the two answers we can provide.

**CHAIR:** Thank you very much. I thank also our Hansard reporter. A transcript of these proceedings will be available on the committee’s web page in due course. I thank you all for coming today to answer our questions and for the material. We will be writing to you for a written briefing, but I expect it will be closely aligned to your opening statement, which was very fulsome. Thank you very much for assisting us. I declare this public briefing on the Education (Queensland College of Teachers) Amendment Bill closed.

**The committee adjourned at 11.48 am.**