

Recipient Details

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Reference Type: Teacher - School

State or territory: Qld

Serial Identification Number: 0

Responses

Curriculum and assessment

The ACARA national curriculum provides scope for teachers to create engaging and relevant curriculum for the students in their school, but there is no time for teachers to create resources, as the job already demands too much from teachers to be able to create relevant lesson materials, unit plans and assessment. The Queensland governments' solution has been to create a statewide curriculum and assessment package, C2C, which doesn't suit rural and remote students and is not student-focused. Heads of curriculum and regional curriculum officers do not assist teachers with creating relevant and engaging teaching material and assessment plans. The result is that Qld curriculum and assessment is disengaging regional and remote students from learning.

Rating: 7

Teachers and teaching

No time to do anything. I don't have weekends, I plan on weekends. I don't go to school at 8:30, I am on my laptop planning at 4:00 in the morning. Teachers get a pay check that says 5 hours per day, 5 days a week. After tax I am getting paid \$11 an hour when I calculate the amount of hours I work a week. Teachers get told teacher quality is the single most important variable in educational achievement. There is a massive gulf between this "importance" and how the government pays teachers and acknowledges their workload.

Rating: 7

Leaders and leadership

There is no leadership course that teaches teachers how to be leaders. Teachers often exhibit authoritarian tendencies and micromanaging behaviours when managing students, they then get a promotion and become responsible for adult teachers. The authoritarian tendencies and micromanaging practices continue despite the difference between students and adults. A proper public service leadership academy should be teaching teachers how to act like leaders when they get a promotion. Honesty, humility and team building should be explicitly taught to candidates for leadership positions in schools.

Rating: 7

School and Community

In remote areas the community is the source of significant tension that manifests in student behaviour and attitudes towards schooling. Schools should be actively engaged in creating opportunities for parents and caregivers to be regularly involved in teaching activities. There should be incentives for parents and caregivers to participate.

Rating: 7

Information and Communication Technology
ICT is the future employer.

Rating: 7

Entrepreneurship and schools

The Australian Government doesn't understand entrepreneurship. I couldn't think of anything worse than the government trying to get schools to act entrepreneurially. TAFE should be better linked to high schools and workplaces in the community. TAFE should offer tangible employment pathways for all students, rather than just watered down curriculum pathways.

Rating: 0

Improving access – enrolments, clusters, distance education and boarding

Rating for enrolments: 0

Rating for clusters: 0

Rating for distance education: 0

Rating for boarding: 0

Diversity

EAL/D students do not receive any consideration in the curriculum and assessment. Special Needs students receive greater funding and consideration for curriculum and assessment, but the barriers to access are tangibly great for EAL/D learners as well. Teachers are expected to "differentiate" - an impossible task when you are teaching Grade 10 English and a student in your class has the equivalent of 2 years of schooling and 2 years of experience with the English language. You can't just give them colouring pencils and say you have "differentiated." These students need to be properly targeted by literacy and numeracy programs.

Rating: 7

Transitioning beyond school

Schools do not offer any real pathway for students to jobs. It is just a daycare centre until they turn 18. Good behaviour and strong participation in schooling programs should lead to tangible opportunities for employment. High schools in remote areas are such hard places to teach because students do not see any rewards for participation. This needs to change. Employers need to be in schools. Schools need to be linked to the economy.

Rating: 7

Additional Comments

Decentralised innovation and local leadership is vital to improving schooling. Federal government should create the right incentives, and leave it up to locals to create the right programs. Centralised reform is what has ruined education so far.