




Speech By
Mark Boothman

MEMBER FOR THEODORE

Record of Proceedings, 30 April 2019

EDUCATION (QUEENSLAND COLLEGE OF TEACHERS) AMENDMENT BILL

 **Mr BOOTHMAN** (Theodore—LNP) (11.44 am): I rise to make a contribution to the Education (Queensland College of Teachers) Amendment Bill 2019. From the outset the bill creates a process in Queensland, consistent with the national framework, that recognises high-performing teachers and encourages them to continue their role as a classroom teacher and also enables the Queensland College of Teachers to perform the role of certifying authority for the certification of highly accomplished teachers and lead teachers. This is a good idea in that we need to ensure that we keep good, high-quality teachers in the profession. Previously, the only career path teachers had going for them was to go into more of an administration role or management role by becoming a deputy principal, principal or executive principal at a school.

Like everybody else in this chamber who is very proud of their local schools, there are some fantastic schools in the Theodore electorate such as Upper Coomera State College, Coomera State School, Helensvale State School, Highland Reserve State School, Oxenford State School, Park Lake State School, Gaven State School and Helensvale State High School. My electorate is certainly very much blessed and there are some fantastic principals and excellent teaching staff at these schools. However, retaining these great teachers is certainly an issue that I have dealt with many times in the past.

I remember back in the day when Rosemary Menkens was the committee chair for the education committee which held an inquiry into retaining teachers in mathematics, chemistry and physics subjects. They are a very important field for our developing economy in Queensland—that is, getting high-performing teachers to do these more science and mathematical subjects. However, that inquiry heard about the losses of these individuals in those areas. I ask the minister to comment on how many additional chemistry, physics and mathematics teachers there are since 2015. That was an issue back then and I am sure it is still an issue in terms of keeping these teachers in the occupation because there are a lot of incentives for them to leave the profession and take their skills sets elsewhere.

I will always remember a very wonderful teacher, Mr Randall. He left the profession only a couple of years ago but a bit early. As he would say, he felt that his job was a dead-end job or a dead-end occupation. As there are other members who want to speak on this matter, I will keep my comments reasonably short. However, there is one comment that I want to pass on from some individuals in the profession with regard to the pay brackets of these new high-performing teachers. Deputy principals take on a more managerial role. There is a lot more work in that position with respect to running the school, organising teachers and organising the day-to-day running of the school, as do principals. There was a comment made by somebody down my way who was concerned about the current pay set-up and who thought that it would be more appropriate to give deputy principals and principals a pay rise because of the roles that they play in terms of the running of a school.

I can certainly say that, on a regular basis, a lot of the principals in my electorate would be working back at their schools at seven o'clock, eight o'clock, or nine o'clock at night and would then be back at their schools by six o'clock in the morning to get the day's work underway. That shows the extreme hours that these individuals put in to running these fantastic facilities. On behalf of the educators in my electorate, I wanted to express those concerns.