

Question on Notice

No. 1426

Asked on 17 October 2018

MR J BLEIJIE ASKED MINISTER FOR EDUCATION AND MINISTER FOR INDUSTRIAL RELATIONS (HON G GRACE)

QUESTION:

With reference to teacher training, teacher shortages and teacher well-being—

Will the Minister advise (a) how many mathematics teachers are teaching in their secondary teaching area, (b) the number of PEAC and ARD positions that have been created in each region, (c) what is being done to replace the skilled teachers in the classroom who are seconded to regional offices, (d) how many teachers are currently on stress leave and (e) what the government is doing to address the health and well-being of staff as demonstrated by the absentee rate and subsequent impact on student learning?

ANSWER:

Of our 25,000 secondary teachers, more than 7000 teachers are currently identified with capability to teach mathematics in secondary classrooms. For teachers, regular professional development—particularly additional qualifications and curriculum training—affords multiple career pathways beyond the scope of their initial teacher education specialty, including for those teachers undertaking or transitioning to mathematics teaching.

The number of Assistant Regional Director and Principal Education Advisor Curriculum positions in each region as at 5 November 2018 are provided in the table below:

Region	Assistant Regional Director	Principal Education Advisor Curriculum
Central Queensland Region	7	2
Darling Downs South West Region	8	6
Far North Queensland Region	5	7
Metropolitan Region	9	9
North Coast Region	6	7
North Queensland Region	5	3
South East Region	6	6
Total	46	40

The Department of Education supports employees to build their capabilities through a variety of arrangements, including undertaking alternate duties such as secondment to a regional office role. For this to occur, consideration is firstly given to the ability to replace the teacher with minimal disruption to student learning.

The department's *Staff Wellbeing Framework* articulates the department's approach to staff wellbeing and the various benefits of improving staff health and wellbeing, including reducing absenteeism and stress.

The department provides information, online resources and training modules to assist staff to improve their individual health and wellbeing encompassing physical, psychological, financial and occupational wellbeing dimensions.

All staff have access to free confidential counselling services through an Employee Assistance Program. School leaders can access additional coaching and training on preventive psychological stress strategies.

To support staff and students in rural and remote areas of Queensland, the Government is investing \$100 million through the recently released *Advancing rural and remote education in Queensland state schools* action plan.

Central to the action plan is an investment of \$31.1 million to establish four innovative Centres for Learning and Wellbeing in the rural and remote areas of Mt Isa, Roma, Atherton and Emerald.

The centres will provide a point of contact for teachers and school leaders to access high quality professional learning and expert advice to build their capability and provide wellbeing support to staff, students and families working and living in rural and remote Queensland.

Employees within the department are able to access a variety of leave types for employee wellbeing, including sick leave, recreation leave, long service leave and, in certain circumstances, special leave.

Stress leave is not an existing leave category and therefore the requested data does not exist.