

Master Teachers

From 2015, Master Teachers commenced in Queensland state schools. The Queensland Teachers' Union ("QTU") and the Department of Education and Training ("DET") support the introduction of Master Teachers as an additional support in identified schools to assist in improving literacy and numeracy outcomes. Master Teachers will also build capacity through action research, developing high yield strategies for improvement with a strong evidence base. The object of the research is to identify successful pedagogical practice which has the potential to adapt to a variety of environments. Where appropriate, partnerships with higher education providers will be established. The QTU and DET believe that the role of the Master Teacher while focused in identified schools includes promoting programs for improvement and the sharing of effective practice.

Master Teachers have responsibility for leading activities and key tasks in their school and/or cluster. These include:

- working with instructional leaders to prioritise the teaching of literacy and numeracy within the school's curriculum and teaching framework;
- improving and enhancing teaching practice for all staff by researching and modelling quality teaching across all year levels;
- providing coaching and guidance to teachers and other staff in delivering quality teaching;
- improving the capacity of school teams to use evidence based assessment to inform teaching and learning; and
- supporting all staff in the analysis of, and response to, systemic and student data.

The Master Teacher will not be utilised as a classroom teacher and not to be counted as part of the classroom teacher allocation. The duties of a Master Teacher will be consistent with the Memorandum of Agreement, and as detailed in the role description. The duties will be mutually agreed between the Master Teacher and the principal/s.

Whilst the Master Teacher's focus should be on the implementation of evidence-based programs to support literacy and numeracy, the action research may include face-to-face teaching for the purposes of modelling, coaching and guidance or the evaluation of various interventions through practice. This may be most effective in a class for which the Master Teacher has responsibility or an established relationship with students.

Any classroom role should not exceed 0.2FTE or equivalent and must augment the role of the Master Teacher, for example, providing a modelling example for the teacher cohort.

Programs implemented by the Master Teacher should align to school strategic priorities. When working with other classroom teachers, the program supported by the Master Teacher should align with regular classroom activities and should not be so frequent or onerous that it adversely impacts on classroom teacher workload. In fact, the purpose of the Master Teacher is to support professional learning and development amongst the classroom teacher cohort. There is an expectation that the Master Teacher will undertake regular reviews and evaluations of the programs being utilised.

Replacement

In most circumstances a Master Teacher who vacates the position within the first two years of a three year engagement will be replaced. As a general rule, sufficient time needs to be made available to take over the research and be actively involved in school planning and refinement of the agreed Master Teacher program.

Any arrangement that differs from the Memorandum of Agreement (MOA) and this Joint Statement is to be submitted to Organisational Transformation for consideration by the Joint Consultation Committee.



QUEENSLAND
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