The Queensland Government is undertaking extensive consultation with parents, schools, unions and schooling sectors to map out the future of education and create Queensland’s first Education Accord.

The following questions have been developed to facilitate discussions and capture the diverse opinions of Queenslanders.

Feedback from these questions will be extensively reviewed and will shape the content examined at the Queensland Education Accord Summit on Thursday 25 September 2014.

1. How do we ensure that all young Queenslanders have access to an affordable, high-quality education, regardless of their circumstances? In particular, how do we ensure young people in rural and remote locations have access to world-class educational opportunities that build on the strengths and potential of our regions?
   - What does a high-quality education look like? Does quality mean guaranteeing a minimum standard or higher?
   - What types of circumstances are relevant to educational disadvantage? How do these affect students and their families?
   - What special challenges might the following types of students face in accessing education - rural and regional students, Indigenous students, students with disability, and students from non-English-speaking backgrounds?
   - How can we ensure the education system caters for and builds on the unique strengths of different regions?
   - What roles do schools of distance education, special schools, and special education units in schools play?
   - How can we ensure all Queenslanders have access to an affordable education?
   - What roles should state and non-state schools play in providing access to a high quality education?

2. With competing demands on available resources, how do we ensure the school system and schools have the agility, flexibility and autonomy to keep improving in the changing environment over the next 30 years?
   - How different are our current schools from those operating 30 years ago? What will the school environment look like in 30 years? Will schools still be the same as they are today?
   - What would make school systems and schools more efficient?
   - What is needed for schools and school systems to keep pace with change, e.g. flexible curriculum, staffing, budgets, governance, technology, etc?
   - What freedom and authority do schools and school leaders need to get the best out of teachers and students? How much support should be provided by the school system?
   - How much can government afford to spend on education? What is the benefit of this investment in terms of economic prosperity in the short and long term?
   - How do we encourage and support innovation in the education system, and in schools specifically?

3. What qualities do we – as parents, educators, business leaders and community members – expect young Queenslanders will gain from their school education?
   - What qualities and skills will young Queenslanders need to fulfil their various roles in society – citizen; worker; consumer; leader; parent; lifelong learner. How do these differ from those of previous generations? How are they likely to change over time?
   - Can school education provide all of the qualities and skills needed for these roles? If not, what are the priorities for school education?
   - Consider the current curriculum demands on schools – what is the impact of these requirements?
4. How do we ensure that schools equip students with the skills, knowledge, aptitudes and values they need to strengthen our economy and participate in a globalised 21st century world?

- What aspects of the 21st century world need to be addressed by a modern education, e.g. globalisation, cultural competency, the mass media and social media, information technology, ‘big data’, etc.
- What skills, knowledge, aptitudes and values are relevant to those significant aspects of the 21st century world?
- What skills, knowledge, aptitudes and values are needed to strengthen our economy? How do we balance these with a broader, more flexible education?
- What is the place of ‘the basics’ in education today? Are there new 21st century ‘basics’ that need to be considered?

5. How do we assure and improve the quality of teaching and learning in our schools? How do we attract, retain and develop the very best teachers and school leaders?

- How do we effectively translate the skills needed by students into practical curriculum offerings?
- What skills will be needed for teaching and leadership roles in the schools and classrooms of the future?
- Are teachers adequately prepared for their careers? How can teacher preparation be strengthened?
- What will attract the highest quality candidates into teaching? How can we keep quality teachers in the classroom?
- How do we enhance the status of teaching as a profession?
- What is the most important professional learning for teachers, and what are the best modes for teachers to gain it?
- What can we learn from our best teachers and school leaders? How can we develop others like them?
- Should we assure and improve the quality of teaching and learning by setting higher standards for schools and making them more accountable?

6. How do we support young Queenslanders in making a successful transition from home or early childhood education and care to school, and from school to further education, training and employment?

- What does a commitment to ‘lifelong education’ mean for the education system?
- How can we ensure smooth and successful transitions from home or early childhood education and care to school, and from school to further education, training and employment?
- Who should take the responsibility for ensuring effective transitions?
- How do we make children ready for school and schools ready for children?
- How can we best assist young people to navigate the multiple pathways they may take once leaving school?

7. How can we develop greater engagement and partnerships between schools and their communities (including parents and carers, other education and training providers, local government and community organisations, businesses and industry)?

- What benefits accrue to students, schools and the broader community from a highly engaged school community?
- Are there specific governance structures that will assist in creating and sustaining partnerships between schools and their communities?
- How do we better involve parents in their children’s education and school governance structures?
- How do we enable parents and community members that are ‘time-poor’ to be engaged in the school community?
- How can effective partnerships be sustained without continually relying on specific individuals?
- How can we assist all members of the school community to be involved, regardless of their circumstances?