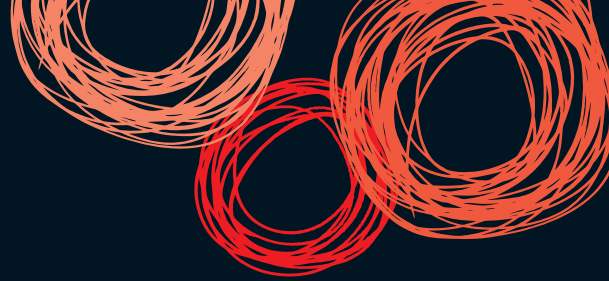


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A Guide to Teaching in Queensland State Schools



Make a difference. **Teach**



Queensland Government

A Guide to Teaching in Queensland State Schools

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Department of Education and Training

The Department of Education and Training is responsible for the delivery of quality education and training services to all Queensland students. The department's vision is for all Queenslanders to excel in learning, skills development and work, for the benefit of themselves, their communities and the Queensland economy.

The department's vision for education and training is to ensure that all Queensland students become active citizens in a learning society. The central purpose of education and training in Queensland is to create a safe, tolerant and disciplined environment within which young people prepare to be active and reflective Australian citizens with a disposition for lifelong learning. The department provides quality education services to all state school and TAFE students through the auspices of Education Queensland and Training Queensland.

Queensland State Schools

Schools are the focus of expertise in learning. They are the focal point for interaction between the state system and parents, local businesses and communities. Their core business is providing a learning program for students to achieve system-wide and school-based learning outcomes.

Education Queensland delivers high quality education to more than 70 per cent of all Queensland school students.

The department is responsible for approximately:

- 1300 state schools across Queensland;
- 37 000 teachers; and
- 490 000 students.

Large numbers of non-teaching professionals, such as speech and occupational therapists and administrative and support staff, work collaboratively with our teachers.

State schools in Queensland are widely varied, including:

- primary schools (Prep to Year 7);
- secondary schools (Years 8 to 12);
- P-10/12 schools and colleges (Prep to Years 10 to 12);
- Queensland Academies;
- special schools;
- hospital schools;
- schools of distance education;
- centres for continuing secondary education; and
- outdoor and environmental education centres.

All state schools are coeducational and operate in partnership with their communities.

The school year usually runs from late January to mid December. It is divided into two semesters, with two terms in each semester and vacation breaks for Easter, winter, spring and summer.

Queensland State School holiday and term dates can be accessed at:

http://education.qld.gov.au/public_media/calendar/holidays.html

Information about Queensland state schools is available at: <http://education.qld.gov.au/eq/>

Teaching in Queensland State Schools

The Department of Education and Training respects and recognises its teachers because they are at the forefront of our workforce. Your commitment to teaching will be rewarded with excellent conditions and support.

Teaching with the department provides an opportunity to pursue a fulfilling career while also meeting family, personal and lifestyle needs. We offer our teachers:

- competitive salary levels;
- generous superannuation schemes and leave benefits;
- flexible work arrangements;
- a work / life balance;
- induction and mentoring;
- professional development opportunities; and
- incentives for employment in rural, remote and regional areas.

Best of all, if you're a qualified and committed teacher and you're prepared to take your skills where they're most needed, you could be teaching in no time.

Our teaching environments can range from a one-teacher school to one with more than 2000 students, from single or multi-age classes to teaching across a cluster of schools. Queensland state schools and teachers are encouraged to respond to the needs and opportunities of their local communities in their curriculum.

Employment Opportunities

The Department of Education and Training needs high achieving and skilled professionals who are dedicated, enthusiastic, flexible and team-orientated to teach in our schools across Queensland.

On average 1500 new permanent teachers are employed each year and a significant number of other teachers are offered temporary positions to accommodate the generous leave conditions offered to permanent employees.

All offers of employment are vacancy driven and aim to match school workforce needs with each individual's expertise.

Applicants can increase their chances of employment by nominating to work in non-metropolitan areas, which can offer opportunities for valuable experience and advancement.

Rewards and Benefits

Teachers permanently employed in Queensland state schools have access to a broad range of employment conditions and benefits in addition to earning very competitive salaries. Details of current salaries can be accessed through the DET website at

<http://education.qld.gov.au/hr/recruitment/administrative/docs/salarieschedule.xls>

Rewards and benefits include:

- flexible employment options;
- 14 weeks maternity leave with full pay;
- family responsibility leave of up to seven years;
- long service leave of 1.3 weeks for every year of service - available after seven (7) years of teaching with the department;
- study leave and other special leave;
- salary packaging;
- incentives for teaching in remote areas; and
- locality allowance for service in specified locations.

Remote Area Incentives Scheme

The Remote Area Incentives Scheme (RAIS) aims to encourage teachers to teach in rural and remote schools and to remain in those schools beyond the minimum service period. It provides a range of benefits to teachers in schools and other educational facilities in identified remote locations.

RAIS includes:

- cash benefits;
- extended emergent leave;
- induction programs for newly appointed teachers;
- subsidised housing in certain areas;
- additional leave entitlements; and
- generous transfer and relocation expense assistance in certain areas.

Partners for Success

The Partners for Success (P4S) strategy targets teachers who have expertise, enthusiasm and the capacity to teach in challenging remote Indigenous contexts. We have a targeted strategy to recruit and select quality teachers from a range of teaching backgrounds to work together to significantly improve outcomes for Aboriginal and Torres Strait Islander students.

Eligible teachers will also receive:

- priority professional development including a three phase induction program designed to support experienced and newly graduated teachers working in remote Identified Indigenous schools;
- professional development from the Indigenous Schooling Support Unit (ISSU) including cross cultural awareness, second language pedagogy and behaviour management;
- opportunities for interaction with Indigenous communities;
- access to relevant teaching resources;
- involvement in learning communities (discussion lists, interactive technologies);
- incentives under the Remote Area Incentives Scheme (RAIS); and
- pre-service, in-service and post-service professional development including a comprehensive induction program designed to prepare teachers for employment in Indigenous communities.

For more information about the Partners for Success Strategy please refer to <http://education.qld.gov.au/schools/indigenous/strategies/part-for-success.html>

Employment Options

The department supports flexible work practices and provides a number of employment options for teachers.

We employ teachers on the following basis:

- permanent full-time;
- permanent part-time;
- temporary (contract); and
- casual (relief).

The department considers temporary and casual teachers to be a vital component of its workforce.

If an applicant wishes to apply for permanent and/or temporary employment as well as casual employment, they must undertake the assessment process for teacher employment.

Permanent Employment

Teachers employed on a permanent full-time basis are required to work ten (10) days per fortnight. Those employed on a permanent part-time basis are generally employed for two (2) to nine (9) days per fortnight and their salary and entitlements apply on a pro-rata basis.

Permanent appointments are made to vacancies that have been identified by a region and have not been filled by a permanent teacher seeking transfer or a permanent teacher returning from leave.

Applicants do not have to submit a separate [Application for Teacher Employment](#) form to each region.

Once an application for permanent employment has been submitted and accepted, the applicant's details will automatically be placed on the list of teacher applicants seeking employment in each region/district indicated on their application form.

Applicants for permanent employment should ensure that they have nominated location preferences which identify the regions that they are willing to relocate to or commute within on a daily basis. Applicants need to consider that restricted location preferences may significantly limit their employment opportunities.

A permanent teacher is required to serve a fixed probationary period of eight (8) months from the date of commencement.

Applicants should be aware that as a permanent teacher with DET, they may be required to teach in less preferred schools and/or geographical locations, as all teachers are likely to be required to transfer at some stage during their teaching career with the department. Teacher Transfers are arranged in accordance with the departmental *Teacher Transfer Guidelines*. These guidelines provide DET with an open and manageable process which facilitates the equitable staffing of all Queensland state schools.

Temporary Employment

A temporary teacher is engaged for vacancies that generally coincide with leave taken by permanent employees.

Teachers employed on a temporary (contract) basis are generally engaged for periods of six (6) days or more on a full or part-time basis. Some temporary appointments may be for five (5) days to cover specific types of leave.

Applicants for temporary employment should ensure that they have nominated location preferences that identify the regions that they are willing to relocate to or commute within on a daily basis.

Casual Employment

Casual, 'relief' or 'supply' teachers can be engaged for a minimum of two (2) hours to a maximum of five (5) hours per day, usually during the absence of a teacher on short-term leave, for up to five (5) consecutive days. Casual teachers are employed in accordance with the Teacher Relief Scheme.

Casual employment requires teachers to be available usually at quite short notice and therefore within their local area.

The application process for casual employment does not include a formal assessment because applicants seeking casual employment only are not required to have a suitability ranking.

To register for casual employment, applicants complete an [Application for Teacher Employment](#) form and submit, together with the necessary documentary evidence, to the Teacher Applicant Centre. Once an application has been submitted and accepted, the applicant's details are automatically placed on the list of casual teachers in each region identified on their application form.

Applicants do not have to submit a separate [Application for Teacher Employment](#) form to each region.

The Teacher Applicant Centre will forward a letter to the applicant confirming that they have been placed on the appropriate casual teacher list/s for the nominated region/s. Applicants should ensure that they only nominate regions within a reasonable travel distance from their place of residence. Applicants should also ensure that their personal details and preferences are kept up to date. Applicants needing to update their personal details and preferences must contact the Teacher Applicant Centre.

To be included on the casual teacher list, an applicant must ensure their Queensland teacher registration is current.

Principals regularly receive copies of the casual teacher list. However, applicants may also like to personally advise schools in their preferred locations of their availability. Applicants wishing to be included on the list at the beginning of each school year are requested to reactivate their application for casual employment annually with the Teacher Applicant Centre, to ensure that the information provided to schools on this list is accurate.

Applications for casual employment will remain active until the end of the year or expiry date of their Queensland teacher registration, whichever occurs first.

TRACER

Applicants who wish to apply for casual employment are also encouraged to register with the department's Teacher Relief and Contract Employment Register (TRACER). TRACER is a departmental service that assists many schools in the effective management of their teaching workforce by sourcing and booking casual and temporary teachers.

For further information and to register with TRACER refer to their website:

<http://www.tracer.qld.edu.au>

Offers of Employment

Offers of employment are dependent upon the number and nature of vacancies. Offers are made on the basis of:

- teaching capabilities;
- location preferences;
- availability;
- suitability ranking; and
- merit.

Once a vacancy has been identified, the regional human resource team runs a report to identify current applicants seeking employment within that regional location for the specific curriculum area/ learning phase required. Therefore an applicant's teaching capabilities and location preferences are the most important determinants of offers of employment.

Applicants need to consider that restricted location preferences may significantly limit their employment opportunities.

The suitability ranking is an administrative tool used by the department to identify an applicant's suitability for employment in state schools, but does not on its own determine whether an applicant is offered employment. The suitability ranking is used to differentiate within the identified pool of applicants, who meet the teaching capabilities and location requirements of each vacancy.

To fill vacancies, regional human resources teams must consider permanent teachers with the relevant teaching capabilities who have requested a transfer or are returning from leave before they have an opportunity to appoint new applicants.

Offers of permanent or temporary employment may be made by telephone, fax, email or post. It is therefore essential that all personal contact details are kept up to date. Once an offer is accepted, the acceptance will be confirmed in writing.

Reference can be made to the definition of merit in the [Public Service Act 2008](#) (Division 4, Part 4).

Employment Conditions

It is a condition of permanent employment with the department that teachers may be required to work anywhere in Queensland to meet state-wide staffing requirements.

Permanent teachers should expect that they will be required to teach in locations not necessarily of their choosing during their career, as all teachers are likely to be required to transfer at some stage.

This condition applies to all teachers appointed on a permanent basis regardless of location preferences at the time of application for teacher employment.

The *Teacher Transfer Policy* enables teachers employed on a permanent basis to apply for a transfer to vacancies that exist in other locations on an annual basis. A system of accumulated transfer points, based on the length of service in a specific location, provides the basis for determining the success of requests for transfer, in conjunction with relevant vacancies in each region.

Suitability to Teach in State Schools

On completion of the assessment process (refer to page 21) and after verification of the applicant's eligibility for employment, applicants will be assigned a suitability ranking. This suitability ranking is an administrative tool used by the department to identify an applicant's suitability for employment as a teacher in state schools.

The suitability ranking is used to differentiate within the pool of applicants who meet the teaching capabilities and location requirements of each vacancy.

The suitability rankings used by the department are as follows:

- Outstanding Applicant (OA);
- High Performing Applicant (HA);
- High Sound Applicant (HS);
- Sound Applicant (LS);
- Marginal Applicant (MA); and
- Unsuitable Applicant (US).

The suitability rankings are described in detail at [Appendix 2](#).

Applicants who are deemed to be 'Marginal' will not be eligible for permanent or temporary employment. They can request a reassessment after completing 100 days of casual teaching. Information about the reassessment process is provided on page 25 of this guide.

Applicants who are deemed to be 'Unsuitable' are not eligible for permanent, temporary or casual employment as a teacher in a Queensland state school.

Notification of Suitability Ranking

Suitability rankings for all applicants will be published on the department's Make a Difference. Teach. website at <http://www.teach.qld.gov.au>

Suitability rankings notifications will be updated on a regular basis, depending on the timing of the assessment process and will be available:

- For end of year graduates – from the end of February the year following course completion;
- For mid year graduates – from the end of September of the year of course completion;
- For general applicants and reassessments – approximately six weeks following completion of the assessment interview;
- For LOTE and IM assessment interviews – approximately six weeks following completion of the assessment interview.

Applicants will be able to access their ranking based on their department identification number, ensuring the confidentiality of the ranking process.

Applicants who are deemed to be 'Unsuitable' or 'Marginal' will be advised by the department in writing soon after the assessment process, to ensure that they are aware of the implications for their employment as a teacher in a Queensland state school.

Effective Life of Suitability Ranking

The suitability ranking, once assigned, will remain valid for two (2) years unless the applicant is permanently employed as a teacher in a Queensland state school or does not undertake an eligible period of temporary or casual employment during this time.

For applicants who are not permanently employed in a Queensland state school, the suitability ranking has an effective life of two (2) years. At the end of two (2) years, applicants must have satisfied the minimum work requirement to retain their suitability ranking.

The minimum work requirement for an applicant to retain their ranking for another two (2) years is 20 days continuous temporary (contract) employment or an aggregated 40 days of temporary and/or casual employment in a Queensland state school.

Once an applicant is permanently employed in a Queensland state school, the suitability ranking is no longer applicable and becomes void. Should a teacher resign and seek re-employment at a later date they are required to undertake the assessment process to be assigned a current suitability ranking.

A suitability ranking can only be changed by reassessment. Refer to page 25 for information about reassessments.

Probation Period

On permanent appointment, a new teacher employed by the department is required to undergo a period of probation.

The probationary period assists the department to understand an individual teacher's skills, knowledge and abilities and provide support in areas identified as requiring further development. It is also a significant aid to an employee in planning career and setting developmental goals.

The standard probation period is eight (8) months from the date of commencement of duty. This probation period may only be extended in exceptional circumstances.

During the probationary period a teacher will be expected to demonstrate proficiency in:

- classroom management;
- interpersonal relationships;
- curriculum development; and
- teaching and learning.

Assessment of a new employee's performance and conduct will occur during the probation period. The Principal or Principal's delegate manages this process within the individual school context.

Where an employee is dismissed during the probationary period, unless the dismissal is for an invalid reason (e.g. Discrimination), the Queensland Industrial Relations Commission does not have any jurisdiction to deal with an application for unfair dismissal.

Agreement to the foregoing, indicated by the applicant's signature, shall constitute a written agreement for the purposes of s.72 Dismissals of the [Industrial Relations Act 1999](#).

Recognition of Prior Teaching or Industry Experience

Prior teaching/industry experience may be recognised for salary classification purposes for temporary or permanent employment.

Statements of service and other relevant documentation (e.g. trade certificates) must be certified and submitted to the Teacher Classification Team (TCT) (refer to contact details on page 10). The TCT will assess the statements for relevance, appropriateness and impact on teacher classification and salary. Applicants employed in a temporary or permanent capacity who have not submitted CERTIFIED support documentation will need to do so as per the guidelines below.

All applications for an adjustment to salary classification levels via the recognition of prior teaching or industry experience must be accompanied by a statement of service from the previous employer/s for which affiliated/certified school or institution the applicant has worked.

Documentary Evidence

A statement of service is a document that satisfies the following criteria:

- an original or certified copy of an original document;
- must be on the letterhead of the organisation for the affiliated/certified school or institution;
- provides the location details of the institution;
- specifies the exact nature of the employment performed and position held;
- specifies the exact commencement and cessation dates of employment;
- indicates whether or not any periods of unpaid leave were taken; if no leave without pay was taken then the statement must show 'nil leave taken';
- provides the commencement and cessation dates of any unpaid leave; and
- indicates periods of full-time or part-time employment.

If employment is/was part-time, hours worked per week must be provided.

N.B.: Casual service on an irregular basis is not recognised by the department for classification purposes. To recognise casual service, six (6) or more consecutive days in one location are required, or a pattern of working consecutive weeks on the same days at the one location needs to be established.

Upon Appointment

An application for recognition of prior teaching/industry experience must be submitted within one (1) month of appointment as a teacher. Supporting documentation (statement of service) must be received by the Teacher Classification Team within three (3) months.

Failure to meet these timelines will result in your classification level being increased only from the date final documentation is received.

Please forward statements of service, which meet the above criteria to: Teacher Classification Team, Human Resource Services, Department of Education and Training, PO Box 15033, City East Qld 4002.

Teacher Registration

To be eligible to be employed as a teacher in Queensland, teachers must obtain teacher registration from the [Queensland College of Teachers](#) (QCT).

To enquire about teacher registration, contact:

Queensland College of Teachers	
Floor 10 Sherwood House 39 Sherwood Road Toowong Qld 4066	Telephone (07) 3377 4777 Email – enquiries@qct.edu.au Website – www.qct.edu.au

Graduate Applicants

Applicants in their final year of a preservice teacher education program should apply for registration during the final semester of their preservice teacher education program.

Registration applications from graduate applicants will be finalised once the QCT has been advised by the relevant Queensland Higher Education Institution that all program requirements have been attained.

Provisional Teacher Registration

Most teachers are initially awarded Provisional Teacher Registration with the QCT. The period of provisional registration represents a supported induction into the teaching profession in Queensland. It forms part of the continuum of ongoing development from preservice education to career long learning.

To be eligible for full registration, teachers must complete the QCT's provisional to full registration process. The process for moving from provisional to full registration is different to the employee probation process that needs to be undertaken by new teachers. Information about moving from provisional to full registration is available from the QCT's website at: <http://www.qct.edu.au/>

Professional Standards for Queensland Teachers

The *Professional Standards for Queensland Teachers* have been developed by the QCT for entry to and ongoing membership of the teaching profession in Queensland.

The standards describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools demonstrate. The standards celebrate, articulate and support the varied nature of a teacher's work.

An overview of the ten *Professional Standards for Queensland Teachers* is provided as Appendix One.

Further information about the *Professional Standards for Queensland Teachers* is available from the QCT website at: <http://www.qct.edu.au/standards/index.html>

Code of Ethics for Teachers in Queensland

The teaching profession has an expectation of high standards of ethical behaviour from its members.

The Code of Ethics developed by the QCT provides a formal framework of ideals designed to guide and encourage all teachers to achieve these high standards of ethical behaviour and professionalism in their dealings and relationships with students, families, caregivers, colleagues and the broader community.

The Code of Ethics for Teachers in Queensland is available from the QCT website at:
<http://www.qct.edu.au/conduct/codeofethics.html>

Working with Children Check Requirements

Instrumental Music Instructors, Community and Assistant Teachers are not required (not eligible) to obtain teacher registration but are still required to submit an *Application for Teacher Employment* form.

They are required to obtain a Blue Card to work with children. Under the *Commission for Children and Young People and Child Guardian Act (2000)*, people who work with children under 18 in particular businesses or categories of paid or voluntary employment, must undergo employment screening.

Applicants who hold current Queensland teacher registration do not need to obtain a Blue Card.

The Commission for Children and Young People and Child Guardian website can be accessed at <http://www.ccypcg.qld.gov.au> and provides information on how the Working with Children Check and blue card system operates. Blue card application forms can also be accessed from this website.

Applying for Employment as a Teacher

The following section outlines the application and assessment process for applicants wishing to seek employment as a teacher in a Queensland state school.

The application and assessment process is designed to give applicants the opportunity to demonstrate and detail their:

- professional knowledge and academic achievement;
- professional experience;
- work and life experience; and
- community commitment.

The Application for Teacher Employment process consists of three elements:

- completion of the [Application for Teacher Employment](#) form;
- submission of a [Professional Folio](#); and
- attendance at an [interview](#).

Applicant Categories

DET has two categories of applicants for teacher employment as follows:

- **Graduate Applicants**
Graduate applicants are applicants who have no prior teaching service or whose prior teaching service does not qualify them for general applicant status. Graduate applicants must be eligible for teacher registration with the QCT.
- **General Applicants**
General applicants are applicants who can substantiate, through the provision of documentary or other evidence, that they have successfully completed a minimum of one (1) continuous year of teaching service with a recognised education authority and are eligible for teacher registration with the QCT. General applicants are eligible for temporary (up to maximum one semester duration) and casual employment and are assigned a temporary suitability ranking (T4) pending the outcome of their suitability assessment. General applicants must undertake a suitability assessment should they be seeking permanent employment or temporary employment greater than one semester in total.

Applicants for Specialist Areas

Applicants for specialist teaching areas such as Languages Other Than English (LOTE) and Instrumental Music are required to undertake an additional proficiency assessment to confirm their eligibility for employment in these areas.

For detailed information refer to 'Assessment of Specialist Skills' on page 23 of this Guide.

Languages Other Than English (LOTE)

LOTE applicants are required to undergo a language proficiency assessment to demonstrate their written and oral competency in the language. A high level of competence and language awareness in the language and English must be demonstrated at an interview.

LOTE assessment interviews will be conducted in response to identified LOTE workforce demands and only after applicants have been assigned a suitability ranking through the suitability assessment process coordinated by regions. A LOTE proficiency assessment interview may therefore not be immediately offered to an applicant.

LOTE vacancies occur in schools across Queensland and therefore limited location preferences may impact on your eligibility for employment as a LOTE teacher.

Instrumental Music

Applicants applying for Instrumental Music Instructor/Teacher positions are required to undergo an Instrumental Music proficiency assessment. A high level of competence and music knowledge must be demonstrated at an interview.

Disclosure of Personal Information

Applicants are required to disclose information regarding criminal conviction offences. The Queensland College of Teachers conducts criminal history checks on all applicants for teacher registration and undertakes regular checks on all registered teachers.

The Commission for Children, Young People and Child Guardian conducts criminal history checks on all applicants who require a Blue Card.

Private/sexual relationships

The department has a strict policy and code of conduct concerning private employee relationships with Queensland state school students and the laws of the state apply in every respect.

Teachers, while employed by the department, are prohibited from engaging in a sexual relationship with any Queensland state school student aged under 18 years of age, unless prior approval from the department has been given to the continuation of an existing lawful relationship.

If you have an ongoing lawful sexual relationship with a Queensland state school student aged under 18 years of age and wish to be employed as a teacher with DET, you must confidentially declare this information to the department's Ethical Standards Unit, on telephone (07) 3234 1514, prior to commencing employment with the department.

Failure to make this declaration prior to commencing employment with the department could result in termination of your employment or other disciplinary action being taken. A declared relationship may continue after employment commences provided that there is no conflict between the private relationship and the proper performance of work duties.

Convictions

All applicants for school based positions are required under Section 9A (Disclosure of particulars in special cases) of the *Criminal Law (Rehabilitation of Offenders) Act 1986*, to disclose information regarding criminal convictions for certain offences.

Disclosures are necessary even though it may be possible to legally deny the existence of these offences under the rehabilitation period. This includes, but is not limited to, offences related to drug misuse, offences of a sexual nature, abductions and offences against liberty and morality. Disclosure is required whether the offences were committed in or outside of Queensland.

Details of any criminal convictions or documentation pertaining to the outcome of an investigation by a teachers' registration authority should be submitted in an envelope marked "Confidential" with the Application for Teacher Employment form. Criminal history and other background checks may be conducted by the department to verify the information provided prior to the commencement of duty.

Application Process

The application process aims to identify an applicant's suitability for employment as a teacher in a Queensland state school. The application process in conjunction with the assessment process assists in ensuring the most suitable applicant is appointed to each vacancy.

All applicants for teacher employment (Graduate and General) are required to:

- complete an *Application for Teacher Employment* form;
- submit a Professional Folio; and
- attend an interview.

Applicants must submit their [Application for Teacher Employment form](#), directly to the Teacher Applicant Centre (TAC). Once the application form has been processed by TAC, applicants will receive a letter welcoming them to DET. This will include written notification advising them of their departmental identification number and providing them with information about how to access the relevant regional processes for the submission of the Professional Folio and to schedule an interview.

The Application for Teacher Employment process draws upon the *Professional Standards for Queensland Teachers* established by the QCT. The standards describe the abilities, knowledge, understandings and professional values that teachers in Queensland schools must demonstrate.

A number of elements within the application and assessment process refer to the ten (10) standards of the *Professional Standard for Queensland Teachers* which are focused on three (3) areas:

- teaching and learning;
- building relationships; and
- reflective practice.

An overview of the *Professional Standards for Queensland Teachers* is provided as [Appendix One](#).

Detailed descriptions about each of the *Professional Standards for Queensland Teachers* are available at: <http://www.qct.edu.au/standards/index.html>

Application for Teacher Employment Form

The [Application for Teacher Employment form](#) provides applicants with the opportunity to provide the department with information about their:

- teaching capabilities;
- location and employment preferences;
- qualifications;
- teaching and other employment history; and
- skills and competencies.

It is important that applicants provide as much information as possible on the application form. Applicants are advised that applications not completed correctly or not supported by appropriate documentary evidence will be delayed. Applicants should read the [Guide to Completing the Application for Teacher Employment Form](#) carefully before completing and submitting their application form.

The [Application for Teacher Employment form](#) must be downloaded from the DET website at: www.teach.qld.gov.au

Submission of the Application Form

The *Application for Teacher Employment* form needs to be submitted as early as possible to ensure that the department is aware that you are interested in seeking employment as a teacher in a Queensland state school and to enable the relevant region to organise an interview for you.

The *Application for Teacher Employment* form must be submitted directly to the Teacher Applicant Centre (TAC) at: PO Box 469, Ipswich Qld 4305. TAC will provide written confirmation that the application has been received, providing a departmental identification number.

Applicants must keep a photocopy of the written confirmation that their application form has been received by TAC as this must be included in their Professional Folio.

For graduate applicants it is recommended that you lodge your application for employment as early as possible in the year you are completing your qualification to ensure you can be considered for offers of employment with a commencement date as early as the Semester following completion of your course.

For general applicants, submission of your application for teacher employment can occur at any time.

Graduate applicants seeking employment in high demand teaching preference areas (eg. Senior Maths/Science, Special Education and Industrial Design and Technology) are encouraged to submit their application as early as possible so that a suitability ranking interview can be arranged and early offers of employment can be made during your final year.

The department cannot guarantee that graduate applications received after August each year will be processed in time for a suitability ranking assessment to be undertaken and an offer of employment for the commencement of the following school year to be made.

For further information about completing the [Application for Teacher Employment form](#), including details of the documentary evidence required, please refer to the [Guide to Completing the Application for Teacher Employment Form](#) available from the DET website at www.teach.qld.gov.au

Teacher Applicant Centre (TAC)

The Teacher Applicant Centre's role is management of the processing of all applications for teacher employment. Please direct all enquiries regarding your application to TAC, including requests to update and/or change preferences and personal details.

Any enquiries regarding the suitability ranking process should be directed to the human resources team in the regional office responsible for your interview process.

TAC staff do not make offers of employment. Any enquiries regarding employment opportunities should be directed to the human resources team in the regions you have indicated as preferred locations for employment.

Professional Folio

Every applicant is required to prepare and submit a Professional Folio (Folio). The Folio provides applicants with an opportunity to provide documentary evidence about their skills, knowledge and experience and is an important component of the application and assessment process.

The Folio is provided to the interview and assessment panel prior to the interview to ensure that the panel can review the documentary evidence and identify the issues for clarification through the interview process.

The department requires the Folio to include specific documentary evidence as follows:

Graduate Applicants	General Applicants and Reassessments
<ul style="list-style-type: none"> • Application acknowledgement letter from Teacher Applicant Centre (copy) • Professional Experience Reports • DET Professional Experience / Internship Overviews (two) • Personal Statement • Referee Statements (two) • Academic transcripts for teacher education program to date • Academic transcripts for other qualifications • Curriculum vitae 	<ul style="list-style-type: none"> • Statements of Service • Personal Statement • Referee Statements (two) • Academic transcripts for teacher education program • Academic transcripts for other qualifications • Curriculum vitae • Recent DET payslip

The above documentary evidence is the only evidence required to be submitted in the Folio. To ensure that the application and assessment process is equitable, any additional documentary evidence submitted by applicants will not be considered by the interview panel.

It is the applicant's responsibility to ensure that all required documentation is provided at the time of submission. Failure to submit all required documentation will delay the interview and assessment process.

Graduate Applicant Acknowledgement Letter (Copy)

Graduate applicants are to include a photocopy of the letter of receipt received from TAC advising that their application has been received and their departmental identification number.

General Applicant – Recent Payslip (Copy)

General applicants or applicants undertaking a reassessment interview are to include a photocopy of the a recent Department of Education and Training payslip.

Professional Experience Reports

Graduate applicants are required to provide copies of all professional experience reports completed by supervising or mentor teachers. These reports will provide information about the contexts in which professional experiences have been undertaken and will provide a picture of the development of relevant skills and knowledge.

DET Professional Experience / Internship Overview

As part of the application process, DET has developed a *Professional Experience / Internship Overview* (Overview) to be completed by supervising and mentor teachers. The Overview provides a

common format for considering the skills, knowledge and experiences of preservice teachers from all Higher Education Institutions (HEI). The [DET Professional Experience/Internship Overview](#) must be downloaded from the website at www.teach.qld.gov.au

Supervising and mentor teachers are required to provide honest and explicit information about the preservice teacher in regards to their demonstration of the [Professional Standards for Queensland Teachers](#), at a level commensurate with their experience. An overview of the ten (10) *Professional Standards for Queensland Teachers* is provided as [Appendix One](#).

Separate information is available for supervising and mentor teachers to assist them with completing the [DET Professional Experience/Internship Overview](#). This can be downloaded from the department website at www.teach.qld.gov.au

All graduate applicants are required to provide two (2) *DET Professional Experience/Internship Overviews*, from their final two (2) professional experiences and/or internship. This should provide information about the applicant in at least two (2) different educational contexts and from at least two (2) different supervising or mentor teachers.

It is the graduate applicant's responsibility to approach their supervising/mentor teacher about completing the Overview and to ensure it is submitted in the Folio. In instances where there has been more than one supervising or mentor teacher during a professional experience, the Overview should be completed collaboratively by the relevant supervising and mentor teachers.

Interview panels may contact supervising or mentor teachers to seek clarification of information provided in the Overview prior to, or after the interview.

Personal Statement

The Personal Statement (Statement) provides applicants with an opportunity to emphasise their suitability for employment as a teacher in a state school. The personal nature of the statement enables applicants to highlight the skills, knowledge and attributes that they can offer as a potential employee.

The statement should be no more than 500 words and can be provided in paragraph or dot point format.

Some suggestions for the personal statement include:

- linking teaching capabilities and practice to relevant departmental reforms and initiatives;
- highlighting and providing examples of demonstration of the [Professional Standards for Queensland Teachers](#);
- linking previous work and life experiences and community involvement with the role of teachers in Queensland state schools;
- discussing the role of reflective practice in regards to teaching and learning; and
- outlining teaching career aspirations.

It is not anticipated that applicants will try to address all of the above in their statement as these are provided as suggestions only.

Referee Statements

Applicants (General and Graduate) are required to include two (2) [Referee Statements](#) in their Folio.

The [Referee Statement](#) template must be downloaded from the website at www.teach.qld.gov.au

The *Referee Statement* requires applicants to identify two (2) referees who are able to comment about their demonstration and understanding of the Teaching and Learning, Building Relationships and Reflective Practice clusters of *Professional Standards for Queensland Teachers*, at a level commensurate with their experience.

It would be advantageous for referees to have worked with or observed the applicant in a classroom practice situation so that they can comment explicitly and honestly. At least one (1) referee must be a school based person who has worked with or supervised the applicant.

Possible referees include:

- supervising or mentor teachers;
- Heads of Department or Curriculum;
- Deputy Principals;
- Principals; and
- teaching colleagues.

A non-school based referee must be a supervisor who has worked directly with the applicant in an employment or voluntary context and can provide comment in relation to the *Professional Standards for Queensland Teachers*.

Interview panels may contact referees to seek clarification of details provided in the statement prior to or after the interview.

Academic Transcripts for Teacher Education Program

All applicants must provide certified copies of academic transcripts related to their pre-service teacher education program.

Graduates must provide copies of transcripts outlining teacher education courses completed to date.

Academic Transcripts for Other Qualifications

All applicants must provide certified copies of academic transcripts for other tertiary qualifications that they have completed.

Curriculum Vitae

All applicants are required to include a curriculum vitae (CV)/resume of no more than three (3) pages.

The CV provides an opportunity for applicants to detail their work and life experiences, community involvement and other skills and competencies that they can offer as a teacher in a Queensland state school.

The CV should also include details of membership of relevant professional associations and networks and relevant professional development activities that they have undertaken.

Applicants who have had extensive and relevant non-teaching work experience may also like to provide contact details for up to two (2) professional referees.

Statements of Service

All general applicants are required to provide detailed statements of service from previous organisations where they have been employed as a teacher. This does not include employment as a teacher with the Department of Education and Training.

A statement of service is a document that satisfies the following criteria:

- an original or certified copy of an original document;
- must be on the letterhead of the organisation for the affiliated/certified school or institution;
- provides the location details of the institution;
- specifies the exact nature of the employment performed and position held;
- specifies the exact commencement and cessation dates of employment;
- indicates whether or not any periods of unpaid leave were taken; if no leave without pay was taken then the statement must show 'nil leave taken';
- provides the commencement and cessation dates of any unpaid leave; and
- indicates periods of full-time or part-time employment. If part-time, hours worked per week must be provided.

N.B.: Casual day-to-day service on an irregular basis is not recognised by this department for classification purposes. To recognise casual service, six (6) or more consecutive days in one location

are required, or a pattern of working consecutive weeks on the same days at the one location needs to be established.

Submission of the Professional Folio

The Professional Folio must be submitted to the Interview and Assessment Panel Chair at least one (1) week prior to the scheduled interview time.

Applicants will receive information about where to submit their Folio from the relevant regional office or directly from the Panel Chair.

The Folio can be submitted in hard copy or electronic format. If provided in hard copy format three (3) copies must be provided.

The [Professional Folio Cover Page](#), provided as Appendix Four, must be attached when submitted. It can also be downloaded from the departmental website at: www.teach.qld.gov.au

Following the interview the Folio will be returned to the applicant. It may be returned at the end of the interview or soon after the interview and assessment process is completed.

A copy of your Folio is not required to be provided to the Teacher Applicant Centre at any time.

Interview and Assessment Process

In addition to the [Application for Teacher Employment form](#) and [Professional Folio](#), all applicants for permanent or temporary teacher employment must undergo the interview and assessment process.

Applicants are required to access the information about the relevant regional process for submitting the Professional Folio and for scheduling an interview. This information is available from the departmental website at: www.teach.qld.gov.au and from the relevant regional office.

The interview and assessment process provides applicants with an opportunity to have a professional conversation with a panel of experienced teachers and school administrators about their teaching skills, knowledge and experiences. It also provides the panel with an opportunity to clarify the evidence provided by the applicant in the Folio.

The interview will be of approximately 30 minutes duration for all applicants. In instances where general applicants have not had any recent teaching experiences in Queensland schools, the interview may exceed 30 minutes to ensure the applicant has an opportunity to demonstrate their skills, knowledge and experience.

Interview and Assessment Panels

Panels are formed at the discretion of each regional office and in response to the number of applicants requiring interviews across the school year.

Each panel will consist of a minimum of two (2) and maximum of four (4) panel members. Members should also be from more than one school to ensure the objectivity and moderation of the assessment process.

All panel members will be registered and experienced teachers from Queensland state schools. Panel members may include:

- Principals;
- Deputy Principals;
- Heads of Department (HOD) or Curriculum (HOC) or Special Education (HOSE); and
- classroom teachers.

The panel will not include teachers who have supervised graduate applicants during their professional experiences. Supervising and mentor teachers are able to provide information about the graduate applicant through the *DET Professional Experience/Internship Overview* and the *Referee Statement*.

At least one (1) week prior to the interview, panel members will receive the applicant's Professional Folio. Regions will advise applicants about when and where to submit their Folio.

Panel members will meet prior to the scheduled interview time to discuss the documentary evidence provided by the applicants in their Folio. They may contact referees and supervising or mentor teachers to verify the documents submitted by the applicant and to seek further information or clarification.

Interview Process

The focus of the interview is to provide the applicant and panel members with an opportunity to discuss the applicant's skills, knowledge and experiences.

The panel chair will facilitate a professional conversation between the panel members and the applicant to discuss the applicant's teaching capabilities and suitability for employment as a teacher in a Queensland state school.

During the 30 minute interview, panel members may seek clarification of aspects of the Professional Folio submitted by the applicant.

Questions asked by the interview panel will be specific to the individual applicant and will seek to provide applicants with an opportunity to clarify and discuss the documentary evidence provided in the Folio. Applicants may also be asked to draw upon their experiences to give examples of their teaching practice, ability to build relationships and reflective practices.

Whilst there are no set questions, some examples of the types of questions that may be asked include:

- Discuss the process you use to develop a unit of work and how you incorporate assessment.
- Explain the literacy and numeracy demands of your chosen key learning area (KLA) and how you would teach them.
- Explain the possible diversity of children in your class and how you would cater for their needs;
- Give an example of something that you did during your professional experiences that worked very well. Why did it work? How do you know?
- From your previous experiences and reflecting on the *Professional Standards for Queensland Teachers*, what areas of your professional practice need further development?
- What strategies would you implement to create and maintain a safe and supportive learning environment?
- What experience have you had at being a member of a team and/or contributing to a team throughout your professional experiences?

Please note that this is not an exhaustive list, but provides some examples of questions that panels may ask to gain further detail or clarification about the applicant's suitability for employment as a teacher in a Queensland state school.

During the interview applicants may have an opportunity to present additional documentary evidence of their teaching practice, ability to build relationships and reflective practices.

What to Bring to the Interview

Applicants are encouraged to bring no more than two (2) additional pieces of documentary evidence to the interview. Formal and digital presentations will not be permitted to ensure that the interview does not exceed the available timeframe.

It is suggested that applicants give serious consideration about providing documentary evidence that builds on that provided in the Folio. For example, graduate applicants should consider the strengths identified in the Professional Experience Reports, the *DET Professional Experience/Internship Overviews* and the *Referee Statements* and bring documentary evidence that demonstrates those strengths.

Some suggestions of documentary evidence to bring to the interview include:

- a unit plan developed by the applicant;
- an assessment item developed by the applicant;
- a resource developed by the applicant for colleagues or students; and
- an example of student work.

The above is not an exhaustive list of documentary evidence, but provides some examples of the types of evidence that applicants may wish to consider taking to their interview.

Assessment Process

Following the interview, panel members will consider the evidence provided in the Professional Folio, the professional conversations with the applicant at the interview and the additional evidence provided to determine the applicant's suitability for employment as a teacher in a state school.

The Panel Chair is responsible for completing a report about the applicant's suitability for employment, including indicating the suitability ranking awarded by the panel. The report is submitted directly to TAC where the details are added to the applicant's application for teacher employment. The suitability ranking will be accessed by regional human resource teams when considering applicants for vacancies which match their teaching capabilities, location preferences and availability.

Assessment of Specialist Skills

Applicants for specialist teaching areas such as Languages Other Than English (LOTE), Instrumental Music are required to undertake an additional proficiency assessment to confirm their eligibility for employment in these areas.

Languages Other Than English (LOTE) Applicants

Applicants for LOTE teaching positions are required to undergo a language proficiency assessment to demonstrate their written and oral competency in the language. The proficiency interview will generally be undertaken after the applicant has been awarded a suitability ranking through the application for teacher employment process.

A high level of competence and language awareness in the language and English must be demonstrated during the assessment.

Please note that LOTE Proficiency Assessments will be conducted in response to identified LOTE workforce demands and only after applicants have been assigned a suitability ranking through the suitability assessment process coordinated by regions. A LOTE proficiency assessment interview may therefore not be immediately offered to an applicant.

LOTE vacancies occur in schools across Queensland and therefore limited location preferences may impact on your eligibility for employment as a LOTE teacher.

Information about the LOTE Proficiency Assessment is provided in the [LOTE Proficiency Assessment Overview](#) available from the department's website at www.teach.qld.gov.au.

To request a LOTE Proficiency Interview, applicants must complete section 4(d) of the [Application for Teacher Employment Form](#) available from the department's website at www.teach.qld.gov.au.

Enquiries regarding LOTE assessment processes or the LOTE curriculum should be directed to the Queensland LOTE Centre, by email (LOTECentre.TCHLEARN@deta.qld.gov.au) or telephone (07) 3360 7500.

Instrumental Music Applicants

Applicants for Instrumental Music Instructor positions will have their instrumental music proficiency assessed by panellists with specific instrumental expertise. Applicants who wish to apply for both instrumental music and classroom music positions will also be required to have their instrumental music proficiency assessed. Applicants who are applying for classroom music positions only are not required to undergo the instrumental music assessment process.

These applicants need to submit a written request to have the instrumental music proficiency assessment arranged. Assessments will only be arranged on receipt of this form.

To obtain and complete the [application for Instrumental Music assessment](#), download the form from the department's website at www.teach.qld.gov.au.

All applications for an instrumental music proficiency assessment should be clearly marked 'INSTRUMENTAL MUSIC ASSESSMENT REQUEST' and sent to Workforce Operations Unit, Department of Education and Training, PO Box 15033, City East Qld 4002.

Please direct all enquiries regarding the Instrumental Music assessment process to the Instrumental Music coordinator at the regional office closest to your place of residence.

Feedback

Applicants may wish to seek feedback about the application and assessment process.

A request for feedback should be submitted in writing, such as via email to the Panel Chair. The request can be submitted no earlier than one (1) week after the interview has occurred. Requests for feedback should be received within three (3) months of the interview.

Panel Chairs will provide written feedback within ten (10) days of receiving the request for feedback.

Feedback provided to applicants will include:

- strengths identified by the panel;
- areas for development identified by the panel; and
- strengths and weaknesses of the Professional Folio.

Feedback will not include details of the suitability ranking awarded by the interview panel. Please refer to page 8 for information about notification of suitability ranking.

Recognition of Diversity

The department recruits and selects applicants from diverse backgrounds in order to achieve a workforce which reflects the diversity within the community.

In recognition of the diversity of applicants, the assessment may be varied in certain circumstances.

Aboriginal applicants and Torres Strait Islander applicants

An applicant who wishes to identify as an Aboriginal or Torres Strait Islander and who would prefer to have someone with expertise in cross-cultural issues to be a member of the panel should request this when their interview is being arranged.

Overseas-trained applicants from a non-English-speaking background

An applicant who is an overseas-trained teacher who wishes to identify as being from a non-English-speaking background and wishes to have someone with expertise in cross-cultural issues to be a member of the panel should request this when their interview is being arranged.

Applicants with a disability

Applicants who identify as a person with a disability and who require reasonable adjustment in the application or selection process should discuss their needs with the Senior Human Resource Consultant in the relevant regional office or the panel chair when their interview is being arranged.

Appeals and Reassessment

Appeals

Applicants may appeal against the assessment process if they believe fair and equitable practices have not been followed.

Applicants are unable to appeal against a suitability ranking determined by the assessment process.

Appeals against the assessment process should be submitted in writing to the Regional Human Resource Manager of the region where the applicant's assessment was undertaken.

An appeal against the assessment process must be lodged within three (3) working days of the applicant's interview with the assessment panel and must clearly outline the basis for appeal.

Where the Regional Human Resource Manager determines that sufficient grounds exist for the appeal to be upheld, another assessment will be arranged.

Reassessments

Reassessment of an individual's suitability ranking may be initiated by an individual applicant or by the department. Reassessment may result in an increase, maintenance or reduction in the suitability ranking.

Applicants for reassessment must submit a Professional Folio and attend an interview the same as new applicants. Details about the Professional Folio and Interview and Assessment Process are outlined on pages 17 to 24.

Reassessment Initiated by an Applicant

Applicants who have performed temporary or casual work

Applicants who have performed a total of 100 days of temporary employment and/or casual teaching may apply for reassessment.

Applicants must submit a request for reassessment in writing to the Regional Human Resource Manager in the region in which they are working. Service in a non-state school location must be supplied by appropriate documentation with the reassessment request.

The Regional Human Resource Manager or delegate is responsible for determining whether the request contains sufficient grounds for a reassessment.

Applicants will be advised of the outcome of a request for reassessment by the relevant Regional Human Resources Manager.

Other Applicants

Applicants who have not performed the minimum required period of temporary and/or casual employment may request reassessment on the basis of enhanced teaching skills.

Requests must be in writing and clearly explain how the applicant's skills have been enhanced.

The request must be submitted to the Regional Human Resource Manager in the region in which they reside. The Regional Human Resource Manager or delegate is responsible for determining whether the request contains sufficient grounds for a reassessment.

Applicants will be advised of the outcome of a request for reassessment by the relevant Regional Human Resources Manager.

Reassessment Initiated by the Department

The department may initiate reassessment of an applicant if a variance between the quality of the work performed by the applicant and the level of their suitability ranking has been identified.

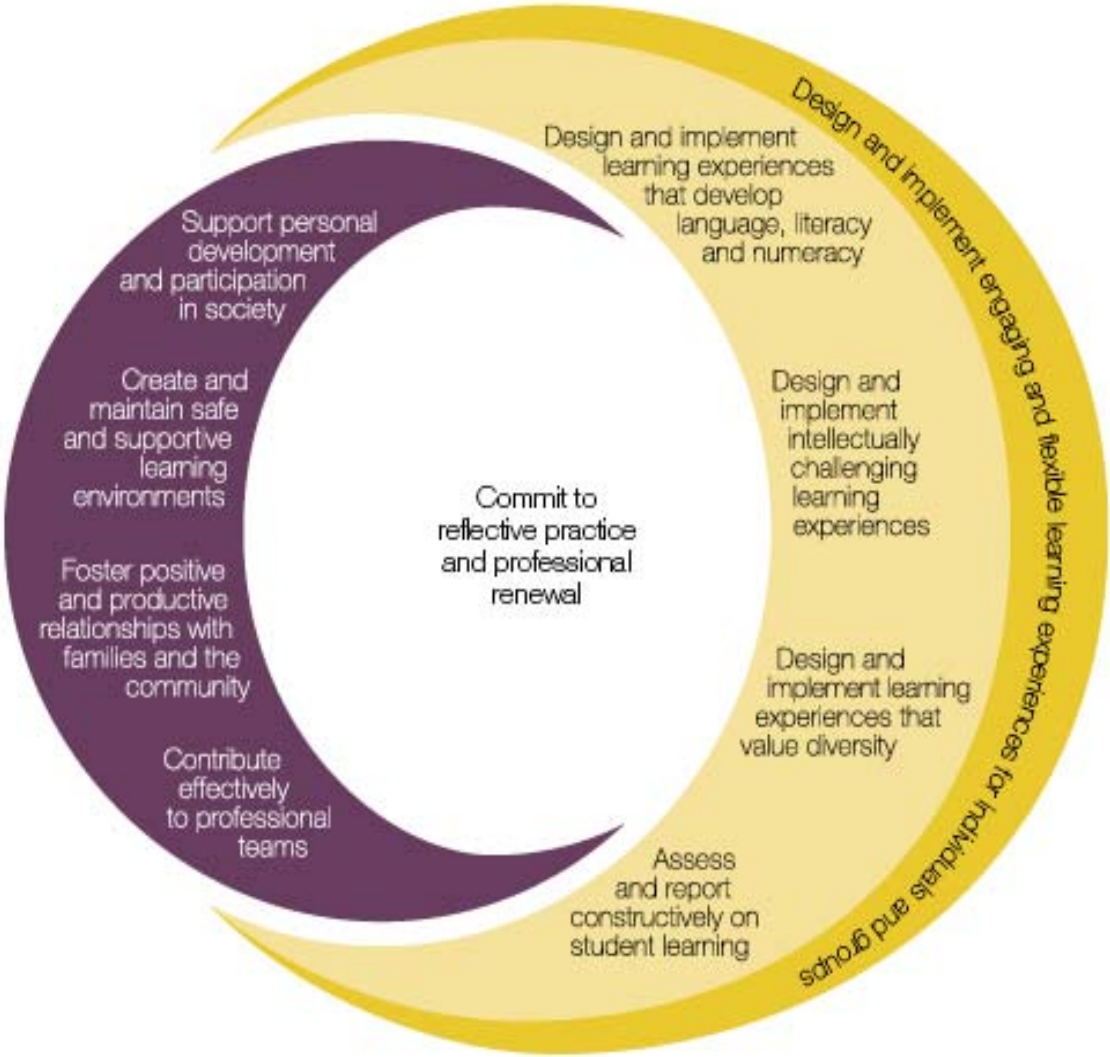
The minimum period of service of 100 days does not apply in these circumstances. The reassessment may result in the applicant's suitability ranking increasing, being maintained or decreasing.

The applicant's supervising principal must document all relevant information regarding an applicant's suitability ranking and current performance and forward the documentation to the Regional Human Resource Manager in their region for consideration. Documentation must include specific examples or instances of behaviour or performance that would warrant a reassessment.

Reassessments initiated by the department do not have to follow the full formal assessment process.

Appendix One: Professional Standards

The *Professional Standards for Queensland Teachers* was developed by the Queensland College of Teachers.



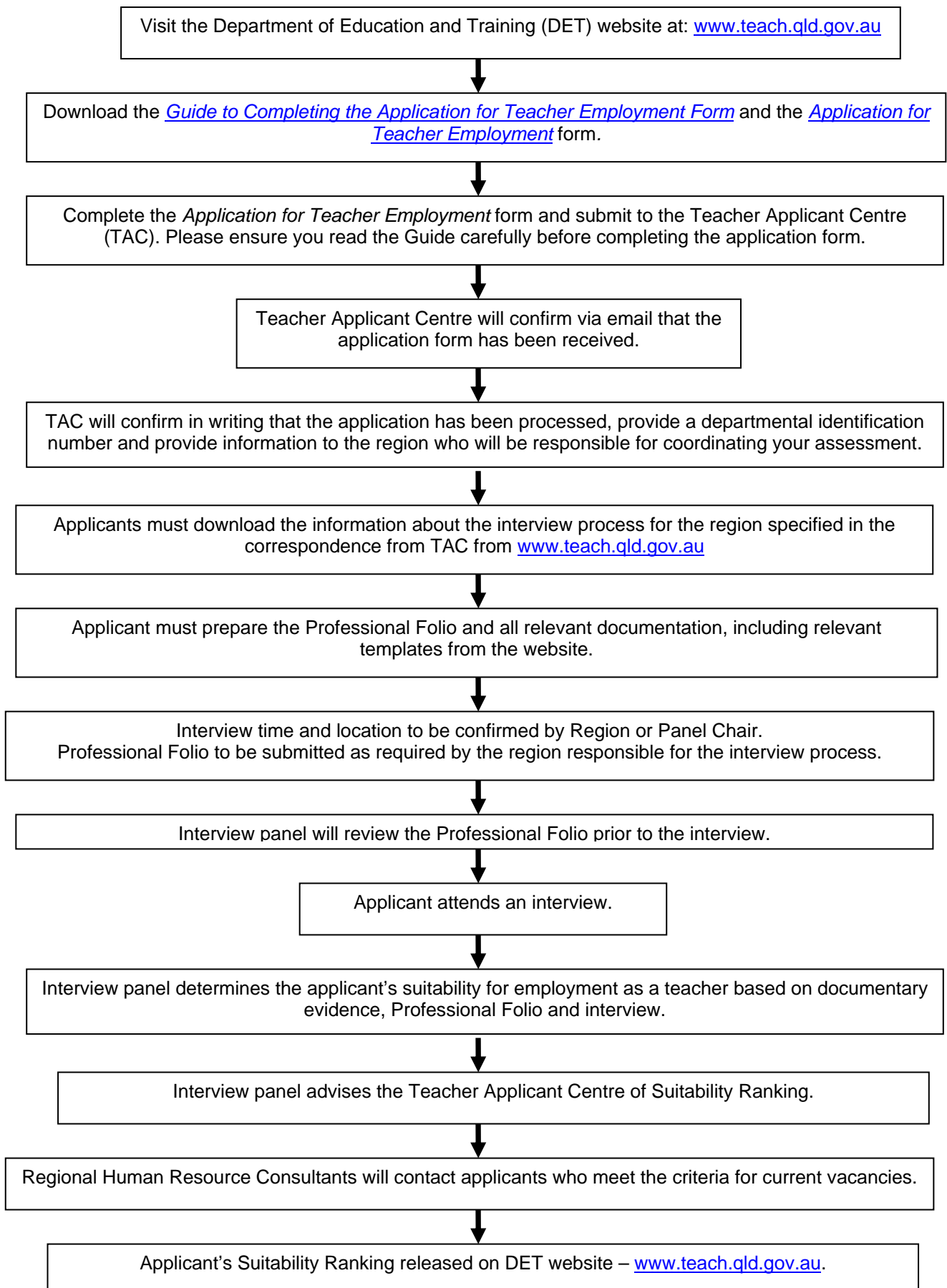
The Professional Standards for Queensland Teachers

Please refer to the Queensland College of Teachers website for greater detail.
<http://www.qct.edu.au/>

Appendix Two: Suitability Ranking Descriptors

Ranking	Descriptor - (to be considered commensurate with the applicant's level of experience)	Eligibility for Employment
Outstanding Applicant	<p>Excels in all areas</p> <p>The applicant consistently and independently demonstrates a thorough understanding and application of all of the <i>Professional Standards for Queensland Teachers</i> and is able to systematically link his/her understanding to his/her own practice at a level commensurate with his/her experience.</p> <p>The applicant would be able to be an effective teacher in any Queensland school context and would be a very valuable addition to any school staff and community.</p>	Eligible for permanent, temporary or casual (relief) employment.
High Performing Applicant	<p>Excels in most areas</p> <p>The applicant demonstrates a clear understanding of all of the <i>Professional Standards for Queensland Teachers</i> and can effectively discuss relevant evidence from his/her professional experience at a level commensurate with his/her experience.</p> <p>The applicant would be able to be an effective teacher in most Queensland school contexts and would be an asset to any school staff.</p>	Eligible for permanent, temporary or casual (relief) employment.
High Sound Applicant	<p>Excels in some areas</p> <p>The applicant demonstrates an understanding of most of the <i>Professional Standards for Queensland Teachers</i> and can coherently discuss relevant evidence from his/her professional experience at a level commensurate with his/her level of experience.</p> <p>The applicant would be able to be an effective teacher in most Queensland school contexts and would be able to contribute to any school staff.</p>	Eligible for permanent, temporary or casual (relief) employment.
Sound Applicant	<p>Meets most requirements</p> <p>The applicant demonstrates that he/she is consolidating an understanding of most of the <i>Professional Standards for Queensland Teachers</i> and is beginning to explore options in classroom practice at a level commensurate with his/her level of experience.</p> <p>The applicant should be able to be an effective teacher within the Queensland state school context and would be able to contribute to any school staff.</p>	Eligible for permanent, temporary or casual (relief) employment.
Marginal Applicant	<p>Meets some requirements</p> <p>The applicant inconsistently identifies and uses the <i>Professional Standards for Queensland Teachers</i> to support student learning at a level commensurate with his/her experience but has the potential with further development to achieve a Sound Applicant ranking.</p> <p>More experience in schools is recommended through 100 additional days of teaching (casual/relief) experience before being reconsidered for a ranking and permanent employment.</p>	Eligible for casual (relief) employment only. NOT eligible for permanent or temporary employment.
Unsuitable Applicant	<p>Does not meet requirements</p> <p>The applicant demonstrates a limited ability to identify and use the capabilities described in the standards to support student learning. The applicant is unsuitable for employment as a teacher with Education Queensland.</p> <p>Applicant is NOT suitable for permanent, temporary or casual (relief) teacher employment at this time.</p>	Not eligible for employment.

Appendix Three: Application Process Overview



Appendix Four: Professional Folio Cover Page

[Please download a copy of the cover page from the website.](#)



Queensland Government

Professional Folio Cover Page

Please complete the cover page and attach it to your Professional Folio.

Name _____

Identification No _____ (Your ID number is on your acknowledgement letter from the Teacher Applicant Centre)

Contact Phone Number/s: _____

Contact Email Address: _____

Applicant Type: Graduate General Reassessment

Graduate Applicants

Dates of final professional experience/internship: _____

Final professional experience/internship school: _____

General Applicants

Current school (if applicable): _____

Sector/s:

Early Childhood Primary Middle School Secondary Special Education

Teaching areas *(please list specific middle/secondary curriculum or specialist areas)*

Location Preferences: State-wide Yes No *(if no, please list preferred regions below)*

Professional Folio Checklist - Please ensure that your folio contains all of the required documentation.

Graduate Applicants	General Applicants and Reassessments
<input type="checkbox"/> Application acknowledgement letter from Teacher Applicant Centre (copy)	<input type="checkbox"/> Recent DET payslip (original or copy)
<input type="checkbox"/> Professional Experience Reports	<input type="checkbox"/> Statements of Service
<input type="checkbox"/> DET Professional Experience / Internship Overviews (two)	<input type="checkbox"/> Personal Statement
<input type="checkbox"/> Personal Statement	<input type="checkbox"/> Referee Statements (two)
<input type="checkbox"/> Referee Statements (two)	<input type="checkbox"/> Academic transcripts for teacher education program to date
<input type="checkbox"/> Academic transcripts for teacher education program to date	<input type="checkbox"/> Academic transcripts for other qualifications
<input type="checkbox"/> Academic transcripts for other qualifications	<input type="checkbox"/> Curriculum vitae
<input type="checkbox"/> Curriculum vitae	