

**Submission for consideration under s8(1)(a)(ii) and s9(1)(a)(ii) (for applicants with teaching experience who have not attained a prescribed qualification)****Introduction**

As an applicant who has not obtained the qualifications currently prescribed in the Education (Queensland College of Teachers) Regulation 2005, you may have your application for teacher registration assessed under s8(1)(a)(ii) and s9(1)(a)(ii) of the *Education (Queensland College of Teachers) Act 2005* (the Act).

The information requested in this application will enable the QCT to establish whether your *education, demonstrated abilities, experience, knowledge and skills* satisfy the requirements of the *Australian Professional Standards for Teachers* for the purpose of teacher registration.

**Submission requirements:**

- a completed online *Application for Teacher Registration* if not already submitted ([www.qct.edu.au/Registration/new.html](http://www.qct.edu.au/Registration/new.html))
- the signed confirmation page and certified copies of all required documents if not already submitted, and
- a structured professional portfolio. The portfolio must be presented in the prescribed format, as outlined below.

**The structure of the portfolio**

The Portfolio comprises four (4) sections. You must complete all sections of the portfolio using the Portfolio Submission proforma and Referee Report proforma.

**Section A** - A summary of your personal details and educational qualifications.

**Section B** - A summary of your employment history, including a copy of an official statement of service from each employer. (Documents provided previously do not need to be re-submitted.)

**Section C** - Three completed written tasks, which are described in detail on the following pages.

**Section D** - Two (2) completed Referee Reports that address each of the standards in the *Australian Professional Standards for Teachers*. These reports are to be completed using the Referee Report Proforma. At least one (1) report must be completed by a member of the organisation's administration / leadership team (eg Principal, Head of Department) who has had direct responsibility for supervising you as a teacher.

**Instructions for submission of the portfolio:**

- One *unbound* copy of the portfolio to be submitted by post
- The portfolio is to be presented using the prescribed portfolio submission proforma
- The portfolio, including associated evidence and supporting documentation, should be presented single-sided on white A4 paper, using Arial font type and size no smaller than 11pt. Avoid using sticky notes and dividers, to assist scanning of the document
- The written responses to the portfolio tasks are to comply with specified length limitations
- All evidence items are to comply with points listed for evidence in the *explanatory notes*
- Referee Reports are to be presented in the prescribed format

**Portfolios which do not comply with requirements for format and quantity or are incomplete in any way will be returned to applicants for refinement and re-submission.**

**Eligibility for teacher registration**

Your eligibility for Provisional or Full registration will be assessed on the basis of whether you satisfy the experience requirement in the regulation, as well as the level at which you have successfully demonstrated achievement of the standards.

**INSTRUCTIONS FOR PREPARING THE PORTFOLIO****EVIDENCE REQUIRED FOR ALL PORTFOLIO TASKS IN SECTION C**

The portfolio presented must cover a broad scope of your knowledge, practice and engagement as a teacher. The goal is to demonstrate achievement of each of the seven Standards taking account of each of the descriptors. The description for each task must clearly refer to specific descriptors of the Standards and the evidence provided. A piece of evidence can address multiple descriptors.

**For all tasks, each item of EVIDENCE needs to be:**

- labelled to identify the standard descriptors addressed and the task to which it relates
- selected to illustrate your achievement of the identified standards and descriptors for the task
- your own work or the outcomes of your work i.e.: a curriculum planning document, a sample of a learner's work, your written feedback provided to the learners, records of assessment moderation, or examples of modifications made to curriculum to cater for individual student needs
- able to be verified . (Please provide the name, position and contact details of a relevant person with appropriate/sufficient knowledge of your teaching practice who would be able to provide verification of the evidence).

**TASK ONE - DEMONSTRATED EXPERIENCE IN PLANNING AND IMPLEMENTING LEARNING EXPERIENCES AND ASSESSMENT, PROVIDING FEEDBACK AND REPORTING ON STUDENT LEARNING**

As an applicant for teacher registration you need to show (and provide supporting evidence of) how you meet the requirements for each descriptor of **Standards Three and Five** as well as **descriptors 2.2 and 2.3 of Standard Two**, of the *Australian Professional Standards for Teachers* at the Graduate or Proficient career stage. The description may be up to **three A4 pages** in length.

You are required to provide a concise, reflective and evidence-based description of a learning sequence (for example, 4-6 lessons) linked to an assessment task you have designed and implemented (evidence provided must be able to be verified). In this description, you should:

- include a reflective comment about how the learning outcomes for the sequence were identified and used in its delivery (accompanied by documentation if available);
- outline how student learning was assessed (with feedback provided) and reported on;
- indicate how the assessment of student learning influenced the learning sequence and/or was used in future planning (accompanied by documentation if available) and
- refer to the relevant descriptors of the standards and the evidence provided.

The key points in your description must be supported by evidence. The evidence should illustrate your approach to the design, implementation and review of the learning sequence and assessment task/s. Each item of evidence should be labelled to identify the standard descriptors addressed. Up to five (5) pieces of evidence may be provided. **This must include one detailed instructional plan, an assessment task and up to three other items of evidence.**

The other items of evidence could include:

- a document showing how the learning sequence was planned
- samples of learner's work emanating from the sequence of learning
- learning resources developed and used by the applicant in delivering the learning sequence
- extracts from your reflective journal
- learning materials modified for use with learners with special needs
- process/materials used to gather information on learners
- a sequence of three (3) or four (4) annotated photographs illustrating a learning activity
- notes from observation/s of teaching by an administrator or supervisor.

**TASK TWO – DEMONSTRATED AWARENESS AND EXPERIENCE IN ADDRESSING CONTEMPORARY CURRICULUM AND PEDAGOGICAL REQUIREMENTS RELEVANT TO SCHOOL EDUCATION**

In this section, you need to show how you meet the requirements of **Standards One, Two and Four** of the *Australian Professional Standards for Teachers* at the Graduate or Proficient career stage.

You are required to provide a concise, reflective and evidence based account, supported by evidence, of two or three different learning experiences (i.e.: a focused lesson involving an individual learner or a group of learners) that they have designed and implemented in a learning context. The learning experiences selected need to illustrate your capacity to demonstrate the standards listed above (1, 2 and 4).

In providing a description of each learning experience, which should not be more than **two A4 pages in length**, you are required to:

- describe the learning experience, making reference to the standards descriptors demonstrated throughout
- provide up to three (3) pieces of evidence that show how the relevant standards were met, and label the evidence to identify the standard descriptors addressed
- identify any problems or issues that emerged when implementing the learning experience and the approach taken to addressing these problems or issues.

It is not necessary that all three standards are covered in each learning experience. However, evidence provided must demonstrate that across the learning experiences, all descriptors of Standards One, Two and Four have been achieved. (Note: Descriptors 2.2 and 2.3 of Standard Two are included in Task 1.)

**Example: Learning Experience**

A teacher described a group decision-making activity focused on the priorities for Australia's overseas aid program. In the exercise the students were required to assess different aid proposals for a specific country and in groups decide which projects would be funded from a limited budget. The teacher then discussed the exercise with the class focusing on the relative advantages of long and short-term projects; who should make decisions about aid – the donor or the recipient; – and how the groups made their decisions.

The description of the learning experience was supported with annotated evidence to illustrate how the teacher:

- Used teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning
- 2.1 Applied knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
- 2.5 Applied knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement
- 4.1 Established and implemented inclusive and positive interactions to engage and support all students in classroom activities
- 4.2 Established and maintained orderly and workable routines to create an environment where student time was spent on learning tasks
- 4.5 Incorporated strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

The evidence that this applicant could present to support his or her description of the learning experience may include:

- lesson plans that demonstrate the teacher's understanding of the particular group and individuals' specific learning needs, and strategies to effectively manage student interactions and classroom resources
- excerpts from group reports illustrating how the learners engaged with higher order concepts
- learner feedback on the activity commenting on how they accommodated different views inside their groups
- the debriefing strategy showing how the applicant encouraged students to reflect on effective group work and decision making.

### **TASK THREE – DEMONSTRATED COMMITMENT TO PROFESSIONAL LEARNING AND ENGAGEMENT WITH COLLEAGUES, PARENTS AND THE COMMUNITY.**

As an applicant for teacher registration you are to provide a concise, evidence based self-assessment of your development as a professional and your capacity to meet **Standards Six and Seven** of the *Australian Professional Standards for Teachers* at the Graduate or Proficient career stage. You need to make reference to your teaching experience in discussing the standards. Reference should be made to specific descriptors of the standards. **This statement must not exceed one A4 page in length.**

You may provide up to **three pieces of evidence** to support your statement. Each item of evidence should be labelled to identify the standard descriptors addressed. Suitable examples may include evidence of:

- reflection on practice to identify professional development needs
- involvement in targeted professional development activities (e.g. activities related to student learning needs, personal performance areas, and school/system priorities)
- participation in collegial discussion and application of feedback from colleagues to improve knowledge and practice
- understanding of codes of ethics and conduct, and compliance with legislative, administrative, organisational and professional requirements
- respectful collaborative relationships established with parents/carers
- participation in professional and community networks.