

Guide to COMPLETING YOUR APPLICATION FOR TEACHER EMPLOYMENT

This guide is provided to assist applicants to complete their *Application for Teacher Employment*. Applicants are advised that applications not completed correctly or not supported by the appropriate documentary evidence will delay data entry of applicant details. Applicants should therefore read the guide carefully before completing and submitting their application.

The guide outlines the application and assessment processes involved for applicants seeking employment as a teacher with Education Queensland.

Types of Teacher Employment

Education Queensland is the State's major employer of teachers. Teachers are employed in the following capacities:

Permanent full-time: Teachers work for 10 days per fortnight. The entitlements and conditions of employment are outlined in the *Teachers' Award – State*.

Permanent part-time: Teachers are employed for 2-9 days per fortnight. Salary and entitlements apply on a pro-rata basis.

Temporary/Contract: Teachers are engaged for periods of six days or more and maybe either on a full-time or part-time basis.

Casual: Casual, 'relief' or 'supply' teachers can be engaged on an hourly basis, usually during the absence of a teacher on short-term leave.

Applicants may elect to apply for one or more of these employment types.

Applicants are required to disclose information regarding criminal conviction offences. The Queensland College of Teachers conducts its own checks on any criminal history of applicants for registration.

Teaching Opportunities in Queensland State Schools

It is a condition of permanent employment with Education Queensland that teachers may be required to work anywhere in Queensland to satisfy statewide staffing requirements. Permanent teachers should expect that they will be required to teach in locations not necessarily of their choosing at some time in their career, as all teachers are likely to be required to transfer at some stage. **This condition applies whether or not applicants express restricted location preferences for initial appointment on their *Application for Teacher Employment* form.**

The Teacher Transfer Policy enables teachers who have served in areas other than their preferred locations to apply for transfer to vacancies that exist in more preferred locations. A system of accumulated transfer points provides the basis for determining the relative priority of requests for transfer.

Education Queensland provides a Remote Area Incentives Scheme (RAIS) to encourage teacher applicants to consider teaching in designated rural and remote areas of the state. (See Appendix 3.)

Note: Applicants for Years 8-12 only

It is preferable that teachers in these year levels are able to teach in **more than one subject area**. This facilitates the capacity to provide education services through effective timetabling, curriculum and placement of staff.

Applicant Types

1. 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. Graduates are classified into three (3) groups:

GR 1 – a Queensland graduate who is completing their final professional experience in an Education Queensland state school or college;

GR 2 – a Queensland graduate who is completing their final professional experience in a non-state school in Queensland; and

GR 3 - an interstate or overseas graduate, to whom GR1, GR2 or General applicant does not apply.

2. 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 continuous year of permanent teaching service with a recognised education authority and are eligible for teacher registration with the Queensland College of Teachers.

3. Applicants for Specialised Areas

Specialised teaching areas include:

- a) LOTE (Languages Other Than English).
- b) Instructor positions in Music or Dance.

LOTE applicants will have their assessment for their teaching suitability rating made in line with the procedures for their applicant type, but will also undergo a language proficiency assessment. This is coordinated by the Employment Services Unit, Central Office. For further information refer to “*Assessment of Specialist Skills*” on page 9 of this guide.

Applicants for Instrumental Music Instructors positions will be required to gain an Instrumental Music proficiency assessment.

Applicants who are not eligible (not required to obtain) Queensland College of Teachers (QCT) Registration may still use the *Application for Teacher Employment* form to submit the employment application. For example: Instrumental Music and Dance Instructors, Community and Assistant Teachers and Scholarship Holders.

However, these applicants 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.

The Commission for Children and Young People and Child Guardian website can be accessed at <http://www.childcomm.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 on the Commission for Children and Young People and Child Guardian website.

NOTE: Instrumental Music and Dance Teachers with QCT registration should apply either as a graduate or general applicant and preference Instrumental Music or Dance as one of their subject preferences.

How to Apply

Step1: Check your eligibility - Do you have Queensland Teacher Registration?

Teacher Registration

To be eligible to teach in Queensland, applicants must first obtain teacher registration with the Queensland College of Teachers.

To inquire 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 – <http://www.qct.edu.au>

Applicants in their **final year of a preservice teacher education course** should apply for registration as soon as their teacher education course is completed. Registration applications will be processed once Universities have advised the Queensland College of Teachers that course requirements have been attained.

Step 2: Complete the Application for Teacher Employment Form

The *Application for Teacher Employment* form must be completed in full. Information provided in this guide and on the form itself will assist applicants to work through and complete their application. The applicant can complete the application on the computer then print it out or print first and complete in writing.

Step 3: Attach documentary evidence

Your application can only proceed if it is accompanied by CERTIFIED copies of the following documents.

DO NOT SEND ORIGINALS.

- The applicant's **birth certificate** or a short extract the applicant's birth entry (if born in Australia or New Zealand); OR citizenship certificate, OR evidence of permanent residency status together with the page of the applicant's passport which states their country of birth, OR work permit/visa stamp in passport, together with the inside main page of the applicant's passport.
- The applicant's **current certificate of Queensland College of Teacher Registration**. The receipt for lodging application for registration is not acceptable.

NB: If you are a student applicant you will not be able to provide your certificate of registration with your application. You should forward evidence of your registration to the Teacher Applicant Centre as soon as it is obtained.

- **Award certificate and full transcripts of results**. If an applicant has overseas qualifications the applicant must present full transcripts of their results and should provide English translations if necessary. GR1 and GR2 applicants must provide a full transcript of results to date.
- Official **statements of service** from previous employers other than Education Queensland, for whom the applicant has worked as a teacher. The statement/s should show actual starting and finishing dates, whether employment was full-time, part-time, temporary or casual, and should state any periods of leave without pay, or a nil total for leave without pay if none was taken. This information will be used to assist in determining the applicant's commencement salary.
 - An application for recognition of prior teaching/industry experience must be submitted within 1 month from the date of appointment. Supporting documentation, Statement of Service, meeting the specified guidelines, must then be received in the Teachers Classification Team within 3 months from the date of appointment.
 - Failure to meet these timelines will result in an applicant's teacher salary classification level being increased only from the date final documentation is received by the Teacher Classification Team, PMB 15158, City East, Qld 4002.

- For further information in relation to Statement of Service please refer to Appendix 4.
- The names of two professional referees. The referees nominated should be able to provide detailed comments about the applicant's ability in relation to the selection criteria. General applicant's referees should, where possible, be qualified people from locations at which the applicant has taught. GR2 or GR3 applicants must have as one of their referees, recent professional experience (teaching practicum) principal or supervisor. GR1 applicants may nominate people other than their professional experience supervisors as referees. Please ensure that the people nominated are willing to act as professional referees.
- Graduate applicants must also provide copies of all professional experience (teaching practicum) reports to date.

Changes of name appearing on any of these documents should be accompanied by relevant documentary evidence (e.g. deed poll, marriage certificate). **All documents must be certified by an authorised person, such as a principal or their nominee, personnel from a district education office, a Justice of the Peace, a Commissioner for Declarations or a solicitor.**

If it is impossible for an applicant to provide certain evidence, the applicant must provide written advice detailing the circumstances with their application.

Step 4: Written statement addressing the selection criteria (Optional)

Applicants for permanent full-time, permanent part-time, and temporary employment have the option to include a written statement to help establish their ability in relation to the selection criteria. Provision of this statement is optional.

The statement, if provided, will be used as another data source by the assessment panel. In preparing the written statement, applicants should note the following points.

- Statement should be no longer than 1000 words. The number of words you use in addressing each of the four criteria may vary.
- Support any reference to educational theory with examples of your experience of putting theory into practice.
- Address each selection criterion separately.
- Give examples of successful projects you have initiated or participated in.
- Draw on all experiences when addressing the criteria. This includes your academic studies, classroom teaching experiences or other relevant special-interest activities.

Step 5: Submit your Application

The locations at which the applicants submit their application are aligned to their applicant type.

Graduate applicants who complete their final professional experience in a Queensland State School (GR1) submit an *Application for Teacher Employment* form together with necessary documentation to the principal of the state school at which they are completing their final professional experience.

Graduate applicants who complete their final professional experience in a non-state school in Queensland (GR2), are to submit an *Application for Teacher Employment* form together with necessary documentation to the Teacher Applicant Centre. (See Appendix 5 of this guide for the mailing address of the Teacher Applicant Centre)

Graduate applicants from interstate or overseas (GR3), and general applicants also submit their *Application for Teacher Employment* form together with necessary documentation to the Teacher Applicant Centre. (See Appendix 5 of this guide for the mailing address of the Teacher Applicant Centre)

Only one application needs to be submitted, regardless of the number of employment types or geographical locations you nominate. Application details are recorded on the department's Human Resources Management Information system and is available to each of the Regional Offices across the State.

Receipt of an application will be acknowledged in writing. This acknowledgement does not imply any assurance of appointment.

Notification of changes:

It is an applicant's responsibility to keep Education Queensland informed of any change to their application information. Advice of the relevant changes should be sent in writing to the Teacher Applicant Centre.

The Assessment Process

Applicants for permanent full-time, permanent part-time, or temporary teacher employment, must undergo an assessment process. The assessment process is designed to give applicants the opportunity to demonstrate their teaching skills, knowledge and abilities.

The type of assessment process is determined by applicant type, as explained below.

SUITABILITY TO TEACH

On completion of the assessment process and after verification of the applicant's eligibility for employment, applicants will be assigned a suitability rating which is a measure of the extent to which panels believe applicants meet the selection criteria. This suitability rating is a measure of suitability to teach. The suitability profile is outlined in Appendix 2 of this guide.

The Teacher Applicant Centre will notify applicants, in writing, of their suitability rating.

FEEDBACK

Written feedback will also be provided to all applicants along with advice of their suitability rating.

Feedback will comprise a copy of the applicant's assessment record for teacher employment that is completed by the panel chair during the assessment/selection process.

ASSESSMENT PROCESSES

An applicant's ability to meet the selection criteria is measured against standards and profile characteristics as shown in Appendix 2. Applicants are not directly compared with one another.

As referred to previously, the assessment process is determined by applicant type. The processes are as follows:

GR1 applicants

(a Queensland graduate who is completing their final professional experience in an Education Queensland state school or college)

GR1 applicants will be assessed during their final professional experience (practicum). The assessment will be a data-gathering process, which consists of three stages, all of which take place during the final professional experience at a state school.

1. Review of application materials

Applicants should submit their *Application for Teacher Employment* form together with necessary documentation to the principal at the commencement of their final professional experience at a state school.

2. Professional experience

Towards the end of the final professional experience, the assessment panel, consisting of a minimum of 2 people, including the school principal or nominee, will meet to discuss the extent to which you meet the selection criteria.

The panel will consider data from a variety of sources including:

- observations of your classroom teaching (formal and informal);
- review of your preparation and planning materials;
- all materials submitted with your application (including previous professional experience reports, academic record and other documentation provided);
- informal observations and interactions.

3. Interview

After the panel has considered the available information, and prior to the completion of the professional experience, the applicant will be asked to participate in an interview.

This interview is comprised of two parts:

- A short presentation (up to 10 minutes) by you on your achievements during the professional experience as related to the selection criteria, and/or strengths in relation to the selection criteria.
- Questions (up to 20 minutes) from the panel to verify and/or clarify any aspect of the data collected by the panel or claims made by you.

The panel may also contact nominated referees to verify claims made.

GR2 and GR3 applicants

(GR 2 – a Queensland graduate who is completing their final professional experience in a non-state school in Queensland; and

GR 3 - an interstate or overseas graduate, to whom GR1, GR2 or General applicant does not apply)

GR2 and GR3 applicants who wish to be considered for temporary or permanent teaching engagements should contact the Regional Office closest to their residential address to request a formal assessment be completed. This request should be in writing and submitted during the final professional experience or as soon as practicable. Please refer to Table G on page 31 of this guide for further information regarding Regional Office addresses.

An assessment will be arranged by the Regional Office. If the Teacher Applicant Centre has already received the *Application for Teacher* Employment form and associated documentation this will be forwarded to the Regional Office nominated on the application form to assist in the arrangements for the assessment rating. The same process applies to both GR2 and GR3 applicants. Assessments consist of two stages:

1. Review of application materials

The assessment panel will consider all materials submitted with the application, including previous professional experience reports or work history, academic record, and any other supporting documentation.

2. Formal interview

All GR2 and GR3 applicants will undergo an interview, which will focus on a work sample you provide to the panel. Applicants must bring this work sample with them to the interview. Where the interview is not face-to-face, applicants should provide a copy of their work sample to the panel beforehand.

Work sample/s should enable the applicant to display and communicate their abilities in relation to selection criteria 1 and 2. It may take the form of:

- a unit of work and/or series of lessons prepared and delivered during professional experience, temporary or casual employment or other previous teacher employment; or
- a unit of work and/or series of lessons prepared specifically for the interview; or
- other relevant materials as determined by you.

The interview consists of two main parts:

- a short presentation (up to 10 minutes) by you.
Your presentation must focus on the work sample you provide to the panel and specifically address selection criteria 1 and 2. The presentation structure is up to you.
- questions (up to 30 minutes) from the panel to gather information across all selection criteria and to verify and/or clarify any claim made by you or any aspect of data collected by the panel prior to the interview.

The panel will also contact your referee/s to verify claims made.

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 continuous year of permanent teaching service with a recognised education authority and are eligible for teacher registration with the Queensland College of Teachers.)

General applicants are eligible for temporary and casual employment and are assigned a temporary T4 rating pending the outcome of their suitability assessment.

General applicants can be assessed through either a performance based assessment or a formal assessment.

Performance-based assessment

Performance-based assessment is conducted while a general applicant is in temporary and/or casual employment. The assessment process consists of three stages.

1. Review of application materials

The panel responsible for the assessment will consider all materials submitted with the application, including previous professional experience reports and/or work history, academic record and other supporting documentation.

2. Professional experience

Panellists may draw on their knowledge of your employment with Education Queensland in order to assess your ability to meet the selection criteria. This knowledge may come from:

- observations of your classroom teaching (formal and informal);
- review of the preparation and planning materials you use during employment;
- all materials submitted with your application;
- informal observations and interactions;
- information provided by school personnel from other locations at which the applicant has worked;
- information provided by school personnel who have had significant contact with the applicant during their employment with Education Queensland—for example head of department, deputy principal, cooperative teaching partner.

3. Interview

After the panel has considered the available information, the applicant will be asked to participate in an interview with the panel.

This interview is usually comprised of two parts:

- A short presentation (up to 10 minutes) by you on your achievements as a teacher as related to the selection criteria; and/or your strengths in relation to the selection criteria.
- Questions from the panel (up to 20 minutes) to verify and/or clarify any claim made by you or any aspect of the data collected by the panel. This component is included at the panel's discretion.

The panel will contact nominated referees to verify claims made. If any of the referees are a member of the panel, applicants may nominate another referee.

Regional offices may vary the assessment process for general applicants. Applicants will be advised if any variation is to apply to them.

Note: Times stated for the assessment process are approximate only and the suggested process is a guideline.

Formal assessment

A formal assessment is conducted when a performance-based assessment is not applicable.

A formal assessment consists of two stages:

1. Review of application materials

The assessment panel will consider all materials submitted with the application, including previous professional experience reports or work history, academic record, and any other supporting documentation.

2. Formal interview

All general applicants who are being formally assessed will undergo an interview, which will focus on a work sample provided to the panel. Applicants must bring this work sample with them to the interview. Where the interview is not face-to-face, an applicant should provide a copy of their work sample to the panel beforehand.

The work sample should assist an applicant to display and communicate their abilities in relation to selection criteria 1 and 2. It may take the form of:

- a unit of work and/or series of lessons prepared and delivered during professional experience, temporary or casual employment or other previous teacher employment;
- or
- a unit of work and/or series of lessons prepared specifically for the interview; or
- other relevant materials as determined by the applicant.

The interview consists of two main parts:

- a short presentation (up to 10 minutes) by you.
The presentation must focus on the work sample you provide to the panel and specifically address selection criteria 1 and 2. The applicant may determine the presentation structure.
- questions (up to 30 minutes) from the panel to gather information across all selection criteria and to verify and/or clarify any claim made or any aspect of data collected by the panel prior to the interview.

The panel will also contact referee/s to verify claims made.

Variations to the assessment process

The assessment processes outlined above may vary for groups of applicants in recognition of the particular circumstances of:

- people who wish to identify as Aboriginal or Torres Strait Islander applicants;
- overseas trained applicants who wish to identify as having a non-English-speaking background;
- applicants with a disability;

and/or to include an assessment of particular specialist teaching skills for:

- applicants for LOTE teaching positions
- applicants for instrumental music instructor positions
- applicants for Guidance Officer positions
- applicants for Partners for Success-identified indigenous school.

Recognition of diversity

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

Aboriginal applicants and Torres Strait Islander applicants

A graduate who wishes to identify as an Aboriginal or Torres Strait Islander applicant and who is completing their final professional experience at a state school, will be assessed through the school based performance GR1 assessment process.

A graduate who wishes to identify as an Aboriginal or Torres Strait Islander applicant and who is completing their final professional experience at a non-state school, you will be assessed through the formal interview (GR2/GR3) process.

In either circumstance, applicants who would prefer to have someone with expertise in cross-cultural issues to be a member of their panel should request this when their assessment is being arranged.

A general applicant who wishes to identify as an Aboriginal or Torres Strait Islander applicant, has the option of assessment through either the performance based assessment process or the formal interview assessment process. If a general applicant would prefer to have someone with expertise in cross-cultural issues to be a member of your panel, the panel request this when their assessment is being arranged.

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

A general applicant who is an overseas-trained teacher who wishes to identify as being from a non-English-speaking background, may choose to be assessed through either school based performance assessment process or the formal interview process. Please request the type of assessment process preferred when the assessment is being arranged. If you wish to have someone with expertise in cross-cultural issues to be a member of your panel, please request this when the assessment is being arranged.

A graduate applicant who wishes to identify as being from a non-English speaking background, may choose to be assessed through either the schools based performance assessment process or the formal interview process. Graduate applicants who would prefer

to have someone with expertise in cross-cultural issues as a member of their panel, should request this when their assessment 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 Resources Consultant in the Regional Office.

Assessment of specialist skills

LOTE APPLICANTS

Applicants for a LOTE (Languages Other Than English) teaching position will be required to undertake a language proficiency assessment. These applicants need to submit a special application form to the Employment Services Unit, Education Queensland, PO Box 15033, City East, Qld 4002 to have the language proficiency assessment arranged. Assessments will only be arranged on receipt of this form. To obtain and complete the application for LOTE assessment, download the form from:

http://www.qed.qld.gov.au/apps/owa/search.actionquery?p_text=lote+proficiency+assessment+application&p_text_input=5&p_match=Stem+match&p_log=20020924&x=13&y=6

All applications for a language proficiency assessment should be clearly marked "LOTE ASSESSMENT REQUEST".

INSTRUMENTAL MUSIC APPLICANTS

GR1 applicants who are applying to teach classroom music, and all other applicants for instrumental music instructor positions, will have their instrumental music proficiency assessed by panelists with specific instrumental expertise. These applicants should submit their *Special Application for Instrumental Music assessment* form to Employment Services Unit, Education Queensland, PO Box 15033, City East, Qld 4002. To obtain and complete the application for Instrumental Music assessment, download the form from:

http://education.qld.gov.au/apps/owa/search.actionquery?p_param_value=&p_text=special+application+for++instrumental+music&p_text_input=5&p_match=Stem+match&p_log=211002356

Partners for Success – Identified Indigenous Schools

Education Queensland's *Partners for Success Strategy* aims to assist in improving educational outcomes for Indigenous students and to build relationships with parents and Indigenous communities. As part of this Strategy, a pool of teachers interested in teaching in identified Indigenous Schools is established for each school year.

Teacher applicants interested in becoming part of this pool are invited to submit an Expressions of Interest. A panel consisting of Education Queensland and Queensland Teachers' Union representatives, review Expressions of Interest and conduct the selection process, which consists of a short interview and consideration of referee report/s.

To complete the Expression of Interest, download the application at www.education.qld.gov.au/students/jnt-venture/atsi/success/

Benefits for teachers as members of the pool:

Eligible teachers in the pool will receive:

- Professional development from the Indigenous Education Training Alliance (IETA).
- Opportunities for interaction with Indigenous communities.
- Access to units of materials and other relevant resources.
- Involvement in learning communities (discussion lists, interactive technology).
- Pre-Service, in-service and post service professional development, including induction, designed to prepare teachers for service in remote communities.

Vacancies in identified indigenous schools (as listed on the Partners for Success website) are then filled from this pool. See:

<http://education.qld.gov.au/hr/recruitment/teaching/partners-succ.html>

Applicants may contact the principal/s of the school/s in which they are interested for further information.

How to apply

Applicants can obtain additional information from the Principal Human Resources Consultant, Far North Regional Office, PO Box 6094, Cairns Qld 4870; phone (07) 4046 5212, fax (07) 4046 5200, or <http://education.qld.gov.au/hr/recruitment/teaching/partners-succ.html>

Feedback

Written feedback will be provided to all applicants with advice of their suitability rating.

Feedback will comprise a copy of the applicant's assessment record for teacher employment that is completed by the panel chair during the assessment/selection process.

Appeals

No right of appeal exists against a suitability rating.

Applicants cannot appeal against the type of assessment (e.g. GR1 or GR2) they are required to undergo, but may appeal against the assessment process if they believe fair and equitable practices have not been followed.

Appeals should be submitted in writing to the Regional Human Resources Manager of the region in which the applicant's assessment was performed.

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

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

Reassessment

Reassessment of an individual's suitability rating may be initiated by an individual applicant or by Education Queensland. Reassessment may result in either an increase or reduction in suitability rating.

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.

These applicants must submit a request for reassessment in writing to the Regional Human Resources Manager in the region in which they are working. Service in a non-state school location must be supplied by appropriate documentation and with the re-assessment request.

Applicants will be advised of the outcome of a request for reassessment.

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

All applicants will be advised of the outcome of a request for reassessment.

REASSESSMENT INITIATED BY EDUCATION QUEENSLAND

Education Queensland may initiate reassessment of an applicant if reports indicate that there is a variance between the quality of the work performed by the applicant and the level of their

suitability rating. The minimum period of service of 100 days does not apply in these circumstances. The reassessment may result in the applicant's suitability rating either rising or falling.

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

Where a reassessment recommends an applicants' suitability rating to be reduced, the applicant will be officially advised in writing and given fourteen (14) days to show cause why the rating should not be reduced.

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

Offers of Employment

Offers of employment are dependent upon the number and nature of vacancies. Offers are made on the basis of merit and availability, considering employment rating, teaching capabilities and location preferences.

The definition of merit in the Public Service Act (Section 78) states that:

78(1) Selection of an eligible person for appointment as a public service employee must be based on merit alone.

78(2) In deciding the relative merits of applicants, the following matters must be taken into account:

- a) the extent to which each applicant has abilities, aptitude, skills, qualifications, knowledge, experience and personal qualities relevant to carrying out the duties in question;
- b) if relevant:
 - (i) the way in which each applicant carried out any previous employment of occupational duties; and
 - (ii) the extent to which each applicant has potential for development.

Applicants with restricted location preferences may significantly limit their employment opportunities.

Applicants sometimes incorrectly conclude that they must achieve an S1 rating to receive an offer of employment. This is not necessarily the case, but an S1 applicant will be made an offer of employment before an S2 applicant with similar location preferences and teaching areas. This applies to both offers of permanent employment and temporary engagements.

If an offer of employment is declined, it will be recorded on the applicant's file and all other applicants of the same rating with similar teaching areas and location preferences will be considered for vacancies before a subsequent offer is made to the applicant who declined the offer.

Offers of permanent or temporary employment may be made by telephone, fax or mail. It is therefore essential that telephone number/s and contact address/es are kept up to date. If a telephone offer is accepted, that acceptance will be confirmed in writing.

Conditions of Probation

New permanent employees are appointed subject to the completion of a period of probation.

Section 73 of the Public Service Act 1996 provides that:

If a person, who is not already an officer, is appointed as an officer on tenure, the person's chief executive may decide that the person be appointed on probation for not less than 6 months.

The person's chief executive may—

- (a) by signed notice given to the person, terminate the person's employment at any time during the period of probation; or

- (b) at the end of the period of probation—
 - (i) confirm the appointment; or
 - (ii) extend the period of probation; or
 - (iii) by signed notice given to the person, terminate the person's employment.

If, within 13 months after the person's appointment, the appointment is not confirmed and the employment is not terminated, the person's appointment is taken to have been confirmed at the end of the 13 months.

The Director-General of Education and the Arts has determined that the standard probation period shall be eight months. This probation period may only be extended in exceptional circumstances. The probationary period shall commence on the first day of permanent employment with Education Queensland.

Assessment of a new employee's performance and conduct will occur during the currency of the probation period.

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 of the Industrial Relations Act 1999.

Casual employment (supply)

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 rating.

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

To register for casual employment, simply complete an *Application for Teacher Employment* form and submit it, together with the necessary documentary evidence, to the Teacher Applicant Centre. Once an application has been submitted and accepted, the applicant's details will automatically be placed on the list of casual teachers in all regional/district locations for which the applicant has registered.

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 lists of casual teachers in the districts they have nominated.

Principals regularly receive a copy of this list. However, applicants may also like to personally advise schools in their preferred locations of their availability. To be included on the casual (supply) teacher list an applicant must ensure their registration as a teacher is current. Applicants are request to reactivate their request to be included on the list at the beginning of each school year so that the information on the list is accurate.

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

Appendix 1: Selection Criteria

Listed below are the selection criteria against which you will be assessed, with sample indicators that could be used to demonstrate the required competencies.

The indicators are intended as a guide rather than an exhaustive checklist.

SC1 Ability to apply appropriate knowledge in order to plan and prepare learning and teaching programs in your nominated teaching areas which:

- meet the diverse characteristics, needs and learning styles of students; and
- are consistent with relevant syllabi, curriculum policies, work programs and educational trends.

Indicators

You should be trying to demonstrate such things as:

- specialist knowledge in your area/s of expertise;
- your understanding of the teaching/learning implications of educational trends outlined in *Queensland State Education – 2010*;
- an ability to undertake short-term and long-term planning which fits with school work programs and curriculum;
- ability to organise coherent lessons which fit total unit plans;
- ability to link students' prior knowledge/skills with desired learning outcomes;
- ability to use curriculum resources, for example, including staff with special skills, such as teacher - librarian, guidance officer etc.;
- understanding of ways to check students' comprehension in lesson design;
- ability to provide opportunities for students to negotiate the kinds of learning and teaching processes to be used.

You will need to display an understanding of:

- the way students' prior knowledge, experience and interests impact on teachers' planned learning experiences;
- the individual needs of learners and groups of learners—social, emotional, physical, ethical, spiritual;
- the ways in which the aspirations and motivation levels of learners impact on learning;
- individuals' preferred learning styles, for example: audio, kinaesthetic, visual, integrated, experimental, cooperative;
- the way lesson design allows for a range of learning styles enhancing participation in learning.

SC2 Knowledge of, and the ability to implement, effective and inclusive learning and teaching processes, including the use of learning technology and assessment, to establish a challenging learning environment in which students are encouraged to work towards attainment of their potential.

Indicators

Applicants should be trying to demonstrate an understanding of such things as:

- the ways in which teacher expectations impact on learners;
- how cultural expectations impact on learners;
- the place of assessment in the learning/teaching process;
- the need for a range of reporting techniques dependent upon purpose and audience.
- Inclusive Education.

Applicants should also try to demonstrate an ability to:

- emphasise the development of skills for thinking, including problem solving and reflection, and encourage learners to take risks;
- apply classroom strategies which motivate students and promote enjoyment, achievement and satisfaction in learning;
- implement and evaluate learning/teaching plans with an understanding of their contribution to the overall development of the learner;
- apply a range of appropriate assessment and reporting techniques;
- analyse and interpret assessment data, including learning outcomes, to guide lesson progress and planning;

- use a range of appropriate strategies, including questioning techniques, to check for understanding and monitor individual, group and class progress;
- apply a knowledge of inclusive practices. For example, you will need to show that your approach acknowledges the contributions and experiences of a range of social and cultural groups, and that you understand the nature of disadvantaged and target groups;
- provide for the full range of learners and incorporate appropriate remedial/extension activities;
- use computers as teaching/learning tools to achieve and extend curriculum goals;
- adapt teaching methodologies to make effective use of available computer resources.

SC3 Ability to communicate effectively with students, including use of appropriate interpersonal skills, and the ability to plan and apply appropriate behaviour management strategies which contribute to the establishment and maintenance of a supportive learning environment.

Indicators

1. Communication

You should try to show:

- evidence of the use of a range of communication strategies which respond to context and value the individual/group.

You should also try to demonstrate your understanding of:

- interpersonal communication based on mutual respect, which reflects:
 - empathy for students;
 - supportiveness and tact;
 - assertiveness techniques appropriate to the context;
 - timeliness and responsiveness;
 - use of language appropriate to students' age, culture and ability;
 - an awareness of the impact of non verbal communication.

2. Behaviour management and supportive learning environment

You should show that you can devise structures, routines and procedures which incorporate:

- a range of teaching strategies to optimise learning outcomes;
- a range of behaviour management and intervention strategies within the parameters of a supportive school environment;
- shared responsibility for decision making and accountability for outcomes;
- a warm climate of care and support with quality relationships based on mutual respect;
- fostering of students' willingness to take responsibility for their actions;
- collaborative development of classroom rules, procedures, and routines etc.;
- an understanding of the interrelationship between planned quality learning experiences, consistency of classroom approach, classroom environment, mutual respect, communication skills and context and behaviour management in a supportive school environment.

SC4 An understanding of the need to work collaboratively with school staff and members of the wider community in order to establish productive partnerships and achieve educational objectives.

Indicators

You should be trying to demonstrate such things as:

- their ability to work collaboratively in school-based program development, for example, by accessing staff with specialist skills, networking, accessing guidance officers, teacher-librarians, year coordinators etc.;
- their ability to communicate effectively with parents in order to develop an understanding of individual students and develop worthwhile learning partnerships;
- willingness to evaluate yourself and seek additional expertise to enhance the curriculum and your own teaching practices;
- their ability to match your style to the school—community environment;
- understanding of the role/s of various school staff and the wider community in curriculum development, delivery and strategic planning processes;
- their willingness to participate in school activities, committees and planning.

Appendix 2: Suitability Profile

Suitability to teach	Applicant characteristics
<p>S1 (OUTSTANDING APPLICANTS)</p>	<p>Displays an excellent ability to plan and prepare, and apply a range of learning and teaching strategies. Displays creativity in approach to teaching. Is able to integrate knowledge of syllabi, curriculum policies, work programs and current educational trends into planning processes.</p> <p>Shows initiative, is very confident and flexible, is highly motivated and very competent. Displays a very strong commitment to teaching and to all students.</p> <p>Demonstrates the ability to draw together very high levels of knowledge and skills to adapt learning and teaching processes to meet the individual needs and learning styles of students and optimise learning outcomes for each student.</p> <p>Employs a broad range of very effective communication and behaviour management strategies which contribute to the establishment and maintenance of a supportive learning environment.</p> <p>Utilises a variety of assessment and reporting techniques to inform and guide practice. Shows a high degree of reflection in the teaching practice.</p> <p>Displays a thorough understanding of the need to work collaboratively.</p>
<p>S2 (QUALITY APPLICANTS)</p>	<p>Displays an ability to plan and prepare a range of learning and teaching strategies. Considers syllabi, curriculum policies, work programs and current educational trends in the planning process.</p> <p>Displays high levels of confidence and is well motivated. Displays strong commitment to teaching and students.</p> <p>Demonstrates the ability to draw together appropriate levels of knowledge and skills and adapt learning and teaching processes to meet the needs of learners and optimise learning outcomes for each student.</p> <p>Employs a range of effective communication and behaviour management strategies which contribute to the establishment and maintenance of a supportive learning environment.</p> <p>Is able to select and implement a range of assessment and reporting strategies. Reflects upon practice.</p> <p>Displays an understanding of the need to work collaboratively.</p>
<p>S3 (SATISFACTORY APPLICANTS)</p>	<p>Displays an ability to plan and prepare lessons. Has knowledge of syllabi, curriculum policies and work programs.</p> <p>Displays confidence and is well motivated. Displays commitment to teaching and students.</p> <p>Demonstrates the ability to make linkages between learners and learning and teaching processes in order to meet the demands of teaching at a satisfactory level.</p> <p>Employs satisfactory communication and behaviour management strategies which contribute to the establishment and maintenance of a supportive learning environment.</p> <p>Implements suitable assessment and reporting strategies.</p> <p>Displays a basic understanding of the need to work collaboratively.</p>
<p>S4 and T4 (ELIGIBLE FOR TEMPORARY/CASUAL EMPLOYMENT)</p>	<p>S4 applicants are those assessed at below S3 but who have the potential, with further development, to achieve S3 or above.</p> <p>T4 applicants are those assigned a temporary rating pending an initial assessment.</p> <p>T4 applicants are eligible for short term temporary engagements (up to 18 weeks) and casual relief teaching.</p>

	S4 and T4 applicants are NOT eligible for permanent employment until re-assessed.
U/S (UNSUITABLE APPLICANTS)	Not suitable for permanent, temporary or casual (supply) employment at this time.

Appendix 3: Remote Area Incentives Scheme

The Remote Area Incentives Scheme provisions applies to teachers in educational facilities with a Transfer Rating (TR) of 7, 6, 5 or 4. The aim of the scheme is to encourage quality teachers to consider teaching in remote and rural schools beyond the minimum required service period. Refer to Teacher Transfer Policy for further clarification.

The Remote Area Incentives Scheme includes the following components:

- compensation cash benefits;
- incentive cash benefits;
- extended emergent leave provisions; and
- induction programs for teachers newly appointed to a facility with a TR of 7 or 6.

The scheme will also continue to provide funds for teacher housing. These funds will be targeted at building programs designed to eradicate substandard housing in remote locations.

Compensation Cash Benefits - Teachers based in TR 7, 6 or 5 educational facilities are entitled to a cash payment from their first year of service in the facility until they transfer to another facility with a TR less than 5. This compensation cash payment comprises a nominated payment to the teacher and an additional payment for declared dependants (subject to approval). The adult cash benefit is the same for both the teacher and adult dependant/s. Non-adult dependants receive between 50-75% of the adult benefit depending on the child's age.

The table below outlines the compensation benefits.

Transfer Rating	Cash Benefit per year
Level 7A	\$ 5000
Level 7B	\$ 4000
Level 7C	\$ 2500
Level 6	\$ 1750
Level 5	\$ 1000

Incentive Cash Benefits - Teachers based in TR 7, 6, 5 or 4 schools or other educational facilities are also paid an additional amount to encourage them to remain in the rural or remote facility for a period greater than the minimum required under the Teacher Transfer Policy, plus an additional 2 terms.

As a result, teachers in TR 7 facilities receive this payment in their third, fourth, fifth and sixth years of service. Teachers in TR 6, 5 or 4 facilities receive an annual payment in their fourth, fifth and sixth years of service. Incentive cash benefits range from \$5000 (Rating 7) to \$2000 (Rating 4) per year.

Both the compensation and incentive cash benefit rates are gross payment amounts and tax will be deducted from salary at time of payment.

Induction Programs- Funds are provided to facilitate induction programs for those teachers newly appointed to TR 7 and TR 6 educational facilities. Induction programs are provided to assist new teachers to prepare for service in more remote locations.

Emergent Leave - Teachers in TR 7, 6, 5 or 4 facilities are eligible for additional emergent leave benefits. Teachers can use this leave to travel to major centres to conduct urgent personal business, including medical and dental appointments. Leave ranges from 8 days (in rating 7 facilities) to 5 days (in rating 4 facilities).

Appendix 4: Statement of Service Guidelines

Prior teaching/industry experience may be recognised for classification purposes for temporary or permanent employment. If you have already submitted CERTIFIED copies of Statements of Service to the Teacher Applicant Centre (TAC) with your application, those statements of service will be forwarded to Teacher's Classification Team by the TAC staff. The Teacher Classification Team will assess those statements of service for relevance, appropriateness and impact on teacher classification and salary. Applicants employed in a temporary or permanent capacity and have not submitted CERTIFIED support documentation you will need to do so as per the guidelines below.

STATEMENT OF SERVICE GUIDELINES

On 6 August 2002 a policy was approved specifying the criteria for recognition of prior service relating to teaching and industry experience.

Each application for recognition of prior teaching or industry experience must be accompanied by appropriate supporting documentary evidence.

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 (refer below).

Upon Appointment

An application for recognition of prior teaching/industry experience must be submitted within 1 month. Supporting documentation (Statement of Service) must then be received in the Teacher Classification Team within 3 months.

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

Documentary Evidence

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

- must be an original or certified copy of an original document;
- must be on the letterhead of the organisation for the affiliated/certified school or institution;
- must provide the location details of the institution;
- must specify the exact nature of the employment performed and position held;
- must specify the exact commencement and cessation dates of employment;
- must indicate 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";
- must provide the commencement and cessation dates of any unpaid leave; and
- must indicate periods of fulltime or part time employment. If part time, hours worked per week must be provided. *NB: casual day-to-day service on an irregular basis is not recognised by this department for classification purposes. To recognise casual service, 6+ consecutive days in one location is required, or a pattern of working consecutive weeks on same days at the one location needs to be established.*

Please forward statements of service, which meet the above criteria to:

Teachers Classification Team PMB 15158 City East Qld 4002

Appendix 5: Check list and Mailing and Contact Details

Check List (all documents certified and attached to application)

- Birth Certificate, OR short extract from your birth entry, OR citizenship certificate, OR evidence of permanent residency status together with the page of your passport which state your country of birth, OR work permit/visa stamp in passport together with the inside main page of your passport.
- Current certificate of teacher registration with Queensland College of Teachers (QCT). The receipt of lodging your application is not acceptable.
- Statement/s of service from previous employers other than Education Queensland, for whom you have worked as a teacher.

Applicants not covered by those definitions detailed above are eligible to apply for temporary or casual employment only. Any employment offers will be done in awareness of the visa finish date.

Private/sexual relationships. Education Queensland has a strict policy and code of conduct concerning private employee relationships with Queensland State School students. From 14 July 2003, Education Queensland teachers are prohibited from engaging in a private/sexual relationship with any Queensland State Schools student aged under 18 years of age, unless official approval has been given to the continuation of an existing relationship. If you have an ongoing private/sexual relationship with a Queensland State School student aged under 18 years of age, and wish to be employed as a teacher with Education Queensland, you must confidentially declare this information to the Department's Workforce Standards and Performance Unit, telephone (07) 3405 6357, prior to commencing employment with Education Queensland. Failure to make this declaration prior to commencing employment with Education Queensland could result in termination of your employment or other disciplinary action being taken. A declared relationship may continue after employment commences where 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 of the *Criminal Law (Rehabilitation of Offenders) Act 1986*, to disclose information regarding criminal convictions for certain offences. Disclosure is 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 criminal convictions should be submitted in an envelope marked "Confidential" with the application. Checks on criminal convictions of appointees may be conducted by human resources to verify the information provided.

Other government employment. Information provided is for the purpose of maintaining administrative records and determining superannuation entitlements. Provide the name of the employer, State or Territory, status of employment, position, ID number, appointment date and separation date, or, if not separated, provide the dates and type of leave you are currently on.

Responding "Yes" to this question does not preclude you from consideration for employment.

SECTION 3: Applicant Details

Applicant Type. Determine Applicant Type from page 2 of this booklet and tick the appropriate box on the application form.

Available from. Applicants should indicate the date from which you are available to take up duty. Applicants with immediate availability should insert the date on which they sign the application form.

Type of employment sought. Number your preferences in order. DO NOT REPEAT ANY NUMBERS. If you do not wish to be considered for a specific employment category, leave the line blank.

SECTION 4. Teaching and Sector Preferences

Not all fields in this section need to be completed. Only indicate those areas for which you wish to be considered for appointment.

Sector/s for which you are formally qualified (for example, early childhood/prep, primary, secondary, students with disabilities). If you wish to be considered for employment in more than one sector for which you are qualified to teach, number your preferences consecutively. DO NOT REPEAT NUMBERS.

Applicants may also number preferences in other sectors in which they have no formal training, but are qualified to teach. Applicants may be considered "qualified" based on

significant and verifiable teaching experience. Applicants may need to provide documentation to verify this. As an employee you are accountable for the subjects and sectors that you nominate.

Sector code. Refers to the educational sector in which you can teach an identified teaching area. Refer to Table D.

Teaching Areas. Refer to Tables A, B, C. *Remember: Only list those teaching areas for which you wish to be considered for employment.*

Early childhood/Prep (sector code K) and Primary (sector code P) Refer to Table A. An early childhood/prep education specialist should have a degree in early childhood education, or a degree in education with an early childhood education specialisation, including substantial professional studies in:- child development for 0-8 years; effective learning and teaching in a range of Preschool to Year 3 (P-3) settings; the nature of early childhood curriculum and role of culture and diversity in early childhood curriculum in P-3 settings. Specialists should also have teaching practicum or teaching experience with children in P-3 settings.

Primary teachers should have a degree in primary education, or a degree in education with a primary specialisation, including substantial professional studies in:- child development for ages 5-12; effective learning and teaching in a range of 1-7 year level settings; the nature of primary curriculum and role of culture and diversity in primary curriculum in 1-7 year level settings. Applicants should have professional experience or teaching experience with children in 1-7 year level settings.

List all the teaching areas in which you are formally qualified to teach or have significant and verifiable teaching experience.

Secondary (sector code S) Refer to Table A. List the secondary subjects/key learning areas you are formally qualified to teach or in which you have significant and verifiable teaching experience. Applicants for secondary positions *must* be qualified to teach in more than one subject area. Indicate the highest year level at which you can teach each subject.

Students with Disabilities (sector code L) Refer to Table C. List all the teaching areas in which you are formally qualified to teach or have significant and verifiable teaching experience.

The “**Level**” column only needs to be completed for Secondary. Applicants should Record the specific year level of a subject to which you will teach and wish to be considered for employment, eg. 8-10, 11-12, 8-12.

Please ensure that you have entered the relevant sector code (S, K, P or L) with each teaching area.

SECTION 5(a): Location Preferences for applicants seeking Permanent and/or Temporary, Full-time and/or Part-time Employment

For the purposes of the employment application, regions and districts are listed alphabetically. If you apply for permanent employment and indicate you are available to teach statewide, you DO NOT need to number all the districts in order of preference. If you answered ‘No’ to the ‘available statewide’ question, you may nominate only the district/s in which you wish to be considered for initial appointment. In this case, you may number the district/s where you will be available to teach in your order of preference. Your employment opportunities are restricted if you are not available for initial statewide appointment. However DO NOT indicate statewide preferences if you are not prepared to accept a position anywhere in the State.

To see further details on Geographical areas please access the Education Queensland website: <http://education.qld.gov.au/schools/maps>

Brief Comments on preferences. This information is used by regions when considering offers of employment. You may note special factors that you would like to have taken into account when considering placements, such as:

- Preference for a remote, country or coastal region;
- Preference for a small or a large school;

- Interest in Aboriginal or Torres Strait Islander education;
- Interest in education of students with English as a second language;
- Accommodation needs if required to move residence and family (if applicable);
- Whether your spouse/partner is an employee of the department. If so, give details including ID No.;
- Any other relevant circumstances.

Please keep your comments brief, abbreviating if necessary.

SECTION 5(b): Location Preferences for applicants seeking Casual Employment (Teacher Relief Supply)

If you have indicated at Section 3 that you are seeking casual work, you may indicate the district groups where you are available for this type of work. Please note that offers of casual appointment are made at short notice. You need not place these locations in any order of preference. You may indicate more than one sector of preference for casual teaching only if you are qualified to teach in each sector.

If you are required to move residence to take up a position with Education Queensland, the removal of your furniture and personal effects will be managed by TOLL Transitions. To facilitate that process Education Queensland need to provide TOLL with your ID No. and from and to locations.

SECTION 6: Teaching and other relevant employment history

This section of the form is important for applicants with prior teaching service as award classification and salary levels are determined by these details. Timelines apply in relation to the submission and assessment of appropriate statement/s of service. It is an applicant's responsibility to provide the necessary information.

Applicants have three (3) months from your initial teaching appointment to ensure that satisfactory statements of service are submitted for classification assessment.

Failure to meet this timeline will result in your classification level being increased only from the date of receipt of the final documentation, rather than from the initial appointment date.

Teaching service other than with Education Queensland. All general teaching with other schools or education authorities, except daily casual relief, is credited for salary purposes, provided you were a formally qualified teacher at the time. Service noted in Section 6, must be supported by official statements from your employer(s) outlining: position held, commencement and cessation dates of employment (eg 6/3/87 to 9/12/87), whether you worked fulltime (1.0) or part-time (provide fraction/s and from/to dates), any periods of leave without pay greater than 30 days, including a 'nil' total if no leave without pay was taken.

For additional information the **Recognition of Prior Service - Teachers** policy can be accessed at www.education.qld.gov.au

Employer. Abbreviate if necessary - maximum 45 characters.

Sector taught. Applicants should indicate the sector in which they taught for each employer by choosing one of the following sector codes: Early childhood - preschool to Year 3 (K), Primary to Year 7 (P), Special education (L), Secondary Years 8-12 (S), Technical (T), Other (O).

Work Status. F = full-time, P = part-time, T = temporary, C = casual/relief

Periods of leave without pay. Leave without pay greater than 30 days is not counted as service. Statements of service that you provide from other authorities should show clearly any periods of leave without pay that you have taken or a nil total if no leave without pay was taken.

Other relevant work experience and current employment. Include here any industrial or commercial experience, self-employment, or voluntary work that may have contributed to your capacity as a teacher. List your current employment first and leave the "To date" blank unless your anticipated finish date is known.

SECTION 7: Skills and Competencies

Instrumental Music. Refer to Table E. List only these competencies in which they have significant training and experience. Areas for which you possess an interest, but have no training or experience, should not be included.

Other Competencies. Refer to Table F. List only those competencies in which you have had some training or significant experience. Areas for which you possess an interest, but have no training or experience, should **not** be included.

SECTION 8: Educational Qualifications

Teacher education course. Provide the details of the course which qualified you to become a teacher.

Final professional experience location. (For student applicants only.) Name your final professional experience school, or the most recent if your final location is still unknown. This is not coded.

Other tertiary qualifications. Section 8(b). Only details of completed qualifications are required unless you are due to complete your course in the year this application is completed. Applicants who have more than three completed tertiary qualifications, please attach a separate page with all the details. Applicants who have attended academic institutions or have qualifications not listed in the relevant code sets, should enter those descriptions in full and leave the codes blank.

Other qualifications (if applicable). Section 8(c). Only details of completed qualifications are required unless you are due to complete your course this year. If you have more than three completed qualifications, please attach a separate page with all the details. If you have attended academic institutions or have qualifications not listed in the codes, enter their descriptions in full and leave the codes blank.

Majors. Abbreviate if necessary - maximum 30 characters. These are not coded.

SECTION 9: Recognition of Diversity

Education Queensland is committed to attracting, recruiting and retaining a diverse workforce that is reflective of the community it serves. The Department has a number of recruitment and selection initiatives in place to assist members of target groups in gaining employment. For example, to increase the number of teachers who are Aboriginal people or Torres Strait Islander people, an initiative is in place to involve the participation of people on assessment panels who are trained in cross-cultural communication and Aboriginal and Torres Strait Islander education. A similar strategy is in place for overseas trained teachers from a non-English-teaching background. Information on the employment strategies is available online at <http://education.qld.gov.au/workforce/diversity/equity/>

Identification on the application form is *voluntary*.

A definition of each of the terms is provided below:

Aboriginal People: people of Aboriginal descent who identify as Aboriginal persons and are recognised by the Aboriginal community as such.

Torres Strait Islander People: people of Torres Strait Islander descent who identify as Torres Strait Islanders and are recognised by the Torres Strait Islander community as such.

Overseas trained teachers from a non-English-speaking background: those people who completed their initial teacher training overseas and migrated to Australia **and** whose first language is a language other than English; **or**

those people who have completed teacher training in Australia and whose first language is a language other than English.

People with a disability: people with a physical, neurological, sensory, intellectual or psychiatric disability or other condition which has lasted or is likely to last for two years or more (whether the disability presently exists or previously existed but no longer exists).

If you are a general applicant who wishes to identify as an Aboriginal or Torres Strait Islander applicant, or as a applicant from a non-English speaking background, you have the option of assessment through either the performance based assessment process or the formal interview assessment process.

SECTION 10: Professional Referees

You are required to nominate two referees. The people you nominate should be able to provide detailed comments on your ability in relation to the selection criteria detailed in this booklet.

If you are a GR2 or GR3 Graduate Applicant, one of your referees must be a recent professional experience principal or supervisor. If you are a GR1 Graduate Applicant you may nominate persons other than your practice-teaching supervisors as referees. Please ensure that you have approached the people you nominate and that they are willing to act as your professional referees.

SECTION 11: Applicant's Declaration

Sign and date the application form. Attached certified copies of documentary evidence and submit your application as follow:

- a. If you are a Queensland graduate completing final professional experience in a state school, hand your application to your Principal.
 - b. If you are a Queensland graduate completing final professional experience in a non-state school post your application to the Teacher Applicant Centre, PO Box 469, Ipswich Qld 4305.
 - c. General and interstate graduate applicants should post applications to the Teacher Applicant Centre, PO Box 469, Ipswich Qld 4305.
-

TABLE A: EARLY CHILDHOOD AND PRIMARY TEACHING AREA PREFERENCES

Early Phase - Prep to Year 3
Middle Schooling Years 4 – 7
Music
Physical Education
Teacher Librarian
Years 1 – 3
Years 4 – 5
Years 6 – 7

LOTE

Chinese
French
German
Indonesian
Italian
Japanese
Korean
Spanish
Vietnamese

Learning Difficulties
Multiage
Guidance – Development
Guidance – P-12
Behaviour Management
English as a Second Language
Outdoor Education
Information & Communication Technologies
Instrumental Music

TABLE B: KEY LEARNING AREAS AND SECONDARY SUBJECT PREFERENCES

KLA/SUBJECT	8	9/10	11/12	KLA/SUBJECT	8	9/10	11/12
English				Technology			
English	X	X	X	Technology	X	X	
English Extension (Literature)			X	Agricultural Education		X	
				Business Education		X	
Health and Physical Education				Home Economics		X	X
Health and Physical Education	X	X		Industrial Technology and Design		X	
Health Education			X	ICT Education		X	
Physical Education			X	Engineering Technology			X
Languages Other Than English (LOTE)				Graphics			X
French	X	X	X	Technology Studies			X
French Extension			X	Information Technology Systems			X
German	X	X	X	Information Processing and Technology			X
German Extension			X	The Arts			
Italian	X	X	X	Visual Art	X	X	X
Modern Greek			X	Music	X	X	X
Russian			X	Music Extension			X
Indonesian	X	X	X	Dance	X	X	X
Indonesian Extension			X	Media	X	X	
Chinese	X	X	X	Drama	X	X	X
Japanese	X	X	X	Film, Television and New Media			X
Spanish			X	Other QSA Subjects			
Vietnamese			X	Aboriginal and Torres Strait Islander Studies			X
Korean	X	X	X	Agricultural Science			X
Latin			X	Accounting			X
Polish			X	Business Communication and Technologies			X
Mathematics				Business Organisation and Management			X
Mathematics	X	X		Legal Studies			X
Mathematics A			X	Hospitality Studies			X
Mathematics B			X	Study of Religion			X
Mathematics C			X	Aerospace Studies			X
Philosophy and Reason			X	Tourism			X
				QSA Study Area Specifications			
Science				Agriculture and Horticulture			X
Science	X	X		Creative Arts			X
Chemistry			X	Business			X
Physics			X	Information Communications and Technology			X
Biology			X	Early Childhood Practices			X
Earth Science			X	English Communication			X
Multi-Strand Science			X	Hospitality			X
Marine Studies			X	Manufacturing			X
Science21			X	Functional English			X
				Functional Mathematics			X
Studies of Society and Environment				Marine and Aquatic Practices			X
SOSE	X	X		Recreation			X
Civics		X		Religion and Ethics			X
Geography		X	X	Social and Community Studies			X
History		X		Prevocational Mathematics			X
Ancient History			X				
Modern History			X	Speciality Areas			
Economics			X	Teacher Librarian			
Political Studies			X	Guidance			
Futures			X	Special Needs Support Group			
Study of Society			X	Outdoor Education			
				Middle Schooling			
				English as a Second Language			
				Instrumental Music			

**TABLE C: STUDENTS WITH DISABILITIES TEACHING AREA PREFERENCES
(SPECIAL)**

Autistic Spectrum Disorder
Hearing Impairment
Intellectual Impairment
Multiple Impairment
Physical Impairment
Speech Language Impairment
Visual Impairment
Early Intervention

TABLE D: SECTOR CODE

Code	Description
K	Early Phase/Prep
P	Primary
S	Secondary
L	Students with disabilities (Special)

TABLE E: INSTRUMENTAL MUSIC

DESCRIPTION	PERFORMANCE LEVEL	DESCRIPTION
FLUTE CLARINET SAXOPHONE OBOE BASSOON TUNED PERCUSSION UNTUNED PERCUSSION	PA PI PE	PERFORM TO ADVANCED LEVEL PERFORM TO INTERMEDIATE LEVEL PERFORM TO ELEMENTARY LEVEL
	TEACHING LEVEL	DESCRIPTION
TRUMPET TROMBONE FRENCH HORN EUPHONIUM/TUBA VIOLIN VIOLA CELLO DOUBLE BASS PIANO ORGAN	TA TI TE	TEACH TO ADVANCED LEVEL TEACH TO INTERMEDIATE LEVEL TEACH TO ELEMENTARY LEVEL

TABLE F: SKILLS AND COMPETENCIES

Description	Description
<p>TAFE Accredited Subjects (Industry Grouped) Aerospace (Aviation) Arts Automotive Business Community Services Construction Electrical and Electronic Finance Fishing Fitness Food Processing Furniture Health Horticulture Insurance Local Government Marine Metal and Engineering Mineral and Mining Personal Services Plastics Printing Real Estate Retail Road Transport Rural Sport and Recreation Textiles, Clothing and Footwear Timber Tourism and Hospitality</p>	<p>Hebrew Hindi Hungarian Icelandic Indonesian Italian Japanese Korean Latin Latvian Malay Mandarin Modern Greek Norwegian Filipino Pidgin Polish Portuguese Russian Serbo-Croatian Sinhalese Spanish Swahili Swedish Tamil Torres Strait Islander (any dialect) Ukranian Urdu Vietnamese Zulu</p>
<p>Instrumental Music Flute Clarinet Saxophone Oboe Bassoon Tuned Percussion Trumpet Trombone French Horn Euphonium/Tuba Violin Viola Cello Double Bass Piano Organ</p>	<p>First Aid Accreditation (Only if still current) Advanced First Aid Associate Instructor Emergency Care Instructor Medallion Resuscitation Certificate Resuscitation Examiner Resuscitation Examiner Level 1 Resuscitation Examiner Level 2 Resuscitation Examiner Level 3 Senior First Aid Senior Resuscitation Certificate</p>
<p>Manual Communication (must be to a reasonable level of competency) Auslan Signed English</p>	<p>Sports – Accredited Coach/Trainer Athletics Australian Rules Baseball Basketball Board Riding Canoe Cricket Diving Golf Gymnastics Hockey Lawn Bowls</p>
<p>Workplace Health and Safety Workplace Health and Safety Rehab Co-Ordinator</p>	<p>Lawn Bowls</p>

<i>Languages other than English (LOTE)</i> Aboriginal (any dialect) Arabic Cantonese Chinese Czech Danish Dutch Esperanto Farsi Finnish French Gaelic German Greek	Lifesaving Netball Rowing Rugby League Rugby Union Scuba Diving Soccer Softball Squash Swimming Table Tennis Touch Football Vigoro Volleyball Water Polo Weight Lifting
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TABLE G: REGIONAL OFFICE CONTACT DETAILS

Region	Address
<p>Teacher Applicant Centre (TAC) <i>(Please note: All Applications for Teacher Employment need to be forwarded to this Centre)</i></p>	<p>PO Box 469, Ipswich Qld 4305 Cnr Gordon and South Streets, IPSWICH Ph: 1300 137 228 Fx: 3280 1088</p>
<p>Darling Downs and South West Queensland</p>	<p>PO Box 38, Toowoomba Qld 4350 178 Hume Street, TOOWOOMBA Ph: 4616 9111 Fx: 4616 9101</p>
<p>Far North Queensland</p>	<p>PO Box 6094, Cairns Qld 4870 17 – 19 Sheridan Street, CAIRNS Ph: 4046 5222 Fx: 4046 5200</p>
<p>Fitzroy Central West Queensland</p>	<p>PO Box 138, Rockhampton Qld 4700 Level 4, 209 Bolsover Street, ROCKHAMPTON Ph: 4938 4661 Fx: 4938 4921</p>
<p>Greater Brisbane Kedron Office</p> <p>Mount Gravatt Office</p>	<p>PO Box 3376, Stafford DC Qld 4053 Level 2, 257 Gympie Road, KEDRON Ph: 3350 7866 Fx: 3350 7894</p> <p>PMB 250, Mansfield DC Qld 4122 Level 2, Garden Square, McGregor Street, UPPER MT GRAVATT Ph: 3422 8639 Fx: 3422 8660</p>
<p>Mackay Whitsunday</p>	<p>PO Box 760, Mackay Qld 4740 Level 1, 67-69 Sydney Street, MACKAY Ph: 4951 6800 Fx: 4951 6924</p>
<p>Moreton</p>	<p>PMB 2, Ipswich Qld 4305 Cnr Gordon and South Streets, IPSWICH Ph: 3280 1773 Fx: 3280 1048</p>
<p>North Queensland</p>	<p>PO Box 5179, Townsville Qld 4817 187–209 Stanley Street, TOWNSVILLE Ph: 4726 3111 Fx: 4726 3100</p>
<p>South Coast</p>	<p>PO Box 557, Robina DC Qld 4226 Level 2, 34-36 Glenferrie Drive, ROBINA Ph: 5562 4888 Fx: 5562 4800</p>
<p>Sunshine Coast</p>	<p>Ogg Road, MURRUMBA DOWNS Qld 4503 Ph: 3881 9600 Fx: 3881 9650</p>
<p>Wide Bay Burnett</p>	<p>PO Box 142, Maryborough Qld 4650 102 Lennox Street, MARYBOROUGH Ph: 4121 1633/1614 Fx: 4121 1645/1711</p>

