



Queensland's schooling sectors'

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Queensland's three schooling sectors — state, independent and Catholic — share the common ambition of working with the providers of initial teacher education programs (higher education institutions) to develop teaching graduates who are of a standard comparable with the best in the country.

The sectors acknowledge the key role of the Queensland College of Teachers in accrediting higher education institution (HEI) initial teacher education programs and registering graduates against the Australian Professional Standards for Teachers.

While these processes provide a firm foundation for confirming a graduate's level of development, the volume of graduates seeking employment as a teacher in a Queensland school creates a significant challenge in differentiating aspirant skills, knowledge and personal attributes.

To assist graduates, the sectors have sought to describe the expectations they collectively hold of a high-performing graduate. Graduate teachers who demonstrate that they meet these expectations will be well positioned to gain employment as a teacher in Queensland. It is anticipated that Queensland's initial teacher education providers will support graduates throughout their study program to meet these expectations and boost their employment prospects.

Professional expectations

The [Australian Professional Standards for Teachers](#) describe the elements of effective, high quality teaching that improves educational outcomes for students. The standards articulate the complexity of a teachers' work, provide an ongoing basis for teacher reflection and development, and guide professional learning.

The standards underpin initial teacher education program accreditation and [teacher registration](#) by articulating the knowledge, skills and pedagogies required for effective teaching in 21st century learning environments.

The Australian Professional Standards for Teachers (APST) comprise:

- **Standard 1:** Know students and how they learn
- **Standard 2:** Know the content and how to teach it
- **Standard 3:** Plan for and implement effective teaching and learning
- **Standard 4:** Create and maintain supportive and safe learning environments
- **Standard 5:** Assess, provide feedback and report on student learning
- **Standard 6:** Engage in professional learning
- **Standard 7:** Engage professionally with colleagues, parents/carers and the community.

The majority of graduate teachers, who have successfully completed an initial teacher education program and gained provisional registration by demonstrating they meet the graduate level of the standards, will seek employment as a teacher in a school setting.

Queensland schools and schooling sectors receive several thousand applications for teaching positions every year. Every applicant must meet the basic requirements for eligibility. Each sector implements a recruitment process to identify and appoint the best candidate.

While individual schools may seek candidates who are a good fit for a specific context, there are a number of overarching expectations i.e. highly valued qualities, knowledge and skills.

Teaching graduates who demonstrate they meet these expectations will be well positioned for employment as a teacher in a Queensland school.



Sector expectations

Graduates who have demonstrated that they meet the Graduate Career Stage of the APST can further enhance their employment prospects by demonstrating they also meet the following school sector expectations.

High calibre aspirant teachers:

- understand how to use high quality, evidence-based teaching practices focused on success for every student
- believe that all students can learn and that teachers have considerable influence on student outcomes
- communicate that learning is the most important purpose of schooling
- are committed to developing their professional knowledge, especially their understanding of the Australian Curriculum, and effective curriculum planning, assessment and reporting processes
- are committed to developing their professional practice and understand the need to use a range of strategies, such as peer observation, feedback, differentiated coaching and learning communities, to improve teaching practices
- strive to improve students' literacy and numeracy achievement in all learning areas
- set high standards for learning that are both challenging and attainable
- focus on student learning considerations as the most important criteria for making decisions
- are committed to developing their career and abilities using performance development processes that are focussed on improving student performance using the APST
- collaborate with peers and their school community for the benefit of students.

Applying the expectations

By identifying these expectations, the three schooling sectors are informing the significant pool of beginning teachers who graduate each year of the specific aspects of teaching excellence that are sought in aspirant teachers when recruitment decisions are being made.

These expectations are not intended to be exhaustive and will evolve over time, as school communities and their priorities change.

It is anticipated that HEIs will acknowledge these expectations and work with their preservice teachers who aspire to teach in a Queensland school to ensure they are well positioned to gain employment as a teacher in a highly competitive environment.



Specific sector requirements

Department of Education and Training

- Preparedness to teach state-wide or in a rural or remote school



Independent Schools Queensland

- Understanding and support of the school's philosophy and/or religious affiliation



Queensland Catholic Education Commission

- Accreditation to teach in a Catholic school



