- You have been asked by the applicant to provide a professional reference to support his or her application for registration with the Queensland College of Teachers.

- If you believe that you have a conflict of interest, are related to the applicant or are in a relationship with the applicant you must decline the invitation to provide a reference for the applicant. Please note that the referee report form includes a conflict of interest declaration.

- To be a referee you must, within the past five years, have been either:

  - A member of the organisation's leadership team ( eg Principal, Head of Department) with direct responsibility for the supervision of  the work of the applicant as a teacher

    or

  - working with the applicant in a collegial teaching environment for a period of at least six months.

- If you do not meet either of these criteria you should decline the invitation to provide a reference for the applicant.

- The Queensland College of Teachers is interested in gaining your views on the applicant's capacities in the key areas of professional practice identified in the *Australian Professional Standards for Teachers* at the graduate or proficient career stage. Copies of the standards may be downloaded with Australian Professional Standards for Teachers (PDF, 1.1MB)

- You are requested to read the *Australian Professional Standards for Teachers* and provide a rating for the applicant against each standard, taking account of each descriptor.

- You are also required to provide a brief statement outlining the reasons for your rating of the applicant against each standard. Your statement must indicate how the applicant's performance relates to the standard. You should cite evidence to support your comments on the applicant's performance in these areas. Evidence may include descriptions of:
  - classroom practice
  - planning of learning experiences
  - participation in school or community based activities
  - involvement in professional development activities
  - participation in team based activities
  - interactions with the school community.

- Please ensure that your statement provides an honest and accurate record of the applicant's performance while working with you.

## Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

| Referee Report | |
|---|---|
| Name of applicant | |
| Name of referee | |
| Name of educational setting | |
| Position of Referee (eg Principal, Head of Department) | |

| Contact details for referee | Work address | |
|---|---|---|
| | Telephone number | |
| | Facsimile number | |
| | Email | |

## Instructions for referee

The applicant is applying for registration with the Queensland College of Teachers.

The College is seeking your opinion on the applicant's capacity to meet the requirements of the *Australian Professional Standards for Teachers* at the graduate or proficient career stage.

- Please rate the applicant against each of the seven (7) standards using the following criteria. Do this by circling the appropriate number on the rating scale for each standard.

    1 = The applicant consistently and independently demonstrates all or most of the descriptors in the standard in a range of teaching contexts.

    2 = The applicant demonstrates the descriptors in the standard to an adequate extent.

    3 = The applicant requires support to demonstrate the descriptors in the standard.

    4 = The applicant does not demonstrate the descriptors in the standard.

    N/A - I cannot comment on the applicant's capabilities in regard to this standard.

- You must also provide a brief statement outlining the reasons for your rating for each standard.

Thank you for your time.

## Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

| Standard | Rating Scale | | | | |
|---|---|---|---|---|---|
| **1. Know students and how they learn**<br><br>The descriptors within this standard focus on the following areas:<br><br>1.1 Physical, social and intellectual development and characteristics of students<br><br>1.2 Understand how students learn<br><br>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds<br><br>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students<br><br>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities<br><br>1.6 Strategies to support full participation of students with disability | **1** | **2** | **3** | **4** | **N/A (unable to comment)** |
| | Reasons for rating: | | | | |
| **2. Know the content and how to teach it**<br><br>The descriptors within this standard focus on the following areas:<br><br>2.1 Content and teaching strategies of the teaching area<br><br>2.2 Content selection and organisation<br><br>2.3 Curriculum, assessment and reporting<br><br>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians<br><br>2.5 Literacy and numeracy strategies<br><br>2.6 Information and Communication Technology (ICT) | **1** | **2** | **3** | **4** | **N/A (unable to comment)** |
| | Reasons for rating: | | | | |

## Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

| 3. Plan for and implement effective teaching and learning | 1 | 2 | 3 | 4 | N/A (unable to comment) |
|---|---|---|---|---|---|
| The descriptors within this standard focus on the following areas:<br><br>3.1 Establish challenging learning goals<br>3.2 Plan, structure and sequence learning programs<br>3.3 Use teaching strategies<br>3.4 Select and use resources<br>3.5 Use effective classroom communication<br>3.6 Evaluate and improve teaching programs<br>3.7 Engage parents/carers in the educative process | Reasons for rating: | | | | |

| 4. Create and maintain supportive and safe learning environments | 1 | 2 | 3 | 4 | N/A (unable to comment) |
|---|---|---|---|---|---|
| The descriptors within this standard focus on the following areas:<br><br>4.1 Support student participation<br>4.2 Manage classroom activities<br>4.3 Manage challenging behaviour<br>4.4 Maintain student safety<br>4.5 Use ICT responsibility and ethically | Reasons for rating: | | | | |

| 5. Assess, provide feedback and report on student learning | 1 | 2 | 3 | 4 | N/A (unable to comment) |
|---|---|---|---|---|---|
| The descriptors within this standard focus on the following areas:<br><br>5.1 Assess student learning<br>5.2 Provide feedback to students on their learning<br>5.3 Make consistent and comparable judgements<br>5.4 Interpret student data<br>5.5 Report on student achievement | Reasons for rating: | | | | |

## Appendix 2 - QCT Application for consideration under s8(1)(a)(ii) and s9(1)(a)(ii)

| 6. Engage in professional learning | 1 | 2 | 3 | 4 | N/A (unable to comment) |
|---|---|---|---|---|---|
| The descriptors within this standard focus on the following areas:<br><br>6.1 Identify and plan professional learning needs<br><br>6.2 Engage in professional learning and improve practice<br><br>6.3 Engage with colleagues and improve practice<br><br>6.4 Apply professional learning and improve student learning | Reasons for rating: | | | | |

| 7. Engage professionally with colleagues, parents/carers and the community | 1 | 2 | 3 | 4 | N/A (unable to comment) |
|---|---|---|---|---|---|
| The descriptors within this standard focus on the following areas:<br><br>7.1 Meet professional ethics and responsibilities<br><br>7.2 Comply with legislative, administrative and organisational requirements<br><br>7.3 Engage with the parents/carers<br><br>7.4 Engage with professional teaching networks and broader communities | Reasons for rating: | | | | |

**Referee's conflict of interest declaration**

I declare that I do not have a conflict of interest, am not related to the applicant and am not in a relationship with the applicant.

| **Referee's signature** | | **Date** | |
|---|---|---|---|