

Permission to teach (PTT) is a form of approval to teach in a Queensland school. It is designed for situations where a school or employing authority cannot find an appropriate registered teacher to fill a teaching position. PTT is intended as a short-term solution to a teaching vacancy. Preservice teachers (PSTs) as well as other individuals can be considered for PTT.

Process

A school or employing authority initiates the PTT by submitting to the Queensland College of Teachers (QCT) a declaration detailing the vacant position, the recruitment strategies, the PTT applicant and other candidates considered. The PTT applicant is then required to apply for PTT.

Where a PTT applicant is a PST the QCT asks them to confirm that they have contacted their higher education institution (HEI) and discussed whether it will be possible to continue to meet all course requirements, including completion of professional experience if they are approved to teach under PTT.

Principles

The **principles on the following page** recognise that decisions about engaging with a PST about PTT are role and responsibility specific, highly context dependent and must be made on a case-by-case basis, acknowledging the needs and regulatory requirements of all stakeholders. The purpose of the principles is to:

- Ensure PSTs who are granted PTT while undertaking their initial teacher education (ITE) programs are appropriately supported and assessed, as required by their accredited program
- Outline what must be considered if making decisions to grant exemptions for professional experience (PEX) to PSTs working under PTT in a Queensland school
- Maintain public confidence that all graduates from nationally accredited ITE programs are meeting the Graduate Teacher Standards.

Roles and responsibilities

- Submit application documents including information on discussions with their HEI and workload/study arrangements
- Engage with employer and HEI about expectations in completing ITE and support arrangements
- Engage with employer regarding teaching load, wages and employment contract

Preservice Teacher



Queensland College of Teachers



- Process PTT application and make decision on approving/refusing PTT
- Liaise with the employer and applicant for additional information as required
- Provide advice on accredited ITE program changes

Permission to Teach

- Initiate process by submitting PTT declaration
- Provide evidence of recruitment process for vacant position
- Provide applicant with support and mentoring during PTT period
- Engage with applicant regarding teaching load, wages and employment contract



Employer



Higher Education Institution

- Engage with the applicant (PST) regarding the requirements, including PEX for completion of the ITE if working under PTT including any conflicts of interest
- Seek advice/approvals for significant accredited program changes

Related policies and supporting documents on the QCT website

- Permission to Teach – Policies
- Queensland College of Teachers Permission to Teach – Information Statement
- Applying for Permission to Teach in Queensland – Fact Sheet
- Teacher registration eligibility requirements – policy

Document on the Australian Institute for Teaching and School Leadership website

- Accreditation of initial teacher education programs in Australia – Standards and Procedures - December 2022
- Guidelines for the accreditation of initial teacher education programs in Australia

The following principles are intended to inform decisions and negotiations between stakeholders where a PST is applying for a PTT.



Preservice teachers complete coursework, assessment and program requirements

- PSTs must meet all requirements of their accredited program to graduate from the program. Requirements include but are not limited to:
 - successful completion of the final PEx;
 - successful completion of a teaching performance assessment;
 - successful completion of the Literacy and Numeracy Test for Initial Teacher Education Students;
 - demonstration of all Australian Professional Standards for Teachers (APST) at Graduate standard; and,
 - diversity of PEx placements.
- The PST, employing school and HEI clarify expectations for completion of remaining components of the approved program in a timely manner, with the understanding that there are mandatory requirements for graduation.
- Employment of a PST under PTT is informed by an understanding of their knowledge and experience, capability and capacity and progression through an initial teacher education program.
- Consideration is given to employment and study workloads that allow PSTs to be successful both in their work and their study.
- Exemptions or variations from PEx placements are considered against the requirements of the accredited program, the school's capacity to supervise and assess the PST, and the PST's capacity to demonstrate in their teaching role the APST that are the focus of the PEx. Any exemption or variation should only be for the practical component of a supervised PEx and not academic units.

Example of practice

1. A PTT is granted for 12 months, which encompasses three PEx placements. The PST is required to do at least one placement in an alternative location in order to meet the diversity of placements requirement of their program. The HEI can ensure that the shorter PEx is the placement completed out of the PTT school. The school can make alternative arrangements for the duration of the placement. The PST is aware that they will not be paid for the duration of the placement and can make the necessary financial arrangements.
2. The PST's mentor ensures that the APST which are the focus of a PEx for which exemption has been granted remain the focus of mentoring and support.



Continuity of learning and safety for school students is considered

- The PST's course progression, knowledge and understanding are considered, particularly in relation to classroom management, code of conduct and student well-being.
- Continuity of learning for school students is considered in any discussions between stakeholders.
- Support and supervision of the PST is provided by the school.

Example of practice

1. The PST is assigned a mentor who aligns ongoing support to the APSTs of focus in the PST's study schedule. The mentor establishes that behaviour management has not yet been covered in coursework and makes that a focus of mentoring sessions.



There are collaborative, sustainable and productive relationships between all parties (HEI/PST/school)

- All stakeholders acknowledge the regulatory requirements of all involved.
- A collaborative approach holds the well-being of students and PSTs at the centre, to the benefit of all stakeholders.
- A PST well supported in their PTT is best positioned to develop the professional knowledge and skills required for graduation and a successful entry to, and continuation in, the profession.

Example of practice

1. The PST is given additional release time to meet with a mentor, undertake observations of other teachers and take part in beginning teacher mentoring sessions with other beginning teachers in the school.
2. The principal, in collaboration with the HEI, establishes the learning needs of the PST, according to their course progression, and develops a support schedule that aligns with the PST's ongoing study. This includes a reduced load as per beginning teacher allocations, increased release time during assessment periods and removal from internal supply rosters.
3. A full-time role is shared by two PSTs with permission to teach, working 60% and 40% loads or the PTT is applied for at 80%. This arrangement allows for the PSTs to complete their courses in a timely manner and provides better long-term staffing options for the school when the PSTs graduate.
4. Where the school has concerns about the performance or well-being of the PST, contact is made with the HEI.



Conflict of interest in the supervision and assessment of preservice teachers while on professional experience/PTT is avoided

- Where a supervised PEx placement is undertaken and assessed at the employing school, the school and HEI establish processes and expectations to identify and address potential conflicts of interest.

Example of practice

1. A PST is completing their final PEx placement in their PTT school. The principal of the school, facing considerable staffing pressures, must ensure that judgements for the final PEx report are reasonable. After discussion with the HEI, they form a panel that includes themselves, a principal from another school and the HEI liaison officer, to ensure there is no conflict of interest in the decision making.
2. A conflict of interest for the assessment of the final PEx cannot be resolved. An arrangement is organised with another school whereby the PST is given a leave of absence for a short period of time to undertake a placement in another school before returning to teach again under the PTT approval.