

Teaching subject qualification and rating process

Applicants in the employable teachers register (ETR) are required to self-rate their teaching subjects.

The criteria for self-rating by applicants is based on qualifications and experience within a subject area.

Self-rating also enables applicants to indicate an interest in a subject area in which they have no experience or qualification.

To assist sites with sorting and identifying the most appropriate teacher to fill their vacancies from matching runs, (which is a list of applicants that the department uses to match a vacancy), in the **subject screen** of their online application, applicants are able to self-rate their identified subject(s), year level and rating based on their university qualifications and level of educational (teaching) experience.

Please Note: All early childhood qualifications submitted by applicants seeking employment with the department will be verified by a Recruitment Consultant in the Recruitment Centre before the applicant is approved to work in an early childhood program.

Qualification verification

All newly appointed teachers to a **permanent** position will have their qualifications verified by a Recruitment Consultant before their appointment is confirmed.

Process used to provide self rating

Qualifications

For graduating applicants the requirement to achieve verification of a qualification include;

Academic qualifications within the relevant area of study including:

- teaching qualification at the appropriate level of schooling eg early childhood/primary/ secondary/middle.
- university studies to support subject / learning area specialisations

Curriculum methodology is required in the specialist learning area. If specialising in a particular learning area then appropriate methodology needs to be undertaken e.g. specialising in physical education requires appropriate curriculum methodology relevant to the teaching of physical education. For example Japanese requires languages other than English (LOTE) methodology and is relevant to the teaching of languages.

A teaching practicum is required in the appropriate level of schooling and/or learning area.

e.g. primary (PR00) requires a practicum in Yrs 3-7; junior primary (JP00) requires a practicum in Yrs R-2; preschool (PSOP) (for an early childhood degree) requires a practicum in a preschool program.

e.g. secondary science (SC) requires a secondary practicum in this learning area, irrespective of the type of science subject, (e.g. biology, chemistry, geology, science etc) within the science learning area or 8-12 yr level taught.

e.g. middle school MM9/10, years 6 -9/10 requires a prac in yrs 6/7 primary or a specialist middle school, plus a practicum in their specialisations.

e.g. primary/middle (PR/MM) yrs 3-9 requires a practicum in yrs 6/7 primary or a specialist middle school for a middle school rating, plus a practicum in their specialisations. The primary component requires a practicum in yrs 3-7 OR the 6/7 practicum will provide a rating for both middle school and primary.



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VET subjects require a level 1 or 2 TAFE Certificate in the specialised area, and a workplace training and assessment, certificate 1V OR training and assessment certificate (TAA 4).

ESL (TESOL) (EALD): The equivalent of:

- 2 subjects (semester length per subject) providing specialist understanding in english as a second language or english language learning (eg languages education 1&2)
- 1 subject on ESL teaching methodology (eg approaches and strategies in TESOL)
- These subjects may be included in an undergraduate bachelor of education qualification, or as a post-graduate graduate certificate (in TESOL or linguistics with a language-learning focus) or as part of a master of education course or PhD.

Experienced teachers who have successfully completed accredited training may be able to use their success as evidence of qualification.

The courses identified below represent department up-skilling previously delivered:

- **middle years mathematics**
- **transition to senior years mathematics**
- **middle years home economics – food: people and technology**
- **middle years home economics – clothing, textiles and technology**
- **teach SA reskill**
- **certificate 2 engineering**
- **certificate 2 furniture making**
- **customized courses in wood and metals**

Experience

Graduate applicants need to have had a successful teaching practicum (minimum 4 weeks) within the identified subject area.

Experienced teacher applicants can provide evidence of successful teaching experience within **the last 5 years** (ie work report/references) written by a line manager which supports teaching the identified subject/s for a minimum of 2 calendar years at a minimum of 0.4 FTE (2 days a week every week) per year.

The rating process

Three levels of ratings are used for subjects by the department.

A = teacher applicant has provided evidence of successful completion of a university qualification (academic transcript) **AND** educational teaching experience within the last 5 years in an educational site within the subject identified or broad teaching (learning) area. (experience for graduates includes a successful teaching practicum of a minimum of 4 weeks in the identified subject or broad teaching (learning) area).

T = teacher applicant has provided evidence of successful completion of either a university qualification (academic transcript) **OR** 2 years educational teaching experience (the department or private) within the subject identified.



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N = teacher applicant has provided **no** evidence of any university qualifications or teaching experience in the subject identified but have indicated an interest or willingness to teach the subject.

N.B. “A” rated applicants will appear first on the department teacher vacancy matching reports, followed by “T” rated applicants and then “N” rated applicants.

E.g. physical education (PE) – for an A rating for a graduate teacher

6 semester subjects of relevant study in PE at university level, completion of relevant **secondary** curriculum methodology and a minimum of a 4 week **secondary** practicum, will enable PE to be included to year 12 (PE12) if a graduating teacher has **secondary** qualifications. If a graduating teacher has 6 semesters of relevant PE study at university level but has **primary** qualifications they are able to include PE12 as an additional subject (additional subject will be rated as a T).

4 semester subjects of relevant study in PE at university level, completion of relevant secondary curriculum methodology and a minimum of a 4 week secondary practicum, will enable PE to be included to year 10 (PE10), if a graduating teacher has **secondary** or **middle** school 6-10 qualifications.

If a graduating teacher has 4 semesters of relevant study in PE at university level and has primary middle qualifications then PE can be included as PE09 with a practicum undertaken in a middle school or lower secondary.

If a graduating teacher has 4 semesters of relevant study in PE at university level and has **primary** qualifications they are able to include PE10 as an additional subject. (an additional subject will be rated as a T)

2 semester subjects of relevant study in PE at university level, completion of relevant **secondary** curriculum methodology and a minimum of a 4 week secondary practicum, will enable PE to be included to year 8 (PE08) if a graduating teacher has secondary qualifications.

2 semester subjects of relevant study in PE at university level, completion of relevant **primary** curriculum methodology and a minimum of a 4 week **primary** practicum, will enable PE to be included to year 7 (PE07) if a graduating teacher has **primary** qualifications. If a graduating teacher has **primary** qualifications and completed 2 semester subjects of relevant study in PE **without primary** curriculum methodology and **without a primary** practicum, they are able to include PE07 as an additional subject (an additional subject will be rated as a T).

