

## Queensland Professional Experience Reporting Framework

# Professional experience glossary of terms

A guide to terminology applied in the *Queensland Professional Experience Reporting Framework*

This glossary is part of the suite of documents for the Professional Experience Reporting Framework which can be found online at [www.teach.qld.gov.au](http://www.teach.qld.gov.au)



<b>A</b>	
<b>Accredited</b>	Approved by the jurisdictional teacher regulatory authority.
<b>Assessment</b>	A structured evaluation of a preservice teacher's professional knowledge, practice and engagement.
<b>Australian Professional Standards for Teachers (APST)</b>	<p>The <b>national framework</b> comprising seven interconnected standards which outline what teachers should know and be able to do.</p> <p>The standards are grouped into three domains of teaching:</p> <ul style="list-style-type: none"> <li>• Professional knowledge</li> <li>• Professional practice</li> <li>• Professional engagement.</li> </ul> <p><b>Focus areas</b> within each standard provide further illustration of these teaching domains.</p>
<b>Authentic assessment principles</b>	An assessment based on the demonstration of evidence. Authentic assessment of professional experience requires judgement based on the teaching practice demonstrated by the preservice teacher.
<b>At risk</b>	A preservice teacher 'at risk' is a student undertaking professional experience who has been identified as experiencing difficulty in his or her progress toward achieving the standard of <b>Graduate Career Stage</b> in their teaching practice. In all programs, a preservice teacher's practice is measured against the criteria described in the final professional experience recommendations. Higher education institution program handbooks provide further information regarding the 'at risk' process and documentation requirements for each institution.
<b>B</b>	
<b>Blue card</b>	A <b>blue card</b> is issued under the blue card system administered by the Public Safety Business Agency.
<b>C</b>	
<b>Career stage</b>	A benchmark within the <b>Australian Professional Standards for Teachers</b> that recognises the professional growth of teachers throughout their careers, represented by increasing levels of professional knowledge, practice and engagement. The continuum of teaching expertise is separated into <b>four career stages</b> : Graduate, Proficient, Highly Accomplished and Lead.
<b>Context</b>	Circumstances or facts that surround a particular event, situation or environment.
<b>D</b>	
<b>Demonstrate</b>	To show or make evident skills, knowledge and/or understanding.
<b>Descriptors</b>	Statements of characteristics within the <b>Australian Professional Standards for Teachers</b> that identify the knowledge, practice and professional engagement teachers should be able to integrate and apply in teaching environments. Within these standards, descriptors are provided for each of the four career stages.
<b>E</b>	
<b>Evidence</b>	Examples of teaching practice which can be used to support an assessment.

<b>F</b>	
<b>Final professional experience recommendations</b>	A judgement on the professional practice, knowledge, and engagement demonstrated by the preservice teacher during professional experience, using the Australian Professional Standards for Teachers <b>Graduate Career Stage</b> descriptors. Completed by the supervising teacher and moderated by the site coordinator and higher education institution (HEI) representative, these recommendations are submitted by the placement school to the HEI for assessment purposes.
<b>H</b>	
<b>Higher education institution (HEI)</b>	The education institution responsible for providing the course or module of study to which the professional experience relates.
<b>Higher education institution representative</b>	The officer responsible for liaising between the HEI and professional experience setting. This role is a key partner in supporting the preservice teacher through engagement with school site coordinators and supervising teachers to comply with initial teacher education professional experience requirements.
<b>I</b>	
<b>Illustrations of practice</b>	Annotated artefacts provided in the <b>Australian Professional Standards for Teachers</b> that describe the characteristics of teaching practice at a particular <b>career stage</b> .
<b>Induction</b>	The process of familiarising the preservice teacher with aspects of the professional experience including the local school context, work processes and documents. Induction may also be referred to as orientation.
<b>Initial teacher education program</b>	An initial teacher education program is a HEI program within the education field that has been accredited by the jurisdictional teacher regulatory authority and is offered to preservice teachers to prepare them to teach in schools.
<b>Internship</b>	<p>An internship is advanced professional experience within a preservice teacher education program following completion of the required minimum number of days of supervised professional experience.</p> <p>An internship does not form part of professional experience relevant to the common <b>Professional Experience Reporting Framework</b> assessment and reporting process. It provides a transition into the teaching profession through a reduced workload and the support of a mentor. An internship is governed by a specific agreement and must be authorised by the Queensland College of Teachers.</p>
<b>M</b>	
<b>Mentoring</b>	Mentoring is a non-evaluative process where a high-performing and experienced educator facilitates the development of a beginning teacher. It is a structured and sustained support process with a strong focus on improving instructional practices. Mentoring relationships are confidential.
<b>Moderation</b>	An activity where two or more parties undertake consistent and comparable assessment judgements.
<b>O</b>	
<b>Orientation</b>	Refer to induction.

P	
<b>Placement</b>	Refer to professional experience.
<b>Placement schools</b>	Refer to professional experience settings.
<b>Placement settings</b>	Refer to professional experience settings.
<b>Preservice teacher</b>	A student enrolled in an initial teacher education program provided by a higher education institution.
<b>Professional development</b>	<p>Appraising, developing and refining teaching practice. The cycle of professional development can include self-reflection, formal and informal feedback, goal-setting and coaching.</p> <p>For more information, refer to the Australian Institute for Teaching and School Leadership's website.</p>
<b>Professional development reflection</b>	<p>This component of the <a href="#">Professional Experience Reporting Framework</a> provides an opportunity for the preservice teacher to self-appraise their knowledge, practice and engagement in relation to the <a href="#">Australian Professional Standards for Teachers</a> at the <a href="#">Graduate Career Stage</a>.</p> <p>It should be completed by the preservice teacher in self-reflection of their teaching practice at the conclusion of each professional experience.</p> <p>Professional development reflection will support the preservice teacher in their progression into a teaching career by identifying strengths and areas for further development.</p>
<b>Professional experience</b>	A component of an initial teacher education program which involves preservice teachers actively engaging in supervised and assessed teaching practice in a range of settings. Professional experience may also be referred to as placement or professional experience placement.
<b>Professional experience checklists</b>	<p>Detailed lists of obligations for site coordinators and supervising teachers in professional experience settings. They outline the requirements of these roles during the four key stages of professional experience:</p> <ul style="list-style-type: none"> <li>• preparing for the professional experience</li> <li>• induction of preservice teachers in professional experience settings</li> <li>• during professional experience</li> <li>• assessment and reporting of professional experience.</li> </ul>
<b>Professional experience placement</b>	Refer to professional experience.
<b>Professional experience settings</b>	Learning environments where supervised teaching practice occurs. They may also be referred to as placement settings or placement schools.
<b>Professional folio</b>	Documentary evidence of experience (teaching practice, knowledge and engagement) which is submitted to teacher employers as part of the application process. Application guides for each teacher employer sector provide detail on specific folio requirements.

<b>R</b>	
<b>Registration</b>	Registration from the <a href="#">Queensland College of Teachers</a> is required for a person to be employed to undertake the duties of a teacher in a Queensland school. There are two categories of teacher registration in Queensland — provisional registration and full registration.
<b>S</b>	
<b>School coordinator</b>	Refer to site coordinator.
<b>School site coordinator</b>	Refer to site coordinator.
<b>School leader</b>	The school leader supports effective partnerships between all stakeholders engaged in the professional experience and the preparation of the preservice teacher.
<b>Site coordinator</b>	<p>A representative from the professional experience setting who acts as a link between the HEI and school, supporting all aspects related to the professional experience in collaboration with the preservice teacher, supervising teacher, school leader, and HEI representative.</p> <p>Site coordinators from placement schools play a pivotal role in building and maintaining effective partnerships between stakeholders engaged in professional experience. Site coordinators may also be referred to as school coordinators or school site coordinators.</p>
<b>Summative assessment</b>	Summative assessment or summative evaluation is the assessment of preservice teachers, which summarises their development at a particular time.
<b>Supervising teacher</b>	<p>A teacher in a professional experience setting who is responsible for overseeing the professional experience (in particular the supervised teaching practice) required of a preservice teacher's initial teacher education qualification.</p> <p>Supervising teachers are exemplary classroom teachers who have demonstrated a positive impact on student learning and have the capacity, ability to mentor an adult preservice teacher. They require a high level of skills in observation, providing feedback, holding professional conversations and working collaboratively.</p> <p>Supervising teachers must know and understand the <a href="#">Australian Professional Standards for Teachers</a>.</p>
<b>T</b>	
<b>Teacher employers</b>	The schooling sectors comprised of state schooling — the Queensland Department of Education and Training — and non-state schooling — Independent Schools Queensland and the Queensland Catholic Education Commission.
<b>W</b>	
<b>Wider field experiences</b>	<p>Wider field experiences allow preservice teachers to explore resources and support services available and to work with relevant professions and welfare agencies. They are not a compulsory component of initial teacher education programs but may be valuable to a preservice teacher's understanding of the broader educational context.</p> <p>Wider field experience does not form part of professional experience relevant to the common <a href="#">Professional Experience Reporting Framework</a> assessment and reporting process.</p>