

Strategies for Supply Teachers

Transitioning to full registration



The period of provisional registration represents a supported introduction to the teaching profession in Queensland. It forms part of the continuum of ongoing development from preservice education to career-long learning.

Features of the period of provisional registration include teaching experience; guided reflection on practice; professional development and growth; collegial support and participation in collegial activities; and the compilation of annotated and verified evidence of practice that demonstrate you have met the [Australian Professional Standards for Teachers](#) (Proficient career stage).

Make sure you familiarise yourself with all the information available on progressing to full registration including information about acceptable teaching experience, achieving the Standards, the process for applying to move from provisional to full registration, and the optional support tools. This information can be accessed from www.qct.edu.au/registration/transition-to-full-registration



RESOURCES [Fact Sheet](#) | [Policy](#) | [Australian Professional Standards for Teachers](#) | [Evidence Guide](#) | [Quick Start Guide](#)>>

Teaching experience

- Take a proactive approach and develop close relationships with the school or schools in which you work on a regular basis. Let the school/s know that you would like to transition to full registration and confirm what they expect during the process.
- Seek opportunities to prepare, teach and assess your own units of work, for example, ask that you be considered for any upcoming contracts.
- Maintain records of days worked and seek a statement of service or similar from employers when you have completed 1 year (200 days) of teaching.
- Use the QCT's *Transition to Full Registration: Providing evidence of practice EVIDENCE GUIDE* to guide the compilation of appropriate evidence of practice. Your examples/evidence could be from experience across a number of schools and should be verified by the relevant person at the time.

Guided reflection on practice

- Annotate examples of planning/teaching/learning/assessing/reporting for units you teach during contracts to show relationship to the Standards.
- When completing a contract or teaching your own units of work, seek feedback from HODs/supervisors who are willing to observe your lessons. If possible ask them to provide you with written comments (particularly related to the standards) that can contribute towards your examples of practice.
- Make use of the optional support tools available from the QCT website <https://www.qct.edu.au/about/publications/support> to reflect on your professional practice and development against the Standards.

Professional development and growth

- Find out who coordinates professional development in the school/s where you regularly teach and how to access information about the opportunities that may be available and appropriate.
- Request permission to participate in pupil free day professional development activities and any other professional development activities provided at the schools where you regularly work.
- Network with supply and other teachers in your region to share information about sources of PD such as local presenters, private providers, and useful websites.

Collegial support and participation in collegial activities

- Access formal induction processes which take place in the school/s at which you teach.
- Attend events such as the Beginning and Establishing Teachers Association (BETA) conference as part of your induction.
- Identify and work with a mentor if possible.
- Join professional associations and/or become a member of discussion lists.

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