

Delivering Queensland Curriculum and Assessment Authority approved or accredited kindergarten guidelines

Teaching children in the year immediately before the preparatory year and delivering a program based on a syllabus or kindergarten guideline approved or accredited by the Queensland Curriculum and Assessment Authority (QCAA), for example the Queensland kindergarten learning guideline (QKLG) is acceptable teaching experience. (If teaching another kindergarten or early years program please refer to [Early childhood education and care setting 2](#)¹).

What must the provisionally registered teacher (PRT) do?

The provisionally registered teacher in an early childhood service:

- takes a proactive approach
- demonstrates a strong understanding of the Australian Professional Standards for Teachers (APST)
- accesses an appropriate mentor and a Reviewer (this may be the same person in an early childhood service)
- applies for the Reviewer to be approved through the QCT through the submission of a [FORM K: Progressing to full teacher registration if teaching a QCAA approved or accredited Kindergarten guideline](#)² prior to the mentoring taking place
- engages in reflective practice and develop identified learning goals
- uses the [Transition to full Registration: An evidence guide for early childhood teachers](#)³ to assist with compiling evidence
- completes one year (200 days) of teaching as a minimum requirement.

Only a fully registered teacher who the QCT has approved as a Reviewer/mentor is able to complete the Assessment and Recommendation which is embedded in the [Application for Moving from Provisional to Full Registration](#).²

What type of support is required?

The provisionally registered teacher will receive guidance, support and feedback regarding progress towards meeting the APST from experienced colleagues and mentors.

The culminating assessment against the APST is completed by a Reviewer.

As a guide the approved Reviewer/mentor should:

- complete formal observations of and provide feedback on practice at least four times throughout the provisional period

- maintain open communication through face-to-face contact, telephone, email etc
- develop sufficient knowledge from evidence provided by the provisionally registered teacher of their planning, teaching/learning, assessing/reporting linked to the APST
- complete the Assessment and Recommendation report which is embedded in the [Application for Moving from Provisional to Full Registration](#).²

Who can be a Reviewer?

The Reviewer must be a fully registered teacher with an understanding of the early years and/or primary schooling to whom one of the following applies:

- already works in the centre
- regularly visits the centre in an advisory role e.g. Early Education Advisor
- is from an affiliated centre
- teaches in a primary school or has recent experience teaching primary or early childhood.

The Reviewer/mentor must not be:

- a family member
- a parent of a child taught by the PRT or a parent of a child who will enter the PRT's class during the provisional registration process
- a teacher of one of the PRT's children
- a high school teacher with no early years or primary experience.

In early childhood services, one person may act in the role of both mentor and the Reviewer. Alternatively a PRT may have both a mentor and a Reviewer to support the development of all aspects of their role.

Further information available

¹ [Acceptable teaching experience](#)

² [Forms](#)

³ [Early childhood education and care services](#)

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