

## Delivering early years programs

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 is acceptable teaching experience. (See [Early childhood education and care setting 1](#)). Delivering other early years programs in an early years centre in the year before school may also be recognised as acceptable teaching experience, using the process outlined below.

### Applying for recognition of an educational setting for equivalence of experience for provisional registration purposes

The provisionally registered teacher (PRT) must apply to the QCT to have their teaching experience recognised under QCT policy on equivalent experience acceptable for provisionally registered teachers to move to full registration. This also requires the organisation to apply to the QCT for recognition.

These applications, using Forms A and B (below), must be made prior to or at commencement of teaching in the setting.

Application for [Recognition of an Educational Setting for Equivalence of Experience for Provisional Registration Purposes - Form A: Provisionally Registered Teacher](#).<sup>2</sup>

**Note 1:** *Form A* requires details of a fully registered teacher with responsibility for the education program in the institution who will act as Reviewer/mentor for the provisionally registered teacher. The fully registered teacher must have at least five years of teaching experience. Further information about who can be a Reviewer/mentor and their responsibilities is provided below.

Application for [Recognition of an Educational Setting for Equivalence of Experience for Provisional Registration Purposes - Form B: Organisation](#).<sup>2</sup>

**Note 2:** The Educational Program meets all the following requirements:

- is derived from a dedicated curriculum and is recognised, endorsed, approved or accredited by a recognised independent curriculum or regulatory authority.
- is developmental, building on prior learning and preparing for subsequent learning
- is delivered to both individuals and groups
- occurs over a reasonable period of time (e.g. semester) and is taught to the same group of students.
- educational outcomes are specified in the program
- the age levels of students in the educational program cannot extend to those aged more than one year below school age (i.e. Prep minus one year).

**Note 3:** The organisation may already have approval as an equivalent setting. Check with the QCT before completing *Form B*.

### What must the provisionally registered teacher do first?

The provisionally registered teacher in an early childhood service is required to:

- identify an appropriate fully registered teacher who is able to act as Reviewer/mentor during the period of provisional registration and complete the final assessment of achievement of the Australian Professional Standards for Teachers (APST) at the proficient career stage
- submit Form A to the QCT outlining the amount and type of contact in which the provisionally registered teacher and the Reviewer/mentor will engage
- ensure that the organisation already has approval as an acceptable setting or that it submits Form B to the QCT
- complete one year (200 days) of teaching as a minimum requirement
- engage in reflective practice and develop identified

learning goals

- use the [Transition to full registration: An evidence guide for early childhood teachers](#)<sup>3</sup> to assist with compiling evidence.

Teaching experience prior to the submission of Form A and Form B is not accepted as part of the minimum requirement of 200 days.

### 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, e-mail etc.
- develop sufficient knowledge from evidence provided by the provisionally registered teacher of their planning, teaching/learning, assessing/reporting linked to the APST at the proficient career stage
- complete the Assessment and Recommendation report which is embedded in the [Application for Moving from Provisional to Full Registration](#).<sup>2</sup>

### 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

<sup>1</sup> [Acceptable teaching experience](#)

<sup>2</sup> [Forms](#)

<sup>3</sup> [Early childhood education and care services](#)

Contact us

1771 | IS09 | 0820

07 3377 4777

or call 1300 720 944

GPO Box 702  
Brisbane Qld 4001 Australia

Email: [enquiries@qct.edu.au](mailto:enquiries@qct.edu.au)



[www.qct.edu.au](http://www.qct.edu.au)