

Teaching in settings other than a school

Teaching experience in some settings, other than those offering early years programs, may also be recognised as acceptable teaching experience, for example delivering certain programs at a TAFE college. (For information about acceptable early years settings see [Early childhood education and care setting 1](#)¹ and see [Early childhood education and care setting 2](#)).¹

To be considered, the teaching experience must meet all the criteria specified in the QCT policy on equivalent experience acceptable for provisionally registered teachers to move to full registration.

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. 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](#).²

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](#)²

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

- is derived from a dedicated curriculum and are recognised, endorsed, approved or accredited by a recognised independent curriculum or regulatory authority
- is developmental, building on prior learning and preparing for subsequent learning
- program/s are 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.

The role of the provisionally registered teacher (PRT)

The provisionally registered teacher must:

- be supervised by the Principal or other person responsible for the education program in the institution. The supervisor (Reviewer) must be a fully registered teacher with at least five years of teaching experience
- submit *Form A* to the QCT outlining the amount and type of contact in which the provisionally registered teacher and the supervisor (Reviewer) 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
- actively engage in reflection on practice
- use a range of annotated evidence to demonstrate that the Australian Professional Standards for Teachers (APST) at the proficient career stage are met at the level for full registration. [QCT's Guidelines Transitioning from provisional to full registration](#)³ must be used to guide the compilation of appropriate 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.

The role of the supervisor (Reviewer)

The role of the supervisor (Reviewer) is to guide, advise and encourage the provisionally registered teacher towards demonstrating the APST at the proficient career stage. This means the supervisor (Reviewer) must be familiar with the teaching practice of the provisionally registered teacher.

As a guide the approved supervisor (Reviewer) should:

- observe the provisionally registered teacher's teaching practice for a minimum of once a term or four times across the provisional registration period
- maintain open communication through face-to-face contact, telephone, e-mail etc
- discuss and review evidence examples provided by the provisionally registered teacher of their planning, teaching/ learning, assessing/reporting linked to the APST
- complete the Assessment and Recommendation which is embedded in the [Application for Moving from Provisional to Full Registration](#).²

Further information available

¹ [Acceptable teaching experience](#)

² [Forms](#)

³ [Transition to full registration](#)

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