

Transitioning to a different area of teaching: some useful tips

The QCT sets qualification requirements for the registration of teachers and registers the person as a 'teacher', not as an early years, primary or specialist secondary teacher. A registered teacher can legally be employed to teach any year level in a school. The specific subjects, grades or classes assigned to a registered teacher are ultimately decided by the school/employer.

Transitioning from primary to secondary teaching

Employers determine the subjects and/or grades taught by registered teachers, taking into account qualifications, teaching and non-teaching experience, professional development etc. However, as a guide to the requirements to teach a subject, when the QCT approves a secondary teacher education program offered by a university, in addition to subject-specific pedagogy, the expectation is for a major sequence of 6-8 units of studies (equivalent to $\frac{3}{4}$ to 1 year of full-time study) in a discipline relevant to the teaching area; and for a second or third teaching area, as a minimum, a sequence of 4-6 units (equivalent to $\frac{1}{2}$ to $\frac{3}{4}$ of a year of full-time study) in a discipline relevant to the teaching area.

Options for a primary teacher wanting to transition to secondary teaching include:

- enrolling in miscellaneous units (including from a secondary preservice teacher education program) to build an appropriate sequence of units in the chosen field/s and competency in subject-specific pedagogy
- enrolling in a Graduate Certificate in the chosen field/s
- completing specific professional development courses/further study required by the employer.

Advice about enrolment options and study sequences should be sought from higher education institutions. However, please note that a registered teacher usually cannot enrol in a pre-service graduate-entry teacher education program.

A teacher who chooses to undertake further study at a higher education institution in order to transition to a different teaching area may be able to seek recognition of prior learning (RPL) or credit for any courses/units already completed.

Transitioning from secondary to primary teaching

Employers determine the subjects and/or grades taught by registered teachers, taking into account qualifications, teaching and non-teaching experience, professional development etc. However, as a guide to requirements, primary and early childhood programs approved by the QCT are designed to ensure teachers are well prepared to teach the English and mathematics key learning areas and are able to teach across the key learning areas of history/SOSE, science, technology, the arts and health and physical education, and have at least an awareness of the LOTE key learning area. Studies in discipline content knowledge and curriculum/pedagogy relevant to the primary learning areas amount to a minimum of 16 semester units (equivalent to 2 years of full-time study) within an undergraduate primary/EC preservice teacher education program.

Options for a secondary teacher wanting to transition to primary teaching include:

- enrolling in miscellaneous units to cover discipline content knowledge and curriculum/pedagogy relevant to primary learning areas other than their area of secondary expertise
- enrolling in a Graduate Certificate in the chosen field/s

- completing selected units from a primary preservice teacher education program to ensure competency in cross-curricular requirements such as teaching literacy and numeracy skills
- completing specific professional development courses/further study required by the employer.

Advice about enrolment options and study sequences should be sought from higher education institutions. However, please note that a registered teacher usually cannot enrol in a pre-service graduate-entry teacher education program.

A teacher who chooses to undertake further study at a higher education institution in order to transition to a different teaching area may be able to seek recognition of prior learning (RPL) or credit for any courses/units already completed.

Transitioning to early childhood teaching

The requirements for teaching in long day care and kindergarten services with children under school age vary depending on the size of the service, its location and its operating hours.

Further information is available at

[TAFE](#)

[ACECQA](#)

[Department of Education – Early Childhood Education and Care](#)

Support for retraining

Support for retraining may be offered by employers to assist teachers to retrain in high demand areas. Contact your employer for information.