

Acceptable other experience for moving to full registration

POLICY

Purpose

To set out the experience acceptable for moving to full registration other than that set out in the *Transitioning from provisional to full registration policy*, and any special requirements needed for such applications.

Rationale

The requirements and process to move from provisional to full registration are in the overarching *Transitioning from provisional to full registration policy*. Acceptable experience in that policy includes a recognised school in Australia, delivering an educational program based on the Australian curriculum or on a syllabus developed, purchased or revised by the Queensland Curriculum and Assessment Authority (QCAA), or in New Zealand.

Other experiences may also be acceptable to move to full registration, with appropriate supports in place to ensure a robust professional development and assessment.

Scope

This policy applies to current holders of provisional registration seeking a pathway to full registration using experience other than teaching in an Australian school, that the Queensland College of Teachers (QCT) is satisfied can address the eligibility and professional practice requirements for full registration.

The policy implements key provisions relating to moving to full registration in the *Education (Queensland College of Teachers) Act 2005* (the Act), and the *Education (Queensland College of Teachers) Regulation 2016* (the Regulation), specifically:

- section 8, which sets out the eligibility requirements to move to full registration
- sections 22-25, which set out application requirements
- section 235 (5)(b), which states that the professional standards (the Standards) may provide for the abilities, experience, knowledge, and skills required for full registration

and

- regulation 6, which prescribes the experience requirements for the purposes of section 8(1)(a)(i), as the successful completion of one year of duties as a teacher at a school or other experience the college is satisfied is the equivalent.

This policy does not apply to experiences addressed in the *Transitioning from provisional to full registration policy*.

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Policy statement

Eligibility for full registration

Among other requirements, a person is eligible for full registration where either:

- in section 8(1)(a)(i) of the Act, the person has attained the qualifications and experience for full registration or
- in section 8(1)(a)(ii) the person's education, demonstrated abilities, experience, knowledge and skills establish that the person meets the requirements under the Standards for full registration.

For the purposes of a provisionally registered teacher transitioning to full registration the following apply.

Qualifications / Education

Qualifications or education that were accepted by the QCT for the purpose of granting the teacher provisional registration will be taken as:

- acceptable 'qualifications' for section 8(1)(a)(i) and regulation 5 or
- acceptable 'education' for section 8(1)(a)(ii).

Experience

A reviewer's assessment and recommendation for full registration will be taken as either:

- notice of the successful completion of 'experience' prescribed in regulation 6, for section 8(1)(a)(i) or
- meeting the 'demonstrated abilities', 'knowledge' and 'skills' for section 8(1)(a)(ii).

'Experience' must encompass working with the full scope and breadth of the Standards, while employed for at least one year in a role that is:

(A) delivering one of the programs in Table 1
and/or

(B) assessing student participation in such a program
and/or

(C) otherwise administering or providing consistent and substantial educational leadership to such a program
and

does not include experience as a teacher's aide, a teacher's assistant, a student teacher or holder of permission to teach.

Reviewer requirements

A reviewer must:

- hold current full registration/accreditation in Australia (or alternatively New Zealand, for experience in a country other than Australia)
- have sufficient knowledge of the setting, program and the Standards
- have no conflicts of interest with the provisionally registered teacher that would influence the process
- be approved by the QCT prior to the provisionally registered teacher accruing experience.

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Table 1: List of programs acceptable for other experience

Location	Setting	Program	Acceptance and other requirements
Queensland	A regulated early childhood setting, whether stand alone or part of a school.	An educational program based on a kindergarten guideline developed, purchased and revised, or accredited by the QCAA.	This is acceptable 'experience' for section 8(1)(a)(i).
Any Australian state or territory	A regulated early childhood setting, whether stand alone or part of a school.	A national approved learning framework under the National Quality Framework (NQF) administered by the Australian Children's Education and Care Quality Authority (ACECQA).	This is acceptable 'experience' for section 8(1)(a)(ii).
Queensland	An educational institution with current QCT approval as 'equivalent' to a school.	A program that is approved by the QCT, together with the teacher's role, prior to the teacher accruing the experience.	This will be accepted under regulation 6 as equivalent to 'experience' for section 8(1)(a)(i).
A country other than Australia	A recognised school with current QCT approval.	A program based on: <ul style="list-style-type: none"> the national curriculum developed and administered by the Australian Curriculum, Assessment and Reporting Authority or a syllabus developed, revised or purchased for a senior subject or P-10 subject by the QCAA. 	This will be acceptable 'experience' for section 8(1)(a)(i).

As experiences can occur in an environment other than a recognised school, the QCT offers professional development in myQCT to support the teacher's move to full registration.

Other requirements

Applications for the QCT's approval of a recognised school, educational institution, program, role or reviewer must be made on the relevant form and meet the requirements of any related QCT guidelines current at the time of applying.

This policy should be read in conjunction with the requirements of the overarching *Transitioning from provisional to full registration policy*.

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Definitions

Australian Curriculum, Assessment and Reporting Authority – Any reference to the national curriculum developed and administered by the Australian Curriculum, Assessment and Reporting Authority means a curriculum under the *Australian Curriculum, Assessment and Reporting Authority Act 2008* (Cwlth).

Queensland Curriculum and Assessment Authority (QCAA) – Any reference to an educational program based on a syllabus or kindergarten guideline developed, purchased, revised or accredited by the Queensland Curriculum and Assessment Authority means an educational program under the *Education (Queensland Curriculum and Assessment Authority) Act 2014*.

Recognised school - A school that delivers primary, secondary or special education, that is accredited by the relevant authority of the country or state in which it is located.

The professional standards (the Standards) – These refer to the Australian Professional Standards for Teachers and describe the professional knowledge, professional practice and professional engagement required of teachers. They comprise of seven Standards describing what teachers are expected to know and be able to do. They are interconnected, interdependent and reflect the complex role of teaching.

Legislation

- *Education (Queensland College of Teachers) Act 2005* – section 8
- *Education (Queensland College of Teachers) Regulation 2016* – regulations 5 and 6

Supporting documents

- *Transitioning from provisional to full registration policy*
- *Guidelines: Transitioning from provisional to full registration*
- *Transition to full registration: An evidence guide for early childhood teachers*

Review date

The policy will be reviewed by the QCT every three years.