

Delivering an educational program based on a kindergarten guideline approved or accredited by the Queensland Curriculum and Assessment Authority (QCAA) to children in the year immediately before the preparatory year is recognised as acceptable teaching experience. Approved programs include the *Queensland kindergarten learning guideline* and the *C&K Building waterfalls teaching and learning guideline* for kindergarten. (If teaching another kindergarten or early years program please refer to [Teaching Experience Setting 2](#))

## What must the provisionally registered teacher (PRT) do?

The provisionally registered teacher (PRT) is required to:

- identify an appropriate fully registered teacher who is able act as Reviewer/mentor during the period of provisional registration
- submit *Form K: Progressing to Full Teacher Registration if Teaching a QCAA Approved or Accredited Kindergarten Guideline* to the QCT either prior to, or as soon as possible after commencement of employment in the early childhood setting
- 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) are met at the level for full registration. QCT's *Transition to Full Registration: Providing evidence of practice: EVIDENCE GUIDE* must be used to guide the compilation of appropriate evidence.

Only a fully registered teacher whom the QCT has approved as Reviewer/mentor is able to complete the Assessment and Recommendation which is embedded in the *Application for Moving from Provisional to Full Registration*.

## What type of support is required?

The role of the Reviewer/mentor is to guide, advise and encourage the provisionally registered teacher towards demonstrating the APST. This means the Reviewer/mentor must be familiar with the teaching practice of the provisionally registered teacher. As a guide the approved Reviewer/mentor 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*.

## Who can be a Reviewer/mentor?

The Reviewer/mentor may be a fully registered teacher with an understanding of the early years and/or primary schooling who:

- 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.

The Reviewer/mentor must not be:

- a family member
- a parent of a child taught by the PRT or 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 instances where a suitable fully registered teacher is not available in the professional community of the early childhood centre, the Early Childhood Advisor from Early Childhood Education and Care may be able to provide assistance regarding local early childhood networks that involve local primary schools and early childhood centres.

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