

Teaching Qualification Policy

POL11

1. Purpose

This policy outlines the teaching qualification requirements for registration with the Teacher Registration Board of Western Australia (Board) and the Board's approach to the assessment of qualifications.

2. Scope

This policy applies to all applications for registration, with the exclusion of applications for Limited Registration, which are covered by a separate policy. It also applies to the assessment of requests for qualification advice, pursuant to regulation 19(2)(a) of the *Teacher Registration (General) Regulations 2012*.

3. Background

The Board operates within the authority of the *Teacher Registration Act 2012* (Act).

The Act mandates the requirements for the teacher registration scheme and the powers of the Board in exercising its functions in relation to these matters.

Section 18A of the Act sets out the teaching qualification requirements to enable a person to hold registration as a teacher:

(1) A person meets the teaching qualification requirements if the person —

(a) has a teaching qualification —

(i) from an accredited initial teacher education program; or

(ii) that the Board recognises as equivalent to the qualification referred to in subparagraph (i);

or

(b) has a teaching qualification and teaching experience that the Board considers is sufficient to enable the person to hold registration as a teacher.

(2) Subsection (1)(a)(ii) and (b) do not apply in relation to a person applying for provisional (returning teacher) registration if the person holds a teaching qualification from an accredited initial teacher education program.

4. Definitions

Program of initial teacher education	A teacher education qualification, the content of which is designed to prepare a person for teaching in a primary or secondary school or an early childhood education setting.
Accredited initial teacher education program	A program which is accredited for the purposes of a national accreditation scheme for initial teacher education programs by the Board or another Australian teacher regulatory body ¹ .
Professional teacher education content	A structured program of teacher education studies, which includes the theoretical and practical aspects of education. This would include, for example, the study of teaching methods, educational psychology and philosophy, discipline-specific curriculum content, studies in teaching and learning and supervised teaching practice.

5. Policy

5.1 Teachers currently or previously registered in Western Australia

Where a teacher is currently registered in the category of Non-Practising Registration, they are considered to meet the qualification requirements for Full Registration or Provisional (Graduate Teacher) or Provisional (Returning Teacher) Registration.

Where a teacher has previously been registered by the Board in the categories of Full or Provisional or Non-Practising Registration, or by the Western Australian College of Teaching in the categories of Registered Teacher or Provisionally Registered Teacher, the teacher is considered to meet the qualification requirements for Full Registration or Provisional (Graduate Teacher) or Provisional (Returning Teacher) Registration as outlined in the section below.

5.2 Qualification requirements

The *Teacher Registration Act 2012* (the Act) sets out the qualification requirements for registration in each category². These require a person to have a teaching qualification either:

- from an accredited initial teacher education (ITE) programme (as defined above); or
- that the Board recognises as equivalent to such a qualification; or

¹ A list of accredited initial teacher education programs can be found on the Australian Institute of Teaching and School Leadership (AITSL) website.

² Sections 15, 16 and 16A of the Act, respectively.

- c. has a teaching qualification and teaching experience that the Board considers is sufficient to enable the person to hold registration as a teacher.

A person is considered to hold an accredited ITE qualification if, at any time during their enrolment in the program, the program was accredited by the Board or another Australian teacher regulatory body. It is not a requirement that the program was accredited throughout the entire period of the person's enrolment.

Qualifications which the Board may consider as equivalent to an accredited ITE program

Qualifications from programs which are not accredited will be assessed by the Board for equivalence to an accredited ITE program. These include overseas qualifications and Australian qualifications from programs which have not been accredited by either the Board or another Australian teacher regulatory body.

The authority to recognise a qualification, or set of qualifications, as equivalent to an accredited ITE programme, is a discretionary power afforded to the Board under the Act. When considering the issue of qualification equivalence, the Board will assess each case on its individual merits.

In determining whether a qualification or qualifications may be equivalent to an accredited ITE program, the factors that the Board may take into consideration, include but are not limited to, the following:

- The degree to which the content of the program demonstrates similarity to the content of an accredited ITE program.
- The full time duration of the qualification.
- An assessment of the academic level of the qualification.
- Relevance of program content to the Australian/Western Australian curriculum.
- The amount and nature of the professional teacher education content of the qualification.
- The amount and nature of supervised teaching practice within the qualification.
- Any assessment of an applicant's qualification undertaken by AITSL for the purposes of migration to Australia.
- Any other factors or information relating to the qualification.

In general terms, the Board will consider whether there is a sufficient degree of similarity between the qualification held by an applicant and an accredited ITE program, such that the qualification may be considered equivalent.

Whilst a qualification will be considered on its merits, the Board will generally recognise as equivalent to an accredited ITE program, a qualification (or combination of qualifications) where the qualification:

- a. includes a program of ITE at the Bachelor degree level or higher; and
- b. totals at least 4 years of (full-time or part-time equivalent) higher education study; and
- c. includes at least one year (full-time or part-time equivalent) of professional teacher education content; and
- d. includes at least 45 days of satisfactory supervised teaching practice undertaken at a primary or secondary school or early childhood education setting.

A teaching qualification and teaching experience considered sufficient for registration as a teacher

In cases where a person does not hold a qualification from an accredited ITE teaching program nor one that is considered equivalent, the Board will consider whether a person holds a teaching degree and teaching experience, which may be considered sufficient for registration as a teacher.

In general terms, this is likely to apply to in cases where an applicant has significant and relevant experience as a teacher but whose teaching qualification is not considered equivalent due to the fact that they have:

- a. completed less than 4 years of higher education; or
- b. completed less than 45 days of supervised teaching practice; or
- c. completed less than one year of professional teacher education content within their teaching degree.

It is intended for teachers who due to a combination of teaching qualifications and teaching experience are considered suitable by the Board for teacher registration.

Similarly to assessments of teaching qualification for equivalence to an accredited ITE program, this is a discretionary authority afforded to the Board under the Act, and the Board will consider each case on its individual merits and in the context of the evidence provided in the application.

6. Supporting information

[Teacher Registration Act 2012](#)
[Teacher Registration \(General\) Regulations 2012](#)

7. Change History

Approved	Version	Details	Approved By
19/6/2013	1	New Policy Issued	Board
19/9/2013	2	Amendment following September 2013 Board meeting	Board
18/12/2013	3	Amendment following December 2013 Board meeting	Board
20/05/2014	4	Amendment following May 2014 Board meeting	Board
01/12/2015	4.1	Amendments to reflect that only graduates of ITE programmes within the last 5 years can demonstrate meeting the Graduate Standards.	Director
21/10/2020	5	Policy review	Board
20/09/2023	6	Updated to align with amended Act	Board