

**DISTRICT COURT OF QUEENSLAND**

**REGISTRY: Brisbane**

**NUMBER: 2960/08**

**Appellant: M.R. Pinheiro**

**Respondent: Queensland College of Teachers**

**RESPONDENT'S OUTLINE OF ARGUMENT**

**1. Original Decision**

The Appellant's application for registration as a teacher was rejected on the basis that she had not completed a qualification that is required for registration under s 8 of the *Education (Queensland College of Teachers) Regulation 2005* (hereafter "the Regulation").

**2. Review Decision**

On 10 September 2008 the Professional Standards Internal Review Committee (see Exhibit 'A') recommended that the original decision be confirmed on the basis that the Review Committee was not prepared to accept that the Appellant had demonstrated that she had met the requirements for registration as a teacher in Queensland.

**3. The Issue**

The Appellant holds academic qualifications gained in Brazil and in Australia. The Appellant contends that she has met the necessary criteria to be eligible for registration as a teacher within the State of Queensland on the basis of her

prior academic and/or work history. The Respondent accepts that the Appellant has met some, but not all, of the prerequisites for registration. Specifically, the Appellant has not completed professional studies that are at least one year of academic study as required by s 8 of the Regulation. In the alternative, the Appellant's education, abilities, experience and contribution to education do not establish that the Appellant meets the requirements under the Professional Standards for Provisional Registration as required by s 9(1)(a)(ii) of the *Education (Queensland College of Teachers) Act 2005* (hereafter "the Act").

#### **4. Relevant Legislation**

- Section 9(1)(a)(i), (ii) of the Act;
- Section 21(3) of the Act;
- Section 209-213 of the Act; and
- Section 8 of the Regulation.

#### **5. Submissions**

5.1 Any application for registration as a teacher in Queensland is subject to s 9(1)(a)(i) of the Act, s 8 of the Regulation or, alternatively, s 9(1)(a)(ii) of the Act.

5.2 Pursuant to s 9(1)(a)(i) of the Act and s 8 of the Regulation, any applicant for registration has to satisfy the requirement of successful completion of a course of pre service teacher education consisting of at least four years academic study including professional studies that are at least one year of academic study, or a graduate course of pre service teacher education consisting of professional studies that are at least one year of academic study, or another equivalent course of teacher education.

5.3 In the alternative, pursuant to s 9(1)(a)(ii) of the Act permits the Respondent to consider the eligibility of an applicant for registration on the basis of the applicant's education, abilities, experience and contribution to education.

5.4 In assessing overseas qualifications the Respondent relies on advice provided by Australian Education International-National Office of Overseas Skills Recognition (hereafter "AEI-NOOSR") (see Exhibit 'B'). According to AEI-NOOSR the Appellant's qualifications are assessed as follows:

- (a) The *Formacao de Professo Res Para o Magisterio do Primeiro Grau da Primeira a Quarta Serie* as comparable to the educational level of Australian secondary education;
- (b) The *Lienciado em Ciencias* as comparable to the education level of an Australian Bachelor degree. This four year program included 18 credits of professional studies with exemptions for an additional 6 credits of professional studies, totally some 24 credits of professional studies. One year of professional studies consists of 52 credits and hence the *Lienciado em Ciencias* did not include professional studies equivalent to at least one year of academic study;
- (c) *Formacao de Analistas de Sistemas* at the Universidade do Estado do Rio de Janiero as comparable to a Qualification in Systems Analysis which did not include any professional studies in education;
- (d) Postgraduate Diploma in Philosophy (in the field of Logic), University of Queensland 2000 which may have included a 3 credit subject, Education Psychology VI which possibly increases the total of the Appellant's professional studies to 27 credits which is approximately one semester short of the necessary 52 credits to complete a full year of professional studies in education.

5.5 Appellant's Academic History can be summarised as follows:

- (a) Initial pre service teacher education at *Colegio* in Brazil assessed as upper secondary level studies;

- (b) A four year teacher education program assessed as comparable to an Australian Bachelor Degree including approximately one semester of professional studies in education;
- (c) An extension course in systems analysis; and
- (d) A Postgraduate Diploma of Philosophy through a Queensland University.

5.6 As the Appellant's academic history includes the equivalent of only one semester of professional studies in education, she has not met the necessary criteria of the completion of one year of professional studies in education. The Appellant has provided no evidence that she has completed the equivalent of one year, or two semesters, of professional studies in education.

5.7 Appellant's education, abilities, experience and contribution to education:

- (a) The Appellant has completed approximately 2.5 years of teaching experience in schools;
- (b) The Appellant has not taught in a school setting for approximately 10 years; and
- (c) The Appellant's recent history has comprised part-time tutoring in Mathematics at higher education institutions.

5.8 The Appellant claims to have completed 2.5 years as a secondary mathematics teacher at a school in Brazil from January 1996-June 1998. In addition, she claims experience as a part-time tutor at a number of universities in Brazil during 1989, and in Australia in the period 2001-2005. The Appellant has not taught in a school setting since June 1998 and has no teaching experience over the last decade.

5.9 As teacher registration in Queensland is for teaching in Queensland schools, and the Act focuses on school settings, the Appellant has insufficient teaching experience in school settings to meet the requirements for registration under the Act.

5.10 The Appellant was given the opportunity to provide additional information to support her case. The information provided did not establish that she has completed the necessary full year of professional studies (see Exhibit 'C').

## **6. Conclusion**

The Appellant does not meet the necessary prerequisites for eligibility for registration as a teacher in Queensland. The Appellant has been informed that in order to satisfy the necessary criteria, she is required to undertake a further semester of professional studies in education (see Appendix 'D'). On successful completion of the additional semester of professional studies, the Appellant will satisfy s 8 of the Regulation and hence be eligible for provisional registration as a teacher in Queensland.

**EXHIBIT 'A': Professional Standards Internal Review Committee**

Date: 10 September 2008



**QUEENSLAND COLLEGE OF TEACHERS**  
**PROFESSIONAL STANDARDS INTERNAL REVIEW COMMITTEE**  
**10 SEPTEMBER 2008**

**NAME:** MISS M R PINHEIRO  
**DATE OF BIRTH:** 6 January 1971  
**IDENTIFICATION NUMBER:** 826545

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**REVIEW OF ORIGINAL DECISION RELATING TO ELIGIBILITY FOR REGISTRATION**

**1. Relevant Section of the Act or Regulation**

- S9 (1)(a)(i) & (ii) of the Act
- S8 of the Regulation
- S21 (3) of the Act
- S 209 – 213 of the Act

**2. Original Decision**

Miss Pinheiro's application for registration was rejected on the basis that she had not completed a qualification that is accepted for registration under S8 of the *Education (Queensland College of Teachers) Regulation 2005*. A copy of the College's notice (21 July 2008) informing Miss Pinheiro of the decision is attached.

**3. Application for Internal Review**

Miss Pinheiro has applied for a review of the College's decision. A copy of Miss Pinheiro's application is attached. Her eligibility for registration may be considered by the Committee under S9 (1)(a)(ii) of the Act – that is taking into account the totality of her qualifications and experience.

**4. Background**

**Qualifications**

- *Habilitacao de "Formação de Professores para o Magistério do Primeiro Grau da Primeira à Quarta Série" (Qualification of Formation of Teachers for Primary School Education from 1<sup>st</sup> to 4<sup>th</sup> Series)*, Colégio da Companhia de Santa Teresa de Jesus, Brazil, 1986
  - *Licenciado em Ciências (Licentiate in Sciences)*, Universidade Estácio de Sá (UNESA), Brazil, 1991.
  - *Formação de Analistas de Sistemas (Qualification in Systems Analysis) (270 hours)*, Universidade do Estado do Rio de Janeiro, Brazil, 1992
-

- *Postgraduate Diploma of Philosophy in the Field of Logic*, University of Queensland, 2000

### **NOOSR Advice and Assessment of Qualifications**

- The *Habilitacao de "Formação de Professores para o Magistério do Primeiro Grau da Primeira à Quarta Série"* was completed at a *Colégio*, which is an upper secondary school.

The program included professional studies in education and supervised practice teaching, but could not be considered as higher education study. (NOOSR information indicates that a primary teacher trainee specialising in the first four years of primary education completes their training at secondary school.)

- The *Licenciado em Ciências* would be assessed under NOOSR guidelines as comparable to the educational level of an Australian Bachelor degree.

This was a four-year program comprising a total of 208 credits. Miss Pinheiro's academic record for the program shows that she studied at UNESA from 1<sup>st</sup> semester 1987 to 1<sup>st</sup> semester 1988. She then transferred to the University of Rio Grande in 2<sup>nd</sup> semester 1988 and returned to UNESA in 2<sup>nd</sup> semester 1989. The studies she had undertaken at University of Rio Grande were credited into her study program at UNESA in 2<sup>nd</sup> semester 1989.

To meet the academic requirements for registration, a four-year program needs to include professional studies in education amounting to at least one year of academic study. In the case of Miss Pinheiro's *Licenciado em Ciências*, this would equate with at least 52 credits.

The following professional studies in education appear on Miss Pinheiro's UNESA transcript for the *Licenciado em Ciências*:

Psychology of Education I	4 credits
Didactics I	4 credits (transfer from University of Rio Grande)
Structure & Function of Primary School Education	2 credits (transfer from University of Rio Grande)
Science Education in Practice	2 credits
Educational Psychology II	4 credits
Didactics II	4 credits
Structure & Function of Secondary School Education	2 credits
Mathematics Education in Practice	2 credits
TOTAL	24 credits

Miss Pinheiro had submitted an email and letter in which she discussed her qualifications and experience. Copies of these are attached.

In her email Miss Pinheiro listed the education subjects she had located in her transcripts. Her list includes three more subjects than the one above, but even if all subjects she had listed were taken into account the total would be only 33 credits.

She had also provided copies of her transcripts with the subjects she considered to be professional studies in education marked. However some of these are exemptions rather than actual subjects completed.

- The *Formação de Analistas de Sistemas* was a 270 hour Extension Course and was not a teaching qualification.
- The *Postgraduate Diploma of Philosophy in the Field of Logic* was not a teaching qualification.



**Experience**

Ms Pinheiro claimed the following teaching and tutoring experience on her application for registration:

01/96 – 06/98	Full Time	Secondary Mathematics Teacher, Brazil
03/89 – 07/89	2 hrs/week	University Tutor, Brazil
07/01 – 02/02	9 hrs/week	Tutor, Victoria University of Technology
02/02 – 03/03	4 hrs/week	Tutor, RMIT, Victoria
08/05 – 10/05	2 hrs/week	Tutor, University of Technology, Sydney

Her curriculum vitae provides further information, but no official documentary evidence of her experience has been provided.

**Professional Learning**

In addition to the 270 hour extension course listed above, Miss Pinheiro has provided evidence of a FISK English course completed in 1986.

**Additional Information**

Miss Pinheiro was given the opportunity to submit additional information to support her case. Copies of the emails sent to her in relation to this, and her responses, are attached.

**5. Attachments**

QCT's notice to Miss Pinheiro (21.07.08 – 2 pages); Application for Internal Review (2 pages); Initial qualification and translation (6 pages); Academic record for *Licenciado em Ciências* and translation (8 pages); Academic record for studies at University of Rio Grande and translation (4 pages); Email from Miss Pinheiro re her qualifications (23.06.08 – 3 pages); Letter from Miss Pinheiro re her qualifications (3 pages); Curriculum Vitae (11 pages); Certificate – 270 hour Extension Course; Certificate – FISK English course; Emails to Miss Pinheiro and her responses (7 pages)

**6. Considerations**

The Committee needs to recommend to the College, one of the following:

- (a) confirm the original decision; or
- (b) amend the original decision; or
- (c) substitute another decision for the original decision.

**EXHIBIT 'B': Assessment of Qualifications**

Author: Marilyn Cole, Senior Client Services Officer AEI-NOOSR

Date: 21 July 2008

## ASSESSMENT OF QUALIFICATIONS

**Applicant's Name: Marcia PINHEIRO**

**Applicant Number: 826545**

**Date of Assessment: 20 June 2008 – 21 July 2008**

**Assessed by: Marilyn Cole, Senior Client Services Officer**

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### **Qualifications:**

Formacao de Professo Res Para o Magisterio do Primeiro Grau da Primeira a Quarta Serie (Formation of Teachers for Primary School Education from 1<sup>st</sup> to 4<sup>th</sup> Series), Colegio da Companhia de Santa Teresa de Jesus, Brazil, 1986

Lienciado em Ciencias (Licentiate in Sciences), Universidade Estacio de Sa, Brazil, 1991

Formacao de Analistas de Sistemas (Qualification in Systems Analysis), Universidade do Estado do Rio de Janiero, Brazil, 1992

Postgraduate Diploma in Philosophy (in the field of Logic), University of Queensland 2000.

### **Assessment of qualifications:**

The Formacao de Professo Res Para o Magisterio do Primeiro Grau da Primeira a Quarta Serie was completed at a Colegio which is the upper cycle of secondary school.

According to NOOSR CEP for Brazil, a primary teacher trainee specialising in the first four years of primary education in Brazil completes their training at secondary school.

Miss Pinheiro's Lienciado em Ciencias is assessed by AEI-NOOSR as comparable to the educational level of an Australian Bachelor degree. It was a four year program requiring 208 credits for completion. It included 18 credits of professional studies with exemptions for an additional 6 credits of professional studies. Teaching practice accounted for 4 credits of the professional studies. One practical credit equates to 30 class hours.

Miss Pinheiro provided an uncertified English translation of a transcript for studies she completed at Universidade do Rio Grande in Semester 2, 1988. The original language document was not provided. According to the transcript, her studies included *Education Psychology VI*, which was a 3 credit subject.

The Formacao de Analistas de Sistemas is assessed by NOOSR on a case-by-case basis, it is not a teaching qualification.

### **Teaching experience:**

Miss Pinheiro claims to have 2.5 years teaching experience as a secondary mathematics teacher at a school in Brazil from January 1996 until June 1998.

She also has experience as a part-time tutor at a number of universities in Brazil during 1989 and Australia during the period 2001 to 2005.

**Conclusion:**

Miss Pinheiro's Formacao de Professo Res Para o Magisterio do Primeiro Grau da Primeira a Quarta Serie does not include academic study at a higher education institution. Therefore, it is not an acceptable preservice teacher education program for teacher registration in Queensland.

Her Licenciado em Ciencias included completion of 18 credits of professional studies and exemption for 6 credits. The total of 24 credits falls short of one year (52 credits) of professional studies. The program included teaching practice.

Taking the 3 credit subject *Education Psychology VI* from her Semester 2, 1988 studies at Universidade do Rio Grande into account, brings the total of her professional studies to 27. This is still a considerable shortfall of one year.

Miss Pinheiro's qualifications therefore do not meet the requirements for teacher registration.

Miss Pinheiro has had limited teaching experience and no recent teaching experience.

**Outcome:**

Miss Pinheiro is not eligible for teacher registration. She is required to undertake a further semester of professional studies in education.

**Additional info:**

I phoned Miss Pinheiro on 20/6/08 to inform her of the outcome and she said she would like to submit additional documentation to show that she has completed a year of professional studies.

Miss Pinheiro sent an email in which she listed the professional studies she claims to have undertaken. She has listed two additional subjects totalling 6 credits, which do not appear on her transcripts. Even taking the additional 6 credits into account, she does not have a year of professional studies.

The assessment remains the same.

M. Cole

21/7/08

**EXHIBIT 'C': Emails in Relation to Additional Information to Support  
Application for Registration**

## Marilyn Cole

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**From:** Leanne O'Sullivan  
**Sent:** Monday, 23 June 2008 7:35 AM  
**To:** Marilyn Cole  
**Subject:** FW: Marilyn. From: I. M. R. Pinheiro. Reg: Tel. conversation today, by 4pm.

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**From:** Marcia Pinheiro [mailto:trmsorfiap@yahoo.com]  
**Sent:** Friday, 20 June 2008 10:36 PM  
**To:** Enquiries  
**Subject:** Att: Marilyn. From: I. M. R. Pinheiro. Reg: Tel. conversation today, by 4pm.

To: Mrs. Marilyn (who called me today, late afternoon)

From: I. M. R. Pinheiro

Postal address (not effective at the moment): Po Box 12396, A'Beckett st, Melbourne, Victoria, Australia, 8006.

Temporary shelter: 308, Edward street, Brisbane, 4000, Australia.

Telephone: +61404944546.

Subject: Accreditation, qualified teacher.

(Please call before posting to confirm I am still found in the mentioned address).

Dear Marilyn:

After careful consideration of my undergraduate formal records, the following is well noticed:

One year of studies in Education could, for instance, mean the 5th plus the 7th semester of Unesa, once the semesters, in Australia, seem to contain only that amount of subjects. Those two semesters add up to 540 hours of classes, or 36 credits (according to the counting made by UNESA).

This amount would correspond to 16% (app.) of the duration of the course instead of the 25% you would need there.

However, I must remind you that the average size of a semester, for Australian courses, would be 270 hours. Such fact would make me then have  $540/(270 \times 8) = 25\%$  of Education studies, as wished for.

On the other hand, if you insist that this is not good enough, I also must remind you that the Primary School, in Australia, goes from year 2 to year 9 whilst, in Brazil, it goes from year 2 to year 5 only. This way, my formation is equivalent to the Australian one only if you join both degrees: the one from CSTJ and the one from UNESA (Australia considers both as one thing but Brazil considers them apart, so that I learned the first 4 years first, and they can only be learned at high school level, hybrid courses, like mine, probably translated into College degrees in the United States).

In short, both diplomas must be regarded as a single degree for this is the only way to make them compatible with the Australian culture.

With this, all you need is a single subject from CSTJ to get the missing 30 hours block: I suggest Educational Statistics as our choice. This will give us 60 hours more, 30 in excess for your ends.

I also must remind you that there is no difference between the teaching level of a course, in professional

formation, in Primary Education, in Brazil, provided by a College, and that provided by a university. In fact, the College teaching tends to encompass more than the teaching at the university, specially if undertook at Catholic establishments, as it is my case (even the foundations of Mathematics from my high school were far better taught at the high school than at the university, as well as charged. In Education, as a rule, it is always better at the College level, in Brazil, that is, for disciplines in Education, the Catholic formation, at College level, overcomes, by large, in value, that of the university. Notice I have studied Sociology and Educational Statistics for my high school diploma: Such subjects are priceless but are not part of the university degree in Brazil. I have studied Sociology and Philosophy at high school with researchers from the field, who actually published in it and knew all the researchers in those areas of study. My teachers, back then, were also severely up to date with all.

Another point to be observed is that the program structure, in terms of credits and hours of class, is usually not watched over by lecturers. You find horrible inconsistency in notation and in the Mathematics used. Notice how there are some with 4 credits and 60 hours, and others with 2 credits and the same 60 hours, so that it is all a bit surreal, in terms of the own records and official notes of the university. Same must happen in Australia, as I myself had opportunity to witness: horrible experience with UQ, for example. With UQ, they took 6 years to simply reach an agreement on the name of the course I there graduated at. Basically, nobody would have doubts about it: I paid for it all in advance...there was a fixed name, pre-fixed...Even so...all those people there working together...6 years to apologize and produce new transcripts/diploma (had to complain formally). And, on top of that, I had to promise never to talk about it again or ask for copies, if you believe me. Please consider then that not even inside of the same establishment, not only in Brazil, these people work professionally, not even in the administrative share of things...

I have managed to put together all subjects in Education I could find in the undergraduate transcripts. Here it is:

Psychology of Education VI - 45h -3 credits;

Structure and Operation of the Teaching Methods - 30h -3 credits;

General Teaching Techniques - 45h -3 credits;

Psychology of Education I - 4 credits - 60h;

Science Teaching practice - 2 credits - 60h;

General Teaching Techniques I - 4 credits - 60h;

General Teaching Techniques II - 4 credits - 60h;

Structure and Operation of the Teaching of the Primary (AU) - 2 credits - 30h;

Psychology of Education II - 4 credits - 60h;

Structure and Operation of the Teaching of the Secondary School (Years 10, 11, 12) - 2 credits - 30h;

Mathematics Teaching practice - 2 credits - 60h.

I must state further that I really appreciate the opportunity to work with you in this: Got to understand there is nothing worse than not having an Ambassador who cares about matters of settlement in the foreign Country...We hold 2 embassies in Australia, one of them severely comfortable and wealthy (Canberra): There is really no justification for them not to have worried about this in my place.

I feel sorry for us both.

Hope you now understand.

I am a translator myself and would be writing all this as notes, if ever hired for the assignment. But cannot translate my own documentation: They say it is unethical. I accept that, but I do think unethical is not having the truth well told. We do not hold ethical bodies and are left, realistically, orphan of options.

Once more, I really appreciate the opportunity, from the bottom of my heart...

Hope you are now convinced of my point, or of our needed point together.

Best regards,

Marcia Pinheiro.

Para rezar, visite [www.geocities.com/livrariadofuturo](http://www.geocities.com/livrariadofuturo)  
Para votar, visite [www.geocities.com/emnomedobons](http://www.geocities.com/emnomedobons)  
Para traduzir, visite [www.geocities.com/trmsorfiap](http://www.geocities.com/trmsorfiap)



**EXHIBIT 'D': NOTICE UNDER SECTION 213 *Education (Queensland College of Teachers) Act 2005***

Date: 29 September 2008

29 September 2008

Our ref: QCT Applicant Identification Number 826545

Ms M R Pinheiro  
P O Box 12396 A'Beckett Street  
MELBOURNE VIC 8006

Dear Ms Pinheiro



Level 10 Sherwood House  
38 Sherwood Road  
Toowong Qld 4066

PO Box 389  
Toowong Qld 4066

www.qct.edu.au

T 07 3377 4777  
F 07 3876 7248

Notice sent  
Regd Post, Person to  
Person  
29.9.08  
SENDER TO KEEP  
RP38907164  
LIT 10/08

### NOTICE UNDER SECTION 213

*Education (Queensland College of Teachers) Act 2005*

By Flying Minute on 29 September 2008, the board of the Queensland College of Teachers (QCT) considered your application for a review of the QCT's decision regarding your eligibility for registration as conveyed to you in its notice of 21 July 2008.

As you are already aware, your qualifications were assessed as not meeting the academic requirements for registration as a teacher in Queensland under section 8 of the *Education (Queensland College of Teachers) Regulation 2005*. Consequently, the QCT initially determined that you were not eligible for registration.

Following your application for a review of the QCT's decision, your case was referred to the Professional Standards Internal Review Committee (PSIRC).

Section 9(1)(a)(ii) of the *Education (Queensland College of Teachers) Act 2005* (the Act) permits the QCT to consider your eligibility for registration in terms of your education, abilities, experience and contribution to education.

In considering your case, the PSIRC took into account all information you submitted in relation to your application for internal review, as well as all documentation on which the QCT's initial decision had been based.

The PSIRC noted that you had completed an initial preservice teacher education program at a *Colegio* in Brazil, which is assessed as upper secondary level studies. You had then completed a four-year teacher education program that is assessed as comparable to an Australian Bachelor degree. However this program included only approximately one semester of professional studies in education rather than the one year that is required for registration in Queensland. You had subsequently completed an extension course in systems analysis and a Postgraduate Diploma of Philosophy through a Queensland university, neither of which included professional studies in education. You had also completed other professional development programs.

The PSIRC observed that you had highlighted the subjects in your initial teacher education program which you considered to be professional studies in education. However members noted that this program had been at upper secondary level and could not be considered to be higher education studies as required for registration under section 8 of the *Regulation*.

You had also identified the subjects in your second program of study which you felt should be included in the calculation of professional studies in education. However the PSIRC was mindful that some of these subjects were actually exemptions and cross-credits, rather than additional subjects completed. Furthermore, even if all were to be included, the professional studies component of the program would not total one year of academic study. The PSIRC therefore agreed that your qualifications do not meet the academic requirements for registration.

In considering whether your education, abilities, experience and contribution to education establish that you meet the requirements for registration under Section 9(1)(a)(ii) of the *Act*, the PSIRC was mindful that registration in Queensland is for teaching in schools and the *Act* focuses on school settings. Members noted that you have had only 2.5 years of teaching experience in schools, and have not taught in a school setting for approximately 10 years. Your recent experience has comprised part time tutoring at higher education institutions. Members also noted that you had not provided any official evidence of your teaching or tutoring experience, or any references relating to this experience. Taking these factors into account the PSIRC was not prepared to accept that you had demonstrated that you meet the requirements for registration under this section of the *Act*.

On the basis of a recommendation from the PSIRC, the board of the QCT determined that the original decision that you do not meet the requirements for registration be confirmed.

As previously advised, to qualify for registration you will need to complete the equivalent of one further semester of professional studies in education at a higher education institution.

If you wish to appeal the decision outlined above, you may **within twenty-eight (28) days** of your receipt of this notice appeal to the District Court by:

- (a) filing a notice of appeal with the registrar of-
  - (i) the District Court nearest the place where you reside or carry on a business; or
  - (ii) the District Court of Brisbane; and
- (b) complying with the rules of court applicable to the appeal.<sup>1</sup>

For further details, please refer to Chapter 8, Part 2 of the *Act*.

You are reminded that registration as a teacher is a prerequisite for employment in full-time or part-time teaching duties in 'prescribed schools' in Queensland as defined in the *Act*.

Information about the legislation and policies governing the QCT is available on the QCT website ([www.qct.edu.au](http://www.qct.edu.au)) or may be obtained from the QCT office on request.

As you are not being admitted to the register of teachers in Queensland at this stage, you are entitled to a refund of part of the fees that you paid when you applied for registration. To obtain your refund, please complete the enclosed form and return it to the QCT office.

Please feel free to contact Jenny Dargusch, Senior Client Services Officer, Professional Standards, on telephone 07 3377 4746 or by email at [jenny.dargusch@qct.edu.au](mailto:jenny.dargusch@qct.edu.au) if you have any questions concerning the outcome of your application for registration.

Yours sincerely

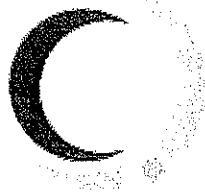


John Ryan  
Director

enc

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<sup>1</sup> The *Uniform Civil Procedure Rules 1999* contain provisions about appeals to the District Court.



Queensland  
College of Teachers

## REFUND

NAME	Marcia Ricci PINHEIRO
ID NUMBER	826545
POSTAL ADDRESS	
TELEPHONE NUMBER	
EMAIL	

*Bank Account details for direct deposit (Australian Banks only):*

ACCOUNT NAME (eg Mr A Smith)	
BSB/ACCOUNT NUMBER	
BANK NAME & BRANCH	
REFUND AMOUNT	\$ 95.00

Please return completed form to:

Queensland College of Teachers  
PO Box 389  
TOOWONG QLD 4066

**OFFICE USE ONLY**

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