

1 October 2026

The Committee Secretary, Education, Arts and Communities Committee, Parliament House, George Street, Brisbane QLD 4000

Submitted via the Committee's online submission form

Dear Committee Members,

Submission on the Education Legislation (Registration of Early Childhood Teachers) Amendment Bill 2026

Queensland Advocacy for Inclusion (QAI) thanks the Committee for the opportunity to make a submission on the Bill.

QAI is a Disabled People's Organisation and community legal centre. We provide systemic, disability and legal advocacy for people with disability across Queensland, including through the Queensland Indigenous Disability Advocacy Network (QIDAN) and the A Right to Learn coalition, which advocates for inclusive education for students with disability. The A Right to Learn campaign aims to make suspension and exclusion a last resort for students with disability.

Our position

QAI supports the Bill's objective of strengthening child safety in early childhood education and care services (ECS). Bringing Early Childhood Teachers (ECTs) within the Queensland College of Teachers (QCT) registration framework is a meaningful safeguard, and we welcome it.

This submission focuses on one recommendation: that disability-inclusive training be part of the eligibility requirements for teacher registration.

Why registration requirements matter for children with disability

The Bill extends the QCT's registration framework, including its eligibility requirements and conditions, to ECTs in ECS. Under the Act as amended, the QCT grants registration against prescribed eligibility requirements, and the Regulation prescribes the qualifications and experience required (clauses 6, 7 and 40 to 42). Teachers who hold only an ECT qualification must have a condition restricting them to teaching at an ECS (the ECS condition, clause 12), and renewal of registration is assessed against requirements the Bill extends to ECS (clauses 15 and 16).

The Bill and its Explanatory Notes are framed around child safety and the professional status of ECTs. As far as we can see, they do not address children with disability or inclusive practice.

The Statement of Compatibility identifies only the rights to privacy and reputation (section 25) and protection of families and children (section 26) of the *Human Rights Act 2019* as relevant.

It does not consider the rights of children with disability to non-discrimination (section 15) and the right to education which “*guarantees every child the right to access primary and secondary education that is appropriate to their needs*” (section 36). Children with disability are at heightened risk of violence, abuse and neglect, as the Disability Royal Commission evidenced.

Suitability checks screen for who should not teach. They do not, on their own, ensure teachers have the skills to include and support children with disability. Teachers who are trained and supported are better placed to include these children and to avoid exclusionary responses, including suspension, which should be a last resort. Training also helps teachers recognise the communication of children who do not use speech and so supports the notification duties the Bill extends to ECS employing authorities (clauses 22 to 24).

The QCT may cancel an ECS condition, or renew registration without it, once a teacher meets the school qualification requirements (clauses 16 and 19). So, teachers can move from early childhood services into schools.

A training requirement that applies in both settings would be consistent along that pathway and would give effect to the Australian Professional Standards for Teachers on differentiating for diverse abilities and supporting the participation of students with disability (Standards 1.5 Differentiation and Standard 1.6 Disability Participation).

What we ask the Committee to recommend:

1. That completed training in disability-inclusive practice be prescribed as an eligibility requirement for registration and for renewal of registration under the QCT Regulation, applying to teachers registered with an ECS condition and to teachers in schools. Because the ECS qualification is defined by reference to courses approved by the national EC authority (clauses 40 and 42), we also ask that the Department raise with the Australian Children’s Education and Care Quality Authority – AQCECQA) how disability-inclusive content is assured in approved ECT courses.

In addition, the QCT provided accreditation and approval teacher education degrees and initial teacher education programs in Queensland universities, which provides them the agency to influence the subjects included in these degrees, prior to commencing employment and provisional or full registration as an ECT in Qld. This could be done in alignment with the national standards set by the Australian Institute for Teaching and School Leadership (AITSL). Additionally, higher education course approval and institutional standards are overseen nationally by the Tertiary Education Quality and Standards Agency (TEQSA). Working together each of these agencies and authorities could improve teacher training resulting in better outcomes for students with disability.

2. That the Department of Education fund transition supports before 1 July 2028 so training is accessible to all ECTs, including in regional and remote Queensland.
3. That the QCT report publicly on training completion.

QAI also has concerns about the Bill’s coverage, because the Bill’s definition of teacher excludes early childhood educators and teacher’s aides and assistants (clause 5).

Further engagement

QAI would welcome the opportunity to appear at a public hearing or brief the Committee. We can also draw on the lived experience of people with disability and families through our networks. Please contact me on matilda@qai.org.au and (07) 3844 4200.

Thank you for considering this submission.

Yours sincerely,



Matilda Alexander
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Queensland Advocacy for Inclusion