



victorian institute  
of **teaching**

# Provisionally registered casual relief teachers and teachers in non- school settings

A companion guide to  
gaining (full) registration



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# Preamble

The following information is provided for casual relief, relieving, emergency and relief teachers (CRTs) and teachers working in non-school settings. This should be read in conjunction with the [Supporting Provisionally Registered Teachers Guide](#).

The Victorian Institute of Teaching (VIT) recognises the important role of CRTs in enabling Victorian schools and early childhood services to provide continuity of quality learning opportunities. VIT also recognises the important role of teachers in non-school settings in providing specialist and unique learning opportunities for Victorian learners.

Non-school settings might include work as a education officer, teacher or early childhood teacher at education settings such as museums, zoos, TAFE colleges, juvenile correction facilities, hospitals or early intervention service. It might include teachers who are employed in outdoor settings at school camps or by local Councils.

In a non-school setting, you will need to ensure your context meets the following criteria in order for your work to be considered teaching practice

- planning for, and delivering, an approved curriculum normally undertaken in, or designed to be undertaken in, a school / early childhood service (including a course leading to the issue of VCE or VCAL)
- teaching school-aged learners (up to 18 years old)
- selecting and using resources, and modifying your teaching practice in response to the learning needs of the learners
- assessing the program of learning, including reporting to parents / carers.

Regardless of context, all provisionally registered teachers (PRTs) follow the same process to apply for (full) registration. This includes teaching for a minimum of 80 days as a registered teacher and demonstrating the [Australian Professional Standards for Teachers](#) (APST) at the Proficient Teacher level by using evidence gathered through the inquiry approach.

Managing the (full) registration process may take longer when working as a CRT or teaching in a non-school setting. This document will provide some strategies and prompts for CRTs and teachers in non-school settings.

## What is (full) registration?

If you teach in Victorian schools and / or early childhood education and care services, you must be registered with VIT.

As a new teacher or early childhood teacher you are provisionally registered for up to two years. To be eligible to change your registration status to registered teacher or registered early childhood teacher, you must make an application to VIT for (full) registration. To do this you need to

- teach for at least 80 days as a registered teacher in Australia or New Zealand schools or early childhood services; and
- meet the Australian Professional Standards for Teachers at the Proficient Teacher level. This is done through an inquiry approach undertaken in the education setting where you teach.

The inquiry approach requires you to work with more experienced colleagues who have been trained as mentors. Opportunities are provided for collegial practice and professional observation that supports you to reflect on the effectiveness of your practice in relation to your learners.

VIT works in partnership with the Department of Education and Training, and is supported by the Catholic Education Offices and Independent Schools Victoria to train teaching colleagues who will mentor you during this time.



# Working with experienced teachers

Developing your practice in the first years of teaching is best done with the support of experienced colleagues.

If you are in a non-school setting, you will need to identify registered teachers who may be willing to assist you. Although you may receive support from a range of colleagues, only registered teachers can review your evidence and complete the recommendation report that you will need for your application. The professional conversations and observations for (full) registration must also be done with a fully registered teacher.

If you are working as a CRT, you will need to approach a school / early childhood service to seek their support in connecting you with a VIT (EMP or other) trained experienced colleague(s) / mentor to act as your mentor. Your experienced colleague(s) / mentor will work with you as you investigate the effectiveness of your practice and gather evidence against the APST at the Proficient Teacher level.

When working with experienced colleague(s) / mentor you will need to

- observe their practice on least **one** occasion
- invite them to observe your practice on at least **three** occasions
- participate in **three** professional conversations.

This will allow your experienced colleague(s) / mentor to provide feedback and engage with you professionally. The observations and conversations do not have to be completed with only one experienced colleague / mentor, and they do not always have to be face-to-face. Depending upon your teaching context, you may find that you will need to observe an experienced colleague / mentor who undertakes a session with your learners. Professional conversations can be via email, skype or telephone where face-to-face access is not possible.

In certain circumstances, you may not be able to find an experienced registered teacher to work with you. Please seek advice from VIT if this is the case.

## Expectations about how long you need to evidence the standards

To gather evidence of professional practice to meet the standards, you need a sustained period of time with a group of learners. You must teach for at least 80 days before you are eligible to apply for a change of registration status to (full) teacher / early childhood teacher registration.

When working in a context that offers limited opportunities to interact with learners, you may need more than 80 days to be able to collect adequate evidence of the standards. If you are not able to work with one group of learners for an extended period of time, talk to the education leaders in the schools / early childhood services where you work about supporting you to access a block of time with one group of learners.

You may also need to consider whether an additional period of volunteer work with a group of learners you have been teaching will assist your evidence gathering.

To undertake the inquiry approach, you need enough time to

- assess the learning needs of a group of learners
- apply new practices in the learning environment
- assess and reflect on the effectiveness of these practices to improve learning.

Without enough time, you may not be able to evidence all aspects of the APST at the Proficient Teacher level.

It will take you longer to evidence the APST while working as a CRT / in a non-school setting. For PRTs employed in a full time position, we recommend a period of four to six weeks to implement their action plan. However, you will need to extend the timeframe for undertaking your inquiry unless you have employment as a CRT for a fixed term of 4 weeks or longer, or in a context that gives you regular access to a group of learners. How long you need to evidence the standards will depend upon how regularly you work and how often you teach the group of learners who will be the focus of your inquiry.

# Identifying a group of learners

Where your teaching context means you teach multiple groups of learners and are unable to identify a specific group of learners for your inquiry, you may want to focus on an aspect of your practice that can be developed to improve the learning outcomes for all learners you teach. This could be how you can develop learning for a particular type of learner (such as the school refuser, learners who lack confidence or learners who disrupt the learning of others).

Alternatively, you can focus on a level of learning such as managing the behaviour of Year 9 learners, giving effective feedback to high achievers in a Year 5 or nurturing numeracy skills in five year olds. This will help determine a good focus of your inquiry and assist you to make it manageable.

Regardless of your focus, you will still need to annotate artefacts of learning and analyse the effectiveness of your teaching to support and develop learning. Where the artefacts of learning are not static or reproducible, then rubrics for learning and teacher observational notes can be used. You may also use videos and audio recordings (ensuring the appropriate permissions are sought).

# Developing your inquiry question

When developing your inquiry question, be mindful of your context as a CRT / teacher in a non-school setting. If you work with different learners and / or across different content areas from day-to-day, you will need to develop a question that is relevant for all or most teaching circumstances. If you have employment as a CRT for a fixed term of 4 weeks or longer, then your inquiry question can be focussed on one group of learners.

The following are some examples of inquiry questions that could be appropriate for a non-school setting or CRT context.

- Can technology be used to promote collaborative learning?
- Do introductory activities / 'hook ins' that engage learners at the beginning of a session result in better learning for the session?
- Will identifying literacy needs of at the beginning of a session support better learning outcomes?
- What is the best way to engage learners and manage challenging behaviour when you have limited time?
- Can establishing learning intentions be used to effectively assess learner outcomes at the end of a sessions?
- In what ways can ICT improve learning outcomes for learners with diverse linguistic backgrounds?
- What formative feedback can be employed to assist learners in meeting learning outcomes?
- What strategies can be employed to guide learning through play without direct interference?
- How can developmental play be implemented to cater for advanced learners?
- How can play-based experiences be used to target numeracy or literacy skills?
- What documentation can be used most effectively to report developmental milestones to parents / carers so they can support learning at home?

A good way for CRTs to obtain additional information or evidence of learning is to talk to the teacher you are replacing - both before and after your sessions. This is important to assist you to know your learners and their needs before you begin. If this isn't possible, reporting your findings back to the teacher and having a professional conversation about the learning can assist you in reflecting on your practice and will provide evidence that you may be able to use.

## Meeting the standards

You will need to provide evidence that you demonstrate all of the APST at a Proficient Teacher level to a workplace panel who will provide a recommendation. While the inquiry approach will allow you to evidence many descriptors, if you haven't had the chance to evidence one or more descriptors during the inquiry approach, you can evidence these in your additional teaching practice or through a hypothetical explanation.

Let's say, for instance, that you don't have any evidence of teaching Aboriginal or Torres Strait Islander learners and you need this to evidence APST 1.4. One way to address this is to imagine that you have an Aboriginal or Torres Strait Islander learner to your group of learners. You can then explain how you would design and implement effective teaching strategies to be responsive to the local community and cultural setting, linguistic background and history of this learner. It is a good idea to talk about such learners with experienced teachers where you are teaching, and to ask how they would prepare and manage their learning.

In implementing your action plan, you will need to be responsive to the safety and wellbeing of your learners. With regard to the [Child Safe Standards](#), [Mandatory Reporting](#) and [Reportable Conduct Scheme](#), teachers / early childhood teachers need to inform themselves of the relevant policies, and their obligations and responsibilities. Sometimes the best way to do this is to see what is available on the internet and then to ask about the requirements and expectations of teachers at the setting(s) where you are teaching. If you are working as a CRT, ensure you have spoken with the education leaders about the school / early childhood service's internal policies and processes for these schemes.

If you are providing evidence that you collected from a school / early childhood service other than that of your recommendation panel, ensure you have confirmed with your panel that they are willing to accept evidence of your practice from another school / service.

Some standards can be more difficult to evidence when working as a CRT / in a non-school setting. Examples of how you could evidence these can be found [here](#).

## (Full) registration application timeline

It's generally expected that PRTs will be able to complete the (full) registration process within two years. Depending on individual circumstances and the availability of employment, this may not always be possible; if you are unable to apply for (full) registration within your two-year provisional registration period, you are able to apply for a new period of provisional registration. During this time, you can carry over evidence collected in the previous two years.

The [Guidelines for Nationally Consistent Registration](#) indicate the maximum period to meet the requirements for (full) registration is five years. However, where there are extenuating circumstances further time will be considered by VIT on a case-by-case basis.

## Recommendation process

Once your evidence is complete, you will present it to a workplace panel.

It is expected in a school setting the panel comprises

- your principal or their delegate, who will assume the role of panel chair
- a registered teacher or early childhood teacher who has participated in the VIT (EMP or other) mentor training program
- a registered teaching colleague you nominate and who knows your work.

It is expected the panel structure for teachers in early childhood settings comprises

- a registered early childhood teacher
- a registered early childhood teacher or registered teacher who has participated in the VIT (EMP or other) mentor training program
- another registered early childhood teacher or registered teacher colleague you nominate and who knows your work.

Any panel member can assume the role of panel chair.

A two-person panel is acceptable if you teach in an early childhood service where you are the only registered early childhood teacher or where there are less than two other registered early childhood teachers employed.

You may need to seek the assistance of registered teachers in other services and workplaces, including schools, to convene a panel to assess your evidence.

In exceptional circumstances where a panel cannot be convened as required, you should [contact VIT](#) for advice.

At least one member of your panel should have completed the [Effective Mentoring Program](#) delivered by VIT in partnership with the Department of Education and Training and with the support of the Catholic Education Offices and the independent schools' sector. Involvement provides specific training in the evaluation and recording of evidence of the standards of professional practice.

## Further information for casual relief teachers

### DEVELOP A RELATIONSHIP WITH THE WORKPLACE TEACHERS AND LEADERS

Although it may take time, you may be employed at a workplace more than once. When you have been employed a number of times, it will be appropriate to approach the principal / education leader to discuss your requirements as a PRT.

You need to request support to

- work with experienced colleagues while you gather your evidence of practice; and
- be assessed by a panel at that workplace once you have gathered your evidence.

Remember that any support you receive is at the goodwill of the education leader(s) - think about how you can return the favour.

Also remember to seek opportunities to interact and talk with other PRTs at the places where you teach and early career teachers who may have undertaken the (full) registration process recently. They can provide much support and good advice about the (full) registration process.

### TALK TO YOUR TEACHER AGENCY

Many teacher agencies are aware of the needs of PRTs. Some will help you return to the same workplace or will provide an extended period of teaching in one education setting.

Talk to agencies and find out the level of support they can provide to you as a PRT. This may be a factor for you in selecting an agency for listing as a CRT.

### CONNECT WITH YOUR LOCAL CRT NETWORKS

There are a number of CRT networks within metropolitan Melbourne and regional Victoria. These networks provide a community of practice for teachers where they can meet regularly to share knowledge and practice. These networks are not employment agencies; they exist to support the professional development of CRTs.

Joining a network connects you with experienced colleagues who can provide information about professional development that is appropriate for CRTs and guidance for your practice. Contact details for CRT networks can be found on the [VIT website](#).

# Suggested steps prior to beginning your inquiry

## BUILDING RELATIONSHIPS

When you are working as a CRT, ensure you are actively developing relationships with the staff and learners in your education setting. While you may have little free time, try to speak with colleagues and leaders during recess, and actively seek out opportunities to get involved in the school or workplace community. For instance, you could participate in lunchtime sports, attend meetings or after school professional development. Take the time to understand and learn about the context and culture of the workplace.

If you are employed at the workplace for the first time, arrive early to give yourself time to find out about behaviour management protocols and other relevant policies. Read the [VIT Code of Conduct and Ethics](#) to remind you about acceptable conduct and the importance of maintaining professional boundaries.

## APPROACHING LEADERS

Once you have been employed by a school / early childhood service a number of times and have established a relationship with members of staff, approach the principal / education leader to discuss your intention to apply for (full) registration. This will assist you in determining whether they are willing to support you in gathering your evidence and assessing it against the standards.

Ensure the school / early childhood service willing to support you has an understanding of your needs as a PRT. You also need to have an understanding of any structures they have in place to support beginning teachers and assist them in gathering their evidence for (full) registration.

In order to move from provisional registration to (full) registration, you will need to present evidence to a workplace panel. It will be important to discuss the possibility of this with a school / early childhood service offering to assist you.

In addition, the initial discussion you have with a principal / education leader could include

- the possibility for an extended period of employment at the school / service to get to know their learners and develop your inquiry
- the possibility of working with a VIT (EMP or other) trained experienced colleague(s) / mentor in the school / service who can support your evidence gathering
- the possibility of interacting with other PRTs and participating in activities or structures that have been established for them.

## DEVELOPING A RELATIONSHIP WITH YOUR EXPERIENCED COLLEAGUE(S) / MENTOR

As a CRT it is particularly important to develop a relationship with your experienced colleague(s) / mentor to organise appropriate times to discuss your inquiry, undertake observations and have professional discussions. These are all requirements of the process and form part of your evidence to meet the APST.

Your experienced colleague(s) / mentor will work with you as you investigate the effectiveness of your practice and gather evidence to demonstrate the APST at the Proficient Teacher level. You should feel confident to share data, working documents and other information with them about your practice and the learning of your chosen learners. You also need to be willing to disclose when you need support or when you have concerns as they will be able to help you develop your teaching practice.

Your experienced colleague(s) / mentor will need to be available to observe your practice on at least three occasions when you implement your action plan with your learners. Afterwards you need to factor in time to receive feedback on your practice and to discuss your next steps.

An important support for you is if they can be available to give you feedback on your inquiry question, professional learning in relation to this and your action plan if needed.



## UNDERSTANDING THE EXPECTATIONS OF YOUR WORKPLACE PANEL

Once you have a commitment from a school / service to assess your evidence, you will need to outline what this means.

You will need to ascertain if your recommendation panel require you to demonstrate all APST from your teaching practice within their school / early childhood service or if they are willing to accept evidence of practice from other schools / services.

Where you have completed your 80 days of teaching in more than one school / early childhood service, you will need to determine how you will evidence your 80 days of teaching to the recommendation panel. Artefacts such as payslips, reports from agencies or signed statements from the principals / education leaders of other schools / early childhood services where you have worked will provide evidence of this.

It's a good idea to give all members of your workplace panel a copy of the [summary diagram of the \(full\) registration process](#) and a copy of the recommendation report.

# Flowchart of suggested steps prior to beginning your inquiry



1

## **BUILDING RELATIONSHIPS**

Ensure that when you are working as a CRT, you are actively developing relationships with the staff and learners in your education setting. Speak with colleagues and leaders during recess, actively seek out opportunities to get involved (e.g. lunchtime sports, attend meetings and afterschool PD). If you are employed at the workplace for the first time, arrive early to find out about behaviour management protocols and other relevant policies.

2

## **APPROACHING THE LEADERSHIP**

Once you have been employed by a workplace a number of times and have established a relationship, approach the principal / education leader to discuss your intentions to apply for (full) registration and find out if they are willing to support you in the process.

3

## **POSSIBILITIES OF LONGER TERM PLACEMENTS**

Speak with the principal / education leader about an opportunity for you to have an extended period of time in that workplace to develop your inquiry. If you are employed through an agency speak to them about this as well.

4

## **SEEKING EXPERIENCED COLLEAGUE(S) / MENTOR**

Speak with the principal / education leader about connecting you with experienced colleague(s) / mentor.

5

## **CONNECTING WITH YOUR EXPERIENCED COLLEAGUE(S) / MENTOR**

Connect with your experienced colleague(s) / mentor and discuss your needs as PRT (including the challenges you may face as a CRT).

6

## **EXPECTATIONS OF YOUR RECOMMENDATION PANEL**

Discuss with the principal / education leader whether they require you to demonstrate all APST in their school or early childhood service or if they are willing to accept evidence of practice from other schools / early childhood services.

7

## **BEGINNING YOUR INQUIRY**

Begin to develop your inquiry question and collect evidence. Once appropriate (e.g. when you have a longer period of employment) commence your action plan.

For the next steps, see the [Supporting Provisionally Registered Teachers Guide](#).

# Requirements for 80 days of teaching

Your 80 days of teaching can be completed in one or more Australian or New Zealand schools / early childhood services, and can be undertaken at any time during your provisional registration period. The workplace panel will need to make a recommendation to VIT that you provided evidence of all APST at the Proficient Teacher level, therefore it is preferable to have as many days as possible in one school / early childhood service.

## Timeframe for developing your inquiry

To undertake the inquiry approach, you need enough time to assess the learning needs of a group of learners, to apply new practices and to assess and reflect on the effectiveness of this to improve learning. Without this, it's unlikely that you will be able to evidence all aspects of the APST at the Proficient Teacher level.

It's important to realise that it may take you longer to evidence the APST while working as a CRT. For PRTs employed in a full-time position, we recommend a period of four to six weeks to implement their action plan. However, depending on your context and period of time working in one education setting, you may need to extend the timeframe for undertaking your inquiry.

To facilitate extended time with one group of learners, you need to be proactive. Remember that you have two years of provisional registration so you may need to consider waiting until you have longer term employment until you begin the process of applying for (full) registration.

## Creating your action plan

In developing your action plan as a CRT, you may want to focus on researching and planning learning activities that can be utilised in a range of contexts. Where your context means you are teaching from the usual teacher's lesson plans, you may want to use activities or strategies that can be implemented at the start or end of a session and still allow you to follow the program set by the usual teacher. For instance, you could look at introductory activities to gauge prior knowledge of learners or develop a program of short activities to provide evidence of learning.

Even with this approach, it's still worth trying to obtain an extended period of time in one workplace with the same group of learners, as this will allow you to more easily evidence the APST at a Proficient Teacher level.



# Examples of evidence for descriptors that may be challenging to evidence through inquiry approach for CRTs / teachers in non-school settings



These examples may be applicable only to a school, early childhood, or non-school setting, or they may be applicable to various settings. It is expected that most standard descriptors will be demonstrated during the inquiry approach, however some may be demonstrated outside the process. View our evidence guides for [CRTs](#) and [ECTs](#) for detailed examples of evidencing all of the descriptors in the APST.

FOCUS AREA	DESCRIPTOR	EXAMPLES OF EVIDENCE
1.1 Physical, social and intellectual development and characteristics of learners	Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning	<ul style="list-style-type: none"> <li>annotated conversations, notes or meeting agendas from working with the usual classroom teacher, specialist teachers, aides or colleagues that have assisted you in selecting teaching strategies appropriate to the learner's physical, social or intellectual development or characteristics</li> <li>written reflections / annotations on how you modified learning and play experiences that respond to children's diverse learning abilities</li> <li>written reflections / annotations and analysis on implementing individual learning plans which incorporate teaching strategies selected specifically to address the learner's physical, social and / or intellectual needs</li> <li>analysis of the success of teaching strategies selected on the progress of the learner and how their learning has improved.</li> </ul>
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds	Design and implement effective teaching strategies that are responsive to the learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds	<ul style="list-style-type: none"> <li>notes from discussions with colleagues from your education setting (including the usual classroom teacher) that you used to inform your teaching strategies / learning programs</li> <li>mentor observation notes or documented reflections that record how your teaching strategies, designed or implemented, were responsive to the needs of the learners due to their background</li> <li>explanation of your use of resources and provisions for play / learning that are sensitive to, and inclusive of, diversity</li> <li>reflections on participation in professional learning that has enhanced your cultural competence and understanding of diversity</li> <li>annotations on lesson plans that highlight modifications of strategies / activities after reviewing individualised learning plans of learners.</li> </ul>
3.2 Plan, structure and sequence learning programs	Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning	<ul style="list-style-type: none"> <li>sequenced introductory literacy / numeracy tasks</li> <li>program of assessment tasks that measure learner outcomes prior to, during and at the end of sessions (e.g. exit passes, learner reflections)</li> <li>teaching and learning programs and / or lesson plans, analysis or reflections which show you referencing the teaching and learning cycle or models of learning</li> <li>lesson structures that can be used regardless of the class you're teaching</li> <li>annotations showing how you have used scope and sequences / curriculum plans / lesson plans, and adapted these for your classes</li> <li>learner work samples that are linked to the teaching and learning program and demonstrate engagement and learning</li> <li>attestations from learners about their engagement in programs of learning.</li> </ul>



3.3 Use teaching strategies	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking	<ul style="list-style-type: none"> <li>teaching and learning programs and / or lesson plans which show a variety of teaching and learning activities (e.g. debates, excursions, brainstorming, making connections) appropriate to the content</li> <li>samples of learner's work or your lesson plans that demonstrate strategies used to support self-directed work</li> <li>recordings which demonstrate you designing and using effective questioning and / or discussion techniques to support sustained shared thinking</li> <li>plans for learning and play which show a variety of teaching and learning strategies (including those that involve learners in problem solving, critical and creative thinking, that link to EYLF learning outcomes).</li> </ul>
3.7 Engage parents / carers in the educative process	Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning	<ul style="list-style-type: none"> <li>reflections on the involvement of parents / carers on an individual learning plan for a learner you teach (ask your mentor / education leader if you can be involved in the development of an individual learning plan for a learner you teach regularly)</li> <li>samples of communication with parents / carers, including opportunities for parent / carers to give feedback on homework or class newsletters</li> <li>records of participation in, and preparation for, parent / carer and teacher meetings (discuss with education leaders about participating in these meetings with your mentor / usual classroom teacher)</li> <li>notes about teaching and learning outcomes for individual learners that you develop for the usual teacher to use with parents / carers.</li> </ul>
4.4 Maintain safety of learners	Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements	<ul style="list-style-type: none"> <li>annotated lesson plans that illustrate how you ensured the safety of all learners in your classroom</li> <li>audio / video recordings or observation notes of your classroom that reflect your use of inclusive language</li> <li>reflections on strategies you have implemented to respond to bullying behaviours in the classroom</li> <li>lesson plans showing you have implemented safety procedures in the classroom</li> <li>risk management plans from excursions.</li> </ul>
5.1 Assess learning	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning	<ul style="list-style-type: none"> <li>reflections on informal assessments used and how you used these to alter your teaching strategies</li> <li>exit passes used to assess learning outcomes / success criteria</li> <li>observations, jottings, learning stories or examples of learner's representations of their learning</li> <li>learner reflections where they evaluate and assess their own achievements and challenges</li> <li>lesson / day plans showing a range of planned assessments and strategies to be used.</li> </ul>
5.2 Provide feedback to learners about their learning	Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals	<ul style="list-style-type: none"> <li>reflections on verbal feedback provided to learners during the class</li> <li>examples of learner's work showing teacher feedback about their achievement relative to their learning goals</li> <li>feedback provided to the usual classroom teacher to pass onto learners</li> <li>learner's responses to feedback (e.g. trying again, developing the idea, showing another learner).</li> </ul>
5.3 Make consistent and comparable judgements	Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning	<ul style="list-style-type: none"> <li>reflections on moderation meetings you have attended (ask your mentor or other staff members if you can participate in these meetings)</li> <li>learner work samples that have been annotated to reflect the common assessment criteria or rubrics</li> <li>reflections on professional learning team meetings you have attended to discuss learner work samples (ask your mentor / education leader if you can attend these meetings)</li> </ul>

5.4 Interpret data of learners	Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice	<ul style="list-style-type: none"> <li>• reflections on modifications to your teaching and learning programs after reviewing prior assessment data</li> <li>• written explanation of how you have used data provided by the usual classroom teacher or the education setting to identify interventions / practices that you will implement in practice</li> <li>• plans for learning and play are analysed, drawing on current theory and literature, to demonstrate modifications for individuals and / or groups as a result of learner observation</li> <li>• analysis of learner's assessment data identifying strengths and weaknesses in understanding of core concepts in the learning area and use in practice.</li> </ul>
5.5 Report on learner achievement	Report clearly, accurately and respectfully to learners and parents / carers regarding achievement, making use of accurate and reliable records	<ul style="list-style-type: none"> <li>• reflections on conversations with learners and parents / carers at the end of the day reporting on achievement, referring to work samples or other records</li> <li>• examples of written feedback through online reporting systems (work with mentor / usual classroom teacher to provide this feedback)</li> <li>• accurate, reliable and comprehensive assessment records that have been maintained for each learner and used to assist you in reporting to the usual teacher / education leader.</li> </ul>
7.1 Meet professional ethics and responsibilities	Meet codes of ethics and conduct established by regulatory authorities, systems and education settings	<ul style="list-style-type: none"> <li>• annotated behaviour management flow charts which demonstrate how you have complied with your workplace's protocols</li> <li>• reflections on how you have maintained professional relationships with learners and staff</li> <li>• reflections on how you have complied with the Victorian teaching profession code of conduct</li> <li>• explanation of how you would respond to a learner wellbeing issue and how your response complies with relevant codes of conduct and ethics</li> <li>• observations by your experienced colleague(s) / mentor that explains how you maintain professional relationships with learners</li> <li>• annotations of how you embody the school / early childhood service's vision and values.</li> </ul>
7.2 Comply with legislative, administrative & organisational requirements	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes	<ul style="list-style-type: none"> <li>• annotations of how you comply with relevant occupational health and safety documents</li> <li>• modifications to the teaching and learning program for those with learning needs</li> <li>• explanations of how your lessons comply with relevant curriculum</li> <li>• certificates of completion for relevant professional learning</li> <li>• risk management plans for excursions or camps.</li> </ul>
7.3 Engage with parents / carers	Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing	<ul style="list-style-type: none"> <li>• planning documents for meetings with parents / carers (ask your mentor / education leaders to be involved in these meetings for learners you teach regularly)</li> <li>• reflections on your involvement in pastoral care programs and your communication with parents / carers about their learner wellbeing</li> <li>• notes from discussions with parents / carers regarding their child's learning and wellbeing</li> <li>• written feedback to parent / carers regarding their child's learning and wellbeing</li> <li>• notes from observations by your mentor (in meetings, during assemblies and community meetings, on excursions, in parent / teacher meetings) showing that you establish and maintain respectful collaborative relationships through the use of appropriate language, tone and body language</li> <li>• reflections on the exchange of daily information with parents / carers about the involvement and experiences of their children.</li> </ul>

# References

*The following references are useful for providing additional knowledge around the (full) registration process and mentoring.*

[Supporting Provisionally Registered Teachers: a guide to the \(full\) registration process](#)

[Overview of moving from provisional to \(full\) registration](#)

[CRT networks](#)

[Australian Professional Standards for Teachers](#)

[Standard Inquiry Matrix](#)

[Workplace recommendation panel document](#)

[Child Safe Standards](#)

[Reportable Conduct Scheme](#)

[Podcasts: teacher experiences using the inquiry approach](#)

[Videos: how to become \(fully\) registered with VIT](#)

[Australian Institute for Teaching and School Leadership \(AITSL\)](#)

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