



victorian institute
of **teaching**

Supporting Provisionally Registered Teachers

A guide to the (full) registration
process



Contents

1. How to achieve teacher registration.....	5
2. How to gather and document your evidence.....	9
3. Applying for (full) registration.....	22
4. Template for evidence of professional practice for (full) registration.....	27
5. Further information.....	39
6. References.....	40



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About the Victorian Institute of Teaching

The Victorian Institute of Teaching (VIT) regulates the teaching profession in Victoria.

VIT is an independent statutory authority reporting to the Victorian Minister for Education. Registration by VIT provides assurance to the public that teachers are qualified, suitable to teach, and meet and maintain standards of professional practice and conduct.

Registration recognises the expertise of teachers, and protects the profession's high standards of practice and conduct. Registered teachers are expected to take responsibility for their professional behaviour and their professional practice, including the maintenance of their teacher registration.

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 recently registered 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 Australian 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 is designed to synchronise with workplace induction; it 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.

How to use this guide

This guide

- explains the inquiry into your practice you will undertake and other requirements to evidence the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level
- describes the process for applying to VIT for (full) registration
- provides advice for gathering your evidence
- identifies what you should document as evidence
- provides checklists to ensure you have everything required to make an application
- provides a template where you can insert your evidence.

This guide can also be used by those who mentor and support you.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References



Moving from provisional to (full) registration

You can complete your 80 days of teaching in one or more Australian or New Zealand school / early childhood service at any time within the two year period you are granted provisional registration.



You'll need to complete 80 days of teaching before you can apply for (full) registration.

Provisionally registered teacher



As a provisionally registered teacher (PRT), you are granted a two year period with the expectation you will be able to successfully meet the requirements and apply for (full) registration.

While you develop your teaching practice, you'll also need to gather evidence that you meet the APST to a proficient level.

You will use the Inquiry Approach to gather evidence. This requires you to address the learning needs of those you teach and to investigate the effectiveness of your practice.

You'll be supported through the process by a mentor / experienced colleague. They'll observe your practice at least three times and give you feedback.



You'll meet with your mentor for at least two professional discussions about your practice. You'll also observe at least one other teacher's practice.



Once you've successfully gathered your evidence, you'll need to apply for (full) registration.

You'll write a brief report on child safety and welfare, discuss it with your mentor, and record the discussion. You'll also write a brief report on maintaining professional relationships.



You'll also need to arrange for a workplace panel to assess your evidence. Your mentor can assist you with this.

You'll supply each panel member with a copy of your evidence so they can consider it before your meeting.



You'll then have a meeting with the recommendation panel and present your evidence.

The panel will consider your evidence and reach a consensus on whether you have met the standards and their descriptors. You'll then be advised of the outcome.

The principal / panel chair will complete a Recommendation Report and submit to VIT.



(Fully) registered teacher or early childhood teacher



Where all requirements have been met, VIT will grant you (full) registration. This means that you have attained the proficient teacher level of the APST. Once your registration is approved, you'll be sent a new registration card.

Registered teachers may be selected to complete an audit process. Audits can occur anywhere up to two years after being granted (full) registration. To ensure the successful completion of an audit, you should keep your evidence during this time.

1. HOW TO ACHIEVE TEACHER REGISTRATION

Ethics, professionalism and accountability

Teachers not only have a responsibility for young people's learning but must also implement curriculum and legislative requirements relating to the safety and wellbeing of learners within the learning environment. This includes a responsibility to ensure information and communication technology (ICT) is being used safely, ethically and responsibly in teaching and learning.

Being able to respond effectively to young people whose safety and wellbeing may be at risk, or who are in need of protection, is therefore an essential part of professional teaching practice. This requires teachers to understand the implications of - and comply with - relevant legislative, administrative and organisational policies and processes.

Registered teachers must also adhere to the principles of the [Victorian Teaching Profession Codes of Conduct and Ethics](#). In managing their interactions with learners, teachers must always establish appropriate relationships and maintain professional boundaries with their learners.

In support of an application for (full) registration, VIT requires you to provide evidence of your competence against Standards 4.4, 4.5, 7.1 and 7.2 by providing to your workplace recommendation panel:

- a brief report that provides at least two examples of how your legal obligations in relation to child safety and wellbeing have been implemented in your workplace while making reference to any relevant workplace policies;
- evidence of a professional conversation based on the above report; and
- a brief report reflecting on how you establish appropriate relationships and maintain professional boundaries with your learners.

Standards of professional practice

Standards define the professional knowledge and practice of teachers. The Australian Professional Standards for Teachers (APST) are used by Victorian teachers and early childhood teachers to develop and maintain their practice and are common throughout Australia. They comprise seven standards with 37 areas of focus and their descriptors.

There are two mandatory levels of professional practice that define the expectations for registered teachers at different levels of capability – Graduate Teacher and Proficient Teacher.

The APST are met at the Graduate Teacher level when you complete an approved initial teacher education program.

Provisional registration is then granted when you register because you have not yet met the APST at the Proficient Teacher level.

When you meet the Proficient Teacher level of the APST you are granted (full) registration. From this time, you will undertake a process of annual renewal of registration that confirms you've maintained the standards at the Proficient Teacher level.

Inherent in the standards is the expectation that you will uphold the Codes of Conduct and Ethics. This recognises your unique position of trust and influence, and how this shapes your relationships with learners, parents / carers, colleagues and community members.

Further information about the standards can be found on the [AITSL website](#).

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

Australian Professional Standards for Teachers (APST)

STANDARDS AT THE PROFICIENT TEACHER LEVEL



PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
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.	2.1 Content and teaching strategies of the teaching area(s) Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all learners.	4.1 Support participation of learners Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	5.1 Assess learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	6.1 Identify and plan professional learning needs Use the APST and advice from colleagues to identify and plan professional learning needs.	7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.
1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.	2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.	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.	4.2 Manage learning and teaching activities Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	5.2 Provide feedback to learners about their learning Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	7.2 Comply with legislative, administrative and organisational requirements Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3 Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	4.3 Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	5.3 Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	7.3 Engage with parents / carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	4.4 Maintain safety of learners Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	5.4 Interpret data from learners Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	6.4 Apply professional learning and improve learning (of learners) Undertake professional learning programs designed to address identified needs of learners.	7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.
1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	2.5 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	3.5 Use effective communication (with learners) Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5 Report on achievement of learners Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.		
1.6 Strategies to support full participation of learners with disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	3.6 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.				
		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.				

1
Achieving registration

2
Gathering evidence

3
Applying for registration

4
Professional practice

5
Further information

6
References

The Victorian Institute of Teaching acknowledges the diversity of teaching contexts and uses inclusive language to describe the professional standards for teachers.

Provisional registration

Provisional registration provides a period of time to demonstrate the APST in teaching situations where you are responsible for the learning of those you teach. During this time, you need to be inducted into teaching and have opportunities to work with experienced colleagues who can provide you with professional observation and feedback on your teaching practice.

During the period of provisional registration, you must be able to demonstrate the ethical standards of conduct and practice necessary for establishing your ongoing fitness to teach in a school or early childhood service. This includes your ability to demonstrate appropriate professional boundaries with learners.

Significant changes in child protection standards and other legal requirements relating to child safety and wellbeing mean that teachers must understand and engage with their ethical, legal and professional responsibilities. These obligations are enshrined in the APST, and you must provide specific evidence of competence against these standards when applying for (full) registration. This includes a formal discussion with a mentor and a written report about a teacher's obligations with respect to child safety and wellbeing.

REQUIREMENTS FOR (FULL) REGISTRATION

To be eligible to apply for (full) registration you must

- teach for at least 80 days as a registered teacher
- demonstrate the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using evidence gathered through the inquiry approach that is undertaken in the education setting where you teach.

THE PROCESS TO EVIDENCE THE STANDARDS

The process required by VIT and described in this guide is designed to address the APST descriptors at the Proficient Teacher level. This occurs through an inquiry into practice. It provides an opportunity for you to focus on an aspect of your teaching, to document evidence of your teaching work, and to reflect on your learning as a practitioner and the effectiveness of your practice. You will also show how you provide an inclusive teaching environment for all learners.

Evidence of professional practice can be developed across a number of groups of learners, and is relevant for a range of different education settings where pre-school and school age children and young adults are taught.

THE RECOMMENDATION PROCESS

Once your evidence of practice 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 assumes the role of panel chair
- a registered 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 in an early childhood setting the panel 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 teacher colleague you nominate and who knows your work.

In an early childhood setting any panel member can assume the role of panel chair.

The workplace panel assesses your documented evidence of practice and makes a determination whether you have met the standards and their descriptors at the Proficient Teacher level. They then complete a recommendation report.

The recommendation report can be used in your application for teacher or early childhood teacher registration when the panel identifies all descriptors of the seven standards have been met at the Proficient Teacher level.

Variations to the panel composition can be sought from VIT when there are exceptional circumstances.

More information regarding the workplace recommendation panel can be found on the [VIT website](#).

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

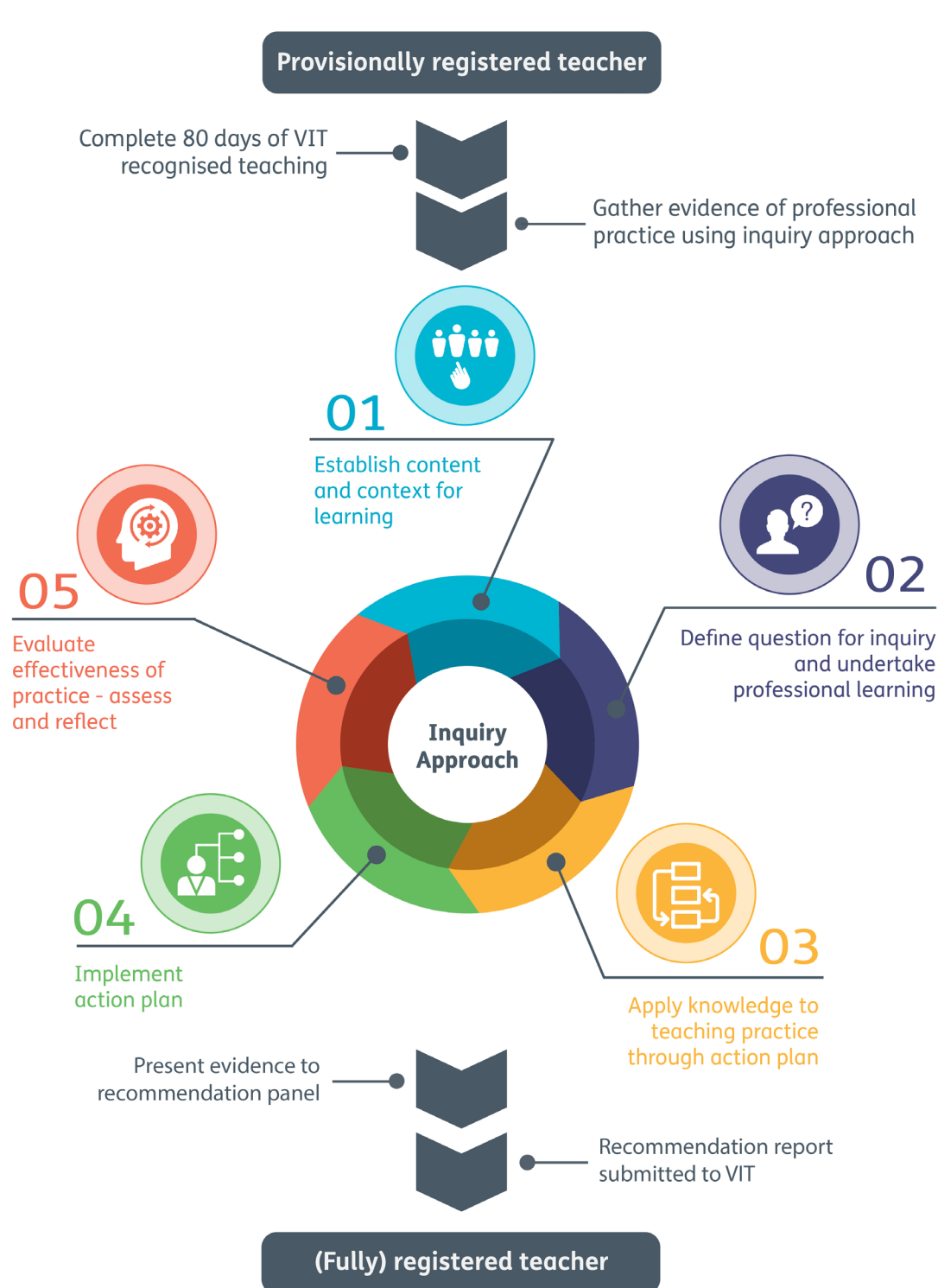
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References

APPLYING FOR (FULL) REGISTRATION

You should apply for teacher registration or early childhood teacher registration prior to the expiry of your two-year grant of provisional registration. To be eligible for (full) registration, you need to have taught for at least 80 days as a registered teacher in Australia or New Zealand and be able to provide a satisfactory recommendation report from your workplace panel.

You need to ensure that, if requested, you can provide to VIT a copy of the evidence of practice you compiled as the basis of the workplace recommendation. It is expected that you keep your evidence for a minimum of two years after a successful panel recommendation.

VIT will assess your application for (full) registration when all requirements are provided. When VIT is satisfied you have met the standards at the Proficient Teacher level, your registration status will no longer be provisional and you will be granted a change of registration status to teacher registration or early childhood teacher registration.



1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

2. HOW TO GATHER AND DOCUMENT EVIDENCE

Evidence of professional practice for (full) registration

OVERVIEW

When you engage in an analysis of the effectiveness of your practice, you develop your capacity as a teacher.

A cycle of reflective practice requires you to make assessments about what your learners need to know and do. This informs what you then need to learn to bring about improvement in learning outcomes for those you teach. New knowledge can be applied and evaluated to determine its impact on learning and to assess the effectiveness of your teaching practice.

PROVIDING EVIDENCE THROUGH AN INQUIRY APPROACH

VIT requires you to take an inquiry approach to developing your practice and evidence the Proficient Teacher standards. [Helen Timperley's cycle of teacher inquiry and knowledge-building](#) is used as a model for this.

You will address the learning of those you teach by investigating the effectiveness of your practice and deepening your knowledge in specific areas of teaching and learning.

A supportive education setting where you are mentored by experienced colleagues provides the best opportunity for the development of your practice. It allows you to test new learning in an environment where you can engage in professional conversations with colleagues who can give feedback and advice directly related to your practice.

CASUAL RELIEF TEACHERS AND TEACHERS IN NON-SCHOOL SETTINGS

For teacher registration purposes, an education setting is an early childhood education service, primary, secondary, P-12 or special education school. VIT recognises the important role of CRTs in enabling Victorian education settings to provide continuity of quality learning opportunities. VIT also recognises the important role in non-school settings in providing specialist and unique learning opportunities for Victorian learners. The process for moving to (full) registration is the same for all teachers regardless of their employment context.

If you are working as a CRT or in a non-school setting, the [Companion guide for PRT CRTs](#) provides more information about how you can use this practice to move to full registration. You must contact VIT to verify whether you can use the practice at a non-school setting before commencing the process.

The inquiry process

The inquiry process requires you to

- select a class or group of learners and assess the level of learning and factors affecting their learning
- determine what these learners already know and what they need to know to expand their learning
- identify learning outcomes that are challenging and achievable for learners
- develop a theme or question for inquiry
- deepen your own professional knowledge to respond to the identified area of inquiry
- use this new knowledge to establish and implement an action plan to improve learning
- assess the learning outcomes
- reflect on the effectiveness of your practice and the implications of this for future practice and professional learning.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

Gathering evidence for (full) registration – timeline

You will need to identify the learning needs of those you teach, establish an area of focus and undertake professional learning to address these needs over an extended period of time. Once you have done this, you should implement and evaluate your action plan over a period of about 4 – 6 weeks.

There needs to be sufficient time for implementation of your action plan and assessment of learning in relation to the learners identified. The amount of time for the gathering of evidence through the inquiry approach will depend upon your working arrangements and how often you teach your learners.

A [template](#) is provided to assist in the documentation of evidence to demonstrate the Proficient Teacher standards. It is not mandatory to use the template; you may prefer to use other methods of documentation. No matter how they are documented, all components of the evidence must be addressed.

The activities you have been asked to undertake have been mapped against the Proficient Teacher descriptors. By documenting these activities, you will build evidence to meet the standards at the Proficient Teacher level.

The activities you undertake will need to be responsive to the safety and wellbeing of your learners. In the context of the [Child Safe Standards](#) and [The Reportable Conduct Scheme](#), teachers and early childhood teachers must be aware and comply with the relevant processes within their setting. When addressing the descriptors that apply to the wellbeing of learners, you will need to reference an understanding of these processes.

Investigating learning

THE INQUIRY APPROACH

The diagram below is based on Helen Timperley's cycle of teacher inquiry and knowledge building. It provides guidance on how you can gather evidence of your practice and assess the effectiveness of your practice to improve learning.



1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

1. Context and content for learning

Before beginning your inquiry, spend some time getting to know your learners, their knowledge, skills and strengths and factors affecting learning. You will also need to consider whether the context in which you are teaching provides any limitations or challenges to that learning and how any policies, strategic directions or legislative requirements (e.g. Child Safe Standards) will affect your practice or the learning of those you teach.

During this process, you will identify the areas of your own practice that need to be developed to support learning.

1A. THE LEARNING CONTEXT

- What demographic information do you have about the community in which you teach?
- Are you teaching in an early childhood centre, a primary or secondary school or another context?
- Is there a particular area of focus from your educational setting, e.g. a curriculum focus on a specific area or a focus on child safety, and has this affected your choice of inquiry or the resources you will use?
- Any location specific information that affects teaching and learning, e.g. physical layout of the school or centre, accessibility for learners, play / outdoor education areas.

1
Achieving
registration

2
Gathering
evidence

1B. THE COHORT OF LEARNERS

- What is the range of learning levels in your group of learners?
- Consider the learning levels in your group. How does this inform the learning that you want to take place during the inquiry?
- Do the linguistic, socioeconomic or religious characteristics of your learners require you to adapt your teaching to support their engagement with the content you are teaching? How will you do this?
- Do the cultural backgrounds of your learners, including Aboriginal or Torres Strait Islander learners, require you to adapt your teaching to support their engagement with the content you are teaching? How will you do this?
- What are the factors affecting learning that you must make adjustments for?
- What information do you have about any learners with disability, including learning levels, factors affecting learning and supports available?
- What modifications to the physical environment, learning plan or the content will you have to make so the learning is accessible to all learners?
- How will you make sure all students can be included in activities and participate in learning?

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

1C. THE FOCUS LEARNERS

- What are the factors affecting the learning of those you've selected for inquiry? What adjustments will you make for these factors?
- What learning levels are they at? What data do you have to inform this?

LEARNERS WITH SPECIAL NEEDS

Within your group of selected learners or in the larger cohort of learners, you must identify at least one with disability that requires you to modify your practice to address their additional learning needs. For more information, please refer to our [Learners with special needs resources guide](#).

WHAT TO INCLUDE IN YOUR EVIDENCE

- why you selected your learners and who has disability (and what it is)
- their learning levels and how you know this
- their learning characteristics and how that impacts your teaching and the way they learn
- their socioeconomic, religious, linguistic and cultural background and any impact of this on their learning
- how you will make adjustments to ensure the learning is accessible to learners with disability so they can participate in learning activities
- how you are ensuring the safety and wellbeing of your learners.

1D. CONTENT FOR THE PROGRAM OF LEARNING

Provide documentation about what you will be teaching for a program of learning that will span 4–6 weeks. If you see your learners less frequently, the learning may take place over a longer period of time. Ask yourself: ‘What knowledge and skills do my learners need?’. Indicate where this content is placed within the wider curriculum or level of expected development of your learners.

Where relevant, show how the content you are teaching

- addresses development of the literacy and / or numeracy of your learners
- provides opportunities for learners to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
- uses information and communication technologies (ICT) safely, responsibly and ethically.

TIPS: TEACHING CONTENT AND PROGRAM OF TEACHING

The program of teaching you select should be long enough to provide time for learners to demonstrate learning, but not so long that the documentation is onerous. Your plan should be long enough so that there is sufficient time for learners to demonstrate learning in relation to the inquiry question.

WHAT TO INCLUDE IN YOUR EVIDENCE

- your program of learning – could be existing or new
- how the program links to the broader curriculum / framework
- what outcomes you expect learners to achieve
- annotate the program documentation to show how you
 - promote understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages
 - develop literacy / numeracy
 - address access to, and participation in, learning for those with disability
 - incorporate ICT into learning - ensuring safe, responsible and ethical use
 - incorporate the safety and wellbeing of learners within the learning environment.

1E. WHAT DO YOUR LEARNERS ALREADY KNOW?

Assessment of prior knowledge of your learners will allow you to effectively plan for activities that will engage your learners in the next level of learning.

How have you established the content of your program of learning to scaffold the prior knowledge of your learners? What can they do well? What areas need development?

Professional discussions with your mentor / other colleagues and the opportunity for your mentor to work with you in your learning environment will allow you to share observations about the current levels of learning for those learners you are investigating. Use this data and other information you may have to consider learning outcomes that further develop what your learners already know and are able to do.

These conversations can be via email, skype or telephone where face-to-face access to a mentor is not possible.

TIPS: ASSESSING PRIOR KNOWLEDGE

Ways to assess prior learning / knowledge could include

- questioning
- pre-testing
- using data from previous reports and assessments
- talking to teachers who have taught your learners
- running records
- learning environment observation of learners
- tools such as KWL, mind maps, De Bono Thinking Hats.

1

Achieving
registration

2

Gathering
evidence

3

Applying for
registration

4

Professional
practice

5

Further
information

6

References

1F. THE LEARNING OUTCOMES

Using the content of your program of learning and the prior knowledge of your learners, establish the learning outcomes. These should be achievable but also able to challenge learners. The learning outcomes may vary depending upon the learning characteristics and needs of your learners.

List the learning outcomes for your learners.

WHAT TO INCLUDE IN YOUR EVIDENCE

- prior knowledge of learners
- the learners who are your focus and the factors affecting their learning
- any additional learning needs of individuals, including those with disability
- the teaching content for your program of learning
- expected learning outcomes
- how outcomes build / expand on prior knowledge
- how outcomes are achievable and challenging for learners
- identification of learners who need to be extended or given particular support and what you will do for them
- how you will facilitate access to, and participation in, learning activities for those with disability.

2. The inquiry question

2A. IDENTIFYING YOUR INQUIRY QUESTION

Understanding the backgrounds and levels of learning of those you teach helps you understand the challenges in ensuring all learners achieve the outcomes for a program of learning. You need to identify the aspect of teaching and learning you want to develop to maximise learning.

A question to ask that may assist with your thinking is: 'Based on the needs of my learners, how can I develop and improve my teaching practice to progress their learning?'

This can be framed as a question for inquiry. The following examples may help you do this.

- How can I cater for the diversity of learning needs I am encountering?
- How can I effectively provide feedback to ensure learners are focusing on written feedback rather than numerical scores?
- By what method can I manage the emotional wellbeing of learners during play to ensure learning occurs?
- What resources would enable me to scaffold learner's higher order thinking and problem solving?
- Through which aspects of learning and play can I extend problem solving?
- Will using technology encourage learners to take control of their own learning?
- How would encouraging learners to self-assess and reflect on their learning enable them to take control of their own learning?
- Will the use of high order questioning deepen levels of learner understanding?
- Does group work and discussion help learners develop a deeper understanding and overcome misconceptions?

It is important the inquiry question you identify is manageable within the timeframe of the program of learning. Therefore, you may not be able to address all the aspects of teaching and learning you face, and may develop only one aspect of your teaching practice and the learning of those you are focusing on.

Discussing your inquiry question with your mentor / experienced colleague may assist in refining your understanding of the inquiry and framing your approach. This, in turn, may enable the targeting of any professional learning you require to support effective practice. This is the next step in the inquiry.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

2B. YOUR PROFESSIONAL LEARNING

Teachers need to identify their own learning needs to ensure they are effective in addressing learners' needs.

Questions to ask include

- What do I already know?
- What do I need to learn?
- How will I access this new knowledge?
- What resources can be utilised?

Using the [APST descriptors](#) at the Proficient Teacher level can assist you to identify areas for professional learning that will help you address your inquiry.

WORKING WITH COLLEAGUES IN YOUR EDUCATION SETTING

There is much you can learn from your mentor / experienced colleague*, both in and out of your workplace. This can occur through professional discussions that explicitly address your inquiry question. Observing the practice of your mentor / experienced colleague* can develop your knowledge about content and / or practice in relation to your question for inquiry.

You must undertake at least one observation of your mentor / experienced colleague when they are teaching.

**For the purposes of your inquiry, any 'experienced colleague' you observe must be a fully registered teacher.*

TIPS: OBSERVING EXPERIENCED COLLEAGUES

Ensure you have a focus for your observation that relates to your inquiry question.

Questions to focus your observation could include

- How does the teacher deal with difficult situations?
- How does the teacher address diversity in learning needs?
- What does the teacher do that engages the learners?
- How does the teacher present knowledge, skills and ideas?
- What sort of resources does the teacher use and how do the learners react to them?
- How does the teacher provide feedback to learners?
- How is the teacher inclusive, supportive and professional in their interactions with learners?
- How does the teacher maintain safety in the education setting and address the wellbeing of all learners?

In the learning environment

- think about what you see and hear
- consider how the teacher caters for the wellbeing of all learners.

Engage in professional conversations with your mentor / experienced colleague.

You need to undertake and document at least two of these.

As part of your inquiry into practice you need to consider how you support learners with disability.

Your professional development may need to build knowledge in relation to the specific disability of your learner(s). It should also consider learning that will support you to develop an inclusive environment where learners with disability are able to participate in activities.

Any PD you undertake that addresses the learning needs of those with disability will also assist you to develop knowledge and practices that will support the learning of everyone you teach.

1

Achieving
registration

2

Gathering
evidence

3

Applying for
registration

4

Professional
practice

5

Further
information

6

References

2C. CHILD SAFETY AND WELLBEING

You are responsible for the safety and wellbeing of the learners you teach.

Ensure you are familiar with legislative requirements (such as mandatory reporting, child safe standards and what reportable conduct means in Victoria).

Are any of your learners considered to be 'at risk'? If so, discuss with your mentor or other responsible leaders how you can minimise risk and support the learning of these young people.

In support of your application for (full) registration, you must provide evidence of your competence against Standards 4.4, 4.5, 7.1 and 7.2.

Describe an overview of your legal obligations in relation to child safety and wellbeing. Provide at least two examples of how you have implemented your legal obligations in your workplace, making reference to any relevant workplace policies.

Use this report as the basis for discussion of how you will maintain the safety and wellbeing of those you are teaching. Include your report and record of discussion in your evidence.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

TIPS: DEMONSTRATING LEGAL OBLIGATIONS

The following are examples of legal obligations:

- mandatory reporting
- child safe standards
- reportable conduct scheme
- duty of care
- equal opportunity obligations

You will need to explain how you have demonstrated these legal obligations, including information about workplace policies / procedures such as:

- child safety
- student attendance
- student supervision
- excursion and camps
- managing health issues
- safe use of internet and social media

OTHER PROFESSIONAL DEVELOPMENT ACTIVITIES

If relevant to your inquiry question, participate in any professional development activities that may be occurring in your education setting. You can also expand your knowledge by undertaking professional reading that relates to your area of inquiry. Your mentor or other colleagues may be able to assist you.

Consider other professional development activities that may be available outside your education setting. You must keep records of this professional learning, including documentation of at least two professional conversations and one learning environment observation.

WHAT TO INCLUDE IN YOUR EVIDENCE

- your inquiry question
- professional learning you have identified and have engaged in
- the area of practice you intend to develop and how that will improve outcomes for your learners
- at least 2 professional conversations and accompanying reflections
- at least 1 observation of a colleague's teaching and reflections on this
- your report on legislative and other requirements to ensure child safety and wellbeing as well as record of discussion with your mentor
- other activities that have contributed to your professional knowledge and practice
- what you have learned and how that learning addresses inquiry question.

3. The action plan

The knowledge you have gained through your professional learning and observations needs to be applied to your particular teaching context to address your inquiry question and develop the learning of those you teach.

THE ACTION PLAN

You need to develop an action plan that outlines how you will apply your new learning. This plan will be implemented over a period of approximately 4–6 weeks and should provide sufficient time for learners to demonstrate learning in relation to the inquiry question.

It is recommended you work with your mentor and / or experienced colleagues to develop your action plan. You will be drawing on your learning from observing the practice of your mentor / experienced colleague and the professional conversations you have engaged in. Further discussion with them can assist you to develop the teaching activities, strategies and assessment tasks you will use in your plan.

By assisting with the action plan, your mentor will understand what you are trying to achieve and how you are trying to do this. Consequently, the time you are working together will be directly focused on your inquiry question. This will support targeted feedback.

COMPONENTS OF THE ACTION PLAN

Your action plan should include

- learning outcomes in relation to content or skills to be taught - these may have been modified to accommodate factors affecting learning
- learning resources, practices and activities you will use to teach the content or skills
- assessment practices you will use to evaluate learning
- practices that provide a safe, respectful and inclusive learning environment.

CONTENT AND LEARNING OUTCOMES

You have already established the content for your group of learners during the inquiry period and how this relates to broader curriculum or developmental expectations. You have also identified achievable and challenging learning outcomes related to the content to be taught that are based on the prior knowledge of your learners.

Your inquiry question may require you to develop your learning outcomes further for the selected learners.

You will need to make connections between your professional learning and desired learner outcomes. Ask yourself: 'How have the changes made to my practice impacted on my learners' engagement with and achievement against the desired learning outcomes?'

Include this in your action plan.

DEVELOPING LEARNING RESOURCES, TEACHING PRACTICES AND ACTIVITIES

You have identified the characteristics of your group of learners and the factors affecting their learning.

If you haven't already done so, relate these to your inquiry question. What do you need to include in your action plan that accommodates these factors?

In your planning also consider

- the coherence and structure of the program you develop to facilitate learning for the selected learners
- the resources you will use to teach the content (including ICT where relevant) and how they will engage your selected learners
- the teaching strategies you will use to develop knowledge, skills, problem solving or critical thinking in your selected learners
- how you will use verbal and non-verbal communication strategies to support understanding and engagement with learning
- how and when you will provide feedback to your selected learners on the progress of their learning in relation to the learning outcomes
- how you will plan for, and develop, a safe learning environment that enables every learner to participate in learning

1

Achieving registration

2

Gathering evidence

3

Applying for registration

4

Professional practice

5

Further information

6

References

- how you will manage learners who exhibit challenging behaviour and protect the wellbeing of learners who are vulnerable or considered 'at risk'
- how you will engage parents / carers with the learning.

DEVELOPING THE LEARNING ENVIRONMENT

You need to demonstrate that you have built a learning environment that is safe, purposeful and inclusive of all learners.

How are you planning for, and managing, interactions so they remain respectful for all learners - among learners and between yourself and your learners?

How are you ensuring emotional and physical safety within the learning environment?

If you are using ICT, what strategies are you using to promote safe, ethical and responsible use in teaching and learning?

DEVELOPING ASSESSMENT ACTIVITIES AND PRACTICES

To be able to reflect on the effectiveness of your practice, you need to be able to assess the learning within your area of inquiry. Your assessment of learning should include both formative and summative assessment strategies and activities, and these should be identified in your action plan.

FORMATIVE ASSESSMENT (FOR LEARNING AND AS LEARNING)

Formative assessments will often occur as you teach, and will allow you to monitor the progress of your selected learners while they engage with learning activities. This also provides the basis for feedback that assists learners to know how they are progressing towards their learning outcomes.

To make these assessments, you can use strategies (such as observation and questioning) or provide specific activities (including quick multiple choice tests or problem solving) to determine the level of understanding. Your feedback to learners on their understanding may be verbal or written but is usually immediate or provided at the time.

Formative assessment enables you to evaluate the effectiveness of your action plan as you implement your new practices.

SUMMATIVE ASSESSMENT (OF LEARNING)

This type of assessment usually relates to a finished product or the culmination of learning to achieve all identified learning outcomes. It is where you make a judgement about achievement of the learning outcomes based on the work produced. Often summative assessments are conveyed to learners and parents through a formal reporting process.

WHAT TO INCLUDE IN YOUR EVIDENCE

An action plan to address your inquiry question that includes

- learning outcomes
- the learning resources, practice and activities
- assessment practices and tasks
- modifications to the learning environment to ensure the safety and wellbeing of all learners
- how it is anticipated that these practices will address the inquiry question and improve learning.

1

Achieving registration

2

Gathering evidence

3

Applying for registration

4

Professional practice

5

Further information

6

References

4. Implementing your action plan

Your action plan will be implemented with your selected learners over a period of approximately 4–6 weeks. If you only see your learners once or twice a week, you may want to extend this period so there is sufficient time for learners to demonstrate learning in relation to the inquiry question.

During this time your mentor / experienced colleague will work with you in your learning environment on at least three occasions

- to provide you with feedback about the effectiveness of your action plan to develop learning
- to witness your practice and provide additional evidence of competence in relation to the standards.

4A. PROVIDING FEEDBACK ON THE ACTION PLAN

Your mentor / experienced colleague provides another perspective when you are implementing your action plan. Your perceptions and their observations will form the basis for discussions that are focused on the effectiveness of your action plan to address the inquiry question you have identified.

Collegial work is best supported by using a three-step sequence of

- joint planning
- collegial interaction
- professional discussion.

JOINT PLANNING / COLLEGIAL INTERACTION

Your mentor / experienced colleague's role in the learning environment should be negotiated beforehand. Their role is not to run the activity, but to assist you and observe the effect of your practice on the learners you have selected for focus. Their feedback helps you evaluate the effectiveness of your practice and any modifications you may need to make to your action plan.

To do this effectively, you need to ensure that your colleague is adequately briefed about the progress of your action plan before they enter the learning environment (including any specific aspects you wish them to look at in particular). You will need to be very clear about what you want your learners to achieve by the end of the session, and how this fits with your learning outcomes for the program of learning.

Your mentor / experienced colleague must visit your learning environment at least three times while you are implementing your action plan. This does not need to be weekly. For instance, they may visit twice in the first week and again in the third week. You need to work out the times for collaboration that will provide you with the best opportunity for constructive feedback on your action plan. It does not have to be the same person observing you. If this is the case, ensure that adequate information is forwarded to subsequent experienced colleagues observing your practice so that there is a continuity of feedback to your practice.

PROFESSIONAL DISCUSSION AND FEEDBACK

It's important to find time to meet with your mentor / experienced colleague after they have visited your learning environment. The professional discussions you have will focus on the effectiveness of your action plan to develop the learning of the content you are delivering for your selected learners, including those with disability.

The professional discussion should be evidence-based. This means that the evaluation of learning should be based on observations of what learners were doing and what they produced. Using evidence of what was seen, what was heard, what was made and what was written will assist in focusing the feedback. The samples of work that formed part of the discussion can be included in your evidence of professional practice to show the learning and the effect of your practice. It may be helpful to annotate these during the discussion.

During the discussions you may identify areas of your action plan that need revision. Any changes could be the focus for subsequent visits to your learning environment by your mentor / experienced colleague.

You must record a summary of these professional discussions.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

WITNESSING YOUR PRACTICE

The presence of another teacher in your learning environment can be a way to verify that your practice is competent in relation to some descriptors of the standards.

Your mentor / experienced colleague* will observe your capability and reflect on this in relation to the standards for Proficient Teachers. The feedback they give you should be primarily focused on your inquiry question. However, at times, they may also be able to provide feedback on other areas of practice. Where this feedback indicates competent practice, this should be included in the summary of the professional discussion, as it will strengthen your evidence of professional practice. Some of these areas are described in 4C *Gathering Other Evidence* below.

**For the purposes of your inquiry, any 'experienced colleague' who observes you must be a fully registered teacher.*

4B. MAINTAINING APPROPRIATE PROFESSIONAL RELATIONSHIPS

When you implement your action plan you have an opportunity to demonstrate how you establish and maintain respectful and appropriate relationships with your learners, their parents and carers and with your colleagues.

Consider how you reference principles in the Victorian Teaching Profession Code of Conduct in your day-to-day work to understand and establish appropriate relationships with your learners. You may also want to consider your interactions with parents/carers and colleagues.

Develop a brief written report documenting how you establish appropriate relationships with your learners. In your report you may like to refer to:

- specific examples of your professional interactions with your learners
- observations of your colleagues' professional interactions with learners
- what you have learnt from your colleagues about establishing and maintaining appropriate professional boundaries with learners.

Include your report in your evidence.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

WHAT TO INCLUDE IN YOUR EVIDENCE

By the end of this section you should have implemented your action plan, including

- three visits by your mentor / experienced colleague to your learning environment (record the name and VIT number of your mentor / experienced colleague, as well as dates and outcomes of these visits)
- engagement in professional conversations and received feedback on the effectiveness of your action plan to address your inquiry question
- modifications to your teaching strategies and / or teaching and assessment resources in relation to feedback and personal observation
- gathering evidence about the effectiveness of your action plan
- gathering evidence of the elements of your practice that were effective and what did you do to support learning
- writing a brief report on how you maintain appropriate professional relationships.

TIPS: MENTORS / EXPERIENCED COLLEAGUES

The full registration process requires you to:

- observe the practice of your mentor / experienced colleague at least once
- have your practice observed by your mentor / experienced colleagues at least three times
- engage in at least three professional discussions (with one concerning child safety and wellbeing)

Any of the above requirements can be undertaken with your mentor or with one or more experienced teaching colleagues, providing they hold (full) registration. Depending on your context, it may be beneficial or practical to have more than one experienced colleague supporting you to meet these requirements.

4C. GATHERING OTHER EVIDENCE

While the inquiry focus supports the development of practice across a wide range of areas of focus and standard descriptors, there are some descriptors of the APST that may not be evidenced in your inquiry.

To demonstrate these descriptors, you may include evidence from previous teaching experience as a registered teacher with your current group or a different group of learners. You might have gathered the evidence yourself or it could come from an observation of your practice by your mentor or experienced colleague.

In particular, the following descriptors may need to be addressed separately

- Standard descriptor 3.5: Use effective verbal and non-verbal communication strategies to support learner understanding, participation engagement and achievement
- Standard descriptor 3.7: Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning
- Standard descriptor 1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students
- Standard descriptor 2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.

To evidence standard descriptors such as these, ask your mentor / experienced colleague to document observations about your practice.

Alternatively, there may be other colleagues and educational leaders who may be able to endorse your actions or document your positive professional behaviour that relates to such descriptors.

Any additional evidence should have a clear description of the action and / or behaviour observed and the person endorsing it must identify who they are and when this was witnessed.

A template is provided in [Section 4: Evidence of professional practice](#).

TIPS: ABORIGINAL AND TORRES STRAIT ISLANDER LEARNING

If you do not have an Aboriginal and Torres Strait Islander learner in your learning environment, then you can include a hypothetical Aboriginal and / or Torres Strait Islander learner to demonstrate the standard.

Then you will need to ask yourself:

- what would I do if I had this learner in my group?
- how would I design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners?

You may find the following resource useful: [Working with Aboriginal and Torres Strait Islander learners](#)

1

Achieving
registration

2

Gathering
evidence

3

Applying for
registration

4

Professional
practice

5

Further
information

6

References

5. Evaluating your practice

It's important to evaluate the impact of your focused practice as your prime purpose is to see whether it improves learning.

5A. ASSESSING LEARNING

To do this, you will need to assess work samples against the learning outcomes you established at the beginning of the program of learning. This could include work showing the level of learning at the beginning, during and at the end of the program. It is preferable these artefacts show a range of different activities and include more than one method of assessment, as this will offer a broader understanding of learning. Where you are investigating a group of learners, choose a selection of those learners to represent the whole. Alternatively, you may wish to aggregate evidence of learning where this is able to show the impact of your teaching practice.

The best way to evidence learning is to annotate work samples to show the level of learning and to compare this with the expected learning outcomes.

In areas of study where the artefacts of learning are not static and able to be easily reproduced (e.g. the production of a dramatic narrative in a Drama class, the development of physical skills in Physical Education, a performance in Music, or play-based learning in an early childhood services) teacher observational notes and rubrics become the artefacts of learning.

TIPS: ANNOTATING WORK SAMPLES

- annotations should identify the learning demonstrated and where there are learner misconceptions
- looking across more than one artefact will provide a better understanding of learning.

5B. EVALUATING THE EFFECTIVENESS OF YOUR PRACTICE

Understanding the learning achieved during the program assists you to evaluate the effectiveness of your teaching practice. Did the changes to your practice make a difference to the engagement of your learners? Did your learners achieve the expected learning outcomes by the end of the program and how had their level of learning increased?

What will you do next to continue to support their learning?

If there was little impact on learning, what does this tell you about your practice and what you might need to do next? What aspects of your learning could you apply to other teaching situations in the future? How will you continue to develop your knowledge and practice?

Use these questions, and others you may have, to guide reflection on your professional learning during the inquiry period. Consider the effectiveness of your practice to support teaching and learning into the future.

TIPS: REFLECTING ON YOUR LEARNING

- consider both the learning of the individuals and your own learning
- consider what comes next to further develop this area of learning and your teaching practice.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

3. APPLYING FOR (FULL) REGISTRATION

Provisional registration is granted for a period of two years, with the expectation that you'll be able to evidence the Proficient Teacher standards to achieve teacher registration or early childhood teacher registration during this time.

Evidence of practice is developed within your teaching context with the support of experienced teachers, many who have been trained as mentors. In most cases you will also have support from the educational leaders in your workplace and you will be inducted into the profession while you are developing your practice to meet the standards.

Once you have collected your evidence, you will present it to a workplace panel who will assess whether it meets the APST at the Proficient Teacher level. When you satisfy your panel, the principal / panel chair will complete a recommendation report and submit to VIT.

THE RECOMMENDATION MEETING

This meeting is an opportunity for you to present your evidence of professional practice to your workplace panel and demonstrate that you have met the Proficient Teacher standards.

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 completed 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 an early childhood setting comprises

- a registered early childhood teacher
- a registered teacher or early childhood teacher who has completed 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 are in an early childhood service where you are the only registered early childhood teacher or where there is only one other registered early childhood teacher 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](#), or other VIT mentor training program. The Effective Mentoring Program is delivered by VIT in partnership with the Department of Education and Training and with the support of the Catholic Education Offices and independent schools' sector. Involvement provides specific training in the evaluation and recording of evidence of standards of professional practice.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

The application process: step by step

STEP 1

Gather evidence of professional practice.

Refer to this [checklist](#) to ensure you have the required evidence of professional practice.

STEP 2

Arrange for a panel to assess your evidence.

Ensure you have given prior notice and arranged for a panel to be convened to assess your evidence. Your mentor may be able to assist you do this. Organise a time for the meeting, ensuring this is convenient for all members. The meeting should take about 30–45 minutes. In some circumstances, you may be assigned a time for your meeting by your educational leader or principal.

STEP 3

Provide evidence and the [short guide to referencing the standards](#).

You should provide copies of your evidence of professional practice to your panel members, allowing sufficient time for them to consider your evidence prior to the meeting.

STEP 4

Initiating application for full registration

Initiate an application for (full) registration through your MyVIT portal.

STEP 5

The meeting and panel consideration of your evidence of professional practice

The purpose of the meeting with your panel is to provide an opportunity for you to present your evidence of practice for their assessment of whether you have demonstrated the standards and their descriptors at the Proficient Teacher level. Be prepared to present a brief overview of your evidence, explaining how the evidence has been developed and where you have demonstrated the APST.

The meeting is also an ideal time for you to reflect on your development as a teacher during the time you have gathered your evidence. In the discussion that follows, panel members may ask questions seeking clarification or further information about your evidence.

The aim for the panel is a consensus view of whether your evidence meets the standards and their descriptors.

Once you have presented your evidence and answered any questions, your panel members will confer about whether your evidence references the Proficient Teacher level of the APST and their descriptors. Using the [short guide to referencing the standards](#), they will tick off each descriptor as they work through your evidence.

STEP 6

Finalising application for teacher registration or early childhood teacher registration

Following the panel, your principal / panel chair will complete a recommendation report and submit to VIT.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

STEP 7

Granting (full) registration

Where all requirements have been met, you will be granted teacher or early childhood teacher registration by VIT. This registration indicates that you have attained the Proficient Teacher level of the Australian Professional Standards for Teachers. Once your registration is approved, you will be mailed a registration card with details of your new registration status.

VIT AUDITS

To ensure compliance, registered teachers may be subject to an audit process. VIT randomly selects teachers to provide a copy of their evidence of professional practice. Original documents will be accepted by VIT, but will not be returned.

Audits can occur anywhere up to two years after being granted (full) registration. To ensure the successful completion of an audit, you should keep all evidence that was used by your panel to make a recommendation during this time.

1
Achieving
registration

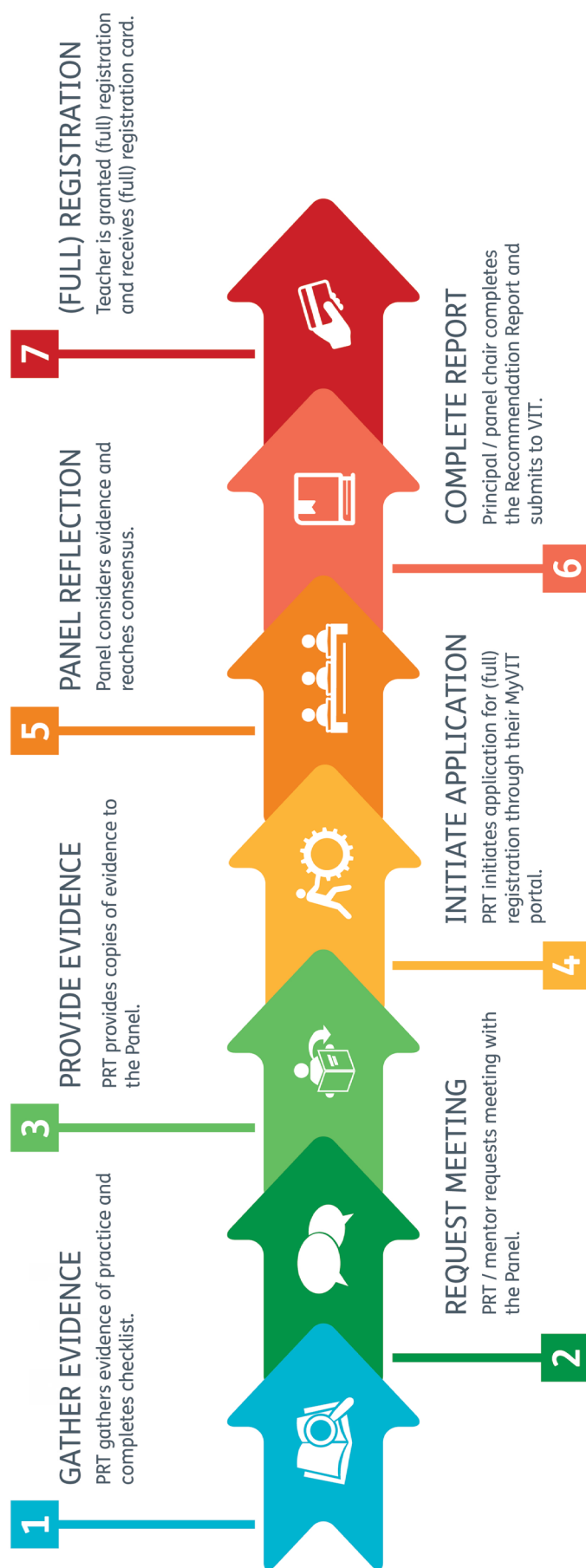
2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References



Checklist: evidence of professional practice

Use this checklist to ensure you have all the evidence required to demonstrate your practice meets the standards of professional practice for (full) registration and you have followed the correct processes.

The following components have been completed and are included in your evidence of professional practice.

- ☐ identification of the learners whose learning is your focus
- ☐ identification of learners with disability whose learning is your focus
- ☐ identification of learners who identify as Aboriginal or Torres Strait Islander
- ☐ factors that may affect learning (including physical and mental, cultural, linguistic, socioeconomic or religious factors) of those you teach
- ☐ description of teaching content for the program of learning
- ☐ learning outcomes for the program of learning
- ☐ identification of an inquiry question
- ☐ identification of your professional learning needs to support your inquiry
- ☐ report and record of a professional discussion around your understanding of legislative requirements relating to child safety and wellbeing, including two examples of how you have implemented these requirements in your workplace
- ☐ record of at least one observation of a mentor / experienced colleague's teaching practice
- ☐ record of at least two professional conversations with mentor / experienced colleague about your inquiry
- ☐ an action plan that incorporates
 - learning outcomes to be achieved
 - learning resources, practices and activities to be used
 - strategies to develop a safe and challenging learning environment
 - assessment practices and tasks to be used
- ☐ details of the implementation of the action plan which include
 - dates of at least three mentor / experienced colleague visits
 - summaries and learning from professional discussions related to the visits
- ☐ a report reflecting on your professional discussion(s) around how you establish appropriate relationships and maintain professional boundaries with your learners
- ☐ an analysis of the effectiveness of practice in relation to achieving the improvements in learning related to the inquiry question which includes
 - annotated work samples that analyse achievement of learning
 - reflection on what had been learned and implications for future teaching practice
- ☐ evidence of all 37 descriptors of the APST at Proficient Teacher level.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

4. TEMPLATE FOR EVIDENCE OF PROFESSIONAL PRACTICE



1. CONTENT AND CONTEXT FOR LEARNING

1A. THE LEARNING CONTEXT

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace priorities)

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

1B. THE COHORT OF LEARNERS

My class / group of learners. (composition, range of learning abilities)

4
Professional
practice

5
Further
information

6
References

1C. THE FOCUS LEARNERS

My focus learners (literacy and numeracy levels, factors affecting learning, learning data)

Why I selected these learners (how do they relate to my inquiry?)

1D. CONTENT FOR THE PROGRAM OF LEARNING

My annotated program of learning (showing curriculum / development, requirements, literacy / numeracy development, incorporation of ICT and understanding of Aboriginal Torres Strait Islander histories, cultures and languages where it's relevant)

1
Achieving
registration

2
Gathering
evidence

1E. MY EVIDENCE OF PRIOR KNOWLEDGE OF LEARNERS

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

1F. LEARNING OUTCOMES FOR THE PROGRAM OF LEARNING

MY PLAN FOR...

Learners who need extension beyond the general learning

1
Achieving
registration

2
Gathering
evidence

Learners who need support or modification of teaching strategies to meet the learning outcomes (including my plan for learner(s) with disability)

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

2. THE INQUIRY QUESTION

2A. THE INQUIRY QUESTION

My inquiry question and how it relates to improved learning

1
Achieving
registration

2
Gathering
evidence

2B. PROFESSIONAL LEARNING

When I've observed the teaching practice of others (at least one observation)

Date _____

Who I observed (colleague's name / VIT number)

What I saw / heard / experienced

What I learned

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

How does this help me address my inquiry

Professional conversations (based on at least two discussions about my inquiry)

Date

Who I talked with (colleague's name / VIT number)

What we discussed

What I learned

How does this help me address my inquiry

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

2C. MAINTAINING CHILD SAFETY AND WELLBEING

Describe an overview of your legal obligations in relation to child safety and wellbeing.

Provide at least two examples of how you have implemented your legal obligations in your workplace, making reference to any relevant workplace policies.

Professional conversation on child safety and wellbeing

Date

Who I talked with (colleague's name / VIT number)

What we discussed

What I learned

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

3. THE ACTION PLAN

THE ACTION PLAN

Documentation of

- my action plan to address the learning outcomes arising from my question for inquiry, including timelines and activities
- learning outcomes modified for particular learners and reasons for this
- specific learning resources, practices and activities I used to support learners, including those I used to meet individual learning needs
- assessment tasks I used to assess learning and provide formative and summative feedback to learners
- how I will review the impact of the inquiry on learning outcomes
- how I will continue to apply new knowledge to my teaching practice.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

4 IMPLEMENTING YOUR ACTION PLAN

4A. PROVIDING FEEDBACK ON THE ACTION PLAN

Based on at least three visits.

Visit 1

Mentor / experienced colleague's name / VIT number _____

Date of visit _____

Signature (mentor / experienced colleague)

5
Further
information

6
References

Summary of discussion and actions arising

Visit 2

Mentor / experienced colleague's name / VIT number _____

Date of visit _____

Signature (mentor / experienced colleague)

Summary of discussion and actions arising

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

Visit 3

Mentor / experienced colleague's name / VIT number _____

Date of visit _____

Signature (mentor / experienced colleague)

Summary of discussion and actions arising

5
Further
information

6
References

4B. MAINTAINING APPROPRIATE PROFESSIONAL RELATIONSHIPS

Develop a brief written report documenting how you establish appropriate relationships with your learners. In your report you may like to refer to

- specific examples of your professional interactions with your learners
- observations of your colleagues' professional interactions with learners
- what you have learnt from your colleagues about establishing and maintaining appropriate professional boundaries with learners.

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4C. GATHERING OTHER EVIDENCE

- not all descriptors of the standards may be demonstrated in your inquiry
- you may need to demonstrate some descriptors outside of the inquiry - this may include evidence from previous teaching experience as a registered teacher with your current group or a different group of learners
- your mentor / experienced colleague may have witnessed actions or practices you used that could evidence a standard or descriptor - where descriptors have not been evidenced in the documentation of your inquiry into practice, this additional evidence can be used
- this section may be completed by you or your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or behaviour need to be documented.

4
Professional
practice

5
Further
information

6
References

The below are an example of some of the descriptors that may not fall within your inquiry.

Please note: these are examples only and you do not need to complete this section unless your inquiry does not include evidence of these (or other) descriptors.

3.5 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners

3.7 Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children’s learning

1
Achieving
registration

1.4 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

2.4 Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages

5. EVALUATING THE EFFECTIVENESS OF PRACTICE

5A. ASSESSING LEARNING

Annotated samples of work from my learners and discussion of achievement of learning outcomes

1
Achieving
registration

2
Gathering
evidence

5B. EVALUATING THE EFFECTIVENESS OF PROFESSIONAL PRACTICE

The extent to which the inquiry developed my teaching practice and how I will continue to develop and share my learning with others

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

A short guide to referencing the standards



A workplace panel determines whether your evidence demonstrates proficient practice in relation to the APST and their descriptors.

You should be able to demonstrate all 37 descriptors of the APST at the Proficient Teacher level in your normal teaching practice. In some circumstances you may need to negotiate with leaders in your workplace to ensure there are opportunities to evidence all descriptors. Where there is a teaching context that means there are descriptors that cannot be evidenced at all, you must [contact VII](#) to discuss your exceptional circumstances before you finalise your evidence.

We suggest that you reference where you have provided evidence against the standards using the guide below. This will ensure you have addressed all areas required and now have evidence to support you at the panel meeting.

Please note: this can be used as a record for the recommendation meeting, but is not the recommendation report.

STANDARD 1: KNOW LEARNERS AND HOW THEY LEARN

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
<input type="checkbox"/>	1.2: Structure teaching programs using research and collegial advice about learning.	
<input type="checkbox"/>	1.3: Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
<input type="checkbox"/>	1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	
<input type="checkbox"/>	1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
<input type="checkbox"/>	1.6: Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
<input type="checkbox"/>	2.2: Organise content into coherent, well-sequenced learning and teaching programs.	
<input type="checkbox"/>	2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
<input type="checkbox"/>	2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	

<input type="checkbox"/>	2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
<input type="checkbox"/>	2.6: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	

STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	3.1: Set explicit, challenging and achievable learning goals for all learners.	
<input type="checkbox"/>	3.2: Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	
<input type="checkbox"/>	3.3: Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	
<input type="checkbox"/>	3.4: Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	
<input type="checkbox"/>	3.5: Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	
<input type="checkbox"/>	3.6: Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	
<input type="checkbox"/>	3.7: Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	4.1: Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	
<input type="checkbox"/>	4.2: Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	
<input type="checkbox"/>	4.3: Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	
<input type="checkbox"/>	4.4: Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	
<input type="checkbox"/>	4.5: Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	

6
References

STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	5.1: Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	
<input type="checkbox"/>	5.2: Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	
<input type="checkbox"/>	5.3: Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	
<input type="checkbox"/>	5.4: Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	
<input type="checkbox"/>	5.5: Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	

1
Achieving
registration

2
Gathering
evidence

STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	6.1: Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	
<input type="checkbox"/>	6.2: Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	
<input type="checkbox"/>	6.3: Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	
<input type="checkbox"/>	6.4: Undertake professional learning programs designed to address identified needs of learners.	

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

STANDARD 7: ENGAGE PROFESSIONALLY WITH COLLEAGUES, PARENTS / CARERS AND THE COMMUNITY

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	7.1: Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	
<input type="checkbox"/>	7.2: Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	
<input type="checkbox"/>	7.3: Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	
<input type="checkbox"/>	7.4: Participate in professional and community networks and forums to broaden knowledge and improve practice.	

5. FURTHER INFORMATION

Helen Timperley's teacher inquiry and knowledge-building cycle

INTRODUCTION

A cycle of reflective practice requires a teacher to make assessments about what their learners need to know and do to achieve learning outcomes. This informs the identification of the teacher's professional learning needs. The application of this new knowledge into a teaching program can be evaluated to assess the impact on learning. This determines the next steps for learning of both the learners and their teacher. This iterative cycle provides a foundation for continual application and evaluation of teacher practice in relation to the learning of those they teach.

Helen Timperley, a New Zealand born academic, developed the teacher inquiry and knowledge-building cycle. VIT has used this model as the basis for the inquiry approach to the evidence-based process for provisionally registered teachers.

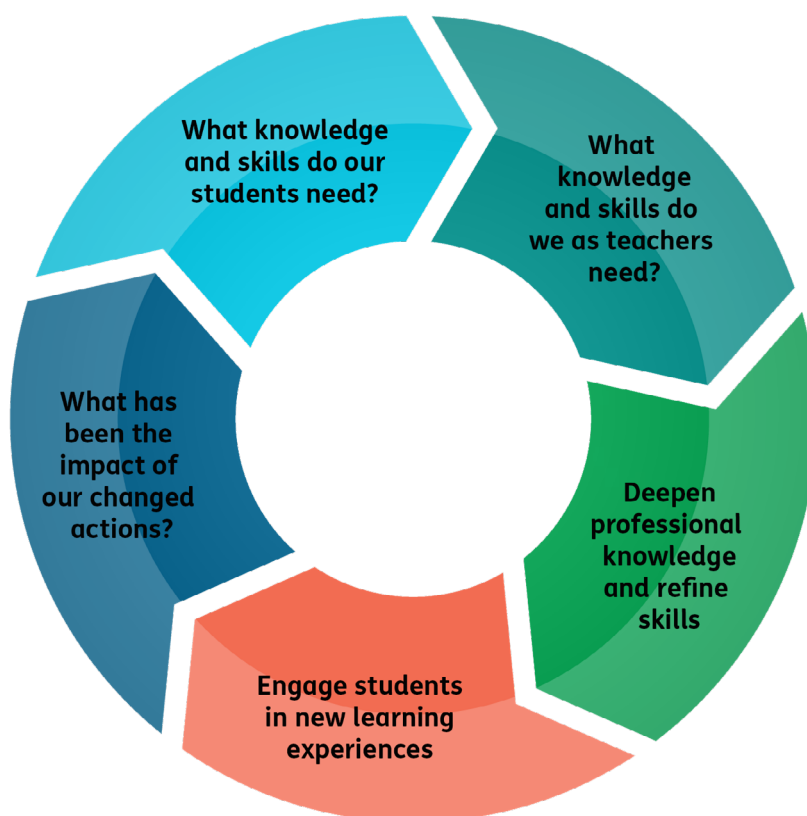


FIGURE 6: HELEN TIMPERLEY'S TEACHER INQUIRY AND KNOWLEDGE-BUILDING CYCLE

The Timperley cycle has been adapted by other educational authorities including the Victorian Department of Education and Training. You can find further information about this [here](#).

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References

6. REFERENCES

The following references are useful for providing additional knowledge around the evidence-based process and mentoring.

[Timperley, Helen – Using student assessment for professional learning: Paper No.21, May 2011](#)

[Department of Education & Training](#)

[Victorian Institute of Teaching Code of Conduct](#)

[Child Safe Standards](#)

[Workplace recommendation panel document](#)

[Companion guide for PRT CRTs](#)

[Australian Professional Standards for Teachers](#)

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

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

[Standard Inquiry Matrix](#)

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

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

1
Achieving
registration

2
Gathering
evidence

3
Applying for
registration

4
Professional
practice

5
Further
information

6
References



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