

Fact sheet

Investing in provisionally registered casual relief teachers (CRTs)

[Provisionally registered teachers](#) (PRTs) are required to move to full registration under the [legislation](#) that governs the Victorian teaching profession. The process is the same for all PRTs regardless of the context they work in, including teachers who work in a casual, relief or emergency basis.

The [Inquiry process](#) for [moving to full registration](#) involves a PRT working in collaboration with experienced fully registered teachers who can provide support and feedback as the PRT develops their practice. For provisionally registered [casual relief teachers](#) (CRTs), connecting with experienced staff has been identified as a challenging first step, but crucial to ensuring the best outcomes for learners are achieved.

Learning context

All teaching takes place within a specific context. The individuals who are best positioned to discuss and support the teaching needs of the learners in that context are the experienced teachers within that workplace.

Whilst employed on a casual basis, CRTs are also required to meet those same needs and employers must provide CRTs with information that enables them to work most effectively. By supporting provisionally registered CRTs moving to full registration, a workplace can add significant value to their education setting.

Victorian learners will spend a significant amount of their schooling being taught by a relief teacher, and CRTs are an integral part of the teaching profession.. Regulatory processes are there to support teaching quality and this applies to CRTs as much as any other teacher.

Focus area

Provisionally registered CRTs often have an idea of what they would like to focus on for their Inquiry. It's important they collaborate with their workplace to ensure their focus aligns with the needs of the learners in that context.

The teaching and learning focus of the CRT's Inquiry process should also be aligned with priorities the workplace has identified as important for their learners. A school or an early childhood service can direct an Inquiry to focus on a priority area for their context, for example

- a [High Impact Teaching Strategy](#) such as feedback or multiple exposures
- an aspect of teaching covered in a [Quality Improvement Plan](#) (QIP) or [School Readiness Funding](#) (SRF) Plan such as improving transitions.

Ensuring the workplace and provisionally registered CRT are aligned on the Inquiry focus provides the most benefit to learners and allows for the best experience for the provisionally registered CRT. The CRT will have professional support to meet the requirements for full registration while engaging in quality, targeted teaching.

Workplace benefits

Supporting provisionally registered CRTs not only provides them with the opportunity to learn from experienced leaders and develop their practice as they move to full registration, but it can also benefit the workplace.

By supporting a CRT moving to full registration, a workplace can build greater capacity to support the CRT through developing their leaders as mentors and build stronger relationships with casual staff.



Resources

For advice on supporting teachers in your learning setting, take a look at

- [Support provisionally registered teachers moving to full registration](#)
- [Supporting casual relief teachers](#)
- [Moving to full registration as a casual relief teacher \(CRT\).](#)



Stephanie Lomas (registered teacher) with learners
St Peter's College