

# PRT Companion Guide

Moving from provisional to full registration  
as a casual relief or non-school setting teacher



James Sutherland (registered teacher) with learner  
Siena Catholic Primary School



What can be measured in the room?  
Label your poster  
If you have time, make some estimates

Nicholas Jaraba (registered teacher) with learner Charles La Trobe P-12 College

# Contents

---

Overview	1
What is registration?	3
Provisional registration	4
Full registration	5
Why do I need to move to full registration?	6
Checklist: before you begin	7
Moving to full registration as a CRT or in a non-school setting	8
Non-school settings	8
The Inquiry	8
Requirements of the process	11
Identifying focus learners	15
Developing your Inquiry question and action plan	17
Gathering evidence of proficiency against the standards	17
Applying for full registration and the workplace recommendation panel meeting	20
Additional tips to support you	21
Checklist: evidence of professional practice	23
References	24

# Overview

---

This is a companion guide to the [PRT Guide](#) and is intended to provide additional support to casual relief teachers (CRTs) and teachers working in non-school settings.

The [PRT Guide](#) details the [Inquiry process](#), including the compulsory elements which must be met in order to be granted full registration. This companion guide is designed to provide information for those working as CRTs or in non-school settings, and does not replace the information in the PRT Guide.

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

Teaching in non-school settings must be approved by VIT.

If you work in a non-school setting please check with VIT, prior to commencing your Inquiry, if your work is suitable to undertake the Inquiry process.

Please note that 'non-school setting' does not include most early childhood education settings. Please [visit our website](#) to learn more.



Sarah Lennox (registered teacher) with learner Carey Baptist Grammar School

## What is registration?

---

It is a legal requirement for all teachers to be [registered](#) with VIT in order to undertake the duties of a teacher in a Victorian school or early childhood service. Teacher registration helps maintain professional status, standing and public confidence in the teaching profession, particularly in the suitability of teachers to work with children.

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.

Registered teachers are required to complete qualifications that meet national standards as well as undertake rigorous suitability assessments in order to obtain provisional registration.

Provisional registration is always granted with the expectation that a PRT will move to full registration by meeting minimum expected standards. The standards and the requirements of the Inquiry process are the same for all PRTs (regardless of their work context), and provide assurances to the community that all teachers are meeting these expectations. These expectations cannot be varied due to the nature of someone's employment context, as registration is valid across many employment areas.

The VIT ensures that regular professional learning and suitability assessment continues throughout a teacher's career.



Louise Johnson (registered teacher) with learners Featherbrook College

## Provisional registration

Provisional registration is crucial to the development of practice as a teacher, and provides the opportunity for PRTs to be properly inducted into the teaching profession by working closely with more experienced colleagues.

For teachers returning to the profession after a period of extended leave, provisional registration provides the opportunity to demonstrate classroom proficiency, particularly the ability to understand individual learners' needs and being able to adapt your teaching practice to accommodate those needs.

Teachers who hold [provisional registration](#) have two years to move their practice from the Graduate to the Proficient Teacher level of the [Australian Professional Standards for Teachers](#) (APST).

Regardless of the education setting or employment type, all provisionally registered teachers (PRTs) follow the same process to [apply for full registration](#).

This work is undertaken in collaboration with experienced teachers who hold full registration and can provide the PRT with feedback and support in the development of their practice.

To meet your responsibilities as a registered teacher, before the end of the second year of provisional registration, PRTs should apply for full registration.

Depending on individual circumstances and the availability of employment, moving to full registration within the two-year grant of provisional registration may not always be possible for a teacher.

If a PRT is unable to apply for full registration or if they are not in a position to demonstrate they have achieved the [Proficient Teacher standards](#) before their registration expires, they may need to apply for a [further grant of provisional registration](#).



**The ability to apply for a further grant of provisional registration will only become available in the PRT's MyVIT account three months prior to their registration expiry date.**

Legislation provides that teachers can only remain provisionally registered for a maximum of six years. However, VIT will maintain the discretion to determine whether there are special circumstances for applications beyond the legislated limit.

## Full registration

Those who hold full registration have achieved the Proficient Teacher level of the APST and have demonstrated their suitability to teach through [professional practice](#) and [professional learning](#).

There are two types of full registration

### 1. Teachers with full registration

Full or provisional teacher registration allows an individual to teach in any Victorian primary or secondary school or specialist education provider.

### 2. Early childhood teachers with full registration

Full or provisional teacher registration allows an individual to teach in Victorian early childhood education and care setting (e.g. preschool, long daycare or kindergarten).

If a PRTs holds dual registration (both teacher and early childhood teacher) then they only need to complete the Inquiry once, in the setting of their choice. When the application for full registration is approved, they will be granted full registration in both categories (the APST are the same regardless of the context someone teaches in).

Once a PRT's full registration has been approved, they will enter into the [annual registration](#) cycle where they must complete 20 days of teaching and 20 hours of professional learning each year.

If a teacher's full registration lapses for five years or more, and they wish to return to teaching, they will need to apply for provisional registration and must complete the requirements to gain full registration.



Robyn Croucher (registered teacher) with learners  
Carey Early Learning Centre

# Why do I need to move to full registration?

The provisional to full registration process is designed to ensure that all teachers can demonstrate proficiency against the Australian Professional Standards for Teachers (APST). This is a national requirement that ensures teachers can practically apply the standards within the learning setting to a level that is considered practically skillful, capable and competent.

Provisional registration is not intended to be an ongoing form of registration. The *Education and Training Reform Act 2006* provides that teachers can only remain provisionally registered for a maximum of six years. However, VIT maintains the discretion to determine whether there are special circumstances for applications beyond the legislated limit.

The provisional to full process provides VIT and the community with the assurance that all Victorian teachers are meeting expected standards, including having a clear understanding of the important role they play in providing for the safety and wellbeing of children and young people.

It is important to note that CRTs and those teaching in non-school settings undertake the full duties of a teacher. Both VIT and the broader community expect these teachers to meet the same standards required of all teachers.



Rhiannon Hercus (registered teacher) with learners  
Catherine McAuley College

# Checklist: before you begin

---

## Prior to beginning the Inquiry process as either a CRT or in a non-school-setting, ensure you have

- enough time to complete the Inquiry process, as the process may take longer than 4-6 weeks [page 8](#)
- an established relationship with your colleagues and leadership team so they can confidently support you through the process [page 11](#)
- the support of an experienced fully registered teacher to act as your mentor. [page 12](#)

## If working as a CRT, it will be important for you to discuss the following with the workplace you have chosen to complete the majority of the Inquiry at

- Is the workplace willing to hold the workplace recommendation panel? [page 14](#)
- Is the workplace willing to accept evidence from other workplaces (if this is relevant for the specific Inquiry)? [page 19](#)
- You will also need to inform the other workplaces if you intend on gathering evidence from them (It is recommended that all evidence is de-identified and this is particularly important if you are using evidence from outside the setting of your workplace recommendation panel meeting)
- Is the workplace able to provide you with the resources to complete the compliance aspects (e.g. observations and professional discussions with experienced teachers or a mentor)? [page 11](#)

## If working in a non-school setting it is important to complete the following steps prior to commencing the Inquiry process

- contact VIT to verify whether you can use your practice within the setting to undertake the provisional to full registration process ([pvt@vit.vic.edu.au](mailto:pvt@vit.vic.edu.au)) [page 8](#)
- ascertain if the work you undertake allows you to evidence the [APST](#) at the Proficient Teacher level [page 17](#)
- ensure you are delivering an [approved curriculum](#) at the workplace to school aged learners

# Moving to full registration as a CRT or in a non-school setting

In order to move to full registration, a PRT will undertake a cycle of inquiry and gather evidence that their practice demonstrates all 37 descriptors of the APST at the Proficient Teacher level. They must also complete 80 days of teaching as a provisionally registered teacher in Australian or New Zealand schools or early childhood services prior to presenting evidence to a [workplace recommendation panel](#).



A PRT **must** contact VIT if they are working in a non-school setting to verify whether they can use this practice before commencing the process.

## Non-school settings

It is important to first verify whether a PRT can use their practice within their work setting to undertake the full registration process.

In general, workplaces should provide PRTs with the opportunity to teach learners, and an experienced colleague or trained VIT mentor to work with. The work they undertake must allow the PRT to evidence the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level and provide opportunities to

- plan for learning against the approved curriculum
- provide feedback on learning (both formally and informally)
- report against curriculum and other relevant measures (informally and formally) to parents / carers
- demonstrate a clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment
- be able to undertake all of the compulsory requirements of VIT's Inquiry process to demonstrate proficiency of practice.

If a PRT is working within the above frameworks and the education leader of the non-school setting (who needs to be a VIT registered teacher) can verify this, then the PRT can use this practice as teaching practice.

## The Inquiry

During the Inquiry, a PRT must

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

There is no set length of time that the Inquiry should take, and PRTs will be guided by their own context. The length of time for the Inquiry must allow a PRT to teach and assess the identified focus of the Inquiry, and gather enough evidence to demonstrate the standards. Generally, if a teacher is seeing their learners regularly (at least twice per week), then the Inquiry could be completed in approximately 4-6 weeks.

The process of moving to full registration may take longer when working as a CRT or teaching in a non-school setting. This will depend on a number of variables, such as the Inquiry question, how often the PRT sees the learners and what opportunities they have to gather evidence of their practice against the APST.

The way in which the process is completed will look different from one PRT to the next, depending on the type of work they are undertaking. On the next page, Diagram 1 shows some contexts that outline four possible ways that the Inquiry can be undertaken as a CRT or teacher in a non-school setting.





1	2	3	4
 <p data-bbox="236 698 483 757"><b>One school / service, one role</b></p> <p data-bbox="236 824 483 1198">Working as a CRT and securing the support of one school / service and having a block of work in one role / classroom. This allows the PRT to undertake the Inquiry Process. This process is largely the same as what is outlined in the PRT Guide.</p>	 <p data-bbox="547 698 758 786"><b>Different learners, same program of learning</b></p> <p data-bbox="528 824 761 1055">Working with different learners using the same content / program of learning / learning outcomes (e.g. Zoo, museum, education officer).</p>	 <p data-bbox="821 698 1064 757"><b>One school / service, multiple cohorts</b></p> <p data-bbox="818 824 1064 1144">Working in one school / service with a variety of cohorts (e.g. a CRT in one school / service working in multiple rooms depending on the replacement needs of that workplace).</p> <p data-bbox="818 1167 1053 1464"><b>Tip</b> It can be beneficial to consider aligning your Inquiry question to a strategic focus in that setting so you can gather evidence from multiple cohorts.</p>	 <p data-bbox="1134 698 1334 757"><b>Multiple schools, multiple cohorts</b></p> <p data-bbox="1109 824 1342 969">Working across multiple schools or services and multiple cohorts of learners.</p> <p data-bbox="1109 992 1355 1753"><b>Tip</b> Consider focusing on a year level or an age group, and use hook-in activities, round up / revision / reflection activities or capabilities, learning and development outcomes (Early Years Framework) or a strategy that is relevant to the work that the PRT does across multiple settings. The Inquiry question should allow the PRT to gather evidence from multiple cohorts. The PRT should also ensure they have relevant permissions from all settings.</p>

Diagram 1: CRT examples in various contexts



## Requirements of the process

All teachers are responsible for meeting their regulatory obligations, regardless of their registration type or employment context. A PRT must take ownership of the Inquiry process and develop an understanding of the supports needed from their workplace(s). The best way to do this is to cultivate and establish a relationship with colleagues and leadership so they become familiar with the PRT and their practice. This gives colleagues the confidence to support the PRT and determine if they are ready to undertake your Inquiry.

The 80 days of teaching minimum requirement can be completed in one or more Australian or New Zealand schools / early childhood services, and can be undertaken at any time during the provisional registration period.

The requirements to move to full registration are the same for all PRTs, regardless of their employment type. These requirements are listed below with additional information to support those working as a CRT or in a non-school setting.

## Securing the support of a workplace (where the workplace recommendation panel meeting will take place)

PRTs will need to determine which of the workplaces they regularly attend is in a position to convene their workplace recommendation panel meeting. Depending on their context, there are a number of things that they will need to clarify prior to gathering evidence.

If a PRT is working across multiple settings, you will need to ascertain if their supporting workplace is willing to accept evidence or observations that have been gathered from, or conducted in, other workplaces. If not, it is best to know this prior to commencing an Inquiry, as the PRT will need to focus on gathering evidence and completing your observations in that specific workplace.



If the workplace is willing to accept evidence from other schools / services, PRTs will need to inform all the workplaces that they are intending to gather evidence from. It is recommended that all evidence is de-identified and this is particularly important when using evidence from outside the setting of the workplace recommendation panel meeting.

Alisha Negi (registered teacher) with learners  
McClelland College

### Securing a mentor / workplace

PRTs must secure the support of a mentor, as the Inquiry process requires them to work with more experienced colleagues who hold full registration with VIT. This provides opportunities for observations and professional discussions that support PRTs to reflect on the effectiveness of their practice in relation to their learners' identified needs.

The workplace that is supporting you with your recommendation panel may be able to provide you with a mentor. Depending on your context, however, there may not be an appropriate teacher to mentor you at this workplace. You may need to source a mentor yourself. It is possible to be mentored by a teacher from another setting, including a teacher working with learners of a different age group.

Your mentor will work with you as you investigate the effectiveness of your practice and gather evidence to demonstrate the APST at the Proficient Teacher level. You should feel confident to share data, working documents and other information about your practice with them. You should also seek guidance from your mentor whenever necessary, as their experience will be of support to you.

You will need a mentor to support you with the following compulsory elements

- one documented observation of their practice
- three documented observations of your practice during your Inquiry
- three documented professional conversations.

A good Inquiry focus is one that benefits everyone. Remember that as a CRT you are still teaching the learners in that setting. Your Inquiry, whilst based on your teaching practice, should align with the needs of learners in the workplace supporting your recommendation panel.



Although beneficial and strongly recommended, your mentor does not need to have completed a [VIT mentor program](#), but they must hold full registration with VIT. The VIT collaborates with the Department of Education and is supported by the Catholic Education Offices and Independent Schools Victoria to provide mentor training opportunities so that workplaces have appropriate staff to support PRTs. If your mentor would like information about how to support you in your specific context, they can contact [mentors@vit.vic.edu.au](mailto:mentors@vit.vic.edu.au).

## Observations

As part of the Inquiry process, a PRT must observe the practice of a fully registered teacher at least once. This can be the mentor or another suitable colleague who holds full registration with VIT. The observation should relate to the focus of the Inquiry as this will support the PRT in implementing their own Inquiry. PRTs must also be observed by a mentor or another teacher who holds full registration with VIT at least three times.

All three observations do not need to be completed by the same person. These observations should be made observing the Inquiry in action with the focus learners.

Following the observations, PRTs will need to set aside time for feedback on practice and to discuss next steps. PRTs are required to document these observations and the feedback received, as this will be included in the evidence submitted to the workplace recommendation panel. For templates and further information about observations, please refer to the [PRT Guide](#).

The workplace may already have existing protocols for conducting observations and providing feedback. Where possible, these protocols should be followed.

## Professional conversations

A PRT's Inquiry will also include three professional discussions with a mentor. Two of these professional discussions will relate directly to the Inquiry. It is recommended that a PRT use this time with their mentor to consider what they have identified as a need for the focus learners.

This will provide the opportunity for the PRT to consider possible strategies to support the learners, ways that they can assess this, and possible professional learning opportunities that would be beneficial to engage with to support them in the process.

The third professional discussion relates to professional boundaries and responsibilities as a teacher. This includes the legal obligations that all registered teachers have in line with the [Victorian Teaching Profession's Code of Conduct](#).

It is essential that all PRTs have a thorough understanding of these obligations to ensure the safety and wellbeing of the learners in their care.

All three of these discussions will be documented as part of the evidence that a PRT will gather and submit to their workplace recommendation panel meeting.



The Professional Practice Team offers a Code of Conduct seminar to support teachers with developing their understanding of their legal obligations as a registered teacher.

PRTs can [register for the seminars](#) on our website.

### Professional Responsibilities Report

As part of the Inquiry process, PRTs need to demonstrate how they are responsive to the safety and wellbeing needs of their learners. It is the responsibility of all teachers to be aware of (and comply with) all laws, policies and regulations that pertain to their role and registration as a teacher. These requirements include mandatory reporting, failure to protect / disclose, child safe standards, reportable conduct and duty of care.

If a PRT is working as a CRT or in a non-school setting, it's important they speak with the workplace leadership about internal policies and processes for these schemes.

Following the professional boundaries and responsibilities discussion with a mentor, a PRT will need to write a brief Professional Responsibilities report. In the report, PRTs must discuss how to maintain professional boundaries with learners, how to meet legal obligations as a registered teacher in Victoria and two ways in which they have discharged their legal responsibilities in the course of their work. There is a template to support PRTs in the [PRT Guide](#).

### Workplace recommendation panel

When a PRT has completed the Inquiry process, undertaken 80 days of teaching, and gathered evidence of practice against the Proficient Teacher level of the APST, they will need to organise their workplace recommendation panel meeting with three fully registered teachers. The workplace panel will need to make a recommendation to VIT that you provided evidence of all 37 descriptors of the APST at the Proficient Teacher level. The PRT's workplace should support them in convening this panel.

The 80 days must be completed prior to the workplace recommendation panel meeting taking place, as they will need to provide evidence of the 80 days to the panel. The evidence can take the form of pay slips or attestations from previous workplaces or employers.



Pardeep Samra (registered teacher) with learners  
KU Craigieburn Children's Centre

## Identifying focus learners

Depending on the context and how the PRT is approaching the Inquiry, they should identify their learners in one of four ways.

1	 <p><b>One school / service, one role</b></p>	<p>If the PRT is working with one cohort for an extended period, they can select focus learners based on observations and assessments of their needs. Although the PRT will be teaching all learners, they will only gather evidence for the Inquiry from 3-4 focus learners. This context aligns with the advice offered in the <a href="#">PRT Guide</a>.</p>
2	 <p><b>Different learners, same program of learning</b></p>	<p>The PRT should consider the age group and ability level of the cohorts that they see regularly and note any commonalities between them. These commonalities could relate to difficulties in grasping aspects of the content, challenges with engagement or the achievement of learning outcomes. Based on what they have noted as an ongoing need, the PRT will select a type of learner that they see across the cohorts that they work within the teaching context.</p> <p>An example of this teaching context could be a PRT working at a Zoo implementing the same program of learning with constantly changing groups of learners. The PRT and / or workplace could identify engagement strategies or High Impact Teaching Strategies (HITS) that are effective for the context and that could determine the Inquiry focus.</p>
3	 <p><b>One school / service, multiple cohorts</b></p>	<p>Working across multiple rooms in one school or service provides a great opportunity to liaise with a mentor or the workplace leadership about the workplace priorities and strategic initiatives. This will ensure the need that the PRT is focusing on will provide opportunities to gather evidence across a range of cohorts in the same school or service. If it is not possible for the PRT to choose something that is aligned to a school or service priority, they can work with their mentor to identify a common area of need.</p>
4	 <p><b>Multiple schools / services, multiple cohorts</b></p>	<p>Where a PRT is unable to identify one specific cohort, they should choose a focus that can improve the learning outcomes for a range of learners. This could be content or a teaching strategy for a particular type of learner, such as a disengaged learner, a learner who requires extension or lacks confidence. A PRT should discuss their ideas with the workplace(s), to understand what strategies they may have in place, these could help inform a focus for the Inquiry.</p> <p>Alternatively, a PRT can focus on an area of identified need, such as managing the behaviour of Year 9 learners, giving effective feedback to high achievers in a Year 5 cohort or nurturing numeracy skills in five-year-old learners. How a PRT determines the appropriate focus for their Inquiry will depend on the work they are doing and the context(s) they are working in.</p> <p>A PRT should ensure that if their Inquiry is happening across multiple workplaces, they de-identify the work and seek permission from all workplaces for data to be shared.</p>

Diagram 2: Identifying focus learners in various contexts



Justine Stephen and Bek Ivermee (registered teachers)  
Barwon Valley School

## Developing your Inquiry question and action plan

To undertake the Inquiry process, a PRT needs time to assess the needs of a cohort of learners, to apply new practices and to assess and reflect on the effectiveness of this practice on learning outcomes. When developing the Inquiry question, a PRT should be mindful of their context. If the PRT works with different learners and / or across different content areas from day-to-day, they will need to develop a question that is relevant for all or most teaching circumstances.



The VIT has developed the '[SMART Inquiry Question tool](#)' to help PRTs across all contexts develop their Inquiry question to ensure it is specific and measurable.

In developing an action plan, the PRT may want to focus on teaching strategies and learning activities that can be utilised in a range of contexts. Where the context means the PRT is teaching from the regular classroom teacher's lesson plans, they may want to use activities or strategies that can be implemented at the start or end of a session and still allow them to follow the program set by this teacher. For instance, they could look at introductory activities to gauge prior knowledge of learners or develop a program of short activities to provide evidence of learning.

## Gathering evidence of proficiency against the standards

PRTs will need to provide evidence that they demonstrate all 37 descriptors of the APST at the Proficient Teacher level to a workplace recommendation panel. That panel will provide a recommendation report to VIT.

While the Inquiry process will naturally allow a PRT to evidence most of the descriptors, if there are gaps in the evidence, the PRT can address these descriptors through teaching that sits outside of the Inquiry.

A good way for a PRT to obtain additional information or evidence of learning is to talk to the teacher they are replacing (if available) or other teachers who are familiar with the cohort of learners. This can be beneficial both before and after the teaching. It can provide information to assist in getting to know the learners and their needs as well as discussing how the teaching has met their learning outcomes.

If this isn't possible, reporting any findings back to the teacher and having a professional conversation about the learning can assist in reflecting on practice, and will provide evidence that can be used for the Inquiry.



If there are no learners, or the PRT is not aware of any who identify as Aboriginal or Torres Strait Islander in the cohorts being taught, the PRT must still evidence descriptor 1.4 of the [APST](#). This can be achieved by detailing the strategies that the PRT uses that support Aboriginal or Torres Strait Islander learners. The PRT should also outline why they have chosen these specific strategies and how they would be supportive to the learners. It is a good idea to talk about such strategies with experienced teachers and to undertake some appropriate professional learning to identify relevant pedagogy.

Understanding and utilising such strategies is important given that any cohort may have Aboriginal or Torres Strait Islander learners.



PRTs will need to demonstrate how they cater for learners with a disability (APST 1.6) by including evidence of ways they have modified their teaching to meet these learner needs. The learner does not need to be one of the focus learners, as the PRT can detail the adjustments that have been made separately in the [action plan](#).

The definition of disability as defined in the *Disability Discrimination Act 1992* is broad, and incorporates a range of physical and intellectual needs. A significant portion of learners in Victoria require adjustment to their learning environment, curriculum or pedagogy and therefore fall under the definition of having a disability according to the Act. As such, it is likely a PRT may have at least one learner with a disability in your wider group of learners.

The learner does not need to be funded or have a diagnosed disability. PRTs should consider which learners they need to make adjustments for. This could be physical adjustments to the learning space, adjustment to the types of activities planned or to the content delivered. The disability does not need to be permanent; for example, a learner may require temporary adjustments due to a sustained injury.

Note: adjustments made for learners with English as an additional language cannot be used for the purpose of APST 1.6.

Some standards can be more difficult to evidence when working as a CRT or in a non-school setting. Such standards include, but are not limited to, reporting and communicating with parents / carers.

Having a conversation with a mentor about how best to evidence any identified descriptors is strongly recommended. PRTs can find examples of appropriate evidence in the [CRT Evidence Guide](#), and these will support discussions with mentors.



Regardless of the Inquiry focus, PRTs will still need to annotate evidence of learning and analyse the effectiveness of teaching to support and develop learning.

Where this evidence of learning is not static or reproducible, then rubrics for learning and teacher observational notes can be used. PRTs may also use photos, videos and audio recordings (ensuring the appropriate permissions are sought).

PRTs can gather and present evidence any way they choose. We recommend PRTs ask their workplace if they have any specific requirements (e.g. templates, hard copy or digital). The VIT has created a [template](#) to support PRTs in covering all required components of the process. There is also a [checklist](#) PRTs can review with their mentor prior to the workplace recommendation panel meeting so that they can be confident that all descriptors have been evidenced.



Whether or not the PRT chooses to use VIT's [template](#), they must ensure that any evidence documented and presented to the workplace recommendation panel allows them to judge that the PRT has met the APST at the Proficient Teacher level based solely on that evidence.

During the workplace recommendation panel meeting, PRTs will be able to present their evidence. If a PRT is selected for audit, their documented evidence must allow VIT's auditor to determine that they have met the APST requirements.

It is strongly recommended that PRTs de-identify any evidence included in your presentation to your workplace recommendation panel.

This is particularly important if PRTs are including evidence from multiple settings, to ensure the privacy and confidentiality of learners concerned. This is not a requirement of the process but it is good practice as a professional. PRTs must have a conversation with leadership of their workplaces to seek permission to gather evidence. PRTs will also need to seek permission to share this evidence with another workplace for the purpose of a workplace recommendation panel meeting.



Anthony Gravener (registered teacher) with learners  
Saint Ignatius College

## Applying for full registration and the workplace recommendation panel meeting

Once the Inquiry process is complete, a PRT should commence the recommendation process by applying for full registration via their [MyVIT account](#).

To complete the recommendation process, a PRT must present their evidence to a [workplace recommendation panel](#). Following the meeting, the panel will need to submit the recommendation to VIT.



All members of a recommendation panel must hold full registration with VIT.

The workplace panel will assess the PRT's evidence of practice\* to determine whether they have met the Proficient Teacher level of the APST, and submit their recommendation to VIT through their Employer portal.



\*PRTs must ensure that, if requested, they can provide VIT with a copy of the evidence of practice compiled as the basis of the workplace recommendation. It is expected that PRTs keep their evidence for a minimum of two years after a successful panel recommendation.

For CRTs who are working across multiple schools / services, the recommendation must be provided by the workplace recommendation panel chairperson at the workplace where most of the teaching practice has been undertaken and documented.

This is because a workplace must have observed the teacher's practice over an extended period before endorsing the application for full registration. The recommendation must be based on a consistent representation of practice over the time and the workplace recommendation panel must be satisfied that the teacher has provided sufficient evidence that the APST have been met.

More information can be found in the [Workplace Recommendation Panel Guide](#) and the [PRT Guide](#) on the VIT website.

# Additional tips and support

---

## Connect with local CRT networks

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

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

## Engage in professional learning

All registered teachers, regardless of their employment type (full-time, part-time, CRT), or whether they hold provisional or full registration are responsible for ensuring they are engaging in relevant and appropriate professional learning to continue to build their practice.

The VIT runs a range of seminars to support all teachers to meet their regulatory obligations including provisionally registered teachers across a range of teaching contexts. Teachers can register for available seminars on the VIT website. The Teacher Learning Network (TLN) also offers [free professional learning to casual relief teachers](#), which can be accessed on the [TLN website](#).

Teachers are encouraged to discuss learning with their leadership, and seek opportunities to be involved in school / service based professional learning, to support and develop a deeper understanding of the learners and their needs.

## Working directly with schools or services

When employed directly by the schools / services that they work with, teachers should discuss opportunities with the Daily Organiser (or equivalent). This might be working with particular cohorts, content or age groups to support an Inquiry or about a block of work if that is something the PRT is interested in securing.

## Working through a teaching agency

Many teaching agencies are aware of the specific needs of PRTs. We recommend PRTs discuss employment needs with their agency, as they may be able to support them in returning to the same workplace or securing work across multiple settings with learners of the same age or level. Talk to agencies and find out the level of support they can provide to PRTs. This may help identify which teaching agency best suits a PRT's needs.



Tianjiao Lin (registered teacher) with learners  
Richmond West Primary School

# Checklist: evidence of professional practice

---

CRTs and those teaching in non-school settings undertake the full duties of a teacher and must meet the same standards required of all teachers. The provisional to full process provides the VIT and the community with the assurance that all Victorian teachers are meeting these standards.

CRTs can use this checklist to ensure all requirements of the provisional to full process have been met.

A 'record' of an observation / professional discussion should include a date, name and VIT registration number of the fully registered colleague as well as a summary / reflection of the conversation.

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

evidence of 80 days of teaching (important if completed in more than one school / service)

Inquiry question

description of workplace context (whole workplace and class / group)

description of focus learners (including relevant details such as their learning data, factors affecting their learning)

description of the teaching content (including learning outcomes for focus learners)

record of professional learning undertaken to support the Inquiry

record of at least two professional discussions with your mentor about the Inquiry

record of at least one observation of a mentor / experienced colleague's practice (including associated professional discussions)

description of strategies to address APST 1.4

description of strategies to address APST 1.6

description of activities to address APST 2.4

evidence against all 37 descriptors of the APST

record of a professional discussion about your legal obligations as a teacher relating to child safety and wellbeing

brief report describing

- a teacher's legal obligations in relation to child safety and wellbeing (including two examples of how you have enacted these obligations)
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners

action plan

records of at least three visits from a mentor / experienced colleague

reflection on the effectiveness of your Inquiry

completed APST evidence checklist.

# References

---

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

- [PRT Guide: a guide to the full registration process](#)
- [Overview of moving from provisional to full registration](#)
- [CRT networks](#)
- [Australian Professional Standards for Teachers](#)
- [Standards Inquiry Matrix](#)
- [Workplace recommendation panel document](#)
- [The Victorian Teaching Profession's Code of Conduct and Code of Ethics](#)
- [Child Safe Standards](#)
- [Reportable Conduct Scheme](#)
- [Podcasts: Moving to full registration](#)
- [Videos: Moving to full registration](#)
- [Australian Institute for Teaching and School Leadership \(AITSL\)](#)

## **Victorian Institute of Teaching**

717 Bourke Street, Docklands VIC 3008  
PO Box 531, Collins Street West VIC 8007

**t.** 1300 888 067

**e.** [vit@vit.vic.edu.au](mailto:vit@vit.vic.edu.au)

**w.** [vit.vic.edu.au](http://vit.vic.edu.au)