

PRT Guide

Moving from provisional to full registration



Alyssa McKenna (registered teacher) with learners
Beaconhills College



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

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Section 1: Background

About the Victorian Institute of Teaching (VIT)

The VIT is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

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. Many professions, such as doctors, nurses, psychologists and lawyers, have similar registration requirements (such as required qualifications, a period of provisional registration, renewal requirements and adherence to professional standards.)

Our vision is to ensure that Victorian learners have the best teachers (the term 'teachers' refers to both school and early childhood teachers). We achieve this by registering teachers to ensure only qualified and suitable persons are eligible to work in Victorian schools and early childhood services.

The VIT [approves and accredits initial teacher education programs](#) that prepare early career teachers for working in Victoria, and [supports beginner teachers](#) to enter the profession and [develop their practice](#) through professional standards.

The VIT also regulates compliance with the [Codes of Conduct and Ethics](#) and investigates instances of [misconduct, incompetence or lack of fitness to teach](#).

All of this work is completed on a cost recovery basis, with VIT's operational costs funded primarily through revenue from [teacher registration fees](#).

The VIT's [regulatory approach](#) is to educate teachers and their employers with regards to their regulatory obligations and then assist them to comply.

Legislation and governance

The VIT undertakes its functions in accordance with the [Education and Training Reform Act 2006](#). In performing its functions, the VIT must take into consideration the safety and wellbeing of children and young people.

It is also important to understand that VIT is **not**

- a membership organisation (teachers do not opt-in to join) – VIT is the teaching profession's registration authority and teachers must be registered if they want to practice in Victoria
- an assessor of early childhood services or accreditor of early childhood teacher programs
- an employer of teachers
- a formal advocacy body for the profession
- an industrial organisation (we do not have a role in workplace matters and employment conditions).

What is provisional registration?

Provisional registration is for teachers who fall into one of three categories

- **graduate teachers** who have successfully completed an [initial teacher education \(ITE\)](#) or [early childhood \(EC\) program](#) and are ready to commence teaching in Victoria
- **returning teachers** who ceased their teacher registration more than 10 years ago in Australia and / or New Zealand and do not meet the eligibility requirements for [experienced returning registration](#)
- **experienced overseas teachers** who have completed their studies internationally and have an approved qualification to teach in Victoria, but have not held full registration in Australia or New Zealand.

Provisional registration is crucial to the development of a teacher's practice as it provides the opportunity for teachers to be properly inducted into the profession by working closely with more experienced colleagues.

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).

This work is undertaken in collaboration with other experienced fully registered teachers who can provide the provisionally registered teacher (PRT) with feedback and support in the development of their practice.

PRTs are able to apply for [full registration](#) when they can demonstrate that they have

- taught for at least 80 days in one or more Australian or New Zealand schools or early childhood services; and
- completed the [VIT Inquiry process](#) demonstrating proficiency against the APST
- completed the professional boundaries report.

[Provisional registration](#) expires two years after the date of initial registration. Provisionally registered teachers (PRTs) are expected to move to full registration before the end of the second year of provisional registration. All teachers are required to complete [annual registration tasks](#), including making payment, by 30 September in order to maintain their registration.

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

Please note – this will only become available in your MyVIT account three months prior to your registration expiry date.



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

Provisional to full registration – a teacher developmental continuum



Graduate teachers

Initial teacher education (ITE) and early childhood teacher programs are designed to ensure pre-service teachers (PSTs) are able to meet the Graduate Teacher level of the APST. Upon graduation, PSTs are eligible to apply for registration as a provisionally registered teacher (PRT).

Once registered and teaching, PRTs can begin to move their practice from the Graduate Teacher level to the Proficient Teacher level of the APST. Once a PRT is demonstrating proficiency, they can use the [Inquiry process](#) to evidence their practice. This involves professional learning, interactions with (and support from) colleagues as well as documenting evidence of teaching proficiency.

It is essential for PRTs, mentors and workplaces to understand that the Inquiry process does not create proficiency in a PRT; proficiency occurs through a larger process of induction where early career and returning teachers develop their practice, identify learner needs and differentiate their teaching to meet those needs. The Inquiry is a cycle of reflective practice that PRTs engage in once proficiency has been developed, and allows the PRT to gather the evidence they need to demonstrate this proficiency.

Experienced teachers

Experienced teachers who have not held current registration for an extended period of time and therefore, do not meet the requirements for experienced returning registration are also required to apply for provisional registration. More experienced teachers may need less formal mentoring, however it is important to note that curriculum and legislative obligations pertaining to registered teachers change frequently. Demonstrating knowledge of an appropriate curriculum and legal obligations is an important part of the Inquiry, as such the requirements to move

to full registration are the same for all PRTs.

The Inquiry process is an effective model for professional development and should reflect the pedagogical improvement practices of the workplace.

The VIT hopes that PRTs will continue to use the Inquiry process throughout their career to identify the learning needs of their learners, target their teaching and engage in reflective practice.

Full registration is granted by VIT to PRTs who have met the requirements to move to full registration and have been recommended by a [workplace recommendation panel](#).

The VIT collaborates with all sectors and stakeholders in Victoria to provide free [mentor training](#) opportunities so that workplaces have appropriate staff to support PRTs.

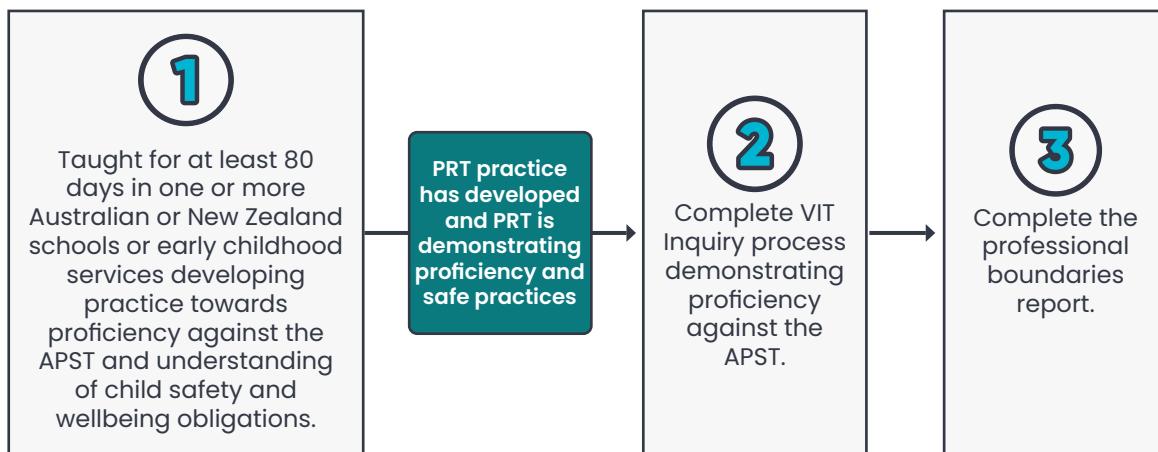
Once granted full registration, teachers undergo an annual registration cycle that confirms they are maintaining current practice at the Proficient Teacher level and are still suitable to be a teacher.

How to use this guide

This guide

- explains the Inquiry process and other requirements to move from provisional to full registration
- provides advice about gathering suitable evidence
- provides a template and a checklist to ensure PRTs have everything they need to document the process
- explains the application process for full registration
- provides useful information for mentors of PRTs, workplace leadership and any teachers interested in learning more about the process of moving to full registration.

Section 2: Achieving full teacher registration



The APST and your professional practice

The VIT is a standards-based regulator, which means the APST underpin its functions and operations. These are the standards which PRTs must provide evidence against, regardless of their employment type (e.g. ongoing, fixed term, CRT) or the context in which they are working (e.g. early childhood, primary school, secondary school, non-school setting).

There are 37 descriptors within the APST and all of them must be evidenced as part of the process of moving to full registration.

To demonstrate they have met the Proficient Teacher level of the APST, PRTs must use the Inquiry process. This process will facilitate gathering evidence against all 37 descriptors.

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

Professional responsibilities

Registered teachers have obligations regarding child safety and wellbeing, some of which may be requirements under the law (e.g. mandatory reporting) while others may be described in relevant workplace policies or processes, the [Australian Professional Standards for Teachers](#) (APST) and the [Victorian Teaching Profession's Code of Conduct](#). It is expected that all teachers are aware of (and comply with) all laws, policies and procedures relevant to their work.

Underpinning the relationships that a teacher will form with their learners is the expectation that teachers will establish and maintain appropriate professional boundaries with learners. When applying for full registration, PRTs must write a Professional Responsibilities report that demonstrates their knowledge of, and commitment to, child safety and wellbeing. The report also describes how a PRT establishes and maintains appropriate professional boundaries in their teaching context.

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1. Know learners and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback and report on learning	6. Engage in professional learning	7. 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.				

Moving from provisional to full registration

Requirements for full registration

To be eligible to apply for full registration, a PRT must have

- taught for at least 80 days in one or more Australian or New Zealand schools or early childhood services
- met the APST at the Proficient Teacher level using [VIT's Inquiry process](#)
- completed the child safety and professional boundaries aspects of the process.

The Inquiry process

The Inquiry process is recognised as an effective professional learning tool and has value for all teachers, regardless of their level of experience. The process of moving to full registration provides VIT and the community with the assurance that all teachers are meeting expected standards and understand community expectations.

The Inquiry process is designed to represent the culmination of work undertaken by the PRT with the support of the workplace and mentors to demonstrate that their practice is current and at the proficient level of the APST.

It provides an opportunity for PRTs to focus on an aspect of their practice and document evidence of their everyday teaching. It also provides opportunities for PRTs to reflect on their own learning and the effectiveness of their practice. It should reflect their current workplace improvement model(s) and be a continuation of their everyday practice. The Inquiry is not an additional program of work, but a continuation of the planned teaching program.

Gathering evidence

The Inquiry itself is a cycle of reflective practice that will allow a teacher to gather evidence against the standards, however evidence for a small number of standards may come from other parts of a PRT's practice. All evidence that a PRT gathers must be from their practice working as a registered teacher. PRTs cannot use evidence they have gathered while they were a pre-service teacher, held permission to teach, or worked in a role that does not require registration (such as an education support, private tutor or educator role).

The needs of the learners

When determining what a PRT will focus on for their Inquiry, the most important concern should always be the needs of the learners.

Evidence of a PRT's professional practice can be gathered from one group of focus learners or it might come from a range of learners, depending on the Inquiry question and the nature of the PRT's work. In either case, the Inquiry question should be based on identified needs of the learners. If a PRT works across multiple settings (e.g. as a CRT), discussing workplace priorities and learner needs with experienced teachers at those settings may help the PRT in developing a focus for the Inquiry.

Applying for full registration

Once the Inquiry process is complete, PRTs should commence the recommendation process by applying for full registration via their [MyVIT account](#). This should only be commenced within 30 days of the panel meeting as the application can expire.

The workplace recommendation panel

To complete the recommendation process, a PRT must present their evidence to a [workplace recommendation panel](#). All members of a recommendation panel must hold full registration with VIT.

The workplace panel will assess the evidence of practice* to determine whether the PRT has met the Proficient Teacher level of the APST. They will then submit their recommendation to VIT through their Employer portal.

The VIT will assess the application for full registration once all requirements are provided.

Dual registration

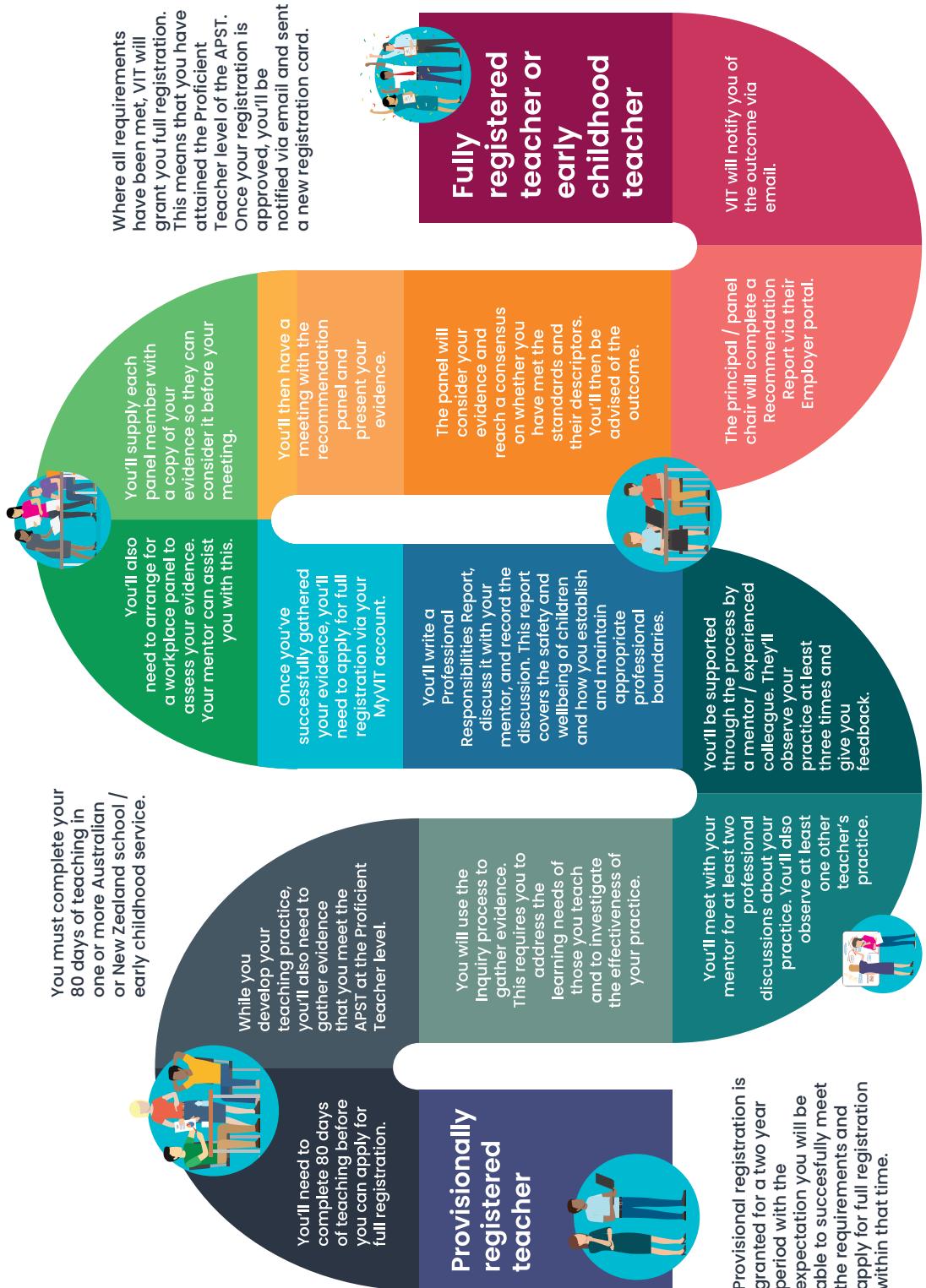
If a PRT holds dual registration (both teacher and early childhood teacher), they will only need to complete the Inquiry once, in the setting that reflects their current teaching context. When the application for full registration is approved, they will be granted full registration in both categories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

*PRTs must ensure that, if requested, they can provide VIT with a copy of the evidence of professional practice they presented to their workplace panel. It is expected that a PRT keeps their evidence for a minimum of two years after a successful panel recommendation.



Rekha (Ray) Nair (registered teacher) with learners
Kensington Community Children's Co-Operative

Downloadable document

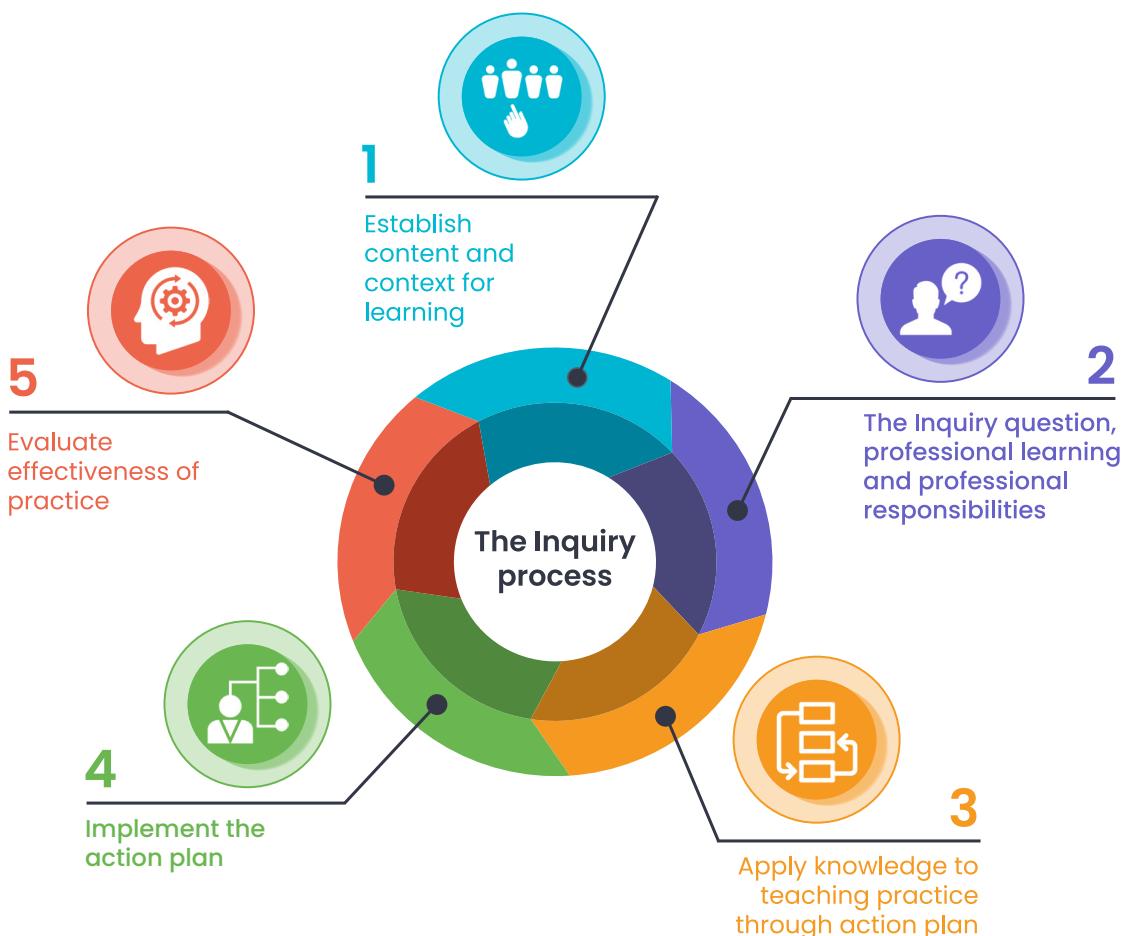
Moving from provisional to full registration

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.

Section 3: The Inquiry process

The Inquiry process

The diagram below is based on Professor Helen Timperley's model of inquiry and knowledge building. It describes a five-stage process of teaching, learning and reflection and is similar to improvement models currently used in education settings.



Overview

PRTs are required to complete the Inquiry process (the Inquiry) into their practice to demonstrate proficiency against the APST at the Proficient Teacher level.

The Inquiry model used by VIT is based on the work of Emeritus [Professor Helen Timperley](#) and provides a model for developing reflective and adaptive practice. It features five stages, from understanding the workplace and learners' contexts through to a teacher's reflection at the end of a sequence of teaching and learning.

Purpose of the Inquiry

It is important to note that the model itself will not move a PRT's practice, rather it gives the PRT the means to demonstrate their proficiency and provides an improvement model that will assist them to affect ongoing positive change within the classroom. The Inquiry model is one of many teaching and learning models, and is designed to be used as an ongoing cycle of learning and improvement. PRTs may find this model is the same or similar to other models used in professional learning communities in their education setting.

Duration

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. A PRT may need to allow themselves longer if they are working in a different context (e.g. CRT, specialist subject teacher, teacher in a non-school setting).

Submission length

The length of the submission is not prescribed, this allows for greater flexibility for the PRT. The submission is not designed to be lengthy, rather it is designed to be succinct yet sufficient for providing the context, an overview, and the evidence of the standards. PRTs are encouraged to be guided in length by the templates provided, this is inclusive of the Professional Boundaries Report.



Anthony Gravener (registered teacher) with learners
Saint Ignatius College

Opportunities for collaboration

Throughout the Inquiry, there are opportunities for PRTs to work closely with a mentor and / or other experienced colleagues through observations and professional discussions.

The Inquiry process requires a PRT to

- spend time getting to know the group of learners and workplace context
- demonstrate knowledge of laws, policies or procedures that relate to child safety and wellbeing and the role of a teacher to support this
- select a small number of focus learners for the Inquiry (depending on teaching context some PRTs may not have a group of specific focus learners)
- collect and analyse learning data and factors affecting the learning of the focus learners, and use this knowledge to plan for what the focus learners need to know, do or understand
- identify learning outcome(s) that are both challenging and achievable for the focus learners and develop an Inquiry question around these outcome(s)
- undertake professional learning to support the implementation of the Inquiry
- develop and implement an action plan to improve learning for the focus learners
- gather evidence of practice including work samples / assessments from your focus learners
- reflect on the effectiveness of the Inquiry and consider what this means for future teaching and professional learning.

Keep in mind that coursework such as teaching performance assessments or similar projects (e.g. the Graduate Teaching Performance Assessment, the Assessment for Graduate Teaching) and research from initial teacher education courses cannot be used in the Inquiry, as it demonstrates the Graduate Teacher level of the APST rather than the proficient level.

There is no set length of time that the Inquiry should take,

PRTs will be guided by their own context and how long it will take them to

- teach the identified focus of the Inquiry
- assess the identified focus of the Inquiry
- gather appropriate evidence to demonstrate the standards.



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

Inquiry process requirements

- a mentor (a fully registered and practicing teacher to support the PRT through the process)
- observations (conducted both by the PRT and of the PRT)
- professional discussions (between the mentor and the PRT regarding the Inquiry)
- evidence of the 37 APST descriptors through everyday practice
- an understanding of how to apply the Victorian Teaching Profession's Code of Conduct in the PRT's teaching context

Observations during the Inquiry

An essential part of teacher development is observation. This includes both the PRT observing VIT fully registered colleagues and VIT fully registered colleagues / mentors observing the PRT.

This guide provides templates for PRTs to fill in after observations so they can reflect on how the observations have helped them to develop their practice. Effective observations should involve a pre- and post-conversation to establish what the focus for the observation will be and then to provide feedback on that focus.

Targeted data from the observation allows for evidence-based discussions, which are an effective way to improve practice. PRTs must give observers a focus for the observation and ensure that focus is linked directly to their Inquiry.

The VIT's [Template: evidence of professional practice](#) provides space to record summaries of, and reflections on, these discussions. If the PRT's workplace has its own observation templates, they can use and include them as evidence for observations.

Observations during the Inquiry comprise of

- the PRT observing a mentor or other VIT fully registered and experienced colleague at least once (this is recorded once as part of the Inquiry process, should form part of the PRT's professional learning and support the implementation of their Inquiry)
- a mentor or other experienced colleague observing the PRT.

Three observations of the PRT's practice must take place and be recorded as part of the Inquiry process

These observations should occur while the PRT is implementing their Inquiry and are designed to give feedback that the PRT can use to modify their teaching as the Inquiry progresses.

More details can be found in the Inquiry stage descriptions in this document.

To support the PRT and mentor's understanding of the importance of observations, the VIT offers training for mentors that provides extensive discussions around what good observations look like.

Templates and checklists

This guide includes a template for documenting evidence gathered during the Inquiry. Although it is not mandatory to use this template, VIT recommends its use to ensure that no components of the Inquiry are missed. This version is in PDF format but there are Microsoft Word versions of our templates and checklists available on our [website](#).

These include

- [Template: evidence of professional practice](#) – to record and collate the evidence gathered during the Inquiry
- [Template: action plan](#) – included within the Evidence of Professional Practice template but also available as a stand-alone document
- [Checklist: evidence of professional practice](#) – to ensure all compulsory requirements of the Inquiry have been completed before requesting a recommendation panel meeting
- [Checklist: APST evidence](#) – this acts like an index or contents page, the PRT can indicate what page numbers panel members will find evidence against each of the APST. Keep in mind it is the PRT's responsibility to link their own practice with the APST, the recommendation panel then assesses if it is appropriate and adequate.



Stage 1

Establish content and context for learning

As a cycle of reflective practice, the Inquiry is best undertaken once the provisionally registered teacher has familiarised themselves with their workplace and learners. Understanding the context of the workplace and the needs of learners, informs what the basis of a teacher's practice and therefore the Inquiry.

To address Stage 1, a PRT must briefly explore the following four areas

- [the education setting context](#)
- [the cohort of learners](#)
- [the focus learners](#)
- [the program of learning / content](#)
- [targeted learning outcomes](#).



1a. The education setting context

PRTs should consider their workplace and how this affects how and what they will teach. This section could include

- context such as long daycare, kinder, primary, p-9, secondary, specialist education, museum or TAFE
- sector (Catholic, independent or government)
- geographic, demographic or socio-economic information about the area the education setting is in, or the wider community associated with the workplace
- any location specific information that affects teaching and learning such as multicampus schools (e.g. physical layout of the school or centre, accessibility for learners, play and outdoor education areas, resourcing)
- information about a particular focus at the education setting (e.g. a focus on a curriculum area, a pedagogy, or an educational philosophy that the setting follows – this might impact the Inquiry, resource selection and professional learning).

1b. The cohort of learners

The Inquiry will be based on an identified group of learners. PRTs who teach multiple classes should choose one as their focus for the Inquiry.

The PRT will be required to provide the panel with context about the class / group of learners. To achieve this, the PRT must:

- broadly describe the class / group (e.g. range of learning levels, linguistic, socioeconomic or cultural backgrounds)
- identify any Aboriginal and Torres Strait Islander learners in the group
- identify any learners with disability
- identify the modifications needed to ensure the learning is accessible to all learners, including culturally and linguistically diverse learners.

Aboriginal and Torres Strait Islander learners

Strategies that are effective for Aboriginal and Torres Strait Islander learners can be effective for all learners, so becoming proficient in them is good practice.

Proficiency will allow PRTs to implement effective teaching strategies without needing to explicitly identify if there are Aboriginal or Torres Strait Islander learners in the class / group.

If a PRT does not know if they have an Aboriginal or Torres Strait Islander learner, they can describe the strategies they currently use which are proven to be effective to support the learning of Aboriginal and Torres Strait Islander learners. PRTs must also explain why the identified strategies would be appropriate and effective.

This image has been taken from the Koorie English Online Guidance pack, highlighting the important role non-verbal language plays in Aboriginal and Torres Strait Islander learners engaging with the curriculum.

For more information, please refer to our [Teaching learners from Aboriginal and Torres Strait Islander backgrounds](#) page.

1c. The focus learners

PRTs need to provide a more detailed description of the learners they have selected for their Inquiry. It is recommended PRTs choose 3-4 learners.

If a PRT is working in a Specialist School setting, two may be sufficient in due to the higher degree of planning and individual teaching for learners in these settings.

If a PRT is working as a CRT or in a non-school setting (e.g. a zoo or a hospital) we recommend reading our [PRT CRT Guide](#) for some context specific advice around the Inquiry process and focus learner selection.

Focus learner selection

The focus learners may represent a diverse range of learning needs, or they may be part of a group with similar identified learning needs that the PRT plans to focus on.

The PRT must give a brief outline of the following

- the learning levels and factors affecting their learning
- data to support the judgements made regarding the learning levels (e.g. observations, discussion with other teachers, formal assessments)
- the link between the focus learners and the Inquiry question.

Addressing descriptors 1.4 and 1.6

PRTs will need to be able to describe how they meet the needs of all learners, but must be mindful particularly of the needs of Aboriginal and Torres Strait Islander learners, and learners with disability (APST 1.4 and 1.6 respectively).

Strategies for teaching learners with disability (1.6) and Strategies for teaching Aboriginal and Torres Strait Islander learners (1.4) are specific standards that must be addressed.

These learners may be part of the focus group, but they don't have to be.

If a PRT doesn't include them as focus learners, they will need to reference how they will cater for their needs elsewhere in the documentation, usually through the action plan and evidence submission.

VIT audit data shows that either or both of these standards are a common reason that PRTs are asked to provide extra evidence. The essential point to understand here is that these two standards are pedagogical in nature, they focus on the knowledge the teacher has and how they implement teaching strategies.

Tips: learners with special needs (disability)

PRTs must identify at least one learner with disability who requires modification(s) to practice to address their additional learning needs.

What do we mean by disability?

- defined by the *Disability Discrimination Act 1992*
- mental or physical disability
- disorder, illness or disease that results in disturbed behaviour
- requires supplementary or higher level of adjustment or support through quality differentiated teaching
- does not necessarily require formal recognition of the disability or targeted specialist education services and support.

For more information, refer to our [Teaching learners with special needs](#) resource.

Note: English as an additional language (EAL) learners are not considered to be learners with disability.

1d. Program of learning – content

This section should include details about the skills and knowledge to be taught, how it links to the curriculum and how it relates to educational outcomes.

Where relevant, show how the content being taught meets the following cross-curriculum priorities

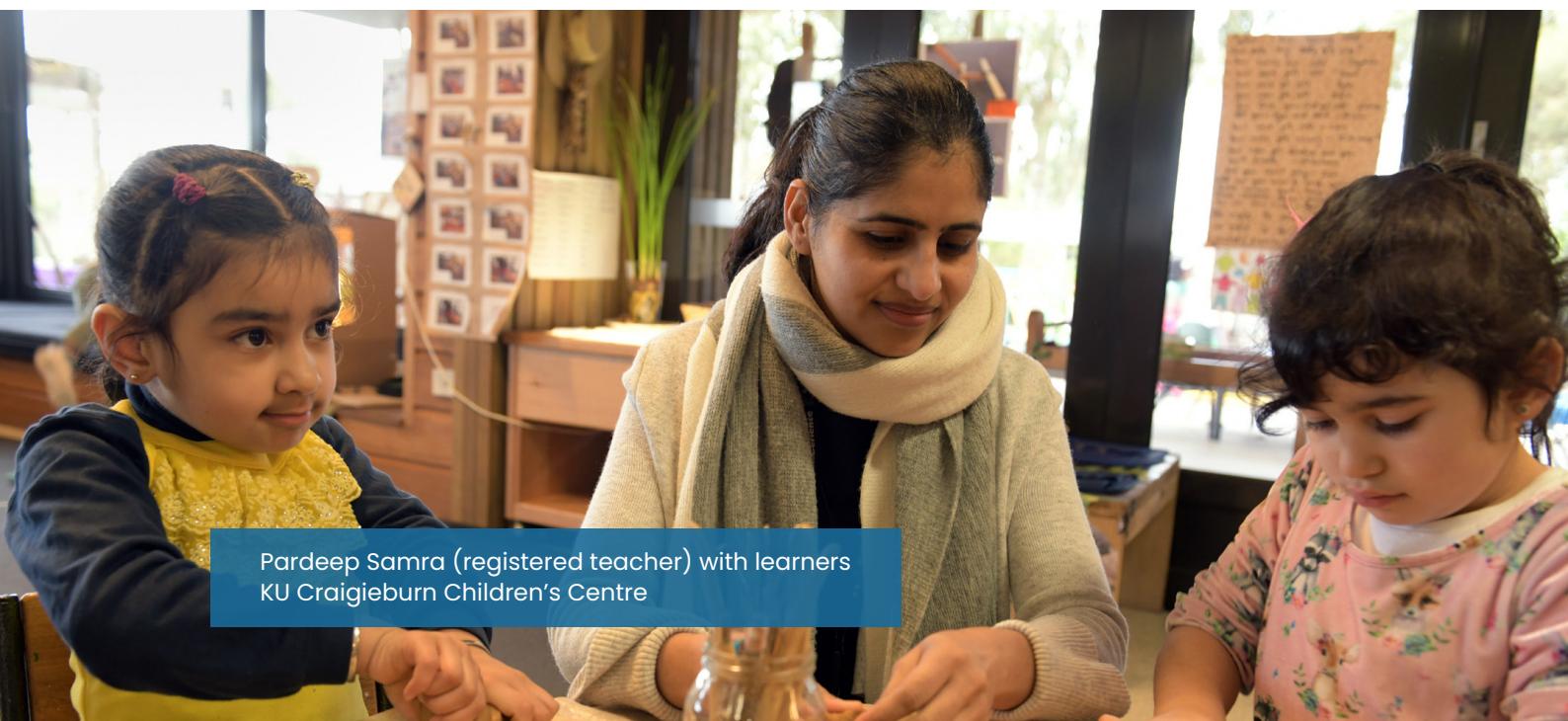
- addresses development of the literacy and / or numeracy of the learners (APST 2.5)
- provides opportunities for learners to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (APST 2.4)
- uses information and communication technologies (ICT) safely, responsibly and ethically (APST 4.5).

Tips: teaching content and program of teaching

The program of teaching selected should be long enough to provide time for learners to demonstrate learning, but short enough to ensure that the documentation is not onerous. The action plan should allow enough time for the learners to demonstrate what they have learned in relation to the Inquiry question.

What to include as evidence

- the program of learning – could be existing or new
- how the program links to the broader curriculum / framework
- it is important to annotate the planning documentation and samples of evidence to demonstrate links to the APST.



1e. Targeted learning outcomes

A PRT should use the content of their program of learning and the prior knowledge of their learners to establish the learning outcomes. These should be both achievable but also challenging for the focus learners. The learning outcomes may vary depending on the learning characteristics and needs of the learners, and will demonstrate how the PRT is differentiating to meet those needs.

The [action plan](#) within the [Template: evidence of professional practice](#) allows PRTs to record the evidence they have relied on to determine the learners' needs. If a PRT is not using the VIT template, the evidence should still include whatever information used in determining the learners' needs.

In meeting the standards, it is vital the PRT makes clear links between the learners' needs, the learning outcomes planned and the data those outcomes are based on. This should include any workplace priorities that have informed the planning and the aspect(s) of practice that is being differentiated to meet the standards.

Evidencing learner outcomes

- prior knowledge of learners
- the focus learners and the factors affecting their learning
- any additional learning needs of individuals, including those with disability
- the teaching content for the 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 how the PRT will cater for that
- how the PRT will facilitate access to, and participation in, learning activities for those with disability.

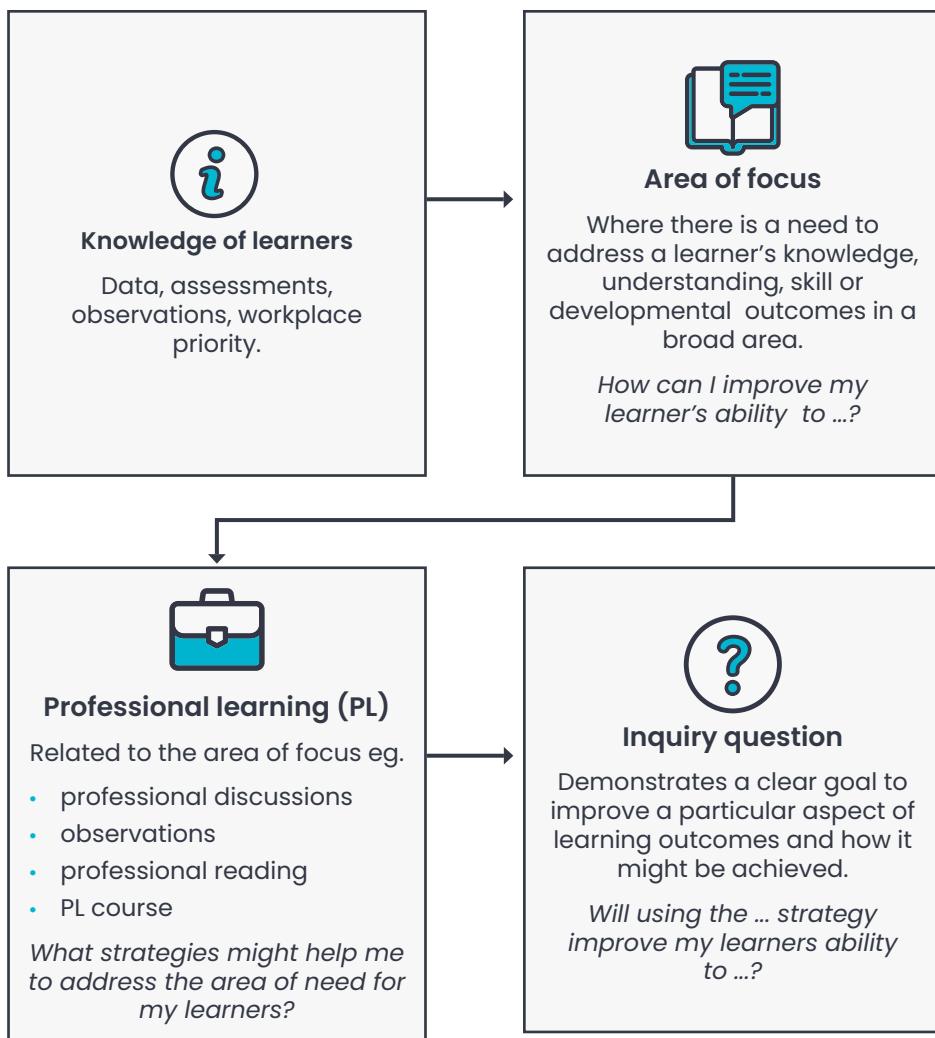
Louise Johnson (registered teacher) with learners
Featherbrook College



Stage 2

The Inquiry question, professional learning and professional responsibilities

Defining the Inquiry question



What is needed to complete this stage of the Inquiry

In this section PRTs will need to provide evidence of

- **two** professional conversations about the Inquiry - this could include
 - this could include conversations about identifying the needs of learners,
 - identifying and refining the Inquiry question,
 - developing the action plan,
 - resources, assessments, teaching strategies, learner activities etc.
- **one** observation of your mentor / experienced colleague which could include
 - reflecting on what was observed
 - how it links with the PRT's Inquiry.

2a. The Inquiry question

The Inquiry question provides a focus for the submission and demonstrates how the PRT has used their understanding of their learners needs, data and professional learning to identify strategies to progress the outcomes for their learners.

When creating an Inquiry question, a PRT should use

- data demonstrating the needs of their learners
- planning they have done in the workplace
- insights and new knowledge from professional learning activities
- a question structure that clearly indicates the focus and purpose, the target learners and approach to be planned for and implemented

The Inquiry's focus area is often determined by the strategic goals of a workplace and should be based on content coming up in the planned work with strategies / content selected for the focus learners.

The key supports to help a PRT develop their Inquiry question are VIT's [SMART tool](#) and professional conversations with the mentor.

The SMART tool is designed to help PRTs refine the Inquiry question into something that is specific and targeted.

Establishing a specific and timely Inquiry question will ensure that the PRTs can implement the Inquiry. This also avoids any difficulties in gathering data along the way and reflecting on the process. A PRT's mentor will help them to identify ways to refine their Inquiry question into a targeted question that allows them to demonstrate proficiency against the APST.



It is compulsory for PRTs to document two professional conversations about their Inquiry with their mentor. These conversations are likely to occur during the inception of the Inquiry question and may include discussions about

- learner needs
- workplace priorities
- the Inquiry question
- resources
- action plan development.

Downloadable document
SMART tool template



Inquiry question:

S	M	A	R	T
Specific	Measurable	Achievable	Realistic	Timely
<ul style="list-style-type: none">• What particular area does your data and research indicate you should focus on?• How do you know this is the right area for your next level of work with this group of learners?• What specific change do you want to see as an outcome of your inquiry?	<ul style="list-style-type: none">• How will you measure this outcome?• What will be your milestone markers?	<ul style="list-style-type: none">• Is this accessible for all learners?• Are your expectations challenging and achievable for all?	<ul style="list-style-type: none">• Will this progress the learner's current needs?• Will this question allow you to address your desired outcomes and curriculum priorities?• Is this approach appropriate for your context?	<ul style="list-style-type: none">• Is the timeframe manageable to complete the implementation of your action plan?• Is this intervention currently needed for your learners

2b. Professional learning

Once a PRT has identified an area of need for the Inquiry, they can then reflect on their current knowledge and practice.

Questions to prompt a PRT's reflection may include

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

By reflecting on their own practice, a PRT can then pinpoint areas of need and as such, take steps to further their skills and knowledge to inform future practice. Opportunities for professional learning and development may include but are not limited to

- observations of experienced colleagues
- professional readings
- professional conversations
- pedagogical and learner focused meetings
- external professional learning.

As part of the Inquiry, a PRT must document at least once that they have observed the practice of a fully registered teacher. Reflection and discussions with the fully registered teacher will help inform the PRT's practice and will form part of the professional learning

The professional learning that a PRT documents might be more than just subject material related to the Inquiry – it might include professional learning related to other standards, such as strategies to cater for Aboriginal and Torres Strait Islander learners or learners with disability.



It is compulsory for PRTs to document the observation of a fully registered teacher's practice as part of their professional learning to support their Inquiry.

This should occur prior to starting the Inquiry



2c. Professional Responsibilities report and child safety discussion

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 and failure to disclose
- child safe standards
- reportable conduct
- duty of care.

Professional conversation regarding child safety and wellbeing

As part of the Inquiry, PRTs must have a professional conversation with their mentor regarding

- child safety and wellbeing as well as
- how to establish and maintain appropriate professional relationships with learners.

This is the third documented professional conversation. PRTs should use the Victorian Teaching Profession's Code of Conduct to support them with this conversation and to ensure they understand the code in their context.

Professional Responsibilities Report

PRTs are required to write a brief report describing

- the legal obligations of a registered teacher with respect to child safety and wellbeing
- two examples of how they have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how they maintain appropriate professional relationships with learners.

Positive relationships between teachers and learners are crucial for learning to occur, however the teacher must ensure the relationship has clearly identified professional boundaries that are appropriate for the context.

In the report, the PRT needs to discuss how they establish and maintain professional boundaries with their learners. This is context-specific, as the type of communications and interactions between a teacher and a learner will vary depending on the age and specific needs of the learners and the education setting.

PRTs should ensure they have read the [Victorian Teaching Professions Codes of Conduct and Ethics](#). Any questions or concerns can be discussed with a mentor, and the discussion can form part of the report.



Stage 3**Apply knowledge to teaching practice through action plan**

The knowledge the PRT has gained through their professional learning and observation(s) of experienced teachers must be applied to the particular teaching context. This enables the PRT to address the Inquiry question and develop the learning of those they teach.



What do my learners need?



What I plan to do



Mentor observations and feedback



Evidence to collect



End result

The action plan

The action plan is different from other planning documents (e.g. unit planners) in that it provides an overview of the Inquiry and has the outcomes from the Inquiry question as its main goal. It will look different and be used differently because of its narrower focus and is designed to be a working document that will likely be modified as a result of implementation.

It is important that PRTs work with their mentor to help produce the action plan – the mentor will be a valuable source of information about what resources and professional learning is available to support them. It also helps mentors to develop a deeper understanding of what PRTs are doing, which in turn, will help them provide targeted feedback during the Inquiry.

The action plan will detail the stages of the Inquiry, and what must be considered during each stage.

The [action plan](#) will cover the whole Inquiry process and should include

- informing data – assessment data, learning data, observations, learning plans, learner files or factors affecting learning (e.g. medical reports)
- professional learning (learning the PRT will undertake to support the Inquiry)
- purpose of the Inquiry (what knowledge and skills is the PRT trying to teach)
- inclusive practice (how the PRT will cater for Aboriginal and Torres Strait Islander learners, learners who need extension, learners with disability and learners who need additional support to access the learning)
- success criteria (the desired learning outcomes focus learners will achieve)
- strategies (what the PRT will do to deliver the content and skills)
- activities (what the learners will be doing during the Inquiry)
- assessment (formative and summative – include a range of opportunities for learners to demonstrate their knowledge as well as annotated learner work samples)
- reflection (prompts / questions to help guide the reflection).

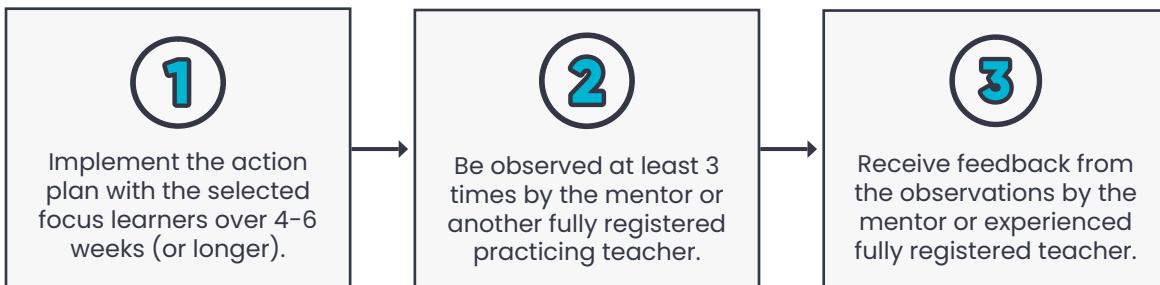


Carly Rezuk (registered teacher) with learners
Craigieburn South Primary School



Stage 4**Implement the action plan**

For stage 4, a PRT will need to



The action plan will be implemented with the selected learners over a 4–6 week period (or longer depending on the PRT’s context, such as if the PRT is working part-time, as a CRT or specialist teacher who sees their learners less often). During this part of the Inquiry, PRTs will work with their mentor / experienced colleague(s) who will provide feedback on their practice. This is done through observation, discussion and reflection.

The action plan will guide the PRT in thinking about gathering evidence and focus for observations. It represents a small part of the overall teaching, so even though the PRT is still doing many other things in their day-to-day teaching role, the action plan can help the PRT remain focused on what is required for the Inquiry.

4a. Observations of practice

Observation is an excellent form of professional learning and a significant component of the Inquiry.

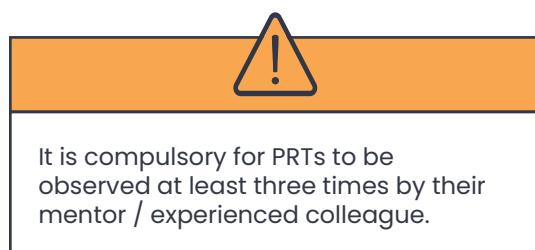
While implementing the action plan, the PRT will need to be observed at least three times by their mentor / VIT fully registered experienced colleague(s). These observations do not have to be done by the same person, however everyone who observes the PRT, or who is observed, must hold full registration with VIT.

These guidelines will ensure the best outcome for the PRT’s development

- discuss a focus for the observation beforehand that will help observers provide targeted feedback, such as
 - a specific part of the lesson
 - the pedagogical strategies used
 - activities the learners are doing
- have a follow up discussion as soon as possible after the observation so that the observer can provide timely feedback that will form the basis of the reflection which must be documented as part of the Inquiry

- use VIT templates to document the observations and reflections (if the PRT’s workplace has their own observation templates, they are welcome to use them)
- feedback from the observations could inform changes to the action plan or provide direction for future teaching.

A mentor / experienced colleague provides another perspective when implementing the action plan. Their observations will form the basis for discussions that are focused on the effectiveness of the action plan and the PRT’s practice to address the Inquiry question.



Planning your observations

The mentor / experienced colleague's role in the learning environment should be negotiated beforehand. Their role is not to run the activity, but to observe so they can provide targeted feedback on an area relevant to the Inquiry. This feedback helps evaluate the effectiveness of practice and informs any modifications that may need to be made to the action plan.

To do this effectively, the PRT should ensure that their mentor / experienced colleague is adequately briefed about the progress of the action plan before they enter the learning environment (including any specific aspects the PRT wants them to observe). The PRT will need to be very clear about what they want the mentor to focus on during the session, and how this fits with the learning outcomes for the Inquiry.

The mentor / experienced colleague must observe the PRT at least three times while they are implementing the action plan. This does not need to be weekly; the PRT should schedule times for collaboration that will provide the mentor the best opportunity for constructive feedback on the action plan.

The same person does not have to conduct all observations, however all observers must hold full registration with VIT.

If the PRT has different observers, ensure that adequate handover is forwarded to subsequent colleagues so there is continuity of feedback.

Professional discussion and feedback

It's important to find time for PRTs to meet with mentors / experienced colleagues soon after observations. The professional discussions will focus on the effectiveness of the action plan to deliver the content for the focus learners, including those with disability.

The professional discussion should be evidence-based; the evaluation of learning should be based on observations of what learners were doing and what they produced. Using evidence of what was seen, heard or made will assist in focusing the feedback. The samples of work / evidence that is used to form part of the discussion can be included in the PRT's evidence of professional practice to show the learning and the effect of their practice. It may be helpful to annotate these during the discussion.

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

PRTs must record a summary of / reflection on these professional discussions as part of the Inquiry process.



Observations of practice

Observations can be a way to verify that a PRT's practice is proficient in relation to some descriptors of the standards.

The mentor / experienced colleague will observe the PRT's capability and reflect on this in relation to the standards for Proficient teachers. Mentor feedback should primarily focus on the Inquiry question. However, at times, mentors may also provide feedback on other areas of practice. Where this feedback indicates proficient practice, this should be included in the summary of the professional discussion, as it will strengthen the PRT's evidence of professional practice.

Some of these areas are described in 4b *Gathering other evidence*.

4b. Gathering other evidence

Although it is expected that a PRT will gather evidence against most of the descriptors in the APST through the course of the Inquiry, there may be some which the PRT has not been able to demonstrate during the Inquiry.

Types of evidence that may be used outside of the inquiry include but are not limited to

- annotations and observational notes from parent / carer interviews or meetings
- risk assessments from excursions or camps
- photographs of work samples from specific celebrations such as NAIDOC week
- specific professional learning that has informed a PRT's practice such as on specific learning needs

A PRT should always consider the variety of evidence they are submitting and ensure that all evidence clearly connects with a particular standard (or multiple standards) and has clear and concise annotations.

Sources of evidence

When providing any extra evidence, PRTs must ensure they are using evidence from their practice as a registered teacher. PRTs cannot include evidence gathered while they were a pre-service teacher, held permission to teach, or worked in a role that does not require registration (such as an education support, private tutor or educator role).



Stage 5**Evaluate effectiveness of practice**

Any cycle of teaching and learning should involve reflection. It is important for a PRT to know what worked well and what the next steps are to further their knowledge and practice.

After the PRT has implemented their action plan, they will need to analyse the work samples they have collected and reflect on their effectiveness.

Using the evidence the PRT has gathered from the learners and assessing it against the learning outcomes planned, the PRT can

- consider what went well
- what can be built upon,
- what opportunities there are for improvement
- what is the next level of work.

Keep in mind that a cycle of reflective practice does not necessarily mean all planned learning outcomes will have been achieved; the role of the teacher is to continuously reflect on their own practice and seek to improve as well as share their knowledge.

As part of this reflection, a PRT should consider prompts such as

- how any changes to their practice improved the learning of their learners
- how they were able to measure the changes
- what impact did the Inquiry have on the their teaching practice
- how they will develop their learning further
- if they share their learning with others.



Section 4: Applying for full registration

Applying for full registration

Initiating the application

Once the inquiry is complete, and prior to meeting with the recommendation panel, PRTs should initiate an application for full registration via their [MyVIT account](#). PRTs will be asked

- to verify contact details,
- make declarations
- provide your employer details to ensure the workplace panel recommendation report can be completed.

Following the panel meeting, the panel chair will complete the recommendation report through the [Employer portal](#) and submit it to VIT.

VIT assessment

The VIT will assess the application for full registration when all requirements are provided. When VIT is satisfied the PRT has met the standards at the Proficient Teacher level, the PRT will be granted full registration as a teacher or an early childhood teacher.

Dual registration

If a PRT holds dual registration (both teacher and early childhood teacher), they only need to complete the Inquiry once. This must be completed in the setting that reflects their current working context. When the application for full registration is approved, the PRT will be granted full registration in both categories (the APST are the same, regardless of the context someone teaches in).

Audit

PRTs need to retain of copy of the Inquiry evidence for at least two years in case they are selected for audit by VIT. Refer to page 30 for further information.

Workplace recommendation panel meeting

Preparing for the panel

Prior to organising the panel meeting, PRTs should meet with mentors / experienced colleagues and complete both the [Checklist: evidence of professional practice](#) and [Checklist: APST evidence](#) to determine their readiness to present evidence to the panel.

The panel meeting

The panel meeting allows PRTs to present their evidence of professional practice and demonstrate that they have met the Proficient Teacher level of the APST.

This meeting should be a celebration of the PRT's work and an opportunity for the PRT to share what they have learned.

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

Meeting conclusion

Once the meeting has finished, the panel members will decide whether the evidence meets the Proficient Teacher level of the APST.

The panel process

How these meetings are administered will vary from workplace to workplace. It is important that PRTs

- find out how the workplace would like to receive the evidence
- understand any expectations of the panel in regards to submission of evidence
- ensure the evidence is provided with sufficient time for panel members to assess prior to the meeting
- understand how the workplace conducts the meeting.

Panel make up

In a school setting, it is expected the workplace recommendation panel generally comprises

- the principal* (or their delegate) who assumes the role of Panel Chair
- a fully registered teacher who has completed a [VIT-approved teacher mentoring program](#)
- a fully registered teacher who is familiar with the PRT's work.

*To be part of a panel, a principal must be a fully registered teacher.

In an early childhood setting, it is expected the panel generally comprises

- a fully registered early childhood teacher who assumes the role of Panel Chair[^]
- a fully registered early childhood teacher or teacher who has completed a [VIT-approved teacher mentoring program](#)
- a fully registered early childhood teacher or teacher who is familiar with the PRT's work.

In an early childhood (EC) setting, the education leader (e.g. centre director or manager) should assume the role of panel chair if they hold full early childhood teacher (ECT) registration. If the education leader does not hold full ECT registration, any fully registered ECT panel member can assume the role of panel chair.

The VIT provides a range of free mentor training opportunities to ensure there

are well trained mentors available in workplaces. At least one member of the panel should have completed the [Effective Mentoring Program](#) (EMP) or another VIT mentoring program. It is recommended that mentors complete a refresher course every 3–4 years in order to be aware of any legislative amendments to the registration process.

Any deviation to the recommendation panel composition of three members who hold full registration with VIT must be approved by the VIT Professional Practice team. These requests are considered on a case-by-case basis, and will only be granted where there are exceptional circumstances – including evidence that all other options have been exhausted.

More information can be found in the [Workplace Recommendation Panel guide](#).

VIT audits

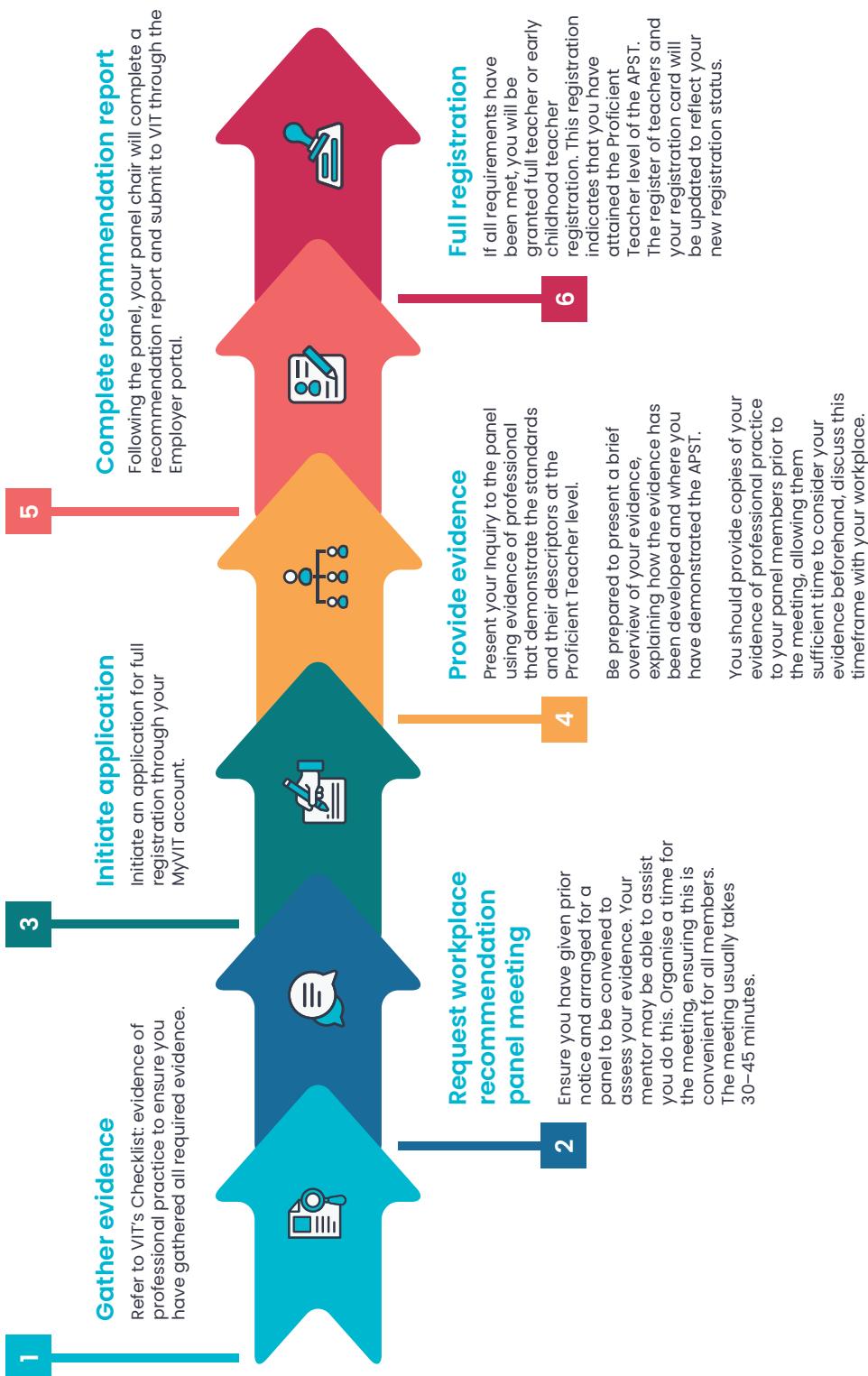
In order to ensure the integrity and consistency of the process for full registration VIT takes a random sample of the evidence of professional practice developed by provisionally registered teachers applying for full registration each year.

To ensure the successful completion of an audit, VIT requires that PRTs keep a copy of the evidence presented to the panel for at least two years.

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



Downloadable document

Applying for full registration – step by step

Teachers may be subject to an audit process.

Casual relief teachers (CRTs) and teachers in non-school settings

For teacher registration purposes, an education setting is an early childhood service, primary, secondary, P-12 or special education school.

The VIT recognises the important role of CRTs in enabling Victorian education settings to provide continuity of quality learning opportunities. The VIT also recognises the important role of 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 a PRT is working as a CRT or in a non-school setting, the [PRT CRT Guide](#) and the [CRT Evidence Guide](#) provide additional information about how to use the specific practice to move to full registration.

Contact VIT before undertaking the Inquiry process in a non-school setting

PRTs must verify whether they can use the practice at a non-school setting before commencing the Inquiry by emailing prt@vit.vic.edu.au.

Specific standards resources

VIT's audit data has identified that APST 1.4, 2.4 and 1.6 are often not evidenced appropriately. PRTs may find the below resources helpful in understanding how to evidence these descriptors

- [Working with Aboriginal and Torres Strait Islander learners](#) (APST 1.4 and 2.4)
- [Working with learners with special needs](#) (APST 1.6).

Evidence resources

PRTs must ensure that the evidence they provide to the panel is

- briefly annotated
- clearly shows the APST connected to the evidence
- and clearly explains how the APST links with the Inquiry

For more information about evidence, the VIT have created the following documents for support:

- [PRT Evidence guide](#)
- [ECT Evidence guide](#)
- [CRT Evidence guide](#).

Emily Paternoster (registered teacher) with learners Carrington Primary School

Section 5: Template and checklists

Ensuring an Inquiry is complete

The VIT template and checklists are provided to assist PRTs in documenting their Inquiry. While it is not mandatory to use them, they are helpful in ensuring PRTs have completed all requirements of the Inquiry.

PRTs must ensure that whatever evidence they document and present to their 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. However, if selected for audit, documented evidence must allow VIT's auditor to determine that the PRT has met the APST and other Inquiry requirements.

The template and checklists will help to ensure

- compliance with regulatory requirements
- readiness for the workplace recommendation panel meeting
- evidence is easily assessed by the recommendation panel.

Checklist: evidence of professional practice

PRTs and their mentor should use this checklist before arranging a workplace recommendation panel meeting.

If all items on this checklist can be ticked, the PRT has completed all requirements of the Inquiry and can request the panel meeting.

Template: evidence of professional practice

This VIT-recommended template will ensure PRTs don't miss any Inquiry requirements.

The template follows the steps outlined in Section 3 of this guide and can make it easier to follow for a recommendation panel. The template is not mandatory; however it can assist PRTs to get started and stay on track with gathering evidence.

Based on mentor and PRT feedback, the template contains

- an area to record information for each section of the Inquiry within the stages
- a blank Professional Responsibilities report
- a [blank action plan](#) to help PRTs make their action plan a working document based around the needs of their focus learners
- an area to record the required observations (this can help to make sure the minimum number of observations requirement has been met)
- an area to include evidence for descriptors that weren't covered by the Inquiry
- an appendix for adding any extra supporting documentation.

Checklist: APST evidence

This checklist acts like an index or contents page for the evidence document where PRTs can indicate page numbers for panel members to find evidence against each of the APST. Keep in mind it is a PRT's responsibility to link their practice with the APST – the recommendation panel then assesses if it is appropriate and adequate.



Compulsory elements of the Inquiry

The Inquiry process is one of teacher improvement, and the demonstration of proficiency represents a significant amount of development along a continuum defined by the APST. The evidence produced at the end must also demonstrate that the PRT has met the requirements as set by VIT to be granted full registration. In that way the evidence is more than a representation of teacher development, it must comply with the requirements.

The workplace recommendation panel must attest that all the requirements have been met. This is also what VIT must verify when an application for full registration is audited.

- **80 days** of teaching in an Australian or New Zealand school or service
- all **37 standards in the APST** (Proficient Teacher level) demonstrated, including supporting documentation used as evidence for the standards, e.g. planning documents
- **1 documented observation** by the PRT of a fully registered teacher's practice
- **3 documented observations** of the PRT by their mentor and / or other fully registered teachers (during the implementation of the Inquiry process)
- **2 documented professional discussions** between the PRT and mentor that have established the Inquiry
- **1 documented professional discussion** with a mentor / fully registered teacher about child safety and wellbeing and legal obligations pertaining to registered teachers
- **1 Professional Responsibilities report**
- record of any professional learning undertaken to support the Inquiry
- **evidence of VIT's Inquiry process** (if not using the template this should include the Inquiry question, action plan and an evaluation of the effectiveness of the Inquiry).

Downloadable document**Checklist: evidence of professional practice**

Provisionally registered teachers (PRTs) and their mentors should use this checklist to ensure they have all evidence required for presenting to a workplace recommendation panel.

Detailed descriptions of the components and practical information about the requirements can be found in the Supporting PRTs Guide.

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.

Downloadable document

Template: evidence of professional practice



PRT Name		Registration no.					
Workplace							

Inquiry question

1. Content and context for learning

1a. The education setting context

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

1b. The cohort of learners

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

1c. The focus learners

My focus learners [literacy and numeracy levels, factors affecting learning, relevant personal information (e.g. socialisation / group working skills)]

What is the link between these learners and my Inquiry question?

1d. Program of learning – content

What knowledge and skills am I trying to address in the Inquiry? What curriculum am I using?
Attach any annotated planning documents to the end of this template as your evidence.

1e. Targeted learning outcomes

The learning outcomes I want the learners to achieve. What change(s) would I expect to see in my focus learners after the Inquiry?

2. The Inquiry question, professional learning and professional responsibilities

2a. The Inquiry question

Why and how did I choose my Inquiry question?

2b. Professional learning

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

Observation 1							
Date of observation							
Who I observed (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What I saw / heard / experienced

What I learned

How this helps me address my Inquiry

Professional conversations (based on at least two discussions about the Inquiry)

Discussion 1

Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What we discussed and what I learned

How this helps me address my Inquiry

Discussion 2

Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What we discussed and what I learned

How this helps me address my Inquiry

Discussion 3

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. *This conversation should be supported by referring to the [Victorian Teaching Profession's Code of Conduct](#) and any relevant workplace policies or procedures.*

Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name			Registration no.				
Signature							

What we discussed

2c. Professional Responsibilities report

After your professional conversation (Discussion 3) write a brief report describing

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

3. Apply knowledge to teaching practice through action plan

Downloadable document

[The action plan](#)



Inquiry question

Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports)

Professional learning

Learning I will undertake to support the Inquiry

Purpose of the Inquiry

Knowledge and skills I am trying to address in the Inquiry

Inclusive practice

How I will cater for

- Aboriginal and Torres Strait Islander learners
- learners who need extension
- learners with disability
- learners who need additional support to access the learning.

Success criteria

Learning outcomes I want the learners to achieve

Resources

What I will use to teach the Inquiry

Strategies

What I will do to deliver the content and skills

Activities

What the learners will be doing during the Inquiry

Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

Formative	Summative
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
<hr/> <hr/> <hr/> <hr/>	<hr/> <hr/> <hr/> <hr/>
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Reflections

Prompts / questions to help guide reflection

4. Implement the action plan

4a. Observations of practice

Based on a minimum of three visits by your mentor or other (fully) registered experienced colleague

Visit 1							
Date of discussion							
Who observed me (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Visit 2

Date of discussion							
Who observed me (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Visit 3

Date of discussion							
Who observed me (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

4b. 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 provisionally 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 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 practice need to be documented.

Please note: you do not need to complete this section if your Inquiry already includes evidence of all APST descriptors.

5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry

- Did the assessments of learners demonstrate progress towards / achievement of learning goals? (use your data to explain what progress has or hasn't been made – annotated learner work samples should be included in an appendix)
- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did my Inquiry have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

Appendix

Attach annotated evidence that you have collected to demonstrate proficiency against the APST descriptors.

This should be authentic evidence that was gathered during the Inquiry and may include

- work samples
- other assessments
- planning documents
- observation templates
- resources
- meeting notes
- correspondence with parents / carers
- photos, video or audio of learner work.

Please note: one piece of evidence may cover a range of standards – you do not need 37 separate pieces of evidence. You should discuss with your mentor whether the evidence you have included is sufficient to demonstrate proficiency.

Downloadable document

Checklist: APST evidence



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 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.

We suggest 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.
1.1 Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
1.2 Structure teaching programs using research and collegial advice about learning.	
1.3 Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
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.	
1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
1.6 Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	

Standard 2: Know the content and how to teach it

Descriptors evidenced	Referenced on page no.
2.1 Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
2.2 Organise content into coherent, well-sequenced learning and teaching programs.	
2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
2.4 Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	
2.5 Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
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.
3.1 Set explicit, challenging and achievable learning goals for all learners.	
3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning.	
3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	
3.4 Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	
3.5 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	
3.6 Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	
3.7 Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	

Standard 4: Create and maintain supportive and safe learning environments

Descriptors evidenced	Referenced on page no.
4.1 Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	
4.2 Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	
4.3 Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	
4.4 Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	
4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	

Standard 5: Assess, provide feedback and report on learning

Descriptors evidenced	Referenced on page no.
5.1 Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	
5.2 Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	
5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	
5.4 Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	
5.5 Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	

Standard 6: Engage in professional learning

Descriptors evidenced	Referenced on page no.
6.1 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	
6.2 Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	
6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	
6.4 Undertake professional learning programs designed to address identified needs of learners.	

Standard 7: Engage professionally with colleagues, parents / carers and the community

Descriptors evidenced	Referenced on page no.
7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	
7.2 Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	
7.3 Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	
7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.	

Section 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](#)
- [The Victorian Teaching Profession's Code of Conduct](#)
- [Child Safe Standards](#)
- [Workplace recommendation panel document](#)
- [PRT CRT Guide](#)
- [Australian Professional Standards for Teachers](#)
- [Australian Institute for Teaching and School Leadership \(AITSL\)](#)
- [Infographic: Moving from provisional to full registration](#)
- [Standard Inquiry Matrix](#)
- [Podcasts: Moving to full registration](#)
- [Videos: Moving to full registration](#)

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