

Welcome to your VIT webinar with the Professional Practice Team



This webinar will begin at 4.00pm



2021 PRT survey

- A selection of relevant resources to support the discussion in this presentation can be found at <https://padlet.com/mattwoodley/PRTresources>
- Please make sure that you set your chat box to: all panellists and attendees
- Please ask your questions in the Q&A box – leave the chat for activities
- A recording of the seminar and a copy of the PowerPoint slides are available – please email your request to prt@vit.vic.edu.au.

Acknowledgment of country



We acknowledge the Traditional Owners of country throughout Australia and recognise their continuing connection to land, waters and culture. We pay our respects to their Elders past, present and emerging.

Program

- 1** Australian Professional Standards for Teachers
- 2** The Inquiry Process - demonstrating the standards
- 3** The recommendation panel process
- 4** Applying for (full) teacher or early childhood teacher registration

VIT's purpose

- **Purpose:** to regulate for a highly qualified, proficient and reputable teaching profession
- **Vision:** for all Victorian children and young people to have the best teachers
- When performing any regulatory function, VIT must consider the wellbeing and safety of children, including by taking into account community expectations.



What does VIT do?

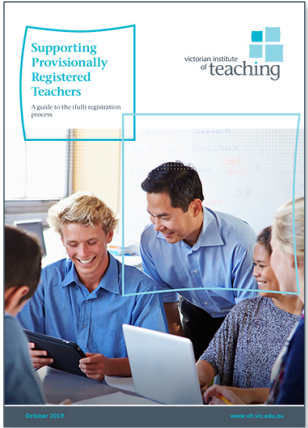
What we do

- register teachers and early childhood teachers
- establish and maintain standards of professional practice
- investigate conduct, competence and fitness to teach of teachers and early childhood teachers
- approve initial teacher education programs (and accept programs for early childhood teachers approved or endorsed by the national authority)
- develop Codes of Conduct and Ethics.

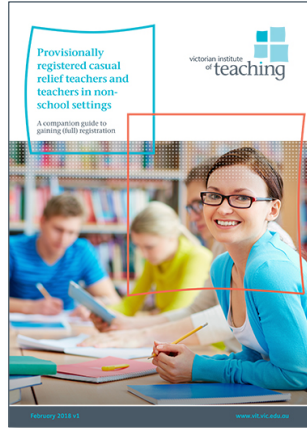
And here's what we are not

- employer of teachers and early childhood teachers or employer authority
- assessor and / or accreditor of early childhood settings
- member organisation
- professional development provider
- industrial organisation or advocate for teachers.

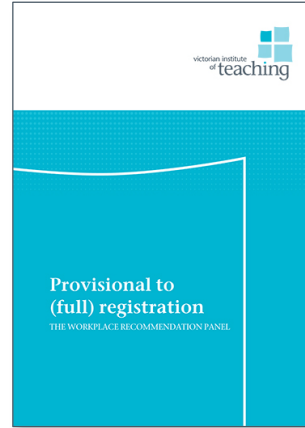
Key resources



Supporting PRTs
guide



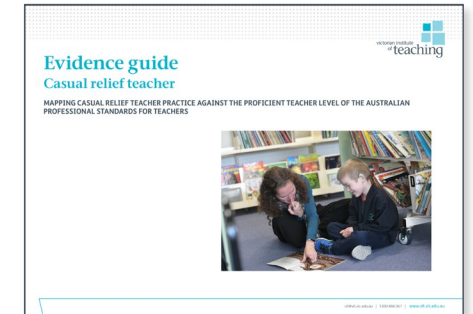
Supporting PRTs
guide
(CRTs and non-
school settings)



Workplace
recommendation
panel guide



Early childhood
teacher evidence guide



Casual relief teacher
evidence guide

APST supports registration requirements



Australian Professional Standards for Teachers (APST)

STANDARDS AT THE PROFICIENT TEACHER LEVEL						
PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
<p>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.</p> <p>1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.</p> <p>2.3 Curriculum, assessment and reporting Design and implement teaching programs using knowledge of curriculum, assessment and reporting requirements.</p> <p>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.</p> <p>2.5 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p>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.</p>	<p>3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all learners.</p> <p>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.</p> <p>3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p> <p>3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.</p> <p>3.5 Use effective communication (with learners) Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.</p> <p>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.</p> <p>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.</p>	<p>4.1 Support participation of learners Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p> <p>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.</p> <p>4.3 Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.</p> <p>4.4 Maintain safety of learners Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.</p> <p>4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p>5.1 Assess learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</p> <p>5.2 Provide feedback to learners about their learning Provide timely, effective and appropriate feedback to learners about their learning goals.</p> <p>5.3 Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.</p> <p>5.4 Interpret data from learners Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.</p> <p>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.</p>	<p>6.1 Identify and plan professional learning needs Use the APST and advice from colleagues to identify and plan professional learning needs.</p> <p>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.</p> <p>6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p> <p>6.4 Apply professional learning and improve learning (of learners) Undertake professional learning programs designed to address identified needs of learners.</p>	<p>7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</p> <p>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.</p> <p>7.3 Engage with parents / carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.</p> <p>7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>

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

Registration requirements

Provisional teacher / early childhood teacher registration

- granted for 2 years
- a period of time to develop practice in a supported environment.

(Full) teacher / early childhood teacher registration

- granted when a PRT has
 - taught for at least 80 days teaching in Australian / New Zealand schools or services
 - demonstrated proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using VIT's Inquiry Process.

The Inquiry Process

A way of investigating your practice that

- uses a collaborative inquiry process
- references APST at Proficient Teacher level
- draws on your everyday teaching practice
- makes use of your working documents
- helps you develop your practice and gather evidence.



The Inquiry Process





Stage 1

Establish content and context for learning

Establish context for learning



- What is the broader school / EC context?
- What is the class / group context?
- Who are my focus learners?
- Why did I choose these focus learners?
- Learning levels and learning characteristics
 - literacy and numeracy level
 - other relevant data including factors affecting learning.

Focus learners

Choose 3 or 4 (2 if special setting) focus learners to demonstrate the progress of your inquiry. Give the context for each learner.

Learner A: High SES background with very involved parents. She is an only child with advanced skills in reading and writing. Her numeracy skills are at level, but are the weaker area of her skill set. She socialises well and adapts well to change in routine.

Learner B: High SES background, with very involved parents who are concerned for his learning. He has some difficulties in accessing the learning and is below level in all areas of literacy and numeracy. Although he has not been diagnosed with a learning disability, adjustments do need to be made for him to be able to engage in learning activities. He has an IEP to assist with the achievement of his learning goals. He socialises well and appears to excel at sporting and physical pursuits.

Learner C: High SES background. The second of 4 children, 2 of whom have diagnosed learning disabilities. She is often tired in the mornings and does not complete suggested home tasks. She is at level for reading, but behind in writing and all areas of numeracy. She finds it difficult to socialise with other learners and prefers to work alone rather in group activities.

Learners with disability – 1.6 (APST)

Victorian government initiative

- recognising the importance of providing opportunities for all learners and making education settings more inclusive
- focussing on ensuring teachers can support the learning of those they teach who have disability.



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.

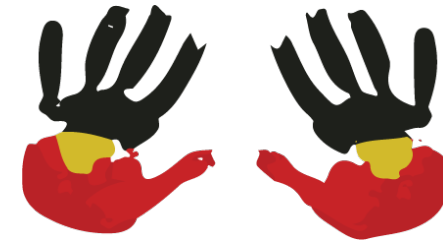
Aboriginal & Torres Strait Islander learners 1.4 (APST)

- Consider the modifications you will need to make to the curriculum and / or your practice for Aboriginal and Torres Strait Islander learners to access the learning.
- [VIT's website](#) has advice and links to resources that will assist you in your Inquiry in addition to
 - [VAEAI resources](#)
 - [Marrung Aboriginal Education Plan](#)
 - [Koorie English Teacher Guidance Package \(DET\)](#)
 - [Koorie English Online](#)



Aboriginal & Torres Strait Islander learners 2.4 (APST)

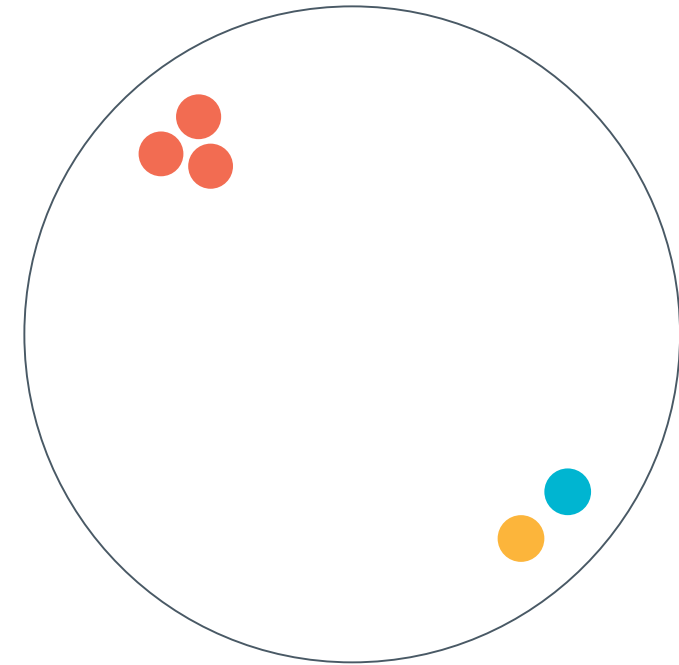
- 2.4 refers to how you can promote understanding and respect for Aboriginal and Torres Strait Islander people to all learners
- Narragunnawali – Reconciliation Australia
- Think about how you can integrate learning around this area in your classroom topics.
- Victorian Curriculum – VCAA (cross-curriculum priorities)



Focus learners

You will need to reference

- 1.4 Aboriginal and Torres Strait Islander learners
- 1.6 Learners with disability



These do not have to be part of the focus learners – they can be referenced separately.

Establish content for learning

- 4-6 week program of learning
(enough time to assess a program of learning)
- What is the content
(knowledge and skills)?
- What is the curriculum that you are using to
plan your program of learning?





Stage 2

The Inquiry Question, professional learning (and professional responsibilities)

Define Inquiry Question and professional learning

Inquiry question

- What are my learner's needs (based on data and context)?
- How does this fit with the content of my teaching program?
- Why is this important for my learners?
- Is there a school / service focus for learning?

Professional learning

- What learning do I need to do before planning for the learners' needs?
- Professional discussions about the inquiry (at least 2)
- Observation of mentor or fully registered experienced colleague (at least 1)

Inquiry Question

S SPECIFIC	M MEASURABLE	A ACHIEVABLE	R REALISTIC	T 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

Inquiry question:

Inquiry Question

Beginning: How can I effectively differentiate for my learners' needs?

Considerations

- learners are all similar ability in reading comprehension according to literacy data
- reading comprehension is a planned area of curriculum focus / teaching for the class (maybe as part of a whole school plan)
- one of the skills explicit skills to be taught for reading comprehension is summarising
- PRT discusses this situation with the mentor

Final: Will teaching summarising to my focus learners help them to identify the main idea in a paragraph?

- This new inquiry question says exactly what the teacher will be differentiating and for whom
- The background tells us why it's an appropriate question for those learners at that time
- This increased detail will also help guide what the PRT will assess and reflect on as well as what their own professional learning should target
- Discussions with mentor will refine the question, identify resources and consider reflection prompts



Stage 3

Apply knowledge to teaching practice through action plan

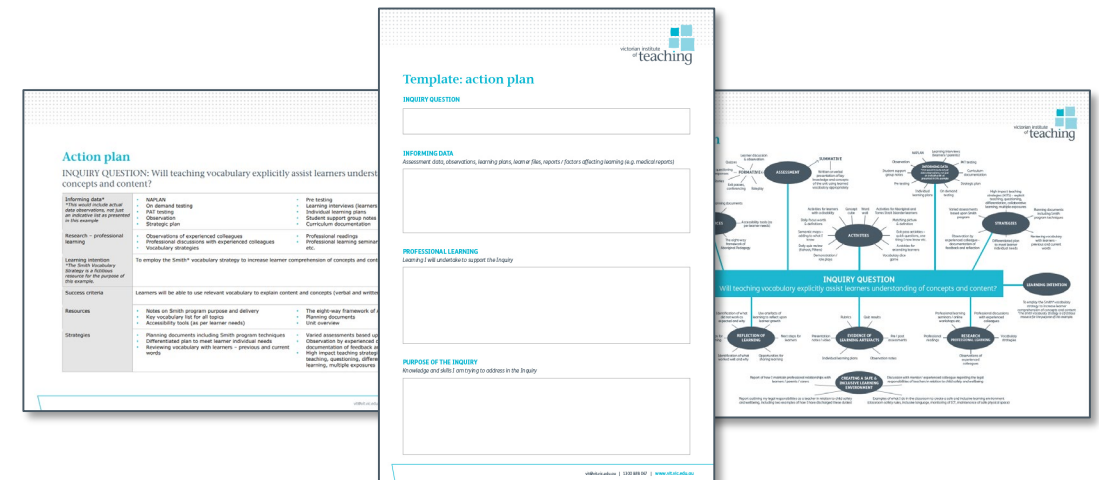
Develop an action plan

- What are the learning outcomes of the inquiry for my learners?
- How will I make the learning accessible to all learners so all can participate? Specifically reference learners with additional needs & Aboriginal and Torres Strait Islander learners
- What teaching activities, strategies / practices and resources will I use?
- How will I assess the learning?
- What evidence will I analyse to know the learning outcomes have been met?



A strong action plan is reliant upon a strong question

- If an Inquiry question does not meet all of the S.M.A.R.T criteria, then the action plan will be difficult to write
- This is an indication to the PRT that they will need to revisit the question and also highlights the importance of good action planning
- The Evidence of professional practice template within the [Supporting PRTs Guide](#) contains a blank action plan





Stage 4

Implement your action plan

Implement your action plan

- implementation over 4-6 weeks (depending upon teaching context)
- joint planning, interaction and professional discussion (at least 3)
- observation of practice by mentor (at least 3)
- mentor feedback and professional discussions.



You may need to revise your action plan as your Inquiry progresses.

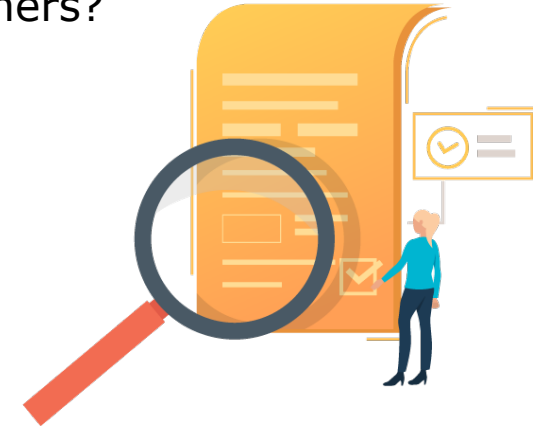


Stage 5

Evaluate effectiveness of practice

Evaluate effectiveness of practice

- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did it have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?



Professional responsibilities

- Professional discussion about child safety and wellbeing as well as how you establish and maintain appropriate professional boundaries (at least 1)
- Professional responsibilities report that describes
 - your legal obligations
 - at least 2 examples of how you meet these obligations
 - how you maintain professional boundaries.



Code of Conduct and Code of Ethics

One of the hallmarks of a profession is adherence to publicly affirmed ethical standards



Principle 1.5

- Teachers are always in a professional relationship with their learners, whether at the education setting where they teach or not.
- Teachers hold a unique position of influence and trust that should not be violated or compromised. They exercise their responsibilities in ways that recognise there are limits or boundaries to their relationships with learners.
- Teachers should consider how their decisions and actions may be perceived by others. Teachers should be aware of the specific vulnerabilities of learners when determining appropriate professional boundaries.



The following slides outline some of those limits

Principle 1.5

A professional relationship **will** be violated if a teacher

- has a sexual relationship with a learner
- engages in sexual misconduct which includes behaviour, physical contact, speech or other communication of a sexual nature; inappropriate touching; grooming type behaviour; and voyeurism
- touches a learner without a valid reason
- engages in communications with a learner beyond the boundaries of a professional relationship without a valid reason, including via written / electronic / online means (including social media)
- accepts gifts, which could be reasonably perceived as being used to influence them, from learners or their parents / carers / families
- gives gifts to learners or their parents / carers / families that could be reasonably perceived as showing bias or favouritism.

Principle 1.5

A professional relationship **may** be compromised if a teacher

- socialises with learners (including online and via social media) outside of a professional context
- invites learners back to their home
- has a sexualised relationship with a former learner within two years of the learner completing their senior secondary schooling or equivalent. In all circumstances, the former learner must be at least 18 before a relationship commences.

Principle 2.1

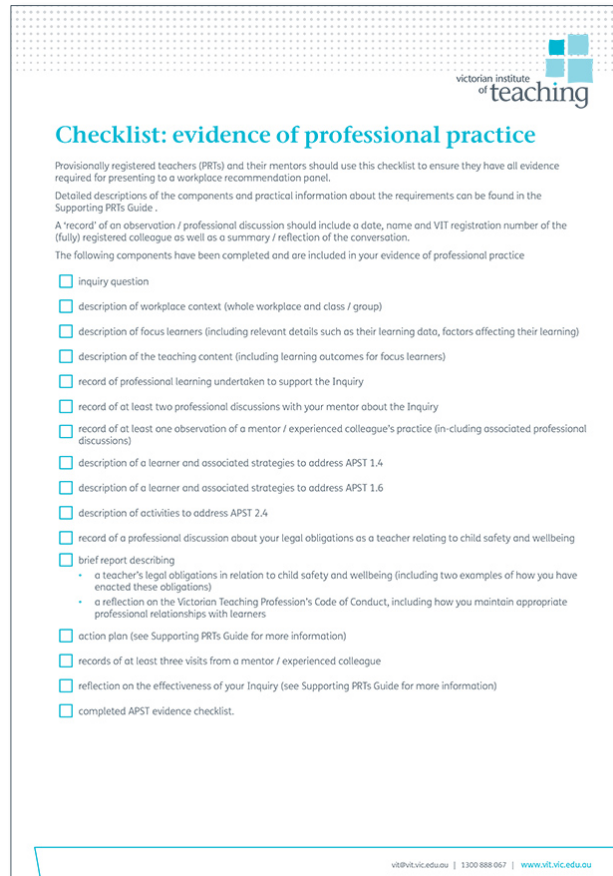
- The personal conduct of a teacher has an impact on the professional standing of that teacher and on the profession as a whole
- Although there is no definitive boundary between the personal and professional conduct of a teacher, teachers reflect community expectations in their personal conduct by
 - being positive role models in education settings, in the community and online
 - respecting and complying with the law
 - not exploiting their position for an inappropriate personal or financial benefit
 - ensuring their personal or financial interests do not interfere with the performance of their duties
 - acting with discretion and maintaining confidentiality in all communications concerning their professional teaching responsibilities
 - being aware of the potentially serious impact that any demonstration of intolerance or prejudice could have on the safety and wellbeing of children, their standing as a teacher or the profession as a whole.

Evidence documents

- planning documents, lesson plans, unit plans
- assessment data – formal and informal
- meeting logs
- individual learning plans
- learner work samples – annotated
- records of professional conversations, notes
- witness reports – mentor / teaching colleagues
- class newsletters, photos, videos, blogs.



Evidence of professional practice checklist



The image shows a document titled 'Checklist: evidence of professional practice' from the Victorian Institute of Teaching. It provides instructions for provisionally registered teachers (PRTs) and their mentors to use the checklist to ensure they have all the required evidence for a workplace recommendation panel. The document lists 18 items to be checked, covering inquiry questions, workplace context, focus learners, teaching content, professional learning, professional discussions, APST standards, legal obligations, action plans, and completed evidence checklists.

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

- ☐ 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 a learner and associated strategies to address APST 1.4
- ☐ description of a learner and associated strategies to address APST 1.6
- ☐ description of activities to address APST 2.4
- ☐ 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 (see Supporting PRTs Guide for more information)
- ☐ records of at least three visits from a mentor / experienced colleague
- ☐ reflection on the effectiveness of your Inquiry (see Supporting PRTs Guide for more information)
- ☐ completed APST evidence checklist.

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Evidence of professional practice template

The template: a framework for documenting evidence

- to assist in organising and collating evidence
- to ensure all standards' descriptors are addressed
- sections can be annotated or modified to suit.

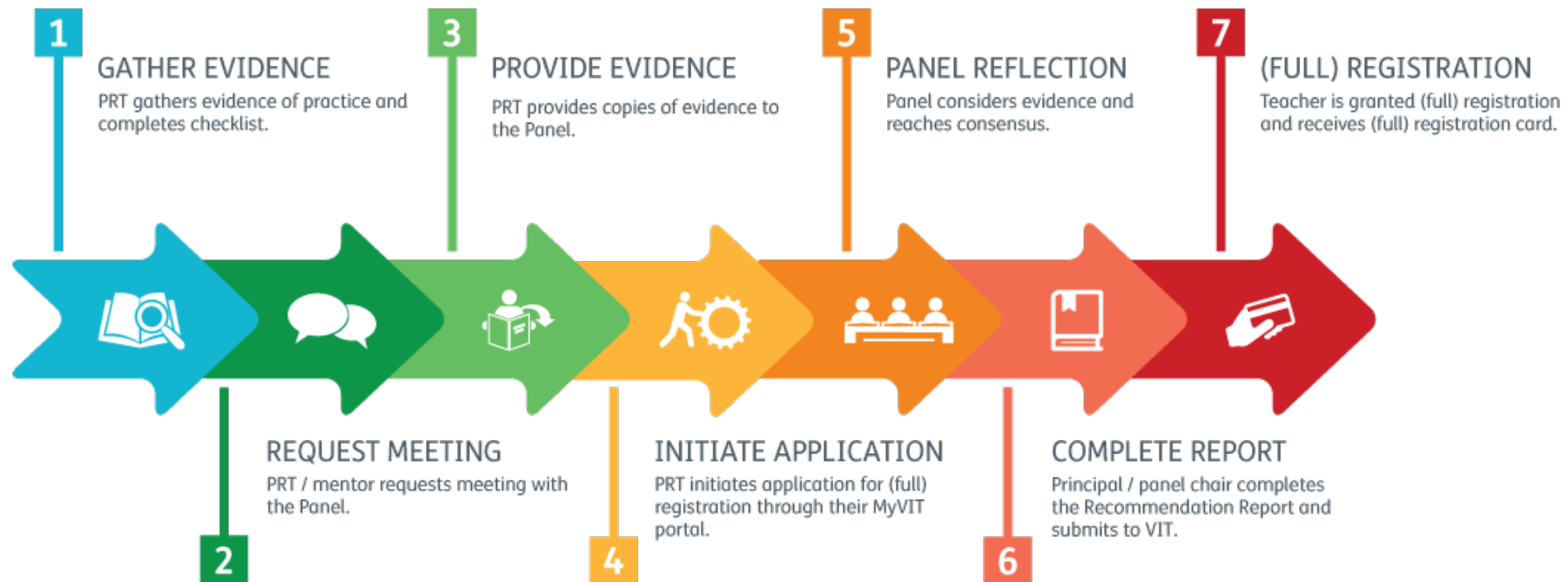
The image shows a preview of the 'Template: evidence of professional practice' form. The form is titled 'Template: evidence of professional practice' and includes fields for 'PIT Name', 'Workplace', and 'Registration no.'. It features sections for 'INQUIRY QUESTION', '1. CONTENT AND CONTEXT FOR LEARNING', '1A. THE EDUCATION SETTING CONTEXT', and '1B. THE COHORT OF LEARNERS'. The form is designed to help teachers document their professional practice evidence.

Panel composition

School setting	Early childhood
<ul style="list-style-type: none">• VIT registered Principal (or their delegate)• Registered school teacher or EC teacher who has completed an EMP or VIT program• Registered school teacher or EC teacher colleague nominated by the PRT who is familiar with their work	<ul style="list-style-type: none">• Registered EC teacher• Registered EC teacher or school teacher who has completed an EMP or VIT program• Registered EC teacher or school teacher colleague nominated by the PRT who is familiar with their work

Any deviation from the expected panel composition must be approved by VIT.

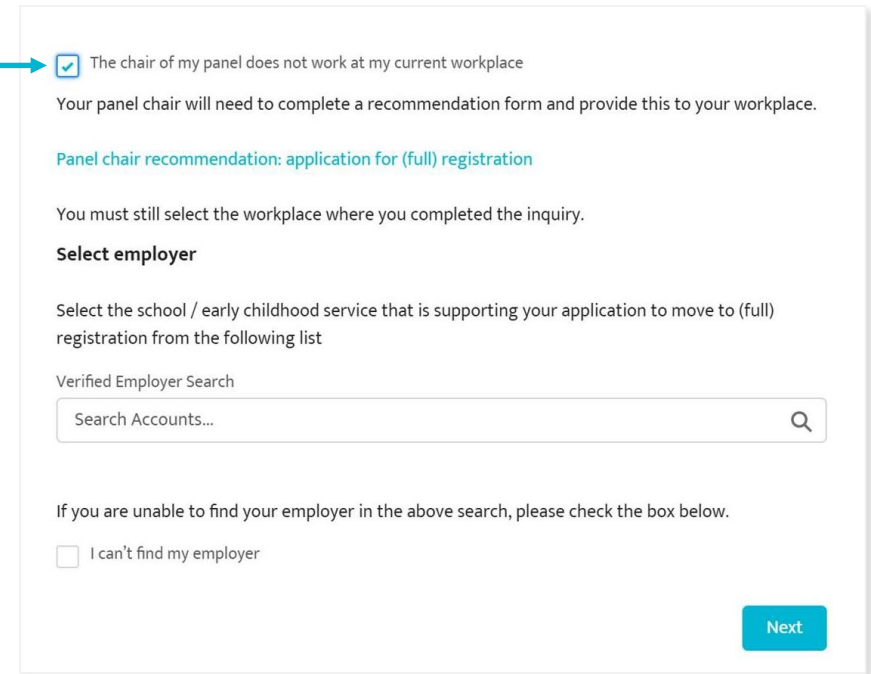
How to apply for (full) registration



What if my panel chair and I don't work at the same site?

(Early childhood teachers)

- If your panel chair does not work at the same site as you, you should note this when applying for (full) registration through your MyVIT account. There will be a box at the start of the online process to indicate this.
 - this triggers a panel chair recommendation form for you to download and provide to the panel chair
 - the panel chair should complete the recommendation form and return it to your employer
 - your employer should then finish the online recommendation process (via their employer portal) on the panel chair's behalf.



☒ The chair of my panel does not work at my current workplace

Your panel chair will need to complete a recommendation form and provide this to your workplace.

Panel chair recommendation: application for (full) registration

You must still select the workplace where you completed the inquiry.

Select employer

Select the school / early childhood service that is supporting your application to move to (full) registration from the following list

Verified Employer Search

Search Accounts...

If you are unable to find your employer in the above search, please check the box below.

☐ I can't find my employer

Next

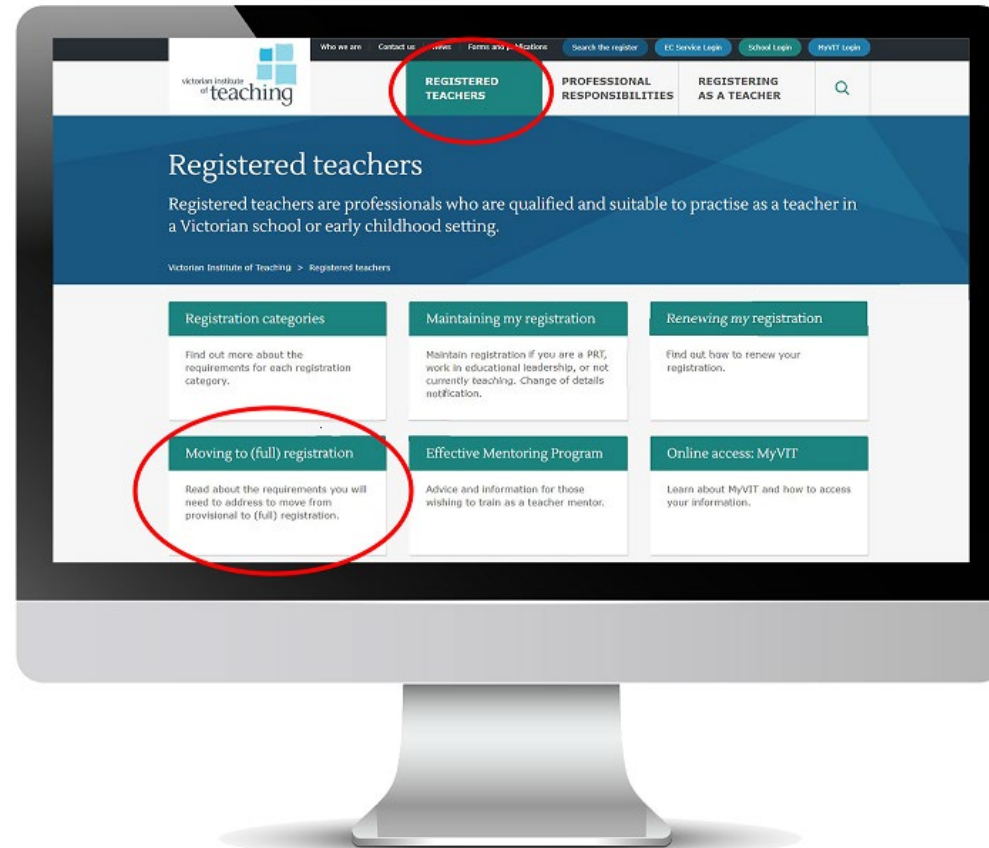
Casual relief or emergency teachers

- You will need to the support of a school / workplace – develop relationships and approach leadership about gaining support
- Read through the [CRT companion guide](#) and [CRT evidence guide](#)
- Be prepared to take a bit longer to complete the process
- Seek opportunities to involved in the education community
- Focus group – try to pick a constant (e.g. grade 3 students or a certain type of learner)
- Choose an inquiry question that you can implement alongside the usual teacher's plans e.g. "How can hook-in activities increase student engagement?"

Free PD for CRTs
<https://crtpd.com/>



VIT resources



Please take 5 minutes to complete the survey

Thank you for attending – in the coming days we will email you an attendance certificate.

Please help us to improve our presentations – it will only take 5 minutes to complete the survey below.

<https://www.surveymonkey.com/r/2021PRT>

(or scan the QR code below)



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