



victorian institute  
of **teaching**

# Supporting Provisionally Registered Teachers

A guide to the (full) registration  
process



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# Section 1

# Background

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## About the Victorian Institute of Teaching

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

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

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

## What is (full) registration?

A person who undertakes the duties of a teacher in Victoria must be registered with VIT. Registration by VIT provides assurance to the public that teachers are qualified, suitable to teach, and meet and maintain standards of professional practice and conduct.

Provisionally registered teachers / early childhood teachers (PRTs) are granted provisional registration for up to two years. To be eligible to apply for (full) registration, PRTs must have

- taught for at least 80 days in Australian or New Zealand schools or early childhood services
- demonstrated proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using VIT's Inquiry Process.

The Inquiry Process is usually undertaken concurrently with a period of workplace induction where a PRT works with and is supported by more experienced colleagues. The Inquiry Process is an evidence based process that supports a PRT to develop their practice through observations, professional discussions, professional learning and reflection.

(Full) registration is granted by VIT to teachers who have met the above requirements and been recommended for (full) registration by a workplace recommendation panel.

VIT collaborates with all sectors and stakeholders in Victoria to provide mentor training opportunities so that workplaces have appropriate staff to support PRTs.

## 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.

Although intended for PRTs, this guide contains useful information for mentors of PRTs and any teachers interested in learning more about the process of moving to (full) registration.

## Section 2

# Achieving (full) teacher registration

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## Professional responsibilities

Teachers have obligations with respect to child safety and wellbeing, some of which may be requirements under the law (e.g. mandatory reporting). 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 report that demonstrates their knowledge of, and commitment to, child safety and wellbeing as well as appropriate professional boundaries.

As part of your evidence for (full) registration you will need to

- provide evidence of a professional conversation with your mentor about child safety and wellbeing, as well as how you establish and maintain appropriate professional boundaries
- write a brief report ('Professional responsibilities' report) describing
  - your legal obligations as a teacher with respect to child safety and wellbeing
  - two examples of how these obligations have been met
  - how you establish and maintain appropriate professional boundaries with learners.

## The APST and your professional practice

VIT is a standards based regulator which means the Australian Professional Standards for Teachers (APST) underpin expectations of teachers in Victoria. These are the standards which PRTs must provide evidence against, regardless of 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.

The APST are met at the Graduate Teacher level when you complete an approved initial teacher education program – it is at this point that you are eligible to apply for provisional teacher or early childhood registration.

To demonstrate that they have met the Proficient Teacher level of the APST, PRTs will use the Inquiry Process. This process will require gathering evidence against all 37 descriptors and other requirements of the Inquiry, including complying with requirements for child safety and wellbeing.

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

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



# 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
<b>1.1 Physical, social and intellectual development and characteristics of learners</b>  Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	<b>2.1 Content and teaching strategies of the teaching area(s)</b>  Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	<b>3.1 Establish challenging learning goals</b>  Set explicit, challenging and achievable learning goals for all learners.	<b>4.1 Support participation of learners</b>  Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	<b>5.1 Assess learning</b>  Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	<b>6.1 Identify and plan professional learning needs</b>  Use the APST and advice from colleagues to identify and plan professional learning needs.	<b>7.1 Meet professional ethics and responsibilities</b>  Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.
<b>1.2 Understand how learners learn</b>  Structure teaching programs using research and collegial advice about learning.	<b>2.2 Content selection and organisation</b>  Organise content into coherent, well-sequenced learning and teaching programs.	<b>3.2 Plan, structure and sequence learning programs</b>  Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	<b>4.2 Manage learning and teaching activities</b>  Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	<b>5.2 Provide feedback to learners about their learning</b>  Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	<b>6.2 Engage in professional learning and improve practice</b>  Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	<b>7.2 Comply with legislative, administrative and organisational requirements</b>  Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.
<b>1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds</b>  Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	<b>2.3 Curriculum, assessment and reporting</b>  Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	<b>3.3 Use teaching strategies</b>  Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	<b>4.3 Manage challenging behaviour</b>  Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	<b>5.3 Make consistent and comparable judgements</b>  Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	<b>6.3 Engage with colleagues and improve practice</b>  Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	<b>7.3 Engage with parents / carers</b>  Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.
<b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners</b>  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.	<b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b>  Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	<b>3.4 Select and use resources</b>  Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	<b>4.4 Maintain safety of learners</b>  Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	<b>5.4 Interpret data from learners</b>  Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	<b>6.4 Apply professional learning and improve learning (of learners)</b>  Undertake professional learning programs designed to address identified needs of learners.	<b>7.4 Engage with professional teaching networks and broader communities</b>  Participate in professional and community networks and forums to broaden knowledge and improve practice.
<b>1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities</b>  Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	<b>2.5 Literacy and numeracy strategies</b>  Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	<b>3.5 Use effective communication (with learners)</b>  Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	<b>4.5 Use ICT safely, responsibly and ethically</b>  Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	<b>5.5 Report on achievement of learners</b>  Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.		
<b>1.6 Strategies to support full participation of learners with disability</b>  Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	<b>2.6 Information and Communication Technology (ICT)</b>  Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	<b>3.6 Evaluate and improve teaching programs</b>  Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.				
		<b>3.7 Engage parents / carers in the educative process</b>  Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.				

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

# Moving from provisional to (full) registration

Provisional registration provides a period of time for a PRT's induction into the teaching profession where they can develop their practice by working closely with more experienced colleagues. Provisional registration may also be granted in other circumstances, such as an experienced teacher returning to the profession after an extended absence. In any circumstance, the requirements of moving to (full) registration will be the same.

The Inquiry Process is recognised as an effective professional learning cycle 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.

## REQUIREMENTS FOR (FULL) REGISTRATION

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

- have taught for at least 80 days in Australian or New Zealand school or early childhood service
- demonstrate proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using VIT's Inquiry Process.

## THE INQUIRY PROCESS AND GATHERING EVIDENCE

The Inquiry Process is designed to demonstrate proficiency against the APST descriptors at the Proficient Teacher level. It provides an opportunity for you to focus on an aspect of your teaching, document evidence of your teaching work, as well as reflect on your learning as a practitioner and the effectiveness of your practice. You will also demonstrate how you provide an inclusive teaching environment for all learners.

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

## THE RECOMMENDATION PROCESS AND APPLYING FOR (FULL) REGISTRATION

Once the Inquiry Process is complete, you should commence the recommendation process by applying for (full) registration prior to the expiry of your two-year grant of provisional registration. To complete the recommendation process, you must present your evidence of practice to a workplace recommendation panel. All members of a recommendation panel must hold (full) registration with VIT.

In a school setting, it is expected the panel\* comprises of

- your principal (or their delegate), who assumes the role of panel chair;
- a registered teacher who has participated in a VIT mentor training program (EMP or other); and
- a registered teaching colleague who knows your work (nominated by you).

In an early childhood setting, it is expected the panel\* comprises of

- a registered early childhood teacher / registered teacher who has participated in a VIT mentor training program (EMP or other), who assumes the role of panel chair;
- a registered early childhood teacher; and
- another registered early childhood teacher or teacher colleague who knows your work (nominated by you).

The workplace panel will assess your evidence of practice<sup>^</sup> and make a determination as to whether you have met the Proficient Teacher level of the APST. They will then submit their recommendation to VIT.

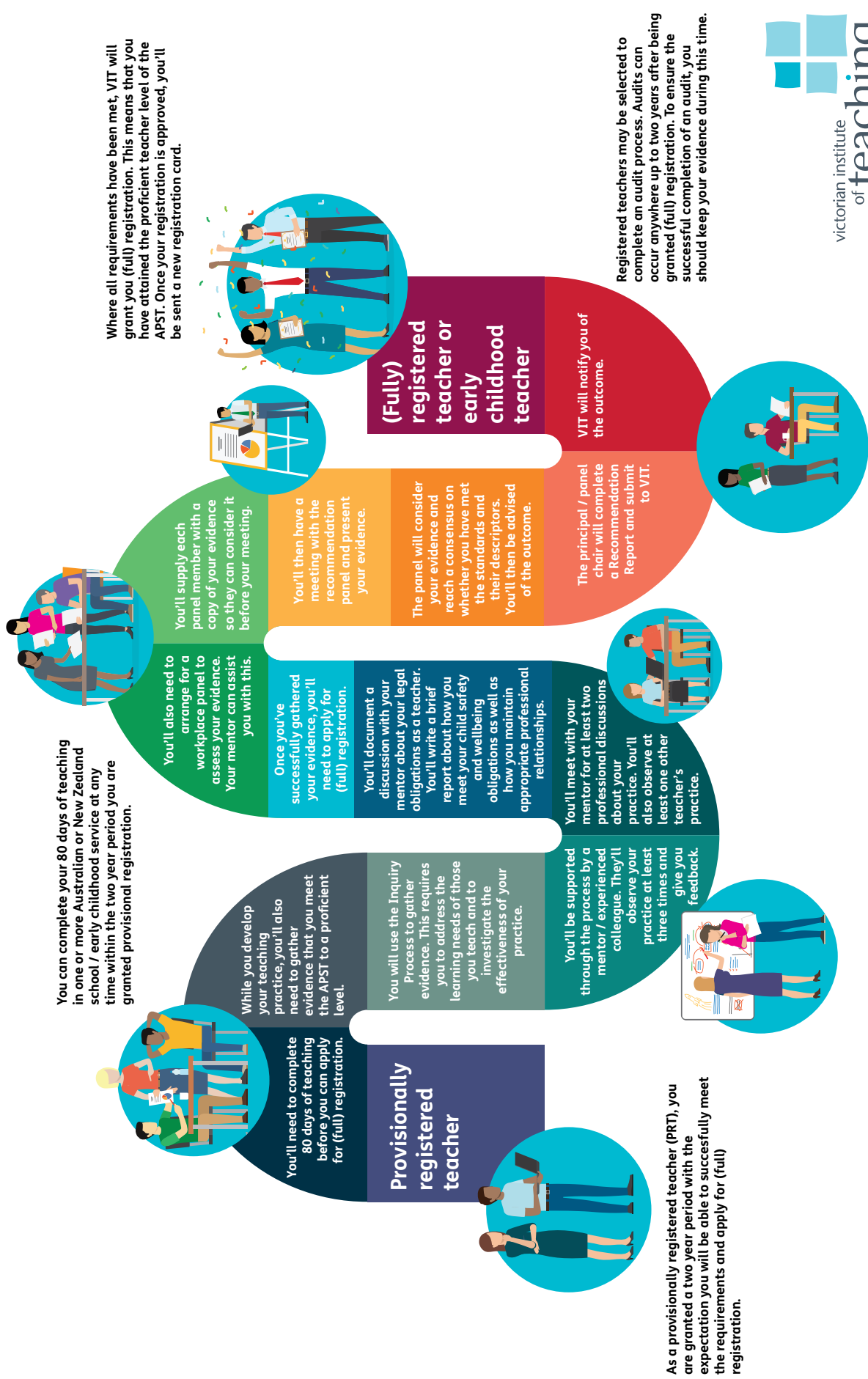
VIT will assess your application for (full) registration when all requirements are provided. When VIT is satisfied you have met the standards at the Proficient Teacher level, your registration status will no longer be provisional and you will hold teacher registration or early childhood teacher registration.

\*Any deviation to the recommendation panel composition 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, and after it has been demonstrated that all other options have been exhausted.

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

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

# Moving from provisional to (full) registration



## Section 3

# The Inquiry Process (the Inquiry)

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## Overview

PRTs are required to complete an Inquiry into their practice to demonstrate proficiency against the APST at the Proficient Teacher level. Course work (such as teaching practice assessments or similar projects) from initial teacher education courses cannot be used in the Inquiry, as it demonstrates the Graduate Teacher level of the APST.

The Inquiry model used by VIT is based on the work of Professor Helen Timperley. It consists of 5 stages that cover the process from understanding the workplace and learners' contexts through to a teacher's reflection at the end of a sequence of teaching and learning. The model used by VIT is one of many models of teaching and learning, and is designed to be used as an ongoing cycle of learning and improvement. You may find this model is the same or similar to other models used in professional learning communities wherever you teach.

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

The Inquiry Process requires you to

- spend time getting to know your group of learners and workplace
- 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
- determine the learning levels and factors affecting the learning of your focus learners, and use this knowledge to plan for what your focus learners need to know, do or understand
- identify learning outcome(s) that are both challenging and achievable for your focus learners and develop an Inquiry Question around these outcome(s)
- undertake professional learning to support yourself in responding to the identified area of Inquiry
- develop and implement an action plan to improve learning
- gather evidence of your practice including work samples / assessments from your focus learners
- reflect on the effectiveness of the Inquiry and consider what this means for your future teaching and professional learning.

There is no set length of time that the Inquiry should take and PRTs should be guided by their own context. The length of time for the Inquiry needs to allow a PRT to teach and assess the identified area of the Inquiry and gather enough evidence to demonstrate the standards. Generally, if a teacher is seeing their learners regularly (at least twice per week), then the Inquiry would take approximately 4-6 weeks. A PRT would need to allow themselves longer if they are working in a different context (e.g. CRT, specialist subject teacher).

## Observations

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

VIT mentor training will provide extensive discussions around what good observations look like. 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.

Quality observations should involve a pre and post conversation around what evidence should be and has been gathered, respectively. Targeted data from the observation allows for evidence-based discussions which are an effective way to improve practice. There is space to record summaries of and reflections on these discussions in the [Template: evidence of professional practice](#). If your workplace has their own observation templates, you are welcome to use and include them as your evidence for observations.



# Documenting the Inquiry Process

This guide provides a template for documenting your evidence gathered during the Inquiry. Although it isn't mandatory to use this template, VIT recommends using it so that no components of the Inquiry are missed.

Additionally, VIT has included an action plan template that PRTs may wish to use.

## Implementing the Inquiry Process

The diagram below is based on Professor Helen Timperley's model of inquiry and knowledge building. It describes a 5 stage process of teaching, learning and reflection and is similar to many models used in education settings.



This guide describes each stage of the process and what are required to do. In most stages there are planned interactions with your experienced colleagues / mentor who have received training to support you in making the Inquiry.

A [template](#) for you to document your evidence and a [checklist](#) to make sure you are ready for your workplace recommendation panel meeting has also been included.



## Stage 1

# Establish content and context for learning

As a cycle of reflective practice, the Inquiry is best undertaken once you have familiarised yourself with your workplace and your learners. By understanding the context of your workplace and the needs of your learners, you are informing what your Inquiry should be based on.

### 1A. THE EDUCATION SETTING CONTEXT

You should consider your workplace and how this affects how and what you will teach. This section could include

- geographic, demographic or socio-economic information about the area your education setting is located in, or the wider community associated with your workplace
- any location-specific information that affects teaching and learning (e.g. physical layout of the school / centre, accessibility for learners, play / outdoor education areas, resourcing)
- the context you work in [e.g. early childhood (long day care, sessional kindergarten), primary school, secondary school, non-school setting (e.g. museum, hospital, zoo, TAFE), government / independent / Catholic sector]
- any specific emphasis at your education setting (e.g. a focus on a curriculum area, a pedagogy or an educational philosophy that the setting follows), as this could affect your Inquiry, resource selection, professional learning etc.

### 1B. THE COHORT OF LEARNERS

Although you will be teaching your whole class / group of learners, you are only required to gather evidence from your smaller group of focus learners.

- broadly describe your class / group (e.g. range of learning levels, linguistic, socioeconomic, religious or cultural backgrounds)
- identify if you have any Aboriginal and Torres Strait Islander learners
- identify if you have any learners with disability
- are there any modifications you make to the physical environment to make the learning accessible to all learners?

#### TIPS: ABORIGINAL AND TORRES STRAIT ISLANDER LEARNING

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

You will need to ask yourself

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

For more information, please refer to our [Working with Aboriginal and Torres Strait Islander learners resource](#).

## 1C. THE FOCUS LEARNERS

Provide a more detailed description of the learners you have selected for your Inquiry. VIT recommends 3-4 learners (2 may be sufficient in a special needs setting due to the higher degree of planning and individual teaching for learners in these settings).

Please note: while you have to include information about an Aboriginal and Torres Strait Islander learner as well as a learner with disability in your evidence of professional practice, these learners do not have to be included in your focus learners group.

For your focus learners

- describe their learning levels and factors affecting their learning
- briefly explain any data you have relied on for these judgements (e.g. observations, discussion with other teachers, formal assessments etc.)
- describe their learning characteristics and how that impacts your teaching and the way they learn
- describe their socioeconomic, religious, linguistic and cultural background and any impact this has on their learning
- explain the link between these learners and your Inquiry Question
- describe how you will make adjustments to ensure the learning is accessible to learners with disability so they can participate in learning activities.

### TIPS: LEARNERS WITH SPECIAL NEEDS

You must identify at least one learner with disability that requires you to modify your 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, please refer to our [Working with learners with special needs resource](#).

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

## 1D. PROGRAM OF LEARNING

This section should include detail 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 you are teaching

- addresses development of the literacy and / or numeracy of your 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 you select should be long enough to provide time for learners to demonstrate learning, but not so long that the documentation is onerous. Your plan should be long enough so that there is sufficient time for learners to demonstrate what they've learned in relation to the Inquiry Question.

### WHAT TO INCLUDE IN YOUR EVIDENCE

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

## 1E. TARGETED LEARNING OUTCOMES

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

List the learning outcomes for your learners.

### WHAT TO INCLUDE IN YOUR EVIDENCE

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



## Stage 2

# The Inquiry Question, professional learning and professional responsibilities

In this section you will need to provide evidence of

- two professional conversations about your Inquiry - this could include conversations about identifying the needs of learners, identifying and refining your Inquiry Question, developing the action plan, resources, assessments and strategies / activities etc.
- one professional conversation about child safety and wellbeing and maintaining professional boundaries
- one observation of your mentor / experienced colleague, including what you have seen and how it helps your Inquiry.

### 2A. THE Inquiry Question

The Inquiry is based on the needs of your learners, and the development of your Inquiry Question reflects this. You should start with the data you have about your focus learners and the planning you have done in your workplace, and use this to identify and refine your Inquiry Question with the support of your mentor.

The key supports to help you develop your Inquiry Question are VIT's [SMART tool](#) and professional conversations with your mentor. The SMART tool is designed to help you refine your Inquiry Question into something that is appropriate for your learners and manageable within the timeframe. Many PRTs begin with a broad question and therefore not able to be implemented in the usual 4-6 week period. Your mentor will help you to identify areas of need and develop strategies to address those areas and improve your practice.

### 2B. PROFESSIONAL LEARNING

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

Questions to ask include

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

As part of the Inquiry, you must document at least one time that you have observed the practice of a (fully) registered teacher - this should form part of your own professional learning. The professional learning that you document might be more than just subject material related to your Inquiry - it might include professional learning related to other standards, such as strategies to cater for Aboriginal and Torres Strait Islander learners or ways to cater for learners with disability.

### 2C. PROFESSIONAL RESPONSIBILITIES REPORT

It is the responsibility of all teachers to be aware of (and comply with) all laws, policies and regulations that pertain to their role as a teacher. These requirements include mandatory reporting, failure to protect and failure to disclose, child safe standards, reportable conduct and duty of care.

As part of the Inquiry, you must have a professional conversation with your mentor about child safety and wellbeing as well as how you establish and maintain appropriate professional relationships with your learners. This is the third documented professional conversation.

You will need to write a brief report describing

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

In the report, you need to discuss how you maintain professional boundaries with your learners. This is context-specific, as the type of communications and interactions between a teacher and a learner will vary greatly depending on the age and education setting. Positive relationships between teachers and learners are crucial for learning to occur; the role of a teacher is to ensure the relationship has clearly identified professional boundaries that are appropriate for the context.

PRTs should ensure they have read the Victorian Teacher's Codes of Conduct and Ethics. If you have any questions or concerns, discuss this with your mentor - the discussion can form part of your report.





## Stage 3

# Apply knowledge to teaching practice through action plan

The knowledge you have gained through your professional learning and observation(s) of experienced teachers needs to be applied to your particular teaching context to address your Inquiry Question and develop the learning of those you teach.

### THE ACTION PLAN

Your action plan is different from your other planning documents in that it provides a broad overview of the Inquiry, and has the success of the Inquiry Question's aim as its main goal. It is designed to be a working document that you will likely modify as you implement it.

The action plan will detail the stages of the Inquiry, and what you need to be considering through each stage.

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

In the template, you will find a blank action plan. The action plan covers 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 you will undertake to support the Inquiry)
- purpose of the Inquiry (what knowledge and skills you are trying to teach)
- inclusive practice (how you 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 learning outcomes you want your learners to achieve)
- strategies (what you 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 your reflection).



## Stage 4

# Implement your action plan

Your action plan will be implemented with your selected learners over a period of approximately 4–6 weeks or longer depending on your context (e.g. if you are working as a CRT or specialist teacher who sees their learners less often). During this part of the Inquiry you will work with your mentor / experienced colleague(s) who will provide feedback on your practice. This is done through observation, discussion and reflection.

Observation is an excellent form of professional learning and a significant component of your Inquiry. You will have observed another teacher at least once as part of your own professional learning and while you're implementing your action plan you need to be observed at least three times by your mentor / experienced colleague. These observations do not have to be done by the same person, but everyone you observe or who observes you must hold (full) registration with VIT.

When you are preparing for an observation, here are some guidelines which will ensure the best outcome for your own development

- discuss a focus for the observation beforehand (e.g. the observer could focus on a specific part of the lesson, the pedagogical strategies you're using or activities the learners are doing) - this will help the observer provide you with evidence-based feedback
- have a follow up discussion as soon as possible after the observation so that the observer can provide you with feedback - this feedback will form the basis of your reflection which must be documented as part of the Inquiry
- use VIT templates to document the observations and your reflection (if your workplace has their own observation templates, you are welcome to use them)
- feedback from the observations could inform changes to your action plan or provide direction for your future teaching.

### 4A. OBSERVATIONS OF PRACTICE

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

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

- joint planning
- collegial interaction
- professional discussion.

### JOINT PLANNING / COLLEGIAL INTERACTION

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

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

Your mentor / experienced colleague must observe you at least three times while you are implementing your action plan. This does not need to be weekly. You need to work out the times for collaboration that will provide you with the best opportunity for constructive feedback on your action plan. It does not have to be the same person observing you, but all observers must hold (full) registration with VIT. If this is the case, ensure that adequate information is forwarded to subsequent colleagues observing your practice so that there is a continuity of feedback to your practice.

### PROFESSIONAL DISCUSSION AND FEEDBACK

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

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

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

You must record a summary of these professional discussions.

## WITNESSING YOUR PRACTICE

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

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

\*For the purposes of your Inquiry, any 'experienced colleague' who observes you must be a (fully) registered teacher

### TIPS: MENTORS / EXPERIENCED COLLEAGUES

The (full) registration process requires you to

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

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

### WHAT TO INCLUDE IN YOUR EVIDENCE

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

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

## 4B. GATHERING OTHER EVIDENCE

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

When providing any extra evidence, you must ensure you are using evidence from your practice as a registered teacher - you cannot include evidence from work as a pre-service teacher, teacher's aide, assistant, educator, or any other role where you either did not hold VIT registration or didn't require VIT registration for that role.



## Stage 5

# Evaluate effectiveness of practice

Any cycle of teaching and learning should end with reflection so that you know what the next steps are to further your knowledge and practice.

After you have implemented your action plan, you will need to assess the learning and then reflect on the effectiveness of your Inquiry. It is essential to reflect and consider what went well and can be built upon, what could have been done better and / or what are the next steps. Not all learning outcomes may have been achieved, but it is essential for you to reflect on your practice to identify future areas of focus.

When implementing your action plan, you should have discussed with your mentor some possible prompts or reflective questions which you can now use to guide your reflection. You will also have some data from work samples and observations that you can use to help reflect on your effectiveness.

- As part of this reflection, you should consider
- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did the Inquiry have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

## Section 4

# Applying for (full) registration

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You should apply for (full) registration before your provisional registration expires. Prior to your workplace panel you will need to submit an application for (full) registration through your MyVIT account. In your application you will nominate your employer who will receive the recommendation report in their employer portal after you have submitted your application.

After the workplace panel meeting, the principal / panel chair will complete the recommendation report and submit it directly from the employer portal to VIT.

You are required to keep a copy of the evidence you presented to the panel for at least two years after you have been granted (full) registration, in case you are chosen for audit by VIT.

## The workplace recommendation panel meeting

In a school setting, it is expected the panel\* comprises of

- your principal (or their delegate), who assumes the role of panel chair;
- a registered teacher who has participated in a VIT mentor training program (EMP or other); and
- a registered teaching colleague who knows your work (nominated by you).

In an early childhood setting, it is expected the panel\* comprises of

- a registered early childhood teacher / registered teacher who has participated in a VIT mentor training program (EMP or other), who assumes the role of panel chair;
- a registered early childhood teacher; and
- another registered early childhood teacher or teacher colleague who knows your work (nominated by you).

The workplace panel will assess your evidence of practice and make a determination as to whether you have met the Proficient Teacher level of the APST. They will then submit their recommendation to VIT.

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

This meeting is an opportunity for you to present evidence of professional practice to your workplace panel and demonstrate that you have met the Proficient Teacher level of the APST. This meeting should be a celebration of your work and an opportunity for you to share what you have learned. Prior to organising your workplace panel, you should meet with your mentor / experienced colleague and complete both the [Checklist: evidence of professional practice](#) and [Checklist: APST evidence](#) to determine your readiness to present your evidence to your panel.

At least one member of your panel must have completed the [Effective Mentoring Program](#) (EMP) or another VIT mentoring program. VIT provides a range of mentor training opportunities to ensure there are adequate and well trained mentors available in workplaces. It is recommended that teachers that have completed the EMP do a refresher course every 3-4 years, as the legislated requirements of the registration process do change regularly.

\*Any deviation to the recommendation panel composition 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, and after it has been demonstrated that all other options have been exhausted.

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



# The application process: step by step

## STEP 1

### GATHER EVIDENCE

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

## STEP 2

### REQUEST MEETING

Ensure you have given prior notice and arranged for a panel to be convened to assess your evidence. Your mentor may be able to assist you do this. Organise a time for the meeting, ensuring this is convenient for all members. The meeting usually takes about 30–45 minutes.

## STEP 3

### PROVIDE EVIDENCE

You should provide copies of your evidence of professional practice to your panel members at least two days prior to the meeting, allowing them sufficient time to consider your evidence beforehand.

You should also provide a completed copy of the [Checklist: APST evidence](#) so your panel members can quickly and easily find your evidence against the standards. It's your responsibility to demonstrate where you have evidenced the APST - taking the time to reference clearly will assist your panel in assessing your evidence.

## STEP 4

### INITIATE APPLICATION

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

## STEP 5

### PANEL REFLECTION

The purpose of the meeting with your panel is to provide an opportunity for you to present your evidence of practice for their assessment of whether you have demonstrated the standards and their descriptors at the Proficient Teacher level.

Be prepared to present a brief overview of your evidence, explaining how the evidence has been developed and where you have demonstrated the APST.

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

The aim for the panel is to reach a consensus view of whether your evidence meets the standards and their descriptors at the Proficient Teacher level. Once you have presented your evidence and answered any questions, your panel members will decide whether your evidence meets the Proficient Teacher level of the APST.

## STEP 6

### COMPLETE REPORT

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

## STEP 7

### (FULL) REGISTRATION

Where all requirements have been met and the application submitted and assessed, you will be granted (full) teacher or early childhood teacher registration. This registration indicates that you have attained the Proficient Teacher level of the APST. Once your registration is approved, the public register will be updated and you will be mailed a registration card with details of your new registration status.

#### VIT AUDITS

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

Audits can occur up to two years after being granted (full) registration. To ensure the successful completion of an audit, you must keep a copy of the evidence presented to your panel for at least two years.

## 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. VIT recognises the important role of CRTs in enabling Victorian education settings to provide continuity of quality learning opportunities. VIT also recognises the important role 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.

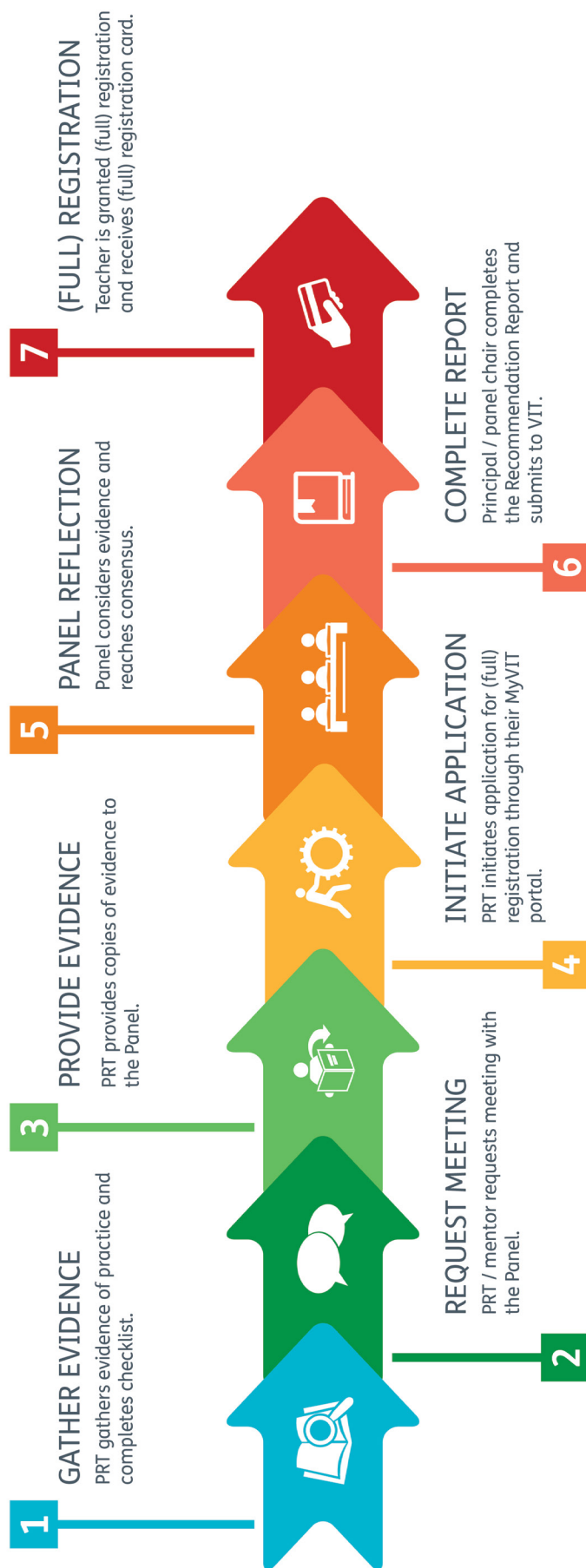
If you are working as a CRT or in a non-school setting, the [Companion guide for provisionally registered CRTs](#) and the [CRT evidence guide](#) provide additional information about how you can use your specific practice to move to (full) registration.

You must verify whether you can use the practice at a non-school setting before commencing the Inquiry by emailing [vit@vit.vic.edu.au](mailto:vit@vit.vic.edu.au) with the subject line 'Attn: Professional Practice team'.

## Specific standards

VIT's audit data has identified that APST 1.4, 2.4 and 1.6 are often not evidenced appropriately. You 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).



# Section 5

## Template and checklists

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The 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 you have completed all requirements of the Inquiry.

The template and checklists will help to ensure your

- compliance with regulatory requirements;
- readiness for the workplace recommendation panel meeting; and
- 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 arrange the panel meeting.

### **TEMPLATE: EVIDENCE OF PROFESSIONAL PRACTICE**

This is the VIT recommended template for PRTs to record their evidence in. Using this template will help to ensure you 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 your recommendation panel. It is not mandatory to use this template, but it can assist PRTs to get started and stay on track with gathering evidence. Based on mentor and PRT feedback, the template contains

- 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 you have met the minimum number of observations requirement)
- an area to include evidence for descriptors that didn't get covered in your Inquiry
- an appendix for adding any extra supporting documentation.

### **CHECKLIST: APST EVIDENCE**

This checklist can be used as an index page for your evidence. Remember, it is the PRT's job to identify where they have provided evidence against the standards; it is not the job of the recommendation panel.

# 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 (in-cluding 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.



# Template: evidence of professional practice



PRT Name		Registration no.						
Workplace								

## INQUIRY QUESTION

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## 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)*

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### 1B. THE COHORT OF LEARNERS

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

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## 1C. THE FOCUS LEARNERS

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

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*What is the link between these learners and my Inquiry Question?*

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## 1D. PROGRAM OF LEARNING (BRIEF OVERVIEW)

*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)*

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## 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?*

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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					VIT 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				VIT 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				VIT registration no.					
Signature									

What we discussed and what I learned

How this helps me address my Inquiry

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### Discussion 3

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. You may want to reference the Victorian Teaching Profession's Code of Conduct.

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

What we discussed

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## 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.

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3. APPLY KNOWLEDGE TO TEACHING PRACTICE THROUGH ACTION PLAN

Action plan



INQUIRY QUESTION

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INFORMING DATA

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

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PROFESSIONAL LEARNING

Learning I will undertake to support the Inquiry

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PURPOSE OF THE INQUIRY

Knowledge and skills I am trying to address in the Inquiry

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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.

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SUCCESS CRITERIA

Learning outcomes I want the learners to achieve

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RESOURCES

What I will use to teach the Inquiry

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STRATEGIES

What I will do to deliver the content and skills

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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
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REFLECTIONS

Prompts / questions to help guide reflection

4. IMPLEMENT YOUR ACTION PLAN

4A. OBSERVATIONS OF PRACTICE

Based on a minimum of 3 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				VIT 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						VIT 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)*

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

### Visit 3

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

[illegible]

## 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 standard or descriptor - where descriptors have not been evidenced in the documentation of your Inquiry into practice, this additional evidence can be used
- this section may be completed by you or your mentor / experienced colleague where you wish to provide additional evidence - specific details of your actions or 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.



# 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.
<input type="checkbox"/>	1.1: Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
<input type="checkbox"/>	1.2: Structure teaching programs using research and collegial advice about learning.	
<input type="checkbox"/>	1.3: Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
<input type="checkbox"/>	1.4: Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	
<input type="checkbox"/>	1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
<input type="checkbox"/>	1.6: Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	

## STANDARD 2: KNOW THE CONTENT AND HOW TO TEACH IT

	DESCRIPTORS EVIDENCED	REFERENCED ON PAGE NO.
<input type="checkbox"/>	2.1: Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
<input type="checkbox"/>	2.2: Organise content into coherent, well-sequenced learning and teaching programs.	
<input type="checkbox"/>	2.3: Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
<input type="checkbox"/>	2.4: Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	
<input type="checkbox"/>	2.5: Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
<input type="checkbox"/>	2.6: Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	

### STANDARD 3: PLAN FOR AND IMPLEMENT EFFECTIVE TEACHING AND LEARNING

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

### STANDARD 4: CREATE AND MAINTAIN SUPPORTIVE AND SAFE LEARNING ENVIRONMENTS

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

## STANDARD 5: ASSESS, PROVIDE FEEDBACK AND REPORT ON LEARNING

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

## STANDARD 6: ENGAGE IN PROFESSIONAL LEARNING

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

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

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

# Section 6

## References

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*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](#)

[Companion guide for provisionally registered CRTs](#)

[Australian Professional Standards for Teachers](#)

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

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

[Standard Inquiry Matrix](#)

[Podcasts: teacher experiences using the Inquiry Process](#)

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



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