

# Welcome to your VIT webinar with the Professional Practice Team



**This webinar will begin at 4.00pm**



- 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
- A recording of the seminar and a copy of the PowerPoint slides are available – please email your request to [prt@vit.vic.edu.au](mailto: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** Tips for CRT before undertaking the inquiry
- 3** The Inquiry Process - demonstrating the standards
- 4** Demonstrating the standards as a CRT
- 5** The recommendation panel process
- 6** 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?

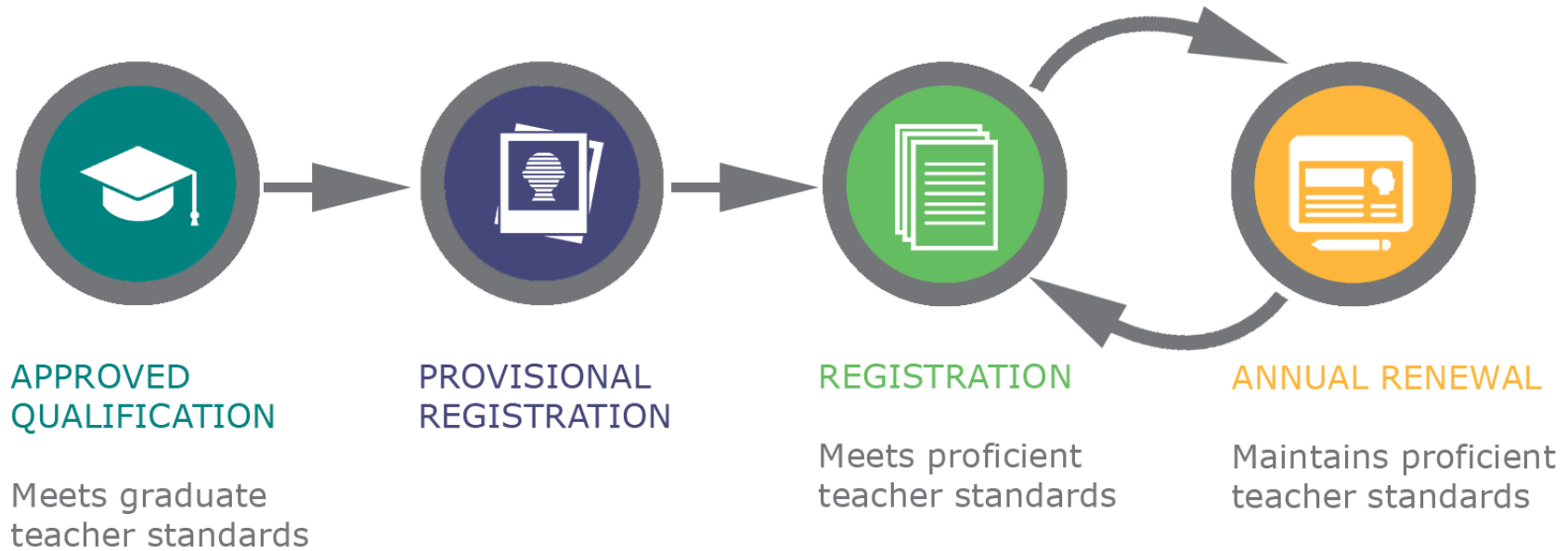
## What we do

- 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.

# APST supports registration requirements

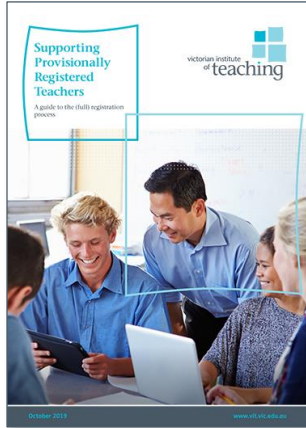


# Australian Professional Standards for Teachers (APST)

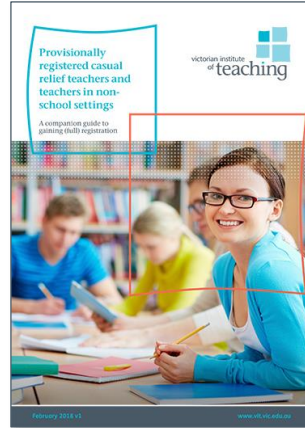
STANDARDS AT THE PROFICIENT TEACHER LEVEL						
PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know learners and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on learning	Engage in professional learning	Engage professionally with colleagues, parents / carers and community
<p><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.</p> <p><b>1.2 Understand how learners learn</b> Structure teaching programs using research and collegial advice about learning.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p><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.</p> <p><b>2.2 Content selection and organisation</b> Organise content into coherent, well-sequenced learning and teaching programs.</p> <p><b>2.3 Curriculum, assessment and reporting requirements</b> Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p> <p><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.</p> <p><b>2.5 Literacy and numeracy strategies</b> Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.</p> <p><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.</p>	<p><b>3.1 Establish challenging learning goals</b> Set explicit, challenging and achievable learning goals for all learners.</p> <p><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.</p> <p><b>3.3 Use teaching strategies</b> Select and use relevant teaching strategies to develop knowledge, skills, understanding and critical and creative thinking.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p><b>4.1 Support participation of learners</b> Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.</p> <p><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.</p> <p><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.</p> <p><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.</p> <p><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.</p>	<p><b>5.1 Assess learning</b> Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.</p> <p><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.</p> <p><b>5.3 Make consistent and comparable judgements</b> Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.</p> <p><b>5.4 Interpret data from learners</b> Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying practice.</p> <p><b>5.5 Report on achievement of learners</b> Report clearly, accurately and respectfully to learners and parents / carers about use of occurrence and relative records.</p>	<p><b>6.1 Identify and plan professional learning needs</b> Use the APST and advice from colleagues to identify and plan professional learning needs.</p> <p><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.</p> <p><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.</p> <p><b>6.4 Apply professional learning and improve learning of learners</b> Understand professional learning programs designed to address identified needs of learners.</p>	<p><b>7.1 Meet professional ethics and responsibilities</b> Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.</p> <p><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.</p> <p><b>7.3 Engage with parents / carers</b> Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.</p> <p><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.</p>

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

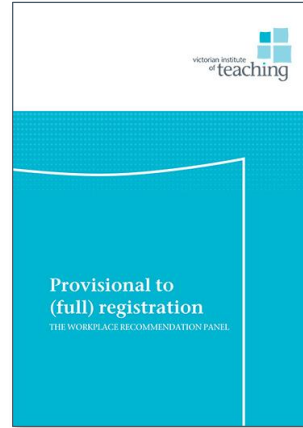
# Key resources



Supporting PRTs  
guide



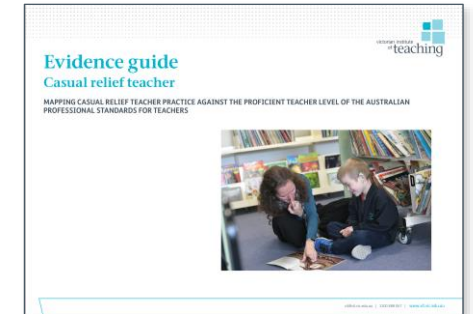
Supporting PRTs  
guide  
(CRTs and non-  
school settings)



Workplace  
recommendation  
panel guide



Early childhood  
teacher evidence guide



Casual relief teacher  
evidence guide



# 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.

# Suggested steps for CRTs before undertaking the Inquiry

## **Familiarise yourself with the process and CRT guidance material**

Make sure you are familiar with the provisional to (full) registration process and what you need to do. Read through the Supporting Provisionally Registered Teachers Guide, CRT Companion Guide, CRT evidence guide and FAQs. Once you have done this, this should help you understand how you can implement the process in your specific teaching context.

## **Building relationships**

Ensure that when you are working as a CRT, you are actively developing relationships with the staff and learners in your education setting. Speak with colleagues and leaders during lunch / recess, actively seek out opportunities to get involved, e.g. lunch time activities, attend meetings / afterschool PD. If you are employed at the workplace for the first time, arrive early to find out about behaviour management protocols and other relevant policies.

## **Approaching leadership**

Once you have been employed by a workplace a number of times and have established a relationship, approach the Principal / relevant leader to discuss your intentions to apply for full registration and find out if they would be willing to support you.

# Suggested steps for CRTs before undertaking the Inquiry

## **Seeking a mentor / experienced colleague**

Ask the Principal / relevant leader whether there is a VIT registered mentor or experienced colleague they can connect you with.

## **Connecting with your mentor**

Connect with your mentor and discuss your needs as PRT (including the challenges you may face as a CRT).

## **Expectations of your recommendation panel**

Discuss with the Principal / relevant leader whether they require you to demonstrate all APST in their school / early childhood service or if they are willing to accept evidence of practice from other schools / early childhood services.

## **CRT agencies**

If you work for a CRT agency, you may wish to approach them to see what type of support they can offer you.

# 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 context of the school(s) / EC service(s) you are working in? (look for commonalities)
- What features of the context are relevant to the learning? (e.g. independent / government)
- How do the commonalities help you choose your focus learners / type of learners?
- Learning levels and learning characteristics
  - literacy and numeracy data
  - factors affecting learning
  - other relevant data.

# 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.



# Focus learners

**If you do not have extended time with the same learners, you can choose a type of learner that you would normally engage with in your education settings.**

## Learner type description:

Based on my observations, notes from the classroom teachers etc. my type of learner typically has the following features

- year level: \_\_\_\_\_
- literacy level: numeracy level: \_\_\_\_\_
- engagement level: \_\_\_\_\_



# 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.



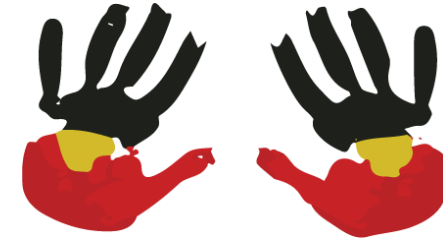
# Aboriginal & Torres Strait Islander learners 1.4 (APST)

- 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)

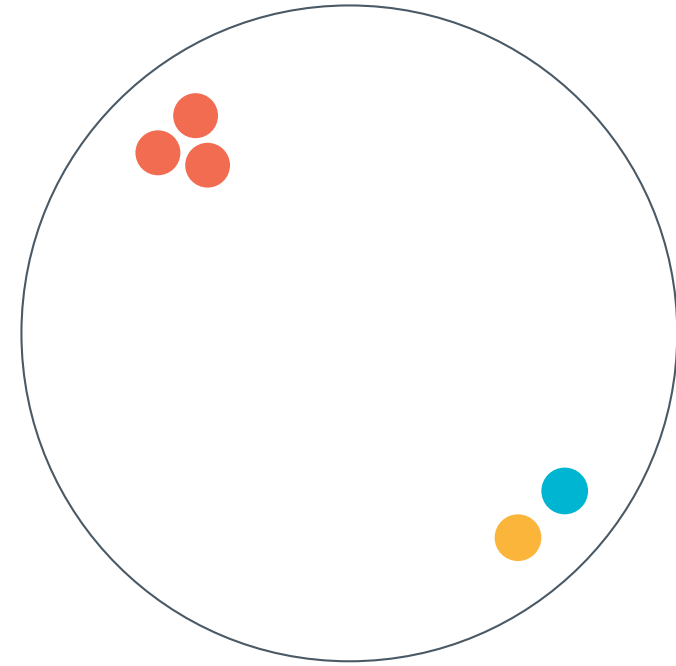
- 2.4 refers to how you can promote understanding and respect for Aboriginal and Torres Strait Islander people to all learners
- [Narragunnawali – Reconciliation Australia](#)
- Think about how you can integrate learning around this area in your classroom topics.
- [Victorian Curriculum – VCAA \(cross-curriculum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



# 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 their 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 do I know?
- 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 research 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**

- 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?

**M**

**MEASURABLE**

- How will you measure this outcome?
- What will be your milestone markers?

**A**

**ACHIEVABLE**

- Is this accessible for all learners?
- Are your expectations challenging and achievable for all?

**R**

**REALISTIC**

- 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?

**T**

**TIMELY**

- 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 with the mentor

## **Final:** Will teaching summarising to my focus learners increase their reading comprehension?

- 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

# Example CRT inquiry questions

- Can technology be used to promote collaborative learning?
- Can introductory activities/'hook ins' be used to engage learners at the beginning of a session?
- Will identifying and supporting literacy needs of at the beginning of a session support learning?
- Can learning intentions be used to effectively assess learner outcomes at the end of a lesson?
- **What formative feedback can be employed to assist learners in meeting learning outcomes?**
- What strategies can I employ to guide learning through play without direct interference?
- How can developmental play be implemented to cater for advanced learners?





### Stage 3

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

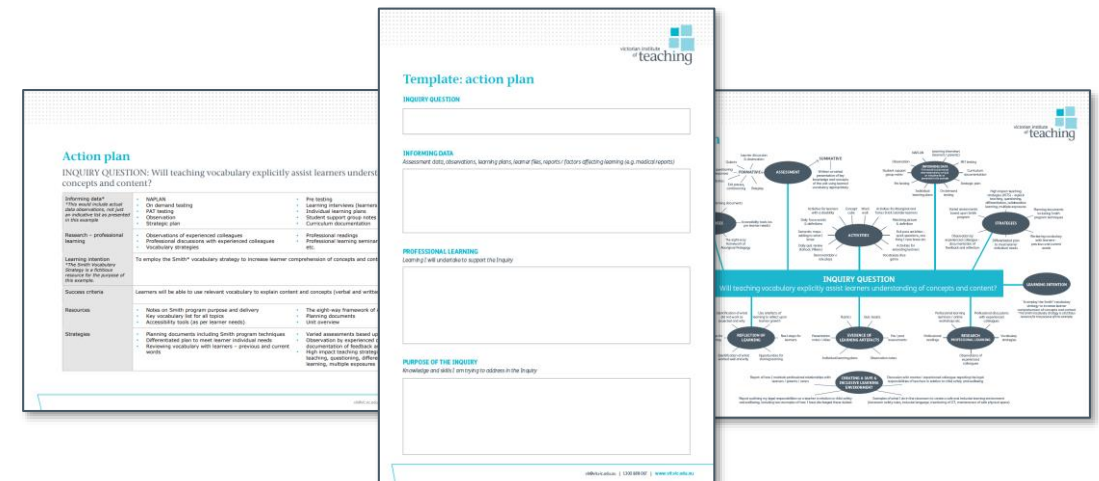
# Develop an action plan

- 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?
- 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.**



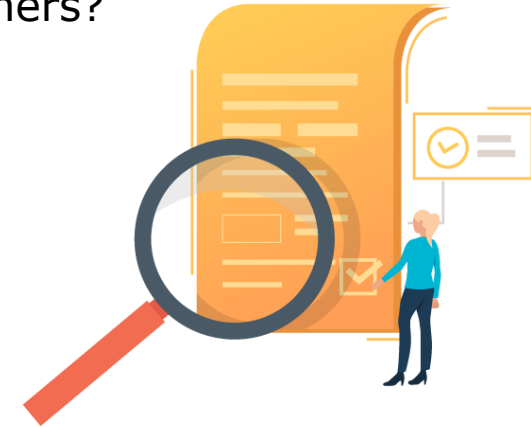


## Stage 5

# 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



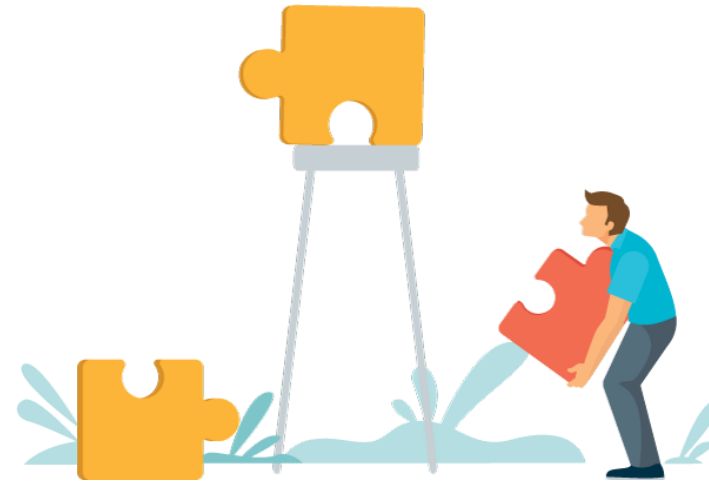
# Evidence documents

- planning documents, lesson plans, unit plans (including those left by the usual classroom teacher)
- observation notes
- 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.



# Meeting all of the APST descriptors as a CRT

- It can be more challenging to evidence all of the descriptors as a CRT
- Examples of how you could meet some of the more challenging standards as a CRT are in the file pod
- Read through the [CRT companion guide](#) and [CRT evidence guide](#)



# Activity

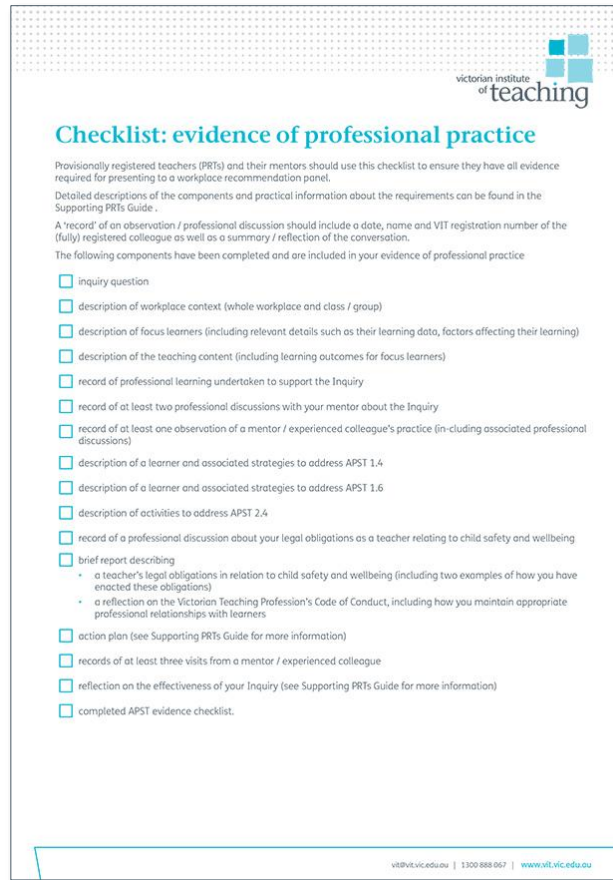
## **APST - 5.5. Report on achievement of learners**

# Activity

## **APST - 7.3 Engage with parents and carers**



# 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 and their mentors to use the checklist to ensure they have all evidence required for presenting to a workplace recommendation panel. The checklist includes 18 items, each with a checkbox and a brief description of the evidence required. The items cover inquiry questions, workplace context, focus learners, teaching content, professional learning, professional discussions, APST standards (1.4, 1.6, 2.4), legal obligations, action plans, visits, reflection, and APST 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 digital form titled 'Template: evidence of professional practice' from the Victorian Institute of Teaching. The form is designed for documenting professional practice and includes several sections for user input:

- Header:** 'victorian institute of teaching' logo and title.
- Form Fields:** 'PII Name', 'Workplace', and 'Registration no.' (with a grid for digits).
- INQUIRY QUESTION:** A large text box for the user's inquiry.
- 1. CONTENT AND CONTEXT FOR LEARNING:**
  - 1A. THE EDUCATION SETTING CONTEXT:** A text box for 'My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)'. A note indicates 'Additional information (e.g. socialisation)'. A label 'Setting' is associated with this section.
  - 1B. THE COHORT OF LEARNERS:** A text box for 'My class / group of learners (composition, range of learning abilities)'. A label 'Learners' is associated with this section.

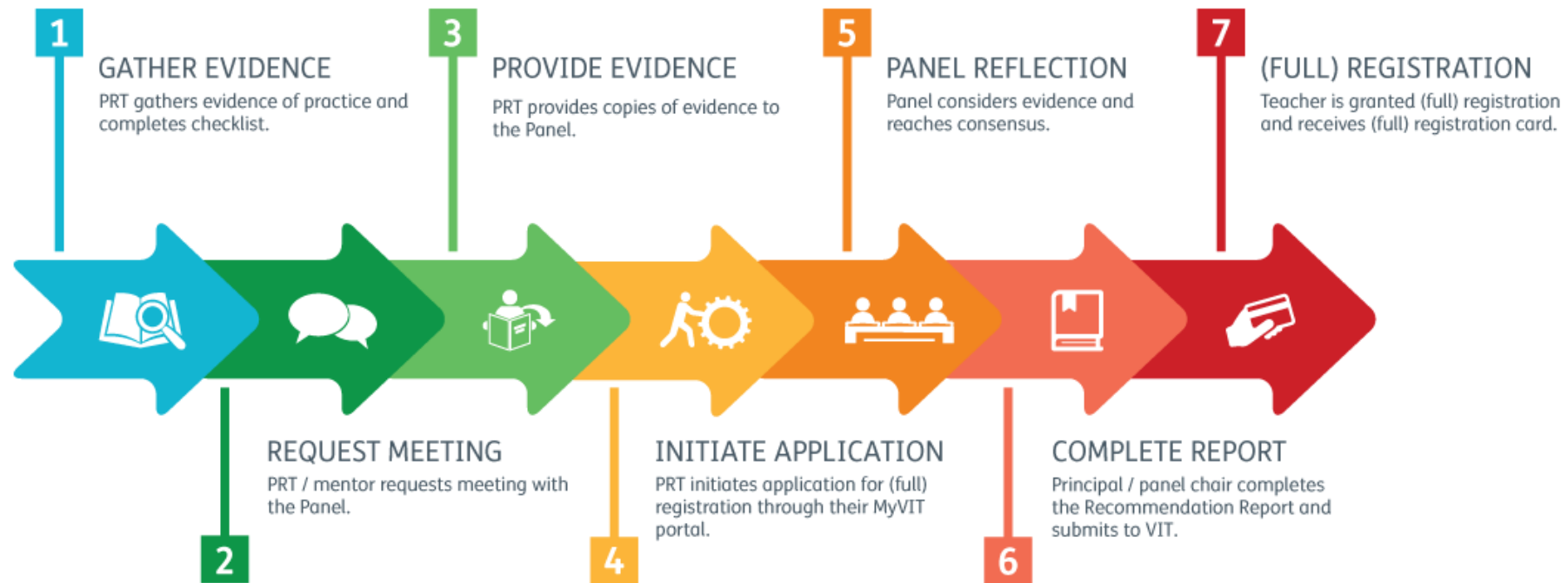
At the bottom, it shows '2 of 14 - Template evidence of professional practice'.

# Panel composition

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

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

# How to apply for (full) registration



# Casual relief or emergency teachers

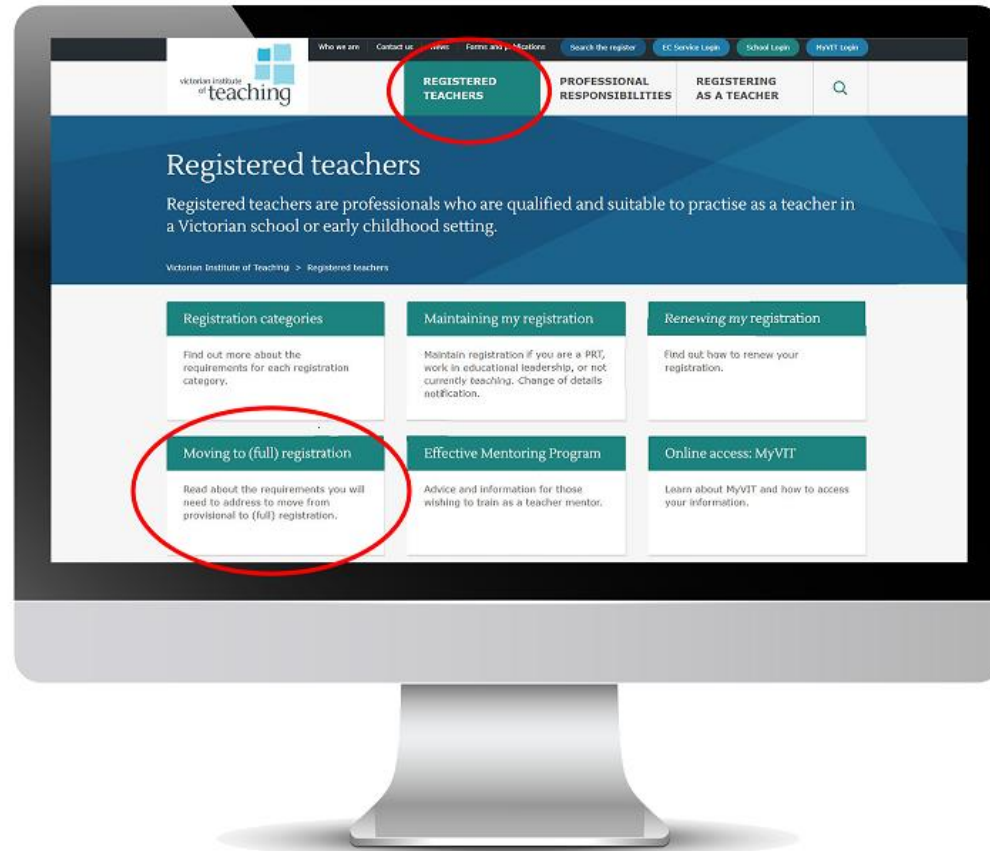
- You will need to the support of a school / workplace – develop relationships and approach leadership about gaining support
- Read through the [CRT companion guide](#) and [CRT evidence guide](#)
- Be prepared to take a bit longer to complete the process
- Seek opportunities to involved in the education 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



# VIT CRT webpage

