

# Provisional to (full) registration policy

## 1. PURPOSE AND CONTEXT

The *Education and Training Reform Act 2006* (the Act) establishes the Victorian Institute of Teaching (VIT) as the regulatory authority for the teaching profession in Victoria. In order to teach in a school or early childhood service in Victoria, registration or permission to teach must be granted by VIT.

VIT's vision is for all Victorian children and young people to have access to the best teachers.

Provisional registration allows for a supported induction into, or return to, the teaching profession in Victoria. The purpose of this policy is to set out VIT's requirement for provisionally registered teachers and early childhood teachers to achieve the Australian Professional Standards for Teachers (APST) at the Proficient Teacher Level. This is a pre-requisite for (full) registration of teachers and early childhood teachers.

This policy is to be read with VIT's guiding document [Supporting Provisionally Registered Teachers](#). This guide outlines the process by which teachers demonstrate the evidence requirements for the Proficient Teacher level of the APST.

## 2. SCOPE

This policy applies to all provisionally registered teachers. Provisionally registered teachers are required to demonstrate the professional practice standards, and are required to apply for (full) teacher registration and / or (full) early childhood teacher registration within the two-year period of their registration.

## 3. PRINCIPLES

The following principles apply to this policy

### PRINCIPLE 1

VIT is guided by nationally consistent teacher registration.

### PRINCIPLE 2

The APST establish the competency requirements for registered teachers and early childhood teachers.

### PRINCIPLE 3

Provisional registration allows for a supported induction into, or return to, the teaching profession in Victoria.

### PRINCIPLE 4

VIT recognises that the most effective way of promoting and determining the proficiency of a teacher is through collaboration between the regulator, the provisionally registered teacher and their workplace.

## 4. STATEMENT OF POLICY

To achieve (full) registration, provisionally registered teachers / early childhood teachers (PRTs) are required to

- teach for at least 80 days in one or more Australian or New Zealand schools or early childhood (EC) services; and
- provide evidence of the APST at the Proficient Teacher level, using VIT's [inquiry approach](#).

Provisionally registered teachers / early childhood teachers demonstrate and document the Proficient Teacher level of the APST by undertaking a VIT described inquiry into their professional practice, with a focus on learning outcomes.

This inquiry is undertaken in the PRT's teaching environment and is designed to

- address all areas of focus of the APST at the Proficient Teacher level
- ensure knowledge about safe learning environments and obligations to child safety
- improve learning outcomes for those they teach
- provide opportunities for professional conversations, observations and feedback on practice
- support reflective practice
- promote collegiality and collaborative practice
- support induction into, or return to, the teaching profession.

Evaluation of whether a PRT has met the required standard of professional practice is undertaken by their workplace panel.

VIT uses the recommendation of the workplace panel to determine whether a PRT has met the professional practice requirements to be granted (full) teacher / early childhood teacher registration.

#### **4.1 NATIONAL CONSISTENCY**

VIT is guided by the principles of nationally consistent teacher registration in Australia, developed by the Australian Institute for Teaching and School Leadership and endorsed by the Australian Ministers of Education in 2011<sup>1</sup>.

The national approach comprises various elements and benefits teachers by

- requiring the same standards and consistent processes nationally to achieve (full) registration
- ensuring that registration is part of a wider framework for professional learning, guided by the APST<sup>2</sup>.

In line with the guidelines for Nationally Consistent Registration<sup>3</sup>, VIT's process for achieving (full) teacher registration is flexible to accommodate different teaching contexts and experience.

#### **4.2 AUSTRALIAN PROFESSIONAL STANDARDS FOR TEACHERS (APST)**

The APST establish the competency requirements for registered teachers and early childhood teachers in Victoria. It provides a framework for the professional learning of registered teachers.

The APST have been approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers.

Evidence of achievement of the APST at the Proficient Teacher level is the standard of professional practice required for (full) registration<sup>4</sup>.

At registration, PRTs are determined to have met the Graduate Teacher level of the APST. Within the two years of their provisional registration, teachers are required to meet the Proficient Teacher Level of the APST by undertaking an inquiry into their professional practice.

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<sup>1</sup> AITSL *Nationally consistent registration of teachers*

<https://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers>

<sup>2</sup> AITSL *Nationally consistent registration of teachers*

<https://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers>

<sup>3</sup> AITSL Guidelines for Nationally Consistent Registration, 'Initial Teacher Registration'

<https://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/initial-period-of-registration>

<sup>4</sup> *Education and Training Reform Act 2006*, s2.6.8(a)(iii), s2.6.12C(a)(iii)

### 4.3 SUPPORTED INTRODUCTION OR RETURN TO THE TEACHING PROFESSION

Provisional registration allows for a supported induction into, or return to, the teaching profession in Victoria.

PRTs are required to undertake an inquiry process to develop practice and evidence of the Proficient Teacher level of the APST in the workplace. This provides for effective professional learning and enables learning to be embedded in practice in an approved education setting.

VIT's inquiry process is an adaptation of Helen Timperley's cycle of teacher inquiry and knowledge building. It is a process of planning, evidencing and reflecting upon learner progress in a specifically identified area, to affect positive change within the learner group. This approach allows PRTs to undertake the inquiry process in a range of different contexts.

The inquiry process is designed to synchronise with workplace induction. It requires a PRT to work with more experienced colleagues. Opportunities are provided for collegial practice and professional observation, which supports PRTs to reflect on the effectiveness of their practice in relation to their learners.

Induction is valuable whether a PRT is beginning their teaching career or returning to the teaching profession after a period of time.

### 4.4 COLLABORATIVE APPROACH

VIT recognises that the most effective way of promoting and determining the proficiency of a teacher is through a collaboration between the regulator, the PRT and their workplace leaders and colleagues.

A workplace panel assesses a PRT's evidence of professional practice resulting from an inquiry into their practice – the panel has detailed knowledge of the learning context, is closest to the PRT's practice and is best placed to make an informed assessment against the APST.

### 4.5 ROLES AND RESPONSIBILITIES

In working collaboratively to support and assess the practice of a PRT, each agent has the following roles and responsibilities.

**The Victorian Institute of Teaching** fulfils its regulatory functions by

- recommending, developing, establishing and maintaining standards<sup>5</sup>;
- granting registration<sup>6</sup>;
- developing materials to support PRTs;
- contributing to delivery of VIT mentoring programs; and
- assuring the quality and consistency of evidence and process.

In line with VIT's Regulatory Approach, VIT aims to educate and inform teachers of the requirements / standards and assist teachers to comply with these requirements.

**Mentors / experienced teacher colleagues** provide guidance and professional support as a PRT completes the inquiry process.

Mentors / experienced teacher colleagues must be (full) registered teachers. A mentor must have completed the VIT mentor training program (Effective Mentoring Program or other) and hold (full) teacher / early childhood teacher registration with VIT and cannot be provisionally registered or hold permission to teach.

**Workplace panels** assess a PRT's evidence of professional practice resulting from their inquiry. The panel chair makes a recommendation to VIT on whether the Proficient Teacher level of the APST is achieved.

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<sup>5</sup> *Education and Training Reform Act 2006*, s2.6.3(1)(c),(ca),(d),(j)

<sup>6</sup> *Education and Training Reform Act 2006*, s2.6.3(1)(e),(ea)

Panel members must hold (full) teacher / early childhood teacher registration with VIT and cannot be provisionally registered or hold permission to teach.

VIT expects the following composition for workplace panels. Any variations require VIT approval.

In a school setting

- the Principal (or their delegate), who will assume the role of panel chair
- a (full) registered teacher or early childhood teacher who has completed the VIT mentor training program (Effective Mentoring Program or other)
- a (full) registered teacher or early childhood teacher who knows the provisionally registered teacher's practice.

Where a school principal is not VIT registered or does not hold (full) teacher registration, they must delegate their role on the panel to a relevant senior teacher who holds (full) registration.

In an early childhood setting

- a (full) registered early childhood teacher
- a (full) registered teacher or early childhood teacher who has completed the VIT mentor training program (Effective Mentoring Program or other)
- a (full) registered teacher or early childhood teacher who knows the provisionally registered teacher's practice.

If the education leader in the early childhood service is a (full) registered teacher, they should assume the role of the panel chair. If the education leader is not a (full) registered teacher, the VIT trained mentor should assume the role of panel chair.

Further guidance around the appropriate composition of the panel can be found in the [Workplace Recommendation Panel Guidelines](#).

VIT will accept an application for (full) teacher / early childhood teacher registration from a PRT when their panel chair makes a recommendation to VIT that the professional practice evidence they have presented to their workplace panel, meets the Proficient Teacher level of the APST. The evidence of professional practice presented must be documented and follow VIT guidelines.

## 5. ELIGIBILITY REQUIREMENTS

A PRT must apply for (full) registration before the two-year expiry date of their provisional registration. VIT may also accept applications within the three-month period after expiry of provisional registration, on a case by case basis.

To apply for (full) registration, a PRT must provide

- evidence of a minimum of 80 days teaching as a qualified registered teacher or early childhood teacher in an Australian or New Zealand school or early childhood service<sup>7</sup>
- a recommendation from a workplace panel evidencing their achievement of the 37 descriptors of the APST at the Proficient Teacher level. This will be achieved through an inquiry into their professional practice that is undertaken in a Victorian school, early childhood service or other VIT approved teaching context
- evidence that they continue to meet the suitability and all other requirements for registration<sup>8</sup>.

The process and evidentiary requirements required by VIT to demonstrate the professional standards required for (full) registration are outlined in VIT's *Supporting Provisionally Registered Teachers* guidance document.

The (full) registration process must be undertaken in the teaching context best aligned with the teacher's registration. For example, an early childhood teacher should complete the process with

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<sup>7</sup> AITSL Guidelines for Nationally Consistent Registration, 'Initial Teacher Registration' <https://www.aitsl.edu.au/registration/nationally-consistent-registration-of-teachers/elements-of-nationally-consistent-registration-of-teachers/initial-period-of-registration>

<sup>8</sup> *Education and Training Reform Act 2006*, s 2.6.8(A)

pre-school aged learners; an early childhood teacher would not be able to complete the process in a primary school setting or with school aged learners.

[Annexure 1](#) provides detail about equivalent teaching experience that can be used to achieve (full) registration.

A teacher is required to keep a copy of their evidence of professional practice for two years after VIT has granted (full) teacher / early childhood teacher registration. VIT may ask a teacher to provide this evidence as part of their quality assurance process. Failure to provide this evidence may result in disciplinary action, including the imposition of conditions upon the teacher's registration.

## 5.1 EXCEPTIONS

Cases that require an exception or variation to the requirements of the (full) registration process will be considered by VIT on a case by case basis.

Applicants may apply for immediate (full) registration, which does not require them to undertake an inquiry process, if they can provide evidence that they have

- held (full) registration in Australia or New Zealand in the past five years; and
- completed a minimum of 80 days teaching as a qualified registered teacher or early childhood teacher in an Australian or New Zealand school or early childhood service.

## 5.2 RIGHT TO REVIEW

PRTs whose application for teacher or early childhood teacher (full) registration is refused by VIT, have the right to seek a review by the Victorian Civil and Administrative Tribunal (VCAT).

## 6. FURTHER RESOURCES

[Supporting Provisionally Registered Teachers](#)

[Provisionally registered casual relief teachers and teachers in non-school settings: A companion guide to gaining \(full\) registration](#)

## 7. RELATED LEGISLATION AND POLICY

### LEGISLATION

*Education and Training Reform Act 2006*

### POLICY

Provisional Registration policy

Non-practising policy

## 8. DEFINITIONS

TERM	DEFINITION
Approved Curriculum	<p>An educational program delivered to preschool age or compulsory school aged children, including as follows</p> <ul style="list-style-type: none"> <li><b>a)</b> The Victorian Early Years Curriculum Framework</li> <li><b>b)</b> The Victorian Curriculum</li> <li><b>c)</b> The Australian National Curriculum</li> <li><b>d)</b> The Victorian Certificate of Education (VCE)</li> <li><b>e)</b> The Victorian Certificate of Applied Learning (VCAL)</li> <li><b>f)</b> Vocational Education and Training (VET)</li> <li><b>g)</b> School Based Apprenticeships and Traineeships (SBAT)</li> <li><b>h)</b> Any other curriculum or program approved by the Victorian Curriculum Assessment Authority (VCAA) or Australian Curriculum, Assessment and Reporting Authority (ACARA), which is to be delivered in Victorian schools / early childhood services or non-school settings</li> <li><b>i)</b> The International Baccalaureate (IB) authorised by the International Baccalaureate Organisation.</li> <li><b>j)</b> Any element, in a non-government school, approved as the compulsory educational program that is not otherwise included by a) to i) above</li> <li><b>k)</b> An overseas curriculum delivered at a school registered with the Victorian Registration and Qualifications Authority (VRQA) as a 'Specific Purpose' school.</li> </ul>
Australian Institute for Teaching and School Leadership (AITSL)	Commonwealth government agency 'providing national leadership for the Australian States and Territories in promoting excellence in the profession of teaching and school leadership'.
Australian Professional Standards for Teachers (APST)	<p>Approved as the professional practice standards used by VIT to regulate Victorian teachers and early childhood teachers.</p> <p>Nationally consistent standards published in February 2011 by AITSL.</p> <p>The APST comprise seven Standards, which outline what teachers should know and be able to do. The Standards are grouped into three domains of teaching: Professional Knowledge, Professional Practice, and Professional Engagement.</p> <p>Victoria uses the Areas of Focus and Descriptors of the APST at the Professional Career Stages of Graduate and Proficient. There are two further stages of the APST - Highly Accomplished and Lead.<sup>9</sup> These are not currently used by VIT.</p>
Compulsory School age	Learners who are not less than 6 and no more than 17 years of age <sup>10</sup> .
Educational Program	A school-based, planned program of learning and assessment that delivers an approved curriculum and reports formally to parents about student progress.

<sup>9</sup> [www.aitsl.edu.au](http://www.aitsl.edu.au) (accessed 1 May 2019)

<sup>10</sup> *Education and Training Reform Act 2006*, s. 2.1.1.3

Early Childhood Service	<p>Early childhood service means<sup>11</sup></p> <p>a) an education and care service within the meaning of the Education and Care Services National Law (Victoria); or</p> <p>b) a children's service within the meaning of the <i>Children's Services Act 1996</i> ; or</p> <p>c) a declared composite program.</p>
Early Childhood Teacher	<p>Includes a preschool teacher and a kindergarten teacher. It does not include</p> <ul style="list-style-type: none"> <li>• a (school) teacher; or</li> <li>• an educator (within the meaning of the Education and Care Services National Law (Victoria)) or a staff member of a children's service (within the meaning of the <i>Children's Services Act 1996</i>) who does not hold an approved early childhood teaching qualification or an equivalent early childhood teaching qualification.<sup>12</sup></li> </ul> <p>An early childhood teacher will hold an early childhood teaching qualification approved or recognised by the Australian Children's Education and Care Quality Authority (ACECQA).</p>
Inquiry process	<p>A cycle of reflective practice, as prescribed by VIT, where a teacher</p> <ul style="list-style-type: none"> <li>• identifies an area of need for the learners</li> <li>• undertakes professional learning and develops a question for inquiry</li> <li>• identifies and implements strategies to support the learning needs</li> <li>• reflects on the effectiveness of their practice</li> <li>• demonstrate an understanding of their legal obligations with respect to child safety and wellbeing.</li> </ul>
Non-School Senior secondary provider	<p>A non-school senior secondary education provider (i.e. a registered training organisation (RTO), an Adult Community and Further Education provider or a TAFE Institute that is registered with the Victorian Registration and Qualifications Authority (VRQA)) to deliver one or more of the following senior secondary qualifications to Year 11 and 12 students</p> <ul style="list-style-type: none"> <li>• The Victorian Certificate of Education (VCE)</li> <li>• The Victorian Certificate of Applied Learning (VCAL).</li> <li>• A single course within the VCE or VCAL, for example VCE Languages Units 1-4, VCE Dance or VCAL Personal Development.</li> </ul>
Preschool Program	<p>Preschool program means a preschool program provided for any child who is over the age of 3 years and under the age of 6 years on 30 April in the year that the child takes part in the preschool program<sup>13</sup>.</p>
Provisional registration	<p>A category of registration granted to a person who has met the Graduate Teacher level of the APST, through the required qualification, and meets the requirements to be a fit and suitable person to teach.</p> <p>Provisional registration is granted with the condition that a teacher undertakes professional practice to meet the requirements for the Proficient Teacher level of the APST and become (fully) registered as a teacher or early childhood teacher, within a period of two years.<sup>14</sup></p>

<sup>11</sup> *Education and Training Reform Act 2006*, s. 2.6.1

<sup>12</sup> *Education and Training Reform Act 2006*, s. 2.6.1

<sup>13</sup> *Education and Training Reform Act 2006*, s. 2.3.1

<sup>14</sup> AITSL, *Framework for Teacher Registration in Australia*; and AITSL website

<https://www.aitsl.edu.au/teach/start-your-career/registration/nationally-consistent-teacher-registration> (accessed 16 April 2019)



School	<p>School means<sup>15</sup>  a place at or from which education is provided to children of compulsory school age during normal school hours, but does not include</p> <ul style="list-style-type: none"> <li>a) a place at which registered home schooling takes place;</li> <li>b) a University;</li> <li>c) a TAFE institute;</li> <li>d) an education service exempted by Ministerial Order; or</li> <li>e) any other body exempted by the regulations.</li> </ul>
Teacher	<p>A person who</p> <ul style="list-style-type: none"> <li>a) in a school, undertakes duties that include the delivery of an educational program or the assessment of student participation in an educational program; and</li> <li>b) includes a person employed as the principal or the head of a school whether or not that person undertakes the duties of a teacher if the person has been employed as a teacher in any school, whether the school was within or outside of Australia, prior to being employed as the principal or the head of a school; and</li> <li>c) does not include a teacher's aide, an assistant teacher or a student teacher<sup>16</sup>.</li> </ul>
Teaching	<p>Teaching includes both face-to-face and remote learning contexts where the work includes</p> <ul style="list-style-type: none"> <li>• direct interaction* with a group of school aged or early childhood aged learners</li> <li>• all aspects of classroom management, including the supervision of the learners and the need to maintain a safe learning environment</li> <li>• planning, teaching and assessing against an approved curriculum</li> <li>• reporting to parents / carers and</li> <li>• engaging in any other education setting obligations</li> <li>• The opportunity to demonstrate practice against the Australian Professional Standards for Teachers at the Proficient Teacher level.</li> </ul> <p><i>*Direct interaction must include real time engagement with learners. This may include a combination of pre-recorded lesson delivery and real time interaction with learners.</i></p> <p>Teaching does not include assisting any of your dependents with learning provided by another teacher / education provider.</p>
Teaching day	<p>VIT defines 7.6 hours as equivalent to a day of teaching.</p> <p>If you are employed as a teacher for a full day (ongoing, contract or casual), this is considered a day of teaching.</p> <p>Teachers employed for half a day as teacher, regardless of face-to-face teaching time, VIT will consider this half a day of teaching.</p> <p>Teaching hours include face-to-face teaching time, as well as the time you spend preparing the learning environment and assessing learner's work.</p>
Workplace Panel	<p>A specifically constituted group of (fully) registered teachers who complete a recommendation that identifies that the provisionally registered teacher's</p>

<sup>15</sup> Education and Training Reform Act 2006, s. 2.6.1

<sup>16</sup> Education and Training Reform Act 2006, s. 2.6.1



	practice meets all of the descriptors at the Proficient Teacher Level of the APST.
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## 9. DOCUMENT CONTROL

DOCUMENT CONTROL DETAILS			
Document code	REG-POL-2021-005		
ECM No. / Ref. No.	5935494		
Endorsement ECM No. / Ref. No.	5935495		
Document author	Senior Policy Officer and relevant Branches of VIT		
Responsible Officer	Director Accreditation and Professional Practice		
Document Approver	VIT Executive		
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Major review date	February 2023		

## 10. VERSION HISTORY

VERSION	CHANGE DATE	DESCRIPTION
0.1	04 September 2020	Draft final version
0.2	10 September 2020	Final draft edited version
0.3	18 December 2020	FINAL approved Prov to Full Policy

## ANNEXURE 1: EQUIVALENT TEACHING EXPERIENCE

VIT recognises that provisionally registered teachers or early childhood teachers (PRTs) may be working in diverse non-school or early childhood settings and may be seeking to use this experience to gain (full) registration.

VIT must make a determination on a case by case basis that this teaching experience is deemed equivalent to experience in a school or early childhood service for the purpose of progressing from provisional to (full) registration. The onus is on the PRT to provide information that will allow VIT to make such a determination, clearly demonstrating the relationship between their work and the APST.

### CONSIDERATIONS

In making such determinations VIT may consider the following criteria

- whether the teacher is currently undertaking the duties of a teacher
- whether the teacher is teaching an approved curriculum designed to be undertaken in a school or early childhood service, including a course leading to the issue of the VCE or VCAL or a pre-school educational program to learners between the ages of 3 to 6 years.
- whether the duration of the educational program (for example a term or semester) taught by the teacher, has been sufficient enough to allow the inquiry process to take place
- whether the teacher has provided evidence demonstrating their responsibility for planning, delivering and assessing an educational program to learners
- whether the teacher has had responsibility for reporting on learning achievements to parents / carers and engaging with parents / carers about learner's learning and wellbeing
- whether the context allows the teacher to demonstrate all 37 descriptors of the APST
- whether the structure of support, including mentoring and monitoring of the teacher's professional practice, is adequate for the teacher to complete the inquiry process
- whether there are VIT registered teachers or early childhood teachers who can assess the teacher's evidence of professional practice in relation to the Proficient Teacher level of the APST and each of their descriptors.

### TEACHING EXPERIENCE NOT USUALLY ACCEPTED AS EQUIVALENT

The type of educational work listed below will not usually be considered as equivalent to early childhood or school teaching practice, and will not be an acceptable context to provide evidence of professional practice for (full) registration

- teaching in further or higher education institutes, such as universities
- teaching learners older than school age (except in a Senior Secondary College)
- teaching while registered with Permission to Teach by VIT
- tutoring
- instrumental music (sessional) teaching
- working as a teacher's aide or teacher's assistant
- working as a registered home school teacher
- working as an educator (within the meaning of section 5 of the Education and Care Services National Law (Victoria)) or a staff member of a children's service (within the meaning of the Children's Services Act 1996)
- working as an educational consultant with teachers and / or schools who do not deliver educational programs to groups of pre-school or school aged learners, do not assess learner participation in educational programs and report on student learning outcomes to parents/caregivers.

VIT's [\*Provisionally registered casual relief teachers and teachers in non-school settings: A companion guide to gaining \(full\) registration\*](#) provides further guidance about collating evidence of the APST for teachers employed in non-school settings.