

Fact sheet

What is provisional registration?

[Provisional registration](#) is granted to individuals who are new to the profession and/or have not yet practised as a qualified teacher in an Australian or New Zealand school, or are returning to the teaching profession after an absence of five or more years.

There are two types of provisional registration

- provisionally registered teachers (PRTs) can teach in any Victorian primary or secondary school or specialist education provider.
- provisionally registered early childhood teachers can teach in any Victorian early childhood education service, such as long day care centres, preschools and kindergartens.



Teachers who hold provisional registration have two years to move their practice from the Graduate to the Proficient teacher level of the [Australian Professional Standards for Teachers \(APST\)](#).

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

Teachers can [apply for full registration](#) when they can demonstrate that

- they have taught for at least 80 days in one or more Australian or New Zealand schools / early childhood (EC) services, and
- provide evidence that they have met the APST at the Proficient teacher level using VIT's Inquiry process.

Find out more about the [ongoing obligations](#) of provisional registration.

Why are PRTs required to move to full registration?

Teacher registration in Victoria, as in all states and territories across Australia, reflects a developmental continuum which includes the pre-service, induction and continuing [professional learning](#) phases of the teaching profession.

Achieving full registration is a demonstration that PRTs have [moved their practice](#) to the Proficient Teacher level and have demonstrated an understanding of their [legal obligations](#) as teachers.

This not only assures the profession that teaching standards are being achieved and maintained, but provides reassurance to the Victorian community that children and young people are in the hands of highly qualified and reputable professionals.

Why does provisional registration last for two years?

The two-year period is defined in the [Education and Training Reform Act 2006](#), and is the time for PRTs to develop and refine their teaching in order to demonstrate proficiency against the APST.

This is done in a supported environment with the assistance of an experienced, fully registered mentor. Should a teacher be unable to meet the requirements for proficiency within the two-year time frame, they may need to apply for a [further grant of provisional registration](#).

An application for a further grant of provisional registration is assessed on its individual merits and is not guaranteed approval.

How do PRTs connect and work with a mentor?

As part of the process for [moving to full registration](#), PRTs are required to find a mentor to help guide them through [VIT's Inquiry process](#). Most workplaces will appoint a mentor or have a process to connect with one as part of the PRT's induction. Finding a mentor may be challenging for those working as a casual relief teacher (CRT) or in a small or remote early childhood setting.

Connecting with a mentor – CRTs	Connecting with a mentor – ECTs
create strong professional relationships with people in schools / EC services currently employed in	create strong professional relationships with people in local primary schools / EC services
understand the process and requirements of applying for full registration	understand the process and requirements of applying for full registration
seek the support of a school / EC service through the application for full registration	seek the support of a mentor through one of the local primary schools / EC services
become familiar with VIT's support materials for CRTs	consult with the Department of Education and Training and use the mentor map
participate in workplace professional learning and get involved in school / EC service events	engage in early professional journey conversations



Tips for working with a mentor

- **establish trust** - regular communication and an understanding of what each other expects from the process are key parts of building trust
- **engage in professional conversations and observations** - learn from mentor feedback to become more adaptive and reflective
- **workplace panel** - discuss the composition and expectations of the workplace panel (e.g. can you include evidence from other settings?)
- **overcome challenges** - discuss elements of the APST that may be difficult to evidence and potential challenges in undertaking the process with a mentor from outside the workplace.

How do PRTs learn more about moving to full registration?

Each year VIT delivers [PRT seminars](#) that assist PRTs move from provisional to full registration, including seminars dedicated to CRTs. The seminars cover

- requirements for gaining full VIT registration
- evidence-based processes using the Inquiry process
- professional obligations, including the [Codes of Conduct and Ethics](#)
- access to information and resources.

Find out more about [attending a PRT seminar](#).



Teachers are not permitted to work in settings that do not fall within the scope of their registration type, unless they hold dual registration. For example, a provisionally registered early childhood teacher cannot undertake the duties of a teacher in a school. Visit the [FAQs](#) page to find out more.