

Fact sheet

Using the VIT Inquiry process throughout your teaching career

The [VIT Inquiry process](#), along with other improvement models, allows teachers to collaborate within their schools / early childhood services and communities of practice, engage in professional conversations to share their experience, undertake appropriate professional learning, and analyse learner data to identify their next steps.

It is a process that is beneficial to learners no matter your career stage, supporting you to be a reflective and adaptive teacher within your education setting.

What is an improvement model?

There are various examples of improvement models or cycles that are implemented in schools and early childhood services throughout Victoria, including the Framework for Improving Student Outcomes (FISO) and the Early Years Planning Cycle.

The process of moving from provisional to full registration incorporates an improvement model that is based on the research findings of [Professor Helen Timperley Emeritus](#) at the University of Auckland.

There are many benefits to using an improvement model with learners in an education setting. It supports teachers to build knowledge, develop skills, understand themselves and their learners as well as investigate ways to support them to achieve identified outcomes.

The Inquiry process

Including an improvement model, such as the Inquiry process, when [moving from provisional to full registration](#) ensures early career teachers, as well as those new or returning to teaching, can build their confidence and develop an understanding of how an improvement cycle is implemented, as it is a process that they will use throughout their career.



A survey of teachers in Victoria who moved from provisional to full registration indicated that 80% will use the Inquiry process for future teaching. A further 82% felt the Inquiry question influenced how they developed their teaching and practice.

These results demonstrate the relevance and impact of using an improvement cycle approach with learners, ensuring their needs are the focus for continuous improvement.

Beyond the process of moving to full registration, this model is applicable throughout your teaching career.



Noah Kim (registered teacher) with learner
Featherbrook College

Using an improvement model throughout your career

Improvement models are designed as an ongoing process of continual learning and are cyclical in nature. The current needs of the learners are at the heart of each cycle, leading the teacher to identify and undertake appropriate professional learning as well as to engage in professional conversations with colleagues to support the achievement of the intended learning outcomes.

Although the number of stages in the improvement cycle will depend on the model you use, the core structures remain the same, whether you're drawing from the FISO model, the VIT Inquiry process, the Early Years Planning Cycle or another model. Below is a general overview of how an improvement cycle can be approached individually, as a group, or across a school or service.

Stage 1 - gathering information

In commencing the cycle, the teacher will gather, review and analyse relevant curriculum-related learner data to establish the area of focus or need. This can be completed individually, as a group within a year level or in line with a whole school priority.

Stage 2 – identifying the needs

During this stage, the needs of the learners are identified, and consideration is given to what strategies or approaches would support the achievement of the learner outcomes that are set.

Having identified the learning goals, the teacher must consider what professional learning is necessary to promote these outcomes for the learners and better support them to achieve the learning outcomes. This is a great opportunity to collaborate with colleagues, to observe and share their practice, and to identify relevant professional learning that would be supportive in this specific area.

In order for the professional learning to be meaningful, the teacher should identify who is working with the learners directly and with those learners in mind. Choosing professional learning opportunities that are directly connected to the needs of the learners will ensure it can be implemented in a timely manner.

Stage 3 – creating a plan of action

At this point, the teacher will consider the professional learning and conversations they have engaged in, and create a planned approach to the implementation of the Inquiry.

This approach should align to the curriculum taught in the setting, as well as the needs of the group, ensuring the diversity of all learners is considered. This plan will adapt as required throughout its implementation, ensuring it is responsive to the needs of the learners.

Stage 4 – implementation

This is the practical implementation stage of the process. It is recommended the teacher is reflective throughout the implementation and any adjustments are made as they are identified.

If the Inquiry is being implemented by a number of teachers, regular catch ups would be beneficial to discuss any observations, issues or comments. This is an opportunity to observe the practice of your colleagues or for them to observe you. Observations are a rich professional learning opportunity which foster professional discussion and collaboration.

Stage 5 – reflection and forward planning

During this final stage of the cycle, the teacher or group of teachers will reflect upon the process and the outcomes that have been achieved.




They analyse the data and plan for the next steps in supporting the ongoing growth and development of their learners.

It is recommended that findings are shared with colleagues beyond those involved in the Inquiry to encourage professional discussions and to share examples of the impact that has been made. Sharing practice and outcomes from an improvement cycle can support learners beyond those that were involved in the cycle.

Further resources

- VCAA – [Early years planning cycle resource videos](#)
- DET – [Using FISO to prioritise and set goals](#)
- AITSL – [Analysing data to improve student learning](#)
- Stage 1 – [Establish content and context for learning](#)
- Stage 2 – [The Inquiry question, professional learning \(and professional responsibilities\)](#)
- Stage 3 – [Apply knowledge to teaching practice through action plan](#)
- Stage 4 – [Implement your action plan](#)
- Stage 5 – [Evaluate effectiveness of practice](#)

VIT support

<p>Resources</p>  <p>register for a PRT seminar</p> <p>download PRT resources</p>	<p>Professional Practice team</p>  <p>comprised of teachers, the team is available at prt@vit.vic.edu.au</p>	<p>Online support</p>  <p>read our FAQs for PRTs</p> <p>explore our full suite of PRT fact sheets</p>
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