

Review of the 2005 Provisionally Registered Teachers Support Program

Since the inception of the support program for provisionally registered teachers (PRTs), the Institute has engaged an independent body to undertake an evaluation of the program.

The 2005 review of the provisionally registered teacher support program undertaken on behalf of the Institute by the Australian Council for Educational Research, has resulted in a report which identifies the growing acceptance and understanding of the value of the program for the professional growth of new teachers.

There has been a significant increase in the recognition by PRTs that the program has improved their professional knowledge and helped them to discuss their professional practice. There is a general perception that the program leads to improvements in teaching practice.

Of note was a significant increase in PRTs seeing the program as improving their professional knowledge from 2004 to 2005. While perceptions of mentors and principals continue to be high in this area, the significant increase with PRTs indicates an improvement in the way in which the program is supported and implemented in schools.

The report addresses workload issues and clearly identifies the link between school support and manageability of the process. As in previous years the greater the school support for, and understanding of, the process the easier the management of the process is for PRTs. Where PRTs perceive workload issues, they are reflecting misconceptions on the part of the school rather than inherent problems in the VIT process.

In recognition of the importance of school understandings of actual requirements of the process, an increased explicit emphasis has been placed on the use of normal working documents in the context of normal teacher planning, teaching and assessment. This has become an important element of both the mentor and PRT seminar programs and has also been addressed at all principal briefings and in discussions with all stakeholders.

The review identifies that the acceptance of the program by all involved is continuing to increase and issues identified in the report have been addressed in the subsequent period.

In 2006 and 2007 the Institute has undertaken a number of actions to further develop the acceptance and relevance of the program. The program has been modified to streamline elements of the evidence tasks. A comparative analysis of teaching and learning has also been included for teachers working in a casual relief capacity or in

alternative settings to enable them to reflect on their practice in the context of their normal teaching.

The relationship between pre-service experiences and the reflective tasks undertaken for full registration are currently being addressed through an explication of the professional learning framework and references to reflection on pre-service experiences as part of a phased induction.

The rigour of the process is well recognised by principals, mentors and PRTs and the audit component of the process ensures the quality and validity of the process are maintained. The three tasks in the process are all considered to be valid and rigorous and together contribute to providing evidence that all standards of professional practice are met in the process.

The report provides a strong endorsement of the value of the support program in contributing to the improvement of the classroom practice, reflective practice and professional knowledge of provisionally registered teachers in Victoria over the past three years.