

A GUIDE TO PROVISIONAL REGISTRATION

INFORMATION FOR TEACHERS ENTERING THE PROFESSION

PROVISIONAL

WHAT IS PROVISIONAL REGISTRATION?

Teachers who wish to practise in Victorian schools are required to be registered with the Victorian Institute of Teaching. Registration with the Institute recognises that teachers have met qualifications, English language and fitness to teach standards. All teachers who have not previously practised as a qualified teacher or who are unable to demonstrate that they meet standards of professional practice are granted provisional registration. To become fully registered, provisionally registered teachers are required to demonstrate to the Institute that they meet standards of professional practice.

STANDARDS OF PROFESSIONAL PRACTICE FOR FULL REGISTRATION

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
1 Teachers know how students learn and how to teach them effectively	4 Teachers plan and assess for effective learning	7 Teachers reflect on, evaluate and improve their professional knowledge and practice
2 Teachers know the content they teach	5 Teachers create and maintain safe and challenging learning environments	8 Teachers are active members of their profession
3 Teachers know their students	6 Teachers use a range of teaching practices and resources to engage students in effective learning	

WHAT IS REQUIRED?

The eight standards above describe what teachers know and do and provide a basis for professional reflection. The Institute requires all **inexperienced** provisionally registered teachers to teach for at least 80 days and undertake an evidence based process to demonstrate that their practice meets the standards required for full registration. The evidence based process incorporates three options summarised below.

These options allow teachers new to the profession to develop their practice in a supportive and collegial environment so that they can demonstrate the standards of professional practice to gain full registration. Provisionally registered teachers undertaking this process work collaboratively with their colleagues. They analyse and reflect on the effectiveness of their teaching practice to engage students in learning and identify activities that contribute to their professional learning.

By completing one of the three options clear evidence of all eight standards will be demonstrated. At the same time opportunities for the development of sound professional practice will occur. The evidence is normally presented to and assessed by a school-based panel. This maximises the benefits of professional learning and provides an opportunity to affirm teachers' professional practice within their own professional communities.

DEMONSTRATING THE STANDARDS OF PROFESSIONAL PRACTICE

EVIDENCE COMPONENT	WHAT IS INVOLVED?
Option 1	<ul style="list-style-type: none"> ■ collegial classroom activities ■ analysis of a sequence of teaching and learning ■ commentary on professional activities
Option 2	<ul style="list-style-type: none"> ■ collegial classroom activities ■ a comparative analysis of teaching and learning ■ commentary on professional activities
Option 3	<ul style="list-style-type: none"> ■ collegial practice with a specific focus ■ commentary on professional activities

HOW LONG DOES IT TAKE TO COMPLETE THE PROCESS?

All graduating teachers are granted provisional registration for two years. The majority of provisionally registered teachers complete this evidence-based process within 12 months but may continue into the second year.

Applications for full registration can be made when evidence of professional practice has been gathered and presented to a school-based panel. A teacher must have also taught for at least 80 days. Teachers working as casual relief and emergency teachers, undertaking short term contracts or working only occasionally due to personal circumstances can expect to take longer to gather evidence that their practice meets the standards of professional practice for full registration.

The recommendation panel generally includes three members:

- the Principal or delegate
- a mentor who has participated in the Institute's mentor support program
- a teacher nominated by the provisionally registered teacher

School-based panels are most likely to be formed to discuss and assess the evidence in Term 3 or 4.

FREQUENTLY ASKED QUESTIONS

HOW DOES PROVISIONAL REGISTRATION WORK FOR:	
Teachers working as Casual Relief Teachers?	The evidence-based process for demonstrating the standards of professional practice is required of all teachers seeking full registration. Option 2 is generally used when teaching in a variety of schools or teaching different groups of students. Specific advice is available for teachers who work as CRTs at the Provisionally Registered Teachers Seminars and on the CD Rom, A Guide to the Requirements for Full Registration.
Teachers intending to travel and/or work interstate or overseas throughout the year?	If you will be teaching for more than 80 days, while overseas or interstate, please contact the Institute to discuss your registration options.
Provisionally registered teachers who have been recognised as experienced?	Provisionally registered teachers who have been recognised as experienced by the Institute are able to apply for full registration at any time after initial registration by completing <i>Application form for experienced PRTs</i> . A principal or their delegate or their employer endorses that the teacher meets the standards of professional practice.
Teachers who change schools or work for less than a full year in one school?	The evidence-based process for demonstrating the standards of professional practice for full registration can be undertaken in a range of different teaching circumstances. Evidence of the standards being met can be gathered and demonstrated to a panel after 80 days of professional practice, or can be developed during periods of work at different schools and compiled over time. Evidence is portable and can be taken from one setting to another. Starting at a new school does not mean starting the process again.
Teachers who work in settings other than schools?	The evidence-based process for demonstrating the standards of professional practice for full registration is possible in a broad range of teaching settings. Where teachers do not have extended contact with one group of students Option 2 can be used.
Teachers unable to complete the process in two years?	At the end of two years, teachers who have not applied for full registration will need to re-apply for provisional registration. This will not require submission of transcripts or character reference but will require a statutory declaration and an application fee. Form R has been developed for this purpose and is available from the Institute website.

WHAT SUPPORT IS PROVIDED?

The Victorian Institute of Teaching and employing authorities are working together to ensure that all teachers entering the profession are supported throughout their provisional registration.

Effective induction and mentoring programs are available for provisionally registered teachers in most schools and will be further encouraged and supported by the Institute during the year. The Institute encourages all schools to provide a year-long induction program and mentoring support for all provisionally registered teachers.

A program of support, provided by the Institute and supported by the Department of Education and Early Childhood Development, the Catholic Education Offices and independent schools, is also available for all provisionally registered teachers each year. This program includes two days of professional development support for mentors and seminars for provisionally registered teachers.

The program will be run in up to 30 locations across the state. For details refer to the Institute's website <www.vit.vic.edu.au>.

Guidelines and detailed information about the process for full registration are also available on the Institute's website: <www.vit.vic.edu.au> and in a comprehensive resource manual provided to provisionally registered teachers attending information sessions.

SUPPORTING PROVISIONALLY REGISTERED TEACHERS PROGRAM:	
DEC – JAN	INFORMATION PACKAGE SENT TO ALL NEWLY PROVISIONALLY REGISTERED TEACHERS by Victorian Institute of Teaching
FEB	PROFESSIONAL DEVELOPMENT PROGRAM FOR MENTORS (Day 1) in locations across Victoria
MAR	PROVISIONALLY REGISTERED TEACHERS' INFORMATION SESSION, after school sessions in locations across Victoria PRINCIPALS' BRIEFINGS, in conjunction with provisionally registered teachers' information sessions
MAY	PROFESSIONAL DEVELOPMENT PROGRAM FOR MENTORS (Day 2) in locations across Victoria
JUNE	MID-YEAR BULLETIN FOR PROVISIONALLY REGISTERED TEACHERS MID-YEAR BULLETIN FOR MENTORS
JULY	PROVISIONALLY REGISTERED TEACHERS' INFORMATION SESSION after school sessions in locations across Victoria This is a repeat of the term 1 program
AUG	PRINCIPAL BULLETIN containing advice on school-based recommendation process
SEPTEMBER	ADVICE ON PROCESS FOR FULL REGISTRATION SENT TO ALL PROVISIONALLY REGISTERED TEACHERS

FOR FURTHER ADVICE

Should you require any further clarification, please do not hesitate to contact any of the following staff of the Standards and Professional Learning Branch.

Rhonda McPhee	rhonda.mcphee@vit.vic.edu.au	(03) 8601 5841
George Grosios	george.grosios@vit.vic.edu.au	(03) 8601 5843
Dawn Colcott	dawn.colcott@vit.vic.edu.au	(03) 8601 5842
Tony Brandenburg	tony.brandenburg@vit.vic.edu.au	(03) 8601 5847
Keith Woodward	keith.woodward@vit.vic.edu.au	(03) 8601 5846
Fran Cosgrove	fran.cosgrove@vit.vic.edu.au	(03) 8601 5840

VICTORIAN INSTITUTE OF TEACHING

Level 24, Marland House
570 Bourke Street, Melbourne 3000

Mail address:

PO Box 531, Collins Street West,
Victoria 8007

Telephone: 1300 888 067
Facsimile: (03) 8601 5801
Website: www.vit.vic.edu.au

© Victorian Institute of Teaching,
December 2011.