

PRT Guide

Moving from provisional to full registration



Alyssa McKenna (registered teacher) with learners
Beaconhills College



James Sutherland (registered teacher) with learner
Siena Catholic Primary School

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Section 1: Background

About the Victorian Institute of Teaching (VIT)

The VIT is an independent statutory authority for the teaching profession, whose primary function is to regulate members of the teaching profession.

It is a legal requirement for all teachers to be [registered](#) with VIT in order to undertake the duties of a teacher in a Victorian school or early childhood service. Teacher registration helps maintain professional status, standing and public confidence in the teaching profession, particularly in the suitability of teachers to work with children.

Registration recognises the expertise of teachers, and protects the profession's high standards of practice and conduct. Registered teachers are expected to take responsibility for their professional behaviour and their professional practice, including the maintenance of their teacher registration.

Many professions, such as doctors, nurses, psychologists and lawyers, have similar registration requirements (such as required qualifications, a period of provisional registration, renewal requirements and adherence to professional standards.)

Our vision is to ensure that Victorian learners have the best teachers (the term 'teachers' refers to both school and early childhood teachers). We achieve this by registering teachers to ensure only qualified and suitable persons are eligible to work in Victorian schools and early childhood services.

The VIT [approves and accredits initial teacher education programs](#) that prepare early career teachers for working in Victoria, and [supports beginner teachers](#) to enter the profession and [develop their practice](#) through professional standards.

The VIT also regulates compliance with the [Codes of Conduct and Ethics](#) and investigates instances of [misconduct, incompetence or lack of fitness to teach](#).

All of this work is completed on a cost recovery basis, with VIT's operational costs funded primarily through revenue from [teacher registration fees](#).

The VIT's [regulatory approach](#) is to educate teachers and their employers with regards to their regulatory obligations and then assist them to comply.

Legislation and governance

The VIT undertakes its functions in accordance with the [Education and Training Reform Act 2006](#). In performing its functions, the VIT must take into consideration the safety and wellbeing of children and young people.

It is also important to understand that VIT is **not**

- a membership organisation (teachers do not opt-in to join) – VIT is the teaching profession's registration authority and teachers must be registered if they want to practice in Victoria
- an assessor of early childhood services or accreditor of early childhood teacher programs
- an employer of teachers
- a formal advocacy body for the profession
- an industrial organisation (we do not have a role in workplace matters and employment conditions).

What is provisional registration?

Provisional registration is for teachers who fall into one of four categories

- **graduate teachers** who have successfully completed an [initial teacher education \(ITE\)](#) or [early childhood \(EC\) program](#) and are ready to commence teaching in Victoria.
- **returning teachers** who are experienced teachers, but ceased their teacher registration five or more years ago and now wish to return to teaching
- **experienced teachers returning from overseas** who have ceased their Victorian registration and practiced as a teacher internationally (outside of Australia and New Zealand) for the last five or more years
- **experienced teachers who have completed their studies overseas** and have an approved qualification to teach in Victoria, but have not practiced in Australia or New Zealand.

Provisional registration is crucial to the development of your practice as a teacher and provides the opportunity for you to be properly inducted into the teaching profession by working closely with more experienced colleagues.

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 provisionally registered teacher (PRT) with feedback and support in the development of their practice.

PRTs are able to 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 or early childhood services; and
- met the APST at the Proficient Teacher level using [VIT's Inquiry process](#).

Your [provisional registration](#) will expire two years after the date of your initial registration, however all teachers are required to complete [annual registration tasks](#), including making payment, by 30 September in order to maintain their registration.

To meet your responsibilities as a registered teacher, before the end of your second year of provisional registration you should [apply for full registration](#).

If you are unable to apply for full registration or if you are not in a position to demonstrate you have achieved the Proficient Teacher standards before your registration expires, you may need to apply for a [further grant of provisional registration](#).

Please note – this will only become available in your MyVIT account three months prior to your registration expiry date.

Provisional to full registration – a teacher developmental continuum

Moving from provisional to full registration represents the development and movement of a teacher's practice as defined by the [Australian Professional Standards for Teachers](#) (APST).

Initial teacher education (ITE) and early childhood teacher programs are designed to ensure pre-service teachers are able to meet the Graduate Teacher level of the APST. Upon graduation, pre-service teachers are eligible to apply for registration as a provisionally registered teacher (PRT).

Once registered and teaching, PRTs can begin to move their practice from the Graduate Teacher level to the Proficient Teacher level of the APST. Once a PRT is demonstrating proficiency, they can use the [Inquiry process](#) to evidence their practice. This involves professional learning, interactions with (and support from) colleagues as well as documenting evidence of teaching proficiency.

It is essential for PRTs, mentors and workplaces to understand that the Inquiry process does not create proficiency in a PRT; proficiency occurs through a larger process of induction where early career and returning teachers develop their practice, identify learner needs and differentiate their teaching to meet those needs. The Inquiry is a cycle of reflective practice that PRTs engage in once proficiency has been developed, and will allow the PRT to gather the evidence they need to demonstrate this proficiency.

Although much of the information regarding provisional registration has been developed with early career teachers in mind, they are not the only teachers who are granted provisional registration.

Experienced teachers who have not held current registration for an extended period of time are required to apply for provisional registration in order to re-enter the profession. More experienced teachers may need less formal mentoring, however it is important to note that curricula and legislative obligations pertaining to registered teachers change

frequently. Demonstrating knowledge of an appropriate curriculum and legal obligations is an important part of the Inquiry, as such the requirements to move to full registration are the same for all PRTs.

In either case, the Inquiry process is an effective model for professional development and should be based on the existing planned teaching.

The Inquiry is an evidence-based process that helps a PRT to identify and reflect on areas for future improvement and development within their practice. This is achieved through observations, professional discussions, and professional learning. Therefore, the Inquiry process cannot be completed without the support of a workplace and other fully registered teachers (who not only provide support through the process, but also formally attest to the completion of compulsory elements of the Inquiry).

Full registration is granted by VIT to PRTs who have met the above requirements and have been recommended for full registration by a [workplace recommendation panel](#).

The VIT collaborates with all sectors and stakeholders in Victoria to provide free [mentor training](#) opportunities so that workplaces have appropriate staff to support PRTs.

How to use this guide

This guide

- explains the Inquiry process and other requirements to move from provisional to full registration
- provides advice about gathering suitable evidence
- provides a template and a checklist to ensure PRTs have everything they need to document the process
- explains the application process for full registration.

Although intended for PRTs, this guide contains useful information for mentors of PRTs, workplace leadership and any teachers interested in learning more about the process of moving to full registration.



Sarah Lennox (registered teacher) with learner
Carey Baptist Grammar School

Section 2: Achieving full teacher registration

Professional responsibilities

Registered teachers have obligations with respect to child safety and wellbeing, some of which may be requirements under the law (e.g. mandatory reporting) while others may be described in relevant workplace policies or processes, the [Australian Professional Standards for Teachers](#) (APST) and the [Victorian Teaching Profession's Code of Conduct](#). It is expected that all teachers are aware of (and comply with) all laws, policies and procedures relevant to their work.

Underpinning the relationships that a teacher will form with their learners is the expectation that teachers will establish and maintain appropriate professional boundaries with learners. When applying for full registration, PRTs must write a Professional Responsibilities report that demonstrates their knowledge of, and commitment to, child safety and wellbeing. The report also describes how a PRT establishes and maintains appropriate professional boundaries in their teaching context.

The APST and your professional practice

The VIT is a standards-based regulator, which means the APST underpin its functions and operations. These are the standards which PRTs must provide evidence against, regardless of their employment type (e.g. ongoing, fixed term, CRT) or the context in which they are working (e.g. early childhood, primary school, secondary school, non-school setting).

There are 37 descriptors within the APST and all of them must be evidenced as part of the process of moving to full registration.

To demonstrate they have met the Proficient Teacher level of the APST, PRTs must use the Inquiry process. This process will facilitate gathering evidence against all 37 descriptors.

Once granted full registration, teachers undergo an [annual registration](#) cycle that confirms they are maintaining the standards at the Proficient Teacher level and are still suitable to be a teacher.

Further information about the standards can be found on the [AITSL website](#).

PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1. Know learners and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning	4. Create and maintain supportive and safe learning environments	5. Assess, provide feedback and report on learning	6. Engage in professional learning	7. Engage professionally with colleagues, parents / carers and community
1.1 Physical, social and intellectual development and characteristics of learners Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	2.1 Content and teaching strategies of the teaching area(s) Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	3.1 Establish challenging learning goals Set explicit, challenging and achievable learning goals for all learners.	4.1 Support participation of learners Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	5.1 Assess learning Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess learning.	6.1 Identify and plan professional learning needs Use the APST and advice from colleagues to identify and plan professional learning needs.	7.1 Meet professional ethics and responsibilities Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.
1.2 Understand how learners learn Structure teaching programs using research and collegial advice about learning.	2.2 Content selection and organisation Organise content into coherent, well-sequenced learning and teaching programs.	3.2 Plan, structure and sequence learning programs Plan and implement well-structured learning and teaching programs or learning sequences that engage learners and promote learning.	4.2 Manage learning and teaching activities Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	5.2 Provide feedback to learners about their learning Provide timely, effective and appropriate feedback to learners about their achievement relative to their learning goals.	6.2 Engage in professional learning and improve practice Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	7.2 Comply with legislative, administrative and organisational requirements Understand the implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.
1.3 Learners with diverse linguistic, cultural, religious and socioeconomic backgrounds Design and implement teaching strategies that are responsive to learning strengths and needs of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	2.3 Curriculum, assessment and reporting Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	3.3 Use teaching strategies Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	4.3 Manage challenging behaviour Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	5.3 Make consistent and comparable judgements Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	6.3 Engage with colleagues and improve practice Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.	7.3 Engage with parents / carers Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.
1.4 Strategies for teaching Aboriginal and Torres Strait Islander learners Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	3.4 Select and use resources Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	4.4 Maintain safety of learners Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	5.4 Interpret data from learners Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	6.4 Apply professional learning and improve learning (of learners) Undertake professional learning programs designed to address identified needs of learners.	7.4 Engage with professional teaching networks and broader communities Participate in professional and community networks and forums to broaden knowledge and improve practice.
1.5 Differentiate teaching to meet the specific learning needs of learners across the full range of abilities Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	2.5 Literacy and numeracy strategies Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	3.5 Use effective communication (with learners) Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	4.5 Use ICT safely, responsibly and ethically Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	5.5 Report on achievement of learners Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.		
1.6 Strategies to support full participation of learners with disability Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	2.6 Information and Communication Technology (ICT) Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	3.6 Evaluate and improve teaching programs Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.				
		3.7 Engage parents / carers in the educative process Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.				

Moving from provisional to full registration

The Inquiry process is recognised as an effective professional learning tool and has value for all teachers, regardless of their level of experience. The process of moving to full registration provides VIT and the community with the assurance that all teachers are meeting expected standards and understand community expectations.

Requirements for full registration

To be eligible to apply for full registration, you must

- have taught for at least 80 days in Australian or New Zealand school or early childhood service
- demonstrate proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using VIT's Inquiry process.

The Inquiry process and gathering evidence

The Inquiry process is designed to demonstrate proficiency against the APST descriptors at the Proficient Teacher level.

It provides an opportunity for you to focus on an aspect of your practice, document evidence of your teaching work, as well as reflect on your learning as a practitioner and the effectiveness of your practice. You will also demonstrate how you provide an inclusive teaching environment for all learners.

When determining what you will focus on for your Inquiry, the most important concern should always be the needs of your learners.

Evidence of professional practice can be gathered from one group of focus learners or it might come from a range of learners, depending on your Inquiry question and the nature of your work. In either case, your Inquiry question should be based on identified needs of the learners. If you work across multiple settings (e.g. as a CRT), discussing workplace priorities and learner needs with experienced teachers at those settings may help in developing a focus for your Inquiry.

The Inquiry itself is a cycle of reflective practice that will allow a teacher to gather evidence against the standards, however evidence for a small number of standards may come from other parts of a PRT's practice. All evidence that a PRT gathers must be from their practice working as a registered teacher. PRTs cannot use evidence they have gathered while they were a pre-service teacher, held permission to teach, or worked in a role that does not require registration (such as an education support, private tutor or educator role).

Applying for full registration and the workplace recommendation panel

Once the Inquiry process is complete, you should commence the recommendation process by applying for full registration via your [MyVIT account](#).

To complete the recommendation process, you must present your evidence to a [workplace recommendation panel](#). All members of a recommendation panel must hold full registration with VIT.

The workplace panel will assess your evidence of practice* to determine whether you have met the Proficient Teacher level of the APST and submit their recommendation to VIT through their Employer portal.

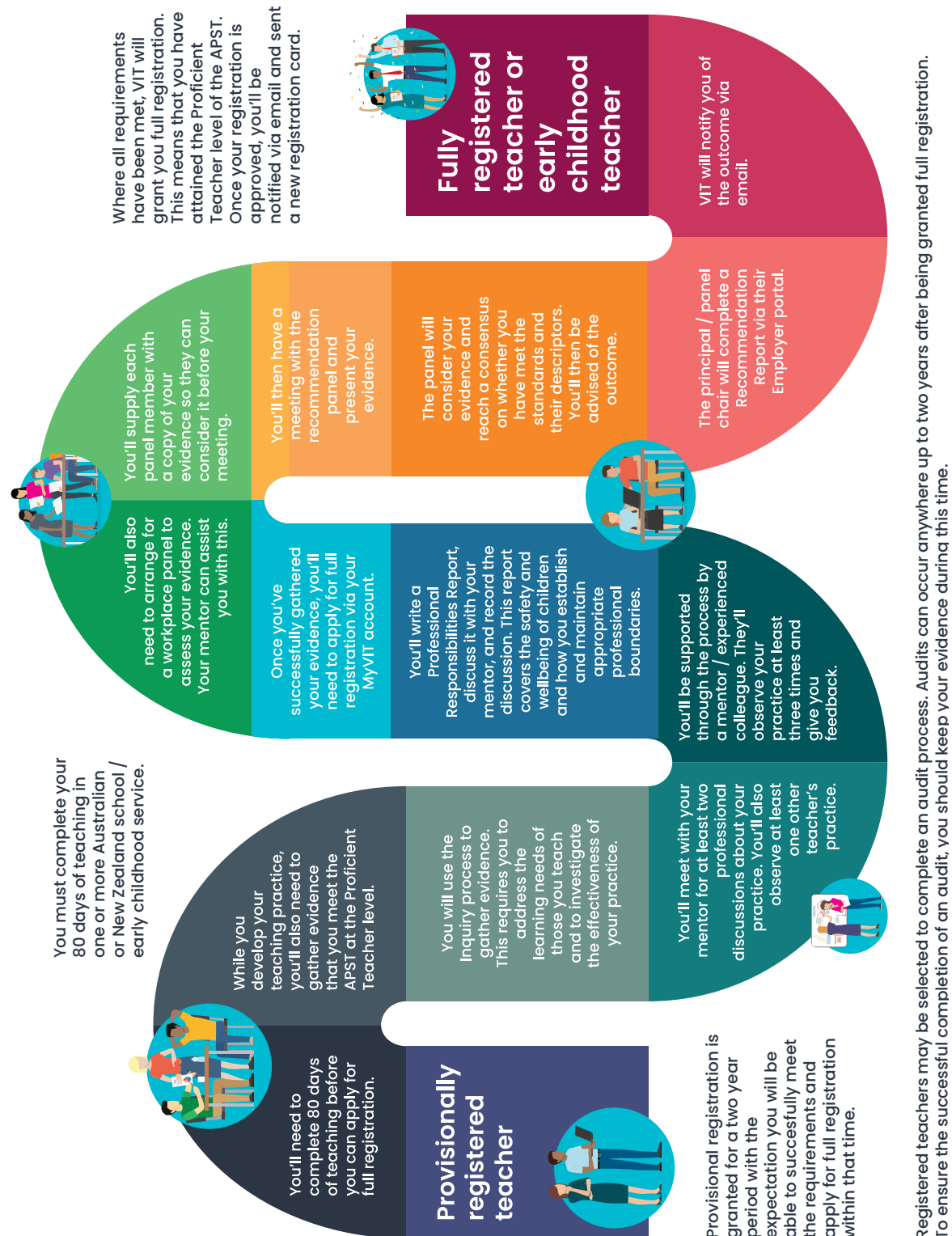
The VIT will assess your application for full registration once all requirements are provided.

If you hold dual registration (both teacher and early childhood teacher), you only need to complete the Inquiry once, in the setting that reflects your current teaching context. When the application for full registration is approved, you will be granted full registration in both categories (the APST are the same, regardless of the context someone teaches).

*You must ensure that, if requested, you can provide VIT with a copy of the evidence of professional practice you presented to your workplace panel. It is expected that you keep your evidence for a minimum of two years after a successful panel recommendation.

Downloadable document

Moving from provisional to full registration



Section 3: The Inquiry process (the Inquiry)

Overview

PRTs are required to complete an Inquiry into their practice to demonstrate proficiency against the APST at the Proficient Teacher level. Course work such as teaching performance assessments or similar projects (e.g. the Graduate Teaching Performance Assessment, the Assessment for Graduate Teaching) and research from initial teacher education courses cannot be used in the Inquiry, as it demonstrates the Graduate Teacher level of the APST.

The Inquiry model used by VIT is based on the work of [Professor Helen Timperley](#). It features five stages, from understanding the workplace and learners' contexts through to a teacher's reflection at the end of a sequence of teaching and learning.

The model itself will not move your practice, rather it gives you the means to demonstrate your proficiency and provides an improvement model that will assist you to affect ongoing positive change within the classroom. The Inquiry model is one of many teaching and learning models, and is designed to be used as an ongoing cycle of learning and improvement. You may find this model is the same or similar to other models used in professional learning communities in your education setting.

Throughout the Inquiry, there are opportunities for PRTs to work closely with a mentor and / or other experienced colleagues through observations and professional discussions.

The Inquiry process requires you to

- spend time getting to know your group of learners and workplace context
- demonstrate knowledge of laws, policies or procedures that relate to child safety and wellbeing and the role of a teacher to support this
- select a small number of focus learners for the Inquiry (depending on teaching context some PRTs may not have a group of specific focus learners)
- collect and analyse learning data and factors affecting the learning of your focus learners, and use this knowledge to plan for what your focus learners need to know, do or understand
- identify learning outcome(s) that are both challenging and achievable for your focus learners and develop an Inquiry question around these outcome(s)
- undertake professional learning to support yourself in implementing your Inquiry
- develop and implement an action plan to improve learning
- gather evidence of your practice including work samples / assessments from your focus learners
- reflect on the effectiveness of the Inquiry and consider what this means for your future teaching and professional learning.

There is no set length of time that the Inquiry should take, and PRTs will be guided by their own context. The length of time for the Inquiry must allow a PRT to teach and assess the identified focus of the Inquiry, and gather enough evidence to demonstrate the standards. Generally, if a teacher is seeing their learners regularly (at least twice per week), then the Inquiry could be completed in approximately 4–6 weeks. A PRT would need to allow themselves longer if they are working in a different context (e.g. CRT, specialist subject teacher, teacher in a non-school setting).



The poster displays several items for measurement: a faucet, a pair of socks, a digital scale showing 97.9, a yellow ruler with markings from 1 to 5, a sound level meter showing 16.9, and a digital scale showing 16.9.

What can be measured in the room?
Label your poster
If you have time, make some estimates

Nicholas Jaraba (registered teacher) with learner Charles La Trobe P-12 College

Observations during the Inquiry

An essential part of teacher development is observation. This includes both the PRT observing VIT fully registered colleagues and VIT fully registered colleagues / mentors observing the PRT.

The VIT offers training for mentors that provides extensive discussions around what good observations look like.

This guide provides templates for PRTs to fill in after observations so they can reflect on how the observations have helped them to develop their practice. Effective observations should involve a pre- and post-conversation to establish what the focus for the observation will be and then to provide feedback on that focus.

Targeted data from the observation allows for evidence-based discussions, which are an effective way to improve practice. PRTs must give observers a focus for the observation and ensure that focus is linked directly to their Inquiry.

The VIT's [Template: evidence of professional practice](#) provides space to record summaries of, and reflections on, these discussions. If your workplace has its own observation templates, you should use and include them as your evidence for observations.

Observations during the Inquiry comprise of

- the PRT observing a mentor or other experienced colleague who holds full registration with VIT (this should form part of the PRT's professional learning and should support the implementation of their Inquiry)
- a mentor or other experienced colleague who holds full registration with VIT observing the PRT (these should happen while the PRT is implementing their Inquiry and are designed to give feedback that the PRT can use to modify their teaching as the Inquiry progresses).

More details can be found in the Inquiry stage descriptions in this document.

Documenting the Inquiry process

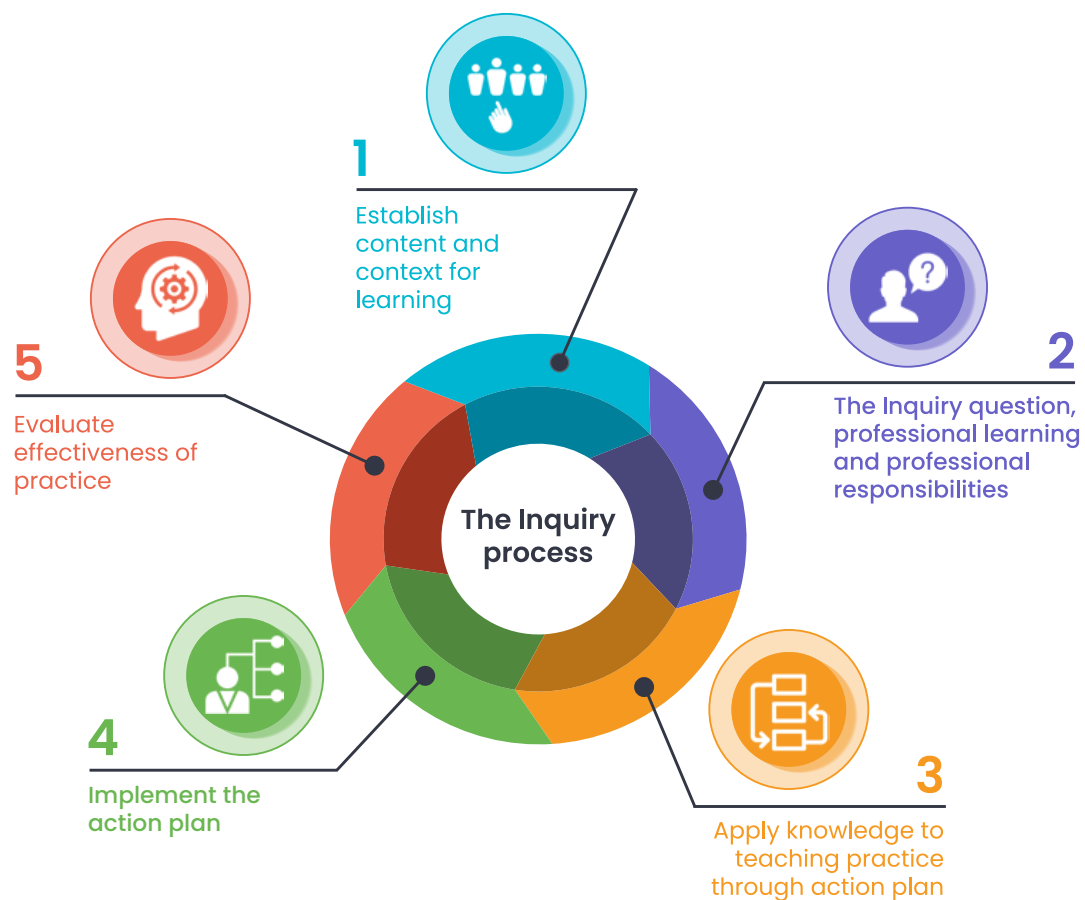
This guide includes a template for documenting evidence gathered during the Inquiry. Although it is not mandatory to use this template, VIT recommends its use so that no components of the Inquiry are missed. This version is in PDF format but there are Microsoft Word versions of our templates and checklists available on our [website](#).

These include

- [Template: evidence of professional practice](#) – to record and collate the evidence you gather during your Inquiry
- [Template: action plan](#) – included within the Evidence of Professional Practice template but also available as a stand-alone document
- [Checklist: evidence of professional practice](#) – to ensure you have completed all compulsory requirements of the Inquiry before requesting a recommendation panel meeting
- [Checklist: APST evidence](#) – this acts like an index or contents page, the PRT can indicate what page numbers panel members will find evidence against each of the APST. Keep in mind it is the PRT's responsibility to link their own practice with the APST, the recommendation panel then assesses if it is appropriate and adequate.

Implementing the Inquiry process

The diagram below is based on Professor Helen Timperley's model of inquiry and knowledge building. It describes a five stage process of teaching, learning and reflection and is similar to improvement models currently used in education settings.



This guide describes each stage of the process and what you are required to do. In most stages, there are planned interactions with your experienced colleagues / mentor.

Stage 1**Establish content and context for learning**

As a cycle of reflective practice, the Inquiry is best undertaken once you have familiarised yourself with your workplace and your learners. By understanding the context of your workplace and the needs of your learners, you are informing what your Inquiry should be based on.

1a. The education setting context

You should consider your workplace and how this affects how and what you will teach. This section could include

- geographic, demographic or socio-economic information about the area the education setting is in, or the wider community associated with your workplace
- any location specific information that affects teaching and learning (e.g. physical layout of the school or centre, accessibility for learners, play and outdoor education areas, resourcing)
- whether you work in early childhood (long day care, sessional kindergarten), primary school, secondary school, non-school setting (e.g. museum, hospital, zoo, TAFE), government, independent, Catholic sector
- information about a particular focus at your education setting (e.g. a focus on a curriculum area, a pedagogy, or an educational philosophy that the setting follows – this could affect your Inquiry, resource selection, professional learning).

1b. The cohort of learners

Although you will be teaching your whole class / group of learners, you are only required to gather evidence from your smaller group of focus learners.

- broadly describe your class / group (e.g. range of learning levels, linguistic, socioeconomic or cultural backgrounds)
- identify if you have any Aboriginal and Torres Strait Islander learners
- identify if you have any learners with disability
- identify if there are any modifications you need to make to ensure the learning is accessible to all learners, including culturally and linguistically diverse learners.

Tips: Aboriginal and Torres Strait Islander learners

Strategies that are effective for Aboriginal and Torres Strait Islander learners (such as yarning circles that encourage indirect questioning and conversation) can be effective strategies for all learners, so becoming proficient in them is good practice. It will allow you to implement effective teaching strategies without needing to explicitly identify if there are Aboriginal or Torres Strait Islander learners in your class / group.

If you do not know if you have an Aboriginal or Torres Strait Islander learner, you can describe the strategies you are using which are proven to be effective to support the learning of Aboriginal and Torres Strait Islander learners and explain why they would be appropriate and effective for them. Reflecting on teaching using these strategies can be used as evidence for demonstrating APST 1.4 – even if no specific learner has been identified.

For more information, please refer to our [Teaching learners from Aboriginal and Torres Strait Islander backgrounds](#) page.

1c. The focus learners

Provide a more detailed description of the learners you have selected for your Inquiry. We recommend 3–4 learners (two may be sufficient in a special needs setting due to the higher degree of planning and individual teaching for learners in these settings). If you are working as a CRT or in a non-school setting (e.g. a zoo or a hospital) please read our [PRT CRT Guide](#) for some context specific advice around the Inquiry process and learner selection.

These learners may represent a diverse range of learning needs, or they may be part of a group with similar identified learning needs that you plan to focus on.

- describe their learning levels and factors affecting their learning
- briefly explain any data you have relied on for these judgements (e.g. observations, discussion with other teachers, formal assessments)
- describe what the link is between these learners and your Inquiry question.

Note: you will need to be able to describe how you meet the needs of all learners, but be mindful particularly of the needs of Aboriginal and Torres Strait Islander learners, and learners with disability (APST 1.4 and 1.6 respectively).

Strategies for teaching learners with disability (1.6) and Strategies for teaching Aboriginal and Torres Strait Islander learners (1.4) are specific standards that must be addressed. VIT audit data shows that either or both of these standards are a common reason that PRTs are asked to provide extra evidence. The essential point to understand here is that these two standards are pedagogical in nature, they focus on the knowledge the teacher has and how they implement teaching strategies.

These learners may be part of the focus group, but they don't have to be. If you don't include them as focus learners, you will need to reference how you will cater for their needs elsewhere in the documentation, usually through the action plan.

Tips: learners with special needs (disability)

You must identify at least one learner with disability who requires you to modify your practice to address their additional learning needs.

What do we mean by disability?

- defined by the *Disability Discrimination Act 1992*
- mental or physical disability
- disorder, illness or disease that results in disturbed behaviour
- requires supplementary or higher level of adjustment or support through quality differentiated teaching
- does not necessarily require formal recognition of the disability or targeted specialist education services and support.

For more information, refer to our [Teaching learners with special needs](#) resource.

Note: English as an additional language (EAL) learners are not considered to be learners with disability.

1d. Program of learning – content

This section should include details about the skills and knowledge to be taught, how it links to the curriculum and how it relates to educational outcomes.

Where relevant, show how the content you are teaching meets the following cross-curriculum priorities

- addresses development of the literacy and / or numeracy of your learners (APST 2.5)
- provides opportunities for learners to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages (APST 2.4)
- uses information and communication technologies (ICT) safely, responsibly and ethically (APST 4.5).

Tips: teaching content and program of teaching

The program of teaching you select should be long enough to provide time for learners to demonstrate learning, but not so long that the documentation is onerous. Your action plan should allow enough time for the learners to demonstrate what they have learned in relation to the Inquiry question.

What to include in your evidence

- your program of learning – could be existing or new
- how the program links to the broader curriculum / framework
- annotate the planning documentation and samples of evidence to demonstrate links to the APST.



Pardeep Samra (registered teacher) with learners
KU Craigieburn Children's Centre

1e. Targeted learning outcomes

Using the content of your program of learning and the prior knowledge of your learners, establish the learning outcomes. These should be achievable but also challenging for your focus learners. The learning outcomes may vary depending upon the learning characteristics and needs of your learners, and will demonstrate how you are differentiating to meet those needs.

The [action plan](#) within the [Template: evidence of professional practice](#) allows you to record the evidence you have relied on to determine your learners' needs. If you are not using our template, your evidence should still include whatever information you have used in determining your learners' needs.

In meeting the standards, it is vital you make clear links between your learners' needs, the learning outcomes you have planned, the data those outcomes are based on, any workplace priorities that have informed your planning and the aspect(s) of your practice that you are differentiating to meet all of these.

List the learning outcomes for your learners.

Evidencing learner outcomes

- prior knowledge of learners
- the focus learners and the factors affecting their learning
- any additional learning needs of individuals, including those with disability
- the teaching content for your program of learning
- expected learning outcomes
- how outcomes build / expand on prior knowledge
- how outcomes are achievable and challenging for learners
- identification of learners who need to be extended or given particular support and how you will cater for that
- how you will facilitate access to, and participation in, learning activities for those with disability.



Louise Johnson (registered teacher) with learners
Featherbrook College

Stage 2

The Inquiry question, professional learning and professional responsibilities

In this section you will need to provide evidence of

- two professional conversations about your Inquiry – this could include conversations about identifying the needs of learners, identifying and refining your Inquiry question, developing the action plan, resources, assessments, teaching strategies, learner activities etc.
- one professional conversation about child safety and wellbeing and maintaining professional boundaries (this conversation may have happened previously during an induction period)
- one observation of your mentor / experienced colleague, reflecting on what you have seen and how it helps your Inquiry (this should be considered part of your professional learning).

2a. The Inquiry question

The Inquiry is based on the needs of your learners, and the development of your Inquiry question reflects this. You should start with the data you have about your focus learners and the planning you have done in your workplace, then use this to identify and refine your Inquiry question with the support of your mentor. The Inquiry's focus area is often determined by the strategic goals of a workplace and should be based on content coming up in the planned work with strategies / content selected for your focus learners.

The key supports to help you develop your Inquiry question are VIT's [SMART tool](#) and professional conversations with your mentor. The SMART tool is designed to help you refine your Inquiry Question into something that is specific and targeted. PRTs can sometimes begin with a broad question that is impossible to implement in a timely manner, and will make targeted data gathering and reflection difficult. Your mentor will help you to identify ways to refine your Inquiry question into a targeted question that allows you to demonstrate you have met the APST.



It is compulsory for PRTs to document two professional conversations about their Inquiry with their mentor. These conversations are likely to occur during the inception of your Inquiry question and may include discussions about

- learner needs
- workplace priorities
- the Inquiry question
- resources
- action plan development.



Justine Stephen and Bek Ivermee (registered teachers)
Barwon Valley School

2b. Professional learning

Teachers need to identify their own learning needs to ensure they are effective in addressing learners' needs.

Questions to ask include

- What do I already know?
- What do I need to learn?
- How will I access this new knowledge?
- What resources can be utilised?

As part of the Inquiry, you must document at least one time that you have observed the practice of a fully registered teacher – this should form part of your own professional learning.

The professional learning that you document might be more than just subject material related to your Inquiry – it might include professional learning related to other standards, such as strategies to cater for Aboriginal and Torres Strait Islander learners or learners with disability.



It is compulsory for PRTs to document the observation of a fully registered teacher's practice as part of their professional learning to support their Inquiry. This should occur prior to starting the Inquiry.



Alisha Negi (registered teacher) with learners
McClelland College

2c. Professional Responsibilities report

It is the responsibility of all teachers to be aware of (and comply with) all laws, policies and regulations that pertain to their role and registration as a teacher. These requirements include mandatory reporting, failure to protect and failure to disclose, child safe standards, reportable conduct and duty of care.

As part of the Inquiry, you must have a professional conversation with your mentor about child safety and wellbeing as well as how you establish and maintain appropriate professional relationships with your learners. This is the third documented professional conversation.

You will need to write a brief report describing

- your legal obligations as a registered teacher with respect to child safety and wellbeing
- two examples of how you have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with your learners.

In the report, you need to discuss how you establish and maintain professional boundaries with your learners. This is context-specific, as the type of communications and interactions between a teacher and a learner will vary depending on the age and specific needs of the learners and the education setting. Positive relationships between teachers and learners are crucial for learning to occur, however the teacher must ensure the relationship has clearly identified professional boundaries that are appropriate for the context.

PRTs should ensure they have read the Victorian Teaching Professions Codes of Conduct and Ethics. If you have any questions or concerns, discuss this with your mentor – the discussion can form part of your report.



It is compulsory for PRTs to write a Professional Responsibilities report.



Anthony Gravener (registered teacher) with learners
Saint Ignatius College

Stage 3

Apply knowledge to teaching practice through action plan

The knowledge you have gained through your professional learning and observation(s) of experienced teachers must be applied to your particular teaching context to address your Inquiry question and develop the learning of those you teach.

The action plan

Your action plan is different from other planning documents (e.g. unit planners) in that it provides an overview of the Inquiry and has the outcomes from the Inquiry question as its main goal. It will look different and be used differently because of its narrower focus, and is designed to be a working document that you will likely modify as you implement it.

It is important that you work with your mentor to help produce the action plan – they will be a valuable source of information about what resources and professional learning is available to support you. It also helps them to develop a deeper understanding of what you are doing, which, in turn, will help them provide targeted feedback during the Inquiry.

The action plan will detail the stages of the Inquiry, and what you need to consider during each stage.

The [action plan](#) will cover the whole Inquiry process and should include

- informing data – assessment data, learning data, observations, learning plans, learner files or factors affecting learning (e.g. medical reports)
- professional learning (learning you will undertake to support the Inquiry)
- purpose of the Inquiry (what knowledge and skills you are trying to teach)
- inclusive practice (how you will cater for Aboriginal and Torres Strait Islander learners, learners who need extension, learners with disability and learners who need additional support to access the learning)
- success criteria (the learning outcomes you want your learners to achieve)
- strategies (what you will do to deliver the content and skills)
- activities (what the learners will be doing during the Inquiry)
- assessment (formative and summative – include a range of opportunities for learners to demonstrate their knowledge as well as annotated learner work samples)
- reflection (prompts / questions to help guide your reflection).



Carly Rezuk (registered teacher) with learners
Craigieburn South Primary School

Stage 4

Implement the action plan

Your action plan will be implemented with your selected learners over a 4–6 week period (or longer depending on your context – e.g. if you are working part-time, as a CRT or specialist teacher who sees their learners less often). During this part of the Inquiry, you will work with your mentor / experienced colleague(s) who will provide feedback on your practice. This is done through observation, discussion and reflection.

Your action plan will guide you in thinking about gathering evidence and focus for observations. It represents a small part of your overall teaching, so even though you are doing many other things in your day-to-day teaching role, the action plan can help you stay focused on what is required for your Inquiry.

4a. Observations of practice

Observation is an excellent form of professional learning and a significant component of your Inquiry. While implementing your action plan, you will need to be observed at least three times by your mentor / VIT fully registered experienced colleague(s). These observations do not have to be done by the same person, however everyone who observes you (or who you observe) must hold full registration with VIT.

These guidelines will ensure the best outcome for your own development

- discuss a focus for the observation beforehand (e.g. the observer could focus on a specific part of the lesson, the pedagogical strategies you're using or activities the learners are doing) – this will help the observer provide you with targeted feedback
- have a follow up discussion as soon as possible after the observation so that the observer can provide you with feedback – this feedback will form the basis of your reflection which must be documented as part of the Inquiry
- use VIT templates to document the observations and your reflection (if your workplace has their own observation templates, you are welcome to use them)
- feedback from the observations could inform changes to your action plan or provide direction for your future teaching.

Your mentor / experienced colleague provides another perspective when you are implementing your action plan. Their observations will form the basis for discussions that are focused on the effectiveness of your action plan and your practice to address your Inquiry question.



It is compulsory for PRTs to be observed at least three times by their mentor / experienced colleague.

Planning your observations

Your mentor / experienced colleague's role in the learning environment should be negotiated beforehand. Their role is not to run the activity, but to observe you so they can provide targeted feedback on an area relevant to your Inquiry. This feedback helps you evaluate the effectiveness of your practice and informs any modifications you may need to make to your action plan.

To do this effectively, ensure that your mentor / experienced colleague is adequately briefed about the progress of your action plan before they enter the learning environment (including any specific aspects you want them to observe). You will need to be very clear about what you want your mentor to focus on during the session, and how this fits with your learning outcomes for the Inquiry.

Your mentor / experienced colleague must observe you at least three times while you are implementing your action plan. This does not need to be weekly; you should schedule times for collaboration that will provide you with the best opportunity for constructive feedback on your action plan.

The same person does not have to observe you each time, however all observers must hold full registration with VIT.

If you have different observers, ensure that adequate handover is forwarded to subsequent colleagues so there is continuity of feedback.

Professional discussion and feedback

It's important to find time to meet with your mentor / experienced colleague soon after they have observed you. Your professional discussions will focus on the effectiveness of your action plan to deliver the content for your selected learners, including those with disability.

The professional discussion should be evidence-based; the evaluation of learning should be based on observations of what learners were doing and what they produced. Using evidence of what was seen, heard or made will assist in focusing the feedback. The samples of work that formed part of the discussion can be included in your evidence of professional practice to show the learning and the effect of your practice. It may be helpful to annotate these during the discussion.

During the discussions, you may identify areas of your action plan that need revision. Any changes could be the focus for subsequent visits to your learning environment by your mentor / experienced colleague.

You must record a summary of / reflection on these professional discussions as part of the Inquiry process.

Olivia Cataloni (registered teacher) with learners
Our Lady of Fatima School

Observing your practice

Observations can be a way to verify that your practice is proficient in relation to some descriptors of the standards.

Your mentor / experienced colleague will observe your capability and reflect on this in relation to the standards for Proficient teachers. Their feedback should primarily focus on your Inquiry question. However, at times, they may also provide feedback on other areas of practice. Where this feedback indicates proficient practice, this should be included in the summary of the professional discussion, as it will strengthen your evidence of professional practice. Some of these areas are described in *4b Gathering other evidence*.

4b. Gathering other evidence

Although it is expected that you will gather evidence against most of the descriptors in the APST through the course of the Inquiry, there may be some which you have not been able to demonstrate during the Inquiry.

Sources of evidence

When providing any extra evidence, you must ensure you are using evidence from your practice as a registered teacher – you cannot include evidence gathered while you were a pre-service teacher, held permission to teach, or worked in a role that does not require registration (such as an education support, private tutor or educator role).



Demi Wood (registered teacher) with learner
St Mel's Kindergarten

Stage 5

Evaluate effectiveness of practice

Any cycle of teaching and learning should involve reflection, so you know what worked well and what the next steps are to further your knowledge and practice.

After you have implemented your action plan, you will need to analyse the work samples you have collected and reflect on your own effectiveness. Using the evidence you have gathered from the learners and assessing it against the learning outcomes you planned, you can consider what went well and can be built upon, what opportunities there are for improvement, and what is the next level of work. Keep in mind that a cycle of reflective practice doesn't necessarily mean all planned learning outcomes will have been achieved; the role of the teacher is to continuously reflect on their own practice and seek to improve as well as share their knowledge.

As part of this reflection, you should consider

- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did the Inquiry have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

You may have come up with other guiding prompts or questions for reflection when you developed your action plan or during discussions with your mentor.



Robyn Croucher (registered teacher) with learners
Carey Early Learning Centre

Section 4: Applying for full registration

Applying for full registration

Once your inquiry is complete, and prior to meeting with the recommendation panel, you should initiate an application for full registration via your [MyVIT account](#). You will be asked to verify your contact details, make declarations and provide your employer details so that the workplace panel recommendation report can be completed.

Following the panel meeting, the panel chair will complete the recommendation report through the [Employer portal](#) and submit it to VIT.

The VIT will assess your application for full registration when all requirements are provided. When VIT is satisfied you have met the standards at the Proficient Teacher level, you will be granted full registration as a teacher or an early childhood teacher.

If you hold dual registration (both teacher and early childhood teacher), you only need to complete the Inquiry once, in the setting that reflects your current working context. When the application for full registration is approved, you will be granted full registration in both categories (the APST are the same, regardless of the context someone teaches in).

You will need to retain a copy of your evidence for at least two years in case you are selected for audit by VIT.

Workplace recommendation panel meeting

Prior to organising your panel meeting, you should meet with your mentor / experienced colleague and complete both the [Checklist: evidence of professional practice](#) and [Checklist: APST evidence](#) to determine your readiness to present evidence to the panel.

The panel meeting allows you to present your evidence of professional practice and demonstrate that you have met the Proficient Teacher level of the APST. This meeting should be a celebration of your work and an opportunity for you to share what you have learned.

The meeting is also an ideal time for you to reflect on your development as a teacher during the time you have gathered your evidence. In the discussion that follows, panel members may ask questions seeking clarification or further information about your evidence.

Once the meeting has finished, the panel members will decide whether your evidence meets the Proficient Teacher level of the APST.



Emily Paternoster (registered teacher) with learners
Carrington Primary School

How these meetings run will vary from workplace to workplace, so make sure you discuss how your workplace would like to receive the evidence and conduct the meeting, keeping in mind all panel members should have had sufficient opportunity to assess the evidence prior to the meeting.

In a school setting, it is expected the workplace recommendation panel generally comprises

- your principal* (or their delegate) who assumes the role of Panel Chair
- a fully registered teacher who has completed a [VIT-approved teacher mentoring program](#)
- a fully registered teacher who is familiar with the your work.

*To be part of a panel, a principal must be a fully registered teacher

In an early childhood setting, it is expected the panel generally comprises

- a fully registered early childhood teacher who assumes the role of Panel Chair[^]
- a fully registered early childhood teacher or teacher who has completed a [VIT-approved teacher mentoring program](#)
- a fully registered early childhood teacher or teacher who is familiar with your work.

[^]In an early childhood (EC) setting, the education leader (e.g. centre director or manager) should assume the role of panel chair if they hold full early childhood teacher (ECT) registration. If the education leader does not hold full ECT registration, any fully registered ECT panel member can assume the role of panel chair.

The VIT provides a range of free mentor training opportunities to ensure there are well trained mentors available in workplaces. At least one member of your panel should have completed the [Effective Mentoring Program](#) (EMP) or another VIT mentoring program. It is recommended that mentors complete a refresher course every 3-4 years in order to be aware of any legislative amendments to the registration process.

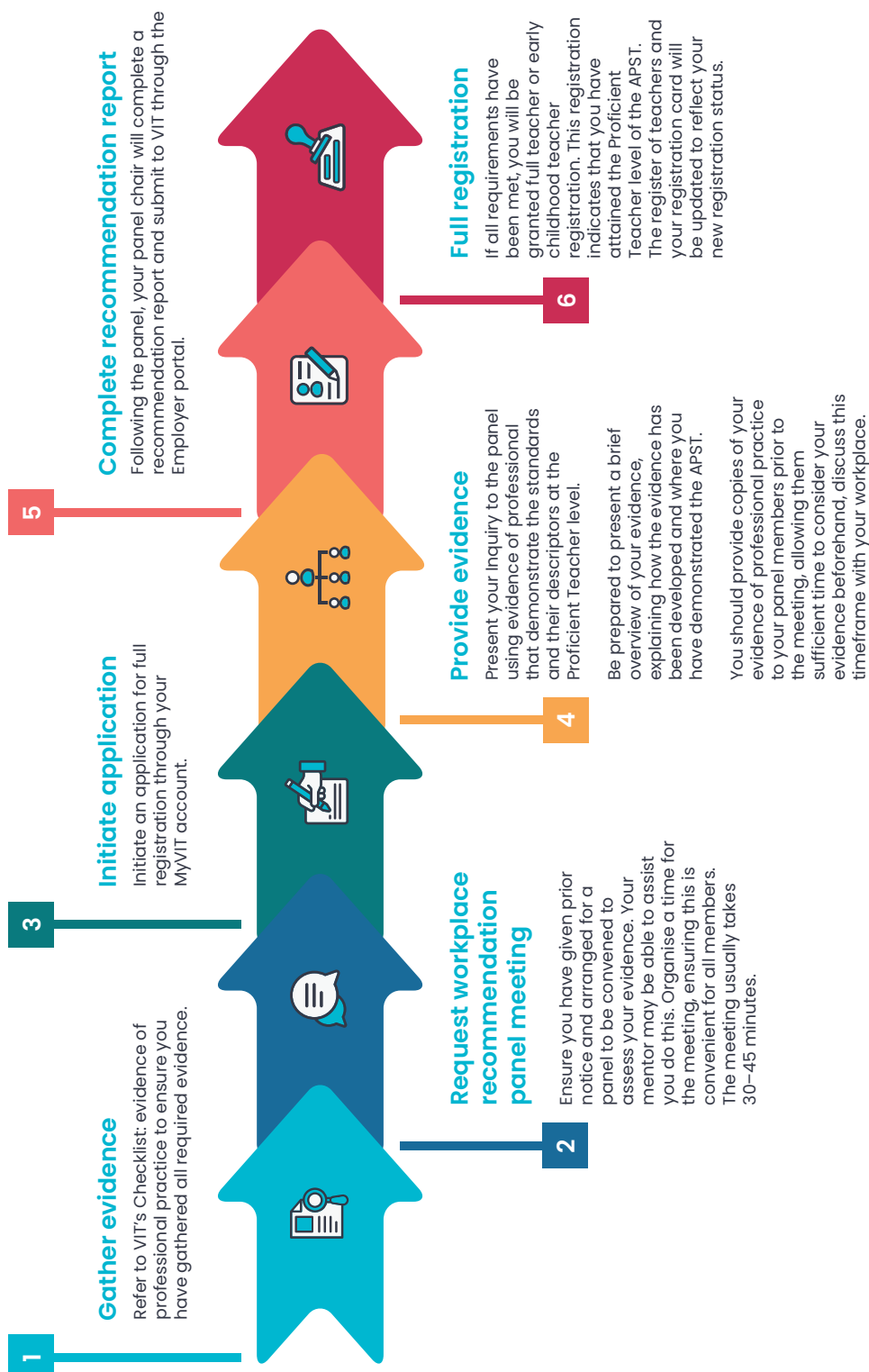
Any deviation to the recommendation panel composition of three members who hold full registration with VIT must be approved by the VIT Professional Practice team. These requests are considered on a case-by-case basis, and will only be granted where there are exceptional circumstances – including evidence that all other options have been exhausted.

More information can be found in the [Workplace Recommendation Panel guide](#).

Tianjiao Lin (registered teacher) with learners
Richmond West Primary School

Downloadable document

Applying for full registration – step by step



Teachers may be subject to an audit process.

VIT audits

To ensure compliance, you may be subject to an audit process whereby VIT randomly selects teachers to provide a copy of their evidence of professional practice.

Audits can occur up to two years after being granted full registration. To ensure the successful completion of an audit, you must keep a copy of the evidence presented to your panel for at least two years.

Casual relief teachers (CRTs) and teachers in non-school settings

For teacher registration purposes, an education setting is an early childhood service, primary, secondary, P-12 or special education school.

The VIT recognises the important role of CRTs in enabling Victorian education settings to provide continuity of quality learning opportunities. The VIT also recognises the important role of non-school settings in providing specialist and unique learning opportunities for Victorian learners.

The process for moving to full registration is the same for all teachers – regardless of their employment context.

If you are working as a CRT or in a non-school setting, the [PRT CRT Guide](#) and the [CRT Evidence Guide](#) provide additional information about how you can use your specific practice to move to full registration.

Contact VIT before using practice at a non-school setting

You must verify whether you can use the practice at a non-school setting before commencing the Inquiry by emailing pvt@vit.vic.edu.au.

Specific standards resources

VIT's audit data has identified that APST 1.4, 2.4 and 1.6 are often not evidenced appropriately. You may find the below resources helpful in understanding how to evidence these descriptors

- [Working with Aboriginal and Torres Strait Islander learners](#) (APST 1.4 and 2.4)
- [Working with learners with special needs](#) (APST 1.6).

Section 5: Template and checklists

Ensuring your Inquiry is complete

Our template and checklists are provided to assist you in documenting your Inquiry. While it is not mandatory to use them, they are helpful in ensuring you have completed all requirements of the Inquiry.

Whether or not you choose to use the template, you must ensure that whatever evidence you document and present to your workplace recommendation panel allows them to judge that you have met the APST at the Proficient Teacher level based solely on that evidence.

During the workplace recommendation panel meeting, you will be able to present your evidence. However, if you are selected for audit, your documented evidence must allow VIT's auditor to determine that you have met the APST and other Inquiry requirements.

The template and checklists will help to ensure your

- compliance with regulatory requirements
- readiness for the workplace recommendation panel meeting
- evidence is easily assessed by the recommendation panel.

Checklist: evidence of professional practice

PRTs and their mentor should use this checklist before arranging a workplace recommendation panel meeting.

If all items on this checklist can be ticked, the PRT has completed all requirements of the Inquiry and can arrange the panel meeting.

Template: evidence of professional practice

This VIT-recommended template will ensure you don't miss any Inquiry requirements.

The template follows the steps outlined in Section 3 of this guide, and can make it easier to follow for your recommendation panel. The template is not mandatory, however it can assist you to get started and stay on track with gathering evidence.

Based on mentor and PRT feedback, the template contains

- an area to write for each section of the Inquiry within the stages
- a blank Professional Responsibilities report
- a [blank action plan](#) to help PRTs make their action plan a working document based around the needs of their focus learners
- an area to record the required observations (this can help to make sure you have met the minimum number of observations requirement)
- an area to include evidence for descriptors that weren't covered by your Inquiry
- an appendix for adding any extra supporting documentation.

Checklist: APST evidence

This checklist acts like an index or contents page for your evidence document where you can indicate page numbers for panel members to find evidence against each of the APST. Keep in mind it is your responsibility to link your practice with the APST – the recommendation panel then assesses if it is appropriate and adequate.



Compulsory elements of the Inquiry

The Inquiry process is one of teacher improvement, and the demonstration of proficiency represents a significant amount of development along a continuum defined by the APST. The evidence produced at the end must also demonstrate that the PRT has met the requirements as set by VIT to be granted full registration. In that way the evidence is more than a representation of teacher development, it must comply with the requirements.

The workplace recommendation panel must attest that all the requirements have been met. This is also what VIT must verify when an application for full registration is audited.

- 80 days of teaching in an Australian or New Zealand school or service
- all 37 standards in the APST (Proficient Teacher level) demonstrated, including supporting documentation used as evidence for the standards, e.g. planning documents
- 1 documented observation by the PRT of a fully registered teacher's practice
- 3 documented observations of the PRT by their mentor and / or other fully registered teachers (during the implementation of the Inquiry process)
- 2 documented professional discussions between the PRT and mentor that have established the Inquiry
- 1 documented professional discussion with a mentor / fully registered teacher about child safety and wellbeing and legal obligations pertaining to registered teachers
- Professional Responsibilities report
- record of any professional learning undertaken to support the Inquiry
- evidence of VIT's Inquiry process (if not using the template this should include the Inquiry question, action plan and an evaluation of the effectiveness of the Inquiry).

Downloadable document**Checklist: evidence of professional practice**

Provisionally registered teachers (PRTs) and their mentors should use this checklist to ensure they have all evidence required for presenting to a workplace recommendation panel.

Detailed descriptions of the components and practical information about the requirements can be found in the Supporting PRTs Guide.

A 'record' of an observation / professional discussion should include a date, name and VIT registration number of the (fully) registered colleague as well as a summary / reflection of the conversation.

The following components have been completed and are included in your evidence of professional practice

evidence of 80 days of teaching (important if completed in more than one school / service)

Inquiry question

description of workplace context (whole workplace and class / group)

description of focus learners (including relevant details such as their learning data, factors affecting their learning)

description of the teaching content (including learning outcomes for focus learners)

record of professional learning undertaken to support the Inquiry

record of at least two professional discussions with your mentor about the Inquiry

record of at least one observation of a mentor / experienced colleague's practice (including associated professional discussions)

description of strategies to address APST 1.4

description of strategies to address APST 1.6

description of activities to address APST 2.4

evidence against all 37 descriptors of the APST

record of a professional discussion about your legal obligations as a teacher relating to child safety and wellbeing

brief report describing

- a teacher's legal obligations in relation to child safety and wellbeing (including two examples of how you have enacted these obligations)
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners

action plan

records of at least three visits from a mentor / experienced colleague

reflection on the effectiveness of your Inquiry

completed APST evidence checklist.

Downloadable document

Template: evidence of professional practice



PRT Name		Registration no.							
Workplace									

Inquiry question

1. Content and context for learning

1a. The education setting context

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)

1b. The cohort of learners

My class / group of learners (composition, range of learning abilities)

1c. The focus learners

My focus learners [literacy and numeracy levels, factors affecting learning, relevant personal information (e.g. socialisation / group working skills)]

What is the link between these learners and my Inquiry question?

1d. Program of learning - content

What knowledge and skills am I trying to address in the Inquiry? What curriculum am I using?
Attach any annotated planning documents to the end of this template as your evidence.

1e. Targeted learning outcomes

The learning outcomes I want the learners to achieve. What change(s) would I expect to see in my focus learners after the Inquiry?

2. The Inquiry question, professional learning and professional responsibilities

2a. The Inquiry question

Why and how did I choose my Inquiry question?

2b. Professional learning

When I've observed the teaching practice of others (at least one observation)

Observation 1							
Date of observation							
Who I observed (colleague's name and VIT registration no.)							
Name		Registration no.					
Signature							

What I saw / heard / experienced

What I learned

How this helps me address my Inquiry

Professional conversations (based on at least two discussions about the Inquiry)

Discussion 1

Date of discussion						
Who I talked with (colleague's name and VIT registration no.)						
Name		Registration no.				
Signature						

What we discussed and what I learned

How this helps me address my Inquiry

Discussion 2

Date of discussion						
Who I talked with (colleague's name and VIT registration no.)						
Name		Registration no.				
Signature						

What we discussed and what I learned

How this helps me address my Inquiry

Discussion 3

A professional conversation on child safety and wellbeing, including maintaining appropriate professional boundaries. *This conversation should be supported by referring to the [Victorian Teaching Profession's Code of Conduct](#) and any relevant workplace policies or procedures.*

Date of discussion							
Who I talked with (colleague's name and VIT registration no.)							
Name			Registration no.				
Signature							

What we discussed

2c. Professional Responsibilities report

After your professional conversation (Discussion 3) write a brief report describing

- your legal obligations as a teacher in relation to child safety and wellbeing
- two examples of how you have met these legal obligations
- a reflection on the Victorian Teaching Profession's Code of Conduct, including how you maintain appropriate professional relationships with learners.

3. Apply knowledge to teaching practice through action plan

Downloadable document

The action plan



Inquiry question

Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports)

Professional learning

Learning I will undertake to support the Inquiry

Purpose of the Inquiry

Knowledge and skills I am trying to address in the Inquiry

Inclusive practice

How I will cater for

- Aboriginal and Torres Strait Islander learners
- learners who need extension
- learners with disability
- learners who need additional support to access the learning.

Success criteria

Learning outcomes I want the learners to achieve

Resources

What I will use to teach the Inquiry

Strategies

What I will do to deliver the content and skills

Activities

What the learners will be doing during the Inquiry

Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

Formative	Summative

Reflections

Prompts / questions to help guide reflection

4. Implement the action plan

4a. Observations of practice

Based on a minimum of three visits by your mentor or other (fully) registered experienced colleague

Visit 1						
Date of discussion						
Who observed me (colleague's name and VIT registration no.)						
Name						
Registration no.						
Signature						

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Visit 2						
Date of discussion						
Who observed me (colleague's name and VIT registration no.)						
Name		Registration no.				
Signature						

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

Visit 3

Date of discussion								
Who observed me (colleague's name and VIT registration no.)								
Name				Registration no.				
Signature								

Summary of the feedback received and a reflection on what I have learned (any observation templates used can be attached as further evidence)

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

4b. Gathering other evidence

Not all descriptors of the standards may be demonstrated in your Inquiry.

You may need to demonstrate some descriptors outside of the Inquiry – this may include evidence from previous teaching experience as a provisionally registered teacher with your current group or a different group of learners.

Your mentor / experienced colleague may have witnessed actions or practices you used that could evidence a descriptor – where descriptors have not been evidenced in the documentation of your Inquiry into practice, this additional evidence can be used.

This section may be completed by you or your mentor / experienced colleague where you wish to provide additional evidence – specific details of your actions or practice need to be documented.

Please note: you do not need to complete this section if your Inquiry already includes evidence of all APST descriptors.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry

- Did the assessments of learners demonstrate progress towards / achievement of learning goals? (use your data to explain what progress has or hasn't been made – annotated learner work samples should be included in an appendix)
- Did changes to my practice improve the learning of my learners?
- How do I know?
- What impact did my Inquiry have on my teaching practice?
- How will I develop my learning further?
- Can I share my learning with others?

Appendix

Attach annotated evidence that you have collected to demonstrate proficiency against the APST descriptors.

This should be authentic evidence that was gathered during the Inquiry and may include

- work samples
- other assessments
- planning documents
- observation templates
- resources
- meeting notes
- correspondence with parents / carers
- photos, video or audio of learner work.

Please note: one piece of evidence may cover a range of standards – you do not need 37 separate pieces of evidence. You should discuss with your mentor whether the evidence you have included is sufficient to demonstrate proficiency.

Downloadable document

Checklist: APST evidence

A workplace panel determines whether your evidence demonstrates proficient practice in relation to the APST and their descriptors.

You should be able to demonstrate all 37 descriptors of the APST at the proficient level in your normal teaching practice. In some circumstances you may need to negotiate with leaders in your workplace to ensure there are opportunities to evidence all descriptors.

We suggest you reference where you have provided evidence against the standards using the guide below. This will ensure you have addressed all areas required and now have evidence to support you at the panel meeting.

Please note: this can be used as a record for the recommendation meeting, but is not the recommendation report.

Standard 1: Know learners and how they learn

Descriptors evidenced	Referenced on page no.
1.1 Use teaching strategies based on knowledge of learners' physical, social and intellectual development and characteristics to improve their learning.	
1.2 Structure teaching programs using research and collegial advice about learning.	
1.3 Design and implement teaching strategies responsive to learning strengths of learners from diverse linguistic, cultural, religious and socioeconomic backgrounds.	
1.4 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander learners.	
1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of learners across the full range of abilities.	
1.6 Design and implement teaching activities that support the learning and participation of learners with disability and address relevant policy and legislative requirements.	

Standard 2: Know the content and how to teach it

Descriptors evidenced	Referenced on page no.
2.1 Apply knowledge of content and teaching strategies of the teaching area(s) to develop engaging teaching activities.	
2.2 Organise content into coherent, well-sequenced learning and teaching programs.	
2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.	
2.4 Provide opportunities for learners to develop understanding of, and respect for, Aboriginal and Torres Strait Islander histories, cultures and languages.	
2.5 Apply knowledge and understanding of effective teaching strategies to support learners' literacy and numeracy achievement.	
2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.	

Standard 3: Plan for and implement effective teaching and learning

Descriptors evidenced	Referenced on page no.
3.1 Set explicit, challenging and achievable learning goals for all learners.	
3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage learners and promote learning.	
3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving, and critical and creative thinking.	
3.4 Select and / or create and use a range of resources, including ICT, to engage learners in their learning.	
3.5 Use effective verbal and non-verbal communication strategies to support understanding, participation, engagement and achievement of learners.	
3.6 Evaluate personal teaching and learning programs using evidence, including feedback and assessment data from learners, to inform planning.	
3.7 Plan for appropriate and contextually relevant opportunities for parents / carers to be involved in their children's learning.	

Standard 4: Create and maintain supportive and safe learning environments

Descriptors evidenced	Referenced on page no.
4.1 Establish and implement inclusive and positive interactions to engage and support all learners in learning activities.	
4.2 Establish and maintain orderly and workable routines to create an environment where time is spent on learning tasks.	
4.3 Manage challenging behaviour by establishing and negotiating clear expectations with learners and address issues promptly, fairly and respectfully.	
4.4 Ensure the wellbeing and safety of learners within the learning environment by implementing curriculum and legislative requirements.	
4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.	

Standard 5: Assess, provide feedback and report on learning

Descriptors evidenced	Referenced on page no.
5.1 Develop, select and use informal, formal, diagnostic, formative and summative assessment strategies to assess learning.	
5.2 Provide timely, effective and appropriate feedback to learners about their achievements relative to their learning goals.	
5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of learning.	
5.4 Use assessment data from learners to analyse and evaluate understanding of content, identifying interventions and modifying teaching practice.	
5.5 Report clearly, accurately and respectfully to learners and parents / carers about achievement, making use of accurate and reliable records.	

Standard 6: Engage in professional learning

Descriptors evidenced	Referenced on page no.
6.1 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan for professional learning needs.	
6.2 Participate in learning to update knowledge and practice, targeted to professional needs and priorities of the education setting or system.	
6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve knowledge and practice.	
6.4 Undertake professional learning programs designed to address identified needs of learners.	

Standard 7: Engage professionally with colleagues, parents / carers and the community

Descriptors evidenced	Referenced on page no.
7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and education settings.	
7.2 Understand implications of, and comply with, relevant legislative, administrative, organisational and professional requirements, policies and processes.	
7.3 Establish and maintain respectful collaborative relationships with parents / carers regarding their children's learning and wellbeing.	
7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.	

Section 6: References

The following references are useful for providing additional knowledge around the evidence-based process and mentoring.

- [Timperley, Helen – Using student assessment for professional learning: Paper No.21, May 2011](#)
- [Department of Education & Training](#)
- [The Victorian Teaching Profession's Code of Conduct](#)
- [Child Safe Standards](#)
- [Workplace recommendation panel document](#)
- [PRT CRT Guide](#)
- [Australian Professional Standards for Teachers](#)
- [Australian Institute for Teaching and School Leadership \(AITSL\)](#)
- [Infographic: Moving from provisional to full registration](#)
- [Standard Inquiry Matrix](#)
- [Podcasts: Moving to full registration](#)
- [Videos: Moving to full registration](#)

Victorian Institute of Teaching

717 Bourke Street, Docklands VIC 3008
PO Box 531, Collins Street West VIC 8007

t. 1300 888 067

e. vit@vit.vic.edu.au

w. vit.vic.edu.au