

Moving from Provisional to Full Registration (P2F)



MENTOR GUIDE

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Acknowledgement of Country

We acknowledge the Tasmanian Aboriginal Community as the traditional and continuing custodians of Lutruwita, where Palawa have cared for their children and prepared them for life since the beginning of time.

We honour Elders, past and present, and pay our respects to all Aboriginal and Torres Strait Islander colleagues, families and friends.



Introduction

This guide is designed to support experienced teachers in their important role of mentoring colleagues and to assist them in moving from the Graduate standard with the [Australian Professional Standards for Teachers \(APST\)](#) to the Proficient standard.

The term 'mentor' is used in this guide to describe a knowledgeable, experienced, and fully registered teacher who works with and alongside their colleague. A mentor is not an instructor, and the provisional teacher is not a student –they are colleagues. Mentors know a great deal about teaching and learning, students, parents, and the school, which often leads to practical wisdom that can't be printed in a book – this knowledge and know-how is invaluable to provisional teachers.

A mentor demonstrates the following:

- a deep understanding of pedagogy
- effective feedback techniques
- the ability to tailor support to individual needs
- guiding and supporting fellow educators and allowing them to demonstrate their reflective practice, evidence-based teaching strategies, and their positive impact on student outcomes
- an enhancement in professional growth and contribution to the wider educational community
- embodies the ethos of excellence and leadership outlined in the APST.

The [TRB Professional Standards Team](#) is available to provide advice or assistance at any stage of the process. If in doubt, we encourage you to get in touch earlier rather than later, so you can be confident that you're on the right track as a mentor.

What is Full Registration?

A person who undertakes the duties of a teacher in Tasmania must be registered with the TRB. Registration by the TRB provides assurance to the public that teachers are qualified, suitable to teach, and meet and maintain standards of professional practice and conduct.

Provisionally registered teachers (PRTs) are granted provisional registration when they are initially registered. **To be eligible to apply for full registration, PRTs must have:**

- **taught for at least 185 days FTE** in Australian or New Zealand schools, (which could include up to 20 days from a school specific fixed term Limited Authority to Teach (LAT))
- **demonstrated their Proficiency** against the **Australian Professional Standards for Teachers (APST)** using the TRB's Inquiry Process
- satisfy the Board of their **good character and fitness to teach.**

The Inquiry Process is an evidence-based process that supports a PRT to develop their practice through observations, professional discussions, professional learning and reflection.

Full registration is granted by the TRB to teachers who have met the above requirements and been recommended for full registration by a three-person **Workplace Panel**. The Workplace Panel is an internal school process which is made up of the school principal/delegate, you (the mentor) and another fully registered teacher from any school.

Teacher Standards

The [Australian Institute for Teaching and School Leadership \(AITSL\)](#) is the national body that defines and sets out the professional standards that teachers must achieve to qualify for full registration. These standards reflect the qualities, practices and behaviours necessary to be an effective teacher in contemporary Australian classrooms.

The APST also inform the development of professional learning goals, provide a framework by which teachers can judge the success of their learning and assist self-reflection and self-assessment. Teachers can use the standards to recognise their current and developing capabilities, professional aspirations, and achievements.

You can access the APST at the Proficient career stage [here](#).



What is the role of the mentor?



Adapted from: *The value of mentoring for teacher learning* - THE EDUCATION HUB

Mentors play a crucial role in supporting colleagues transition from P2F through the TRB's Inquiry Process. **You can guide and support PRTs through each stage of this process by:**

- **supporting the PRT to identify focus learner needs**-the PRT will use learner data to identify gaps in student learning and determine what knowledge and skills are needed for their focus learners (**3 -5 students within their class**)
- **advising and coaching the PRT to reflect and plan** - teachers reflect on their current practices and plan professional learning activities to address identified gaps related to their Inquiry question. This PL includes **3 observations of the PRT teaching by the mentor or other fully registered teacher and a professional discussion**
- **supporting the PRT to assess their impact**- teachers evaluate the effectiveness of their teaching practice by **assessing student outcomes** and reflecting on the **impact of their Inquiry Plan**.

Please note that it is acceptable for a mentor to guide a **group of PRTs through the P2F Inquiry Plan process**. The group of PRTs may choose to use the **same Inquiry question** within their class or select their **own individual Inquiry questions**. This decision should be discussed between the mentor and the PRTs.

MOVING TO FULL REGISTRATION (P2F) 8 STEPS

Before Starting: Assess your readiness and seek principal endorsement

Ensure you meet the eligibility criteria (**185 days of FTE teaching**, including up to 20 days FTE from a school specific fixed term LAT). Complete the **AITSL self-assessment** to assess your readiness. Seek endorsement from your current school principal and discuss organising a mentor. Complete the mandatory Child Safety Training in your setting and ensure your mentor signs the declaration in 2d. Tick off all boxes on the Inquiry Plan Form checklist and start the Inquiry Plan process.

1. Content and context for learning

With your mentor, use the SMART tool to design an Inquiry question, that aligns with the content in your planned work. Agree on a **group of focus learners (between 3 and 5 students)** within your class. Within your Inquiry Plan template and using the PRT Guidebook discuss the content of your inquiry, the targeted learning outcomes and the success criteria.

2. The Inquiry question, professional learning and professional responsibilities

Explain why and how you chose your Inquiry question and **observe another fully registered, experienced teacher**. Relate your observation to your Inquiry Plan and record what you learn and how this helps address your Inquiry question. Engage in a professional discussion with your mentor or another teacher about your Inquiry.

3. Apply knowledge to teaching practice through the Inquiry Plan

Document your informing data for your focus learners and **de-identify the data**. Discuss any focused PL, your inclusive teaching practice, resources, teaching strategies and activities. Outline the formative and summative assessment to be completed during the Inquiry process.

4. Implement your Inquiry Plan

Teach the content you've planned over a period of **4-6 weeks**. If needed, gather up to **10 pieces of supporting evidence** showing your proficiency against the APST. Schedule **3 observations** with your mentor or another fully registered teacher and reflect on what you have learned from these observations.

5. Evaluate effectiveness of practice

Reflect on your Inquiry and summarise the effect your Inquiry had on your teaching practice and the impact your teaching had on student outcomes. Your Workplace Panel will use this section of the Inquiry Plan to help support their assessment of your proficiency against the standards.

6. Supporting Evidence and Evidence Map

Collate your supporting evidence and list it within the Inquiry Plan. On the Evidence Map, identify the sections of your Inquiry Plan that demonstrate each APST standard at the Proficiency level. Where relevant, add specific pieces of supporting evidence to the Evidence Map, **ensuring the total is 10 pieces or fewer**.

7. Declarations and the Workplace Panel

Complete the declarations and **present your Inquiry Plan to the Workplace Panel** for assessment. Depending on Panel feedback, you may need to refine your Inquiry Plan. The Workplace Panel will collaboratively prepare a report which you will submit to the TRB.

8. Submit your application to the TRB

Email your Inquiry Plan and the Workplace Panel Report to the TRB Professional Standards Team. **Supporting evidence does not need to be submitted**. You will be sent an email from the TRB with instructions on paying the application fee. **Keep all supporting evidence for 12 months for auditing purposes**.

Supporting PRT's through the 8-Steps

Before Starting

Ensure the PRT has attended an online or in-person Provisional to Full Registration (P2F) Information Session. This can be booked via the TRB website.

Make sure the PRT has completed the [AISTL Self-Assessment Tool](#), this will provide a good indication of where the gaps are in relation to the PRTs proficiency against the standards. Ensure the teacher has completed **mandatory child safety training in their setting** and **sign off Section 2d of the Inquiry Plan**.

Set out a schedule for meetings with your PRT. These may be weekly or fortnightly depending on your school context. Please note, the **teaching component of the Inquiry process will take 4-6 weeks** and the PRT will require **3 observations** by you or another fully registered teacher.

Arrange an initial meeting with your PRT. Before this meeting the PRT would ideally have considered a possible area for their Inquiry question based on their current or future planning and the school's area of strategic focus.

The PRT will also need to think about their focus learners for the Inquiry process. The focus learners are **3-5 students within the teacher's class** who will be the emphasis of the Inquiry Plan. To ensure that the teaching is meeting standard 1.5 (Differentiate teaching to meet the specific learning needs of students across the full range of abilities) of the APST it is recommended that the focus learners are a **range of abilities and levels**.

1.Content and Context for Learning

At this stage of the Inquiry process you will meet with your PRT and refer to the TRB's Inquiry question [SMART tool](#). The SMART tool can be used with the PRT to help them to refine their Inquiry question, ensuring it is appropriate and fits the school's context.

Mentor support at this stage is about guiding the PRT to ensure their Inquiry will capture evidence of their Proficiency across the seven standards and what additional evidence they might collect. There must be enough evidence for the Workplace Panel to form a judgement against each of the Teacher Standards (see Sections 2 and 3 of Inquiry Plan).

Much of the PRTs evidence against the Proficiency standards will be demonstrated within the Inquiry Plan form itself. PRTs will plot the relevant sections of the Inquiry Plan against the corresponding APST descriptors within the **Evidence Map (see section 6a, p.10)**. The PRT should evidence **every APST descriptor within the Evidence Map**, there should not be any blank spaces.

If the PRT is finding it challenging to meet a particular APST descriptor then they may provide additional supporting evidence (**up to 10 items maximum**) and mark

this on the Evidence Map. The **supporting evidence** should be authentic evidence that was mostly gathered during the Inquiry. One piece of evidence should cover a range of APST – **PRTs do not need 37 separate pieces of evidence.**

2. The Inquiry question, professional learning and professional responsibilities

The implementation of the Inquiry Plan will be a **4–6 week period of teaching practice** (or longer depending on the context.) It is estimated that the whole Inquiry process will take **10 weeks to complete** due to the Workplace Panel Meeting that the PRT will attend at their end of their Inquiry Plan.

During this step, the PRT will observe you or another experienced colleague who holds full registration to learn more about a specific technique or strategy they wish to initiate in their own practice. This should form part of the PRT's professional learning and should support the implementation of their Inquiry, see section 2b of the Inquiry Plan form.

You will also need to have a professional discussion with your PRT during this phase. This discussion may be formal or informal and could include:

- identifying the needs of the focus learners (**3-6 students within the whole class**)
- refining the PRTs Inquiry question
- developing, resources, assessments, teaching strategies and learner activities related to the Inquiry question.

3. Apply knowledge to teaching practice through Inquiry Plan

During this step of the Inquiry process, the PRT will cover the finer details within the [Inquiry Plan form](#), and you will support the PRT to complete the following elements including:

3a. Informing data

In this section the PRT is required to collect informing data about their focus learners This will include a summary of any assessment and learning data, any observations, any learning plans, or factors affecting the students learning.

3b. Professional learning

A key component of the Inquiry is the undertaking of professional learning. PRTs can use previous professional development (PD) within the Inquiry process which is relevant to the Inquiry. **This PD must be less than two years old** and may include online or in-person workshops, academic readings and videos and visits to other schools and settings or they may identify some new PD to support their success in their Inquiry.

3c. Inclusive practice

To demonstrate their Proficiency of the Professional Knowledge standards within the APST, the PRT will need to think carefully about how they will cater for all learners within their class across the full range of abilities. This will include Aboriginal and Torres Strait Islander learners, learners who need extension, learners with disability and learners who need additional support to access the learning. Should the focus group not include some of these learners, the PRT will need to state how they would cater for these students if they were in their class. Examples may include, planning

extension tasks, creating visual resources, using the palawa kani language for specific resources etc.

3d. Resources

What the PRT will use to teach the Inquiry.

3e. Strategies

What the PRT will do to deliver the content and skills.

3f. Activities

What the learners will be doing during the Inquiry.

3g. Assessment

The PRT will need to outline the Inquiry process formative and summative assessment methods.

PRTs may include a range of opportunities for learners to demonstrate their knowledge as well as annotated learner work samples.

4. Implement your Inquiry Plan

The PRT will need to be **observed 3 times** by you or another experienced fully registered teacher. If required, the experienced fully registered teacher may be from a different school.

Guidelines for effective observations:

- **pre-observation discussion** - with your PRT agree on a focus for the observation and any data to be collected. Clearly define your role in the learning environment and be explicit about what you want to see within the observation
- **during observation:** as the mentor you will need to make notes throughout the observation. You can utilise your own template or use the [TRB observation template](#). The PRT will use this template to record their reflections in the Inquiry Plan form (see section 4a) and can use this as additional supporting evidence (see p.10 of this guidebook).
- **post-observation discussion** - hold a follow-up discussion soon after the observation to provide the PRT with feedback and identify areas needing revision. This discussion will inform their reflections in the Inquiry Plan form (section 4a).

5. Evaluate Effectiveness of Practice

At the end of the Inquiry process, support the PRT to analyse the work samples they have collected from their focus learners, this will help them to write their evaluation in section 5 of the Inquiry Plan form.

As part of this reflection, the PRT will summarise the key achievements of their Inquiry Plan which will support the Workplace Panel to write their recommendation.

The PRT should include the following:

- The effect my inquiry had on my teaching practice (I know this because...)
- The impact my teaching had on student outcomes (I know this because...)
- How I will develop my learning and teaching practice...
- How I will share my learning with others...

6. Supporting Evidence and Evidence Map

The Inquiry Plan should enable the PRT to demonstrate proficiency across most of the seven teaching standards.

With mentor support the PRT will plot the relevant sections of the Inquiry Plan against the corresponding APST descriptors within the **Evidence Map (see section 6a, p.10)**. **Every APST descriptor must be evidenced within the Evidence Map, there should not be any blank spaces.**

The supporting evidence should be **authentic evidence** that was mostly gathered during the Inquiry and may include:

- observation templates (completed by you the mentor or other experienced fully registered teacher)
- work samples
- planning documents
- resources
- meeting notes
- correspondence with parents or carers
- photos, videos or audio or learner work.

One piece of evidence should cover a range of APST – **the PRT does not need 37 separate pieces of evidence.**

If required, the evidence may be concisely annotated to highlight the link between the item and the standards the evidence is demonstrating. You will work with your PRT to determine which pieces of evidence require an annotation and which do not.

It is an expectation that PRTs **meet both aspects of descriptor 2.5** within the APST (**2.5. Literacy and numeracy strategies**). You should advise the PRT on how they can meet both aspects. If the Inquiry Plan question is literacy focused, and they have not used numeracy strategies then the PRT may need to provide additional supporting evidence. As an example, in addition to their Inquiry Plan the PRT may supply a numeracy-based lesson plan where they utilise different strategies. **This evidence cannot be older than 2 years.**

Descriptor 1.3 of the APST (**students with diverse linguistic, cultural, religious and socioeconomic backgrounds**) contains multiple elements. **Each element of this descriptor does not have to be met.** The PRT is required to demonstrate an **overall on-balanced piece of evidence** for this descriptor. For example, a work

sample from a particular focus learner may show differentiated strategies to meet the learners linguistic and religious background. This example would be sufficient in covering descriptor 1.3.

7. Declarations and Workplace Panel

It is the PRTs responsibility to ensure that all declarations have been read and signed on the Inquiry Plan form.

Prior to the Workplace Panel meeting it is recommended that the mentor meet with the teacher to ensure that the Inquiry Plan form is complete and that **all the APST standards have been met at the Proficiency level.**

Further information about the Workplace Panel meeting can be accessed in the [TRB Workplace Panel Guide \(P2F\)](#).

8. Submit your application to the TRB

The PRT will submit the following documents to the TRB Professional Standards Team, this will include:

- the **Inquiry Plan form** (reviewed by the mentor and signed)
- the **Workplace Panel form** (reviewed and signed by all panel members)
- a recent **Statement of Service** (SoS) evidencing the PRT has met the 185-day eligibility criteria. **Please note, the SoS cannot be more than 3 months old.**

The PRT does not need to submit the additional supporting evidence to the TRB. However, this must be retained securely for 12 months, in case the TRB invites the teacher to an audit.

Useful Resources

[A Teacher's Guide to Effective Mentoring](#)

[Reflectiveguidetomentoringschools.pdf \(education.vic.gov.au\)](#)

<https://www.aitsl.edu.au/tools-resources/resource/literature-review---professional-conversations-and-improvement-focused-feedback>

Teachers Registration Board Tasmania
t. 03 6165 5977
e. prof.standards@trb.tas.gov.au
w. trb.tas.gov.au
