

Moving from Provisional to Full Registration (P2F)



PRT 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.



Section 1: Background

Provisional to full registration (P2F) – 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 \(APST.\)](#)

Provisional registration is for teachers who are in one of four categories:

- **graduate teachers** who have successfully completed an initial teacher education (ITE) and are ready to commence teaching in Tasmania
- **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 Tasmanian teacher 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 Tasmania but have not practiced in Australia or New Zealand.

Provisional registration is essential for developing teaching competency, allowing provisionally registered teachers (PRTs) to build quality teaching practices through the APST with the support of experienced colleagues. PRTs collaborate with fully registered teachers for feedback and support, moving from the Graduate Teacher level to the Proficient Teacher level. The Inquiry process, involving professional learning and evidence documentation, helps PRTs demonstrate proficiency.

The Inquiry process is a reflective practice cycle, allows PRTs to gather evidence of proficiency with workplace and colleague support. This process is valuable for all teachers, including those re-entering the profession after a break.

The Teachers Registration Board (TRB) ensures all teachers meet expected standards and understand community expectations through the Inquiry process. Full registration is granted to PRTs who meet the requirements and are recommended by a Workplace Panel. The TRB provides free information sessions in Tasmania to support schools in assisting PRTs.

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 [APST](#) and the TRB's [Code of Professional Ethics](#). 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 demonstrate their knowledge of, and commitment to, child safety by completing the compulsory [Safeguarding Training modules](#) (DECYP) or child safety training in your setting (CET and Independent schools).

The APST and your professional practice

The TRB 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, relief) or the context in which they are working (e.g. primary school, secondary school, non-school setting).

To demonstrate they have met the Proficient Teacher level of the APST in Tasmania, PRTs must use the Inquiry process. This process will facilitate demonstrating capacity across 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](#).



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**.

Section 3: The Inquiry Process

Overview

PRTs are required to complete an Inquiry into their practice to demonstrate proficiency against the APST at the Proficient Teacher level. Coursework and projects from initial teacher education, like teaching performance assessments, cannot be used in the Inquiry process because they only demonstrate the Graduate Teacher level of the APST.

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

The Inquiry Process requires you to:

- get to know your learners and workplace context
- understand laws, policies, and procedures related to child safety and wellbeing
- select a small group of focus learners for the Inquiry
- collect and analyze learning data to plan for your focus learners' needs
- identify challenging yet achievable learning outcomes and develop an Inquiry question
- engage in professional learning to support your Inquiry
- gather evidence of your practice, including work samples and assessments
- reflect on the Inquiry's effectiveness and its implications for your future teaching and professional learning.

Observations during the Inquiry

An essential part of teacher development is observation. Effective observations should involve a pre- and post-conversation to establish what the focus of the observation will be and then to provide feedback on that focus.

Targeted observation data enables evidence-based discussions to improve practice. PRT's must provide observers with a focus aligned directly to their Inquiry.

The TRB Inquiry Plan application form provides space to include reflections on these discussions. If your workplace has its own observation templates, you may include them as additional supporting evidence.

Observations during the Inquiry comprise of:

- the PRT observing a mentor or other experienced colleague (at least once), who holds full registration with the TRB (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 the TRB observing the PRT three times. The observations 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.

Documenting the Inquiry Process

You must document your Inquiry using the [TRB Inquiry Plan](#) form. This is available from the TRB website along with other useful documents.

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 focus learners (3 -5 students) regularly (at least twice per week), then the teaching phase of the Inquiry could be completed in 4-6 weeks. A PRT would need to allow themselves longer if they are working in a different context.



Section 4: Inquiry Plan

Inquiry Question

The Inquiry is based on the needs of your focus 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 already completed 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 guided by the school's strategic goals and should align with upcoming content in your planning. Strategies and content should be tailored to support your focus learners.

The key resources for helping you develop your Inquiry question are the **SMART tool** and professional conversations with your mentor. 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 at the Proficient career stage.

Stage 1

Content and context for learning

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

The stages below follow the Inquiry Plan form, which can be accessed [here](#).

1a. The education setting context

You should consider your workplace and how this affects 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 primary school, secondary school, College, Government, Independent, Catholic sector
- information about a particular focus at your education setting (e.g. a focus on a curriculum area or a pedagogy 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, you are only required to gather evidence from your smaller group of focus learners (3 to 5 students).

- 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.

If you do not have learners within your class within these groups, you can describe the strategies you may use which are proven to be effective to support these learners.

1c. The focus learners

Provide a more detailed description of the learners you have selected for your Inquiry. These learners may represent a diverse range of learning needs, or they may be part of a group with similar identified learning needs. You should:

- 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). Be mindful particularly of the needs of Aboriginal and Torres Strait Islander learners, and learners with additional needs (APST 1.4 and 1.6 respectively). If your focus group doesn't include these learners, you will need to reference how you would cater for their needs
- see the [Disability Discrimination Act 1992](#) and the [Anti-Discrimination Act 1998](#) for a definition of disability.

1d. Program of learning - content

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

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

- addresses development of the literacy and 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).

1e. Targeted learning outcomes

Using the content of your program of learning and the prior knowledge of your focus 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.

1f. Success criteria

Record what changes you would expect to see in your focus learners after the Inquiry Plan process, for example, 'I would expect to see the students apply formative feedback to practical tasks, using assessment as a beneficial tool to improve work output, improve the final grade and boost self-efficacy.'

Stage 2

The Inquiry question, professional learning and professional responsibilities

In this section you will need to provide evidence of:

- one observation of your mentor or fully registered experienced colleague
- one professional conversation about your Inquiry
- completion of Safeguarding Training modules (DECYP) or child safety training in your setting (CET and Independent schools).

2a. The Inquiry question

Having considered the purpose and requirements of the Inquiry question, work with your mentor and use the SMART tool to refine your question.

2b. Professional learning

As part of the Inquiry Plan you must also document that you have observed the practice of a fully registered teacher - this should form part of your own professional learning.

2c. Professional Discussion

This section could include a discussion about one of the following: identifying the needs of learners, identifying, and refining your Inquiry question, developing the Inquiry Plan, resources, assessments, teaching strategies, learner activities etc. These discussions may be formal or informal– they could include opportune moments where these topics are discussed such as with your mentor or another colleague within your setting.

2d. Completion of Safeguarding Training modules (DECYP) or child safety training in your setting (CET and Independent Schools)

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.

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 [Tasmanian Teaching Professions Code of Conduct and Ethics](#). If you have any questions or concerns, discuss this with your mentor.

As part of the Inquiry Plan process, you must have completed Safeguarding Training modules (DECYP) or child safety training in your setting (CET and Independent Schools).

Stage 3

Apply knowledge to teaching practice through Inquiry Plan

This section of the Inquiry Plan application form will cover the details of the Inquiry Process and must include the following elements:

- **3a. Informing data** - assessment data, learning data, observations, learning plans, learner files or factors affecting learning (e.g. medical reports)

- **3b. Professional learning** - (learning you will undertake to support the Inquiry) Teachers need to identify their own professional learning needs to ensure they can execute the Inquiry Process. Teachers 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
- **3c. 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
- **3d. Resources** – what you will use to teach the Inquiry
- **3e. Strategies** -what you will do to deliver the content and skills
- **3f. Activities** - what the learners will be doing during the Inquiry
- **3g. Assessment** - formative and summative - include a range of opportunities for learners to demonstrate their knowledge as well as annotated learner work samples.

Stage 4

Implement the Inquiry Plan

The teaching phase of the Inquiry plan will be implemented over a 4–6 week period or longer depending on your context. During this part of the Inquiry, you will work with your mentor and experienced colleague(s) who will provide feedback on your practice. This is done through observation, discussion and reflection.

4a. Observations of practice

Observation is an excellent form of professional learning and a significant component of your Inquiry. While implementing your Inquiry Plan, you will need to be observed three times by your mentor or another fully registered colleague. These observations do not have to be done by the same person.

These guidelines will ensure the best outcome for your own development:

- discuss a focus for the observation beforehand including any data to be collected (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
- you can use the [TRB observation template](#)
- feedback from the observations could inform changes to your Inquiry or provide direction for your future teaching.

Planning your observations

Your mentor or colleague's role in the learning environment should be negotiated beforehand. Their role is 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 required.

To do this effectively, ensure that your mentor or colleague is adequately briefed about the progress of your Inquiry 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.

Post observation discussion and feedback

Meet with your mentor or colleague soon after they observe you to discuss the effectiveness of your lesson. Base your discussion on evidence from what learners did and produced. Use this evidence to focus feedback and include work samples in your discussion. Annotating these samples if helpful. Identify areas of your Inquiry Plan that need revision and focus on these in future visits. Record a summary of your reflections in section 4 of the [Inquiry Plan form](#).

Stage 5

Evaluate effectiveness of practice

After you have implemented your Inquiry, you will need to analyse the work samples you have collected from your focus learners.

As part of this reflection, summarise the key achievements and highlights of your Inquiry Plan. This will support the Workplace Panel to write their recommendation.

You should include:

- 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...)
- I will develop my learning and teaching practice further by...
- I will share my learning with others by...

6. Supporting Evidence

The Inquiry Plan should enable you to demonstrate proficiency across most of the seven teaching standards. You will plot the relevant sections of the Inquiry Plan against the corresponding APST descriptors within the Evidence Map (**see section 6a Inquiry Plan, p.10**). **Every APST descriptor must be evidenced within the Evidence Map**, there should not be any blank spaces. If you are finding it challenging to meet a particular APST descriptor then you can 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 and may include:

- [observation templates](#) filled in by your mentor or other fully registered colleague
- work samples
- assessments
- planning documents
- resources
- meeting notes
- correspondence with parent or carers
- photos, video or audio or learner work.

One piece of evidence should cover a range of APST – **you do 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.

Relief and Specialist (P2F) Teacher Information

To move from provisional to full registration, relief and specialist teachers will follow **the same Inquiry process (see sections 1 to 5 of this guidebook)**. Here are some general guidelines to support you.

Guidelines for Relief and Specialist Teachers:

- **principal endorsement:** Select one of the schools where you are teaching and discuss the P2F process with the principal. Ensure the school can provide the necessary resources, such as a mentor and the capacity to run the Workplace Panel
- **timeline:** Relief and specialist teachers may need more time to complete the Inquiry process. Although the Inquiry process includes a 4–6-week teaching component, this period may extend if you are teaching in a relief or specialist capacity
- **focus learners:** Choose one class and select 3-5 focus learners from this class. These learners should represent a range of abilities and needs. Teach these learners within the context of the whole class. Relief teachers should consult with the teacher they are replacing or other teachers familiar with the class to understand the learners and their needs before starting the Inquiry
- **observations:** Your mentor or another fully registered teacher must observe you three times at the school where you are completing the Inquiry. This requirement may add additional time to the Inquiry Plan process
- **supporting evidence:** Most of your supporting evidence should come from the school where you are completing the Inquiry process. You can include evidence from other schools, but it must be de-identified, permissions must be obtained from both schools, and the evidence must be no older than two years.

Section 5: The Workplace Panel and Submission

The Workplace Panel Meeting

Once the Inquiry process is complete, you will present your evidence to a Workplace Panel, comprising of **three fully registered teachers** including: your Principal, your mentor and another fully registered teacher (from your or another school).

The Workplace Panel will assess your Inquiry Plan and your supporting evidence to determine whether you have met the Proficient Teacher level of the APST.

Prior to organising your panel meeting, you should meet with your mentor and ensure your Inquiry Plan is complete and your supporting evidence are clearly referenced on the Evidence Map (section 6a).

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 learnt.

The meeting is 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.

How these meetings run will vary from school to school, so make sure you discuss how your workplace would like to receive the evidence and conduct the review prior to the discussion.

All three panel members must sign the Workplace Panel Report.

P2F Submission

Following the Workplace Panel you will need to **email** the following to the **TRB Professional Standards Team** - prof.standards@trb.tas.gov.au:

- your completed **Inquiry Plan**
- the completed **Workplace Panel Report**
- your **Statement of Service** (this needs to be less than 3 months old)

You do not need to submit your supporting evidence at this time, the TRB may request your supporting evidence if needed.

Once your application has been received by the TRB an email will be sent to you requesting payment to progress to full registration. You will be directed to pay for this via your [My TRB Online](#) account.

The TRB will assess your application for full registration when all requirements are provided and your fee is paid. You will need to retain a personal copy of your supporting evidence for 12 months in case you are selected for audit by the TRB.

TRB Audits

To ensure compliance, you may be invited to an audit process whereby the TRB selects teachers to provide a copy of their evidence of professional practice.

Audits occur annually and include up to ten percent of P2F applications across Tasmania. To ensure the successful completion of an audit, you must **keep a copy of your supporting evidence for 12 months**.

For further information and support, please contact the **TRB Professional Standards Team**:

t. **03 6165 5977**

e. prof.standards@trb.tas.gov.au

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