

Moving from Provisional to Full Registration (P2F)

Relief and Specialist Teacher Companion 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.



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PROGRESSING TO FULL REGISTRATION (P2F) OVERVIEW



Assess your readiness and seek Principal endorsement

01

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. Once you have Principal endorsement, attend a P2F Information Session, complete an EOI and supply your statement of service. Your Principal will help to identify a Mentor and will establish a Workplace Panel.



The Inquiry question, professional learning and professional responsibilities

02

With your Mentor, use the S.M.A.R.T tool to design an Inquiry question, based on content coming up in your planned work. Complete 1 x observation of another fully registered teacher, record 1 x professional discussion and ensure completion of Safeguarding and Young People Mandatory Reporting modules/ program.



Apply knowledge to teaching practice through Inquiry Plan

03

Use the Teacher Guidebook and Inquiry Plan Template to help plan your Inquiry. This will include informing data, your PL, inclusive practice, resources, strategies, activities, assessments and your reflections.



Implement your Inquiry Plan

04

Teach your planned content (usually over 4-6 weeks). Gather evidence of the strategies used that relate to the standards and student outcomes. Have 3 x observations of practice by your Mentor or other fully registered teacher.



Evaluate Effectiveness of Practice

05

Reflect on your Inquiry by recording your key findings and learnings, the effect the Inquiry had on your teaching practice and the impact that your teaching had on student outcomes. Summarise how you will develop your PL further and how you can share your learning with others.



Supporting Evidence and Evidence Map

06

List any supporting evidence within Section 6 (pg. 9) of the Inquiry Plan, a maximum of 10 items. Use the Evidence Map (pg. 10) to indicate the evidence within the Inquiry Plan and your additional supporting evidence (if any) against the standards.

Declarations and the Workplace Panel

07

Complete the declarations and present your Inquiry Plan to the Workplace Panel for assessment. You may need to refine your Inquiry Plan (depending on feedback from the Panel). The Workplace Panel will collaboratively write a report.

Submit your application to the Teachers Registration Board

08

Submit and email your Inquiry Plan and the Workplace Panel Report (no need to submit all of your evidence) to the TRB. Await a TRB email request for the application fee and pay the fee. Keep your evidence for up to twelve months, for auditing purposes.



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Moving from Provisional to Full registration (P2F): Relief and Specialist Teacher Companion Guide

Overview

This is a companion guide to the [PRT Guide](#) and is intended to provide additional support to relief teachers and teachers working in non-school settings.

The [PRT Guide](#) details the [Inquiry process](#), including the compulsory elements which must first be met in order to be granted full registration. This companion guide is designed to provide information for those working as relief teachers or in non-school settings, and does not replace the information in the [PRT Guide](#).

Regardless of the education setting or employment type, all provisionally registered teachers (PRTs) follow the same process to apply for Full Registration. The standards and the requirements of the Inquiry process provide assurances to the community that all teachers are meeting these expectations. These expectations cannot be varied due to the nature of someone's employment context, as registration is valid across many employment areas.

Before you begin the Inquiry Process

To move from provisional to full registration (P2F), you are required to complete an Inquiry process and gather evidence that your teaching practice demonstrates all seven standards of the [APST](#) at the Proficient Teacher level.

Prior to beginning the Inquiry process as either a Relief Teacher, or a PRT who is working in a unique setting (such as: specialist teaching across several schools, Agricultural Centre, Sustainability Centre, etc), these are some factors to consider:

- Ensure you have completed 185 days FTE of teaching as a PRT in an Australian or New Zealand school prior to starting the P2F process (which can include 20 days of a school specific fixed term LAT).
- Ensure you have established a relationship with your colleagues and leadership team and discussed the P2F process with your Principal. You will need to discuss your readiness to begin the P2F process.
- Check that the workplace can provide you with the resources to complete the Inquiry process, for example, providing a mentor (a fully registered teacher) to support you through the P2F process.
- Attend a P2F Online Information Session to find out more about the process, this can be booked through the [TRB website](#).
- Ensure you have completed an [Expression of Interest form \(EOI\)](#) and submit a statement of service to begin the P2F process. This will need to be signed by your Principal and emailed to the TRB Professional Standards Team at prof.standards@trb.tas.gov.au
- Ensure you have time to complete the Inquiry process in your setting, as the process may take longer than the 4-6 week period.
- Check that the workplace is willing to hold the workplace panel and accept de-identified evidence from other schools as part of your Inquiry Plan.

The Inquiry Plan

To undertake the Inquiry, you will need to:

- Download the Inquiry Plan template on the [TRB website](#)
- identify your focus learners from within your class(es) and workplace(s)
- 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) using the SMART tool to support you
- undertake professional learning to support yourself in implementing your Inquiry Plan
- gather evidence of your practice including work samples / assessments from your focus learners to ensure you are meeting the APST at the proficient teacher level
- 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 process 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. The process of moving to full registration may take longer when working as a Relief Teacher or in other unique contexts, so you may need to extend this timeframe. This will depend on several variables, such as your Inquiry question, how often you see your learners and what opportunities you have to gather evidence of your practice against the APST.

It is important to first verify whether you can use your practice within your work setting to undertake the full registration process. Workplaces should provide PRTs with the opportunity to teach learners and may be able to help organise an experienced fully registered mentor to work with. The work you undertake must allow you to evidence the APST at the Proficient Teacher level and provide opportunities for you to:

- undertake the provisional to full process in learning against the approved curriculum
- provide feedback on learning (both formally and informally)
- report this progress (informally and formally) to parents / carers
- demonstrate a clear understanding of the legal obligations pertaining to registered teachers and strategies to ensure a safe and inclusive learning environment
- be able to undertake all the compulsory requirements of the Inquiry process to demonstrate proficiency of practice.

Requirements of the Inquiry Process

All teachers are responsible for meeting their regulatory obligations, regardless of their registration type or employment context. As a PRT, you must take ownership of the Inquiry process and develop an understanding of the supports you need from the school(s) / service(s) where you work. The best way to do this is to cultivate and establish a relationship with your colleagues and leadership team so they become familiar with you and your practice. This will give them confidence that they can support you and that you are ready to undertake your Inquiry.

If the workplace is willing to accept evidence from other schools / services, you will need to inform all the workplaces that you are intending to gather evidence from. It is recommended that all evidence is de-identified and this is particularly important if you are using evidence from outside the setting of your Workplace panel meeting.

You will need to determine which of the workplaces you regularly attend is in a position to convene your Workplace panel meeting. Depending on your context, there are a number of things that you will need to clarify prior to gathering your evidence. If you are working across multiple settings, you will need to ascertain if your supporting workplace is willing to accept evidence or observations that have been gathered from other workplaces. If not, it is best to know this prior to commencing an Inquiry, as you will need to focus on gathering evidence and completing your observations in that specific workplace.

Securing a Mentor

PRTs must secure the support of a mentor (a fully registered teacher) to complete the P2F Inquiry process. Your mentor will support you as you work through the Inquiry and gather evidence to demonstrate proficiency of the APST.

The workplace that is supporting you with your workplace panel may be able to provide you with a mentor. Depending on your context, however, there may not be an appropriate teacher to mentor you at this workplace. You may need to source a mentor yourself. It is possible to be mentored by a teacher from another setting, including a teacher working with learners of a different age group. However, they will need to be a fully registered teacher.

You should seek guidance from your mentor whenever necessary, you will need a mentor to collaborate with and support you through, the following compulsory elements of the Inquiry Plan:

- One documented observation of their practice or another fully registered teacher [*section 2b of Inquiry Plan*]
- three documented observations of your own practice during the Inquiry process [*section 4a of Inquiry Plan*]
- One professional discussion which is related to your Inquiry. This 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 [*section 2c of Inquiry Plan*]
- The completion of Safeguarding Children and Young People mandatory reporting modules or program [*section 2d of Inquiry Plan*].

Observations

As part of your Inquiry, you must observe the practice of your mentor or a fully registered teacher at least once. The observation should relate to the focus of your Inquiry as this will support you in implementing your Inquiry.

You will also be observed by your mentor (or another teacher who holds full registration) on three occasions. These observations will focus on your Inquiry Plan and your observer will use the [Observation Template](#) available for download on the TRB website.

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.

Following each observation, you will reflect on these observations within *section 4a* of the [Inquiry Plan](#).



Identifying your focus learners

Depending on your context and how you are approaching the Inquiry, you will identify your learners in one of four ways.

One school/ service, one role:

Working as a Relief or Specialist Teacher and securing the support of one school and having a block of work in one role / classroom to allow you to undertake the Inquiry process. This process is largely the same as what is outlined in the PRT Guide. If you are working with one cohort for an extended period, you will choose your focus learners based on your observations and assessments of their needs. Although you will be teaching all your learners, you will only gather evidence for your Inquiry from 3-4 focus learners. This context aligns with the advice offered in the PRT Guide.

Different learners, same program of learning:

Working with different learners using the same content / program of learning / learning outcomes (e.g. Agricultural Centre, Sustainability Centre, etc.) Consider the age group and ability level of the cohorts that you see regularly and note any commonalities between them. These commonalities could relate to difficulties in grasping aspects of the content, challenges with engagement or the achievement of learning outcomes. Based on what you have noted as an ongoing need, you will select a type of learner that you see across the cohorts that you work within your context.

One school, multiple cohorts:

One school, multiple cohorts working in one school with a variety of cohorts (e.g. a Relief or Specialist Teacher in one school working in multiple rooms depending on the needs of that workplace). Working across multiple rooms in one school or service provides a great opportunity to liaise with a mentor or the workplace leadership about the priorities and strategic initiatives. It can be beneficial to consider aligning your Inquiry question to a strategic focus in that setting so you can gather evidence from multiple cohorts. If it is not possible for you to choose something that is aligned to a school priority, you can work with your mentor to identify a common area of need.

Multiple schools, multiple cohorts:

Where you teach multiple cohorts of learners across a range of different settings and are unable to identify one specific cohort for your Inquiry, you should choose a focus that can be developed to improve the learning outcomes for all learners you teach. You will need to choose an Inquiry question that will allow you to gather evidence from multiple cohorts. This could be addressing the needs of a particular type of learner, such as a disengaged learner, a learner who requires extension or a learner who lacks confidence. Alternatively, you can focus on an area of identified need, such as managing the behaviour of Year 9 learners, giving effective feedback to high achievers in a Year 5 cohort or nurturing numeracy skills in five-year-old learners. This will help determine a good focus of your Inquiry and assist you to make it manageable. How you determine the appropriate focus for your Inquiry will depend on the work you are doing and the context(s) you are doing it in.

Developing your Inquiry Question

To undertake the Inquiry process, you need time to assess the needs of a cohort of learners, to implement teaching strategies and to assess and reflect on the effectiveness of this practice on learning outcomes. When developing your Inquiry question, be mindful of your context. If you work with different learners and / or across different content areas from day-to-day, you will need to develop a question that is relevant for all or most teaching circumstances. If you have employment as a Relief or Specialist Teacher for a fixed term of 4 weeks or longer, then your Inquiry question can be focussed on one group of learners.

You will need to explain how you will meet the needs of First Nation learners and learners with disabilities or additional needs. If these students are not in your class, you can show proficiency at the relevant standards by annotating how you would cater for their needs in your lesson planning. In your annotations you may identify the strategies that you would use to support these groups of learners. You should also outline why you have chosen these specific strategies and how they would be supportive to the learners [section 3d of Inquiry Plan].

You may want to focus on researching and planning learning activities that can be utilised in a range of contexts. Where your context means you are teaching from the regular classroom teacher's lesson plans, you may want to use activities or strategies that can be implemented at the start or end of a session and still allow you to follow the program set by this teacher. For instance, you could look at introductory activities to gauge prior knowledge of learners or develop a program of short activities to provide evidence of learning.

Some standards can be more difficult to evidence when working as a Relief or Specialist Teacher, for example, reporting and communicating with parents / carers. Having a conversation with your mentor about how best to evidence any identified descriptors is strongly recommended.

Throughout the Inquiry process you will need to annotate supporting evidence of learning and analyse the effectiveness of your teaching to support and develop learning. Some examples will include, observation notes, meeting notes and deidentified work samples.

Being mindful of the standards when you are planning the Inquiry, should enable you to demonstrate proficiency across the seven standards and thus the majority of the descriptors.

One way for you to obtain additional information or evidence of learning is to talk to the teacher you are replacing (if available) or other teachers who are familiar with the cohort of learners. This can provide information to assist you in getting to know your learners and their needs before you begin. If this isn't possible, reporting your findings back to the teacher and having a professional conversation about the learning can assist you in reflecting on your practice, and will provide evidence you may be able to use for your Inquiry.

The Workplace Panel Meeting

Once you have completed the Inquiry process and gathered supporting evidence of your practice your Principal will need to organise your workplace panel meeting.

The workplace panel will need to make a report to the TRB that you provided evidence of all seven standards of the APST at the Proficient Teacher level.

During the workplace panel meeting, you will present your Inquiry Plan and your supporting evidence. We recommend you ask your workplace if they have any specific requirements regarding evidence (e.g. templates, hard copy or digital). However, if you are selected for audit, your documented evidence must allow the TRB's auditor to determine that you have met the APST requirements. You should de-identify any evidence included in your presentation to your workplace panel particularly if you are including evidence from multiple settings, to ensure the privacy and confidentiality of learners concerned. You must have a conversation with leadership of these workplaces to seek permission to gather evidence for a workplace panel.

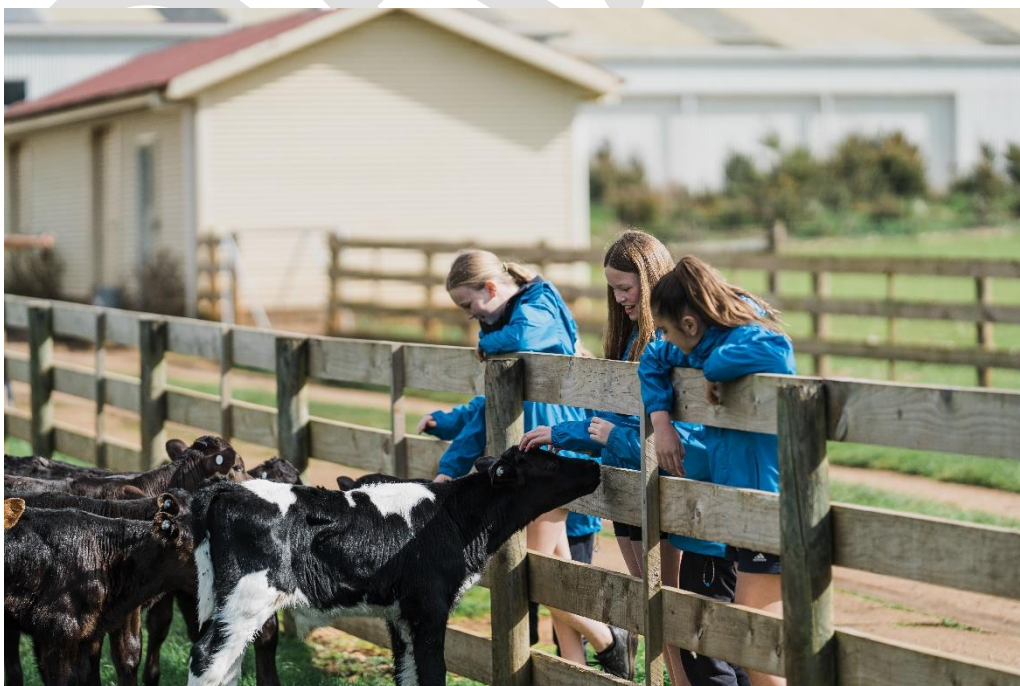
Useful Resources

[Moving from Provisional to Full Registration \(P2F\) PRT Guide](#)

[Expression of Interest \(EOI\)](#)

[Inquiry Plan](#)

[Victorian Institute of Teaching \(VIT\) Casual Relief Teacher Evidence Guide](#)



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