

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.



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 and complete an EOI. Your Principal will also help to identify a Mentor and will establish a Workplace Panel.



Meet with your Mentor to develop your Inquiry question

02

With your Mentor, use the S.M.A.R.T tool to help build an Inquiry question, based on content coming up in your planned work / selected for your focus learners and workplace priorities.



Develop your Inquiry Plan

03

Use the Teacher Guidebook and Inquiry Plan Template to help plan your Inquiry. This could include assessment data, purpose, success criteria, strategies, planning for classroom observations and the resources or PL you need to support your Inquiry.



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. 3 x observations of your teaching. 1 x you observing another experienced (fully registered) teacher.



Complete professional responsibilities report

05

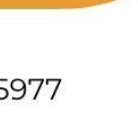
Document one professional discussion with your Mentor or other fully registered teacher. Ensure completion of Safeguarding Children and Young People reporting modules or program and get this signed by your Mentor.



Reflect and write up your Inquiry Plan

06

Complete your Inquiry Plan, evaluate effectiveness of practice, collate artefacts (maximum of 10 pieces) and map against the APST using the evidence checklist. One piece of evidence can apply to a number of standards.



Present your Inquiry Plan to the Workplace Panel

07

Present your Inquiry Plan to the Workplace Panel for assessment. You may need to refine your Inquiry Plan (depending on feedback). The Workplace Panel will make a recommendation.

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 Professional Standards team and pay the registration fee. Keep your evidence for up to twelve months, for auditing purposes.



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Section 1: Background

About the Teacher Registration Board (TRB)

The Teachers Registration Board (TRB) is an independent statutory body whose primary function is to regulate the teaching profession in Tasmania, including upholding quality teaching professional standards and assessing applications for teachers to progress from provisional to full registration.

The TRB undertakes its functions in accordance with the *Teachers Registration Act 2000* (the Act). In doing so, the wellbeing and safety of children and young people is paramount. Our vision is for all Tasmanian students to be taught by high quality teachers so that they can have bright lives and positive futures.

It is a legal requirement for all teachers to be registered with TRB in order to undertake the duties of a teacher in a Tasmanian school. 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.

The TRB approves and accredits initial teacher education programs that prepare early career teachers for working in Tasmania, and supports teachers to enter the profession and develop their practice through professional standards.

The TRB also regulates compliance with the Code of Conduct and Ethics and investigates instances of misconduct, incompetence or lack of fitness to teach.

The TRB's regulatory approach is to educate teachers and their employers with regards to their regulatory obligations and then assist them to comply.

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 crucial to the development of their competency, as a teacher provides the opportunity to build quality teaching practice through the APST working closely with experienced colleagues.

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.

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 are required to apply for provisional registration in order to re-enter the profession.

The TRB's 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 the TRB and the community with the assurance that all teachers are meeting expected standards and understand community expectations. The Inquiry process is designed to demonstrate proficiency against the APST descriptors at the Proficient Teacher level.

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 TRB to PRTs who have met the above requirements and have been recommended for full registration by a Workplace Panel.

The TRB collaborates with all sectors and stakeholders in Tasmania to provide free Information Sessions to assist workplaces in having informed staff to support 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 [Australian Professional Standards for Teachers \(APST\)](#) 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 Safeguarding Children and Young People Mandatory Reporting Modules or Program.

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, 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 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 the TRB 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 185 days FTE, (including up to 20 days from a school-specific fixed term LAT) in an Australian or New Zealand school
- demonstrate proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using the TRB's Inquiry process
- satisfied the Board that you are of good character and fit to teach
- attend a Provisional to Full Registration (P2F) TRB information session
- endorsement from your Principal to begin the P2F process by completing the expression of interest (EOI) form and supplying a statement of service. Email these documents to the TRB Professional Standards Team.

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.

De-identified evidence of professional practice can be gathered from one group of focus learners, or it might come from a range of learners from within your class, 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 relief teacher), 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 demonstrate proficiency against the seven standards, evidence for a small number of descriptors may also 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 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 Panel

Once the Inquiry process is complete, you must present your evidence to a Workplace Panel. All members of a Workplace Panel must hold full registration with the TRB.

The TRB will assess your application for full registration once all requirements are provided (see Section 4: Applying for 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.

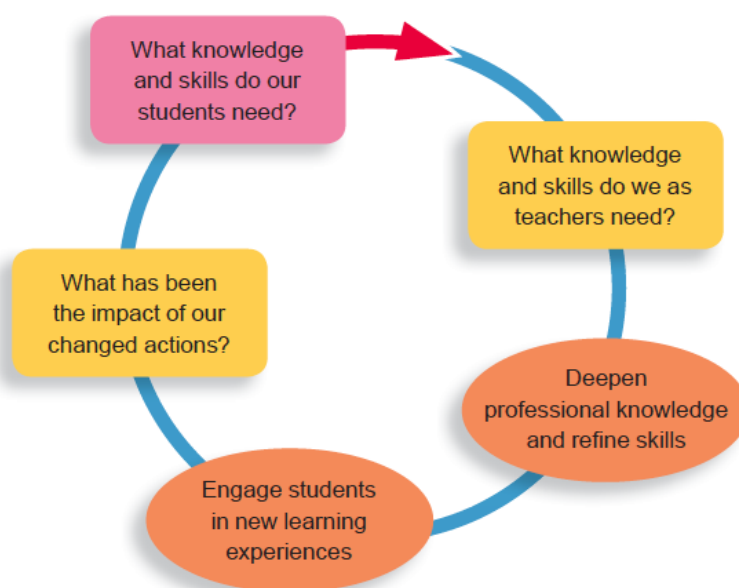
The Inquiry model used by the TRB is based on the work of [Professor Helen Timperley](#). It features five stages, from understanding the workplace and learners' contexts through to a teacher's reflection at the end of a sequence of teaching and learning.

The model itself 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 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 within your class
- 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
- 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.



¹ Source: https://www.researchgate.net/figure/Cycle-of-inquiry-as-shown-in-Timperley-2011_fig2_362765414

Documenting the Inquiry process

Observations during the Inquiry

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

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 TRB Inquiry Plan 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 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 (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).

You will need to document your inquiry using the TRB Inquiry Plan template. This is available on 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 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. relief capacity, specialist subject teacher, teacher in a non-school setting).



Section 4: Inquiry Plan

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 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.

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 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 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, 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, 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.

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 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)

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). If your focus group doesn't include some of these learners, you will need to reference how you would cater for their needs.

Tips: Learners with Additional 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* and the *Anti-Discrimination Act 1998*
- mental or physical disability
- disorder, illness or disease
- 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.

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 Inquiry should allow enough time for the learners to demonstrate what they have learned in relation to the Inquiry question.



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.

Record the evidence you have relied on to determine your learners' needs. Your evidence should 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.



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 experienced colleague (fully registered teacher), reflecting on what you have seen and how it helps your Inquiry (this should be considered part of your professional learning).
- One professional conversation about your Inquiry – this could include conversations about identifying the needs of learners, identifying, and refining your Inquiry question, developing the Inquiry Plan, resources, assessments, teaching strategies, learner activities etc.
- The Completion of Safeguarding Children and Young People Mandatory Reporting Modules/ Program.

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 and content selected for your focus learners.

The key supports to help you develop your Inquiry question are the 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.

S	M	A	R	T
SPECIFIC	MEASURABLE	ACHIEVABLE	REALISTIC	TIMELY
<ul style="list-style-type: none">• What <u>particular area</u> does your data and research indicate you should focus on?• How do you know this is the right area for your next level of work with this group of learners?• What specific change do you want to see as an outcome of your inquiry?	<ul style="list-style-type: none">• How will you measure this outcome?• What will be your milestone markers?	<ul style="list-style-type: none">• Is this accessible for all learners?• Are your expectations challenging and achievable for all?	<ul style="list-style-type: none">• Will this progress the learner's current needs?• Will this question allow you to address your desired outcomes and curriculum priorities?• Is this approach appropriate for your context?	<ul style="list-style-type: none">• Is the timeframe manageable to complete the implementation of your action plan?• Is this intervention currently needed for your learners?

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.

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 a fully registered colleague.

2d. Completion of Safeguarding Children and Young People Mandatory Reporting Modules/ Program

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, you must have completed the Safeguarding Children and Young People Mandatory Reporting Modules/ Program.



Stage 3

Apply knowledge to teaching practice through Inquiry 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 [Inquiry Plan](#) will cover the whole Inquiry process and should include:

- **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)
- **3c. Purpose of the Inquiry** (what knowledge and skills you are trying to teach)
- **3d. 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)
- **3e. Success criteria** (the learning outcomes you want your learners to achieve)
- **3f. Resources** you will use to teach the Inquiry
- **3g. Strategies** (what you will do to deliver the content and skills)
- **3h. Activities** (what the learners will be doing during the Inquiry)
- **3i. Assessment** (formative and summative - include a range of opportunities for learners to demonstrate their knowledge as well as annotated learner work samples)
- **3j. Reflection** (prompts / questions to help guide your reflection).



Stage 4

Implement the Inquiry Plan

Your Inquiry plan will be implemented over a 4–6 week period (or longer depending on your context – e.g. if you are working part-time, as a relief or specialist teacher who sees their learners less often). 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.

Your Inquiry 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 Inquiry 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 Inquiry Plan, you will need to be observed at least three times by your mentor or 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 the TRB.

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 templates
- feedback from the observations could inform changes to your Inquiry or provide direction for your future teaching.



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 required.

To do this effectively, ensure that your mentor / experienced 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

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 lesson.

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 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 Inquiry 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 your reflections on these professional discussions as part of the Inquiry process.



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; Limited Authority to Teach (LAT); or worked in a role that does not require registration (such as an education support, private tutor or educator role). This evidence cannot be older than two years.



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

You should consider:

- Key findings and learnings.
- What effect did my inquiry have on my teaching practice? (How do I know?)
- What impact did my teaching have on student outcomes? (How do I know?)
- How will I develop my learning and teaching practice 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 Inquiry plan or during discussions with your mentor.

6. Supporting Evidence

The supporting evidence demonstrating your competency across all seven standards will be provided to your Workplace Panel. This should be authentic evidence (a maximum of 10 items) that was mostly gathered during the Inquiry and may include:

- Observation templates
- Work samples

- Assessments
- Planning documents
- Resources
- Meeting notes
- Correspondence with parent/ 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.

The evidence should be concisely annotated to highlight the link between the item and the standards the evidence is demonstrating.



Section 4: Applying for full registration

Applying for full registration and the Workplace Panel

Once the Inquiry process is complete, you must present your evidence to a Workplace Panel. All members of a Workplace Panel must hold full registration with the TRB.

The Workplace Panel will assess your evidence of practice* to determine whether you have met the Proficient Teacher level of the APST.

Following the Workplace Panel you will need to provide to the TRB:

- Your completed Inquiry Plan
- The Workplace Panel Report

You will need to email your application to the TRB Professional Standards team at: prof.standards@trb.tas.au

Once your application has been received an email will be sent to you requesting payment to progress to full registration. You will be directed to pay for this via your MyTRB Online account.

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

You will need to retain a copy of your evidence for at least one year in case you are selected for audit by the TRB.

*You must ensure that, if requested, you can provide the TRB with a copy of the evidence of practice you compiled. It is expected that you keep your evidence for a minimum of one year after being granted full registration.

Workplace Panel Meeting

Prior to organising your panel meeting, you should meet with your mentor / experienced colleague and ensure your Inquiry Plan is complete and your evidences are clearly referenced on the Evidence Map (6a) to ensure 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 learnt.

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.

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 Panel generally comprises:

- your principal* (or their delegate) who assumes the role of Panel Chair
- your mentor
- a fully registered teacher

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

TRB audits

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

Audits can occur up to one year 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 one year.

Relief teachers and teachers in non-school settings

For teacher registration purposes, an education setting is a primary, secondary, or special education school.

The TRB recognises the important role of relief teachers in enabling Tasmanian education settings to provide continuity of quality learning opportunities. The TRB also recognises the important role of non-school settings in providing specialist and unique learning opportunities for Tasmanian learners. If you are in this situation please contact the Professional Standards Team to discuss your options.



Frequently Asked Questions (FAQs)

Do I have to show evidence for each of the 37 descriptors?

Teacher practice is complex and interrelated. Therefore, workplace panel judgements will consider the entire documented evidence a PRT presents rather than just that related to individual descriptors. There must be enough evidence for the Workplace Panel to form on-balance judgements against each of the seven Teacher Standards based on the evidence of practice presented by the PRT. P2F requires teachers to demonstrate proficiency across all 7 standards through the inquiry process. As this will be part of your core teaching practice you should find that proficiency is amply demonstrated. With a good inquiry question, a well-considered plan, combined with successfully executed teaching practices (such as inclusive and differentiated teaching practices) you should have evidence for the majority of the 37 descriptors. Being mindful of the standards when you are planning the inquiry, should enable you to demonstrate proficiency across the 7 standards and thus the majority of the descriptors. If you are uncertain after looking at your evidence matrix/map, then you can still add additional evidence (up to 10 maximum) if required. Remember, this inquiry is based on your learners' needs and context.

Can I use the same inquiry question as someone else in my school?

Yes. The inquiry process aligns well with school wide collaborative practices such as Professional Learning Teams, (PLT's). Your inquiry question will be informed by similar learner needs across the school and possibly school priorities. Working together in this way is part of teachers' ongoing professional learning.

Can I include observations of my practice that have already been done?

In discussion with your mentor, you might consider that up to two recent observations will be useful in directly informing your inquiry.

Whilst you are able to include evidence from the past 2 years, your Workplace Panel might not be able to confidently consider an observation from so far back as evidence of your proficiency.

Can I include an observation of another fully registered teacher undertaken before the inquiry?

In discussion with your mentor, you might consider that a recent observation will be useful in directly informing your inquiry. For example, you might have observed a particular teaching strategy that you now wish to implement in your inquiry.

What can I do if I'm in a school position that doesn't have a whole class teaching component? Eg Support/lead teacher, specialist teacher, tier 3 provision.

For teachers who have expertise such as Literacy/Numeracy Support Teachers, tier 3 provision, and Support Teachers (SwD) the P2F inquiry could be around modelling strategies within a whole class context for another teacher. This would be a 2 in 1 for the school, building capacity across the school whilst demonstrating proficiency as a classroom teacher. **For example:**

- A Literacy/Numeracy Support Teacher could model strategies taking a whole class, that are beneficial for both the students they work with in small groups, as well as the whole class.
- A teacher of tier 3 provision could model trauma informed strategies that will help students accessing tier 3 provision feel more comfortable in a whole class context.
- A Support Teacher could model inclusive practices to ensure SwD have appropriate accommodations and adjustments.

The focus learners (the students you gather work samples from etc) might be the students you have been particularly working with in small groups or as individuals but are also from within the whole class context. In terms of demonstrating proficiency across all 7 standards, it would be totally appropriate to also include evidence from your work as the Support Teacher.

As a LIL teacher, can I undertake P2F?

Whilst LIL does provide opportunities for gathering evidence such as engaging with parents/carers (standard 7) there won't be enough evidence for across all of the standards. For example, standards 2, 3 and 5 require planning and teaching a class's learning program based on a curriculum used for assessment. Maybe you could collaborate with your school's Kindergarten teacher to identify an appropriate inquiry question, and then you could plan and deliver a sequence of learning for the kindergarten class.

Do my focus learners have to be a group?

No, they are the learners chosen to gather evidence, such as work samples, from according to your inquiry question. You might, for example, choose 3 students from your whole class with one student being above standard, one student at standard, and one student below standard. Or you could identify 5 focus learners who are approaching standard, and the strategy you are implementing is to particularly help boost them to a "C". These students don't necessarily need to be working together within a whole class context.

Can I use my whole class as the focus learners?

Yes, but be mindful of not collecting too much information and data. For example, you could gather pre and post data for the whole class to see if a particular teaching strategy has evidenced improved learning outcomes. It really depends on what your inquiry question is seeking to find.

ECE

Educators in non-school setting would need to negotiate with a local school to take a class and to have observations of that class.

VET

I am currently working overseas but am a PRT with the TRB. Can I undertake the P2F process?

No, the process is designed to support Tasmanian based teachers.

Can one mentor work with a group of teachers?

Yes. This might be part of a Professional Learning Team (PLT) within your school with an inquiry focused on a school priority or a common learner need.

Can the Principal be the mentor?

Yes, so long as there are three fully registered teachers on the Workplace Panel. Eg Principal, and 2 other fully registered teachers.

Does my mentor have to do the three observations?

No, but the observations must be done by a fully registered teacher.

How long do I need to keep my evidence?

12 months from when the TRB have approved your application.

How far back can I use supporting evidence from?

2 years

Are the evidence contained within the Inquiry Plan (eg 2b Professional Learning) included in the maximum of 10?

No. The Supporting Evidence in Section 6 are in addition to what is written within the Inquiry Plan itself.

Relief teacher

As a relief teacher you may be working across a variety of contexts and workplaces. If you

wish to pursue Provisional to Full (P2F) teacher registration through the new inquiry process, consider seeking endorsement from the principal of a school you have done regular relief teaching for. It might help if you have already considered some options for your inquiry. Choose a focus that can be developed to improve the learning outcomes for all learners you teach. Maybe you have noticed common learner needs across settings, or potentially there are system learning priorities such as literacy, numeracy, or wellbeing that your inquiry could address to promote positive change. A carefully constructed Inquiry question will reflect the change you are trying to bring about across all of your sessions and provide the opportunity to demonstrate proficiency across the standards. You may like to narrow things down by targeting particular year levels, age groups or curriculum areas. Your inquiry question will need to apply across a range of classrooms and to be able to gather evidence from a number of settings. Observations could happen across different schools and evidence can be collected from different groups of learners. The Inquiry plan and execution will be the more complex area that will take some planning and organisation on your part. It might take longer than the estimated 4-6 weeks for a full time teacher.

If the school is in a position to support you, then you will need to work with a mentor to decide your next steps. Such as who will do your three observations and where, and who will you observe. Your workplace may want all of the components to take place at their site or they may be open to accepting some from other workplaces. You should discuss this with them at the outset so that you know what is expected. In any case, the workplace where your panel takes place will need to observe your practice before endorsing an application for full registration.

If gathering evidence from a variety of settings may mean some of the evidence you are presenting to your workplace panel maybe from another workplace. Ensure you de-identify your evidence to ensure the confidentiality of the learners is maintained. You will need to discuss this with any workplace you are gathering evidence from to ensure you have permission to do so.

The Workplace panel recommendation must be based on a consistent representation of practice over time, and the workplace panel must be satisfied that you have provided sufficient evidence that the APST have been met.

Can I undertake the P2F process if I work in tier 4?

In DECYP, tier 4 is overseen by Learning Services and located within one of the tier 4 nominated sites. The provision is for re-engaging learners, ideally aiming for them to transition to their home/referring school/college and/or training. Due to the additional specialised support needed, teachers need to be highly experienced practitioners.

If a teacher isn't fully registered and wishes to consider undertaking the P2F process, then they should contact TRB to discuss possibilities.

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