

Workplace Panel Guide (P2F)



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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.



Background

Under our current policy graduate teachers, overseas trained teachers and those re-entering the profession after an extended period away are granted provisional registration. It is an expectation that provisionally registered teachers (PRTs) will move to full registration.

The role of the workplace in this process is critical. Teachers new to the profession, new to the context or re-entering after a time of absence need to be supported to develop their practice in line with the expectations of the Australian Professional Standards for Teachers (APST). These standards are a national expectation and are tied very deliberately to teacher development and professional growth.

The standards also provide a vehicle to support teacher induction and mentoring during the early phases of their practise. It is important to note that the Inquiry process is the culmination of work that has been done by the Provisionally Registered Teacher and their mentor in moving their practise from the Graduate level of the APST to the Proficient level. The Inquiry process will not in itself move practise, it is simply a means by which a teacher can demonstrate that their current practise is reflective of the Proficient level of the APST.

While practices may vary across workplaces, it is expected that employers will:

- ensure that the workplace has fully registered mentors to support the process
- already have induction processes in place to:
 - help the PRT develop proficiency of practice against the [Australian Professional Standards for Teachers](#) (APST)
 - guide them through TRB's Inquiry process
- support PRTs by forming a Workplace Panel – a group of experienced, fully registered teachers within the workplace who can assess whether the PRT has met the APST
- provide a recommendation report once the PRT has completed the Inquiry process.



Provisional Registration Requirements

P2F is undertaken in collaboration with other fully registered teachers who can provide the PRT with feedback and support in the development of their practice.

PRTs will be able to apply for full registration when they:

- have taught for at least 185 days in one or more Australian or New Zealand schools (with inclusion of up to 20 days from a school-specific, fixed term LAT).
- can provide evidence that they have met the APST at the Proficient Teacher level using the Inquiry process.

The Inquiry Process

The TRB's Inquiry process is used to demonstrate the development of the PRT's knowledge and practice and gather evidence to demonstrate they have met the APST at the Proficient Teacher level. The focus of the Inquiry is upon the development of the teacher's practice. For early careers teachers, this is a supported process that intersects with workplace induction and mentoring processes.

Workplace Panel

The workplace panel is a group of experienced and fully registered teachers within the PRT's workplace. In a school setting, the TRB expects the principal (or their delegate) to assume the role of panel chair if they hold full registration. Only fully registered teachers may sit on a Workplace Panel to determine proficiency.

To assess whether a PRT is performing at the proficient teacher level of the APST, the context of their teaching needs to be understood. The best place to understand this are the PRT's workplace leaders and teaching peers (i.e. The Workplace Panel). Therefore, it is appropriate for these people to make judgments about the professional practice of the PRT based on their documented evidence.

Panel members should have a clear understanding of how the panels will run and what the expectations are in regards to evidence within their workplace. It is important to ensure that all participants in the process are aware of the panel's expectations. The panel will assess the PRT's documented evidence of practice and make a determination whether they have met the requirements to obtain full registration. The Workplace Panel process should be organised and documented so that all participants are clear regarding their roles and responsibilities.

Workplace Panels should not be convened unless the PRT, Mentor and panelists are confident that the panel outcome will be successful. The use of the inquiry model encourages teachers to be adaptive to their learners needs and reflective of their own practice. The intent of the panel is to be a celebration of the teachers practice, so, professional discussions and feedback should ensure that any issues are highlighted well before any panel is convened.

Once the Workplace Panel has assessed the evidence presented and is confident that the PRT can demonstrate professional practise at the Proficient level, the panel chairperson will write a recommendation report. Once the report has been written, the PRT will submit their Inquiry Plan and the Workplace Panel Report to the TRB Professional Standards Team via email:

prof.standards@trb.tas.gov.au

Formation of the Workplace Panel

When a PRT has made significant progress with the Inquiry process they or their mentor should approach their school principal to discuss the formation of the workplace panel.

When and how the panel meeting happens must be determined by the workplace in communication with the PRT and their mentor. The panel must communicate any requirements based upon the processes determined by the workplace. This may include matters such as when

the Inquiry Plan and Supporting Evidence needs to be given to the panel prior to the meeting and in what format.

Composition of the Workplace Panel

It is expected the Workplace Panel comprises, the school principal (or their delegate) who assumes the role of panel chair, the mentor (a fully registered teacher) and a fully registered teacher.

In some circumstances, workplaces may find it challenging to convene a panel (for example, due to the size and or remoteness of the workplace). Where this is an issue, or if a workplace has any other concerns regarding the formation of a Workplace Panel, the TRB Professional Standards Team should be contacted for further guidance.

Workplace Panel Meeting

Prior to the Meeting

PRTs should provide their Inquiry Plan and supporting evidence panel members prior to the panel meeting to ensure they are familiar with the content and can identify any aspects requiring further exploration before the meeting. Any questions regarding the submission should be addressed prior to the panel meeting which is intended to be a celebration of success. Panels should not be convened if there are questions regarding the PRT's ability to demonstrate the standards to a proficient level.

Workplace Panels have the responsibility to assess the evidence that teachers provide to determine proficiency within their context. To ensure consistency and fairness, panels should meet prior to any panel meetings to discuss expectations and points of process.

The Principal or delegate (the panel chair) should guide discussions about the format of the panel meetings and expectations that may need to be communicated to the mentors and PRTs, such as how long before the meeting the teacher should submit their evidence.

During the Panel Meeting

The panel meeting is an opportunity to celebrate the success of the teacher in moving their practice from the Graduate level of the APST to Proficiency. The discussion usually takes about 30-45 minutes where the PRT will present their evidence of practise to their Workplace Panel. The PRT will provide the panel with their evidence prior to the meeting, giving them sufficient time to read and assess the evidence. This means that panel members will have familiarity with the evidence and have identified any aspects requiring further exploration or explanation before the meeting.

During the meeting, PRTs provide a brief overview of their evidence, showing where they have demonstrated the [APST at the proficient career stage](#). They should be encouraged to discuss the selection of their inquiry focus, the improvements in learning they were seeking and what they managed to achieve. It is also valuable for PRTs to articulate what they have learned during the inquiry process and how they have developed as a teacher during this time. Panel members are encouraged to ask clarifying questions where appropriate.

Where undocumented evidence is presented or discussed at the meeting (written or verbal) and is required to verify a descriptor of a standard, the panel must ask the PRT to document it as part of their overall evidence. This ensures full documentation of the evidence on which a panel decision is made, which is particularly important for PRTs who are selected for audit and required to provide their evidence to TRB.

The process of verifying whether the evidence meets the Proficient Teacher level of the APST must be objective. There must be enough evidence for the Workplace Panel to form on-balance judgements against each of the seven teacher standards.

It is important to remember that judgements are usually being made about teachers at the beginning of their career. Evidence that a PRT can reflect on and continue to develop as a practitioner should be considered when assessing whether they are practicing at the Proficient Teacher level.

The Workplace Panel should consider the Inquiry Plan, a maximum of 10 items of supporting evidence and the insights from the teacher's presentation to the panel.

Providing Feedback and Completing a Workplace Panel Report

The panel chair should act on behalf of all panel members to provide feedback to the PRT after the meeting.

The feedback should be about:

- whether the panel has determined that the Proficient Teacher level of the APST has been met
- strong and positive aspects of practice
- aspects of practice providing a focus for future professional learning.

After feedback is provided and the assessment of the evidence is complete, the panel chair must complete the Workplace Panel report which is available for download on the [TRB website](#).

The TRB will assess the PRT's application along with the Panel report and when all requirements have been met, the PRT will be granted full registration.

Once the PRT has submitted their Inquiry Plan and Workplace Panel report to the TRB, the PRT will be sent an invoice with an application fee. Once the PRT has paid this fee, full registration will be assessed by the TRB Professional Standards Team and an email notification will be sent to the PRT with the outcome.

When a PRT hasn't achieved the standards

The Inquiry process is predicated on success. It is assumed that the vast majority of teachers who enter the profession having recently graduated from an initial teacher education program will be well equipped to achieve the Proficient Teacher level of the APST within their first two years of teaching.

The expectation that PRTs will be supported by trained mentors during their period of provisional registration ensures there is on-going monitoring of progress and feedback and guidance can be given for aspects of practice that need further development. This collegial support is usually formative and builds the skills of professional collaboration that will sustain good practice in the future. It is not until, during the course of this support, both the PRT and mentor agree that the PRT's practice has moved to the Proficient Teacher level that the Inquiry process should begin.

Where there is the continued inability of a PRT to reach the expected standard in one or more area(s) of practice, mentors are encouraged to raise this with the appropriate leaders. This provides further support for a PRT to develop their practice and meet the standards and ensures the discussion about their practice is continued.

In such circumstances, it is unlikely a PRT will seek a panel meeting as they will know they cannot meet all of the APST. However, if they do seek a meeting, then it is strongly advised that there is a standards-based conversation about their practice and to advise that they wait until all of the APST can be met.

If a PRT persists in requesting a meeting, the panel should follow normal process and, at the conclusion of the meeting, provide feedback about the descriptors and standards that are not at the Proficient Teacher level. The PRT will not be able to satisfy the requirements for full registration at this point but will have information to develop their practice in areas that are not up to standard.

Dissatisfaction with Workplace Panel Outcomes

It is possible that a PRT may not agree with the outcome of their Workplace Panel. Ongoing discussions and support regarding the PRT's progress in moving their practice to the Proficient Teacher level, prior to any application, should prevent this situation from occurring.

If a PRT initiates action to have the decision reviewed or changed, this should be managed by the panel chair in discussion with the other panel members. It is important to remember that the panel is simply making a recommendation based on the Inquiry Plan and supporting evidence presented by a PRT about their practice at that time.

The TRB cannot intervene in these circumstances, however the panel chair are encouraged to clarify with TRB any aspects of the panel process that will assist them to resolve the issue.

A PRT is not eligible to apply for full teacher registration until they have a report indicating they have provided evidence of professional practice that achieves the Proficient Teacher level of the APST.

Assisting with Audits

PRTs may be selected to provide the TRB with their evidence of professional practice. This is used to assure that across workplaces:

- the process is undertaken consistently
- judgements about the standards are made consistently.

Most teachers are randomly selected in this audit process to submit their evidence of professional practice. Should TRB determine there is insufficient evidence to meet the APST, the PRT will be given an opportunity to provide explanation and information that will satisfy the requirements.

During the audit process, the TRB may ask the panel chair about the PRT's evidence and / or Workplace Panel 's process to determine if proficiency against the APST was achieved. This will only occur when a PRT does not provide complete evidence that they meet the APST at the proficiency stage.

Workplace Panel Feedback Tool

Panel members might choose to use this tool as they determine how applicants have demonstrated Proficiency across the teaching standards:

[Download](#): Workplace Panel Feedback Tool

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