

# Moving from Provisional to Full Registration (P2F)



## MENTOR GUIDE

[trb.tas.gov.au](http://trb.tas.gov.au)

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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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# MOVING FROM PROVISIONAL TO FULL REGISTRATION (P2F)



## 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. 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.

### 1. Content and context for learning

With your Mentor, use the S.M.A.R.T 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 from a range of abilities)** within your class. Within your Inquiry Plan template and using the Teacher 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 professional learning and discuss how this helps to address your Inquiry question. Engage in a professional discussion with your Mentor or another teacher about your Inquiry. Ensure you have met your legal obligations as a teacher and completed child safety training in your setting.

### 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. Gather up to 10 pieces of supporting evidence showing your proficiency against the APST. Examples of evidence include observation templates, meeting notes, and student work samples. 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 your key findings and learnings, analyse your impact on student outcomes and talk about the effect your Inquiry had on your teaching practice. 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. Add specific pieces of supporting evidence to the Evidence Map where relevant, **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 will be submitted 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.

## Moving from Provisional to Full Registration (P2F): Mentor Guide

### Introduction

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

The mentoring practices referred to in this guide, drawn from research, are offered for reflection and are options to be considered and adapted rather than simply implemented. The ideas in this guide represent opportunities to think about an approach to mentoring that is appropriate to you, your circumstances, and the colleagues you are supporting.

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

Mentoring requires a deep understanding of pedagogy, effective feedback techniques, and the ability to tailor support to individual needs, mirroring the requirements of the standards. Furthermore, guiding and supporting fellow educators allows them to demonstrate their expertise in reflective practice, evidence-based teaching strategies, and the capacity to positively impact student outcomes. Through mentoring, teachers not only enhance their own professional growth but also contribute to the wider educational community, embodying the ethos of excellence and leadership outlined in the APST.

Our Professional Standards Team is available to provide advice or assistance at any stage of the process. If in doubt, we encourage you to get in touch earlier rather than later, so you can be confident that you’re on the right track as a Mentor.





## What is Full Registration?

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

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

- taught for at least 185 days FTE in Australian or New Zealand schools, (which could include up to 20 days from a School Specific Fixed Term Limited Authority to Teach (LAT))
- demonstrated proficiency against the Australian Professional Standards for Teachers (APST) at the Proficient Teacher level using the TRB's Inquiry Process
- Satisfy the Board of their good character and fitness to teach.

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

Full registration is granted by the TRB to teachers who have met the **above requirements** and been recommended for full registration by a Workplace Panel. The TRB collaborates with all sectors and stakeholders in Tasmania to provide mentor support so that workplaces have informed staff to support PRTs.

## Teacher Standards

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

### **AITSL say:**

The Australian Professional Standards for Teachers is a public statement of what constitutes teacher quality. The standards define the work of teachers and make explicit the elements of high-quality, effective teaching in 21st-century schools, which result in improved educational outcomes for students. The standards do this by providing a framework that makes clear the knowledge, practice and professional engagement required across teachers' careers. They present a common understanding and language for discourse between teachers, teacher educators, teacher organisations, professional associations, and the public.

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

The APST contribute to the professionalism of teaching, raising the status of teaching and what it means to be a teacher.

Mentors play an important supporting role for provisional teachers as they undertake the TRB Inquiry process for full registration as a proficient teacher. This process is organised around the AITSL professional standards.

The TRB registration process is a key aspect of inducting new teachers into the profession as well as supporting experienced provisionally registered teachers to demonstrate their proficiency.



PROFESSIONAL KNOWLEDGE		PROFESSIONAL PRACTICE			PROFESSIONAL ENGAGEMENT	
1	2	3	4	5	6	7
Know students and how they learn	Know the content and how to teach it	Plan for and implement effective teaching and learning	Create and maintain supportive and safe learning environments	Assess, provide feedback and report on student learning	Engage in professional learning	Engage professionally with colleagues, parents/carers and the community
<p><b>1.1 Physical, social and intellectual development and characteristics of students</b> Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.</p>	<p><b>2.1 Content and teaching strategies of the teaching area</b> Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.</p>	<p><b>3.1 Establish challenging learning goals</b> Set explicit, challenging and achievable learning goals for all students.</p>	<p><b>4.1 Support student participation</b> Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.</p>	<p><b>5.1 Assess student learning</b> Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.</p>	<p><b>6.1 Identify and plan professional learning needs</b> Use the <i>Australian Professional Standards for Teachers</i> and advice from colleagues to identify and plan professional learning needs.</p>	<p><b>7.1 Meet professional ethics and responsibilities</b> Meet codes of ethics and conduct established by regulatory authorities, systems and schools.</p>
<p><b>1.2 Understand how students learn</b> Structure teaching programs using research and collegial advice about how students learn.</p>	<p><b>2.2 Content selection and organisation</b> Organise content into coherent, well-sequenced learning and teaching programs.</p>	<p><b>3.2 Plan, structure and sequence learning programs</b> Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.</p>	<p><b>4.2 Manage classroom activities</b> Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.</p>	<p><b>5.2 Provide feedback to students on their learning</b> Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.</p>	<p><b>6.2 Engage in professional learning and improve practice</b> Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.</p>	<p><b>7.2 Comply with legislative, administrative and organisational requirements</b> Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.</p>
<p><b>1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds</b> Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.</p>	<p><b>2.3 Curriculum, assessment and reporting</b> Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.</p>	<p><b>3.3 Use teaching strategies</b> Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.</p>	<p><b>4.3 Manage challenging behaviour</b> Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.</p>	<p><b>5.3 Make consistent and comparable judgements</b> Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.</p>	<p><b>6.3 Engage with colleagues and improve practice</b> Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.</p>	<p><b>7.3 Engage with the parents/carers</b> Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and wellbeing.</p>
<p><b>1.4 Strategies for teaching Aboriginal and Torres Strait Islander students</b> Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.</p>	<p><b>2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians</b> Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.</p>	<p><b>3.4 Select and use resources</b> Select and/or create and use a range of resources, including ICT, to engage students in their learning.</p>	<p><b>4.4 Maintain student safety</b> Ensure students' wellbeing and safety within school by implementing school and/or system, curriculum and legislative requirements.</p>	<p><b>5.4 Interpret student data</b> Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.</p>	<p><b>6.4 Apply professional learning and improve student learning</b> Undertake professional learning programs designed to address identified student learning needs.</p>	<p><b>7.4 Engage with professional teaching networks and broader communities</b> Participate in professional and community networks and forums to broaden knowledge and improve practice.</p>
<p><b>1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities</b> Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.</p>	<p><b>2.5 Literacy and numeracy strategies</b> Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.</p>	<p><b>3.5 Use effective classroom communication</b> Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.</p>	<p><b>4.5 Use ICT safely, responsibly and ethically</b> Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.</p>	<p><b>5.5 Report on student achievement</b> Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.</p>		
<p><b>1.6 Strategies to support full participation of students with disability</b> Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.</p>	<p><b>2.6 Information and Communication Technology (ICT)</b> Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.</p>	<p><b>3.6 Evaluate and improve teaching programs</b> Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.</p>				
		<p><b>3.7 Engage parents/carers in the educative process</b> Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.</p>				



## What is the role of the Mentor?



*Adapted from: [The value of mentoring for teacher learning - THE EDUCATION HUB](#)*

### Overview

Mentors support colleagues moving from P2F through the TRB's Inquiry Process. This process allows PRT's to demonstrate the development of their knowledge and practice by gathering evidence to demonstrate they have met the APST at the Proficient Teacher level.

Working collaboratively is a great way to improve professional practice, as well as build a culture of professional growth within your school. The role of mentor is a key mechanism for professional growth, celebration, support, and innovation.

This is a supported process that intersects with workplace induction and mentoring processes. This is a practice focused role that, while being empathetic, is about encouraging the development of teaching practice against the APST.

One of the mentor's roles at the outset is to guide and support the PRT through to the progression to full registration, rather than evaluate, judge or assess their performance against the standards. As the Inquiry process will not in itself move practice, it is simply a means by which a teacher can demonstrate that their current practice is reflective of the Proficient level of the APST.

Mentors assist the PRT to recognise how they're progressing in relation to the APST and support them in determining their readiness to submit their application for Full Registration.

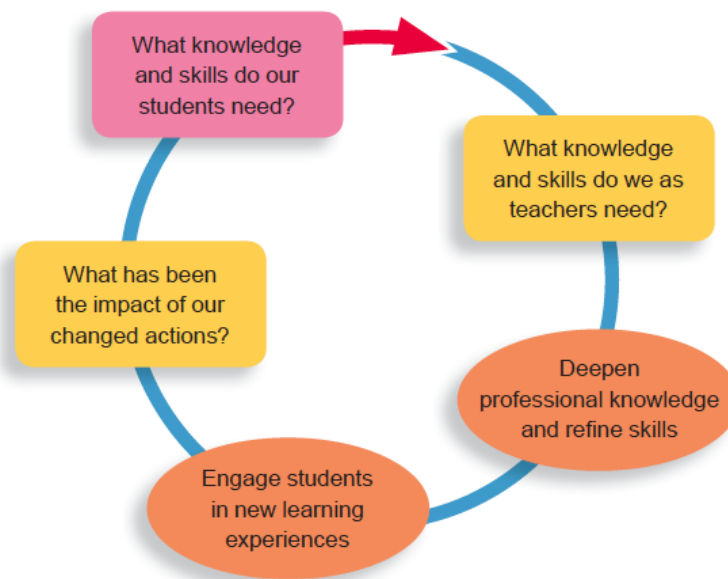
### The Inquiry Process

Research around effective mentoring advocates that mentors support teachers' context through collaborative inquiries into a genuine aspect of teaching and learning. Mentoring a PRT through the TRB's Inquiry Process will support this. A key component of the Inquiry is the undertaking of professional learning by the PRT.

As the PRT undertakes the Inquiry process, they will have completed professional learning that links with their Inquiry. Your role as their mentor is to support them in reflecting on its impacts on their professional practice in relation to the Inquiry.

The aim is to develop or further consolidate the PRT's knowledge and use of progressive, learner-centred approaches to teaching and learning, consistent with the APST standards.

The diagram below is based on [Professor Helen Timperley's Model of Inquiry and Knowledge Building](#). 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.



One of the ways in which mentors can support professional learning is through the collaborative use of the evidence based professional learning cycle.

The cycle can support a PRT to identify their own professional learning needs based on the learning needs of their students. Mentors may find this to be a useful tool when supporting a PRT through the Inquiry Process.

The cycle enables them to:

- recognise what their students currently know and can do
- work out what they need to know and do next
- reflect on and develop their own professional capacity to meet these student needs, by being clear about what they need to learn.

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<sup>1</sup> Source: [https://www.researchgate.net/figure/Cycle-of-inquiry-as-shown-in-Timperley-2011\\_fig2\\_362765414](https://www.researchgate.net/figure/Cycle-of-inquiry-as-shown-in-Timperley-2011_fig2_362765414)

As the PRT's practice develops it is important that they are supported to **reflect on** and **analyse** the impact their teaching has on students' learning and wellbeing – the cycle prompts this.

When working with a PRT you can use the Inquiry model cycle to support you in identifying the PRTs learning needs and how you can offer collaboration and support.

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.





## Supporting the PRT

### Plan for the Inquiry

- Attend a [Provisional to Full Registration \(P2F\) Information Session](#)
- Have clarity of your school leadership/Workplace Panel expectations of teachers in their school.
- Before your initial meeting, the PRT would ideally have considered a possible area for their Inquiry based on content which has already been planned. This should not be viewed as an additional piece of work [*section 1 of Inquiry Plan*].
- The [SMART tool](#) can then be used in discussion with the PRT to support them refine their Inquiry question, ensuring it is appropriate.
- Mentor support at this stage, is about guiding the PRT to ensure their Inquiry will capture evidence of their proficiency across the seven standards and what additional evidence they might collect. There must be enough evidence for the Workplace Panel to form on-balanced judgements against each of the seven Teacher Standards [*Sections 2 and 3 of Inquiry Plan*].
- Sign off on “Completion of Safeguarding Children and Young People mandatory reporting modules/program”.

### Implement the Inquiry

It is estimated that the implementation of the Inquiry Plan will be over a 4–6 week period (or longer depending on the context.)

Observations during the Inquiry comprise of:

- The PRT observing you or another experienced colleague who holds full registration to learn more about a specific technique or strategy they wish to initiate in their own practice. This should form part of the PRT’s professional learning and should support the implementation of their Inquiry [*section 2b of Inquiry Plan*].
- Three observations of the PRT teaching a whole class are undertaken by the mentor and/or other experienced colleague(s) who hold full registration. Pre-observation conversations will ensure observations are linked to the Standards. For example, this may be about using specific teaching strategies for students with additional needs or on a specific part of the lesson. This ensures that feedback aligns with specific descriptors and explicitly links relevant observational evidence to the impact on student learning outcomes. Observations are designed to give feedback that the PRT can use to modify their teaching as the Inquiry progresses. Post-observation conversations will provide feedback to the PRT and enable them to record their reflections [*section 4a of Inquiry Plan*]. [Observation template](#).

### Complete the process

Prior to the Workplace Panel meeting, support the PRT in identifying if they have demonstrated proficiency across the seven standard [*sections 5 and 6 of Inquiry Plan*].

## Useful Resources

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

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

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



## Frequently Asked Questions:

- **Can I mentor a group of PRT's?**

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.

- **What are the benefits of being a mentor?**

As a mentor you are provided with the opportunity to support a provisionally registered teacher (PRT) and assist them to gain full teacher registration. Through mentoring you will be able to develop your own skills and practice and contribute positively to the professional teaching community.

- **Do I need to have full registration to be a mentor?**

Yes, mentors must be a fully registered teacher.

- **We do not have mentors with full teacher registration at our school, what can we do to support those teachers who wish to pursue full registration?**

Should a teacher or multiple teachers wish to pursue full registration, where there are no (fully registered) mentors available, then the school should connect with other schools within their area. If you are experiencing issues around this, please reach out to the Professional Standards Team at the TRB who can assist the school with finding a mentor.

- **Do I need to be in a leadership role to be a mentor?**

No, it is not a requirement for the mentor to be in a leadership role. However, mentors are required to have full registration and to be sufficiently experienced to support the PRT progress to Full Registration.

- **How many observations do I need to have with the PRT?**

Three observations of the PRTs teaching practice are required. These may be conducted by the Mentor or another fully registered teacher. Each observation should have a pre and post-observation professional discussion to ensure that the PRT is meeting and evidencing the APST Standards at the Proficient Stage.

- **How many meetings do I need to have with the PRT?**

There is no limit to the number of meetings mentors can have with the PRT. Professional conversations should be held frequently, so mentors can gain insights into the needs of the provisional teacher. The teacher observations should also be followed by a post-observation professional discussion.

- **What training do I need to complete to be a mentor?**

As a mentor, you are encouraged to attend a P2F Information Session. A guidebook and other useful resources will be made available at the Information Session and through the TRB website. Mentors are welcome to contact the Professional Standards Team with any further questions or queries they may have about the process. In-person and online information sessions will be advertised on the TRB



website and can be booked online.

- **I need to take a leave of absence during my role as a mentor, what should I do?**

If you need to take a leave of absence during your role as mentor, then a relief mentor may be required. Senior leadership, the mentor and the PRT will need to work together to find a different mentor. Where there is an issue finding a mentor, please contact the Professional Standards Team at the TRB for further support.

- **What is my role in the Workplace Panel?**

It is a requirement that the mentor is part of the Workplace Panel alongside the School Principal and a fully registered teacher. The role of the mentor in the Workplace Panel is to assess and professionally discuss the PRT's evidence and progress in relation to the APST Standards. The Workplace Panel will complete a professional report with their findings which will be emailed to the TRB Professional Standards Team alongside the PRT's Inquiry Plan.

- **I need further support, where can I find further information?**

For more information, or assistance please contact the TRB Professional Standards Team or visit our website:

e. [prof.standards@trb.tas.gov.au](mailto:prof.standards@trb.tas.gov.au)

t. (03) 6165 5977

w. [www.trb.tas.gov.au](http://www.trb.tas.gov.au)



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