

2022



Moving from **Provisional to Full Registration** Professional Guidance Panel Overview

A guide for Professional Guidance Panels in the ACT



REGISTRATION

How to use this Overview

This overview is for Professional Guidance Panel members and provides information on assessments, observations, mentoring and reports.

We recommend you also read the *Moving from Provisional to Full Registration Handbook*, which is aimed at teachers who are moving from provisional to full registration and provides additional information on the Standards, talking about teaching practice, evidence and annotation, the process, support and resources.



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Professional Guidance Panel

Newly qualified teachers, or experienced teachers returning to the profession with provisional registration, are supported by a Professional Guidance Panel (PGP) in an ACT school. The PGP assists them to demonstrate achievement of the proficient level of the Standards and move to full registration.

The PGP is formed at the beginning of the provisionally registered teacher's employment. The principal is responsible for the final recommendation for full registration and the completion of the *Principal's Recommendation Report* which will be submitted to TQI.

The PGP must include the principal or their delegate, a mentor and a supervisor, and may include others (for example, teaching area/team colleagues).

What if the provisionally registered teacher started the process at a previous school?

A PGP is formed at the new school to support the teacher and builds on the feedback provided by the PGP at the previous school.



1 The Standards

Standards-based assessment

The PGP will support the teacher as they collect evidence from a range of sources. The panel will ensure the evidence is current and authentic, drawing directly from the teacher's working context (for example, assessment data, samples of feedback to and from students, reports, school and community involvement, records of meetings and professional learning). Panel members will explain and demonstrate how a piece of evidence can address multiple descriptors within and across *the Australian Professional Standards for Teachers* (the Standards).

Observations of teaching

Observations of the teachers own (and others') classroom practice are a powerful strategy for ongoing professional learning. Through pre-observation discussions, detailed observations and follow-up conversations, the teacher can gain valuable insights about teaching and student learning. This enables them to understand their own developing practice more deeply and to see it within the Standards.

2 Talking about teaching practice

What is the role of the Professional Guidance Panel?

The central aim of the provisional to full registration process is to recognise the teacher's increasing proficiency as a quality teacher. The PGP offers sustained support and guidance during their transition into the profession and administers the process towards a recommendation for full registration.

The **supervisor** is responsible for school/system performance and development management processes and monitors the teacher's progress. The **mentor** assists them to grow in their teaching practice, select evidence of classroom and professional practice and reflect on its impact on student learning.

Colleagues, including formal mentors, unpack their practice for fellow teachers and make their thinking visible. They use the Standards to shape professional conversations and explain the principles behind their practice. They break down complex teaching into components and invite provisionally registered teachers to observe their teaching, tailoring modelled practice to the specific strengths and vulnerabilities of the teacher. In teaching area/teams or as a community of practice, they will collaboratively work through problems of practice that the teacher may encounter.

This includes:

- regular meetings and assistance with goal setting
- analysing impact data
- modelling or sourcing examples of best practice
- classroom observations of the teacher's practice with reflection and feedback
- opportunities to observe the practice of expert teachers
- identifying and gathering evidence of the teacher's teaching practice for their career portfolio and selection and annotation of evidence of their professional practice for their panel presentation towards full registration.

The importance of having professional conversations with your mentee

One of the most productive strategies for the PGP member and their mentee is to engage in professional conversations that both support and challenge their thinking. They help them to think carefully about what occurs in the classroom and to continually improve their teaching and learning to meet individual student needs. The focus of discussion is on professional practice in authentic, specific situations. Discussions should be based on evidence through the lens of the proficient career stage within the Standards, it should guide next practice and inform future learning.

One of the most important roles of the mentor is to guide and support the teacher through the full registration process. Mentors help them identify professional goals to build their practice, recognise their progress in relation to the Standards and know when they are ready to present their portfolio to the PGP.

Helping the teacher to reflect upon their teaching is critical in assisting them to develop their practice. Mentors play a key role in supporting teachers to become active agents in evaluating, analysing and improving their own practice. Mentoring is a reciprocal professional relationship that not only helps to improve the professional practice of new teachers, but also provides opportunities for more experienced teachers to gain fresh perspectives on their own practice. Both parties benefit from the mentoring partnership by gaining personal insight, reviewing their own goals and strategies, and learning from the exchange of ideas.

Characteristics of an effective mentor

A mentor provides the mentee with:

- honesty, empathy, personal support and encouragement through classroom observations (both their own and others) to recognise what is happening in the classroom
- guiding questions to promote self-reflection and problem-solving and to identify areas of strength and growth
- confidential professional conversations for specific, productive feedback – helpful, sensitive critique against the Standards that supports and challenges their thinking and offers the necessary knowledge to develop
- support to co-construct learning action plans, that are linked to the Standards.

Hints and Tips for mentors:

- Mentor programs and networks are valuable in developing a better understanding of what mentoring is.
- The mentoring relationship is one built on trust, respect and mutuality.
- Begin formal mentoring partnerships with a dedicated session to clarify roles and purpose.
- Set up the parameters or 'ground rules' of the relationship together from the outset. Ensure there are clear, shared goals, which may be documented.
- Make sure there are agreed meeting times scheduled on a regular basis.
- The choice of mentor should take into account their year level, teaching area, accessibility, competency; and the purpose of the partnership, whether informal, formal or supervisory.
- Provide relevant opportunities to team-teach, shadow and observe, learn from and with others.
- Keep discussions confidential, developing mutual trust and ensuring that teachers are comfortable sharing their ideas or concerns.
- Do not make decisions on behalf of the teacher.
- Listen and ask probing questions.
- Introduce teachers to other individuals who can offer insight and add value.



3 Evidence and Annotation

Presenting Evidence

There are a range of platforms for presenting a digital portfolio. Some of these include Weebly, OneNote, and Google sites. Developing a digital portfolio allows teachers to keep a career-long record of their professional practice and growth if they so choose. The medium to be used for the panel presentation should be negotiated between the teacher and the PGP early in the process. It is worth considering the portability and accessibility of digital platforms within school environments.

It is recommended that the evidence be provided to panel members at least two days before the scheduled presentation date. This will allow the panel to become familiar with the portfolio, and to formulate questions to which the teacher will respond during their presentation.

Purpose of Evidence

As reflective professionals, teachers identify and collect evidence that provides insight into their teaching and professional practice. It documents and informs how they work with students. Evidence assists them in evaluating their impact on student learning and progress, identifying their strengths, seeking feedback, and collaborating with colleagues to solve problems and innovate. Teachers are supported to plan for, engage in and reflect upon effective professional learning that is relevant to their needs. They collect evidence of their teaching practice and professionalism to demonstrate their achievement and professional growth for various purposes associated with performance review, career progression and professional recognition.



4 The Process

Following a presentation of a portfolio of evidence, the school-based PGP will be responsible for completing a *Principal's Recommendation Report*.

For TQI to approve a teacher for full registration, TQI must be satisfied that they meet the Standards at the **proficient level** or above. The report must **provide detailed commentary** of how the evidence and written annotations demonstrate each specific descriptor at the proficient level of the Standards.

During the teacher's presentation to the panel, they must be able to articulate **how** their evidence demonstrates their proficient practice, so that the panel can describe in the *Principal's Recommendation Report*, how they have met each descriptor (see report sample on the following page).

Report Sample Commentary – Standard 2

The evidence and annotations in this portfolio indicate that X has a comprehensive understanding of Standard 2.

Evidence Set One, a sequence of teaching and learning activities demonstrates X's ability to develop engaging and realistic learning opportunities so that all students, regardless of their abilities are able to achieve (2.1) and (2.2). In order to plan her lessons, X consulted the ACARA website to develop both the unit goals and content descriptors reflecting their knowledge of curriculum, assessment and reporting requirements (2.3).

X provided their students with opportunities to develop understanding and respect for Aboriginal and Torres Strait Islander histories, cultures and languages by incorporating tasks that suit Indigenous Learning Styles. X provided opportunity for students to explore the local indigenous culture by incorporating aspects of bush medicine into their learning activities (2.4).

Differentiation of student tasks formed an essential part of X's planning. Each task incorporated a variety of activities, and students were able to choose activities based on their own preferred learning styles and strengths. X encouraged all students to set their own goals and motivated students of all abilities to challenge themselves with the variety of tasks on offer (2.5).

Furthermore, X's ability to apply knowledge of effective teaching strategies to support student's literacy and engagement is reflected in the Whole Class Feedback Activity (Evidence Set Five) where X played an engaging and humorous game to teach the skill of method writing.

Moreover, The Lesson Observation Notes (Evidence Set 6) targeted cross-curricula priorities of literacy to assist students develop detailed handwritten responses to a variety of scenarios. The peer observing X's classroom practice was able to compliment X on their literacy focus (2.5).

X has been able to use a number of effective strategies to incorporate ICT. Students were encouraged to use their devices to research tasks and access information. X was creative in her use of ICT by encouraging students to use the X-Ray Photo Filter App as a method of engagement (2.6).

Finally, The Risk Assessment and Lab Safety Lesson for a Year Seven class (Evidence Set Four), where students had to create a poster of one of the rules of the Science Lab, effectively reinforces X's capacity to apply their knowledge to develop engaging teaching activities (2.1).

Where a teacher has not demonstrated achievement of all seven Standards at the proficient level

The PGP will complete the *Recommendation Report* identifying the Standards/descriptors that have been addressed and those requiring further development and re-assessment.

The report must be signed by all PGP panel members, and the declarations approved and signed by the principal.



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