

2022



Moving from **Provisional to Full Registration** Handbook

A guide for provisionally registered teachers and Professional Guidance Panels in the ACT



REGISTRATION



How to use this Handbook

This handbook has been designed to guide **provisionally registered teachers** who are moving to full registration.

Throughout this handbook, there are notes outlining the role and actions of the **Professional Guidance Panel (PGP)** who will be supporting provisionally registered teachers through this journey (at the school level). Information about the PGP can be found where you see the green icon (shown above).

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The ACT Teacher Quality Institute (TQI)

TQI is the regulatory authority responsible for the registration of ACT teachers. It operates within the boundaries of the *ACT Teacher Quality Institute Act 2010 (the Act)* and the *National Framework for Teacher Registration (the Framework)*. *The Framework* includes a component of provisional registration and support for those moving from provisional to full registration.

Being registered as a teacher in the ACT brings with it a commitment to quality through professional learning, reflection, and growth, and this fits with our name – the Teacher Quality Institute.

Teacher registration ensures the integrity and accountability of the profession by maintaining standards for professional practice and conduct. It recognises the importance of teaching as a profession, the expertise of teachers, and the position of trust and responsibility teachers hold in the community.

Your registration, through TQI, is an important marker in your teaching career. This handbook details the provisional to full registration process for provisionally registered teachers in the ACT. To progress to full registration, you will need to present a portfolio of evidence that shows your teaching practice meets the proficient career stage of the *Australian Professional Standards for Teachers* (the Standards). You are not expected to demonstrate proficiency all at once. You have five supportive years to demonstrate your proficient practice in a considered way.

This Handbook covers five topics that are relevant for provisionally registered teachers who are moving to full registration:

1. The Standards
2. Talking about teaching practice
3. Evidence and annotation
4. The process
5. Support and resources

The 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).



1 The Standards

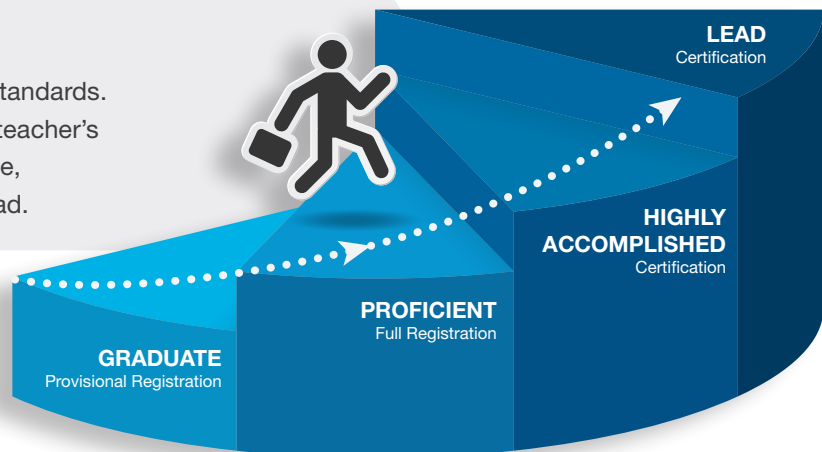
The Standards were developed through research and verified by 6000 Australian teachers, educators, and stakeholders. They were launched in 2011 and help teachers understand how to have maximum impact on all learners.

The Standards:

- describe professional knowledge, practice and engagement and provide a common understanding of, and language for, the work of teachers
- reflect a continuum of a teacher's developing professional expertise for every teacher across four stages of a teacher's career
- underpin all aspects of ACT professional teacher registration and certification
- are the integrating mechanism for all the professional processes that teachers engage in.

Four Career Stages

There are four career stages within the Standards. These stages reflect the continuum of a teacher's developing expertise. These are Graduate, Proficient, Highly Accomplished, and Lead.



Graduate career stage

Graduate teachers have completed a qualification that meets the requirements of a nationally accredited program of initial teacher education. The award of this qualification confirms the Standards at the graduate career stage have been demonstrated.

On successful completion of their initial teacher education, Graduate teachers possess the requisite knowledge and skills to plan for and manage learning programs for students. They demonstrate knowledge and understanding of the implications for learning of students' physical, cultural, social, linguistic and intellectual characteristics.

They understand principles of inclusion and strategies for differentiating teaching to meet the specific learning needs of students across the full range of abilities.

Graduate teachers have an understanding of their subject/s, curriculum content and teaching strategies. They can design lessons that meet the requirements of curriculum, assessment, and reporting. They demonstrate the capacity to interpret student assessment data to evaluate student learning and modify teaching practice. They know how to select and apply timely and appropriate types of feedback to improve students' learning.

Teachers at the Graduate career stage create rapport with students and manage student behaviour. They know how to support students' well-being and safety, working within school and system curriculum and legislative requirements. They understand the importance of working ethically, collaborating with

colleagues, external professional and community representatives, and contributing to the life of their school. Graduate teachers understand strategies for working effectively, sensitively and confidentially with parents/carers and recognise their role in their children's education.

We acknowledge that not all provisionally registered teachers are graduates. Teachers who are returning to the profession, and have not taught 180 days in the previous five years, will be eligible for provisional registration and will need to undertake the school-based process of moving to full registration.

Proficient career stage

Teachers meet the requirements for full registration through demonstrating achievement at the Proficient level of the Standards.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs.

Proficient teachers are active participants in their profession and with advice from colleagues, identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are

responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

Highly Accomplished career stage

Highly Accomplished teachers are recognised as highly effective, skilled classroom practitioners and routinely work independently and collaboratively to improve their own practice and the practice of colleagues. They are knowledgeable and active members of the school.

Highly Accomplished teachers contribute to their colleagues' learning. They may also take on roles that guide, advise or lead others. They regularly initiate and engage in discussions about effective teaching to improve the educational outcomes for their students.

Lead career stage

Lead teachers are recognised and respected by colleagues, parents/carers and the community as exemplary teachers. They have demonstrated consistent and innovative teaching practice over time. Inside and outside the school, they initiate and lead activities that focus on improving educational opportunities for all students. They establish inclusive learning environments that meet the needs of students from different linguistic, cultural, religious and socioeconomic backgrounds. They seek to improve their own practice and share their experience with colleagues.

They are skilled in mentoring teachers and pre-service teachers, using activities that develop knowledge, practice and professional engagement in others. They promote creative, innovative thinking among colleagues.

Movement through each of the four career stages is an evidence-based process. Moving from the Graduate to Proficient career stage involves presenting evidence to your school-based PGP, who will recommend that you have met the Standards at the Proficient level.

Unpacking the Standards

There are three domains:

- Professional knowledge
- Professional practice
- Professional engagement

There are seven *Standards*:

- 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

The Standards are interconnected, interdependent and overlap across three domains. There are seven Standards with 37 descriptors. The descriptors distinguish the expectations of practice at the four career stages. Each Standard constitutes agreed characteristics of the complex process of teaching. During the process of moving to full registration, you will provide evidence of your teaching practice against all 37 descriptors of the proficient career stage within the Standards.

We recommend you take a strategic approach in using the Standards. [Download the Standards](#) from the Australian Institute for Teaching and School Leadership (AITSL) website. Print, read, and know them. Keep a copy of the Standards handy and use them to reflect on your professional growth, as the foundation for your professional learning, and to set performance and development goals.

The Professional Guidance Panel



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 Standards.

Observations of teaching

Observations of the teacher's 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.

Australian Professional Standards for Teachers
All career stages

ALL > GRADUATE > PROFICIENT > HIGHLY ACCOMPLISHED > LEAD

The Australian Professional Standards for Teachers help you understand and develop your teaching practice and expertise across 4 career stages. By demonstrating the Standards you can have maximum impact on all learners.

Export the Standards | Download all the Standards (docx, 78 KB)

PROFESSIONAL KNOWLEDGE	PROFESSIONAL PRACTICE	PROFESSIONAL ENGAGEMENT
1 Know students and how they learn	3 Plan for and implement effective teaching and learning	6 Engage in professional learning
2 Know the content and how to teach it	4 Create and maintain supportive and safe learning environments	7 Engage professionally with colleagues, parents/carers and the community
	5 Assess, provide feedback and report on student learning	

2 Talking about teaching practice

Understanding the Standards is integral to your professional growth as a teacher.

Talking about teaching practice with mentors and colleagues is key to ongoing professional development and growth.

Classroom observations

Feedback

Collaborative coaching

Professional learning goal setting

Mentor chats

Colleague discussions and planning

Supervisor meetings

Feedback

Professional conversation

Lesson observations and analysis of own and others' practice

Regular meetings/sharing

Improvement focused feedback

Professional Support

Professional Guidance Panel

Mentoring support

Professional learning

Online support and resources

TQI Promoting Quality Practice workshop

Reflection

Self assessment and reflection

Professional conversations

Evidence collection and selection

Annotations on evidence of practice



Use the language of the descriptors in these conversations. This will help you see your teaching practice within the Standards and identify quality evidence for your portfolio.

AITSL provides a range of resources to help you reflect on your practice and improve your teaching regardless of your career stage.

Research states effective feedback practices can greatly improve student learning and teaching quality. Use the AITSL evidence-based practical tools to introduce or enhance feedback in your setting. TQI provides tools such as the *Classroom Observation Template* and *Learning Action Plan* (underpinned by the Standards) which are readily available on the TQI Portal to support professional conversations.

The Professional Guidance Panel



What if the 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.

- 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.

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

The importance of having mentee/mentor professional conversations

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.

The Professional Guidance Panel



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, and 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

Quality teachers identify and collect evidence that provides insight into their teaching and professional practice for their ongoing reflection, feedback, growth and development.

In moving from provisional to full registration you will demonstrate applying and integrating the knowledge and skills that underpin the proficient *Standards*. Your evidence can be artefacts of practice, observable actions and products of learning. Your evidence should be authentic, reliable and valid information that supports a claim or decision.

You should draw evidence directly from your everyday teaching context and practice, and it should be current.



Think about what you and your students are already doing, saying, making or writing. Think about the impact of your practice on your students' learning, their engagement in learning and their well-being and how you can capture evidence of this. One piece of evidence can address multiple descriptors within the Standards. Think quality not quantity. You only need to gather 6-10 pieces of evidence, that demonstrate all 37 descriptors at the proficient career stage within the Standards.

Choose evidence that shows the choices you have made as a teacher to respond to the learning needs of your students and to support their ongoing learning. Evidence must demonstrate student learning, and progress in their learning, and include a record of observations of your classroom practice. Evidence may include (but not limited to) teaching and learning programs, samples of student work and assessment, teacher reflections and self-assessment, feedback received and given, and collaborative work. This should show your professional growth and practice moving from graduate to proficient.

There is flexibility to allow for differentiation in the way you build and present your portfolio of evidence.

This should be negotiated with your professional guidance panel to ensure your needs are met.

Examples of Evidence

Teaching and learning programs, unit plans, lesson plans

- Individual learning plans including interventions to address areas of need/talent
- Term, semester or year lesson plans, lesson sequences
- Across year level lesson plans
- Resources, tasks and activities developed and used
- Homework tasks set
- Outcomes of research that inform program development
- Mapping of student learning
- Use of models of learning to develop teaching and learning programs and activities
- Student-directed learning goals
- Development and display of classroom expectations
- Classroom layout modification

Observations

- Lesson observation notes
- Pre and post observation teacher reflections and feedback
- Professional discussion notes
- Multiple observations (self and others) analysing and learning a range of teaching practices across teaching areas
- Observations documenting evidence of emergent practice
- Video/photo of the classroom environment
- Statement from mentor teacher on reflective cycle (plan, conduct, review)
- Student task boards illustrating differentiation
- Use of a range of strategies (for example, to manage classroom behaviour)

Feedback received and given

- Student conference outcomes
- Formative assessment
- Teacher records of feedback provided
- Evidence of teacher record-keeping system
- Parent/teacher interview plans and records
- Parent feedback
- 360-degree feedback

- Student perception data (for example, survey of students, student reflections and feedback)
- Mentoring record
- Learning Action Plan

Teacher reflections and self-assessment

- Reflective notes on the impact of teaching strategies, interventions, etc
- Self-analysis and reflection on practice (for example, lesson videos, unit/lesson plan reviews)
- Audit of the physical classroom environment
- Professional reading log, PL profile reflections
- Journal of practice and reflection
- Reflection of student learning needs and progress
- Analysis of effectiveness of assessment tools/strategies
- Student data analysis (for example, SMART data)

Student assessment/student learning

- Student conference outcomes
- Teacher records of student data
- Student writing exemplars
- Assessment plan demonstrating links to curriculum
- Assessment schedule
- Assessment tools/tests/strategies
- Documentation of student/s learning
- Value-adding to student/s learning
- Learning and teaching cycle

Communication strategies

- Conversation or collaboration logs
- De-identified emails to parents (for example, monitoring student well-being)
- De-identified Meeting logs – from meetings with supervisors, parents, mentors, carers, specialists
- De-identified samples of ongoing communication between teacher and parent/carer (for example, email trail, ILP/SCAN meeting minutes)
- Records of preparation for and participation in parent teacher interviews
- Evidence of online communication (for example, Google communities)

- Correspondence demonstrating mandatory reporting to meet legislative requirements
- Evidence of newsletter articles communicating with the school community



Collaborative work undertaken

- Team teaching evidence
- Sharing of resources and expertise
- Collegial planning and preparation
- Data meetings in Professional Learning Teams (PLT)
- Action research
- Reflections on teaching practice

Professional learning

- Professional Learning Plan/Learning Action Plan
- Professional learning record
- Reflections on professional learning
- Professional learning journal
- Action research project
- Transcripts of courses completed, and strategies applied
- Professional associations/networks membership
- Reflections on accredited and teacher identified professional learning

Extracurricular

- Presentations prepared and delivered
- Exhibitions/display of student work conducted
- Involvement in extracurricular activities
- Involvement in school policy development
- Undergraduate and postgraduate studies
- Formal writing piece to demonstrate knowledge
- Development of school exchanges
- Production of risk assessment documents
- Forms developed for camp
- Evidence of community contact and involvement.

Sometimes several artefacts make a natural set. Example of an evidence set: a set of artefacts like an *Individual Learning Plan* (including use of assistive technologies), email trail with parents, therapist advice incorporated into a differentiated lesson plan to show how you have addressed the needs of a student with special needs, citing 1.2, 1.5, 1.6, 3.4, 3.7.

Here are some ideas for collecting and organising your evidence

- You could keep a physical collection box next to your desk, and a digital folder on your computer, so you can put aside quality pieces of evidence throughout the school year.
- Use a copy of the proficient level standards to highlight the descriptors your evidence covers.
- Regularly review your evidence collection to identify any gaps. Use an evidence map – we have developed one for you to use, which can be found on the [TQI Portal](#). Full copy of our evidence map on page 20.

NAME: _____

This evidence map has been provided to support the applicant with monitoring how their evidence artefacts/sets link to the descriptors.

DOMAIN	PROFESSIONAL KNOWLEDGE										PROFESSIONAL PRACTICE					PROFESSIONAL ENGAGEMENT												
	1. Know the students and how they learn					2. Know the content and how to teach it					3. Plan for and implement effective teaching and learning					4. Create and maintain supportive and safe learning environments		5. Assess, provide feedback and report on student learning			6. Engage in professional learning							
PROFESSIONAL STANDARDS FOR TEACHERS	1.1	1.2	1.3	1.4	1.5	2.1	2.2	2.3	2.4	2.5	3.1	3.2	3.3	3.4	3.5	4.1	4.2	4.3	4.4	5.1	5.2	5.3	5.4	5.5	6.1	6.2	6.3	6.4
Evidence 1:																												
Evidence 2:																												
Evidence 3:																												
Evidence 4:																												
Evidence 5:																												
Evidence 6:																												
Evidence 7:																												
Evidence 8:																												
Evidence 9:																												
Evidence 10:																												

Annotating your Evidence

An annotation is a statement that provides context for your evidence and explains its significance. It is a demonstration of your professional knowledge, practice, and engagement. Think of annotating your evidence of practice as the connecting narrative, linking your evidence to the Standards.

Annotations are usually short, concise, and comprise one or more paragraphs connecting the relevant *Standard* descriptor/s to your chosen evidence. An annotation explains how your chosen evidence demonstrates achievement of *the Standard* descriptor/s. It includes analysis and reflection on your practice and the impact on student outcomes (where applicable).

You can annotate evidence of your developing professional effectiveness against relevant descriptors with reflections that explain how it represents student learning and progress, as well as growth in your own teaching and professionalism.

There is an *Evidence Annotation Scaffold Tool* available for your use on the [TQI Portal](#) which includes evidence reflection question prompts. *Full copy on page 18-19.*

Evidence is annotated to explain your achievement of the Standards (taking account of each of the descriptors at the proficient level) and to support your claim.

Your Evidence Portfolio can be...



Digital



Paper-based

Combination
digital + paper-based



Evidence can be collected and presented in hard copy (no more than 20 pages in length), as a digital portfolio, or a combination of both.

Evidence Annotation Scaffold

Evidence Reflection Question Prompts

Evidence context

- Is this evidence drawn directly from your work?
- What are the key features of this evidence?
- What came before or after?
- What was the purpose of this evidence as a part of a learning sequence?
- What is the background to this piece?
- Why did you choose this piece?
- Do you have any clarifying questions?

Achieving the Standards

- What Standards/descriptors does this piece of evidence address?
- How could you use this piece of evidence to demonstrate your achievement against the Proficient level Standards/descriptors?
- How does it demonstrate engagement with colleagues? With parents? With wider community?
- How have you used feedback from colleagues/students/parents/the community/professional networks?
- How have you used this evidence to address problems of practice?
- What has been your contribution if this evidence is collaborative work?
- How has your contribution been sustained over time?
- How does this evidence demonstrate impact of your practice on others?
- How does it demonstrate improved/next teaching practice?
- What do you see as your major strengths as a teacher against the Standards (i.e. professional knowledge, professional practice, professional engagement)?

Impact on your own learning, student learning and the learning of others

- How does this piece show the impact of your work on student outcomes (i.e. their learning and how they learn, their engagement in learning, their wellbeing, their progress and achievements)?
- How does this piece show the impact of your work on the practice of your colleagues?
- How have you analysed student data?
- How did your analysis of student data inform your planning?
- How have assessment strategies that you have used informed the future learning of your students?
- How do you know?
- How did this impact on your own learning (change in beliefs and attitudes/ next practice)?
- What might you do differently next time?
- How has evidencing your practice informed your future learning (i.e. areas for development)?

Evidence context – Annotation

Evidence type: Describe the evidence

Identify the Standards and descriptors demonstrated: e.g. 1.2, 2.1, 2.3, 2.5, 3.2, 6.3

Context: Describe context, reasons, duration, audience etc

Achieving the Standards – Annotation

Reflection conversation: Reflect on how your piece of evidence addresses the Standards and descriptors.

Impact on your own learning, student learning and the learning of others – Annotation

Impact on learners and your own practice: What happened? What did you learn? What has been the impact on your colleagues' learning? What has been the impact on student learning, engagement in learning, well-being? How do you know? What would you change?

The Professional Guidance Panel



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 their 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 them 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

The central aim of the process is to recognise your growing expertise and increasing proficiency as a teacher.

This process supports you to continue to learn to teach while teaching. The TQI Portal provides resources to help you plan your learning, choose evidence and reflect on your practice, as well as source networks and professional learning opportunities that support your ongoing development as a teacher. This is further enhanced by TQI engagement sessions and videos.

The school-based PGP will complete a *Principal's Recommendation Report* and submit it to TQI.

To be recommended for full registration, you will need to ensure you have met the prescribed requirements (of demonstrated ability, knowledge and skills) at the proficient level of the Standards for full registration as prescribed by Section 32 of the Act.

To be recommended for full registration, you will need to:



The Professional Guidance Panel



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.

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 *Principal's Recommendation Report* identifying the Standards/descriptors that have been addressed and those for further development and re-assessment.

The *Principal's Recommendation Report* must be signed by all PGP panel members, and the declarations approved and signed by the principal.

5 Support and Resources

Your colleagues, mentors and school leaders will provide you with sustained support and guidance. Your PGP is key to this ACT school-based process, and will administer the process towards a recommendation for full registration. Your mentor will assist you with selecting evidence from your classroom practice and reflecting upon your teaching and learning.

There are many places you can get support and information during the process:

School-level support

- Evidence gathering
- Mentoring
- Feedback
- Classroom observations
- Professional and collegial conversations
- Professional learning reflections
- Goal setting
- Your school's PGP



AITSL tools and resources

- The Standards
- Classroom Practice Continuum
- Teaching practice resources (illustrations of practice)
- Teacher Self-Assessment Tool
- AITSL *My Induction mobile app*
- AITSL offers a variety of resources to enhance and support professional conversations and focussed feedback



TQI support, tools and resources

- TQI videos
- Provisional to full registration Q&A engagement sessions
- TQI Portal (tools and resources including the *TQI Learning Action Plan Tool*)
- TQI service and support



APPENDIX A

Moving from provisional to full registration Process checklist

Step 1

- Ensure you have a mentor
- Schedule regular meetings with mentor
- Clarify process with the *Professional Guidance Panel* and negotiate the format of the final presentation

Step 2

- Watch the *Moving from Provisional to Full Registration* video and attend a TQI Q&A engagement session
- Access TQI resources in the TQI Portal
- Set learning goals with your mentor using the Standards

Step 3

- Collect evidence of your day-to-day practice
- Discuss evidence with your mentor to identify areas of strength and development

Step 4

- Regularly review your evidence to identify gaps and ensure you meet all 37 descriptors
- Think about the connecting narrative, and begin annotating your evidence with the support of your mentor

Step 5

- Finalise your portfolio of 6-10 pieces of annotated evidence
- Complete evidence map

Step 6

- Consult with principal (or delegate) to confirm panel presentation date
- Provide portfolio to PGP at least two days before the presentation date
- Present portfolio of annotated evidence at school-based panel meeting for assessment and panel recommendation
- Your PGP will forward a completed *Principal's Recommendation Report* to tqi@act.gov.au
- You will receive an email from TQI confirming receipt of the report
- Retain a copy of the *Principal's Recommendation Report*
- Retain evidence portfolio for TQI quality assurance purposes
- Complete the TQI online application once you have received the TQI full registration approval email.

Evidence Annotation Scaffold

Evidence Reflection Question Prompts

Evidence context

- Is this evidence drawn directly from your work?
- What are the key features of this evidence?
- What came before or after?
- What was the purpose of this evidence as a part of a learning sequence?
- What is the background to this piece?
- Why did you choose this piece?
- Do you have any clarifying questions?

Achieving the Standards

- What Standards/descriptors does this piece of evidence address?
- How could you use this piece of evidence to demonstrate your achievement against the Proficient level Standards/descriptors?
- How does it demonstrate engagement with colleagues? With parents? With wider community?
- How have you used feedback from colleagues/students/parents/the community/professional networks?
- How have you used this evidence to address problems of practice?
- What has been your contribution if this evidence is collaborative work?
- How has your contribution been sustained over time?
- How does this evidence demonstrate impact of your practice on others?
- How does it demonstrate improved/next teaching practice?
- What do you see as your major strengths as a teacher against the Standards (i.e. professional knowledge, professional practice, professional engagement)?

Impact on your own learning, student learning and the learning of others

- How does this piece show the impact of your work on student outcomes (i.e. their learning and how they learn, their engagement in learning, their wellbeing, their progress and achievement)?
- How does this piece show the impact of your work on the practice of your colleagues?
- How have you analysed student data?
- How did your analysis of student data inform your planning?
- How have assessment strategies that you have used informed the future learning of your students?
- How do you know?
- How did this impact on your own learning /change in beliefs and attitudes/ next practice?
- What might you do differently next time?
- How has evidencing your practice informed your future learning (i.e. areas for development)?

Annotation of Evidence

Evidence context – Annotation

Evidence type: Describe the evidence

Identify the Standards and descriptors demonstrated: e.g: 1.2, 2.1, 2.3, 2.5, 3.2, 6.3

Context: Describe context, reasons, duration, audience etc

Achieving the Standards – Annotation

Reflection conversation: Reflect on how your piece of evidence addresses the Standards and descriptors.

Impact on your own learning, student learning and the learning of others – Annotation

Impact on learners and your own practice: What happened? What did you learn? What has been the impact on your colleagues' learning? What has been the impact on student learning, engagement in learning, well-being? How do you know? What would you change?



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