

Process for Transitioning from Provisional to Full Registration POLICY



1. Background

Legislation and policy

In Queensland all new graduates and a range of other applicants for teacher registration (eg some teachers from interstate or overseas, or teachers returning after an absence) are in the first instance granted provisional registration. The initial period of provisional registration is two years, with one extension of two years possible. If teachers do not meet the requirements for full registration by the end of the extended provisional registration period they will need to re-apply for provisional registration. The Board of the Queensland College of Teachers (QCT) has established policy that for teaching experience to be acceptable, it must have been completed within the last five years.

In order to move to full registration, a holder of provisional registration must have successfully completed a total of one year of teaching in an acceptable setting (200 days is regarded as equivalent to one year of teaching experience). Teaching in a recognised school in Australia or New Zealand is acceptable. Teaching in another setting of a syllabus or kindergarten guideline approved or accredited by the Queensland Studies Authority (QSA) is also acceptable. For all other settings, the QCT Board has established policy in regard to experience deemed equivalent to experience in a school for purposes of progressing from provisional to full registration¹.

The QCT, as required under the legislation, is implementing a set of professional standards, the Australian Professional Standards for Teachers (the Standards), which at the Proficient career stage detail the abilities, experience, knowledge and skills expected of teachers to help the QCT decide whether applicants for full registration meet the professional practice requirements for full registration.

Applications for full registration by holders of provisional registration are required to be made using the application accessible through the teacher's Online Services account. Embedded in the *Application for Moving from Provisional to Full Registration* is an *Assessment against the Standards and a Recommendation for Full Registration* (Assessment and Recommendation) which is completed by a Reviewer, that is, a Principal, Deputy Principal with delegated authority from the Principal, or in the case of another acceptable setting, appropriate person with full registration as approved by the QCT. Details of the process are available on the QCT website.

2. Features of process for transitioning to full registration

a. The period of provisional registration represents a supported introduction to the teaching profession in Queensland

- The *Australian Professional Standards for Teachers* (Proficient career stage) provide a framework for reflecting on and discussing the provisionally registered teacher's practice, identifying learning goals and to guide professional learning. The provisionally registered teacher will receive guidance, support and feedback regarding progress towards meeting the Standards from experienced colleagues. This should include ongoing collegial interaction and professional discussions.

- Provisional registration forms part of the continuum of ongoing development from preservice education to career-long learning. Achievement of full registration is a significant achievement and important milestone in a teacher's career.
- Features of the period of provisional registration include:
 - teaching experience
 - guided reflection on practice
 - professional learning and growth through supported development
 - collegial support and participation in collegial activities.
- The process allows for the full range of provisionally registered teachers, in that it is not a requirement for the successful practice to be gained in one school/setting, or within one year or single 'block' of teaching. Provisionally registered teachers include new graduates, some teachers new to teaching in Queensland or returning after an absence, and those who may be working on temporary, casual or part-time basis, in remote areas and across different settings.

b. Period of provisional registration and required teaching experience

- The required minimum teaching experience of one year does not have to be completed in one setting or within a period of one calendar year. It must be equivalent to 200 days, which may include a number of individual days as well as continuous teaching experience. The Reviewer will need to have sufficient knowledge and evidence of the provisionally registered teacher's successful teaching practice to complete the *Assessment against the Australian Professional Standards for Teachers* (Proficient career stage) and a Recommendation for Full Registration which is embedded in the *Application for Moving from Provisional to Full Registration*. Reviewers should exercise professional discretion in making a decision whether or not to complete a report at that point.
- The teaching experience must occur after the date on which provisional registration was granted.
- The experience must take place in schools or equivalent settings¹, or involve teaching a QSA approved or accredited kindergarten guideline or syllabus.
- One year, defined as 200 days, of teaching experience is the minimum amount of teaching experience required prior to applying to move to full registration. Provisionally registered teachers may need additional time in which to demonstrate achievement against the Standards (Proficient career stage). Queensland legislation allows an initial period of provisional registration of up to two years and one extension for up to a further two years.
- It is anticipated that a teacher employed full-time, or with a significant amount of contract work, generally would be eligible to apply for full registration at some point in their second year of provisional registration. For teachers not employed full-time, the process will take longer and after the initial two years there is the option of extending their provisional registration for a further two years.
- Should a teacher not attain full registration within the extended period of provisional registration, they will have to re-apply for teacher registration. Teaching experience remains current for five years only.
- The Reviewer is responsible for sighting evidence of the required teaching experience.

c. The process is standards-based

- The process of transitioning to full registration involves ongoing development in line with the *Australian Professional Standards for Teachers* (Proficient career stage) through experience, guidance, support, learning and monitoring of development; and culminates in a summative assessment and recommendation. The process is built on an assumption of ongoing collegial professional discussions between the provisionally registered teacher and other teachers and administrators in the school(s).
- The provisionally registered teacher, from commencement of the provisional registration period, engages in ongoing reflection, identification of learning goals and areas for development, and professional learning and development using the *Australian Professional Standards for Teachers* (Proficient career stage) and in accordance with the *Australian Charter for the Professional Learning of Teachers and School Leaders*. For full details about the information and tools available to support provisionally registered teachers during the process of transitioning to full registration see section 5.
- The provisionally registered teacher takes supported professional responsibility for demonstrating that they meet the Standards.
- The provisionally registered teacher is required to present a range of evidence to demonstrate achievement of each of the seven Standards taking account of each of the descriptors. Provisionally registered teachers are expected to use the resource, *Transition to Full Registration: Providing evidence of practice EVIDENCE GUIDE* to assist with compiling evidence to demonstrate achievement of each of the seven Standards taking account of each of the descriptors.
- Evidence used to demonstrate achievement against the Standards will:
 - be drawn directly from the teacher's work
 - be derived from a range of sources and must include:
 - evidence of student learning
 - observation of the teacher's teaching
 - be annotated to reflect achievement of the Standards by taking account of each of the descriptors
 - show impact on student learning.
- When developing evidence teachers should:
 - work from their usual teaching context and draw on documents, observational notes, reflections and resources they use in their school or workplace
 - reference more than one descriptor against each piece of evidence where appropriate and avoid duplication of evidence
 - use evidence that comes from multiple sources, for example:
 - performance data
 - student work
 - curriculum, planning and assessment documents
 - observations and professional conversations or collaborations with colleagues
 - student/parent feedback
 - records of guided reflections on professional practice and development against the Standards
 - ensure the range and context of their teaching practice is illustrated in their evidence
 - show the link between their teaching practice and its impact on student learning.

- Evidence which demonstrates achievement of the Standards may be gathered across a number of schools. This provides flexibility for teachers who are not in full-time employment, or teachers who move across school locations, to demonstrate attainment of the Standards.
- Examples of practice should be verified by the relevant person at the time (eg by the Principal, Deputy Principal, Head of Curriculum, Head of Department, fully registered mentor teacher).
- The provisionally registered teacher should provide a declaration that evidence used to demonstrate achievement of the Standards is their own work unless otherwise appropriately acknowledged.
- It is necessary for the Reviewer to have adequate knowledge upon which to base their judgement. They will need to have access to a range of evidence provided by the provisionally registered teacher, which may relate to their experience at a number of schools.
- The above requirements should be negotiated collaboratively between the Reviewer and the provisionally registered teacher and met progressively across the period of provisional registration.

d. The culminating assessment and recommendation is by the Reviewer²

The culminating assessment and recommendation is based on the *Australian Professional Standards for Teachers* (Proficient career stage).

The assessment and recommendation by the Reviewer represents the required input into a decision by the Queensland College of Teachers as a statutory authority. It also provides the opportunity to recognise the achievement of the provisionally registered teacher and acknowledge the gaining of full registration is a significant milestone for early career teachers.

- The school/setting will have established school-based practices, which may include the involvement of other personnel, to assist the consideration of the teaching practice of the provisionally registered teacher and in engaging in collegial professional discussions about how the provisionally registered teacher has achieved against the Standards.
- The Reviewer will take into account the specific context in terms of both the setting and the role of the teacher and make a holistic judgement about achievement of each Standard. The provisionally registered teacher is required to present a range of evidence to demonstrate achievement of each of the seven Standards taking account of each of the descriptors.
- The Reviewer completes an assessment against the Standards and makes a recommendation to the QCT. The recommendation may be for full registration or for a further period of provisional registration. There is opportunity to flag significant concerns regarding the provisionally registered teacher's progress. Full information about the process will be provided.
- Reviewers may seek advice from the QCT in individual atypical cases, for example, where they are concerned they have insufficient knowledge of the provisionally registered teacher's teaching practice on which to make a decision.

- The relevant school/setting is responsible for documenting the evidence used to support the judgement about full registration.
- The process requires that the provisionally registered teacher signs the application to acknowledge that they have sighted the Assessment and Recommendation and had the opportunity to discuss them.
- The QCT formally advises the provisionally registered teacher about the outcome of the registration decision, including, where applicable, the process for review of a decision.

e. Appeal Process

The provisionally registered teacher will be advised about provisions under the legislation for review of a registration decision and provided with full information about the process for applying for such a review.

3. Monitoring of process

The legislation provides for monitoring of registration decisions. A quality assurance process will be used to ensure consistency in judgements. This may take the form of an audit of the evidence of a sample of teachers seeking full registration. For the purpose of this process all relevant documentation, including evidence, will be made available on request.

4. Support for participants in the process

The QCT endorses expectations that effective induction programs will be provided for provisionally registered teachers in Queensland. This should involve a planned program of professional learning and development against the *Australian Professional Standards for Teachers* (Proficient career stage) with the support of one or more fully registered teacher(s).

Elements of effective induction programs are identified in the work of employing authorities (eg the *Flying Start Induction Toolkit for Beginning Teachers* (DET, 2011)) and registration authorities and in reports such as *An Ethic of Care* (DEST, 2002). This includes information and support, guided reflection, clear goals for development, action plans for areas for development in terms of elements of the *Australian Professional Standards for Teachers* (Proficient career stage), observation of teaching, opportunities to observe another teacher, professional discussions with colleagues, participation in appropriate professional development and collegial activities, and formative assessment and feedback. The QCT will continue to work with employers, Principals, teacher groups, universities and others in this area.

The QCT values the critical role of mentor teachers providing professional support for provisionally registered teachers by recognising such involvement for purposes of meeting future continuing professional development requirements.

5. Information and tools

Comprehensive information and tools have been developed by the QCT to support the process, for both the provisionally registered teacher and educational settings. This includes information specific to particular groups such as provisionally registered teachers who are in casual employment only. In this way it is envisaged that the process is not only valid and reliable but also provides clarity and support to schools, Principals and others in fulfilling their role.

Provisionally registered teachers are expected to use the *Transition to Full Registration: Providing evidence of practice EVIDENCE GUIDE* to assist with compiling evidence to demonstrate achievement of each of the seven Standards taking account of each of the descriptors.

To complement and supplement the work of employers and others in inducting and supporting provisionally registered teachers, the QCT provides:

- Information for provisionally registered teachers, Principals and employers about the context and purpose of registration, the professional standards, the standards-based process for moving to full registration, and recording and reporting requirements.
- Information and tools to assist provisionally registered teachers to reflect on their practice, identify strengths and weaknesses, and develop learning goals.
- Information and tools to assist provisionally registered teachers and Reviewers in schools and other settings to meet recording and reporting requirements (eg required forms, examples, guides).
- Information for provisionally registered teachers, Principals and employers about quality induction and support, for example;
 - how to encourage a culture that fosters openness, collaboration, help-seeking and help-giving
 - available professional learning and development activities
 - links to available resources such as *Flying Start Induction Toolkit for Beginning Teachers* (DET, 2011) and *An Ethic of Care Report* (DEST 2002).

The Australian Institute for Teaching and School Leadership (AITSL) provides a range of guidelines and resources such as:

- *Australian Professional Standards for Teachers* (Proficient career stage)
- *Illustrations of Practice* (Proficient career stage)
- *Australian Teacher Performance and Development Framework*
- *Australian Charter for the Professional Learning of Teachers and School Leaders*.

1 Refer to Policy on Equivalent Experience acceptable for Provisionally Registered Teachers to move to Full Registration: <http://www.qct.edu.au/registration/ProvEquivalence.html>

2 The Reviewer is the Principal, Deputy Principal with delegated authority from the Principal, or in the case of another acceptable setting, appropriate person with full registration as approved by the QCT