

# POLICY

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## PROCESS FOR MOVING FROM PROVISIONAL TO FULL REGISTRATION

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# PROCESS FOR MOVING FROM PROVISIONAL TO FULL REGISTRATION

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## 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 College Board has established a 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 one year of teaching in an acceptable setting (200 days or 1000 hours of experience 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 by the Queensland Studies Authority is also acceptable. For all other settings, the College Board has established policy<sup>1</sup> in regard to experience deemed equivalent to experience in a school for purposes of progressing from provisional to full registration.

The College, as required under the legislation, has developed and endorsed a set of professional standards, the *Professional Standards for Queensland Teachers*, which detail the abilities, experience, knowledge and skills expected of teachers to help the College 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 approved form. The process embedding the new standards and a new form apply to applications for full registration by holders of provisional registration from 1 July 2007.

## 2. FEATURES OF NEW QCT PROCESS FOR MOVING TO FULL REGISTRATION

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

- The *Professional Standards for Queensland Teachers* 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 this period include:
  - teaching experience
  - guided reflection on practice
  - professional learning and growth through supported development
  - collegial support and participation in collegial activities.

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

- 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 bases, 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 one year. It must be equivalent to 200 days or 1000 hours, which may include a number of individual days as well as continuous teaching experience. The Principal (this may be a Deputy Principal with delegated authority from the Principal or equivalent fully registered person if in another setting) will need to have sufficient knowledge of the provisionally registered teacher's successful teaching practice to complete the report. Principals should exercise their 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 settings<sup>2</sup>.
- 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. The legislation allows an initial period of provisional registration of up to two years and one extension for up to a further two years. Provisionally registered teachers may take additional time in which to demonstrate achievement against the standards.
- It is anticipated that a teacher employed full-time, or with a significant amount of contract work normally will 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 they may take the option of applying for an extension of 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 person responsible for completing the provisional registration report and recommendation for full registration is responsible for sighting evidence of the required teaching experience.

**c. The process is standards-based**

- The process of moving to full registration involves ongoing development against the professional standards through experience, guidance, support, learning and monitoring of development; and culminates in a summative judgement and report. 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 against the *Professional Standards for Queensland Teachers*. Full information about the process will be provided for provisionally registered teachers (see section 3 below).

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<sup>2</sup> Refer to Policy on Equivalent Experience acceptable for Provisionally Registered Teachers to move to Full Registration: <http://www.qct.edu.au/registration/ProvEquivalence.html>

- The provisionally registered teacher takes supported professional responsibility for demonstrating that they meet the standards.
- Examples of practice should be used to demonstrate achievement across the standards (there are a variety of examples of practice such as reports of observed teaching, engagement in collaborative planning, annotated examples of planning). This may include those that 'dovetail' with employer processes and requirements (such as probation reports).
- Examples of practice which demonstrate achievement of the standards may be selected from those 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 examples of practice used to demonstrate achievement of the standards are their own work unless otherwise appropriately acknowledged.
- It is anticipated that the examples of practice to be used to demonstrate achievement against the standards will be drawn readily from existing practices.
- It is necessary for Principals or equivalent person to have adequate knowledge upon which to base their judgement. They will need to have access to a range of information provided by the provisionally registered teacher, which may be from experience across a number of schools. This should include:
  - reports on observed teaching by a mentor/experienced teacher/principal or their nominee
  - examples of a planning/teaching/learning/assessing/reporting cycle and analysis (annotation) to link with the professional standards
  - involvement in collegial and collaborative teaching activities
  - records of guided reflection on professional practice and development against the standards
- The above requirements should be collaboratively negotiated between the Principal or their delegate, or relevant person if in another setting and the provisionally registered teacher and met progressively across the period of provisional registration.

**d. The culminating judgement and recommendation is by the school principal or equivalent person**

The recommendation report by the principal or equivalent person represents the required input into a decision by the College 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 person completing the recommendation report (who must hold Full Registration status with the QCT) 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. All ten standards must be met. Achievement of a standard does not require that every statement within that standard has to be met.

- The Principal or equivalent person completes a report 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.
- Principals 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<sup>3</sup> school/setting is responsible for keeping a copy of documentation used to support the judgement about Full Registration.
- The process requires that the provisionally registered teacher signs the recommendation report to acknowledge that they have sighted it and had the opportunity to discuss the report.
- The QCT advises the provisionally registered teacher formally 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 to ensure consistency. The QCT will develop processes for monitoring the process such as through sample auditing.

### **4. SUPPORT FOR PARTICIPANTS IN THE PROCESS**

The College 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 *Professional Standards for Queensland Teachers* with the support of one or more fully registered teacher.

Elements of effective induction programs are identified in the work of employing authorities (eg the *Flying Start Induction Toolkit for Beginning Teachers (DETA, 2007)*) 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 *Professional Standards for Queensland Teachers*, 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 College will continue to work with employers, principals, teacher groups, universities and others in this area.

It is intended that one way of valuing the critical role of teachers providing professional support for provisionally registered teachers is for consideration to be given to recognising such involvement for purposes of meeting future CPL requirements.

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<sup>3</sup> The relevant school/setting is the school/setting at which the Principal or equivalent person makes the recommendation for Full Registration.

## 5. INFORMATION AND TOOLS

Comprehensive information and tools have been developed by the College to support the process, for both the provisionally registered teacher and 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 new process, whilst being more valid, reliable and consistent than the previous system, will also provide greater clarity and support to schools, principals and others in fulfilling their role.

The *Ethic of Care* Report (DEST, 2002) suggests that the responsibility for induction should be shared among employing authorities, schools and teacher education providers. The information provided by the QCT complements and supplements the work of such agencies.

Information includes:

- 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, principals, schools and other settings 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:
  - the professional development, advice, information, observation, and guidance that should be part of the support provided to the provisionally registered teacher
  - planning a school-based induction program
  - roles of those involved in induction
  - mentoring
  - the benefits of appropriate support by an experienced colleague/mentor
  - the advantages of opportunities for collegial/collaborative work
  - the need for training and recognition for teachers who take on the role of support colleague/mentor
  - how to encourage a culture that fosters openness, collaboration, help-seeking and help-giving
  - available professional learning and development activities
  - available resources such as *Flying Start Induction Toolkit for Beginning Teachers* (DETA, 2007) and *Ethic of Care* Report (DEST 2002).