

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.