



# EDITION 7: PODCAST WITH AN EXPERT - VICTORIAN INSTITUTE OF TEACHING

## *Transcript*

Ben Pisani, Hannah Galloway & Linda Blakis

Ben:	<a href="#">00:12</a>	Hi, welcome to the graduate teacher learning series podcast channel. I'm Ben and I will be hosting this session. In this podcast series. We will be talking to graduate teachers, mentors and experts about a variety of different topics that relate to each editions framing question. We will also get the graduates and mentors to share some reflections on their practices that may assist you in yours. In each podcast, the graduates and mentors will be asked the same questions so you can hear the different perspectives on each topic. Okay, so sit back, relax, and let's get into this edition of the graduate teacher learning series podcast, talking to an expert.
Ben:		Can you please introduce yourself and tell us a bit about where you are working and your history in education?
Linda:		Hi, I'm Linda, I have recently joined the Victorian Institute of Teaching as their Principal Practitioner and I've been there about 2 months now. Principal Practitioner is really just a fancy name for managing the Professional Practice team and I also consult across the organisation and put some teacher eyes on things that happen. My background is as a Secondary school teacher in History and Legal Studies and most recently I was Assistant Principal at a large p-12 government school looking after curriculum and professional learning.
Hannah:		Hi, I'm Hannah, I'm a secondary school teacher as well and funnily enough my methods are History and Legal Studies too. I worked for a few years at a private school in country Victoria and then at a fairly alternative government school in Melbourne, where I was in a wellbeing leadership role. I joined VIT about two years ago, and now work in our Professional

	Practice team, where we mainly work with graduate teachers and mentors and the Australian professional Standards for Teachers.
Ben:	Can you briefly explain the purpose of the VIT Portfolio and what it means to Graduates?
Linda:	I'm really glad you brought that up, the name portfolio is actually a bit misleading and something that we hear a lot. Portfolio sounds like you need to do an assignment for university or something separate from the work you would normally do as a teacher. What you're actually doing is documenting evidence to show you're moving from graduate standard that you achieved at the end of your university course, to a proficient standard teacher by using your everyday practice. It really just provides you with an example of how to affect positive change in the classroom. It's an example that we would hope that teachers continue to use when they're refining their classroom practice throughout their careers. Hannah do you want to talk about the details.
Hannah:	<p>Ok, so when a teacher graduates from their teaching degree, they're deemed to have met the Graduate teacher level of the standards. And by the way when we talk about standards, we're talking about the Australian professional standards for teachers. Provisional registration is a period of time for you to demonstrate that your practice is developing from graduate to proficient. And during this time, you'll need to be inducted into teaching and have opportunities to work with experienced colleagues who can provide you with feedback on your practice.</p> <p>The inquiry approach that we use is designed to align with your workplace induction. It requires you to work with more experienced colleagues and should provide opportunities for collegial practice and professional observation to help you reflect on the effectiveness of your practice. The full registration process provides VIT, who are the regulator for the profession, with the assurance that teachers can demonstrate the standards at the Proficient teacher level.</p>
Ben:	Can you briefly explain the provisional registration and how Graduates move to Full?

Hannah:

Sure, so provisional registration is granted for two years and during this time, you'll need to teach for at least 80 days in Australian or New Zealand schools or Early Childhood, EC services. These teaching days do not have to be in a row, and they don't have to be in one workplace, so if you're working as a CRT you can start to count your days from now on. You'll also need to gather evidence that their practice meets the standards at the Proficient Teacher level, and you'll do this using VIT's inquiry approach. The inquiry approach is based on the Timperley model which you can read more about on our website, but it's not unlike what most schools base their instructional models on.

Provisionally Registered Teacher or PRTs, as I was saying, have two years to complete the process, but generally we recommend that when you're actually implementing your action plan that that's over a 4-6 week period. Now that's if you're working full time, but it might take you a little bit longer if your situation is different, like you're a CRT or a specialist teacher, like a music teacher and only see your students once a week. Once you have finished your inquiry and gathered all of your evidence, you will then present this to a workplace panel.

Ben:

How can graduates pick their inquiry question?

Linda:

That's another really good question and one that we do get a lot. Our advice would be to align your inquiry question with your school or service's focus. For instance, if your workplace is focusing on literacy circles, marry up your inquiry question to that because it will mean you're already undertaking a lot of the process as part of your job. For example, you might already be doing professional learning, professional discussions and in some cases observations around what that focus is so why wouldn't you use that? It doesn't have to be on a workplace focus, it could also be based on an area of your interest. You might have been doing some research and come across a strategy or a method that you think could apply well to your classroom and would like to investigate it further. The particular learning needs might guide your inquiry question to help you get the best outcomes for your group. On the VIT website, [vit.vic.edu.au](http://vit.vic.edu.au), there is more specific guidance about how to form an inquiry question and there's a really good article there as well with an infographic about using the SMART strategy.

Ben:	What tips can you give a Graduate around collecting evidence against the Australian Professional Standards for Teachers?
Hannah:	<p>So the evidence you gather should be as a result of your normal everyday teaching practice. For instance, unit plan, lesson plans, notes from meetings and discussions with colleagues, parents and students. And of course, samples of student work. There are probably four key types of evidence. So, it can be anything you say, anything you write, anything you make and anything you do that's related to your inquiry. And remember one piece of evidence can cover multiple standards and descriptors. For instance, a unit plan will cover a lot of professional practice because it includes learning goals, teaching activities and your assessment as well. So, you don't need 37 different pieces of evidence. There might be some things that don't fit neatly into your inquiry, like you might be teaching something that doesn't require any ICT, but you if did do this last term, so you can include evidence of that. But remember any evidence that you collect needs to have been since you were a provisionally registered teacher, so you can't use any evidence that you collected when you were on placement at University.</p>
Ben:	What does it mean to present to a panel
Linda:	<p>I suppose no matter how much time you spend trying to reassure people, people always get nervous about the idea of presenting to a panel because it's the unknown. But to your mind at ease you need I suppose to prepare. It is a celebration of your work and you need to keep that in the back of your mind. Before you go to your panel sit down with your mentor and do the checklist to make sure everything's there. That way you can be sure that before you go to panel you have everything you need, and you don't have to worry about that aspect going in.</p> <p>The panel generally consists of your principal or their delegate so that might be an assistant principal or a leading teacher or if you're in an early childhood setting that would be a relevant leader there. It'll have a VIT trained mentor and another fully registered teacher who knows your practice. Don't get too caught up with the panel, as I said it's a celebration of your work. When I was an Assistant Principal I actually really enjoyed being on the panels because I got to see all the great work teachers were doing. It actually made me quite homesick for</p>

the classroom.

So, the panel can be a general discussion or a discussion with some guiding questions, but it should all be based on the evidence you've collected, so it's all right there in front of you. The structure of the meeting can vary depending on what works best for you and your workplace, so I would advise you to talk to your workplace before about how it will all operate, so there are no surprises. You've got two years to do it, as Hannah said, and we would advise that you don't rush it. Make sure you talk to your mentor and decide together whether you're ready to go to panel because we want it to be a positive experience for you. So, after that once the panel are satisfied all the 37 descriptors are met they will make a recommendation and it gets processed through the VIT and the happy outcome is that you will be a fully registered member of the teaching profession.

Ben:

What tips can you give a Graduate around presenting their evidence?

Linda:

Yeah, I think we really need to remember, this is not a university project or a portfolio, there's no word count or literature review or any need to make references. The evidence you gather should be things you're already doing in your everyday teaching practice. Try to relax and understand this is a final celebration of your work. You'll have support during the process and when you're presenting. Your workplace wants you to succeed and so does VIT, no one's going to be trying to trip you up. Hannah, anything you want to add?

Hannah:

So, I would suggest you have multiple copies of your evidence for panel members and give them a copy a few days before hand. That way, as you were saying a bit earlier Linda, make sure that there's nothing missing and if there are any issues you can address them before you go to your panel. It also means that they've already had the opportunity to read through your evidence before hand which makes the meeting go a little bit more smoothly. Make sure you annotate your evidence clearly to identify the standards are and where you are demonstrating them it makes it a lot easier for the panel members to be able to know where you've demonstrated all of the standards. There are heaps of resources on VIT's website. We've got videos to walk you through each step of the process, there's podcasts, examples of evidence from lots of different settings, and a

template and checklist as well.

But probably most importantly, make sure you read through our Supporting Provisionally Registered Teachers Guide and if you are a CRT or working in a non-traditional setting like a zoo or a museum, also read through our CRT companion guide which some extra tips and tricks for you. And if you have any questions, speak with your mentor or contact VIT, there are lots of people here to help.

Ben:

And that's it for the graduate teacher learning series podcast. Thank you to our guests for sharing their experiences. And thank you for listening. We'll see you next time. Bye for now.