World Teachers’ Day 2012

World Teachers’ Day was celebrated in South Australia on Friday, 26 October 2012. World Teachers’ Day was introduced in 1994 by the United Nations Educational, Scientific and Cultural Organisation (UNESCO), to celebrate the significance of competent, qualified and motivated teachers as instrumental in shaping the futures of children, students and young people.

The Teachers Registration Board adopted a theme of celebrate teachers who provide creative learning environments so children and young people can ‘have a go’.

World Teachers’ Day is an opportunity to acknowledge and celebrate the significant contribution of teachers in developing children, students and young people’s knowledge and abilities through quality education and care practices.

“Celebrate teachers who provide creative learning environments so children and young people can ‘have a go’.”
Presiding Member’s Report

A key aspect of the Board’s work during 2012 was the approval of policies relating to the introduction of a more nationally consistent approach to teacher registration including the implementation of the National Guidelines for the Accreditation of Initial Teacher Education Programs and the introduction of National Professional Standards as a basis for entry to the Register of Teachers (graduate level) and renewal of registration (proficient level). Those changes take effect from 1 January 2013.

Details of these changes have been published on the Board’s website and have been included in this Newsletter. I urge you to familiarise yourself with the new requirements particularly those relating to renewal of registration which includes the completion of 60 hours professional learning during the three year term of registration for all registrants.

The Board continues to work with the Australasian Teacher Regulatory Authorities (ATRA) to implement elements of nationally consistent registration and the accreditation of initial teacher education programs. Training of panel members to undertake accreditation has occurred on a national level and will continue in 2013 with a view to having a pool of trained panelists to call on when considering new and existing programs from providers of initial teacher education in South Australia.

One reads much in the general press about what is seen as being deficient or what may be improved in the education of teachers. It is hoped that a common system of accreditation will play a significant part in addressing such matters.

Two longstanding Board members, Mr Roger Anderson, a nominee of the Association of Independent Schools of South Australia (AISSA) and Ms Gerry Mulhearn, nominee of the Department for Education and Child Development (DECD) resigned from the Board. Both Roger and Gerry have made significant contributions to the work of the Board and we thank them both for their commitment and wisdom over many years.

We welcome to the Board, Ms Lynda MacLeod, nominee of AISSA and Ms Kathryn Jordan, nominee of DECD.

On 1 July 2012 staff employed under the Public Sector Act 2009 were transferred from the Department for Education and Child Development to employees of the Teachers Registration Board. The Board has entered into an Administrative Agreement with the Commissioner for Public Employment, complies with the Commissioner’s Standards and is a party to the South Australian Government Wages Parity Enterprise Agreement: Salaried 2012. We commend the Registrar for her leadership and team approach to service delivery during the year as there were some significant employment issues to manage during the transfer of staff process.

The Board thanks the Registrar and staff for their high level of commitment and diligence in attending to TRB matters in 2012.

We expect 2013 will be a busy and challenging year. The Board extends to all teachers its best wishes for a professionally rewarding 2013.

Carmel Kerin, Presiding Member
One hundred and thirty one delegates attended the conference held in the geothermal heartland of the North Island. Rotorua is a major centre of Maori Culture. Conference delegates worked hard in early morning sessions at Cultural learning striving to master protocols and language to be used in ceremonies throughout the conference. The Cultural ensemble that performed was memorable, so much passion, energy and pride particularly in the performance of the Haka. I would like to share a poem:

EHARA I TE MEA - By Muta Kapa

Love is not
From this time
But from the ancestors
It was bequeathed.

The land, the land
Is the essence of the people
But from the ancestors
It was descended.

faith, hope
and love
But from the ancestors
They have descended.

Jason Newman, Tresscox Lawyers Melbourne, posed the question in the context of cyberbullying: Should Schools Police Cyberspace? Cyberbullying as reported to the Joint Select Committee on Cybersafety is an adult and media term. A fourteen year old female made the following comment to the committee.

"Bullying is something unto itself: Cyber bullying is not its own form; it’s bullying using another outlet. There’s nothing special about cyber-bullying. We should be just as wary of it as normal bullying. The same way we need to know about safety just as much as cyber-safety. Adding the word 'cyber' doesn’t make a negative activity any more important."

Recent experience in South Australian Schools highlights the powerful negative consequences of harmful digital communications as found by the New Zealand Law Commission Ministerial briefing in August 2012. There are significant differences between online and offline communication:

• the viral nature of cyberspace and the potential for information to be disseminated instantly to worldwide audiences;
• the ubiquity of the technology which means communications are no longer constrained by time and space but can be accessed anywhere, anytime by anyone;
• the persistence of information disseminated electronically;
• the ease with which digital information can be accessed/searched;
• the facility for anonymous communication and the adoption of multiple online personae.

Principals in South Australia through amended law have been given the authority to take action over behaviour that may occur away from the school or outside school hours. The Australian Mobile Phone lifestyle Index Survey showed that in 2010 the percentage of children with iphones went from six percent to 13 percent in one year and is growing. Governments expect schools to reach beyond school time and space in their effort to tackle cyberbullying. Schools are required to be eternally vigilant and to develop a culture that condemns bullying in all its forms and consistently apply policies that effectively deal with both victims and perpetrators of bullying including face to face bullying and cyberbullying.

Jason Newman asserts that it would be a brave school that determined it was not reasonable to do anything about cyberbullying occurring off campus given the current expectation of the courts and the community. He advocates whole school approaches that examine bullying issues holistically - online, offline, inside and outside the door and cites the Cyber-safety and Well-being Initiative or esmart undertaken by the Alannah and Madeline Foundation. This program is designed as a whole school approach that aims to create environments ‘where it is easy and normal for individuals to make smart choices when using technology’ and not simply be a one-off unit of work.

At another workshop delegates heard from Catherine Issac a ‘right wing’ MP who championed the potential of Partnership or Charter schools. The NZ government has focussed on a failed ‘high stakes’ model of devolved educational delivery in order to ‘give choice to the poor’. If failure occurs in this accountable rubric in low socio-economic settings, school closure and the subsequent loss of a community asset may well be the unintended consequence. In the speaker’s words ‘we might as well give it a go’ as there is underachievement amongst Maori and Pacific Islander people. The 22nd ANZELA Conference will be held in Hobart www.anzela.edu.au.

Robert Woodbury, Board Member

Walking Through Texture
KIARA PUDNEY
Independent Education Union - Conference: Protective Practices - Managing the Minefield

In February 2012 representatives and delegates of the Independent Education Union participated in a conference to further explore the implications of Guidelines - Protective Practices for staff in their interactions with children and young people.

One item of the agenda involved a panel of people from various organisations who worked through a hypothetical case study facilitated by Anthony Odgers, Assistant Federal Sectary, IEU Australia.

Panel members took on different roles including that of parent, police officer, lawyer, teacher regulator, principal, industrial officer and teacher.

Participants found this to be an informative approach to a potentially serious issue and appreciated the involvement of panel members who provided responses based on their particular roles and responsibilities.

CEASA Spotlight Seminar 15 August 2012
‘New Registration Requirements for Teaching’

Registered teachers from a range of professional associations attended a Council of Education Associations (CEASA) Spotlight Seminar on 15 August to hear about new registration requirements. It was a great opportunity for the Registrar of the Teachers Registration Board and Project Officers to speak to interested teachers about the new requirements. After the presentation, participants asked many pertinent questions and were invited to share their ideas on how the Board might communicate information to other members of the profession.

The Board thanks participants who very willingly shared lots of ideas about how the changes can be communicated. The Board is using many of the suggestions, eg. an information sheet was sent out to all teachers renewing their registration for 2013 and a supplement section has been included in this publication.

Information published on the Board’s website www.trb.sa.edu.au/NCTR_Renewal.php includes details about professional learning and renewal requirements, links to relevant websites, responses to frequently asked questions, a dedicated professional standards email address and staff contact phone numbers.

Information sessions have begun and will continue in 2013, to outline what is happening and how requirements will be implemented. The Board will add information to the website and communicate in a range of ways during 2013.
Assessment of Overseas Qualifications

The Teachers Registration Board of South Australia is required to formally assess the qualifications held by all applicants who hold teacher education qualifications obtained outside Australia or New Zealand.

These applicants complete an ‘Application for Assessment of Qualifications’ form and submit it to the Board with certified copies of the required documentation, including the academic transcripts and degree certificates for their qualifications, along with evidence of the duration of their supervised teaching practice placements.

Qualification Requirements
To meet the Board’s minimum prescribed qualifications requirements, an applicant must have completed at least four years of higher education qualifications including at least a one-year teacher education qualification that contained at least 45 days of supervised teaching practice completed.

Every applicant who has their qualifications assessed receives an assessment report from the Board that provides a general academic comparability statement, comparing their qualifications with Australian qualifications. Applicants who receive a positive assessment report are advised that they can proceed to applying for teacher registration in South Australia. Applicants who are assessed as not meeting the qualification requirements are advised of the higher education study programs that they can complete in order to meet the Board’s requirements.

In the financial year 2011-2012, the Board assessed a total of 197 applications for assessment of qualifications. Of these, 157 were assessed as meeting the qualification requirements for registration as a teacher and 40 were refused.
Qualifications

Check the qualifications listed on your current certificate.

If an alteration or update is required, send a certified copy of the official academic transcript from the university (or equivalent) and we will update your qualifications on the Register and forward a new Certificate of Registration.

Assessment Process

The first stage of the assessment process is to determine the status of the institution at which the applicant studied. As only qualifications from higher education institutions are recognised by the Board, it is important to determine whether the institution is indeed a higher education institution (eg. a university).

The Board’s Qualifications and Registration Administrators use a variety of electronic databases to assist them in their assessment, including the Commonwealth Government’s online Country Education Profiles and the European database UK NARIC, as well as relying on the Board’s extensive library of precedent cases.

Once the status of the institution has been determined, the next stage is to assess which level of Australian qualification the overseas qualification is comparable to, for instance, assessing whether a Bachelor degree from overseas is comparable to an Australian Bachelor degree. At this point in the assessment it is also necessary to determine how many years the applicant has studied for, and whether the Board can consider this as a year-for-year comparability with Australian study.

From here, the assessment moves to exploring the program content and structure of the overseas qualification. To meet the Board’s requirements, there must be evidence of at least one year of teacher education subjects completed within the qualification, including the supervised teaching practice component. The academic transcript is the best tool used by the Board in determining the content and structure of the qualification.

Once these stages have been completed, the Board has the relevant information to either approve or refuse a teacher education qualification completed overseas.

Client Service

As the assessment process can be complex and is based primarily on the documentation provided, the Board’s Qualifications and Registration Administrators offer an interview service for applicants.

These interviews provide an opportunity for Board Staff to seek any additional documentation and to clarify requirements prior to submission of a formal application for assessment of qualifications.

Assessment of Overseas Qualifications

(continued)

Assessment of Approved Overseas Qualifications by Country from 1 July 2011 - 30 June 2012

Assessment of Overseas Qualifications from 1 July 2009 to 30 June 2012

<table>
<thead>
<tr>
<th>Assessment of Qualifications</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Qualifications Approved</td>
<td>193</td>
<td>173</td>
<td>164</td>
<td>157</td>
<td>687</td>
</tr>
<tr>
<td>Qualifications Refused</td>
<td>40</td>
<td>37</td>
<td>28</td>
<td>40</td>
<td>145</td>
</tr>
<tr>
<td>Total</td>
<td>233</td>
<td>210</td>
<td>192</td>
<td>197</td>
<td>832</td>
</tr>
</tbody>
</table>
Matters Determined by the Board
1 July 2011 - 30 June 2012

The Board delegates the determination of matters pursuant to Part 5 of the Teachers Registration and Standards Act 2004 (the Act) (application for registration or renewal of registration) and pursuant to Part 7 of the Act (inquiries with respect to whether there is proper cause for disciplinary action) to a committee. The committee must be comprised of not less than three members of the Board including a member who is a legal practitioner and a member who is a practising teacher. During the reporting period, the Board determined to have five members on each committee. The committee is required to make a decision on behalf of the Board.

Proceedings under Part 5 of the Act
The majority of applications for teacher registration and renewal of registration under Part 5 of the Act are processed administratively in accordance with the delegation to the Registrar pursuant to s17(b) of the Act.

In applying for registration or renewal of registration the onus is on the applicant to satisfy the Board that he/she meets the statutory criteria for registration. Applications that do not meet the requirements for admission to the Register of Teachers are determined at an Admission Hearing.

Admission Hearings – Fitness
There were five Hearings held, pursuant to Part 5 of the Act, regarding applications for registration where there were concerns about whether the applicant’s capacity to teach was seriously impaired by an illness or disability which may affect the applicant’s behaviour or competence as a teacher. All of these matters resulted in admission to the Register of Teachers subject to conditions on the grant of registration which may include the provision of regular medical reports to the Registrar.

Admission Hearings – Qualifications
There were seventeen Hearings held, pursuant to Part 5 of the Act regarding new or formerly registered applicants who did not hold the requisite qualifications and/or experience as prescribed in the Act or Regulations. In addition these applicants did not meet the Board’s policy on recency of practice. One applicant was granted full registration. Three applicants were granted provisional registration. Eleven applicants were granted provisional registration subject to a condition that they upgrade their qualifications to meet the prescribed minimum standard. Two applicants were refused registration because of the relevance or adequacy of their qualifications or inability to meet the recency of practice requirement.

Proceedings under Part 7 of the Act
Proceedings may be commenced on the application of the Registrar or of the Board’s own motion by laying a formal complaint before the Board. The Act confers on the Registrar an independent statutory role as ‘complainant’, the Registrar is required to investigate grievances and concerns and to exercise prosecutorial discretion.

Section 34 of the Act gives the Registrar, or a person authorised by the Registrar, the power to investigate conduct, competence or capacity of a teacher. For purposes associated with such an investigation, the Registrar may request any persons produce material for inspection. This is an important power designed to ensure that relevant evidence and information is available to the Registrar and able to be presented at proceedings before the Board.

Following an investigation which may include seeking legal advice, the Registrar may make a determination to issue a warning letter rather than to lay a complaint. A Memorandum is tabled at the next Board Meeting outlining the reasons for the Registrar’s action. Should the Board not agree with the determination the Board may, of its own motion pursuant to s35 of the Act, hold an Inquiry to determine whether the conduct of the teacher constitutes proper cause for disciplinary action.

The Registrar issued nineteen warning letters during the reporting period.
Conduct Inquiries

There were ten conduct hearings pursuant to Part 7 of the Teachers Registration and Standards Act 2004.

An experienced registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was reprimanded, had his registration cancelled and was disqualified from being registered until further order of the Board. The admitted unprofessional conduct involved drinking alcohol to excess in school time which resulted in not conducting himself properly whilst at school, in the presence of students and colleagues and during duties allocated outside the classroom.

An experienced registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. She was reprimanded and had her registration suspended for six months. The admitted unprofessional conduct involved erasing and altering answers in the annual NAPLAN Testing process in relation to the tests of two year seven students.

A formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified permanently from being registered. The teacher had been found guilty and convicted of possession of child pornography which involved prose rather than photographic images. The court imposed a sentence without penalty and he was placed on a bond to be of good behaviour for three years.

A registered teacher was found guilty of unprofessional (being improper) conduct. He was reprimanded and ordered to pay a fine of $1,000.00. The admitted unprofessional conduct involved the creation by computer of a false Mandatory Notification Training Certificate and the presentation of same to the Board in circumstances where he had attended the training but had mislaid the Certificate.

An experienced registered teacher was found guilty of unprofessional (being improper) conduct. He was issued with a serious reprimand. The unprofessional conduct involved making inappropriate sexual advances to a female teacher colleague whilst they were on a school camp and whilst they had responsibility for a group of students.

An experienced formerly registered teacher was found guilty of unprofessional (being both disgraceful and improper) conduct. He was disqualified permanently from being registered. He was found guilty by a Court of three counts of indecent assault upon two males under the age of sixteen years, which offending had occurred in 1969. The teacher was sentenced to a lengthy term of imprisonment.

An experienced registered teacher was found guilty of unprofessional (being improper) conduct. He was issued with a serious reprimand. The unprofessional conduct involved two incidents of inappropriate physical contact with a year twelve student.

A registered teacher was found guilty of unprofessional (both disgraceful and improper) conduct. She had her registration cancelled and was disqualified permanently from being registered. The unprofessional conduct occurred outside the context of teaching and involved the improper release and use of confidential information in relation to a former personal relationship she had with an adult male.

A registered teacher was found guilty of one count of unprofessional (being incompetence) conduct. He had conditions placed on his registration restricting him in terms of his area of teaching and requiring him to submit regular reports regarding his performance to the Registrar.
Capacity to Teach

Part 7 s38 of the Act allows for proceedings to determine whether a registered teacher’s capacity to teach is seriously impaired by an illness or disability affecting the person’s behaviour or competence as a teacher. In relation to these Inquiries, the Board may impose conditions on the teacher’s registration, suspend the teacher for a specified period or cancel the teacher’s registration.

Inquiries - Incapacity

Two Inquiries were held pursuant to Part 7 of the Act to determine whether a registered teacher suffered from an illness or disability affecting the person’s behaviour or competence as a teacher. In both matters the registered teacher was found to be suffering from a serious psychiatric illness which impaired their capacity to teach. The registration of each teacher was suspended until further order of the Board.

Right of Appeal

Section 49 of the Act outlines the Right of Appeal against a decision of the Teachers Registration Board to be instituted within one month of receipt of the written Reasons for Decision.

Appeals

There were no Appeals from Decisions of the Board to the District Court in this reporting period.

La Liberte - Amber Davies

Oculi Predator - Hannah Stockdale
Statistical Information

Age Distribution of Registered Teachers as at 30 June 2012

<table>
<thead>
<tr>
<th>Age</th>
<th>Female</th>
<th>Male</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>85-84</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>75-79</td>
<td>29</td>
<td>16</td>
<td>45</td>
</tr>
<tr>
<td>70-74</td>
<td>234</td>
<td>122</td>
<td>356</td>
</tr>
<tr>
<td>65-69</td>
<td>1,137</td>
<td>678</td>
<td>1,815</td>
</tr>
<tr>
<td>60-64</td>
<td>2,843</td>
<td>1,494</td>
<td>4,337</td>
</tr>
<tr>
<td>55-59</td>
<td>4,063</td>
<td>1,872</td>
<td>5,935</td>
</tr>
<tr>
<td>50-54</td>
<td>3,262</td>
<td>1,175</td>
<td>4,437</td>
</tr>
<tr>
<td>45-49</td>
<td>2,568</td>
<td>862</td>
<td>3,430</td>
</tr>
<tr>
<td>40-44</td>
<td>2,804</td>
<td>877</td>
<td>3,681</td>
</tr>
<tr>
<td>35-39</td>
<td>2,644</td>
<td>913</td>
<td>3,557</td>
</tr>
<tr>
<td>30-34</td>
<td>2,942</td>
<td>843</td>
<td>3,784</td>
</tr>
<tr>
<td>25-29</td>
<td>2,710</td>
<td>874</td>
<td>3,584</td>
</tr>
<tr>
<td>21-24</td>
<td>860</td>
<td>207</td>
<td>1,067</td>
</tr>
<tr>
<td>Total</td>
<td>26,099</td>
<td>9,940</td>
<td>36,039</td>
</tr>
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</table>

Residential Location of Registered Teachers as at 30 June 2012

<table>
<thead>
<tr>
<th>Location</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>SA Metro</td>
<td>26,085</td>
</tr>
<tr>
<td>SA Regional</td>
<td>8,540</td>
</tr>
<tr>
<td>VIC</td>
<td>290</td>
</tr>
<tr>
<td>NSW</td>
<td>190</td>
</tr>
<tr>
<td>ACT</td>
<td>24</td>
</tr>
<tr>
<td>QLD</td>
<td>153</td>
</tr>
<tr>
<td>NT</td>
<td>162</td>
</tr>
<tr>
<td>WA</td>
<td>68</td>
</tr>
<tr>
<td>TAS</td>
<td>40</td>
</tr>
<tr>
<td>Overseas</td>
<td>487</td>
</tr>
<tr>
<td>Total</td>
<td>36,039</td>
</tr>
</tbody>
</table>

New Applicants granted registration from 1 July 2011 to 30 June 2012

<table>
<thead>
<tr>
<th>Application Type</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Registration</td>
<td>210</td>
</tr>
<tr>
<td>Exit Student</td>
<td>1,100</td>
</tr>
<tr>
<td>Interstate</td>
<td>216</td>
</tr>
<tr>
<td>Mutual Recognition</td>
<td>218</td>
</tr>
<tr>
<td>Overseas</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>1,849</td>
</tr>
</tbody>
</table>
New Requirements for Registration

- New Requirements for Registration
- Renewal of Registration
- Transition from Provisional to (full) Registration
- How does the Board work to support initial teacher education

Things you should know:

- Teacher Registration is still state-based
- what is referred to as ‘Registration’ in the South Australian Teachers Registration and Standards Act 2004 and Regulations 2005 is referred to as ‘Full Registration’ in some jurisdictions – to distinguish Registration from Provisional Registration the term (full) Registration is used here
- changes to Board policies and processes and implications for South Australian registered teachers will be communicated in a number of ways AND will be progressively highlighted on the Teachers Registration Board website www.trb.sa.edu.au
- The Teachers Registration Board website contains information about current registration requirements and processes and should be regarded as a main source of information for South Australian registered teachers and applicants.
New Requirements for Registration

Background
In the 2011 Newsletter, teachers were advised the Teachers Registration Board would make changes to some requirements of teacher registration as a consequence of a nationally consistent approach to key elements of teacher registration endorsed by the Ministers of Education in October 2011.

The agreed elements include requirements for an initial period of registration (Provisional Registration); a fixed period of registration (renewal of registration); transition to (full) Registration (previously termed change of status); qualifications; English language proficiency; suitability to teach and mutual recognition. The two elements which involve some changes to current South Australian requirements are an initial period of registration and a fixed period of registration. The other agreed elements are already part of the SA teacher registration process. The Teachers Registration Board regulates the teaching profession in South Australia and teacher registration remains state-based.

The National Professional Standards for Teachers endorsed by the Ministers in 2010, available at www.aiitsl.edu.au, articulate what teachers are expected to know and be able to do across four career stages. The Standards at the Proficient career stage will be used to underpin processes for transition to (full) Registration (Change of Status) and renewal of registration and support the requirements of nationally consistent teacher registration.

The Teachers Registration Board website contains information about current registration requirements and processes and should be regarded as a main source of information for South Australian registered teachers and applicants. Changes to Board policies and processes and implications for South Australian registered teachers will be communicated in a number of ways and will be progressively highlighted on the Teachers Registration Board website www.trb.sa.edu.au.

Renewal of Registration

A fixed period of registration
After a fixed period of registration (in SA a 3-year term of registration) in order to renew registration, teachers will continue to meet current requirements for renewal of registration including fitness and propriety, Responding to Abuse and Neglect training (formerly Mandatory Notification Training) and a National Criminal History Record Check. In addition from 1 January 2013 (progressively in three-year registration cycles) a number of new requirements for the renewal of registration will apply.

Professional Learning
- a requirement for ALL teachers holding (full) Registration and Provisional Registration
Professional learning means completion of a minimum of 60 hours of professional learning undertaken within the current term of registration and referenced directly to the National Professional Standards for Teachers (at the Proficient career stage as a minimum).

Professional Practice
- a requirement for renewal of (full) Registration
Professional practice means undertaking 60 full-time equivalent days employment within the current term of registration in an education setting where a person is required to be a registered teacher, principal or director.

Maintenance of proficiency = Professional Learning + Professional Practice
- a requirement for renewal of (full) Registration
Maintenance of proficiency is linked to the professional practice requirement which means that 60 hours professional learning referenced to the National Professional Standards for Teachers (at the Proficient career stage as a minimum) + 60 days professional practice (as explained above) equates to maintenance of proficiency.

Teachers holding (full) Registration, who are not able to meet the professional practice requirement as described, are not required to meet maintenance of proficiency as practice and proficiency are linked. If a teacher meets all other application requirements including professional learning, they will be granted another category of registration for a further term of three years. This will enable them to undertake employment in an education setting where a person is required to be a registered teacher, principal or director.
Renewal of Registration (continued)

Teachers holding Provisional Registration who have not been able to transition to (full) Registration within their initial term of Provisional Registration will need to apply to renew their Provisional Registration for one further term. Any teacher applying for one further term of Provisional Registration must meet the professional learning requirement within their current term of Provisional Registration.

When will you need to complete the new requirements for renewal of your registration?
From the beginning of 2013, the requirements must be completed within your current term of registration (normally three years).

<table>
<thead>
<tr>
<th>Your term of (full) Registration or Provisional Registration begins on:</th>
<th>Requirements must be completed by due date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 February 2013</td>
<td>31 December 2015 (i.e. 3 years’ time)</td>
</tr>
<tr>
<td>1 February 2014</td>
<td>31 December 2016 (i.e. 4 years’ time)</td>
</tr>
<tr>
<td>1 February 2015</td>
<td>31 December 2017 (i.e. 5 years’ time)</td>
</tr>
</tbody>
</table>

Transition from Provisional to (full) Registration

From 2013 the Board will make changes to requirements for transition from Provisional to (full) Registration (previously called Change of Status)

What is Provisional Registration?
Provisional Registration is granted when teachers first gain registration and indicates that they do not have the prescribed teaching experience (200 full-time equivalent days) to be granted (full) Registration. Provisional registration is granted on the condition that all teachers acquire the teaching experience necessary to progress to (full) Registration.

Transition from Provisional to (full) Registration is not an automatic process – an application is involved.

The decision to apply to transition from provisional to (full) registration and to seek the support of an evaluator and/or principal or director rests with the provisionally registered teacher. Once an application is completed it is the teacher’s responsibility to submit the application to the Teachers Registration Board.

To transition from Provisional to (full) Registration a teacher is required to complete 1 full year or part-time equivalent of 200 days satisfactory service as a teacher in an education setting where a person is required to be a registered teacher, principal or director in Australia or New Zealand.

What will change?
Under the agreements for a nationally consistent approach to registration, the maximum period for meeting the requirements for (full) Registration is 5 years (with provision for an extension). For the purpose of registration in South Australia this means a person can have up to two terms of Provisional Registration within which to meet the requirements and apply to transition from Provisional to (full) Registration i.e. the initial three-year term with provision for renewal of Provisional Registration for one further term (a maximum of 6 years). Teachers who do not meet the requirements for (full) Registration by the end of their one further three-year term of Provisional Registration (i.e. 6 years) may make a new application for Provisional Registration (this will be a modified process).

The National Standards will replace the current Professional Teaching Standards for Registration in South Australia. To complete an application a teacher should seek the support of an evaluator usually a line-manager, principal or director to complete the evaluation section of the application form. It is the responsibility of the provisionally registered teacher to discuss the process and requirements with the evaluator and to assist the evaluator by discussing their teaching and presenting evidence to substantiate how they meet the National Professional Standards for Teachers at the Proficient Career Stage (as a minimum). The provisionally registered teacher should seek an opportunity to discuss the evaluation and present their evidence and in doing so be mindful of the work commitments of the evaluator, principal or director. The evaluator should consider multiple forms of evidence to determine whether a teacher has met all National Professional Standards for Teachers at the Proficient Career Stage. The final decision as to whether or not to grant (full) Registration rests with the Teachers Registration Board.
How does the Board work to support initial teacher education

The Board works with teacher education providers, students and graduates in a number of ways:

Accreditation of teacher education programs

In the 2011 newsletter we explained that a national approach to the accreditation of initial teacher education programs in Australia was on the horizon. In April 2011, the Ministerial Council for Education, Early Childhood and Youth Affairs (MCEECDYA), endorsed the Accreditation of initial teacher education programs in Australia – Standards and Procedures (Standards and Procedures) which is the national approach to the accreditation of initial teacher education programs. You can view the Standards and Procedures at www.aitsl.edu.au.

The Teachers Registration Board is responsible for the accreditation of all initial teacher education programs offered by South Australian higher education providers and for regulating the teaching profession in South Australia. Initial teacher education programs must be deemed by the Board to be appropriate for registration purposes in order for graduates to be eligible to apply for registration as a teacher in South Australia.

From 1 January 2013, all initial teacher education programs due for review and all new programs will be accredited using the Standards and Procedures. Accreditation under the national approach is granted for a specified period (up to five years) after which time a teacher education provider will apply for re-accreditation of the program.

Since late 2011, the Board has accredited a total of 14 programs for the period 2013 – 2017 which will be added to Approved Australian Initial Teacher Education Programs listed on the trb website at www.trb.sa.edu.au and accredited programs will also be included on a database on the AITSL website.

National accreditation panel training

The Teachers Registration Board currently appoints accreditation panels to assess initial teacher education programs using standards and procedures developed after wide consultation with key stakeholders in South Australia. From 2013, each program considered for national accreditation, will be assessed by a trained accreditation panel using the Accreditation of initial teacher education programs in Australia – Standards and Procedures which includes the National Professional Standards for Teachers at the Graduate career stage. The Australian Institute for Teaching and School Leadership (AITSL) has undertaken to train a pool of people to participate in nationally consistent accreditation panels. A group of fourteen Board nominated; registered teachers, employers, teacher educators and other community representatives from South Australia participated in a national training program coordinated by AITSL in November 2011 and a further group of 26 nominees undertook training in November 2012 bringing the number of SA trained people in the national pool to 40. The new accreditation panels will consist of 4-6 South Australian members and at least one member from the national pool nominated by AITSL from a different state or territory. After consideration of the accreditation panel recommendations, the Board will make the final decision to accredit or re-accredit the submitted program and advise the provider in writing of the decision.

Suggestions for teachers holding Provisional Registration:

• inform leaders you hold Provisional Registration
• familiarise yourself with the National Professional Standards for Teachers at the Proficient Career Stage
• begin early to create opportunities to discuss your teaching with prospective evaluators
• begin early to ‘gather’ examples of evidence of meeting the Standards derived from a range of sources including evidence of student learning and observations of your teaching & engage in ongoing self-reflection on how you are meeting the Standards
• look at useful resources such as the illustrations of practice on the Australian Institute of Teaching and School Leadership website at www.aitsl.edu.au.

Information relating to transition from Provisional Registration to (full) Registration will be progressively added to the Teachers Registration Board website at www.trb.sa.edu.au. If you have any queries relating to your teacher registration which are not answered by reading information available on the website; please contact the Board and an officer will be pleased to assist you.

Renewal of Registration (continued)
Meeting with the Deans & Heads of Schools of Education

The Registrar and officers of the Board regularly meet with the Deans of Education/Heads of school from the four providers of initial teacher education in South Australia; University of Adelaide, Flinders University, University of South Australia and Tabor Adelaide. At these meetings participants share information and work together to explore a range of issues relevant to teacher education and registration. In 2011 the National Professional Standards for Teachers and the Accreditation of initial teacher education programs in Australia – Standards and Procedures were endorsed which introduces change for teacher education providers as they begin to address the teacher standards at the graduate career stage and begin to develop programs which will meet the requirements of the Standards and Procedures. The meetings provide opportunities to discuss the impacts of the changes in South Australia, how changes can be supported and implemented and identify issues which require further discussion.

Support for Program Managers and academic staff developing and implementing programs

The Board has developed positive, productive relationships with teacher education providers in South Australia. Project Officers of the Teachers Registration Board work with providers collaboratively in a range of ways, for example; to clarify the legislated requirements of registration in South Australia; to assist in developing understanding of the requirements for accreditation of programs; to explore issues and answer queries; to support those people preparing program submissions by having preliminary discussions with them about their submissions or by talking with them about the documentation prepared prior to submission. When invited, officers provide information sessions to School of Education staff covering a range of topics and involve staff in both formal and informal consultation processes.

Support for initial teacher education students and program graduates

Staff of the Board visit each South Australian initial teacher education institution at least twice per year to talk to students about the role and functions of the Teachers Registration Board and provide information about the process of applying for teacher registration in South Australia. Also discussed are the responsibilities teachers have as members of the profession and what this means for graduates who are about to enter the profession. Students have the opportunity to ask questions and officers take time to speak with students individually about their specific queries and will follow up on issues and get back to students with further information where necessary. In 2011, the Registration News for Initial Teacher Education Students section of the Teachers Registration Board website was developed as another means of communicating with students and complements the program of visits made by officers of the Board to each institution.
For further information about the new requirements for renewal of registration, please contact the Board on +61 8226 8811 and select 4 or email the Board at professional.standards@trb.sa.edu.au.