Transition to (full) Registration

Metropolitan Information Session
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Teachers Registration Board of SA
Transition from Provisional Registration to (full) Registration

• a separate application – no fee
• check website – lots of information and application form
Timeline for Transition

• teacher expected to meet requirements within initial term of Provisional Registration

• if teacher has not been able to meet requirement of (full) Registration – can apply to renew for one further term of three years
Initial Term of Provisional Registration

• 1 February 2013 – by end of Dec 2015 (Expiry Jan 2016)

• 1 February 2014 – by end of Dec 2016 (Expiry Jan 2017)

• 1 February 2015 – by end of Dec 2017 (Expiry Jan 2018)
The Process for Teachers

It is the responsibility of each teacher to:

• meet the requirements for registration
• decide when to apply
• seek the support of an evaluator to assist in completing the application process
• submit their application to the Board
Requirements for Transition from Provisional to (full) Registration

Complete 1 year full-time (or part-time equivalent of 200 days) satisfactory service as a teacher at a school in Australia or New Zealand or if appropriate a prescribed service in SA within the five years preceding application.
Requirements (continued)

Share evidence with an evaluator to substantiate meeting the Australian Professional Standards for Teachers at the Proficient career stage.

This could include:

- classroom/learning area observations
- curriculum and planning documents/teacher’s work
- students’/children’s work/evidence of learning
- performance development processes/professional learning
- Reflections/collaborations with colleagues, parents and community members
The Australian Professional Standards for Teachers (2011)

<table>
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<tr>
<th>Domains of teaching</th>
<th>Standards</th>
<th>Focus areas and Descriptors</th>
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<tr>
<td>Professional Knowledge</td>
<td>1. Know students and how they learn</td>
<td>Refer to the Standard at each career stage</td>
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<td></td>
<td>2. Know the content and how to teach it</td>
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<td>Professional Practice</td>
<td>3. Plan for and implement effective teaching and learning</td>
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<td>4. Create and maintain supportive and safe learning environments</td>
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<td>5. Assess, provide feedback and report on student learning</td>
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<td>Professional Engagement</td>
<td>6. Engage in professional learning</td>
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<td></td>
<td>7. Engage professionally with colleagues, parents/carers and the community</td>
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The focus areas and descriptors identify the components of quality teaching at each career stage. They constitute agreed characteristics of the complex process of teaching. An effective teacher is able to integrate and apply knowledge, practice and professional engagement as outlined in the descriptors to create teaching environments in which learning is valued.
Evaluators

• choose an appropriate evaluator (line-manager or principal or director)

• assist evaluator by discussing teaching and providing/sharing evidence to substantiate achieving each Standard at Proficient career stage

• evaluator – an holistic/on balance judgement in context and makes a recommendation

The final decision to grant (full) Registration rests with the Teachers Registration Board.
Process

Complete all requirements as outlined in the Application - Transition from Provisional to (full) Registration form and submit the application to the Board.
Application Form

Sections

• Personal details
• Teaching service
• Fitness and propriety declaration
• Audit declaration
• Evaluation and recommendation report
• Recommendation of evaluator
• Applicant’s comments (optional)
Once (full) Registration is granted

- the term of registration and renewal date remain the same
- just the status of registration is amended to (full) Registration
If I don’t apply

If you have met the requirements to transition from Provisional to (full) Registration and have not applied to change the status of your registration, you may not be granted a further term of Provisional Registration.
Reflections from Teachers

“opportunity to be both reflective and forward thinking”

“consult the website”

“contact TRB for clarification and reassurance”

“most significant step was familiarising myself with the Standards”

“very hard to find an evaluator to help me”

“start planning early”
Reflections from Evaluators

“standards led the discussions”

“teacher was very organised”

“encourage the teacher to drive the process”

“unsure of the process”

“great way to begin professional discussions”
Transition to (full) Registration

- available on the website
- presented as information with links, questions and answers under headings
- available in application form and guideline notes
- featured in *Registration Buzz*
- Facebook and Twitter
Top Tips or Where Do I Start?

• Begin early

• Gather evidence from a range of sources/contexts to discuss with your evaluator

• If TRT, concentrate on a few sites if possible

• *Australian Professional Standards for Teachers*

• Seek an appropriate evaluator who can make the time to work with you

• Statement(s) of Service that verifies your 200 days
Audit of Transition Applications

• randomly selected sample
• teachers are expected to keep a summary record of the sources of evidence used to substantiate meeting each of the Standards – (where the evidence came from and how it was shared)
• if involved, teachers will be asked to forward record to the Board
Teachers Registration Board of SA

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