

## Contents

<b>General Information</b>	<b>2</b>
<b>Transition from Provisional to (full) Registration</b>	<b>2</b>
Why do I need to transition to (full) Registration?	2
<b>Transition from Provisional to (full) Registration Summary</b>	<b>3</b>
<b>Timeframe for (full) Registration and the Extended Transition Process</b>	<b>4</b>
Initial Grant of Provisional Registration	4
Extended Transition Process	4
<b>Satisfactory Teaching Service for (full) Registration</b>	<b>5</b>
<b>Statement of Service</b>	<b>5</b>
Statements of Service from SA Government Sites	5
Statements of Service from Other Employers	5
<b>Role of the Evaluator and/or Professional Leader</b>	<b>6</b>
Evaluator's Recommendation for (full) Registration	6
Role of Professional Leader	6
<b>Evidence of Meeting the Proficient Level</b>	<b>7</b>
Sharing Evidence with an Evaluator	7
<b>Summary Record of Evidence</b>	<b>8</b>
Completing the Summary Record	8
Audit	8
<b>Early Childhood Teacher without a Registered Director</b>	<b>8</b>
Early Childhood Modified Application Process	
<b>Contact Details</b>	<b>9</b>

**Please do NOT submit this guidelines booklet with your application.**

## General Information

These guidelines should be referred to by teachers preparing to complete an Application to Transition from Provisional to (full) Registration, and by the evaluator and/or professional leader who will support the teacher through this process. The guidelines contain important information about the transition process and how to complete the application.

All of the following details, and the Application to Transition from Provisional to (full) Registration, can be accessed on the Teachers Registration Board of South Australia's (the Board's) website at [www.trb.sa.edu.au/transition-to-full-registration](http://www.trb.sa.edu.au/transition-to-full-registration). Please contact the Board if you are unable to access an electronic copy of the application.

Please ensure your application is complete prior to submitting it to the Board. An incomplete application will not be accepted and will be returned to you.

You must submit your completed application to the Board within 6 months of the date it is signed by your evaluator and/or professional leader. If your application does not meet this requirement it will be returned to you, and you will need to complete a new application.

## Transition from Provisional to (full) Registration

The majority of teachers are first registered with Provisional Registration. It is a condition of your Provisional Registration that you will move to (full) Registration as soon as possible.

You are expected to apply for (full) Registration once you have:

- completed one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service in Australia or New Zealand within the last five years

### AND

- shared evidence with an evaluator to demonstrate meeting the Proficient level in each of the seven Australian Professional Standards for Teachers. This must include observations of your teaching practice.

You will then need to complete an Application to Transition from Provisional to (full) Registration and submit this to the Board.

It is **your** responsibility as the provisionally registered teacher to initiate this process with an appropriate evaluator and ensure your completed application is submitted to the Board.

### Conflict of interest

All participants in this process must ensure there is no real or perceived conflict of interest.

### Why do I need to transition to (full) Registration?

The *Teachers Registration and Standards Act 2004 (the Act)* anticipates that teachers will not remain on Provisional Registration permanently, and it is a condition that all provisionally registered teachers acquire the necessary experience to become eligible for (full) Registration.

A teacher in South Australia can be provisionally registered for one five-year term of registration. During this time, they must meet the requirements to become eligible for (full) Registration. Please refer to the [Transition from Provisional to \(full\) Registration Policy](#) for more information.

Moving to (full) Registration is a continuum of professional growth for a teacher as they transition from the Graduate level of the APST to the Proficient career stage.

## Transition process to full registration



### 1. Preparation



- read the information on the TRB website
- download a copy of the [application and guidelines](#)

### 2. Identify an evaluator who



- holds (full) registration
- is in a line management role to your position
- has a deep knowledge of your teaching practice and is willing to support you through the process

### 3. Gather evidence that



- demonstrates you are working at the Proficient level of the APST
- includes observations of your teaching by the evaluator
- is collated using the [TRB Summary Record of Evidence](#) document

### 4. Evaluation



- share the [TRB Summary Record of Evidence](#) document with your evaluator

### 5. Recommendation to transition requires



- completion of 200 days of satisfactory teaching service in the last five years, which should be evidenced by a statement of service(s) including from the evaluating site
- completion of page four of the application by the evaluator (line manager)
- endorsement of the application on page five by the site professional leader, for example a Principal or Deputy Principal

### 6. Submit application



- complete the checklist to ensure ALL sections of the application are finalised
- lodge the original application within six months of the date of any signature on the application
- keep a copy for yourself

### 7. Application processing



- an automated email will be sent upon receipt of the application and when the application is approved. For further information visit [www.trb.sa.edu.au/transition-to-full-registration](http://www.trb.sa.edu.au/transition-to-full-registration)

Provisionally registered teachers have one five-year term of registration in which to complete the required satisfactory teaching service and transition to (full) Registration.

For clarification of your registration status please contact the Board.

### Initial Grant of Provisional Registration

When a teacher is initially granted Provisional Registration, the term of registration is for five years.

It is an expectation that all provisionally registered teachers will transition to (full) Registration within the five-year registration term. However, the Board acknowledges that there may be exceptional cases that warrant the exercise of its discretion to depart from policies and practices.

Examples of when the Board's discretion may be used include where teachers are:

- unable to gain regular employment as a teacher, such as those who are working on a temporary, casual or part-time basis
- in remote areas or across different settings
- on extended leave, or unable to work due to illness or disability.

The manner in which the Board may exercise its discretion will also depend on the circumstances unique to an individual.

### Extended Transition Process

Should a teacher not attain (full) Registration within their five-year term of Provisional Registration they will not be permitted to apply for any further renewals. Instead, they will need to make a new application for Provisional Registration under an extended transition process.

As part of their application, the teacher will be required to provide an explanation as to why they have not complied with the condition of their five-year Provisional Registration to meet the requirements for (full) Registration.

Teachers making a new application for Provisional Registration under this extended transition process must meet legislative and Board requirements of 100 hours of professional learning (referenced against the APST and documented on the Teachers Portal) that they have undertaken during their current registration period. Further, teaching experience remains current for five years only.

Teachers under this process should not expect that their applications for Provisional Registration will be approved as a matter of course. The Board will consider the individual merits of each application under this extended process to determine whether or not to grant an additional term of Provisional Registration. The Board will look at the efforts taken by the teacher to attain the experience and/or requirements for (full) Registration during their five-year term of Provisional Registration, together with any explanations as to why the teacher has been unable to successfully transition to (full) Registration to date.

In some circumstances, an application will be placed before a sub-committee of the Board for hearing and determination. In such circumstances the teacher is entitled to appear before the Board and make submissions.

Should the Board determine to grant a teacher Provisional Registration, it will be an expressed condition of that grant that the teacher acquire the necessary experience and/or requirements to move to (full) Registration. The Board may, in its discretion, set further conditions to ensure that this is achieved.

## Satisfactory Teaching Service for (full) Registration

To be eligible to apply for (full) Registration you need to have undertaken at least one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service within the five years prior to the date you lodge your application.

For registration purposes, teaching service is considered to be employment as a *registered teacher in a school or pre-school setting in Australia or New Zealand*. These are the roles for which teacher registration is required by legislation. No other employment can be considered towards the requirements for (full) Registration. Please note: Registration must be recognised under Mutual Recognition.

For your experience to be counted towards the teaching service required for (full) Registration you must ensure that you are employed as a *registered teacher in a school or pre-school setting in Australia or New Zealand*. Please check with your employer or request a statement of service from them if you are uncertain about how you are employed.

We strongly recommend transitioning as soon as possible after attaining your 200 days of satisfactory teaching to avoid the possibility of not being able to renew your registration by the expiry date. You can transition at anytime during your registration term without any extra costs.

## Statement of Service

When you lodge an Application to Transition from Provisional to (full) Registration you will need to attach one or more statements of service verifying your completion of at least one year of full-time (or the part-time equivalent of 200 days) satisfactory teaching service within the last five years.

You must get a statement of service from the site where your evaluation was completed. If this does not cover the total required satisfactory teaching service, you will also need to provide one or more additional statement/s of service from other sites that show the total number of required days (i.e. 200 days).

### Statements of Service from SA Government Sites

All your employment in SA government sites will be recorded by the South Australian Department for Education. If you go to the Department for Education website [www.education.sa.gov.au](http://www.education.sa.gov.au) and click the 'Intranet' button you will be directed to LearnLink. Once you have logged on to LearnLink, navigate to the Employee Information Kiosk (EIK). Within the EIK you can download your statement of service as a PDF file that can be printed and attached to your application.

If you are unable to access your statement of service this way, please contact the Department for assistance.

### Statements of Service from Other Employers

For employment in Catholic schools, independent schools, and long day care centres you will need to ask the appropriate person (e.g. Finance Officer, Human Resources Officer, Deputy Principal, Director) at **each** site for a statement of service.

The statement of service needs to be printed on the site's official letterhead and reflect:

- your full name and registration number
- your position title/s
- start date, end date, and fraction of time (FTE) for each of your appointments (temporary relief teaching service can be reflected as the total number of TRT days worked per year)
- any periods of leave without pay taken during your employment
- name, title and dated signature of the person who prepared the statement.

If you are teaching in another Australian state or territory, or in New Zealand, please check with the relevant local authority about gaining a statement of service from your employer/s.

## Role of the Evaluator and/or Professional Leader

**After** you have completed one year of full-time (or the part-time equivalent of 200 days) satisfactory teaching service within the last five years, an appropriate evaluator can recommend you for (full) Registration.

An appropriate evaluator is a person at your site who:

- holds (full) Registration for the whole of the evaluation period;
- is in a line-management role to your teaching position (e.g. direct line-manager or a person in Leadership);
- has sufficient familiarity with your teaching practice to make a holistic judgement about your eligibility for (full) Registration; and
- is willing to support you through the evaluation process.

If you are a temporary relief teacher (TRT) it is recommended that you complete the evaluation in a site where you work regularly. It is suggested that you establish a rapport with an appropriate person at that site (e.g. Coordinator, Assistant Principal, Deputy Principal) to negotiate a process.

### Evaluator's Recommendation for (full) Registration

You will need to share multiple forms of evidence with your evaluator to demonstrate how you have met the Proficient level in the seven APST. It is expected your evaluator has sufficient familiarity with the APST and has made observations of your teaching practice to be able to undertake this process.

Your evaluator will make a summative judgement about the evidence you share with them and indicate on the application form whether they are satisfied that you are working at the Proficient level in each of the APST. They will also need to complete the section stating whether they recommend that you should be granted (full) Registration status or not.

**Important:** You can commence the process of sharing evidence at any time, but the evaluator's recommendation for (full) Registration cannot be made until you have completed at least one year's full-time (or the part-time equivalent of 200 days) satisfactory teaching service within the last five years.

Should you **not** be recommended for (full) Registration you may need more time to complete the process. However, if you still wish to submit the application you, your evaluator and/or site leader will need to attach a written explanation in sealed envelopes marked "Private and Confidential" addressed to the Registrar with the application. The decision to grant (full) Registration ultimately rests with the Board.

## Role of Professional Leader

The application must be counter-signed by a professional leader with direct responsibility for teachers at the site:

- Principal
- Deputy Principal
- Campus Leader
- Head of School e.g. Junior School Principal
- Director (of a pre-school or long day care service).

**If your evaluator does not hold one of the above titles, then your application must be counter-signed by one of them. Check with your Principal / Director for this process at your site.**

The professional leader is:

- endorsing the evaluator's recommendation to transition to (full) Registration; and
- acknowledging that the teacher has undertaken a process with their evaluator, including observations of their teaching practice and the sharing of evidence to demonstrate that they have met the seven APST at the Proficient career level.

You must submit your completed application to the Board within six months of the date it is signed by your evaluator and/or professional leader. If your application does not meet this requirement it will be returned to you, and you will need to complete a new application.

## Evidence of Meeting the Proficient Level

You will need to share evidence with your evaluator that demonstrates how you are working at the Proficient level in each of the APST.

This could include:

- planning and programming documentation
- resources modified to suit a range of learning needs (differentiation)
- annotated samples of students'/children's work over a period of time
- performance development processes
- reflections on the impact your professional learning has on your teaching
- collaborations and communications with parents, carers and the community
- professional observations and collaborations with colleagues.

**The process must include the evaluator's observations of your teaching practice and evidence of students'/children's learning.** Observations can be supported by the AITSL resource [The Classroom Practice Continuum](#). The Classroom Practice Continuum brings the APST to life by building out the Professional Practice Domain and articulating what teachers at increasing levels of expertise do in the classroom.

There are many more examples in the Documentary Evidence Examples: Proficient Teachers resource on the Australian Institute for Teaching and School Leadership (AITSL) website: [www.aitsl.edu.au](http://www.aitsl.edu.au).

You can start gathering your evidence at any time once you begin teaching. You should collect multiple pieces of evidence for each of the APST but can also use one item as evidence for several of the APST.

It is highly recommended that you complete the **Summary Record of Evidence** document during the evaluation process.

## Sharing Evidence with an Evaluator

To be recommended for (full) Registration your evaluator must be satisfied that you meet the Proficient level of all seven APST.

It is up to you, as the teacher, to take professional responsibility for the process itself. Therefore, you should discuss with your evaluator what types of evidence may be required, how much information you should provide, and how you will be sharing your evidence (e.g. hard-copy documents, e-portfolio, professional discussions and observations).

**Please note:** Although there are 37 focus areas and descriptors listed within the APST you are not required to have a specific piece of evidence for each focus area. The focus areas are there to clarify and unpack each Standard as a whole. Your evaluator needs to make a balanced judgement about your capacity to meet the Standards at the Proficient career stage appropriate to your teaching context.

## Summary Record of Evidence

It is recommended you use the Summary Record of Evidence document to record the types of evidence you shared with your evaluator during the transition to (full) Registration process.

This is a useful tool to map your evidence against the APST and may help you identify areas where further evidence is required.

Please **do not** submit your summary record with the Application to Transition from Provisional to (full) Registration unless you are an Early Childhood Teacher without a registered Director.

### Completing the Summary Record

You can either download a template Summary Record of Evidence from the Board's website <http://www.trb.sa.edu.au/tpr-summary-record-evidence> or access it from your Teachers Portal home screen. Please ensure you use the Board's current template as other forms of summary record will not be accepted in the case of an audit.

When you complete the summary record you will need to outline the types of evidence you shared with your evaluator to substantiate meeting the Proficient level of each APST. Your explanations need to be explicit and clearly indicate what the evidence was and how this was used in the process. You can use bullet points however you should provide sufficient detail for the reader to understand what you have written.

### Audit

The Board conducts random audits of Applications to Transition from Provisional to (full) Registration on a regular basis.

If your application is selected for inclusion in an audit you will be contacted and asked to provide a completed Summary Record of Evidence. You are not required to submit your actual pieces of evidence unless specifically requested by the Board.

You should retain your evidence and summary record for at least 12 months after the date your application is approved.

## Early Childhood Teacher without a Registered Director

Teachers who are employed as Early Childhood Teachers in childcare centres are often the only registered teachers at their site. If this applies to you and you are eligible to apply to transition to (full) Registration you will need to apply under a modified process.

Please contact the Board's Project Officers – Professional Teaching Standards to discuss this process before you begin.

**Please note:** Some long day care groups have an agreement in place with the Board for an appropriate registered person within their organisation to oversee these applications – please contact the Board if you are unsure.

### Early Childhood Modified Application Process

The process will include:

- negotiating with your Director, even if they are not a fully registered teacher, as they will have knowledge of your teaching practice and are in the best position to fulfil the evaluator role

- sharing evidence to demonstrate that you are working at the Proficient level of the APST
- obtaining a statement of service to verify the required satisfactory teaching service
- completing a Summary Record of Evidence document
- completing the Application to Transition from Provisional to (full) Registration and submitting it to the Board
- discussing your application in detail with the Board's Project Officers – Professional Teaching Standards.

Teachers Registration Board of South Australia

Phone: (08) 8253 9700

Email: [professional.standards@trb.sa.edu.au](mailto:professional.standards@trb.sa.edu.au)

Website: [www.trb.sa.edu.au](http://www.trb.sa.edu.au)