



Teachers Registration Board

Application for 'Full Registration'

A Guide for Colleague Teachers

Contact details: Teachers Registration Board

Location: 4/2 Kirksway Place
Battery Point
Tasmania 7000

Postal: GPO Box 539
Hobart TAS 7001

Tel: 6233 5992

Email: trb.admin@education.tas.gov.au

Web: www.trb.tas.gov.au

This resource will be revised in line with feedback during 2009. For comments and feedback please email: trb.admin@education.tas.gov.au.

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1. Background to becoming a registered teacher

This booklet contains information for *colleague teachers* supporting teachers with provisional registration as they work towards gaining 'full registration'¹ as a teacher in Tasmania. This role is critical to the development of teachers in the early stages of their careers, in providing guidance, feedback, a listening ear and supporting them in preparing an application for full registration. Registered teachers are requested to take on the role of colleague teacher because of their high levels of skill and experience.

There are two categories of registration issued to teachers; provisional registration and full registration. When the requirements for registration in Tasmania have been met, provisional registration is granted for a period before transition to full registration.

To move from provisional registration to full registration teachers are required to show:

- that their teaching practice meets the Competence Standard
- competent teaching in Tasmanian schools for at least one full-time equivalent year of teaching (185 FTE days), over the last four years.
- that they meet the requirements for a good character check as determined by the Board
- that they have met any additional conditions which might have been attached to their provisional registration, for example for proof of English language proficiency or the need to upgrade qualifications.

Gaining full registration is an important stage in a teacher's career. It indicates that all the required standards of professional practice as a teacher in Tasmania have been met.

To meet the requirement for full registration, teachers must provide evidence of meeting the competence standard from their everyday classroom teaching. A school-based panel of professional colleagues assesses this evidence and recommends the teacher for full registration.

Teachers who are successful in meeting all requirements are granted full registration by the Board for three years and are eligible to teach in Tasmanian schools. After three years, teachers are required to renew their registration.

2. The Competence Professional Teaching Standard

Teachers with provisional registration use a professional teaching standard to demonstrate their competent teaching practice so that they can gain full registration. Professional teaching standards 'map the territory' of a particular area, describing explicitly what competent practitioners know, value and do.

With a strong emphasis on underpinning pedagogy, current educational beliefs and practices, and relevant policies and guidelines, the standards describe competent teaching 'at that time'.

The format of teaching standards

¹ Until the *Teachers Registration Act 2000* is amended the correct terminology is 'provisional registration' and 'registration'. For clarity this document refers to 'provisional registration' and 'full registration' as the two categories of registration.

<i>Unit Title</i>
Describes the general area of competence
<i>Elements of Competence</i>
Describe in terms of output what a person working in a particular job is expected to do
<i>Indicators of Practice</i>
Detail the required level of skill – each element usually has between three and six indicators

Teachers must demonstrate that their teaching practice meets the standard as described in the units and elements.

The Competence Standard and Glossary

Teachers and educators from the Government, Catholic and Independent school sectors collaborated to develop the Competence Standard. The broader Tasmanian education community has endorsed this standard as a part of the *Tasmanian Professional Teaching Standards Framework* and as an appropriate standard for all Tasmanian teachers.

This standard consists of four units of competence:

Professional Knowledge	A	Competent teachers demonstrate current professional knowledge and understanding in teaching practice
Professional Relationships	B	Competent teachers develop effective professional relationships with students, the school and the wider communities
Professional Practice	C	Competent teachers assess, plan and teach for the learning needs of all students
	D	Competent teachers create and maintain a safe, inclusive and supportive learning environment
Professional Values– dignity, respect, integrity, empathy, justice ...		

To gain full registration teachers must demonstrate they can meet the requirements of all four units.

A Glossary provides a detailed explanation for each italicised term in the standard.

Complete versions of the Competence Standard and Glossary are available on the Teachers Registration Board’s website at www.trb.tas.gov.au

3. Gaining ‘full registration’: the colleague teacher’s role

To meet the requirements for full registration, teachers with provisional registration will present evidence to demonstrate that their teaching practice meets the endorsed professional teaching standard for Tasmanian teachers. This evidence will be produced by three assessment activities and drawn from daily classroom teaching. This school-based assessment process has significant benefits for the teacher and the school by providing

opportunities to discuss key elements of professional practice and to review and affirm a teacher's development and achievements in the early stages of his or her teaching career.

The first priority for teachers is to establish themselves in their professional role: planning, organising, developing relationships and networks, establishing a supportive environment and independent practice. They need time to consolidate their teaching and undertake professional learning.

The decision to apply for full registration rests with the teacher with provisional registration. When a teacher's practice is sound and meets or exceeds the standard, he or she should be encouraged to apply for full registration as soon as the requirements are complete. There is no rush for a teacher to move from provisional to full registration. Teachers can hold provisional registration for up to three years with an option for a fourth year, in the first instance.

These steps outline the colleague teacher's role in supporting teachers with provisional registration as they establish themselves as a professional and prepare an application for assessment for full registration.

The TRB conducts an ongoing cycle of Preparation Sessions for provisionally registered teachers and their colleague teachers. See the TRB website *Session dates* for details.

Key steps

1. **Become familiar with the Competence Standard and Glossary.**
2. **Support the teacher in conducting a Self Audit against the Competence standard to:**
 - develop familiarity with the requirements of the standard
 - identify professional learning goals
 - focus discussion with a support colleague.
3. **Support the teacher in planning to gather evidence.**

There are three assessment activities designed to produce the evidence against the Competence Standard. The best way to collect evidence is from daily teaching; as it occurs naturally. That means keeping aside normal working documents. This should be seen not as an additional activity, but rather a collection arising from daily practice over time.
4. **Conduct observations.**

Conduct three spaced observations of teaching practice, using the guiding questions and templates provided. Plan time for discussion.
5. **Provide feedback.**

Provide discussion and feedback on the key focus areas.
6. **Discuss draft application.**

Support the teacher if necessary in putting together an application. If you both feel the teacher has collected the evidence as described, he/she should be encouraged to submit it for assessment. Begin this process by seeking the Principal's Endorsement.

It is important that teachers do not feel pressured to change category of registration. This decision should ideally rest with the teacher as it forms part of

their personal professional registration. Colleague teachers will need to be familiar with the standard and what constitutes valid evidence of workplace practice. They can then support the teacher in deciding whether they are ready to submit an application. If there is any doubt of success, the teacher should wait until practice is more established and/or evidence of competence is available.

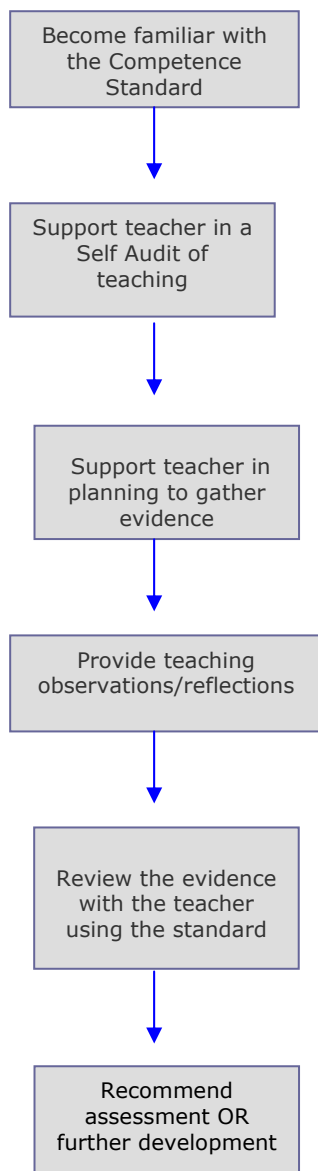
7. Principal nominates assessors.

The Principal nominates three professional colleagues, which may include the colleague teacher, to evaluate evidence and provide a recommendation. These assessors review the evidence and provide a recommendation for registration to the TRB.

Where to get help

Resources for the teacher, principal and assessors are available on the TRB website. The TRB operates a help line by phone or email. Contact the Principal Project Officer: phone 03 6233 5992 or email trb.admin@education.tas.gov.au

Colleague teacher's role (key points)



4. Demonstrating teaching competence using the assessment activities

Evidence

Teaching experience is the source for evidence upon which a teacher with provisional registration builds a claim for full registration. Evidence needs to be gathered from a range of sources as possible over time to ensure that expertise is demonstrated reliably.

Evidence collected should be recent (within the last three terms) and arise from daily classroom teaching. Evidence might include, but is not limited to such things as:

- planning documents
- evaluations and explanatory notes
- long and short -term activities that have been planned and structured to provide meaningful learning
- activities that are related to goals
- resources appropriate for the level of development of students and designed to engage students
- examples of a range of assessment strategies, both formal and informal
- video/audio tapes
- exemplars of work (teachers or students)
- case studies
- reports
- records of development
- records of professional learning and reflections
- observations of teaching practice
- evidence of feedback (to students and teacher).

One piece of evidence, such as documentation of a unit of work, can demonstrate competence across a number of units. It is not necessary to match a separate piece of evidence to every element of competence, but each element must be clearly demonstrated. Although evidence is provided for each element, teaching practice is assessed holistically. There is no 'correct amount' of evidence.

Opportunities should be sought to gather evidence as part of daily work, rather than making it a separate task. Once identified, the evidence can then be gathered and collated.

Previous experience suggests that it can be extremely helpful if gathering evidence is done in a collegial way - working with a colleague teacher, a partner or as part of a team. Building meaning around the standard, sorting out what counts as evidence and finding ways to organise it become more manageable when teachers are in a position to work with professional colleagues.

Assessment activities

The aim is to produce evidence of competent teaching in the most efficient and valid way; evidence of real teaching performance - what actually happens in everyday practice. Three assessment activities have been designed to support teachers in producing evidence to demonstrate their competence. When teaching performance is at the required standard, these activities should produce evidence for all units of the Competence Standard. Many teachers will exceed this standard.

Evidence 1: A unit of work

Documentation from a unit of work that has recently been planned and taught by a competent teacher provides major evidence of their ability to assess, plan and teach at the level of competence described in the standard. It should demonstrate competence across the following elements.

Evidence	Provides evidence against these elements
Documentation of a unit of work	A1 A2 A3 A5 A6 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3 D4 D5

To ensure that competence is current, the unit of work must have been planned and taught in the previous three terms of teaching and should provide evidence of ability to manage all facets of the teaching and learning cycle:

- planning (A1-3, C2, D1, D 3-5)
- implementing the teaching plan, including strategies and resources (A6, B2-4, C3, D1-5)
- monitoring the progress and giving explicit feedback (C1, D2)
- assessing learning (C1)
- reflecting, reviewing and evaluating effectiveness (A3, A5)
- reporting progress to relevant stakeholders (C4).

Collaborative planning is to be encouraged, however the contribution of the applicant should be endorsed in writing by other teachers involved.

Evidence collected will come from teaching practice, collected as the sequence of teaching and learning unfolds; real working documents provide the most valid evidence.

For further details and a clear understanding of expectations for assessing, planning and teaching at a competent level read the *Indicators of Practice* in the Competence Standard. A set of *Key Questions* and an *Assessment Rubric* assist both teachers and assessors to decide if the evidence meets the Competence Standard. These are all found on the TRB website.

Evidence 2: Observations of teaching, feedback and teacher reflection

Feedback on teaching practice is important to most teachers and research indicates that it is particularly important in the early years of a teacher's career. Three separate observations of teaching practice should be completed by a registered colleague teacher, preferably over three terms. As well as providing evidence of competence across all units, the feedback and supported reflection by the teacher will support continual improvement.

The observations should be made in a non-threatening environment, and the observer needs some prior knowledge of the lessons or activities. *NB: It is important to use the templates provided for the observations* as each template has been designed to produce specific evidence to cover elements in the standard. Teaching observations, feedback and reflections should then provide evidence of competence as follows:

Evidence	Provides evidence against these elements
Teaching observations	A1 A2 A3 A5 A6 B1 B2 B3 B4 C1 C2 C3 C4 D1 D2 D3 D4 D5

Teaching Observation: Teaching practice and classroom management

This observation focuses on recording aspects of teaching practice, such as classroom and student management, as well as communication and interpersonal relationships (A6, B1-4, D1-5). Focus questions guide this observation. The colleague teacher is encouraged to use the standard to give feedback, affirm strengths and focus on areas for improvement.

Teaching Observation: Areas for improvement

The second observation builds on a Self Audit of teaching practice using the standard and follows the observation of classroom management. The focus is on areas for improvement identified by the teacher with the support of the colleague teacher. Again, feedback from a colleague teacher is important in continuing to develop skills. This aligns to A5.

Teaching Observation: Teamwork

This observation provides feedback on ability to work as a member of a team. Focus questions guide this observation (B4).

Teacher reflection

Following each observation and discussion with the colleague teacher, the teacher should reflect on teaching performance and feedback to identify future action (A5).

The following questions may support teacher reflection, although others more appropriate to the context or goals can be used:

- Were my objectives met? How do I know?
- Did my students learn what I intended?
- Did I alter my objectives or plan as I taught the lesson? Why?
- To what extent were my students productively engaged?
- If I had the opportunity to teach this lesson again, what would I do differently? Why?
- Was I satisfied with my planning, selection of resources and strategies?
- Is there any immediate action to follow up?
- What have I learnt about the class, individual students or teaching strategies?

Evidence 3: Record of professional learning and reflections

Competent teachers need to maintain current knowledge and critically reflect on their teaching (A4-5). By accepting responsibility for improving professional practice and knowledge and undertaking appropriate professional learning to expand knowledge and skills, a teacher continues to grow as a professional.

A Self Audit of teaching practice against the Competence Standard will affirm strengths, and identify areas for improvement and ongoing professional learning. A professional learning plan, preferably developed with a colleague, will address individual goals and school and system requirements.

The record of professional learning will demonstrate:

- commitment to ongoing professional learning
- a systematic approach to learning
- evidence of reviewing learning to improve teaching and to inform future professional learning plans
- purposeful and targeted professional learning linked to the standard.

Professional learning is broadly described and includes workshops, professional discussions and reading, team teaching, active participation in professional associations, collaborative planning and assessment, case studies, observations of colleagues' practice and educational research, as well as participation in more formal sessions and discussions.

Reflections should show evidence of ability to transfer knowledge and skills to teaching practice and an awareness of the need to continue to develop and expand professional knowledge and keep up with current practices.

The record and reflections will produce evidence that demonstrates competence as follows:

Evidence	Provides evidence against these elements
A record of professional learning and reflections	A4 A5 This may provide additional evidence for other units.

Deciding when to apply

The following key points may help a teacher to decide if they are ready to submit an application. It will also be useful for the teacher to look at the *Key Questions* in the Assessors Guide to review their evidence. These are available on the website.

Has all the evidence been presented?

Is the evidence valid? Evidence must relate clearly to the professional teaching standard and demonstrate the particular element. For example, if the element states ‘use the resource’, evidence must show it is being *used* in the teaching practice.

Is the evidence authentic? The assessors need to check verification that the evidence presented is the work or relates to the work of the teacher. Collaborative activities need to have contributions clearly described and signed by the other teachers involved. Contact details from any colleagues, who may not be known to the assessors, and have provided observations will need to be provided.

Is the evidence current? Evidence from the previous three terms is considered current.

Is the evidence sufficient? Is there adequate evidence to justify the claims being made?

Presenting evidence

There is no particular way of organising evidence. While presentation of evidence is not assessed, candidates are required to submit evidence in such a way that it makes sense to assessors.

Credit for units

An initial application to change category of registration must provide evidence for all units of the Competence Standard. Where registration is not recommended, any completed units can be carried forward to a subsequent application for up to two years. After a two year period evidence ceases to be current.

Principal’s Endorsement

Finally, teachers need a signed statement of support from their principal. This statement provides support and backup evidence of their readiness to submit an application as a competent teacher and that they have attended a TRB Preparation session. (If they have been unable to attend a session the assessment must be completed in collaboration with the TRB.)

This endorsement verifies that the work submitted for assessment is typical of a teacher's practice, rather than a one-off 'snapshot' performance. It verifies that, in the opinion of the principal, the teacher has fulfilled all professional legal and ethical obligations and satisfied expectations of professional behaviour.

5. Rights and Responsibilities

All parties in the assessment process have rights and responsibilities.

The Teachers Registration Board (TRB) grants registration and has the responsibility to ensure that an equitable and supported assessment process is provided.

It is the teacher's responsibility to become familiar with the professional teaching standard, identify a colleague teacher with the support of their school, identify, gather and present evidence to the assessors providing clear links with the elements of competence.

It is the responsibility of the TRB to ensure that a quality assured assessment system is in place. Through support to assessors, we make the assessment fair, valid, reliable, relevant to the outcome, and objective. We ensure flexibility and encourage a non-threatening environment for participants.

The assessors and TRB treat any information relating to teachers and their evidence with sensitivity and confidence.

A number of additional quality assurance measures are in place to protect teachers' and assessors' interests, including a moderation process, *Appeal Process* and external quality auditing of assessments.

Resources

Templates and forms included

Self Audit against the Competence Standard

Record of Observation templates

- Teaching practice and classroom management
- Areas for Improvement
- Teamwork

Record of Professional Learning and Reflection

Website

The following items can be downloaded from the website: www.trb.tas.gov.au

Competence Professional Teaching Standard and Glossary

Assessment Activities : Key Questions

Principal's Endorsement

Registration Recommendation

Application to Change from 'Provisional Registration' to 'Full Registration'

Appeal Process and Application for Appeal

Preparation and Information Sessions

Frequently Asked Questions

Self Audit against the Competence Standard

This tool will begin your engagement with the Competence Standard relating it to your teaching practice. It will help affirm your strengths and identify areas for improvement. The *Indicators of Practice* in the Competence Standard give you more details about each element.

Element	Need	—————▶	Strength
A. Competent teachers demonstrate current professional knowledge and understanding in teaching practice.			
A.1 demonstrate knowledge of how students learn	1	2	3 4 5
A.2 know the critical content, knowledge, key concepts and essential understandings of the subject	1	2	3 4 5
A.3 know how to design engaging learning sequences and the processes and skills required to teach them	1	2	3 4 5
A.4 engage in systematic professional learning to extend skills and capacities	1	2	3 4 5
A.5 reflect on and evaluate teaching practice to continually improve	1	2	3 4 5
A.6 know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour	1	2	3 4 5
Element	Need	—————▶	Strength
B. Competent teachers develop effective professional relationships with students, and the school and wider communities.			
B.1 make deliberate efforts to strengthen professional teacher–student relationships	1	2	3 4 5
B.2 explicitly teach the skills for developing social competence to promote positive relationships	1	2	3 4 5
B.3 communicate effectively with all stakeholders	1	2	3 4 5
B.4 work collaboratively to set and achieve common goals	1	2	3 4 5
Element	Need	—————▶	Strength
C. Competent teachers assess, plan and teach for the learning needs of all students			
C.1 use fair, valid and reliable assessment strategies to inform teaching and learning	1	2	3 4 5

C.2 plan concept-based teaching for deep understanding and transfer of learning	1	2	3	4	5
C.3 use a range of appropriate teaching and learning strategies, materials and resources	1	2	3	4	5
C.4 report student progress to key stakeholders	1	2	3	4	5
Element	Need	—————>			Strength
D. Create and maintain a safe, inclusive and supportive learning environment.					
D.1 operate in an equitable manner	1	2	3	4	5
D.2 establish a collaborative and cooperative learning culture	1	2	3	4	5
D.3 intentionally develop positive relationships with key stakeholders	1	2	3	4	5
D.4 establish and maintain a safe, positive and supportive physical environment	1	2	3	4	5
D.5 use strategies to support positive behaviour and build resilience in students	1	2	3	4	5

Look back over your audit and identify your main strengths and some areas in which you need to improve. The Glossary will support you in clarifying the meaning of any italicised words in the standard.

Areas of strength:

Areas of need:

Indicate how you might address identified learning needs (for example, identifying and working with a mentor, undertaking professional reading, participating in specific professional learning session, action research etc).

Record of Observation – Teaching Practice and Classroom Management

Name of teacher	
Date of observation, name and TRB number of observer	
Context of the observation	
Key points for observation	<ul style="list-style-type: none">• Is language use appropriate and inclusive with learning accessible to all students?• Are instructions and expectations clear?• Does discussion and questioning draw out understanding and guide the exploration of ideas?• Is feedback to students prompt and constructive?• Are student efforts and contributions valued and encouraged?• Are students engaged and actively participating in the learning activities?• Is there a safe and stimulating physical environment with all resources easily accessible?• Are there opportunities provided to develop skills and practices?• Are behaviour expectations clear, consistent and followed through?• Was the teacher prepared and were the learning environment and resources organised?• Does the teacher demonstrate flexibility and an ability to respond to changes of routine?
Observation notes	

Observation notes continued for Assessment Activity 2 – Record of Observation – Teaching Practice and Classroom Management

Discussion and feedback

Signature of observer

Teacher reflection: Teaching Practice and Classroom Management

Record of Observation – Areas for improvement

Name of teacher	
Date of observation, name and TRB number of observer	
Context of the observation	
Targeted Unit/Element from the Competence Standard	
Observation notes	

Observation notes. Record of Observation – Areas for improvement

Discussion and feedback notes

Signature of observer

Teacher reflection: Areas for improvement

Record of Observation – Teamwork

<p>Name of teacher</p>	
<p>Name and TRB number of observer</p>	
<p>Date and context of the observation</p>	
<p>Key points Does the teacher:</p>	<ul style="list-style-type: none"> • cooperate and collaborate with others as part of a team/ partnership to set and achieve goals? • work with others for the collective benefit, in times of both need and celebration? • empathise with others' viewpoints and positions, recognising and supporting their roles, rights and responsibilities? • acknowledge and draw on others' expertise? • give and receive constructive feedback, responding appropriately? • share knowledge, ideas and expertise and resources to benefit student learning? • establish respectful, timely, effective communication processes with language use and methods appropriate to the audience? • use negotiation and conflict resolution skills, including commitment to problem solving, accepting and getting along with people who are different, being assertive, responding to pressure appropriately and taking responsibility for the teacher's own behaviour?

Observation notes. Record of Observation – Teamwork

Discussion and feedback notes

Signature of observer

Teacher reflection: Record of Observation – Teamwork

Evidence 3: Record of Professional Learning

List professional learning activities undertaken	Date	Nature of activity e.g. external, collaboration with other teachers	Related Standard or Element
First Steps Writing	February 2009	Whole school professional learning	A2, A3,A4

Evidence 3: Reflection on Professional Learning

Select three learning experiences and reflect on their impact on your teaching practice

Activity	Reflection on professional learning