



Teachers Registration Board

Application for 'Full Registration'

A Guide for Principals

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This resource will be revised in line with feedback during 2009. Please email comments to trb.admin@education.tas.gov.au.

30 January 2009

Contents

- 1 Introduction
- 2 Requirements for teacher registration in Tasmania
- 3 The Competence Professional Teaching Standard
- 4 Gaining 'full registration':
 - The role of the Principal
 - Principal Checklist
 - Overview of the Teacher's role
 - Overview of the Colleague Teacher's role
 - Overview of the Assessor's role
- 5 Demonstrating teaching competence using the Assessment Activities:
 - Evidence 1 - A unit of work
 - Evidence 2 - Observations of teaching practice
 - Evidence 3 - Record of professional learning
- 6 Assessing teaching competence against the Competence Standard:
 - An approach to assessing evidence
 - Assessing Evidence 1: Key Questions
 - Assessing Evidence 2: Key Questions
 - Assessing Evidence 3: Key Questions
 - Assessment Rubric
- 7 Rights and responsibilities

Resources

Templates and forms

Website information

1. Introduction

This information outlines the important process of providing a recommendation for ‘full registration’¹ for provisionally registered teachers. This recommendation is based on evidence of teaching competence from daily teaching, assessed by a panel of teaching colleagues. In most cases teachers receive support from a colleague teacher when preparing for assessment.

Specific information is available as individual booklets for teachers, assessors and colleague teachers. Please refer to the TRB website www.trb.tas.gov.au.

2. Requirements for teacher registration in Tasmania

The Teachers Registration Board (TRB) is an independent statutory authority separate from any educational authority. The Board has the responsibility for registering all teachers to teach in Tasmanian schools.

Current registration is a legal requirement for all teachers employed in government and non-government Tasmanian schools. Seeking and maintaining professional registration as a teacher is a personal responsibility, so it is helpful if all educators are clear about the role of the TRB and the cycle of registration for teachers.

To begin teaching in Tasmanian schools the Board requires that teachers:

- have appropriate qualifications
- can communicate in the English language at a professional level
- are of ‘good character’ as independently determined by the Board.

Qualifications deemed appropriate for registration as a teacher in Tasmania include completion of a pre-service teacher education program approved by the Board, which may be:

- a four-year undergraduate pre-service teacher education course
- a two-year postgraduate pre-service teacher education course
- a one-year postgraduate pre-service teacher education course, or overseas qualifications deemed equivalent to the above.

If the applicant for registration gained their pre-service teaching qualification in a country other than Australia, Canada, Ireland, New Zealand, United Kingdom or the United States of America, the Board requires evidence of successful completion of the International English Language Testing System (IELTS) – academic modules assessment within the last 12 months.

The Board determines ‘good character’ by taking account of registration, employment or any criminal history. Good character checks are completed by the Board as part of the registration process.

The Board keeps a register of all Tasmanian teachers eligible to teach in Tasmanian schools and this register is available to the public.

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.

Categories of registration

There are two categories of registration issued to teachers:

- Provisional Registration
- Full Registration.

Provisional registration

When the requirements for registration in Tasmania have been met, provisional registration is granted for a period before transition to full registration.

This applies to all recent teacher education graduates from universities in Australia, and teachers applying for registration after a career or work break. It could also apply to some teachers applying for registration from interstate or overseas, depending on qualifications, teaching experience and language skills.

Provisional registration to teach can be held for up to three years with an option to extend for another year, in the first instance. This induction period gives teachers time to consolidate their teaching practice and to apply and develop professional knowledge, values and relationships.

Conditions attached to registration

Almost all teachers are granted provisional registration with a condition to teach for a specified period before being eligible to apply for change of category.

For some teachers the Board sets additional conditions to their provisional registration; they are notified of these when they receive their Provisional Registration. Conditions could include requirements to upgrade teacher qualifications or to demonstrate that they have met the Board's English language proficiency requirements. Teachers who have additional conditions attached to their provisional registration must meet these conditions before they can proceed to full registration.

Full registration

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 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.

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

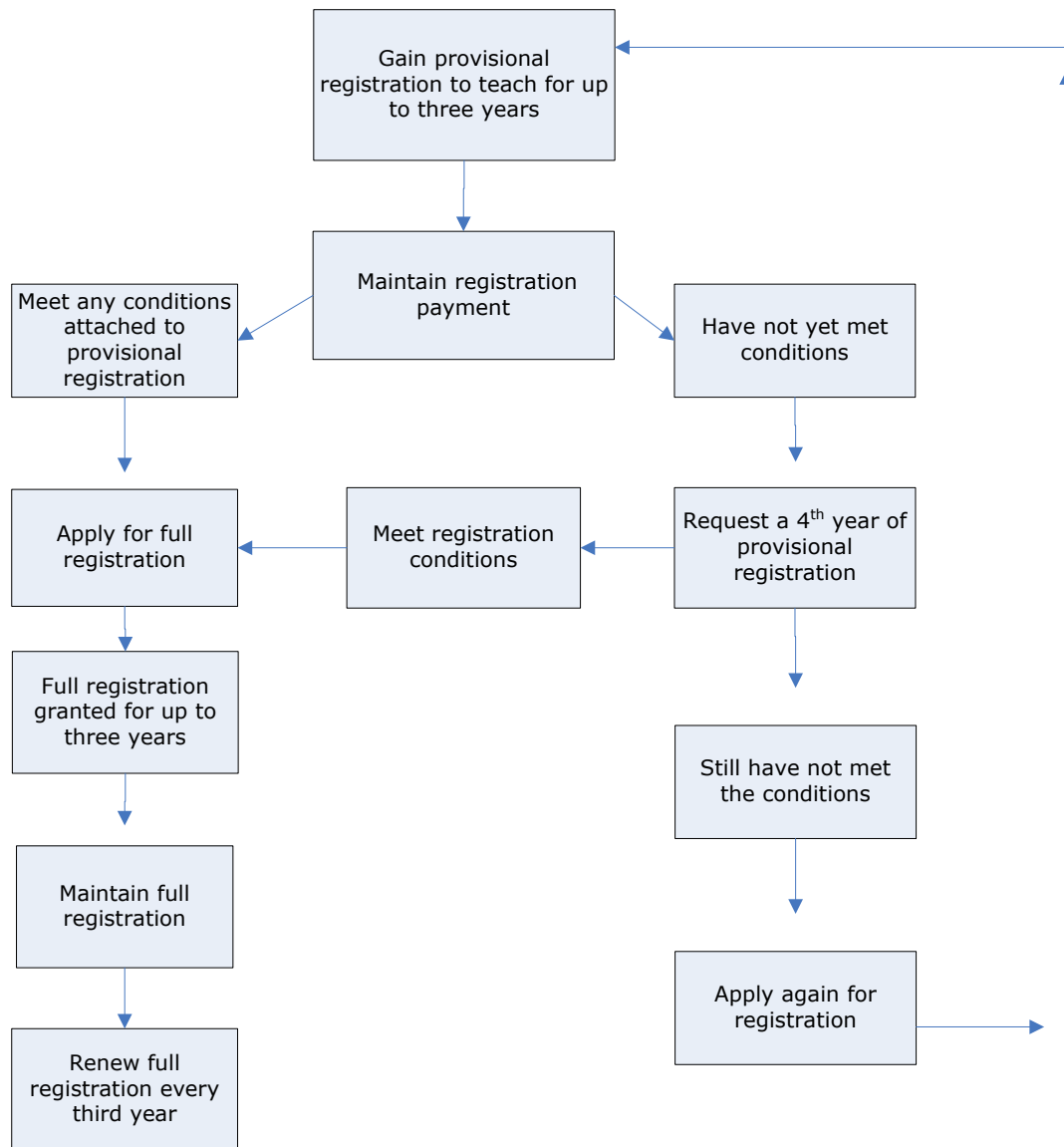
Teachers who are successful in meeting all requirements are granted full registration by the Board for three years and are eligible to teach in Tasmanian schools. After three years, teachers are required to renew their registration.

Maintaining registration

Current registration is an essential requirement for employment as a teacher in Tasmania as determined by the Act. If teachers are not registered they cannot be employed to teach.

Implications for a teacher not renewing or maintaining their registration are serious and can lead to termination of employment and the imposition of fines.

Cycle of teacher registration in Tasmania



Limited Authority to Teach (LAT)

There is a third option that allows the employment of unqualified persons to teach in schools in certain circumstances.

If a school has a vacancy for which a suitable registered teacher cannot be found, the *Teachers Registration Act 2000* provides that the Board may grant an LAT if the Board is satisfied that the nominated person:

- has the appropriate skills/experience that an available registered teacher does not have
- is ineligible for registration
- is of good character.

LAT applications can only be initiated by the employer, who must argue the case and ensure that the Board receives the required evidence.

3. 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

<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

4: Gaining 'full registration'

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, drawn from daily classroom teaching and assessed by a panel of peers.

There are four participant roles in this process:

- principal
- applicant teacher
- colleague teacher to support the applicant in gathering evidence
- the assessors of evidence against the standard.

Individual booklets, detailing the process from the perspective of the teacher, assessors and colleague teachers is available from the TRB website. Summary flowcharts for each role are at the end of this section.

This assessment process is school-based, as the school is best placed to understand the applicant's teaching practice and to provide a recommendation for full registration. This process has significant benefits for the teacher and the school, because it provides an opportunity to discuss 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.

Early induction and mentoring for beginning teachers puts the emphasis on assistance and support during their first years. Although this support is vitally important, recent thinking links support with development and assessment. If teacher induction is to improve the quality of teaching and learning, we must see beyond simply supporting beginning teachers to induction as part of a broader system of professional development and accountability.

The decision to seek a recommendation and 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.

However, there is no rush for teachers to move from provisional to full registration. They can hold provisional registration for three years with an option for a fourth year, in the first instance. 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.

When teachers are first granted 'provisional registration', they receive a package from the TRB that includes information about registration. Documents relating to this and other registration processes can be downloaded from the TRB website: www.trb.tas.gov.au.

The Role of the Principal

The TRB conducts an ongoing cycle of principal briefings and information sessions for educators in the process. See the TRB website *Calendar* for details.

Steps in the process

1. **Appoint a colleague teacher and provide opportunities for support**

Many schools have an induction process for beginning teachers and may appoint a colleague teacher to provide support for teachers in their early days of teaching and in putting together an application for assessment. The support of a professional colleague with opportunities to provide observations and feedback is crucial to the success of a teacher's application for full registration.

Colleague teachers are usually drawn from the school, however if schools are small, and/or have several teachers with provisional registration, a buddy system or a partnership with another school may provide additional support. In some cases the TRB assists isolated teachers with support. A colleague teacher will be important in providing support for the teacher to:

- become familiar with the Competence Standard and Glossary
- conduct a Self Audit of their teaching practice
- plan to gather the evidence
- attend a TRB preparation session – dates for these sessions are on the TRB website
- gather evidence using the three assessment activities. The best way is to collect evidence as it occurs naturally from daily teaching; that means providing normal working documents. This should be seen not as an additional activity, but rather a collection arising from daily practice over time.

2. **Support the attendance of the teacher at a TRB Preparation Session**

These sessions will provide information on the process and detailed support in gathering evidence. Dates for Preparation Sessions are on the TRB website. Additional sessions may be negotiated for groups of teachers in regional areas.

If the teacher is unable to or chooses not to attend a Preparation Session the application with evidence should be forwarded to the TRB who will work with the school to negotiate the assessment process.

Colleague teachers are welcome to accompany the teacher to the TRB preparation session.

3. **Sign the Principal Endorsement form**

In order to proceed with an application teachers need an endorsement signed by their principal. This endorsement provides support and backup evidence of the teacher's readiness to submit an application as a competent teacher. It also verifies that, in the opinion of the principal, the teacher has fulfilled all professional legal and ethical obligations and satisfied expectations of professional behaviour. This form will be downloaded from the website by the teacher and an example is included in the Appendix.

Teachers will need to be quite clear about their obligations as a teacher and familiar with Element A 6:

Know, understand and adhere to legal and ethical obligations and be aware of the nature of professional behaviour.

This includes being familiar with the TRB's *Code of Professional Ethics for the Teaching Profession in Tasmania* (see website www.trb.tas.gov.au) and the nature of the major legislation, system policies, protocols and guidelines affecting teachers' work.

The *Indicators of Practice* in the Competence Standard and the Glossary found on the TRB website give more details about this important element.

4. **Nominate assessors**

Once the Principal's Endorsement form is signed the principal will nominate three fully registered teachers to make the assessment decision. When possible, it is recommended that assessors include:

- the principal or his/her delegate (Chair)
- the colleague teacher if appropriate
- an experienced registered professional colleague from a relevant teaching sector who knows the work of the teacher well.

There may be some exceptional cases in which the most appropriate assessor is not a fully registered teacher. Advice on this should be sought from the Board.

5. **Review the evidence**

The teacher will forward their evidence to the Chair for distribution to assessors. The evidence is reviewed by each assessor before meeting. To assist in their review, assessors should download *The Guide for Assessors* including assessment advice and tools to support making an assessment decision and the *Competence Standard* with the *Indicators of Practice* from the website.

6. **Make a recommendation and provide feedback**

Assessors meet to make a collective recommendation using the *Assessment Rubric*. This meeting can be expected to take no more than 30 minutes if assessors have had prior access to the evidence and lead to one of two outcomes:

Registration recommended

When competence has been satisfactorily demonstrated, the teacher is given feedback on his or her performance, full registration is recommended and the *Registration Recommendation* form is signed

or

Provisional registration continued

If the assessors decide more work is needed, the teacher should receive written feedback indicating areas for improvement and an action plan for meeting the standard developed by the teacher and their line manager and/or colleague teacher with advice from the assessors.

The process may be supported by a discussion with the applicant.

7 **Return documentation to teacher**

After assessment teachers should ideally receive:

- explicit verbal feedback on their performance, both their strengths and any areas for improvement
- the signed *Registration Recommendation*, or an action plan
- the evidence returned to them on the condition that it will be made available to the TRB upon request for six months.

It is the teacher's responsibility to forward all necessary documents to the TRB.

8. Keep documentation for six months

Both the teacher and assessors should keep all documents relating to the assessment decision and make them available upon request to the TRB for up to six months after the assessment date.

The principal or principal's delegate should keep a copy of the *Registration Recommendation* and other relevant assessment documentation in case of:

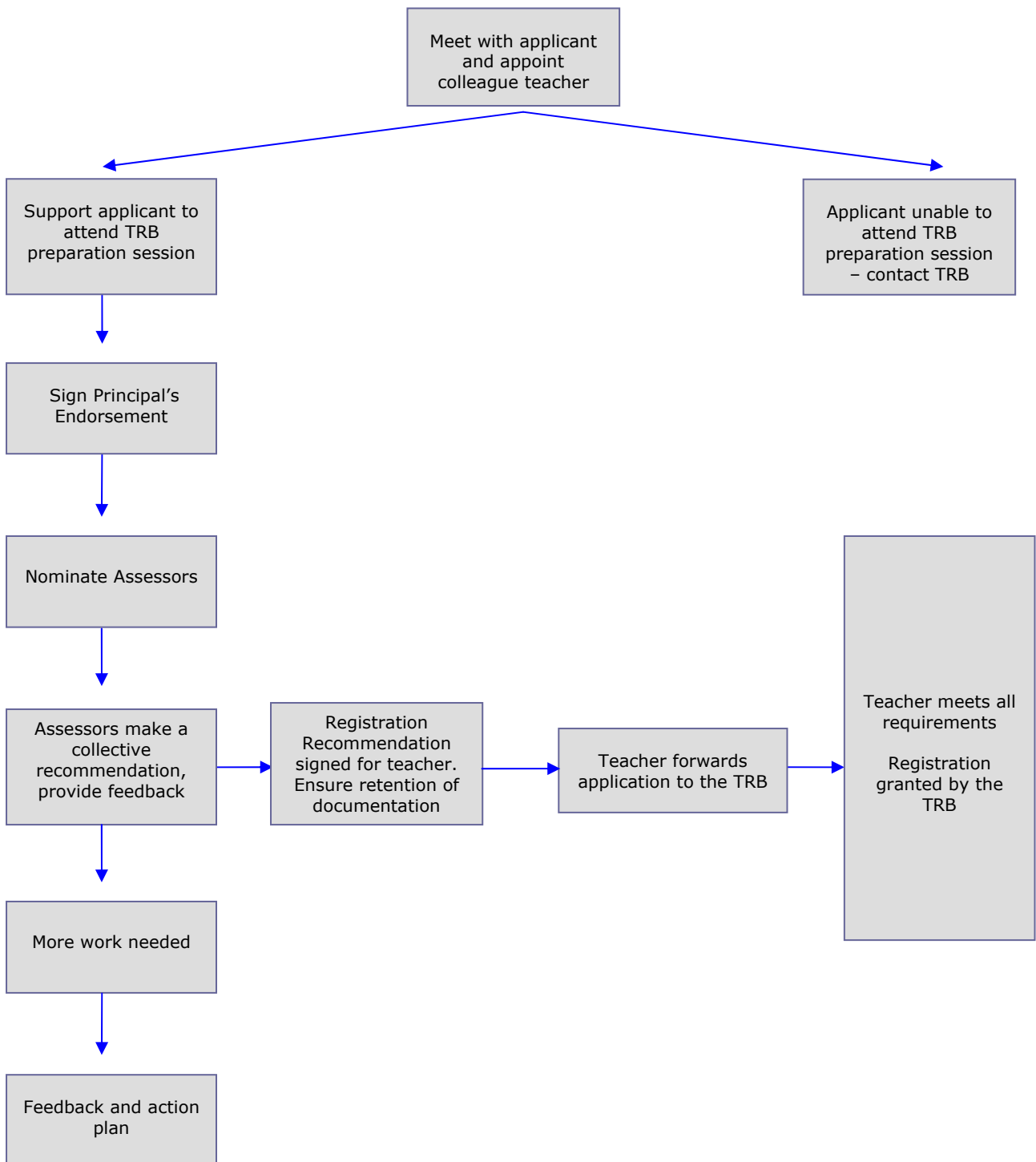
- an appeal by the teacher. Teachers have a right to appeal any decision made by their assessors if they feel that the process was invalid, unfair or inappropriate. They are informed of this at the TRB Preparation Session. The *Appeal Process* and an *Application for Appeal* are available on the TRB website.
- moderation of assessment and;
- random audit of assessment process by the TRB. To ensure consistency of judgement the teacher and assessors should keep all documents and evidence for six months after the assessment and make them available to the TRB as requested.

Formal notification of registration is received from the TRB when all registration criteria have been met. The teacher's entry on the register reflects the change of status and the teacher receives a Registration Certificate.

Teachers not based in classrooms

This assessment process has been designed for teachers based in classrooms. Teachers who work in settings other than in a classroom, who change schools within a year, and/or are relief teachers, will need to check requirements for their registration either through the *Frequently Asked Questions* on the website or by contacting the TRB.

Principal's role (key points)

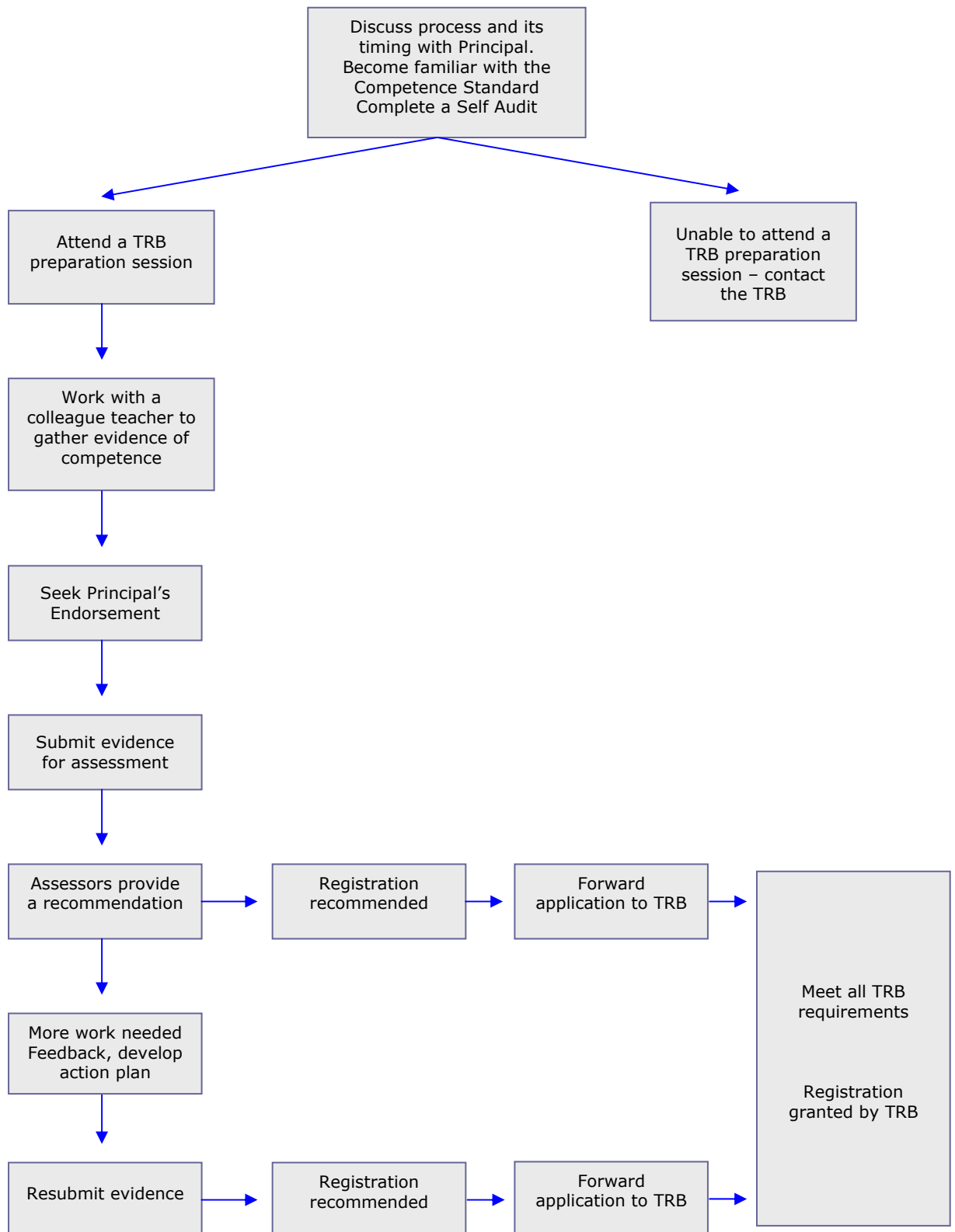


Principal Checklist: Provisional to full Registration

- Read the Guide for Principals (available on TRB website)
- Appoint a colleague teacher to support applicant
- Ensure colleague teacher has adequate time to meet with applicant and to complete classroom observations.
- Enable the Applicant to attend TRB Preparation session. Dates advertised on website. www.trb.tas.gov.au (If individual school has a group of applicants then TRB will endeavour to work at the school)
- Sign the Principal's Endorsement Form if you are confident that the teacher is competent and meets all professional, legal and ethical obligations (For example, see *Conduct and Behaviour Standards* document on Department of Education intranet)
- Nominate 3 assessors (fully registered, competent teachers) See full guidelines for suggested nominees (ie Principal, APs, ASTs, member of relevant sector/discipline)
- If you are on the panel, read and apply the Assessment Guide (available on TRB website).
- Keep a copy of the Registration Recommendations and evidence for 6 months on individual teacher's file due to auditing process conducted by TRB.

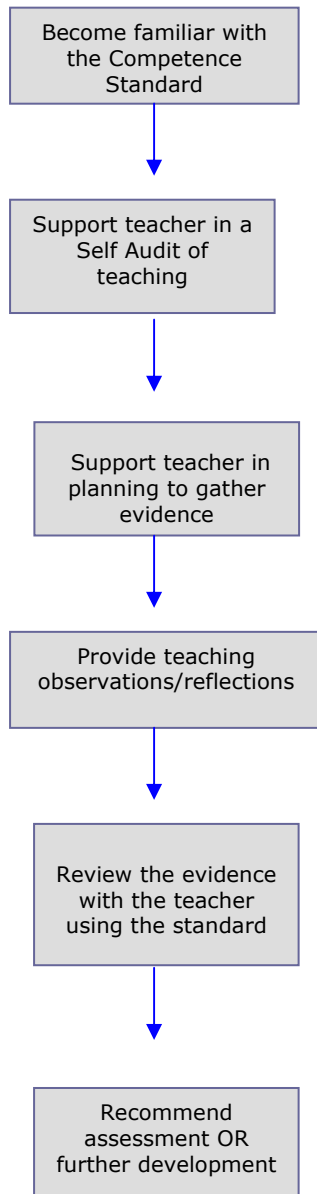
Overview of the teacher's role

Please note: A teacher booklet is available on the web and provides detail.



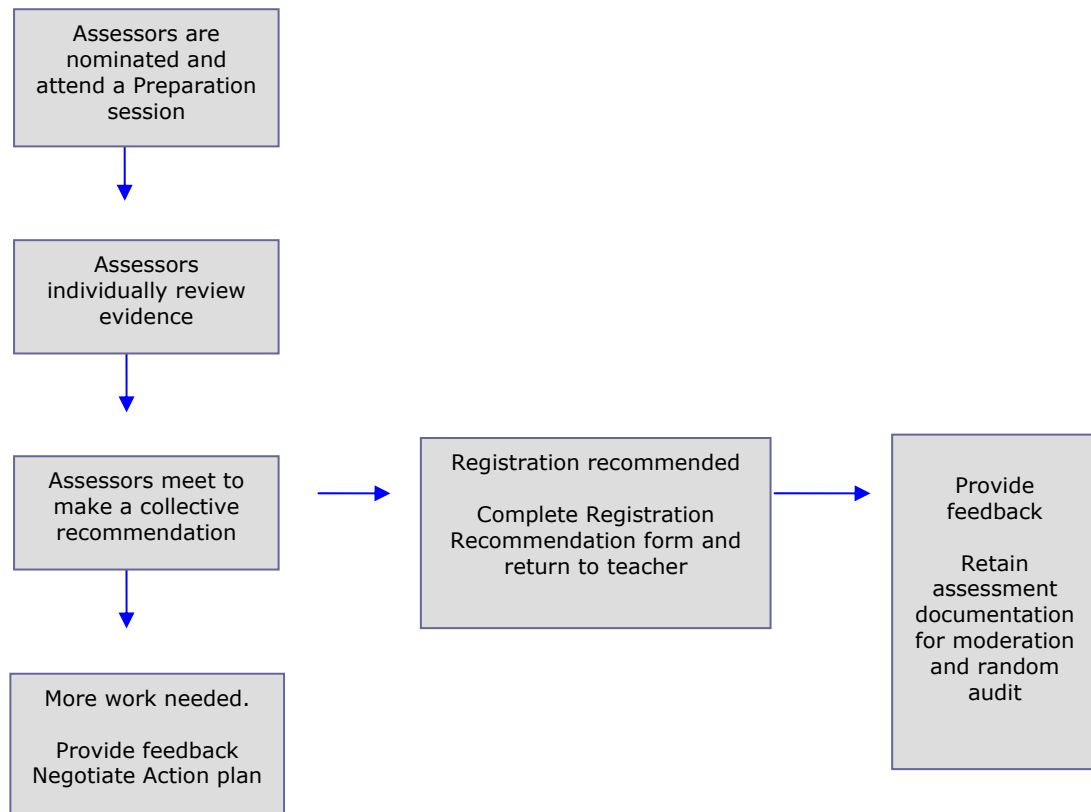
Overview of the colleague teacher's role

Please note: A colleague teacher booklet is available on the web and provides detail.



Overview of the assessor's role

Please note: An assessor booklet is available on the web and provides detail.



5. Demonstrating teaching competence using the assessment activities

Evidence

Teaching experience is the source of 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 will 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 (within the last 3 years) 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.

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 within the last 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. There are templates provided in this booklet to support these observations and all documents are available on the TRB website.

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.

6. Assessing teaching competence against the Competence standard

In looking at evidence, assessors are required to use their professional, rather than personal judgement. Recommendation for full registration is a judgement of professional competence as described in the Competence Standard and the capacity for the teacher to practice independently. The *Indicators of Practice* in the Competence Standard, *Key Questions* and the *Assessment Rubric* support judging evidence.

Implicit in this process and in the evidence required is a presumption of success. It is expected that many of applicants will exceed the standard.

Assessors must match clear, valid evidence against the standard and be able to defend their decision, ensuring that it is accountable and open to challenge.

It is important to maintain a 'whole picture' view of the elements to be demonstrated. One substantial piece of evidence, such as a unit of work, can demonstrate competence in a number of elements. Although the teacher is providing evidence for each element, there will be a holistic assessment of teaching practice; a separate piece of evidence is not needed for each element.

Assessment must look not only at skills and knowledge, but also at the application of skill and knowledge in the workplace. The *Indicators of Practice* and the Glossary support a more detailed explanation of the standard in practice.

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.

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.

An approach to assessing evidence

1. Assessors might review the evidence individually first to get an overall picture. It is easiest to begin by flicking through the evidence presented to get an overview.
Is the Principal's Endorsement signed?
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, not known to the assessors, who 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?
2. Use the *Key Questions* to review evidence produced by the Assessment Activities.
3. Arrange a meeting with other assessors in order to make a collective judgement. The *Assessment Rubric* assists with this decision.
4. Sign the *Registration Recommendation* form, provide feedback and an action plan if required indicating areas to focus on for improvement. Credit can be given for individual units where the evidence submitted is deemed to be satisfactory.
5. Return the evidence, feedback and form to the teacher.

Assessing Evidence 1: Unit of work

This is the major piece of evidence. Evidence from the unit of work should demonstrate competence across many of the elements.

To determine if professional practice meets the Competence Standard, it may help to use the following *Key Questions* and/or the *Indicators of Practice* from the Competence Standard.

It is important to ensure that this is not a one-off effort and that the unit is typical of work planned and taught by this teacher. It is expected that teachers early in their career produce more detailed planning than more experienced teachers. Collaborative planning is to be encouraged, but the contribution of the applicant has to be clarified by the other teaching colleagues involved in the planning.

Key Questions- Unit of Work

- Are there short- and long-term learning goals? Are they clear, challenging and achievable for all students?
- Does the teacher's planning build on prior experiences?
- Does the planning demonstrate current content, subject knowledge and an understanding of key concepts?
- Does the unit plan meet the literacy, numeracy and technology demands of the subject?
- Does planning reflect current system requirements and school plans?
- Are there engaging learning sequences designed to interest, motivate and extend all students?
- Does planning consider student learning styles and barriers to learning?
- Does planning cater for different outcomes and a personalised approach to individual learning needs?
- Are content, strategies and resources matched to student development, needs and learning objectives?
- Do the content, strategies and resources support progress towards the goals?
- Does the learning environment assist student learning and address safety, logistical and practical matters?
- Is student progress monitored and constructive feedback given?
- Is there evidence of a range of formal and informal assessment strategies that allow all students to demonstrate what they know and can do?
- Does the assessment meet system and school requirements?
- Did assessment results inform future teaching and contribute to the students' learning?
- Is student achievement reported in accordance with system requirements?
- Is there evidence of reporting in a respectful, non-threatening, timely and accessible manner?
- Is there evidence of teacher reflection and evaluation of the effectiveness of programs to inform and modify future teaching strategies?
- Is this typical of the standard of work usually demonstrated by the applicant?

Evidence 2: Teaching observations, feedback and reflections

Three observations focus on recording teaching performance for both evidence purposes and providing feedback for the teacher on aspects of teaching practice and classroom management.

Key Questions -Teaching Observation: Teaching practice and classroom management

There should be evidence provided by the observation notes and feedback of the teacher's competence in the following aspects of teaching and learning guided by the questions on observation templates.

Is language use appropriate and inclusive, ensuring that learning is accessible to all students?

Are instructions and expectations clear?

Does discussion and questioning draw out understanding and guide the exploration of ideas?

Is there prompt and constructive feedback to students?

Are students' efforts and contributions valued and encouraged?

Were the students engaged and actively participating in the learning activities?

Did the teacher ensure a safe and stimulating physical environment in which resources are accessible?

Were opportunities provided for practice and the development of skills?

Are expectations for behaviour clear, consistent and reinforced?

Are the teacher's responses to inappropriate behaviour initially low level and aimed to defuse and redirect?

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?

Key Questions - Teaching Observation: Areas for improvement

This observation should follow a Self Audit of practice against the Competence Standard and the previous observation, and focus on areas identified for improvement

Has the teacher completed a Self Audit of their teaching practice against the Competence Standard affirming strengths and identifying areas for improvement?

Is there evidence of:

- working to address these areas
- reflection on progress
- identified action for the future?

Key Questions - Teaching Observation: Teamwork

This observation should, in addition to general feedback, provide comment on the teacher's ability to work with others and/or as a member of a team. Is there evidence from the observation notes that the teacher:

Works collaboratively to set and achieve common goals?

Intentionally develops positive relationships with students, colleagues and parents/carers?

Uses negotiation and conflict resolution skills including a demonstrated commitment to problem solving?

Embeds teaching of social skills in everyday interactions?

Shares knowledge, expertise and resources to benefit student learning?

Key Questions - Teacher reflections

Is there evidence of the teacher critically reflecting on their teaching to improve the quality of teaching and learning?

Do the reflective comments show an understanding of the philosophy, ethos or priorities of the school community?

Do the teacher reflections show an ability to discuss students' learning strengths and weaknesses and factors that have an impact on learning?

Does the teacher identify what worked well and what could be taught differently to improve student learning?

Do reflections show consideration of what could be developed further?

Does the teacher seek and act on constructive feedback?

Do reflective comments show a willingness to engage in discussion on how to build an effective learning environment?

Assessing Evidence 3

Key Questions - Record of professional learning and teacher reflections

Has the standard been used to identify areas of strength and areas for further professional development?

Has a professional learning 'plan' been developed (perhaps with a mentor) to address system requirements, the school's plan and individual needs?

Has the teacher demonstrated ongoing targeted professional learning to meet personal goals and school and system requirements?

Is the teacher taking action to keep well informed about developments in teaching, learning and assessment?

Is teaching practice adapted in the light of reflection and personal learning?

Are there steps being taken to ensure continued improvement in teaching practice?

Assessment Rubric: Teaching Performance against the Competence Standard

Unit	Competent Professional Practice	More development needed Unit	
<p>A. Competent teachers demonstrate current professional knowledge and understanding in teaching practice.</p>	<p>This teacher has an adequate knowledge and understanding of:</p> <ul style="list-style-type: none"> practices which affect student learning including understanding of how students learn and common barriers to their learning critical content, key concepts and curriculum which is current principles of learning, teaching and assessment and the connections between these how to design engaging learning sequences and the processes to teach them. 	<p>This teacher has little knowledge and understanding of:</p> <ul style="list-style-type: none"> practices which affect student learning addressing the learning strengths of their students or barriers to their learning current content, concepts or curriculum documents principles of learning, teaching and assessment how to design appropriate learning sequences to engage, challenges and extend students. <p>Individual learning needs are inadequately considered.</p>	✓
	<p>Professional knowledge is extended in a systematic and targeted way by reflecting on practice and identifying areas for improvement and professional growth.</p>	<p>There is little evidence of systematic ongoing professional learning and reflection.</p>	
	<p>Constructive feedback is sought</p>	<p>Constructive feedback is rarely welcomed and seldom acted upon.</p>	
	<p>Behaviour is professional at all times, and adheres to all the legal and ethical obligations of a teacher.</p>	<p>Appropriate professional relationships are poorly maintained. Behaviour may not adhere to relevant codes of professional ethics or conduct. The teacher does not fulfil legal and ethical responsibilities.</p>	

Assessment Rubric: Teaching Performance against the Competence Standard

Unit	Competent Professional Practice	More development needed Unit
<p>B. Competent teachers develop effective professional relationships with students, and the school and wider communities.</p>	<p>This teacher intentionally established positive professional relationships with all students, other professionals and members of the wider school community. Student contributions are valued and encouraged.</p>	<p>This teacher gives insufficient thought and attention to establishing positive and respectful relationships with students. He / she shows little interest in the students as individuals, or may not treat students equitably, discriminating against or excluding some students by inappropriate language or limited provision of learning opportunities. Responses to student contributions are often negative and devaluing.</p>
	<p>Opportunities are taken to model and explicitly teach skills for social competence and this teacher recognises the importance of this.</p>	<p>There is little evidence of explicit teaching of skills for social competence and their importance is not recognised.</p>
	<p>This teacher communicates effectively with all stakeholders, using language appropriate to the context.</p>	<p>Language is not always appropriately targeted to audience, limiting access for some stakeholders.</p>
	<p>This teacher works productively with other teachers, professionals and parents/carers to set and achieve learning goals.</p>	<p>This teacher rarely works collaboratively with other teachers and shows limited contribution to team and whole staff activities. Productive collaboration with other professionals or with parents/carers is infrequent.</p>

Assessment Rubric: Teaching Performance against the Competence Standard

<i>Unit</i>	<i>Competent Professional Practice</i>	<i>More development needed Unit</i>	✓
C. Competent teachers assess, plan and teach for the learning needs of all teachers	This teacher establishes clear and achievable learning goals for all students with differential learning outcomes for individual students.	This teacher provides insufficient evidence of establishing achievable learning goals for all students.	✓
	This teacher plans for a sequence of learning activities to provide challenging, engaging and meaningful learning opportunities for students.	Planning does not adequately provide meaningful, engaging learning opportunities for students.	
	The teaching and learning strategies are varied, account for learning styles and are supported by a range of resources and activities related to learning goals.	The teaching and learning strategies lack variety and are insufficiently supported by a range of resources catering for the learning needs of all students. Resources and activities show little relationship with learning goals.	
	This teacher monitors learning, providing constructive and timely feedback.	Teacher monitoring of learning is poor. Feedback is frequently negative and discouraging, rarely specifying achievement or areas for improvement.	
	A range of valid assessment activities to evaluate the learning of students is used to inform future teaching and learning.	Assessment strategies are inadequately targeted to learning outcomes and are poorly designed, making it difficult for students to demonstrate what they know and can do. Results are little used to inform teaching and learning.	
	Reporting meets school and system requirements and is appropriate to audience.	Reporting takes little account of relevant socio-economic and cultural factors, and educational background of the audience. Reporting does not meet school and system requirements.	

Assessment Rubric: Teaching Performance against the Competence Standard

Unit	Competent Professional Practice	More development needed Unit	
<p>D. Competent teachers create and maintain a safe, inclusive and supportive learning environment.</p>	<p>Classroom activities, materials and interactions promote student interest and active participation by all students.</p> <p>This teacher uses language that is inclusive and diversity is catered for.</p> <p>Student management and use of the classroom physical environment ensures the safety and engagement of students in learning activities.</p> <p>Learning is accessible to all students and there is flexibility in responding to unplanned teaching opportunities and to changes in routine.</p> <p>This teacher has clear, consistent expectations and management of student behaviour.</p> <p>A planned procedure, in line with school and system requirements for managing more challenging behaviour, is in place.</p>	<p>Classroom activities, materials and interactions are often inappropriate, failing to promote student interest or participation in learning.</p> <p>The learning needs of some students are not adequately catered for.</p> <p>Actions at times exclude or discriminate.</p> <p>Student management and use of the classroom physical environment have the potential at times to endanger students' physical wellbeing and cause disruption and confusion.</p> <p>The environment creates little student engagement with learning and impedes learning for some students.</p> <p>The teacher demonstrates little ability to adapt to changes in routine.</p> <p>Class rules are not clear or consistently applied. Initial responses to inappropriate behaviours tend to be high level.</p> <p>There is little evidence of a planned response to managing challenging behaviours and/or the response at times does not align with school and system requirements.</p>	<p>✓</p>

7. 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 assessment panel 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

Calendar of Information and Preparation 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 Self 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 for development:

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

Record of Observation – Teaching Practice and Classroom Management

<p><i>Name of teacher</i></p>	
<p><i>Date of observation, name and TRB number of observer</i></p>	
<p><i>Context of the observation</i></p>	
<p><i>Key points for observation</i></p>	<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 was the learning environment and resources organised? • Does the teacher demonstrate flexibility and an ability to respond to changes of routine?
<p><i>Observation notes</i></p>	

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

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

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



Teachers Registration Board

Principal's Endorsement

Application to change from
'Provisional Registration' to
'Registration'

I, _____
NAME OF PRINCIPAL

currently holding the position of _____

state that, in my opinion, _____
NAME OF APPLICANT

- knows, understands and adheres to legal and ethical obligations of a teacher
- is aware of the nature of professional behaviour as described in the standards.

I verify that this teacher attended a TRB Preparation Session on
_____ DATE

Signature of Principal _____

Date _____

Contact details _____

Teachers Registration Board GPO Box 539, Hobart TAS 7001 • 03 6233 5992

