

Progressing to Full Registration

Policy

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1. Purpose

This policy provides the framework for progressing to full registration after a period of provisional registration under the *Teachers Registration Act 2000 (the Act)*.

The *Teachers Registration Act 2000* provides for two categories of registration – Registration and Specialist Vocational Education and Training Registration. Full and Provisional registration together comprise one the category of registration and recognise the qualifications, teaching experience and competencies of teachers who are trained to teach in the school sector which delivers educational services to students from kindergarten to Year 12.

The Teachers Registration Board grants either provisional or full registration to applicants upon application, based on the provisions of the Act and the relevant Board policies. An applicant who meets all other requirements for full registration but has not demonstrated an appropriate amount of teaching service and/or their professional practice has not been assessed as meeting the proficient stage of the Teacher Standards, is likely to receive a grant of provisional registration. This generally indicates that the applicant meets the graduate stage of the Teacher Standards and has fulfilled the minimum requirements for professional practice in Australia.

The Board may also grant provisional registration for other reasons.

2. Legislation

For relevant sections of the *Teachers Registration Act 2000 (the Act)*, see [Appendix 1](#).

3. Policy statement

The Board is firmly of the view that it is in the best interests of Tasmanian students that all Tasmanian provisionally registered teachers work towards achieving and evidencing practice at the Proficient career stage of the Teacher Standards. The Board supports a nationally consistent approach to progressing to full registration as described in the Framework for Teacher Registration in Australia.

In order to progress from provisional to full registration a teacher with provisional registration must satisfy the Board that they:

- have met any conditions placed on their provisional registration
- have taught to the satisfaction of the Board, for one FTE year (at least 185 FTE days) in schools or colleges in Australia and New Zealand, or other educational settings as negotiated with the Board during the period of provisional registration
- have demonstrated their teaching competence against the proficient stage of the Teacher Standards to the satisfaction of the Board
- meet all other criteria for full registration.

Meeting all conditions placed on provisional registration

Prior to a grant of full registration following a period of provisional registration under Section 14 of the Act, a provisionally registered teacher must meet all conditions placed upon their registration.

Teaching service requirements

The required recognised teaching service can be demonstrated during the period since the grant of provisional registration, or as otherwise negotiated with the Board. Employment undertaken within an educational setting, but not while employed as a teacher (including employment under a Limited Authority to Teach), is not considered to be recognised teaching service.

For the purposes of calculating full-time equivalence of relief and casual teaching service, one full-time equivalent year of teaching service is considered to have at least 185 FTE days of at least five and half hours.

Where a provisionally registered teacher presents service undertaken in an educational setting which is not a recognised school or college in Australia or New Zealand, the Board may consider whether the educational experience represents an equivalent contribution to

education practice and can be considered in meeting the criteria to progress to full registration.

Assessment of teaching competence against the Teacher Standards

To progress to full registration following a period of provisional registration, a provisionally registered teacher (PRT) must demonstrate their teaching competence against the proficient stage of the Teacher Standards. PRTs demonstrate their teaching competence by collating authentic evidence of practice which is assessed by a workplace panel after the PRT has completed the minimum 185 days of recognised teaching service.

PRTs should be appropriately supported throughout the period of provisional registration. This support should include nominating a fully registered teacher to take a role as a practice-focused mentor - to support the PRT to gather evidence of practice and prepare for a workplace assessment. The level and form of support provided to PRTs will vary according to the teacher's context and the particulars of the support are best determined by the Principal/Employer.

In line with the *Framework for Teacher Registration in Australia*, the Board is firmly of the view that teaching competence should be assessed by a workplace panel comprising of fully registered teachers with knowledge of the PRT's practice. A principal can convene a panel to assess evidence of proficiency of any provisionally registered teacher, including a casually employed relief teacher.

The workplace panel will assess a PRT's professional knowledge, practice, and engagement against the seven Teacher Standards based on authentic evidence which is:

- drawn directly from the PRT's work and generally drawn from the last five years of practice
- derived from a range of sources that must include:
 - evidence of student learning
 - observation(s) of the teacher's teaching

- evidence of professional learning applied to teaching practice.

The evidenced must be annotated to reflect achievement against each of the seven Teacher Standards by taking account each of the descriptors. A single piece of evidence can address multiple descriptors.

The workplace panel will form on-balance judgements against each of the seven Teacher Standards which will be based on the evidence of practice presented by the PRT. The panel may consider additional forms of evidence as determined appropriate by the Board.

Following an assessment, the workplace panel will document the process undertaken and the outcome of the assessment in a manner approved by the Board. The PRT and principal must be provided with a copy of the panel report.

Where a PRT is not found to have demonstrated achievement of all seven Teacher Standards the panel must provide appropriate feedback to support the PRT in further developing and evidencing their practice.

The workplace panel assessment report will form part of the application to progress to full registration.

Recommendation as suitable for full registration

All applications to progress to full registration following a period of provisional registration must include a recommendation from a principal, which recommends the provisionally registered teacher (PRT) as suitable for full registration on the basis that:

- a workplace panel has assessed the PRT's practice in accordance with the requirements of the Board and has determined that the evidence provided demonstrates that the teacher has met the proficient career stage of all seven Teacher Standards
- the PRT has completed the required minimum teaching service
- the PRT otherwise satisfies the requirements for full registration

and

- any other matter the Board considers relevant.

4. Definitions

'The Act' means the *Teachers Registration Act 2000*.

'Registered teacher' means a person who holds full registration, provisional registration or specialist vocational education and training registered and whose name appears on the register of teachers (Section 3 of the Act).

'Holder of a limited authority' means a person who holds a current notice of Limited Authority to Teach (LAT) (Section 3 of the Act).

5. Processes

Outcome of an application to progress to full registration

Upon receipt of a completed application, the Board will make one of the following decisions:

- a) If satisfied that the teacher meets the criteria for full registration and if satisfied that the teacher has complied with the requirements of the process and completed these in a satisfactory manner –
 - grant the applicant full registration.
- b) If not satisfied that the teacher meets the criteria for full registration and/or if not satisfied that the teacher has complied with the requirements of the process and completed these in a satisfactory manner –
 - maintain the teacher's provisional registration and provide written reasons for this decision.

The Board is not bound by the recommendation of a principal/manager when assessing an application to progress from provisional to full registration.

If, as part of the assessment process it appears likely that the Board may not be satisfied that the teacher is of good character or fit to be a teacher, the teacher will be given an opportunity to appear before the Board.

Quality assurance

It is the responsibility of the Board to ensure that a quality assured assessment system is in place for those teachers moving from provisional to full registration. To this end, the Board will conduct audits of the processes undertaken by schools/employers under this policy in the previous 12 months. This will include an audit of the evidence of teaching competence and suitability for full registration used in preparing a sample of applications.

The teacher who has moved from provisional to full registration and the principal/manager who has made the recommendation must keep all the evidence and associated information presented as part of the application process for a period of no less than 12 months from the time the recommendation was made, and the application submitted.

Failure to do so may result in the Board reviewing the registration status of the teacher and placing a condition on the teacher's full registration.

Assessment and decision-making processes under this policy

The Board has delegated authority to assess and determine applications for progressing from provisional to full registration under this policy to relevant Officers of the Board.

Officers of the Board, through the Registrar, may refer individual applications that appear to fall outside of the policy framework to the Board for their determination. Such 'exceptions' will then form part of the assessment and decision-making precedents used by the Registrar and the Board Officer in the future.

An applicant may apply in writing to the Board for a review of any decision of the Registrar and delegated Officers made under this policy. An applicant may also apply to the Magistrates Court (Administrative Appeals Division) for a review of a decision made by the Board under this policy.

6. Related policies

Applying for Registration Policy

Determining Category of Teacher Registration Policy

Determining Good Character and Fitness to Teach Policy

Promoting the Profession and Developing and Improving Teaching Standards Policy

7. Related documents

Australian Professional Standards for Teachers
Australian Institute for Teaching and School Leadership (AITSL) 2011.

Framework for Teacher Registration in Australia,
Australian Institute for Teaching and School Leadership (AITSL), 2011.

See all [Board policies on our website](http://www.trb.tas.gov.au)
(www.trb.tas.gov.au).

8. Document history

Version	Details	Approved by	Approval date
1.0	Policy established	Board	08/02/2017
1.1	Reviewed	Board	07/04/2020
1.2	Revised and re-named	Board	14/12/2022

Appendix 1: Extracts from the Teachers Registration Act 2000

Teachers Registration Act 2000

Version current from 1 July 2022 to date accessed (2 November 2022 at 10:06)

14. Grant of full registration following a period of provisional registration

[Section 14 Subsection (3) amended by No. 19 of 2003, s. 6, Applied: 09 May 2003] [Section 14 Substituted by No. 79 of 2009, s. 8, Applied: 01 Jan 2010]

- 1) At any time, a person who is provisionally registered may apply to the Board for full registration.
- 2) An application is to be –
 - a) in an approved form; and
 - b) accompanied by a report made by the applicant's employer, in an approved form, in respect of –
 - (i) the manner in which the applicant has performed teaching duties; and
 - (ii) recommendations as to the applicant's suitability for full registration; and
 - (iii) any other matter the Board considers relevant; and
 - c) accompanied by the prescribed application fee.
- 3) The Board may require the applicant to provide any further information it considers necessary to consider the application.
- 4) On receipt of an application, the Board must grant the applicant full registration under section 13 if the Board is satisfied that the applicant –
 - a) has completed at least one full-time equivalent year of teaching; and
 - b) is recommended as suitable for full registration in the report from his or her employer; and
 - c) has demonstrated teaching competence; and
 - d) otherwise satisfies the criteria for full registration set out in that section.
- 5) In considering the application, if it appears likely that the Board may not be satisfied that the applicant is of good character or fit to be a teacher, the Board is to give the applicant an opportunity to appear before it.
- 6) On receipt of an application, the Board must refuse to grant the applicant full registration under section 13 if the Board is not satisfied that the applicant meets all the criteria set out in subsection (4).