

Transitioning from Provisional to Full Registration in the Northern Territory

GUIDELINES

TRB

TEACHER REGISTRATION BOARD
of the Northern Territory

Transitioning from Provisional to Full Registration in the Northern Territory

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1. Purpose

These guidelines set out the process for provisionally registered teachers making the transition to apply for full registration in the Northern Territory. Gaining full registration is a process focused on teacher growth and the Teacher Registration Board of the Northern Territory (the Board) acknowledges that provisionally registered teachers include:

- Graduate teachers
- Teachers new to the profession/have not yet practiced as a qualified teacher
- Teachers returning to the teaching profession after an absence of five or more years
- Teachers who have been practicing as a fully registered teacher, but cannot meet the requirements to maintain full registration

Irrespective of experience, it is recommended you follow the processes outlined within these guidelines, as they are designed to be incorporated into your employer professional growth processes.

In brief, to apply for full registration, you are required to demonstrate that:

- You have completed 180 days of service as a teacher in a school within a five year period
- You have complied with all conditions on your registration, including the Professional Development condition
- Met all of the eligibility criteria for full registration (including good character check); and
- Demonstrated your proficiency against the Australian Professional Standards for Teachers (the Standards).

NB: the term “school” refers to any educational setting. This includes, but is not limited to: early learning centres, higher education providers and corporate education offices

Provisional



to Full Process:

2. Provisionally Registered Teachers

Provisional registration is granted if you do not have the prescribed professional experience and currency of practice for full registration, but are otherwise eligible for full registration.

Provisionally registered teachers are an important part of the teaching workforce and bring with them valuable skills and knowledge.

Provisional registration is granted for an initial period of three years and is a period of supported induction, or reintroduction following a career break, into the teaching profession in the Northern Territory.

During this time it is expected that provisionally registered teachers work toward full registration by attaining the requisite professional experience and currency of practice, and the knowledge, skills and experience required against the proficient career stage against the Standards.

There are four circumstances which will determine if you are a provisionally registered teacher. These are:

- You are a graduate teacher/new to the profession
- You have not yet practiced as a qualified teacher
- You are returning to the teaching profession after an absence of five or more years, and
- You have been practicing as a fully registered teacher, but cannot meet the requirements to maintain full registration (for example: part time teacher, relief teacher).

3. Steps to transition from provisional to full registration

It is the provisionally registered teacher's responsibility to lead the process of transitioning to full registration. This process is focused on teacher growth and self-reflection against the Standards, whereby the applicant is supported to further develop effective teaching strategies, which lead to improved student outcomes.

1. Determine your eligibility
2. Discussion with your Principal
3. Learning and Professional Development
4. Collection of Evidence
5. School Based Panel
6. Endorsement
7. Submission
8. Notification

3.1 Step one: Determining your eligibility

To be entitled to full registration you must demonstrate that you meet the eligibility requirements. In addition, it is expected that your teaching practice meets the Proficient standard within the Standards, and demonstrate this by presenting evidence of your teaching competence to a school-based panel.

You may apply to transition from provisional registration to full registration when you have:

- Completed 180 days of service as a teacher in a school within a five year period;

- Complied with all conditions on your registration, including the Professional Development condition;
- Met all of the eligibility criteria for full registration; and
- Demonstrated your proficiency against the Standards.

Duties undertaken in roles such as teachers' aides, teachers' assistants, student teachers, unpaid volunteers and service under an authorisation to teach are not considered to contribute to professional experience or currency of practice requirements.

If you are applying to transition from Provisional Registration to Full Registration upon the basis of a previous term's service, professional development requirements must also be met within the same time frame.

If you were granted provisional registration under the *Mutual Recognition Act 1992* (Cth), your teaching experience in another jurisdiction may be included as evidence of your currency of practice. Likewise, if you were provisionally accredited by the New South Wales Standards Authority (NESA), you may submit evidence of teaching practice in New South Wales.

Evidence of currency of practice can also be used if you have taught in New Zealand. All other overseas practice and/or experience cannot be used as evidence.

3.2 Step two: Discussion led by provisionally registered teacher

Discussion with the Principal

It is the provisionally registered teacher's responsibility to instigate the discussion with the Principal/delegate and to advise them they wish to apply to move to full registration. The discussion should cover:

- Confirmation of eligibility
- Identification of a mentor (fully registered teacher)
- Process for accessing professional learning
- Timelines
- The school's responsibility to support you and how this process fits into the applicant's performance development review plan.

Self-Audit

As a provisionally registered teacher in the Northern Territory, you are encouraged to use the transition from provisional to full registration as a way to grow and improve your practice so as to provide the best possible outcomes for your students. The Board recommends that you complete the AITSL self-assessment tool (Teacher SAT) with your nominated mentor. The Teacher SAT is an online questionnaire enabling teachers at all career stages, in a range of contexts, to reflect upon their practice in accordance with the Standards.

The Teacher SAT will assist in:

- Familiarisation with the Standards – the Teacher SAT assists teachers to locate their practice in the Standards.
- Self-reflection - the Teacher SAT report provides a detailed picture into teacher's practice aligned to Career Stages and Standards Focus Areas.
- Performance and development - the Teacher SAT provides tailored insights to support individual and professional growth.

- Professional learning planning - the information provided by the Teacher SAT report offers stimulus for choosing professional learning.

<https://www.aitsl.edu.au/tools-resources/resource/teacher-self-assessment-tool>

3.3 Step three: Learning and professional development

The Board will provide a range of information sessions and professional learning to support the transition from provisional to full registration. These sessions will be provided both face-to-face and online regularly throughout a calendar year.

Sessions will be catered to the provisionally registered teacher, mentor and school leadership teams. They will assist participants' and schools to develop:

- an understanding of the application process
- the Standards
- collecting, collating and annotating evidence
- preparing an application, and
- effective mentoring strategies.

All provisionally registered teachers will receive an email advising dates, locations and times of available sessions.

Information will also be available on the Board's website at <https://www.trb.nt.gov.au/news>.

It is the responsibility of the provisionally registered teacher to ensure mentors and school leadership teams are aware that these sessions are available, and that you wish to attend.

3.4 Step four: Collection of evidence

In order to demonstrate your proficiency against the Standards, you will need to prepare a portfolio containing evidence of your teaching practice that demonstrates your knowledge, practice and engagement at the Proficient career stage.

It is highly recommended that you collect evidence from your daily teaching or other professional activities and embed the evidence collection into your practice. For this to take place successfully, the following should be kept in mind:

- You work collaboratively with a fully registered mentor
- You take supported, professional responsibility for selecting evidence of meeting the Standards during the provisional registration period
- You identify the relationship between evidence items and the standards, and
- You undertake professional learning provided by the Board to assist in your understanding of the above.

It is strongly encouraged that schools use this registration progression to help support sector run programs such as Probation and Performance Review procedures.

Your portfolio must include:

- At least two reports on observed teaching practice by a mentor/experienced teacher/certified teacher/principal or their delegate aligned to the Standards;
- A collection of direct evidence aligned and annotated against the Standards
- A log of your professional development activities, in accordance with the Professional Development Framework, which includes teacher reflection aligned to the Standards

Please see Section 5 'Evidence Components' of these guidelines for further information.

The [Guide to Evidencing Impact for Northern Territory Teachers](#) provides further detail regarding portfolio development aligned to the Standards.

3.5 Step five: School based panel

The **school-based panel** has the role of assessing the provisionally registered teacher's portfolio. They will assess the portfolio of evidence the applicant has developed and decide on whether the applicant has met the Proficient Career Stage of the Standards.

The panel will then complete the Recommendation Report contained within [Form D: Application for Full Registration for Provisionally registered teachers](#) confirming the evidence provided to the panel meets (or does not meet) the Proficient standards. Each panel member will sign the report. This recommendation will be forwarded to the Principal.

The school based panel will consist of:

- Fully registered mentor teacher
- Fully registered teacher who is familiar with the applicant's work, and
- Senior teacher or Highly Accomplished and Lead Teacher (HALT), who will act as chair of the panel.

In cases where there are insufficient panel members, the Principal may seek the involvement of fully registered teachers from outside the school to assist in the panel assessment. The Principal will advise you if this is the case.

3.6 Step six: Endorsement

It is very important at this stage the evidence supplied by the applicant is kept as it may be required for the Board panel if called upon for an audit.

There will be one of two outcomes of the school based panel's recommendation. These are:

Full registration is recommended – the school panel considers the teacher's proficiency is satisfactorily demonstrated. The Recommendation Report is filled out by the chair and each panel member signs it. The Principal (or the Principal's delegate, but not a panel member), on the advice of the panel, recommends endorsing the teacher's proficiency by completing Form D (*available at www.trb.nt.gov.au*) and returning it to the Board. Applications will not progress if the application form is incomplete.

OR

Recommendation is given for a further period of provisional registration. If this is the case the teacher will receive written feedback indicating areas for improvement and the need to establish an action plan for working towards meeting the Standards.

If the teacher has not met the requirements for full registration within the three year term of provisional registration, the teacher will be required to make an application to the Board requesting an extension of the teacher's provisional registration. This can be achieved by completing [Form E](#) and submitting it to the Board.

3.7 Step seven: Submission of application of provisional to full registration form

If you have met the requirements for transitioning from provisional to full registration, you must make a new application to the Board for full registration using Form D, within 3 months of your school based processes being completed. If extenuating circumstances prevent you from submitting your application within this timeframe, you will need to advise the Board on submission of your application

Your application will only be accepted by the Board if it is complete, and therefore it is recommended that you familiarise yourself with the requirements for a complete application found within the Form D Guide.

3.8 Step eight: Notification

A teacher will receive formal notification of registration from the Board once all registration requirements have been met. A teacher's entry on the Register of Teachers will reflect any change in registration status and a teacher will be able to access their Registration Certificate indicating this via their online services account [MyTRBNT](#).

Once a teacher is fully registered, the teacher will be required to renew their category of registration every five years. In doing so, fully registered teachers will be required to demonstrate that they continue to be proficient practitioners with currency of practice, maintaining the requirements for professional development, and that they continue to be fit and proper.

Registration renewal is not the same as paying the annual registration fee. A teacher must have their registration fee paid each year.

4. Full Registration

The Board will resolve to grant full registration once assessing the application. If the Board is satisfied that a person meets the requirements, the person will be granted full registration.

You must keep all evidence and other relevant documentation for a least twelve months from the date of your assessment. This evidence may continue to be built on for registration renewal.

For further information on maintaining eligibility for full registration, please refer to Maintenance and Renewal of Full Registration Policy, and Guide to the Renewal of Full Registration.

5. Evidence Components

The minimum evidence requirements that must be included in the portfolio submission to the school based panel include:

Two Observation Reports

These observation reports should focus on recording aspects of teaching practice aligned to the Standards. These observations must be conducted by the mentor, certified teacher and/or line manager, and should encourage collaboration between colleagues to help improve teacher practice.

The reports must indicate clearly to the panel how the provisionally registered teacher identified areas for development, how the teacher demonstrated growth against their goals and self-reflection of practice. The Board encourage the use of the AITSL Classroom Practice Continuum and the Looking at Classroom Practice Guide to assist observers and to guide directions for continued learning and growth.

These resources can be located here:

<https://www.aitsl.edu.au/lead-develop/develop-others/classroom-observation/classroom-practice>

Professional Development Log

A log of a teacher's professional development activities, in accordance with the Professional Development Framework must be presented to the panel. This log should include teacher reflections aligned to the Standards, and hours should be indicative of the number of years teaching (approximately 20 hours per year).

A Professional Development Log Template can be found here:

<https://www.trb.nt.gov.au/professional-responsibilities/teaching-practice/professional-development-framework>

Collection of Direct Evidence

Direct evidence is collected from a teacher's daily teaching practice or other professional activities that demonstrate the teacher's knowledge, practice and engagement against the Standards. Provisionally registered teachers are encouraged to embed their evidence collection into their practice.

Evidence must be balanced across all seven Standards, using the Standard descriptors to guide the reflections and annotations. Evidence should be current and within the last five years of practice.

Maintaining a holistic view of the Standards when identifying, collecting, annotating and referencing evidence allows for a greater understanding of a teacher's practice to be demonstrated and assessed. Evidence should be kept for twelve months after attaining full registration as part of the audit process, and can be built upon for registration renewal.

For further detail about the collection and presentation of evidence to the panel, please refer to the Evidence Guide for Provisionally Registered Teachers.

6. Contact Us

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Darwin, NT, 0801

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Office: 89 449 388

Email: trb@trb.nt.gov.au

7. Relative Links

7.1 Relative Policies

- Transitioning from Provisional to Full Registration Policy
- Maintenance and Renewal of Full Registration Policy

7.2 Relative Guidelines

- Guide to Evidencing Impact for Northern Territory Teachers
- Guide to the Renewal of Full Registration
- Australian Professional Standards for Teachers

7.3 Relative Legislation

- *Teacher Registration (Northern Territory) Act 2004*
- *Teacher Registration (Northern Territory) Regulations 2004*