Transitioning from Provisional to Full Registration

Guideline

NORTHERN TERRITORY GOVERNMENT

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Acronyms	Full form
AITSL	Australian Institute for Teaching and School Leadership
APST	Australian Professional Standards for Teachers
ELC	Early Learning Centre
HALT	Highly Accredited Lead Teacher
NT	Northern Territory

To be read in conjunction with:	
Title	Location / Link
Teacher Registration (Northern Territory) Act 2004	Northern Territory Legislation
Transitioning from Provisional to Full Registration Policy	50-D26-55064
Transitioning from Provisional to Full Registration Guide	50-D26-66102

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Summary

These guidelines outline the process for provisionally registered teachers in the Northern Territory to achieve Full Registration. The process is teacher-led and focuses on professional growth, reflective practice, and demonstrating proficiency against the Australian Professional Standards for Teachers.

To be eligible, teachers must complete at least 100 days of teaching service within the previous five-years, meet all registration conditions (including professional development), and demonstrate competence at the Proficient career stage.

Purpose

These guidelines outline the process for provisionally registered teachers applying for Full Registration in the Northern Territory. The process is designed to support professional growth, self-reflection, and the development of teaching practice aligned to the Australian Professional Standards for Teachers (the Standards).

Provisionally registered teachers may include:

- Graduate teachers
- Teachers new to the profession or not yet practiced
- Teachers returning after an absence of five or more years
- Teachers with overseas qualifications and experience
- Teachers who previously held Full Registration but are unable to maintain it

These guidelines are designed to align with employer-led professional growth and performance processes

Provisionally Registered Teachers

Provisional Registration is granted to teachers who do not yet meet the professional experience and currency of practice requirements for Full Registration but are otherwise eligible.

This registration period:

- Lasts up to three years
- Supports induction or re-entry into teaching
- Focuses on progression to the Proficient career stage of the Standards

Overview of the Process

The process is teacher-led and includes the following steps:

1. Determine eligibility
2. Discussion with Principal
3. Learning and professional development
4. Collection of evidence
5. School-based panel assessment

6. In Early Learning Centres and remote settings, external fully registered teachers may be included on assessment panels where local panel membership requirements cannot be met.
7. Endorsement
8. Submission
9. Notification

Provisionally registered teachers are responsible for leading and managing this process

Eligibility Requirements

To apply for Full Registration, teachers must:

- Complete a minimum of 100 days of teaching service within the previous five-years
- Comply with all conditions of registration, including professional development
- Meet all eligibility requirements for Full Registration
- Demonstrate proficiency against the Australian Professional Standards for Teachers

Note: Duties such as teacher aide, assistant roles, student teaching, or volunteer work do not count toward teaching service requirements.

Roles and Responsibilities

Provisionally Registered Teacher

The teacher is responsible for:

- Initiating discussions with the Principal
- Leading their professional learning and development
- Collecting and annotating evidence
- Engaging in self-reflection aligned to the Standards
- Working collaboratively with a mentor

Principal / School Leadership / Educational Leader

- Provide support and guidance
- Confirm eligibility
- Approve and endorse applications
- Support access to professional learning and mentoring

Mentor

- Provide guidance and feedback
- Conduct observation reports
- Support evidence development and reflection

Professional Learning and Development

Provisionally registered teachers are expected to:

- Participate in TRBNT professional learning sessions (face-to-face and online)
- Engage with mentors and leadership teams
- Use tools such as the AITSL Teacher Self-Assessment Tool to reflect on practice

Professional learning should support growth aligned to the Standards and inform evidence collection.

Evidence Requirements

Teachers must develop a portfolio demonstrating proficiency at the Proficient career stage.

Required Components

- Minimum of two observation reports aligned to the Standards
- Annotated evidence demonstrating knowledge, practice, and engagement
- Professional development log including reflection aligned to the Standards

Evidence Principles

Evidence should:

- Be derived from everyday teaching practice
- Be clearly aligned and annotated against the Standards
- Demonstrate growth and impact on teaching practice
- Be developed collaboratively with a mentor

Panel Composition

The panel assesses the teacher's portfolio against the Proficient career stage.

Panel Composition

The assessment panel must comprise three fully registered teachers.

In a school setting, the panel should consist of:

- A fully registered mentor teacher;
- A fully registered teacher familiar with the applicant's practice; and
- A senior teacher or Highly Accomplished and Lead Teacher (HALT) who acts as chair.

Early Learning Centres (ELCs)

- In an Early Learning Centre, the Educational Leader (for example, the Centre Director or Manager) should act as panel chair where they hold full teacher registration.
- The remaining panel members must also be fully registered teachers.

External Panel Members

- Where there are insufficient eligible panel members available within a school, remote setting or ELC, the Principal or Educational Leader may invite fully registered teachers from outside the organisation to participate in the assessment panel.
- The Teacher Registration Board of the Northern Territory may also be contacted to assist in identifying suitable panel members for remote schools or ELC settings.

Panel Responsibility

- Review and assess evidence
- Complete the Recommendation Report (Form D)
- Determine whether proficiency has been demonstrated

Additional Endorsement Requirements for Early Learning Centres

- Where the Educational Leader acts as chair of the assessment panel, the completed Recommendation Report (Form D) must also be signed by:
    - The relevant Regional Manager; or
    - An Early Years Advisor from the appropriate sector.
- This additional endorsement provides independent verification of the panel's recommendation.

Endorsement Outcomes

There are two possible outcomes:

1. Full Registration Recommended

- Evidence meets Proficient Standards
- Recommendation endorsed by Principal (or delegate, not a panel member)

2. Further Provisional Period Required

- Feedback is provided identifying areas for improvement
- An action plan is required

If requirements are not met within the initial three-year period, teachers must apply for a two-year extension of Provisional Registration (Form E)

Submission Requirements

Teachers must submit an application for Full Registration using Form D once all requirements have been met.

Applications must be:

- Complete
- Accurate
- Supported by panel recommendation and signed

Incomplete applications will not be processed.

Notification

Teachers will receive formal notification once the Board has assessed and approved the application.

Registration status will be updated on the Register of Teachers, and certificates will be available via MyTRBNT.

Full Registration and Ongoing Requirements

Once granted Full Registration, teachers must:

- Renew registration every five years
- Maintain professional development requirements
- Demonstrate ongoing currency of practice
- Maintain good standing and character

Annual registration fees must still be paid.

Teachers must retain all evidence for at least 12 months after assessment for audit purposes.

Relevant Legislation

- *Teacher Registration (Northern Territory) Act 2004*
- *Teacher Registration (Northern Territory) Regulations 2004*
- *Mutual Recognition Act 1992 (Cth)*
- *Trans-Tasman Mutual Recognition Act 1997 (Cth)*

Related Documents

- Transitioning from Provisional to Full Policy
- Transitioning from Provisional to Full guide
- Application for Full Registration (Form D)
- Extension of Provisional Registration (Form E)
- Australian Professional Standards for Teachers
- AITSL Teacher Self-Assessment Tool