

GUIDE TO APPLYING FOR FULL REGISTRATION

INTRODUCTION

This Guide sets out the process for provisionally registered teachers to apply for Full Registration in the Northern Territory. Gaining Full Registration is an important stage in your career as it recognises that you are a proficient practitioner.

In brief, to apply for Full Registration you are required to demonstrate that:

- your teaching practice meets the *Australian Professional Standards for Proficient Teachers* (the Standards);
- you have completed the minimum of 180 days of teaching practice; and
- you meet the requirements for a good character check as determined by the Board.

While this Guide focuses on teachers who are new to the profession of teaching, the Board acknowledges that some provisionally registered teachers are experienced teachers returning to the profession after a period of absence or have significant teaching experience from overseas. Irrespective of your experience, we recommend you follow the processes outlined here and adapt to accommodate your relevant experience.

PROVISIONAL REGISTRATION

Who is granted Provisional Registration?

A person is granted Provisional Registration if the Teacher Registration Board (the Board) is satisfied the person does not have the prescribed professional experience and currency of practice for Full Registration but is otherwise eligible for Full Registration under section 30 of the *Teacher Registration (Northern Territory) Act*.

To meet the currency of practice requirements, teachers must be able to demonstrate a minimum 180 days teaching experience in the previous five years in Australia and/or New Zealand.

The term of Provisional Registration

The term of registration for a provisionally registered teacher is up to three years with one possible extension of two years if the Board is satisfied the teacher continues to be entitled to Provisional Registration. This is subject to the payment of the annual registration fee.

Applying for Full Registration

There is no rush to move from Provisional to Full Registration. Your first priority is to establish yourself in your role as a teacher: planning, organising, developing professional relationships and networks, establishing a supportive environment and independent practice. Your focus should be on consolidating your teaching and undertaking professional learning. However, it is expected that you will apply for Full Registration within the 3 year period.

To be entitled to Full Registration, you must demonstrate that you have met the currency of practice requirement and your teaching practice meets the Standards by presenting evidence of your teaching competence to a school-based panel. In order to do this, it is helpful to have a mentor support you in gathering evidence. Gaining Full Registration is built on an assumption of ongoing collegial and professional discussion between you, a mentor and other teachers in the school. This process entails continuing development against the Standards through teaching experience, guidance, support, learning and monitoring of development.

THE STEPS TO FOLLOW

(1) Discuss beginning the process with your Principal

Inform your Principal that you are ready to begin the process of moving to Full Registration. Be certain that you have, or are near to having, completed 180 days teaching practice. The Principal may delegate responsibility to a Senior Teacher.

(2) Appointment of a mentor

In collaboration with the Principal, a fully registered teacher will be appointed to mentor you through the process of applying for Full Registration.

(3) Conduct a Self Audit

Use the template provided on the TRB website under Provisional Registration to:

- connect the Standards to your teaching
- affirm strengths and identify areas for development
- identify professional learning goals
- engage in focused discussion with your mentor or the Principal to identify targeted professional learning

(4) Attend a TRB Information Session (subject to availability)

This session will help you to develop an understanding of the application process and the Standards. It will also provide help in planning to gather evidence and preparing an application. You will be advised of the dates and venues for Information Sessions via bulk email.

(5) Gather evidence

- begin your record of professional learning
- arrange for your mentor to observe your teaching and provide feedback
- begin collecting the required evidence.

The best way to gather evidence is as it occurs naturally in your daily teaching: that means gathering and retaining your normal working documents. This should be seen not as an additional activity, but rather a collection arising from daily practice over time.

(6) Organise your evidence

Discuss your evidence with your mentor. If you consider that it clearly demonstrates your teaching proficiency, inform the Principal that you are ready to be assessed for Full Registration.

(7) Submit your evidence for assessment

Submit your portfolio of evidence to your Principal with a declaration that the work contained within is your own.

(8) Panel Assessment

The Principal will establish a panel to assess your proficiency against the Standards. The Panel will comprise:

- a Senior Teacher, who will act as chair,
- a fully registered teacher nominated by you (this could be your mentor) and;
- a fully registered teacher familiar with your work.

The Panel will then complete the Recommendation Report contained within *Form D: Application for Full Registration for Provisionally Registered Teachers* confirming that evidence was provided to the panel, that it meets [or does not meet] the Standard and that a comment is provided against each, especially if it is the case that a Standard has not been met. Panel members are required to sign the Recommendation Report.

Normally, 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 to be the case.

(9) Receive the assessment decision

There will be one of two outcomes:

Full Registration Recommended – when the panel considers your proficiency is satisfactorily demonstrated, each panel member signs the Recommendation Report. The Principal, on the advice of the school-based panel, endorses your proficiency by completing Form D, Section 3: Proficiency to Teach and returns this to you with your evidence. The Principal is able to provide a comment affirming your proficiency.

OR

Recommendation for a further period of Provisional Registration – if the Principal decides more focused work is required. You will receive written feedback indicating areas for improvement and the need to establish an action plan for working towards meeting the Standards.

If you have not met the requirements for Full Registration within the 3 year term of Provisional Registration, you will be required to make an application to the Board requesting an extension of your Provisional Registration.

(10) Forward application to the Teacher Registration Board

When Full Registration is recommended by the panel and your proficiency endorsed by the Principal and the Recommendation Report has been signed, forward it to the TRB.

All forms can be downloaded from the TRB Website (www.trb.nt.gov.au). Applications cannot be processed if the application form is incomplete.

(11) Retain documentation

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

(12) Application is considered by the Teacher Registration Board

The Board will resolve to grant Full Registration after assessing your application. If the Board is satisfied that you meet the requirements for Full Registration, you will be granted Full Registration.

(13) Full Registration granted

You receive formal notification of registration from the Teacher Registration Board once all registration requirements have been met. Your entry on the Register of Teachers reflects your change of status and you will receive your Registration Certificate indicating this.

(14) Full Registration not granted

If your Principal does not recommend Full Registration, you will be advised, by the Board, of the review process.

****** Once you are fully registered you will be required to renew your 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 and that they are of good character. Registration renewal is not the same as paying the annual registration fee.

DEMONSTRATING CURRENCY OF PRACTICE AND PROFESSIONAL EXPERIENCE

Currency of Practice

In order to be entitled to Full Registration

- you must complete a minimum 180 days teaching practice. This does not have to be completed in one school or within one year. It must be equivalent to 180 days which may include a number of individual days as well as continuous teaching experience.
- You must provide evidence validating 180 days teaching practice, that is a statement of service. A statement of service can be obtained from your employer.

If you were granted Provisional Registration under the *Mutual Recognition Act 1997*, 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 Institute of Teachers, you may submit evidence of teaching practice in New South Wales.

Evidence that demonstrates professional knowledge, professional engagement and professional practice

You are required to provide specific evidence against the Standards. It is highly recommended that you harvest evidence from your daily teaching or other professional activities. 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

The Board recognises sector run programs such as Probation and Performance Development and Improvement as being appropriate opportunities for you to harvest evidence and use in your application for Full Registration.

EVIDENCE COMPONENTS

EVIDENCE THAT DEMONSTRATES PROFESSIONAL KNOWLEDGE

Evidence Component 1: Examples of Teaching

Two reports on observed teaching by a mentor/experienced teacher/principal or their delegate

**** Observation 1: Teaching Practice and Classroom Management**

The first observation should focus on recording aspects of teaching practice, such as classroom and student management, as well as communication and interpersonal relationships. Reference against the Standards and the supplementary focus questions in the templates guide this observation. The mentor is encouraged to use the Standards to provide feedback in order to affirm your strengths and identify areas for development.

**** Observation 2: Areas For Development**

The second observation builds on a self-audit of teaching practice, using the Standards and following on from the observation of teaching practice and classroom management.

Reflecting on your own classroom practice, you should be able to identify an area or areas where you are required to develop or refine your practice. For example, you may want to explore:

- time management
- activities for effective learning
- the management of groups
- the establishment of procedures at the beginning of a lesson
- techniques for managing unmotivated students
- techniques for managing disruptive students
- questioning techniques
- interpersonal communication
- critical thinking strategies
- differentiated learning

To assist you in learning from the identified areas of development, consideration should be given to participating in another teacher's lesson and to reflect on how they manage activities or situations or the same group of students.

Teacher reflection

Following each observation and discussion with your mentor, you will need to reflect on your teaching and the feedback you have received so as to identify any future action.

Support materials:

Template – Observation 1 – Evidence Component 1A

Template – Observation 2 – Evidence Component 1B

An example of a planning/teaching/learning/assessing reporting cycle and annotated analysis linked to the professional standards

The documentation of a unit of work provides substantial evidence of your ability to plan, teach and assess at the level of proficiency described in the Standards. It should demonstrate your proficiency in all relevant areas of the Standards.

To ensure that it is current, the unit of work must have been planned, taught, assessed and evaluated in the previous semester of teaching and should provide evidence of your ability to manage all facets of the teaching and learning cycle:

- Planning
- Implementing the teaching plan, including strategies and resources
- Monitoring the progress and providing explicit feedback
- Assessing learning
- Reflecting, reviewing and evaluating effectiveness
- Reporting progress to relevant stakeholders

If you undertake collaborative planning, your contribution should be endorsed in writing by other teachers involved.

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

Support materials:

Template – Analysis of Program – Evidence Component 1

Guide to the Analysis of a Sequence of Teaching and Learning

EVIDENCE THAT DEMONSTRATES PROFESSIONAL ENGAGEMENT

Evidence Component 2: Examples of Participation in Collegial Activities

A verified record of collegial engagement where the provisionally registered teacher has participated in a collaborative planning activity

This observation provides feedback on your ability to work as a member of a team. Focus questions guide this observation and should be referenced against the Standards.

Key considerations of your collegial interaction focuses on the extent to which you:

- cooperate and collaborate with others as part of a team to set and achieve goals
- work with others for the collective benefit, in terms 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 and respond appropriately to this feedback
- 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

It is also important to demonstrate the use of use negotiation and conflict resolution skills, including commitment to problem solving, acting with dignity and courtesy in all professional situations, being empathetic, responding to pressure appropriately and taking responsibility for your own professional behaviour and the integrity of the profession.

Support materials:

Template – Participation in Collegial Activities – Evidence Component 2

EVIDENCE THAT DEMONSTRATES PROFESSIONAL PRACTICE

Evidence Component 3: Examples of Reflective Practice and Professional Renewal

Keep a log of professional development activities and include reflection of how these activities have contributed to the enhancement of skills

By accepting responsibility for improving your own professional practice and knowledge and undertaking appropriate professional learning to expand your knowledge and skills, you continue to grow as a professional.

It is important for you to identify specific learning goals in order to improve your practice. In doing this you need to consider the relationship between the professional development activity and your own teaching. Your commentaries should identify how the professional learning activity was incorporated into your teaching and the impact that it had on the teaching, learning and assessing cycle.

Your record of professional learning should demonstrate:

- commitment to ongoing professional learning
- evidence of reviewing your learning to improve your teaching and to inform future professional learning plans
- a systemic approach to your learning
- purposeful and targeted professional learning
- professional learning linked to the Standards
- the impact professional learning has had on your teaching and student outcomes

Commentary on three professional development activities that identify how learning goals against the Standards have been addressed and how these activities have been incorporated into classroom teaching. These three commentaries should be supported by your guided reflection on professional practice against the Standards, endorsed by a fully registered teacher/mentor

Your reflections should show evidence of your ability to transfer knowledge and skills to your teaching practice and an awareness of the need to continually develop and expand professional knowledge to facilitate maintaining current practice. To assist you in identifying the areas where you require further development of your skills and knowledge, a self-audit of your teaching practice against the Standards can be helpful in affirming your strengths, as well as helping you to identify areas for improvement and ongoing professional learning. A professional learning plan, preferably developed with your mentor, will address individual goals and school and system requirements.

Support materials:

Template – Professional Development Activities Log – Evidence Component 3A

Template – Commentary on Professional Learning Arising from Professional Activities – Evidence Component 3B

Guide to the Commentary on Professional Development Activities

**** The Professional Learning System (PLS) provides teachers, principals and course providers with an integrated online system to manage the development, delivery and certification of professional learning for DECS staff in Schools and corporate offices. This system can be accessed by anyone who has an ntschools log in. All teachers have an ntschools log in irrespective of who their employer is.**

MAPPING THE EVIDENCE COMPONENTS AGAINST THE AUSTRALIAN PROFESSIONAL STANDARDS FOR PROFICIENT TEACHERS

Evidence Requirement		Standards against which evidence is aligned and assessed						
		Professional Knowledge		Professional Practice			Professional Engagement	
<i>Australian Professional Standards for Proficient Teachers</i>		1	2	3	4	5	6	7
1	Two reports on observed teaching by a mentor, fully registered teacher, principal or their nominee <ul style="list-style-type: none"> • Observation 1 • Observation 2 	✓	✓	✓	✓	✓		
	An example of planning/teaching/learning/assessing/reporting cycle and annotated analysis linked to the Standards	✓	✓	✓	✓	✓		✓
2	A verified record of collegial engagement where the provisionally registered teacher has participated in a collaborative planning activity			✓	✓		✓	✓
3	<ul style="list-style-type: none"> • A list of professional development activities with a brief commentary on activities that identify how learning goals against the Standards have been addressed and how these activities have been incorporated into classroom practice • Three examples of commentary on the professional learning arising from the professional activities and development of personal practice against the Standards, endorsed by a fully registered teacher 						✓	✓

PROFESSIONAL LEARNING

You are required to undertake a range of formal and informal professional learning activities. Broadly, the following are recognised as suitable professional development and learning experiences but should not be seen as exclusive of other such activities:

- Programs, courses and conferences attended off-site and/or online
- Programs, courses and conferences attended in the school setting
- Professional Teaching Association activities
- Tertiary study related to a specific teaching field
- Structured networking with teachers from other schools
- School visits and exchanges
- Faculty or staff meetings involving discussion of approaches to teaching and learning
- Professional reading
- Being mentored by another teacher

It is recommended that you record all professional learning undertaken and have it verified by your mentor. Professional development logs can be found on the Provisional Registration page

www.trb.nt.gov.au/registration/provisionallyregisteredteachers

MAINTAINING YOUR EVIDENCE

From the outset, it is imperative that you establish processes to collect, store, validate and maintain your evidence against the Standards. Evidence includes, but is not limited to, items such as:

• Planning documents	• Evaluations and explanatory notes
• Long and short term activities planned and structured to provide meaningful learning	• Activities that are related to clearly identified 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 (refer to any policies related to using such material)	• Annotated examples of yours and your students' work
• Case studies	• Reports
• Records of professional development	• Record of professional learning and reflections
• Observations of teaching practice	• Evidence of feedback (to students and you as the teacher)
• Appropriate correspondence, such as an e-mail or letter from parents	

Maintaining a holistic view of the Standards when identifying, collecting, annotating and referencing evidence allows for a greater understanding of your practice to be demonstrated and assessed. One piece of evidence, such as documentation relating to a unit of work, can demonstrate proficiency across a number of Domains and Standards. 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.

THE CULMINATING JUDGEMENT AND PRINCIPAL ENDORSEMENT

There are seven steps in the recommendation process:

- (1) You take responsibility for maintaining a record of evidence.
- (2) You provide your selection of evidence of meeting the Standards to the school Principal, accompanied by a declaration that the evidence is your own work, unless otherwise appropriately acknowledged. This evidence will include items provided or verified by fully registered teachers.
- (3) The Principal will establish a panel to assess your evidence against the Standards. The panel will comprise a Senior Teacher, who will act as chair, a fully registered teacher nominated by you (this could be your mentor) and a fully registered teacher familiar with your work. The panel will consider the evidence you have presented and engage in collegial, professional discussion about how you have met the Standards. Normally, 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 to be the case.
- (4) The Principal completes Form D, Section 3: Competence to Teach, in order to endorse the recommendation to the Teacher Registration Board on the advice of the school-based panel. The recommendation may be for Full Registration or a further period of Provisional Registration.
- (5) Principals may seek advice from the Teacher Registration Board in individual atypical cases, for example, where there is insufficient evidence on which to make a decision.
- (6) The process requires you to sign the Recommendation Report to acknowledge that you have sighted it and had the opportunity to discuss the report with your Principal and mentor. This is to be done on Form D: Section 5: Statutory Declaration. It is your responsibility to lodge with the Teacher Registration Board your application for Full Registration that includes the Recommendation Report.
- (7) The Teacher Registration Board advises you about the outcome of the registration decision, including, where applicable, the process for review of a decision.

PARTICIPANT ROLES

As your period of Provisional Registration is centred on continuing professional dialogue and engagement, clearly defined roles and responsibilities ensure that each participant is aware of what needs to be carried out.

The Provisionally Registered Teacher

As a provisionally registered teacher, you take responsibility for:

- (a) informing your Principal of your status as a provisionally registered teacher
- (b) becoming familiar with the *Australian Professional Standards for Proficient Teachers*
- (c) engaging in ongoing reflection, identifying learning goals and professional development and learning against the Standards during the Provisional Registration period
- (d) participating in all aspects of the employer and school's orientation programs where available
- (e) selecting the necessary examples of practice to demonstrate development against the Standards
- (f) providing a statement of service
- (g) presenting examples of practice to your Principal for assessment against the Standards and
- (h) completing and signing Form D, Section 5: Statutory Declaration

The Principal

The Principal assumes responsibility for ensuring provisionally registered teachers receive access to the support, advice and guidance needed to apply for Full Registration. The Principal's role is:

- a) to identify provisionally registered teachers in their school and initiate the necessary processes
- b) ensure each provisionally registered teacher has an appropriate mentor appointed
- c) delegate, if necessary and where relevant, responsibility to a Senior Teacher

- d) to complete Form D, Section 3: Proficiency to Teach in order to endorse the school-based panel's recommendation to the Teacher Registration Board; and
- e) to assist the Board, if necessary, with any anomalies relating to the process

The Mentor

The mentor plays an important role in supporting you in your application for Full Registration. The mentor assists you in all aspects of your Provisional Registration. In some instances, you may have more than one mentor. The mentor's role is:

- a) to become familiar with the process of moving from Provisional to Full Registration
- b) to support the provisionally registered teacher in:
 - i) developing familiarity with the requirements of the Standards
 - ii) identifying professional learning goals as they relate to improving teacher practice and the process of applying for Full Registration
 - iii) focused discussion with regard to practice as a provisionally registered teacher
- c) to conduct classroom and collegial observations and engage in reflection and evaluation of those observations
- d) to listen, ask questions, challenge teacher practice and share critical professional knowledge via formal and informal methods such as providing written feedback and reflection
- e) to support the provisionally registered teacher in planning to gather evidence for the portfolio and then to review that evidence with the provisionally registered teacher
- f) to participate in the school-based panel to assess the provisionally registered teacher's evidence against the Standards and to sign-off on the panel recommendation for Full Registration

The Teacher Registration Board of the Northern Territory

The Board provides all participants where necessary, and as required, with advice and support to assist them to attain Full Registration. The Board recognises the attainment of Full Registration as a significant achievement and important milestone in your career. It works collaboratively with all employers and schools to develop information packages and support mechanisms to assist in your application for Full Registration.

The Board:

- a) makes the final decision to grant or not to grant Full Registration; and
- b) conducts a review if a provisionally registered teacher disputes a recommendation by the school-based panel.

THE RECOMMENDATION PROCESS

Normally, the evaluation of evidence and the recommendation process is undertaken by a school-based panel of three fully registered teachers that comprises:

- A Senior Teacher who will act as panel chair
- The provisionally registered teacher's mentor (or another teacher nominated by you)
- A fully registered teacher familiar with the work of the provisionally registered teacher

The recommendation meeting should take about 30 to 45 minutes. Panel members will have had prior access to your documented evidence of professional practice.

The panel discussion provides an opportunity for collegial discussion of professional practice generally and for you to demonstrate your professional growth against the Standards.

SUPPORT FOR PROVISIONALLY REGISTERED TEACHERS

The Teacher Registration Board encourages participation in effective orientation programs and that you participate in a planned program of professional development and learning referenced against the *Australian Professional Standards for Proficient Teachers* with the support of one or more fully registered teachers.

The Teacher Registration Board recommends the following as suitable support for you as a provisionally registered teacher:

- Formal orientation programs delivered by employers;
- School-based orientation programs;
- Employer probation programs, and;
- Mentoring and coaching programs.

Elements of effective orientation programs are identified in the work of employing authorities and include: information and support; guided reflection; clear goals for development; action plans for areas of development in terms of elements of the Standards; observation of teaching; opportunities to observe another teacher; professional discussions with colleagues; participation in appropriate professional development and collegial activities and formative assessment and feedback.

SUPPORT DOCUMENTATION

Available on the [TRB-NT Website](#) are a range of support tools that may assist you to reflect on your practice; they are not mandatory and are suggestions only. It is not anticipated that you will use every tool. You may choose to utilise the tools in their current form or adapt them to suit your own setting. Alternatively, your school or system may have established its own approaches and methods for documentation. In all cases you should be guided by your mentor and/or the appropriate Senior Teacher.

WHERE TO GET HELP

The Teacher Registration Board aims to provide a supported process for eligible teachers who wish to apply for Full Registration.

The Information Sessions offered by the Board will assist you in establishing professional networks with other provisionally registered teachers. The Board will provide you with detailed information to help you get started on your application.

The Information Sessions will allow you:

- to clarify the requirements and the process
- to confirm that you are ready to begin the process of applying for Full Registration
- to interpret the *Australian Professional Standards for Proficient Teachers*
- to identify appropriate evidence and plan for gathering evidence
- to map and present your evidence

Remember that a mentor is best placed to provide support in gathering and presenting evidence and, in most instances, can be called on to provide advice and feedback during the process.

CONTACT THE BOARD

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