

INFORMATION FOR MENTORS

ON PROVISIONALLY REGISTERED TEACHERS APPLYING FOR FULL REGISTRATION IN THE NORTHERN TERRITORY

A CATEGORY OF REGISTRATION

Provisional Registration is a category of registration granted to teachers who do not hold the prescribed currency of practice and professional experience to be granted Full Registration. Effectively, it is best described as a period of supported induction into, or back into, the teaching profession in the Northern Territory. During this time provisionally registered teachers work towards gaining the professional experience that will entitle them to apply for Full Registration.

Principals play a crucial role in facilitating, guiding and reviewing the professional and collegial support offered to provisionally registered teachers in their school.

WHO IS GRANTED PROVISIONAL REGISTRATION?

A person is granted Provisional Registration if the Teacher Registration Board (TRB) 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 for Full Registration, teachers must be able to demonstrate a minimum 180 days teaching experience in the previous five years in Australian and/ or New Zealand.

Provisional Registration normally is granted to new graduates, teachers returning from extended periods of leave, provisionally registered teachers from other jurisdictions who have applied under the Mutual Recognition Principle and teachers from overseas who have no teaching experience in Australia and /or New Zealand.

The Board is developing a guide specifically for teachers who are experienced and returning to the profession after a period of absence or who have significant experience teaching overseas. In the meantime, the Board recommends these provisionally registered teachers follow the processes outlined in the Guide and adapt to accommodate their relevant experience.

THE TERM OF PROVISIONAL REGISTRATION

Provisionally registered teachers are granted a term of registration of three years with one possible extension of two years if the Board is satisfied they continue to be entitled to Provisional Registration. The term of registration is subject to the payment of the annual registration fee.

PRINCIPALS OF EFFECTIVE MENTORING

For the purposes of Provisional Registration, mentoring is an agreed, mutually accepted professional partnership between a fully registered teacher and a teacher who holds Provisional Registration. Mentors work closely with provisionally registered teachers, providing professional support and collegial advice to assist them in reflecting on their work and improving their practice against the *Australian Professional Standards for Proficient Teachers in the Northern Territory* (the Standards).

THE ROLE OF THE MENTOR

Mentoring a provisionally registered teacher is a reciprocal professional learning relationship centred on classroom practice and professional collegial relationships. The mentor supports the professional growth of the provisionally registered teacher through a range of strategies including structured reflective dialogues, in which evidence from observations and beliefs and understandings of teacher practice can be articulated and acted upon to improve achievement against the Standards.

The mentor plays an important role in supporting the provisionally registered teacher in their application for Full Registration. 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 role of the mentor for a provisionally registered teacher may link to employer sector probation and performance development and improvement processes.

EVIDENCE THAT DEMONSTRATES PROFESSIONAL KNOWLEDGE, PROFESSIONAL ENGAGEMENT AND PROFESSIONAL PRACTICE

Provisionally registered teachers are required to provide specific evidence against the Standards. It is highly recommended that he or she harvests evidence from daily teaching or other professional activities.

Evidence Component	Evidence Requirement
<p>1 <i>Professional Knowledge</i></p> <p>Examples of Teaching</p>	<ul style="list-style-type: none"> • Two reports on observed teaching by a mentor/fully registered teacher/principal or their nominee; and • An example of a planning/teaching/learning/assessing/reporting cycle and annotated analysis linked to the professional standards
<p>2 <i>Professional Practice</i></p> <p>Examples of participation in collegial activities</p>	<ul style="list-style-type: none"> • A verified record of collegial engagement where the provisionally registered teacher has participated in a collaborative planning activity
<p>3 <i>Professional Engagement</i></p> <p>Examples of Reflective Practice and Professional Renewal</p>	<ul style="list-style-type: none"> • A 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; and • Three examples of guided reflection on personal practice against the Standards, endorsed by a fully registered mentor

THE CULMINATING JUDGEMENT AND PRINCIPAL RECOMMENDATION

The following seven steps should be followed once the provisionally registered teacher is ready to apply for Full Registration and has met the currency of practice requirement of 180 days teaching practice:

- 1) The provisionally registered teacher takes responsibility for maintaining a record of evidence.
- 2) The provisionally registered teacher submits their evidence of meeting the Standards, accompanied by a declaration that the evidence is their own work, unless otherwise appropriately acknowledged. This evidence will include items provided or verified by fully registered teachers and line managers.
- 3) The Principal establishes a panel to assess the provisionally registered teacher's evidence against the Standards. The panel will comprise a Senior Teacher, who will act as chair, a fully registered teacher nominated by the provisionally registered teacher (this could be the mentor) and a fully registered teacher familiar with the work of the provisionally registered teacher. The panel will consider the evidence presented by the provisionally registered teacher and engage in collegial, professional dialogue about how the teacher has 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 advises the provisionally registered teacher if this is to be the case.
- 4) The Principal completes Form D, Section 4: Proficiency to Teach – Principal's Endorsement, in order to endorse the recommendation of the school-based panel. The panel's recommendation may be for Full Registration, or a further period of Provisional Registration or another option determined in consultation with the Board.
- 5) The Principal 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 the provisionally registered teacher to sign the recommendation report to acknowledge having sighted it and that the opportunity to discuss the report with the Principal and mentor was provided. This is to be done on Form D, Section 5: Statutory Declaration. It is the provisionally registered teacher's responsibility to lodge with the Teacher Registration Board the application for Full Registration that is accompanied by the Provisional to Full Registration Recommendation Report.
- 7) The Teacher Registration Board advises the provisionally registered teacher of the Board's decision, including, where applicable, the process for review of a decision

BOARD SUPPORT FOR PROVISIONALLY REGISTERED TEACHERS

The TRB provides Information Sessions for provisionally registered teachers at least once a semester. These sessions will be facilitated through face-to-face meetings in urban centres and via webinar for provisionally registered teachers in remote localities. Session details and online registration will be available through the [TRB Website](#).