

Progressing to Full Registration

Principal, Mentor and Panel Handbook.

October 2021

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INTRODUCTION

The *Australian Professional Standards for Teachers* (the Standards) define the work of teachers and make explicit the elements of high quality, effective teaching at four career stages in a continuum of increasing proficiency. Newly qualified teachers, and experienced teachers returning to the profession with Provisional Registration, are supported by a school panel and in particular by a mentor to demonstrate achievement of the Proficient career stage of the Standards (at a minimum) and therefore transition to full registration. Provisionally Registered Teachers (PRTs) generally complete the transition from provisional to full registration after two to three years of full-time-equivalent teaching but can take up to 5 years. This handbook supports this process and should be read in conjunction with [Transition from Provisional to Full Registration Policy](#) and [Transitioning from Provisional to Full Registration Guidelines](#).

PROVISIONAL REGISTRATION

The process of transitioning from Provisional to Full Registration is a requirement of all Australian states and territories and it is managed by the relevant Teacher Regulatory Authority in each jurisdiction.

Under the *Teacher Registration (Northern Territory) Act 2004* (the Act), there are two categories of teacher registration; provisional and full registration; which reflect the Graduate and Proficient career stages.

In the Northern Territory (NT) it is expected teachers will transition to full registration within the initial three year period of provisional registration. An extension of Provisional Registration can be granted for a further 2 years if required.

THE PROCESS

There are eight steps that make up the Provisional to Full Registration process. The school is involved in seven of eight steps. Once the application has been submitted to the Teacher Registration Board (the Board) it will be assessed and the applicant will be notified of the decision as determined by the Board.

Provisional to Full Process



WHAT IS THE SCHOOL BASED PANEL?

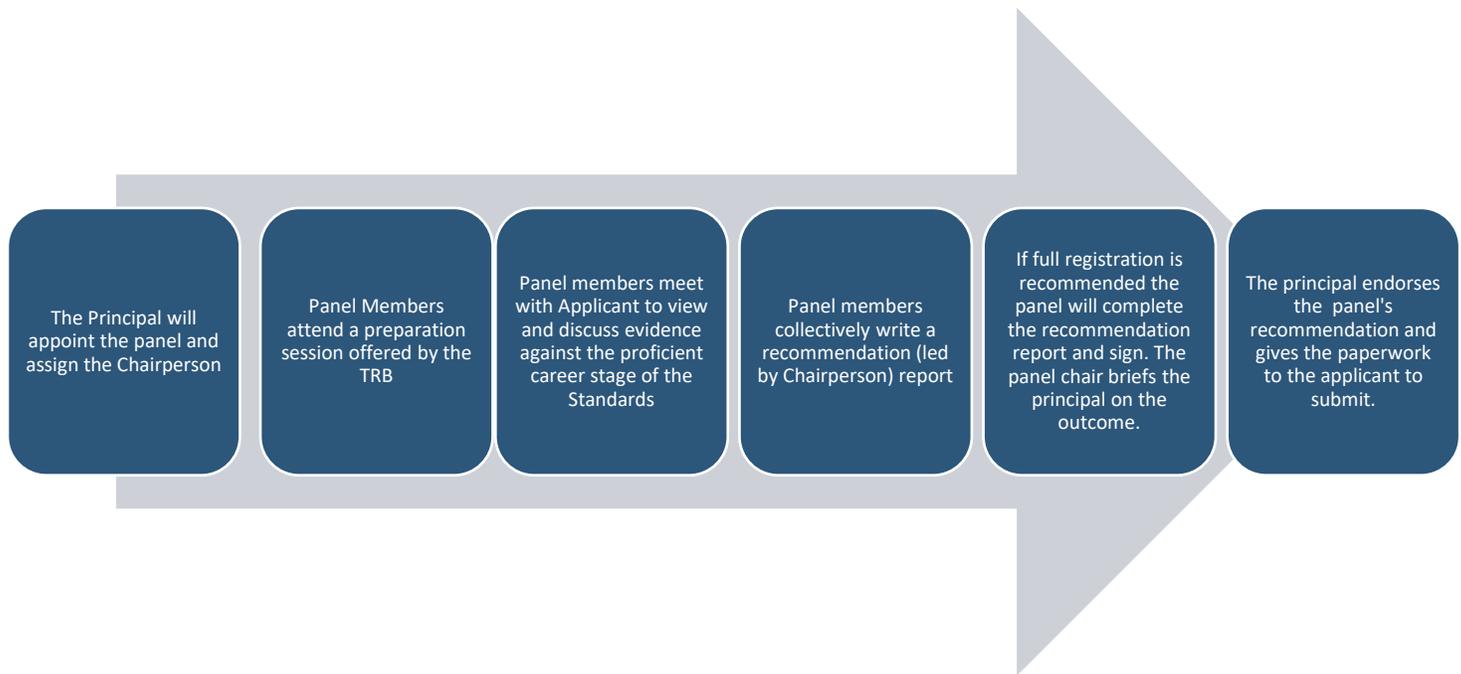
Ideally, the school-based panel is formed at the beginning of PRT's employment. However, it is the responsibility of the PRT to seek the Principal's support to undertake the process. If the Principal agrees the PRT is ready to undertake the process they should immediately appoint suitable teachers with Full Registration to act as members of the Panel. The panel will consist of:

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

The panel will assess the evidence provided by the applicant against the Proficient career stage of the Standards; check the applicant's professional development log and verify the evidence of teaching experience is equal to 180 days of practice during the period of provisional registration.

The Principal (or their delegate) will be responsible for the final endorsement of the panel's recommendation for full registration.

WHAT IS THE ROLE OF THE SCHOOL BASED PANEL?



The main aim of the transitioning to Full Registration process is to recognise the PRT's increasing proficiency as a quality teacher through evidence of their positive impact on student outcomes. The Panel administers this process. The Senior Teacher is responsible for school/system performance and development management processes, and monitors the teacher's progress. The mentor assists the teacher to grow in their teaching practice, and to prepare for the presentation of evidence to the panel through providing guidance in the selection of evidence demonstrating proficient classroom and professional practice, including the PRT's impact on student outcomes.

The successful induction of early career teachers to the profession is more than orientation; it is their progression from Graduate to Proficient practice as demonstrated through the APSTs, which relies upon mentoring and collegial support at the school level. Key to their role as school-based mentors, colleagues (including the formal Mentor), unpack their practice for beginning teachers and make their thinking visible. They use the Standards to shape professional conversations and explain the principles behind their practice. They break down complex teaching in component parts, and invite the PRT to observe their teaching, tailoring modeled practice to specific strengths and areas of growth. In teaching

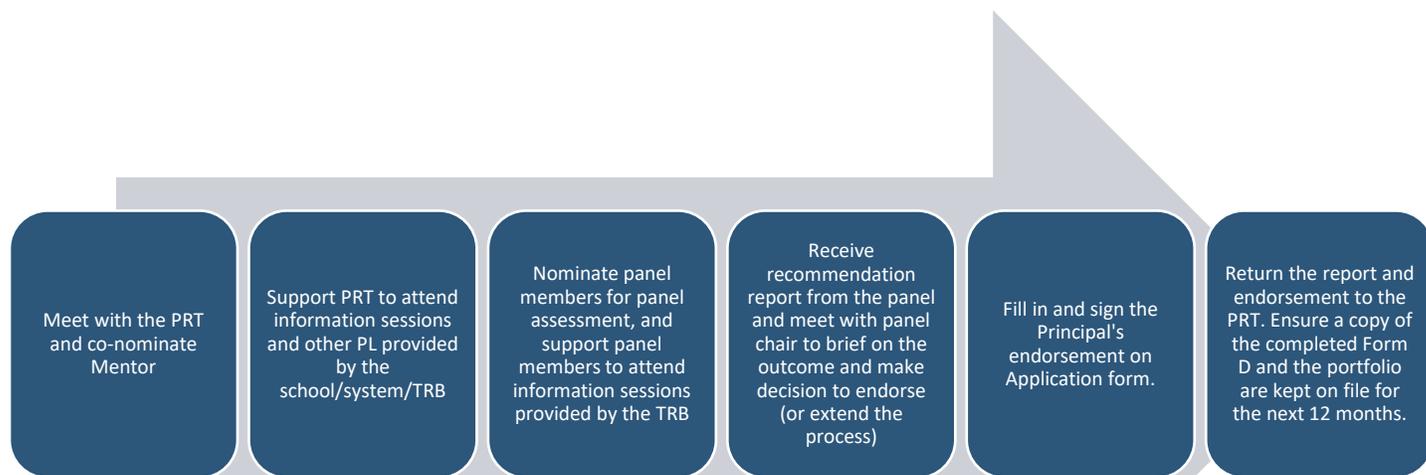
area teams or as a community of practice, they work with the PRT on problems of practice as they are encountered. Other PRT support includes;

- Regular meetings and assistance with goal setting and professional learning plans
- Analysing impact data
- Assisting PRT's to plan units and lessons using the Standards to guide their thinking and to consider the types of evidence of impact likely to result
- Modelling or sourcing examples of best practice
- Classroom observations of the PRT's practice with reflection and feedback
- Opportunities to observe the practice of expert teachers
- Identifying and gathering evidence of teaching practice for the PRT's portfolio
- Selection and annotation of evidence of their professional practice for the transition from Provisional to Full Registration process.

WHAT IF THE PROVISIONALLY REGISTERED TEACHER HAS STARTED THE PROCESS AT A PREVIOUS SCHOOL?

A new Panel is formed at the new school to support the teacher and builds on the feedback provided by the previous Panel/Mentor at the teacher's previous school. Any evidence collected and/or annotated can be included, after discussion with the new Mentor, provided it is not older than the past 5 years (inclusive of the year of application) and has all been collected post becoming provisionally registered.

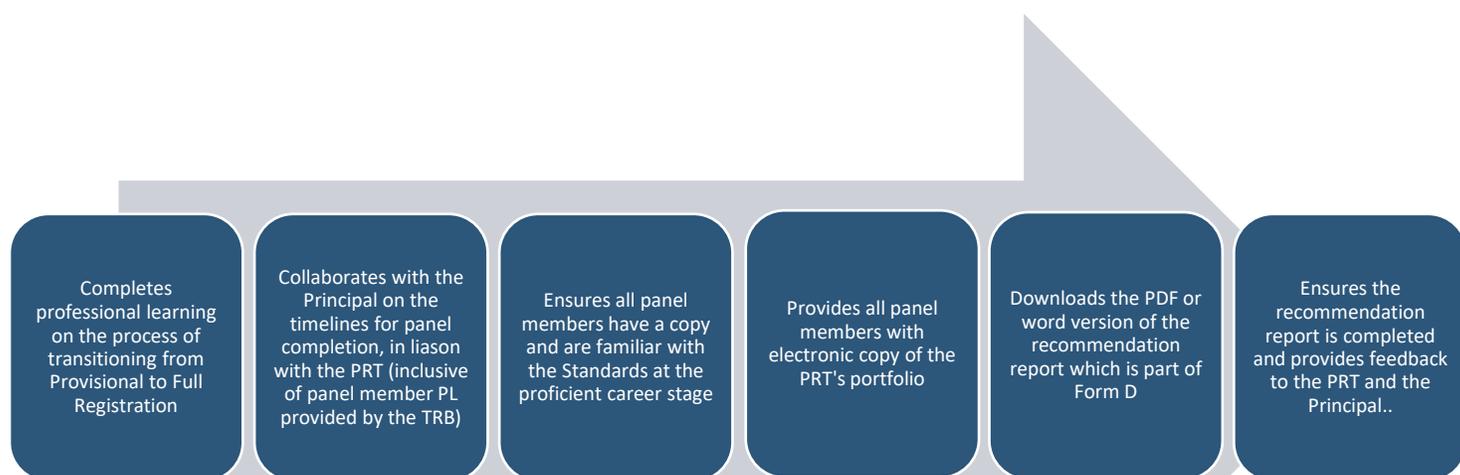
WHAT IS THE ROLE OF THE PRINCIPAL?



- Appoint/negotiate a practice-focused mentor to assist the applicant to reflect on their teaching and professional learning, organise evidence and complete two documented classroom observations
- Support the applicant to undertake this process by providing time and opportunities for formal professional discussion, targeted professional learning and classroom observations by the Mentor and/or Panel members/colleagues with Full Registration
- Appoint/negotiate a 3 member panel that includes a mentor, a teacher familiar with the PRT's work and a Senior Teacher/HALT teacher who is generally appointed as the Chair. These teachers (who make up the Panel) must each hold Full Registration.
- Formally endorse a recommendation from the panel for the PRT to transition to Full Registration or to approve the panel's decision to extend the process support to allow the PRT to develop their practice to meet the requirements outlined in the Standards.
- Ensure the panel assessment is conducted according to the requirements of the process and that *a complete copy* of the electronic portfolio and the *completed and signed application form is retained at the school for 12 months* following submission **BY THE APPLICANT** of their application for Full Registration.

Note: The Principal may delegate any aspect of the tasks involved with the Transitioning to Full Registration process. The Principal may also choose to sit on the panel, however, if they do the endorsement of the decision must be delegated.

WHAT IS THE ROLE OF THE PANEL CHAIR?



- At the minimum the Panel Chair should complete the Provisional to Full Information Session for School Leaders and Panel Members provided by the TRB. These are provided face to face or online.
- Ensures the timelines are set out for all panel members and the PRT after collaborating with the Principal.
- Ensures all panel members are familiar with the Australian Professional Standards for Teachers and in particular both the Graduate and Proficient Standards.
- Provides a copy of the PRT's electronic portfolio to the other panel members.
- Downloads a copy of the Recommendation Report which is part of Form D.
- When the panel meets the Chair is responsible for ensuring the report is completed. This is then given to the PRT who will need to submit this as part of Form D.
- Provides feedback to the Principal and the PRT about the panel's decision to either support the PRT transitioning to full registration or remaining as provisionally registered.

WHAT IS THE ROLE OF THE MENTOR?



- Understand the use of the Australian Professional Standards for Teachers (the Standards) as a tool for professional discussion, reflection and classroom observation.
- Provide the PRT with regular planned opportunities for professional discussion and reflection in relation to their everyday teaching practice, based on the Proficient career stage of the Standards

- Conduct and document a classroom observation for the PRT which is aligned to the Standards. In particular under professional practice standards 3, 4 and 5. (The TRB recommends that teachers undertaking classroom observations use the AITSL resource entitled 'Classroom Practice Continuum'.)
- Ensure another Fully Registered teacher conducts and documents a classroom observation for the PRT which is aligned to the Standards. In particular under professional Practice Standards 3, 4 and 5. (Can also refer to the classroom practice continuum which can be found on the [AITSL website](#).)
- The Mentor/Observers use their knowledge and understanding of the Standards to ensure the focus of their feedback is aligned to specific descriptors agreed upon in the pre-observation meeting and they explicitly link relevant observations/evidence of impact on student outcome to the selected descriptor/s.
- The Mentor/Observer provides feedback to the applicant in a post-observation meeting (this meeting does not have to be documented but it is a valuable way to ensure that both the observer and the PRT are focused on fully annotating and evidencing the selected standard descriptors at the Proficient stage and the skills of reflective practice for improved student outcomes are embedded in the PRT's practice)
- Assist the PRT with the curation of their artifacts of practice into fully annotated evidence samples/evidence sets, ensuring that each standard is evidenced holistically.
- Be a member of the school based panel to review the evidence submitted and make a recommendation for either full registration or continued provisional registration.

WHAT IS THE PROCESS FOR TRANSITIONING TO FULL REGISTRATION?

A Provisionally Registered Teacher has already met the Graduate stage of the Standards and needs to demonstrate their achievement of the Proficient Standards using evidence from their day-to-day classroom practice and teacher professionalism.

To do this they need to have:

- ✓ **Taught** in an Australian or New Zealand school for a **minimum of 180 days** over the **previous 5 years** and present a statement of service/employment.
 - Statements of Service/Employment from more than one employer that provide evidence that the required number of teaching days have been completed during the cycle of Provisional Registration can be included.
 - Relief days, contracts, fractional workloads as well as permanent employment all count for this purpose
- ✓ **Received Support** from their School Based panel (and in particular from their Mentor)

- ✓ **Maintained professional conduct** in accordance with the [Code of Ethics for Northern Territory Teachers](#) and the [Managing Professional Boundaries Guidelines](#).
- ✓ **Electronic Portfolio of Evidence**
Including:
 - At least two reports on observed teaching practice (aligned to the Australian Professional Standards for Teachers) by a mentor/experienced teacher/principal or their delegate
 - A collection of direct evidence aligned and annotated against the Australian Professional Standards for Teachers
 - A log of professional development activities, in accordance with the [Professional Development Framework](#), which includes teacher reflection aligned to the Australian Professional Standards for Teachers. (NB: Professional development activities should equate to at least 20 hours per year of service)
- ✓ Been **endorsed by the Principal** for full registration following their successful presentation of the portfolio of evidence.
- ✓ Completed Form D (obtained on the [TRBNT website](#)) in full, which includes the report written by the school based panel and submit the original copy of the form to the TRB and keep a copy for the school and a copy for the PRT's personal records.

WHAT PREPARATION IS REQUIRED FOR PANEL ASSESSMENT?

The PRT creates an electronic portfolio of evidence as outlined above, with annotations that record their reflections and explain how the evidence meets the standards. They share a copy of the portfolio with the Principal (who will arrange for the Panel Chair to have this and to then share with the other panel members). The Principal and the Panel Chair establish the timelines for the process and ensure all panel members and the PRT are aware of these. Panel members are encouraged to participate in the information sessions provided by the Teacher Registration Board on the Provisional to Full Registration process.

HOW MIGHT THE PANEL UNDERTAKE ITS ASSESSMENT?

It is recommended that the panel:

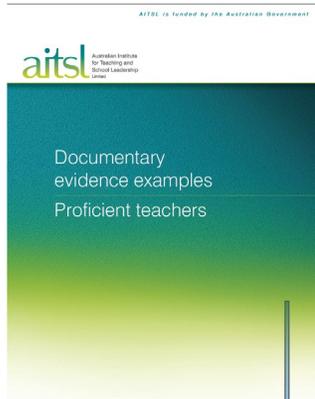
- Are all conversant with the Standards (particularly with the detail of the Proficient Stage descriptors), the details of the TRB process as set out in this handbook and with Standards referenced/based assessment processes.

- Are aware that the judgement is **met** or **not met** for each of the Standards as a holistic assessment and the PRT must obtain **met** for each standard to be able to transition from Provisional to Full Registration.
- Have an initial panel preparation session to ensure they are aware of the date and the requirements of the panel and they can all access the portfolio.
- Meet as the Panel and the PRT formally, in which time the recommendation report will be completed and the feedback will be provided to the PRT.
- The PRT will discuss their evidence portfolio and annotations. The electronic portfolio the PRT presents must be a collection of evidence which is effectively annotated and discussed to demonstrate the impact of their practice on student outcomes and, where relevant, the practice of colleagues.
- It is the responsibility of the PRT to make explicit link(s) between the artefacts of practice and the Standards in their annotations. This is to ensure the greatest possible alignment between the PRT's intent in submitting a particular piece of evidence and an assessor's judgement about that evidence against the Proficient career stage.
- The panel chair should, as a result of this meeting, be able to fully brief the Principal on the process/es followed and the reason/s for the Panel determination.

LINKS TO RESOURCES, TEMPLATES AND TOOLS

(provided by the TRB, and/or by AITSL)

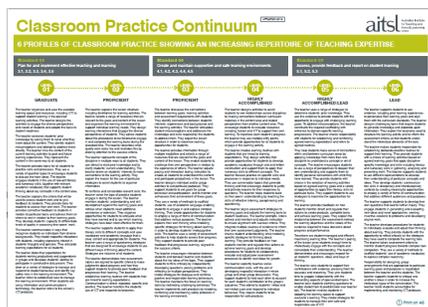
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Documentary Evidence Examples



Application form – Form D



Classroom Practice Continuum





Professional Development Activities

Teacher Name	Registration No.	Registration Status	Registration Expiry	Teacher's Year	Current Status	Current Register

Date	Hours	Professional Development Activity	Australian Professional Standards									
			1	2	3	4	5	6	7			

Professional Development Framework and Professional Development Activities log

Australian Professional Standards for Teachers

APSTs

Guide to Evidencing Impact for Northern Territory Teachers

Guide to Evidencing Impact for Northern Territory Teachers

Examples of practice for proficient teachers

Proficient Teacher Evidence Guide: Early Childhood Teachers

Transitioning from Provisional to Full Registration Policy

Transitioning from Provisional to Full Registration Guidelines

TRBNT Website



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