



TEACHERS
REGISTRATION
BOARD TASMANIA

Application Form

Progressing to Full Registration



SEPT
2020

TRB Tasmania Application Form – SECTION 1

This form is to be used by teachers with **Provisional Registration** applying to change their category of registration to **Full Registration**. This form is to be lodged **in person** at the Teachers Registration Board of Tasmania (TRB TAS) 213A Cambridge Road, Warrane OR **by post** with the Teachers Registration Board of Tasmania at: **GPO Box 539, Hobart 7001**, together with an original or certified copy of your **Statement of Service/s**, **a copy of the Evidence Map you developed as part of your Portfolio of evidence** (developed to evidence your practice against the Australian Professional Standards for Teachers at the Proficient Career Stage and *in line with the requirements set out in the TRB TAS Progressing to Full Registration - Handbook for Provisionally Registered Teachers*) a copy of which must be held by the school/workplace where the panel made an assessment and recommended you for Full Registration, **and evidence that both you and at least one member of your workplace panel** completed a TRB approved information session*.

Part 1 - Your Details

Full Name:		TRB Number:	
Email address:		Postal address:	
School/Workplace:		Principal/Supervisor:	

Now attend to SECTION 2 before completing the rest of SECTION 1

Part 2 – Evidence of recent or current employment as a teacher

Your Statement of Service (see point 1 on page 4, *TRB TAS Progressing to Full Registration – Applicant Handbook*) from your employer(s) is evidence for this application. **Your application cannot be processed without the original or a certified copy** of your Statement of Service (or certified copies of your set of Statements of Service, where you have had more than one employer in the last 5 years).

Part 3 – Declarations

Please read the following information and then complete the Declarations

Good Character

As part of determining whether an applicant for full registration is of good character, *section 17 J* of the *Teachers Registration Act 2000* requires the Board to take into account any conviction or charge made against the applicant. In order to fulfill this requirement the Board undertakes a national Record of Conviction (ROC) check on each applicant. If an applicant has resided overseas for more than 12 months as an adult, and has not previously provided the Board with a ROC check from the country in which the applicant resided, the applicant will be required to provide this ROC check as part of his/her application. Information on these requirements can be found at: www.trb.tas.gov.au

International Residency

I have resided outside of Australia, as an adult, for a period of more than 12 months, in the countries listed below:

Country	Month/Year from:	Month/Year to:

* **TRB approved information session (from 2019-2023) includes completion of the online modules in 2019.**

Declarations continued:

Answer EVERY question by ticking the correct answer	No	Yes*
1. Have you ever had your registration or any other entitlement to teach cancelled or suspended or withdrawn in Australia or in any other country?		
2. Have you ever been refused registration or any other entitlement to teach in Australia or in any other country?		
3. Have you ever been dismissed or asked to resign or retire from a teaching position in Australia or in any other country?		
4. Have you ever been (or are you currently) the subject of disciplinary proceedings (or any action that might lead to such proceedings) in relation to your employment in Australia or in any other country?		
5. Are you currently, or have you been within the last five years, subject to a performance management process (or similar) as a result of under-performance?		
6. Have you experienced and/or suffered any medical, psychiatric or psychological conditions that impact on your ability to undertake the duties of a teacher?		
7. Have you ever been issued with a Police Infringement Notice? (A Police Infringement Notice is issued electronically and enables offences to be dealt with without a court appearance).		
8. Have you ever been charged and/or convicted with a Public Nuisance offence? (E.g., Fail to comply with direction of a Police Officer, Disorderly Conduct)		
9. Have you had minor traffic offences? (E.g., speeding and parking fines)		
10. Have you ever been charged and/or convicted with a prescribed offence? A prescribed offence is an offence, committed in Tasmania or elsewhere, where a sentence of imprisonment may be imposed (whether or not it is imposed). (E.g., Driving under the influence, Common Assault, Stealing, Drug offences).		
11. Are you currently residing in a country other than Australia? If yes please state the country and how long you have lived there.		
12. Have you, as an adult (over 18 years of age), ever resided outside of Australia for a period of more than twelve months? If yes please state the country or countries and the years you lived there.		
* <i>If you have answered 'Yes' to any questions, please provide additional information here.</i>		

Declarations continue on the next page

Declarations continued:

Answer EVERY question by ticking the correct answer	No	Yes
13. I hereby consent to a check of the records of Tasmania Police and other Australian police jurisdictions and to the release of police records recorded against my name by the Tasmania Police to the Chief Executive Officer, Teachers Registration Board of Tasmania.		
14. In consideration of Tasmania Police releasing police records, I hereby indemnify the services of the CrimTrac Agency, other police jurisdictions and the State of Tasmania, its servants and agents including all members of the Department of Police and Emergency Management, against all actions, suits, proceedings, causes of action, costs, claims and demands whatsoever that may be brought or made against it or them by anybody or person by reason of, or arising out of, the release of police records recorded against my name or purporting to either relate to or concern me.		
15. I have read the TRB's Code of Professional Ethics and accept it as my guide for my conduct as a member of the teaching profession in Tasmania.		
16. I have read the TRB's Professional Boundaries - Guidelines for Tasmanian Teachers and accept it as my guide for my conduct as a member of the teaching profession in Tasmania.		
17. I authorise that the Teachers Registration Board of Tasmania may make enquiries of, and exchange information with, any corresponding registration authority or any other person, employer, government department or government body that the Board considers may have information relevant to the determination of my application.		

Declaration

I declare that the information I have provided in this application and the information contained in any documents accompanying this application are true and correct to the best of my knowledge and belief.

I understand that my evidence presented to my workplace assessment panel must be submitted to the TRB, for audit, if requested at any time in the 12 months following receipt of this application.

Full Name: _____

Signature: _____

Date: _____

Incomplete applications will lapse after 4 months (from the date above).

SECTION 2 – Report & Recommendations

This section records the assessment made by your 3 person Workplace Assessment Panel. ***It should be completed PRIOR to any other section in this application.***

Panel members must be teachers with **full registration**. **Three** panel members are required (note that *one member must be the Principal/Delegate and one must be the Practice-focused Mentor*).

Panel members:	Name	TRB #
1. Chair (Principal/Delegate*)		
2. Practice-focused Mentor*		
3. Senior staff member		

* Denotes a category of panel member that is mandated.

Workplace where the assessment undertaken: _____

Date of Panel assessment: _____

Proficient teachers meet the requirements for Full Registration by demonstrating achievement of the seven Standards at this career stage.

These teachers create effective teaching and learning experiences for their students. They know the unique backgrounds of their students and adjust their teaching to meet their individual needs and diverse cultural, social and linguistic characteristics. They develop safe, positive and productive learning environments where all students are encouraged to participate.

They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements. They use feedback and assessment to analyse and support their students' knowledge and understanding. Proficient teachers use a range of sources, including student results, to evaluate their teaching and to adjust their programs to better meet student needs. Proficient teachers are active participants in their profession and with advice from colleagues identify, plan and evaluate their own professional learning needs.

Proficient teachers are team members. They work collaboratively with colleagues; they seek out and are responsive to advice about educational issues affecting their teaching practice. They communicate effectively with their students, colleagues, parents/carers and community members. They behave professionally and ethically in all forums.

Australian Professional Standards for Teachers, Australian Institute for Teaching and School Leadership (AITSL), 2011, p. 6.

NOTE:

The whole of this assessment and recommendation report should be completed electronically so that the fields can be expanded as needed.

It should then be PRINTED FOR SIGNING by the panel members, Principal and applicant.

Please include (attach to this form):

- **A copy of the Evidence Map with the report when submitting it to the TRB;**
- **Evidence that the applicant AND at least one member of the Workplace Panel completed a TRB approved information session;**
- **An original or certified copy of your Statement of Service/s (dated as close as possible to the date of your workplace panel assessment).**

Recommendation Process:

Assessment of teacher achievement at the Proficient stage of the *Australian Professional Standards for Teachers* is based on the collection of 10 - 14 pieces/sets of annotated evidence provided by the Provisionally Registered Teacher to the Panel. **It is understood that one piece of evidence may demonstrate achievement of multiple Standard descriptors. Conversely multiple pieces of evidence may demonstrate achievement of one particular Standard descriptor.**

Teacher assessment and support includes lesson observations and professional conversations. Please refer to the TAS TRB *Progression to Full Registration Handbooks*, and the [Australian Professional Standards for Teachers](#) at the **Proficient stage**. These are located in the Progressing to Full Registration section on the TRB website.

Portfolio Details:

Workplace Panel to document evidence and cite examples of the Applicant’s achievements and development of knowledge and skills in each domain of the *Australian Professional Standards for Teachers* (APST), ‘Professional Knowledge, Professional Practice and Professional Engagement’ at the **Proficient career stage**. Please indicate the format of the Portfolio presented:

- Digital collection Paper Based Collection Hybrid collection

General Comments	
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Domain 1: Professional Knowledge

Standard 1 – Know the students and how they learn

- 1.1 Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
- 1.2 Structure teaching programs using research and collegial advice about how students learn.
- 1.3 Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds.
- 1.4 Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
- 1.5 Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- 1.6 Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 1 at the Proficient stage.

<p>Standard 1 Know the students and how they learn</p>	
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Standard 2 – Know the content and how to teach it

- 2.1 Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities
- 2.2 Organise content into coherent, well-sequenced learning and teaching programs.
- 2.3 Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
- 2.4 Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
- 2.5 Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
- 2.6 Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 2 at the Proficient stage.

Standard 2 Know the content and how to teach it	
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Domain 1: Professional Knowledge

The teacher was assessed as meeting the following standards at the Proficient Stage of the Australian Professional Standards for Teachers in accordance with the requirements of the TRB Progressing to Full Registration process:

- Standard 1** – Know the students and how they learn
- Standard 2** – Know the content and how to teach it

The following evidence presented to the Workplace Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors at the Proficient stage:

List the evidence presented for Domain 1: e.g. Lesson Plan, Unit Plan, ILP/IEP, Student work sample	
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Domain 2: Professional Practice

Standard 3 – Plan for and implement effective teaching and learning

- 3.1 Set explicit, challenging and achievable learning goals for all students.
- 3.2 Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
- 3.3 Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
- 3.4 Select and/or create and use a range of resources, including ICT, to engage students in their learning.
- 3.5 Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
- 3.6 Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
- 3.7 Plan for appropriate and contextually relevant opportunities for parents/carers to be involved in their children's learning.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 3 at the Proficient stage.

Standard 3

Plan for and implement effective teaching and learning

Standard 4 – Create and maintain supportive and safe learning environments

- 4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
- 4.2 Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
- 4.3 Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
- 4.4 Ensure students' well-being and safety within school by implementing school and/or system, curriculum and legislative requirements.
- 4.5 Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 4 at the Proficient stage.

Standard 4

Create and maintain supportive and safe learning environments

Standard 5– Assess, provide feedback and report on student learning

- 5.1 Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
- 5.2 Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
- 5.3 Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
- 5.4 Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
- 5.5 Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 5 at the Proficient stage.

Standard 5 Assess, provide feedback and report on student learning	
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Domain 2: Professional Practice

The teacher was assessed as meeting the following standards at the Proficient Stage of the Australian Professional Standards for Teachers in accordance with the requirements of the TRB Progressing to Full Registration process:

- Standard 3** – Plan for and implement effective teaching and learning
- Standard 4** – Create and maintain supportive and safe learning environments
- Standard 5** – Assess, provide feedback and report on student learning

The following evidence presented to the Professional Guidance Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors at the Proficient stage:

List the evidence presented for Domain 2: e.g. Lesson Plan, Unit Plan, ILP/IEP, Student work sample	
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Domain 3: Professional Engagement

Standard 6 – Engage in Professional Learning

- 6.1 Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
- 6.2 Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
- 6.3 Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
- 6.4 Undertake professional learning programs designed to address identified student learning needs.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 6 at the Proficient stage.

Standard 6

Engage in Professional Learning

Standard 7 – Engage professionally with colleagues, parents/carers and the community

- 7.1 Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
- 7.2 Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
- 7.3 Establish and maintain respectful collaborative relationships with parents/carers regarding their children's learning and well-being.
- 7.4 Participate in professional and community networks and forums to broaden knowledge and improve practice.

Workplace Panel to comment on how the evidence and written annotations provided demonstrate achievement of Standard 7 at the Proficient stage.

Standard 7

Engage professionally with colleagues, parents/carers and the community

Domain 3: Professional Engagement

The teacher was assessed as meeting the following standards at the Proficient Stage of the Australian Professional Standards for Teachers in accordance with the requirements of the TRB Progressing to Full Registration process:

- Standard 6** – Plan for and implement effective teaching and learning
- Standard 7** – Create and maintain supportive and safe learning environments

The following evidence presented to the Workplace Panel demonstrates that the Applicant has achieved the Standard accounting for the descriptors at the Proficient stage:

List the evidence presented for **Domain 3**:
e.g. Lesson Plan, Unit Plan, ILP/IEP,
Student work sample

On the basis of the evidence provided the assessment panel has recommended:

full registration OR continuing provisional registration

*For the continuation of Provisional Registration, please indicate which Standard/s the Applicant is required to address here and any other guidance/feedback:

Standard/Descriptor:	Guidance/Feedback:
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A copy of the signed report and the evidence portfolio will be retained **by the Applicant and by this school** for 12 months following recommendation, for auditing purposes.

Report completed by the Workplace Panel (*record name, etc above role; * Denotes a category of panel member that is mandated*). **Append evidence** of at least ONE member of the panel having met the requirement to complete an approved information session.

Chair (Principal/Delegate)*	TRB #	Signature	Date
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Practice-focused Mentor*	TRB #	Signature	Date
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Senior Staff Member	TRB #	Signature	Date
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As Chair of the Assessment Panel I confirm that the applicant has been provided with feedback and has had the opportunity to discuss this report circle)	Y	N
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Chair of Panel	TRB #	Signature	Date
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Declaration and Recommendation by Principal – see next page.

Important Information for the Principal:

A complete copy of all evidence presented by the teacher (including the Evidence Map) for this assessment must be retained at the school where the assessment was undertaken, for a period of 12 months from the date of the application to the TRB, and if requested must be made available to the TRB in a timely fashion in order for the application and process to be audited.

Please contact the TRB for advice or clarification regarding any aspect of this process.

SECTION 3 – Declaration & Recommendation by Principal

- This assessment has been undertaken in accordance with the requirements for the Progressing to Full Registration process as specified by the Teachers Registration Board of Tasmania.
- Evidence presented to the panel, a copy of the completed and signed application form, evidence of relevant staff completing the mandated training and a copy of the evidence map will be retained at the school for a period of 12 months in order for the application and process to be audited.

In my opinion the teacher:

- Knows, understands and adheres to the legal and ethical obligations of a teacher.
- Is aware of the nature of professional behaviour as described in the Australian Professional Standards for Teachers – Proficient Stage and in the TRB document - Professional Boundaries: Guidelines for Tasmanian Teachers
- Is suitable and otherwise satisfies the requirements for full registration.

Name & Signature of Principal: _____

Date: ____/____/____

Is your application complete?

- Make sure you include:
 - ✓ an original or certified copy of your **Statement/s of Service**,
 - ✓ your **application and declarations**,
 - ✓ the signed and dated **assessment and recommendation** by your workplace panel & Principal,
 - ✓ **evidence** that **you AND at least one (1) member of your panel** completed an approved information session.
 - ✓ a copy of your **Evidence Map**.
- Your original and complete application is to be lodged with the Teachers Registration Board of Tasmania at: **GPO Box 539, Hobart 7001** or delivered in person to **213A Cambridge Road, Warrane, TAS**. Scanned and emailed or faxed copies **will NOT be accepted**.
- Once your application is received an invoice for the [Progressing to Full Registration fee](#) will be generated in your account on TRB Online. **This invoice must be paid in full before your application can be processed**.
- All the evidence presented by you for this assessment must be retained at the school where the assessment was undertaken, for a **period of 12 months** from the date of the application to the TRB; and if requested must be made available to the TRB in order for the application and process to be audited.
- Please **contact the TRB** for advice or clarification regarding any aspect of this process.