

Moving from Provisional to Full

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FAQ – Moving to Full Registration

Types of Registration

What is the difference between provisional registration and (full) registration?

Teachers with provisional registration have met the minimum requirements to become registered as a teacher, including qualification, good character fitness, English language proficiency and Registration to Work with Vulnerable People requirements. They are considered to have met the Graduate Stage of the [Australian Professional Standards for Teachers](#) (APST).

Once a teacher has obtained provisional registration and then completed one year of full-time (or the part-time equivalent of 185 days) teaching experience in Australia or New Zealand within the last five years, and been assessed as meeting the Proficient Stage of the APST, they are expected to [apply for full registration in the approved form](#).

How can I check whether I have full registration?

Your certificate of teacher registration will reflect your status, as well as any conditions or notations. The [public register](#) also reflects a teacher's registration status, number, and expiry date.

Can I apply for full registration if I hold provisional registration with conditions?

If you hold provisional registration with conditions your eligibility to transition to full registration will depend on the nature of your conditions. Please contact the Board (trb.admin@trb.tas.gov.au) about your specific circumstances.

Can I apply for full registration if I do not hold provisional registration (e.g. I hold Specialist VET Registration or a Limited Authority to Teach)?

A Limited Authority to Teach (LAT) is not a form of teacher registration, so you are not able to apply for full registration.

Specialist VET Registration is not a form of Schools based Registration and does not allow for progression to Full Registration (which is a category of Schools based Registration).

If you hold Specialist VET Registration (but do not also qualify for provisional registration) or you are a LAT holder, then you will need to undertake and graduate from an approved initial teacher education (ITE) course before you can gain provisional registration. Once you do so then you may only start counting days of teaching service from the date you are granted provisional registration (i.e. teaching service for the CoRC process only counts after gaining provisional registration).

Can I apply for full registration if I do not work in a School, College or TasTAFE?

Since the *Teacher Registration Act 2000* only gives the TRB authority with respect to Teachers working in a School, College or TasTAFE, if you are employed in a different setting (e.g. child and family services) you are not able to apply for full registration.

How do I gain full registration?

Moving to full registration is not an automatic process and you must complete an [Application to Transition from Provisional to Full Registration](#). You are eligible to apply for full registration once you have completed one year of full-time (or 185 days FTE in part-time roles) satisfactory teaching service in Australia or New Zealand in the last five years, and been assessed as meeting the Proficient Stage of the [Australian Professional Standards for Teachers](#) in line with the Board process.

What is a Statement of Service (SoS) and how do I get one?

This is an official document provided by an employer payroll office (HR). It shows a formal record of employment dates and workload. This documentation must either be sent by post or emailed directly from the employer (HR)

to the TRB. Copies of original documents must be correctly certified.

When you request your employer (HR) to send a SoS via email direct to the TRB, please ask them to use the following email address: prof.standards@trb.tas.gov.au and also to cc to your own email address.

It is important that the SoS that you provide as a part of your application is dated as close as possible to the date of your workplace panel assessment (Statements of Service that predate your panel recommendation date by more than one month will need to be re submitted).

The TRB cannot accept Statements of Service emailed by anyone but the Employer (HR) nor can we accept faxed, scanned, or photocopied documents, digital photos, or printouts of attachments unless [properly certified](#) as copies.

How do I apply for certification at the Highly Accomplished or Lead Teacher Stages?

This certification is not currently undertaken by the Teachers Registration Board. Please contact the relevant employing authority.

Time frame to Apply for Full Registration

When do I need to apply for full registration?

You should apply for full registration as soon as practicable once you have completed one year of full-time (or the part-time equivalent of 185 days) satisfactory teaching service. You do not need to wait until the end of a cycle of registration.

It is a condition of your provisional registration that you *“Meet Board requirements for full registration and complete the change of registration category process within the current cycle of registration.”*

Further, in accordance with the 2011 Ministerial agreements for a nationally consistent approach to teacher registration, a teacher is expected to meet the requirements for full registration within five years from the time they first hold provisional registration. You should therefore aim to complete the required teaching service and the Board approved process to apply for full registration within a maximum of five years (one cycle) of provisional registration.

Why do I still hold provisional registration after many years of teaching?

Moving to full registration is not an automatic process and you must submit an [Application](#) to Transition from Provisional to Full Registration. Additionally, if you previously held full registration but allowed the registration to expire for a period of time (e.g. while working overseas) you would have been granted provisional registration upon re-applying.

When should I submit my Expression of Interest (EOI) to undertake the process?

Once you have completed one year of full-time (or the part-time equivalent of 185 days) satisfactory teaching service, you should speak with your Principal regarding the resourcing and timeframe possible for you in your school. Once the Principal agrees that a workplace panel and a mentor can be provided for you and a time-frame for your evidence and annotations to be submitted is agreed, you and your Principal should complete an EOI and submit it prior to the next relevant TRB deadline ([see the website for details](#)).

Does the 185 days of teaching have to be completed in one school / service?

You can undertake the 185 days of practice in more than one workplace setting. As long as you can provide evidence that you have taught for 185 days FTE in Australian or New Zealand schools, colleges or TasTAFE over the past five years, these can be in more than one school or college. The evidence can be in the form of a statement of service, or official letter from the workplace.

It is recommended that before a workplace panel endorses an application for full registration, the panel needs to have sighted the evidence of teaching days and at least two members of the panel to have direct knowledge of the applicant's teaching practice.

The workplace panel will make their recommendation for full recommendation based on a consistent representation of practice over time. The principal, panel chair or their delegate must be satisfied that the teacher has undertaken the process and provided sufficient evidence that the [Australian Professional Standards for Teachers](#) (APST) at the Proficient Stage have been met.

For how long is evidence of professional practice valid?

The evidence of practice is valid for five (5) years. This is based on national consistency on what constitutes recency of practice. You are not able to use evidence of your practice that you gathered whilst a pre-service teacher. Evidence of professional practice must be gathered while you were a provisionally Registered Teacher.

This recency (5 years) is also applicable to evidence of completion of the mandated training (e.g. certificates of completion of a PMP or a PRT information session, as applicable).

Application Process

Why do I need to submit an EOI before I can make an application?

This step in the process allows both the workplace and applicants to plan for the significant resourcing and preparation required for applicants progressing to full registration each year and to set realistic timeframes for the submission of their evidence to workplace assessment panels.

It also enables the TRB to commit resources to guide provisionally registered teachers and their workplaces each year, manage the workload and therefore be more efficient and effective.

What is the difference between application for registration, renewal of registration and applying to transition to full registration?

Applying for Registration is:

A process that all those who wish to work as a teacher in a Tasmanian School, College or TASTAFE must successfully undertake prior to employment. The process for new graduates, for those returning to teaching after a period of absence, those who have completed a cycle of provisional registration and those moving to Tasmania from elsewhere are all slightly different. Please check the [FAQ Applying for registration](#) or contact the TRB, if you need guidance.

Applications to renew registration are assessed against the Board's renewal requirements to determine if registration will be formally renewed.

Prior to the end of the current cycle of registration a teacher with full registration and/or specialist vocational education and training registration is required to [apply to renew](#) his/her registration.

Failure to do so will result in the teacher's registration expiring. (NB: If a teacher who holds Full Registration is removed from the register, when they reapply they will most likely be granted provisional registration and may need to meet the requirements for full registration again).

Application to Progress to full registration (or application for a Change of Registration Category – CoRC) is:

- for changing your registration status ([from provisional \(graduate\) to full \(proficient\)](#));
- a requirement for teachers with provisional registration;
- usually completed only once; and
- undertaken at a time when the requirements have been met.

On approval of your [Application](#) to Transition from Provisional to Full Registration only your registration status will change – not the expiry date for your cycle of registration – so *you will still need to renew your registration at least one month before its next expiry date.*

Can I achieve Full Registration without permanent employment?

When you start a period of employment at a school, talk to the school about what you want to achieve while you are there. You can also collect evidence of your practice across a number of schools, it doesn't all need to be done at the same one. Make sure that you make the most of opportunities that come from blocks of casual employment or temporary contracts, as they give you the chance to address more of the standards at the proficient stage.

Please also access the resources on our website that provide some further guidance for teachers who work as [relief teachers](#) or in short term contract positions.

Can I undertake the full registration process interstate or overseas?

The progressing to full registration process must be conducted within Tasmania for full registration to be granted by TRB Tasmania.

The progressing to full registration process cannot be undertaken overseas or in New Zealand. PRTs working interstate or in New Zealand are encouraged to undertake their jurisdiction's registration requirements.

The 185 days of teaching (or parts thereof) can be accumulated interstate or in New Zealand once you have gained provisional registration.

How can I evidence Standard 1.4 if I do not have an Aboriginal or Torres Strait Islander learner?

You should consider the modifications to the curriculum and / or your practice you will need to make for Aboriginal and Torres Strait Islander learners to access learning.

If you do not have an Aboriginal and Torres Strait Islander learner in your learning environment then you can

- observe an experienced teacher's practice and / or approach to an Aboriginal and Torres Strait Islander learner and base your demonstration of Standard 1.4 on another student in the school; or
- hypothetically include an Aboriginal and / or Torres Strait Islander learner to demonstrate the standard.

Then you will need to ask yourself

- what would I do if I had this learner in my group?
- how would I 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 learners?

You may find the following resources **useful**: [Resources Sheet SD 1.4 2.4](#)

How can I evidence Standard 1.6 if I do not have any learners with a disability?

You should consider the modifications to the curriculum and / or your practice you will need to make to support the full participation of learners with a disability. It is likely that you are teaching a learner with a special need given the number of these students throughout classrooms in Tasmania. Think about what you can do to find out, speak with your workplace leadership if you are unsure.

The *Disability Discrimination Act 1992 (Cth)* provides a definition of learners with a disability. This is quite broad and includes

- total or partial loss of the person's bodily or mental functions;
- total or partial loss of a part of the body;
- the presence in the body of organisms causing disease or illness;
- the presence in the body of organisms capable of causing disease or illness;
- the malfunction, malformation or disfigurement of a part of the person's body;
- a disorder or malfunction that results in the person learning differently from a person without the disorder or malfunction; and
- a disorder, illness or disease that affects a person's thought processes, perception of reality, emotions or judgement or that results in disturbed behaviour.

The definition of disability includes those learners with a disability who are supported by general resources available within the school or service, as well as learners who are receiving targeted specialist education services and supports.

The impact of the learner's disability should result in the school or service actively addressing the learner's specific individual education and learning and development needs arising from their disability. This should be done within quality differentiated teaching practice and / or by monitoring the learner, or providing a 'supplementary' / higher level of support.

While this definition is broad and includes a wide range of disabilities such as dyslexia, dyscalculia, autism spectrum disorder or hearing and vision impairments, it does not include learners who speak English as an additional language (EAL). This is considered a disadvantage, not a disability.

You may find the following resources useful: [Resources Sheet for SD 1.5, 1.6 & 4.1](#)

How are the APST relevant to me as an early childhood teacher?

The APST are the teaching standards that all Australian teachers are expected to demonstrate, this includes Early Childhood Teachers in schools.

Six [Illustrations of Practice](#) referencing kindergarten teaching in early childhood services have been produced through a partnership between VIT and the Australian Institute for Teaching and School Leadership (AITSL). Even though you teach in a Tasmanian school setting, you may find these helpful to interpreting ECT practice at proficient stage in the APST.

What happens after I submit my change of category application?

1. When your application is received at the TRB Office:
 - An online invoice is created for you in TRB Online.
 - We send you an email which tells you that we have received your application, raised an invoice in your online account and how to make your payment.
2. When your payment is received and reconciled (an email notifies you that this has happened) we generate an internal national record of conviction (RoC) request through our CrimTrac agency.
3. Once your RoC is cleared your application (inclusive of its attachments and recommendation reports) will be assessed. If it is found to be complete and compliant with all the requirements, your application will be approved and you will be notified by email of your progression to Full Registration.

Why do I need another record of conviction check?

To be granted full registration Australian teachers are required to demonstrate that, among other things:

- **they continue to meet the elements of suitability for registration.**
- they have met any additional conditions which might apply to their provisional registration.

The RoC report contributes to the determination of good character and fitness to teach to ensure continued suitability for teacher registration.

The teacher regulatory authorities are responsible for nationally consistent teacher registration in Australia, as endorsed by Education Ministers in 2011. The national approach comprises various elements and seeks to benefit teachers by:

- improving the mobility of teachers throughout the nation.
- **requiring the same standards and consistent processes to achieve full registration.**
- ensuring that registration is part of a wider framework for teachers' career progression and professional learning guided by the Australian Professional Standards for Teachers.

I am an experienced teacher, why do I have to undertake the *Progressing to Full Registration* process?

The full registration process is used to provide a consistent means to evidence the standards that has comparability across schools and teaching contexts. It's recognised as an effective vehicle for professional learning for teachers of any experience, so has value even if a teacher has taught extensively.

As an experienced teacher, you will understand our need to ensure all newly registered teachers meet the required professional practice standards. All teachers who are registered with the TRB are required to do this, whether they have previous teaching experience or not. This is also consistent with the national agreements that apply to all Australian teacher regulators.

I've paid my invoice, how long will it take before my category of registration changes to Full Registration?

Approximately 40 % of Record of Convictions (RoCs) are returned in approximately 10 – 21 working days from receipt of the application AND payment. We need to wait until we receive that report back to confirm your character before final approval can take place. The RoC is done through an agreement with our CrimTrac agency. It is a national check of your record of convictions. The time taken is variable depending on such things as your individual residential history (interstate, in multiple States and Territories, or only in Tasmania).

Your approval process will be delayed if you do not declare in your application charges or convictions which then appear in your RoC report. You will be contacted for further information.

Your application is checked to ensure that it complies with the requirements. If it does not, you will be contacted to provide additional information.

If you apply at a particularly busy time of the year (e.g. November to February) there may be a backlog of applications or of RoCs that will delay processing of your application.

Given the variables in the above process, it may take anywhere from 10 working days and up to 8 weeks for finalisation but you can speed this up by ensuring you pay your invoice as soon as it appears in your online account and by ensuring you and your workplace have met all the requirements in full BEFORE applying.

What can I do to speed up the process?

Allow sufficient time to undertake the TRB change of registration category process and double check every aspect of your application before you send it to the TRB.

Ensure your application is complete:

- Contains an original and complete Application form, evidence map, original or properly certified copy/copies of Statement/s of Service, evidence of required learning for you and at least one of your panel members.
- Declarations answered and signed by the applicant.
- Recommendation for Full Registration from both your Panel and your Principal – signed and dated.
- All required signatures and panel assessment details included.
- Your panel includes three teachers all of whom hold current Full Registration, check here on our [Public Register of Teachers](#).
- Statement of Service included is dated as close as practicable to the workplace panel date and evidences at least 185 days FTE teaching service in Australia or NZ in the last five (5) years. (see [What is a Statement of Service \(SoS\) and how do I get one?](#) In these FAQ).
- Ensure your portfolio of evidence meets all the requirements set out here in our [Progress to Full Registration Applicant Handbook](#) and that you have utilised all the available resources on our [website](#) and on the [AITSL website](#) to fully engage with the [Proficient Stage](#) of the Australian Professional Teaching Standards as you prepare your portfolio of evidence.
- Ensure that both you and your workplace have each kept a complete copy of your portfolio, application and all other material associated with your application.

Ensure that your contact details in your TRB Online account are correct. This means you will receive emails from the TRB to let you know what is happening and if we require any follow-up information.

If you reside in Southern Tasmania you may prefer to bring your application into our office (to save on any delays with postage) and make your payment over the counter so that your payment is reconciled immediately. If you are paying in cash please bring the [correct amount](#) as we do not carry change.

Is this process the same as in other parts of Australia?

Every State and Territory in Australia has its own teacher regulatory authority and each has its own legislative basis for their work. The regulatory authorities work together, with AITSL, and with a broad range of stakeholders to ensure Nationally Consistent Registration of Teachers and to enable mutual recognition of registration across the country (and also with NZ). All processes for transition from provisional (graduate) to full (proficient) registration are assessed against the APST proficient career stage standard descriptors.

In October 2011 the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA), replaced by the Standing Council on School Education and Early Childhood (SCSEEC) approved a nationally consistent approach to several elements of teacher registration.

The Teachers Registration Board of Tasmania will continue to be responsible for regulating the teaching profession in this state. We will continue to work with stakeholders to implement the elements. Any changes to the requirements for teacher registration will be widely publicised.

Further information about the nationally consistent approach to teacher registration can be found at [Australian Institute for Teaching and School Leadership \(AITSL\)](#) and information regarding the national review of teacher registration can be found [here](#).