



TEACHERS
REGISTRATION
BOARD TASMANIA

Progressing To Full Registration Applicant Handbook



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Progressing from Provisional to Full Registration

Congratulations and thank you for taking on the best profession in the world, the one that can make a difference to all the others; teaching!

The Teachers Registration Board (like the Medical Board or the Law Council – for Doctors and Lawyers, respectively) has responsibility to ensure that all registered teachers practise competently and ethically throughout their working lives. Your registration as a teacher through the TRB Tasmania is therefore an important marker in your teaching career. Teacher registration ensures the integrity and accountability of the profession by maintaining standards for professional practice and conduct. It recognises the importance of teaching as a profession, the expertise of teachers and the position of trust and responsibility they hold in the community.

The [Australian Professional Standards for Teachers](#) (APST) combined with lifelong professional learning based on the Australian Teacher Performance and Development Framework will support teachers to take responsibility for their own performance and encourage the profession collectively to raise professional standards and build a positive, respectful culture in education that benefits students and teachers.

One measurable outcome of this approach is the transition from Provisional to Full Registration. This process is designed to support teachers to become reflective practitioners, focused on their positive impact on the learning and wellbeing outcomes for every student, every day.

The Standards (APST) make explicit what you need to know and be able to do as a quality teacher at four career stages in a continuum of increasing proficiency to build expertise and confidence. As newly qualified teachers or as experienced teachers returning to the profession, this handbook will explain to you how you can demonstrate your achievement of the Proficient Stage Professional Standards in order to progress from provisional to full teacher registration - generally after two to three years of full-time-equivalent teaching.

Provisional registration and Full registration are categories required under the [Teachers Registration Act 2000](#). The process through which teachers can change category is outlined in the [Progressing from Provisional to Full Registration Policy](#).

This process is a requirement in all Australian state and territory Teacher Regulatory Authorities. In Tasmania, Provisional registration is normally granted for a five year cycle. While it is not compulsory for teachers to apply to change category, the expectation of the Board is that teachers will seek to do this within the first cycle of provisional registration. Successful completion of this process, indicates to the community that the teacher has proficiency in the knowledge, understanding and skills needed to make a positive difference in the lives of young people.



About TRB Tasmania

The Teachers Registration Board (TRB) Tasmania is an independent statutory authority with responsibility for the professional registration of teachers working in Tasmanian Catholic, Independent and Government schools. Teacher registration with the TRB is legislated under the [Teachers Registration Act 2000 \(Tasmania\)](#) which you can find on the TRB website and links closely to the *Australian Professional Standards for Teachers* – both integral elements of the career-long continuum of teacher learning and professional growth.

What now?

As a qualified teacher you have already met the Graduate Standards, and now need to demonstrate your achievement of the Proficient stage of the Teacher Standards using evidence of your day-to-day classroom practice and teacher identity and professionalism.

To do this you need to have:

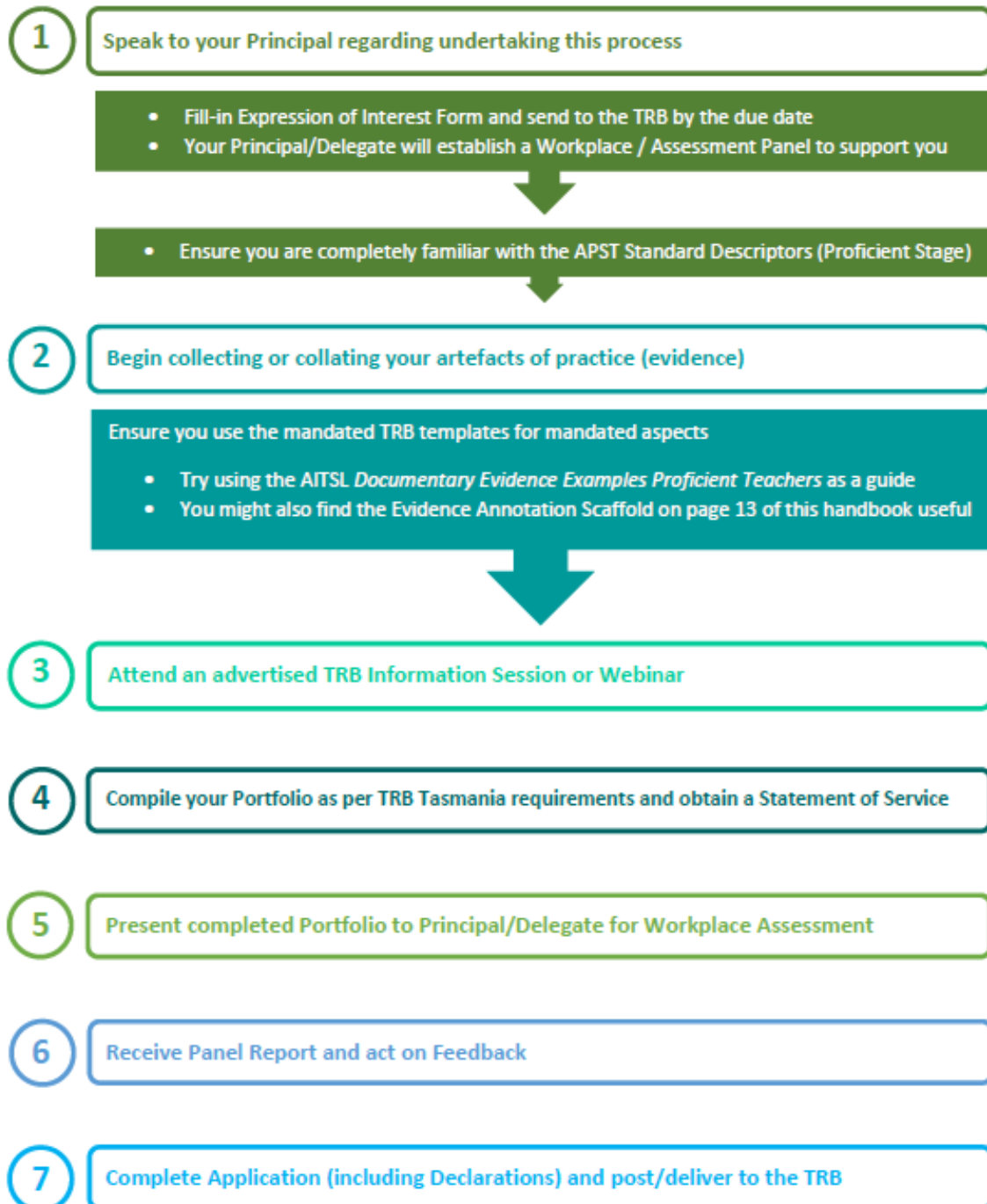
1. **Taught** in an Australian or New Zealand school for **a minimum of 185 days** (the equivalent of a full-time year) **over the previous five years** and obtained relevant Statement/s of Service¹.
 - Statements of Service from more than one employer that provide evidence that the required number of 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.
2. **Received support** from your workplace panel - and in particular from your mentor (refer to '*The 7 Steps to take before You Apply to Change Your Category of Registration*' and the '*Quick reference checklist*' on the next two pages) **and** submitted an [Expression of Interest Form](#) by the due date.
3. **Maintained professional conduct** in accordance with the [Code of Professional Ethics for the Teaching Profession in Tasmania](#), [the Teacher Standards](#) and the [Professional Boundaries: Guidelines for Tasmanian Teachers](#).
4. Selected and presented the following required **portfolio of evidence**:
 - **Three (3) Classroom Observations**. These must be of current or recent teaching and be conducted by one or more members of their Panel, all of whom must have Full Registration. Further detail is provided with the [mandated template](#) (this template is fully editable) and in the Resources section of this handbook.
 - **A professional learning journal** of no more than four (4) significant activities undertaken in the previous 5 years. Further detail is provided with the [mandated template](#) (this template is fully editable) and in the Resources section of this Handbook; It is to include:
 - A description of each activity;
 - Explicit links to one or more Proficient stage Standard descriptors for each activity;
 - Annotations describing the links to the applicant's teaching practice and the impact on student outcomes for each activity, with evidence about how they know this;
 - **An Evidence Map** using the TRB Tasmania [mandated template](#) (there is a choice of formats known as Version A and Version B – both are fully editable);
 - **Examples of current preparation and planning for students** that, together with the Classroom Observations and Professional Learning Journal, provide evidence of the applicant's professional practice, knowledge and engagement at the Proficient stage of the Australian Professional Standards for Teachers (APST); to their Workplace/Assessment Panel for evaluation against the [APST at the Proficient stage](#);
5. Been **recommended by the Principal** for Full Registration following your successful presentation of your portfolio of evidence for assessment by your Workplace Panel.

Your Workplace/Assessment Panel (Panel) should be formed early in your employment; if not, then **ask your Principal to form one for you once you have their agreement** that you can be supported to undertake the Progressing to Full Registration process. **The panel must include the principal or their delegate (as Chair), your mentor and a supervisor/senior teacher** and may include others e.g. team teachers (**all of whom must hold Full registration**) but only three people undertake the assessment (Chair, Mentor & Supervisor). The principal is responsible for the final recommendation for Full registration and the completion of Section 3 of the [Application Form](#).

¹ This is an official document provided by an employer payroll office. 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.

The 7 Steps to take BEFORE You Apply to Change Your Category of Registration

The 7 Steps to take BEFORE you apply to change your Category of Registration



Progressing from Provisional to Full Registration

Quick reference checklist



When you commence teaching:

- ☐ Get to know the Teacher Standards; particularly the 37 Proficient stage Standard descriptors.
- ☐ Work through the TRB resources for the Progressing to Full Registration process and complete the mandated learning.



During your second or subsequent year of employment (preferably Term1)

- ☐ Seek your Principal's support, clarify process with your Practice-focused Mentor and schedule regular meetings with them.
- ☐ Complete an Expressions of Interest (EOI) Form & submit by the deadline.
- ☐ Set learning goals with your mentor using the *Australian Professional Standards for Teachers*.



Continue to:

- ☐ Develop a portfolio of evidence of day-to-day practice at the Proficient stage of the Australian Professional Standards for Teachers, identifying areas of strength and for development, with the support of your mentor.*



In subsequent school Terms:

- ☐ Continue to collect and reflect on evidence of day-to-day practice, including lesson observation, reflection and feedback, application of professional learning, and impacts on student outcomes.*
- ☐ Monitor progress and seek a submission date.
- ☐ Review portfolio and check for alignment of evidence, descriptors and annotations.



After you have been teaching for a minimum of 185 FTE days: (preferably longer)

- ☐ Finalise portfolio of 10 -14 pieces of annotated evidence or evidence sets that demonstrate your achievement at the Proficient stage of the Professional Standards.
- ☐ Complete your evidence map and obtain Statement/s of Service (SoS).



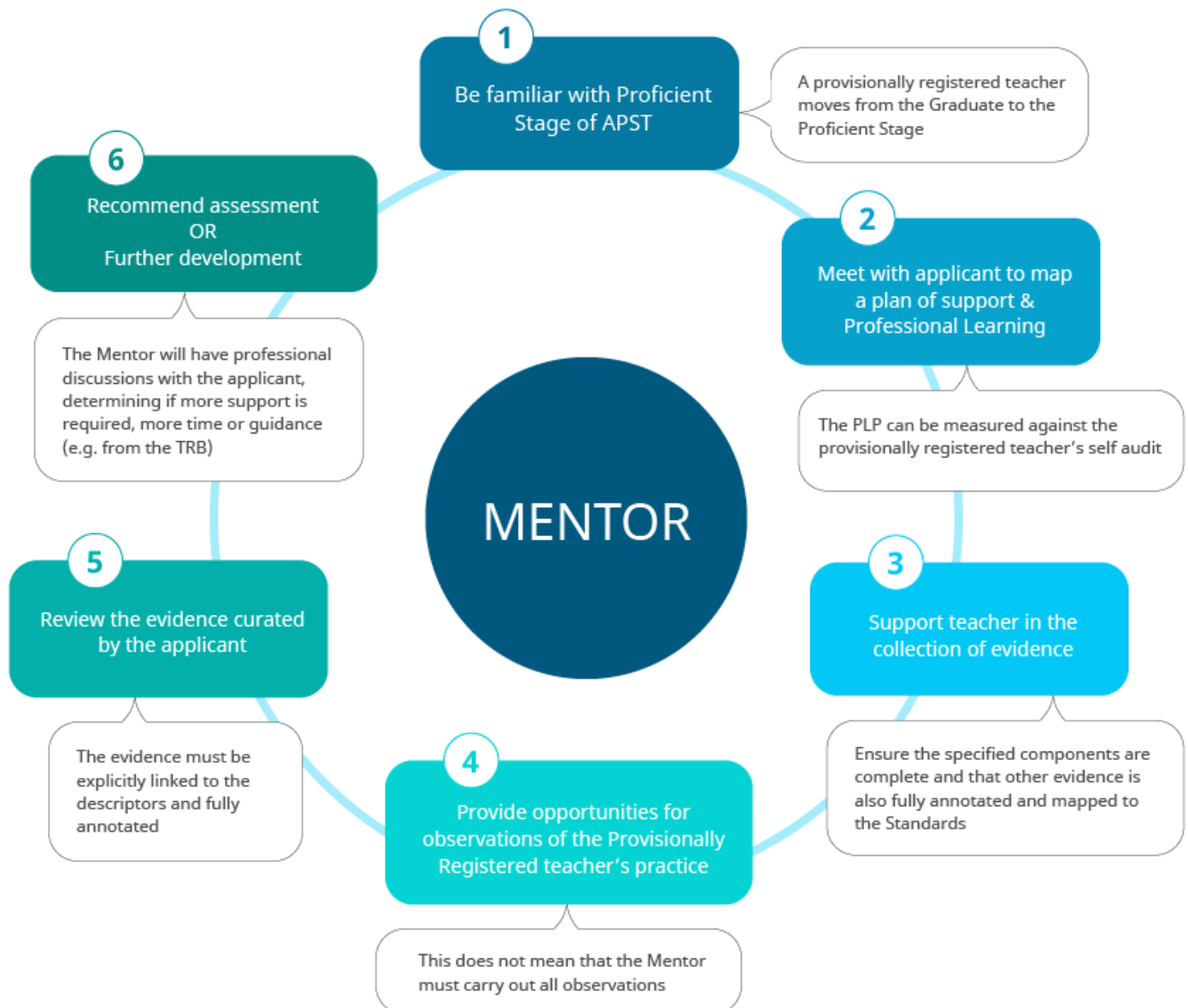
After ticking all of the boxes above, to progress from Provisional to Full Registration, you will also need to:

- ☐ Consult with Principal (or delegate) to confirm assessment panel date.
- ☐ Provide a copy of your portfolio (including the completed Evidence Map), semi-complete application form and Statement of Service to Principal at least one week prior to meeting.
- ☐ Receive and retain a copy of Panel Report, act on feedback and re-submit (if necessary) until the Panel provides a Recommendation for Full Registration
- ☐ Provide your Principal (a delegate is not appropriate) with your application form so that they can complete Section 3.
- ☐ Complete Section 1 Part 3 and check your application is complete, signed and dated by all relevant parties. Provide a copy to your Principal to store with the School copies of your portfolio, SoS, etc
- ☐ Personally deliver or post your originals of the application form (with all 3 sections completed in full), Evidence Map, Evidence of completion the mandated learning by you and at least one Panel member and your SoS.

*For a more comprehensive guide to Preparing evidence for Workplace/Assessment Panel presentation and assessment please refer to pages 9 – 12 of this handbook

What is the role of the Practice-focused Mentor (Mentor)?

- **Understand and use the Standards** as a tool for professional discussion, reflection and classroom observation;
- **Provide** the Provisionally Registered Teacher (PRT)/Applicant with **regular planned opportunities for professional discussion and reflection** in relation to their everyday teaching practice, based on the Australian Professional Standards for Teachers (APST);



- **Document three (3) classroom observations** for the applicant (either themselves or ensure that other suitable teachers from the Panel with Full Registration do so), using the mandated [TRB Classroom Observation Template](#). Noting:
 - Mentors provide advice to PRTs that more than one (1) but most likely fewer than five (5) standard descriptors should be the focus of any individual classroom observation (unless there is a suitable package of other evidence to make up an evidence set);

What is the role of the Mentor, Cont.

- Although the TRB template is fully editable, all fields and aspects are to be completed in line with the guidance provided in this Handbook and on the template itself;
- Mentors/Observers and Applicants should delete the guiding notes on the template or highlight them and overtype into the area as needed;
- Once the Pre-Observation Meeting, Feedback and Reflections are complete the template should be printed and signed by the relevant person/s in the spaces provided. Don't forget to date each aspect;
- The TRB recommends that Mentors use the AITSL resource entitled "*Classroom Practice Continuum*" (recognising that it is only relevant for standards 3, 4 and 5) as part of their processing of their observations of what was said, done or produced by both the teacher and the students into feedback against the selected standard descriptors;
- Mentors/Observers use their knowledge and understanding of the APST to ensure the focus of their feedback is the specific descriptors agreed in the pre-observation meeting and that they explicitly link relevant observations/evidence of impact on student outcomes to the selected descriptor/s;
- **Provide verbal 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 that the skills of reflective practice for improved student outcomes are embedded in the PRT's practice);
- **Assist the PRT with the curation of their artefacts of practice** into fully annotated evidence samples/evidence sets, ensuring that each standard descriptor is only fully evidenced and annotated once and that none of them have been overlooked (this is of course a 'light touch' process of guiding and mentoring; not of doing);
- **Be a member of the workplace/assessment panel** to review the evidence submitted and make a recommendation for either full registration or continued provisional registration.

What preparation is required for panel assessment?

The PRT/Applicant creates a portfolio of evidence as outlined in this handbook, with annotations that record their reflections and explain how each piece of evidence they have selected addresses one or more of the 37 Proficient stage Standard descriptors. They make two copies of the portfolio of evidence and submit the original one of these to the Principal (who will arrange for the Panel members to each receive a copy and will set a date for the Panel Members' Preparation Session).

How might the panel undertake its assessment?

- Meet in a **formal Assessment Meeting** at which they will complete Section 2 of the Application Form and determine in what form, by whom and how feedback will be provided to the PRT/Applicant and how they will deal with a need for the applicant to re-submit their portfolio in the event the Panel find that it does not meet the requirements; **The Panel chair** (if this person is not the Principal) should also be able (as a result of this meeting) to fully brief the Principal on the process/es followed and the reason/s for the Panel determination;
- **Does NOT have the applicant attend the meeting** to provide further supporting evidence or clarification of their portfolio. Should the process and evidence be audited by the Board, material not recorded in the portfolio (including the Evidence Map) and on the application will not be available to the auditors and hence may result in a different finding from that of the workplace/assessment panel.

NOTE:

- **At least ONE member of the Panel MUST have completed a TRB approved information session and be able to evidence this** as part of the material submitted with the application form (certificates from 2018 & 2019 have currency until 2022/2023, incl modules)
- **The PRT/ Applicant must also have completed a TRB approved information session and be able to evidence this** as part of the material submitted with the application form (certificates from 2018 & 2019 have currency until 2022/2023, incl modules)
- **The Panel must receive from the applicant a completed Evidence Map** – this document must be edited to assist the Panelists to locate the relevant evidence and annotations for the 37 Standard Descriptors & enable the TRB to match evidence with Panel report. **A copy of this document MUST be appended to the application form** by the PRT/Applicant and copies must also be retained in the TWO copies of the Portfolio (the applicant copy and the School retained copy).
- **The Panel Chair or The Principal** must ensure that a **complete copy** of the:
 - Portfolio
 - Evidence Map
 - Statement/s of Service
 - Evidence of completion of the training (referred to above) by panel member/s and Applicant, and
 - Completed and signed application form

is retained at the School for 12 months following submission BY THE APPLICANT of their original of the application form for Full Registration and originals/certified copies of the other required documentation.

What do we mean by evidence?

- ✓ Evidence is *authentic, reliable and valid* information that can be used to support a particular claim or decision.
- ✓ Artefacts of practice, observable actions and the products of learning are all sources of evidence which are *annotated to support a decision* about registration.

Preparing Professional Evidence

Assessment against the Proficient Standards

All teachers benefit from collecting and analysing evidence about their teaching choices.

Teachers identify and collect evidence that provides insight into their teaching and professional practice for their ongoing reflection, feedback, growth and development. Teachers demonstrate applying and integrating the knowledge and skills that underpin the Proficient Standards.


Evidence assists teachers to:

- Evaluate their impact on student learning, engagement and wellbeing;
- Identify their strengths and areas for further development;
- Seek feedback about their practice;
- Collaborate with colleagues to improve practice;
- Plan for and engage in effective professional learning that is relevant to their needs.

Teachers also collect evidence of their teaching practice and professionalism to demonstrate their achievement and professional growth for a variety of purposes associated with performance review, career progression and professional recognition.

To achieve Full registration, you must demonstrate achievement of all seven Standards, accounting for the 37 descriptors, at the Proficient stage of the *Australian Professional Standards for Teachers*. As a Provisionally Registered Teacher (PRT) you collect evidence of your teaching practice which is a direct representation of your work. This should be part of your regular practice and not an 'add on'.

Evidence for Standards-based assessment:



'Feedback is among the most powerful influences on achievement.'

John Hattie

- Reflects the holistic nature of teachers' practice
- Derives from a range of sources to avoid duplication and includes evidence of student learning and observation of teacher practice e.g. Records of lesson observations, professional conversations or collaborations with colleagues; lesson and program plans, student work, reflections on practice; video of moderation etc.
- Is current and authentic, drawing directly from the teacher's working context e.g. A teaching and learning cycle, assessment data, samples of feedback to and from students, reports, school and community involvement, records of meetings and professional learning
- Provides the detail of what the teacher has done (what, how, who, how many, how often, when, where?)
- Reflects the teacher's individual contribution and impact, even within a collaborative partnership or teaching team
- Demonstrates the impact of the teacher's choices on student achievement of intended learning outcomes
- Can vary according to the teaching context i.e. The level of schooling, school setting and sector
- Can address multiple descriptors within and across standards with one artefact
- As a collection demonstrates achievement of each of the three domains of teaching, seven standards and accounts for the 37 descriptors at the appropriate career stage (e.g. Proficient for Full Registration)
- Is annotated with reference to the professional standard descriptors
- Is de-identified to protect the privacy of students, parents and colleagues
- Is documented in an electronic and/or paper based portfolio, and updated regularly.

How much evidence do I need?

Evidence may be stand-alone artefacts or pieces collected into 'evidence sets'. Often pieces of evidence form a logical set of evidence, focused on a central teaching episode, problem of practice or professional role.

You need to collect 10 to 14 pieces of evidence which may be a combination of both stand-alone artefacts and 'evidence sets.' Provide quality not quantity. One quality piece of evidence of sufficient depth and complexity may demonstrate achievement of multiple Standard descriptors.

- **A collection of 10 to 14 pieces of quality evidence, which may be a combination of both stand-alone artefacts or pieces collected into 'evidence sets', should be sufficient.** A set of artefacts that focus on a particular practice, or even a single artefact of evidence, can address multiple descriptors. For example a single artefact such as an Individual Learning Plan, for a student with special needs, could provide evidence of 1.1, 1.6, 2.3, 3.1, 4.1, 6.3 and 7.3.
- **An evidence set, for example focused on a teaching unit plan,** could provide items of evidence that show instruction choices based on student data, Australian Curriculum content requirements and achievement standards addressed, appropriate strategies for student learning identified, and assessment items included that evaluate student achievement. In doing this, the unit plan evidence set **would address multiple descriptors** (e.g. 2.3, 3.2, 3.3, 5.1 and 5.4).

What do I do with my evidence?

You need to annotate your evidence with reflections that explain how it represents student learning, wellbeing and progress, as well as growth in your own teaching and professionalism. Evidence is annotated to explain your achievement of the Standards, taking account of each of the descriptors at the Proficient stage and to support your claims to proficiency.

What do we mean by annotation?

An annotation is attached to evidence of practice. It is an explanation of how a piece of evidence demonstrates that you have met particular Standard descriptor/s. It is not simply a description or a re-count of what you did.

It **identifies** the Standard descriptor/s being referenced, e.g. 2.6, 3.5 and 4.1, and **explains** how the evidence shows achievement of these descriptors.

Annotations connect relevant Standards and descriptors to a given piece of evidence and **identify impact** on student learning, engagement in learning and well-being.

An annotation can be handwritten notations attached to a piece of evidence, an explanatory typed paragraph attached to an evidence set, or a narrative statement.

Annotation of a piece of evidence must:

- ✓ Explicitly identify the **Standard descriptor/s** being accounted for
- ✓ **State why** you did what you did
- ✓ **Identify impact** on student learning, engagement in learning and/or well-being
- ✓ **Articulate connections** across relevant Standards and descriptors for a given piece of evidence
- ✓ **Demonstrate how the evidence shows achievement** of the Standard descriptor/s claimed

*(One way to think of this is that you need to annotate the evidence in order to explicitly connect your practice to the descriptor/s claimed, drawing out the - **What did I do? Why did I do it? What was the Impact on student outcomes? What was the feedback/How do I know?**)*

How do I present my evidence?

Evidence can be collected and presented in hard copy – we suggest no more than 30 double sided pages – or as a digital portfolio (this is NOT simply a PDF or Word file attached to an email) **or it can be a combination of both.** A hybrid collection may include paper based artefacts and digital links to evidence of the teacher's practice housed in web pages, blogs, digital portfolio etc.

The final portfolio should be provided to the Principal (in time for panel members to read and 'audit' it BEFORE the formal Panel meeting) – the TRB recommends the submission date be negotiated asap after the Principal agrees to form a Panel for the PRT and support their application for Progressing to Full Registration process.

NB: Developing a digital portfolio allows teachers to keep a career-long record of their professional practice and growth if they so choose.

How do I choose evidence for assessment to progress to Full registration?

Evidence of your practice is drawn directly from your daily work as a teacher:

- Choose evidence that shows the choices you have made as a teacher to respond to the learning needs of your students and in support of their on-going learning.
- Choose evidence to demonstrate your impact on student outcomes (e.g. student learning and progress in learning), and include a record of observations of your classroom practice. Evidence categories include teaching and learning programs, samples of student work and assessment, teacher reflections and self-assessment, feedback received and given, collaborative work, etc.
- Choose evidence that shows your own professional growth e.g. as a comparative sample of pre-service and in-service practice or of professional learning applied to your teaching.
- You need to collect and select authentic pieces (artefacts) of evidence of your day-to-day practice that cover the broad scope of your professional knowledge, practice and engagement.

- Your evidence must demonstrate your achievement of all 37 descriptors at the Proficient stage of the Professional Standards – use the AITSL [Documentary Evidence Samples: Proficient Teacher](#) as a starting point to consider types of artefacts that might best evidence your proficiency in specific standards/descriptors
- Use the [Evidence Annotation Scaffold](#) available from the Resources section of this guide to help you to choose and then effectively annotate your evidence
- Don't forget that some evidence types are mandated for inclusion and that they also have mandated templates
- Use the evidence map to check that you have accounted for all of the Proficient descriptors.

Where can I get help with the process?

Your colleagues, mentors and school leaders will provide you with sustained support and guidance. Your Workplace Panel is key and will administer the process towards a recommendation for Full registration. Your mentor, in particular, will assist you with selecting evidence from your classroom practice and reflecting upon your teaching and learning. The central aim of the process is to recognise your growing expertise and increasing proficiency as a teacher.

School support may include mentoring support, regular meetings and assistance with goal setting, sourcing and modelling examples of best practice, identifying and gathering evidence of teaching practice, professional conversations, classroom observations (of own and others' practice), self-reflection and feedback, assistance to select and annotate evidence, peer support from colleagues who are also progressing to Full registration or have completed the process previously.

This process supports you to continue to learn teaching while you teach. The TRB website provides resources that help you to plan your process, to choose evidence and reflect on your practice, and to engage in a network of other PRTs who have expressed interest in undertaking the CoRC process via a closed Facebook group we offer. This is further enhanced by TRB information sessions, webinars and our online learning modules.

TRB resources, information sessions and the PRT/Applicant network provide an opportunity to learn about legislative requirements and professional processes that guide your ongoing development as a teacher and your assessment for Full registration. They also scaffold the process of collecting, selecting and annotating evidence as a career-long professional practice. Additionally, the PRT/Applicant Network offers you the space to share experiences with other PRTs and to offer support to one another.

There are many places to get help with the process, including:

- The TRB website
- TRB Info Sessions
- The online Modules
- Your Mentor
- Your Panel
- Your peers/colleagues
- PRT/Applicant Network
- The Registration Support Team – independent contractors who are also trained auditors



Evidence Annotation Scaffold (continues on next page)

Evidence Reflection Question Prompts

Evidence context

- Is this evidence drawn directly from your work?
- What are the key features of this evidence?
- What came before or after?
- What was the purpose of this evidence as a part of a learning sequence?
- What is the background to this piece?
- Why did you choose this piece?
- Do you have any clarifying questions?
- What was your role in developing this artefact/evidence? (be explicit)

Achieving the Standards

- What Standards/Focus Area Descriptors does this piece of evidence address?
- How could you use this piece of evidence to demonstrate your achievement against the Proficient level Standards/descriptors?
- How does it demonstrate engagement with colleagues? With parents? With wider community?
- How have you used feedback from colleagues/students/parents/the community/professional networks?
- How have you used this evidence to address problems of practice?
- What has been your contribution if this evidence is collaborative work?
- How has your contribution been sustained over time?
- How does this evidence demonstrate impact of your practice on others?
- How does it demonstrate improved/next teaching practice?
- What do you see as your major strengths as a teacher against the Standards (i.e. professional knowledge, professional practice, professional engagement)?

Impact on your own learning, student learning and the learning of others

- How does this piece show the impact of your work on student outcomes (i.e. their learning and how they learn, their engagement in learning, their wellbeing, their progress and achievement)? AND How do you know?
- How does this piece show the impact of your work on the practice of your colleagues?
- How have you analysed student data?
- How did your analysis of student data inform your planning?
- How have assessment strategies that you have used informed the future learning of your students?
- How do you know?
- How did this impact on your own learning /change in beliefs and attitudes/ next practice?
- What might you do differently next time?
- How has evidencing your practice informed your future learning (i.e. areas for development)?

Annotation of Evidence

Evidence context – Annotation

- Evidence type: Describe the evidence ...
- Context: Describe context, reasons, duration, audience etc (this is the **what, why, how, . .**) it is also the section where you can explain why you cannot directly evidence some aspect of the descriptor and how you can therefore indirectly evidence that/those aspect/s ...

Achieving the Standards – Annotation

Identify the Standards and descriptors demonstrated: e.g: 1.2, 2.1, 2.3, 2.5, 3.2, 6..3 ...

(Don't forget to clearly link standard descriptor/s to each relevant section of your annotation: e.g. if you are annotating several, place one or two in brackets after the sentence/paragraph relevant to that one/them don't just list them at the top of the annotation)

- Reflect on how your piece of evidence addresses the Standard Descriptors ...

Impact on your own learning, student learning and the learning of others – Annotation

- Impact on learners and your own practice: What happened? What did you learn? What has been the impact on your colleagues' learning? *What has been the impact on student learning, engagement in learning, well-being? How do you know?* What would you change?

*Check that your annotation, in conjunction with your artefact/s or evidence set, has explicitly met/demonstrated **every aspect** of each descriptor you have claimed for the annotation and evidence*

HOTLINKS to RESOURCES, TEMPLATES & TOOLS: (provided by the TRB, the Department of Education and/or by AITSL)

Classroom Observations

Classroom Observation #: _____

Name of Provisionally Registered Teacher (PRT): _____

Name of observing teacher (full registration): _____

Pre-Observation Meeting: _____

Lesson context (e.g. year group or topic): _____

Focus for Observation: _____

Stage Standards and Descriptors: _____

NOTE: when evidencing/annotating standard descriptors such as the one above that contain the conjunction "and" it is necessary to ensure you evidence each item listed in the list either directly or indirectly – be explicit!

Classroom Practice Continuum

6 PROFILES OF CLASSROOM PRACTICE SHOWING AN INCREASING REPERTOIRE OF TEACHING EXPERTISE

PROFICIENT

PROFICIENT

PROFICIENT

PROFICIENT

PROFICIENT

PROFICIENT

Professional Learning Journal

Record of Professional Learning and Development – Professional Learning Journal

This is a record of your reflections on at least one (1) and no more than four (4) professional learning activities undertaken within your current cycle of provisional registration or within the last five years and which you regard as significant to your professional development. You should include details of the activity and also how you applied your learning in the classroom/school, the impact this had on students' learning, and any other relevant information.

NOTE: 1) To enter your name and TRB number in the table below will expand as you type into them.

Brief description of: Activity undertaken (please note date/s of application of learning)	Descriptors at the time of learning	Self-reflection & Annotation
(e.g. Member activity...)	(e.g. Establish and implement inclusive...)	(e.g. How has this activity affected your ability to demonstrate this in your everyday teaching?)

Evidence Map (Versions A and B)

Evidence Map – Template Version A (you may also use Version B)

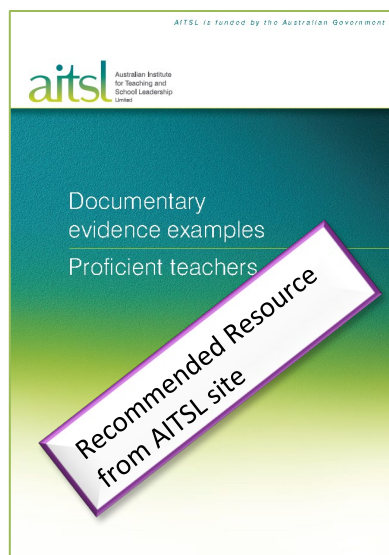
Number	Standards and Descriptors	Class Obs. 1	Class Obs. 2	Class Obs. 3	Class Obs. 4	Class Obs. 5	Class Obs. 6	Class Obs. 7	Class Obs. 8	Class Obs. 9	Class Obs. 10	Class Obs. 11	Class Obs. 12	Class Obs. 13	Class Obs. 14	Class Obs. 15	Class Obs. 16	Class Obs. 17	Class Obs. 18	Class Obs. 19	Class Obs. 20	
1	Know 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 colleagues' advice about how students learn.																					
1.3	Design and implement teaching strategies that respond to the learning strengths and needs of students (linguistic, cultural, religious and social).																					
1.4	Design and implement effective teaching strategies that are responsive to the local context, including the needs and interests of students.																					
1.5	Develop teaching strategies that are responsive to the learning strengths and needs of students.																					
1.6	Develop teaching strategies that are responsive to the learning strengths and needs of students.																					

EVIDENCE MAP

This evidence map (Version B), or the TRB Version A, must be provided with the application form and also used by the applicant to reflect on their portfolio to demonstrate how their evidence artefacts link to the descriptors and standards for their panel in assessing their portfolio.

DOMAIN	PROFESSIONAL KNOWLEDGE	PROFESSIONAL SKILLS	PROFESSIONAL ENGAGEMENT
1	Know the students and how they learn	2. Know the content and how to teach it	3. Plan for and implement effective teaching and learning
2	Know the content and how to teach it	4. Engage in professional learning	5. Engage in professional learning
3	Plan for and implement effective teaching and learning	6. Engage in professional learning	7. Engage in professional learning
4	Engage in professional learning	8. Engage in professional learning	9. Engage in professional learning
5	Engage in professional learning	10. Engage in professional learning	11. Engage in professional learning
6	Engage in professional learning	12. Engage in professional learning	13. Engage in professional learning
7	Engage in professional learning	14. Engage in professional learning	15. Engage in professional learning
8	Engage in professional learning	16. Engage in professional learning	17. Engage in professional learning
9	Engage in professional learning	18. Engage in professional learning	19. Engage in professional learning
10	Engage in professional learning	20. Engage in professional learning	21. Engage in professional learning

Other Evidence-related resources/tools



Annotation & Reflection – samples and tools to support skill building

These will be progressively added to the TRB Website and shared with those using the Facebook page PRT/Applicant Network each year.

There are also exercises in the Online Modules that may assist.

Working With the Standards to Learn from Practice - AITSL Resources



There are 4 Workbooks in this “Learning from practice” resource:

- Working with the Standards
- Developing a professional mindset
- Demonstrating impact
- Recognising exemplary teachers

Online Modules & Videos

The Online Modules are available to Applicants and Panel Members as a learning resource tool. From 2020 Teachers will not receive a certificate of completion when completing the modules. The module certificates issued in 2019 will still be accepted as evidence for 5 years (all evidence has a life of 5 years). The link for the Online Modules is on the TRB website and the PLI Website. These modules were made possible by the DoE (including the PLI), AITSL and the TRB.

The videos made to support the Progressing to Full Registration process are still valuable resources for understanding the process but they do not incorporate some of the mandated requirements of the process from Jan 2019. The link to the videos is available on the TRB Website.

UNDER REVIEW