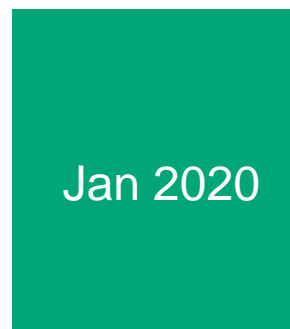
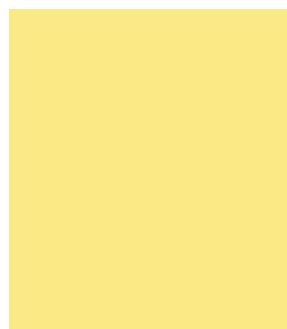




TEACHERS
REGISTRATION
BOARD TASMANIA

Progressing To Full Registration Principal, Mentor & Panel Handbook



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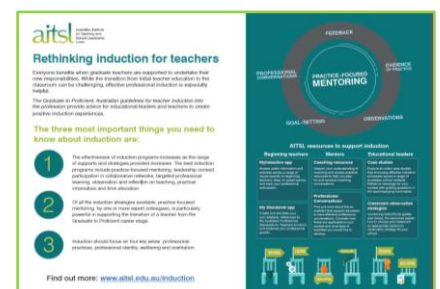
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<https://www.aitsl.edu.au/tools-resources/resource/graduate-to-proficient-australian-guidelines-for-teacher-induction-into-the-profession>



Introduction

The *Australian Professional Standards for Teachers* (APST) 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 Workplace Panel and in particular by a Practice-focused Mentor (Mentor), to demonstrate achievement of the Proficient stage of the Professional Standards in order to progress to Full Registration. The Mentor is a member of the Workplace Panel, in their school, and Provisionally Registered Teachers (PRTs) generally complete the *Progressing to Full Registration* (PtFR) process after two to three years of full-time-equivalent teaching. This handbook supports this process and should be read in conjunction with the Applicant Handbook and other resources available from the TRB Website.

Provisional registration

Provisional and Full Registration are two categories of school based Registration under the [Teachers Registration Act 2000](#) and reflect the Graduate and Proficient Career Stages of the APST respectively. *Progressing to Full Registration* is a process outlined in the [Moving from Provisional to Full Policy](#).

Teachers with provisional registration in Tasmania should undertake this TRB process in the first 5 years as a Teacher in conjunction with induction and employer processes including granting of permanency.

This process is a requirement in all Australian states and territories. It is managed by relevant Teacher Regulatory Authorities. In Tasmania, Provisional registration is normally granted for a five year cycle. While it is not compulsory for teachers to progress to Full Registration, the expectation of the Board is that teachers will seek to do this within the first cycle of provisional registration.

This process requires:

1. A **school/workplace based assessment** of teaching competence by a Workplace/Assessment Panel (Panel) **against the Australian Professional Standards for Teachers (the Standards) at the Proficient stage**, using current evidence selected and provided by the teacher.
2. **Official evidence of teaching experience equal to one full time year (185 days)** during the period of provisional registration.

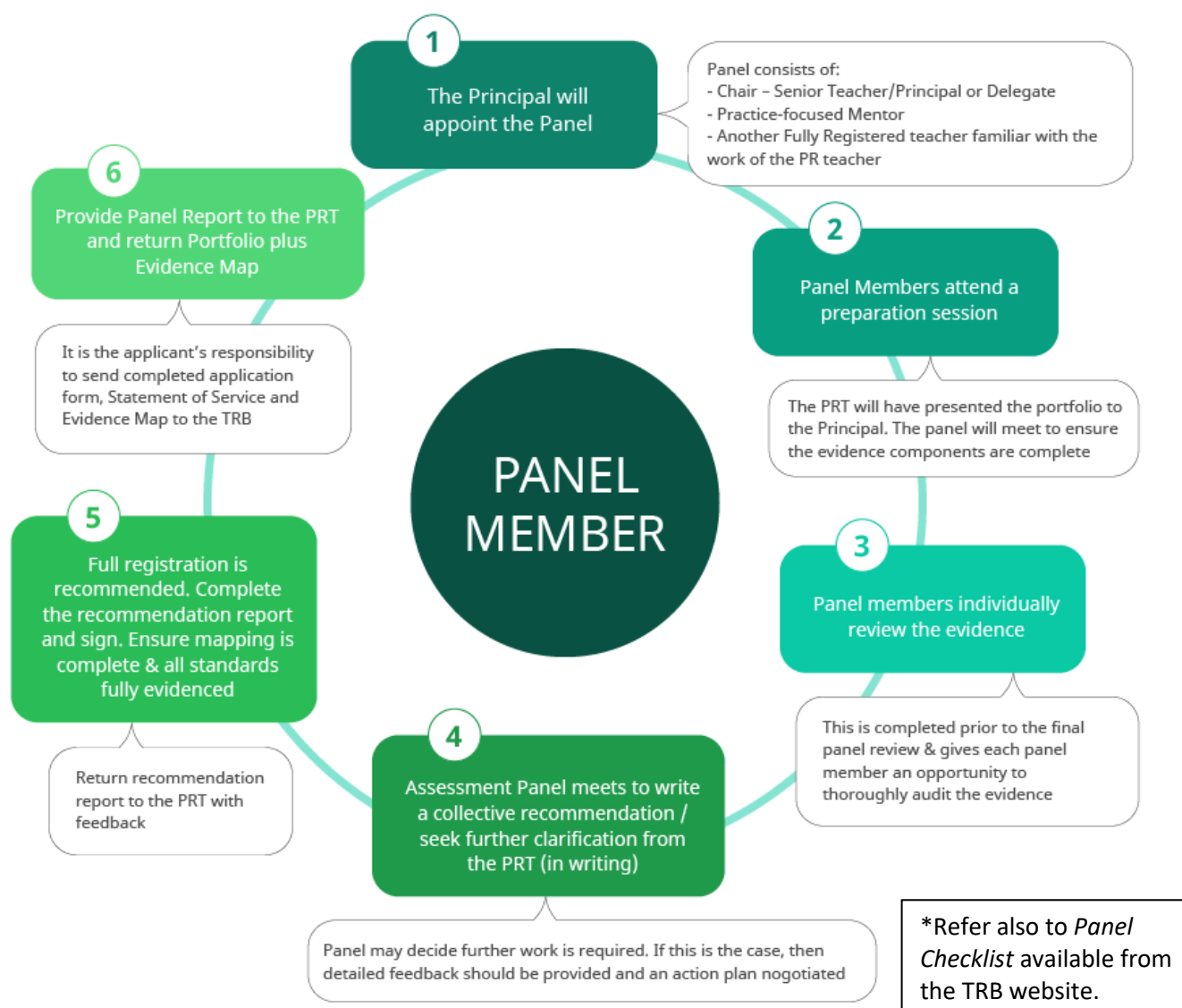
It provides an opportunity for standards referenced professional learning and development through discussion and reflection with an experienced colleague - Practice-focused Mentor (Mentor) - and ideally will occur in the context of the [Australian Teacher Performance and Development Framework](#). It can be aligned with other processes such as probation or contract assessment.

Teachers who supervise this process must hold full registration. If the principal or supervisor does not hold full registration, the role must be delegated to a teacher who does hold this category of registration and be negotiated with the TRB.

What is a Workplace/Assessment Panel (Panel)?

Ideally, the Workplace Panel is formed at the beginning of the Provisionally Registered Teacher's (PRT) employment. However, if it has not been in existence until the PRT seeks the Principal's support to undertake the "Progressing to Full Registration process" and the Principal agrees that the PRT is ready to undertake the process (and the School has the resources to provide a panel, time, etc at this time) they should immediately appoint suitable teachers with Full registration to act as the Panel. Ideally the panel will include the Principal or their delegate, a Mentor and a supervisor/senior teacher familiar with the PRT's work. It may include other colleagues with Full registration e.g. teaching area/team colleagues (these latter

teachers may work as mentors or undertake classroom observations but will not attend the Panel Assessment meeting or contribute to the Panel report). The Principal (senior manager/supervisor in TasTAFE) is responsible for the final recommendation for Full Registration and **completion of Section 3 of the Application Form** (this task cannot be delegated without Board approval).



What is the role of the Workplace/Assessment Panel?*

The central aim of the *Progressing to Full Registration* process is to recognise the Provisionally Registered Teacher's (PRT's) increasing proficiency as a quality teacher through evidence of their positive impact on student outcomes. Ideally, the Panel members offer sustained support and guidance during the PRT's transition from Provisional to Full Registration and administer the process. The supervisor/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 Full Registration, particularly in the selection of evidence of classroom and professional practice and reflection on its impact on student outcomes (learning, engagement, well-being, etc.) - (see pages 6 & 7).

The successful induction of early career teachers to the profession is more than orientation; it is their progression from the Graduate to Proficient career stage, 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 Professional Standards to shape professional conversations and explain the principles behind their practice. They break down complex teaching into component parts, and invite novice teachers to observe

their teaching, tailoring modeled practice to the specific strengths and vulnerabilities of the novice teacher. In teaching area teams or as a community of practice, they work with new teachers/PRTs 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 APST to guide their thinking and to consider the types of evidence of impact likely to result;
- Modeling or sourcing examples of best practice;
- Classroom observations of the PR Teacher'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 career portfolio;
- Selection and annotation of evidence of their professional practice for the *Progressing to Full Registration* processes.

What if the early career 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 last 5 years (inclusive of the year of application) and has all been collected post becoming provisionally registered.

What is the role of the Principal?*

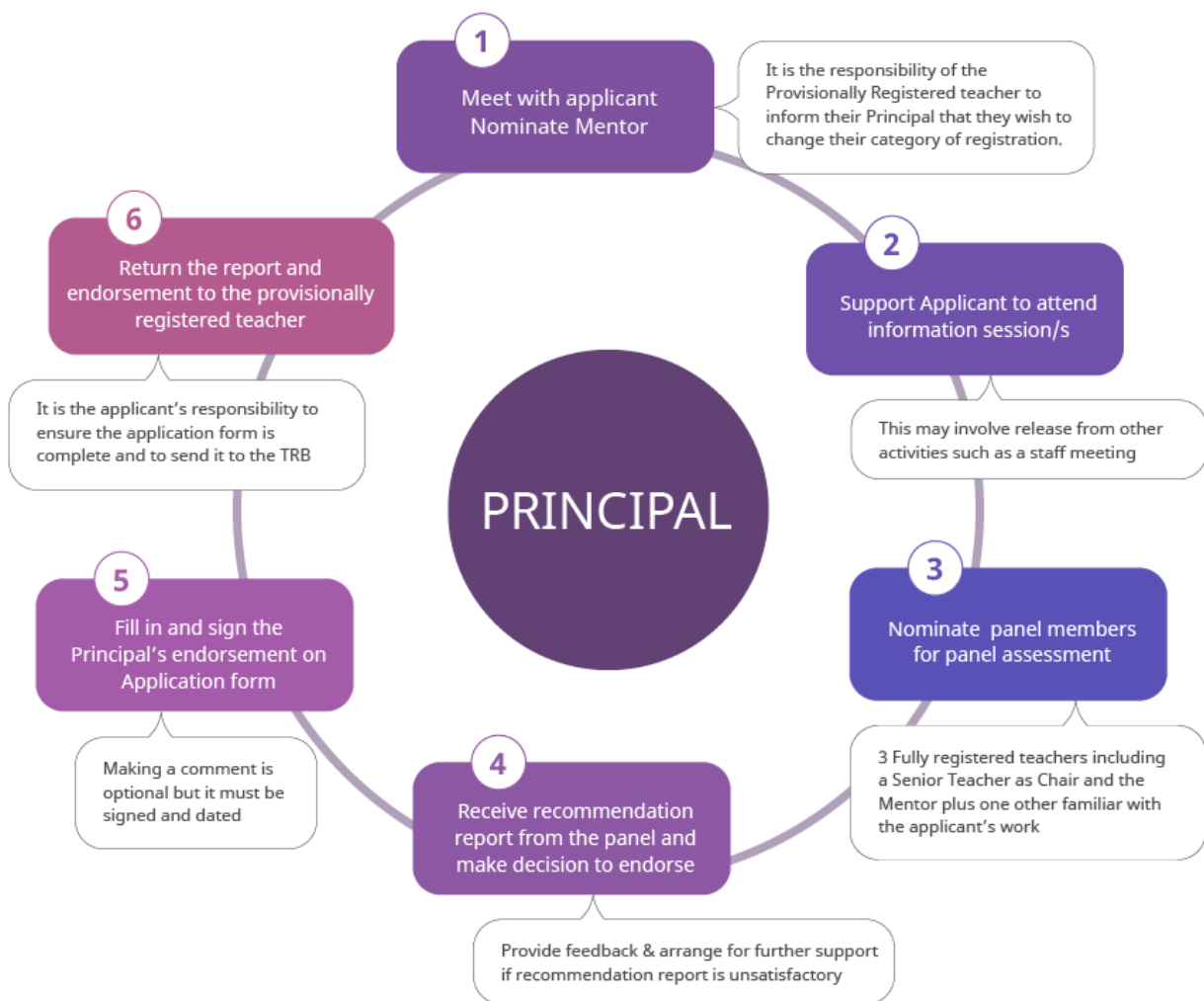
- Appoint a Practice-focused Mentor/Mentors to assist the applicant to reflect on their teaching and professional learning, organise evidence and complete three documented classroom observations;
- Support the applicant to undertake this process by providing time and opportunities for formal professional discussion, targeted professional learning and classroom observations by the Mentor and/or other Panel members/colleagues with Full Registration;
- Appoint/negotiate a Panel that includes a Chair, a Practice-focused Mentor and a Supervisor/Senior teacher. These teachers (who make up the Panel) must each hold full registration and one of them may be the principal;
- Arrange for the Panel members to each receive a copy of the applicant's portfolio, and set/negotiate a date for the Panel Members Preparation Session;
- Formally endorse a recommendation by the assessment panel for full registration;
- Ensure that the panel assessment is conducted according to the requirements of the process and that a **complete copy** of the:
 - Portfolio
 - Evidence Map
 - Evidence of completion¹ of the mandated training of 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 application for Full Registration;

*Refer also to *Principal (School/College)/ Manager (TasTAFE) Checklist* available from the TRB website.



¹ As for all evidence, certificates of completion (including of the modules in 2019) have a life of 5 years inclusive of the year in which the applicant applies.



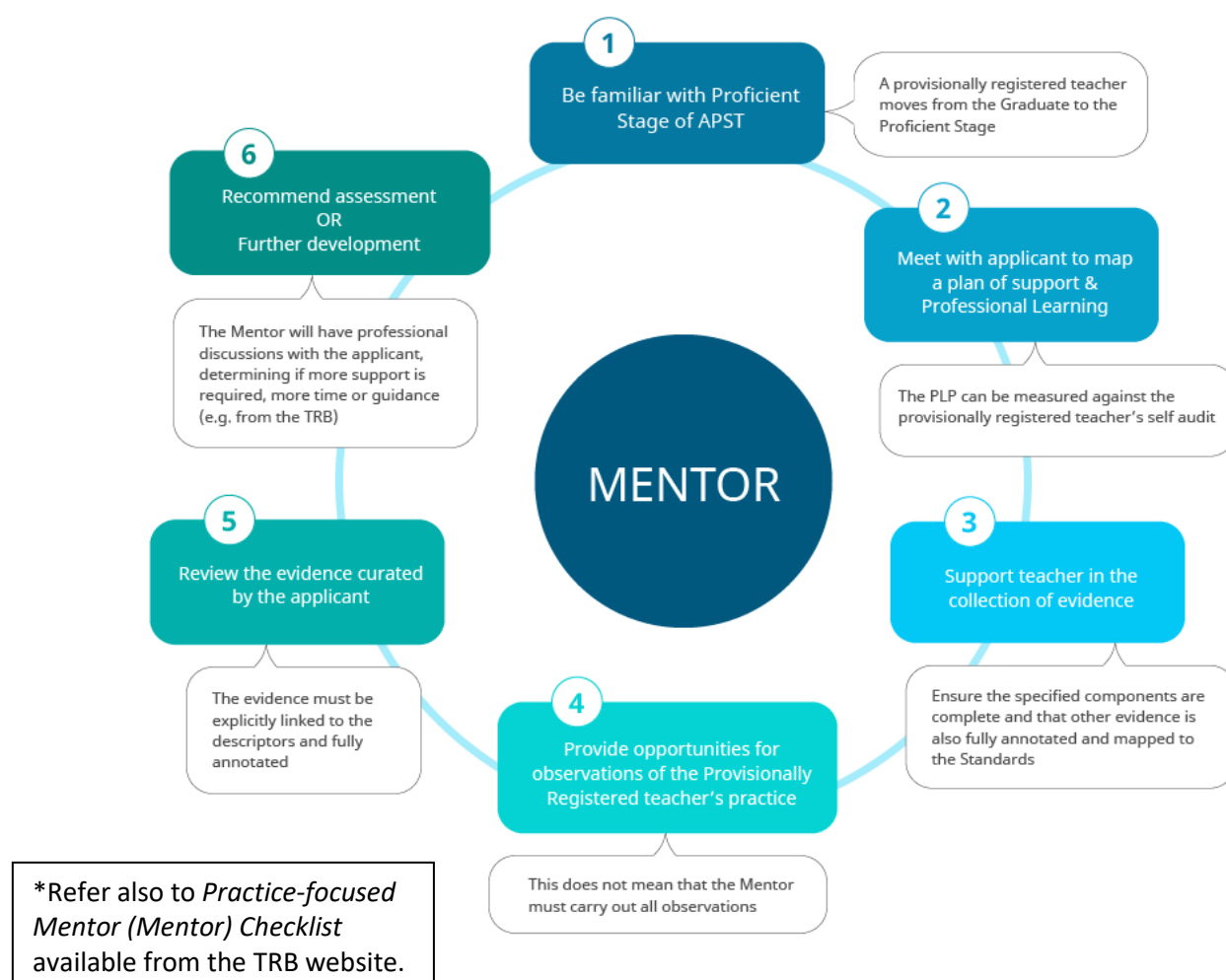
NOTE:

- The Principal may delegate any aspect of the tasks involved with the *Progressing to Full Registration* process, **except** their responsibility to make the final determination of a Recommendation for Full Registration and the completion and signing of Section 3 of the Application Form;
- The Principal/Delegate is required to provide the **complete copy** of the:
 - Portfolio including Evidence Map
 - Applicant's Statement/s of Service
 - Evidence of completion of the mandated training of panel member/s and Applicant, and
 - Completed and signed application form
 that has been retained at the School where the workplace assessment was undertaken **within a reasonable time-frame** when requested for audit by the Board. This request can be made at any time within a 12 month period following the receipt by the Board of the Application.

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

- Understand and use the Australian Professional Standards for Teachers (APST or 'The Standards') as a tool for professional discussion, reflection and classroom observation;
- Provide the PRT/applicant with regular planned opportunities for professional discussion and reflection in relation to their everyday teaching practice, based on the Proficient career stage of the APST;
- Document a minimum of one (1) and up to three (3) classroom observations for the applicant (either themselves or ensure that other suitable teachers with Full Registration do so), **using the mandated TRB Classroom Observation Template**. Noting: (see next page)

- 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);
- Although the TRB template is fully editable, all fields and aspects are to be completed in line with the guidance provided in the Applicant 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;
- 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;
- Mentors/Observers are the ‘eyes and ears’ of the Panel (and of the TRB should the portfolio be audited);



- The Mentor provides 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 is the process for *Progressing to Full Registration*?

A provisionally registered teacher has already met the Graduate Stage of the Standards, and needs to demonstrate their achievement of the 37 Standard Descriptors at the Proficient Stage of the 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 185 days** (the equivalent of a full time year) **over the previous 5 years** and present a Statement of Service².
 - 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;
- ✓ **Received support** from their Workplace Panel (and in particular from their Mentor);
- ✓ **Maintained professional conduct** in accordance with the *Code of Professional Practice and Conduct for Tasmanian Teachers* and the *Professional Boundaries: Guidelines for Tasmanian Teachers*;
- ✓ 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 Applicant 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 Applicant 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 APST; to their Workplace/Assessment Panel for evaluation against the APST at the Proficient stage;
- ✓ Been **recommended by the Principal** for Full Registration following their successful presentation of their portfolio of evidence.

What preparation is required for panel assessment?

The teacher **creates a portfolio of evidence** as outlined above, **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 (2) copies of the portfolio of evidence and submit one of these to the Principal/Delegate (who will arrange for the Panel members to each receive a copy and will set a date for the Panel Members Preparation Session).

² 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.

How might the panel undertake its assessment?

It is **recommended** that the panel:

- Are all **conversant with the APST** (particularly with the detail of the Proficient Stage descriptors), the **details of the TRB process** as set out in the [Handbook for Applicants](#) and in this Handbook, **and with standards referenced/based assessment processes**.
- Are aware, and understand, that **the assessment is** to be undertaken **on a Met/Partially Met/Not Yet Met basis for each one of the 37 descriptors**, that **a maximum of 2 standard descriptors** may be Met as an '**on balance**' judgement and that it is **not acceptable** to determine that an applicant has Met all 37 descriptors **via an on balance overview** of the evidence. Further it is part of the Panel's role to check that the applicant has followed all the requirements of the process (e.g. the use of the mandated templates);
- Have an **initial panel preparation session** to determine the approach they will take to auditing the applicant (PRT) evidence and to set a date for the formal panel assessment meeting at which they will complete Section 2 of the Application Form;
- **Use the audit tool³ developed by the TRB** for use by the Board's Audit Team to assess the evidence and annotations provided in the applicant's portfolio. It is best if each member of the panel undertakes the audit individually prior to the Panel Assessment Meeting and attends that meeting ready to discuss their findings, provide supportive feedback and reach a consensus position;
- 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/or webinar/s and be able to evidence this*** as part of the material submitted with the application form
- ***The PRT applying to change category must also have completed a TRB approved information session and/or webinar/s and be able to evidence this*** as part of the material submitted with the application form
- ***The Panel must receive from the applicant a completed Evidence Map as part of the portfolio*** – this document should assist the Panelists to locate the relevant evidence and annotations for the 37 Standard Descriptors (the Map must be detailed enough for the TRB to match the Section 2 Report to the Map and have confidence in the types of evidence accepted by the panel). ***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 including the Evidence Map
 - Applicant's 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 application for Full Registration.

³ TRB Audit Tool available from the Resources section of the PtFR area of the TRB website – it is fully editable

Why is Annotation important in this process?

Applicants must submit a collection of evidence which is effectively annotated to demonstrate the impact of their practice on student outcomes and, where relevant, the practice of colleagues.



The diagram illustrates a key function of annotations in an applicant's collection of evidence - to align the evidence presented by applicant to the Teaching Standards/Descriptor/s being evidenced.

It is the responsibility of an applicant to make explicit the link(s) between artefacts of practice and the Standards/Descriptors in their annotations. This is to ensure the greatest possible alignment between an applicant's intent in submitting a particular piece of evidence and an assessor's judgement about that evidence against the Proficient career stage Standard descriptor/s.

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** the applicant did what they did
- ✓ **Identify the PRT's 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 applicants need to annotate the evidence in order to explicitly connect their 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?**)*

The Panel needs to be convinced that the evidence sample/set in combination with the annotation (and any context information provided) fully supports the applicant's claim to proficiency for the specified descriptor/s.

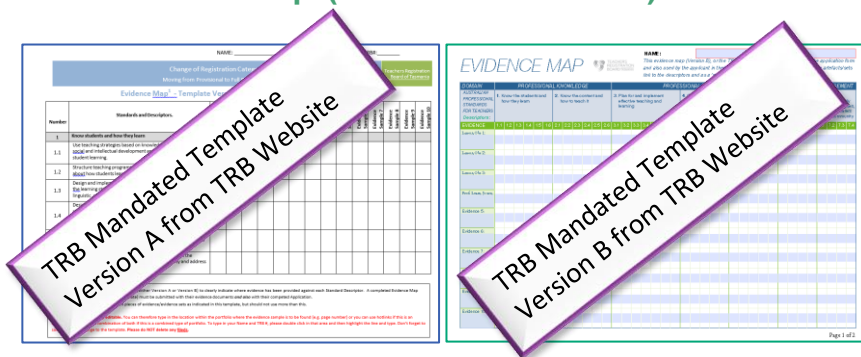
It is helpful to the panel if the applicant has explicitly stated which descriptor is evidenced/annotated where (especially when a particular artefact of practice/evidence set is claimed to evidence their proficiency in more than one standard descriptor).

Applicants can do this in a number of ways – write separate paragraphs for each descriptor (this can cause a lot of extra work in repeating many pieces of information common to annotations and context statements) OR place the descriptor numbers (e.g. 2.1) in brackets at the end of relevant sentences/paragraphs OR use a table set-up/Hotlinks, etc...

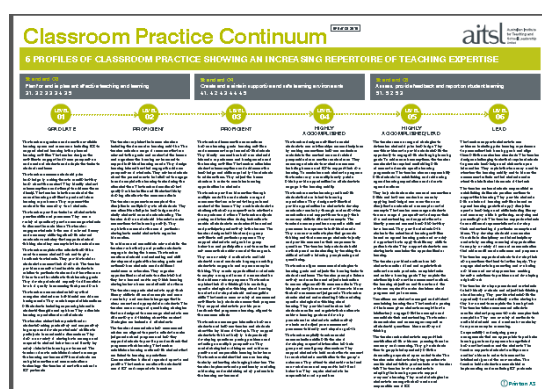
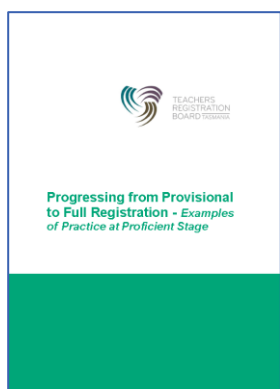
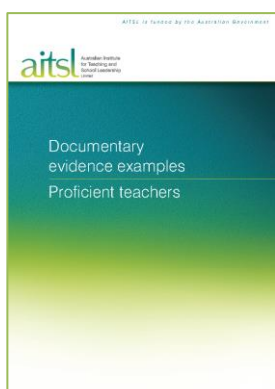
Bearing this in mind, mentors can help applicants to utilise the most efficient and effective techniques as they curate their evidence/evidence sets and annotations.

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

Evidence Map (Versions A and B)



Evidence Guide & Examples of Practice - Proficient Stage APST + Classroom Practice Continuum (Standards 3 – 5)



AUDIT Tool for Panels

NOTE:

- It is **not a requirement** that this tool is used by Panels. It is **provided to assist** them in preparing their Panel Report/Recommendation and/or Feedback for the applicant (Section 2 of the Application Form).
- This document is fully editable.

Application Form & Sample Panel Report



The sample panel report will be uploaded in the near future
(before the end of Term 1, 2019)

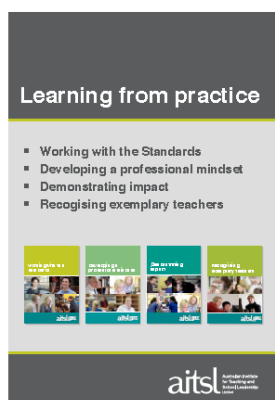
Defining the work of a Practice-focused Mentor:

Practice-focused mentoring is defined as:

A strong professional relationship that attends to the professional development of early career teachers through ongoing observation, conversations, evidence about and assessment of practices, goal-setting aligned with standards of quality teaching, and technical and emotional support.

(based on Achinstein & Villar's (2004) definition of mentoring)

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 Module, Videos & Webinars

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 Professional Learning evidence (similarly certificates of completion from 2018 and 2019 will retain currency for the process until 2022/2023).

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. Google Chrome or Firefox web browsers are recommended.

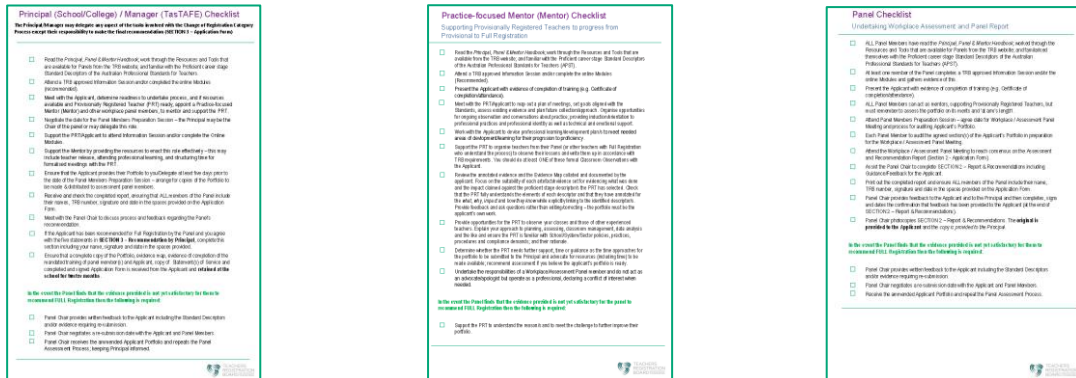
The videos made to support the Progressing to Full Registration process are still valuable resources for understanding the process and the skills of evidencing practice but they do not incorporate some of the mandated requirements of the process from Jan 2019 (e.g. they do not include any material to assist panels with completing the new Panel Report (Section 2 of the New Application Form)). The link to the videos is available on the TRB Website.

From 2020 Applicants and at least one member on their Panel can attend relevant information sessions and/or Webinars.

Applicant Checklists – for reference/overview

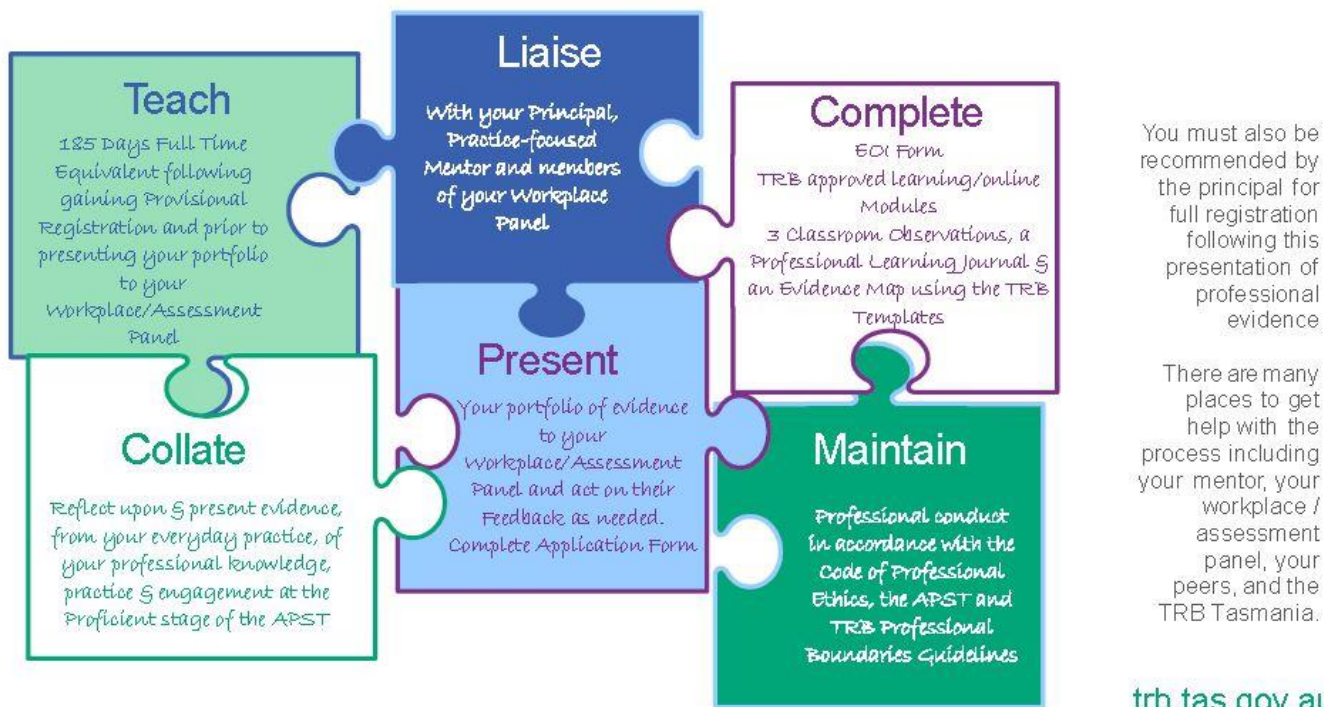


Checklists – for the Principal, Practice-focused Mentor and for Panelists



Progressing from Provisional to Full Registration

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



You must also be recommended by the principal for full registration following this presentation of professional evidence

There are many places to get help with the process including your mentor, your workplace / assessment panel, your peers, and the TRB Tasmania.

trb.tas.gov.au

Continuous learning, reflective practice, professional growth.

