Change of Registration Category

Progressing from Provisional to Full Registration

Moving from Provisional to Full Registration

Teachers Registration Board of Tasmania

Teachers Registration Board Tasmania

**Record of Professional Learning and Development – Professional Learning Journal (PLJ) Template**

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

Activities can include those required by your school or employer, including ongoing school based or one off activities which may form part of a professional development plan as well as activities which you have undertaken personally but which relate explicitly to your teaching e.g. external professional learning day, formal study, etc. Certificates are NOT required and are insufficient on their own.

NOTE: 1) To enter your name and TRB number in the header, double click in that area. 2) The fields in the table on the next page will expand as you type into them.

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| **Brief description of: Activity undertaken & who provided (please note date/s of activity) and your Application of learnings** | **Related Standards or Descriptors at the Proficient stage** | **Self-reflection & Annotation**  **(***How has this activity affected your ability to demonstrate this in your everyday teaching?***)**  *The annotation needs to be more than a claim for proficiency in a focus area, it needs to be supported by evidence and explicitly linked to all aspects of the proficient stage standard descriptor/s claimed.* |
| *(e.g. Mentor activity with experienced colleague comprising 4 classroom visits and dedicated time for professional discussion. Term 1 2015. Following each discussion I adjusted my classroom management, verbal and written interactions with whole class, small group and individual students, increased timely and relevant feedback and re-developed individual goals with students based on data collected.)* | *(e.g. 4.1 Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.)*  **It is recommended that you look to evidence at least 2 and possibly 4 or 5 standard descriptors per Learning Journal entry** | **(e.g.** *I established clear routines and guidelines for Grade 8 (see Ev 2) so that all students could participate effectively. I set up mixed ability groupings and clarified guidelines for group work (including clear instructions about role-taking and interaction between group members) so that all students could be involved. Susie told me this was the first time she had felt safe to express her ideas. I became better at acknowledging and valuing each student response and providing opportunities in line with each student’s learning goals. Bill’s father told me that my coloured cups strategy, ‘fairness’ and prompt management of ‘time-wasters’ meant classroom discussion enabled all to be included and Bill felt keen to contribute and get involved.)*  **Ensure you fully annotate – including impact on outcomes** (student or colleague, as relevant to the descriptor) **and how you know.** |
| **Brief description of: Activity undertaken & who provided (please note date/s of activity) and your Application of learnings** | **Related Standards or Descriptors at the Proficient stage** | **Self-reflection & Annotation**  *The annotation needs to be more than a claim for proficiency in a focus area, it needs to be supported by evidence and explicitly linked to all aspects of the proficient stage standard descriptor/s claimed.*  **Ensure you fully annotate – including impact on outcomes** (student or colleague, as relevant to the descriptor) **and how you know.** |
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