



Strategies for Relief Teachers Progressing to Full Registration

The period of provisional registration represents a supported introduction to the teaching profession in Tasmania. It forms part of the continuum of ongoing development from Initial Teacher Education (ITE) to career-long learning.

Features of the period of provisional registration include teaching experience; collegial support and participation in collegial activities; professional development and growth; guided reflection on practice; and the compilation of annotated and assessed evidence of practice that demonstrates you have met the [Australian professional Standards for Teachers \(APST\) Proficient Career Stage](#).

Make sure you familiarise yourself with all the information available on progressing to full registration (including about acceptable teaching experience), achieving the Standards, the process of applying to change your category of registration, the mandated templates and other requirements and the optional support tools all of which can be accessed from the TRB Website here: <https://www.trb.tas.gov.au/Web%20Pages/Changing%20Registration%20Category.aspx>

Teaching Experience

- Take a proactive approach and develop close relationships with the school or schools in which you work on a regular basis. Let the school/s know that you would like to progress to full registration and confirm what they expect during the process.
- Seek opportunities to prepare, teach and assess your own units of work, for example, ask that you be considered for any upcoming contracts.
- Maintain records of days worked and seek a Statement of Service (SoS) from employers when you have completed 1 year (185 days FTE) of teaching post gaining provisional registration and in the last 5 years.
- The Principal of one of the schools will need to be prepared to provide you with an assessment panel and therefore to sign your EOI form. If this is proving difficult, please contact the Manager Professional Standards & ITE Accreditation for further assistance.
- Use the TRB's Progressing to Full Registration Applicant Handbook and other resources such as the evidence guides and the evidence/annotation scaffold to guide your compilation of appropriate evidence of practice. Your examples/evidence could be drawn from experience across a number of schools (must be recent – drawn from last 5 years at time of application).
- Classroom lesson observations must be completed by teachers that hold Full Registration but they need not all come from the same school or be members of your assessment panel.

Professional Growth & Development

- Find out who coordinates professional learning/development in the school/s where you regularly teach and how to access information about the opportunities that may be available and appropriate.
- Attend the TRB Information Sessions for the Progressing to Full Registration process or undertake the TRB Webinars.
- Engage in the PRT/Applicant Network (private Fb group available to those with a valid EOI lodged with the TRB).
- Use the APST and the AITSL self-assessment tool to determine areas where you would benefit from additional professional learning and seek out what is needed.
- Use the Illustrations of Practice at the Proficient stage (on the AITSL website) to provide guidance and support for planning and evidence to collect.
- Request permission to participate in pupil free day professional development/learning activities and any other professional learning activities (and learning community activities) provided at the schools where you regularly work.
- Network with relief teachers and other teachers in your region to share information about sources of PD such as local presenters, private providers, and useful websites.

Guided reflection on practice

- Annotate examples of planning/ teaching/ learning/ assessing/ reporting/ moderating/ feedback to students or parents/student work samples for units you teach during contracts to show relationships to the 37 Standard Descriptors at proficient stage and ask for feedback from teachers with Full Registration who know and understand the APST.
- When completing a contract or teaching your own units of work, seek feedback from HODs/supervisors/other teachers with Full Registration who are willing to observe your lessons. Set up a pre-observation meeting with them and ask them to provide you with written feedback against the agreed SDs.

Collegial support and participation in collegial activities

- Access formal induction processes which take place in the school/s at which you teach.
- Attend events such as the PLI Early Career Teacher program or ACE and ACEL conferences for early career teachers as part of your induction.
- Ask the Principal/s (or their delegate/s) at the schools at which you work to help you by providing you with a practice-focused mentor (you should only need one of these) if possible.
- Join professional associations and/or become a member of discussion lists.



TEACHERS
REGISTRATION
BOARD TASMANIA

Office 213A Cambridge Rd, Warrane TAS 7018
T +61 3 6165 5977
Office Hours 9am – 5pm

Postal Address GPO Box 539 Hobart TAS 7001
Email: prof.standards@trb.tas.gov.au
Web: www.trb.tas.gov.au
RTS012020