

Renewal of Registration Policy

Purpose

This policy details the Teachers Registration Board of Tasmania (Board)'s renewal requirements for teachers holding Full Registration and/or Specialist Vocational Education and Training Registration.

Policy Statement

The purpose of a five-yearly renewal is to ensure that teachers holding current Full Registration and/or Specialist Vocational Education and Training Registration maintain a high standard of professional practice and conduct.

Renewal applications allow the Board to confirm if teachers have been active in the profession and/or meeting their professional development requirements, if they continue to be of good character and fit to teach, and if they are complying with any conditions on their registration.

Scope

This policy applies to teachers holding current Full Registration and/ or Specialist Vocational Education and Training Registration who are in the final year of their approved cycle of registration.

To be eligible for renewal of registration, a registered teacher must satisfy the professional engagement requirements detailed in this policy.

This policy does not apply to teachers with current Provisional Registration.

Best Interests of Students

Section 7A of the Act requires that -

In performing its functions and exercising its powers, the Board must consider the welfare and best interests of students to be of paramount importance.

Therefore, in considering matters that may affect a teacher's ongoing competence as a teacher, continued *good character* and/or *fitness to teach*, the Board will take into consideration the welfare and best interests of students as a primary factor.

Legislation

Section 17A of the Teachers Registration Act 2000 states that:

(1) A person may apply to the Board for renewal of his or her full registration or specialist vocational education and training registration, or both.

(2) An application is to be -

- (a) in an approved form; and*
- (b) accompanied by satisfactory evidence of;
 - (i) ongoing competence; or*
 - (ii) professional development undertaken; and**
- (c) accompanied by the prescribed fee.*

(3) The Board is to renew the full registration or specialist vocational education and training registration, or both, of a person on payment of the annual registration fee if –

- (a) satisfied that the person is of good character; and*
- (b) satisfied that the person is fit to be a teacher; and*
- (c) satisfied as to the evidence referred to in subsection (2)(b).*

(4) In considering an application, if it appears likely that the Board may not be satisfied that the applicant is of good character or fit to be a teacher, the Board is to give the applicant an opportunity to appear before it.

(5) If the Board is not satisfied that the person applying for renewal of his or her full registration has provided satisfactory evidence as required by [subsection \(2\)\(b\)](#), the Board may grant the person provisional registration under [section 13\(1\)\(b\)](#) if satisfied as required under that section.

(6) The renewal of the full registration or specialist vocational education and training registration of a person –

- (a) takes effect on 1 January first following the day on which the registration would expire if not renewed or a later day specified in the grant of renewal; and*
- (b) ends –
 - (i) on 31 December occurring in the year specified in the grant of renewal; or*
 - (ii) if no such year is specified, on 31 December fifthly occurring after the registration takes effect.**

Guidelines & Procedures

The Board requires teachers to demonstrate their ongoing competence (as demonstrated by employment as a teacher) **OR** engagement in professional development.

About the renewal application

Teachers can apply to renew their registration in TRB Online from the 1st September onwards in their last year of their cycle of registration.

A renewal application (in TRB Online) involves the teacher updating their employment history and/or professional development, and make declarations to the Board about character, competence and their employment as a teacher.

All applications to renew must be finalised before current registration expires.

Ongoing competence demonstrated by employment as a teacher

The Board needs to confirm a teacher's employment over the last cycle of registration (over the last 5 years). This employment information should be updated in the teacher's TRB Online account.

If a teacher has taught the equivalent of **120 full time days (approximately one school year)** in the last five years in Australian schools, they have **met** the Board's teaching service requirements.

Employment in non-teaching roles will also meet this renewal requirement where there is a clear link between the work teachers do and the approved curriculum.

Examples of suitable non-teaching roles could include:

- Supporting teachers in their work with the approved curriculum and educative programs and processes;
- Educational consultants working directly with teachers and schools, colleges or TAS TAFE; or
- Curriculum services/leaders – developing resources and materials for use by teachers in schools and/or policy development to support and improve teaching and learning in schools, colleges or TAS TAFE.

For information about other roles please contact the board.

Not enough teaching practice?

If a teacher does not have enough teaching practice (has not taught a minimum of 120 full time days over the last five years) to demonstrate ongoing competence, they **MUST** be able to provide evidence of undertaking professional development.

Ongoing competence demonstrated through undertaking professional development

If a teacher has **engaged in professional development** in the last five years, they have **met** the Board's professional development requirements.

It is advised that teachers keep a record of the professional learning opportunities undertaken over the past cycle of registration, both to support a performance development plan (PDP) and for personal professional records. Renewing teachers should list one or more professional development activities undertaken in their TRB Online account.

A range of examples of professional development activities are listed in Appendix 1.

If a teacher cannot meet either renewal requirements

If the teacher cannot meet the teaching requirement and have not engaged in professional development activities, they should provide an explanation and/or provide additional information that could assist the Board in determining that they are able to demonstrate ongoing competence as a teacher.

If a teacher cannot meet either requirements for renewal of registration, they should contact the Board office for advice and assistance.

Approval process

The Board will approve the renewal application if it is satisfied that the teacher is of good character, is fit to be a teacher and if it is satisfied as to the evidence of **ongoing teaching competence**.

In the case of a teacher with full registration, if it is not satisfied as to the evidence of ongoing teaching competence, the Board may approve a grant of provisional registration.

The Board can also make the registration of a teacher subject to any reasonable conditions it considers appropriate.

If, as part of the assessment process, it appears likely that the Board may not be satisfied that the teacher is of good character or fit to be a teacher, the teacher will be given an opportunity to appear before the Board.

Auditing renewal applications

The Board will conduct random audits of the information and evidence provided by teachers applying to renew their registration. If selected for audit a teacher will be required to provide the evidence that supports their renewal declarations e.g. teaching time and/ or professional development undertaken.

A renewing teacher **demonstrating ongoing competence through current teaching practice** will be requested to provide specific evidence of their employment as a teacher:

- A statement of service from employer(s) indicating that the teacher was employed in a teaching role, including the duration of the employment and the full-time load of teaching.

Relief days, contracts, fractional workloads as well as permanent employment all count towards the renewal requirements.

A renewing teacher using **professional development to demonstrate ongoing competence** will be requested to provide specific evidence of their professional development activities.

Evidence of professional development undertaken can include for example: certificates of attendance, academic transcript, school or employer verification and/ or documenting a reflection about the activity, knowledge gained and applied to teaching practice.

If, as part of the audit process, a teacher does not provide the evidence that supports their renewal declarations, the Board will consider whether it should hold an inquiry under Section 20 of the *Teachers Registration Act 2000*.

Notification of Decision

Section 28 of the *Act* requires that the Board is to give a person written notice of any decision it makes that affects that person and the reasons for that decision.

Review of Decision

Section 29 of the *Act* provides that a person may apply to the Magistrates Court (Administrative Appeals Division) for a review of a decision that the person is given notice of under Section 28.

Relevant Sections of the *Teachers Registration Act 2000*

Section 17A. Renewal of full registration and specialist vocational education and training registration

Section 17J. Determining whether person of good character

Section 17K. Determining whether person fit to be teacher

Section 17L. Police report

Section 28. Notification of decision

Section 29. Applications for review

Related Policies

Managing the Annual Registration Process

Determining Good Character and Fitness to Teach

Fees and Payments Policy

(see all [Board Policies on our website](#))

Related Documents

[About your Renewal of Registration](#)

Version Control

Version 5 – 21 October 2022 links updated to new web site

Version 4 – 27th August 2020

Reviewed 27th August 2020 by Teachers Registration Board of Tasmania

Policy Established: 22/02/2012

Appendix 1

Professional development includes activities and practices which contribute to a teacher's professional competence and enhance the quality teaching and learning, such as:

- Job embedded opportunities, eg. Professional Learning Communities or Collaborative Teams (PLC, PLT, CT) onsite – staff and/or team opportunities for collaborative learning. The focus of these opportunities is part of an inquiry cycle of self-improvement grounded in student work samples and monitor evidence of student progress in classrooms. Teachers determine an element of practices to improve, learn, action and reflect to grow their knowledge and skill with impact measured in student evidence or reflective journaling.
- Workshops, seminars, conferences, short courses offered by consultants/ providers.
- Contribution to education system initiatives, pilots, trials and projects.
- School-based and /or employer provided professional development in response to identified priorities, including professional development days, guest speakers.
- Syllabus, curriculum and assessment development provided by the Australian Curriculum, Assessment and Reporting Authority (ACARA), education associations and professional associations.
- Training for participation in national and state test marking, ACARA and school-based assessment procedures.
- Preparation for and development resulting from formal presentations to colleagues on topics related to improving student learning outcomes.
- Leading school-based curriculum and or policy development.
- Preparation for and development through providing collegial professional support for preservice or beginning teachers or peers as part of a supervising / mentoring role.
- Practitioner enquiry/action research projects, case studies.
- Reading of educational publications, journals, discussion papers including critical analysis and impact on professional experience.
- Formal study leading to a qualification in education or a field related to teaching area
- Participation in work shadowing, collegial visits, learning communities and other collaborative learning activities.
- Participation in online learning activities including web conferences, webinars, self-paced learning programs, networks, forums and discussion groups.