



TEACHERS
REGISTRATION
BOARD TASMANIA

Determining Category of Teacher Registration Policy

Version 2.1

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1. Purpose

This policy provides the framework for determination of the category of Teacher Registration granted to individuals upon application for Registration with the Teachers Registration Board of Tasmania.

All individuals engaged or employed to teach in any Tasmanian school or college must hold registration, or a limited authority to teach with the Teachers Registration Board of Tasmania. The *Teachers Registration Act 2000* (the Act) provides for two types of registration – Teacher Registration and Specialist Vocational Education and Training Registration. Full and Provisional registration are two Categories of Teacher Registration and recognise the qualifications, teaching experience and competencies of teachers who are trained to teach in the school sector which delivers educational services to students from Kindergarten to Year 12. Some Tasmanian teachers will hold two types of registration in recognition of their broad educational qualifications – Specialist VET Registration AND either full or provisional Teacher Registration for the school sector.

2. Legislation

For relevant sections of the *Teachers Registration Act 2000* (the Act), see [Appendix 1](#).

3. Policy statement

Individuals apply for registration either in accordance with the *Applying for Registration Policy* OR the *Mutual Recognition Policy*, depending upon their personal circumstances.

Upon application for Registration, in accordance with the *Applying for Registration Policy*, the Board assesses an individual's qualifications, good character and fitness to teach, currency of Registration to Work with Vulnerable People, and English language proficiency. This is to determine eligibility for registration and the type and category of registration to be granted. The need to apply any conditions to the individual's registration is also assessed.

Note: For details of the assessment carried out when an individual applies in accordance with the *Mutual Recognition Policy*, please see that policy.

Full Registration under Section 13(2)(a)(i) of the Act.

The Board may grant full registration, upon application, to a person who is eligible for registration in all other respects and who holds an approved qualification, as outlined in *Attachment 1*, and in the past five years has at least one full-time equivalent year (at least 185 FTE days) of satisfactory teaching experience, post gaining provisional registration/accreditation, in schools and colleges in Australia and New Zealand, or has completed teaching service in Australia and New Zealand deemed as appropriate and sufficient by the Board, in line with the [Framework for Teacher Registration in Australia](#).

For this purpose, the Board requires verified evidence of teaching service and teaching competence in the following form:

- A Statement of Service (SoS) or, where that is not possible, an official letter from an employer detailing employment role, duration, and workload.
- Evidence of current teaching competence drawn directly from the applicant's work as a teacher, in line with the *Framework for Teacher Registration in Australia*, and comprising:
 - evidence of the applicant's positive impact on student learning and other relevant outcomes,
 - principal's/mentors' comments from observation of the applicant's teaching,
 - evidence of planning and assessment processes,
 - engagement in, application of and reflection upon, professional learning.

Note: The Board will not grant full registration under this section to an applicant who currently holds provisional registration/accreditation in any Australian State or Territory or in New Zealand. Further, the Board will not grant full registration under this section to an applicant who, in his/her most recent cycle of teacher registration, held provisional registration/accreditation in any Australian State or Territory or in New Zealand.

In these cases, the Board will view the grant or status of provisional registration/accreditation by

any teacher regulatory authority as an indication that the applicant has not demonstrated his/her teaching competence to the standard required, that is the Proficient Stage of the [Australian Professional Standards for Teachers](#).

The Board will only recognise teaching service undertaken after the teacher education qualification has been conferred and provisional registration/graduate accreditation granted in Australia or New Zealand.

A person who holds an approved qualification, as outlined above, **but has not met** the teaching service requirements for full registration may be granted **provisional registration** if they are eligible for registration in all other respects.

Full Registration under Section 13(2)(a)(ii) of the Act.

1. Under the *Teachers Registration Act 2000* the Board has the power to form an opinion on the key terms in this section of the Act and determine if the applicant's contribution to educational practice, their education and their experience are sufficient to warrant full registration:

(a) Contribution to Educational Practice¹:

A person will demonstrate that they have:

- Taken a leadership role in professional and community networks

Or

- Substantially contributed to professional networks or associations, supporting the involvement of colleagues in improving teaching and learning through involvement in external learning opportunities

AND demonstrate that they have:

- initiated/implemented professional discussions within the school or professional learning network(s) to evaluate practice directed at improving the educational outcomes of students

Or

¹ Evidence verified by an identifiable and accessible line manager is required.

² An approved ITE Qualification (or equivalent), as outlined in *Attachment 1*.

^{*} The combination of qualifications and experience deemed to meet the Board's opinion will be on a case-by-case basis and referable to the Board as an "exception".

- advocated, participated in, and led strategies to support high-quality professional learning opportunities for colleagues (either in their school or in other schools) that focus on improved student learning and/or wellbeing.

(b) Education:

A person will hold the equivalent of an Initial Teacher Education (ITE) qualification²

Or

Will hold qualifications and have significant teaching experience in an international school accredited by a recognised regulatory authority in Australia or New Zealand (e.g., Australian International School Singapore)

Or

Will hold qualifications and have significant teaching experience in an international school accredited by an international accrediting authority recognised by the International Council Advancing Independent School Accreditation (e.g., CIS, NEASC); and

- delivering instruction in English
- through a curriculum framework accepted by the Board (e.g. those accepted by ACARA such as the Australian Curriculum, IB Diploma, Cambridge International AS & A Level). Additional qualifications in relevant educational fields of study will be favourably considered.

(c) Experience:

A person will be able to provide verified evidence of:

- significant educational leadership and/or school leadership equivalent to at least three years in the immediate past 5-year period^{3,4}

Or

- successful teaching for at least three years' full-time equivalent teaching in the immediate past five-year period, in a setting outside of Australia or New Zealand
 - delivering instruction in English; and
 - through a curriculum framework accepted by the Board (e.g. those

³ Applicants must be registered under the *Registration to Work with Vulnerable People Act 2013* and must maintain that registration.

⁴ During this period the applicant must not have held provisional registration from an Australian/New Zealand jurisdiction; or must not have held a Limited Authority to Teach (LAT) or equivalent. A person meeting this definition must not have any undischarged conditions from any Australian or New Zealand jurisdiction.

accepted by ACARA such as the Australian Curriculum, IB Diploma, Cambridge International AS & A Level)

- such teaching to be to the satisfaction of the Board.

2. Condition to be applied to Full Registrations granted under this section where no significant engagement with the Australian Curriculum and the Australian Professional Standards for Teachers is evident⁵:

“Demonstrate, to the satisfaction of the Board, engagement with the Australian Curriculum and the Australian Professional Standards for Teachers (APST)”

3. Definitions

ACARA means Australian Curriculum, Assessment and Reporting Authority

‘Holder of a limited authority’ means a person who holds a current notice of Limited Authority to Teach (LAT) (Section 3 of the Act).

‘Registered teacher’ means a person who holds full registration, provisional registration or specialist vocational education and training registration and whose name appears on the register of teachers (Section 3 of the Act).

‘Requirement’ means 1. something that is demanded or obligatory. 2. the act or an instance of requiring. 3. a need: *to meet the requirements of daily life.*ⁱ

‘The Act’ means the *Teachers Registration Act 2000*.

4. Processes

Evidence requirements to discharge the Condition in “2” above:

Provide details of relevant professional learning (including original or properly certified copies of original certificates) with personal professional reflections against relevant APST at least at the

proficient career stage. There must be at least one substantial professional learning and reflection for each aspect (i.e. for the Australian Curriculum and for the APST).

Assessment and decision-making processes under this policy:

The Board has delegated authority to assess and determine category of registration under S13(3) and S13(3A) of the Act and this Policy to the Manager Registration Services and has delegated authority to assess and determine category of registration under S13(2) of the Act and this Policy to the Manager Professional Standards and Initial Teacher Education (ITE) Accreditation.

Officers of the Board, through the Registrar, may refer individual applications that appear to fall outside of the policy framework to the Board for their determination. Such “exceptions” will then form part of the assessment and decision-making precedents used by relevant Board Officers in the future (except where the Board deems the exception to be unavailable for precedent decisions by Board Officers).

An applicant may apply in writing to the Board for a review of any decision of the Registrar and delegated Officers made under this policy, within 28 days of receiving that decision. An applicant may also apply to the Magistrates Court (Administrative Appeals Division) for a review of a decision made by the Board (e.g. decisions on exceptions to policy) in line with Section 29 of the Act.

have a maximum of 3 years to discharge the condition or revert to provisional registration

⁵ Full Registration to be granted for a cycle of 3 years only and persons granted full registration under this section to

5. Related policies

Applying for Registration Policy

Progressing to Full Registration Policy

Determining Good Character and Fitness to Teach Policy

English Language Proficiency Policy

Mutual Recognition Policy

Specialist Vocational Education and Training Registration Policy

Promoting the Profession and Developing and Improving Teaching Standards Policy

*(See all Board Policies on our website:
www.trb.tas.gov.au)*

6. Related documents

*Australian Professional Standards for Teachers
Australian Institute for Teaching and School
Leadership (AITSL) 2011.*

*Framework for Teacher Registration in Australia,
Australian Institute for Teaching and School
Leadership (AITSL), 2011.*

*Registration to Work with Vulnerable People Act
2013*

Mutual Recognition Act 1992

Trans-Tasman Mutual Recognition Act 1997

7. Document history

Version	Details	Approved by	Approval date
1.0	Major amendment as at 10 February 2021 Replaced Full and Provisional Registration Policy - the section "Special consideration" was rescinded and was replaced by the section "Full Registration under Section 13(2)(a)(ii) of the <i>Teachers Registration Act.</i> "	Board	10/02/2021
1.2	Policy reformatted to meet template requirements	Board	24/06/2021
2.0	Reviewed and adopted	Board	21/10/2022
2.1	Updated to new Branding and Removal of TasTAFE references	Board	23/05/2023

Appendix 1: Extracts from the *Teachers Registration Act 2000*

Teachers Registration Act 2000

Version current from 1 July 2022 to date accessed (2 November 2022 at 10:06)

Section 11 of the *Teachers Registration Act 2000* states that

- (1) A person must not teach at a school or College unless the person –
- (a) is registered; or
 - (b) ...
 - (c) is the holder of a limited authority; or
 - (d) is under the direct supervision of a registered teacher.

Section 13 of the *Teachers Registration Act 2000* states that

- (1) on receipt of an application for registration the Board –
- (a) if satisfied that the applicant satisfies the criteria for full registration, must grant the applicant full registration; or
 - (b) if satisfied that the applicant satisfies the criteria for provisional registration, must grant the applicant provisional registration;
 - (c) if not satisfied that the applicant satisfies the criteria for full registration, provisional registration or specialist vocational education and training registration, must refuse to grant the applicant full registration, provisional registration or specialist vocational education and training registration.
- (1A) In determining in accordance with [subsection \(1\)](#) an application made under [section 12](#), the Board may grant to the applicant both specialist vocational education and training registration and either full registration or provisional registration.
- (2) The criteria for full registration are as follows:
- a. the applicant–
 - i. has successfully completed an approved course relating to teacher education and at least one full-time equivalent year of teaching to the satisfaction of the Board; or
 - ii. has contributed to educational practice and has the education and experience that, in the opinion of the Board, are sufficient to warrant registration; or
 - iii. has complied with the requirements of the Board during the most recent period of provisional registration;
 - b. the applicant is of good character;
 - c. the applicant is fit to be a teacher;
 - (ca) the applicant is registered under the *Registration to Work with Vulnerable People Act 2013* in respect of a regulated activity, within the meaning of that Act, that primarily relates to children;
 - d. the applicant, in the opinion of the Board, is sufficiently proficient in the English language.

(3) The criteria for provisional registration are as follows:

- a. the applicant–
 - i. has qualifications or experience as determined by the Board; or
 - ii. is able to obtain the qualifications and experience specified in [subsection \(2\)\(a\)](#);
- b. the applicant is of good character;
- c. the applicant is fit to be a teacher;
- (ca) the applicant is registered under the [Registration to Work with Vulnerable People Act 2013](#) in respect of a regulated activity, within the meaning of that Act, that primarily relates to children;
- d. the applicant, in the opinion of the Board, is sufficiently proficient in the English language.

(3A) The criteria for specialist vocational education and training registration are as follows:

- (a) the applicant has the qualifications and experience as determined by the Board in relation to specialist vocational education and training registration;
- (b) the applicant is of good character;
- (c) the applicant is fit to be a teacher;
- (ca) the applicant is registered under the [Registration to Work with Vulnerable People Act 2013](#) in respect of a regulated activity, within the meaning of that Act, that primarily relates to children;
- (d) the applicant, in the opinion of the Board, is sufficiently proficient in the English language.

(4) The Board may grant full registration, provisional registration or specialist vocational education and training registration subject to any reasonable conditions it considers appropriate.

(5).....

(6).....

Attachment 1 – Approved courses ITE (relating to teacher education)

The Board will approve for registration, four-year or longer full-time equivalent higher education qualifications relating to teacher education structured as:

- three-year (minimum) undergraduate degrees providing the required discipline knowledge, plus two-year graduate entry or post graduate professional qualifications, or
- integrated qualifications of at least four years comprising discipline studies and professional studies, or
- combined degrees of at least four years covering discipline and professional studies, or
- other combinations of qualifications assessed as being equivalent to the above;

that meet (or are deemed to have equivalence to) the Program Standards contained in the [Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures](#) and whose graduates meet (or are deemed to have the capacity to meet) the Graduate Standard of the [Australian Professional Standards for Teachers](#).

The [Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures](#) can be found at: <http://www.aitsl.edu.au/docs/default-source/initial-teacher-education-resources/accreditation-of-ite-programs-in-australia.pdf>

Approved courses relating to teacher education that are offered by University of Tasmania are listed on the Board's website at:
<https://www.trb.tas.gov.au/Web%20Pages/Teacher%20Education.aspx>

Approved courses relating to teacher education that are offered in other Australian States and Territories can be found on the websites of the relevant Teacher Regulatory Authorities or at: <http://www.aitsl.edu.au/initial-teacher-education/accredited-programs-list.html>

Subject to the outcomes of a formal assessment* the Board may recognise the following higher education qualifications for teacher registration:

- (a) other national and international four-year undergraduate initial teacher education programs assessed as comparable to those currently approved by the Board;
- (b) other national and international two-year graduate entry or postgraduate initial teacher education programs assessed as comparable to that currently approved by the Board, combined with the equivalent of a suitable 3 year undergraduate degree (minimum)
- (c) other national and international one-year graduate entry or postgraduate initial teacher education programs assessed as comparable to those currently approved by other Australian Regulatory Authorities or AITSL combined with the equivalent of a suitable 3 year undergraduate degree (minimum);
- (d) other national and international programs of teacher education, as the Board may determine in a particular case, where the applicant has tertiary qualifications that, when combined with the teacher education programs are

assessed as being equivalent to a 4 year degree (minimum).

As part of this formal assessment process:

- higher education undergraduate degrees will only be deemed suitable if assessed as meeting the discipline knowledge requirements for an undergraduate degree as outlined in Program Standard 4 of the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures; and
- higher education qualifications will only be deemed suitable if they contained the appropriate number of professional experience days for the length/type of course as outlined in Program Standard 5 of the Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures.

** A fee is charged for the assessment of higher education qualifications requiring formal assessment under this section.*

Attachment 2 - Registration Pathways – Mutual Recognition (MR) and final year UTas students

(a) Applications for Registration under Mutual Recognition Provisions

The Board will recognise the qualifications and experience of teachers who are eligible to apply for registration under Mutual Recognition provisions even when these do not meet the requirements noted in this Policy.

For further information on who is eligible to apply for registration under Mutual Recognition provisions see: Mutual Recognition Policy.

(b) Registration Pathway for final year University of Tasmania Education Students

In keeping with the provisions noted above, the Board has determined that it will assess as having the ability to obtain the qualifications and experience required for teacher registration, final year University of Tasmania education students who are studying a Board approved initial teacher education course and who provide satisfactory evidence that they have successfully completed the final Professional Experience component and the associated Teaching Performance Assessment (TPA) requirement of this course.

If the Board grants registration to an applicant under these provisions, the Board may determine to place a condition on the registration that requires the applicant to provide suitable evidence of graduation within a set timeframe.

End Notes

ⁱ Definition taken from *Macquarie Concise Dictionary*, 6th Edition, published 2013, reprinted 2015. Macquarie Dictionary Publishers Pty Ltd., Sydney, Australia