

Inquiry Plan P2F



Inquiry Plan

PRT Name:		TRB Number:	
School:			

Inquiry Question

Examples:

- How can I modify my teaching to increase the level of confidence of my students in maths?
- How do I build competence in spelling in my low achieving students?
- How can I encourage parent/carer involvement in children's learning to maximise their learning outcomes?
- How do I use a range of resources to engage students?
- How do I cater for the diversity of learning needs and abilities of my students?
- How can I use a range of feedback strategies to improve students' self-efficacy with regards to learning outcomes?

1. Content and Context for Learning

1a. The education setting context

My learning environment (demographics of the area, primary, secondary, early childhood, location, workplace educational priorities or philosophy)

Examples:

- Low socio-economic co-educational primary school
- Inner-city K-12 Catholic school
- Multi-cultural school with X different nationalities represented in the school with a range of backgrounds

1b. The cohort of learners

My class / group of learners (composition, range of learning abilities)

Examples:

- My Year 9 Mathematics class – 45% male, 55% female, with previous NAPLAN data indicating the numeracy levels are 30% below grade standard, 65% above grade standard, and 5% above grade standard.
- My Year 3 class – 100% male, 25% from non-English speaking backgrounds, 10% with diagnosed learning difficulties and 10% with noted behavioural difficulties.
- My Year 1 Music Class – 65% male, 35% female, with 25% having previously noted behavioural and engagement difficulties.
- My extension Year 10 English class – 45% male, 55% female, with previous NAPLAN data indicating the literacy levels are predominantly above grade standard.

1c. The focus learners

My focus learners (literacy and numeracy levels, factors affecting learning, relevant personal information). What is the link between these learners and my Inquiry question?

Examples:

- The lowest achieving students in my Year 3 Mathematics group – 3 female and 1 male who are below grade standard in their numeracy skills. These students are the focus of my Inquiry question, as I aim to boost their confidence.
- 4 students in my Year 1 Music Class who have diagnosed cognitive learning impairments – 2 have Autism Spectrum Disorder, 1 has dyscalculia, and 1 has a language processing disorder. These students are linked to my Inquiry question as I am focusing on differentiation for learning.
- 15 students in my Year 10 English class who are exceptionally high achievers, having previously been assessed as consistently above grade standard throughout their previous education and require significant extension. This group of students is linked to my Inquiry question as I am looking to use resources to engage and extend their learning and achievements.
- 10 students in my Year 6 Home Economics class who come from diverse cultural backgrounds and have an array of differing cultural food and home practices that need to be accommodated. This group of students are linked to my Inquiry question as I plan to engage with parents/carers to better support the engagement of these students in the class.
- 2 students in my Year 9 Physical Education class - Student A was a selective mute up until she started school. Even now she rarely speaks unless she really needs to. Although socially challenged, I have observed that she is making greater efforts to make connections with other students. Student A is very bright, however is easily distracted and often chooses to not be involved. Student B is a very bright student who enjoys physical activity. These students are linked to my Inquiry question as I aim to increase their engagement and cooperation in group activities within the class setting.

1d. Program of learning – content

What knowledge and skills am I trying to address in the Inquiry?

Examples:

- The students will demonstrate specialist production skills within collaborative media productions to create advertisements.
- The students will be able to demonstrate an understanding of appropriate geography terminology and metalanguage and be able to use this in their analysis and reflection in a summative assessment task.
- The students will be able to demonstrate the ability to work in a team and share their ideas within the group when completing a musical performance.
- The students will be able to comprehend broader meaning from text analysis when discussing a poem.

What curriculum am I using?

Examples:

- Australian Curriculum for example:
 - General Capabilities – Intercultural Understanding- level 1 (Foundation) identify cultural practices that are important to themselves, family and friends, and describe what they experience.
 - HPE Foundation – AC9HPFP06 Identify health symbols, messages and strategies in their community that support their health and safety. (Elaboration – Identifying symbols on food packages that indicate healthier choices.)
 - Mathematics - Plan and conduct statistical investigations by posing questions (AC9M5ST03)
- TASC
- International Baccalaureate
- Good News for Living

1e. Targeted learning outcomes

The learning outcomes I want the learners to achieve.

Examples:

- Students will continue developing the skills of balancing, rolling, tumbling, landing and climbing.
- Students will build knowledge of complex language and themes of a text.
- Students will have a strong sense of identity and communicate their needs for comfort and assistance.
- Students will effectively communicate their understanding through sharing stories of their own culture.
- Students will apply their knowledge of colour theory to create a monogram design.

1f. Success Criteria

What change(s) would I expect to see in my focus learners after the Inquiry?

Examples:

- The students will have improved test results.
- The students will have fewer behavioural outbursts.
- The students will share with the class more frequently.
- Attendance rates are improved.
- I would expect to see the students apply formative feedback to practical tasks, using assessment as a beneficial tool to improve work output, improve the final grade and boost self-efficacy.

2. The Inquiry question, professional learning and professional responsibilities

2a. The Inquiry question

Why and how did I choose my Inquiry question?

Examples:

- I have chosen literacy as my focus as it is a critical component of the curriculum in the lower primary years and I believe it is an important area for me to reflect upon and improve my teaching practices.
- This relates to the improved learning outcomes of all students as they progress towards achieving the level 10 standards in the Arts. According to Hattie and Timperley (2007), feedback is a powerful pedagogical practice that has a significant influence on student learning. As a teacher I wanted to understand how feedback can be used to enhance the self-efficacy of students involved in media practice.
- I have chosen to focus on this question because I understand the importance of affording students the best possible opportunities to maximise their knowledge and develop their understanding of the content delivered in class. At this stage of TCE, it is important for students to have confidence in their knowledge and abilities to move into Year 12 studies feeling self-assured of their capabilities.
- I chose this question as I consider understanding and catering for the "diversity" of my students a very important aspect of every class along with fulfilling the APST standards.

2b. Professional learning

When I've observed the teaching practice of my Mentor or another fully registered teacher.

Date of observation:	
Who was observed (name and TRB no):	
What I saw / heard / experienced	
<p>Examples:</p> <ul style="list-style-type: none"> • I saw the teacher remind students of the expectations for the task by referring back to the Learning Intentions and Success Criteria. • I saw the teacher move around the room observing students working. • I saw the teacher tell two students to focus on their learning. • I saw the teacher discuss the task with students. • I saw the teacher check how students were progressing with the task (where are you up to?/ how are you going?) • I heard the teacher give verbal feedback to students. • I saw students walk to the front of the room and type where they were up to on the computer. Some students did this quickly, others spent a few minutes on this. • I heard the teacher give clear instructions about where students should be up to and then used the "thumbs up and thumbs down" strategy for students to show where they are up to. 	
What I learned	
<p>Examples:</p> <ul style="list-style-type: none"> • I was able to see how a teacher facilitates meaningful and productive group work during a learning sequence. • I was able to see how a teacher can monitor student progress by moving around the room and discussing the task with students and referring to the rubric and/ success criteria. 	

- I was able to see a teacher provide point-of-need feedback on the activity that students could use immediately.
- I was able to see a positive, respectful relationship between the teacher and students.

How this helps me address my Inquiry

Examples:

- Prompting and questioning are excellent strategies to encourage students to think more deeply and expand on their ideas.
- Keeping my energy up is important - if I am able to demonstrate my enthusiasm and love for Physical Education and physical activity to the students, they in turn will become more enthusiastic about the topic and hopefully more engaged throughout each activity.
- It is vital that each student understands the activity ahead and what the desired outcome of that activity is. If a student misses key instructions they are unable to perform the activity properly and often will not reach the desired outcome.

DRAFT

2c. Professional Discussion

Date of conversation:	
Who I met with (name and TRB no):	
What was discussed and what I learned	
<p>Examples:</p> <ul style="list-style-type: none"> Teacher X and I discussed Student A from my Focus Learners and how she has progressed during the year so far. During our conversation, we discussed how to extend Student A in the class and Teacher X spoke of the strategies that she has used which Student A responded well to. Teacher X and I shared ideas regarding reducing test anxiety within the classroom, including self-marking and self-reflection opportunities, re-testing, and providing a separate space to complete the test if needed. Teacher X shared a new formative assessment tool (mentimeter/kahoot/etc) to use as an exit pass that the students hadn't previously encountered that I was able to use to gauge understanding in my own classroom. 	
How this helps me address my Inquiry	
<p>Examples:</p> <ul style="list-style-type: none"> This has helped me by showing me strategies that have already been proven to support Student A's parents in engaging in their learning. This has helped me to understand how to set expectations in my classroom at the outset of every lesson to minimise behavioural difficulties. This discussion helped me to understand the common challenges of supporting Student A in classes that aren't inside a classroom, and how to ensure that Student A can feel safe and included when learning in alternative spaces. 	

2d. Completion of Safeguarding Training modules (Decyp) or child safety training in your setting (CET and Independent Schools)

I declare that (full name of PRT) _____ has completed the schools Safeguarding Training modules (Decyp) or child safety training (CET and Independent Schools) and met their legal obligations as a teacher.

Mentor's Signature: _____

Date: _____

3. Apply knowledge to teaching practice through Inquiry Plan

3a. Informing data

Assessment data, observations, learning plans, learner files, reports / factors affecting learning (e.g. medical reports) – remember to de-identify

Examples:

- Survey feedback from students (e.g. how would you rate your mathematics abilities, do you read the feedback on the returned assignments or just the grade)
- Survey feedback from parents
- Pre- and post- test results
- NAPLAN data
- PAT data
- Learning plans

3b. Professional Learning

Learning I will undertake to support the Inquiry

Examples:

- Trauma-informed practice
- Autism professional learning including: Autism in the Early Years at the Tasmanian PLI
- Love Bites training

3c. Inclusive practice

How I will cater for:

- Aboriginal and Torres Strait Islander learners
- learners who need extension
- learners with disability
- learners who need additional support to access the learning.

Examples:

- Plan extension tasks
- Ask fast finishers to help/explain the concept to another student
- Create visual resources to display in the classroom (e.g. key vocabulary definitions, a number line, etc.)
- Facilitate classroom discussion following on from the introduction of a new concept.
- Integrate alternative modes of communication with the classroom as recommended by the Speech and Language Pathologist.
- Intergrate “brain breaks” into the class to ensure students are ready to learn.
- Complete an exemplar model question on the board for all students
- Allow student to complete their task in a separate learning environment with the support of the Teacher Assistant (TA)
- Ensure student is seated in the front of the room due to their hearing impairment.
- Introduce the ‘Zones of Regulation’ into the classroom and refer to this throughout the school day.

3d. Resources

What I will use to teach the Inquiry

Examples:

- Syllabus documents (e.g. TASC course documents, Australian Curriculum documents, etc.)
- Video resources (e.g. ClickView documentary)
- Worksheets, scaffolds and handouts
- Assessment tasks
- Glossaries
- Virtual Learning Environment resources

3e. Strategies

What I will do to deliver the content and skills

Examples (explain the strategy and how/why it would be beneficial to your Inquiry):

- Embedded formative assessment – This will be done through ensuring:
 - at the start of lessons students understand the Learning Intention and Success Criteria.
 - I go through the rubric with students at the start of the learning sequence. Then, during lessons, as I work with students individually, I will use a highlighter pen on the rubric to show where the student is up to so they can ‘bump up’ their work.
 - Using strategies like ‘thumbs up-thumbs down’ throughout lessons.
- Direct instruction
- Play-based learning
- Flipped classrooms/instruction
- Guided classroom discussions
- Role-play
- Think-pair-share activities
- Discovery learning
- Project-based learning

3f. Activities

What the learners will be doing during the Inquiry

For example:

- Written task – learners create an essay outline using the ‘5 Paragraph Hamburger’ essay approach to ensure they have structured the essay correctly.
- Peer review – learners undertake to give and receive constructive feedback from a class mate and apply relevant feedback to their task.
-

3g. Assessment

Assessment to be done during the Inquiry (allowing for a range of opportunities for learners to demonstrate their knowledge, including annotated learner work samples)

Formative	Summative
<p>Examples:</p> <ul style="list-style-type: none"> • Mini whiteboards - students write an analogue time on the board, and then with support, checks their peers’ responses on their whiteboards. (Repeat the process digital to analogue time.) • Exit passes • Diagnostic questions • Observations of students 	<p>Examples:</p> <ul style="list-style-type: none"> • Written test: students individually complete an activity sheet with both analogue and digital times. • Performance • Practical test

4. Implement the Inquiry Plan

4a. Observations of practice

Based on a minimum of 3 visits by your Mentor or another fully registered teacher

Visit 1

Date of observation:	
Who observed me (name and TRB no):	
Summary of the feedback received and a reflection on what I have learned.	
<p>Examples:</p> <ul style="list-style-type: none"> Teacher X commented that the structure of the group-based quiz was a good way to begin the class and observed that the students seemed engaged and focused. While the YouTube clips were relevant, Teacher X explained that they lacked impact and clarity as I needed to be more explicit in terms of describing exactly what the students were to gain from them. She commented that it would have been beneficial for the students to take notes through the second viewing to synthesize their knowledge. I discussed the rest of my lesson sequence with Teacher X and she commented that the variety of techniques used in class seemed good. After she left, I did notice that the students were referring to the text a lot more than I would have liked, indicating that the way in which I presented the clips to the students could have been more effective. From this, I gained that I need to be clear in learning intentions not only at the beginning of the class but also to refer to them throughout the duration of the lesson. Teacher X commented that it is a good idea to introduce focus/activity before reading. Also, that while the students are thinking of what to write is a good opportunity for me to talk about what is needed in a good piece of writing (capital letters, full stops, spaces, neat, on the line...). Some feedback I received was that when a student gives an idea, prompt them to elaborate on it by asking questions (Why? Where? Who? How? When? What will it look like? Sound like? Feel like? / Specific content questions related to their idea- with a teddy? With a blanket? Will you sleep in the fridge? In a cupboard?) and then repeat their idea including the prompts/elaborations. E.g. Go from “my quiet idea is sleeping” to “my quiet idea is sleeping in my bed with a blanket and my teddy”. Through this I have learned that prompting and questioning is a great way of getting students to think deeper and elaborate upon their ideas. By only allowing students who are confident in their tasks to begin immediately, distractions and a noisy start to the lesson are minimized. This approach ensures that those who need additional instruction, prompting, and support can receive it as needed. 	

Visit 2

Date of observation:	
Who observed me (name and TRB no):	
Summary of the feedback received and a reflection on what I have learned.	

Visit 3

Date of observation:	
Who observed me (name and TRB no):	
Summary of the feedback received and a reflection on what I have learned.	

4b. Gathering other evidence

The Inquiry should enable you to demonstrate proficiency across most of the seven standards. If you are uncertain after looking at your Evidence Map, then you can add more evidence (up to 10 items maximum) if required. Each item of evidence can be listed in Section 6 of this Inquiry Plan. This may include evidence from previous teaching experience as a provisionally registered teacher with your current group or a different group of learners. Your mentor / experienced colleague may have witnessed actions or practices you used that could demonstrate proficiency.

5. Evaluate effectiveness of practice

Use these questions to guide you in reflecting on your Inquiry:

- Key findings and learnings.
- What effect did my inquiry have on my teaching practice? (How do I know?)
- What impact did my teaching have on student outcomes? (How do I know?)
- How will I develop my learning and teaching practice further?
- Can I share my learning with others?

Examples:

- Key findings and learnings:
The results from my summative assessment during the Inquiry Plan indicate a significant increase in student achievement from the statistics gathered in Semester 1. I compared the results from a test with an identical format and determined that the average grade for a similar test in Semester 1 was a C and Semester 2 was a B. Only 66 per cent of students passed on their first attempt at the test SAC in Semester 1, whereas 100 per cent passed on their first attempt at the conclusion of this unit of work.
- What effect did my inquiry have on my teaching practice? (How do I know?)
Upon reflection of my first semester as a teacher, I felt as though there were significant gaps in my teaching practice, particularly in Psychology based on the number of students that failed in Semester 1 and needed to re-sit tests. However, due to my Inquiry I believe my overall knowledge and confidence in Psychology has increased and this can be demonstrated in the summative assessment results outlined above.
- What impact did my teaching have on student outcomes? (How do I know?)
My inquiry has focused specifically on developing diversity in my teaching strategies to appeal to a wide variety of different academic abilities, skills, motivation and interest. This provided the students with the opportunity to develop their knowledge and competencies in Psychology. Through my assessment data, student participation and feedback I can see that the students have developed their knowledge in this area.
- How will I develop my learning and teaching practice further?

I will continue to develop diversity in my teaching strategies by undertaking PL in particular areas. As an example, I would like to learn how to better support students with ADHD within the classroom. Through professional learning I believe that I will have the tools and strategies to improve my teaching practice in this area.

- Can I share my learning with others?

Through my observations, I have showcased a variety of teaching strategies, such as incorporating ICT to support students with additional needs. By exploring and implementing these strategies in my teaching practice, I can share my insights and experiences with my colleagues.

DRAFT

6. SUPPORTING EVIDENCE

The supporting evidence will be provided to your Workplace Panel.

This should be authentic evidence that was gathered during the Inquiry and may include:

- Observation templates
- work samples
- other assessments
- planning documents
- resources
- meeting notes
- correspondence with parents / carers
- photos, video or audio of learner work.

Please note: one piece of evidence should cover a range of standards – you do not need 37 separate pieces of evidence. You should discuss with your mentor whether the evidence you have included is sufficient to demonstrate proficiency. It is recommended to use a maximum of 10 pieces of evidence.

The supporting evidence should be **briefly** annotated to highlight the link between this piece of evidence and the standards the evidence is demonstrating.

List the supporting evidence used below:

Evidence 1	Meeting notes from collaborative team meetings
Evidence 2	Risk Management plan for Excursion A
Evidence 3	Students learning plan
Evidence 4	Email correspondence with SPL
Evidence 5	Communication with parent through ClassDojo
Evidence 6	Work sample of student X
Evidence 7	Observations
Evidence 8	Lesson X unit plan
Evidence 9	A photo of student X completing task X
Evidence 10	DIBELS assessment data.

6a. Evidence Map

	DESCRIPTORS EVIDENCED	Which supporting piece of evidence from the Inquiry references this descriptor?
PROFESSIONAL KNOWLEDGE	Standard 1 – Know the students and how they learn	
	1.1 Physical, social and intellectual development and characteristics of students	Evidence 4 and 10
	1.2 Understand how students learn	4a, 3c, Evidence 7,
	1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds	3c, Evidence 7, Evidence 10
	1.4 Strategies for teaching Aboriginal and Torres Strait Islander students	3c, Evidence 8
	1.5 Differentiate teaching to meet the specific learning needs of students across the full range of abilities	
	1.6 Strategies to support full participation of students with disability	3c, Evidence 3
	Standard 2 – Know the content and how to teach it	
	2.1 Content and teaching strategies of the teaching area	
	2.2 Content selection and organisation	
	2.3 Curriculum, assessment and reporting	
	2.4 Understand and respect Aboriginal and Torres Strait Islander people to promote reconciliation between Indigenous and non-Indigenous Australians	3c
	2.5 Literacy and numeracy strategies	2b, 3f, 4a, 5
2.6 Information and Communication Technology (ICT)	4a	
PROFESSIONAL PRACTICE	Standard 3 – Plan for and implement effective teaching and learning	
	3.1 Establish challenging learning goals	1e, Evidence 7
	3.2 Plan, structure and sequence learning programs	
	3.3 Use teaching strategies	3f, 5, Evidence 7
	3.4 Select and use resources	3e, 3f
	3.5 Use effective classroom communication	
	3.6 Evaluate and improve teaching programs	2d, 5
	3.7 Engage parents / carers in the educative process	
	Standard 4 – Create and maintain supportive and safe learning environments	
	4.1 Support student participation	3f, 5
	4.2 Manage classroom activities	
	4.3 Manage challenging behaviour	4a, 3c, 5
	4.4 Maintain student safety	
	4.5 Use ICT safely, responsibly and ethically	
	Standard 5 – Assess, provide feedback and report on student learning	
	5.1 Assess student learning	3a, 3h, 4a
	5.2 Provide feedback to students on their learning	
	5.3 Make consistent and comparable judgements	
	5.4 Interpret student data	
	5.5 Report on student achievement	5, Evidence 10
PROFESSIONAL ENGAGEMENT	Standard 6 – Engage in professional learning	
	6.1 Identify and plan professional learning needs	3b, 3c, 5
	6.2 Engage in professional learning and improve practice	3b, 5
	6.3 Engage with colleagues and improve practice	2C, Evidence 1
	6.4 Apply professional learning and improve student learning	
	Standard 7 – Engage professionally with colleagues, parents/carers and the community	
	7.1 Meet professional ethics and responsibilities	2d
	7.2 Comply with legislative, administrative and organisational requirements	2d, 3a, 3b
7.3 Engage with the parents/carers	Evidence 5	
7.4 Engage with professional teaching networks and broader communities	2c, 5, Evidence 1	

7. Declarations

Please read the following information and then complete the Declarations.

Good Character and Fitness to Teach

As part of determining whether an applicant for full registration is of good character and fit to teach, sections 17J and 17K of the Teachers Registration Act 2000 requires the Board to consider any previous workplace disciplinary action, conviction or charge made against the teacher, as well as any medical, psychiatric, or psychological condition of the teacher, or competence of the person to teach.

A teacher should contact the Teachers Registration Board if they have any questions about these provisions and/or if they believe there may be an Issue in relation to their fitness to be a teacher, or their good character

Answer EVERY question by ticking the correct answer.	No	Yes
1. Is your employer / principal aware of this injury / condition? NOTE: If you have no medical conditions that currently impact on your ability to teach, please answer No.	<input type="checkbox"/>	<input type="checkbox"/>
2. Have you been medically assessed and deemed fit to work and undertake the duties of a teacher? NOTE: If you have no medical conditions that currently impact on your ability to teach, please answer No.	<input type="checkbox"/>	<input type="checkbox"/>
3. Is there any other relevant information you would like to share about your condition or its management? NOTE: If you have no medical conditions that currently impact on your ability to teach or you have no extra information to provide, please answer No.	<input type="checkbox"/>	<input type="checkbox"/>
*If you have answered yes, please provide additional information here: Click or tap here to enter text.		
4. I undertake to notify the Board within 28 days if my fitness to teach is impacted by a medical, psychiatric or psychological condition.	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you ever been charged with and/or found guilty of a prescribed offence? NOTE: A prescribed offence is an offence, committed in Tasmania or elsewhere, where a sentence of imprisonment may be imposed (whether or not it is imposed). (E.g., Driving under the influence, Common Assault, Stealing, Drug offences, Public Nuisance).	<input type="checkbox"/>	<input type="checkbox"/>
*If you have answered yes, please provide details here: Click or tap here to enter text.		
6. I understand that I must notify the Board within 28 days if I am charged with and/or found guilty of a prescribed offence in Tasmania, or anywhere else.	<input type="checkbox"/>	<input type="checkbox"/>
7. Are you currently residing in a country other than Australia?	<input type="checkbox"/>	<input type="checkbox"/>
*If you have answered yes, please state the country and how long you have lived there.: Click or tap here to enter text.		

Answer EVERY question by ticking the correct answer.			No	Yes
8. Have you, as an adult (over 18 years of age), ever resided outside of Australia for a period of twelve or more continuous months? NOTE: If you answer Yes to this question, you must provide countries and years.	<input type="checkbox"/>	<input type="checkbox"/>		
*If you have answered yes, please state the country or countries and the years you lived in each: Click or tap here to enter text.				
9. I hereby consent to a check of the records of Tasmania Police and other Australian police jurisdictions and to the release of police records recorded against my name by the Tasmania Police to the Executive Officer, Teachers Registration Board of Tasmania. NOTE: Without your consent we cannot process your application	<input type="checkbox"/>	<input type="checkbox"/>		
10. In consideration of Tasmania Police releasing police records, I hereby indemnify the services of the CrimTrac Agency, other police jurisdictions and the State of Tasmania, its servants and agents including all members of the Department of Police and Emergency Management, against all actions, suits, proceedings, causes of action, costs, claims and demands whatsoever that may be brought or made against it or them by anybody or person by reason of, or arising out of, the release of police records recorded against my name or purporting to either relate to or concern me. NOTE: Without indemnifying CrimTrac we cannot process your application	<input type="checkbox"/>	<input type="checkbox"/>		
11. As a teaching professional in Tasmania, I have read the TRB's Code of Professional Ethics, the Australian Professional Standards for Teachers and the TRB's Professional Boundaries - Guidelines for Tasmanian Teachers, and I understand that it is an expectation that I abide by these professional codes, standards and guidelines.	<input type="checkbox"/>	<input type="checkbox"/>		
12. I authorise that the Teachers Registration Board of Tasmania may make enquiries of, and exchange information with, any corresponding registration authority or any other person, employer, government department or government body that the Board considers may have information relevant to the determination of my application. Note: If you answer no we cannot process your application	<input type="checkbox"/>	<input type="checkbox"/>		

International residency

I have resided outside of Australia, as an adult, for a period of more than 12 months, in the countries listed below:

Country:	Month/Year from:	Month/Year to:
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.
Click or tap here to enter text.	Click or tap here to enter text.	Click or tap here to enter text.

Applicant Declarations

Please ensure that you answer EVERY question.

Answer EVERY question by ticking the correct answer.	No	Yes
13. Have you ever had your registration or any other entitlement to teach cancelled, suspended or withdrawn in Australia or in any other country?	<input type="checkbox"/>	<input type="checkbox"/>
14. Have you ever been refused registration or any other entitlement to teach in Australia or in any other country?	<input type="checkbox"/>	<input type="checkbox"/>
15. Have you ever been dismissed or asked to resign or retire from a teaching position in Australia or in any other country?	<input type="checkbox"/>	<input type="checkbox"/>
16. Have you ever been (or are you currently) the subject of disciplinary proceedings (or any action that might lead to such proceedings) in relation to your employment in Australia or in any other country?	<input type="checkbox"/>	<input type="checkbox"/>
17. Are you currently, or have you been within the last five years, subject to a performance management process (or similar) as a result of under-performance?	<input type="checkbox"/>	<input type="checkbox"/>
18. Have you experienced and/or suffered any medical, psychiatric or psychological conditions that CURRENTLY IMPACT on your ability to undertake the duties of a teacher?	<input type="checkbox"/>	<input type="checkbox"/>
*If you have answered yes, please describe the nature and impact of your condition and how it is being managed: Click or tap here to enter text.		

Your Declaration

I declare that the information I have provided in this application and the information contained in any documents accompanying this application are true and correct to the best of my knowledge and belief.

I have presented the required evidence of my *proficient* professional knowledge, practice and engagement against the 7 Teacher Standards in line with the TRB process and policy to my approved Workplace Panel.

I understand that all material related to this process must be retained at the school and by myself for 12 months and available for audit by the office of the TRB, if requested.

Full Name:	Click or tap here to enter text.		
Signature:		Date:	Click or tap to enter a date.

Get in touch:

For more information, or assistance contact the TRB Professional Standards Team or visit our website:



prof.standards@trb.tas.gov.au



(03) 6165 5977



<https://www.trb.tas.gov.au/>