

Moving from **Provisional to Full Registration**

Overview



REGISTRATION

In this overview, we'll explore five topics which are relevant for provisionally registered teachers who are moving to full registration.

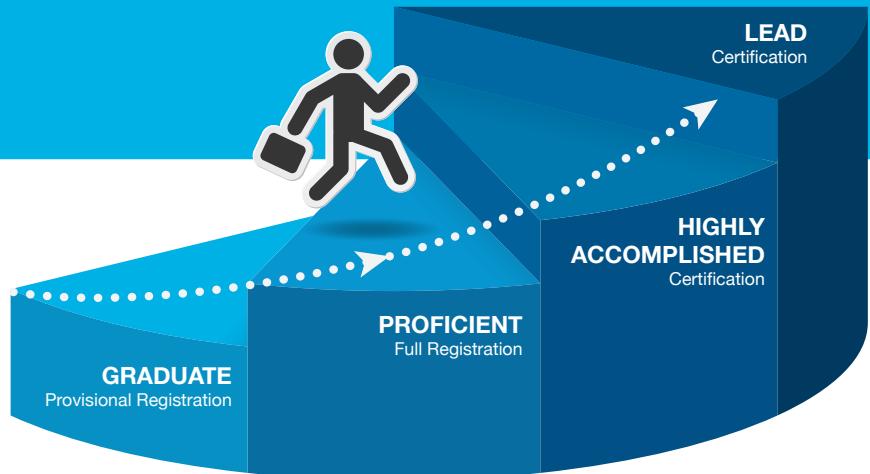
- 1. The Australian Professional Standards for Teachers**
- 2. Talking about teaching practice**
- 3. Evidence and annotation**
- 4. The process**
- 5. Support and resources.**

The Teacher Quality Institute (TQI) is the regulatory authority responsible for the registration of ACT teachers. It operates within the boundaries of the *ACT Teacher Quality Institute Act 2010* (the Act) and the *National Framework for Teacher Registration* (the Framework).

The Framework includes a component of provisional registration and support for those moving from provisional to full registration.

Being registered as a teacher in the ACT brings with it a commitment to quality through professional learning, reflection, and growth, and this fits with our name – the *Teacher Quality Institute*.

Provisionally registered teachers are not expected to demonstrate proficiency all at once. You have five supportive years to demonstrate your proficient practice in a considered way.



The Standards

The Australian Professional Standards for Teachers (the Standards) were developed through research and verified by 6000 Australian teachers, educators, and stakeholders. They were launched in 2011, and capture the voice of the profession. **The Standards:**

- are a public statement of what constitutes teacher quality, and describe the elements and engagement required across four levels in a teacher's career.
- describe professional knowledge, practice and engagement and provide a common understanding of, and language for, the work of teachers.
- reflect a continuum of a teacher's developing professional expertise
- are for every teacher, and are used by all Australian Teacher Regulatory Authorities.
- underpin all aspects of ACT professional registration and certification.

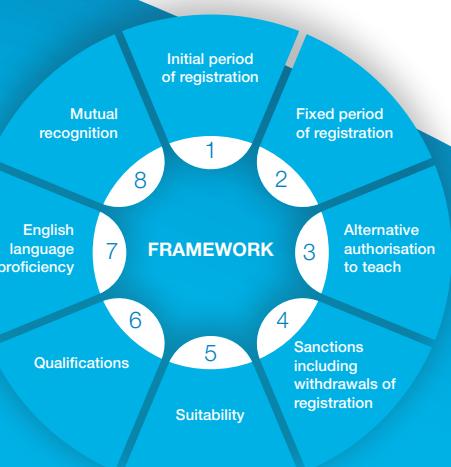
Four Career Levels

There are four career levels within *the Standards*, which outline a professional growth journey. These are Graduate, Proficient, Highly Accomplished, and Lead levels.

Graduate teachers possess the knowledge and skills to plan for, and manage, learning programs for students. They have an understanding of their subject/s, curriculum content and teaching strategies.

Proficient level teachers create effective teaching and learning experiences for students. They design and implement engaging teaching programs that meet curriculum, assessment and reporting requirements.

We acknowledge that not all provisionally registered teachers are graduates.



Progressing through each of the four career levels is an evidence-based process. Moving from the graduate to the proficient level involves presenting evidence to your school-based Professional Guidance Panel, who will recommend that you have met the prescribed requirements (of demonstrated ability, knowledge and skills) at the proficient level of *the Standards* for full registration.

To move from graduate to the proficient level, you will need to demonstrate you:

- are a team member
- work collaboratively with colleagues seek out and are responsive to feedback affecting your teaching practice.

You must display effective communication with students, colleagues, parents/carers and community members, and behave professionally and ethically at all times.

Unpacking the Standards

There are three domains:

1. Professional Knowledge
2. Professional Practice
3. Professional Engagement

There are seven Standards:

1. Know students and how they learn
2. Know the content and how to teach it
3. Plan for and implement effective teaching and learning
4. Create and maintain supportive and safe learning environments
5. Assess, provide feedback and report on student learning

6. Engage in professional learning
7. Engage professionally with colleagues, parents/carers and the community

The Standards are interconnected, interdependent, and overlap.

There are 37 Focus Areas with associated Descriptors.

They constitute agreed characteristics of the complex process of teaching.

During the process of moving to full registration, you will need to provide evidence of your teaching practice, and meet all 37 Descriptors of the proficient level of *the Standards*.

We recommend you take a strategic approach in using *the Standards*.

Download, print, read, and know them. Keep a copy of *the Standards* handy, and use them as the foundation for your professional learning, and performance and development goal setting.

Teaching Practice Discussions

Talking about teaching practice with mentors and colleagues is key to ongoing professional development and growth.

Think about the professional conversations you are already having.

- Classroom observations.
- Feedback.
- Professional learning goal setting.
- Mentor chats.
- Colleague discussions and planning.
- Supervisor meetings.

Start using the language of the Descriptors in these conversations. This will help you see your teaching practice within *the Standards*, and identify quality evidence for your portfolio.

Evidence and Annotation

Your evidence can be artefacts of practice, observable actions, and products of learning. Your evidence should be authentic, reliable, and valid information that supports a claim or decision.

You should draw evidence directly from your everyday teaching context and practice, and it should be current.

Think about what you and your students are already **doing, saying, making or writing**.

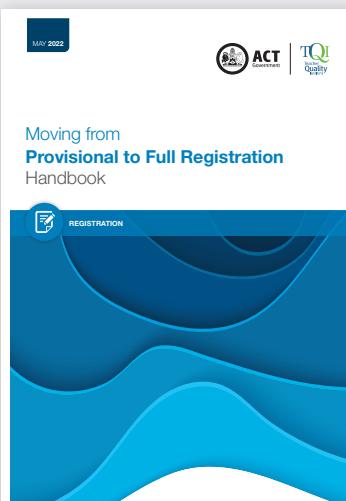
One piece of evidence can address multiple Descriptors across *the Standards*. You only need to gather 6-10 pieces of evidence, but you must address all 37 Descriptors within the proficient level of *the Standards*.

It is important to de-identify your evidence to protect the privacy of students, parents and colleagues.

Examples of evidence are available in the *Moving from Provisional to Full Registration Handbook*. You can find this handbook on the TQI Portal.

Here are some ideas for collecting and organising your evidence.

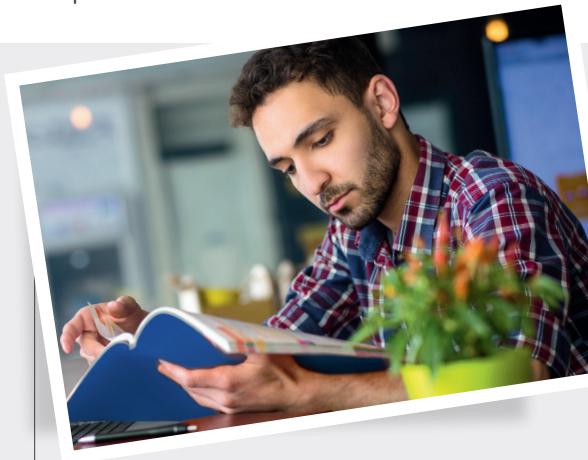
- You could keep a physical collection box next to your desk (and a digital folder on your computer), so that you can put aside quality pieces of evidence throughout the school year.
- Use a copy of the proficient level *Standards* to highlight the Descriptors your evidence covers.



- Regularly review your evidence collection to identify any gaps. Use an Evidence Map. We have developed one for you to use, which can be found on the TQI Portal.

Think of annotating your evidence of practice as the connecting narrative, tell your unique story, and link your evidence to *the Standards*.

- All of your evidence must be annotated and show a link to the Descriptor/s.
- Annotation should be reflective and explanatory – rather than just a description.
- It is important to use the language of the proficient level Descriptors.



Evidence and Annotation

Your annotations should include:

- what the evidence is
- why you chose it
- how it impacted student learning, engagement and well-being.

Your annotations need to outline which Descriptor/s the evidence addresses and how they have been addressed.

You could write a separate list, use in-text referencing, or highlight a copy of *the Standards*.

Your Evidence Portfolio can be...



Digital



Paper-based

Combination
digital + paper-based



There is also an annotation scaffold available for your use on the TQI Portal.

Once you have finished annotating all your evidence, you will present to your school's Professional Guidance Panel with a portfolio demonstrating all Descriptors at the proficient level. Your portfolio needs to showcase the development of your professional knowledge, practice and engagement.

The Process

To be recommended for full registration, you will need to:

180
DAYS

Undertake 180 days of teaching in an Australian or New Zealand school

Equivalent to one full-time year



Gather 6-10 pieces of annotated evidence



Present your evidence to your school-based Professional Guidance Panel

The Panel will complete a *Principal's Recommendation for Full Registration Report* and submit it to TQI. To be recommended for full registration, you will need to ensure you have met the prescribed requirements (of demonstrated ability, knowledge and skills) at the proficient level of *the Standards* for full registration as prescribed by Section 32 of the Act. TQI will review the Panel's report and recommendation, and you will be notified of the outcome.

Support and Resources

You will be supported at the school level through:

- evidence gathering
- mentoring
- feedback
- classroom observations
- professional and collegial conversations
- professional learning reflections
- goal setting
- your school's Professional Guidance Panel.

There are many places you can get support and information during the process:



School

Mentor, supervisor, Professional Guidance Panel and colleagues.



AITSL

The Standards, Classroom Practice Continuum, teaching practice resources, Teacher Self-Assessment Tool AITSL My Induction mobile app.



TQI

TQI videos, provisional to full registration Q&A sessions, TQI Portal, TQI service and support.



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