

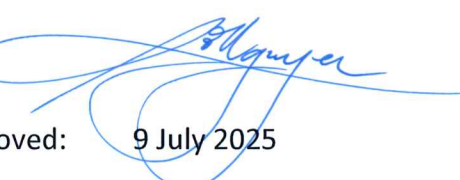
Professional Learning Policy

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**Teachers
Registration Board**
OF SOUTH AUSTRALIA

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1 Objective

The purpose of this document is to detail the professional learning requirements for registered teachers and Special Authority to Teach (SAT) holders issued under s30 of the *Teachers Registration and Standards Act, 2004*. Current SAT types include Religious/spiritual educators, Anangu education, Instrumental music instructors, Early childhood teachers, and Advertised SAT that are extended beyond one year.

2 Scope

This policy applies to:

- All registered teachers in South Australia including;
 - Registered teachers from other states and territories applying to renew their registration under Mutual Recognition;
 - Registered teachers who have studied interstate or overseas and registered as a teacher for the first time in South Australia; and,
- Three year SAT holders and those extended beyond one year (as identified above in section 1).

3 Professional Learning Policy Statement

3.1 Importance of the Policy

The Teachers Registration Board of South Australia (the Board) administers the provisions of the [Teachers Registration and Standards Act 2004](#) (the Act) for the regulation of the teaching profession.

The Object of the Act is encapsulated in s.4, which Part 2 s4 is:

to establish and maintain a teacher registration system and professional standards for teachers to safeguard the public interest in there being a teaching profession whose members are competent educators and fit and proper persons to have the care of children.

It is in the interests of the profession, children, students and the wider community that registered teachers continue to practice and directly support child and student attainment, wellbeing, and participation in education and care.

As members of the profession, teachers actively engage in ongoing professional learning reflecting their integrity as professionals and their commitment to teaching.

The Board values, recognises and seeks to build upon the commitment to professional learning that already exists among registered teachers.

3.2 Role of Professional Learning

The Board seeks to build upon the commitment to supporting child and student learning outcomes by requiring teachers to engage in effective professional learning, leading to improved teacher knowledge, skills and practice.

Effective professional learning is considered as:

- a core part of a teacher's role that is aligned to strategic and professional improvement goals and driven by the needs of children and students;
- the development of a high performance learning culture that supports the attainment of desired learning outcomes;
- the development of skills and knowledge for teachers for use in their practice; and,

- supporting or fostering a collaborative approach to teaching and learning.

The Board acknowledges the complexities of teaching in a rapidly changing environment and recognises that as professionals, teachers are committed to personal growth and are responsible for maintaining professional standards.

The Board recognises its responsibility to support the professionalism of teaching.

4 Legislative Framework and Context

The Professional Learning Policy complies with, and/or is consistent with:

Teacher Registration and Standards Act 2004 (the Act)

National Registration Framework 2024

One Teaching Profession: Teacher Registration in Australia 2018

Teachers Registration and Standards Regulations 2021 (the Regulations)

Teachers Registration Board Code of Ethics for the Teaching Profession in South Australia

Teachers Registration Board Code of Conduct for the Teaching Profession in South Australia 2024

5 Definition of Professional Learning

The Board defines professional learning as any formal or informal learning opportunities, processes and experiences in which teachers engage, both within their work time and their own time, that:

- continually builds their capacity as a professional to positively impact child and student growth;
- furthers teachers' professional growth based on needs and relevance of individuals;
- supports the learning outcomes of children and students, now and/or in the future; and,
- aligns to team, site and/or system priorities.

Professional learning claimed for registration purposes must be over and above the normal expectations of a teacher's professional role and responsibilities, such as curriculum planning and delivery, assessment and reporting, as outlined in the Early Years Learning Framework (V2.0) and Australian Curriculum or other approved framework.

All professional learning must align to the Australian Professional Standards for Teachers (APST). The APST document is available from the Australian Institute for Teaching and School Leadership (AITSL) website: [Teacher Standards](#).

6 Professional Learning Opportunities

The Board acknowledges a teacher's decision to choose from a broad range of professional learning opportunities that support their individual plans for professional growth; align with the needs of the children and students they teach; and complement the goals and priorities of sites and systems.

The approach taken by the Board is intended to provide sufficient flexibility to be inclusive of the range of employment and geographic contexts of teachers holding registration in South Australia.

The Board understands that employers may require a teacher to complete specific types of professional learning. Such professional learning will be recognised for registration purposes as long as it is referenced by the teacher to the APST (see section 7.5).

Professional learning may include but is not limited to:

- professional reading about teaching and learning or other matters;
- multiple forms of online, e-learning and multi-media learning;
- action research or action learning;
- postgraduate study or further education;
- professional learning via local, national or international Communities of Practice; and,
- attendance at conferences, forums, workshops or seminars.

Further information is available at: [Professional learning | Teachers Registration Board of South Australia](#).

7 Professional Learning Requirements for Teachers

7.1 Renewal of registration

The completion of 100 hours of professional learning within the current five-year term of registration, referenced to the APST, is a requirement for all teachers applying to:

- renew (full) Registration; or;
- renew Provisional Registration under the Extended Transition Process.

An overview of the factors a teacher should consider when planning and selecting professional learning opportunities is outlined in sections 4 and 5 of this policy.

Renewal of registration is conditional upon the teacher satisfying the Board that the professional learning requirement has been met.

7.2 Recording of professional learning

Teachers are responsible for ensuring that all professional learning claimed for the purpose of renewal of registration is completed and recorded in the [Teacher's Portal](#).

The record must include the following information for each professional learning activity:

- description or title of the learning undertaken;
- start date and completion date for when the professional learning occurred;
- time committed to completing the professional learning;
- identified APST against which the professional learning is referenced;
- evidence held to verify completion of the professional learning (i.e. certificate, statement of attendance, academic transcript, notes, personal reflections, verification statements etc.); and,
- a brief description, in the teacher's own words, to describe how the professional learning is linked to the identified APST (refer to section 7.5).

A teacher is responsible for ensuring that they retain evidence of their professional learning activities for a period of 12 months after the expiry of their current term of registration in case of selection for an audit (refer to section 10).

Further information about recording professional learning is available from: [Recording Professional Learning | Teachers Registration Board of South Australia](#)

7.3 Teachers renewing their registration gained under mutual recognition

Teachers who have gained registration in South Australia under Mutual Recognition from another state or territory may not have completed 100 hours of professional learning in the previous five years.

A minimum of 100 hours (including learning undertaken in the teacher's original jurisdiction) is expected to have been completed within the previous (up to) five-year period. If a teacher has not met this requirement they must provide details to the Registrar, outlining the reasons for non-completion when submitting the renewal application form (refer to section 8).

7.4 Completion of professional learning declaration

All teachers are required to declare on their renewal application for (full) Registration or Provisional Registration their completion of 100 hours of professional learning within their current term of registration, which must be referenced to the APST. For teachers unable to meet this requirement, please refer to section 8 of this Policy.

7.5 Referencing professional learning to the APST

Individual professional learning activities undertaken by a teacher must be aligned to the [APST](#), which comprise seven standards that describe what teachers should know and be able to do.

Standard 1: Know students and how they learn

Standard 2: Know the content and how to teach it

Standard 3: Plan for and implement effective teaching and learning

Standard 4: Create and maintain supportive and safe learning environments

Standard 5: Assess, provide feedback and report on student learning

Standard 6: Engage in professional learning

Standard 7: Engage professionally with colleagues, parents/carers and the community.

Teachers are encouraged to seek out opportunities linked to a range of the APST with one piece of evidence potentially addressing multiple descriptors within and across the APST. This referencing must be completed by the teacher and be appropriately recorded (refer section 7.2 of this policy).

The individual Focus Area Descriptors under each of the APST may help a teacher to work out where a learning activity best fits. However, focus areas are not required to be listed in a teacher's portal. For recording purposes, a teacher should select only the most relevant APST as this will assist them to briefly explain the connection in their own words.

8 Professional Learning Requirements for Teachers Not Met

Professional learning is a mandatory requirement for renewal of (full) Registration and renewal of Provisional Registration under the Extended Transition Process.

If an applicant for renewal of registration has been unable to complete the required number of hours of professional learning within the period of registration due to special circumstances, the Registrar may grant an extension of time for the teacher to complete the remaining hours within the following term of registration. In these circumstances the teacher will negotiate the period of time needed to complete the requirements in collaboration with the Manager, Registration. The Registrar will approve this extension in a written letter issued with the Certificate of Registration.

Where an extension to complete learning hours is granted, and a teacher does not complete the required hours by the agreed date, they may be granted a further extension by the Registrar.

In appropriate circumstances, an Admissions Sub-Committee may consider the request and make a recommendation to the Board to either:

- approve a further extension, or;

- refer the matter to an Admissions Hearing of the Board.

The teacher will be provided with notice of the admissions hearing at least 21 days before the sitting date and is entitled to attend and/or be represented at the hearing.

The principles of [natural justice](#) will be adhered to, ensuring the teacher has every opportunity to make representation to the Board. (refer to s42 of the *Teachers Registration and Standards Act 2004*)

9 Professional Learning Requirements for SAT Holders

Professional Learning equivalent to 20 hours per year, referenced to the APST, is required where a SAT exceeds a 12-month period. This learning may include formal study, or a combination of completed study and learning undertaken as a SAT holder. Refer to SAT policy [SAT-Policy-2021.pdf](#) for specific details of your SAT type professional learning requirements.

9.1 Maintenance of a record of professional learning

SAT holders are responsible for ensuring that all professional learning is completed and appropriately recorded on the Professional Learning Template available on the website as Attachment A in the [SAT-Policy-2021.pdf](#)

All records and evidence to substantiate the completion of the professional learning requirement must be retained for audit purposes. Refer to section 10 for further information about recording and audit requirements.

10 Professional Learning Audit

10.1 Teachers

A percentage of renewal applications will be selected at random and audited by the Board on an annual basis.

When selected for audit, the Board will check the content of the teacher's professional learning activities on their teacher's portal to confirm that the teacher has recorded a minimum of 100 hours of acceptable professional learning referenced to the APST within the previous five-year term of registration.

If necessary, TRB staff may contact a teacher to seek clarification regarding the content and nature of professional learning activities recorded on their teacher's portal.

10.2 Requirements for provision of information

s27 of the *Teachers Registration and Standards Act* provides:

(1) *The Teachers Registration Board or the Registrar may, at any time, require a registered teacher or the employer or a former employer of a registered teacher to provide information relating to the teacher or the teacher's employment.*

(2) *A person who fails to comply with a requirement under this section is guilty of an offence.*

Maximum penalty: \$5 000

Expiation fee: \$315

(3) *For the purposes of this section, a reference to a **registered teacher** will be taken to include a reference to a person who was, but is no longer, a registered teacher.*

10.3 SAT holders

As with teachers, a percentage of SAT holders will be randomly selected for audit of their professional learning activities. The SAT holders are contacted by email and required to provide their Professional Learning template to the Board within 30 days. In the case of an audit, SAT holders who are studying might provide a copy of their unofficial transcript showing the units completed during the period of their current SAT.

10.4 Requirements for provision of information

s31A of the *Teachers Registration and Standards Act* states:

(4) *The Teachers Registration Board or the Registrar may, at any time, require a holder of special authority to teach, or the employer or a former employer of such a person to provide information relating to the person or the person's employment.*

(5) *A person who fails to comply with a requirement under this section is guilty of an offence.*

Maximum penalty: \$5 000

Expiation fee: \$315.

(6) *For the purposes of this section, a reference to a **holder of a special authority to teach** will be taken to include a reference to a person who was, but is no longer, the holder of a special authority to teach.*

10.5 False and misleading information

Section 54 of the Act states: "A person must not make a statement that is false or misleading in a material particular (whether by reason of the inclusion or omission of any particular) in any information provided under this Act."

Maximum penalty: \$10 000.

11 References and link

11.1 Legislation (www.legislation.sa.gov.au)

- a) Teachers Registration and Standards Act 2004 ([Teachers Registration and Standards Act 2004](#))
- b) Teachers Registration and Standards Regulations 2021 ([Regulations 2021](#))

11.2 Australian Institute for Teaching and School Leadership (www.aitsl.edu.au)

- a) Australian Professional Standards for Teachers ([Teacher Standards](#))

11.3 Teachers Registration Board of South Australia (www.trb.sa.edu.au)

- a) Special Authority to Teach (SAT) Policy ([Special Authority to Teach | Teachers Registration Board of South Australia](#))

11.4 Education and Care Services National Law (South Australia)

- a) National Quality Framework ACECQA <https://thestclaregroup.com.au/why-st-clare/national-quality-framework/>

11.5 National Registration Framework

- a) National Registration Framework AITSL- <https://www.aitsl.edu.au/docs/default-source/national-policy-framework/framework-for-teacher-registration-in-australia.pdf>

12. Other

12.1 Grievance process

A teacher aggrieved at an action or decision of an officer of the Teachers Registration Board relating to their application for registration or renewal, should provide written details of their grievance in writing addressed to the Registrar.

The document should:

- give details of full name, address and teacher reference number;
- outline the reason for the grievance; and,
- be mailed or hand delivered to the Teachers Registration Board no later than three months after the date when the problem occurred.

The teacher will be contacted within 28 days from the date upon which the letter is received by the Registrar.

12.2 Review and appeal processes

If an applicant is dissatisfied with a decision of the Board in respect to their complaint/grievance, they can request the decision be reviewed.

The request must be in writing and lodged within 21 days of the date the teacher was informed of the decision. A Sub-Committee of the Board will hear the matter at an Admissions Hearing. The teacher is entitled to attend and/or be represented at this hearing.

Applicants have a right of appeal to the Administrative and Disciplinary Division of the District Court against a decision of the Teachers Registration Board.