

Application to Transition from Provisional to (full) Registration

Please read the transition from provisional to (full) registration information on the Board's website www.trb.sa.edu/transition-to-full-registration before starting this process. The checklist on page 13 will assist you in ensuring your application is complete.

PERSONAL DETAILS - to be completed by the applicant

Please ensure your contact details are current and correct and that your Teacher's Portal details are updated if necessary.

Title (Mr/Mrs/Ms/Other)	Reg No:	Date of Birth	<input type="text"/>	<input type="text"/>	<input type="text"/>
			Day	Month	Year
Surname		Given Names			
Address for Correspondence (your postal address)					
Residential/ Personal Address (the address where you live, if same as above write 'as above')					
Telephone		Email			

Please note: All correspondence with the Teachers Registration Board must include the applicant, evaluator and endorser until the process is complete.



Attach one or more Statements of Service (including from the evaluating site) to verify your completion of one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service as a registered teacher within the last 5 years. Please refer to the Board's website www.trb.sa.edu.au/teaching-service

EVALUATION AND SUMMARY RECORD - to be completed by the applicant in consultation with the evaluator



An appropriate evaluator is someone who:

- holds current (full) registration as a teacher in Australia or New Zealand for the full evaluation period; and
- is in a line management role to the applicant; and
- knows the applicant and their teaching practice sufficiently to make a holistic judgement about their ability to meet each of the Australian Professional Standards for Teachers at the Proficient career stage; and
- has no conflict of interest (real or perceived) in connection with this

Please refer to the Board's website www.trb.sa.edu.au/evaluator for information about the role of the evaluator.

SUMMARY RECORD OF EVIDENCE



Examples provided here are not prescriptive or exhaustive. Please refer to the AITSL website- [Documentary evidence examples for Proficient teachers](#) and the [Early Childhood National Frameworks - Mapping tool](#) (as needed) for further examples.

All sections must be completed before submission of the application form, adhering to the advised word count for each Standard.

Standard 1 - please write between 250-300 words.

Standard 2 - please write between 250-300 words.

Standard 3 - please write between 300-350 words.

Standard 4 - please write between 200-250 words.

Standard 5 - please write between 200-250 words.

Standard 6 - please write between 200-250 words.

Standard 7 - please write between 200-250 words.

Evidence referencing personal information of current staff or students, or of previous workplaces, staff and students, must be de-identified in this application form.

Standard 1: Know students and how they learn

List the evidence chosen to demonstrate Standard 1. Examples include lesson/ unit plans or activities, annotated work samples, observation notes, reflections on class composition (culture, EAL/D, ability).

Evidence used includes:

Write between 250-300 words explaining how the listed evidence demonstrates Standard 1.

1.1	Use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.
1.2	Structure teaching programs using research and collegial advice about how students learn.
1.3	Design and implement teaching strategies that are responsive to the learning strengths and needs of students from diverse linguistic, cultural, religious and socioeconomic backgrounds.
1.4	Design and implement effective teaching strategies that are responsive to the local community and cultural setting, linguistic background and histories of Aboriginal and Torres Strait Islander students.
1.5	Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
1.6	Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

Standard 2: Know the content and how to teach it	
List the evidence chosen to demonstrate Standard 2. Examples include analysis of grouping strategies, formative assessment tasks, evidence of record keeping systems, mentor/ mentee discussion notes.	
Evidence used includes:	
Write between 250-300 words explaining how the listed evidence demonstrates Standard 2.	
2.1	Apply knowledge of the content and teaching strategies of the teaching area to develop engaging teaching activities.
2.2	Organise content into coherent, well-sequenced learning and teaching programs
2.3	Design and implement learning and teaching programs using knowledge of curriculum, assessment and reporting requirements.
2.4	Provide opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.
2.5	Apply knowledge and understanding of effective teaching strategies to support students' literacy and numeracy achievement.
2.6	Use effective teaching strategies to integrate ICT into learning and teaching programs to make selected content relevant and meaningful.

Standard 3: Plan for and implement effective teaching and learning

List the evidence chosen to demonstrate Standard 3. Examples include reflections on received feedback, assessment documentation, photographs of resources/ classroom layout, analysis of classroom management.

Evidence used includes:

Write between 300-350 words explaining how the listed evidence demonstrates Standard 3.

Large empty rectangular box for writing the response.

3.1	Set explicit, challenging and achievable learning goals for all students.
3.2	Plan and implement well-structured learning and teaching programs or lesson sequences that engage students and promote learning.
3.3	Select and use relevant teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking.
3.4	Select and/or create and use a range of resources, including ICT, to engage students in their learning.
3.5	Use effective verbal and non-verbal communication strategies to support student understanding, participation, engagement and achievement.
3.6	Evaluate personal teaching and learning programs using evidence, including feedback from students and student assessment data, to inform planning.
3.7	Plan for appropriate and contextually relevant opportunities for parents/ carers to be involved in their children’s learning.

Standard 4: Create and maintain supportive and safe learning environments	
List the evidence chosen to demonstrate Standard 4. Examples include analysis of behaviour management strategies, rules, routines and expectations, group work protocols, evidence of personal organisation.	
Evidence used includes:	
Write between 200-250 words explaining how the listed evidence demonstrates Standard 4.	
4.1	Establish and implement inclusive and positive interactions to engage and support all students in classroom activities.
4.2	Establish and maintain orderly and workable routines to create an environment where student time is spent on learning tasks.
4.3	Manage challenging behaviour by establishing and negotiating clear expectations with students and address discipline issues promptly, fairly and respectfully.
4.4	Ensure students' wellbeing and safety within school by implementing school and/ or system, curriculum and legislative requirements.
4.5	Incorporate strategies to promote the safe, responsible and ethical use of ICT in learning and teaching.

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

List the evidence chosen to demonstrate Standard 5. Examples include reporting samples, intervention techniques, developmental rubrics, goal setting, analysis of feedback strategies, reflections on the use of data.

Evidence used includes:

Write between 200-250 words explaining how the listed evidence demonstrates Standard 5.

Empty space for writing the response.

5.1	Develop, select and use informal and formal, diagnostic, formative and summative assessment strategies to assess student learning.
5.2	Provide timely, effective and appropriate feedback to students about their achievement relative to their learning goals.
5.3	Understand and participate in assessment moderation activities to support consistent and comparable judgements of student learning.
5.4	Use student assessment data to analyse and evaluate student understanding of subject/content, identifying interventions and modifying teaching practice.
5.5	Report clearly, accurately and respectfully to students and parents/carers about student achievement, making use of accurate and reliable records.

Standard 6: Engage in professional learning

List the evidence chosen to demonstrate Standard 6. Examples include Professional Development Plan, PL certificates and log, reflection on professional readings, PLC forum posts, presentation to peers.

Evidence used includes:

Write between 200-250 words explaining how the listed evidence demonstrates Standard 6.

6.1	Use the Australian Professional Standards for Teachers and advice from colleagues to identify and plan professional learning needs.
6.2	Participate in learning to update knowledge and practice, targeted to professional needs and school and/or system priorities.
6.3	Contribute to collegial discussions and apply constructive feedback from colleagues to improve professional knowledge and practice.
6.4	Undertake professional learning programs designed to address identified student learning needs.

Standard 7: Engage professionally with colleagues, parents/carers and the community	
List the evidence chosen to demonstrate Standard 7. Examples include newsletters, risk assessments, consent forms, certificates, forum posts, emails, endorsements from site leader.	
Evidence used includes:	
Write between 200-250 words explaining how the listed evidence demonstrates Standard 7.	
7.1	Meet codes of ethics and conduct established by regulatory authorities, systems and schools.
7.2	Understand the implications of and comply with relevant legislative, administrative, organisational and professional requirements, policies and processes.
7.3	Establish and maintain respectful collaborative relationships with parents/carers regarding their children’s learning and wellbeing.
7.4	Participate in professional and community networks and forums to broaden knowledge and improve practice.

EVALUATOR

This judgement is based on my knowledge and observations of the applicant's teaching practice and an evaluation process undertaken over the period of _____ to _____.
Date range- minimum of one month duration



*The date range should be limited to the time that the evaluation period was formally undertaken, not the time the teacher has been at the site.
Please note- this recommendation is not to be made until the provisionally registered teacher has completed one year of full-time (or the part-time equivalent of 200 days) satisfactory teaching service within the last five years.*

Evaluator Name:

Telephone:

Reg. No:

Work Email:

Site Name:

Position Title:

EVALUATOR DECLARATION

It is my judgement that _____
Name of Applicant

who has been employed at _____
Site Name

as a permanent/ ongoing teacher

contract teacher

temporary relief teacher

has shared evidence to substantiate meeting the seven Australian Professional Standards for Teachers at the Proficient career stage. As part of the process, I have observed their teaching practice and recommend transition to (full) registration.

I am aware that I should be copied into all correspondence between the applicant and the Teachers Registration Board until this process is complete.

Signature _____ Date _____
Electronic or wet signature accepted

PLEASE SIGN
& DATE

Chronological dates are required across the application

ENDORSEMENT

If the principal or director of the site is not signing this declaration, the Teachers Registration Board must be notified in advance to authorise the alternative signatory.



The application must be counter-signed by a professional leader with direct responsibility for teachers at the site (for example principal, deputy principal, director or head of school).

If the endorser is the same person as the evaluator, this section can remain blank.

Please refer to the Board's website www.trb.sa.edu.au/evaluator for information about the role of the professional leader.

Leader Name:

Telephone:

Reg. No:

Work Email:

Site Name:

Position Title:

ENDORSER DECLARATION

I acknowledge that _____ has undertaken a
Name of Applicant

process with their evaluator, including observations of their teaching practice and the sharing of evidence, to demonstrate that they have met the seven Australian Professional Standards for Teachers at the Proficient career stage. I confirm the absence of any conflict of interest (real or perceived) in connection with this application. I have noted the completion of the Summary Record of Evidence and endorse the evaluator's recommendation made on page 10 of this application. I am aware that I should be copied into all correspondence between the applicant and the Teachers Registration Board until this process is complete.

Signature _____ Date _____
Electronic or wet signature accepted

PLEASE SIGN
& DATE

Chronological dates are required across the application

APPLICANT DECLARATION

I declare that the details in the Summary Record of Evidence are original and demonstrate a breadth of understanding of each of the Australian Professional Standards for Teachers (APST). I confirm that the Summary Record of Evidence was created by myself as a true and accurate summary of the evidence I presented to my evaluator as part of the evaluation process.

I am aware that my application may be subject to an audit and I understand that this process concerns the evidence I have shared with my evaluator to substantiate meeting each of the APST at the Proficient career stage.

I understand that if my application is audited, I will receive automated emails to alert me to the beginning and end of this process. I understand that I should retain a copy of the application for my personal records until I receive my full registration certificate.

To ensure all parties are aware that my application has been submitted to the Teachers Registration Board, I understand initial processing will not commence for 2 working days upon receipt. Processing times vary and I should allow 3-4 weeks.

I confirm the absence of any conflict of interest (real or perceived) in connection with my application.

Signature _____ Date _____

Electronic or wet signature accepted



Chronological dates are required across the application

Applicant comments (optional):

APPLICANT CHECKLIST



Please use this checklist to ensure you have completed all requirements prior to submitting your application. An incomplete application will not be accepted and will be returned to you. All correspondence with the Teachers Registration Board must include the applicant, evaluator and endorser until the process is complete. Missing information and inaccuracies will delay the process. This checklist is for your reference only.

1. I have read the Transition from Provisional to (full) Registration guidelines and the information about this process on the TRB website: www.trb.sa.edu.au
2. I have referred to the AITSL- [Documentary evidence examples for Proficient teachers](#) and the [Early Childhood National Frameworks - Mapping tool](#), (as needed), regarding ways to align the Summary Record of Evidence to demonstrate clear links between my practice and the Australian Professional Standards for Teachers at the Proficient career stage.
3. My contact details on page 1 of the application are complete and correct and I have checked that they are the same as my contact details in my Teacher Portal.
4. I have attached a copy of one or more Statements of Service verifying the completion of one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service.
5. I have worked with my evaluator to complete all sections of the Summary Record of Evidence, demonstrating that I am working at a Proficient standard against all of the seven Australian Professional Standards for Teachers.
6. My evaluator has signed and dated the form *after* I have completed one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service.
7. My evaluator has completed all sections of page 10, including accurate dating of my evaluation period with their declaration signed and dated *after / same end date* as my evaluation period.
8. My application has been endorsed on page 11 by an appropriate professional leader who has signed and dated the form *after / same date* as the evaluator. (If my evaluator is also the professional leader, this page does not need to be signed).
9. I have signed and dated the declaration on page 12 *after / same date* as my evaluator and endorser have signed.
10. I will retain a copy of the application for my personal records until I receive my full Registration certificate.

It is the applicant's responsibility to submit their application **electronically or as hard copy** to the Board as soon as possible upon completion and within *6 months* of the date of recommendation. Scanned pdf copies of the application are accepted. Please send your completed application to tpr@trb.sa.edu.au, or

Post

Teachers Registration Board
PO Box 3649
Rundle Mall SA 5000

In-person

Teachers Registration
Board Level 6, 70 Pirie
Street Adelaide SA 5000

Office hours: 9:00am- 5:00pm Monday to Friday (except public holidays)