

APPLICATION TO TRANSITION FROM PROVISIONAL TO (FULL) REGISTRATION

Please read the information about transition from provisional to (full) Registration on the Board's website www.trb.sa.edu.au/transition-to-full-registration before starting this process. The checklist on page 6 will assist you in ensuring your application is complete.

1. PERSONAL DETAILS - To be completed by the applicant

Please ensure your contact details are current and correct if accessing this document via the Teachers Portal.

Title (Mr/Mrs/Ms/Dr/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 please write "as above")					
Telephone			Mobile		
Email					



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 within the last 5 years. Please refer to the Board's website www.trb.sa.edu.au/teaching-service

Declaration

- I am aware that my application may be subject to an audit and understand, if called upon, I will be required to provide a [Summary Record of Evidence](#), in the format prescribed by the Teachers Registration Board, which details the process and evidence shared with my evaluator to substantiate meeting each of the Australian Professional Standards for Teachers at the Proficient career stage; and
- I confirm the absence of any conflict of interest (real or perceived) in connection with my application.

Signature _____ <small>Please sign in blue pen</small>	Date ____ / ____ / ____	
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Comments (optional):

TRANSITION TO FULL REGISTRATION

2. EVALUATION - Must be completed by the evaluator

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

Standard 1: Know students and how they learn

1.1 Physical, social and intellectual development and characteristics of students

1.2 Understand how students learn

1.3 Students with diverse linguistic, cultural, religious and socioeconomic backgrounds

1.4 Strategies for teaching Aboriginal and Torres Strait Islander students

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

Evidence has been provided to substantiate meeting Standard 1 (tick one)

Yes No

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

2.5 Literacy and numeracy strategies

2.6 Information and Communication Technology (ICT)

Evidence has been provided to substantiate meeting Standard 2 (tick one)

Yes No

Standard 3: Plan for and implement effective teaching and learning

3.1 Establish challenging learning goals

3.2 Plan, structure and sequence learning programs

3.3 Use teaching strategies

3.4 Select and use resources

3.5 Use effective classroom communication

3.6 Evaluate and improve teaching programs

3.7 Engage parents/carers in the educative process

Evidence has been provided to substantiate meeting Standard 3 (tick one)

Yes No

For further information regarding alignment to the Proficient career stage descriptors, refer to the AITSL website at www.aitsl.edu.au.

2. EVALUATION (CONT.) - Must be completed by the evaluator

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

Standard 4: Create and maintain supportive and safe learning environments

4.1 Support student participation

4.2 Manage classroom activities

4.3 Manage challenging behaviour

4.4 Maintain student safety

4.5 Use ICT safely, responsibly and ethically

Evidence has been provided to substantiate meeting Standard 4 (tick one)

Yes No

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

5.1 Assess student learning

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

Evidence has been provided to substantiate meeting Standard 5 (tick one)

Yes No

Standard 6: Engage in professional learning

6.1 Identify and plan professional learning needs

6.2 Engage in professional learning and improve practice

6.3 Engage with colleagues and improve practice

6.4 Apply professional learning and improve student learning

Evidence has been provided to substantiate meeting Standard 6 (tick one)

Yes No

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

7.1 Meet professional ethics and responsibilities

7.2 Comply with legislative, administrative and organisational requirements

7.3 Engage with the parents/carers

7.4 Engage with professional teaching networks and broader communities

Evidence has been provided to substantiate meeting Standard 7 (tick one)

Yes No

For further information regarding alignment to the Proficient career stage descriptors, refer to the AITSL website at www.aitsl.edu.au.

3. EVALUATOR'S RECOMMENDATION - Must be completed by 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 application.

Evaluator Name: _____ Reg. No.: _____

Telephone Number: _____

Email Address: _____

Site Name: _____

Position Title: _____

It is my judgement that: _____
(Name of provisionally registered teacher)

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. I recommend transition to (full) registration.

Evaluators who have concerns about finalising approval of an applicant's teaching practice should contact the Teachers Registration Board for advice

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 _____ # _____ # _____
(approx. date) (approx. date)

The evaluation period should be limited to the time that the evaluation 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.

It is the applicant's responsibility to submit their original application to the Board as soon as possible upon completion, and within 6 months of the date of recommendation.

Signature _____
Please sign in blue pen

Date _____ / _____ / _____



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. This checklist is for your reference only.

TRANSITION TO FULL REGISTRATION

1.	I have read the Transition from Provisional to (full) Registration Guidelines, and the information about this process on the Board's website www.trb.sa.edu.au .	<input type="checkbox"/>
2.	My contact details on page 1 of the application are complete and correct.	<input type="checkbox"/>
3.	I have attached a copy of one or more statements of service (NOT a letter of appointment) verifying the completion of one year of full-time (or part-time equivalent of 200 days) satisfactory teaching service.	<input type="checkbox"/>
4.	I have signed and dated the declaration on page 1 in blue pen.	<input type="checkbox"/>
5.	My evaluator has ticked 'Yes' or 'No' for all seven Standards listed on pages 2 and 3.	<input type="checkbox"/>
6.	My evaluator has completed all sections of page 4, including their correct contact details.	<input type="checkbox"/>
7.	My evaluator signed the recommendation on page 4 after the date that I completed one year of full-time (or the part-time equivalent of 200 days) satisfactory teaching service.	<input type="checkbox"/>
8.	Page 5 of the application has been signed and dated by an appropriate professional leader (or, the evaluator is already an appropriate professional leader).	<input type="checkbox"/>
9.	I have made a copy of the application for my own records.	<input type="checkbox"/>

It is the applicant's responsibility to submit their original application to the Board as soon as possible upon completion, and within 6 months of the date of recommendation.

The Board cannot accept photocopies, faxes or electronic copies of applications.

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 (excludes public holidays)