



TEACHER

REGISTRATION

BOARD

NORTHERN TERRITORY

Annual Report 2016–17

© Teacher Registration Board of the Northern Territory 2017

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Northern
Territory
Government

Hon Eva Lawler MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

RE: TEACHER REGISTRATION BOARD 2016-17 ANNUAL REPORT

I have pleasure in submitting the Teacher Registration Board's report for the period 1 July 2016 to 30 June 2017 in accordance with section 79 of the *Teacher Registration (Northern Territory) Act*.

Yours sincerely



Karen Blanchfield
Chair

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Legend used in tables

Schedule A
Four years of tertiary education with at least one year of initial teacher education. Many applicants in this schedule have postgraduate qualifications beyond the required four years.
Schedule B
Less than four years of tertiary education but at least one year of initial teacher education. All applicants in this schedule were employed as teachers in the Northern Territory in 2005 and registered under a transition clause in the Act.
Schedule R
At least three years of tertiary education, including at least one year of initial teacher education, and registration with an Australian or New Zealand registration authority. Applicants in this schedule applied for registration under the provisions of the Mutual Recognition arrangements.
Schedule T
Application by a school to employ an unregistered person who does not meet registration requirements.

CHAIRPERSON'S REPORT

This is the thirteenth annual report for the Teacher Registration Board of the Northern Territory ("the Board") since its establishment in 2004 under the provisions of the *Teacher Registration (Northern Territory) Act* ("the Act").

The work of the Board continued as required under the Act and Board members, staff at the Office of the Board and various other members of the teaching community worked diligently to ensure the functions of the Board were carried out effectively.



Having renewed the registration of 3500 teachers for a further 5 years last year, a much smaller cohort of 156 teachers needed to renew in the current year. The process went smoothly and once again a number of teachers were selected at random to have their evidence assessed. Teachers must meet the nationally consistent requirement for 180 days of teaching in the previous 5 years as well as 100 hours professional learning. The Australian Professional Standards for Teachers are the foundation against which teachers must provide evidence.

Implementing the Australian Government's *Act Now: Classroom Ready* recommendations remained a focus. The Australasian Teacher Regulatory Authority (ATRA), of which the NT is a member, continues to play a leading role in progressing key aspects of the recommendations, specifically relating to the Board's responsibility in the accreditation of initial teacher education programs. Accreditation panels have been convened by the Office of the Board and trained panelists have participated on interstate panels. Having strong national networks strengthens the organisational capability and national alignment in the areas of registration, accreditation of initial teacher education programs and the certification of Highly Accomplished and Lead Teachers.

The Board continues to undertake investigations for notifications and complaints regarding disciplinary matters as a requirement under the Act. In the past year, there have been 25 Preliminary Investigations, with 18 completed. In addition, there have been 8 Inquiries, with 3 completed. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is highly valued.

Our Board, in partnership with the Department of Education, hosted the inaugural Northern Territory Highly Accomplished Lead Teacher (HALT) Forum in Darwin where 150 teachers, leaders and certified HALTs focused on sharing excellent practice. This event aimed to promote and increase the profile of quality teaching across the Northern Territory through the uptake of national certification and to promulgate the expertise of certified teachers.

There were some changes to Board membership with new members providing fresh perspectives. Thank you to all Board members for your dedication and effort. In addition, a number of teachers contributed to various committees and provided advice to the Board. The Board appreciates the input of members of Committees of the Board.

I acknowledge the outstanding leadership of our former Director, Maree Garrigan, who returned to a senior management role in the Department of Education. Thank you to Elizabeth Andrade who very competently led the Office of the Board prior to the appointment of the present Acting Director, Susanne Fisher. The very capable staff of the Office of the Board continued to provide high quality support throughout times of change.

Karen Blanchfield
Chair

TEACHER REGISTRATION BOARD

Establishment of the Board

The Teacher Registration Board of the Northern Territory is an independent statutory body created by the *Teacher Registration (Northern Territory) Act*. The Act came into force in September 2004 and was amended in September 2010.

The Board reports directly to the Minister for Education and, while it works cooperatively with all employers of teachers, is not responsible to any employer group, government or private sector.

Functions of the Board

The objective of the Act is to ensure that only people who are fit and proper and appropriately qualified are employed as teachers in the Northern Territory and to facilitate the continuing proficiency of teachers in the Northern Territory.

The Board's key functions are:

Registration of teachers

The Board is charged with ensuring the quality of the teaching force in the Northern Territory through the registration of all teachers and by granting employers authority to employ unregistered people where appropriate. The Board makes recommendations to the Minister in relation to the minimum qualifications and other requirements for registration in the Northern Territory.

Initial teacher education

The Board is responsible for accrediting education courses and liaising with institutions providing education courses in the Northern Territory.

Professional learning

The Board liaises with the agency administering the Education Act on strategic priorities for professional development of teachers in the Northern Territory and with employers of teachers to develop the competencies of teachers during all career stages.

Professional standards and ethics

The Board is charged with supporting professional teaching standards and using these to support the focus on quality teaching. The Board maintains a code of professional ethics for Northern Territory teachers.

Complaints and notifications

The Board may investigate employer notifications and complaints received regarding teachers. It may also prosecute offences set out in the Act.

Quality practice

Where appropriate to do so, the Board may conduct research into quality practice in teaching in the Northern Territory. The Board must promote quality practice in education based on research.

Board Membership as at 30 June 2017

	<p><i>One person, nominee of the Chief Executive of the Department of Education</i> Ms Louise Corrigan BA, BED Appointed to October 2018</p>		<p><i>One educator, nominee of the Catholic Education Office</i> Ms Bernadette Morriss Dip Teach, BED, Grad Dip Language and Literacy, M Ed Leadership. Appointed to October 2018</p>
	<p><i>One indigenous teacher at a government school, the nominee of the Chief Executive of the Department of Education</i> Ms Yalmay Yunupingu BTL, Dip Teach Appointed to October 2020</p>		<p><i>One educator, nominee of Charles Darwin University</i> Prof Peter Kell PhD, MEdAdmin, Grad Dip Ed Studies, DipT Appointed to October 2018</p>
	<p><i>Two teachers (one being from a remote school), nominees of the Northern Territory Branch of the Australian Education Union</i> Ms Julie Donald (remote) Dip Teach, Grad Dip Aboriginal ED, BED, MA Appointed to October 2020</p>		<p><i>One educator, nominee of the Batchelor Institute of Indigenous Tertiary Education</i> Ms Claire Bartlett M Ed, Dip E-Learning, Post Grad Cert (TESOL), BED Primary Appointed to October 2018</p>
	<p><i>Two teachers (one being from a remote school), nominees of the Territory branch of the Australian Education Union</i> Ms Yvonne Patterson (non-remote) Dip Teach, BED Appointed to October 2018</p>		<p><i>One person, nominee of the NT Council of Government School Organisations</i> Mr Steve Carter City & Guilds of London IMCC Dip Mn Appointed to October 2018 <i>**Deputy Chair</i></p>
	<p><i>One teacher, nominee of the Independent Education Union Queensland/Northern Territory</i> Ms Elsabe Bott BED, MEd Appointed to October 2020</p>		<p><i>One teacher, nominee of Professional Teachers' Association of the Northern Territory</i> Ms Lorraine Hodgson Dip Teach (Special Education) Appointed to October 2020</p>
	<p><i>One educator, nominee of the Association of Independent Schools of the NT</i> Mr Andrew Manning BTeach, BED, Appointed to October 2020</p>		<p><i>One teacher, nominee of the Northern Territory Principals' Association (formerly ANTSEL)</i> Ms Karen Blanchfield TTC, BED, Grad Dip PSM, MIM Appointed to October 2020 <i>*Chair</i></p>

Board Meetings 2016-17

During the reporting period, the Board met nine times as follows:

Meeting	Date	Venue	Duration
1	4 August 2016	Teleconference	Afternoon
2	8 September 2016	Darwin	Full day
3	27 October 2016	Darwin	Full day
4	1 December 2016	Teleconference	Afternoon
5	25 January 2017	Teleconference	Afternoon
6	2 March 2017	Darwin	Full day
7	6 April 2017	Darwin	Full day
8	18 May 2017	Teleconference	Afternoon
9	15 June 2017	Darwin	Full day

Attendance Register 2016-17

Board Members		1 4/8/16	2 8/9/16	3 27/10/16	4 1/12/16	5 25/1/17	6 2/3/17	7 6/4/17	8 18/5/17	9 15/6/17
Louise	Corrigan	✓	✓	✓	✓	✓	✓	P	✓	✓
Bernie	Gleeson	✓	✓	Retired						
Julie	Donald	TNS		✓	✓	AP	✓	AP	✓	✓
Denise	Kennedy	✓	✓	Retired						
Yalmay	Yunupingu	TNS		AP	A	AP	AP	AP	✓	✓
Yvonne	Patterson	AP	✓	✓	✓	AP	P	P	✓	✓
Elsabe	Bott	✓	✓	✓	✓	✓	✓	✓	✓	✓
John	Metcalfe	✓	✓	Retired						
Andrew	Manning	TNS		✓	✓	✓	✓	✓	AP	✓
Margaret	Hughes	Leave of Absence (Alternate Member – Lester Lemke)				AP	AP	Retired		
Lester	Lemke	✓	✓	✓	✓	Alternate Member Term Ended				
Bernadette	Morriss	TNS							✓	✓
Peter	Kell	✓	✓	AP	AP	✓	AP	✓	✓	AP
Claire	Bartlett	AP	AP	AP	AP	✓	✓	✓	✓	AP
Lorraine	Hodgson	✓	✓	✓	✓	✓	P	✓	✓	✓
Steve	Carter	AP	AP	AP	✓	✓	✓	✓	✓	✓
Karen	Blanchfield	✓	✓	✓	✓	✓	✓	✓	✓	✓

Legend: A - Absent AP - Absent with Apologies NA - Not Applicable P - Part meeting TNS – Term Not Started

Vision and Values

Vision

The Board is a regulatory body which enhances the quality of the teaching profession in the best interests of Northern Territory students.

Values

The Board's values reflect those of the Teacher Registration Board's Code of Ethics for Northern Territory Teachers:

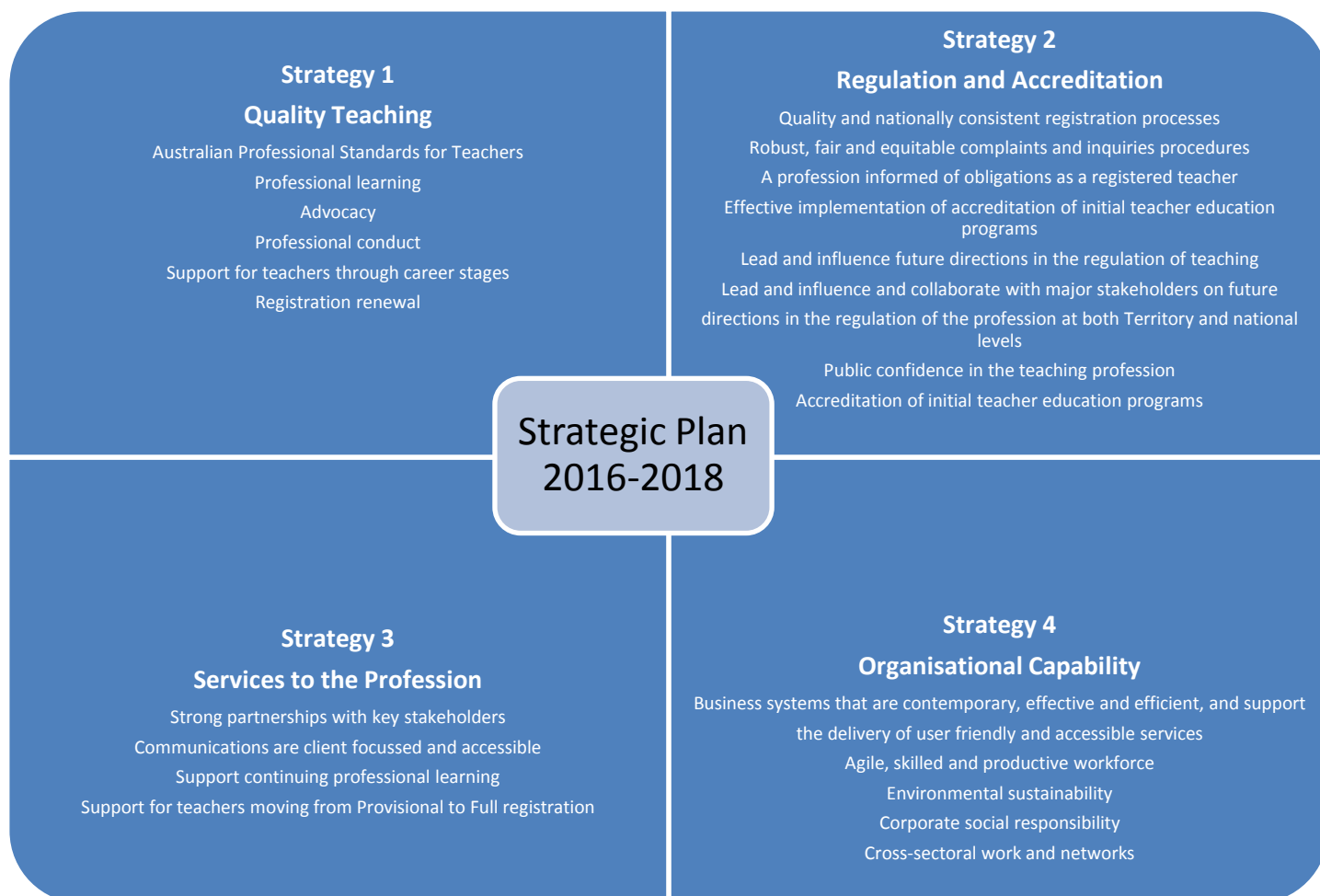
Integrity | Respect | Justice | Empathy | Dignity

Code of Conduct

As members of a Northern Territory statutory authority, Board members adhere to the Code of Conduct for members of Northern Territory statutory authorities recommended in Board Membership: A Guide for Members of Northern Territory Government Board, Committees and Statutory Bodies (NTG 2005).

Strategic Plan 2016-2018

In fulfilling its legislative functions the Board will continue to focus on the following strategies and key result areas.



COMMITTEES OF THE BOARD

All committees of the Board make recommendations on matters referred to them by the Board. Committee membership is at the invitation of the Board.

All committees have made a significant contribution to the Board's work in reviewing processes, developing policy, promoting the profession and fulfilling the Board's regulatory and professional responsibilities under the *Teacher Registration (Northern Territory) Act*.

Initial Teacher Education Committee

Terms of Reference

- To advise the Board and make recommendations on the assessment and accreditation of pre-service teacher education programs;
- To ensure graduates meet the Australian Professional Standards for Graduate Teachers for the purposes of Teacher Registration.

Goals

- Contribute to quality teaching in the Northern Territory through the accreditation of initial teacher education courses in accordance with the National Accreditation process;
- Strengthen pre-service teacher education programs in the Northern Territory;
- Research and promote best practice;
- Contribute to the review of processes through a national network.

The Initial Teacher Education Committee fulfils the functions of the Board outlined in section 11(d) of the Act. The committee advises the Board and makes recommendations on the assessment and accreditation of initial teacher education programs delivered in the Northern Territory to ensure graduates meet the Australian Professional Standards for Teachers (Graduate Teachers) for the purposes of registration.

The committee continued to advise the Board on the suitability of initial teacher education programs offered by Charles Darwin University (CDU) based on the processes and protocols established by AITSL and described in the *Guidelines for the Accreditation of Initial Teacher Education Programs in Australia* and the *Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures*. The professional relationships are based on the continued focus on developing quality teachers through rigorous and innovative teacher preparation programs. The committee has focussed this year on advising the Board of changes to the initial teacher education accreditation process and how that will impact on the Northern Territory.

Members as at 30 June 2017

Ms Lola Sleep (Chair)	Education Consultant – Teacher at Good Shepherd Lutheran College
Ms Kate Fegan	Growth Coach – Department of Education NT
Mr Alain Van Gurp	Deputy Principal – St Paul's Catholic Primary School (<i>resigned December 2016</i>)
Ms Liz Hockey	Education Officer Curriculum – Primary & Middle Secondary Catholic Education Office
Dr Gretchen Geng	Associate Professor of Pedagogy and Learning - Charles Darwin University
* Ms Claire Bartlett	Senior Lecturer in Teacher Education-Bachelor Institute
Ms Renee Schultz	Head of Junior School - The Essington School Darwin

Ms Pauline Schober Teaching Schools Coordinator – CDU School of Education and NTG Department of Education Partnership Executive Officer

Janine Matheson Manager Professional Learning & Standards, TRB NT
(Executive officer)

** Member of the Teacher Registration Board NT*

Meetings

Three committee meetings were held during 2016 - 2017 as follows:

6 December 2016

14 March 2017

6 June 2017

Accrediting Initial Teacher Education Programs

The focus of the Committee's work this year has been implementing the changes to the national accreditation of initial teacher education processes and procedures in the Northern Territory context. In response to the recommendations of the TEMAG report *Action Now: Classroom Ready*, there have been changes to the requirements for accreditation which will impact accreditation of initial teacher education courses currently accredited and those presented for accreditation in the future. Flexibility, diversity and innovation is a key principle underpinning the accreditation process. The major changes to the accreditation process have incorporated the following:

Program Standard	New Requirement
Program Standard 1.2	Teaching Performance Assessment
Program Standards 3.1, 3.2, 3.3	Selection
Program Standard 3.5	Literacy and Numeracy Test
Program Standard 4.4	Primary Specialisation
Program Standards 5.1, 5.3	Professional Experience
Program Standard 6.2	Plan for Demonstrating Impact
Program Standard 6.4	Annual Reporting (evidenced through Template N1)

The focus for CDU in the past year has been meeting requirements to transition to the revised national accreditation process and to accommodate the changes to the program standards into their accredited ITE courses. Initial teacher education courses offered by CDU have been accredited until 2017 (5 courses), 2018 (3 courses), 2019 (2 courses). CDU submitted a transition plan for all existing courses, and submissions for new courses at Stage 1 accreditation level. The provider will also be required to submit Stage 2 accreditation documentation for the Bachelor of Education Primary degree under the new national guidelines and Program Standards, as it is in the final year of accreditation. Any new courses presented will be assessed under the new national accreditation process.

Courses for Accreditation and Reaccreditation - Timeline			
Course	Accredited to	Comments	Status
Bachelor of Education (Primary)	December 2017	Will undergo Stage 2 accreditation	Transition Plan submitted 28 February 2017 Stage 2 submitted 31 May 2017
Bachelor of Education (Secondary) <ul style="list-style-type: none"> • Science • Visual Arts • Music • Health & PE 	December 2017	These courses are not being reaccredited as they have been combined into one Bachelor of Education Secondary degree	Transition Plan submitted 28 February 2017
Bachelor of Education (Secondary) <ul style="list-style-type: none"> • Information Technology • Humanities and Social Sciences • Mathematics 	December 2018	These courses are not being reaccredited as they have been combined into one Bachelor of Education Secondary degree	Transition Plan submitted 28 February 2017
Bachelor of Education Graduate Entry	December 2019	Is not required to go to panel for Stage 2 accreditation until 2019	Transition Plan submitted 28 February 2017
Bachelor of Early Childhood Teaching	December 2019	Is not required to go to panel for Stage 2 accreditation until 2019	Transition Plan submitted 28 February 2017
Master of Teaching	Not yet accredited	New course	Course submitted for Stage 1 accreditation 16 June 2017
Bachelor of Education Secondary	Not yet accredited	New course	Stage 1 submitted 31 May 2017

Panel Member Training

Changes to the accreditation process meant that all panel members previously trained must be re-trained to sit on an accreditation panel. Training was held in July, September and November of 2016 and February 2017. The training involved completion of online modules prior to a two day face to face workshop held in Melbourne. The Northern Territory has 25 trained panel members to date with 8 of the 25 also trained to sit on Stage 2 accreditation panels. The TRB NT has worked collaboratively with QCT to facilitate interstate panel members for Stage 2 panels for both jurisdictions. In addition to this collaboration, VIT, TRB Tasmania and TRB NT also collaborated to formulate processes and procedures for assessment of transition plans and provided panel members for each jurisdiction's panels.

LANTITE

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) was introduced to facilitate meeting the new Program Standard 3.5 which states:

“Entrants to initial teacher education will possess levels of personal literacy and numeracy broadly equivalent to the top 30% of the population. Providers who select students who do not meet the requirement must establish satisfactory arrangements to ensure that these students are supported to achieve the required standard before graduation. The National Literacy and Numeracy Test is the means for demonstrating that all students have met the standard¹.”

The test is a requirement for graduation so whilst it is not a requirement for teacher registration, it indirectly becomes a requirement as part of the successful completion of an initial teacher education qualification. The Department of Education has made the successful completion of the test a requirement for employment from 1 July 2016.

Standards and Professional Learning Committee

Strategic Objective

To develop and improve professional teaching standards and facilitate and support the continuing competence of teachers in the NT against the standards of practice for the profession.

Terms of Reference

- Make recommendations to the Board on the maintenance of the Australian Professional Standards of Professional Practice on entry and for continuing membership of the profession;
- Make recommendations on the development and maintenance of policies and guidelines for Provisional Registration, Full Registration and registration renewal requirements;
- Engage with the profession through workshops and other professional learning activities related to the maintenance of the professional standards;
- Provide advice related to developing a Professional Learning Framework for the purposes of continuing education and professional development for teachers; and
- Advise on research and promotion of quality practice in teaching in the NT.

Goals

- Promote and develop the competencies of teachers during the early stages of their careers;
- Promote the importance of ongoing professional learning against the standards of professional practice;
- Research and promote quality practice;
- Participate in the development and implementation of Australian Professional Standards for Teachers.

The Standards and Professional Learning Committee fulfils the functions of the Board under the provisions of section 11(e), (f), (g), (h) and (i) of the Act.

¹ Australian Institute for Teaching and School Leadership, Accreditation of initial teacher education programs in Australia, Standards and Procedures December 2015

Members as at 30 June 2017

Ms Claire Kilgariff (Chair)	Retired
Mrs Lorraine Hodgson	Principal of Namarluk School
Ms Julianne Willis	Education Consultant
Dr Greg Smith	Lecturer, CDU
Ms Helen Spiers	Principal, Kormilda College
Ms Pam Adam	Representative – ANTSEL (now NTPA)
Ms Jayne McIntyre	Education Advisor Early Childhood Intervention, DoE
Ms Clio Marah	Independent Schools representative
Mr Leon White	Representative - AEU
Mr John Bennett	Assistant Principal - NTOEC
Mrs Chantal McAllister	Manager Special Education – DoE
Ms Katrina Railton	Indigenous Workforce Development Team – DoE
VACANT	Independent Education Union (QLD & NT Branch)
Mrs Elizabeth Andrade	Manager of HALT
Executive Officer	Janine Matheson - Manager, Professional Learning and Standards, TRB NT

Meetings

One Standards and Professional Learning Committee meeting was held during 2016 -2017 as follows:

9 November 2016

Committee Focus

Following on from the formulation of renewal and audit procedures which has been the focus for the previous two years, the Committee is focussing work around facilitating the linking of career stages in the Australian Professional Standards for Teachers. The work centres on:

- Linking with electronic stakeholder professional learning systems that are easy to use, provide clear links between Standards and evidence, and enhance mobility
- Provide guidelines for teachers to collect evidence across the Australian Professional Standards for Teachers, that reflects growth in their knowledge, skills and understandings.
- How to streamline process, common language, clear and explicit information regarding process for Professional Standards, Teacher Registration, and teacher employers.
- Demystify and contextualise the Standards as ‘living, growing ecosystems’ so they become embedded in core business, conversation, thinking in ways that avoid duplication and value add to the profession.
- Grow a culture of Standard reference and use
- Work with disparity from graduate to proficient and align Standards through the recording of professional learning and portfolios.

Provisional Registration

Provisionally registered teachers have access to a range of support materials available on the Board’s website, including an Information Guide, evidence templates and exemplars. They continue to be supported through information sessions as required. Greater focus is required on support within schools for provisionally registered teachers, particularly in the area of mentoring. This will be encompassed in the work of the Standards and Professional Learning Committee.

Full Registration

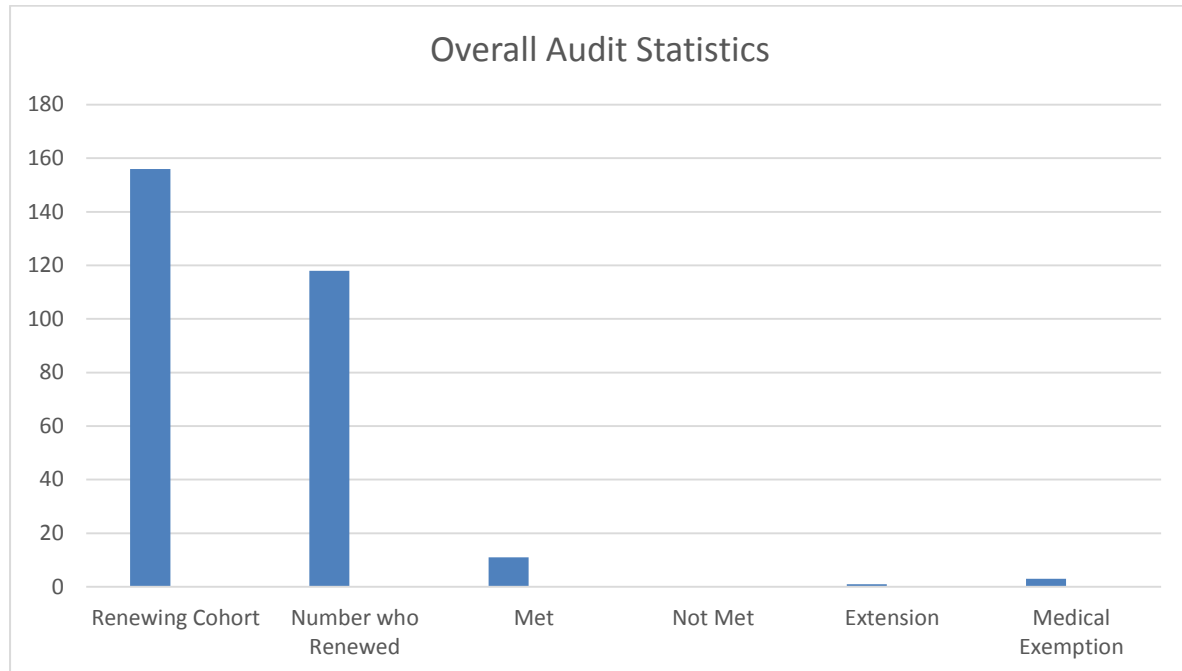
The requirement to renew Full Registration every five years, fulfils the Board’s statutory requirements under section 11 of the Act ensuring that teachers, who are registered, demonstrate ongoing competence against the Australian Professional Standards for Teachers at the proficient level. Section 32 of the Act requires teachers to meet the *eligibility for registration* criteria as a *fit and proper person*.

As part of the renewal of Full Registration process for registered teachers whose category of Full Registration expired on 31 December 2016, the Board conducted an audit of teachers, representative of approximately 10% of renewing teachers. The 2016 cohort was significantly smaller than the previous year with only 156 teachers due to renew. Fifteen teachers were randomly selected for audit.

The audit was conducted by notification to teachers whose registration number had been randomly selected. Teachers who were called for the audit were required to provide evidence of a minimum of 180 days of practice and a minimum of 100 hours of professional learning in the previous five years. The requirement of being a “fit and proper person” was addressed in the online application. Upon completion of the audit, 91.6% of teachers audited met the requirements.

Of the 15 teachers randomly selected for audit, 11 met the requirements for renewal as evidenced by Statements of Employment/Service and professional learning logs, three were granted exemptions on medical grounds and one teacher has been granted an extension.

Table 1 – Overall Audit Statistics



Australian Professional Standards for Teachers

Work continues on providing information and clarity on teaching practice as measured against the Australian Professional Standards for Teachers, particularly in the area of evidence. The Australian Professional Standards for Teachers are embedded in teachers' practice and teachers are using the Standards more extensively to develop and guide their practice.

Evidence Guides are currently being developed for:

- Provisionally Registered teachers
- Principals
- Renewal of Full Registration requirements
- Audit of Renewal of Full Registration requirements

The Evidence Guides will update processes, procedures and requirements and will provide a more contemporary version of the above mentioned processes. The Standards and Professional Learning Committee has committed to work on researching the best ways to link the career stages of teachers from pre-service to lead teachers, so that it becomes a continuum rather than separate stages. The work acknowledges a disconnection between the career stages and how a teacher can continue to develop their skills and provide quality education for their students, whilst focussing on enhancing their practice.

Employer Reference Committee

Terms of Reference

- Facilitate the exchange of information between employers of teachers and the Board on matters to do with teacher registration and authorisation policy and procedures, disciplinary procedures and compliance;
- Provide advice to the Board on the implementation of the objectives of the Act with regard to registration, authorisation and disciplinary procedures; and
- Provide advice to the Board on risk and risk management with regard to registration of teachers.

Members as at 30 June 2016

*Mr Steve Carter (Chair)	COGSO
**Mr Greg O'Mullane	Employer – CEO
Ms Johanna Stieber	Employer – DoE
Ms Cheryl Slater	Employer – AISNT
Ms Debra Twartz	Employer - NTCSA
Director	TRB NT
Executive Officer	TRB NT

* Member of the Teacher Registration Board NT

**Former Member, Teacher Registration Board NT

Meetings

No meetings were held during 2016-2017 period.

The Committee focusses on developing understanding of the employer processes for managing issues of competency in relation to the Australian Professional Standards for Teachers including the use of the notification form used to guide employer notifications to the Board and aligning employer probation processes to the Australian Professional Standards for Teachers. The Committee is a key consultation body for progressing all matters to do with registration, including professional conduct and competence of teachers.

OFFICE OF THE TEACHER REGISTRATION BOARD

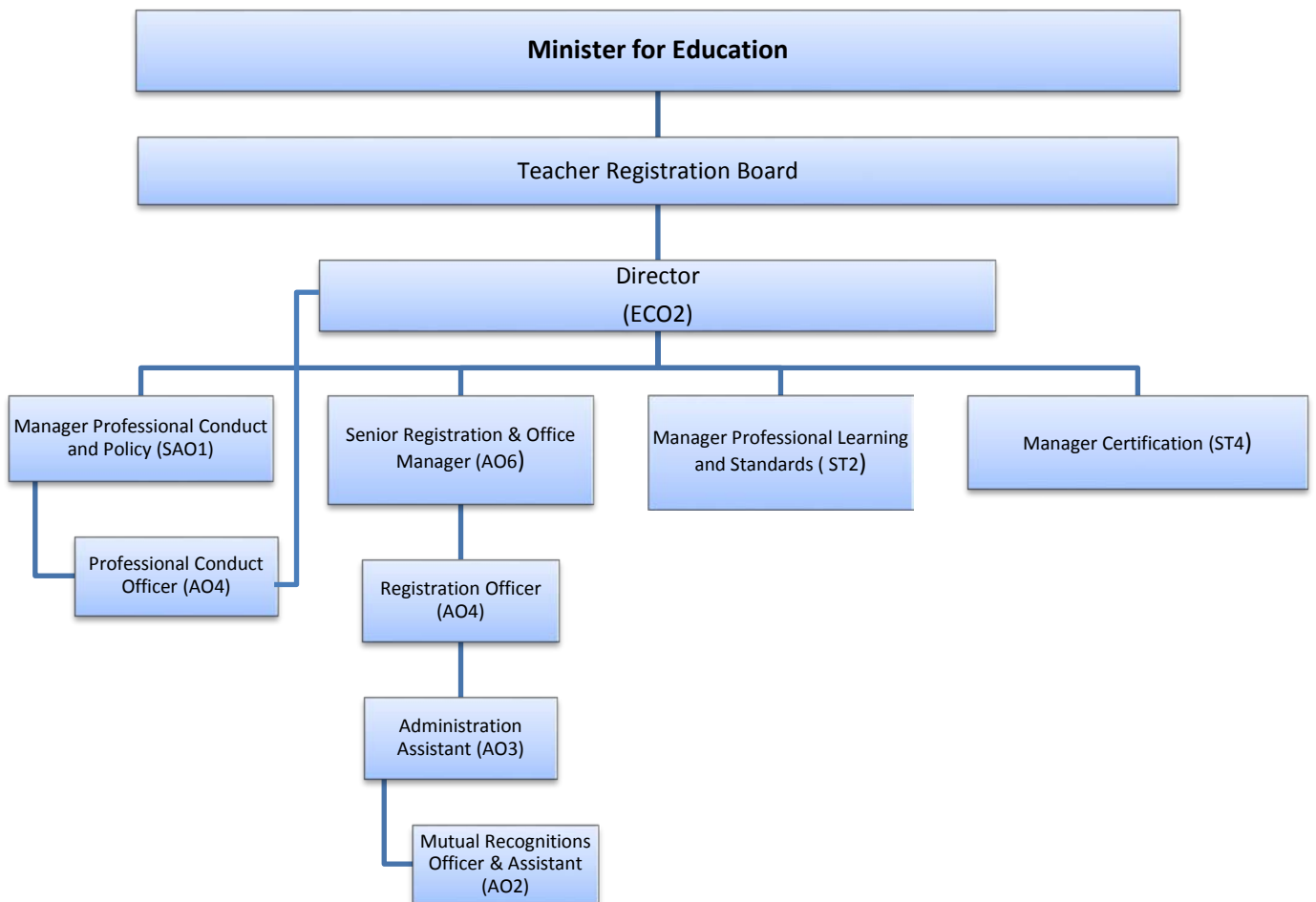
Overview

Secretariat support to the Board is provided by the Office of the Board.

The Office supports the Board on a range of matters including:

- Assessment of all applications for registration and authorisation;
- Management of the registration and registration renewal processes;
- Accreditation of initial teacher education programs;
- Conduct of the annual audit of employers;
- Management of Complaints, Inquiries and Investigations;
- Administration and management including financial management;
- Committees of the Board;
- Certification of HALT career stages; and
- Professional learning in relation to registration and the implementation of the Australian Professional Standards for Teachers.

TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY



Staff of the Teacher Registration Board

Director	Responsible for the leadership and management of the Office of the Board to ensure effective governance of the teaching profession in the NT.	Susanne Fisher (Acting) Elizabeth Andrade (Acting) Oct 16- April 7 Maree Garrigan
Manager Certification	The HALT Manager Certification is responsible for program design, development and implementation and project management for all aspects of the processes related to certification of HALT ensuring a nationally consistent approach.	Elizabeth Andrade Ebone Chin Oct – Dec 16
Manager, Professional Learning and Standards	The Manager, Professional Learning and Standards provides leadership and expertise in professional teaching standards and professional learning as they relate to the Board's processes for supporting registrants preparing to apply for Full Registration, registration renewal and initial teacher education course accreditation.	Janine Matheson Kate Fegan Nov – Dec 16
Manager Professional Conduct and Policy	The Manager Professional Conduct is responsible for developing, implementing, managing and providing expert policy advice to the Director and the Board. The Manager provides secretariat support to the Board and its committees and develops and implements a professional conduct quality assurance framework including management of all aspects of the Board's disciplinary function.	Rebecca Maple Jodie Hill resigned April 17 (Job share 1 FTE)
Senior Registration and Office Manager	The Senior Registration Officer and Office Manager is responsible for managing all aspects of the processes for registering teachers in the NT and the provision of corporate support, including data management systems.	Jackie Crawley
Professional Conduct Officer	The Professional Conduct Officer is a member of a small multi-skilled team with responsibility for case managing complaints against teachers and other disciplinary matters relating to teachers and other matters as assigned by the Director.	Sasha Binks Kristina Miletic (Acting) June –Dec 16
Registration Officer	The Registration Officer is a member of a small multi-skilled team in the Office of the Board with responsibility for undertaking all aspects of the processes for registering teachers in the NT.	Emily Bull
Administration Officer	The Administration Officer provides administrative and financial support and assists the processes for registering teachers in the Northern Territory.	Aphrodite Georgiadis
Administrative Assistant (Mutual Recognitions)	The Administrative Assistant takes carriage for all aspects of processing applications for registration under the mutual recognition principle and provides general support for the work of the Board, including reception duties.	Jessica McDowall Josie Clee resigned Jan 17

Official Travel 2016-2017

BOARD MEETINGS: “Board members who travelled to attend the full day Board meetings in Darwin”

Karen Blanchfield	Darwin/Alice Springs return x5
Bernard Gleeson	Darwin/Numbulwar (Groote Eylandt) return x1
Denise Williams-Kennedy	Darwin/Alice Springs return x1
Julie Donald	Nhulunbuy/Darwin return x2
Yalmay Yunupingu	Nhulunbuy/Darwin return x1

Australasian Teacher Regulatory Authorities (ATRA)

The purpose of ATRA is to:

- Facilitate collaboration and where appropriate coordination between members in the development and promotion of professional standards, professional learning and ethical conduct for the teaching profession within the Commonwealth of Australia and New Zealand;
- Formulate and forward to appropriate authorities advice on relevant matters including those of national concern;
- Collect and disseminate information on matters of collective interest, effectively evaluate initiatives undertaken and reach decisions by consensus;
- Advocate and promote teacher regulatory functions including teacher registration, accreditation and/or certification.

From September 2015 to September 2016 TRB NT chaired ATRA, which came with a part time Executive Officer position, funded by ATRA.

Senior Officers of ATRA meet twice per year for a Special General Meeting and Annual General meeting which was hosted by TRBNT in August 2016.

The Board’s Chair attended both bi-annual meetings of the Australasian Teacher Regulatory Authorities (ATRA) in Darwin in August (2016) and Hobart in February (2017). The Acting Director attended the Meeting in Darwin.

Karen Blanchfield (ATRA Chair)	Alice Springs/Darwin return	x1
	Alice Springs/Hobart return	x1

ATRA Network Meetings

Regular network meetings across key areas of regulation and nationally consistent processes provide an opportunity for key team members to access valuable networking and learning forums.

The following networks were active during 2016-17:

- Senior Registration and Assessment Officers Network 1 interstate meeting
- ICT Network 1 interstate meeting
- Initial Teacher Education Network 4 interstate meetings
- Professional Conduct and Legal Network (Director TRBNT Convenor) 1 interstate meeting
- Certification Authority Network 2 interstate meetings
- Professional Teaching Standards Network 1 interstate meeting

The Director participates regularly in teleconferences with ATRA associates.

The Director participated in a range of forums facilitated by the Australian Institute for Teaching and School Leadership and the Australasian Teacher Regulatory Authority, specifically dealing with initial teacher education in response to the recommendations of the TEMAG report *Action Now - Classroom Ready*.

Finances

The Board is an independent statutory authority which operates on a budget provided by the NTG and allocated by the DoE.

The total income from registration fees is not sufficient to enable the Board to operate with financial independence.

The total revenue from registration fees for 2016-2017 was approximately \$635,000, an increase of \$62,000 from the approximate \$573,000 received in 2015-2016.

TRB	Budget	Actual	Variance
Employee	1,187,000	1,118,000	-69,000
Operational	163,000	115,000	-48,000
Total Rounded	1,350,000	1,234,000	-116,000
HALT National Certification	37,000	35,000	-2,000
Grants and Subsidies			
Australian Institute for Teaching and School Leadership	24,000	5,000	-19,000

Information technology support

While the Department of Education provides corporate services to the Board, additional support in information technology is provided by Code Kitchen Pty Ltd.

Compliance with the *Information Act*

Type of information held

As a body corporate established by Territory legislation, the Board is a public sector organisation for the purposes of the *Information Act*.

The Board holds information relevant to the functions, services and operations of the Board as set out in this annual report.

The Professional Conduct Officer is the appointed Information Officer in this area.

Register of teachers

A register of teachers is kept by the Board. Members of the public may search the register of teachers to ascertain if a teacher is currently registered. The information accessed by this search is the teacher's name, registration number, category of registration and the date to which the teacher's registration fees have been paid.

The register may be searched via the TRB website.

The new online environment allows teachers to amend some personal details in their profile. Other inaccurate information may be corrected via contact with Board staff. No fee is incurred for these amendments.

Information access and reporting

Only applications that met the formal requirements for acceptance under the *Information Act* are counted. One request for access to government information held by the Board was received during 2016-2017.

Information privacy

The *Information Act (NT)* defines personal information as information held by Government from which a person's identity is apparent or reasonably able to be ascertained.

The Board only collects information necessary for or related to its functions, services and operations. Information may also be used for statistical, research, planning and reporting those functions, services and operations as required.

The Board respects the privacy of individuals and is committed to collecting, using, storing and managing personal information in a manner that complies with the Information Privacy Principles set out at Schedule 2 in the *Information Act*.

Records and archives management

Part 9 of the *Information Act* provides for the protection and management of records and archives by public sector organisations. The Board complies with this Part by:

- Keeping full and accurate records of its activities and operations;
- Implementing practices and procedures to safeguard the custody and ensure proper preservation of its records; and
- Making arrangements for the archives service to monitor the management of its records.

REGISTRATIONS AND AUTHORISATIONS

Strategic Objective

To maintain the standards of professional practice for NT teachers through a standards-based, regulatory framework that ensures only appropriately qualified, competent and fit and proper persons are employed as teachers in the NT.

Goals

- Maintain a robust and efficient registration system.
- Strengthen initial teacher education programs in the NT.
- Ensure only fit and proper persons maintain registration in the NT.
- Maintain a Code of Ethics.

Who can be Registered?

The minimum qualification requirements for registration are met by applicants who have completed four years of approved tertiary study including an initial teaching education course. Applicants must also demonstrate they meet the English language proficiency requirement and that they are a fit and proper person.

In certain circumstances, employers are granted authorisation to employ persons as teachers who do not meet the minimum requirements for registration, but satisfy the Board they are competent to teach.

Registration Fees

The annual registration fee is currently \$86.00 for one calendar year. New applicants for registration can pay for up to 3 years. Registered teachers can pay for more than one year, but not beyond their term of registration expiry date.

Number of Teachers Registered

The number of teachers registered to teach in the NT has increased by 108 in the past year.

June 2005	June 2006	June 2007	June 2008	June 2009	June 2010
3992	4481	4572	5086	5462	5768
June 2011	June 2012	June 2013	June 2014	June 2015	June 2016
6151	5884	6014	5710	5751	5413
June 2017					
5521					

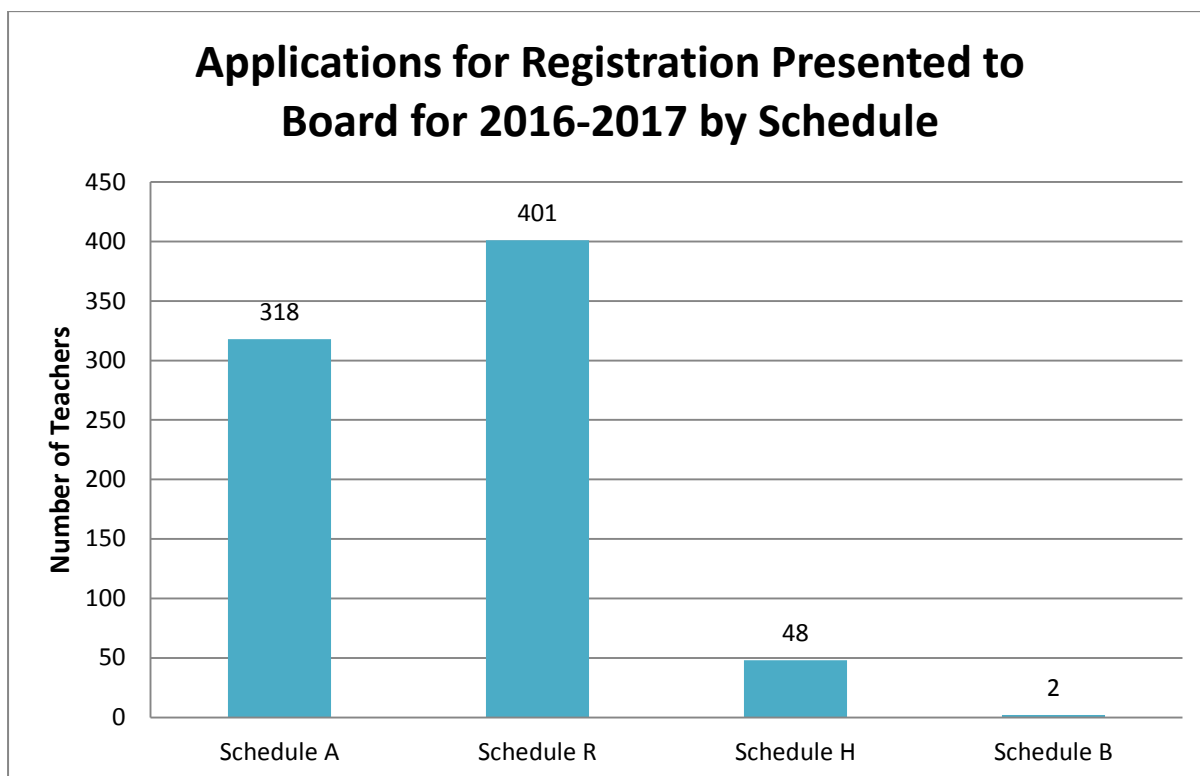
Applications Assessed

The Office of the Board assesses applications for registration under the provisions of the Act and in compliance with the *Mutual Recognition Act (Northern Territory) 1992* and the *Trans-Tasman Mutual Recognition Act 1997*.

A total of 769 applications were assessed this financial year, the majority under the provision of the Mutual Recognition legislation. In assessing applications for registration, the Board was presented with 48 instances of applications categorised as being 'hard' (Schedule H). These applications require additional research and are presented to the Board case by case.

While the 48 instances are recorded in Table 2, it is the case that once granted registration by the Board, the Schedule H status changes to the relevant Schedule (A, R or B) and therefore Table 3 is a true representation of the number of new teachers registered in 2016-17.

Table 2 – Applications for registration presented to Board by schedule



New Registrations

In 2016-17, there were 769 new teachers registered in the Northern Territory. The majority of Mutual Recognition (MR) applicants held registration with the Victorian Institute of Teaching. There were 61 new graduates from Charles Darwin University registered as teachers.

Table 3 – Number of new teachers registered

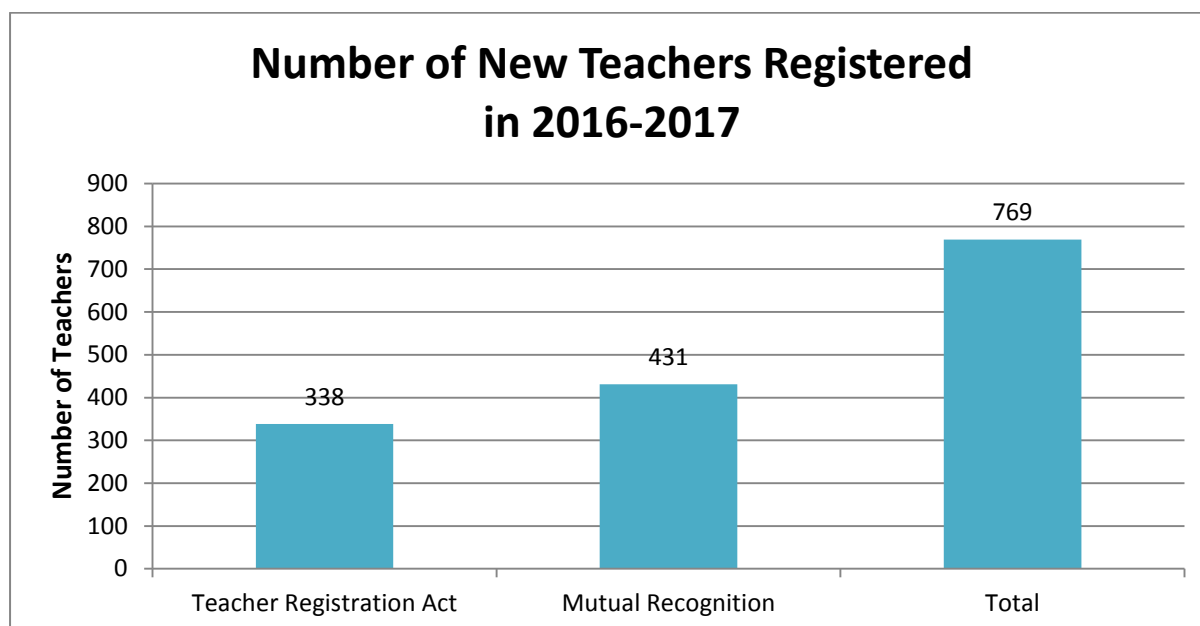
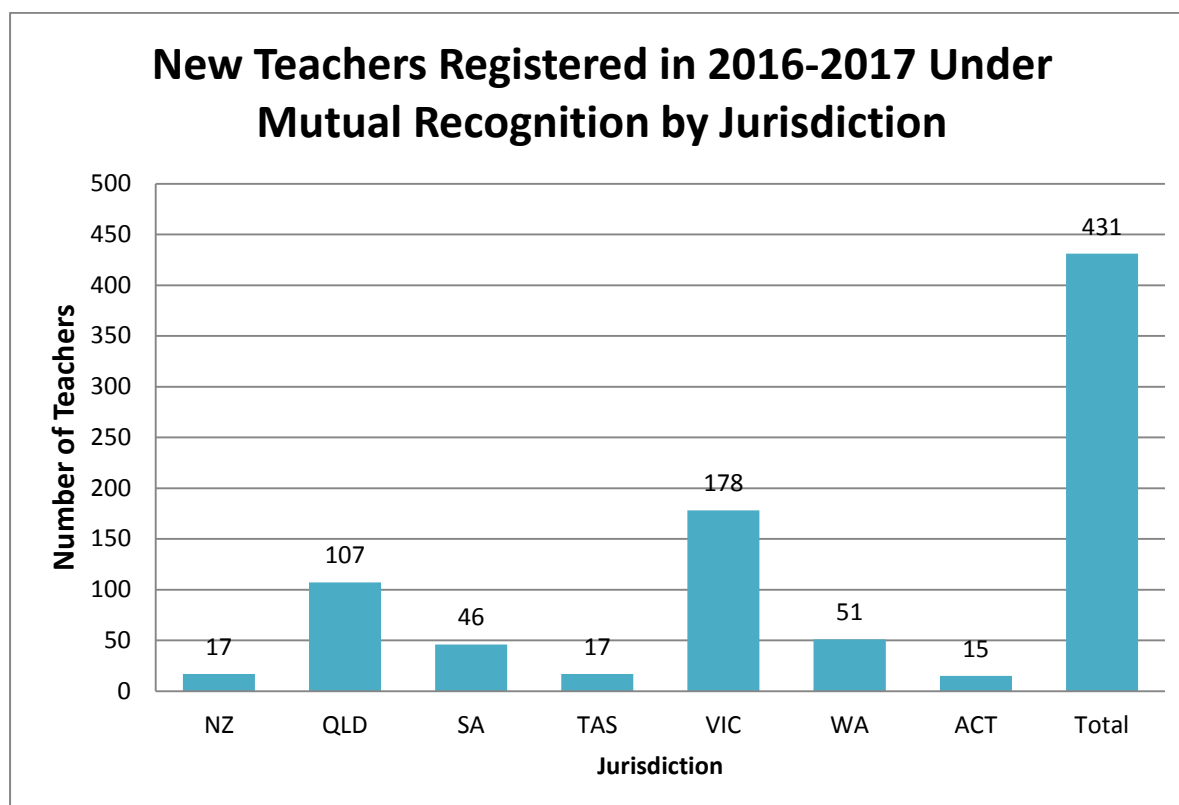


Table 4 – New teachers registered under Mutual Recognition by jurisdiction



Profile of Teachers Registered in the Northern Territory

Of the teachers registered in the Northern Territory, there is a relatively even spread of teachers aged from 25-64, with slightly more in the 25-34 age bracket.

Table 5 – Registered teachers by age

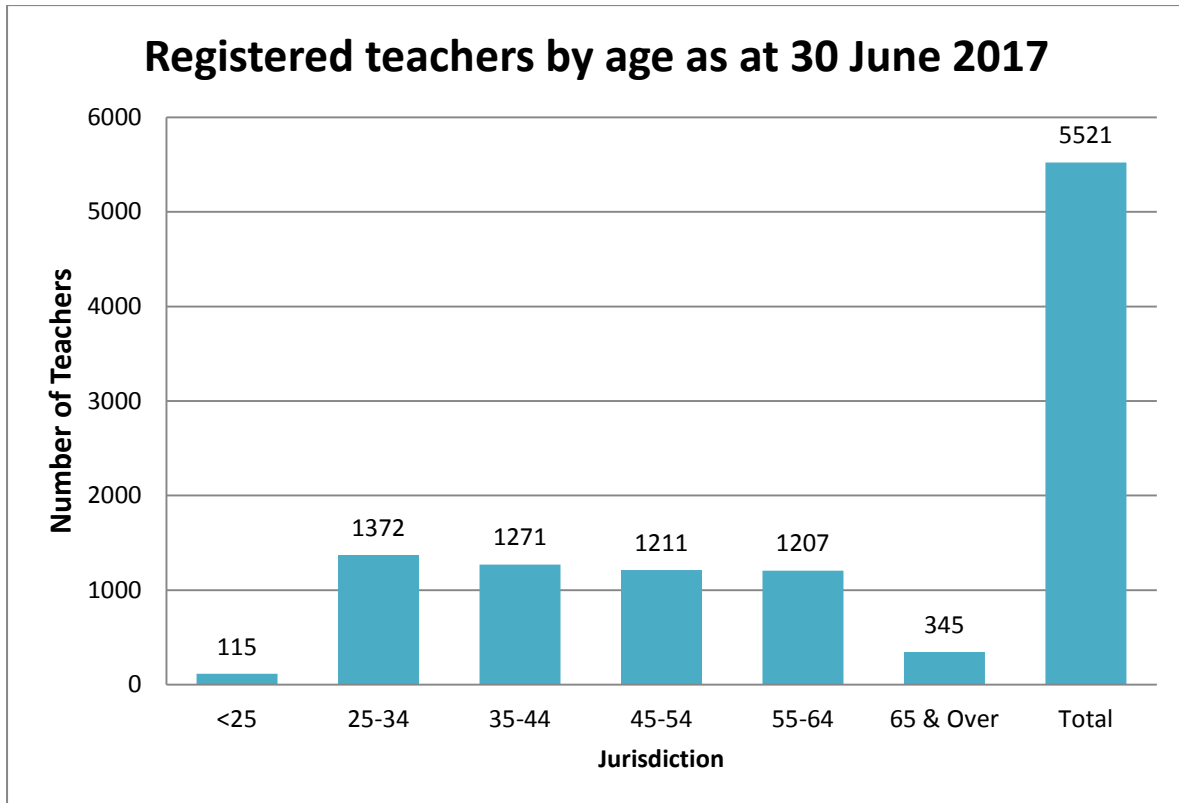
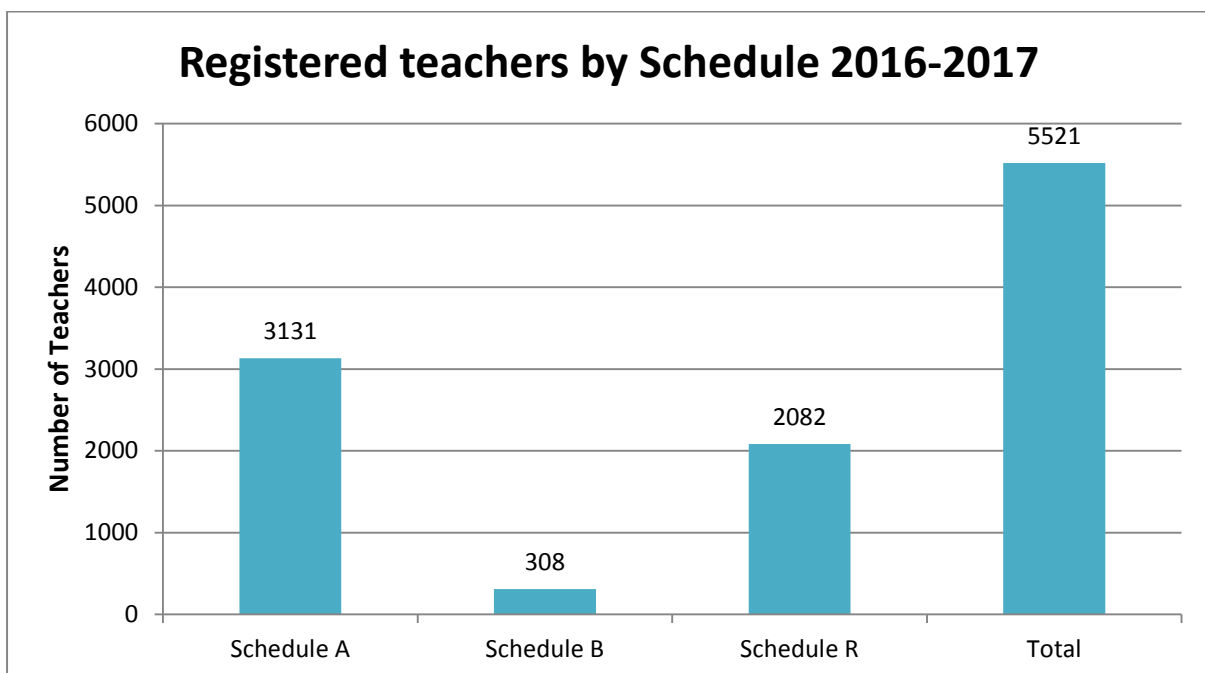


Table 6 – Number of registered teachers by schedule



Registration Renewals

In 2016, there were 181 Provisionally Registered teachers who came to the completion of their first three year cycle of registration. Of these, 46 teachers did not transition to Full Registration and were granted a two year renewal ending 31 December 2018.

There were 152 fully registered teachers who came to the completion of their first five year cycle of registration on the 31 December 2016. Of these, 34 teachers did not apply to renew and their registration lapsed.

Of the 118 who applied to renew their 5 year term of registration, 116 were granted Full Registration for a further 5 years, and 2 teachers who did not meet the requirements for Full Registration were granted Provisional * (F) Registration for three years.

* The (F) after Provisional identifies that the teacher previously held Full Registration, and the pathway to return to Full Registration is streamlined.

Table 7 – Registered teachers by category

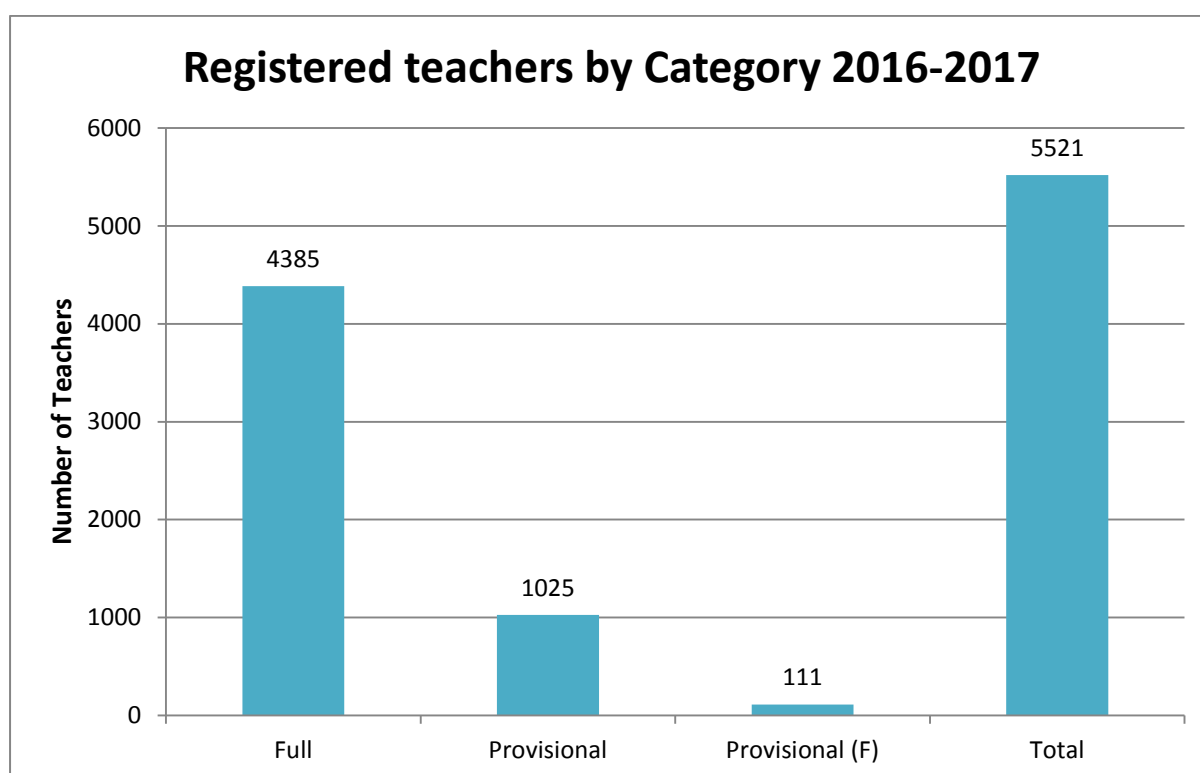
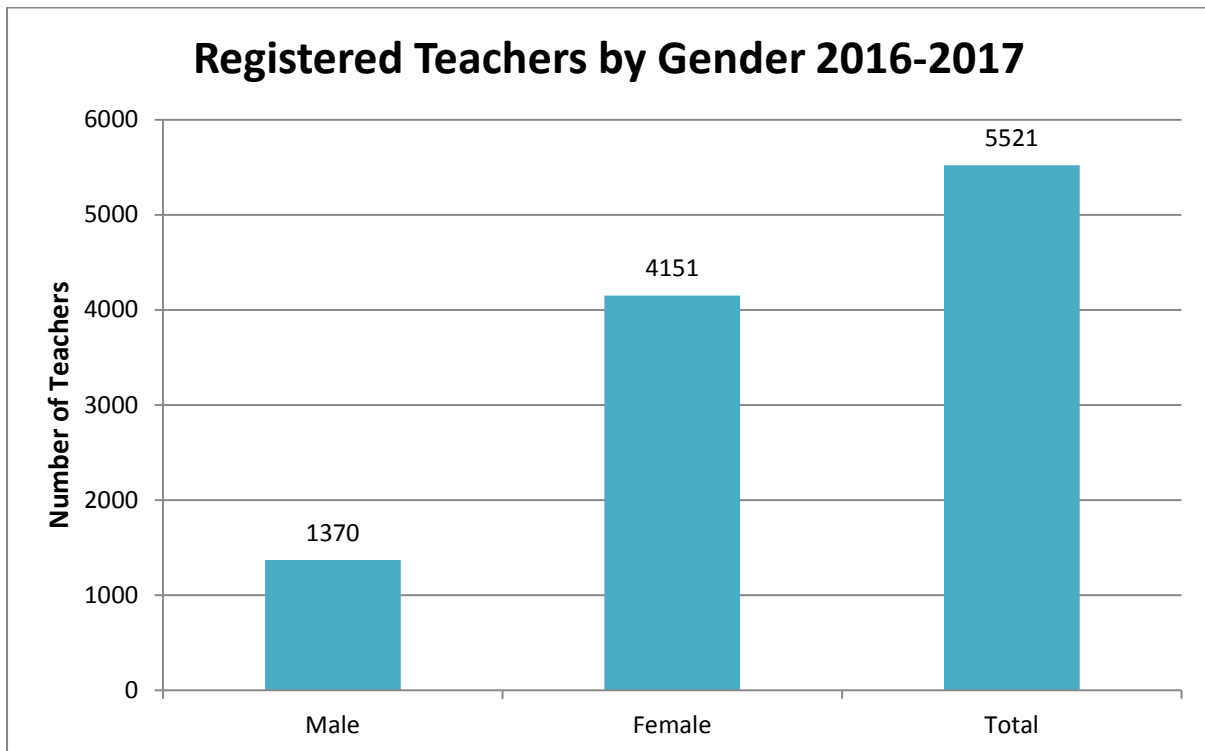


Table 8 – Registered teachers by gender



Names Removed from the Register

Deceased teachers removed from the register 2016/2017	3
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Authorisations

Table 9 – Authorisations granted January 2016 – December 2016

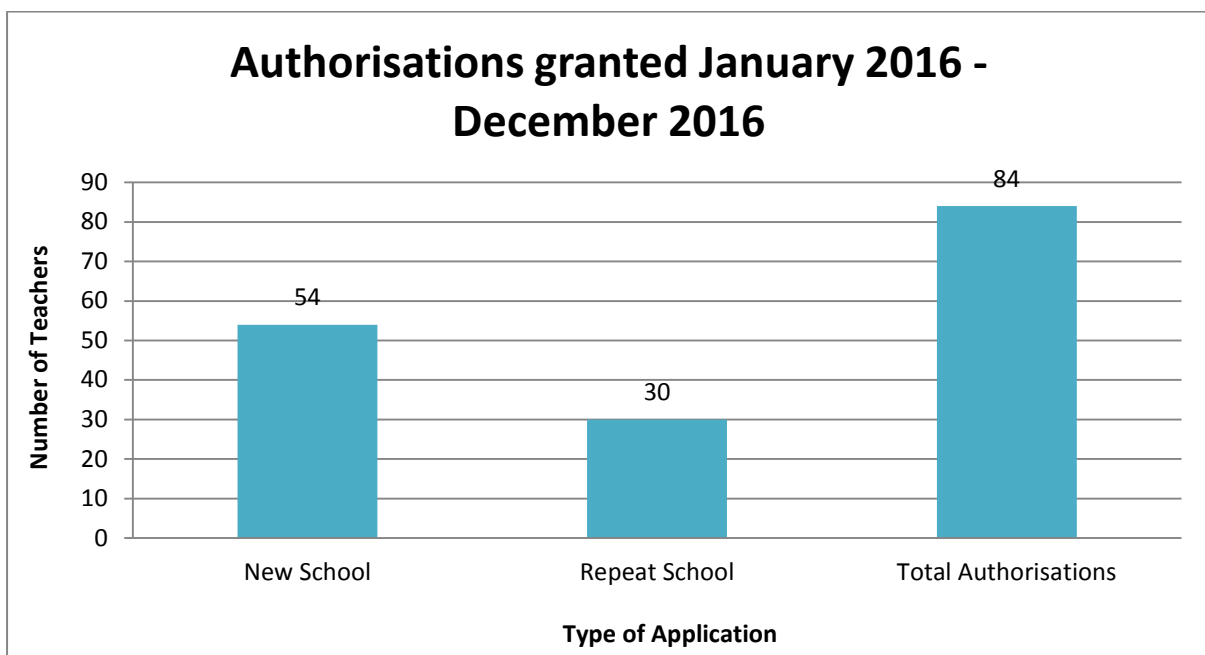
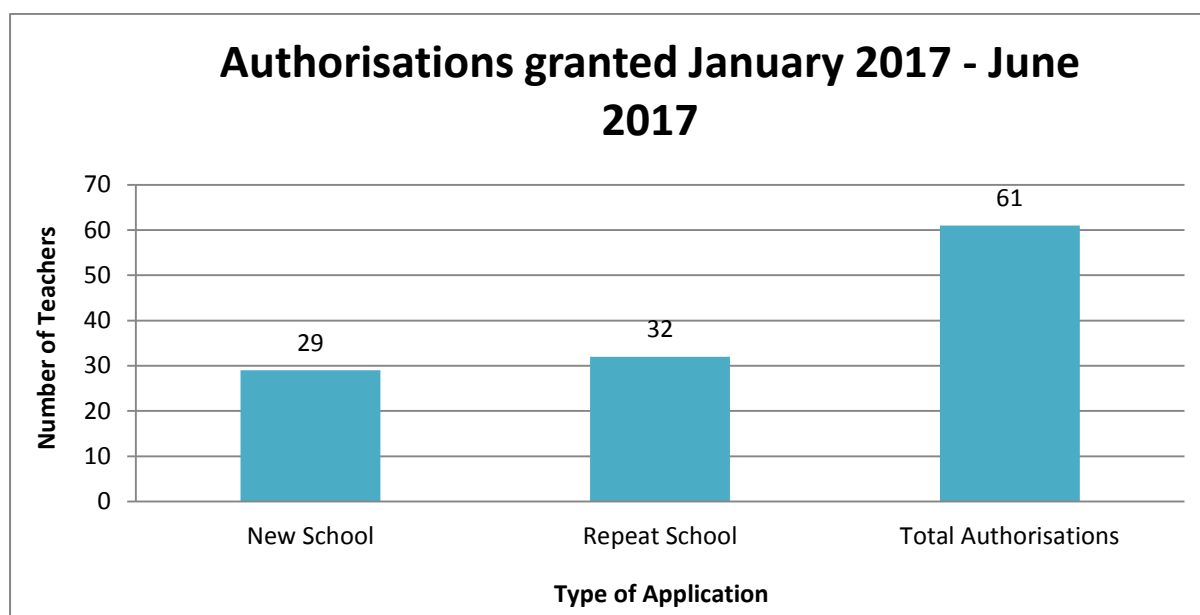


Table 10 – Authorisations granted January 2017 – June 2017



The Board may under certain circumstances, authorise an employer to employ an unregistered person as “a teacher” for a specific period not exceeding one calendar year.

There are four categories under which an employer might apply for Authority to Employ:

1. Applicants who are less than four year qualified;
2. Applicants who have specialist knowledge and skills;
3. Teach for Australia Associates and;
4. Pre-service teachers.

Between January 2016 and June 2017, 28 Teach for Australia Associates were granted Authorisation.

For the 2016 calendar year, the Board granted Authorisation to 84 people to be employed in teaching positions; of those, 30 were repeat applications for authorisation that were continued from the previous calendar year. From January to 30 June 2017, a total of 61 authorisations were granted to persons employed in teaching positions. Of this number, 29 were new applications and 32 were repeat Authorisations that were continued from the previous calendar year. The majority of Authorisations were granted to employ unregistered persons in the government sector.

Appeals

During the 2016-17 reporting period, no applicants for registration and no registered teachers have appealed a decision of the Board.

Annual Audit and Compliance

In accordance with section 78 of the Act employers are required to inform the Board of the names of all teachers employed in the employer's school during the period 1 January to 1 March. In 2017 employers were required to provide this information by 1 April.

Thirty seven people were noted to have been teaching unregistered or without authorisation this year compared to 21 teachers in 2016. Where no non-compliance was found the good work of those employers in meeting the requirements of the Act was acknowledged by the Board.

The Board noted that 32 instances of non-compliance were a consequence of failure to pay the annual registration fee. Where non-compliance is identified, letters are sent to relevant parties, advising them of their obligations under sections 72 and section 73 of the Act. No prosecutions were instigated.

Sector	Employer Name	Return Received
CEO	Catholic Education Office	04/04/2017
GOV	Department of Education	19/04/2017
IND	Good Shepherd Lutheran School	23/03/2017
IND	Kormilda College	06/04/2017
IND	Living Waters Lutheran School	23/03/2017
IND	Milkwood School Council	31/03/2017
IND	Northern Territory Christian Schools	29/03/2017
IND	Nyangatjatjara College	09/03/2017
IND	St Philip's College	06/04/2017
IND	The Alice Springs Steiner School	18/04/2017
IND	The Essington School	03/04/2017
IND	Yipirinya School	08/03/2017
IND	Yirara College	03/04/2017
IND	Tiwi College	03/04/2017
IND	Nawarddeken Academy	21/04/2017

HIGHLY ACCOMPLISHED AND LEAD TEACHER CERTIFICATION

Certification Practices

The Board is responsible for all certification processes of Highly Accomplished and Lead Teachers as described in the *Certification Guide* based on the Australian Professional Standards for Teachers as a basis for making judgements at the higher career stages across Australia.

Implementation of National Certification Process

The Board is responsible for:

- Certification processes;
- Training and managing of NT nationally trained and registered assessors. The first group of NT assessors represent the Board, Department of Education, Centre for School Leadership, Catholic Education, Independent Schools and Christian Schools and participated in 50 hours of national training;
- Training future assessors;
- Data collection; and
- Reporting 'completion of certification' information to Australian Government – Department of Education and Training

Cost:

An applicant pays \$1825 (non-refundable). The process to be certified occurs in two stages:

- Stage 1: portfolio of annotated evidence against the Australian Professional Standards for Teachers (\$925) at the Highly Accomplished or Lead teacher level
- Stage 2: Classroom observation by a trained assessor (\$900).

National HALT Summit

AITSL HALT National Summit

The HALT network is the first of its kind in Australia, bringing together teachers who have been nationally certified as Highly Accomplished or Lead against the Australian Professional Standards for Teachers.

Seventeen of the Northern Territory's certified Highly Accomplished and Lead teachers (self-funded), attended the second national summit, along with a principal from Katherine who promotes and supports teachers to achieve their certification, a principal from the Darwin region, a representative from the Human Resources business unit (DoE), a national assessor based in the Alice-Springs regional office and the Manager Certification Teacher Registration Board of the Northern Territory.

The Minister for Education and Training, Senator the Hon Simon Birmingham opened the Summit and launched *Taking the Lead* which outlines how building expertise through national teacher certification can help to improve quality teaching and student outcomes across Australia.

Across the two days, Summit participants put their collective expertise into action by sharing practice from their own context and by considering how to know, show and spread the impact of nationally certified HALTs.

Participants also heard keynotes from and participated in masterclasses with leading educational thinkers including Professor John Hattie, Professor Carol Dweck, Jason Pascoe (Growth Coaching International) and Tracey Ezard. Student Riley Bennet concluded the Summit with his story on the power of education.

The focus of the Summit was to understand the impact of great teaching and explore how we can share and spread this to positively affect student progress and achievement.

National Representation

The Manager Certification at the invitation of AITSL represented the Northern Territory on the following:

1. Certifying Authority Network
2. HALT Steering Committee
3. National HALT Moderation
4. National HALT Summit 2017

Certification Process 2016-2017

Applications received 2016-2017

One hundred and two applications for certification have been received by the TRB NT to 30 June 2017.

Information Sessions

Ten Highly Accomplished and Lead Teacher information sessions (face-to-face and via electronic modes) were delivered across the Northern Territory.

Coaching

Approximately 100 hours have been spent on individual and small group coaching sessions across the Territory.

Workshops

Nine professional learning workshops were conducted for applicants with a focus on the requirements of Stage 1: presentation of a portfolio of evidence of practice addressing either the highly accomplished or lead teacher standards/focus areas. The first workshop;

- Clarified processes
- Enhanced understanding of the Australian Professional Standards for Teachers;
- Established a network of support for applicants; and
- Developed network between TRB, HALT applicants

The second component of the workshops became an opportunity for applicants to work collaboratively and independently to develop annotations that enhanced quality of portfolios whilst receiving feedback from other applicants and the Manager Certification.

Current Certification

There are 66 certified teachers in the Northern Territory as at 1 July 2017.

Certification Data

Table 11 – HALT Certification Data

2013				2014				2015				2016				2017			
Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals or deferrals	Completions	Information Sessions	Registrations received	Withdrawals and/or deferrals	*Completions
8	25		24	4	31	17	12		32	5	9	9	54	13	5	10	102	6	16

*Stage 1 assessments will be taking place in Semester 2

Northern Territory HALT Forum

SUMMARY

The Teacher Registration Board NT in partnership with the Department of Education hosted the first Northern Territory Highly Accomplished Lead Teacher (HALT) Forum in Darwin on Friday 16 and Saturday 17 September 2016

In total, close to 150 teachers, leaders and certified HALTs attended over the two days, in Darwin at the Darwin Turf Club.

Data collected during the event showed that the majority of the attendees were certified teachers and proficient teachers, either aspiring towards, or in the process of certification at Highly Accomplished or Lead stages. The event was also exceptionally supported by school leaders and currently certified teachers.

Comments and ratings about presentations indicated that the sharing and interactive sessions were favoured. Senior Management support and the invited presence and speeches from The Honourable Eva Lawler MLA, Chief Executive Vicki Baylis and Marion Guppy were greatly received. Some feedback suggests that participants felt at least one member of each school leadership group and more prospective HALTs should have been in attendance. All sessions with collaboration activities received positive comments. The most highly regarded sharing session was run by certified teachers, 'Explore – Learn – Connect' which advocated John Hattie's "10th Mindframe – I Collaborate". Overall feedback ratings (mostly at ratings 4 and 5), indicate that participants considered sessions to be relevant and informative.

Program Description

The NT forum focused on bringing together teachers who are considered to be experts and excel in their practice. This event aimed to promote and increase the profile of quality teaching across the Northern Territory through the uptake of national certification and promulgate the expertise of certified teachers.

Achieving national certification is a significant accomplishment involving a rigorous and robust assessment of evidence of practice. Nationally certified teachers are by definition expert practitioners, and the AITSL Board Chair Professor John Hattie and Teacher Registration Board of the Northern Territory are committed to recognising the achievement of nationally certified teachers in the NT and leveraging their collective expertise through the summit. A key outcome of the summit is action plans to support education initiatives and collaboratively develop a common understanding of what it means to be a Highly Accomplished or Lead Teacher in the Northern Territory.

Background

The HALT Forum NT 2016 brought together all the certified teachers and potential future applicants and provided an opportunity to:

- Collaborate with, and learn from certified teachers
- Commit and contribute to the work of promoting the teaching profession and championing the impact of quality teaching in the NT
- Recognise and celebrate the achievement as nationally certified teachers at the highly accomplished or lead career stages

The forum also provided an opportunity to;

- Promote the quality teaching agenda in the Northern Territory
- Raise the profile of the HALT initiative in the NT

- Promote HALT certification as a measure of quality teachers and increase the numbers of certified teachers in the NT
- Excellent teachers = high quality education and
- Make connections between
 1. National Certification
 2. 2016-2018 Strategic Plan Growing Success Together
 3. ACER School Improvement

The work of the Teacher Registration Board in the National Certification area is embedded in the Department of Education Strategic Plan, Growing Success Together and the National School Improvement Tool through the foundations of quality teaching, attracting quality staff and developing the capabilities of leaders (2016-2018 Strategic Plan DoE) and school improvement involves leadership, teachers, culture, resources, pedagogy and the broader school community all working in unison to change school practices in ways that lead to better student outcomes. (ACER) It is also embedded in the Teacher Registration Board of the Northern Territory 2016-2018 Strategic Plan.

DISCIPLINARY PROCEEDINGS

Strategic Objective

To maintain the standards of professional practice for Northern Territory teachers through a standards-based, regulatory framework that ensures only appropriately qualified, competent and fit and proper persons are employed as teachers in the Northern Territory.

Goals

- A robust and transparent Complaints and Inquiries procedure.
- Ensure all registered teachers are made aware of their obligations under the Act.
- Strengthen the capacity of the Board to obtain appropriate and timely legal advice.
- Processing disciplinary proceedings in a timely manner.

Inquiries and Investigations

The Board is responsible for disciplinary proceedings in relation to registered teachers. It conducts Preliminary Investigations and Inquiries into allegations of a teacher's misconduct or incompetence.

An Inquiry or Investigation may be initiated by:

- The lodging of a complaint;
- A notification from an employer;
- A notification from the Northern Territory Police;
- A notification from another teacher registration authority; or
- Information received from another source.

The Board has made considerable progress to ensure its processes for conducting Inquiries and Preliminary Investigations are fair and pursued in a timely manner, with support from the Solicitor for the Northern Territory (SFNT) in the Department of the Attorney-General and Justice and at times barristers from private practice as referred by SFNT.

Number of cases carried over from previous year	23
Number of new cases received in the 2016 – 2017 financial year	37
TOTAL	60

Statistics

Complaints

Received this financial year	3
Carried over	1
Dismissed without Preliminary Investigation	1
Preliminary Investigation commenced	2
Inquiry commenced	0
Registration cancelled (0), suspended (0) and or conditions imposed (0)	0
Conditions revoked	0
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (0)	2

Notifications from employer

Received this financial year	13
Carried over	14
Dismissed without Preliminary Investigation	2
Preliminary Investigation commenced	11
Inquiry commenced	3
Registration cancelled/disqualified (1), suspended (3) and or conditions imposed (2)	6
Conditions revoked	2
Matters ongoing → disciplinary process ongoing (10), conditions ongoing (8)	18

Notification from the Northern Territory Police

Received this financial year	3
Carried over	1
Dismissed	0
Preliminary Investigation commenced	1
Inquiry commenced	2
Registration cancelled/disqualified (1) , suspended (2) and/or conditions imposed (0)	3
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (0)	3

Notification from a Teacher Registration Authority

Received → interstate (3), internal audit process (10)	13
Carried over	3
Dismissed without Preliminary Investigation	11
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (2), refused (1), suspended (0) and/or conditions imposed (2)	6
Matters ongoing → disciplinary process ongoing (0), conditions ongoing (2)	2

Declaration from another source

Received	6
Carried over	4
Dismissed without Preliminary Investigation	4
Dismissed after Preliminary Investigation	0
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (0), suspended (0) and/or conditions imposed (2)	2
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (4)	5

Decisions appealed to Local Court

Received	0
Carried over	0
Appealed by teacher	0
Appealed by complainant	0
Withdrawn	0
Board's decision confirmed on appeal	0
Matters ongoing	0

Sexual Offences

If a teacher is convicted or found guilty of a sexual offence as defined in section 68 of the Act, the teacher's registration must be cancelled from the date of the conviction or finding of guilt under the provisions of section 69 of the Act. An Inquiry Committee may place the Inquiry on hold until the outcome of the criminal proceedings in relation to a sexual offence is known.

Statutory Rights and Responsibilities

The Board will continue to promote compliance and engagement to ensure teachers and employers are aware of their statutory rights and responsibilities.

Inquiries

In circumstances where the Board decides to hold an Inquiry, it must appoint an Inquiry Committee to conduct the Inquiry. The Inquiry Committee must comprise a chairperson (legal practitioner who has practised as a legal practitioner in Australia for at least five years) and two members of the Board. During this financial year, the Board was ably assisted by Ms Stephanie Monck, SFNT.

The following Board members have represented the Board on at least one Inquiry Committee this financial year:

- Karen Blanchfield
- Bernie Gleeson (past Board Member)
- Elsabe Bott
- Peter Kell
- Lorraine Hodgson

APPENDIX

Acronyms and abbreviations

AEU	Australian Education Union
AISNT	Association of Independent Schools of the Northern Territory
AITSL	Australian Institute of Teaching and School Leadership
ANTSEL	Association of Northern Territory School Educational Leaders
ATRA	Australasian Teacher Regulatory Authorities
BOSTES NSW	Board of Studies Teaching and Educational Standards New South Wales
CDU	Charles Darwin University
CEO	Catholic Education Office
COGSO	Council of Government School Organisations
DoE	Department of Education
HALT	Highly Accomplished and Lead Teacher
LANTITE	Literacy and Numeracy Test for Initial Teacher Education
NT	Northern Territory
NTCSA	Northern Territory Christian Schools Association
NTG	Northern Territory Government
NTOEC	Northern Territory Open Education Centre
NTPA	Northern Territory Principals Association
NTPS	Northern Territory Public Sector
TEMAG	Teacher Education Ministerial Advisory Group
The Act	<i>Teacher Registration (Northern Territory) Act</i>
The Board	Teacher Registration Board
TRB	Teacher Registration Board
QLD	Queensland

Teacher Registration Board of the Northern Territory

