



T EACHER
R EGISTRATION
B OARD

NORTHERN TERRITORY

Annual Report 2014–15

© Teacher Registration Board of the Northern Territory 2015

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Northern
Territory
Government

Hon Peter Chandler MLA
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

RE: TEACHER REGISTRATION BOARD 2014-15 ANNUAL REPORT

I have pleasure in submitting the Teacher Registration Board's report for the period 1 July 2014 to 30 June 2015 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 eleventh 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.

The Australian Professional Standards for Teachers continue to underpin the work of the Board at many levels and provide the common language for all engaged in the education sphere. A key focus in the past year has been preparation for the first group of teachers who are required under the legislation to renew their Full Registration, in line with the national requirements of 180 days of teaching or equivalent practice and 100 hours of professional learning over the past five years. A significant update of the data base was required to accommodate this new online process. By December 31 2015 some 3250 teachers are expected to have completed the renewal process.

A focus this year has been related to the release of the Australian Government's *Act Now: Classroom Ready Teachers* report. The Australasian Teacher Regulatory Authority, of which the Northern Territory Teacher Registration Board is a member, has played a significant leading role in progressing key aspects of the recommendations detailed in the report, specifically relating to the Board's responsibility in the accreditation of initial teacher education programs. Strong national networks continue to strengthen 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.

As a requirement of the Act, the Board continued to undertake investigations for notifications and complaints regarding disciplinary matters. Of note is the increase in the number of notifications from employers regarding matters of competence. In the past year, there have been twenty one Preliminary Investigations, with thirteen completed. In addition, there have been eight Inquiries, with four completed. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is highly valued.

Board members ensure that the functions of the Act are carried out to a very high standard and their contributions are highly valued. Each Board member brings a perspective to Board meetings that enable the Board to make wise and appropriate decisions. In addition, a range of teachers contribute to various committees and provide advice to the Board. Thank you to all for their professional input.

Staff at the Office of the Board are strongly led by the Director, and under her guidance, continue to ensure that students in the Northern Territory have appropriately qualified and competent teachers who uphold the highest ethical standards. My thanks to them for the critical role that they play.

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 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.

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 2015

	<p>One person, nominee of the Chief Executive of the Department of Education</p> <p>Ms Louise Corrigan BA, BEd to October 2018</p>		<p>One educator, nominee of the Catholic Education Office</p> <p>Ms Margaret Hughes M Ed Policy and Administration, Grad Dip RE, BEd to October 2018</p>
	<p>One indigenous teacher at a government school, the nominee of the Chief Executive of the Department of Education</p> <p>Vacant</p>		<p>One educator, nominee of Charles Darwin University</p> <p>Prof Peter Kell PhD, MEdAdmin, Grad Dip Ed Studies, DipT to October 2014</p>
	<p>Two teachers (one being from a remote school), nominees of the Territory branch of the Australian Education Union</p> <p>Mr Bernie Gleeson (remote) Dip Teach, Dip Arts to October 2016</p>		<p>One educator, nominee of the Batchelor Institute</p> <p>Ms Claire Bartlett M Ed, Dip E-Learning, Post Grad Cert (TESOL), BEd Primary to October 2018</p>
	<p>Two teachers (one being from a remote school), nominees of the Territory branch of the Australian Education Union</p> <p>Ms Yvonne Patterson (non-remote) Dip Teach, BEd to October 2018</p>		<p>One person, nominee of the NT Council of Government School Organisations</p> <p>Mr Steve Carter City & Guilds of London IMCC Dip Mn to October 2018 **Deputy Chair</p>
	<p>One teacher, nominee of the Independent Education Union Queensland/Northern Territory</p> <p>Ms Elsabe Bott BEd, MEd to October 2016</p>		<p>One teacher, nominee of Professional Teachers' Association of the Northern Territory</p> <p>Ms Lorraine Hodgson Dip Teach (Special Education) to October 2016</p>
	<p>One educator, nominee of the Association of Independent Schools of the NT</p> <p>Mr John Metcalfe BSc, Dip Ed to October 2016</p>		<p>One teacher, nominee of the Northern Territory Principals' Association (formerly ANTSEL)</p> <p>Ms Karen Blanchfield TTC, BEd, Grad Dip PSM, MIM to October 2016 *Chair</p>

Board meetings 2014-15

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

Meeting	Date	Venue	Duration
1	31 July 2014	Teleconference	Afternoon
2	9 October 2014	Teleconference	Afternoon
3	20 November 2014	Darwin	Full day
4	4 December 2014	Teleconference	Afternoon
5	22 January 2015	Teleconference	Afternoon
6	12 February 2015	Darwin	Full day
7	12 March 2015	Darwin	Full day
8	7 May 2015	Teleconference	Afternoon
9	4 June 2015	Darwin	Full day

Attendance register

Meetings	1	2	3	4	5	6	7	8	9
<i>Members</i>									
Karen Blanchfield									
Steve Carter		AP						AP	P
Elsabe Bott		P			P				
Lorraine Hodgson	P				P	P	P		
Greg O'Mullane	P		Term Expired						
Bernie Gleeson								P	
Stephen Nimmo	P		Term Expired						
Yvonne Patterson	TNS				P	P	P		
Claire Kilgariff	P		Term Expired						
Claire Bartlett	TNS			AP					
Peter Kell			AP	Leave of absence					
Laurance Tamatea Alternate member for Peter Kell	Alternate Term not started								
Louise Corrigan								P	
John Metcalfe		AP						AP	
Margaret Hughes	TNS								

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 NT 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 2013-2015

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

Strategic Objective

The terms of reference for the Initial Teacher Education Committee (ITEC) are as follows:

- 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 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 *Accreditation of Initial Teacher Education Programs in Australia – Guide to the Accreditation Process* 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.

Initial Teacher Education Committee

The Initial Teacher Education Committee fulfils the functions of the Board outlined in section 11(d) of the *Teacher Registration (Northern Territory) 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.

Members as at 30 June 2015

Ms Lola Sleep (Chair)	Education Consultant
Mr Martin Trouw	Assistant Principal - Dripstone Middle School (<i>resigned December 2014</i>)
Ms Kate Fegan	Assistant Principal - Wulagi Primary School
Ms Lynette Delaney	Deputy Principal - Sacred Heart Catholic Primary School
Miss Kate Roache	Education Officer Curriculum – Middle & Senior Secondary Catholic Education Office
Dr Laurence Tamatea	Associate Professor of Pedagogy and Learning-Charles Darwin University

* Ms Claire Bartlett	Senior Lecturer in Teacher Education-Bachelor Institute (joined February 2014)
Ms Renee Schultz	Junior School Coordinator – The Essington School Darwin
Executive Officer	Manager Professional Learning & Standards, TRB NT

* Member of the Teacher Registration Board NT

Meetings

Eight meetings were held during 2014 - 2015 as follows:

30/31 July 2014	National Accreditation Panel - Darwin
5/6/ August 2014	National Accreditation Panel – Alice Springs
9 September 2014	Committee Meeting
17 November 2014	National Accreditation Panel – Darwin (resubmission)
28 November 2014	Committee Meeting
2 December 2014	National Accreditation Panel – Alice Springs (resubmission)
27 February 2015	Committee Meeting
28 April 2015	Committee Meeting

Approving initial teacher education programs

The focus of the Committee's work this year has been the accreditation of initial teacher education courses. Two courses were presented and approved for accreditation and the delivery of the courses began at the beginning of the academic year in 2015. These courses complete the suite of initial teacher education courses across all stages of schooling being offered at Charles Darwin University. The courses presented and approved for accreditation were:

- Bachelor of Education Graduate Entry
- Bachelor of Education Early Childhood Teaching

The members of the panel, convened to assess the programs, were from a broad range of educational experiences including two interstate panel members:

- Dr Robyn Cox - Associate Professor Literacy Education Australian Catholic University – Sydney
- Miss Christine McGunnigle - Early Childhood Education & Care Coordinator – University of Notre Dame Fremantle Campus WA

The Bachelor of Education Graduate Entry (2 years) replaces the Graduate Diploma of Teaching and Learning (GDTL). The accreditation on the GDTL expired at the end of 2014. Graduate entry courses are now required to be two years of study and the new graduate entry course allows pre-service teachers to train in the specific disciplines of early childhood, primary or secondary stages of schooling rather than a course inclusive of all stages of schooling.

The Bachelor of Education Early Childhood Teaching is a four year initial teacher education course specifically targeting early childhood but including the required number of practicum days for eligibility for teacher registration in NT in the approved setting. Students studying in this course will undertake 80 days practicum in a primary setting as well as an additional 10 days practicum in a setting of 0-2 year olds as per Australian Children's Education and Care Quality Authority (ACECQA) requirements.

All programs have been accredited through the Board, consistent with the *Accreditation of Initial Teacher Education Programs in Australia: Standards and Procedures*.

National accreditation of initial teacher education courses

The final report from TEMAG – *Action Now: Classroom Ready* was presented on December 8 2014 and presented 5 key proposals containing 38 recommendations.

Consultation at local and national levels has focused on some areas which are seen as the main elements of the recommendations:

- Impact of Evidence;
- Evidence guidelines;
- Stage 1 & Stage 2 accreditation;
- Primary specialisation;
- Literacy and numeracy competence of graduates.

The Literacy and Numeracy Test for Initial Teacher Education (LANTITE) was introduced to facilitate meeting program Standard 3.1 which states that “*all entrants to ITE will successfully demonstrate their capacity to engage effectively with a rigorous higher education program and to carry out the intellectual demands of teaching itself. To achieve this, it is expected that applicants’ levels of personal literacy and numeracy should be broadly equivalent to those of the top 30% of the population*”. Demonstrating the top 30% has generated debate and varying definitions. The LANTITE has been developed to benchmark the top 30%. Trials of the test were run in 2014 and 2015 with implementation due in 2016. All graduates of Initial Teacher Education courses will be expected to pass the test before graduation.

The impact of, and the consequent implementation of the recommendations will be released later in 2015 but the focus of the recommendations remains: to improve teacher quality which ultimately leads to higher quality outcomes for students, by adding greater rigour to initial teacher education courses.

The Northern Territory participated in a national survey and annual review of panel processes, held in Melbourne in June 2015. The purpose of the review was to look closely at the processes of accreditation and the roles of panel members from the perspective of a range of stakeholders and from across all jurisdictions as aligned to the recommendations of TEMAG. The results of the survey will inform future development of accreditation processes.

Standards and Professional Learning

Strategic Objective

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

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.

Standards and Professional Learning Committee

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. The Committee's terms of reference are listed below:

- Make recommendations to the Board on the maintenance of the 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 Northern Territory.

Members as at 30 June 2015

Ms Claire Kilgariff (Chair)	Head of Faculty, Education, Arts and Social Science, Batchelor Institute
Ms Julianne Willis	Education Consultant
Dr Greg Smith	Lecturer, Charles Darwin University
Ms Helen Spiers	Principal, Kormilda College
Ms Pam Adam	Representative – ANTSEL (now NTPA)
Ms Jayne McIntyre	Education Advisor Early Childhood Intervention, Department of Education
Ms Clio Marah	Independent Schools representative
Mr Leon White	Representative-Australian Education Union
Mr John Bennett	Senior Manager – Department of Education e Learning
Mrs Chantal McAllister	Manager Special Education – Department of Education
Ms Katrina Railton	Indigenous Workforce Development Team – Department of Education (<i>joined February 2014</i>)
Mr Rob Storr	Independent Education Union (QLD & NT Branch) (<i>resigned January 2015</i>)
Mrs Elizabeth Andrade	Project & Policy Officer, Highly Accomplished & Lead Teachers
Executive Officer	Manager, Professional Learning and Standards, TRB NT

Meetings

Two meetings were held during 2014-2015 as follows:

23 September 2014

29 April 2015

Provisional Registration

Provisionally registered teachers have access to a range of support material available on the Board website, including an Information Guide. They continue to be supported through information sessions as required.

Online presentations are currently being developed to service those who cannot access face to face presentations, particularly provisionally registered teachers in remote areas.

Full Registration

The Board worked closely with employers and fully registered teachers to provide information on maintaining Full Registration. The online application for Renewal of Full Registration relates to currency of practice, professional learning and continued fitness to teach. Renewal ensures that teachers continue to enhance, renew, develop or change skills to meet the needs of their students which ultimately leads to better quality outcomes in the classroom. The Board has extended the definition of practice to include teachers who may not be working in a classroom or with students directly, but through their practice, are contributing directly to the educative process. The Equivalent Practice and Educational Leadership paper gives value to the work of teachers outside of the traditional classroom setting and encompasses those whose work still has a direct relationship with the Australian Professional Standards for Teachers and Principal Standards and the approved curriculum.

A range of support materials have been developed and are available on the TRB website. A range of forums have been conducted throughout the Territory to assist teachers with the process of renewal and to address concerns about continuing registration if requirements are not met.

The audit process will commence in 2016. Critical areas being considered by the Committee and presented to the Board include: presentation of evidence; continued employability of a teacher if they have not met requirements to renew Full Registration; construction of audit panels, and the process of auditing a teacher's evidence.

Australian Professional Standards for Teachers

Work continues on providing information and clarity on the 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.

Professional Conduct Reference Committee

The Professional Conduct Reference Committee considers issues pertaining to Part 6 of the Act (disciplinary proceedings). The Board provides guidance to the Committee regarding matters to be researched and discussed and the development of guidelines and policies regarding topics relevant to professional conduct.

The ongoing maintenance of the Code of Ethics by the profession provides a means of clearly identifying and communicating the core values that underpin the professional standards for teaching.

Members as at 1 November 2014

*Mr Stephen Nimmo (Chair)	Assistant Regional Manager of Operations Barkly Education Office – Department of Education
Mr Gerry Greene	Regional Manager HR Services Division Central Australia-Department of Education
Mr David Johns	Principal, St John's Catholic College
Ms Selena Uibo	Teacher, Numbulwar School
Ms Jackie Dupe	English Teacher - Darwin High School
Mr Paul van Holsteyn	Principal – Bradshaw Primary School
Dr Sue Smith	Lecturer - Charles Darwin University
Ms Katrina Railton	Lecturer Teacher Education, Faculty of Education, Arts and Social Sciences – Batchelor Institute
Mr Peter Clisby	Australian Education Union NT Branch
Ms Erica Schultz	Independent Education Union Australia, NT Branch

Mr Joshua Ingrames Executive Officer	Lawyer Litigation Division - Solicitor for the Northern Territory Manager Professional Conduct & Senior Policy Officer TRB NT
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** Member of the Teacher Registration Board NT*

The Committee did not meet during 2014-2015.

Employer Reference Committee

The purpose of the Employer Reference Committee is to:

- 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 2015

*Mr Steve Carter (Chair)	Council of Government School Organisations
*Mr Greg O'Mullane	Employer – Catholic Education Office
Mr Anthony Roberts	Employer – Department of Education
Ms Cheryl Slater	Employer – Association of Independent Schools of the Northern Territory
Ms Debra Twartz	Employer - Northern Territory Christian Schools
Director	Teacher Registration Board of the Northern Territory
Executive Officer	Teacher Registration Board of the Northern Territory

** Member of the Teacher Registration Board NT*

*** Member of the Teacher Registration Board NT – term ended 10 October 2014*

Meetings

Two meetings were held during 2014-2015 as follows:

11 December 2014
19 February 2015

In 2014-15, the Employer Reference Committee revised the Terms of Reference to ensure they remain relevant to the work of the Committee. The Committee focussed on developing understanding of the employer processes for managing issues of competency in relation to the Australian Professional Standards for Teachers and was instrumental in the development of a new notification form, used to guide employer notifications to the Board.

OFFICE OF THE TEACHER REGISTRATION BOARD

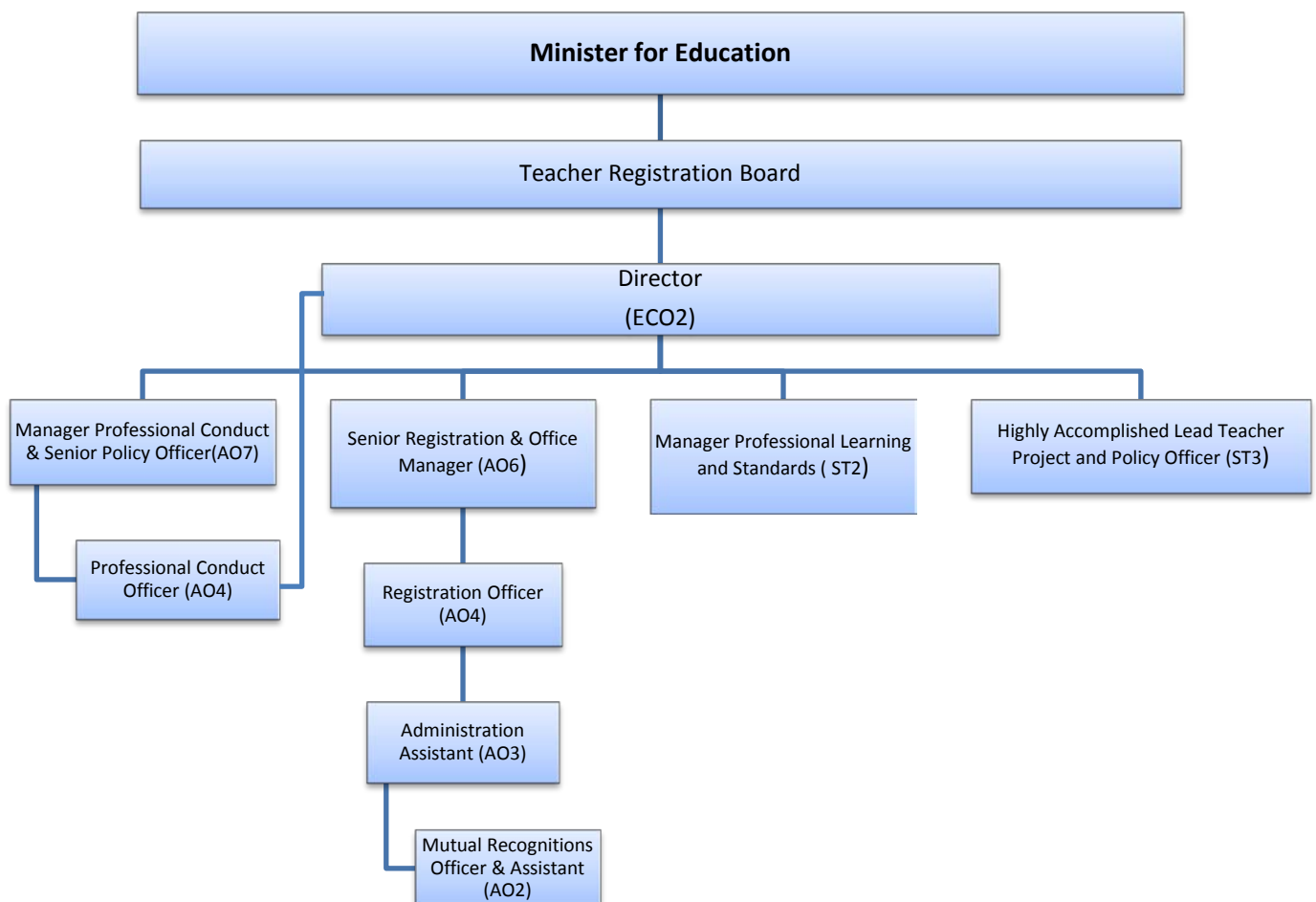
Overview

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 Highly Accomplished and Lead Teacher 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 Northern Territory.	Maree Garrigan
Project and Policy Officer Highly Accomplished Lead Teacher (HALT)	The HALT Project and Policy Officer is responsible for program design, development and implementation and project management for all aspects of the processes related to certification of Highly Accomplished and Lead teachers ensuring a nationally consistent approach to certification.	Elizabeth Andrade
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
Senior Policy Officer and Manager, Professional Conduct	The Senior Policy Officer and 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.	Jodie Hill (Acting, part-time) Rebecca Maple (Acting, part-time) Sharon Scurr (nominal occupant on leave since 28 March 2014)
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 Northern Territory 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
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 Northern Territory.	Katrina Estbergs
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.	Kerri Hauser (Acting) 27/02/2014 - ongoing Emily Bull Nominal occupant maternity leave from 25/02/2014

Official travel

The Board's Director and the Chair attended the bi-annual meetings of the Australasian Teacher Regulatory Authorities (ATRA) in Adelaide in September and Brisbane in February/March.

Board members who travelled to attend the full day Board meetings in Darwin:

Karen Blanchfield	Darwin/Alice Springs return	X 4
Stephen Nimmo	Darwin/Tennant Creek return	X 4
Bernie Gleeson	Numbulwar/Darwin return	X 1
Merrkiyawuy Ganmbarr-Stubbs	Yirrkala/Darwin return	X 1

Australasian Teacher Regulatory Authorities (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 2014-15:

- Senior Registration and Assessment Officers Network 1 interstate meeting
- ICT Network 1 interstate meeting
- Initial Teacher Education Network 2 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
- Professional Boundaries working party 2 interstate meetings

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 following the release of the TEMAG Report in December 2014.

International Federation of Teacher Regulatory Authorities Conference

The Director attended the conference *Inspiring Public Confidence*, hosted by the Ontario College of Teachers. Australian regulatory authorities were well represented and contributed to the content of the conference. Themes such as teacher mobility, challenges and opportunities in self-regulation, government relations and regulatory independence, ongoing professional competence and transparency in disciplinary processes were some of the key themes explored during the conference.

Finances

The Board is an independent statutory authority which operates on a budget provided by the Northern Territory Government and allocated by the Department of Education.

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 2014-2015 was approximately \$700 000, an increase of \$150 000 from 2013-2014.

	Budget	Actual	Variance
Employee	949, 224	987, 874	-38, 650
Operational	209,278	183, 380	25, 898
Reward for Great Teachers	82, 000	62, 892	19, 108
HALT National Certification	42, 000	15, 017	26, 983
TOTAL	1, 288, 502	1, 254, 985	33, 517

Information technology support

While the Department of Education provides corporate services to the Board, additional support in information technology is provided by Brainware Pty Ltd and the Territory Business Centre. The past year has been focused on further development of the data base in preparation for the first full registration renewal process. This required a special grant of funds from the Department of Education.

Compliance with the *Information Act*

Overview

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.

Sasha Binks is the appointed Information Officer as she has undertaken training 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. No request for access to government information held by the Board was received during 2014-2015.

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 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

- Maintain a robust and efficient registration system.
- Strengthen initial teacher education programs in the Northern Territory.
- Ensure only fit and proper persons maintain registration in the Northern Territory.
- 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 of \$83.00 is for one calendar year, however new applicants for registration can pay for up to three years. In 2014 there were 5904 teachers who had a financial expiry of 31 December 2014. Of these teachers, 4934 paid their annual fee for the 2015 calendar year, 970 did not pay their annual fee for 2015 compared to 868 teachers who did not pay for 2014.

Number of teachers registered

The number of teachers registered to teach in the Northern Territory has increased by 41 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	
6151	5884	6014	5710	5751	

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 844 applications were assessed this financial year, the majority under the provision of the Mutual Recognition legislation.

As is the case every year, a large number of applications were incomplete, most frequently because the applicants failed to provide the required documents. Applications are assessed only when complete and incomplete applications are not included in the final tally of 'applications assessed'.

In assessing applications for registration, the Board was presented with 35 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 35 instances are recorded in Table 1, 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 2 is a true representation of the number of new teachers registered in 2014-15.

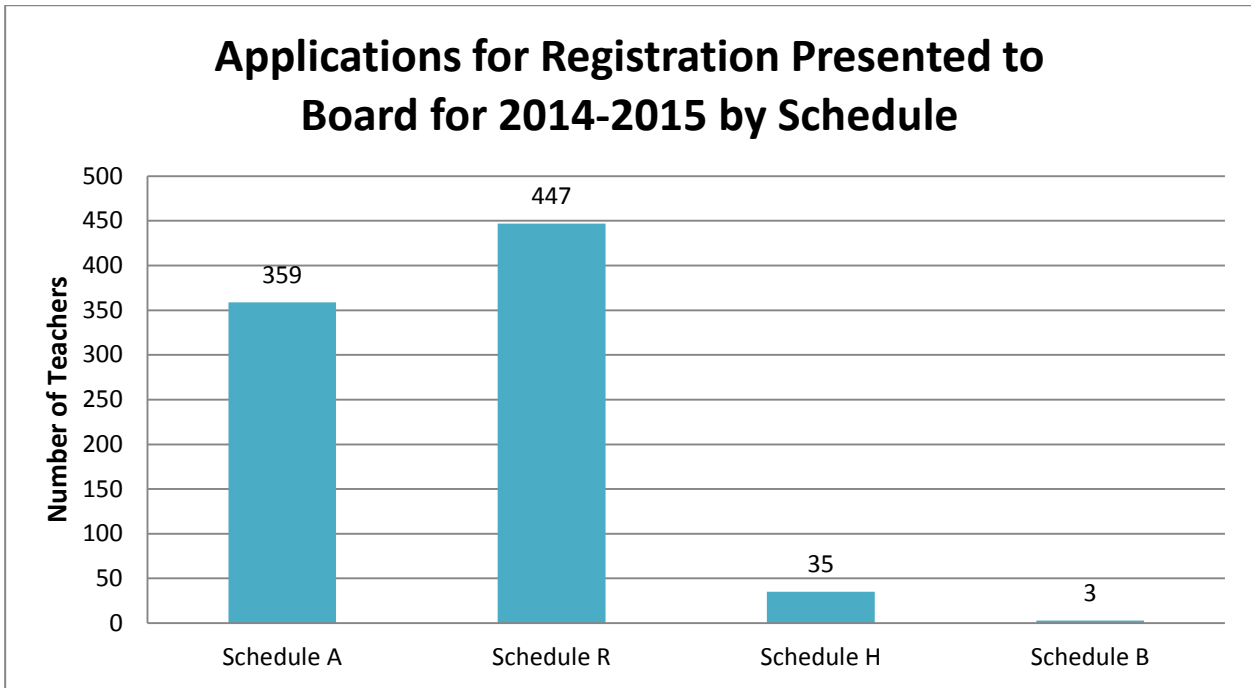


Table 1 - Applications for registration presented to Board by schedule

New registrations

In 2014-15, there were 844 new teachers registered in the Northern Territory. The majority of Mutual Recognition (MR) applicants held registration with the Victorian Institute of Teaching. There were 101 new graduates from Charles Darwin University registered as teachers.

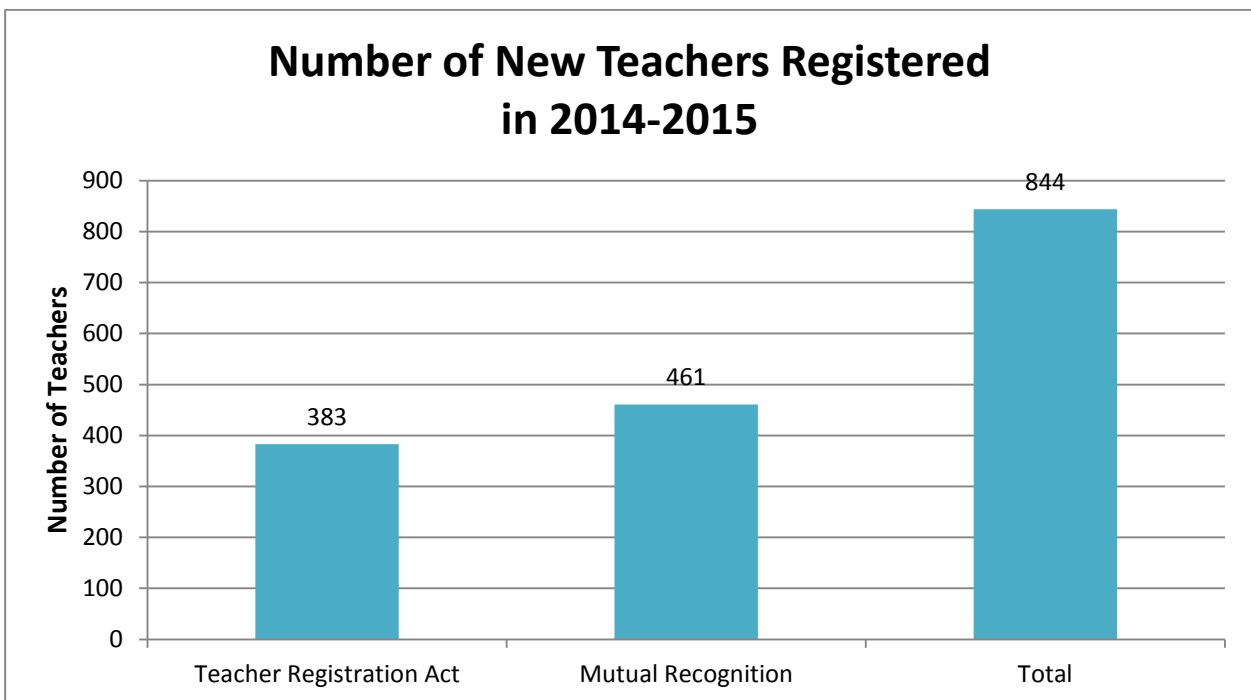


Table 2 - Number of new teachers registered

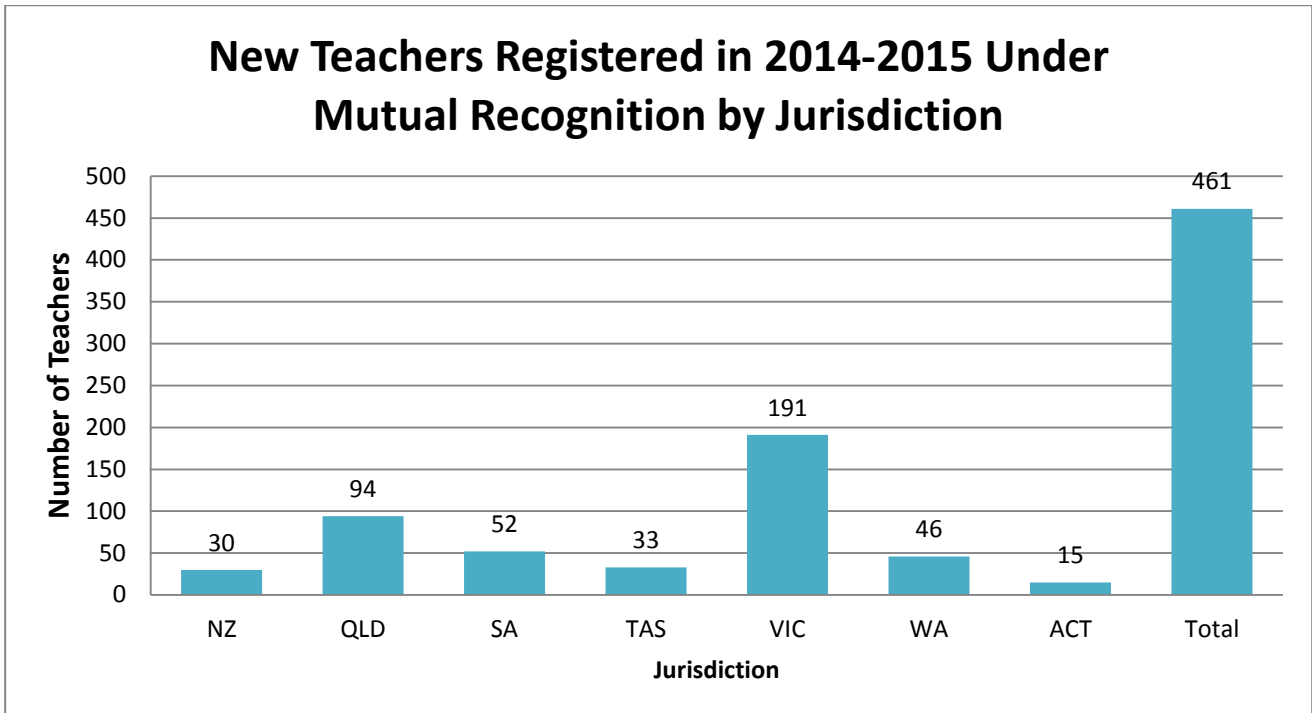


Table 3 - New teachers registered under Mutual Recognition by jurisdiction

Between 2012 and 2014 the number of new teachers registered under the MR agreement has decreased annually on average by 45 each year. In 2013-2014 the Board registered its lowest total of new applicants under MR being 384. This financial year saw the first increase in MR applicants since 2010, being a total of 461.

Profile of teachers registered in the Northern Territory

Of the teachers registered in the Northern Territory, the majority were aged between 25-34 years of age.

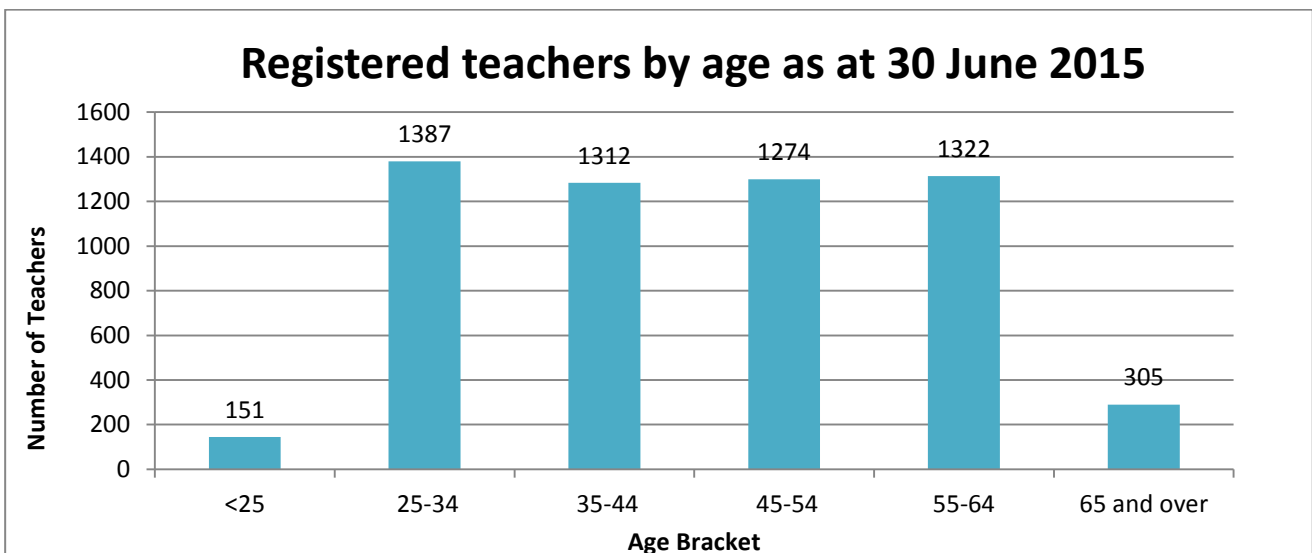


Table 4 - Registered teachers by age

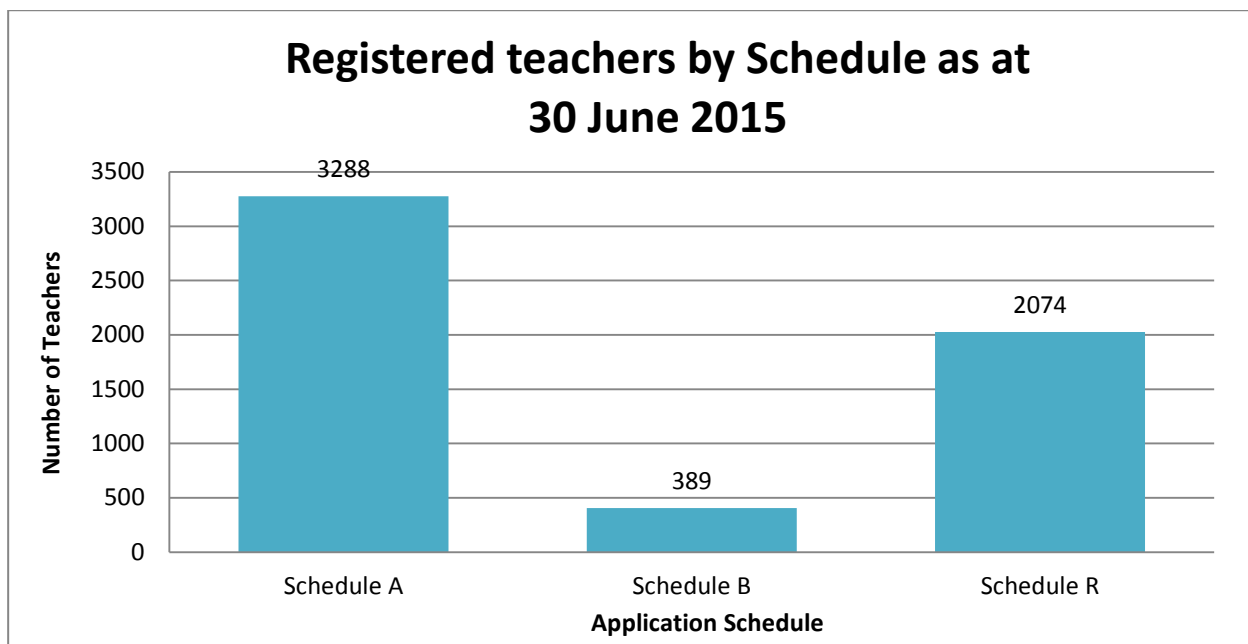


Table 5 - Number of registered teachers by schedule

Registration renewals

In 2014, there were 190 provisionally registered teachers who came to the completion of their first three year cycle of registration. Of these, 91 teachers did not transition to full registration and were granted a two year renewal ending 31 December 2016.

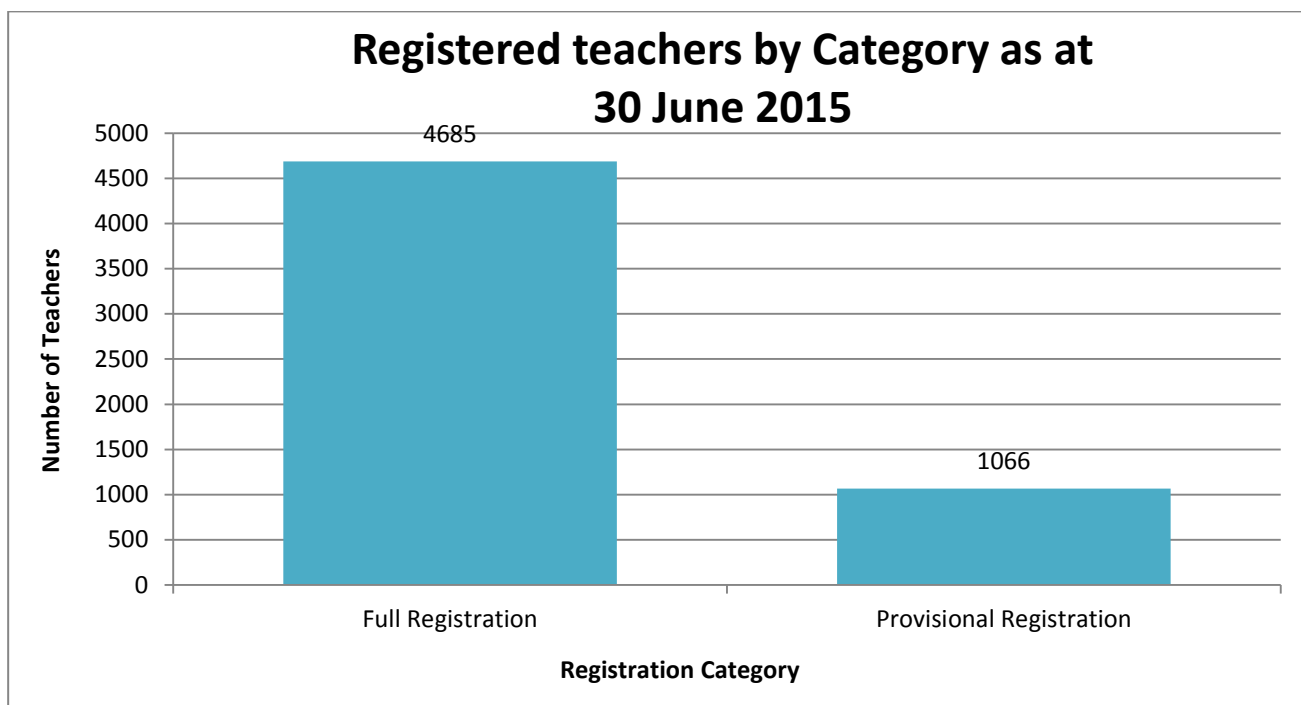


Table 6 - Registered teachers by category

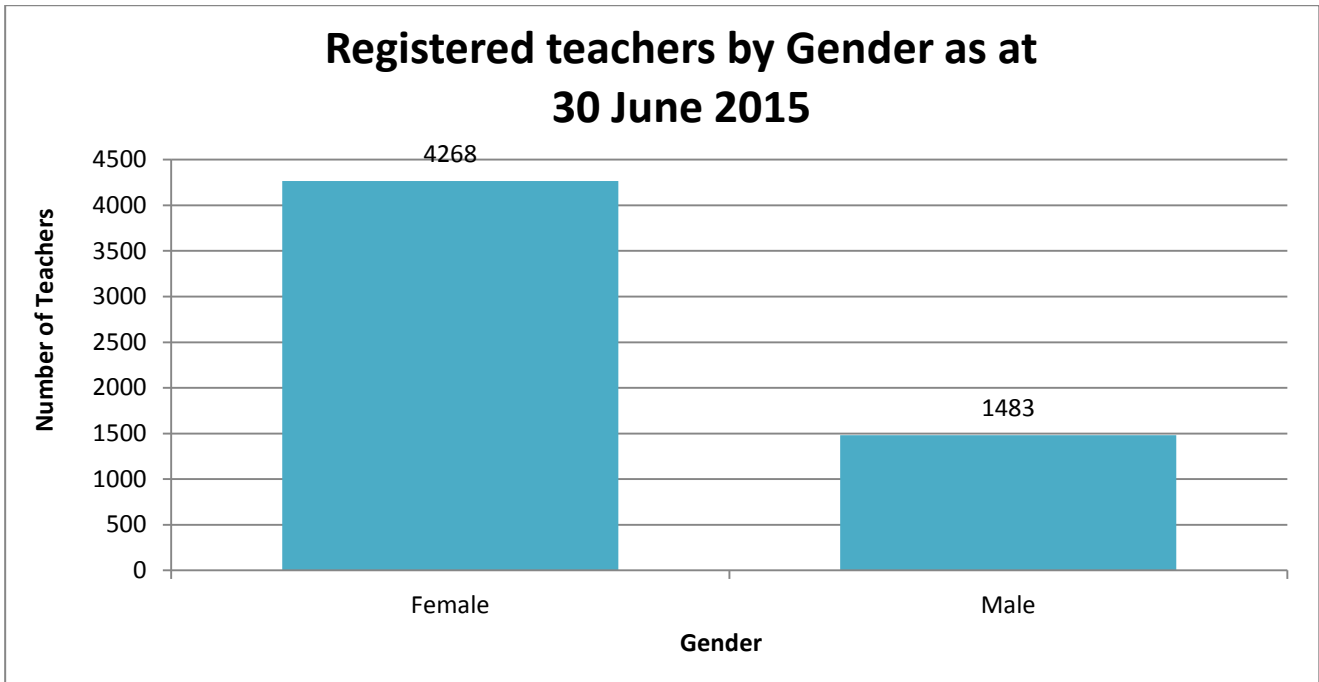


Table 7 - Registered teachers by gender

Names removed from the register

Deceased teachers removed from the register	1
---------------------------------------------	---

Authorisations

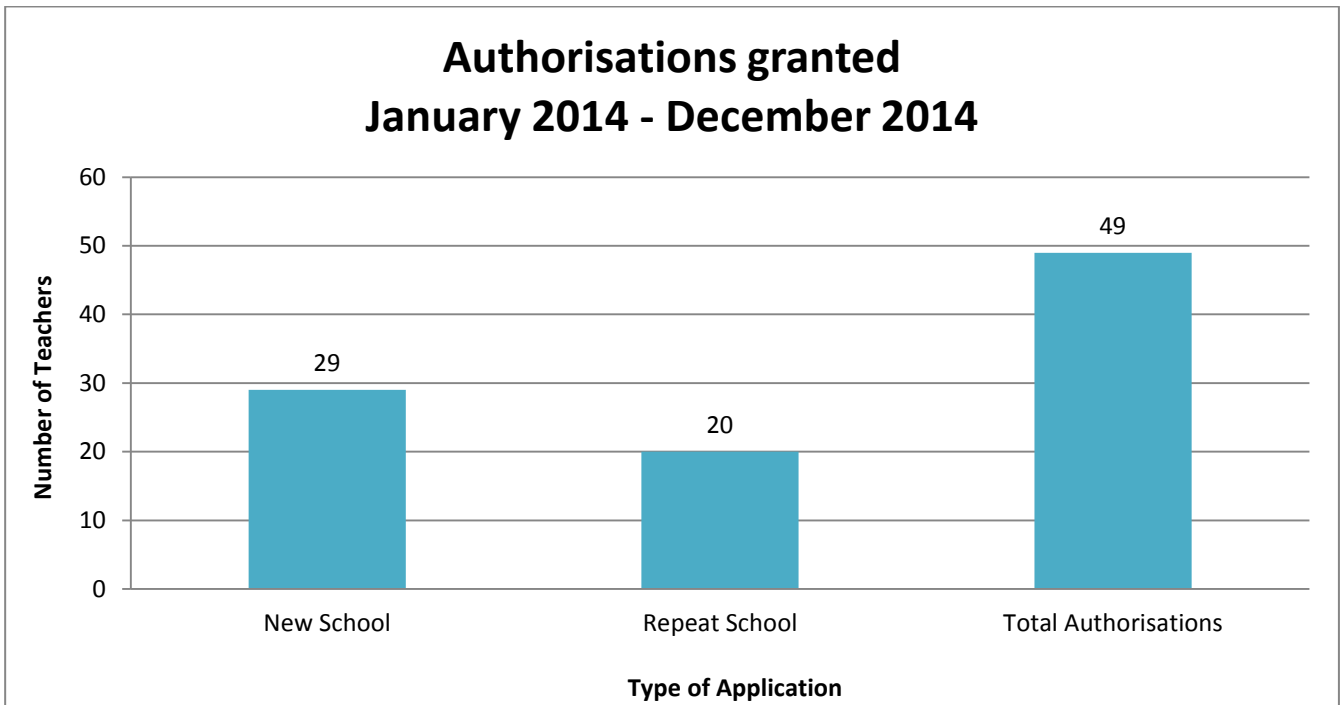


Table 8 - Authorisations granted January 2014 – December 2014

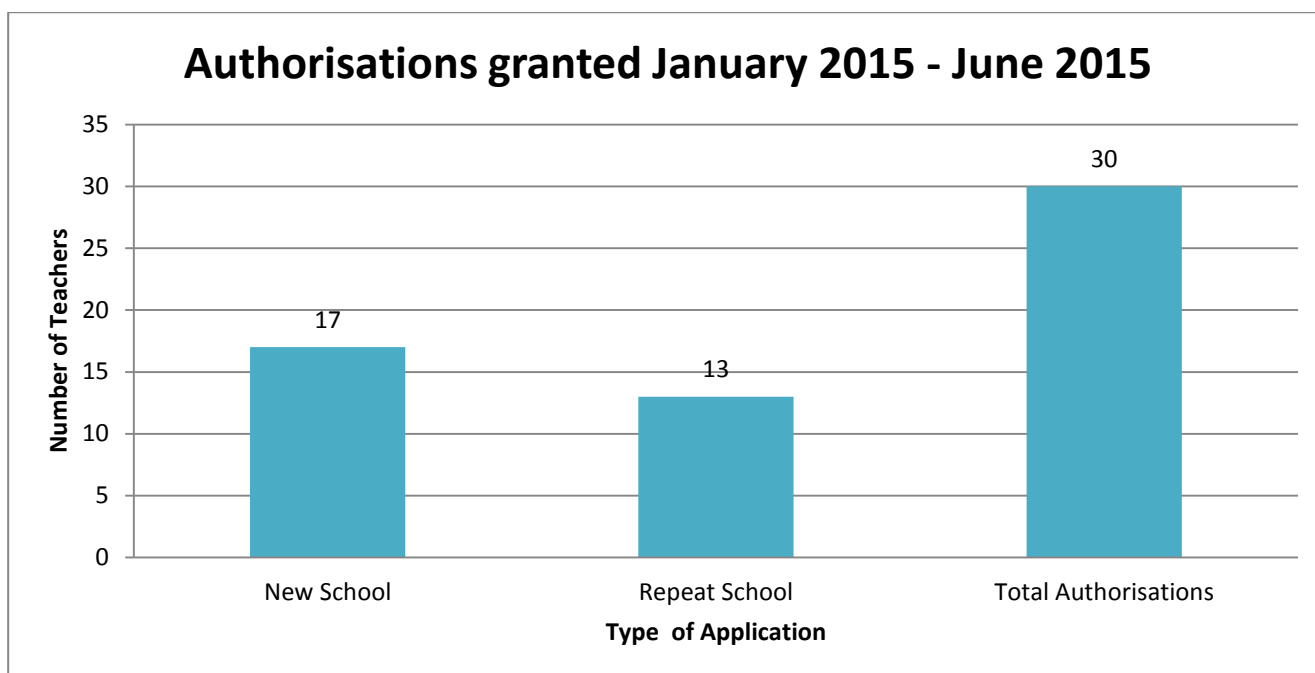


Table 9 - Authorisations granted January 2015 – June 2015

The Board grants an Authority to Employ an unregistered person for a calendar year only. In most instances, teachers employed under an authority are three-year trained, or specialists in language, music or vocational education and training. There is a special category of authorisation for Teach for Australia Associates, seven associates were granted authorisations between January 2014 and June 2015.

For the 2014 calendar year, the Board granted authorisation to 49 people to be employed in teaching positions; for the same period the Board granted 20 repeat applications for authorisation that were continued from the previous calendar year. From January to 30 June 2015, a total of 30 authorisations were granted to persons employed in teaching positions. Of this number, 17 were new applications and 13 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 2014-15 reporting period, no applicants for registration and no registered teachers have appealed a decision of the Board.

Annual audit and compliance

Under section 78 of the Act employers are required to inform the Board of the names of all teachers employed in the school by the end of the first term of the school year. In the past the Board has been concerned with the accuracy and timeliness of some of the returns and that some employers started a teacher's employment before registration was granted. As awareness and understanding of the requirements of the Act increases, so too does compliance.

Sixty three teachers were in breach of section 73 of the Act.

The Board noted that most 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	17/04/2015
GOV	Department of Education and Children's Services	13/05/2015
IND	Good Shepherd Lutheran School	13/04/2015
IND	Kormilda College	25/03/2015
IND	Living Waters Lutheran School	18/03/2015
IND	Milkwood School Council	16/04/2015
IND	Northern Territory Christian Schools Association	17/04/2015
IND	Nyangatjatjara College	18/03/2015
IND	St Philip's College	21/04/2015
IND	The Alice Springs Steiner School	19/03/2015
IND	The Essington School	17/04/2015
IND	Yipirinya School	23/03/2015
IND	Yirara College	17/04/2015
IND	Tiwi College	18/03/2015

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 for the Northern Territory* 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 Northern Territory nationally trained and registered assessors. The first group of Northern Territory 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:

Total cost of the certification process is \$1825 (non-refundable). The process occurs in two stages:

- Stage 1: portfolio of annotated evidence against the Australian Professional Standards for Teachers at a cost of \$925.
- Stage 2: Classroom observation by a trained assessor at a cost of \$900.

Working Group: Renewal of certification

The certification of Highly Accomplished and Lead Teachers (HALT) in Australia was endorsed by Education Ministers in 2012 and commits certifying authorities to the implementation and management of national certification.

The certification of HALT in Australia states that the certification status will be granted for a fixed period of five years.

Two meetings of the Certifying Authority Network, facilitated by AITSL, established a working group to develop and communicate details of renewal processes for current HALTs. The first cohort of nationally certified HALT in the Northern Territory are due for renewal in 2017.

Working Group: Renewal of Assessor Training Program – Refresher module

The National Assessor Training program provides quality assurance and national consistency in the assessment of applications for certification at the Highly Accomplished and Lead career stages of the Australian Professional Standards for Teachers.

The inclusion of a refresher component in the Assessor Training Program has been progressed by the Network as part of the suite of moderation mechanisms designed to provide quality assurance of the certification process.

The refresher component of the Assessor Training Program will form an integral part of the moderation and quality assurance mechanisms for national certification. It will ensure that ongoing assessments of teacher practice remain rigorous, valid and credible and consistent with the agreed principles of national certification.

The refresher component does not replace the Assessor Training Program in any form, but rather it will be an integral part of the training program.

Certification Workshops

Two 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 and DoE ICT team.

The second workshop 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.

External Consultation

KPMG was engaged by the Australian Institute of Teaching and School Leadership (AITSL) to undertake a scan of current use of e-portfolios in initial teacher education in Australia.

The Manager Certification was recommended by AITSL for contact from KPMG in recognition of her expertise in the area of portfolios evidencing practice.

Certification Data

Region	2013				2014				2015							
	Information Sessions	Applications	Withdrawals or deferrals	completions	Information Sessions	Applications	Withdrawals or deferrals	completions	Information Sessions	Applications	Withdrawals or deferrals	completions	Information Sessions	Applications	Withdrawals or deferrals	Completions**
Darwin	1 f2f Youtube	8		8	1	13	8	4		8	2	1		8	2	1
Palmerston and Rural	1 f2f Youtube	8		8	1	11	3	7		7	1			7	1	
Arnhem	Youtube	3		3		2	2			4	2			4	2	
Katherine	Youtube	3		3	1*	5	4	1		8				8		
Barkly	Youtube	1		1												
Alice Springs	1* Youtube	2		1	1 5 registrations were received					5				5		
		25		24		31	17	12		32	5			32	5	1

*Session was cancelled as no registrations were received for Alice Springs and 2 registration were received for Katherine

**Stage 1 assessments will be taking place in Semester 2

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	16
Number of new cases received in the 2014 – 2015 financial year	24
TOTAL	40

Statistics

Complaints

Received this financial year	3
Carried over	0
Dismissed without preliminary investigation	1
Withdrawn	0
Preliminary investigation commenced	2
Inquiry commenced	0
Registration cancelled, suspended and or conditions imposed	1
Matters ongoing	0

Notifications from employer

Received this financial year	19
Carried over	12
Dismissed without preliminary investigation	4
Preliminary investigation commenced	15
Inquiry commenced	8
Registration cancelled, suspended and/or conditions imposed	7
Matters ongoing	11

Notification from the Northern Territory Police

Received this financial year	1
Carried over	1
Dismissed	0
Preliminary investigation commenced	2
Inquiry commenced	0
Registration cancelled, suspended and/or conditions imposed	0
Matters ongoing	0

Notification from a Teacher Registration Authority

Received	0
Carried over	1
Dismissed	0
Preliminary investigation commenced	1
Inquiry commenced	0
Registration cancelled, suspended and/or conditions imposed	0
Matters ongoing	0

Declaration from another source

Received	2
Carried over	4
Dismissed without preliminary investigation	4
Preliminary investigation commenced	2
Inquiry commenced	0
Registration cancelled, suspended and/or conditions imposed	1
Matters ongoing	1

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. The Board will place an inquiry on hold pending the outcome of a trial in relation to a sexual offence.

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 Sonia Brownhill, Barrister (William Forster Chambers) and Greg Macdonald (SFNT).

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

- Elsabe Bott
- Bernie Gleeson
- Louise Corrigan
- Stephen Nimmo
- Claire Kilgariff
- Peter Kell
- John Metcalfe

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
BIITE	Batchelor Institute of Indigenous Tertiary Education
CDU	Charles Darwin University
CEO	Catholic Education Office
COGSO	Council of Government School Organisations
CSLLD	Centre for School Leadership, Learning and Development
DoE	Department of Education
HALT	Highly Accomplished and Lead Teachers
ITEC	Initial Teacher Education Committee
NTCSA	Northern Territory Christian Schools Association
NT	Northern Territory
NTG	Northern Territory Government
The Board	Teacher Registration Board of the Northern Territory
The Act	<i>Teacher Registration (Northern Territory) Act</i>
NTPS	Northern Territory Principals Association
TRB	Teacher Registration Board

Teacher Registration Board of the Northern Territory

