



T EACHER
R EGISTRATION
B OARD

NORTHERN TERRITORY

Annual Report 2015–16

© Teacher Registration Board of the Northern Territory 2016

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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 2015-16 ANNUAL REPORT

I have pleasure in submitting the Teacher Registration Board's report for the period 1 July 2015 to 30 June 2016 in accordance with section 79 of the *Teacher Registration (Northern Territory) Act*.

Yours sincerely



Karen Blanchfield
Chair

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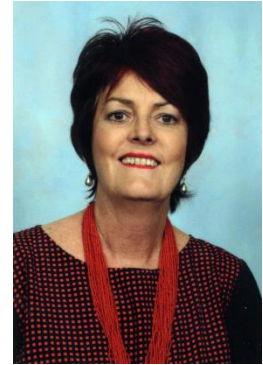
Legend used in tables

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 twelfth 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. At the end of 2015, for the first time, almost 3500 teachers were required to renew their registration for another five year period. Teachers must meet the nationally consistent requirement for 180 days of teaching in the previous five years as well as 100 hours professional learning. The upgrade of the database and the focused work of the staff and Board members ensured the process went smoothly.

Following the renewal process an audit was undertaken of approximately 10% of the participants and a report has been developed with the findings of the audit, specifically relating to the types of professional learning undertaken, which standards the activities relate to, and other matters relevant to employer groups and teachers.

A continued focus has been the implementation of the Australian Government's *Act Now: Classroom Ready* recommendations. The Australasian Teacher Regulatory Authority (ATRA), of which the Northern Territory Teacher Registration Board is a member, continues to provide 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. 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 (HALT).

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 16 Preliminary Investigations, with 13 completed. In addition, there have been 7 Inquiries, with 4 completed. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is highly valued.

There have been some changes to Board membership which provides fresh perspectives to be considered and ensures that the functions of the Act are carried out to a very high standard. Each Board member brings a perspective to the Board meetings that enable the Board to make well considered decisions. A range of teachers contribute to various committees and provide advice to the Board. Several teachers have represented the Northern Territory as part of the Highly Accomplished and Lead Teacher national certification process. The Board appreciates the input of members of Committees of the Board.

I acknowledge the leadership provided to the Teacher Registration Board by our Director, Maree Garrigan and the effectiveness of the staff of the Office of the Board.

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 2016

	<p>One person, nominee of the Chief Executive of the Department of Education Ms Louise Corrigan BA, BEd Appointed to October 2018</p>		<p>One educator, nominee of the Catholic Education Office Ms Margaret Hughes M Ed Policy and Administration, Grad Dip RE, BEd Appointed to October 2018</p>
	<p>One indigenous teacher at a government school, the nominee of the Chief Executive of the Department of Education Dip Teach, BEd, BTLEC Denise Williams-Kennedy Appointed to October 2016</p>		<p>One educator, nominee of Charles Darwin University Prof Peter Kell PhD, MEdAdmin, Grad Dip Ed Studies, DipT Appointed to October 2018</p>
	<p>Two teachers (one being from a remote school), nominees of the Northern Territory Branch of the Australian Education Union Mr Bernie Gleeson (remote) Dip Teach, Dip Arts Appointed to October 2016</p>		<p>One educator, nominee of the Batchelor Institute of Indigenous Tertiary Education Ms Claire Bartlett M Ed, Dip E-Learning, Post Grad Cert (TESOL), BEd Primary Appointed to October 2018</p>
	<p>Two teachers (one being from a remote school), nominees of the Territory branch of the Australian Education Union Ms Yvonne Patterson (non-remote) Dip Teach, BEd Appointed to October 2018</p>		<p>One person, nominee of the NT Council of Government School Organisations Mr Steve Carter City & Guilds of London IMCC Dip Mn Appointed to October 2018 <i>**Deputy Chair</i></p>
	<p>One teacher, nominee of the Independent Education Union Queensland/Northern Territory Ms Elsabe Bott BEd, MEd Appointed to October 2016</p>		<p>One teacher, nominee of Professional Teachers' Association of the Northern Territory Ms Lorraine Hodgson Dip Teach (Special Education) Appointed to October 2016</p>
	<p>One educator, nominee of the Association of Independent Schools of the NT Mr John Metcalfe BSc, Dip Ed Appointed to October 2016</p>		<p>One teacher, nominee of the Northern Territory Principals' Association (formerly ANTSEL) Ms Karen Blanchfield TTC, BEd, Grad Dip PSM, MIM Appointed to October 2016 <i>*Chair</i></p>
	<p>One educator, nominee of the Catholic Education Office. Lester Lemke BoA, Dip Secondary Teaching, Grad Dip Bsn Admin, Mstr Bsn Admin 16 December 2015 to 31 December 2016</p>		

Board Meetings 2015-16

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

Meeting	Date	Venue	Duration
1	30 July 2015	Teleconference	Afternoon
2	10 September 2015	Darwin	Full day
3	15 October 2015	Darwin	Full day
4	3 December 2015	Teleconference	Afternoon
5	21 January 2016	Teleconference	Afternoon
6	18 February 2016	Darwin	Full day
7	14 April 2016	Darwin	Full day
8	12 May 2016	Teleconference	Afternoon
9	16 June 2016	Darwin	Full day

Attendance Register 2015-16

Board Members		1	2	3	4	5	6	7	8	9
		30/07/15	10/09/15	15/10/15	3/12/15	21/01/16	18/02/16	12/04/16	12/05/16	16/06/16
Bernie	Gleeson	P	✓	✓	✓	✓	✓	✓	✓	✓
Claire	Bartlett	✓	✓	✓	AP	Leave of Absence				AP
Denise	Kennedy	TNS	✓	✓	AP	✓	✓	✓	✓	AP
Elsabe	Bott	✓	✓	AP	✓	✓	AP	✓	✓	✓
John	Metcalfe	✓	✓	AP	✓	✓	P	AP	AP	P
Karen	Blanchfield	✓	✓	✓	✓	✓	✓	✓	✓	✓
Lorraine	Hodgson	P	AP	P	✓	✓	P	✓	AP	✓
Louise	Corrigan	✓	✓	✓	✓	✓	AP	✓	✓	✓
Margaret	Hughes	✓	✓	✓	✓	Leave of Absence				
Peter	Kell	✓	✓	AP	✓	✓	P	✓	✓	P
Steve	Carter	AP	✓	P	✓	✓	✓	✓	✓	✓
Lester	Lemke	TNS						✓	AP	✓
Yvonne	Patterson	✓	✓	AP	✓	AP	✓	✓	A	✓

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:

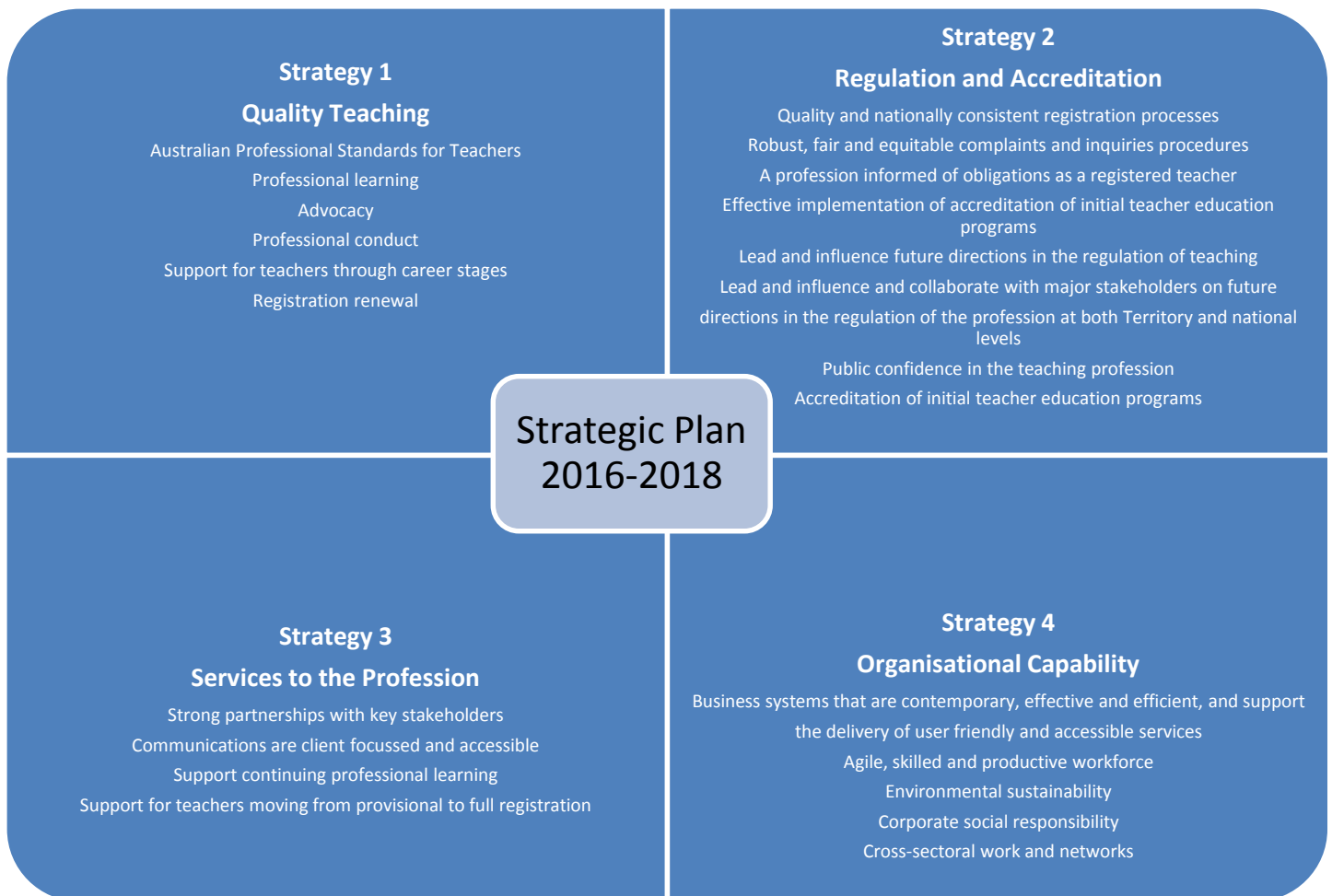
Integrity | Respect | Justice | Empathy | Dignity

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 *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. 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 2016

Ms Lola Sleep (Chair)	Education Consultant
Ms Kate Fegan	Assistant Principal - Wulagi Primary School
Ms Lynette Delaney	Deputy Principal - Sacred Heart Catholic Primary School (resigned December 2015)
Miss Kate Roache	Education Officer Curriculum - Middle & Senior Secondary Catholic Education Office (resigned March 2016)
Dr Laurence Tamatea	Associate Professor of Pedagogy and Learning - Charles Darwin University (stood down officially in February 2016 due to promotion to Head of School of Education)
* Ms Claire Bartlett	Senior Lecturer in Teacher Education-Bachelor Institute
Ms Renee Schultz	Head of Junior School - The Essington School Darwin

Ms Gretchen Geng	Associate Professor of Pedagogy and Learning-Charles Darwin University (<i>appointed February 2016</i>)
Mr Alain Van Gorp	Deputy Principal St Pauls Catholic Primary School Darwin (<i>appointed April 2016</i>)
Ms Liz Hockey	Curriculum Officer – Primary and Middle Years – Catholic Education Office
Ms Pauline Schober	Teaching School Coordinator – CDU School of Education and NTG Department of Education Partnership (<i>appointed April 2016</i>)
Executive Officer	Janine Matheson - Manager Professional Learning & Standards, TRB NT

* Member of the Teacher Registration Board NT

Meetings

Four committee meetings were held during 2015 - 2016 as follows:

- 31 July 2015
- 30 November 2015
- 29 February 2016
- 23 May 2016

Accrediting Initial Teacher Education Programs

The focus of the Committee's work this year has been the changes to the national accreditation of initial teacher education processes and procedures. 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.

The focus for CDU in the past year has been meeting requirements to transition to the new national accreditation process and to accommodate the changes in the program standards. Initial teacher education courses offered by CDU have been accredited until 2017 (5 courses), 2018 (3 courses), 2019 (2 courses). The NT adopted the national accreditation process upon its original implementation in 2013, which has placed both the provider and the TRB NT at an advantage for transition to the new process. CDU will concentrate on preparing transition plans for Stage 2 accreditation under the new national guidelines and Program Standards, at the point of expiry. Any new courses presented will be assessed under the new national accreditation process.

The final report from TEMAG – *Action Now: Classroom Ready* was presented on 8 December 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 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 recommendations have now been incorporated into the new *Accreditation of Initial Teacher Education Programs in Australia – Standards and Procedures December 2015*. Principles for national accreditation have been informed under 8 key principles:

- 1. Impact** – the accreditation process relies on evidence about the program’s impact. Evidence of impact is drawn from both pre-service teacher performance and graduate outcomes.
- 2. Evidence-based** – evidence must underpin all elements of initial teacher education, from the design and delivery of programs to the teaching practices taught within programs. Evidence is the basis on which panels make accreditation recommendations.
- 3. Rigour** – a relentless focus on rigour across all elements of the accreditation process is vital in assuring robust and nationally consistent decisions, as well as the quality of programs and their graduates.
- 4. Continuous improvement** – accreditation contributes to the improvement of the quality of initial teacher education and consequently of teaching and learning in Australia. The ongoing cycle of review and re-accreditation will provide assurance of graduate teacher quality and building public confidence in the profession.
- 5. Flexibility, diversity and innovation** – accreditation encourages the capacity of providers to be innovative in the delivery of programs to meet the diverse needs of students and the profession, as long as the program can demonstrate a positive impact.
- 6. Partnerships** – national accreditation is built around partnerships involving shared responsibilities and obligations among initial teacher education providers, education settings, teachers, employers, and Authorities and a shared commitment to improve initial teacher education and work in partnership to positively affect student learning and graduate outcomes.
- 7. Transparency** – the accreditation process requires transparency across all elements of initial teacher education, from entrant selection to program outcomes. This results in publically available data that is valid and comparable, as well as clarity for pre-service teachers about what to expect from initial teacher education and, in turn, what is expected of them throughout their course.
- 8. Research** – accreditation generates and relies upon a strong research base that informs program design and delivery, and informs the continual improvement of teacher education programs by providers.

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.”

In the Northern Territory, the test will become compulsory from January 1 2017 for all new enrolments. The Northern Territory has actively participated in discussions, providing feedback and attendance at working parties throughout the consultation and implementation stages.

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

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.

Members as at 30 June 2016

Ms Claire Kilgariff (Chair)	Head of Faculty, Education, Arts and Social Science, Batchelor Institute (<i>leave of absence</i>)
Mrs Lorraine Hodgson	Principal of Namarluk School (<i>Acting Chair</i>)
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

Three standards and professional learning meetings were held during 2015 -2016 as follows:

18 September 2015

2 March 2016

22 June 2016

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.

The TRB NT has recently approved changes (**) to the *Moving From Provisional to Full Registration* Policy to provide for teachers who apply for and are granted Provisional Registration in the NT under the *Mutual Recognition (Northern Territory) Act 1992* ('the *Mutual Recognition Act*'), as follows:

Mutual Recognition

Applicants under the Mutual Recognition Act or the *Trans-Tasman Mutual Recognition Act 1997 (Cth)* who hold Provisional Registration in the first State or Territory and New Zealand are granted Provisional Registration in the Northern Territory. Evidence of teaching experience in another jurisdiction may be included as evidence of currency of practice.

** Teachers who are granted, and hold current Provisional Registration in the Northern Territory, and are granted Full Registration in another Australian state, territory or New Zealand, can apply to have their category of Full Registration recognised in the Northern Territory.

Accreditation with the Board of Studies Teaching & Educational Standards (BOSTES) NSW

Applicants who have provisional accreditation with the BOSTES NSW will usually be granted Provisional Registration in the Northern Territory. Evidence of teaching practice in New South Wales must be submitted.

** Teachers who are granted, and hold Provisional Registration in the Northern Territory and attain Proficient Teacher status in NSW, can apply to have their Proficient Teacher status recognised as Full Registration in the Northern Territory.

The Teacher Registration Board has also approved the requirement of a recent criminal history check for Provisionally Registered teachers who are transitioning to Full Registration.

These changes acknowledge national consistency of requirements to transition to Full Registration across jurisdictions and also addresses section 30(b) of the Act which specifies eligibility for Full Registration:

b) is a fit and proper person to teach as decided under section 32

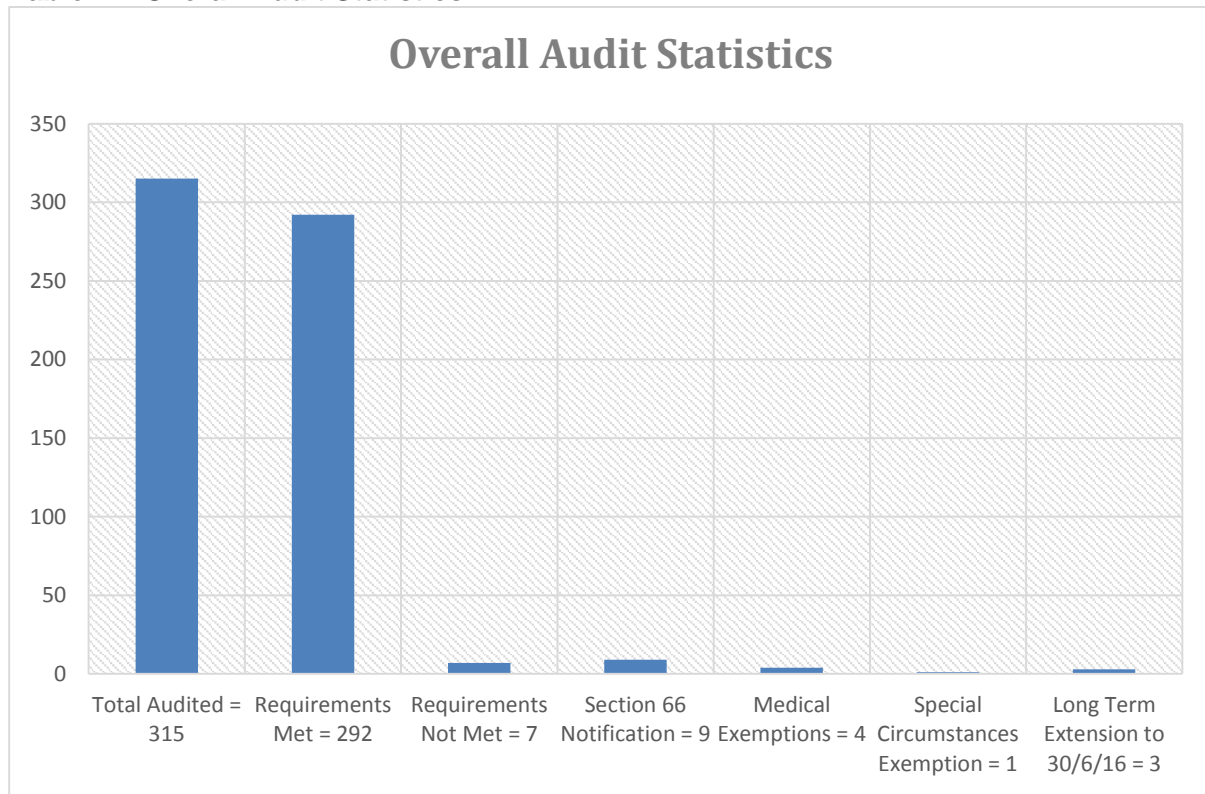
Full Registration

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 2015, the Board conducted an audit of teachers, representative of approximately 10% of renewing teachers in each school/work unit.

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, 95.5% of teachers audited met the requirements.

Table 1 – Overall Audit Statistics



The Board has a data and audit report for stakeholders which reports on the types of professional learning being undertaken and engagement, the number of hours of professional learning against the Australian Professional Standards for Teachers, and other pertinent data for stakeholders.

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.

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.

Professional Conduct Reference Committee

Terms of Reference

To facilitate the exchange of information between teachers, employer groups and the Board on matters to do with -

- part 6 of the Act;
- possible legislative amendments;
- teacher professional conduct;
- developing and amending Board policy and procedures; and
- risk management with regard to teacher professional conduct;

To provide advice to the Board on relevant issues pertaining to –

- part 6 of the Act;
- legislative amendments;
- teacher professional conduct;
- developing and amending Board policy and procedures and;
- risk management with regard to teacher professional conduct;

To advise on possible gaps in professional development for teachers in the area of professional conduct, including liaising with initial teacher education providers;

To research contemporary issues and practices that fall within the meaning of Part 6 of the Act.

The Professional Conduct Reference Committee (“the Committee”) was established by the Board at its meeting on 1 September 2011 to facilitate the exchange of information between teachers, employer groups and the Board and to consider issues pertaining to Part 6 of the Act (disciplinary proceedings). The Board provided 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 Committee last met on 14 March 2014 and there have been no further meetings since.

At the Board meeting on 30 July 2015 it was resolved to disband the Committee. The Committee has made a considerable and valuable contribution in assisting the Board, most notable through the production of the Protective Practices document which is now used widely by the Board, employers and teachers. This could only have been achieved through the input of the Committee's members.

The Board would like to thank the members of the Professional Conduct Reference Committee for their time and contributions.

Stephen Nimmo
David Jones
Erica Shultz
Gerry Greene

Jackie Dupe
Josh Ingrams
Katrina Railton
Paul Van Holsteyn

Peter Clisby
Selena Uibo
Sue Smith

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

Two Employer Reference Committee meetings were held during 2015-2016 as follows:

21 August 2015
4 April 2016

The Committee focussed 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

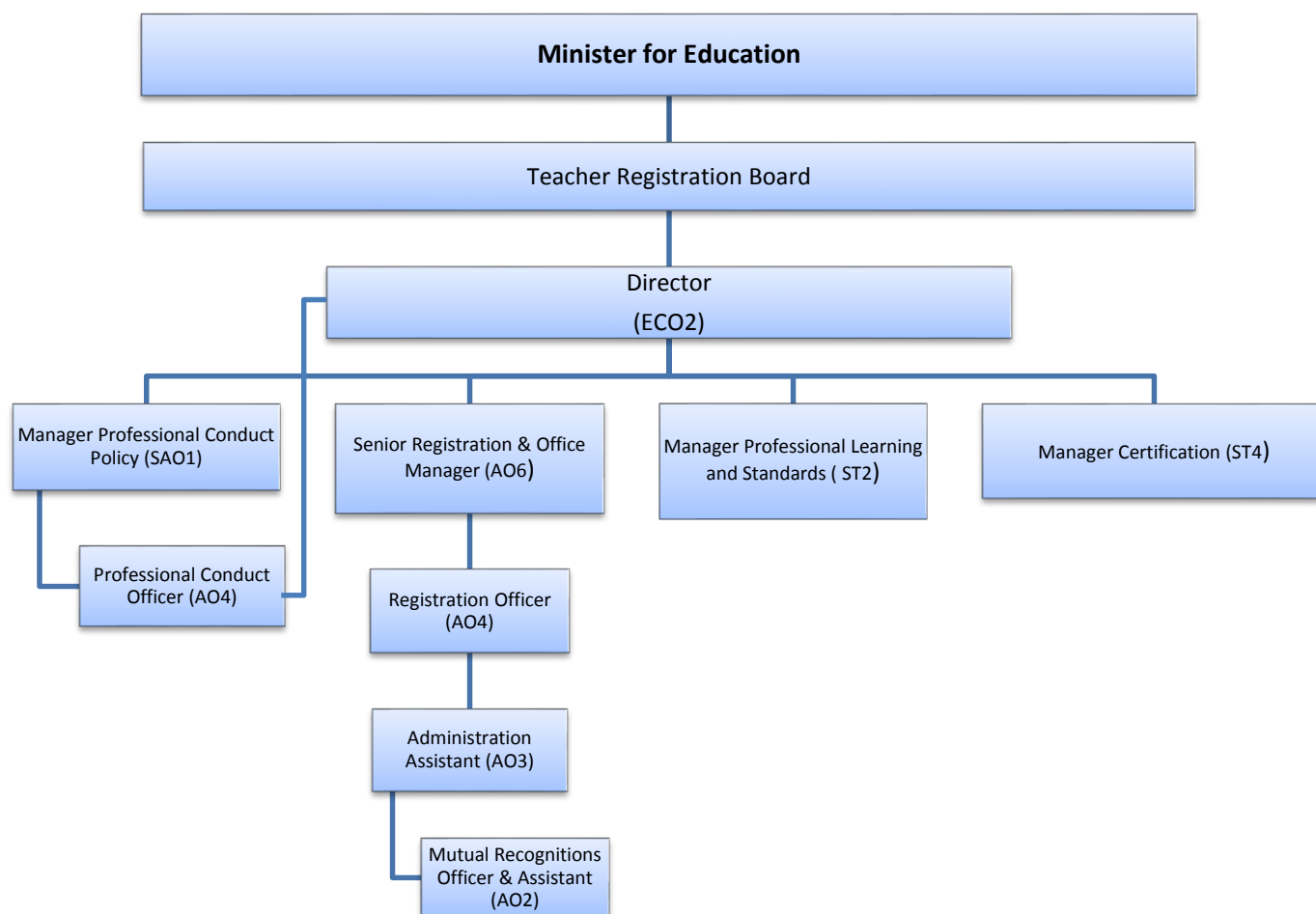
Overview

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.	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
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
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.	Jodie Hill Rebecca Maple (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 (maternity leave) Kristina Miletic (Acting)
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.	Katrina Estbergs (resigned) Emily Bull (Acting)
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.	Josie Clee

Official Travel 2015-2016

The Board's Director and the Chair attended the bi-annual meetings of the Australasian Teacher Regulatory Authorities (ATRA) in Perth in September (2015) and Canberra in February (2016).

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

Karen Blanchfield	Darwin/Alice Springs return	x6
Bernard Gleeson	Darwin / Numbulwar (Groote Eylandt) return	x5
Denise Williams-Kennedy	Darwin/Alice Springs return	x5

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.

Senior Officers of ATRA meet twice per year for a Special General Meeting and Annual General meeting.

The Director and Board Chair attend these meetings.

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

Karen Blanchfield (ATRA Chair)	Darwin/Perth return	x1
	Darwin/Canberra return	x1
Maree Garrigan (Deputy Chair)	Darwin/Perth return	x1
	Darwin/Canberra 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 2015-16:

- | | |
|---|-----------------------|
| • 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

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.

Dubai International Education Conference: Creating Outstanding Schools

The Director was invited to attend the Dubai International Education Conference held at the Al Ghurair University on 17 September 2015. The conference theme “Creating Outstanding Schools” brought together educational practitioners from across the globe who contribute to the knowledge base around creating an outstanding school.

A key aspect of the conference was a peer reviewed and published book. Three of the keynote speakers - Professor David Lynch (Professor, School of Education, Southern Cross University, Australia), Dr Jake Madden (Head of School, Dar Al Marefa Private School, Dubai) and Dr Tina Doe (Education Consultant, tinadoe.com, Australia) compiled a book entitled *Creating Outstanding Schools*. The book comprises a series of chapters exploring key aspects of what informs the creation of an outstanding school. It also included a series of vignettes outlining projects undertaken by teachers and school leaders in their journey towards creating the outstanding school. The Director was recommended to the book editors to submit an article that fitted comfortably under the conference theme which she had the opportunity to present at the Conference.

The Director presented a paper that showcased one school’s journey and highlighted four components in becoming an outstanding school: leadership; partnerships; using data to improve teaching and a focus on early childhood.

The conference aimed to open dialogue between teaching professionals on what it means to create the outstanding school. There were underlying themes woven throughout the various keynotes and concurrent presentations illuminating the complexity of teaching in today’s contexts.

The experience highlighted that education globally faces similar issues, such as attendance at school, changing how we ‘do’ school to be more in line with today’s 21st century living and the globalisation being experienced everywhere, engaging with families in a meaningful way and having teachers who see themselves as learners on the journey.

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 2015-2016 was approximately \$573,000. This was a decrease of \$127,000 from the approximate \$700,000 received in 2014-2015 financial year.

TRB	Budget	Actual	Variance
Employee	1,081,993	1,173,914	91,921
Operational	180,473	180,753	280
Total Rounded	1267	1359	92
HALT National Certification	17,000	10,557	-6,443
Grants and Subsidies			
Relief Teachers	4,479	4,295	-184
Australian Institute for Teaching and School Leadership	12,000	5,822	-6,178

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. The past year has been focused on enhancements to the data base in preparation for the first full registration renewal process and improvements in the online services provided to teachers.

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 2015-2016.

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 decreased by 338 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

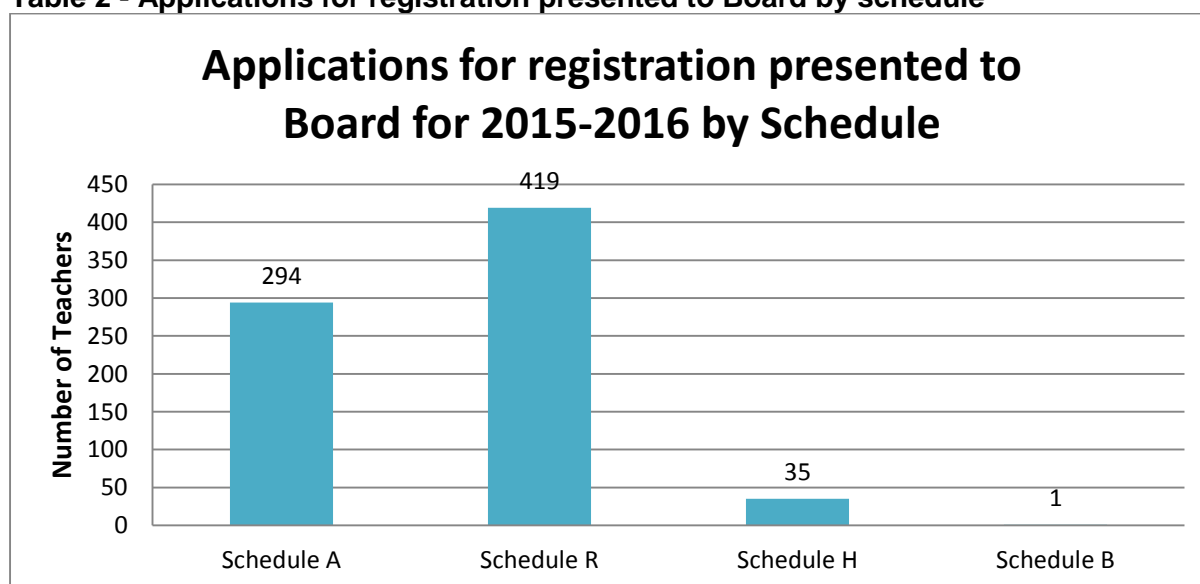
Applications Assessed

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 749 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 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 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 2015-16.

Table 2 - Applications for registration presented to Board by schedule



New Registrations

In 2015-16, there were 749 new teachers registered in the Northern Territory. The majority of Mutual Recognition (MR) applicants held registration with the Victorian Institute of Teaching. There were 94 new graduates from Charles Darwin University registered as teachers.

Table 3 - Number of new teachers registered

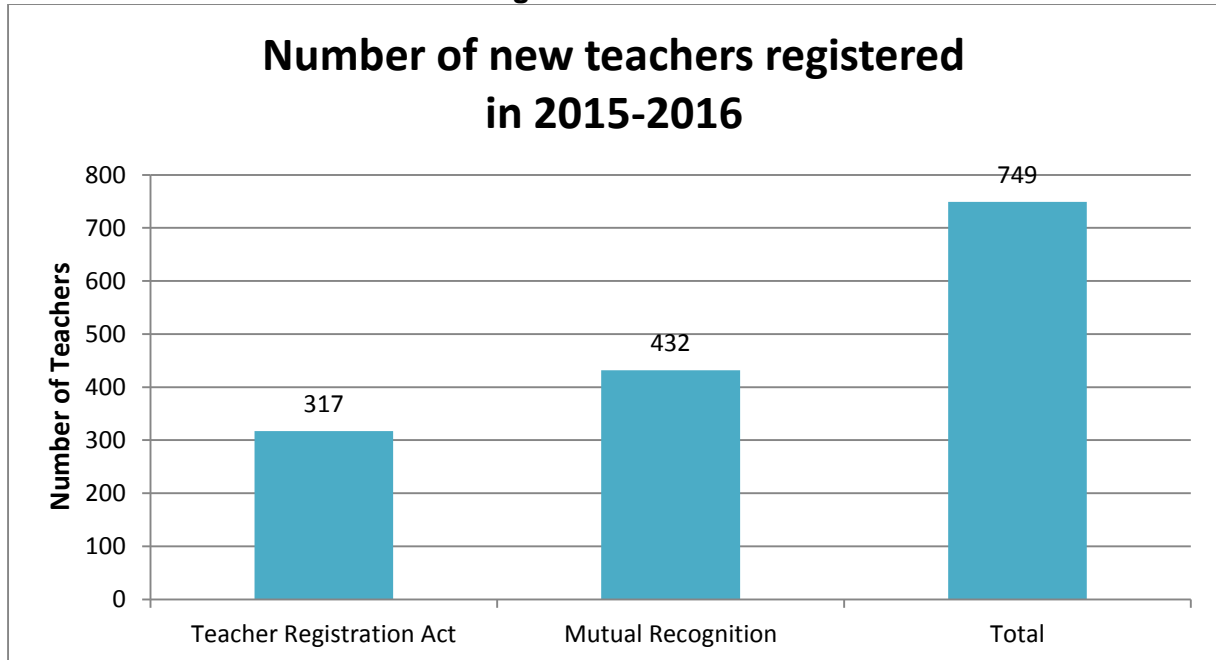
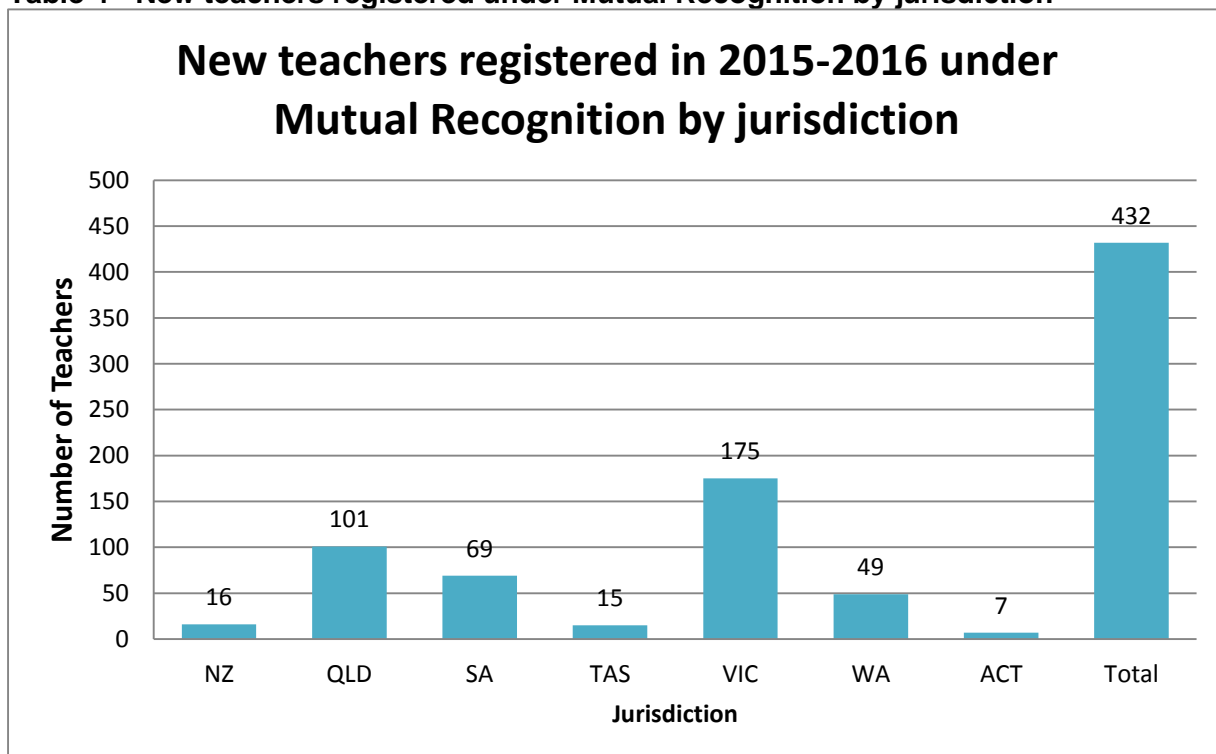


Table 4 - New teachers registered under Mutual Recognition by jurisdiction



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

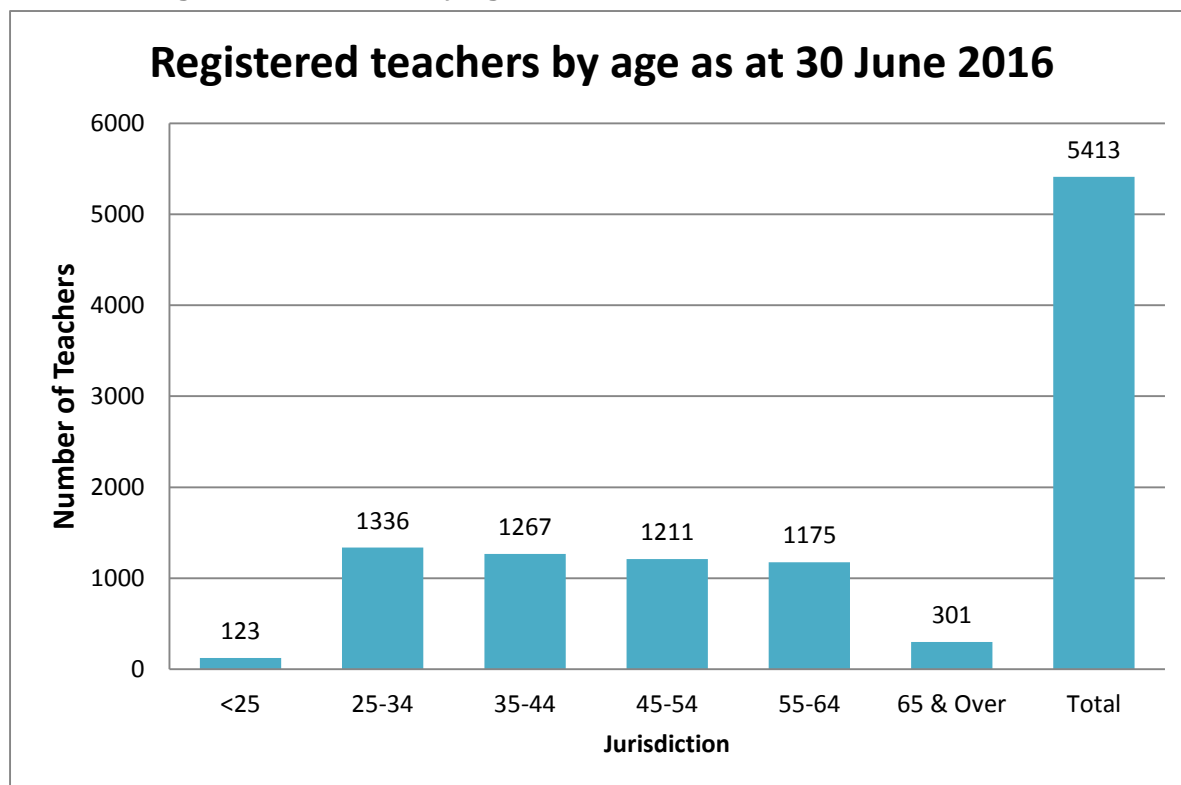
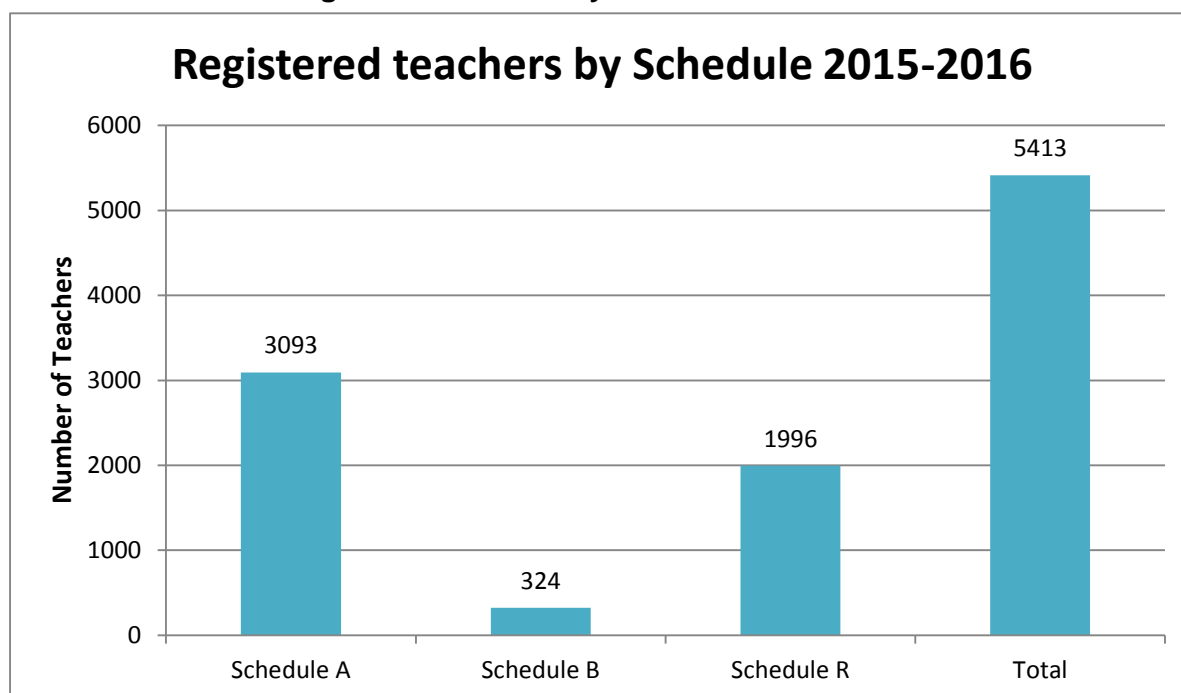


Table 6 - Number of registered teachers by schedule



Registration Renewals

In 2015, there were 219 Provisionally Registered teachers who came to the completion of their first three year cycle of registration. Of these, 99 teachers did not transition to Full Registration and were granted a two year renewal ending 31 December 2017.

There were 3536 Fully Registered teachers who came to the completion of their first five year cycle of registration prior to 31/12/2015. Of these 783 teachers did not reapply and their registration lapsed.

Of the 2753 who applied to renew their 5 year term of registration, 2619 were granted Full Registration for a further 5 years, and 134 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

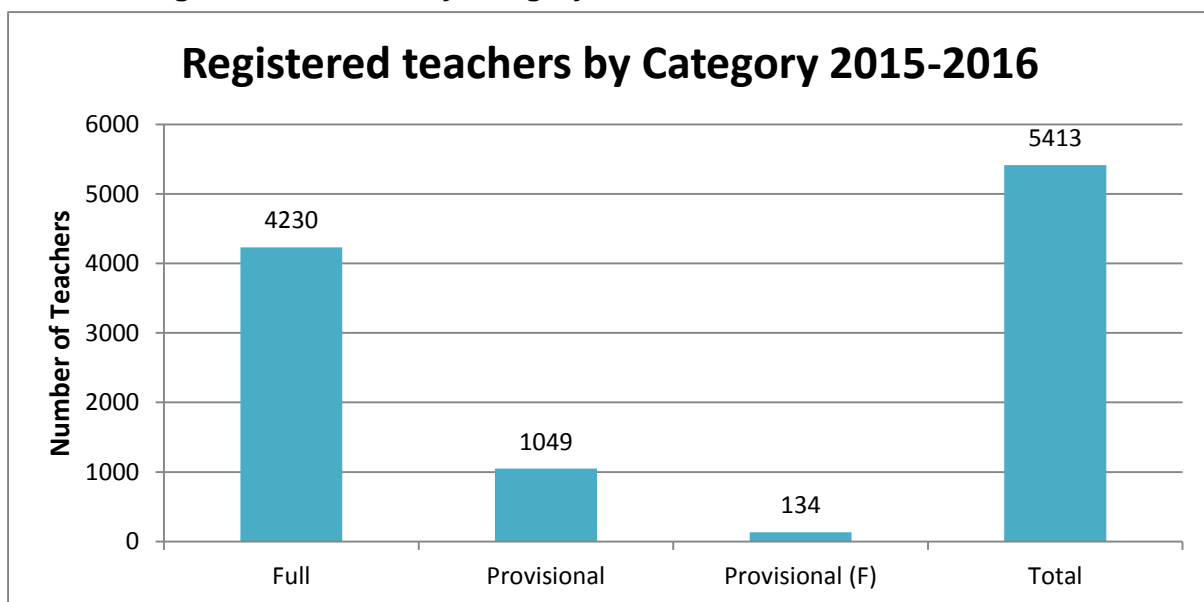
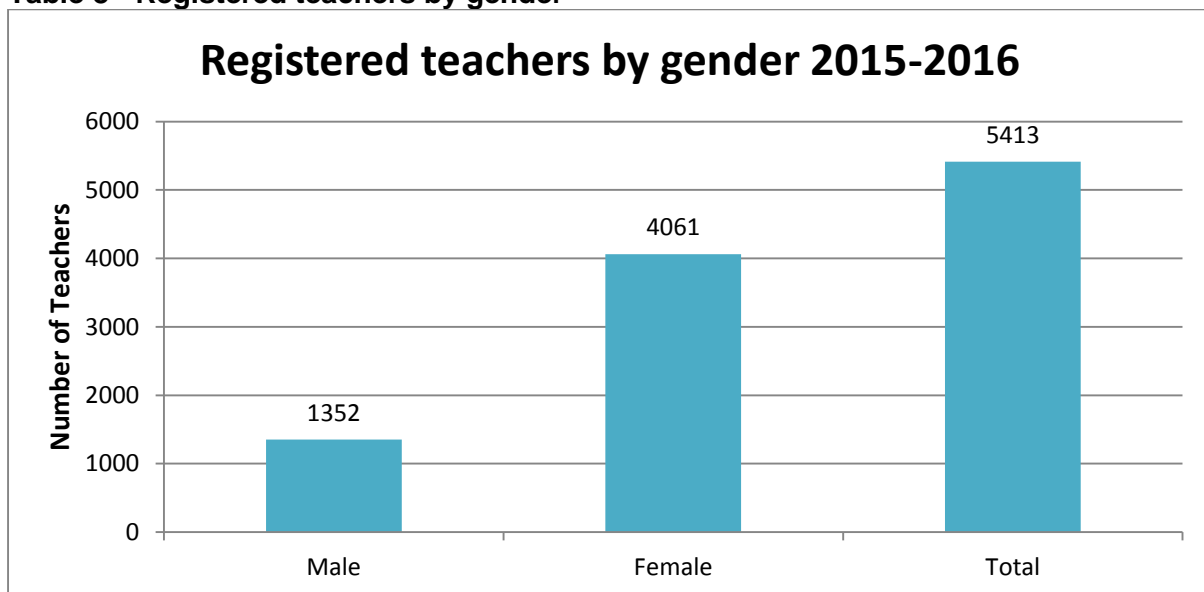


Table 8 - Registered teachers by gender



Names Removed from the Register

Deceased teachers removed from the register 2015/2016	2
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Authorisations

Table 9 - Authorisations granted January 2015 – December 2015

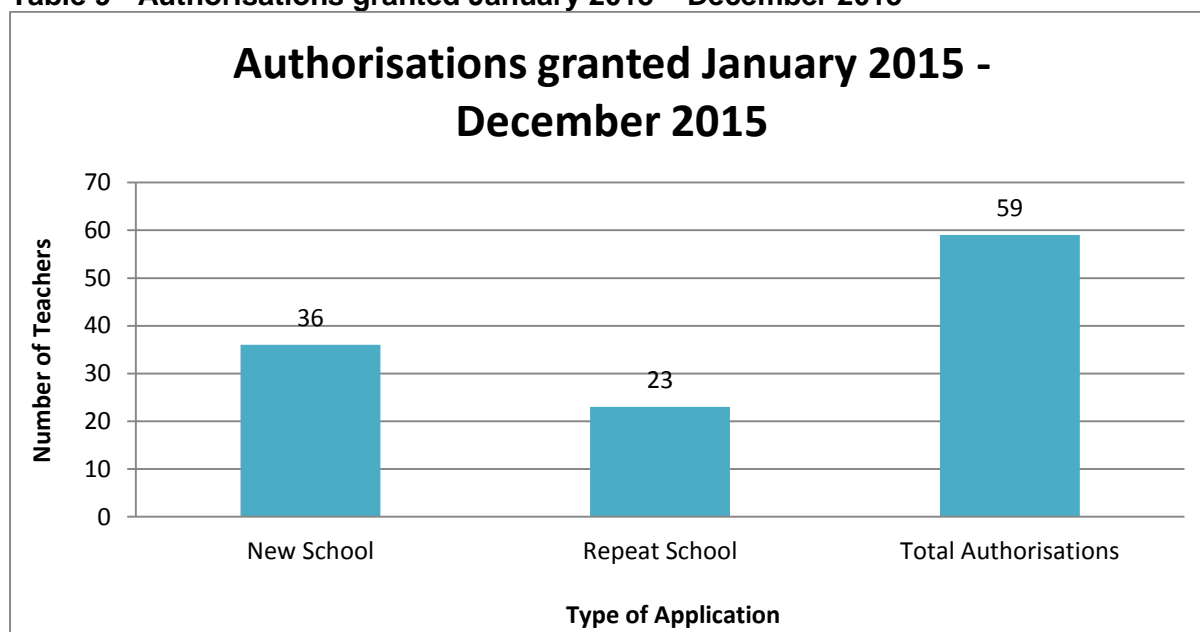
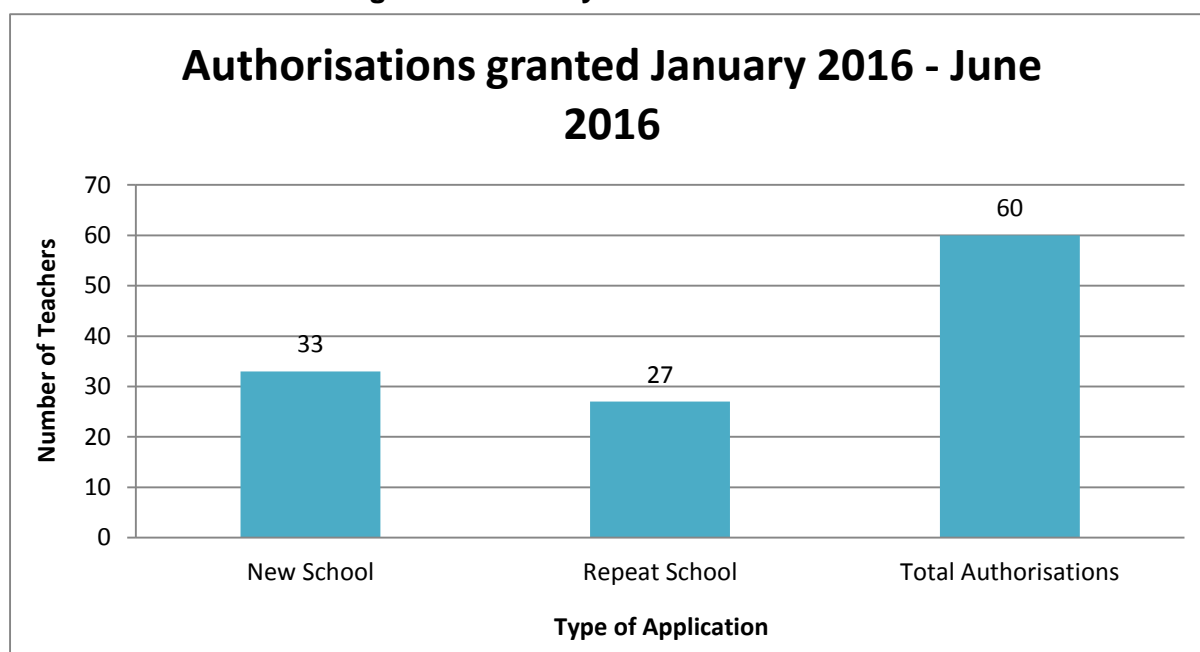


Table 10 - Authorisations granted January 2016 – June 2016



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 2015 and June 2016, 7 Teach for Australia Associates were granted Authorisation.

For the 2015 calendar year, the Board granted Authorisation to 59 people to be employed in teaching positions; of those 23 were repeat applications for authorisation that were continued from the previous calendar year. From January to 30 June 2016, a total of 60 authorisations were granted to persons employed in teaching positions. Of this number, 33 were new applications and 27 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 2015-16 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 2016 employers were required to provide this information by 1 April.

Twenty one people were noted to have been teaching unregistered or without authorisation this year compared to 63 teachers in 2015. As awareness and understanding of the requirements of the Act increases, compliance has also increased. 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 18 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	31/03/2016
GOV	Department of Education and Children's Services	01/04/2016
IND	Good Shepherd Lutheran School	31/03/2016
IND	Kormilda College	01/04/2016
IND	Living Waters Lutheran School	18/03/2016
IND	Milkwood School Council	07/03/2016
IND	Northern Territory Christian Schools Association	31/03/2016
IND	Nyangatjatjara College	24/03/2016
IND	St Philip's College	23/03/2016
IND	The Alice Springs Steiner School	11/03/2016
IND	The Essington School	30/03/2016
IND	Yipirinya School	31/03/2016
IND	Yirara College	15/04/2016
IND	Tiwi College	07/03/2016

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 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 nationally certified as Highly Accomplished or Lead against the Australian Professional Standards for Teachers.

Fifteen of the Northern Territory's certified Highly Accomplished and Lead teachers attended (self-funded) this inaugural national summit, along with a principal from Katherine who promotes and supports teachers to achieve their certification, the Manager Certification TRB and the Director, who formed part of an expert panel.

The network was launched by Minister for Education and Training, The Honourable Simon Birmingham. The summit was launched by the Australian Institute of Teacher and School Leadership (AITSL) CEO Ms Margery Evans, and Professor John Hattie, the AITSL Board Chair.

This new professional network enabled the certified teachers to network with like-minded professionals from across the country and work together to share the collective expertise of the network with the broader profession. The network is the initiative of the AITSL.

The focus of the network is to advance teacher quality across Australia to improve student learning outcomes for all young people.

National Representation

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

1. HALT Steering Committee – National Summit
2. National Moderation working group – review of current moderation processes with a focus to improve and enhance process.

Certification Process 2015-2016

Applications received 2015-2016

Fifty four applications for certification have been received by the TRB NT to 30 June 2016.

Information Sessions

Six 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.

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

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.

Current Certification

There are 48 certified teachers in the Northern Territory as at 1 July 2016.

Certification Data

Table 11 – HALT Certification Data

2013				2014				2015				2016			
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
8	25		24	4	31	17	12		32	5	9	9	54	13	5

*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	20
Number of new cases received in the 2015 – 2016 financial year	20
TOTAL	40

Statistics

Complaints

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

Notifications from employer

Received this financial year	7
Carried over	17
Dismissed without Preliminary Investigation	2
Preliminary Investigation commenced	12
Inquiry commenced	3
Registration cancelled/disqualified (3), suspended (1) and or conditions imposed (7)	11
Conditions revoked	2
Matters ongoing → disciplinary process ongoing (5), conditions ongoing (7)	11

Notification from the Northern Territory Police

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

Notification from a Teacher Registration Authority

Received → interstate (1), internal audit process (3)	4
Carried over	0
Dismissed without Preliminary Investigation	3
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled, suspended and/or conditions imposed	0
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (0)	1

Declaration from another source

Received	5
Carried over	2
Dismissed without Preliminary Investigation	3
Dismissed after Preliminary Investigation	0
Preliminary Investigation commenced	1
Inquiry commenced	1
Registration cancelled (0), suspended (0) and/or conditions imposed (2)	2
Matters ongoing → disciplinary process ongoing (2), conditions ongoing (2)	4

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 and Mr Ned Aughterson.

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

- Louise Corrigan
- Yvonne Patterson
- Elsabe Bott
- Peter Kell

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 Teachers
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 Professional 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

