

TEACHER REGISTRATION BOARD of the Northern Territory

Professional Development Framework





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Vision

To achieve quality educational outcomes for Northern Territory children and young people by promoting and nurturing the professional growth and development of teachers.

Overview

Excellence in teaching is the most powerful influence on a child's learning achievements. Quality teachers achieve excellence in teaching by encouraging and motivating children and young people, achieving high educational outcomes, and modifying their own professional practice based on continuous critical reflection.

Teachers can and usually do have positive effects, but they must have exceptional effects. We need to direct attention at higher quality teaching, and higher expectations that students can meet appropriate challenges”
Hattie, 2003

The Teacher Registration Board of the Northern Territory (TRB) is responsible for driving the quality, professionalism and status of teaching in the Territory, and the teacher registration and authorisation process is one mechanism for improving teacher quality in the Northern Territory. The Teacher Registration (Northern Territory) Act 2004 (the Act) therefore embeds the requirement that all Northern Territory teachers adhere to this Professional Development Framework (the Framework) to promote and encourage the consistent and continuous professional development of teachers.

The concept of teacher professional development is often considered through a compliance lens, whereby teachers participate in development activities on the basis of prescribed or mandated requirements. All registered teachers and authorised persons are required to meet the minimum requirements of this Framework in order to maintain teacher registration and authorisation. In recognition that teachers make professional decisions every day and have a very strong role to play in their own choices around development, this Framework aims to push professional development beyond the concept of compliance, towards something that supports teachers in achieving professional growth.

This Framework has been developed to provide guidance for all Northern Territory teachers around working individually and collaboratively to improve the quality of their teaching practice. This Framework sets the foundation for professional development to empower teachers to achieve professional growth, improvement of professional standing and progression within the teaching profession.



Principles

Six principles have been developed to guide teachers in their approach to professional development and underpin and inform the achievement of quality educational outcomes.

Placing educational outcomes at the centre

The improvement of educational outcomes of children and young people are the primary consideration of all professional development activities.

Empowering individual agency

As critically reflective practitioners, teachers determine their own professional development goals and needs, in alignment with their individual context.

Pursuing evidence-based practice

Teachers commit to continuous improvement, drawing on contemporary research and practice.

Aligning with national standards

Professional development is clearly connected to the relevant national standards for teachers and principals/leaders.

Encouraging comprehensive learning and development

Professional development encompasses the attainment of contemporary knowledge, the growth of effective practice and positive engagement in reciprocal learning.

Embedding accountability and critically reflective practice

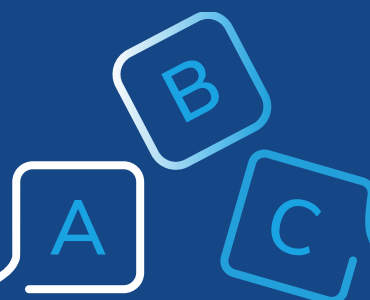
The outcomes of professional development activities are reflected upon and recorded.

Purpose

This Framework enables teachers to take ownership in growing their knowledge, practice, participation and standing in the teaching profession. It is intended to encourage meaningful engagement in professional development to enhance the contribution that NT teachers make not only to children and young people, but to their peers and to the teaching profession.

Scope

This Framework applies to all teachers who are registered or authorised to teach in the Northern Territory, irrespective of career stage, geographical location or employment status.



Professional development requirements

For the purpose of this Framework, the term “professional development” is a synthesis of the academic concepts of both professional development and professional learning. This enables teachers to take ownership of achieving their individual goals for professional growth whilst simultaneously meeting the needs of children, young people and the requirements of their employers.

Minimum requirements

All teachers are required to meet the minimum requirements of this Framework outlined in this section.

This Framework requires that, at a minimum:

All registered teachers are required to complete at least 100 hours of relevant professional development activities within a five-year period.

All authorised persons are required to complete at least 20 hours of relevant professional development activities within a calendar year period.

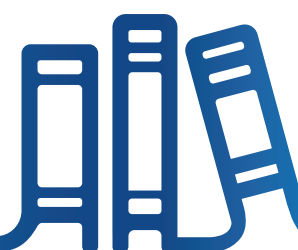
Professional development activities must be relevant (refer to Section 6.2);

Development against all of the national standards aligned with the career stage of the teacher must be demonstrated; and

A broad range of relevant professional development activities must be completed.

To assist teachers in meeting the minimum requirements, the following should be noted:

- A full day of professional development activities is to be counted as six hours. Any professional development that occurs in a period of less than a full day will be counted according to hours completed, up to a total of six hours per day.
- The recognised national standards are the Australian Professional Standards for Teachers or the Australian Professional Standard for Principals. Teachers should select the standards that align with their career stage.
- Professional development activities that span across multiple days and deliver varied, progressive content, such as conferences, seminars or courses, will be counted in accordance with the number of days/hours attended, provided that the activity is relevant, meets the national standards and is completed within a broad range of activities.
- The recurrent completion of a relevant professional development activity with the same content, learning outcome and/or award (for example, Mandatory Reporting training) may only be counted once during a five year period.





Relevant Professional Development Activities

In recognition of the unique diversity of the Northern Territory, a broad definition of the type of professional development activities required is applied (refer to Table 1). These activities are considered to be relevant professional development activities by the TRB.

For the purpose of this Framework, personal hobbies, or routine school-based or extra-curricular activities such as routine staff meetings, staff planning activities and activities such as sport events or school camps, are not considered to be relevant professional development activities.

The TRB can provide guidance if a teacher is uncertain about whether an activity would meet the threshold for relevant professional development under this Framework.

Table 1: Relevant professional development activities

- Programs, courses, workshops, seminars, conferences and short-courses
- School-based professional development, including professional development days and guest speakers
- Preparation for and delivery of presentations, speeches or written material for professional conferences and symposiums related to education
- Action learning through classroom observation, work shadowing, learning communities, visits/exchanges to other schools or other collaborative practice
- Highly Accomplished and Lead Teacher certification processes
- Tertiary study related to a teaching/ educational field
- Structured networking with teachers or other professionals
- Preparation for and development resulting from presentations to colleagues or other professionals on topics related to improving educational outcomes for children
- Preparation for and development through participation in delivering or receiving collegial professional support or mentoring
- Participating in Aboriginal and Torres Strait Islander cultural learning activities that promote an understanding of cultural beliefs, languages, histories and traditions
- Viewing educational videos and other productions including critical analysis and impact on professional practice
- Participation in or contribution to education system initiatives and projects
- Membership and participation on Boards or Committees where appointment is based on teaching status and where the Board or Committee has relevancy to education
- Online learning activities including web conferences, webinars, self-paced learning programs, forums and discussion groups
- Contribution to or review of educational literature including publications, academic research projects, peer-reviewed journal articles and academic texts including critical analysis and impact on professional practice
- Professional Teaching Associations professional development events
- Research, training or mentoring associated with the delivery of extra-curricular educational activities
- Participating in or leading an instructional coaching cycle.



Compliance

The Act requires all registered teachers and authorised persons to undertake professional development in accordance with the requirements of this Framework. Compliance is based on teacher declaration and is monitored through an audit process (refer to Section 10). In instances of non-compliance with the professional development requirements within this Framework, the TRB may decide to:

- Grant registration renewal in extenuating circumstances;

- Impose conditions on registration/authorisation; or

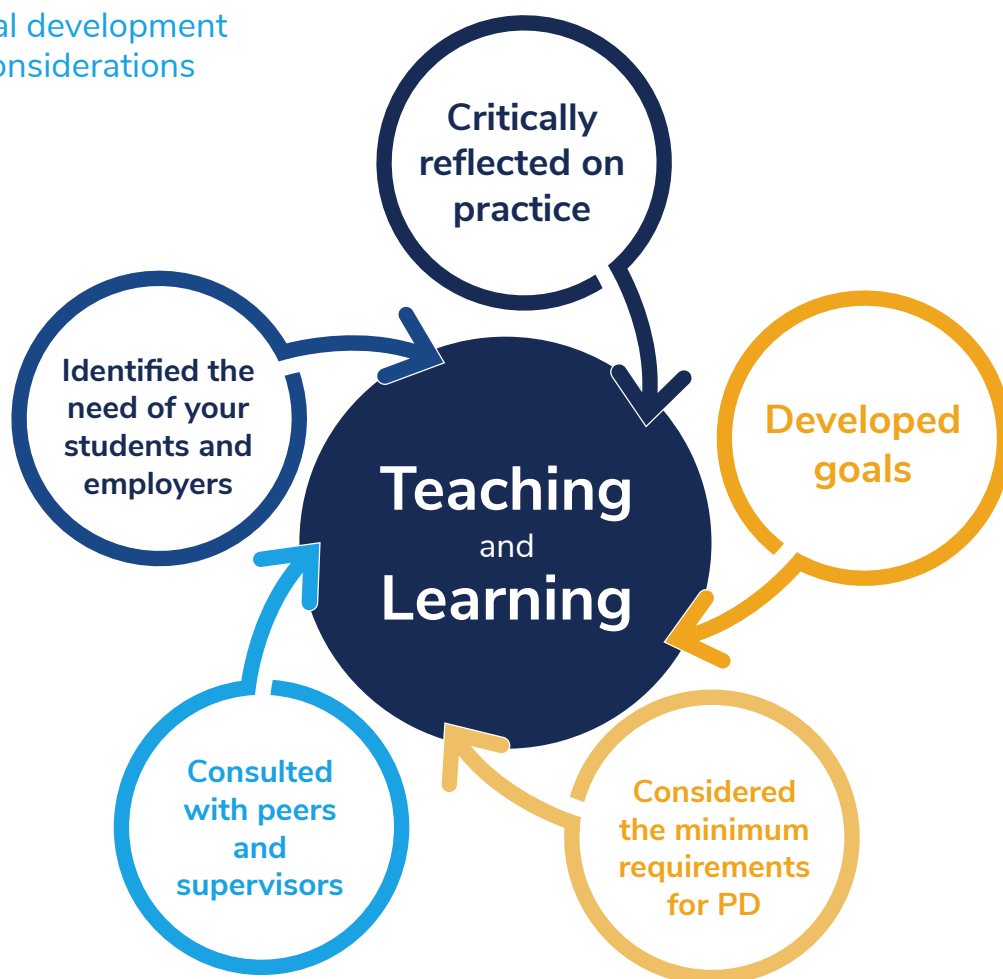
- Refuse an application for registration renewal.

A false declaration regarding compliance with this Framework may result in disciplinary proceedings. The TRB may request evidence of progress toward compliance at any time. The TRB has discretion in determining whether a person has fulfilled the requirements of this Framework. If there are concerns about capacity to meet the professional development requirements within this Framework, contact should be made with the TRB to seek advice as early as practicable.

Planning professional development

Professional development should be a planned, considered and ongoing practice for all teachers. The planning process should include the minimum requirements and the Framework principles and should be undertaken in collaboration with peers and supervisors. It is recommended that the process for planning professional development occurs at least annually. Self-reflection to identify professional development goals is important. The use of a tool such as the AITSL self-assessment tool can support teachers to critically reflect on practice and identify professional development needs.

Figure 1:
Professional development
planning considerations



Due to the cultural and geographic diversity of the Northern Territory, teachers are encouraged to base their development goals on their specific individual contexts, including the needs of the children they teach, their own goals and needs, and where relevant, the objectives and needs of their employer.

In recognition of the high proportion of Aboriginal and Torres Strait Islander children in the Northern Territory, teachers should plan to enhance their knowledge and understanding of Aboriginal and Torres Strait Islander cultures, beliefs, traditions, histories and languages, and pedagogical approaches that work well for Aboriginal and Torres Strait Islander children.

Professional development considerations

Outcomes for children and young people

The focus of a teacher’s work is primarily on children and young people and their learning, therefore professional development for teachers should link to improving learning outcomes. It is acknowledged that not all registered teachers are employed as classroom practitioners. Teachers may undertake development opportunities outside of the education sector, if it complements the vision of improving educational outcomes for children and young people.

Outcomes for Teachers

Excellent educational outcomes for children and young people are best achieved when teachers are professionally engaged, connected and fulfilled in their profession. Teachers need to benefit too, and this can be achieved by planning and undertaking professional development in consideration of the potential outcomes that the professional development activity is likely to provide for the teacher. This consideration is most effective when made prior to completion of the activity, and whilst teacher outcomes are individually based, some of the outcomes that professional development activities may achieve are outlined in Figure 2.

A collaborative approach

This Framework acknowledges that external feedback and experiences are vital to successful professional growth. A teacher’s standing within the profession is inherently linked to the perspectives of others, including children, young people, peers, supervisors, other professionals and communities. Teachers are therefore encouraged to work with those who influence, or are influenced by their work, to gain feedback, evaluate learning needs, set goals, plan professional development activities, reflect on professional development outcomes and identify and respond to future development needs.

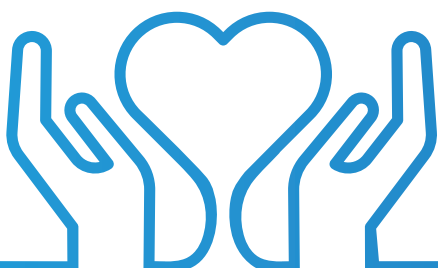


Figure 2: Outcomes for Teachers of Professional Development Activities

Professional development attributes

To determine whether an activity is suitable, the following characteristics have been identified as contributing to effective professional development. Figure 3 provides a guideline for teachers to consider when both planning and reflecting on their professional development.

Figure 3: Attributes of effective professional development.



Record-keeping and Audit

It is the responsibility of the individual teacher to ensure they complete the required amount of relevant professional development activities within the specified timeframes (refer to Page 6). All teachers must maintain records of their professional development activities. These records will be requested by the TRB during an audit process.

Record-keeping

Teachers may record their professional development via any mechanism and in any format they choose, including in hard copy format or electronically. The TRB provides a template on its website (refer to Related Links section of this Framework) which may be utilised to record professional development information.

The record must contain at a minimum:

Teacher Information

- The name of the teacher
- The registration status of the teacher (provisional/full/authorised)
- The registration number of the teacher (if registered)
- The role of the teacher
- The career stage of the teacher (graduate/proficient/highly accomplished/lead)
- The employment status of the teacher (employed/non-teaching/casual or relief)
- The sector of employment (Public/Independent/Catholic/Christian)
- The geographical location of the teacher (urban/regional/remote)

Professional Development Information

- Date of the professional development activity
- Name of the professional development activity
- The number of hours spent on the activity
- The national standards that the activity related to
- Reflection on the effectiveness of the activity. Examples include:
 - The outcomes for children provided by the activity;
 - The outcomes for the teacher provided by the activity; and/or
 - How the activity contributed to development of knowledge, practice and engagement.





Audit

The TRB, as a regulatory authority has legislated responsibilities regarding teacher registration, including an obligation to comply with the requirements of the Act relative to professional development. In order to monitor compliance with the Act, the TRB will conduct an audit of a sample of professional development records each year. These audits are guided by the following audit principles:

- The audit process must be objective, accountable to public and government scrutiny and not place unreasonable burden on teachers.
- The audit process must observe procedural fairness and fundamental administrative law principles, for example, it must be open and transparent.
- The purpose of the audit process is to gain an assurance of currency and enhancement of practice through compliance with professional development requirements.

Audit requirements

- Teachers selected for audit will be given three months to submit their records.
- Teachers who fail to submit the requested audit materials by the due date will receive a reminder.
- Teachers who have met their professional development requirements (in addition to the required number of days practising as a teacher) will be notified that their audit has been successfully completed.
- Teachers who have completed the required professional development hours but have small departures in range and balance requirements will be advised accordingly.
- The TRB may request additional evidence as required during an audit process.
- Teachers who have not met requirements will be advised of this and any decisions made by the TRB.

Implementation

This framework provides guidance for teachers in achieving quality teaching outcomes and complying with the professional development requirements of teacher registration and authorisation. The TRB has developed the following implementation guide to support teachers and employers to implement this Framework.

As a teacher you can:

Learn about the needs and interests of the children and young people you teach, and centre your professional development on these.

Think deeply about your development and critically analyse your professional development experiences to expand your professional knowledge, practice and understandings.

Be proactive in seeking professional development opportunities.

Ascertain the strategic direction of your employer, ask questions about their own goals, plans and needs.

Ask for help and direction from your peers and leadership teams when you need it.

Celebrate your achievements, reflect on your success and share your knowledge, skills and experience with your peers and employers.

Work in partnership with your employer, peers and school community to determine your development needs.

Be accountable for your practice, ensure you meet professional development requirements within this Framework and those of your employers.

Network with other organisations and professional associations.



As an employer you can:

Encourage teachers to determine their own development goals and work together to plan their professional development activities.

Support teachers to have the time, funds and resources to undertake professional development.

Provide a breadth of professional development opportunities within and beyond the school environment.

Explore opportunities to include and engage casual and relief teachers in professional development activities in your school.

Talk to your teachers regularly about your goals, expectations and strategies.

Encourage and promote action-learning, peer support and mentorship for teachers within your school environment.

Make suggestions about teachers' professional development needs.

Provide feedback to teachers about their strengths and areas for potential development.

Review

The Quality Teaching Committee will be responsible for reviewing this Framework three years from date of approval.



Relevant Links

AITSL Self-Assessment Tool

➤ www.aitsl.edu.au/teach/improve-practice/teacher-self-assessment-tool

Record-Keeping

➤ www.trb.nt.gov.au/

National Standards: Australian Professional Standards for Teachers

➤ www.aitsl.edu.au/teach/standards

National Standards: The Principal Standard

➤ www.aitsl.edu.au/lead-develop/understand-the-principal-standard

TRB website

➤ www.trb.nt.gov.au/

Provisional Registration requirements

➤ www.trb.nt.gov.au/registration/teachers-registered-nt/provisionally-registered-teachers#ProfessionalLearning

References

- i Hattie, J. (2003). Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia. Retrieved from http://research.acer.edu.au/research_conference_2003/4/
- ii Hattie, J. (2003). Teachers make a difference: What is the research evidence? Paper presented at the Building Teacher Quality: What does the research tell us ACER Research Conference, Melbourne, Australia. Retrieved from http://research.acer.edu.au/research_conference_2003/4/
- iii Adapted from the NYC Department of Education. (2014). A Handbook for professional Learning: Research, resources, and strategies for implementation. Retrieved from <https://www.weteachnyc.org/resources/resource/handbook-professional-learning-research-resources-and-strategies-implementation/>