

Teacher Registration Board

OF THE NORTHERN TERRITORY

The background features a dark blue top section, followed by horizontal stripes of teal, light teal, and a thin pink stripe. A diagonal split separates a light teal upper-right area from a darker teal lower-right area. The bottom-left corner contains several parallel black diagonal lines.

ANNUAL
REPORT
2019 - 2020

Our Report

The 2019-2020 Annual Report for the Teacher Registration Board of the Northern Territory (the Board) provides a comprehensive overview to parliament, Territorians and the community of our objectives and performance during the preceding financial year.

The Annual Report stands to increase public awareness of the Board's contribution to the teaching profession.

Teachers are the most important factor in student progress and achievement, with the Board responsible for making important decisions to improve teacher quality, by ensuring registered teachers in the Northern Territory are appropriately qualified, current in their practice and suitable to teach.

Members of the Board hold their responsibilities in high regard and are committed to affording the public every opportunity to understand the process by which the Board arrives at its decisions.

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Northern
Territory
Government

Letter to Minister

Hon Lauren Moss
Minister for Education
Parliament House
DARWIN NT 0800

Dear Minister

**RE: TEACHER REGISTRATION BOARD OF THE NORTHERN TERRITORY 2019-2020
ANNUAL REPORT**

I am pleased to submit to you the Teacher Registration Board of the Northern Territory's Annual Report for the period 1 July 2019 to 30 June 2020, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004* (NT).

Yours sincerely



Karen Blanchfield
Chair
18 September 2020

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Our Board

Chairperson's Report

This is the sixteenth 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 2004* (NT) (the Act). The work of the Board continued as the amended Act and associated regulations were enacted in policy and practice.

The 2019-2020 period has been challenging, as the COVID-19 pandemic impacted across the world. The Board developed and implemented a Business Continuity Plan that enabled critical functions to continue, taking into account the safety and wellbeing of all stakeholders, including staff at the office of the Board. During the first half of 2020, face-to-face Board meetings were limited and meetings were held using available technology. All travel was curtailed in line with government advice.



The *Teacher Registration: One Teaching Profession* report and recommendations, a national review of teacher registration, continued to impact the direction and focus of the Board's work. The focus on implementing recommendations relating to strengthening child safety and updating the national approach to English language proficiency assessments, for the purpose of teacher registration, are well underway. Teacher regulatory authorities, nationally, have worked together in the development of the *Best Practice Framework for Strengthening Child Safety and Wellbeing through the Regulation of Teachers*. This has the potential to have a positive impact across Australia and will require much effort and thought to bring it to completion.

As Board Chair, I have had the opportunity to participate in a number of stakeholder consultations including a consistent approach for the registration of early childhood teachers throughout the country. The Board has had input into the scoping of work that may impact the future review of the Australian Professional Standards for Teachers. Another area of input from the Board has been on the issue of strengthening judgements that are made when teachers transition from provisional to full registration.

Work continues to progress on the National Teacher Workforce Strategy, which aims to articulate, at a national level, the shared challenges and opportunities inherent in developing a skilled, capable and sustainable quality teaching workforce that ultimately supports the best outcomes for students. The Australian Teacher Workforce Data strategy, to which the Board contributed, will assist in informing the Strategy.

This year, the Board participated in professional learning on the topic of administrative decision-making, facilitated by a skilled Northern Territory barrister. The aim of the workshop was to support the Board's decision-making capabilities in implementing the amended legislation that came into force on 1 January 2020.

Professional conduct matters were considered by the Board, undertaking investigations for notifications and complaints regarding disciplinary matters as a requirement under the Act. The Board works closely with the Solicitor for the Northern Territory and the legal assistance provided in disciplinary matters is invaluable.

I wish to thank all Board members and committee members, as well as the staff at the office of the Board. The past year has brought new challenges and the work of the Board continued smoothly. In particular, I would like to acknowledge the outstanding contribution of Board member, Ms Elsabe Bott, as she retires from the Board this year. Elsabe has been a very valuable member since 2005.

After fifteen years as Chair, I will not be continuing my membership on the Board. It has been a privilege to have been part of the work of the Board since the initial Steering Committee was established, and I believe that the achievements of the Board have been significant in raising the standards of teaching in the Northern Territory.

Karen Blanchfield

Overview of the Board

The Teacher Registration Board of the Northern Territory (the Board) is an independent statutory body established under the *Teacher Registration (Northern Territory) Act 2004* (NT) (the Act).

The Act commenced in September 2004, and recently underwent wholesale reform with the changes coming into effect on 1 January 2020.

The Board's members act independently of political and bureaucratic influence to make decisions regarding the registration of teachers in the Northern Territory (NT) in the best interests of the community as a whole, including students, parents and the teaching profession.

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

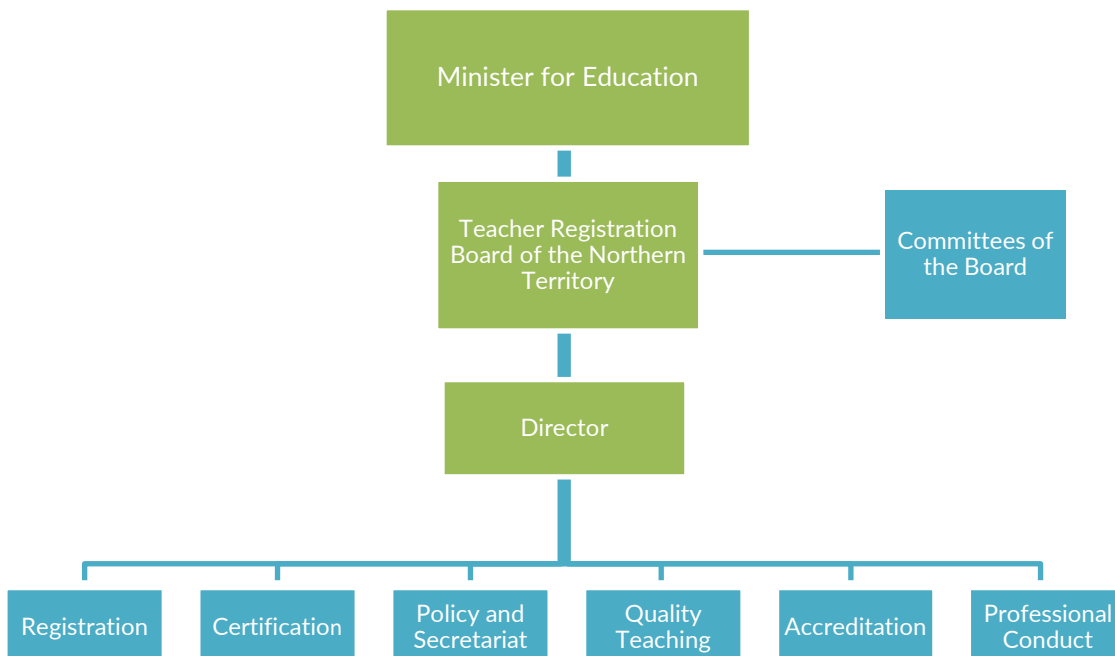
Establishment of the Board

The Act provides for the registration of all teachers in the NT by ensuring that only persons who are fit and proper, appropriately qualified and competent to teach, are employed as teachers.

As such, the Board was established to administer the scheme for teacher registration and facilitate the continuing competence of teachers in the NT. This includes supporting, promoting and embedding quality teaching and educational leadership in the teaching profession.

Corporate Governance Structure

The Board's corporate governance structure informs how decisions are made and assigns delegation of accountability and responsibility from the Minister for Education to each of the business areas at the office of the Board:



Functions of the Board

The key functions of the Board are:

Registration of Teachers

The Board is charged with ensuring the quality of the teaching force in the NT 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 NT.

Professional Development

The Board promotes the professional learning and development of all teachers by approving the Framework for Professional Development. The Board further liaises with the agency administering the *Education Act 2015* (NT), the Department of Education, on strategic priorities for professional development, and with employers of all teachers to develop the competencies of teachers during all career stages.

Initial Teacher Education

The Board is responsible for accrediting education courses and liaising with institutions providing initial teacher education courses in the NT.

Complaints and Notifications

The Board investigates employer notifications and complaints about, or incidents relating to, teachers. It may also prosecute offences set out in the Act.

Quality Teaching

The Board supports and recognises quality teaching and educational leadership in the NT, including through certification of Highly Accomplished and Lead Teachers. Where appropriate to do so, the Board may conduct research into quality practice in teaching in the NT in promoting evidence-based approaches and initiatives to support best practice teaching.

Professional Standards and Ethics

The Board is responsible for developing and approving professional teaching standards and other professional standards. The Board maintains a Code of Professional Ethics for teachers across the NT.

Vision

- Public confidence in quality teachers and teaching through quality regulation.

Values

- The Board's values reflect those of the Code of Ethics for NT Teachers.

Vision and Values

Integrity

Work of the Board is based on evidence and expertise; all stakeholders are treated with procedural fairness, transparency and accountability.

Respect

All stakeholders are treated with professionalism, courtesy and dignity, with the Board providing quality and timely service.

Justice

All Board processes and services are delivered equitably and fairly and with natural justice.

Empathy

The Board seeks to understand the perspective, experiences and motivations of stakeholders.

Dignity

The Board recognises the right of all stakeholders to be valued, respected and treated ethically.

Code of Conduct

As persons appointed to a statutory authority, members of the Board are required to maintain a high standard of professionalism and ethical conduct in the performance of their functions. Public confidence in the Board must be maintained, in particular the integrity of the Board’s decision making.

Teachers, parents, students and education communities should feel confident that members of the Board:

- Perform their duties in a fair and impartial way, for the benefit of the NT
- Use their powers responsibly, for the purpose and in the manner for which they were intended, and
- Act with honesty and transparency, making reasoned decisions without bias by following fair and objective processes.

The Board is guided by the Northern Territory Government Boards Handbook published in 2019.

Strategic Plan 2019-2021

To ensure the Board is accountable, its Strategic Plan for 2019 – 2021 outlines the strategic direction, priorities, outcomes, and key performance indicators, and aligns with the broader goals and objectives of government and the national agenda for the regulation of the teaching profession. The Board’s integrated approach to planning is based on input from teachers, stakeholders, committees of the Board and staff at the office of the Board

In fulfilling its legislative functions, the Board will continue to focus on the following key strategic priorities:

Strategic Priorities	1. Advocacy and Influence	2. Stakeholders and Community Engagement	3. Quality Teaching and Educational Outcomes	4. Governance and Accountability
Outcomes	<p>1.1 The TRB NT influences legislation, policy and directions about quality and teaching locally and nationally.</p> <p>1.2 The TRB NT has strategic relationships with co regulators and national professional bodies and networks.</p>	<p>2.1 Stakeholders of the TRB NT are engaged, confident and committed to TRB NT directions and processes.</p> <p>2.2 The quality of teaching in the NT and the role of the TRB NT is valued and recognised.</p>	<p>3.1 Registered teachers in the NT are qualified, competent and suitable to teach.</p> <p>3.2 Registered teachers in the NT meet the Australian Professional Standards for Teachers and progress through the career stages.</p> <p>3.3 The TRB NT is recognised for fair, transparent and clear processes</p> <p>3.4 The TRB NT assist schools to meet local and contextualised teaching requirements.</p> <p>3.5 Initial Teacher Education Courses are accredited as required against the Australian Program Standards and the Australian Professional Standards.</p>	<p>4.1 The Board meets its legislated responsibilities.</p> <p>4.2 The TRB NT uses good governance and sound financial administration and business systems.</p> <p>4.3 The TRB NT workforce is capable, high performing and respected by stakeholders.</p>

Our Members

The Board consists of 12 members appointed by the Administrator of the Northern Territory.

The members are nominated by specific bodies or organisations representative of the diversity of the teaching profession in the NT. The nominating organisations are drawn from the government, Independent and Catholic school sector, teacher union representative bodies, higher education institutions, and parent, teacher and principal associations.

Members represent a breadth of gender, geographical locations, cultural identities and teaching experiences.

Board Membership

As at 30 June 2020, membership of the Board comprised of:

Karen Blanchfield Appointed to October 2020 Chair	Teacher nominated by the Northern Territory Principals' Association
Lorraine Hodgson Appointed to October 2020 Deputy Chair	Teacher nominated by Professional Teachers' Association of the Northern Territory
Louise Corrigan Appointed to October 2022	Person nominated by the Chief Executive of the Department of Education
Bernadette Morriss Appointed to October 2022	Educator nominated by the Catholic Education Office
Greg Hauser Appointed to October 2020	Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education
Prof Greg Shaw Appointed to October 2022	Educator nominated by Charles Darwin University
Danielle Schmidt Appointed to October 2020	Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union
Michele Willsher Appointed to October 2022	Educator nominated by the Batchelor Institute of Indigenous Tertiary Education
Gordon Canning Appointed to October 2022	Teacher nominated by the Northern Territory Branch of the Australian Education Union
Marisa Boscato Appointed to October 2022	Person nominated by the Northern Territory Council of Government School Organisations
Elsabe Bott Appointed to October 2020	Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union
Eunice Stoll Appointed to October 2020	Educator, nominee of the Association of Independent Schools of the NT

Board Meetings 2019-2020

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

MEETING	DATE	VENUE	DURATION
1	8 August 2019	Darwin	Full day
2	19 September 2019	Darwin	Full day
3	24 October 2019	Darwin	Full day
4	5 December 2019	Teleconference	Afternoon
5	23 January 2020	Teleconference	Afternoon
6	27 February 2020	Darwin	Full day
7	2 April 2020	Teleconference	Morning
8	14 May 2020	Videoconference	Afternoon
9	25 June 2020	Videoconference	Morning

Attendance Register 2019-2020

Attendance at meetings by individual members includes:

Nominating organisation	Board Members	1	2	3	4	5	6	7	8	9
		08/08/2019	19/09/2019	24/10/2019	05/12/2019	23/01/2020	27/02/2020	02/04/2020	14/05/2020	25/06/2020
<i>Person nominated by the Chief Executive of the Department of Education</i>	Louise Corrigan		A							
<i>Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union</i>	Danielle Schmidt				P	A				
<i>Teacher nominated by the Northern Territory Branch of the Australian Education Union</i>	Gordon Canning									
<i>Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education</i>	Greg Hauser									
<i>Teacher nominated by the Northern Territory Principals' Association</i>	Karen Blanchfield					A				
<i>One educator, nominee of the Association of Independent Schools of the NT</i>	Paul Arundell	A	A	A	R	*	*			
	Eunice Stoll							TNS		A
<i>Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union</i>	Elsabe Bott			A				A		
<i>Educator nominated by the Catholic Education Office</i>	Bernadette Morriss		A				P			A
<i>Educator nominated by Charles Darwin University</i>	Greg Shaw	A								
<i>Educator nominated by the Batchelor Institute of Indigenous Tertiary Education</i>	Claire Barlett	A	R							
	Michele Willsher			TNS		A				
<i>Person nominated by the Northern Territory Council of Government School Organisations</i>	Marisa Boscato		A							
<i>Teacher nominated by Professional Teachers' Association of the Northern Territory</i>	Lorraine Hodgson			A						

Legend: A – Absent
 P – Attended for part of meeting
 R – Resigned
 TNS – Term Not Started
 * – Member not nominated at this time

Our Committees

Under the Act, the Board may establish committees to assist in the performance of its functions. Committees are responsible for enquiring into, and making recommendations on, matters referred by the Board. Committee membership is at the invitation of the Board.

The committees established by the Board have made a significant contribution to the Board's work in reviewing underlying procedures, informing the development of policy, providing insight into and engagement with the teaching profession, and promoting the profession in fulfilling the Board's regulatory and professional functions.

Initial Teacher Education Committee

Terms of Reference

- Advise the Board and make recommendations on the assessment and accreditation of pre-service teacher education programs, and
- Ensure graduates meet the Australian Professional Standards for Graduate Teachers for the purposes of teacher registration.

Goals

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

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

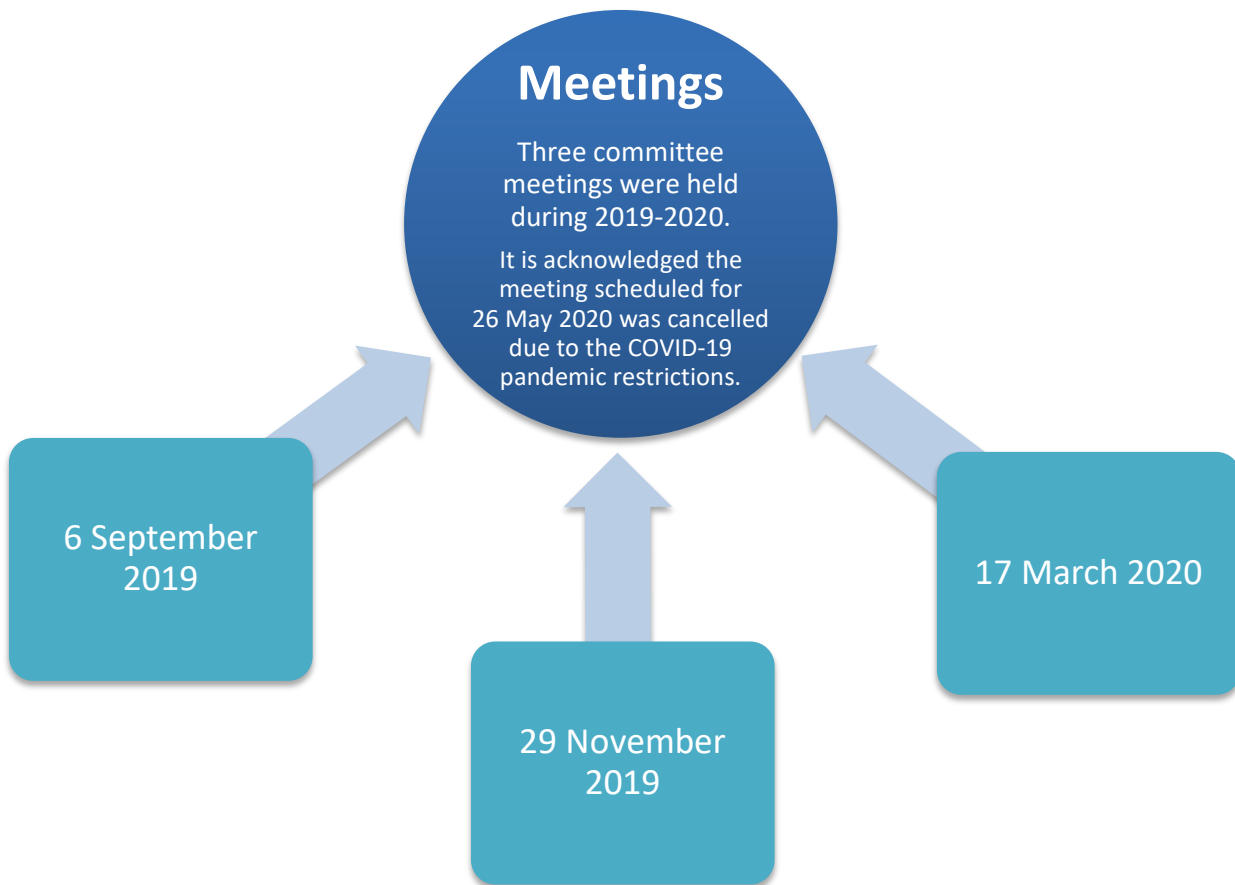
ITEC has focussed on advising the Board on strengthening initial teacher education, including national standard setting for accreditation of initial teacher education courses. Representatives from teacher regulatory authorities from all jurisdictions participated in mock panels to look at the application and consistency of approach to the Standards when accrediting initial teacher education courses. This led to the *Guidelines for the Accreditation of Initial Teacher Education Programs in Australia* being revised. This work is due to be completed by the end of 2020.

Members as at 30 June 2020

<i>Lola Sleep</i> (Chair)	Education Consultant, Teacher – Good Shepherd Lutheran College
<i>Vacant</i>	Catholic Education NT – Secondary
<i>Geoff Perry</i>	Principals' Consultant – Catholic Education NT
<i>Laurence Tamatea</i>	Assistant Dean Learning Futures – Charles Darwin University
<i>*Claire Bartlett</i>	Senior Lecturer in Teacher Education – Batchelor Institute
<i>Renee Schultz</i>	Head of Junior School – The Essington School Darwin
<i>Janine Matheson</i>	Teaching Schools Coordinator – Corporate Representative, Department of Education
<i>Joanne Butler</i>	Senior Teacher Early Childhood – Nakara Primary School
<i>Vacant</i>	Department of Education – Secondary

* Member of the Board during part of the period of reporting.

ITEC is pleased to announce the Executive Officer position has been filled, noting that some membership vacancies continue to exist.



Accrediting Initial Teacher Education Programs

The accreditation process involves a rigorous assessment of an initial teacher education course against a set of nationally agreed standards. Accreditation standards and procedures are designed to ensure that all graduates of an initial teacher education course meet the Standards, at the Graduate career stage. This ensures the course is of high quality and prepares pre-service teachers for the teaching profession. The process also includes an assessment of a provider's quality assurance and continuous improvement mechanisms, as well as ensuring that the provider has a nationally endorsed Teacher Performance Assessment which all graduates must successfully complete.

The Board, as the accrediting body for the NT, has forged a strong partnership with Charles Darwin University (CDU), noting it is the sole provider for initial teacher education courses in the NT.

CDU provides four initial teacher education courses, as follows:

Course title	Description	Type of course	Years	Stage of schooling	Accreditation Due Date
Bachelor of Education Early Childhood Teaching*	Existing course that directly addresses national policy reforms for early childhood education and care services to improve quality of and access for children to a four-year degree qualified educator. Provides dual sector qualifications for teaching birth to 12 year-old children. Flexibility and versatility of qualification is an advantage to both the graduate and employer in context of fluctuating enrolments of different age cohorts and mobility of staff.	Undergraduate	4	Early Childhood and Primary	December 2024
Bachelor of Education (Primary)	Course encompasses Primary specialisation, and is theoretical and practical, providing sound knowledge base in core content areas of school curriculum, knowledge of contemporary approaches to issues in education (such as inclusivity, child and adolescent development and promoting positive behaviour), and extensive experience in school settings. Indigenous perspectives are a particular focus, with all pre-service teachers expected to examine specific strategies for enhancing educational outcomes for Indigenous children.	Undergraduate	4	Primary	December 2022
Bachelor of Education (Secondary)	Course comprises of innovative Secondary school focused program – including theory and practice, designed to produce teacher education graduates who are classroom ready. Grounded in principles of effective teaching and learning, and commitment to meeting and/or exceeding standards provided by Australian Institute for Teaching and School Leadership for initial teacher education programs.	Undergraduate	4	Secondary	December 2022
Master of Teaching	Provides post graduate study for pre-service teachers who have undergraduate degree in field other than teaching. Course offers study in early childhood and primary, primary, and secondary stages of schooling. Strong emphasis placed on structured and supported professional experience in three stages of schooling, so quality of graduates is well-recognised within the profession.	Graduate	2	Early Childhood and Primary, Primary, and Secondary	December 2022

* The Bachelor of Education Early Childhood Teaching course was accredited by the Board during this reporting period, and is now due for re-accreditation in 2024. The panel was held in Darwin.

Panel Member Training

The NT has continued to develop and train panel members to be a part of the accreditation of courses. At the end of June 2020, the following number of nationally trained panel members were operating in the NT:

38 – Stage 1

12 – Stage 2

11 – Panel Chairs

Literacy and Numeracy Test for Initial Teacher Education

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 standard.”

The Commonwealth Department of Education Skills and Employment engaged the consulting firm, Dandalo Partners to review the implementation of LANTITE testing across Australia. The final report was tabled with the Australian Institute for Teaching and School Leadership (AITSL) in May 2020 and given to teaching regulatory authorities. However, as yet none of the recommendations have been implemented. Consultation will occur with CDU regarding implementation processes in line with the recommendations following presentation of the report to Education Council in December 2020.

Reading Instruction in Initial Teacher Education Courses

In September 2019, AITSL received funding through the Hon Dan Tehan MP, Minister for Education, to provide expert advice on incorporating phonics into the national *Accreditation of initial teacher education programs in Australia: Standards and Procedures* (the Accreditation Standards and Procedures). Education ministers subsequently agreed to amendments to the Accreditation Standards and Procedures for inclusion of explicit requirements for reading instruction, including phonics, and increased time to be spend on English and literacy in training primary teachers. The study of phonics is one of the five essential elements of literacy, with teachers to be appropriately equipped to assist students in their learning and development, of which reading and writing are fundamental. The Board continues to work closely with CDU to identify where reading instruction, including phonics, is explicitly being taught in currently accredited courses. It is pleasing to note that the relevant courses are already compliant with the amended requirements to the Accreditation Standards and Procedures.

Quality Teaching Committee

Terms of Reference

- Representative body of the teaching profession in the NT, established to assist the Board in its development and implementation of initiatives, resources and policies regarding the improvement of quality teaching in the NT, and
- Consider and make recommendations regarding strategic, policy or procedural matters related to quality teaching in the NT.

Goals

- Provide collective advice to the Board on quality teaching matters
- Develop strategic priorities for the professional development of teachers in the NT, while further promoting professional development
- Consider the application and operation of the professional teaching standards and other professional standards
- Develop and maintain practice guidelines, including the Code of Professional Ethics for the teaching profession
- Assist in developing competencies of teachers during the early stages of the teachers' careers, and
- Research and promote best practice and opportunities for innovation.

The Quality Teaching Committee (QTC) fulfils the functions of the Board outlined in sections 11(e), (ea), (f), (g), (h), (i) and (ia) of the Act. QTC advises the Board and makes recommendations on matters related to quality teaching in the NT, whether strategic, policy or procedural in nature.

The objective of the QTC is to bring a wide range of teaching and educational skills, knowledge and experience to the Board to enhance its ability to incorporate contemporary teaching practice, the characteristics of the NT teaching profession and emerging practice direction, in its strategic and policy platforms.

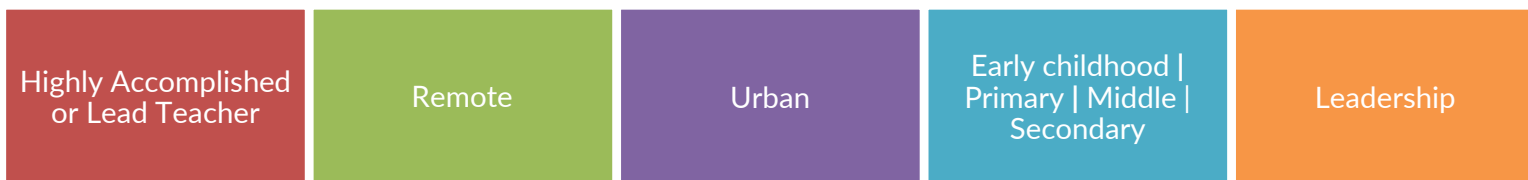
Members as at 30 June 2020

* <i>Greg Shaw (Chair)</i>	Charles Darwin University
<i>Amy Norman</i>	Australian Education Union
<i>Jane Anlezark</i>	Independent Education Union
<i>Delean Holtze</i>	Batchelor Institute of Indigenous Education
<i>Claire Bartlett</i>	Charles Darwin University
<i>Laurence Tamatea</i>	Charles Darwin University
<i>Carrie Gledhill</i>	Department of Education
<i>Marcia Harvey</i>	Department of Education – Corporate
<i>Jacqui Langdon</i>	Catholic Education NT
<i>Vacant</i>	NT Christian Schools
<i>Vacant</i>	Association of Independent Schools of the Northern Territory
<i>Steve Hawkins</i>	Professional Teachers' Association of the Northern Territory
<i>Rhiannon Hale</i>	Preschool Teachers' Association of the Northern Territory
<i>Belinda Thomson (Executive Officer)</i>	Manager Policy and Secretariat, the Board

* Member of the Board during period of reporting.

Though supporting the initiative of the Board in this crucial work, NT Christian Schools and the Association of Independent Schools of the NT did not nominate members to the QTC.

To ensure the QTC is representative of the diversity of teachers across the NT, membership also comprises of teachers from the following categories:



Meetings

Three committee meetings were held during 2019 – 2020:

This recognises that the meeting scheduled for 19 March 2020 was cancelled due to the COVID-19 pandemic restrictions.

Professional Development Framework

The QTC was responsible for conceptualising and developing the policy position to inform the Professional Development Framework (the Framework).

As of 1 January 2020, the object of the Act was amended to include that the Board promote and encourage the continuing competence of teachers, and quality teaching and educational leadership, in the NT. To facilitate this, the Act requires the Board to approve a framework for the professional development of teachers. All registered teachers and authorised persons in the NT are subject to a condition on their registration or authorisation, requiring them to comply with the Framework.

The QTC held two face-to-face meetings to develop and refine the Framework. In doing so, members considered the existing policy of the Board, the Act, the Australian Professional Standards for Teachers (the Standards), the Australian Teacher Performance and Development Framework, the Board's Strategic Plan 2019-2021 and exemplars of professional development frameworks for teacher regulatory authorities from other Australian jurisdictions. Members also drew upon their own professional knowledge, experience and skills.

The objective of the Framework is to facilitate continuing professional development to increase the quality of the teaching profession, in striving to ensure quality educational outcomes are achieved for NT students. The Framework is principle-based and aims to empower and support teachers to drive and determine their own professional development goals and needs, in alignment with the needs of the children and young people they teach, their career stage and their specific employment context.

In acknowledgement of the varying complexities and diversity within the teaching profession in the NT, the QTC considered providing separate considerations for teachers based on criteria such as registration status, career stage, employment status and geographical location. In recognition of the vision of achieving quality teaching, the QTC decided to maintain a policy applicable to all registered teachers and authorised persons respectively, and the Framework therefore has application for teachers across a broad range of employment and geographical contexts.

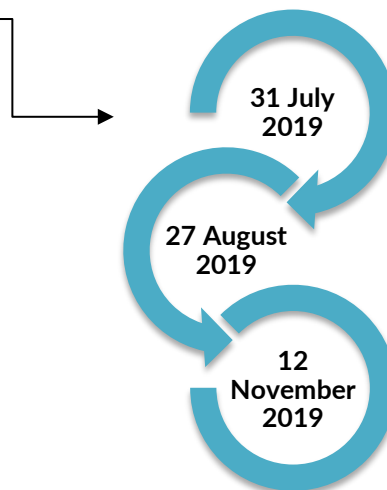
Provisional to Full Registration

The QTC undertook discussions regarding the process of teachers transitioning from provisional to full registration in identifying strategic considerations for reform. The NT is unique compared to other jurisdictions due to its small, often transient, population and its geographical and cultural diversity. The QTC was engaged to provide advice in ensuring the Board's provisional to full registration policy and process is applicable to all provisionally registered teachers regardless of their location, personal circumstances, professional experience, employment situation and specialisation.

The current national agenda is concerned with ensuring there is national consistency in judgements made by each jurisdiction. The QTC has commenced examining the current processes in the NT and determining what currently works well, and where there are opportunities for innovation and improvement. This will assist the Board in contributing advice to the national agenda, and in implementing changes to the policy and process for provisional to full registration in the NT.

In reviewing the current Board policy and process for provisional to full registration, the following key considerations form the focus of the QTC:

- The provisional to full registration processes in the NT continues to have regard to the demonstration of proficiency against the Standards
- The process maintains national consistency, particularly in the approach for judgements relative to those transitioning from provisional to full registration



- Processes support relief and casual teachers, and early childhood teachers, to achieve proficiency, and
- The functions of the Board, as they relate to registration of teachers and achieving quality teachers, continue to be achieved.

Employer Reference Committee

Terms of Reference

- Facilitate the exchange of information between employers of teachers and the Board on matters of policy and procedure regarding teacher registration and authorisation, discipline and compliance
- Provide advice to the Board on the implementation of the objectives of the Act in relation to employers and registration, authorisation, discipline and compliance, and
- Assess and provide advice to the Board on risk and risk management.

The Employer Reference Committee (ERC) fulfils the functions of the Board outlined in section 11 of the Act relative to employers and employer relations. The ERC stands as a key consultation body for progressing all employer matters relating to registration and authorisation, including professional conduct, competence of teachers and compliance, before advising the Board accordingly.

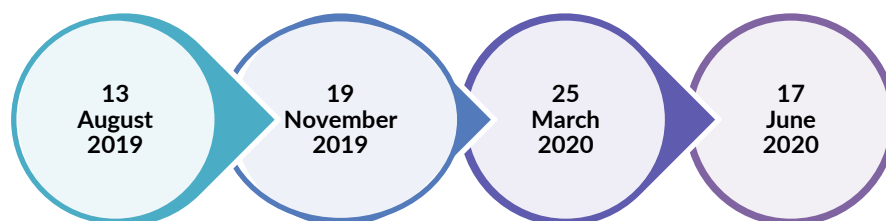
Members as at 30 June 2020

* <i>Louise Corrigan (Chair)</i>	Department of Education
<i>Greg O'Mullane</i>	Catholic Education NT
<i>Marcia Harvey</i>	Department of Education
<i>Leanne Cull</i>	Department of Education
<i>Cheryl Salter</i>	Association of Independent Schools NT
<i>Phoebe van Bentum</i>	Christian Schools Association NT
<i>Nicole Sabamba</i>	Manager Professional Conduct, the Board
<i>Maree Garrigan</i> (Executive Officer)	Director, the Board

* Member of the Board during period of reporting.

Meetings

Four committee meetings were held during 2019 – 2020:



During the reporting period, ERC focussed their efforts on the following key topics: implementation of the amendments to the Act and any implications for employers; providing input and insight to the Professional Development Framework; progressing national work associated with provisional to full registration; stakeholder engagement; development of policy to support the requirement for a teacher to disclose their 'personal details'; development of policy relating to impairment and a teacher's eligibility for registration or authorisation; preparation of a COVID-19 pandemic Business Continuity Plan and the resultant impacts of COVID-19 on employers; progressing the national governance architecture; consultation and feedback on the *Best Practice Framework for Strengthening Child Safety*

and Wellbeing through the Regulation of Teachers; updating Employer Notification documentation; and awareness of responsibilities relating to the Independent Commissioner Against Corruption.

Our Office

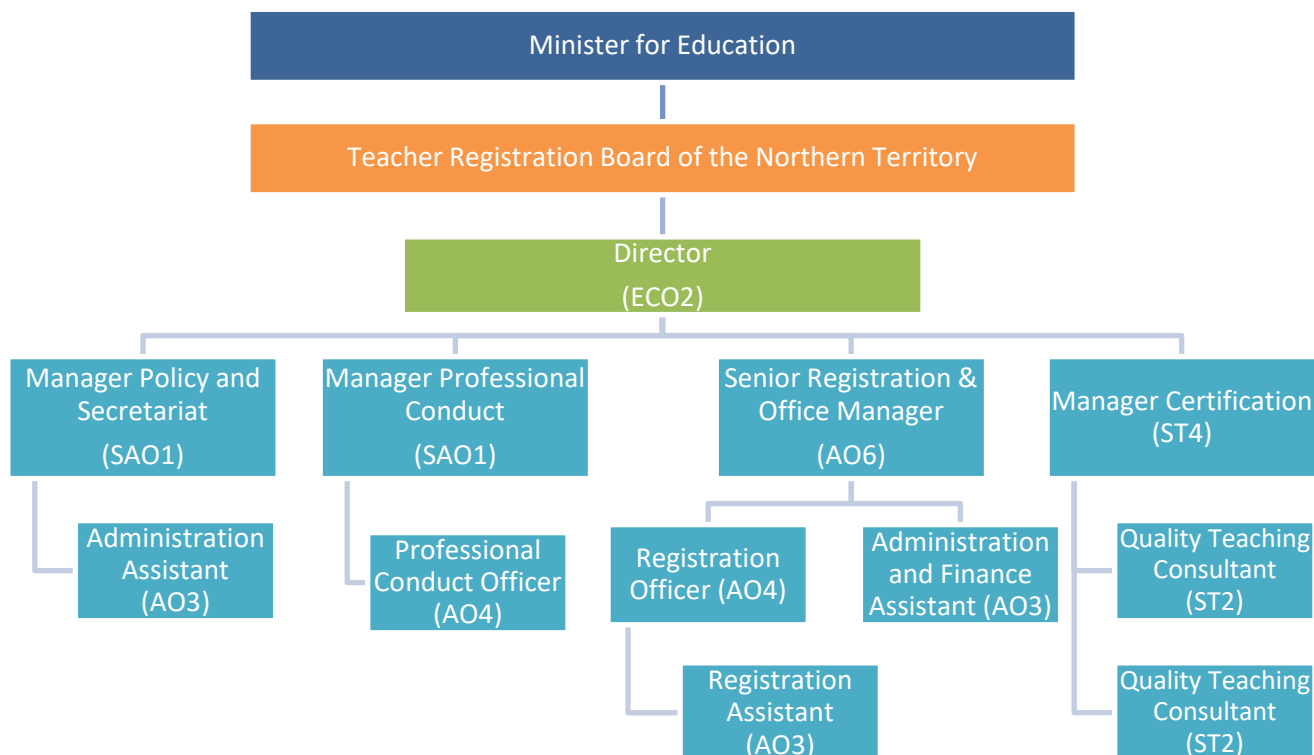
Overview

The office of the Board provided secretariat and administrative support to the Board on a range of matters including:

- Assessment of applications for registration and authorisation
- Management of registration and registration renewal processes
- Accreditation of initial teacher education programs
- Carrying out of annual audit of employers
- Management of disciplinary proceedings (complaints, Preliminary Investigations and Inquiries)
- Administration and management relating to financial matters
- Implementation of the legislative amendments and supporting policy
- Management of committees of the Board
- Certification of those in the Highly Accomplished and Lead Teacher career stages, and
- Professional development and implementation of the Australian Professional Standards for Teachers.

Organisational Structure

The office of the Board underwent changes to its organisational structure during the reporting period. The changes were aimed at allowing the Board to best achieve the objectives of the Act, particularly given the anticipated increased workload resultant from the legislative amendments.



Staff of the Office of the Board

The staffing arrangements at the office of the Board comprise of:

Director	Responsible for the leadership and management of the office of the Board to ensure effective governance of the teaching regulatory authority and teaching profession in the NT
Manager Certification	Responsible for program design, development and implementation and project management for all aspects of the processes related to certification of Highly Accomplished and Lead Teacher (HALT), including ensuring a nationally consistent approach
Quality Teaching Consultants	Responsible for assisting in relation to certification of HALT. Also provides leadership and expertise in professional teaching standards as they relate to the processes for supporting registrants preparing to transition from provisional to full registration, registration renewal and initial teacher education course accreditation
Manager Professional Conduct	Responsible for developing and implementing a professional conduct quality assurance framework including management of all aspects of the Board's disciplinary functions
Professional Conduct Officer	Responsible for case managing complaints against teachers and other disciplinary matters relating to teachers and other matters as assigned by the Director. Also provides secretariat support to the Board
Manager Policy and Secretariat	Responsible for provide expert policy advice to the Director and the Board, and developing, implementing and managing strategic, policy or procedural initiatives. Also provides secretariat support to the Board and its committees
Administration Assistant	Responsible for assisting in the development and implementation of policy, and providing administrative support in word processing, filing, diary and email management, receptionist support and research for the purposes of policy development
Senior Registration and Office Manager	Responsible for managing all aspects of the processes for registering teachers in the NT and the provision of corporate support, including data management systems
Registration Officer	Responsible for assisting with all aspects of the processes for registering teachers in the NT
Administration and Finance Officer	Responsible for providing administrative and financial support and assisting the processes for registering teachers in the NT
Registration Assistant	Responsible for assisting in all processes for registering teachers, and undertaking reception duties

National Representation

The office of the Board has representation on the following national networks and working groups:

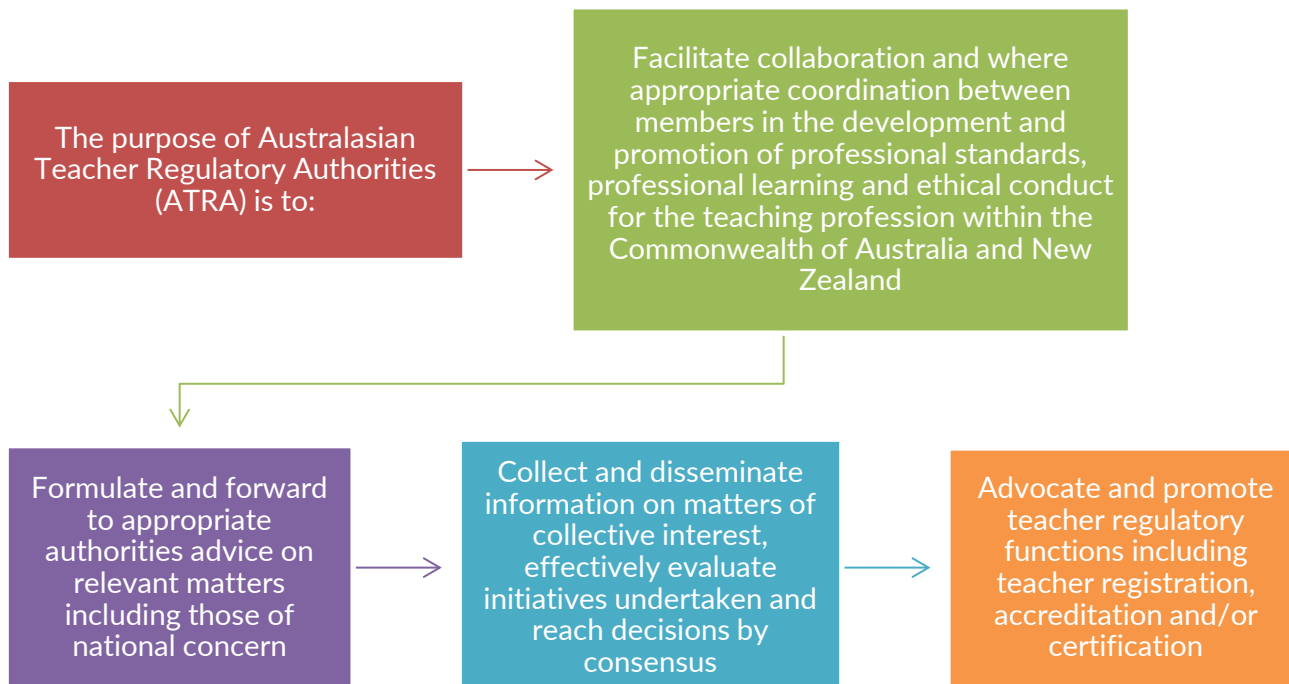
- Professional Conduct and Legal
- Registration and Professional Standards
- Certifying Authority
- Australian Teacher Workforce Data Technical
- Initial Teacher Education
- Teacher Qualifications Expert Standing Committee
- Executive Officer Network (Initial Teacher Education), and
- National Steering Group for Provisional to Full Registration.

Official Travel 2019-2020

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

<i>Karen Blanchfield</i>	Travelled from Alice Springs to Darwin and return on four occasions
<i>Marisa Boscato</i>	Travelled from Alice Springs to Darwin and return on three occasions
<i>Danielle Schmidt</i>	Travelled from McArthur River Mine (Boroloola) to Darwin and return on three occasions

Australasian Teacher Regulatory Authorities



Senior Officers of Australasian Teacher Regulatory Authorities (ATRA) usually meet face-to-face twice yearly for general meetings, noting that one meeting is inclusive of the Chairs of the teacher regulatory authorities. During the reporting period, ATRA members met in Sydney on 31 October 2019. ATRA Chairs also met via teleconference in October 2019.

The 2020 scheduled meeting was postponed due to the COVID-19 pandemic.

Senior Officers of ATRA meet with the Australian Institute of Teaching and School Leadership (AITSL) four times per year. AITSL facilitates the work of the reform agenda as designated by the Commonwealth Government.

During the reporting period, ATRA members met with AITSL as follows:

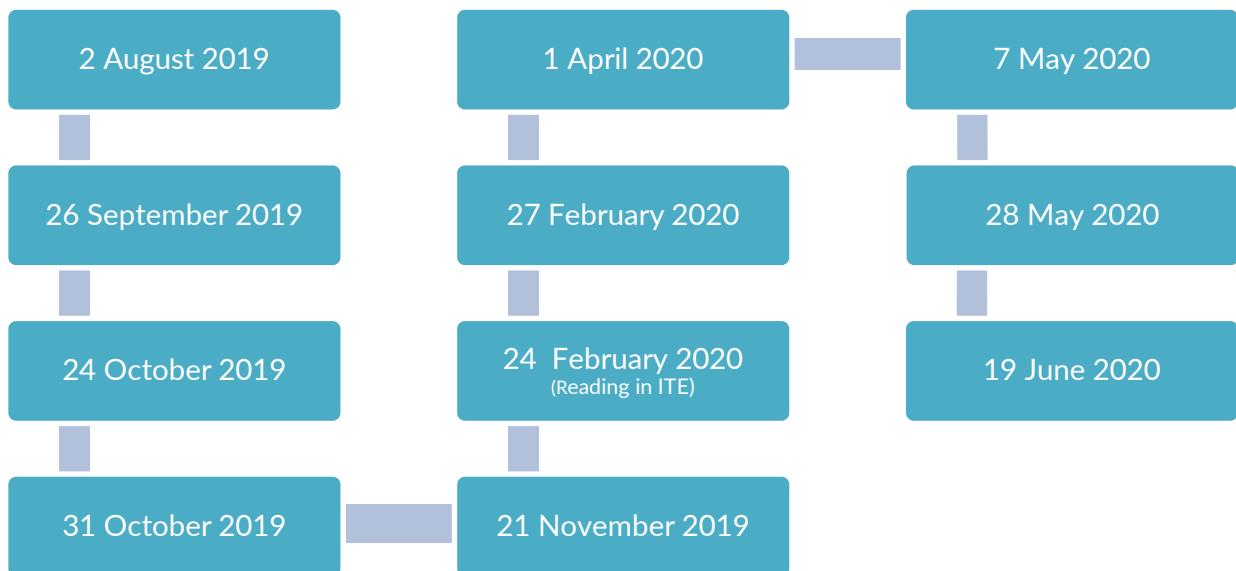


ATRA Network Meetings

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

The following networks were active during 2019-2020:

- Senior Registration and Assessment Officers Network, noting that the working group communication via email during this period
- Certification Authority Network, with a face-to-face meeting held in Melbourne on 10 September 2019 and a teleconference on 31 March 2020
- AITSL Teaching Qualifications Expert Standing Committee and sub-group Special Consideration Committee (noting that the Director of the Board is a member of both committees, providing expert advice on the assessment for migration function of AITSL. The travel costs for these meetings are funded by AITSL), and
- Executive Officers for Initial Teacher Education Network, with teleconferences held on:



Further to this, the Director of the Board participated in a range of forums facilitated by ATRA and AITSL, specifically dealing with nationally consistent registration recommendations stemming from the Teacher Registration: One Teaching Profession report and Teacher Education Ministerial Advisory Group focusing on initial teacher education reforms.

The Director also participated in monthly teleconferences with ATRA associates.

It is acknowledged that the Professional Conduct and Legal Network and Professional Learning and Standards Network did not meet during the reporting period. However, work has been progressed via online working groups due to the COVID-19 pandemic and travel restrictions.

Finances

The Board is an independent statutory authority which operates on a budget provided by the NT 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 generated by the Board from registration fees for 2019-2020 was approximately \$459,314 (including HALT fees of \$27,750). These figures represent a decrease of \$80,264 from the

approximate \$539,578 (including HALT fees of \$28,375) received by the Board in the 2018-2019 reporting period.

A breakdown of the Board's budget for 2019-2020 is as follows:

	Budget	Actual	Variance
Employee wages	1,239,193	1,277,419	38,226
Operational expenditure	167,746	128,768	-38,978
Total Rounded	1,406,939	1,406,187	-752
HALT National Certification	37,000	29,010	-7,990
Grants and Subsidies			
Australian Institute for Teaching and School Leadership	-	-	-
Relief Teachers less than 15 days	1,554	818	-736

Grants

In June 2020, the Board received a grant of \$22,000 from AITSL for the 2020-2021 financial year.

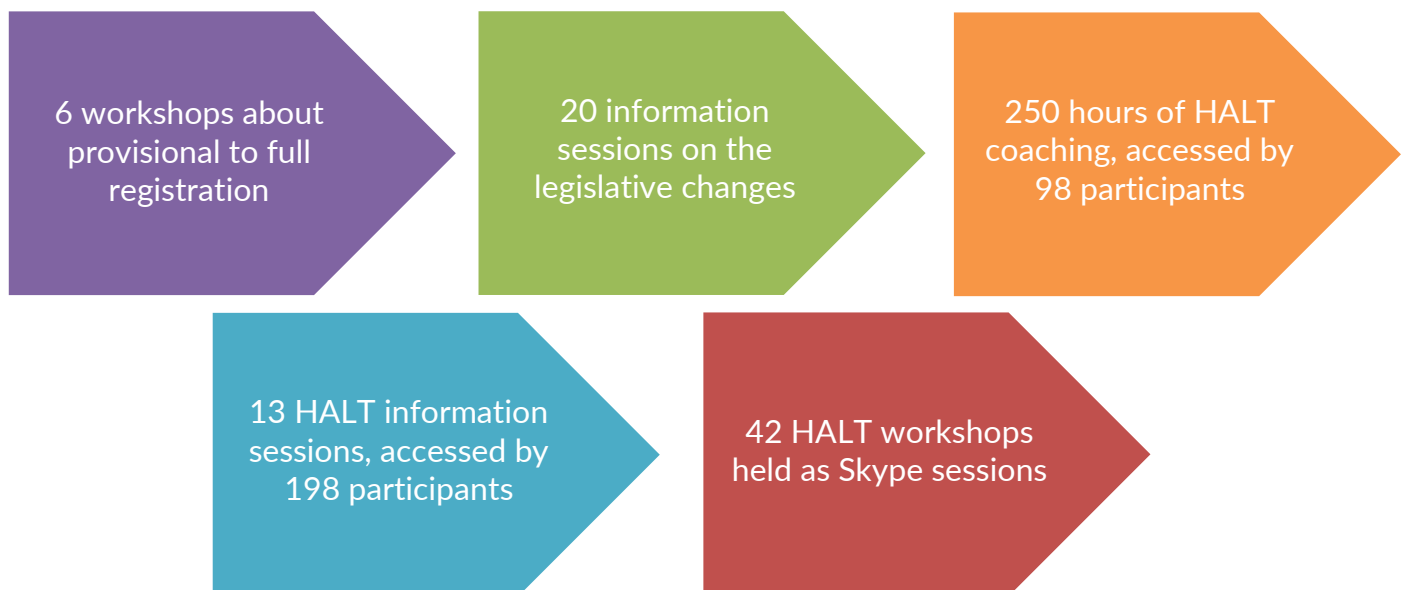
Information technology support

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

Our Accomplishments

Supporting and engaging with teachers

To support teachers across the NT, the Board held:



Legislative reform

The Board worked collaboratively with the teaching profession, teacher regulatory authorities and relevant NT government agencies or bodies to review the Act and associated regulations. The changes came into effect on 1 January 2020.

The review adopted a two-phased approach to consultation. The first phase saw the Board release a discussion paper. Feedback from the discussion paper, and follow-up consultation, informed the development of the draft legislation. The second phase involved stakeholders being asked to provide feedback on a draft Bill, and further changes were made in response to the feedback received.

Key changes to the Act include:

Streamlining administrative processes or operations of the Board

Strengthening the Board's powers for disciplinary proceedings and decision making

Increasing openness and transparency, and availability of information, regarding the Board's operations and decision making

Clarifying the information that the Board must be notified of by individuals, employers and other government agencies, and when information can be shared by the Board

Confirming the Board's responsibility to support and recognise quality teaching and educational leadership

Providing efficient and cost effective recourse for decisions made by the Board

Contemporising the legislation to align with community needs and expectations, and enable flexibility in dealing with evolving issues affecting teacher registration

The recommendations of the Royal Commission into Institutional Responses to Child Sexual Abuse that relate to teacher registration, and the national review of teacher registration, *One Teaching Profession: Teacher Registration in Australia*, were taken into account in the review of the Act, and continue to inform the national landscape for the teaching profession.

In addition to concentrating on local needs and expectations, including what the Board can do to improve the system for students in the NT, the changes to the Act are future focussed. The changes are flexible enough to accommodate a range of potential changes that may result from the current national initiatives, as work towards the agreed national approach to teacher registration.

The introduction of the legislation saw the office of the Board provide briefings to the NT Government, members of the Legislative Assembly of the Northern Territory and the Legislation Scrutiny Committee (formerly the Social Policy Scrutiny Committee).

In implementing the legislative changes, the office of the Board held twenty information sessions across the NT. The interactive workshops were specific to stakeholder groups, such as principals and leadership teams, teachers, and employers, with the information aimed at assisting stakeholders to understand their legislative rights, entitlements and obligations – and the changes that had occurred relative to them.

Further to this, the Board invested significant effort and resourcing to the development of policies and procedures to support the legislative changes.

Our Governance

The Board's governance processes assist in compliance with relevant legislation, policy and ethical obligations, while also meeting public expectations of accountability, transparency, integrity and privacy.

Transparency

The Board takes an open and transparent approach to reporting on its operational and financial performance. The Board's Annual Report informs its stakeholders and the public of its progress and expenditure of government funds.

The Board values your feedback on the Annual Report.

Please email trb@nt.gov.au with any feedback or comments that you may have.

Accountability

To ensure accountability of its operations, the Board provided input on the following Risk Management Plans: Early Childhood; Authority to Teach; Emerging Technologies; Huddle; Tower Records Management; and the Business Continuity Plan for COVID -19 pandemic.

Integrity

The Board has developed and maintained a culture committed to ethical practice, integrity in decision-making and compliance with the law. All Board members and staff at the office of the Board are responsible for their own conduct and for their interactions with teachers, stakeholders, the community and each other. Its 'vision' and 'values', and operating principles, underpin the work of the Board.

Training and development

During the reporting period, the Board undertook training, for both its members and the staff at the office of the Board, in relation to the responsibility to act in accordance with the relevant codes of conduct. Further to this, the Board met with the Independent Commissioner Against Corruption in learning more about its responsibility under the *Independent Commissioner Against Corruption Act 2017* (NT).

Training was also undertaken by the Board members with regards to administrative decision making, whereby a representative from Solicitor for the Northern Territory at the Department of the Attorney-General and Justice provided a general overview, before a private skilled NT barrister spoke with the Board specifically about disciplinary matters.

Conflicts of interest

As persons appointed to an independent statutory body, members of the Board are required to maintain a high standard of professionalism and ethical conduct in the performance of their functions. It is essential that public confidence in the Board is maintained, and in particular the integrity of the peer review process. Consequently, all members of the Board must disclose any conflicts of interest related to the performance of their functions as Board members, whether actual, potential or perceived conflicts of interest, including financial or other interests.

All members, whether drawn from the government or non-government sector, are also mindful of the need to avoid a conflict of interest between the duties in their employment and those as a member of the Board. While members may be nominated by various educational organisations, they do not represent those organisations on the Board – and when performing functions as a member of the Board, members uphold the interests of the Board.

For proper governance and record keeping, disclosure of an interest is recorded in the minutes of each Board meeting in which the matter is considered and the conflict arises. During the reporting period, 60 disclosures were made by members of the Board.

Privacy

The Board operates in accordance with the requirements of the *Information Act 2002 (NT)* (the Information Act) to ensure government and personal information is appropriately managed in line with the Information Privacy Principles (IPPs). Under the Information Act, members of the public may be entitled to request access to, and the correction of, information held by the Board. As a body corporate established under the Act, the Board is a public sector organisation for the purposes of the Information Act. The Board holds information relevant to its functions, services and operations as set out in this Annual Report.

Information Access and Reporting

There were no requests for access to government information held by the Board received during the reporting period, noting that only applications that meet the formal requirements for acceptance under the Information Act have been recognised.



Register of Teachers

In accordance with section 26 of the Act, a register of teachers is kept by the Board. Members of the community may search the electronic and publicly available register to ascertain if a teacher is currently registered. The information accessible by this search is the teacher's name, registration number, category of registration (full or provisional) and the date to which the teacher's registration fees have been paid. The register may be accessed online via the Board's website.

Teachers are able to amend some personal details by accessing their online profile. Other inaccuracies in the information contained on the register may be corrected by contacting the office of the Board. No fee is incurred for such amendments.



Information Privacy

The Information Act 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 purposes related to the functions, services and operations of the Board, 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 IPPs.



Records and Archives Management

The management and long-term retention of records is a critical aspect of the Board's operations. The Board has established and maintained full and accurate records of its activities in accordance with relevant policy, standards and guidelines pursuant to the Information Act and Records Management Standards in the NT. The Board is guided by the following records management principles:

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

Appeals

During the reporting period, no applicants for registration and no registered teachers appealed a decision of the Board to the Local Court of the NT.

As of 1 January 2020, the Act was amended to afford affected persons a right to seek review of certain decisions of the Board to the Northern Territory Civil and Administrative Tribunal (NTCAT). Review of a Board's decision to NTCAT was not sought during the reporting period.

Our Stakeholders

The Board values the contribution of its stakeholders, and continuously strives for opportunities to work collaboratively with others, including:

Bodies or organisations with nominated members on Board

- Northern Territory Principals' Association
- NT Council of Government School Organisations
- Independent Education Union of the NT
- Australian Education Union
- Charles Darwin University
- Batchelor Institute of Indigenous Tertiary Education
- Catholic Education Office
- Department of Education
- Professional Teachers' Association of the NT, and
- Association of Independent Schools NT.

Teacher regulatory authorities across Australia and New Zealand

- Victorian Institute of Teaching
- Teacher Registration Board of Western Australia
- Teachers Registration Board of South Australia
- Queensland College of Teachers
- Teachers Registration Board of Tasmania
- ACT Teacher Quality Institute
- NSW Education Standards Authority, and
- Education Council of Aotearoa New Zealand.

Other

- Teachers (government and non-government)
- Principals (government and non-government)
- School communities
- Australian Institute for Teaching and School Leadership
- Australasian Teacher Regulatory Authorities
- SafeNT
- Tertiary Education Quality and Standards Agency
- Council of Deans of Education
- Australian Children's Education & Care Quality Authority, and
- Non-Government Schools Ministerial Advisory Council.

Our Key Functions

Registrations and Authorisations

Who can be registered?

The minimum qualification requirements for registration are met by applicants who have completed four years, or a combination thereof, of full-time study at a higher education institution which includes completion of an approved initial teaching education course. Applicants must also demonstrate they meet the English language proficiency requirements, and that they are a fit and proper person.

In certain circumstances, employers are granted authority to employ persons as teachers who do not meet the minimum requirements for registration, where the Board is satisfied the person is competent and fit and proper to teach, and will be appropriately supervised so as to ensure learning outcomes for students.

Registration Fees

The annual registration fee is currently \$90.00 for one calendar year. New applicants for registration can pay for up to three years in advance. 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 108 in the past year:

June 2005	June 2006	June 2007	June 2008	June 2009	June 2010
3992	4481	4572	5086	5462	5768
June 2011	June 2012	June 2013	June 2014	June 2015	June 2016
6151	5884	6014	5710	5751	5413
June 2017	June 2018	June 2019	June 2020		
5521	5572	5611	5503		

Overview of Applications Assessed

The office of the Board assesses applications for registration under the provisions of the Act, and where relevant, the *Mutual Recognition Act 1992 (Cth)* and *Trans-Tasman Mutual Recognition Act 1997 (Cth)*. A total of 697 applications were assessed this financial year, the majority under the principle of mutual recognition and the relevant provisions in the *Mutual Recognition Act 1992 (Cth)*. In assessing applications for registration, the Board was presented with 26 instances of applications categorised as being 'hard' (Schedule H). These applications require that additional research be undertaken, or enquiries made, and are presented to the Board case-by-case. While the 26 instances are recorded below in Table 2, once granted registration by the Board, the Schedule H status changes to the relevant Schedule (for example, Schedule A, B or R). Table 3 is therefore a true representation of the number of new teachers registered in 2019-20.

In addition to the applications assessed for new applicants, 477 other applications for registration were submitted by registered teachers, and assessed this financial year. This comprised of 212 applications for provisionally registered teachers who were seeking to transition to full registration, 62 applications for provisionally registered teachers applying to renew their term of provisional registration (for another two years), and 203 applications for registered teachers applying for renewal of their full registration.

Legend used in tables

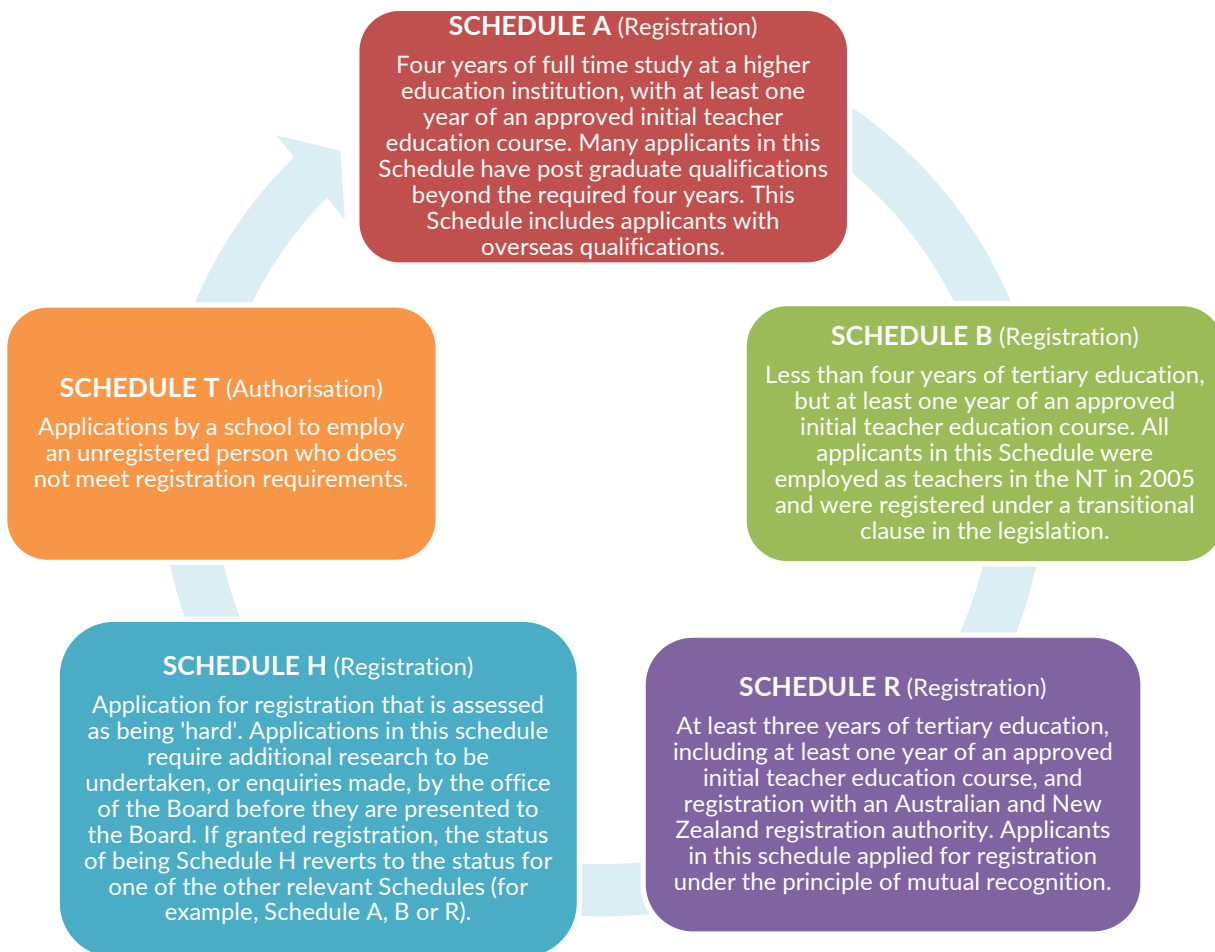
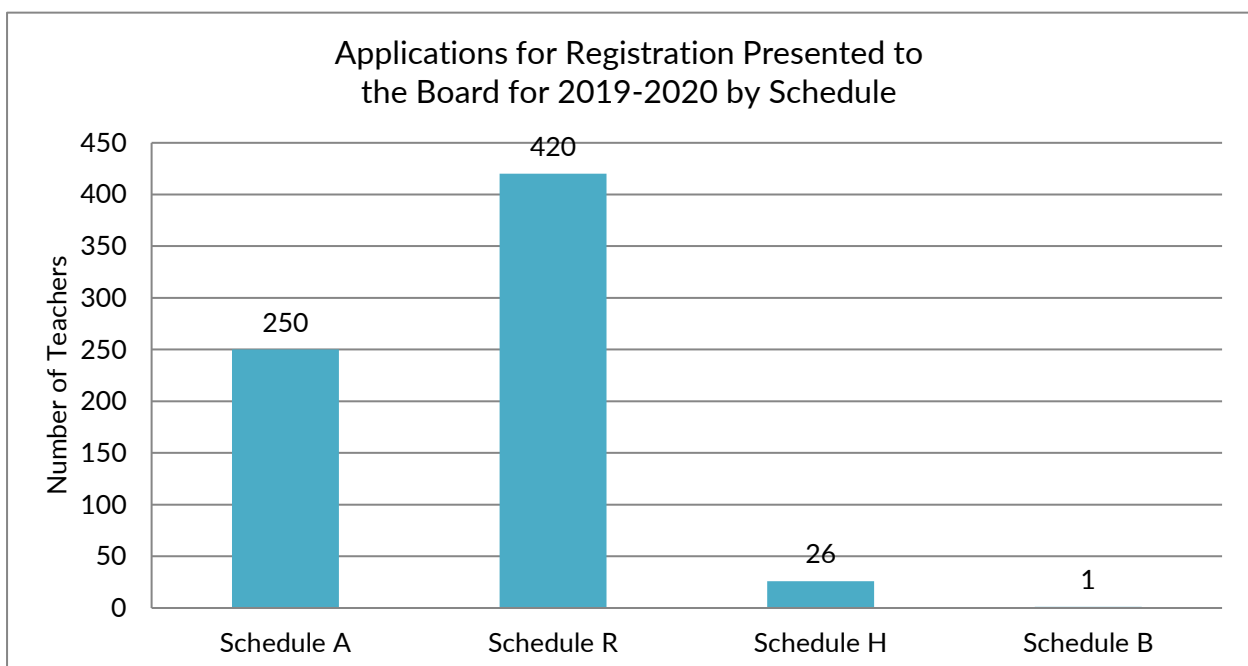


Table 1 – Applications for registration presented to the Board by Schedule



New Registrations

In 2019-20, there were 697 new teachers registered in the NT. The largest cohort of applicants applying under the principle of mutual recognition held registration with the Victorian Institute of Teaching. There were 59 new graduates from Charles Darwin University registered as teachers.

Table 2 – Number of new teachers registered

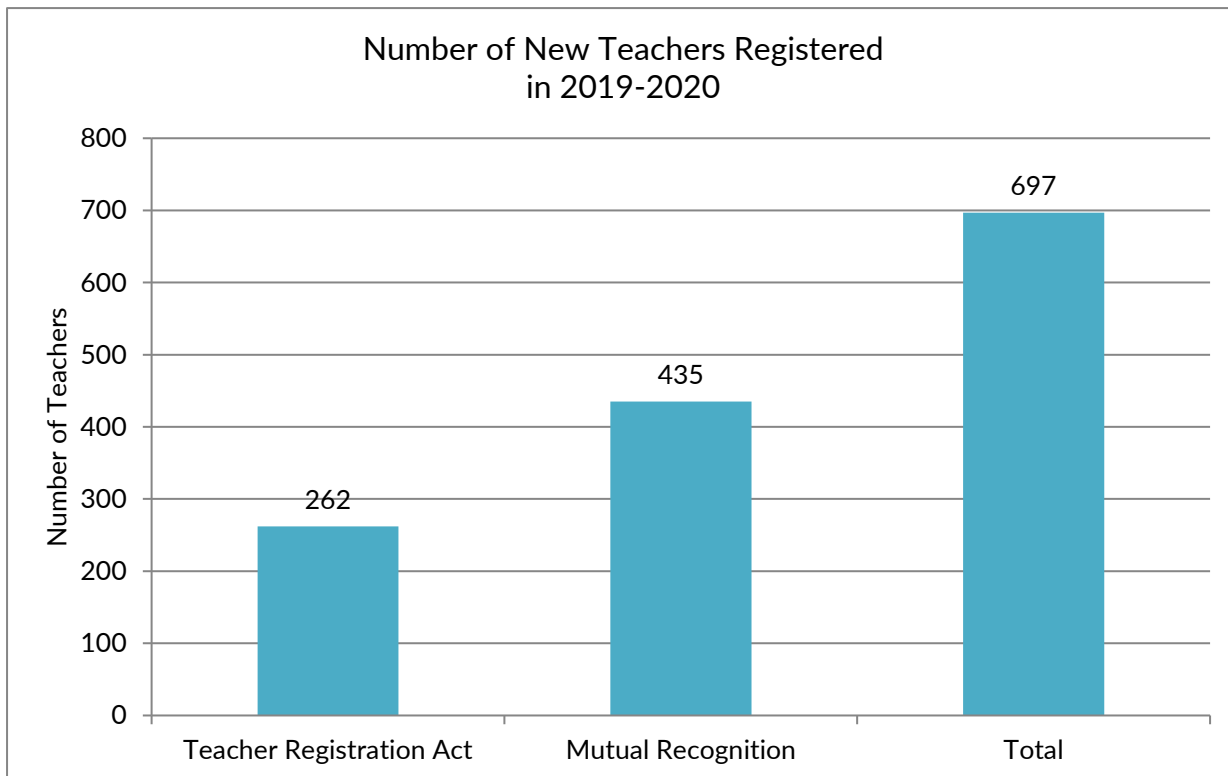
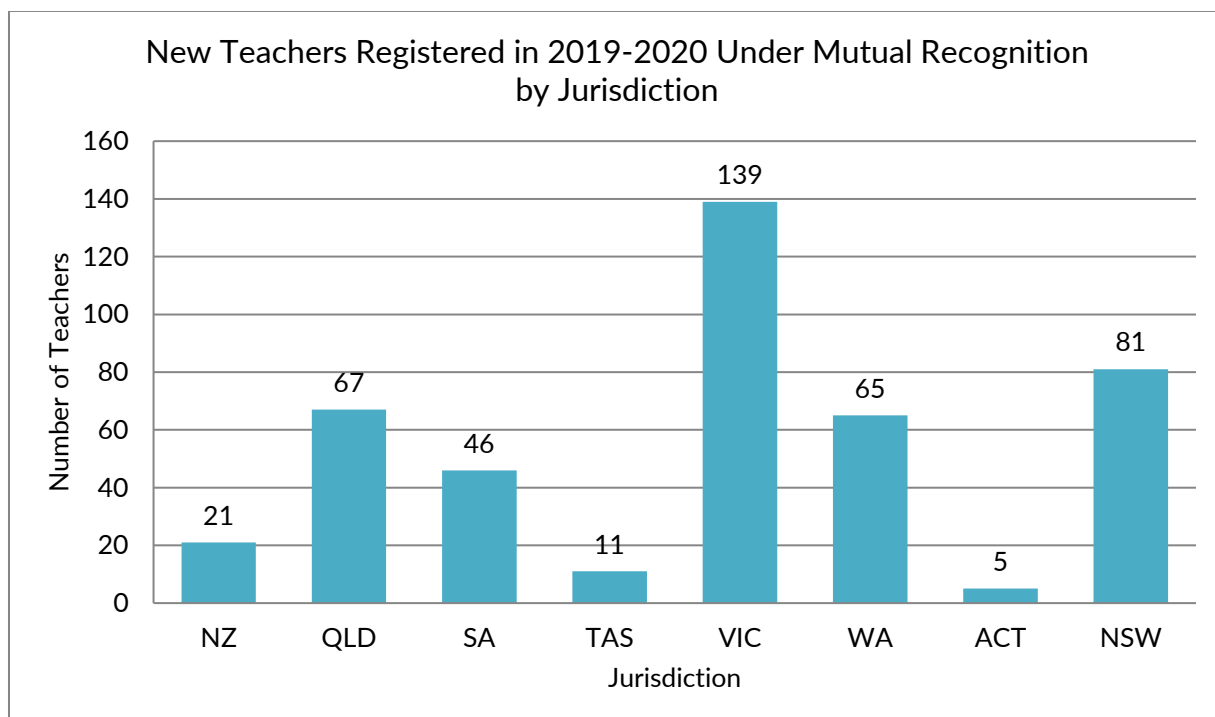


Table 3 – New teachers registered under the principle of mutual recognition by jurisdiction



Profile of Total Number of Teachers Registered in the NT

The Board acknowledges the varying complexities and diversity of teachers, with the profile of the teaching profession in the NT inclusive of such considerations as a teacher's age, gender, geographical location, cultural identity, pathway for obtaining qualifications, and teaching experience.

Table 4 – Registered teachers in the NT by age

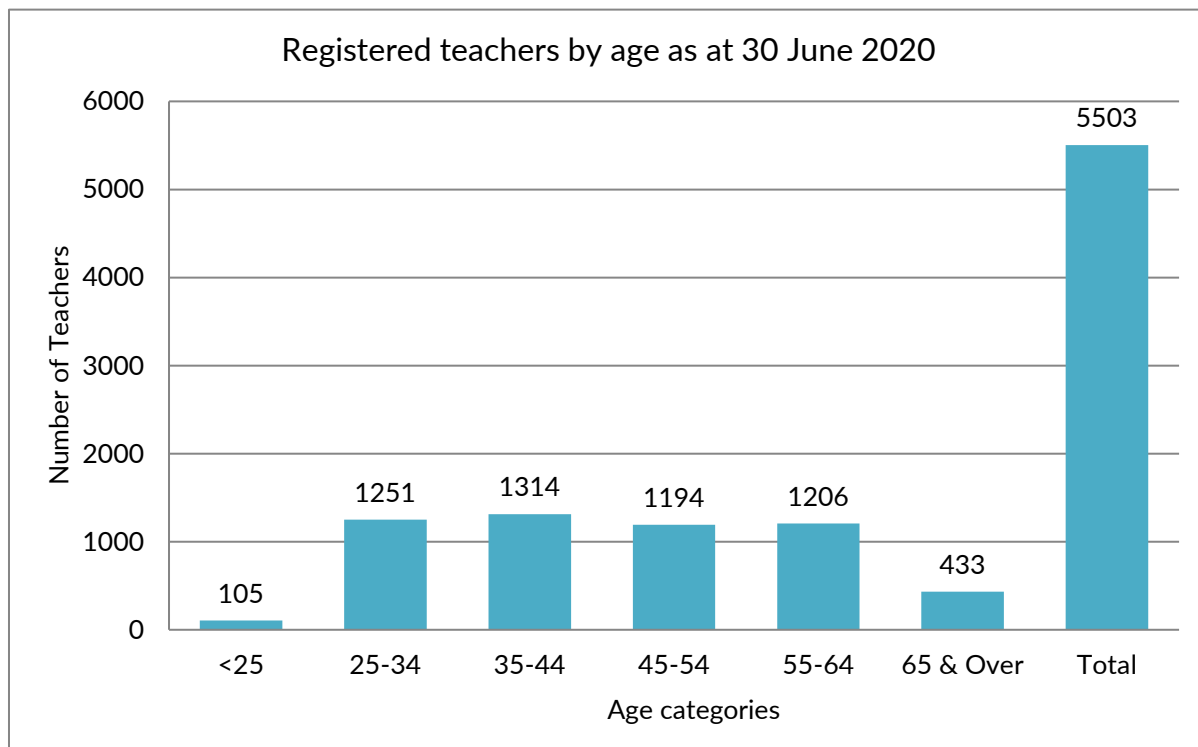


Table 5 – Registered teachers in the NT by gender

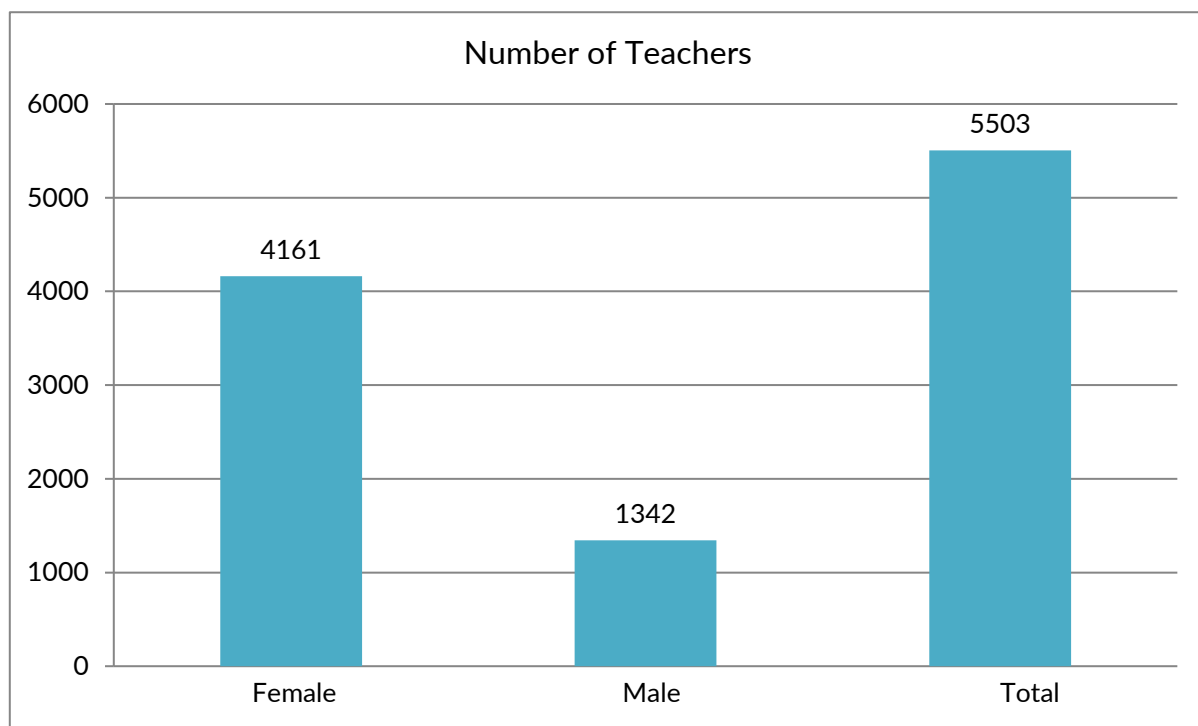


Table 6 – Registered teachers in the NT by Schedule

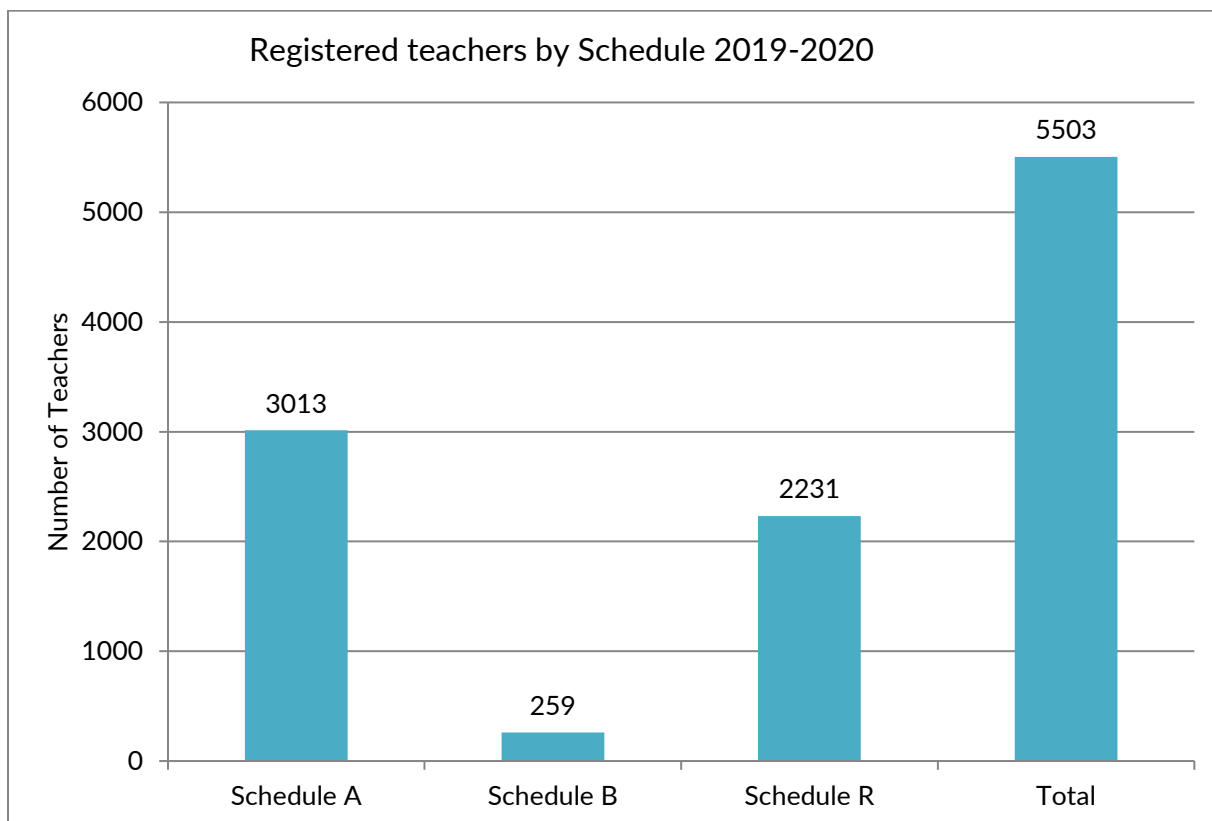
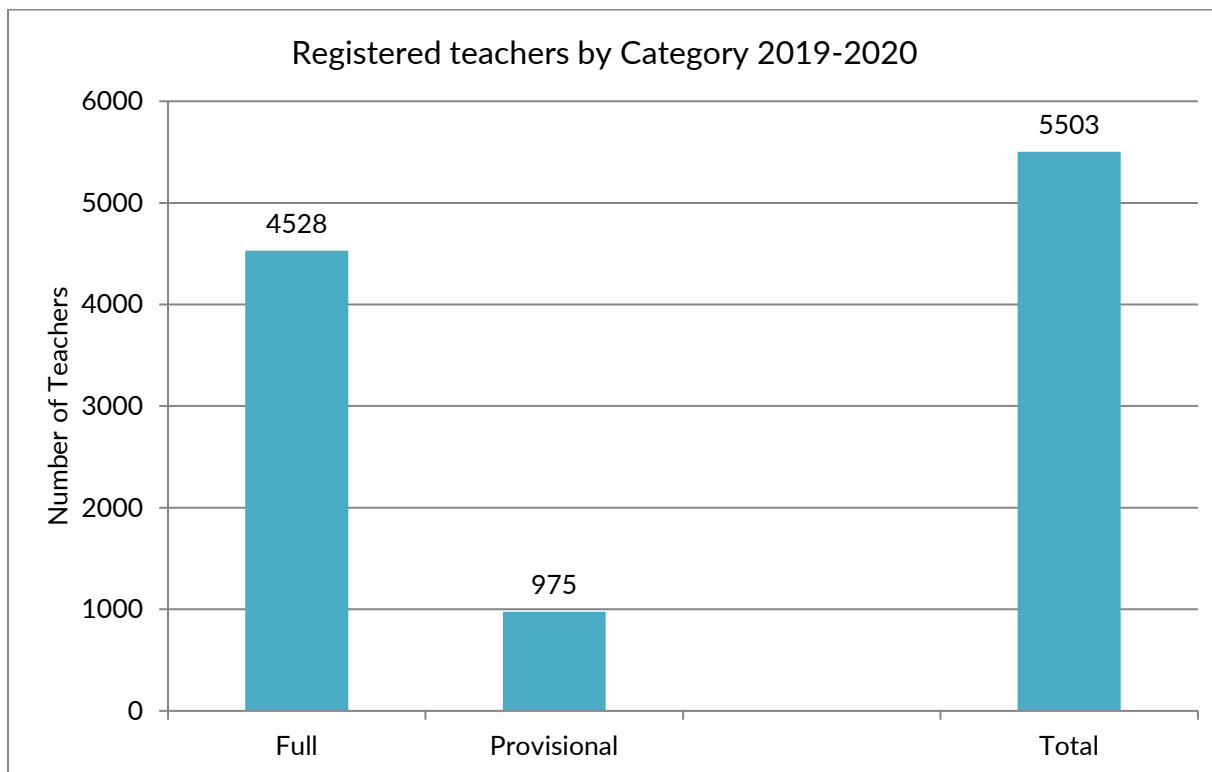


Table 7 – Registered teachers in the NT by category of registration



Registration Renewals

217 provisionally registered teachers were due to either renew their term of provisional registration, or transition to full registration, by 31 December 2019. Of the 217, 62 teachers did not transition to full registration and were granted a two year renewal ending 31 December 2021. The remaining 155 teachers transitioned to full registration, or their registration lapsed.

Provisionally registered teachers are supported by the Board in transitioning to full registration through workshops and resources. The Board conducted three face-to-face workshops, and three Skype workshops for provisionally registered teachers, mentors and principals. The COVID-19 pandemic had an impact on the number of sessions provided during the first half of 2020. 243 fully registered teachers completed their first five year cycle of registration on the 31 December 2019. Of these, 40 teachers did not apply to renew and their registration lapsed.

Of the 203 teachers who applied to renew their five year term of registration, 198 were granted full registration for a further five years, and the five teachers who did not meet the requirements for full registration instead applied for, and were granted, provisional registration for three years.

Names Removed from the Register

The names of three deceased teachers were removed from the Register of Teachers in 2019-2020.

Authorisations to Employ an Unregistered Teacher

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 an authority to employ an unregistered person:

Category One – Applicants who do not hold the prescribed qualification

Applicants in this category are experienced teachers and generally will have completed at least three years of study at a higher education institution including at least one year of approved initial teacher education course.

Category Two – Applicants who have specialist knowledge and skills

This category relates to people who have specific knowledge and skills required for a particular teaching position, most commonly music and language.

Category Three – Teach for Australia associates

Applicants in this category are enrolled in the Teach for Australia program.

Category Four – Pre-service teachers

This category relates to students who are in their fourth year of study or completing a postgraduate approved initial teacher education course at Charles Darwin University and other universities in Australia.

Table 8 – Authorisations granted January 2019 – December 2019

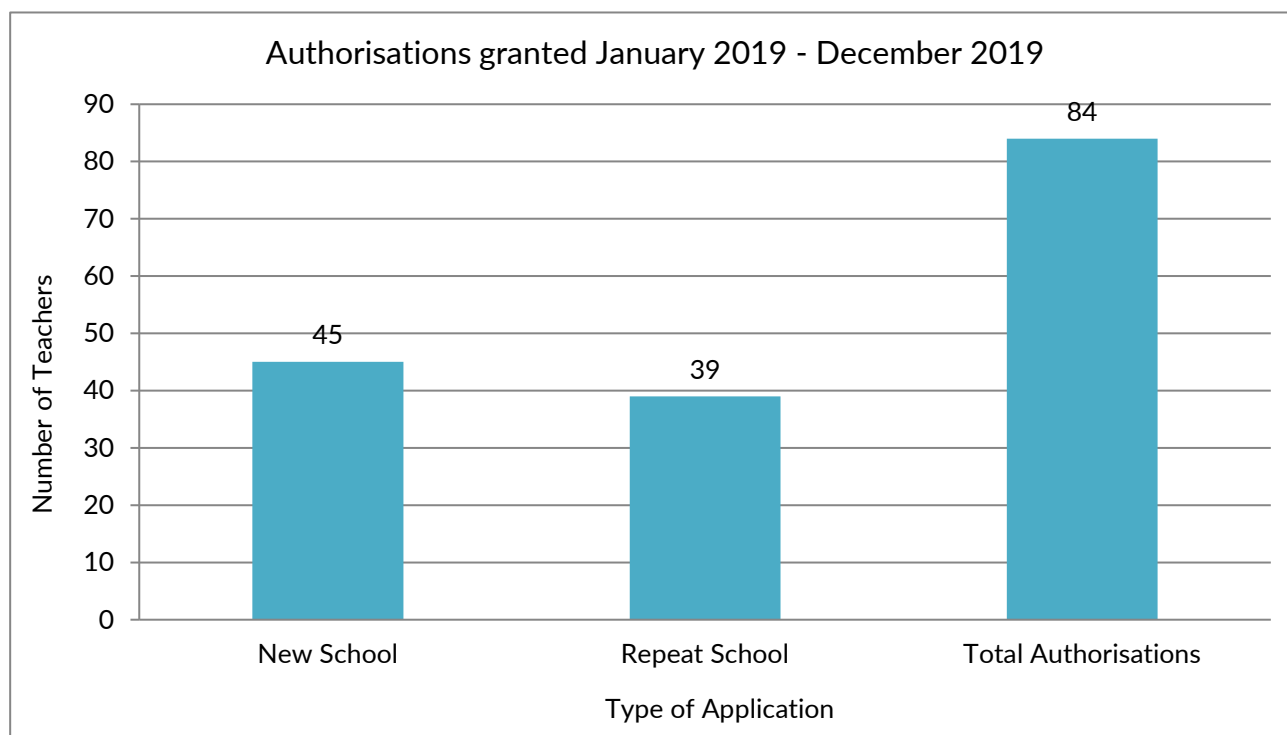
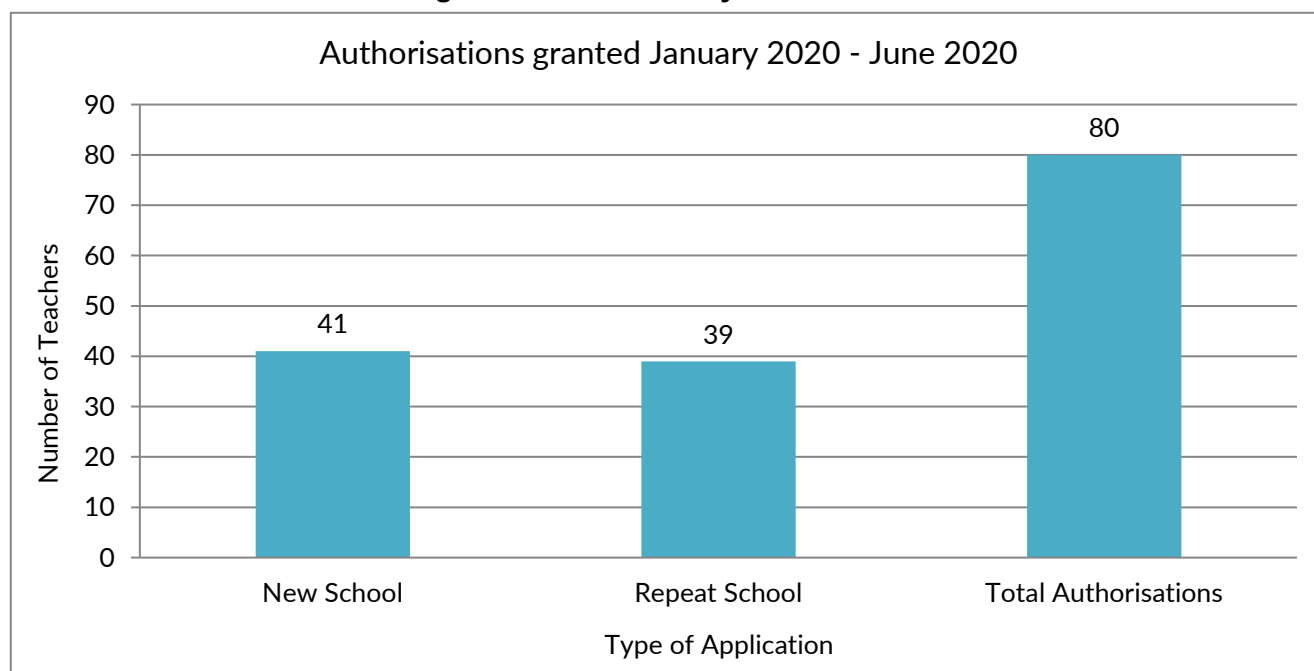


Table 9 – Authorisations granted from January 2020 – June 2020



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 or schools during the period 1 January to 1 March of that year. Employers were required to provide this information by 10 April 2020. Due to the COVID-19 pandemic, an extension was granted to the Department of Education to provide this information by 12 June 2020.

59 persons were noted to have been teaching unregistered or without authorisation this year compared to 34 persons in 2018-2019. This represents a significant increase in the persons

teaching in schools without registration or authorisation. Of this, 38 instances of non-compliance were a consequence of failure to pay the annual registration fee.

It is an offence for a person to teach in a school unregistered or without authorisation. Employers also face an offence for employing or continuing to employ a person to teach in a school where the person is not registered or an authorisation has not been granted. Both offences carry a maximum penalty of 50 penalty units.

Each year the Board employs numerous strategies, such as sending correspondence and reminders, to ensure all stakeholders are made aware of the consequences of non-compliance with the Act. Where non-compliance is identified, letters are sent on behalf of the Board to the relevant persons or employers, advising of the obligations under section 72 and 73 of the Act. It is anticipated that prosecutions will be instigated accordingly. Where no non-compliance was found, the Board acknowledged the diligence of those employers.

The following table details the names of the sector and employer, and date in which the information for the annual audit was returned:

Sector	Employer Name	Date Returned
Catholic Education Office	Catholic Education Office	7 April 2020
Government	Department of Education	23 June 2020
Independent	Good Shepherd Lutheran College	9 April 2020
Independent	Haileybury Rendall School	3 April 2020
Independent	Living Waters Lutheran School	9 April 2020
Independent	Milkwood Steiner School	11 March 2020
Independent	NT Christian Schools	16 March 2020
Independent	Nyangatjatjara College	6 March 2020
Independent	St Philips College	7 April 2020
Independent	The Alice Springs Steiner School	9 April 2020
Independent	The Essington School	17 March 2020
Independent	Yipirinya School	1 May 2020
Independent	Yirara School	25 March 2020
Independent	Tiwi College	18 March 2020
Independent	Nwarddeken Academy	23 March 2020
Independent	Mapuru Yirralka College	13 March 2020

Audit of Registration Renewals

As part of the process for teachers renewing their full registration, where the teacher's registration expired on 31 December 2019, the Board conducts an audit, representative of approximately 10% of renewing teachers.

A number of factors delayed the audit, which would normally commence in Term 1, 2020:

- Staff shortages in the office of the Board meant that operational capacity was stretched, and with the knowledge that two new Quality Teaching Consultant positions were being created, the Director of the Board postponed the audit until staff were recruited to commence in these positions, and
- March 2020 saw the COVID-19 pandemic evolve, and a decision was made by the Director of the Board to postpone the audit further as it may add extra pressure to an already uncertain working environment for teachers and employers.

The 2019 cohort saw 203 applications submitted for renewal of full registration. Registration was renewed for 198 teachers, out of a total of 243 due to expire. Five applicants were not eligible for renewal of full registration, and were subsequently granted provisional registration. 40 teachers did not submit applications for renewal of their full registration.

Progress to date and next steps:

- 20 teachers were randomly selected for audit. These teachers were required to provide evidence of a minimum of 180 days of service as a teacher, and compliance with all conditions imposed on their registration, including the Professional Development condition (that being, a minimum of 100 hours of professional development) in the previous five years. The requirement of being a fit and proper person is addressed in the online application.
- The date for submission of evidence by teachers will close on September 2020, with the panel to sit in October 2020.
- The findings of the panel will be submitted to the Board for consideration at the October 2020 Board meeting, and teachers will be notified of the outcome in November 2020.

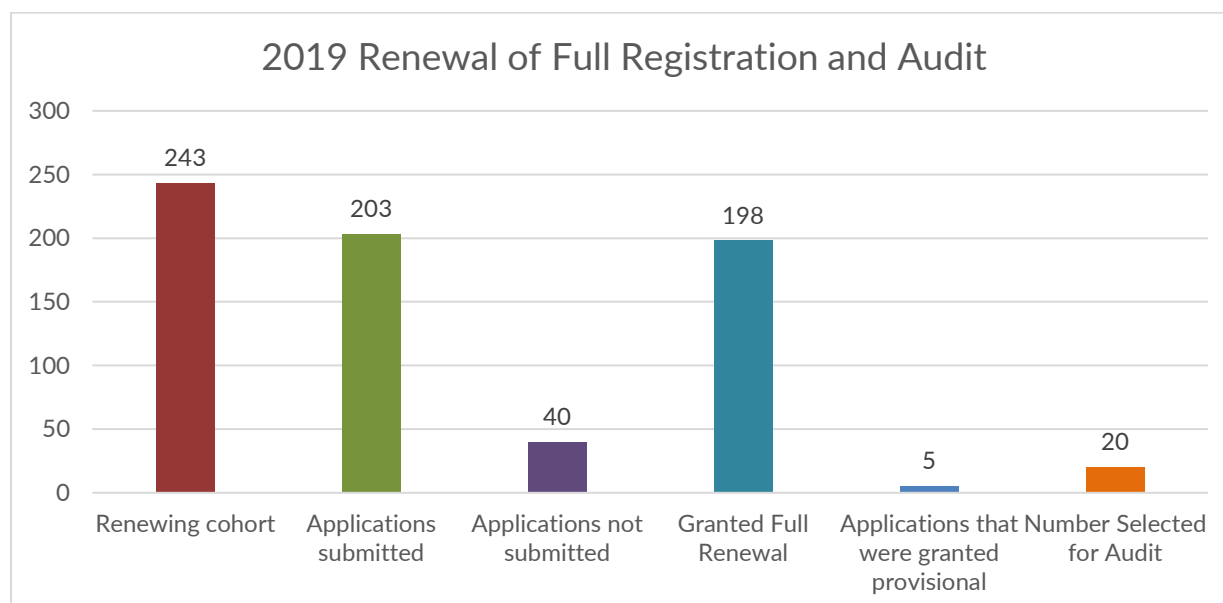
Teachers transitioning from provisional to full registration

Teachers who hold provisional registration are encouraged and supported by the Board in transitioning to full registration. Historically, those teachers who were granted provisional registration, due to not meeting the professional practice and currency of service requirements when applying for registration renewal, followed a different pathway when transitioning to full registration. This is when compared to those who held provisional registration due to being a recent graduate. Specifically, graduates were required to prepare a portfolio of evidence demonstrating proficiency against the Australian Professional Standards for Teachers for assessment by a school-based panel. Whereas, a teacher who did not meet the professional practice and currency of service requirements was able to reclaim full registration upon completion of the requisite days of service and/or professional development requirements.

Given the imperative role of the Board in enhancing the quality and status of the teaching profession in the NT, in future, teachers transitioning from provisional to full registration will be required to submit documentation for assessment by a school-based panel, irrespective of the circumstances leading to the teacher being provisionally registered.

However, it is recognised that not all the transitioning teachers were required to undergo the school-based panel process during the reporting period.

Table 10 – Overall Audit Statistics



Highly Accomplished and Lead Teacher Certification

Certification Practices

The Board’s responsibility for all certification processes of Highly Accomplished and Lead Teachers (HALT) as described in the Certification Guide, based on the Australian Professional Standards for Teachers (the Standards) and published by the Australian Institute for Teaching and School Leadership (AITSL), is embedded in the Act. This forms the foundation for making judgements at the higher career stages for teachers across Australia.

Implementation of National Certification

In implementing the national certification process for HALT, the Board is responsible for:

- Managing certification processes
- Training and management of NT nationally trained and registered assessors (noting that the first group of NT assessors represent the Board, Department of Education, Catholic Education, Independent and Christian schools and participated in 50 hours of national training)
- Training future assessors
- Data collection, and
- Reporting high-level data to AITSL.

Cost:

To commence the process for HALT certification, an applicant pays \$1825 (non-refundable).

The process of certification occurs in two stages, with costs relevant to each:

- Stage 1: portfolio of annotated evidence against the Standards (\$925) at the HALT teacher level, and
- Stage 2: Classroom observation by a trained assessor (\$900).

National HALT Summit

Due to the COVID-19 pandemic, the 2020 HALT Summit, to be held in Brisbane and organised by AITSL, was cancelled.

National Representation

The Manager Certification at the office of the Board represented the NT on the following:

- Certifying Authority Network (CAN)
- Certifying Authorities Network (CAN) Working Group
- HALT Steering Committee
- National HALT Moderation/Quality Assurance
- HALT Standard Setting
- Review of Melbourne Declaration
- Exploring Impact of HALTs: Dandolo Partners commissioned by the Commonwealth Department of Education Skills and Employment, and
- HALT Assessor Training Review.

Certification Process 2019-2020

Registrations received 2019-2020

There were 101 registrations for certification received by the Board during the reporting period.

Information sessions delivered across the NT

During the reporting period, 13 HALT information sessions were held, accessed by 198 participants comprising of:

- 6 face-to-face sessions, and
- 7 Skype sessions.

Coaching

Approximately 250 hours, accessed by 98 participants, have been spent on individual and small group coaching sessions across the NT.

Further to this, advice on national certification has been provided to approximately 400 educators who are representative of employers, unions, principals and leadership teams, stakeholders such as AITSL, prospective applicants, HALT assessors and Human Resource teams.

Workshops delivered across the NT

Due to the COVID-19 pandemic and relevant restrictions, the method of delivery for planned workshops had to be adjusted. Small groups and one-to-one Skype sessions were offered, where the main content of the workshops was delivered to prospective HALT applicants.

42 Skype sessions were conducted with a focus on the requirements of Stage 1, and the presentation of a portfolio of evidence of practice addressing either the Highly Accomplished or Lead Teacher focus areas of the Standards.

These sessions:

- Clarified the processes, and
- Enhanced understanding of the Standards.

Current Certification

There are a total of 81 teachers who have successfully completed the certification process in the NT as at 30 June 2020.

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

2017				2018				2019				2020			
Information Sessions	Registrations received	Withdrawals and/or deferrals	Completions	Information Sessions	Registrations received	Withdrawals and/or deferrals	Completions	Information Sessions	Registrations received	Withdrawals and/or deferrals	*Completions	Information Sessions	Registrations received	Withdrawals and/or deferrals	*Completions
10	102	6	16	18	55	10	13	19	60	5	22	13	101	16	21

* Stage 1 and Stage 2 assessments take place from the end of Term 3 to end Term 4. Completions also include renewal of certification.

National Assessor Training Program NT

As a result of the COVID-19 pandemic, the planned training program for National Assessors for HALT certification was postponed until 2021. The delivery of this program was procured through Cannan Consulting and Director, Ms Judy Petch to facilitate all face-to-face workshops and monitor the progress and completion of online modules. The full suite of training modules includes in excess of 50 hours combined face-to-face and online modules.

NT HALT Forum

Due to the COVID-19 pandemic, this proposed forum was postponed until 2021.

Disciplinary Proceedings

Inquiries and Preliminary Investigations

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

An Inquiry or Preliminary Investigation may be initiated by:

- The lodging of a complaint
- A notification from an employer

- A notification from the NT Police or prosecuting authority such as the NT Director of Public Prosecutions
- A notification from another teacher registration authority, or
- Information received from another source including declarations from the teacher.

In its disciplinary procedures, the Board acknowledges the support provided by Solicitor for the Northern Territory (SFNT) in the Department of the Attorney-General and Justice and, on occasion, barristers from private practice as referred by SFNT.

A summary of the matters currently on-foot at the Board is provided as follows, along with a further statistical breakdown:

Number of new cases received in the 2019 – 2020 financial year	27
Number of cases carried over from the 2018 – 2019 financial year	32
Number of cases carried over from the 2017 – 2018 financial year	9
Number of cases carried over from the 2016 – 2017 financial year	1
TOTAL CASES	69

Statistics

Complaints *	
Received in the 2019 – 2020 financial year	3
Carried over from the 2018 – 2019 financial year	2
Dismissed without Preliminary Investigation	0
Preliminary Investigation commenced	3
Inquiry commenced	0
Registration cancelled (0), suspended (0), conditions imposed (2) or refused (0)	2
Conditions revoked	0
Matters ongoing: disciplinary process ongoing (3), conditions ongoing (2)	5

Notifications from employer *	
Received in the 2019 – 2020 financial year	18
Carried over from the 2018 – 2019 financial year	6
Preliminary Investigation not commenced	0
Preliminary Investigation commenced	24
Inquiry commenced	4
Registration cancelled/disqualified (1), suspended (0), conditions imposed (6) or refused (0)	6
Conditions revoked	1

Matters ongoing: disciplinary process ongoing (21), conditions ongoing (5)	24
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Notification from the NT Police or prosecuting authority *	
Received in the 2019 – 2020 financial year	0
Carried over from the 2018 – 2019 financial year	0
Preliminary Investigation not commenced	0
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled/disqualified (0), suspended (0), conditions imposed (0) or refused (0)	0
Conditions revoked	0
Matters ongoing: disciplinary process ongoing (0), conditions ongoing (0)	0

Notification from a Teacher Registration Authority *	
Received in the 2019 – 2020 financial year →: interstate (0), internal audit process (0), overseas (0)	0
Carried over from the 2018 – 2019 financial year: interstate (0), internal audit process (0), overseas (1)	1
Preliminary Investigation not commenced	0
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (0), suspended (0), conditions imposed (0) or refused (0)	0
Conditions revoked	0
Matters ongoing → disciplinary process ongoing (1), conditions ongoing (0)	1

Information received from another source *	
Received in the 2019 – 2020 financial year	1
Carried over from the 2018 – 2019 financial year	1
Preliminary Investigation not commenced	0
Preliminary Investigation commenced	0
Inquiry commenced	0
Registration cancelled (0), suspended (0), conditions imposed (1) or refused (0)	1
Conditions revoked	0
Matters ongoing: disciplinary process ongoing (1), conditions ongoing (1)	2

Conditions *	
Received in the 2019 – 2020 financial year	5
Carried over from the 2018 – 2019 financial year	6
Preliminary Investigation not commenced	5
Preliminary Investigation commenced	6
Inquiry commenced	0

* Matters may be received from more than one source; statistics will show these under each relevant heading.

Decisions appealed to the Local Court/ NTCAT	
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

A teacher who is registered under the Act, or whose registration is suspended, ceases to be registered if they are found guilty of a sexual offence. An authorisation in relation to a person is cancelled on the person being found guilty of a sexual offence. The Board does not need to commence or hold an Inquiry. The cancellation of the teacher's registration or authorisation takes effect on the date of the finding of guilt, and is not affected by the person lodging an appeal against the finding. The definition of sexual offence was recently amended with the new definition now including both Commonwealth and NT child sex and sex related offences.

Statutory Rights and Responsibilities

The Board continues to promote compliance to ensure teachers and employers understand and appreciate their statutory rights and responsibilities. With the recent changes to the Act, the office of the Board held information sessions across the NT to ensure stakeholders were informed of the legislative framework for the registration of teachers, and that stakeholder engagement provided an opportunity for increased ownership of obligations. In doing so, the office of the Board developed two short videos that were sent to every teacher and are embedded in the TRB website.

Process and Timing

Most disciplinary matters take about four to five months for an investigation to be undertaken, and the findings and recommendations reported to the Board.

Some causes for delay include:

- Not commencing or deferring investigations pending employer or criminal investigations
- Complex matters that are document heavy and take greater time to process
- Delay in notifications being made to the Board (which often affects availability of evidence)

- Availability of legal counsel
- Access to relevant information and requests for extension in the production of documentation, and
- Promptness of responses from persons the subject of the disciplinary matter.

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.

Section 79 of the Act provides that the Board's Annual Report may include information by way of case summaries of the subject of an Inquiry and the Board's decision in relation to the Inquiry. During the reporting period, the Board commenced two Inquiries, whereby one Inquiry hearing was held, and one Inquiry hearing was discontinued.

The outcome of the Inquiry hearing resulted in the teacher's registration being cancelled and the teacher being disqualified from holding teacher registration for a period of two years.

The Board was ably assisted by Ms Mary Chalmers, Mr Murray Chambers and Ms Cindy McGrath, SFNT.

The following Board members have been a member of at least one Inquiry Committee in 2019-2020:

- Ms Louise Corrigan
- Mr Gordon Canning
- Ms Karen Blanchfield, and
- Mr Steve Carter.

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
ATRA	Australasian Teacher Regulatory Authorities
NESA	NSW Education Standards Authority
CDU	Charles Darwin University
CEO	Catholic Education Office
COGSO	Council of Government School Organisations
HALT	Highly Accomplished and Lead Teacher
LANTITE	Literacy and Numeracy Test for Initial Teacher Education
NT	Northern Territory
NTCSA	Northern Territory Christian Schools Association
NT Government	Northern Territory Government
NTPA	Northern Territory Principals' Association
TEMAG	Teacher Education Ministerial Advisory Group
The Act	<i>Teacher Registration (Northern Territory) Act 2004</i>
The Board	Teacher Registration Board of the Northern Territory
The Standards	The Australian Professional Standards for Teachers

Teacher Registration Board of the Northern Territory

