



Teacher Registration Board of the Northern Territory

ANNUAL REPORT
2020 – 2021

Our Report

The 2020-2021 Annual Report for the Teacher Registration Board of the Northern Territory (the Board) provides a comprehensive outline 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 regulation and quality improvement of the Northern Territory (NT) teaching profession. School education is a universal service available to all children in the NT and it is widely acknowledged that teachers are one of the most important contributors to a child's educational growth, progress and achievement. The Board is 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 2020 to 30 June 2021, in accordance with section 79 of the *Teacher Registration (Northern Territory) Act 2004* (NT).

Yours sincerely



Lorraine Hodgson
Chair
23 September 2021

Table of Contents

Our Report.....	1
Letter to Minister	2
Chairperson’s Report	6
Our Board	7
Overview	7
Establishment of the Board	7
Functions of the Board	7
Board Membership	8
Board decision making.....	9
Board Meetings 2020 – 2021	9
Board Member official travel.....	9
Attendance Register 2020 – 2021	10
Our Strategic Direction	11
Vision and Values.....	11
Strategic Plan 2019-2021	11
Major projects and initiatives	12
Automatic Mutual Recognition	12
Best Practice Framework	12
External review of the Board’s Governance and Structure	13
Our Governance	14
Corporate Governance Structure	14
Governance documents.....	14
Privacy.....	14
Transparency	15
Conflicts of interest.....	15
Our Committees	16
Initial Teacher Education Committee	16
Governance	16
Purpose of the ITEC	16
Functions	17
ITEC Meetings	17
ITEC Membership	18
Work of the ITEC	19
Quality Teaching Committee.....	21
Governance	21
Purpose of the QTC.....	21
Functions	22
Membership	22

Meetings	23
Work of the QTC	24
Employer Reference Committee	24
Governance	24
Purpose of the ERC	24
Functions	24
ERC Membership.....	25
Meetings	25
Our Office	26
Responsibilities.....	26
Organisational Structure	26
Staff of the Office of the Board.....	26
Finance.....	27
Our Engagement.....	28
National Representation.....	28
Stakeholders	28
Local Committees and Working Groups.....	29
National Committees and Working Groups	30
Australasian Teacher Regulatory Authorities.....	30
Supporting and engaging with teachers.....	31
Our Functions	33
Registration.....	33
Registration Fees.....	33
Number of Teachers Registered	33
Overview of Applications Assessed	33
New Registrations.....	34
Demographic profile of teachers in the Northern Territory.....	35
Registration Renewals.....	37
Names Removed from the Register	38
Provisional Registration	38
Authorisation to Employ an Unregistered Teacher	38
Annual Audit and Compliance.....	40
Audit of Registration Renewals.....	42
Year ending 31 December 2019	42
Year ending 31 December 2020.....	42
Highly Accomplished and Lead Teacher Certification	43
National Certification	43
Implementation of National Certification	43
National Representation.....	43
National HALT Summit 2021	43
Certification information sessions delivered	44

Expressions of Interest for Certification	44
Workshops	44
Current Certification	45
Cost.....	45
Coaching	45
National Assessor Training Program NT	45
Disciplinary Proceedings.....	46
Review of Board decisions	48
Sexual Offences.....	48
Statutory Rights and Responsibilities.....	48
Process and Timing.....	48
Inquiries.....	48
Appendix	50
Acronyms and abbreviations	50

List of Tables

Table 1 – Applications for registration presented to the Board by Schedule.....	34
Table 2 – Number of new teachers registered.....	35
Table 3 – New teachers registered under the principle of mutual recognition by jurisdiction.....	35
Table 4 – Registered teachers in the Northern Territory by age.....	36
Table 5 – Registered teachers in the Northern Territory by gender	36
Table 6 – Registered teachers in the Northern Territory by Schedule	37
Table 7 – Registered teachers in the Northern Territory by category of registration	37
Table 8 – Provisionally registered teachers whose registration was expiring 31 December 2020.....	38
Table 9 – Authorisations granted January 2020 – December 2020	40
Table 10 – Authorisations granted from January 2021 – June 2021.....	40
Table 11 – Summary of audit of full registration renewal, year ending 31 December 2019.	42
Table 12 – Summary of audit of full registration renewal, year ending 31 December 2019	42
Table 13 – Number of HALT information sessions delivered and registrations for sessions.....	44
Table 14 – Number of Expressions of interests received, and uptake of HALT certification.	44
Table 15 – Number of professional learning workshops registered for and delivered.....	45

Chairperson's Report



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

I took on the role of Board Chair in October 2020. The tenure of the former Board Chair, Karen Blanchfield, ceased after a long commitment of 15 years. I have been a Board member since 2009; however, it is daunting to transition to the important role of Board Chair. I am committed to the values and work of the Board and the teaching profession.

The 2020-2021 period continued to be challenging, as the COVID-19 impacts remained. The Board's Business Continuity Plan enabled critical functions to continue, whilst considering the safety and wellbeing of all stakeholders, including the staff of the office of the Board. Face-to-face Board meetings were in place for 2021. One remotely based Board member was limited to attending only one Board meeting in person due to travel restrictions. Whilst some travel for meetings and professional learning has occurred, it has been limited in line with government advice.

Over the past year, the Board has been working with external consultant, Management Consulting Alliance, to review the governance and structural resourcing of the Board. The work of the Board has expanded over recent years and it is critical that the Board maintains its role as an independent statutory body in accordance with the Act.

Professional Conduct matters remain key items 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. Several applications were made in the 2020-21 period to the Northern Territory Civil and Administrative Tribunal (NTCAT) for review of Board decisions. NTCAT had not finalised review of these matters prior to 30 June 2021.

As Board Chair, I accompanied the Director to a meeting with the Minister for Education in relation to the Automatic Mutual Recognition (AMR) scheme. I represented the Board in advocating for an exemption for the teaching profession from the implementation of the AMR scheme in the Northern Territory, to allow time for the Board to facilitate preparation for the AMR scheme. The Board has worked with other teacher regulatory authorities around Australia on the implementation of the AMR scheme to ensure the continued safety of children in our schools.

The Board remains engaged with many national initiatives through Australian Institute for Teaching and School Leadership (AITSL) and the Australasian Teacher Regulatory Authorities Association (ATRA) to ensure that the perspective of our small, diverse jurisdiction is represented in national initiatives.

The Director proudly presented the journey of Highly Accomplished and Lead Teacher national certification scheme in the Northern Territory, alongside Queensland, who is much newer to the process, to the International Federation of Teacher Regulatory Authorities, hosted by Scotland. This conducted via video link due to international travel restrictions. As Board Chair, I also participated in some sessions presented by other international teacher regulatory authorities, keeping the Northern Territory in touch with international trends and challenges in the regulation of the teaching profession.

I thank all Board members and committee members, as well as the staff at the Office of the Board for their commitment and high-quality work. Despite the complex times, the work of the Teacher Registration Board continued smoothly.

Lorraine Hodgson

Our Board

Overview

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

The Act commenced in September 2004, with the current version of the Act coming into effect on 1 January 2020.

The Board is committed to ensuring that Northern Territory children remain safe in schools and learn to their full potential. Board members act independently of political and bureaucratic influence to make decisions regarding the registration of teachers in the Northern Territory in the best interests of children and the community as a whole. The Board makes these decisions based on whether a person holds the right qualifications and experience, and is fit and proper and competent to teach.

The Board is directly responsible 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 Northern Territory 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 Northern Territory. This includes supporting, promoting and embedding quality teaching and educational leadership in the teaching profession.

Functions of the Board

Registration of Teachers

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

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 Northern Territory.

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 recognises quality teaching and educational leadership, including through certification of Highly Accomplished and Lead Teachers. The Board promotes evidence-based approaches to support best practice teaching.

Professional Standards & 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 Northern Territory.

Board Membership

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

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

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

As at 30 June 2021, membership of the Board comprised of:

Member Name	Term Expiry	Position
Lorraine Hodgson Chairperson	October 2024	Teacher nominated by Professional Teachers' Association of the Northern Territory
Susanne Fisher Deputy Chair	October 2024	Teacher nominated by the Northern Territory Principals' Association
Lorraine Evans	October 2022	Person nominated by the Chief Executive of the Department of Education
Jacqui Langdon	October 2022	Educator nominated by the Catholic Education Office
Greg Hauser	October 2024	Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education
Professor Greg Shaw	October 2022	Educator nominated by Charles Darwin University
Danielle Schmidt	October 2024	Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union
Michele Willsher	October 2022	Educator nominated by the Batchelor Institute of Indigenous Tertiary Education
Gordon Canning	October 2022	Teacher nominated by the Northern Territory Branch of the Australian Education Union
Marisa Boscato	October 2022	Person nominated by the Northern Territory Council of Government School Organisations
Louise Lenzo	October 2024	Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union
Cheryl Salter	October 2024	Educator nominated by the Association of Independent Schools of the Northern Territory

Board decision making

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, particularly in relation to the integrity of the Board's decision-making.

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

- Performs its duties in a fair and impartial way.
- Uses powers responsibly, for the purpose and in the manner for which they were intended;
- Makes decisions in the best interests of children; and
- Acts 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 2020.

Board Meetings 2020 – 2021

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

MEETING	DATE	VENUE	DURATION
1	13 August 2020	Darwin	Full day
2	17 September 2020	Darwin	Full day
3	22 October 2020	Darwin	Full day
4	3 December 2020	Videoconference	Afternoon
5	21 January 2021	Videoconference	Afternoon
6	25 February 2021	Darwin	Full day
7	1 April 2021	Darwin	Full day
8	13 May 2021	Videoconference	Afternoon
9	24 June 2021	All Day	Full day

During the reporting period, the Board held three out-of-session meetings as follows:

OOS MEETING	DATE	VENUE	DURATION
1	17 July 2020	Videoconference	Afternoon
2	13 November 2019	Videoconference	Afternoon
4	22 December 2020	Videoconference	Morning

Board Member official travel

The following table represents the official travel conducted by Board members in 2020-21 to attend all-day, face to face Board meetings in Darwin.

Board Member	Travel route	Number of meetings
Karen Blanchfield	Alice Springs – Darwin	2
Marisa Boscato	Alice Springs – Darwin	6
Danielle Schmidt	Borroloola – Darwin	1
Eunice Stoll	Alice Springs – Darwin	1

Attendance Register 2020 – 2021

Nominating organisation	Board Members	Meeting Number								
		1	2	3	4	5	6	7	8	9
Person nominated by the Chief Executive of the Department of Education	Louise Corrigan	A					R	*		
	Lorraine Evans							TNS		
Teacher from a remote school nominated by the Northern Territory Branch of the Australian Education Union	Danielle Schmidt				A					
Teacher nominated by the Northern Territory Branch of the Australian Education Union	Gordon Canning			A						
Indigenous teacher at a government school nominated by the Chief Executive of the Department of Education	Greg Hauser									
Teacher nominated by the Northern Territory Principals' Association	Karen Blanchfield			TE						
	Susanne Fisher		TNS							
One educator, nominee of the Association of Independent Schools of the NT	Eunice Stoll		A	R	*	*	*			
	Cheryl Salter						TNS			A
Educator nominated by Charles Darwin University	Greg Shaw									A
Educator nominated by the Catholic Education Office	Bernadette Morriss	A	A	TE	*					
	Jacqui Langdon				TNS				A	
Teacher nominated by the Queensland and Northern Territory Branch of the Independent Education Union	Elsabe Bott			TE						
Educator nominated by the Batchelor Institute of Indigenous Tertiary Education	Louise Lenzo		TNS							
Person nominated by the Northern Territory Council of Government School Organisations	Marisa Boscato									
Teacher nominated by Professional Teachers' Association of the Northern Territory	Lorraine Hodgson									

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

Our Strategic Direction

Vision and Values

Vision	<ul style="list-style-type: none"> Public confidence in quality teachers and teaching through quality regulation.
Values	<ul style="list-style-type: none"> The Board's values reflect those of the Code of Ethics for NT Teachers.

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 has continued 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>

Major projects and initiatives

Automatic Mutual Recognition

In August 2020, the Australian Government announced that the Commonwealth, State and Territory governments had agreed to introduce a uniform scheme for Automatic Mutual Recognition (AMR) of occupational registrations, subject to the passage of legislation, as part of a broader set of regulatory reforms to assist Australia's economic recovery.

Previously, the only avenue for occupational mobility was the Mutual Recognition Principle (MRP), which is established under the *Mutual Recognition Act 1992* (Cth) (the MR Act) and has been adopted by all Australian State and Territory Governments. The teaching profession is one of the occupations subject to the MRP provisions within the MR Act. Under the MRP, registration for an occupation in the first State is sufficient grounds for obtaining registration in the second state, following notification to the second state.

The new AMR scheme is distinct from the MRP in that it allows a person who is licenced or registered for an occupation in one jurisdiction to be considered as already registered to perform the same activities in another jurisdiction, without the need to become registered in the second jurisdiction. The AMR scheme applies to registrations currently covered by existing MRP arrangements, including the teaching profession.

The new MR Act, which includes the AMR scheme, commenced on 1 July 2021. The Board has identified implications related to the operation of the AMR scheme for teachers in the Northern Territory. These implications include risk to the safety of children, the quality of the teaching profession and the educational outcomes for children and young people in the Northern Territory. The Board requires additional time to assess and consider these risks.

In recognition of the need for more time before the AMR scheme is implemented in the Northern Territory, an exemption from the operation of the AMR scheme for the occupation of teaching was granted on 29 June 2021 by the Treasurer of the Northern Territory Government. The current exemption period ceases on 30 June 2022. The Board has worked collaboratively with other TRAs to consider the required information technology infrastructure, information sharing mechanisms and staffing resources for the implementation of the AMR scheme.

Best Practice Framework

In 2019, the Australian Institute for Teaching and School Leadership (AITSL) engaged Russell Kennedy Lawyers (Russell Kennedy) to undertake a mapping and comparative analysis across all state and territories existing regulatory powers, functions, and practices in relation to teacher registration that promote and protect children's safety. The purpose of this work was to provide advice and options for a nationally consistent approach to the implementation of recommendations relating to:

- teacher registration, from the Royal Commission into Institutional Responses to Child Sexual Abuse (Royal Commission); and
- child safety, from the National Review of Teacher Registration (National Review).

These recommendations are focused on strengthening child safety through teacher registration regulation by improving information sharing arrangements between teacher regulatory authorities (TRAs) across all Australian jurisdictions and achieving a nationally consistent approach to ensuring suitability to teach.

From this, Russell Kennedy was engaged to work with TRAs to:

- develop a best practice framework for teacher registration policy and legislation to provide for the safety and wellbeing of children.

- examine existing policy and legislation in each jurisdiction against the best practice framework
- develop a roadmap with clear timeframes for each jurisdiction to meet the best practice framework and to progress national actions

The Board participated in several rounds of consultation on the above, to contribute the Northern Territory perspective in the considerations. The Best Practice Framework was finalised in September 2020. The Framework sets out best practice principles for strengthening child safety and wellbeing through the regulation of the teaching profession. It addresses the factors that directly relate to ensuring a person is suitable to work with children, having regard to the risks that they pose to child safety and wellbeing. The Board subscribes to the Framework and is embedding child safety considerations in all of its regulatory decisions.

External review of the Board’s Governance and Structure

Following the implementation of the amendments to the Act on 1 January 2020, it was identified that a review of the Board’s governance, resources and structure was required, to determine whether the Board was adequately positioned to meet its legislative requirements and contribute to, and implement national projects.

In October 2020, Management Consulting Alliance (MCA) was contracted to conduct the external review to determine the required governance, resource and structure for the Board to be able to continue to meet its statutory requirements and perform its functions. The review process involved reviewing existing governance arrangements, interviewing key stakeholders and identification of key impacts and risks for the Board related to national reform, resourcing limitations and operational needs.

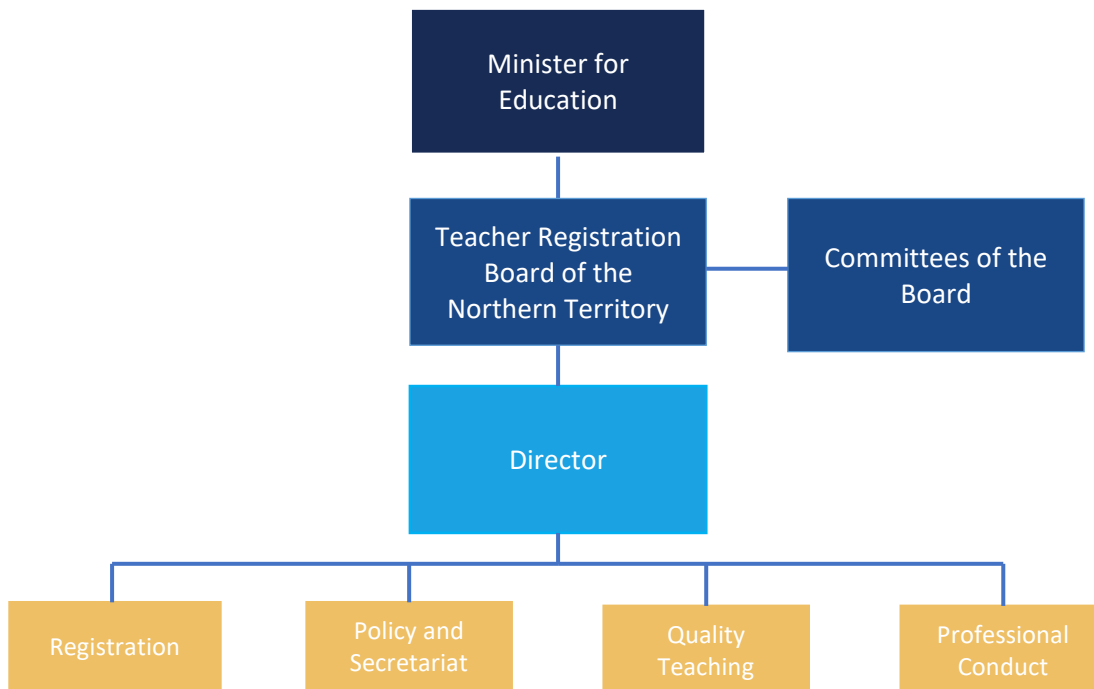
On 24 May 2021, MCA released its final report entitled “Department of Education, Teacher Registration Board Review of Governance and Resourcing” (the MCA report). The MCA report contains 26 recommendations focused on improving the administrative governance, staffing, information technology and strategic positioning of the Board. The office of the Board has mapped these recommendations across seven areas of the Board’s functions and administration. The recommendations will be considered for acceptance and implementation in the next financial year.



Our Governance

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:



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.

Governance documents

In the reporting period, the Board developed a priority list of strategic and operational governance documents following the implementation of the new Act and Regulations, and in line with national priorities. The Board's Governance Document Framework was developed in this reporting period and all governance documents are developed in accordance with this Framework. The Governance Document Framework recognises that there are multiple drivers and influences on the Board's strategic and operational positions, including legislative and regulatory amendments, developments within the teaching profession, national policy and strategic priorities, and identification of gaps through feedback, case examples and governance document review. The Governance Document Framework will ensure that irrespective of these variables, the development of the Board's governance documents consistent and coordinated.

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. The Board manages its privacy obligations in the following way:

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.

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's website provides publicly available information on the Board, its legislation and its processes to ensure all community members understand the role and responsibility of the Board.

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. 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 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, 74 disclosures were made by members of the Board.

Our Committees

The Act provides that the Board may establish Committees to assist the Board in performing its functions. In accordance with section 25(1) of the Act, the Board establishes the Initial Teacher Education Committee, the Quality Teaching Committee, and the Employer Reference Committee as Committees of the Board.

Committees are responsible for enquiring into, and making recommendations on, matters referred by the Board. Committee membership is at the invitation of the Board. All Board committees are required to have at least one Board member as a representative on the committee.

The committees established by the Board have made a significant contribution to the Board's work in reviewing procedures, informing policy development, providing advice on national and Northern Territory strategic projects, engaging with the teaching profession, and assisting the Board to fulfil its regulatory and professional functions.

Initial Teacher Education Committee

Governance

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 Northern Territory 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 contributed to the work of the Board overseeing complex issues at both national and local levels.

On 13 August 2020, the ITEC reviewed and updated its Terms of Reference (ToR), including a review of its structure. The revised ToR includes the purpose, functions and structure of the committee as set out below.

Purpose of the ITEC

The ITEC is a representative body of the teaching profession in the Northern Territory, established to assist the Board in its development and implementation of initiatives, resources and policies regarding initial teacher education in the Northern Territory. ITEC advises the Board on strengthening initial teacher education, including national standard setting for accreditation of initial teacher education courses.

Functions

The function of ITEC is to provide specialist advice and guidance as requested, on matters that assist the Board to perform its functions relating initial teacher education. The Board's functions in this regard include:

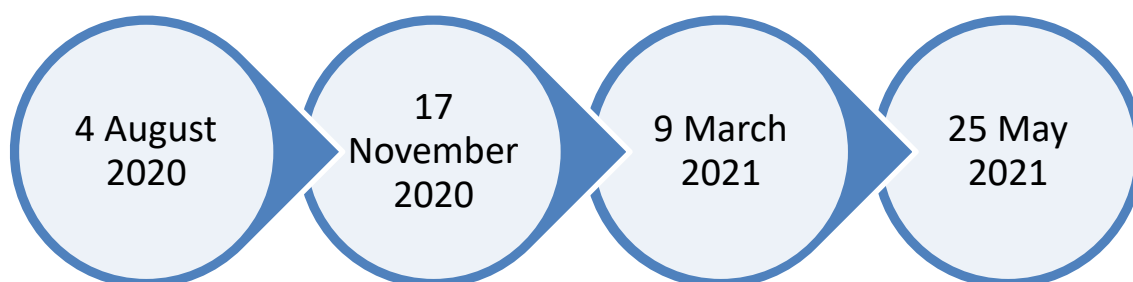
- Consideration of the Accreditation of initial teacher education programs in Australia – Standards and Procedures 2019;
- Promoting and supporting the development of trained panel members to sit on accreditation panels;
- Researching and promoting best practice in the delivery on initial teacher education;
- Providing support and recognition in the accreditation of quality initial teacher education programs in the Northern Territory; and
- Maintaining an understanding of the national and political agenda for the assessment and accreditation of initial teacher education programs across Australia.

The ITEC will perform the following functions during its establishment:

- Consider strategic, policy or procedural matters related to initial teacher education in the Northern Territory;
- Provide collective advice to the Board on initial teacher education matters;
- Make recommendations to the Board on matters relating to initial teacher education;
- Highlight best practice and opportunities for innovation;
- Attend and participate in meetings on a scheduled basis;
- Provide out-of-session contributions to projects where required; and
- Provide feedback to the Board on relevant documents, positions or actions presented for ITEC consideration.

ITEC Meetings

Four ITEC meetings were held during the reporting period.



ITEC Membership

ITEC has ten members, including the Chairperson and a representing Board member. The ITEC is also supported by an Executive Officer who is a member of staff of the office of the Board.

During the reporting period, the Chairperson of ITEC changed. Ms Lola Sleep was the previous Chairperson of ITEC and had held this position since 2013. The Board recognises the significant contribution Ms Sleep provided to the Committee as Chairperson and her continued commitment to ITEC as an ongoing member.

The membership of ITEC as of 30 June 2021 is as follows:

Member Name	Professional position
Claire Bartlett Chairperson	Charles Darwin University <i>Academic Director of Education Placements</i>
Michele Wilshire Board member	Batchelor Institute of Indigenous Tertiary Education <i>Head of School, Higher Education Undergraduate Studies</i>
Mek Venes	Office of the Teacher Registration Board <i>Quality Teaching Consultant</i>
Joanne Butler	Department of Education – Primary <i>Assistant Principal – Early Childhood, Bakewell Primary School</i>
Kylie Murphy	Department of Education – Secondary <i>Assistant Principal, Casuarina Senior College</i>
Janine Matheson	Department of Education <i>Teacher Pipeline Coordinator</i>
Sarah Davis	Association of Independent Schools Northern Territory – Primary <i>Certified Highly Accomplished Teacher, Good Shepherd Lutheran College (St Andrew’s campus)</i>
Lola Sleep	Association of Independent Schools Northern Territory – Secondary <i>Education Consultant/Teacher, Good Shepherd Lutheran College</i>
Geoff Perry	Catholic Education Northern Territory – Primary <i>Principal consultant, Catholic Education Northern Territory</i>
Helena Brain	Catholic Education Northern Territory – Secondary <i>Certified Highly Accomplished Teacher, O’Loughlin Catholic College</i>
Lindsay Parry	Charles Darwin University – Associate <i>Dean of the College of Indigenous Futures, Education and the Arts</i>

Work of the ITEC

Charles Darwin University (CDU)

The ITEC has focussed on advising the Board on strengthening initial teacher education. This involved working closely with Charles Darwin University (CDU), as the sole provider in the Northern Territory, on the implementation of their Initial Teacher Education (ITE) courses.

In the reporting period, CDU underwent structural changes, including changes to the personnel and vision for the university, that have resulted in some amendment to how ITE courses are delivered. In addition, the continuation of the COVID19 pandemic in the reporting period resulted in some changes to the educational delivery of CDU's ITE courses to students. These changes were predominantly focused on mitigating risk of students being unable to meet their professional experience components due to COVID 19 related restrictions in schools.

ITEC supported CDU to implement these changes, including supporting a reduction in the number of days required for students to complete the professional experience component of CDU's ITE courses. These components were adapted on a case by case basis, to reduce the number of days preservice teachers have undertaken. The professional experience days for the Master of Teaching was reduced from 80 days to 60 days, and the professional experience days for the Bachelor of Education was reduced from 100 days to 80 days.

There has been a backlog of placements for CDU preservice teachers due to COVID 19, however CDU are overcoming this by maintaining strong partnerships with schools, and the employment of new placement officers.

These changes to CDU's course requirements were made within the guidelines of the program standards in line with the national approach. CDU continues to offer the following ITE courses and have sought to change the future accreditation dates of courses to take into consideration the considerable changes to its ITE courses.

CDU provides four initial teacher education courses, as follows:

Course title	Bachelor of Education Early Childhood Teaching
Description	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.
Type of course	Undergraduate
Years	Four
Stage of schooling	Early Childhood and Primary
Accreditation Due	December 2024

Course title	Bachelor of Education (Primary)
Description	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.
Type of course	Undergraduate
Years	Four
Stage of schooling	Primary
Accreditation Due	December 2023

Course title	Bachelor of Education (Secondary)
Description	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.
Type of course	Undergraduate
Years	Four
Stage of schooling	Secondary
Accreditation Due	December 2023

Course title	Master of Teaching
Description	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.
Type of course	Graduate
Years	Two
Stage of schooling	Early Childhood and Primary, Primary, and Secondary
Accreditation Due	December 2022

All ITE courses taught at CDU use the Assessment for Graduate Teachers (AfGT) as the Teacher Performance Assessment (TPA). The inclusion of a TPA has been a national reform in ITE. This TPA was developed by Melbourne University and assessed by a national expert advisory group. CDU are confident that by using this instrument and moderating with other universities who also use the AfGT, pre-service teachers from CDU are graduating their courses meeting the graduate standards for teachers.

Remote Area Teacher Education (RATE)

This year has seen the development and implementation of the new iteration of RATE by the Department of Education. RATE is being delivered by Batchelor Institute of Indigenous Tertiary Education, using CDU's Bachelor of Education (Primary) course. The guiding principles of the RATE program include:

- Cultural context as priority influence.
- Aboriginal leadership in education.
- Evidence based strategies with proven impact.
- Collaboration, agility and ways of working that draw on collective knowledge.
- Sustainability and motivation.
- Effectiveness and efficiency.

Batchelor lecturers have taken the CDU units to present them in a culturally appropriate way to foster success. In 2021 two units will be taught in semester 1 and two units in semester 2. A review of RATE will be undertaken at the end of 2021.

Annual Data Collection

National collection of data from ITE providers was implemented by the Australian Institute of Teaching and School Leadership (AITSL) for the first time as a pilot in 2020. This required ITE providers to supply, via teacher regulatory authorities, data on their student cohorts. The ITEC compiled the data for the Northern Territory providers. ITEC assisted the Board to contribute to a national solution in collaboration with AITSL to some of the initial issues with sourcing and presenting robust data, and in clarifying data ownership and interpretation. ITEC will continue this work, including contributing to national policy in this regard.

Implementation of Guidelines for Accreditation of Initial Teacher Education Programs in Australia and Panel Training

At the end of 2020, Teacher Registration Authorities and AITSL revised the “Guidelines for Accreditation of Initial Teacher Education Programs”. The revised guidelines can be found on the AITSL website. AITSL provides training on the implementation of the revised guidelines, of which the Northern Territory has continued to participate in that training.

As at June 30 2021, the following number of national trained panel members were operating in the Northern Territory:

35 – Stage 1	23 – Stage 2	11 – Panel Chairs
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No accreditation panels were required to be held in the Northern Territory. However, the Northern Territory was represented as interstate panellists on 3 panels.

Vocational Education and Training (VET) in Schools

The ITEC provided input into a VET in Schools national discussion paper developed by AITSL and published in May 2021. The paper, entitled “Building a high quality and sustainable dual qualified VET workforce”, examined case studies relating to VET courses delivered to school students, and the potential to have dually qualified teachers and VET trainers. ITEC noted the difficulty in maintaining the professional requirements for both a teacher and a trainer, and the subsequent effect on school resourcing, including the number of dually qualified staff in schools. Other issues identified by ITEC included the need for VET trainers to be able to understand and implement adolescent appropriate pedagogy whilst delivering VET courses at the appropriate level.

Quality Teaching Committee

Governance

The Quality Teaching Committee (QTC) fulfils the functions of the Board outlined in sections 11 of the Act relative to professional development, professional teaching standards, early career competencies, professional ethics, certification of teachers and best practice approaches. The QTC is established according to a Terms of Reference (ToR). The ToR guides the work of the QTC, and specifies a membership term of 2 years.

The ToR was revised in April 2021 in line with the expiry of the term of membership appointments to the initial QTC. The Board reviewed the role of the QTC and the ToR in considering evolving quality teaching issues, and focus and agenda of the QTC. This review included a review to the positions on the QTC to ensure that members were representative of the breadth and experience of the teaching profession in the Northern Territory.

The new ToR includes the purpose, functions and structure of the QTC as set out below.

Purpose of the QTC

The QTC is a representative body of the teaching profession in the Northern Territory, established to assist the Board in its development and implementation of initiatives, resources and policies regarding the improvement of quality teaching in the Northern Territory. It aims 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 Northern Territory teaching profession and emerging practice direction, in its strategic and policy platforms.

Functions

The QTC performs the following functions:

- Consideration of matters and making recommendations regarding strategic, policy or procedural matters related to quality teaching in the Northern Territory;
- Providing collective advice to the Board on quality teaching matters;
- Developing strategic priorities for the professional development of teachers in the Northern Territory, while further promoting professional development;
- Considering the application and operation of the professional teaching standards and other professional standards;
- Developing and maintain practice guidelines, including the Code of Professional Ethics for the teaching profession;
- Assisting in developing competencies of teachers during the early stages of the teachers' careers; and
- Researching and promoting best practice and opportunities for innovation.

Membership

The Board reviewed the QTC ToR and its membership in April 2021. The membership of the QTC between 1 July 2020 and 1 April 2021 was based on nominations made by professional organisations and bodies, with the following members on the QTC:

Member Name	Nominated by
Greg Shaw Chairperson Board Member	Teacher Registration Board of the Northern Territory
Jacqui Langdon	Catholic Education Office Northern Territory
Carrie Gledhill	Department of Education – Teacher
Marcia Harvey	Department of Education – Corporate
Delean Holtze	Batchelor Institute of Indigenous Tertiary Education
Laurence Tamatea	Charles Darwin University
Claire Bartlett	Charles Darwin University
Amy Norman	Australian Education Union
Jane Anlezark	Independent Education Union
Steve Hawkins	Professional Teachers' Association of the Northern Territory
Rhiannon Hale	Preschool Teachers Association of the Northern Territory

The reviewed membership of the ToR reflects the career stages and demographic of the Northern Territory and the profession, and is representative of the breadth of experience and skills of the teaching profession. The membership composition is inclusive of the following:

- A graduate teacher
- A primary teacher
- A secondary teacher
- A relief or short-term contract teacher
- A remote teacher

- A certified Highly Accomplished or Lead Teacher
- An early childhood teacher
- A teacher in the higher education sector
- An Indigenous teacher
- A teacher working in a corporate role
- A principal or person in a school leadership role
- A Board member (to satisfy section 25(2) of the Act)

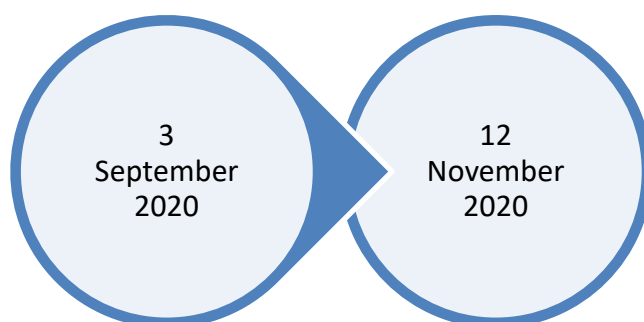
An Expression of Interest was circulated through the Board’s networks and a total of 48 applications for membership to the QTC were received. This resulted in the appointment of 12 new members to the QTC. The new composition of the QTC will meet later in 2021 where a Chairperson will be nominated.

The membership of the QTC as of 30 June 2021 includes:

Member Name	Professional Position
Donna Marie Davies Chairperson	Relief and contract teacher
Danielle Schmidt Board Member	Teacher Registration Board of the Northern Territory
Jacinta Berger	Classroom Teacher
Carrie Gledhill	Lead Teacher
Mike Tucker	Chief Executive Officer
Tracy Woodroffe	Active lecturer and Researcher
Ali Brady	Principal
Bradley Gill	Special Education Teacher
Holly Supple-Gurriwiwi	Classroom Teacher
Shirley Worsfold	Classroom Teacher
Tanika Collins	Classroom Teacher
Tim O’Sullivan	Assistant Principal

Meetings

Only two meetings were held recognising that the meeting scheduled for Term 1 2021 was cancelled due to the COVID-19 pandemic restrictions, and the QTC was under review during Term 2 2021.



Work of the QTC

At the September 2020 meeting, a workshop was provided to the QTC outlining the governance arrangements and the Strategic Priorities of the Board.

A workshop was conducted on the provisional to full process in line with national work that was being conducted specifically relating to the consistency of judgements that are being made for transitioning teachers. This work is done in partnership with schools. The feedback provided by the QTC informed the Board's feedback to the national working group.

The November 2020 meeting covered the following topics:

- Update of the Provisional to Full progress at a national level.
- Registration renewals – options for teachers who do not meet the eligibility

A large cohort of teachers were due to renew their registration at the end of 2020. The QTC worked through some scenarios and provided advice to the Board.

A discussion paper developed by the Australian Institute for Teaching and School Leadership (AITSL) on Indigenous cultural competency in the Australian teaching workforce was presented and shared with the QTC. Questions for discussion and input were provided to members and were workshopped. Ideas were collated and provided to Committee members and the Board and forwarded to AITSL to inform the next iteration of the paper and way forward as part of broad collaboration.

Employer Reference Committee

Governance

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, national certification of Highly Accomplished and Lead Teachers, professional conduct, competence of teachers and compliance, before advising the Board accordingly.

Purpose of the ERC

The ERC is a representative body of teacher employers in the Northern Territory, established to assist the Board in all matters relating to the registration of teachers.

Functions

The function of the ERC is to provide specialist and guidance as requested, on matters that assist the Board to perform its functions relating to registered teachers and issues arising or matters that impact teachers. The Board's functions in this regard include:

- Facilitating the exchange of information between employers of teachers and the Board on matters of policy and procedures regarding teacher registration and authorisation, national certification, discipline and compliance;
- Providing advice to the Board on the implementation of the objectives of the Act in relation to employers and registration, authorisation, national certification and discipline and compliance; and
- Assess and provide advice to the Board on risk and risk management.

ERC Membership

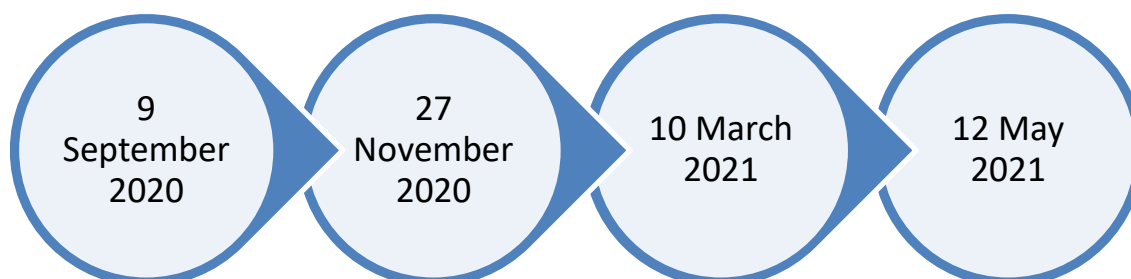
The membership of ERC as of 30 June 2021 is as follows:

Member Name	Position
Lorraine Hodgson Chairperson Board Member	Board member
Maree Garrigan	Director, Teacher Registration Board
Greg O'Mullane	Catholic Education NT
Katrina Railton	Department of Education
Cheryl Salter	Association of Independent Schools NT
Glynnis Few	Christian Schools Association NT

Louise Corrigan (Board Member and Department of Education Employee) was Chair of the Committee until the end of 2020.

Meetings

Four committee meetings were held during 2020 – 2021:



Work of the ERC

The ERC focused their efforts on providing advice to the Board on the following key areas:

- A continued focus on COVID19 and its impact on employers, especially with teachers being required to quarantine due to emerging hotspots declared at short notice.
- A guide to Employer notifications, ensuring the provision of accurate and timely information to the Board when reporting professional conduct matters.
- The Annual audit of registration renewal, ensuring compliance with renewal requirements and identifying potential risk of unregistered teachers.
- The Provisional to Full registration process, with a national focus on consistency of judgements made in transitioning teachers during their supported induction to the profession.
- The Authority to employ unregistered teachers' process – developing and distributing key messages for principals.
- The renewal of registration communication strategy and timelines for teachers.
- Updates on professional conduct matters, inclusive of matters referred to Northern Territory Civil and Administrative Tribunal (NTCAT).
- The Automatic Mutual Recognition scheme and the potential impact and risks of this for the Board and across schools in the Northern Territory.
- The national Best Practice Framework for the Regulation of the Teaching Profession, a national policy framework, and the implementation and impacts of the recommendations for the Northern Territory.

Our Office

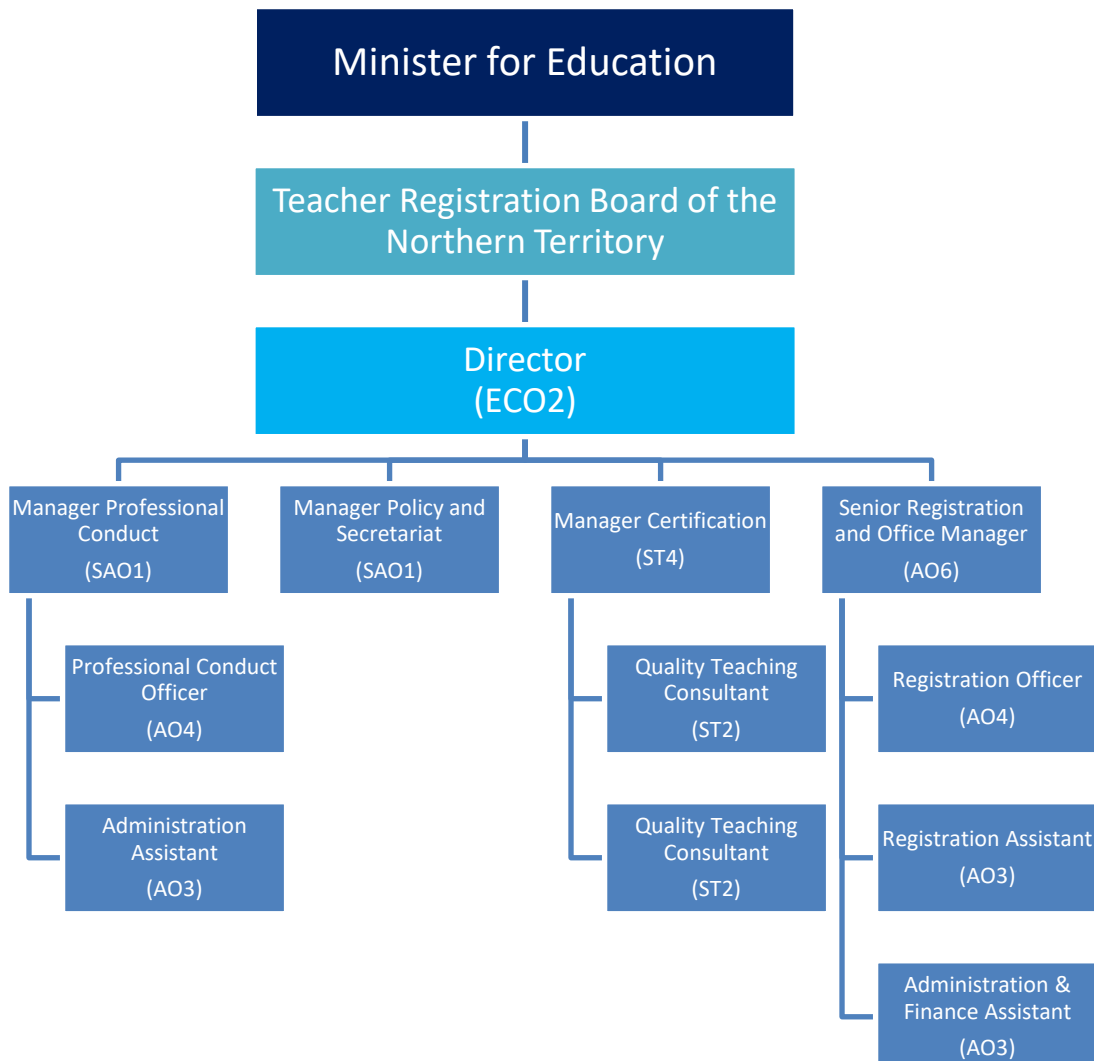
Responsibilities

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.
- Annual audits.
- Management of disciplinary proceedings (complaints, Preliminary Investigations and Inquiries)
- Administration and management relating to financial matters.
- Policy development and implementation.
- Secretariat services to the Board and its Committees.
- Certification of those in the Highly Accomplished and Lead Teacher career stages.
- Professional development and implementation of the Australian Professional Standards for Teachers.

Organisational Structure

The office of the Board supports the Board to achieve its functions. The organisational structure of the Board remained stable during the reporting period. The structure of the office of the Board is below:



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 Northern Territory.
Manager, Certification	Responsible for program design, development and implementation and project management for all aspects of the processes related to national certification of Highly Accomplished and Lead Teacher (HALT), including ensuring a nationally consistent approach.
Quality Teaching Consultants	Responsible for provision of advice and support for the teaching profession in relation to the professional teaching standards, provisional to full registration, registration renewal, HALT and initial teacher education course accreditation.
Manager, Professional Conduct	Responsible for managing all aspects of the Board's disciplinary functions, including preliminary investigations, inquiry proceedings, professional learning to internal and external stakeholders and liaising with legal representatives, employers and teachers
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.
Administration Assistant	Responsible providing administrative support for the Professional Conduct Unit, including preparation of Board papers, briefs, correspondence, filing, email management, receptionist support and responding to enquiries.
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 manages the secretariat support to the Board and its committees.
Senior Registration and Office Manager	Responsible for managing all aspects of the processes for registering teachers in the Northern Territory and the provision of corporate support, including data management systems.
Registration Officer	Responsible for assisting with all aspects of the processes for registering teachers in the Northern Territory.
Administration and Finance Officer	Responsible for providing administrative and financial support and assisting the processes for registering teachers in the Northern Territory.
Registration Assistant	Responsible for assisting in all processes for registering teachers, and undertaking reception duties.

Finance

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

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

The total revenue generated by the Board from registration fees for 2020-2021 was approximately \$645,737 (including HALT fees of \$26,450). These figures represent an increase of \$158,553 from the approximate \$487,184 (including HALT fees of \$27,750) received by the Board in the 2019-2020 reporting period.

A breakdown of the Board’s budget for 2020-2021 is as follows:

	Budget	Actual	Variance
Employee wages	1,468,279	1,641,609	173,330
Operational expenditure	179,107	205,313	26,206
Total Rounded	1,647,386	1,846,922	199,536
HALT National Certification	37,000	20,775	-16,225
Grants and Subsidies			
Australian Institute for Teaching and School Leadership	22,000	0	-22,000
Relief Teachers less than 15 days	1,572	3,268	1,696

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 Engagement

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 Network
- Certifying Authority Network Working group
- Australian Teacher Workforce Data Technical
- Australian Teacher Workforce Oversight Board
- Initial Teacher Education
- Teacher Qualifications Expert Standing Committee
- Executive Officer Network (Initial Teacher Education)
- Early Childhood Workforce Strategy Group
- Teacher Effectiveness Steering Group
- Automatic Mutual Recognition Working Group
- Teacher Quality and Regulatory Forum
- Provisional to Full Registration – Strengthening consistency of judgements Steering Group

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 Northern Territory;
- 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

- NT Christian Schools
- Teachers (government and non-government)
- Principals (government and non-government)
- School communities
- Australian Institute for Teaching and School Leadership
- Australasian Teacher Regulatory Authorities
- SafeNT
- Northern Territory Police
- Solicitor for the Northern Territory
- 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

Local Committees and Working Groups

The Director and Staff from the Quality Teaching Team were involved in the following:

- Remote Aboriginal Teacher Education (RATE) Steering Committee.
- RATE Working Group.
- Charles Darwin University/Teacher Registration Board/Department of Education Collaborative Working Group.
- Quality Teaching Education Reference Group.
- NT Board of Studies.
- CDU Master of Teaching Course Advisory Group.
- Teacher Registration Board of the Northern Territory/Department of Education Working Group.

The Director has also provided advice to the Child Abuse Task Force and Improving Inclusive Practices.

National Committees and Working Groups

Australasian Teacher Regulatory Authorities

The Australasian Teacher Regulatory Authorities (ATRA) is the association established by the teacher registration and accreditation authorities across Australia and New Zealand.

The purpose of ATRA is to:

Facilitate collaboration and where appropriate coordination between members in the development and promotion of professional standards, professional learning and ethical conduct for the teaching profession within the Commonwealth of Australia and New Zealand

Collect and disseminate information on matters of collective interest, effectively evaluate initiatives undertaken and reach decisions by consensus

Advocate and promote teacher regulatory functions including teacher registration, accreditation and/or certification

Formulate and forward to appropriate authorities advice on relevant matters including those of national concern

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 working forums.

The following networks were active during 2020:2021

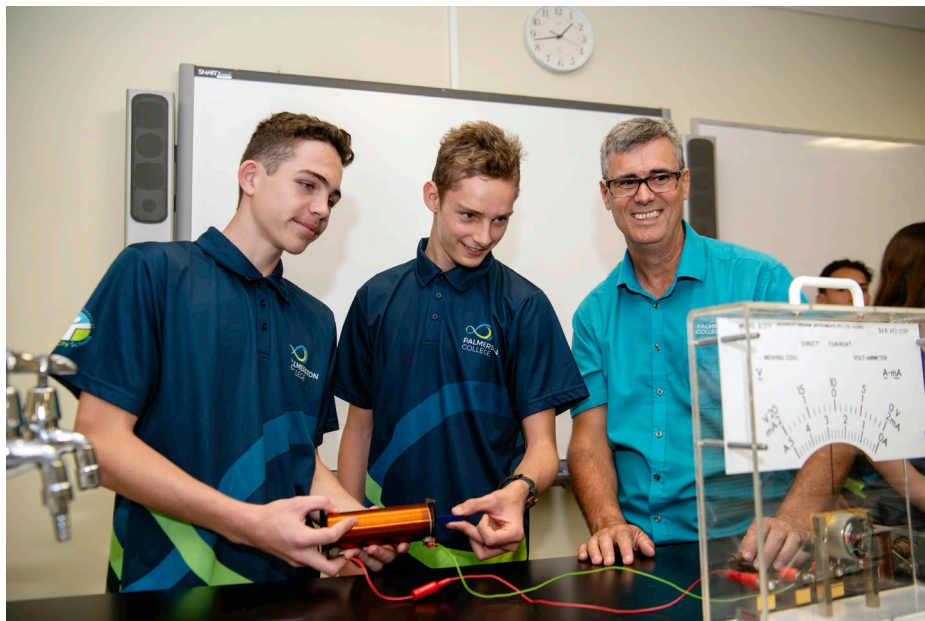
- Teacher Quality and Regulatory Forum (4 online meetings)
- Senior Registration and Assessment Officers Network, noting that the working group communication via email during this period
- Certification Authority Network, with a face-to-face meeting held in Melbourne on 10 September 2019 and a teleconference on 31 March 2020
- Automatic Mutual Recognition Working Group (5 online meetings)
- Technical Officers Working Group (1 online meeting)
- Executive Officers for Initial Teacher Education Network (12 online meetings)

Further to this, the Director and other staff members of the Board participated in a range of forums facilitated by ATRA and AITSL, specifically dealing with national consistency in initial teacher education and registration, including the transition to provisional to full registration, and other matters such as child safety, early childhood and information sharing.

The Director participated in the following ATRA monthly meetings:



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.



Supporting and engaging with teachers

It is the aim of the Board to provide information to stakeholders that is accurate, inclusive and accessible. Office staff support pre-service teachers, teachers, school leadership and system leaders

across the NT both in a face-to-face and online capacity. Beyond the general support provided to stakeholders regarding registration, authorisation, professional conduct, and national certification, the office of the Board provided the following workshops to stakeholders:



Our Functions

Registration

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 accredited or approved initial teacher education course. Applicants must also demonstrate they are able to teach in accordance with the Australian Professional Standards for Teachers, are proficient in the English language, 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 for the 2020-2021 financial year was \$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 Northern Territory has decreased by 102 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	June 2021	
5521	5572	5611	5503	5401	

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 905 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 72 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 72 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 2020-21.

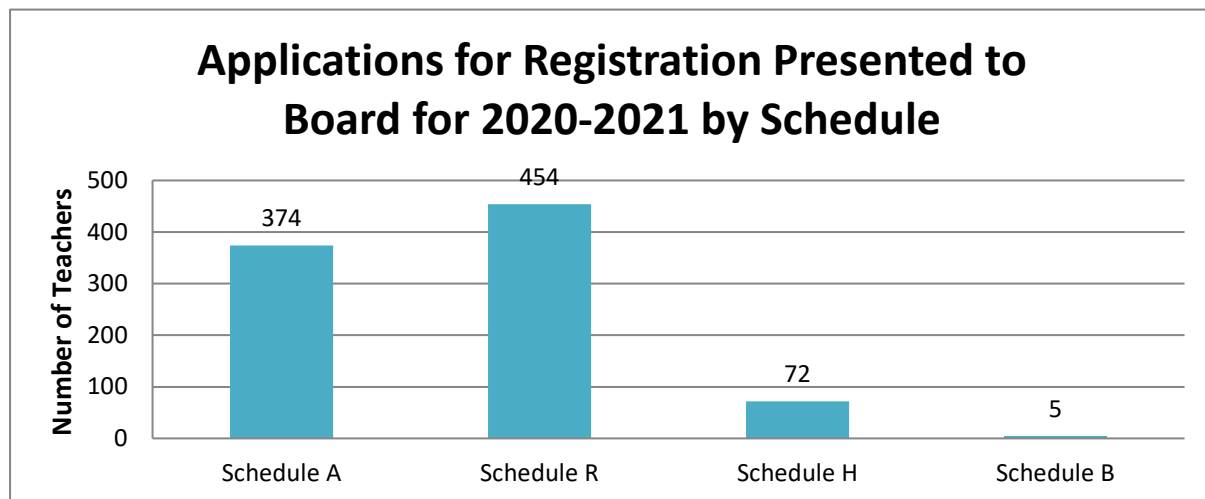
In addition to the applications assessed for new applicants, 2181 other applications for registration were submitted by registered teachers, and assessed this financial year. This comprised of 201 applications for provisionally registered teachers who were seeking to transition to full registration, 76 applications for provisionally registered teachers applying to renew their term of provisional

registration (for another two years), and 1904 applications for registered teachers applying for renewal of their full registration.

Registration schedules

Schedule A (registration)	Four years of full-time study at a higher education institution, with at least one year of an approved initial teacher education course. Many applicants in this Schedule have post graduate qualifications beyond the required four years. This Schedule includes applicants with overseas qualifications.
Schedule B (registration)	Less than four years of tertiary education, but at least one year of an approved initial teacher education course. All applicants in this Schedule were employed as teachers in the NT in 2005 and were registered under a transitional clause in the legislation.
Schedule R (registration)	At least three years of tertiary education, including at least one year of an approved initial teacher education course, and registration with an Australian and New Zealand registration authority. Applicants in this schedule applied for registration under the principle of mutual recognition.
Schedule H (registration)	Application for registration that is assessed as being 'hard'. Applications in this schedule require additional research to be undertaken, or enquiries made, by the office of the Board before they are presented to the Board. If granted registration, the status of being Schedule H reverts to the status for one of the other relevant Schedules (for example, Schedule A, B or R).
Schedule T (authorisation)	Applications by a school to employ an unregistered person who does not meet registration requirements.

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



New Registrations

In 2020-21, there were 905 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 65 new graduates from Charles Darwin University registered as teachers.

Table 2 – Number of new teachers registered

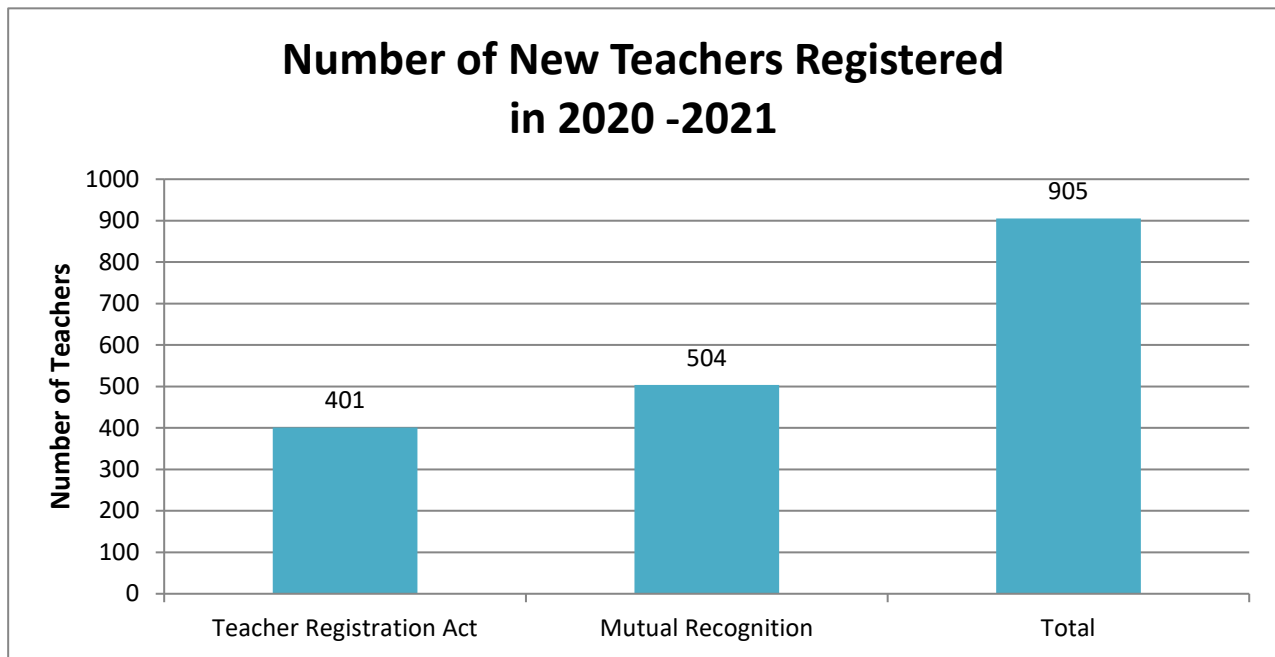
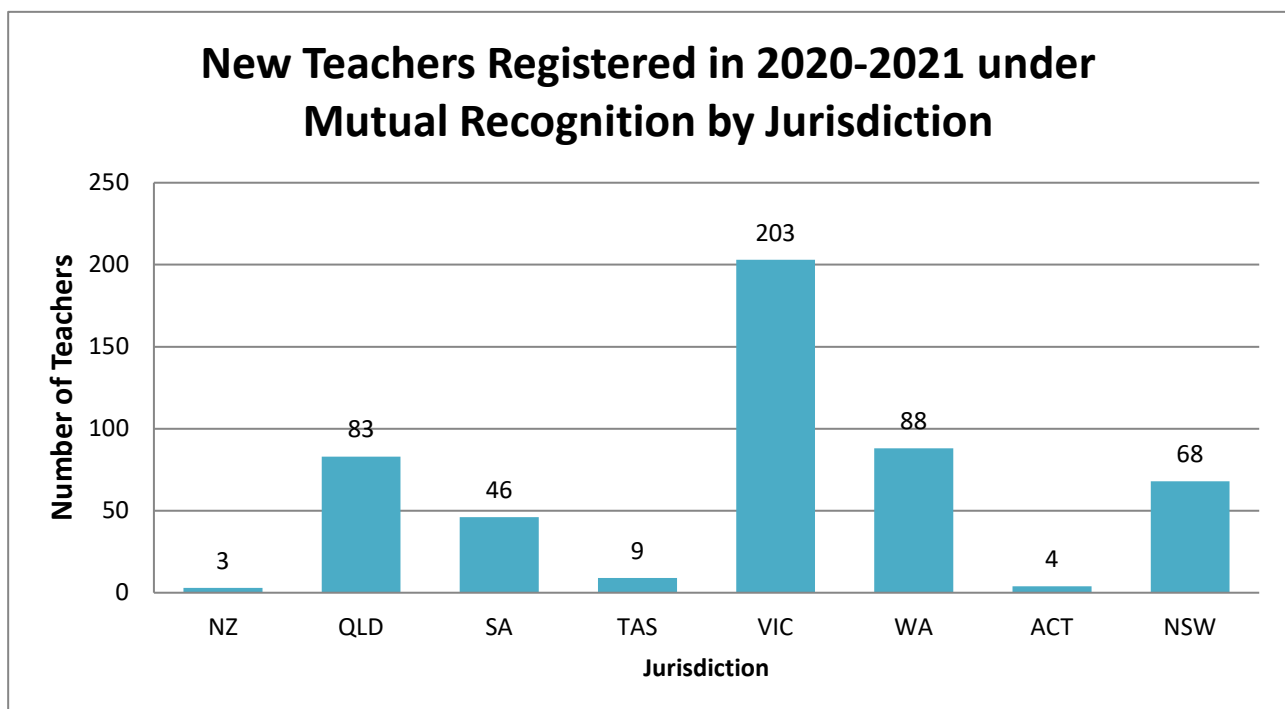


Table 3 – New teachers registered under the principle of mutual recognition by jurisdiction



Demographic profile of teachers in the Northern Territory

The Board acknowledges the diversity of registered teachers in the Northern Territory, with the profile of the teaching profession inclusive of a teacher’s age, gender, geographical location, cultural identity, pathway for obtaining qualifications, and teaching experience.

Table 4 – Registered teachers in the Northern Territory by age

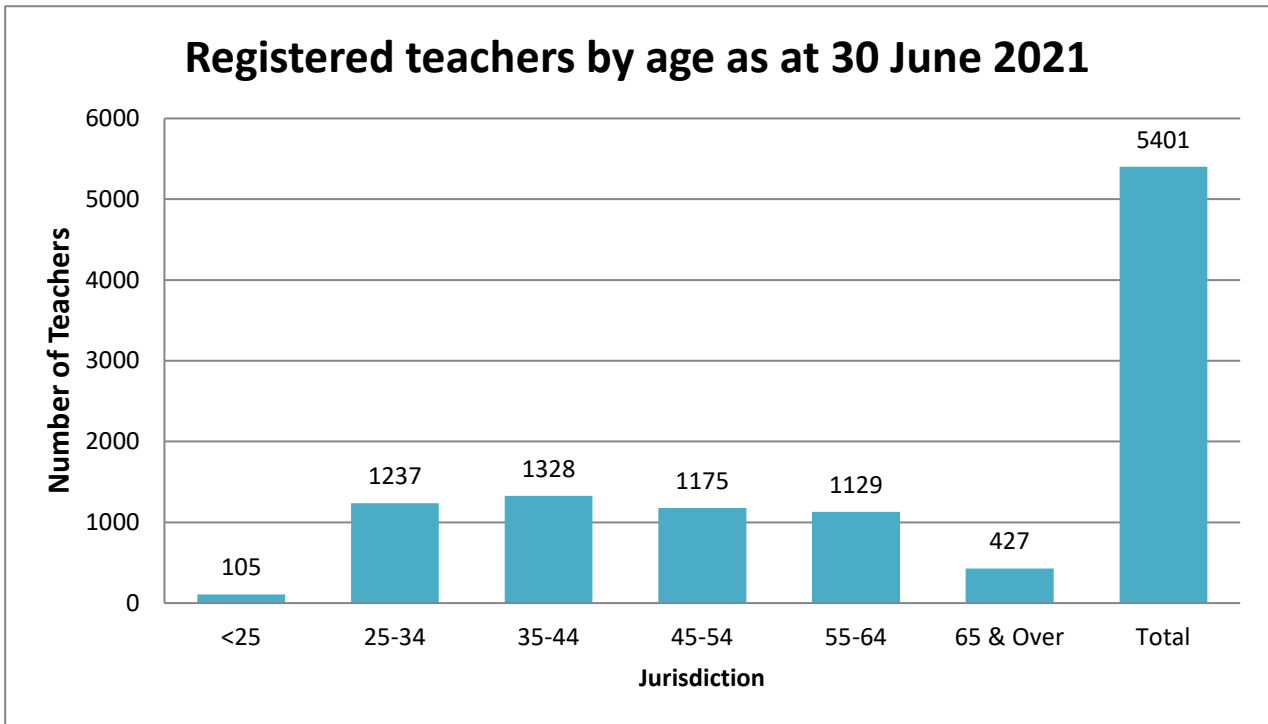


Table 5 – Registered teachers in the Northern Territory by gender

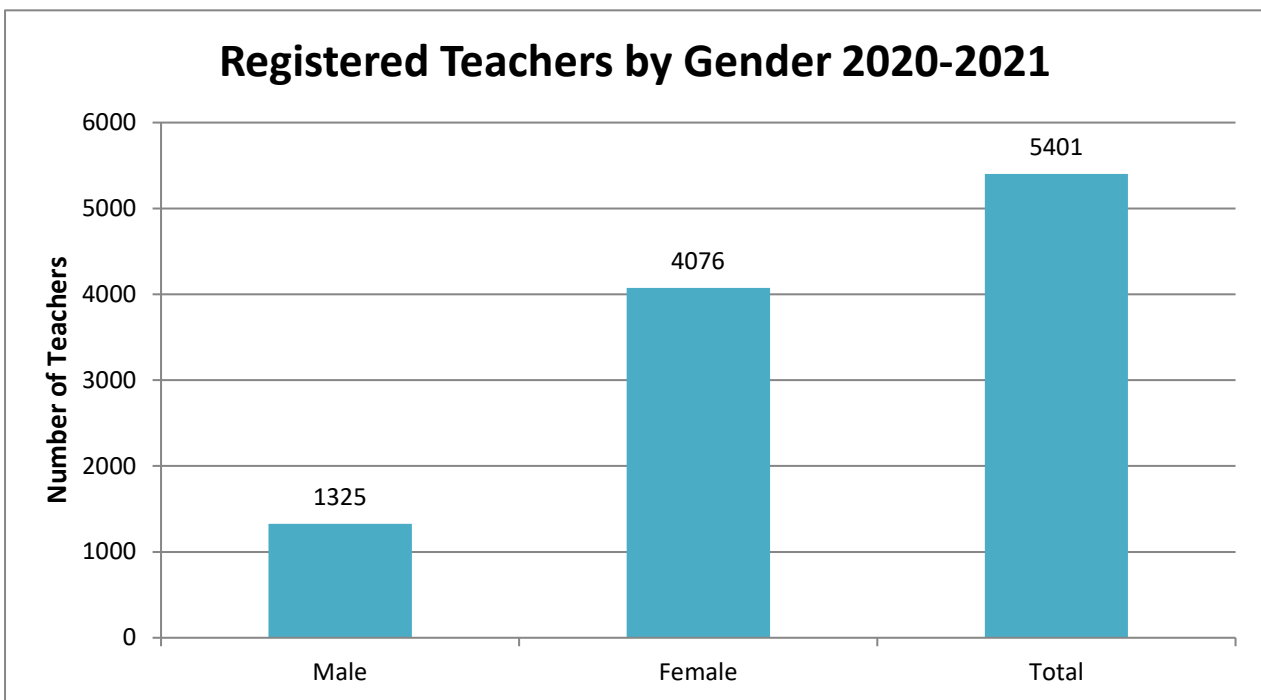


Table 6 – Registered teachers in the Northern Territory by Schedule

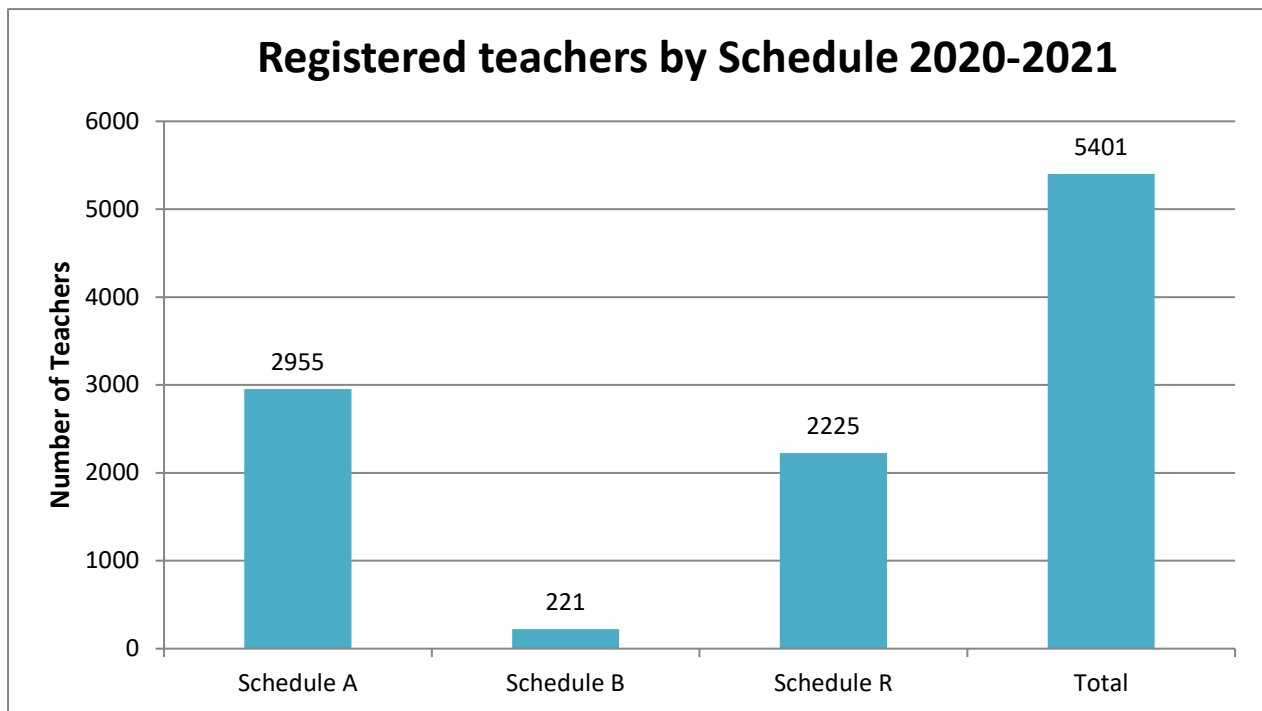
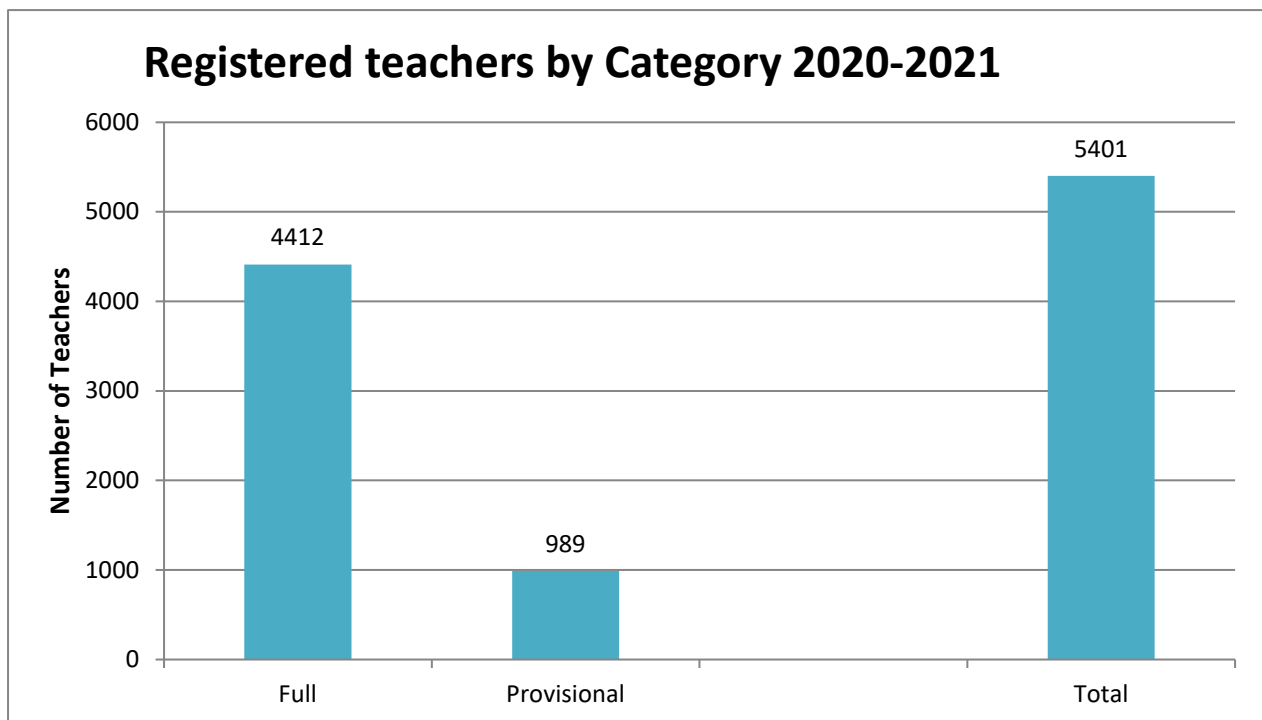


Table 7 – Registered teachers in the Northern Territory by category of registration



Registration Renewals

245 provisionally registered teachers were due to either renew their term of provisional registration, or transition to full registration, by 31 December 2020. Of the 245, 66 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2022. The remaining 179 teachers transitioned to full registration, or their registration lapsed.

2271 fully registered teachers completed their first five-year cycle of registration on the 31 December 2020. Of these, 364 teachers did not apply to renew and their registration lapsed.

Of the 1907 teachers who applied to renew their five-year term of registration, 1841 were granted full registration for a further five years, and the 66 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 2020-2021.

Provisional Registration

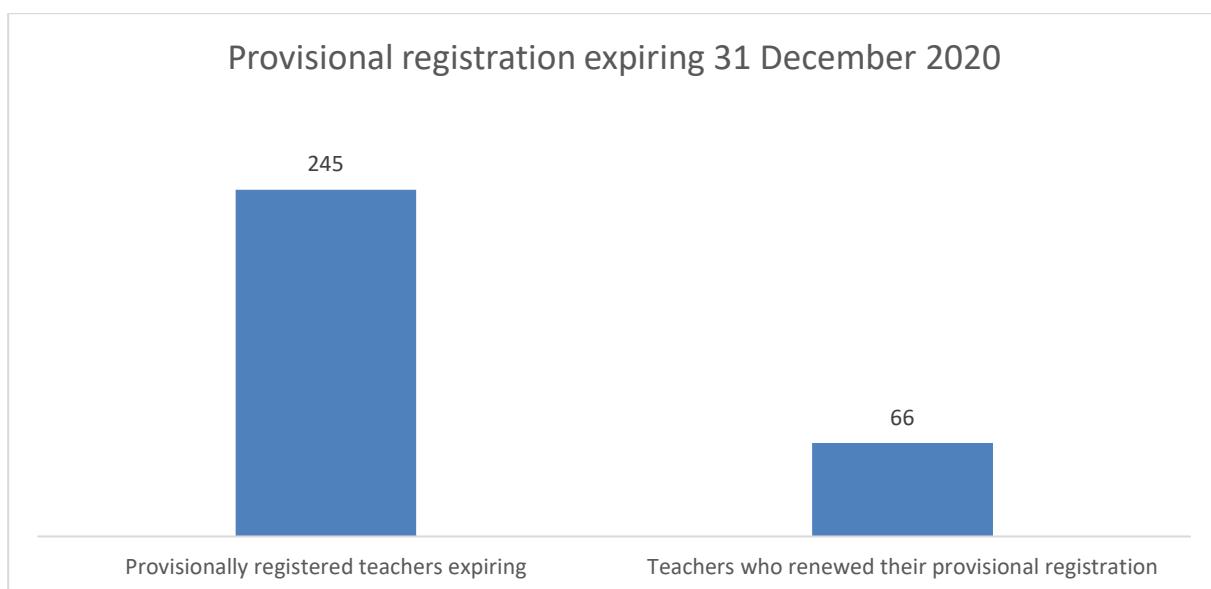
In 2020, 245 provisionally registered teachers completed their three-year term of registration. Of these, 66 teachers did not transition to full registration and were granted a two-year renewal ending 31 December 2022.

The Board provides a range of information sessions and professional learning to support the transition from provisional to full registration. These sessions are provided both face-to-face and online regularly throughout the calendar year.

Sessions are catered to the provisionally registered teacher, mentor and school leadership teams. They assist participants' and schools to develop:

- an understanding of the application process;
- the Australian Professional Standards for Teachers;
- collecting, collating and annotating evidence;
- preparing an application; and
- effective mentoring strategies.

Table 8: Number of provisionally registered teachers whose registration was due to expire 31 December 2020.



Authorisation 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 an 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 9 – Authorisations granted January 2020 – December 2020

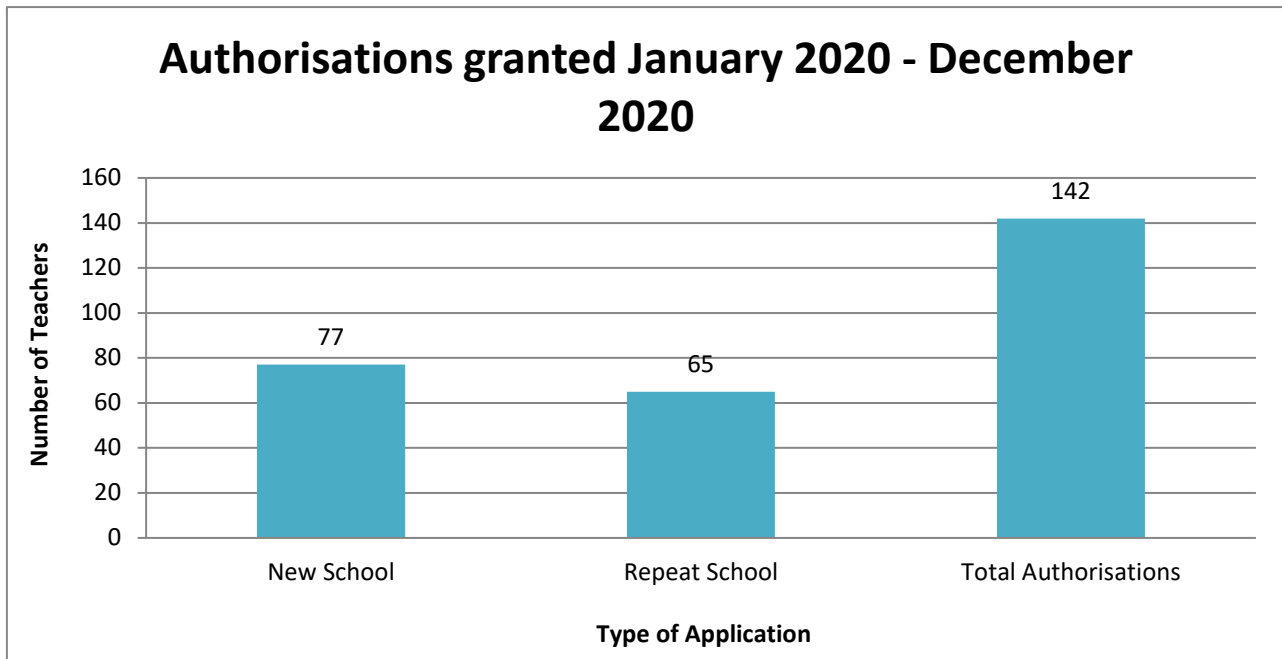
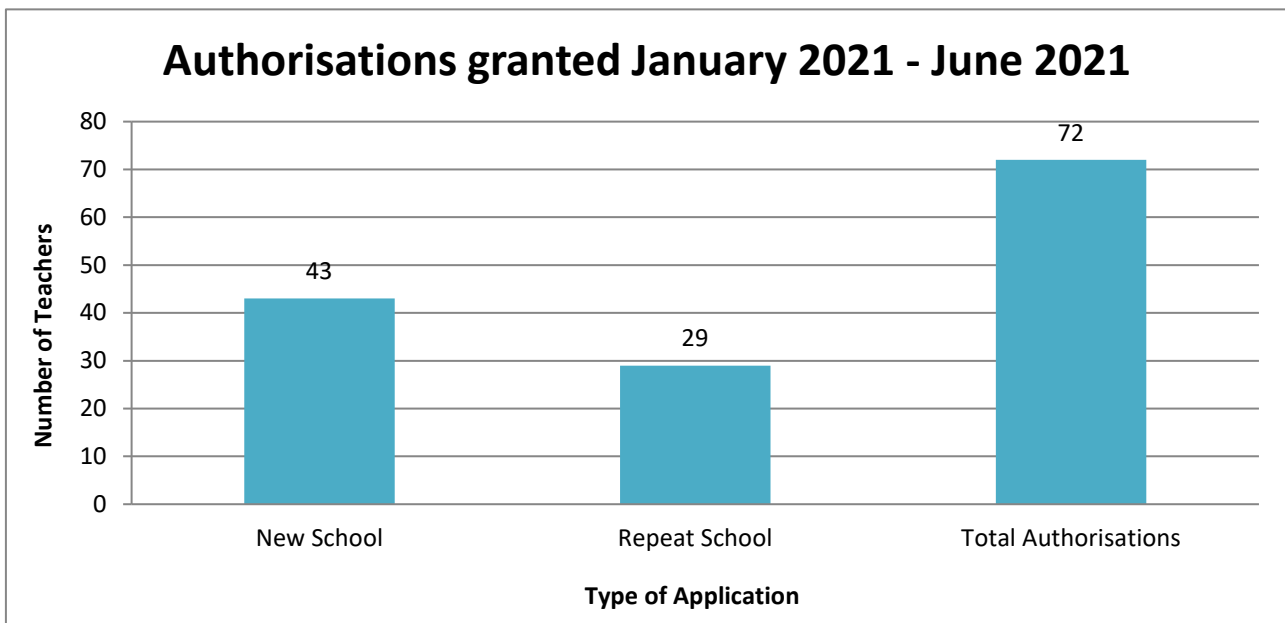


Table 10 – Authorisations granted from January 2021 – June 2021



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 2021. An extension was granted to the Department of Education to provide this information by 13 April 2021.

59 persons were noted to have been teaching unregistered or without authorisation this year compared to 59 persons in 2019-2020. This represents the same number of persons teaching in schools without registration or authorisation.

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	8 April 2021
Department of Education	Government	13 April 2021
Good Shepherd Lutheran College	Independent	29 March 2021
Haileybury Rendall School	Independent	7 April 2021
Living Waters Lutheran School	Independent	23 March 2021
Milkwood Steiner School	Independent	29 March 2021
NT Christian Schools	Independent	12 April 2021
Nyangatjatjara College	Independent	11 March 2021
St Philips College	Independent	30 March 2021
The Alice Springs Steiner School	Independent	19 March 2021
The Essington School	Independent	24 March 2021
Yipirinya School	Independent	20 April 2021
Yirara School	Independent	18 March 2021
Tiwi College	Independent	14 April 2021
Nwarddeken Academy	Independent	14 March 2021
Mapuru Yirralka College	Independent	16 March 2021

Audit of Registration Renewals

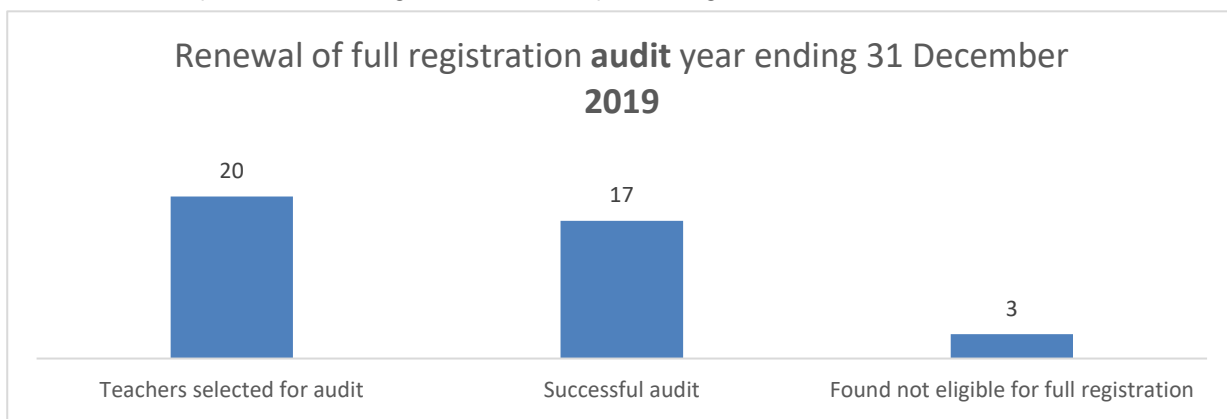
As part of the process for teachers renewing their full registration, where the teacher's registration expires on 31 December, the Board conducts an audit, representative of approximately 10% of renewing teachers.

Year ending 31 December 2019

Due to factors indicated in 2019-2020 Annual Report, delays to the 2019 Renewal of Full Registration Audit (the Audit) results were unable to be published at this time. At its meeting held 22 October 2020, the Board approved the Audit report for year ending 31 December 2019. This report is available on our website.

Of the 20 teachers selected for audit, 17 met the requirements of renewal of full registration, and 3 were unsuccessful.

Table 11: Summary of audit of full registration renewal, year ending 31 December 2019.

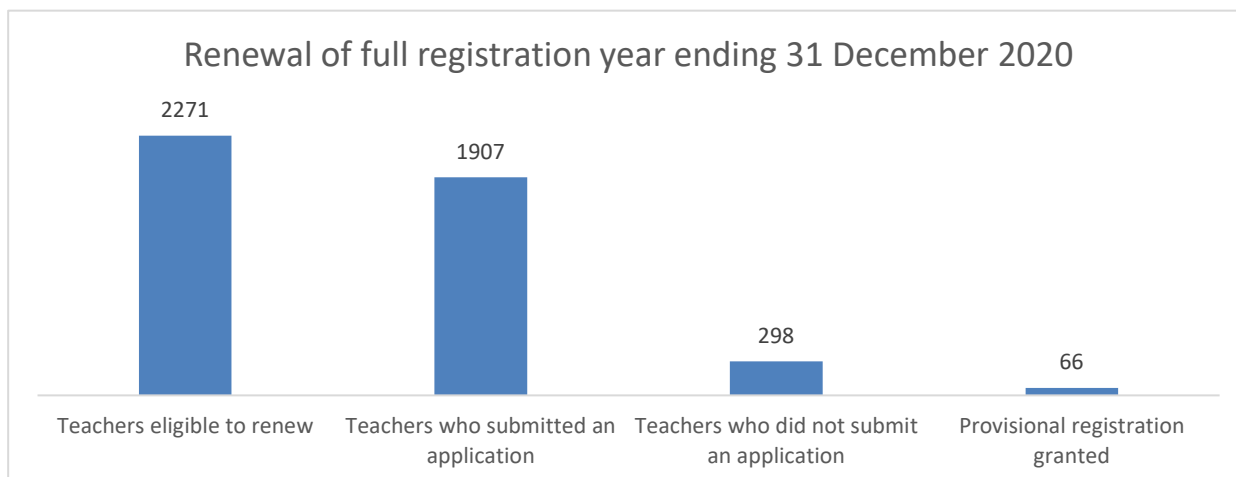


Year ending 31 December 2020

The online renewal application was opened to teachers on 22 September 2020 through MyTRBNT online services accessed via the TRB website. Teachers could renew up to, and inclusive of, 26 November 2020, allowing Board approval prior to 31 December 2021.

The 2020 cohort had 2271 teachers eligible to renew their category of full registration. 1907 teachers applied for, and were subsequently granted, full registration, with 66 not eligible for renewal of full registration and subsequently granted provisional registration.

Table 12: Summary of audit of full registration renewal, year ending 31 December 2019



Highly Accomplished and Lead Teacher Certification

National Certification

All Australian Education Ministers endorsed the Certification of Highly Accomplished and Lead Teachers in Australia in April 2012. National certification uses the Australian Professional Standards for Teachers (the Standards) as a basis for making rigorous and consistent judgements regarding the certification of teachers at the higher career stages across Australia.

The Board is the certifying authority for all teachers employed in Northern Territory schools. It is responsible for all certification processes of Highly Accomplished and Lead Teachers ensuring national consistency, rigour, quality and fidelity through the application of national processes whilst engaging in continuous quality assurance activities.

Implementation of National Certification

The Board is responsible for:

- Certification processes inclusive of coaching support for both school leaders and teachers undertaking certification.
- Training and management of NT nationally trained and registered assessors. Assessors have participated in 50 hours of national training.
- Training assessors and maintaining currency of current trained assessors through quality assurance activities.
- Data collection.
- Reporting high level data to Australian Institute for Teaching and School Leadership (AITSL) and all relevant employers.
- Membership at national working/groups focussing on maintaining national consistency and continuous evaluation of process and relevant activities.

National Representation

The Board was represented on the following:

- Certifying Authority Network (CAN).
- CAN Working Group.
- HALT Steering Committee.
- National Quality Assurance activities.
- Assessor Training Program Review.
- National HALT Summit 2021 (Brisbane).

National HALT Summit 2021

The fifth Highly Accomplished and Lead teacher (HALT) Summit was held in Brisbane on 25 and 26 June 2021 and attended by 338 guests (136 in-person and 202 online). The Summit included keynote presentations and masterclasses from Dr Jared Cooney Hovarth covering surface to deep knowledge transfer and Dr Helen Street focussing on wellbeing as well as a masterclass from Emeritus Laureate Profession John Hattie on the role of expertise in developing teacher impact. In addition, certified teachers were given opportunities to share their practice, network and virtually visit schools in Queensland.

Despite COVID-related challenges, the feedback from participants, both in-person and online, was very positive.

Most video recordings of the masterclasses and keynote presentations from the Summit have been made available to all members of the national HALT Network.

Most delegates at the invitation-only conference were expert teachers who have voluntarily achieved certification against the Highly Accomplished or Lead career stages of the Australian Professional Standards for Teachers – a rigorous national process requiring applicants to demonstrate the impact of their practice on students and their colleagues.

Certification information sessions delivered

During the reporting period, 12 Highly Accomplished and Lead Teacher information sessions were accessed by 204 participants in the following formats:

- 7 face-to-face sessions; and
- 5 Skype sessions.

Table 13: Number of HALT information sessions delivered and registrations for sessions.

Information Sessions and Registrations	
Number of sessions	12
Number of registrations	184*

*In 2021 184 teachers registered to attend the information sessions. The number of attendees totalled 204 due to additional sessions provided at individual school's request.

Expressions of Interest for Certification

For teachers to participate in the professional learning workshops, they are required to submit a formal Expression of Interest to proceed with national certification.

Table 14: Number of Expressions of interests received, and uptake of HALT certification.

Formal Expressions of Interest Submitted	
Expressions of Interest	98
Completions	22*
Withdrawals	10*

*Stage 1 and Stage 2 assessments take place from mid Term 3 to the end of Term 4. Completions include renewals.

Workshops

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

The first workshop:

- Clarified processes;
- Enhanced understanding of the Australian Professional Standards for Teachers;
- Established a network of support for applicants; and
- Developed a network between office of the Board staff and applicants.

The second workshop:

- Provided opportunity for applicants to work collaboratively and independently to develop annotations enhancing the quality of portfolios whilst receiving feedback from other applicants and Board staff.

Approximately 100 teachers participated in the full-day workshops.

Table 15: Number of professional learning workshops registered for and delivered.

Full-Day Workshop Sessions and Registrations	
Number of information sessions provided	16
Number of registrations received	91*

*Reflects full day workshop attendance only. Further sessions have been offered to schools and small groups based on more tailored needs

Current Certification

114 teachers have successfully completed the certification process in the Northern Territory as at 30 June 2021.

Cost

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

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

Coaching

Approximately 375 hours, accessed by 110 participants, have been spent on individual and small group coaching sessions across the Territory.

Further to this, advice on National Certification has been provided to approximately 450 educators who are representative of employers, unions, principals and leadership teams, stakeholders such as AITSL, prospective applicants, HALT assessors and Human Resource teams.

National Assessor Training Program NT

The Board has trained 33 assessors of which 29 remain current.

The Board has engaged with Cannan Consulting to deliver Assessor training. The Department of Education committed to this training and the profession's quality teaching agenda by providing funding for the Consultant component of the training with the Board covering costs for relief teachers, travel and venue hire.

Nineteen (19) educators representing the Department of Education and Australian Independent Schools NT have committed to this training.

Due to Covid-19 restrictions and challenges the training is scheduled to be finalised by end of October 2021.

Disciplinary Proceedings

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 Northern Territory Police or prosecuting authority such as the Northern Territory Director of Public Prosecutions;
- A notification from another teacher registration authority; and/or
- Information received from another source including declarations made by 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 statistical summary of the matters that were before the Board during the reporting period is provided in the following tables.

Complaints	
For the period July1 2020 to 30 June 2021 there were a total of 13 complaint matters before the Board. Of these there were:	
6	Open complaint matters as of 30 June 2021
7	Complaint matters finalised during the reporting period
13	TOTAL
In relation to the 6 open complaint matters, the Board took the following action:	
2	Progressed to Preliminary Investigation
1	Progressed directly to an Inquiry
1	Conditions imposed on registration
2	Not commenced at time of reporting
In relation to the 7 finalised complaint matters, the Board took the following action:	
5	No further action taken following preliminary investigation
1	Conditions imposed on registration following preliminary investigation
1	Dismissed

Notifications from Northern Territory Police or Prosecuting Authority	
For the period July1 2020 to 30 June 2021 there were a total of 2 Notifications from Northern Territory Police or Prosecuting Authority matters before the Board. Of these there were:	
1	Matter progressed directly to Inquiry
1	Matter ongoing
2	TOTAL

Employer Notifications	
For the period July1 2020 to 30 June 2021 there were a total of 65 Employer notification matters before the Board. Of these there were:	
58	Open Employer Notification matters as of 30 June 2021
7	Employer Notification matters finalised during the reporting period
65	TOTAL
In relation to the 58 open Employer Notification matters, the Board took the following action:	
36	Progressed to Preliminary Investigation
10	Progressed directly to an Inquiry
8	Conditions imposed on registration
2	Resulting in review of decision
2	Not commenced at time of reporting
In relation to the 7 finalised Employer Notification matters, the Board took the following action:	
4	No further action taken following preliminary investigation
3	Imposition of conditions on registration following preliminary investigation

Notification from a Teacher Registration Authority	
For the period July1 2020 to 30 June 2021 there was a total of 1 Notification from a Teacher Registration Authority matter before the Board. This matter is ongoing.	

Information received from another source	
For the period July1 2020 to 30 June 2021 there were a total of 14 matters before the Board originating from information received from another source. Of these there were:	
1	Matter progressed to Preliminary Investigation
8	Conditions imposed
1	Matter resulting in review of decision
4	Matter ongoing
14	TOTAL

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

Review of Board decisions

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

During the reporting period, three people sought a review of certain decisions of the Board through the Northern Territory Civil and Administrative Tribunal (NTCAT). Of these, two matters are ongoing as of 30 June 2021.

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 Northern Territory 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 Northern Territory 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 on the Board's website.

Process and Timing

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

Some causes for delay include:

- The deferral of investigations pending the outcome or progress of criminal or employer investigations;
- Complex matters, with significant documentation and evidence for consideration;
- Delays in notifications being made to the Board (which often affects availability of evidence);
- Availability of legal counsel;
- Access restrictions to relevant information and/or requests for extension to the production of documents by respondents; and
- Promptness of responses from persons who are the subjects 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 four Inquiries. The Board was ably assisted by SFNT and private legal counsel.

The following Board members were appointed as members for these four Inquiry Committees during 2020-2021:

- Mr Gordon Canning
- Mr Greg Hauser
- Ms Michelle Willsher
- Ms Lorraine Hodgson

There were no inquiries finalised in the reporting period.

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

